



STEPHANIE  ALEXANDER
KITCHEN GARDEN
FOUNDATION
Growing Harvesting Preparing Sharing



Kitchen Garden Education for the Secondary Years

BOOK
1

Connecting to the Curriculum



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Kitchen Garden Programs in Secondary Schools

The Stephanie Alexander Kitchen Garden Foundation has previously focused on kitchen garden programs in the primary school setting. Due to popular demand, and the increasing number of students transitioning from primary schools with kitchen garden programs into secondary schools, the Kitchen Garden Foundation is now looking at how secondary years educators can use the Kitchen Garden Program model to reinforce pleasurable food education across the scope of the curriculum.

How a secondary school introduces and implements a kitchen garden program is up to the individual school and its teaching and learning needs, as we know that every school community is unique. Some of these considerations may be informed by the Australian Curriculum, teaching and learning programs further designed in line with both national and state/territory curricula, the staff body, student learning needs and the practicalities of timetabling. Because of these realities, the Foundation is supportive of the needs of each school and encourages you to be flexible in your approach to establishing a kitchen garden program in your school.

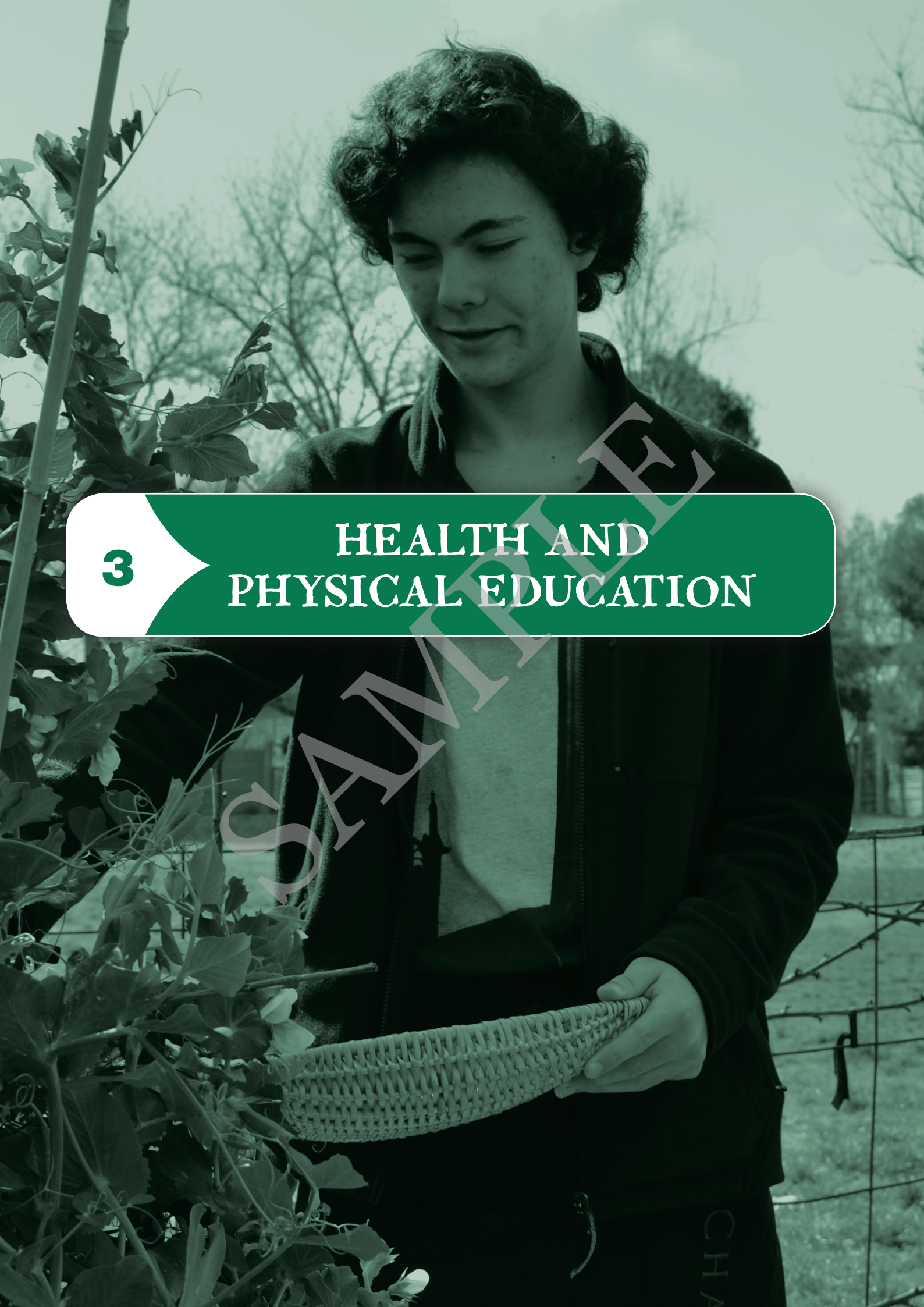
There are several approaches you might consider though. Beginning small, with a year-level teaching team, allows teachers to share the load and look at the program from an interdisciplinary angle. You can also share tasks across the different learning areas and subjects. You might also decide to use your program as the basis of an inquiry learning method or implement problem- or project-based learning tasks for a set class or subject. Perhaps there is an opportunity to run a specialist elective for particular year levels, where students have dedicated learning time to exploring and participating in garden and kitchen activities. A kitchen garden program can also help educators reinforce learning in specialised senior secondary subjects such as food technology, agricultural sciences, health and geography. When looking to establish new agendas such as STEAM (Science, Technology, Engineering, Arts and Mathematics), a kitchen garden program allows for applied and hands-on learning to support integrated teaching approaches. Once established, you can consider extending your kitchen garden program to adopt a whole-of-school approach, encouraging students and teachers across the entire school community to benefit from pleasurable food education.

The principal focus of the Foundation's approach in the secondary years is to use a kitchen garden program as a lens through which educators can meet many learning outcomes, as well as to encourage and support collaboration between students and staff.

The following pages provide some more information about the Foundation's pleasurable food education approach.

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HEALTH AND PHYSICAL EDUCATION





Eating for Health and Wellbeing

Health and physical education are firmly embedded in pleasurable food education. The pleasurable food education model relies on educators providing the spaces, structure, experiences and positive role modelling that encourage students to learn about the food production process from the ground up. It promotes health and wellbeing, physical activity, and the opportunity to learn about nutritious food, how to make it and how to love it – important life skills that students can take with them into adulthood.

This chapter focuses on the areas of food and nutrition. In Years 7–8, students learn about choosing food for health and wellbeing. They are given the challenge to develop a small dish or snack that they would eat during a school day, and encouraged to think about how to promote its benefits. In Years 9–10, students use their critical thinking skills to explore and present the benefits and challenges of delivering pleasurable food education in schools.



TEACHER OVERVIEW

Learning area: Health and physical education

Strand: Personal, social and community health

Focus area: Food and nutrition

Year levels: 9–10



Extension:

- Student presentations could be made to families and the wider school community at an information or open day.
- If students are in a kitchen garden program at their school, this could be a year-long project where students keep a journal or visual diary of what they learn in the kitchen and garden. The students then put together a presentation or visual essay of their findings.
- Students could use their findings to prepare a persuasive writing piece with the intention of lobbying a local business, local council or government about the role they can play in encouraging positive food habits.

Exploring pleasurable food education

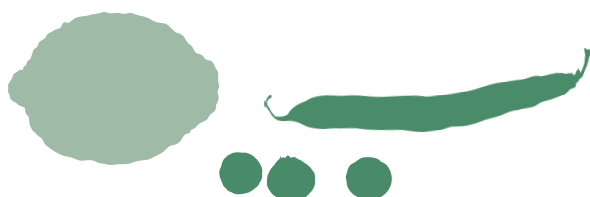
Pleasurable food education, delivered via a kitchen garden program, emphasises the flavours as well as the health benefits of fresh, seasonal and delicious food, among other things. In this learning task, students are asked to use their critical thinking skills to explore what benefits participating in a kitchen garden program during their school years can have on their lives.

Preparation

How you undertake this learning task with your class will vary depending on your needs. The steps provided on page 39 focus on undertaking research and using critical analysis to create a presentation, making this a suitable learning task at any point during the year, but you might choose to use this as an end-of-term reflection instead.

Delivery

Begin with a discussion about pleasurable food education. You could talk about the benefits and challenges of undertaking food education in Australian schools, and what role government policy has on health awareness in schools. Include in your discussion the students' own experiences of being involved in a school kitchen garden program. Use the Stephanie Alexander Kitchen Garden Foundation's Pleasurable Food Education Philosophy (see page 5) and have them break it down. Have them reflect on what they have learnt from this opportunity. Ask students to do their own research in this area, looking at resources such as news and current affairs stories, examples and studies (making sure to cite any references), and put together a 5-minute presentation to share in front of the class. If a digital projector is available, encourage students to incorporate text, images and video into their presentations.





STUDENT LEARNING TASK

Exploring pleasurable food education

In this learning task you will research the benefits and challenges Australian schools face in delivering pleasurable food education, and develop a five-minute presentation showing your findings.

What to do

1. Read the Pleasurable Food Education Philosophy.
2. Research food education in Australian schools, looking at news, current affairs stories, examples and studies.
3. Consider the following points and write down your thoughts:
 - Provide an explanation of what 'positive food habits' are and why these habits are important for lifelong wellbeing.
 - What are the aims of pleasurable food education in schools?
 - What can be gained from growing, harvesting, preparing and sharing your own food?
 - Which vegetables, herbs and fruits are grown seasonally? What have you used from your school kitchen garden?
 - Why is flavour important?
 - What are the health and wellbeing benefits from eating fresh, seasonal, *delicious* food?
 - What kind of skills, and social and community benefits, can be gained from pleasurable food education?
 - Give some tips for serving and eating healthy food at home.
 - What challenges do schools face in delivering pleasurable food education?
 - What role can governments and policies play in delivering pleasurable food education?
 - What you have you learnt from being involved in a kitchen garden program? How has it changed your approach to healthy eating?
4. You can draw on your own experiences, either at home or at school.
5. Write up your presentation. It should be around 5 minutes in length. If possible, use digital presentation software, and incorporate a mix of text, images and video.
6. Finally, make your presentation.



You will need:

- Notebook and writing materials
- Computer
- Camera (optional)
- Digital presentation software, e.g. Prezi or PowerPoint (optional)

