



PERMACULTURE PROJECT: Learning to expand our love



For 7-9 years old children

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Int Aims

To promote the feeling of interconnectedness with the whole by observing cycles;

To develop love for the creation and subtleness of mind in the children by involving them in the cultivation of plants;

To emphasize the need of reintroducing organic techniques which preserve the environment against the agriculture based in chemical interventions.



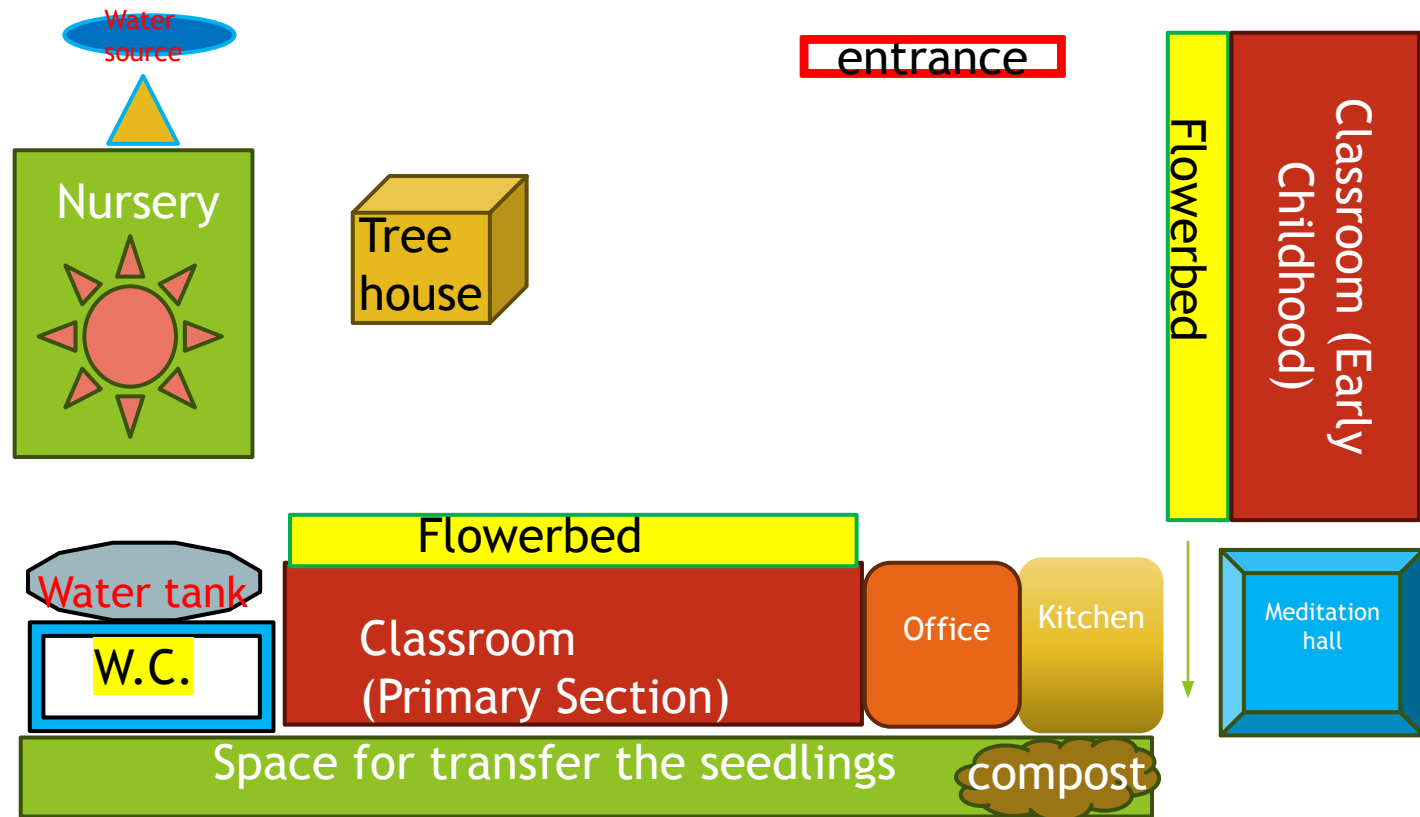
Description of the learning environment:

Outdoors in the space for garden. Also the lower section of our tree house to the children organize their garden tools.

We would have a meeting to agree where the tools should be exactly and using chalk, write their places on the floor.

The children to name that space and paint a post saying “..... store room”.

We would try to make a small mandala for the nursery. Decorate signs to separate the different crops in the nursery. For the signs the children would draw the vegetable, paint and also write its name.



WORK PLACE

The green areas are the ones the children would work with permaculture.

The children have to create a device to improve watering of plants, developing on STEAM.

Also they would create a birdfeeder at time of harvesting.

We would decorate a bucket for the compost, place in kitchen and children to empty it in the compost place

Content



PARTS OF PLANTS – Observation in nature. Using cardboard, Art craft of a plant including all its parts

PLANT CYCLE: - How do you think the plants grow? Observe from garden and discuss your theories;

Individual poetries about the plant cycle.

NEEDS of PLANTS –Learn how the plant needs space by observing plants which grow in compact soil and comparing to the ones that had the soil revolved before planting (i.e. need of space/air);
- Tour to observe the various kind of soil in the neighbourhood and what vegetation that grows on them, teachers take notes of their remarks, subsequent discussion;

- Children will make a reap of compost using worms, see the difference between the compost without worms- what happens? Why? Discussion.
- Observation of how weather affects the plants; groups will make a weather chart and express how they think the weather has affected the plants.
- Weeding (explain when it is necessary and ethical),
- MV - singing of mantra BNK when dealing with plants.

USES OF PLANTS- Talk about their favourite dishes and what parts of the plants we can cook;
- Research in internet how insects depend on plants and vice-verse. Teacher explains how the

ASSESSMENT



- ▶ **1 – Encouraging assessment:** Each student will make 2 columns: Damage/Improve. They will write/draw their own experience when gardening: those things which they observed that damaged/improved a plant. They would talk about what could have been done to avoid the mentioned damage. They also will explain the reasons behind certain actions that benefited the plant.
- ▶ **2 – Discussion:** How weather affects the flora?
- ▶ **3 – Quiz about the importance of the plants.**
- ▶ **4 – Game:** the teacher holds cards with the names of the various parts of the plants. The moment s/he shows one of the cards, students are to give a name of a food made of it (example, if he shows the word “root”, students mention an edible root, “yam” for example. The children who already replay will sit apart in sequence after giving the correct answer. It goes on until all the children were able to reply a different item for each card.
- ▶ **5. Drama:** get groups to represent the idea of organic x chemical cultivation. Both team performs to convince the other team to join their views.
- ▶ **6. Summative assessment:** Student to research on an insect and plant mutual relationship, were both parts benefit. S/he is to produce a Art work and make a presentation to the class.
- ▶ **7. Students are to produce exit tickets at the end of each class on what**