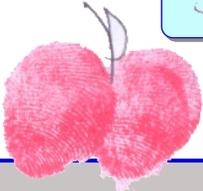


Fruit of
Knowledge



SOWING AND GROWING: THE NAURUAN WAY

Year 9 Terms 1 and 2

Nauru Curriculum Footpath Personal Pathways

Living in a contemporary Nauruan community and preparing for its changes

Learning to learn through creatively using resources and learning strategies

Learning to work in new ways and creating new opportunities

Working with peers and others

Communication Pathways

Mastering literacy including the primary language

Communicating using intercultural understandings

Community Pathways

Respecting diversity and different ways of thinking

Thinking and acting as an agent of change in local, regional and global communities while sustaining culture and identity

Environment and Technologies Pathway

Applying technological understandings

Creating and working with design and digital technologies

Understanding and sustaining environments

Quality Features

High Quality

- Clear and concise messages using a variety of communication strategies and media backed by evidence of experience or research. Persuasive and demonstrates commitment to sustainable family behaviours to benefit Nauru in the future.
- Synthesises multiple strands of information to educate as well as inform in user-friendly ways. Provides insightful ideas and practical suggestions.
- Works smart showing multiple skills. Persists with all tasks to do them well. Shows initiative and leadership in working with others to produce a valuable result.

Acceptable Quality

- Useable instructions supporting a personal project.
- Uses available information reliably.
- Completes simple everyday jobs and meets responsibilities.



Task Rules

Groups of 4-6 students must be formed for this task. A Group Leader should be selected to help the group manage its activities and data recording.

Instruction manuals and propagation and growing summaries can be charts, PowerPoint presentations, videos, brochures and other written or digital products. All students should be given the opportunity to develop a PowerPoint in this task and learn to edit and improve digital photos.

The mix of practical and classroom work needs to be planned to enable students to work on the practical aspects of this project.



Suggestions and ideas for students and teachers:

This is a practical task. Students should be encouraged to be creative and demonstrate a work ethic, responsibility and attention to detail expected in a workplace. It is intended to develop leadership in Nauru's sustainability by creating knowledge about agriculture suitable for Nauru. Discuss the economics of home gardening and micro-business opportunities.

Field trips are central to data collection. Visit Nauru Rehabilitation Corporation to learn about composting and propagating. Visit and collect information from successful and unsuccessful kitchen gardens, chicken and pig growing ventures. Identify sources of banana suckers, coconut trees and other trees/bushes/plants to transplant. Identify threatened plants and where they grow and might grow. Keep simple maps, photos and notes (including diagrams). Prepare for the field trips so detailed data is collected accurately. Decide who records which data and how it will be shared with those who need it later in the task. Photos need to be taken during all field trips.

Personal diaries record data and information. Students must be able to summarise, synthesise and organise information that they have collected. They keep evidence of their project through the diary summary, photos, notes or sketches. Diaries will be used to prepare the final products. Copies of better diaries might be kept as a reference for next year's class.

Identify community people and parents who can add to the practical knowledge needed. They may teach the students specific skills.

Home projects can include planting threatened and declining species (including Pandanus), container vegetables/herbs, chicken coups, vegetable gardens and fruit trees. Making and using compost is important for rebuilding soils.

Propagating sufficient plants is important. Plants and animals from classroom projects can be shared for home projects.

Composting can include cut pest and weed species (avoid seeds) eg Leucaena is a very rich source of nitrogen for compost. Leucaena is also good pig food. Food scraps can be recycled in compost and for animal food.

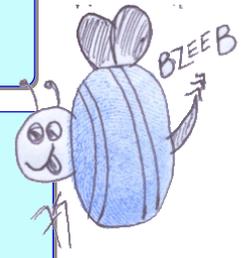
Composting needs to be established as early as possible in the task as it takes time. Tend compost heaps at least once a week and add to them as often as possible.

Home projects should focus on improving family lifestyles. The key message is that knowledge, skill and effort combine to produce cheaper and better food. Start the home project early to achieve as much as possible. It should continue long after the task. Sustainability is the key message. Students need to be allocated time to work with their families to work on the plot.

Although coconut and pandanus trees are not yet endangered, their numbers are decreasing, so some students might choose to research, propagate and plant new groves of these valuable trees.

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Year 9 Terms 1 and 2



Students will learn the significance of establishing animal farms and kitchen gardens at home to enable sustainable living in Nauru through animal raising or plant growing in the classroom. They will observe composting methods and produce their own compost from recyclable materials, observe and record information about family lifestyles, endangered local trees and on Nauru to evaluate the necessity of preserving and re-planting our local plants. They will discover how to improvise materials by observing and using local resources to effectively manage their farms and gardens.

