



# Kū 'Āina Pā: 2017 Summer Intensive

Learning to Navigate the Hawai'i School Garden Curriculum Map and Create a  
Standards-Based Garden Program for Your Classroom

June 5–8, 2017 • Hawai'i Academy of Arts and Science • Pāhoa, Hawai'i Island

July 24–27, 2017 • Waikiki Elementary School • Honolulu, O'ahu

## Course Schedule

*(Subject to change)*

### MONDAY

Theme One: A Sense of Place

*Sustainable living is rooted in a deep knowledge of place and self*

8 a.m.	Opening protocol <ul style="list-style-type: none"><li>• Guided silent observation</li><li>• Housekeeping</li><li>• Pre-survey</li></ul>
8:30–9:15	Icebreaker: sense of place activity “How did your family come to live in Hawai'i?”
9:15–10:30	Overview of the School Garden Curriculum Map: small group-guided exploration of the HSGCM Binder
10:30–10:45	Break
10:45–Noon	Teacher work time <i>Using the HSGCM “Sense of Place” grade-level documents and lesson plan template, identify a thematic unit that you already teach and design one lesson that integrates Common Core standards into that unit. Consider both garden activities and classroom extensions in your Lesson Plan.</i>
12–12:30 p.m.	Developing a sense of place from local kūpuna
12:30–1:30	Lunch
1:30–2	Share lesson plan ideas from morning activity, one per grade level

2–3	Outdoor classroom management: protocols, routines, and jobs in the school garden
3–4	Weather, season, and direction in the garden and their impact on place: a guided experience on the ‘āina
4–4:30	Review and reflection on the day Daily journal entry

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## TUESDAY

### Theme 2: The Living Soil – The Living Plant

*We are all interconnected and related*

8 a.m.	Opening protocol <ul style="list-style-type: none"> <li>• Two minutes of silent observation</li> <li>• Morning imagination story “Soil, human, and humus: Is there a connection?”</li> </ul>
8:30–9	The Living Soil – The Living Plant SG Map binder exploration with guided questions in groups of four. Create and share word banks.
9–10:15	Map activity: what is soil made of? <i>How does nature recycle organic material? Inquiry in pairs, using the five senses, in three environments: garden, field, and woods.</i>
10:15–10:30	Break
10:30–11	Reflection on morning’s activities and observations
11–11:30	Introduction to Engineering Design Process
11:30–12:30 p.m.	Teacher work time: <i>Create a lesson informed by the Engineering Design Process and based on this morning activity that could become part of a thematic unit for your grade level using the Learning Outcomes and Activities from Theme 2.</i>
12:30–1:30	Lunch
1:30–2	Share lesson plans from the morning work time in small groups by grade level. Share out to large group.
2–4	Compost and bed making: working in the school garden The importance of compost: why, what, and how

*Working in small groups, teachers will all learn to build a compost pile, sift finished compost, prepare a garden bed, and then everyone will plant seeds and transplant small seedlings into the prepared beds.*

- 4–4:30 Review and reflection on the day
- Earth as apple: demonstration and story
  - Daily journal entry
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## WEDNESDAY

### Theme 3: Nourishment

*Feeding your body and mind to stay healthy and flourish*

- 8 a.m. Opening protocol
- Two minutes of silent observation
  - Morning imagination: “Exploration of food memories”
- 8:30–9 School Garden Map exploration of Theme 3: Nourishment with guided questions
- 9–10 Map activity:  
*View the video “Nourish: Food + Community” with a focused viewing assignment. After viewing, teachers choose one of the following small group activities.*
1. *Brainstorm*
  2. *Categorize/Clarify*
  3. *Compare and Contrast*
  4. *Four Corners*
  5. *Jigsaw*
  6. *Think-Pair-Share*
  7. *Quick Write*
- 10–10:30 Small-group sharing exercise
- 10:30–10:45 Break
- 10:45–12:30 p.m. Teacher work time  
*Using the SGCM Theme 3 Nourishment, identify a unit that you already teach and design one lesson that integrates both the National Health Standards and at least one ELA or math standard, and utilizes both the garden and the classroom. Template provided.*
- 12:30–1:30 Lunch
- 1:30–2 Sharing nutrition lesson from the morning activity
- 2–4 Preparing healthy snacks from the garden using good food safety practices

*Teachers will work in small groups and rotate between stations to harvest, wash, prepare, and share a variety of healthy snacks recipes from the garden.*

4–4:30 Review and reflection on the day  
Daily journal entry

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## THURSDAY

**Theme 4: Nature’s Design: The Real World Is the Optimum Learning Environment**  
*Systems, cycles, patterns, relationships, and adaptations in the garden system*

8 a.m. Opening protocol

- Two minutes of silent observation
- Morning imagination and activity:  
“The garden as living dynamic system”

8:30–9 Map exploration of Theme 4 with guiding questions

9–10 Map activity: teachers will work in small groups across grade levels  
*Mapping the school garden: from the whole to the part identify systems and relationships in the garden.*

10:00–10:30 Share garden system maps

10:30–10:45 Break

10:45–11:30 NGSS: the BIG picture  
*Teachers will briefly review NGSS Three Dimensions – Crosscutting Concepts, Science and Engineering Practices, and Disciplinary Core Ideas with guided questions.*

11:30–12:30 p.m. Using the Theme 4 Nature’s Design, identify a unit that you already teach and design one lesson with the three NGSS Dimensions in mind.  
*Teachers may use the NGSS lesson plan template (in your binder) and work together in pairs, grade level groups, or alone.*

12:30–1:30 Lunch

1:30–2 Sharing your lesson in grade-level groups

2–4 Exploring lesson possibilities in the garden system:  
how would nature do it?  
*Teachers will rotate between work stations to investigate and practice different concepts.*

4–4:30 Review and reflection on the day  
Next steps