
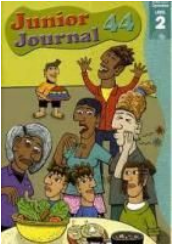



<p>Healthy Eating L2 From garden to plate</p>	<p>These tasks should follow Healthy Eating L2 Foundation</p>
<p>JJ 52</p>  <p>JJ 44</p> 	<p>Dig In JJ 52 Bronwen Wall This report describes the Garden-to-Table programme and how it operates at Cannons Creek School. The programme is designed to help students learn how to grow and cook their own fruit, vegetables and herbs.</p> <p>The Green team JJ 52 Diana Noonan The Green team enter a competition that involves growing vegetables and using them to cook a meal. The weather destroys much of their crop so they have to think creatively to have a chance of winning.</p> <p>That's the way. JJ 44 Alan Bagnell Shannon's dad is very shy. He becomes inspired by the garden project at Shannon's school and a section that needs clearing, Dad finds friends and a way to belong in his community. He even finds a new job.</p>
<p>Health Goals Identify how people's actions contribute to healthy physical and social environments.</p>	<p>Literacy goals To draw on background experience and text features to make, verify and revise predictions. To make inferences about how Dad is feeling. To select, organise and evaluate ideas to achieve the curriculum purpose.</p>
<p>Vocabulary: Specialised vocabulary: bietola, bhaji, broccoli, dolmas, feijoa, herbs, lasagne, mulch, parsley, palusami, pūhā, seed tray, silverbeet, spanakopita, sown, zucchini Interest words and phrases: compost, "cooking up a storm", community, "dig-in", exchange, grass clippings, greenhouse, his face lit up, lawnmower, mouthful, neighbours, neighbourhood, section, wheelbarrow.</p>	
<p>Purpose: To find out how gardening contributes to healthy eating.</p>	
<p>Task 1 1a) Skim the subheadings and photos in <i>Dig In</i> Predict what you think the article is about.</p> <ul style="list-style-type: none"> • <i>What do you know already about</i> 	<p>Predicting and confirming predictions A useful way to read the text is to stop at key points in the text. Eg. 1.) I predict this section will be about _____ because _____ _____ <i>explain the evidence you found</i></p>

<p><i>this topic?</i></p> <p>b. Read: Dig In JJ 52</p> <ul style="list-style-type: none"> ● <i>Did you confirm your predictions?</i> ● <i>Did you revise your predictions as you found new information?</i> <p>c).Make a list of what the students in the programme are learning to do.</p> <p>Organise your ideas under headings that summarise the tasks you have listed. Eg <i>preparation of the ground, cooking.</i></p> <ul style="list-style-type: none"> ● <i>Why do you think the students are involved in the programme? How might this help them to learn to eat healthily?</i> <p>Imagine you are one of the students: <i>What would they say the purpose and benefits of the Garden to the table programme are?</i></p> <p>Fill in the speech bubbles provided on pg 4</p>	<p><i>(eg.photos, headings) or state something you already know connected to the evidence.)</i></p> <p>2.) A question I am wondering about _____</p> <p><u>After reading a section</u></p> <p>3.)The main idea in this section is about _____.</p> <p>2.) For this section I predicted that _____</p> <ul style="list-style-type: none"> ● <i>Were my predictions correct?</i> ● <i>Were there clues I missed that I need to think more about?</i>
<p>Purpose: To recognise the issues that can be encountered when gardening.</p>	
<p>Task 2.</p> <p>1)a.Discuss with a partner <i>What things are needed for plants to grow well? Add your ideas to Fig 1</i></p> <p>b)Read: The Green team JJ 52 Discuss with a partner</p> <ul style="list-style-type: none"> ● <i>What went wrong for the Green team?</i> ● <i>What could the Green team have done differently to save their</i> 	<p>Resources Seeds JJ 50</p>  <p>P12-13</p> <p>This article explains the process of how a seed grows. https://www.youtube.com/watch?v=czRUxCJwVjw</p>

<p>vegetables?</p> <p>c) Brainstorm and list in Fig 1 some possible solutions.</p> <p>Judge which of these solutions is the most likely to be successful.</p> <p>Draw the chosen solution to share with others.</p> <p>d). Explain why you think this solution will work.</p>	<p>Fig 1</p> <table border="1"> <thead> <tr> <th>Plants need</th> <th>Problem</th> <th>Solution</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Plants need	Problem	Solution						
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Purpose : To find out other possible benefits from growing your own food.

<p>So far the texts have highlighted gardening in a school environment. This story provides another perspective.</p> <p>Task 3</p> <p>1a) Read: That’s the Way. JJ 44.</p> <p>b) Discuss with a partner, and make notes:</p> <ul style="list-style-type: none"> • <i>How did planting a garden change how Dad settled into the new community?</i> • <i>What changed?</i> <p>Make a list of the events in the story and then find clues to show how Dad was feeling. (See Fig 2.)</p> <p>c).The story is told from Shannon’s perspective.</p> <p>Use information from Fig 2 to:</p> <ul style="list-style-type: none"> • retell the story from Dad’s point of view describing what he sees as the benefits of gardening. <p>or</p> <ul style="list-style-type: none"> • use a series of 4/5 thought bubbles showing how Dad felt 	<p>Fig 2</p> <table border="1"> <thead> <tr> <th>Events in the story</th> <th>Clues about how Dad is feeling</th> </tr> </thead> <tbody> <tr> <td>Moved to a new house</td> <td>Dad feeling shy but stays busy.</td> </tr> <tr> <td>Shannon takes Dad to see the school garden</td> <td>Dad frowns and looks nervous. He is feeling shy.</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Events in the story	Clues about how Dad is feeling	Moved to a new house	Dad feeling shy but stays busy.	Shannon takes Dad to see the school garden	Dad frowns and looks nervous. He is feeling shy.										
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<p>initially and how this changed over time on pg 6.</p>																	
<p>Task 4: Combine ideas from all three texts to help you</p> <p>a) Make a list of:</p> <ul style="list-style-type: none"> ● At least <u>4</u> positive things about growing your own food. ● Negatives for growing your own food. <p>Use the ideas you have gathered from Fig 3 to discuss your ideas with another group: <i>Is growing your own food a good thing? Say why or why not?</i></p>	<p>Use the organiser Fig 3 to add your ideas</p> <table border="1" data-bbox="778 461 1412 969"> <thead> <tr> <th data-bbox="778 461 1118 501">Positive ideas</th> <th data-bbox="1118 461 1412 501">Negatives</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Positive ideas	Negatives														
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<p><i>How well have I achieved the health goals?</i></p>	<p>Was I able to identify how people’s actions contribute to healthy physical and social environments?</p>																
<p><i>How well have I achieved the literacy goals?</i></p>	<p>Was I able to draw on background experience and text features to make, verify and revise predictions?</p> <p>Did I locate clues in the text, as well as drawing on my background knowledge to make inferences about how Dad was feeling?</p> <p>Was I able to select, organise and evaluate ideas to achieve the curriculum purpose?</p>																

Fig 1

Plants need	Problem	Solution

Fig 2

Events in the story	Clues about how Dad is feeling
Moved to a new house	Dad feeling shy but stays busy.
Shannon takes Dad to see the school garden. He has an idea.	Dad frowns and looks nervous. He is feeling shy.

Teachers sheet		
Plants need	Problem	Solution
<ul style="list-style-type: none"> ● Space ● Sunlight ● Water(not too much) ● Air ● Healthy soil 	The ground was saturated and so the plants failed to grow.	<p>Answers will vary : To create a shelter over the top of the vegetable plants.</p> <p>To plant the seeds into pots rather than the ground</p>

Use the organiser Fig 3 to add your ideas

Positive ideas	Negatives
You get to choose from a wide range of fresh vegetables in season	

Fig 2

Events in the story	Clues about how Dad is feeling
Moved to a new house	Dad feeling shy but stays busy.

Shannon takes Dad to see the school garden. He has an idea.	Dad frowns and looks nervous. He is feeling shy.
Dad digs up the front lawn and meets many neighbours	Dad becomes excited as his new garden takes shape. He also likes meeting the neighbours.
Dad's garden becomes a neighbourhood gathering place for chat, exchanging seeds and plants.	Dad is now more confident with people
Dad gets a job for three days a week.	Dad is happier, more willing to talk to people.
Mrs Tawhai works in the garden most days Dad's idea to share the garden has been achieved.	He is satisfied.

Use the organiser Fig 3 to add your ideas

Positive ideas	Negatives
You get to choose from a wide range of fresh vegetables in season	Vegetables may not grow in poor weather: rain, little sun and wind
Much cheaper to grow vegetables in your own garden	In winter there may be only a limited range of vegetables available
You are able to exchange vegetables with others	You need space to grow vegetables
Meet your neighbours while out gardening	Need to work at weeding, mulching and harvesting
Get to taste a wider range of vegetables	