

# Twenty-Five Curriculum Ideas for Kitchens and Gardens – Years 3 & 4

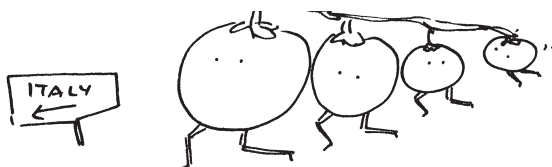
Each Kitchen Garden School has its own creative and unique learning ideas. Sharing these ideas is one of the best parts of kitchen garden training and networking sessions. One person will mention an idea and before long, ideas start popping like popcorn all over the room. Here are a few of the many hundreds of ideas already in operation in Kitchen Garden Schools all over Australia.

## English

- Read and retell Aboriginal and Torres Strait Islander myths from the local culture. (Links to Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority.)
- Make your own Scrabble or word search with new vocabulary, technical terms and words loaned to English encountered in the kitchen and garden.
- Write a character profile (or WANTED sign) with the likes and dislikes of a chicken, pest or beneficial insect in the garden. (Links to Sustainability.)
- Create scarecrows in the form of characters from favourite stories. Throw a literary character welcome party when they are installed: everyone comes in costume!

## History and Geography

- Track the transfer of ingredients around the world by looking at the origins of potatoes, chillies, tomatoes, carrots or other vegetables growing in your garden.
- Find out what people in ancient cultures ate (Egyptian, Greek, Roman) – and try some recipes. Which ingredients do we have that they did not? What about ingredients that they had that we do not?
- Look at the staple foods of the Indigenous populations in the local area and design an Indigenous food garden for the school. Celebrate traditions and cultural stories that relate to these food plants. (Links to Aboriginal and Torres Strait Islander histories and cultures.)
- Look at newspaper advertisements from your area from 1920, 1950 and 1970 (your State Library should have collections online). What foods are being advertised? How does that compare to today?



## Mathematics

- Convert recipes by doubling or tripling ingredients. Whoops – six more people are coming, what do we need to do? If we double this dish, what size pan will we need?
- Remove all the 1 cup measures from the kitchen. Ask students to show you how to measure a cup of flour – which cups will they use? (They will need to work out that  $\frac{1}{4}$  and  $\frac{1}{2}$  cup measures can be used.) Practise creating fractions and whole numbers.
- Weigh water. How does mass relate to volume of water? (Why?) Try conversions of other common ingredients. Why are they different?
- Create a list of garden plants needed and prepare a budget. How much can we save on this budget by seed saving, plant trading and propagating our own cuttings?

## Science

- Name each of the garden beds for flora and fauna from the local area. Choose different habitats, or threatened species. Some schools decide on a 'set' of fauna, such as ten different types of lizard for their garden bed names. (Links to Sustainability, and can also link to Aboriginal and Torres Strait Islander histories and cultures.)
- Investigate the formation of flowers, fruit and seeds. What other ways do plants reproduce?
- What adaptations and structures have plants evolved to help disperse seeds? Look at 'windmill' seeds, seeds inside cases that float, seeds inside burrs and fruit that rely on animals to disperse them.
- Explore the process of oxidation and use this knowledge to explain why we use acidulated water to prevent some kinds of cut fruit and vegetables from browning (e.g. artichokes, pears or potatoes).



## Health and Physical Education

- What parts of plants do we eat, and how does this relate to the nutrients and energy they provide?
- How active are we in the garden? Check resting heart rates, make a prediction, and check again during and after a garden class. Different activities will net different results. The aggregated data can be used for data analysis and display.
- Take time at the beginning and end of the class to breathe deeply in the garden, and enjoy the scents of the garden, the sound of the wind in the trees, the soil and the cool or warm air. Enjoy silence.



## The Arts

- Make art with seeds, leaves and stems. Encourage students to create art that they can interact with, that will blow and change in the wind, such as spirals and mazes on the ground with stems, leaves and seed pods. (Links to Sustainability.)
- Look at the art of landscape artists such as Andy Goldsworthy. What is 'land art'? (Links to Sustainability.)
- Find out about gumboot dancing, a dance form from South Africa. Hold a welly dance festival!



## Design and Technologies

- Look at the site of your garden and discuss the design. What decisions did we make about layout, drainage, shade and sun, access? Is there anything we would change? (Links to Sustainability.)
- What's the best design for a water tank for our site? (Links to Sustainability.)
- What technologies do people use to lift or carry water (water wheels, siphons)? Investigate traditional human or animal-powered mechanisms from an Asian country of your choice (i.e. not powered by a combustion engine). You could collect images of such mechanisms from around the world. (Links to Asia and Australia's engagement with Asia.)

