



PLANTING INTERGENERATIONAL PROMISES



**"CONNECTIONS BETWEEN GENERATIONS
ARE ESSENTIAL FOR THE MENTAL HEALTH &
STABILITY OF A NATION."**

-Margaret Mead



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Cover Photo: Ashley Martens Photography

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Canada



INTRODUCTION

This learning plan was created to connect students and seniors through the growing programs, "[Planting a Promise: Daffodils at School](#)" and "[Celebrating Liberation with a Promise](#)". Having students and seniors engage with tulip and daffodil bulbs will extend agriculture learning in the classroom and facilitate the exploration of intergenerational relationships; thus deepening the connection between school and community. Intergenerational collaboration and connections can promote healthier lives at all ages. Gardening and working with flowers is healing and enhances mental well-being. Older adults can pass along gardening information, plant information and cultural traditions to younger generations. Students can help seniors see the world through a child's eyes, giving them connection and a "purpose" in life again.

The learning plan prepares elementary students to develop long lasting relationships with seniors in the community through: PLANTING (tulip and daffodil bulbs), PERFORMING (poetry, theatre, music), PARTICIPATING (collaborative art projects and conversation) and PRESENTING gifts (blooms or bloom inspired mementos).

GOALS AND OBJECTIVES

- Identify, describe, and apply practices that promote mental well-being for self and others (connection to nature, practice of gratitude, acts of service and the art of acknowledgment).
- Identify, describe, and apply strategies that promote a safe and caring environment (acts of kindness, empathy, active listening, collaboration, sharing family stories).

PREPARING FOR PLANTING WITH SENIORS

THINKING

INTERACTING

REFLECTING

It is important to prepare students for this project by having them first **think** about the elderly and why they are special - counteracting negative stereotypes. Secondly, students need to be prepared to **interact** with the elderly through conversation and activity. Finally, it is important for students to **reflect** and journal about their experience.

PLANTING INTERGENERATIONAL PROMISES

CURRICULUM CONNECTIONS AT A GLANCE

KINDERGARTEN

SUBJECT	BIG IDEAS	CURRICULAR COMPETENCIES	CONTENT CONNECTIONS
Physical and Health Education	<p>Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.</p> <p>Good health comprises physical, mental, and emotional well-being.</p>	<ul style="list-style-type: none"> • Identify opportunities to make choices that contribute to health and well-being. • Develop and demonstrate respectful behaviour when participating in activities with others. • Identify caring behaviours among classmates and within families. • Identify and describe practices that promote mental well-being. • Identify and describe feelings and worries. • Identify personal skills, interests, and preferences. 	<ul style="list-style-type: none"> • Practices that promote health and well-being. • Caring behaviours in groups and families. • Emotions and their causes and effects.
Arts Education	<p>People connect to others and share ideas through the arts.</p>	<ul style="list-style-type: none"> • Explore artistic expressions of themselves and community through creative processes. • Express feelings, ideas, stories, observations, and experiences through the arts. • Experience, document and share creative works in a variety of ways. 	<ul style="list-style-type: none"> • Elements and principles of drama: character, time and place. • Elements and principals of visual arts: elements of design: line, shape, space, texture, and colour.
English Language Arts	<p>Stories and other texts help us learn about ourselves and our families.</p> <p>Through listening and speaking, we connect with others and share our world.</p>	<ul style="list-style-type: none"> • Engage actively as listeners, viewers, and readers, to develop understanding of self, identity, and community. • Recognize the importance of story in personal, family, and community identity. • Use personal experience and knowledge to connect to stories and other texts to make meaning. • Recognize the structure of story. • Exchange ideas and perspectives to build shared understanding. • Use language to identify, create, and share ideas, feelings, opinions, and preferences. 	<ul style="list-style-type: none"> • Story (structure of story). • Strategies and processes (reading strategies, oral language strategies, metacognitive strategies).

GRADE 1

SUBJECT	BIG IDEAS	CURRICULAR COMPETENCIES	CONTENT CONNECTIONS
Physical and Health Education	<p>Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.</p> <p>Good health comprises physical, mental, and emotional well-being.</p>	<ul style="list-style-type: none"> • Develop and demonstrate respectful behaviour when participating in activities with others. • Identify caring behaviours among classmates and within families. • Identify and describe practices that promote mental well-being. • Identify and describe feelings and worries. 	<ul style="list-style-type: none"> • Caring behaviours in groups and families. • Emotions and their causes and effects.
Arts Education	<p>People connect to others and share ideas through the arts.</p>	<ul style="list-style-type: none"> • Explore artistic expressions of themselves and community through creative processes. • Express feelings, ideas, stories, observations, and experiences through the arts. • Experience, document and share creative works in a variety of ways. 	<ul style="list-style-type: none"> • Elements and principles of drama: character, time, place and plot. • Elements and principals of visual arts: elements of design: line, shape, space, and colour. • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment.
English Language Arts	<p>Stories and other texts help us learn about ourselves and our families.</p> <p>Stories and other texts can be shared through pictures and words.</p> <p>Everyone has a unique story to share.</p> <p>Through listening and speaking, we connect with others and share our world.</p> <p>Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p>	<ul style="list-style-type: none"> • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. • Recognize the importance of story in personal, family, and community identity. • Use personal experience and knowledge to connect to stories and other texts to make meaning. • Exchange ideas and perspectives to build shared understanding. • Identify, organize, and present ideas in a variety of forms. • Create stories and other texts to deepen awareness of self, family, and community. • Recognize the structure and elements of story. • Plan and create a variety of communication forms for different purposes and audiences. 	<ul style="list-style-type: none"> • Story/text (elements of story, literary elements and devices). • Strategies and processes (reading strategies, oral language strategies, metacognitive strategies).

GRADE 2

SUBJECT	BIG IDEAS	CURRICULAR COMPETENCIES	CONTENT CONNECTIONS
Physical and Health Education	<p>Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.</p> <p>Our physical, emotional, and mental health are interconnected.</p>	<ul style="list-style-type: none"> • Develop and demonstrate respectful behaviour when participating in activities with others. • Identify and apply strategies that promote mental well-being. • Identify and describe feelings and worries, and strategies for dealing with them. 	<ul style="list-style-type: none"> • Managing and expressing emotions.
Arts Education	<p>People connect to others and share ideas through the arts.</p>	<ul style="list-style-type: none"> • Explore artistic expressions of themselves and community through creative processes. • Express feelings, ideas, stories, observations, and experiences through the arts. • Experience, document and share creative works in a variety of ways. 	<ul style="list-style-type: none"> • Elements and principles of drama: character, time, place, plot and tension. • Elements and principals of visual arts: elements of design: line, shape, space, texture, colour and form. • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment.
English Language Arts	<p>Stories and other texts connect us to ourselves, our families, and our communities.</p> <p>Everyone has a unique story to share.</p> <p>Through listening and speaking, we connect with others and share our world.</p> <p>Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p>	<ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning. • Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community. • Use personal experience and knowledge to connect to stories and other texts to make meaning. • Recognize the structure and elements of story. • Exchange ideas and perspectives to build shared understanding. • Create stories and other texts to deepen awareness of self, family, and community. 	<ul style="list-style-type: none"> • Story/text (elements of story, literary elements and devices). • Strategies and processes (reading strategies, oral language strategies, metacognitive strategies).

GRADE 3

SUBJECT	BIG IDEAS	CURRICULAR COMPETENCIES	CONTENT CONNECTIONS
Physical and Health Education	<p>Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.</p> <p>Our physical, emotional, and mental health are interconnected.</p>	<ul style="list-style-type: none"> • Describe and apply strategies for developing and maintaining positive relationships. • Identify and apply strategies that promote mental well-being. • Describe factors that influence mental well-being and self-identity. 	<ul style="list-style-type: none"> • Factors that influence self-identity.
Arts Education	<p>The mind and body work together when creating works of art.</p> <p>The arts connect our experiences to the experiences of others.</p>	<ul style="list-style-type: none"> • Explore identity, place, culture, and belonging through arts experiences. • Explore relationships among cultures, communities, and the arts. • Refine ideas, processes, and technical skills in a variety of art forms. • Express feelings, ideas, and experiences in creative ways. • Experience, document and share creative works in a variety of ways. 	<ul style="list-style-type: none"> • Elements and principles of drama: character, time, place and plot. • Elements and principals of visual arts: elements of design: line, shape, space, texture, colour and form.
English Language Arts	<p>Stories and other texts help us learn about ourselves, our families, and our communities.</p> <p>Using language in creative and playful ways helps us understand how language works.</p> <p>Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p>	<ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning. • Make connections between ideas from a variety of sources and prior knowledge to build understanding. • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. • Use personal experience and knowledge to connect to text and make meaning. • Exchange ideas and perspectives to build shared understanding. • Create stories and other texts to deepen awareness of self, family, and community. 	<ul style="list-style-type: none"> • Story/text (elements of story, literary elements and devices). • Strategies and processes (reading strategies, oral language strategies, metacognitive strategies).

GRADE 4

SUBJECT	BIG IDEAS	CURRICULAR COMPETENCIES	CONTENT CONNECTIONS
Physical and Health Education	Developing healthy relationships helps us feel connected, supported, and valued.	<ul style="list-style-type: none"> • Describe and apply strategies for developing and maintaining positive relationships. • Describe and apply strategies that promote a safe and caring environment. • Describe factors that positively influence mental well-being and self-identity. 	<ul style="list-style-type: none"> • Practices that promote health and well-being. • Factors that influence self-identity.
Arts Education	Creative expression is a means to explore and share one's identity within a community.	<ul style="list-style-type: none"> • Explore identity, place, culture, and belonging through arts experiences. • Express, feelings, ideas, and experiences in creative ways. • Experience, document and present creative works in a variety of ways. 	<ul style="list-style-type: none"> • Elements and principles of drama: character, time, place, tension, mood and focus. • Elements and principals of visual arts: elements of design: line, shape, space, texture, colour and form. • Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.
English Language Arts	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	<ul style="list-style-type: none"> • Respond to text in personal and creative ways. • Exchange ideas and perspectives to build shared understanding. • Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences. • Transform ideas and information to create original texts. 	<ul style="list-style-type: none"> • Story/text (literary elements and devices). • Strategies and processes (reading strategies, oral language strategies, metacognitive strategies).

GRADE 5

SUBJECT	BIG IDEAS	CURRICULAR COMPETENCIES	CONTENT CONNECTIONS
Physical and Health Education	<p>Personal choices and social and environmental factors influence our health and well-being.</p> <p>Developing healthy relationships helps us feel connected, supported, and valued.</p>	<ul style="list-style-type: none"> • Describe and apply strategies for developing and maintaining healthy relationships. • Describe and apply strategies that promote a safe and caring environment. • Describe and assess strategies for promoting mental well-being, for self and others. 	<ul style="list-style-type: none"> • Practices that promote health and well-being.
Arts Education	<p>Engaging in creative expression and experiences expands people's sense of identity and belonging.</p>	<ul style="list-style-type: none"> • Explore connections to identity, place, culture, and belonging through creative expression. • Explore a range of cultures, and the relationships among cultures, societies, and the arts. • Express feelings, ideas, and experiences through the arts. • Experience, document and present creative works in a variety of ways. 	<ul style="list-style-type: none"> • Elements and principles of drama: character, time, place, plot, tension, mood and focus. • Elements and principles of visual arts: elements of design: line, shape, space, texture, colour, and form. • Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.
English Language Arts	<p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p>	<ul style="list-style-type: none"> • Access information and ideas from a variety of sources and from prior knowledge to build understanding. • Use personal experience and knowledge to connect to text and develop understanding of self, community, and world. • Respond to text in personal and creative ways. • Transform ideas and information to create original texts. 	<ul style="list-style-type: none"> • Story/ text (Literary elements and devices, perspective/point of view). • Strategies and processes (reading strategies, oral language strategies, metacognitive strategies, writing processes).

GRADE 6

SUBJECT	BIG IDEAS	CURRICULAR COMPETENCIES	CONTENT CONNECTIONS
Physical and Health Education	<p>Healthy choices influence our physical, emotional, and mental well-being.</p> <p>Learning about similarities and differences in individuals and groups influences community health.</p>	<ul style="list-style-type: none"> • Describe and apply strategies for developing and maintaining healthy relationships. • Describe and assess strategies for promoting mental well-being, for self and others. 	<ul style="list-style-type: none"> • Physical, emotional and social changes that occur.
Arts Education	<p>Engaging in creative expression and experiences expands people's sense of identity and community.</p> <p>Experiencing art is a means to develop empathy for others' perspectives and experiences.</p>	<ul style="list-style-type: none"> • Explore relationships between identity, place, culture, society, and belonging through the arts. • Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts. • Express, feelings, ideas, and experiences through the arts. 	<ul style="list-style-type: none"> • Elements and principles of drama: character, time, place, tension, mood and focus. • Elements and principals of visual arts: elements of design: line, shape, space, texture, colour and form. • Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.
English Language Arts	<p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p>	<ul style="list-style-type: none"> • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. • Recognize how language constructs personal, social, and cultural identity. • Construct meaningful personal connections between self, text, and world. • Respond to text in personal, creative, and critical ways. • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. • Transform ideas and information to create original texts. 	<ul style="list-style-type: none"> • Story/text (Literary elements and devices). • Strategies and processes (reading strategies, oral language strategies, metacognitive strategies).

GRADE 7

SUBJECT	BIG IDEAS	CURRICULAR COMPETENCIES	CONTENT CONNECTIONS
Physical and Health Education	<p>Healthy choices influence our physical, emotional, and mental well-being.</p> <p>Learning about similarities and differences in individuals and groups influences community health.</p>	<ul style="list-style-type: none"> • Describe and apply strategies for developing and maintaining healthy relationships. • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being. 	<ul style="list-style-type: none"> • Influences of physical, emotional and social changes on identities and relationships.
Arts Education	<p>Through art making, one's sense of identity and community continually evolves.</p> <p>Experiencing art challenges our point of view and expands our understanding of others.</p>	<ul style="list-style-type: none"> • Explore relationships between identity, place, culture, society, and belonging through the arts. • Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts. • Express, feelings, ideas, and experiences through the arts. 	<ul style="list-style-type: none"> • Elements and principles of drama: character, time, place, plot, tension, mood and focus. • Elements and principles of visual arts: elements of design: line, shape, space, texture, colour and form. • Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.
English Language Arts	<p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p>	<ul style="list-style-type: none"> • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways. • Transform ideas and information to create original texts. 	<ul style="list-style-type: none"> • Story/text (literary elements and devices). • Strategies and processes (reading strategies, oral language strategies, metacognitive strategies, writing processes).

LESSON 1: THINKING OF AN ELDER

THINKING

When: September - October

Materials: Book: *I know a Lady* by Charlotte Zolotow

Procedure:

1. Read *I know a Lady* by Charlotte Zolotow- a heartwarming story of a young girl's love for her elderly neighbour who lives alone.
2. Questions for Philosophical Discussion (adapted from The Janet Prindle Institute for Ethics).

The lady on the block lives alone.

- Do you think it would be difficult to live alone?
- Is being alone the same as being lonely? Do you think the lady on the block is lonely? Why or why not?
- Why do you think it might be easier for some people and not others?
- Do you think it is important to visit older people?

The lady gives her neighbours daffodils, zinnias, chrysanthemums and red holly berries.

- Why do people give presents? Do you think that there is an important need for giving gifts? Do you need a reason to give someone a gift?

The lady waves to the neighborhood children on their way to school. She smiles at them on their way home.

- Is being friendly similar to giving a gift? In what ways?
- Is it important for people to be friendly to one another?
- Can adults and children be friends?
- Why is it good to have friends your own age?
- Why might it be good to have older or younger friends?

The lady was once a little girl.

- Can you imagine what the lady was like as a little girl?
- Do you ever imagine yourself as an elderly man or woman?

3. Discuss what is special about older people. Have primary students, with teacher support, generate a list of words associated with seniors, grandparents and older adults. Record responses for all to see. Intermediate students can generate lists in pairs, and then post responses for all to see. Continue to read and discuss books to celebrate intergenerational friendships and combat stereotypes about aging such as:

Grandma's Gloves, Cecil Castellucci (sensitive theme)

Wilfrid Gordon McDonald Partridge, Mem Fox

The Gardener, Sarah Stewart

The Old Woman Who Named Things, Cynthia Rylant

LESSON 2: FLOWERING MEMORIES

When: September - October

Materials: **Book:** *Miss Rumphius* by Barbara Cooney

Activity sheet 1

Activity sheet 2

Procedure:

- 1. Think of a Time:** Ask students to name a flower that is special to them and explain why. What and who does the flower remind you of? Students draw and write about their flower memory. Share responses. **(Activity sheet 1)**
- 2. History: Collection of Stories:** Students ask a grandparent or other senior in their life to tell them about a memory they have of a flower and why it is special to them. Do they have a memory of planting daffodils or tulips? Students complete the activity and return it to school to share. **(Activity sheet 2)**
- 3. Literature Connection:** Read *Miss Rumphius*, a book about an elderly woman who decides to plant lupines everywhere to make the world a more beautiful place. Ask students to watch for the illustrations of flowers throughout the book and to look for anything that strikes them as beautiful. Explain that the class will add beauty to the lives of seniors by Planting a Promise (daffodils or tulips) with them.

Examples of Flower Memories:

People of all ages name a flower and explain why it is special to them.

Zacharia (Strawberry Vale Elementary School, Victoria, BC) Sunflowers. They are like the sun and make me happy. My Baba always has them growing in her garden. Age 8

Leilani (Upper Sumas Elementary, Abbotsford, BC) Pink Roses. They are for Briar Rose, a sister I never met. We have a rose garden in her memory. Age 8

Brian Minter (Minter Gardens) Christmas Rose or Helleborus Niger. It blooms at Christmas time and my grandmother always had a bouquet of them on her Christmas dinner table, fresh from her own garden.

Wendy Morton (Award Winning Canadian Poet and gardener; Sooke, BC) Hyacinths. Hyacinths are the spring's surprise. Age 90

Janet Stromquist (Indigenous Helping Teacher SD 35; Langley, BC) Lilacs. Memories of childhood, family and love. Sign of spring and the promise of warmth. Age 57



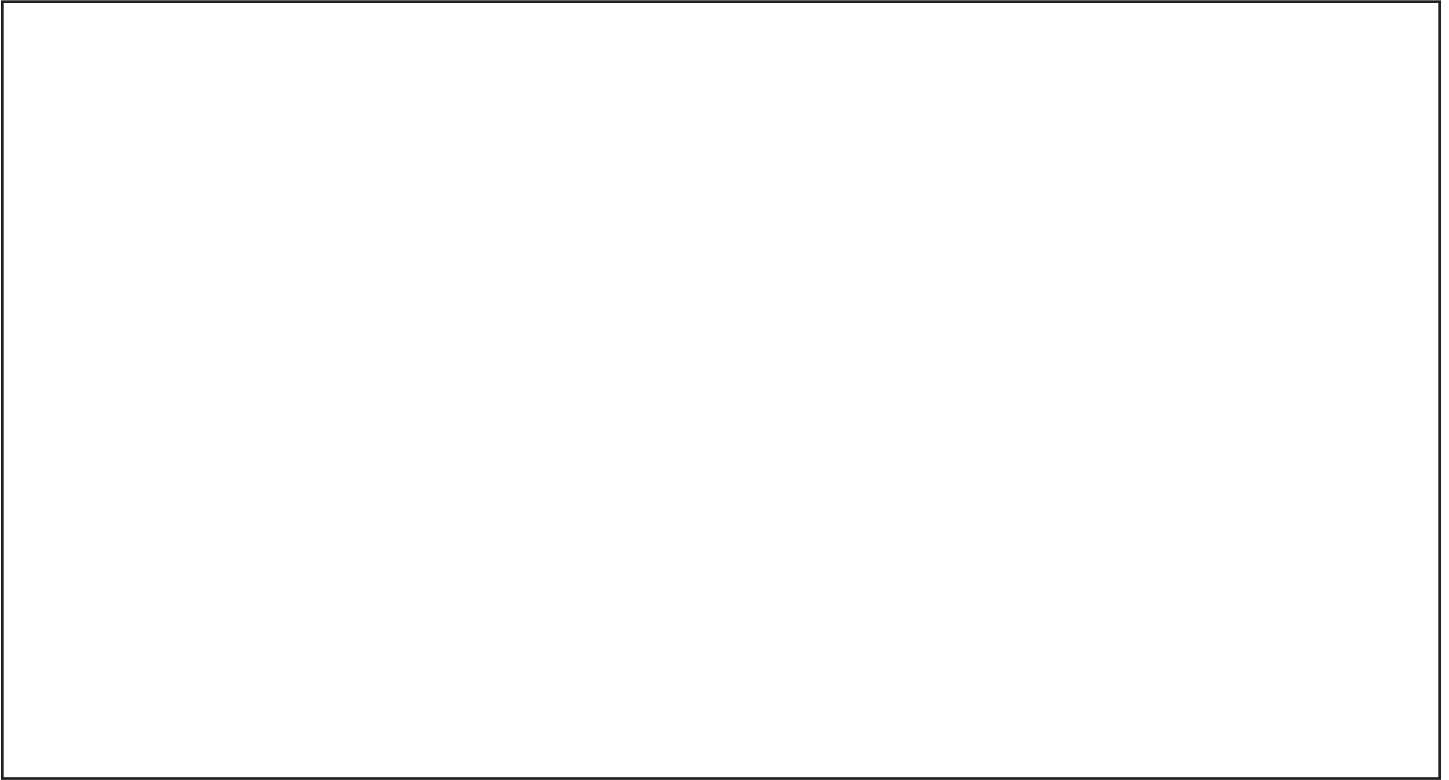
**“YOU MUST DO SOMETHING TO MAKE THE
WORLD MORE BEAUTIFUL.”**

-Miss. Rumphius (Barbara Cooney)

Name: _____ Date: _____

FLOWER MEMORY

Draw a flower that is special to you.



1. What is the name of a flower special to you? _____

2. Why is the flower special to you? _____

3. Who does the flower remind you of? _____

4. What event does the flower remind you of? _____

Name: _____ Date: _____

HISTORY: COLLECTION OF STORIES

Ask a grandparent or other senior in your life to tell you about their memory of a flower and why it is special to them. Do they have a memory of daffodils or tulips? Complete the following questions with them and return to school by _____ so we can share.

Name of Senior:

What is the name of a flower special to you?

Why is the flower special to you?

Who does the flower remind you of?

What event does the flower remind you of?

LESSON 3: IMAGINARY GARDEN: BUILDING INTERGENERATIONAL RELATIONSHIPS

When: September - October

Materials: Book: *The Imaginary Garden* by Andrew Larson and Irene Luxbacher,
Activity sheet 3

Procedure:

1. Read *The Imaginary Garden*, a picture book of mixed - media art where an imaginary garden is the center of a special relationship between a girl and her grandfather.
2. Students sketch a visual and sequential map of the story during the reading - recording important words or phrases to support retelling. (Activity sheet 3)
3. Students will retell the story to several classmates. Have intermediate students add details as they listen to each other's retellings.
4. Students create an imaginary garden experimenting with the medium used in the story - black ink and watercolours. Students create an artist's statement to accompany their piece and share their art with the class explaining the flower and plant choices in their painted garden.
5. Students retell the story and share their imaginary garden with seniors after the planting of the bulbs.

Extension Activities:

- Students ask seniors what their imaginary garden would look like.
- Students help seniors create their imaginary garden using watercolours or crayons.



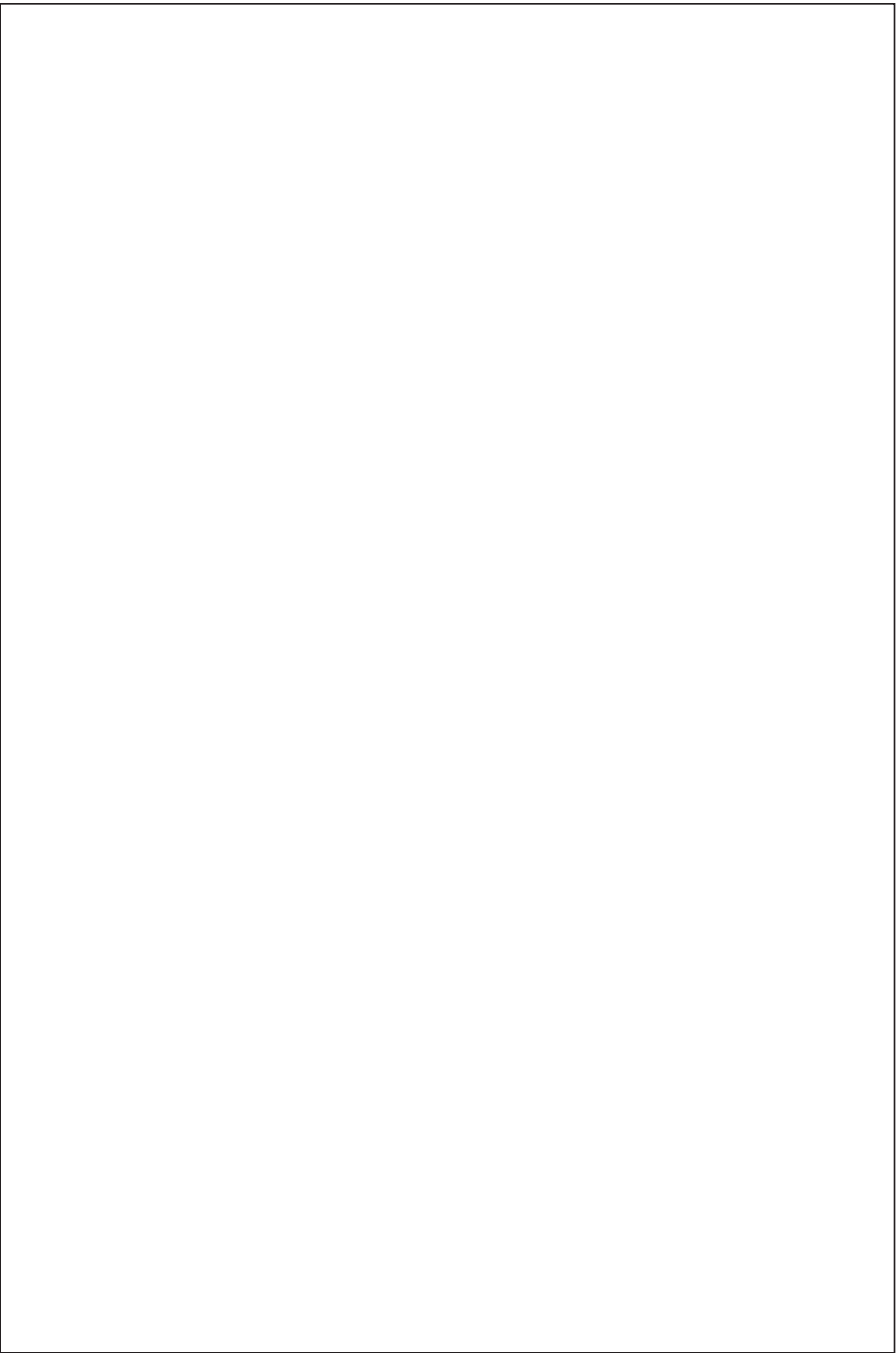
**“FLOWERS ALWAYS MAKE PEOPLE BETTER,
HAPPIER, & MORE HELPFUL; THEY ARE SUNSHINE,
FOOD & MEDICINE FOR THE SOUL.”**

-Luther Burbank

Name: _____ Date: _____

VISUAL MAP OF THE IMAGINARY GARDEN

Sketch a visual and sequential map of the story during the reading.



CONNECTING THROUGH CONVERSATION

INTERACTING

PREPARE students for a positive interaction with a senior:

- Remove distractions
- Sit eye-to-eye
- Pay attention to body language
- Speak clearly
- Rephrase for understanding
- Give time to respond

QUESTIONS to facilitate conversations with seniors during or after planting:

- Tell me about your favourite flower. Why is it special to you?
- What are some special memories you have of daffodils and tulips?
- Do you or did you have a garden? What vegetables and flowers did it have?
- What did you do with the harvest?
- What was your favourite vegetable from the garden? What was your favourite way to cook with it?
- If you could have the perfect flower garden what flowers would it have?
- If you could have the perfect vegetable garden what vegetables would it have?
- Optional: Students can record or draw the seniors' responses. The material will be used to write a celebration poem. (**Activity sheet 4**)

SHARE School Projects (optional)

- Students may share their Flower Memory (**Activity sheet 1**) and Imaginary Garden Artwork with seniors following the planting of bulbs.



“FLOWERS ARE LOVELY TO LOOK AT, BUT MORE IMPORTANTLY THEY’RE A TOOL TO KICK-START A CONVERSATION AND FOSTER A CONNECTION”

-Christine Lawe

Students Name: _____ Seniors Name: _____

CONNECTING THROUGH CONVERSATION

Write or sketch your senior's responses:

QUESTION	RESPONSE
1. What is your favourite flower? Why is it special to you?	
2. What are some special memories you have of daffodils and tulips?	
3. Do you/did you have a garden? What vegetables and flowers does/did it have?	
4. What was/is your favourite vegetable from the garden? What was/is your favourite way to cook with it?	
5. If you could have the perfect flower garden what flowers would you plant?	
6. If you could have the perfect vegetable garden what vegetables would you grow?	

REFLECTION & JOURNALING

REFLECTING

As students engage in conversations with seniors they will come across new ideas, learn about new places or make new historical connections. Recording this new learning can become the basis for inquiry and research projects. Furthermore, it will provide meaningful content for the creation of a celebration poem honouring the elderly at the end of the project.

JOURNALING IDEAS:

- Students reflect on the preparation, the planting, and their interaction with the seniors and journal about their experience to preserve memory and feelings of the event. Journal entries will be revisited for a later project (gratitude card and poetry).
- Have students consider how the seasonal life cycle of the tulips or daffodils connects to the seasons in their own lives and that of the seniors. Gardens remind us that change is going to happen. We can still be grateful and appreciate the beauty, although ephemeral.
- Discuss how planting bulbs and social connections can help veterans heal from the trauma of WWII by being connected to what is good and beautiful in the world.

PLANTING: THE BULBS

BUILDING A BRIDGE BETWEEN A COMMUNITY OF SENIORS AND A COMMUNITY OF STUDENTS

Find a special group of seniors with whom to plant the bulbs. Try to find a place that is connected to the location of the school, or the students, to make the experience more meaningful. Possible places for students to connect with seniors: Community Services, Royal Canadian Legion, Retired Teachers' Association, Care Homes, Churches, Retirement Homes, Rotary Club, Lion's Club, Optimists Club, Alzheimer's Society, etc.

Planting in Pots: Place pots on tables for easy accessibility. The pots may be personalized by the students beforehand by painting them using acrylic paints.

Force Growing Tulip Bulbs in Water: (["Celebrating Liberation with a Promise", page 16](#)). Tulips do well in water. Seniors can enjoy watching the bulbs grow in their room, in a common area, or depending on the situation, in their own home.

Planting in Planters: Be mindful that planters are at a height that is easily accessible to seniors. If seniors struggle with mobility, situate students in an area where seniors can observe the planting. Place the planter near a window where the seniors can observe the growth.

Planting in the Garden: Ensure the area has good soil, good drainage and will be a permanent home to the daffodils or tulips allowing the bulbs to multiply. Plant together with seniors or invite seniors to watch.



PERFORMING: DAFFODIL FOCUS

Students bring joy and delight to seniors by presenting their in class tulip and daffodil projects and learning. The following experiences offer suggestions for possible presentations.

When: Anytime after Planting

Materials: Copy of the poem “*I Wandered Lonely as a Cloud*” by William Wordsworth

Link for printable poem: “*I Wandered Lonely as a Cloud*”

<https://nurturestore.co.uk/wp-content/uploads/2015/03/I-Wandered-Lonely-as-a-Cloud-pdf-printable.pdf>

Link to listen to poem: “*I Wandered Lonely as a Cloud*”

<https://www.poetryfoundation.org/video/77369/daffodils>

Poem set to music: “*I Wandered Lonely as a Cloud*”

<https://youtu.be/GBtS6rBFM2w>

Drawing a Daffodil: <https://youtu.be/A3FydEEiyFA>

Daffodil Watercolour Painting Tutorials:

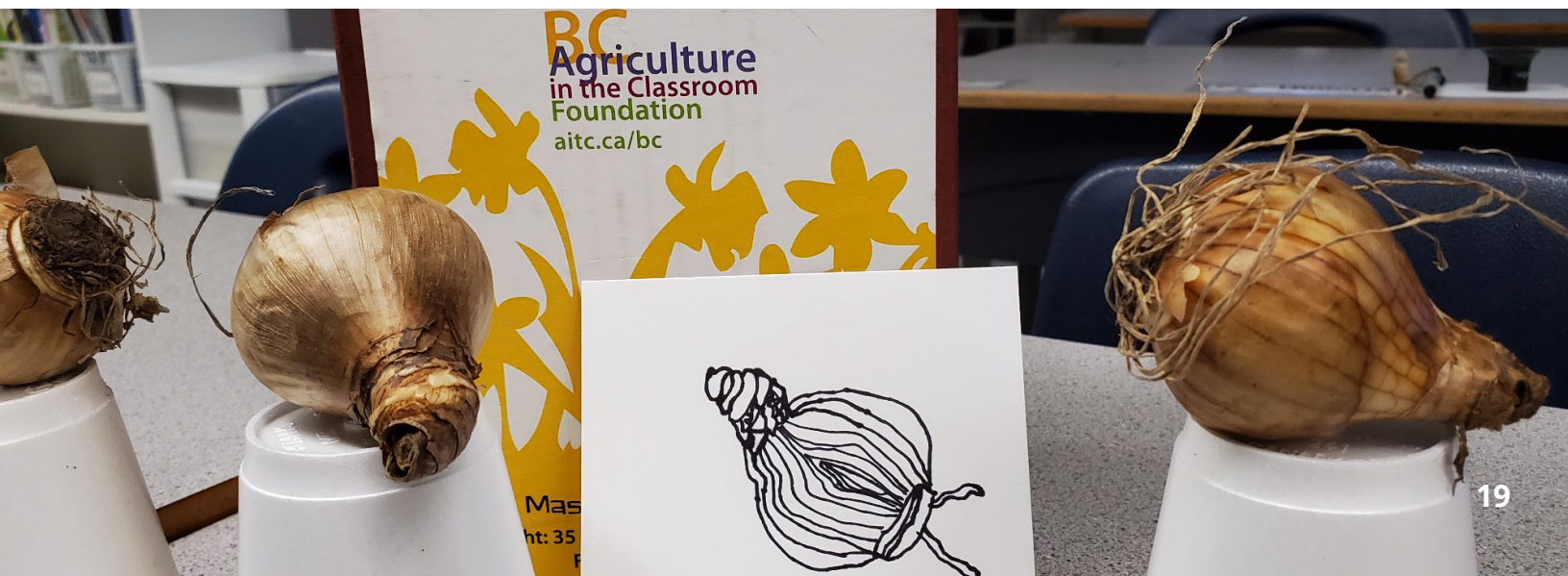
<https://youtu.be/A6PpISrlgw> <https://youtu.be/-JYbsqSKyGA>

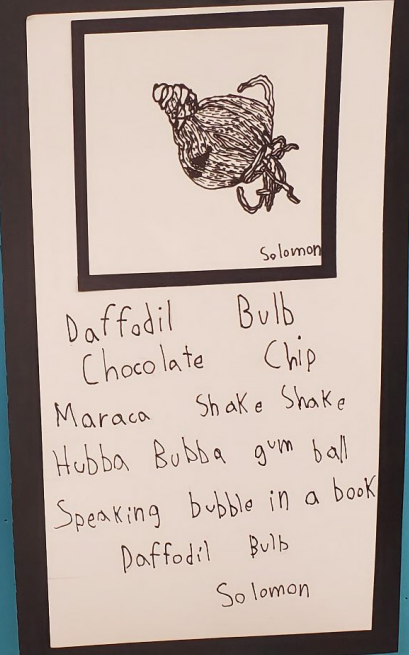
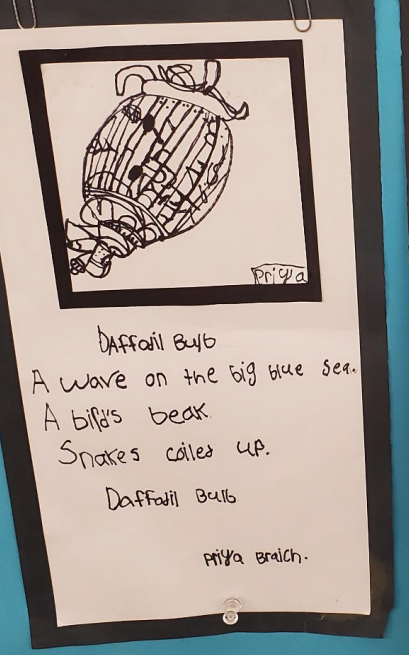
Book: *That's Not a Daffodil* by Elizabeth Honey

Magnifying glasses or jeweler’s loupes

1. Choral Reading and Artistic Expression

Discuss the meaning of the poem “*I Wandered Lonely as a Cloud*” - one of the world’s most famous poems; sometimes known as “*Daffodils*”. Organize students into groups for choral reading and feature an illustration of each stanza. This makes for a lovely presentation of voices accompanied by vibrant art.





2. Poetry Jam: Bulbs and Blossoms

1. Students observe the daffodil bulb with a magnifying glass or a jeweler's loupe.
2. Students draw the bulb using an ultra fine sharpie.
3. Students record what the bulb reminds them of (guide them through thinking through analogy)
4. Students organize their analogies into a poem. Present to classmates and to seniors.

Repeat steps with Daffodil blooms. Then have students use watercolours to paint the blooms.

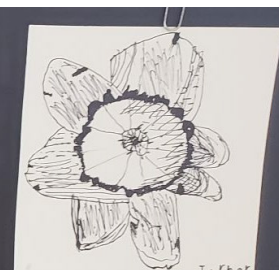
Drawing support: <https://youtu.be/A3FydEEiyFA>

Painting support: <https://youtu.be/A6PplSlrlgw>
<https://youtu.be/-JYbsqSKyGA>

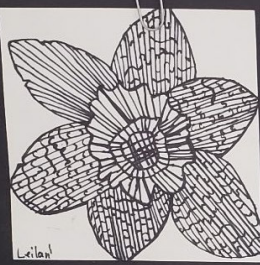
See Grade 2/3 Upper Sumas Elementary student samples on the next page.



Daffodil
The sun and rain mixed together
Making its own light
Carrying sun on its' back
Drops of rain gliding down
Spreading joy to the world
Daffodil
Seogyun Age 8



Daffodil
A sunset of peace
A star of hope
The road of light
A streak of happiness
The stem of love
A cup of gratitude
Daffodil
Turner Age 8



Daffodil
 A bell ringing
 Star shining bright
 Stretching high to the warm sun
 Curving from its' weight
 A trumpet singing its' song
 Opening to breathe

Daffodil
 Leilani Age 8



Daffodil
 Shining like the sun
 Way up high in the sky
 Sending special messages of joy
 The horn squeaking and squawking
 Reflecting off the sun's light
 Bringing old memories
 From the night sky

Daffodil
 Aryan Age 7

Daffodil

Stem of trust
Spathe of courage
Petals of love
Corona of happiness
The flower of peace

Daffodil

-Solomon Age 8

Daffodil

Teacup on a plate
A runny egg yolk
Shelter for a bee
A sign of spring
Joy and happiness
A shooting star
A bell ringing at dawn
Sun shining bright
A trumpet blowing cheer

Daffodil

-Athar Age 8

Daffodil

The sun and rain mixed together
Making its' own light
Carrying sun on its' back
Drops of rain gliding down
Spreading joy to the world

Daffodil

-Seogyun Age 8

Daffodil

Shining like the sun
Way up high in the sky
Sending special messages of joy
The horn squeaking and squawking
Reflecting the sun's light
Bringing old memories
From the night sky

Daffodil

-Aryan Age 7

For Planting a Promise: Daffodil Project, examples see videos from Upper Sumas Elementary (Grade 3/4)

<https://youtu.be/97DvbezUSdY>

<https://youtu.be/X46ew89m32Q>

3. Theatre

1. Read *It's Not a Daffodil*, a book about an inventive boy, a kindly gardener, a growing friendship and the promise of a daffodil bulb.
2. Students can dramatize the story creating props or posters to embellish their performance.
3. Listen to the story *It's Not a Daffodil*: <https://youtu.be/kGPXWNY8y-U>

PERFORMING: TULIP FOCUS

Presenting Historical Poetry

After studying the Liberation of the Netherlands by Canadian soldiers as outlined in "[Celebrating Liberation with a Promise](#)", students make their learning visible by writing historical poetry. Poetry is embellished with watercolour tulip paintings.

HOW TO DRAW

Tulip

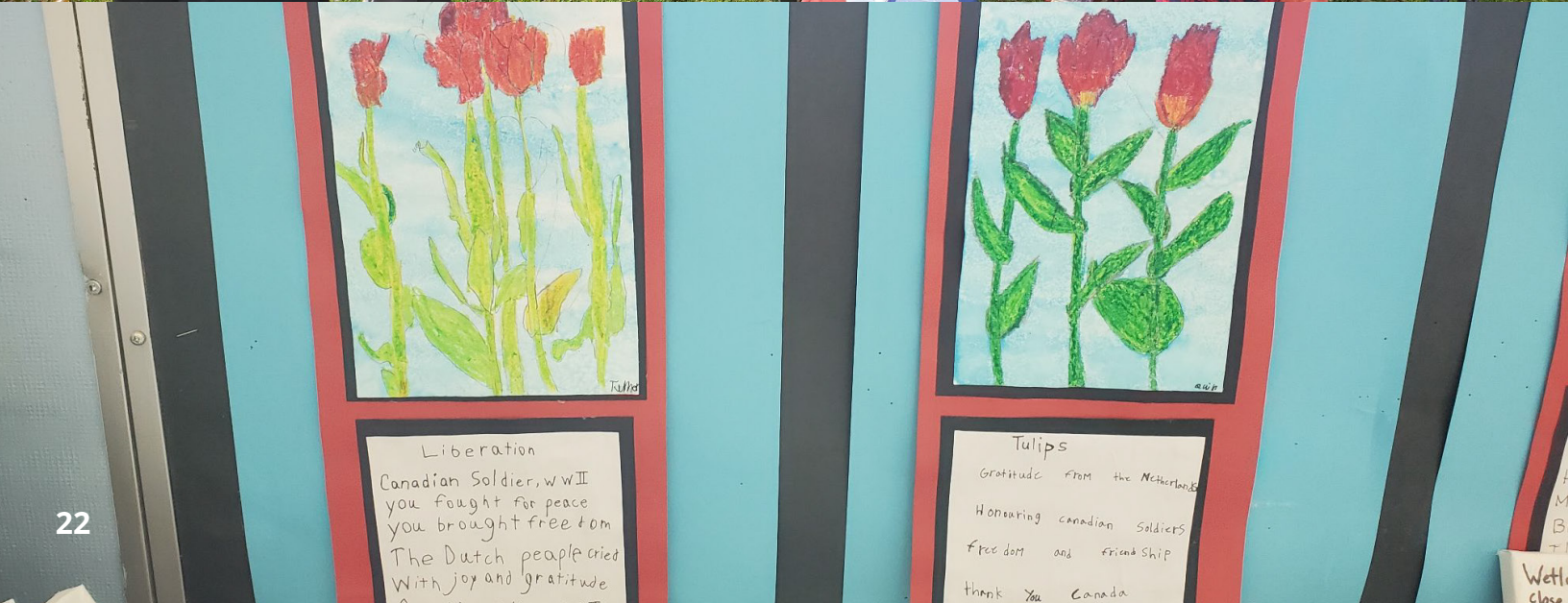
<https://artprojectsforkids.org/draw-and-paint-a-tulip/>

HOW TO PAINT

Simple Watercolor Flowers

<https://www.sparklingbuds.com/2014/04/wet-on-wet-watercolor-flowers.html>

Outdoor poetry performances beside blooming tulips is a powerful way to honour Canadian veterans and acknowledge Dutch families who were affected by WW2 and liberation. May 5th is Dutch Heritage Day in Canada. Refer to the work of students at Upper Sumas Elementary School for ideas, inspiration and possibilities for performance.



Poetry samples from Upper Sumas Elementary School (Grade 2/3)

WW2 Friendship

Germany, Hitler, Nazis,
Brave Canadian soldiers,
Struggle, hunger, loss,
Courage, kindness, love,
Canada and Netherlands
Liberation 1945

-Solomon Age 8

A gift

From the Queen
To Canadian soldiers
For liberating
The Netherlands

-Abel Age 7

Tulip

Tulip you are kindness.
Tulip you are Canada.
Tulip you are Netherlands.
Tulip you are love.
Tulip you are friendship.
Tulip you bring hope.

-Seogyun Age 8

Run Free

Kids! Kids!
Go, be free!
You are safe now,
The war is over,
Says the brave
Canadian soldier,
Norm Kirby

-Gracie Age 7

Celebrating Liberation with a Promise: Tulip Projects

Watch Videos from Teacher Debbie Mar and the grade 2/3 students at Upper Sumas Elementary:

The Tulip Project: https://youtu.be/_1yoLhT3HpY

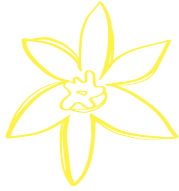
Remembering Our Veterans: Garden of Remembrance: https://youtu.be/weMsS_M7bvo

75th Anniversary of Liberation: <https://youtu.be/8VmZkF9oC60>



PARTICIPATING & PRESENTING: POETRY & BLOOMS

Presenting blooms symbolizes the intent to invest in a relationship, and the giving and receiving of flowers inspires the development of intimate connections. Flowers, with their unique symbolism, serve as an unspoken language which is referred to as Floriography - the art of communicating through different flower types.



Daffodil (Narcissus) New beginnings and hope

Tulip (Tulipa) Declaration of love, friendship

-From The Language of Flowers Vanessa Diffenbaugh



Flowers impact communities. During the pandemic many individuals and organizations have used flowers to honour healthcare and essential workers, veterans, and seniors.

Dutch Liberation Canadian Society 2021: Gifting Tulips to Seniors

<https://youtu.be/we44R76Xfm0>



Photo Credit: Ashley Martens Photography

SHOWING APPRECIATION TO SENIORS

Gift of Blooms and Gratitude

Each student gives a senior two daffodils or tulips and shares a list of what aspects of the new friendship they are grateful for. The senior finds someone to give a bloom to and expresses gratitude towards them in turn.

Gratitude inside a Tulip

Students make an origami tulip. They write ten things they are grateful for about the senior on ten slips of paper and place them inside the tulip making a delightful and heartfelt gift.

How to make an Origami Tulip: <https://youtu.be/LFHGsHdY8w4>

Gratitude Tulip Centerpiece

Students create a paper tulip centerpiece. On each tulip they write what they like about the senior and about their time together. This is a project students and seniors can make together.

How to make a Tulip Centerpiece: <https://youtu.be/jYcfoOkOqEk>

Watercolour Cards and Letters

Students paint a watercolour tulip or daffodil on the front of a card. An uplifting quote or phrase (created by the student) is added in ink. Inside the card students write a letter to the senior - sharing highlights of the planting and the time spent together. See previous activities for video tutorials on watercolour tulips and daffodils.

POETRY TO HONOUR SENIORS

Poems can offer a heartfelt way to honour the elderly. Students can revisit their written reflections and senior interview and compose a poem to honor the elderly by showing love and respect for them. Alternatively students can collaboratively compose a poem showing gratitude for the special time spent together. Consider all aspects of the senior (appearance, personality, likes, hobbies, talents, etc.).

A simple poetry template allows for the expression of emotion and can be a powerful validation of one's life. Illustrating the poem makes it even more special. Poems may be shared in person, shared by video, or made into a booklet and distributed to seniors as a token of appreciation.

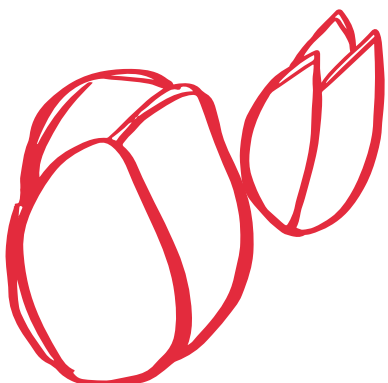
Template:

Name of Senior _____
You are ___Strongest line begins___
You are _____
You are _____
You are _____
You are _____
You are _____
You are _____
You are ___Strongest line repeats___

Example:

John
You are my friend
You are blue overalls
You are curly, grey hair and
glasses
You are the prairies
You are daffodils and tulips
You are laughter
You are a never ending story
You are history
You are my friend

Poetry may be shared with seniors in person, through video, or made into a booklet and distributed as a token of appreciation. Poems offer a heartfelt way to honour the elderly by celebrating their stories, history, and wisdom.



**“A POEM IS THE SHORTEST DISTANCE
BETWEEN TWO HEARTS”**

-Award Winning Canadian Poet, Wendy Morton



“INSTINCT TELLS THAT **FLOWERS**
LIFT OUR SPIRITS, BUT, THEIR
EFFECTS ON SENIORS ARE
ESPECIALLY PROFOUND, IF NOT
SURPRISING.”

-Dr. Jeannette Haviland-Jones

