

# Classroom activities

## Stage 2 / Lesson one



### Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **MA2-18SP** Selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs.



### Resources and Preparation

#### Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Fruit & Veg Power via [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)
- Worksheet 7 – Fruit and vegetable record sheet.
- Optional – workbooks.

#### Preparation

##### Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 7 – 1 per student.

#### Duration

**35 minutes** (first lesson)

**30 minutes** (second lesson)

## Fruit & Veg Power

Students learn about why it is important to eat fruit and plenty of vegetables and how to achieve this.

### Introduction (5 mins)

- Ask students to name some fruit and vegetables. Brainstorm to create a list. Discuss ones they eat/grow/have in their lunchbox (IWB).
- Advise students that they will be undertaking an activity to learn about why it is important to eat fruit and vegetables and how to make sure we are eating enough.

### Activity

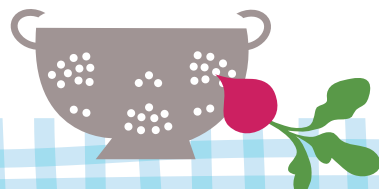
#### First lesson (30 mins)

1. Show students the Australian Guide to Healthy Eating (AGTHE) image (IWB). Click on the image to access the full AGTHE image. Draw attention to the relative sizes of the vegetable and fruit sections of the image. Ask students what they think the AGTHE image means to them in relation to their body's need for fruit and vegetables.
2. Click and drag the food groups to place them in the correct sections of the AGTHE (IWB).
3. Click on the 'Fruit and Veg Team' to find out why fruit and vegetables are so powerful (IWB).  
*Note: the reference to fruit and vegetables helping your tummy feel good refers to fibre and its positive effect on bowel movements.*
4. Ask students if they think they eat enough fruit and vegetables? Do they get enough fruit and vegetable power?
5. Advise students that a simple way of working out if they get enough is if there are fruit and vegetables at each meal and snack. Show images of what this might look like (IWB).
6. Advise students that they will be assessing whether they eat fruit and vegetables at each meal and snack. Provide a copy of WS 7 to each student and model how to use it (IWB).
7. Students complete record over one day and bring results into class.

#### Second lesson (20 mins)

8. Students pair up to compare their worksheets and findings. Pairs can be then further paired (i.e. a group of 4 students) for further discussion.
9. Class activity to tally results and convert into a graph (IWB).  
*Note: export graph as a PDF to save or print before changing screens or work will be lost.*

*Fruit & Veg Power activity continued >*



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#### Resources

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### Duration

**35 minutes** (first lesson)

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### Conclusion (10 mins)

Students 'pledge to eat more fruit and veg' by developing a specific goal to achieve this, e.g. I will eat vegetables at morning tea or I will eat fruit with my breakfast. This can be modelled using the IWB. Students then write their goal statement on WS 7, cut it off and either glue it into workbooks or place it in a class display. Alternatively, a class based goal can be developed, e.g. we will have Crunch&Sip every day this week.

Class can reanalyse their intake at set time periods over the month and a new class graph generated each time. Data could be used to answer multiple questions such as: how many students ate fruit and vegetables at every meal and snack? How many times over the day did students eat fruit? How many times over the day did students eat vegetables?

**Note:** the Fruit & Veg Month class poster and reward stickers can be used to tally student progress with their goal on a weekly basis. The Crunch&Sip class poster and stickers can also be used - see [www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx](http://www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx) under Classroom Resources.

However, ensure that no student is stigmatised for their fruit and vegetable intake.

### Assessment

- For:** Student contribution to group discussions and activities.
- As:** Student identifies some fruit and vegetables. Student identifies the reasons for eating fruit and vegetables. Student identifies ways to increase their intake of fruit and vegetables.
- Of:** Student collects data correctly. Student develops suitable goal statement.

### Differentiation

- Extend:** Students record their fruit and vegetable intake for more than one day and then graphs their individual results to show if their intake varies from day to day. Students develop their own recording sheet.
- Simplify:** Students record their fruit and vegetable intake in a limited number of meals or snacks, e.g. just at lunch or dinner. Students undertake task with assistance. Students complete a lower stage activity.

### School/Home Link

Class results are published in the school newsletter with a reminder of how families can get involved in the Get Loud for Fruit & Veg activities happening over Fruit & Veg Month. Students inform families of their individual or class goal.



Student name: \_\_\_\_\_

	Did you eat any fruit? Yes or no...	Which fruits? Name them.	Did you eat any vegetables? Yes or no...	Which vegetables? Name them.
Breakfast				
Morning tea				
Lunch				
Afternoon tea				
Dinner				
Supper/ dessert				



Student name: \_\_\_\_\_

**I pledge to eat more fruit and veg!**

I will: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_