

## **EDUCATOR NOTES:**

### [Propagating from fruit and vegetable scraps](#)

#### **Learning and Engagement Approach**

This activity is designed to engage young learners aged from 0 – 7 years.

The activity is intended to:

- engage children in a hands-on investigation
- understand that plants have features such as roots and leaves
- undertake an investigation
- monitor the changes they observe
- appreciate that living things have needs that need to be met in order to survive and thrive
- make connections to how the food they eat looks as a plant.

#### **Safety Considerations**

- Check the weather before conducting any outdoors activity. If there is going to be extreme temperatures, storms or high wind, postpone the activity.
- Ensure that everyone is wearing closed shoes, hats, and sunscreen and has a water bottle handy.
- Keep any allergy plan information at hand and any associated allergy medication.
- Model how to safely cut the fruit and vegetable scraps. If the children do not have the capacity to safely cut the materials, educators should do this on their behalf.
- Use 'safe' cutting instruments, such as kid-friendly cutters.
- Monitor the appearance of the water in the container and change it if it becomes mouldy or smelly.
- When planting the grown scraps ensure you wet-down any soil or potting mix prior, to reduce the presence of airborne microorganisms plant.
- Children are to wash hands after this activity.

#### **Materials and References**

Consider asking your community for fruit and vegetable scraps, such as spring onion stems, celery bases, etc. Let your community know that they will need to leave a two-finger length so that the plants have energy and the plant material need to reshoot.

For more information about regrowing plants from scraps, [watch](#) our videos with Costa or the ABC's Gardening Australia has this [fact sheet](#) about growing plants from scraps.

#### **Site Suggestions**

It is best to conduct this experiment indoors. Temperature changes outdoors can affect the new plant's ability to regrow.

Place the stems in water in a location with good natural light, but out of direct sunlight. Direct sunlight may damage the new growth.

### Educator Tips

This activity can be integrated with a cooking or kitchen garden activity, which will help to illustrate the use of the plants and how they can be regrown.

The intention of the activity sheet is to help children track the changes they observe, over time. For younger children, consider making a poster or shared piece of artwork.

Use stories to help stimulate enquiry and discussion for this activity. *Errols Garden* by Gillian Hibbs (2018) provides a great introduction to the topic of growing at home and connecting with the community around you.

Some plants you regrow may only commence the next part of their lifecycle. Use this as an opportunity to explore more about the plant. For example carrot tops can eventually flower and seed.

### Aligning this Activity

- [Sow a seed, grow a feed](#)

### Extension Activities

#### Extension 1

Now that you have mastered propagation from stems, try growing plants from seeds that you find in your kitchen fruit and vegetable scraps. Avocado seeds are a great way to demonstrate seed growth and are featured in this [Junior Landcare Video](#) for Propagating from fruit and vegetable scraps.

#### Extension 2

Creating cuttings. Try propagating different plants by taking cuttings of plants such as mint, rosemary, geraniums. What other plants would children like to try with this method? Learn from the results and row and care for the new plants created.

### Community Engagement

Use [The National Landcare Directory](#) to find a community environmental 'care' group near you.

Look to the [Junior Landcare Community Page](#) for organisations to contact to help support your investigations.

Use this [Australian City Farms and Community Gardens Network map](#) to find a City Farm or Community Garden near you to get some ideas for your project.

### Curriculum and Framework Links

#### SCIENCE

Foundation Year: [ACSSU002](#), [ACSSU004](#), [AC SIS011](#)

Year 1: [ACSHE022](#)

Year 2: [ACSSU030](#), [AC SIS042](#), [ACSHE035](#)

#### CROSS CURRICULUM PRIORITY

[Sustainability](#)



**THE EARLY LEARNING YEARS FRAMEWORK**

[Outcome 2 and 4](#)

**MY TIME OUR PLACE: FRAMEWORK FOR SCHOOL AGE CARE**

[Outcome 2 and 4](#)