

# Classroom activities

## Stage 2 / Lesson two



### Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **PSS2.5** Uses a range of problem-solving strategies.
- **INS2.3** Makes positive contributions in group activities.
- **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

- A selection of menus from food businesses – school canteens, local cafes and restaurants – 1 per student pairing.
- Highlighters – a green and an orange, yellow or pink – 1 set per student pairing.
- Workbooks.
- Pencils for writing.

#### Preparation

**2–3 weeks prior to lesson:**

- source menus.

#### Duration

**40 minutes (first lesson)**

**30 minutes (second lesson)**

## How Much Fruit & Veg?

Students review a food business menu for fruit and vegetable based items and identify potential improvements.

### Introduction (10 mins)

- Revise knowledge from lesson one by asking students to suggest reasons to eat fruit and vegetables.
- Ask students if they remember how often they need to eat fruit and vegetables to ensure they are getting enough? Include at each meal and snack. Ask students to reflect on their eating habits. Do they do this? What about when they eat food from a food business (e.g. canteen, cafe or restaurant)? Do they eat fruit and vegetables in these meals and snacks?
- Advise students that they will be undertaking an activity to look at the menus of food businesses. They will be assessing the menus for the number of menu items that include fruit and vegetables.

### Activity

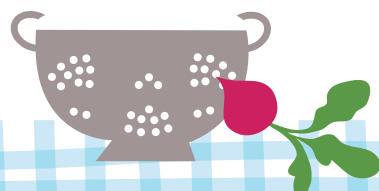
#### First lesson (30 mins)

1. Students are divided into pairs. Provide each pair with a menu to review and a set of coloured highlighters (a green and an orange, yellow or pink).
2. Students determine which menu items contain fruit or vegetables and highlight them in green. Students highlight the other items as orange, yellow or pink. Unknown items can be left uncoloured.
3. Students count the number of menu items that contain fruit and vegetables and the number of menu items that do not. Students develop a table to display their data and write a statement to explain their findings.
4. Discuss as a class: were they surprised at the results? How do the results relate to what they have learnt about how often we need to include fruit and veg (e.g. at each meal and snack)?

#### Second lesson (20 mins)

5. Review the findings from the previous lesson.
6. As a class, brainstorm some ways that canteens, cafes and restaurants could increase the amount of fruit and vegetables on offer. Consideration could also be given to how these food businesses might market their fruit and vegetable menu items to encourage customers to purchase them.
7. Working in their pairs, students write a plan for how the menu they reviewed might be improved to provide more fruit and vegetables and how they might encourage customers to purchase them.

*How Much Fruit & Veg activity continued >*



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### Conclusion (10 mins)

Selected students present their work to the class.

### Assessment

- For:** Student contribution to group discussions.
- As:** Student identifies fruit and vegetables in menu items. Student works collaboratively in the pairing.
- Of:** Quality of student work.

### Differentiation

- Extend:** Students work individually in the menu assessment task.
- Simplify:** Students placed in mixed ability pairings or small groups to complete task. Students undertake task with assistance. Students complete a lower stage activity.

### School/Home Link

An outline of the activity is published in the school newsletter or in the local media. Write a joint class article to share their findings.

