

## Classroom activities

### Stage one | Lesson One | Year 1

#### Learning Outcomes

A student:

- **INS1.3** Develops positive relationships with peers and other people.
- **PHS1.12** Recognises that positive health choices can promote well-being.
- **V4** Increasingly accepts responsibility for personal and community health.

#### Cross Curriculum Links

A student:

- **EN1-3A** Composes texts using letters of consistent size and slope and uses digital technologies.
- **EN1-8B** Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter.

#### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 1 – The Five Food Groups Circle 1.
- Worksheet 8 – The Five Food Groups Circle 2.
- Worksheet 9 – Food Group Names.
- Worksheet 10 – Food Group Roles.
- A4 card x 6.
- A1/A2 card or paper x 1.
- Scissors.
- Pencils for writing, drawing and colouring.
- Blutac.
- Gluesticks.

#### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

#### Prior to lesson:

- photocopy, print or draw WS 1 onto A1 or A2 paper or card.
- photocopy WS 8 – 1 per student.
- photocopy WS 9 and WS 10 onto card. Cut into individual cards.
- cut the remaining 4 x A4 pieces of card into A7 size individual cards.

**Duration | 60 minutes**

## Australian Guide to Healthy Eating – the Five Food Groups

Students will learn that the Five Food Groups are *everyday* foods because our bodies need them to be healthy.

### Introduction (10mins)

- Brainstorm why we eat food and what food helps us do (examples include: energy for running and playing, to grow, to keep from getting sick, to feel good, for strong teeth and bones).
- Introduce the *Australian Guide to Healthy Eating* Poster. Ask students: What can they see? Direct discussion to the circle part of the poster.
- Ask students: How many sections is the circle divided into? Explain the sections of the circle are the Five Food Groups. We need to eat food from each food group everyday to be healthy. On the circle, the food groups we need to eat more of are larger (e.g. grain foods and vegetables).

### Activity (45mins)

1. Divide students into five groups – the Five Food Groups. Allow more students in the Grains and Vegetable Food Groups since these groups will have more foods.
2. Give each group a food group name and role card to put in the middle of their group (WS 9 and WS 10).
3. Each group member is to draw and label 1-2 different foods from their food group onto the small pieces of card. Encourage students to refer to the *Australian Guide to Healthy Eating* poster for assistance.
4. Each group explains their food group to the rest of the class - its name, role and the foods found in it. They then place their food group name, its role, and the foods onto the A1 size WS 1.
5. Students complete an individual copy of WS 8. Guide the students to choose an everyday food and to classify the food according to the food groups role (e.g. It is a 'grow strong' food).

### Conclusion (5mins)

- Display the *Australian Guide to Healthy Eating* and A1/A2 size WS 1 posters. Refer students to the posters when talking about foods at Crunch&Sip time, recess or lunch.

### Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student is actively involved in group activity and is able to utilise resources as needed.
- Of:** Student correctly places foods into food groups during individual task. Student completes writing component of individual task.

### Differentiation

- Extend:** Students draw and label additional foods onto their individual model. Students draft additional statements on foods.
- Simplify:** Students complete the task with assistance. Students complete the group task only.

### School/Home Link

Take individual worksheet 8 home.

# Classroom activities

## Stage one | Lesson One | Year 2

### Learning Outcomes

A student:

- **INS1.3** Develops positive relationships with peers and other people.
- **PSS1.5** Draws on past experiences to solve familiar problems.
- **PHS1.12** Recognises that positive health choices can promote well-being.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **ST1-5WT** Uses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants.
- **EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.

### Preparation/Resources

- *Australian Guide to Healthy Eating* Poster.
- A4 card – 1 for every 3-4 students.
- Large paper plates – 1 for every 3-4 students.
- Glue.
- Scissors.
- Pencils for writing, drawing and colouring.

#### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

#### Prior to lesson:

- cut the A4 pieces of card into A7 size individual cards.

**Duration | 60 minutes**

## Australian Guide to Healthy Eating – the Five Food Groups

Students will design a meal that includes foods from the Five Food Groups.

### Introduction (10mins)

- Introduce the *Australian Guide to Healthy Eating* Poster. Ask students what they can see? What do they think the poster means?
- How many sections is the circle divided into? Explain the sections of the circle are the Five Food Groups. We need to eat food from each food group everyday to be healthy.
- Explain that we need to eat more from some food groups and less from others. On the circle, the food groups we need to eat more of are larger (e.g. grain foods and vegetables).

### Activity (45mins)

1. Students divide into groups of three or four students.
2. Explain to the class that, using the foods from the Five Food Groups, they are going to design a meal or snack for a second grader. They can choose the meal (breakfast, lunch, dinner or a snack). But the aim is to include as many food groups as possible in the meal, while still making it appetizing and appealing.
3. Students refer to the *Australian Guide to Healthy Eating* poster for food ideas.
4. Students draw and label the individual foods on cards and then stick onto a paper plate.
5. Each group has a turn to stand in front of the class and explain their meal. Ask groups to explain why they chose the foods they did.
6. As a class discuss which group/s were the most successful.

### Conclusion (5mins)

- Make a display using the *Australian Guide to Healthy Eating* poster and the meals and snacks.

### Assessment

**For:** Student effectively contributes to class discussion.

**As:** Student's involvement and contribution to group work.

**Of:** Student is able to complete homework task and correctly classifies foods into food groups.

### Differentiation

**Extend:** Students draft a recount about the activity.

**Simplify:** Students complete the task with assistance. Students complete a lower stage/year activity.

### School/Home Link

Students draw a picture of their dinner (or a recent dinner) and label each everyday food with its food group name.

# Classroom activities

## Stage one | Lesson Two | Year 1

### Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote well-being.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.
- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- *A Cool Drink of Water* by Barbara Kerley.
- Worksheet 11 – Water is Cool.
- Pencils for writing, drawing and colouring.
- **1 month prior:**
  - organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
  - source the book *A Cool Drink of Water* by Barbara Kerley. It can be purchased in paperback or hardcopy format online or from a number of book retailers.

#### Prior to lesson:

- photocopy WS 11 – 1 per student.

**Duration | 45 minutes**

## A Cool Drink of Water

Students undertake an activity that promotes water as the preferred drink.

### Introduction (5mins)

- Revisit the *Australian Guide to Healthy Eating* poster. Point out the tap with running water and glass in the top right corner. Ask students why the tap is turned on? What might that mean? It means drink plenty of water. Drink water most of the time.

### Activity (30mins)

1. Students complete the sentence on WS 11.
2. Read book to students.
3. Class discussion on what the book meant to them. What might water mean to the people in the book? How important is water to people? What were the many ways people were collecting and drinking water?
4. Students draw a picture of themselves collecting and drinking water (real or imagined). Encourage students to be creative.

### Conclusion (10mins)

- Create a class book similar to *A Cool Drink of Water* using student drawings.

**Note:** If you are unable to source the book, complete steps 1 and 4 only and reduce the amount of time allocated for the class. Alternatively, you could also search online for photos of people drinking water around the world and use this as the basis for the activity.

### Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student can identify what water might mean to the people in the book.
- Of:** Quality of student work (writing activity and artwork) in WS 11.

### Differentiation

- Extend:** Students create their own small book about drinking water. The staple-less book from lesson three (year 2) can be used if needed.
- Simplify:** Students complete artwork component only. Students complete the task with assistance.

### School/Home Link

Ask students to have a photo taken of them drinking water in an unusual setting or place. Bring the photo into class and make a class display.

# Classroom activities

## Stage one | Lesson Two | Year 2

### Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote well-being.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **VAS1.2** Uses the forms to make artworks according to varying requirements.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 12 – Crunch&Sip Coaster Template.
- A4 card – 1 for every 3 students plus spares. Opt for the thickest card that can be used by the printer.
- Laminating sheets – 1 for every 3-4 students.
- Laminator.
- Parent helper to assist with laminating and cutting.
- Pencils, pens or crayons for writing, drawing and colouring.
- Optional: circle cutter. If using a circle cutter, you will not need WS 12.

#### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

#### Prior to lesson:

- photocopy WS 12 onto card.
- cut out WS 12 into individual coasters.
- if using a circle cutter, cut card into 9 cm diameter circles.

**Duration | 35 minutes**

## Drink Plenty of Water

Students will learn about the importance of water

### Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster. Point out the tap with running water and glass in the top right corner. Ask students why the tap is turned on? What might that mean? It means drink plenty of water. Drink water most of the time.
- As a class discuss what they like about water. What images and words can they think of that make them want to drink more water, e.g. cool, clean.

### Activity (20mins)

1. Provide each student with a coaster. Students decorate their coaster with words and images that they think encourage drinking more water.
2. Place three to four completed coasters into each A4 laminating sheet. Allow adequate room for at least a 1 cm clear rim for each circle.
3. Laminate coasters and cut out using scissors or circle cutter.

### Conclusion (5mins)

- Students put coaster on their desk under their water bottle. If possible, allow students to continue to use coasters as a visual reminder to drink plenty of water.

### Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student can identify why it is important to drink water.
- Of:** Student is able to produce a coaster that aims to encourage water consumption.

### Differentiation

- Extend:** Students write a sentence that would encourage someone to drink more water.
- Simplify:** Students complete the task with assistance.

### School/Home Link

Take a photo of the completed coasters and place in the school newsletter. Students could make another coaster (or set) at home for their family.

# Classroom activities

## Stage one | Lesson Three | Year 1

### Learning Outcomes

A student:

- **DMS1.2** Recalls past experiences in making decisions.
- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **ST1-5WT** Uses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants.
- **EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Supermarket catalogues – 1 or 2 catalogues per student.
- Paper plates – 1 per student.
- A1 red cardboard x 1.
- A1 white card or paper – 1 for every 3-4 students.
- Pencils for writing.
- Scissors.
- Glue.

#### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
- request supermarket catalogues from parents and staff.

#### Prior to lesson:

- cut card or paper into horizontal strips of approximately  $\frac{1}{4}$  of an A4 size page.

**Duration | 60 minutes**

## Everyday and Sometimes Foods

Students learn how to sort foods into *everyday* and *sometimes* foods.

### Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster and the Five Food Groups. Reinforce that foods from the Five Food Groups are *everyday* foods. Revisit that we need to drink plenty of water each day too.
- Ask students what other things they can see on the poster that aren't included in the circle (e.g. fats and oils, the *sometimes* foods).
- What kind of foods do children eat that are in the *sometimes* section? Make a list of these on the board.
- Brainstorm what *everyday* means vs what *sometimes* means. Write the answers for when they might eat *sometimes* foods up on the whiteboard. Some suggestions are: parties, once a week, on holidays, for a celebration, on red food days.
- Explain to the students that *sometimes* foods are not bad, but they are not something our body needs to be healthy. And eating too much of them may have consequences. They are not for everyday.

### Activity (40mins)

1. Students cut out foods from supermarket catalogues.
2. Sort into *everyday* and *sometimes* foods. Sorting can happen as a class or in small groups with some guidance. Encourage students to refer to the *Australian Guide to Healthy Eating* poster for guidance.
3. Give each student a small paper plate. From the pile of everyday foods students choose foods they like and glue them to the plate.
4. Students record a sentence about everyday foods onto a strip of card (or paper) and also glue to plate.
5. As a class create a *sometimes* food poster on the red cardboard.

### Conclusion (10mins)

- Add plates and poster to class display area. Print out a class drafted statement about sometimes foods and include above the poster (e.g. Sometimes foods are for parties. We only eat them in small pieces.)

### Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student identifies that they need to refer to the *Australian Guide to Healthy Eating* poster.
- Of:** Student correctly includes only everyday foods on their plate. Quality of student drafted sentence.

### Differentiation

- Extend:** Students draft an information report about everyday foods.
- Simplify:** Students complete the task with assistance. Students complete a lower stage/year activity.

### School/Home Link

Include a snippet about the activity in the school newsletter or blog. Include sentences drafted by students and photos of the students work.

# Classroom activities

## Stage one | Lesson Three | Year 2

### Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **DMS1.2** Recalls past experiences in making decisions.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.
- **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- *The Very Hungry Caterpillar* by Eric Carle.
- Worksheet 13 – Staple-less Book Instructions.
- Paper A4 size or larger depending on size of book wanted – 1 sheet per student.
- Pencils for writing, drawing and colouring.

#### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
- source book *The Very Hungry Caterpillar* by Eric Carle if needed. It can be purchased in paperback or hardcopy format from a number of book retailers.

**Duration | 60 minutes**

## Everyday and Sometimes Food

Students learn to identify *everyday* and *sometimes* foods.

### Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster and the Five Food Groups. Reinforce that foods from the Five Food Groups are *everyday* foods. Revisit that we need to drink plenty of water each day too.
- Ask students what other things they can see on the poster that aren't included in the circle (e.g. fats and oils, the *sometimes* foods).
- What kind of foods do children eat that are in the *sometimes* section?
- Brainstorm what *everyday* means vs what *sometimes* means. Some suggestions are: parties, once a week, on holidays, for a celebration, on red food days.
- Explain to the students that *sometimes* foods are not bad, but they are not something our body needs to be healthy. And eating too much of them may have consequences. They are not for everyday.

### Activity (30mins)

1. Read *The Very Hungry Caterpillar* and stop when he gets a sore tummy.
2. Discuss as a class why might the caterpillar have a sore tummy? Ensure discussion includes reference to the amounts of *everyday* vs *sometimes* foods. Students may also refer back to the *Australian Guide to Healthy Eating* poster.
3. Read the rest of *The Very Hungry Caterpillar* and discuss what happens on Sunday.
4. Students make up a staple-less book following teacher instructions.
5. Students rewrite the ending of the story using pictures and words, so that there are more *everyday* foods on Saturday and less *sometimes* foods.

### Conclusion (20mins)

- Selected students share their stories with the rest of the class.

### Assessment

- For:** Student effectively contributes to class discussion. Student is able to identify what are *everyday* foods when composing text.
- As:** Student identifies that they need to refer to the *Australian Guide to Healthy Eating* poster.
- Of:** Student is able to complete story re-write. Quality of student work.

### Differentiation

- Extend:** Students write a story about a child that eats too many *sometimes* foods.
- Simplify:** Students complete artwork component of task only (draws pictures to illustrate story). Students complete the task with assistance.

### School/Home Link

Publish updated story endings in the newsletter or on the school's website or blog.

# Classroom activities

## Stage one | Lesson Four | Year 1

### Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.
- **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.

### Preparation/Resources

- Worksheet 14 – Noodle Box Instructions and Template and A4 card for making noodle boxes – 1 card per student.
- OR ready-made small plain noodle boxes – 1 per student.
- Worksheet 15 – My Crunch&Sip Pack.
- Worksheet 7 – Permission Slip.
- Crunch&Sip Parent Brochure for display\*.
- A selection of bite-size pieces of vegetables and fruits suitable for Crunch&Sip – ½ to 1 cup per student.
- Tongs and platters for serving.
- Plastic forks or spoons for eating – 1 per student.
- Greaseproof paper cut into squares for lining noodle boxes.
- Parent helpers.
- Scissors, double sided tape, glue.
- Pencils for writing, drawing and colouring.
- Device for taking photos.

#### 1 month prior:

- organise parent helpers.
- order noodle boxes or card to make noodle boxes.

#### 2-3 weeks prior:

- send WS 7 home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

#### 1 week prior:

- check permission slip returns.

#### 1 day prior:

- organise vegetable and fruit produce.

#### Prior to lesson:

- wash and prepare vegetable and fruit produce.
- photocopy WS 15 – 1 per student.
- if needed, photocopy WS 14 template onto card – 1 per student.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

**Duration | 2 x 35 minutes#**

## Crunch and Sip

Students will prepare and eat a Crunch&Sip pack.

### Introduction (10mins)

- As a class talk about what kind of foods are suitable for Crunch&Sip. Provide copies of the parent brochure or display the pages on the IWB for guidance.
- Class discussion on how the presentation of food can impact on how likely you are to eat it. Explain that today the students will be designing their own Crunch&Sip packs. The aim is to make them appealing, interesting and tasty.

### Activity

#### Part 1 (25mins)

1. Each student decorates their own noodle box. The noodle box can be a ready made one or students can use WS 14.
2. If using WS 14, follow instructions on how to assemble box using the template. Students may require assistance.

#### Part 2 (15mins)

3. Line each box with a square of greaseproof paper.
4. Using the array of vegetables and fruits on offer, each student makes up a pack. Take a photo of each student and their pack.
5. Students eat their pack.

### Conclusion (20mins)

- Students complete WS 15 and glue it into their work books.

### Assessment

**For:** Student effectively contributes to class discussion.

**As:** Student identifies a good 'rainbow' variety of vegetables and/or fruits for their Crunch&Sip Pack.

**Of:** Student is able to produce a pack that is appealing and healthy.

### Differentiation

**Extend:** Students draft a procedure for making a Crunch&Sip pack.

**Simplify:** Students complete the task with assistance. Students complete only the artwork and tasting component of the activity.

### School/Home Link

Students to help at home with preparing their Crunch&Sip over a week. As part of this, students can help select what items to purchase and help with preparation (if appropriate). Students can discuss their choices in Crunch&Sip time over the week.

\*This can be accessed from [www.healthykids.nsw.gov.au/campaigns-programs/crunch-sip.aspx](http://www.healthykids.nsw.gov.au/campaigns-programs/crunch-sip.aspx)

#This activity can be done in 2 parts over subsequent days. Ensure Part 2 of the activity is planned for a time of day that enables the students to eat their pack for Crunch&Sip.

# Classroom activities

## Stage one | Lesson Four | Year 2

### Learning Outcomes

A student:

- **INS1.3** Develops positive relationships with peers and other people.
- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.
- **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.

### Preparation/Resources

- WS 7 – Permission Slip.
- A selection of vegetables and fruits. Aim for 5-10 different foods.
- Tongs and platters for serving.
- Tasting cups – 1 per student.
- Teaspoons – 1 per student.
- Paper towel.
- A4 card x 8.
- A3 paper or card x 5 -10 (one for each food being tasted).
- A1/A2 card x 1.
- Dictionary or thesaurus.
- Pens/pencils for writing.
- Blutac.

#### 2-3 weeks prior:

- send WS 7 home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

#### 1 week prior:

- check permission slip returns.

#### 1 day prior:

- organise vegetable and fruit produce.

#### Prior to lesson:

- wash and prepare vegetable and fruit produce and place on platters with tongs.
- cut the pieces of A4 card into small pieces (approximately A8 size) for students to write adjectives on.
- write one of the food names on top of each A3 sheet of card or paper.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

**Duration | 60 minutes**

## Taste and Tell

Taste testing and taste descriptions.

### Introduction (15mins)

- Let students know that they will be doing a taste testing activity and then will write a descriptive writing piece about the experience.
- Get the class to come up with some rules for tasting activities that cover food safety and appropriate behaviour. As part of this discussion, encourage students to not use negative comments or faces when tasting. Allow them to discreetly put any food they do not wish to finish into a piece of paper towel for disposal. Write the rules onto the piece of A1/A2 card.
- Stick the A3 size paper or card with food names up on the wall or board. Inform students that this is where they will stick adjectives to describe the foods.

### Activity (25mins)

1. Tell students they are going to taste at least five different foods and then describe what they are tasting.
2. Create a communal Word Bank on the board for students to refer to during the activity. Ask the students: what adjectives do they think they might use to describe the foods they are going to taste?
3. Students taste foods. After each taste, ask students to write adjective/s that they feel describes the food onto a piece of card and stick it under that food name. Encourage students to not repeat adjectives.

### Conclusion (20mins)

- Once the tasting is complete, ask students to pick their favourite of the foods tasted and to write an informative text to describe the food.

### Assessment

- For:** Student effectively contributes to class discussion and development of word bank.
- As:** Student utilises supporting materials (word bank, dictionary etc).
- Of:** Quality of student's informative text.

### Differentiation

- Extend:** Students write a descriptive text on their least favourite food.
- Simplify:** Students complete taste-testing task only. Students write a sentence on their favourite food.

### School/Home Link

Ask students to discuss the experience with their families. Publish the best pieces of writing in the school newsletter or on the school blog.

# Classroom activities

## Stage one | Lesson Five | Year 1

### Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **INS1.3** Develops positive relationships with peers and other people.
- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **EN1-9B** Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 37 – The Five Senses.
- Worksheet 38 – What Vegetable or Fruit is it?
- Boxes to place vegetable or fruit in – 1 per student group. The boxes will need to be of a size that allows students to be able to explore the produce, whilst still keeping it hidden from classmates.
- Pencils for writing, drawing and colouring.
- A selection of vegetables and fruit that can be provided whole and also in bite-size pieces – approximately 10 different types of vegetable or fruit (1 per student group).
- Small containers to place cut up vegetables and fruit – 1 per student group.
- Paper towels.

#### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
- source boxes.

#### 2-3 weeks prior:

- send WS 7 home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

**Resources Continued >**

## What Vegetable or Fruit is in the Box?

Students use their senses to explore a vegetable or fruit.

### Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster. Remind the students that the circle represents the Five Food Groups. Our bodies need foods from the Five Food Groups every day. Draw attention to the vegetable and fruit sections of the circle.
- Advise students that they are going to be undertaking an activity in groups where they will explore a vegetable or fruit with all of their five senses. They will need to come up with adjectives to describe their item and complete a worksheet.
- Advise students that they will also need to keep their item a secret from other groups. Based on the adjectives they come up with, they will develop a descriptive statement. Their classmates will need to try and guess their mystery item from their descriptive statement.

### Activity (35mins)

1. Provide each student with a copy of WS 37.
2. Discuss as a class what words they might use to describe vegetables and fruit using the headings on WS 37. Develop a class list (word bank) to be placed on a wall, or on the whiteboard, under the heading of each sense: feels like (touch); looks like (sight); sounds like (sound); smell likes (smell); and taste likes (taste).
3. As a class, discuss a sample vegetable or fruit in order to model the task.
4. Divide students into pairs or small groups of 3.
5. Provide each group with a box containing a vegetable or fruit. Each group needs to ensure their vegetable or fruit remains hidden from the rest of the class.
6. Groups use touch, taste, smell, sight and sound (they can tap the vegetable or fruit) to explore their vegetable and fruit. As they explore, they write adjectives to describe their experience onto their copy of WS 37. Remind students to keep their work hidden from other groups.
7. Ask students to provide any extra adjectives to add to the class list.
8. Provide groups with a copy of WS 38. Groups write a descriptive statement about their vegetable or fruit on WS 38. Groups draw a picture/s of their item on WS 38.

### Conclusion (15mins)

- Groups take turns to read their descriptive statement to the class. Classmates try to guess what the vegetable or fruit is from the description.
- Statements can either be displayed around the classroom or worksheets combined into a class book.

**Continued >**

## Classroom activities

### Stage one | Lesson Five | Year 1

#### Preparation/Resources

##### 1 week prior:

- check permission slip returns.
- source extra boxes if required.

##### 1 day prior:

- organise vegetable and fruit produce.

##### Prior to lesson:

- photocopy WS 37 – 1 per student.
- photocopy WS 38 – 1 per group.
- wash and prepare vegetable and fruit produce for tasting part of activity.
- place whole vegetable and fruit produce into boxes.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

**Duration | 60 minutes**

## What Vegetable or Fruit is in the Box?

### Assessment

**For:** Student effectively contributes to class discussion on descriptive words. Student effectively contributes to the group activity.

**As:** Student identifies learning needs and accesses support as needed to assist in completing task (e.g. word bank, dictionaries, or peer support).

**Of:** Student involvement in group activities. Quality of student work on WS 37.

### Differentiation

**Extend:** Students can undertake the activity on more than one vegetable or fruit. Students can write an individual descriptive text on a vegetable or fruit.

**Simplify:** Provide pictures to illustrate for senses information as needed (e.g. lemon for sour taste). Students complete the task with assistance. Students undertake the task in a mixed ability group. Students use just one or two senses to explore the vegetable or fruit. Students complete a lower year activity.

### School/Home Link

Students are asked to look in their local vegetable and fruit retailer for unusual vegetables and fruits. They then write a descriptive text on it. Students can present their text to the class and classmates try to guess what it is.

# Classroom activities

## Stage one | Lesson Five | Year 2

### Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **INS1.3** Develops positive relationships with peers and other people.
- **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 39 – Design a Vegetable or Fruit.
- Pencils for writing, drawing and colouring.
- Workbooks.
- Glue sticks.
- Optional – vegetables and fruit for display.

#### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

#### 1 day prior:

- organise vegetable and fruit produce, if needed.

#### Prior to lesson:

- photocopy WS 39 – 1 per student.

**Duration | 50 minutes**

## Design a New Vegetable or Fruit

Students create a new vegetable or fruit providing details on its health benefits and taste.

### Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster. Remind the students that the circle represents the Five Food Groups. Our bodies need foods from the Five Food Groups every day.
- Draw attention to the vegetable and fruit sections of the circle. Inform students that vegetables and fruits help us to 'feel good' (health benefits). Discuss with students what they think this means – why do our bodies 'feel good' when we eat enough of them? Make a word bank using students' ideas.
- Advise students that they are going to be given the opportunity to design a new vegetable or fruit. They will need to think about how it looks, how it makes us 'feel good' (health benefits) and how it tastes. They will also use it in a recipe. Vegetable and fruit produce can be displayed for inspiration, if available.

### Activity (30mins)

1. Provide each student with WS 39.
2. Students are given the opportunity to Think/Pair/Share their ideas.
3. Students complete WS 39.
4. Students glue WS 39 into their workbooks. Students develop a recipe (procedure) using their new vegetable or fruit and write it in their workbooks.

### Conclusion (10mins)

- Selected students can present their work to the class. Group discussion on the activity. Write up on the whiteboard the common themes on why the vegetables or fruit would make them 'feel good'. Worksheets can be displayed around the classroom.

### Assessment

- For:** Student effectively contributes to class discussion on the 'feel good' message. Student effectively contributes to paired activity.
- As:** Student uses pairing support to guide activity completion. Student accesses resources as needed to assist in completing task.
- Of:** Student involvement in group and paired activities. Quality of student work in WS 39 and in workbook.

### Differentiation

- Extend:** Students can provide more information on their vegetable or fruit e.g. where and how it grows, how it is eaten. Students can design more than one vegetable or fruit.
- Simplify:** Students complete the task with assistance. Students undertake the task in a mixed ability pairing or group. Students complete a lower year activity.

### School/Home Link

Students work with family members to design a new vegetable or fruit.