Kitchen garden,
Levels 3 and 4

Home Economics

Unit of work



**Disclaimer:** It is the responsibility of the school to ensure that duty of care is exercised in relation to the health, hygiene and safety of all students undertaking activities where students handle or taste food. In implementing projects with a focus on food, care must be taken with regard to food safety and specific food allergies that may result in anaphylactic reactions

It is also the responsibility of the school to ensure that care is taken in identifying plants and ‘bush foods’ as safe or not safe to consume, and ensuring that students exercise due caution when handling plants.

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Contents

[Introduction to the unit of work 4](#_Toc12869944)

[Overview 4](#_Toc12869945)

[Learning intentions 4](#_Toc12869946)

[Victorian Curriculum correlation 5](#_Toc12869947)

[Advice and teaching considerations 6](#_Toc12869948)

[Learning activities, resources and tips 7](#_Toc12869949)

[Learning activity 1: What’s in our garden? 7](#_Toc12869950)

[Learning activity 2: How can a garden promote health and wellbeing? 9](#_Toc12869951)

[Learning activity 3: Prepare a healthy lunch 10](#_Toc12869952)

[Further resources 12](#_Toc12869953)

[Appendix 1: Design brief template 13](#_Toc12869954)

Introduction to the unit of work

**Unit of work:** Where does our food come from?

**Time (approximate):** 180 minutes (3 × learning activities)

**Curriculum band:** Levels 3 and 4

**Curriculum areas:**  Design and Technologies

 Health and Physical Education

Overview

This unit assumes the school has some form of garden in place, or access to a garden in the community. The garden could simply consist of pots of herbs and/or vegetables, or it could be an established kitchen garden.

Students explore what is growing in their school garden and present their findings in a digital format. They use hexagonal thinking to explore and describe how gardens can support health and wellbeing in the community. Students plan and prepare a salad using the design process (Investigating, Generating, Producing, Planning and managing, Evaluating) and ingredients from the school or community garden.

Learning intentions

* Identify and investigate what food is growing in the school and/or community.
* Explore and describe how gardens support health and wellbeing.
* Investigate food preparation techniques to design a healthy lunch.
* Plan and prepare a healthy meal using the design process.

Victorian Curriculum correlation

|  |  |
| --- | --- |
| **Design and Technologies strands** | **Health and Physical Education strand** |
| Technologies ContextsCreating Designed Solutions | Personal, Social and Community Health |
| **Achievement Standards (extract)** |
| By the end of Level 4, students … describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols.Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions. | By the end of Level 4, students … interpret health messages and discuss the influences on healthy and safe choices. |
| **Content Descriptions (extract)** |
| Food and fibre production* Investigate food and fibre production used in modern or traditional societies ([VCDSTC025](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC025))

Food specialisations* Investigate food preparation techniques used in modern or traditional societies ([VCDSTC026](https://www.allergy.org.au/health-professionals/papers/prevent-anaphylaxis-in-schools-childcare))

Investigating* Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to create designed solutions ([VCDSCD028](http://www.abc.net.au/btn/story/s4425894.htm))

Generating* Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques ([VCDSCD029](http://education.abc.net.au/home))

Producing* Select and use materials, components, tools and equipment using safe work practices to produce designed solutions ([VCDSCD030](http://www.kitchengardenfoundation.org.au/))

Evaluating* Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment and communities ([VCDSCD031](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD031))

Planning and managing* Plan a sequence of production steps when making designed solutions ([VCDSCD032)](http://www.abc.net.au/gardening/vegie-guide/)
 | Being healthy, safe and active* Identify and practise strategies to promote health, safety and wellbeing ([VCHPEP091](http://www.abc.net.au/gardening/factsheets/a-no-dig-garden-bed/9433432))

Contributing to healthy and active communities* Describe strategies to make the classroom and playground healthy, safe and active spaces ([VCHPEP095](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/hygiene.aspx))
 |

Advice and teaching considerations

* Invite parents or other members of the school community to help establish and maintain a garden. Will any local businesses donate equipment and plants?
* Keep your garden healthy by setting up compost with food scraps from the school. Invite the community to help; for example, by contributing food scraps or compost bins, helping maintain compost bins and helping sell leftover compost to community members.
* Explore links to the Geography curriculum, Levels 3 and 4:
* Identify and explain the interconnections within places and between places ([VCGGC073](http://www.vcaa.vic.edu.au))
* Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably ([VCGGK082](http://www.education.vic.gov.au/school/teachers/classrooms/Pages/resourceslynda.aspx))
* As an extension activity, use Minecraft Education Edition to build a healthy food village. A full lesson plan is available at [Healthy Food Village.](http://www.primezone.edu.au/uploaded_files/document_uploads/buildingschoolgarden.pdf)

Learning activities, resources and tips

Learning activity 1: What’s in our garden?

*Learning intention:*

*Identify and investigate what food is growing in the school and/or community.*

* As a class, explore the school garden or a local community garden.
* Have students develop a visual presentation of what is available in the garden. Are there any native plants that could be used for food?
* Students take photos of at least three food items in the garden.
* For each food item, students write:
* the food’s name and general classification (e.g. fruit, vegetable, herb)
* a description of how it looks, feels, smells and tastes
* an explanation of how it can be prepared and eaten
* a meal that it can feature in.
* Have students put their photos together in a visual presentation and share these in the class collaborative space.

Optional resources

* Reference for native foods for your area, such as this SBS webpage: [Key ingredients: Native Australian](http://education.abc.net.au/home?cid=inbody:about-native-australian-food).

Presenting photos and videos:

* Photos with notes can be added to a PowerPoint presentation or can be presented using other software, such as Comic Life.
* iPad apps such as Pic Collage, iMovie, Book Creator or Keynote can be easily used to make photo stories or movies.
* [‘Movie-making – primary resources’](http://www.abc.net.au/gardening/?pin=YX97LZ)

Tips

* Try these extension activities:
* Have students choose a plant or fruit tree and take a photo of it every day or once a week over an extended period of time. Students should present their photos in a short video or photo story to show growth and changes over time.
* Students can set up a school or community compost system and invite parents to help maintain the compost system and sell the leftover compost.
* Consider how students will collaborate and document their work throughout the unit. Online options include:
* a class blog using [Global2](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC026)
* MS OneNote, which is available via Microsoft Office 365
* Google Classroom, which is integrated with Google Drive
* tutorials for Office 364 and Google, which are available through Lynda.com
* Teachers in Victorian Government schools can access Google apps, Office 365 and Lynda.com through [eduSTAR](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP095?ObjectId=b76c8428-a3f0-44e6-8756-36b0e4fe97ea).

Learning activity 2: How can a garden promote health and wellbeing?

*Learning intention:*

*Explore and describe how gardens support health and wellbeing.*

Use hexagonal thinking to explore how a garden can promote health and wellbeing in a school:

* Students brainstorm all the ways a garden can promote health and wellbeing in a school. They should consider all types of health (social, mental, emotional, physical).
* Students record each idea on a separate blank hexagon.
* Working in groups, have students make connections between the hexagons by placing the straight edges together where they believe ideas link.
* Ask students to explain why they have linked these ideas together.
* Ask students to discuss the hexagon clusters. Make generalisations about the relationships between their ideas.
* Use these prompts for discussion:
* Why is it important that we know where our food comes from?
* Can gardens help physical and mental health?
* Take photos or screenshots of the hexagons to share in the class collaborative space.

Essential resource

* [SOLO hexagons](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) – download and print [a hexagon template](http://www.education.vic.gov.au/school/principals/spag/health/Pages/allergies.aspx) for an offline activity, or use the [SOLO Hexagons app](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD029) for iPad.

Optional resource

* BTN video ‘[Food source](https://www.sbs.com.au/food/article/2013/05/31/key-ingredients-native-australian)’ to provide background information on the benefits of a school garden.

Learning activity 3: Prepare a healthy lunch

*Learning intentions:*

*Investigate food preparation techniques to design a healthy lunch.*

*Plan and prepare a healthy meal using the design process.*

In groups, students design a salad for lunch using ingredients from the school or community garden, as well as other available foods. They consider criteria for success and follow the design process in the design brief template ([Appendix](#Appendix1) 1) to design and prepare their meal.

Session 1

* Have students form groups. Give each student a copy of the design brief template ([Appendix 1](#Appendix1)), and ask them to complete the ‘Investigating’, ‘Generating’ and ‘Planning and managing’ sections.
* Investigate the ingredients and equipment that are available.
* Discuss which combinations of ingredients go well together.
* Use this information to generate ideas for a healthy lunch, and then choose one to prepare.
* Plan and manage the steps involved in preparing the salad.
* Encourage students to test the flavour combinations to see if they go together.

Session 2

* Produce the salad following the plan outlined in session 1.
* Have students photograph the process and the final dish to share on the class collaborative space.

Session 3

* Evaluate the final result against the criteria for success outlined in the design brief.
* Have students complete the ‘Evaluating’ section of the design brief template ([Appendix 1](#Appendix1)).

Essential resource

* Design brief template ([Appendix 1](#Appendix1)) (adapt to suit your context)

Optional resource

* Stephanie Alexander Kitchen Garden Foundation’s [‘Salad of the Imagination](http://fuse.education.vic.gov.au/ResourcePackage/ByPin)’ recipe

Tips

Alternatives to students designing and making a salad include:

* Making [hummus](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD032) as a class. Students can then cut up vegetables to present as a platter.
* Making pizza using wholemeal pita bread as a base.
* Creating a frittata or omelette, with students adding vegetables and herbs from the garden.

Further resources

Useful resources for safety and hygiene include:

* [Food allergies guidelines](http://www.education.vic.gov.au/school/principals/spag/finance/pages/canteen.aspx)
* [Guidelines for the prevention of anaphylaxis in schools, preschools and childcare](https://education.minecraft.net/lessons/healthy-food-village/)
* [Hand hygiene guidelines](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD030)
* [Hand hygiene teaching resources](https://www.kitchengardenfoundation.org.au/uploads/0000_2015-file-uploader/free-resources/SAKGF_6_Saladoftheimagination_20150313.pdf)
* [Safe food handling guidelines](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC073)
* [Food and healthy eating guidelines](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD028)

Resources to help you grow your current kitchen garden or set up a new kitchen garden include:

* ABC Education videos:
* ‘[Grow your own veggies and native plants’](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx#!/media/31158/) – Swan Valley Anglican School
* ‘[Vegetable gardens’](http://splash.abc.net.au/media/-/m/106432)
* ‘[Building a school garden’](https://www.foodafactoflife.org.uk/recipes/5-11-years/hummus/#!/media/30753/the-patch-school-garden) – The Patch Primary School
* [Gardening Australia](http://fuse.education.vic.gov.au/Resource/ByPin), which has fact sheets, guides and videos on setting up and growing your garden including:
* [The Vegie Guide](https://fuse.education.vic.gov.au/Resource/LandingPage)
* [A No-Dig Garden Bed](http://pamhook.com/wiki/SOLO_Hexagons)
* PrimeZone: [Building Your School Garden Together](http://pamhook.com/wp-content/uploads/2012/12/HookED-SOLO-Hexagons-Template-Secondary.pdf) unit of work
* [Stephanie Alexander Kitchen Garden Foundation website](http://global2.vic.edu.au/)
* the [Yates garden website](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP091?Pin=8NQY42&SearchScope=All), which has simple student guides to growing tomatoes, strawberries, carrots, beans, corn and pumpkins.

Appendix 1: Design brief template

Student names:

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| **Design brief**In your groups, follow the design process outlined below to design a salad. Your salad must use ingredients available within the school and from the school/community garden. Your salad must:* include ingredients from at least three food groups
* use two or more ingredients from the school/community garden
* be able to be prepared within 30 minutes, using equipment available in the school.
 |

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| Investigating |
| What foods are available in the garden? |  |
| What other foods are available? |  |
| Which of these foods do you like? |  |
| What do they taste like? |  |
| What food preparation techniques could we use? |  |
| What equipment do you have? |  |

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| Generating |
| Design two salad combinations, using drawings with annotations and symbols. |
| Option 1 | Option 2 |
| Which one is your preferred option? Justify why. |

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| Planning and managing |
| Steps and ingredients | Equipment needed | Who will be doing this? |

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| Evaluating |
| Describe the appearance, texture, smell and taste. |  |
| Is this a healthy lunch? Why? |  |
| Did the project plan work? Are there any changes that you need to make? |  |
| List two health and safety rules you followed. |  |
| What is something you learnt from making this dish? |  |
| Did you achieve the design brief criteria for success?* ingredients from at least three food groups
* two or more ingredients from the school garden
* prepared within 30 minutes, using equipment available in the school
 |  |