Learning Outcomes

- **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 objects
- **STe-3LW-ST** Explores the characteristics, needs and uses of living things

Resources and Preparation

Resources

Video (V)

- Video 1 - How do plants grow?

Worksheets (WS) and Powerpoints (PTT)

- Powerpoint 4 - How do fruits and vegetables grow?
- Teacher Information Document (TID)

Materials

- Student's Crunch & Sip fruit and veg
- Classroom Poster
- Blank paper or interactive whiteboard
- Blank A4 page (1 per student)
- (Colouring) pencils

Preparation

Prior to lesson:

- This lesson could be done during or immediately before Crunch & Sip

The science behind growing fruit and vegies

Students explore how fruits and vegetables grow. They discuss the fruits and vegetables they have brought in for Crunch & Sip and, as a group, pick the most popular one to be used for the classoom poster. They investigate their poster fruit/vegetable in more detail.

Introduction (5 mins)

Brainstorm with the students: what are fruits and vegetables and where do they come from? How do they grow and what do they need?

Record onto blank display posters or interactive whiteboard.

Activity (30 mins)

1. Ask the students to get their Crunch & Sip fruit or veg. Students can share with the class what they have brought and where they got it.
2. Together with the students, count the fruits and vegetables and determine which is most, and least, popular. How many fruits and how many vegetables are there? Tally the different sums on the board.
3. Students place their fruit or vegetable on a blank piece of paper and trace with a pencil (and colour if there is time). After eating the fruit or vegetable, they can go around the class and see if they can find any other tracings similar to theirs.
4. Explain the classroom poster to the students and with the class, decide which fruit or vegetable will be used for the poster.
5. Investigate the identified fruit/veg from the poster together with the class
6. Complete week 1 on the classroom poster. For more background on growing fruit and vegetables, the class can watch Video 1 or use PPT4.

Conclusion (5 mins)

Ask the students if they have had an experience with growing their own fruits or vegetables. Do they have any tips for how to grow the best fruit/vegetable? And/or ask the class how they would go about starting their own veggie patch, what they would grow and how they would grow the fruit/vegetable.

Assessment

For:	Students identified where their fruit and vegetables come from
As:	Students list what a plant needs to grow
Of:	Students apply their knowledge to other types of plants

Differentiation

Extend:	Take the students to the school garden and explore the fruits and vegetables growing there. If no school garden, students could examine photographs of a garden. Students can extend the maths: see TID.
Simplify:	To simplify, watch the video and discuss with the students.

School/Home Link

- Students can use what they learned to explore fruits and vegetables in their own environment, together with their parents/caretakers.

Duration | 40 minutes

CLASSROOM ACTIVITIES

EARLY STAGE ONE LESSON TWO

The farm to fork process

Students learn about the journey of fruits and vegetables, as they travel from 'farm to fork'. They discuss the process of harvest, transport and storage of different fruits and vegetables. They do a sorting task, where they put the 'farm to fork' steps of carrots into the right order.

Learning Outcomes

- **MAE-2DS-01** sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles
- **ENE-UARL-01** understands and responds to literature read to them
- **MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity
- **Ste-1WS-S** observes, questions and collects data to communicate ideas

Resources and Preparation

Resources

Video (V)

- Video 2 - How did that get in my lunchbox?

Worksheets (WS) and Powerpoints (PTT)

- Worksheet 1 - Energy from Fruit & Veg
- Teacher Information Document (TID)

Materials

- 1 printed WS1 per student
- Classroom Poster
- Scissors
- Glue
- Drawing materials
- Workbooks
- (Optional) "How did that get in my lunchbox" book

Preparation

Prior to lesson:

- Print 1 WS1 per student

Introduction (5 mins)

Ask the class if they remember where and how their fruits and vegetables grow and review the previous lesson together. Now ask the students if they ever thought about how their fruit or vegetables get from where they grow, to the grocery shop and then into their lunchbox. Brainstorm together.

Activity (30 mins)

1. Read the book "How did that get in my lunchbox?", or watch V2 together with the class. Discuss the book and explain anything they didn't understand.
2. Mention your 'classroom poster fruit/veg' and brainstorm with the students about how they think it makes it from 'farm to fork'.
3. Using the Teacher Information Document, discuss and fill out Week 2 on the poster together with the students.
4. Using WS1, students cut out the pictures, colour them in and stick them into their workbooks in the correct order. Students can count how many carrots in total are on the pictures.

Conclusion (10 mins)

Lead a class discussion with the students how and where they store their different fruits and vegetables at home. Why do we keep some food in the fridge? Why do foods go bad?

Assessment

For:	Students recall where/how fruit & veg grows and where they get their fruit and veg from
As:	Students understood the fruit & veg 'farm to fork process' through the information read/watched and discussions in the group
Of:	Students put the images of the 'farm to fork' process in the correct order and successfully tally up the carrots

Differentiation

Extend:	Explore the concepts of 'food safety' further with the students.
Simplify:	Have the students work in groups in step 5, or show the correct order of the steps and ask students to copy.

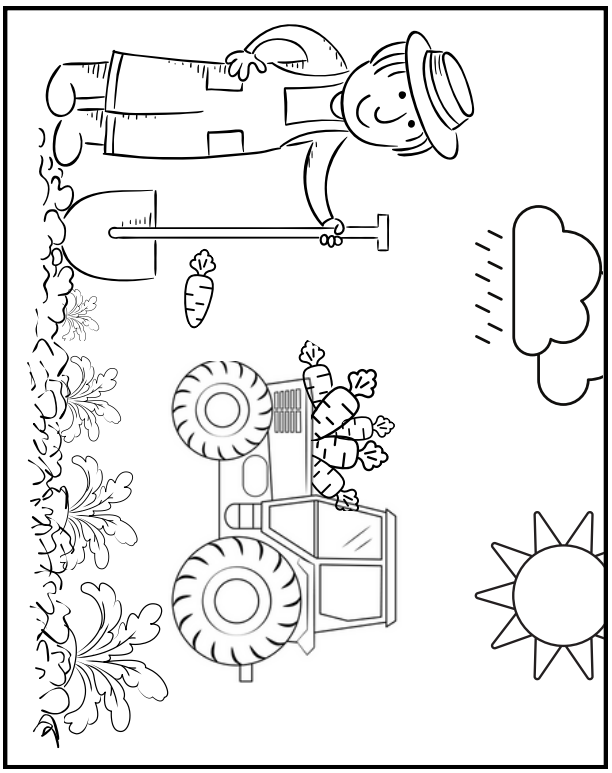
School/Home Link

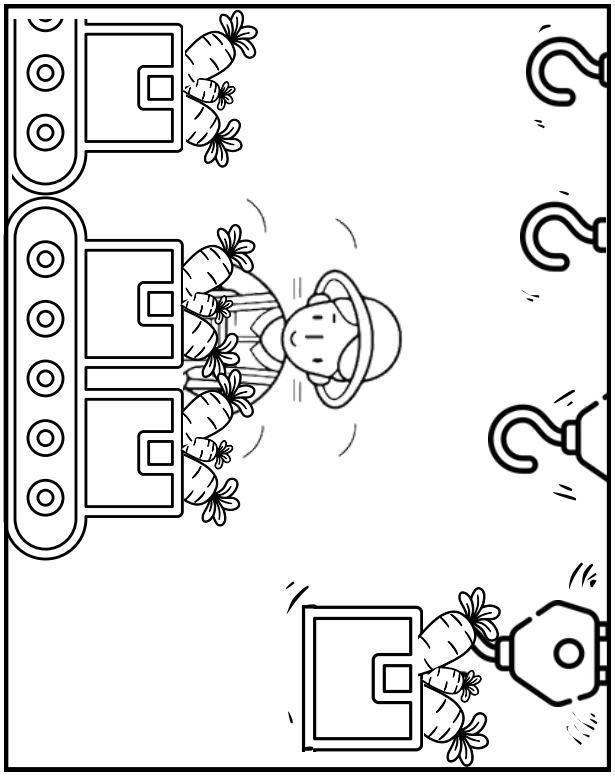
Students can ask their parents/carers where the fruit and vegetables in the house came from, check how far and how it travelled to their 'fork'.

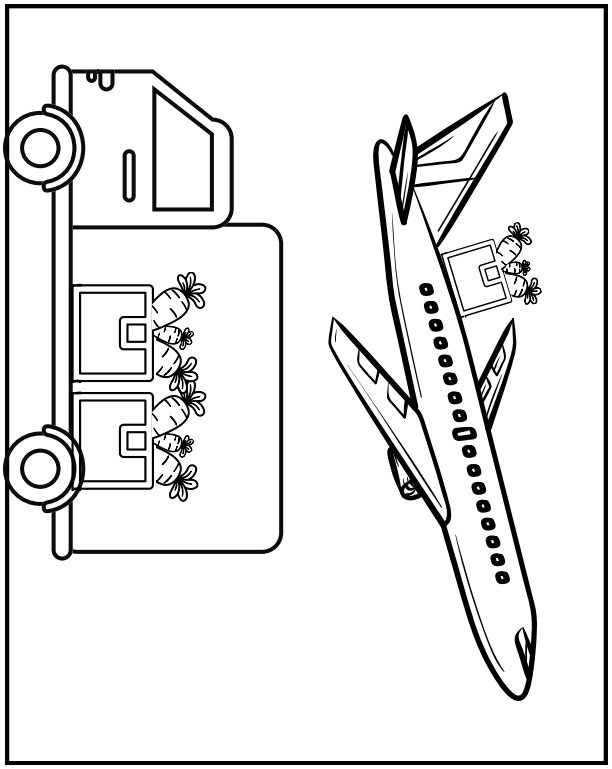
Duration | 45 minutes

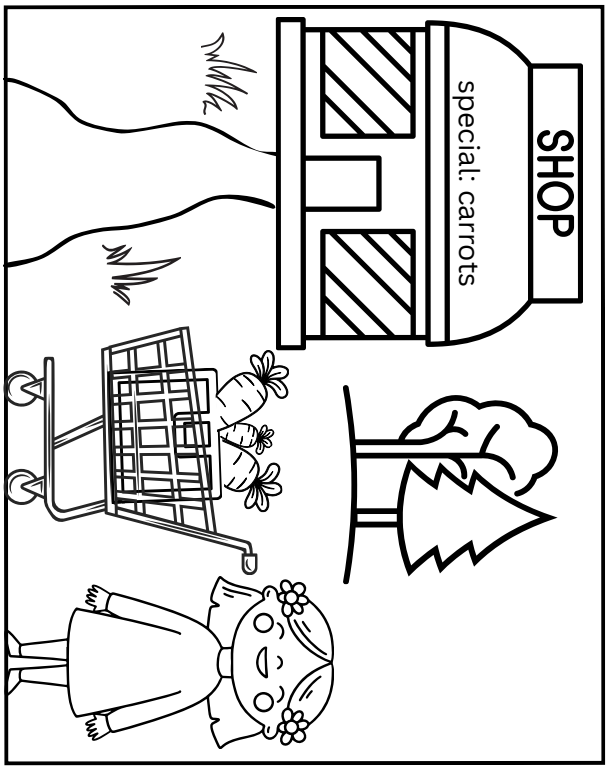
WORKSHEET 1: SORT THE FARM TO FORK PICTURES

ES1 LESSON 2









CLASSROOM ACTIVITIES

EARLY STAGE ONE LESSON Three

What happens in the body?

Students learn about the basics of what happens in your body when you eat fruits and vegetables. The journey of fruit or vegetables through the body is explored and the concept of energy from food, and what you do with it, is touched upon.

Learning Outcomes

- **PDe-6** Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity
- **PDe-1** Identifies who they are and how people grow and change
- **STe-3LW-ST** Explores the characteristics, needs and uses of living things

Resources and Preparation

Resources

Video (V)

- Video 3 - Show younger children why eating their fruit and veg is good
- Video 4 - Fruits & Vegetables Song For Children

Worksheets (WS) and Powerpoints (PTT)

- Worksheet 2 - What happens in the body?
- PPT1 - What happens in the body?
- Teacher Information Document (TID)

Materials

- Smartboard
- Classroom Poster
- Drawing materials

Preparation

Prior to lesson:

- Print 1 WS2 per student

Introduction (10 mins)

Use PPT1 to walk the students through the topic of 'digestion' and discuss the questions on the slides (i.e Why do we need to eat fruits and vegetables? How does our food move through our bodies? What body parts do we use for 'digestion'? What do our bodies get from the food we eat?) On the last slide, discuss the concept of 'energy from food' with the students and together brainstorm what their bodies do with the energy. Option to watch V3 for more in-depth information on some specific nutrients.

Activity (30 mins)

1. Explain the activity on WS2 to the students and ask them to complete it and paste into their workbooks (if appropriate).
2. Once WS2 is finished, complete week 3 on the poster together with the whole class.

Conclusion (5 mins)

As a class, ask who can explain again how fruit and vegetables move through their body and what their body uses them for. Ask them to consider what would happen if they wouldn't eat any fruit or vegetables.

Assessment

For: Students are involved in discussion/brainstorm about digestion and energy

As: Students draw about what they have learned

Of: Students understand the concepts of digestion and energy

Differentiation

Extend: Explain the concept of vitamins further with the students. What are they and what do they do? See the TID for more information. For more extension, play the boardgame from S1 lesson 3.

Simplify: Help the students to scribe their favourite fruit/vegetable and what they do with their energy. And/or watch **this song (V4)** about fruit and vegetables.

School/Home Link

Students can identify all the fruits and vegetables they ate on a particluar day, and then what they did with the energy from those on that day.

Duration | 45 minutes

Write the name of your favourite fruit and vegetable.
Then draw them in the squares.

What do you do with the energy you get from this fruit and vegetable? Write it and draw it in the rectangle below.

CLASSROOM ACTIVITIES

EARLY STAGE ONE LESSON FOUR

Fruit & vegie experiments

Students will do an exciting experiment with cabbage. The students can become little food scientists themselves and get creative with colours, fruits and vegetables.

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
- **ENe-11D** responds to and composes simple texts about familiar aspects of the world and their own experiences

Resources and Preparation

Resources

Video (V)

- Video 5 - The colour changing celery experiment

Worksheets (WS) and Powerpoints (PTT)

- Worksheet 3 - Cabbage experiment
- Teacher Information Document (TID)

Materials

- Classroom poster
- 1 cup/jar per student
- 1 cabbage leaf per student
- 4 colours of food colouring (the darker the better) (Tip: Use vegetable based colouring so it doesn't stain hands and clothes)
- Paper towels
- 1x WS3 per student
- Pencils/colouring pencils
- For step 9, you will need: other fruits and vegetables, skewers/food glue, knives, cutting board, bowls, forks

Preparation

Prior to lesson:

- Bring cabbage leaves, plastic/glass cups and food colouring
- Print 1 WS3 per student
- Prepare cups with water and food colouring

Introduction (5 mins)

Explain to the students that you will be doing a real-life vegetable science experiment. Explain what an experiment is and that it will take several days.

Divide the students into groups of 4 and explain the first steps of the experiment to them.

Activity (50 mins, across 3 days)

1. The students put their cabbage leaf into their cup.
2. Guided by the teacher, the students complete the science experiment measurements and reports for DAY 1 on WS3.
3. As a class, ask the students if they can guess what will happen and why.
4. Put the experiments away in the classroom and wait 1 day.
5. Complete DAY 2 on WS3.
6. Put the experiments away in the classroom and wait another day.
7. Finish WS3 and have the students cut out their drawing from each day and paste into their workbooks. Ask if they can see the difference from DAY 1 to DAY 3.
8. Complete Week 4 on the poster.
9. On the last day, the cabbage can be used to make a rainbow salad or funny cabbage faces can be created by decorating it with other fruits and vegetables such as blueberries and carrots.

Conclusion (15 mins)

Ask the students if anyone can summarise their experiment. Discuss with the students why they think the cabbage changed colour. Would the same happen with another vegetable? How about flowers? Explain that plants need water and circulate it around to their leaves. Watch V5 for more information.

Assessment

For: Students understand how to do their experiment

As: Student successfully complete their experiment

Of: Students collected data, made predictions and conclusions about their experiment

Differentiation

Extend: Try out other vegetables (e.g. celery) and even (white) flowers to see if they also change colour.

Simplify: Do the experiment as a whole class and complete WS3 in groups or also with the whole class.

School/Home Link

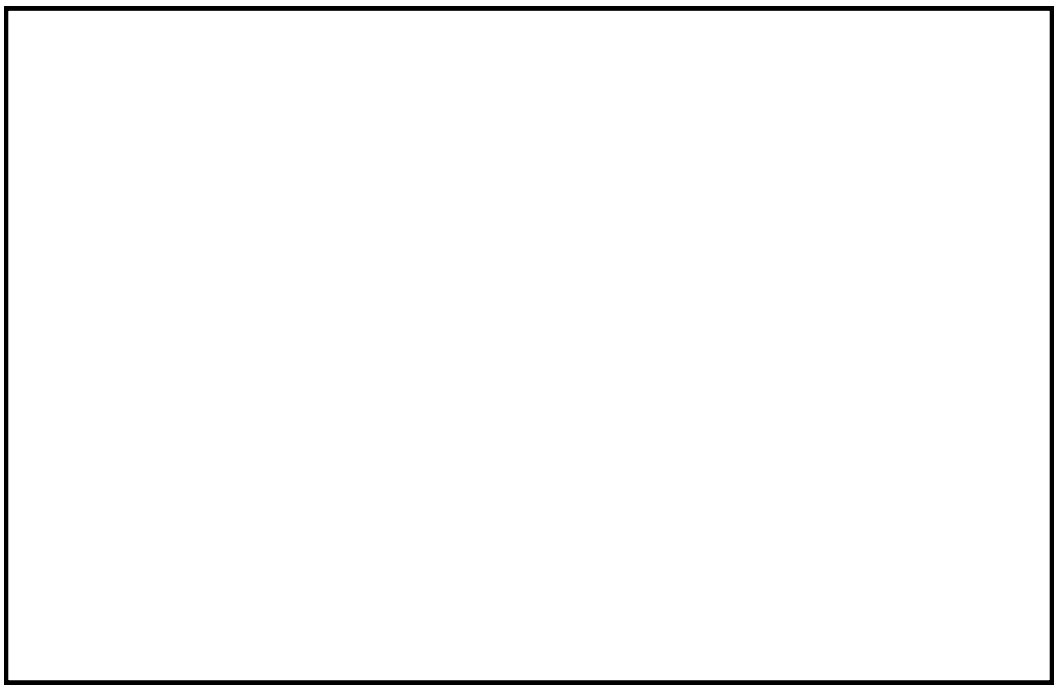
Coloured cabbage leaves could be used in salads/sandwiches in the canteen.

Duration | 70 minutes

Coloured cabbage experiment

DAY 1

1. Draw a picture of your cabbage



2. How tall is your cabbage?

.....cm

3. How much water (in cm) is in the cup?

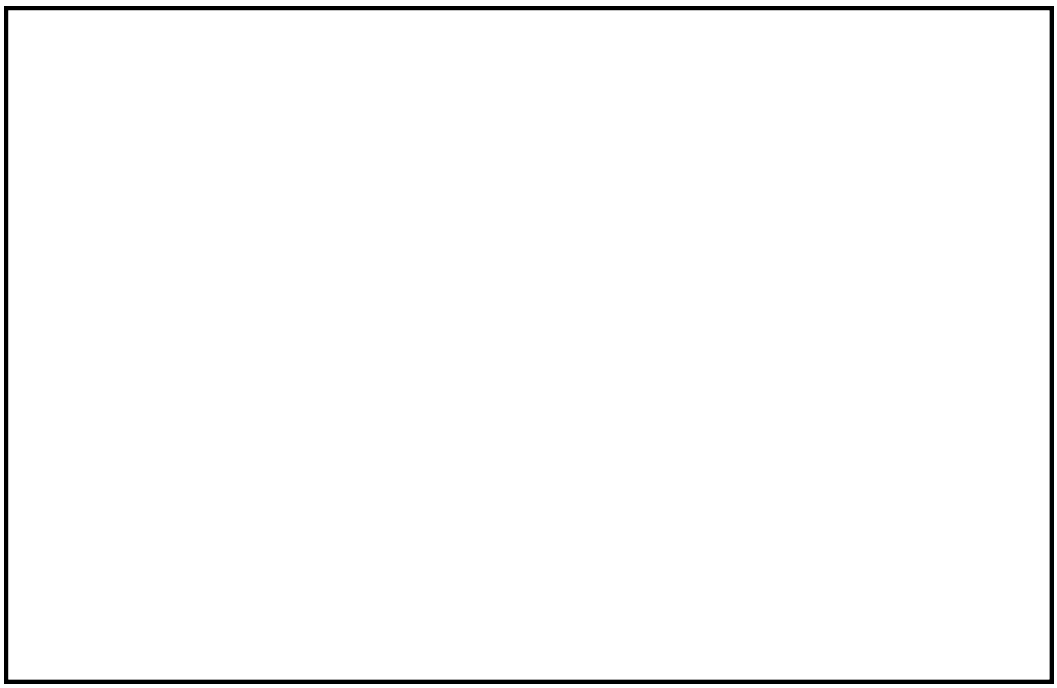
.....cm

4. What colour is the cabbage leaf?

.....

DAY 2

5. Draw a picture of your cabbage



6. How tall is your cabbage?

.....cm

7. How much water (in cm) is in the cup?

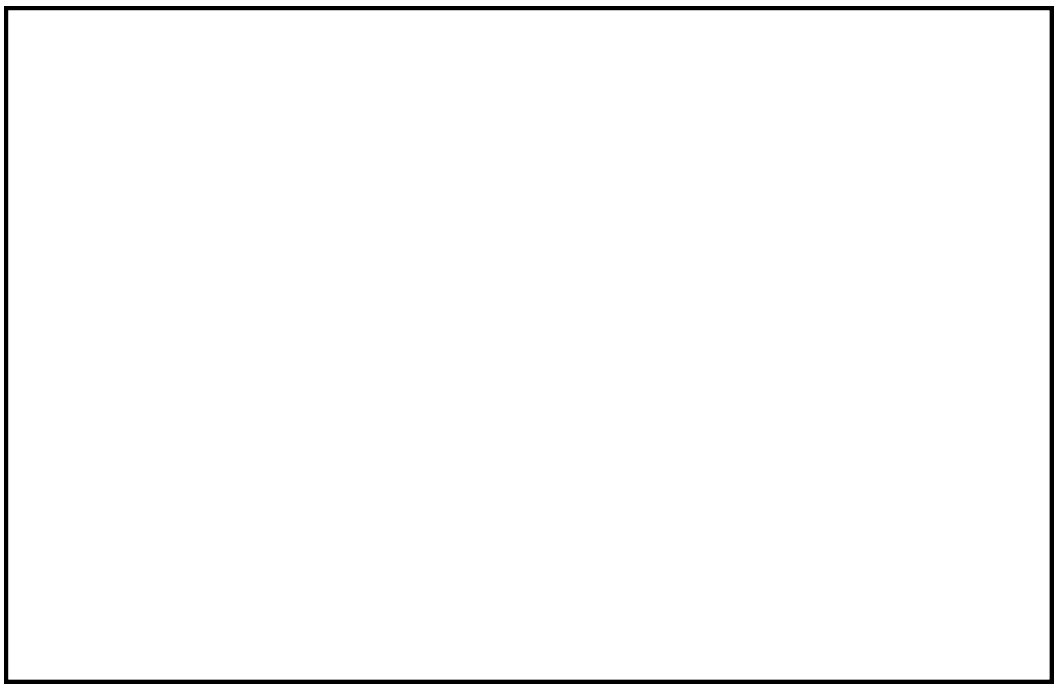
.....cm

8. What colour is the cabbage leaf?

.....

DAY 3

9. Draw a picture of your cabbage



10. How tall is your cabbage?

.....cm

11. How much water (in cm) is in the cup?

.....cm

12. What colour is the cabbage leaf?

.....