



Yeadon Junior School

## Lesson 3

What is a weed? A plant whose virtues have not yet been discovered - Ralph Waldo Emerson

### Keepers of the World

How can we support positive environmental change through meaningful Social Action?



#### Social Action in context

Growing and sharing vegetables in the community for a healthier lifestyle



#### Civic Virtues

Neighbourly community awareness to contribute to the common good of caring for our health and community needs



#### What we want to achieve

1. Grow seasonal vegetables to be shared with the community
2. Encourages children to eat healthy foods and enjoy them for a healthier lifestyle

#### Social Action outcome

To donate home grown vegetables to the community through service and neighbourliness

#### Adaptation

This Social Action concept can be adapted to suit other service to the community schemes, such as teaching the elderly how to use a mobile phone/iPad.

#### Prior knowledge

An understanding of how Social Action based on virtues, results in a flourishing society (using **The Building Blocks of Character model\***).

Knowledge of the benefits of a healthy balanced diet.

Have a basic understanding of how plants grow.



### Teacher led activity

Remind children of the need for a balanced healthy diet, although vegetables can be expensive to buy compared with unhealthy options. Introduce the Social Action of growing vegetables and donating some to the local community/food bank (**community awareness**). Grow food that you know your children already like or food you have a good chance of persuading them to eat. Vegetables that you can eat straight from the plant like tomatoes are always popular with children.

In groups mind-map – **What are the benefits of growing your own vegetables?** Collect their answers such as: healthier, cheaper, tastier and no pesticides are used.

Reflect on - **What are the limitations with growing your own vegetables?** Mind-map this question focussing on the limitations of society being able to grow their own vegetables (fruit or herbs) – lack of space, time, resources or knowledge. (**community awareness**.)

Introduce the **dilemma** - **What can we do with the harvested vegetables?** Take their suggestions and focus on the **service to community** aspect of donating the produce to the local community/food bank (**volunteering**).

### Child led activity

Begin the growing process by identifying the vegetables to grow according to the season; how to prepare and fertilise soil to produce higher yield and sow the seeds for the following vegetables (Spring):

**Potatoes**

**Onions**

**Tomatoes**

**Cauliflower**

**Aubergines**

\*Monitor the growth and regularly water the soil.

### Plenary

Harvesting food is one of the best things about growing your own vegetables. Gather and share ideas about what to make with the produce and donate some of it to the local community (**volunteering**).

**Building Blocks of Character to cultivate phronesis (practical wisdom):**  
critical thinking and resourcefulness (intellectual virtues); gratitude and compassion (moral virtue); community awareness and volunteering (civic virtues) and perseverance and teamwork (performance virtues).\*



## Social Action activity

Identify the increasing popularity of growing your own food for a healthier lifestyle and how some people find this process therapeutic.

Allocate some school ground space to create your growing patch or alternatively look to your local area for a community space such as a library or allotment to set up your patch.

Your child led school advocate group can participate in the grow your own scheme, then lead and introduce it through a school assembly presenting the different stages involved, including the harvesting and donating. They can educate the children on the benefits of growing and eating fresh vegetables in order to motivate them to eat a balanced diet and also support the community.

## Taking it into the community and home-school link

Communicating with parents about the grow your own scheme and donating the produce to the local community encourages families to set up a growing patch in their own garden or home. Announce the grow your own scheme on the local community noticeboards. This continues the Social Action of a healthier lifestyle for the families and wider community.

### Resources

Garden gloves, digging hand tools, watering system, soil and seeds.

### National Curriculum

Citizenship: developing a healthy, safer lifestyle - what makes a healthier lifestyle through healthy eating.

Science: Plants - explore the requirements of plants for life and growth.

### Key Stage 2

Adjust the explanation of the benefits to grow your own vegetables according to prior knowledge for upper and lower Key Stage 2.

### Key virtues and vocabulary

Critical thinking, resourcefulness, gratitude, compassion, citizenship, community awareness, volunteering and teamwork, balanced healthy diet.

### References:

\* The building blocks of character from The Framework for Character Education in Schools - The Jubilee Centre, University of Birmingham. <https://www.jubileecentre.ac.uk/527/character-education/framework>



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## Mind map your thoughts around each question

What are the benefits  
of growing your own  
vegetables?

What are the  
limitations with  
growing your own  
vegetables?

What can we do  
with the harvested  
vegetables?