



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
- **STe-3LW-ST** Explores the characteristics, needs and uses of living things
- **ENe-2A** Composes simple texts to convey an idea or message



Resources and Preparation

Resources

- Worksheet 1 – Regrowing vegetables
- Worksheet 2 – Teacher's notes
- Vegetable kitchen scraps from home – see WS 2
- Jars and containers from home – see WS 2
- Small jugs of water
- Table set up for task with vegetable scraps, jars/containers and jugs of water
- Table for growing
- Pencils for drawing and colouring
- Adhesive name labels, sticky tape and/or permanent markers for writing on containers
- Optional – use video to demonstrate the task via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Optional – whole vegetables
- Optional – magnifying glasses

Preparation

1 week prior to lesson:

- request vegetable scraps and jars/containers from parents/carers, canteen and school staff

1-2 days prior to lesson:

- optional - purchase or borrow whole vegetables (e.g. borrow from canteen)

Prior to lesson:

- set up task and growing tables
- print out WS 1 – 1 per student

Keep it local

Help the planet by...growing your own fruit and veg

Please note: this lesson requires some preparation 1-2 weeks beforehand.

Students learn about fruit and vegetables and how to grow their own produce quickly and simply using kitchen vegetable scraps or ends.

Introduction (5 mins)

Initiate a class discussion on fruit and vegetables and write the answers up on board to help with identification of fruit and vegetables: What fruit and vegetables have you eaten today/are in your lunchbox? Why do we eat fruit and vegetables? Does anyone grow their own fruit and vegetables at home?

Activity (30 mins)

1. As a class, examine the kitchen scraps and identify the vegetables they have come from. To assist with this task, a display of whole vegetables could be used. Magnifying glasses could also be used for detailed observation.
2. Demonstrate the task (video can also be used for demonstration).
3. Students choose a vegetable to regrow and place it in a container. They then label the container with their name and vegetable name.
4. Students add water to the container to just cover the bottom of the vegetable.
5. Students complete week 1 of WS 1.

Conclusion

Students assist with changing the water each day which could be done through a roster. Students make observations about the changes in their vegetable each week. This could be timed to coincide with other Fruit & Veg Month activities.

Assessment

- For:** Student can identify reasons to eat fruit and vegetables.
- As:** Student can name fruits and vegetables. Student can label parts of fruits and vegetables. Student can care for a plant.
- Of:** Student worksheet task.

Differentiation

- Extend:** Students write a procedure on how to grow vegetables from scraps.
- Simplify:** Students undertake the task in pairs or small groups.

School/Home Link

Students take their vegetable home to plant in the garden, in a pot or use some of the new growth in a family meal.

Duration | 35 minutes

Additional time required each week for observing changes and caring for plants.



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-3A** Produces most lower case and upper case letters and uses digital technologies to construct texts
- **OI.3** Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems



Resources and Preparation

Resources

- Life of a Strawberry video via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Worksheet 3 – Life of a Strawberry
- Pencils for writing and colouring

Preparation

Prior to lesson:

- print out WS 3 – 1 per student

Reduce the Waste

Help the planet by...reducing food waste

Students learn about the importance of caring for fruit and vegetables to reduce waste.

Introduction (5 mins)

Review why we eat fruit and vegetables. Ask the students what fruit and vegetables they have eaten today or what fruit and vegetables they have in their lunchbox.

Activity (20 mins)

1. Students watch the *Life of a Strawberry* video.
2. Discuss what happens in the video to the strawberries. Did it have to happen?
3. Ask students for their experiences of wasted fruit and vegetables at home (e.g. fruit bowl or fridge disasters).
4. Brainstorm and record what the family in the video could have done differently so the strawberries didn't get wasted.
5. Students complete WS 3.

Conclusion (5 mins)

Students watch the video again and contribute to class discussion on what their family can do at home to reduce fruit and vegetable wastage.

Assessment

- For:** Student identifies factors that cause fruit and vegetables to be wasted. Student identifies why wasting fruit and vegetables is not desirable.
- As:** Student recalls names of fruit and vegetables and why we eat them. Student identifies how the strawberry was wasted.
- Of:** Student worksheet task.

Differentiation

- Extend:** Students write more ideas on reducing waste on the worksheet. Students make a poster to advertise Suzy the Strawberry's messages.
- Simplify:** Students undertake the task with assistance.

School/Home Link

Student worksheet sent home. Students assist parents to plan a week of meals (could be simplified to just school lunches) and help to write out a shopping list.

Duration | 30 minutes





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.

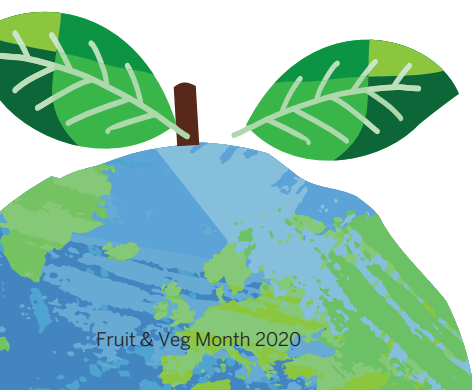
Differentiation

- 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





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



Resources and Preparation

Resources

- Worksheet 6 – Parent form
- Worksheet 7 – A Planet Fruit & Veg Celebration placemat
- Pencils for writing, drawing and colouring

Preparation

Prior to lesson one:

- print out WS 6 – 1 per student

Prior to lesson two:

- print out WS 7 – 1 per student
- students wash hands
- students with allergies to fruit and vegetables are seated separately

A planet fruit & veg celebration!

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

Please note: this lesson requires some preparation 1-2 weeks beforehand.

Students consider which fruit and vegetables are their favourites and eat them as part of a happy planet celebration.

Introduction (5 mins)

Discuss what students have learnt about fruit and vegetables and the health of the planet: How to grow your own from scraps? How to reduce food waste? How eating more fruit and vegetables is healthy for the planet too.

Advise students that the class will be having a Planet Fruit & Veg celebration to applaud the planet and fruit and vegetables.

Activity

First lesson (20 mins)

1. Ask students to list their favourite fruit and vegetables. Write answers up on the board to assist with the next task.
2. Hand out a copy of WS 6 to each student.
3. Students fill out WS 6 and put in their bag to take home to show their parents/carers.

Second lesson (20 mins)

4. Hand out a copy of WS 7.
5. Ask students to take out their fruit and vegetable items. Students can show their fruit and vegetable items to the class and talk about why they like them.
6. Teacher writes names of fruit and vegetables up on the board.
7. Students eat their fruit and vegetables.

Conclusion (5 mins)

Students write the names of the fruits and vegetables they ate on WS 7.

Assessment

- For:** Students can identify fruits and vegetables.
As: Students can name fruits and vegetables.
Of: Students can identify why they enjoy particular fruits and vegetables.

Differentiation

- Extend:** Students pick one of their favourite fruit and vegetables and write a sentence on why it is their favourite.
Simplify: Students undertake the task in pairs or small groups. Teacher assists with completing WS 6. Students draw fruit and vegetables on WS 7 instead of writing.

School/Home Link

Students take WS 7 home to discuss with parents.

Duration

25 minutes (first lesson)

30 minutes (second lesson)

Second lesson should be taught when students will be hungry.





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
- **ST1-1WS-S** Observes, questions and collects data to communicate and compare ideas
- **ST1-4LW-S** Describes observable features of living things and their environments
- **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 8 – Growing vegetables
- Seeds for quick growing crops e.g. kale, spinach, rocket, radish, lettuce, Chinese cabbages such as pak choy, tat soi, mizuna
- Clean, recycled, food safe containers such as metal coffee/milk powder tins, styrofoam fruit and vegetable boxes, cafe/restaurant bulk food buckets or milk containers with the top cut off. Ask parents/carers or the school handy person to drill drainage holes
- Good quality Australian standard potting mix
- Watering cans
- Liquid fertiliser: commercial product or use diluted compost, worm or weed tea
- P2 dust masks and gardening gloves if students are handling the potting mix and fertiliser
- Video on seed germination via [healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/](https://www.healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/)

Preparation

1 month prior to lesson:

- request donations of seeds and potting mix from local retailers and/or ask parent body for donations
- request clean, recycled food containers from parents, school staff, school canteen and local food businesses
- drill drainage holes in containers
- undertake WHS risk assessment for use of potting mix and fertilisers according to your school policy

Prior to lesson:

- photocopy WS 8 – 1 per student
- set up planting and growing spaces
- optional - fill containers with potting mix

Keep it local

Help the planet by...growing your own fruit and veg

Please note: this lesson requires some preparation 2-4 weeks beforehand.

Students learn about fruit and vegetables and how to grow their own produce quickly and simply using quick growing crops and recycled containers.

Introduction (5 mins)

Initiate a class discussion on fruit and vegetables and write the answers on the board to help with identification of fruit and vegetables: What fruit and vegetables have you eaten today/are in your lunchbox? Why do we eat fruit and vegetables? Who grows their own fruit and vegetables at home?

Brainstorm ways fruit and vegetables grow. What elements do seeds need to grow?

Activity (30 mins)

1. View the video and using WS 8, discuss what elements seeds need to grow.
2. Students choose a plant to grow and a container to grow it in.
3. Students plant their seeds.
4. Students care for their plants over subsequent weeks and observe their growth using WS 8.

Conclusion

A photo is taken of the class vegetable patch at planting and then just before students take their vegetables home. Photos are displayed in the classroom, around the school or via school digital communications under the heading "We helped the planet by ... growing our own fruit and veg!"

Assessment

- For:** Can students identify a variety of fruits and vegetables? Do students know how to grow these?
- As:** Can students follow procedural instructions?
- Of:** Can students identify changes in their plant?

Differentiation

- Extend:** Students write a procedure on how to plant and care for a seed.
- Simplify:** Students undertake the task in pairs or small groups.

School/Home Link

Students take vegetables home and take photos of their continued growth and their use in family meals or snacks.

Duration | 35 minutes

Additional time required each week for observing changes and caring for plants.





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
- **ST1-5LW-T** Identifies how plants and animals are used for food and fibre products
- **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
- **OI.3** Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems



Resources and Preparation

Resources

- Worksheet 9 – Eat more odd fruit and vegetables
- Videos on irregular fruit and vegetables via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Images of irregular fruit and vegetables from internet
- Optional – samples of irregular fruit and vegetables from a local fruit and vegetable retailer or grower
- Pencils for writing, drawing and colouring

Preparation

1-2 days prior to lesson:

- optional – organise irregular fruit and vegetable samples

Prior to lesson:

- photocopy WS 9 – 1 per student
- access images of irregular fruit and vegetables

Reduce the waste

Help the planet by...reducing food waste

Students learn about the issue of irregular shaped fruit and vegetable food waste and come up with a poster to encourage others to choose them more often.

Introduction (5 mins)

Review why we eat fruit and vegetables. Ask the students what fruit and vegetables they have eaten today or are in their lunchbox.

Activity (30 mins)

1. Students watch videos, view images of irregular fruit and vegetables and handle the irregular fruit and vegetables (if available).
2. Students contribute to class discussion on their own experiences with irregular fruit and vegetables (i.e. at home or what they have seen at the shops). Does the shape and size make a difference to the taste? What are the benefits to the planet if irregular fruit and vegetables are not wasted?
3. Students come up with an irregular shaped fruit or vegetable, give it a character name, think about how it could be eaten and create a poster to encourage others to choose irregular shaped fruit and vegetables. This can be done using WS 9 or using digital resources.

Conclusion (10 mins)

Students share their poster with the class.

Assessment

- For:** Student contribution to class discussion around food wastage.
As: Student identifies fruit and vegetables.
Of: Student identifies how to eat fruit and vegetables as demonstrated via worksheet task.

Differentiation

- Extend:** Students develop their own poster. Students write a story about their irregular fruit or vegetable and how it went from discarded and unloved to being celebrated in a meal or snack.
Simplify: Students undertake the task in pairs or small groups.

School/Home Link

Students take poster home. Students bring in a photo or drawing of an irregular fruit or vegetable used in a homemade meal or snack.

Duration | 45 minutes

Note: this lesson could be extended to include visual art elements such as sketching, painting and sculpture (e.g. use of modelling clay).





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
- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers



Resources and Preparation

Resources

- Worksheet 10 – Healthy me, healthy planet
- Pencils for writing, drawing and colouring
- Fruit & Veg Power ebook – healthy-kids.com.au/fruit-veg-power-es1/

Preparation

Prior to lesson:

- photocopy WS 10 – 1 per student.

Good for you and the planet

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

Students discover that plant foods like fruit and vegetables are not only good for them, they are also good for the planet.

Introduction (5 mins)

Ask the students, did you know that eating more fruit and vegetables is good for your body and is also good for the planet? Tell students that 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 (20 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. As a class, discuss the reasons why eating more fruit and vegetables is good for them and the planet.
4. Provide each student with a copy of WS 10.
5. Students complete WS 10.

Conclusion (5 mins)

Class compares answers, what they learnt and what fruit and vegetables they drew on their plate.

Assessment

- For:** Student contribution to class discussion.
As: Student identifies fruit and vegetables.
Of: Student worksheet task. Student identifies reasons.

Differentiation

- Extend:** Students write a paragraph about why eating more fruit and vegetables is good for them and the planet.
Simplify: Students undertake the task in mixed ability pairs.

School/Home Link

Students take worksheet home to show parents/carers. Students help parents/carers to make a meal or snack with lots of fruit or vegetables and share a photo of it with the class.

Duration | 30 minutes





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





Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces
- **MA2-4NA** Applies place value to order, read and represent numbers of up to five digits
- **MA2-5NA** Uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers



Resources and Preparation

Resources

- Worksheet 13 – Where is it grown?
- Access to Google Earth via internet-enabled devices – 1 device per pair
- Video on food miles via [healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/](https://www.healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/)

Preparation

Prior to lesson:

- photocopy WS 13 – 1 per pair
- ensure technology is accessible

Keep it local

Help the planet by ... choosing locally grown fruit and vegetables

Students investigate the concept of food miles as it relates to fruit and vegetables, and devise ways to choose more Australian and locally grown produce.

Introduction (10 mins)

Initiate a class discussion on fruit and vegetables and write the answers up on the board to help with identification of fruit and vegetables. Consider questions like what fruit and vegetables have you eaten today/do you have in your lunchbox? Why do we eat fruit and vegetables? Ask students if they have ever noticed any signs or labels that inform buyers of the country in which the fruit and vegetables were grown?

Activity (35 mins)

1. Watch video.
2. Discuss findings and thoughts from the video.
3. Explain the task to students. Model how to work out the distance between locations using Google Earth and the measurement symbol on the Google Earth toolbar. *Note: for simplicity you can choose to use the centre of the country/state.*
4. Divide students into mixed ability pairs. Provide each pair with a copy of WS 13 and a device to use Google Earth.
5. Students calculate the distances the fruit and vegetables travelled for the 'out of season' basket and the 'in season' (locally grown) basket and record their findings on the worksheet.

Conclusion (10 mins)

Class discusses their findings. Based on the video and their findings, in what ways do they think they could reduce the travel distance of the fruit and vegetables they eat? Why is this important for us and the planet? Students complete the final section of WS 13.

Assessment

- For:** Student contribution to class discussion.
- As:** Student is able to identify fruit and vegetables. Student is able to calculate the distance between countries.
- Of:** Student worksheet task. Student is able to identify ways to reduce food distances.

Differentiation

- Extend:** Students investigate where they can find locally grown fruit and vegetables.
- Simplify:** Students work in mixed ability groups or as a class group.

School/Home Link

Students go fruit and vegetable shopping with parents/carers and record some of the items and where they were grown to report back to the class. This can also be done with canned, frozen and dried fruit and vegetables.

Duration | 55 minutes





Learning Outcomes

- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces
- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language
- **EN2-4A** Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies
- **OI.3** Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems



Resources and Preparation

Resources

- Worksheet 14 – Fruit and vegetable audit
- Worksheet 15 – Fruit and vegetable storage guide

Preparation

1 week prior to lesson:

- photocopy WS 14 – 1 per student
- ask students fill out columns 1 and 2 of WS 14 at home

Prior to lesson:

- photocopy WS 15 – 1 per group

Reduce the waste

Help the planet by...reducing food waste

Please note: this lesson requires some preparation 1-2 weeks beforehand.

Students learn about fruit and vegetables and how best to store them to reduce food waste.

Introduction (5 mins)

Let students know that Australians waste one out of every five bags of groceries they buy. This adds up to each Australian household throwing away about \$1,000 worth of food each year. Wasting food also wastes all the resources that it took to produce the food, and food in landfill contributes to global warming. Advise students they will be learning about how to help their family store fruit and vegetables correctly so they can save money and help the planet.

Activity (40 mins)

1. Ask students to refer to their copy of WS 14 (column 1 and 2 filled out at home). Discuss what types of fruit and vegetables they had at home and where they were stored.
2. Divide students into small groups of 3-4.
3. Provide each group with a copy of WS 15.
4. Students use WS 15 to complete column 3 of WS 14.
5. Each student develops a one-page fruit and vegetable storage guide for their home using 5-10 of the fruit and vegetables on WS 14. This can be done on paper or using digital tools.

Conclusion (10 mins)

Student data is collated to make a graph to depict the most common fruit and vegetables in their homes and the proportion of total fruit and vegetables that were stored correctly. Information is displayed in the classroom.

Assessment

- For:** Student understands task. Student is able to use audit tools.
- As:** Student is able to identify fruit and vegetables. Student is able to develop resource.
- Of:** Student worksheet task and individual storage guide. Student is able to identify how to store fruit and vegetables.

Differentiation

- Extend:** Students develop a storage guide for 15-20 fruit and vegetables. Students undertake the task for the school canteen.
- Simplify:** Students undertake only the audit task or the resource development task. Students complete all tasks in groups.

School/Home Link

Students take their storage guide home.

Duration | 55 minutes

Note: This activity could also be undertaken as a class project where students audit the fruit and vegetable storage in the school canteen. A storage guide could then be developed for the canteen.



Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces
- **MA2-4NA** Applies place value to order, read and represent numbers of up to five digits



Resources and Preparation

Resources

- Worksheet 16 – What are the impacts of our food choices?
- Access to BBC Climate Change Food Calculator via internet enabled devices – bbc.com/news/science-environment-46459714 – 1 device per pair
- Australian Guide to Healthy Eating (AGTHE) – eatforhealth.gov.au/guidelines/australian-guide-healthy-eating. Hardcopy posters can also be ordered via eatforhealth.gov.au/guidelines

Preparation

Prior to lesson:

- set the AGTHE image up on the interactive whiteboard, computer or via a printed copy or hardcopy poster
- photocopy WS 16 – 1 per pair

Good for you and the planet

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

Students explore a greenhouse gas food calculator and discover that plant foods like fruit and vegetables are not only good for them, they are also good for the planet.

Introduction (5 mins)

As a class, review the AGTHE. Take note of the different sizes of the food groups on the plate and also those foods that are not included on the plate. Discuss why some sections are larger than others and why some foods are in the 'Only sometimes and in small amounts' section.

Advise students they will be learning about how the foods that our bodies need more of, also result in lower greenhouse gas emissions, and so are better for the planet's health too.

Activity (40 mins)

1. Divide students into pairs.
2. Provide each pair with a copy of WS 16 and a device.
3. Students discuss with their partner and complete section 1 of WS 16 by referring to the AGTHE.
4. Demonstrate the use of the climate change food calculator. Model until students understand the task.
5. Students complete section 2 and section 3 of WS 16 in their pairs.

Conclusion (5 mins)

Pairs share what they have learnt with the rest of the class.

Assessment

- For:** Student contribution to class discussion. Student is able to identify differences in food group sizing and kilograms of greenhouse gas emissions.
- As:** Student is able to accurately use calculator.
- Of:** Student worksheet task. Students could identify the impacts (health and otherwise) our food choices have on the planet.

Differentiation

- Extend:** Students work individually.
- Simplify:** Students undertake task in mixed ability groups or as a class.

School/Home Link

A word map is created from student learnings and published in the school newsletter or via social media.

Duration | 40 minutes





Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces
- **EN2-11D** Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own



Resources and Preparation

Resources

- Life of a Strawberry video via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Fruit smoothie video via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Vegetable fritter video via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Worksheet 17 – Save our food recipes
- Interactive whiteboard (IWB), computer or internet-enabled/ smart TV

Preparation

Prior to lesson:

- set videos up on IWB, computer or TV
- photocopy WS 17 – 1 per student

A planet fruit & Veg celebration!

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

Please note: this lesson requires some preparation 1-2 weeks beforehand.

Students consider how to use up fruit and vegetables that are past their best by preparing two simple snack recipes.

Introduction (5 mins)

Discuss what students have learnt about fruit and vegetables and the health of the planet: choosing locally grown, in-season fruit and vegetables; how to store fruit and vegetables to reduce waste; and the climate impacts of different foods.

Advise the students that they will be learning about how to prepare an adaptable snack recipe that can use fruit and vegetables that are past their best. This will help to prevent food waste.

Activity (25 mins)

1. Watch *Life of a Strawberry* video.
2. Discuss what the family could have done with the strawberries to prevent them being thrown out. Discuss personal experiences with fruit and vegetables – once they get a bit sad are they thrown out or do they get used up? How are they used up?
3. Show the students the videos of the recipes.
4. Discuss how the recipes might be helpful in using up fruit and vegetables that are past their best, but not 'off'.

Conclusion

Students take the recipes home and prepare at least one with parents/carers. Students complete the worksheet for their chosen recipe/s and take a photo of the completed dish.

Assessment

- For:** Student contribution to class discussion. Student is able to identify ways to use up fruit and vegetables
- As:** Student is able to identify fruit and vegetables.
- Of:** Student food preparation and worksheet task.

Differentiation

- Extend:** Students undertake Stage 3 lesson four task.
- Simplify:** Students undertake Stage 1 lesson four task.

School/Home Link

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

Duration | 30 minutes

Note: if school policy and circumstances allow, teachers can opt to conduct the food preparation tasks as part of a follow up in-class lesson.



Learning Outcomes

- **PPD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable
- **PPD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
- **PST3-4LW-S** Examines how the environment affects the growth, survival and adaptation of living things
- **PMA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables



Resources and Preparation

Resources

- Student record of fruit and vegetables eaten over a recent 48 hour period
- Video on seasonality via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Sydney Markets seasonality guide – sydnemarkets.com.au/markets/produce-market/whats-in-season for current season

Preparation

1 week prior to lesson:

- ask students to record fruit and vegetables eaten over recent 48 hour period

Prior to lesson:

- optional – print out seasonality guide if needed

Keep it local

Help the planet by...choosing fruit and vegetables in season

Please note: this lesson requires some preparation 1 week beforehand.

Students learn about the importance of choosing fruit and vegetables that are in season - for themselves, and the planet.

Introduction (5 mins)

What is seasonality? Students discuss their thoughts.

Watch video on seasonality. From the video, discuss as a class: Is seasonality different to what you were expecting? What are some of the reasons for eating fruit and vegetables in season? And how can you find out what fruit and vegetables are in season?

Activity (25 mins)

1. Students review their record of fruit and vegetables eaten. If students did not keep a record, they can make a list of their favourite fruit and vegetables instead.
2. Students look at the Sydney Markets seasonal guide for the current season. This can be done either online or as a print out.
3. Students create a table to record: the fruit and vegetables they ate (or their favourites); whether they were in season or out of season; and what seasonal alternatives could be used for those items that were out of season.
4. For those items that were not in season, students look for an alternative from the guide.

Conclusion (15 mins)

Class combines consumption and seasonality data to produce a graph that demonstrates whether their class was eating more in season or out of season fruit and vegetables.

Class develops a resource that provides seasonal alternatives for the most popular out of season fruit and vegetables.

Assessment

- For:** Student contribution to class discussion. Student contribution to class task.
- As:** Student is able to display information clearly in table format.
- Of:** Student table. Student identifies alternative seasonal fruit and vegetables.

Differentiation

Extend: Students develop graph and resource individually.

Simplify: Students undertake the task in mixed ability groups.

School/Home Link

Class results and resource are shared with the school community.

Duration | 45 minutes



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
- **ST3-5LW-T** Explains how food and fibre are produced sustainably in managed environments for health and nutrition
- **OI.3** Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems



Resources and Preparation

Resources

- Life of a Strawberry video via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Worksheet 18 – Hierarchy of food recovery – either displayed online or printed
- Optional – paper or card for poster development – 1 per group

Preparation

Prior to lesson:

- optional – print out an A3-sized copy of WS 18 if needed

Reduce the waste

Help the planet by...reducing food waste

Students learn about the importance of reducing food waste and develop a hierarchy of food waste for a chosen setting (e.g. home, school canteen, out of hours school care, local food business).

Introduction (5 mins)

Ask students to guess what percentage of the world's production of food is wasted. The answer is 1/3 - and despite this, 800 million people around the world do not have enough to eat each day. Wasting food also wastes all the resources it took to produce the food and rotting food in landfill contributes to global warming.

Activity (50 mins)

1. Watch *Life of a Strawberry* video.
2. Show the *Hierarchy of food recovery* (WS 18).
3. Discuss each step of the hierarchy in relation to what happened in the video, i.e. the food ended up in landfill, but what actions could have been taken along the way to prevent this outcome?
4. In small groups, students develop a hierarchy of food recovery in relation to fruit and vegetables for a specific setting, e.g. home kitchens, school canteen, local food business, staff room. The hierarchy will use the same headings but needs to provide examples of actions under each heading (except for landfill). The resource can be developed on paper/card or by using online tools.

Conclusion (5 mins)

Share hierarchies with the rest of the class. How do you think some of these could be improved? Resources are displayed in the classroom. If appropriate they can be shared with parents, school and canteen staff.

Assessment

- For:** Student contribution to class discussion. Student contribution to group task.
- As:** Student is able to identify ways to reduce food waste.
- Of:** Student resource. Hierarchy developed successfully.

Differentiation

- Extend:** Students develop hierarchy individually.
- Simplify:** Students undertake the task as a whole class.

School/Home Link

Resources for the home setting are published through the school newsletter, social media or school app.

Duration | 60 minutes





Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
- **ST3-5LW-T** Explains how food and fibre are produced sustainably in managed environments for health and nutrition



Resources and Preparation

Resources

- Worksheet 19 – A healthy planet meal plan
- Video from University of California on food and climate change via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Australian Guide to Healthy Eating (AGTHE) – eatforhealth.gov.au/guidelines/australian-guide-healthy-eating. Hardcopy posters can also be ordered via eatforhealth.gov.au/guidelines
- Access to BBC Climate Change Food Calculator via internet enabled device – bbc.com/news/science-environment-46459714 – 1 per student

Preparation

Prior to lesson:

- photocopy WS 19 – 1 per student

Good for you and the planet

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

Students learn that a healthy diet for people is also healthy for the planet.

Introduction (10 mins)

Ask students what they think healthy eating for people and the planet might mean. Discuss and list ideas.

Activity (35 mins)

1. Students watch the video and discuss what it means. What foods should we be eating more of so the planet benefits? What foods should we be eating less of?
2. Look at the AGTHE. Explain that this chart is our Australian guidelines for healthy eating. Ask students if they think it is also healthy for the planet? Discuss the relative proportions of the food groups in relation to what was learnt from the video. How much of the plate is made up of plant-based foods? How much of the plate is fruit and vegetables?
3. As a class, explore the climate change food calculator and compare the greenhouse gas emissions of different foods. For ease of comparison use the 1-2 times per week option. What differences can be seen between the greenhouse gas emissions of fruit and vegetables versus other foods?
4. Students complete WS 19 and consider alterations to make the meal plan healthier for people and the planet.

Conclusion (5 mins)

Class discussion on what changes they suggested.

Assessment

- For:** Student contribution to class discussions.
- As:** Student identifies foods that are healthier for people and the planet.
- Of:** Student worksheet task. Students identify that a healthy diet for people is also healthy for the planet.

Differentiation

- Extend:** Students develop a table that compares greenhouse gas emissions for 5-10 foods using the food calculator.
- Simplify:** Students undertake the task in pairs or small groups.

School/Home Link

Students take the worksheet home.

Duration | 50 minutes





Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
- **EN3-2A** Composes, edits and presents well-structured and coherent texts



Resources and Preparation

Resources

- Students' family recipes from home
- A selection of common recipes as back up in case students don't bring in recipes

Preparation

2-3 weeks prior to lesson:

- ask students to bring in copies of 2-3 regular family main meal recipes

1 week prior to lesson:

- prepare copies of other common family recipes as back up

A planet fruit & veg celebration!

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

Please note: this lesson requires some preparation 2-3 weeks beforehand. Students will also need to complete some work at home.

Students undertake a recipe modification task to put into practice what they have learnt about how fruit and vegetables can help with planet health.

Introduction (5 mins)

Discuss what students have learnt about fruit and vegetables and planet health: choosing in season; reducing waste; and how eating more fruit and vegetables has less impact on the climate than many other foods.

Advise students they will be choosing an aspect to focus on (seasonality, reducing food waste or eating more fruit and vegetables) and modifying a family recipe.

Activity (30 mins)

1. Students form into three groups depending on their focus: seasonality, reducing food waste or eating more fruit and vegetables.
2. Within their groups, students brainstorm, discuss and research ways they could modify their recipes to meet their focus (refer to previous lessons if necessary).
3. Students rewrite one of their recipes with changes to meet their chosen focus.

Conclusion (10 mins)

Selected students share their proposed recipe changes with the class.

Assessment

For: Student contributions to group work.

As: Student is able to identify ways to modify recipe to make it more sustainable.

Of: Student modifies recipe successfully.

Differentiation

Extend: Students modify a recipe based on all three focuses or modify more than one recipe.

Simplify: Students modify one recipe as a pair or group task. The recipe modification task and recipe preparation is done as a whole class task.

School/Home Link

Students trial the recipe at home with family and take a photo of their efforts to share with the class. Publish the modified recipes into a book/ebook to be shared with parents.

Duration | 45 minutes

