



Staff Name:

Zone: The polytunnel and garden

Ability range: NC 1 - 6+

Target Group: BESD

Date:

Lesson reference:

Week 5

'Vegetable Processing'

Learning Objectives:

- Students to identify the stages in harvesting vegetables.
- Students to harvest and sell a range of vegetables from the polytunnel.

Learning Outcomes:

- Students to sequence the steps of harvesting correctly.
- Students to participate in harvesting the crops.

Challenge: To promote the vegetables in order to maximise sales.

Differentiation: The teaching assistant to support the students to complete the activities and associated worksheets.

AFL: Reference to scheme of work.

Development of Skills/Cross Curricular

LITERACY/COMMUNICATION

Key word development, sequencing of stages and selling products.

FOOD TECHNOLOGY

Health and safety awareness.

ENTERPRISE

Team work and group skills.

MEDIA

Promotion and advertising.

STARTER

Register the students and share the learning objectives with them.

Harvesting Sequence Task: Explain to the students that they are going to harvest and prepare the crops in the polytunnel ready for sale. Discuss the stages involved in this process. Students to work in small groups to sequence the stages.

MAIN PART OF LESSON

Vegetable Processing: Students to split into groups of three or four and assign themselves to a task along the production line.

The groups can rotate around the activities after 10 minutes. The four tasks are as follow:

TASK A - Harvesting crops from polytunnel, TASK B - Washing and cleaning crops, TASK C - Peeling and trimming, TASK D - Packaging.

The more able students could be given the role of supervisors and provided with a check sheet for quality control.

Challenge: Students to produce promotional flyers to aid the selling of the crops.

PLENARY

Log Sheet: Students to record activities onto a log sheet via photographs, words and sketches. (where appropriate, teaching assistant to support the group in completion of log sheet.)

Extension Tasks: Selling crops that have been harvested.

Risk Assessment: Teacher in charge to ensure the correct and appropriate risk assessments are carried out to ensure the health and safety of all of the students in the group.

Disclaimer

The template used to produce this document, is purely for guidance only and can be adapted to suit individual requirements/standards/establishments.

VISUAL	Sequence cards.
AUDITORY	Direct teaching/explanation.
KINAESTHETIC	Crop harvesting.
SKILLS	Development of enterprise skills.
SEN	Review behaviour/epilepsy plans.
REWARDS	Links to school reward system.



Student name:-.....

Log Sheet: Vegetable Processing

I carried out the activity of crop harvesting and processing.

The date was

I collected the following crops to harvest:

.....

.....

The crops were harvested and processed by:

.....

.....

.....

.....

.....

.....

Attach photo to the back



Name:

Vegetable Processing



From the pictures below, can you identify which task is being described and match the picture to the task?

Which is the correct sequence. Number each one.

Write your name on the task that you will be doing.



This is where the crops are prepared for the table. It is called

.....

This job will be carried out by the following people (List the names here.).

.....



This is where the crop is wrapped and sealed for sale. It is called the

.....

This job will be carried out by the following people (List the names here.).



Vegetable Processing

Land Maintenance

Delete this slide

- The following slides can be printed out and given to pupils as task sheets.
- If a crop other than a ground crop is used (e.g. Tomatoes) then modify the task sheet accordingly.

Harvesting

- Loosen the earth around the crop with a trowel.
- Pull the crop out of the ground .
- Lightly rub to remove soil.
- Place in wheelbarrow to be moved to next task.



This is where the crops are taken out of the ground or picked from bushes.

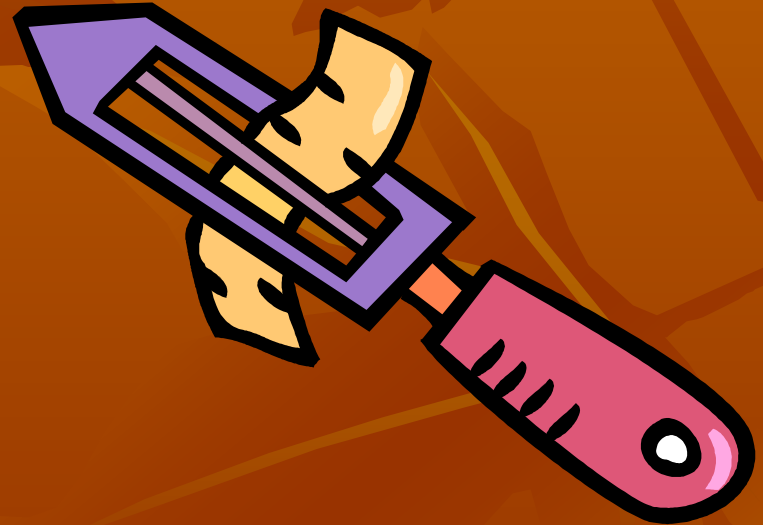
Washing and Cleaning

- Take the crop from the wheelbarrow.
- Gently run under the hosepipe, removing all soil.
- At this point any damaged crop can be separated and put aside for compost or animal feed.



Peeling and Trimming

- Carefully trim the tops of the crop to remove the excess foliage.
- Remove any stringy roots.
- Sort the crop into approximate size order.
- Move on to the next task.



Packaging

- Place bag/box on scale.
- Add crop of same size to about the 500g mark (go over rather than under).
- Seal bag and label.





Name:

Vegetable Processing



From the pictures below, can you identify which task is being described and match the picture to the task?

Which is the correct sequence. Number each one.

Write your name on the task that you will be doing.



This is where the crop has its first preparation for market. It is called

_____.

.....

This job will be carried out by the following people (List the names here.).



This is where the crops are taken out of the ground or picked from the bushes. It is called _____.

.....

This job will be carried out by the following people (List the names here.).