



**FRUIT & VEG MONTH**

Teachers Booklet 2016

.....

# Vegetables are Funky!

Featuring  
**The  
Vegetable  
Plot**





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**This booklet has been printed with vegetable based inks on 100% recycled paper and can be put in the compost or recycled when no longer needed.**

**The  
Vegetable  
Plot**



# Welcome to



**Healthy Kids Association, with the support of the NSW Ministry of Health, is excited to announce the theme of this year's Fruit & Veg Month – 'Vegetables are Funky!'**

Australian children do not eat enough vegetables.

According to the most recent population-wide health survey, the 2014-15 National Health Survey, only 5.4% of Australian children meet the Australian Dietary Guidelines recommendations for number of serves of vegetables.

And, unfortunately, telling children to eat more vegetables because they are healthy is not the answer.

This year's Fruit & Veg Month is all about letting children identify the

positive attributes of vegetables – the amazing facts, interesting growth habits and tasty flavours.

With the help of The Vegetable Plot's catchy tunes and clever lyrics, students are encouraged to write songs, poems and stories to celebrate vegetables. We might even see some interesting veg-related dance moves!

Our hope is that this positive 'spin' on all things veg-related will result in improving students' knowledge and behavior towards eating more vegetables.

**So let's get funky with vegetables!**

**Vegetables  
are  
Funky!**

**With your commitment, we hope your students develop healthy eating habits that endure beyond the month of activities and lead to healthy eating habits that last a lifetime.**

Fruit & Veg Month runs for the last four weeks of Term 3, from 29 August – 23 September. Use this booklet to get your whole school community 'funky with veg'.

#### **In this booklet you'll find:**

- Classroom activities for Early Stage 1 to Stage 3
- Ideas to get the whole school community working together
- Tips for running a successful Fruit & Veg Month
- How to involve the school canteen
- Important information about allergies

#### **Acknowledgements**

Healthy Kids Association has been fortunate to have the support of the following organisations and individuals in providing resources for Fruit & Veg Month 2016:

- Luke Escombe and The Vegetable Plot – for donating their time, graphics and musical material
- Kylie Johnson – for assisting in the development of curriculum materials





## Classroom activities

This year we have continued with our standard format classroom activities that make them easy to use and implement. And of course, where relevant, we have included worksheets to accompany the activities.

In an exciting first for Fruit & Veg Month, we have developed interactive whiteboard materials. These materials can be found in the Vegetable Science classroom activities for each stage.

All of these classroom activity resources can be used during Fruit & Veg Month or any time of year. Add them to your school's resource library so they're always available to all teaching staff, even after Fruit & Veg Month is long gone.

## Sticker rewards

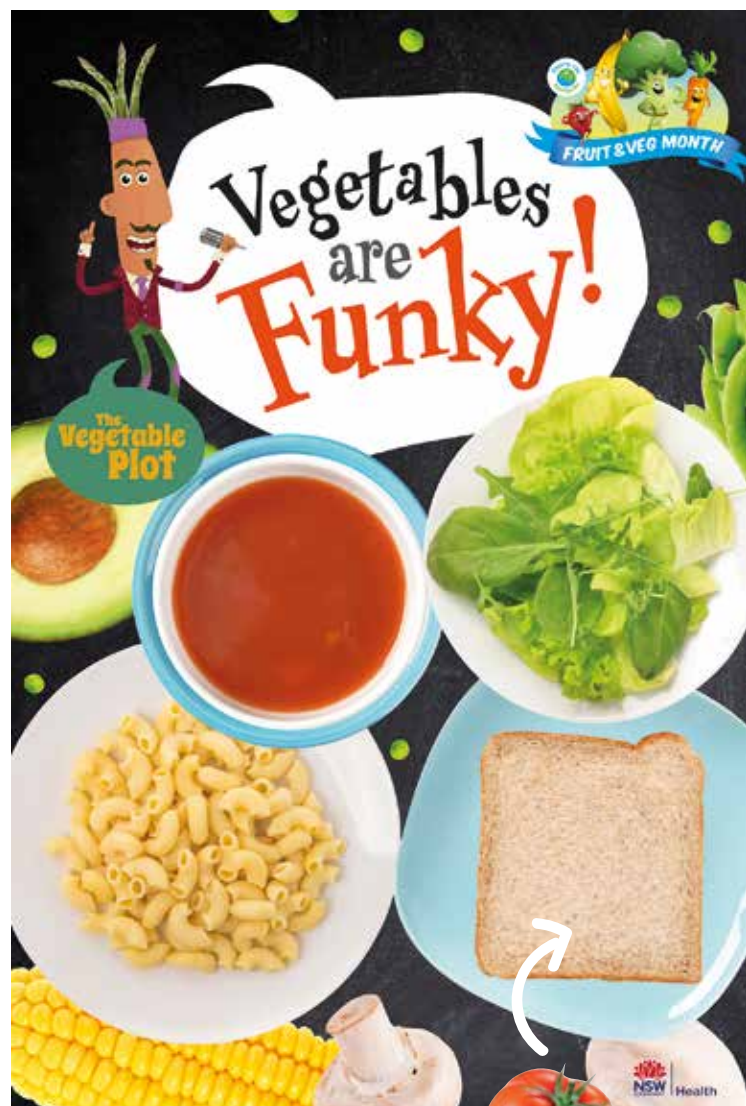
Within your pack we have also included one A1 sized sticker reward chart (poster) for each class, with sheets of stickers that can be used on it. Rewards can be used for students trying vegetables at tastings, hard work and good behavior. You may decide to use the stickers in another way, or use our stickers for your own merit system. It's up to you!

Each registered school will receive posters for each classroom, and stickers to use as student rewards.


This Fruit & Veg Month Teachers Booklet is also available electronically for a limited time via:

[www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)

Please contact us with any questions about Fruit & Veg Month via [info@healthy-kids.com.au](mailto:info@healthy-kids.com.au) or (02) 9876 1300.



Vege stickers to place on your poster



## Tell us what you get up to!

### We want to hear from you!

Post pictures and updates of the fun you're having during Fruit & Veg Month on Facebook and Twitter. Tag us using @healthykids.au for Facebook and @healthykidsau for Twitter, and don't forget to use the hashtag #FruitAndVegMonth.

Please note: you need permission from a child's parents before you share a photo of them. You can, however, share photos of the work they've created without photographic permission.

We will be sharing your posts via our social media sites, in the Fruit & Veg Month newsletters and on our website. Seeing what others are doing is very inspirational, so please join in the fun.

## Food safety

**It is important to follow food safety procedures during any activities involving food.**

More information is available in the Australian Dietary Guidelines summary booklet available from [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au) (resource code N55a) or the NSW Government Healthy Kids website ([www.healthykids.nsw.gov.au/recipes/food-safety-and-hygiene.aspx](http://www.healthykids.nsw.gov.au/recipes/food-safety-and-hygiene.aspx)).

### Key points to consider include:

- Washing your hands
- Washing fruit and vegetables thoroughly
- Keeping food preparation areas clean
- Discarding unused food
- Using utensils such as tongs to serve or share food
- Storing food safely – keep cold food cold

# 10 tips for a SUCCESSFUL Fruit & Veg MONTH

- 1 Get other teachers on board and let them know about the resources available – class posters, student reward stickers and the downloadable copy of the Teachers Booklet ([www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)). In the lead up to Fruit & Veg Month, we will be sending 'get ready' enewsletters. Forward these to other teachers to keep them informed.
- 2 Partner up with other teachers in your year group. This way you can share the responsibilities of organising and teaching the activities.
- 3 **Teachers are important role models.** Bring in your own vegetable-filled snacks and lunch. Start a conversation during Crunch&Sip, recess or lunch about why you like a particular vegetable (e.g. taste and texture) and any interesting facts about it. The A-Z of Veg and Fruit pages from the Crunch&Sip School Resource Pack may be useful and can be found at [www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx](http://www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx)
- 4 Work with your students to collect data about class participation. Measure whether or not consumption of vegetables increases throughout the month and give an award for the class that improves the most. We would love to see the results.
- 5 Don't forget to inform parents that students will be participating in Fruit & Veg Month activities. Let them know about the events you've planned via your school newsletter, blog or class/grade representatives.
- 6 To 'get the message home' encourage families to complete the Veg it to the Max! Family Challenge (see page 9). Many of the classroom activities also have an optional home link activity – a great way to let parents know what students have been learning in the classroom.
- 7 Send a permission note home to parents so they know students will be sampling different types of vegetables in the classroom. A Fruit & Veg Month permission slip template can be found at [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)
- 8 Talk to parents of students with allergies about how to manage their allergies and what approach they would like you to take. **NOTE:** see the information on allergies and food safety.
- 9 Organise supplies of vegetables for tastings and events. Ask a local greengrocer for a donation, use the school garden, reach out to parents for help or ask the P&C (or P&F) Committee for support. Parents will be keen to help when they realise that tastings may result in their kids eating more vegetables at home.
- 10 Contact local media regarding events you're planning at school. It's a fantastic way to get exposure for your school and recognition for your efforts.

## Allergies

**Food allergies can cause potentially life-threatening symptoms.**

If you are planning to hold events or classes where food is offered to students, it is essential to minimise exposure to those at risk of an allergic reaction. While allergies to fruits and vegetables aren't very common in children, they still need to be kept in mind.

### When planning and delivering Fruit & Veg Month:

- Send home permission forms. A downloadable template has been provided at [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)
- Leave known allergens out of class activities
- Supervise students with known allergies during tastings or food activities to avoid peer pressure to try allergens
- Discuss with parents how to manage food tastings



# Work together as a WHOLE SCHOOL

**Fruit & Veg Month is a fantastic opportunity to promote positive attitudes and behaviours towards vegetables across your whole school community. Why not try some of the following ideas to get everyone excited about eating vegetables?**

## **Reinvigorate Crunch&Sip® at your school**

Although your school may already run Crunch&Sip, Fruit & Veg Month is a fantastic opportunity to relaunch the program. We often hear of schools that use Fruit & Veg Month as a way to refresh students, teachers and parents' understanding of the program and its aims. Take a look at the Crunch&Sip School Resource Pack for ideas: [www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx](http://www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx)

## **Trial Crunch&Sip® in each classroom**

If your school doesn't already, why not introduce Crunch&Sip during Fruit & Veg Month to see if it will be feasible to continue on a longer-term basis? For more information, go to: [www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx](http://www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx)

## **Display students' work**

Set up displays in your school hall, library or classroom to showcase the work students create during Fruit & Veg Month. The classroom activities in this booklet contain some fantastic ideas for work to display.

## **Get crunching!**

Want to be part of NSW's biggest simultaneous veggie crunch? Then sign your school up to the Big Veggie Crunch to be held Thursday 1 September at 11am.

### **How do you join in?**

Just sign up and rally the troops. Our Fruit & Veg Month newsletters will provide you with reminders, resources and tips to get your school organised for the event.

Register for The Big Veggie Crunch via the Fruit & Veg Month website: [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)

## **Host a tasting**

Research has shown that children are more likely to accept vegetables if they are exposed to them often. Holding tastings during Fruit & Veg Month is a chance to get children tasting, and ultimately eating, more types of vegetables.

Each year we hear from many schools that have held fruit and vegetable tasting sessions. Overwhelmingly, the feedback is that positive peer pressure is very persuasive.

A tasting can be done within your own class, as a classroom activity or as a whole school activity.

Some ideas for tasting activities include:

- Arranging for parents or Year 6 students to deliver tasting plates to the classroom as a mid-morning break to help refuel and refresh. You can do this during your usual Crunch&Sip time too.
- Having the canteen offer free vegetable tastings on one or more days of the week.
- Having staff, parents or Year 6 students distribute tasting plates during recess over a one week period.

Try including delicious spring produce that students may not have tasted before. Ask your local greengrocer about what fruit and vegetables are in season and tasting great during Fruit & Veg Month.

When doing tastings, emphasise the taste, smell, texture, sound and visual appearance of the vegetables. You can also focus on how eating lots of vegetables makes them feel. Bear in mind that emphasising the health aspect of fruit and vegetables may backfire.

**NOTE:** see the information on allergies and food safety on pages 4 - 5 of this booklet.



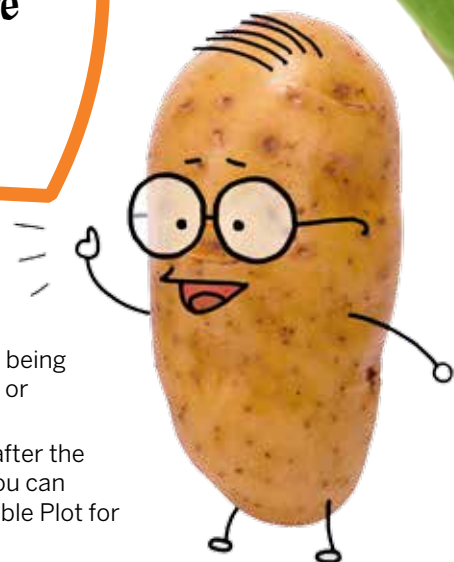
Download the song 'Vegetables are Funky' by The Vegetable Plot for free from their website!

### Have a Fruit & Veg assembly

Invite parents and carers to a whole school assembly. You can use it to launch or conclude Fruit & Veg Month.

Talk about any new fruit and vegetable initiatives that are being introduced at the school, such as a kitchen garden, a trial or reinvention of Crunch&Sip, whole of school tastings etc.

And finally, what about a vegetable themed song to sing after the National Anthem – a Fruit & Vegetable Month anthem! You can download the song 'Vegetables are Funky' by The Vegetable Plot for free from their website – [www.thevegetableplot.com.au](http://www.thevegetableplot.com.au)



### Set up a kitchen garden

If your school doesn't already have a kitchen garden, this might be the time to set one up. A kitchen garden can be a great tool for education. Tasks in the garden can be used across a wide range of syllabuses.

It is also a fantastic way for students to learn about the growing of vegetables and how delicious freshly picked vegetables can taste.

Once the garden is up and running, you can offer the produce to the canteen or sell it to parents and staff.



### Hold a fruit & veg dress up day

Ask students and staff to dress in the colour of their favourite vegetable or make vegetable costumes to wear. See [www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx](http://www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx) for some great costume ideas.

## Come up with a new band member character for The Vegetable Plot


### Run a school-wide competition

Hold a competition across your whole school or just across a Year or Stage group. Some competition ideas include: asking students to create a vegetable inspired song (based on a familiar tune); go arty with a vegetable sculpture or painting competition; or participate in a recipe or cooking competition.

You could even ask students to come up with a new band member character for The Vegetable Plot. Take a look at the cast page of The Vegetable Plot website ([www.thevegetableplot.com.au](http://www.thevegetableplot.com.au)) to see how vegetable names have been used to create band member character names (e.g. Aspara Gus, Sue Kini and Artie Choke).







Fruit & Veg Month coordinators: please photocopy this page and give it to your canteen manager when you discuss plans for Fruit & Veg Month with them.

# Calling

## all canteen managers

**Getting the canteen involved in Fruit & Veg Month can really help to bring home the 'vegetables taste good' message.**

### Upsize on the veg!

Make Fruit & Veg Month a time to trial some new menu items that are heavy on the veg!

The class posters for this year's Fruit & Veg Month use vegetable stickers to recreate common dishes (pasta, soup, salad and sandwiches) that have heaps of vegetables. Why not bring this message to the canteen by upsizing the amount of vegetables in some of your standard menu items?

In order to get students tasting your new upsized-veg offerings, provide the extra vegetables at no extra cost. Ask the parent body for funds or ask your local greengrocer or supermarket for donations.

If the new upsized vegetable dishes are a success, consider increasing the cost of your less healthy menu items to cover the ongoing cost.

#### **Why not try these ideas for your new (or modified) menu items:**

- Add vegetables to all your sandwiches, burgers and wraps as standard. Rename the menu items for the month, if need be, to alert students to the change.
- Provide a side salad with all hot meals as standard. Make the salad appealing and easy to eat with bite-sized pieces of cut up crunchy veg.
- Sell a create-your-own vegetable snack cup at recess. Have a selection of cut up vegetables on offer that students can pick and mix to fill the cup. Add dip and/or cheese to provide extra flavour. And don't forget a fork.
- Make your own pasta sauce or soups that include lots of vegetables. See the Healthy Kids website ([www.healthy-kids.com.au](http://www.healthy-kids.com.au)) for recipe ideas.

### Create a fruit and veg tasting plate

Teachers are always telling Healthy Kids that a tasting plate in class is successful at getting kids to try fruit and vegetables that they otherwise might not eat. Talk to teachers about providing a tasting plate for their classroom, have a tasting plate at the canteen window, or ask some Year 6 students to volunteer to distribute a tasting plate at recess.

### Have a vegetable guessing competition

Display an exotic or unusual vegetable in the canteen (it can be the real thing or a close-up picture) and ask students to enter a competition to guess what it is. The prize could be something from the canteen such as a vegetable and dip snack cup or a free salad.

### Advertise your Fruit & Veg Month menu specials

Make it easy for students and staff to see the Fruit & Veg Month specials you are selling.

Develop a display poster or put up photos of the menu items, along with their prices. Put up the poster or photos outside the canteen or make multiple copies to distribute around the school. If time is an issue, approach the teaching staff to see if a class can take on this project prior to Fruit & Veg Month.

And don't forget to put a note in the school newsletter and on the school website to let the parents know too.





Fruit & Veg Month coordinators, please provide this page to parents and carers. A PDF copy can be found at: [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)

# veg it to the MAX!

## FAMILY CHALLENGE

### Dear Parents and Carers,

Your child's school is taking part in Fruit & Veg Month 2016. The theme of this year's program is 'Vegetables are Funky'!

Did you know that only 5.4% of Australian children eat the recommended serves of vegetables? Primary school aged children need around 5 serves of vegetables a day (1 serve = 1 cup of raw salad vegetables or ½ cup of cooked or canned vegetables).

Unfortunately, simply telling your kids to eat more vegetables because they are healthy doesn't tend to work. 'Vegetables are Funky' is all about encouraging kids to eat more vegetables through positive and fun activities.

**To get the whole family into the spirit of the month, we challenge you to.... veg it to the MAX!**

### How?

- Take one of your regular family recipes. 'Max the Veg' by increasing the amount and variety of vegetables in the recipe.
- Work together as a family to create your dish. Involving the kids in the planning, preparation and cooking means they are more likely to enjoy it. To get in the mood, listen to selected tracks from The Vegetable Plot for free – [www.thevegetableplot.com.au](http://www.thevegetableplot.com.au)
- Take a photo of the dish, fill out the entry form and send it in! Use the hardcopy form attached or enter online at [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)

### What?

**There are some great prizes to be won:**

**1st prize | 2 to be won**

\$250 cash

**2nd prize | 10 to be won**

\$100 Harris Farm Markets gift cards

**3rd prize | 20 to be won**

Season One CD by The Vegetable Plot

### When?

All competition entries must be received by 5pm, Friday 14 October. Winners will be notified by Friday 4 November.

Full competition details can be found at: [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)

Please note that by entering this competition you are permitting Healthy Kids to use your recipe and photo in both hard copy publications and online.

Please write clearly. Illegible entries will not be able to be judged.



**Vegetables  
are  
Funky!**





**Recipe Name:** \_\_\_\_\_ **No of serves:** \_\_\_\_\_

**Ingredients:**

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**Method:**

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**How did you 'MAX the Veg'?**

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**Any other information you want to provide about your recipe?**

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**Please attach a photo of your dish to complete your entry form.**

**YOUR ENTRY DETAILS:**

Name: \_\_\_\_\_ Daytime phone number: \_\_\_\_\_

Email address: \_\_\_\_\_

School: \_\_\_\_\_

**SEND YOUR COMPLETED ENTRY TO:**

Veg it to the Max Competition  
Healthy Kids Association  
Suite 1.04, 16 Cambridge St, Epping NSW 2121



**Vegetables  
are  
Funky!**



# Classroom activities

## Early stage one / Lesson one



### Learning Outcomes

A student:

- **ENe-2A** Composes simple texts to convey an idea or message.
- **ENe-10C** Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts.



### Cross Curriculum Links

A student:

- **PHES1.12** Displays basic positive health practices.



### Resources and Preparation

#### Resources

- A selection of vegetables for display. Vegetable models or images of vegetables could also be used. Provide vegetables with names that would be relatively easy to use in an acrostic poem.
- Workbooks.
- Pencils for writing, drawing and colouring.
- Whiteboard pens.
- Optional – parent helpers.

[Resources and Preparation continued >](#)

## Vegetable Poetry

Students develop a poem to celebrate their favourite vegetable.

### Introduction (5 mins)

- Teacher shows students examples of vegetables. Ask students if they have eaten these vegetables and what words they might use to describe them, e.g. taste, texture and appearance.
- Advise students that they will be writing a simple acrostic poem to celebrate a vegetable. Teacher shows students a sample acrostic poem, how it is constructed and how descriptive words have been used.

### Activity (25 mins)

1. In table groups, students explore the vegetables to experience their feel and appearance. Students can recall taste and texture experiences.
2. Teacher and class develop an acrostic poem together using one of the sample vegetables. Teacher can use one of the pre-prepared poems if needed.
3. Students develop an acrostic poem of a vegetable and write it into their workbooks. Teacher provides assistance as needed. Students directed to sample words as needed.
4. Students can decorate their poem with drawings of their vegetable, if time allows.



### Conclusion (10 mins)

Students can present their poem to the class.

**Note:** a tasting activity could also be included to enhance the experience.

[Vegetable Poetry activity continued >](#)





# Classroom activities

## Early stage one / Lesson one continued

### Resources and Preparation

#### Preparation

##### 1 month prior:

- organise parent helpers.

##### 1 day prior:

- organise vegetables for display.

##### Prior to lesson:

- teacher prepares vegetable samples, models or images.
- teacher develops 2–3 sample acrostic poems based on the sample vegetables.
- teacher develops a list of sample words to assist students if required. These words can be displayed on the whiteboard.

**Duration | 40 minutes**

### Assessment

**For:** Student contribution to group tasks.

**As:** Student effectively completes task.

**Of:** Quality of student poem.

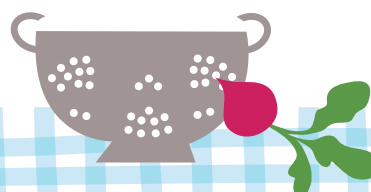
### Differentiation

**Extend:** Students create a poem based on a longer vegetable name.

**Simplify:** Students complete poem with assistance, in a pair or in a group.

### School/Home Link

Students ask a parent or carer about their favourite vegetable and develop an acrostic poem about it. Poems can be published in the school newsletter.



# Classroom activities

## Early stage one / Lesson two



### Learning Outcomes

A student:

- **STe-8NE** Identifies the basic needs of living things.
- **STe-4WS** Explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas.



### Cross Curriculum Links

A student:

- **PHES1.12** Displays basic positive health practices.



### Resources and Preparation

#### Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Vegetable Science ES1 via [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)
- Worksheet 1 – Vegetables need...
- Pencils for writing and drawing.
- Optional – glue sticks.

#### Preparation

##### Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 1 – 1 per student.

**Duration | 40 minutes**

## Vegetable Science

Students will be introduced to what vegetables need to grow.

### Introduction (10 mins)

- Ask students, do you grow vegetables at home? What vegetables do you grow? (IWB).
- As a class discuss what parts of the vegetable plants are picked for us to eat. The class list of vegetables grown at home can be used as the basis for the discussion. Examples include: the leaves (e.g. lettuce), stems (e.g. celery), roots (e.g. carrot) and flowers (e.g. broccoli) of some plants.

### Activity (15 mins)

1. Ask students what they think the farmer (or home gardener) has to do to help the vegetables grow so they are ready to eat (IWB). Teacher can write or type onto the screen.
2. Inform students that they will be watching a video of a farmer talking about what his vegetables need to grow strong and healthy.
3. Watch video (IWB).
4. Ask students to recall what the farmer had to do to help the vegetables grow (IWB).
5. As a class complete interactive activity (IWB).



### Conclusion (15 mins)

Class discusses the statement on WS 1 (IWB). Students provided with a copy of WS 1 to complete. Worksheets can be displayed in the classroom or glued into workbooks.

### Assessment

- For:** Student effectively contributes to class discussions.
- As:** Student is able to complete worksheet activity and seeks assistance as needed.
- Of:** Student correctly identifies the basic needs of growing vegetable plants.

### Differentiation

- Extend:** Students write a procedure on how to care for a vegetable plant.
- Simplify:** Students complete the worksheet task with assistance.

### School/Home Link

Student asks a family member, neighbour or friend about how they care for the vegetables they grow.





# Classroom activities

## Early stage one / Lesson three



### Learning Outcomes

A student:

- **VAES1.2** Experiments with a range of media in selected forms.



### Cross Curriculum Links

A student:

- **PHES1.12** Displays basic positive health practices.
- **ENe-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.



### Resources and Preparation

#### Resources

- Pictures of vegetables from magazines and junk mail. Students to bring in from home with assistance from parents/carers. Teacher to source additional pictures to ensure there is enough in quantity and variety. *The A-Z of Veg and Fruit* pages from the Crunch&Sip School Resource Pack may be useful and can be found at [www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx](http://www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx) **Note:** some letters will not have a vegetable. Teacher can opt to omit these letters from the activity.

[Resources and Preparation continued >](#)

## Vegetable Art

Students develop an A-Z book of vegetables.

### Introduction (5 mins)

- Teacher advises students that they will be making an A-Z class book of vegetables.

### Activity

#### First lesson (10 mins)

1. Students cut their pictures, dispose of scraps and place pictures into a container for sorting. Teacher sorts through pictures to remove duplicates, pictures that are not clear or too small and to determine if extra pictures are needed to complete the activity.

#### Second lesson (20 mins)

2. Students sit on the floor.
3. A4 sheets are laid out on desks along with glue sticks.
4. Teacher models task.
5. Each student is then given the opportunity to pick a picture. Student works out the first letter (with assistance if needed) and finds the correct sheet to glue it on. Multiple students could undertake task at the same time.

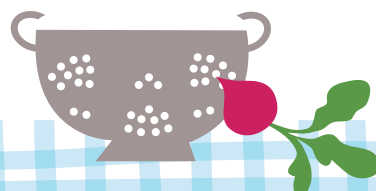
### Conclusion (15 mins)



Book is assembled. Students are able to explore the pictures and discuss what they see. Alternatively, pages could be displayed around the walls of the classroom, hallways or library.

**Note:** this activity could be completed daily or weekly over Fruit & Veg Month. One or more letters could be undertaken each day as a whole class activity.

[Vegetable Art activity continued >](#)



# Classroom activities

## Early stage one / Lesson three continued

### Resources and Preparation

- A4 paper – 26 pieces (1 for each letter of the alphabet).
- Scissors.
- Glue sticks.
- Whiteboard pens.

### Preparation

#### 1 week prior:

- teacher sends a note home for students to start collecting pictures of a wide variety of vegetables for a class project. If the activity is to be done daily, students could bring in pictures at the beginning of each week.

#### Prior to lesson:

- teacher writes a letter of the alphabet onto each sheet of A4 paper.

### Duration

**15 minutes** (first lesson)

**35 minutes** (second lesson)

### Assessment

**For:** Student contribution to group discussion and tasks.

**As:** Student effectively completes tasks. Student asks for assistance and/or uses resources to assist in task completion.

**Of:** Student is able to complete tasks.

### Differentiation

**Extend:** Students provided with multiple pictures and work out where to place vegetable pictures without assistance. Students choose a letter and come up with as many vegetables as they can (draw or write).

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

### School/Home Link

Students ask for assistance from parents/carers to find a wide variety of pictures of vegetables from across the alphabet.





# Classroom activities

## Early stage one / Lesson four



### Learning Outcomes

A student:

- **PHES1.12** Displays basic positive health practices.



### Cross Curriculum Links

A student:

- **ENe-2A** Composes simple texts to convey an idea or message.



### Resources and Preparation

#### Resources

- Worksheet 2 – Vegetable party.
- Music from The Vegetable Plot ([www.thevegetableplot.com.au](http://www.thevegetableplot.com.au)).
- Permission slip for tasting activities (a modifiable one is available at [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)).
- Variety of vegetables – cut into bite-sized pieces. Allow ½–1 cup of vegetable pieces per student. Vegetables can be cut into fun shapes such as stars, diamonds, flowers. Vegetables can also be displayed in fun ways, e.g. in cupcake wrappers, jelly cups, cellophane 'party' bags. Donations of produce can be requested from parents, the school garden, and local businesses or funding can be requested from the parent body.

*Resources and Preparation continued >*

## Vegetable Yum

Students are encouraged to taste a range of vegetables through fun activities.

### Introduction

#### First lesson, 1–2 weeks prior to party (10 mins)

- Teacher asks students what a party means to them. Teacher writes answers up on whiteboard. Some examples might be: fun games, decorations, activities, party food, dancing.
- Teacher asks students to brainstorm what a 'vegetable party' might involve. Teacher writes answers up on whiteboard.
- Advise students that the class will be holding a vegetable party on \_\_\_\_ (insert day/date).

#### Second lesson (5 mins)

- Advise students that it is time for the vegetable party. Ask students what they are expecting to happen at the party.

### Activity (35 mins)

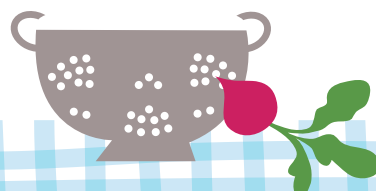
1. Students play a vegetable party game (e.g. carrot, carrot, corn or musical bumps to a song from The Vegetable Plot).
2. Helpers set group tables with food, plates and napkins.
3. Students, teacher and helpers sit down to eat.
4. While eating students can discuss appearance, taste, smell and texture of the vegetables. What did they like the most/least? Teachers and/or helpers can provide modelling.
5. Students, teacher and helpers clean up.
6. Teacher displays copy of WS 2 on IWB and explains how to complete it. Students complete WS 2.



### Conclusion (10 mins)

Lesson concludes with a dance to music from The Vegetable Plot.

*Vegetable Yum activity continued >*



# Classroom activities

## Early stage one / Lesson four continued

### Resources and Preparation

- Party decorations, plates and napkins. Donations can be requested from parents and local businesses or funding can be requested from the parent body.
- Serving plates and serving utensils.
- Parent helpers for prior food preparation and decoration.
- Parent helpers or Year 5/6 students for party assistance.
- Pencils for writing, drawing and colouring.
- Whiteboard pens.

### Preparation

#### 2–3 weeks prior to second lesson:

- organise class helpers.
- develop a list of supplies needed and request donations/funding as needed.
- send permission form home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

#### 1 week prior to second lesson:

- check permission slip returns.

#### 1–2 days prior to second lesson:

- source the vegetables, party decorations, plates and napkins.

#### Prior to second lesson:

- wash and cut vegetables into bite-sized pieces.
- place a selection of food items onto plates to be placed in the centre of each group table. Provide serving utensils if needed.
- place plates and napkins at each desk.
- ensure students have washed hands. Allow extra time if this task is going to be included in the lesson.
- display a copy of WS 2 on IWB.
- photocopy WS 2 – 1 per student.

### Duration

**10 minutes (first lesson)**

**50 minutes (second lesson)**

Ensure second lesson is planned for a suitable time for eating, e.g. prior to a meal break or at the end of the day.

### Assessment

**For:** Student contribution to group tasks.

**As:** Student effectively completes task. Student identifies why vegetables are important.

**Of:** Quality of student work.

### Differentiation

**Extend:** Student writes a recount of the activity or a procedure for throwing a vegetable party.

**Simplify:** Student undertakes worksheet task with assistance.

### School/Home Link

Student takes WS 2 home to show parents and carers.





# Classroom activities

## Stage one / Lesson one



### Learning Outcomes

A student:

- **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.
- **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.



### Cross Curriculum Links

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.



### Resources and Preparation

#### Resources

- YouTube video on story writing ([www.youtube.com/watch?v=OFWcSnRIAmc](https://www.youtube.com/watch?v=OFWcSnRIAmc)).
- Worksheet 3 – Planning a story.
- Workbooks.
- Pencils for writing, drawing and colouring.
- Whiteboard pens.
- Glue sticks.

*Resources and Preparation continued >*

## Vegetable Story

Students develop a story that celebrates their favourite vegetable.

### Introduction (10 mins)

- Teacher asks students to think about their favourite vegetable and why it is their favourite vegetable. Guide students to think about taste, texture, and appearance.
- Discuss how these characteristics might be used as a superpower (e.g. celery's crunch could be used to blow enemies away). Teacher writes examples of students' favourite vegetables and some possible superpowers. Students can pair up to share ideas (Think-Pair-Share).
- Advise students that they will be writing a short story to celebrate their favourite vegetable. The story will take one or more of the vegetable's characteristics and make them into superpowers (a Super Veg Story).

### Activity (35 mins)

1. Students watch video on how to structure a story.
2. Using WS 3, students develop a plan for their story. Glue WS into workbooks.
3. Students pair up to swap story plans and gather feedback from peers.
4. Students write their short story into their workbooks. Students can illustrate their story if time allows.

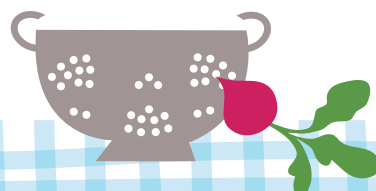


### Conclusion (10 mins)

Selected students can present their short story to the class.

**Note:** this activity can be done over 2 lessons with the story planning tasks conducted in the first lesson and story writing task in the second lesson.

*Vegetable Story activity continued >*



# Classroom activities

## Stage one / Lesson one continued

### Resources and Preparation

#### Preparation

##### 1 month prior:

- upload video.
- photocopy WS 3 – 1 per student.

**Duration | 55 minutes**

### Assessment

- For:** Student contribution to group and paired tasks.
- As:** Student effectively completes tasks and asks for assistance when needed.
- Of:** Quality of student plan and story.

### Differentiation

- Extend:** Students produce a chapter book instead of a short story. Students can role-play story in small groups.
- Simplify:** Students can draw a series of pictures to depict their story and then teacher or class helper scribes the text.

### School/Home Link

Student work is published in the school newsletter or on the school website.





# Classroom activities

## Stage one / Lesson two



### Learning Outcomes

A student:

- **ST1-11LW** Describes ways that different places in the environment provide for the needs of living things.
- **ST1-4WS** Investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know.



### Cross Curriculum Links

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.



### Resources and Preparation

#### Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Vegetable Science S1 via [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)
- Worksheet 4 – Vegetable experiment.
- Pencils for writing.

*Resources and Preparation continued >*

## Vegetable Science

Students will investigate the variables that might affect the growth of vegetable seedlings.

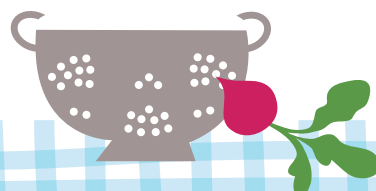
### Introduction (15 mins)

- Ask students: Do you grow vegetables at home? Or have you seen or visited a farm that was growing vegetables? What do you think vegetables need to grow healthy and strong so that you can eat them (IWB)?
- Watch video of farmer explaining the basic needs of growing vegetables (IWB).
- As a class, review the 3 basic needs of growing vegetable plants – sunlight, water, food. Explain to students that they will be conducting a virtual experiment to measure the impact on seedling growth of withdrawing 1 of these basic needs.

### Activity (35 mins)

1. Discuss how you might test the impact of withdrawing 1 of the basic needs from vegetable seedlings on their success. Brainstorm the importance of a control (IWB).
2. As a class, develop an experimental procedure (IWB). Teacher can opt to print or save the procedure as a PDF (*note: print or save before changing screens or work will be lost*). See Teachers Notes for a suggested experimental procedure.
3. As a class, students make predictions for what they think will happen for each variable (IWB). Hand out WS 4 and students fill in their predictions.
4. Undertake the virtual experiment (IWB). Students fill out the 'this is what happened' part of the WS during the activity.
5. Class discusses their findings. Which plant was the most successful? What happened with the seedlings that missed out on: water; food; sunlight? Were their predictions correct? Were there any surprises?

*Vegetable Science activity continued >*



# Classroom activities

## Stage one / Lesson two continued

### Resources and Preparation

#### Preparation

##### Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 4 – 1 per student.

**Duration | 60 minutes**



### Conclusion (10 mins)

Students conclude what the vegetable plants need to survive and/or flourish (IWB). Students complete WS 4.

**Note:** The basic needs experiment could also be undertaken in real life within the class setting.

### Assessment

- For:** Students identify things that vegetables need to grow healthy and strong so that you can eat them.
- As:** Student provides useful additions to class development tasks (e.g. recall of basic needs, predictions, experimental procedure).
- Of:** Student uses WS 4 to reflect on learning and seeks assistance when needed.

### Differentiation

- Extend:** Students develop experimental procedure, predictions and conclusions individually before discussing with the rest of the class.
- Simplify:** Provide assistance with WS tasks.

### School/Home Link

Students provided with a copy of the experimental procedure to take home so they can undertake the basic needs experiment in real life with parents/carers if desired.



# Classroom activities

## Stage one / Lesson three



### Learning Outcomes

A student:

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



### Cross Curriculum Links

A student:

- **IRS1.11** Identifies the ways in which they communicate, cooperate and care for others.
- **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.



### Resources and Preparation

#### Resources

- A variety of vegetables to be used to paint with. Teacher can brainstorm with students prior to the day for ideas. Some examples might include: tops of celery and carrot; okra and celery cross sections; potato halves. Vegetable donations can be sought from local businesses, school kitchen garden or parents. Ensure there are enough vegetables so that each student will have the option of using each vegetable form in each of the available paint colours.

*Resources and Preparation continued >*

## Vegetable Art

Students use various vegetable shapes and forms to produce a painting.

### Introduction (5 mins)

- Teacher advises students that they will be using vegetables to make artwork. Teacher shows students the vegetable parts they can choose from.
- Students brainstorm what kinds of effects they might be able to achieve with the various vegetable forms available. Teacher writes ideas on whiteboard.
- Students discuss how they will work together to undertake activity (e.g. preparation, sharing, packing up). Teacher writes ideas up on whiteboard.

### Activity (25 mins)

1. Students break into groups for painting activity.
2. Ask students to choose a subject for their painting (e.g. a house, a garden, an animal or a person).
3. Students use the various vegetable forms to produce their artwork.
4. Artwork hung up to dry and students help to pack away.

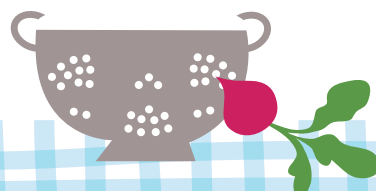


### Conclusion (10 mins)

Students discuss the challenges and successes of painting with the various vegetable forms. Artwork can be displayed in the classroom or around the school.

**Note:** Teacher could demonstrate the preparation of vegetables during class. Students could request various parts of the vegetable to use. A tasting activity could also be included before or after the painting activity.

*Vegetable Art activity continued >*





# Classroom activities

## Stage one / Lesson three continued

### Resources and Preparation

- Paint.
- Trays for holding paint.
- Art paper.
- Whiteboard pens.

### Preparation

#### 1–2 days prior:

- organise vegetables.

#### Prior to lesson:

- prepare vegetables. Place adequate forms of each vegetable at each painting station so that each type of vegetable form can be used in each colour.
- prepare desks for painting.
- put paint into trays.

**Duration | 40 minutes**

### Assessment

**For:** Student contribution to group discussions. Student is able to communicate and cooperate with others. Student articulation of their artwork and the process.

**As:** Student understanding of the task.

**Of:** Student uses multiple forms to produce the artwork.

### Differentiation

**Extend:** Students can write letters to request vegetable donations. Students write a narrative to go with their painting. Students can make a digital collage of the process (e.g. PicPlayPost).

**Simplify:** Students undertake task with assistance. Students use only 1 or 2 vegetable forms in their artwork. Students do not need to produce a painting of a specified subject.

### School/Home Link

Selected artworks can be featured in the school newsletter or on the school website.



# Classroom activities

## Stage one / Lesson four



### Learning Outcomes

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.



### Cross Curriculum Links

A student:

- **MA1-17SP** Gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results.
- **PHS1.12** Recognises that positive health choices can promote wellbeing.



### Resources and Preparation

#### Resources

- Worksheet 5 – My favourite vegetable.
- Variety of vegetables – cut into bite-sized pieces. To provide in case students do not bring in their own vegetable snack.
- Serving plate and serving utensils.
- Paper towel or other equipment for cleaning hands after eating.
- Pencils for writing, drawing and colouring.

*Resources and Preparation continued >*

## Vegetable Yum

Students are encouraged to explore why a particular vegetable is their favourite.

### Introduction (5 mins)

- Teacher asks students what vegetables they have brought in as their favourites and why. Advise students that they will be undertaking a task to describe their vegetable (appearance, texture, taste) and then determining which vegetable is the class favourite.

### Activity (30 mins)

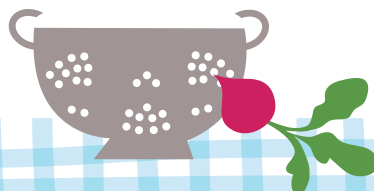
1. Students eat their vegetables.
2. While eating teacher asks students to brainstorm words (adjectives) to describe their vegetable. Guide students to think of words that relate to taste, texture and appearance. Teacher writes words up on whiteboard.
3. Students clean their hands.
4. Using WS 5.1, students complete the Y-chart.
5. Using WS 5.2, students write a descriptive sentence about their favourite vegetable and draw a picture.



### Conclusion (10 mins)

Class develops a graphic display using completed copies of WS 5.2 by sorting them into groups. Using the display, students determine which vegetable was the class favourite.

*Vegetable Yum activity continued >*



# Classroom activities

## Stage one / Lesson four continued

### Resources and Preparation

- Whiteboard pens.
- Bluetac or drawing pins for attaching student work to classroom wall.

### Preparation

#### 1 week prior to lesson:

- send a note home requesting students bring in their favourite vegetable for lesson.

#### 1 day prior to lesson:

- organise a variety of vegetables as extras.

#### Prior to lesson:

- photocopy WS 5.1 – 1 per student.
- photocopy WS 5.2 – 1 per 3 students.
- cut WS 5.2 into strips.
- prepare extra vegetables.
- ensure students have washed hands prior to eating. Allow extra time if this task is to be included in the lesson.

**Duration | 45 minutes**

Ensure lesson is planned for Crunch&Sip or prior to a meal break

### Assessment

**For:** Student contribution to group discussions.  
Student ability in sorting and grouping.

**As:** Student is able to complete WS task.

**Of:** Quality of student work.

### Differentiation

**Extend:** Students create graphic information independently.

**Simplify:** Students complete worksheet task with assistance.  
Students complete tasks in pairs.

### School/Home Link

Student interviews family members to find out which is their favourite vegetable and why. Students collect data and display using a picture graph.





# Classroom activities

## Stage two / Lesson one



### Learning Outcomes

A student:

- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.
- **EN2-10C** Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.



### Cross Curriculum Links

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.



### Resources and Preparation

#### Resources

- Workbooks or blank paper for drafts.
- A4 paper for final copy – 1 per student.
- Sample vegetable rhyme (see Teachers Notes).
- Resources to assist with finding rhyming words (e.g. online dictionaries).
- Pens/pencils for writing, drawing and colouring.
- Whiteboard pens.
- Optional – device for videoing poetry performances.

*Resources and Preparation continued >*

## Vegetable Poetry

Students develop a short rhyme about a vegetable.

### Introduction (5 mins)

- Teacher asks students to think about their favourite vegetable and why it is their favourite vegetable. Guide students to think about taste, texture, look and smell.
- Advise students that they will be writing a short rhyme to celebrate a vegetable.

### Activity (35 mins)

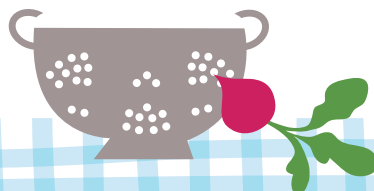
1. Teacher displays sample vegetable rhyme. Ask students what they notice about the rhyme (e.g. poetic devices, rhyming sequence).
2. Discuss type of rhymes (couplets, triplets and quatrains). Discuss rhyming sequences. Discuss sample vegetable rhyme type and sequence.
3. Students divided into groups of 3–4.
4. Groups choose a vegetable name and attempt to write a draft of a couplet, triplet or quatrain. Depending on prior knowledge and skills, teacher provides assistance with choosing type of rhyme, rhyming sequence and finding rhyming words.
5. As a class, discuss the task.
6. Groups finalise their rhyme.
7. Each student writes a final copy of his or her groups rhyme onto a piece of A4 paper. Students can illustrate their rhyme if time allows.



### Conclusion (15 mins)

Groups present their rhymes to the class. These could be videoed to replay to students. Work can be displayed in the classroom.

*Vegetable Poetry activity continued >*



# Classroom activities

## Stage two / Lesson one continued

### Resources and Preparation

#### Preparation

##### Prior to lesson:

- display sample vegetable rhyme up on whiteboard.
- prepare a list of vegetable names with associated rhyming words.

**Duration | 55 minutes**

### Assessment

- For:** Student contribution to group tasks.
- As:** Student effectively completes tasks and asks for assistance when needed.
- Of:** Quality of work produced.

### Differentiation

- Extend:** Students develop rhyme individually or in pairs.
- Simplify:** Students complete task with assistance. Place students in mixed ability groups. Students complete earlier stage activity.

### School/Home Link

Rhymes can be performed at assembly. Rhymes can be published in the school newsletter or on the school website.



# Classroom activities

## Stage two / Lesson two



### Learning Outcomes

A student:

- **ST2-10LW** Describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features.
- **ST2-4WS** Investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken.



### Cross Curriculum Links

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.



### Resources and Preparation

#### Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Vegetable Science S2 via [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)
- Worksheet 6 – Vegetable classification.

*Resources and Preparation continued >*

## Vegetable Science

Students will learn how to classify vegetables and why a varied intake of vegetables is important.

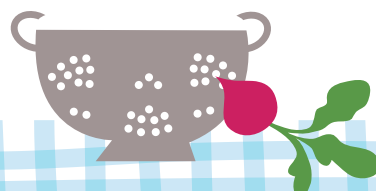
### Introduction (15 mins)

- Display statements (IWB): 'We need to eat plant foods in order to survive. Vegetables are a very important plant food for humans.'
- Ask the students if they can think of reasons why vegetables are important for us. Write answers on brainstorm screen (IWB).
- Ask the students for examples of some of the vegetables they eat. Write up on IWB. How are these vegetables different? Guide students to think about the different colours, which part is eaten, what they look like or how they are grown.
- Display the statement: 'Our bodies need to eat lots of different types and colours of vegetables' (IWB). Ask students to predict why this might be.
- Advise students that they will be learning about the different types and colours of vegetables. They will then be learning how to classify vegetables according to colour and type and why it is important to eat a wide variety.

### Activity (25 mins)

1. Teacher asks students: why might it be useful to classify vegetables into different groups (IWB)?
2. Teacher asks students to think about the colours they see in vegetables.
3. Students identify vegetables belonging in the various colour families (IWB).
4. Using the IWB, students learn about why the colours of vegetables are important, how they relate to plant chemicals and the roles of some plant chemicals.
5. Using the IWB, students classify vegetables according to their type.
6. As a class, undertake the interactive activity (IWB) to provide a wide range of vegetables (colours and types) to an example child.

*Vegetable Science activity continued >*





# Classroom activities

## Stage two / Lesson two continued

### Resources and Preparation

#### Preparation

##### Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 6 – 1 per student.

**Duration | 45 minutes**



### Conclusion (5 mins)

Class produces a statement as to why we need to eat lots of different types and colours of vegetables. Students provided with a copy of WS 6 to complete at home over a week.

### Assessment

- For:** Student contribution to group discussion and group IWB tasks.
- As:** Student understands why a variety of different colours and types of vegetables are needed.
- Of:** Student accurately classifies vegetables using the worksheet.

### Differentiation

- Extend:** Student writes an information report on one type of vegetable.
- Simplify:** Students provided with extra assistance in understanding concepts. Students undertake an earlier stage activity.

### School/Home Link

Worksheet can be completed at home with support from parents.



# Classroom activities

## Stage two / Lesson three



### Learning Outcomes

A student:

- **VAS2.3** Acknowledges that artists make artworks for different reasons and that various interpretations are possible.
- **VAS2.4** Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.
- **VAS2.2** Uses the forms to suggest the qualities of subject matter.



### Cross Curriculum Links

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.



### Resources and Preparation

#### Resources

- Images of simple vegetable artwork using oil pastels, e.g. still life of an individual vegetable.
- A range of vegetables. These can be requested from home or school community (e.g. school garden).
- Cutting board and knife.
- Art paper.

*Resources and Preparation continued >*

## Vegetable Art

Students produce a vegetable portrait.

### Introduction (15 mins)

- Teacher writes the word vegetable up on the whiteboard. Teacher asks students to brainstorm words or phrases that they associate with the word vegetable.
- Display images of the vegetable artworks. After each image, ask students what they feel the artist was trying to convey about the vegetable (e.g. freshness, interesting form or features, tastiness, texture). The artwork images can continue to be displayed during the activity.
- Advise students that they will be producing a portrait of a vegetable using oil pastels. They will be attempting to convey a message about the vegetable through their artwork.

### Activity (35 mins)

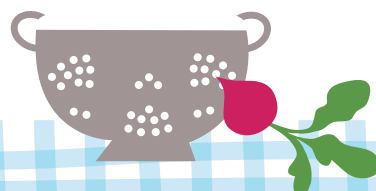
1. Show students the variety of vegetables they can choose from.
2. Allow students time to look at the various vegetables before choosing one. Teacher can cut vegetables to provide cross sections and to expose internal features.
3. Each student takes one vegetable back to his or her table.
4. Student draws an outline of their chosen vegetable.
5. Using the oil pastels, students complete their vegetable artwork.
6. On their artwork, ask students to write the vegetable name and the word or phrase they wished to convey.



### Conclusion (10 mins)

Selected students can present their artwork to the class.

*Vegetable Art activity continued >*



# Classroom activities

## Stage two / Lesson three continued

### Resources and Preparation

- Pencils for drawing.
- Oil pastels.
- Tissues for blending.
- Paper towel for cleaning.

### Preparation

#### 1 week prior to lesson:

- send a note home requesting donations of vegetables for lesson.
- request donations of vegetables from school community.

#### 1 day prior to lesson:

- purchase additional vegetables if required.

#### Prior to lesson:

- load images of vegetable artwork up on interactive whiteboard.

**Duration | 60 minutes**

### Assessment

- For:** Student contribution to brainstorming tasks.
- As:** Student effectively completes tasks and asks for assistance when needed.
- Of:** Quality of artwork and understanding of concepts.

### Differentiation

- Extend:** Students write an explanation of their artwork.
- Simplify:** Students complete task with assistance.

### School/Home Link

Artwork can be displayed around the school and published in the school newsletter or on the school website.





# Classroom activities

## Stage two / Lesson four



### Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.



### 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.
- **COS2.1** Uses a variety of ways to communicate with and within groups.



### Resources and Preparation

#### Resources

- A wide variety of vegetables – cut up in bite-sized pieces. Allow ½–1 cup of vegetable pieces per student. Donations of produce can be requested from parents, the school garden, local businesses or funding can be requested from the parent body.
- Permission slip for tasting activities (a modifiable one is available at [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)).
- Parent helpers for prior food preparation.

*Resources and Preparation continued >*

## Vegetable Yum

Students are encouraged to taste a range of vegetables in a positive environment.

### Introduction (15 mins)

- Teacher asks students for examples of vegetables they like, those they don't like and those they have never tried. Write responses up on the whiteboard.
- Teacher discusses the different elements that come together to influence if we will like a food – taste, smell, texture, appearance and our expectations or perceptions. Teacher can write these elements up on the whiteboard for students to refer back to. Advise students that it can take many tastes of a food before it becomes accepted.
- Advise students that they will be encouraged to taste a vegetable that they don't normally try or have never tried. In the interests of ensuring the tastings are conducted in a positive manner, students will be allowed to taste the food and then remove the food from their mouth using paper towel if they do not wish to fully consume it.

### Activity (10 mins)

1. Teacher displays vegetables on offer.
2. Students place a selection of vegetables on their plates that includes at least one liked vegetable and one vegetable that they do not normally like or have never tried.
3. Students try their chosen vegetables.
4. Promote discussion around the different elements (refer back to the whiteboard) and how they might influence acceptance of the various vegetables.

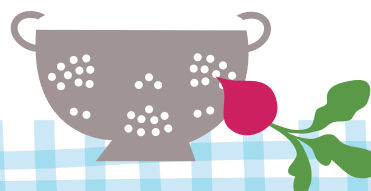


### Conclusion (20 mins)

Students design a certificate to celebrate their taste achievement. This can be done using technology or using A4 card and pens/pencils.

**Note:** *this activity could be used as an opportunity to present and discuss vegetables from cultures and nationalities represented at the school.*

*Vegetable Yum activity continued >*



# Classroom activities

## Stage two / Lesson four continued

### Resources and Preparation

- Serving dishes and serving utensils.
- Disposable plates – 1 per student.
- Paper towel.
- A4 paper or card for certificate.
- Pens/pencils for writing, drawing and colouring.
- Whiteboard pens.
- Optional – computers/ IPADs with appropriate applications for certificate development.

### Preparation

#### 2–3 weeks prior to lesson:

- organise class helpers.
- send permission form home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

#### 1 week prior to lesson:

- check permission slip returns.

#### 1 day prior to lesson:

- organise a variety of vegetables.

#### Prior to lesson:

- wash and cut vegetables into bite-sized pieces and place onto serving plates with serving utensils.
- ensure students have washed hands. Allow extra time if this task is going to be included in the lesson.

**Duration | 45 minutes**

### Assessment

- For:** Student contribution to group discussions and activity.
- As:** Student effectively communicates likes and dislikes.
- Of:** Quality of student certificate.

### Differentiation

- Extend:** Students write an article for the school newsletter on the activity.
- Simplify:** Students undertake certificate development task with assistance

### School/Home Link

Certificates can be taken home to display to parents and carers.



# Classroom activities

## Stage three / Lesson one



### Learning Outcomes

A student:

- **EN3-5B** Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.



### Cross Curriculum Links

A student:

- **MUS3.3** Notates and discusses own work and the work of others.



### Resources and Preparation

#### Resources

- 'Avocado' by The Vegetable Plot – song can be found at [www.thevegetableplot.com.au](http://www.thevegetableplot.com.au)
- Lyrics from 'Avocado' by The Vegetable Plot (see Teachers Notes).
- Resources to assist with finding rhyming words, e.g. online dictionaries.
- Workbooks.
- Draft paper.
- Pens/pencils for writing.
- Whiteboard pens.

*Resources and Preparation continued >*

## Vegetable Poetry

Students study poetic devices found in songs.

### Introduction (10 mins)

- Listen to the song 'Avocado' by The Vegetable Plot. Ask students to listen out for any special features of the song.
- Discuss the song as a class. Can they recognise any techniques used in the song that are also found in poetry? Rhythm, rhyme and repetition.
- Listen to the song again while viewing the words and ask students to try to identify the rhyme, rhythm and repetition. Can they recognise the rhyme scheme? What words are repeated for effect? When they say the words aloud, do they have rhythm?
- Advise students that they will be developing a rhyme about a vegetable of their choice.

### Activity (35 mins)

1. Students break into pairs and choose a vegetable to write about.
2. Advise students of rhyme scheme and suggested rhyme length and write on the whiteboard for reference.
3. Pairs develop a draft of a short rhyming poem (or song). Students utilise resources to assist with finding words to rhyme with vegetable names.
4. Students produce a final copy of their poem (or song) in their workbooks.

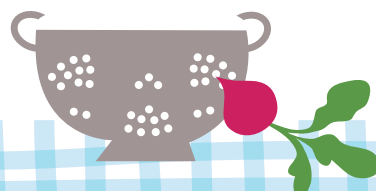


### Conclusion (10 mins)

Pairs present their poem (or song) to the class.

**Note:** if time and resources allow, students could use digital resources to develop their final copy.

*Vegetable Poetry activity continued >*



# Classroom activities

## Stage three / Lesson one continued

### Resources and Preparation

#### Preparation

##### Prior to lesson:

- open link to song.
- cut and paste lyrics from 'Avocado' onto the whiteboard.
- decide on rhyming scheme and suggested rhyme length depending on class ability and prior knowledge.

**Duration | 55 minutes**

### Assessment

- For:** Student contribution to group and paired tasks.
- As:** Student effectively completes tasks and asks for assistance when needed.
- Of:** Quality of student work.

### Differentiation

- Extend:** Students produce multiple verses. Students work individually on rhyme development task. Students choose their own rhyming scheme.
- Simplify:** Students complete task with assistance. Provide students with a list of vegetable suggestions and associated rhyming words. Students complete an earlier stage activity.

### School/Home Link

Student work is published in the school newsletter or on the school website.





# Classroom activities

## Stage three / Lesson two



### Learning Outcomes

A student:

- **ST3-10LW** Describes how structural features and other adaptations of living things help them to survive in their environment.
- **ST3-11LW** Describes some physical conditions of the environment and how these affect the growth and survival of living things.



### Cross Curriculum Links

A student:

- **ST3-4WS** Investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations.



### Resources and Preparation

#### Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Vegetable Science S3 via [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)
- Worksheet 7 – Scientific report.

*Resources and Preparation continued >*

## Vegetable Science

Students will learn how vegetables have features and adaptations that help them survive in various environments.

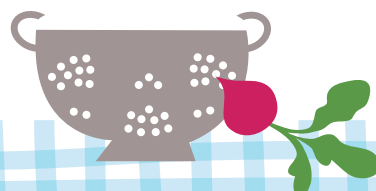
### Introduction (10 mins)

- Discuss what students know about the different conditions vegetables need in which to grow well.
- Advise students that they will be looking into how different environmental conditions suit different vegetables based on their needs. They will then be investigating one vegetable and writing a scientific report on its needs.
- Each student is provided with a seed packet or a seedling label. As a class, discuss what information is provided. Why is that information provided?

### Activity (35 mins – parts 1–8 only)

1. Class explores the interactive map of Australia (IWB) by clicking on different zones to learn more about that climate. Students predict what vegetables they think will grow best in the various climate zones and why.
2. Using the climate map (IWB), the class explores the best climate zones and seasons for growing a sample vegetable (pumpkin). Click on the tabs in each zone for information. Students discuss why the vegetable might grow best in various climate zones and seasons in relation to temperature and rainfall information.
3. Ask students to refer back to their seed packets and/or seedling labels. What other information is provided there that is not explained by large scale climate zones – e.g. soil type and amount of sunlight.
4. Demonstrate impact of soil type and sunlight hours using IWB.
5. Can farmers/home gardeners modify the environment to give a vegetable the best chance of success? Class provides solutions for examples on IWB. Answers written or typed into IWB.
6. Show sample scientific report (IWB). Discuss elements of the report by hovering over sections.
7. Provide students with WS 7. Students choose a vegetable and fill out the prediction part of the report.
8. Conclude IWB part of the lesson.
9. Students complete WS 7. Provide access to research materials if task is to be completed in class. Alternatively students can complete the task over a period of time and research can be linked into the library. The report can be used as an assessment task.

*Vegetable Science activity continued >*



# Classroom activities

## Stage three / Lesson two continued

### Resources and Preparation

- A selection of different vegetable seed packets or seedling labels that provide growing information – 1 per student. Choose packets or labels that contain plenty of information.
- Pencils/pens for writing.
- Access to research material via the library, internet (e.g. [www.abc.net.au/gardening/vegieguide/](http://www.abc.net.au/gardening/vegieguide/)) or books on growing vegetables.

### Preparation

#### 1 month prior:

- request vegetable seed packets or seedling labels from school community or local businesses.

#### Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 7 – 1 per student.
- organise research materials for use in class, if necessary.

### Duration | 65 minutes

(not including completion of the scientific report)



### Conclusion (20+ mins)

Class discusses their conclusions. Class develops a list of the vegetables that could be successfully grown in their area. Alternatively, students present their scientific reports as an assessment task. Class then develops a list of the vegetables that could be successfully grown in their area.

**Note:** allow extra time for assessment option.

### Assessment

- For:** Students' prediction of the features and adaptations plants make in order to survive the environment.
- As:** Student identifies features and adaptations plants make in order to survive the environment.
- Of:** Quality of scientific report.

### Differentiation

- Extend:** Students can investigate more than 1 vegetable. Students can investigate a vegetable and how it has changed/adapted over time, e.g. ancient carrots versus carrots of today.
- Simplify:** Students undertake research task in pairs or groups.

### School/Home Link

List of suitable vegetables for the area, devised by the class, can be published in the school newsletter.



# Classroom activities

## Stage three / Lesson three



### Learning Outcomes

A student:

- **VAS3.2** Makes artworks for different audiences, assembling materials in a variety of ways.



### Cross Curriculum Links

A student:

- **VAS3.1** Investigates subject matter in an attempt to represent likenesses of things in the world.



### Resources and Preparation

#### Resources

- Worksheet 8 – Vegetable paints.
- Carrot, beetroot, red cabbage and silverbeet or spinach. To produce paint for 20 students, you will need 1 medium carrot, 1 medium beetroot,  $\frac{1}{4}$  red cabbage,  $\frac{1}{2}$  bunch of silverbeet or spinach (leaves only, not stems). You will also need an extra quantity of one of the vegetables for the in-class colour extraction demonstration.
- Carrot, beetroot, red cabbage and silverbeet or spinach for a still life set up.
- Grater for grating carrot and beetroot.
- Knife for cutting cabbage and silverbeet.

*Resources and Preparation continued >*

## Vegetable Art

Students learn how to make paint from vegetables.

### Introduction (15 mins)

- Teacher asks students to brainstorm the different colours of vegetables and writes the answers up on the whiteboard (*note: there are 5 main colour categories for vegetables. These are red, purple/blue, yellow/orange, green and white/brown*).
- Advise students that the colours in fruits and vegetables are linked to health promoting compounds called phytochemicals. For example, carotenoids give orange and yellow fruits and vegetables their colouring. Carotenoids can promote good eyesight and healthy skin and mucous membranes.
- Advise students that they will be shown how to extract the colour from vegetables and how this can be used to make paint. They will then use the paint to make an artwork of vegetables.

### Activity (60 mins)

1. Teacher undertakes a demonstration of how to extract colour from one of the vegetables using WS 8. *Note: the teacher has already extracted the colours that students will be using to make paints. The students will not be undertaking colour extraction.*
2. While waiting for the colour extraction process, students complete a still life drawing of the 4 vegetables.
3. Students are placed into groups of 4 students. Each student is provided with a copy of WS 8.
4. Students follow instructions on WS 8 and work in their groups to produce 4 portions of each paint colour using the pre-made colour extracts. Each student will produce 4 portions of one paint colour for use by their group.
5. Students stay in their groups and use the vegetable paints to colour their still life.

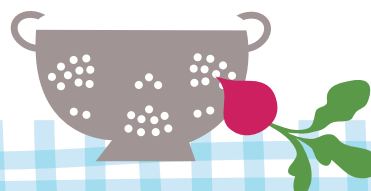


### Conclusion (10 mins)

Selected students can present their artwork to the class.

**Note:** *this activity could be undertaken over 2 lessons. Complete activity up to and including part 2 (still life drawing). Then recommence activity with paint production and the painting of the still life.*

*Vegetable Art activity continued >*



# Classroom activities

## Stage three / Lesson three continued

### Resources and Preparation

- Chopping board.
- Cup measure.
- Kettle to boil water.
- 2 heat resistant bowls.
- Strainer.
- Spoon for pushing vegetables into boiling water.
- Icing sugar (sifted). To produce paint for 20 students, you will need 1.5 kgs of icing sugar.
- Sifter and container to hold sifted icing sugar.
- 4 teaspoon measures – 1 for each colour extract.
- Tablespoon measures – 1 per 4 students (i.e. per group).
- Spoons or small whisks for stirring paint – 1 per student.
- Small plastic bowls or other containers to make and hold paint – 1 per student.
- Art paper – 1 per student.
- Thin tipped paint brushes – 1 per student.
- Drawing pencils for outlining.

### Preparation

#### 2–3 weeks prior to lesson:

- undertake a WHS risk assessment for teachers use of kettle/boiling water, according to your school policy.

#### 1 week prior to lesson:

- send a note home requesting donations of vegetables for lesson.
- request donations of vegetables from school community.

#### 1 day prior to lesson:

- using WS 8 produce colour extracts from the 4 vegetables and keep in the fridge until the day of the class.
- sift icing sugar and place in a large sealed container.

#### Prior to lesson:

- prepare 1 vegetable (e.g. grate or finely slice) for in-class colour extraction demonstration. Place in a heat resistant bowl.
- photocopy WS 8 – 1 per student.

### Assessment

- For:** Student identifies colours in vegetables.
- As:** Student follows procedure correctly to create paints.
- Of:** Quality of student artwork.

### Differentiation

- Extend:** Students investigate what other vegetables could be used to make paint.
- Simplify:** Students undertake tasks with assistance.

### School/Home Link

Student takes copy of WS 8 home and can attempt to make vegetable paints using other brightly coloured fruits and vegetables.

**Duration | 85 minutes**





# Classroom activities

## Stage three / Lesson four



### Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.



### Cross Curriculum Links

A student:

- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables.



### Resources and Preparation

#### Resources

- 'What is a serve of vegetables?' information from Teachers Notes.
- 1 cup and ½ cup measures for display.
- Workbooks.
- Pens/pencils for writing.
- Whiteboard pens.
- Device for taking photos.

*Resources and Preparation continued >*

## Vegetable Yum

Students analyse their vegetable intake and plan a lunch that includes plenty of vegetables.

### Introduction (10 mins)

- Teacher asks students if they know how many serves of vegetables their bodies need each day? Write various estimates up on the whiteboard. Provide answer: 5 serves for girls; 5 to 5½ serves for boys. Display the 'What is a serve of vegetables?' information on the whiteboard.
- Ask students to come up with suggestions for how many serves of vegetables need to be included at lunch to ensure that they are getting enough vegetables over the day. Class discusses possible answers and then comes up with an ideal number.
- Advise students that they are going to tally up how many serves of vegetables they have in their lunch and compare it to the class ideal. They will then plan a lunch that meets the class ideal.

### Activity (25 mins)

1. In their workbooks, students record what they ate for lunch the previous school day or what is included in their lunch today (*note: to increase accuracy of analysis, students could record their lunch for the 3 school days prior to the activity*).
2. Students then tally up how many serves of vegetables their lunch contains. Students use the information from vegetable serve information on the whiteboard and use the cup measures to help estimate amounts.
3. Students compare the actual number of serves in their lunch versus the class ideal.
4. Students plan a lunch for school that provides adequate serves of vegetables, according to the class ideal. Discuss or investigate fun and interesting ways to present the vegetables.

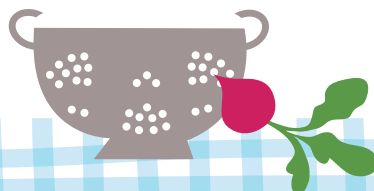


### Conclusion (10 mins)

In a follow up lesson, students bring in their designed lunch, eat together and discuss the activity. Take photos of the activity.

**Note:** teacher can opt to provide extra vegetables to ensure that all students can take part in the concluding lesson.

*Vegetable Yum activity continued >*



# Classroom activities

## Stage three / Lesson four continued

### Resources and Preparation

#### Preparation

##### Prior to lesson:

- cut and paste or write 'What is a serve of vegetables?' onto whiteboard. Alternatively this can be printed and hardcopies provided to students.

**Duration | 2 x 40 minutes**

Ensure concluding lesson is timed for just prior to lunch.

### Assessment

- For:** Student contribution to group tasks.
- As:** Student develops appropriate methods to collect information and analyse the data.
- Of:** Quality of student analysis and recipe development task.

### Differentiation

- Extend:** Students record and analyse vegetable intake of meals from a whole day.
- Simplify:** Students complete the task with assistance. Pair students according to ability. Students complete an earlier stage activity.

### School/Home Link

Students work with parents or carers to shop for and prepare their designed lunch. Photos of the lunches can be displayed in the school newsletter or on the school website.



## Vegetables need...

Vegetables need \_\_\_\_\_, \_\_\_\_\_

and \_\_\_\_\_ to grow strong and healthy.

Then I can eat them!

Draw a picture of vegetables growing.



## Vegetable party

Today we had a class party. We had a vegetable party.

I liked the party because \_\_\_\_\_

\_\_\_\_\_

My favourite vegetable was \_\_\_\_\_

I liked this vegetable because \_\_\_\_\_

\_\_\_\_\_

Here is a picture of me at the party.





**Title:**

**Characters:**

**Setting:**

**What happens (problem and solution):**

**Beginning:**

**Middle:**

**End:**

## Vegetable experiment

I predict: \_\_\_\_\_

\_\_\_\_\_

This is what happened:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I conclude that, to grow strong and healthy,  
vegetables need:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## My favourite vegetable

My favourite vegetable is: \_\_\_\_\_

Looks like



Feels like



Tastes like



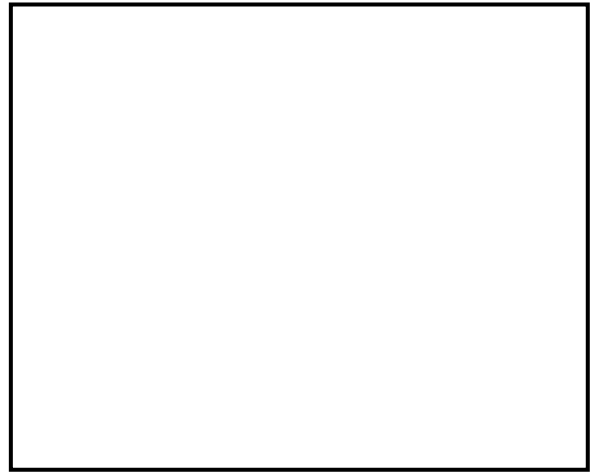
My favourite vegetable is

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



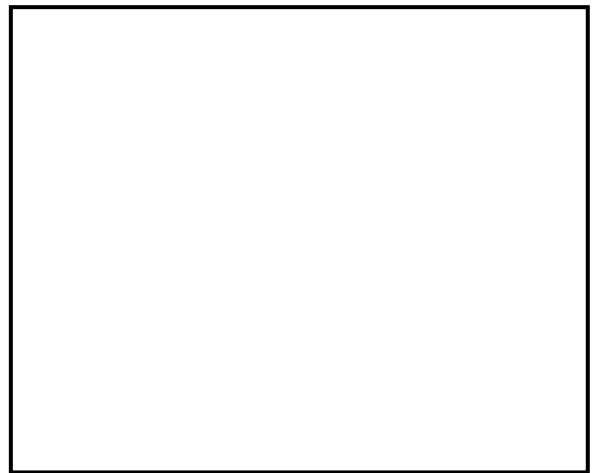
My favourite vegetable is

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



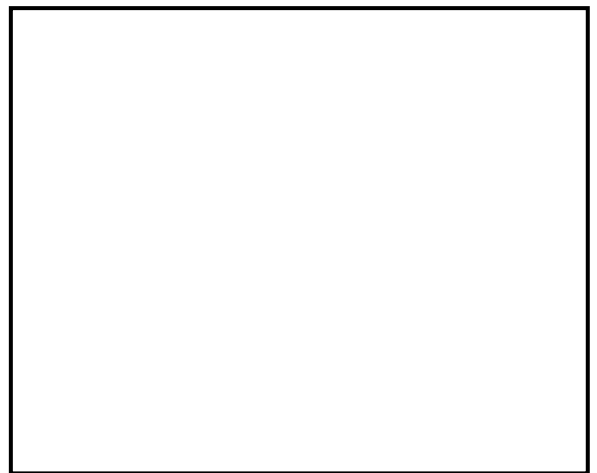
My favourite vegetable is

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Classifying vegetables

## 1. Write down the vegetables you ate each day:

Monday: \_\_\_\_\_

Tuesday: \_\_\_\_\_

Wednesday: \_\_\_\_\_

Thursday: \_\_\_\_\_

Friday: \_\_\_\_\_

Saturday: \_\_\_\_\_

Sunday: \_\_\_\_\_

## 2. Classify the vegetables into their colour groups:

| red | orange/yellow | blue/purple | green | white/brown |
|-----|---------------|-------------|-------|-------------|
|     |               |             |       |             |

**3. Classify the vegetables according to their type:**

| <b>leafy</b><br>(we eat the leaves) | <b>flower</b><br>(we eat the flowers)            | <b>fruit-type</b><br>(has seeds inside)                         |
|-------------------------------------|--|---|
|                                     |  |   |
| <b>root</b><br>(we eat the roots)   | <b>bulb</b><br>(has layers)                      | <b>tuber</b><br>(forms a lump on the root or stem which we eat) |
|                                     |  |   |
| <b>stem</b><br>(we eat the stems)   | <b>seed/pod</b><br>(we eat the seed or seed pod) | <b>fungi</b>  |
|                                     |  |   |

**4. Did you eat lots of different types and colours of vegetables?**  
**Explain your answer.**


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**5. Which colours or types did you miss out on this week?**


---



---

**6. What could you do to eat more types and colours of vegetables?**


---



---

# Scientific report

**Vegetable name:** \_\_\_\_\_

## Prediction

**Do I think this vegetable can be grown in my local area? Why?**

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---

## Research

**Other names for this vegetable:**

---

**Vegetable description:**

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---

**How does it grow (e.g. in the ground, on a vine or bush)?**

---

---

**Describe the conditions this vegetable needs to grow well.** E.g. amount of water, type of soil, temperature, amount of sun, and nutrients (plant food/fertiliser).

---

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---

---

---

**Which climate regions can this vegetable grow in and why?**

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---

---

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## Conclusion

**Can this vegetable be grown in my local area? Why?**

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---

---

**Can I grow this vegetable at my place? Why?**

---

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# How to make vegetable paints

## Extracting the colour

### Ingredients

- Vegetable of choice, washed. Allow enough to produce 1 cup when it is grated or finely sliced.

### Equipment

- Kettle.
- 2 heat resistant bowls.
- Strainer.
- Spoon.

### Method

#### Step 1

Grate or finely slice chosen vegetable.

#### Step 2

Place vegetable into a heat resistant bowl and pour over just enough boiling water so that all of the vegetable becomes wet. This is approximately 100mls. Push the vegetable down into the water with a spoon so that all of it is exposed to the hot water. Do not add too much water because this will dilute the colour!

#### Step 3

Leave to stand for 10 minutes.

#### Step 4

Strain the liquid and vegetables into another bowl. Press down on the vegetable to extract as much coloured liquid as possible.

#### Step 5

Pour the liquid into a container with lid and place in the fridge until needed. You should have about 100mls of liquid. This is enough to make 20 small individual portions of paint.

## Making the paint

### Ingredients

- Vegetable colour extracts.
- Icing sugar, sifted. Allow approximately 20g of icing sugar (1½ tablespoons) for each small individual paint portion.

### Equipment

- Teaspoon and tablespoon measures.
- Spoons and/or whisk.
- Small bowls to mix and hold the paint.

### Method

#### Step 1

Add 1 teaspoon of colour extract and 1½ tablespoons of icing sugar to a bowl.

#### Step 2

Mix or whisk vigorously to combine. Paint is now ready to use.

**Note:** the paint colour will be much paler than the original extract due to the addition of the icing sugar.



# TEACHERS NOTES

## Vegetable Poetry, Stories and Songs

### Stage 2

#### Sample vegetable rhyme:

Emma had a capsicum,  
Bright red and juicy.  
Emma loved to snack on it,  
Sweet as sweet can be!

### Stage 3

#### Lyrics from 'Avocado' by The Vegetable Plot:

Avocado  
Avocado  
Eat one in the morning or the arvo  
You can eat him on toast or even just plain  
He's good for your body and he's good for your brain

Avocado  
Avocado  
Eat one with some lettuce and tomato  
He is dark green on the outside, pale green on the in  
You can eat all his flesh but do not eat his skin

Avocado  
Avocado  
I guess you'd say I'm an aficionado  
You can eat him with meat, vegetables or beans  
You can smush him into paste and rub him on your jeans

Avocado  
Avocado  
From Amsterdam to Denver Colorado  
You can wrap him up in sushi, serve him up with salt  
If you eat him up too quick, it's really not his fault

Avocado  
Avocado  
Worship at his feet like the Mikado  
When you scoop out his stone you leave him holy  
Mash him in a bowl for guacamole

Avocado  
Avocado  
Eat him till you're incommunicado  
But wait till he goes squish before you put him on your dish  
Cover him in chilli and rub him on a fish

To access the music, go to [www.thevegetableplot.com.au](http://www.thevegetableplot.com.au)



# TEACHERS NOTES

Vegetables  
are  
Funky!

## Vegetable Science

### Stage 1

**Suggested experimental procedure:**

**What would we need (e.g. equipment)?**

- 4 x vegetable seedlings – 1 as the control seedling, 1 to be the no water seedling, 1 to be the no sun seedling, 1 to be the no fertiliser seedling
- Water
- Fertiliser
- Sunlight (e.g. a sunny spot)

**What would we do (method)?**

1. Label pots, e.g. control, no sun, no water, no fertiliser.
2. Provide seedlings with their basic needs. Give control all 3 basic needs. Give the other 3 seedlings only 2 of the basic needs (according to their label).
3. Keep caring for seedling over time (e.g. a month). Give the basic needs according to the label.
4. Observe the changes in your seedling over time (e.g. a month). You could do this by measuring, taking photos or writing down the changes you observe.

## Vegetable Yum

### Stage 3

**What is a serve of vegetables?**

**1 serve of vegetables =**

- ½ cup of cooked green or orange vegetables (for example broccoli, spinach, carrots or pumpkin) OR
- ½ cup cooked, dried or canned beans, peas or lentils OR
- ½ cup of sweetcorn OR
- ½ medium potato or other starchy vegetables (for example sweet potato, taro or cassava) OR
- 1 medium tomato OR
- 1 cup of green leafy or raw salad vegetables

Adapted from National Health and Medical Research Council (2013).  
*Educator Guide*. Canberra: National Health and Medical Research Council.



# Bro Colini – Vegetables are Funky by The Vegetable Plot

Want to sing along to the Vegetables are Funky theme? To access the music, go to [www.thevegetableplot.com.au](http://www.thevegetableplot.com.au)

## Introduction

Clap your hands  
On the guitar...a very funky carrot: Purple Haze  
And now bulbs and girls please welcome the  
funkiest veg of them all  
My bro,  
Bro Colini

## Verse 1

Bro Colini  
He's thin and greeny  
He likes to get up early  
I'm long and tall and my hair is curly

Colini Bro  
What do you know?  
I know chunks are chunky  
And I know that vegetables are funky

## Chorus

Vegetables are funky  
Vegetables are funky but that's okay  
Vegetables are funky yay  
And we all need something funky every day

## Verse 2

Bro Colini  
He's thin and greeny  
He's hardly ever surly  
My breath is fresh and my teeth are pearly  
Colini Bro  
What do you know?  
I swing like a monkey  
Cos I know that vegetables are funky

## Chorus

Vegetables are funky  
Vegetables are funky but that's okay  
Vegetables are funky yay  
And we all need something funky every day

## Bridge

Bro Colini...can you dance?  
Can I dance?  
Can you dance?  
Can I dance?  
Well?  
I can dance like other people walk  
Scuse me while I shake my stalk  
OWWWWW!

Vegetables are funky  
I'm a vegetable  
Vegetables are funky  
Come on now people it's time to get down  
Vegetables are funky  
Oo, get on the soil train  
Vegetables are funky  
Lettuce turnip the beet

Vegetables are funky  
Vegetables are funky  
Vegetables are funky  
And we all need something funky every....  
I am edible, I'm a vegetable  
DAY!

To access more great songs to listen, and sing along to, head to The Vegetable Plot website:  
[www.thevegetableplot.com.au](http://www.thevegetableplot.com.au)





Health