



Learning Outcomes

- **PD1-7** Explores actions that make home and school healthy, safe and physically active spaces
- **PD1-6** Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity
- **ST1-4LW-S** Describes observable features of living things and their environments



Resources and Preparation

Resources

Video (V)

- Video 4 - [Community Garden](#) (5:54)

Worksheets (WS) and Information sheets (IS)

- Worksheet 6 – Garden Bingo
- Worksheet 7 – Who am I?
- Information sheet 1 – Fruit & Vegetable Information
- Information sheet 2 – Community Gardens

Materials

- Scissors
- Glue

Preparation

1 week prior to lesson:

- If planning to visit a community garden, you can locate the nearest one to your school.
- When visiting a community garden, a signed permission slip from parents/ caretakers should be obtained (a modifiable one is available at healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/).
- Complete risk assessment if required.

Prior to lesson:

- Print WS 6 – 1 per student
- Print WS 7.1 & 7.2 – 1 per student
- Print IS 2 – as needed

SHARING FRUIT AND VEG

Students learn about community gardens and common seasonal produce. Students complete a worksheet identifying the fruit and vegetables found in community gardens.

Introduction (5 mins)

Students talk about growing their own foods at home (link back to them growing their own food in Lesson 1). Ask students if they know anyone who grows their own fruit and/or vegetables. Elaborate by asking what they grow and how they grow it. Discuss seasonality and ask students if they can identify any foods which are grown seasonally. Refer to a NSW [seasonal produce guide](#) or IS 1 for assistance if required.

Activity (30-120 mins)

1. Show video about community gardens (V4)
2. Discuss what a community garden is and ask the students what they think the benefits are of having a community garden (or trading home-grown foods with friends, family, neighbours). The teacher can use IS 2 for more information in this step and step 3.
3. Discuss with the students what would be possible to grow in their neighbourhood. Refer back to the seasonal discussion from the introduction. Which fruit and vegetables could be grown year-round? What could be grown seasonally?
4. If possible, an excursion to visit a community (or school-) garden can be organised. There, the students can play 'Garden Bingo' on WS 6. Back in
5. class, students expand on their knowledge on the fruit and vegetables found in the community gardens by cutting out pictures from WS 6 and pasting it on WS 7, next to the matching 'Who am I' descriptions.

Conclusion (10 mins)

Ask the students why they think some fruits and vegetables only grow in certain seasons and maybe even only in certain geographic areas (i.e. hot, wet, cold, etc). An extra discussion point could be to ask the students to think of a way around seasonality (i.e. greenhouses and importing) and why this has many downsides. Use the interactive map 'Where Australia imports its food from' to show students how far some foods travel to be sold in their town. Discuss why that is a problem. The pros and cons could be further explored in a persuasive writing or debating activity.

Assessment

- For:** Students could identify what they (or people they know) grow and how they grow it.
- As:** Students could identify/locate fruit and vegetables in a community garden.
- Of:** Students understood seasonality and identified which season different produce could be grown in.

Differentiation

- Extend:** Students could engage in further research around seasonality and create a plan for their own garden, identifying which fruit and vegetables they could plant at different times of the year. They could also create a menu for each season of the year that is based primarily on seasonal fruit and vegetables in their local area.
- Simplify:** Bingo and the matching task is played as a whole group or in smaller groups rather than independently.

School/Home Link

Connect with the local community garden.

Duration | 45-155 minutes

Garden Bingo

Go to your school garden or a community garden and see if you can see these fruit and vegetables. Cross out the picture if you have found it.

Lettuce 	Broccoli or Cauliflower 	Eggplant 	Cucumbers 	Strawberries 
Carrots 	Beans 	Cherry tomatoes 	Blueberries 	Capsicum 
Cabbage 	Spinach 	Kale 	Snow peas 	Radishes 

Worksheet 7.1 | Who am I?

Guess who I am?

Cut out the pictures from the top 2 rows of your Garden Bingo worksheet and paste them here. Match each description below to one of the fruit or vegetable pictures.

1.

I have small bumps on my skin.
I am green on the outside.
I am white and full of water inside.

Paste the
matching bingo
card here

2.

I have many leaves.
I am in salads and sandwiches.
I can be light or dark in colour.

Paste the
matching bingo
card here

3.

I have a long thin shape.
I am green.
I look like caterpillars.

Paste the
matching bingo
card here

4.

I am heart-shaped.
My seeds are on the outside.
I am sweet.

Paste the
matching bingo
card here

5.

I am round.
I am perfect as a snack.
I grow on vines.

Paste the
matching bingo
card here

6.

*I am one of the crunchiest vegetables.
I am a root.
Eating me is good for your eyes.*

*Paste the
matching bingo
card here*

7.

*I have an interesting name.
I have purple skin.
I have a spongy white flesh inside.*

*Paste the
matching bingo
card here*

8.

*I come in three colours.
You can see my colours in a traffic light.
I am a vegetable.*

*Paste the
matching bingo
card here*

9.

*I have a colour in my name.
I look like marbles.
I am a fruit.*

*Paste the
matching bingo
card here*

10.

*I am white or green.
I look like tiny trees.
I am crunchy.*

*Paste the
matching bingo
card here*

Worksheet 7.3 | Who am I?

Answer key:

1. Cucumber
2. Lettuce
3. Beans
4. Strawberries
5. Cherry tomatoes
6. Carrots
7. Eggplant
8. Capsicum
9. Blueberries
10. Broccoli or cauliflower