

coal loader garden project waverton nsw



a health resource for
primary school children
years 3-4



Health
Northern Sydney
Local Health District



Coal Loader Garden Project Introduction...

This resource has been written for educators to be used within community and school garden projects for stage 2 students (Years 3 and 4). It was developed from the lesson plans that were written for the Coal Loader Garden Project, which took place during spring 2008 in the community garden at the Coal Loader site in Waverton, North Sydney. A second pilot of the project has been conducted with stage 1 students (Year 2). Small changes were made to adapt the lessons to this younger age group (refer to Appendix 1.)

The resource provides educators with 5 lesson plans on health topics for children and includes links to Key Learning Areas of the NSW Curriculum and extension activities that can be used in the classroom or garden.

The project was conducted in partnership by North Sydney Council and Northern Sydney Central Coast Area Health Service and involved two classes from a local primary school.

Each of the Coal Loader garden sessions is made up of two components which run concurrently:

- a practical gardening activity provided by a professional organic gardening company and;
- an interactive classroom lesson based on health topics for children presented by the Area Health Service nutritionists with support from the teaching staff from the participating school.



Students are divided into two groups with a suggested maximum of 30 students. One group spends half an hour in the garden doing the practical hands-on activities, while the other group participates in the interactive lessons in the grounds or indoors when a classroom set up was required, e.g. Lesson Plan 2: Drinks for Kids. The groups would then alternate and the components were repeated.

Where possible the practical garden sessions and health lessons were linked by a common theme e.g. Planting and maintenance links to Drinks for Kids, and Eat More Fruit and Vegetables.

The practical garden sessions were developed by an organic garden company and were based on permaculture principles. A brief snapshot of these is as follows.

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However, it is recommended that schools employ an organic garden company to assist with this area.

The practical sessions covered:

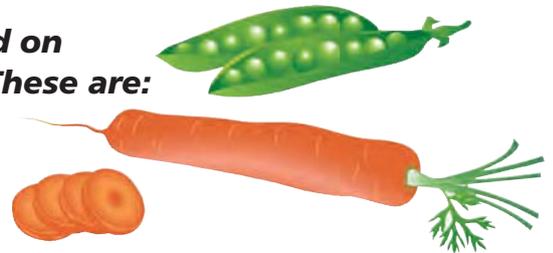
- Introduction to the garden (with an emphasis on respecting shared space and 'setting the scene for being green')
- Design and planting (including the concept of companion planting and students' drawings of their vision of the garden);
- Compost (including setting up a bin on site with students);
- Soils, mulch and building a garden bed (including an activity to demonstrate that arable land is a precious commodity);
- Planting and maintenance (planting seeds and seedlings, weeding, feeding, watering, harvesting, seed saving, etc);
- Pest management;
- Worm farming (including setting up a worm farm made from a polystyrene veggie box).

Refer to Appendix 3 for tips to create a school garden



The health topics covered in the lessons were based on the current NSW Health 'Healthy Kids' messages*. These are:

- **Eat more fruit and vegetables;**
- **Choose water as a drink;**
- **Turn off the TV or computer and get active;**
- **Get active for an hour or more each day;**
- **Eat fewer snacks and select healthier alternatives.**



The evidence for the need to promote healthy weight in school aged children and for the choice of health topics is included in Appendix 2.

The **Coal Loader** lessons were reinforced and further explored back in the school environment. After each session the students completed a journal recording their personal experiences. Their thoughts were prompted by the questions "What did you do?" and "What did you learn?". Pre and post-visit classroom activities are also provided for some topics. Additional activities such as Planet Ark's National Tree Day and Fruit and Veg Week kept up the students' interest. All those involved in the program were enthusiastic about its success. For children the whole experience of learning in a community garden setting is fun and rewarding. Some observations from those involved say it all (*overleaf*)

* website: <http://www.healthykids.nsw.gov.au>



***'Students learn to respect each others space and work',
'the garden is a community in itself,'
and observing the students on their return
to school after the harvest festival 'the
grins on their faces were awesome'.***

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Lesson Plan 1
Eat more Fruit & Vegetables



Focus Question:
***Why is it good to eat more
fruit & vegetables?***

NSW K-6 Curriculum Links to Key Learning Areas (Stage 2)

ENGLISH

Talking and Listening: Talking and Listening TS2.1, Skills and Strategies TS2.2
Reading: Reading and Viewing Texts RS2.5

HUMAN SOCIETY AND ITS ENVIRONMENT

Cultures: Cultural Diversity CUS2.4

SCIENCE AND TECHNOLOGY

Content: Living Things LTS2.3
Processes: Using Technology UTS2.9

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Content: Personal Health Choices PHS2.12
Skills: Communication COS2.1, Decision Making DMS2.2, Interacting INS2.3, Problem Solving PSS2.5

CREATIVE ARTS

Visual Arts: Making VAS2.1, VAS2.2
Drama: Making DRAS2.1, DRAS2.2, Performing DRAS2.3, Appreciating DRAS2.4

'Healthy Kids' Key Message:

Eat more fruit and vegetables

Education Themes:

5 food groups, daily recommended intake, healthy eating choices, food choices in different cultures, vegetable varieties (& colours/textures), plant growth, seasonal produce, healthy food vs junk food.

Resources and Equipment required:

Pre-unit requirement – note to parents regarding allergies (sign off sheet)

Parent Fact Sheets:

- Parent Fact Sheet: 'Go for 2 & 5, Children and Young People' (visit www.gofor2and5.com.au/), go to State campaign info. Click on NSW: Fact Sheets.
- Parent Fact Sheet: 'Kids & fruit & vegies' (visit <http://www.healthykids.nsw.gov.au/>), go to Free Fact Sheets.
- Fantastic Food Changes Worksheet (visit www.schoolcanteens.com.au/), go to Healthy School Community.
- 'Healthy Kids' poster (visit <http://www.healthykids.nsw.gov.au/>)

Activity 1 – Healthy Eating Plate

Whiteboard / butchers paper / pens

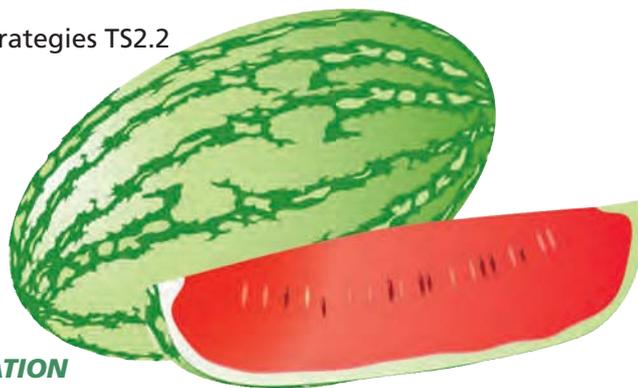
Activity Sheet - Healthy Eating Plate (master copy provided page 15)

Healthy Eating Plate from The Australian Guide to Healthy Eating (visit www.nhmrc.gov.au/), go to health guidelines

Fruit and Vegetables Serves Fact Sheet (visit www.gofor2and5.com.au/), go to State Campaign info as above. Use this to develop 'What is a serve of Fruit and Vegetables' list.

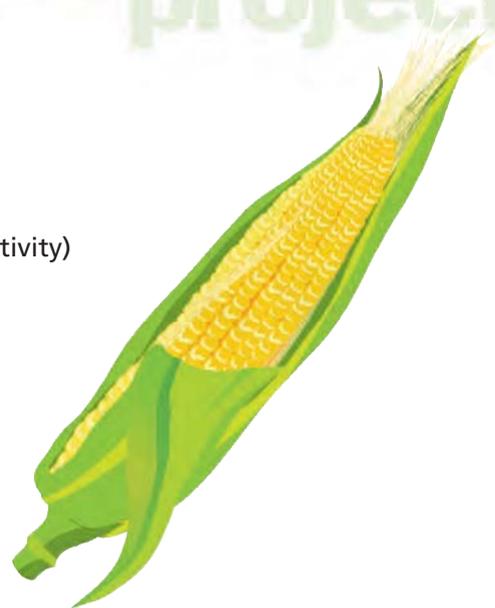
'Seasonal Produce' list (visit www.sydneymarkets.com.au/produce/seasonal_produce.html)

Seasonal produce downloads available from this website for NSW Summer, Autumn, Winter and Spring.





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Activity 2 – Make a Veggie Face

Hand wash

Vegetables (students bring from home & are prepared prior to the activity)

Tables, plates, chopping board & knife

Digital camera & 1 x large piece cardboard (optional)

Activity Sheet - Make a Veggie Face (master copy provided)

Activity 3 – Role Play (optional)

Activity Sheet - Role Play (master copy provided)

Extension Activity 1 – Fruit and Veggie Growers

Internet access (optional)

Activity Sheet – Fruit and Veggie Growers (master copy provided)

Pre-visit Class Activity

Children interview parents/grandparents and complete the Fantastic Food Changes Worksheet. (refer to table on page 12)

Introduction

- Provide a brief overview of Coal Loader Garden Project (see Project introduction located at the beginning of this resource)
- Introduce 5 steps to a healthy lifestyle 'Healthy Kids' messages

Over the next few weeks students will be helping to create a community vegetable garden. Students will also discuss and participate in activities based around 5 simple, important health messages:

- 1. Eat more fruit and vegetables**
- 2. Choose water as a drink**
- 3. Turn off the TV or computer and get active**
- 4. Eat fewer snacks and select healthier alternatives**
- 5. Get active for an hour or more each day**

These messages are shown on the Healthy Kids poster.

Discussion

Discuss each message on the Healthy Kids poster and ask students why the messages are important for good health.

In the final week of the program students will harvest food from the community garden and work together to create a feast.

Today's message is 'Eat more fruit and vegetables'.

Teacher/Student REMINDER

Provide Project Quiz for students to complete pre-project (see additional resource section). There is a reminder after lesson 4 to complete the post-project quiz. The pre and post quiz results could be compared to see if there were changes in students' views on food over the course of the project.

ACTIVITY 1 – Teachers Notes

Healthy Eating Plate

Ask students to write or draw what they ate the day before on the Healthy Eating Plate Activity Sheet provided. Prompt students by asking about breakfast, lunch, dinner & snacks.

Ask students if they have (show of hands):

- cereal for breakfast
- fruit for morning tea
- hot chips for dinner
- soft drink or juice

Prompt further discussion using other examples for students who don't put their hands up after each question.

Discuss that 'extra foods' fit outside the Healthy Eating Plate segments.

Discussion

Ask students to look at their neighbours Healthy Eating Plate(s).

Ask them to discuss with the class:

What is the same/ what is different?

Can they see anything on someone else's plate they would like to try?

Would they like to add something different to their Eating Plate?

Discuss different styles of eating for children from diverse cultural backgrounds:

EXAMPLES

Did you know?
More than 87% of primary school aged children in NSW do not eat the recommended amount of vegetables. Including more fruit and vegetables in their diets will help children grow and develop, improve vitality and prevent chronic diseases like heart disease & diabetes

Asian peoples – rice accompanies most meals (Indian, Chinese, Japanese food) Aboriginal peoples (NT) – traditionally eat meat such as kangaroo, goanna, turtle and fish with sweet potato, bush nuts (e.g. water chestnuts) and berries, bush tomatoes, water lily (tastes like celery) and hibiscus flower

What are the fruit and vegetable requirements for a healthy lifestyle?

Ask the students what are daily amounts of fruit and vegetables that children their age should eat every day.

Hand out the 'What is a Serve of Fruit and Vegetables' list that is included in the Fruit and Vegetables Serves fact sheet from the Go for 2&5 website. Ask students to circle the fruit and vegetables on the list that appear on their plate. Ask students to add up the serves of fruit and vegetables they had for the day. Add up serves and compare with the recommended daily requirements.

Did you know?
In just 2m² per person you can grow enough vegetables to eat something fresh from the garden every day. Lettuce, silverbeet, parsley, cherry tomatoes, beans and peas are all quite easy to grow.

**Discuss with students why they do or don't eat the required amounts.
What are the reasons for not eating healthy?**

EXAMPLES

- Likes/ dislikes taste
- Intolerances/ allergies
- Parents/ family don't buy/ eat it

Hand out the 'Seasonal Produce' list. Briefly discuss seasonality (i.e. that some fruit and vegetables are only available at certain times of the year).

As an example, ask students to name some fruits that are available around Christmas time (summer fruits) that are not usually available at any other time of the year e.g. Cherries, mangoes, plums, nectarines, melons.

There are many fun veggie foods that not only taste good but are good for us. Can anyone name one? Discuss examples of fun veggie foods:

EXAMPLES

- Spaghetti bolognaise
- Corn cobs
- Cherry tomatoes
- Baked beans
- Baked potatoes with fillings
- Pizza with healthy veggie toppings

Ask students:

Did you find out anything new?

Did you know baked beans are a vegetable?

Did you know?

Benefits of fruit and vegetables

Fruit and veg have many vitamins and minerals that keep us energetic.

They benefit all the cells in our body including eyes, skin & hair.

For the best health benefits eat a variety of fruit and vegetables everyday.



ACTIVITY 2 – Teachers Notes
Make a Veggie Face

Ask students to bring in a few

different vegetables from home to share.

(NOTE: Vegetables to be chopped up prior to activity).

Ask students to make a Veggie Face using a variety of vegetables. Ask students to list the types of vegetables and the different colours they have used to make their Veggie Face on the Activity Sheet.

Who has used the greatest variety of veggies?

Who has the most colourful Veggie Face?

Ask a few of the students to tell the class about their favourite vegetable and why it is their favourite.

(Optional): Take photos of each Veggie Face and make a collage to be displayed in the classroom to remind students about healthy food choices



ACTIVITY 2

Vegetables I have used to create my Veggie Face

Colours found in my Veggie Face

My favourite vegetable is

It is my favourite because.....

ACTIVITY 3 – Teachers Notes

Role Play

**Inside a Fruit and Veggie Shop after Dark
(optional)**

This activity could be used as an extension or role play by educators to generate discussion about healthy food v's junk food.

Two small groups of a few students perform the role play for the rest of the class. One group are the 'Fruit and Veggies' and the other are 'Junk Food' products. The role-play will include a light hearted debate between fruit and veggie vs junk food.

Ask students to choose a fruit, vegetable or junk food they would like to be. Students then act out their fruit, vegetable or junk food characters in the shop after the lights have been turned out. Ask the students to consider what the characters would say. Would they discuss the sad state of affairs - that kids no longer want to buy a real apple but choose to buy apple muffins, apple fruit straps and drink processed apple juice instead? Would the potato chips and the apple have a debate about who is the better snack? Why should children choose your fruit, vegetable or junk food as a snack?

For example:

Chips: I am tasty, salty and delicious

Banana: I taste good too, and after kids eat me they can concentrate and play sports

Chips: I am crunchy

Banana: When they put me in a blender with milk, honey and yoghurt they call me smoothie! Lots of my friends here are crunchy too – apple, carrot

Chips: I keep lots of people in jobs

Banana: I keep the farmers in business

Adapted from Fruit 'n' Veg Week

Resource Kit for Primary Schools, 2008 & 2009

with permission from Healthy Kids Association.



ACTIVITY 3 – Teachers Notes

Role Play

Inside a Fruit and Veggie Shop after Dark (optional)

Use this sheet to make notes for the Role Play Activity.

What fruit, vegetable or junk food character are you today?

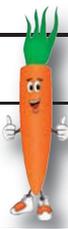
Why should children choose you as a snack?

Pre-visit activity

Fantastic Food Changes Worksheet

Fantastic Food changes

Interview your parents or grandparents to find out what their favourite fruit and vegetables are. Draw a picture of the fruit or vegetable and also a picture of how it grows, for example, on a tree, under the ground or on a vine.

Name	Picture	How it grows
Carrot		Carrots grow under the ground and are pulled out by the leaves at the top.

Are there any fruits or vegetables that are available now that were not available to your parents and grandparents when they were children? List them here:

Did your parents or grandparents eat 2 different fruits and 5 different vegetables each day when they were children? Yes/No

What type of fruit and vegetables did they eat? _____

Did your parents or grandparents grow their own fruit and vegetables when they were children? If not, where did they get them _____

Are there any fruits or vegetables that are available now that were not available to your parents or grandparents when they were children? List them here:

Did your parents or grandparents eat 2 different fruits and 5 different vegetables each day when they were children? Yes/No

What types of fruit and vegetables did they eat?

Did your parents or grandparents grow their own fruit and vegetables when they were children? If not, where did they get them?

Reproduced with permission from Tooty Fruity Vegie Project, North Coast Area Health Service

Back at school activity

Really Rapping

Ask a few students to describe what they know about rap music.

Discuss rap and how it sounds and that it doesn't necessarily require instruments or musical training to create. Clap sticks or an ice cream container can be used for a drum beat. The rap is usually made with the sounds of the words and the tones together with the rhythm and the beat. Personification can also be used to give the fruits and vegetables characters.

E.g. Carrot man says...

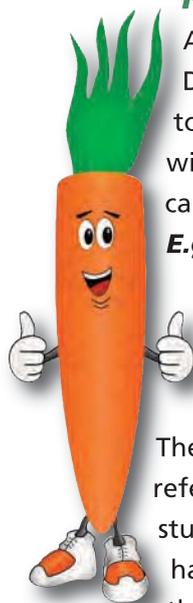
Fruit and vegies, they're the best

Eat them daily beat the tests

They taste great and really rock

You can eat them round the clock

The classes can brainstorm a variety of F&V names and compile these onto a large sheet to use as a reference. Have the students write their short rap poems and then perform them for the class. The students will be asked to work on their raps across the term and present them at the final day harvest festival! It could be developed further across the semester to incorporate other themes from the lessons.



Adapted from the Fruit 'n' Veg Week Resource Kit for Primary Schools, 2008 with permission from Healthy Kids Association.

EXTENSION ACTIVITY 1 – Teachers Notes
Fruit and Veggie Growers

In pairs, ask students to complete the Fruit and Veggie Growers Activity Sheet. Correct answers shown in bold italics. Students may use the internet/library to research answers.

If I were a carrot I would grow:

Underground

On a bush

On a tree

On a vine

If I were a cucumber I would grow:

Underground

On a bush

On a tree

On a vine

If I were a bean I would grow:

(two possible answers)

Underground

On a bush (traditional beans)

On a tree

On a vine (climbing beans)

If I were an avocado I would grow:

Underground

On a bush

On a tree

On a vine

If I were a strawberry I would grow:

Underground

On a bush/plant

On a tree

On a vine

If I were a mango I would grow:

Underground

On a bush

On a tree

On a vine

If I were a pineapple I would grow:

Underground

On a bush/plant

On a tree

On a vine

EXTENSION ACTIVITY 1
Fruit and Veggie Growers

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On a bush

On a tree

On a vine

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If I were a bean I would grow:

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If I were a pineapple I would grow:

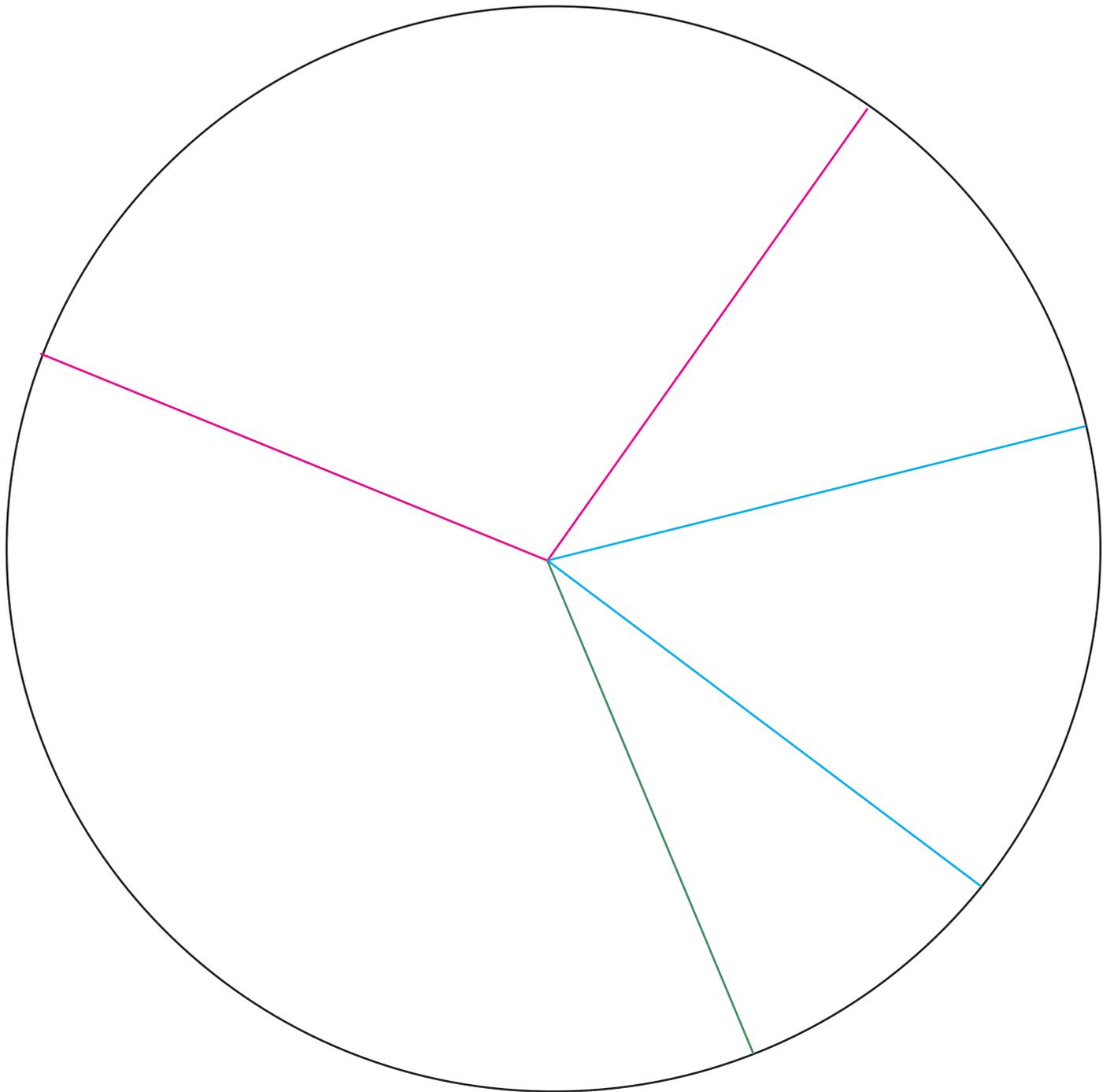
Underground

On a bush/plant

On a tree

On a vine

ACTIVITY 1
Healthy Eating Plate





Lesson Plan 2 ***Drinks for Kids***



Focus Question:
***Why should we choose
to drink water?***

NSW K-6 Curriculum Links to Key Learning Areas (Stage 2):

ENGLISH

Talking and Listening: Talking and Listening TS2.1, Skills and Strategies TS2.2

MATHEMATICS

Numbers: Whole Numbers NS2.1, Addition and Subtraction NS2.2, Multiplication and Division NS2.3

Measurement: Mass MS2.4

Working Mathematically: Communicating WMS2.3

Data: Data DS2.1

SCIENCE AND TECHNOLOGY

Processes: Investigating INVS2.7

Content: Living Things LTS2.3

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Content: Personal Health Choices PHS2.12

Skills: Communication COS2.1, Decision Making DMS2.2, Interacting INS2.3, Problem Solving PSS2.5

CREATIVE ARTS

Drama: Making DRAS2.1, Performing DRAS2.3, Appreciating DRAS2.4

'Healthy Kids' key message:

Choose water as a drink

Education Themes:

Hydration and dehydration, quenching thirst, energy intake (kJ) compared to energy expenditure, healthy alternatives to water, environmental benefits of drinking tap water, the importance of water to other living things

Resources and Equipment required:

Activity 1: Why should we choose to drink water?

- whiteboard • butchers paper • pens • table • knife & chopping board
- blender • orange juicer • power source & extension cord
- two clear glasses/cups able to hold more than 250mls of liquid
- 3 x fresh oranges • 4 x fresh apples
- 6 x 250mls tetra packs of apple/orange juice (where possible choose different brands purchased from supermarket)

Activity Sheet: Why should we choose to drink water? (master copy provided)

Parent Fact Sheet: 'Choosing drinks for children' (<http://www.healthykids.nsw.gov.au/>), go to Free Fact Sheets

Extension Activity 1 – Water to Grow (post-visit)

- egg cups • ice cream containers • seeds (e.g. alfalfa, raddish or beans – something that grows quickly and easily) • soil • digital camera • 2 x large sheets of cardboard / ruler / pens

Extension Activity 2 – Water is Life

- whiteboard / butchers paper / pens



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Introduction

Revise the the 5 key messages and introduce today's lesson.

The New South Wales Government has held a community education campaign called: "When it comes to thirst drink water first". The TV ad in this campaign showed that an average 250 ml glass of fruit juice, lemonade or cola drink contains 6 teaspoons of sugar.

Ask students: Raise your hand if you drink juice, soft drink, cordial, sports drinks or sweetened mineral water:

Ask how often they have these drinks: Everyday? More than twice a week? Once a week? Rarely?

Optional: Have a variety of drinks on display as mentioned above.

Discussion

Why do we choose these drinks over regular tap water or bottled water? If we constantly choose sugary drinks when we are thirsty we

sometimes find that we remain thirsty for longer. This is because they are less effective at quenching our thirst than if we were to drink water. Water has no additional sugar or kilojoules. Kilojoules are a measure of energy. This means if we choose water it is easier to get the balance right between "energy in" - through our daily food and drink intake and "energy out" - through our daily physical activities.

Did you know?

Statistics show that late primary and early high school children who consume fruit juice, soft drink, cordial, sports drinks or sweetened mineral water are more likely to become overweight or obese. In NSW 55% of Year 6 boys and 40% of Year 6 girls drink more than one cup of soft drink each day. By Year 8 these figures rise to more than 60% for boys and over 40% for girls.

Did you know?

Sugar sweetened drinks were banned for sale in all NSW Public Schools from Term 1 2007.

Demonstration and Discussion

Ask students how many apples or oranges it takes to make one glass of juice.

a) Juice enough oranges to fill one 250ml cup b) Juice enough apples to fill one 250 ml cup (using blender). It's easy to drink a glass of fresh fruit juice but it's harder to eat 2 1/2 oranges or 3 1/2 apples in one sitting. Yet the small glass of juice has more than 1 and a half times the amount of kilojoules.

As mentioned earlier, a kilojoule is a measure of the energy we get from consuming a particular food or drink. We need to balance the "energy in" with the "energy out" by doing physical activity each day. A glass of apple juice requires us to do more physical activity, in order to burn off the energy, and doesn't provide the same amount of fibre, vitamins and minerals compared to eating an actual apple. A glass of water has no kilojoules but still quenches our thirst. Drinking water

instead of sweetened drinks also helps prevent dental problems. Fluoride found in tap water helps children develop strong teeth and bones.





Discussion

Why is drinking water the best way to quench our thirst?

Our bodies are 70% water, and it's more than this for plants. What happens if plants don't get enough water? They shrivel. Water is important for the normal functioning of all of the cells in our body. If we don't drink enough water we get dehydrated, we can't concentrate effectively, we may get headaches, we are constantly thirsty and dehydration can even cause smelly breath! If you are constantly thirsty you have not been drinking enough water. Why not try keeping a water bottle on your desk as a reminder (NOTE: if the school permits).

What are some healthy alternatives to water?

Discussion: Ask students to name some healthy drinks. Reduced fat milk or calcium enriched soy milk alternatives are good choices. They contain water, essential proteins, calcium and Vitamin B12. By drinking a glass of milk we have had one of the two serves of calcium rich foods we need per day. Reduced fat milk contains the same nutrients as whole milk, but less of the saturated fats that cause our livers to produce the bad cholesterol that clogs up our arteries over time when we consume too much. Plain milk is preferable, but reduced-fat flavoured milk is OK. Milk drinks with fruit added, like smoothies are a good snack.

ACTIVITY 1 – Teachers Notes

Why should we choose to drink water?

- Divide the class into 5 groups.
- Hand out Activity Sheet to each group.
- Hand out one tetra pack apple/orange juice to each group.
- Each group calculates the number of teaspoons of sugar in the tetra pack apple/orange juice by reading the "nutrition panel" on the tetra pack.

As demonstrated earlier, 250mls of freshly squeezed orange juice contains approximately 2 1/2 oranges and 250mls of freshly squeezed apple juice contains approximately 3 1/2 apples.

We are going to use the example of packaged apple/orange juice to show you how to do today's activity. On the back of each apple/orange juice pack is a nutrition panel that lists the sugar per 100ml and per 250ml serve. Use one of the apple/orange juice packs as a sample to demonstrate the activity to the class.

Sugar per 100 ml is _____g

Sugar per 250ml serve is _____g

If 1 teaspoon = 5g of sugar, how many teaspoons of sugar are found in this pack of apple juice?

Teaspoons of sugar per 250ml serve = _____

Rank the tetra pack apple/orange juice products from least sugar to most sugar in a line in front of the class.

A 375 ml can of soft drink, sports drinks and energy drinks contains 8-10 teaspoons of sugar.

Ask the students to rank the soft drink can in the line of juice products.

Lesson Plan 2

Drinks for Kids

Optional activity:

Use a teaspoon measure to count out ten teaspoons of sugar in a glass of water to show the students what they are drinking in sweetened drinks. If preferred 10 sugar cubes can be used to demonstrate the high sugar load in soft drinks.

Drinking too many sweetened drinks can cause health problems including tooth decay, picky eating, poor appetite, fatigue and decreased alertness. We need to do a lot of physical activity to burn up the energy from sweetened drinks. As sweetened drinks give a huge load of kilojoules, all in one go, it's difficult to burn up these excess kilojoules and get the energy balance right. Drinking too many sweetened drinks could lead to putting on too much weight.

Note: Sweetened drinks should be consumed occasionally (or never) not every day.



Did you know?

If plants are given too much liquid fertilizer (just like their version of a sports drink) they get sick. Water is best for them.

Discussion

What are the differences between packaged drinks and water?

Prompts:

- Water quenches our thirst, with sweetened drinks you stay thirsty
- Water doesn't come with all the sugar kilojoules found in sweetened drinks
- Drinking tap water strengthens teeth and bones and may mean less trips to the dentist
- Tap water is free!

There other reasons to choose water as a drink. Can anyone guess?

- Environmental reasons for drinking tap water over manufactured drinks and bottled water
- In the world 400 billion plastic water bottles are added to landfill each year
- Drinking tap water reduces packaging waste
- Processing food uses energy and leads to higher carbon emissions
- Manufactured food contributes to increase "food miles". Food kilometre or Food mile:
The distance food travels from where it is grown or raised to where it is ultimately purchased by the consumer (Sydney Food Fairness, 2008)
- Tap water also contains fluoride which prevents our teeth from decaying

What did we learn today?

- Drinking water is the best way to quench our thirst and stay hydrated
- Reduced fat milk or soy milk are good alternative choices too
- Drinking water instead of sweetened drinks reduces the amount of kilojoules we consume each day
- We need to do a lot of physical activity to burn off energy from drinking fruit juice, cordial, soft drink, sports drinks and flavoured mineral waters compared to water
- Choosing to drink water helps us to avoid trips to the dentist
- Choosing to drink tap water is better for the environment

Alternate Activity Option for less advanced students:

- Teacher to read out information in nutrition panel on tetra pack apple/orange juice – write sugar content on butchers paper/whiteboard and other key nutritional ingredients.
- Class to calculate teaspoons of sugar in each tetra pack of apple/orange juice with teachers assistance
- Class to rank apple/orange juices from least to most sugar content
- Place fruit juices in a line in rank order of least sugar to most sugar
- Discuss

ACTIVITY 1

Why should we choose to drink water?

Name of Juice: _____

Brand: _____

Quantity (mls): _____

Use your apple/orange juice pack nutrition panel to help fill in the blanks below.

If a teaspoon of sugar = 5 g, how many teaspoons of sugar are in your drink?

Sugar per 100 ml is _____g

Sugar per 250ml serve is _____g

Teaspoons of sugar per 250ml serve = _____

EXTENSION ACTIVITY 1

– Teachers Notes (post-visit)

Water to Grow

Ask students to list all of the things that plants need for growth. For example: soil, water, nutrients, oxygen and sunlight.

Demonstrate to the children how to create drainage holes in each of the ice-cream containers, fill the ice-cream containers with soil and plant the seeds (see back of packet for instructions).

Ask students to form groups of 2 or 3 and plant their seeds.

Ask students to find a suitable place for the plants to grow e.g. where they will receive sunshine in the morning and shade in the afternoon.

Demonstrate how to give the seeds/plants one egg cup (approx 10-15 ml) full of water each morning. Plant the same seeds in another two ice-cream containers. Mark one container 'NO WATER' and the second container 'LESS WATER'. Do not water the seeds in the container labelled 'NO WATER' and only water the seeds in the 'LESS WATER' container every 2-3 days.

Ask the students to compare the growth rates of the seeds in these two containers with their own seeds that are being watered every school day. Observe and record the growth rates as the children care for the plants. This can be done photographically (visual record) or measured with a ruler and recorded on a classroom growth chart.

Discuss how our bodies are like plants.

How do we take water in? **Example:** consuming certain foods (watermelon and celery contain a lot of water) and drinking liquids.

How does a plant take water in?

Example: through the root system when it rains.

How does the plant loose water?

Example: evaporation on hot days

How do our bodies loose water?

Example: urination, sweat

On hot days or when we have been playing sport we get thirstier and we sometimes need to drink more fluids. Our bodies need water to grow and thrive, just like a plant. Remind the class that it is important to drink water and that water is also contained in many of the foods we eat.

Ask the students to name some foods that contain a lot of water.



EXTENSION ACTIVITY 2

– Teachers Notes

Water is Life

Ask students to name some of the ways we use water. Make a list of these on butchers paper / whiteboard. Examples include:

- Swimming
- Rowing a boat
- Fishing
- Waterskiing
- Diving
- Snorkelling
- Surfing
- Drinking
- Cleaning our teeth
- Flushing the toilet
- Washing our hair
- Washing our hands
- Washing the dishes
- Washing the car
- Mopping the floor

Ask students to stand in a circle. Go around the circle and ask each student to simply mime one of the activities listed on the butchers paper/ whiteboard (without telling anyone what it is) and the rest of the class have to guess what it is.

Discuss the need for fresh, clean water for plants to grow (including the ones we eat!), good health, hygiene and the enjoyment of various recreational activities.

Lesson Plan 3
Turn Off the TV and Get Active +
Food Promotion and Marketing



Focus Questions:

***How are we influenced by
food advertising?***

***Why is it important to do physical
activity every day?***

How are we influenced by food advertising? Why is it important to do physical activity every day?
NSW K-6 Curriculum Links to Key Learning Areas (Stage 2):

ENGLISH

Talking and Listening: Talking and Listening TS2.1, Skills and Strategies TS2.2

Reading: Reading and Viewing Texts RS2.5, Skills and Strategies RS2.6, Context and Text RS2.7

MATHEMATICS

Number: Whole Numbers NS2.1

Measurement: Time MS2.5

Data: Data DS2.1

Working Mathematically: Communicating WMS2.3

HUMAN SOCIETY AND ITS ENVIRONMENT

Environments: Patterns of Places and Location ENS2.5

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Content: Personal Health Choices PHS2.12, Active Lifestyle ALS2.6, Games and Sports GSS2.8, Dance DAS2.7

Skills: Communication COS2.1, Decision Making DMS2.2, Interacting INS2.3, Problem Solving PSS2.5

'Healthy Kids' key messages:

Turn off the TV or computer and get active
Get active for an hour or more each day

(Additional) Food Promotion and Marketing Awareness

Education Themes:

Awareness of food advertising targets and methods, benefits of physical activity, risks of inactivity, indoor and outdoor physical activities, local places of interest

Resources and Equipment required:

Activity 1 – Children's Food Advertising

Laminated sample of children's food advertisements (e.g. for ice cream, breakfast snack bars, potato crisps etc. found in various children's magazines)

Parent Fact Sheet: 'Reducing children's television time'

(visit <http://www.healthykids.nsw.gov.au/>), go to Free Fact Sheets

Parent Fact Sheet: Top 10 tips for reducing your exposure to food marketing

(visit www.cfac.net.au/), go to Junk Food Injunction newsletter: Summer edition 2007.

Activity 2 – How Active are You? (post-visit)

Activity Sheet: How Active Are You? (master copy provided)

2 x large sheets of cardboard / ruler / pens

Red dots (sticky) Gold stars (sticky)

Extension Activity 1 – Daytime Blackout

Whiteboard / butchers paper / blank A4 sheets / pens

Scarves (made from a light material) for each student (or ask them to bring one from home)

Extension Activity 2 – Neighbourhood Tour (post-visit)

Whiteboard / butchers paper / blank A4 sheets / pens, street directory (for photocopying local maps)



coal loader garden project

Introduction

There has been a lot of media and public debate for and against the Australian government changing food marketing regulations.

One argument against the changes to current regulations is that the government doesn't want to be too strict and or have extra regulations. The argument here is based on the concept of self-regulation. On the other side of the debate, people are pushing for changes to food marketing regulations because of the following reasons:

- Children watch 2-3 hours of TV per day
- Up to 80% of food advertisements are for unhealthy foods of low nutritional value
- Some young children are less able to grasp the meaning of advertising. Advertising exists only to persuade people to buy a product. Some young children are unable to critically analyse these advertisements so are easy to persuade.
- Some people think targeting young children with commercial messages may not be ethical.

Discussion

Ask a few of the students to describe to the class an advertisement for a children's food product they have seen on TV or in a magazine recently. What was the ad about? What did you like about it? What characters appeared in the ad? Was it funny/ colourful/ fun?

Hand out laminated samples of children's food advertising found in a variety of magazines.

Ask students:

- Where do you come across food ads like these?
- Where else would you come across similar ads for children's food?

EXAMPLES

- TV ads / promotional campaigns / competitions
- Billboards around schools
- Magazine ads / advertorials / competitions / inserts / giveaways
- In-store promotions/giveaways/movie and TV tie-ins, point of sale e.g. at checkouts (e.g. in supermarkets, DVD or fast food stores)
- Packaging promotions such as use of celebrities/ cartoon characters/movie & TV tie-ins
- Food websites specifically targeting children with games / competitions / giveaways / sign-up opportunities
- Computer games with food promotions embedded in them
- School and educational resource marketing including sponsorship/logo placement/giveaways
- School fundraising activities
- Viral marketing of products or messages by word of mouth / email / text message or blogs
- Government/health campaigns promoting healthy eating or active lifestyle.



Coalition on Food Advertising to Children

Reproduced with permission from Cancer Council of NSW

Does food marketing work?

Australia's top 10 food companies spend more than \$380 million on food marketing in a single year. The amount spent on positive food messages like encouraging people to eat fruit and veggies can't match this.

The government only spends \$29 million a year on this kind of promotion. That's less than 10% of the amount spent by food companies promoting unhealthy foods.

Did you know that some food companies who make our favourite breakfast cereal or snack bar employ a team of people to research what will make us buy their products? They tell the food company what colours to use, what characters to create and what the message should be. Something that will make us stop and take notice of the ad, make us laugh or make us think. This is called food marketing. Research has shown that food marketing can influence our food choices.

Physical activity

Discussion

How much activity should children do everyday?

There are some types of activities in the extension activity that you can refer to as a guide.

Ask the students to give their ideas on the amount of activity they should do every day to keep healthy

Did you know?

Children should participate in at least 60 minutes (and up to several hours) of physical activity, including activity that makes them 'huff and puff', each day. This activity doesn't have to be all done at once. It can be built up throughout the day.

ACTIVITY 1 – Teachers Notes Children's Food Advertising

Ask students to form several small groups. Using the laminated food ad samples, ask each group to discuss and record the attractive aspects of the ad on their Activity Sheet including:

- Would this food fit on The Australian Guide to Healthy Eating Plate?
- What colours have been used to attract our attention?
- Is the food advertisement part of a competition or promotion?
- Does the ad include a game, puzzle or quiz?
- Does the ad include a recipe – ie. other yummy things you

could make with this product?

- Does it associate with a popular cartoon character, sporting personality or other celebrity?
- Does it show a website where you can go to enter other competitions or play other games?
- What size portions are they promoting? ie. How much should we eat?

(Adapted from Kidnetic.com)

Reflection

Ask the students to record what they think the key message is:

Have they also seen an ad for this product on TV?

Have they seen an ad for this product anywhere else?

Would they purchase this product?

Is this a healthy food choice?

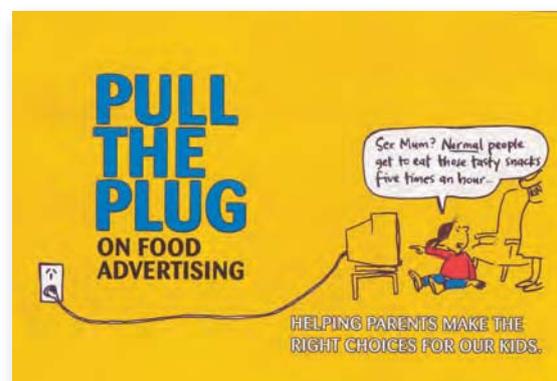
Presentation

Each small group will select a representative who will present their ad and summary to the class.

Summary

This activity has helped us think about how advertisers try to persuade us to buy their products.

By turning off the TV and getting active we can reduce our exposure to food advertising.



Reproduced with permission from Cancer Council of NSW

Lesson Plan 3
Turn Off the TV and Get Active +
Food Promotion and Marketing

Activity Sheet
ACTIVITY 1

Children's Food Advertising

Would this food be found on The Healthy Eating Plate?

What colours have been used to attract our attention?

Is the food advertisement part of a competition or promotion?

Does the ad include a game, puzzle or quiz?

Does the ad include a recipe – ie. other yummy things you could make with this product?

Does it associate with a cartoon character, sporting personality or other celebrity?

Does it show a website where you can go to enter other competitions or play other games?

What size portions are they promoting? ie. how much should we eat?

What is the key message of the ad?

Have you also seen an ad for this product on TV or anywhere else?

Would you purchase this product?

Is it a healthy food choice?

ACTIVITY 2 – Teachers Notes
(Post-visit)

How Active Are You?

On the Activity Sheet provided, record your small screen recreation (computer, games consoles, TV, mobile phone games) on one weekend day and two school days.

On the same sheet record the time spent being active indoors or outdoors (e.g. helping around the house, playing sports, playing after school, playing in the park, riding your bike, swimming, etc.).

Teacher to choose one of the weekdays to create a graph. Create two separate, simple graphs on cardboard: One for immobile activities and one for active activities. For example: the X axis will list the activities and the Y axis to show time spent. The students will then create a graph for immobile and active activities by placing a red dot (for immobile activities) and a gold star (for active activities) above the specified activity on the graph. The dots or stars will be placed above each other (end on end) starting on the base line of the graph so that they make a straight line. Each red dot or gold star represents 10 minutes of that particular activity.

Each student to come up individually and place their dots/stars on the cardboard graphs for the specified day. Analyse and discuss the results. What are the risks of being inactive (eg. obesity)? What are the benefits of being active?

This activity may be repeated after all of the lesson plans in the Resource Kit have been completed to see if there is any change in student behaviour.

ACTIVITY 2
(Post-visit)

How Active Are You?

Record the time (in minutes) you participated in the following activities on the days specified below.

Bring your Activity Sheet back to Class on _____

so we can discuss the results.

Immobile Activity	Sunday Date MINUTES	Tuesday Date MINUTES	Thursday Date MINUTES	Total for the 3 days
Watching TV				
Computer/Internet				
Computer games/mobile phone games				
Other				
Active Activity	Sunday Date MINUTES	Tuesday Date MINUTES	Thursday Date MINUTES	Total for the 3 days
Housework				
Gardening				
Washing car/dog				
Playing organised sport				
Playing after school				
Playing in the park				
Riding bike /skateboard/ blades				
Swimming				
Walking				
Shooting hoops/backyard cricket/ frisbee				
Other				
Total for each day				

EXTENSION ACTIVITY 1 – Teachers Notes **(Post-visit)**

Daytime Blackout

(localised power failure)

There is a Saturday afternoon (daytime) blackout. The TV doesn't work, the computer is down and the batteries in your portable console have gone flat! What can we do to have some fun?

Ask the students to suggest activities you could do with family/friends/neighbours who may also be in the same predicament. Write these on a whiteboard or butchers paper. Discuss how they are played and make the list available to the class to take home at a later date.

Examples (used to prompt if required):

Backyard races

Fly a kite

Kick a ball

Shoot some hoops at the local park

Bushwalk

Gardening

Ride bike

Hide and seek

Build a fort

Backyard cricket

Walk the dog

Did you know?

Gardening is an excellent physical activity. Tasks such as planting seedlings & picking leaves help children develop fine motor skills.-

Demonstrate two activities with the students that they can play at home during wet weather including:

Charades. Ask the students to write the title of a book or movie on a piece of paper and put it in a hat. Students then select charade subject from the hat and act it out. Explain the hand signals and sign language of Charades to the students before beginning (group activity)

Throw a scarf and catch it on your arm, leg or head while dancing to music (individual activity)

Optional

Use other examples from the list given by the students and ask them to show the rest of the class how to play that game. The rest of the class can then join in. These can be indoor or outdoor activities.

EXTENSION ACTIVITY 2 – Teachers Notes

(Post-visit)

Neighbourhood Tour

A family from another country is coming to visit your school. They are unfamiliar with Australia and your local school suburb. What amazing things about Australia could you show them? Look at a map of your local school suburb. What interesting features are there to see?

For example:

A bushland reserve (where they could see a real gum tree and perhaps some Australian wildlife!)

A lookout

A creek or river

A historical building

A historical industrial site

A community garden

A painted mural on a building

An interesting tree

A beautiful garden

Discuss local places of interest with the class. As a class, create a tour of your local school suburb including the stops you would make at places of interest along the way. Mark out the route on a map and label the points of interest as 1., 2., 3. etc and list them on the back of the map.

Photocopy the neighbourhood tour map and places of Interest list. Complete the walk one afternoon as a class (where appropriate). After the walk (or completing the classroom activity), discuss places of interest in the suburb where the students live and what they would include in a neighbourhood tour of their local suburb. This activity is to encourage students to research, walk and explore the surroundings where they live or go to school.

Lesson Plan 4 ***Healthy Snacks for Kids***



Focus Question:
How do we choose
a healthy snack?



NSW K-6 Curriculum Links to Key Learning Areas (Stage 2):

ENGLISH

Talking and Listening: Talking and Listening TS2.1, Skills and Strategies TS2.2

Writing: Producing Texts WS2.9

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Content: Personal Health Choices PHS2.12

Skills: Communication COS2.1, Decision Making DMS2.2, Interacting INS2.3,
Problem Solving PSS2.5

'Healthy Kids' key message:

Eat fewer snacks and select healthier alternatives

Education Themes:

Healthy and unhealthy snacks, unhealthy snack food ingredients, everyday foods
v's 'sometimes' foods, making healthy food choices.

Resources and Equipment required:

Activity 1 – Which Snacks are Good for Us?

Whiteboard / butchers paper / pens

1 pkt sticky notes (large size)

Activity Sheet: Which Snacks are Good for Us? (master copy provided)

Parent Fact Sheet: 'Choosing the right snacks for your children'

(visit <http://www.healthykids.nsw.gov.au/>), go to Free Fact Sheets

Healthy Eating Plate from The Australian Guide to Healthy Eating (visit www.nhmrc.gov.au),

(Go to Health Guidelines)

Healthy Snack Tasting Activity (optional)

Hand wash, tables, plates, chopping board & knife

Large plates for serving snacks

Small paper recyclable plates for students to place their snacks on serviettes

Extension Activity 1 – Menu Choices

Activity Sheet: Menu Choices (master copy provided)

Internet access (optional)



Introduction

NOTE: This is the last Lesson before the Garden Harvest next week! Let's quickly review the key messages we have covered in previous weeks:

- **Eat more fruit and vegetables**
- **Choose water as a drink**
- **Turn off the TV and get active (less TV / computer time & more physical activity)**

Did you know?

Children who don't eat breakfast are more likely to snack and eat unhealthy snacks. Children who spend many hours watching TV, using the computer, or playing games eat more snacks and eat more unhealthy snacks.

Ask students:

What is a snack?

A snack is what we eat in between our three main meals (ie. breakfast, lunch and dinner).

What is your favourite snack?

Write answers on a whiteboard/ butchers paper. Discuss some of the examples students have provided: chips, biscuits and chocolate bars, why are they not so good for us? They are delicious to taste and some give us a quick energy 'hit'. But these foods are unhealthy (sugary/saltyand/or fatty) and some don't provide long lasting energy that we need to last us for the entire day.

Why is it important to eat healthy snacks?

Sometimes we feel constantly hungry, especially when we are very active during the day. Children's stomachs are still growing, so snacking can help meet your

dietary needs for fuel across the day but only if you make healthy choices. If we choose to eat snacks containing lots of sugar and fats we may have a sudden increase in energy levels, but only for a short period of time. If we eat too many snacks (whether they are healthy or unhealthy) we sometimes don't feel like eating our main meals. Snacks should also be smaller in size than our main meal portions.

When and where do we have snacks?

- in front of the TV/computer.
- when we/our parents are in a rush
- at recess (from lunch box or canteen) after school, after dinner (dessert)
- at special events like family gatherings, sports carnivals and school excursions (like today).

Did you know?

Children need between-meal snacks as they have small stomachs and need small amounts of food more frequently than adults.

What are healthy snacks? That is what we will explore in our activity today.

ACTIVITY 1 – Teachers Notes

Which Snacks are Good for Us?

Display the Healthy Eating Plate poster. Refer to it when categorising 'Healthy Snacks' vs 'Occasional Snacks' on the Activity Sheet. Try to encourage snacks from across the core food groups as opposed to the 'sometimes' foods and explain these concepts.

Write each example listed below on a 'sticky note'. Ask individual students to come up and place the food on the 'Healthy Snacks' or 'Occasional Snacks' butcher's paper. The rest of the class are able to prompt and advise where the food example should be placed. Briefly discuss each food item and why it is a 'Healthy' or 'Occasional' Snack. Correct answers are shown in the boxes on the opposite page.

EXAMPLES

- Fresh or canned fruit
- Sweet biscuits
- Vegetable sticks (e.g. carrot, cucumber, capsicum) with low-fat dip
- Raisin toast, bread, pikelets, pancakes or scones with margarine or fruit spread
- Muffins and crumpets with light margarine spread
- Cakes, doughnuts and pastries
- Rice cakes topped with vegetables, reduced-fat cheese, vegemite or sliced banana
- Sweet drinks – fizzy drinks, cordials and fruit juices
- Dried fruit and unsalted nuts (not suitable for children under 5)
- Yoghurt (natural or fruit)
- Chocolate bars and lollies
- Potato chips, corn chips and cheesy snacks
- Fruit muffins (low fat and sugar)

(NOTE: Healthy snacks are based on fruit and vegetables, reduced fat dairy products and whole grains. Additional examples may be added to the list if time permits)

Most of the time our snacks should be healthy choices and the portions small enough so that we still feel like eating our main meals.

Teacher note

There is no widely accepted term to cover energy-dense, nutrient-poor food, nor consensus about which food should be included. For practical reasons including consistency with the Fresh Tastes School Canteen Strategy we have chosen to use the word 'occasional'.

Did you know?
Sugar snap peas are delicious to snack on, just pick them and eat them. Straight from the plant! YUM! Also try tomatoes, beans

coal loader garden project



Healthy Snacks Great source of vitamins, minerals and fibre:

Fresh or canned fruit
Vegetable sticks with low-fat dip,
Raisin toast or bread, pikelets,
pancakes or scones with margarine
or fruit spread
Muffins and crumpets with light
margarine spread
Rice cakes topped with vegetables,
reduced-fat cheese, vegemite or sliced
banana
Dried fruit and unsalted nuts
Yoghurt (natural or fruit)
Fruit muffins
Fruit smoothie



Occasional Snacks Not to be eaten everyday High in fat, oil, salt and sugar Low in vitamins, minerals and fibre:

Sweet biscuits
Cakes, doughnuts and pastries
Chocolate bars and lollies
Potato chips, corn chips and cheesy
snacks
Sweet drinks – fizzy drinks, cordials and
fruit juices

Healthy Snack Tasting (optional)

Depending on budget, time available and access to preparation area

(NOTE: Food to be prepared prior to activity)

Healthy snack tasting Ideas

- Traffic Lights - fruit kebabs (bamboo skewers, watermelon, strawberry, grapes, apple, banana, kiwi fruit, strawberry, orange or other fruits in season. To be placed on the skewer: red fruit, white/yellow fruit, green fruit)
- Flavoured yoghurts
- Dips
- Veggie sticks (carrots, capsicum, cucumber)
- Reduced fat cheese slices
- Boiled egg on bread
- Fruit muffins
- Pikelets with honey
- Wholegrain or rice crackers
- Dried fruit and unsalted nuts (**provided there are no children with nut allergies**)
- Cold water jug flavoured with lemon/ lime with ice

Also consider culturally appropriate snacks.



ACTIVITY 1

Which Snacks are Good for Us?

Students will be asked to place the following food items into two groups. Foods which are 'Healthy Snacks' and foods which are 'Occasional Snacks' (not to be eaten everyday). Which foods are healthy snacks in the list below?

- Fresh or canned fruit
- Sweet biscuits
- Vegetable sticks (e.g. carrot, cucumber, capsicum) with low-fat dip
- Raisin toast, bread, pikelets, pancakes or scones with margarine or fruit spread
- Muffins and crumpets with light margarine spread
- Cakes, donuts and pastries
- Rice cakes topped with vegetables, reduced-fat cheese, vegemite or sliced banana
- Sweet drinks – fizzy drinks, cordials and fruit juices
- Dried fruit and unsalted nuts (**not suitable for children under 5**)
- Yoghurt (natural or fruit)
- Chocolate bars and lollies
- Potato chips, corn chips and cheesy snacks
- Fruit muffins (low fat and sugar)



Can you think of any other healthy snacks?

Teacher / Student REMINDER

- Prepare and practice Really Rapping (from Lesson 1 Eat more Fruit and Vegetables) for performance during Lesson 5 Harvest Celebration
- Provide Project quiz for teachers / students to complete post-project.
- The pre and post quiz results could be compared to see if there were any changes in the students' views over the course of the project.

Lesson Plan 4

Healthy Snacks for Kids

EXTENSION ACTIVITY 1 – Teachers Notes

Menu Choices

Students are asked to circle the food that is the **most healthy** choice from the menus below. Correct answers are shown in bold italics.

(NOTE: the most healthy choice is the food with the least sugar, salt, fat and oil content).

Sensible School Canteen

Sausage roll

Corn chips

Finger bun with icing

Vegetarian sushi roll

Mini pizza

Tasties Take Away Food

Hot chips

Dim sim

Bacon and egg roll

Carrot cake

Wholemeal roll with avocado & low fat cheese

Come Again Café

Chocolate muffin

Apple pie & ice cream

Fruit salad & yoghurt

Croissant with ham and cheese

Doughnut with icing

Rudi's Restaurant

Pumpkin and fetta cheese salad

Hamburger with the works

Lasagne with chips and salad

Cheesy pasta with garlic bread

Meat pie with gravy, peas and mash

Create Your Own Healthy Menu

Students are asked to create their own lunch menu. Students may research ideas on the internet or at the library. Ask a few students to read out their menus and discuss the healthy choices they have (or haven't) made.

Optional: For packaged (convenience) foods students have listed, students could use the 'Fresh Tastes Occasional Food Calculator for School Canteens' at

<http://www.healthy-kids.com.au/canteens-calculator.aspx> to find out whether their food would be classed as a **RED** (Occasional Food) or if it can be eaten everyday.

(NOTE: To use the online calculator, it will be required to enter energy (kJ), fat and sodium contents).



Image: Richard Thomas

EXTENSION ACTIVITY 1

Menu Choices

Circle the food that is the MOST HEALTHY choice from the following menu's:

(NOTE: the most healthy choice is the food with the least sugar, salt, fat and oil content).

Sensible School Canteen

- Sausage roll
- Corn chips
- Finger bun with icing
- Vegetarian sushi roll
- Mini pizza

Tasties Take Away Food

- Hot chips
- Dim sim
- Bacon and egg roll
- Carrot cake
- Wholemeal roll with avocado & low fat cheese

Come Again Café

- Chocolate muffin
- Apple pie & ice cream
- Fruit salad & yoghurt
- Croissant with ham and cheese
- Doughnut with icing

Rudi's Restaurant

- Pumpkin and fetta cheese salad
- Hamburger with the works
- Lasagne with chips and salad
- Cheesy pasta with garlic bread
- Meat pie with gravy, peas and mash



Create Your Own Healthy Menu

You are having some friends over for lunch. What healthy foods would you like to serve them? Don't forget to include what type of drink you would provide.

Lesson Plan 5

Harvest
CELEBRATION





Outcomes

Harvest Celebration – community garden event

Class Gardening Guide (post-visit)

NSW K-6 Curriculum Links to Key Learning Areas (Stage 2):

ENGLISH

Writing: Producing Text WS2.9, Grammar and Punctuation WS2.10, Handwriting and Computer Technology NS2.12, Language Structures and Features WS2.14

HUMAN SOCIETY AND ITS ENVIRONMENT

Environments: Patterns of Places and Location ENS2.5, Relationship with Places ENS 2.6
Social Systems and Structures: Resource Systems SSS2.7, Roles, Rights and Responsibilities SSS 2.8

SCIENCE AND TECHNOLOGY

Content: Information and Communication ICS2.2, Living Things LTS2.3

Processes: Using Technology UTS2.9

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Content: Personal Health Choices PHS2.12

Skills: Communication COS2.1, Decision Making DMS2.2, Interacting INS2.3, Problem Solving PSS2.5

CREATIVE ARTS

Visual Arts: Making VAS2.1, Appreciating VAS2.3, VAS2.4

Drama: Performing DRA2.3

'Healthy Kids' key message:

Incorporates key messages from Lesson Plans 1 – 4

Education Themes:

Planting and harvesting, fruit and vegetable seasons, vitamins and minerals, healthy food ingredients/ recipes, food preparation, community performance, creating a visual record, writing and producing a publication.

Resources and Equipment required:

Community Garden Event

Tables, knives, chopping boards, salad servers, tongs, egg flippers

1 x mortar and pestle (optional)

5 x large colanders (NOTE: These can be purchased cheaply from \$2 shops or asian grocers if you have them locally), plates for food created from the menu, large bowls for salads created from the menu

Small paper recyclable plates and forks for food tasting, large jugs and cups for drinks

Serviettes, Event Running Sheet (sample provided), Garden Fresh Recipe Sheets (sample provided)

School Fact Sheet: Ideas for schools to support healthy lifestyles for children

(visit <http://www.healthykids.nsw.gov.au/>), go to Free Fact Sheets

Extension Activity 1:

Class Gardening Guide (post-visit)

Internet access / desktop publishing program, digital camera, 12 x A4 sheets (for each month of the year) / pens, 12 x chairs / tape / Blu-Tack. Student journals, cardboard, crepe paper, wool, coloured paper, paints etc. for head pieces / masks / hats (optional)



Lesson Plan 5

Harvest

coal loader garden project

Celebration Event

Duration: 2.5 hrs (approx.)

Event Planning

The Harvest Celebration brings together ideas from all Lessons held in association with the Coal Loader Garden Project. Co-ordinated pre-planning is required for the event which is held over one half day.

Below are suggested planning stages for the event.

Co-ordinated Pre-planning

1. Before the Event

On the day of the Event

2. Event Set Up

3. Food Harvest

4. Food Preparation

5. Feast

6. Performance



1. Before the Event

This event is the most labour intensive lesson. Acknowledging that people like to plan differently, here are some suggested planning steps:

- **Allocate** an event coordinator
- **Consider** recruiting volunteer parents/teachers to assist. Ideally, there should be adequate adult supervision on the day to ensure there is at least one adult per small section of garden or plot.
 - people to assist with washing and creating drinks as harvesting occurs
 - adequate numbers for subsequent food preparation, service and feast
- **Create** and send invitations to the event to parents/ carers. Ask parents/ carers to RSVP by a certain date so that the coordinator knows how many people to expect at the event, and therefore, how much food is required. Also consider a wet weather option for the event
- **Ensure** garden leaves are picked over a few weeks in advance so fresh young leaves are available for the harvest
- **Remind** teaching staff about completing and practising Veggie Raps (see **Lesson Plan 1 Eat More Fruit and Vegetables**) for performance on the day (well in advance)
- **Select** a judging panel for the performance of Veggie Raps
- **Remind** teaching staff about completion of the Post Project Surveys for collection at the event (well in advance)
- **Create menu** including food which will be available for harvest from the garden on the day of the event
- **Create an equipment list**, including any items that need to be purchased
- **Create a shopping list** of equipment and supplementary food ingredients to complete the menu for the event

Dividing shopping tasks between staff and volunteers assisting on the day can make these tasks easier.

Media coverage

The Harvest Celebration event is a great opportunity to generate media coverage. A media release could be sent to local newspapers a few weeks before the event is to be held. This would require consent forms to be sent home to parents, signed and returned.

Involving the Broader Community

It is also a good opportunity to get the broader community involved. For example, a local restaurant or catering service may be interested in assisting with provision of some extra food for the day. The addition of these foods to the menu may encourage parents/ friends and carers to also attend the event.

2. Event Set Up

Ensure enough time is allowed prior to students arriving and the event commencing. As a rough guide, the coordinator and volunteers should arrive 1 hour prior. This should be adequate if you are well organised. Set up should include the coordinator running through the Event Running Sheet (see sample provided) with the volunteers and assigning tasks for each of the four components of the afternoon. Trestle tables to be erected for each food preparation station.

Food preparation, plating and serving equipment needs to be placed on each table. A Garden Fresh Recipe Sheet could be placed at each food preparation station showing what food is to be prepared here and what ingredients are required. Local catering companies or restaurants could be approached to set up their own stalls of complimentary healthy foods.

3. Food Harvest

Foods harvested on the day will be those which have grown in the time frame you have allocated between planting and harvest day. These could include:

- Fast growing salad greens (eg. rocket)
- Various lettuces
- Hardy herbs (eg. basil, flat leaf parsley)
- Vigorous veggies (eg. silver beet/kale)

Ideally, some of these vegetables and herbs would have been picked during earlier lessons to ensure fresh young leaves are available for harvest on the day of the event. These can also be used to prepare some foods in advance. For example, if your menu includes basil pesto or tabouli, basil or parsley could be picked and prepared in advance. In this case a simple pesto or tabouli demonstration could be given at that food preparation station on the day. At that table the emphasis could be on coordinating the children to provide smooth service of the dish.

Important note:

Experienced or professional gardeners are to supervise the harvest, including providing advice to volunteer adult supervisors, to ensure safety of foods harvested and smooth running of the afternoon. For example, tomato leaves are poisonous when ingested.

Harvest



Students will form several groups and they will harvest produce from their designated plot. Groups will pick their vegetables/herbs and place them directly into large colanders/tubs with holes for sorting and washing. Children should be instructed to place their filled colanders in a designated position ready to be collected for sorting and washing by volunteer adults. Ideally, extra colanders/tubs would be available at this location so children can continue to harvest.

Once harvesting is complete, groups will join separate **food preparation stations** that correspond with the **menu**. The sample menu below works well in temperate climates. Salad platters will be prepared using what has been harvested with some additional foods listed under Food Preparation below.

4. Food Preparation: Create your own menu from the salad greens/ vegetables that will be available for harvest from the garden around the time of your event.

Sample menu

Savoury

- Salad cones with carrot, cucumber, cheese
- Basil pesto: can be pre-made with basil from the garden, olive oil and grated parmesan. A demonstration can be given using a mortar and pestle on the day of the event
- Pasta: pre-boiled and kept in fridge
- Fresh tomato sauce (pre-made)

Salad Platter

Additional foods required to be purchased for salad platters to compliment foods harvested from the garden may include:

- Cherry tomatoes
- Cucumber
- Carrot
- Capsicum
- Red lettuce
- Edible flowers



Fruit

- Balled variety of melons to be prepared by students:
Eg. rockmelon, watermelon, honey dew melon

Drinks

- Water jugs with mint/lemon/lime and ice

5. Feast

Parents, carers, teachers, students and community to circulate around the food preparation stations tasting foods the students have created from the garden.

6. Performance

Lesson 1: Eat More Fruit and Vegetables Veggie Raps to be performed by students.

Judging of the entries by panel will highlight key messages students have recalled from the lessons held during the Community Garden Project

SAMPLE

Event Running Sheet

10.30am

Coordinator and volunteers arrive for *Event Set Up*

- **coordinator to allocate tasks for each of the volunteers**
- **one adult per small section of garden or plot during harvesting**
- **at least two adults to assist with washing harvested salad greens/vegetables and creating drinks as harvesting occurs (see Sample menu)**
- **once harvesting has been completed, the same volunteers can move across to supervise each of the food preparation stations**
- **briefly state what is expected of the volunteer at each location**
- **answer any volunteer questions about the event**

Meet and instruct other food providers (ie. caterers, restaurants) where to set up (if required).

10.50am

Set up trestle tables for food preparation stations

Place required equipment at each food preparation station (ie. knives, chopping boards, salad servers etc)

Take colanders over to the harvesting area ready for student use

Set up a trestle table with recyclable paper plates, cups, forks and serviettes for the Feast

Set up a trestle table for the panel of judges for Veggie Rap performances

11.20am

Meet representatives from local newspaper for photo opportunity / media coverage (if required)

Meet gardeners who have been employed to assist students in the harvesting process

11.30am

Welcome to students and community

Give a brief outline of activities that will occur during the event:

- **Students to break into groups**
- **Food harvest**
- **Food preparation**
- **Feast**
- **Performance of Veggie Raps**

11.45am Food harvesting

12 noon Food preparation

12.30pm Feast

1.15pm Student performances

1.45pm CLOSE

1.50pm Pack up and clean up

SAMPLE

Garden Fresh Recipe Sheet



Basil Pesto to Go

3 cups of garden fresh basil (stems and flowers removed)

$\frac{3}{4}$ cup of garden fresh parsley

$\frac{3}{4}$ cup of grated parmesan cheese

$\frac{1}{4}$ cup of pine nuts (macadamia nuts can alternatively

be used)

2 garlic cloves (crushed)

$\frac{3}{4}$ cup extra virgin olive oil

Add ingredients to mortar and pestle, blender or food processor.

Blend and serve on pasta.

NOTE.

Teachers to ensure that children with nut allergies **Do Not eat the pesto! An alternative nut-free version can be made using separate equipment and ensuring it is kept well away from any nuts or implements that have touched nuts.**



Planning Tools

Event Menu Sheet

Savoury

Foods available for harvest from the garden that can be used for savoury dishes:

Additional foods required to be purchased for to compliment foods harvested from the garden include:

Salad platter

Foods available for harvest from the garden that can be used for the salad platter:

Additional foods required to be purchased for salad platters to compliment foods harvested from the garden include:

Fruit platter

Drinks

EXTENSION ACTIVITY 1 - *Teachers Notes* (post-visit)

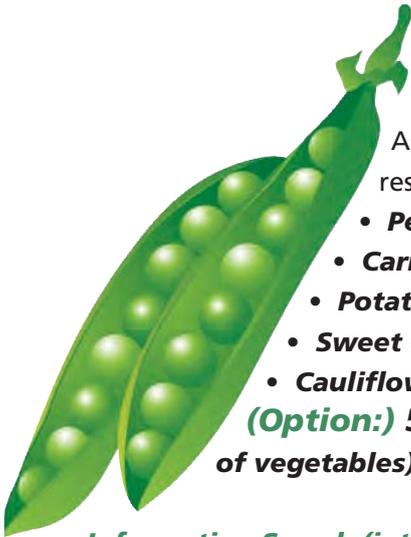
Class Gardening Guide

Students create a *Class Gardening Guide* drawing from practical experiences in the community garden, what they have learnt during the Healthy Kids lessons and using drawings and ideas from their personal journals.

Ask students to form 5 groups. Each group will be given a vegetable to research including:

- **Peas**
- **Carrots**
- **Potatoes**
- **Sweet Corn**
- **Cauliflower**

(Option:) 5 different fruits or 5 different herbs may be chosen instead of vegetables).



Information Search (internet/library)

Ask the students to research the vitamins and minerals the food contains and why it is good for us to eat.

Ask the students to find a healthy, yummy recipe that can be made using their vegetable (or with their vegetable as an ingredient).

Ask the students to research what is the best month to plant their vegetable and what month to expect to be able to harvest it (consider climate zones) ie. What is the season for their vegetable?

Ask the students to research if the vegetable can be grown in a pot (for those who live in units).

Visual Calendar

Select a day where students will bring in clothes to wear that are the colour of their vegetable.

For example:

- **Peas - GREEN**
- **Carrots - ORANGE**
- **Potatoes - BROWN**
- **Sweet Corn - YELLOW**
- **Cauliflower - WHITE**



If students do not have the correct coloured clothes in their existing wardrobe encourage a trip to a local Op Shop or borrow from a friend / neighbour. Set up 12 chairs outdoors and on each chair use an A4 sheet to label each chair with each month of the year. Students, dressed in their vegetable colour, are to stand behind chairs that represent the months from planting to harvesting for their vegetable. The teacher then takes a photo to be included in the *Class Gardening Guide* as a visual calendar.

Optional: head pieces/ masks/ hats can also be created for each vegetable (where appropriate) eg. The orange team (carrots) could make a green headpiece out of cardboard and crepe paper to symbolise the green stalk on the top of the vegetable.

Production of Guide

Each group will have a double page spread in the *Class Gardening Guide* where all of the information they have collected will appear (including the visual calendar for planting and harvesting). The pages of the *Class Gardening Guide* could be coloured the same as the vegetable being described. Drawings from student journals could be included in the *Class Gardening Guide*. Photos from the Harvest Celebration could also be incorporated.



Additional Resources

Online retrieved 14 September, 2010

Australian Heart Foundation:

<http://www.heartfoundation.org.au/>

Healthy Kids resources ***Kids snacks- information sheet***

Meal and Snack Ideas for Children

Teaching resources: ***Eat Smart, Play Smart: Teachers Manual***

Jump Rope for Heart

National Health and Medical Research Council (NHMRC):

Dietary Guidelines for Children and Adolescents in Australia

http://www.nhmrc.gov.au/guidelines/health_guidelines.htm

Dietary Guidelines for Australian Adults

http://www.nhmrc.gov.au/guidelines/health_guidelines.htm

Food for Health (poster)

Healthy Kids Website:

<http://www.healthykids.nsw.gov.au/>

Healthy Kids Association:

<http://www.healthy-kids.com.au/>

Nutrition Australia;

<http://www.nutritionaustralia.org/national/resource/food-advertising-directed-children>

NSW Health: Hunter New England Area Health Service:

<http://www.goodforkids.nsw.gov.au/>

Good For Kids – Good for Life

How to be a healthy kid

Drink-H2O

Get Active, Get out and Play

Vegies- Serve 'em up'

NSW Health: Live Life Well Program:

http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/prolearn/live_life001.htm

Curriculum K-12 directorate in partnership with NSW Health invites schools to be a part of the Live Life Well @ School Program (based on the PDHPE KLA's of the NSW Curriculum)

NSW Department of Sport and Recreation:

<http://www.dsr.nsw.gov.au>

Active Lifestyle – WHAT'S ON around NSW for Primary School aged children

Raising Children Network:

<http://raisingchildren.net.au/>

The Australian Parenting Website -
School Age Children

- **How to get your child to eat vegetables**
- **Water, milk, juice and soft drinks**
- **Physical Activity**
- **Choosing good food from the tuckshop**
- **Food for preschool and school age kids**

Sydney Water: School Education Resource Centre

Whether you're a student, teacher or self-educator, you will discover everything from how the water cycle works, to how to organise a school excursion to a Treatment Plant in the Water School.

The following resources can be found at:

<http://www.sydneywater.com.au/Education/PrimaryStudents>

- **Water Fact Sheets**
- **Water Games**

Also contact Sydney Water for more information about the **Rainwater Tank in Schools Rebate**.

Food Quiz

Views on food	What do you think? (Please tick one of the boxes)	
1. Eating fruit and veg every day keeps me healthy.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
2. I like trying new veg.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
3. Most veg tastes good.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
4. I like trying new fruit.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
5. Most fruit tastes bad.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
6. Water from the tap is the best drink when I am thirsty.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
7. I know how to grow fruit and vegetables.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
8. Growing my own food is fun.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
9. Eating food grown in my community is good for the environment.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
10. Food from the shops tastes better than food from the garden.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>

**Adapted with permission from Tooty Fruity Vegie Project
North Coast Area Health Service**

Appendix 1

Lesson 1

The lesson needs to be altered and condensed for this age group.
Two activities are enough for this age group.

Activity 1

The Healthy Eating Plate

- Give explanation or simplification of terms and food groups on the Healthy Eating Plate, such as legumes and poultry
- Continually refer to the Healthy Eating Plate poster graphics to assist the students' understanding

Activity 2

Make a Veggie Face

- Make a Veggie Face along with the students to assist the students in getting started
- Provide new and unusual vegetables as additional items to add interest and generate discussion

Lesson 2

Activity 1

Why should we choose to drink water?

- Make sure the students know the terminology being used, for example 'quench' (to quench your thirst).
- Use the term 'energy' instead of 'kilojoules' for this age group

Adapt the activity to suit the younger age group.

- Divide the class into smaller groups with a facilitator each

Sugar content:

- Use sugar cubes to demonstrate the teaspoons of sugar in drinks
- Briefly discuss the nutrition table looking only at the sugar content
- Count out the sugar cubes and display show the amount of sugar in each drink
- Discuss why too much sugar could be harmful to your health, eg provide excess energy, put on weight, dental health
- Explain that soft drinks are also high in sugar

Physical activity calculation

- Work out the amount of physical activity required to burn off the energy from sweetened drinks prior to the class
- Bring the class together and ask the students to guess the amounts of physical activity required
- To finish ask students the reasons for choosing water as a drink

Lesson 3

To implement changes to content of the lesson plan.

Simplify terms in the discussion eg 'most instead of 80%' or 'eight out of ten'. Rephrase does food marketing work section eg 'food companies spend a lot more money than the government' etc

Set the scene by introducing additional discussion about TV viewing eg ask the children

- How much TV do you watch every day?
- When do you watch TV?
- What are your favourite shows?

Group activities

- Move the discussion on physical activity to be after Activity 1
- Incorporate the extension activity **Daytime Blackout** into the lesson plan
- Simplify the terms used. For example, what good things can physical activity do to our body?

Lesson 4

Activity 1

Which snacks are good for us?

- Give the explanation of healthy snacks versus sometimes/occasional snacks before the activity
- Carry out the activity in smaller groups, with a class discussion at the end
- Source additional examples of healthy and occasional snacks
- Encourage the inclusion of the healthy snack tasting segment and this engages the students

The evidence for the 5 key messages

Appendix 2

The need for promotion of healthy weight amongst school aged children in NSW

In Australia over the 12 years (1985-1997), the population prevalence of overweight increased by 60-70%, obesity increased two- to four-fold, and the prevalence of overweight and obesity combined doubled for both boys and girls(1).

Results from surveys with school aged children in NSW show the prevalence of overweight and obesity increased from about 20% to 25% between 1997 and 2004 in NSW; this is a very large increase(2). Results of the 2010 NSW Schools Physical and Nutrition Survey (SPANS) were unpublished at the time of writing. The risks to health associated with overweight appear to be very persistent. Even if obese young people become lean as an adult, they still have elevated risks for cardiovascular disease and other health problems(3). This demonstrates a need for promotion of healthy weight and prevention of weight gain amongst school aged children.

Why have these health topics and activities been chosen?

A review of the scientific evidence for obesity prevention amongst children reflects major behavioural priorities for promoting healthy weight, based on analyses of epidemiological knowledge and potential for change(4).

The **5 key messages** and related activities in the **Coal Loader Health Resource** are consistent with behavioural priorities with potential for change in school aged children.

The following key findings from the review are reflected in the information, strategies and activities included in this resource:

- Whole-of-school strategies to promote replacement of sugary drinks with water consumption
- Education in schools (in combination with other strategies) to promote consumption of fruit and vegetables (F&V).
- School -based nutrition education, including complementary computer-based strategies to reduce consumption of energy-dense nutrient poor foods (EDNP).
- Promoting physical activity in children 5-12 years by involving the family or community in school health and physical education interventions.
- Reducing sedentary behaviours via school-based programs on sedentary behaviours that combine curriculum, environment and policy strategies with family and community components.
- School-based education on sedentary behaviours in which key messages are integrated into the curriculum.
- In addition, the review states that based on current evidence and potential for change promoting consumption of fruit and vegetables via gardening activities at school is a strategy worthy of consideration.

The 2009 revision of the **NSW State Plan** has as a target for overweight and obesity in children to "...reduce the proportion of children who are overweight and obese to 25% by 2010 and 22% by 2016".

The NSW Plan for Preventing Overweight and Obesity in Children, Young People and Families 2009-2011 is based around 5 key messages which seek to address six key behaviours linked with energy imbalance and resulting overweight and obesity in children(5). The messages in this resource reflect the messages in the plan. Multiple obesity prevention strategies across NSW will re-enforce these key messages and consistency is likely to increase their recall and create desired changes in behaviours with a greater number of families and young children in NSW.

References

1. Booth ML, Chey T, Wake M, Norton K, Hesketh K, Dollman J 2003, Change in prevalence of overweight and obesity among young Australians, 1969-1997, *American Journal of Clinical Nutrition*, 77, 29-36.
2. Booth M, Okely AD, Denney-Wilson E, Hardy L, Yang B, Dobbins T (2006). *NSW Schools Physical Activity and Nutrition Survey (SPANS) 2004: Full Report*. Sydney: NSW Department of Health.
3. Must A, Jacques PF, Dallal GE, Bajema CJ, Dietz WH 1992, Long-term morbidity and mortality of overweight adolescents, A follow-up of the Harvard Growth Study of 1922 to 1935, *New England Journal of Medicine*, 327(19), 1350-5.
4. King L, Hector D. *Building solutions for preventing childhood obesity. Overview module*. NSW Centre for Overweight and Obesity. Sydney: 2008.
5. NSW Department of health (2009). *NSW Government Plan for Preventing Overweight and Obesity in Children, Young People and their Families 2009 – 2011*. Sydney: NSW Department of Health.

Tips for creating a school garden



Appendix 3

Some strategies for creating a school community garden

- 1. Choose** your garden 'champions' – the core group of students who will be responsible for the creation, management, promotion and use of the garden by the rest of the school.
- 2. Promote** the future garden to each class and their teacher. Promote it to parents and the local community, and try to find out what skills and materials people may be willing to donate. Promote it to the principal.
- 3. Choose** your site. Things to consider are:
 - Sun/shade, try for at least 6 hrs of sun each day all year
 - Access to water
 - Ease of access from classrooms and playgrounds, but with protection from balls and running children
 - Visibility – choose a prominent position where it will be seen by all! It will be the pride and joy of the school!!
- 4. Design** the garden using permaculture principles. It's a good idea to get help with this from a permaculture design professional. Include the whole school and encourage each student to prepare a design. Maybe have a design competition. Things to consider including in the design are:
 - Compost bins & worm farms ● Shallow pond or birdbath ● Raised beds for veggies, herbs & flowers
 - Tool storage shed ● Fruit trees ● Seating area for classes with shade & whiteboard ● Trellis's for climbing plants
 - Water tank and irrigation, taps ● Native plant area for attracting wildlife ● Greenhouse for raising seeds
 - Chook yard, rabbit or guinea pig runs ● Paths to connect everything
- 5. Finalise** the design and promote it to the school community.
- 6. Organise** working bees to start building the garden. This is when the resources discovered previously can be utilised. It's best to start with a small area – maybe a couple of raised beds and compost bins, get them established and working well, then move on to another area.
- 7.** With the garden in place, it's there to look after and use. The garden champions could:
 - Organise** for the canteen and each class to drop off food scraps to the compost bins.
 - **Encourage** teachers to use the garden once a week for outdoor lessons.
 - **Have** regular gardening sessions where students, teachers & volunteers:
 - **plan** future actions, ● **manage** pests,
 - **plant** seeds and plants, ● **turn** the compost,
 - **harvest** food and eat it, ● **mulch** the soil,
 - **manage** weeds, ● **fertilise** plants,
 - **water**, ● **pick** flowers,
- 8.** A school community garden is a great place to have fun and learn. Enjoy!!

Notes Page



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loader
garden
project