This one-day healthy choices program designed and run by Amaroo Environmental Education Centre allows students to select and demonstrate appropriate personal development skills and strategies when interacting with others in personal and group situations. This program will introduce students to the realization that they have the ability to care for themselves by preparing simple, healthy dishes.

Focus areas from the Australian Curriculum Year 5 & 6 are:

- Health and Physical Education - food and nutrition (FN).
- Design and Technology

It also addresses the Australian Curriculum’s Cross-Curriculum Priorities of Sustainability and Aboriginal and Torres Strait Islander histories and cultures.

Grow Well Eat Well is conducted at Amaroo Environmental Education Centre for single class groups only. **Extra adults are required for group supervision.**

**Synopsis of Program:**

- Students learn best by doing. In this program they weed, plant, water, mulch and harvest fresh food from the Amaroo gardens. Students investigate and apply techniques for safe food preparation including healthy hygiene practices. They use the harvested produce to prepare their lunch - a fresh is best, healthy choice food lunch. Harvest may be supplemented by bought produce (seasonal limitations)

- Alternative pest control measures which are more sustainable and environmentally friendly, are investigated, prepared and applied.

- The concept of food miles is introduced

- Indigenous plant foods are explored

- The program encourages co-operative efforts between the students in all of the activities undertaken
Australian Curriculum-based Program

### Pedagogical Key: Based on Amaroo EECs Pedagogical Framework

At Amaroo EEC our environmental and Indigenous education programs are guided by the *Productive Pedagogies Theoretical Framework* which has four dimensions: Supportive Classroom Environment; Recognition of Difference; Connectedness; Intellectual Quality, plus the inclusion of the 5th Pedagogy - *Learning Beyond the Classroom*.

Our Pedagogical Framework provides centre staff with a guide to develop teaching and learning strategies in relation to what they are teaching and the various learning styles and backgrounds of the visiting students.

The pedagogical strategies, which are predominately focussed on encouraging learning beyond the classroom and support learners as individuals as well as members of a social group, include *Learning By Doing, Being in the Natural Environment, Life Learning in Real Places, Full Sensory and Mind Body Engagement, Exploring Issues in Local Contexts and Adventure & Challenge.*

Our pedagogical framework is also driven by the Centre’s vision for a *community that cares for self, others and the environment to achieve enough for all forever.*

### Pedagogy and Place – Learning Beyond the Classroom

<table>
<thead>
<tr>
<th>Exploring Issues In Local Contexts [EILC]</th>
<th>Life Learning in Real Places [LLRP]</th>
<th>Learning by Doing [LbD]</th>
</tr>
</thead>
</table>

The lessons in the teaching sequence have been colour coded as follows:

- Lessons in these boxes should be taught/facilitated by the class teacher in the school setting
- Lessons in these boxes will be taught by the Amaroo teacher as part of your program.
- It is suggested that pre/post work may be conducted on these objectives

### Teaching Sequence

<table>
<thead>
<tr>
<th>Topic</th>
<th>Curriculum Content and Link</th>
<th>Grow Well Eat Well Lessons - outline</th>
</tr>
</thead>
</table>
| **Before the excursion (Pre-engagement or ‘The Hook’) [LLRP]** | Students:  
- Will engage with the procedural genre to write a recipe for a healthy dish | The class will receive lists of ingredients and must make up, or Google to find, a recipe that uses those basic fresh ingredients as a basis for a meal. These recipes may be brought to Amaroo on the excursion day. |
| **Growing well [LLRP; LbD]** | Students:  
- demonstrate appropriate personal development skills and strategies when interacting with others in a group situation  
- engage in a hands on approach to learn about gardening, where food comes from and alternative more sustainable pest control methods | After listening to instructions from the Amaroo teacher, students will work in their designated groups to prepare their garden bed, plant seedlings, mulch and water them. They will harvest any produce ready for picking, wash it roughly and take to the kitchen for later use in the preparation of their lunch.  
Each group will receive instructions for an environmentally friendly pest control method. Students will then explain their method to the other groups. |
| **Preparing well [LbD, LLRP]** | Students:  
- Identify risks and apply safe practices while working in a group situation to prepare their healthy foods lunch  
- Demonstrate appropriate hygiene practices when food handling and preparing | Students work in their groups to prepare the previously picked fresh food from the gardens under the supervision of an adult per group.  
Areas are cleaned up and tables set ready for lunch time |
| **Sustainable practices [LbD, LLRP]** | Students:  
- Recognise the value of sustainable practices - Murri plant food sources and compost bin  
- Gain knowledge, understanding and appreciation of Indigenous culture (Cross Curriculum Priority) | Students observe how a worm farm and compost bin work.  
The food scraps from the kitchen are placed into the compost bin or worm farm.  
Murri plant food sources are investigated |
## Teaching Sequence

<table>
<thead>
<tr>
<th>Topic</th>
<th>Curriculum Content</th>
<th>Grow Well Eat Well Lessons - outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eating well</strong></td>
<td>Students:</td>
<td>Students enjoy the 2 course delicious meal they have prepared, displaying appropriate manners and hygiene practices.</td>
</tr>
<tr>
<td>[LbD, LLRP, Sense]</td>
<td>- investigating practices that help promote and maintain health and wellbeing, such as eating a healthy meal created by them</td>
<td></td>
</tr>
<tr>
<td><strong>Sustainable living</strong></td>
<td>Students:</td>
<td>Students explore the concept of food miles and engage in a game about environmental tips for sustainability to do with food selection, preparation and waste management (shopping tips, water conservation &amp; packaging)</td>
</tr>
<tr>
<td><strong>Playing well</strong></td>
<td>Students:</td>
<td></td>
</tr>
<tr>
<td>[LLRP]</td>
<td>- Identify food selection practices that show an understanding of nutrition and environmental considerations, when selecting food for consumption</td>
<td></td>
</tr>
</tbody>
</table>

### N.B. Relevant Curriculum Activity Risk Assessments are available for this program

### Suggested Assessment Task:
- Singly or in groups, students prepare a report (written/multimedia) on the excursion using photographs of the day.
- Present a procedural report involving a recipe.
- Prepare a good choice/bad choice menu listing healthy alternatives to some of the more common fast food selections.
- Design a table comparing what the Indigenous people might eat/prepare to some of our choices, also listing the tasks involved for us to obtain our ingredients and the corresponding tasks the Indigenous people may have to engage in, to obtain their ingredients.
- To raise awareness in the community, prepare posters on alternative control of pests, or food miles or benefits of composting.

Lessons for this program have been developed by Amaroo Environmental Education Centre to incorporate additional support and resources that are available through the Centre to assist with the implementation of the Australian Curriculum Content Descriptions.
Curriculum Links:

**Years 5&6 Health and Physical Education:**

Personal, Social and Community Health:
- Being healthy, safe and active
  - Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
- Communicating and interacting for health and wellbeing
  - Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

**Years 5&6 Design and Technologies**

Knowledge and Understandings:
- Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021)

Cross Curriculum Priority Link: **Sustainability** addresses the ongoing capacity of Earth to maintain life.

**Systems OI.7** Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments

Cross Curriculum Priority Link: **Aboriginal and Torres Strait Islander histories and cultures**

**Culture OI.5** Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

Additional Notes for Teachers:

1. The students work in 4 groups in the kitchen. It is a requirement that the school provides 4 adults - one for each group.
2. The food preparation involves the use of sharp knives to prepare the salad harvest. It is therefore a good idea to organise the 4 groups using your perceived kitchen skill levels of the students. We need one group in particular that are skilled/trustworthy to use the knives. The students don’t need to know this is the criteria. There is one group that does not need to use knives at all.
3. You must also be aware of students with food allergies and notify Amaroo via the fax back sheet. If these students prefer they can bring their own lunch. You can contact Amaroo to discuss options if you wish.