



Garden Learning Engagement

LE 9 Helping the Garden Grow: Sharing Your Findings for Future Gardeners

Background

Now that you've made a decision about your "Should We" garden question, your decision and the application of the garden method becomes much more powerful when you share it with others! It's also important to share this information because there are many people who help care for the garden. The information you share will help their decision making, too, and how the garden will be cared for in the future. In this activity, you'll decide on some ways to share your decision, why you think the decision is important, what future gardeners need to know about your decision, and anything they might need to keep track of or continue.

Purpose

Communicating information to other gardeners, community members, and scientists is an important skill that takes practice. When you communicate about scientific information and decisions you make in the garden, it's important to communicate not only what you found from your investigations and research, but also your evidence (from your data analysis that can back up what you say). Documentation of process is also a critical component of sharing evidence and keeping records for gardeners to refer to later. The decisions that you and the learners made together will support the next group of youth gardeners in their decisions making.

Connections to family and community gardening knowledges and practices

Take some time to carefully consider who you want the audience for the presentations. An important part of preparing for these presentations is not only supporting your learners in preparing, but also supporting the audience. Consider sharing different kinds of questions participants can ask learners that support sensemaking, authentic to their decision-making processes, and that acknowledge learners' intellectual leadership. For example, the audience members can ask questions such as, "Can you describe the evidence you have for your decision? What other options did you consider and why was this the best choice? If we take the action you suggest, who else could be affected by our actions--other humans, places, more-than-humans? How might this affect all of our futures?"

MATERIALS

- » LE 9 Learner Tool: Sharing Your Findings for Future Gardeners
- » Supplies and materials for communicating your decision

LEARNING GOALS

Learners will...

- » Use evidence from observations and investigations to communicate gardening "Should We" decisions.
- » Take on multiple perspectives when considering decisions around the group "Should We" question that include more-than-human perspectives and future oriented perspectives.

Centering Equitable Practices:

- **Make decision-making visible:** Make the complexities of decision-making visible. Ground sensemaking in a recognition of historicity and powered relations. For example, we could choose a human-dominant perspective when deciding what action to take around the “Should We” question, or we could choose to consider more-than-human perspectives as we decide. We could choose to ignore historicized racial inequities in places when deciding on our actions, or we could choose to ensure that BIPOC (Black, Indigenous, People of Color) people are included in our community research to understand all of our collective perspectives and be better informed as we deliberate. How we conduct our investigations (and who we conduct them with) is crucially important to the quality of the data that we collect, and consequently the kinds of evidence-based claims we can make as we deliberate. When you make underlying assumptions visible to learners, they become more nuanced and ethical decision-makers.
- **Encourage more-than-human perspective taking:** Avoid describing ecosystems only in terms of how ecosystems are useful for humans. In order to engage in ethical deliberation and decision-making about places, we need to support learners in taking the perspective of more-than-humans in natural systems. How is this decision good for the trees? How is this place good for the worms? for the soil? Beginning to ask these questions will encourage learners to take on broader perspectives when engaging in ethical deliberation and decision-making around ecosystems.
- **Encourage human connections to ecosystems:** Avoid positioning humans as disconnected or apart-from nature. This activity encourages thinking about connections between humans and the rest of the natural world and starting from assumptions of complex interdependence instead of human-centrism or dominance.
- **Acknowledge learners’ intellectual leadership and agency:** Avoid speaking for learners or their ideas. Provide opportunities for learners to hold and show authentic intellectual leadership. Recognize the hard work they have accomplished around wondering and noticing, exploring the multiple dimensions of their “Should We” questions, collecting data from multiple sources, and having discussions and doing investigations with their families -- all key elements of developing a “gardening habit of mind”. Support them as gardeners and experts on the garden task, and encourage them in taking the lead!

Throughout the instructional sequence we call out moments that tie into the knowing, being and doing of garden practices.

Importance/Intent

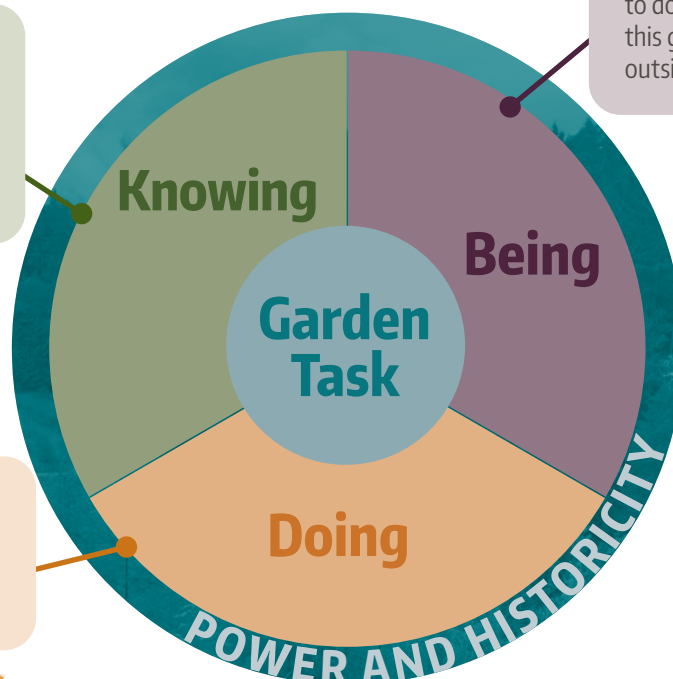
Why does it matter to me/my family/our broader community to do this garden task? How does this garden task affect people outside of my community?

Connections to Science Content

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

Garden Methods

What are the methods we use to do this garden task?



Instructional Sequence

TIME

45 minutes



1. Tell learners that they will be sharing these recommendations with the community and future youth gardeners who will ask them questions about their decisions, so their evidence will be an important part of sharing why they are making their recommendations.
2. Hand out LE 9 Learner Tool: “Sharing Your Findings for Future Gardeners” for the learners to fill out, or do this all together as a group and write it on a white board or poster paper.
3. Sharing can take different forms--posters, slides, stories, a short presentation, acting out the decision, art project, making a video, using social media, making a flier, etc. However, make sure that learners not only have a decision but a **recommendation for further action, or suggestions for monitoring the garden application, that they can share based on their observations and investigations.**
 - In order to convince others to take this action, learners need to back up their recommendations for action with arguments that include evidence, others' (including more-than-human) perspectives, and values that guided the decision. For example, one of our values is honoring reciprocal relations so we are planting more flowers to support pollinators.
4. Decisions and recommendations are more powerful when people feel a sense of “collective agency”. Encourage the learners to think broadly about who to share with, why, and how. This could mean the garden coordinator, other people who garden in that space, the learners' families, neighbors of the garden, community expert(s) that you interviewed, and so forth.
5. Present/Share findings and recommended actions with the selected audience.
6. Invite learners to continue the investigation and find answers to their questions. This can be done by typing out all the questions and thinking from their investigation and sending those home. Learners could cut and paste the list of questions into their garden journal, or even glue a picture of the white board full of questions.
7. Take a moment to thank the learners and everyone involved with the garden investigation. Everyone did a lot of work to observe, collect data, deliberate about what to do, make an ethical decision, and share that with others. Acknowledge and thank the learner-gardeners on completing the Garden Storyline. Congratulations!

Being

Guide learners to articulate why it matter to them/their families/ their communities to do this garden task.

Being

Encourage learners to consider how this garden task affects people outside of their community and how they might want to share the information with a broader community.

LE 9 Educator Backpack Field Guide

| TIME | |
|--------|---|
| 5 min | Review your decision about your “Should We” question |
| 25 min | Decide how to share your decisions with others, record findings and recommendations |
| 10 min | Present / Share findings (optional, depending on what was selected) |
| 5 min | Acknowledge and thank learner-gardeners on completing the Garden Storyline! |

Centering Equitable Practices

Encourage more-than-human perspective taking:

- Support learners in taking the perspective of more-than-humans in natural systems.
- How is this decision good for the trees? The soil? The worms?
- Encourage human connections to ecosystems:
- Think about connections between humans and the rest of the natural world.
- Avoid positioning humans as disconnected or apart-from nature.
- Start from assumptions of complex interdependence instead of human-centrism or dominance.

Acknowledge learners' intellectual leadership and agency:

- Provide opportunities for learners to hold and show authentic intellectual leadership.
- Avoid speaking for learners or their ideas.
- Recognize the hard work they have accomplished: wondering and noticing, exploring multiple dimensions of their “Should We” questions, collecting data, deliberations, and investigations with their families - all key elements of developing a “gardening habit of mind”
- Support and encourage them in taking the lead as gardeners and experts on their garden task!

More Centering Equitable Practices

Make decision-making visible:

- How have our families and communities helped us arrive at our decision?
- Who did we conduct our investigations with?
- Did we choose to ignore or acknowledge historicized racial inequities in places when deciding on our actions, to understand our collective perspectives and be better informed as we deliberate? How? |

Connections to Families and Communities: Consider different kinds of questions participants can ask learners that support sensemaking, that acknowledge learners' intellectual leadership. For example audience members can ask questions such as:

- Can you describe the evidence you have for your decision?
- What other options did you consider and why was this the best choice?
- If we take the action you suggest, who else could be affected by our actions—other humans, places, more-than-humans?
- How might this affect all of our futures?

Our “Should We” Question:

What do you think our next “Should We” questions should be?