

## CLASSROOM ACTIVITIES

### STAGE 2 LESSON TWO



#### Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces
- **ST2-4LW-S** Compares features and characteristics of living and non-living things



#### Resources and Preparation

##### Resources

##### Video (V)

- Video 4 – [Growing vegies and friendships in a productive community garden](#) (5:54)
- Video 9 (optional) – [Food is free](#) (5.43)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 11 – Community garden poster
- Information sheet 2 – Community Gardens

##### Materials

- Pens
- Colouring pencils
- Tape and/or glue
- Scissors
- Computers for research
- Blank sheets of A4 paper (1 per student)

##### Preparation

##### Prior to lesson:

- Print out WS 11.2 – 1 per 3 students
- Print out IS 2 – as needed

## SHARING FRUIT AND VEG

Students learn about the value of community gardens and local fruits and vegetables. In groups, students research fruits and vegetables found in community gardens and create a poster with their findings.

#### Introduction (5 mins)

Students talk about growing their own foods at home (link back to them learning about local foods 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.

#### Activity (55 mins)

1. Show video about community gardens (V4).
2. As a class, discuss the concept 'local sourcing' and sharing the food you grow for free (optional: watch V9 'Food is free. Growing fruit and vegies'). With the students, write down the pros and cons for both local sourcing and sharing the food you grow for free (see IS 1).
3. Discuss with students if they have been to a community garden or school garden and if students think they are a good idea. Discuss how seasonality would come into play at a garden. Use IS 1 and IS 2 for more information.
4. Divide the class into 3-5 groups (6 per group). In each group, assign each student a different fruit or vegetable that is commonly grown in a community garden (refer to IS 2). Each student will cut out one of the identifiers on WS 11.1 and fill it out by researching their food on a computer. They can glue their completed identifier on their sheet (see WS 11) and draw their fruit/vegetable around it.

#### Conclusion (10 mins)

Students can put together a presentation of their research to share with the class. All worksheets can be collated to create several posters that can be displayed in the classroom or around the school.

#### Assessment

- For:** Students contribute to group discussion identifying pros and cons for locally sourced food.
- As:** Students are able to research items.
- Of:** Students successfully use their research skills to gather information about their chosen food.

#### Differentiation

- Extend:** 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 & 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 here. Discuss why that is a problem.
- Simplify:** Watch video and discuss what they learnt. Write a paragraph explaining what a community garden is.

#### School/Home Link

Student findings are reported in the school newsletter or school app.

#### Duration | 70 minutes



## Worksheet 11.1 | Community garden poster

1. Divide the class into groups of 6. Each group will create a community garden.  
E.g. if there are 36 students, there will be 6 groups.
2. There are 6 parts to each community garden. Within each group, each student will create one part of the community garden.
3. Assign each student a different fruit or vegetable.

E.g

**GROUP 1**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

**GROUP 4**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

**GROUP 2**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

**GROUP 5**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

**GROUP 3**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

**GROUP 6**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

4. Print worksheet **11.2** (next page) – you will need to print 2 sheets per group of 6. Cut out each identifier.
5. Have each student in the class fill out one identifier for their assigned fruit/vegetable.
6. Each student will then glue their identifier on an A4 sheet and draw their fruit/vegetable around the identifier.
7. Each group will glue all their 6 A4 sheets together and complete the garden by drawing a fence around it.

This fruit/vegetable is called: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The colour is: \_\_\_\_\_

It will take \_\_\_\_\_ weeks/months to grow

We eat the \_\_\_\_\_ of the plant

It needs \_\_\_\_\_ sun

It needs \_\_\_\_\_ water

A fun/interesting fact is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The harvest can be used for: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This fruit/vegetable is called: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The colour is: \_\_\_\_\_

It will take \_\_\_\_\_ weeks/months to grow

We eat the \_\_\_\_\_ of the plant

It needs \_\_\_\_\_ sun

It needs \_\_\_\_\_ water

A fun/interesting fact is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The harvest can be used for: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This fruit/vegetable is called: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The colour is: \_\_\_\_\_

It will take \_\_\_\_\_ weeks/months to grow

We eat the \_\_\_\_\_ of the plant

It needs \_\_\_\_\_ sun

It needs \_\_\_\_\_ water

A fun/interesting fact is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The harvest can be used for: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Worksheet 11.3 | Community garden poster**

**Example of identifier filled out:**

This fruit/vegetable is called:  
Cucumber

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The colour is: Green

It will take 10  
weeks/~~months~~ to grow

We eat the fruit  
of the plant

It needs 6-8hrs sun

It needs 1 inch water

A fun/interesting fact is:  
They can grow up to 2 feet long!

The harvest can be used for:  
To make pickle, sandwiches, salads.