

# Classroom activities

## Stage three / Lesson four



### Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.



### Cross Curriculum Links

A student:

- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables.



### Resources and Preparation

#### Resources

- 'What is a serve of vegetables?' information from Teachers Notes.
- 1 cup and ½ cup measures for display.
- Workbooks.
- Pens/pencils for writing.
- Whiteboard pens.
- Device for taking photos.

*Resources and Preparation continued >*

## Vegetable Yum

Students analyse their vegetable intake and plan a lunch that includes plenty of vegetables.

### Introduction (10 mins)

- Teacher asks students if they know how many serves of vegetables their bodies need each day? Write various estimates up on the whiteboard. Provide answer: 5 serves for girls; 5 to 5½ serves for boys. Display the 'What is a serve of vegetables?' information on the whiteboard.
- Ask students to come up with suggestions for how many serves of vegetables need to be included at lunch to ensure that they are getting enough vegetables over the day. Class discusses possible answers and then comes up with an ideal number.
- Advise students that they are going to tally up how many serves of vegetables they have in their lunch and compare it to the class ideal. They will then plan a lunch that meets the class ideal.

### Activity (25 mins)

1. In their workbooks, students record what they ate for lunch the previous school day or what is included in their lunch today (*note: to increase accuracy of analysis, students could record their lunch for the 3 school days prior to the activity*).
2. Students then tally up how many serves of vegetables their lunch contains. Students use the information from vegetable serve information on the whiteboard and use the cup measures to help estimate amounts.
3. Students compare the actual number of serves in their lunch versus the class ideal.
4. Students plan a lunch for school that provides adequate serves of vegetables, according to the class ideal. Discuss or investigate fun and interesting ways to present the vegetables.

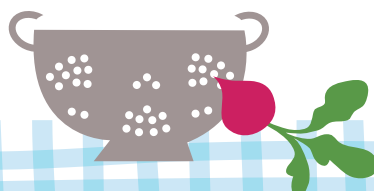


### Conclusion (10 mins)

In a follow up lesson, students bring in their designed lunch, eat together and discuss the activity. Take photos of the activity.

**Note:** teacher can opt to provide extra vegetables to ensure that all students can take part in the concluding lesson.

*Vegetable Yum activity continued >*



# Classroom activities

## Stage three / Lesson four continued

### Resources and Preparation

#### Preparation

##### Prior to lesson:

- cut and paste or write 'What is a serve of vegetables?' onto whiteboard. Alternatively this can be printed and hardcopies provided to students.

### Duration | 2 x 40 minutes

Ensure concluding lesson is timed for just prior to lunch.

### Assessment

- For:** Student contribution to group tasks.
- As:** Student develops appropriate methods to collect information and analyse the data.
- Of:** Quality of student analysis and recipe development task.

### Differentiation

- Extend:** Students record and analyse vegetable intake of meals from a whole day.
- Simplify:** Students complete the task with assistance. Pair students according to ability. Students complete an earlier stage activity.

### School/Home Link

Students work with parents or carers to shop for and prepare their designed lunch. Photos of the lunches can be displayed in the school newsletter or on the school website.



# TEACHERS NOTES

Vegetables  
are  
Funky!

## Vegetable Science

### Stage 1

**Suggested experimental procedure:**

**What would we need (e.g. equipment)?**

- 4 x vegetable seedlings – 1 as the control seedling, 1 to be the no water seedling, 1 to be the no sun seedling, 1 to be the no fertiliser seedling
- Water
- Fertiliser
- Sunlight (e.g. a sunny spot)

**What would we do (method)?**

1. Label pots, e.g. control, no sun, no water, no fertiliser.
2. Provide seedlings with their basic needs. Give control all 3 basic needs. Give the other 3 seedlings only 2 of the basic needs (according to their label).
3. Keep caring for seedling over time (e.g. a month). Give the basic needs according to the label.
4. Observe the changes in your seedling over time (e.g. a month). You could do this by measuring, taking photos or writing down the changes you observe.

## Vegetable Yum

### Stage 3

**What is a serve of vegetables?**

**1 serve of vegetables =**

- ½ cup of cooked green or orange vegetables (for example broccoli, spinach, carrots or pumpkin) OR
- ½ cup cooked, dried or canned beans, peas or lentils OR
- ½ cup of sweetcorn OR
- ½ medium potato or other starchy vegetables (for example sweet potato, taro or cassava) OR
- 1 medium tomato OR
- 1 cup of green leafy or raw salad vegetables

Adapted from National Health and Medical Research Council (2013).  
*Educator Guide*. Canberra: National Health and Medical Research Council.

