

## Food Forest Program VELS Guide Levels 1 – 4

### **Strand: Physical, Personal and Social Learning**

The Food Forest Program is designed for a range of students from Early Years through to Middle Years. Within the strand, Physical, Personal and Social Learning the program is able to include criteria in each of the domains however its main emphasis is in the domain of Health and Physical Education.

### **Domain: Health and Physical Education**

In this program, which is based in the Ian Potter Foundation's Children's Garden with particular reference to the Kitchen Garden, the students are able to explore and discover how plants form the basis of all food chains. A variety of produce from different parts of the world is grown in the kitchen garden and physiological, social, cultural and economic reasons for food choice can be discussed. The excursion can also form the basis of discussing how good food choices contribute to an active, healthy life. They will also propagate a "food" plant or a seed to take back to school.

#### **Learning Focus: Level 1**

Students are introduced to the basic principles of living an active and healthy life and begin to learn about the importance of eating a variety of foods. They learn about how foods differ in look, taste, feel and smell, and begin to understand how good food choices contribute to an active and healthy life.

#### **Learning Focus: Level 2**

With guidance, they learn to make healthy food choices according to healthy eating models, and to consider the factors that influence their choice of foods. They begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.

#### **Standards: Level 3**

##### **Dimension: Health knowledge and promotion**

They identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices.

#### **Standards: Level 4**

##### **Dimension: Health knowledge and promotion**

They analyse and explain physiological, social, cultural and economic reasons for food choices.

### **Domain: Interpersonal Development**

Interpersonal Development is not a domain that is emphasised within the program however discussions can centre on the variety of produce from different parts of the world and the way that different cultures use plants for food. Respect for all cultures is fostered.

#### **Standards: Level 2**

##### **Dimension: Building social relationships**

At Level 2, students behave appropriately in a range of social situations.

#### **Standards: Level 4**

At Level 4, students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups.

### **Domain: Personal Learning**

In this program students are encouraged to listen, ask questions and clarify understandings.

#### **Learning Focus: Levels 1 & 2**

They also reflect on their own learning by responding to prompts such as, 'What do you know now that you didn't know before?'

Students begin to take initiative as learners by asking questions when needed.

With teacher support, students develop simple protocols to assist them to learn effectively such as listening attentively.

**Domain: Civics and Citizenship**

**Civics and Citizenship is a domain that is emphasised within the program through fostering respect for the natural environment and acknowledging how people can work to improve their environment.**

**Learning Focus: Level 1** Students engage in school and cultural events in a responsible and active way.

**Learning Focus: Level 2** Students begin to appreciate the common values important to groups and individuals; for example, fairness, tolerance, understanding and respect.

Students investigate the ways individuals, families, groups and communities can work to improve their environment.

**Learning focus: Level 3**

Students learn about the different types of groups in the community and their functions; for example, school groups and local volunteer groups such as charitable and environmental organisations. They participate in community, school- and/or home-based projects designed to protect and care for the natural and built environment and promote the sustainable management of resources that they use; for example, by reducing, reusing and recycling paper and plastics, reducing use of fossil fuel by walking or cycling to school, reducing water consumption, and contributing to community events.

**Standards Level 3**

**Dimension: Civic Knowledge and Understanding**

Students explain why protection and care for the natural and built environment is important.

**Dimension: Community Engagement**

Students describe the benefits of action at the local level and the democratic aspects of the process. They participate in activities to protect and care for the natural and built environment.

Learning Focus: Level 4 Students explore ways in which they can actively participate in their school and community.

**Strand: Discipline based Learning**

**The Food Forest Program is designed for a range of students from Early Years through to Middle Years. Within the strand, Discipline based Learning our Food Forest Program is able to include criteria in the domains of the Humanities and Science.**

**English is a domain that is supported throughout this program. The students use their senses and observations to make generalizations and to explore the material that is provided however the program is not specific to this domain. The domains of Art, Mathematics and LOTE are not targeted to this program.**

**Domain: The Humanities**

**In this program students are able to explore the concept that plants are the basis of all food chains. We use the kitchen garden that is sustainable and environmentally friendly to encourage sustainable gardening practices. Students observe worms and discuss advantages to the environment when worm farming. Students become aware of how products that we buy from the supermarket have been processed from their natural form. The role of producers and consumers of goods and scarcity of food supplies could be discussed if required.**

**Learning Focus: Levels 1& 2**

Students explore how and why natural factors (for example, changes in the weather) and human activities (for example, the closing of a park) affect their lives. They develop basic narratives that link events in their own experience. Participating in activities such as wearing protection from the sun, saving energy, saving water, and recycling, they develop their awareness of environmental issues. Students are introduced to the concept of resources and their management, and begin to understand how resource use reflects community interdependence and economic sustainability. They begin to understand how local resources are used to make products which meet local people's needs and the needs of people in other places. They also begin to understand that resources from other places may be used to make products locally to meet their needs.

**Standards: Level 3**

**Dimension: Humanities knowledge and understanding**

From direct observation or observation of a variety of media, they describe the human and physical characteristics of their local area and other parts of Victoria. They describe how people use and affect different environments in Victoria.

**Standards: Level 4**

**Dimension: Economic knowledge and understanding**

At Level 4, students describe the nature of the economic problem (scarcity) and explain how selected goods and services are produced and distributed. Students describe the difference between needs and wants, and their own roles as producers and consumers of goods and services. They explain the need to be an informed consumer.

**Dimension: Geographical knowledge and understanding.**

They compare the various ways humans have used and affected the Australian environment. Students recommend ways of protecting environmentally sensitive areas in a sustainable way.

**Domain: Science**

**In this program students are able to explore the concept that plants are the basis of all food chains. We use the kitchen garden that is sustainable and environmentally friendly to encourage sustainable gardening practices. Students also look at worms and the advantages of worm farming. Life cycles of worms are also discussed. Structural features of plants are discussed in relation to parts of plants that are eaten for food.**

**Learning Focus: Levels 1 & 2**

As students work towards the achievement of Level 3 standards in Science, they use their senses to explore the world around them; for example, day and night, the seasons, and living and non-living things. They describe their activities and observations using both general and science-specific language; for example, *hard, soft, long, short, big, small, strong and weak*.

As students work towards the achievement of Level 3 standards in Science, they observe and describe phenomena; for example, properties of natural and manufactured materials, insect life cycles,

**Standards: Level 3**

**Dimension: Science knowledge and understanding**

Students identify and describe the structural features of living things, including plants and animals. They identify how these features operate together to form systems which support living things to survive in their environments. They distinguish between biotic and abiotic factors in their environment and describe interactions that occur between them. They describe natural physical and biological conditions, and human influences in the environment, which affect the survival of living things.

**Standards: Level 4**

**Dimension: Science knowledge and understanding**

They identify and explain the relationships that exist within and between food chains in the environment.

**Strand: Interdisciplinary Learning**

**The Food Forest Program is designed for students from Early Years through to Middle Years. Within the Interdisciplinary Strand the Food Forest Program is able to include criteria in each of the domains with the exception of Information and Communications Technology.**

**Domain: Communication**

**Students listen to information provided but are also asked to interact with their presenters, formulate questions and draw on their own personal experiences. Students are also asked to interact with their peers in order to complete tasks.**

**Learning Focus: Levels 1, 2 & 3**

As students work towards the achievement of Level 4 standards in Communication, they begin to identify basic communication conventions in the classroom and playground such as being attentive listeners, facing the speaker, and taking turns. They learn to focus their attention and to listen without interrupting. Students practice retelling what a speaker has said to them and learn to ask questions when appropriate, exploring the interactive nature of communication.

When communicating with others, students begin to distinguish between differing contexts, purposes and audiences and they learn to modify their communication accordingly; for example, when playing with friends in the playground and talking to classroom visitors.

As students work towards the achievement of Level 4 standards in Communication, they listen attentively when required and learn to respond and interject appropriately. They learn about appropriate body language when reacting to a speaker and use feedback from peers and the teacher on their own body language to improve their reactions. They practice paraphrasing what a speaker has said to check meaning and ask clarifying questions where meaning is unclear.

**Standards: Level 4**

**Dimension: Listening, viewing and responding**

At Level 4, students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations. They describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences.

**Domain: Design, creativity and technology**

**In the Food Forest program students explore natural materials and discuss how gardens can recycle materials. Students will use simple tools to help them look for worms. Students also make a herb tea bag in the herb garden using cloth, herbs and joining using a rubber band.**

**Learning Focus: Levels 1, 2**

As students work towards the achievement of Level 3 standards in Design, Creativity and Technology, they investigate everyday, familiar products and recognise the basic characteristics and materials/ingredients from which they are made and how they are used. They explore the differences between natural products and artefacts, and learn that materials can be recycled and reused to produce new products. They play with and manipulate materials/ingredients in both a free and focused manner to foster development of their design and technical skills. They learn appropriate terminology, including the names of materials/ingredients and their characteristics and properties (for example, rough, smooth, shiny, soft, flexible), and processes such as measure, mix, cut, join.

**Domain: Thinking Processes**

**Throughout the presentation the children use their senses to explore the material that is provided, plant seeds or plants and become aware of sustainable gardening practices such as worm farming, and composting. Students are encouraged prepare questions prior to their visit, to ask questions, collect information from a variety of sources and activities and interact with presenters and their peers.**

**Learning Focus: Levels 1 & 2**

As students work towards the achievement of Level 3 standards in Thinking Processes, they explore a wide variety of familiar contexts. With encouragement and support, they wonder, question and become adventurous in their thinking about these contexts. Students practise using all of their senses to develop skills in making observations which they share and record.

As students work towards the achievement of Level 3 standards in Thinking Processes, they explore the community and environment around them, and increasingly consider contexts and information, which lie beyond their immediate experience. Questions and wondering are encouraged, recorded and shared, and become the basis for further learning.

Students develop their skills in making accurate observations about people and events, and they begin to use a variety of means to record their observations. They develop their own explanations for the observations they make and learn to question the accuracy of other people's explanations. They begin to understand that people are more likely to believe an explanation if evidence or reasons are provided. They develop their skills in using a range of sources of information when investigating selected questions.

**Standards: Level 3****Dimension: Reasoning, processing and inquiry**

At Level 3, students collect information from a range of sources to answer their own and others' questions. They question the validity of sources when appropriate.