Program Overview: Information for Teachers

This one-day healthy choices program designed and run by Amaroo Environmental Education Centre is able to assist teachers to implement various Ways of Working and Knowledge and Understandings listed in the Essential Learnings - Health and Physical Education Years 5-7 as well as address 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. Content covered from the Essential Learnings is listed on page 4 of this overview. Pages 2 and 3 show the link between this content and activities undertaken by Amaroo teachers. Suggestions are made for elements/activities that could usefully be covered by the teacher in the school before and/or after the excursion.

Synopsis of Program:

- Students learn best by doing. In this program they weed, prune, plant, water, mulch and harvest fresh food from the Amaroo gardens. They use this produce to prepare their lunch - a fresh is best, healthy choice food.

- This program will introduce students to the realization that they have the ability to care for themselves by preparing simple, healthy dishes.

- A comparison is made between the Indigenous peoples foods and preparation to contemporary food sourcing and preparation.

- The program encourages co-operative efforts between the students from the gardening activity through to the preparation and finally the sharing of the self-prepared meal.
**Pedagogical Key: Based on Amaroo EECs Pedagogical Framework**

The Amaroo EEC teachers deliver this program utilising a variety of Pedagogical Strategies which are based on the four dimensions of Productive Pedagogies plus the 5th Pedagogy: Pedagogy and Place - Learning Beyond the Classroom. Each pedagogy is abbreviated in () according to this key.

<table>
<thead>
<tr>
<th>Pedagogy and Place – Learning Beyond the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full sensory, Mind Body Engagement [Sense]</td>
</tr>
<tr>
<td>Life Learning in Real Places [LLRP]</td>
</tr>
<tr>
<td>Intellectual Quality</td>
</tr>
<tr>
<td>Higher-order thinking [HoT]</td>
</tr>
<tr>
<td>Recognition of Difference</td>
</tr>
<tr>
<td>Cultural Knowledge [CK]</td>
</tr>
<tr>
<td>Connectedness</td>
</tr>
<tr>
<td>Connectedness to the World [CW]</td>
</tr>
<tr>
<td>Supportive Classroom Environment</td>
</tr>
<tr>
<td>Academic Engagement [AE]</td>
</tr>
<tr>
<td>Social Support [SS]</td>
</tr>
</tbody>
</table>

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

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’) (AE, HoT) | 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 are to be brought on the excursion day. |
| Growing well (AE, LbD, CW, KI, SR, LLRP) | 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 and where food comes from. | 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 thoroughly and take to the kitchen for later use in the preparation of their lunch. |
| Preparing well (AE, LbD, CW, KI, SR, LLRP, SS) | 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, CW, LLRP) | Students:  
- Recognise the value of composting food scraps and the benefits of a worm farm and compost bin | 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. |
# 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>Eating well</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>[Sense, LbD, LLRP]</td>
<td>- Experience the satisfaction of eating a meal that they have prepared from fresh ingredients - garden to the lunch table.</td>
<td>In small groups, using garden signs and a work sheet, students will discover what some food sources were for the Indigenous people and what means they used to catch/collect hunt this food.</td>
</tr>
<tr>
<td>Sustainable living</td>
<td>Students:</td>
<td>Students will engage in an Indigenous game which demonstrates how the younger members were taught skills which would enable them to provide food for their mob.</td>
</tr>
<tr>
<td>Playing well</td>
<td>- Gain knowledge, understanding and appreciation of Indigenous culture (Cross Curriculum Priority)</td>
<td></td>
</tr>
<tr>
<td>[LLRP, CK, SR]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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/prep and 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 embark upon to obtain their ingredients.

---

Grow Well!

Eat Well!

Please note: Information relating to Adopting and Adapting C2C materials can be found in C2C Fact Sheet Version 6: February 2013 at http://learningplace.eq.edu.au/docs/resources/file/a789001-5de4-87cb-b7ae-004fe5695c00/docs/c2c-factsheet3.pdf
Curriculum Links: Essential Learnings

Year 4 - 7 Physical Education: Ways of Working
- Students select and demonstrate appropriate personal development skills and strategies when interacting with others at personal, team and group levels.
- Students identify risks and apply safe practices.
- Students reflect on their learning to identify new understandings and future applications.

Knowledge and Understanding Concepts: Healthy Choices and Healthy Food
- Students investigate and apply techniques for safe food preparation including healthy hygiene practices.
- Students prepare and enjoy a simple but healthy meal.
- Students assess the safety of situations in the gardening and kitchen environments and act responsibly to manage risk and avoid harm.

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

Systems OL.2 All life forms, including human life, are connected through ecosystems on which they depend for their well-being and survival.
Systems OL.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
Country/Place OL.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout Australia
Culture OL.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.