

Classroom activities

Stage two / Lesson one



Learning Outcomes

A student:

- **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.



Cross Curriculum Links

A student:

- **EN2-1A** Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.



Preparation/Resources

- BLM 1 on A3 (for group work).
- BLM 1 on A5 or A4 (for individual work).
- BLM 2, cut out.
- BLM 3, cut out.
- BLM 4, cut out.
- BLM 5.
- Colouring pencils.

Duration | 40 minutes

Traffic Light

Students will learn that fruit and vegetables are everyday foods, whereas many fruit and vegetable products are not.

Introduction

- Discuss what attributes make a person healthy. After brainstorm is complete, focus on the food responses. Ask students how they make decisions regarding what they eat. What influences them, e.g. advertising, friends, parent opinions.
- Explain this activity is about GO GREEN and using a food classification system to make better food choices. Refer to BLM 5.

Activity

1. Discuss a traffic light and what the colours might mean in relation to guiding food choices. Discuss when foods from each class might be eaten.
2. Discuss classification system in more detail. Provide BLM 5.
3. As a class, place BLMs of fruit and vegetables, and their products, beside relevant light on traffic light poster.
4. Students complete an individual traffic light.
5. Encourage students to draw or record as many green classified fruits and vegetables as they can.



Conclusion

Display traffic light in class display area. As students open lunch boxes refer them to the traffic light and ask that they 'have a go' classifying the fruit and vegetables and their products in their lunches and snacks.

Assessment

- For:** Class discussion on healthy attributes.
- As:** Decision-making process.
- Of:** Students' ability to classify foods in lunch boxes. Students' decision-making when selecting food.

Differentiation

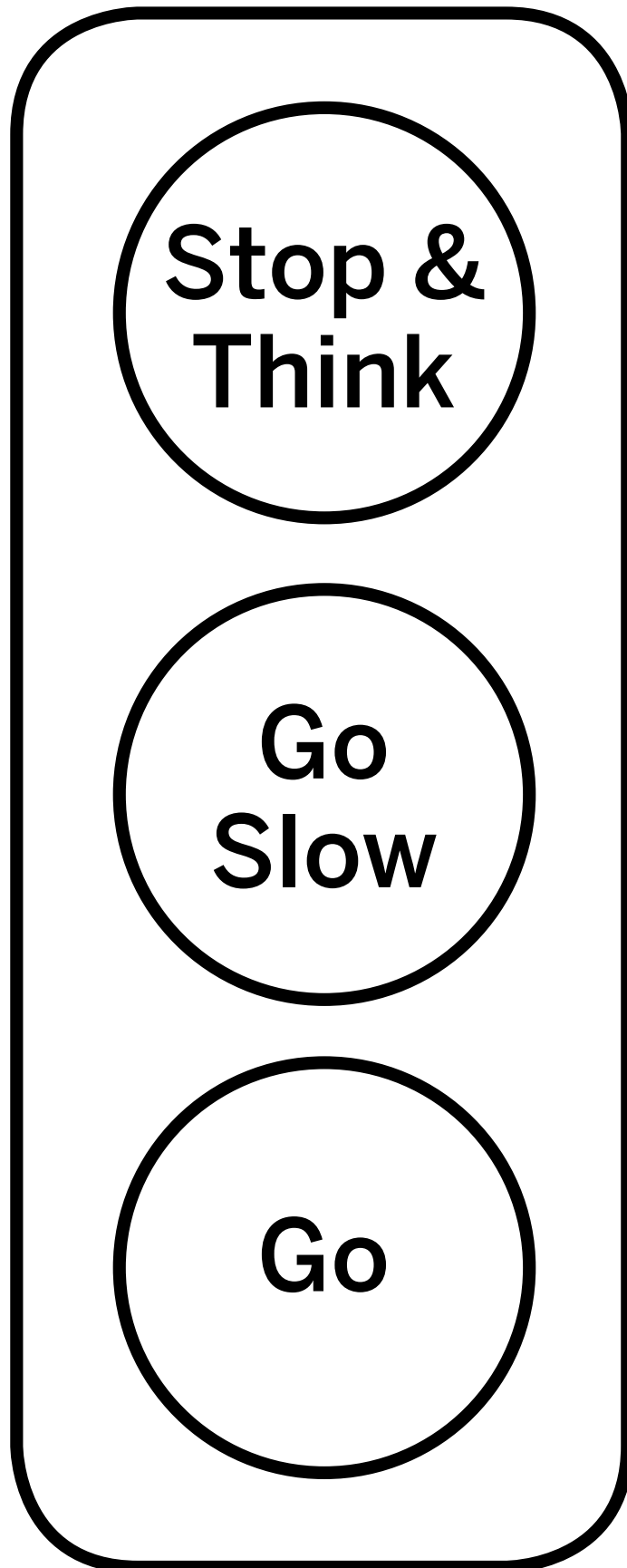
- Extend:** Students record further images and labels on individual traffic lights.
- Simplify:** Support student recording process. Complete tasks in pairs or in small groups. Students working at lower stage levels can complete earlier stage colouring and sorting tasks.

School/home link

Homework task: Take traffic lights home, place on fridge and explain to family. Survey each member of your family what is their favourite fruit and vegetable.

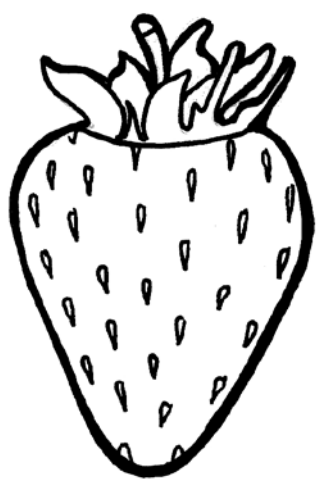
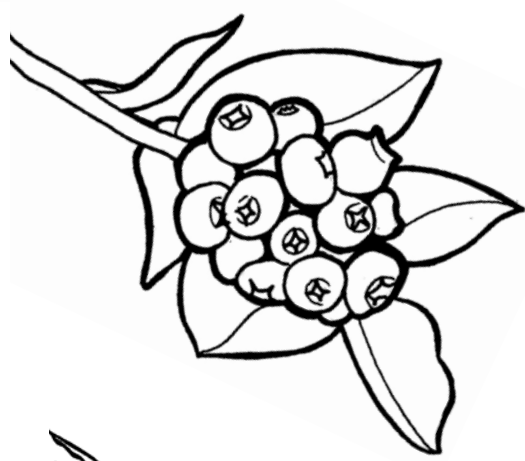
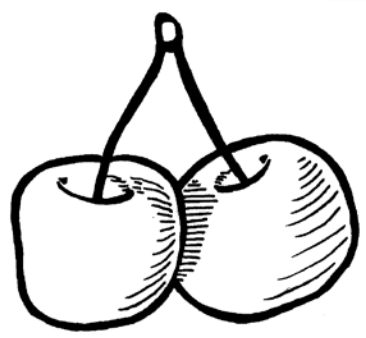
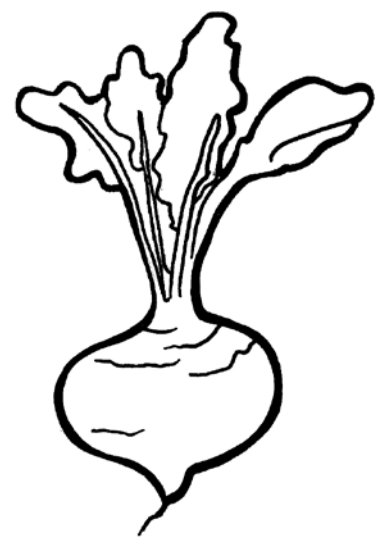
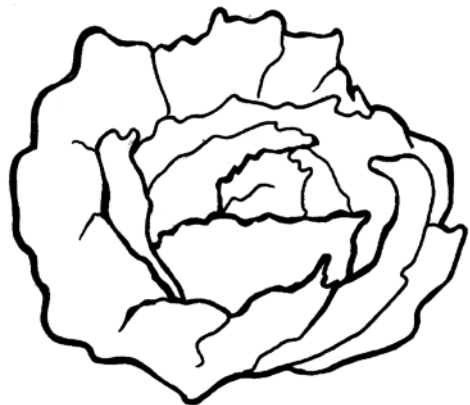
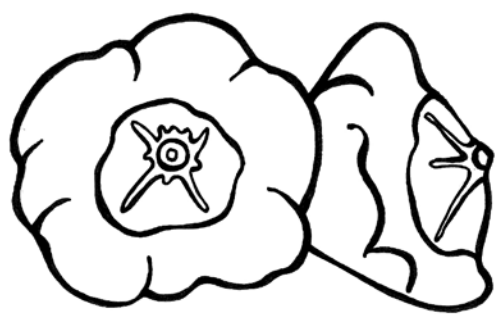
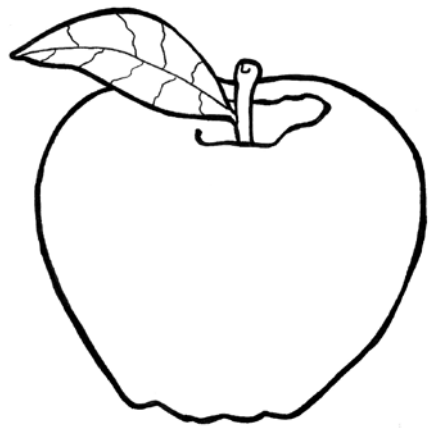


BLM 1
Traffic Light



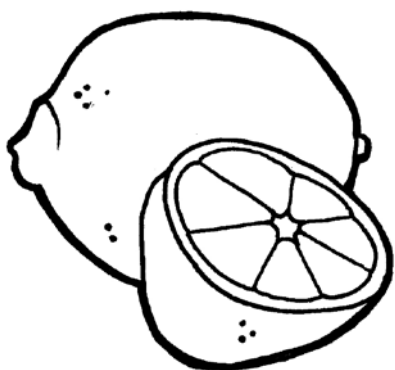
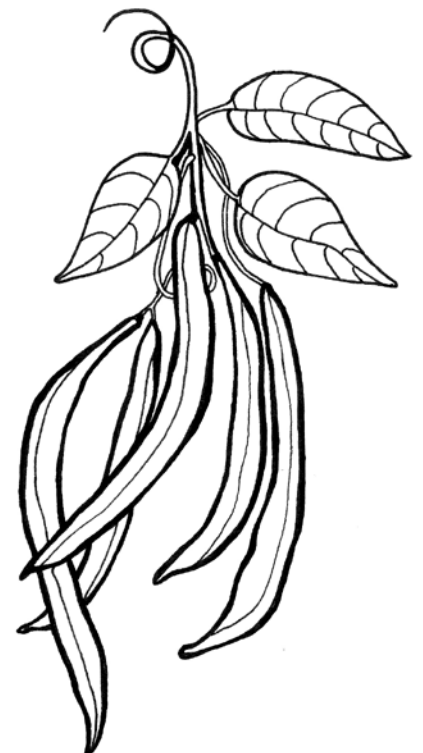
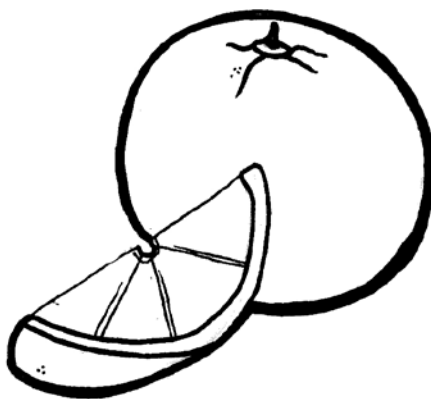
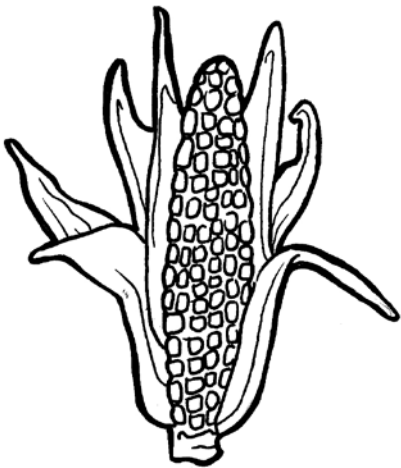
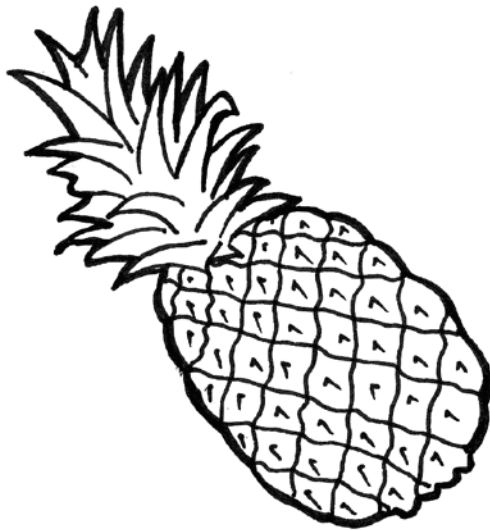
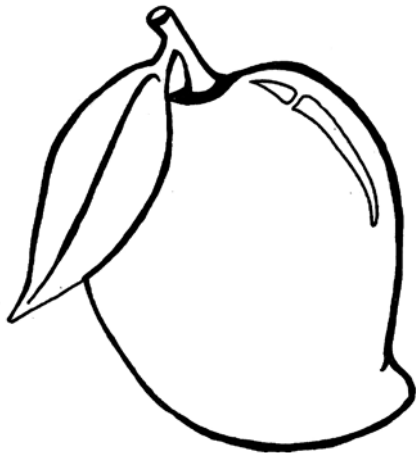
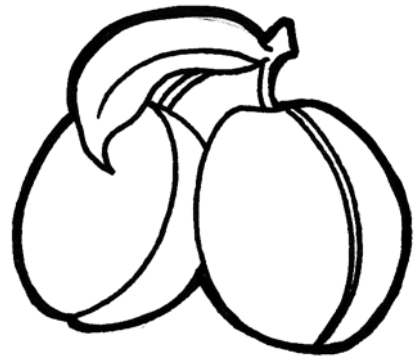
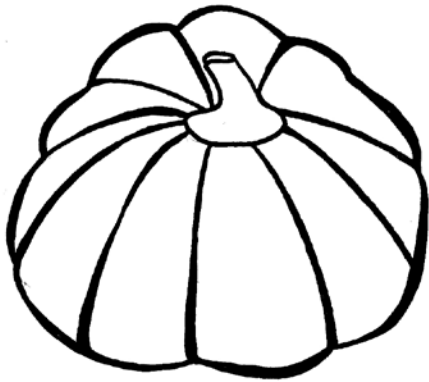
BLM 2.1

Green classified foods



BLM 2.2

Green classified foods



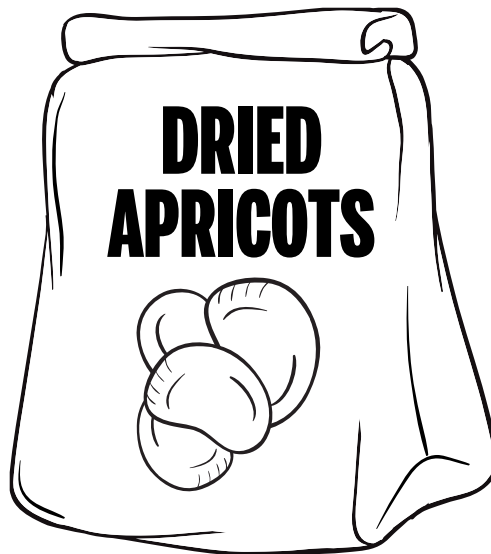
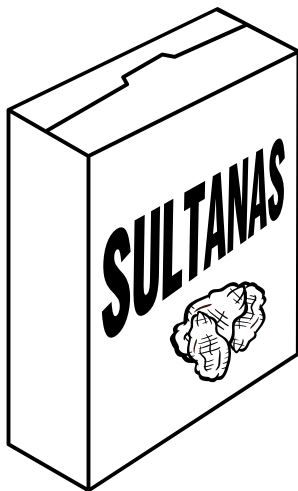
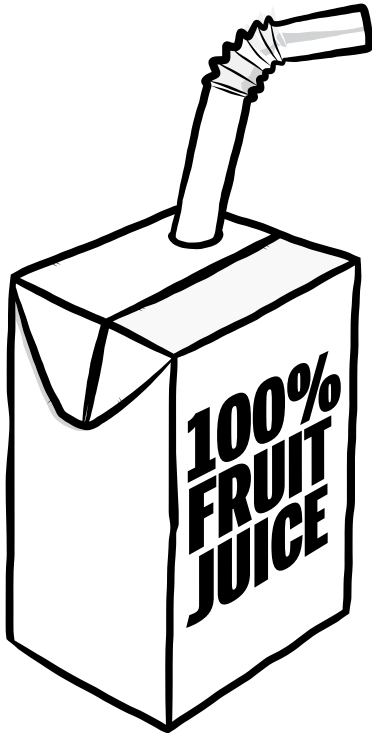
BLM 2.3

Green classified foods



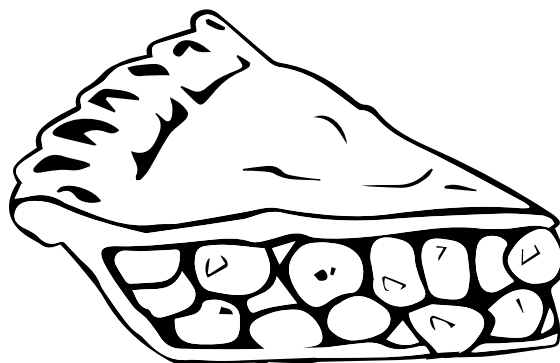
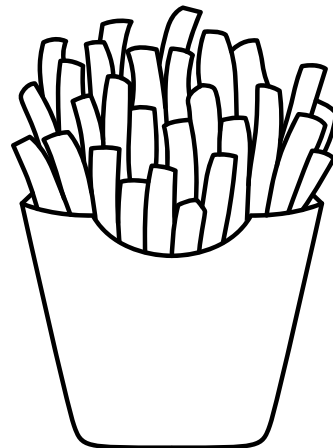
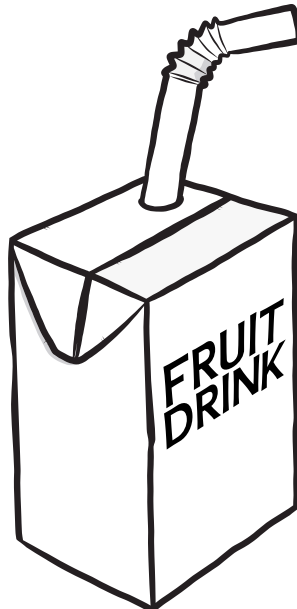
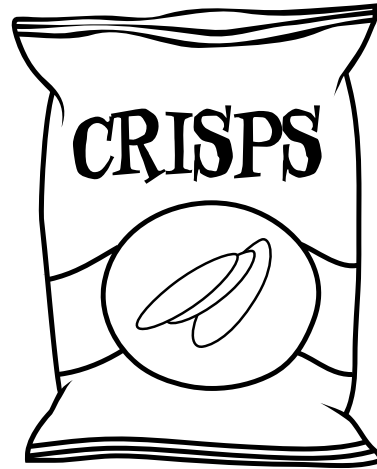
BLM 3

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)