

Curriculum Level 1 Unit Plan

Edible Gardens



An inquiry-based unit plan that aims to investigate ways to make school a healthy place to learn and play using edible gardens as the basis of inquiry.

This unit provides links to reading, writing and mathematics standards and Te Reo.

Level 1: Edible Gardens

LESSON OVERVIEW

From Unit Plan

Lesson 1-2: Introduction/Hauora concept.....7

Resources:

- Resource 1A - Happy and Healthy. Teacher enlarges and laminates the sheet so there is one sheet between 2 students. Teacher cuts into individual pictures and places them in an envelope.
- Students are divided into pairs and each pair gets an envelope with the pictures inside
- Teacher has another set with Blu tack on the back so they can be attached to the white board.
- Resource sheet 1B - Hauora diagram (for teacher).
- Copy of whare for each pair

Lesson 3-4: What is the right fuel for our bodies? Why are fruit and vegetables good for us?.....9

Resources:

- Resource 2 - Four Food Group pictures
 - Teacher enlarges and laminates the sheet so there is one sheet between 2 students. Teacher cuts into individual pictures and places them in an envelope.
 - Students are divided into pairs and each pair gets an envelope with the pictures inside
 - Teacher has another set with blue tack on the back so they can be attached to the white board.
- Resource 2 - one copy of sheet per pair
- Resource 3 - Fruit and vegetables-one per student
- Examples of whole fruits and vegetables - banana, apple, coconut, carrot and celery
- Examples of banana, apple, coconut, carrot and celery cut up into pieces and samples placed on plates so that in groups each student can taste the items.

Lesson 5-6: Can we identify which foods belong in each of the food groups..... 10

Resources:

- Resource 2 -Food group pictures
- Resource 4a - Fruits and vegetables mix and match.
- Teacher enlarges and laminates the sheet so there is one sheet between 2 students.
 - Teacher cuts up into individual pictures and place them in an envelope.
 - Students divided into pairs and each pair get an envelope with the pictures inside.
 - Teacher has another set with blu tack on the bottom so they can attach to the white board.
- Resource 4b- Enlarged and in order with the correct name matched with the fruit
- Resource 5a -Images of foods .
 - Teacher enlarges and laminates the sheet so there is one sheet between 2 students. Teacher cuts up into individual pictures and place them in an envelope.
 - Students divided into pairs and each pair gets an envelope with the pictures inside
 - Teacher has another set with blu tack on the back so they can attached to the white board.
- Resource 5b- Food Grouping grid- copy for each pair

Lesson 7: Making healthy choices..... 11

Resources:

- Resource 2- one copy per pair of student
 - Resource 5b -one per student
 - Resource 6 -Everyday foods and occasional foods. Teacher to cut up each sheet so that the words and pictures are all individual pieces. Place in an envelope. Have an envelope for each pair of students. Teacher also has a large set with blu tack
- Resource: Journals:

Selected stories from level appropriate journals. Choose journal stories to highlight healthy choices and provide some literacy strategies for students (e.g. predicting) Te Reo readers include: (2009). He Purou Hua Rākau. Wellington: Learning Media. [This Pīpī book is about **fruit.**] Te Awa, Manu (2009). He Reka! Wellington: Learning Media. [This Pīpī book is about **vegetables.**] Te Rōpū (2009). He Purou Hua Rākau. Wellington: Learning Media. [This Pīpī book is about **fruit.**] Te Awa, Manu (2009). He Reka! Wellington: Learning Media. [This Pīpī book is about **vegetables.**] Or “*Kimi and the Watermelon*” etc picture books

Lesson 8: Making your own healthy food.....13

Resources:

- A range of fruit and vegetables already cut up into cubes (a selection on a platter for each group)
- Plastic platters
- Marshmallows
- Kebab sticks
- Students linked to the reomations animations (Te Reo animations)
- Reomations link – teacher to click on and choose the Te Reo language focus See Reomations (animations)- **e mahi kai** (Preparing food), <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-mahi-kai-Preparing-food> **Kei te hiakai ahau** (I'm hungry) <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Kei-te-hiakai-ahau-I-m-hungry> for animation. Teacher needs to access and select learning activities associated with the animation that can be accessed from site before the lesson.

Lesson 9: Inquiry - How we can make our school a healthy place? (Photographic evidence dated and displayed in classroom to map progress of action taken)....14

Resources:

- Teacher may have to pre-determine the most achievable option in their school. One or two options could be selected depending on your context or you may just want to choose one. Suggestions 1-4 either:
 1. Growing your own vegetables (Resource 7)
 2. Building and managing a compost bin (Resources 8 and 9)
 3. Building a worm farm (Resource 10)
 4. Conducting a rubbish audit and recycling (Resource 11)

Lessons 10 onwards: Inquiry - data gathering – photographic evidence dated and displayed in classroom to map progress.....15

Resources:

1. Growing your own vegetables (Resource 7)
 2. Building and managing a compost bin (Resources 8 and 9)
 3. Building a worm farm (Resource 10)
 4. Conducting a rubbish audit and recycling (Resource 11)
- Resource 12 – Pictures of options 1-4 above. One copy for each pair of students

Consolidation Lesson 10-13: Preparing to reporting at end of project (Over two to three lessons).....17

Resources:

- Photographic display with comment bubbles
- Powerpoint of each photograph making up the photographic display.

Lesson 14: Sharing our information/conclusions18

Resources:

- Powerpoint
- Timeline on display so students can see when presenting their report
- Prompts on display so students can see when presenting their report.

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| Purpose: To investigate ways we can make school a healthy place to work and play. | | |
|--|--|--|
| Curriculum Level(s) 1 | | |
| Curriculum Areas Incorporated | Achievement Objectives <i>Relevant to the activity, including possible links</i> | Specific Learning Outcomes. Students will be able to: |
| Health and Physical Education | Health Personal Health and Physical development <i>Personal growth and development</i> Describe feelings and ask questions about their health, growth, development and personal needs and wants. | <ul style="list-style-type: none"> • Recognise the importance of good food as fuel for our bodies • Apply knowledge of the food groups. (HP SLO 1) |
| | Relationships with Other People <i>Identity, sensitivity and respect</i> Demonstrate respect through sharing and co-operation in groups. <i>Interpersonal skills</i> Express their ideas, needs, wants and feelings clearly and listen to those of other people. | <ul style="list-style-type: none"> • Participate and co-operate in several group projects (HP SLO 2) • Appreciate and respect the differences in attitudes, belief and practices of others around food. (HP SLO 3) • Share ideas, needs, wants and feelings about food and listen to those of others. (HP SLO 4) |
| | Healthy Communities and Environments <i>Rights, responsibilities, and laws; People and the environment</i> Take individual and collective action to contribute to environments that can be enjoyed by all. | <ul style="list-style-type: none"> • Take individual and collective action to contribute to a class garden, compost bin and/or worm farm and/or rubbish audit, to create a school environment that can be enjoyed by all. (HP SLO 5) |
| English | Literacy Listening, Reading and Viewing <i>Processes and strategies</i> Acquire and begin to use sources of information, processes, and strategies to identify, form and express ideas. <ul style="list-style-type: none"> • Has an awareness of the connection between oral, written and visual language • Use sources of information (meaning, structure, visual and graph-phonetic information) and prior knowledge to make sense of a range of texts • Associates sounds with letter clusters as well as with individual letters • Use processing and some comprehension strategies with some confidence. • Begins to monitor, self evaluate and describe progress. | <ul style="list-style-type: none"> • Can identify fruit and vegetables by name. (E SLO 1) • Can match pictures of fruit and vegetables with the word for each item. (E SLO 2) • Is able to sort and classify pictures and words. (E SLO 3) • Can say and write the words in the target vocabulary that they see. (E SLO 4) • Can predict what a text is going to be about by utilising a range of comprehension strategies including identifying words that they know and visual cues. (E SLO 5) • Is able to reflect on their learning and plan their next steps. (E SLO 6) |
| | Speaking, writing, and presenting Acquire and begin to use sources of information, processes, and strategies to identify, form and express ideas. <ul style="list-style-type: none"> • Has an awareness of the connection between oral, written and visual language when creating text. | <ul style="list-style-type: none"> • Can identify fruit and vegetables by name (E SLO 7) • Can match pictures of fruit and vegetables with the word for each item. (E SLO 8) • Is able to sort and classify pictures and words (E SLO 9) |

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| Purpose: To investigate ways we can make school a healthy place to work and play. | | | |
|--|--------------------------|--|--|
| | | <ul style="list-style-type: none"> • Creates texts by using meaning, structure, visual and graph-phonetic information and prior knowledge and some processing strategies with some confidence. • Seeks feedback and makes changes to texts. • Is becoming reflective about production of own texts. • Begins to monitor, self-evaluate and describe progress. | <ul style="list-style-type: none"> • Can say and write the words in the target vocabulary (E SLO 10) • Can identify key words and use them in a presentation about healthy food, the four main food groups and occasional foods. growing vegetables and/or compost bins and or worm farms and/or rubbish audit. (E SLO 11) • Can reflect on their learning about healthy food, growing vegetables and/or compost bins and/or worm farms and/or rubbish audits and plan their next steps. (E SLO 12) |
| Mathematics and Statistics | Number and Algebra | Number knowledge Communicate and explain grouping. | <ul style="list-style-type: none"> • Can group fruit and vegetables according to variety of criteria. (M SLO 1) |
| | Geometry and Measurement | Measurement <ul style="list-style-type: none"> • Order and compare objects or events by length and/or weight | <ul style="list-style-type: none"> • Can measure the height of plants and identify the tallest plant. (M SLO 2) • Can measure the weight of vegetables/produce from the garden/compost/rubbish in auditor grams/litres of worm tea. (M SLO 3) |
| | Statistics | Statistical investigation <ul style="list-style-type: none"> • Conduct investigations using the statistical enquiry cycle: <ul style="list-style-type: none"> ○ Posing and answering questions ○ Gathering, sorting and counting, and displaying category data ○ Discussing the results. | <ul style="list-style-type: none"> • Can pose and answer questions, gather, sort, count and display category data and discuss the results. (M SLO 4) |
| Te Aho Arataki Marau mō te Ako i Te Reo Māori | Taumata | 1.1 Greet, farewell and acknowledge people and respond to greetings and acknowledgments 1.2 Introduce themselves and others and respond to introductions 1.3 Communicate about numbers 1.6 Understand and use simple politeness conventions, for example, ways of acknowledging people, expressing regret and complimenting people 1.7 Use and respond to simple classroom language (including asking for the word to express something) in Te Reo Maori | <ul style="list-style-type: none"> • Greet, farewell, acknowledge and respond to simple classroom language and politeness conventions. (T SLO 1) • Introduce themselves when conducting survey. (T SLO 2) |

Taumata: Level 1-4 AO and assessment activities depending on ability of individuals (pg 56 -61)

Students being able to greet, farewell, acknowledge and respond to simple classroom language and politeness conventions in Te Reo is **dependent on the teacher integrating and modelling this in their everyday practice within the classroom**

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Links to Curriculum

To be encouraged, modelled and explored. (NZC p9-11). What aspects of the values does this activity explore, encourage or model.

| Vision | Principles | Values | Key competencies | Pedagogical Approaches |
|---|---|---|---|--|
| <p>What we want for our young people:</p> <ul style="list-style-type: none"> • Confident • Connected • Actively involved • Lifelong learners. | <p>Beliefs about what is important:</p> <ul style="list-style-type: none"> • High expectations • Treaty of Waitangi • Cultural diversity • Inclusion • Learning to learn • Community engagement • Coherence • Future focus. | <p>Expressed in thought and actions:</p> <ul style="list-style-type: none"> • Excellence • Innovation, inquiry and curiosity • Diversity • Equity • Community and participation • Ecological sustainability • Integrity. | <p>Which of the key competencies (NZC p12-13)</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing. | <p>Aspects of effective pedagogy (NZ p34-36) are highlighted in the activity.</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn • E-learning • Engaging Maori / Pasifika students and their communities. |

National Standards Assessment

The New Zealand Curriculum Reading Standards for years 1- 8

The Reading Standard - By the end of year 4, students will read, respond to and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 2. Students will locate and evaluate information and ideas within texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.

The New Zealand Curriculum Writing Standards for years 1-8

The Writing Standard - By the end of year 4, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 2. Students will use their writing to think about, record and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

The New Zealand Curriculum Mathematics Standard for years 1- 8

The Mathematics Standard - Statistics

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In contexts that require them to solve problems or model situations, students will be able to:

- Investigate questions by using the statistical enquiry cycle independently:
 - Gather and display category and simple whole-number data
 - Interpret results in context.
- Compare and explain the likelihoods of outcomes for a simple situation involving chance, acknowledging uncertainty.

National Standards Assessment tasks

Tasks to assess the **Reading Standard** - refer to Lesson 5-6, 10-14, 12

Tasks to assess the **Writing Standard** - refer to Lesson 10-13 (report writing)

Tasks to assess the **Mathematics Standard** - refer to Lesson 9-14

Planned Assessments

Assessments should include both formative and summative and any suggestions made in this unit need to be cognisant of student needs and abilities. Within the inquiry model, assessment should be on-going, reflecting understanding at key points along the way.

Spotlight on: Inquiry based learning, e-learning

Inquiry Learning - Developing Rubrics <http://www.galileo.org/research/publications/rubric.pdf>

Useful Inquiry Templates including assessment ideas -

http://centre4.interact.ac.nz/modules/folder/folder.php?space_key=368&module_key=28260&link_key=28136&group_key=0

Links and resources

TKI

Curriculum documents - <http://nzcurriculum.tki.org.nz/>

Well-being, Hauora - <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education/What-is-HPE-about#footnote1>

Maori Vocabulary for food <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Vocabulary>

In the curriculum guidelines, *Te Aho Arataki* there are suggestions for possible learning and assessment activities for [curriculum levels 1-2](#) and [curriculum levels 3-4](#). In addition, there is helpful material collected online in [Te Whakaipurangi Rauemi](#). This collection elaborates on some of the communicative tasks outlined in [Tasks and activities](#), including cloze tasks, dycomm tasks, information transfer tasks, multi-choice tasks, strip stories, same-different tasks, dictocomps, listen-and-draw tasks, true-false-make it right tasks, and 4-3-2 tasks

Promoting healthy lifestyles - <http://healthylifestyles.tki.org.nz/>

Food and nutrition snapshots of schools - <http://health.tki.org.nz/Key-collections/Healthy-lifestyles/Food-and-nutrition-snapshots> Nutrition resource list - <http://healthylifestyles.tki.org.nz/National-nutrition-resource-list>

Other nutrition websites - <http://health.tki.org.nz/Key-collections/Healthy-lifestyles/Nutrition-websites>

Heart Foundation

Education - <https://www.heartfoundation.org.nz/educators/edu-resources>

Other relevant sites

Health Promotion Agency - <https://www.hpa.org.nz/programme/nutrition-and-physical-activity>

Maori Health models - <http://www.maorihealth.govt.nz/moh.nsf/pagesma/196>

Pams Food for Thought - Nutrition Education Programme - <http://www.foodforthought.co.nz/>

Maori Vocabulary - <http://www.learningmedia.co.nz/ngata>

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Healthy Food Guide - <http://www.healthyfoodguide.co.nz>

References

- Amery, H. (2007). *First Hundred Words in Māori*. Wellington: Huia Publishers. [For a kitchen, see pages 6–9]
- Amery, Heather (2006). *First Thousand Words in Māori*. Wellington: Huia Publishers. [For food, see pages 36–37; for the supermarket, see pages 34–35; and for the kitchen, see pages 6–7.]
- Barlow, C. (1996). *Tikanga Whakaaro – Key Concepts in Māori Culture*. Auckland: Oxford University Press.
- Litchfield, Jo (2009). *Everyday Words in Māori*. Wellington: Huia Publishers. [For a kitchen, see pages 12–13, and for food, see pages 14–15].
- Mead, Hirini Moko and Grove, Neil (2003). *Ngā Pēpeha a ngā Tipuna*. Wellington: Victoria University Press.
- Ministry of Education (2008). *Hei Waiata, Hei Whakakoakoa – Waiata to Support Teaching and Learning of te Reo Māori in English-medium Schools: Years 1–8*. Wellington: Learning Media. [Book and CD]
- Ministry of Education (1990). *Into Music 3*. Wellington: Learning Media. [See pages 13–15 and 74. Book and CD.]
- Ministry of Education (1990). *Kiwi Kidsongs 1*. Wellington: Learning Media. [Book and CD]
- Moorefield, John C. (1998). *Te Kākano*. Auckland: Longman Paul. [For breakfast, see pages 18–19, 63, and 68–74 and for shopping, see pages 93–98 and 106.]
- Orbell, M. (2007). *The Concise Encyclopēdia of Māori Myth and Legend*. Christchurch: University of Canterbury Press.
- Tauroa, Hiwi and Pat (1990). *Māori Phrasebook and Dictionary*. Auckland: Collins.
- Vercoe, Rosalind and Waaka (2008). *Nāu te Rourou, Nāku te Rourou*. Wellington: Huia Publishers.

Reading Resources

- (2009). He Purou Hua Rākau. Wellington: Learning Media. [This Pīpī book is about **fruit**.] Te Awa, Manu (2009). He Reka! Wellington: Learning Media. [This Pīpī book is about **vegetables**.] Te Rōpū ... (2009). He Purou Hua Rākau. Wellington: Learning Media. [This Pīpī book is about **fruit**.] Te Awa, Manu (2009). He Reka! Wellington: Learning Media. [This Pīpī book is about **vegetables**.] Te Rōpū
- Black-Taute, Hera (2010). *He Taonga anō te Kai*. Wellington: Learning Media. [This He Purapura book contrasts some healthy and unhealthy foods.]
- Fitzgerald, Tangihoro (2006). *Ētahi Kai*. Wellington: Learning Media. [This He Purapura book features a family preparing a feast.]
- Gibson-Ngatai, Kararina (2001). *Te Hāngi*. Ngaruawahia: Kia Ata Mai Publications. [This Ngā Kete Kōrero book looks at the food in a hāngi.]
- Henry, Mike (2005). *Haere Mai ki te Kai*. Wellington: Huia Publishers. [This Ngā Kete Kōrero book is about sandwiches.]
- Jorgensen, Billy (2007). *Māku te Mahi*. Wellington: Learning Media. [This He Purapura features kūmara.]
- Kaa, Oho (2007). *Kānga Kōpiro*. Wellington: Learning Media. [This He Purapura book features kānga kōpiro (fermented corn).]
- Mahuika, Apirana (2000). *Poaka Kunekune*. Wellington: Learning Media. [This is one of ten enlarged He Purapura books published with teachers' notes. It contains descriptions of food.]
- Ministry of Education (2006). *Ia Ata*. Wellington: Huia Publishers. [This is a Ngā Kete Kōrero book about making breakfast.]
- Ministry of Education (2006). *Kai Ora 1*. Wellington: Hana. [These twelve books, recipe cards, and a teachers' resource book feature titī, kūmara, kuku, and tuna.]
- Ministry of Education (2007). *Kai Ora 2*. Wellington: Hana. [These twelve books, recipe cards, and a teachers' resource book feature pātiki, pāua, pikopiko, and hue.]
- Ministry of Education (2006). *Te Uru Rākau*. Wellington: Huia Publishers. [This is a Ngā Kete Kōrero book about fruit.]

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Rewi, Tangiwai (2001). *He Aha Hei Kai mā Pēpi?* Wellington: Learning Media. [This Ngā Kete Kōrero book looks at baby food.]
Riddell, Maringi (1998). *He Kai Reka*. Wellington: Learning Media. [This Ngā Kete Kōrero book is about delicious food.]
Te Awa, Manu (2009). *He Kai Hauora*. Wellington: Learning Media. [This Pīpī book is about what goes in a salad.]
Te Awa, Manu (2009). *He Purou Hua Rākau*. Wellington: Learning Media. [This Pīpī book is about fruit.]
Te Awa, Manu (2009). *He Reka!* Wellington: Learning Media. [This Pīpī book is about vegetables.]
Te Rōpū a Huia (2000). *He Mahi Tōhi*. Wellington: Huia Publishers. [This Ngā Kete Kōrero book explains how to make a piece of toast.]
Watson, Tipene (2003). *Te Mihini Whakahanumi*. [This He Purapura story involves a boy and a blender.]

Kūmara Treats by Genevieve McGough From *School Journal*, Part 1, Number 4, 2007

http://www.tki.org.nz/r/literacy_numeracy/professional/teachers_notes/school_journal/tchr_notes/1_4_2007_e.php?part=1

Classroom Connections - Strategies for Integrated Learning by Kath Murdoch

Songs and Waiata

“Hei Konei e te Ariki” and “He Rourou mā Koutou” (in [Hei Waiata, Hei Whakakoako - Waiata to Support Teaching and Learning of te Reo Māori in English-medium Schools: Years 1-8](#)). “Kei Raro i te Moana” (in *Kiwi Kidsongs 1*, 1990)

Animations

See Reomations (animations)- e mahi kai (Preparing food), Kei te hiakai ahau (I’m hungry) Te wā kai (Lunchtime) <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-wa-kai-Lunchtime>

Daily Food record (see <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-wa-kai-Lunchtime> and <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-wa-kai-Lunchtime>)

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Unit Plan

| Assessment opportunities | Structure | Curriculum and resource links | | | | | | | | | | | | | | | | |
|--|---|-------------------------------|---|---|---|---------------|---|---|---|---|------------|---|---|---|---|---|------------|---|
| Lesson 1 - 2: Introduction/Hauora concept | | | | | | | | | | | | | | | | | | |
| <i>Overview: Today we are learning about the concept of Hauora. HP SLO 2,3,4; E SLO,4; M SLO 1; T SLO 1,2</i> | | | | | | | | | | | | | | | | | | |
| <p>We are successful when we can: Identify the things that keep us happy and healthy (physical (taha tinana), mental/emotional (taha hinengaro), social (taha Whānau) and spiritual (taha wairua)</p> <ul style="list-style-type: none"> Understand that all four elements above need to be in balance for us to feel happy, healthy and safe Identify and share the things that make us feel safe, grow and learn. <p>Te Reo</p> <ul style="list-style-type: none"> Greet, farewell, acknowledge and respond to simple classroom language and politeness conventions. Te Reo - Ko au (I, me, myself) Recognise, understand, and use some common words about me and my whānau Understand and use Māori place names in mihimihi (greetings and introductions) Understand and use some commonly used synonyms in Māori Recognise that some Māori words use a macron to show that there is more than one person Understand and use “āhua” to mean “rather”/ “quite” when describing people Understand and use “kāore” to mean “no” Understand and use descriptive words and phrases to describe people Understand and use some plural pronouns Understand and use some short | <p>Prepare See Lesson Overview for Resources.</p> <p>Connect</p> <ul style="list-style-type: none"> Teacher draws a grid on the board. Teacher works with the class to number the boxes. <table border="1" data-bbox="725 469 1662 555"> <tr> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> </tr> </table> <ul style="list-style-type: none"> Students in pairs take the pictures from the envelope Resource 1A Teacher tells students in this corner ✓ of your table, Number 1 put the pictures that show the things that make you feel happy. Teacher writes in Maori term <table border="1" data-bbox="725 683 1662 769"> <tr> <td>1 ✓ Hinengaro</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> </tr> </table> <ul style="list-style-type: none"> In your happy pile, what are the three things that make you feel happiest? Teacher records group responses on white board using the teacher’s set of pictures. Negotiates a final three. Teacher tells students in this corner ✓ of your table, Number 2, of the pictures left, put the pictures that show the things that make you and your family feel happy? Teacher writes in Maori term. <table border="1" data-bbox="725 992 1662 1078"> <tr> <td>1</td> <td>2 ✓ Whānau</td> </tr> <tr> <td>3</td> <td>4</td> </tr> </table> <ul style="list-style-type: none"> In your family happy pile, what are the three things that make you and your family feel happiest? Teacher records group responses on white board using the teacher’s set of pictures. Negotiates a final three. Teacher tells students in this corner ✓ of your table, Number 3, of the pictures left, put the pictures that show the things that make you feel good in your heart/wairua/knowing that they are doing the right thing? Teacher writes in Maori term. <table border="1" data-bbox="725 1327 1662 1414"> <tr> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4 ✓ Wairua</td> </tr> </table> <ul style="list-style-type: none"> In your heart /wairua pile what are the three things that make you feel happiest? | 1 | 2 | 3 | 4 | 1 ✓ Hinengaro | 2 | 3 | 4 | 1 | 2 ✓ Whānau | 3 | 4 | 1 | 2 | 3 | 4 ✓ Wairua | <p>Pedagogical links:</p> <ul style="list-style-type: none"> Creating a supportive learning environment Encouraging reflective thought and action Enhancing the relevance of new learning Facilitating shared learning Making connections to prior learning Providing sufficient opportunities to learn E-learning Engaging Maori/Pasifika students and their communities <p>Key competencies:</p> <ul style="list-style-type: none"> Thinking Using language, symbols and texts Managing self Relating to others Participating and contributing. <p>Literacy:</p> <ul style="list-style-type: none"> English and Te Reo vocabulary building <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p> |
| 1 | 2 | | | | | | | | | | | | | | | | | |
| 3 | 4 | | | | | | | | | | | | | | | | | |
| 1 ✓ Hinengaro | 2 | | | | | | | | | | | | | | | | | |
| 3 | 4 | | | | | | | | | | | | | | | | | |
| 1 | 2 ✓ Whānau | | | | | | | | | | | | | | | | | |
| 3 | 4 | | | | | | | | | | | | | | | | | |
| 1 | 2 | | | | | | | | | | | | | | | | | |
| 3 | 4 ✓ Wairua | | | | | | | | | | | | | | | | | |

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| Assessment opportunities | Structure | Curriculum and resource links | | | | | | | | |
|--|--|-------------------------------|---|------------|---|---|---|---|---|--|
| <p>forms of address</p> <ul style="list-style-type: none"> Identify our family members in Te Reo <p>Evidence: Teach and assess social and interpersonal skills (pp21-32 in resource booklet).</p> | <ul style="list-style-type: none"> Teacher records group responses on white board using the teacher's set of pictures. Negotiates a final three. Teacher tells students in this corner ✓ of your table, Number 4, all of the pictures left, go in this place. Are these the things that help you to have a healthy body? Teacher writes in Maori term. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">1</td> <td style="width: 50%; text-align: center;">2</td> </tr> <tr> <td style="width: 50%; text-align: center;">3 ✓ Tinana</td> <td style="width: 50%; text-align: center;">4</td> </tr> </table> <ul style="list-style-type: none"> In your healthy body pile, are these the three things that make you feel healthy? Do we think we need to move some of these pictures around? Are some in the wrong place? Teacher records group responses on white board. Teacher asks if students can remember what each of the four quadrants represent. <p>Activate</p> <ul style="list-style-type: none"> What would happen if we took all the things that help you to feel happy away? (Teacher removes pictures from quadrant 1) How would you feel if didn't have.... (names items from the quadrant) A lot of children in the Christchurch earthquake lost a lot of things. Who can tell me what the children lost? How do you think that made them feel? <p>Demonstrate</p> <ul style="list-style-type: none"> (If students are capable of understanding the imagery) All of these things help make us feel safe and secure and help us to grow and learn. They are like the four walls of a house (draw/copy Hauora (Resource Sheet 1B) diagram for students to see and define four walls), which are necessary to keep everything inside safe. Can we put the pictures/words above beside the four walls of the house? Some things may go under more than one heading. <p><i>Teacher may do this on the board or students to do in pairs, depending on abilities.</i></p> <p>Consolidation</p> <ul style="list-style-type: none"> Refocus on the grid and pictures in the each of the quadrants. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">1</td> <td style="width: 50%; text-align: center;">2</td> </tr> <tr> <td style="width: 50%; text-align: center;">3</td> <td style="width: 50%; text-align: center;">4</td> </tr> </table> <p>Students draw the three most important things to them that help to feel safe, grow and learn.</p> | 1 | 2 | 3 ✓ Tinana | 4 | 1 | 2 | 3 | 4 | |
| 1 | 2 | | | | | | | | | |
| 3 ✓ Tinana | 4 | | | | | | | | | |
| 1 | 2 | | | | | | | | | |
| 3 | 4 | | | | | | | | | |

Heart Foundation: Unit Plan –Edible Gardens Level 1

Lesson 3-4: What is the right fuel for our bodies? Why are fruit and vegetables good for us?

Overview: Today we are learning about food as our fuel. The right type of fuel is important in helping us run efficiently.
 HP SLO 2,3,4; E SLO 1,2,3,4, 7,8,9,10.; M SLO 1; T SLO 1

We are successful when we can:

- Identify foods by sight
- Identify and match pictures of food with the word that names them
- Share ideas, wants, needs and feelings about food, the taste of food and listen to others
- Identify fruit and vegetables that begin with the same sound
- Classify foods using a range of criteria
- Say and write the fruit and vegetables displayed in the pictures
- Explain the taste of a range of fruit and vegetables
- Explain why fruit and vegetables are important for us to eat

Te Reo

- Greet, farewell, acknowledge and respond to simple classroom language and politeness conventions
- Introduce themselves in Te Reo Maori

Learning intentions and success criteria rubrics for Te Reo - Ko au (I me, myself,) <http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria>

Te wā Kai using success criteria and assessment rubrics at <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria>

Evidence: to assess **Taumata level 1**

Evidence: Teach and Assess social and interpersonal skills (pp21-32 in resource booklet).

Prepare

See lesson overview for resources

Connect

- Teacher writes the words banana, apple, coconut, carrot and celery on the board.
- Tells students that the words are for foods
- In pairs, students are asked to find the picture of the food (**Resource 2** in envelope) for each of the words on the board. (This gives the teacher a good idea about student's prior knowledge).
- As a class they match the word and picture. Teacher can also assist students with the how the word sounds- and the different letters and their corresponding sound.
- Can you tell which of these items grow in the ground and which grow from a tree?
- Teachers ask pairs to look at the other foods in the envelope (**Resource 2**). Which ones belong together?
- Group all the foods that begin with the letter B, like banana
- Group all the foods that begin with the letter A, like apple
- Group all the foods that begin with the same sound (K/S) C, like coconut, carrot and celery?

Activate

- Which ones belong in the fridge?
- Which ones have milk in them?
- Which ones are made from rice or flour?
- Which ones come from an animal?
- Which ones make you strong and healthy? Which ones can be bad for your teeth?
- What would happen if we only ate bread and chips?
- A healthy diet means we eat a variety of foods from four groups. (Hand out 1 sheet of **Resource 2** to pairs)
- Look at the items (in the first line whole fruit and vegetables) and decide which food group they belong to
- In groups the students look at the whole fruit and vegetables and decide whether they are a fruit or a vegetable. How did they decide?
- Why do we eat fruit and vegetables?

Demonstrate

- **Resource 3**
- Students then taste the cut pieces of fruit and vegetable. How

Pedagogical links:

- Creating a supportive learning environment
- Encouraging reflective thought and action
- Enhancing the relevance of new learning
- Facilitating shared learning
- Making connections to prior learning
- Providing sufficient opportunities to learn
- Engaging Maori/Pasifika students and their communities.

Key competencies:

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing

Literacy:

- English and Te Reo vocabulary building
- Can identify fruit and vegetables visually, orally and in writing and is able to connect these.

Numeracy:

- Grouping fruit and vegetables according to a variety of criteria.

Te Reo:

On-going opportunities to assess Te Reo - Ko au (I, me, myself,) <http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko->

Heart Foundation: Unit Plan –Edible Gardens Level 1

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| | <p>does it taste?</p> <ul style="list-style-type: none"> • Sweet like sugar? Sour like a lemon? Creamy like butter, crunchy like....watery like..... etc • Students practice writing the words banana, apple, coconut, carrot and celery <p>Consolidation Students connect to one of the on-line games listed in the lesson overview to familiarise themselves with different types of fruit and vegetables, how they are spelt and the benefits of eating them regularly. Students identify a range of fruit and vegetables (aloud and, if capable, in writing) that they saw Students identify why fruit and vegetables are important for us to eat.</p> | <p>au/Assessment-opportunities Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p> |
| <p>Lesson 5 - 6: Can we identify which foods belong in each of the food groups?</p> | | |
| <p><i>Overview: Today we are learning the names of fruit and vegetables and where foods belong in the four food groups framework</i> <i>HP SLO 1,2,3,4; E SLO 1,2,3,4 7,8,9,10.; M SLO 1; T SLO 1</i></p> | | |
| <p>We are successful when we can:</p> <ul style="list-style-type: none"> • Identify fruit and vegetables by sight • Identify and match pictures of fruit and vegetables with the word that names them • Share ideas, wants, needs and feelings about food and listen to others • Classify foods into groupings: <ul style="list-style-type: none"> ○ Vegetables and fruit ○ Grain foods and starchy vegetables ○ Legumes, fish, seafood, eggs, poultry and lean meat ○ Milk, yoghurt and cheese ○ Occasional foods • Identify foods that we should eat most of the time, some of the time and occasionally. • Explain why some foods are better for us than others <p>Te Reo</p> <ul style="list-style-type: none"> • Greet, farewell, acknowledge and respond to simple classroom language and politeness conventions. • Introduce themselves in Te Reo Maori Learning intentions and success criteria | <p>Prepare See Lesson Overview for Resources</p> <p>Connect</p> <ul style="list-style-type: none"> • Why is it important to eat fruit and vegetables? • What would happen if all we ate was ice-cream and nothing else? Our bodies need different types of foods <p>Activate</p> <ul style="list-style-type: none"> • Students get envelope with 4a Resource inside. In groups take the words and the pictures out of the envelope. Match the words with the correct picture of the fruit and vegetable. • Teacher puts Resource 4b on the board - where words and pictures are correctly matched. • Who knows what the fruit and vegetables are known as in another language? • Write down the words for the fruit or vegetable in other languages too on the board next to the picture • Let's put a tick beside the foods that are fruits. The rest are vegetables. • Which group has the most names (other languages) for a fruit or vegetable? • Teacher and students practice saying the names of the fruit and vegetables Blu tacked on the board. • Write down the names of two fruit and two vegetables you like <p>Demonstrate</p> <ul style="list-style-type: none"> • Resource 5b- food groupings grid - a copy for each group. • Students place the pictures of fruit and vegetables (Resource 5a in envelope) into piles under the four food type headings on the | <p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn • Engaging Maori/Pasifika students and their communities. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing <p>Literacy:</p> <ul style="list-style-type: none"> • English and Te Reo vocabulary building (seeing, saying, writing) |

Heart Foundation: Unit Plan –Edible Gardens Level 1

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| <p>rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 1 Evidence: retain video of the students presentations and written texts (where appropriate) as evidence for National Standards “integrate, respond to, think critically about, generate and answer questions.” Evidence: Teach and Assess social and interpersonal skills (pp21-32 in resource booklet).</p> | <p>template. Teacher follows same process as the lesson above re: the grid.</p> <table border="1" data-bbox="728 220 1659 411"> <tr> <td>1. Vegetables and fruit</td> <td>2. Grain foods and starchy vegetables</td> </tr> <tr> <td>3. Legumes, fish, seafood, eggs, poultry and lean meat</td> <td>4. Milk, yoghurt and cheese</td> </tr> <tr> <td colspan="2">5. Occasional foods</td> </tr> </table> <ul style="list-style-type: none"> • Were there some foods that it was difficult to decide where they belonged? What helped you to decide? • Which food types should we eat all the time? How do we know? Let’s put two red ticks by them (teacher demonstrates on the board). • Which should we eat most of the time? Why? Let’s put one red tick by them (teacher demonstrates on the board). Which should we eat sometimes/ occasionally? Why? Let’s put a circle by them. <p>Consolidation</p> <ul style="list-style-type: none"> • Each student has a copy of the 4 food groups template from Resource 5b. • Colour in the food groups you have eaten from today (teacher demonstrates). <table border="1" data-bbox="728 884 1659 1069"> <tr> <td>1. Vegetables and fruit</td> <td>2. Grain foods and starchy vegetables</td> </tr> <tr> <td>3. Legumes, fish, seafood, eggs, poultry and lean meat</td> <td>4. Milk, yoghurt and cheese</td> </tr> <tr> <td colspan="2">5. Occasional foods</td> </tr> </table> | 1. Vegetables and fruit | 2. Grain foods and starchy vegetables | 3. Legumes, fish, seafood, eggs, poultry and lean meat | 4. Milk, yoghurt and cheese | 5. Occasional foods | | 1. Vegetables and fruit | 2. Grain foods and starchy vegetables | 3. Legumes, fish, seafood, eggs, poultry and lean meat | 4. Milk, yoghurt and cheese | 5. Occasional foods | | <ul style="list-style-type: none"> • developing an understanding about interpersonal communication skill and development through focussed small group discussion <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities Numeracy: Grouping fruit and vegetables according to a variety of criteria</p> |
| 1. Vegetables and fruit | 2. Grain foods and starchy vegetables | | | | | | | | | | | | | |
| 3. Legumes, fish, seafood, eggs, poultry and lean meat | 4. Milk, yoghurt and cheese | | | | | | | | | | | | | |
| 5. Occasional foods | | | | | | | | | | | | | | |
| 1. Vegetables and fruit | 2. Grain foods and starchy vegetables | | | | | | | | | | | | | |
| 3. Legumes, fish, seafood, eggs, poultry and lean meat | 4. Milk, yoghurt and cheese | | | | | | | | | | | | | |
| 5. Occasional foods | | | | | | | | | | | | | | |

Lessons 7: Making healthy choices.

Overview: Today we are learning to identify the foods that help us to do well at school. HP SLO 1,2,3,4; E SLO 1,2,3,4, 6, 7,8,9,10.; M SLO 1; T SLO 1

| | | | | |
|--|--|----------|------------|---|
| <p>We know we are successful when we:</p> <ul style="list-style-type: none"> • Identify the kinds of foods we should eat all the time, most of the time and occasionally • Explain why some foods are better for us than others • Apply knowledge of the food groups • Identify a range of foods orally, visually and in writing • Use visual cues to predict what a text | <p>Prepare See Lesson overview for resources</p> <p>Connect</p> <ul style="list-style-type: none"> • Students to look at their food group grid that they shaded in the previous lesson. What foods do they have every day? Why? Which do they have occasionally? Why? • In pairs students sort Resource 6 pictures from the envelope into 2 piles. Foods they have every day and those they have occasionally <table border="1" data-bbox="779 1401 1630 1461"> <tr> <td>Everyday</td> <td>Occasional</td> </tr> </table> | Everyday | Occasional | <p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning |
| Everyday | Occasional | | | |

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e.g “Kimi and the Watermelon” will be about

Te Reo

- Greet, farewell, acknowledge and respond to simple classroom language and politeness conventions

Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself)

<http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria>

Te wā Kai using success criteria and assessment rubrics at

<http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria>

Evidence : to assess **Taumata level 1**

Evidence: Teach and Assess social and interpersonal skills (pp21-32 in resource booklet).

Activate

- Teacher uses Blu tack set to map out where the groups had put the foods on the whiteboard.
- Teacher writes the English and other language terms for each of these foods on the board next to the teacher’s copy of the picture.
- Teacher and students practice saying the words.
- Also, students provide other language terms for the foods. Students lead the class in saying the other language terms for the foods.

Demonstrate

- How did you decide where to put the food (everyday/occasional?) Were there any that were hard to place? What did others do?
- Students are given the food grouping **Resource 2**.
- Write down/ tick what sorts of foods in **Resource 2** a person in your class should eat each day if they are to be healthy and do well in school. (*Use the words on the board the teacher has written next to the food*).
- Check that you have items for each of the first four groups. You should only have an item from the last group once or twice a week.
- Teacher provides students with a copy of **Resource 5b**. Goes over which foods belong in which part of the grid.
- Using the items and words on the board students write (1-3) items in each part of the grid that would be good for them to eat each day and occasionally.

| | |
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| 1. Vegetables and fruit | 2. Grain foods and starchy vegetables |
| 3. Legumes, fish, seafood, eggs, poultry and lean meat | 4. Milk, yoghurt and cheese |
| 5. Occasional foods | |

Consolidation

Resource: Journals: *Selected stories from level appropriate journals*. Choose journal stories to highlight healthy choices and provide some literacy strategies for students. (E.g. summarising “Kimi and the Watermelon” or other picture books. Suggested activity below for “Kimi and the Watermelon”).

Predicting

Look at the cover

- What kind of food is a watermelon?
- Where does it grow?
- Who has seen one growing? How does it grow? What does it need to grow? How long does it take to grow? How big do they grow?

- Providing sufficient opportunities to learn
- E-learning
- Engaging Maori/Pasifika students and their communities.

Key competencies:

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing

Literacy:

- English and Te Reo vocabulary building (seeing, saying, writing)
- Use visual cues to predict what a text will be about
- Able to express ideas and opinions about what they think is healthy/unhealthy.

Te Reo:

On-going opportunities to assess Te Reo - Ko au (I, me, myself)

<http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities>

Te wā Kai:

<http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities>

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| | <p>Show with your hands.</p> <ul style="list-style-type: none"> • Is it an everyday, sometimes or occasional food? • Does it grow in winter or summer? How can you tell from the picture? • What do you think the girl in the picture is called? What is her name? • Does she live in the city or the country? How can you tell? • What do you think the story will be about? | |
| <p>Lesson 8: Making your own healthy food.</p> | | |
| <p><i>Overview: Today we are making and sharing our own healthy food. HP SLO 1,2,3,4; E SLO 12; T SLO 1</i></p> | | |
| <p>We are successful when we can:</p> <ul style="list-style-type: none"> • Recognise the importance of food as fuel for your bodies • Appreciate the different views, opinions and tastes of others • Share ideas and views on food preferences • Can reflect on what we have learnt about foods as a result of this activity <p>Te Reo</p> <ul style="list-style-type: none"> • Greet, farewell, acknowledge and respond to simple classroom language and politeness conventions • Introduce themselves in Te Reo Maori <p>Learning intentions and success criteria rubrics for Te Reo - Ko au (I me, myself,) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: Teach and Assess social and interpersonal skills (pp21-32 in resource booklet).</p> | <p>Prepare See lesson overview for resources</p> <p>Connect What is your favourite fruit and vegetables? Which ones go well together? How do you like to eat them? Whole, cut up, with salt, with coconut cream etc?</p> <p>Demonstrate</p> <ul style="list-style-type: none"> • Think of a name for your kebab. • Try eating your kebab. What does it taste like? • What have other people in your group made? What do they say it tastes like? • What was something you tried in your group? • What did you learn about foods that taste good together? • What did you do well? • What would you like to try next time? <p>Consolidate Students watch Reomations (animations)- - e mahi kai (Preparing food), http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-mahi-kai-Preparing-food Kei te hiakai ahau (I'm hungry) http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Kei-te-hiakai-ahau-I-m-hungry and complete the learning activities selected by the teacher that are accessed from site.</p> <p>Extension Students could next try making a smoothie and or a healthy sandwich as a follow up or extension on the lesson.</p> | <p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn • E-learning • Engaging Maori/Pasifika students and their communities. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing <p>Literacy:</p> <ul style="list-style-type: none"> • English and Te Reo vocabulary building (seeing, saying, writing) • Use visual cues to predict what a text will be about |

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| | | <ul style="list-style-type: none"> • Able to express ideas and opinions about what they think is healthy/unhealthy. <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p> |
| <p>Lessons 9 Inquiry – How we can make our school a healthy place? (Photographic evidence dated and displayed in classroom to map progress of action taken)</p> | | |
| <p><i>Overview: Today we are going to think about the things we can do to make our school a healthy place. HP SLO 1,2,3,4,5; ESLO 6, 12; M SLO,2,3,4; SLO1</i></p> | | |
| <p>We are successful when we can:</p> <ul style="list-style-type: none"> • Ask questions and find answers from others • Gather, sort and count answers from others • Show the results in a table • Discuss the results • Use the results as a basis to decide a course of action. <p>Te Reo</p> <ul style="list-style-type: none"> • Greet, farewell, acknowledge and respond to simple classroom language and politeness conventions • Introduce themselves in Te Reo Maori <p>Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 1</p> | <p>Prepare See Lesson overview for resources.</p> <p>Connect</p> <ul style="list-style-type: none"> • We have looked at how food can help us to be healthy. What foods should we eat all the time? Most of the time? Some of the time? Occasionally? • Now let's look at the things that we can do to make the school a healthy place. <i>Hand out copies of Resource 12 to each pair of students.</i> <p>These are four things that students in other schools have done.</p> <ul style="list-style-type: none"> • What are the pictures showing us? • What are they called? • How do you make them? • How do they work? • How could we find out more about the four things? <ol style="list-style-type: none"> 1. Growing our own vegetables 2. Building and managing a compost bin 3. Building a worm farm 4. Conducting a rubbish audit and recycling at school? • How could we decide which one to do? What would be the fairest way to do this? (<i>survey class and count responses and choose the most popular</i>) <p>Activate</p> <ul style="list-style-type: none"> • What questions would we ask to find out? • How could we ask them? | <p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn • E-learning • Engaging Maori/Pasifika students and their communities. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing |

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| <p>Evidence: to assess numeracy national standards Evidence: Teach and Assess social and interpersonal skills (pp21-32 in resource booklet). Evidence: to assess numeracy national standards</p> | <ul style="list-style-type: none"> • How would we record the results? • How would we find out which is the option that most students in the class want to do? <p>Demonstrate</p> <ul style="list-style-type: none"> • Teacher writes the questions that students decide to ask. • Teacher draws a tally chart on the board. • Students look at Resource 12 to decide on which one they want to do. • Teacher records each student’s response buy recording their preference with a tick. <table border="1" data-bbox="728 464 1621 678"> <tr> <td>1. Vegetable garden</td> <td>2. Compost bin</td> <td>3. Worm farm</td> <td>4. Rubbish audit and recycling</td> </tr> </table> <p>Once all the class have given their preference;</p> <ul style="list-style-type: none"> • Teacher asks pairs to add up the columns and to find out which option has the most votes. • Teacher then tally’s up. • Which option has the most votes from students in the class? • Teacher takes a photograph of the final tally chart as a record. <p>Consolidation Students discuss the results and predict:</p> <ul style="list-style-type: none"> • Where the preferred option should take place on the school grounds? • Who they will need to ask for help? • The materials they will need • Possible problems they may face • Possible solutions to the problems • How long they think it will take? | 1. Vegetable garden | 2. Compost bin | 3. Worm farm | 4. Rubbish audit and recycling | <p>Literacy:</p> <ul style="list-style-type: none"> • English and Te Reo vocabulary building • Oral and visual cues to inform thinking • Sharing ideas and preferences <p>Numeracy:</p> <ul style="list-style-type: none"> • Statistics <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p> |
| 1. Vegetable garden | 2. Compost bin | 3. Worm farm | 4. Rubbish audit and recycling | | | |
| <p>Lesson 10 onwards: Inquiry - Data Gathering – photographic evidence dated and displayed in classroom to map progress</p> | | | | | | |
| <p><i>HP SLO 2,3,4,5; E SLO 6,11,12; M SLO 2,3,4; T SLO 1</i></p> | | | | | | |
| <p>We know we are successful when we can:</p> <ul style="list-style-type: none"> • Participate and co-operate in the group project • Show respect towards others • Share ideas, needs, wants and feelings and listen to those of others | <p>Prepare, Connect, Activate and Demonstrate. Class choose 1 or some of the options from below:</p> <ol style="list-style-type: none"> 1. Growing your own vegetables (Resource 7) 2. Building and managing a compost bin (Resources 8 and 9) 3. Building a worm farm (Resource 10) 4. Conducting a rubbish audit and recycling (Resource 11) <p>Resource 12 – Pictures of options 1-4 above. A copy of each pair of students.</p> | <p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning | | | | |

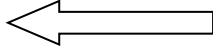
Heart Foundation: Unit Plan –Edible Gardens Level 1

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| <ul style="list-style-type: none"> • Take individual and collective action to contribute to a class garden, compost bin and/or worm farm and/or rubbish audit to create a school environment that can be enjoyed by all. • Can measure the height of plants and identify the tallest plant • Can measure the weight of vegetables/produce/compost/rubbish or grams or litres of worm tea produced. <p>Te Reo</p> <ul style="list-style-type: none"> • Greet, farewell, acknowledge and respond to simple classroom language and politeness conventions • Introduce themselves in Te Reo Maori <p>Learning intentions and success criteria rubrics for Te Reo - Ko au (I me, myself,) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 1 Evidence: Teach and Assess social and interpersonal skills (pp21-32 in resource booklet).</p> | | <ul style="list-style-type: none"> • Making connections to prior learning • Providing sufficient opportunities to learn • E-learning • Engaging Maori/Pasifika students and their communities. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing <p>Literacy:</p> <ul style="list-style-type: none"> • English and Te Reo vocabulary building • Language development and developing an understanding about interpersonal communication skill development through focussed small group discussion • Oral communication and public speaking skills • Seeks feedback and makes changes based on recommendations • Gathering, reading and interpreting information to form conclusions about the survey <p>Numeracy:</p> <ul style="list-style-type: none"> • Concept of a timeline • Measurement • Statistical investigation <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me,</p> |
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| | | myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities |
| Consolidation Lesson 10–13 Preparing to report at end of project (Over two to three lessons) | | |
| <i>Overview: Today we are evaluating our actions to improve our use of the resources in our school HP SLO 2,3,4,5; E SLO 6,11,12; M SLO 2,3,4; T SLO 1,2</i> | | |
| <p>We are successful when we can:</p> <ul style="list-style-type: none"> Clearly explain our inquiry, what we did and the results Identify and carry out actions that encourage people to make the school a healthy place Identify key words and use them in our presentation about growing vegetables, and/or compost bins and/or worm farms and/or rubbish audits Identify ways to encourage others to take actions that will make our school a healthy place Give and receive constructive feedback Make changes to our presentation based on the feedback Explain events in terms of a timeline Can reflect on our learning about growing vegetables, or compost bins or worm farms or rubbish audits and plan their next steps Identify our next steps. <p>Te Reo</p> <ul style="list-style-type: none"> Greet, farewell, acknowledge and respond to simple classroom language and politeness conventions Introduce themselves in Te Reo Maori <p>Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions- </p> | <p>Prepare See lesson overview for resources</p> <p>Connect</p> <ul style="list-style-type: none"> Remind students about the inquiry “what we can do to make our school a healthy place?” We chose to..... <p>Activate</p> <ul style="list-style-type: none"> Look at the photographic display Watch the PowerPoint of the photographs in the display <ol style="list-style-type: none"> Write down/draw the challenges and how we overcame them Write down/draw the successes and how we overcame them Write down/draw the thing that was hardest to achieve What did we learn from this experience? What is our next step? Draw a timeline with the milestone actions listed and the challenges, successes and hard to achieve events above drawn in on the timeline (Teacher may have to lead) and a big star for the thing that was hardest to achieve. Brainstorm how we could share this information with others. <ul style="list-style-type: none"> The Board of Trustees, staff, senior management, whole school at assembly, school community in the school newsletter, parents at parent teacher interviews/conferencing, etc. <p>Demonstrate</p> <ul style="list-style-type: none"> <i>Teacher discusses with students and models what makes an effective speaker when delivering a report to a group-</i> (i.e. Speak clearly, in a loud voice, stand straight and still and look at our audience when we talk). How to introduce themselves in Te Reo Maori In pairs prepare – prepare presentation of report as detailed below. Those capable can write their ideas next to SEE prompt. <p><i>Teacher draws following on white board (SEE) as prompt for students and goes over it with them:</i></p> <p>S - state what your main question is? How we can make our</p> | <p>Pedagogical links:</p> <ul style="list-style-type: none"> Creating a supportive learning environment Encouraging reflective thought and action Enhancing the relevance of new learning Facilitating shared learning Making connections to prior learning Providing sufficient opportunities to learn E-learning Engaging Maori/Pasifika students and their communities. <p>Key competencies:</p> <ul style="list-style-type: none"> Thinking Using language, symbols and texts Managing self Relating to others Participating and contributing <p>Literacy:</p> <ul style="list-style-type: none"> English and Te Reo vocabulary building Language development and developing an understanding about interpersonal communication skill development through |

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| <p>and-success-criteria Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria Evidence: to assess Taumata level 1 Evidence: retain video of the students presentations and written texts (where appropriate) as evidence for National Standards “integrate, respond to, think critically about, generate and answer questions.” Evidence: to assess numeracy national standards Evidence: Teach and Assess social and interpersonal skills (pp21-32 in resource booklet).</p> | <p>school a healthy place? And what was and the action the class chose? Garden/compost/worm farm/audit?</p> <p>E explain the steps/challenges and how you overcame them</p>  <i>(arrow to the timeline on the board to remind them)</i> <p>E examples of what you have learnt as a result</p> <ol style="list-style-type: none"> 1. .. 2. ... 3. ... <p>What you will do next and how others could help to make the school a healthy place? (3-5 mins)</p> <ul style="list-style-type: none"> • Students practice their presentation in pairs, beginning with introducing themselves in Te Reo Maori. Receive feedback and make adjustments. Teacher may like to accompany with PowerPoint photos of the main steps. • Teacher should also listen and provide feedback. For some children, the teacher may need to provide prompts. When ready, the teacher should video the individual students presenting their report, as it can used be as evidence for national standards. <p><i>Teacher may suggest that some deliver their report in pairs: sharing the delivery.</i></p> <p>Consolidation We want to tell our community how we have made our school a healthy place. What would be the best way for us to tell our community about our vegetable garden/worm farm/composting/rubbish audit and recycling? (E.g. School newsletter, PowerPoint of photos and commentary for board of trustees, parents, peers, assembly, the school newsletter, local paper, etc, or play/song/cartoon)</p> | <p>focussed small group discussion</p> <ul style="list-style-type: none"> • Oral communication and public speaking skills • Seeks feedback and makes changes based on recommendations • Gathering, reading and interpreting information to form conclusions about the survey <p>Numeracy: Concept of a timeline, statistical investigation Te Reo: On-going opportunities to assess Te Reo - Ko au (I me, myself,) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p> |
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Lesson 14: Sharing our information/conclusions

Overview: Today we are sharing our findings with our community HP SLO 1,2,3,4,5; E SLO 4, ,6,7.10.11,12; M SLO 1,2,3,4; T SLO 1,2

| | | |
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| <p>We know we are successful when we can:</p> <ul style="list-style-type: none"> • Speak clearly, in a loud voice, stand straight and still and look at our audience when we talk • Use key words in our presentation • Reflect on our learning about healthy food, growing vegetables, and/or compost bins and/or worm farms and/or rubbish audits and plan our next steps | <p>Prepare See lesson overview for resources Connect</p> <ul style="list-style-type: none"> • Before the presentation ensure the students have had adequate time to practice. Reassure them that the timeline and prompts will be on display and visible to help them if they forget. • Go over the PowerPoint, timeline and prompts with them. <p>Activate</p> <ul style="list-style-type: none"> • Allow students the opportunity to practice in the venue where they will be delivering their presentation. | <p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning |
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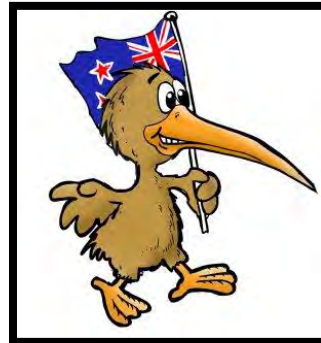
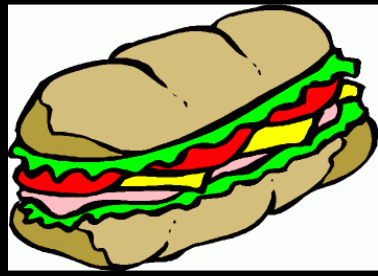
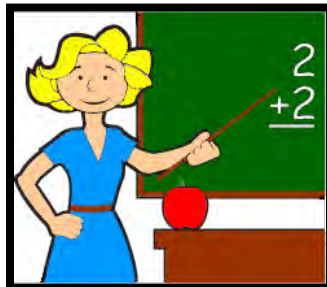
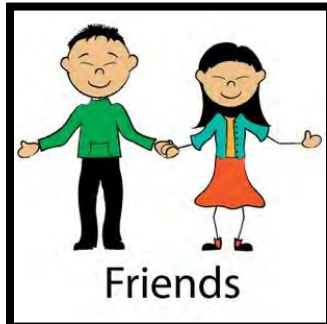
Heart Foundation: Unit Plan –Edible Gardens Level 1

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| <ul style="list-style-type: none"> Evaluate the impact that our presentation has had on others <p>Te Reo</p> <ul style="list-style-type: none"> Greet, farewell, acknowledge and respond to simple classroom language and politeness conventions Introduce themselves in Te Reo Maori <p>Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 1 Evidence: retain video of the students presentations and written texts (where appropriate) as evidence for National Standards “integrate, respond to, think critically about, generate and answer questions.” Evidence: to assess numeracy national standards Evidence: Teach and Assess social and interpersonal skills (pp21-32 in resource booklet).</p> | <p>Demonstrate</p> <ul style="list-style-type: none"> Teacher introduces Students present individually or in pairs to: <ul style="list-style-type: none"> The board of trustees, staff, senior management, whole school at assembly, parents at parent teacher interviews/conferencing etc. <p>Consolidation</p> <ul style="list-style-type: none"> Reflect on what went well for us, what we could improve, what we have learnt as a result. Again, teacher should video performances as evidence for national standards. | <ul style="list-style-type: none"> Providing sufficient opportunities to learn E-learning Engaging Maori / Pasifika students and their communities <p>Key competencies:</p> <ul style="list-style-type: none"> Thinking Using language, symbols and texts Managing self Relating to others Participating and contributing <p>Literacy:</p> <ul style="list-style-type: none"> Language development and developing an understanding about interpersonal communication skill development through focussed small group discussion Oral communication and public speaking skills Seeks feedback and makes changes based on recommendations Gathering, reading and interpreting information to form conclusions <p>Te Reo: Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p> |
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Level 1: Edible Gardens

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Resource 1A: Happy and Healthy



Key Vocabulary: Happy, healthy, well-being, Hauora, Taha tinana, taha hinengaro, taha whanua, waha wairua

Resource 1B: Hauora concept

(Information taken from Health and Physical Education online:

<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education/What-is-HPE-about#footnote1>)

Well-being

The concept of well-being encompasses the physical, mental and emotional, social and spiritual dimensions of health. This concept is recognised by the World Health Organisation.

Hauora

Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whanau, and taha wairua.

Taha tinana - Physical well-being

The physical body, its growth, development, and ability to move, and ways of caring for it

Taha hinengaro - Mental and emotional well-being

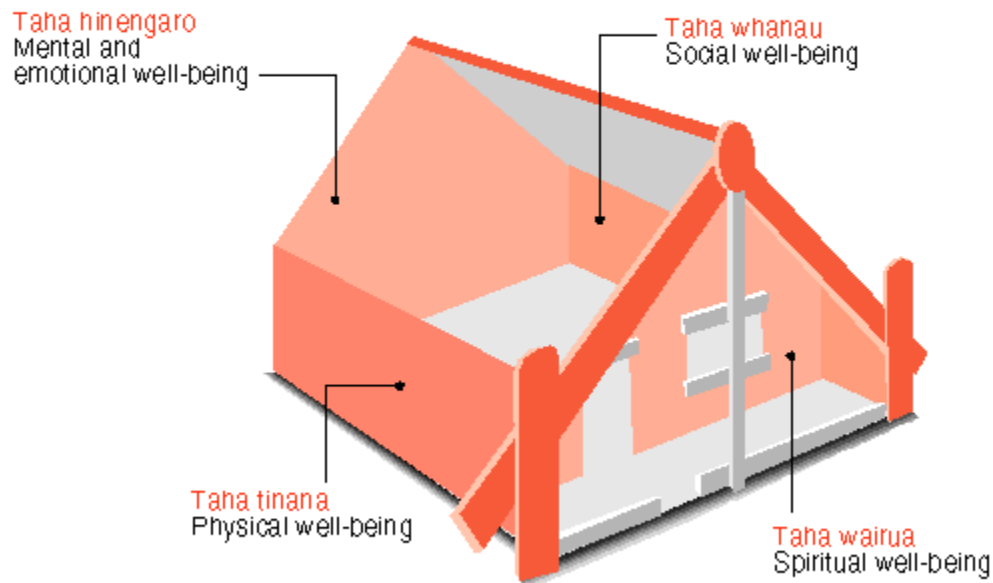
Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively

Taha whanau - Social well-being

Family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support

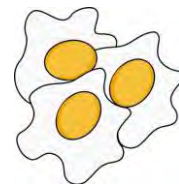
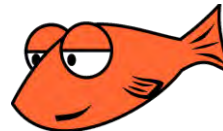
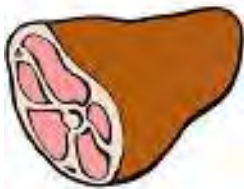
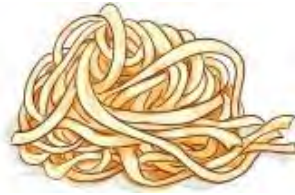
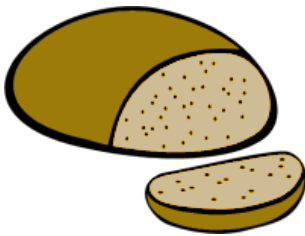
Taha wairua - Spiritual well-being

The values and beliefs that determine the way people live, the search for meaning and purpose in life and personal identity and self-awareness. (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.) Each of these four dimensions of Hauora influences and supports the others.



Dr Mason Durie's whare tapawha model compares Hauora to the four walls of a whare, each wall representing a different dimension: taha wairua (the spiritual side); taha hinengaro (thoughts and feelings); taha tinana (the physical side); and taha whanau (family). All four dimensions are necessary for strength and symmetry. (Adapted from Mason Durie's *Whaiora: Māori Health Development*. Auckland: Oxford University Press, 1994, page 70).

Resource 2: Four food group pictures



Resource 3: Why eat fruit and vegetables?

Why is it so important to eat fruits and vegetables? Fruit and vegetables have a lot of vitamins and minerals and these are very good for you. They keep you healthy!

Let's take a closer look at fruits and vegetables.

Can you tell me which of these items grow in the ground and which grow from a tree? Put a ✓ beside the things that grow in the ground.

Apple.....

Banana.....

Coconut.....

Carrot.....

Celery.....

Can you tell me what each of these items taste like? Use words like, sweet, salty, bitter etc.

Apple.....

Banana....

Coconut.....

Carrot.....





Celery.....

Key Vocabulary: Apple, banana, coconut, carrot, celery, fruit, vegetable, taste, sweet, sour, creamy, crunchy, watery, eat, important

Resource 4a: Mix and Match

Mix and match the English words from the left to the pictures on the right.
Now match the Maori words to the pictures on the right.

See <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Tasks-and-activities/Playing-cards>

| | |
|---------------------|---|
| Kumara |  |
| Green beans |  |
| Passionfruit |  |
| Corn |  |

Mango



Lettuce







Pineapple







Taro



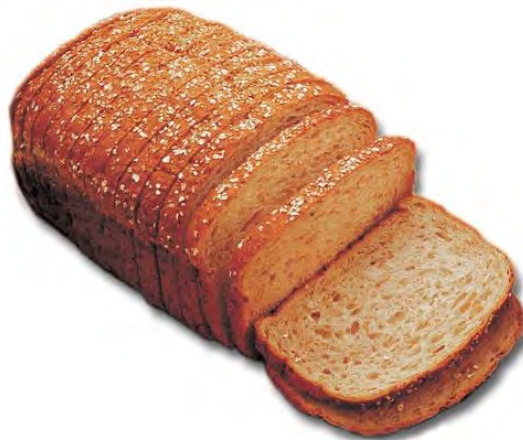
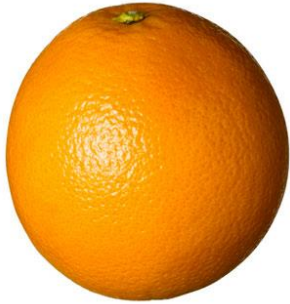
Resource 4b: Mix and Match Answers

| | |
|----------------------------|---|
| <p>Passionfruit</p> |  |
| <p>Lettuce</p> |  |
| <p>Corn</p> |  |
| <p>Pineapple</p> |  |

| | |
|--------------------|--|
| Kumara |  |
| Taro |  |
| Mango |  |
| Green beans |  |

Key Vocabulary also includes: Fruit and vegetables; breads, cereals, noodles/rice; meat, fish, eggs and milk; occasional foods; all of the time; most of the time; occasionally

Resource 5a: Group what you eat!



Resource 5b: Grouping Food Types

Make piles of pictures of the same type of foods under the right headings (Fruit, Vegetable, Bread, Drink, Cereal, Meat and Eggs, Cake, Biscuit and Treats)

| Vegetables and fruit | Grain food and starchy vegetables (wholemeal/Wholegrain) |
|--|---|
| | |
| Legumes, fish, seafood, eggs, poultry and lean meat | Milk, yoghurt and cheese |
| | |
| Occasional Foods (not a food group) | |
| | |

Key Vocabulary: Orange, pumpkin, gingerbread man, kumara, milk, burger, corn, bread, fruit, tofu, avocado, strawberry

Resource 6: Everyday foods vs. Occasional foods

There are many types of food that are good for us. We should eat these foods every day! These foods will help us do well at school. There are also foods you should only have occasionally and won't help us do well at school. Below you will find some pictures that are a mix of every day foods and occasional foods.



Key Vocabulary: Cola, Tofu, Cake, Apple, Broccoli, Potato chips, Fries, Mushrooms, Orange, Ice creams, Bok Choy

Resource 7a: Step-by-step vegetable and fruit planting guide

Planting your own vegetables is a great way of eating healthy. You can plant all the vegetables you like.

1. Put some compost in your window box.
2. You will need to plant the seeds following instructions on the seed packets. Leave enough space to be able to get to the plants for watering, weeding, slug removing and picking! Ask your teacher if you're not sure.
3. When you have planted the seeds, they need to be watered gently. You will need to water them every day until the vegetables **germinate**.
4. Place the window box in the window so that as soon as the vegetables start growing they get some sun.
5. Now you will have to wait until the vegetables look ready to eat - you'll have to be patient! It could take a few months!
6. Make sure you keep the plants well-watered and give them a special treat of plant food once a week. Wash your hands after gardening, especially if you are going to eat some food after.

Resource 7b: Measuring your plants

When your plants are growing it would be good to try and find out how much they are growing every week. Try measuring with your hands to see how much they grow. Is there a difference between your hands and the hands of your teacher?

Use a few blocks that are of the same size and stack them next to the fruit and/or vegetables.

Week 1:blocks

Week 2:.....blocks

Week 3:blocks

Week 4:.....blocks

Resource 8: How to make a compost bin

Keep a photographic record of the steps and process

After making your own smoothie and sandwich you will probably have some rubbish left. Instead of throwing everything in to the bin you can compost some of the fruit and veggie scraps.

Composting

Composting is a natural process that breaks down organic material like leaves, grass clippings, food scraps and paper into a nutrient-rich, soil-like material which is great for the garden!

The basic compost recipe

The best compost needs a good balance of four ingredients: **greens + browns + water + air**.

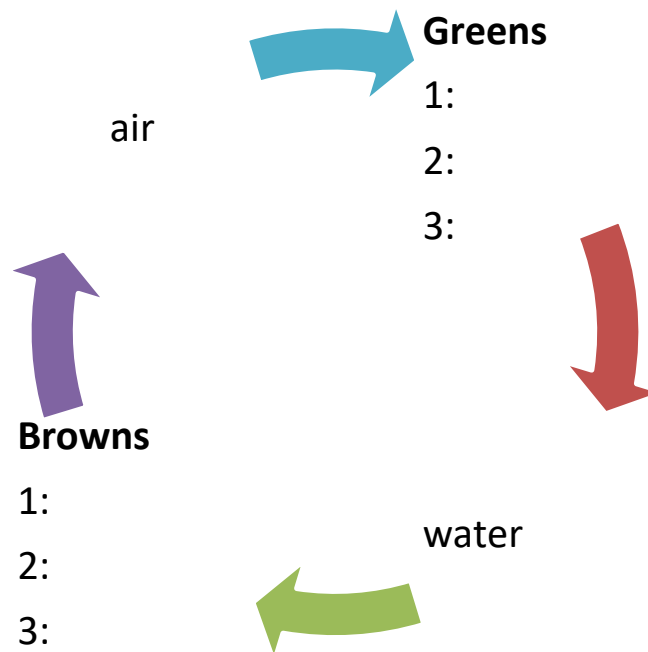
Greens - includes kitchen vegetable and fruit scraps, vegetable peelings, tea leaves, coffee grounds, soft garden debris, lawn clippings.

Browns - includes paper, sawdust, straw, leaves, cereal boxes, cardboard, napkins, tree clippings, woody materials like cabbage stalks.

Note: Food scraps and garden material compost much quicker when chopped into smaller pieces. Paper products can be ripped into small pieces and soaked in water before composting.

Key Vocabulary: Soil, seed, water, sun, germinate, grow, plant, garden, food, vegetable, measure, high, wide

Resource 9: Look at the composting cycle



Look at the composting cycle. Name three things under **Greens** and three things under **Browns**.

Step-by-step guide of composting

1. Place the bin on earth and not concrete.
2. Fill the bin with dead leaves, green waste from the garden, old plants you've pulled out, the contents of their pet hamster, gerbil or bird cage when they clean it out, fruit and vegetable peelings from the kitchen - even eggshells!
3. Next, sprinkle in some soil.
4. Cover the bin with an old piece of carpet or a doormat to keep the heat in and leave it alone until you have some more waste to put inside.
5. After three or four months remove the cover and help your child to dig the compost over. Leave it to rot down further.
6. When the bottom of the compost is brown and crumbly, it is ready. You can now dig it into the garden - your plants will be really pleased!

Key Vocabulary: green, water, air, brown, earth, bin, leaves, plants, garden, soil, heat, waste, compost, dig, garden, food

Resource 10: Build a worm farm

You are going to build a worm farm. Worm farms are great for composting.

We will keep a photographic record of the process

What you will need:

- a large, clean, glass jar
- moist soil
- sand
- earthworms
- old leaves
- vegetable peelings, tea leaves, overripe grapes
- some black paper and a cool, dark cupboard

1. Cover your work surface with a newspaper. You will need to wash your jar carefully so that it doesn't break.
2. Put a layer of sand at the bottom of the jar, about 2 fingers deep.
3. Add a thick layer of soil, then add another thin layer of sand, then another thick layer of soil. Ensure there is about three fingers of space at the top.
4. Now for the fun part! Find some worms. Before you put them in your jar, have a good look at them. Can you tell which end is which? How? Can you guess how a worm moves? Can you see the hairs on the worm's skin?
5. You need to put the worms in your jar and then add some old leaves, vegetable peelings, tea leaves and overripe fruit if you have any.
6. Then put the lid on - with a couple of holes in the top - place black paper around the jar and put it into a cool, dark cupboard.

Leave it for about a couple of weeks and then observe what the worms are doing.

7. What has happened to the vegetable peelings?
8. What patterns have the worms made in the earth?

Key Vocabulary: Worm farm, worm tea, soil, sand, earthworms, leaves, peelings, black paper, cupboard, skin, grams, litres

Resource 11: Rubbish Audit - What are you throwing away

A rubbish audit is a good way of showing you what you're throwing out and helps you look at how to reduce your rubbish.

We will keep a photographic record of our steps

Auditing your rubbish will help you to find ways to reduce it

Simple steps to auditing your rubbish:

1. Collect a week's worth of your classroom rubbish.
2. Spread the rubbish out on the floor. Remember to wear rubber gloves.
3. Separate rubbish into piles, such as:
 - Food scraps
 - Paper and cardboard
 - Plastics
 - Clothes/textiles
 - Cans
 - Bottles
4. Look at each pile and consider the following questions:
 - How much could be reused for something else (e.g. paper for packing material, clothes as rags?)
 - How much is organic that could be **composted**?
 - How much could be **recycled**? (e.g. paper, cardboard, bottles, cans)
 - How much needs to go to **landfill**? Can we use less of this?

Resource 12: How we can make our school a healthy place?

Pictures

1. VEGETABLE GARDEN



2. COMPOST



3. WORM FARM



4. RUBBISH AUDIT



Key Vocabulary: Rubbish, audit, food scraps, paper, cardboard, plastic, cans, bottles, clothes, compost, recycle, landfill, weight

Resource 13: Group work – what works

1. For the Teacher – Group work checklist
2. Student Group work – rules and agreement
3. Student Feedback on group work (form)
4. What group strategies are effective in your school
5. Strategies for effective group work
6. Essential group dynamics
7. Group work: Lesson plan – An example
8. Evaluation of group dynamics
9. Social skills score cards – Levels 1-4

Group work – What works

INSTRUCTIONAL ENVIRONMENT & MANAGEMENT COMPONENTS FOR EFFECTIVE CO-OPERATIVE LEARNING

1. A Positive Attitude

Teachers need to believe that students are capable of learning. They need to have high expectations and make students accountable for meeting these expectations.

2. Be generous with praise

There are no failures – only opportunities to learn. Celebrate events “Birthdays” and small successes e.g. the group that listened most attentively to each other.

3. Reward success or task completion

Food is still a very popular award so is extra time at PE for 9 BD.

4. Ensure your instructions and criteria for success is clear

5. Teach and assess the social and interpersonal skills

These include:

- Level 1

Building trust, listening, taking turns, looking at people when they talk, forming groups quickly and efficiently, taking responsibility for their own and the group’s behavior, accepting and valuing differences, resolving conflict constructively.

- Level 2

Active listening, asking questions, clarifying, constructive criticism, helping and accepting others, paraphrasing, summarizing.

- Level 3

Interviewing, coaching, teaching, negotiating, brainstorming, building on each other’s ideas.

- Level 4

Creative group problem solving, conflict resolution, planning and organizing, decision-making, individually negotiating curriculum and research.

6. Use a variety of team formations

Teacher selected groups can be your primary groupings, but you can vary this by using randomly selected and student selected groups. Students who do not work in student-selected groups may lose this privilege and be placed in teacher-selected groups or work individually on projects.

7. Ensure your instructional presentation follows a clear sequence of overview, explanation, demonstration, guided practice and feedback

8. Outline a set of Group work skills at the beginning of the year

Write them up and display them. Handle any infractions promptly and re-teach the skill.

9. Teach Learning strategies and problem-solving strategies

10. Ensure students understand their positive interdependence within the group (outcome and means interdependence)

Students realize that they “sink or swim together”. Their responsibilities are to learn the assigned material and ensure that all members of the group learn the assigned material.

The combination of goal and resource interdependence increases productivity more than goal interdependence alone or individualistic efforts.

11. Encourage considerable promotive (face to face) interaction

Students are encouraging and facilitating each other’s efforts to achieve, complete tasks and produce in order to reach the group’s goals.

12. Individual accountability and personal responsibility are paramount

Each student is held responsible by group members for contributing his or her fair share to the group’s success. The teacher is no longer the fountain of all knowledge but is a resource guide.

13. Ensure there is Group processing at the end of every session.

Groups reflect on how well they are functioning by-

- Describing what actions were helpful and unhelpful
- Making decisions about what actions to continue or change
- Group processing also promotes a sense of self-efficacy

14. Stress the importance of attendance

Each student needs to feel that there is ownership and a responsibility to turn up. They will be answerable to their group when their absence negatively impacts on the group’s ability to complete a task.

15. Consistency. Arrange your room so that group work can take place frequently

Use co-operative learning regularly as “you have to sweat in practice before you can perform in concert”. The skill needs to be practiced until it becomes an automatic habit pattern.

16. Reward often

Use both extrinsic and intrinsic rewards.

17. Provide frequent specific feedback on the task

18. Monitor the progress of the groups

Keep a book that details the points and bonus points students have gained for effort and social skills as well as the task specific skills

19. Everyone has a role to play

Groups need a chairperson, recorder, timekeeper, clarifier and summarizer.

20. Be patient

New skills take a while to master. Students need a lot of practice before it becomes automatic.

GROUP RULES AND AGREEMENT

You will need to discuss and then write up a list of agreed rules that will govern your group. Each member of your group will need to sign the agreement below.

Points to consider:

- 1.** A positive attitude.
- 2.** Be generous with praise for each other.
- 3.** Listen while others talk, take turns, look at people when they talk, form the group quickly, take responsibility for your own and the group's behavior, resolve conflict constructively.
- 4.** Remember you 'sink/swim" together.
- 5.** Each group member is responsible to the group for contributing her fair share.
- 6.** Each group member is responsible for the outcome - they need to show up to class.
- 7.** Be patient with those who find it difficult to understand the first time.

Group members:

List of rules for our group:

My role in this group is: _____

Signed: _____

Date: _____

FEEDBACK ON GROUP WORK

Besides each of the statements write the number that best describes your judgement.

1 = always, 2 = often, 3 = usually, 4 = sometimes, 5 = never

| Individual | Grade 1-5 | Group | |
|---|-----------|---|--|
| 1. I had a positive attitude when working with the group | | The group had a positive attitude. | |
| 3. I was generous with praise for others in my group | | My group was generous with praise for each other. | |
| 4. I listened while others talked. | | My group listened while others talked. | |
| 5. I took my turn to contribute and talk. | | We took turns to contribute and talk. | |
| 6. I looked at people when I talked to them. | | We looked at people when we talked to them. | |
| 7. I joined my group quickly. | | We joined our group quickly. | |
| 8. I took responsibility for my own behavior | | We took responsibility for our own behavior. | |
| 9. I took responsibility for the behavior of my group members. | | We took responsibility for the behavior of our group members. | |
| 10. I worked together with the others to ensure that we “swam” rather than “sunk”. | | We worked together to ensure that we “swam” rather than “sunk.” | |
| 11. I contributed my fair share to the group. | | We all contributed our fair share to the group. | |
| 12. I showed up regularly to class. | | We showed up regularly to class. | |
| 13. I was patient with those who found it difficult to understand the first time. | | We were patient with those who found it difficult to understand the first time. | |

WHAT GROUP WORK STRATEGIES ARE EFFECTIVE IN YOUR SCHOOL?

SUMMARY:

| | |
|------------------------------------|--|
| GOALS OHT/board) | expectation clearly expressed (verbally and on |
| RULES | individual roles within team |
| OBJECTIVES | clear time allocation |
| UNDERSTANDING saboteur) | Student behavior - (the shy; the outcasts; the |
| PLANNING | where in the unit will this fit? |
| WHEN? | Time of day / week / term? |
| ORGANISATION | environment / resources - well before the lesson |
| RESOURCES | an obvious one |
| KNOWLEDGE | development of group work skills |
| EVALUATE | student feedback/strategies for group work reflection - i.e. score cards; discussion; self- evaluation (student & teacher). |

STRATEGIES FOR EFFECTIVE GROUP WORK

- 1. Group size**
Maximum 5, 3-4 ideal.
- 2. State objectives and set goals**
E.g. give each group (4) an egg, 4 straws, 6 sheets of paper and cello tape. Design a contraption using these materials to stop an egg breaking when it is dropped from a height of 5 meters.
- 3. Identify strategies for working together (Group dynamics)**
This may be done at the start of the year or lesson to set the scene for appropriate group work (see attached ESSENTIAL GROUP DYNAMICS).
- 4. Resources**
Ensure you have enough resources for each group.
- 5. Identify roles**
Design some role – play cards, which clearly describe the job of each member of the group. e.g. Initiator – must get the group started in discussion.

Assign roles to each member of the group.

Roles can include:

Initiator: must get the group started in discussion
Reader: reads problems to the group and comes up with the first idea
Reporter: writes down group ideas
Evaluator: writes down how well the group worked together
Improver: writes down things the group could do to improve and works closely with the evaluator.
- 6. Evaluation**
After participating in a group activity evaluate how well the group worked together. Teacher can share their observations.

ESSENTIAL GROUP DYNAMICS

Below is a list of essential elements important to establishing a co-operative group. These will be important this year when working together in groups or as a class. Head up “Essential Group Dynamics” and copy the following.

1. Good leaders and followers

These people can make decisions, keep things moving and can work with others in the group to achieve goals. They should never totally dominate but look to include others opinions because these can be valuable. Good followers should offer opinions and support the leaders approach to completing a task. It should not be up to the leader alone to complete tasks.

2. Give everyone a chance

Statements like “What do you think _ _ _ _” can help include others in group discussions. Always look for those who aren’t involved and help them feel accepted into your group; especially if they are people you do not generally talk to in class.

3. Be involved yourself

What you think is often what you never say because you feel others will “shame you out”. If we support others opinions and challenge opinions carefully people don’t get hurt.

4. Good groups and individuals co-operate

Identify your challenges and set goals either in debate or discussion and sort out a plan of attack. A group’s decision may not always be what you agree with. Good team members are people who can accept team decisions. (Think of some of the rules your parents sent you – you may not agree with these). Distribute the tasks so time is maximized and everyone feels involved.

Some groups argue, some debate and others discuss. Arguing can slow things and harm others. Debating and discussion provides many opinions and solutions to challenges.

The most important component of all these is CO-OPERATION.

SOCIAL SKILLS SCORE CARD

Student's Name: _____

Level One

| Listening | Taking turns | Eye contact | On task | Responsible behavior | Resolving conflict | Accepting others differences | Being trustworthy | Date | Student | Peer | Teacher |
|-----------|--------------|-------------|---------|----------------------|--------------------|------------------------------|-------------------|------|---------|------|---------|
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SOCIAL SKILLS SCORE CARD

Student's Name: _____

Level Two

| Active Listening | Asking questions | Clarifying | Constructive criticism | Helping others | Para phrasing | Accepting others | Summarising | Date | Student | Peer | Teacher |
|------------------|------------------|------------|------------------------|----------------|---------------|------------------|-------------|------|---------|------|---------|
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SOCIAL SKILLS SCORE CARD

Student's Name: _____

Level Three

| Interviewing | Coaching | Teaching | Negotiating | Brain storming | Resolving conflict | Building on others ideas | Being trust worthy | Date | Student | Peer | Teacher |
|--------------|----------|----------|-------------|----------------|--------------------|--------------------------|--------------------|------|---------|------|---------|
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SOCIAL SKILLS SCORE CARD

Student's Name: _____
Level Four

| Creative Group Problem Solving | Planning and Organising | Decision - making | Negotiating Curriculum | Research | Resolving conflict | Accepting others differences | Being trust worthy | Date | Student | Peer | Teacher |
|--------------------------------|-------------------------|-------------------|------------------------|----------|--------------------|------------------------------|--------------------|------|---------|------|---------|
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