

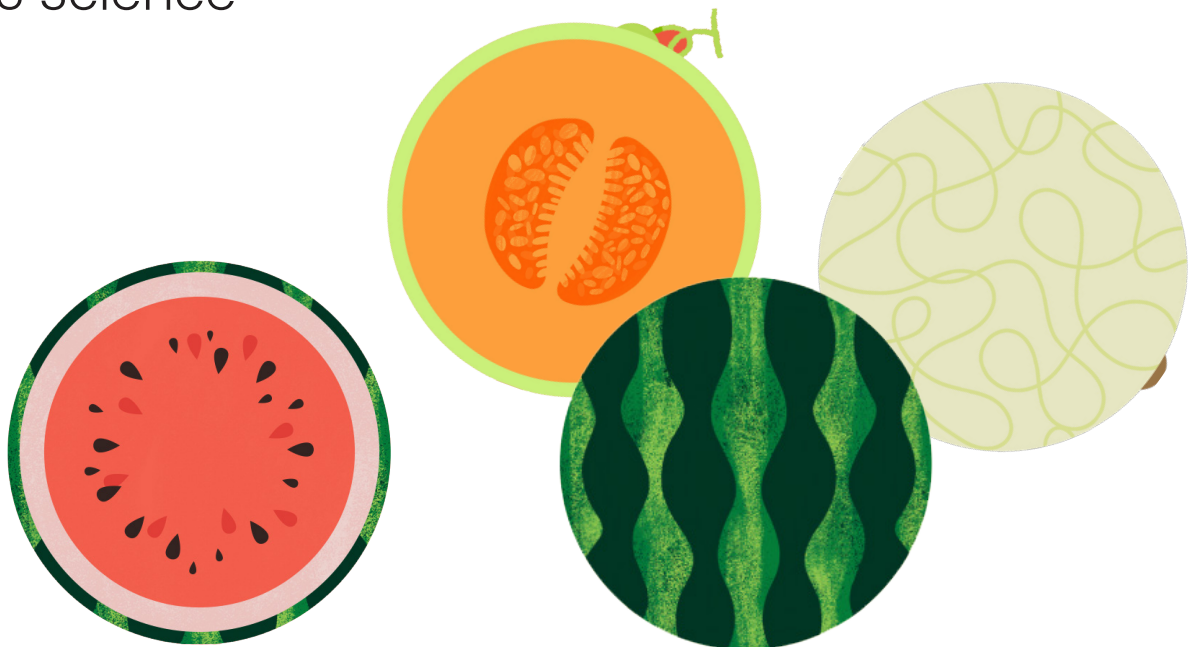
Three Melons: Three Learning Activities

Year 5 Humanities and Social Sciences (HASS)

Years 5 & 6 Health and PE

Year 4 Science

Year 5 Science



(HASS, Year 5, AC9HS5S02)

Locate, collect and organise information and data from primary and secondary sources in a range of formats

(HASS, Year 5, AC9HS5S01)

Develop questions to investigate people, events, developments, places and systems

(HASS, Year 5, AC9HS5S07)

Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

(Health & PE, Years 5 & 6, AC9HP6P10)

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities

(Science, Year 4, AC9S2H01)

Describe how people use science in their daily lives, including using patterns to make scientific predictions

(Science, Year 4, AC9S3H02)

Consider how people use scientific explanations to meet a need or solve a problem

(Science, Year 5, AC9S4H01)

Examine how people use data to develop scientific explanations

(Science, Year 5, AC9S5H02)

Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions

Three Melons: Three Learning Activities

A trio of tasty sweet learning activities

The sun is hot and the melon moon is rising in the sky. Melons are a symbol of summertime for many people, with the sweet smiles of watermelon or cool rockmelon and honeydew bites.



Duration:

1 hour

Location:

The classroom, kitchen, science lab or outdoor space

Before you start:

Read the three activities and decide which you will do with students.

Equipment:

- Watermelon, rockmelon and honeydew melon
- A knife and chopping board for adult use
- Fruit salad scoops: melon ballers for students, a few leaves of fresh mint, large bowls, and access to a fridge
- Melon pops: cookie cutters, thin cocktail sticks, popsickle sticks or short wooden skewers
- Fresh designs: Art materials including digital and paper sketching materials

Notes:

Getting Started

🎧 Listen to **Nomcast Episode 15 – Australian Melons: Honeydew, rockmelon and watermelon**



- Show the class a wide variety of images of watermelon, rockmelon (also called cantaloupe), and honeydew. Try to include fruit in fields and being harvested as well as produce.
- Discuss student experiences of these fruit.
- You may could bring in some examples and slice them for students to explore the taste, texture, aroma, colours and forms of the fruit – or do the simple kitchen activities below.
- Show students images of artistic fruit carving such as these ones at Loy Krathong (the Festival of Lights) in Thailand:
www.vegetablefruitcarving.com/blog/thai-fruit-carvings-loy-krathong/



Ask students: What recipes would you make with melons? (E.g. carved monsters, watermelon and mint frozen slushies, melon juice)

If you have a kitchen

Fruit salad scoops

- An adult cuts whole melons in half through the middle.
- Provide students with melon ballers and show them how to scoop out the melon.
- Students place scooped pieces of melon into a large bowl. Mix up multiple colours of melon in the same bowl.
- Add some torn fresh leaves of mint.
- Continue until the melon halves are empty.
- Tip the colourful melon pieces and mint back in to the empty half and serve! Observe the colours, shapes and different flavours in the different kinds of melon.

Melon pops

- An adult cuts slices of melon, about 1cm thick.
- Provide students with simple cookie cutter shapes and toothpicks or cocktail sticks.
- Students place slices on a chopping board, cut out shapes and stick them on a stick.
- Serve as melon-pops.
- Compare the taste, aroma, and feeling of eating a melon pop to drinking a glass of juice. Explore how refreshing it is due to the high water content of melons.

In the classroom

FRESH DESIGNS

The Arts – Visual Arts | Design and Technologies

- Nature's colours have been the inspiration for artists and designers for centuries.
- First, students observe the colours, shapes and textures of melons – such as the lizardy skin of a rockmelon.
- Then students choose an area of art or design that interests them, such as fashion design of a jacket, graphic design of a poster, industrial design of a chair or a pair of eyeglasses, vehicle design of a car or an aircraft, digital design of an app logo.
- ❓ Tell students to use only the colours they can see in melons, such as dark pink, green, pale green and pale orange. Prompt them to record their fresh colour palette before they begin as a part of their design planning process. Will their design also reference shapes and textures of melons?
- Students produce a design and accompanying notes, palette and sketches.

THE SKY IS TIMELESS

Humanities | Science

- Students research and write a short report or poster about the Egyptian goddess Nut you heard about in the podcast.
- They must explain the connection between Nut and the stars. How is Nut connected to ancient astronomy?
- They list and explain one major idea or discovery made by ancient Egyptian astronomers.
- Their report or poster should answer the question: Why was knowing the patterns in the stars so important to an agrarian society along the Nile River? (To predict the seasonal floods – but this is not the only reason, so you may get additional interesting answers like thoughts on time, planting and harvesting, hunting, festivals and more.)

THE SCIENCE OF SEEDS

Science

- ❓ When students' parents were little they might have held watermelon seed-spitting competitions. Have any students done this? Why or why not?
- These days most widely available watermelons are seedless or have tiny, transparent seeds that do not need spitting!
- Students research and answer these questions:
 - ◇ What is the purpose of seeds in fruit?
 - ◇ When were seedless watermelons developed?
 - ◇ What makes modern watermelons seedless?
 - ◇ Why do most rockmelons and honeydew melons have seeds?
- They create a short talk, podcast or video to explain the science behind seedlessness.

Teacher resources:

[How Do They Make Seedless Watermelons?](#)

[Where Do Seedless Watermelons Come From?](#)

