

Presentation project: *Gardening with Preschool Children*

Class organization

7 groups × 3 students

Each group prepares a **7–10 minute mini-presentation** based on one aspect of the article.

Group assignments

Group	Topic	Main focus
1	 Growing Seeds into Vegetables	Seeds, plants, vegetables & observation
2	 Recycled Planters	Reuse, recycling & creativity
3	 Composting	Food scraps, decomposition & sustainability
4	 Sunlight &  Water	What plants need to grow
5	 Growing & Measuring Giant Plants	Numbers, measuring & growth
6	 Beneficial Bugs	Insects, habitats & ecosystems
7	 Unstructured Garden Play	Exploration, discovery & child-led learning

The original article specifically emphasizes that gardening can support not only knowledge about plants but also **fine-motor skills, numerical skills, observation, environmental awareness and self-directed learning**.

What every group has to prepare

1. Introduce the topic — 1 minute

Explain:

- What is the activity?
- Why is it suitable for preschool children?
- What can children learn from it?

2. Teach the class some vocabulary — 2 minutes

Each group chooses **8–10 useful English words** connected with its topic.

For example, Group 1:

- seed
- soil
- root
- stem
- sprout
- seedling
- plant
- grow
- harvest

- vegetable

They should **not simply read the vocabulary list**. They should teach it through pictures, objects, gestures, guessing, matching, etc.

3. Demonstrate a preschool activity — 3–4 minutes

This is the most important part.

The group should pretend that the other students are **preschool children**.

For example:

“Today we’re going to plant some beans. What do you think is inside this bean?”

Then actually demonstrate something:

- planting seeds
- making a recycled planter
- sorting compost materials
- measuring a plant
- identifying insects
- watering a plant
- creating a mini garden

The activity should involve the audience.

4. Show the English-learning potential — 1–2 minutes

The presenters explain:

What English could the preschool children learn through this activity?

For example:

“The children learn the words *seed*, *soil*, *water* and *grow*. They also practice the structures ‘I can see...’ and ‘It needs...’”

5. Every group must include **one activity in which the other students participate**.

Possible activities:

- guessing game
- matching
- sorting
- role play
- demonstration
- mini experiment
- vocabulary game
- quiz
- craft activity
- observation task

Group 1 — Growing Seeds into Vegetables

The article suggests large seeds such as **sunflowers, corn, beans, peas, zucchini and pumpkins**, because they are easier for preschoolers to grasp.

Presentation task

Create a mini lesson called:

“From Seed to Plant”

Include:

- 8–10 vocabulary items
- a seed-identification activity
- a planting demonstration
- a prediction question:

“What will happen to the seed?”

- a simple growth observation activity

Useful language

“Put the seed in the soil.”

“Cover it with soil.”

“Give it some water.”

“What do you think will happen?”

Group 2 — Recycled Planters

The article suggests using safe, clean containers such as old cups, bowls, egg cartons, boots and shoes as planters.

Presentation task

“Don't Throw It Away!”

Bring several everyday objects and ask:

“Can we use this as a plant pot?”

The class decides **YES / NO** and explains why.

Then demonstrate how to make one recycled planter.

English focus

- recycle
- reuse
- container
- plastic
- cardboard
- waste
- soil
- plant
- pot
- hole

Useful structure:

“We can use ____ as a planter.”

Group 3 — Composting

The article presents composting as a way of teaching children about **recycling and the life cycle of materials**.

Presentation task

Create a **“Compost or Bin?”** sorting game.

Give the class pictures/items such as:

-  apple peel
-  carrot peel
-  leaves
-  eggshell
-  candy wrapper
-  plastic bottle

Students decide where each item belongs.

English focus

“It goes in the compost.”

“It doesn't go in the compost.”

“This will break down.”

Group 4 — Sunlight & Water

The article recommends helping children observe how plants respond to sunlight and water. It even suggests comparing plants grown in sunny and shady locations.

Presentation task

Create a mini experiment:

“What Does a Plant Need?”

Present four cards:

-  sunlight
-  water
-  soil
- 

Ask:

“What does a plant need?”

Then demonstrate a simple experiment or prediction activity.

English focus

“Plants need...”

“Plants need water.”

“Plants need sunlight.”

“This plant has water.”

“This plant needs water.”

Group 5 — Growing & Measuring Giant Plants

This is particularly useful for demonstrating **CLIL**.

The article suggests growing giant sunflowers or other fast-growing plants and regularly measuring them.

Presentation task

Create a **Plant Growth Chart**.

For example:

Week Height

1	8 cm
2	15 cm
3	24 cm
4	35 cm

Ask the class:

“How tall is the plant?”

“How much did it grow?”

“Which week did it grow the most?”

English + mathematics

Vocabulary:

- tall
- short
- height
- measure
- centimetre
- more
- less
- grow
- bigger
- smaller

This group should explicitly explain how gardening becomes a **CLIL activity**.

Group 6 — Beneficial Bugs

The article points out that gardening isn't only about plants. Children can observe insects and other organisms and create habitats such as **insect hotels, birdhouses and bird baths**.

Presentation task

Create: **“Who's Living in Our Garden?”**

Show pictures of: • bee • butterfly • ladybird/ladybug • caterpillar • praying mantis • bird Students identify them. Then ask: “Friend or enemy?” The group explains why some insects are useful in the garden.	English focus “I can see a...” “It has...” “It can...” “It lives...”
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Group 7 — Unstructured Garden Play

The article argues that a garden can provide opportunities for **discovery and self-directed learning**, rather than every activity having to be teacher-directed.

Presentation task

Create a **5-minute free-play scenario**.

Give the “children” a few simple objects: • soil • leaves • stones • sticks • small pots • toy gardening tools Then say: “You have five minutes. Explore!” The presenters should not immediately tell the children what to do. Afterwards discuss: • What did the children discover? • What language did they use? • What questions could the teacher ask? • How can the teacher support learning without controlling the activity?	English focus This group should concentrate on teacher language: “What do you notice?” “What do you think?” “Can you find something...?” “Tell me about it.” “What happened?” “Why do you think that happened?”
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Gardening Project Presentation — Evaluation Rubric

Presentation: _____ Date: _____

Presenters: _____, _____, _____

Criterion	Excellent	Good	Satisfactory	Needs improvement	Points
1. Content & Understanding	Shows excellent understanding of the gardening topic; information is accurate, relevant and well selected.	Good understanding with mostly relevant information.	Basic understanding; some information is unclear or missing.	Limited understanding or significant inaccuracies.	/8
2. Suitability for Preschoolers	Activity is highly appropriate, realistic and engaging for young children.	Appropriate and generally engaging.	Some adaptation for preschoolers is needed.	Activity is unsuitable or insufficiently adapted.	/6
3. English-Language Teaching	Excellent integration of vocabulary, phrases and meaningful language use.	Good language-learning opportunities.	Some useful English, but limited integration.	Little connection between activity and English learning.	/8
4. Activity / Demonstration	Creative, well organized and highly interactive; audience is actively involved.	Clear and interactive activity.	Activity works but is somewhat passive or unclear.	Little/no audience participation or poorly prepared activity.	/8
5. Pedagogical Value	Clearly demonstrates several learning benefits (e.g. science, maths, motor skills, creativity, social skills).	Demonstrates good educational value.	Identifies some learning benefits but explanation is limited.	Educational value is unclear.	/6
6. Presentation & Organization	Very well structured; clear introduction, logical progression	Well organized and easy to follow.	Organization is adequate but occasionally unclear.	Difficult to follow or poorly organized.	/5

Criterion	Excellent	Good	Satisfactory	Needs improvement	Points
	and effective conclusion.				
7. English Accuracy & Fluency	Accurate, fluent and confident English; appropriate vocabulary and pronunciation.	Generally accurate and fluent; minor errors.	Understandable but with noticeable errors or hesitation.	Frequent errors make communication difficult.	/5
8. Teamwork & Equal Participation	All 3 members contribute equally and support one another effectively.	All members participate; minor imbalance.	Unequal participation is noticeable.	One or more members contribute very little.	/4
TOTAL					/50

Performance bands

Score Grade/Assessment	Description
45–50 Outstanding (1)	Excellent project; creative, pedagogically strong and very effective English
40–44 Very Good (2)	Strong project with only minor weaknesses
35–39 Good (3)	Solid project meeting most requirements
30–34 Satisfactory (4)	Adequate, but several areas need improvement
25–29 Needs Improvement (5)	Important requirements are only partly met
0–24 Insufficient (6)	Project does not adequately meet the assignment requirements

Student Peer Evaluation

Name of Presentation: _____

Date: _____

After each presentation, give 1–5 points for:

1. 🌱 Interesting topic
2. 🧠 Useful English
3. 👧 Suitable for preschool children
4. 🎯 Interactive activity
5. 💡 New idea I could use as an educator

Total: /25

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