



### 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
- **STe-3LW-ST** Explores the characteristics, needs and uses of living things
- **VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences



### Resources and Preparation

#### Resources

##### Video (V)

- Video 1 – [Why local food matters](#) (5:52)
- Video 2 (optional) – [Grow your own plants part 1](#) (5:30)
- Video 3 (optional) – [Grow your own plants part 2](#) (3:54)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 1 – My fruit or vegetable that I'll be growing
- Worksheet 20 – Planting seeds
- Information sheet 1 – Fruit & Vegetable Information

##### Materials

- Paper/cardboard
- Ice block sticks
- Coloured pencils
- Paper cups/pots
- Tray under cups for drainage
- Potting mix
- A mix of easy to plant vegetable or fruit seeds such as: radish, lettuce, kale, spinach, strawberry and carrot

#### Preparation

##### 1 week prior to lesson:

- Gather resources

##### Prior to lesson:

- Print out WS 1 – 1 per 6 students
- Print out WS 20.2 & 20.3 – 1 per 2 students
- Print out IS 1 – as needed

# GROWING FRUIT AND VEG

Students look at where their food comes from with a focus on local and home-grown food. As an activity, students plant seeds that can grow in the classroom and then draw the fruit or vegetable that they planted.

### Introduction (5 mins)

Discuss with the students where they get their food from. Query the students and expand on where some of the fruit and vegetables they buy in the supermarket originally come from. Do they ever see any fruit or vegetables growing around them? Does anyone they know grow their own food? Record all discussed on a sheet or Word document.

### Activity (45 mins)

1. Introduce students to Fruit & Veg Month by showing the video 'Why local food matters' (V1). Instruct students to keep an ear open for anything familiar or new in the video. Discuss afterwards.
2. Discuss as a class or in pairs/small groups if the students have ever grown their own food and why they think it is important. They then discuss what a plant needs to grow. (Optional: watch V2 and V3 about growing plants).
3. Give each pair some vegetable/fruit seeds.
4. Students create an identifier by writing the name of the plant and drawing a picture of their fruit or vegetable on a square in WS 1.
5. Students glue the cards to ice block sticks.
6. Teachers punch a hole into the base of paper cups.
7. Show WS 20 on the board and walk through the steps together with the students.
8. Students fill the paper cups with soil and plant the seed and top up with the soil.
9. Students place the identifier in the cup and place in a sunny safe area.

### Conclusion (15 mins)

Students present to the class what their plant is and how they intend to look after it (what does it need to grow?). Students water the plant every few days and check in on their plant each week and note changes in the growth on WS 20.3.

### Assessment

- For:** Student identifies fruit and vegetables, why they are good to eat, where they come from and how you grow food yourself.
- As:** Student identifies fruit and vegetables, why they are good to eat, where they come from and how you grow food yourself.
- Of:** Student contribution to class discussion in fruit and vegetable exploration. Student presentation of plant to class.

### Differentiation

- Extend:** Students can write a procedure for how to grow seedlings and record the growth of the plants (see WS 20 and WS 20.1).
- Simplify:** Complete experiment as a class or in larger groups.

### School/Home Link

- Students can take their plant home at the end of the experiment.
- Share growth journal with family.
- Include information about the lesson in communications home e.g. newsletter.

### Duration | 65 minutes



### 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-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences
- **PDe-10** Uses interpersonal skills to effectively interact with others
- **VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences



### Resources and Preparation

#### Resources

##### Video (V)

- Video 4 – [Community Garden](#) (5:54)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 2 – What if you could grow your own food?
- Information sheet 2 – Community gardens

##### Materials

- Drawing materials

##### Preparation

###### 1 week prior to lesson:

- If planning to visit a community garden, you can locate the nearest one to your school.
- If doing the extended activity, make contact with local community gardeners/farmers.
- When visiting a community garden, a signed permission slip from parents/caretakers should be obtained (a modifiable one is available at [healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/](https://healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/)).
- Complete risk assessment if required.

###### Prior to lesson:

- Print WS 2 – 1 per student
- Print IS 2 – as needed

# SHARING FRUIT AND VEG

Students expand their learning on locally grown food and focus on community gardens and sharing food. Students discuss different foods grown in community and school gardens share their favourite. The students will then draw themselves, their garden and the fruit or vegetable they will grow.

### Introduction (5 mins)

As a class, a discussion can be started about growing your own foods at home (link back to them growing their own food in Lesson 1). In this lesson the students will learn more about locally grown food and sharing with family, friends and neighbours.

### Activity (30 mins)

1. Ask students if they know anyone who grows their own fruit and/or vegetables. Elaborate on what they learned. Ask students if they know what a community garden is.
2. Show V4 on community/neighbourhood gardens.
3. After watching the video, ask the students what foods they think they will find in a community garden. Write them on the board/butchers paper and ask students what their favourite is and which one they would grow if they had a (community) garden. For a cross-curricular link, you could use tally marks to record student votes on their favourite fruit/vegetables and then use these tally marks to create a class picture graph.
4. Using WS 2, the students can draw a picture of themselves, the fruit or vegetable they will grow and where/how they will grow it.

### Conclusion (10 mins)

In a circle, go around and let students show and explain their drawing. Ask who they would share their harvest with.

### Assessment

- For:** Students can identify people who grow their own fruit and vegetables.
- As:** Students were able to contribute to class discussions.
- Of:** Students understood what a community garden was.

### Differentiation

- Extend:** Students can interview several growers or a grower could be invited to a talk in class.
- Simplify:** Provide students with information about local producers and support completion of worksheet.

### School/Home Link

Connect with the local community garden.

### Duration | 45 minutes



## CLASSROOM ACTIVITIES

# EARLY STAGE ONE LESSON THREE



### 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-9B** Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts



### Resources and Preparation

#### Resources

##### Video (V)

- Video 6 – [‘Virtual Walkabout’](#) (22:34)
- Video 7 (optional) – [An entree to culture](#) (5:49)
- Video 10 (optional) – [Eating bushtucker in Kakadu](#) (5:28)
- Video 12 – [A History of Australian Food](#) (11:14)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 3 – What fruit or vegetable is special to you?
- Information sheet 3 – Native Bush Foods

##### Materials

- Drawing materials

##### Preparation

###### 1 week before (optional)

- Contact the local Indigenous community to explore the possibility of an in-class presentation.

- Complete risk assessment if required.

###### Prior to lesson:

- Print WS 3 – 1 per student
- Print IS 2 – as needed

## LEARNING NATIVE FOODS

Students learn about native bush foods. There are options to take students on a virtual walkabout or invite an Indigenous guest speaker. Students complete a worksheet on foods that are special to them.

### Introduction (5 mins)

In this lesson the students will learn about native foods. A ‘virtual walkabout’ can be watched or a bushwalk can be included in this lesson. Ask the students to recall what they have learned about local foods so far and if they can think of anywhere else they might find (free) food locally?

### Activity (60 mins)

1. Explore the student's knowledge about native bush foods and discuss if they know what they are and if they have any special meaning for them.
2. Show V10 to introduce the topic of ‘native bush foods’. Ask students to note down any new terms and discuss afterwards. Discuss with the students if they think many people eat like in the video and explain why not so many do anymore. Show V12 for brief history of Australian food.
3. Ask students if they can think of a fruit/vegetable that is special to them, their family or community. Discuss different reasons why a food can be special (e.g. cultural, religious, locally grown, family recipe)
4. Students can write about and draw their special fruit/vegetable in WS 3.
5. The class can watch V6 for a virtual walkabout. If possible, connect with your local Indigenous community to explore the option of inviting an expert on native bush foods as a guest speaker.

### Conclusion (10 mins)

As a class, discuss what was learned about native bush foods. If there is time left, watch V7 to introduce the concept of ‘eating off the land’.

### Assessment

- For:** Students could identify and explain a special food for them.  
**As:** Students could state why native bush foods are important.  
**Of:** Students successfully complete writing activity.

### Differentiation

- Extend:** Students can create a poster or presentation of their special food.  
**Simplify:** Students can complete their worksheet together.

### School/Home Link

Students can discuss their special foods at home and may bring some to show the class.

### Duration | 75 minutes





### 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-9B** Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts
- **ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences



### Resources and Preparation

#### Resources

##### Video (V)

- Video 11 – [Your tongue: the taste maker](#) (3:51)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 4 – Tasting words

#### Materials

- Disposable gloves for safe food handling
- Paper towels for cleaning up after eating in taste test
- Pencils for writing and colouring

#### Preparation

##### 1 week prior to lesson

- Send permission slip for tasting activities (a modifiable one is available at [healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/](https://healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/))
- Organise a selection of fruit/vegetables
- Collect resources required
- Complete risk assessment if required

##### Prior to lesson:

- Print out WS 4 – 1 per student

# FOOD TASTING/FOOD PREPARATION

In the final lesson, the students may taste some fruits/vegetables. Students learn about words that describe taste, texture and appearance.

### Introduction (10 mins)

Discuss with the whole class what they have learned about local foods so far, and how they feel about eating locally and directly from the nature around them. Discuss if they think it will taste different. Ask if they know how to describe the taste, smell, structure and more when they eat something new.

### Activity (30 mins)

1. As a class, brainstorm words to describe taste and record words they might use (on board/ butchers paper). Watch V11 for an explanation on 'tasting'
2. Depending on what is practical, you can choose one of the options below for a taste-test with the students:
  - a) Students can taste-test their own fruit or vegetables brought to school e.g. for Crunch & Sip
  - b) Students can taste-test local versus non-local fruit and vegetables
3. Students wash hands and then choose a food from the selection.
4. Students undertake an initial taste of the food. If a student declines to taste they can use their other senses to explore the food.
5. Class discusses the taste, texture, appearance and how they feel after tasting their food. Add any new words onto the list, so students can refer back to them.
6. Provide students with a copy of WS 4.
7. Students retaste their food.
8. Students copy 2-3 words from the 'word wall' that mirrors their tasting experience into the centre of the star (WS 4).

### Conclusion (5 mins)

Ask the students to share what they thought of tasting the food. Ask who has a good way to describe the taste, smell, texture, etc. As a conclusion to all lessons, you can refer back to the discussion and Word document from Lesson 1 and use it as a measurement of how much was learned.

### Assessment

- For:** Students shared thoughts and feelings about local foods.  
**As:** Students identified senses used when tasting food.  
**Of:** Students could describe their tasting experience and recorded the information.

### Differentiation

- Extend:** Students write a descriptive passage about the food they have tasted.  
**Simplify:** Tell students directly what they will be tasting and which senses to look out for.

### School/Home Link

Take worksheet home for students to share their experience with their family. Families could contribute some foods for taste testing.

**Duration | 45 minutes**



### Learning Outcomes

- **ST1-4LW-S** describes observable features of living things and their environments
- **ST1-11LW** describes ways that different places in the environment provide for the needs of living things
- **PD1-6** Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity
- **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things



### Resources and Preparation

#### Resources

##### Video (V)

- Video 1 – [Why local food matters](#) (5:52)
- Video 2 – [Grow your own plants part 1](#) (5:30)
- Video 3 – [Grow your own plants part 2](#) (3:54)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 5 – Where do fruit and vegetables grow?
- Worksheet 20 – Planting seeds
- Information sheet 1 – Fruit & Vegetable Information

##### Materials

- Easy to grow seeds (e.g. strawberries, radish, lettuce, kale, spinach, carrots, etc)
- Pots/cups
- Ice block sticks
- Tray under cups for drainage
- Potting mix

##### Preparation

###### 1 week prior to lesson:

- Gather resources

###### 1 day prior to lesson:

- Print out WS 5.1 & 5.2 – 1 per 2 students
- Print out WS 20.2 & 20.3 – 1 per 2 students

# GROWING FRUIT AND VEG

Students explore where their food comes from and how fruits and vegetables grow. Students plant their own fruit/vegetable seeds at school and draw the identifier.

### Introduction (5 mins)

Discuss with the students where they get their food from. Query the students and expand on where some of the fruit and vegetables they buy in the supermarket originally come from. Do they ever see any fruit or vegetables growing around them? Does anyone they know grow their own food? Record all discussed on a sheet or Word document.

### Activity (25 mins)

1. Introduce students to the concept of eating local food by showing the video 'Why local food matters' (V1).
2. In pairs, students complete WS 5. Afterwards, the teacher may show how the foods grow by looking up pictures online.
3. Show growing plants videos (V2 and V3) and discuss how other common fruit and vegetables are grown and what they need to grow.
4. Students can grow their own fruit or vegetables in class. Show WS 20.1 on the board for reference on how to grow your own plant. Tell students to write the name of the plant on a pot/cup. Students then fill the pots/ cups with soil, plant the seed and top up with the soil. Place in a sunny safe area.
5. Using the graphs and tables in WS 20.2 and 20.3, the pairs of students keep track of their plants over the next weeks.

### Conclusion (10 mins)

Students present to the rest of the class how their favourite fruit or vegetable is grown. Students water the plant every few days and check in on their plant each week and note changes in the growth.

### Assessment

- For:** Students identified where their food comes from.  
**As:** Students understood why local food matters.  
**Of:** Students successfully prepared their growing plant.

### Differentiation

- Extend:** Students design an experiment using WS 15.  
**Simplify:** Plants are prepared as a class or in small groups. Assist students with regular watering and dairy upkeep.

### School/Home Link

Share plant progress in newsletter. Students keep a progress journal.

### Duration | 45 minutes





### Learning Outcomes

- **PD1-7** Explores actions that make home and school healthy, safe and physically active spaces
- **PD1-6** Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity
- **ST1-4LW-S** Describes observable features of living things and their environments



### Resources and Preparation

#### Resources

##### Video (V)

- Video 4 - [Community Garden](#) (5:54)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 6 – Garden Bingo
- Worksheet 7 – Who am I?
- Information sheet 1 – Fruit & Vegetable Information
- Information sheet 2 – Community Gardens

##### Materials

- Scissors
- Glue

#### Preparation

##### 1 week prior to lesson:

- If planning to visit a community garden, you can locate the nearest one to your school.
- When visiting a community garden, a signed permission slip from parents/ caretakers should be obtained (a modifiable one is available at [healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/](https://healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/)).
- Complete risk assessment if required.

##### Prior to lesson:

- Print WS 6 – 1 per student
- Print WS 7.1 & 7.2 – 1 per student
- Print IS 2 – as needed

## SHARING FRUIT AND VEG

Students learn about community gardens and common seasonal produce. Students complete a worksheet identifying the fruit and vegetables found in community gardens.

### Introduction (5 mins)

Students talk about growing their own foods at home (link back to them growing their own food in Lesson 1). Ask students if they know anyone who grows their own fruit and/or vegetables. Elaborate by asking what they grow and how they grow it. Discuss seasonality and ask students if they can identify any foods which are grown seasonally. Refer to a NSW [seasonal produce guide](#) or IS 1 for assistance if required.

### Activity (30-120 mins)

1. Show video about community gardens (V4)
2. Discuss what a community garden is and ask the students what they think the benefits are of having a community garden (or trading home-grown foods with friends, family, neighbours). The teacher can use IS 2 for more information in this step and step 3.
3. Discuss with the students what would be possible to grow in their neighbourhood. Refer back to the seasonal discussion from the introduction. Which fruit and vegetables could be grown year-round? What could be grown seasonally?
4. If possible, an excursion to visit a community (or school-) garden can be organised. There, the students can play 'Garden Bingo' on WS 6. Back in
5. class, students expand on their knowledge on the fruit and vegetables found in the community gardens by cutting out pictures from WS 6 and pasting it on WS 7, next to the matching 'Who am I' descriptions.

### Conclusion (10 mins)

Ask the students why they think some fruits and vegetables only grow in certain seasons and maybe even only in certain geographic areas (i.e. hot, wet, cold, etc). An extra discussion point could be to ask the students to think of a way around seasonality (i.e. greenhouses and importing) and why this has many downsides. Use the interactive map 'Where Australia imports its food from' to show students how far some foods travel to be sold in their town. Discuss why that is a problem. The pros and cons could be further explored in a persuasive writing or debating activity.

### Assessment

- For:** Students could identify what they (or people they know) grow and how they grow it.
- As:** Students could identify/locate fruit and vegetables in a community garden.
- Of:** Students understood seasonality and identified which season different produce could be grown in.

### Differentiation

- Extend:** Students could engage in further research around seasonality and create a plan for their own garden, identifying which fruit and vegetables they could plant at different times of the year. They could also create a menu for each season of the year that is based primarily on seasonal fruit and vegetables in their local area.
- Simplify:** Bingo and the matching task is played as a whole group or in smaller groups rather than independently.

### School/Home Link

Connect with the local community garden.

### Duration | 45-155 minutes

## CLASSROOM ACTIVITIES

# STAGE ONE 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 make home and school healthy, safe and physically active spaces
- **EN1-9B** Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts
- **ST1-4LW-S** Describes observable features of living things and their environments
- **ST1-5LW-T** Identifies how plants and animals are used for food and fibre products



### Resources and Preparation

#### Resources

#### Video (V)

- Video 6 – ['Virtual Walkabout'](#) (22:34)
- Video 7 (optional) – [An entree to culture](#) (5:49)
- Video 10 – [Eating bushtucker in Kakadu](#) (5:28)
- Video 12 (optional) – [A History of Australian Food](#) (11:14)

#### Worksheets (WS) and Information sheets (IS)

- Worksheet 8 – What food is special to you?
- Information sheet 3 – Native Bush Foods

#### Preparation

##### 1 week before (optional)

- Contact the local Indigenous community to explore the possibility of an in-class presentation.
- Complete risk assessment if required.

##### Prior to lesson

- Print out WS 8 – 1 per student
- Print out IS 3 – as needed

## LEARNING NATIVE FOODS

Students learn about native bush foods. There are options to take students on a virtual walkabout or invite an Indigenous guest speaker. Students complete a worksheet on foods that are special to them.

### Introduction (5 mins)

In this lesson the students will learn about native foods. A 'virtual walkabout' can be watched in this lesson. Ask the students to recall what they have learned about local foods so far and if they can think of anywhere else they can find (free) food locally? Discuss food safety with the students (see IS3).

### Activity (60 mins)

1. Explore the student's knowledge about native bush foods and discuss if they know what they are and if they have any special meaning for them.
2. Show V10 to introduce the topic of 'native bush foods'. Ask students to note down any new terms and discuss afterwards. Discuss with the students if they think many people eat like in the video and explain why many of the foods from the video have a cultural and personal meaning for Indigenous people. Optional: show V12 for brief history of Australian food.
3. Ask students if they can think of a fruit/vegetable that is special to them, their family or community. Discuss different reasons why a food can be special (e.g. cultural, religious, locally grown, family recipe)
4. Students can complete WS 8 to explore their special fruit/vegetable.
5. The class can watch V6 for a virtual walkabout. If possible, connect with your local Indigenous community to explore the option of inviting an expert on native bush foods as a guest speaker.

### Conclusion (10 mins)

As a class, discuss what was learned about native bush foods. If there is time left, watch V10 to introduce the concept of 'eating off the land'.

### Assessment

- For:** Students could recall what foods are grown locally.
- As:** Students understand the significance of bush foods and their importance.
- Of:** Students successfully complete worksheet activity.

### Differentiation

- Extend:** Students can create a poster or presentation of their important food.
- Simplify:** Students are supported to complete worksheet or a given a fruit/vegetable to work on.

### School/Home Link

Students can discuss their important foods at home and may bring some to show the class.

### Duration | 75 minutes





### 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 make home and school healthy, safe and physically active spaces
- **ST1-5LW-T** Identifies how plants and animals are used for food and fibre products
- **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts



### Resources and Preparation

#### Resources

##### Video (V)

- Video 11 – [Your tongue: the taste maker](#) (3:51)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 4 – Tasting words

##### Materials

- Disposable gloves for safe food handling
- Paper towels for cleaning up after eating in taste test
- Pencils for writing and colouring

#### Preparation

##### 1 week prior to lesson

- Send permission slip for tasting activities (a modifiable one is available at [healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/](https://healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/))
- Organise selection of fruit/vegetables
- Collect resources required
- Complete risk assessment if required

##### Prior to lesson

- Print out WS 4 – 1 per student

# FOOD TASTING/FOOD PREPARATION

In the final lesson, the students may taste some fruits/vegetables. Students learn about words that describe taste, texture and appearance.

### Introduction (10 mins)

Discuss with the whole class what they have learned about local foods so far, and how they feel about eating locally and directly from the nature around them. Have any of them tried any new fruit or vegetables? Discuss how you would describe a new taste. Watch V11 to introduce the students to the concept of tasting.

### Activity (40 mins)

1. Ask students if they know how to describe the taste, smell, structure and more when they eat or drink something new. Brainstorm and record words they might use for this (on board/butchers paper).
2. Depending on what is practical, you can choose one of the options below for a taste-test with the students:
  - a) Students can taste-test their own fruit or vegetables brought to school e.g. for Crunch & Sip
  - b) Students can taste-test local versus non-local fruit and vegetables
3. Students wash hands and then choose a food from the selection on offer.
4. Students undertake an initial taste of the food. If a student declines to taste they can use their other senses to explore the item.
5. Class discusses the taste, texture, appearance and how they feel after tasting their food. Add any new words onto the list, so students can refer to them.
6. Provide students with a copy of WS 4.
7. Students retaste their food.
8. Students write words that describe their tasting experience into the centre of the star (WS 4). Students write a few sentences in their workbook about their tasting experience. For a more extensive taste-test, use WS 19.

### Conclusion (10 mins)

Ask the students to share their personal thoughts about tasting the foods. Have students **share how they described the taste, smell, texture, etc.** Students write a sentence or paragraph in their workbooks about the food they tasted and **what could be cooked with it.** They could then illustrate their work.

As a conclusion to all lessons, you can refer to the discussion and **Word document created during Lesson 1** and use it as a measurement of how much was learned.

*Food tasting/food preparation activity continued >*

## CLASSROOM ACTIVITIES

# STAGE ONE LESSON FOUR CONTINUED



### 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 make home and school healthy, safe and physically active spaces
- **ST1-5LW-T** Identifies how plants and animals are used for food and fibre products
- **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts



### Resources and Preparation

#### Resources

##### Video (V)

- Video 11 – [Your tongue: the taste maker](#) (3:51)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 4 – Tasting words

##### Materials

- Disposable gloves for safe food handling
- Paper towels for cleaning up after eating in taste test
- Pencils for writing and colouring

#### Preparation

##### 1 week prior to lesson

- Send permission slip for tasting activities (a modifiable one is available at [healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/](https://healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/))
- Organise selection of fruit/vegetables
- Collect resources required
- Complete risk assessment if required

##### Prior to lesson

- Print out WS 4 – 1 per student

#### Assessment

- For:** Students could identify words used to describe tasting foods.
- As:** Students described foods that they had tasted.
- Of:** Students could write reflection sentence/paragraph about their experience.

#### Differentiation

- Extend:** Students create a presentation about the foods they had tried.
- Simplify:** Work is completed in a small group with those who require support, or as a whole class.

#### School/Home Link

Take worksheet home for students to share their experience with their family. Families could contribute some foods for taste testing.

#### Duration | 60 minutes



## CLASSROOM ACTIVITIES STAGE 2 LESSON ONE



### Learning Outcomes

- **ST2-5WT** Applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteria
- **ST2-10LW** Describes that living things have life cycles, can be distinguished from non living things and grouped, based on their observable features
- **ST2-11LW** Describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things



### Resources and Preparation

#### Resources

##### Video (V)

- Video 8 – [The impact of eating local](#) (4:44)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 9 – The Fabulous Fruit & Veg Quiz
- Worksheet 10 – My healthy veggie patch/fruit forest!
- Information sheet 1 – Fruit & Vegetable Information

##### Materials

- Colouring pencils

#### Preparation

##### Prior to lesson:

- Open WS 9 on the classroom screen as a PowerPoint presentation
- Print out WS 10 – 1 per student
- Print out IS 1 – as needed

# GROWING FRUIT AND VEG

Students design a vegetable patch or fruit forest that includes a variety of fruit and vegetable plants, colours and types.

### Introduction (10 mins)

Introduce students to Fruit & Veg Month with the Fabulous Fruit & Veg Quiz (WS 9). This could be run as a group/team trivia (optional: prize(s)). V8, can be used to introduce students to the concept of eating local. Take notes and discuss new terms afterwards.

### Activity (35 mins)

1. Ask students to think of the different colours and types of the fruit and vegetables. As an activity, students can write as many fruits/vegetables of a certain colour as they can think of in 1 minute. Repeat for each of the colours. A reward can be given for the most unique answer.
2. Advise students that there are different health benefits to each colour and type which is why it's important that a wide range of colours and types are eaten every day.
3. Provide students with one page of a blank vegetable patch or fruit forest (WS 10) to complete. IS 1 could be presented on the board, for inspiration.
4. Encourage students to 'grow' many different colours of fruit or vegetables in their blank patch or forest.

### Conclusion (15 mins)

Students present their garden or forest to the class and explain how they think they included a wide variety of colours and types. Vegetable gardens and fruit forest designs are displayed in the classroom or around the school.

### Assessment

- For:** Student identifies fruit and vegetables, their colours and types and where/how they grow. Students are introduced to why eating and growing fruits and vegetables locally is important.
- As:** Student identifies a variety of fruit and vegetables. Student identifies different colours and types of fruit and vegetables. Student investigates how some fruits and vegetables grow.
- Of:** Student contribution to class discussion in fruit and vegetable exploration. Students explain and justify their vegetable and fruit choices.

### Differentiation

- Extend:** Students could also grow their own seeds in class. A variety of seeds (e.g. strawberries, lettuce, herbs) can be used and the students can have the responsibility of taking care of the growing plants. As an added option, students can record the growth of their plants on WS 20.3
- Simplify:** Students could complete Stage 1 Lesson 1 as an alternative.

### School/Home Link

Vegetable gardens and fruit forest designs are displayed in the classroom or around the school and in the school newsletter.

### Duration | 60 minutes



## 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
- **ST2-4LW-S** Compares features and characteristics of living and non-living things



#### Resources and Preparation

##### Resources

##### Video (V)

- Video 4 – [Growing vegies and friendships in a productive community garden](#) (5:54)
- Video 9 (optional) – [Food is free](#) (5.43)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 11 – Community garden poster
- Information sheet 2 – Community Gardens

##### Materials

- Pens
- Colouring pencils
- Tape and/or glue
- Scissors
- Computers for research
- Blank sheets of A4 paper (1 per student)

##### Preparation

##### Prior to lesson:

- Print out WS 11.2 – 1 per 3 students
- Print out IS 2 – as needed

## SHARING FRUIT AND VEG

Students learn about the value of community gardens and local fruits and vegetables. In groups, students research fruits and vegetables found in community gardens and create a poster with their findings.

#### Introduction (5 mins)

Students talk about growing their own foods at home (link back to them learning about local foods in Lesson 1). Ask students if they know anyone who grows their own fruit and/or vegetables. Elaborate by asking what they grow and how they grow it.

#### Activity (55 mins)

1. Show video about community gardens (V4).
2. As a class, discuss the concept 'local sourcing' and sharing the food you grow for free (optional: watch V9 'Food is free. Growing fruit and vegies'). With the students, write down the pros and cons for both local sourcing and sharing the food you grow for free (see IS 1).
3. Discuss with students if they have been to a community garden or school garden and if students think they are a good idea. Discuss how seasonality would come into play at a garden. Use IS 1 and IS 2 for more information.
4. Divide the class into 3-5 groups (6 per group). In each group, assign each student a different fruit or vegetable that is commonly grown in a community garden (refer to IS 2). Each student will cut out one of the identifiers on WS 11.1 and fill it out by researching their food on a computer. They can glue their completed identifier on their sheet (see WS 11) and draw their fruit/vegetable around it.

#### Conclusion (10 mins)

Students can put together a presentation of their research to share with the class. All worksheets can be collated to create several posters that can be displayed in the classroom or around the school.

#### Assessment

- For:** Students contribute to group discussion identifying pros and cons for locally sourced food.
- As:** Students are able to research items.
- Of:** Students successfully use their research skills to gather information about their chosen food.

#### Differentiation

**Extend:** Ask the students why they think some fruits and vegetables only grow in certain seasons and maybe even only in certain geographic areas (i.e. hot, wet, cold, etc.). An extra discussion point could be to ask the students to think of a way around seasonality (i.e. greenhouses & importing) and why this has many downsides. Use the interactive map '[Where Australia imports its food from](#)' to show students how far some foods travel to be sold here. Discuss why that is a problem.

**Simplify:** Watch video and discuss what they learnt. Write a paragraph explaining what a community garden is.

#### School/Home Link

Student findings are reported in the school newsletter or school app.

**Duration | 70 minutes**



## 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
- **EN2-4A** 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
- **ST2-1WS-S** Questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations



### Resources and Preparation

#### Resources

##### Video (V)

- Video 6 – [‘Virtual Walkabout’](#) (22:34)
- Video 10 – [Eating bushtucker in Kakadu](#) (5:28)
- Video 12 – [A History of Australian Food](#) (11:14)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 12 – Research Project S2: Native Bush Foods
- Information Sheet 3 – Native Bush Foods

##### Materials

- Computers for research
- Pencils

#### Preparation

##### 1 week prior to lesson (optional)

- Contact the local Indigenous community to explore the possibility of an in-class presentation.
- Complete risk assessment if required.

##### Prior to lesson

- Print out WS 12 – 1 per pair of students
- Print out IS 3 – as needed

## LEARNING NATIVE FOODS

Students learn about native bush foods. There are options to take students on a virtual walkabout or invite an Indigenous guest speaker. In pairs, students research one native bush food.

### Introduction (5 mins)

As a class, recall what they already know about local foods so far and if they can think of anywhere else they can find (free) food locally.

### Activity (45-105 mins)

1. Explore the student's knowledge about native bush foods and discuss if they know what they are and if they have any special meaning for them.
2. Show V10 to introduce the topic of 'native bush foods'. Ask students to note down any new terms and discuss afterwards. Discuss with the students if they think many people eat like in the video and why not so many do anymore. Optional: show V12 for a brief history of Australian food.
3. As a class, discuss the video, and share what bush foods they learned about and what they could be used for.
4. Using WS 12, the students can work in pairs on researching one native bush food. Assign each pair their own food to research (see IS 3 for a list). They will investigate the scientific and common name, its appearance, where it is found, how it grows, how it is used and what it tastes like. Students then write a short story about their bush food.
5. The class can watch V6 for a virtual walkabout. If possible, connect with your local Indigenous community to explore the option of inviting an expert on native bush foods as a guest speaker.

### Conclusion (10 mins)

Students can present their findings back to the class. Combining all worksheets will create a library of information that could be bound into a book/folder or displayed in class.

### Assessment

- For:** What do students already know about native foods?
- As:** Can students recall information native bush foods?
- Of:** Were students able to research their allocated food and identify its scientific name, describe characteristics and mention its applications?

### Differentiation

- Extend:** Students can research other native foods from Australia or even another country.
- Simplify:** Teacher guidance during research activity- whole class modelling if required.

### School/Home Link

The stories about the bush foods can be published in the newsletter.

### Duration | 60-120 minutes





### 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
- **EN2-10C** Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts
- **ST1-5LW-T** Identifies how plants and animals are used for food and fibre products



### Resources and Preparation

#### Resources

##### Video (V)

- Video 11 – [Your tongue: the taste maker](#) (3:51)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 13 – Native bush foods meet common recipes
- Worksheet 19 – Taste-test
- Information sheet 3 – Native Bush Foods

##### Materials

- Disposable gloves for safe food handling
- Paper towels or wipes for cleaning up after eating in taste-test
- Pencils for writing

#### Preparation

##### 1 week prior to lesson

- Send permission slip for tasting activities (a modifiable one is available at [healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/](https://healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/))
- Organise selection of fruit/vegetables
- Collect resources required
- Complete risk assessment if required

##### Prior to lesson

- Print out WS 13 – 1 recipe per 2 students
- Print out WS 19 – 1 per student
- Print out IS 3 – as needed

# FOOD TASTING/FOOD PREPARATION

In the final lesson, students can taste-test some fruit/vegetables. Students write about the taste, texture and appearance of the foods. On a worksheet, pairs of students adapt a common recipe to include native bush foods.

#### Introduction (10 mins)

Discuss with the whole class what they have learned about local foods so far, and how they feel about eating locally and directly from the nature around them. Have any of them ever tried any new fruit or vegetables? Discuss how you would describe a new taste. Watch V11 to introduce the students to the concept of tasting.

#### Activity (40 mins)

1. Discuss with the class what a taste-test is and how to describe taste, smell, structure and more, when eating something. Brainstorm different words to describe the foods.
2. Depending on what is practical, you can choose one of the options below for a taste-test with the students:
  - a) Students can taste-test their own fruit or vegetables brought to school e.g. for Crunch & Sip
  - b) Students can taste-test local versus non-local fruit and vegetables
3. Students wash hands and then choose a fruit or vegetable from the selection.
4. Students have a taste of the food. If a student declines to taste they can use their other senses to explore the item.
5. Guided by WS 19, they write about the taste, texture, appearance and how they feel after tasting the food.
6. Students pair up and receive a recipe (see WS 13).
7. By doing some research and using IS 3, students are to replace or add as many ingredients as possible with bush foods.

#### Conclusion (15 mins)

Ask the students to share what they thought of tasting their food. Ask who tasted the foods for the first time and who has a good way to describe the taste, smell, texture, etc.

#### Assessment

- For:** Students are able to replace ingredients with native bush foods.  
**As:** Students describe the food that they tasted.  
**Of:** Students can apply previously learned knowledge to a new task.

#### Differentiation

- Extend:** With the whole class or in groups, some of the recipes created with the new ingredients cooked be prepared in class, perhaps for an audience.  
**Simplify:** Students can compare familiar recipes to those that use native ingredients.

#### School/Home Link

Students could cook the new recipes at home. Recipes could be shared in the newsletter.

#### Duration | 65 minutes

## 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
- **MA3-18S** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables
- **ST3-10LW** Describes how structural features and other adaptations of living things help them to survive in their environment
- **ST3-11LW** Describes some physical conditions of the environment and how these affect the growth and survival of living things



#### Resources and Preparation

##### Resources

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 9 – The Fabulous Fruit & Veg Quiz
- Worksheet 14 – Table this!
- Worksheet 15 – Experimenting with seeds
- Information sheet 1 – Fruit & Vegetable Information

##### Materials

- Computers for research
- Pencils
- Fruit and/or vegetable seeds
- Cups to plant seeds
- Tray to put cups on
- Soil (and possibly sand for the final experiment)
- Space in a sunny area for growing seeds

##### Preparation

##### Prior to lesson

- Open WS9 on the classroom screen as a PowerPoint Presentation
- Print out WS 14 – 1 per group (or online worksheet)
- Print out WS 15 – 1 per group

## GROWING FRUIT & VEG

In pairs, students identify features of different fruit and vegetables and record findings as a class. Students design their own experiment with growing fruit/vegetables.

#### Introduction (15 mins)

Introduce students to Fruit & Veg Month using the Fabulous Fruit & Veg Quiz (WS 9). This could be run as a group/team trivia (optional: prize(s)).

#### Activity (45 mins)

1. Advise students that there are different health benefits to each colour, and it's important that a wide range of colours are eaten every day (use IS 1). As an activity, all students can write as many fruit/vegetables of a certain colour as they can think of in 1 minute. Repeat for each of the colours. A reward can be given for the most unique answer.
2. In small groups, students look up attributes of a fruit or vegetable, which can go into a collective table (e.g. on the board or shared Google Sheet). See WS 14 for an example table. You may include some of the foods the students will be growing in the next step.
3. In the same groups, students are given seeds to plant a fruit or vegetable. Using WS 15, students create a plan to complete an experiment with the seeds.

#### Conclusion (5 mins)

Students run their experiment over the following weeks and use WS 15 to record their findings (starting today as Day 0).

#### Assessment

- For:** Student identifies colours of fruit and vegetables and where/how they grow. Student researches the characteristics and attributes of certain fruit and vegetables. Students learn to design an experiment.
- As:** Student identifies the attributes of a variety of fruit and vegetables. Student identifies different colours and locations of fruit and vegetables. Student investigates how some fruit and vegetables grow.
- Of:** Were students able to set up an experiment for their seeds?

#### Differentiation

- Extend:** Students write a detailed information report on their favourite fruit or vegetable.
- Simplify:** Students work in pairs or small groups. Alternatively, students could complete Stage 2 Lesson 1.

#### School/Home Link

Share in the school newsletter, students could grow plants at home.

#### Duration | 65 minutes



## 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
- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables
- **MA3-7NA** Compares, orders and calculates with fractions, decimals and percentages



### Resources and Preparation

#### Resources

##### Videos

- Video 4 – [Growing vegies and friendships in a productive community garden](#) (5:54)
- Video 8 – [The impact of eating local](#) (4:44)
- Video 9 (optional) – [Food is free](#) (5:43)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 16 – How far does my food travel?
- Information sheet 1 – Fruit & Vegetable Information
- Information sheet 2 – Community Gardens

##### Materials

- Computers for research
- Pencils

##### Preparation

###### Prior to lesson

- Print out WS 16 – 1 per 2 students
- Print out IS 1 – as needed

## SHARING FRUIT & VEG

Students discuss the difference between 'local sources' versus 'international imports'. In pairs, students complete a table of where some fruit and vegetables are mostly produced and calculate their 'food miles'.

### Introduction (15 mins)

As a class, discuss where many foods from the supermarket come from. Mention the concept 'local sourcing' versus 'international/interstate import' (IS 1). Talk about where they think local foods come from and if they have any personal experience with 'local food'.

### Activity (45 mins)

1. Watch V8 'The impact of eating local' and take notes. Discuss with the students some of the concepts mentioned in the video: monoculture, biodiversity and carbon dioxide/climate change. Discuss how they think eating local would benefit the environment and community.
2. Watch V4 about community gardens.
3. With the students, write down the pros and cons for both local sourcing versus importing fruit and vegetables (see IS 1).
4. In pairs, students can use WS 16 and a computer to look up what country/state produces the highest quantity of different fruit and vegetables that can also be grown in NSW community gardens. Then they can look up the 'food miles' and calculate the carbon dioxide it would take that food to travel to their hometown versus when the food is grown in their own town.

### Conclusion (5 mins)

At the end, a class discussion can be held on the issue of growing non-local foods locally. Often, things like temperature and water requirements are not optimal for some foods (e.g. bananas in Sydney need a warmer temperature and would need a greenhouse to grow).

### Assessment

- For:** Students understand tasks. Students contribute to group discussion identifying pros and cons for locally sourced food.
- As:** Can students use their technology skills to research required tasks?
- Of:** Were students able to research their allocated food and calculate food miles?

### Differentiation

- Extend:** As an extension, students can develop and promote a regular food swap event of the 'food is free' stall at the school. Students can watch V9 'Food is free' about this concept.
- Simplify:** Teacher directed learning.

### School/Home Link

At home the students can check where the food in their house has come from.

### Duration | 65 minutes



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



#### Resources and Preparation

##### Resources

###### Videos

- Video 6 (optional) – [Virtual Walkabout](#) (22:34)
- Video 10 – [Eating bushtucker in Kakadu](#) (5:28)
- Video 12 (optional) – [A History of Australian Food](#) (11:14)

###### Worksheets (WS) and Information sheets (IS)

- Worksheet 17 – Research Project S3: Native Bush Foods
- Information Sheet 3 – Native Bush Foods

###### Materials

- Computers for research
- Pencils

##### Preparation

###### 1 week prior to lesson (optional)

- Contact the local Indigenous community to explore the possibility an in-class presentation.
- Complete risk assessment if required.

###### Prior to lesson

- Print out WS 17 – 1 per pair of students
- Print out IS 3 – as needed

## LEARNING NATIVE FOODS

Students learn about native bush foods. There are options to take students on a virtual walkabout or invite an Indigenous guest speaker. In pairs, students research one native bush food and present their findings.

#### Introduction (15 mins)

As a class, recall what was learned about local foods so far and if they can think of anywhere else they can find (free) food locally.

#### Activity (45 – 105 mins)

1. Explore the student's knowledge about native bush foods and discuss if they know what they are and if they have any special meaning for them. Show V10 to introduce the topic of 'native bush foods'. Ask students to note down any new terms and discuss afterwards. Discuss with the students if they think many people eat like in the video and why not so many do anymore. Optional: show V12 for a brief history of Australian food.
2. As a class, discuss the video, and share what bush foods they learned about and what they could be used for.
3. Assign pairs of students their own native bush food to research using WS 17. They will investigate the geographic areas their plant grows, when it grows, what it produces (what part is consumed), how to consume it safely, what it is often (or traditionally) used for, how you consume it, what it tastes like and what the health benefits are.
4. Each pair creates a poster or PowerPoint about their bush food
5. The class can watch V6 for a virtual walkabout. If possible, connect with your local Indigenous community to explore the option of inviting an expert on native bush foods as a guest speaker.

#### Conclusion (10 mins)

**Students can present their findings back to the class. Combine all PowerPoint slides to create a complete presentation or all posters can be hung around the class/school.**

#### Assessment

- For:** What do students already know about native foods?
- As:** Can students recall information native bush foods.
- Of:** Were students able to research their allocated food and identify the areas their plant grows, when it grows, what it produces (what part is consumed), how to consume it safely, what it is often (or traditionally) used for, how you consume it and what the health benefits are?

#### Differentiation

- Extend:** Students can research other native foods from Australia or even another country.
- Simplify:** Teacher guidance during research activity – whole class modelling if required.

#### School/Home Link

The PowerPoint slides can be presented to parents or published in the newsletter

#### Duration | 60-120 minutes



### 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



### Resources and Preparation

#### Resources

##### Videos

- Video 11 – [Your tongue: the taste maker](#) (3:51)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 18 – Native bush food menu
- Worksheet 19 – Taste-test
- Information sheet 3 – Native Bush foods

##### Materials

- Disposable gloves for safe food handling
- Paper towels or wipes for cleaning up after eating in taste-test
- Pencils for writing

#### Preparation

##### 1 week prior to lesson

- Send permission slip for tasting activities (a modifiable one is available at [healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/](https://healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/))

- Organise a selection of fruit/vegetables
- Collect resources required
- Complete risk assessment if required

##### Prior to lesson

- Print out WS 18 – 1 per 3-4 students
- Print out WS 19 – 1 per student

# FOOD TASTING/FOOD PREPARATION

In the final lesson, students can taste-test some fruit/vegetables. Students write about the taste, texture and appearance of the foods. In groups, students create a 1-day menu that includes native bush foods.

### Introduction (15 mins)

Discuss with the class what they have learned about local foods so far, and how they feel about eating locally and directly from the nature around them (mention their own seeds growing). Have any of them tried any new fruit or vegetables? Discuss how they would describe the taste, smell, structure and more when they eat something new. Watch V11 to introduce the students to the concept of tasting.

### Activity (45 mins)

1. Discuss with the class what a taste-test is and how to describe taste, smell, structure and more, when eating something new. Brainstorm different words to describe the foods.
2. Depending on what is practical, you can choose one of the options below for a taste-test with the students:
  - a) Students can taste-test their own fruit or vegetables brought to school e.g. for Crunch & Sip
  - b) Students can taste-test local versus non-local fruit and vegetables
3. Students wash hands and then choose a fruit or vegetable from the selection.
4. Students have a taste of the food. If a student declines to taste they can use their other senses to explore the item.
5. Using WS 19, students write about the taste, texture, appearance and how they feel after tasting the food. After the taste-test, they answer some questions about seasonality and location of their food, and apply what they have previously learned.
6. In groups of 3-4, students can use WS 18 to create a 1-day menu that includes native bush foods. They can do research on computers.

### Conclusion (15 mins)

Ask the students to share what they thought of tasting the foods. Ask who tasted the foods for the first time and who has a good way to describe the taste, smell, texture, etc.

Once a fruit or vegetable has grown from the seeds in Lesson 1, the students could taste-test their own harvest.

*Food tasting/food preparation activity 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
- **EN3-1A** communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features



### Resources and Preparation

#### Resources

##### Videos

- Video 11 – [Your tongue: the taste maker](#) (3:51)

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 18 – Native bush food menu
- Worksheet 19 – Taste-test
- Information sheet 3 – Native Bush foods

##### Materials

- Disposable gloves for safe food handling
- Paper towels or wipes for cleaning up after eating in taste-test
- Pencils for writing

#### Preparation

##### 1 week prior to lesson

- Send permission slip for tasting activities (a modifiable one is available at [healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/](https://healthy-kids.com.au/teachers/fruit-veg-month/2022-resources/))
- Organise a selection of fruit/vegetables
- Collect resources required
- Complete risk assessment if required

##### Prior to lesson

- Print out WS 18 – 1 per 3-4 students
- Print out WS 19 – 1 per student

#### Assessment

- For:** Students can apply previously learned knowledge to a new task.
- As:** Students describe the food that they tasted and write about the taste, texture, appearance and how they feel after tasting the food.
- Of:** Students write a day menu using foods often found in community gardens, or are wild, local or Indigenous local produce.

#### Differentiation

- Extend:** Students write a paragraph in their workbooks about one of the foods they tasted and why we should eat it more and use it in our cooking more.
- Simplify:** Students can compare familiar recipes to those that use native ingredients.

#### School/Home Link

Create a recipe book with students' re-created recipes and share with the school community.

#### Duration | 70 minutes

