

Classroom activities

Early Stage 1 / Lesson one



Learning Outcomes

- **PDe-6** Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity.
- **PDe-7** Identifies actions that promote health, safety, wellbeing and physically active spaces.
- **ENE-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.
- **MAe-4NA** Counts to 30, and orders, reads and represents numbers in the range 0-20.



Resources and Preparation

Resources

- Worksheet 1 – Fruit N Veg Superpowers playing cards – stars.
- Worksheet 2 – Eat like a superhero – Early Stage 1.
- Worksheet 3 - Teacher's notes for card game play.
- Worksheet 8 – Card template.
- Worksheet 9 – Card back template.
- Optional – Worksheet 10 – Instruction card template.
- Cardstock.
- Glue sticks.
- Pencils for colouring.
- Workbooks.
- Optional – laminating sheets.
- Optional – laminator.
- Optional – parent helpers if playing in small groups and/or parent helpers to make card sets.

Preparation

2-3 weeks prior to lesson:

- optional – organise parent helpers if required.

Prior to lesson:

- print out WS 1 – 1 per group.
- print out WS 2 – 1 per student.
- print out WS 8 onto cardstock – 4 per set of cards.
- print out WS 9 – 4 per set of cards.
- optional – print out WS 10 – 1 for every 4 sets of cards.
- cut out WS 1, WS 8 and WS 9.
- optional – cut out WS 10 if using.
- stick cardstock between front of card and back of card.
- optional – laminate cards for durability.

Duration | 40 minutes

Fruit & Veg are Superheroes

Students will learn that fruit and vegetables are food superheroes. They will play a card game where they discover the powers of fruit and vegetables. They will then complete a worksheet on eating like a superhero.

Introduction (5 mins)

- Write up on the board the statement 'Fruit and vegetables are food superheroes!' Ask students to discuss what this might mean.
- Advise students that they will be learning about the superpowers of fruit and vegetables. They will do this by playing a card game. They will then complete a worksheet about how they can eat like a superhero.

Activity (30 mins)

1. Demonstrate the game as a whole class with students versus the teacher (see WS 3 for game play instructions).
2. If time and student comprehension allow, divide the class up into small groups for more game play (see WS 3 for game play instructions).
3. Students complete WS 2.
4. Students glue WS 2 into their workbooks.



Conclusion (5 mins)

Ask students what their favourite fruit and vegetable superpower is and why.

Assessment

- For:** Student contribution to group discussions.
- As:** Student identifies differences in superpower numbers. Student identifies how to include fruit or vegetable in a meal or snack. Student is able to take turns in game play.
- Of:** Student worksheet task.

Differentiation

- Extend:** Students work in small groups using the numbered cards for S1 (WS 4). Students use WS 5 for the individual task.
- Simplify:** Students play in a small group with the teacher.

School/Home Link

Photos or videos of class game play is shared with parents/carers. Students can make a set of cards to take home – ensure they have an instruction card (WS 10) in each pack.

Classroom activities

Early Stage 1 / Lesson two



Learning Outcomes

- **PDe-6** Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity.
- **PDe-7** Identifies actions that promote health, safety, wellbeing and physically active spaces.
- **ENe-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.



Resources and Preparation

Resources

- Worksheet 11 – Fruit and veg have superpowers.
- Pencils for drawing and colouring.
- Optional – a selection of commonly eaten fruit and vegetables.

Preparation

1-2 days prior to lesson:

- optional – organise fruit and vegetables for display.

Prior to lesson:

- print out WS 11 – 1 per student.
- optional – display fruits and vegetables.
- optional – make a list of commonly eaten fruit and vegetables to display on the wall or whiteboard.

Duration | 30 minutes

Fruit & Veg Superpowers

Students will learn about fruit and vegetable superpowers by completing a worksheet activity. Students will identify that eating more fruit and vegetables can help them feel good.

Introduction (5 mins)

- Remind students that fruit and vegetables are food superheroes. Can they recall some of the fruit and vegetable superpowers demonstrated in the card games from lesson one?
- Advise students that they will be learning about some very special superpowers of fruit and vegetables – superpowers that help us feel good.

Activity (20 mins)

1. Ask students what their favourite fruits and vegetables are. If needed, refer to list and/or display to assist with recall.
2. Demonstrate the worksheet task to students.
3. Discuss each superpower and get the students to verbalise or demonstrate what each one might mean to them. Encourage students to link back to their own experiences: going to the toilet regularly and easily (happy tummy); having cuts and grazes (healing power); being able to see in the dark (healthy eyes power); having coughs and colds (germ fighting power); having enough energy to run, jump and play (up the energy power).
4. Students draw some of their favourite fruits and vegetables onto the plate on WS 11.



Conclusion (5 mins)

Ask students to think about their favourite fruit or vegetable as a superhero. Which superpower/s do they think it might have?

Assessment

- For:** Student contribution to group discussions.
- As:** Student can name fruits and vegetables. Student can identify what the various superpowers might mean to them.
- Of:** Student worksheet task.

Differentiation

- Extend:** Students write a sentence or paragraph about their favourite fruit and vegetable as a superhero. Students write a story about their superhero fruit or vegetable.
- Simplify:** Students undertake the task with assistance.

School/Home Link

Students take worksheet home.



Classroom activities

Early Stage 1 / Lesson three



Learning Outcomes

- **PDe-7** Identifies actions that promote health, safety, wellbeing and physically active spaces.
- **ENe-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.
- **ENe-2A** Composes simple texts to convey an idea or message.
- **VAES.1** Makes simple pictures and other kinds of artworks about things and experiences.



Resources and Preparation

Resources

- Worksheet 16 – I am Captain Fruit N Veg!
- Worksheet 17 – Captain Fruit N Veg eye mask and body.
- Worksheet 18 – Captain Fruit N Veg body parts.
- Glue sticks.
- Pencils for writing and colouring.
- Workbooks.

Preparation

Prior to lesson:

- print out WS 16 – 1 set per student.
- print out WS 17 – 1 set per 3 students.
- print out WS 18 – 1 set per 4-6 students.
- optional - cut out WS 17 and WS 18. Place body parts in separate containers. Alternatively, students can cut out these parts prior to the lesson and place them in colour family groupings; or be seated in small groups and given 1-2 pages of each colour page so they can cut them out and use them straight away.

Duration | 40 minutes

The Adventures of Captain Fruit N Veg

Students will identify a range of fruit and vegetables by creating an artwork of Captain Fruit N Veg. Students will cut out fruit and vegetables and paste them onto a worksheet to create their superhero. They will then complete a sentence about their superhero's superpower.

Introduction (5 mins)

- Ask students for their thoughts on Captain Fruit N Veg. What do they think the superhero looks like? What kind of superpowers might the superhero have?
- Advise students that they will be creating their version of Captain Fruit N Veg.

Activity (20 mins)

1. Provide students with a copy of WS 16 and a body and eye mask.
2. Demonstrate the task to students. Give students the opportunity to name and discuss their experience with the various fruit and vegetables.
3. Ask students to come up and choose their body parts.
4. Students glue them onto WS 16.
5. Students complete WS 16.



Conclusion (15 mins)

Students present their superhero to the class. Superheroes are displayed around the classroom or around the school.

Assessment

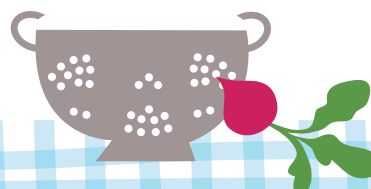
- For:** Student contribution to group discussions.
- As:** Student is able to choose appropriate body parts. Student identifies fruit and vegetables.
- Of:** Student worksheet task. Student presentation.

Differentiation

- Extend:** Students cut out fruit and vegetable pictures from supermarket catalogues and create their own superheroes.
- Simplify:** Students undertake the task with assistance.

School/Home Link

Students make another Captain Fruit N Veg at home with family members.



Classroom activities

Early Stage 1 / Lesson four



Learning Outcomes

- **PDe-6** Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity.
- **PDe-7** Identifies actions that promote health, safety, wellbeing and physically active spaces.
- **ENe-2A** Composes simple texts to convey an idea or message.
- **MAe-1WM** Describes mathematical situations using everyday language, actions, materials and informal recordings.



Resources and Preparation

Resources

- Worksheet 22 – I am a fruit and veg adventurer – sandwich faces.
- Worksheet 23 – I am a fruit and veg adventurer – pikelet faces.
- Worksheet 24 – Recipe notes for teacher.
- Permission slip for tasting activities (a modifiable one is available at www.fruitandvegmonth.com.au).
- Pencils for writing.
- Workbooks.
- Glue sticks.
- Parent helpers.
- Recipe ingredients and equipment - see WS 22 and/or WS 23.
- Device for taking photos.

Preparation

2-3 weeks prior to lesson:

- organise parent helpers.
- decide on which recipe/s to be used.
- 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 lesson:

- check permission slip returns.
- organise recipe equipment.

1-2 days prior to lesson:

- organise recipe ingredients.

Prior to lesson:

- print out WS 22 and 23 – 1 per student, depending on which recipe/s are being used.
- prepare ingredients as required.

Duration | 40 minutes

Plan the lesson for a suitable time for eating.

Get Adventurous

Students will be adventurous with trying new fruits and vegetables or trying them in new ways. Students will reinforce their learnings through a food preparation task. Students will also complete a worksheet task.

Introduction (5 mins)

- Discuss what students have previously covered regarding fruit and vegetables being food superheroes and their various superpowers.
- Ask students how they could increase the fruit and vegetable superpower rating of their meals and snacks. Relate to recent meals and snacks (e.g. breakfast or morning tea).
- Inform students that they will be creating an edible superhero face. They will be making it superpowered by adding fruits and vegetables.

Activity (30 mins)

1. Teacher demonstrates recipe/s and discusses hygiene procedures (e.g. washing hands, using tongs for handling food).
2. As a group class works out the fruit and vegetable superpower rating of the recipe/s. *Note: one fruit and vegetable superpower rating point for each different fruit and vegetable.*
3. Students wash hands.
4. Students work in small groups with a parent helper to create their superhero face/s.
5. Students take a photo of their creation before eating.
6. Students assist with cleaning up.
7. Students complete WS 22 and/or WS 23 and glue into workbooks or display in the classroom.



Conclusion (5 mins)

Ask students how they feel after eating their superhero face.

Assessment

- For:** Student contribution to group discussions
- As:** Student identifies differences in fruit and vegetable superpower numbers. Student identifies how to include fruit or vegetables in a meal or snack.
- Of:** Student recipe task. Student worksheet task.

Differentiation

- Extend:** Students complete the S1 activity. Students write a recount of the activity.
- Simplify:** Students work with teacher or parent helper either individually or in a pair. Students undertake the worksheet task with assistance.

School/Home Link

Students prepare recipes at home with family participation. Photos or videos of class activity is shared with parents/carers. Families asked to modify one of their regular recipes to increase its fruit and vegetable superpower rating – this could be part of a class or school-wide competition.



Classroom activities

Stage 1 / Lesson one



Learning Outcomes

- **PD1-6** Understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity.
- **PD1-7** Explores actions that help make home and school healthy, safe and physically active spaces.
- **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.
- **MA1-4NA** Applies place value, informally, to count, order, read and represent two- and three-digit numbers.



Resources and Preparation

Resources

- Worksheet 4 – Fruit N Veg Superpowers playing cards – numbers.
- Worksheet 5 – Eat like a superhero – Stage 1.
- Worksheet 8 – Card template.
- Worksheet 9 – Card back template.
- Worksheet 3 – Teacher's notes for card game play.
- Optional – Worksheet 10 – Instruction card template.
- Cardstock.
- Glue sticks.
- Pencils for colouring.
- Workbooks.
- Optional – laminating sheets.
- Optional – laminator.
- Optional – parent helpers if playing in small groups and/or parent helpers to make card sets.

Preparation

2-3 weeks prior to lesson:

- optional – organise parent helpers if required.

Prior to lesson:

- print out WS 4 – 1 per group.
- print WS 5 – 1 per student.
- print out WS 8 onto cardstock – 4 per set of cards.
- print out WS 9 – 4 per set of cards.
- optional – print out WS 10 – 1 for every 4 sets of cards.
- cut out WS 4, WS 8 and WS 9.
- optional – cut out WS 10 if using.
- stick cardstock between front of card and back of card.
- optional – laminate cards for durability.

Duration | 50 minutes

Fruit & Veg are Superheroes

Students will learn that fruit and vegetables are food superheroes. They will play a card game where they discover the powers of fruit and vegetables. They will then complete a worksheet on eating like a superhero.

Introduction (10 mins)

- Write up on the board the statement 'Fruit and vegetables are food superheroes!' Ask students to discuss what this might mean.
- Discuss the idea of superpowers and how might this be relevant to fruit and vegetables. Cards can be introduced at this point to demonstrate some of the superpowers of fruit and vegetables.
- Advise students that they will be learning about the superpowers of fruit and vegetables. They will do this by playing a card game. They will then complete a worksheet about how they can eat like a superhero.

Activity (30 mins)

1. Demonstrate the game as a whole class with students versus the teacher (see WS 3 for game play instructions).
2. If time and student comprehension allow, divide the class up into small groups for more game play (see WS 3 for game play instructions).
3. Students complete WS 5.
4. Students glue WS 5 into their workbooks.



Conclusion (10 mins)

Ask students what their favourite fruit and vegetable superpower is and why. Does this superpower encourage them to eat more of some fruit and vegetables?

Assessment

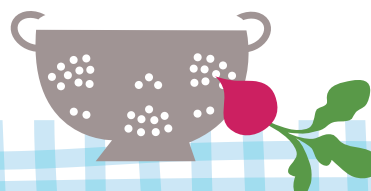
- For:** Student contribution to group discussions.
- As:** Student identifies differences in superpower numbers. Student identifies how to include fruit or vegetables in a meal or snack. Student identifies why some characteristics of fruit and vegetables are attractive to them.
- Of:** Student worksheet task.

Differentiation

- Extend:** Students write a persuasive text or exposition on what is their favourite fruit and vegetables superpower. Students complete the S2 activity.
- Simplify:** Students play in a small group with the teacher. Students complete the ES1 activity.

School/Home Link

Photos or videos of class game play is shared with parents/carers. Students can make a set of cards to take home – ensure they have an instruction card (WS 10) in each pack.



Classroom activities

Stage 1 / Lesson two



Learning Outcomes

- **PD1-6** Understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity.
- **PD1-7** Explores actions that help make home and school healthy, safe and physically active spaces.
- **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

- Worksheet 12 – Picture quilt outline.
- Worksheet 13 – Fruit and veg superpowers.
- Pencils for drawing and colouring.
- Cardboard.
- Optional – a selection of commonly eaten fruit and vegetables.

Preparation

1-2 days prior to lesson:

- optional – organise fruit and vegetables for display.

Prior to lesson:

- print out WS 12 – 1 per student.
- place WS 13 up on the whiteboard or print out an A3 copy, cut out shapes and stick up on the wall.
- optional – display fruits and vegetables.
- optional – make a list of commonly eaten fruit and vegetables to display on the wall or whiteboard, e.g. create a word wall.

Duration | 40 minutes

Fruit & Veg Superpowers

Students will learn about fruit and vegetable superpowers by working together to create a picture quilt. Students will identify that eating more fruit and vegetables can help them feel good.

Introduction (5 mins)

- Remind students that fruit and vegetables are food superheroes. Can they recall some of the fruit and vegetable superpowers demonstrated in the card games from lesson one?
- Advise students that they will be learning about some very special superpowers of fruit and vegetables – superpowers that help us feel good.

Activity (20 mins)

1. Ask students what their favourite fruits and vegetables are. If needed, refer to optional list (word wall) and/or display to assist with recall.
2. Display superpowers (WS 13) one by one and discuss what each one might mean. Encourage students to link back to their own experiences: going to the toilet regularly and easily (happy tummy); having cuts and grazes (healing power); being able to see in the dark (healthy eyes power); having coughs and colds (germ fighting power); having enough energy to run, jump and play (up the energy power).
3. Provide each student with a copy of WS 12.
4. Ask students to draw their favourite fruits and vegetables into the centre of the quilt piece.
5. Students write the superpowers that are most important to them around the quilt piece edging and cut the quilt piece out ready for assembly.



Conclusion (15 mins)

Class works together to arrange the quilt on cardboard to make a wall display. Class identifies and discusses the most popular fruit and vegetables and the most popular superpowers.

Assessment

- For:** Student contribution to group discussions.
- As:** Student can name fruits and vegetables. Student can identify what the various superpowers might mean to them.
- Of:** Student worksheet task. Whole of class activity.

Differentiation

- Extend:** Students analyse the class picture quilt to determine which fruits and vegetables and which superpowers were the most popular.
- Simplify:** Students complete ES1 activity.

School/Home Link

Image of picture quilt is shared with parents/carers via school publications.



Classroom activities

Stage 1 | Lesson three



Learning Outcomes

- **PD1-6** Understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity.
- **PD1-7** Explores actions that help make home and school healthy, safe and physically active spaces.
- **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.
- **EN1-6B** Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts.



Resources and Preparation

Resources

- Worksheet 19 – Reader's theatre script.
- Glue sticks.
- Pencils for writing.

Preparation

Prior to lesson:

- print out WS 19 – 1 per group.
- optional – print out WS 19 on A3 paper – copies as needed.

Duration | 75 minutes

The Adventures of Captain Fruit N Veg

Students will perform a reader's theatre based around fruit and vegetables as superheroes. Students will work together to come up with fruit and vegetable superhero identities to complete the script.

Introduction (5 mins)

- Ask students for their thoughts on Captain Fruit N Veg. What do they think the superhero looks like? What kind of superpowers might the superhero have? What kind of adventures might the superhero be involved in? How might the superhero come to the rescue?
- Advise students that they will be performing a reader's theatre around the Adventures of Captain Fruit N Veg. They will firstly need to finish the script!

Activity (40 mins)

1. Display a copy of WS 19 up on the whiteboard or place an A3 copy up on the wall.
2. Read through the script as a class and the instructions on how to finish off the story.
3. As a class come up with a jointly constructed script ending.
4. Divide students up into groups of 3-4.
5. Depending on the group, students could either create their own ending to the script or use the jointly constructed script. Students then allocate parts and practise. If students are creating their own ending to the script, they may need to be reminded that they only need to come up with a resolution/ending to their story. This will ensure they have time to finish the task and time to practise.



Conclusion (30 mins)

Groups present their reader's theatre to the class. The performances could be scheduled for another time.

Assessment

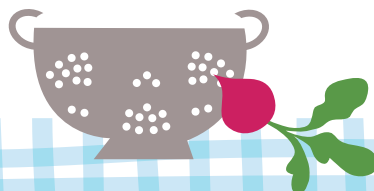
- For:** Student contribution to group discussions.
- As:** Student is able to identify why the situation needs to change. Student is able to identify ways the superheroes could help the characters.
- Of:** Student contribution to script task. Student role in presentation.

Differentiation

- Extend:** Students undertake the activity in pairs.
- Simplify:** Students undertake the activity as a class group with multiple fruit and vegetable superheroes included. Students work in groups with teacher/parent helper assistance.

School/Home Link

Students perform their scripts at assembly. Videos of performances are shared with parents/carers. Parents/carers are invited to view performances.



Classroom activities

Stage 1 | Lesson four



Learning Outcomes

- **PD1-6** Understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity.
- **PD1-7** Explores actions that help make home and school healthy, safe and physically active spaces.
- **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.
- **MA1-1WM** Describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols.



Resources and Preparation

Resources

- Worksheet 25 – I am a fruit and veg adventurer – lunch in a jar.
- Worksheet 26 – I am a fruit and veg adventurer – yoghurt/custard pot.
- Permission slip for tasting activities (a modifiable one is available at www.fruitandvegmonth.com.au).
- Pencils for writing.
- Workbooks.
- Glue sticks.
- Parent helpers.
- Recipe ingredients and equipment – see WS 25 and/or WS 26.
- Device for taking photos.

Preparation

2-3 weeks prior to lesson:

- organise parent helpers.
- decide on which recipe/s to be used.
- 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 lesson:

- check permission slip returns.
- organise recipe equipment.

1-2 days prior to lesson:

- organise recipe ingredients.

Prior to lesson:

- print out WS 25 and WS 26 – 1 per student, depending on which recipe/s are being used.
- prepare ingredients as required.

Duration | 80 minutes*

Get Adventurous

Students will be adventurous with trying new fruits and vegetables or trying them in new ways. Students will reinforce their learnings through a food preparation task. Students will also complete a worksheet task.

Introduction (5 mins)

- Discuss what students have previously covered regarding fruit and vegetables being food superheroes and their various superpowers.
- Ask students how they could increase the fruit and vegetable superpower rating of their meals and snacks. Write suggestions up on board.
- Inform students that they will be modifying a recipe/s to increase the fruit and vegetable superpower rating. Each different fruit or vegetable added to the recipe equals one fruit and vegetable superpower rating point.

Activity (65 mins)

1. Provide students with a copy of WS 25 and/or WS 26.
2. Teacher demonstrates recipe/s and discusses hygiene procedures (e.g. washing hands, using tongs for handling food).
3. Students work in pairs or individually to come up with a plan for increasing the fruit and vegetable content of the recipes and write this on WS 25 and/or WS 26. Students refer to the available ingredients to guide their decision making.
4. Students wash hands.
5. Students work with the assistance of parent helpers to prepare their recipes. Students take a photo of their creation before eating.
6. Students assist with cleaning up.
7. Students complete WS 25 and/or WS 26 and glue into workbooks or display in the classroom.



Conclusion (10 mins)

Ask students to discuss some of their favourite meals and snacks and how they could modify them to increase the superpower rating.

Assessment

- For:** Student contribution to group and paired discussions.
- As:** Student identifies differences in fruit and vegetable superpower numbers. Student identifies how to include fruit or vegetables in a meal and/or snack.
- Of:** Student recipe modification. Student worksheet task.

Differentiation

- Extend:** Students complete the S2 activity. Students find their own recipe to modify and/or develop their own recording sheet.
- Simplify:** Students undertake the task with individual assistance. Students complete the ES1 activity.

School/Home Link

Students prepare recipes at home with family participation. Photos or videos of class activity is shared with parents/carers. Families asked to modify one of their regular recipes to increase its fruit and vegetable superpower rating – this could be part of a class or school-wide competition.

* Plan the lesson for a suitable time for eating.



Classroom activities

Stage 2 | Lesson one



Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity.
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces.
- **EN2-1A** Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.
- **MA2-1WM** Uses appropriate terminology to describe, and symbols to represent, mathematical ideas.



Resources and Preparation

Resources

- Worksheet 6 – Fruit N Veg Superpowers playing cards – blank.
- Worksheet 7 – Fruit and vegetable images.
- Worksheet 8 – Card template.
- Worksheet 9 – Card back template.
- Worksheet 3 – Teacher's notes for card game play.
- Optional – Worksheet 10 – Instruction card template.
- Cardstock.
- Glue sticks.
- Pencils or pens for colouring.
- Pencils or pens for writing.
- Workbooks.
- Optional – laminating sheets.
- Optional – laminator.

Preparation

Prior to lesson:

- print out WS 6 – print enough copies to allow 2-3 cards per student.
- print out WS 7 and cut into individual images.
- print out WS 8 onto cardstock – copies as needed.
- print out WS 9 – copies as needed.
- optional – print out WS 10 – copies as needed to incorporate into card packs.
- cut out WS 6, WS 8 and WS 9. Students can undertake this task as part of the lesson.
- optional – cut out WS 10 if using.

Duration | 65 minutes

Fruit & Veg are Superheroes

Students will learn that fruit and vegetables are food superheroes. They will create and play a card game that conveys the powers of fruit and vegetables.

Introduction (5 mins)

- Write up on the board the statement 'Fruit and vegetables are food superheroes!' Ask students to discuss what this might mean.
- Discuss the idea of superpowers and how might this be relevant to fruit and vegetables.
- Advise students that they will be learning about the superpowers of fruit and vegetables. They will do this by playing a card game.

Activity (50 mins)

1. Provide each student with 2-3 blank playing cards (WS 6), 2-3 of the card backs (WS 9), and 2-3 of the thicker cardstock pieces (WS 8) to go in between.
2. Ask students to pick 2-3 fruit or vegetables from the supplied images (WS 7).
3. Students colour images and then stick onto the card.
4. Students fill in power scores on cards for their chosen fruit and vegetables. Advise students on suitable number range, e.g. they can use any numbers between 1 and 99999. Students to consider their experience with fruits and vegetables in order to achieve this (e.g. how crunchy is an apple in comparison to other fruits and vegetables? How soft is an avocado in comparison to other fruits and vegetables?).
5. Students stick card elements together – card front, cardstock middle and card back. Students can laminate cards if time and resources allow.
6. Demonstrate the game as a whole class with students versus the teacher (see WS 3 for game play instructions).
7. If time allows, divide the class up into small groups for more game play (see WS 3 for game play instructions). WS 10 cards can be incorporated into small group play packs.



Conclusion (10 mins)

Ask students what their favourite fruit and vegetable superpower is and why. Does this superpower encourage them to eat more of some fruit and vegetables? Students write a short text in their workbooks to outline their thoughts.

Assessment

- For:** Student contribution to group discussions.
- As:** Student identifies differences in superpower numbers. Student identifies why some characteristics of fruit and vegetables are attractive to them.
- Of:** Student written task.

Differentiation

- Extend:** Students complete the S3 activity.
- Simplify:** Students complete tasks with assistance. Students complete the S1 activity.

School/Home Link

Photos or videos of class game play is shared with parents/carers. Student's text is shared with parents/carers.



Classroom activities

Stage 2 / Lesson two



Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity.
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces.
- **EN2-4A** Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.
- **EN2-10C** Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.



Resources and Preparation

Resources

- Worksheet 14 – The superhero files.
- Research materials such as books on fruit and vegetables, internet enabled computers or tablets, or print outs from reputable websites. A suggested list of materials can be accessed via www.fruitandvegmonth.com.au
- Pens/pencils for writing.

Preparation

Prior to lesson:

- print out WS 14 – 1 per student.

1-2 days prior to lesson:

- organise research materials.

Duration | 65 minutes

Fruit & Veg Superpowers

Students will learn about fruit and vegetable superpowers by researching the health benefits of one fruit or vegetable. This will be achieved through completing a superhero application form for their chosen fruit or vegetable.

Introduction (5 mins)

- Remind students that fruit and vegetables are food superheroes. Can they recall some of the fruit and vegetable superpowers demonstrated in the card games from lesson one?
- Advise students that they will learning about some very special superpowers of fruit and vegetables – superpowers that help us feel good. They will be completing a superhero review application on behalf of their chosen fruit or vegetable.

Activity (50 mins)

1. Provide students with a copy of WS 14 and research materials.
2. Students complete WS 14.
3. Students present their research to the class. Class can vote on whether each application should be accepted into The Superhero Institute.



Conclusion (10 mins)

Class develops a display for the school of their newly inducted superheroes using an image and their official name.

Assessment

- For:** Student contribution to group discussions.
As: Student can identify health benefits of fruit and vegetables.
Of: Student worksheet task.

Differentiation

- Extend:** Students undertake more than one worksheet task.
Simplify: Students work in pairs or small groups. Students undertake the task with assistance. Students complete the S1 activity.

School/Home Link

Class display is published in the school newsletter, via the school app, website or social media.



Classroom activities

Stage 2 / Lesson three



Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity.
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces.
- **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.



Resources and Preparation

Resources

- Worksheet 20 – Story starters.
- Pencils/pens for writing.
- Workbooks.

Preparation

Prior to lesson:

- print out WS 20 – 1 per 4 students.
- cut WS 20 into individual story starters.

Duration | 45 minutes

The Adventures of Captain Fruit N Veg

Students will write a story based around fruit and vegetables as superheroes. Students will use a story starter and a set of thinking points to help guide them.

Introduction (5 mins)

- Ask students for their thoughts on Captain Fruit N Veg. What do they think the superhero looks like? What kind of superpowers might the superhero have? What kind of adventures might the superhero be involved in? How might the superhero come to the rescue?
- Advise students that they will be writing a story using a story starter.

Activity (30 mins)

1. Students pick a story starter. This can be done 'by chance'.
2. Students consider the thinking points and write down ideas in their workbooks.
3. Students pair up with others who have a different story starter to themselves. Pairs discuss their ideas for their stories.
4. Students work individually to develop their stories. Depending on time available students can either: develop a story draft and then a final version; or it can be a 'quick write' activity.



Conclusion (10 mins)

Selected stories are read to the class.

Assessment

For: Student contribution to group discussions and paired task.

As: Student is able to identify what changes need to happen to resolve the problem. Student is able to identify ways the superhero/es could help the characters.

Of: Student story.

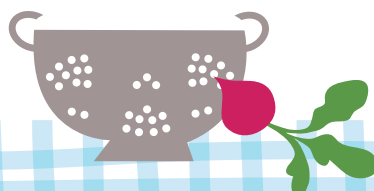
Differentiation

Extend: Students develop a story book.

Simplify: Students undertake the task with assistance or in small groups. Students complete the S1 activity.

School/Home Link

Selected stories are published in the school newsletter. Student work is sent home.



Classroom activities

Stage 2 | Lesson four



Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity.
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces.
- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.
- **MA2-1WM** Uses appropriate terminology to describe, and symbols to represent, mathematical ideas.



Resources and Preparation

Resources

- Worksheet 27 – I am a fruit and veg adventurer – morning tea treat.
- Worksheet 28 – I am a fruit and veg adventurer – afternoon tea toastie.
- Pencils/pens for writing.
- Workbooks.
- Glue sticks.
- Optional – parent helpers, if preparing recipes in class.
- Optional – recipe ingredients and equipment, if preparing recipes in class.
- Optional – device for taking photos, if preparing recipes in class.

Preparation

2-3 weeks prior to lesson:

- optional – organise parent helpers if required.

1-2 days prior to lesson:

- optional – organise recipe ingredients and equipment if required.

Prior to lesson:

- print out WS 27 and WS 28 – 1 per student, depending on which recipe/s are being used.
- optional – prepare ingredients if required.

Duration | 40-70 minutes*

Get Adventurous

Students will be adventurous with trying new fruits and vegetables or trying them in new ways. Students will reinforce their learnings by modifying and preparing a recipe. Students will also complete a worksheet task.

Introduction (5 mins)

- Discuss what students have previously covered regarding fruit and vegetables being food superheroes and their various superpowers.
- Ask students how they could increase the fruit and vegetable superpower rating of their meals and snacks? Write suggestions up on board.
- Inform students that they will be modifying a recipe/s to increase the fruit and vegetable superpower rating. Each different fruit or vegetable added to the recipe equals one fruit and vegetable superpower rating point.

Activity (30-60 mins)

1. Provide students with a copy of WS 27 and/or WS 28.
2. Students come up with a plan for increasing the fruit and vegetable content of the recipes.
3. Students prepare their recipes in class or at home. Students take a photo of their creation before eating.
4. Students complete WS 27 and/or WS 28 and glue into workbooks or display in the classroom.



Conclusion (10 mins)

Ask students to discuss some of their favourite meals and snacks and how they could modify them to increase the superpower rating.

Assessment

- For:** Student contribution to group discussions.
- As:** Student identifies differences in fruit and vegetable superpower numbers. Student identifies ways to add fruit or vegetables to a meal and/or snack.
- Of:** Student recipe modification. Student worksheet task.

Differentiation

- Extend:** Students complete the S3 activity. Students find their own recipe to modify and/or develop their own recording sheet.
- Simplify:** Students undertake the task with assistance or in small groups. Students complete the S1 activity.

School/Home Link

Students prepare recipes at home with family participation. Photos or videos of class activity is shared with parents/carers. Families asked to modify one of their regular recipes to increase its fruit and vegetable superpower rating – this could be part of a class or school-wide competition.

**Dependent on whether food preparation is in class time or at home. If food preparation is in class time, plan the lesson for a suitable time for eating.*



Classroom activities

Stage 3 / Lesson one



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable.
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.
- **EN3-1A** communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.
- **MA3-1WM** Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions.



Resources and Preparation

Resources

- Optional - Worksheet 7 - Fruit and vegetable images.
- Optional - Worksheet 8 - Card template.
- Optional - Worksheet 9 - Card back template.
- Cardstock.
- Glue sticks.
- Pencils or pens for colouring.
- Pencils or pens for writing.
- Workbooks or scrap paper.
- Optional - laminating sheets.
- Optional - laminator.

Preparation

2-3 weeks prior to lesson:

- ask students to bring in a variety of collectible cards with ratings e.g. football cards, superhero cards.

Prior to lesson:

- optional - print out WS 7 and cut into individual images - copies as needed.
- optional - print out WS 8 onto cardstock - copies as needed.
- optional - print out WS 9 - copies as needed.

Duration

35 minutes (first lesson)

30 minutes (second lesson)

30 minutes (third lesson)

Fruit & Veg are Superheroes

Students will learn that fruit and vegetables are food superheroes. They will create and play a card game that conveys the powers of fruit and vegetables.

Introduction (5 mins)

- Write up on the board the statement 'Fruit and vegetables are food superheroes!' Ask students to discuss what this might mean.
- Discuss the idea of superpowers and how might this be relevant to fruit and vegetables.
- Advise students that they will be learning about the superpowers of fruit and vegetables.
- Display the collectible cards. Advise students that they will be creating and playing a card game that provides ratings for fruit and vegetable superpowers.

Activity

First lesson (30 mins)

1. Students are divided into small working groups of 3-4 to develop card game.
2. In their workbooks or on scrap paper, ask students to write a list of their most commonly and least commonly eaten fruit and vegetables. Each group is to come up with 16 most commonly eaten and 16 least commonly eaten.
3. Ask students to look at collectible cards and review their style.
4. Students then pick a set of 4-6 superpower rating categories for their fruit and vegetable cards. *Note: teacher can provide suggestions based on earlier stage worksheets, if needed.*
5. Students develop a rough design of their playing cards and their game play.
6. Students determine their rating system and the relative ratings for each of their fruit and vegetables.

Second lesson (30 mins)

7. Students develop their playing cards using the blank template provided in WS 8, images from WS 7 and pens or pencils. Alternatively, students can use an online template and images to create their cards on the computer.
8. Students can laminate cards if time and resources allow.

Third lesson (20 mins)

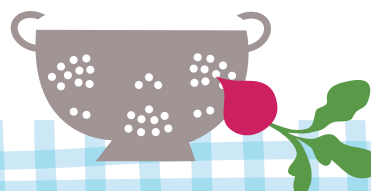
9. Students play their game.
10. Students swap game packs with other groups.



Conclusion (10 mins)

Ask students what their favourite fruit and vegetable superpower is and why. Does this superpower encourage them to eat more of some fruit and vegetables? Discuss which card games were effective for learning about fruit and vegetables as superheroes.

Fruit & Veg are Superheroes continued >



Classroom activities

Stage 3 / Lesson one continued



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable.
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.
- **EN3-1A** communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.
- **MA3-1WM** Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions.



Resources and Preparation

Resources

- Optional - Worksheet 7 - Fruit and vegetable images.
- Optional – Worksheet 8 – Card template.
- Optional – Worksheet 9 – Card back template.
- Cardstock.
- Glue sticks.
- Pencils or pens for colouring.
- Pencils or pens for writing.
- Workbooks or scrap paper.
- Optional – laminating sheets.
- Optional – laminator.

Preparation

2-3 weeks prior to lesson:

- ask students to bring in a variety of collectible cards with ratings e.g. football cards, superhero cards.

Prior to lesson:

- optional – print out WS 7 and cut into individual images – copies as needed.
- optional – print out WS 8 onto cardstock – copies as needed.
- optional – print out WS 9 – copies as needed.

Duration

35 minutes (first lesson)

30 minutes (second lesson)

30 minutes (third lesson)

Assessment

- For:** Student contribution to group discussions.
- As:** Student identifies differences in superpower numbers. Student identifies why some characteristics of fruit and vegetables are attractive to them. Students work collaboratively in groups.
- Of:** Effective design of card game.

Differentiation

- Extend:** Students work individually.
- Simplify:** Students complete tasks with assistance. Students complete the S2 activity.

School/Home Link

Photos or videos of class game play is shared with parents/carers. Student groups could produce multiple copies of their game so they can take a set home to play.



Classroom activities

Stage 3 / Lesson two



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable.
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.
- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.
- **EN3-3A** Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.



Resources and Preparation

Resources

- Worksheet 15 – Captain Fruit N Veg mission document.
- Research materials such as books on fruit and vegetables, internet enabled computers or tablets, or print outs from reputable websites. A suggested list of materials can be accessed via www.fruitandvegmonth.com.au
- Materials and equipment as required for promotional resource development, e.g. poster card, pens and pencils.
- Optional – workbooks or scrap paper.

Preparation

1-2 days prior to lesson:

- organise materials and equipment.

Prior to lesson:

- print out WS 15 – 1 per group.

Duration | 65 minutes

Fruit & Veg Superpowers

Students will learn about fruit and vegetable superpowers by undertaking a group research task. They will also come up with strategies for how to eat more fruit and vegetables. They will then develop a promotional resource to be displayed around the school.

Introduction (5 mins)

- Remind students that fruit and vegetables are food superheroes. Can they recall some of the fruit and vegetable superpowers demonstrated in the card games from lesson one?
- Advise students that they will be looking at some very special superpowers of fruit and vegetables – superpowers that help us feel good. They will then be developing a resource to encourage their school community to eat more fruit and vegetables.

Activity (50 mins)

1. Divide students into groups of 4-6.
2. Provide each group with a copy of WS 15 and research materials.
3. Using their workbooks, scrap paper or on devices, students complete tasks 1 and 2.
4. Students develop a promotional resource (task 3) using available materials and equipment.



Conclusion (10 mins)

Groups present their research to the class and demonstrate their resource. Resources are displayed around the school.

Assessment

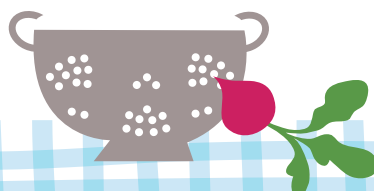
- For:** Student contribution to group discussions.
- As:** Student can identify health benefits of fruit and vegetables.
Student can identify ways to eat more fruit and vegetables.
- Of:** Group work tasks.

Differentiation

- Extend:** Students work in pairs or individually. Students develop a promotional video or presentation.
- Simplify:** Students undertake the task with assistance. Students undertake just one task – either the research, solution generation or resource development task. Students complete the S2 activity.

School/Home Link

Student work is published in the school newsletter, via the school app, website or social media.



Classroom activities

Stage 3 / Lesson three



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable.
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.
- **EN3-1A** communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.



Resources and Preparation

Resources

- Worksheet 21 – Graphic novel template.
- Pencils/pens for writing, drawing and colouring.
- Workbooks.

Preparation

Prior to lesson:

- print out WS 21 – 2 per student.

Duration

40 minutes (first lesson)

40 minutes (second lesson)

The Adventures of Captain Fruit N Veg

Students will develop a graphic novel about the Adventures of Captain Fruit N Veg. They will plan their story, create a draft and then develop the final copy.

Introduction (5 mins)

- Ask students for their thoughts on Captain Fruit N Veg. What do they think the superhero looks like? What kind of superpowers might the superhero have? What kind of adventures might the superhero be involved in? How might the superhero come to the rescue?
- Advise students that they will be developing a graphic novel around the superhero's adventures.

Activity

First lesson (35 mins)

1. Students write a plan for their graphic novel story.
2. Students share their plan with other classmates, either in pairs or small groups.
3. Students develop a rough draft of their graphic novel using WS 21. Students may require additional copies of WS 21 if their story is longer than 1 page.

Second lesson (30 mins)

4. Students finalise their graphic novels.



Conclusion (10 mins)

Class discussion on what problems and solutions their novels dealt with. Highlight problems and solutions that involve factors and actions that might be relevant to students' fruit and vegetable intake. Graphic novels could be bound into a class book.

Assessment

- For:** Student contribution to group discussions and paired task.
- As:** Student is able to identify changes needed to resolve the problem. Student is able to identify ways the superhero/es could help to resolve the problem.
- Of:** Student story.

Differentiation

- Extend:** Students create a short, animated cartoon using online software.
- Simplify:** Class completes the task as a whole class project. Students undertake the task with assistance, in pairs or in small groups. Students complete the S2 activity.

School/Home Link

Selected graphic novels are published via the school newsletter. Student work is sent home.



Classroom activities

Stage 3 / Lesson four



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable.
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.
- **MA3-1WM** Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions.



Resources and Preparation

Resources

- Pencils/pens for writing.
- Workbooks.
- Students recipes from home or meal ideas.

Preparation

2-3 weeks prior to lesson:

- ask students to bring in copies of 2-3 regular family main meal recipes or meal ideas.

1 week prior to lesson:

- prepare copies of other common family recipes as back up.

Duration

40 minutes (first lesson)

55 minutes (second lesson)

Get Adventurous

Students will be adventurous with trying new fruits and vegetables or trying them in new ways. They will modify family recipes to increase the amount of fruit and vegetables. Students will format their recipe for inclusion in a class recipe book. Students will also present their recipe to the class and write a text on the experience including any challenges.

Introduction (10 mins)

- Discuss what students have previously covered regarding fruit and vegetables being food superheroes and their various superpowers.
- Ask students how they could increase the fruit and vegetable superpower rating of their meals and snacks? Write suggestions up on board.
- Inform students that they will be modifying one of their family recipe/s to increase the fruit and vegetable superpower rating. Each different fruit or vegetable added to the recipe equals one fruit and vegetable superpower rating point.
- Discuss what aspects of this task are within their control and what aspects would require assistance or are uncontrollable (if any).

Activity

First lesson (30 mins)

1. Working individually, students determine the fruit and vegetable superpower rating of each of their family recipes. Fruit & vegetable superpower rating is determined by adding up the number of different fruit or vegetables in the dish.
2. Working in pairs or small groups, students discuss base recipes and ways they think they could increase the fruit and vegetable superpower rating.
3. Students choose one of their recipes to work on and develop a modified recipe.

At home

4. Students test their recipe at home.
5. Students take photos of the recipe task and/or the finished dish. Students could also opt to video selected elements of the task.

Second lesson (40 mins)

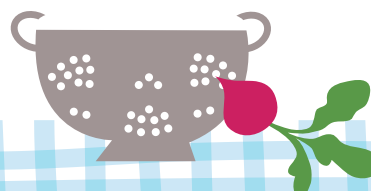
6. Students write out their recipe, including photos and a reference to its fruit and vegetable superpower rating, to be included in a class recipe book.
7. Students briefly present their recipe to the class. If time allows, students could show video footage or a sample of the dish.



Conclusion (15 mins)

Students write a paragraph about the changes they made to the recipe, how the fruit and vegetable superpower rating changed and any challenges they faced. This can be included next to their recipe in the recipe book. Recipes are collated and included in a class recipe book.

Get Adventurous continued >



Classroom activities

Stage 3 / Lesson four continued



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable.
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.
- **MA3-1WM** Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions.



Resources and Preparation

Resources

- Pencils/pens for writing.
- Workbooks.
- Students recipes from home or meal ideas.

Preparation

2-3 weeks prior to lesson:

- ask students to bring in copies of 2-3 regular family main meal recipes or meal ideas.

1 week prior to lesson:

- prepare copies of other common family recipes as back up.

Duration

40 minutes (first lesson)

55 minutes (second lesson)

Assessment

- For:** Student contribution to group/paired discussions.
- As:** Student identifies how to add fruit or vegetables to a meal or snack. Student identifies how adding fruit or vegetables to a meal or snack will increase how healthy it is and its fruit and vegetable superpower rating. Student identifies factors that may challenge their ability to modify recipes.
- Of:** Student recipe modification. Student written tasks. Student presentation task.

Differentiation

- Extend:** Students modify more than one recipe. Students work in pairs or small groups to devise a fruit and vegetable superpowered daily meal plan. Students design a lunch item for the canteen with a high fruit and vegetable superpower rating.
- Simplify:** Students undertake the task with assistance or in small groups. Students complete the S2 activity.

School/Home Link

Students prepare recipes at home with family participation. Recipe book shared with families. Families asked to choose another one of their regular recipes and work as a group to increase its fruit and vegetable superpower rating – this could be part of a class or school-wide competition.

