



Learning Outcomes

- **PDe-6** Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity
- **PDe-7** Identifies actions that promote health, safety, wellbeing and physically active spaces
- **MAe-4NA** Counts to 30, and orders, reads and represents numbers in the range 0 to 20



Resources and Preparation

Resources

- A variety of fruit and vegetables, whole and sectioned, for display
- Worksheet 4 – Fruit and vegetable tally
- Worksheet 5 – Fruit and vegetable chart
- Optional - Worksheet 6 – Parent note
- Worksheet 3 – Teacher's notes
- Pencils for writing
- Pencils, crayons or marker pens for colouring – in green, yellow/orange, red, blue/purple and white/brown colours

Preparation

1 week prior to lesson:

- optional - photocopy WS 6 – 1 per 2 students. Or send a digital note to parents/carers

1 day prior to lesson:

- organise fruit and vegetables for display

Prior to lesson:

- print out WS 4 in colour or black and white depending on resources – 1 per student
- print out WS 5 – 1 A3-sized copy

Fruit & veg research

Students undertake a simple review of the fruit and vegetable content of their lunchboxes.

Introduction (10 mins)

Class discussion to recall the information learnt in the previous lesson and the importance of fruit and vegetables. Use the display of fruit and vegetables, and the KWL chart, to assist in this task. Teacher adds to the KWL chart as needed. Ask students if they think there will be fruit and/or vegetables in their lunchboxes or canteen items.

Activity (15 mins)

1. Ask students to gather with their lunchboxes.
2. Provide each student with a copy of WS 4.
3. Ask students to count how many different fruit and vegetable items are in their lunchbox and write/draw this on WS 4.
4. Ask students to identify the colour families of the fruit and vegetables in their lunchbox.
5. Ask students to count how many green fruit and vegetable items are in their lunchbox and record this on WS 4. Repeat for all the colour families.

Conclusion (15 mins)

Class discussion on which colours were in their lunchboxes. Teacher displays WS 5 and students come up and colour in the results from their WS 4 onto the chart. Class discussion on which colours were the most popular across the class. Teacher can model writing sentences to describe the data collected in the class graph, e.g. *The most popular colour of fruit and vegetables in our class was green. Students eat their Crunch&Sip®, recess or lunch if appropriate.*

Optional: to ensure that students do have a wide range of fruit and vegetables to count, WS 6 could be sent home to parents/carers in advance.

Assessment

- For:** Student identifies fruit and vegetables and their colour families. Student counts lunchbox items and identifies colour families.
- As:** Student identifies fruit and vegetables and their colours. Student counts and represents the number of fruit and vegetables.
- Of:** Student contribution to class discussion on fruit and vegetables. Student worksheet tasks.

Differentiation

- Extend:** Students complete their own chart on an A4-sized copy of WS 5. Students can write a sentence about their data, e.g. *I had 9 fruit and vegetables in my lunchbox. I had more green than red items.*
- Simplify:** Students work in pairs. Teacher undertakes the task as a class with a display lunchbox.

School/Home Link

Students take their completed WS 4 home to show their families. A blank copy of WS 4 can be provided so that students can complete it with their family at an evening meal.

Duration | 40 minutes

Note: time this lesson for early in the day prior to the fruit, vegetable and water break (i.e. Crunch&Sip®) and recess/lunch.

How many fruit and vegetables are in your lunchbox?

Count each fruit or vegetable.

Write the number here _____.

How many fruit and vegetable colours are in your lunchbox?

Count how many **green** fruit or vegetables are in your lunchbox.

Write the number here _____.

Count how many **yellow** or **orange** fruit or vegetables are in your lunchbox. Write the number here _____.

Count how many **red** fruit or vegetables are in your lunchbox.

Write the number here _____.

Count how many **blue** or **purple** fruit or vegetables are in your lunchbox. Write the number here _____.

Count how many white or **brown** fruit or vegetables are in your lunchbox. Write the number here _____.

How many fruit and vegetables are in your lunchbox?

Count each fruit or vegetable.

Write the number here _____.

How many fruit and vegetable colours are in your lunchbox?

Count how many **green** fruit or vegetables are in your lunchbox. Write the number here _____.

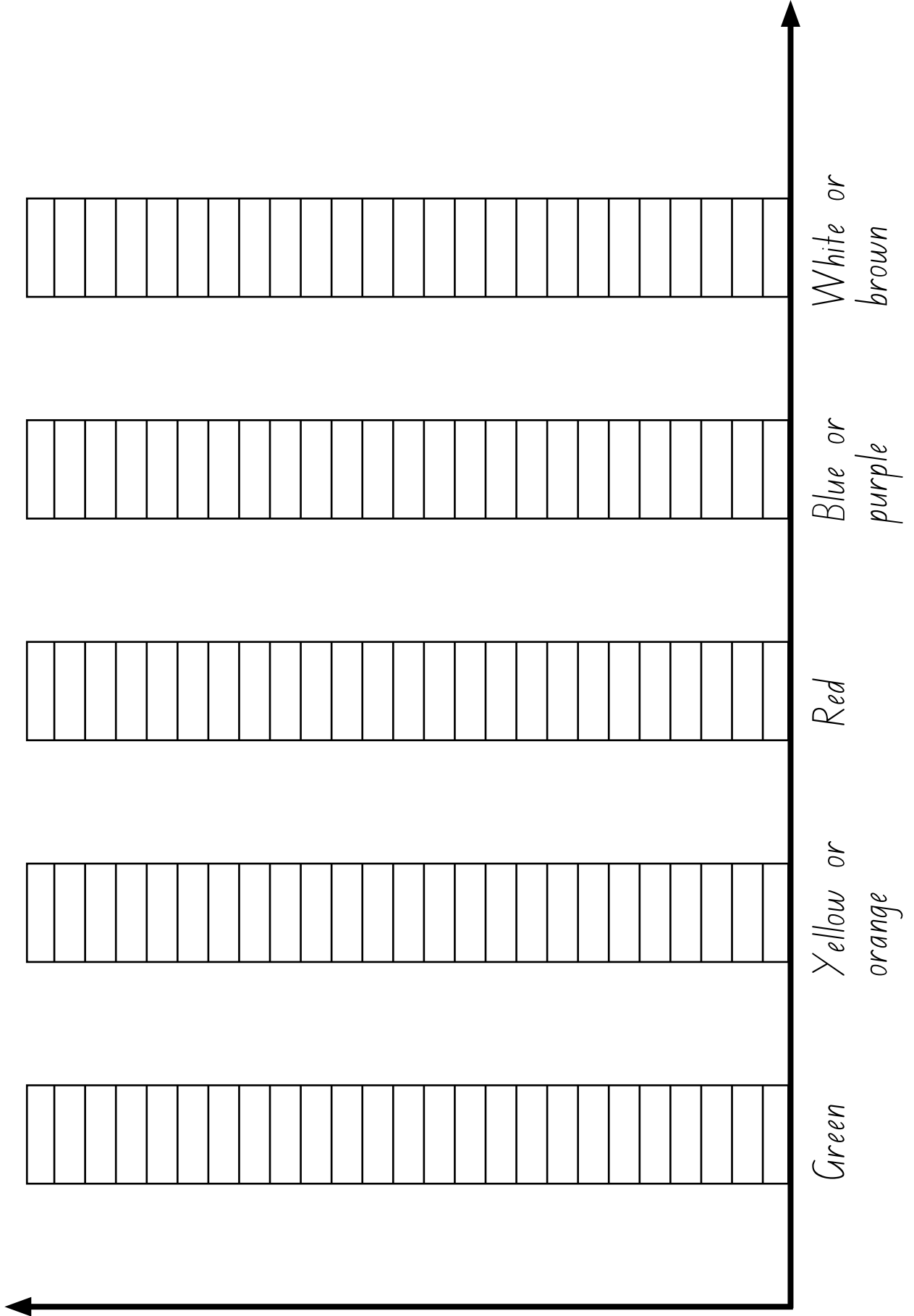
Count how many **yellow** or **orange** fruit or vegetables are in your lunchbox. Write the number here _____.

Count how many **red** fruit or vegetables are in your lunchbox. Write the number here _____.

Count how many **blue** or **purple** fruit or vegetables are in your lunchbox. Write the number here _____.

Count how many **white** or **brown** fruit or vegetables are in your lunchbox. Write the number here _____.

Which fruit and vegetable colour was the most popular in our class?



Worksheet 6 | Parent note



Dear parents/carers,

As part of this year's Fruit & Veg Month, your child/ren will be counting and classifying fruit and vegetables in their lunchbox.

To help with this task, please include a number of different fruit and vegetables in your child/ren's lunchbox and/or canteen order on _____ (day/date).

Thank you for helping us teach your child/ren about how amazing fruit and vegetables are!

Class teacher



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As part of this year's Fruit & Veg Month, your child/ren will be counting and classifying fruit and vegetables in their lunchbox.

To help with this task, please include a number of different fruit and vegetables in your child/ren's lunchbox and/or canteen order on _____ (day/date).

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Class teacher

Teachers Notes

This page provides information to assist you in helping your students identify the different colours and types of fruit and vegetables.

Please note that there are many more fruits and vegetables that are not included here. So do not limit yourself to this list alone! You may even wish to create your own version of this document with examples from your class. If you do, then you can find a word document version of this resource on the Fruit & Veg Month 2021 Resources webpage (healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/)

Colour families

Red

tomato, red capsicum, red cabbage, red onion, beetroot, red apple, strawberry, watermelon, red grape, raspberry, cherry

Orange/yellow

sweet potato, carrot, pumpkin, sweet corn, yellow tomato, yellow capsicum, mango, orange, pineapple, apricot, nectarine, rockmelon

Green

broccoli, lettuce, spinach, avocado, zucchini, cucumber, pea, sugar snap pea, green apple, honeydew melon, green grape, kiwifruit

Blue/purple

eggplant, purple carrot, purple asparagus, fig, purple grape, plum, blueberry, blackberry

White/brown

cauliflower, potato, parsnip, mushroom, brown pear, white nectarine, white peach, date

Types of fruit

Pome

apple, pear, quince

Citrus

orange, grapefruit, mandarin, lime, lemon

Stone fruit

nectarine, apricot, peach, plum, cherry

Tropical and exotic

banana, mango, pineapple, guava, star fruit, dragon fruit

Berries

strawberry, raspberry, blueberry, kiwifruit and passionfruit

Melons

watermelon, rockmelon, honeydew melon

Types of vegetables

Root vegetables

(we eat the root)

carrot, parsnip, beetroot

Fruit-type vegetable

(has seeds inside)

tomato, capsicum, eggplant, avocado

Bulb vegetables

(has layers)

onion, leek, garlic

Tuber vegetables

(a lump that grows underground on the root or stem)

potato, sweet potato, yam

Flower vegetables

(we eat the flower heads)

broccoli, cauliflower, broccolini

Leafy vegetables

(we eat the leaves)

spinach, lettuce, kale, Chinese cabbage

Seed or pod vegetables

(we eat the seeds or pods)

peas, snow peas, sweet corn

Fungi

edible mushrooms and fungi