



FRUIT & VEG MONTH



Eat a **RAINBOW**
OF FRUIT AND VEGETABLES
EVERY DAY

teachers booklet

2014

Eat a RAINBOW OF FRUIT AND VEGETABLES EVERY DAY

Features

- 3 Welcome
- 4 Important information
- 5 10 tips for a successful Fruit & Veg Month
- 6 Work together as a whole school
- 7 Student competition
- 8 Permission forms

Classroom Activities

Early stage one

- 9 Activity one: Rainbow everyday!
- 10 Activity two: Match it!
- 11 Activity three: Fruit and vegetable bingo
- 12 Activity four: The Rainbow Fruit Serpent
- 13 Activity five: The Capsicum Boat
- 14 Activity six: Crunch Munch (music)
- 16 Activity seven: Crunch Munch (drama)

Stage one

- 17 Activity one: Rainbow everyday!
- 18 Activity two: Fruit and vegetable bingo
- 19 Activity three: The Rainbow Fruit Serpent
- 20 Activity four: The Capsicum Boat
- 21 Activity five: Design it!
- 22 Activity six: Crunch Munch (music)
- 24 Activity seven: Crunch Munch (drama)

Stage two

- 26 Activity one: Rainbow everyday!
- 27 Activity two: The Capsicum Boat
- 28 Activity three: The Rainbow Fruit Serpent
- 29 Activity four: What's in a label?
- 30 Activity five: World Food Rap (music)
- 32 Activity six: Add it!
- 34 Activity seven: World Food Rap (drama)

Stage three

- 36 Activity one: Rainbow everyday!
- 37 Activity two: What's in a label?
- 38 Activity three: Who said that?
- 39 Activity four: In Out Going South Rap (music)
- 41 Activity five: Journey of a mouthful
- 42 Activity six: Digestive machine (drama)
- 43 Activity seven: Stuck! (music)
- 45 Activity eight: Stuck! (drama)

Black Line Masters

- 46 BLM 1 Fruit and vegetable pictures
- 49 BLM 2 Match it!
- 50 BLM 3 Fruit And vegetable bingo
- 53 BLM 4 The Rainbow Fruit Serpent
- 54 BLM 5 The Capsicum Boat
- 55 BLM 6 Early Stage 1: Crunch Munch
- 56 BLM 7 Design it!
- 57 BLM 8 stage 1: Crunch Munch
- 58 BLM 9 World Food Rap
- 59 BLM 10 How to read a food label
- 60 BLM 11 Claims on food packaging
- 61 BLM 12 In Out Going South
- 62 BLM 13 The digestive system
- 63 BLM 14 Stuck!

Welcome to



It's Fruit & Veg Month! Healthy Kids Association, with the support of the NSW Ministry of Health, is delighted to announce this year's theme for the program is **Rainbow Journey**.

Join us on this journey! With your commitment, we hope your students are encouraged to develop healthy eating habits that endure beyond Fruit & Veg Month and last a lifetime.

Eating a rainbow of fruit and vegetables means eating a wide variety of different coloured fruits and vegetables every day. For example, every day, eat fruit or vegetables that are red,

orange, yellow, green and purple.

Fruit & Veg Month runs for the last four weeks of Term 3, from 25th August – 19th September. Use this booklet to get your whole school community munching and crunching fruit and vegetables.

In this booklet you'll find:

Classroom activities for
Early Stage 1 to Stage 3

Competition details and
entry form (unique, fun
prizes to be won!)

Ideas to get the whole
school community
working together

Tips for running a
successful Fruit & Veg
Month

Important information
about allergies

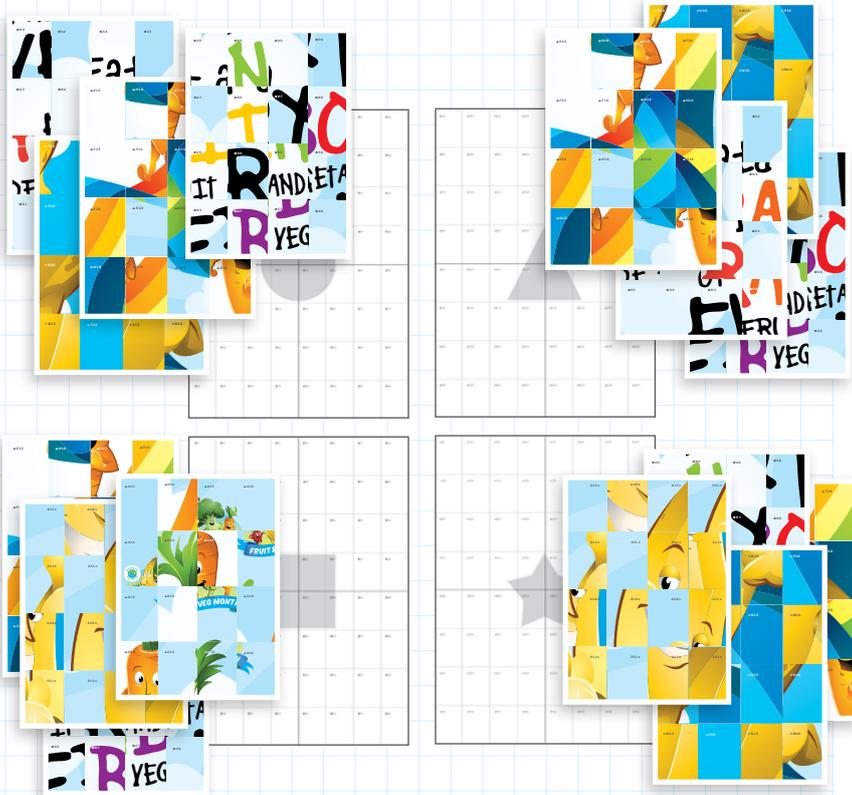
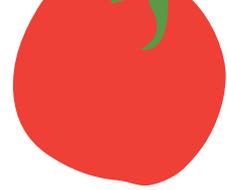
New look classroom activities

This year we've reformatted our classroom activities so they're much easier to use and implement.

These resources can be used during Fruit & Veg Month, or any time of year. Add them to your school's resource library so they're always available, even after Fruit & Veg Month is long gone. (Please note: the prize-winning competitions run only during Fruit & Veg Month.)

Resources for some of the classroom activities need to be accessed electronically. These include the wonderful Kindy Kitchen books as well as the rap recordings for the Creative Arts activities. Please go to www.fruitandvegmonth.com.au to find out how to access these materials.





Important info

Allergies

Food allergies can cause potentially life-threatening symptoms.

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

When planning and delivering Fruit & Veg Month:

- Send home permission forms. A sample is provided on page 8 of this booklet.
- Leave known allergens out of class activities.
- Supervise students with known allergies during tastings or food activities, to avoid peer pressure to try foods that may cause allergic reactions.
- Discuss with parents how to manage food tastings.

Sticker reward puzzle

This activity is a lot of fun for any age. It's up to each teacher to decide when or how the stickers are awarded - they can be used as rewards for behaviour, eating veggies or they can simply be divided up between the students.

Along with this booklet, you should have received sets of four A2-sized grid posters (labeled ■ ▲ ● ★), with sets of 16 A4-sized sheets of stickers to put on them. The numbers of sets you've received depends on the number of classes you've registered. When complete, the four A2 grid posters join together to make an A0 sized picture of a "Rainbow Journey". The stickers are mixed up on the A4 sheets provided so that the picture is only revealed once all the stickers are placed in the right spots on the poster.

Each class participating in Fruit & Veg Month should receive an A2 grid poster and the corresponding four A4 sheets of stickers. For example, one class will receive the grid poster and the four A4 sticker sheets labeled ● A1- D4, ● A5 - D8, ● E1- H4 and ● E5 - H8.

Once each class has completed their poster by placing all the stickers in their corresponding spots, join all

four posters together to reveal the complete A0 sized "Rainbow Journey" picture.

This Fruit & Veg Month Teachers' Booklet is also available electronically for a limited time via the Healthy Kids Association website, www.fruitandvegmonth.com.au

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



Food safety

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

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

Key points to consider include:

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

10 TIPS FOR A SUCCESSFUL FRUIT & VEG MONTH



1

Get other teachers on board and let them know about the Resources available.

2

Partner up with other teachers to share responsibilities and do class activities together.

3

Remember! Teachers are important role models! Bring in your own fruit and vegetable-filled lunch and talk to the students about why you eat it and how it's good for you.

4

Work with your students to collect data about class participation. Measure whether or not consumption of fruit and veg increases throughout the month. Give an award for the class who improves the most.

5

Inform the parents that the students will be participating in Fruit & Veg Month activities. Let them know about the events you've planned via your school newsletter, blog or class/grade representatives.

6

Let parents know there are plenty of activities they can do at home with Fruit & Veg Month. These may be sent home as an extension of classroom activities, or direct parents to www.healthy-kids.com.au.

7

Send a permission note home to parents so they know the children will be sampling different types of fruit and vegetables in the classroom.

8

Talk to any parents of allergic children about how to handle their allergies and what approach they would like you to take.

NOTE: see the information on allergies and food safety on the page opposite of this booklet.

9

Organise supplies of fruit and vegetables for tastings or events. Ask a local green grocer for a donation or reach out to parents or the P&C Committee to see if you can get donations.

10

Contact the local media regarding an event you're planning at school and get great exposure for your school as well as show how committed your school is to promoting healthy eating to children.



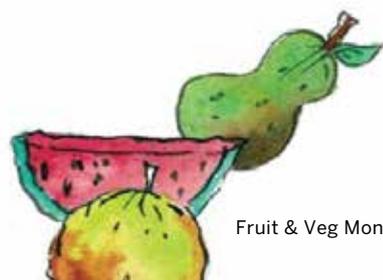
Tell us what you get up to!

We want to hear from you!

Post pictures of the fun you're having during Fruit & Veg Month on Facebook, Twitter or Instagram using the hashtag #FruitandVegMonth.

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

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





WORK

together

as a whole school!

Host a tasting

Each year we hear from many schools who hold fruit and vegetable tasting sessions. Overwhelmingly, the feedback is that positive peer pressure is very persuasive. Some memorable quotes:

- “Peer pressure can be positive! It’s lovely to see the child who went from crying when I said we’d be tasting some fruit (strawberries, bananas, blueberries) to actually trying some when he saw all of his friends doing it and then dig in for more because he liked it!”
- “The children loved tasting new fruit and vegetables, surprising many parents who assured staff their child would never try it, let alone request it for future snacks!”

If you decide to hold a tasting, you can involve the whole school or do it individually in your classroom. Try including produce that students may not have tasted before such as raw snow peas, green beans, broccoli, grapefruit or persimmons.

NOTE: see the information on allergies and food safety on page 4 of this booklet.

Have a fruit & veg breakfast or afternoon tea

Invite parents/carers, staff or students and focus on providing fruits and vegetables for people to consume in a variety of ways. For example, banana or berry smoothies, fresh or stewed fruit with low-fat yoghurt, cut up vegetables with hummus or avocado dip. For healthy food ideas go to the Go For 2&5® website (www.gofor2and5.com.au).

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

Have a fruit & veg assembly

Invite parents and carers to a whole school assembly. You could use it to launch or conclude Fruit & Veg Month. Ask students to dress in the colour of their favourite fruit or vegetable, or make fruit and vegetable costumes to wear. See www.healthy-kids.com.au/teachers/crunch-sip for some great fruit and veg costume ideas.

During the assembly, students could perform one of the songs provided in the classroom activities. Or create their own short act, poem or song about fruits and vegetables. Try writing a song to a familiar tune such as Row Row Row your boat and singing it in rounds.

Run a school-wide competition

Hold a competition in your school or for a year group. Ask students to create a fruit and vegetable sculpture or picture, or participate in a recipe or cooking competition.

Trial Crunch&Sip® in each classroom

Why not introduce Crunch&Sip® during Fruit & Veg Month to see if it will be feasible to continue on a longer term basis? Read more at www.healthy-kids.com.au/teachers/crunch-sip.

Measure on the crunch-o-meter

Download an app that measures decibels and use it to measure the volume of the crunch created by the whole school, or individual classes when crunching on an apple or carrot.

Display students work

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

Quiz them!

Run a quiz with new questions everyday for a week all about fruit and veg and why they’re good for you. Example questions include:

Portobello is a type of which vegetable?

Which part of celery do you eat? Stem, root, flower or seed

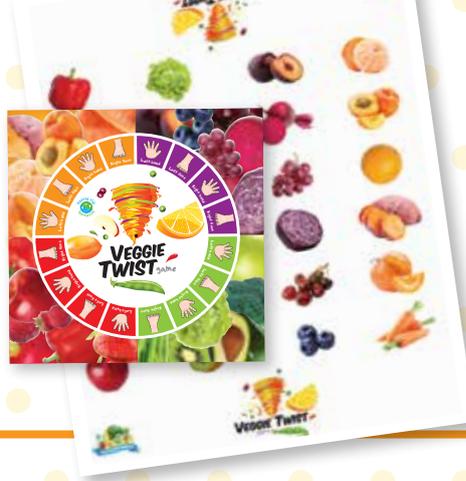
Which of these vegetables is a root that you eat? Carrots, corn, green beans or broccoli

Which of these vegetables grows in a pod? Corn, pea, asparagus or cauliflower

Teachers – photocopy this form and give it to your students so they can enter.

Individual student competition

Enter for your chance to win a Veggie Twist game – a veggie take on the well known Twister game! Three children from each year (K-6) will win – a total of 21 prizes.



To enter:

Draw or write all the different fruit and vegetables eaten in your house over 3 days	How many different kinds of fruit and veg?	How many different colours of fruit and veg?
DAY 1		
DAY 2		
DAY 3		

Complete this sentence:

I've really enjoyed eating _____
insert names of fruits or vegetables here

this week because _____

<p>Student name: _____</p> <p>Student's school year (K-6): _____</p> <p>School: _____</p> <p>School address: _____</p>	<p>SEND YOUR ENTRY INTO: Fruit & Veg Month competition, Healthy Kids Association, Suite 104, 16 Cambridge St, Epping NSW 2121</p>
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Permission Form

25th August – 19th September 2014



Dear Parents/Guardians/Carers,

Our school is celebrating Fruit & Veg Month!

This is a great program that will educate your child about the benefits of eating fruit and vegetables as part of a healthy lifestyle. Activities will cover a range of curriculum outcomes. Some activities involve students taste testing fruits and vegetables. Some students may have allergies/intolerances to certain foods. We ask for your co-operation in completing the following permission slip.

If you have any enquiries about the program, please do not hesitate to contact the school or your child's teacher.

Please return the form to _____ by _____

Regards

Fruit & Veg Month School Co-ordinator



Permission Slip

25th August – 19th September 2014



I _____ give permission for my child/ward _____

of class _____ to participate in the Fruit & Veg Month tasting activities

at _____ School.

This activity has the approval of the Principal.

_____ has no known food allergies/intolerances.

(Insert name of child)

_____ suffers from a food allergy/intolerance and is not allowed to consume the following foods.

(Insert name of child)

Signed: _____ Date: / /2014

Classroom activities

Early stage one / Activity one



Learning Outcomes

- **PHES1.12** Displays basic positive health practices.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences.
- **VAES1.2** Experiments with a range of media in selected forms.



Resources

- Blank display posters for brainstorm, or interactive whiteboard
- BLM 1 – up to 3 or 4 copies
- A1 class rainbow poster (provided with your school's Fruit & Veg Month Resources)
- Colouring pencils
- Glue

Duration | 40 minutes

Rainbow everyday

Students will be informed that it's important for them to eat a rainbow of fruit and vegetables every day, as well as be able to name and describe some fruits and/or vegetables.

Introduction

What are fruits and vegetables? Students think, then pair and share to name and describe fruits and vegetables they know. Brainstorm onto blank display posters or interactive whiteboard.

Activity

- 1 Have a teacher lead discussion on student eating habits. Cover the concept of eating fruits and vegetables from across the rainbow every day.
- 2 Students choose a fruit or vegetable line drawing (BLM 1) and colour them in using the correct colours. Cut the pictures out.
- 3 As a class, glue the pictures onto the A1 class rainbow poster. Continue to name fruits and vegetables whenever possible, modeling correct pronunciation.



Conclusion

Display the poster in the classroom. Discuss the fruits and vegetables of different colours on the rainbow.

Assessment

- For:** What do students already know about fruits and vegetables?
- Of:** How well can students correctly colour fruit and vegetables?
How well can students identify names of fruit and vegetables?
How well do students understand the concept of eating across the rainbow?

Differentiation

- Extend:** Students may draw their own fruits and vegetables to glue onto the poster. Students make an A-Z of fruits and vegetables. Students classify pictures or drawings as fruit or vegetable.
- Simplify:** Give students pictures of fruits and vegetables from BLM 1 to help them describe them. Start the colouring process on the fruits and vegetables to cue student learning.



Classroom activities

Early stage one / Activity two



Learning Outcomes

- **PHES1.12** Displays basic positive health practices.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **VAES1.2** Experiments with a range of media in selected forms.
- **ENe-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.



Resources

- BLM 2
- Colouring pencils
- A variety of different fruits and vegetables in an opaque bag so they can't be seen.
- Make name cards for the fruits and vegetables in the bag, or write them on the board.

Duration | 40 minutes

Match it

Students will become familiar with different fruits and vegetables through matching pictures and names. Familiarity with fruits and vegetables can lead to greater consumption of fruits and vegetables every day.

Introduction

Review and discuss the concept of eating a rainbow of fruits and vegetables every day. Brainstorm onto blank display posters or interactive whiteboard.

Activity

1. Students sit in a circle on the floor. In turn, the students take a fruit or vegetable out of the bag and:
 - Describe it the best they can;
 - Attempt to classify it as a fruit or vegetable;
 - Name it;
 - Match it to its name card or name on the board.
2. Explain the BLM task. Discuss any fruits or vegetables that have not already been introduced in class.
3. Complete the BLM.



Conclusion

Students share the completed task with a partner. Trace and name the fruits and vegetables.

Assessment

For: What do students already know/ recall about fruits and vegetables?

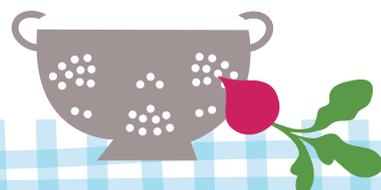
Of: How well are students able to match names of fruits and vegetables to pictures?

Differentiation

Simplify: Start the dotted line writing and/or the matching process for fruits or vegetables to cue student learning.

School/home link

Students take the BLM home to share.



Classroom activities

Early stage one / Activity three



Learning Outcomes

- **PHES1.12** Displays basic positive health practices.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **ENe-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.



Resources

- BLM 3 – cut out and laminate bingo cards.
- BLM 1 – cut out pictures to draw out for bingo game.
- Counters or blocks to cover bingo card squares.

Duration | 40 minutes

Fruit and vegetable bingo

Students will become familiar with a variety of fruit and vegetables.

Introduction

What are fruits and vegetables? Revisit fruits and vegetables that the students know. Review the class rainbow poster. Hand students a bingo card each. Ensure they can identify all the fruits and vegetables on the cards.

Activity

1. Cut out pictures from BLM 1 and place in a hat.
2. To play bingo, draw out one picture at a time and call out its name.
3. Students mark off the fruits and vegetables on their bingo card as they are drawn. A winning student is one who has a line of fruit and vegetables marked off. Students call out “bingo” once they complete a line.
4. Students who win the bingo games get to choose a “healthy” reward. For example, put a sticker on the Fruit & Veg Month jigsaw sticker poster, bring their teddy to class for a day, or one hour of no shoes and socks!



Conclusion

Ask students to complete the sentence:
Fruits and vegetables are

Assessment

- For:** What can students recall about fruits and vegetables?
Of: How well are students able to match fruit and vegetables?

Differentiation

- Extend:** Give winning students the option to classify their winning line into fruits and vegetables for an extra reward. Students create their own bingo game cards.
Simplify: Play bingo in pairs.



Classroom activities

Early stage one / Activity four



Learning Outcomes

- **PHES1.12** Displays basic positive health practices.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **ENe-8B** Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.
- **ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences.
- **VAES1.2** Experiments with a range of media in selected forms.



Resources

- BLM 4
- A copy of The Rainbow Fruit Serpent (electronic copy provided with your school's Fruit & Veg Month Resources).
- Cubed fruit, pears, blueberries, plates and toothpicks to make your own Rainbow Fruit Serpents (see page 8 of the book for details).

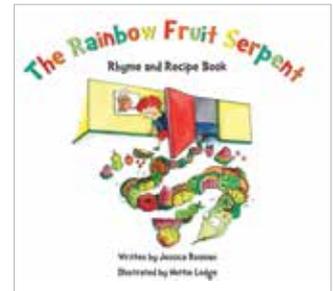
Duration | 40 minutes

The Rainbow Fruit Serpent

Read the Rainbow Fruit Serpent book, make a Rainbow Fruit Serpent and add to the class display.

Introduction

Examine the book cover.
Make predictions about the book content.



Activity

1. Read The Rainbow Fruit Serpent rhyme and recipe book.
2. Discuss the story.
3. Following the lesson plan in the back of the book, make the Rainbow Fruit Serpent out of fruit. Don't worry if your serpent isn't as neat as the photo example in the book; simply use cubed fruit to make yours. Serpents may be made individually, in small groups, or as a class. You may include taste testing the ingredients for students.



Conclusion

Colour BLM 4 and display in the classroom.

Assessment

- For:** Are students able to make predictions for the story?
Of: How well are students able to correctly colour fruits and vegetables?

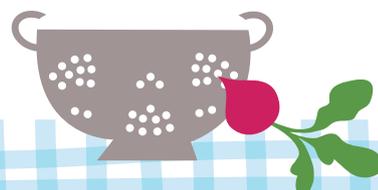
Differentiation

- Extend:** Students create (draw or build) their own fruit or vegetable animal.
Simplify: Pair with an extension student who can peer teach and assist.

School/home link

Make a Rainbow Fruit Serpent at home. It may be made from real fruit, or a collage from cut out bits of coloured paper or fruit and vegetable pictures. Ask students to take photos of their creations, or bring in their collages and share with the class. Add the photos and collages to the class display.

Note: To purchase hard copies or for more information on the Kindy Kitchen series of rhyme and recipe books, please visit www.kindykitchen.com



Classroom activities

Early stage one / Activity five



Learning Outcomes

- **PHES1.12** Displays basic positive health practices.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **ENe-8B** Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.
- **ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences.
- **VAES1.2** Experiments with a range of media in selected forms.



Resources

- BLM 5
- A copy of The Capsicum Boat (electronic copy provided with your school's Fruit & Veg Month Resources).
- Capsicum, cherry tomatoes, green beans, cos lettuce, plates and toothpicks to make your own Capsicum Boats (see page 8 of the book for details).

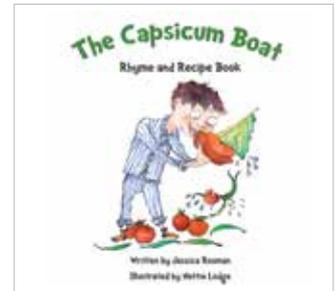
Duration | 40 minutes

The Capsicum Boat

Read The Capsicum Boat, make a Capsicum Boat and build familiarity with common vegetables.

Introduction

Examine the book cover. Discuss the features and predict what may happen in the book.



Activity

1. Read The Capsicum Boat rhyme and recipe book.
2. Discuss the story.
3. Following the lesson plan in the back of the book, make the Capsicum Boat. These may be made individually, in small groups or as a class. For groups of students, make one or several capsicum boats and ask each student to make a bean sailor. Place multiple bean sailors in each boat. You may include taste testing the ingredients for students.



Conclusion

Colour BLM 5 and display in the classroom.

Assessment

- For:** Are students able to make predictions for the story?
- Of:** How well are students able to correctly colour fruits and vegetables?

Differentiation

Extend: Write a recount of the story. Publish and share with the class.

School/home link

Make The Capsicum Boat at home using real vegetables, cut out bits of coloured paper or fruit and vegetable pictures. Ask students to take photos of their creations, or bring in their collages and share with the class. Add the photos and collages to the class display.

Note: To purchase hard copies or for more information on the Kindy Kitchen series of rhyme and recipe books, please visit www.kindykitchen.com



Classroom activities

Early stage one / Activity six



Learning Outcomes

- **PHES1.12** Displays basic positive health practices.
- **SLES1.13** Demonstrates an emerging awareness of the concepts of safe and unsafe living.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **MUES1.1** Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.
- **MUES1.4** Listens to and responds to music.
- **ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences.



Resources

- Recording of the Crunch Munch Rap.
- BLM 6
- Traffic lights (e.g. three coloured cardboard circles).

Duration | 2 x 40 minutes

Crunch Munch (music)

Children will be able to:

1. Keep the beat
2. Sing the chorus
3. Perform a pattern to the beat

Concepts covered: beat, structure

Skills covered: moving, vocalising, listening

Introduction

To introduce musical beat, keep a beat on a drum or with sticks and ask students to walk to: a slow beat; a fast beat; and a beat that becomes slower. Discuss indications of traffic lights (stop, go, careful/pause). Either give students BLM 6 or display a copy on the whiteboard. Listen to the recording together. Ask students to silently follow the words as they listen, or point to the words as they listen.

Activity 1: Keeping the beat

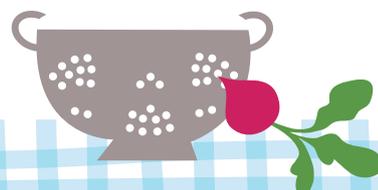
1. Play the recording; students sing the chorus while keeping the beat on their knees.
2. Play the recording; students sing the chorus and walk to the beat.
3. Play the recording; students sing the chorus while standing still and doing the following pattern to the beat:

Clap	Clap	Stamp	Stamp
x	x	x	x

Activity 2: Traffic light game

1. Students chant verse one while keeping the beat on their knees.
2. Students chant verse one. At some time during this verse point to the red light. Students stop. Then point to the green light and students continue.
3. Students chant all of verse 2 without stopping. On the word "orange" the teacher points to the orange light and the students pause. Then point to the green light; students continue on to sing the chorus.

These activities can also be done along with the recording and/or while the children walk around the room. [Continued >](#)



Classroom activities

Early stage one / Activity six continued



Learning Outcomes

- **PHES1.12** Displays basic positive health practices.
- **SLES1.13** Demonstrates an emerging awareness of the concepts of safe and unsafe living.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **MUES1.1** Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.
- **MUES1.4** Listens to and responds to music.
- **ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences.



Resources

- Recording of the Crunch Munch Rap.
- BLM 6
- Traffic lights (e.g. three coloured cardboard circles).

Duration | 2 x 40 minutes

Assessment

- For:** Do students understand the concept of a beat?
- Of:** How well do students learn the words to the song? How well do students move in time with the beat? How effectively do students participate in activities?

Differentiation

- Extend:** Resources – Enough sticks and drums for the class, or 2 other percussion sounds (e.g. tapping desks, rattling pencil cases, banging blocks, banging tubs).
- Activity:** Half the class, give each half one of the percussion sounds. Play the recording and ask students to play the pattern according to this score.

	Clap	Clap	Stamp	Stamp
Sticks	x	x		
Drums			x	x

In groups of 4 (2 sticks and 2 drums), ask each group to create their own percussion pattern to the song and perform it for the class.

School/home link

Invite parents to come to school early for pick up one day and perform to the parents.



Classroom activities

Early stage one / Activity seven



Learning Outcomes

- **PHES1.12** Displays basic positive health practices.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **MUES1.1** Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.
- **DRAES1.3** Dramatises personal experiences using movement, space and objects.



Resources

- Recording of Crunch Munch backing track.
- Pictures of red, yellow and green objects to stimulate discussion (choose objects appropriate for students).

Duration | 40 minutes

Crunch Munch (drama)

Students will explore colour and objects through movement.

Introduction

1. Students find a space, close their eyes and listen to the Crunch Munch backing track (without words). Discuss what the music could be signifying.
2. Discuss how we can move to the music in different ways? Do some whole body examples together. For example, Tall/Short; Fast/Slow; Wide/Thin; Soft/Loud. Note: Contrast is a good way to show emphasis.

Activity

1. Form a circle; discuss objects that are red, yellow and green; discuss how these objects move in different ways. Use pictures to stimulate the discussion. For example:
 - Red – a red apple being eaten bit by bit; a red siren and flashing light.
 - Yellow – the sun rising in the morning; a sunflower swaying in the breeze.
 - Green – a carrot being pulled out of the soil by its greenery; plants growing upwards.
2. Students stand in a space. Each student chooses one of the objects and with their eyes closed makes movements to represent it. For example: rise like a sun; sway like a flower; a plant growing, a flashing light. You may repeat this two or three times with students choosing different objects each time. Students may also add sounds to their movement.



Conclusion

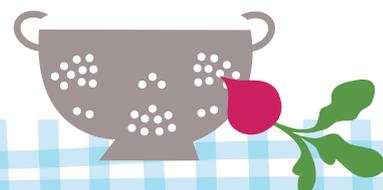
Discuss the differences in the way students moved. For example: speed, height, shape, feeling.

Assessment

Of: How well did students communicate their ideas? How well did students express their feelings?

Differentiation

Extend: Students can brainstorm other objects to enact.



Classroom activities

Stage one | Activity one



Learning Outcomes

- **INS1.3** Develops positive relationships with peers and other people.
- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **DMS1.2** Recalls past experiences in making decisions.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **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.
- **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.
- **VAS1.2** Uses the forms to make artworks according to varying requirements.



Resources

- Blank display posters for brainstorm, or interactive whiteboard.
- BLM 1 – up to 3 or 4 copies.
- A1 class rainbow poster (provided with your school's Fruit & Veg Month Resources).
- Colouring pencils & Glue.
- A variety of different fruits and vegetables in an opaque bag so they can't be seen.

Duration | 40 minutes

Rainbow everyday!

Students will be informed that it is important for them to eat a rainbow of fruits and vegetables every day.

Introduction

What are fruits and vegetables? Students think, then pair and share to name and describe fruits and vegetables they know. Brainstorm onto blank display posters or interactive whiteboard.

Activity

1. Students sit in a circle on the floor. In turn, students take a fruit or vegetable out of the bag and describe it (colour, shape, size, texture/feel); then classify the piece taken as a fruit or vegetable. Discuss known/unknown fruits and vegetables.
2. Have a teacher lead discussion on student eating habits. Make notes somewhere that can be seen by students. Cover the concept of eating fruits and vegetables from across the rainbow every day.
3. Students choose a fruit or vegetable line drawing (BLM 1) and colour them in using the correct colours. Cut the pictures out.
4. As a class, glue the pictures onto the A1 class rainbow poster.



Conclusion

Display the poster in the classroom. Discuss the fruits and vegetables of different colours on the rainbow.

Assessment

- For:** What do students already know about fruits and vegetables?
- As:** How well are students able to correctly colour fruit and vegetables?
- Of:** How well can students identify names of fruit and vegetables? How well do students understand the concept of eating across the rainbow?

Differentiation

- Extend:** Students may draw their own fruits and vegetables to place on the rainbow.
- Simplify:** Start the colouring process on the fruits and vegetables to cue student learning.



Classroom activities

Stage one / Activity two



Learning Outcomes

- **INS1.3** Develops positive relationships with peers and other people.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **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

- BLM 3 – cut out and laminate bingo cards.
- BLM 1 – cut out pictures to draw out for bingo game.
- Counters or blocks to cover bingo card squares.

Duration | 40 minutes

Fruit and vegetable bingo

Students will become familiar with a variety of fruit and vegetables. Familiarity with fruits and vegetables can lead to greater consumption of fruits and vegetables every day.

Introduction

What are fruits and vegetables? Revisit fruits and vegetables that the students know. Review the class rainbow poster. Hand students a bingo card each. Ensure they can identify all the fruits and vegetables on the cards.

Activity

1. Cut out pictures from BLM 1 and place in a hat.
2. To play bingo, draw out one picture at a time and call out its name.
3. Students mark off the fruits and vegetables on their bingo card as they are drawn. A winning student is one who has a line of fruit and vegetables marked off. Students call out "bingo" once they complete a line.
4. Students who win the bingo games get to choose a "healthy" reward. For example, put a sticker on the Fruit & Veg Month jigsaw sticker poster, bring their teddy to class for a day, or one hour of no shoes and socks!



Conclusion

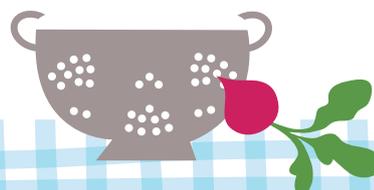
Ask students to complete the sentence:
Fruits and vegetables are...

Assessment

- For:** What can students recall about fruits and vegetables?
Of: How well can students match fruits and vegetables?

Differentiation

- Extend:** Students create their own bingo game cards.
Simplify: Play bingo in pairs.



Classroom activities

Stage one / Activity three



Learning Outcomes

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **EN1-8B** Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter.
- **EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences.
- **VAS1.2** Uses the forms to make artworks according to varying requirements.



Resources

- BLM 4
- A copy of The Rainbow Fruit Serpent (electronic copy provided with your school's Fruit & Veg Month Resources).
- Cubed fruit: pears, blueberries, plates and toothpicks to make your own Rainbow Fruit Serpents (see page 8 of the book for details).

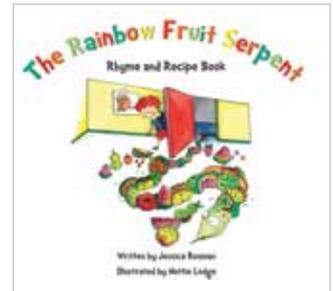
Duration | 40 minutes

The Rainbow Fruit Serpent

Read the Rainbow Fruit Serpent book, make a Rainbow Fruit Serpent and add to the class display.

Introduction

Examine the book cover.
Make predictions about the book content.



Activity

1. Read The Rainbow Fruit Serpent rhyme and recipe book.
2. Discuss the story.
3. Following the lesson plan in the back of the book, make the Rainbow Fruit Serpent out of fruit. Don't worry if your serpent isn't as neat as the photo example in the book; simply use cubed fruit to make yours. Serpents may be made individually, in small groups, or as a class. You may include taste testing the ingredients for students.



Conclusion

Colour BLM 4 and display in the classroom.

Assessment

- For:** Are students able to make predictions for the story?
- Of:** How well are students able to correctly colour fruits and vegetables?

Differentiation

Extend: Students create (draw or build) their own fruit or vegetable animal.

School/home link

Make a Rainbow Fruit Serpent at home. It may be made from real fruit, or a collage from cut out bits of coloured paper or fruit and vegetable pictures. Ask students to take photos of their creations, or bring in their collages and share with the class. Add the photos and collages to the class display.

Note: To purchase hard copies or for more information on the Kindy Kitchen series of rhyme and recipe books, please visit www.kindykitchen.com



Classroom activities

Stage one | Activity four



Learning Outcomes

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **EN1-8B** Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter.
- **EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences.
- **VAS1.2** Uses the forms to make artworks according to varying requirements.



Resources

- BLM 5
- A copy of The Capsicum Boat (electronic copy provided with your school's Fruit & Veg Month Resources).
- Capsicum, cherry tomatoes, green beans, cos lettuce, plates and toothpicks to make your own Capsicum Boats (see page 8 of the book for details).

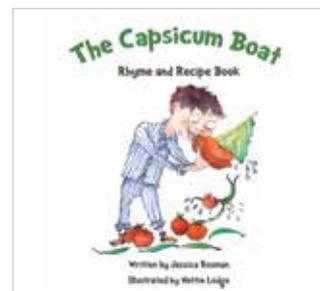
Duration | 40 minutes

The Capsicum Boat

Read The Capsicum Boat, make a Capsicum Boat and build familiarity with common vegetables.

Introduction

Examine the book cover. Discuss the features and predict what may happen in the book.



Activity

1. Read The Capsicum Boat rhyme and recipe book.
2. Discuss the story.
3. Following the lesson plan in the back of the book, make the Capsicum Boat. These may be made individually, in small groups or as a class. For groups of students, make one or several capsicum boats and ask each student to make a bean sailor. Place multiple bean sailors in each boat. You may include taste testing the ingredients for students.



Conclusion

Colour BLM 5 and display in the classroom.

Assessment

- For:** Are students able to make predictions for the story?
- Of:** How well are students able to correctly colour fruits and vegetables?

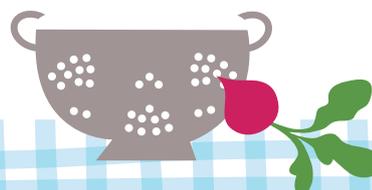
Differentiation

Extend: Write a recount of the story. Publish and share with the class.

School/home link

Make The Capsicum Boat at home using real vegetables, cut out bits of coloured paper or fruit and vegetable pictures. Ask students to take photos of their creations, or bring in their collages and share with the class. Add the photos and collages to the class display.

Note: To purchase hard copies or for more information on the Kindy Kitchen series of rhyme and recipe books, please visit www.kindykitchen.com



Classroom activities

Stage one | Activity five



Learning Outcomes

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **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.
- **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.
- **ICS1.2** Creates a range of information products and communicates using a variety of media.



Resources

- BLM 1 – multiple copies for students to use as building blocks.
- BLM 7 – to show examples.
- Scissors
- Glue

Duration | 50 minutes

Design it!

Students will design their own fruit and/or vegetable image.

Introduction

Revisit known fruits and vegetables, naming and classifying them. Re-enforce the message about eating a rainbow of fruits and vegetables every day.

Activity

1. As a class, discuss the designs on BLM 7.
2. Model how to make a fruit and vegetable image using line drawings from BLM 1. Colour and cut them out, then design the image. You may enlarge the pieces first. Ask students to contribute directions for the design.
3. Give students multiple copies of BLM 1 and ask them to colour and cut out the line drawings to design their own image.
4. Glue in place.



Conclusion

Share coloured images. Display.

Assessment

Of: How creative and varied are the designs?

Differentiation

Extend: Write a procedure – “How to” create student images.

Simplify: Support colouring, cutting and design phase. Do in pairs or small groups.

School/home link

Students design and make a different fruit and vegetable image at home, take a photo and share with the class.



Classroom activities

Stage one / Activity six



Learning Outcomes

- **COS1.1** Communicates appropriately in a variety of ways.
- **INS1.3** Develops positive relationships with peers and other people.



Cross Curriculum Links

- **MUS1.1** Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.
- **MUS1.4** Responds to a range of music, expressing likes and dislikes and the reasons for these choices.



Resources

- Recording of the Crunch Munch Rap.
- BLM 8
- Kitchen percussion instruments using common objects: saucepan lids and spoons, pairs of spoons, plastic cups and spoons.

Duration | 2 x 40 minutes

Crunch Munch (music)

The students will be able to:

1. Read and play a simple percussion score
2. Compose their own 4 bar patterns
3. Listen to the other parts while playing in an ensemble

Concepts covered: tone colour, beat, structure

Skills covered: play, vocalise, compose

Introduction

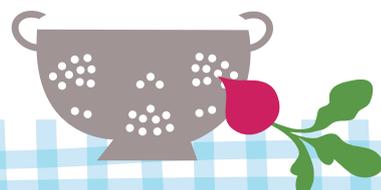
To introduce musical beat, keep a beat on a drum or with sticks and ask students to walk to: a slow beat; a fast beat; and a beat that becomes slower.

Activity

1. Divide the class into 3 groups. Give each group a different kitchen percussion instrument.
2. Ask the groups to say only the words “crunch, munch” and clap to the beat according to the score below. Demonstrate first if necessary.
3. Repeat this keeping the beat with the kitchen tools instead of clapping.

Beats	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Group 1 Lids	x x x x			x x x x
Group 2 Spoons			x x x x	x x x x
Group 3 Cups		x x x x		x x x x

4. Once this has been mastered, repeat using the backing track. Again, demonstrate first if necessary.
5. Give students BLM 8. Listen to the recording together and ask students to silently follow the words as they listen.
6. Play the recording; ask students to say the rap for the verses and play the percussion score while singing the chorus.
7. Use the blank score on BLM 8 to create, then rehearse and perform your classes own percussion compositions. [Continued >](#)



Classroom activities

Stage one / Activity six continued



Learning Outcomes

- **COS1.1** Communicates appropriately in a variety of ways.
- **INS1.3** Develops positive relationships with peers and other people.



Cross Curriculum Links

- **MUS1.1** Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.
- **MUS1.4** Responds to a range of music, expressing likes and dislikes and the reasons for these choices.



Resources

- Recording of the Crunch Munch Rap.
- BLM 8
- Kitchen percussion instruments using common objects: saucepan lids and spoons, pairs of spoons, plastic cups and spoons.

Duration | 2 x 40 minutes

Assessment

- For:** Do students understand the concept of a beat?
- Of:** How well do students learn the words to the song?
How well do students play their instrument in time with the beat?
How effectively do students participate in activities?

Differentiation

- Extend:** As a class, ask students to say verse 1 softly, then verse 2 loudly and verse 3 gradually getting louder.
- In groups of 3 (lid, spoons, cups), ask each group to decide which bars of their created percussion score above will be played softly (p), loudly (f), or with crescendo/getting louder (\blacktriangleleft) and to indicate this on their score. Rehearse then perform for the class.

School/home link

Invite parents to come to school early for pick up one day and perform to the parents.



Classroom activities

Stage one / Activity seven



Learning Outcomes

- **SLS1.13** Recognises that their safety depends on the environment and the behaviour of themselves and others.
- **INS1.3** Develops positive relationships with peers and other people.



Cross Curriculum Links

- **DRAS1.3** Interacts collaboratively to communicate the action of the drama with others.
- **MUS1.1** Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.



Resources

- Recording of Crunch Munch backing track.
- Pictures of the red apple, orange peach and green beans on this page.
- Traffic lights to hold up (e.g. three coloured cardboard circles).

Duration | 2 x 40 minutes

Crunch Munch (drama)

Students will create a story through improvisation

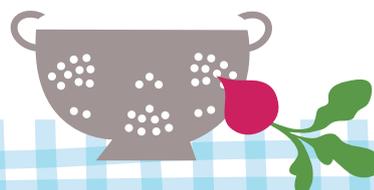
Prior to this activity, students should be familiar with the stories Snow, White, James and the Giant Peach and Jack and the Beanstalk.

Introduction

1. Show students the pictures of the red apple, orange peach and green beans from this page. Talk about the stories Snow White, James and the Giant Peach and Jack and the Beanstalk. Recap the stories if necessary. Discuss what different coloured traffic lights mean when travelling in a car.
2. Discuss what the three objects in the stories (red apple, orange peach, green beans) remind us of? What do these fruit and vegetable 'symbols' represent in the stories?
3. Discuss different actions or movements that might represent the three traffic light colours. For example: red = freeze; orange = sit on the floor; green = walk.

Activity

1. Students find a space to stand in. Play the Crunch Munch backing track; intermittently hold up a traffic light and call out the colour. Students do the action associated with that colour.
2. With a partner, students explore making statues or movements representing the three different colours, using scenes from the stories discussed earlier. For example:
 - Red = freeze/sleep, from the story of snow white
 - Yellow = a peach
 - Green = climbing, from Jack and the Beanstalk
3. Then play the backing track and intermittently hold up a traffic light and call out the colour. Students perform the statue or movements they discussed. [Continued >](#)



Classroom activities

Stage one / Activity seven continued



Learning Outcomes

- **SLS1.13** Recognises that their safety depends on the environment and the behaviour of themselves and others.
- **INS1.3** Develops positive relationships with peers and other people.



Cross Curriculum Links

- **DRAS1.3** Interacts collaboratively to communicate the action of the drama with others.
- **MUS1.1** Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.



Resources

- Recording of Crunch Munch backing track.
- Pictures of the red apple, orange peach and green beans on this page.
- Traffic lights to hold up (e.g. three coloured cardboard circles).

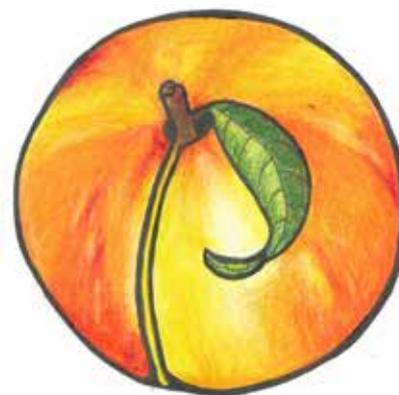
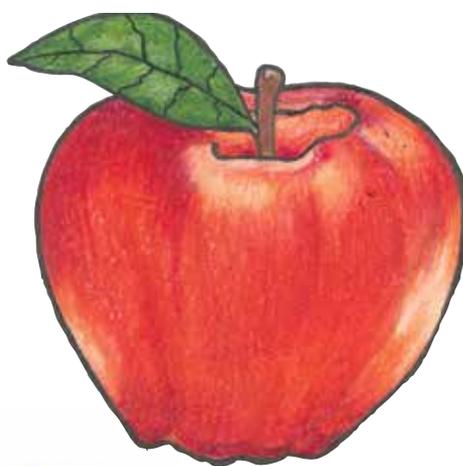
Duration | 2 x 40 minutes

Assessment

- For:** Are students familiar with the stories Snow White, James and the Giant Peach and Jack and the Beanstalk?
- Of:** How well do students understand the concept of symbols being objects that have another meaning? How well did students associate traffic lights to actions from the stories?

Differentiation

- Extend:** What happens if/when we get the signal wrong? Improve the stories with switched characters. For example, the witch offering a bean; Jack climbing an apple tree and looking for the giant.



Classroom activities

Stage two | Activity one



Learning Outcomes

- **PHS2.12** Discusses the factors influencing personal health choices.
- **DMS2.2** Makes decisions as an individual and as a group member.
- **V4** Increasingly accepts responsibility for personal and community health.
- **COS2.1** Uses a variety of ways to communicate with and within groups.



Cross Curriculum Links

- **VAS2.1** Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.
- **VAS2.2** Uses the forms to suggest the qualities of subject matter.



Resources

- BLM 1 – up to 3 or 4 copies.
- A1 class rainbow poster (provided with your school's Fruit & Veg Month Resources).
- Colouring pencils
- Glue

Duration | 40 minutes

Rainbow everyday!

Students will be informed that it's important for them to eat a rainbow of fruit and vegetables every day and be able to describe and explain why fruits and vegetables are good for health.

Introduction

What are the differences between fruits and vegetables? How do they keep us healthy? In small groups, students brainstorm fruits and vegetables they know; classify them as fruits or vegetables; classify them into different colours; and describe how they keep us healthy. Record on whiteboards, iPads, or blank display posters.

Activity

1. Have a teacher lead discussion on student eating habits. Cover the concept of eating fruits and vegetables from across the rainbow every day.
2. Students choose a fruit or vegetable line drawing (BLM 1) and colour them in using the correct colours. Some may draw and colour their own piece of fruit or vegetable.
3. Glue onto the A1 class rainbow poster.



Conclusion

Display the poster with brainstorms close to it in the classroom.

Assessment

- For:** What do students already know about fruits and vegetables? How well can they correctly classify them? How wide is the range recorded?
- Of:** How well are students able to correctly colour fruits and vegetables?

Differentiation

- Extend:** Students may draw their own fruits and vegetables to place on the rainbow.
- Simplify:** Start the colouring process on the fruit or vegetable to cue student learning.

School/home link

- Homework task:** Students record every fruit and vegetable they can find in their home. Share as a class and add to brainstorm sheets.
- Keep a rainbow food diary for a week.



Classroom activities

Stage two | Activity two



Learning Outcomes

- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.
- **COS2.1** Uses a variety of ways to communicate with and within groups.



Cross Curriculum Links

- **EN2-8B** Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.
- **EN2-11D** Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.
- **VAS2.2** Uses the forms to suggest the qualities of subject matter.
- **DM S2.8** Develops, implements and evaluates ideas using drawings, models and prototypes at appropriate stages of the design process.



Resources

- BLM 5
- A copy of The Capsicum Boat (electronic copy provided with your school's Fruit & Veg Month Resources).
- Capsicum, cherry tomatoes, green beans, cos lettuce, plates and toothpicks to make your own Capsicum Boats (see page 8 of the book for details).

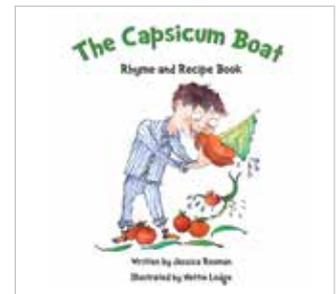
Duration | 40 minutes

The Capsicum Boat

Read The Capsicum Boat, make a Capsicum Boat and build familiarity with common vegetables.

Introduction

Examine the book cover. Discuss the features and predict what may happen in the book.



Activity

1. Read The Capsicum Boat rhyme and recipe book.
2. Discuss the story.
3. Following the lesson plan in the back of the book, make the Capsicum Boat. These may be made individually, in small groups or as a class. For groups of students, make one or several capsicum boats and ask each student to make a bean sailor. Place multiple bean sailors in each boat. You may include taste testing the ingredients for students.



Conclusion

Colour BLM 5, complete the writing task and display in the classroom.

Assessment

- For:** How well did students engage with the text? How enthusiastic are students to complete tasks at home?
- As:** Extension task – how well did students do designing their own mode of transport using fruits and vegetables?

Differentiation

- Extend:** Students design their own mode of transport using fruits and vegetables. Label the diagram and record the procedure to make it. You may need to show an example-recorded procedure to help students understand what is expected.

School/home link

Make The Capsicum Boat at home using real vegetables, cut out bits of coloured paper or fruit and vegetables pictures. Record the creation process digitally (iPad movie / photos) and bring it to share in class. You may need to show an example-recorded procedure to help students understand what is expected.

Note: To purchase hard copies or for more information on the Kindy Kitchen series of rhyme and recipe books, please visit www.kindykitchen.com



Classroom activities

Stage two | Activity three



Learning Outcomes

- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.
- **COS2.1** Uses a variety of ways to communicate with and within groups.



Cross Curriculum Links

- **EN2-8B** Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.
- **EN2-11D** Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.
- **VAS2.2** Uses the forms to suggest the qualities of subject matter.
- **DM S2.8** Develops, implements and evaluates ideas using drawings, models and prototypes at appropriate stages of the design process.



Resources

- BLM 4
- A copy of The Rainbow Fruit Serpent (electronic copy provided with your school's Fruit & Veg Month Resources).
- Cubed fruit, pears, blueberries, plates and toothpicks to make your own Rainbow Fruit Serpents (see page 8 of the book for details).

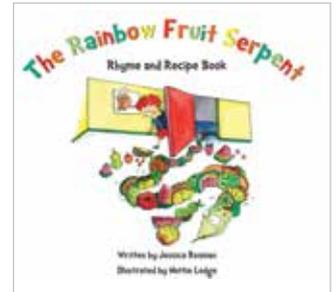
Duration | 40 minutes

The Rainbow Fruit Serpent

Read the Rainbow Fruit Serpent book, make a Rainbow Fruit Serpent and add to the class display.

Introduction

Examine the book cover.
Make predictions about the book content.



Activity

1. Read The Rainbow Fruit Serpent rhyme and recipe book.
2. Discuss the story.
3. Following the lesson plan in the back of the book, make the Rainbow Fruit Serpent out of fruit. Don't worry if your serpent isn't as neat as the photo example in the book; simply use cubed fruit to make yours. Serpents may be made individually, in small groups, or as a class. You may include taste testing the ingredients for students.



Conclusion

Colour BLM 4, complete the writing task and display in the classroom.

Assessment

- For:** How well did students engage with the text? How enthusiastic are students to complete tasks at home?
- As:** Extension task – how well did students design their own animal using fruits and vegetables?

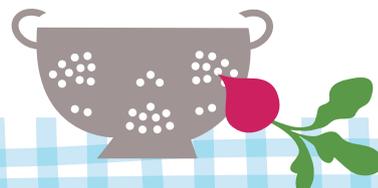
Differentiation

- Extend:** Students design their own animal using fruit and vegetables. Label the diagram and record the procedure to make it. You may need to show an example-recorded procedure to help students understand what is expected.
- Simplify:** Complete tasks as a small group.

School/home link

Make a Rainbow Fruit Serpent or other animal at home. It may be made from real fruit, or a collage from cut out bits of coloured paper or fruit and vegetable pictures. Ask students to take photos of their creations, or bring in their collages and share them with the class. Add the photos and collages to the class display.

Note: To purchase hard copies or for more information on the Kindy Kitchen series of rhyme and recipe books, please visit www.kindykitchen.com



Classroom activities

Stage two / Activity four



Learning Outcomes

- **PHS2.12** Discusses the factors influencing personal health choices.
- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **EN2-10C** Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.
- **EN2-11D** Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.



Resources

- BLM 10
- Clean, dry food packages of typical student foods.

Duration | 60 minutes

What's in a label?

Students will be informed how to read the ingredients list and Nutrition Information Panel (NIP) on food packages, as well as alternate names for sugar and fat.

Introduction

Discuss: What are food labels for? What do they tell us? What elements of a food label are students familiar with? E.g. ingredients list, Nutrition Information Panel (NIP), guideline daily intake amounts.

Activity

1. Hand out several food packages to groups of 4 students. Ask them to examine the ingredients lists and discuss findings as a class.
2. Hand out BLM 10 and discuss Step 1 as a class, including alternate names for sugar and fat. Ask groups to identify food packages with sugar or fat as one of the first two ingredients and share findings.
3. As a class, discuss Step 2 on BLM 10. Teacher demonstrates reading a NIP and classifying a product according to the criteria in the 'BEST', 'OKAY' or 'SOMETIMES' table.
4. Each group classifies one of their products using these criteria. Draw up and complete a table to record the nutrients for the products as a class.



Conclusion

Discuss surprising findings and use of 'BEST', 'OKAY' and 'SOMETIMES' table to help select foods in the supermarket.

Assessment

For: How well did students understand food labels and what they contain?

As/Of: How well can students read labels?

Differentiation

Extend: Write a "how to" read a food label.

Simplify: Small group/ student support.

School/home link

Ask students to bring in empty food packages from home for this activity. Investigate one pantry food item and one refrigerator food item at home and report findings back to the class.

Note: Nutrients are an abstract concept that students may have difficulty understanding. However, it is a valuable concept to introduce. Don't prolong the NIP part of the activity if students are struggling.



Classroom activities

Stage two / Activity five



Learning Outcomes

- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **MUS2.2** Improvises musical phrases, organises sounds and explains reasons for choices.
- **MUS2.4** Identifies the use of musical concepts and musical symbols in a range of repertoire.
- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.



Resources

- Recording of the World Food Rap.
- BLM 10
- Soft ball or bean bag.
- Make four volume cards with the following abbreviations/symbols on them:
 - pp
 - ff
 - <
 - >

Duration | 2 or 3 x 40 min

World Food Rap (music)

The students will be able to:

1. Distinguish between different dynamics
2. Vocalise using the dynamic indicated
3. Distinguish between 1, 2 and 3 syllable words
4. Clap a rhythm created by these

Concepts covered: dynamics (volume), beat, rhythm

Skills covered: vocalise, play

Introduction

Write the following music terms/Italian words on the board with their meaning and abbreviation/symbol. Discuss and demonstrate these with the class. Students say each of the Italian words, reflecting their meaning in the volume of their voice.

- Pianissimo (pp) – very soft
- Fortissimo (ff) – very loud
- Crescendo (<) – gradually louder
- Diminuendo (>) – gradually softer

Activity 1 - exploring volume

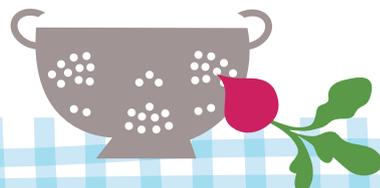
1. Hold up each of the four volume cards in turn. As you hold up each card, students say their own full name aloud (all together), reflecting the volume of the card held up.
2. One student stands at the front to hold up the volume cards. Throw a soft ball or bean bag to students in turn. Students that catch the ball say their full name in the volume of the card that is held up.

Activity 2 - dynamic verses

1. Give each student BLM 10. Listen to the recording together and ask students to silently read and follow the words on their sheet as they listen.
2. Now students rap along with the recording using a different dynamic for each verse.
 - Verse 1 – pianissimo/very soft
 - Verse 2 – crescendo/gradually louder
 - Verse 3 – fortissimo/very loud
 - Verse 4 – diminuendo/ gradually softer
 - Verse 5 – class chooses

Activity 3 – the hot and cold game

1. One student leaves the room while the class hides an object.
2. When this student returns, play the track while the class rap verse 1 of the World Food Rap, gradually getting louder as the searcher gets closer and softer as the searcher gets further away from the object. [Continued >](#)



Classroom activities

Stage two | Activity five continued



Learning Outcomes

- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **MUS2.2** Improvises musical phrases, organises sounds and explains reasons for choices.
- **MUS2.4** Identifies the use of musical concepts and musical symbols in a range of repertoire.
- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.



Resources

- Recording of the World Food Rap.
- BLM 10
- Soft ball or bean bag.
- Make four volume cards with the following abbreviations/symbols on them:
 - pp
 - ff
 - \wedge
 - \vee

Duration | 2 or 3 x 40 min

Activity 4 – exploring rhythm

1. Ask the class to say the following foods, clapping each syllable:
Chilli, tomato, garlic, tahini, fruit, veggies, pasta, soy sauce, bok choy
2. Ask and discuss which foods have the same number of syllables or claps?
(1 – fruit; 2 – chilli, garlic, pasta, veggies, soy sauce, bok choy;
3 – tomato, tahini)
3. Ask the class to keep a steady beat on their knees and say the following pattern:
pasta soy sauce tomato garlic
Say this several times. Now ask the class to say the foods and clap their syllables to the beat (you have created a foodie rhythm).
4. Now you can transfer this rhythm to a drum or sticks or play it on your desks.

Assessment

- For:** Did students know the definition of the musical words?
As: Self-assess individual/group performance.
Of: How well can students perform the rap according to instructions? How creative were students when making up their own rap?

Differentiation

- Extend:** In small groups, ask students to make up their own rhythm using foodie words. Rehearse this and perform it for the class.

School/home link

- Homework task:** Students create their own rhythm using foodie words.



Classroom activities

Stage two | Activity six



Learning Outcomes

- **PHS2.12** Discusses the factors influencing personal health choices.
- **DMS2.2** Makes decisions as an individual and as a group member.
- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **INV S2.7** Conducts investigations by observing, questioning, predicting, testing, collecting, recording and analysing data, and drawing conclusions.
- **VAS2.1** Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.



Resources

- Variety of rainbow vegetables chopped ready for students to taste test.
- A dip taste platter with a variety of healthy spices/ dips for students to taste test. For example, hommus, tzatziki, pepper, chilli, avocado, tomato salsa.

Duration | 40 minutes

Add it!

Students will be informed that spices/ dips may be added to vegetable snack choices.

Note: this activity involves taste testing. Please see the important information about allergies on page 4 of this booklet. A template permission slip is also available in this booklet (see page 8).

Introduction

Re-enforce the message about eating a rainbow of fruits and vegetables every day. Discuss recent choices students have made regarding fruits and vegetables.

Activity

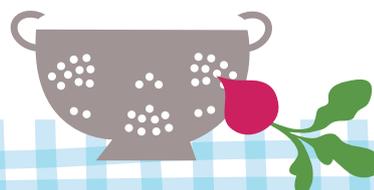
1. Bring out the dip taste platter and plate of chopped vegetables.
2. Students can decorate and set a table for the group to sit and share their snacks.
3. Students create a table to record snack tasting. Headings might include taste/ texture/ smell/ rating.
4. Students taste and record their tastings.
5. Students decide on their favourite items and design a snap lock bag combination. Make the snap lock bag combination at home or school. Share the design and product with the class. Vote for the most popular.



Conclusion

Students design and make a poster about their favourite vegetable snack bags. Display the posters around school and publish in the school newsletter. As a fundraiser, the class makes and sells their vegetable/dip combination packs during a recess or lunch break.

Continued >



Classroom activities

Stage two | Activity six continued



Learning Outcomes

- **PHS2.12** Discusses the factors influencing personal health choices.
- **DMS2.2** Makes decisions as an individual and as a group member.
- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **INV S2.7** Conducts investigations by observing, questioning, predicting, testing, collecting, recording and analysing data, and drawing conclusions.
- **VAS2.1** Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.



Resources

- Variety of rainbow vegetables chopped ready for students to taste test.
- A dip taste platter with a variety of healthy spices/ dips for students to taste test. For example, hommus, tzatziki, pepper, chilli, avocado, tomato salsa.

Duration | 40 minutes

Assessment

- For:** Taste testing.
- As:** Do students eat a rainbow of fruit and vegetables?
- Of:** How wide is the range of snack bag options included by students?
How well did students engage?
How persuasive is the poster content?
How well have students understood the concept of eating a rainbow of fruits and vegetables?

Differentiation

- Extend:** Add snack bag choices to school canteen menu. Write an exposition as to why the canteen should include the snack bags on their menu.
- Simplify:** Snack bag task may be omitted or used for homework.

School/home link

Snack bag task. Write an exposition as to why the canteen should include the snack bags on their menu.



Classroom activities

Stage two | Activity seven



Learning Outcomes

- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **PSS2.5** Uses a range of problem-solving strategies.
- **DMS2.2** Makes decisions as an individual and as a group member.



Cross Curriculum Links

- **DRAS2.1** Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.
- **DRAS2.2** Builds the action of the drama by using the elements of drama, movement and voice skills.
- **EN2-6B** Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features.



Resources

- Optional: Objects or images of objects from the World Food Rap: pasta, tomato sauce, garlic, curry powder, chilli sauce, ginger, bok choy, soy sauce, chilli, falafel, yoghurt, wok, Lebanese bread, saucepan, wooden spoons.

Duration | 2 x 40 minutes

World Food Rap (drama)

Students will observe and perform physical changes with character; explore the use of dramatic metaphor and show a scene using an object metaphor

Introduction

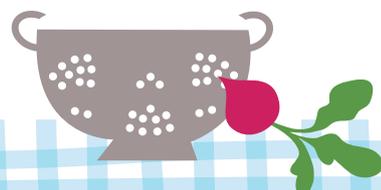
Pair students. Line up students so they face their partner. Ask line A students to observe their partner in line B for one minute. Then, all line A students turn around so they cannot see their partner. Students in line B change two things, for example their hair, their tie, remove a shoe, undo a button, etc. Line A students turn back around and try and spot the changes.

Activity - metaphor game

1. Discuss the objects from the rap, their characteristics and what characteristics these might represent in people. Write these on the board. For example:

Pasta – a staple, dependable	Soy sauce – salty, sly
Tomato sauce – sloppy, lazy	Yoghurt – cool, calm
Garlic – strong, bold	Wok – seasoned, easy to get along with
Curry powder – exotic, unusual	Lebanese bread – flat, well rounded
Chilli – hot, spicy, fun, cheeky	Saucepan – boring
Ginger – multi lingual	Wooden spoons – serious
Bok choy – adaptable	

2. Students choose the object that best describes one of their characteristics and describe it. For example, "I am like garlic because I am strong." Students find a space and make a movement to represent their characteristic.
3. Students create a quiz based on these characteristics. For example, using "What am I?" questions such as "I'm strong smelling, am mostly white and used a lot in Italian cooking."
4. As a class, discuss the different nationalities in the World Food Rap (Italian, Indian, Chinese, Lebanese, Australian) and create characters for an imaginary person of each nationality. Discuss what things help us identify what country someone comes from. For example: clothing, language, food, flag, music, dance. [Continued >](#)



Classroom activities

Stage two | Activity seven continued



Learning Outcomes

- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **PSS2.5** Uses a range of problem-solving strategies.
- **DMS2.2** Makes decisions as an individual and as a group member.



Cross Curriculum Links

- **DRAS2.1** Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.
- **DRAS2.2** Builds the action of the drama by using the elements of drama, movement and voice skills.
- **EN2-6B** Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features.



Resources

- Optional: Objects or images of objects from the World Food Rap: pasta, tomato sauce, garlic, curry powder, chilli sauce, ginger, bok choy, soy sauce, chilli, falafel, yoghurt, wok, Lebanese bread, saucepan, wooden spoons.

Duration | 2 x 40 minutes

5. Students work with a partner, each partner selects a different nationality to represent. Students create a short scene where the two nationalities need to work together using their characteristics to solve a problem. You may let students select their own problem, or brainstorm examples on the board (e.g. cooking a meal and not having the correct ingredients, or enough ingredients; extra guests unexpectedly arriving for dinner). You may ask a few groups to perform their scene in front of the class.
6. As a class, discuss the many ways we can help each other (for example: listening, giving ideas, joining in, assisting) and how the characters in the scenes solved their problems. Discuss what it can tell us about a person's character if they have a problem to solve.

Assessment

- For:** Could students identify objects from the rap?
Of: How well could students identify what the characteristics from the objects could represent in people? How effectively did students work with their partner? Did students identify ways we can help each other?

Differentiation

- Extend:** Work independently prior to working with a partner.
Simplify: Do as a whole class activity.

School/home link

- Homework task:** Think of ways you can help someone at home and do it. For example help mum with dinner, or tidying up.



Classroom activities

Stage three / Activity one



Learning Outcomes

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **DMS3.2** Makes informed decisions and accepts responsibility for consequences.
- **COS3.3** Communicates confidently in a variety of situations.
- **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **UTS2.9** Selects and uses a range of equipment, computer-based technology, materials and other Resources with developing skill to enhance investigation and design tasks.
- **VAS3.2** Makes artworks for different audiences assembling materials in a variety of ways.
- **VAS3.1** Investigates subject matter in an attempt to represent likenesses of things in the world.



Resources

- A1 class rainbow poster (provided with your school's Fruit & Veg Month resources).
- Internet and printer access.

Duration | 40 minutes

Rainbow everyday!

Students will be informed that it is important for them to eat a rainbow of fruit and vegetables every day.

Introduction

What are the differences between fruits and vegetables? How do they keep us healthy? In small groups, students brainstorm fruits and vegetables they know; classify them as fruits or vegetables; classify them into different colours; and describe how they keep us healthy. Record on whiteboards, iPads, or blank display posters.

Activity

1. Students search for and select images of different coloured fruits and vegetables via Google images. You may choose to print out images and glue onto the A1 class rainbow poster, or make an electronic rainbow poster on a smartboard and print it out to display.
2. Students design and make posters for their fridges at home that aim to persuade readers to eat a rainbow of fruit and vegetables every day. Students take the posters home and put them on their fridges.



Conclusion

Share posters.

Assessment

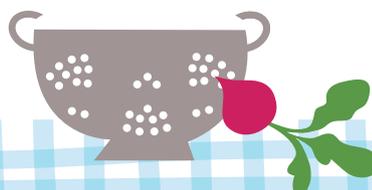
- For:** What do students already know about fruits and vegetables? How well can they correctly classify them? How wide is the range recorded?
- Of:** How persuasive are the posters? How accurate is the information on them?

Differentiation

- Extend:** Students make an advertisement for fruit and vegetables. Film the commercial.
- Simplify:** Support student poster design. Complete tasks in pairs or in small groups?

School/home link

Homework task: Students research why one fruit or vegetable they have at home is good for us. Students keep a diary of different coloured fruit and vegetables eaten in their household for a week. Complete task two.



Classroom activities

Stage three / Activity two



Learning Outcomes

- **COS3.3** Communicates confidently in a variety of situations.
- **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

- **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.
- **EN3-5B** Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.



Resources

- BLM 10
- Clean, dry food packages of typical student foods.

Duration | 60 minutes

What's in a label?

Students will be informed how to read the ingredients list and Nutrition Information Panel (NIP) on food packages, as well as alternate names for sugar and fat.

Introduction

Discuss: What are food labels for? What do they tell us? What elements of a food label are students familiar with? E.g. ingredients list, Nutrition Information Panel (NIP), guideline daily intake amounts.

Activity

1. Hand out several food packages to groups of 4 students. Ask them to examine the ingredients lists and discuss findings as a class.
2. Hand out BLM 10 and discuss Step 1 as a class, including alternate names for sugar and fat. Ask groups to identify food packages with sugar or fat as one of the first two ingredients and share findings.
3. As a class, discuss Step 2 on BLM 10. In groups, students classify their products into 'BEST', 'OKAY' or 'SOMETIMES' choices as best they can. Students may draw up a table to record the nutrients in the products they have.
4. Groups share findings that surprised them.



Conclusion

Discuss use of 'BEST', 'OKAY' and 'SOMETIMES' table to help select foods in the supermarket.

Assessment

- For:** Did students know what food labels are and what they contain?
As: How well can students read food labels?
Of: How effective were students at teaching others to read food labels?

Differentiation

- Extend:** Write a "how to" read a food label.
Simplify: Small group/ student support.

School/home link

Ask students to collect and bring in food packages from home for this activity. For homework teach two people how to read food labels. Investigate one pantry food item and one refrigerator food item at home and report findings back to the class.

Note: Nutrients are an abstract concept that students may have difficulty understanding. However, it is a valuable concept to introduce. Don't prolong the NIP part of the activity if students are struggling.



Classroom activities

Stage three / Activity three



Learning Outcomes

- **DMS3.2** Makes informed decisions and accepts responsibility for consequences.
- **COS3.3** Communicates confidently in a variety of situations.
- **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

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



Resources

- BLM 11
- Clean, dry food packages with claims on them, or of perceived 'healthy' foods.

Duration | 50 minutes

Who said that? Advertising at its best!

Students will be informed that food manufacturers often use claims and other tactics on packaged foods to convince consumers that their product is a good choice.

Introduction

1. Show students a food package with a claim on it, e.g. 'no added sugar'. As a 'think, pair, share' activity, ask students to brainstorm other claims they have seen on food packages. Write these on blank display paper or the board.
2. Discuss why manufacturers make such claims.

Activity

1. Give students BLM 11 and discuss table 1.
2. Give groups of 4 some food packages. Groups find claims that fall under the definitions in table 1 and sort packages into three groups – by claims relating to sugar, salt and fat. Share as a class.
3. In groups, ask students to find 'other' claims made on the packages. Share with the class.
4. Discuss table 2 on BLM 11.
5. As a class, brainstorm and discuss what other aspects of packaging are used to make products more appealing. E.g. Brand name, colour, characters, personalities, highlighted rows in NIP.



Conclusion

Discuss that the only way to be sure of a product's nutritional value is to read the ingredients list and NIP, as learned in activity two.

Assessment

- For:** How aware were students of claims made and tactics used by food manufacturers on packaging?
- Of:** How well could students identify claims defined by FSANZ (table 1) vs. 'other' claims (table 2)? How well did students sort the packaging by type of claim?

Differentiation

- Extend:** Design a food package using persuasive terms and elements.
- Simplify:** Teacher support for small groups.

School/home link

Students bring a package from home that they believe is confusing or contains a 'healthy' message to analyse in class.



Classroom activities

Stage three / Activity four



Learning Outcomes

- **COS3.3** Communicates confidently in a variety of situations.
- **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations.



Cross Curriculum Links

- **MUS3.2** Improvises, experiments, selects, combines and orders sound using musical concepts.
- **MUS3.4** Identifies the use of musical concepts and symbols in a range of musical styles.



Resources

- Recording of In Out Going South Rap.
- BLM 11

Duration | 2 x 50 minutes

In Out Going South Rap (music)

The students will be able to:

1. Perform a short, vocal soundscape
2. Vocalise using the dynamic indicated

Concepts covered: tone colour, structure, dynamics

Skills covered: vocalise, create

Introduction

1. Give students BLM 11. Listen to the rap recording together and ask students to silently follow the words as they listen.
2. In this activity, students will perform a vocal soundscape. The three words/sounds for the soundscape are:
 - Gulp – a swallowing sound
 - Chew – a chewing sound performed with the mouth open
 - Gurgle – say the word
3. Demonstrate the sounds and ask students to practise together as a class. The final gurgles will be performed in a set of four, gradually getting louder. Practise this.
4. In pairs, ask students to experiment with the sounds. Come back to the class and ask individual students to demonstrate their variations to the class.

Activity - a belly soundscape

1. Divide the class into two groups. In turn ask each group to practise their part, according to the score below. The soundscape is performed each time the chorus occurs. Then play the track and put it together.

Beats	1	2	1	2	1	2	1	2	1	2	1	2
Words	Juices flow		Break it up, smash it up		Down the Tube		Then		Out!		Whoosh!	
Grp 1	Slurp	Slurp			Gulp	Gulp	Gurgle, Gurgle		Gurgle Gurgle Gurgle Gurgle		Whoosh!	
Grp 2			Chew	Chew	Gulp	Gulp	Gurgle, Gurgle		Gurgle Gurgle Gurgle Gurgle		Whoosh!	

2. Teach students the movements below to perform along with the chorus of the rap. To learn to the movements, practise to a steady beat, without words. [Continued >](#)



Classroom activities

Stage three / Activity four continued



Learning Outcomes

- **COS3.3** Communicates confidently in a variety of situations.
- **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations.



Cross Curriculum Links

- **MUS3.2** Improvises, experiments, selects, combines and orders sound using musical concepts.
- **MUS3.4** Identifies the use of musical concepts and symbols in a range of musical styles.



Resources

- Recording of In Out Going South Rap.
- BLM 11

Duration | 2 x 50 minutes

- Put it together and perform the words and movements along to the rap. During the verses ask students to keep the beat (right then left, as if drumming) on the desk, or walk to the beat with a dance feel (using the whole body).

Beats	1	2	1	2	1	2	1	2	1	2
Words	Juices flow		Break it up, smash it up		Down the Tube		Then		Out!	Whoosh!
Grp 1	Hands in front, move them like a river		Punch right hand	Punch left hand		Crouch down			Jump up, hands in the air	

Assessment

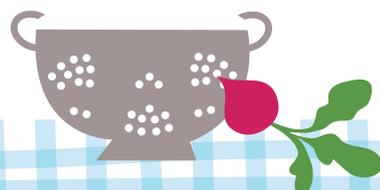
- For:** Do students know what a vocal soundscape is?
- Of:** How well do students follow the soundscape according to instructions? Could students make up their own soundscape?

Differentiation

- Extend:** Learn and perform the rap. Students create their own soundscape. Students write their own verse for the rap.
- Simplify:** Provide further modeling. Students are “back-up singers” and don’t need to perform the movements.

School/home link

Students create their own soundscape.



Classroom activities

Stage three | Activity five



Learning Outcomes

- **COS3.3** Communicates confidently in a variety of situations.
- **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations.



Cross Curriculum Links

- **VAS3.1** Investigates subject matter in an attempt to represent likenesses of things in the world.
- **LTS3.3** Identifies, describes and evaluates the interactions between living things and their effects on the environment.



Resources

- BLM 13
- Various images of a body, external or internal
- Large piece of paper
- Textas

Duration | 50 minutes

Journey of a mouthful!

Students will explore what happens to food once it enters our body.

Introduction

Show various images of a body, external or internal. Review known body parts and systems. On a large piece of paper sketch a full body outline. You may like to ask one student to stand against the paper whilst their outline is traced. Add systems and parts discussed.

Activity

1. Identify and discuss where food goes and what happens to food once it enters the body. You may use the following two Resources to help with this:
 - www.kidshealth.org/kid/cancer_center/HTBW/digestive_system.html
 - www.youtube.com/watch?v=b20VRR9C37Q
2. Record a word bank of required names for BLM 13. Display on class learning wall.
3. Students complete their own worksheet and glue into workbooks.



Conclusion

Label and decorate class sketch. Display on class wall with rainbow.

Assessment

- For:** How many body parts can students identify?
- As:** How well do students understand what is happening in their body?
- Of:** Are students able to identify the stages of digestion? Individual completion of class diagram.

Differentiation

- Extend:** Design a flowchart of what happens to food once it enters your mouth.
- Simplify:** Small group and/or supported completion of tasks..

School/home link

Make a poster explaining the stages of digestion. Create a quiz to give to family or friends.



Classroom activities

Stage three / Activity six



Learning Outcomes

- **COS3.3** Communicates confidently in a variety of situations.
- **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations.



Cross Curriculum Links

- **DRAS3.3** Devises, acts and rehearses drama for performance to an audience.



Resources

- Recording of In Out Going South Rap.
- BLM 12
- BLM 13 – completed from activity four

Duration | 50 minutes

Digestive machine (drama)

Students will learn about and dramatise the different parts of the digestive system.

Introduction

Revisit the In, Out, Going South Rap from Activity three. Recap BLM 13, the different parts of the digestive system, their function and what happens to food once it enters the body. Discuss how the digestive system works like a machine. As a class discuss what each part of the digestive system would be like if it was a character – look, sound, movement, feel.

Activity

1. Form seven groups of students and assign them, or allow them to choose, one part of the digestive system from BLM 13. The class are going to build a digestive machine using movement and sound.
2. Ask each group to work together to come up with a movement and sound to represent their part of the digestive system. This should be something that can be easily repeated for an extended period of time. In turn, ask each group to perform their movement and sound to the class.
3. To build the digestive machine, ask the group representing the mouth to perform (and continue). Add the other groups to the digestive system in turn until you have the whole digestive machine performing.
4. Stop the performance and ask students if they were happy with their function and performance. Ask students if they would like to swap function and allow them to join any group they like. Put the performance together again with everyone in their new group.



Conclusion

Discuss how students decided upon their movement and sound and what influenced them to change groups if they did.

Assessment

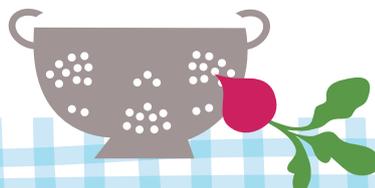
- For:** Could students remember the different parts of the digestive system?
- Of:** How well do students depict their part of the digestive system using movement and sound? How successfully did students swap function?

Differentiation

- Extend:** Make groups of seven students where each student dramatises a different function.
- Simplify:** Do each function as a whole group?

School/home link

Invite parents to school to watch this.



Classroom activities

Stage three / Activity seven



Learning Outcomes

- **COS3.3** Communicates confidently in a variety of situations.
- **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations.



Cross Curriculum Links

- **MUS3.2** Improvises, experiments, selects, combines and orders sound using musical concepts.
- **MUS3.4** Identifies the use of musical concepts and symbols in a range of musical styles.



Resources

- Recording of Stuck!
- BLM 14

Duration | 2 x 50 minutes

Stuck! (choral speak/music)

The students will be able to:

1. Create a soundscape using different vocal sounds
2. Perform a soundscape to accompany the short chorus
3. Read and interpret the graphic score of another group
4. Perform a movement sequence to accompany the short chorus

Concepts covered: tone colour, structure, pitch

Skills covered: vocalise, create, move

Introduction

1. Give students BLM 14. Listen to the recording together and ask students to silently follow the words as they listen.
2. Discuss the difference in people's voices when they are expressing different emotions. For example, in Stuck! when the mother is trying to get her daughter out of the chair, or the daughter when she finally gets out of the chair.
3. Ask students to choose a part of Stuck! (a verse/paragraph) and rehearse it for a partner using voice tone to express emotion. Select some students to perform their part in front of the class.

Activity – different levels of voice sounds

1. In groups of 4, ask students to experiment to find a vocal sound to represent the following. Students may use words or just sounds; it is the tone of their voice that is important.
 - feeling sad; feeling angry; feeling passive; mother's voice; daughter's voice
2. Record each sound on paper using lines/symbols: Eg;



sad



passive



angry



daughter's voice



mother's voice

Continued >



Classroom activities

Stage three / Activity seven continued



Learning Outcomes

- **COS3.3** Communicates confidently in a variety of situations.
- **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations.



Cross Curriculum Links

- **MUS3.2** Improvises, experiments, selects, combines and orders sound using musical concepts.
- **MUS3.4** Identifies the use of musical concepts and symbols in a range of musical styles.



Resources

- Recording of Stuck!
- BLM 14

Duration | 2 x 50 minutes

3. Decide on which order to put these sounds. Using a blank grid, ask students to record this. For example:

Beats	1	2	1	2	1	2	1	2

4. Get each group to practise their soundscape to the beat.
5. In turn ask groups to write their soundscape symbols on the board and perform their soundscape to the class. Ask the class to guess which sounds and symbols represent which voice.

Assessment

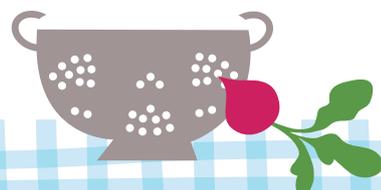
- For:** Do students know what a vocal soundscape is?
Of: How well do students follow the soundscape according to instructions? Could students make up their own soundscape?

Differentiation

- Extend:** Learn and perform Stuck! Students create their own soundscape.
Simplify: Provide further modeling.

School/home link

Perform Stuck! to parents.



Classroom activities

Stage three / Activity eight



Learning Outcomes

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **COS3.3** Communicates confidently in a variety of situations.
- **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations.



Cross Curriculum Links

- **DRAS3.3** Devises, acts and rehearses drama for performance to an audience.



Resources

- Recording of Stuck!
- 2 differently coloured soft balls or bean bags

Duration | 2 x 50 minutes

Stuck! (choral speak/drama)

Students will explore the affects our decisions make on others and experiment with questioning techniques

Activity 1 - the knot

1. Divide students into groups of 9. Ask the group to nominate a director.
2. The other 8 students stand in a circle and one by one take the hands of two other students across the circle, to form a knot. Without letting go of hands, students are to undo the knot. The director directs the students how to unravel to achieve this. Rules: everyone must listen to the director and do as they ask; don't hurt anyone.
3. Discuss how what the students did affected others?

Activity 2 - hot seat

1. Organise students into pairs. Listen to Stuck! and in pairs ask students to make a list of questions to ask the girl were they to meet her. For example: how did it feel to sit and watch TV all the time? Did you get fed up of eating unhealthy food? Discuss the difference between open and closed questions.
2. The class sit in a circle. Give the 2 coloured balls or beanbags to 2 students. Decide which ball will represent the girl and which the enquirer. The balls/bean bags are thrown to other students in the circle while the teacher plays some music. When the music stops, the student holding the specified ball acts as the girl from Stuck! and the student holding the other ball is the enquirer. The enquirer then asks the 'girl' one of the questions, which is answered from the girl's perspective.
3. Discuss with the class how it felt to be asked a question and what they learnt about the 'girl'.

Assessment

- For:** Are students able to create a list of questions to ask the girl from Stuck! ?
- Of:** Did students successfully understand what it felt like to be asked a question and what this meant?

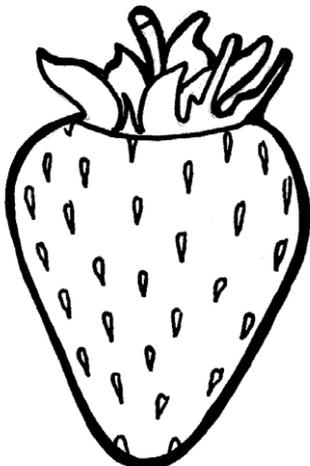
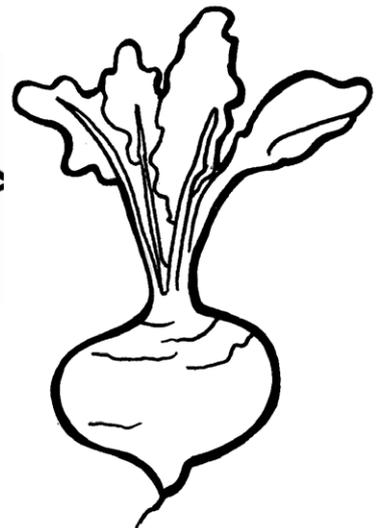
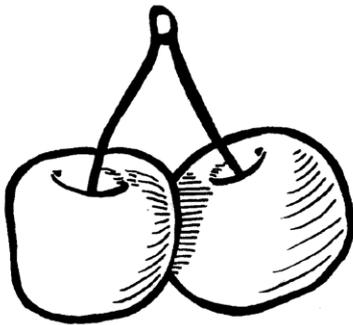
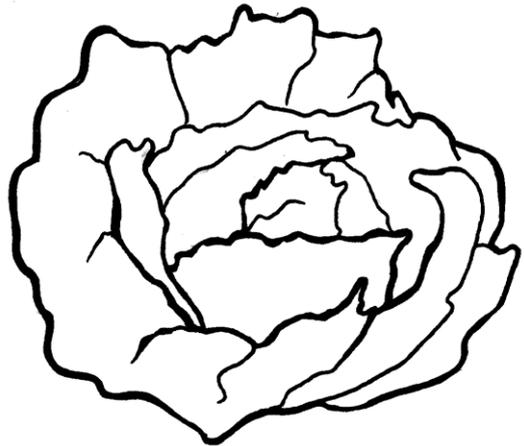
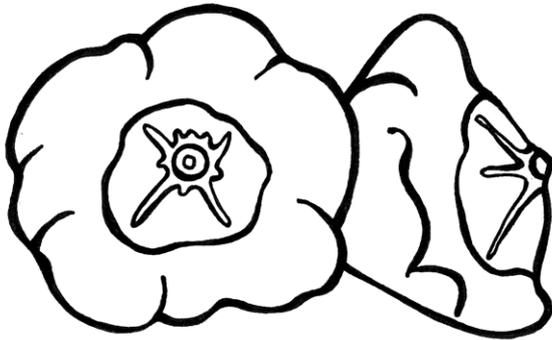
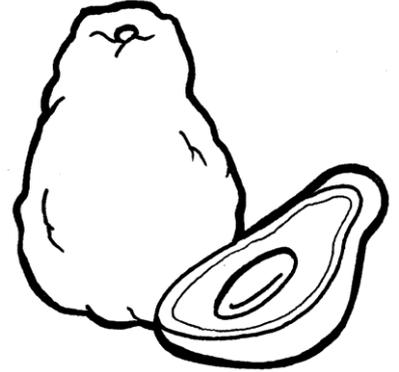
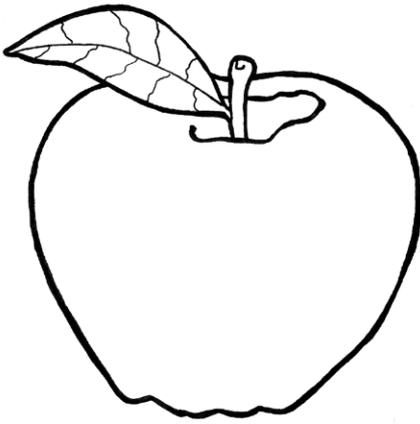
Differentiation

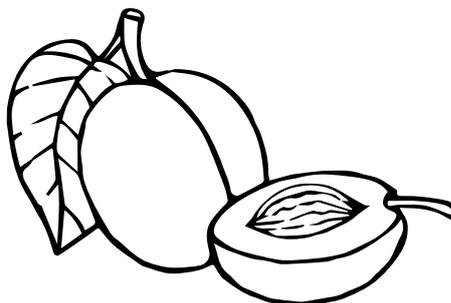
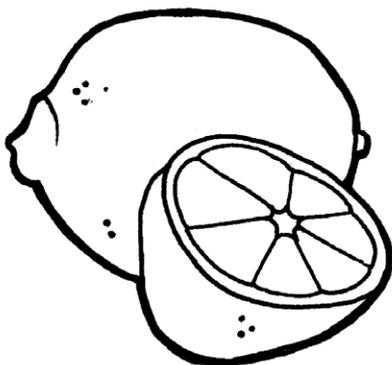
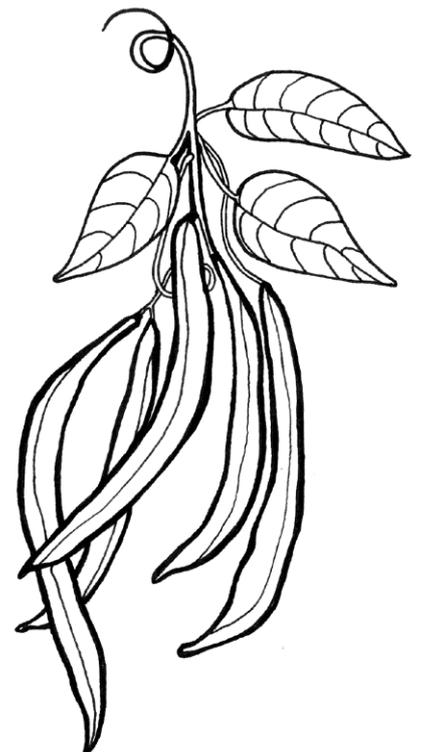
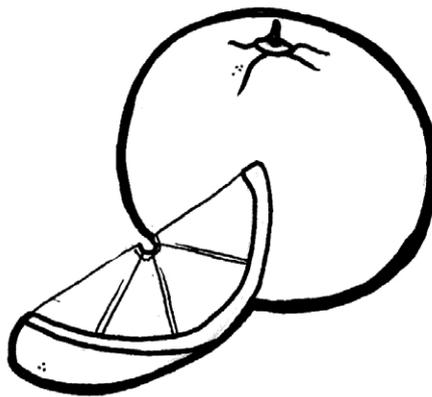
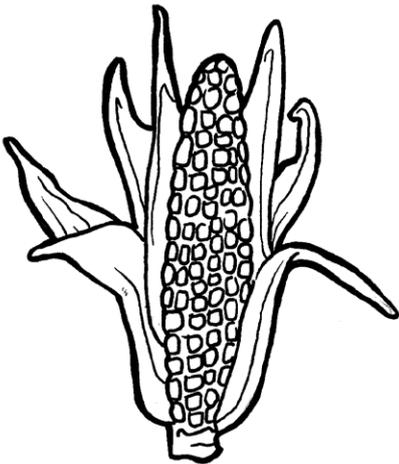
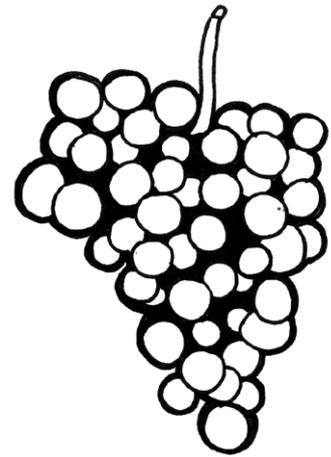
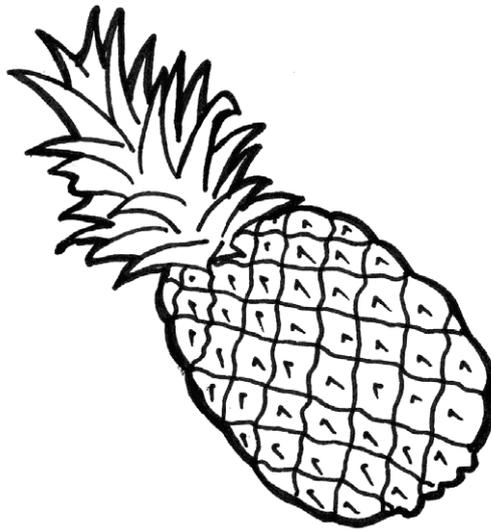
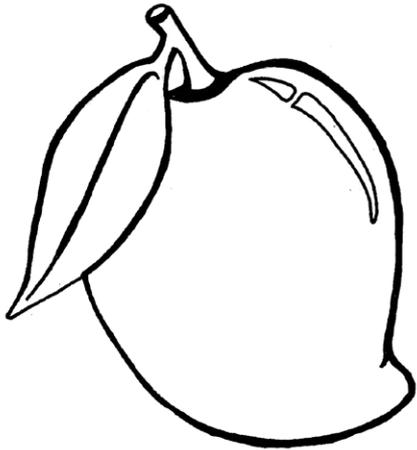
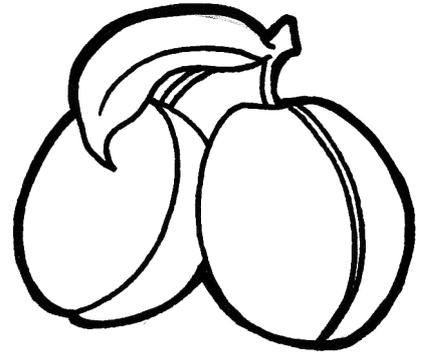
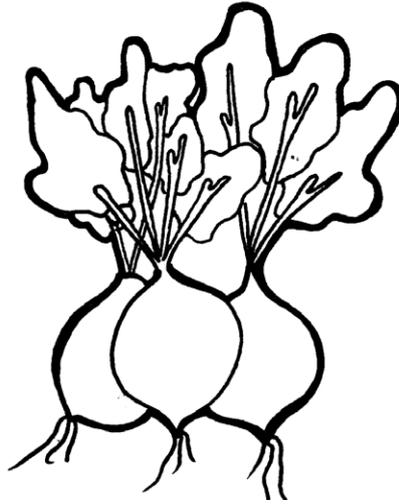
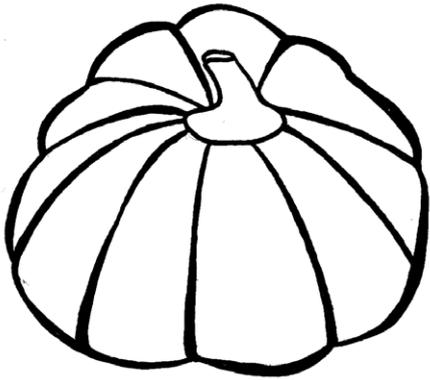
- Extend:** Change the story. The creator of a story can change the story. In pairs, students take one element of the Stuck! story and change it. For example, the TV breaks down; the girl's mother doesn't ask her to get up. Pair's work on a scene where the story is changed or the sequence of the story is changed. Perform the scenes and discuss how the changes affected it.



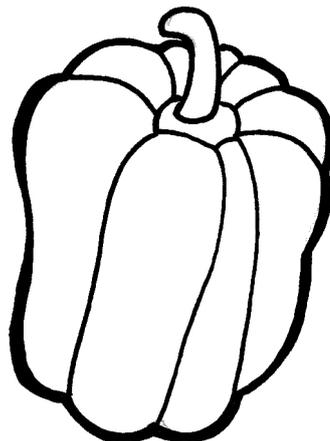
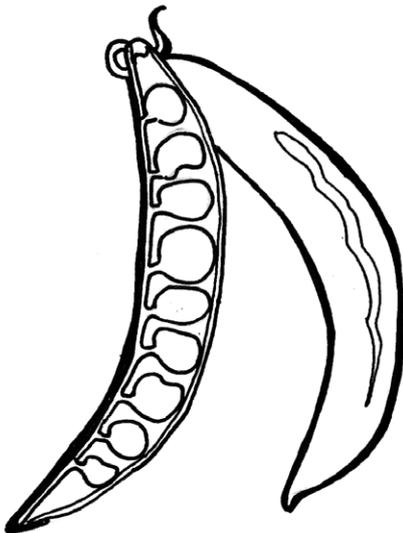
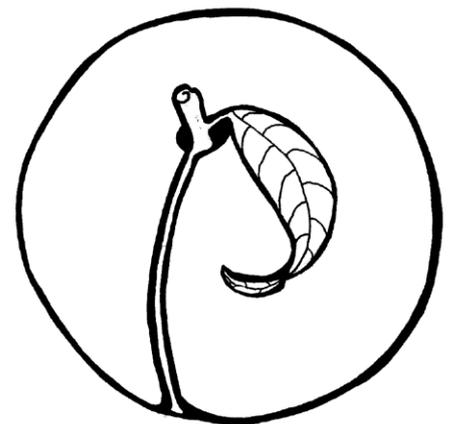
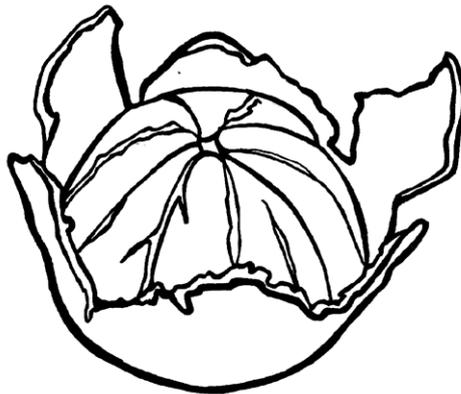
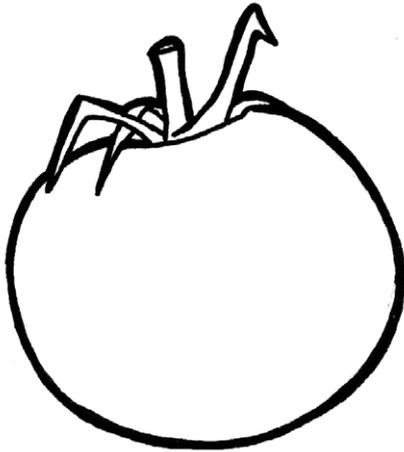
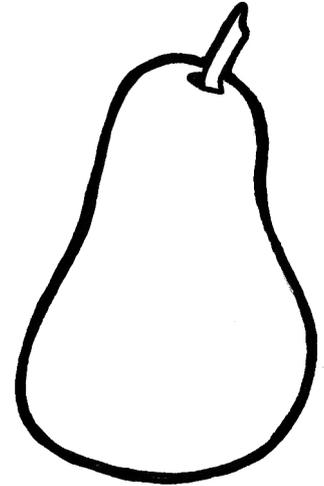
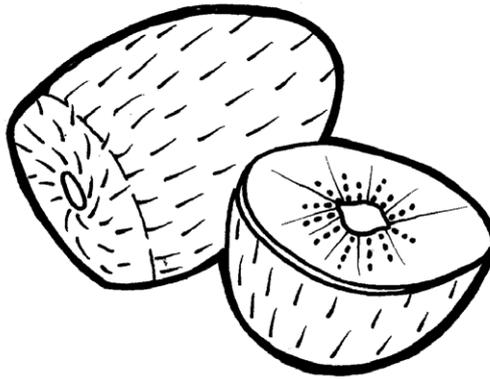
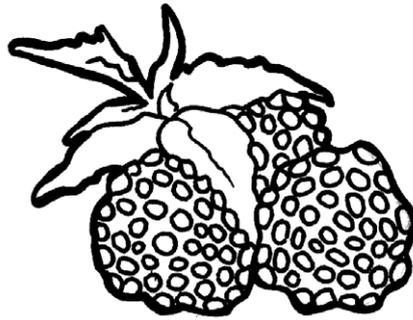
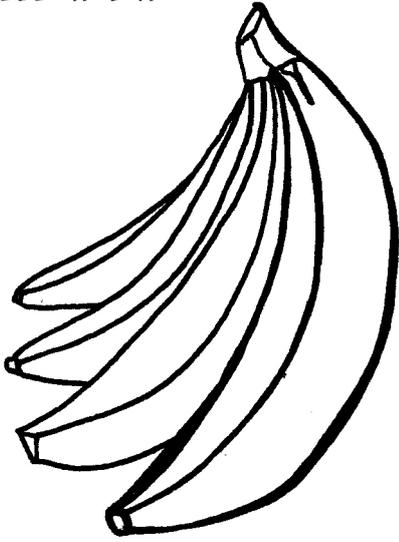
BLM 1.1

Fruit and vegetable pictures





BLM 1.3

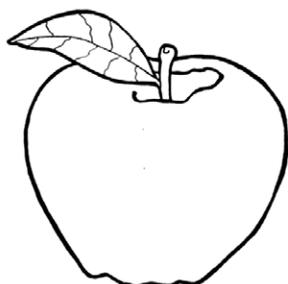
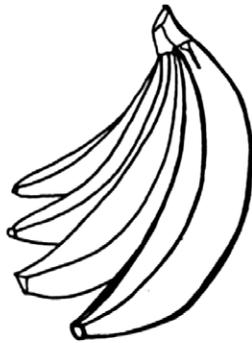


BLM 2

Match it



Draw a line from the picture to the correct word.
Trace the letters of the names of the fruits and vegetables.



apple

bananas

grapes

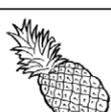
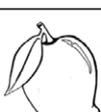
broccoli

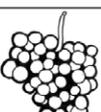
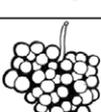
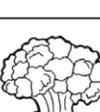
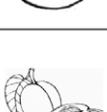
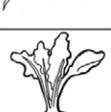
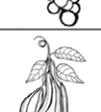
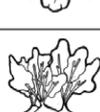
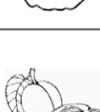
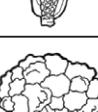
carrot

tomato

BLM 3.1

Fruit and vegetable bingo

B	I	N	G	O	B	I	N	G	O
									
									
		FREE					FREE		
									
									

B	I	N	G	O	B	I	N	G	O
									
									
		FREE					FREE		
									
									

BLM 3.2



B	I	N	G	O
		FREE		

B	I	N	G	O
		FREE		

B	I	N	G	O
		Cherries		Orange
Carrot			Tomato	
	Pumpkin	FREE		
			Radishes	Sweet Potato
Strawberry		Capsicum		

B	I	N	G	O
		Tomato		Radishes
	Orange		Apple	
Broccoli		FREE		
	Beetroot			Sweet potato
Grapes			Kiwi	

BLM 3.3

B	I	N	G	O
	Broccoli			Bananas
		Carrot	Capsicum	
Mandarin		FREE		
		Orange	Lemon	
Pineapple				Apricot

B	I	N	G	O
Peas			Sweet potato	
	Pumpkin			Apricot
Cabbage		FREE		
		Radishes		Cherries
	Squash		Tomato	

B	I	N	G	O
		Orange	Tomato	
	Lemon			Mandarin
Apple		FREE		
	Pineapple		Blueberries	
		Beetroot		Apricot

B	I	N	G	O
		Beans		Grapes
	Cherries			Kiwi
		FREE	Orange	
Bananas			Apricot	
Avocado		Lemon		

BLM 4

the Rainbow Fruit Serpent

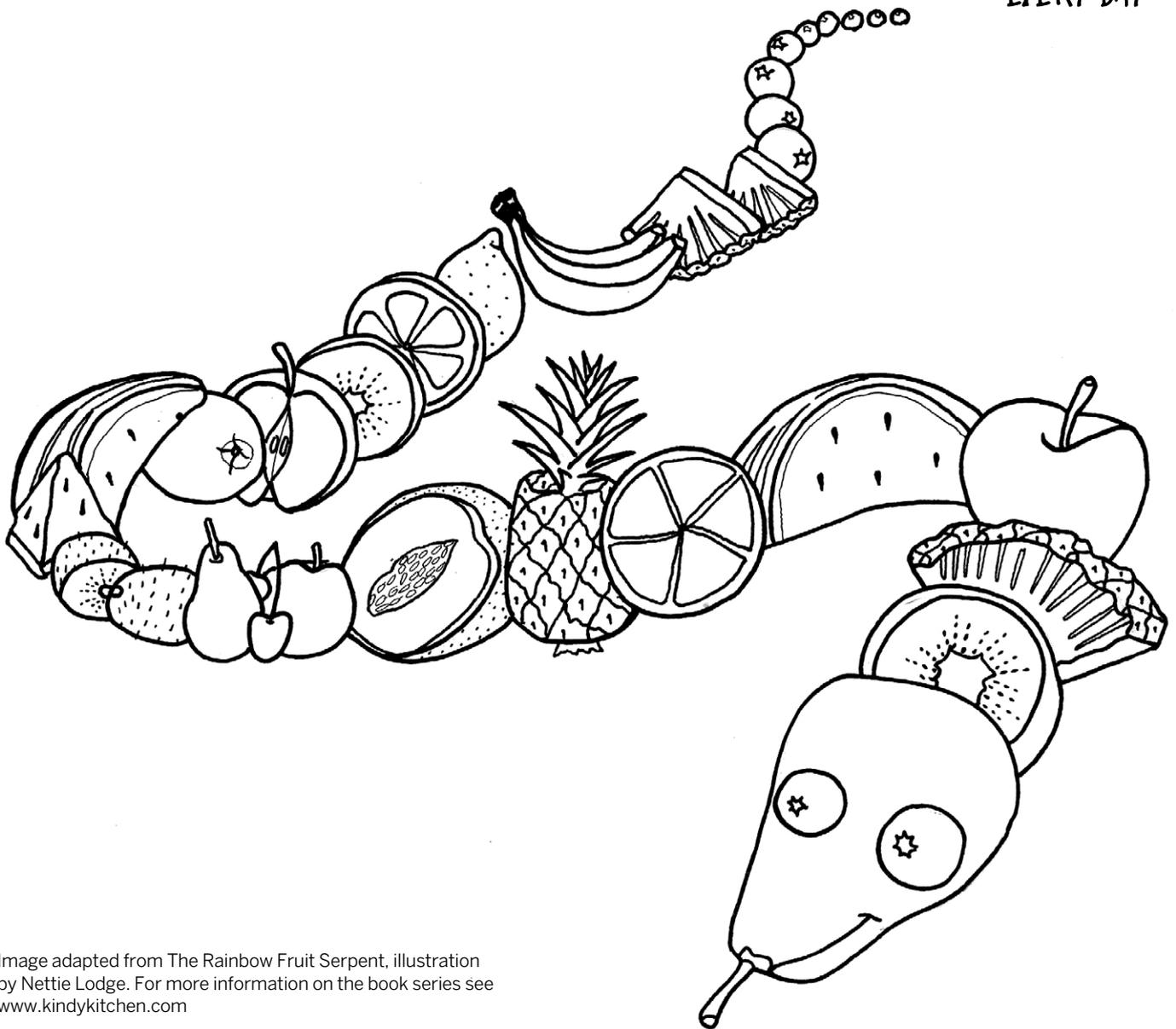


Image adapted from The Rainbow Fruit Serpent, illustration by Nettie Lodge. For more information on the book series see www.kindykitchen.com

My favourite rainbow fruits are _____,

_____ and _____ because

BLM 5

The Capsicum Boat

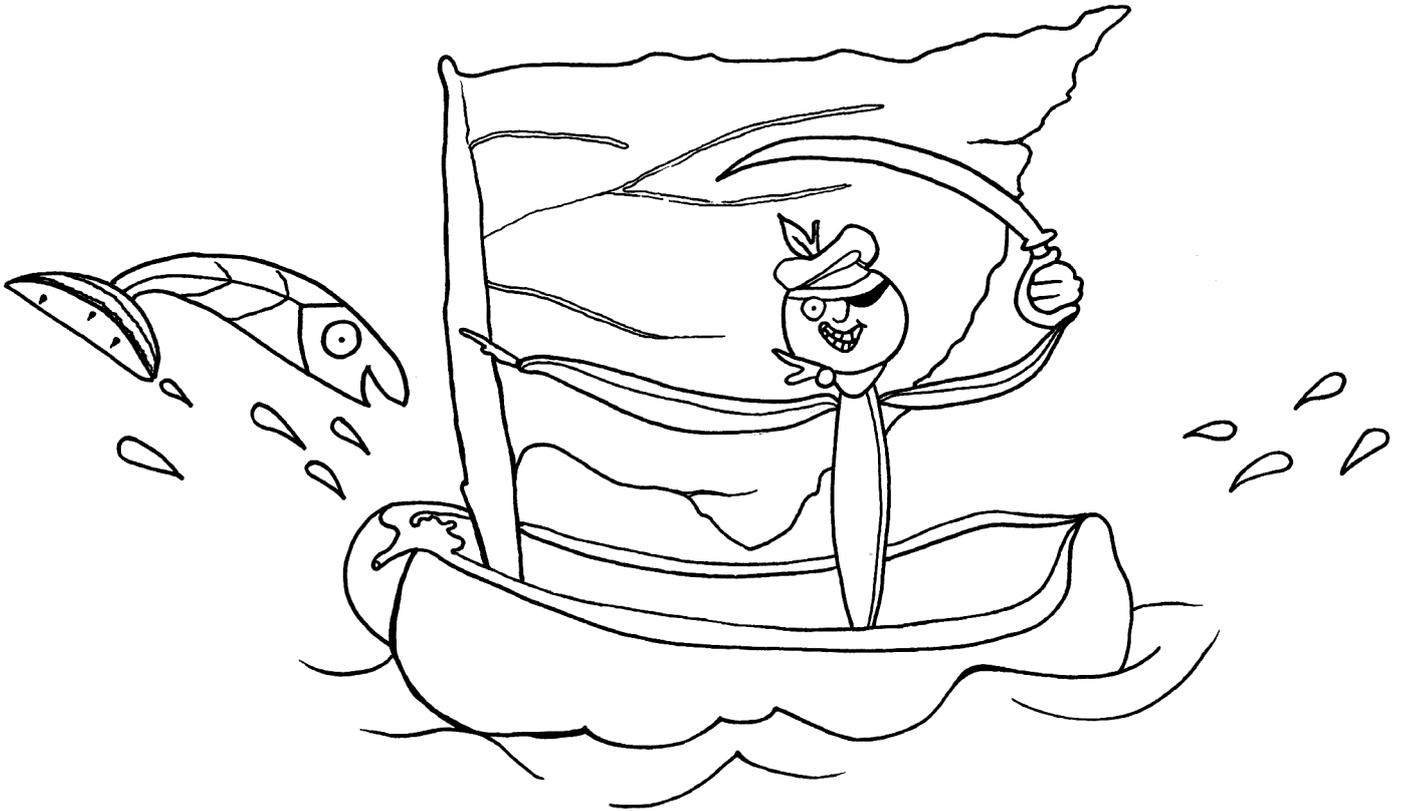


Image adapted from The Capsicum Boat, illustration by Nettie Lodge. For more information on the book series see www.kindykitchen.com

I love a rainbow salad made from _____,
_____ and _____ because

_____.

BLM 8

Early Stage 1: Crunch Munch



Note: Each chorus is sung and each verse is spoken rap style.

Crunch munch, crunch, munch Yum, yum my col-our-ful lunch. Chomp chew,
chomp chew. Col - our - ful food for me and you.

Chorus (sung)

Crunch munch, crunch munch
Yum, yum, my colourful lunch
Chomp chew, chomp chew
Colourful food for me and you

Verse 1 (spoken)

Class: Apples and cherries grown by Tess
Solo: What colour are these?
Class: Yes, yes, yes
Solo: Can you guess?
Class: Red!

Chorus (sung)

Verse 2 (spoken)

Class: Orange and mango grown by Tess
Solo: What colour are these?
Class: Yes, yes, yes
Class: Can you guess?
Class: Orange!

Chorus (sung)

Verse 3 (spoken)

Class: Pears and kiwi grown by Tess
Solo: What colour are these?
Class: Yes, yes, yes
Solo: Can you guess?
Class: Green!

Chorus (sung)

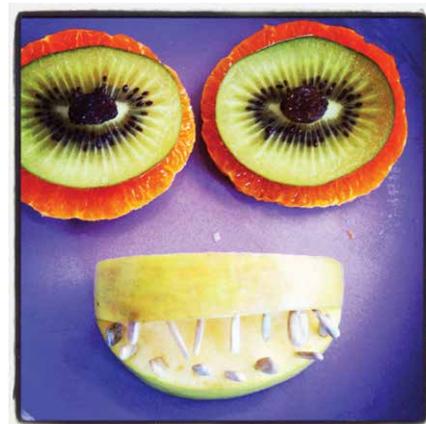
Written by J. Travers Drapes and R. Macken
© The Singing Stick 2014

BLM 7

Design it!

Here are some examples of images made using real fruit and vegetables or cut out pictures of them. Use them as inspiration to create your own images. Be sure to have adult supervision if cutting up real fruit and veg.

You might also like to try the fun interactive game at:
www.gofor2and5.com.au/KidsOnly/CreateaVegieMan/tabid/234/Default.aspx



BLM 10

How to read a food label



When you pick up a packaged food at the supermarket there are usually a lot of messages on the packaging. What should you look for to help you make a better choice?

Step 1.

Read the Ingredients List to learn what has been put into the food and in what quantities.

- Ingredients are listed in order from the biggest to the smallest amount.
- If fat or sugar are listed as the first or second ingredient the food is likely to be HIGH in fat or sugar and is recommended to only be eaten sometimes.

• **PLAY DETECTIVE:** sometimes sugar and fat are listed using other names. Look out for these culprits:

• **Other names for fat:** oil, vegetable/animal oil/fat, coconut oil, palm oil, shortening, lard, milk solids.

• **Other names for sugar:** sucrose, maltose, lactose, dextrose, fructose, glucose, glucose syrup, corn syrup, molasses, malt, maltodextrin, fruit juice concentrate.

Step 2.

Look at the Nutrition Information Panel (NIP) to find out what nutrients the food contains and compare to this table. For the product to be the BEST option most of the nutrition information must fit the 'BEST' criteria.

Per 100g	BEST	OKAY	SOMETIMES
TOTAL FAT	0 – 3g	3.1 – 20g	20g +
SATURATED FAT	0 – 1.5g	1.6 – 5g	5g +
SUGAR	0 – 5g	5.1 – 15g	15g +
SODIUM	0 – 120mg	121 – 600mg	600mg +

Note: If it's a drink, halve the nutrient criteria. (For example, to be a BEST option a drink can't have more than 2.5g of sugar per 100g).

NUTRITION INFORMATION

Servings per package: 3
Serving Size: 150g

	Quantity per Serving	Quantity per 100g	
Energy	608kJ	405kJ	
Protein	4.2g	2.8g	
Fat, total	7.4g	4.9g	
- Saturated	4.5g	3.0g	
Carbohydrate, total	18.6g	12.4g	
- Sugars	18.6g	12.4g	
Sodium	90mg	60mg	
* Percentage of recommended dietary intake			
Ingredients: Whole milk, concentrated skim milk, sugar, banana (8%), strawberry (6%), grape (4%), peach (2%), pineapple (2%), gelatine, culture, thickener (1442).			
All quantities above are averages			

How many people could the packet feed →

Total fat: less than 3g per 100g is best →

Sugar: less than 5g per 100g is best →

Ingredients list →

← How much in each serve

← Use this column to compare products

← Saturated fat: less than 1.5g per 100g is best

← Sodium: less than 120mg per 100g is best



BLM 11

Claims on food packaging

table 1

The Australia & New Zealand Food Standards (FSANZ) Code regulates specific health and nutrient content claims (see www.foodstandards.gov.au for full details). Examples include:

Claims with definitions set out by FSANZ	
Low fat	Must not contain more than 3% fat for solid foods (1.5% for liquid foods).
Reduced fat	Must contain at least 25% less fat than the full fat version.
Low cholesterol	Must not contain more than 20mg cholesterol per 100g for solid food (10mg per 100g for liquid food), AND must not contain more than 1.5% saturated fat (0.75% for liquid foods).
Low sugar	Must not contain more than 5% sugar for solid foods (2.5% for liquid foods).
Reduced sugar	Must contain at least 25% less sugars than the original product.
No added sugar	Must not contain added sugars, honey, malt or malt extracts.
Low salt/sodium	Must not contain more than 120mg sodium per 100g or 100ml of food.
Salt/sodium reduced	Must contain at least 25% less sodium than the original product.

table 2

FSANZ only regulates specified health and nutrient content claims. Manufacturers may also make 'other' claims about their products that aren't regulated in any way. When looking at a food package it is difficult to know which claims are regulated by FSANZ and which aren't. Some examples of 'other' claims include:

'Other' unregulated claims	
Cholesterol free %trans fat % less saturated fat	These claims do not mean the product does not contain fat or is low in fat. The overall fat content of the food may still be high.
% fat free	A product that states it is 85% fat free still contains 15% fat. Sometimes manufacturers use these statements on products that don't contain fat, e.g. lollies. These are known as irrelevant claims.
% less fat % less sugar % less salt	If the original product is very high in fat/sugar/salt, a product with this claim may still be high in fat/sugar/salt.
Source of iron More calcium High in vitamin C	The only wording relating to iron, calcium or vitamin C that is regulated by FSANZ is 'good source'. A product using any other wording, such as 'source of', 'more' or 'high in' doesn't contain any standardised amount.
Light/lite	This term refers to energy (kilojoules), fat, sugar, colour or salt. When it is on a label it may not be immediately obvious what it refers to. Products using this term aren't necessarily a better choice.
No artificial colours/flavours	Often found on products marketed to children. Product may still be high in fat, sugar or salt.
Contains % fruit 100% natural Naturally delicious Light & crispy	None of these terms are regulated in any way. They are used only to appeal to target markets to encourage purchasing of the product. Products may still be high in fat, sugar or salt.
Ticks Seals Endorsements	Some of these symbols are regulated. However, many are invented by the manufacturer to persuade consumers the product is a good choice. The ingredients list and NIP are the best source of reliable information.

BLM 12

In, Out, Going South



Chorus (sung)

In and around it goes
Pumpkin and peaches
Who knows what's next!
Mix it up, mix it up

Juices flow
Break it up, smash it up
Down the tube---
Then out

Verse 1

Food station! Now we're done!
In the mouth, it's all begun
Tongue taste, saliva drips
We leave the mouth, all going south!

Short chorus

Juices flow
Break it up, smash it up
Down the tube---
Then out

Verse 2

Rumble, grumble, gastric juices
Food storage, then reduces
Belly, stomach –or gut
En–zymes strut their stuff

Short chorus

Verse 3

Small intestine! ~ Just in time!
We've turned right into chyme
Thick, gooey, we're a dream
Give nutrients to the blood---stream

Short chorus

Verse 4

Suck out the water, squelch glug glug
Getting --to be the colour of mud
Air. Whoops, a winning fart
Think it's time to depart
Gurgle, gurgle, moving on down
Here we go! Right out of town

Short chorus

Final short chorus

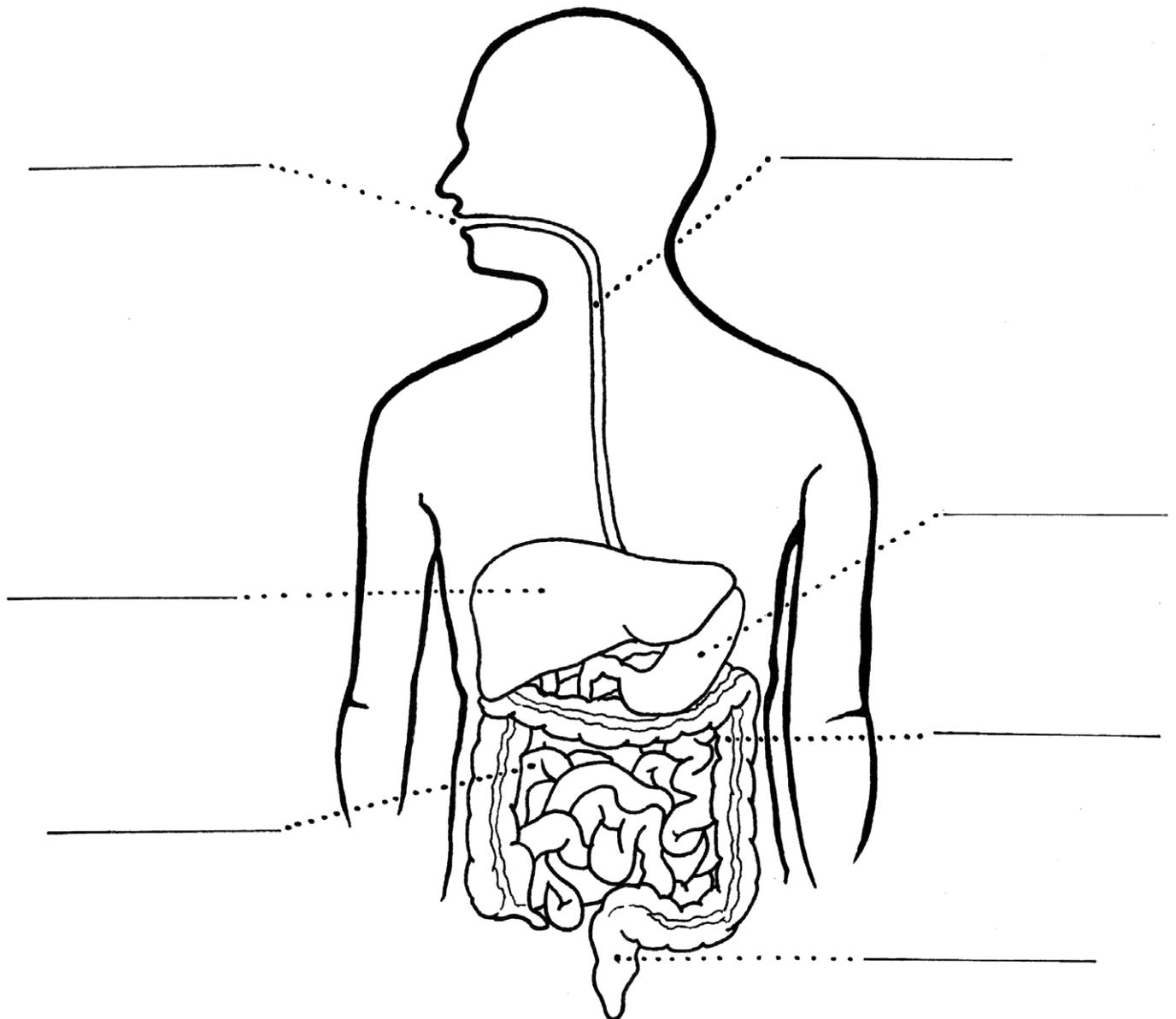
Juices flow
Break it up, smash it up
Down the tube---
Slow---slow---slow
Then out we go!

BLM 13

the digestive system

Label the diagram of the digestive system using these labels:

- mouth
- small intestine
- rectum
- oesophagus
- large intestine
- stomach
- liver



BLM 14

Stuck!



The intro:

Family and friends we say to you
Sweets and greasy food, we're through
Stand up, stretch and move around
Jump, hop, feet hit the ground

We'll tell you a story that's good and kind
Like no other that you'll find
Listen well, no expectation
A story that can change a nation

The story

There was once a girl in our story here told
Who had short, wavy hair and was brainy and bold
Over there in the corner's the chair where she sat
In her shorts, her T shirt and big purple hat.
Her eyes they stared at the bright glowing screen
Of the whopping big TV, as big as you've seen.

Her mother, she paced and tore at her hair
"My brainy, bold daughter, I really do care
For day after day and year upon year
You stare at the screen, just why is unclear.
Lollies and chips they slide down the hatch
And sugary drinks in batch after batch.
Every week you grow bigger and rounder I see
Your tummy is almost down to your knee.
So come, let me go and the TV to stop
We can run, jump and move, even walk, skip and hop."

The brainy, bold girl took her mother's right hand
And made many movements just trying to stand.
But alas and alack, she was down on her luck
For her bottom, you see, to the chair it was stuck!
Mother pulled and she pushed, daughter grunted and groaned
And slowly but surely the girl was dethroned.

"Oh mother! Oh mother!" the daughter she cried
"Oh daughter!" the mother said, right by her side

And the end of our story, you've guessed I suppose
Love your body from head to toes
'Eat all the good foods not the sugary muck
And don't sit too long in case you get stuck!

Written by R. Macken
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