

FRUIT & VEG MONTH

GET
LOUD
FOR FRUIT
& VEG!

TEACHER'S BOOKLET 2017



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Welcome

to



FRUIT & VEG MONTH

GET
Loud
FOR FRUIT & VEG!

Healthy Kids Association, with the support of the NSW Ministry of Health, is pleased to announce the theme of this year's Fruit & Veg Month – 'Get Loud for Fruit & Veg!'

Fruit & Veg Month runs during the last four weeks of Term 3, from Monday 28 August to Friday 22 September 2017.

In this booklet you'll find:

- Background information
- Hints and tips
- Whole of school activity ideas
- Detailed classroom activities
- A home-based activity to share with your school's families

Australians do not eat enough fruit and vegetables. The results from the 2014-2015 National Health Survey showed that only 5.1% of both children and adults met the dietary guidelines for the number of serves of fruit and vegetables.

This means that almost 95% of the Australian population is not eating enough fruit and vegetables which can have widespread implications on our health and wellbeing. And it's likely that most Australians are not even aware of the problem.

We can, and need to, eat more fruit and vegetables!

This year's Fruit & Veg Month – 'Get Loud for Fruit & Veg!' is aimed at students encouraging other children, their families and their communities to eat more fruit and vegetables.

With your support, we hope your students (and the whole school community) develop healthy eating habits that last well beyond the month of activities.

So let's get loud for fruit and vegetables!

Acknowledgements:

Healthy Kids Association has been fortunate to have the support of the following competition sponsors:

Harvey Norman – www.harveynorman.com.au

Yates – www.yates.com.au

Harris Farm Markets – www.harrisfarm.com.au

Get Kids Cooking – www.getkidscooking.com.au

We are also grateful to Kylie Johnson for assisting in the development of the curriculum materials.



What resources are available?

Classroom activities

In the Teacher's Booklet you will find four classroom activities for each primary school stage (Early Stage 1 to Stage 3). These activities have been developed to meet PDHPE curriculum outcomes as well as other cross curriculum outcomes. They include resource and preparation information, lesson timing and assessment information. When relevant, worksheets have also been provided.

Following its success last year, we have again included an interactive whiteboard lesson for each stage as part of these classroom activities.

Class posters and student stickers

Each registered school receives a hardcopy pack that includes an A1 sized classroom poster for each class and stickers for students to place on the poster. The stickers can be used as rewards for students trying fruit and vegetables at tastings, for hard work or for good behaviour. It's up to you!

Fruit & Veg Month webpage

Don't forget to check out the Fruit & Veg Month webpage where you can download the Teacher's Booklet, access the interactive whiteboard lessons, get extra information about the competitions and find more 'web-only' resources – www.fruitandvegmonth.com.au

Important information

Food safety

It is important to follow food safety procedures during any activities that involve food.

More information is available in the Australian Dietary Guidelines summary booklet available from 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).

Key points to include:

- Wash your hands
- Wash fruit and vegetables thoroughly
- Keep food preparation areas clean
- Discard unused food
- Use utensils such as tongs to serve or share food
- Store food safety – keep cold food cold

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 are not very common in children, they do 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
- 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

Keep in touch

Not only do we love to see what you are up to, but your stories can inspire others to join in the spirit of the month. So please post pictures and updates of the fun you are 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.

We will be sharing your posts via our social media sites, on our website and in our Fruit & Veg Month newsletters.

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



10 STEPS TO A SUCCESSFUL FRUIT & VEG MONTH

STEP 1.

Talk to your colleagues.

Get other teachers on board and let them know about the resources available – class posters, student reward stickers and classroom activities (including interactive whiteboard lessons!). Use your staff meeting or forward the Fruit & Veg Month newsletters to staff to spread the word.

STEP 2.

Keep informed.

Read the Fruit & Veg Month newsletters we will send you from the end of Term 2. The newsletters are full of great tips on preparing for Fruit & Veg Month as well as providing details on competitions and the resources available. Don't forget to forward them to your colleagues too!

STEP 3.

Partner up.

Partner with other teachers in your year and/or stage group. This way you can share the responsibilities of organising and teaching the activities.

STEP 4.

Send the word home.

Let parents know about your involvement in Fruit & Veg Month. Their support is invaluable! Use the school newsletter, social media or class/grade representatives to inform parents. A modifiable school newsletter snippet is available on the Fruit & Veg Month webpage – www.fruitandvegmonth.com.au

STEP 5.

Tell the students.

Don't forget to let those VIPs know. Students' excitement and energy is what makes Fruit & Veg Month work!

STEP 6.

Keep an eye out.

Depending on when you registered, your hardcopy resources (Teacher's Booklet, posters and stickers) should arrive at your school by the start of Term 3. Alert office staff that a package will be arriving addressed to the Fruit & Veg Month coordinator and ask them to notify you. We so often hear stories of resources being misplaced in the school office and we want to ensure you get yours on time.

STEP 7.

Get your families on board.

Encourage families to get involved in the month by sending them the details of the Get Loud for Fruit & Veg Family Challenge. See page 9 for the competition details and an entry form to send home with students. Alternatively, provide parents with the link to the webpage so they can enter online – www.fruitandvegmonth.com.au

STEP 8.

Organise supplies.

You will need fruit and vegetables for tastings and events. Ask a local greengrocer for donations, use the school kitchen garden, reach out to parents for help or ask your parent body (P&C/P&F) for support. Parents will be keen to help when they realise that tastings may result in their kids eating more fruit and vegetables at home.

STEP 9.

Promote what you do.

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. A modifiable media release is available on the Fruit & Veg Month webpage – www.fruitandvegmonth.com.au

STEP 10.

Don't forget to be a role model!

Bring in your fruit and vegetable-filled snacks and lunch. Talk to your students about why you like particular fruits and vegetables. Focus on taste, texture and how they make you feel now rather than long term health. Kids live in the moment!

LET THE WHOLE SCHOOL GET LOUD

Fruit & Veg Month is the perfect time to work together and encourage the whole school community to eat more fruit and vegetables. Why not try some of these ideas in your school.

Trial Crunch&Sip®

If you aren't already running Crunch&Sip at your school, Fruit & Veg Month is the perfect time to give it a go. Use this opportunity, when students and families are engaged, to run a month-long trial of the program. At the end of the month, discuss how it went with staff and parents (i.e. at staff and/or parent body meetings) and whether to continue. Your Local Health District Health Promotion Officer can help you to address any barriers staff or parents may identify. For more information on the Crunch&Sip program go to: www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx

Refresh Crunch&Sip®

Although your school may already run Crunch&Sip, Fruit & Veg Month provides a great chance to reinvigorate the program. Schools often report that they use Fruit & Veg Month as a time to remind students, teachers and families about the importance of Crunch&Sip and how to be involved. Take a look at the Crunch&Sip School Resource Pack for ideas: www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx

Fruit and veg morning tea

Hold a whole of school morning tea where students and staff get to sample various fruits and vegetables. Use the morning tea to get the 'eat more fruit & veg' message out to your whole community by inviting parents, the local community, politicians and local media to attend.

Dress up!

Ask students and staff to dress up in the colour of their favourite fruit or vegetable. Take a photo of the whole school, or of class groups, to showcase the amazing colours that fruit and vegetables come in.


Pledge to eat fruit and veg

Encourage students and staff to undertake a pledge to eat more fruit and vegetables over Fruit & Veg Month. You can combine this with the *Measure it!* idea too.



Measure it!

Work with students to collect data on fruit and vegetable consumption before, during and after Fruit & Veg Month. Compare changes over classes, or even the whole school.



Create a fruit and veg school mural

Got a creative parent, student or staff member? Ask them to create a mural on a blank wall that promotes fruit and vegetables. Students can be given the opportunity to work on the mural over the month. At the end of the month your school will have a colourful, and permanent, reminder to eat more fruit and vegetables.



Raise funds the fruit and veg way!

Need to raise funds for your school kitchen garden or to fund free fruit and vegetables for students? Steer clear of unhealthy fundraising options and give one of these ideas a go during Fruit & Veg Month:

- Decorate reusable canvas shopping bags with fruit and vegetable images and sell them to the school and local community. Use fabric paint with stencils or stamps made from fruit and vegetables.

- Ask local suppliers or producers for donations to create in-season fruit and vegetable boxes that you can sell to families for a small profit.

- Hold a market day at school and invite the local community. Ask families, community gardeners or local farmers, to donate home grown fruit and vegetable produce to sell. You can even sell produce from your school kitchen garden, if you have one.

- Ask for a gold coin donation for students to dress up (see the *Dress up!* idea) or to attend a fruit and vegetable morning tea (see *Fruit and veg morning tea* idea).

- Use a healthy fundraising product such as Yates Raise-a-Patch instead of chocolate box fundraisers.

Shout out to the world

Use your school website and social media platforms to 'Get Loud for Fruit & Veg'. Post slideshows, updates and images of what your school is doing to promote the 'eat more fruit & veg' message. Don't forget to use the hashtags #FruitAndVegMonth and #GetLoudForFruitAndVeg.

Fruit & Veg Month coordinators: please photocopy this page and give it to your canteen manager. A PDF copy can also be found at: www.fruitandvegmonth.com.au

GET

LOUD

IN THE CANTEEN

Attention canteen managers

Did you know that the canteen has an important role in linking healthy eating messages taught in the classroom to what students actually eat? Try some of these ideas during Fruit & Veg Month to get students (and staff!) eating more fruit and vegetables. You might even find you can continue on with some of these ideas over the long term.

Get loud with Fruit & Veg Month specials

Make Fruit & Veg Month a time to trial some new menu items that upsize on fruit and vegetables. You can create new menu items or just bump up the fruit and vegetables on some old favourites.

In order to get the students trying your new offerings, include the extra fruit and vegetables as standard and without increasing prices. Ask for donations from local greengrocers or supermarkets, or ask the parent body for donations to fund the extra cost. If the new menu items are a success, and you want to continue with them, increase the cost of less healthy menu items to fund the ongoing cost.

Try these ideas to increase the fruit and vegetables on the canteen menu:

- Provide a piece of fruit or a small fruit salad with each meal
- Include a side salad with all hot meals
- Add vegetables to all your sandwiches, burgers and wraps
- Sell a 'create your own' fruit salad or vegetable snack cup at recess. Have a selection of cut items ready to go so students can choose what items they want to fill their cup with. Top with a dollop of yoghurt for a fruit salad cup or some cheese or dip (e.g. hummous or guacamole) for the vegetable cup. Don't forget to provide a fork!

Get them tasting

Teachers are always telling the Healthy Kids Association that a tasting plate in class is successful at getting students to try fruit and vegetables that they might not otherwise eat. The canteen is the perfect place to make this happen for the whole school.

Talk to teachers about providing a tasting plate for their classroom, ask some Year 6 students to pass around tasting plates at recess or set up a tasting plate at the canteen.



What do you call this??

Keep them guessing

Display an exotic or unusual fruit or 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 a canteen voucher.

Promote it!

Decorate the outside of the canteen with posters that promote the 'Get Loud' message.

Download and print out the A3 sized 'Get Loud for Fruit & Veg!' canteen poster from the Fruit & Veg Month webpage (www.fruitandvegmonth.com.au) to display your Fruit & Veg Month specials.

Or ask teachers to provide you with any suitable student work from the Fruit & Veg Month classroom activities. Many of the activities involve the students creating work that promotes fruit and vegetables.



Dear Parents and Carers,

Your child's school is taking part in Fruit & Veg Month 2017. The theme of this year's program is 'Get Loud for Fruit & Veg!'

Did you know that only about 5% of Australian adults and children eat enough fruit and vegetables? This is affecting the health and wellbeing of our nation!

The Fruit & Veg Month team is asking for your help to get the message out there... we can, and need to, eat more fruit and vegetables. Will you join us? We have some great prizes up for grabs for the cleverest ideas!

What prizes are on offer?

We have three great family prize packs to give away.

Each pack contains:

1 x Nikon Coolpix W100 camera from Harvey Norman

1 x Yates family gardening pack

1 x \$100 Harris Farm Markets online shopping voucher

1 x three-month subscription to Get Kids Cooking @ Home

How can you get involved?

As a family, come up with an activity that helps to spread the message to as many people as possible that we can, and need to, eat more fruit and vegetables.

Let us know, in 25 words or less, how your family got loud for fruit and veg. And don't forget to send in an image of your activity (e.g. a copy of your flyer or poster, a photo of your afternoon tea, or a screenshot of your social media post).

Use the hardcopy of the entry form attached and mail it to us. Or you can fill in the online entry form found on the Get Loud for Fruit & Veg Family Challenge webpage (access via www.fruitandvegmonth.com.au).

Need some inspiration?

- Create a flyer to encourage people to eat more fruit and vegetables and distribute in your local community
- Invite your extended family or a large group of friends to a fruit and vegetable afternoon tea
- Post a 'Get Loud for Fruit & Veg' message on social media (#GetLoudForFruitAndVeg)
- Create a poster and display it on your local community noticeboard
- Record a video message and post it on YouTube
- Do you know someone famous? Ask them to help you 'Get Loud for Fruit & Veg!'

And, of course, you can come up with your own great ideas to 'Get Loud for Fruit & Veg!'

When are the entries due?

All competition entries must be received by 5pm, Friday 13 October 2017. Winners will be notified by Friday 3 November 2017.

Harvey Norman



HARRIS FARM MARKETS



Full competition details can be found at: www.fruitandvegmonth.com.au

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



FAMILY CHALLENGE ENTRY FORM

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

In 25 words or less, how did your family 'Get Loud for Fruit & Veg'?

Include a photo or image of your activity here:

YOUR ENTRY DETAILS:

Name: _____ Daytime phone number: _____

Email address: _____

School: _____

SEND YOUR COMPLETED ENTRY TO:

Get Loud for Fruit & Veg Family Challenge
Healthy Kids Association
Suite 1.02, 38 Oxley St, St Leonards NSW 2065



Classroom activities

Early Stage 1 / Lesson one



Learning Outcomes

A student:

- **PHES1.12** Displays positive health practices.
- **ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences.



Resources and Preparation

Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Fruit & Veg Power via www.fruitandvegmonth.com.au.
- Worksheet 1 – The Fruit and Veg Team.
- Worksheet 2 – What do we know? What have we learnt?
- Pencils for writing and colouring.
- Workbooks.
- Glue sticks.

Preparation

Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 2 in A3 size for display.
- photocopy WS 1 – 1 per student.

Duration | 40 minutes

Fruit & Veg Power

Students learn about why we eat fruit and vegetables.

Introduction (15 mins)

- Ask students to name some fruit and vegetables. Link to student's experience by asking what fruit and vegetables they eat/grow/have in their lunchbox today. To assist with the task you can display images of fruit and vegetables, or provide a bag or box containing fruit and vegetables so that the students can touch them.
- Advise students that they will be reading a book about fruit and vegetables and then completing a worksheet.
- Ask students what they know about fruit and vegetables. Teacher prompts could include: how often should you eat them; where do they come from; why is it important to eat them? Record answers in the first column (know) of WS 2.

Activity (20 mins)

1. Open book (IWB). Discuss cover and ask students to predict what they think the book might be about.
2. Read book as a class (IWB).
3. Read the book a second time and ask students for their thoughts around what the 'Fruit and Veg Team' means by: "We're a small team of a much larger crew..." (page 3) and "We're here right on time..." (page 5).
4. Students complete WS 1.
5. Students glue WS 1 into their workbooks.



Conclusion (5 mins)

Ask students what they learnt and complete WS 2 (learnt column).

Fruit & Veg Power activity continued >



Classroom activities

Early Stage 1 / Lesson one continued



Learning Outcomes

A student:

- **PHES1.12** Displays positive health practices.
- **ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences.



Resources and Preparation

Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Fruit & Veg Power via www.fruitandvegmonth.com.au
- Worksheet 1 – The Fruit and Veg Team.
- Worksheet 2 – What do we know? What have we learnt?
- Pencils for writing and colouring.
- Workbooks.
- Glue sticks.

Preparation

Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 2 in A3 size for display.
- photocopy WS 1 – 1 per student.

Duration | 40 minutes

Assessment

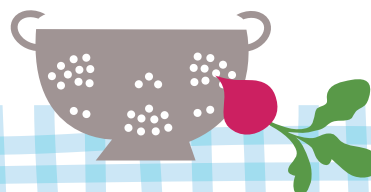
- For:** Student contribution to group discussions.
- As:** Student identifies some fruit and vegetables. Student identifies reasons for eating fruit and vegetables.
- Of:** Quality of student work.

Differentiation

- Extend:** In their workbooks, students draw additional pictures of fruit and vegetables and label them.
- Simplify:** Students complete worksheet tasks with assistance. Students do not undertake the worksheet task.

School/Home Link

Provide parents with link to IWB activity so that they can review the book with students.



Classroom activities

Early Stage 1 / Lesson two



Learning Outcomes

A student:

- **PHES1.12** Displays positive health practices.
- **MAe-4NA** Counts to 30, and orders, reads and represents numbers in the range 0 to 20.



Resources and Preparation

Resources

- Optional – access to interactive whiteboard.
- Optional – interactive whiteboard materials – Fruit & Veg Power via www.fruitandvegmonth.com.au
- Worksheet 3 – Eat fruit and veg at every meal and snack.
- Pencils for writing and colouring.
- Workbooks.
- Glue sticks.

Preparation

Prior to lesson:

- optional – access interactive materials ready for use.
- place WS 3 up on the whiteboard or print out an A3 copy for modelling the task.
- photocopy WS 3 – 1 per student.

Duration | 35 minutes

How Much Fruit & Veg?

Students learn about how often to eat fruit and vegetables.

Introduction (10 mins)

- Review knowledge from lesson one by asking students to name some fruit and vegetables and the reasons to eat them. Optional – the digital book from lesson one can be re-read to assist with the task.
- Advise students that they will be learning about how often to eat fruit and vegetables.

Activity (20 mins)

1. Ask the students: how often should we eat fruit and vegetables to get enough fruit and veg power? Brainstorm with students.
2. Write the statement 'Eat fruit and vegetables at every meal and snack' up on the whiteboard.
3. Advise students that they will be looking at some meals and snacks to check for fruit and vegetables.
4. Provide each student with a copy of WS 3.
5. Model the task using the breakfast meal in WS 3.
6. Students complete WS 3 and glue into their workbooks.



Conclusion (5 mins)

Class discussion on the findings of the worksheet. Students discuss what they can do to ensure they eat fruit and vegetables at each meal and snack.

Assessment

- For:** Student contribution to group discussions and activities.
- As:** Student identifies the fruit and vegetables in the worksheet. Student understands worksheet text. Student counts the fruit and vegetables.
- Of:** Student accurately completes worksheet tasks.

Differentiation

- Extend:** Students create their own meal plan 'menu' that includes fruits and vegetables for each occasion.
- Simplify:** Students complete worksheet tasks with assistance. Students undertake task in mixed ability pairs or groups.

School/Home Link

Students draw a picture of a meal or snack at home and circle the fruit and vegetables.



Classroom activities

Early Stage 1 / Lesson three



Learning Outcomes

A student:

- **PHES1.12** Displays positive health practices.
- **ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences.



Resources and Preparation

Resources

- Optional – access to interactive whiteboard.
- Optional – interactive whiteboard materials – Fruit & Veg Power via www.fruitandvegmonth.com.au
- Worksheet 4 – Why eat?
- Pencils for writing, drawing and colouring.

Preparation

Prior to lesson:

- optional – access interactive materials ready for use.
- place WS 4 up on the whiteboard or print out an A3 copy for modelling the task.
- photocopy WS 4 – 1 per student.

Duration | 45 minutes

Get Loud for Fruit & Veg

Students develop a poster to encourage people to eat more fruit and vegetables.

Introduction (10 mins)

- Review knowledge from previous lessons by recalling: the names of some fruit and vegetables; some of the reasons to eat fruit and vegetables; and how often to eat them. Optional – the digital book from lesson one can be re-read to assist with the task.
- Advise students that most people in Australia do not eat enough fruit and vegetables. Advise students that they will be developing a poster to encourage others to eat more fruit and vegetables.

Activity (25 mins)

1. Ask students to think of their favourite fruit or vegetable. Why do they like to eat it? How would they describe it? Create a word bank.
2. Advise students that they will be developing a poster to promote their favourite fruit or vegetable to others.
3. Model the worksheet task using the display copy of the worksheet – write words to describe the fruit or vegetable around the star and draw a picture inside the star.
4. Provide each student with a copy of WS 4 to complete.



Conclusion (10 mins)

Selected students can show their work to the class. Student work can be displayed in the classroom or around the school.

Assessment

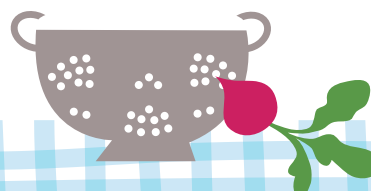
- For:** Student contribution to group discussions.
- As:** Student identifies why they like to eat fruit and vegetables.
- Of:** Quality of student work.

Differentiation

- Extend:** Students complete more than one poster. Students create more detailed posters.
- Simplify:** Students complete the task in a mixed ability pairing. Student undertakes task with assistance.

School/Home Link

Selected posters can be published in the school newsletter or displayed around the school.



Classroom activities

Early Stage 1 / Lesson four



Learning Outcomes

A student:

- **PHES1.12** Displays positive health practices.
- **ENe-2A** Composes simple texts to convey an idea or message.
- **ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences.



Resources and Preparation

Resources

- Permission slip for tasting activities (a modifiable one is available at www.fruitandvegmonth.com.au).
- Variety of fruit and vegetables cut into bite-sized pieces. Allow ½-1 cup of fruit and vegetable pieces per student. Donations of produce can be requested from parents, the school garden and local businesses, or funding can be requested from the parent body.
- Serving plates and serving utensils.
- Paper towel.
- Parent or Year 5/6 student helpers.
- Workbooks.
- Pencils for writing, drawing and colouring.
- Small plastic containers and a fork from home (to minimise use of single use items).

[Resources and Preparation continued >](#)

Eat More Fruit & Veg

Students taste a variety of fruit and vegetables in a supportive environment.*

Introduction (5 mins)

- Ask students what they have learnt about fruit and vegetables from prior lessons.
- Advise students that they will taste some fruit and vegetables and then discuss their favourites.

Activity (30 mins)

1. Show the students the tasting plates and ask them to name the fruit and vegetables on offer.
2. Students pick approximately 3 fruit and 3 vegetables to taste and place them in their container. Encourage students to pick at least one item they don't normally eat or have never tried.
3. Students taste the fruit and vegetables.
4. Students, teacher and helpers clean up.
5. Teacher asks each student for their favourite and why. Results can be tallied on the whiteboard.
6. Discuss how different tastes appeal to different people. Some tastes you like, some you dislike, and some are in between.
7. Students write a recount of the experience in their workbooks. They can draw an illustration if time allows.



Conclusion (10 mins)

Teacher develops a graph that displays the students' preferences. The graph can be placed on the classroom wall, displayed around the school or published in the school newsletter.

[Eat More Fruit & Veg activity continued >](#)



Classroom activities

Early Stage 1 / Lesson four continued

Preparation

2–3 weeks prior to lesson:

- organise class helpers.
- develop a list of supplies needed and request donations/funding as needed.
- send permission form home.
- advise parents that they will need to send in a small container and a fork for the lesson.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior to lesson:

- check permission slip returns.

1–2 days prior to lesson:

- source the fruit and vegetables.
- remind parents to send in a container and fork.

Prior to lesson:

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

Duration | 45 minutes

This lesson should be taught when students will be hungry.

Assessment

For: Student contribution to group discussions.

As: Student identifies previous learnings about fruit and vegetables. Student identifies why they liked a particular fruit or vegetable.

Of: Quality of student recount.

Differentiation

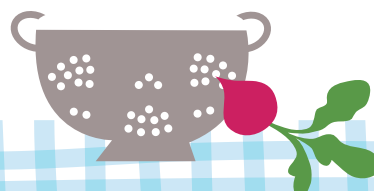
Extend: Students can survey a number of classmates on their favourite fruit or vegetable. They can then develop a picture graph.

Simplify: Students complete recount task with assistance.

School/Home Link

Selected recounts are published in the newsletter. A brief outline of the activity is provided for parents to undertake at home with their families.

**An alternative classroom activity is to undertake the S1 lesson four which involves students making sandwich sticks or fruit wands.*



Classroom activities

Stage 1 / Lesson one



Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.
- **EN1-3A** Composes texts using letters of consistent size and slope and uses digital technologies.



Resources and Preparation

Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Fruit & Veg Power via www.fruitandvegmonth.com.au
- Worksheet 5 – The power of fruit and veg.
- Pencils for writing and colouring.
- Workbooks.
- Glue sticks.

Preparation

Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 5 – 1 per student.

Duration | 55 minutes

Fruit & Veg Power

Students identify fruit and vegetables and the reasons to eat them.

Introduction (5 mins)

- Ask students to name some fruit and vegetables. Brainstorm to create a list. Discuss ones they eat/grow/have in their lunchbox (IWB).
- We are told to eat fruit and vegetables every day and encouraged to include some at every meal and snack. Advise students that they will be undertaking an activity to learn more about the reasons why.

Activity (40 mins)

1. Ask students why they think we are advised to eat fruit and vegetables (IWB).
2. Click on the 'Fruit and Veg Team' to see what reasons they come up with (IWB).
3. Ask students what they think might happen to a child that doesn't eat fruit and vegetables in comparison to one that does eat them at each meal and snack.
4. Complete interactive activities that demonstrate the effects of eating fruit and vegetables (IWB).
Note: the reference to fruit and vegetables helping your tummy feel good refers to fibre and its positive effect on bowel movements.
5. Demonstrate worksheet task (IWB).
6. Students complete WS 5 and then glue into workbooks.



Conclusion (10 mins)

Recap why it is important to eat fruit and vegetables. Students share one fruit or vegetable they will try to eat more of or how they will try to include fruit and vegetables at each meal and snack.

Fruit & Veg Power activity continued >



Classroom activities

Stage 1 / Lesson one continued



Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.
- **EN1-3A** Composes texts using letters of consistent size and slope and uses digital technologies.



Resources and Preparation

Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Fruit & Veg Power via www.fruitandvegmonth.com.au
- Worksheet 5 – The power of fruit and veg.
- Pencils for writing and colouring.
- Workbooks.
- Glue sticks.

Preparation

Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 5 – 1 per student.

Duration | 55 minutes

Assessment

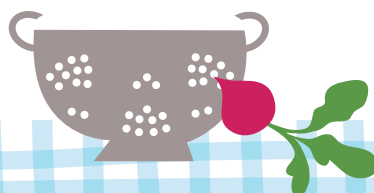
- For:** Student contribution to group discussions.
- As:** Student identifies some fruit and vegetables. Student is able to identify reasons for eating fruit and vegetables.
- Of:** Quality of student work.

Differentiation

- Extend:** Students write an exposition on why it is important to eat fruit and vegetables at every meal and snack.
- Simplify:** Students complete worksheet tasks with assistance. Students undertake part of the worksheet only. Students complete a lower stage activity.

School/Home Link

Students discuss with families why it is important to eat fruit and vegetables at each meal and snack. Students try to eat fruit and vegetables at each meal and snack.



Classroom activities

Stage 1 / Lesson two



Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **COS1.1** Communicates appropriately in a variety of ways.
- **MA1-17SP** Gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results.



Resources and Preparation

- Worksheet 6 – Fruit and vegetable survey.
- Pencils for writing and colouring.
- Workbooks.
- Glue sticks.

Preparation

Prior to lesson:

- photocopy WS 6 – 1 per student.
- place WS 6 up on the whiteboard or print out an A3 copy for modelling task.

Duration

25 minutes (first lesson)

40 minutes (second lesson)

How Much Fruit & Veg?

Students survey people in their community on their intake of fruit and vegetables.

Introduction (5 mins)

- Ask students to recall the reasons to eat fruit and vegetables and how often to eat them. What are some of the consequences if we don't eat enough? Refer to elements of lesson one if needed.
- Advise students that most Australians (adults and children) do not eat enough fruit and vegetables.
- Advise students that they will be surveying people in their community to find out some of the reasons why Australians don't eat enough fruit and vegetables.

Activity

First lesson (20 mins)

1. Provide each student with a copy of WS 6. Advise students that they will need to survey a variety of people – 1 classmate, 1 family member and 1 neighbour (or other person in their community).
2. Teacher models task with a student using the enlarged copy of WS 6 (whiteboard or A3 paper copy).
3. Students pair up and survey each other using WS 6. Teacher provides guidance when needed.
4. As a class discuss the task and problem solve any issues with collecting information.
5. Students complete the remaining 2 surveys at home.

Second lesson (30 mins)

6. Students glue WS 6 into workbooks.
7. Class discussion on results: how many people ate fruit or vegetables at every meal and snack (collate numbers); what was the most common reason for not eating more fruit and vegetables (collate under themes); what would help people to eat more fruit and vegetables (collate under themes)?
8. Produce a class display of the results using graphs and/or word clouds (for questions 2 and 3 only).



Conclusion (10 mins)

Class develops a list of suggestions for getting Australians to eat more fruit and vegetables.

How Much Fruit & Veg activity continued >



Classroom activities

Stage 1 / Lesson two continued



Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **COS1.1** Communicates appropriately in a variety of ways.
- **MA1-17SP** Gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results.



Resources and Preparation

- Worksheet 6 – Fruit and vegetable survey.
- Pencils for writing and colouring.
- Workbooks.
- Glue sticks.

Preparation

Prior to lesson:

- photocopy WS 6 – 1 per student.
- place WS 6 up on the whiteboard or print out an A3 copy for modelling task.

Duration

25 minutes (first lesson)

40 minutes (second lesson)

Assessment

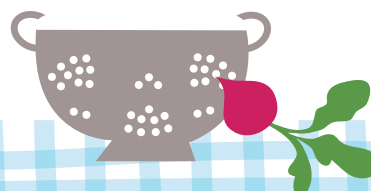
- For:** Student contribution to group discussions.
- As:** Student communicates with others to collect information. Student records information.
- Of:** Student accurately completes worksheet task.

Differentiation

- Extend:** Students survey a larger number of people. Students write a recount of the activity. Students design their own survey and report results.
- Simplify:** Students survey only one person (i.e. classmate) in the class setting so assistance can be provided. Students complete a lower stage activity.

School/Home Link

Publish class suggestions and survey findings in the school newsletter, school website, local media or social media.



Classroom activities

Stage 1 / Lesson three



Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.



Resources and Preparation

Resources

- Food advertisements from magazines (not catalogues) – 1 per student plus spares.
- Pencils for drawing and colouring.
- A4 paper – 1 per student plus spares.

Preparation

1 month prior to lesson:

- request donations of magazines (not catalogues) from parents and staff.

1 week prior to lesson:

- select advertisements.

Duration | 40 minutes

Get Loud for Fruit & Veg

Students create a print ad to promote fruit and vegetables.

Introduction (5 mins)

- Review knowledge from previous lessons: can they name some fruit and vegetables; can they identify reasons to eat fruit and vegetables?
- Advise students that 9 out of 10 Australians do not eat enough fruit and vegetables. Can they think of what this might mean for our wellbeing?
- Advise students that they will be developing an advertisement to encourage people to eat more fruit and vegetables.

Activity (20 mins)

1. As a class, look at one of the food advertisements and brainstorm how they could modify it to advertise a fruit or vegetable. E.g. modify a chicken advertisement to promote carrots.
2. Each student chooses a magazine advertisement to copy and a fruit or vegetable to promote.
3. Students create a magazine advertisement for their chosen fruit or vegetable.



Conclusion (15 mins)

Students' advertisements are displayed on their desks. The class reviews all the advertisements and discusses which would encourage them to eat more of the fruit or vegetable and why.

Assessment

- For:** Student contribution to group discussions.
- As:** Student works independently to create magazine advertisement.
- Of:** Quality of student work.

Differentiation

- Extend:** Students write an exposition on why it is important to eat fruit and vegetables at every meal and snack.
- Simplify:** Students complete task with assistance. Students develop ads in mixed ability pairs or small groups. Students complete a lower stage activity.

School/Home Link

Advertisements can be posted around the school, in the newsletter and/or on the school website.



Classroom activities

Stage 1 / Lesson four



Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.



Resources and Preparation

Resources

- Access to interactive whiteboard, internet enabled TV, laptop or desktop computer.
- Permission slip for tasting activities (a modifiable one is available at www.fruitandvegmonth.com.au).
- Food preparation equipment and ingredients as per chosen recipe/s – 1 set per cooking group.
- Recipe sheets and videos – Sandwich Sticks AND/OR Fruit Wands – access via www.fruitandvegmonth.com.au
- Parent helpers – to prepare chopped and sliced ingredients prior to class, if needed.
- Parent helpers – to assist during lesson, if needed.
- Serving dishes and utensils.
- Reusable plates (to minimise use of single use items) and aprons to be sent in from home – 1 set per student.
- Workbooks.
- Pencils for writing, drawing and colouring.

Resources and Preparation continued >

Eat More Fruit & Veg

Students prepare and eat a simple snack containing fruit and/or vegetables.

Introduction (5 mins)

- Revise knowledge about fruit and vegetables from earlier lessons. Prompt discussion around the need for Australians to eat more fruit and vegetables. Advise students that they will be putting this knowledge into practice by preparing and eating a simple, but tasty, snack recipe/s that includes fruit or vegetables.

Activity (60 mins)

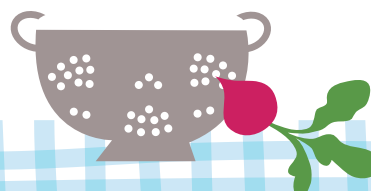
1. Watch recipe video/s.
2. Provide each student with a copy of the recipe they will be preparing.
3. Students are divided into small groups (approximately 3-4 students) to prepare the recipe/s. Place one parent helper, if available, with each group.
4. Students place finished dish/es onto their plate and clean up.
5. Students, teacher and parent helpers sit down to eat.
6. Promote discussion on the various experiential elements of eating the dish/es – taste, texture, appearance and smell. Encourage discussion on the effect of incorporating plenty of fruit and/or vegetables into the dish/es.



Conclusion (15 mins)

In their workbooks, students write a recount of the activity and include an illustration if time allows.

Eat More Fruit & Veg activity continued >



Classroom activities

Stage 1 / Lesson four continued

Preparation

2–3 weeks prior to lesson:

- organise class helpers.
- develop a list of supplies needed and request donations/funding as needed.
- send permission form home.
- advise parents that they will need to send in a reusable plate and an apron for the lesson.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior to lesson:

- check permission slip returns.
- source equipment.

1–2 days prior to lesson:

- source the ingredients.
- remind parents to send in a reusable plate and an apron.

Prior to lesson:

- photocopy recipe sheets – 1 per student.
- prepare ingredients, as needed.
- access recipe video/s ready for viewing.
- ensure students have washed hands. Allow extra time if this task is going to be included in the lesson.

Duration | 80 minutes

Time lesson for prior to morning tea or home time.

Assessment

- For:** Student contribution to class discussions.
- As:** Student contributes to food preparation tasks. Student identifies experiential benefits of eating fruit and/or vegetables in the snack (e.g. taste, texture, appearance, smell).
- Of:** Quality of student work.

Differentiation

- Extend:** Students write a recipe (procedure) for their favourite sandwich stick or fruit wand combination. Students undertake later stage activity.
- Simplify:** Students undertake task in mixed ability groups. Students undertake task with assistance. Students complete earlier stage activity.

School/Home Link

Photos of the students cooking can be published in the school newsletter. Students take a copy of the recipe home and can prepare it for their family.



Classroom activities

Stage 2 / Lesson one



Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **MA2-18SP** Selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs.



Resources and Preparation

Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Fruit & Veg Power via www.fruitandvegmonth.com.au
- Worksheet 7 – Fruit and vegetable record sheet.
- Optional – workbooks.

Preparation

Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 7 – 1 per student.

Duration

35 minutes (first lesson)

30 minutes (second lesson)

Fruit & Veg Power

Students learn about why it is important to eat fruit and plenty of vegetables and how to achieve this.

Introduction (5 mins)

- Ask students to name some fruit and vegetables. Brainstorm to create a list. Discuss ones they eat/grow/have in their lunchbox (IWB).
- Advise students that they will be undertaking an activity to learn about why it is important to eat fruit and vegetables and how to make sure we are eating enough.

Activity

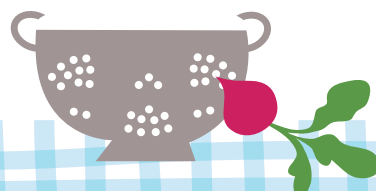
First lesson (30 mins)

1. Show students the Australian Guide to Healthy Eating (AGTHE) image (IWB). Click on the image to access the full AGTHE image. Draw attention to the relative sizes of the vegetable and fruit sections of the image. Ask students what they think the AGTHE image means to them in relation to their body's need for fruit and vegetables.
2. Click and drag the food groups to place them in the correct sections of the AGTHE (IWB).
3. Click on the 'Fruit and Veg Team' to find out why fruit and vegetables are so powerful (IWB).
Note: the reference to fruit and vegetables helping your tummy feel good refers to fibre and its positive effect on bowel movements.
4. Ask students if they think they eat enough fruit and vegetables? Do they get enough fruit and vegetable power?
5. Advise students that a simple way of working out if they get enough is if there are fruit and vegetables at each meal and snack. Show images of what this might look like (IWB).
6. Advise students that they will be assessing whether they eat fruit and vegetables at each meal and snack. Provide a copy of WS 7 to each student and model how to use it (IWB).
7. Students complete record over one day and bring results into class.

Second lesson (20 mins)

8. Students pair up to compare their worksheets and findings. Pairs can be then further paired (i.e. a group of 4 students) for further discussion.
9. Class activity to tally results and convert into a graph (IWB).
Note: export graph as a PDF to save or print before changing screens or work will be lost.

Fruit & Veg Power activity continued >



Classroom activities

Stage 2 / Lesson one continued



Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **MA2-18SP** Selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs.



Resources and Preparation

Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Fruit & Veg Power via www.fruitandvegmonth.com.au
- Worksheet 7 – Fruit and vegetable record sheet.
- Optional – workbooks.

Preparation

Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 7 – 1 per student.

Duration

35 minutes (first lesson)

30 minutes (second lesson)



Conclusion (10 mins)

Students 'pledge to eat more fruit and veg' by developing a specific goal to achieve this, e.g. I will eat vegetables at morning tea or I will eat fruit with my breakfast. This can be modelled using the IWB. Students then write their goal statement on WS 7, cut it off and either glue it into workbooks or place it in a class display. Alternatively, a class based goal can be developed, e.g. we will have Crunch&Sip every day this week.

Class can reanalyse their intake at set time periods over the month and a new class graph generated each time. Data could be used to answer multiple questions such as: how many students ate fruit and vegetables at every meal and snack? How many times over the day did students eat fruit? How many times over the day did students eat vegetables?

Note: the Fruit & Veg Month class poster and reward stickers can be used to tally student progress with their goal on a weekly basis. The Crunch&Sip class poster and stickers can also be used - see www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx under Classroom Resources.

However, ensure that no student is stigmatised for their fruit and vegetable intake.

Assessment

- For:** Student contribution to group discussions and activities.
- As:** Student identifies some fruit and vegetables. Student identifies the reasons for eating fruit and vegetables. Student identifies ways to increase their intake of fruit and vegetables.
- Of:** Student collects data correctly. Student develops suitable goal statement.

Differentiation

- Extend:** Students record their fruit and vegetable intake for more than one day and then graphs their individual results to show if their intake varies from day to day. Students develop their own recording sheet.
- Simplify:** Students record their fruit and vegetable intake in a limited number of meals or snacks, e.g. just at lunch or dinner. Students undertake task with assistance. Students complete a lower stage activity.

School/Home Link

Class results are published in the school newsletter with a reminder of how families can get involved in the Get Loud for Fruit & Veg activities happening over Fruit & Veg Month. Students inform families of their individual or class goal.



Classroom activities

Stage 2 / Lesson two



Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **PSS2.5** Uses a range of problem-solving strategies.
- **INS2.3** Makes positive contributions in group activities.
- **MA2-18SP** Selects appropriate methods to collect data, and constructs, compares, interprets, and evaluates data displays, including tables, picture graphs and column graphs.



Resources and Preparation

Resources

- A selection of menus from food businesses – school canteens, local cafes and restaurants – 1 per student pairing.
- Highlighters – a green and an orange, yellow or pink – 1 set per student pairing.
- Workbooks.
- Pencils for writing.

Preparation

2–3 weeks prior to lesson:

- source menus.

Duration

40 minutes (first lesson)

30 minutes (second lesson)

How Much Fruit & Veg?

Students review a food business menu for fruit and vegetable based items and identify potential improvements.

Introduction (10 mins)

- Revise knowledge from lesson one by asking students to suggest reasons to eat fruit and vegetables.
- Ask students if they remember how often they need to eat fruit and vegetables to ensure they are getting enough? Include at each meal and snack. Ask students to reflect on their eating habits. Do they do this? What about when they eat food from a food business (e.g. canteen, cafe or restaurant)? Do they eat fruit and vegetables in these meals and snacks?
- Advise students that they will be undertaking an activity to look at the menus of food businesses. They will be assessing the menus for the number of menu items that include fruit and vegetables.

Activity

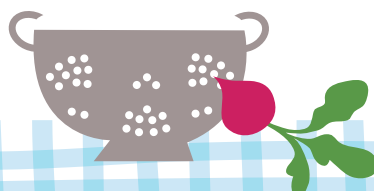
First lesson (30 mins)

1. Students are divided into pairs. Provide each pair with a menu to review and a set of coloured highlighters (a green and an orange, yellow or pink).
2. Students determine which menu items contain fruit or vegetables and highlight them in green. Students highlight the other items as orange, yellow or pink. Unknown items can be left uncoloured.
3. Students count the number of menu items that contain fruit and vegetables and the number of menu items that do not. Students develop a table to display their data and write a statement to explain their findings.
4. Discuss as a class: were they surprised at the results? How do the results relate to what they have learnt about how often we need to include fruit and veg (e.g. at each meal and snack)?

Second lesson (20 mins)

5. Review the findings from the previous lesson.
6. As a class, brainstorm some ways that canteens, cafes and restaurants could increase the amount of fruit and vegetables on offer. Consideration could also be given to how these food businesses might market their fruit and vegetable menu items to encourage customers to purchase them.
7. Working in their pairs, students write a plan for how the menu they reviewed might be improved to provide more fruit and vegetables and how they might encourage customers to purchase them.

How Much Fruit & Veg activity continued >



Classroom activities

Stage 2 / Lesson two continued



Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **PSS2.5** Uses a range of problem-solving strategies.
- **INS2.3** Makes positive contributions in group activities.
- **MA2-18SP** Selects appropriate methods to collect data, and constructs, compares, interprets, and evaluates data displays, including tables, picture graphs and column graphs.



Resources and Preparation

Resources

- A selection of menus from food businesses – school canteens, local cafes and restaurants – 1 per student pairing.
- Highlighters – a green and an orange, yellow or pink – 1 set per student pairing.
- Workbooks.
- Pencils for writing.

Preparation

2–3 weeks prior to lesson:

- source menus.

Duration

40 minutes (first lesson)

30 minutes (second lesson)



Conclusion (10 mins)

Selected students present their work to the class.

Assessment

- For:** Student contribution to group discussions.
- As:** Student identifies fruit and vegetables in menu items. Student works collaboratively in the pairing.
- Of:** Quality of student work.

Differentiation

- Extend:** Students work individually in the menu assessment task.
- Simplify:** Students placed in mixed ability pairings or small groups to complete task. Students undertake task with assistance. Students complete a lower stage activity.

School/Home Link

An outline of the activity is published in the school newsletter or in the local media. Write a joint class article to share their findings.



Classroom activities

Stage 2 / Lesson three



Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **EN2-7B** Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts.
- **EN2-11D** Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.



Resources and Preparation

Resources

- Workbooks
- Pencils for writing.

Duration | 40 minutes

Get Loud for Fruit & Veg

Students write a letter to the local paper or their local politician outlining ways to increase fruit and vegetable consumption in the community.

Introduction (5 mins)

- Review knowledge from previous lessons: can they name some fruit and vegetables? Can they identify reasons to eat fruit and vegetables? What did they identify from food business menus?
- Advise students that 95% of Australian adults and children don't eat enough fruit and vegetables. Brainstorm the effects this may have on the wellbeing of the Australian population. Students might also like to consider the wider effects on the community, e.g. farmers.
- Advise students that they will be working as a class to identify reasons why Australians might not be eating enough fruit and vegetables and possible solutions. They will then write a persuasive letter to the local paper or their local politician alerting them to the problem and possible solutions.

Activity (25 mins)

1. As a class, identify reasons why fruit and vegetable consumption in Australia, or in their local community, might be so low. These can be listed on the whiteboard.
2. As a class, come up with solutions to overcome the barriers identified and list on the whiteboard.
3. Students draft a persuasive letter outlining the possible reasons why Australians (or their community) are not eating enough fruit and vegetables and providing solutions for change. Students carefully consider who would be the most appropriate recipient of their letter (e.g. local politician, local newspaper, principal, canteen manager etc).

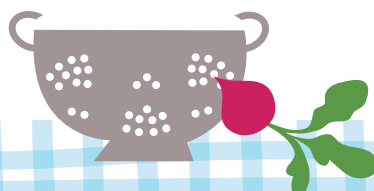


Conclusion (10 mins)

Selected students present their work to the class. Students can be given the opportunity to develop a final copy of the letter.

Note: the letters, or selected letters, can be sent to the intended recipients. Alternatively, a class letter could be developed and sent to the local newspaper or local politicians.

Get Loud for Fruit & Veg activity continued >



Classroom activities

Stage 2 / Lesson three continued



Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **EN2-7B** Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts.
- **EN2-11D** Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.



Resources and Preparation

Resources

- Workbooks
- Pencils for writing.

Duration | 40 minutes

Assessment

- For:** Student contribution to group discussions.
- As:** Student identifies reasons why people might not be eating enough fruit and vegetables. Student identifies solutions for change.
- Of:** Quality of student persuasive text.

Differentiation

- Extend:** Students work on task individually.
- Simplify:** Students undertake task with assistance. Students work in pairs to develop a letter draft. Students complete a lower stage activity.

School/Home Link

Students can write a letter to their family, identifying ways they can eat more fruit and vegetables.



Classroom activities

Stage two / Lesson four



Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **EN2-10C** Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.



Resources and Preparation

Resources

- Access to interactive whiteboard, internet enabled TV, laptop or desktop computer.
- Permission slip for tasting activities (a modifiable one is available at www.fruitandvegmonth.com.au).
- Food preparation equipment and ingredients as per chosen recipe/s – 1 set per cooking group.
- Recipe sheets and videos – Cheese, Tomato and Spinach Pockets AND/OR Layered Yoghurt and Fruit Crumble – access via www.fruitandvegmonth.com.au
- Parent helpers – to prepare chopped and sliced ingredients prior to class, if needed.
- Parent helpers – to assist during lesson, if needed.
- Serving dishes and utensils.
- Small containers and cutlery to be sent in from home – 1 set per student (to minimise use of single use items).
- Aprons to be sent in from home – 1 per student.
- Workbooks.
- Pencils for writing, drawing and colouring.

Resources and Preparation continued >

Eat More Fruit & Veg

Students prepare and eat a snack containing fruit and/or vegetables.

Introduction (5 mins)

- Revise knowledge about fruit and vegetables from earlier lessons. Prompt discussion around the need for Australians to eat more fruit and vegetables. Advise students that they will be putting this knowledge into practice by preparing and eating a simple, but tasty, snack recipe/s that includes fruit or vegetables.

Activity (60 mins)

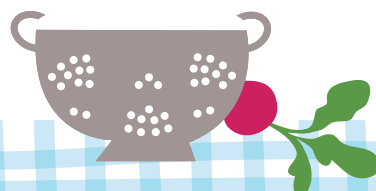
1. Watch recipe video/s.
2. Provide each student with a copy of the recipe they will be preparing.
3. Students are divided into small groups (approximately 3–4 students) to prepare the recipe/s. Place one parent helper, if available, with each group.
4. Students place finished dish/es onto serving dishes and clean up.
5. Students, teacher and parent helpers sit down to eat.
6. Promote discussion on the various experiential elements of eating the dish/es – taste, texture, appearance and smell. Encourage discussion on the effect of incorporating plenty of fruit and/or vegetables into the dish/es.



Conclusion (15 mins)

In their workbooks, students develop a draft of a poster to encourage people to buy the snack they have just made and tasted (or their favourite of the snacks if more than one was undertaken in the class). Students can choose to develop the poster for a school canteen, cafe or restaurant.

Eat More Fruit & Veg activity continued >



Classroom activities

Stage two / Lesson four continued

Preparation

2–3 weeks prior to lesson:

- organise class helpers.
- develop a list of supplies needed and request donations/funding as needed.
- send permission form home.
- advise parents that they will need to send in containers, cutlery and an apron for the lesson.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior to lesson:

- check permission slip returns.
- source equipment.

1–2 days prior to lesson:

- source the ingredients.
- remind parents to send in containers, cutlery and an apron.

Prior to lesson:

- photocopy recipe sheets – 1 per student.
- prepare ingredients, as needed.
- access recipe video/s ready for viewing.
- ensure students have washed hands. Allow extra time if this task is going to be included in the lesson.

Duration | 80 minutes

Time lesson for prior to morning tea or home time.

Assessment

For: Student contribution to class discussions.

As: Student contributes to food preparation tasks. Student identifies experiential benefits of eating fruit and/or vegetables in the snack (e.g. taste, texture, appearance, smell).

Of: Quality of student work.

Differentiation

Extend: Students write a recipe that modifies an existing snack to incorporate more fruit and vegetables. Students undertake later stage activity.

Simplify: Students undertake task in mixed ability groups. Students undertake task with assistance. Students complete earlier stage activity.

School/Home Link

Photos of the students cooking can be published in the school newsletter. Students take a copy of the recipe home and can cook it for their family.



Classroom activities

Stage 3 / Lesson one



Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **DMS3.2** Makes informed decisions and accepts responsibility for consequences.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.



Resources and Preparation

Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Fruit & Veg Power via www.fruitandvegmonth.com.au
- Workbooks.

Preparation

Prior to lesson:

- access interactive materials ready for use.

Duration | 65 minutes

Fruit & Veg Power

Students learn about why it is important to include plenty of vegetables and to enjoy fruit and how to achieve this.

Introduction (5 mins)

- Ask students to name the fruits and vegetables they eat. Inform students that the Australian Dietary Guidelines (ADGs) recommend we eat plenty of vegetables and enjoy fruit. Advise students that they will be learning about why fruit and vegetables are so important and how much is needed.

Activity (40 mins)

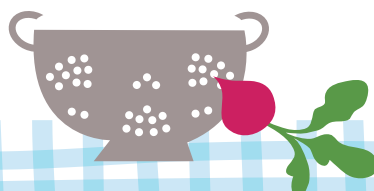
1. Why do the ADGs recommend we eat plenty of vegetables and enjoy fruit? Why are they seen as being so powerful (IWB)?
2. Click on the 'Fruit and Veg Team' to find out why fruit and vegetables are so powerful (IWB).
Note: the reference to fruits and vegetables helping your tummy feel good refers to fibre and its positive effect on bowel movements.
3. Looking at these reasons, ask students what they think might happen if people were not able to eat fruits and vegetables (IWB)?
4. Review example of scurvy in sailors and convicts bound for Australia (IWB).
5. How many serves of fruit and vegetables do we need to eat (IWB)?
6. Review the sample child's diet. Do they get enough fruit and vegetables (IWB)? Discuss what might be the effect?
7. As a class, come up with ways to include enough fruit and vegetables in the sample meal plan (IWB).
8. Review the statements (IWB).
9. Students pair up to discuss their own diets. Do they believe they eat enough fruit and vegetables? Can they identify changes they could make to add more fruit and vegetables to their day?



Conclusion (20 mins)

Students write a short piece on the activity including the reasons to eat fruit and vegetables and what they believe they could do to eat more fruit and vegetables (IWB).

Fruit & Veg Power activity continued >



Classroom activities

Stage 3 / Lesson one continued



Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **DMS3.2** Makes informed decisions and accepts responsibility for consequences.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.



Resources and Preparation

Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials
 - Fruit & Veg Power via www.fruitandvegmonth.com.au
- Workbooks.

Preparation

Prior to lesson:

- access interactive materials ready for use.

Duration | 65 minutes

Assessment

- For:** Student contribution to group discussions.
- As:** Student identifies some fruit and vegetables. Student identifies the reasons for eating fruit and vegetables. Student identifies ways to increase intake of fruit and vegetables.
- Of:** Quality of student work.

Differentiation

- Extend:** Students analyse their own diet for adequate fruit and vegetable intake. Students write a longer piece on the activity such as an exposition or discussion (i.e. persuasive text).
- Simplify:** Students complete the task with assistance. Pair students according to ability. Students complete a lower stage activity.

School/Home Link

Selected student work could be published in the school newsletter.



Classroom activities

Stage 3 / Lesson two



Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.



Resources and Preparation

Resources

- Optional – food magazines – 1 per student. Students could bring magazines in from home.

Preparation

2–3 weeks prior to lesson:

- optional – request students and school families to provide food magazines.

Duration

55 minutes (first lesson)

35 minutes (second lesson)

How Much Fruit & Veg?

Students investigate the role of food advertising in relation to fruit and vegetables.

Introduction (10 mins)

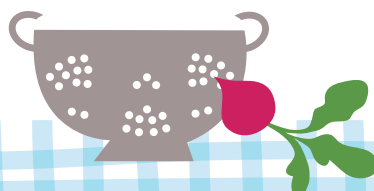
- Advise students that only around 5% of Australian adults and children eat enough fruit and vegetables. The World Health Organisation states low fruit and vegetable consumption as one of the top 10 risk factors for preventable deaths.
- Ask students to brainstorm why they believe Australians aren't eating enough fruit and vegetables.
- Advise students that they will be looking at one factor that may influence the amount of fruit and vegetables we eat – advertising.

Activity

First lesson (45 mins)

1. Ask students to brainstorm the role of advertising. Why do businesses and organisations advertise their products? Based on this discussion, ask students what they believe is the role of food advertising and why?
2. Ask students to brainstorm some of the food ads they have seen on TV, heard on the radio or seen in magazines recently – what foods are they for? Make a list up on the whiteboard. As a class, look at the list and determine if any are for fruit and vegetables. Ask students how the lack of fruit and vegetable ads might influence people's food choices.
3. Advise students that they will be determining what proportion of food advertisements in a chosen medium are for fruit and vegetables.
4. Advise students that they can choose to investigate the proportion of food advertising in food magazines, on commercial TV or on commercial radio.
Note: you may opt to provide food/cooking magazines so that students can conduct the investigation within class time. Provide one magazine per student.
5. Discuss as a class what information you will need to collect in order to determine what proportion of food ads are for fruit and vegetables.
6. Students develop their own data collection sheet. To ensure simplicity, advise students to classify ads as either 'fruit or vegetable ad' or 'other food ad' and not to count non-food related ads.
7. Students complete task either at home or in class.
Note: allow extra time if investigative activity is done in class.

How Much Fruit & Veg activity continued >



Classroom activities

Stage 3 / Lesson two continued



Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.



Resources and Preparation

Resources

- Optional – food magazines – 1 per student. Students could bring magazines in from home.

Preparation

2–3 weeks prior to lesson:

- optional – request students and school families to provide food magazines.

Duration

55 minutes (first lesson)

35 minutes (second lesson)

Second lesson (15 mins)

8. Ask students how they found the activity. Did they find it challenging? Were there any surprises?
9. Using their data, students determine the proportion of food ads that were for fruit and vegetables.



Conclusion (20 mins)

Class discussion on their findings and what suggestions they have for change. Students write a short persuasive text on the activity and their suggestions for change.

Note: to ensure success, advise children of the best times to watch TV or listen to the radio for food ads.

TV – 5 pm to 9 pm. Aim for approximately 30–45 mins of viewing time.

Radio – late morning, lunchtime or early afternoon. Aim for approximately 30–45 mins of listening time.

Assessment

- For:** Student contribution to group discussions.
- As:** Student develops data collection method, collects and analyses data.
- Of:** Quality of student work.

Differentiation

- Extend:** Student measures advertising over a number of different time slots (or varying food magazines) and compares results.
- Simplify:** Students complete task in mixed ability pairs or small groups. Students complete a lower stage activity. Teacher records food ads over a given time period and students complete task as a group.

School/Home Link

Families measure the proportion of food ads that are for fruit and vegetables while watching a sporting event on TV. Students report back to the class.



Classroom activities

Stage 3 / Lesson three



Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.



Resources and Preparation

Resources

- Access to interactive whiteboard.
- Worksheet 8 – TV ad storyboard template.
- Australian Avocados ad – www.australianavocados.com.au/the-daily-spread/home-entertaining/australian-avocados-are-now-tv-love-avocado-feeling. Scroll down to access the TV advertisement.
- Australian bananas ad – www.australianbananas.com.au. Scroll down to access the TV advertisement.
- Team FNV ad – www.youtube.com/watch?v=3sn1q4rwm1U

Preparation

Prior to lesson:

- open advertisement webpages ready for viewing.
- photocopy WS 8 – 1 per group.

Duration | 70 minutes

Get Loud for Fruit & Veg

Students discuss food advertising and develop a storyboard for an ad promoting fruit and vegetables.

Introduction (10 mins)

- Review knowledge from previous lessons around the benefits of fruit and vegetables, how much to eat and the role of food advertising to influence fruit and vegetable consumption.
- Advise students that they will be reviewing some TV ads for fruit and vegetables. They will look at the methods used and then will develop a storyboard for an ad to promote a fruit or vegetable.

Activity (40 mins)

1. Watch the three ads. After each ad, as a class, discuss the methods the advertisers used to promote their product. If prompting is needed, refer students to the use of catchy music, images of people having fun, simple screen captions or voiceovers. Write these up on the whiteboard for later reference.
2. Ask the students if any of the ads mention health? Re-watch ads if necessary. Brainstorm why the advertisers might not put a focus on health in their ads.
3. Students break into pairs. Provide each pair with a copy of WS 8 to use to storyboard an ad for a fruit or vegetable. Refer students to the methods identified in the viewed ads. If needed, class can do a storyboard together to model the task.

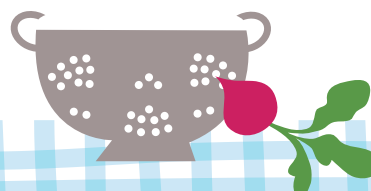


Conclusion (20 mins)

Selected pairs present their storyboard ideas to the class. Storyboards can be displayed in the classroom.

Note: students can put their draft into a slideshow format (e.g. Powerpoint). Students can vote for the best storyboard and the class can work together to develop an ad over subsequent lessons.

Get Loud For Fruit & Veg activity continued >



Classroom activities

Stage 3 / Lesson three continued



Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.



Resources and Preparation

Resources

- Access to interactive whiteboard.
- Worksheet 8 – TV ad storyboard template.
- Australian Avocados ad – www.australianavocados.com.au/the-daily-spread/home-entertaining/australian-avocados-are-now-tv-love-avocado-feeling. Scroll down to access the TV advertisement.
- Australian bananas ad – www.australianbananas.com.au
Scroll down to access the TV advertisement.
- Team FNV ad – www.youtube.com/watch?v=3sn1q4rwm1U

Preparation

Prior to lesson:

- open advertisement webpages ready for viewing.
- photocopy WS 8 – 1 per group.

Duration | 70 minutes

Assessment

- For:** Student contribution to group discussions.
- As:** Student identifies methods advertisers use to promote products. Student identifies methods to advertise their chosen fruit or vegetable.
- Of:** Quality of student work.

Differentiation

- Extend:** Students work on the task individually. Groups develop their ad as a project based task over a longer period of time.
- Simplify:** Students work in mixed ability groups. Students complete a lower stage task.

School/Home Link

Students share their storyboard with their family. Selected images and ideas from the storyboards are published in the school newsletter or on the school website.



Classroom activities

Stage 3 / Lesson four



Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **EN3-7C** Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.



Resources and Preparation

Resources

- Access to interactive whiteboard, internet enabled TV, laptop or desktop computer.
- Permission slip for tasting activities (a modifiable one is available at www.fruitandvegmonth.com.au)
- Food preparation equipment and ingredients as per chosen recipe/s – 1 set per cooking group.
- Recipe sheets and videos – Chilli con Carne AND/OR Fruit Smoothies – access via www.fruitandvegmonth.com.au
- Parent helpers – to prepare chopped and sliced ingredients prior to class, if needed.
- Parent helpers – to assist during lesson, if needed.
- Serving dishes and utensils.
- Lunch containers and cutlery to be sent in from home – 1 set per student (to minimise use of single use items).
- Aprons to be sent in from home – 1 per student.
- Workbooks.
- Pencils for writing.

Resources and Preparation continued >

Eat More Fruit & Veg

Students prepare and eat a simple main meal containing fruit and/or vegetables.

Introduction (5 mins)

- Revise knowledge about fruit and vegetables from earlier lessons. Prompt discussion around the need for Australians to eat more fruit and vegetables. Advise students that they will be putting this knowledge into practice by preparing and eating a simple, but tasty, recipe that includes fruit or vegetables.

Activity (60 mins)

1. Watch recipe video/s.
2. Provide each student with a copy of the recipe they will be cooking.
3. Students are divided into groups of 3–4 to prepare and cook the recipe. Place one parent helper, if available, with each group.
4. Students place finished dish onto serving dishes and clean up.
5. Students, teacher and parent helpers sit down to eat.
6. Promote discussion on the different experiential elements of eating the dish/es – taste, texture, appearance and smell. Encourage discussion on the effect of incorporating plenty of fruit and/or vegetables into the dish.

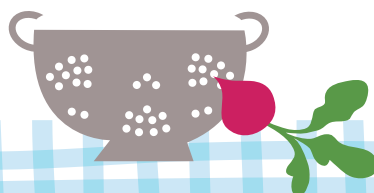


Conclusion (15 mins)

Students write a review of the dish (a descriptive text) in their workbooks. For inspiration, read or display the sample food reviews from Worksheet 23 of the Crunch&Sip Classroom Activities*.

**This can be found under the Crunch&Sip School Resource Pack – Classroom Activities – Worksheets (www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx).*

Eat More Fruit & Veg activity continued >



Classroom activities

Stage 3 / Lesson four continued

Preparation

2–3 weeks prior to lesson:

- organise class helpers.
- develop a list of supplies needed and request donations/funding as needed.
- send permission form home.
- advise parents that they will need to send in containers, cutlery and an apron for the lesson.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior to lesson:

- check permission slip returns.
- source equipment.

1–2 days prior to lesson:

- source the ingredients.
- remind parents to send in containers, cutlery and an apron.

Prior to lesson:

- photocopy recipe sheets – 1 per student.
- prepare ingredients, as needed.
- access recipe video/s ready for viewing.
- ensure students have washed hands. Allow extra time if this task is going to be included in the lesson.

Duration | 80 minutes

Time lesson for prior to lunch.

Assessment

For: Student contribution to class discussions.

As: Student contributes to food preparation tasks. Student identifies experiential benefits of eating fruit and/or vegetables in the meal (e.g. taste, texture, appearance, smell).

Of: Quality of student work.

Differentiation

Extend: Students bring in a family favourite recipe to class. Either individually, in pairs or in groups they develop a new recipe that provides more fruit or vegetables.

Simplify: Students undertake task in mixed ability groups. Students undertake task with assistance. Students complete earlier stage activity.

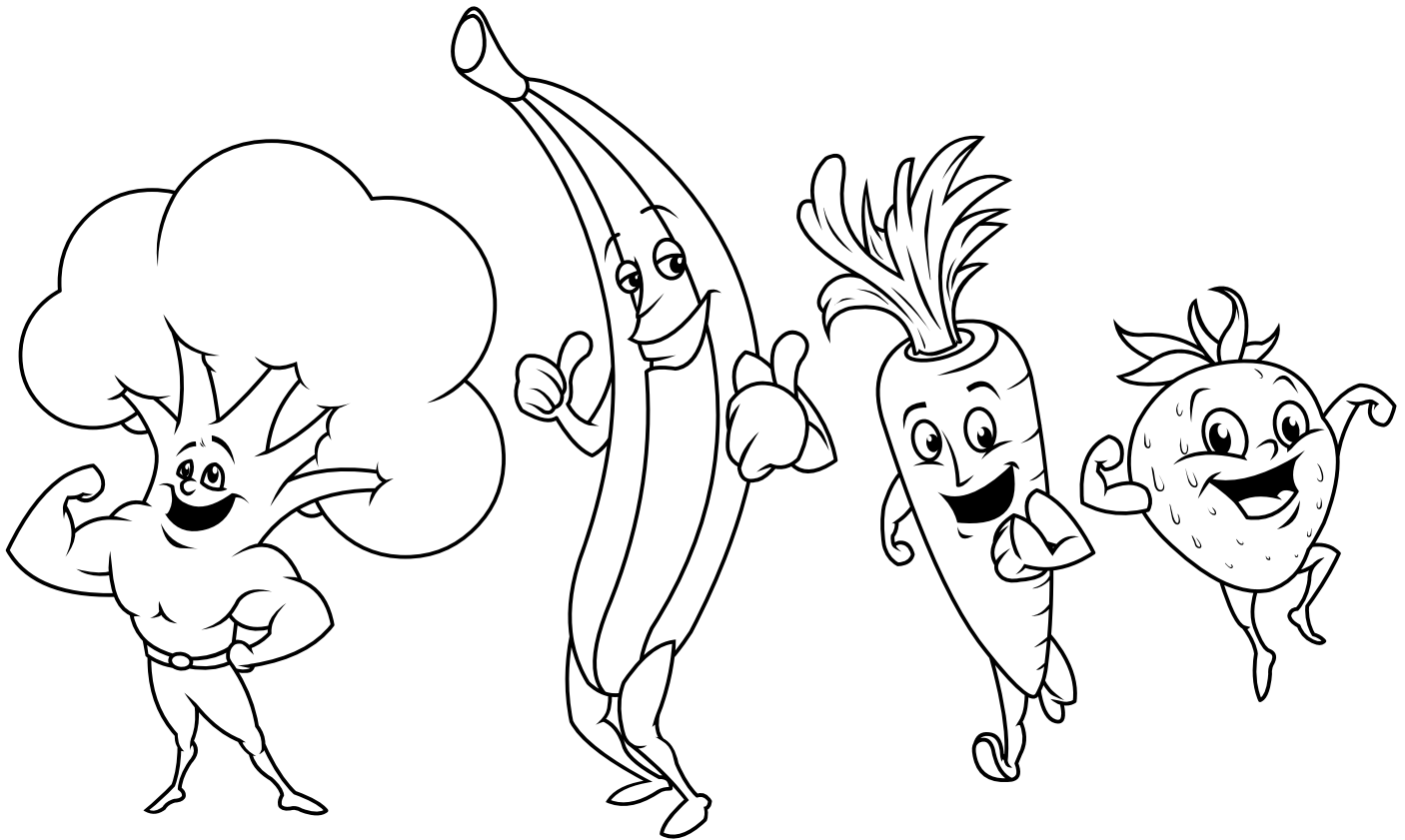
School/Home Link

Photos of the students cooking can be published in the school newsletter. Students take a copy of the recipe home and can cook it for their family.





The Fruit and Veg Team



Eat us at every meal and
snack to feel good.

What is your favourite
fruit or vegetable?

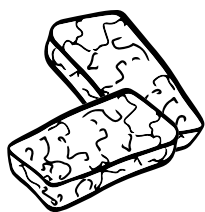
What do we know? What have we learnt?

What do we know about fruit and vegetables?	
What did we learn about fruit and vegetables?	

Eat fruit and vegetables at every meal and snack

This is what Suzie ate today. Circle all the fruit and vegetables you see. Count them up.

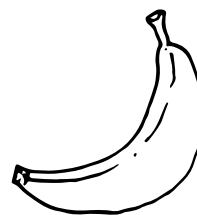
Breakfast



cereal



milk



banana

Morning tea

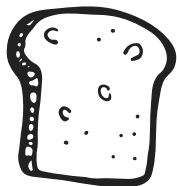


apple

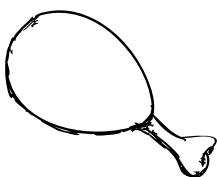


popcorn

Lunch



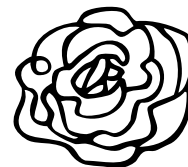
bread



chicken

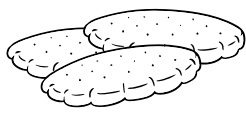


tomato



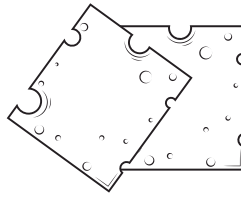
lettuce

Afternoon tea



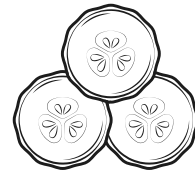
crackers

+



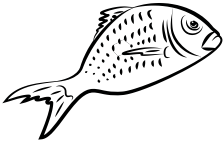
cheese

+



cucumber

Dinner



fish

+



rice

+



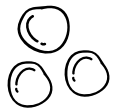
broccoli

+



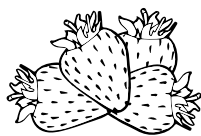
carrots

+



peas

Evening snack



strawberries

+



yoghurt

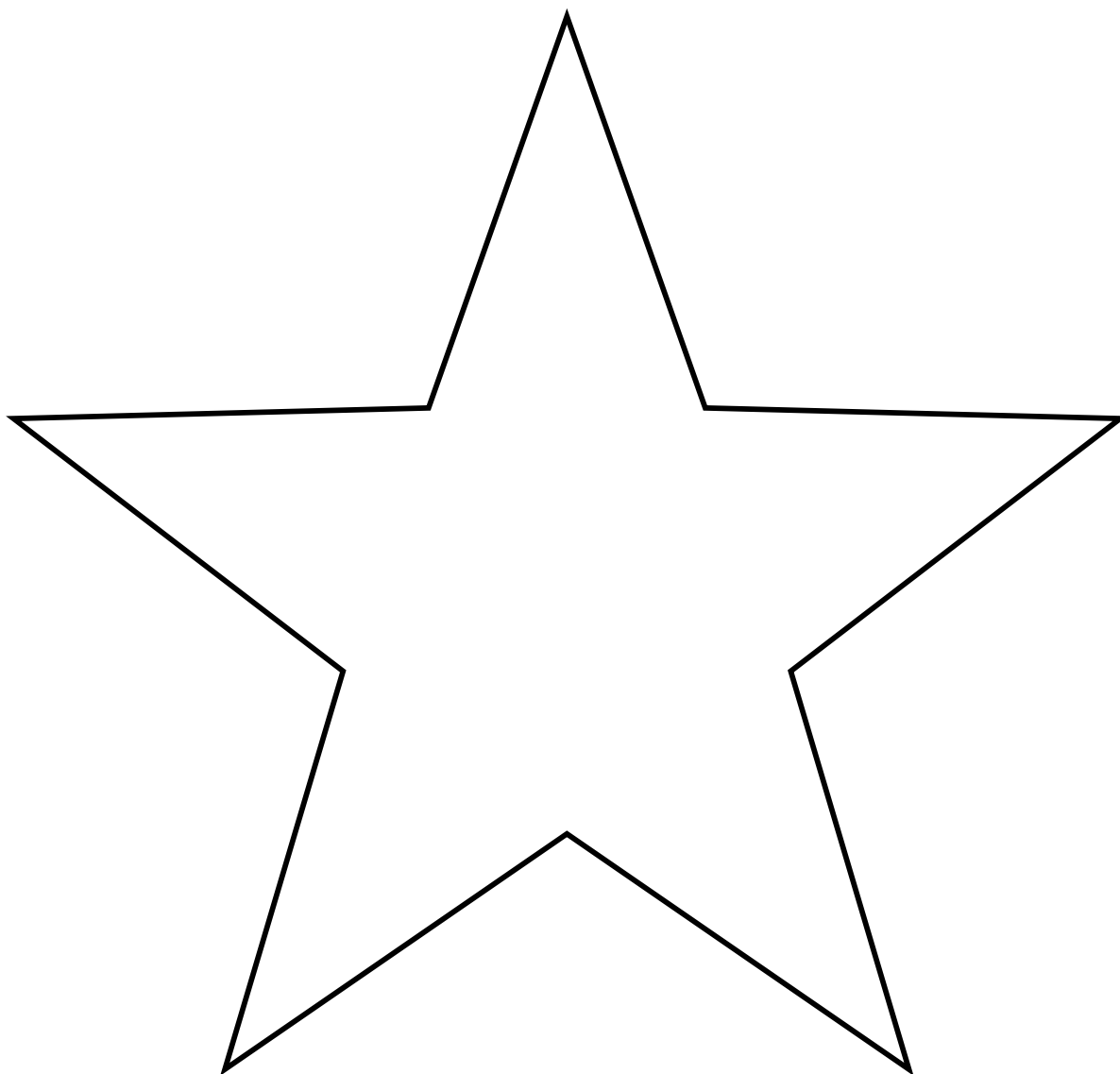
Did Suzie eat fruit or vegetables at every meal and snack? _____

How many fruits and vegetables did Suzie eat? _____



Why eat?

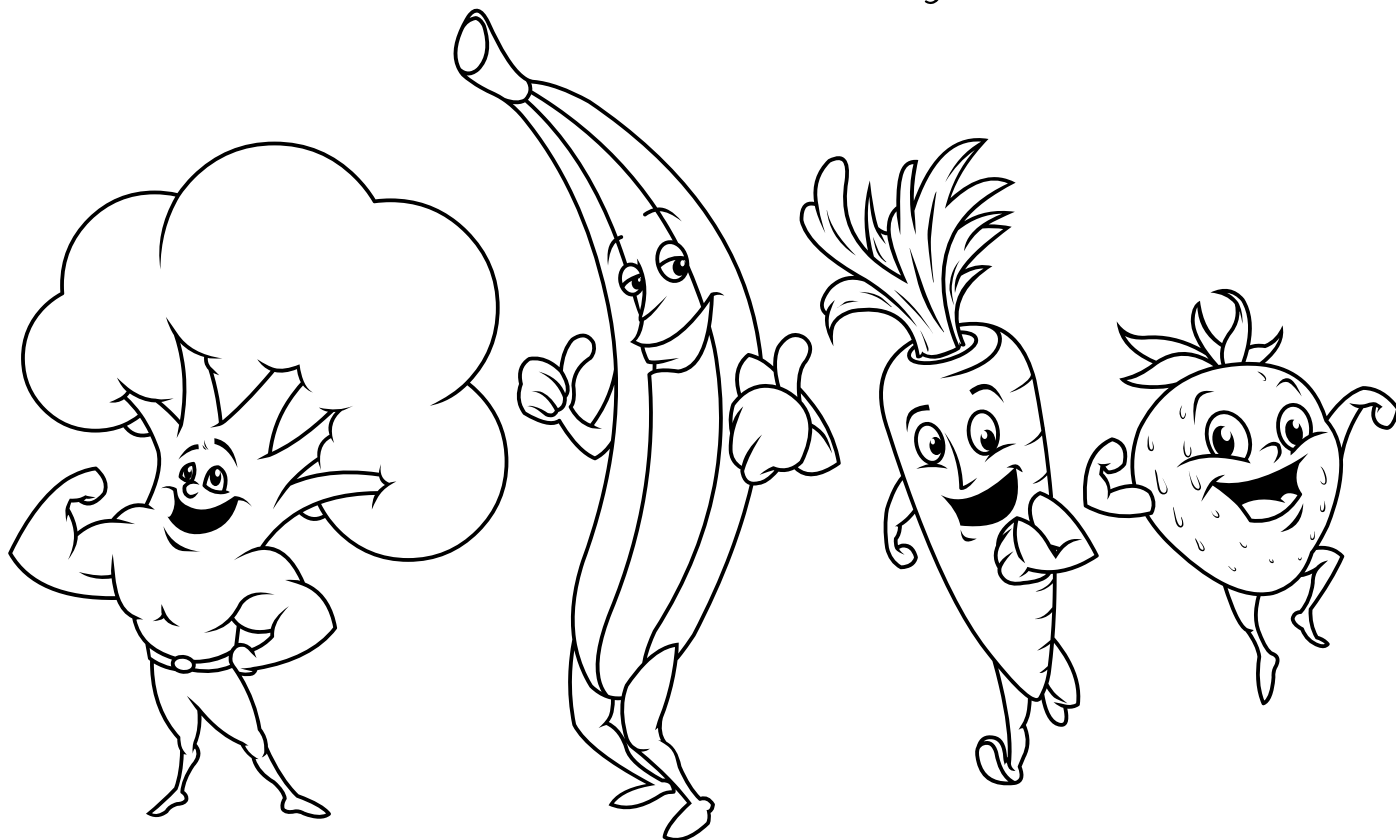
I like to eat_____.



I think you should eat them too!



We are the Fruit and Veg Team!



Why are we so powerful?

**Student name:** _____**Person 1 (classmate)**

1. Do you eat fruit or vegetables at every meal or snack? Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. Why don't you eat more fruit and vegetables?	
3. What would help you eat more fruit and vegetables?	

Person 2 (family member)

1. Do you eat fruit or vegetables at every meal or snack? Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. Why don't you eat more fruit and vegetables?	
3. What would help you eat more fruit and vegetables?	

Person 3 (neighbour)

1. Do you eat fruit or vegetables at every meal or snack? Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. Why don't you eat more fruit and vegetables?	
3. What would help you eat more fruit and vegetables?	

Student name: _____

	Did you eat any fruit? Yes or no...	Which fruits? Name them.	Did you eat any vegetables? Yes or no...	Which vegetables? Name them.
Breakfast				
Morning tea				
Lunch				
Afternoon tea				
Dinner				
Supper/ dessert				



Student name: _____

I pledge to eat more fruit and veg!

I will: _____



Student name/s: _____

Our client (fruit or vegetable being advertised): _____

The aim of our ad is: _____

Our main idea for promoting our client is: _____

Shot 1

1. Description of shot	2. Draw sketch of shot	3. Spoken text (e.g. voiceover)
4. Written text (e.g. screen captions)	5. Music/sounds	6. Special effects

Worksheet 8.2 | TV ad storyboard template

Shot 2

1. Description of shot	2. Draw sketch of shot	3. Spoken text (e.g. voiceover)
4. Written text (e.g. screen captions)	5. Music/sounds	6. Special effects

Shot 3

1. Description of shot	2. Draw sketch of shot	3. Spoken text (e.g. voiceover)
4. Written text (e.g. screen captions)	5. Music/sounds	6. Special effects

Shot 4

1. Description of shot	2. Draw sketch of shot	3. Spoken text (e.g. voiceover)
4. Written text (e.g. screen captions)	5. Music/sounds	6. Special effects

Notes





Health

**MAKE
HEALTHY
NORMAL**