



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
- **ENe-9B** Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts



Resources and Preparation

Resources

- A variety of fruit and vegetables, whole and sectioned, for display and consumption
- Paper towels or wipes for cleaning up after eating
- Worksheet 7 – Fruit and vegetable words
- Student English workbooks
- Pencils for writing and colouring
- Permission slip for tasting activities (a modifiable one is available at healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/)

Preparation

2-3 weeks prior to lesson:

- send permission form home
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy

1 day prior to lesson:

- organise fruit and vegetables

Prior to lesson:

- print out WS 7 – 1 per student
- prepare fruit and vegetables for display and tastings

Fruit & veg fun

Please note: If restrictions do not allow for shared food, students could choose which fruit and vegetable they wish to sample and bring it in from home.

Students taste a fruit or vegetable and explore descriptive words to explain the taste, texture, appearance and how it makes them feel. Students add to a vocabulary display of the fruit or vegetable.

Introduction (5 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.

Activity (20 mins)

1. Students wash hands and then choose a fruit or vegetable from the selection on offer.
2. Students undertake an initial taste of the fruit or vegetable. If a student declines to taste they can use their other senses to explore the item.
3. Class discusses words that can be used to describe the taste, texture, appearance and how they feel after eating the food. Record these words onto the board / butchers paper so students can refer back to them.
4. Provide students with a copy of WS 7.
5. Students retaste their food.
6. Students copy 2-3 words from the 'word wall' that mirrors their tasting experience into the centre of the star (WS 7).

Conclusion (15 mins)

Students write a sentence or paragraph in their workbooks about the fruit or vegetable they tasted. In their efforts, they refer to WS 7 and try to use the descriptive words they wrote down. Students stick their copy of WS 7 up for a class display. If time allows, students could colour in the fruit and vegetables on WS 7 before it goes up for display.

Assessment

- For:** Student identifies words to describe their experience when eating fruit and vegetables. Student writes a sentence that describes their fruit and vegetable eating experience.
- As:** Student identifies fruit and vegetables. Student identifies words that echo their eating experience. Student writes descriptive words. Student constructs a sentence that describes their eating experience.
- Of:** Student contribution to class discussion on fruit and vegetables. Student worksheet and workbook tasks.

Differentiation

Extend: Students write a paragraph about their eating experience. Students can write descriptive clues about their favourite fruit or vegetable for a classmate to guess, e.g. *My fruit is small. It is red. It is sweet. It has black seeds.*

Simplify: Students assisted with scribing tasks.

School/Home Link

A copy of student workbook task is sent home so parents/carers can discuss the experience with the student.

Duration | 40 minutes

Worksheet 7 | Fruit and vegetable words

