

GROW YOUR OWN POTATOES



Overview 3: An array of activities

The activities you choose for your students will need to develop their understanding of key concepts concerned with growing and healthy eating, and of course potatoes!

Here are some suggestions for enrichment tasks that focus on single key concepts. By augmenting these tasks with the activities in the suggested links you can boost your students' understanding of the particular concepts relating to this topic.

Understanding Grow

Tell your students that in this task they are going to be thinking about what it means to grow. For your students to understand the concept of grow they will need multiple examples so that they can generalise the word, here are some ways to provide these within a lesson. Support your communication by using signs or symbols.

Watch the Potato Cam slide show

Gather baby pictures of your students and pictures of them at different ages. Ask them to order the images. Plant quick growing plants like cress, seeing cress grow over a few days will help your students develop anticipation for the growth of their potatoes.

Measure students' heights, invite older students to be measured. "When you are older, how tall will you have grown?" Guess future height. Draw pictures of what you will look like when fully grown.

Physically make yourself small and then stretch up as if growing, to get a feel for when things grow they go from small to big, using a 'growing' sound with this activity will emphasise the transition.

Activities that go well alongside this enrichment task

- Viewing the Knowing Growing Powerpoint
- Recording the growth of your potato plants using worksheet
- Beneath the soil

Understanding Need

Need is a very complicated concept to understand, especially when trying to differentiate it from want. As with grow explain to your students that they are going to be thinking about need. Emphasise the word need throughout the task.

Show your students a battery powered toy (but do not put batteries in it). Demonstrate that it doesn't work; ask "What does it need?" You can offer students a selection of objects to choose from to answer the question. Reinforce your students' understanding by repeating the need: "The car needs batteries." You can say that the batteries are how it gets its energy. Consider other real life examples that students may have encountered, e.g. a vehicle running out of petrol.

If you have a toy with accessories, e.g. a moving animal toy which has a t-shirt, or could fit into a doll's t-shirt, you can make the distinction between need and doesn't need. "If I take the shirt off will it still work?" "Yes" "It doesn't need the shirt." "If I take the batteries out will it still work?" "No" "It needs the batteries." Allow students to repeat this small experiment themselves and encourage them to report their findings.

Get your students to engage in a short burst of physical activity that is appropriate to them will leave them tired: go and run in the playground, jump up and down on the spot etc. Have water available at the end of the activity. Ask students "You need a drink." Reinforce this by watching footage of athletes competing and then drinking water afterwards.



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Look at the Knowing Growing factsheet and spot the word: need. Give students a highlighter pen to highlight the word every time they see it, or read the factsheet to them and give them an action to do every time they hear the word.

Print pictures of different people and the tools they need to do their jobs, e.g. a fireman needs a hose, a jockey needs a riding hat. Make a matching game. You can play this in so many ways:

Simple sorting – have students match up the pairs.

Face down pairs, turn two cards over and try to find a person and the item they need. Shout “need” when you do. Need snap. Place cards on a pile like snap but shout “Need” when a person and the item they need coincided.

Get moving! Show one person and two item cards, (one item that the person does need and one that they don't), on the call of “need” students must pretend to be the person shown using the item that they need.

Activities that go well with this enrichment task

- **Will it need? Investigation**
- **Dr Rob Clayton's Video instructions**
- **The potato year online game**
- **Grow your own potatoes game.**

Understanding healthy

It is likely that you will be able to draw upon existing knowledge when explaining healthy to your students, especially if they have memories of being unwell or of someone they know being unwell. Be careful as some explanations of health can imply that being disabled is unhealthy. A clear explanation that might help is to tell your students that we are healthy when our body has everything it needs and we feel the best that we can feel. You may need to explain that you are talking about physical feelings and not emotional ones, “feelings in our bodies, not in our hearts.”

Support students in role playing scenarios where someone is made to feel something: walking and falls over, catches a cold, eats something gone off and feels sick, receives a hug from a friend. Ask the class where each of these feelings is felt. You may find having emotion symbols to hand is helpful in supporting this activity. The distinction is hard to draw as the two types of feelings often overlap: if we feel sick we often feel sad as well, if we feel frightened that can make us feel physically unwell. As there is so much overlap focus on your students understanding of feeling good, and don't worry too much about the distinction.

“If something makes us feel good in our bodies it is healthy for us.”

“Sometimes things that feel good in our hearts, like eating lots of chocolate, don't make us feel good in our bodies, and aren't healthy for us.”

Look at examples of people being overweight and not being able to do things they enjoy.

Look at examples of people who have had to have dental treatment because of decay caused by overconsumption of sugar, you may be able to find students to use as examples (only if they want to) ask them what it was like to have a filling, did it make them feel good in their hearts?

Keep two flower stems on the window sill in clear receptacles, give one water and one PVA glue, or oil, or any other substance that won't make it healthy!

Monitor their progress. “This flower is healthy, it has what it needs” “This flower is unhealthy, it needs water.”

Students can create posters about times when they were unwell, what did they do to get healthy again, what did they need?

Activities that go well with this enrichment task

- **Will it need? Investigation**
- **Healthy eating plate Power Point**
- **Healthy eating plate worksheet**
- **Lunch box bingo**
- **Cooking one of the Grow Your Own Potato recipes**

