



Learning Outcomes

- **PDe-6** Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity
- **PDe-7** Identifies actions that promote health, safety, wellbeing and physically active spaces
- **STe-3LW-ST** Explores the characteristics, needs and uses of living things
- **ENe-2A** Composes simple texts to convey an idea or message



Resources and Preparation

Resources

- Worksheet 1 – Regrowing vegetables
- Worksheet 2 – Teacher's notes
- Vegetable kitchen scraps from home – see WS 2
- Jars and containers from home – see WS 2
- Small jugs of water
- Table set up for task with vegetable scraps, jars/containers and jugs of water
- Table for growing
- Pencils for drawing and colouring
- Adhesive name labels, sticky tape and/or permanent markers for writing on containers
- Optional – use video to demonstrate the task via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Optional – whole vegetables
- Optional – magnifying glasses

Preparation

1 week prior to lesson:

- request vegetable scraps and jars/containers from parents/carers, canteen and school staff

1-2 days prior to lesson:

- optional - purchase or borrow whole vegetables (e.g. borrow from canteen)

Prior to lesson:

- set up task and growing tables
- print out WS 1 – 1 per student

Keep it local

Help the planet by...growing your own fruit and veg

Please note: this lesson requires some preparation 1-2 weeks beforehand.

Students learn about fruit and vegetables and how to grow their own produce quickly and simply using kitchen vegetable scraps or ends.

Introduction (5 mins)

Initiate a class discussion on fruit and vegetables and write the answers up on board to help with identification of fruit and vegetables: What fruit and vegetables have you eaten today/are in your lunchbox? Why do we eat fruit and vegetables? Does anyone grow their own fruit and vegetables at home?

Activity (30 mins)

1. As a class, examine the kitchen scraps and identify the vegetables they have come from. To assist with this task, a display of whole vegetables could be used. Magnifying glasses could also be used for detailed observation.
2. Demonstrate the task (video can also be used for demonstration).
3. Students choose a vegetable to regrow and place it in a container. They then label the container with their name and vegetable name.
4. Students add water to the container to just cover the bottom of the vegetable.
5. Students complete week 1 of WS 1.

Conclusion

Students assist with changing the water each day which could be done through a roster. Students make observations about the changes in their vegetable each week. This could be timed to coincide with other Fruit & Veg Month activities.

Assessment

- For:** Student can identify reasons to eat fruit and vegetables.
- As:** Student can name fruits and vegetables. Student can label parts of fruits and vegetables. Student can care for a plant.
- Of:** Student worksheet task.

Differentiation

- Extend:** Students write a procedure on how to grow vegetables from scraps.
- Simplify:** Students undertake the task in pairs or small groups.

School/Home Link

Students take their vegetable home to plant in the garden, in a pot or use some of the new growth in a family meal.

Duration | 35 minutes

Additional time required each week for observing changes and caring for plants.

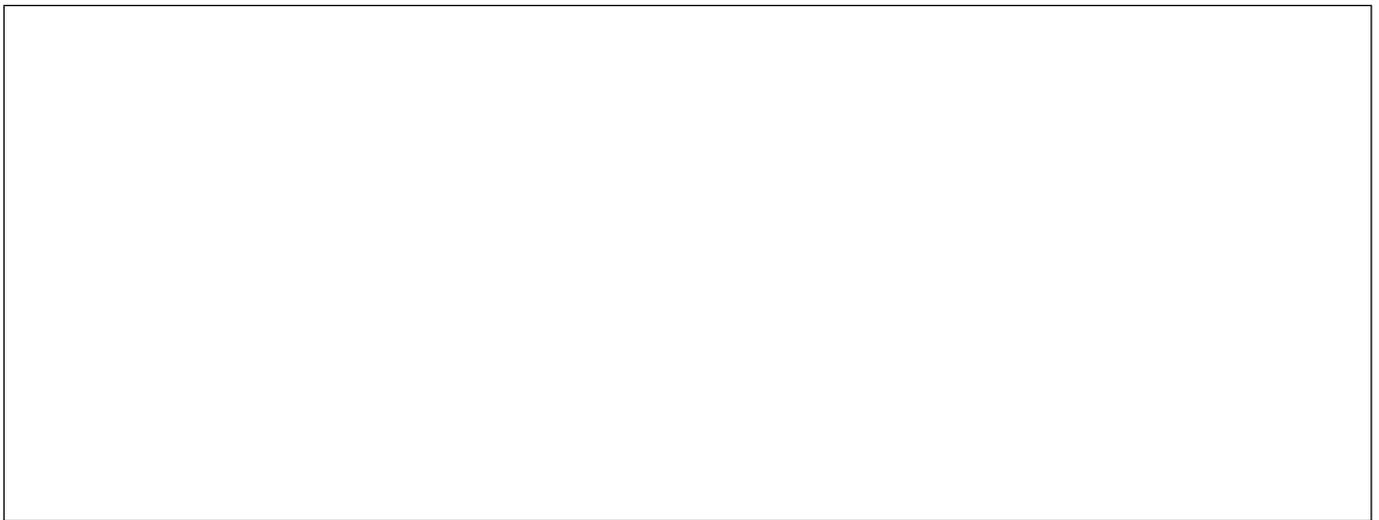
Worksheet 1.1 | Regrowing vegetables

Student name _____

Vegetable name _____

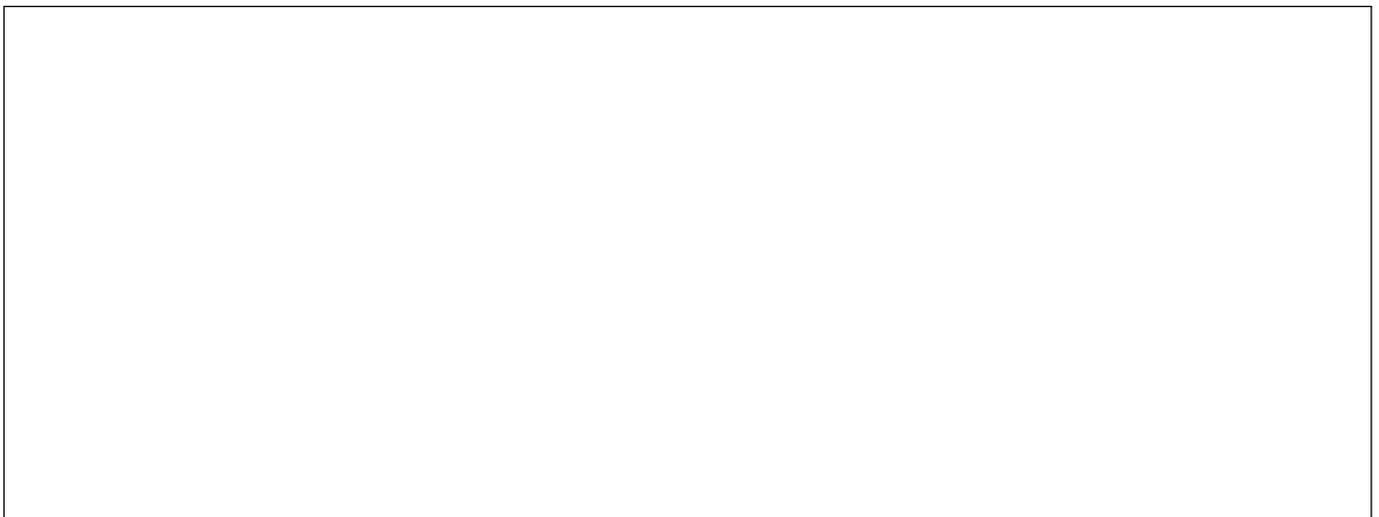
Week 1

Draw a picture of your vegetable. Label the parts of the vegetable.



Week 2

What is happening with your vegetable? Draw a picture of your vegetable. Show how it has changed. Label the parts that have changed.



Worksheet 1.2 | Regrowing vegetables

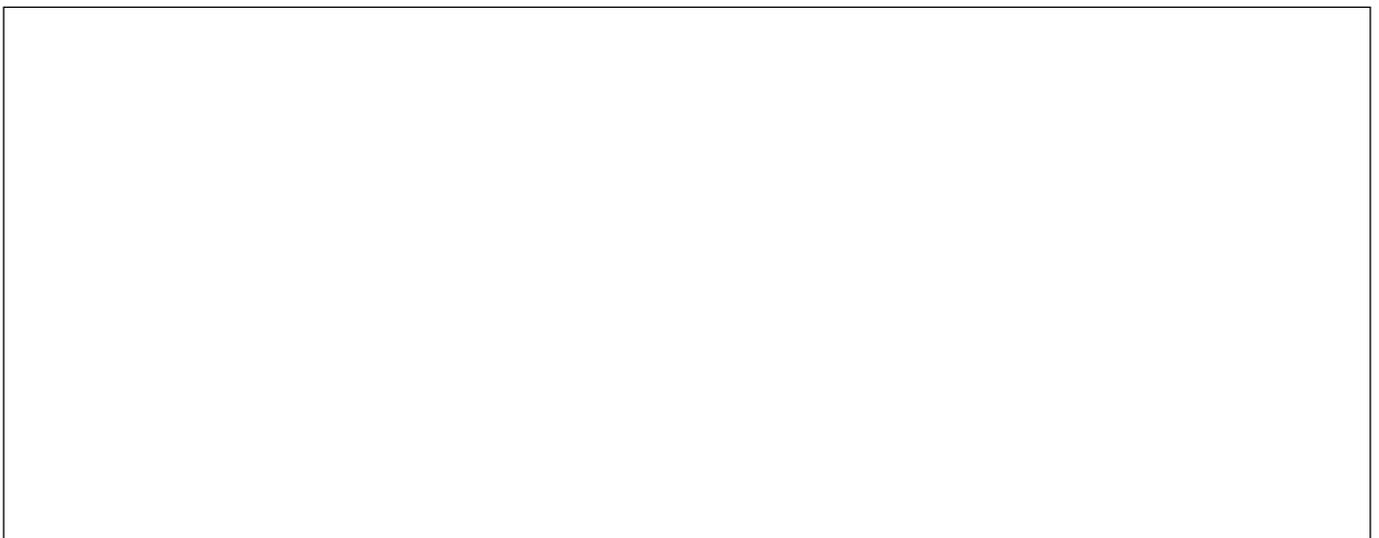
Week 3

What is happening with your vegetable? Draw a picture of your vegetable. Show how it has changed. Label the parts that have changed.



Week 4

What is happening with your vegetable? Is it ready to plant in a pot or the garden? Can you eat some of its leaves in a salad? Can you use it in cooking? Draw a picture of your vegetable. Label the parts that have changed.



Teachers Notes

Resources needed

Ask parents and the school community to keep vegetable scraps for a few days before the class and to bring in any unneeded clear glass jars or plastic containers (e.g. takeaway containers).

Give parents/school community this list of vegetable scraps to collect over the few days before the lesson:

- The top 2cm of root vegetables (e.g. carrots, turnips, beetroots, radishes, swedes)
- The bottom 5-10cm of vegetables that have a bulb-type base (e.g. bok choy, shallots/spring onions, fennel, celery, leeks, cabbage, and some lettuces like cos lettuce). The vegetable needs to still have its roots and/or the base still intact
- 10cm cuttings of herbs such as rosemary, mint, sage, thyme, oregano and marjoram. Take the cutting from just below a leaf join

How to grow from vegetable tops

e.g. carrots, turnips, beetroots, radishes, swedes.

Place the tops in a shallow dish/jar of water and leave in bright indirect light. Change the water daily if possible. Once side shoots start to grow the vegetable can be planted out. Alternatively, you can grow it in the water dish for longer and trim off the sprouting leaves to be eaten – either raw or cooked.

How to grow from bottoms/bulbs

e.g. bok choy, shallots/spring onions, fennel, celery, leeks, cabbage, and some lettuces like cos lettuce.

Place the bottoms in a shallow dish/jar of water and leave in bright indirect light. Change the water daily if possible. Once roots start to form the vegetable can be planted out. Alternatively, you can grow it in the water dish for longer and trim off resulting growth to use in cooking.

How to grow from cuttings

e.g. rosemary, mint, sage, thyme, oregano and marjoram.

Trim off the bottom leaves and place the cutting in a jar of water. Change the water daily if possible. Once roots start to form the herb can be planted out.

For best results

- Change the water every day
- Keep plants in bright indirect light
- When/if the plants are ready to be planted in a pot or the garden, start in gentle sunlight, e.g. dappled and/or morning sun.

Information adapted from:

ABC Life online publication – abc.net.au/life/growing-new-veggies-from-scraps/12128496