Jim Warnken

World We Want

ED442P

Assignment #5

Instructor: Ann Amberg

Grade Level: 4-6

After-School Garden Club Unit

Assignment #5

Lesson #1

Materials:

-Journal pages

-Have one jar already filled with an assortment of different balls (or marbles or

rocks) and some sand for each student. Make sure that four of items are much larger than the others.

-A piece of butcher paper for each student.

-Some extra sand

-Extra jars, balls, and sand.

Pre-assessment (do this a day before the day of this lesson): Have the students write for about 5-10 minutes in their journals on the following prompt:

“What are the most important things to your life?”

\*Note- make sure to read their journals the day before the lesson.

Give each student a pre-filled jar. Now have them empty their jar on their butcher paper. Have them try and replace the items back in the jar with the sand first.

Then, give them the opportunity to use their own strategies to replace all of the materials back in the jar. Once all have managed to accomplish this, explain that this jar represents the things that are most important in their life.

Now have them empty the contents back on their butcher paper again. Have them organize the contents of the jar on their butcher paper from the biggest to the smallest items.

Have them trace around the biggest four items from their jar. Then, have them write beside these four items what they believe each item of the represents. Ask the students to share their responses for these four items. Use their responses to lead the students to the understanding of their basic needs (air, water, food, and shelter).

Give the students an opportunity to change up their headings for the four most important items.

Next, have the kids draw circles around the remaining round items and give them time write out beside their items what they think these items are in relationship to their life. Discuss some of their ideas of these second level items. Create a class listing of these second level items. \*Make sure that they know they can change up their answers at any time during this discussion.

Finally, have them trace around the pile of sand and have them list of what kind of things they think the grains of sand might represent. Maybe them tape down some of the grains and talk about what they might mean to their life. Discuss their answers to these other items. \*Again make sure that they know they can change up their answers at any time during this discussion.

Next take out one of the filled jars. Remove one the larger items (add sand to the jar while doing this. Agree on which one of the basic items that has been removed from this life. “What happens to this life?” Do this with each of the top four items. Then, replace the big four and progress with taking out of some of the mid-sized items from the listing we created before. Continue this discussion talking about what happens to a life when some of the grains of sand are taken out of your life (use the items from their listing of the grains of sand).

Assessment:

Return their journals to them. Pose the pre-assessment question to them again: “What are the most important things to your life?”

 Additional writing prompt:

“How has your thinking changed between the two times that you have been given this writing prompt? Why?”

Do the pre-assessment for the next lesson (see below).

Lesson #2

Preassessment: Journal prompt- “If you had three rules to live by, what would they be?” (Done at the end of the jar lesson. Read these over before this lesson.)

Review: “What were the four basic needs that we discovered in the lesson before? What were some of the secondary needs? What was some of the small stuff?”

Lesson

“Yesterday in your journals you wrote about three possible rules that you will live by. Let’s spend some time discussing what your responses to these questions.” List out their answers on butcher paper. Discuss with the students that we have just listed out a list of ethics (moral principles, rules).

“Now let’s look for connections.”

(Try my best to connect these down to two principles: Earth care and People Care. Use two highlighters to display these connections.)

“Today we are going to add a third ethic.” Place on the board the word: sustainable. Solicit their definitions.

Write this phrase on the board:

A sustainable system is one that produces more energy than it consumes, there is enough in surplus to maintain and replace the system over its lifetime.

“To make something sustainable you must have a return of surplus.” Place this on this list of ethics as the third ethic.

Discuss what this means.

“Now we are going to look at the intersection of these three ethics with the four basic needs”.

Students will now work in groups (probably paired up) to fill out the following four pages. They can write out their ideas and also can create drawings.

\*I put the non-example side first because I think by giving examples of what it is not will help them better see that intersection of the basic needs with the list of ethics.

|  |
| --- |
| Air |
| What it does ***not*** look like (think about earth care, people care, and return of surplus). | What it does look like (think about earth care, people care, and return of surplus). |
|  |  |

|  |
| --- |
| Water |
| What it does ***not*** look like (think about earth care, people care, and return of surplus). | What it does look like (think about earth care, people care, and return of surplus). |
|  |  |

|  |
| --- |
| Food |
| What it does ***not*** look like (think about earth care, people care, and return of surplus). | What it does look like (think about earth care, people care, and return of surplus). |
|  |  |

|  |
| --- |
| Shelter |
| What it does ***not*** look like (think about earth care, people care, and return of surplus). | What it does look like (think about earth care, people care, and return of surplus). |
|  |  |

When the groups are finished, bring them together. Use their ideas to create a combined class version of these four pages (on butcher paper).

* I will really focus on the return of surplus in all areas, and in particular the food and shelter. Regarding food talk about how we will be creating a composting pile system to return the surplus.

Bring back an empty jar from the previous lesson and an extra large ball. Talk about this situation with the students where a person is not living sustainably with each of the four basic needs (air, water, food, and shelter).

Formative Assessment: On a piece of butcher paper, draw a picture of your dream home in the future. Show the specifics of how this provides your basic needs (air, food, water, and shelter). Make sure that your drawing matches with the three ethics (Earth Care, People Care, and Return of Surplus).

Finish this lesson with the pre-assessment for what we are going to do the next day (see below).

Lesson #3

Pre-assessment (done the lesson before): “Let’s think about what kind of yoga poses different types of animals would do. Let’s start off with a:

Frog

Lesson- Yoga in the Garden (might have to be beside the garden)

Start with a meditation with the following prompts to the students with an extended amount of time between these promts).

“Imagine yourself taking care of the Earth…”

“Imagine yourself taking care of the People you know and do not know…”

|  |  |  |
| --- | --- | --- |
| Sun Salutation A (repeat 3 or 4 times)Sun Salutation B (repeat 2 times)StandingSeatedFinishing | MountainRag dollLizardUp dog or cobraDown dog (5 breaths)Rag dollMountainFierce Rag dollLizardUp dog or cobraDown dogWarrior (r. foot forward)LizardUp dog or cobraDown dogWarrior (l. foot forward)Up dog or cobraDown dog (5 breaths)Ragdoll (5 breaths)Tree (5b. right & 5b left) Warrior2 (5b. right & leftArrowDown dogDonkey kickWindmillCat Cow (repeat both 5 times)CoyoteSeated rag dollSlideCrooked branchBoatFrog BirdFlying birdTurtleButterflyBowBridgeWheelSeated rag dollMousePlowSpiderHugCorpse (“Imagine you are returning your energy to the Earth”…) |  |

Assessment: Write anything in your journal that you would like to share.