

**Worksheet 1 | My fruit or vegetable that I'll be growing**

*My fruit or vegetable is called:*

.....

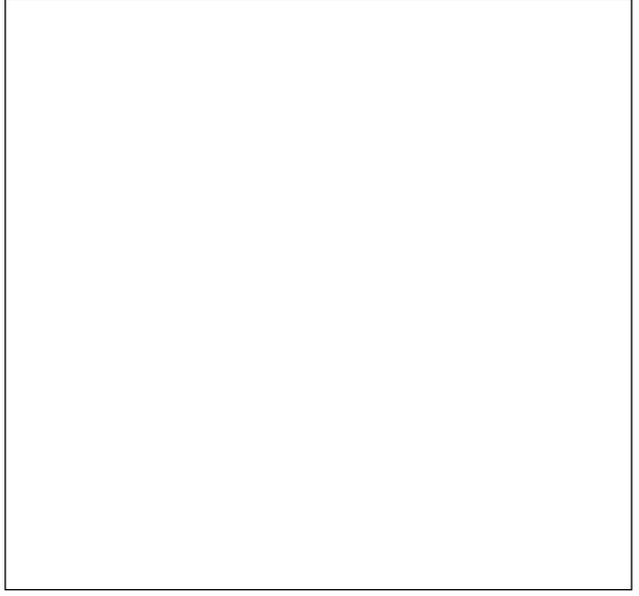
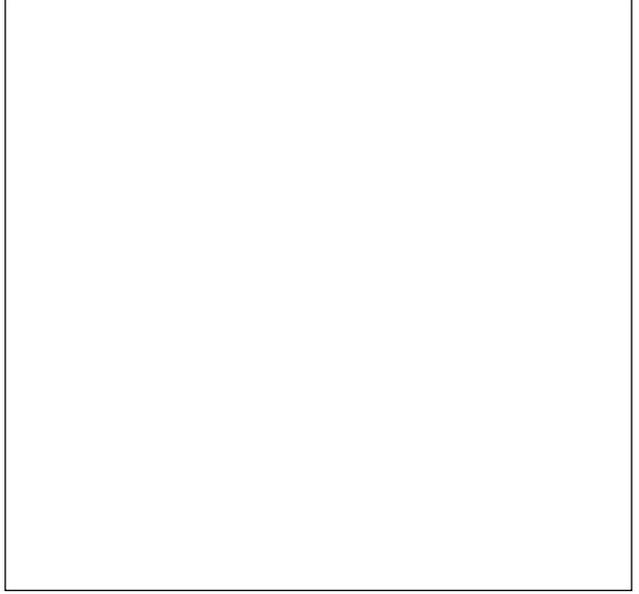
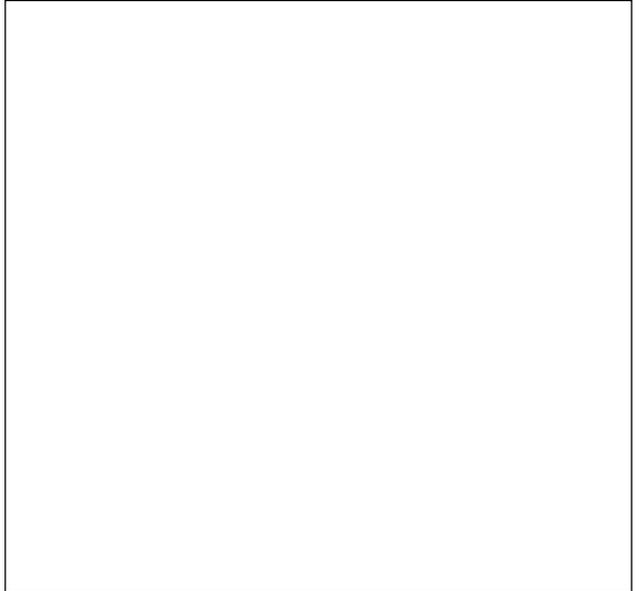
**Worksheet 2 | What if you could grow your own food?**

What if you could grow your own food? Below, you can draw yourself, your farm/garden and what you would grow.

Write your name and draw yourself when you would be growing your fruit or vegetable

Where would you grow your food?

What would you grow?



**Worksheet 3.1 | What fruit or vegetable is special to you?**

My name is

---

My special fruit or vegetable is

---

I eat my special fruit or vegetable during

---

I like to eat my special fruit or vegetable with

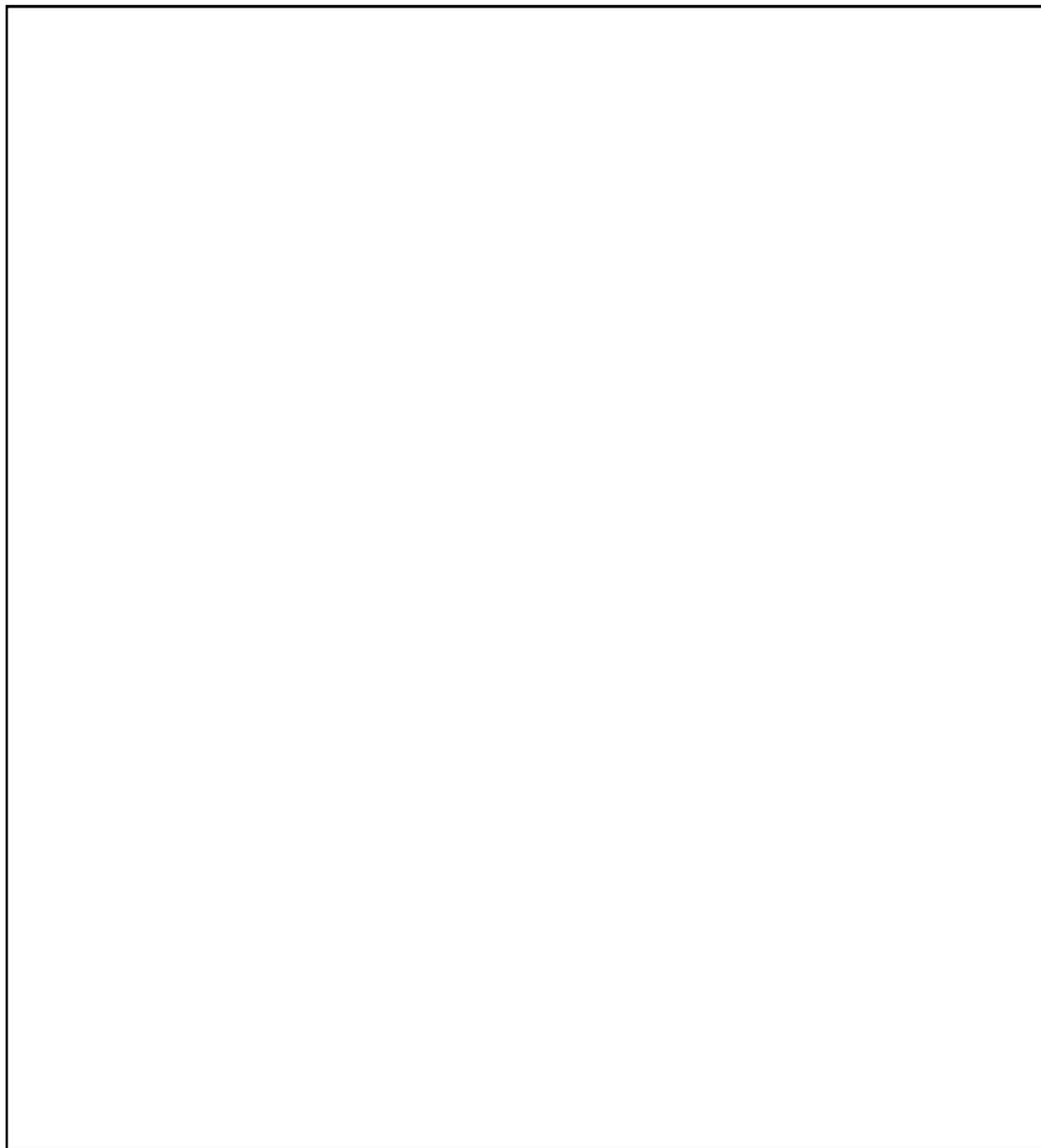
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I like my special fruit or vegetable because

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**Worksheet 3.2 | What fruit or vegetable is special to you?**

*A drawing of my special fruit or vegetable:*

A large, empty rectangular box with a thin black border, intended for a drawing of a special fruit or vegetable.

Worksheet 4 | Tasting words



# Where do these different fruit and vegetables grow?



Apples



Grapes



Oranges



Potatoes



Onions



Pumpkins



Carrots



Rasberries



Trees



Bushes



Vines



Under the ground

**Worksheet 5.2 | Where do fruit and vegetables grow?**

Add your favourite **fruit** below:

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Add your favourite **vegetable** below:

---

## Worksheet 5.3 | Where do fruit and vegetables grow?

### Answer key for matching task:

#### Trees:

Apples, oranges

#### Bushes:

Raspberries,

#### Vines:

Grapes, pumpkins

#### Under Ground:

Carrots, onions, potatoes

Worksheet 6 | Garden Bingo

# Garden Bingo

Go to your school garden or a community garden and see if you can see these fruit and vegetables. Cross out the picture if you have found it.

<p>Lettuce</p> 	<p>Broccoli or Cauliflower</p> 	<p>Eggplant</p> 	<p>Cucumbers</p> 	<p>Strawberries</p> 
<p>Carrots</p> 	<p>Beans</p> 	<p>Cherry tomatoes</p> 	<p>Blueberries</p> 	<p>Capsicum</p> 
<p>Cabbage</p> 	<p>Spinach</p> 	<p>Kale</p> 	<p>Snow peas</p> 	<p>Radishes</p> 

## Worksheet 7.1 | Who am I?

### Guess who I am?

Cut out the pictures from the top 2 rows of your Garden Bingo worksheet and paste them here. Match each description below to one of the fruit or vegetable pictures.

**1.**

I have small bumps on my skin.  
I am green on the outside.  
I am white and full of water inside.

Paste the  
matching bingo  
card here

**2.**

I have many leaves.  
I am in salads and sandwiches.  
I can be light or dark in colour.

Paste the  
matching bingo  
card here

**3.**

I have a long thin shape.  
I am green.  
I look like caterpillars.

Paste the  
matching bingo  
card here

**4.**

I am heart-shaped.  
My seeds are on the outside.  
I am sweet.

Paste the  
matching bingo  
card here

**5.**

I am round.  
I am perfect as a snack.  
I grow on vines.

Paste the  
matching bingo  
card here

**6.**

*I am one of the crunchiest vegetables.  
I am a root.  
Eating me is good for your eyes.*

*Paste the  
matching bingo  
card here*

---

**7.**

*I have an interesting name.  
I have purple skin.  
I have a spongy white flesh inside.*

*Paste the  
matching bingo  
card here*

---

**8.**

*I come in three colours.  
You can see my colours in a traffic light.  
I am a vegetable.*

*Paste the  
matching bingo  
card here*

---

**9.**

*I have a colour in my name.  
I look like marbles.  
I am a fruit.*

*Paste the  
matching bingo  
card here*

---

**10.**

*I am white or green.  
I look like tiny trees.  
I am crunchy.*

*Paste the  
matching bingo  
card here*

## Worksheet 7.3 | Who am I?

### Answer key:

1. Cucumber
2. Lettuce
3. Beans
4. Strawberries
5. Cherry tomatoes
6. Carrots
7. Eggplant
8. Capsicum
9. Blueberries
10. Broccoli or cauliflower

**Worksheet 8.1 | What fruit or vegetable is special to you?**

My name is

---

My special fruit or vegetable is

---

I eat my special fruit or vegetable during

---

I get my special fruit or vegetable from

---

I like to eat my special fruit or vegetable with

---

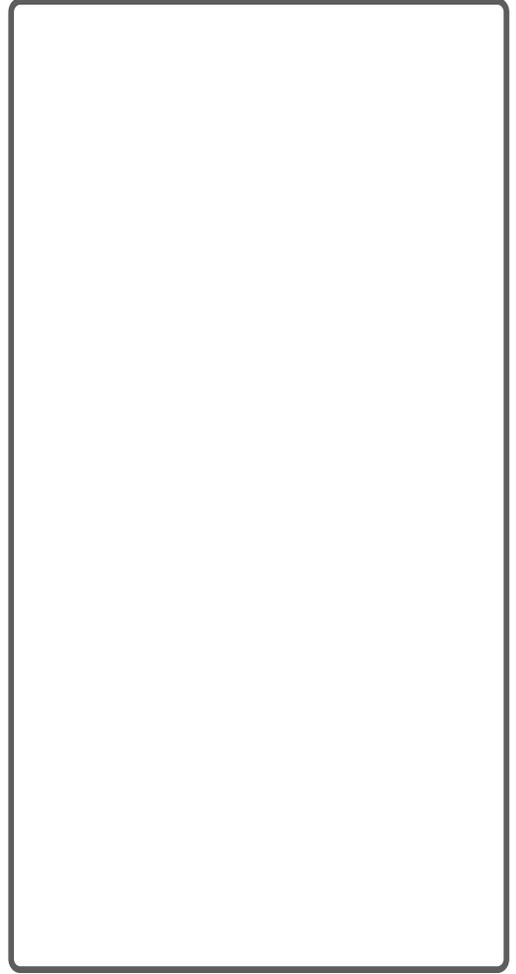
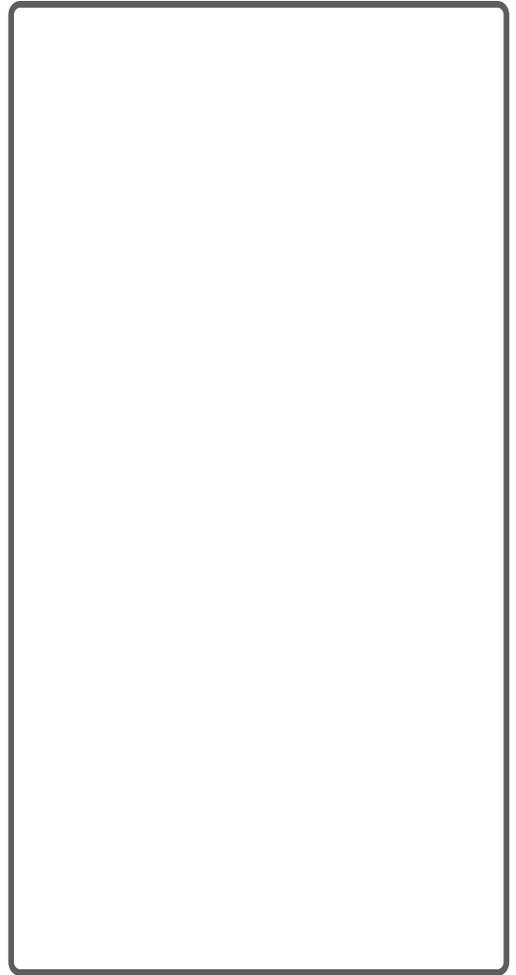
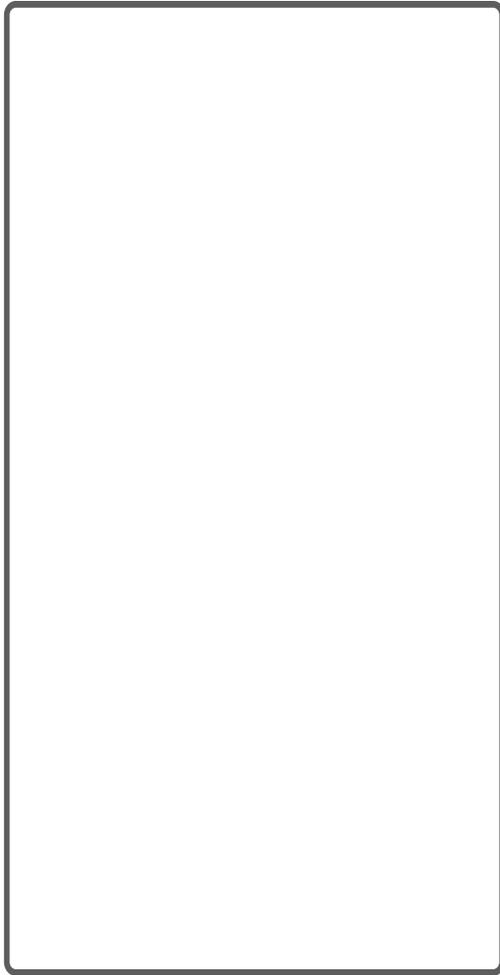
I like my special fruit or vegetable because

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**Worksheet 8.2 | What fruit or vegetable is special to you?**

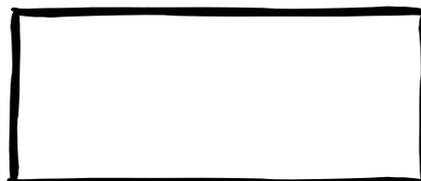
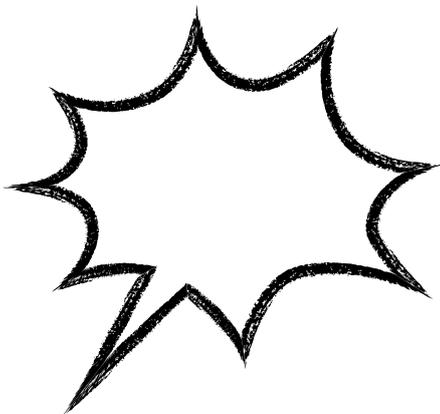
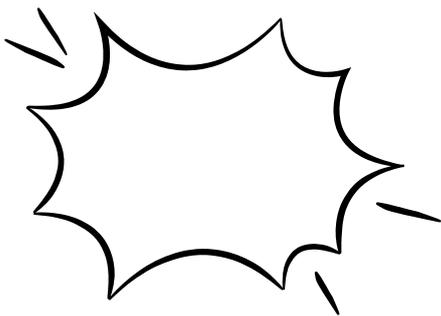
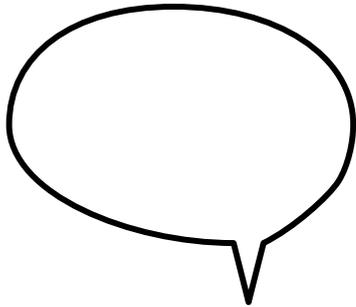
*Draw a comic about your special fruit or vegetable.*

**Title:** \_\_\_\_\_

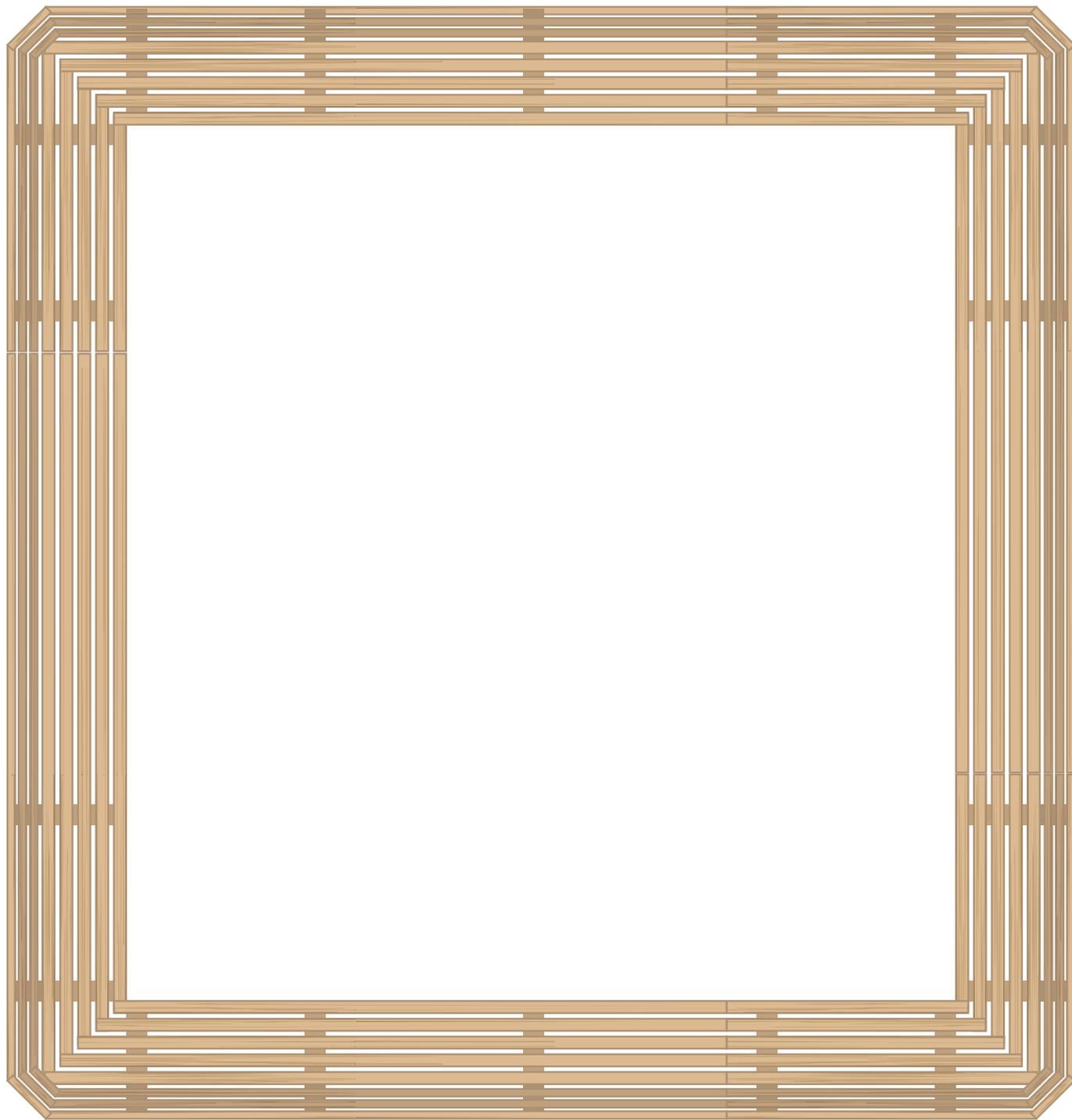


**Worksheet 8.3 | What fruit or vegetable is special to you?**

Below are speech and thought bubbles that can be printed for students to use in their comic strips.



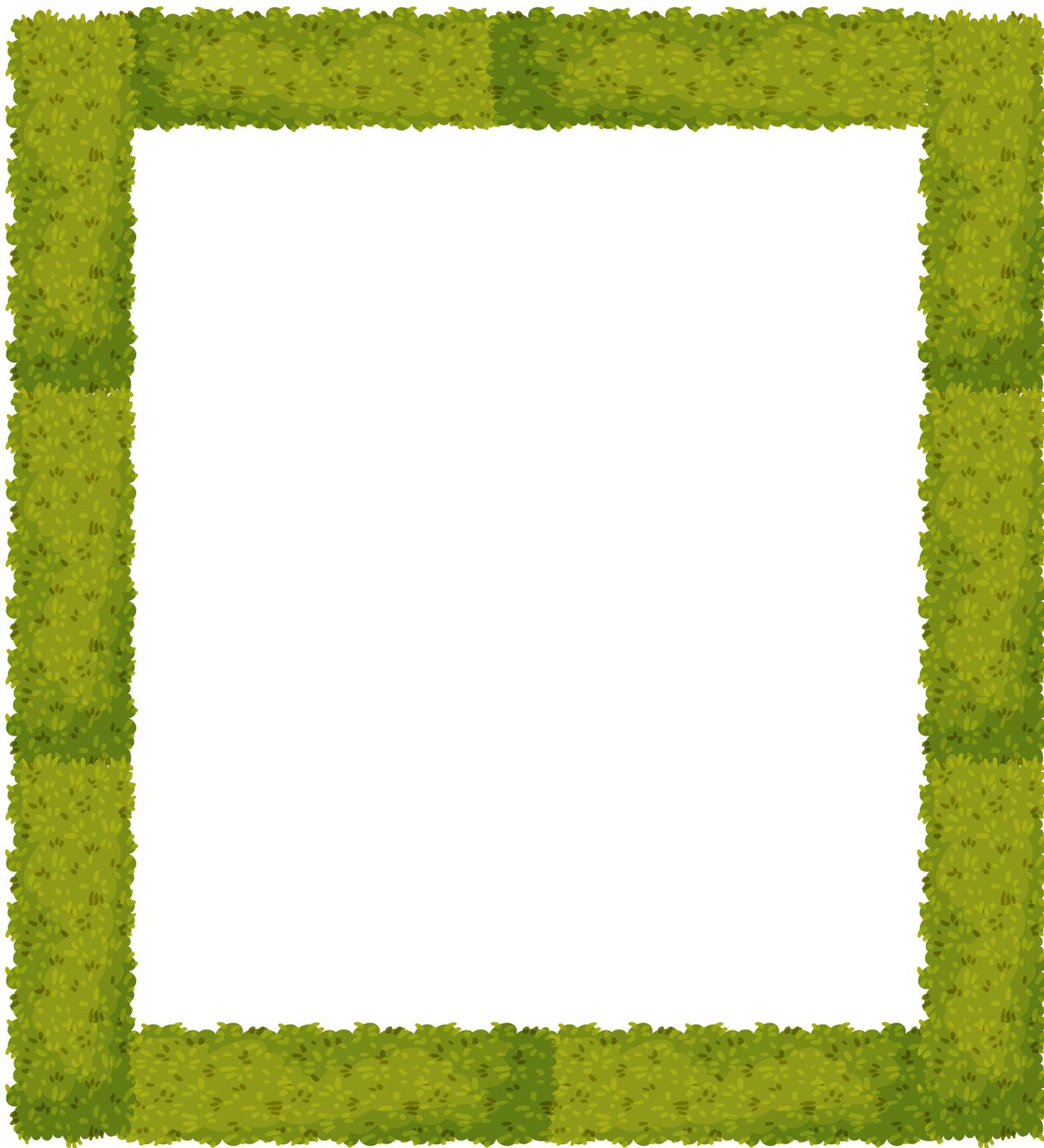
## *My healthy vegetable patch!*



### **Instructions:**

1. Plan your patch to include as many different colours and type of vegetables as you can.
2. Write the name of each vegetable in the colour that matches its colour family. You can draw the vegetable too if you like.
3. Next to each vegetable, write where and how it grows.

# My healthy fruit forest!



## Instructions:

1. Plan your forest to include as many different colours and types of fruit as you can.
2. Write the name of each fruit in the colour that matches its colour family. You can draw the fruit too if you like.
3. Next to each fruit, write where and how it grows

## Worksheet 11.1 | Community garden poster

1. Divide the class into groups of 6. Each group will create a community garden.  
E.g. if there are 36 students, there will be 6 groups.
2. There are 6 parts to each community garden. Within each group, each student will create one part of the community garden.
3. Assign each student a different fruit or vegetable.

E.g

**GROUP 1**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

**GROUP 4**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

**GROUP 2**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

**GROUP 5**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

**GROUP 3**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

**GROUP 6**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

4. Print worksheet **11.2** (next page) – you will need to print 2 sheets per group of 6. Cut out each identifier.
5. Have each student in the class fill out one identifier for their assigned fruit/vegetable.
6. Each student will then glue their identifier on an A4 sheet and draw their fruit/vegetable around the identifier.
7. Each group will glue all their 6 A4 sheets together and complete the garden by drawing a fence around it.

This fruit/vegetable is called: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The colour is: \_\_\_\_\_

\_\_\_\_\_

It will take \_\_\_\_\_ weeks/months to grow

We eat the \_\_\_\_\_ of the plant

It needs \_\_\_\_\_ sun

It needs \_\_\_\_\_ water

A fun/interesting fact is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The harvest can be used for: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This fruit/vegetable is called: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The colour is: \_\_\_\_\_

\_\_\_\_\_

It will take \_\_\_\_\_ weeks/months to grow

We eat the \_\_\_\_\_ of the plant

It needs \_\_\_\_\_ sun

It needs \_\_\_\_\_ water

A fun/interesting fact is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The harvest can be used for: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This fruit/vegetable is called: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The colour is: \_\_\_\_\_

\_\_\_\_\_

It will take \_\_\_\_\_ weeks/months to grow

We eat the \_\_\_\_\_ of the plant

It needs \_\_\_\_\_ sun

It needs \_\_\_\_\_ water

A fun/interesting fact is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The harvest can be used for: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Worksheet 11.3 | Community garden poster**

**Example of identifier filled out:**

This fruit/vegetable is called:  
Cucumber

---

The colour is: Green

It will take 10  
weeks/~~months~~ to grow

We eat the fruit  
of the plant

It needs 6-8hrs sun

It needs 1 inch water

A fun/interesting fact is:  
They can grow up to 2 feet long!

The harvest can be used for:  
To make pickle, sandwiches, salads.

## Research Project: Native Bush Foods

Complete the questions below about your native bush food.

You can do this by researching information on the internet or in library books.

<b>Scientific and common names</b>	
<b>Appearance</b> Shape, size, colour	
<b>Where is it found?</b> Name the countries and states Name the traditional custodians of this land	
<b>How does it grow?</b> On trees, bushes, underground, etc.	
<b>How is it used?</b> What is it traditionally used for? What part of the plant is eaten?	
<b>Taste</b> What is the flavour like? How is it eaten?	
<b>Health benefits</b> What is this bush food good for?	
<b>Fun facts</b> Are there any interesting facts about this food?	

## Worksheet 13.1 | Native bush foods meet common recipes

What native bush foods could replace or be added to some of the ingredients in this recipe?

### Rainbow salad

*Serves 2*



#### Ingredients

- ½ head of purple cabbage, grated
- 1 large cucumber, sliced
- 1 punnet of cherry tomatoes, sliced
- 1 carrot, grated
- Juice of ½ lemon
- 1 tsp. of sesame seeds
- 1 tsp. of thyme leaves
- 2 tbsp. olive oil

#### Method

1. In a large bowl add the cabbage, cucumber, cherry tomatoes and carrot.
2. Dress the salad by adding the lemon, thyme and olive oil and mixing through.
3. Sprinkle the top with sesame seeds.

## Worksheet 13.2 | Native bush foods meet common recipes

What native bush foods could replace or be added to some of the ingredients in this recipe?

### Spaghetti Bolognese

*Serves 10*



#### Ingredients

- 5L of water, in a large pot
- 1 onion, diced
- 2 garlic cloves, crushed
- 1 tbsp cooking oil
- 500g lean beef mince
- 500g of dried spaghetti pasta
- 60g tomato paste
- 1 x 400g can diced tomatoes
- 2 tsp mixed herbs (dried or fresh)
- ½ cup water
- 1 large carrots, grated
- 2 cups mushrooms, roughly chopped
- 2 zucchinis, grated

#### Method

1. Heat the large pot of water on high heat until it starts to boil.
2. While waiting for the water to boil, sauté the onions and garlic in oil, until soft.
3. Add the mince and fry until completely browned.
4. Add the dried pasta into the large boiling pot of water and cook for 10-12 minutes.
5. While waiting for the pasta to cook, add the tomato paste to the mince and cook for 2 minutes.
6. Add tomatoes, herbs, water, carrot, mushrooms and zucchini and simmer for 20 minutes.
7. If the sauce starts to dry out, add a little more water.
8. Strain the pasta and add the Bolognese sauce.
9. Serve with grated parmesan on top.

## Worksheet 13.3 | Native bush foods meet common recipes

What native bush foods could replace or be added to some of the ingredients in this recipe?

### Fruit Jelly Cups

*Serves 2*



#### Ingredients

- 2 cups apple juice
- 2 tsp. gelatine powder
- ½ punnet strawberries, chopped
- 2 plums, seeded, chopped
- 1 punnet blueberries, chopped

#### Method

1. Heat up the apple juice in a small pot until it boils.
2. Add the gelatine powder and stir until dissolved, leave to cool slightly.
3. Split the chopped berries and plums into four and place in four glasses.
4. Pour the apple juice on top until the fruit is covered.
5. Place the fridge until it sets – about 3-4 hours.
6. Serve cold.

## Native bush food ingredients

<p><b>Lemon myrtle</b></p>	<p><b>Flavour:</b> This herb has a clean and crisp lemon flavour.</p> <p><b>Use:</b> Can be substituted in almost any recipe that calls for lemon or lemongrass. Example in salads, dressings and sauces.</p>
<p><b>Mountain pepper</b></p>	<p><b>Flavour:</b> The leaves have a strong peppery taste.</p> <p><b>Use:</b> Can be used fresh to add a lot of flavour to both sweet and savoury dishes, especially pastas and purees.</p>
<p><b>Wattle seed</b></p>	<p><b>Flavour:</b> This seed has a chocolate hazelnut flavour.</p> <p><b>Use:</b> Great in breads, savoury recipes e.g. curries, and salads. Can also be used to thicken sauces.</p>
<p><b>Native gooseberries</b></p>	<p><b>Flavour:</b> The flavour of these berries ranges from sour to sweet. The riper they are, the sweeter they are.</p> <p><b>Use:</b> They can be used in desserts, jams, chutneys and added to drinks.</p>
<p><b>Finger lime</b></p>	<p><b>Flavour:</b> It has a fresh lemony-lime flavour.</p> <p><b>Use:</b> Perfect in a salad dressing, to garnish a salad or add some zing to your water.</p>
<p><b>Davidson plum</b></p>	<p><b>Flavour:</b> It has a sour fruity flavour.</p> <p><b>Use:</b> Often used in jams, yoghurt and sauces. Can also be added to smoothies.</p>
<p><b>Quandong</b></p>	<p><b>Flavour:</b> This fruit has a sweet taste with and slightly sour and salty aftertaste.</p> <p><b>Use:</b> Can be eaten fresh but also dried and stored for future use. Often used in products like jams, sauces and juices.</p>
<p><b>Saltbush</b></p>	<p><b>Flavour:</b> This herb has a salty, herby flavour</p> <p><b>Use:</b> Combines well with other bush spices like lemon myrtle in seasoning mixes. Saltbush flakes are also good in bread, grilled food and pasta.</p>
<p><b>Bush tomato</b></p>	<p><b>Flavour:</b> Has an intense flavour and can be compared to sun-dried tomatoes.</p> <p><b>Use:</b> Usually used in dried form. In scones and breads, salsa, relishes and chutneys. Can be used in salads, but boil first. Great for to be used as tomato sauce.</p>

## **Teacher's notes for swapping ingredients**

### **Rainbow salad**

- Replace some of the tomatoes with boiled bush tomato
- Add finger limes
- Replace sesame seeds with wattle seeds
- Replace thyme with lemon myrtle

### **Spaghetti bolognese**

- Add bush tomato
- Add salt bush to season
- Add mountain pepper to season

### **Fruit Jelly Cups**

- Replace plum with Davidson plum
- Replace strawberries with native gooseberries
- Add quandong
- Add finger limes

**Worksheet 14 | Table this!**

	<b>Colour family</b>	<b>Grows on?</b>	<b>Type of fruit/vegetable</b>	<b>Likes temperatures of...</b>	<b>Sun exposure?</b>	<b>Water?</b>	<b>How long to grow?</b>
<b>Tomatoes</b>	Red	Bush/vines	Fruit-type vegetable	12C - 30C	Full sun	2.5-5cm per week. Tomatoes grown in containers need more frequent watering.	10-12 weeks
<b>Bananas</b>							
<b>Spinach</b>							
<b>Strawberries</b>							
<b>Mangoes</b>							

## Experimenting with Seeds

In a science experiment, there are things that we can change which may make the results of the experiment different. These are called independent variables. Things that stay the same are called dependent variables.

### This is an example of an experiment:

Zoe would like to find out if a toy car goes faster on a different surface. To test this, Zoe builds a ramp for the toy car and sets a Start and Finish line. She will test 3 different surfaces: sandpaper, paper and wood. The different surfaces are the independent variables, because that is the only part in the experiment that will change. She will use the same ramp, same toy car and same distance between start and finish every time: those are the dependent variables. To see which surface is faster, she will simply let the car go down the ramp on each surface and measure the time. To get valid results, she will have to do the experiment multiple times.

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In your experiment, you will be using and changing some variables about growing plants in your experiment. Follow the steps below to design and execute your experiment:

### 1) First, think about a name for your experiment:

Name of the Experiment

### 2) Second, think about what you are going to test in your experiment? Write what you would like to find out (the aim of your study):

*Example: Zoe's study aim is: To test on what surface a toy car is fastest*

Study Aim

### 3) What things will you change and what will stay the same?

**Write down your variables**

Dependent variables	Independent variables

**Worksheet 15.2 | Experimenting with seeds**

**4) Write down how you are going to execute this experiment: 'the study design'.**

This needs to be detailed and include information like: what seeds are you using, how long will the experiment take, what materials will you need, what data will you collect, when will you collect it, how many tests are you going to include in the experiment?

*Example: Zoe did her test 3 times for each surface.*

Study Design

**Worksheet 15.3 | Experimenting with seeds**

**5) An experiment will also have a hypothesis.** A hypothesis is a prediction that the researcher makes about what they think the results will be.

Write your hypothesis below.

*Example: Zoe's hypothesis was: The toy car will go slowest on sandpaper and fastest on the wood*

Hypothesis

--

**6) Execute your experiment. It is important to keep a good record of what you do.**

*For example, you need to be able to know in 6 weeks what plants were assigned to which variable. Write down any important information here or label your plants.*

Important Information

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**8) Write down your conclusion. What did your data show? What does that mean?  
Based on your results, are any further experiments necessary?**

Conclusion

## Worksheet 16 | How far does my food travel?

### Food miles

Food miles refer to the distance that food travels to get to a consumer, and they're an indication of the resulting emissions that can affect the environment. For each of the foods below, fill in the table below.

- Use the website <https://www.foodmiles.com/more.cfm> to find the food miles from the one country to the next. The website only gives you the food miles to Canberra so you'll need to work out how many miles there are from your school to Canberra (hint: use Google maps). Then add the miles from Canberra to calculate your total distance!
- Then, calculate how much CO<sub>2</sub> those food miles produce. Compare this to how many food miles there are when the food is produced locally.

**INFO: 1 kilometre= 0.6 mile    1 food mile produces approximately 1.1 kg of CO<sub>2</sub> for fruit and 2kg for vegetables**

Food	Country where most is produced	Food miles to Canberra	Food miles from Canberra to your school	Total food miles	CO <sub>2</sub> produced	Food miles from your school to the nearest supermarket	CO <sub>2</sub> produced	CO <sub>2</sub> saved when produced locally
Potatoes (example)	China	5,599 miles	299km = 179.4 miles (299 x 0.6)	5,778.4 miles (5599+179.4)	11,556.8kg of CO <sub>2</sub> (5,778.4 x 2)	5.8km = 3.5miles (5.8 x 0.6)	7kg of CO <sub>2</sub> (3.5 x 2)	11,549.8kg of CO <sub>2</sub> saved! (5,778.4 - 7)
Broccoli								
Raspberries								
Mangoes								
Oranges								
Leeks								

## Research Project: Native Bush Foods

Complete the questions below about your native bush food.

You can do this by researching information on the internet or in library books.

<b>Scientific and common names</b>	
<b>Appearance</b> Shape, size, colour	
<b>Where is it found?</b> Name the countries and states Name the traditional custodians of this land	
<b>How does it grow?</b> On trees, bushes, underground, etc.	
<b>How is it used?</b> What is it traditionally used for? What part of the plant is eaten?	
<b>Taste</b> What is the flavour like? How is it eaten?	
<b>Health benefits</b> What is this bush food good for?	
<b>Fun facts</b> Are there any interesting facts about this food?	



## Native bush food menu

Complete this menu for 1 day by looking up your favourite recipes and adding or replacing ingredients with native bush foods. You can use the list of common bush foods in Information sheet 3 or search the internet if you can find any other ones.

<b>Breakfast</b>		
<b>Title of recipe</b>		
<b>Included bush foods</b>	•	•
	•	•
	•	•
	•	•
	•	•
<b>Ingredients (all)</b>	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
<b>Method</b>		

**Worksheet 18.2 | Native bush food menu**

<b>Lunch</b>		
<b>Title of recipe</b>		
<b>Included bush foods</b>	•	•
	•	•
	•	•
	•	•
	•	•
<b>Ingredients (all)</b>	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
<b>Method</b>		

**Worksheet 18.3 | Native bush food menu**

<b>Dinner</b>		
<b>Title of recipe</b>		
<b>Included bush foods</b>	•	•
	•	•
	•	•
	•	•
	•	•
<b>Ingredients (all)</b>	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
<b>Method</b>		

## Worksheet 18.4 | Native bush food menu

<b>Snacks</b>		
<b>Included bush foods</b>	•	•
	•	•
	•	•
	•	•
	•	•
<b>List at least 2 snack ideas</b>	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•

## Worksheet 19.1 | Taste-test

A taste-test is a way to explore and describe your food. When doing a taste test, you don't only use your taste, you also use your vision (what does the food look like?) and smell (what does the food smell like?).

For a good taste-test, other aspects of the food and your experience are also important. Think of the structure of the food, the intensity of the taste and even if you like it or not.

Fill out the table below to ensure you do a thorough taste-test on your food.

After your taste-test, fill out the last table to apply what you have learned over the previous lessons.

Before you taste anything, fill out the pre-tasting questions below:

<b>Pre-taste</b>	
<b>The food taste-tested:</b>	
<b>Describe what the food looks like:</b> (colour, shape, size, etc)	
<b>Describe what the food smells like:</b>	
<b>Describe what the food feels like in your hands:</b> (hard/soft, heavy/light, etc.)	
<b>What do you think the food will taste like?</b>	

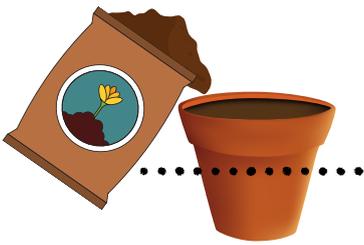
## Worksheet 19.2 | Taste-test

<b>During/Post-taste</b>	
<b>Describe what the food tastes like:</b> (Sweet, savoury, sour, bitter, combination, intensity, etc)	
<b>Describe the aftertaste of the food:</b> (How long does the flavour stay? Is there a strong aftertaste or is it quickly gone?)	
<b>Describe the structure of the food:</b> (Watery, grainy, buttery, crispy, creamy, chewy, etc)	
<b>Do you like the food or not?</b>  Explain why.	
<b>How do you feel after eating the food?</b>	
<b>Write a 2 or 3 sentence review for the food:</b>	

<b>About the food</b>	
<b>Where does your fruit or vegetable come from?</b>	
<b>Is your fruit or vegetable in season where you live?</b>	
<b>Would you be able to grow your fruit or vegetable in your own garden?</b> Explain why or why not.	
<b>What would your fruit or vegetable need to grow in your garden?</b>	

## How to plant seeds

1. Fill the pot halfway with soil.



2. Sprinkle seeds on top of the soil



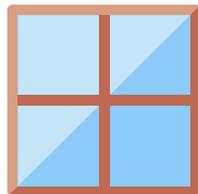
3. Cover the seeds with more soil



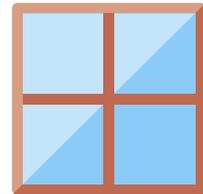
4. Water the soil to dampen it.



5. Place pot in an area with sunlight e.g. near a window



6. The plant will soon grow. Remember to water regularly.



### My Plant Diary

**My plant:** \_\_\_\_\_

**Week:** \_\_\_\_\_

**Observations:**

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**Draw your plant here**

**My plant:** \_\_\_\_\_

**Week:** \_\_\_\_\_

**Observations:**

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**Draw your plant here**

## Worksheet 20.3 | Planting seeds

### Measuring plant growth

Carefully measure the height of your plant and record your results in the table below.

<b>Week</b>	<b>Height of plant</b>

<b>Week</b>	<b>Height of plant</b>