



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-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences
- **STe-3LW-ST** Explores the characteristics, needs and uses of living things



Resources and Preparation

Resources

- A variety of fruit and vegetables, whole and sectioned, for display
- Worksheet 1 – Party bunting flag
- Worksheet 2 – My favourite fruit or vegetable
- Worksheet 3 – Teacher's notes
- A4-sized coloured cardstock in the 5 fruit and veg colour families - green, red, blue/purple, yellow/orange and white/brown
- Pencils for writing and colouring
- Scissors
- Glue sticks
- Single hole punch
- String for displaying bunting
- Butchers paper

Preparation

1 day prior to lesson:

- organise fruit and vegetables for display

Prior to lesson:

- print out WS 1 on coloured cardstock – 1 per student. Allow some extras so that students can choose a coloured flag that matches their favourite fruit or vegetable
- print out WS 2 – 1 per 6 students
- cut out WS 2 into individual squares

Fantastic fruit & veg

Students identify fruit and vegetables and discuss which are their favourites and why. A colourful class display is produced that celebrates fruit and vegetables.

Introduction (10 mins)

Show students the fruit and vegetable display. Ask them what they are and why they are important. Let the students touch and explore the items.* Ask students to notice the different colours and types (see WS 3 for guidance). Record the students' knowledge and what they want to learn about fruit and vegetables (KWL chart) on butchers paper. This can be added to and referred back to in later lessons.

Activity (25 mins)

1. In pairs, students consider which fruit or vegetable is their favourite and why.
2. Give each student a bunting flag (WS 1). If possible, provide students with a flag in the colour family corresponding to their favourite fruit or vegetable (see WS 3 for guidance).
3. Students write the name of their favourite fruit and vegetable on the flag.
4. Students draw an image of their fruit or vegetable on a paper square (WS 2). Students colour in their image and then glue their completed paper square onto the flag.
5. Students cut out their flags and teacher punches the holes ready for hanging.

Conclusion (10 mins)

Students present their bunting flag to the class, explaining which fruit or vegetable is on their flag and why. It is then threaded onto the class bunting. The bunting is displayed in the classroom during Fruit & Veg Month.

Assessment

- For:** Student identifies fruit and vegetables, their forms and features and why they are good to eat.
- As:** Student identifies fruit and vegetables, their different forms and features.
- Of:** Student contribution to class discussion in fruit and vegetable exploration. Student presentation of flag to class. Student worksheet tasks.

Differentiation

- Extend:** Students create a series of fruit and vegetable flags. Students write words around their image that describes their favourite fruit or vegetable (e.g. juicy, crunchy etc).
- Simplify:** Rather than drawing their fruit or vegetable, students could use a printed image of their fruit or vegetable or a photo of them eating their favourite fruit or vegetable. Teacher scribes for student.

School/Home Link

Students are encouraged to tell their families about the task especially which fruit or vegetable was their favourite and why. Teachers could also share an image of the class bunting and/or individual flags.

Duration | 45 minutes

* Encourage students to wash or sanitise hands before and after handling the fruit 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
- **MAe-4NA** Counts to 30, and orders, reads and represents numbers in the range 0 to 20



Resources and Preparation

Resources

- A variety of fruit and vegetables, whole and sectioned, for display
- Worksheet 4 – Fruit and vegetable tally
- Worksheet 5 – Fruit and vegetable chart
- Optional - Worksheet 6 – Parent note
- Worksheet 3 – Teacher's notes
- Pencils for writing
- Pencils, crayons or marker pens for colouring – in green, yellow/orange, red, blue/purple and white/brown colours

Preparation

1 week prior to lesson:

- optional - photocopy WS 6 – 1 per 2 students. Or send a digital note to parents/carers

1 day prior to lesson:

- organise fruit and vegetables for display

Prior to lesson:

- print out WS 4 in colour or black and white depending on resources – 1 per student
- print out WS 5 – 1 A3-sized copy

Fruit & veg research

Students undertake a simple review of the fruit and vegetable content of their lunchboxes.

Introduction (10 mins)

Class discussion to recall the information learnt in the previous lesson and the importance of fruit and vegetables. Use the display of fruit and vegetables, and the KWL chart, to assist in this task. Teacher adds to the KWL chart as needed. Ask students if they think there will be fruit and/or vegetables in their lunchboxes or canteen items.

Activity (15 mins)

1. Ask students to gather with their lunchboxes.
2. Provide each student with a copy of WS 4.
3. Ask students to count how many different fruit and vegetable items are in their lunchbox and write/draw this on WS 4.
4. Ask students to identify the colour families of the fruit and vegetables in their lunchbox.
5. Ask students to count how many green fruit and vegetable items are in their lunchbox and record this on WS 4. Repeat for all the colour families.

Conclusion (15 mins)

Class discussion on which colours were in their lunchboxes. Teacher displays WS 5 and students come up and colour in the results from their WS 4 onto the chart. Class discussion on which colours were the most popular across the class. Teacher can model writing sentences to describe the data collected in the class graph, e.g. *The most popular colour of fruit and vegetables in our class was green. Students eat their Crunch&Sip®, recess or lunch if appropriate.*

Optional: to ensure that students do have a wide range of fruit and vegetables to count, WS 6 could be sent home to parents/carers in advance.

Assessment

- For:** Student identifies fruit and vegetables and their colour families. Student counts lunchbox items and identifies colour families.
- As:** Student identifies fruit and vegetables and their colours. Student counts and represents the number of fruit and vegetables.
- Of:** Student contribution to class discussion on fruit and vegetables. Student worksheet tasks.

Differentiation

- Extend:** Students complete their own chart on an A4-sized copy of WS 5. Students can write a sentence about their data, e.g. *I had 9 fruit and vegetables in my lunchbox. I had more green than red items.*
- Simplify:** Students work in pairs. Teacher undertakes the task as a class with a display lunchbox.

School/Home Link

Students take their completed WS 4 home to show their families. A blank copy of WS 4 can be provided so that students can complete it with their family at an evening meal.

Duration | 40 minutes

Note: time this lesson for early in the day prior to the fruit, vegetable and water break (i.e. Crunch&Sip®) and recess/lunch.



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



Resources and Preparation

Resources

- A variety of fruit and vegetables, whole and sectioned, for display and consumption
- Paper towels or wipes for cleaning up after eating
- Worksheet 7 – Fruit and vegetable words
- Student English workbooks
- Pencils for writing and colouring
- Permission slip for tasting activities (a modifiable one is available at healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/)

Preparation

2-3 weeks prior to lesson:

- send permission form home
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy

1 day prior to lesson:

- organise fruit and vegetables

Prior to lesson:

- print out WS 7 – 1 per student
- prepare fruit and vegetables for display and tastings

Fruit & veg fun

Please note: If restrictions do not allow for shared food, students could choose which fruit and vegetable they wish to sample and bring it in from home.

Students taste a fruit or vegetable and explore descriptive words to explain the taste, texture, appearance and how it makes them feel. Students add to a vocabulary display of the fruit or vegetable.

Introduction (5 mins)

Class discussion to recall the information learnt in the previous lesson and the importance of fruit and vegetables. Use the display of fruit and vegetables, and the KWL chart, to assist in this task. Teacher adds to the KWL chart as needed.

Activity (20 mins)

1. Students wash hands and then choose a fruit or vegetable from the selection on offer.
2. Students undertake an initial taste of the fruit or vegetable. If a student declines to taste they can use their other senses to explore the item.
3. Class discusses words that can be used to describe the taste, texture, appearance and how they feel after eating the food. Record these words onto the board / butchers paper so students can refer back to them.
4. Provide students with a copy of WS 7.
5. Students retaste their food.
6. Students copy 2-3 words from the 'word wall' that mirrors their tasting experience into the centre of the star (WS 7).

Conclusion (15 mins)

Students write a sentence or paragraph in their workbooks about the fruit or vegetable they tasted. In their efforts, they refer to WS 7 and try to use the descriptive words they wrote down. Students stick their copy of WS 7 up for a class display. If time allows, students could colour in the fruit and vegetables on WS 7 before it goes up for display.

Assessment

- For:** Student identifies words to describe their experience when eating fruit and vegetables. Student writes a sentence that describes their fruit and vegetable eating experience.
- As:** Student identifies fruit and vegetables. Student identifies words that echo their eating experience. Student writes descriptive words. Student constructs a sentence that describes their eating experience.
- Of:** Student contribution to class discussion on fruit and vegetables. Student worksheet and workbook tasks.

Differentiation

Extend: Students write a paragraph about their eating experience. Students can write descriptive clues about their favourite fruit or vegetable for a classmate to guess, e.g. *My fruit is small. It is red. It is sweet. It has black seeds.*

Simplify: Students assisted with scribing tasks.

School/Home Link

A copy of student workbook task is sent home so parents/carers can discuss the experience with the student.

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
- **VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences



Resources and Preparation

Resources

- A variety of fruit and vegetables, for consumption
- Paper towels or wipes for cleaning up after eating
- Worksheet 8 – Fruit and vegetable images
- Coloured paper – orange, yellow, green, white, blue, red are needed
- Paper plates – 1 per student
- Scissors
- Glue sticks
- Permission slip for tasting activities (a modifiable one is available at healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/)

Preparation

2-3 weeks prior to lesson:

- send permission form home
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy

1 day prior to lesson:

- organise fruit and vegetables

Prior to lesson:

- prepare fruit and vegetables for tastings
- print out WS 8 on the coloured paper – 1 set per 8-10 students. Print each page on the corresponding coloured paper
- optional - cut out WS 8. Place fruit and vegetable cut outs in separate containers. Alternatively, students can cut them out prior to the lesson and place them in colour family groupings; or be seated in small groups and given 1-2 pages of each colour page so they can cut them out and use them straight away

A fruit & veg fiesta!

Students reflect on what they have learnt about fruit and vegetables and decorate their own party plate. Students then enjoy a fruit and vegetable tasting celebration.

Note: The tasting activity could be omitted if restrictions do not allow. Or students could bring in their own selection of fruit and vegetables to consume.

Introduction (10 mins)

Class discussion to recall the information learnt in the previous lessons including the importance of fruit and vegetables, their colours and types, and words that describe the experience of eating them. Students refer back to the KWL chart and teacher completes the 'Learnt' column.

Activity (15 mins)

1. Provide students with a plate.
2. Students select a variety of fruit and vegetable images to decorate the edge of their plates.
3. Students glue images around the edge of their plate.

Conclusion (15 mins)

Students use their plate to enjoy a selection of fruit and vegetables as part of a fruit and vegetable party. Students are encouraged to discuss their experience including how the fruit and vegetables taste, their texture, their appearance and how they feel eating them. A photo of each student with their decorated plate and their chosen fruit and vegetables can be taken to share with parents/carers.

Assessment

- For:** Student identifies words to describe their experience when eating fruit and vegetables. Student can complete art task.
- As:** Student identifies fruit and vegetables. Student identifies words that echo their eating experience.
- Of:** Student contribution to class discussion on fruit and vegetables. Student worksheet task.

Differentiation

- Extend:** Students could draw their images of fruit and vegetables. Students write a reflection of their fruit & veg fiesta.
- Simplify:** Students are given assistance with worksheet task.

School/Home Link

Students take their plate home and discuss the experience with parents/carers. Photos of students enjoying the party can be shared with parents/carers.

Duration | 40 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 make home and school healthy, safe and physically active spaces
- **ST1-4LW-S** Describes observable features of living things and their environments
- **EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences



Resources and Preparation

Resources

- A variety of fruit and vegetables, whole and sectioned, for display
- Worksheet 9 – Fruit and vegetable colours and types
- Worksheet 10 – Party balloon template
- Worksheet 11 – Fruit and vegetable types
- Worksheet 12 – Balloon ribbon outline
- Worksheet 2 – My favourite fruit or vegetable
- Worksheet 3 – Teacher's notes
- A4-sized coloured cardstock in the 5 fruit and veg colour families - green, red, blue/purple, yellow/orange and white/brown
- Pencils for writing and colouring
- Scissors
- Glue sticks
- Butchers paper

Preparation

1 day prior to lesson:

- organise fruit and vegetables for display

Prior to lesson:

- print out WS 10 on coloured cardstock – 1 per student. Allow some extras so that students can choose a coloured balloon template that matches their favourite fruit or vegetable
- print out WS 11
- cut out WS 11
- print out WS 12 - 1 per 3 students
- cut out WS 12
- print out WS 2 – 1 per 6 students
- cut out WS 2 into individual squares

Fantastic fruit & veg

Students identify fruit and vegetables and explore their different features. A class display is produced that celebrates fruit and vegetables and their various colours and types.

Introduction (10 mins)

Show students the fruit and vegetable display. Ask them what they are and why they are important. Let the students touch and explore the items* and discuss their favourite fruit and vegetables. Record the students' knowledge and what they want to learn about fruit and vegetables (KWL chart) on butchers paper. This can be added to and referred back to in later lessons.

Activity (25 mins)

1. Ask students to notice the different colours and types of the fruit and vegetables. Place WS 9 on the whiteboard or wall for students to visualise this information throughout the activity. Teachers can also use WS 3 for more guidance.
2. Ask students to think about their favourite fruit or vegetable. Why do they like it? What colour family would it fit into? What type would it be?
3. Students choose a copy of WS 10 that corresponds to the colour family of their favourite fruit or vegetable. If demand for a particular colour is more than supply, ask students to come up with alternative fruit or vegetable.
4. Students draw an image of their fruit or vegetable on a paper square (WS 2), and glue it on the balloon.
5. Students use WS 9 to determine which type of fruit or vegetable their favourite is. Students choose the correct cut out from WS 11 and glue it on their worksheet.
6. Students complete WS 12.
7. Students cut out their balloon and staple the ribbon (WS 12) to the end.

Conclusion (10 mins)

Students present their balloon to the class, explaining which fruit or vegetable is on their balloon, what colour family and type it is and why it is their favourite. Use the balloons to decorate the classroom for Fruit & Veg Month.

Assessment

- For:** Student identifies fruit and vegetables, their colours and types and why they are good to eat.
- As:** Student identifies fruit and vegetables. Student identifies different colours and types of the fruit and vegetables.
- Of:** Student contribution to class discussion in fruit and vegetable exploration. Student presentation of balloon to class. Student worksheet tasks.

Differentiation

- Extend:** Students complete a series of fruit and vegetables balloons.
- Simplify:** Rather than drawing their fruit and vegetable, students could use a printed image of their fruit or vegetable or a photo of them eating their favourite fruit and vegetable. Teacher scribes for student.

School/Home Link

Students are encouraged to tell their families about the task, especially which fruit or vegetable was their favourite and why. Teachers could also send an image of the class balloon display and/or individual balloons.

Duration | 45 minutes

* Encourage students to wash or sanitise hands before and after handling the fruit and vegetables.

CLASSROOM ACTIVITIES

STAGE 1 LESSON TWO



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 make home and school healthy, safe and physically active spaces
- **MA1-17SP** Gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results



Resources and Preparation

Resources

- Worksheet 13 – Why I like fruit and vegetable survey
- Pencils for writing
- Student Maths workbooks
- Optional - A variety of fruit and vegetables, whole and sectioned, for display

Preparation

1 day prior to lesson:

- optional - organise fruit and vegetables for display

Prior to lesson:

- print out WS 13 – 1 per student

Fruit & veg research

Students survey others to discover the reasons why children like to eat certain fruit and vegetables.

Introduction (10 mins)

Recall information learnt in previous lessons such as the importance of fruit and vegetables and their colours and types. Use the display of fruit and vegetables, and the KWL chart, to assist in this task if required. Teacher adds to the KWL chart as needed. Advise students that they will be investigating why fruit and vegetables are favourites.

Activity (25 mins)

1. Provide students with a copy of WS 13.
2. Discuss questions and explain how to fill out the form, including how to use tally marks to note responses before adding them up to give a total number of responses.
3. Students survey at least 5 fellow students and complete their copy of WS 13. Encourage students to survey a range of students across the whole class, or survey students in other classes. This will help to ensure a wider range of opinions are reflected in the results.

Conclusion (15 mins)

Students discuss their findings with the class. Class discusses which were the most common reasons for why a fruit or vegetable is a favourite. Students write a maths reflection in their workbooks outlining what they did, their observations and the conclusions they are able to draw from the data collected.

Assessment

- For:** Student interacts with fellow students to collect data. Student interprets data and forms conclusions based on the data.
- As:** Student collects data on why fruit and vegetables are favourites. Student is able to interpret data. Student reflects on why fruit and vegetables are enjoyed.
- Of:** Student contribution to class discussion on survey results. Student worksheet task.

Differentiation

- Extend:** Students survey more students. Students graph their results.
- Simplify:** Students work in mixed ability pairs or groups.

School/Home Link

Students take a copy of WS 13 home and survey family, friends and/or neighbours and report their findings to the class.

Duration | 50 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 make home and school healthy, safe and physically active spaces
- **EN1-9B** Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts



Resources and Preparation

Resources

- Worksheet 14 – Fruit and vegetable onomatopoeia
- Onomatopoeia video via healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/
- Pencils for writing
- Optional - A variety of fruit and vegetables, whole and sectioned, for display

Preparation

1 day prior to lesson:

- optional - organise fruit and vegetables for display

Prior to lesson:

- print out WS 14 per student

Fruit & veg fun

Students celebrate fruit and vegetables through the use of wordplay. Students learn about onomatopoeic words that describe how fruit and vegetables sound when eaten.

Introduction (10 mins)

Recall information learnt in previous lessons such as the importance of fruit and vegetables, their colours and types and why people like particular fruit and vegetables. Use the display of fruit and vegetables, and the KWL chart, to assist in this task if required. Teacher adds to the KWL chart as needed. Advise students that, to help celebrate fruit and vegetables, they will be having some fun with wordplay.

Activity (25 mins)

1. Students watch *Onomatopoeia* video.
2. Discuss onomatopoeia as a class and ensure students understand the concept.
3. Provide students with a copy of WS 14.
4. Ask students to think about the sounds that fruit and vegetables make when being prepared for eating or when eaten.
5. Students complete WS 14.
6. In pairs or small groups, students select or are allocated one of the fruit and vegetable related onomatopoeic words. Each pair/group develops an A4-sized poster that displays the word and which fruit and vegetables make that sound.

Conclusion (10 mins)

Students share their posters with the class. The posters can be displayed around the school.

Assessment

- For:** Student understands the concept of onomatopoeia during class discussion. Student provides the names of fruit and vegetables that correspond to the onomatopoeic sounds. Student provides fruit and vegetable names.
- As:** Student understands onomatopoeia. Student can provide fruit and vegetable names.
- Of:** Student worksheet task. Student pair/group task.

Differentiation

- Extend:** Students undertake the poster task individually. Students write sentences that incorporate fruit and vegetables and their onomatopoeic sounds.
- Simplify:** Students undertake the task in mixed ability pairs or groups. Worksheet task is undertaken as a class activity. Provide practical opportunities for students to hear the sounds through tasting and food preparation activities. Provide a word bank of possible fruit and vegetables for students to refer to.

School/Home Link

Images of the poster are sent home.

Duration | 45 minutes

CLASSROOM ACTIVITIES

STAGE 1 LESSON FOUR



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 make home and school healthy, safe and physically active spaces
- **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things
- **ENI-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts



Resources and Preparation

Resources

- A variety of fruit and vegetables, for consumption
- Paper towels or wipes for cleaning up after eating
- Worksheet 8 – Fruit and vegetable images
- Coloured paper – orange, yellow, green, white, blue, red are needed
- A4 or A5-sized white cardstock – 1 per student
- Pencils for writing and colouring
- Scissors
- Glue sticks
- Permission slip for tasting activities (a modifiable one is available at healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/)

Preparation

2-3 weeks prior to lesson:

- send permission form home
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy

1 day prior to lesson:

- organise fruit and vegetables

Prior to lesson:

- prepare fruit and vegetables for tastings
- print out WS 8 on the coloured paper – 1 set per 8-10 students. Print each page on the corresponding coloured paper
- optional - cut out WS 8. Place fruit and vegetable cut outs in separate containers. Alternatively, students can cut them out prior to the lesson and place them in colour family groupings; or be seated in small groups and given 1-2 pages of each colour page so they can cut them out and use them straight away

A fruit & veg fiesta!

Students reflect on what they have learnt about fruit and vegetables and develop a party invitation that celebrates them. Students then enjoy a fruit and vegetable tasting celebration.

Note: The tasting activity could be omitted if restrictions do not allow. Or students could bring in their own selection of fruit and vegetables to consume.

Introduction (10 mins)

Recall information learnt in previous lessons such as the importance of fruit and vegetables, their colours and types, why people like particular fruit and vegetables and fruit and vegetable onomatopoeias. Use the display of fruit and vegetables and previous work examples to assist in this task if needed. Students refer back to the KWL chart and teacher completes the 'Learnt' column. Advise students that they will be making a party invitation for a fruit and vegetable party.

Activity (25 mins)

1. Provide students with paper or card stock.
2. Students select images from WS 8 to decorate their invitation with a focus on ensuring they include a variety of colours and types.
3. Students write out their party invitation including important information such as date, time, location and celebration name.
4. Students could include some of the fruit and veg related onomatopoeic words they learnt in the previous lesson.

Conclusion

Students deliver their invitations to fellow students and/or to school staff. Students and invitees take part in tasting a selection of fruit and vegetables as part of a fruit and vegetable party.

Assessment

- For:** Student recalls learnings from previous lessons. Student understands invitation task including incorporating a variety of fruit and vegetable images (colours and types), outlining the important information and including onomatopoeic words where possible. Student involvement in tasting activity.
- As:** Student creates invitation and checks that their work includes a variety of fruit and vegetable images (colours and types) and all the important information.
- Of:** Student worksheet task.

Differentiation

- Extend:** Students write a paragraph describing the celebration. Students assist in planning for the party.
- Simplify:** Students undertake the invitation task in mixed ability pairs or groups.

School/Home Link

Photos of the invitations and celebration are sent home to parents/carers.

Duration | 45 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
- **ST2-4LW-S** Compares features and characteristics of living and non-living things



Resources and Preparation

Resources

- A variety of fruit and vegetables, whole and sectioned, for display
- Worksheet 9 – Fruit and vegetable colours and types
- Worksheet 15 – Vegetable patch
- Worksheet 16 – Fruit forest
- Pencils for drawing
- Pencils, crayons or marker pens for colouring
- Butchers paper

Preparation

1 day prior to lesson:

- organise fruit and vegetables for display

Prior to lesson:

- print out WS 9 – 1 A3-sized copy. Or display on the whiteboard.
- print out WS 15 – 1 per 2 students
- print out WS 16 – 1 per 2 students

Fantastic fruit & veg

Students explore the different colours and types of fruits and vegetables and their health benefits. Students design a vegetable patch or fruit forest that incorporates all colours and types.

Introduction (5 mins)

Show students the fruit and vegetable display. Ask them what they are and why they are important. Allow students to touch and explore the items* and discuss their favourite fruit and vegetables. Record the students' knowledge and what they want to learn about fruit and vegetables (KWL chart) on butchers paper. This can be added to and referred back to in later lessons.

Activity (30 mins)

1. Ask students to notice the different colours and types of the fruit and vegetables. Place WS 9 on the whiteboard or wall for students to visualise this information throughout the activity.
2. Advise students that there are different health benefits to each colour and type. So, it's important that a wide range of colours and types are eaten every day.
3. Advise students that they will be designing a vegetable patch or fruit forest with the objective of including a wide variety of colours and types.
4. Provide students with WS 15 or WS 16.
5. Students complete their worksheet.

Conclusion (10 mins)

Students present their garden or forest to the class and how they think they included a wide variety of colours and types. Vegetable gardens and fruit forest designs are displayed in the classroom or around the school.

Assessment

- For:** Student identifies fruit and vegetables, their forms and features and why they are good to eat. Student plans worksheet task to incorporate a wide range of fruit or vegetables.
- As:** Student identifies fruit and vegetables. Student identifies different colours and types of the fruit and vegetables. Student designs a garden with a wide range of fruit or vegetables.
- Of:** Student contribution to class discussion in fruit and vegetable exploration. Student presentation of garden to class. Student worksheet task.

Differentiation

- Extend:** Students complete a vegetable patch and a fruit forest. Students outline the health benefits of their garden.
- Simplify:** Students design their garden in pairs or small groups.

School/Home Link

Images of student work is sent home to parents/carers. Students complete the alternate garden design task as homework.

Duration | 45 minutes

* Encourage students to wash or sanitise hands before and after handling the fruit and vegetables.



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 17 – How much is a basket of fruit and veg?
- PDH workbooks
- Pencils/pens for writing
- Optional – Excel workbook – How much is a basket of fruit and veg? via healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/

Preparation

Prior to lesson:

- print out WS 17 – 1 per student

Fruit & veg research

Note: this lesson requires students to do some research at home. Allow up to a week in between lesson one and lesson two. An in-class research option is also possible if time and circumstances require.

Students undertake an investigation into the cost of fruit and vegetables in their area. Based on this information, students discuss actions for change to ensure people can eat more fruit and vegetables.

Introduction (10 mins)

Recall information learnt in previous lesson such as the colours and types of fruit and vegetables and why it is important to eat a wide variety. Refer to the KWL chart as needed. Ask students what would happen if fruit and vegetables are expensive - would people eat as much as they need or want?

Activity

Lesson one (15 mins)

1. Provide students with a copy of WS 17. Explain to students that they will be working out the cost of various fruit and vegetable items at their local fruit and vegetable shop or supermarket. Alternatively, if students are unable to go to the shops, they could use online supermarket websites to check for prices – however this will not demonstrate the variety in pricing.
2. Discuss how to complete WS 17.
3. Depending on circumstances, students can choose to gather data for just some (or all) of the items.

Lesson two (20 mins)

4. Students collate their data with the rest of the class, year or stage groups to come up with an average cost for each item for your school area. The optional excel workbook can help with this task if needed.
5. Students discuss their observations about the cost of fruit and vegetables. What changes could be made to ensure that everyone can eat the fruit and vegetables they need and want to eat?

Conclusion (10 mins)

Students write a paragraph in their workbooks about the activity including what they learnt and what changes could be made to ensure everyone can afford to eat enough fruit and vegetables. A class, year or stage group display could be developed to showcase the findings on fruit and vegetable costs in their school area. The Excel workbook could also be provided to Healthy Kids Association (info@healthy-kids.com.au) to publish state-wide results showing the variation in costs across the state.

Assessment

- For:** Student identifies fruit and vegetables and their costs per kg. Student considers strategies that could help with improving fruit and vegetable affordability.
- As:** Student calculates the cost per kg of fruit and vegetables. Student compares the costs of fruit and vegetables. Student considers strategies to help with affordability.
- Of:** Student contribution to class discussion around fruit and vegetable affordability. Student worksheet task.

Stage 2 Lesson two continued next page



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 17 – How much is a basket of fruit and veg?
- PDH workbooks
- Pencils/pens for writing
- Optional – Excel workbook – How much is a basket of fruit and veg? via healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/

Preparation

Prior to lesson:

- print out WS 17 – 1 per student

Fruit & veg research

Stage 2 Lesson two continued

Differentiation

- Extend:** Students collect price data on a more extensive list of fruit and vegetables. Students compare price data between different stores.
- Simplify:** Students are provided with the cost information in a mock-up fruit and vegetable shop.

School/Home Link

Students complete WS 17 while shopping with parents/carers.

Duration | 50 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
- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language



Resources and Preparation

Resources

- Worksheet 18 – Punny fruit and vegetable names
- *Puns!* video via [healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/](https://www.healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/)
- Pencils/pens for writing
- Stopwatch

Preparation

Prior to lesson:

- print out WS 18 – 1 per pair or small group

Fruit & veg fun

Students celebrate fruit and vegetables through the use of wordplay. Students learn about puns and undertake an activity to demonstrate their understanding.

Introduction (10 mins)

Recall information learnt in previous lesson such as the colours and types of fruit and vegetables, why it is important to eat a wide variety and how affordability can be improved. Refer to the KWL chart as needed.

Explain that they are now going to celebrate fruit and vegetables through the use of wordplay, specifically puns.

Activity (20 mins)

1. Watch the *Puns!* video. Discuss what a pun is. Do students have any punny jokes to share?
2. Students form pairs or small groups. Provide each pair/small group with a copy of WS 18.
3. Tell students that they are going to work against the clock to come up with as many sentences that include a fruit and veg pun. The pair or group with the most/funniest puns wins!
4. Depending on class ability, provide between 5-10 mins for the task.

Conclusion (10 mins)

Students share their puns with the class and a winner is announced. Puns can be written up to display in the classroom. Puns can also be used for the 'Fruit & Veg pun fun' whole school activity – more information can be found in the Teacher's Booklet via [healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/](https://www.healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/)

Assessment

- For:** Student contribution to class discussion.
As: Student understands the use of puns. Student creates sentences that use puns.
Of: Student worksheet task.

Differentiation

- Extend:** Students complete the task individually.
Simplify: Students complete the task as a class activity.

School/Home Link

Families are encouraged to enter the 'Fruit & Veg pun fun' whole school activity – more information can be found in the Teacher's Booklet via [healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/](https://www.healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/)

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
- **EN2-10C** Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts



Resources and Preparation

Resources

- A variety of fruit and vegetables, for consumption
- Paper towels or wipes for cleaning up after eating
- Worksheet 19 – Fruit and vegetable party banner
- Scissors
- Pencils for drawing
- Coloured textas, pencils, crayons for colouring
- Permission slip for tasting activities (a modifiable one is available at healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/)

Preparation

2-3 weeks prior to lesson:

- send permission form home
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy

1 day prior to lesson:

- organise fruit and vegetables

Prior to lesson:

- prepare fruit and vegetables for tastings
- print out WS 19 – 1 per student

A fruit & veg fiesta!

Students discuss strategies for increasing fruit and vegetable consumption. They develop a banner for a fruit and vegetable party. Students then enjoy a fruit and vegetable tasting celebration.

Note: The tasting activity could be omitted if restrictions do not allow. Or students could bring in their own selection of fruit and vegetables to consume.

Introduction (10 mins)

Recall information learnt during previous lessons including the colours and types of fruit and vegetables, the impact of affordability and fun with fruit and vegetable puns. Students refer back to the KWL chart and teacher completes the 'Learnt' column. Advise students that they will be making a celebratory banner for a fruit and vegetable party.

Activity (25 mins)

1. Ask students to come up with ideas for encouraging others to eat more fruit and vegetables. Examples could include making them more affordable, making them more available, making them fun and promoting them better.
2. Discuss slogans, party themes and party invitations. Ask the students for examples and/or provide some.
3. Ask students to explore the language around slogans, party themes and party invitations and how it encourages positivity. People expect to have a good time at a party!
4. Provide students with a copy of WS 19.
5. Ask students to develop a party banner for a fruit and vegetable celebration. Provide guidance on ensuring the banner is colourful and bright, just like fruit and vegetables!

Conclusion (15 mins)

Students display their banners and take part in tasting a selection of fruit and vegetables as part of a fruit and vegetable party that celebrates Festival Fruit & Veg!

Assessment

- For:** Student contribution to class discussion.
As: Student is able to come up with language that is encouraging.
Of: Student worksheet task.

Differentiation

- Extend:** Students develop a series of banners.
Simplify: Students complete the task in mixed ability pairs.

School/Home Link

Banner can be sent home to show parents/carers. Students can be encouraged to put it up on the fridge or near the meal table to inspire others to eat more fruit and vegetables.

Duration | 50 minutes



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
- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features



Resources and Preparation

Resources

- A variety of fruit and vegetables, whole and sectioned, for display
- Worksheet 9 – Fruit and vegetable colours and types
- Butchers paper
- Research materials such as books on fruit and vegetables, internet-enabled devices, or printouts from reputable websites. A suggested list of materials can be accessed via healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/

Preparation

1 day prior to lesson:

- organise fruit and vegetables for display
- organise research materials as required

Prior to lesson:

- print out WS 9 – 1 A3-sized copy. Or display on the whiteboard

Fantastic fruit & veg

Students research the different colours and types of fruits and vegetables and their health benefits. Students create a promotional poster for their favourite fruit and vegetable.

Introduction (10 mins)

Show students the fruit and vegetable display. Ask them what they are and why they are important. Let the students touch and explore the items* and discuss their favourite fruit and vegetables. Record the students' knowledge and what they want to learn about fruit and vegetables (KWL chart) on butchers paper. This can be added to and referred back to in later lessons.

Activity (45 mins)

1. Ask students to identify the different colours and types of the fruit and vegetables. Place WS 9 on the whiteboard or wall for students to visualise this information throughout the activity.
2. Advise students that there are different health benefits to each colour and type. So it's important that a wide range of colours and types are eaten every day.
3. Students think about which fruit or vegetable is their favourite and work out the colour family and type using WS 9.
4. Students research the health benefits of their favourite fruit/vegetable's colour family and type.
5. Students create a promotional poster for their fruit or vegetable that outlines their learnings and aims to encourage fellow students to eat a wide variety of fruit and vegetables.

Conclusion (5 mins)

Students present their posters to the class. Posters are displayed around the school to promote eating a wide variety of fruit and vegetables.

Assessment

- For:** Student identifies fruit and vegetables, their colours and types and why they are good to eat. Student researches their favourite fruit or vegetable.
- As:** Student identifies a variety of fruit and vegetables. Student identifies different colours and types of fruit and vegetables. Student investigates some health benefits of eating their favourite fruit or vegetable.
- Of:** Student contribution to class discussion in fruit and vegetable exploration. Student presentation of promotional poster to class. Student worksheet task.

Differentiation

- Extend:** Students write a detailed information report on their favourite fruit or vegetable. Students create an informative video on their favourite fruit or vegetable.
- Simplify:** Students work in pairs or small groups.

School/Home Link

Images of student work is sent home to parents/carers. Information is shared in the school newsletter.

Duration | 60 minutes

* Encourage students to wash or sanitise hands before and after handling the fruit and vegetables.



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
- **MA3-18SP** 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

- Worksheet 20 – What would help me eat more fruit and vegetables survey
- Worksheet 21 – What helps me to eat more fruit and vegetables charts

Preparation

Prior to lesson:

- print out WS 20 – 5 per pair
- print out WS 21 – 1 per student

Fruit & veg research

Students survey others to determine what actions could help Australian children to eat more fruit and vegetables.

Introduction (10 mins)

Recall information learnt in previous lessons such as the colours and types of fruit and vegetables and why it is important to eat a wide variety. Refer to the KWL chart as needed. Advise students that only about 1 in 20 Australian children eat enough fruit and vegetables. Brainstorm: what strategies would help us eat more of them? Advise students that they will be surveying fellow students to determine what strategies would have the biggest impact.

Activity (40 mins)

1. Students form pairs.
2. Provide each pair with five copies of WS 20.
3. Discuss the three set questions as a class.
4. Pairs come up with two additional survey questions using the same scale.
5. Each pair surveys five fellow primary students (Years 3-6).
6. Provide each student with a copy of WS 21. Students complete the graphs based on the survey responses they received and answer the questions.

Conclusion (10 mins)

Students discuss their findings with the class.

Assessment

- For:** Student understands tasks. Student contributes to group discussion on strategies that could encourage others to eat more fruit and vegetables.
- As:** Student identifies strategies that could encourage others to eat more fruit and vegetables.
- Of:** Student worksheet tasks.

Differentiation

- Extend:** Students complete the survey individually. Students develop their own survey. Students create their own graphs.
- Simplify:** Students complete WS 21 in pairs.

School/Home Link

Student findings are reported in the school newsletter 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
- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features



Resources and Preparation

Resources

- Optional – examples of fruit and vegetable jokes, wordplay and songs via healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/
- Optional – Worksheet 22 – A fruit and vegetable skit template
- Scrap paper or workbooks
- Pens/pencils for writing

Preparation

Prior to lesson:

- optional – organise skit material examples as required
- optional – print out WS 22 as required

Fruit & veg fun

Students celebrate fruit and vegetables through the use of humorous language. Students research fruit and vegetable jokes, wordplay and songs, and develop and perform a short skit.

Introduction (5 mins)

Recall information learnt in previous lessons such as the colours and types of fruit and vegetables, why it is important to eat a wide variety and strategies for encouraging others to eat more of them. Refer to the KWL chart as needed. Advise students that they are going to celebrate fruit and vegetables through developing and performing a funny skit.

Activity (30 mins)

1. Students form into groups of 3-4 students.
2. Students research fruit and vegetable-based jokes, puns, alliteration and songs. Advise students that in their skit they will also need to include some interesting fruit and vegetable facts. Provide WS 22 if students require a template for their research and skit planning.
3. Each pair/small group develops a 2–3-minute funny skit that celebrates fruit and vegetables.
4. Students rehearse their skit.

Conclusion (25 mins)

Students perform their skits in front of the class and vote on the best performance. Students discuss how they feel about fruit and vegetables after performing in and watching the skits.

Assessment

- For:** Student contribution to group skit development and performance.
Student contribution to group discussions.
- As:** Student is able to work in a group to develop skit.
- Of:** Student skit performance.

Differentiation

- Extend:** Students write up the skit for publication.
- Simplify:** Students are provided with examples of jokes, wordplay and songs for them to collate, practise and present. A list of resources can be found via healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/

School/Home Link

The best performance/s can be selected to perform at assembly or other whole school/community gathering.

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
- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features



Resources and Preparation

Resources

- A variety of fruit and vegetables, for consumption
- Paper towels or wipes for cleaning up after eating
- Permission slip for tasting activities (a modifiable one is available at healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/)

Preparation

2-3 weeks prior to lesson:

- send permission form home
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy

1 day prior to lesson:

- organise fruit and vegetables for tastings

Prior to lesson:

- prepare fruit and vegetables for tastings

A fruit & veg fiesta!

Students discuss strategies for increasing fruit and vegetable consumption. Students undertake a task to reimagine popular party food items to contain fruit and vegetables. Students then enjoy a fruit and vegetable tasting celebration.

Note: The tasting activity could be omitted if restrictions do not allow. Or students could bring in their own selection of fruit and vegetables to consume.

Introduction (5 mins)

Recall information learnt during previous lessons including the colours and types of fruit and vegetables, strategies for encouraging students to eat more of them and their fruit and vegetable fun performances. Students refer back to the KWL chart and teacher completes the 'Learnt' column. Advise students that they will be looking at fruit and vegetables as party food and how that may influence others to eat more of them.

Activity (30 mins)

1. Discuss party foods students have eaten at parties. Why do we want to eat more of a certain kind? What do they look like, how does the situation (a party) encourage us to eat more? Write answers up on the board.
2. Advise students that they will be reimagining popular party foods to contain fruit and vegetables and therefore encourage others to eat more of them.
3. Students work individually, in pairs or in small groups to identify a party food idea or recipe that they can reimagine with lots of fruit and vegetables.
4. Students write up their recipe idea including information on how it will encourage others to eat more fruit or vegetables.

Conclusion (25 mins)

Students explain their reimagined party food to the class. Students then take part in tasting a selection of fruit and vegetables as part of a fruit and vegetable party.

Assessment

- For:** Student contribution to group discussions.
- As:** Student modifies a recipe idea to include more fruit and vegetables. Student identifies how recipe modification can encourage fruit and vegetable consumption.
- Of:** Students successfully complete recipe task.

Differentiation

- Extend:** Students work individually.
- Simplify:** Students are provided with party food ideas/recipes to modify.

School/Home Link

Students trial their reimagined party food recipe at home and report back to the class. Recipe ideas can be published in the school newsletter or on the school app.

Duration | 60 minutes