

Technology Booklet

We are learning how to design a plan for our school garden through using a range of information, then evaluating if the plan can be carried out successfully.

NAME:

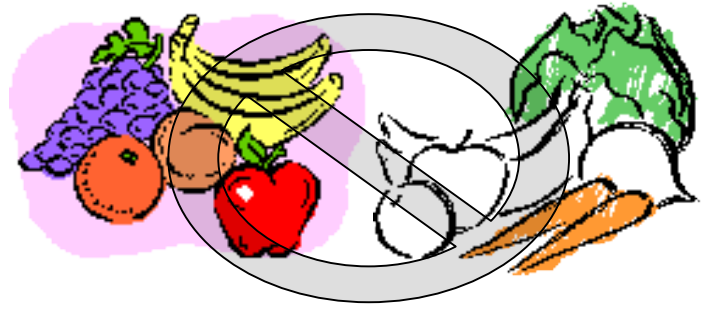
ROOM:

YEAR:

DATE:



HOT OFF THE PRESS



NO MORE FRUITS IN SCHOOLS!

The Ministry of Education have decided to phase out the Fruits in Schools Scheme over the next year so that schools can become more self sufficient, while continuing to promote healthy eating in the community.

Your Task:

Your Task: We currently have a school garden that has not been well looked after, and has a few fruit trees.

With little time to spare, **we need you** to design a garden plan to present to the Board of Trustees, so that when the fruits are removed, our school will be self sufficient and continue to provide healthy food to the students at Rosebank School.

Things you will need to start thinking about:

- *Which foods would best promote healthy eating in the community?*
- *What kinds of plants grow at various times of the year (seasons)?*
- *How quickly do different crops grow?*
- *Where are the areas that we can plant food crops at school?*
- *How can we find out more about designing a garden?*

Cause and Effect Chart

- Record 3 possible problems that the removal of fruits in school could have.
- Come up with 3 effects that these problems could have on the community.

WALT identify a need in the community and its effects.

[Type text]

Cause



[Type text]

Effect

[Type text]

Cause



[Type text]

Effect

[Type text]

Cause



[Type text]

Effect

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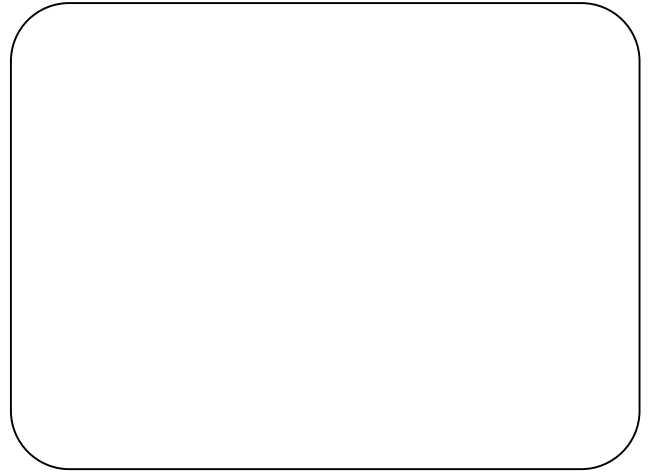
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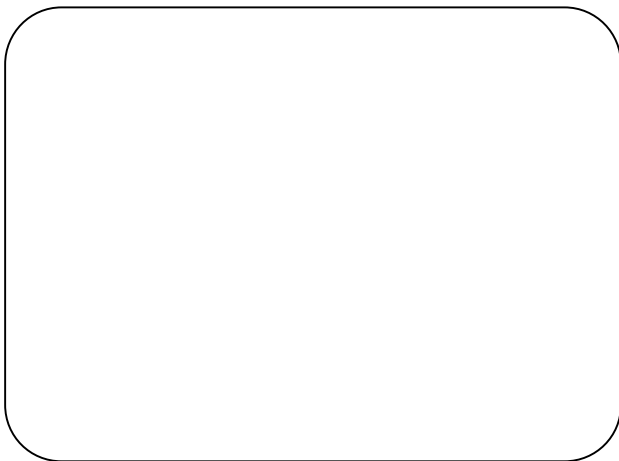
Cause and Effect Chart

- Record the problem
- Come up with 3 different solutions to the problem
- Highlight which solution you think is best and why you think this.

WALT record possible solutions to a problem



Solution 1



PROBLEM



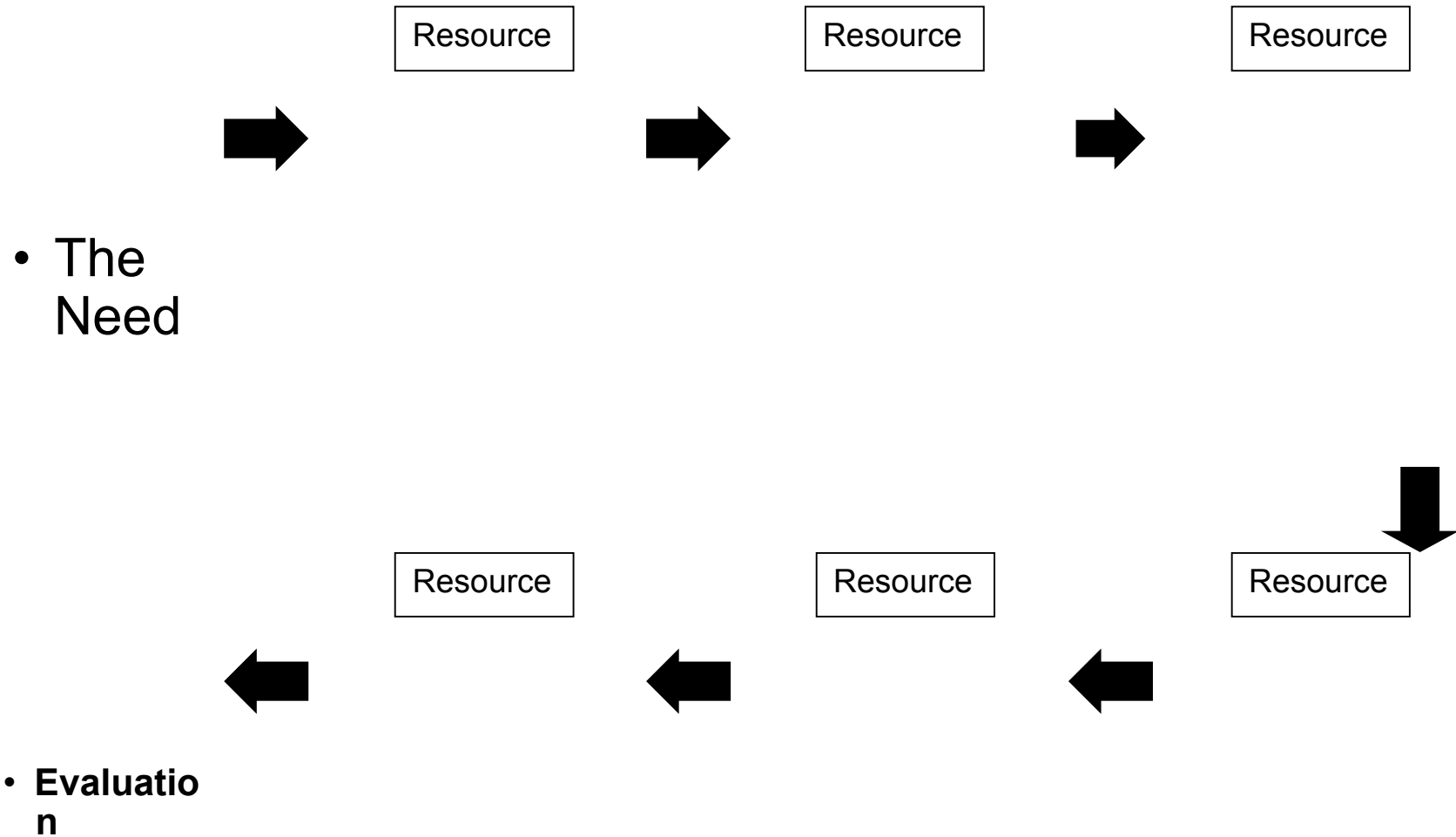
Solution 2

I think the best solution is number _____

Because _____



Solution 3



FlowChart Action Plan

WALT develop a plan that identifies what needs to be done, and the resources needed to carry out the plan.

*Place (or write) the names of
fruits and vegetables under
the heading where you think
they belong.*

VOCABULARY VENN

WALT build vocabulary to help us understand what we need

FRUIT

VEGETABLE

UNSURE

Deciding What to Plant

WALT use information about what we have learnt to inform our brief.

Instructions

- write in each box the name of fruits and vegetables that you think will suit our purpose.
- give reasons for choosing each item of food.

I think this suits our purpose because

WALT skim and scan for key information, and record these ideas.

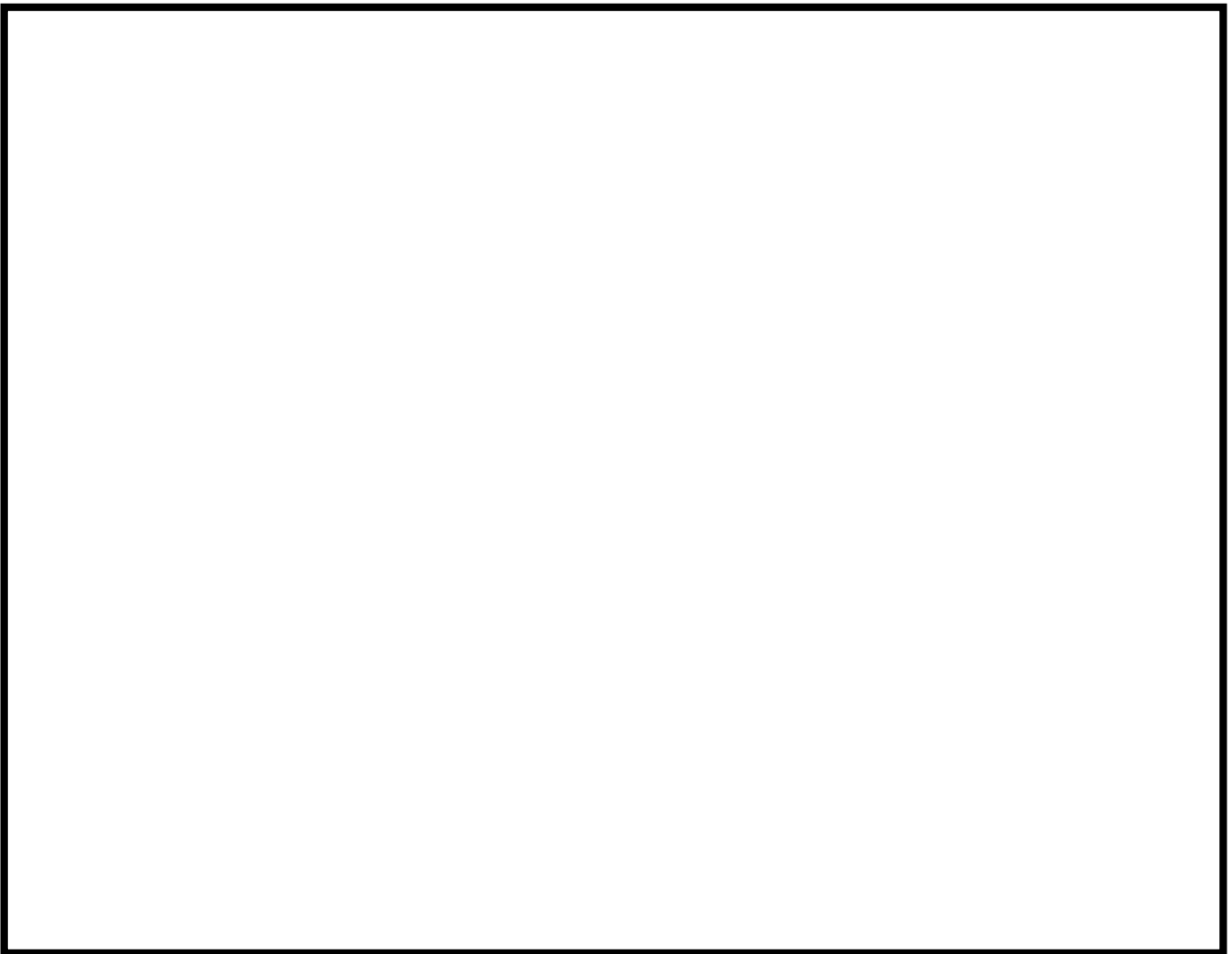
Planning Requirements

Title of Text & Author:	Page/s	Key Words & Information

School Garden Measurements

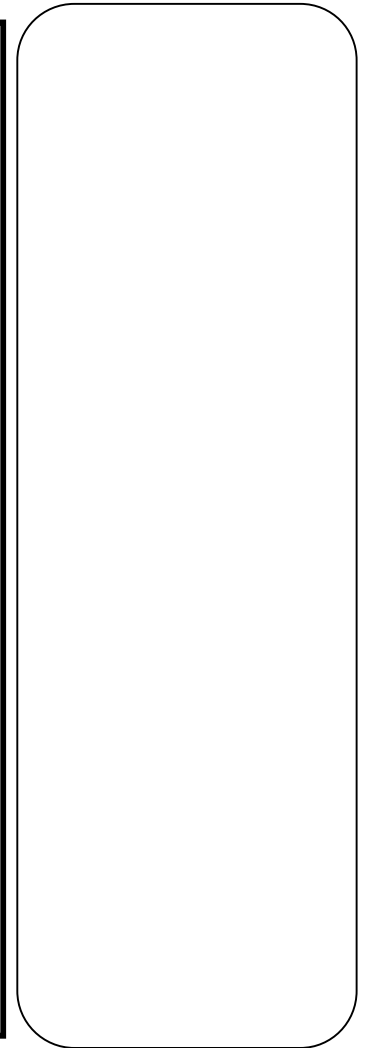
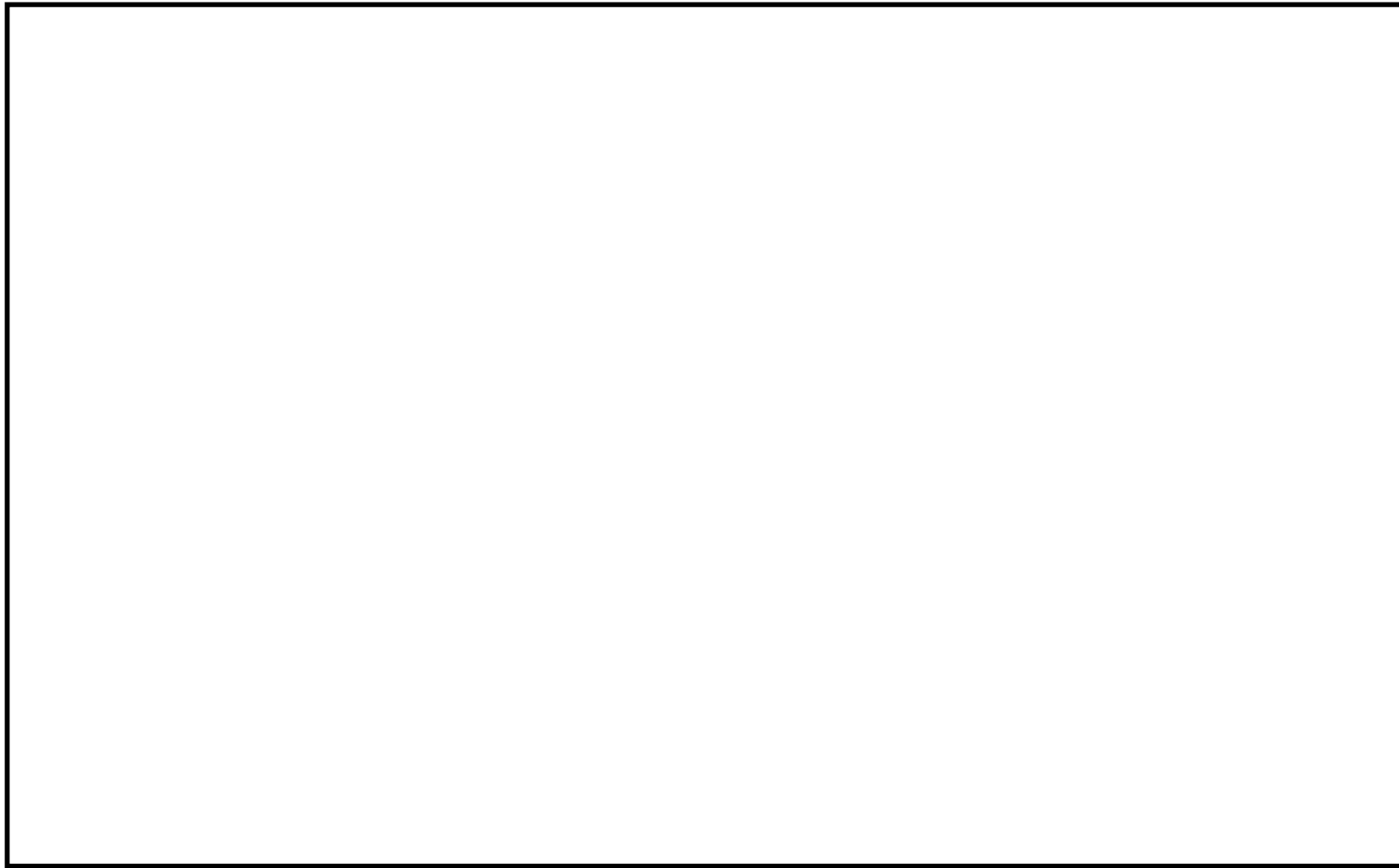
WALT gather and record information that will assist us with competing the brief requirements.

- Use the space below to draw a sketch of the current school garden.
- Make sure that you label the length, width and area clearly.



Final School Garden Design

- WALT draw a plan with a scale, using information we have acquired.
- WALT measure and use co-ordinates to specify locations of objects.



Self-Evaluation

WALT reflect on our learning to identify what changes can be made to improve our plan for future actions.

What I can change next time to make my plan better....

My next learning steps are... (new learning I will need in order to improve my plan)

I think my plan can/cannot work because...