

Book Proposal for  
*Our Street Companion Guide*

Submitted by

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### About the Companion Guide

The *Our Street* Companion Guide collaborates with *Our Street* by Beck Lowe and David Holmgren and the stories within. The land and subsequent neighborhood in the stories show the interaction with the land over a century. The Guide helps families and school groups to create the foundation for their school year with activity and scheduling suggestions and examples. Through the online platform the Guide has the ability to bring cultures from around the world together to share ideas, celebrations, games, and stories, while also aligning with the vision of David Holmgren to keep it within a community. In this case the community would be families or school groups and then expanded into international communities in an online platform.



# ANNETTE ARGABRIGHT

Head of Install

Certified Permaculture Designer and Teacher

## PROFILE

Several years ago, I heard within me that I am a Seed Planter within the People Care ethic. I believe those seeds are cultivated in building relationships, making connections, through stories and/or facilitating, and in designing.

The principle that most resonates with everything I do is, "Use the Edges and Value the Marginal" and there are several occasions that I do not like the edge that I find myself in. But magical things happen in the edges and much growth takes place.

## CONTACT

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[Food Forest Abundance](#)  
[Family Permaculture](#)

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## HOBBIES

Camping  
Gardening  
Hiking  
Paddling

## EDUCATION

**Permaculture Association UK – Registration Diploma Tutor Training**  
May 2023

**Permaculture Association UK – Diploma in Applied Permaculture Design**  
Feb 2021 – Present

**Oregon State University**  
April 2023 – Present – Natural Water Management  
Jan 2019 - Mar 2019 – Advanced PDC Climate Resilience

**Applied Permaculture Design (mentor guided)**  
May 2019 – Sep 2021

**Cultural Emergence Effective Design, Looby Macnamara**  
May 2021 – July 2021 & May 2020 – July 2020

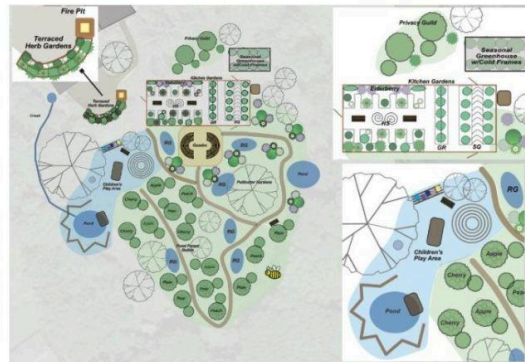
**Children in Permaculture, Practitioner**  
May 2020 – June 2021

**Science and Art of Herbalism, Rosemary Gladstar**  
Apr 2019 – Apr 2021

**Permaculture Denton, Teacher Training**  
May 2017

**Permaculture Denton, PDC**  
June 2016 – Feb 2017

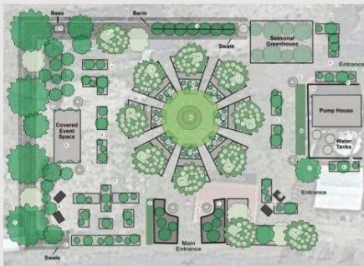
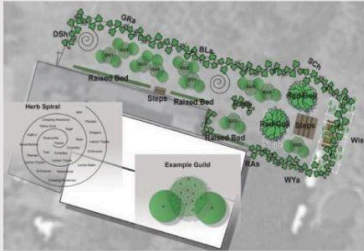
## Previous College



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## SKILLS

Connections  
Water Management  
Climate Resilience  
Listening  
Artistic Elements  
Problem Solving  
Teaching  
Cultural Integration

## WORK EXPERIENCE

### Permaculture Association UK – Registration Diploma Tutor

May 2023 – Present

Guide apprentices through diploma process

### Food Forest Abundance – Install Manager, Design Team Lead, Designer, Teach

Dec 2021 – Present

Project manager for design, installation, and educational projects around the world.

### Family Permaculture – Co-founder, Teacher

April 2021 – Present

Design, build and teach a variety of international permaculture classes

### Argabright Institute of Performing Arts

1999-Present

Design/write and blend homeschool curriculum, schedule management, direct/teach

### Permayouth Americas – Co-director

Jan 2021 – Mar 2022

Coordinate, design and facilitate international online events

### Oliver's Gardens – Owner/Founder

Apr 2017 – June 2021

Consultations, tours, speaker, teacher, guest rentals, certified seedling provider for Tower Garden

### Snip the Threads – Co-owner

2013-2016

Designed costumes for individuals and children's theater, managed seamstresses and actor fittings

## Target Audience

Homeschooling parents/carers who will appreciate a foundational guide to empower them to create a year long educational design. These groups need something that can fit their unique needs and has space for them to build it into their own curriculum.

Educational group leaders such as school teachers, Scout/Cub Leaders, permaculture groups, forest/nature schools.

The adults will be leading activities focussed on children aged 5-12 years. There are plenty of opportunities for younger and older children, making this venture appropriate for families with children of all ages.

## How this Companion Guide Differs

Book or Website Title	Age Range	Description	How it Differs
<a href="#">Preschool Lesson Plans Based on Books - Simple Living Mama</a> , website	2-5	Short web based lesson plans and activities for preschool story books	This is for a specific age group and one story book.
<a href="#">Literature-Based Homeschool Curriculum   Pre-K - High School (sonlight.com)</a> , various numbers of pages	3-18	Curriculum that includes literature (living books) with lessons based on the stories	The lessons are curriculum based on grade levels, not a guide for all ages
<a href="#">Great Books Homeschool   A great books-based homeschool curriculum</a> , website	5-18	Curriculum building website based on parents choices that includes great books	Still more of a curriculum, but similar in that it gives choices. Interesting that it gives the option to build your own curriculum.
<a href="#">Weaving the Literacy Web by Hope Vestergaard</a> , 145 pages	2-5	Has some similarities in that it builds activities and teaches how to write curriculum based on children's books.	Is preschool based, but it does offer similarities so I ordered a used copy to use as a reference. It seems the closest that I found.
<a href="#">A Growing Collection of Kids Book Activities   Printables and Crafts (teachingwithchildrensbooks.com)</a>	3-7	Printable activities and craft ideas to go with specific books-web based.	Limited to a handful of stories and craft ideas primarily

<p><a href="#">Starts With a Story: A Book Companion Collection for Elementary Teachers - Clutter-Free Classroom   by Jodi Durgin</a>, website</p>	5-11	A membership club that has up to 600 book companions with lessons, suggestions, and crafts	It is a membership club, but could be a good resource to add to the book list and an interesting idea to consider.
<p><a href="#">Book Companion Printables - CrystalandComp.com</a>, website</p>	5-9	Colorful web based activity printables that go with story books	Looked to be more busy work, but colorful and fun
<p><a href="#">Five in a Row – Inspired Learning Through Great Books</a>, various numbers of pages</p>	2-12	Each book includes several ideas for a multitude of story books that are read every day for 5 days with different activities daily.	I used this with my littles as an early homeschool curriculum. It is probably where I started my love of expanding books into lessons. However, it covers several books and I’m focused on one specific book and expanding it to cover a whole school year or more.
<p>Lessons From History by Sybil Wickstrom with Hillside Academy</p>	7-18	5 volumes that cover a vast range of world and American history. No longer in print.	I used this for our history curriculum base for my girls. It also helped to build my love of expanding and blending curriculum and books. However, this is focused on covering history. I liked that I could create a notebook out of the spiral bound book and add in my own “ingredients” to form my curriculum.

## Sample Chapter - Dino 1956

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### Overview

Welcome to our first story. We've studied the first images of the land that *Our Street* takes place on. Review your observations from the illustrations as well as the following suggestion from the Opening chapter.

“Spend time in undeveloped land nearby, giving everyone in the group an opportunity to tell the story of an imaginary group of people that settle there. What would it look like? What would happen to the land? What stories would there be to tell in 100 years?”

Did this help you imagine how your neighborhood developed? What is the story of where you live? Of how your family got there?

### Dino

With Dino and his family, we get a first glimpse of this neighborhood in Australia in 1956 and what life was like. How exciting and scary it would be to move to a new country, new neighborhood, new culture, and new language. What do you think their journey was like? How do you think they chose what to bring with them and what to leave behind? What were some of the challenges? And the joys?

The following are ideas or suggestions of ways to use this chapter. Make it your own, learn, and enjoy!

### Main Topics

Chores, homestead animals, garden plans and seeds, language, genealogy, sustainability, trees. Added in: insects, birds, soil, water, sun

Suggested Amount of Time: 2-4 weeks

### Review

- What is new or different in this story?
- What is familiar?
- What is unique about this time period?

## Story Planning Pages

Use these to help guide your time with this story and the activities you choose. It is only a guideline as we should always be open to the emergence of new possibilities.

<b>Story Title &amp; Year</b>	
<b>Story Theme</b>	
<b>Duration of Lessons</b>	
<b>Principle of the Month</b>	<p>How is this principle applied in the story?</p> <p>Can you give another example of these principles?</p> <p>How can you apply these this week?</p> <p>Which other principles do you see in the story or in what you added to the story?</p>
<b>Activity:</b>	
<b>Activity:</b>	
<b>Activity:</b>	
<b>Activity:</b>	
<b>Activity:</b>	
<b>Celebration:</b>	
<b>Field Trip:</b>	



<b>Game:</b>	
<b>Materials &amp; Tools Needed</b>	
<b>Books to Use</b>	

Permaculture Ethics How do the activities relate to each of:	
<b>Earth Care</b>	
<b>People Care</b>	
<b>Fair Share</b>	

## Recommended Activities

### Observations

- What is different in this story than in your life?
- Fair Share - Mama shares her yield with the neighbor. Why? What do you share with others? What can you do this week?

### Chores

- Dino has the chore of milking the goat. What chores do you help with? Do you or your family care for any animals?
  - Talk about chores. Create a chore chart for home or school.
  - Could go into the bi-products from different animals. This could be a presentation possibility for the kids/families to teach back.
  - Study homestead/farm animals - each share

### Garden

- Does your family have a garden? What do you grow? How do you help?
  - This could include a presentation of their garden plan or a drawing of their garden. Or draw a plan of a future or dream garden
    - Read a children's gardening book, e.g. *The Boy Who Grew a Forest* by Jadav Payeng
    - Talk about the importance of the sun, soil, and water
      - Sun observations
      - Some soil activities
      - Water activities
    - Insect observations - study what is found
  - Seeds
    - Possible seed planting time
    - Study seeds
- Trees
  - Notice the tree they are playing in. Recognize it?
    - How do trees communicate with us
    - Do you have a tree story?
      - Writing: write story
    - Read a book about trees or forests

## Language/Culture/Genealogy

- Mama has a different 1st language. This could be a good time to bring in ancestry/culture.
  - What languages are spoken in your home? (could add in language lessons)
  - What cultures are in your family?
    - Bring in basic genealogy - fill out the [Family Tree Worksheets](#) (under resources)
    - Map out countries found in ancestry
    - Learn a little about some of those cultures
    - Show and tell, gathering with cultural celebration or even a culture fair event
    - See more activities at: <https://www.archives.gov/education/family-history>
  - Land Acknowledgement (will be included every season). What is the story of your land or ancestry in your area? In the US you can find out more at <https://land.codeforanchorage.org/> (put in zip or city, state and country or <https://native-land.ca/>).

## Art Lesson

- There are many things to draw in these suggestions such as your garden design, trees, maps, or birds.

## Nature Connection

### Birds

- Pigeons - what are your thoughts on eating pigeons?
  - Could be a potluck theme-bring unusual foods from your family's culture
  - Learn more about the versatility of pigeons
  - Bring in more study on birds

## Online Activities

## Resources

- <https://www.archives.gov/education/family-history>
- <https://land.codeforanchorage.org/>
- <https://native-land.ca/>

The Story of Me  
Date:

Add a picture here

Name: \_\_\_\_\_

Story of your name: \_\_\_\_\_

Address: \_\_\_\_\_

Color of your eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Birth date: \_\_\_\_\_ Time of birth: \_\_\_\_\_

Place of birth (hospital, city, state)  
\_\_\_\_\_

Length and weight at birth: \_\_\_\_\_

Write some interesting facts about your birth and who was there:

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What are some of your favorite and not so favorite life stories? Vacations? Experiences?

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Parent Pages

Mother's Name: \_\_\_\_\_

Story of her name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

Father's Name: \_\_\_\_\_

Story of her name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

Sibling Pages

Name: \_\_\_\_\_

Story of their name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

Name:

Story of their name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

Pet Pages

Name: \_\_\_\_\_

What are they: \_\_\_\_\_

Color: \_\_\_\_\_ Age: \_\_\_\_\_

Interesting Stories/facts:

\_\_\_\_\_

Name: \_\_\_\_\_

What are they: \_\_\_\_\_

Color: \_\_\_\_\_ Age: \_\_\_\_\_

Interesting Stories/facts:

\_\_\_\_\_

Name: \_\_\_\_\_

What are they: \_\_\_\_\_

Color: \_\_\_\_\_ Age: \_\_\_\_\_

Interesting Stories/facts:

\_\_\_\_\_



Pet Pages

Name: \_\_\_\_\_

What are they: \_\_\_\_\_

Color: \_\_\_\_\_ Age: \_\_\_\_\_

Interesting Stories/facts:

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Name: \_\_\_\_\_

What are they: \_\_\_\_\_

Color: \_\_\_\_\_ Age: \_\_\_\_\_

Interesting Stories/facts:

---

Name: \_\_\_\_\_

What are they: \_\_\_\_\_

Color: \_\_\_\_\_ Age: \_\_\_\_\_

Interesting Stories/facts:

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Maternal Grandparents

Grandmother's Name: \_\_\_\_\_

Story of name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

Grandfather's Name: \_\_\_\_\_

Story of name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

Paternal Grandparents

Grandmother's Name: \_\_\_\_\_

Story of name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

Grandfather's Name: \_\_\_\_\_

Story of name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

Maternal Great Grandparents

Great Grandmother's Name: \_\_\_\_\_

Story of name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

Great Grandfather's Name: \_\_\_\_\_

Story of name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

Paternal Great Grandparents

Great Grandmother's Name: \_\_\_\_\_

Story of name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

Great Grandfather's Name: \_\_\_\_\_

Story of name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Color of eyes: \_\_\_\_\_ Hair: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Interesting Stories/facts:  
\_\_\_\_\_

My Example-Story Planning Pages

Story Title & Year	Dino 1956
Story Theme	Chores, homestead animals, garden plans and seeds, language, genealogy, sustainability, trees. Added in: insects, birds, soil, water, sun
Duration of Lessons	we did this story from the end of August through the first week of September
Principle of the Month  Integrate Rather than Segregate  Use Small and Slow Solutions	How is this principle applied in the story?  Can you give another example of these principles?  How can you apply these this week? Or how did you?  Which other principles do you see in the story or in what you added to the story?
Activity:	-World of Weather pg 44, set up observations, build a barometer, talk about climate -Set up weather station and check out pg 70-71 <i>Maps Activity Book</i>
Activity:	Be a Seed meditation, seed basics and plant some seeds, look at planting zones
Activity:	Create a chore chart, discuss a system that will work and implement
Activity:	-Look at our genealogy information and charts and start “My Story” -Write our Land Acknowledgement
Activity	Observe at least one bird and ID-read about it, draw it
Celebration:	Our Land Acknowledgement: We are on the land of the Jumano, Kickapoo, Tawakoni, and Wichita people. While living at different time periods, this area was a place where the people came

	together to trade, much like it is today. We honor the wisdom of the elders of these people past, present, and future and are grateful for the lessons we can learn from them.
Field Trip:	Local park
Game:	Brenna Quinlan's Principle Cards
Materials & Tools Needed	-supplies for the barometer -copies -seeds, soil and pots -art supply -Brenna's principle cards
Books to Use	<i>The Maybe Garden</i> by Kimberly Burke-Weiner <i>The Boy Who Grew a Forest</i> by Jadav Payeng <i>World of Weather</i> by <i>Maps Activity Book</i> by

<p>Permaculture Ethics</p> <p>How do the activities relate to each of:</p>	
Earth Care	Studying climate, seeds, trees, forests, and gardens will further our knowledge of how to care for the earth as well as deepen our love for her.
People Care	Working, reading and learning together deepens our relationships as well as our learning. Learning about our ancestry and our place in it enlarges our circle of love for the people in our community. Learning about the stories within the books we read gives us insight into how others have cared for the earth and built community.
Fair Share	Primarily we are working together through these lessons, projects, and stories. However, we might be sharing these with a group as well. The plants we grow we can share with others.

8/28/2023 Dino		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Math</b>	Oliver	1 lesson	1 lesson	Flash Cards	1 lesson	1 lesson
	Gavin	2 pages	2 pages	Flash Cards	2 pages	2 pages
<b>Writing/LA</b>	Oliver	Rules of the Game-pg 46-47		Rules of the Game, pg 48-49		Word Search-1 Rules of the Game, pg 50
	Gavin	Code, pg 1-3 Cut and paste-1		Cut and paste-1		Code, pg 5-7 2 maze
<b>Typing</b>	Oliver		2 lessons		2 lessons	
	Gavin		2 lessons	Typing game	2 lessons	
<b>Spanish</b>	Both	Play for 15 min		Play for 15 min		
<b>Reading</b>	Oliver	Henry and Ribsby - end pg 29		Henry and Ribsby - end pg 48	Henry and Ribsby - end pg 66	Henry and Ribsby - end pg 80
	Gavin	Review letters & sounds-flash		Review letters & sounds-bingo	Review letters & sounds-flash	Review letters & sounds-bingo
<b>Read Aloud</b>	Both		Encyclopedia Brown - 2 stories	Encyclopedia Brown - 2 stories	Encyclopedia Brown - 2 stories	Encyclopedia Brown - 2 stories
<b>Our Street</b>	Both	Read Story	World of Weather pg 44, set up observations, build barometer, talk about climate	Ethics & current principles	Be a Seed Seed basics Plant some seeds Planting zones	
<b>OUTSIDE</b>	Both	Go outside with papa	Go outside with Papa	Go outside with Papa	Go outside with Papa	Go outside with Papa



9/04/2023 Dino		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Math</b>	Oliver	1 lesson	1 lesson	SchoolHouse Rock	1 lesson	1 lesson
	Gavin	2 pages	2 pages	SchoolHouse Rock	2 pages	2 pages
<b>Writing/LA</b>	Oliver	Rules of the Game-pg 48-49		Rules of the Game, pg 50		sudoku-1
	Gavin	Code, pg 8-9 Cut and paste		Cut and paste-1		Code, pg 10-11 2 maze
<b>Typing</b>	Oliver		2 lessons		2 lessons	
	Gavin		2 lessons	Typing game	2 lessons	
<b>Spanish</b>	Both	Play for 15 min		Play for 15 min		
<b>Reading</b>	Oliver	<i>Henry and Ribsby</i> - end pg 93		<i>Henry and Ribsby</i> - end pg 110	<i>Henry and Ribsby</i> - end pg 125	<i>Henry and Ribsby</i> - end pg 140
	Gavin	Review letters & sounds-flash		Review letters & sounds-bingo	Review letters & sounds-flash	Review letters & sounds-bingo
<b>Read Aloud</b>	Both		<i>Encyclopedia Brown</i> - 2 stories	<i>Encyclopedia Brown</i> - 2 stories	<i>Encyclopedia Brown</i> - 2 stories	<i>Encyclopedia Brown</i> - 2 stories
<b>Our Street</b>	Both	Read <i>the Maybe Garden</i> Plant some seeds	Review Story with ethics & principle (Integrate/Segregate)	Create a chore chart Genealogy charts Land Acknowledgement	-Set up weather station and check out pg 70-71 <i>Maps Activity Book</i> -Read <i>The Boy Who Grew a Forest</i>	Observe at least one bird and ID-read about it
<b>OUTSIDE TIME</b>	Both	Go outside with Papa	Go outside with Papa	Go outside with Papa	Go outside with Papa	Go outside with Papa

## Marketing Plan

I will market this book through the authors of *Our Street*, Food Forest Abundance newsletters and posts (with at least 5000 followers), [Family Permaculture](#) (FP), Thriving with Nature network where FP has courses), networking, social media, blogs, podcasts, newsletters, and speaking engagements. The following [Social Media Calendar](#) will help manage these things. Initial goals would be to create a marketing plan that I can adhere to and build a following of at least 1500 by spring 2024. From there I will branch out into other avenues within this plan to double that following by summer 2024.