

# Classroom activities

## Stage 2 | Lesson two



### Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity.
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces.
- **EN2-4A** Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.
- **EN2-10C** Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.



### Resources and Preparation

#### Resources

- Worksheet 14 – The superhero files.
- Research materials such as books on fruit and vegetables, internet enabled computers or tablets, or print outs from reputable websites. A suggested list of materials can be accessed via [www.fruitandvegmonth.com.au](http://www.fruitandvegmonth.com.au)
- Pens/pencils for writing.

#### Preparation

##### Prior to lesson:

- print out WS 14 – 1 per student.

##### 1-2 days prior to lesson:

- organise research materials.

**Duration | 65 minutes**

## Fruit & Veg Superpowers

Students will learn about fruit and vegetable superpowers by researching the health benefits of one fruit or vegetable. This will be achieved through completing a superhero application form for their chosen fruit or vegetable.

### Introduction (5 mins)

- Remind students that fruit and vegetables are food superheroes. Can they recall some of the fruit and vegetable superpowers demonstrated in the card games from lesson one?
- Advise students that they will learning about some very special superpowers of fruit and vegetables – superpowers that help us feel good. They will be completing a superhero review application on behalf of their chosen fruit or vegetable.

### Activity (50 mins)

1. Provide students with a copy of WS 14 and research materials.
2. Students complete WS 14.
3. Students present their research to the class. Class can vote on whether each application should be accepted into The Superhero Institute.



### Conclusion (10 mins)

Class develops a display for the school of their newly inducted superheroes using an image and their official name.

### Assessment

- For:** Student contribution to group discussions.  
**As:** Student can identify health benefits of fruit and vegetables.  
**Of:** Student worksheet task.

### Differentiation

- Extend:** Students undertake more than one worksheet task.  
**Simplify:** Students work in pairs or small groups. Students undertake the task with assistance. Students complete the S1 activity.

### School/Home Link

Class display is published in the school newsletter, via the school app, website or social media.

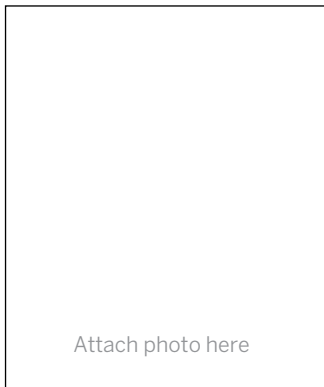




### **The Superhero Institute needs your help.**

All superheroes must undergo a superhero review before being accepted into The Superhero Institute. Currently we are accepting applications from all fruits and vegetables. But there are too many of them and we can't keep up! Please help us by completing this form on behalf of your favourite fruit or vegetable.

#### **The Superhero Institute Review Form - fruit and vegetables**



Superhero name: \_\_\_\_\_

Health superpower: \_\_\_\_\_

\_\_\_\_\_

Why this superpower is important: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why do you think this fruit or vegetable should be officially named a superhero?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Office use only:**

**Application accepted - yes/no**

*Please note: this form is to only be used for fruit and vegetable superhero applications.  
Contact the Superhero Institute helpline if you require a form for a different type of superhero.*