

Greening Our Gardens

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Subject/Grade: Adult Transition- Job Exploration



1-2 Sentence Lesson Summary

While students explore their work based learning jobs in gardening and greenhouse work they will learn and explore and use methods to make their job Green & Sustainable.

Driving Question that Students Will Explore

What can I do differently to make this job Green & Sustainable?

Green Jobs / Sustainability Industry Connection (e.g., an industry-related career, skill, or challenge)

I saw/heard the professionals do/talk about working with natural landscapes and ecosystems, so I'm incorporating use of native materials, natural pest controls, drought reduction ideas, reclaiming water, etc. to make working in the garden or greenhouse Green and Sustainable.

Part 1 Above Due Tuesday for Peer Share

Learning Goals:

Students will be able to...

Name, apply and demonstrate use of Green & Sustainable practices into their work based learning experience in the garden or greenhouse over the course of the time on this job and connect these practices to future similar jobs and use at home.

Instructional Outline: This should be the bulk of your writing. Bullets of what the students will do throughout the lesson to reach the learning goals you have set.

Hook/Intro...What does it mean if we make working in our gardens Green and Sustainable? (students will brainstorm what they think this means)

Definition will be revealed using the following video:

<https://www.youtube.com/watch?v=5WMdDsgIBKA>

We are going to take our gardening and greenhouse jobs and learn ways we can make them Green and Sustainable. In order to do that we need to explore some SOLUTIONS to reduce, remove and replace non-green non-sustainable practices.

Let's think back to what we saw in the video, which of these ideas can we use?

Create an idea bank visual as students name off and call out ideas they remember (this can be a tech related <https://www.teacherspayteachers.com/Product/Free-Virtual-Word-Wall-5928699> or simple writing words on a white board idea bank)

During... your work based learning you each will get to create your own garden space to show off at least 2 of these solutions and what you have learned about Greening Our Garden. You get to tell us about what you chose and how it works on a garden tour. (this will be a multi week process as plants need time to grow and students will need to tend to their garden spaces prior to the Garden Tour.

Reflection...tell about your experience of using green and sustainable solutions by completing the google form attached.

https://docs.google.com/forms/d/14NWv-Psm9Ai2uo30n-WeR6MYsZMsOAzBo5DYOt_PRAM/edit

Standards

HS-ESS3-4- Content Area: Science (CA NGSS)

Grade Range: 9–12

Disciplinary Core Idea: ETS1.B: Developing Possible Solutions

Cross Cutting Concept: CCC-7: Stability and Change

Science & Engineering Practice: SEP-6: Constructing Explanations and Designing Solutions

Content Area: Earth and Space Science

Science & Engineering Practices: Constructing Explanations and Designing Solutions
Design or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

Assessment: How will you check your students' understanding? Check out these [creative assessments](#) if helpful.

Each student will use their own garden space to showcase use and application of green and sustainable gardening practices and on Garden Tour walk through identify by name at least two of the practices used in their space when presenting..

Materials/Resources

Variety of seeds or plant starters (local natives), hand trowels, hand rakes, top soil, plant markers, mulch, access to water source, mulch, cardboard, compost bins, etc.

Part 2 Above Due The Monday After Externship Week