


FLOURISHING
IN THE *Garden*

— An Integrative Approach to Wellbeing in the Garden and Beyond —

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Flourishing in the Garden

Youth Program Manual

An inter and intrapersonal approach to health, in harmony with the earth.

Move ~ Breathe ~ Flourish

Where it Started

Megan Pullin M.S. 500 HR RYT

Created Flourishing in the Garden to address a need for a more holistic and integrative program which addresses the diverse layers of our human experience. She specifically focused first on a youth curriculum with the intention of creating space for young minds to become curious about their internal and external worlds by providing them with a variety of tools and techniques to both experience and share with others. This program was birthed out of both personal and professional expertise in the areas of community gardening through permaculture techniques and yoga principles (physical, energetic, mental, emotional, and spiritual). She is the Project Manager in the PARCI Lab at Virginia Tech and served as the FIG program manager.

Samantha Harden PhD 500 HR RYT

Is Virginia Cooperative Extension's Physical Activity Specialist, associate professor in the Department of Human Nutrition, Foods, and Exercise at Virginia Tech, and the Principal Investigator of the Physical Activity Research and Community Implementation (PARCI) Lab. Her work through research, outreach, and teaching focuses on creating a bidirectional pipeline that equally values research and practice evidence can identify empirical gaps, support rigorous studies to close those gaps, and have partnerships with myriad individuals who are able to promote yoga as well as its influence on individual and societal health.



Program Introduction

Flourishing in the garden is a seven week program that is highly adaptable to your programming and budget needs. This comprehensive program incorporates strategies and principles from a number of fields and practices. The overall goal is to promote holistic wellbeing, called flourishing. The intention of the program is to connect us to ourselves and each other in the group while increasing our fruit and vegetable consumption, daily mindfulness/breathwork, physical activity, emotional awareness, and supported by personal accountability.

We do this through three lenses: permaculture principles, yoga principles, and direct education.

First, “permaculture” comes from combining “permanent agriculture” and “permanent culture” and is a philosophical and practical way to engage with natural elements and the environment. We do this in a sustainable fashion in which we aim to build and create an ecosystem of cohesion and harmony. We cultivate more than we take from the land. This mentality provides us with a way to be present with what is, what you are growing, while noticing our precise impact with reciprocity in mind. This aligns with our second approach: Yoga.

Yoga is a dynamic term that means a lot of things to a lot of people. The public health lens of yoga includes mindful movement, moment-to-moment awareness, and breathwork. The root of yoga is yuj, or union, through this lens we create union with the garden, environment, food, culture, and health.

Finally, we use a learner-centered approach to build skills related to gardening and nutrition education in order for participants to create their own meaning in relation to the program content.

This program was created out of a need for more integrative holistic experiential education that is grounded in a garden setting. In the past, we have seen nutrition education programs, we have seen garden education programs, permaculture programs, and yoga and mindfulness programs. But this is the first program that blends all of those together in a way that makes these ideas easily digestible, cohesive and builds humanity and synchronicity for both the facilitator and the participant.



While we are creating an experiential space for the participants, the facilitator also has the opportunity to dive into experiential knowledge when training to deliver this program. This not only supports their own personal well being and self exploration, but it also allows them to better integrate the content into their life so they can really live it to then give it to their participants.

This manual has a variety of components throughout.

See our main pillars below to understand the intentions behind the layout of this curriculum.

Main Pillar #1: Observe

Being able to witness the humans in front of you and being aware of their energy is imperative to facilitating a meaningful experience. This also relates to our first permaculture principle which asks us to observe the natural environment around us.

Main Pillar #2: Live it to Give it

In the manual you will see sections called “*Facilitator Challenge*”. These activities are placed throughout in order to provide space to explore the topics and subject matter in your own way before facilitating the lessons. We strongly believe that in order to educate others, we must embody the teachings.

Main Pillar #3: Intentional and Appropriate Openings and Closings

Before starting or ending our sessions, we will ease into each by grounding with different practices relative to how your group’s energy presents.



Manual Components

Component	Description
Suggested materials	Each week there are a variety of activities. Based on the resources available, you can choose which work for you and your group. The suggested materials are based on the different activities and recipes. *See supplemental materials or newsletters for recipes.
Chakra / Element / Quality of the week	Chakras are energetic spaces in our body starting at the base of the spine and moving up to the crown. These energy centers have origins based in the eastern world and surface in yogic spaces throughout the past few thousand years. In more contemporary exploration, the chakras also represent different earthly and esoteric elements as well as different qualities and colors. We will use these perspectives of energetics to be curious about ourselves and the world around us, as well as to conceptualize the non-duality of all things.
Facilitator Challenge	Each week there will be a section that asks the facilitator some questions and may suggest some activities to explore before offering this program. At PARCI Lab we are firm believers that you have to “Live it to give it”. With this mantra we encourage you to do the work first before offering this program to participants.
Schedule	The sample schedules are based off of an hour(ish) block of time. Depending on your schedule and resources, feel free to adapt. We suggest layering program components with educational and experiential pieces. *See supplemental materials or PARCI Lab Website: https://www.parcilab.org/flourishing-in-the-garden
Part 1: Preparation & Part 2: Experiential Learning/Play	In our initial pilot, the group had two days per week with participants. In this case we broke up the program content into two days: preparation and then a review with experiential learning and play. These different parts can be integrated into one lesson or broken up depending on the time you have with your participants.
Learning Objectives	The learning objectives provide goals each week to strive for and points of reference to check in and make sure our participants are retaining important information.



Permaculture Principles	These specific guidelines were created as earth care ethics with the intention of nourishing the space we live in and actively engaging in the space that's around us. They can also be reflected back to the internal space.
Activity of the Week	These activities vary each week from intra to interpersonal work.
Yoga Pose of the Week	Each week there will be a few poses to share and practice with your participants. They will be listed in the manual as well as in the Yoga Cards deck.
Yoga Flow(Video)	For the first 4 weeks of FIG there will be a pre-recorded yoga flow to support the themes and energies of the week. These videos
Games	Freeze Yoga Yogi Says
Journal Questions	Journal questions are layered into each week. Feel free to give time throughout the session for participants to record these questions in their weekly journal logs.
Recipes / Food Demonstrations	Each week there is a recipe provided. See the supplemental materials or newsletters.
Newsletters	The newsletters can be very helpful to give a general layout of the topics and themes for each week. They will provide the permaculture principles, poses, meditation, activity, and recipe for each week, along with some other thoughts and tips. These can be printed or sent electronically to participants each week.



Program Inspiration and Organization

The initial inspiration for this program grew out of a desire to flourish in life. Thanks to the **Flourishing Index** out of the Harvard Flourishing Network, we can conceptualize our health through the 5 domains listed below. (See Flourishing table in Supplemental Materials or on PARCI Lab Website: <https://www.parcilab.org/flourishing-in-the-garden>)

Each session in the program is organized by the **7 Chakras** (Chuh-kruh). These 7 psychoenergetic centers start at the base of the spine and stack vertically moving up the spine to the crown of the head. Each energy center holds within it different qualities of energy. (See Chakra Infographic in Supplemental Materials or on PARCI Lab Website: <https://www.parcilab.org/flourishing-in-the-garden>)

This program is supported by the **Permaculture Principles**, which gives us an internal and external approach to navigate and interact with the landscapes of our lives. (See Permaculture Principles table in Supplemental Materials or on PARCI Lab Website: <https://www.parcilab.org/flourishing-in-the-garden>)

The program components can be viewed through the **8 Limbs of Yoga**, which provides insights, practices, and awareness to experience the world around us and walk each step in harmony with the earth. (See 8 Limbs of Yoga infographic in Supplemental Materials or on PARCI Lab Website: <https://www.parcilab.org/flourishing-in-the-garden>)

Facilitator Preparation

We encourage facilitators to set aside time for planning and preparation for each offering of FIG. (See Facilitator Planning document, Community Donations/Asks document, and Samples Schedule document in Supplemental Materials or on PARCI Lab Website: <https://www.parcilab.org/flourishing-in-the-garden>)

Considerations

Considerations when teaching this program: From a trauma informed perspective, we observe that all beings have a past. While it would be out of our scope of practice to diagnose or prescribe, it is important to provide a compassionate and “safe” environment for our participants. Safety is a relative term that can differ from person to person. By providing clarity around program components, intentions, and holding



participants accountable for upholding group guidelines, we can strive to provide a space for all beings to step into their full potential.

When sharing yoga practices, we may ask people to find different shapes through cuing or instructing. It can be supportive to participants to use permissive languaging instead of directive or assertive languaging. You might hear assertive language in other spaces like in a bootcamp, a personal training session, or in a combat gym. In those spaces, you might hear more direct cues where people are telling them to do things. This is very different from the way that we might cue or offer yoga.

In our yoga practice and while sharing these practices, the healing and benefit comes from acknowledging the importance of listening to our inner wisdom that is already within us. By lifting people up and shedding light on their own knowledge/intuition, we can empower others to tap into a deeper, more connected way of being. The way that we offer these practices, the language that we use, and the presence of our own being can greatly impact how the practice itself is received by our participants. Remember the initial intention of this practice is to create harmony and exploration of our internal landscape. We can consider each cue an invitation to explore the shape.

Example: In meditation, visualization, and even throughout our movement and breathwork we typically will cue to close the eyes. For some people in certain situations, this may not feel safe. As educators, we need to acknowledge this and be adaptable at how we offer certain components of our practice.

Common cue: “Close the eyes”

Instead try: “If it feels comfortable to you maybe you close the eyes or soften the gaze or find a focal point to allow the eyes to rest on”

Example: Another thing to consider is the different shapes that we're experiencing.

Common shape: Child's shape

Potential discomfort: the head is down (limiting vision) while the back and the hips are exposed.

Adaptations: offer a seated posture where participant can see the room, offer setup where mats are against a wall

Helpful Tips



1. Having a posture that people can come to, at any time throughout these meditations or practices that can be seated. We can say, “at any time if you feel uncomfortable, you can come back to a seat.”
2. We want to provide the space for people to feel like they can practice what they need to in their own body (any variation) to get what they need out of the session.
3. Be mindful. Notice how things come up in your students and in your participants and be willing to adapt.
4. We want to teach but we also want to be open for our students and participants to teach us and show us how to share this material and how to adapt it.

It is important to focus on our participants as we are sharing this content because each offering could provide an environment for a different internal experience. Oftentimes people come to spaces like these, ones focused on integrative wellness, as a form of healing. Because of that, we need to be aware and curious in order to create a space that feels supportive and also informed for our participants.



How to Open and Close a Session

Welcome ~ Grounding

Before the start of your program, do a quick scan of your audience. What do you notice?

1. Are they full of energy, excited, talkative?
 - a. If so, maybe try to open the program with movement. This can be jumps, flows, a quick walk around the space, shakes, jumping jacks, etc. By giving space to release some of the excess energy.
 - b. Another option is to use a grounding breath technique like square breath or equal part breath.

Or

2. Are they seeming low energy, tired, distracted?
 - a. If so, maybe try to open the program with an invigorating breath with a longer inhale than exhale and an open mouth exhale. This could look like breathing in for 4 counts and exhaling out of the mouth for 3 counts.
 - b. Another option is to apply movement through the spine, focusing on the 6 movements of the spine nourished with breath.
 - i. Forward bend, backward bend, right side stretch, left side stretch, right twist, and left twist

Then, directing it back into the space by closing the eyes if it feels comfortable, and doing a quick body scan (noticing the breath, noticing any sensation in the body, or see *Basic Body Scan Script*).



Session 1: Earth ~ Root Chakra ~ Stability

This week we will be focusing on the root chakra represented by the earth element reflecting stability, strength, patience, and thoughtfulness. From this intentional and grounded space, we can also start to layer in concepts of land ethics by honoring and respecting the land that we are working with. Whether you are offering this program in a community garden setting or from another setting where we are growing out of recycled materials and/or pots, gratitude for the growing medium, space, and the products of our hard work are important. This concept then flows into our permaculture principles for the week which is observation.

Suggested Materials

Materials will reflect which activities you choose to share with your group.

1. Grow bags/containers/garden space
2. Soil
3. Plant starts (i.e Soil, Basil, Tomato, Chard, Spinach, Chive)
4. Seeds
5. Gloves, trash bags
6. Folders, print outs, markers, stickers
7. Yoga mats or towels or a nice grassy area to move in

Facilitator Challenge

~To be completed before sharing each session~

1. How do you ground yourself?
2. What tools, techniques, and practices help you to stay grounded?
3. How do you incorporate this into your professional work in group settings?

Sample Schedule

Time	Focus Area	Notes
5-10 minutes	Breathwork & Grounding	
15-20	Introduction to program	



minutes This will take longer this week because of orientation and Group share	Introduction + IceBreakers w/ Group Handout and discuss materials	
10 minutes	Permaculture Principle #1: Observe and Interact Permaculture Principle #9: Use small, slow solutions(local resources & responses, manageable scale)	
5-10 minutes	Walking Observation & Interaction meditation	
5-10 minutes	Plant Lesson	
5 minutes	Yoga shape of the Week! Child's shape or Goddess//Deep Squat	
5-10 minutes	Closing	

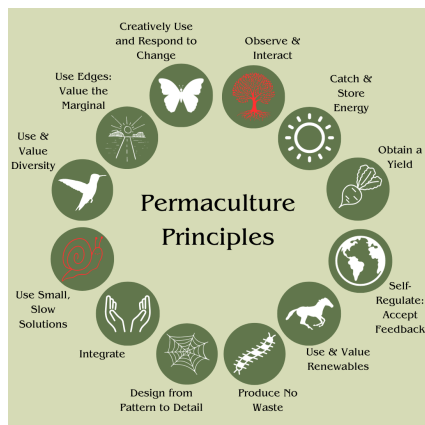


Part 1: Preparation

Learning Objectives

1. Explain how to care for a plant (hint: main things a plant needs).
2. Define weekly permaculture principles.
3. Prepare garden space to be planted.
4. Use the weekly tracker to record AM/PM mood, F/V consumption, meditation/breathwork, and physical activity.

Permaculture Principles



Permaculture Principle #1: Observe and interact with the space that we're in.

1. Observation of our growing space: Observe each bed, observe the plants, notice any differences, notice any changes. Notice if there's any bugs or any kind of discoloration or changes in the leaves. Notice any changes to the fruits that are being produced as well. Notice the soil quality. Is there a mulch layer or are we exposing bare soil?

2. Observation of our breath: You will notice throughout different practices in this program, a main pillar is breath awareness. Our breathing pattern contributes to our life. Our life can either encourage or inhibit a healthy breath pattern. By bringing awareness to how our body moves and feels during breath, we can then adjust and adapt our breathing.

- 3. Observation of our body:** Layered into different aspects of the program we will also explore different body scans. For week one there is a basic body scan script and meditation recorded.

Observation Practice Walking Meditation

Hints: Observe each bed, observe the plants, notice any differences, notice any changes. Notice if there's any bugs or any kind of discoloration or changes in the leaves. Notice any changes to the fruits that are being produced as well. Notice the soil quality. Is there a mulch layer or are we exposing bare soil?



Through the observation practice we're getting a walking meditation based in present moment awareness, we're getting some movement in, but we are also training in collecting feedback, thinking through what was collected, and then using critical thinking and problem solving skills to make the adaptations necessary to grow a healthy and flourishing garden.

Connection to Us

Observation of our breath: You will notice throughout different practices in this program, a main pillar is breath awareness. Our breathing pattern contributes to our life. Our life can either encourage or inhibit a healthy breath pattern. By bringing awareness to how our body moves and feels during breath, we can then adjust and adapt our breathing.

Observation of our body: Layered into different aspects of the program we will also explore different body scans. For week one there is a basic body scan script and meditation recorded.

Permaculture Principle #9: Slow and Small Solutions local resources & responses, manageable scale.

1. **Notice-Strategize-Apply:** There is so much going on in a garden on a daily basis. Not only in the microbiome of the soil, but also in the environment like weather patterns, seasonal shifts, hatches of insects, temperature changes, etc. One of the main things that I like to encourage is getting that time at least every day or every other day so that we can notice the shifts that are happening. From there, explore options for solutions/adaptations. This can be from your own experience, research that you conduct, or expertise from a Master Gardener.
2. **Example:** You have done your morning observation walking meditation and you see signs of bug damage and some larvae. When growing a garden, it is helpful to keep a log of things like planting dates, harvest dates, soil amendments, pests, pest solutions, etc. We want to notice these issues right away and it's the same for our internal space. We want to be aware, we want to notice these shifts. From a behavior change perspective, as we start with first observation and then move into changing the little things, we create these smaller shifts. This process is what will create a sustainable change for our lives and support us moving forward.
3. Another nugget is the **1% rule**. In the book Atomic Habits, James Clear talks about the 1% rule. When we approach any kind of shift or change in our life, it can be overwhelming and we want to change so many different things at once. The 1% Rule really asks us to be conscious and mindful of how we are




approaching these changes. As we focus on the 1% every day, if you can get better 1% every day, then by the end of the year, think about all of those things that you have accomplished. You have worked intentionally on the smaller changes and built a sustainable, focused life.

Lesson: Help a Plant Flourish!

1. Main needs of a plant // Science behind seed growth
 - a. **Place/Space:** Plants need room to grow in order to spread their roots. This helps them have enough resources so they don't compete. With that being said, we can plant companion plants to support growth as well.
 - b. **Air:** Plants breathe through holes in their leaves. They bring in CO₂, and out Oxygen. Air flow also helps to prevent disease like powdery mildew and creates strong plants.
 - c. **Sunlight:** Energy comes from the sun. Plants don't eat food like us, they use the sun to make their own food, a sugar called Glucose.
 - d. **Nutrients:** Help the plant grow healthy and strong. These nutrients live in the soil and can be obtained by adding different amendments like organic materials, compost, leaves, bone meal, etc.
 - e. **Water:** All living things need water, they need this to stay hydrated. They drink water through their roots. This also moves the nutrients through the plant.
 - f. **Soil:** The soil is a place to hold them in the ground, where they can get water and nutrients. This keeps them sturdy.
 - i. **ASK:** What do plants need? Can someone explain what each of them are? Now that we know this, how can we care for a plant? Are plants that much more different than us?
2. **Seed growth:**
 - a. Plant Poem



<p style="text-align: center;">Dig a Hole (Sung to the tune <i>If You're Happy and You Know It</i>) Author Unknown (Adapted)</p> <p>Dig a hole in the soil to plant a seed. Dig a hole in the soil to plant a seed. Dig an itty, bitty hole for a teeny, tiny seed. Dig a hole in the soil to plant a seed.</p> <p>Put some soil on top and pat it down. Put some soil on top and pat it down. Put some gritty, grimy soil on the teeny, tiny seed. Put some soil on top and pat it down.</p> <p>Add some water and some light; see it grow. And some nutrients and air; see it grow. The teeny, tiny seed will grow a plant that's really big. Add some water and some light; see it grow.</p> 	<p style="text-align: center;">The Little Plant Author Unknown</p> <p>In the heart of a seed, Buried deep so deep, A tiny plant, Lay fast asleep. "Wake," said the sunshine, "And creep to the light," "Wake," said the voice Of the raindrops bright. The little plant heard And rose to see, What the wonderful, Outside world might be.</p> 
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3. **Soil health:** Cover cropping, co-planting, crop rotation, composting. *See Infographic*
 - a. For transplanting (replanting already growing plants) it is good to do this in early spring or fall in the morning or evening. Be mindful not to plant when it is too hot or cold or the plants might undergo shock. Certain varieties like to grow at different times of the year. Cold season crops like broccoli want to be planted and in cooler weather like early spring or fall, while plants like tomatoes are warm-season crops that love the hot weather, so summer time is best!
 - b. Good ways to make sure the soil stays healthy is to cover the soil during times it isn't used with a cover crop (reduce erosion), planting with plants that attract or deter pests or co-planting and then adding compost (lots of organic material and nutrients from other broken down plants).

Activity of the Week: Plant the raised beds and/or hOME gardens

1. As you are preparing to plant, use the observation/walking meditation with the group to observe the space you are planting. Consider letting them call out different descriptions.
 - a. Questions: What does the soil feel like? What is the texture? What is the temperature? Is it dry or wet?



- b. How much sun does the space get? Does it get a full day of sun? Does it get shade some of the day?(A good cue to have them watch it throughout the day to report back on your next day with them)
 2. Let's take a look outside at our garden space and see what we need to do to prepare it to grow. IF we can clean the space up, and prepare the garden, we can see what we need to do to help it flourish
 - a. ALT: We can also plant our own grow bags. A good way to have access to growing plants is container gardening, or growing plants in pots/small containers
 3. Plant the hOMe garden space/bags. Explain the use of gloves and how to dig a hole space for the root mass. Have the kids identify the key plant needs (soil, space, light, etc) and identify what THEY can do to help the plants. This can turn into a plan of action for them to come back and water the plants throughout the week. Make a list and post it in the office.
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Yoga Shape of the Week

1. **Child's Pose**
2. **Deep Squat/Goddess**

Closing

End with a short practice whether that be movement or breath and remind participants about next week's classes and to record in their weekly journals.



Part 2: Experiential Learning // Play

Sample Schedule

Time	Focus Area	Notes
5 minutes	Breathwork & Grounding	
5 minutes	Journal Time w/ template	
10 minutes	Group Share	
5-10 minutes	Walking/Watering Observation Meditation	
5-10 minutes	Planning session for who will water/care for plants over the next few days	
5 minutes	Recall: Ask who can teach the Yoga Shape of the Week Child's shape Goddess//Deep Squat	
10-15 minutes	Yoga freeze dance or other game with movement!	
5-10 minutes	Closing	

Opening/Check-in

As you welcome the participants back into the space, invite them to share their daily log/journal with the group. Let them share anything they liked or didn't like, anything they noticed about themselves etc. You can ask questions like what kind of movement they participated in, what fruits and vegetables they ate, what yoga/breathwork/mindfulness practices they used? With that being said, we could have some new participants, in which you can share the log and explain the daily tracking.

Questions

Do a quick group quiz to check for understanding of Monday's topics:

1. Do you remember the permaculture principles from Monday's lesson?



- a. Observe and Interact(Pay attention)
 - b. Slow and Small Solutions
2. What does a plant need to Flourish?
- a. **Place/Space:** Room to grow and spread their roots, this helps them have enough resources so they don't compete.
 - b. **Air:** Plants breathe through holes in their leaves. They bring in CO2, and out Oxygen.
 - c. **Sunlight:** Energy comes from the sun. Plants don't eat food like us, they use the sun to make their own food with a sugar called Glucose.
 - d. **Nutrients:** Help the plant grow healthy and strong
 - e. **Water:** All living things need water, they need this to stay hydrated. They drink water through their roots. Moves nutrients.
 - f. **Soil:** The soil is a place to hold them in the ground, where they can get water and nutrients. This keeps them sturdy.
3. What was Monday's Yoga shape of the day? Can you teach it to the group?
What are the main points?
- a. **Child's shape**
 - b. **Deep Squat/Goddess**

Play yoga video if accessible or allow space for movement

Body Scan

After the yoga video you can have the participants find a comfortable position whether seated or reclined lying on the back. From here you can cue the body scan with space at the end for quiet and rest.

Share

After the movement and body scan portion, allow space for participants to share about their experience and what they thought of the different practices(postures, breath, body scan, quiet space).

Journal Prompt

Pass out the Dream Garden worksheet for everyone to fill out.

Closing

End with a short practice whether that be movement or breath and remind participants about next week's classes and to record in their weekly journals.



Session 2: Water ~ Sacral Chakra ~ Creativity//Abundance

This week we will be focusing on the sacral chakra related to the water element and also represented by our creative nature, flow, consistency, and an internal rhythm. We can explore this week by tapping into flow state, a presence of mind where we automatically move through what we are doing without thinking. Flow state can be found doing activities and hobbies we feel comfortable doing.

Suggested Materials

Materials will reflect which activities you choose to share with your group

1. Pot decoration materials and/or micro-green troll head or chia pet materials.
2. Smoothie ingredients/materials(blender, cups, measuring cups).
3. Printed weekly journals.

Facilitator Challenge

~To be completed before sharing each session~

1. How do you experience your creativity?
2. Do you have a certain type of art or other activity you like to engage in?
3. If not, what are other ways you incorporate creativity, design, or play into your life?

Sample Schedule

Time	Focus Area	Notes
5-10 minutes	Breathwork & Grounding	
10-15 minutes	<i>Introduction to the program for new kids!</i> Introduction + Share w/ Group Handout and discuss materials	How many fruits and vegetables did you eat last week? Did you try any new fruits or vegetables this week?
5 minutes	Garden Observation: Ask kids to report on any differences from last week	
5-10 minutes	Permaculture Principle #2: Catch and Store Energy(Harvest while it's abundant)	



	Permaculture Principle #12: Creatively Use & Respond to Change	
10 minutes	Yoga shape of the Week: Cat-Cow Sun Salutation A	
10 minutes	Smoothie!	
15-20 minutes	Pot design // decoration	
5-10 minutes	Closing	

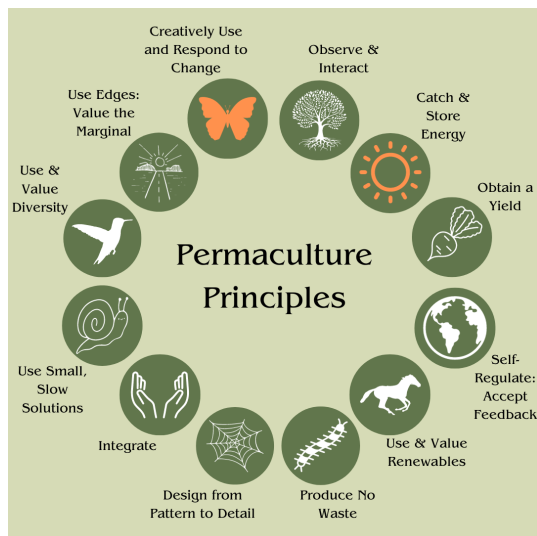


Part 1: Preparation

Learning Objectives

1. Identify needs of the garden/growing space(ex. Help watering plants, mulching, etc).
2. Design/Decorate a pot to take home.
3. Define weekly permaculture principles.
4. Try a smoothie.
5. Recall F/V consumption recommendations.

Permaculture Principles



Permaculture Principle #2: Catch and store energy(harvest while it's abundant).

1. How we can catch and store energy in our garden might look a little bit different depending on the space.

a. **Water:** a rain barrel or some kind of space that catches water, whether that's in the ground or something that is propped up/lifted up to capture gravity.

b. **Biomass:** composting, collecting our kitchen scraps. scraps from our animals. And that is one way that we can catch the energy that might otherwise be wasted.

c. **Sun:** So not just through solar panels. That might be one thing that people might instantly think that we can tap into such energy. Another space that we can capture energy from the sun is through water. For example, water tanks(especially if they are painted a darker color) can store the sun's heat as well as rocks placed around the garden to create those microclimates and to capture heat.

Permaculture Principle #12: Creatively use and respond to change.

1. In our garden and in our lives, we're constantly approaching change. Start by observing(remember last week's principle), then look at the change as an opportunity even though it might not be as convenient as we would like. Start to



tap into a space of transformation to then grow and shift the way we think about how we can adapt.

Lesson: Planting Methods

There are a variety of ways we can incorporate planting into the garden in terms of methods and seasonal awareness.

*See supplemental materials or PARCI Lab Website: Parcilab.org

Activity of the Week: Get creative and design the pot to go home!

1. As you are facilitating this part of the program, encourage participants to explore the natural world. Have them look around the outdoor space and see how they might replicate what is around them. While participants may have their own ideas and thoughts for their design, this can give a foundation for some that might not automatically think of what to guide their pot design.
 2. Allow space at the end for participants to share their design and intentions with the group. This is a great team building experience. Before allowing participants to share, set the stage by reminding the group to be respectful of each other and our own creations. Speak to the fact that they all may be different and that's okay!
-

Food Demonstration/Sample

1. Try a Smoothie!
 - a. Speak to smoothies as a means for getting in more fruits and veggies
 - b. Talk about water consumption
 - i. 4-8 years old: 5 cups (8oz cups)
 - ii. 9-13 years old: 5-6 cups (8oz cups)
 - iii. 14-18 years old: 6-8 cups (8oz cups)
 - iv. Recommendations are a baseline: will need more if exercising or in a hot climate, consider environmental factors.
-

Yoga Shape of the Week

1. **Cat-Cow**
 2. **Sun Salutation A**
-

Journal Questions

1. What do you like to do for fun? How do you like to express yourself?
2. What kind of things do you do that bring you joy?

Closing



End with a short practice whether that be movement or breath and remind participants about next week's classes and to record in their weekly journals.



Part 2: Experiential Learning // Play

Sample Schedule

Time	Focus Area	Notes
5 minutes	Breathwork & Grounding	
5 minutes	Journal Time w/ template	
10 minutes	Group Share	
5-10 minutes	Walking/Watering Observation Meditation	
5-10 minutes	Planning session for who will water/care for plants over the next few days	
5 minutes	Recall!!! Ask who can teach the Yoga shape of the Week! Cat-Cow // Sun Salutation A	
10-15 minutes	Yoga freeze dance or other game with movement!	
5-10 minutes	Closing	

Opening/Check-in

As you welcome the participants back into the space, invite them to share their daily log/journal with the group. Let them share anything they liked or didn't like, anything they noticed about themselves etc. You can ask questions like what kind of movement they participated in, what fruits and vegetables they ate, what yoga/breathwork/mindfulness practices they used? With that being said, we could have some new participants, in which you can share the log and explain the daily tracking.

Questions

Do quick group quiz to check for understanding of Monday's topics

1. Do you remember the permaculture principles from Monday's lesson?
 - a. Catch and store energy(harvest while its abundant)



- b. Creatively use and respond to change(envision possibilities and intervene in effective ways)
 - 2. What was your favorite part of Monday's lesson?
 - a. If they don't have anything to share right away, you can ask about the smoothie and decorating their pot (where did you put your pot? Did you plant anything in your pot?)
 - 3. What are the needs of the garden this week?
 - a. Feel free to go walk to the garden and explore if they seem to need to get energy out or get some outside time.
 - 4. What was Monday's Yoga shape of the day? Can you teach it to the group?
What are the main points?
 - a. Cat-Cow
 - b. Sun Salutation A
-

Play yoga video if accessible or allow space for movement

Water Meditation

After the yoga video, you can have the participants find a comfortable position whether seated or reclined lying on the back. From here you can cue the water meditation script with space at the end for quiet and rest.

Share

Allow the space after for them to share either about the yoga session or the water meditation.

Journal

Complete the dream life journal and offer space to share.

Closing

End with a short practice whether that be movement or breath and remind participants about next week's classes and to record in their weekly journals.



Week 3: Fire ~ Solar Plexus Chakras ~ Power//Vitality

This week we will be focusing on the solar plexus chakra represented by the fire element reflecting our internal power and vitality. The activities for this week both exploring interoception and exploring our values will help to support clarity around who we are and what we need.

Suggested Materials

1. Print values assessment worksheet
2. Print Interoception and kids article if you would like to discuss. *See supplemental materials*

Facilitator Challenge

~To be completed before sharing each session~

1. Explore your own values before facilitating this work! For yourself, check out the worksheet that we've provided, look at the different values and think about how you connect to your own values and how those show up in your life.

Sample Schedule

Time	Focus Area	Notes
5-10 minutes	Breathwork & Grounding	
10-15 minutes	Permaculture Principle #7: Design from Patterns to Detail (Observe the natural/social patterns and apply them to the design)	
10 minutes	Yoga shape of the Week: Seated Twist 2 Legged Table Goddess Ha!	
5-10 minutes	Walking Observation Meditation to Garden: Have participants observe the garden, noticing any differences, growth, plant damage, bugs, etc.	



10-15 minutes	Finding Your Values <u>Values Assessment</u>	
5-10 minutes	Closing	

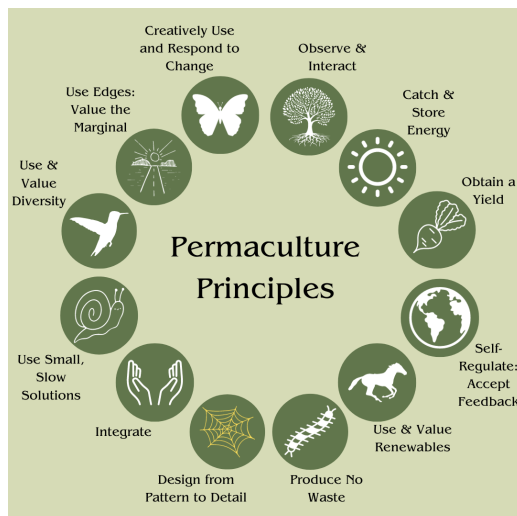


Part 1: Preparation

Learning Objectives

1. Develop Plan for garden maintenance.
2. Understand how to increase and stabilize energy in the body→ think invigorating breathwork(Ujayi) and equalizing breathwork(Nadi shodhana)
3. Define permaculture principles.
4. Report core values (facilitate a values assessment)
5. Explain the difference between proprioception and interoception.

Permaculture Principles



Permaculture Principle #7: Design from pattern to detail (observe natural/social patterns and apply them to the design).

1. Designing from patterns to details. So we are taking a step back and looking from a larger systems approach. Revisit the first permaculture principle. We're going to use that principle here to observe what is going on around us (Observe & Interact). So this could be in the larger patterns of weather or how the sun is tracking throughout the day. And even on a larger scale there how the sun tracks throughout the year. So we know that

the sun is always changing angles, it's changing the length of time that we might see it throughout the year. The point is to be willing to notice those patterns around us.

- i. We can notice patterns in the earth itself in the undulations of the earth and how things are laid out. How are the different environmental pieces and micro environments around us, whether that be bodies of water in the riparian there around creeks or streams, functioning? Then looking at the space that we're growing and how we can either incorporate those patterns or mimic those patterns there. And then as we have that larger idea, and we're



again, interacting and connecting to the environment around us, then we can get into the details and start to plan a little bit more, playing with the details. This week ties into solar plexus, by first grounding and observing, then planning with that information in mind. You're observing the foundation, tapping into the fire element for momentum, moving forward to what you're trying to accomplish.

Lesson: Proprioception & Interoception

Proprioception: The body's ability to notice where it is in space.

Interoception: The body's ability to notice the internal landscape of sensation, often relating to physiological functions (breath, heart rate, temperature, etc) and or nervous system fluctuations. Interoception Kids Article by Melissa Barker, Rebecca Brewer, & Jennifer Murphy. *See supplemental materials or on PARCI Lab Website: Parcilab.org

Lesson: Garden Management

There are a variety of ways we can incorporate planting into the garden in terms of methods and seasonal awareness.

*See supplemental materials or on PARCI Lab Website: Parcilab.org

Yoga shape of the Week

1. **Seated Twist**
 2. **2 Legged Table Flow**
 3. **Goddess Ha!**
-

Observation Practice Walking Meditation

Hints: *Observe each bed, observe the plants, notice any differences, notice any changes. Notice if there's any bugs or any kind of discoloration or changes in the leaves. Notice any changes to the fruits that are being produced as well. Notice the soil quality. Is there a mulch layer or are we exposing bare soil?*

Through the observation practice we're getting a walking meditation based in present moment awareness, we're getting some movement in, but we are also training in collecting feedback, thinking through what was collected, and then using critical thinking and problem solving skills to make the adaptations necessary to grow a healthy and flourishing garden.



Activity of the Week: Values Exploration

Welcome to Flourishing in the Garden Week Three. This week we're focusing on the sacral chakra which is related to the fire element. We are focusing on the planning aspects and creating, and also on the intrapersonal side of things. We're going to look at a values and needs assessment. We've provided a template for participants to work with.

Facilitator Challenge: Explore your own values **before** facilitating this work! For yourself, check out the worksheet that we've provided, look at the different values and think about how you connect to your own values and how those show up in your life.

You might facilitate this by having a conversation about values. Before even handing out the worksheet, maybe you **ask the question:** “*what are some values that you all have?*”

Asking about values is a big question. Some of the common ones that might come up are family or friends or being able to prioritize space for connection like that. It might be safety, it could be play, it could be there's so many different values that we all have and experience.

One point that we want to really support here is that in a world of diversity, with different kinds of people coming from different places and backgrounds, a values based approach is a means for connection. We might have differences on the outside, on the inside, in what we do, how we move through our days. But when we can connect to our values, we give a foundation which we can connect to others through.

This approach can help to soften tension. By turning inward and using this values-based approach, we can connect with our group and provide space for them to connect with each other.

While teaching this, emphasize that our values might change. We might go through different periods in our lives and things shift and change. This is a great time to reevaluate our values, especially in times of transition. As we change, some values may come and go. We're evolving as humans, so encourage participants to check back in with this worksheet and to continue to work with their values and grow their values as they see fit.



Closing

End with a short practice whether that be movement or breath and remind participants about next week's classes and to record in their weekly journals.



Part 2: Experiential Learning // Play

Sample Schedule

Time	Focus Area	Notes
5 minutes	Breathwork & Grounding	
5-10 minutes	Group Share	
10 minutes	Check-in/Questions	
20 minutes	Play Yoga Video	
5-10 minutes	Progressive Relaxation	
5 minutes	Share	
5 minutes	Freeze Dance Yoga!	
5-10 minutes	Closing	

Opening/Check-in

As you welcome the participants back into the space, invite them to share their daily log/journal with the group. Let them share anything they liked or didn't like, anything they noticed about themselves etc. You can ask questions like what kind of movement they participated in, what fruits and vegetables they ate, what yoga/breathwork/mindfulness practices they used? With that being said, we could have some new participants, in which you can share the log and explain the daily tracking.

Questions

Do quick group quiz to check for understanding of Monday's topics

1. Do you remember the permaculture principles from Monday's lesson?
 - a. Design from Pattern to Detail
2. Can you remember your values from the activity we did on Monday?
 - a. Have you found other people that have the same values?
 - b. What values do your friends have?
 - c. What values do your parents have?



3. What was Monday's Yoga shape of the day? Can you teach it to the group?
What are the main points?
 - a. **Seated Twist**
 - b. **2 Legged Table**
 - c. **Goddess HA!**
-

Play yoga video if accessible or allow space for movement

Progressive Muscle Relaxation

After the yoga video you can have participants find a comfortable position whether seated or reclined lying on the back. From here you can cue the Progressive Muscle Relaxation with space at the end for quiet and rest.

Share

After movement and the body progressive muscle relaxation, allow space for participants to share about their experience and what they thought of the different practices(postures, breath, body scan, quiet space)

Freeze Dance Yoga

Put on some music and have the kids play freeze dance. The twist is that everytime the music stops they have to freeze in a yoga shape.

Closing

End with a short practice whether that be movement or breath and remind participants about next week's classes and to record in their weekly journals.



Session 4: AIR ~ Heart Chakra ~ Compassion

Suggested Materials

1. Print journal activity on self-love

Facilitator Challenge

~To be completed before sharing each session~

1. Think of examples to share: how to deal with harder emotions: Anger, sadness, what do we do in those situations to regulate? Some options: movement, dance, running, meditation, journaling, breath, boxing, cooking, kayaking, etc.

To facilitate the acts of the Self-love portion, start to consider what you do to love yourself. Now plan to share your three examples with them and give space for discussion here!

1. What does love mean to you?
2. How do you love yourself?
3. How do you celebrate yourself?
4. How do you love others?
5. How do you celebrate others?

Sample Schedule

Time	Focus Area	Notes
5-10 minutes	Breathwork & Grounding	
10-15 minutes	Permaculture Principle #4: Self-regulate; Accept feedback (be open to modify dysfunctional behaviors)	
10-15 minutes	Yoga shape of the Week! *Give space for participants to share their favorite shapes* Anahata Kriya Forest of Trees	
10-15 minutes	<u>Heart Meditation</u>	



5-10 minutes	Walking Observation Meditation to Garden! Have participants observe the garden, noticing any differences. Feel free to add in any extra movements like yoga shapes, jumps, burpees, etc.	
5-10 minutes	Closing	

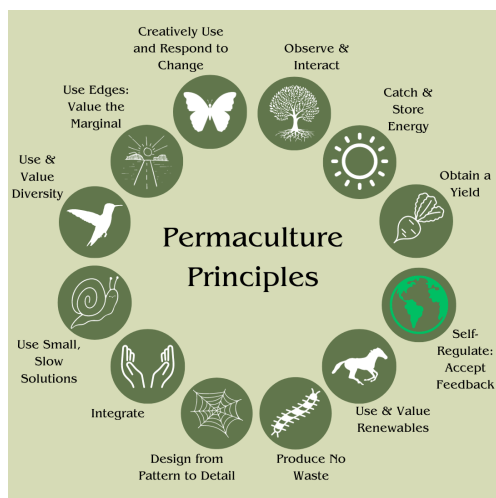


Part 1: Preparation

Learning Objectives

1. Summarize the Permaculture principle: Self-Regulate; Accept feedback (be open to modify dysfunctional behaviors).
2. Write a love letter to yourself.
3. Recall the meaning of a loving kindness meditation.

Permaculture Principles



Permaculture Principle #4: Self-regulate; accept feedback (be open to modify dysfunctional behaviors)

1. Our permaculture principle for this week is to **self regulate** and with that, to **accept feedback**, and to **be open to modify dysfunctional behavior**.

2. And so how this relates to our external space or our growing space is again to come back to **observation**, our first permaculture principle, so our ability to be able to observe and notice what's

going around and the systems around us and then to be able to witness and then move forward with a plan of action and then being able to take action to self regulate the issue at hand.

3. This is also very much related also to our internal space. So again, starting with the observation of noticing what's going on in the body, being willing to build that plan, noticing the different strategies that we might have to work with whatever is going on in our body, and then being able to take action towards that.
4. Action is the piece that really differentiates this principle with that first principle of observation. Observation is the foundation that we really need to build upon in this principle by taking action. And so with all of these different steps, the observation, the strategy and planning, taking action, the self regulation piece will come. But we also need an observation period after we take action to evaluate how our actions and strategies worked.



5. We're modifying any kind of dysfunctional behavior or pattern that might surface after we take action as well. We also need to evaluate and modify further so it's not you know, these issues that are either in our garden space or on our farms or in our bodies that show up for us. It's not going to take just one perfect strategy to improve these things. We need to be mindful that as we're working, we're really in a living experiment with our growing spaces and with our own internal space.
6. **Trust** that you have the wisdom here to be able to strategize and think about how we can work with what is presented to us, and then how we can evaluate and see how it worked and then to move forward and keep going on.
7. **The Main Point:** This kind of feedback loop is constructive. So, we're not judging, there are no negative comments or putting down or any kind of disheartening is just observation and collecting information. It is just feedback. This information and action is meant to provide a space for exploration and really lift and encourage us to keep moving forward. With this self regulation and feedback, it's not here to demonize, it is here to support and to keep moving forward and to keep growing.

Lesson: Soil Management

There are a variety of ways we can incorporate planting into the garden in terms of methods and seasonal awareness.

*See supplemental materials or on PARCI Lab Website: Parcilab.org

Walking Observation Meditation to Garden

Have participants observe the garden, noticing any differences. Feel free to add in any extra movements like yoga shapes, jumps, push-ups, burpees, etc.

Yoga shape of the Day

1. **Anahata Kriya**
2. **Forest of Trees!**
3. **Heart Meditation**

Loving Kindness/Heart Meditation

Use this as a means to build compassion in the essence of adversity. Seek connection from a values based approach. *See supplemental materials or PARCILab.com/FIG

Closing



End with a short practice whether that be movement or breath and remind participants about next week's classes and to record in their weekly journals.



Part 2: Experiential Learning // Play

Sample Schedule

Time	Focus Area	Notes
5 minutes	Breathwork & Grounding <i>Ask the group if anyone would like to lead this part!</i>	
5-10 minutes	Group Share <i>Check in with their weekly journal logs, ask questions relating to the log, fruit/vegetable consumption, physical activity, breathwork.</i>	
10 minutes	Check-in/Questions	
10-20 minutes	Freeze Dance Yoga // Teach your Favorite Yoga shape!	
5-10 minutes	Journal Activity on Self-Love	
5 minutes	Share	
5-10 minutes	Closing	

Opening/Check-in

As you welcome the participants back into the space, invite them to share their daily log/journal with the group. Let them share anything they liked or didn't like, anything they noticed about themselves etc. You can ask questions like what kind of movement they participated in, what fruits and vegetables they ate, what yoga/breathwork/mindfulness practices they used? With that being said, we could have some new participants, in which you can share the log and explain the daily tracking.

Breathwork & Grounding

- Square Breath
- Equal Part Breath
- Lion's Breath

Group Share



Check in with their weekly journal logs, ask questions relating to the log, fruit/vegetable consumption, physical activity, breathwork.

Questions

Do quick group quiz to check for understanding of Monday's topics

1. Do you remember the permaculture principles from Monday's lesson?
 - a. Self-regulate; accept feedback (be open to modify dysfunctional behaviors)
2. What was your favorite part of Monday's lesson?
 - a. If they don't have anything specifically to share you can ask about the yoga shapes, loving kindness meditation, permaculture principles
3. What are the needs of the garden this week?
 - a. Feel free to go walk to the garden and explore if they seem to need to get energy out or get some outside time.
4. What was Monday's Yoga shape of the day? Can you teach it to the group?
What are the main points?
 - a. **Anahata Kriya**
 - b. **Forest of Trees!**
 - c. **Heart Meditation**

Freeze Dance Yoga // Teach your favorite yoga shapes!

Put on some funky tunes and allow students to bop around and dance! When you stop the music, have them freeze in a yoga shape of their choice. Another option is to have students lead the group through their favorite posture.

Journal Activity on Self-Love

For this activity we will first explore our strengths. Strengths are the qualities and abilities that they have which are an advantage to them, or which make them successful. When we focus on our strengths, we can continue to move forward and grow. From this point, we can also start to have gratitude for ourselves, building compassion and ultimately self-love.

To facilitate the "acts of self-love", start to consider what you do to love yourself. Now plan to share your three examples with them and give space for discussion here!

*See supplemental materials or PARCILab.com/FIG

Extra Journal/Discussion Questions



1. What does love mean to you? How do you love yourself? How do you celebrate yourself?
2. How do you love others? How do you celebrate others?

Closing

End with a short practice whether that be movement or breath and remind participants about next week's classes and to record in their weekly journals.



Week 5: Ether//Space ~ Throat Chakra ~ Expression

Ether/Space ~ Throat

This week we are focusing on throat chakra and the elements of ether or space. This element is somewhat harder to conceptualize. It can be represented as the space that the other elements can fill. It is something that doesn't have a boundary and is more formless. Unlike the other elements, which have different qualities, ether/space is more about the absence of those qualities, so that other elements can fill up the space.

Suggested Materials

1. Books for youth teaching youth activity (Garden, nutrition, physical activity, etc)

Facilitator Challenge

~To be completed before sharing each session~

1. How do you share your truth with the world?
2. What kind of communication styles do you prefer in your relationships?
3. Do you feel like you can speak your perspectives?

Sample Schedule

Time	Focus Area	Notes
5-10 minutes	Breathwork & Grounding	
10-15 minutes	Permaculture Principle #5: Use and Value Renewables(reduce dependency on scarce resources) Permaculture Principle #10: Use and Value Diversity(diversity leads to greater resilience)	
10-15 minutes	Breath Work of the Week! *Give space for a warm-up: explore past week shapes/flows. Allow participants to share their favorite shapes! Lion's Breath Bee Breath	
5-10 minutes	Walking Observation Meditation to Garden!	



	Have participants observe the garden, noticing any differences. Feel free to add in any extra movements like yoga shapes, jumps, burpees, etc.	
10-15 minutes	Introduce Youth Teaching Youth Activity and give time to explore the worksheet	
5-10 minutes	Closing	

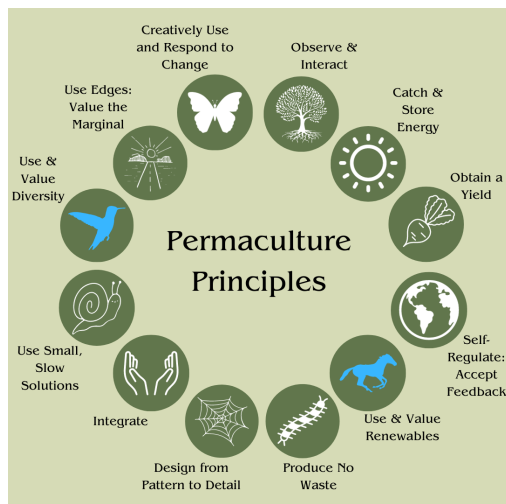


Part 1: Preparation

Learning Objectives

1. Summarize the permaculture principles of Use & Value renewables(reduce dependency on scarce resources), use and value diversity(diversity lead to greater resilience), use edges; value the marginal(important things happen at the intersections).
2. Plan and construct a presentation: have them teach a skill, share an interesting topic.
3. Experience vocalization through sounds, affirmations, and singing.

Permaculture Principles



Permaculture Principle #5: Use and Value Renewables (reduce dependency on scarce resources)

1. In this space, we want to think about all of the different resources that we have available to us and how we can use them intentionally. While also valuing them so that we're replenishing these resources and creating a system that is sustainable and as a full circle.

2. **Example:** When we are preparing the land to plant, we might be adding in different nutrients or compost, different organic material to help support

our soil. And then we grow our food. We harvest the food, we eat the food and then any scraps that come from what we've harvested and eaten we can then put back into the compost. And then when that compost breaks down, we can then add it back to the soil. This is a full systems approach here that we're working with to build that sustainability and resilience.

3. Some other renewables that we might look at would be solar, water, air or wind. And these different resources can be harnessed with different materials, whether that be solar panels, rain barrels, different catchment or collection systems. We can also work with the land and by carving the earth to create swales, so that water moves in the way that can help to provide water to different spaces in our field.



4. This might show up for us in our physical bodies, in our nutrition, in our movement, and in our breath. These are the three main pillars I think of when thinking about our energy stores, which are very similar to plants. With your group, start to work with those things to notice how we can create a sustainable, healthy system within us.
 - a. **Example:** Getting our fruit and vegetable consumption for the day or the week. It might be getting our movement.
 - b. **Problem:** I don't have energy. I'm tired and don't have the energy to do things.
 - c. **Potential Solution:** add in that movement or add in nutrition that's going to fuel us to keep going and to build that energy and to create the energy for ourselves.

Permaculture Principle #5: Use and Value Diversity(diversity leads to greater resilience)

1. With diversity comes a resilient system. So a system that is strong that can continue to flourish, even in the midst of different threats or different problems that we might see come up.
 - a. **Example:** Specifically in the garden, we can think about this when we explore monocultures or a space where we plant one crop.
 - b. **Problem:** These spaces typically need heavy pesticides, heavy fertilizers, because in those systems there might not be crop rotation while the one single crop takes away specific nutrients. Those systems of monocultures will typically need a lot of inputs that come from outside of our farm space.
 - c. **Potential Solution:** When we have a polyculture or we have all different kinds of crops planted together, we are providing resilience against pests and disease.
 - d. **Example:** We can have 10 different varieties of tomatoes. If one variety you're growing experiences a blight, then maybe in the other varieties, they're stronger and so they're able to push past the different threats that are coming, whether that be pests or biological things like molds and blight.
2. Working in this polyculture system, we can create a space that can continue to flourish even in the midst of these threats and pests. You might have heard the phrase, "don't put all your eggs in one basket." With that, we are thinking about how we can build our diversity throughout our crop system in order to ensure some harvest and abundance no matter the challenges and pests that come our way. In this way, we've kind of built in a buffer that we can fall back on just in



case so we have a plan B plan C and maybe even plan D there that can help to support our system.

- a. **Example:** Another way we might view this in our system is that oftentimes in a permaculture space, we're going to allow different native plants and weeds to grow. Now of course there are some different plants and weeds that we might consider more of a noxious weed that are going to expel different toxins. They might create an environment in the soil that is not healthy for other plants. They might also be toxic to humans, so we want to take care of them. But there are plenty of others like Mullen, and even in some cases coltsfoot can kind of work into the edges and exteriors of our garden space, purslane, lamb's quarter, dandelions, etc. So these plants where people consider them weeds and spend so much time pulling them or spraying them can actually contribute to a healthy growing space.
- b. **Personal Example:** We can use and value diversity and the people around us in our teams that we're working with, our friends, in our workspace, and then we can have the opportunity to learn from others if we are open to it. When we can value diversity we may be able to witness the variety of skills, of education, and if we are open to it, it can really help to build that stability and resilience within our system.

Lesson: Resource Management

There are a variety of ways we can incorporate planting into the garden in terms of methods and seasonal awareness. *See supplemental materials or PARCILab.com/FIG

Activity of the Week: Youth Teaching Youth!

So for our activity this week, we are going to again tap into the throat chakra in our expression and teaching.

Depending on where you are doing your program, we might think about what resources we can provide for students. So whether that be different books, different suggestions for websites that participants might be able to use to get good resources. Provide garden/cooking/nature books, paper, and writing utensils for planning. This can be presenting artwork, a thought, reading a story, teaching a skill, etc. Have participants start to explore things that they are interested in and things that they might want to teach.



Options to tailor this specific activity to just being based in the garden or based on nutrition or on movement. Or maybe you have it be general and open ended to give participants freedom to teach whatever interests them or where their passion lies. So, again, just providing space to be open and being willing to answer any questions.

1. You can first ask a question to the group about what they like to teach to people and do a sharing circle before getting to the worksheet.
2. Do the worksheet before so that we can build our own capacity here, then share and teach from experience.
3. Options to allow participants to work alone or to work in groups. You could also allow both so it allows them to work in groups and if people prefer to work alone they can do that too.

Yoga shape of the Day

1. **Lion's Breath**
2. **Bee Breath**

Closing

End with a short practice whether that be movement or breath and remind participants about next week's classes and to record in their weekly journals.



Part 2: Experiential Learning // Play

Sample Schedule

Time	Focus Area	Notes
5 minutes	Breathwork & Grounding	
5 minutes	Journal Time w/ template	
10 minutes	Group Share	
5-10 minutes	Walking/Watering Observation Meditation	
5-10 minutes		
5 minutes	Recall: Ask who can teach the Yoga shape of the Week	
10-15 minutes	Yoga freeze dance or other game with movement!	
5-10 minutes	Closing	

Opening

As you welcome the participants back into the space, invite them to share their daily log/journal with the group. Let them share anything they liked or didn't like, anything they noticed about themselves etc. Each returning student has the opportunity to share their journal, log, what they did to get movement in, what fruits and vegetables did they eat? With that being said, we could have some new participants, in which you can share the log and explain the daily tracking.

Questions

Do quick group quiz to check for understanding of Monday's topics

1. Do you remember the permaculture principles from Monday's lesson?
 - c. Observe and Interact(Pay attention)



d. Slow and Small Solutions

2. What was Monday's Yoga Practice of the day? Can you teach it to the group?

What are the main points?

a. **Lion's Breath**

b. **Bee Breath**

Journal Questions

1. What is your favorite song? Can you sing it for us?

a. Have the group sing along

2. What is your favorite animal noise? Can you share it with us?

a. Have the group join in; encourage movement too!

Youth Teaching Youth Presentation

Create a space for students to share their presentations with the group! Remind everyone to be respectful and listen to each presentation. Sometimes giving them prompts like: record one thing that was interesting and one question you have, can be helpful in keeping their attention on the presentation at hand. Let every presenter have space at the end for questions. Feel free to jump in and support if they don't quite know the answer.



Week 6: Light ~ Third Eye Chakra ~ Intuition

This week we will be focusing on the third eye chakra represented by the element of light reflecting our internal intuition and wisdom. Upon building each week, the higher chakras relate more to letting go and allowing our internal intuition to flow naturally. This week we will create grounding through SMART goal setting and then move into a visualization practice.

Suggested Materials

Materials will reflect which activities you choose to share with your group

1. Print goal setting activity.

Facilitator Challenge

~To be completed before sharing each session~

1. Complete the goal setting activity.
2. How did completing this activity make you feel? Were there other resources that were helpful in the completion of this activity?

Sample Schedule

Time	Focus Area	Notes
5-10 minutes	Breathwork & Grounding	
5-10 minutes	Permaculture Principle #6: Produce no Waste Permaculture Principle #8: Integrate rather than segregate(Capitalize on how things work together)	
10-15 minutes	Walking Observation Meditation to Garden! Have participants observe the garden, noticing any differences. Feel free to add in any extra movements like yoga shapes, jumps, burpees, etc.	
10-15 minutes	Work on SMART Goal Setting Activity	



15-20 minutes	Share some yoga shapes from earlier weeks and to prepare for seated meditation(2-3 minutes) and the move into visualization(5-7 minutes)	
5-10 minutes	Closing	

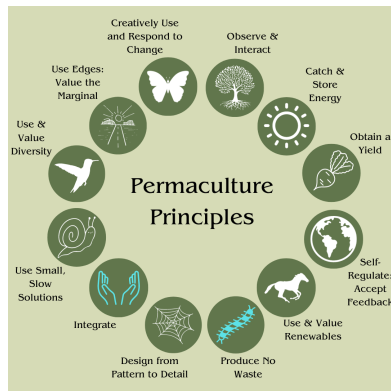


Part 1: Preparation

Learning Objectives

1. Summarize the permaculture principles of producing no waste and integrating(capitalize on how things work together).
2. Report on goals // manifestation visualization.

Permaculture Principles



1. **Permaculture Principle #6:** Produce no waste
 - a. For this one specifically, we want to think about how we can work in whatever system we're in, whether we're in the garden or we're working in our internal landscape. And while we're working in relation to these different spaces, how we can consciously use the different materials and inputs. Once these inputs are in use, we then want to consider how the waste or excess that might occur could be used. Permaculture encourages a reuse, repurshape,

and recycle mindset that ensures nothing goes to waste.

- i. **Example 1:** In the garden, we might have different plants and as they get towards the end of their growing season, we can consider how we might reuse those plants. One option could be to put them into a compost. Another option could be to leave them for other animals to eat from like sunflowers. We can leave the sunflowers in the ground as they start to go to seed. As the birds start to come and peck the seeds away we're supporting our ecosystem and the birds not only eat the seeds, but they might find other bugs or pests in our garden creating a wonderful biological control.
- ii. **Example 2:** Another thing that sunflowers can provide is that as we're leaving those plants in the garden it can help to support our soils. Instead of just pulling all the roots out, we can leave them and let them compost from there either with the stalks or you can cut the stalks level with the ground and repurshape those to build smaller fences or to use in crafts.
- iii. **Example 3:** Seed saving. While letting plants go to seed is often thought of as an ineffective use of the plant itself, if we strategically



plan when we will stop pruning and deadheading plants to allow them to go to seed, we can capitalize on this wonderful opportunity. I love to practice seed saving with garden goers because even to adults it is truly mesmerizing to observe that from just one planted seed we can acquire hundreds and sometimes thousands of seeds to share or replant in the future!

Permaculture Principle #8: Integrate rather than segregate(Capitalize on how things work together)

- a. We've touched on integration in the earlier weeks when we were more focused on planting, but we can think about polycultures or growing a variety of different plants in a section of our garden space versus a monoculture(one crop). So from this idea of a polyculture we're not only integrating different plants also called co-planting, to encourage beneficial relationships in the microbiome of our soil where certain plants can offer different nutrients as they're growing together. But we might be working with the different levels in our growing space. So from the ground up, working into the different levels.
- b. This principle really asks us to focus on the whole system. In the earlier weeks, one of our other principles was to focus on working from patterns to details. And so with the integration, we're looking at a whole system approach to growing. Instead of getting distracted by the finite little details along the way, we want to broaden our scope and look at all the different relationships encompassed in the growing space. When we focus specifically on the details, we lose sight and lose touch with the different relationships that are going on in our garden. To reflect this back to our inter and intra personal experiences, as we start to really focus on the details of our lives, we can lose sight of relationships and things that really matter to us. So, again, being able to take a step back and observe the integration(or lack of) to soak in the totality of what's in front of us.
 - i. **Example:** As I mentioned the different layers of growing we can also incorporate the concept of a food forest here. Some systems observe seven different layers, some observe nine, I've even seen 12 different layers, but essentially we're working from the ground up. We can think about low growing plants or ground cover then smaller bushlike varieties, or other varieties that might grow tall to provide structure for other plants to grow up on. Then from there, we can think about smaller trees, medium trees, fruit trees, like



apples and pears or we might even think about larger trees like maples and oaks and pines that might provide more shade and a cooler area for our space. Food forests are another way that we can really observe the integration and how things can work together in an ecosystem.

Lesson: Integrating Your Growing Space

There are a variety of ways we can incorporate planting into the garden in terms of methods and seasonal awareness. *See supplemental materials or on PARCI Lab Website: Parcilab.org

Activity of the Week: Goals and Manifestation Work

- a. Boys & Girls Club article
- b. SMART Goals: Specific, Measurable, Attainable, Realistic, Time-bound
- c. **Share your own work with goal setting think** *“Making a plan to find a new job, Implementing a new healthy habit, like journaling or getting enough sleep, Sticking to a budget to save toward something, Helping out or leading a neighborhood or community initiative, Working toward participating in a larger event, such as preparing for a 5K run, Learning how to do a new skill, Creating time to connect with friends, family and neighbors”*
- d. **Plan:** *“What the goal is, The desired end result, Measurable milestones along the way, Steps to take between each of those milestones, A timeframe to achieve the steps and the ultimate goal, Any help they may need – things like supplies or transit, practice or feedback, etc., Any accountability they want (and from whom) – how do they want to check in on their progress?”*
- e. **Encourage personal accountability and quarterly/monthly check-ins:** As we move through life, we accomplish things and also shift our path. Check-ins help support clarity around what we want in life and give space to adapt and realign our goals and intentions with the us that is showing up in that moment. Goals can change a million times, but not having a goal will leave us lost.
- f. **Celebrate your accomplishments!** The to-do list will never end. That is why we must intentionally give ourselves time to celebrate accomplishments and give gratitude for the hard work put towards our goals.



- g. **Examples of Short-term goals for students:** *“Start and maintain a new habit, such as exercising or writing in a journal, Create a morning and/or evening routine that sets you up for success, Open a savings account, Clean and organize your spaces, Find a mentor who can help connect you with opportunities, Study to increase your score on a test or subject, Read a certain number of books that month and/or year, Volunteer for a day at a cause in your school or community, Create a resume, Try a new skill, sport or hobby and see if it's something you'd like to pursue.”*
- h. **Examples of Long-term goals for students:** *“Work toward graduating from high school on time, Commit to a long-term project such as planning a community/team event or starting a new hobby or initiative, like learning to sew or starting a podcast, Study for and take a driving exam to earn a license, Learn a new language, Join, start or take on a leadership role in a club or extracurricular activity, To explore future careers, take on an internship, part-time job or job-shadowing opportunity, Apply to college and/or create a plan for life after high school graduation.”*

SMART Goals

Specific	What do you want to do? Be specific! How can we get clear on what we want and define it?
Measurable	How can we quantify the goal in order to measure progress?
Attainable	Create a realistic goal that we can complete! Set yourself up for success!
Relevant	Is this goal in line with your values? Does it support you in achieving your dream life?
Timely	Include a timeline with a set deadline. Goals are great, but without this part, they may linger in the air and eventually float away from us. This piece can help us get it done! Set an exact date.

Short Term Goals Vs Long Term Goals Vs Lifetime

1. Start to review your work from earlier weeks.



- a. Look at your values, do these still align? If not, make adjustments or additions as needed.
 - b. Look at your dream life exploration. What do you need to do to achieve that life? How can you put those into actionable steps? (Hint: Start small and sustainable!)
2. Now, start to explore some potential
Think about the potential opportunities, the places you wish to be.

Goal Types

- Performance
 - Behavioral
 - Academic
 - intellectual / Learning
 - Career
 - Family
 - Interpersonal
 - Intrapersonal
 - Financial
 - Spiritual
 - Fitness // Physical
-

Yoga Practice of the Week

1. **Seated Meditation** (use finger tap method to add in another layer of potential focus)
2. **Visualization//Manifestation Script**

Closing

End with a short practice whether that be movement or breath and remind participants about next week's classes and to record in their weekly journals.



Part 2: Experiential Learning // Play

Sample Schedule

Time	Focus Area	Notes
5-10 minutes	Breathwork & Grounding	
10-15 minutes	Walking Observation Meditation to Garden! Have participants observe the garden, noticing any differences. Feel free to add in any extra movements like yoga shapes, jumps, burpees, etc.	
10-15 minutes	Work on SMART Goal Setting Activity	
15-20 minutes	Share some yoga shapes from earlier weeks and to prepare for seated meditation(5-10 minutes)	
5-10 minutes	Closing	

Opening/Check-in

As you welcome the participants back into the space, invite them to share their daily log/journal with the group. Let them share anything they liked or didn't like, anything they noticed about themselves etc. You can ask questions like what kind of movement they participated in, what fruits and vegetables they ate, what yoga/breathwork/mindfulness practices they used? With that being said, we could have some new participants, in which you can share the log and explain the daily tracking.

Questions

Do a quick group quiz to check for understanding of Monday's topics:

1. Do you remember the permaculture principles from Monday's lesson?
 - a. Produce no waste
 - b. Integrate rather than segregate

2. What was Monday's Yoga Practice of the week? Can you teach it to the group?
What are the main points?



- a. Seated Meditation**
- b. Visualization/Manifestation**

Closing

End with a short practice whether that be movement or breath and remind participants about next week's classes and to record in their weekly journals.



Week 7: Gathering Together ~ Crown Chakra ~ Thought

We worked throughout the last six weeks to build up a foundation to start to explore each of the different frameworks that this program was built on. With that we have also experienced and practiced a variety of different activities, while also discussing through group shares.

This week, we are focused on the crown chakra located at the top of the head. For this chakra, there isn't necessarily a tangible element, except for the element of free flowing thought. This chakra is focused on consciousness and connection whereas the earlier weeks are more easily viewed in the physical sense like earth, water, and fire.

For the crown chakra and permaculture principle for this week, we've built this foundation and structure, we've explored concepts and now we're in this space where we're letting all of the work come to fruition. This week is focused on gathering together and celebrating the work that we've done.

This session is all about gathering together and setting the importance of celebration. We live in a culture that is always running and pushing to the next thing, needing to check off all the items on our to-do list and very rarely do we emphasize the importance of actually breathing and acknowledging all the things that we've done so far together and allowing ourselves the space to celebrate.

Suggested Materials

Materials will reflect which activities you choose to share with your group

1. Gratitude journal/art reflection: provide paper and colorful writing utensils for participants to write and draw their expression of gratitude.

Facilitator Challenge

~To be completed before sharing each session~

1. What are you grateful for?
2. How do you express gratitude in your life?
3. How does the practice of gratitude affect your mindset?
4. Journal about different ways you experience and celebrate your accomplishments.



- How can we take a pause to be mindful and appreciative of the process, experience the value of community connection, and celebrate the work we have done?

Sample Schedule

Time	Focus Area	Notes
5-10 minutes	Breathwork & Grounding & OMs	
5-10 minutes	Permaculture Principle #3: Obtain a Yield	
10-15 minutes	Walking Observation Meditation to Garden! Have participants observe the garden, noticing any differences. Feel free to add in any extra movements like yoga shapes, jumps, burpees, etc.	
10-15 minutes	Reflection of the programming in their journal. Take post assessment	
15-20 minutes	Share some yoga shapes from earlier weeks and to prepare for: Partner Breathwork and OMs	
5-10 minutes	Closing	

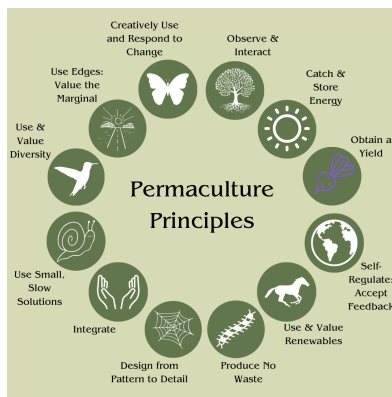


Part 1: Preparation

Learning Objectives

1. Summarize the permaculture principles of Obtaining a Yield (make sure you're getting valuable results).
2. Give examples of ways we can pause and celebrate our accomplishments.

Permaculture Principles



Permaculture Principle #3: Obtain a yield

Throughout the last few weeks, we have done a lot of different journaling internal work. We've tracked the different movement, our nutrition, mindfulness, and breath. We've learned different postures, different ways to ground or to release energy. And so now we sit here in a space where we can observe what has happened and obtain the yield from that.

So with this, if you've worked in a garden space or the kids have their own growing spot, whether you did the microgreens activity or you had them design a pot and they were able to take things home, offer space for them to discuss and talk about their experiences and maybe see what yields they've attained through actually growing in the physical sense in the garden.

Start with some of the questions that are located in the manual, just allowing them to journal and get their thoughts out. And then create space for talking about the other things that they gained from this program.

We want to think about how we have designed the space and worked through the different principles and components to come to a space where we learned lessons or we capitalized on abundance that is around us whether that's internal or externally. Start to give space for awareness and let everyone celebrate the close of this session together.

Lesson: Harvest Abundance



There are a variety of ways we can incorporate planting into the garden in terms of methods and seasonal awareness. *See supplemental materials or <https://www.parcilab.org/flourishing-in-the-garden>

Yoga Activity

Offer a short warm-up of postures, share space for intuitive movement and offer space for participants to share any postures they remember from the duration of the program. If they are having trouble thinking of other postures you can encourage them to look back to the yoga cards.

Yoga Practice of the Week

1. **~OMs~** : Find a comfortable position whether that is seated, reclined, or standing. From here take a big breath in, and an exhale to clear it out. Next, inhale to prepare for your OM, Exhale and let go a hum or the sound of OM. Repeat 3 times.
2. **Partner Breathwork**: Sit back to back with your partner. Notice the movement and feeling of breath. You can communicate with your partner to work through any of the breath practices we have learned throughout the program. One option is to use an equal part breath inhaling and exhaling for an equal count. Another option is to either lengthen the inhale and shorten the exhale for an activating breath or lengthen the exhale and shorten inhale for a more relaxing breath.

Focus Activity

1. Reflection of the programming in their journal. *See journal prompt in supplemental materials or on PARCI Lab Website: <https://www.parcilab.org/flourishing-in-the-garden>
2. Gratitude journal/art reflection: provide paper and colorful writing utensils for participants to write and draw their expression of gratitude.
3. Take post assessment.

Closing//Final Reflection

End with a short practice whether that be movement/breath and close the practice with a gratitude practice giving participants the opportunity to share what they are grateful for and what their favorite part of the program was.



Books to Support Program Delivery

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