




let's GO green!



Go green
Try more green
Be green



Teachers
Booklet 2015



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This booklet has been printed with vegetable based inks on 100% recycled paper. Don't forget to compost this booklet at the end of Fruit & Veg Month.

Welcome

to



Healthy Kids Association, with the support of the NSW Ministry of Health, are excited to announce the theme of this year's Fruit & Veg Month – **'Let's Go Green!'**

Although Kermit the Frog might have once sang "it's not easy being green", we here at Healthy Kids Association disagree. And we have designed a program packed full of classroom activities to help teach your students, and the whole school community, how to 'go green' with fruit and veg. **Going green can mean:**

Eating green classified foods

'Green for go' foods, 'everyday' foods – call them what you will. These are foods from the five food groups and we need to eat a variety of them every day for good health. But currently, more than a third of Aussie kids' energy intake comes from discretionary foods (e.g. chips, biscuits, confectionery, deep fried foods) that are outside the five food groups (ABS, 2014).

And of course, the five food groups include our favourite foods – fruit and vegetables! Research shows that on average Aussie kids don't eat enough vegetables. In fact, only 8.6% of children aged 4–8 and 4.6% of those aged 9–13 eat the recommended serves of vegetables each day (ABS, 2013).

Fruit & Veg Month focuses on getting kids to choose fruit and vegetables every day.

Eating your greens

Green coloured fruit and vegetables are packed full of important nutrients. In particular, the brassicas (broccoli, kale, cauliflower, cabbage) and green leafy vegetables have been shown

time and again to promote good health. But unfortunately Australian children just aren't eating enough greens.

The most commonly consumed vegetable among Australian kids is potatoes (ABS, 2014), whereas only around 9% of children aged 4–13 are consuming vegetables from the brassica group.

Being green

A vital component of the Let's Go Green theme is about sustainability.

According to the Environmental Protection Authority NSW, 40% of the waste found in household kerbside bins destined for landfill is food waste that could be composted (or put into worm farms) or is avoidable food waste (EPA, 2015). Not only does composting and worm-farming reduce organic waste going to landfill, it can also improve soil condition (CORE, 2015).

Discretionary foods are also more likely to be packaged foods and have a greater impact on the health of our environment. Food packaging uses valuable resources and can end up in landfill if not recycled.

With your commitment, we hope your students develop healthy eating habits that endure beyond the month of activities and lead to healthy eating habits that last a lifetime.

Fruit & Veg Month runs for the last four weeks of Term 3, from 24 August–18 September. Use this booklet to get your whole school community going green with fruit and vegetables.

Acknowledgements

Healthy Kids Association is lucky to have the support of the following organisations and individuals in providing resources for Fruit & Veg Month 2015:

- NSW Ministry of Health
- Cate McQuillen and Mememe Productions – for the use of dirtgirlworld video footage, images and support, ©dirtgirlworld productions Pty Ltd 2009
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- Planet Ark – for the use of video footage

let's GO

Classroom activities Early stage one / Lesson One

Learning Outcomes
A student:
• **AESL1.6** Develops a repertoire of physical activities in which they can participate.
• **PHESL12** Displays basic positive health practices.
• **COESL1** Expresses feelings, needs and wants in appropriate ways.
• **VAESL1** Increasingly accepts responsibility for personal and community health.

Traffic Light

Students will learn that fruit and vegetables are everyday foods.

Introduction

- Explain this activity is about GO GREEN. Refer to the explanation on page 10.
- Brainstorm fruit and vegetables. Discuss what the light mean for cars – green for go, amber for stop.

Activity

- Students are introduced to the traffic light poster.
- Students are provided with fruit and vegetables, may also be cut out.
- Students place the fruit and vegetables on the traffic light poster.
- Teacher introduces concept that green is for go, amber (‘so slow’) or red (‘stop’).

Cross Curriculum Links
A student:
• **ENEL1A** peers and informal leaders demonstrate leadership of group.
• **VAESL1** and other about the

Classroom activities Stage three / Lesson Four

Learning Outcomes
A student:
• **PHES12** Makes informed decisions and accepts responsibility for consequences.
• **PHS312** Communicates confidently in a variety of situations.
• **PHS312** increasingly accepts responsibility for personal and community health.

Preparation/Resources
• Card paper for game creation
• Coloured pencils and pens.

Duration | 75 minutes

Cross Curriculum Links

A student:
• **PHS312** Composes, edits and presents well-structured and coherent texts.

Preparation/Resources
• Card paper for game creation
• Coloured pencils and pens.

Duration | 75 minutes

Make it and play it: Concentration!

Students will use newly acquired knowledge of green classified foods to create a game of concentration.

Introduction

Create a word bank of green classified fruit and vegetables.

Activity

- Inform students they are going to create a fun game of concentration by making 10+ sets of game cards.
- Each set of game cards will need to contain three cards: one card with the image of the fruit or vegetable (e.g. a drawing of an apple); one card with the name (e.g. APPLE); and one card with the description (e.g. a round red or green fruit that is crispy and delicious. They can be made into pies and slinkys). To win a set of cards, students must recall where all three matching cards are.
- In small groups of three or four, students create game cards.

Conclusion

Students play concentration games, sharing their game card sets with other groups.

Assessment

For: Class recall of green classified fruit and vegetables.
Of: Student ability to create game.

Differentiation

Extend: Larger concentration games, or other recall and identification games, can be developed by students.
Simplify: Support student card making process. Students may also be more suited to Stage 2 jigsaw activity.

School/Home Link

Take games home and share with families.

Classroom activities

This year we have continued with our standard format classroom activities that make them easy to use and implement. These resources can be used during Fruit & Veg Month or at any time of year. Add them to your school's resource library so they're always available, even after Fruit & Veg Month is long gone.

Sticker rewards

In your pack we have also included one A1 sized sticker reward chart (poster) for each class, with sheets of stickers that can be used on it. Rewards can be used for students trying fruits and vegetables at tastings, or for showing hard work and good behaviour. You may decide to use the stickers in another way, or use your own merit system with our stickers. It's up to you!

Each registered school will receive enough posters for each classroom, and enough stickers to use as student rewards.

This Fruit & Veg Month Teachers Booklet is also available electronically for a limited time via the Healthy Kids website, www.healthy-kids.com.au/teachers/fruit-veg-month. Please contact us with any questions about Fruit & Veg Month via info@healthy-kids.com.au or phone: 02 9876 1300.

Important information

Allergies

Food allergies can cause potentially life-threatening symptoms.

If you are planning to hold events or classes where food is offered to students it is essential to minimise exposure to students who are at risk of an allergic reaction. While allergies to fruits and vegetables aren't very common in young children, they still need to be kept in mind.

When planning and delivering Fruit & Veg Month:

- Send home permission forms. A sample is provided on page 9 of this booklet
- Leave known allergens out of class activities
- Supervise students with known allergies during tastings or food activities to avoid peer pressure to try allergens
- Discuss with parents how to manage food tastings

Food safety

It is important to follow food safety procedures during any activities involving food.

More information is available in the Australian Dietary Guidelines summary booklet available from www.eatforhealth.gov.au (resource code N55a) or the NSW Government Healthy Kids website (www.healthykids.nsw.gov.au/recipes/food-safety-and-hygiene.aspx).

Key points to consider include:

- Washing your hands
- Washing fruit and vegetables thoroughly
- Keeping food preparation areas clean
- Discarding unused food
- Using utensils such as tongs to serve or share food
- Storing food safely – keep cold food cold

References:

Australian Bureau of Statistics (ABS) (2013, June 7) 4364.0.55.003 - Australian Health Survey: Updated Results, 2011-2012. Retrieved from www.abs.gov.au/ausstats/abs@.nsf/Lookup/C549D4433F6B74D7CA257B8200179569?opendocument
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Centre for Organic Research and Education (CORE) (2015). About composting. Retrieved from www.compostweek.com.au/core/about-composting
Environmental Protection Authority (EPA) NSW (2015, January 16). Waste resources for schools. Retrieved from www.epa.nsw.gov.au/wastetools/school-resources.htm

10 TIPS FOR A SUCCESSFUL FRUIT & VEG MONTH

Let's **GO** green!

1

Get other teachers on board and let them know about the resources available.

2

Partner up with other teachers to share responsibilities and do class activities together.

3

Remember! Teachers are important role models. Bring in your own fruit- and vegetable-filled lunch and talk to the students about why you like it (e.g. taste and texture) and how it makes you feel.

4

Work with your students to collect data about class participation. Measure whether or not consumption of fruit and vegetables increases throughout the month and give an award for the class that improves the most. We would love to see the results.

5

Inform parents that students will be participating in Fruit & Veg Month activities. Let them know about the events you've planned via your school newsletter, blog or class/grade representatives.

6

Use the school newsletter to let parents know about how they can continue to promote fruit and veg to their kids at home. You may also want to give students an extension of a classroom activity to take home.

7

Send a permission note home to parents so they know students will be sampling different types of fruit and vegetables in the classroom.

8

Talk to any parents of students with allergies about what approach they would like you to take.

NOTE: see the information on allergies and food safety on page 4 of this booklet.

9

Organise supplies of fruit and vegetables for tastings or events. Ask a local greengrocer for a donation, reach out to parents for help, or the P&C (or P&F) Committee for support. Parents will be keen to help when they realise that tastings may result in their kids eating more fruit and vegetables.

10

Contact local media regarding events you're planning at school and get great exposure and recognition for your efforts at the same time.



Tell us what you get up to!

We want to hear from you!

Post pictures and updates of the fun you're having during Fruit & Veg Month on Facebook and Twitter. Tag us using @healthykids.au for Facebook and @healthykidsau for Twitter, and don't forget to use the hashtag #Fruit&VegMonth.

Please note: you need permission from a child's parents before you share a photo of them. You can, however, share photos of the work they've created or your class posters without photographic permission.

We will be sharing your posts via our social media sites, in the weekly Fruit & Veg Month e-newsletter and on our website. Seeing what others are doing is very inspirational, so please join in the fun.



WORK TOGETHER AS A WHOLE

Fruit & Veg Month is a fantastic opportunity to promote fruit and vegetables across your whole school community. Why not try some of the following ideas to get everyone excited about eating fruit and vegetables?

Host a tasting

Research has shown that kids are more likely to accept fruit and vegetables if they are exposed to them often. Holding tastings during Fruit & Veg Month is a chance to get kids tasting, and ultimately eating, more types of fruit and vegetables.

Each year we hear from many schools that have held fruit and vegetable tasting sessions. Overwhelmingly, the feedback is that positive peer pressure is very persuasive.

A tasting can be done in your own class, as a classroom activity or as a whole school activity. Some ideas for tasting activities include:

- Arrange for parents or Year 6 students to deliver tasting plates to the classroom as a mid-morning break to help refuel and refresh. You can do this during your usual Crunch&Sip® time too
- Have the canteen offer free fruit and veg tastings on one or more days of the week
- Have staff, parents or Year 6 students hand around tasting plates during recess over a one week period

Try including delicious spring produce that students may not have tasted before, such as raw broccoli, fresh peas from the pod, raw snow peas, young Asian greens or lettuce, grapefruit or papaya/pawpaw. Ask your local greengrocer about what fruit and vegetables are in season and taste great during Fruit & Veg Month.

When doing tastings, emphasise the taste, smell, texture, sound and visual appearance of the fruit and vegetables. You can also focus on how eating lots of fruit and vegetables makes students feel. Bear in mind that emphasising the health aspect of fruit and vegetables may backfire.

NOTE: see the information on allergies and food safety on page 4 of this booklet.

Trial Crunch&Sip in each classroom

If your school doesn't already practice Crunch&Sip, why not introduce it during Fruit & Veg Month to see if it will be feasible to continue on a longer-term basis? Read more at www.healthy-kids.com.au/teachers/crunch-sip.

Display students work

Set up displays in your school hall, library or classroom to showcase the work students create during Fruit & Veg Month. The classroom activities in this booklet contain some fantastic ideas for work to display.

Hold a Fruit & Veg dress up day

Ask students and staff to dress in the colour of their favourite fruit or vegetable or make fruit and vegetable costumes to wear. See www.healthy-kids.com.au/teachers/crunch-sip for some great fruit and veg costume ideas.



SCHOOL



Have a Fruit & Veg assembly

Invite parents and carers to a whole school assembly.

You can use it to launch or conclude Fruit & Veg Month. Talk about any new fruit and vegetable initiatives the school is bringing in, such as a kitchen garden, composting, food waste audits, whole of school tastings etc.

And finally, what about a fruit and vegetable themed song to sing after the National Anthem – a Fruit & Veg Month anthem!



Run a school-wide competition

Hold a competition in your school or for a year or stage group. Ask students to create a fruit and vegetable sculpture, picture or participate in a recipe or cooking competition.

Measure food waste

Get older students, staff and/or parents to collect waste from recess and lunch over a day. Remember to use gloves and buckets or small bins to collect the waste. Put green waste (fruit and vegetable waste, no packaging) into one set of buckets and the landfill waste into another set. You can even put labels on the buckets – green for green waste, red for landfill waste.

Once you have collected all the waste, spread it into two large circles on sheets of newspaper on the playground. Take a photo of the two circles to compare.

Show the results at the next school assembly. Discuss how the green waste can be broken down and used for gardening but the landfill waste cannot. Discuss what this means for the environment.

Why not try doing a comparison between the beginning of Fruit & Veg Month, at the end of the month and then again six months later. We would be keen to see your results.

Worm farming or composting

If you don't already have one up and running, consider starting a worm farm or composting system in your school for fruit and vegetable waste. There is an activity for each stage in this booklet that covers food waste. A system could be set up as a result of these activities, or this task could be given to the environmental/sustainability student group if you have one. If you don't have one, consider forming one.

Set up a kitchen garden

If your school doesn't already have a kitchen garden, this might be the time to set one up. A kitchen garden can be a great tool for education. Tasks in the garden can be used across a wide range of syllabuses.

It is also a fantastic way for students to learn about where and how fruit and vegetables are grown and how delicious fresh fruit and vegetables can taste.

Once the garden is up and running, you can offer the produce to the canteen or sell it to parents and staff.





Fruit & Veg Month coordinators: please photocopy this page and give it to your canteen manager when you discuss plans for Fruit & Veg Month with them.

Calling

ALL CANTEEN MANAGERS

Getting the canteen involved in Fruit & Veg Month can help to bring the message home. Because the theme is Let's Go Green, we have thought up some ways to get your canteen to go 'green'.

Serve up the greens!

Why not try these ideas for your menu:

- Serve an all-green coloured salad (e.g. lettuce, peas/snowpeas/sugar snap peas, cucumber, broccoli florets and green capsicum)
- Serve an all-green coloured fruit salad (e.g. green grapes, apple, honey dew melon and kiwi fruit)
- Sell a Fruit & Veg Month meal deal with a veggie filled salad or sandwich, piece of fruit and water. This could be mostly green coloured too
- Create limited edition Fruit & Veg Month menu items such as veggie filled muffins, vegetable-based pancakes, pikelets or fritters, smoothies, special salads, fruit salad or fruit kebabs
- Provide discounts during Fruit & Veg Month on certain foods containing fruit and vegetables

Don't forget to advertise what's available. Use posters outside the canteen and around the school to advertise your new menu items to students and staff. Put a note in the school newsletter and on the school website to let the parents know too.

Create a fruit and veg tasting plate

Teachers are always telling Healthy Kids that a tasting plate in class is successful at getting kids to try fruit and vegetables that they otherwise might not eat. Talk to teachers about providing a tasting plate for their classroom, have a tasting plate at the canteen window or ask some Year 6 students to volunteer and distribute a tasting plate at recess.

Compost or worm farm your fruit and veg waste

Get involved with the school compost or worm farming activities.

Set up collection bins for fruit and vegetable waste, in the canteen for kitchen waste and one outside for student waste.

Put up a poster about what constitutes suitable compost or worm farm waste. Use the posters created by students as part of Fruit & Veg Month classroom activities or source one from your local council's waste education officer.

Put up a display poster of your green foods

Make it easy for students to see the green classified foods in your canteen.

Develop a display poster or put up photos of your green classified foods, especially the fruit and vegetables you sell. Put up the poster or photos outside the canteen or make multiple copies to put up around the school.

If time is an issue, approach the teaching staff to see if a class could take on this project prior to Fruit & Veg Month.

Have a fruit and vegetable competition

Display an exotic or unusual fruit or vegetable in the canteen (it can be the real thing or a close-up picture) and ask students to enter a competition to guess what it is. The prize could be something from the canteen such as a fruit smoothie or salad. Some green coloured ideas include star fruit, okra or chokos.



Permission Form

24th August – 18th September 2015



Dear parents/guardians/carers,

Our school is celebrating Fruit & Veg Month!

This is a great program that will educate your child about the benefits of eating fruit and vegetables as part of a healthy lifestyle. Activities will cover a range of curriculum outcomes. Some activities involve students taste testing fruit and vegetables. Some students may have allergies/intolerances to certain foods. We ask for your cooperation in completing the permission slip.

If you have any enquiries about the program, please do not hesitate to contact the school or your child's teacher.

Please return the form to _____ by _____

Regards

Fruit & Veg Month School Coordinator



Permission Slip

24th August – 18th September 2015



I _____ give permission for my child/ward _____

of class _____ to participate in the Fruit & Veg Month tasting activities at _____ School.

This activity has the approval of the Principal.

_____ has no known food allergies/intolerances. ☐ please tick
(Insert name of child)

_____ suffers from a food allergy/intolerance and is not allowed to consume the following foods.
(Insert name of child) (complete only as necessary)

(Food not allowed to consume)

Signed: _____ Date: ____ / ____ /2015
parent/guardian/carer

Let's GO green!

CLASSROOM ACTIVITIES

The theme of Let's Go Green covers **three subthemes** for our classroom activities:

1



GO GREEN with everyday foods.

Just as foods are different colours, e.g. bananas are yellow, cauliflower is white, they can also be classified using the colours of a traffic light. This helps us understand how often we should eat different foods.

The GO GREEN classroom activities focus on educating students that fruit and vegetables are classified as 'green for go'. They are every day choices.

Depending on the stage, the activity may also include discussion or classification activities based on fruit and vegetable products that are amber ('go slow') or red ('stop and think'). These foods should only be chosen sometimes.

2

TRY MORE GREEN coloured vegetables.

These are classroom activities that aim to get students tasting and exploring a wide variety of green coloured vegetables.

Include vegetables with a variety of different forms (e.g. leaf, stalk, bud, flower).

Some vegetables will need to be cooked to be palatable (e.g. okra), while others are best eaten raw (e.g. lettuce). Speak with your greengrocer about how best to prepare the vegetables you are using. If possible, try to include some options of both cooked and raw (e.g. broccoli, spinach, snow peas).

ON STALKS

Celery, artichoke, asparagus



LEAFY

Rocket, lettuce, spinach, silverbeet, watercress, beetroot leaves, kale, bok choy or pak choy



IN A BUD SHAPE

Brussel sprouts, green cabbage



IN A POD OR ARE AN EDIBLE POD

Peas, green beans, broad beans, snow peas, sugar snap peas, okra



3

BE GREEN for the environment.

These are classroom activities around sustainable food waste management.

CONTAINS SEEDS INSIDE

Zucchini, cucumber, green squash



HAS FLOWERS

Broccoli, broccolini, chinese flowering cabbage or choy sum



Classroom activities

Early stage one / Lesson One



Learning Outcomes

A student:

- **ALES1.6** Develops a repertoire of physical activities in which they can participate.
- **PHES1.12** Displays basic positive health practices.
- **COES1.1** Expresses feelings, needs and wants in appropriate ways.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **ENe-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.
- **VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences.



Preparation/Resources

- BLM 1 on A3 (for group work).
- BLM 1 on A5 or A4 (for individual work).
- BLM 2.
- BLM 3 cut out and ready to place on poster.
- BLM 4 cut out and ready to place on poster.
- BLM 5 (for teacher reference).
- Colouring pencils.
- Scissors.

Duration | 40 minutes

Traffic Light

Students will learn that fruit and vegetables are everyday foods.

Introduction

- Explain this activity is about GO GREEN. Refer to the explanation on page 10.
- Brainstorm fruit and vegetables. Discuss what the colours on a traffic light mean for cars – green for go, amber for slow down, red for stop.

Activity

1. Students are introduced to the traffic light poster. Reinforce that fresh fruit and vegetables are classified as 'green for go'. Frozen and canned fruit and vegetables, may also be 'green for go'.
2. Students are provided with fruit and vegetables from BLM 2 to colour and cut out.
3. Students place the fruit and vegetables beside the green light on the traffic light poster.
4. Teacher introduces concept that some fruit and vegetable products may be amber ('go slow') or red ('stop and think'). Teacher places the fruit and vegetable products from BLM 3 and 4, on the poster next to the corresponding light (amber or red). Refer to BLM 5 for notes regarding the classification system.
5. Students colour individual traffic light and draw fruit and vegetables next to the green light.



Conclusion

Display poster in class display area.

Assessment

- For:** Class discussion and brainstorm on foods.
- As:** Are students able to identify traffic light colours?
- Of:** Students' ability to classify foods.

Differentiation

- Extend:** Students copy amber and red classified fruit and vegetable products on their individual traffic light.
- Simplify:** Peer or teacher support task completion.

School/Home Link

Take traffic lights home, place on fridge and explain to family.



Classroom activities

Early stage one / Lesson two



Learning Outcomes

A student:

- **STe-4WS** Explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas.
- **PHES1.12** Displays basic positive health practices.
- **V4** increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **ENe-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.
- **ENe-2A** Composes simple texts to convey an idea or message.
- **COES1.1** Expresses feelings, needs and wants in appropriate ways.
- **PSES1.5** Seeks help as needed when faced with simple problems.
- **VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences.



Preparation/Resources

- Parent helpers or Year 5/6 student helpers.
- A variety of green coloured vegetables – see notes on page 10. Ask for contributions from parents, local suppliers or teacher/school supplies.
- BLM 6, if needed.
- Permission slip for food tasting completed by each participating student (see page 9).

Duration | 60 minutes

Taste Testing

Students will experience and taste different green coloured vegetables.

Introduction

- Explain this activity is about TRY MORE GREEN. Refer to the explanation on page 10.
- Brainstorm known green coloured vegetables. Brainstorm how they look different: some have leaves; some have pods; some are in a bud form (see notes on page 10). Display collected green coloured vegetables.

Activity

1. Offer students a selection of green coloured vegetables to taste test (with helpers). Encourage students to take at least four options.
2. Discuss each food as they taste (texture, taste, smell, appearance). Record responses. Share with the class.
3. Students draw and label their favourite green coloured vegetable.



Conclusion

Add tasting responses, drawings and any photos taken to class healthy eating display.

Assessment

For: Class brainstorm contributions.

Of: Student tasting responses and participation.

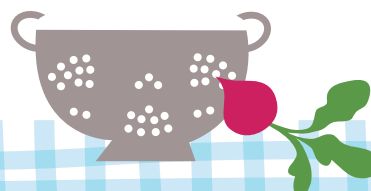
Differentiation

Extend: Students write a sentence about their favourite vegetable next to the drawing.

Simplify: Assistance from parent helpers or student helpers.

School/Home Link

Publish photos and class recount of lesson in school newsletter. Encourage families to continue experimentation at home.



Classroom activities

Early stage one / Lesson three



Learning Outcomes

A student:

- **STe-8NE** Identifies the basic needs of living things.
- **STe-2VA** Demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures.
- **Sustainability OI.9** Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.



Cross Curriculum Links

A student:

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



Preparation/Resources

- dirtgirlworld video (composting quiz show). There are two clips – please show both to your students. The clips can be found at: www.getgrubbytv.com.au/fruitveg.
- Pre-prepared 'bin' of assorted rubbish – different items that will go to composting, recycling or landfill.
- BLM 9.
- Scissors.
- Glue.

Duration | 45–60 minutes

Sustainability

Students will learn about reducing food waste.

Introduction

- Explain this activity is about BE GREEN. Refer to the explanation on page 10.
- Discuss what the students know about rubbish. What is it? Are there different types? Where does our rubbish go? What happens if we produce too much rubbish? How can we send less rubbish to landfill?
- Discuss what the students know about composting.

Activity

1. Watch the videos.
2. As a class, discuss what students saw. Why is it a good idea to compost?
3. Using a pre-prepared 'bin' of rubbish, students are invited to sort materials for composting, recycling and general waste, using the set colours of green, yellow and red.
4. Students complete BLM 9.



Conclusion

Students develop a class display of the reasons to compost and activity sheets.

Assessment

For: Class discussion on rubbish. How much do students know about where their rubbish goes? What are the impacts on the environment?

Of: Students' ability to sort rubbish into different types of waste.

Differentiation

Extend: Students may draw their own poster about where their waste goes.

Simplify: Students work in pairs or complete tasks with 1:1 teacher guidance.

School/Home Link

Homework task: Investigate rubbish at home. Students share results at talk time for a week.



Classroom activities

Early stage one / Lesson four



Learning Outcomes

A student:

- **ENe-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.
- **COES1.1** Expresses feelings, needs and wants in appropriate ways.



Cross Curriculum Links

A student:

- **PHES1.12** Displays basic positive health practices.
- **V4** Increasingly accepts responsibility for personal and community health.



Preparation/Resources

- BLM 7 snap cards prepared on card paper.
- Colouring pencils.
- Scissors.

Duration | 45 minutes

Make it and play it: Snap!

Students will reinforce their learnings about fruit and vegetables and be able to identify different fruit and vegetables.

Introduction

- Recall green classified fruits and vegetables.

Activity

1. Each student colours in a set of snap cards (BLM 7) and traces the fruit and vegetable names. Students cut out snap cards.
2. Students pair up combining their sets of cards to play snap. Depending on ability, students can either call snap or be required to say the fruit or vegetable name.



Conclusion

Place a set of cards in literacy block activities/task board.

Assessment

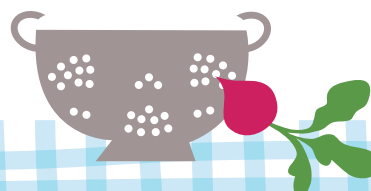
- As:** Can students recall green classified fruits and vegetables.
- Of:** Students' ability to identify fruits and vegetables within game of snap.

Differentiation

- Extend:** Students can complete stage one snap activity instead.
- Simplify:** Support student task completion.

School/Home Link

Homework task: Students take completed snap cards home. Students are provided with another set of cards to take home and complete. Students play snap with family members.



Classroom activities

Stage one / Lesson one



Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **DMS1.2** Recalls past experiences in making decisions.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **PSS1.5** Draws on past experiences to solve familiar problems.
- **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.
- **ST1-5WT** Uses a structured design process, everyday tools, materials, equipment, and techniques to produce solutions that respond to identified needs and wants.



Preparation/Resources

- BLM 1 on A3 (for group work).
- BLM 1 on A5 or A4 (for individual work).
- BLM 2.
- BLM 3.
- BLM 4.
- BLM 5 (for teacher reference).
- Colouring pencils.
- Scissors.

Duration | 40 minutes

Traffic Light

Students will learn that fruit and vegetables are everyday foods.

Introduction

- Explain this activity is about GO GREEN. Refer to the explanation on page 10.
- Brainstorm fruit and vegetables. Brainstorm fruit and vegetable products – teacher may need to lead brainstorm for products in early stages. Refer to BLM 2, BLM 3 and BLM 4 for examples.
- Brainstorm what the colours on a traffic light mean for cars – green for go, amber for slow down, red for stop.

Activity

1. Introduce the traffic light poster. Reinforce that green is for 'go' and are everyday foods. Amber is for 'go slow', red is for 'stop and think'. These types of foods aren't needed every day.
2. Students are provided with BLM 2, 3 and 4 to colour and cut out.
3. Students place foods next to the relevant light on the traffic light display poster. Refer to BLM 5 for notes regarding the classification system.
4. Students colour individual copy of traffic light.
5. Students draw and label fruit and vegetables, and their products, next to the correct light.



Conclusion

Display poster in class display area.

Assessment

For: Class discussion and brainstorm on foods.

Of: Students' ability to classify foods.

Differentiation

Extend: Students record further foods to their traffic light.

Simplify: Peer or teacher support task completion.

School/Home Link

Take traffic lights home, place on fridge and explain to family.



Classroom activities

Stage one / Lesson two



Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **INS1.3** Develops positive relationships with peers and other people.
- **V4** increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **PSS1.5** Draws on past experiences to solve familiar problems.
- **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.
- **EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences.
- **ST1-4WS** Investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know.



Preparation/Resources

- Parent helpers or Year 5/6 student helpers.
- A variety of green coloured vegetables – see notes on page 10. Ask for contributions from parents, local suppliers or teacher/school supplies.
- BLM 6, if needed.
- Permission slip for food tasting completed by each participating student (see page 9).

Duration | 60 minutes

Taste Testing

Students will experience and taste different green coloured vegetables.

Introduction

- Explain this activity is about TRY MORE GREEN. Refer to the explanation on page 10.
- Brainstorm known green coloured vegetables. Brainstorm how they look different: some have leaves; some have pods; some are in a bud form (see notes on page 10). Display collected green coloured vegetables.

Activity

1. Offer vegetables for exploration. Encourage students to take at least four options.
2. After each taste/touch/smell/feel, share thoughts with partners.
3. Record responses in the table (BLM 6).
4. Extend student responses with student created word banks and sentence stems; The _____ (vegetable) smells _____ (fresh, strong, earthy, like).



Conclusion

Students record a sentence recounting an experience from the lesson. Illustrate and display on class display boards.

Assessment

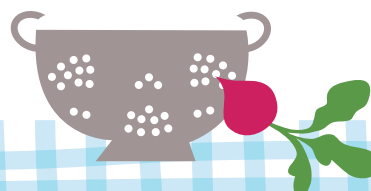
For: Content of class brainstorm/word bank creation.
Of: Content and variety of students statements.

Differentiation

Extend: Record a greater number of experiences. Students can develop their own table for recording responses.
Simplify: Teacher assisted recording.

School/Home Link

Encourage students to ask for a range of green coloured vegetables at home.



Classroom activities

Stage one / Lesson three



Learning Outcomes

A student:

- **ST1-2VA** Demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures.
- **ST1-12MW** Identifies that everyday materials can be physically changed and combined for a particular purpose.
- **Sustainability OI.9** Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.



Cross Curriculum Links

A student:

- **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.



Preparation/Resources

- dirtgirlworld video (composting quiz show). There are two clips – please show both to your students. The clips can be found at: www.getgrubbytv.com.au/fruitveg.
- BLM 10.

Duration | 45–60 minutes

Sustainability

Students will learn about reducing food waste.

Introduction

- Explain this activity is about BE GREEN. Refer to the explanation on page 10.
- Discuss what the students know about rubbish. What is it? Are there different types? Where does our rubbish go? What happens if we produce too much rubbish? What ways can we send less rubbish to landfill?
- Discuss what the students know about composting.

Activity

1. Watch videos.
2. Students share what they found interesting from the videos.
3. Focus upon composting facts and reasons for composting.
4. Students complete BLM 10. Reinforcing main ideas on what items to compost.



Conclusion

Students develop a class display of the reasons to compost and activity sheets.

Assessment

For: Class discussion on rubbish and composting.

Of: Student ability to recall reasons for composting and suitable items to compost.

Differentiation

Extend: Students draw a poster about good reasons to compost.

Simplify: Students complete ES1 activity.

School/Home Link

Homework task: Students discuss with their family what they currently do with their food waste and why. Report back to class. Make a class tally with the results (link with Maths curriculum).



Classroom activities

Stage one / Lesson four



Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **DMS1.2** Recalls past experiences in making decisions.
- **INS1.3** Develops positive relationships with peers and other people.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **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.



Preparation/Resources

- BLM 8 snap cards prepared on card paper.
- Colouring pencils.
- Scissors.

Duration | 45 minutes

Make it and play it: Snap!

Students consolidate knowledge of green classified fruit and vegetables.

Introduction

- Recall green classified foods, especially fruits and vegetables. Introduce snap cards pictures.

Activity

1. Students colour snap cards (BLM 8) and write in the fruit and vegetable names on the lines provided.
2. Students cut out snap cards.
3. Students pair up, combining their sets of cards to play snap. Depending on ability students can either call snap or be required to say the fruit or vegetable name.



Conclusion

Place a set of cards in literacy block activities/task board.

Assessment

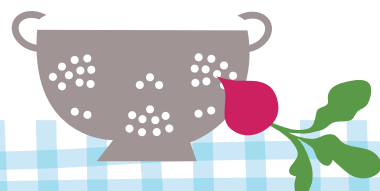
- As:** Can student recall green classified fruit and vegetables.
- Of:** Students' ability to identify fruit and vegetables within the game.

Differentiation

- Extend:** Students create their own snap cards. Students make snap cards with just words (no pictures).
- Simplify:** Support student task completion. Use BLM 7 snap cards instead.

School/Home Link

Homework task: Students take completed snap cards home. Students provided with another set of cards to take home and complete. Students play snap with family members.



Classroom activities

Stage two / Lesson one



Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **DMS2.2** Makes decisions as an individual and as a group member.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **EN2-1A** Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.



Preparation/Resources

- BLM 1 on A3 (for group work).
- BLM 1 on A5 or A4 (for individual work).
- BLM 2, cut out.
- BLM 3, cut out.
- BLM 4, cut out.
- BLM 5.
- Colouring pencils.

Duration | 40 minutes

Traffic Light

Students will learn that fruit and vegetables are everyday foods, whereas many fruit and vegetable products are not.

Introduction

- Discuss what attributes make a person healthy. After brainstorm is complete, focus on the food responses. Ask students how they make decisions regarding what they eat. What influences them, e.g. advertising, friends, parent opinions.
- Explain this activity is about GO GREEN and using a food classification system to make better food choices. Refer to BLM 5.

Activity

1. Discuss a traffic light and what the colours might mean in relation to guiding food choices. Discuss when foods from each class might be eaten.
2. Discuss classification system in more detail. Provide BLM 5.
3. As a class, place BLMs of fruit and vegetables, and their products, beside relevant light on traffic light poster.
4. Students complete an individual traffic light.
5. Encourage students to draw or record as many green classified fruits and vegetables as they can.



Conclusion

Display traffic light in class display area. As students open lunch boxes refer them to the traffic light and ask that they 'have a go' classifying the fruit and vegetables and their products in their lunches and snacks.

Assessment

- For:** Class discussion on healthy attributes.
- As:** Decision-making process.
- Of:** Students' ability to classify foods in lunch boxes. Students' decision-making when selecting food.

Differentiation

- Extend:** Students record further images and labels on individual traffic lights.
- Simplify:** Support student recording process. Complete tasks in pairs or in small groups. Students working at lower stage levels can complete earlier stage colouring and sorting tasks.

School/home link

Homework task: Take traffic lights home, place on fridge and explain to family. Survey each member of your family what is their favourite fruit and vegetable.



Classroom activities

Stage two / Lesson two



Learning Outcomes

A student:

- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **EN2-2A** Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.
- **ST2-1VA** Shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities.



Preparation/Resources

- Parent helpers or Year 5/6 student helpers.
- A variety of green coloured vegetables – see notes on page 10. Ask for contributions from parents, local suppliers or teacher/school supplies.
- BLM 6, if needed.
- Permission slip for food tasting completed by each participating student (see page 9).

Duration | 60 minutes

Taste Testing

Students will experience different green coloured vegetables.

Introduction

- Explain that this activity is about TRY MORE GREEN. Refer to the explanation on page 10.
- Brainstorm known green coloured vegetables. Brainstorm how they look different: some have leaves; some have pods; some are in a bud form (see notes on page 10). Display collected green coloured vegetables.

Activity

1. Students sketch and label green coloured vegetables into their books.
2. As a class, develop a table to accurately record food observations, using all of their senses.
3. Offer students a selection of vegetables to taste test. Encourage students to take at least four samples to try.
4. Students record individual responses in the table.



Conclusion

Students record a recount of their class experiences. Publish recounts where the community can read student experiences.

Assessment

For: Content of class brainstorm.

Of: Content and quality of student recounts.

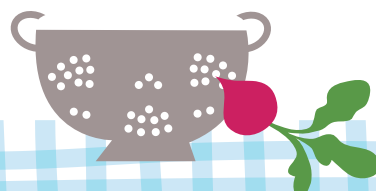
Differentiation

Extend: Students draft, edit and publish a multi modal text of green coloured vegetables, encouraging others to try a variety.

Simplify: Teacher assisted sketching/recording.

School/Home Link

Homework task: Share recounts at home. Encourage students to try other foods at home and report back to class.



Classroom activities

Stage two / Lesson three



Learning Outcomes

A student:

- **ST2-2VA** Demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures.
- **Sustainability OI.9** Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.



Cross Curriculum Links

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.



Preparation/Resources

- Costa's Guide to Household Composting video: www.youtube.com/watch?v=HngvowScx6g
- A3 paper or cardboard.

Duration | 45–60 minutes

Sustainability

Students will learn about reducing food waste.

Introduction

Explain this activity is about BE GREEN. Refer to the explanation on page 10.

Activity

1. Watch the video clip. Ask students to take notes on the following:
 - Why compost
 - Methods of composting
 - What goes into compost
2. Class recall the ideas in the video. Focus discussion on the above points.
3. Students create a poster that aims to persuade people to compost and gives basic information on how to do it (why and how).



Conclusion

Display the posters around the school. Stage 2 classes could link to Stage 3 classes and their efforts to BE GREEN around the school.

Assessment

For: Can students take notes effectively.
Of: Posters created by students

Differentiation

Extend: Scientific language used in explanations.
Simplify: Scribe texts/images for students or they may complete BLM 10.

School/Home Link

Homework task: Discuss with family what type of organic waste recycling would best suit home – composting, worm farming or Bokashi bucket? Write a report on what would be best suited and the reasons why.



Classroom activities

Stage two / Lesson four



Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **EN2-3A** Uses effective handwriting and publishes texts using digital technologies.
- **VAS2.1** Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.



Preparation/Resources

- Blank A3 paper, laminator and laminator pouches or blank A3 thick cardboard.
- Scissors.
- Colouring pencils.

Duration | 40 minutes

Make it and play it: Jigsaw!

Students consolidate knowledge of green classified fruit and vegetables.

Introduction

Revisit previous lessons and all green classified fruit and vegetables. Create class word bank.

Activity

1. Students draw and label a variety of green classified fruits and vegetables on A3 paper or thick cardboard.
2. Laminate student work if using a laminator.
3. Cut the work into 'jigsaw' pieces.



Conclusion

Share jigsaws with other class members.

Assessment

As: Student jigsaw creation.

Of: Students' ability to complete jigsaws.

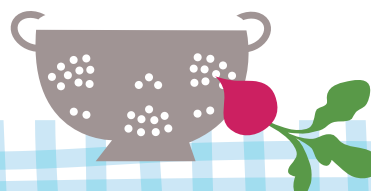
Differentiation

Extend: Students create another jigsaw or game based on green classified fruit and vegetable choices.

Simplify: Support student jigsaw creation. Students could use BLM from previous lessons.

School/Home Link

Share jigsaws at home.



Classroom activities

Stage three / Lesson one



Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **DMS3.2** Makes informed decisions and accepts responsibility for consequences.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **EN3-3A** Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.



Preparation/Resources

- BLM 1 on A3 (for group work).
- BLM 1 on A5 or A4 (for individual work).
- BLM 2, cut out.
- BLM 3, cut out.
- BLM 4, cut out.
- BLM 5.
- Student- or teacher-collected labels from fruit and vegetable products.
- Colouring pencils.

Duration | 40 minutes

Traffic Light

Students will learn that food can be classified to help guide consumption into everyday foods and sometimes foods.

Introduction

- Discuss what attributes make a person healthy. After brainstorm is complete, focus on the food responses. Ask students how they make decisions regarding what they eat. What influences them, e.g. advertising, friends, parent opinions.
- Explain this activity is about GO GREEN and using a food classification system to make better food choices. Refer to BLM 5.

Introduction

1. Discuss a traffic light and what the colours might mean in relation to guiding food choices. Discuss when foods from each class might be eaten.
2. Discuss classification system in more detail. Provide BLM 5.
3. As a class, classify BLMs of fruit and vegetables, and their products, and place on traffic light poster.
4. Classify products provided by students or teacher (collected packages). Add to traffic light poster.
5. Students complete individual light.



Conclusion

Display traffic light in class display area. As students open lunch boxes refer them to the traffic light and ask them to 'have a go' classifying the fruit and vegetables and their products in their lunches and snacks.

Continued >



Classroom activities

Stage three / Lesson one continued



Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **DMS3.2** Makes informed decisions and accepts responsibility for consequences.
- **V4** Increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **EN3-3A** Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.



Preparation/Resources

- BLM 1 on A3 (for group work).
- BLM 1 on A5 or A4 (for individual work).
- BLM 2, cut out.
- BLM 3, cut out.
- BLM 4, cut out.
- BLM 5.
- Student- or teacher-collected labels from fruit and vegetable products.
- Colouring pencils.

Duration | 40 minutes

Assessment

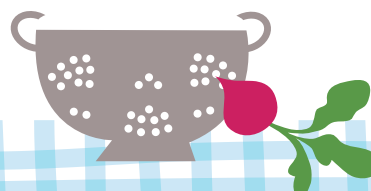
- For:** Class discussion on healthy attributes and decision-making process.
- As:** Building decision-making process. How to make and use a decision-making chart including identifying consequences.
- Of:** Students' ability to classify foods in lunch boxes. Students' decision-making when selecting food.

Differentiation

- Extend:** Students design a green classified (everyday choice) fruit and vegetable snack that they would like to eat. Encourage them to make it creative and appealing (e.g. container filled with green beans, cherry tomatoes and carrot matchsticks).
- Simplify:** Support student classification process. Complete tasks in pairs or in small groups. Students working at lower stage levels can complete earlier stage colouring and sorting tasks.

School/Home Link

Homework task: Record and classify fruits and vegetables, and their products, that they find in their home.



Classroom activities

Stage three / Lesson two



Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **COS3.3** Communicates confidently in a variety of situations.
- **V4** increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.
- **VAS3.1** Investigates subject matter in an attempt to represent likenesses of things in the world.



Preparation/Resources

- Parent helpers or class representative helpers.
- A variety of green coloured vegetables – see notes on page 10. Ask for contributions from parents, local suppliers or teacher/school supplies.
- Permission slip for food tasting completed by each participating student (see page 9).

Duration | 60 minutes

Taste Testing

Students will experience different green coloured vegetables.

Introduction

- Explain this activity is about TRY MORE GREEN. Refer to the explanation on page 10.
- Brainstorm known green coloured vegetables. Brainstorm how they look different: some have leaves; some have pods; some are in a bud form (see notes on page 10). Display collected green coloured vegetables.

Activity

1. Students sketch and label green vegetables into their books.
2. Students develop a table to accurately record food observations, using all their senses.
3. Offer students a selection of green vegetables to taste test. Encourage students to take at least four samples to try.
4. Students record individual responses in a table.



Conclusion

Students write descriptive short 'grabs' about their favourite green coloured vegetables and why. Publish in school newsletter/blog/webpage.

Assessment

- For:** Class brainstorm contributions.
Of: Content and quality of student documents.

Differentiation

- Extend:** Students sample as many vegetables as time allows.
Simplify: Teacher-assisted recording.

School/Home Link

Homework task: Students interview family members about their favourite green coloured vegetables and write a short 'grab'. Students report back to class on family favourites, tally results and display results in classroom. Results can be published in school newsletter/blog/webpage.



Classroom activities

Stage three / Lesson three



Learning Outcomes

A student:

- **ST3-2VA** Demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures.
- **ST3-5WT** Plans and implements a design process, selecting a range of tools, equipment, materials and techniques to produce solutions that address the design criteria and identified constraints.
- **Sustainability OI.9** Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.



Cross Curriculum Links

A student:

- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.
- **PSS3.5** Suggests, considers and selects appropriate alternatives when resolving problems.



Preparation/Resources

- Costa's Guide to Household Composting video: www.youtube.com/watch?v=HngvowScx6g

Duration | 2 x 60 minutes

This can be undertaken over multiple days. Some work may need to be done outside school hours if the composting plan is not for school.

Sustainability

Students will learn about reducing food waste.

Introduction

- Explain this activity is about BE GREEN. Refer to the explanation on page 10.

Activity

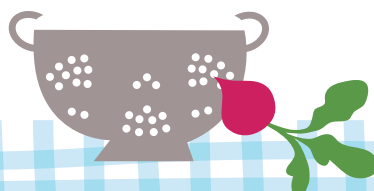
1. Watch the video clip. Ask the students to take notes on the following
 - Why composting is green
 - Methods of composting (traditional compost, worm farms, Bokashi buckets)
 - What goes into compost
2. Class recall of the ideas they heard. Focus discussions on the above points.
3. In pairs, students develop a composting plan for home, school, a relative or friend. Students will need to undertake further research to complete their plan. The plan should address the following:
 - Type of composting most suitable and why
 - Space available and dimensions
 - Amount of waste to be composted
 - How the compost will be maintained
 - Plans for collecting food scraps
 - Rosters for caring for compost



Conclusion

Students present composting plan to the rest of the class. Students present composting plan to relevant person or group (school committee/family/relative/friend).

Continued >



Classroom activities

Stage three / Lesson three continued



Learning Outcomes

A student:

- **ST3-2VA** Demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures.
- **ST3-5WT** Plans and implements a design process, selecting a range of tools, equipment, materials and techniques to produce solutions that address the design criteria and identified constraints.
- **Sustainability OI.9** Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.



Cross Curriculum Links

A student:

- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.
- **PSS3.5** Suggests, considers and selects appropriate alternatives when resolving problems.



Preparation/Resources

- Costa's Guide to Household Composting video: www.youtube.com/watch?v=HngvowScx6g

Duration | 2 x 60 minutes

This can be undertaken over multiple days.
Some work may need to be done outside school hours if the composting plan is not for school.

Assessment

- For:** Class discussion after video viewing. Second viewing (guided) may be required.
- Of:** Participation in discussion and in group work. Individual and paired composting plans.

Differentiation

- Extend:** Students may create alternative plans for home or school, incorporating other types of waste.
- Simplify:** Group students in mixed ability groups in order to develop leadership skills while supporting those with learning needs, or students complete Stage 2 lesson.

School/Home Link

Students take composting proposal home. Explore if families can GO GREEN.



Classroom activities

Stage three / Lesson four



Learning Outcomes

A student:

- **PHS3.12** Makes informed decisions and accepts responsibility for consequences.
- **PHS3.12** Communicates confidently in a variety of situations.
- **PHS3.12** increasingly accepts responsibility for personal and community health.



Cross Curriculum Links

A student:

- **PHS3.12** Composes, edits and presents well-structured and coherent texts.



Preparation/Resources

- Card paper for game creation
- Coloured pencils and pens.

Duration | 75 minutes

Make it and play it: Concentration!

Students will use newly acquired knowledge of green classified foods to create a game of concentration.

Introduction

Create a word bank of green classified fruit and vegetables.

Activity

1. Inform students they are going to create a fun game of concentration by making 10+ sets of game cards.
2. Each set of game cards will need to contain three cards: one card with the image of the fruit or vegetable (e.g. a drawing of an apple); one card with the name (e.g. APPLE); and one card with the description (e.g. a round red or green fruit that is crispy and delicious. They can be made into pies and slinkys). To win a set of cards, students must recall where all three matching cards are.
3. In small groups of three or four, students create game cards.



Conclusion

Students play concentration games, sharing their game card sets with other groups.

Assessment

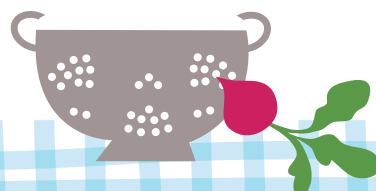
For: Class recall of green classified fruit and vegetables.
Of: Student ability to create game.

Differentiation

Extend: Larger concentration games, or other recall and identification games, can be developed by students.
Simplify: Support student card making process. Students may also be more suited to Stage 2 jigsaw activity.

School/Home Link

Take games home and share with families.



Classroom activities

Extension



Learning Outcomes

Creative Arts

- **Visual Arts** Making and Appreciating. Specific learning outcomes depend on Stage.



Preparation/Resources

- Vortumnus (Vertumno) by Giuseppe Arcimboldo:
[www.giuseppe-arcimboldo.org/Vortumnus-\(Vertumno\).html](http://www.giuseppe-arcimboldo.org/Vortumnus-(Vertumno).html).
- Other various resources depending on activity such as playdough, pencils for sketching and colouring, acrylic paint or cheaper version (paint mixed with PVA glue).

Duration | Varying

Visual arts activity

Students will appreciate the artwork, Vortumnus (Vertumno) by Giuseppe Arcimboldo, making their own responses.

Activity

Early Stage One/Stage One

Discuss painting including how the students feel about the painting. Students make their own creation of a person using play dough. Take photos and record explanation underneath.

Stage Two

Discuss painting and the artist's intentions. Students sketch and colour their own creation.

Stage Three

Discuss painting and the artist's intentions. Students make their own representation of a fruit and vegetable man using acrylic paint.

Art appreciation

Scaffolding questions to guide discussions.

Descriptive:

At this level the student will present a list of what is seen. Description involves noting objects, shapes, colours, etc., but students will only bring what they have been prepared to bring and teachers have the task of preparing their children by broadening their base of experience.

Key question: what do you see?

Other questions to be considered to focus attention:

- What colours have been used?
- How was the image created?
- What has the author used to create the artwork?
- What shapes make up the work?

Formal analysis:

This moves the previous stage on a step further by requiring the student to analyse the make-up or composition of the work of art. Students who can distinguish between symmetry and asymmetry, who can describe the nature of the materials, the patterns and textures used, where and how they are positioned within the work, and can be sensitive to the kinds and qualities of colour and line can comment on the form of a work of art.

Continued >



Classroom activities

Extension continued



Learning Outcomes

Creative Arts

- **Visual Arts** Making and Appreciating. Specific learning outcomes depend on Stage.



Preparation/Resources

- Vortumnus (Vertumno) by Giuseppe Arcimboldo: [www.giuseppe-arcimboldo.org/Vortumnus-\(Vertumno\).html](http://www.giuseppe-arcimboldo.org/Vortumnus-(Vertumno).html).
- Other various resources depending on activity such as playdough, pencils for sketching and colouring, acrylic paint or cheaper version (paint mixed with PVA glue).

Duration | Varying

Art appreciation questions Drawn from: www.learntogether.org.uk/Topics/Curriculum/Pages/Art%20and%20Design.aspx

Formal analysis:

Key question: how are things put together?

Other questions to be considered to focus attention:

- How are things grouped?
- What are we meant to look at first?
- Are these realistic colours? If not, why?
- What moods are the figures in?
- What materials has the artist used?

Interpretation:

A student will think about the meaning of the work of art. To do this, the student is required to establish some connections between the structure of the artwork and the intention of the artist. The student will draw on personal experience, even to the point of telling a story.

Key question: what is the purpose of this piece?

Other questions to be considered to focus attention:

- What is the artist trying to say?
- What is the artist trying to show us?
- What is this picture about?
- What story does this picture tell us?
- Does this remind you of anything?
- Where would you hang this work?
- Where should it hang?

Informed preference:

The process normally ends with a judgement; a conclusion regarding the success or failure of the artwork. It is often based in 'I like/dislike' terms and it is at this point that the teacher can determine to what degree students can use a critical art and design vocabulary to articulate their views.

Key questions:

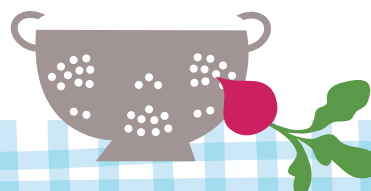
- What do you think of the piece?
- How does it make you feel?
- Would you like to own it?

Assessment

For: Initial class discussion and student making attempts.

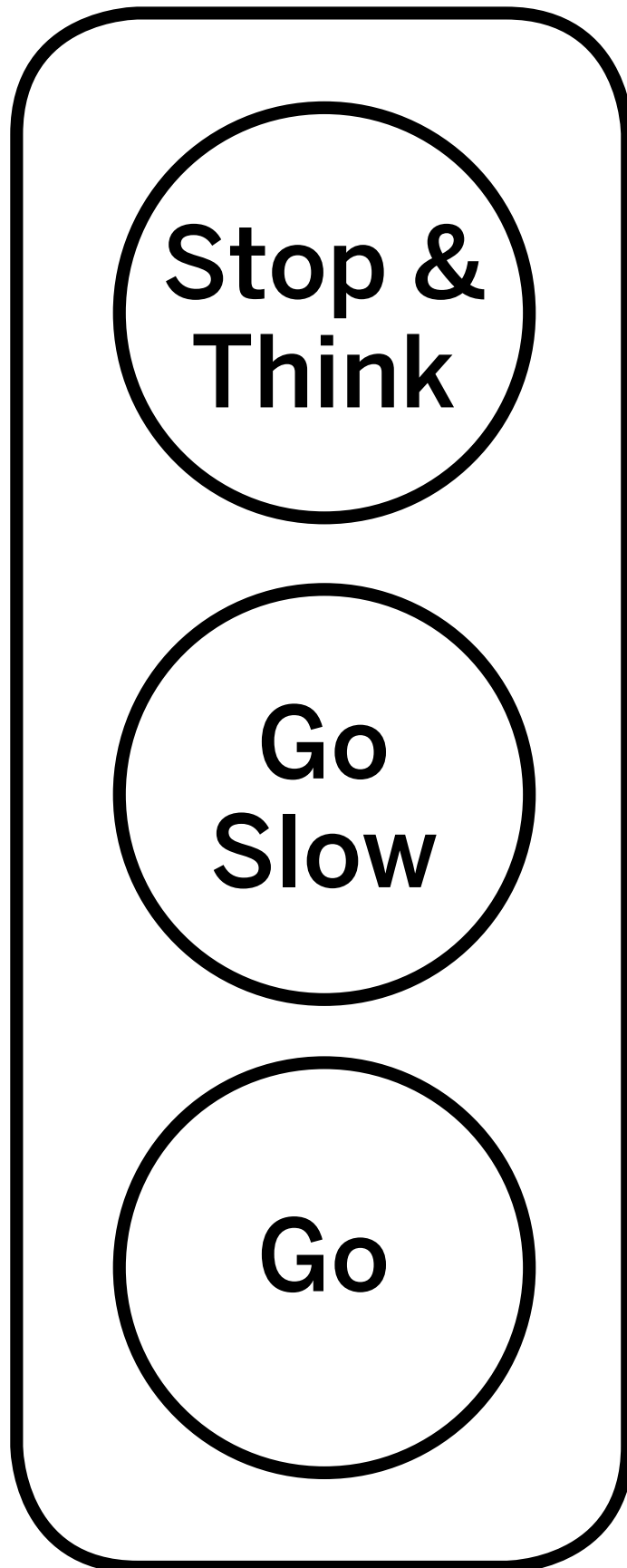
As: Students self evaluation process as they create their artworks.

Of: Students' creations.



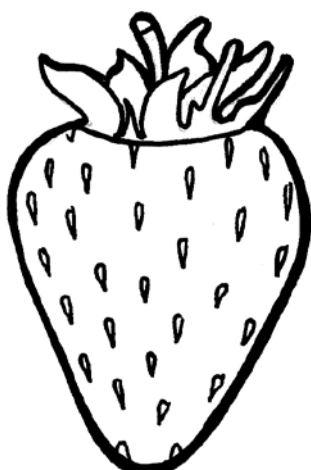
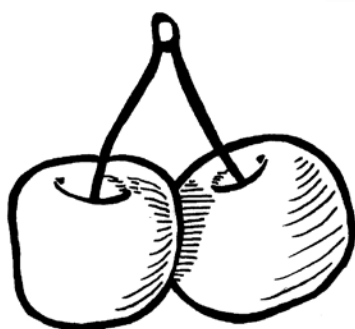
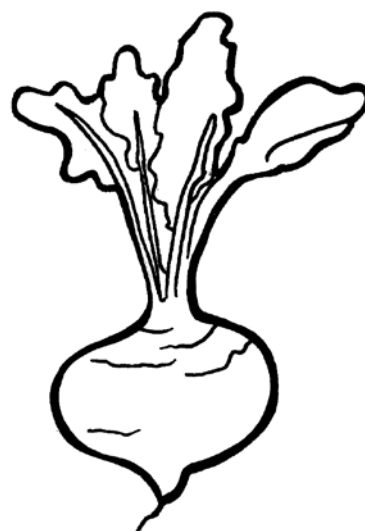
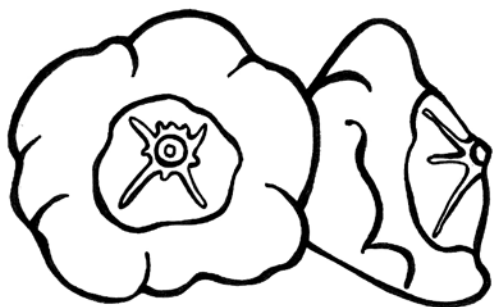
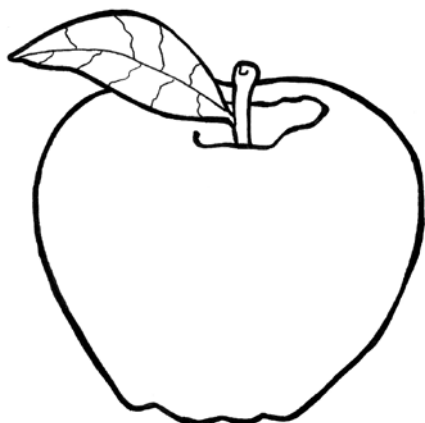
BLM 1

Traffic Light



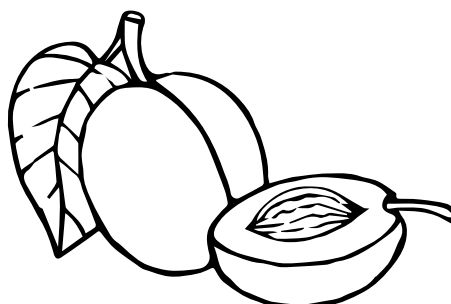
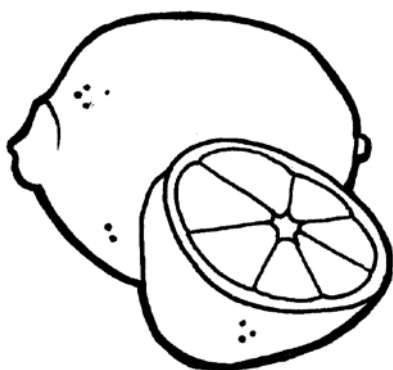
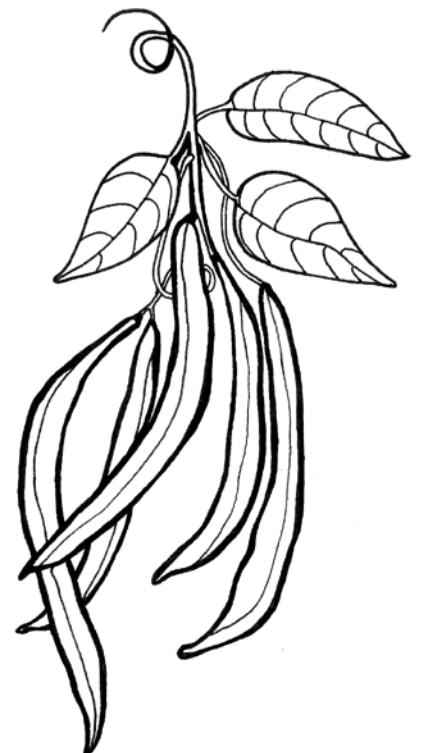
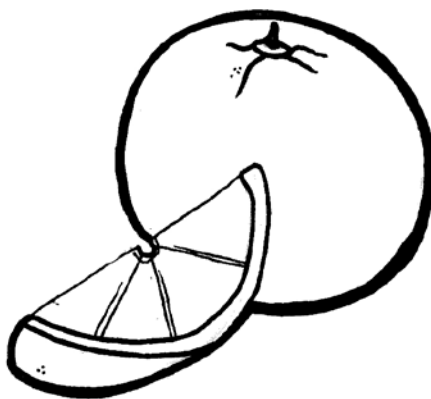
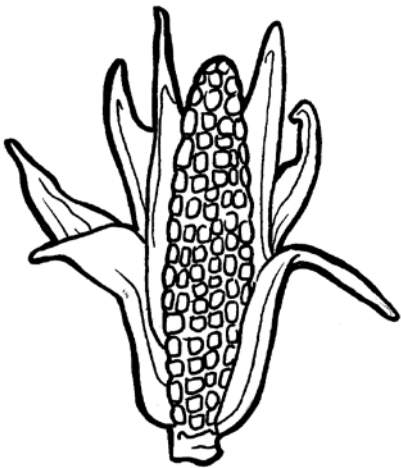
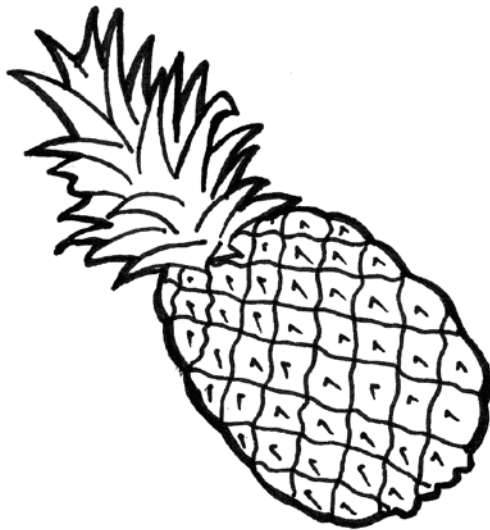
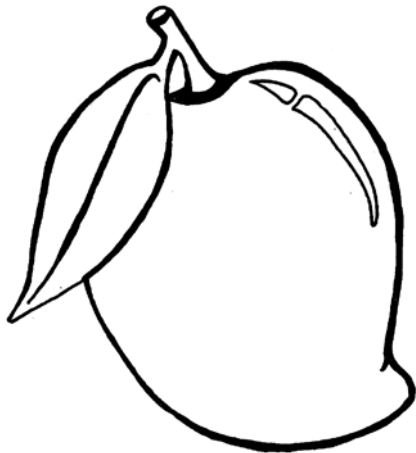
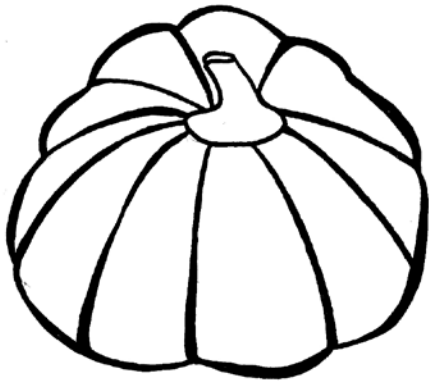
BLM 2.1

Green classified foods



BLM 2.2

Green classified foods



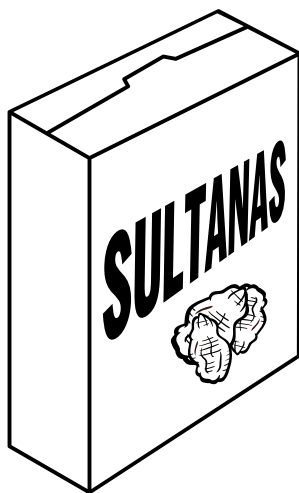
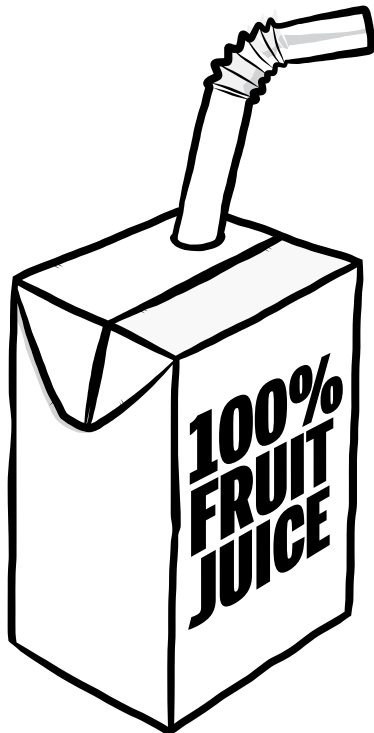
BLM 2.3

Green classified foods



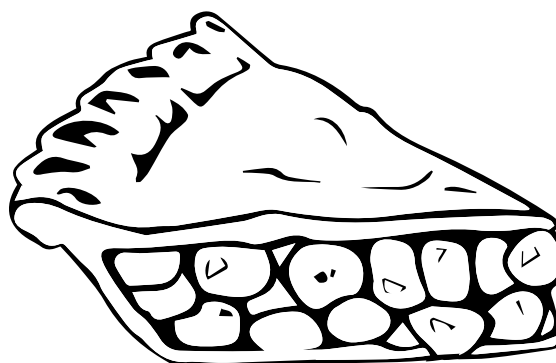
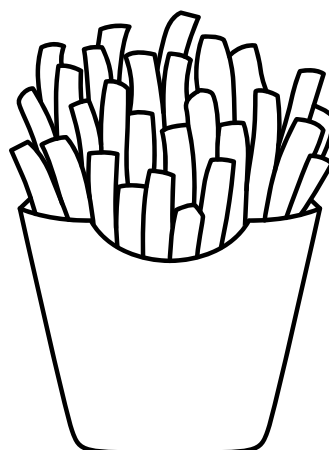
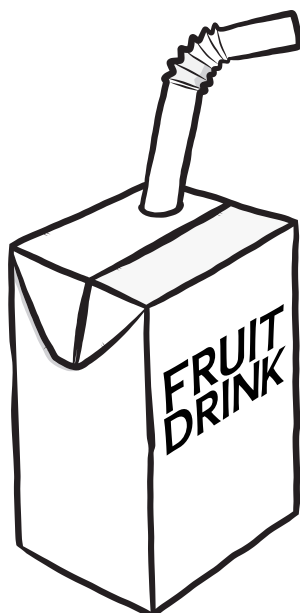
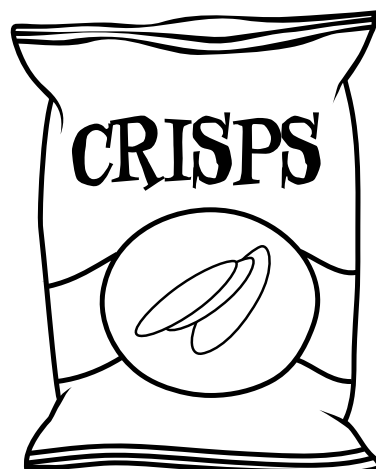
BLM 3

Amber classified foods



BLM 4

Red classified foods





These are fruit and vegetable products that are highly processed or have little fruit and vegetable content. They are poor sources of vitamins, minerals and fibre. They may also contain high levels of added fat, salt or sugar.

- hot potato chips
- potato crisps
- vegetable crisps
- fruit straps/ leathers with added sugar or concentrated fruit juice
- fruit and vegetable pies/pastries/biscuits
- fruit drinks



These are fruit and vegetable products that are slightly more processed.

- dried fruit
- 99% fruit juice
- canned fruit with added sugar or concentrated fruit juice
- fruit straps/leathers with more than 95% fruit



These are fruit and vegetables that are unprocessed or minimally processed.

- all fresh fruit and vegetables
- frozen fruit and vegetables with no other ingredients
- canned fruit in natural juice or water
- canned vegetables (with no added salt is best)

Taste testing table

Taste Testing Table

Vegetable name	It looks like	It smells like	In my mouth, it feels	It tastes like

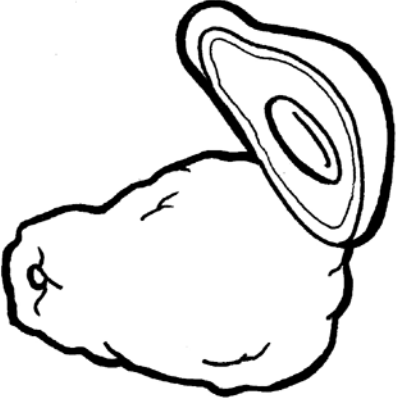
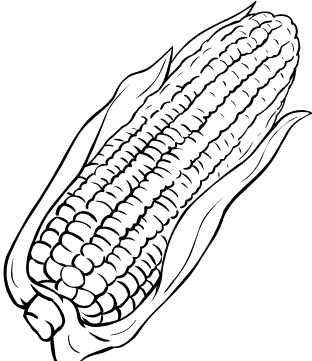
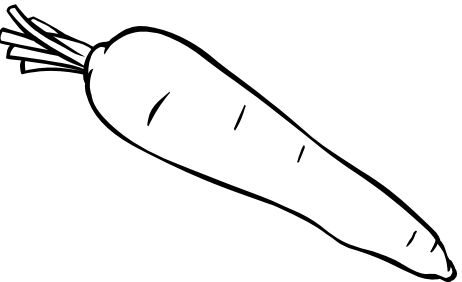

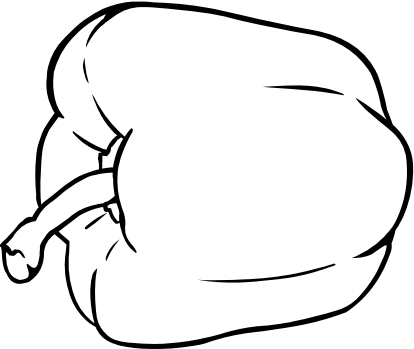
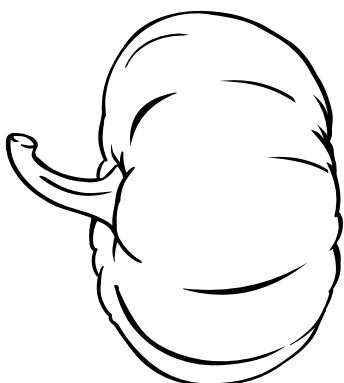
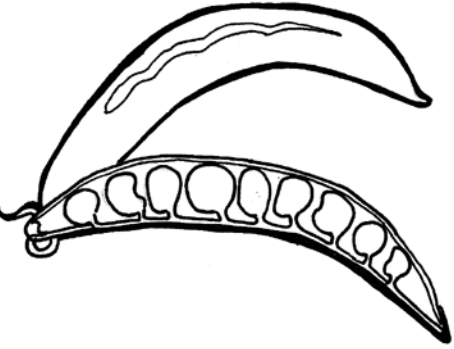
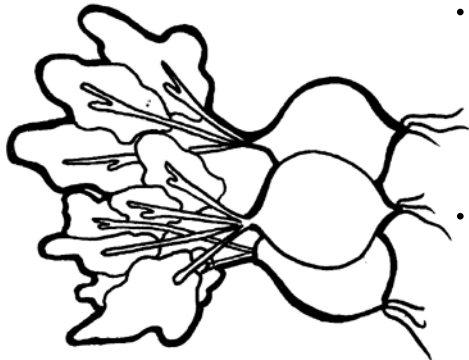
My favourite vegetable was _____

I liked it because _____

BLM 1.1

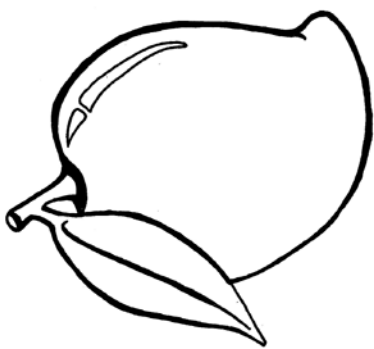
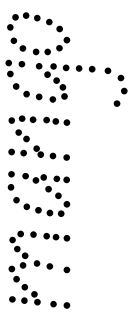
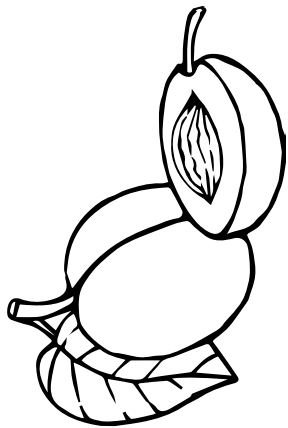
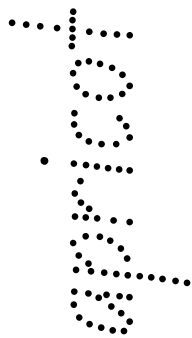
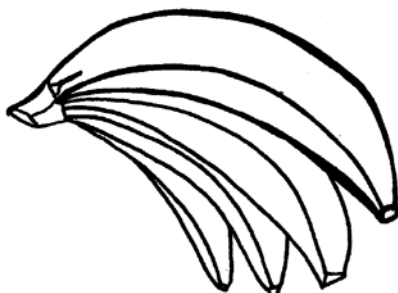

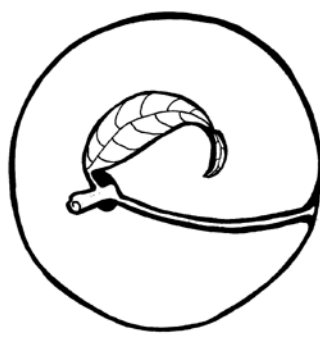
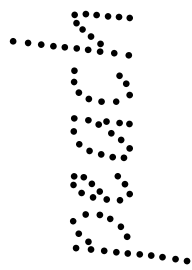
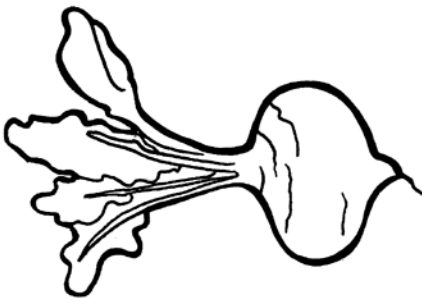
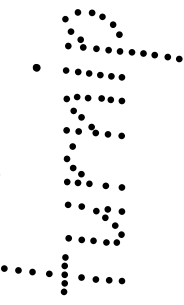





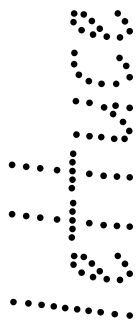
Snap cards, +trace



 <p>potato</p>	 <p>corn</p>
 <p>carrot</p>	 <p>mushrooms</p>
 <p>bell pepper</p>	 <p>tomato</p>
 <p>pea</p>	 <p>radish</p>

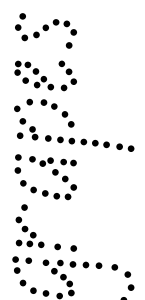
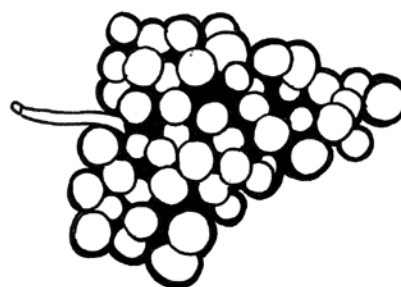
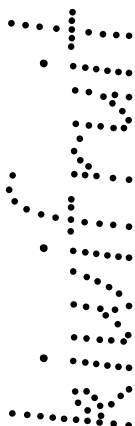
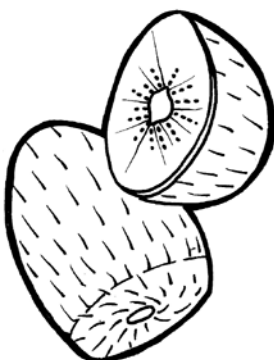
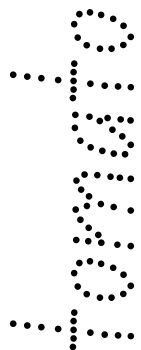
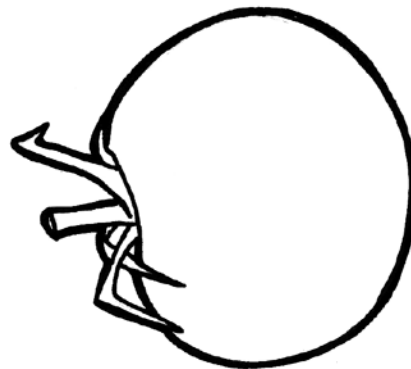
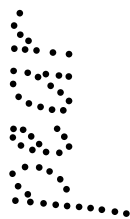
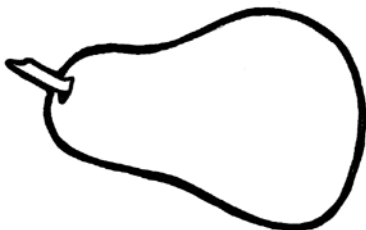
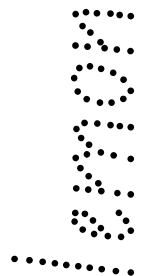
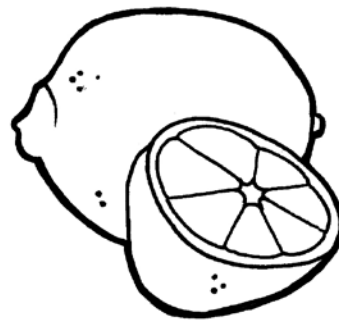
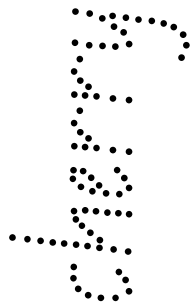
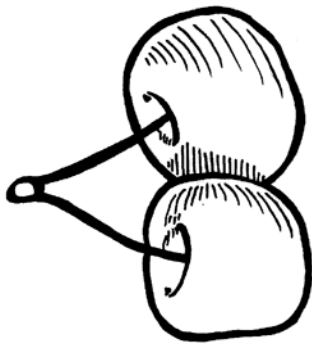
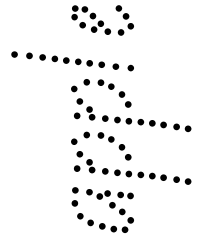
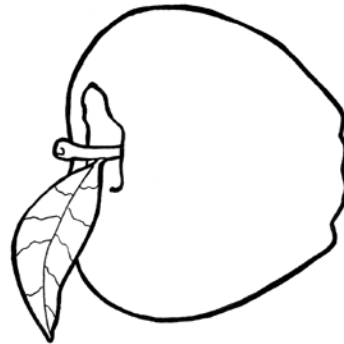
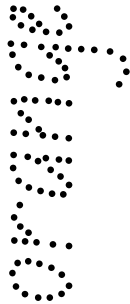
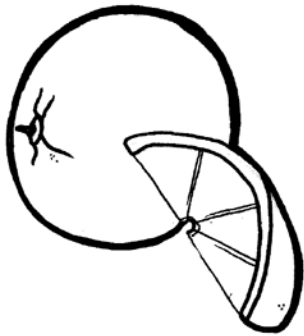
BLM 1.2

Snap cards, trace

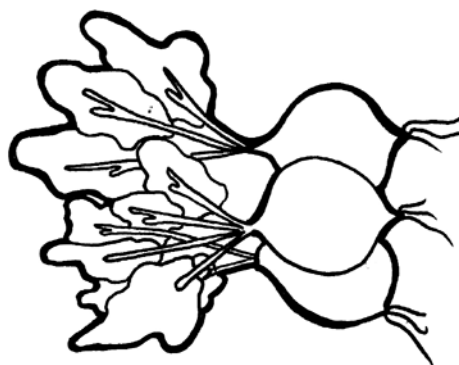
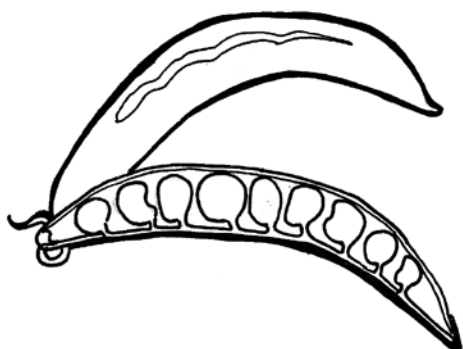
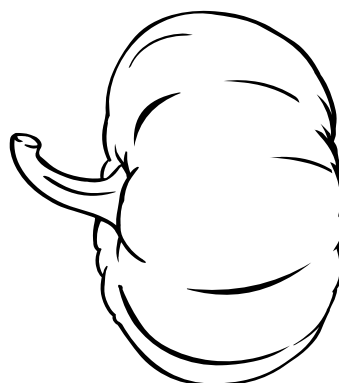
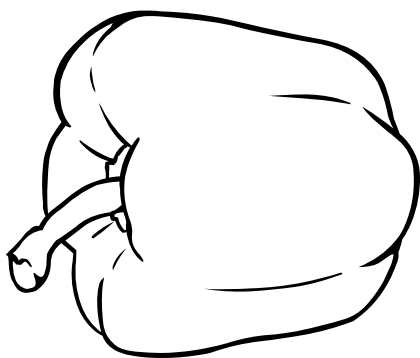
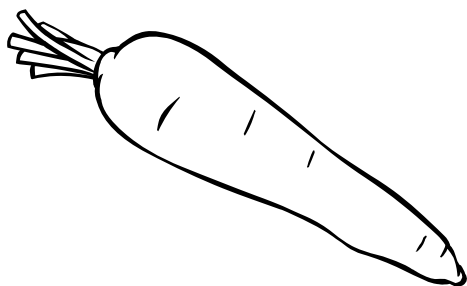
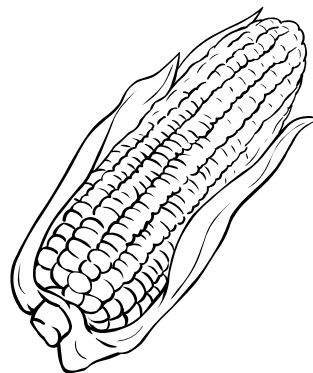
BLM 1.3

Snap cards, + trace



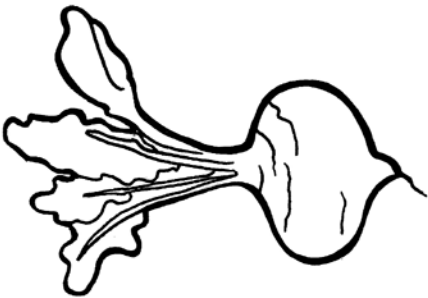
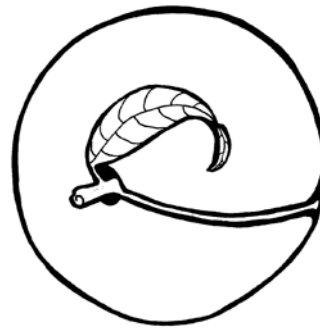
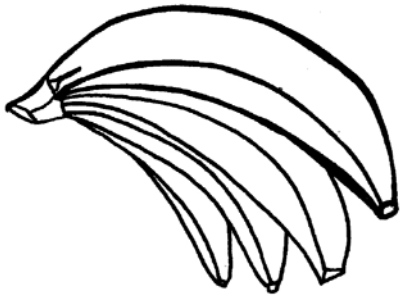
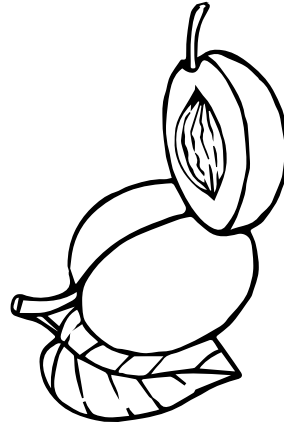
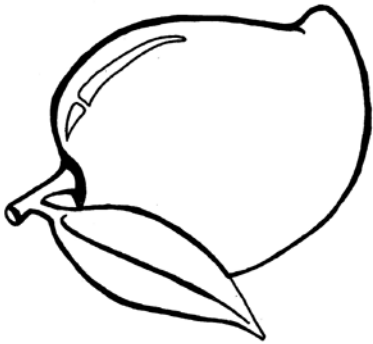
BLM 8.1

Snap cards, write



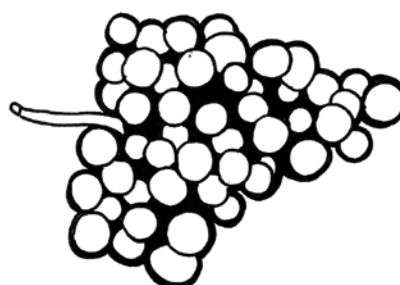
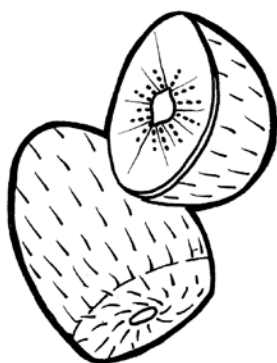
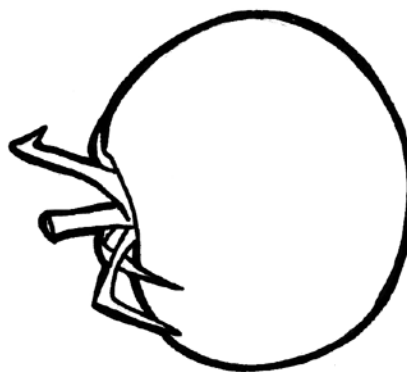
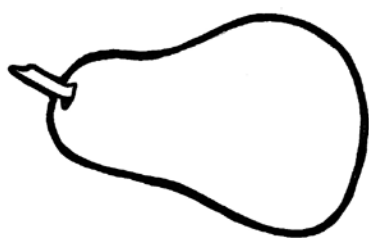
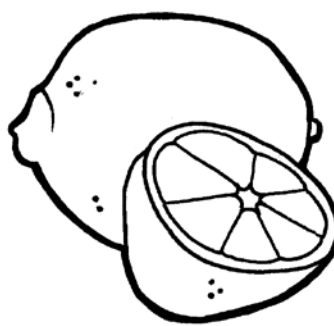
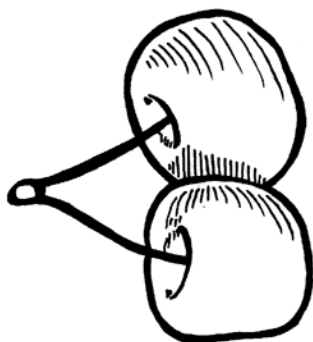
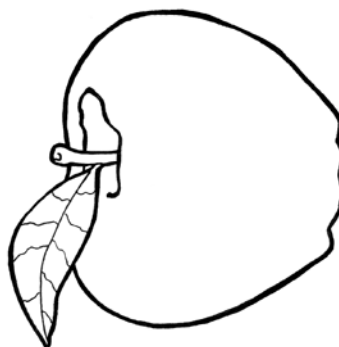
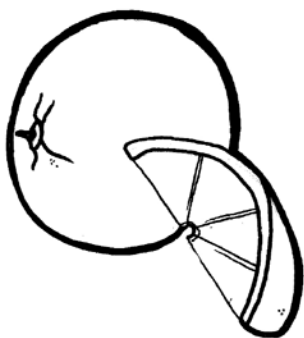
BLM 8.2

Snap cards, write



BLM 8.3

Snap cards, write

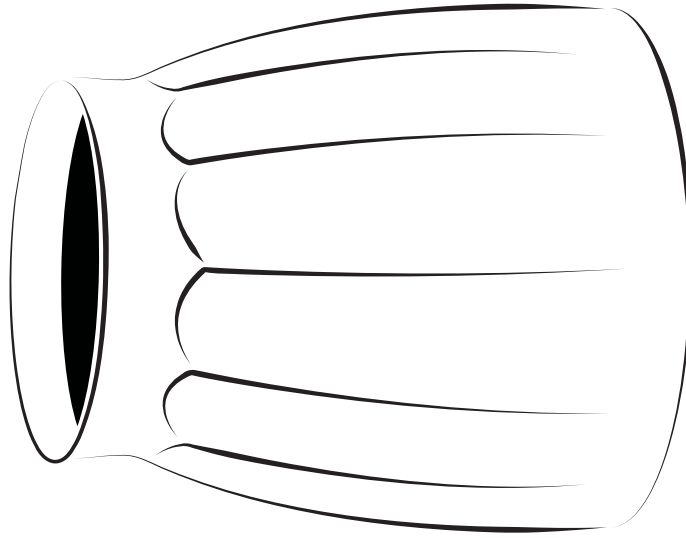


BLM 9.1

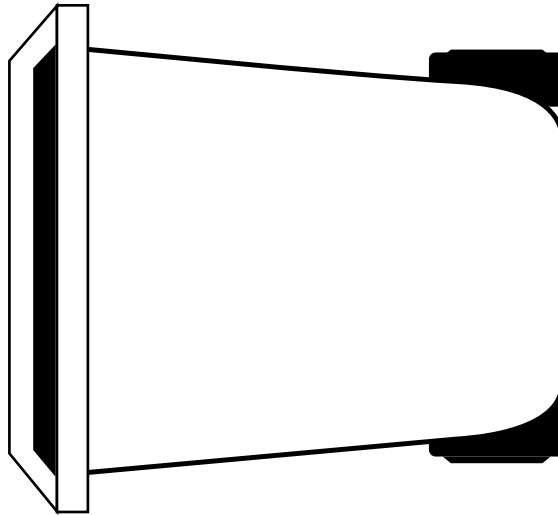
Sort the food waste



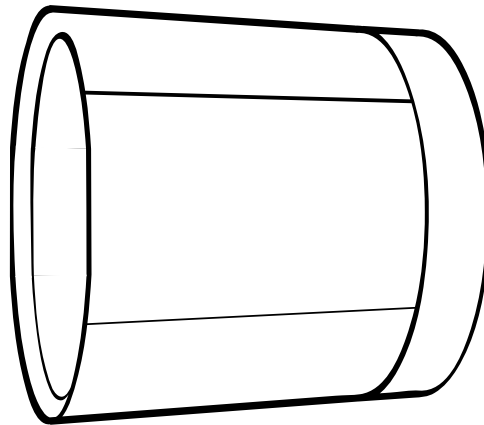
Colour in the bins and paste in the pictures of food waste.



Compost Bin
(colour me green)



Recycling Bin
(colour me yellow)

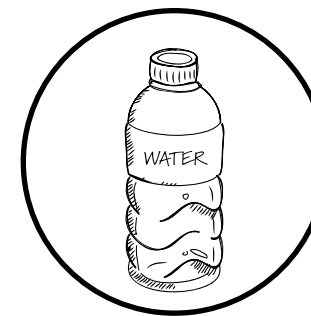
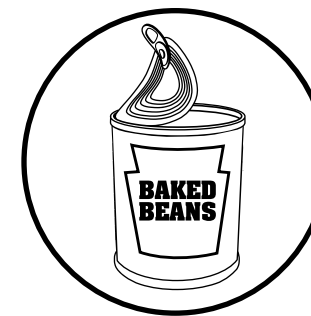
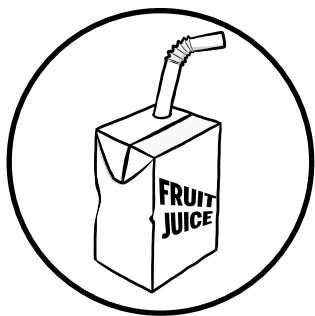
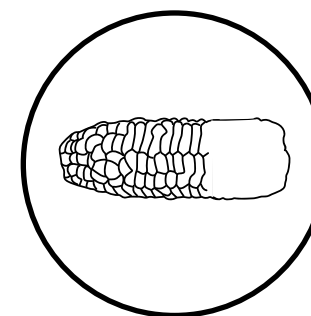
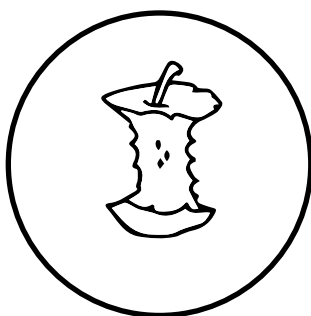
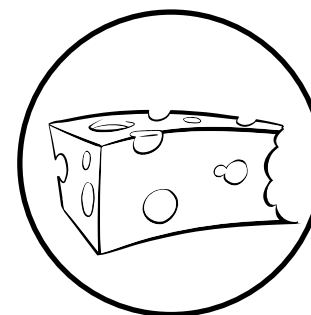
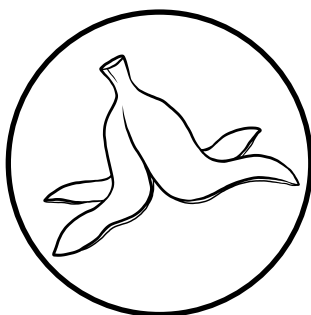
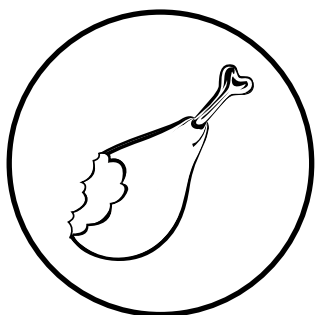
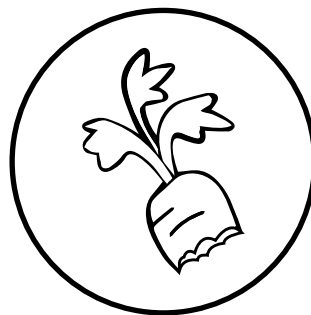
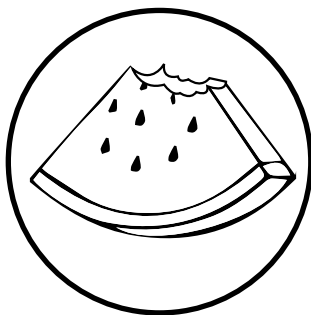
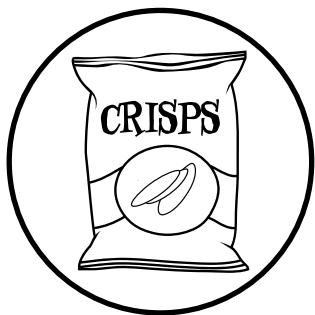


Landfill bin
(colour me red)

BLM 9.2

Sort the food waste

Colour and cut the food waste. Paste into the correct bin.



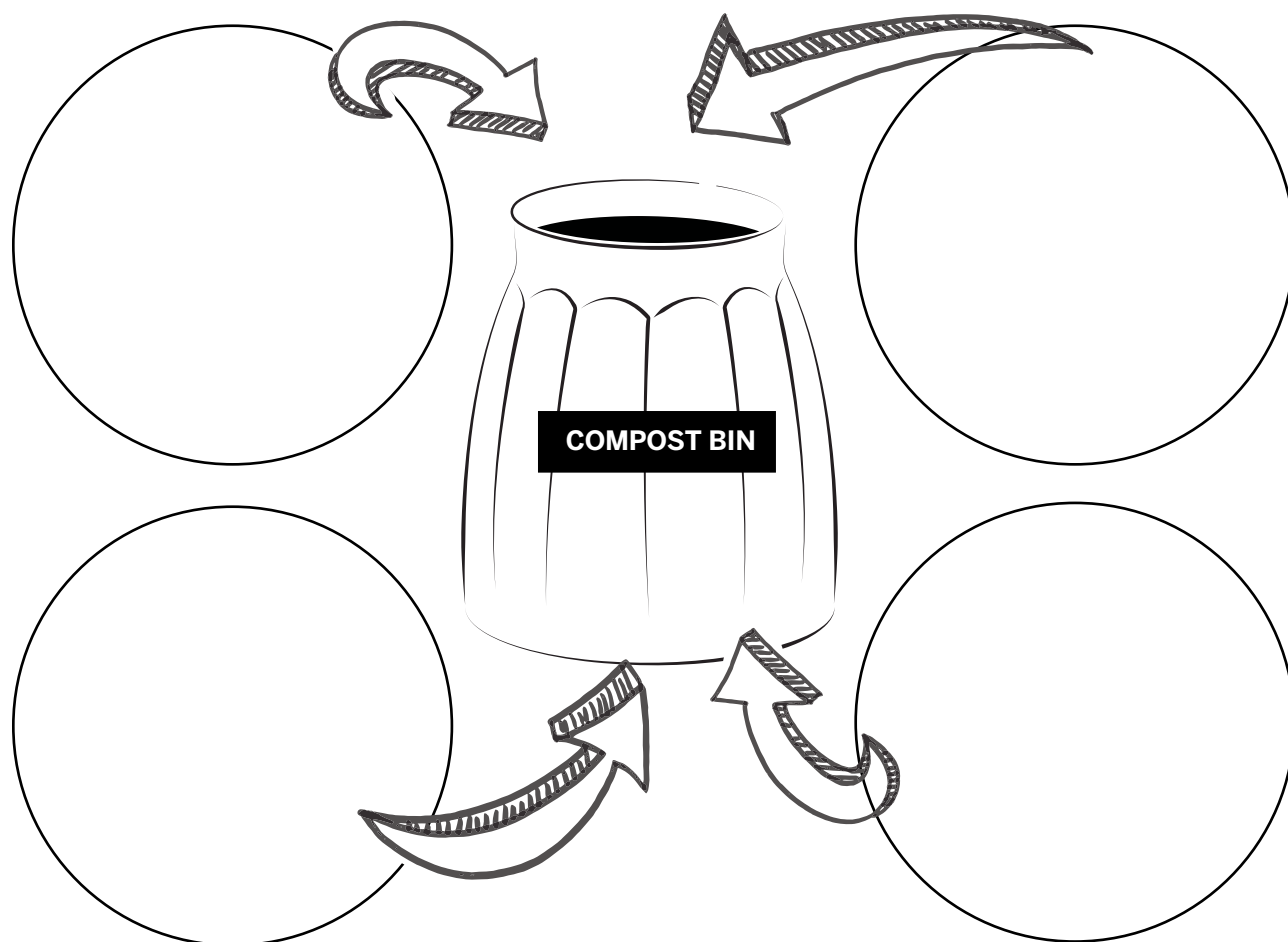
Why is it good to compost?

1. _____

2. _____

3. _____

What can go in the compost bin?
Draw pictures in the circles.





Health

