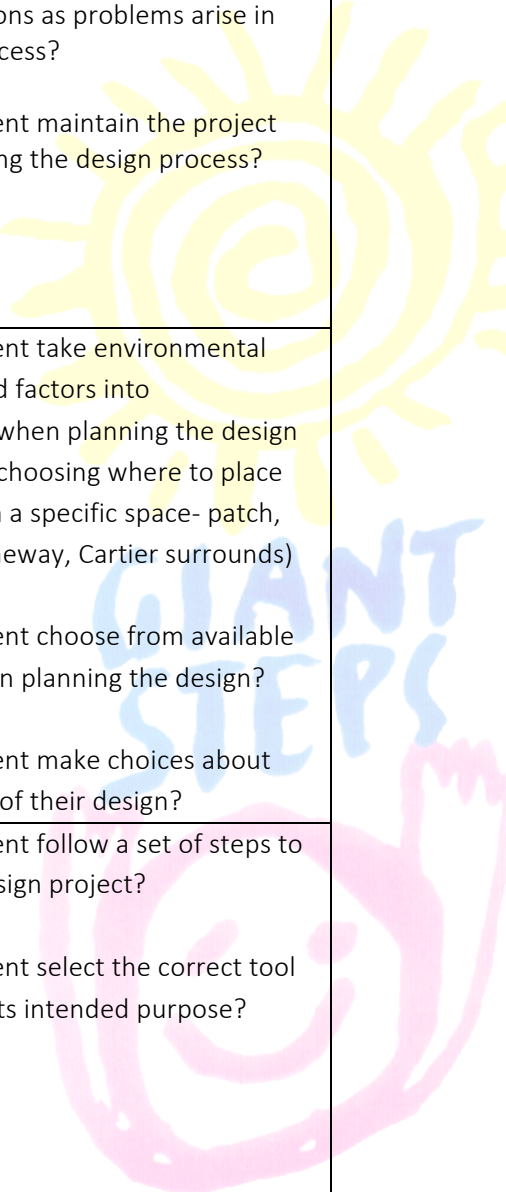








Giant Steps Technology Core Program – Guerrilla Gardening

KLAs	Life Skills Technology Design and Technology	Semester	Two	Year	2017
Unit of Work Title	Guerrilla Gardening	Duration	20 weeks 1 hour per week	Stage	4,5,6
Program	Senior	Author/s	Merrilyn Sackett Claire Cherrington Craig Eggleton	Program Director	XXXX
Class	XXXX				
Students	XXXX				
Description In this unit of work students will create a variety of gardening projects using new and used materials. Students will be involved in all stages of the design process of each project, from conception, initial planning, building and maintenance and will take responsibility for maintaining the immediate surrounds of their environment. The plants will be chosen from flowers, native plants, vegetables and bulbs etc. Students will learn about and participate in the construction of new garden additions as well as the maintenance of current ones. Gardening activities will include both outdoor and indoor projects such as watering a gardening, planting seeds and/or seedlings into pots, growing grass from seed, creating garden decorations and regrowing vegetables. Students will engage in a variety of different independent and group learning activities including interwrite-board based theory lessons, music and video clips, differentiated worksheets, outdoor yard work, indoor project work and measurements and observations of plant growth.					
Key Enquiry Questions					
KLA	Outcome		Key Enquiry Questions	Learning Across the Curriculum Codes	Activity Bank
<i>Technology/ Design and Technology</i>	Stage 4	LS1.1 Recognises that a process is used to produce design projects	Does the student identify the steps of a procedure to produce a design project? Does the student use problem solving to		Tyre projects- building tyres to create levels of planters Using half tires as planters Tyre wreaths http://diyshowoff.com/2013/07/02/diy-tire-planter-tutorial/ Planters:

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Stage 5	LS1.1 Recognises that a process is used to develop design solutions	develop solutions as problems arise in the design process?		http://lemonbeanandthings.blogspot.com.au/2012/03/our-tire-planter.html
Stage 6	DTLS1 recognises that a process is used to develop design solutions	Does the student maintain the project after completing the design process?		
Stage 4	LS1.2 Recognises the factors that influence designs	Does the student take environmental constraints and factors into consideration when planning the design process? (E.g. choosing where to place projects within a specific space- patch, front grass, laneway, Cartier surrounds)		E.g.: 
Stage 5	LS1.2 Considers factors that influence design	Does the student choose from available resources when planning the design?		Drain pipes vertical 
Stage 4	LS3.2 selects the appropriate tools, equipment and materials for specific design projects	Does the student follow a set of steps to complete a design project?		Justin's vertical garden 
Stage 5	LS6.1 selects and uses appropriate processes and	Does the student select the correct tool and use it for its intended purpose?		Furniture 
				Bottles 

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		techniques in the context of producing design projects			
Stage 4	LS5.1 participates in producing design projects	Does a student participate in the steps of a design project?			
Stage 5	LS6.2 participates in producing design projects	Does the student complete the design project in the required period of time?			
Stage 6	DTLS4 demonstrates skills and techniques in the context of a design project	(Stage 6 - Does the student follow a set of steps to complete a design project?)			
Stage 4	LS3.4 Cares for materials, tools and equipment	Does the student pack away items in their appropriate locations?			
Stage 5	LS6.4 Cares for materials, tools and equipment	Does the student clean up at the end of the project?			
Stage 6	DTLS10 demonstrates safe practices in the use and care of tools and the implementation of	(Stage 6 - Does the student select the correct tool and use it for its intended purpose?)			



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		techniques			
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Learning Goals

Outcomes	Learning Goals – students will be able to...	Students
LS1.1 (St 4/5) DTLS1 (St 6)	<ul style="list-style-type: none"> Sequences the steps of a project, matching picture-to-picture from a choice of two Sequences the steps of a project, matching from a model Sequences the steps of a project from memory 	
LS1.2 (St 4/5) DTLS2 (St 6)	<ul style="list-style-type: none"> Independently chooses colours and features to decorate a project, from a choice of two Independently chooses colours and features to decorate a project from a range of choices 	
LS3.2 (St 4) LS6.1 (St 5)	<ul style="list-style-type: none"> Uses tools to imitate a modelled action 	
LS5.1 (St 4) LS6.2 (St 5) DTLS4 (St 6)	<ul style="list-style-type: none"> Initiates 50% of steps of a project following a model Initiates 75% of steps of a project following a model Initiates 75% of steps of a project following a verbal instruction 	
LS3.4 (St 4) LS 6.4 (St 5) DTLS10 (St 6)	<ul style="list-style-type: none"> Packs away items and completely cleans own work station, with partial physical support Packs away items and completely cleans own work station with adult gestural support and modelling Packs away items and completely cleans own work station following a verbal instruction 	

Assessment Overview		
Pre-Assessment	Progressive	Post-Assessment
Term 3 – Weeks 2/3 → anecdotal observations against learning goals	Term 3 – Weeks 4/10 , Term 4 – Weeks 1-3 <ul style="list-style-type: none"> Video Photos Work samples Term 3 – weeks 8/9 → anecdotal observations against learning goals	Term 4 – weeks 4/5 → anecdotal observations against learning goals

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TEACHING AND LEARNING SEQUENCE				
Term	Week	Focus	Teaching and Learning Sequence	Resources
Three	1-2	Watering the trees	<p>Lessons</p> <p><u>Introduction:</u> Students are seated in chairs, facing the IWB</p> <ul style="list-style-type: none"> Lesson sequence is presented by teacher, displaying the order of components of the lesson <p><u>Body:</u></p> <ol style="list-style-type: none"> Teacher presents forewarning booklet to students, highlighting the equipment needed and steps of the process Students walk to shed, wait for staff to open then enter shed one by one to get their watering can from the shed. Students walk to playground and access tap in the laundry. Students place their watering can in the sink, orienting can correctly and turning on tap (with gestural or physical support as necessary). Students fill can for count of 20 then turn off tap. Student carry watering can to each of the 4 trees in the playground and use two hands to water the trees from their watering can. Should they drop their watering can or run out of water, students must return to get more water from the tap. Students pack away watering cans into shed and return to classroom. <p><u>Conclusion:</u> Final lesson component is removed and students move to transition board. Teacher packs away lesson visual into finished tub.</p>	<ul style="list-style-type: none"> Forewarning booklet watering cans – 1 per student
	3-4	Planting strawberries	Assessment	<ul style="list-style-type: none"> Lesson powerpoint Printed sequence

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		<ul style="list-style-type: none"> ▪ anecdotal observations against learning goals ▪ Annotated work samples 	<ul style="list-style-type: none"> ▪ Pots – 1 per student ▪ Soil ▪ strawberry plants – 1 per student ▪ Hand scoop ▪ Jug of water ▪ wipes
		<p>Lessons</p> <p>Introduction: Students are seated in chairs, facing the IWB</p> <ul style="list-style-type: none"> • Lesson sequence is presented by teacher, displaying the order of components of the lesson <p>Body:</p> <ol style="list-style-type: none"> 1. Teacher presents forewarning powerpoint to students, highlighting the equipment needed and steps of the task. 2. Students move to worktables 3. Students follow steps in printed sequence booklet to pour soil into the pot, remove the plastic container, place the strawberry bush into the ceramic pot, add more soil and water their plant. Teacher to provide gestural and physical support as necessary for each student. 4. Strawberry plants are then carried to the windowsill to grow. 5. Students wipe down tables with antibacterial wipes and then wash their hands. <p>Conclusion: Final lesson component is removed and students move to transition board. Teacher packs away lesson visual into finished tub.</p>	
5-6	Grass heads	<p>Introduction: Students are seated in chairs, facing the IWB</p> <ul style="list-style-type: none"> • Lesson sequence is presented by teacher, displaying the order of components of the lesson <p>Body:</p> <ol style="list-style-type: none"> 1. Students view youtube video showing sequence of task and finished 	<ul style="list-style-type: none"> ▪ Lesson powerpoint ▪ Printed sequence ▪ Stockings – 1 per student ▪ Grass seed ▪ Soil ▪ Cup ▪ Jug of water ▪ yoghurt containers – 1 per student

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		<p>product.</p> <ol style="list-style-type: none"> Teacher presents forewarning powerpoint to students, highlighting the equipment needed and steps of the task. Students move to worktables Students follow steps in printed sequence booklet to cut stocking and put in cup, scoop in grass seed and soil, staff to assist to tie a knot in stocking, then students to choose their yoghurt container and facial decorations before sticking on. Staff to assist with super glue. Students are then to get some water from the kitchen and pour it into their yoghurt container before putting in their grass head. Grass heads are then carried to the windowsill to grow. Students wipe down tables with antibacterial wipes and then wash their hands. <p>Conclusion: Final lesson component is removed and students move to transition board. Teacher packs away lesson visual into finished tub.</p>	<ul style="list-style-type: none"> Clothing templates Facial decorations: template mouths, cork/bobble noses, googly eyes Super glue or other non-water based glue wipes
7-8	Creating a water-marbled rock garden	<p>Introduction: Students are seated in chairs, facing the IWB</p> <ul style="list-style-type: none"> Lesson sequence is presented by teacher, displaying the order of components of the lesson <p>Body:</p> <ol style="list-style-type: none"> Students view youtube video showing sequence of task and finished product. Teacher presents forewarning powerpoint to students, highlighting the equipment needed and steps of the task. Students move to worktables 	<ul style="list-style-type: none"> Lesson powerpoint Printed sequence Rocks White paint Paint brushes Containers Water Appropriate Nail polish brands: sally Hansen xtreme wear, sinful colors Nail polish remover (for cleanup) Wipes Printed worksheets

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		<p>Week 7:</p> <ol style="list-style-type: none"> Students follow steps in printed sequence booklet to choose a rock and paint it white. Rocks are then carried to the windowsill to dry. Students wipe down tables with antibacterial wipes and then wash their hands. Check on strawberry plants: water, count leaves, count strawberries. Students to complete differentiated worksheets of strawberries' progress, showing: <ul style="list-style-type: none"> Student 1: height, number of leaves, flowers and strawberries Students 2 & 3: number of leaves, flowers and strawberries Student 4: number of leaves and strawberries <p>Week 8:</p> <ol style="list-style-type: none"> Students follow steps in printed sequence booklet to get and pour water into their container, choose nail polish colours, drop alternating rings of nail polish colour into water, students to dip their rock into the nail polish. If desired, students can make a pattern in the nail polish with a toothpick/skewer. Rocks are then carried to the windowsill to dry. Students wipe down tables with antibacterial wipes and then wash their hands. <p>Conclusion: Final lesson component is removed and students move to transition board. Teacher packs away lesson visual into finished tub.</p>	
9-10	Regrowing vegies	Assessment	<ul style="list-style-type: none"> Lesson powerpoint Printed sequence

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		from tops – garlic (week 9) and carrots (week 10)	<ul style="list-style-type: none"> ▪ anecdotal observations against learning goals ▪ Annotated work samples 	<ul style="list-style-type: none"> ▪ Containers ▪ Carrots ▪ Sharp knife ▪ Chopping board ▪ Water ▪ Wipes ▪ Garlic cloves ▪ Printed worksheet
			<p>Lessons</p> <p>Introduction: Students are seated in chairs, facing the IWB</p> <ul style="list-style-type: none"> • Lesson sequence is presented by teacher, displaying the order of components of the lesson <p>Body:</p> <ol style="list-style-type: none"> 1. Teacher presents forewarning powerpoint to students, highlighting the equipment needed and steps of the task. 2. Students move to worktables 3. Students follow steps in printed sequence booklet to cut off the top (if necessary), choose an appropriate sized container, put in cut vegetable and fill with water. 4. Vegetables are then carried to the windowsill to grow. 5. Students wipe down tables with antibacterial wipes and then wash their hands. 6. Students complete worksheet showing the steps of the process they completed that day. <ul style="list-style-type: none"> ○ Student 1: 6 step sequence from memory ○ Students 2 & 3: 6 step sequence from model ○ Student 4: 2 step sequence matching picture to picture <p>Conclusion: Final lesson component is removed and students move to transition board. Teacher packs away lesson visual into finished tub.</p>	<p>Attribution goes to Andrea12345 from the TES community for the idea and instructions behind this lesson: https://www.tes.com/teaching-resource/regrowing-your-food-land-and-plants-6424374</p>
Four	1-2	Pick strawberries	<p>Lessons</p>	<ul style="list-style-type: none"> ▪ Lesson powerpoint ▪ Printed sequence

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		and eat	<p>Introduction: Students are seated in chairs, facing the IWB</p> <ol style="list-style-type: none"> Lesson sequence is presented by teacher, displaying the order of components of the lesson <p>Body:</p> <ol style="list-style-type: none"> Check on strawberry plants: water, count leaves, count strawberries. Students to complete worksheets of strawberries' progress, showing: <ul style="list-style-type: none"> Student 1: height, number of leaves, flowers and strawberries Students 2 & 3: number of leaves, flowers and strawberries Student 4: number of leaves and strawberries Student then to pick strawberries from their strawberry plant and add to class collection of strawberries. Strawberry plants are returned to windowsill Students follow steps in printed sequence booklet to make strawberry milkshakes: gathering other necessary food items and equipment, putting in strawberries, milk and icecream into blender and blending together. Students then pour milkshakes into their cups and taste their creation. After drinking, students pack away all items into finished tub, wipe down the desks and wash their hands. <p>Conclusion: Final lesson component is removed and students move to transition board. Teacher packs away lesson visual into finished tub.</p>	<ul style="list-style-type: none"> Printed worksheets Blender Milk Strawberries Vanilla ice cream Ice cream scoop/spoon cups
	3-4	Grass caterpillar	<p>Assessment</p> <ul style="list-style-type: none"> anecdotal observations against learning goals 	<ul style="list-style-type: none"> Lesson powerpoint Printed sequence Chux cloth

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		<div>▪ Annotated work samples</div> <div>Lessons</div> <div><div>Introduction: Students are seated in chairs, facing the IWB</div><div><ul style="list-style-type: none">Lesson sequence is presented by teacher, displaying the order of components of the lesson</div><div>Body:<div><div>1. Students view youtube video showing sequence of task and finished product.</div><div>2. Teacher presents forewarning powerpoint to students, highlighting the equipment needed and steps of the task.</div><div>3. Students move to worktables</div><div>4. Students follow steps in printed sequence booklet to lay out chux cloth onto desk, scoop in grass seed and soil, staff to assist to roll up caterpillar and put on rubber bands, then students to choose their facial decorations before sticking on. Staff to assist with super glue. Students are then to get some water from the kitchen and pour it onto their grass head caterpillar.</div><div>5. Grass heads are then carried to the windowsill to grow.</div><div>6. Students wipe down tables with antibacterial wipes and then wash their hands.</div></div><div>Conclusion: Final lesson component is removed and students move to transition board. Teacher packs away lesson visual into finished tub.</div></div></div> <div><div>▪ Grass seed</div><div>▪ Soil</div><div>▪ Spritzer bottle of water</div><div>▪ Facial decorations: templates mouths, , googly eyes, pipe cleaner antennae/legs</div><div>▪ Super glue or other non-water based glue</div><div>▪ wipes</div></div>	
5-6	Grow vegetables from tops – spring onions (week 5) and	<div>Introduction: Students are seated in chairs, facing the IWB</div> <div><ul style="list-style-type: none">Lesson sequence is presented by teacher, displaying the order of components of the lesson</div>	<div>▪ Lesson powerpoint</div> <div>▪ Printed sequence</div> <div>▪ Containers</div> <div>▪ Spring onion</div> <div>▪ Sharp knife</div>

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	cos lettuce (week 6)	<p>Body:</p> <ol style="list-style-type: none"> 1. Teacher presents forewarning powerpoint to students, highlighting the equipment needed and steps of the task. 2. Students move to worktables 3. Students follow steps in printed sequence booklet to cut off the top (if necessary), choose an appropriate sized container, put in cut vegetable and fill with water. 4. Vegetables are then carried to the windowsill to grow. 5. Students wipe down tables with antibacterial wipes and then wash their hands. 6. Students complete worksheet showing the steps of the process they completed that day. <ul style="list-style-type: none"> o Student 1: 6 step sequence from memory o Students 2 & 3: 6 step sequence from model o Student 4: 2 step sequence matching picture to picture <p>Conclusion: Final lesson component is removed and students move to transition board. Teacher packs away lesson visual into finished tub.</p>	<ul style="list-style-type: none"> ▪ Chopping board ▪ Water ▪ Wipes ▪ Cos lettuce ▪ Printed worksheet <p><i>Attribution goes to Andrea12345 from the TES community for the idea and instructions behind this lesson:</i> https://www.tes.com/teaching-resource/regrowing-your-food-land-and-plants-6424374</p>
7-8	Creating a painted glitter rock garden	<p>Introduction: Students are seated in chairs, facing the IWB</p> <ul style="list-style-type: none"> • Lesson sequence is presented by teacher, displaying the order of components of the lesson <p>Body:</p> <ol style="list-style-type: none"> 1. Students view youtube video showing sequence of task and finished product. 2. Teacher presents forewarning powerpoint to students, highlighting the equipment needed and steps of the task. 3. Students move to worktables 	<ul style="list-style-type: none"> ▪ Lesson powerpoint ▪ Printed sequence ▪ Clear gem crystals ▪ Glitters ▪ Clear nail polish ▪ Nail polish remover ▪ Wipes

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		<ol style="list-style-type: none"> Students follow steps in printed sequence booklet to get clear gem, choose glitter colours and pour into dish, paint clear nail polish onto gem and dip gem into glitter mix. Rocks are then carried to the windowsill to dry. Students wipe down tables with antibacterial wipes and then wash their hands. <p>Conclusion: Final lesson component is removed and students move to transition board. Teacher packs away lesson visual into finished tub.</p>	
9-10	Pick veggies and eat	<p>Lessons</p> <p>Introduction: Students are seated in chairs, facing the IWB</p> <ul style="list-style-type: none"> Lesson sequence is presented by teacher, displaying the order of components of the lesson <p>Body:</p> <ol style="list-style-type: none"> Check on carrot, spring onion, garlic and lettuce plants: water, count leaves and measure height. Students to complete worksheets of progress, showing: <ul style="list-style-type: none"> Student 1: height of all plants Students 2 & 3: height of lettuce and garlic shoots Student 4: height of lettuce Student then to pick leaves from their plants and add to class collection of vegies. Plants are returned to windowsill Students follow steps in printed sequence booklet to make salad: gathering other necessary food items and equipment, putting in vegies, mixing salad dressing and tossing together. Students then scoop salad into their bowls and taste their 	<ul style="list-style-type: none"> Lesson powerpoint Printed sequence Printed worksheets Knife Spoons Bowl Jug Measuring cup Measuring spoons Ingredients: lettuce, cherry tomatoes, garlic shoots, avocado, feta cheese, oil, balsamic vinegar, carrot

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			<p>creations.</p> <p>6. After eating, students pack away all items into finished tub, wipe down the desks and wash their hands.</p> <p>Conclusion: Final lesson component is removed and students move to transition board. Teacher packs away lesson visual into finished tub.</p>	
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