

A CROSS-CURRICULAR GUIDE FOCUSING ON SUTAINABILITY







# LOOSE PARTS PRESS

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Created on Dharug and Gundungurra land

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# INTRODUCTION



"The Gardeneers" is a 12-book set of early chapter books. Each book focuses on one of the 12 principles of permaculture - a guide for sustainability and looking after land and community. Each book concludes with an activity - craft, science, cooking. We have also compiled this guide filled with colouring sheets, word searches and more activities based on the NSW curriculum.

#### WHO ARE THE GARDENEERS?

Meet Yasmin, Will and Chloe - three curious students at Mulberry Street School. With the help of their classmates, their year 3 teacher Mr Barbossa, and a sunhat-wearing gardener named Myrtle, they embark on creating a school garden. What starts out as a few seeds grows into a garden that yields not just fruits and veggies but many lessons along the way about sustainability, diversity, community and more!



#### ABOUT THE AUTHOR

Sharon Baldwin was born in America but now proudly calls the Blue Mountains home. In addition to writing books she runs independent publishing imprint Loose Parts Press. She is a mum of two who is learning to grow her own veggies but is very experienced at eating them.

Sharon is available for author visits & readings in the Blue Mountains, Sydney and surrounds - or online anywhere in Australia.

#### ABOUT THE ILLUSTRATOR

Tia Madden is an illustrator and artist living in the Blue Mountains and currently completing her BFA at UNSW. She has a twin brother and loves reading, drawing, painting - really, just making things.

# PERMACULTURE PRINCIPLES

- 1. Observe and Interact
- 2. Catch and Store Energy
- 3. Obtain a Yield
- 4. Accept Feedback and Apply Self-Regulation
- 5. Use and Value Renewable Resources
- 6. Produce No Waste
- 7. Design from Pattern to Detail
- 8. Integrate Rather Than Segregate
- 9.Use Small and Slow Solutions
- 10.Use and Value Diversity
- 11.Use Edges and Value the Marginal
- 12. Creatively Use and Respond to Change

In Tasmania in the 1970s David Holmgren and Bill Mollison developed the concept of "permaculture." David Holmgren went on to develop these 12 principles for permaculture design that can apply both in and out of the garden.

You can learn more about these principles at: www.permacultureprinciples.com

Although the permaculture principles were developed in the last century, it's important to know that Indigenous people have been holisitically caring for the earth for many thousands of years.

There are hundreds of different Aboriginal groups in Australia, each with their own unique traditions and languages.

This activity guide was written and illustrated on Dharug and Gundungurra land. If you don't know whose land you live on, you can check on a map at www.aiatsis.gov.au

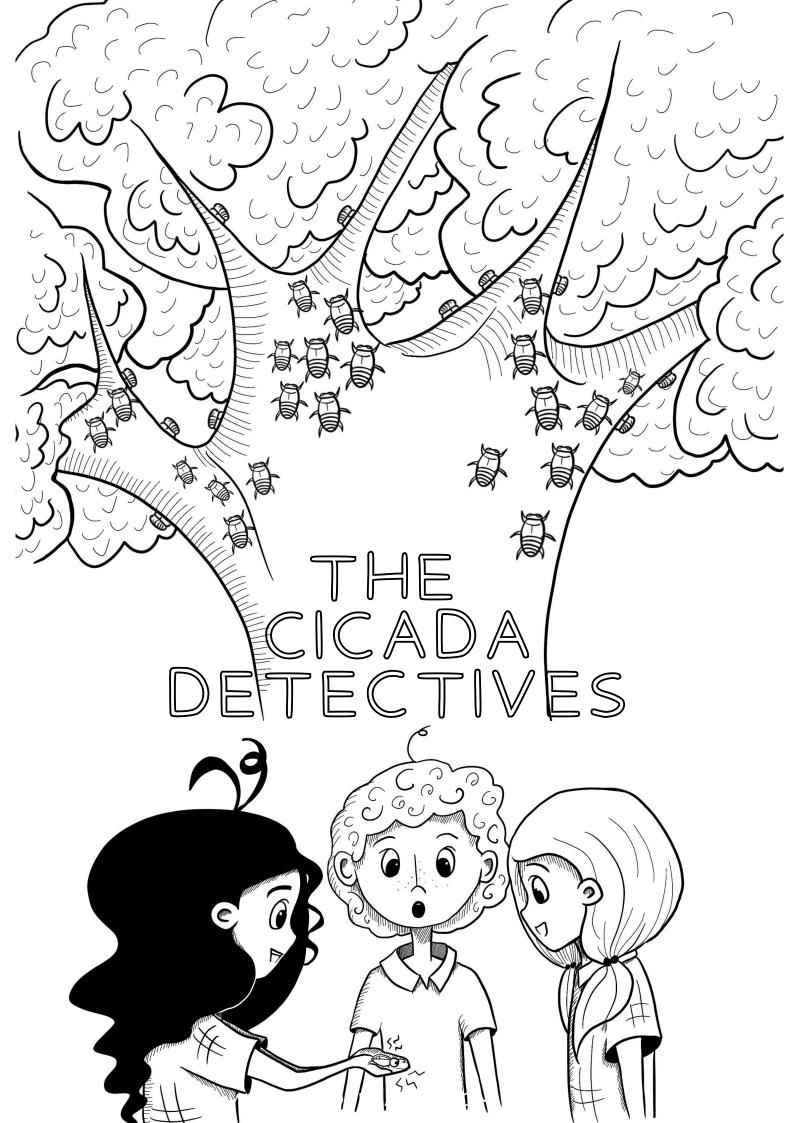
# CROSS-CURRICULAR LINKS

BOOK 1: THE CICADA DETECTIVES  OBSERVING THE WEATHER
BOOK 2: THE SUNSHINE S'MORES
WHAT IS SOLAR ENERGY? TECHNOLOGIES / CRITICAL THINKING SOLAR SCHOOLS LITERACY / CRITICAL THINKING / HSIE MAKING SUN-PRINTS CREATIVE ARTS SUN-DRIED EXPERIMENTS SCIENCE/ CRITICAL THINKING
BOOK 3: THE PIZZA GENIUSES
A LUMP OF CLAYCREATIVE ARTS / CREATIVE THINKING / NUMERACY A MAGICAL GARDENLITERACY / CREATIVE THINKING ALL ABOUT ABUNDANCECRITICAL & CREATIVE THINKING YIELDING A FLOWER GARDENCREATIVE ARTS
BOOK 4: THE PINWHEEL PLOT
BOOK 4: THE PINWHEEL PLOT  SCIENCE IN THE GARDEN
SCIENCE IN THE GARDEN
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SCIENCE IN THE GARDEN
SCIENCE IN THE GARDEN

SEW MUCH FUN......CREATIVE ARTS

# CROSS-CURRICULAR LINKS

BOOK 7: THE QUEEN BEE  THINK LIKE A DESIGNER
BOOK 8: THE BERRY BUNCH
COMPANION PLANTINGNATURAL ENVIRONMENT / CREATIVE THINKING ANIMAL RELATIONSHIPSSCIENCE / NATURAL ENVIRONMENT SCHOOL SEGREGATIONLITERACY / HSIE YOUNG AND OLDCREATIVE & CRITICAL THINKING
BOOK 9: THE SNAIL RACES
SLOW FOOD
BOOK 10: THE WIGGLY PUDDING
TRY A NEW FOODCREATIVE ARTS / INTERCULTURAL UNDERSTANDING UNIFORMS AROUND THE WORLDINTERCULTURAL UNDERSTANDING / HSIE BE A MICROBIOLOGISTSCIENCE / NATURAL ENVIRONMENT DIVERSITY IN THE DIRTSCIENCE / MATHEMATICS
BOOK 11: THE LIMITLESS LIBRARY
FORAGING FOR FOOD
BOOK 12: THE BUTTERFLY GOODBYE
CHEMICAL + PHYSICAL CHANGESCREATIVE THINKING / LITERACY  ART + SOCIAL CHANGECREATIVE & CRITICAL THINKING / HSIE

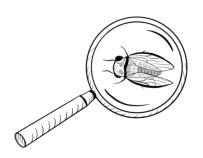




## OBSERVING THE WEATHER

Every day for a week, at the same time, guess what the temperature is and then	
MONDAY: Today the weather feels	TUESDAY: Today the weather feels
The temperature is:  Guess Actual	The temperature is:  Guess Actual
WEDNESDAY: Today the weather feels	THURSDAY: Today the weather feels
The temperature is:	The temperature is:
Guess Actual	Guess Actual
FRIDAY: Today the weather feels	QUESTIONS:  Did your predictions improve by the end of the week?
The temperature is:	If yes, why? If no, how do you think you could improve them?
Guess Actual	





# CREATIVE WRITING: THE SECRET LIVES OF BUGS

#### **INSTRUCTIONS:**

Find a bug in your school yard and spend some time following it around. Take notes on where it goes, what it does, what it interacts with. Based on your observations, write a story about a day in the life of this bug.		
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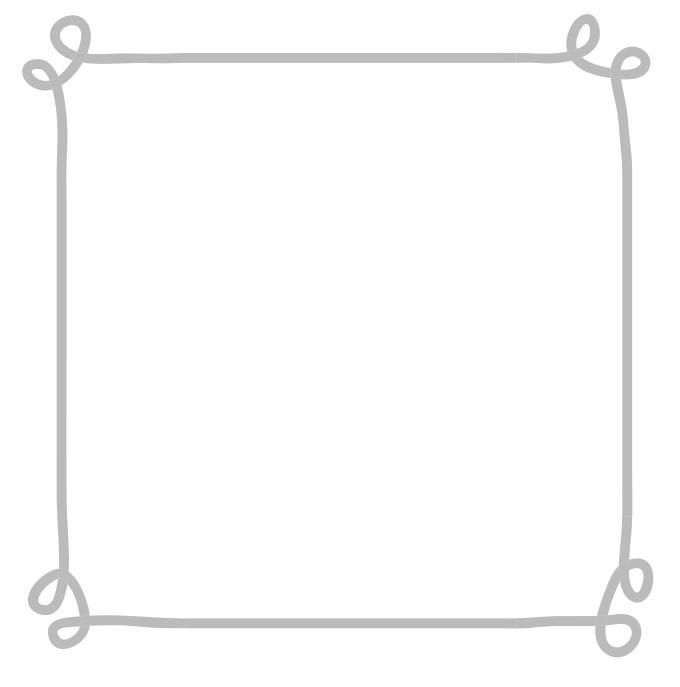
# GETTING UP CLOSE WITH ART

#### **INSTRUCTIONS:**

Have you ever looked up close at an insect? They are full of patterns and details. Have a go at drawing one!

Find an insect to observe, try googling "macro bug photos" or use the one here:



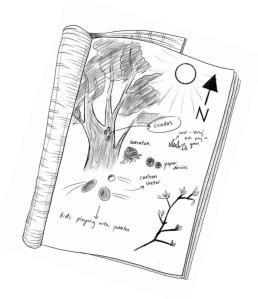




### MAP-MAKING

#### YOU WILL NEED:

- Graph paper or plain white paper
- Tape measurer
- A ruler
- Pencil, crayons or markers to colour in



#### **INSTRUCTIONS:**

- 1. Choose a space to make a map of it could be your classroom, the playground or a garden area.
- 2. Use your tape measurer to measure the edges of your space and write down how long each side is.
- 3. Now you're going to draw the outline of your space **to scale**. You'll need to decide the scale. Perhaps 1 metre = 2 centimetres on your map? Use your ruler to help you draw the lines straight.
- 4. Draw as many details into the map as you would like such as furniture, plants, windows and doors. You can also measure these and draw them to scale.

QUESTIONS:	
What is the perimeter of your space? (The total of all four sides)	
What is the area of your space? (Multiply two of the sides)	

### BONUS ACTIVITIES:

- Figure out which way is North and draw a compass on your map.
- Draw a second map, but this time draw just the perimeter of the space and re-design it. Use your imagination to create your dream space!





### WORD SEARCH

В F D R Α G 0 Ν F L Υ 0 Z Н F L Η W G ٧ F Ν 0 Κ Χ C U R Ν 0 Ν D 0 В Τ J L Ν Η Ε S Κ U R U W В 0 0 Ν V В U С G Τ C Τ 0 U Χ Н U Η U Τ Ρ Ε Ν Ε L Ε R C G Ν F Υ В R Α Ν В Ε Ε Μ Ε U Е C Τ Z S C I R M Ν Τ R Α V D Τ U F D C Ν S Ε C Τ Ζ Ε Ε Τ Ε Κ L Η L S Α S Q G 0 В S Ε R V Ε В Ρ R Ε L Υ S S Ρ Ρ Ε V Ν D D G R Α Η 0 R F В В Ν S Η Κ Τ Υ В U G Ε M Α L Α L Α D Z Η K K Η S Q Μ Ν J 0 U R Ν Α L U Ζ Ζ Υ Ε Ν Τ Ι Ρ Ε D Ε Ν Υ Ε Τ D

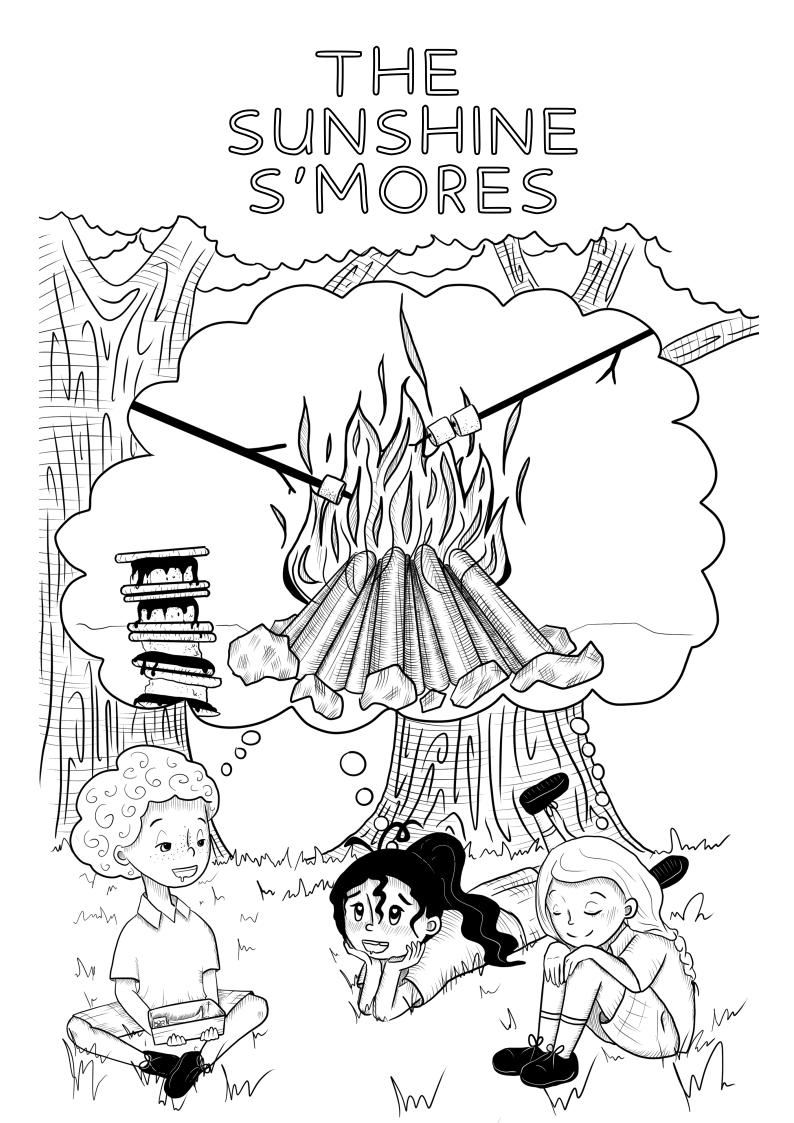
Find the following words in the puzzle.

Words are hidden  $\rightarrow \Psi$  and  $\checkmark$  .

BEETLE
BUG
BUTTERFLY
CENTIPEDE
CICADA
DETECTIVE

DRAGONFLY GRASSHOPPER INSECT INTERACT JOURNAL LADYBUG

OBSERVE SPIDER TREE WORM





### WHAT IS SOLAR ENERGY?

Research the answers to the following questions. You can try this website: https://www.kidcyber.com.au/solar-energy

Why is solar energy considered a renewable resource? What energy sources are non-renewable?

How can we store solar energy when the sun is not shining?

What is passive solar heating?

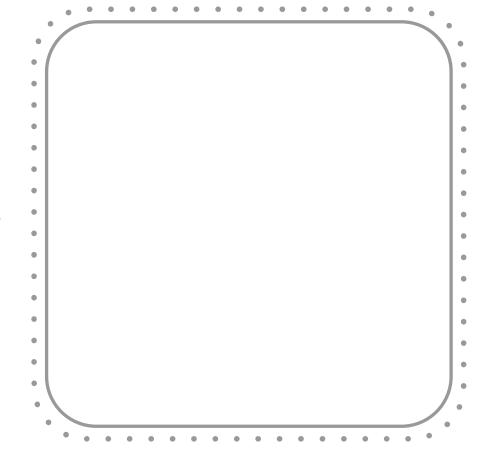


# BE THE INVENTOR!

You may have seen solar panels on homes and other buildings, or a solar oven.

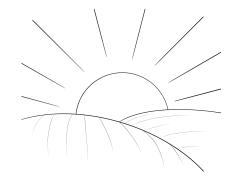
What else do you think could run on solar power?

What would it look like? Draw it here.





# PERSUASIVE WRITING: SOLAR SCHOOLS



#### **INSTRUCTIONS:**

Imagine you are writing a letter to the principal of your school. Write a letter explaining why you think your school should or should not be powered by solar energy. Be sure to use facts to back up your argument and think about reasons why they might disagree.

Dear	



### MAKING SUN PRINTS

#### YOU WILL NEED:

 Coloured paper. You can buy special "sun print" paper but construction paper will also work.

#### **INSTRUCTIONS:**

- 1. Gather objects of various shapes from around your house or outdoors. Some ideas you could try:
  - Coins or bottle tops
  - Blocks or small toys
  - Cookie cutters of various shapes
  - Seashells, stones, twigs, pine cones, other natural materials (things that won't blow away)
- 2. Set your paper outside, in a spot with direct sunlight. Use your objects to lay out a picture or design on your paper.
- 3. Leave the paper in the sun overnight and then check the results the next day.

### PREDICTION:

What do you think will happen to your

artwork?	you trink with happen to your
Salar Park	RESULT:
What act artwork?	tually happened to your

#### CHALLENGE!

How can you use objects to make:

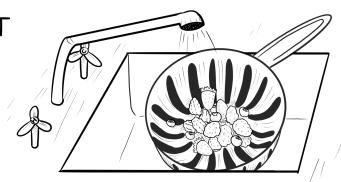
- A house
- A flower
- An animal
- Your name
- A portrait of yourself or a family member



### SUN-DRIED EXPERIMENT

#### YOU WILL NEED:

- A baking tray
- A cooling rack that will fit inside of the tray
- Different fruits and a knife
- Cheese cloth or netting



Some suggested fruits: grapes, blueberries, apples, peaches, apricots, cherries, strawberries, pineapples, kiwis... what else can you think of?

Salara Contraction of the Contra	QUESTIONS	BEFORE	You	STAR

Which of your fruits do you think will dry the quickest in the sun?

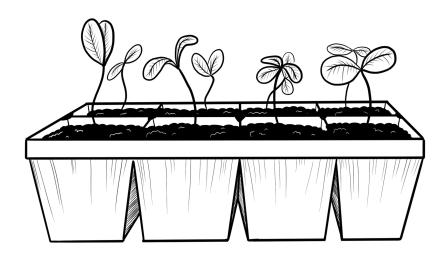
Can you think of any vegetables you could also try drying in the sun?

Besides drying fruits and vegetables what are some other ways that we can preserve them to last longer?

#### **INSTRUCTIONS:**

- 1. Wash your fruit. Small fruits like berries can be left whole, but larger fruits like apple or apricots you will need to chop into slices. Do your chopping with a teacher to supervise.
- 2. Place the cooling rack inside the tray and lay your fruit slice on top in a single layer.
- 3. Place the tray outside in direct sunlight and cover with the cheese cloth to keep bugs off. It will take a couple of days and you may need to turn a few times, but in the end you'll have a yummy snack! Store in an airtight container.





### WORD SEARCH

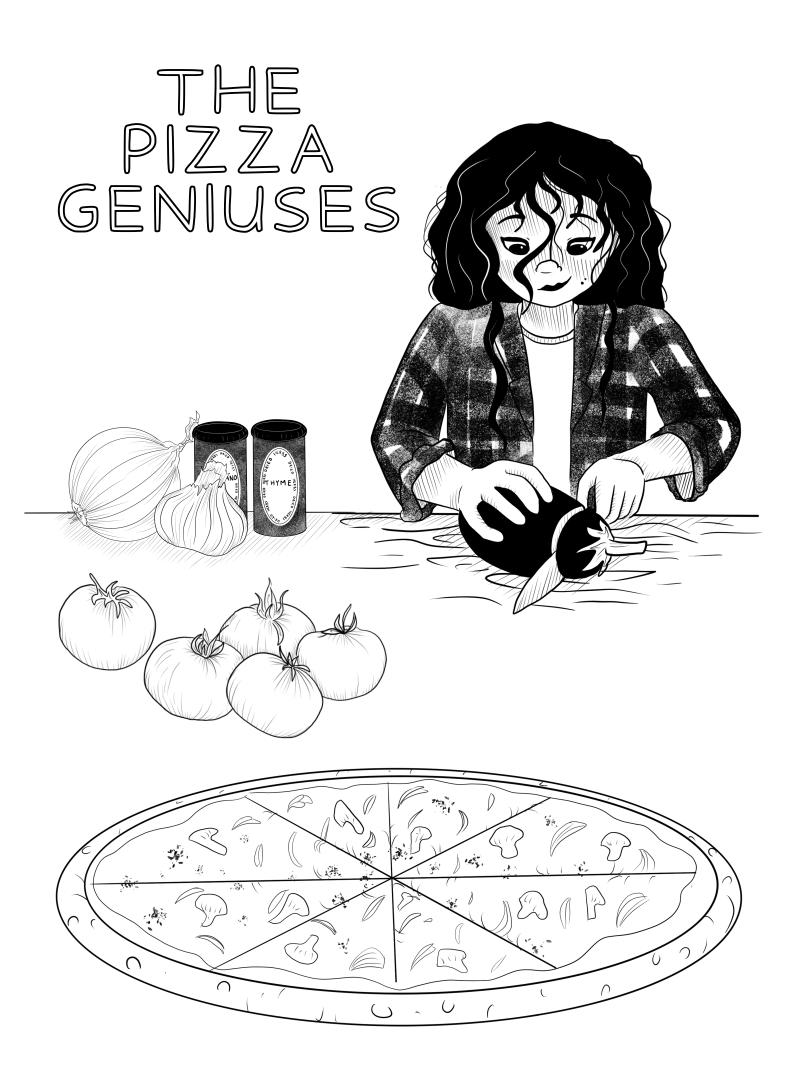
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Find the following words in the puzzle.

Words are hidden  $\rightarrow \Psi$  and  $\checkmark$  .

BISCUIT CHOCOLATE COMPOST ENERGY GROW HOSE MARSHMALLOW MELT MULCH OVEN RAINBOW SEEDLING

SMORES SNAKE SOLAR SUNSHINE







# A LUMP OF CLAY

What could you produce from a lump of clay? Beads? Figurines? Jewellery? What else?

Spend 5 minutes writing down every idea you can think of in the thought bubble

BRAINSTORM



You can use modelling clay, polymer clay or even play dough.

How many can you yield from one lump of clay?	
How much could you imagine selling each one for?	
How many would you need to sell to yield \$50?	



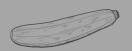
# CREATIVE WRITING: A MAGICAL GARDEN



#### **INSTRUCTIONS:**

decide to use some magic to help you. (It could be a spell, a genie - use your imagination.) But something goes wrong with the magic and you get an unexpected result. Write a story about what happens.			

Imagine you have a garden that isn't yielding any veggies, fruits or flowers so you



### ALL ABOUT ABUNDANCE

What could you make if you had an abundance of...

	Watermelon?	
M	Carrots?	
	Lemons?	
	Eggplant?	
	Lavender?	
	Honey?	
	Macadamia nuts?	
	Pine cones?	



An abundance bowl is a one-bowl meal filled with a variety of cooked or raw foods.

You can use ingredients that are abundant in your school garden. Try to include at least one:

- Protein
- Grain
- Green veggie
- Healthy fat
- Fruit



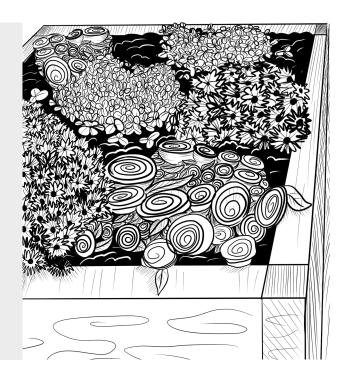


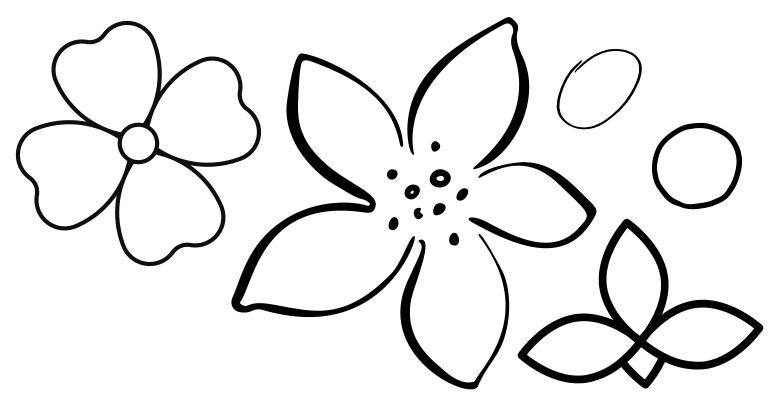
### YIELDING A FLOWER GARDEN

Chances are there's an abundance of artwork created by students at your school.

You can up-cycle it into a flower garden by tracing the shapes below, cutting them out, and assembling them into flowers.

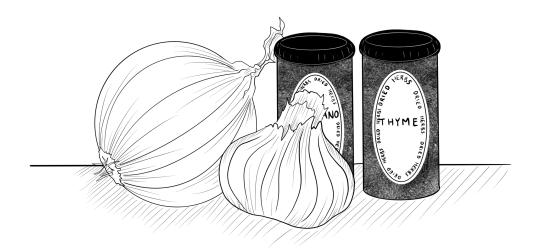
If you don't have much artwork - or don't want to cut any of it up - you can paint lots of quick artworks by dripping liquid watercolours onto sheets of paper.





Layer your different flower parts on top of each other to form unique flower shapes. You can add a stem (a paper straw, pipe cleaner or twig?) and create an entire blooming garden!





### WORD SEARCH

Τ Υ Τ Ζ Ζ Κ Ε Q Ε D L Ρ Α U Υ Ν R C 0 R Ε G Α Ν 0 G S Ν G Υ 0 0 D M F Ρ S J S Τ Α U Α Κ L G Ε Α M Α Α V Z D V Η Z G Τ Κ J Μ R L Ν U Ρ Α Q K S С Τ Χ ٧ U Η Μ Ε Q L Τ L J L W M С Е 0 Μ 0 G Z С Η Ε Ε S Ε W Α K Τ Z Η Ν W Ε V C Κ D D Η С Η Q S Ν Ν J C R Η Ν Τ Ν Μ Η Τ U C Ε Τ W Τ 0 S 0 Ρ С Κ Α Q ٧ В Ι В 7 Ν Χ 0 G 0 Ν 0 U F R U U Ν G R Α Ν D Μ Α G C S Ε S F Χ G S S Η Α 0 Η U R Μ Q Ε Q Χ S Τ Υ D U Ρ Α Α Μ 0 U

Find the following words in the puzzle. Words are hidden  $\Rightarrow$   $\psi$  and  $\mathbf{u}$  .

CHEESE KITCHEN
DOUGH MINT
EGGPLANT ONION
GARLIC OREGANO
GENIUS PASTA

PIZZA

**GRANDMA** 

SAUCE TOMATO YIELD ZUCCHINI





### SCIENCE IN THE GARDEN

#### YOU WILL NEED:

- 4 clear jars or glasses (try re-using sauce or jam jars)
- Sugar
- Vinegar
- · Lemon juice
- Measuring cup and spoons
- Lots of yellow dandelions or other flowers with stems attached



#### **INSTRUCTIONS:**

- 1. Measure 500 ml of water and pour into each jar.
- 2. In the first jar you're going to add 2 tablespoons of sugar. (Label this jar "sugar.")
- 3.To the second jar, add 2 spoons of sugar plus 2 spoons of vinegar. (Label this jar "vinegar.")
- 4. To the third jar, add 2 spoons of sugar plus 2 spoons of lemon juice. (Label this jar "lemon.")
- 5. The last jar you'll leave with just water. (Label this one "control" you are using it to compare against the other 3 jars.)
- 6. Divide your flowers evenly into each jar. Make sure the stems are reaching the water you can add more if you need to but you may also need to add more vinegar/lemon juice.
- 7. Observe any changes over the next week and write down your findings.

# QUESTIONS:

What do you think was the purpose of the sugar? What about the vinegar/juice?

Which liquid kept the flowers alive for the longest? Which flowers died first?

Based on this feedback would you do anything differently the next time you have cut flowers in your home?



### ACCEPTING FEEDBACK ON YOUR WRITING

# **INSTRUCTIONS:** Write a short story about a conflict between two friends. When you are done, exchange papers with a partner. Give each other feedback on how to improve your stories. Re-write the story, based on their feedback.

CRITICISM

X

"This person is picking on me. They think I am not a good writer."



**FEEDBACK** 



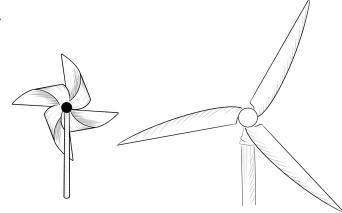
"This person believes in me and wants to help me become a better writer."



### WIND FARMING

If you've ever blown a pinwheel you may already have a good idea of how a wind turbine works - but how does it produce energy?

Visit the website www.alliantenergykids.com (under the "Renewable Energy" tab you'll find the page for wind energy) where you can read and watch videos about how it works, then answer the questions below.



What is a wind farm?

What is the difference between a wind turbine and a steam turbine? Do you think they are both renewable energy resources?

Have a look at the 360-Degree video. How many turbines are on this farm? How high does the blade reach at the top of the turbine?

### INVENT IT!

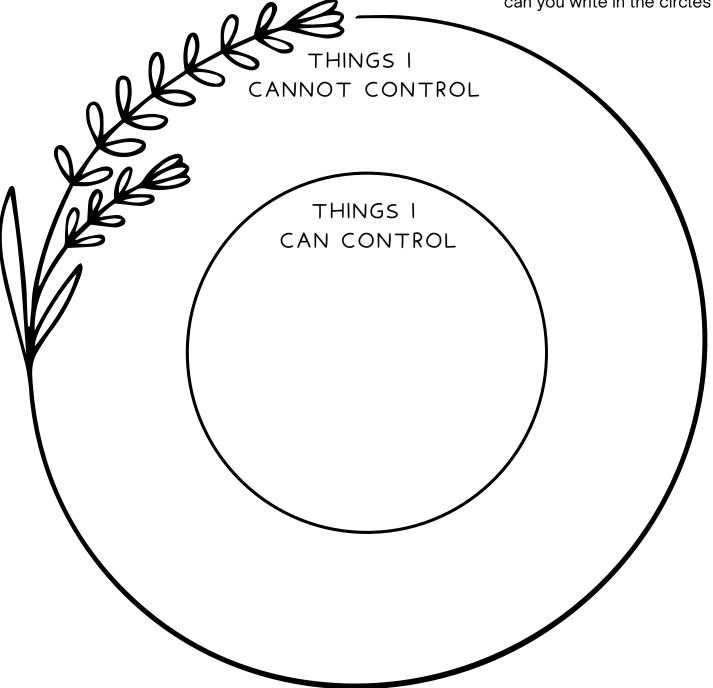
Windmills and sail boats are two examples of other ways to use wind power. Can you think of more?

Come up with an invention and draw it here.





REGULATING MY FEELINGS Write the words at the bottom of the page in one of the two circles above. Are they things you can control or cannot control? What else can you write in the circles?

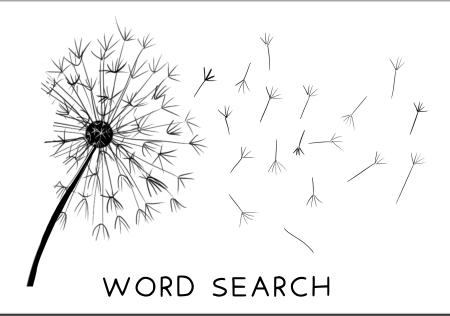


THE WEATHER
MY ACTIONS
THE NEWS
MY IMAGINATION

THE WAY I SPEAK TO PEOPLE OTHER PEOPLE'S FEELINGS
THE WAY PEOPLE TREAT ME
HOW I SPEND MY FREE TIME

MISTAKES I'VE MADE TRYING MY BEST BEING IN LOCKDOWN EATING HEALTHY





Ζ В Ρ Α C U Α Α 0 Ε Ε Ρ C Χ W D Α R C 0 Н S F Κ Ρ С Χ Α U Χ 0 W W Z Ε F В J Ν G Α Κ G Ρ ٧ Μ U Τ R D K Α Ν D F W F R Ε Ρ D L Q S Α Ν Ε С C Τ Χ W L Α Η В Τ Ε L R Η Η Τ G 0 Κ D Н R S C Ρ Ε D 0 L Ρ Υ Η L L 0 U Α Ε Z Ε C Χ F S 0 Υ Ε 0 Τ Η L Μ M Τ R Η Z Z Ρ D L L D Ι L W L W Ν Ν Α F Ρ J Н Ι R Ν J V Ε D G Τ Q Η Μ W Z Ρ F Ε Ε C S Ε Ε W В D В Κ 0 Υ Α Η Η Ρ Q I F Ε L D Α Ν D Ε L Ι 0 Ν R Τ F K Ε Ε C Τ C Ε W Χ S В В Α G

Find the following words in the puzzle. Words are hidden  $\rightarrow \Psi$  and  $\checkmark$  .

BLOW FEEDBACK
BREATHE FEELINGS
CHART PINWHEEL
CONFLICT PLOT
CORN POTATO
DANDELION PUSHPIN

REGULATE SELF WEED WIND

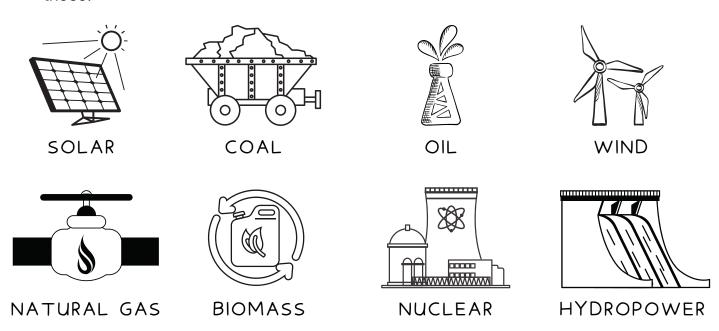
# THE MINI T-REXES





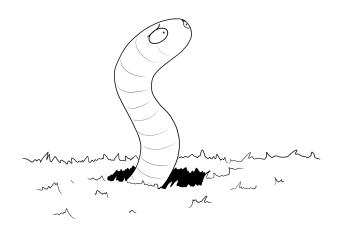
### RENEWABLE OR NOT?

Of the following energy sources, circle the ones that are renewable and put an X through the ones that are not. You may need to do a bit of research on some of these.



Choose one of the renewable resources that you don't know much about. Research it and write a brief explanation of how it works.





# MAKE YOUR OWN WORM COMPOST BIN

#### YOU WILL NEED:

- Two buckets that can stack inside of each either (20 litre buckets work well), plus a lid
- A drill (plus safety glasses recommended)
- Newspaper and cardboard
- Food scraps
- Worms!

#### **INSTRUCTIONS:**

- 1. With the help of a teacher you will need to drill at least a dozen holes in the bottom of **just one** of the buckets.
- 2. Place this bucket inside the bucket with no holes. (The bottom bucket will gather liquid from your compost which you can also use in your garden.)
- 3. Tear up the newspaper and cardboard into small pieces and place into the top bucket.
- 4. Spray the paper with water until it is damp, but not soaked.
- 5. Add food scraps on top.
- 6. Lastly, add in your worms. You can dig some up from the ground or find someone who sells them. Put on the lid and be sure to check on them every few days and feed them new scraps as needed.



### GOOD WORM FOODS

- · Leafy greens
- · Most fruits and vegetables
- Pasta
- Coffee grinds
- Egg shells



#### BAD WORM FOODS

- Meat, fish and dairy
- Processed foods or foods that have been cooked in oil
- Citrus fruits
- Onions and garlic



# PERSUASIVE WRITING: COMPOST CAFE

#### **INSTRUCTIONS:**

What is your favourite local restaurant or cafe? The food scraps they produce are a renewable resource. Write a letter to them with suggestions on what they could do with all of these leftovers.



Dear	_ ,



### NATURALLY DYED EGGS

There's no need to wait till Easter. If you or any neighbours or friends have backyard chickens, you've got a renewable source of eggs to dye! Here are some natural ingredients you can use to colour them:

BLUE EGGS:



PURPLE CABBAGE

YELLOW EGGS:



TURMERIC POWDER

PINK EGGS:



BEETROOT

#### **INSTRUCTIONS:**

First you'll need a teacher's help to hard boil your eggs.

**Blue eggs:** Add 4 cups of water to your pot. Along with the eggs, you will need to chop one whole purple cabbage and add it to the water. Once the eggs have hard boiled turn off the heat and allow the mixture to cool. Add 2 tablespoons of white vinegar and let them sit for at least 4 hours.

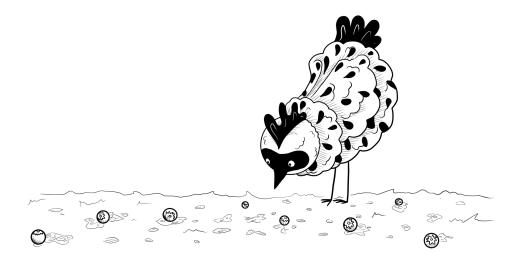
**Yellow eggs:** While the eggs boil, mix the following ingredients in a bowl: 4 cups of warm water, 2 tablespoons of white vinegar, 2 tablespoons of turmeric powder. Using a slotted spoon place your eggs in the bowl, straight from the boiling water. Let them sit for at least 2 hours.

**Pink eggs:** Add 4 cups of water to your pot. Along with the eggs, you will need to chop 2 cups of beetroot (skin removed) and add it to the water. Once the eggs have hard boiled turn off the heat and allow the mixture to cool. Add 2 tablespoons of white vinegar and let them sit for 2-3 hours.



What do you think you could use to make green eggs? What about red, orange or purple? Try your own egg dying experiments to see what works!





### WORD SEARCH

C В Z Κ Τ V F Χ В ı R D G L V G Χ R Η R F L U 0 G В J S U S R 0 Α V V Ε 0 F C Q R Α L D Ν 0 S Α U R Μ S J Τ Ε V С Κ Q U Κ G S Z Ε J Κ Υ F 0 J F Τ Ν В Κ S R Ε Q Ε В V Z Z Η U L Ε Μ S Ε U Ε Ε В R Ρ Χ S R Ν Μ Μ Ν Ε 0 Τ Η Ε С C Α Υ Ν W Ν G R J G В Ν S Τ G G F Ε Τ Α 0 G Α R Χ R W 0 R Μ Τ R Χ Ρ S Ε S Z Η Κ Q В Α J G R Α Α Ε C C Ε L L U L Τ F Κ 0 S Υ R Q Α S C W R Ρ 0 0 Ρ D Ε Ν K J В Υ Z Α 0 G Η Υ 0 Μ Ε Ε Τ Τ Ε Z Q L R Q Q Χ

Find the following words in the puzzle. Words are hidden  $\rightarrow \Psi$  and  $\checkmark$  .

BIRD BLUEBERRY BOOKS CHICKEN CLUCK COOP DINOSAUR EGGS FEATHER LIBRARY NEST OATS

OMELETTE RENEWABLE RESOURCE WORM

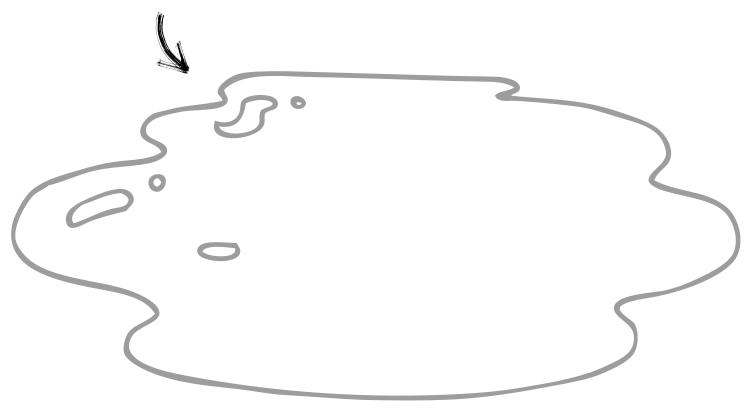




### GREAT PACIFIC GARBAGE PATCH

The Great Pacific Garbage Patch is a huge pile of mostly plastic rubbish floating in the ocean. It is bigger than all of New South Wales! The plastic items we use and throw away each day can end up here.

Think of 8 plastic items that are commonly thrown away and draw them in the space below.



For each item see if you can think of a re-usable alternative that you could use instead. Write your ideas below.

•	



## PLAYGROUND CLEAN-UP

Spend some time on the school playground/common areas or even a nearby park collecting rubbish that you find. Be sure to bring:

- A large bag to put the rubbish in
- Gloves or tongs to pick the rubbish up

Once you've filled your bag, sort out your findings. Write down how many of various items you found.

For example: 3 plastic bottles, 1 styrofoam cup, 4 food wrappers.

Create a bar graph below to show your findings.







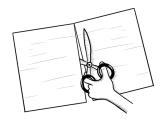
## CELEBRATIONS AROUND THE WORLD

### **INSTRUCTIONS:**

Choose a country that you have never been to. Research it and answer the questions below:
What country did you choose?
What is one important holiday or celebration in this country? When is it celebrated?
How is this event traditionally celebrated? What kinds of foods are eaten? Are there any decorations or special dress involved?
Imagine you are planning a party to celebrate this event. How could you create a "zero waste" party while still keeping traditions?



### SEW MUCH FUN!



Learning to sew is a great way to extend the life of your clothing and send less of it to landfill.

If you have never sewn before, this is a simple craft that an adult can help you with.

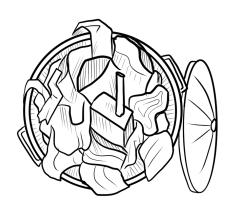
### **YOU WILL NEED:**

- A piece of fabric about the size of this paper - you can use any scraps or upcycle an old piece of clothing or sheets.
- A piece of thin cardboard (cereal box?)
- Scissors, craft glue, needle, thread, marker.

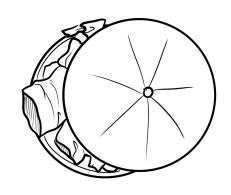
### **INSTRUCTIONS:**

- 1. Cut out the rectangle on the left and lay it onto your fabric.
- 2. Trace around it, onto the fabric, twice and then cut the two rectangles out.
- 3. Now cut the paper on the dotted line. Lay this onto a the cardboard.
- 4. Trace around this smaller rectangle (just once) and then cut it out of the cardboard.
- 5. Put a small line of glue on your cardboard and lay it on one piece of fabric, centring it as best you can.
- 6. Add another line of glue on top and lay your second piece of fabric on top. Wait a few minutes for this to dry.
- 7. Thread your needle and tie a knot at the end
- 8. Begin sewing a rectangle around the edge of the where the cardboard is.
- 9. Once you have sewn all the way around, tie a knot and trim your thread.









### WORD SEARCH

Υ Τ Ε Z Υ G W L G Μ F R C Ν D В C Τ U R Τ L Ε Ρ Τ R U В В Ι S Η L K Α F G F В J Ν Η F В D C Ρ U S Μ V K Ε U 0 Τ В F Α L G W G 0 R D Η Ρ S Ν R Ν 0 ٧ Η Χ R S K Ν Ε Υ S В Α Q Α Τ U Α C Α В В Τ S Τ F R F S Ν S Υ Υ S Υ Ε R G Η Τ F Ε Ν Ζ R Υ 0 Ε Ρ Ν J Η В Α J Z Ζ D Ε Α 0 L Τ Ν Z Υ Ν Ν Ζ W C Τ G L 1 L 0 Α Μ Η U Τ Ρ Ρ W U V U W Υ Χ W R Α Ε R Μ 1 Ε Ρ Ρ C Υ C Α R Τ Υ L Α S Τ Ι Ζ Q Q Ε Τ G S R Н L Ε U S Ε S R

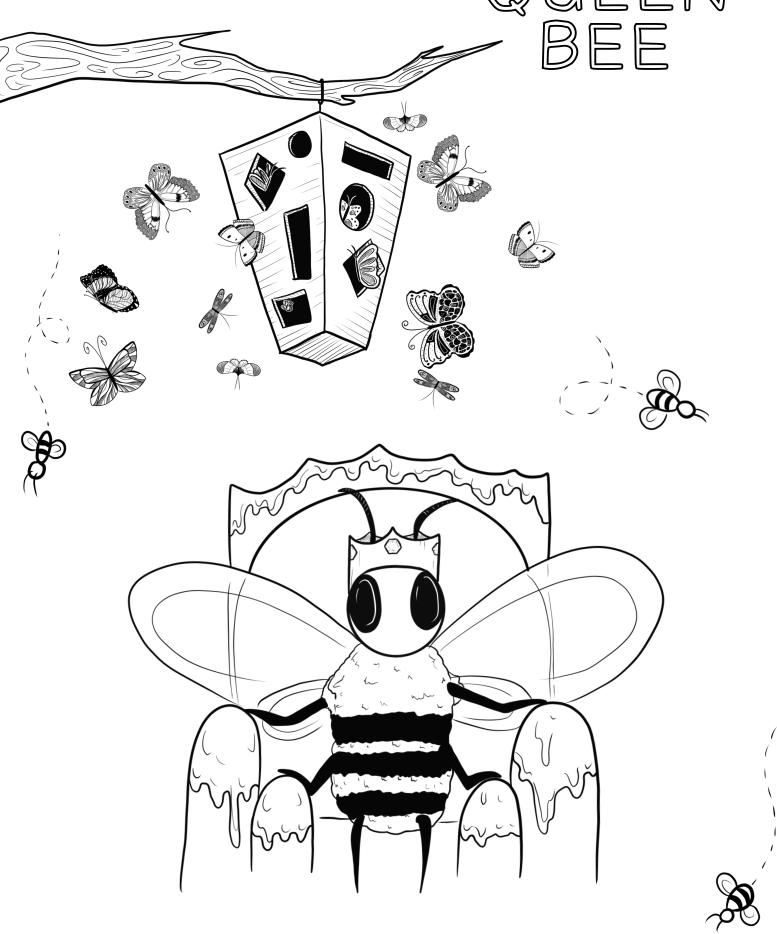
Find the following words in the puzzle.

Words are hidden  $\rightarrow \Psi$  and  $\Psi$ .

**BIRTHDAY PARTY** BUNTING **PLASTIC PRESENT** CAKE CONFETTI **REUSE** FISH **RUBBISH OCEAN STRAW** 

**TRASH TURTLE WASTE WRAPPER** 

THEQUEEN



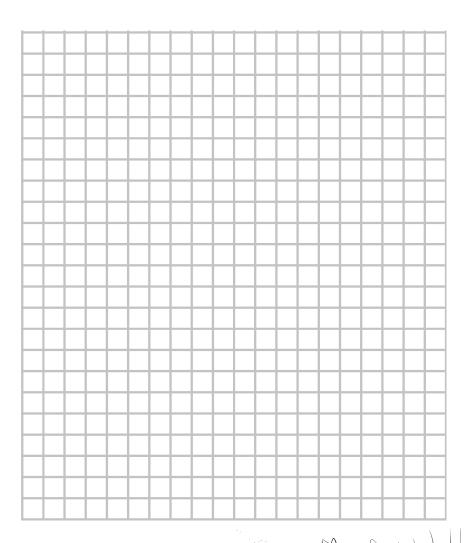


### THINK LIKE A DESIGNER

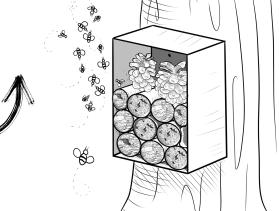
Designers (along with inventors, engineers, and many other "creatives") are problem-solvers. Coming up with a great design isn't just about making something that looks nice. Learn the steps for "design thinking" and try it out yourself!

## DESIGN THINKING STEPS

- EMPATHISE who are you designing for? This person is the "user." Try thinking like them.
- 2. DEFINE what does your user need? What is the problem they need solved?
- IDEATE come up with innovative ideas.
- 4. PROTOTYPE create a small-scale version of your idea.
- 5. TEST Try it out.
  What works and
  what doesn't?



Imagine you are designing a home. It could be for a friend or family member, for an animal or insect (like this "bee hotel"), or even for a character from a book, movie or TV show. Follow the "design thinking" steps above and draw what your prototype would look like.

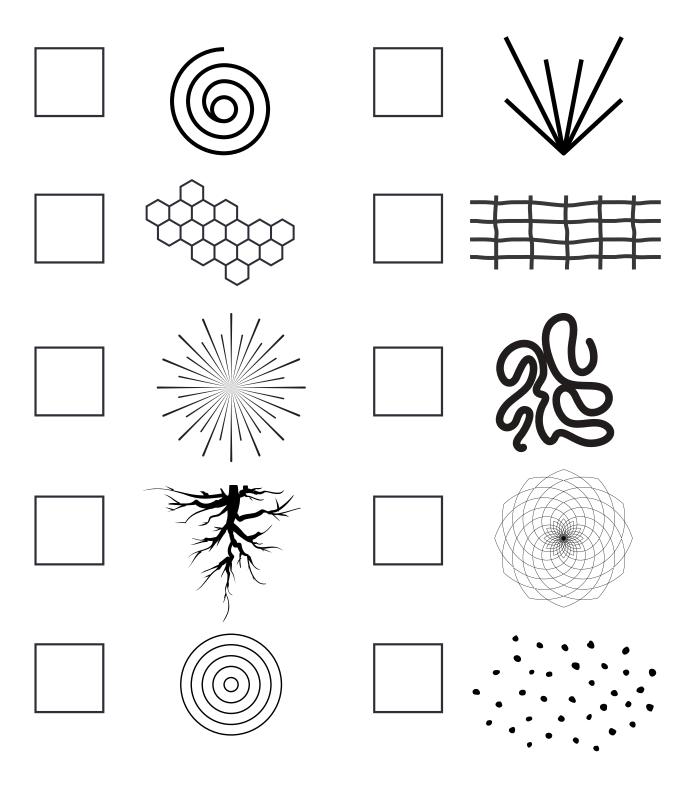


# 7. DESIGN FROM PATTERN TO



### SCAVENGER HUNT

Go for a walk around your school or a nearby park or bush area and see how many of these patterns you can find in nature.





### PATTERNS IN ART



Many of the patterns we find in nature can also be seen in art - particularly Aboriginal artwork. Symbols and their specific meaning will vary from culture to culture. Whose land do you live on?

Research your local country and language group and see if you can learn the word for each of these symbols and draw it in the space provided.

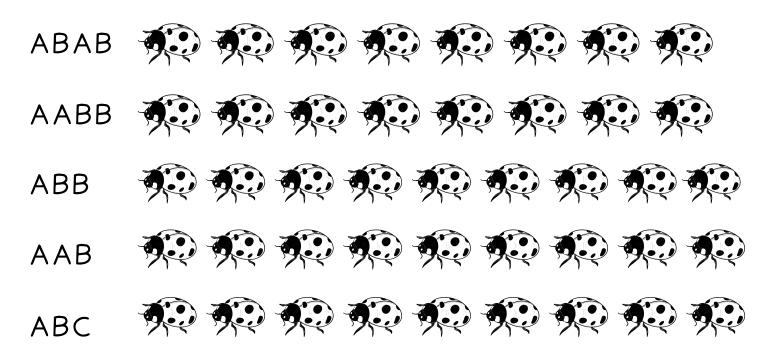
I LIVE O	N		LAND
STAR		SNAKE	
EMU TRACK		RAIN	
ANTS		CAMPFIRE	

111/6/62



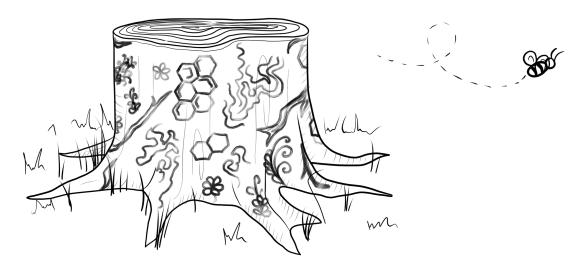
### REPETITION AND RHYMING

You can use repetition to demonstrate patterns. Colour in the ladybugs below according to the pattern listed.



Choose one of these examples to use as a rhyming pattern and write a poem about something found in nature.





### WORD SEARCH

В ٧ D Ε Α K L Ν J R L Z U Н Τ L Ε C Α G W Κ G Μ D Μ Τ Χ Η L Α Q S R 0 D Ν Ρ В Z Α Ρ Ν L C Z Η Ρ Ε Ε Ν 1 U Η В Η Ν 0 Α Υ G R Α Μ U С Τ В В Ε S L Τ L J Τ ٧ Η Q Ν D Η Τ R Ι S 0 Η Ν Χ Ε L K L В Ε U Q V Α Q V 0 Ε Τ D Α C S Μ Χ Ε Ε L ٧ L Χ F L L L 0 Τ Ε D F Χ G Τ Ν Ε S R C F U D Ε Ε Τ В 0 F Q Ν Ν D Ν 0 Α Α C Z S Τ S Ρ Τ 0 Τ D Α В L U 0 Ν Q M F S C Ε Q R K 0 W L Χ I Н Ν L R U Ν Η R Τ W 0 R K Ε В Ε Ε S M Α Α

ARTWORK
BANKSIA
BEES
CIRCLES
DETAIL
DOTS

GREVILLEA
HEXAGON
HIVE
HOTEL
INSECT
PATTERN

POLLINATE QUEEN RAIN SPIRAL





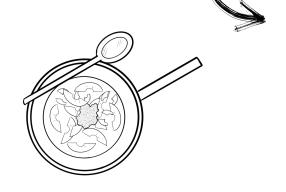
### COMPANION PLANTING

Everyone gets by with a little help from their friends - including the plants in your garden. Research the crops below and write at least one "companion plant" that grows well with it.

Tomatoes	
Spinach	
Roses	
Peas	
Corn	
Cabbage	
Rockmelon	
Strawberries	

### THINK LIKE A CHEF

Choose one of the crops on the list above and come up with a recipe that also includes its "companions." Write it on the recipe card here:







### ANIMAL RELATIONSHIPS

Just like plants, animals that live close together can have different types of relationships. This is called **SYMBIOSIS**. There are 3 main types of symbiotic relationships:

MUTUALISM - both animals benefit from the relationship.

COMMENSALISM - one animal benefits and the other animal is neither harmed not helped from the relationship

PARASITISM - one animal benefits and the other animal is harmed from the relationship.

Read the examples about animal symbiosis and write which type of relationship it is.



A plover flies into the mouth of a crocodile and its the decaying meat stuck in its teeth - cleaning the croc's teeth in the process.



Ticks live in the fur of kangaroos and other animals in the bush. They feed off their blood and can spread disease.



Barnacles hitch a ride by attaching themselves to whales, which allows them to find more food.



Jackals are scavengers and will follow tigers. When a tiger is done feeding on its prey, the jackal will eat the remains.



Scorpions share their shady dens with desert lizards who offer them protection from predators.



A type of wasp will lay its eggs inside the body of a caterpillar. The caterpillar protects the eggs until they hatch and it dies.





# REPORT WRITING: SCHOOL SEGREGATION

### **INSTRUCTIONS:**

wasn't always the case here and other parts of the world. Research the "stolen generation" in Australia, school segregation and the civil right movement in America or Apartheid in South Africa and write a report that addresses "who, what, when, where, why and how."

While you may go to school with kids from all different backgrounds, sadly this

**NOTE:** This can be a confronting topic to learn about. You should research this with the help of an adult who can help you find the best resources and answer tough questions.



### YOUNG AND OLD

A recent ABC program called "Old People's Home for 4 Year Olds" documented an experiment in which a group of 11 preschoolers spent their days with residents of an aged care facility. You can watch some clips from the show on iView or YouTube, then answer the questions below.



How do you think the older people may have benefitted from spending time with preschoolers?
How do you think the preschoolers may have benefitted from spending time with older people?
Do you think preschools and aged care homes should be integrated all the time? Why or why not? What about primary schools?





### WORD SEARCH

С Α 0 S U Μ Μ Ε R U Q Α V 0 D 0 Ε D Ι С С 0 Μ Ρ Α Ν 0 Ν Τ Q S S W W J C ٧ W L В U Ν C Η C J В U C В Α 0 Ε F Τ G S С Τ R U Ν U U 0 W L Α В В Ε Ε S Ε В W M U L R R V J Μ F Ζ Χ Υ L Κ W J Χ Χ Υ V Α Q Ε R Α Χ С 0 R G С 0 U Τ J Z R Ν Ο Ν K Τ Q Μ C С 0 F W В Ε R R Υ Α Z S В Χ Ε Α Κ Ζ Α F R Ε Ν D J В L Χ Κ Ε Υ L Ν В E Χ Τ R 7 Μ Q 7 E Τ U E 7 0 Α Α Ρ E R Е E Τ Ν Τ G Α Τ S D Ν D S С Н Υ Κ Ζ U Μ Τ J Ε D

Find the following words in the puzzle. Words are hidden  $\rightarrow \Psi$  and  $\checkmark$  .

AVOCADO
BANANA
BERRY
BUNCH
COCONUT
COMPANION

FRIEND
FROZEN
FRUIT
ICEBLOCK
INTEGRATE
KALE

MULBERRIES SILVERBEET SUMMER WATERMELON



# 9. USE SMALL AND SLOW SOLUTIONS



### SLOW FOOD

We all know what fast food is - convenient and cheap. But there is a growing movement of people who want to make "slow food" more popular. Slow food has three main principles:

GOOD CLEAN FAIR

How do you think these three principles might apply to the food we eat?

GOOD			
CLEAN ———			

### THINK LIKE A CHEF

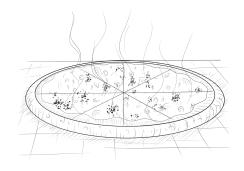
FAIR

What is your favourite fast food?
Whether it's a burger and chips or a pizza delivery, think about how you could make a "slow food" version of this meal.

1) Draw a picture of it here



2) Make a list of what ingredients you would need to make it.



# 9. USE SMALL AND SLOW SOLUTIONS



# COMPARATIVE WRITING: BICYCLES VS CARS



### **INSTRUCTIONS:**

Bicycles are much smaller and slower than cars; how else do they differ? What are the pros and cons? Write an essay comparing the two methods of transport.	

## 9. USE SMALL AND SLOW SOLUTIONS



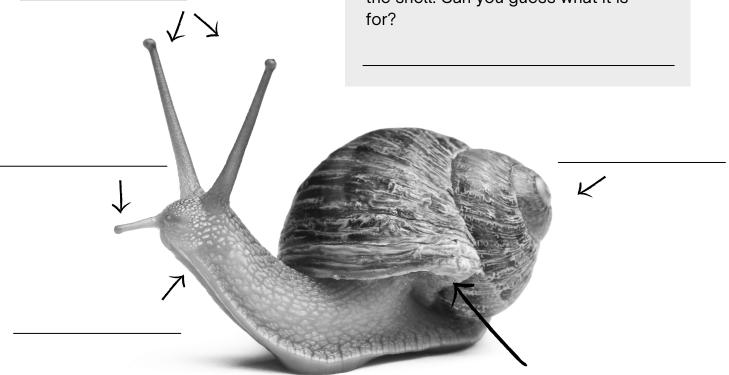
### SNAIL SCIENCE

Label the snail diagram below with the correct body part from this list:

EYES SHELL NOSE MOUTH FOOT

PNEUMOSTOME\*

\*The pneumostome is a hole under the shell. Can you guess what it is for?



Snails are classed as a **gastropod**. Research more about what gastropods are and write a summary below, including two more examples of gastropods.

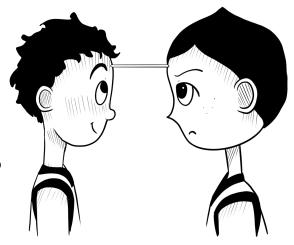
## 9. USE SMALL AND SLOW SOLUTIONS



### BACKYARD SNAIL RACES

No, not the gastropods - hold a series of races where the slowest person wins. Here are some ideas from "The Snail Races" book as well as a few others...

- Egg on Spoon: Get to the end quickest, but while balancing an egg (or ping pong ball) on a spoon. If you drop it you must pick it up and keep going.
- Popcorn Feet: Attach cups to your shoes with rubber bands and fill them with popcorn. The winner is who has the most popcorn left at the finish line.
- Full Glass: Similar to the game above but great for a hot day - each player gets a cup of water filled to the very top and must carry it to the finish line, spilling as little as possible.
- Spaghetti Face Off: You and a partner must balance an uncooked piece of spaghetti between your faces and work together to get to the finish without it breaking.
- Slow Bike Race: The last person to cross the finish line on their bike is the winner. You might be surprised how hard it is to balance this way!



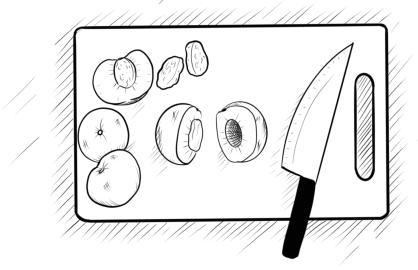
## OLYMPIC EVENTS

Choose either the Summer or Winter Olympic events to research. Although many

of them require speed to win, others require precision and taking your time. Name the events you can think of that don't require speed:

# 9. USE SMALL AND SLOW SOLUTIONS





### WORD SEARCH

C Н Ν Χ Α J 0 0 V U Н В Τ R Χ ı Ν S Κ R J Τ Υ Μ R S J Ζ U C Χ R В S E Ν V U Ρ F Η Z V Τ Ν J D Α U W Ν D Α Ρ S Ρ Ρ Ε R Z C Η Ν Α L V Α 0 J С Τ Ε F С С Z Ε L Ν Τ L G Ν 0 Υ Α M S С С K G F U Τ U S Ι Κ L 0 J Ι Υ Ν Ν 0 В U S Ε M Τ Q ٧ Q U L Ν Μ Μ G G Τ U C Μ Ρ Ν S C C Α Z Ε S Ε Ε G U Ε Ν J Υ Ρ 0 C Χ S L U L C Ζ Τ D S Ν Н R W S L 0 W R Ε R C Ε Υ Υ Α Α R Z Q Z C Τ J F U U Α D D Ν L Q Α L C Ε R Υ F J Ζ G Μ Η В Η Η R Ν U 0 Η

Find the following words in the puzzle. Words are hidden  $\rightarrow \Psi$  and  $\checkmark$  .

ATHLETICS
BICYCLE
CARNIVAL
CHERRY
HELMET
JAM

JUMP MEDAL PATIENCE PLUMS RACES RUNNING

SCOOTER SLOW SNAIL SPORT

# THE WIGGLY PUDDING





### TRY A NEW FOOD







You can hold your own "try a new food day" at school or at home. On your next trip to the shops, choose 3 or more different fruits or vegetables that you have never tried before. Sample each one and answer the following questions:

What fruits/veggies did you choose, and what countries do they each come from? (You may need to do some research.)

1	
2.	
3.	
Which new them below	food did you like best? Which one surprised you most? Describe
Can you thir about it belo	nk of a meal or recipe to use one or more of these new foods? Write ow.

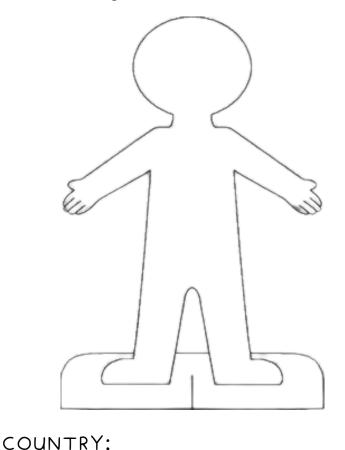


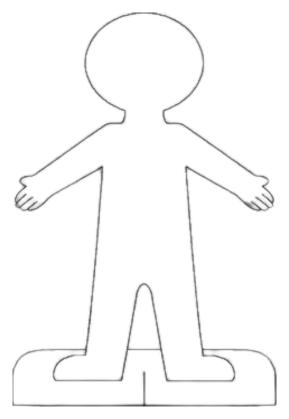
## SCHOOL UNIFORMS AROUND THE WORLD

### **INSTRUCTIONS:**

In Australia you may be used to wearing a uniform to school, but in some countries like the USA and Canada it is less common. In other countries, the uniforms may look very different to yours.

Choose two countries from different continents and research what children wear to school there. Draw them on the figures below.





How are these uniforms different to Australian school uniforms?

COUNTRY:



### BECOME A MICROBIOLOGIST

In addition to worms, grubs and other creepy crawlies we can see, there are billions of microscopic organisms living in our soil. Choose one of the following to research and answer the questions below.







NEMATODES

PROTOZOA

**TARDIGRADE** 

What kinds of environments do these organisms live in?		
What do these organisms eat?		
How long do they live for?		
How can they be beneficial to a garden?		



### DIVERSITY IN THE DIRT

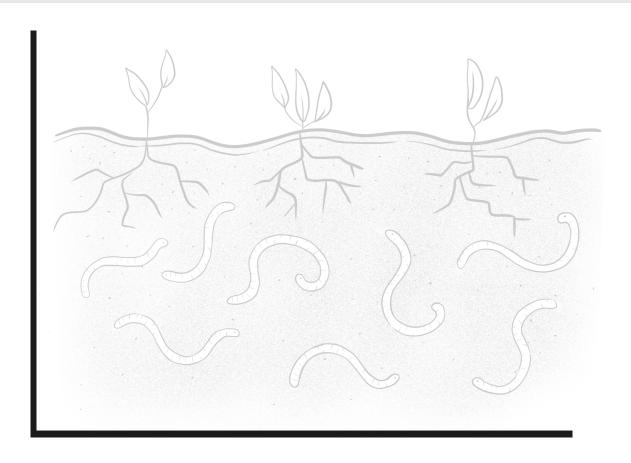
### **INSTRUCTIONS:**

- With a teacher's help, mark an area where you can dig up a section of dirt perhaps 1m x 1m.
- Spend about half an hour carefully digging through the dirt to find as many insects or other organisms as you can.
- Identify each organism and record how many of each you find. If you find something you can't identify, take a photo and see if you can look it up.
- Record your findings on this bar graph.

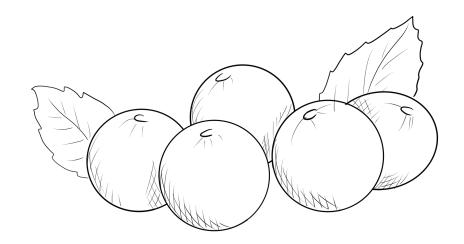


### QUESTIONS:

Did you find different organisms as you dug further down? How do you think your findings might differ after a big rainstorm or in a different climate (ie a desert or swamp)?







### WORD SEARCH

Ρ Z S W Ε F C В L Ρ S L J Ρ Α D Ε Τ R Ε L Α Χ Τ D 0 0 Ρ D U Ρ Ρ C Α G L Ν W Υ Υ Α M Ν U Q D S G R G Ν G 0 L Τ Α R V Ε L G Μ Η D Κ F L Ε Ε G Ρ Τ Τ D В R R Q D Ε G 0 C R Υ R R R R R Υ Η M G Μ Ν K Ν S Τ U J Τ L J Ε Χ G S Α U В L G Н Τ Z S R В Η Α Α Ν D Ε Ν 0 D С U Τ Z W Α Τ Ρ R Τ U Α Μ Α Α Α M C Z S Ε Τ J Υ 0 В R Τ D Τ R Ν U 0 Q Ρ U J Ε W Ν G Η S Ε W Ε Ε Υ W S R Μ 0 Н F Μ F D 0 L Μ Α D Ε C Α J Ν Μ

Find the following words in the puzzle.

Words are hidden  $\rightarrow \Psi$  and  $\checkmark$  .

ACAI
BACTERIA
DIVERSITY
DOLMADE
FINGERLIME
LINGONBERRY

LOTUS
MUDPIE
POMEGRANATE
PUDDING
PUMPKIN
SOIL

STARFRUIT TARDIGRADE WIGGLY WORM

## THE LIMITLESS LIBRARY



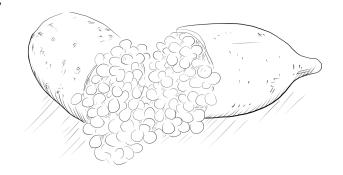


## 11. USE EDGES AND VALUE THE MARGINAL



### FORAGING FOR FOOD

Finding food growing wildly in nature is a great way to use a marginal resource. Some examples are as common as dandelions - often thought of as "weeds" or bush tucker foods like finger limes or lilly-pillies.



Go on a walk through your school yard or a nearby bush or park area and try to find at least six edible plants growing.

1			
2.			
_v			
2			
ა			
4			
5			
6			

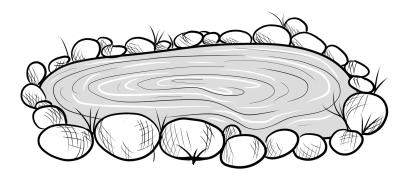


Although many plants, wild berries, leaves and flowers may look edible, there are some that can make you very sick. It's always best to wash anything you find and check with an adult before eating it. You should probably avoid mushrooms all together.

# 11. USE EDGES AND VALUE THE MARGINAL



### ECOSYSTEM EDGES



There are lots of naturally ocurring edges in nature. The area where water meets land is know as an **ecotone**.

Visit an ecotone near you, or try to remember one you have visited before. It could be where the ocean meets the sand or in a rock pool at the beach. Or the edge of a pond or river where they meet the land.

Is this a fresh water or salt water ecotone?	
What kinds of animals, insects or creatures might live in this	s ecotone?
What kind of plant life grows in this ecotone?	
Why do you think this environment is suited for this plant an	nd animal life?

# 11. USE EDGES AND VALUE THE MARGINAL



## CREATIVE WRITING: BEYOND BORDERS



### **INSTRUCTIONS:**

Write a story about two people living on opposite sides of a border - it could be a fence or wall, or the border between two countries or villages. How do they know each other? How does the border affect their relationship?			

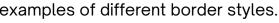
## 11. USE EDGES AND VALUE THE MARGINAL

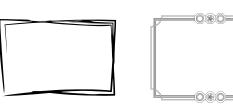


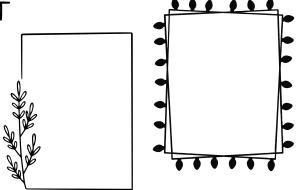
EDGY ART

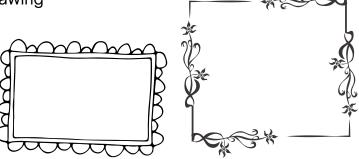
There's a reason we frame art when we hang it on our walls - adding a border or edge to your art can make it stand out and can also enhance the artwork. Usually we add the frame to the art, but for this project you'll work backwards.

Start by drawing an interesting border along the rectangle below, then decide what kind of drawing or artwork will look best in it. Here are some examples of different border styles.

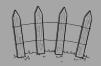


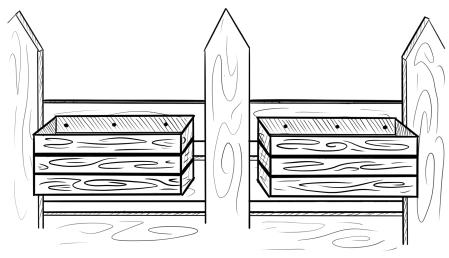






## 11. USE EDGES AND VALUE THE MARGINAL





WORD SEARCH

В Q 0 C L Α C Η W 0 L Η W Χ Τ Z W G В Τ L I ı 0 F Υ J Ε S F Α 0 0 Ν R Τ 0 R Ε Υ Υ 0 W R Μ Η Μ 0 Q Μ Α Α S F В Ρ Τ Ν S U Ε Ε S D 0 Α В L Α C Ε Ρ ٧ R Μ Τ W Τ L Ρ С Q Q Α S Τ R W R G Z S В Α Α Ε G ٧ J Ι Α L U Υ L 0 R J Ι Ε Τ 0 Ε Ν Τ Χ Q R D Z Χ R 0 Ε Υ В Ν R 0 S Ε Ρ Τ Μ Α Η Α F Μ Τ U 0 0 S U Ε S 0 Τ Ρ Q Α Κ S S S S Ρ Ε G Ε L Ε Τ U L D Α 0 Α F В C Κ K G D D Η В Τ R U Μ L S Ν Ν Ε F F U C Η Α C Ο Μ C S Ρ

Find the following words in the puzzle.

Words are hidden  $\rightarrow \Psi$  and  $\mathbf{u}$ .

AIRPLANE AVIATOR BOOKS BORDER COMICS EDGES FENCE FOOTPATH FUCHSIA LIBRARY LIMITLESS MARGINAL

NASTURTIUM PILOT STREET TOOLS





### PHYSICAL AND CHEMICAL CHANGES

In science there are two basic types of changes a material can undergo: physical and chemical changes. Learn the difference:

### PHYISCAL CHANGE

The object may change in size, shape, texture or the way it looks, but is still made of the same materials.

### CHEMICAL CHANGE

The object changes what it is made up of, into a brand new material. These changes cannot be reversed.

Write whether the examples below are "PHYSICAL" or "CHEMICAL" changes.



Chopping logs into firewood



Ice melting into water



Cooking flour and water into bread



Digesting food in your belly



Slicing a cake into pieces



Wood burning into ash

Can you think of three more examples of each?



PHSYICAL CHANGES

CHEMICAL CHANGES



## CREATIVELY WRITING ABOUT CLIMATE CHANGE

### **INSTRUCTIONS:**

It's important that we urge our local council members or members of parliament to take action on climate change. But how can we do so in a creative way? Try writing a story, poem, song or something else from your imagination to get your point across.



Dear		
_		



### ART AND SOCIAL CHANGE

Art has long had the power to make us think and change the way we look at the world. Research one of the following art pieces and answer the questions below.



"Guernica" - Pablo Picasso

"The Artifact Piece" - James Luna
"I am my own guardian" - Ms Saffaa
"Face2Face Project" - JR and Marco
"Ye Haiyan's Belongings" - Ai Weiwei
"The Earth Ambulance" - Helene Aylon

When and where was this artwork first displayed?
Was this artwork created in response to an event or occurrence? Describe it.
What message do you think the artist was trying to convey?
How do you think this artwork changed the way people see the world? Is it still important today?



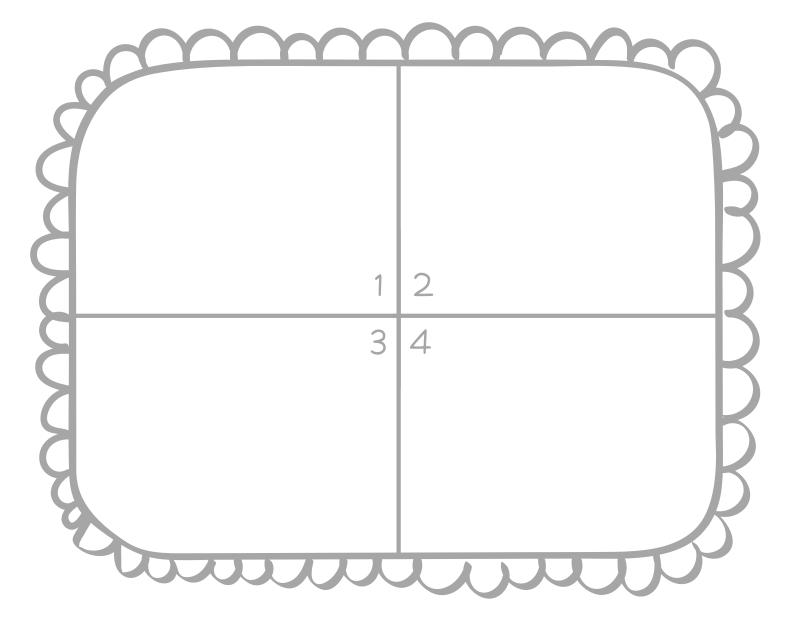
### **METAMORPHOSIS**

The process by which a butterfly transforms from an egg to a caterpillar, to a cocoon and eventually a butterfly is called **METAMORPHOSIS**.

While butterflies are one of the most famous examples, lots of creatures undergo metamorphosis.



For this project, **draw four stages** of a creature transforming into something else. It can be a real-life example or make one up! For example, could you imagine a bumble bee transforming into an elephant?!







### WORD SEARCH

W Τ В J Ρ Ο G 0 0 D В Υ Ε Χ Ν Μ S Z С Q 0 S U 0 R Α Τ Ε R L L Α R Ν S Ε U M L R W Τ Ρ G В U S Η F R F S Ν U С Ρ G F Υ Ν R Κ L Α Τ Α Ι R Ε C Τ Τ Χ R Υ Α Η Τ Α Η F Н Ε M D Υ L Ε Ε C Ρ Χ Υ U В G Α R 0 Κ R Q C Ε R ٧ 0 U Υ R Τ F Α Ρ Η 0 J D R Ε C S D Τ S 0 Τ S L L S Ε W R 0 Α M Α Α Τ K V Υ D G Ρ Η Υ L Ε L W Χ Ν Ν Ν Ε L Ε M 0 Ν Α D Ε U Χ 1 Κ S Ν G R Κ Z Μ D Υ Ν Ι C L Ι Μ Α Τ Ε Ρ Κ Υ Ε U Ν E S S 7 Ι S U M Μ Ε R L В U J Χ

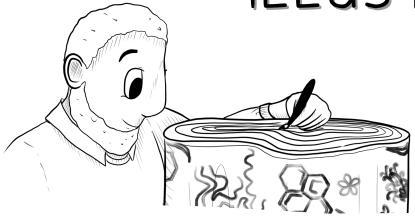
Find the following words in the puzzle. Words are hidden  $\rightarrow \Psi$  and  $\checkmark$  .

BUSHFIRE
BUTTERFLY
CATERPILLAR
CHANGE
CLIMATE
FAIRY

GARDEN
GOODBYE
GROW
LEMONADE
MYRTLE
PRINCIPAL

SCHOOL SUMMER WARATAH WORLD

# BE THE ILLUSTRATOR



Learn how to draw Chloe, Will and Yasmin - the three main characters from "The Gardeneers" books. Illustrator, Tia Madden, walks you through the steps.

### **CHLOE**





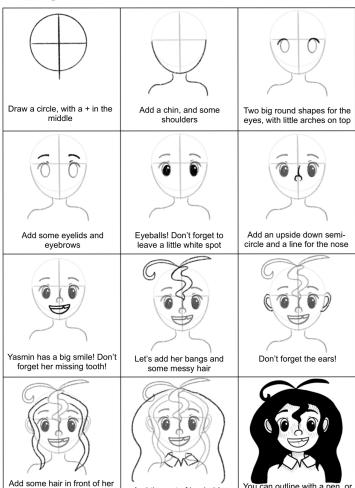
### WILL





### **YASMIN**

ears



And the rest of her hair!

You can outline with a pen, or

colour her in!



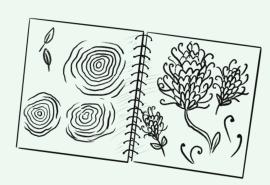


### EXTEND YOUR UNDERSTANDING OF THE PRINCIPLES OF PERMACULTURE

For each of the 12 permaculture principles you'll find activities that can be used with or without "The Gardeneers" book series. Each principle includes:

- A colouring-in sheet
- A word search
- Four cross-curricular activities covering art, history, writing, science, geography, maths, health and more!

Perfect for teachers, permaculture educators, homeschoolers, parents or anyone wanting to extend their learning. Adaptable to suit ages six (with assistance) and up!





























FOCUSING ON **THE 12** PERMACULTURE **PRINCIPLES** 





