

UN3E101



PASSPORT TO HOSPITALITY

UNIT 3: GROUNDS & MAINTENANCE

ELEMENT 1:

GARDENING



GROUNDS & 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
- > Staying positive
- > Teamwork
- > Creativity
- > Leadership
- > Staying positive
- > Aiming high

KEY WORDS:

- > Career/job
- > Employment
- > Gardening
- > Tools
- > Health and safety
- > Crops (vegetables)

RESOURCES FOR ALL LESSONS:

- > Computer- internet access
- > Paper and pens
- > Gardening tools
- > PPE
- > Outside space to garden and grow
- > **UN3E102** - Life cycle of a tomato plant
- > **UN3E103** - The Pig Menu
- > **UN3E104** - Types of food- healthy v unhealth foods
- > **UN3E105** - Food wheel
- > **UN3E106** - Growing plant activity/ education pack
- > **UN3E107** - Safe use of a shovel and rakes
- > **UN3E108** - Ingredients match
- > **UN3E109** - Step by step how to make a sandwich
- > **UN3E110** - Groundman job description



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



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>6. Healthy Eating Link for more info What careers are linked to diet, nutrition, and healthy eating? Can the students find out? Maybe this link will help them.</p> <p>TASK VARIATION: show different types of food flashcard. Get the students to colour the health food and circle the unhealthy food flashcard or Learn live link</p> <p>Extension: match the food from the worksheet to the food wheel.</p>		



SESSION 2: (COVER OVER SEVERAL WEEKS)

INTRODUCTION TO PLANTING, GROWING, AND HARVESTING



ACTIVITIES TO SUPPORT LEARNING

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.

The weather may determine this, so you may wish to check ahead.

[Met Office weather](#)

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.

Extension: You can also use the education pack to fill out the lessons.

Poster on use of rakes and shovels- might help.

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 left on a windowsill to grow or in a greenhouse if you have one.

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.

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.

LEARNING OUTCOMES

- Theory and practical challenges of planting and growing.
- Students will learn how to plant, maintain, and harvest crops.
- Students will learn about the careers that are linked to gardening.
- Practical skills on use of tools along with health and safety of gardening.
- Teamwork, speaking and listening, following instructions,

DIFFERENTIATION & RESOURCES

- Gardening tools
- Outside space to garden
- PPE
- **UN3E106** - Growing plant activity/ education pack
- **UN3E107**- Safe use of a shovel and rakes
- [GrowVeg YouTube](#)
- [10 things I should of known before starting a new vegetable garden](#)



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Step 4: <u>Harvesting: when to pick your crops, how to pick your crops</u> (you could organise someone to come in and show you how this is done or give top tips) Picking the crop is always the most rewarding part, however, make sure it isn't harvested too soon. Follow the link for guidance.</p> <p>TASK VARIATION: this will be done to the student's needs, see how much they can do or watch you do.</p> <p>Or growing plant activity pack.</p> <p>PMLD TASK VARIATION: Take the students into the established garden. Let them listen to the rustle of the leaves and hear the birds, smell the different flowers or plants and even feel the soil and plants.</p> <p>Pick from the following links to teach the process of planting and growing:</p> <ul style="list-style-type: none"> > https://www.youtube.com/watch?v=rboLegTGJSA > GrowVeg - YouTube > An introduction to growing your own fruit & veg - YouTube > Walmer Castle Kitchen Garden: From Plot to Plate - YouTube 		



SESSION 3: PLANT TO PLATE



ACTIVITIES TO SUPPORT LEARNING

1. What to do with your crops?
Ask the group to make a poster of all the things you can make with your crops (try and tailor it to what you have grown).
[Plant to plate video](#) (lettuce)
 2. Making something with your crops.
If possible, get into the kitchen and make something with the crops that have been grown, even just adding lettuce to a sandwich.
Soup is a great way to cook your root veg.
This session will be determined by the crops you have grown and the access to resources and space.

Alternatively, you could have a taste session, trying herbs and veg raw v cooked. The cooked veg could be done as a group or cooked prior to the lesson.

Get the students to highlight the difference between raw and cooked, in taste, visual, feel and smell. They could write down or picture/draw their findings.
- TASK VARIATION:** show pictures of different veg, see if they can match them to the correct picture of the meal.
- PMLD TASK VARIATION:** This will depend on the students, however, you could try bringing the students into the space where the other students are cooking, or cook for them so they can smell and hear the sounds. Alternatively, they could do some tasting of cooked veg (if possible).

LEARNING OUTCOMES

- Students will learn the link from plant to plate and see what they can make from their crops.
- Understanding why we grow veg and the careers involved
- Basic kitchen skills
- Health and safety & food hygiene in the kitchen will be covered more in the food and beverage unit.
- Teamwork
- Investigative skills
- Understanding of failure and how to stay positive

DIFFERENTIATION & RESOURCES

- Paper and pens
- Kitchen facilities
- Groceries to make a meal along with the grown veg.
- Flashcard:
- **UN3E108** -
Ingredients match
UN3E109 - step by step how to make a sandwich



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. 		



SESSION 4: THE LIFE CYCLE OF A VEGETABLE



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>1. Make a story board from seed to plate. See if the students can create a story board with pictures, they have taken throughout the life cycle of a vegetable. Showing the different career opportunities along the way. Seed grower, gardener, farmer, fruit picker, delivery drivers, chefs etc.</p> <p>TASK VARIATION: Draw a picture that reminds them of the garden or the plants that have grown. Look through the job description to see if they covered any of the skills or jobs within.</p> <p>PMLD TASK VARIATION: Play this song and sing along to the students about what plants need,</p>	<ul style="list-style-type: none"> ➤ Story making ➤ Careers investigation ➤ Creative skills ➤ Project reviewing ➤ Writing/ art & craft or IT skills ➤ Skill identification ➤ Linking activity to careers and subject learning ➤ Speaking ➤ Listening ➤ Reading 	<ul style="list-style-type: none"> ➤ Picture from the past weeks ➤ Paper and pens ➤ Glue ➤ Access to a computer



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>		<p>➤ Gardener job description - UN3E110- Groundsman job description</p>



ADDITIONAL RESOURCE

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Dos and don'ts of digging resource.</p> <p>Other Gardener's World clips that may be interesting:</p> <ul style="list-style-type: none"> > 2020- episode 17- Birmingham canals gardening project 48 minutes in > 2020- episode 15- Gardening with Special needs 36 minutes in > 2020- episode 18- the no dig concept and organic gardening 42 minutes in 		<ul style="list-style-type: none"> > UN3E111- Dos and Don'ts of Digging