





GROUPS & MAINTENANCE ELEMENT 1: GARDENING

DURATION: (WEEKS)

YEAR GROUP: KS5 (YEAR 12/13)

STUDENTS WILL:

- > Have an introduction to gardening and taking plant to plate
- > Learn about the health and safety of gardening and the use of tools
- > Grow and harvest vegetables
- > Learn life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in written and spoken English
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need
Also, class variation throughout

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem solving



SESSION 1: WHAT IS GARDENING AND INTRODUCTION TO GARDENING

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>1. What is a kitchen garden? And why would we have one? i) Research or ask each other if they know? Video to check the answer The Kitchen Garden - YouTube ii) What is the difference between a kitchen garden v a vegetable garden? Ask the group if they found the answer from the video?</p> <p>2. When is the best time to plant your kitchen garden? Ask the group if they found the answer from the video?</p> <p>3. Thinking ahead to the next lesson planting and growing, Explore the life of a plant. Life of a tomato plant video and flashcard.</p> <p>TASK VARIATION: use the flash card- Life Cycle of a tomato plant to talk through each section, see if the students can suggest how water and sun help the plants.</p> <p>PMLD TASK VARIATION: Bring a few vegetables from home or the school kitchen, let the students feel, smell and taste (if possible) explain where they will have come from. This can also be done with different types of herbs, smell and feel the different textures and aromas.</p> <p>4. Ask the students why would we grow such plants? And what can we do with the fruit and vegetables we grow?</p> <p>5. Using the restaurant menu get the students to tick/ circle or highlight what has fruit and veg in?</p> <p>5a. Extension- compare the fruit and veg found on the McDonald's menu to The Pig menu. Try to highlight the importance of healthy eating.</p>	<ul style="list-style-type: none"> > Understanding of the key words. > Learning the difference between Kitchen and vegetable gardens > Starting to understand the basic knowledge of planting and growing > Basic understanding of the plant cycle > Understanding the use of fruit and vegetables and the industries that would use them. > Basic understanding of teaching of photosynthesis > Understanding of healthy foods v unhealthy foods 	<ul style="list-style-type: none"> > Internet access > Pens and paper > Flashcards: <ul style="list-style-type: none"> - UN3E102 - Life cycle of a tomato plant - UN3E104 - Types of food - healthy v unhealthy foods - UN3E105 Food wheel > Restaurant menu <ul style="list-style-type: none"> - UN3E103 - The Pig Menu - online at McDonald's



SESSION 2: (COVER OVER SEVERAL WEEKS)

INTRODUCTION TO PLANTING, GROWING, AND HARVESTING

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Introduction to gardening: These following lessons can be completed by: theory inside the classroom first walking through the steps or getting right to it, straight outside and teach as you go. You could even find a happy medium, a small section of theory first then outside.</p> <p>The weather may determine this, so you may wish to check ahead. Met Office weather</p> <p>These lessons will be spread over a number of weeks if not months, so you may wish to visit one of the other units in-between, you will however have to check your crops weekly.</p> <p>Extension: You can also use the education pack to fill out the lessons. Poster on use of rakes and shovels- might help.</p> <p>Step 1: Planting seeds Get the students to plant some seeds ready for growing veg or flowers. This can be done within the school and learn on a windowsill to grow or in a greenhouse if you have one.</p> <p>Step 2: Moving seedlings to the ground Link or Link Once the seedlings are ready, assist the students to move them into the designated plots. The links will help explain this process and when best to do this.</p> <p>Step 3: Caring for the plants Tomato, Beans, Squash/pumpkin, Herbs The ongoing care of the plants will have to be a weekly visit if possible. Follow the links to find out what you are looking for, you can always find your own videos if the veg or plant isn't listed.</p>	<ul style="list-style-type: none">> Theory and practical challenges of planting and growing.> Students will learn how to plant, maintain, and harvest crops.	





ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>The following can be achieved if you tailor tasks towards the topic skill.</p> <ul style="list-style-type: none">> Rota a leader for the groups from the students, give them a small task to lead the group through, this will allow leadership skills to be identified and put into practice.> Allow the students to dream big with their gardens and planting, allow them to look at what they could possibly achieve over the sessions.> It important to introduce the students to failure as planting and growing is very unpredictable and not everything will grow or may even die or be damaged. Conversations about how you can stay positive and support the development of planting.		



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SESSION 5: JOB DESCRIPTION

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Allow the students to look over the job description, See if they have met any of the skills through the sessions Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job For those that wish to, you could hold a mock interview asking questions around the skills they have learnt related to Grounds and Maintenance.</p>		>



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