

Seeds for Thought: Lesson One

Introductory question: What is a fundraiser?



Introduction:

In addition to teaching youth about planting, this Seeds for Thought project will teach youth about charitable giving, goal setting, entrepreneurship, basic business skills, communication and responsibility.

Teaching youth entrepreneurial skills has always been a necessary part of preparing youth for the future. Today, however, the importance of entrepreneurship education is even more critical as our local, regional, and global marketplaces face economic challenges and transitions. Entrepreneurship education is more than teaching students how to become independent business owners. It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviors, such as becoming creative and independent thinkers, assuming responsibility, and valuing diversity.

In this first lesson, youth will learn about fundraising, decide where to donate money raised from the plant sale, and begin learning how plants grow.

Skill Level: *Grades 3-5*

Learner Outcomes:

Youth will establish a fundraising goal.

Education Standard(s):

SP.PK12.US.9.2a: Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.

WL.K12.SU.3.7: Deliver and defend recommendations in business, scientific, academic, or social contexts.

SC.3.L.14.1: Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

Success Indicator:

Youth will describe what plants need to grow and youth will create a business plan for the plant sale.

Life Skill(s):

Gardening; communication; entrepreneurship

Tags: *SPIN; gardening; communication; entrepreneurship*

Time Needed: *1 hour*

Materials List:

*Notebooks
Pencils*

Learn More

Network for Teaching Entrepreneurship:
<http://www.nfte.com/>

Learning to Give:
<http://www.learningtogive.org/>

Lewis, Barbara A.
The Kid's Guide to Social Action. Free Spirit Publishing, 1998.

Virtual Fun

Be Your Own Boss:
<http://pbskids.org/itsmylife/games/boss/>

Yes Kids Can!
<http://www.yeskidscan.com/files/SocEntWorkbooklu ne15.pdf>



Part One: Charitable Giving (25 minutes)

1. Tell youth to draw a picture of an item they really want and include the estimated price of this item. Have youth list five ways they could earn money to buy this item. Allow youth to share some of the items they want and ways to raise money.
2. Relate this to raising funds for a service project. Ask the group why they think charities need money. What do they understand by the term 'charity'?
3. Explain, like everyone else, charities have to pay for the goods they buy and the services they use to do their work. They need a regular income to pay for their supplies, staff, training, transport, printing costs and many other expenses. Some charities receive money from the government, but many rely on the public's generosity to support their work.
4. Fundraising involves asking members of the public or companies to give money to support the organization. This is known as a donation and people who give money to charities are called donors. There are many people in the community who really need some assistance and as a group we need to decide how we will spend the money from our project.
5. As a group, we can raise money for one group by holding a plant sale. Over the next couple of weeks, we will learn about how seeds grow into plants and plan a plant sale to raise money for a group in need.
6. Today, we will start our project by first deciding where we will donate the money from our sale, then we will learn how plants grow, and finally we will decide which plants we want to grow for our sale. Next time we get together, we will plant our seeds!
7. Allow youth to work in small groups. Each group will select one charity they wish to support and try to persuade the class to choose the cause for the fundraiser.
8. Have the youth vote for one of the ideas. The idea with the most votes will determine where the funds will go.

Part Two: Learning about Plants (10 minutes)

1. Ask the group, what do you think is needed for a seed to germinate or to grow into a sprout?
 - a. Seeds wait to germinate until three needs are met: water, correct temperature (warmth), and a good location (such as in soil). During its early stages of growth, the seedling relies upon the food supplies stored with it in the seed until it is large enough for its own leaves to begin making food through photosynthesis. The seedling's roots push down into the soil to anchor the new plant and to absorb water and minerals from the soil. And its stem with new leaves pushes up toward the light. The germination stage ends when a shoot emerges from the soil. But the plant is not done growing. It's just started. Plants need water, warmth, nutrients from the soil, and light to continue to grow.
2. What are the main parts of a plant?
3. Why do plants need roots and stems?

Did You Know?

Entrepreneurs create more than 80% of new jobs in the United States.

Glossary Words

Charity: an organization set up to provide help and raise money for those in need

Fundraiser: an effort to generate financial support for a charity

Donation: something that is given to a charity

Germinate: to begin to grow

News

How elementary students can run their own business:
<http://www.edutopia.org/blog/happy-eating-student-run-business-whitney-walker>



Part Three: Creating a business plan (25 minutes)

Ask one youth to volunteer to write the plan on chart paper as the group answers the following questions:

1. Who will be our customers?
2. Where will we host our plant sale?
3. How will we get the word out about the sale?
4. What will we call the sale?
5. What will we need to buy before we can get started?
6. How much will these things cost?
7. What items can we find for free?
8. Where will we get the money to purchase these items?
9. What is the cost of making each product? (List each expense and divide your total expenses by the number of products you will make)
10. How much will we charge for the plants?
11. What will our profit be? (Profit = income – expenses)



TALK IT OVER:

Share. . . .

Have you ever participated in a fundraiser before? What were you raising funds for?

Have you ever grown your own plants? What did you have to do to take care of your plants?

Reflect. . .

What does a seed need in order to germinate?

Once a seed has germinated, what does the young plant need in order to grow?

Generalize. . . .

Why is it important to donate to charities?

What are others ways you can support a charity besides donating?

Apply. . .

Investigate volunteering opportunities in your local area.

Interview representatives of charities by asking them to describe their work.

References

<http://learningtogive.org/lessons/unit89/lesson4.html>

<http://bizkids.com/wp/wp-content/uploads/Kids-Business-Plan.pdf>

<http://www.mbgnet.net/bioplants/grow.html>



Seeds for Thought: Lesson Two

Introductory question: Which plants should we grow?

Introduction:

Ideal planting time by zones.



Youth who have not been exposed to gardening or raising plants may not know that some thought should go into where plants are planted and grown. When a plant is not right for the site, it will not prosper and may be more susceptible to disease or insect attack. To prevent problems, thought must go into the selection of the plant and its needs.

In this lesson, youth will learn that plants - vegetables, flowers, shrubs and trees - should be planted with thought and care to their needs. They are introduced to annuals and perennials and the influence of climate in Florida. Youth will consider how variables such as shade, sun, dry or wet soil, and plant size at maturity must be considered before a gardener or farmer plants a seed or seedling.

Skill Level: Grade 3-5

Learner Outcomes:

Youth will have the skills necessary to identify and share information about a topic.

Education Standard(s):

WL.K12.AM.4.4: Prepare and deliver presentations based on inquiry or research.

WL.K12.AH.4.1: Deliver a clear and precise presentation that engages and informs a specific type of audience.

Success Indicator:

Youth will create and present a poster explaining the care of a plant.

Life Skill(s):

Research; gardening; communication

Tags:

SPIN; gardening; research; communication

Time Needed: 1 hour

Materials List:

Chart paper and markers
Journal and pencils
Plant books

Learn More

Florida Vegetable Gardening Guide:
<http://edis.ifas.ufl.edu/pdffiles/vh/vh02100.pdf>

Vegetable Gardening:
http://solutionsforourlife.com/hot_topics/lawn_and_garden/veggie_gardening.html

Hardiness Zones
<http://www.thevegetablegarden.info/usda-hardiness-zones>

Virtual Fun

The Great Plant Escape:
<http://urbanext.illinois.edu/gpe/index.cfm>

Root Race
<http://www.scholastic.com/play/root.htm>



Part One: Types of plants (15 minutes)

1. Explain: Today we will choose plants for our plant sale.
2. Plants we grow for enjoyment, usually because we like the way they look or smell, are ornamental plants. They include flowers, shrubs and trees that may or may not grow edible fruit.
 - a. Some ornamental plants have different life cycles.
 - b. Plants that only live one growing season in our climate are called annuals.
 - c. Plants that grow and get bigger for more than two years are called perennials.
 - d. What might climate mean? Discuss with a partner and write your answer in your journals.
 - e. Climate is the word we use to describe our weather, not just today's weather, but how the weather is for most of the year. Is the climate in Florida different than in New York? Explain what is different and how it might affect plants.
3. Plants we grow for food are vegetables and fruit. Most vegetable crops are annuals, but some are perennials. Most fruits are perennials.
 - a. Can you give an example of one annual and one perennial plant?

Part Two: Pick your plants (5 minutes)

Journal: Write your answer this question, "If I could only grow one kind of plant, it would be..." Explain why!

Part Three: Evaluate and decide (40 minutes)

1. To find out the best time to plant, we can look at a map of the planting zones in the United States. Each color on the map represents the average range in temperatures. Most seed packets have a planting zone map on them. Plants will grow best when they have been chosen well and grown under the most favorable conditions. The key to success is: the right plant, in the right place!
2. Ask the youth:
 - a. Will every plant grow in any place?
 - b. What needs must you consider when choosing plants? (Sun, water, soil, climate, growing season, the plant's size when it is mature, and what we want from the plant, such as food, shade, or beauty).
 - c. Why does it matter to choose the right plants for the right spot?
3. In order to decide which plants to grow for our sale, each person will now look up the plant you want to grow. Make notes in your journal about what conditions are needed for the plant to grow.
4. Now we will go around the room and you will explain to us why we should or should not grow the plant you researched. You can share why you picked the plant and what you found from your research. Would one person like to volunteer to take notes on the chart paper?
4. Review the notes and thank the group for making thoughtful decisions.
5. Explain that you will bring the seeds they have chosen to the next meeting to plant!

Did You Know?

Gardens can be planted year-round in Florida, but fall is the preferred seed-planting season.

Glossary Words

Ornamental: for decorative purposes

Climate: the common weather in an area

Annuals: plants that can only survive one growing season in an area

Perennials: plants that live and grow for more than one growing season



TALK IT OVER:

Share. . .

Have you ever lived or visited another area of the United States? Did you see any plants that grow there that don't grow in Florida? What were they? Why do you think they don't grow in Florida?

Reflect. . .

Was it difficult to decide whether to grow the plant you researched? Why or why not?

Why is it important to do research before you begin a project?

Generalize. . .

If plants don't grow in our region, how do we get them to eat?

What are some of the downsides of getting foods from others parts of the world?

Apply. .

Design a garden plan selecting plants that grow well in this region at this time of year.

Aside from the correct climate, what are some other needs of plants that you might find in a garden? (trellis, stakes, etc.)

References

<http://www.agclassroom.org/ny/resources/pdf/activities/right.pdf>

https://fillmore.unl.edu/c/document_library/get_file?uuid=97e22b94-bd5d-44cb-965f-3761d5f383f3&groupId=134939

Seeds for Thought: Lesson Three

Introductory question: How will we plant our seeds?

Skill Level: Grade 3-5

Learner Outcomes:

Youth will learn basic seed starting methods and seedling needs for survival.

Education Standard(s):

WL.K12.IM.4.2: Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

SC.3.L.14.1: Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

Success Indicator: Youth will plant seeds in a mini-greenhouse.

Life Skill(s): Gardening; communication.

Tags: SPIN; gardening; communication

Time Needed: 1 hour

Materials List:

Newspaper
Plastic cups to use as pot maker molds
Planting soil
Seeds (two varieties of each type identified by students in lesson 2)
Toothpicks and Label stickers
Empty large salad containers
Spray bottle with water



Introduction:

In this third lesson, youth will learn basic seed starting methods and seedling needs for survival. They will plant the seeds they chose to grow at the last meeting. The activities are designed to upcycle easily found materials. This will not only save money, but it will also mean that this project is environmentally friendly.

This lesson also includes a communication activity. Communication skills are vital—especially in the information age. Studies show that effective communicators are happier, do better in school, are more successful, and make more money than their less-eloquent counterparts. Several lessons in this project include a focus on developing communication skills.

Learn More

Popular plant printables:
<https://www.teachervision.com/plants/printable/56086.html>

Virtual Fun

Virtual Gardening:
<http://4hgarden.com/VirtualGarden/>

Plant Adaptations:
<http://studyjams.scholastic.com/studyjams/jams/science/plants/plant-adaptations.htm>

Helping Plants Grow:
http://www.bbc.co.uk/schools/scienceclips/ages/7_8/plants_grow_fs.shtml

Part 1: Make a Mini-Greenhouse



1. Review, last time we met we discussed the things that seeds need to germinate. Do you remember what they are? (Water, soil or other growing medium, appropriate temperature, sunlight?)
2. Explain, today we will plant our own seeds. As we won't be together every day to water our seeds, we need to create an environment where the soil will stay moist and where the seeds will receive light.
3. Write the word greenhouse on chart paper. Ask youth to tell what they already know about greenhouses and what they are used for. Write their responses on the paper. Add the word humidity and ask the group if they can define the word.
4. Show the group several empty salad containers and ask why they would make good greenhouses? (water will stay in and light can shine through)

Part 2: Make Newspaper Pots (adapted from the Edible Schoolyard Pittsburg):

1. Explain, now we are going to make pots that we can put in our greenhouse. Instead of telling you what to do, I will show you. You will need to pay close attention!
2. Silently mime the pot making procedure. Slowly wrap the newspaper around the upper neck of the plastic cup (pot maker mold), fold the edges under, and press down firmly onto the base to finish your newspaper pot.
3. After you have finished, select a student volunteer to silently demonstrate the procedure for the rest of the group. As youth once again observe each step of the process, encourage them to think of ways to put each step into words.
4. Once the student finishes making their pot, on chart paper, the group should generate a list of instructions on how to make a newspaper pot. When the group is satisfied with their list, split youth up into groups, pass out newspaper strips, and distribute pot makers. Youth should fill the greenhouses with pots.

Part 3: Plant Seeds

1. Using a finished newspaper pot, demonstrate how to fill the newspaper pot with potting soil and to plant a seed. For these seeds, the hole should be no deeper than your fingernail. Distribute seeds and instruct student to place two seeds into the small hole in the soil surface. When all youth are finished planting, instruct them to lightly cover the seed with soil and gently "tuck it in."
2. Collect finished pots and place them in separate greenhouses with labels. Finally, use a hand sprayer to water the seeds in (be careful because too much water will make the seeds rot), then place the greenhouses in a warm, sunny, place.

Did You Know?

93% American gardening households grow tomatoes.

Glossary Words

Greenhouse: a clear structure in which the temperature is maintained within a desired range, used for growing plants

Humidity: the amount of moisture in the air

News

Urban Gardening:
<http://www.nytimes.com/2013/05/05/fashion/urban-gardening-an-appleseed-with-attitude.html?page-wanted=all>



TALK IT OVER:

Share. . . .

Have you ever had to teach someone how to do something before?

Have you ever planted seeds before? How was it the same or different than what we did today?

Reflect. . .

How did it feel to watch the demonstration without words?

Was it difficult to put the actions into words and explain the process of making a newspaper pot?

Generalize. . . .

What does it mean to teach?

Who is a teacher?

Apply. .

Can you think of other ways to make a greenhouse (either mini or full-size)?

What other items do you have in your house that might make good seed starters?

References

<http://www.tomatodirt.com/tomato-facts.html>

<http://premeditatedleftovers.com/gardening/diy-mini-greenhouse/>

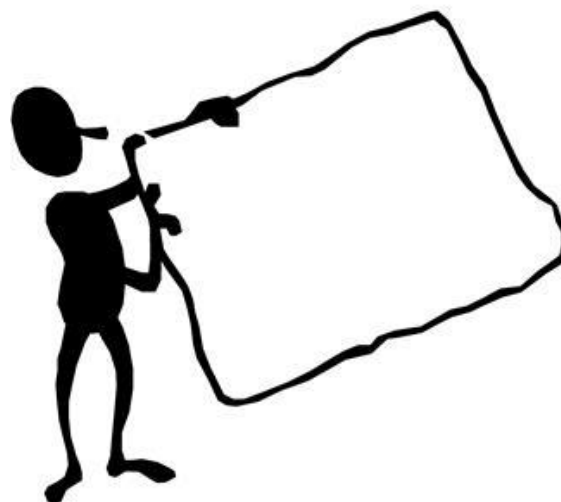
<http://www.gardenbetty.com/2011/03/the-no-brainer-guide-to-starting-seeds-indoors/>

<http://edibleschoolyardpgh.org/wp-content/uploads/2012/11/6.04.16-Starting-Seeds-Tomatoes.pdf>

Seeds for Thought: Lesson Four

Introductory question: How will we encourage people to buy our plants?

Introduction:



In this lesson youth will conduct research on the care of the plants they have planted, create posters, and present their findings. The posters will be used later during the plant sale.

Learning research skills at a young age will give students a skill that will serve them over a lifetime. This skill will not only be useful in school, but in their everyday lives as they attempt to absorb ever-increasing amounts of information. Several lessons in this project include a focus on developing research skills.

Learn More

<http://kidsactivitiesblog.com/30784/public-speaking-for-kids>

<http://www.neok12.com/Public-Speaking.htm>

Virtual Fun

Create your own posters:
<https://tackk.com/>

Kid Businesses:
<http://www.zibkids.com/content/tourzibz>

Skill Level: Grade 3-5

Learner Outcomes:

Youth will have the skills necessary to identify and share information about a topic.

Education Standard(s):

WL.K12.AM.4.4: Prepare and deliver presentations based on inquiry or research.

WL.K12.AH.4.1: Deliver a clear and precise presentation that engages and informs a specific type of audience.

Success Indicator:

Youth will create and present a poster explaining the care of a plant.

Life Skill(s):

Research; communication

Tags:

SPIN; poster design; communication; presentations

Time Needed:

1 hour

Materials List:

*Blank posters
Markers
Coloring pencils
Plant books*



Part One: Introduction (5 minutes)

1. Display several different posters from various sources such as:
 - Movie posters
 - Community events
 - Church dinners
 - Advertisements
2. Ask the group to brainstorm the purpose of posters. Some responses may include:
 - To get people's attention
 - To get people to do something
 - To give people information
3. Explain, today we will create posters to tell people about the plants that we are growing. We will display these posters at our plant sale and we will make copies for people to take home when they purchase their plants.

Part Two: Poster Creation (30 minutes)

1. Have each student select an empty seed packet saved from the planting lesson. You can either put several on each table and have groups of students decide how to distribute them, have students line up and pick one when it's their turn, or have students pick one out of a hat and exchange as they wish.
2. Show the youth a chart paper with several questions to consider:
 - a. What do you know about the plant already?
 - b. How is the plant grown and cared for?
 - c. How is the plant used in our culture and in other cultures?
 - d. Where is the plant originally from?
3. Tell the youth, now it's time to start your research. You will find information on the back of the seed packets and in these books.
4. Instruct youth to create posters that display information they find on the plant.

Part Three: Presentations (20 minutes)

1. Youth will present their posters to the group. They will explain the information they have found through their research. Encourage students to speak clearly and loud enough for everyone to hear.
2. Thank the group for their work and explain that they will be able to share this same information at the plant sale with customers. Ask the group why they think it would be helpful to share this information with customers.

Part Four: Take Home Activity (5 minutes)

1. Explain that we will also need posters to tell people about the plant sale. Pass out a sample flyer with information about where and when the sale will take place.
2. Ask the group what other information might be good to add to a flyer. Examples include: what's for sale, who is hosting the sale, where the money will go, etc. Have the youth write down these ideas on the sample flyer.
3. Instruct the youth to use this information to make a poster or flyer at home advertising the plant sale.
4. Have the youth brainstorm places to hang their posters and flyers. Ask each youth to commit to making and hanging at least one poster or flyer in the community.

Did You Know?

Communication skills consistently top lists of what employers consider the most desirable personal traits.

Glossary Words

Advertisement: the act or practice of calling public attention to one's product, service, need, etc.

Research: careful study that is done to find and report new knowledge about something,

News

Teaching Presentation Skills to Kids:

<http://www.toastmasters.org/ToastmastersMagazine/ToastmasterArchive/2007/May/Articles/Teaching.aspx>



TALK IT OVER:

Share. . .

What posters or signs in this building catch your attention? Why? What do you like or dislike about them?

Have you ever created poster before? What was it for?

Reflect. . .

Why was it important for us to create posters with information about our plants?

How do you think the information will help the plant sale?

Generalize. . .

What would happen if there were no signs in a building?

Why do we use signs?

Apply. .

Have youth analyze the content and design of victory garden posters from World War II

References

<http://www.skillsyouneed.com/general/employability-skills.html>

<http://www.learnnc.org/lp/editions/invent-convent/6705>

<http://www.readwritethink.org/classroom-resources/lesson-plans/designing-effective-poster-presentations-1076.html>

Seeds for Thought: Lesson Five

Introductory question: Why is diversity important?

Introduction:



In this lesson youth will compare their own similarities and differences. They will then compare several of the plants they are growing to explore variations.

Seed catalogs feature many different cultivars, or varieties of plants. Gardeners consult seed catalogs to select plant cultivars that are best suited for their region's climate and their garden's unique growing conditions.

Gardeners also pay attention to other characteristics that make a plant desirable, such as appearance, abundance of harvest, or resistance to pests and disease.

Learn More

Teaching Diversity:
<http://www.scholastic.com/teachers/article/teaching-diversity-place-begin-0>

Heirloom Seeds:
<http://www.offthegridnews.com/2014/06/02/what-exactly-are-heirloom-seeds/>

Virtual Fun

Understanding Ourselves and Others:
<http://www.kidspych.org/index1.html>

Biodiversity Game:
<http://www.wonderville.ca/asset/biodiversitygame>

Skill Level: *Grade 3-5*

Learner Outcomes:

Students will understand that plants from the same family share similar characteristics and growing preferences

Education Standard(s):

G.K12.5.2.2b: Understand: Promote diversity in talents and intellectual abilities of each member of the group.

SC.5.L.17.1: Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

Success Indicator:

Youth will identify and describe variants within species by comparing different types of plants.

Life Skill(s):

Analysis

Tags:

SPIN; diversity

Time Needed: *1 hour*

Materials List:

*Journals and pencils
Growing plants
Chart paper and markers*



Part One: Let Us be Different Game (20 minutes)

1. Have one youth share one way she/he is the same as the person to her/his left. Continue once around the circle and then switch to have each youth tell one way she/he is different than the person to her/his right. Encourage the youth to think about ways they are alike and different that include how they look, what they do, and other traits that make them special.
2. After the game, have youth consider how their lives might be different if people were all the same. For instance, ask: "what do you think a basketball would be like if every player were a good defense player and no one knew how to shoot well?" "What would the world look like if we all had green eyes? We've found that human beings can be alike in many ways and still have many differences. Is the same true for plants? Is any lettuce plant just like any other lettuce plant?"
3. Have youth describe the kinds of differences they might find in any one type of plant, e.g. lettuce, tomatoes, or beans. Speculate and discuss the factors that may have caused these difference—naturally and due to plant breeding by humans.

Part Two: Exploration (25 minutes)

1. Have the students create an observation section in their journals. Point out the two varieties of each type of plant that is growing. Ask students to compare the two varieties of one type of plant. For each variety note:
 - a. What color are the leaves?
 - b. How do the leaves feel?
 - c. What shape are the leaves?
 - d. How tall is the plant?
 - e. What else do you notice?
2. Discuss findings as a group. Ask each youth to share "How are the two varieties of each plant similar? How are they different?"
3. Compile the responses on a large class chart.

Part Three: What are plant families? (10 minutes)

1. All plants belong to a greater plant family. These plant families are often quite large and can encompass a broad range of plants. For example, Fabaceae, or the Pea family, includes everything from herbs to trees! Similar to a family tree, plant families are divided into more specialized sub-groupings. Popular garden plants such as broccoli, brussel sprouts, kale, and cabbage all belong to the Mustard Family, but are commonly referred to as Brassicas. This term that corresponds to a particular genus, or sub-grouping, of plants within the greater Mustard Family.
2. Just like human families, members of plant families tend to share many similar characteristics. For example, Brassicas tend to do well under cooler growing conditions and are relatively frost resistant, making it possible to grow them year round in some places. Given their hardy nature, Brassicas are often grown in colder climates, where they serve as an important food source throughout the winter months. On the down side, Brassicas are also prone to many of the same pests and diseases.
3. Become familiar with the plants and plant families you plan on featuring in your garden and plan accordingly. Your reward – healthy, happy plants!

Part Four: Journal (5 minutes)

You have been given the very special assignment to develop an entirely new edible garden plant. What does the seed look like? What does the mature plant look like? What part(s) can you eat? Give your personal plant a name and describe its ideal growing conditions.

Did You Know?

The USDA lists over 400 varieties of carrots on their website. Colors include yellow, red, white, orange, and purple carrots!

Glossary Words

Cultivar: varieties of plants

Genus: sub-grouping that ranks above species and below family

News

In Defense of Grafting:
<http://www.nytimes.com/2013/05/30/garden/in-defense-of-grafting-tomatoes.html?pagewanted=all>



TALK IT OVER:

Share. . . .

Describe the plan you have written about in your journal entry.

What is the most unusual plant you have ever seen in real life?

Reflect. . .

Have you ever had two different types of apples? What is your favorite?

Have you ever noticed different types of lettuce or tomatoes?

Generalize. . . .

Why do you think there are different varieties of plants?

What does it mean to be part of a family? How does this relate to plant families?

Apply. .

Explore the plants that grow in your yard.

Are they the same or different than plants that grow at your school?

References

<http://www.ars.usda.gov/News/docs.htm?docid=5236>

<http://edibleschoolyardpgh.org/wp-content/uploads/2012/11/4.02.12-Make-Plant-Family-Cards.pdf>

Seeds for Thought: Lesson Six

Introductory question: Are you ready for our sale?



Introduction:

In this lesson youth will make final plans for the plant sale while discussing the concept of responsibility. Youth will discuss the responsibilities they have to themselves and others. Even at young ages, children can assume responsibility in several areas. They can be responsible for the safety and wellbeing of themselves, their friends and families. Responsibility is often learned by observation and experience. Children pay closer attention to what people do than what they say. Be sure to set a good example for the youth to follow. Give them opportunities to make various contributions, such as completing tasks or activities. Learning to be responsible involves participation, practice, and a lot of patience.

Skill Level: Grade 3-5

Learner Outcomes:

Youth will identify responsibilities, including responsibility to a group and its members.

Education Standard(s):

G.K12.6.3.4c Social Context - Perform: Assume responsibility for developing and managing goals that contribute to personal and group attainment.

WL.K12.AH.4.1: Deliver a clear and precise presentation that engages and informs a specific type of audience.

Success Indicator:

Youth will create a plan for the plant sale that divides responsibilities.

Life Skill(s):

Responsibility; team-work; communication

Tags:

SPIN; team-work; communication.

Time Needed: 1 hour

Materials List:

Green, brown and white construction paper
Colored Pencils
Chart paper and markers

Learn More

CEOs Who Started Companies as Kids:
<http://www.inc.com/ss/9-ceos-who-started-companies-kids>

Students Gardening for Food, Greenery, and Jobs:
https://www.ted.com/talks/stephen_rit_z_a_teacher_growing_green_in_the_south_bronx

These Kids Mean Business:
<http://www.thesekidsmeanbusiness.org/>

Virtual Fun

Green Bronx Machine:
<https://www.facebook.com/green.BX.machine>



Part One: Discussion (15 minutes)

Ask the following questions and call on different youth for answers. Below each question are examples of responses. You may need to rephrase answers or guide them along.

1. What is responsibility?
2. What are ways you can show responsibility?
3. (Ask) How would you demonstrate responsibility if...
 - a. You broke the wheel off your brother's new skateboard?
 - b. Your friend asks you to play and you haven't finished your homework?
 - c. You're playing a really fun game at your friend's house and it's time to go home?
 - d. You promised your mom or dad you would clean your room but you just don't feel like it?
 - e. It is time to go to bed and you just remembered that your book report is due tomorrow?
 - f. You agreed to take care of your neighbor's dog while she is away, but now a friend has invited you to a sleep over?

Part Two: Responsibili-Tree (45 minutes)

1. Give each person one piece each of white, brown, and green construction paper.
2. Instruct them to use the brown paper to trace and cut out the tree trunk and then glue it on their white paper. Then use the green paper to cut and trace out leaves and then glue the leaves on the branches of the tree trunk.
3. Youth will then write responsible actions that they will perform in order to make the plant sale a success on each of the leaves, such as hang up flyers, invite people to attend, arrive early to set up the sale, help customers during the sale, and help clean up after the sale.
4. Ask group members to share what they have written and create a master plan for the plant sale. What tasks need to be done? Who will do them? Ask for volunteers for each responsibility.
5. Have each youth write a short note to selected charity about why they decided to host a plant sale to raise money for the organization.

Part Three: Project Reflection (post-sale)

1. The group should consider all aspects of the project-how well they organized the project; meeting commitments; working together; dealing with conflicts; taking care of details, etc.
 - a. What did we do well?
 - b. What could we have done better?
 - c. Did our work make a difference?
 - d. What did we learn?
2. Determine the profit from the plant sale.
3. Have the group come up with a list of the people who assisted the project in any way. Organize youth to write notes thanking those people.
4. Plan a presentation to share the group's accomplishments with your parents and others in the community. Invite a representative from the charity to be present to receive the donation.

Did You Know?

Communication skills consistently top lists of what employers consider the most desirable personal traits.

Glossary Words

Responsibility: a duty to satisfactorily perform or complete a task

Accountability: the willingness to answer for your choices and behavior

News

New Orleans Youth Farm
<http://thelensnola.org/2014/06/17/grow-dats-city-park-farm-yields-an-unexpected-crop-good-food-jobs-for-young-people/>



TALK IT OVER:

Share. . .

What are some responsibilities you have in your life?

What would occur if you chose to be irresponsible and leave your duties undone?

Reflect. . .

What are reasons you might want to be considered a “responsible” person?

Is it easier to make excuse or take responsibility? Why?

Generalize. . .

How do we show responsibility to our community?

What are some things that we are all responsible for?

Apply. .

Interview a parent, teacher or community leader. Ask what things they are responsible for. Ask how they view their responsibilities and what consequences would result if they were irresponsible.

References

<http://www.thesekidsmeanbusiness.org/>

<http://www.goodcharacter.com/YCC/BeingResponsible.html>

<http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Octresponsibility.pdf>