



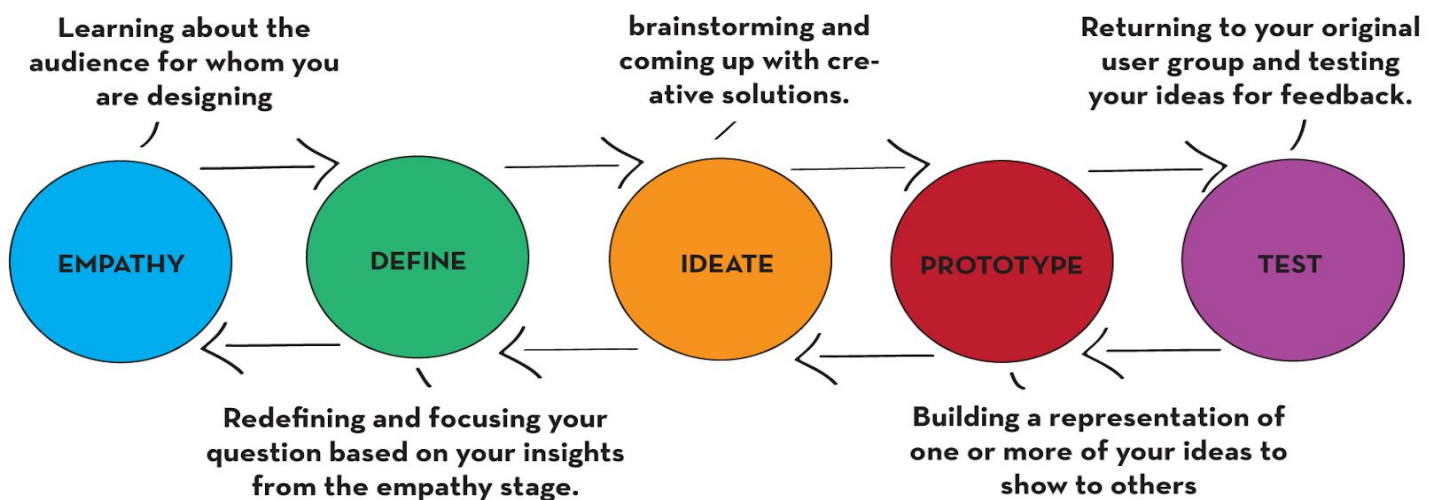
Covid 19 Curriculum

Design Thinking - Home Garden Project

Big Idea: the Home Garden Project is an opportunity to begin distance learning with a structured Design Thinking Project. The project will enable students the opportunity to develop skills for guided and/or independent projects that naturally emerge at home. Families will benefit from nature engagement and food production in the midst of a pandemic and climate emergency.

Essential Question: Can we establish a Home Garden that provides food for our family/ community?

Enduring Understanding: Design thinking process



School based understandings, skills and values: democracy, creativity, design thinking, communal arts, student centred, collaborative, executive functioning, hands on, sustainable, isolation, reflection, project based

Possible integration with other (AC) learning areas, general capabilities and cross curricular priorities: math, science, technologies, english, critical and creative thinking, personal and social capabilities, sustainability, aboriginal perspectives (see [Covid 19 Curriculum Overview](#))

Empathise (Pre Test) Initiate TWL chart, educator records: What do we **think** /know about establishing a Kitchen Garden? Who will use it? Materials available? Skills available? Where is it? Who will be involved? How have Indigenous people been using this area for food? Establish a wonder wall for ongoing thinking.

Initial formative assessment: Children record individually what they imagine the Kitchen Garden Program to look like. (Labelled diagram, descriptive writing, a collection of images of other KGP that inspire, a model) date and record in journals.

Ongoing formative assessment strategies: wonder wall, ongoing plans and ideas and images for the garden recorded in individual and shared journals as ideas develop.



Covid 19 Curriculum

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Statement of significance to our school Vision and Mission Provide opportunities for creative and democratic learning in the context of home and the natural environment. Encourage and develop skills for collaboration and problem solving. Use creative processes to meet the learning areas identified in the Australian Curriculum.

INSTRUCTIONAL PLAN

Empathise Parents and children or teachers and students discuss their needs and vision for their garden. Research permaculture for ideas. Research Indigenous Agriculture.

Children record what they **think** the Kitchen Garden will look like. Record in journals (TWL chart). Educator to record children's ideas in a shared journal. What do they want in a garden? Why do they want the garden? Where do they want it? Who will use it? Materials available? Skills available? Who will do it?

Establish a wonder wall for ongoing thinking.

Collate ideas.

Define

Revisit ideas collated and identify some agreements.

Discuss possibilities with regard to materials, skills, environment, time.

Educator guides children to:

Research examples of Kitchen Garden projects that reflect agreements.

Research building strategies and skills.

Identify experts and book them in. Who can teach the skills we'll need to establish the KGP? When are they available?

Source the materials available.

Identify indigenous edible plants.

Children record in journals what skills or knowledge they **want** or will need to design a garden (TWL chart)

Ideate

Based on agreed resources, time frame, skills; collaboratively design a Garden .

Families work collaboratively. Share ideas and identify an agreed design.

(Going Further)

Children's ideas recorded as a project proposal.

Bring in some experts for skills in identified areas of need; technologies, cooking, gardening (You Tube, FB groups etc)

Prototype

Children design a prototype of Garden.

Test

Present prototype for feedback and approval to family..

Revisit TWL chart. Record what we have **learnt** through this process. Compare prototype to original designs.



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Reflection

Implement

Establish a garden so that food for the family/I community may be sourced from the garden. Follow the design specifications with the support of the identified experts and educators. Identify recipes from the garden produce.

Evidence of Learning

Children's journal entries. (TWL)

Shared journal entries.

Photos

Curriculum Achievement Map

Individual Learning Plan

Video of children discussing the process and providing their feedback for future programs.

Activity Based sharing : rating scale - oral language

My constructive thinking skills - critical and creative thinking

Group Inquiry - peer evaluation of group presentation



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