

Classroom activities

Stage one / Lesson one



Learning Outcomes

A student:

- **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

A student:

- **PSS1.5** Draws on past experiences to solve familiar problems.
- **ENI-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.
- **ST1-5WT** Uses a structured design process, everyday tools, materials, equipment, and techniques to produce solutions that respond to identified needs and wants.



Preparation/Resources

- BLM 1 on A3 (for group work).
- BLM 1 on A5 or A4 (for individual work).
- BLM 2.
- BLM 3.
- BLM 4.
- 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. Brainstorm fruit and vegetable products – teacher may need to lead brainstorm for products in early stages. Refer to BLM 2, BLM 3 and BLM 4 for examples.
- Brainstorm what the colours on a traffic light mean for cars – green for go, amber for slow down, red for stop.

Activity

1. Introduce the traffic light poster. Reinforce that green is for 'go' and are everyday foods. Amber is for 'go slow', red is for 'stop and think'. These types of foods aren't needed every day.
2. Students are provided with BLM 2, 3 and 4 to colour and cut out.
3. Students place foods next to the relevant light on the traffic light display poster. Refer to BLM 5 for notes regarding the classification system.
4. Students colour individual copy of traffic light.
5. Students draw and label fruit and vegetables, and their products, next to the correct light.



Conclusion

Display poster in class display area.

Assessment

For: Class discussion and brainstorm on foods.

Of: Students' ability to classify foods.

Differentiation

Extend: Students record further foods to their traffic light.

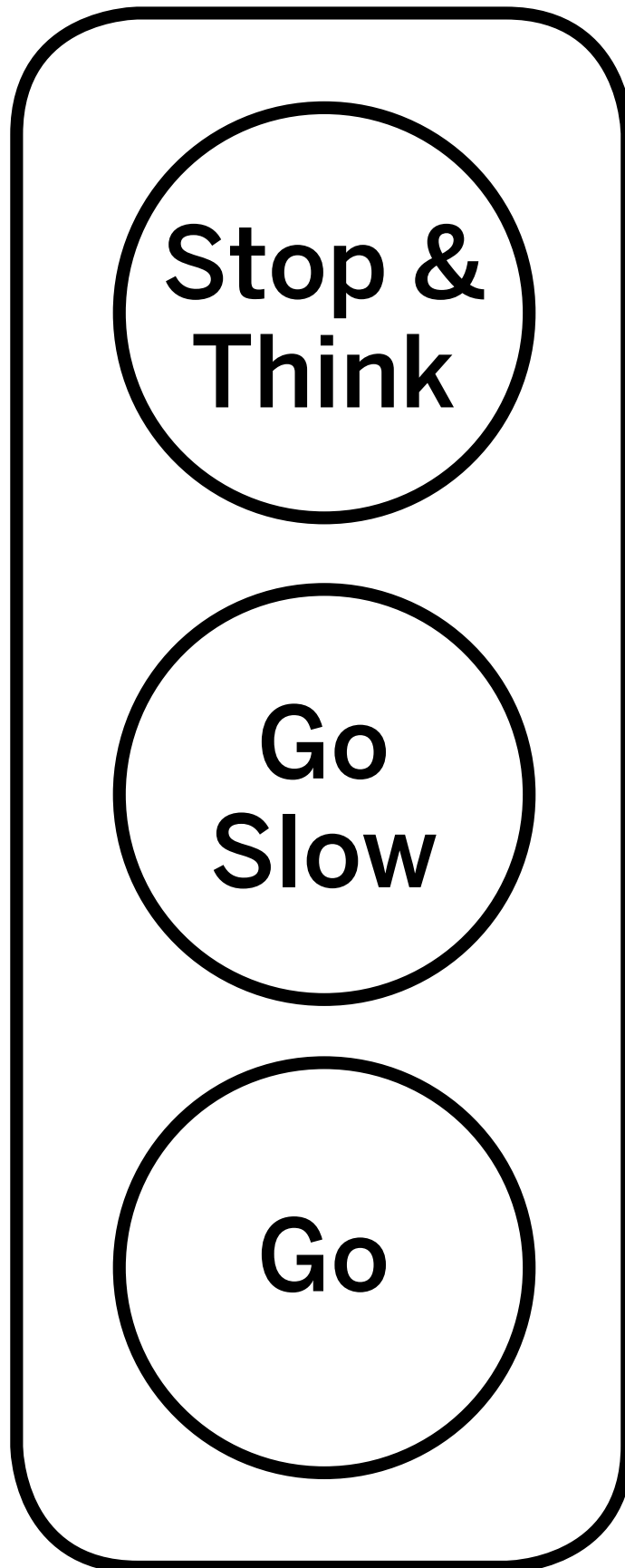
Simplify: Peer or teacher support task completion.

School/Home Link

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

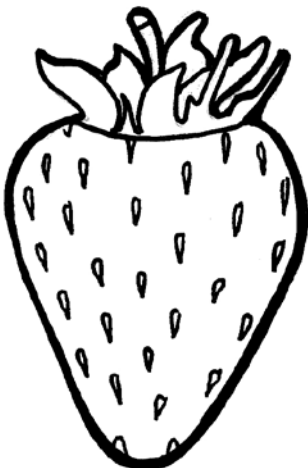
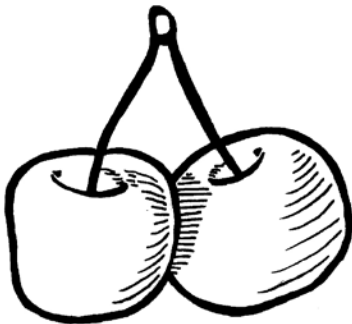
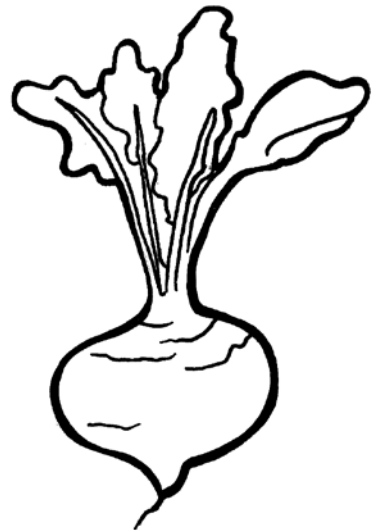
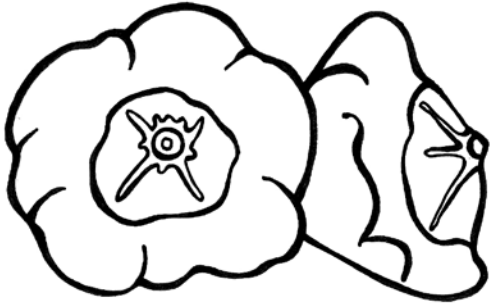
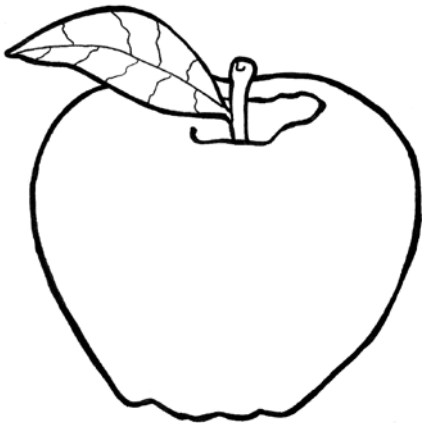


BLM 1
Traffic Light



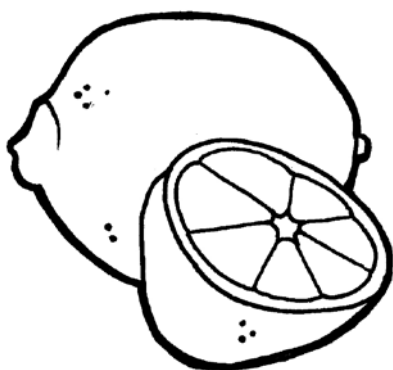
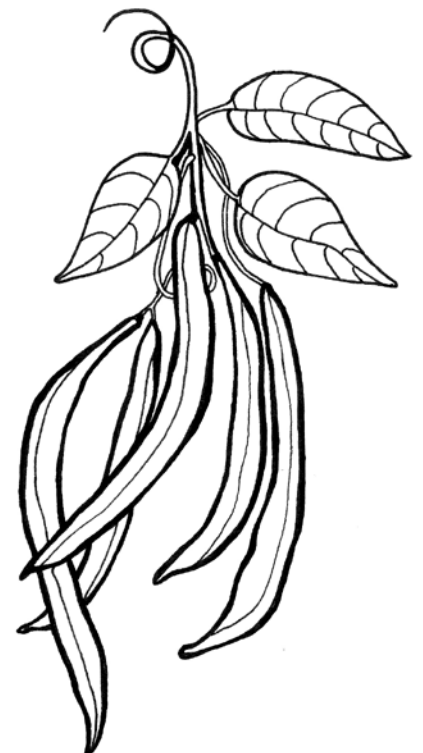
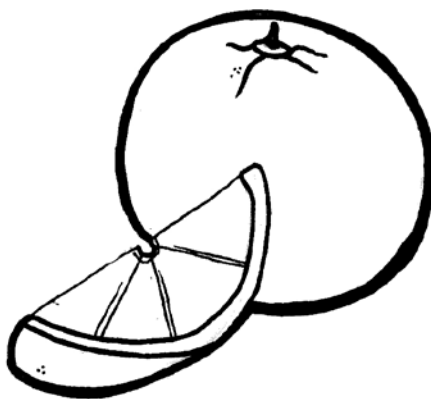
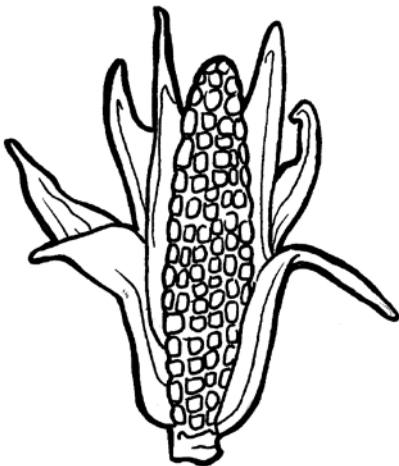
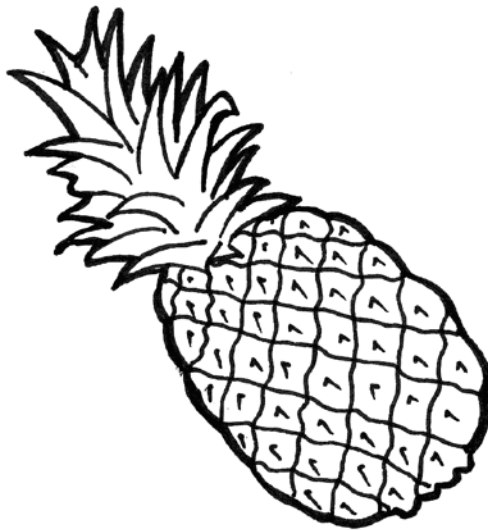
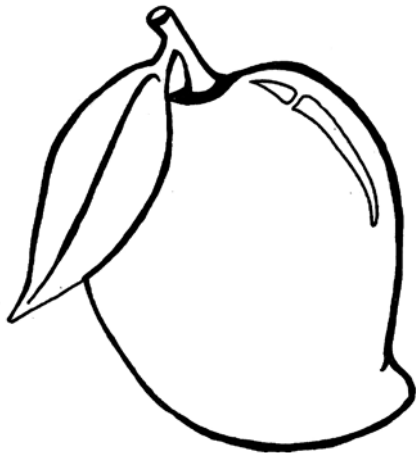
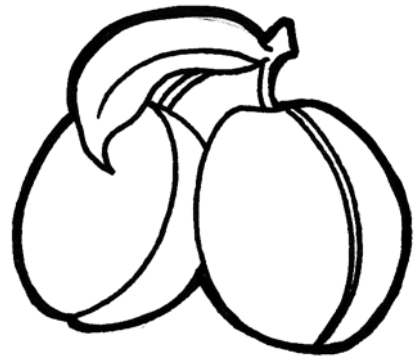
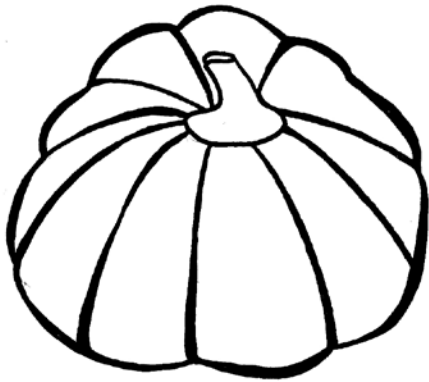
BLM 2.1

Green classified foods



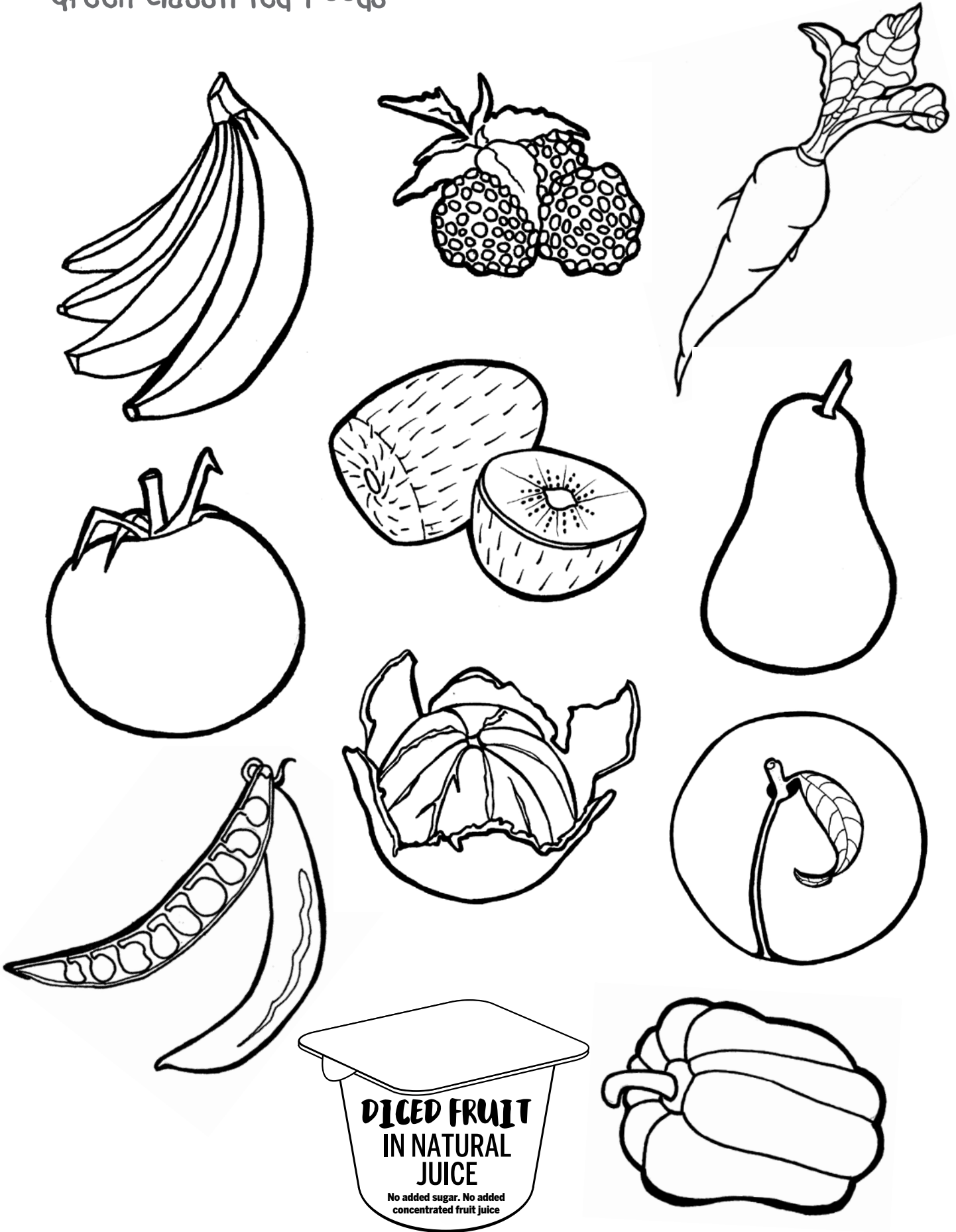
BLM 2.2

Green classified foods



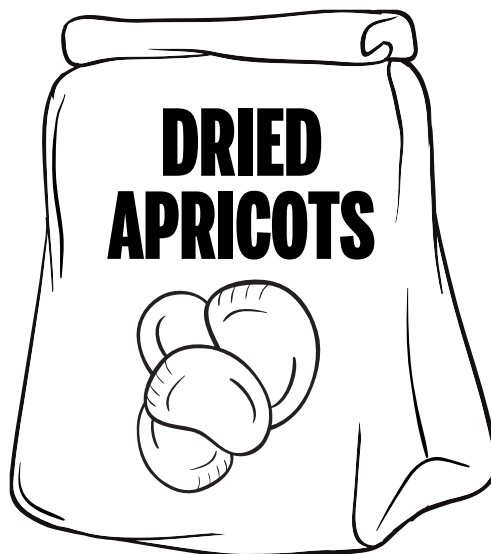
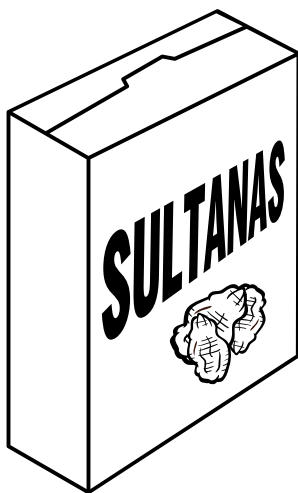
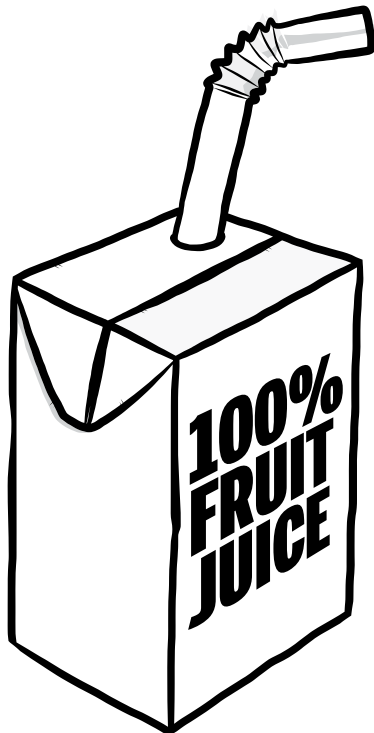
BLM 2.3

Green classified foods



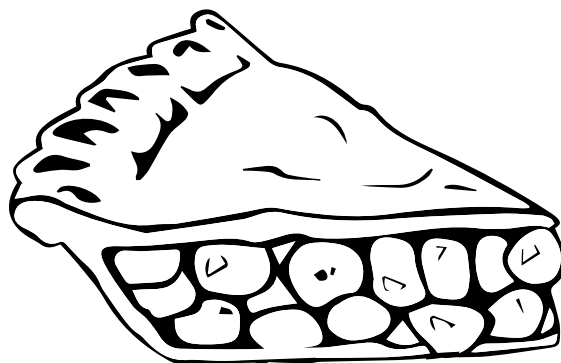
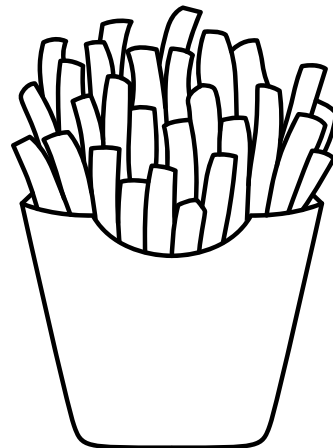
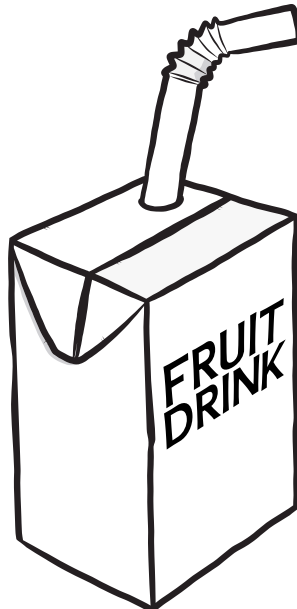
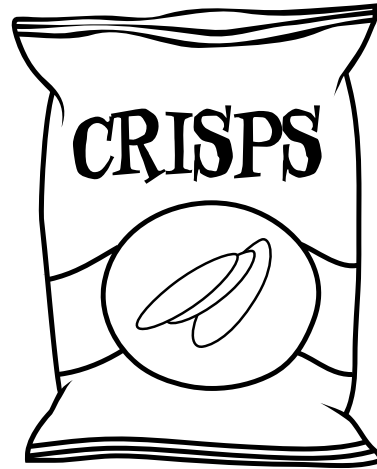
BLM 3

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)