

LESSON PLAN for volunteers

Theme • My planet

The theme aims to reflect together on how everything is related on planet earth: human beings, plants, animals. Facilitating a relationship of interchange and synergy with the world we inhabit with a view to the interrelation necessary for a sustainable future. It is not enough to have respect for the planet, but it is necessary to educate in an ecological way of thinking that aims to support harmonious growth with the ecosystem in which we live. Children must recover a relationship of interchange with nature.

Lesson

SEED BOMBS

Lesson focus and goals

- Learn about the importance of planting flowers and plants to ensure our survival on the planet.
- Starting with small gestures such as seed bombs to empower children to take care of the planet they live on.
- Use photos to remember to fix important moments to relive in class.
- Plant seed bombs in the lawns around the school to bring new life to neglected areas.

Materials

- Disposable cameras
- Planet map
- Photographs
- Seeds
- Newspaper
- Potting soil
- Water
- Basins

Activities

- The volunteers, together with the teachers, will explain the activity, showing the class a map of the world with the areas most at risk of desertification marked on it, opening a dialogue on how we are in a period of drought and climate change that puts all living species at risk, including our own. It will be the task of the volunteers at this stage to support the children's questions, in particular to identify the desert areas on the map using photographs.
- It will be the task of the volunteers to prepare the setting for the seed bombs. While leaving school with the parents to go and plant the seed bombs in the neighborhood, the volunteers will take care of the photographic documentation of this phase.
- Once the photos have been taken and printed, in the classroom the children with the teachers and volunteers will make posters documenting all the steps.
- Throughout the activity, the volunteers will have the task of observing the children with particular attention to: ability to be in a group, manual skills, storytelling and reworking skills, possible isolation dynamics, and the relationship between children and parents.
- The volunteers' observations will be shared at the post-activity team meeting to reflect together with the teachers on the experience proposed to children and families.

Tips for specific types of inclusion/handicaps

Children with autism spectrum disorder keep in mind that the appearance of food is important to treat it carefully as colors, textures, and taste greatly affect their well-being. Touching certain vegetables, fruits, spices can send them into sensory overload and you need to have foods that can help them compensate. Very useful to have white flour, white rice, legumes that can allow children to dip their hands and feel relief in the moment of discomfort.

Tips for parenting support

Inform parents that the laboratory plans to get dirty and specify all the steps. Ask families to put on clothes that can get dirty. To hire parents you can ask them to bring the seeds they want to be used for seed bombs.

Technical terms

SEED BOMBS= are born as a functional and practical form of cultivation, where it is necessary to combine speed and action. Seed bombs can in fact be thrown anywhere, having a high probability of germination, and allow you to transform any gray area into a wonderful green, full of life. Seed bombs are born to be launched from the saddle of a bike or during a walk. Their anatomy allows the seeds to have everything they need to take root, except for water.

ECOLOGICAL THINKING= Never before have we felt the need to create a sustainable habitat and new forms of relations between man and nature. For this urgency to become a reality, it is necessary to have an education in ecological thinking that also touches, and above all, children and young people. What is needed is a new educational paradigm that involves schools and families, based on the combination of ethical principles and cognitive development for a new awareness of the connection that binds us all as living beings.

Methodology

The best way to learn in this age group is through an approach that sees children involved first at the level of experience and then with a verbal reworking. Starting from the children's questions in front of the observation seeds, water, ground allows not to bring abstract content but to enhance their powers of observation and reworking. Asking children how a plant is born before explaining it to them is a choice. We choose to leave room for critical thinking where hypotheses and attempts allow us to arrive at an answer together.