

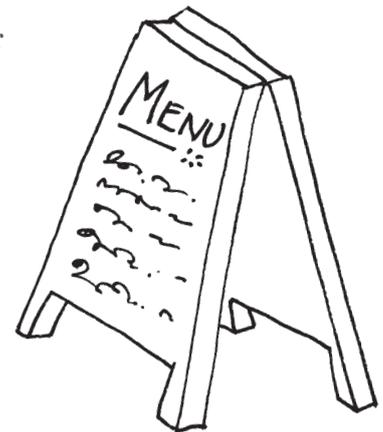
Twenty-Five Curriculum Ideas for Kitchens and Gardens – Years 5 & 6

It seems as if every Kitchen Garden School comes up with new ways to integrate the Australian Curriculum learning areas into their kitchen and garden classes. Ideas that may seem obvious to you may be a revelation to someone else – and vice versa. Sharing these ideas is one of the benefits of being part of the Kitchen Garden School community, because many creative minds make many curriculum solutions.

Here we share just a few short inspirations from many years of supporting pleasurable food education in schools. The links and connections are of course endless.

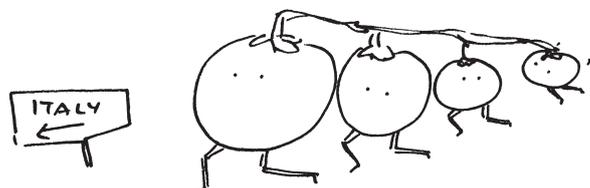
English

- Students write job applications for their chosen role in the garden or kitchen. What skills and capabilities make them suited for this role? Conduct interviews and celebrate the different roles students are appointed to.
- Make sign boards with the menu for a Kitchen Garden Food Truck at a summer music festival. What's on the menu and how will you tempt your customers to try it?
- Can you write a recipe that rhymes?
- Draft an email or letter to an earlier year level, introducing them to the garden's secrets and surprises. Or set them a treasure hunt with rhymes and riddles as the clues.



History and Geography

- Debate the statement: 'Food supply in the British Isles played a part in the development of penal colonies.' True or false?
- Create a map showing some of the introduced species in our area and where in the world they came from. (Links with Science and Sustainability)
- Look at maps of the local area and investigate the major agricultural industries in the past. Were there particular cultural or migrant groups who had a strong influence on the growth and development of these industries in our area?
- What does it mean to say 'Tell me what you eat, and I'll tell you who you are.' Is this true today?



Mathematics

- Measure and discuss ratios as you mix pest control solutions, make manure tea or prepare other feeding solutions for the garden.
- Examine a recipe and express the quantities in a ratio, e.g. 4 parts oil to 1 part vinegar in a salad dressing.
- What is the difference between soil and air temperatures in the garden? What data do we need to collect and keep, and how much do they differ at different times of day?
- What data do we need to track the changes in daylight our garden receives over the year? Data collection in the garden is ripe with potential: wind, water, temperature (soil and air), growth rates of plants, yield, number of lunches provided for etc. (Links with Sustainability)
- If we plant a tree here that will eventually be 5 metres tall, will it shade our vegetable beds over there? – In winter? – In summer? (Links with Sustainability)
- Use fruit and vegetables to practise cross sections and fractions. Eat the results in a delicious salad – mathematics munching!

Science

- What advances are we making in agricultural science? What are the ethical questions about these advances? (Links with Sustainability)
- Which ingredients change their physical state in the kitchen? Why? How?
- What are reversible and irreversible changes such as freezing and melting, and how are these principles used in recipes? You can even look at how crystal size affects the texture of frozen yoghurt, i.e. beating it during freezing creates a smoother texture because the crystals are smaller.
- What creates the taste of an ingredient? How? Does temperature affect it? What about smell – does temperature affect scents? Why?

Health and Physical Education

- Discuss how eating a variety of vegetable colours ensures we are eating a varied diet. What are the colours of the vegetables in our garden? In a kitchen class, what are all the colours of vegetables on our plate today? Could we add more vegetable colours?
- Encourage students to use all their senses in the garden. Try a 'listening minute' (or 20 seconds!), asking students to 'extend their hearing' slowly out from where they sit. What can they hear that is not human-generated? (Wind in trees, birds, insects, rustling plants ...) Gradually lengthen the time for this, as appropriate.



The Arts

- Create an artwork using natural materials and watch it change as it weathers and decays. Take photos and track the changes. (Links with Sustainability)
- Practise photography in the garden using close-up, medium and long shots. Aim for angles, such as from a worm's eye view.
- Use natural materials, including earth, stone, bark, seeds and leaves, to create pigments. What colours would the traditional Indigenous inhabitants of your area use for dyes, paint and pigments, or as elements in made objects, such as weavings? Create your own response to these artworks using authentic colours. (Links to Aboriginal and Torres Strait Islander histories and cultures.)
- Explore the artwork of Indigenous groups in your area. What can you learn about diverse ways of depicting the world? How do some works of art convey messages and information? (Links to Aboriginal and Torres Strait Islander histories and cultures.)

Design and Technologies

- Garden tools have been designed over centuries of use. Compare the shape, form and function of your school's garden hoes and rakes with those from Vietnam and China. How have designs differed and does this have anything to do with climate and typical crops? (Links to Asia and Australia's engagement with Asia.)
- Investigate design and the indoor environment. What is the traffic pattern in our kitchen? How do we collect data on this? (Try time lapse if you have the technology.) Would we change anything if we could?
- How can we use ICT to predict the growth and yield of our crops? Try remote linking to another school via the internet – how does their prediction and reality compare to yours, and what does this tell us about climate zones (or microclimates)?

