

How to make a world window

These windows can be used with the activity, *Window on the World*. You can have each student make their own window or get a group of students to make windows for the whole class.

Alternative windows include cut-out pieces of scrap paper, cut outs from box lids or rolled tubes of scrap paper taped together at the corners. It depends on time and availability of materials.

Objective:

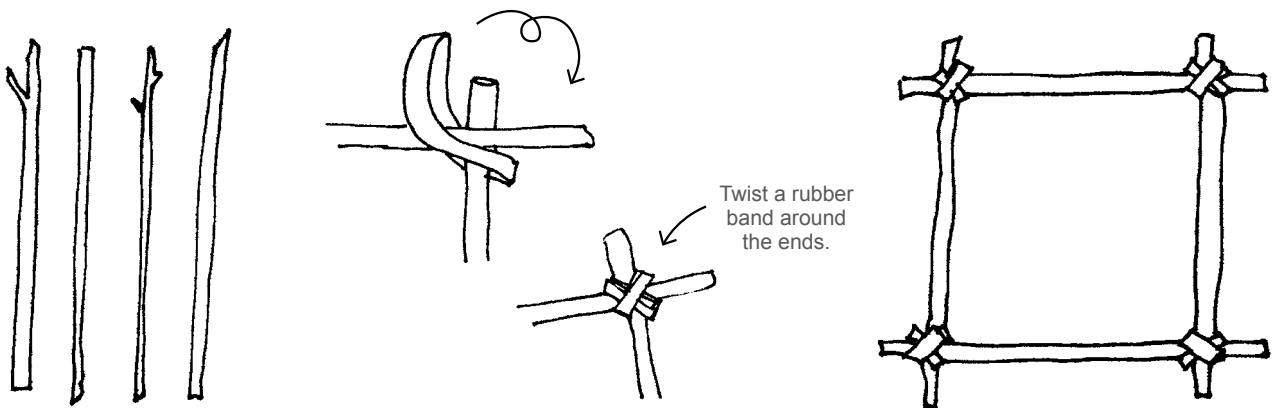
To create a frame to direct students' attention to one spot as they examine the garden micro-environment.

You will need:

- Materials for the 'arms' of your frame. These should be approximately 30 cm long, and can be twigs snapped to roughly the same length, pieces of scrap paper or newspaper rolled into tubes, or scrap cardboard. (Drinking straws are too short.)
- Four approximately 30 cm lengths per frame
- Four rubber bands per frame, if using twigs, or masking tape, if using paper or cardboard.

What to do

- Assemble your four lengths on a flat surface to form a rough square. Your aim is to make this square strong enough for you to pick it up and walk around the garden with it.
- Taking the corners one at a time, bind the twigs together with rubber bands. Your shape will look floppy until you do the last of the corners.
- If using paper or cardboard, instead of binding the corners with rubber bands, tape the corners with masking tape.



How to use

Your frame will be delicate: treat it kindly as you take it out into the garden.

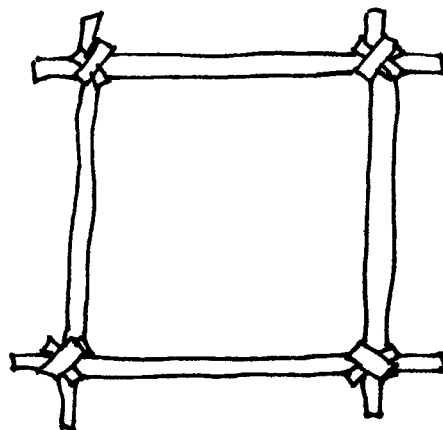
See the activity *Window on the World*, or make up your own activities for close-up examinations of different areas of the garden, different soil, habitats, insects, textures, colours and signs of the seasons in your garden.

Store the frames in a dry place for reuse, or recycle the twigs and paper into mulch, if appropriate (i.e. non-bleached paper used).

Window on the World

Take your window into the garden and put it down gently.

- Try to choose an area that's not full of people, where you can observe quietly.
- Look through your window at all the things you can see.
- Look very closely for the tiniest things as well as the big things.
- Move your eyes around inside the frame, checking every part of the window.
- **Keep looking!** There's more to our gardens than we see at first.



→ *Insect life (evidence and sightings)*

- What insects can you see?
- You might need to wait a moment or look really, really hard.
- What sort of evidence can you see that insects have been here in the garden? Look at leaves and under them, examine the soil, stems and anything else in your frame.

→ *Plants (dead and alive)*

- Look for evidence of past seasons.
- Can you see leaves, petals, seeds, twigs, dead leaves? What else?
- Tip: There may be many different kinds of traces of past seasons.

→ *Soil, sand and gravel (describe it)*

- What about inanimate (non-living) elements of the garden? They are important, too.
- What elements can you see in your window and how will you describe them? (Be specific! Sandy soil, little pebbles – not just 'dirt'.)

Write or draw your observations on the other side of the page.



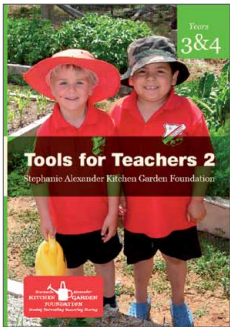
My Observations

Insect life (evidence and sightings)

Plants (dead and alive)

Soil, sand and gravel (describe it)





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Tools for Teachers is designed to provide educators with lesson plans, activities and ideas that draw deep and rich links between the experiences of cooking and nurturing a garden, and the Australian Curriculum.

About the Stephanie Alexander Kitchen Garden Program

The Stephanie Alexander Kitchen Garden Program was established in 2001, in order to teach children how to grow, harvest, prepare and share fresh, seasonal food. By 2012 over 30,000 children across 250 Australian primary schools will be experiencing this hands-on approach to food education.

By engaging children's curiosity, their energy and their tastebuds, the Kitchen Garden Program provides children with fun, memorable food experiences that form the basis of positive lifelong eating habits.

In the Program, students learn to build and maintain a garden, and to grow and harvest a wide variety of vegetables, fruits and herbs. In the kitchen, they prepare a range of delicious dishes from the seasonal produce they've grown. Experiences in the kitchen and garden classes support and extend learnings across subjects such as English, maths, science, history and languages. Students learn to calculate, measure, analyse and articulate their experiences in a real-life context as they engage with new cultures through enticing flavours.

To find out more about the Stephanie Alexander Kitchen Garden Foundation, including resources and recipes, please visit us online: kitchengardenfoundation.org.au

