

# SDG 15 Seeding Sustainability

## MM4 Growing and Foraging



### MM4: Growing and Foraging

### Experimentation and Exploration

### Lesson 4: ABC's of Grow it Yourself (GIY) Ireland

Subjects: CSPE, English, Geography, Horticulture, Science

#### Lesson Title and Summary: ABC's of Grow It Yourself (GIY) Ireland

By growing our own food, we support living healthier and more sustainable lives. What we eat matters and how it is grown and produced matters even more. Globally, more than 690 million people remain undernourished, while diet is the leading cause of mortality in the developed world.

Learners widen their knowledge of vegetables grown in Ireland. They develop skills of research, collating and presenting information, as well as justifying opinions.

**Vocabulary: Annual, Biota, Crop, Fertile, Flora, Fauna, Growing, Harvesting, Limitations, Perennial, Side-shoots, Soil, Sowing, Tips, Vegetables, Weed**

#### In this lesson, the learner will:

- develop recording, analysis and evaluation skills
- explore and discover the meaning of biota, flora and fauna
- investigate and observe the patterns of colour (flora)
- investigate and observe the attraction of colour to fauna
- commence the creation of a directory of local edible flora
- reconnect with food, nature and community
- explore the local environment, connections between the colour of flora to fauna
- identify local edible flora and how they are used in food preparation
- reconnect with food, nature and community

#### Materials

- Worksheet: ABC's of Grow it Yourself (GIY) Ireland
- Internet Access



# MM4: Growing and Foraging

## L4: ABC's of Grow it Yourself (GIY) Ireland



### ACTIVITY INSTRUCTIONS

#### Activity 1: ABC's of Grow It Yourself (GIY) Ireland (35 mins)

1. Direct learners to the ABC's of Grow It Yourself (GIY) IRELAND WORKSHEET. Go through the instructions and check understanding.
2. Allocate learners 3x letters from the alphabet.
3. Give learners 20-25 mins to complete Steps 1 - 3 of the worksheet:

#### Worksheet instructions:

Go to GIY Vegetable Directory website and to choose one vegetable for each of their allocated letters to investigate.

*Example: You have been allocated the letters A, C and L. You look through the directory and choose: Artichoke, Carrots and Kale*

Inform learners that while investigating they must consider open questions to help them with their research:

#### Examples of open questions:

- What is the common name of the vegetable?
- What is the botanical name?
- Why is this vegetable worth growing?

#### Activity 2: Share findings (15 mins)

1. Invite learners to share findings with peers in the form of whole class discussion or in small groups. Learners could rotate groups in order to share their findings with the whole class.

### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

Use Post-its or a mentimeter survey - [www.mentimeter.com](http://www.mentimeter.com) - to gather reflections

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### EXTENSION / REDUCTION ACTIVITIES:

Reduction (40 min lesson): For a shorter lesson, reduce the number of vegetables to research in Steps 1 - 3 of the worksheet and remove Step 4.

Extension (80 min lesson): For a longer lesson, spend more time on Step 4. Share findings with peers.

Additional lessons: Using the Grow Cook Eat series, a lesson could be given to a number of vegetables - watching the video and then discussing issues necessary with regard to planting.

See also lessons 8 - 12 of this micro-module for designing and developing a school garden.

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Grow it yourself Veg Directory <https://giy.ie/get-growing/veg-directory/>

Chelsea Physic Garden plant explorer - good source for species and botanical names <https://cpg.gardenexplorer.org/>

Grow Cook Eat - series of short videos sponsored by Bord Bia and the EPA's Stop Food Waste featured on RTE 1, 2018. Each video features a star vegetable, grown from seed to harvest and used to create a delicious meal that anyone at home can replicate

- Potatoes part 1 (12:03 min) <https://youtu.be/PtAOLkg4Trc>
- Potatoes part 2 (11.53 min) <https://www.youtube.com/watch?v=rq1boU7wwco>
- Tomatoes part 1 (11.35 min) [https://www.youtube.com/watch?v=p\\_DMQn2RURw](https://www.youtube.com/watch?v=p_DMQn2RURw)
- Tomatoes part 2 (12.52 min) <https://www.youtube.com/watch?v=VD30Za6Noac>

You can find all the shows seasons (1 -3) <https://giy.ie/series/grow-cook-eat/> Season 1 can be found at the bottom of the webpage

### LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Visit local allotments and / or gardeners.

Conduct a mapping exercise in your local area for community gardens, vegetable gardens and local growers. This can be used to exchange or get seeds from varieties that are already growing locally.

## MM4 L4 WS: ABC'S OF GROW IT YOURSELF (GIY) IRELAND

15 LIFE ON LAND



### Step 1: You will be allocated letters from the alphabet

- Go to the [GIY Vegetable Directory](#) website and choose one vegetable for each of your allocated letters to investigate.

*Example: You have been allocated the letters A, C and L. You look through the directory and choose: Artichoke, Carrots and Kale.*

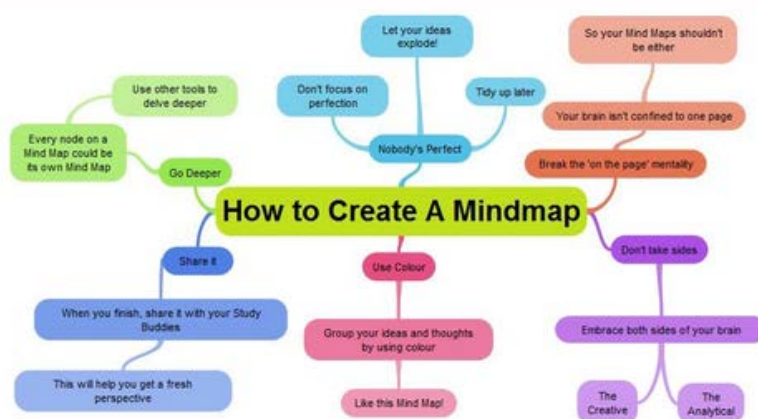
### Step 2: Create open-ended questions to prepare for your investigation into your chosen vegetables



*Examples of an open question:  
Why is this vegetable worth growing?  
Will this vegetable grow well locally?*

### Step 3: Gather information under the headings below

- You must summarise and use your own words. You may record your information in mind map or table like the ones below:



Sowing	Growing	Harvesting	Problems	Tips
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### Step 4: Share findings with your peers in class

### Step 5: As a class, create a new section to the class directory of DIRECTORY OF LOCAL EDIBLE / MEDICINAL FLORA.