



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 – sydneymarkets.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