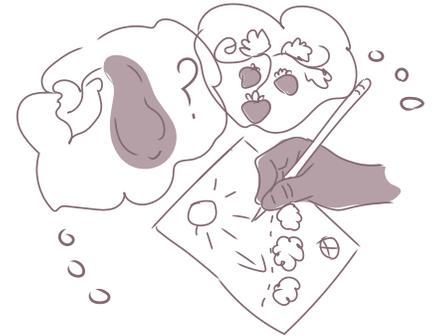


Garden Task

Garden Planning

Garden Planning is a critical task in the garden that involves reflection, documentation, observation, research, design and planning. It also includes creating systems and structures that can promote care of the garden. A well planned garden is responsive to ever-changing sun/shade/wind patterns, plant needs, seasonal changes, and year round gardening opportunities.



Connections to Science Content

What do we need to know in order to do the garden task?

Cycles: Knowing plant life cycles is essential to planning a planting schedule.

- For example: When planning crop rotation, gardeners will look at the days to harvest to determine succession plantings.

Data Collection/Observation: Gardeners need to know what information is beneficial to record and how often it should be recorded. Gardeners use their senses to make routine observations and may decide to use tools to extend their senses.

- For example: A gardener might squeeze a ball of soil to estimate the soil moisture, but they may also choose to set up a rain gauge to track rain over time.

Phenology: Gardeners look for cues from animals, plants and microorganisms in the garden. Gardeners use these cues to adjust their garden plans due to changes in climate disrupting historic planting dates.

- For example: Gardeners might plant by nature's indicators like planting peas when the forsythia blooms.

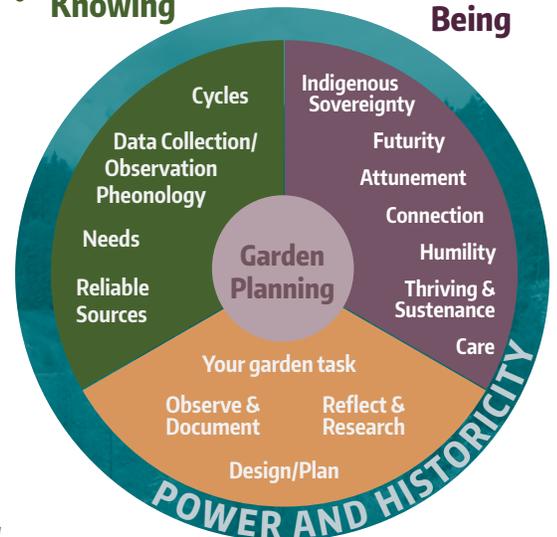
Needs: By understanding plant needs (the effects of sunlight and temperature on plant growth, companion plants), gardeners can make decisions about what plants can overwinter and which ones need protection. Gardeners can also plan for other species' needs.

- For example gardeners can plan so that something is continuously blooming in the garden all year round for pollinators.

Reliable sources: Gardeners need to determine geographically relevant sources of information and identify people who can provide reliable advice for your region.

Knowing

Being



Doing

Garden Methods

What are methods we use to do this garden task?

Observe and Document

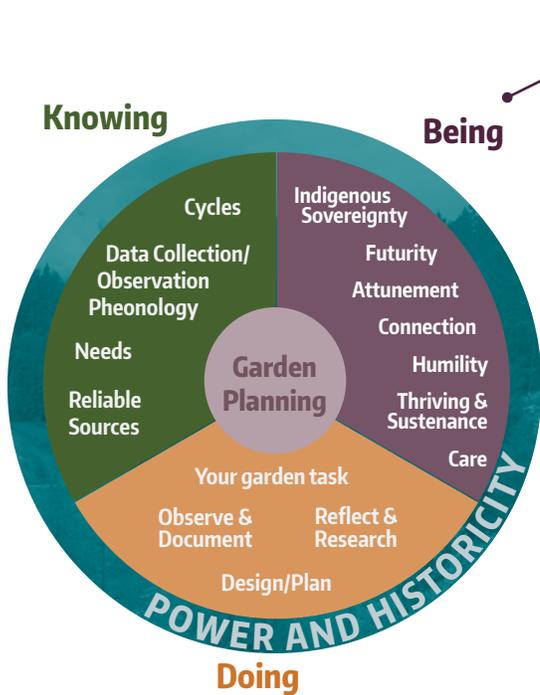
- Observe and Document
- Create a multi-annual log, make note of successful varieties or crop rotations
- Create a planting map, sunlight map, temperature map, etc
- Take photos
- Observe the garden with all 5 senses (feel temperature of dirt to determine planting)
- Documenting weather and watch for first/last frost

Reflect and Research

- Research Garden history
- Consulting resources about how to prepare for next season
- Reflect on season harvest and recording for next year

Design/Plan

- Plan: seeding schedule, crop rotation, inter-crop, garden maps, perennials (fruit trees, shrubs, pollinator plants, etc)
- Calculate and source material needs for garden: seeds, plants, lumber, soil, compost, mulch, tools, etc.
- Inventory what plant materials needs to be replaced/added
- Business planning



Importance/Intent

Why does it matter to me/my family/our broader community to do this garden task? How does this garden task affect people outside of my community?

Our garden decisions are driven by the values of our communities and families:

Indigenous Sovereignty:

How is the way you are gardening supporting Indigenous livelihoods and rights? Whose land are we on? What is our ethical responsibility to Indigenous peoples and relationships to this land?

Futurity:

It is important to consider the lasting impacts of the garden method (5 years, 20 years, 100 years). Are you gardening in a way that ensures soil communities will thrive into the future?

- *For example, there are 150 year old Indigenous forest gardens in coastal B.C that are still intact and supporting animals and pollinators.*

Attunement:

Gardeners are attuned to the seasonal changes that affect garden ecosystems. How do we attune ourselves to observe what is important?

Connection:

Gardens are connected to seasons, history, neighbors, and community. Who do I ask when seeking advice about planning my garden?

Humility:

There is always more to learn in the garden and from other gardeners. Our garden "failures" can deepen our knowledge of the place we are in.

Thriving & Sustenance:

Gardeners may make garden plans with the goal of maximizing harvests.

Care:

Creating systems and structures can promote care of the garden. We can care for other gardens by sharing harvests, knowledges and resources.

CONNECTING TO OTHER GARDEN PRACTICES

- **Seed Saving:** Gardeners may plan to intentionally not harvest produce and let the plant go to seed.
- **Soil Health:** Gardeners need to understand the condition of the soil in the garden and make plans to amend it over time. This includes planning crop rotation to ensure nutrition in the soil, to prevent diseases/pests and to accommodate plants that thrive on being moved.
- **Gathering:** A part of garden planning includes deciding what plants to eat this year, and planning to harvest in succession to have sufficient produce throughout the season. The quantity of the plant may determine how much I have to share with others.

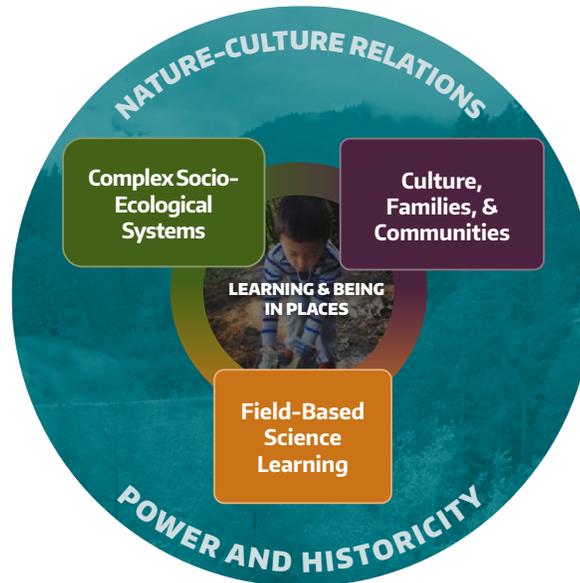
Engaging the Learning in Places Rhizome with Practice

Power and Historicity; Nature-Culture Relations:

- Who should have the power to make decisions in this place?
- Who is this garden for?
- Who decides what types of produce are grown in the garden?

Complex Socio-Ecological Systems:

- What kinds of ongoing human and more-than-human relationships are needed to support the garden?
- Who needs plants? (pollinators, animals that eat plants, etc)
- What are the rules, policies and laws that govern what types of plants or structures are allowed in our garden? (school garden, community garden, backyard garden, sidewalk garden, etc)



Culture, Families, and Communities:

- What plants have nourished our families and communities?
- How can I collaborate with my neighbors when planning our gardens?

Field-Based Science Learning:

- Data and Modeling: What kinds of ongoing observations or data collection can help us determine what type of plants to grow in the garden?
- Decision Making & Making Change: How do we make decisions in our garden? Based on our own records? Based on phenological indicators? Based on books or seed packets? How can we create records for future use to track changes over time?

Storyline Examples for Garden Planning

LE 2: Common “Should We” questions

- » What should we grow/eat this year?
- » How should we care for the garden, and who should care for it?
- » What should we learn this year?
- » Who (other species and kinds) should we plan the garden for?

LE 4: Garden Methods

- » Garden mapping
- » Documentation methods
- » Looking at seed catalogs

LE 6: Data Collection Connections

- » Mapping and plotting crop rotations
- » Documenting relationships of people who care for the garden.
- » Thinking about systems that will help the overall garden and care of the garden go smoothly, ethically, responsibly

LE 6: Sample Investigation questions

- » How many and what kinds of crops are planted in the garden or farm?
- » How many human visitors come to the garden and what are they doing?