



Organic Walking Tour

Overview:

Students will explore the garden in small groups to become familiar with its layout and the various plants, trees, structures in the garden. They will be introduced to the concept of an organic garden.

Objectives:

At the end of the lesson students will be able to:



Point to North, East, South, and West quadrants in the garden



Explain why it is important to know where these directions are, so that they know where to plant in relation to the sun.



Identify three to four items they find in their garden quadrant and answer questions on their worksheet about those items.



Identify at least three components of what makes an organic garden

Preparation:



Create and place signs on each plant/tree addressed in the student's handouts with their name and a description.



Put multiple signs in each quadrant saying North, South, East, and West.

Vocabulary:



organic garden
ecosystem
organic fertilizer



beneficial insects
quadrant
North

Materials:

- Y Signs on each plant/tree in the garden
- Y Name tags for students
- Y Handouts 1-4: "What did you find in your garden?"
- Y Clipboards for each student
- Y Pens/Pencils
- Y Bell to get students' attention

On the Board:

- Y Map of the garden
- Y Vocabulary
- Y Student Reflection questions

Suggested Snack:

- Y Ripe produce from the garden
- Y You can serve with hummus, but it is great to let students taste the produce without anything added!



South
East
West
potting tables
worm bin
compost bin
sheet mulch



companion plants
raised beds
in-ground beds
decompose
soil microbes
nectar (a sugary fluid
produced by plants)

Learning Activities:

1. Introduction (5 min.)
 - A. Tell students they will explore the garden to: (1) discover what is there and (2) answer some questions on their handouts about their quadrant.
 - B. Ask students to point to North, East, South, and West in the garden.
 - C. Explain that an organic is more than making plants grow without pesticides and toxic fertilizers made from petrochemicals. Organic gardening emphasizes creating an ecosystem that nourishes plants, soil microbes and beneficial insects.
2. Garden Activity: Self-Guided Walking Tour (30 min.)
 - A. Once it is clear everyone knows where the N, E, S and W areas are, divide the class into N, E, S, and W groups.
 - B. Distribute clipboards and Handout: “What Did You Find in Your Organic Garden?” and instruct them to fill out the handout as they walk through the garden.
 - C. Bring students into the garden and send them to their quadrants. A teacher or volunteer will accompany each group. Allocate about 10 minutes per area. The goal is to visit each quadrant, if time allows. A bell will signal each group to rotate to the next area.
3. Wrap-Up (10 min.)
 - A. Ring the bell to bring students back to the classroom.
 - B. Lead a discussion asking questions such as:
 - What did you learn from your garden walking tour?
 - What questions do you have about the garden?
4. Snack: Serve ripe produce from the garden! (5 min.)

Student Reflection Questions

1. What is your favorite part of the garden? What is your least favorite part of the garden? Why?

Assessment Questions:

1. Why is it important to know where North, East, South, and West are, when you are planting in the garden?
 - It is important to know how much sun a plant needs, and how much it will get depending on where you put in the garden.
2. Identify the function of three components of an organic garden (improved soil, natural fertilizer, natural pest control). (See Handouts 1-4 for a list of possible answers.)

Standards:

CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.