



### 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

