

**What can we use:**

Raised garden bed ( if you have the space) or  
 Pots for a potted fragrant garden can work just as well and can be positioned almost anywhere (even in a courtyard or on a balcony). If you have very limited space, a wall (vertical) garden is also possible. (You can even grow the plants in a bag of vegetable garden soil mix laying flat with the side cut out of it, put the plants straight in it!)  
 Soil with organic mater like worm castings or cow manure.  
 Gardening gloves, spades and watering cans for the children  
 Herbs, fragrant shrubs and flowering plants.

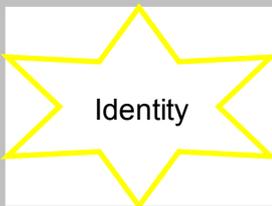
**How To:** Discuss with the children which plants they might like to use in their fragrant garden.

Go on excursion to a local nursery if possible to talk about the best plants for your area and for the children to choose the plants. (I have found that most small herbs and fragrant flowering plants like a morning sun position in the garden. Some climates in Australia are just too hot for all day sun, but some will need it in the colder climates.)

Help the children draw and plan their garden (just like landscapers do!)  
 Plant the garden so that it can be easily accessed at all times by the children so they can pick, study, smell and taste (where appropriate). Make it care such as weeding and watering part of the children's routine.

\*\* Remember some children may be allergic to certain plants, use caution.

**\*Links: Belonging, Being and Becoming: Early Years learning Framework of Australia Outcomes:**



**Outcome 1: Children Have a strong sense of identity.** Children:

- feel safe and secure, exploring gardening and creating with others.
- develop autonomy and resilience, trying difficult skills.



**Outcome 2: Children are connected with and contribute to their world.**

- develop sense of family and community by discussing/creating a group garden.
- respond to diversity with respect through a greater understanding of how fragrant plants and flowers are used in by different cultures and throughout history.
- show respect for the environment by walking outside, employing their senses to gain a greater understanding of the natural environment and plant fragrances.



**Outcome 3: Children have a strong sense of wellbeing.**

- become strong in their social and emotional wellbeing by creating and being in the garden with friends.
- increase health and physical wellbeing through exercise and eating of herbs from garden.



**Outcome 4: Children are confident and involved learners.**

- show curiosity, enthusiasm, imagination and creativity exploring the fragrant plants and creating a garden.
- develop skills and processes such as investigating plants.
- resource learning through natural materials in the garden.



**Outcome 5: Children are effective communicators.**

- interact verbally and non verbally about gardening
- express ideas using a range of media natural and man made such as documenting plant growth.



- Invite a local gardening group to help the children with their garden.
- Start a vegetable or community garden. Visit a community or botanical garden.
- Create waterproof signs for your garden to label the different plants.
- Create a garden diary, which plants do well and which don't...why?
- Children can pictorially document different plants growth and keep measurements.
- Cook with different herbs and edibles from the garden.

Make a recipe book of different foods that use at least one ingredient from the children's garden.

Great websites: <http://www.abc.net.au/gardening/> (Gardening Australia has fantastic fact sheets!)

### Literacy

**Vocabulary**– nature, trees, plants, flowers, seeds, bark, soil, fertilize, manure, leaves, rough, smooth, bumpy, prickly, hard, soft, fragrant, edible.

**Read**– *My Plant Diary*

**Discuss** - What will they need to grow? What can we cook using these plants?

Which are edible?

**Write** - List of plants used.

Growth Chart.

Create an equipment list and watering roster with the children.

### Community & Culture

Edible and ornamental gardens have been created through out history for medicinal and nutritional reasons.

Discuss– Community and Botanical gardens.

What is the difference?

Are there any in your area?

Plan an excursion to visit a community or botanical garden.

Different types of gardens and gardening are a focal point of many cultures...research.

### Technology

Using cameras and computers to keep a photo journal.

Research different types of gardens using the internet.

### The Arts

Design of a garden

Materials— drawing materials as well as plants.

Explore textures, colours, fragrances and companion planting through garden design and found in nature.

Discuss living sculptures— shaped plants, shrubs and hedges



### Numeracy

Counting - how many plants do we need?

Measurement: How much soil? How many plants needed?

Chart growth over time. Use photographic diary and measurement chart using arbitrary unit (let children choose - finger length, block length)

Sorting and Grouping by type of plant , colour, feel, smell, which can be eaten or not and so on.

### Science & Environment

Study of plants and gardening.

What do plants need to grow? How do the food/nutrients and water get into the plants?

Keeping a scientific journal of the garden.

Why are plants important for our environment.

Discuss water and soil conservation.

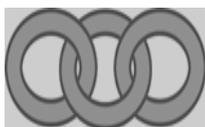
### Health & Physical Education

Gross Motor Skill –walking outdoors to explore nature, digging, carrying.

Fine Motor Skills– planting, weeding and feeling plants.

Discuss the health benefits of gardening and growing own food.

Discuss nutritional benefits of fresh food.



### Experience Links

The 5 Senses

Smell and Match

Fragrant Wreath

Cooking

Nature Walk and Collage

Growing Things