

EDUCATOR NOTES

Creating your own potato chip: [growing](#), [cooking](#) and [marketing](#).

Learning and Engagement Approach

This series is comprised of 3 different activities focused on food production.

This activity is designed to engage young learners aged from 7 – 13 years.

The activities are intended to:

- plan a crop
- plant a food crop
- follow the progress of a crop
- study the life cycle and growing needs of a crop
- utilise knowledge about planting food crops from other Junior Landcare activities
- help children understand that food production takes planning and time
- use a product that has been grown in the garden, in the kitchen
- enable children to consume the food they have grown
- reflect on food production
- appreciate the process of food production
- identify the unique qualities of produce
- develop a plan to promote a product
- use communication technologies to produce an advertisement.

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.
- Ensure that everyone is trained in the use of the tools involved.
- Wet-down soil before moving it, to reduce the chance of inhaling airborne microorganisms.
- Wear gardening gloves to minimise the risk of cuts and insect bites.
- Implement manual handling procedures when lifting the materials, especially if they are wet.
- Ensure that everyone washes their hands before any cooking activity.
- Ensure that all adults are appropriately trained when conducting the cooking activity and appropriate equipment for handling hot trays is available
- Consult your organisation's cybersafe policy before sharing any videos that you produce.

Materials and References

Many of the materials for the garden bed can be sourced from your local hardware or garden supply store. These materials will be quite heavy, so consider whether your store can deliver them to your site.

Consult the Junior Landcare Learning Centre for more information, including the [Creating a food garden](#) activity sequence.

Site Suggestions

When choosing a location for your garden bed, ensure that there is adequate access to water nearby and check that there is a tap within hose-reach of your proposed location.

Vegetables love sunny, sheltered positions. When you are scouting for your location, consider how the angle of the sun changes according to the seasons.

Educator Tips

Plant information

A great place to get information about plants in your area is your local garden centre, your local Landcare group or community garden. Use this [Australian City Farms and Community Gardens Network map](#) to find a City Farm or Community Garden near you.

Download the [Gardenate app](#) or use the [Gardenate website](#) to help determine the timing, spacing, and other compatible plants required for your climate zone.

If you live in an area that is too tropical to grow potatoes, consider growing sweet potatoes instead. Sweet potatoes enjoy growing in tropical locations.

Timing:

It is best to conduct a planting activity in the cooler part of the day. This avoids putting stress on the plants when they are transplanted and it makes for a more comfortable activity for the participants too.

Aligning this Activity

- [Creating a food garden](#)
- [Planting a beneficial garden](#)
- [Growing healthy plants using natural pesticides](#)

Extension Activities:

Growing:

Extension 1: Research project:

Research how the humble potato has grown in popularity over the last few centuries.

Extension 2: **Tower technology**

There are many ways to grow potatoes, the simplest being straight in the ground. However, you can help your plants and their yield by using materials such as timber, tyres, and even old pots to create potato towers, which add soil to the growing stem of the potato plant, encouraging production.

Cooking:

Extension 1: **Procedural text**

Write your recipe as a procedural text

Extension 2: **Investigation**

Conduct an investigation to research how potato chips have grown in popularity over time.

Marketing:

Extension 1: **Growing guide**

Use the recording devices to create a guide about how to grow potatoes.

Extension 2: **Advertisement diary**

Ask the children to keep a record or a diary of every food advertisement they see on TV over the course of a week. As a group, compile the results and discuss whether the advertisements were for natural, unprocessed foods, junk foods or fast food providers. Discuss what this might mean for the health of consumers.

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

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

Year 3: [ACSSU044](#), [ACSIS054](#)

Year 4: [ACSHE062](#), [ACSIS064](#)

Year 5: [ACSHE083](#)

Year 6: [ACSSU094](#), [ACSHE100](#)

Year 7: [ACSHE120](#)

Year 8: [ACSHE135](#)

HUMANITIES AND SOCIAL SCIENCES

Year 2: [ACHASSI042](#)

Year 3: [ACHASSI052](#), [ACHASSI059](#), [ACHASSI060](#)

Year 4: [ACHASSI080](#), [ACHASSK088](#), [ACHASSK090](#)

Year 5: [ACHASSI102, ACHASSK120](#)

Year 6: [ACHASSI122, ACHASSI130](#)

DESIGN AND TECHNOLOGIES

Year 2: [ACTDEK003](#)

Year 3 & 4: [ACTDEP017](#)

Year 5 & 6: [ACTDEP019](#)

Year 7 & 8: [ACTDEK032](#)

HEALTH AND PHYSICAL EDUCATION

Year 2: [ACPPS018, ACPPS022, ACPPS023](#)

Year 3 & 4: [ACPPS036, ACPPS040, ACPPS041](#)

Year 5 & 6: [ACPPS054, ACPPS059](#)

Year 7 & 8: [ACPPS073, ACPPS078](#)

ETHICAL UNDERSTANDING

[Exploring values, rights and responsibilities.](#)

PERSONAL AND SOCIAL CAPABILITY

[Social awareness](#)

CURRICULUM CONNECTIONS

[Outdoor Learning](#)

CROSS CURRICULUM PRIORITY

[Sustainability](#)

MY TIME, OUR PLACE: FRAMEWORK FOR SCHOOL AGE CARE

[Outcome 2 and 4](#)