



The Center for Sustainable Development

Addressing Rural Development Challenges with Sustainable Solutions

lesson plan

community workshop

Lesson Plan

Presenting Kitchen Gardens 1.2 to Community Members:

Preparing and forming garden beds and planting seeds

Level of workshop leader:

Field Staff Promoter

Level of Workshop Participant:

End-user; Adult Community Members and their Children

Duration of Workshop:

8.25 hours (can be done in two, ½ day workshops)

Workshop Leader:

Workshop Assistant:

Date:

Lesson number:

Workshop Level:

Number of Participants:

BACKGROUND INFORMATION FOR LESSON PLAN

Workshop Position in Progression of Workshops:

- Previous workshop: Kitchen Gardens 1.1: Family Nutrition & Gardens
- This workshop: Kitchen Gardens 1.2: Preparing and forming garden beds and planting seeds
- Next workshop: Kitchen Gardens 1.3: Garden Care & Maintenance

Assumed Knowledge

An understanding that growing a well planned garden can help feed a family nutritiously.

Anticipated Difficulties/Problems

- Information may not be well received due to cultural differences between workshop leaders and participants.
- Community members may be resistant to behavioral changes.
- Strong personalities may dominate workshops.

Solutions

- It is important that the promoter is from the same culture and speaks the same language as the workshop participants.
- Drawings and illustrations should be appropriate for, and familiar to the community members.
- Strong personalities may be able to be reasoned with in order to understand the importance of the participatory process – or given special projects that will occupy them.

Useful Internet Links:

Improving nutrition through home gardening - A training package for preparing field workers (Asia, Latin America & Africa):

<http://www.fao.org/docrep/V5290E/V5290E00.htm>

Home & Community Gardens

http://www.idepfoundation.org/download_files/permakultur/MOD6-ENG.pdf

PURPOSE

Goal of Workshop: What workshop participants will be able to do as a result of the lesson.

The purpose of the workshop is to support participants in planting their first garden designed to improve family nutrition.

Objective 1 All participants will understand why clearing and fencing the garden plot is important.

Objective 2 All will know the proper method for preparing a raised bed that includes organic matter.

Objective 3 All participants will successfully be able to properly plant a variety of seeds.

MATERIALS

- Artist's drawings/posters; Make sure that the scenes and people they contain will appear familiar to the community members participating in the workshop.
- Variety of seed to be provided to participants by the project. These could have been chosen in the previous workshop 1.1.
- Basic garden tools for instructor to use:
 - Machete
 - Shovel
 - Rake
 - Trowel
 - Watering can
- Organic material (leaves, tusa, manure) for mixing with soil.
- [How-To Cards](#) without written words for workshop participants to take home. Make sure that the scenes and people they contain will appear familiar to the community members participating in the workshop.
- Large sheets of newsprint and tape.
- Colored markers.
- A water source.

PREPARATION

- Find a workshop location. A participant's, community center's, school's or church's garden.
- Plan out the garden; this will be good preparation and practice for when you present this workshop.
- Prepare several beds in advance so there will be enough beds by the end of the day for planting seeds.
- Work with an agriculturist in necessary and to get good demonstration beds.

BRIEF SUMMARY OF LESSON

Introduction:

Activity 1. Garden Bed Introduction

- Introductions. Ice Breaker: Sing a song or play a game.
- Tell the participants what they'll be able to do as a result of the lesson.
- Why do we plan the garden and then lay it out? How do we plan it?
- Why do we clear the land and fence it?
- Why do we deeply dig and prepare raised beds mixed with organic material
- Why do we space seeds and exercise caution about planting depth?

Guided Practice:

Activity 2. Clearing a small area of the plot and looking at a sample of fencing.

Activity 3. Looking at the organic material samples collected around the village

Activity 4. Taking turns laying out and digging a bed, mixing in organic material and smoothing the bed off.

Activity 5. Laying out a seed grid and planting a few example seeds at the right distances and depths.

Independent Practice:

Activity 6. Planting the rest of the seeds and labeling the rows.

Activity 7. Gently watering the newly planted seedbeds.

Workshop Conclusion, Follow-Up, Monitoring and Evaluation

Activity 8. Conclusion: Principles of plot & bed preparation, organic material, seed planting and watering.

Activity 9. Follow Up.

Activity 10. Monitoring and Evaluation.

Participatory Needs Assessment

A participatory needs assessment that signaled the viability of this activity for this community should have already been completed. If not, click on the link above.

BEGINNING OF LESSON:

INTRODUCTION

Activity 1. Garden Bed Introduction

This part of the lesson can be held indoors

Purpose

Introduce and explain what the value of a properly planned & prepared garden is in relation to family health.

Time

90 minutes (including a 20 minute ice-breaker)

Materials

- Artist's drawings/posters; Make sure that the scenes and people they contain will appear familiar to the community members participating in the workshop.
- Posters/pictures of possible local fences.
- [How-To](#) cards without written words for workshop participants to take home. Make sure that the scenes and people they contain will appear familiar to the community members participating in the workshop.
- Large sheets of newsprint and tape.
- Colored markers.

What to do

Workshop Leader

1. Introduction to workshop: Tell the participants what they'll be able to do as a result of the lesson
2. Introductions
3. Ice Breaker: Sing a song or play a game.
4. Use practical examples of the why we need to plan our garden:
 - We need to plan on sun, exposure to wind or runoff, family size and food production, and crop choice for nutrition.
 - Use large sheets of paper to design an example garden.
 - Ask participants to sketch their yard and begin thinking of a good location for their garden.
5. Use practical examples of why we clean and fence the plot:
 - Residual contamination, weeds, insects, damage from animals.
6. Use practical examples of why we loosen the soil and mix in organic material:
 - Root penetration, drainage, aeration, nutrient availability, structure, micro ecosystem.
7. Use practical examples of seed spacing and planting depth
 - Crowding of plants, wasted space, seed size and shoot size vs. depth.
8. Simple explanation of watering
 - Best times of day, frequency, duration and quantity.

Workshop Participants:

Take 5 minutes to talk about what you do and don't understand, what you do and don't like.

Notes

GUIDED PRACTICE

Activity 2. Clearing a small area of the plot and looking at a sample of fencing.

This part of the lesson needs to be held outdoors in the example garden

Purpose

Show how the best spot was chosen for a bed in this demo garden, and discuss what to clear off the land; discuss fencing options.

Time

60 minutes

Materials

- Artist's drawings/posters.
- Basic garden tools for instructor to use:
 - Machete
 - Shovel
 - Rake
 - Trowel
 - Watering can
- [How-To cards](#) without written words for workshop participants to take home.

What to do

Workshop Leader & Workshop Participants:

Discuss the location of the beds in relation to space, exposure, sun. What decisions were made.

Ask for feedback from the participants.

Show what was cleared off of the garden plot and re-emphasize why.

Show a sample of the fencing that was used.

Workshop Participants:

Take 5 minutes to talk about what you do and don't understand, what you do and don't like.

Notes

BREAK: 15 Minutes

Activity 3. Looking at the organic material samples collected from around the village

Purpose

Explain how many freely available types of OM are available around the village for getting garden plot started.

Time

15 minutes

Materials

- Basic garden tools for instructor to use:
 - Machete
 - Shovel
 - Rake
- Organic material (leaves, tusa, manure)

What to do

Workshop Leader & Workshop Participants:

Discuss the different materials and where they were found.

Have participants discuss other materials that they might be able to use.

Activity 4. Taking turns laying out and digging a bed, mixing in organic material and smoothing the bed.

Purpose

To practice the digging technique and the shaping of a raised bed.

Time

90 minutes

Materials

- Organic material (leaves, tusa, manure)

What to do

Workshop Leader & Workshop Participants:

Show how to measure and stake out a bed – then let participants lay out two beds.

Show how to double dig the bed and add in the OM – then let the participants take turns digging the bed.

Show how the final shape of the bed can be formed and smoothed with a rake.

Notes

LUNCH: 30 Minutes

Activity 5. Laying out a seed grid and planting a few example seeds at the right distances and depths.

Purpose

Re-emphasize seed spacing and planting depth.

Time

60 minutes

Materials

- Artist's drawings/posters.
- Variety of seed to be provided to participants by the project.
- Basic garden tools for instructor to use:
 - Machete
 - Shovel
 - Rake
 - Trowel
 - Watering can

What to do

Workshop Leader & Workshop Participants:

Show a drawn chart with spacings for the different seeds and then demonstrate how to transfer that to the planting bed.

Let the participants finish laying out the beds for the different seed.

Show how the same chart gives seed planting depth; demonstrate making a row or a hole, planting and then covering the seed.

Show how to label the seed rows.

INDEPENDENT PRACTICE

Activity 6. Planting the rest of the seeds and labeling the rows.

Purpose

To let participants work through the whole process themselves – and to reinforce what has been learned.

Time

90 minutes

Materials

- Artist's drawings/posters.
- Variety of seed to be provided to participants by the project.
- Basic garden tools for instructor to use:
 - Machete
 - Shovel
 - Rake
 - Trowel
 - Watering can

What to do

Workshop Participants:

Let participants finish planting the seeds in the beds.

Let them label the seed rows.

Workshop Participants:

Take 5 minutes to talk about what you do and don't understand, what you do and don't like.

Feedback

Notes

Activity 7. Gently watering the newly planted seedbeds.

Purpose

To let participants work through the whole process themselves – and to reinforce what has been learned.

Time

15 minutes

Materials

- Artist's drawings/posters.
- Basic garden tools for instructor to use:
 - Watering can
- A water source.

What to do

Workshop Participants:

Show the proper technique for watering the new seedbed.

Let the workshop participants take turns watering the newly planted seedbeds.

Workshop Participants:

Take 5 minutes to talk about what you do and don't understand, what you do and don't like.

Feedback

Notes

CONCLUSION AND FOLLOW UP

Activity 8. Conclusion: Principles of plot & bed preparation, organic material, seed planting and watering.

Purpose

To reinforce what has been learned and to discuss common mistakes and positive solutions observed during independent practice.

Time

30 minutes

Materials

Drawings/Posters

What to do

Workshop Leader & Workshop Participants:

1. Discuss and review what has been learned.
2. Discuss common mistakes and positive solutions observed during independent practice.
3. Reinforce the principles of garden planning and layout
 - Plan the garden for location, size, exposure and nutritional crops
 - Layout, double dig and add OM to the beds
 - Form with a rake
 - Plant seeds to correct spacing and depth
 - Water

Workshop Participant Feed Back:

Take 5 minutes to talk about what you do and don't understand, what you do and don't like.

HOMEWORK: The participants are to prepare a garden plan for their individual gardens for next week and the first home visit by the field staff.

Workshop Evaluation by workshop participants.

A workshop evaluation form can answer a number of questions.

Did the participant achieve the goal of the workshop?

Could the workshop be improved to better meet cultural or practical needs?

Did the promoter do a good job?

Participant Assessment/Evaluation: What the promoter will do to see if the workshop was taught effectively and that the students have achieved the goal of the workshop.

- Watch faces.
- Ask questions.
- Listen carefully to group discussions; is everyone participating in the discussion?
- Analyze common mistakes and positive solutions observed during independent practice

Notes:**Activity 9. Follow Up.****Purpose**

To ensure that participants will successfully be able to grow a crop of nutritious vegetables in their first year.

Time**Materials****What to do**

Workshop Leader & Workshop Participants

Household Visits

It is important that individual contact and relation of trust is established between the promoter and the user. The most important tool for maintaining contact is the household visit. During the first month after the training, the households are visited once each week.

- In the first visit, the field staff will go over the individual garden plans and answer questions.
- Homework: Dig & form beds. Lay out seed grid.
- In the second visit beds will be inspected and seeds handed out.

Then the users are visited once each month during the first year of practice. One promoter should be available for the support and monitoring of about 20 households with gardens.

Activity 7. Monitoring and Evaluation

Purpose

To ensure that promoters will successfully be able to monitor and evaluate the results of gardening in the daily lives of End-Users.

What to do

Field Staff:

1. Monitoring and Evaluation.

Tools for monitoring: Questionnaires, Project M&E Plan

What kind of indicators should be monitored?

- Are the participants continuing maintain their gardens in their daily lives? Y/N?
- Number of users
- Weigh of harvests
- Baseline data of health of children
- One year data of health of children

The first set of data on the health status should be collected before the projects starts. A questionnaire for assessing the health impact in projects can be downloaded from: <http://www.sodis.ch/Text2002/T-Projects.htm>.