

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)

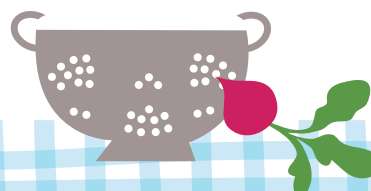
9. Students play their game.
10. Students swap game packs with other groups.



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



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Resources and Preparation

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Prior to lesson:

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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





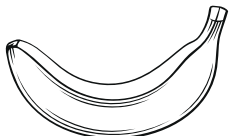

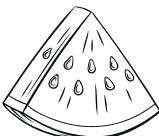







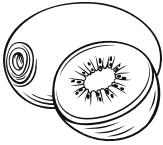












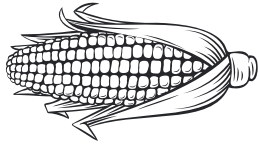




- Extend:** Students work individually.
- Simplify:** Students complete tasks with assistance. Students complete the S2 activity.

School/Home Link

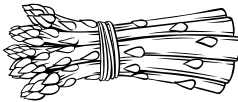


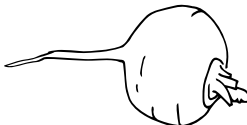






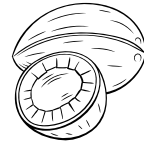

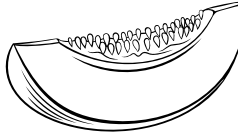






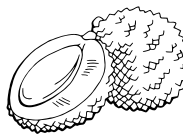

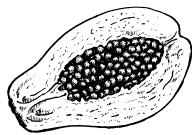






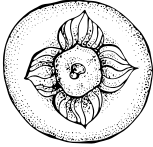


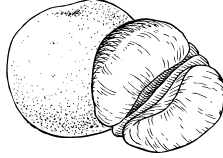
Photos or videos of class game play is shared with parents/carers. Student groups could produce multiple copies of their game so they can take a set home to play.



Worksheet 7.1 | Fruit and vegetable images

 orange	 lemon	 apple	 pear
 banana	 mango	 watermelon	 pineapple
 blueberries	 strawberry	 raspberry	 cherry
 plum	 grapes	 kiwifruit	 fig
 broccoli	 cauliflower	 spinach	 potato
 carrot	 onion	 beetroot	 chickpeas
 avocado	 capsicum	 tomato	 corn
 mushrooms	 pumpkin	 peas	 cabbage

Worksheet 7.2 | Fruit and vegetable images

			
asparagus	sweet potato	peach	turnip
			
celery	eggplant	sugar snap peas	chilli
			
artichoke	leeks	coconut	pomegranate
			
rockmelon	passionfruit	ginger	zucchini
			
cucumber	squash	kale	lychee
			
lettuce	papaya	blackberry	shallots
			
parsnip	garlic	kidney beans	fennel
			
persimmon	apricot	dragon fruit	mandarin

Worksheet 8 | **Card template**

