

Classroom activities

Early stage one / Lesson One



Learning Outcomes

A student:

- **ALES1.6** Develops a repertoire of physical activities in which they can participate.
- **PHES1.12** Displays basic positive health practices.
- **COES1.1** Expresses feelings, needs and wants in appropriate ways.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **ENe-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.
- **VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences.



Preparation/Resources

- BLM 1 on A3 (for group work).
- BLM 1 on A5 or A4 (for individual work).
- BLM 2.
- BLM 3 cut out and ready to place on poster.
- BLM 4 cut out and ready to place on poster.
- BLM 5 (for teacher reference).
- Colouring pencils.
- Scissors.

Duration | 40 minutes

Traffic Light

Students will learn that fruit and vegetables are everyday foods.

Introduction

- Explain this activity is about GO GREEN. Refer to the explanation on page 10.
- Brainstorm fruit and vegetables. Discuss what the colours on a traffic light mean for cars – green for go, amber for slow down, red for stop.

Activity

1. Students are introduced to the traffic light poster. Reinforce that fresh fruit and vegetables are classified as 'green for go'. Frozen and canned fruit and vegetables, may also be 'green for go'.
2. Students are provided with fruit and vegetables from BLM 2 to colour and cut out.
3. Students place the fruit and vegetables beside the green light on the traffic light poster.
4. Teacher introduces concept that some fruit and vegetable products may be amber ('go slow') or red ('stop and think'). Teacher places the fruit and vegetable products from BLM 3 and 4, on the poster next to the corresponding light (amber or red). Refer to BLM 5 for notes regarding the classification system.
5. Students colour individual traffic light and draw fruit and vegetables next to the green light.



Conclusion

Display poster in class display area.

Assessment

- For:** Class discussion and brainstorm on foods.
As: Are students able to identify traffic light colours?
Of: Students' ability to classify foods.

Differentiation

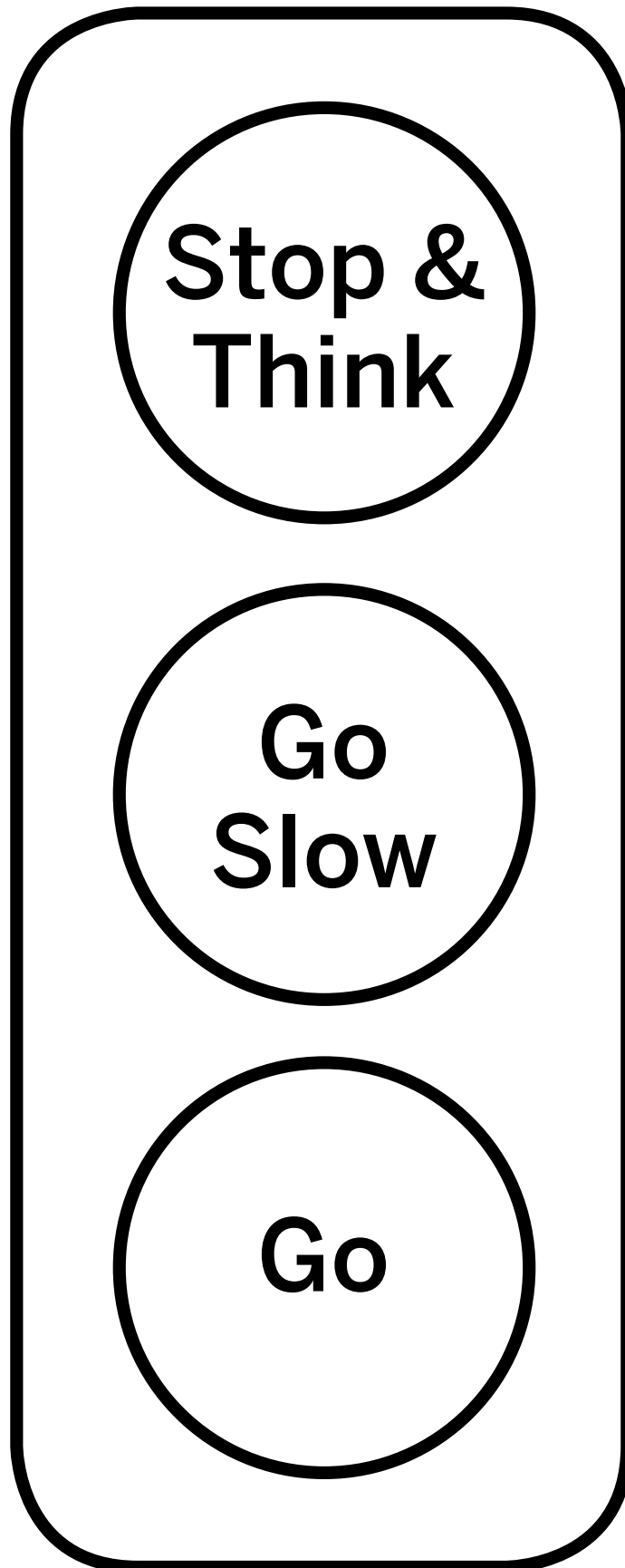
- Extend:** Students copy amber and red classified fruit and vegetable products on their individual traffic light.
Simplify: Peer or teacher support task completion.

School/Home Link

Take traffic lights home, place on fridge and explain to family.

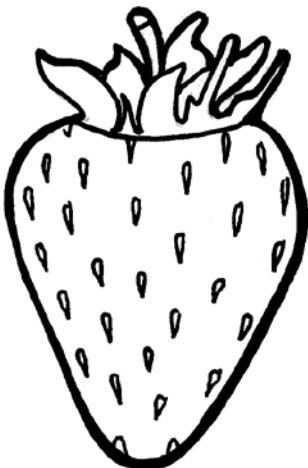
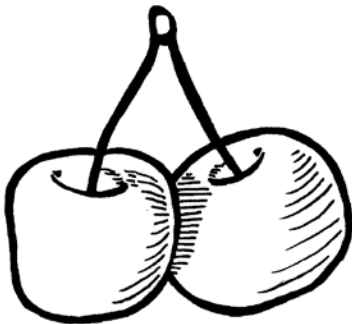
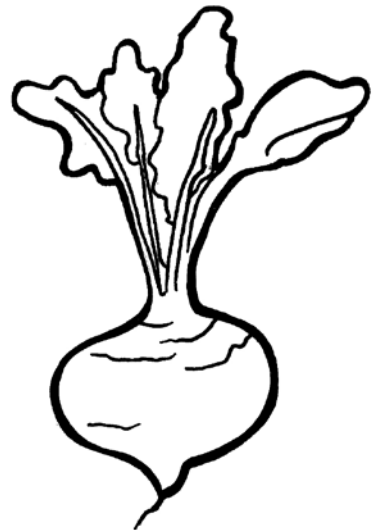
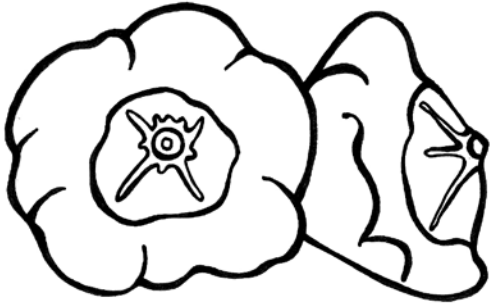
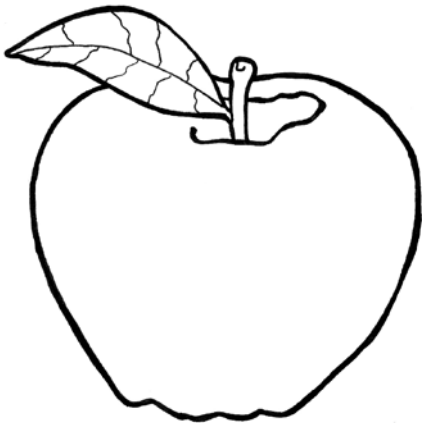


BLM 1
Traffic Light



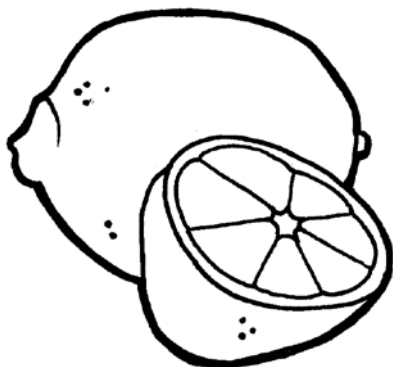
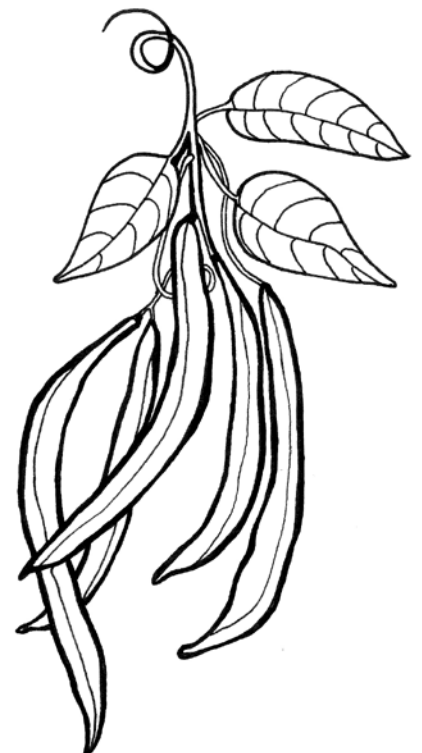
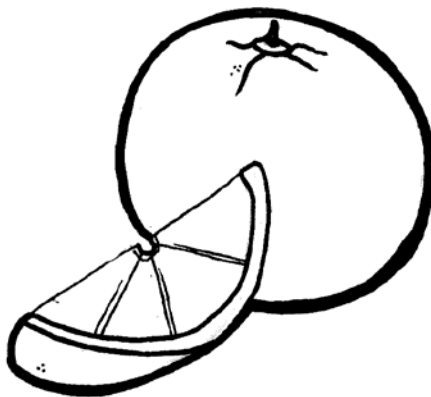
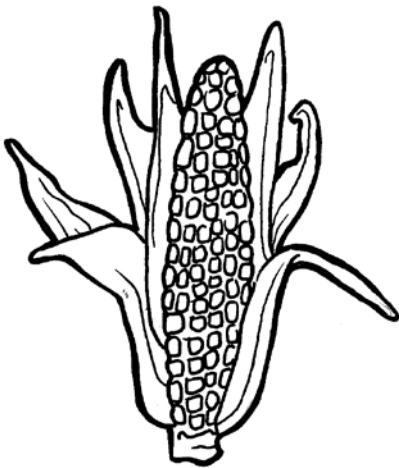
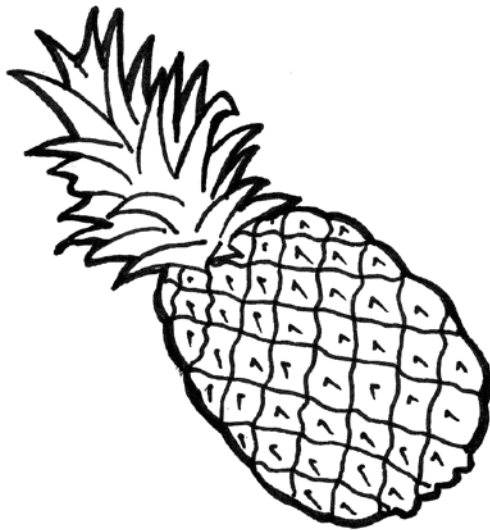
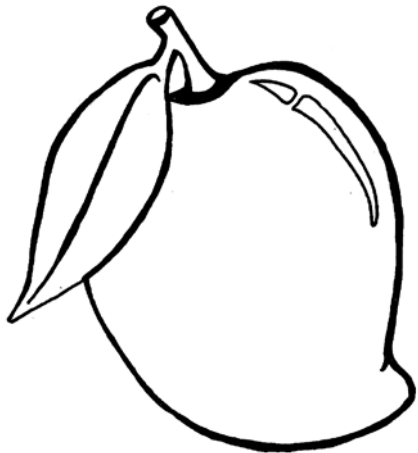
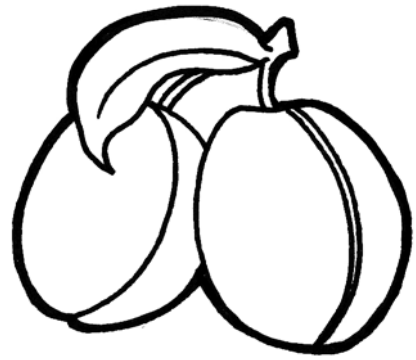
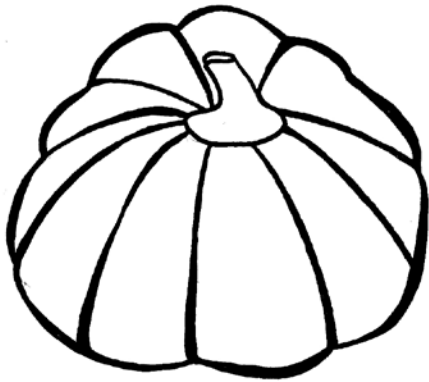
BLM 2.1

Green classified foods



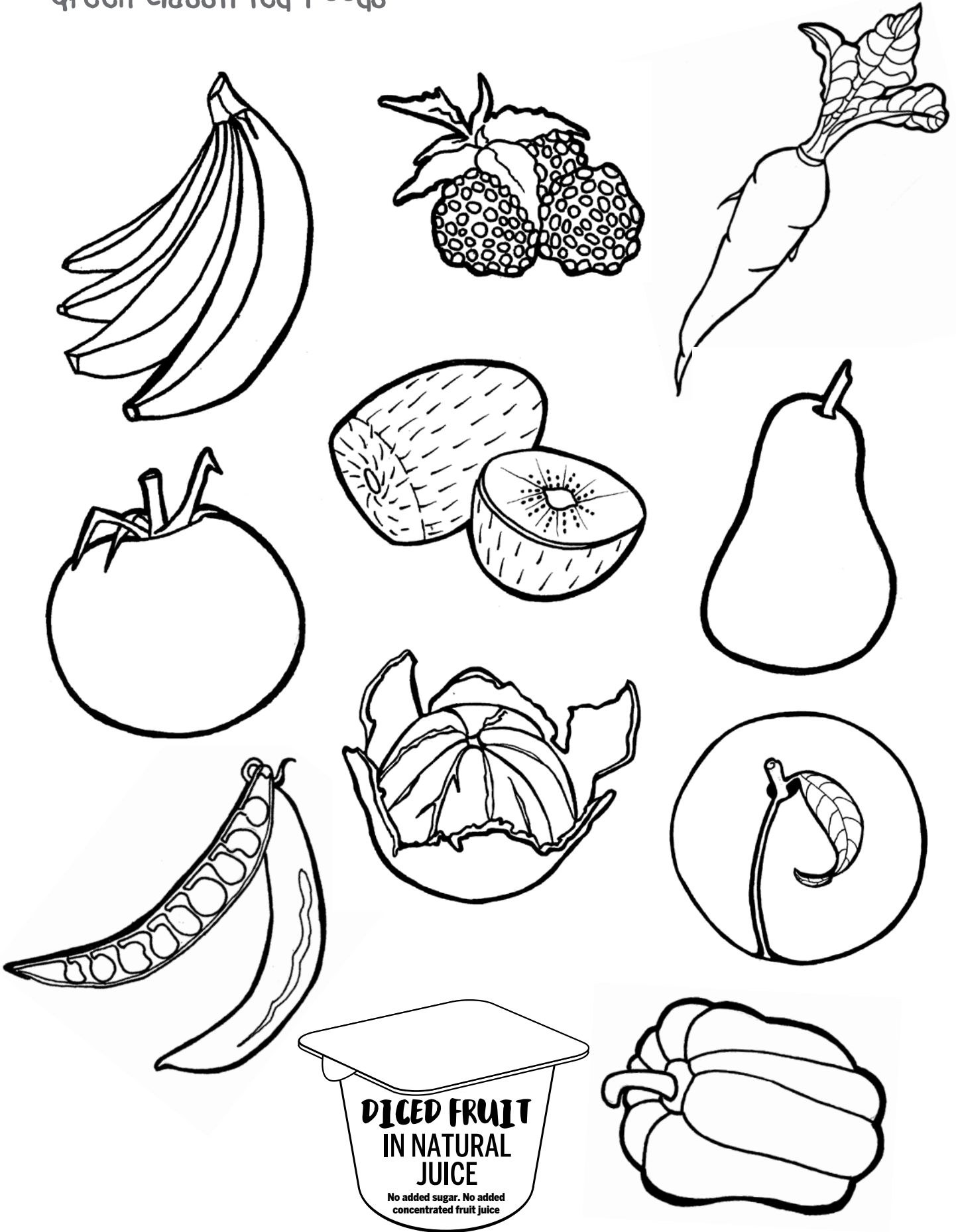
BLM 2.2

Green classified foods



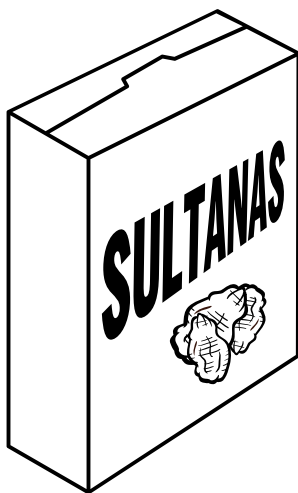
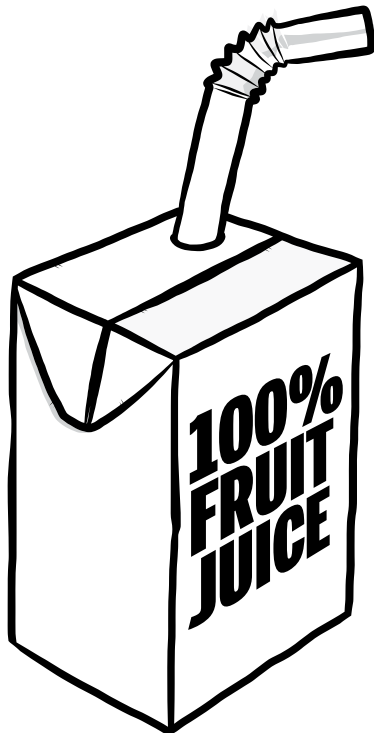
BLM 2.3

Green classified foods



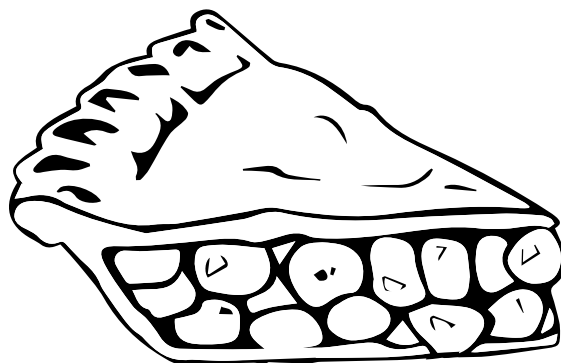
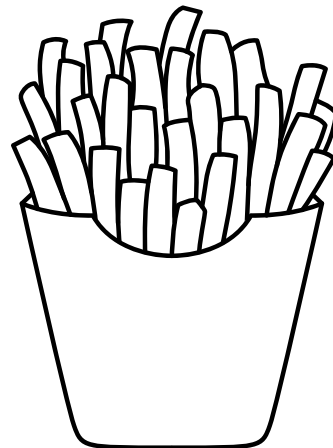
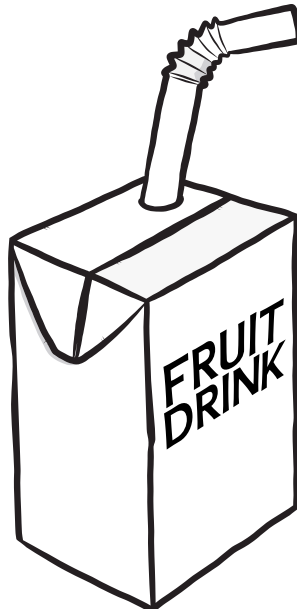
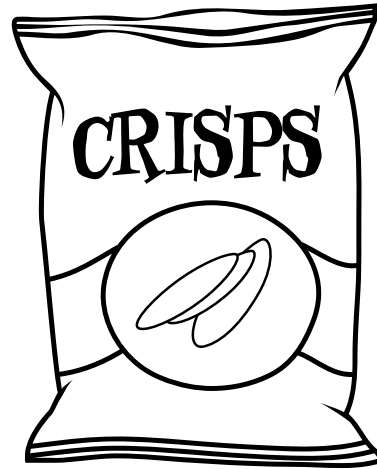
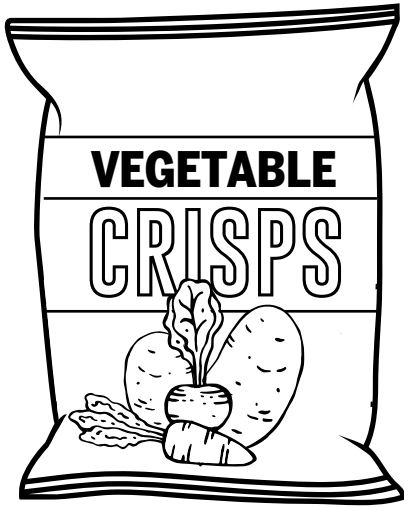
BLM 3

Amber classified foods



BLM 4

Red classified foods





These are fruit and vegetable products that are highly processed or have little fruit and vegetable content. They are poor sources of vitamins, minerals and fibre. They may also contain high levels of added fat, salt or sugar.

- hot potato chips
- potato crisps
- vegetable crisps
- fruit straps/ leathers with added sugar or concentrated fruit juice
- fruit and vegetable pies/pastries/biscuits
- fruit drinks



These are fruit and vegetable products that are slightly more processed.

- dried fruit
- 99% fruit juice
- canned fruit with added sugar or concentrated fruit juice
- fruit straps/leathers with more than 95% fruit



These are fruit and vegetables that are unprocessed or minimally processed.

- all fresh fruit and vegetables
- frozen fruit and vegetables with no other ingredients
- canned fruit in natural juice or water
- canned vegetables (with no added salt is best)