

Classroom activities

Early stage one / Lesson four



Learning Outcomes

A student:

- **PHE1.12** Displays basic positive health practices.



Cross Curriculum Links

A student:

- **ENe-2A** Composes simple texts to convey an idea or message.



Resources and Preparation

Resources

- Worksheet 2 – Vegetable party.
- Music from The Vegetable Plot (www.thevegetableplot.com.au).
- Permission slip for tasting activities (a modifiable one is available at www.fruitandvegmonth.com.au).
- Variety of vegetables – cut into bite-sized pieces. Allow ½–1 cup of vegetable pieces per student. Vegetables can be cut into fun shapes such as stars, diamonds, flowers. Vegetables can also be displayed in fun ways, e.g. in cupcake wrappers, jelly cups, cellophane 'party' bags. Donations of produce can be requested from parents, the school garden, and local businesses or funding can be requested from the parent body.

Resources and Preparation continued >

Vegetable Yum

Students are encouraged to taste a range of vegetables through fun activities.

Introduction

First lesson, 1–2 weeks prior to party (10 mins)

- Teacher asks students what a party means to them. Teacher writes answers up on whiteboard. Some examples might be: fun games, decorations, activities, party food, dancing.
- Teacher asks students to brainstorm what a 'vegetable party' might involve. Teacher writes answers up on whiteboard.
- Advise students that the class will be holding a vegetable party on ____ (insert day/date).

Second lesson (5 mins)

- Advise students that it is time for the vegetable party. Ask students what they are expecting to happen at the party.

Activity (35 mins)

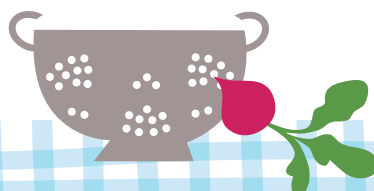
1. Students play a vegetable party game (e.g. carrot, carrot, corn or musical bumps to a song from The Vegetable Plot).
2. Helpers set group tables with food, plates and napkins.
3. Students, teacher and helpers sit down to eat.
4. While eating students can discuss appearance, taste, smell and texture of the vegetables. What did they like the most/least? Teachers and/or helpers can provide modelling.
5. Students, teacher and helpers clean up.
6. Teacher displays copy of WS 2 on IWB and explains how to complete it. Students complete WS 2.



Conclusion (10 mins)

Lesson concludes with a dance to music from The Vegetable Plot.

Vegetable Yum activity continued >



Classroom activities

Early stage one / Lesson four continued

Resources and Preparation

- Party decorations, plates and napkins. Donations can be requested from parents and local businesses or funding can be requested from the parent body.
- Serving plates and serving utensils.
- Parent helpers for prior food preparation and decoration.
- Parent helpers or Year 5/6 students for party assistance.
- Pencils for writing, drawing and colouring.
- Whiteboard pens.

Preparation

2–3 weeks prior to second lesson:

- organise class helpers.
- develop a list of supplies needed and request donations/funding as needed.
- send permission form home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior to second lesson:

- check permission slip returns.

1–2 days prior to second lesson:

- source the vegetables, party decorations, plates and napkins.

Prior to second lesson:

- wash and cut vegetables into bite-sized pieces.
- place a selection of food items onto plates to be placed in the centre of each group table. Provide serving utensils if needed.
- place plates and napkins at each desk.
- ensure students have washed hands. Allow extra time if this task is going to be included in the lesson.
- display a copy of WS 2 on IWB.
- photocopy WS 2 – 1 per student.

Duration

10 minutes (first lesson)

50 minutes (second lesson)

Ensure second lesson is planned for a suitable time for eating, e.g. prior to a meal break or at the end of the day.

Assessment

- For:** Student contribution to group tasks.
- As:** Student effectively completes task. Student identifies why vegetables are important.
- Of:** Quality of student work.

Differentiation

- Extend:** Student writes a recount of the activity or a procedure for throwing a vegetable party.
- Simplify:** Student undertakes worksheet task with assistance.

School/Home Link

Student takes WS 2 home to show parents and carers.



Vegetable party

Today we had a class party. We had a vegetable party.

I liked the party because _____

My favourite vegetable was _____

I liked this vegetable because _____

Here is a picture of me at the party.

