



Canada C3 Digital Classroom Learning Module

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Name of School Board/District, Education Authority: Toronto District School Board

Learning Module Title: Rainbow Gardening

Grade(s)/Teaching Division(s): Grade 3

Subject(s)/Course(s): Science & Technology, Health & Physical Education, The Arts

Time: Three 30-45 minute blocks (timing can be altered to meet student needs)

Learning Module Topic & Description

In this learning module, students will examine symbols that are important to Canada and diverse groups in our country. Students will learn about sustainable food production practices.

Essential Question(s)

How does diversity benefit both our human society and the natural world?

Canada C3 Central Theme(s) Addressed

- Diversity and Inclusion
- The Environment

Learning Objective(s)/Goals

Students will develop a greater understanding of how diversity can make a community stronger, and the diverse groups that contribute to our country's success. Students will develop skills in respect, empathy, and environmental stewardship while building a sense of classroom community.

Essential Concepts/Knowledge/Skills to be Learned/Applied

Diversity is essential for healthy communities in the human and natural worlds. People who live in diverse communities have a wider variety of ideas and resources to solve problems, build empathy and understanding for one another, and have a better sense of healthy wellbeing. Diversity in the plant and animal worlds make them more resistant to pests, predators, and other natural hazards such as drought.

Curriculum Connections/Big Ideas

Science & Technology: Growth and Changes in Plants (specific expectation 3.7)*

Health & Physical Education: Healthy Living (specific expectation C3.3)*

Visual Arts: Reflecting, Responding, and Analyzing (specific expectation D2.3)*

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*[The above are Grade 3 Ontario curriculum strands and expectations. Please see www.edu.gov.on.ca/eng/Curriculum/elementary/subjects.html for detailed curriculum documents.]

Teacher Goals

Teachers can use this learning module to help them continue to build a sense of classroom community among their students. They can also address both curriculum expectations and character education in a holistic, integrated way. Different parts of this learning module could be extended in order to address curriculum topics more deeply.

Student Groupings <i>(e.g., whole class, small groups, pairs, independent work)</i>	Materials/Resources <i>(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools)</i>
<ul style="list-style-type: none"> - whole class - small groups - pairs 	<ul style="list-style-type: none"> - “This Day in June” (by Gayle E. Pitman) or another similar text - gallery walk images - visual or anchor chart materials to record the meanings of each colour of the rainbow Pride flag - gardening materials: trowels, soil, pots, gardening gloves, heirloom seeds
Instructional Strategies <i>(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.)</i>	Considerations <i>(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations, or safety concerns)</i>
<ul style="list-style-type: none"> - direct instruction - hands-on learning - group discussion/accountable talk - gallery walk 	<ul style="list-style-type: none"> - consider if students’ seedlings will be transplanted into a school or community garden, or if students will take these home - consider finding volunteers to help with the messy work of planting activities - consider which season will be best to complete this learning module (e.g., in spring, the seedlings can be transplanted outside and your learning may also coincide with the International Day of Pink or local Pride events in your community)

Accommodations & Differentiation Strategy *(to address different needs & preferences of students)*

- strategic seating, sensory tools, visuals, and other environmental accommodations during lessons/read-alouds
- co-operative, hands-on learning in small groups
- any other individualized supports as directed by student IEPs

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback

As presently written, many opportunities for observational/anecdotal assessment exist in this learning module (e.g., how students respond to discussion questions after reading the text, connections students make, how students follow planting instructions, etc.). Opportunities also exist for students to engage in self-assessment or peer-assessment, or for teachers to extend assessment opportunities with written tasks.

Motivational Hook (*process for acquiring & focusing students' attention*), Time (minutes)

Part 1:

Before students enter the classroom, set up a small gallery walk by placing images of a number of symbols around the room. These could include images of the Canadian flag and/or your provincial or territorial flag, religious and/or cultural symbols such as the Star of David or a crescent moon, or other important symbols from your community such as sports team logos or park crests. You can make this process as formal or informal as will suit your needs; you could ask students to simply walk around the room and observe what they see, to walk and discuss the images with a partner, or to record their ideas on post-it notes to put up with the images. As students wrap up their gallery walk, gather together to discuss questions such as, What does the word "symbol" mean? Why are symbols important? What makes a compelling or easily recognizable symbol? What other examples of symbols can you think of from your daily lives? (5-10 minutes)

Open (*process for introducing/framing module & agenda*), Time (minutes)

Introduce "This Day in June" (by Gayle E. Pitman), or another similar text. Ask questions such as, Have you been to a Pride event before? What does Pride celebrate? Why do you think Pride is an important celebration for Canada's LGBT2Q+ community? Tell students that there is an important symbol that is repeated in many of the illustrations of this text, and give them the purpose for reading to look and listen for this symbol while you read aloud. (10-15 minutes)

After reading, ask students to revisit their purpose for reading by engaging in a Think-Pair-Share with a peer about the symbol they saw repeated in the illustrations. Many students will have noticed the rainbows/Pride flag. Confirm that this as an important symbol for the LGBT2Q+ community in Canada and around the world. (5 minutes)

Body (*main instructional & learning processes to build understanding, skills, attitudes*), Time (minutes)

Part 2:

Remind students of your previous discussion about the rainbow Pride flag as an important symbol for the LGBT2Q+ community. Tell students, "I wanted to learn more about this important symbol so I found this article so we could do a bit of research: <http://www.sftravel.com/article/brief-history-rainbow-flag>." According to your students' needs, engage them in a shared or guided reading of this or a similar article using a large display such as an interactive whiteboard, or using individual handouts. After reading, tell students, "When we were reading that text, I found it really interesting that many of the meanings reminded me of plants and gardening. Did any of you make those connections as well?" Co-create a visual aid/anchor chart of the rainbow flag's colour meanings: Red - Life, Orange - Healing, Yellow - Sun, Green - Nature, Blue - Harmony, Purple - Spirit. Ask questions such as, What connections are you making between plants and the meanings of the colours of the rainbow flag? You may anticipate some student responses such as: Red - plants are living things; Orange - some plants are used as medicines; Yellow - plants need sunlight to grow; Green - plants are part of the natural world; Blue - plants can make people feel peaceful; Purple - many people believe that every living thing, including plants, have a spirit. (30 minutes)

Consolidation (*processes for application & practice of knowledge, skills, attitudes*), Time (minutes)

Part 3:

Remind students of your previous discussion about the symbolism of the rainbow Pride flag. Ask questions such as: Why is the rainbow flag an important symbol for the LGBT2Q+ community? Why do you think diversity is important for Canada as a country? Referring back to your visual aid/anchor chart, tell students, "When we were making those connections between plants and the meanings of the rainbow flag, it reminded me that diversity isn't just important for people. Diversity is also really important for plants. Imagine if a farmer or a

gardener was to plant one type of seed throughout their entire garden. What might happen if a beetle who really liked that type of vegetable were to come to that farmer's garden? But, imagine if a farmer or a gardener planted many different types of plants throughout their garden. What might happen if that same beetle came to the garden? When the plants in a garden are very diverse, it's less likely that a pest will destroy an entire crop, just like how when a community is very diverse they can use their different ideas to solve new problems or learn more from each other's different experiences. Some farmers and gardeners use something called permaculture to help them plant diverse gardens. Today we're going to do something similar by planting some diverse vegetables." Introduce the heirloom "rainbow" vegetables that students will be planting. (Based on your plans, your region's planting season, and budget, you may choose heirloom carrot, beet, tomato, chard, or other seeds.) Review the appropriate planting techniques for your seeds, divide students into small groups, and engage the students in seed planting. (30-45 minutes)

Closure (processes for recapping, looking ahead), Time (minutes)

Part 4:

Support students in caring for their seedlings over a number of weeks in the classroom. When the seedlings are strong enough and the weather is co-operative, transplant them into your school or community garden, or send them home for students to transplant into their own family gardens. Continue to engage students in discussions about how diversity makes us stronger. (ongoing)

Student Reflection on Learning (i.e., critical thinking questions to extend the learning)

Ask students to reflect upon how they are diverse as a class. What traits does each individual possess that makes the group stronger as a whole? What diverse groups do your students and their families belong to? How do those diverse communities that they belong to help make Canada stronger as a whole?

Extension Ideas & Additional Resources

- invite in a guest speaker to learn more about permaculture and other more sustainable forms of food growing/production
- create, revitalize, or contribute your plantings to a school or community "rainbow garden"
- harvest the produce students have grown and hold a "taste test" to observe how the flavours of the different colours of the heirloom vegetables compare
- examine other important symbols of diverse groups in Canada, and ask students to create a symbol that represents them as an individual
- for more information about the LGBT2Q+ community in Canada, consider utilizing resources such as:
<https://pflagcanada.ca>; <http://www.nbdcampaign.ca>;
<http://www.etfo.ca/resources/lgbtfamilies/pages/default.aspx>
- for more diverse curriculum ideas, considering utilizing The Grove Community School's Gender Splendour lesson plans: <http://thegrovecommunityschool.ca/gender-splendour/>
- for more diverse texts, consider ordering from Canadian publisher Flamingo Rampant:
<http://www.flamingorampant.com>

Teacher Reflection (e.g., notes for next time)

Lessons about diversity such as this one are important for everyone – not just for students who belong to the LGBT2Q+ community or for those who have family members who are members of the LGBT2Q+ community. If you feel either uncertain or unable to teach lessons such as these, consider seeking out professional development that addresses teaching against homophobia. These might be available from local non-profits, your school board, or your teaching union.



Image: As an extension of your students' learning, consider transplanting your heirloom rainbow vegetables to your school or community garden.