

Early Childhood Teaching Resource

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Aligned with Te Whāriki •

Key focus on horticulture: where our fruit and vegetables come from •





Te Whāriki Early Childhood Curriculum Links

Principles:

Holistic Development/Kotahitanga: recognising the importance of sustained healthy food choices and its impact on physical, cognitive, social, emotional and spiritual development.

Empowerment/Whakamana: to create learning opportunities for young children that promote critical thinking and enable children to learn and grow.

Family and Community/Whānau Tangata: involving the wider world of family/whānau and community in creating healthy food environments.

Relationships/Ngā Hononga: experiencing responsive and reciprocal relationships with friends, teachers, and whānau with regard to healthy food choices.

Use language, symbols and texts: to access and interpret new knowledge.

Links to the essential areas of learning and development:

Strand 1. Well-being/Mana Atua

Children experience an environment where all dimensions of health are promoted. Children will begin to understand that providing optimum growing conditions for fruit/vegetables will enhance the nutritional value and growth of the produce. Similarly, children will begin to understand the relationship between eating 5+ A Day and enhancing their own well-being.

Strand 2. Belonging/Mana Whenua

Children will be able to make links with their family/whānau and the wider world by exploring skills and concepts which focus on growing, harvesting, transporting and packaging fruit and vegetables.

Strand 3. Contribution/Mana Tangata

Children will be encouraged to learn with and alongside others as they grow and harvest their edible gardens and participate in a wide variety of co-operative activities. They will work together to seek solutions and offer alternatives.

Strand 4. Communication/Mana Reo

Children will have opportunities to learn vocabulary associated with growing, harvesting and packaging fruit and vegetables. Learning activities will further support children in discovering different ways to be creative and expressive.

Strand 5. Exploration/Mana Aotūroa

Children will have a variety of learning opportunities designed to assist them in making sense of their natural, social, physical and material world. These will include planting and growing activities, puzzles, stories, art, collage and physical movement.





Breaking the message down

5+ A Day Every Day

5+ represents 5 or more servings of fruit and vegetables (2 of fruit and 3+ of vegetables)

A Day represents eating fruit and vegetables every day.



The hand represents five or more servings (fingers) and a serving size is about a handful.

Teaching the children about a serving

It couldn't be easier. A serving is about a handful and as everyone uses their own hand, a child's serving will be smaller than an adult's.

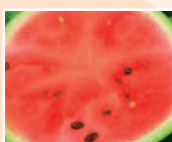


How many servings should I eat?

At least five handfuls a day. That is why we have the hand in our logo so that children remember that a serving is about a handful and to count the number of servings on their fingers.

For children under five years we encourage them to

'Strive For Five'





Planting

Seed study

- Invite children to describe a fruit from the melon family or a vegetable from the pumpkin family.
- Ask children to compare the shape of a whole fruit/vegetable compared with a slice.
- Together, count the seeds and discuss the function of seeds.
- How do we plant and care for seeds to help them grow?
- Children can draw and colour their own melon, pumpkin, butternut, etc.
- Make a group mosaic using different types of seeds.
- Using the Fruit and Vegetable Cards discuss seeds from other plants. What seeds do we eat? (tomato, cucumber and kiwifruit). What seeds don't we eat? (watermelon, pumpkin, avocado).
- Make a platter for morning or afternoon tea that uses the chosen fruit or vegetable.

Seasons Poster/Mural

- Discuss the four seasons: spring, summer, autumn, winter
- Discuss what fruit are grown and eaten in each season. Use the 5+ A Day Availability Chart to help you.
- Make a "Seasons" display as follows (see opposite page):
 - Create a large shape of a peach, apricot or plum tree to staple to the wall. Divide the tree into four sections to represent each season.
 - On the summer section of the tree paint the leaves green. On the autumn section – yellow/brown. On the winter section the branches can be left bare. Use pink crumpled tissue paper to represent spring blossom and new growth.
 - Have children draw and colour pictures of the chosen fruit and attach these to the tree's branches according to the season they are ready to eat (summer).
 - Add statements from the children about the importance of eating 5+ A Day.
- Children complete 5+ A Day jigsaw puzzles.
- Encourage children to describe each fruit or vegetable in relation to its texture, taste and weight and to become familiar with its colour and name in both English and Te Reo.
- Use the 5+ A Day Availability Chart to discover when these fruit and vegetables are ready to eat.

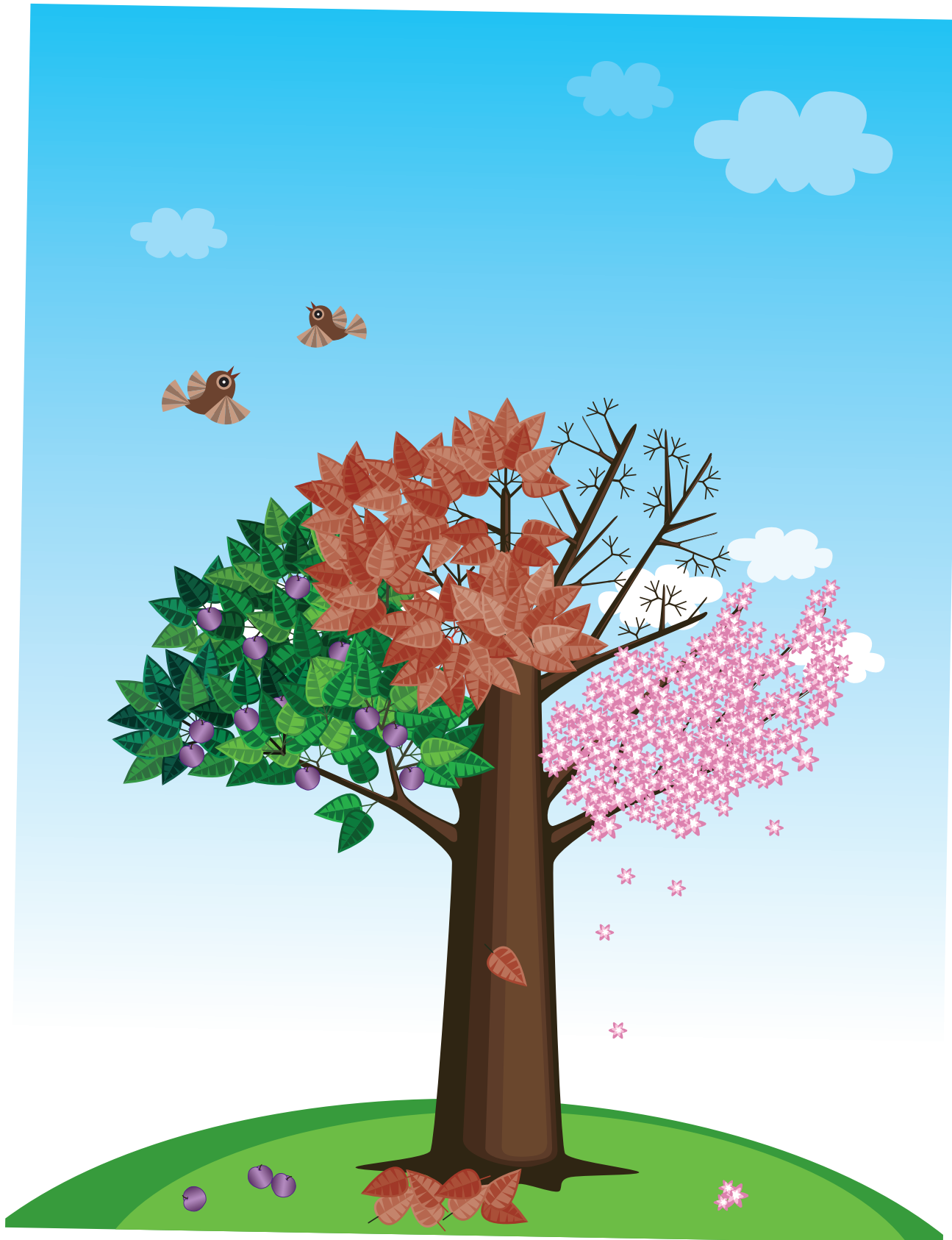
Where does it come from?

- Cut pictures of a tree, vine, plant, bush or tuber plant from magazines and newspapers or search the internet. Place these pictures on the wall.
- Using the 5+ A Day playing cards have the children guess what sort of plant each fruit and vegetable grows on by attaching each card to a chosen plant source e.g. tomato to the plant, orange to the tree, runner beans to the vine, etc.





Seasons Poster/Mural





Harvesting

- Expand on the seasons activity by discussing harvesting.
- What is harvesting? What tools are used for harvesting? Discuss harvesting your home garden by hand versus machine-assisted harvesting in large scale market gardens.
- Have pictures or photos of different tools for gardening (collect garden store advertising fliers). Create labels to name each tool. As a class match the tool's name to the picture (spade, rake, trowel, stake, wheelbarrow, hose, watering can, gloves, etc.).
- Use the Availability Chart to find out when different fruit and vegetables are ready for harvest.





Matariki - Pleiades/Seven Sisters



Matariki (Pleiades or Seven Sisters)

Twinkling in the winter sky just before dawn in early June, Matariki (the star cluster Pleiades or Seven Sisters) signals the beginning of the Māori New Year. Crops have been harvested and the ground is prepared for spring. Traditionally it is a time for remembering the dead and celebrating new life. For all Māori the importance of Matariki has been captured in proverbs and waiata.

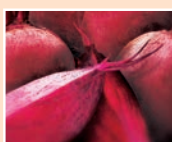
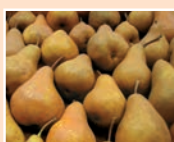
Karakia to celebrate Matariki

Matariki ahunga nui
Matariki tapuapua
Matariki hunga nui
Nga kai a matariki
Nana I ao ake ki runga

When Pleiades
The gatherer,
Is bright in the sky
The year begins

Resource Links:

- Grace, P.W., & Potton, C. (2003). *Earth, Sea, Sky. Images and Maori Proverbs from the Natural World of Aotearoa New Zealand*. NZ: Craig Potton Publishing
- Source story *Celebrating Matariki* by Sue Gibbison. School Journal Part 2, Number 2, 2005. Read the story and share the Karakia.





Eggshell Garden

- Investigate planting and harvesting seasons for vegetables.
- Use the colourful 5+ A Day resources to name some favourite vegetables. Discuss the time of year when favourite vegetables are often eaten at home. (Relate this to Matariki.)
- Use half eggshells to propagate small vegetable or tomato seedlings.
- Fill the empty shell with potting mix and gently plant the seedlings.
- Stand the planted shells in egg cartons, keep moist and place in a sunny position.
- When the seedlings are established plant the whole shell complete with seedling into chosen container or garden. The shells break down and add nutrients to the soil. (Old gumboots colourfully decorated make very interesting pots!)
- Children create and colour a label for their vegetable/tomato and attach to a garden stake. Insert these into the container to label and support their crop.
- Take photos of the planting and growing stages and make into a photo storybook.



- Children colour in the 5+ A Day “Fredge” sheet provided in your kit. Have children identify the crops they are colouring in. What important job does “Fredge” have? Why does he need to do this job? What might happen to the produce if the scarecrow is not in the garden? Design and create a “Fredge” for your centre’s “Egg Shell Garden”.

Organise a visit to a local supermarket or fruit and vegetable shop (seek permission to display children’s posters). To help children make the links between where fruit and vegetables are grown and how they get to the market, have them find and identify fruit and vegetables that are both in the poster and in the market/store.

Resource Links:

- (2008). *Changing Seasons Series: Spring, Summer, Autumn, Winter*. UK: Hachette Publishing.
- Dunstan, Kylie (2008). *Collecting Colour*. Australia: Lothian Publishing Company.
- Wilde, Kim (2008). *Collins Big Cat-Harry’s Garden*. Great Britain: Harper Collins.
- Wilde, Kim (2008). *Collins Big Cat-How To Make A Scarecrow*. Great Britain: Harper Collins.





Packaging

Natural Packaging



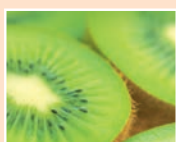
- All fruit and vegetables come in their own packaging – some are tougher than others. Create a display of a variety of fruit and vegetables to observe this natural packaging e.g. banana, coconut, pineapple, orange, pumpkin, watermelon.
- Discuss what the “natural packaging” does for the contents of the fruit/vegetable.
- What would happen to the coconut without its husk? Or the banana without its skin?
- Prepare a simple recipe and serve the fruit or vegetable in its package if possible e.g. use a hollowed watermelon or pineapple for fresh fruit salad, vegetable soup in a hollowed pumpkin. Be creative!

Shop packaging

- Some fruit and vegetables are packaged before they reach the shops. Collect a variety of packaging materials used for fruit and vegetables, e.g. berry punnets, onion bags, potato paper bags. Look for the 5+ A Day logo on packaging.
- Brainstorm the purpose of packaging and explain any specific features children have noticed.
- Set up the ‘shop area’ with real or child created fruit/vegetables e.g. play-dough, papier mâché, cardboard cut-outs etc. and packaging materials e.g. tissue paper, boxes, moulded cardboard.
- Children role-play being shoppers and shopkeepers.
- Encourage the children to have conversations with the shopkeeper about the produce.
- Have a selection of cardboard boxes or wooden crates. Children to select a favourite fruit or vegetable and decorate the box to show what might be packaged inside, e.g. an apple box or a kumara box.

Resource Links:

- Small World: *Peel & Play Vegetables & Peel & Play Fruit*
- Orchard Toys: *Supermarket – Talk About Floor Puzzle*
- Orchard Toys: *Shopping List Memory Game 3-7yrs*
- *Te Kemu Kete 0-3yrs* Memory Game Te Reo Māori
- Dorling Kindersley Ltd. *Picture Word Cards – At The Supermarket & In The Garden*



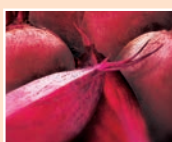
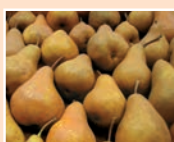


Tie it together

Scarecrow party

- Using the ideas of what a scarecrow does, choose a familiar tune and together with the children make up a scarecrow song.
- Find other planting/garden songs, rhymes or finger plays for the children to learn.
- Create a scarecrow dance using musical instruments and streamers, balloons, ribbons, etc.
- Invite parents/whānau to the scarecrow party. Children to come dressed as scarecrows.
- Children take parents on a garden tour, showing off their scarecrow and eggshell gardens.
- Children can perform their special scarecrow song and dance and sing other garden songs.
- Share a dish made with ingredients from the garden (if available), e.g. vegetable kebabs, leek and potato soup, pita vegetable pizza.
- Check out community or regional events, competitions and roadside scarecrow displays in your local area. There are numerous events held across New Zealand throughout the year (to source information and events Google: Scarecrows New Zealand).

Introducing Fledge, our new
5+ A Day mascot!





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Dear Parents/Whānau

Your child's early childhood centre is learning about fruit and vegetables using the 5+ A Day resource. This resource aims to encourage children to enjoy five or more servings of fresh fruit and vegetables every day for better health, taste and variety.

This year the theme of the resource is Horticulture – where our fruit and vegetables come from. The children will learn about planting seeds, looking after plants, the seasons and harvesting of fruit and vegetables.

Check out the ideas opposite for some practical tips for the whole family/whānau to enjoy 5+ A Day every day.

Kind regards

The 5+ A Day Team

Ideas for the whole whānau to get 5+ A Day every day

Breakfast

- Grate an apple, pear or mash a banana into porridge.
- Slice bananas onto cereal. Try adding peaches, berries and kiwifruit when in season.

Lunch

- Load sandwiches up with grated butternut pumpkin and beetroot for variety and colour. To avoid soggy sandwiches in a lunch box, keep a sliced tomato separate and add to sandwiches just before eating.
- Mix chopped fruit such as kiwifruit, apples, pears and oranges with low fat yoghurt in a container. Remember to pack a spoon.
- Add sliced carrots, corn, silverbeet, onions and tomatoes to chop suey for a colourful lunch.

Dinner

- Heat leftover vegetables and serve as a topping for toast or pizza.
- Stuff baked potatoes or kūmara with diced tomato, corn, courgette or almost any vegetable, and heat.
- Add extra vegetables to favourite meals – just grate and mix them into spaghetti bolognese, lasagna or cottage pie.

Dessert

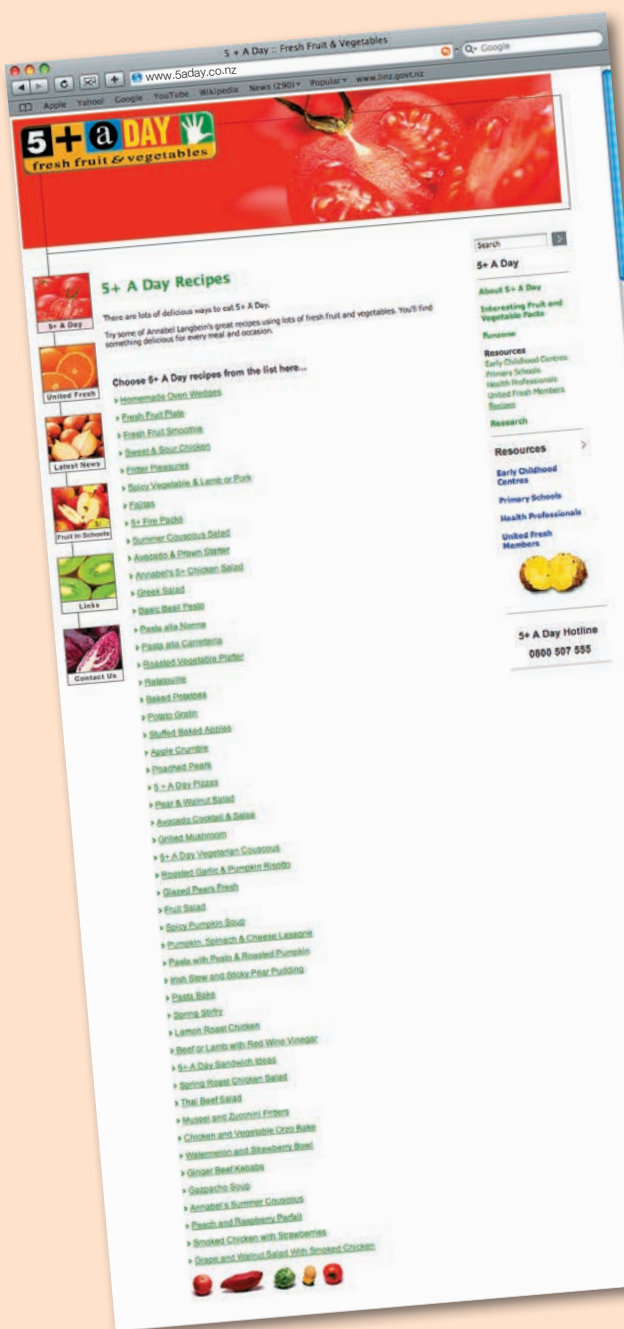
- Bake apples, pears or bananas for a healthy dessert.
- Thread chopped fruit onto skewers for a colourful kebab.

Snacks

- Prepare “grab and go” snacks in small plastic bags in the refrigerator. Use cut up carrots, celery, cucumber, peppers, orange segments and grapes. Store at eye level.



Check out www.5aday.co.nz



lots of delicious recipes to choose from!



Order your t-shirts and aprons online for your centre



lots of interesting fruit and vegetable facts to be found!

