

# Classroom activities

## Early Stage 1 / Lesson two



### Learning Outcomes

A student:

- **PHE1.12** Displays positive health practices.
- **MAe-4NA** Counts to 30, and orders, reads and represents numbers in the range 0 to 20.



### Resources and Preparation

#### Resources

- Optional – access to interactive whiteboard.
- Optional – interactive whiteboard materials – Fruit & Veg Power via [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)
- Worksheet 3 – Eat fruit and veg at every meal and snack.
- Pencils for writing and colouring.
- Workbooks.
- Glue sticks.

#### Preparation

##### Prior to lesson:

- optional – access interactive materials ready for use.
- place WS 3 up on the whiteboard or print out an A3 copy for modelling the task.
- photocopy WS 3 – 1 per student.

**Duration | 35 minutes**

## How Much Fruit & Veg?

Students learn about how often to eat fruit and vegetables.

### Introduction (10 mins)

- Review knowledge from lesson one by asking students to name some fruit and vegetables and the reasons to eat them. Optional – the digital book from lesson one can be re-read to assist with the task.
- Advise students that they will be learning about how often to eat fruit and vegetables.

### Activity (20 mins)

1. Ask the students: how often should we eat fruit and vegetables to get enough fruit and veg power? Brainstorm with students.
2. Write the statement 'Eat fruit and vegetables at every meal and snack' up on the whiteboard.
3. Advise students that they will be looking at some meals and snacks to check for fruit and vegetables.
4. Provide each student with a copy of WS 3.
5. Model the task using the breakfast meal in WS 3.
6. Students complete WS 3 and glue into their workbooks.



### Conclusion (5 mins)

Class discussion on the findings of the worksheet. Students discuss what they can do to ensure they eat fruit and vegetables at each meal and snack.

### Assessment

- For:** Student contribution to group discussions and activities.
- As:** Student identifies the fruit and vegetables in the worksheet. Student understands worksheet text. Student counts the fruit and vegetables.
- Of:** Student accurately completes worksheet tasks.

### Differentiation

- Extend:** Students create their own meal plan 'menu' that includes fruits and vegetables for each occasion.
- Simplify:** Students complete worksheet tasks with assistance. Students undertake task in mixed ability pairs or groups.

### School/Home Link


Students draw a picture of a meal or snack at home and circle the fruit and vegetables.



Eat fruit and vegetables at every meal and snack

This is what Suzie ate today. Circle all the fruit and vegetables you see. Count them up.

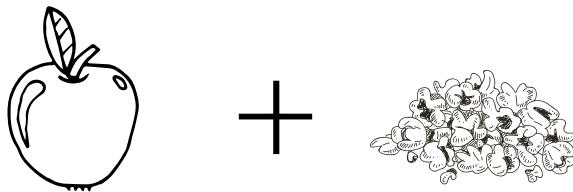
Breakfast



The breakfast section shows three items arranged horizontally, separated by plus signs. On the left is a bowl of cereal with two pieces of cereal. In the middle is a carton of milk with the word 'MILK' on it. On the right is a banana.

cereal                      milk                      banana

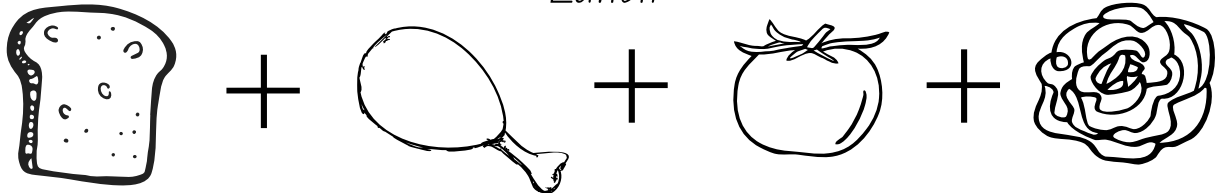
Morning tea



The morning tea section shows two items arranged horizontally, separated by a plus sign. On the left is an apple with a stem and leaf. On the right is a pile of popcorn.

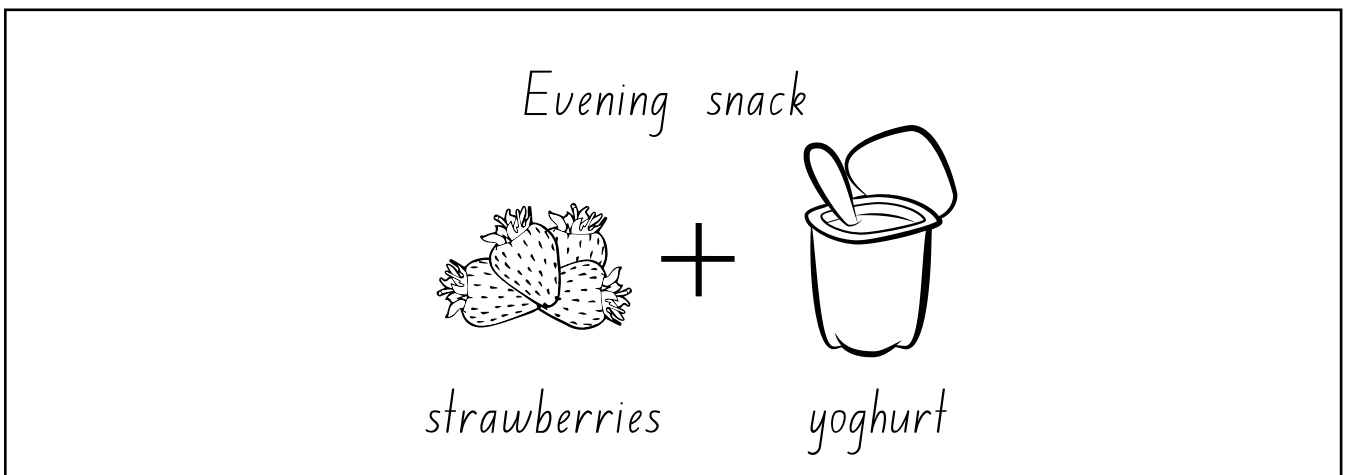
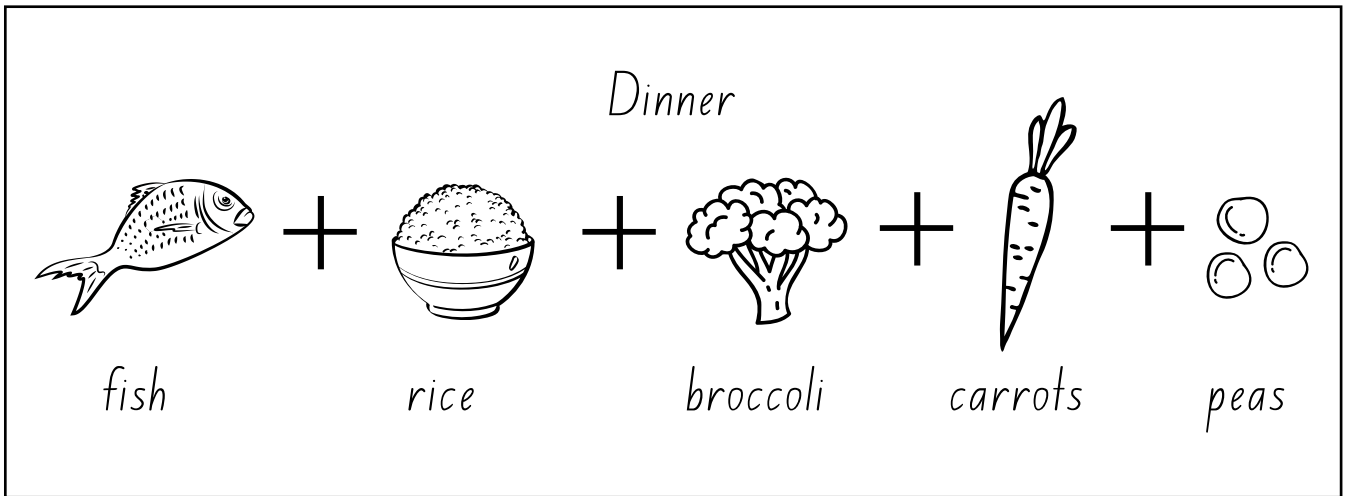
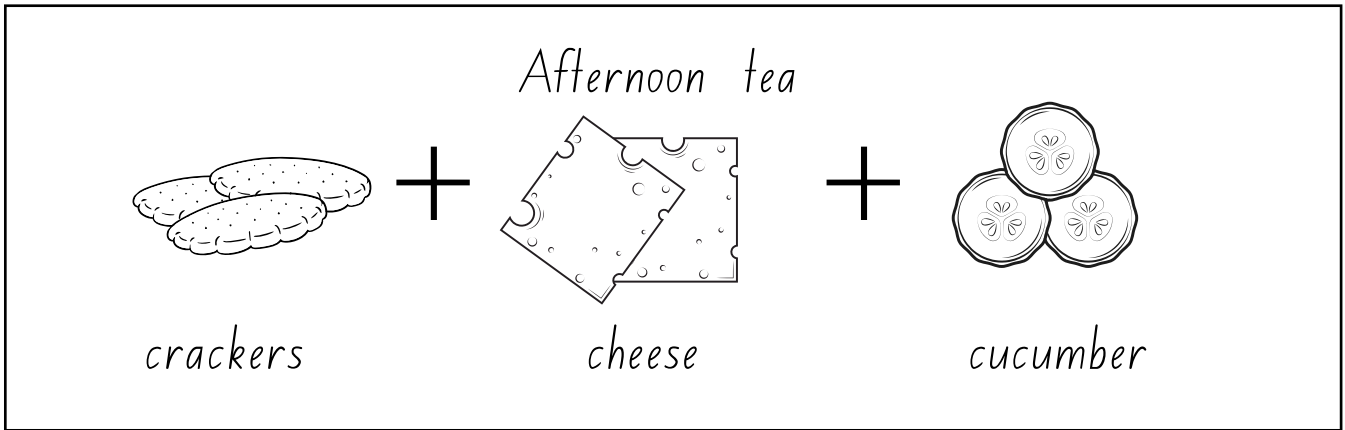
apple                      popcorn

Lunch



The lunch section shows four items arranged horizontally, separated by plus signs. From left to right: a slice of bread, a chicken drumstick, a tomato, and a head of lettuce.

bread                      chicken                      tomato                      lettuce



Did Suzie eat fruit or vegetables at every meal and snack? \_\_\_\_\_

How many fruits and vegetables did Suzie eat? \_\_\_\_\_