

## Classroom activities

Stage Two | **Lesson One** | Year 3

### Learning Outcomes

A student:

- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **VAS2.1** Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.
- **EN2-4A** Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- [www.eatforhealth.gov.au/food-essentials/five-food-groups](http://www.eatforhealth.gov.au/food-essentials/five-food-groups)
- [www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating](http://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating)
- A3 card x 5.
- Pencils, textas, crayons and/or paints for poster design.
- Bluetac, tape or glue as needed by students for poster design.

#### Prior to lesson:

- download and print out copies of information about each food group from the Eat for Health website.

**Duration | 60 minutes**

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

Students develop a poster to promote the Five Food Groups

### Introduction (10mins)

- Introduce the *Australian Guide to Healthy Eating* poster. Ask students: what can they see? What do they think is the purpose of the *Australian Guide to Healthy Eating* circle?
- Explain that 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).
- Explore the *Australian Guide to Healthy Eating* website pages, in particular the Five Food Groups section.

### Activity (30mins)

1. Divide students into five groups - the Five Food Groups.
2. Each group is to design a poster to encourage the school community to eat their food group.
3. Students can use the *Australian Guide to Healthy Eating* website or any of its downloaded resources for information.
4. The poster should include a catchy phrase, slogan or a food joke to promote it.

### Conclusion (20mins)

- Students share their poster with the class and discuss any interesting findings. Posters can be placed around the school.

### Assessment

- For:** Student identifies the purpose of *Australian Guide to Healthy Eating* circle.
- As:** Student is able to identify foods that belong in the food groups.
- Of:** Student is able to create a catchy phrase or joke to promote the *Australian Guide to Healthy Eating* circle.

### Differentiation

- Extend:** Students can work independently and research for further information on the *Australian Guide to Healthy Eating* circle.
- Simplify:** Students complete the task with assistance.

### School/Home Link

Posters can be shared via the school's newsletter, website or blog.

## Classroom activities

Stage Two | **Lesson One** | Year 4

### Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **INS2.3** Makes positive contributions in group activities.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **EN2-1A** Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 16 – Food Record.
- Worksheet 17 – The Five Food Groups Circle 3.
- Worksheet 18 – Food Group Food List. For teacher reference.
- Worksheet 19 – Sometimes Food List. For teacher reference.
- Pencils for writing, drawing and colouring.

#### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

#### Prior to lesson:

- photocopy WS 16 – 1 per student.
- photocopy WS 17 – 1 per student.

**Duration | 60 minutes**

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

Students interview a classmate on the foods they have eaten and transfer information to the *Australian Guide to Healthy Eating*.

### Introduction (10mins)

- Introduce the *Australian Guide to Healthy Eating* poster. Ask students: what can they see? What do they think the poster means?
- Explain that the sections of the circle are the Five Food Groups. We need to eat food from each food group everyday to be healthy. We also need to drink lots of water everyday.
- Briefly explain what foods are found in each group using the poster. Briefly explain what are the benefits for them to eating each food group, as listed on WS 17.
- 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).
- Explain that they are going to be doing an activity to work out if their partner ate from each of the Five Food Groups.

### Activity (40mins)

1. Ask students to break up into pairs and explain that they are going to interview their partner to find out what they ate yesterday.
2. Discuss as a group some ideas on how to interview effectively to get the most accurate information.
3. Students interview each other and record on WS 16.
4. Students then draw the foods into the correct food groups on WS 17. Encourage students to refer to the *Australian Guide to Healthy Eating* for correct placement. Explain to the students that there will be some foods that aren't included in the circle as they aren't part of the Five Food Groups. These are *sometimes* foods and will be discussed in other activities. Ask students to only place foods from the Five Food Groups onto WS 17.
5. Students complete the questions on WS 17 and then discuss their findings with their partner.

### Conclusion (10mins)

- As part of a class discussion, ask for students to volunteer if they ate from each of the Five Food Groups yesterday. Were they missing any food groups? What might this mean for their body (i.e. are they missing Feel Good, Go Fast or Grow Strong foods)?
- Did they eat any foods that do not belong on the *Australian Guide to Healthy Eating* circle? Why do they think this has happened?
- Display the *Australian Guide to Healthy Eating* poster where students can refer to it at a glance.

Continued >

# Classroom activities

Stage Two | **Lesson One** | Year 4

## Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **INS2.3** Makes positive contributions in group activities.
- **V4** Increasingly accepts responsibility for personal and community health.

## Cross Curriculum Links

A student:

- **EN2-1A** Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.

## Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 16 – Food Record.
- Worksheet 17 – The Five Food Groups Circle 3.
- Worksheet 18 – Food Group Food List. For teacher reference.
- Worksheet 19 – Sometimes Food List. For teacher reference.
- Pencils for writing, drawing and colouring.

### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

### Prior to lesson:

- photocopy WS 16 – 1 per student.
- photocopy WS 17 – 1 per student.

**Duration | 60 minutes**

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

### Note:

- *As there are a wide variety of foods that students may eat, it may not be possible to accurately assess all foods.*
- *The teacher may be called upon to provide 'common sense' guidance for assessing some foods. WS 18 and WS 19 can be used for reference.*
- *Mixed meals (e.g. pasta with meat sauce, sandwich with fillings) can be separated out into their major elements for placement.*
- *It may not be possible to assess some foods – leave these foods unassessed.*
- *Ensure that no student is stigmatized for his or her food intake. Reinforce that this activity was only reporting on one day of food intake and what people eat varies from day to day. Allow students to complete tasks independently if they are reluctant to share their eating habits with other students.*

## Assessment

- For:** The student is able to identify what the *Australian Guide to Healthy Eating* poster is.
- As:** The student is able to plot foods onto their *Australian Guide to Healthy Eating* circle.
- Of:** Student ability in identifying which foods belong in each of the Five Food Groups.

## Differentiation

- Extend:** Students survey a number of people. Students play the Eat for Health Food Balance game ([www.eatforhealth.gov.au/nutrition-calculators/food-balance](http://www.eatforhealth.gov.au/nutrition-calculators/food-balance)).
- Simplify:** Students complete interviews in a group format.

## School/Home Link

Students could interview their family members and plot their foods onto an empty Australian Guide to Healthy Eating circle.

# Classroom activities

## Stage Two | Lesson Two | Year 3

### Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.
- **VAS2.1** Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- A4 paper or card - 1 per student plus spares.
- Pencils for writing, drawing and colouring.

#### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

**Duration | 45 minutes**

## Water Poetry

Students write a poem about water and illustrate it.

### 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 why drinking fluid is important. Then discuss some ideas as to why the Australian Dietary Guidelines say drink plenty of water and not just drink plenty of fluid?
- Explain to the students that they will be writing a poem that promotes drinking plenty of water. They will then illustrate their poem.

### Activity (30mins)

1. Discuss the type of poetry that might be suitable – acrostic, cinquain, rhyming or a shape poem (e.g. glass of water or water drop). This may be at teacher discretion and be dependent on prior knowledge and skills of students with regards to poetry.
2. As a class develop and display a list of words that could be used in a poem about water.
3. Students write their poem and illustrate it onto the A4 card or paper. Students may need their workbooks or loose paper for drafts.

### Conclusion (5mins)

- Display poetry and illustrations in classroom so that students can read each other's work.

### Assessment

**For:** Student is able to understand the need to drink water.

**As:** Student identifies the benefits of drinking water.

**Of:** Student is able to create a poem that promotes water.

### Differentiation

**Extend:** Students can use more complex types of poetry than those suggested.

**Simplify:** Students complete the task with assistance.

### School/Home Link

Poetry and illustrations can be shared via the school's newsletter, website or blog.

# Classroom activities

## Stage Two | Lesson Two | Year 4

### Learning Outcomes

A student:

- **INS2.3** Makes positive contributions in group activities.
- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **EN2-4A** Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.
- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.
- **O.I.6** The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- [www.tapsydney.com.au/what-is-tap/](http://www.tapsydney.com.au/what-is-tap/) - scroll down to 'Take the tap test' for the video.
- [www.yvw.com.au/Home/Inyourcommunity/ChooseTap/](http://www.yvw.com.au/Home/Inyourcommunity/ChooseTap/)
- A selection of bottled water ads (print, online, audio, video).
- Internet access for student research or, alternatively, provide research materials.
- Resources as needed for advertisement production. This will depend on your school resources and the time that can be allocated to this activity.

Some suggestions are short TV style ads, a movie, Prezi, radio ad, billboard, newspaper or magazine ads. These can be developed using card or paper and drawing tools or with tablets/computers etc.

**Resources Continued >**

### Tap It!

Students create an advertisement to promote drinking tap water.

#### Introduction (20mins)

- 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. Ask for opinions on why they have used a tap rather than a bottle of water.
- Show advertisements for bottled water. As a class discuss the persuasive techniques the advertisers use to promote their product. Write these up on the whiteboard.
- Now show the videos produced by Sydney Water (1st) and Yarra Valley Water (2nd). Discuss as a class how effective these are. Why are they effective?
- Explain that they are going to research the reasons why tap water is better than bottled water and write a persuasive text to explain their findings. In the follow up class, they will design and develop an ad to promote tap over bottled water.

#### Activity

##### First lesson (40mins)

1. Students work individually, in pairs or in groups to research the reasons why people should choose tap water over bottled water. Students can use the internet or can use research materials provided by teacher.
2. Students individually develop a persuasive text (e.g. an exposition) to explain their position.
3. The persuasive texts are displayed for the rest of the class to view and consider.

##### Second lesson (60mins)

4. As a class, or in small groups, develop an advertisement to persuade people to choose tap water instead of bottled water. Students will need to consider the information they presented in their texts as well as the persuasive techniques used by the advertisements they have viewed.

### Conclusion

#### (timing dependent on type of ad produced)

- Advertisement/s are presented to the school community. If print based, they can be displayed around the school and in the newsletter or website. If in audio or video format, they can be presented at assembly or via a link on the school website.

**Continued >**

# Classroom activities

Stage Two | **Lesson Two** | Year 4

## 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
- source advertisements for display.
- decide on type of advertisement/s your class will produce and source resources as needed.

## Duration | 2 x 60 minutes

Advertisement development lesson (2nd lesson) may be extended as required.

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## Tap It!

### Assessment

**For:** Student's involvement in class discussion, research and advertisement development activities.

**As:** Student undertakes research to inform their persuasive argument.

**Of:** Quality of student's persuasive text.

### Differentiation

**Extend:** Students work individually to develop a print advertisement and write a text on the persuasive techniques they have used.

**Simplify:** Undertake research in groups. Simplify the writing task.

### School/Home Link

Students could run their advertisement campaign/s within the school community and beyond. Students could ask people to pledge to drink tap water and donate the saved money to charities dealing with the water crisis.

# Classroom activities

Stage Two | **Lesson Three** | Year 3

## Learning Outcomes

A student:

- **DMS2.2** Makes decisions as an individual and as a group member.
- **V4** Increasingly accepts responsibility for personal and community health.

## Cross Curriculum Links

A student:

- **EN2-11D** Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.

## Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 20 – Meal Cards.
- Pencils for writing.

### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

### Prior to lesson:

- photocopy adequate quantities of WS 20 to allow each pair to get a copy of a meal. Cut up meal cards ready to be handed out.

**Duration | 50 minutes**

## Everyday and Sometimes Foods

Students compare meals to determine which is the better choice.

### 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 to identify 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. Eating too much of them may have consequences. They are not for everyday.

### Activity (30mins)

1. Explain to students that they are going to compare two meals to determine which meal is the better one.
2. Hold a class discussion about what key things students should look for in a healthy meal. Ensure discussion includes talk about everyday and sometimes foods and how to use the *Australian Guide to Healthy Eating* poster for guidance.
3. Divide students into pairs. Provide each pair with a meal to compare from WS 20. Students examine the meal plans and discuss the reasons why they think one meal is better than the other and why.
4. Students write an exposition in their books about which meal plan they selected and why they believe it is the better choice.

### Conclusion (10mins)

- Students share their written work with the class. For expediency, teacher can opt to choose the best work for discussion.

## Assessment

- For:** Student effectively contributes to class discussion and paired activity.
- As:** Student is able to identify what elements of a meal make it a better choice.
- Of:** Quality of student exposition.

## Differentiation

- Extend:** Students present their expositions as a speech.
- Simplify:** Students construct exposition with teacher guidance.

## School/Home Link

As homework, students think about two similar meals that they might sometimes eat at home - e.g. a standard breakfast and a weekend breakfast or a regular dinner and a special occasion dinner. Students write a paragraph on why one is a standard or regular meal and the other is a special occasion meal.

# Classroom activities

Stage Two | **Lesson Three** | Year 4

## Learning Outcomes

A student:

- **INS2.3** Makes positive contributions in group activities.
- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.

## Cross Curriculum Links

A student:

- **EN2-3A** Uses effective handwriting and publishes texts using digital technologies.

## Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 18 – Food Group Food List.
- Worksheet 19 – Sometimes Food List.
- Worksheet 21 – Food Choices.
- Pencils for writing.

### 1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

### Prior to lesson:

- photocopy WS 18 and WS 19 onto A3 for class reference.
- photocopy WS 21 – 1 per student.

**Duration | 60 minutes**

## Everyday and Sometimes Foods

Students compare their favourite foods and most eaten foods to *everyday* and *sometimes* foods. Students discuss food choices.

### 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 to identify 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. Eating too much of them may have consequences. They are not for everyday.

### Activity (40mins)

1. Provide students with WS 21 and ask them to complete it. For guidance as to which foods are *everyday* or *sometimes* foods, students can refer to the *Australian Guide to Healthy Eating* poster or the display copies of WS 18 and WS 19.
2. As a class discuss: Do you eat your favourite foods all the time? Why or why not? When can you eat your favourite foods? What foods are eaten for special occasions? Why only for special? If you could eat them whenever you wanted would they lose their special tag? What would happen if your most eaten foods were mostly *sometimes* foods.
3. As a class discuss: Who makes our food choices? Do family have a large or small part in our food choices? What choices are you able to make in relation to food choices?

### Conclusion (10mins)

- As a class draft three statements that are a summary of ideas discussed. Students can copy these and/or draft their own statements.

## Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student uses resources available to assist with completing task accurately.
- Of:** Student is able to correctly identify which foods are *everyday* foods and which are *sometimes* foods.

## Differentiation

- Extend:** Students write a discussion on why foods most eaten should be *everyday* foods.
- Simplify:** Students complete the task with assistance. Students complete simplified parts of the task (i.e. listing of foods) and participate in class discussion.

## School/Home Link

Publish class statements in school newsletter.

# Classroom activities

## Stage Two | Lesson Four | Year 3

### Learning Outcomes

A student:

- **INS2.3** Makes positive contributions in group activities.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **EN2-2A** Plans, composes and reviews a range of texts that more demanding in terms of topic, audience and language.
- **EN2-7B** Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts.

### Preparation/Resources

- A selection of pre-prepared salad produce and dressings. Allow ½ to 1 cup of produce per student.
- Serving dishes for produce display, salad preparation and salad display.
- Tongs for salad preparation and serving.
- Plates and eating utensils - 1 each per student.
- Worksheet 22 – Food Critic.
- Worksheet 23 – Food Reviews. To be displayed on IWB or photocopied in large format for class display.
- Worksheet 7 – Permission Slip.
- A4 card x 3-4. Cut into strips for salad names.
- Pens for writing salad name on card.
- Pencils for writing.
- Scissors.
- A voting box.
- Parent helpers if necessary.

#### 1 month prior:

- organise parent helpers.

#### 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 produce.

#### Prior to lesson:

- prepare produce and place on platters.
- photocopy WS 22 – 1 per student.
- photocopy WS 23 on A3 if not displayed on IWB.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

Duration | 60 minutes

## How to be a food critic

Students will make, taste and review a variety of salads.

### Introduction (10mins)

- Ask students: what is a food critic? Discuss what kind of things a food critic might look for in a meal. Read the food reviews (WS 23) as a class. Take note of the use of descriptive language and how the food review is structured. As a class, create a word bank that could be used to describe a salad.

### Activity (45mins)

1. Divide class into small groups of four to five students. Ask each group to take a look at the salad ingredients and come up with a plan for their salad.
2. Each group prepares a salad using the available ingredients. Ask each group to give their salad a name, write it on a piece of card and place the name in front of their salad plate or bowl.
3. Each student tastes all of the salads on offer (if appropriate) and fills out the table in WS 22. When complete, student cuts along the dotted line and places the table, and their winning salad name, into the voting box.
4. Students complete WS 22 by writing a review (descriptive text) on their favourite salad.

### Conclusion (5mins)

- Teacher announces the winning salad. Display the food reviews in the classroom.

**Note:** If preferred, teachers can allow students to plan their salad on a day prior to the activity. Provide the students with a list of stock ingredients that will be on offer and allow them to order one special ingredient just for their group.

### Assessment

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

**As:** Student uses resources available in the classroom to assist in writing task.

**Of:** Quality of student's food review. Student involvement in group activity.

### Differentiation

**Extend:** Students write a recipe (procedure) for their salad. Students write reviews on the other salads.

**Simplify:** Students complete a simpler writing task such as a sentence on their favourite salad or a simple procedure for making a salad.

### School/Home Link

Students can have a go at reviewing other meals (meals at home or when eating out).

# Classroom activities

## Stage Two | Lesson Four | Year 4

### Learning Outcomes

A student:

- **INS2.3** Makes positive contributions in group activities.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **MA2-18SP** Selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs.
- **ST2-5WT** Applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteria.

### Preparation/Resources

- Worksheet 24 – The Five Tastes Record Sheet.
- Worksheet 25 – The Five Tastes. For teacher reference.
- Worksheet 7 – Permission Slip.
- Demonstration Foods - see WS 25.
- A selection of foods for tasting. Ensure that you have included a wide range from the various taste families. See WS 25 for ideas.
- Serving utensils for each item to be tasted (spoons, tongs, toothpicks etc).
- Tasting cups – 1 per student.
- Teaspoons – 1 per student.
- Paper towel.
- Pencils for writing.

#### 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.

#### 1-2 days prior:

- organise the foods for tastings.

#### Prior to lesson:

- prepare tasting plates and equipment (utensils, cups, spoons, paper towel).
- photocopy WS 24 – 1 per student.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

**Duration | 60 minutes**

## What taste is that?

Students will learn about the five different types of tastes and how to identify them.

### Introduction (10mins)

- As a class brainstorm what tastes they know. Explain that there are five recognised tastes - sweet, sour, salty, bitter, umami. The flavour of food is usually a combination of these tastes and in a food they may be able to identify more than one taste.
- Explain that they are going to do an activity that will involve them identifying the five recognised tastes in a selection of foods. They will record their own findings in a table. The class will then combine and compare their results.
- Discuss class rules for safe food handling. Students are to use the serving utensils to place the food into their tasting cup. Students then use their own spoon to taste the food from their cup only. Students may clean out their tasting cup and spoon after each taste using paper towel and/or water if they wish.

### Activity (35mins)

1. Have the students taste the demonstration tasting plates so they can identify the five tastes.
2. Students then taste the other foods on offer. Students complete WS 24 by writing the name of the food and marking the relevant box, or boxes, for tastes identified.
3. Collate class results and display findings (e.g. as a column graph). This can be done as a class, or individually if extra time is allowed.

### Conclusion (15mins)

- Develop a class display of the activity. Students can attempt to identify the tastes found in their lunchbox.

### Assessment

**For:** Student identifies the five different types of taste. Student effectively contributes to the group activity.

**As:** Student is able to collect data.

**Of:** Student is able to identify tastes and record data. Student's ability to display results in a meaningful way.

### Differentiation

**Extend:** Students develop their methods for recording and displaying the results.

**Simplify:** Students complete group tasks only.

### School/Home Link

Homework: Students conduct a tasting demonstration at home.

## Classroom activities

### Stage Two | Lesson Five | Year 3

#### Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.

#### Cross Curriculum Links

A student:

- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **INS2.3** Makes positive contributions in group activities.
- **DRAS2.3** Sequences the action of the drama to create meaning for an audience.

#### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 40 – Vegetable and Fruit Theatre.
- Worksheet 41 – Vegetable and Fruit Characters.
- Paddle pop sticks – 1 per student.
- Pencils or pens for colouring.
- Scissors.
- A4 white card – 1 for every 4 students.
- Craft glue.

#### 1 month prior:

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

#### Prior to lesson:

- photocopy WS 40 on A3 – 1 per group.
- photocopy WS 41 onto the A4 card – 1 per group.

Duration | 3 x lessons\*

## Vegetable and Fruit Theatre

Students conduct short puppet plays that explain the benefits of vegetables and 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. Inform students that vegetables and fruits help us to 'feel good' (i.e. have health benefits). Discuss with students what they think this means – why do our bodies 'feel good' when we eat enough of them?  
**Note:** *the class will need to come up with enough ideas so that each group of 4 students can be allocated a reason (refer to the Lesson 5 introduction page for ideas, if needed). Write the answers up on the whiteboard.*
- Advise students that they will be developing and performing a short 2-3 minute puppet play about why vegetables and fruit help us to 'feel good'.

### Activity

#### First lesson (35mins)

1. Divide students into groups of 4. Provide each group with a copy of WS 40 and WS 41. Allocate each group a reason from the whiteboard.
2. Students cut out a character, colour it and glue it onto a paddle pop stick. Leave characters to dry.
3. As a group, students use WS 40 to start planning their play. They can choose to write or draw to complete their story map.

#### Second lesson (30mins)

4. Groups complete the planning process and practice their performance.

#### Third lesson (45mins)

5. Groups present their plays to the class or to the wider school community (i.e. Kindergarten and/or Year 1).

### Conclusion (20mins)

- Class discusses the activity and reflects on what they learnt. Students write a recount of the activity in their workbooks. Students can add what they did well and what they felt they could improve on (e.g. 2 stars and 1 wish) to conclude their recount.

Continued >

# Classroom activities

Stage Two | **Lesson Five** | Year 3

## Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.

## Cross Curriculum Links

A student:

- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **INS2.3** Makes positive contributions in group activities.
- **DRAS2.3** Sequences the action of the drama to create meaning for an audience.

## Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 40 – Vegetable and Fruit Theatre.
- Worksheet 41 – Vegetable and Fruit Characters.
- Paddle pop sticks – 1 per student.
- Pencils or pens for colouring.
- Scissors.
- A4 white card – 1 for every 4 students.
- Craft glue.

### 1 month prior:

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

### Prior to lesson:

- photocopy WS 40 on A3 – 1 per group.
- photocopy WS 41 onto the A4 card – 1 per group.

**Duration | 3 x lessons\***

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## Vegetable and Fruit Theatre

### Assessment

- For:** Student effectively contributes to class discussion on the ‘feel good’ message. Student effectively contributes to group activity.
- As:** Student collaborates with fellow group members to facilitate learning. Student reflects on their learning via class discussion and recount activity.
- Of:** Student involvement in group tasks (WS 40 and presentation). Evidence of learning in student recount.

### Differentiation

- Extend:** Students produce a play of longer duration. Students write an individual narrative.
- Simplify:** Students are placed in mixed ability groups. Students complete the task with assistance. Students complete a lower year activity.

### School/Home Link

Plays can be videoed and played at assembly. Selected recounts can be published in the school newsletter with accompanying photos

\*Break up the activity and/or adjust the times to suit the needs of your students.

# Classroom activities

## Stage Two | Lesson Five | Year 4

### Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **MA2-11MG** Measures, records, compares and estimates volumes and capacities using litres, millilitres and cubic centimetres.
- **MA2-12MG** Measures, records, compares and estimates the masses of objects using kilograms and grams.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- *Healthy eating for children* brochure from Eat for Health website. This can be displayed on the interactive whiteboard or printed in large size and placed on the wall.
- A selection of vegetable and fruit items to be measured – 1 per student. Ensure a wide variety of items are selected and include fresh, canned, and cooked items.
- Knife and chopping board.
- Scales – 1 per group.
- Measuring tapes – 1 per group.
- Cup measures – 1 per group.
- Workbooks.
- Pencils/pens for writing.
- Optional – parent helpers.

#### 1 month prior:

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

#### 1 week prior:

- organise measuring equipment.

#### 1 day prior:

- organise vegetable and fruit produce.

#### Prior to lesson:

- access *Healthy eating for children* brochure for display on the whiteboard. Print copies if necessary.
- set up measuring equipment.

Duration | 65 minutes\*

## What is a Serve?

Students measure the weight and dimensions of various vegetables and fruits.

### 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' (i.e. have health benefits). Discuss with students what they think this means – why do our bodies 'feel good' when we eat enough of them? Do they know what enough means? Display the serve size information from the *Healthy eating for children* brochure up on the whiteboard.
- Advise students that they will be investigating what is a serve size of vegetables and fruit.

**Note:** Advise students that some items may need to be cut to size. Inform students that they will need to request for the teacher (or parent helpers, if available) to cut any items.

### Activity (40mins)

1. Divide students into groups of 3-4. Each group chooses 3-4 vegetables or fruit to measure (i.e. one per student).
2. Students make predictions about how much of each of their vegetables or fruits they believe would equal a serve. Students record this information in their workbooks.
3. Groups weigh each food item to determine how much does actually equal the suggested serve size in grams (150g for fruit, 75g for vegetables). Students may need to have items cut into a smaller size to meet the size requirement (see note above).
4. Groups determine what other measures they could provide for each item, e.g. a cup measure, cubic centimetres, diameter measure.
5. Groups record their data in their workbooks. Students compare their predictions with the actual serve sizes.
6. If time allows, students can weigh the contents of their Crunch&Sip pack to determine how many vegetable or fruit serves it contains.

### Conclusion (15mins)

- Groups report on their findings to the rest of the class. Class develops a list (ready reckoner) of 'what is a serve' information for the vegetable and fruit items measured.

Continued >

# Classroom activities

## Stage Two | Lesson Five | Year 4

### Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.

### Cross Curriculum Links

A student:

- **MA2-11MG** Measures, records, compares and estimates volumes and capacities using litres, millilitres and cubic centimetres.
- **MA2-12MG** Measures, records, compares and estimates the masses of objects using kilograms and grams.

### Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- *Healthy eating for children* brochure from Eat for Health website. This can be displayed on the interactive whiteboard or printed in large size and placed on the wall.
- A selection of vegetable and fruit items to be measured – 1 per student. Ensure a wide variety of items are selected and include fresh, canned, and cooked items.
- Knife and chopping board.
- Scales – 1 per group.
- Measuring tapes – 1 per group.
- Cup measures – 1 per group.
- Workbooks.
- Pencils/pens for writing.
- Optional – parent helpers.

#### 1 month prior:

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

#### 1 week prior:

- organise measuring equipment.

#### 1 day prior:

- organise vegetable and fruit produce.

#### Prior to lesson:

- access *Healthy eating for children* brochure for display on the whiteboard. Print copies if necessary.
- set up measuring equipment.

**Duration | 65 minutes\***

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## What is a Serve?

### Assessment

- For:** Student effectively contributes to group work.
- As:** Student collaborates with fellow group members to facilitate learning. Student accurately measures and records vegetable and fruit quantities.
- Of:** Quality of student work as displayed in workbooks. Student accurately records and represents data.

### Differentiation

- Extend:** Students undertake the task individually.
- Simplify:** Students complete the task with assistance. Students complete the task in mixed ability groups. Students complete a lower year activity.

### School/Home Link

Students take a copy of the ready reckoner home to use. Students can weigh and measure the number of serves of vegetables and fruit in a meal, a snack or over a whole day.

\*Ensure activity is planned for before Crunch&Sip if students are to measure their Crunch&Sip pack.