

How does your garden grow?

Kids to Farms

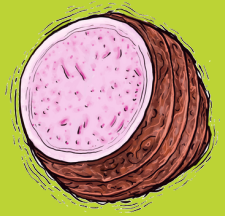
F - 2 program

Teacher's Guide



NT FARMERS

Program overview



Educating Kids about Agriculture

The Educating Kids about Agriculture program is funded by the Department of Agriculture, Fisheries & Forestry and aims to encourage young Australians to study and pursue a career in agriculture including taking primary school students and teachers to visit farms and other primary production worksites, both physically and virtually, using innovative activities to learn about where food and fibre comes from and the important role the industry plays in regional communities and to the economy.

These resources, created by PIEFA, align the Australian Curriculum for teachers to support excursions to food gardens, to teach students where food and fibre comes from, how it is processed into food and the opportunities available within the industry in their region, for the future.

How to use this resource

The lessons outlined in this Teacher's Guide can be used to support an excursion to a community/school garden of your choice.

This resource includes:

- F - 2 Australian Curriculum (v9.0) links
- 2 x pre-excursion activities
- 2 x excursion activities
- 2 x post-excursion activities
- Worksheets and resources to support each activity

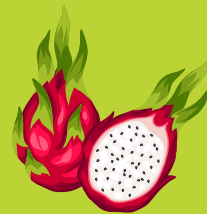


Australian Curriculum



Science Foundation	Science understanding AC9SFU01 <u>Biological sciences</u> Observe external features of plants and animals and describe ways they can be grouped based on these features
	Science as a human endeavour AC9SFH01 <u>Use and influence of science</u> Explore the ways people make and use observations and questions to learn about the natural world
	Science inquiry AC9SFI02 <u>Planning and conducting</u> Engage in investigations safely and make observations using their senses
Design & Technologies Foundation	Knowledge and understanding AC9TDEFK01 <u>Technologies and society</u> Explore how familiar products, services and environments are designed by people
Science Year 1	Science understanding AC9SIU01 <u>Biological sciences</u> Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs
	Science understanding AC9SIU02 <u>Earth and space sciences</u> Describe daily and seasonal changes in the environment and explore how these changes affect everyday life
	Science as a human endeavour AC9SIH01 <u>Use and influence of science</u> Describe how people use science in their daily lives, including using patterns to make scientific predictions
Design & Technologies Year 1 & 2	Knowledge and understanding AC9TDE2K03 <u>Technologies context: Food and fibre production</u> Explore how plants and animals are grown for food, clothing and shelter

Pre-excursion activities



Resources provided

- Fruit and vegetable cards
- *Where does it grow?* worksheet
- *When does it grow?* worksheet
- *Focus on Food* worksheets

Resources required

- Real fruit/vegetables
- Knife for cutting open fruit/vegetables (teacher use only)
- Magnifying glasses OR digital devices with a camera app
- Digital device with internet access for watching video

Activity 1 The fruits and vegetables growing in your area

Provide students with copies of the **Fruit and vegetable cards** and ask them the following questions. These activities can be completed individually or in small groups.

- How many of these fruits and vegetables have you eaten? Divide the picture cards into two groups ('I have eaten' and 'I have not eaten'). Discuss and compare the results with your peers. Are there any fruits or vegetables in the 'I have not eaten' group that you think you would like to try?
- Look at the picture cards you have included in the 'I have eaten' group. Which is your favourite? As a class, record your favourite fruits/vegetables as a class tally or graph. Discuss the results as a class.
- How do you think each of these fruits and vegetables grow? Underground, above ground, on a tree or on a vine? Place the cards into groups accordingly. Discuss the correct answers as a class. How many did you get right? Complete the **Where does it grow?** worksheet.
- Different plants grow best at different times of the year. Watch the video *Plants for the Top End Seasons* as a class. Using the information presented in the video, divide your fruit and vegetable cards into two groups (wet season and dry season). Record your findings (drawings and/or text) on the **When does it grow?** worksheet.

Video URL: <https://www.youtube.com/watch?v=nkXhTTtqzMA>

Pre-excursion activities



Activity 2 Investigate a type of fruit or vegetable in detail

Provide students with real examples of a type of fruit or vegetable that grows in your area. If possible, choose a type that you know grows in the community garden you will be visiting.

Allow them time to touch, smell and look at both the outside and inside of the food. Discuss the following questions with the class. Students can record their responses on the **Focus on Food** worksheets.

- Is this food a fruit or vegetable?
- Does this food grow in the wet season or dry season (or both)?
- Does this food grow on a tree, on a vine, above the ground or underground?
- Can you eat this food raw or cooked (or both)?
- Can you eat the skin or must it be peeled?
- Take a close-up look at the outside and inside of the food with a magnifying glass or using the camera app on a digital device (with zoom function). Draw what you can see.
- Touch and smell the food. Describe what you can feel and smell.
- Which part of the plant is eaten - the root, the stem, the fruit, or the leaf?
- Does it have seeds? One, some or lots? Take a closer look at one of the seeds with a magnifying glass or using the camera app on a digital device (with zoom function). Draw what you can see.

Please note: It is important to take knowledge of students' food allergies into consideration before allowing students to handle fruit or vegetables.

Excursion activities



Resources provided

- *Garden Scavenger Hunt* worksheet
- *Super Sleuth* worksheet

Resources required

- Clipboard & pencil per student
- Digital device (optional)

Activity 1 Go on a Garden Scavenger Hunt!

Take the students on a guided walk through the garden. Pay attention to the types of plants that are growing, along with how and where they are grown. How many of the fruits and vegetables that were learnt about in the pre-excursion lesson are growing in your community garden?

Provide students with copies of the **Garden Scavenger Hunt** worksheet along with a clipboard and pencil. This will help them to focus on smaller details in the garden and guide them to make observations about their surroundings using their senses. You may choose to complete the scavenger hunt as a whole class activity or allow students to complete the activity individually or in small groups. If a digital device is available, students may also choose to take photographs or videos of their findings on their scavenger hunt.

At the conclusion of the guided walk and scavenger hunt, sit students in a central area and ask them to try and create a birds-eye view map of the things they observed in the community garden.

Excursion activities



Activity 2 How do people care for plants in the garden?

Explain to students that they are going to be Super Sleuths! Their mission is to look for clues that teach us about the different ways that people look after and care for the plants in the community garden. Examples of clues might include gardening tools, watering cans, hoses, mulch, etc. Students can record the clues they find by drawing them on the **Super Sleuths** worksheet.

Optional: If a staff member or volunteer is working in the community garden during your visit, ask if they would be willing to give a short explanation to the students about the different ways they look after the plants. Students might think of their own questions to ask the gardener to learn more information.



Post-excursion activities

Resources provided

- *My Garden* worksheets

Resources required

- Colouring pencils

Activity 1 Why are community gardens important places?

Have a class discussion about why community gardens are important places. Questions to prompt discussion might include:

- Who uses our community garden?
- Who looks after our community garden?
- How do places like community gardens help keep people healthy?

Ask students to prepare and give a short talk to their peers presenting the reasons why they think their community garden is a special place.

Activity 2 Design task: How does YOUR garden grow?

Ask students to reflect on the activity in the pre-excursion lesson in which they discussed their favourite fruits and vegetables, along with the different fruits and vegetables they would like to try one day. Allow them to look at the map they created of the community garden on their visit. Present students with the following design task:

Imagine that you are in charge of designing your own community garden. It can be filled with your favourite fruits and vegetables, along with any others that you think you'd like to try. Draw a map of your garden and label the plants you have chosen to grow. Think about the types of tools or equipment you might need to build and look after your garden.

Students can complete their design task using the **My Garden** worksheets.