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Lesson Plan - Identifying and Securing Needed Resources

Center for Urban Resilience

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LESSON #4: Identifying and Securing Needed Resources

OVERVIEW:

The purpose of this lesson is to identify and secure needed resources to begin preparing the garden site for planting.

SUB-QUESTION:

How many different groups will need to be brought together to complete this project? Besides teachers and their students, the school administration will need to be consulted as well as the facilities and landscaping management teams. Parents/care-givers/families and outside groups may need to be approached for fundraising or for acquiring donated tools, plants and volunteer time.

WAYS OF KNOWING URBAN ECOLOGY:

Students will...

Understand . Identify the different tasks and resources including key stakeholders required to put in a garden

Talk . Discuss how to approach each group and ask for needs

Do . Create a checklist with tasks and goals to measure progress

Act . Submit final plan to school administration and stakeholders for approval

SAFETY GUIDELINES:

Review field safety guidelines when taking students outside to do any site visit.

PREPARATION:**Time:** 5 class periods**MATERIALS (enough for # groups @ 4 in each group):****Activity 4.1 – ‘Home’ Groups Identify Tasks for: Resources, Funding, Key Stakeholder Interviews, Project Plan / Divide Tasks**

- Student Handout: M10_L4_A1_A2_A3_A4_Planning to Put in a Garden

Activity 4.2 – ‘Expert’ Groups Prepare Project Plan and Divide Tasks

- Student Handout: M10_L4_A1_A2_A3_A4_Planning to Put in a Garden

Activity 4.3 - ‘Expert’ Groups Carry out the Plan, Conduct Check-in / Status Update Meeting

- Student Handout: M10_L4_A1_A2_A3_A4_Planning to Put in a Garden

Activity 4.4 – ‘Expert’ Groups Create Final Project Proposal to Present to School Administration

- Student Handout: M10_L4_A1_A2_A3_A4_Planning to Put in a Garden
- Drawing and coloring implements for making the 2D drawing of the proposed garden site
- *Optional: Materials to give to a sub-group if they decide to construct a 3D model of the proposed garden site*

Activity 4.5 – ‘Expert’ Groups Present Final Project Proposal to School Administration

INSTRUCTIONAL SEQUENCE:**Activity 4.1 (1 class period) – ‘Home’ Groups Identify Tasks for: Resources, Funding, Key Stakeholder Interviews, Project Plan / Divide Tasks:**

Step 1: First, Divide class into “Home” groups of 4

- Instruct students to divide tasks, assign each person in the group to one of the following tasks as an “Expert”:
 - Materials Procurement
 - Funding Procurement
 - Stakeholder Interviews
 - Final Project Plan

Step 2: Next, have the group work on filling out the “Planning to Put in a Garden” Handout, listing the tasks/action items for each person’s job:

- Materials
- Funding
- Interviews
- Project Proposal

Step 3: Finally, advise groups to hold onto their brainstorming handouts for the next class meeting, where they will be divided into ‘Expert’ Groups to continue the planning, and then implementation phases of the garden project.

INSTRUCTIONAL SEQUENCE:**Activity 4.2 (1 class period) 'Expert' Groups Prepare Project Plan and Divide Tasks:****Step 1:**

- As a carryover from the previous day, have students first go to their 'Home' group and refamiliarize themselves with the job they were assigned to become an 'Expert' in

Step 2:

- Now, have the 'Home' groups separate from each other and form into four (4) larger 'Expert' groups, with all the students coming together who are working on "Materials", "Funding", "Interviews", and "Project Proposal"; depending on the size of the class, there could be as many as 8 students in each 'Expert' group (if 32 students in the class)

Step 3:

- Have the 'Expert' groups now compare notes on what they came up with in their first 'Home' group

Step 4:

- Once the 'Expert' group has come to a consensus on the tasks needed for their job on the project, the next step will be to:
 - Divide the tasks between the number of the students in the group
 - Assign responsibilities to different group members
 - Agree on deadlines for accomplishing the tasks
 - Be sure groups consider inviting key stakeholders to the class to meet with the 'Expert' group to be interviewed – this will be done in the implementation phase in Activity 4.3

INSTRUCTIONAL SEQUENCE:**Activity 4.3 (1 class period) 'Expert' Groups Carry out the Plan, Conduct Check-in / Status Update Meeting**

Step 1: Students should use this class period to work on completing the tasks assigned to them, whether it includes research, conducting interviews, writing a draft project proposal, etc.

Step 2: This would be the class period key stakeholders could be invited to the class to be interviewed by the "Interviews" 'Expert' group

- Principal, other teachers, parents, facilities staff – assess their willingness to participate and be involved

Step 3: Funding will be an important aspect of the project, and may determine how much can be done. These resources should be explored:

- School, School District, Parents, PTO/PTA
- Approach School Admin Assistant (SAA) or the budget office
- Local Rotary Clubs, Lions Clubs, Elks, etc.
- Captain Planet, Whole Foods Kids, Roots and Shoots, Donors Shoes, Enrich LA, create Go-Fund-Me campaigns, Garden Centers, etc.

Step 4: While interviews are going on by the 'Expert' group, other groups should be working on their assigned tasks

Step 5: All progress should be tracked on the Student Handout for Activity 4.3, "Planning to Put in a Garden", possibly in a shared document on Google Drive or other file sharing platform

Step 6: At the end of this class period, all students in each 'Expert' group should know what they need to do to accomplish their tasks

NOTE: The teacher should be touching base with each 'Expert' group to see the status of their implementation plan; realistic timelines should be agreed upon

INSTRUCTIONAL SEQUENCE:**Activity 4.4 (1 class period) 'Expert' Groups Create Final Project Proposal to Present to School Administration**

Step 1: Students should use this class period to work on creating a final Project Proposal to school administration

Step 2: The Project Proposal should include the following:

- A written summary of the plan including:
 - Introduction / Overview / Project Summary
 - Materials List
 - Key Stakeholders (especially parents and other potential volunteers)
 - Interviews
 - Participation
 - Funding Resources
 - Implementation Timeline
- A visual 2D drawing of the garden plan
- *A 3D model of the proposed garden would be amazing to be able to present to school administrators*
 - *This would probably have to be done outside class time, maybe as an extra credit project for a sub-group of students interested in this type of project*
- Note: Students in this group should decide how they are going to present their proposal, keeping in mind that all team members should participate; each team member could present a different aspect of the Proposal. Students should have a plan A and B, in case the first most desirable plan is not approved

INSTRUCTIONAL SEQUENCE:**Activity 4.5 – ‘Expert’ Groups Present Final Project Proposal(s) to School Administration**

Step 1: Outside of this Class Period: Students should work with the teacher and school administrators to pick a day when administrators can come to the classroom for the presentation

Step 2: Outside of this Class Period: Once a date has been agreed upon, the “Project Proposal” group will have to confirm each team member’s responsibility, and everyone should practice their part of the presentation

Step 3: The date of the Project Proposal Presentation has arrived!
Good Luck!

Summary Notes / Conclusion: By the end of this Lesson 4, students should be able to:

- Work together in groups to complete a project
- Design a step-by-step project plan for a project implementation
- List resources needed for a project, including materials, key contacts, funding, etc.
- Interview key stakeholders in order to move a plan forward
- Secure needed funding and resources for project success
- Adhere to a project implementation timeline
- Communicate with peers and with school administration, verbally and in writing

Lesson Standards Alignment (CA-NGSS): See Chart at beginning of Module 10.

Lesson Adaptations and Extensions: See Chart at beginning of Module 10.