



Learning Outcomes

- **PD1-6** Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity
- **PD1-7** Explores actions that help make home and school healthy, safe and physically active spaces
- **MA1-7NA** Represents and models halves, quarters and eighths
- **EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations



Resources and Preparation

Resources

- Worksheet 11 – Happy me, happy planet plate
- Pencils for writing, drawing and colouring
- Worksheet 12 – Parent note

Preparation

Prior to lesson:

- photocopy WS 11 – 1 per student
- photocopy WS 12 – 1 per 2 students.
Or send note to parents via school app or email

A planet fruit & veg celebration!

Help the planet by...eating more fruit and vegetables

Students create a *happy me, happy planet plate* to celebrate that eating more fruit and vegetables is both good for our bodies and good for the planet.

Introduction (5 mins)

Discuss what students have learnt about fruit and vegetables and the health of the planet: how to grow your own quick-growing crops; why it's important to buy and eat irregular shaped fruit and vegetables; including more fruit and vegetables is good for us and the planet.

Advise students that they will be creating a *happy me, happy planet plate* which they will then recreate and eat at home.

Activity (20 mins)

1. Ask students to name their favourite homemade meals. Write answers up on the board.
2. Discuss which meals have fruit and vegetables in them. Do fruit or vegetables make up at least half the plate/meal? Students to consider: What could you change to increase the fruit or vegetables in your meal?
3. Provide each student with a copy of WS 11.
4. Students pair up to discuss what meal they would draw and how they would make sure the plate contained at least half fruit or vegetables.
5. Students complete step 1 of WS 11.

Conclusion

Students take WS 11 and WS 12 home. Students assist parents/carers to complete step 2 of WS 12. Students digitally share the photo with the teacher. A slideshow of the meals is shown to the class.

Assessment

- For:** Student contribution to class discussion around which meals contain fruit and vegetables. Student contribution to paired task.
- As:** Student identifies fruit and vegetables.
- Of:** Student worksheet task and photo. Student identifies how to add fruit and vegetables to a meal.

Differentiation

- Extend:** Students write out a shopping list for their meal and/or procedure for how to prepare it.
- Simplify:** Students undertake the Early Stage 1 lesson four task.

School/Home Link

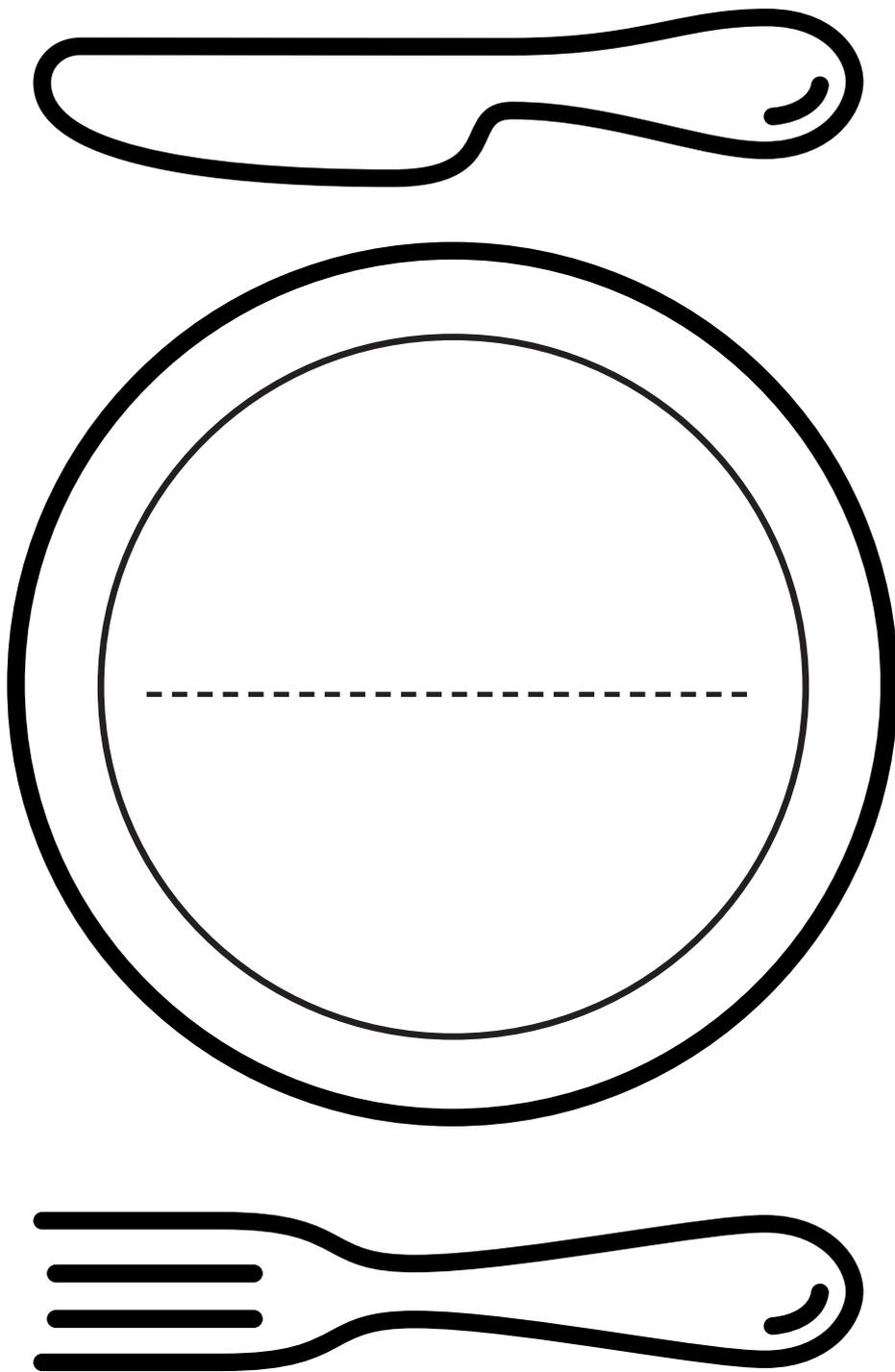
Students prepare the meal at home with the help of parents/carers.

Duration | 30 minutes



What foods are good for the planet and for your body? Fr__t and v_g_t_bls!

Step 1. Draw a picture of your favourite meal. Make sure half the plate is fruit or vegetables.



Step 2. Make this meal at home. Take a photo of your plate and then enjoy your meal.



Dear parents/carers

As part of this year's Fruit & Veg Month, we are encouraging students to think about how they can include more fruit and vegetables in meals and snacks.

Your child has drawn a picture of one of their favourite family meals with lots of fruit or vegetables.

Please help your child to complete the task by allowing them to assist you in making this meal or snack. Take a photo of the completed dish and share it with me by

_____ (day/date)



Thank you for helping us celebrate Planet Fruit & Veg!

Class teacher



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