



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-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction



Resources and Preparation

Resources

- Worksheet 4 – Happy body, happy planet
- Worksheet 5 – Fruit and vegetable images
- Scissors
- Glue sticks
- Pencils for drawing and colouring
- Fruit & Veg Power ebook – healthy-kids.com.au/fruit-veg-power-es1/
- Images of fruit and vegetables to assist with colouring in activity, if needed

Preparation

Prior to lesson:

- print out WS 4 – 1 A3-sized copy per group
- print out WS 5 – 1 A3-sized set per group

Good for you and the planet

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

Students learn that eating more fruit and vegetables is good for them and good for the planet.

Introduction (5 mins)

Ask students: did you know that eating more fruit and vegetables is good for your body and is also good for the planet? Fruit and vegetables are easier for the planet to produce than many other foods, and our body needs fruit and vegetables so we can feel good.

Activity (30 mins)

1. Read *Fruit & Veg Power* ebook and discuss why fruit and vegetables are good for our bodies.
2. Ask students if they grow any fruit and vegetables at home? Or have they seen fruit and vegetables growing in a community garden or on a farm? Brainstorm reasons why it might be easier for the planet to grow fruit and vegetables than other foods.
3. Divide students into mixed ability groups.
4. Students colour in the images on both worksheets.
5. Students cut the fruit and vegetable images from WS 5.
6. Students stick the fruit and vegetable images around the boy, girl and earth on WS 4.

Conclusion (5 mins)

Student work is displayed under the heading "Eating more fruit and vegetables is good for me and the planet".

Assessment

- For:** Student contribution to class discussions and group task.
- As:** Student identifies that eating fruit and vegetables is good for them and the planet.
- Of:** Student contribution to group task. Worksheet task.

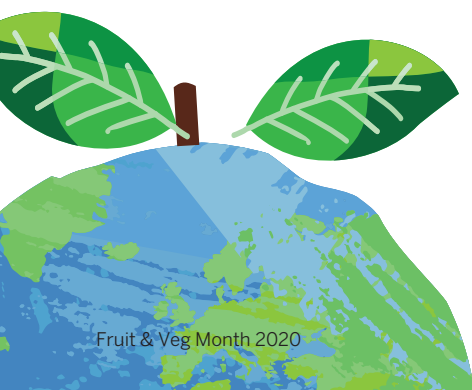
Differentiation

- Extend:** Students work individually using A4-sized worksheets.
- Simplify:** Students undertake the task with assistance.

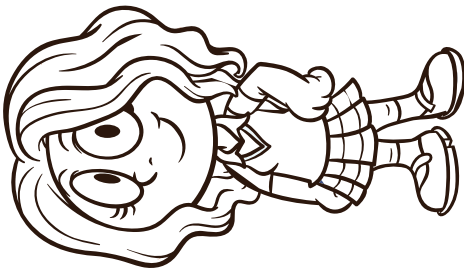
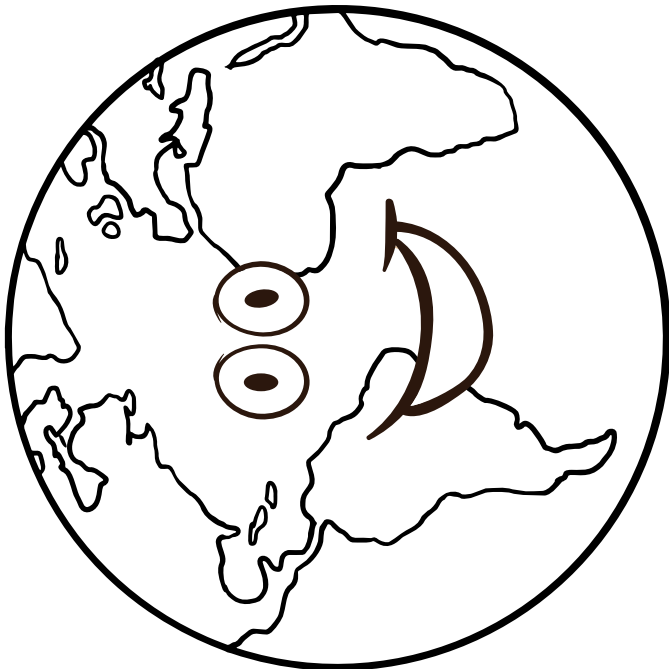
School/Home Link

Image of classroom display is published in school newsletter.








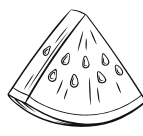






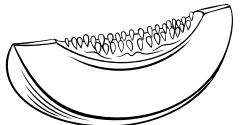


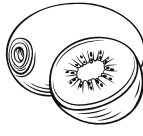

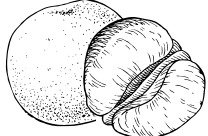












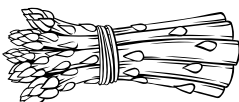
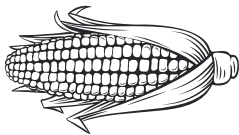



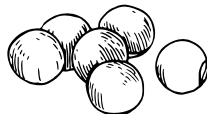


Duration | 40 minutes



Worksheet 4 | Happy body, happy planet



Worksheet 5 | Fruit and vegetable images

 <p>orange</p>	 <p>lemon</p>	 <p>apple</p>	 <p>pear</p>	 <p>pineapple</p>
 <p>banana</p>	 <p>mango</p>	 <p>watermelon</p>	 <p>blueberries</p>	 <p>strawberry</p>
 <p>raspberry</p>	 <p>cherries</p>	 <p>peach</p>	 <p>grapes</p>	 <p>rockmelon</p>
 <p>plum</p>	 <p>dragon fruit</p>	 <p>kiwifruit</p>	 <p>apricot</p>	 <p>mandarin</p>
 <p>broccoli</p>	 <p>cauliflower</p>	 <p>spinach</p>	 <p>potato</p>	 <p>lettuce</p>
 <p>carrot</p>	 <p>onion</p>	 <p>beetroot</p>	 <p>snow peas</p>	 <p>capsicum</p>
 <p>cucumber</p>	 <p>pumpkin</p>	 <p>asparagus</p>	 <p>corn</p>	 <p>tomato</p>
 <p>mushrooms</p>	 <p>shallots</p>	 <p>peas</p>	 <p>cabbage</p>	 <p>celery</p>