

# OPERATION:

## Let's Eat More Vegetables

A teaching and learning resource  
supporting healthier eating in

**K – PP**



Crunch&Sip<sup>®</sup>

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# Welcome!

Crunch&Sip®, in partnership with Healthway and Cancer Council Western Australia are delighted to present, Operation: Let's Eat More Vegetables, a teaching and learning resource supporting healthier eating in young West Australians. This curriculum-aligned resource is designed for educators and developed for students in early childhood and primary school years.

Operation: Let's Eat More Vegetables recognises the potential for all Australians to eat healthier and that most Australians don't eat enough vegetables as shown by Australian health data.

Operation: Let's Eat More Vegetables acknowledges and works with the strengths of family food, culture and nutrition literacy.

Operation: Let's Eat More Vegetables is high quality nutrition education repeatedly offering vegetables through fun experiential learning. Therefore, the aim of the resource is to increase the eating of vegetables in young West Australians, now and into their futures.

## **More specifically, teaching and learning in the resource will:**

- broaden student experiences with vegetables;
- celebrate the food diversity of Australian families and schools; and
- promote the eating of vegetables as everyday foods, for health, wellbeing and lifelong healthier eating.

Crunch&Sip®, encourages educators working with this resource to apply professional insight and cultural awareness to further embrace, build and expand student experiences and positive relationships with food and vegetables. Operation: Let's Eat More Vegetables is gender neutral and honours that everyone and all families are unique.

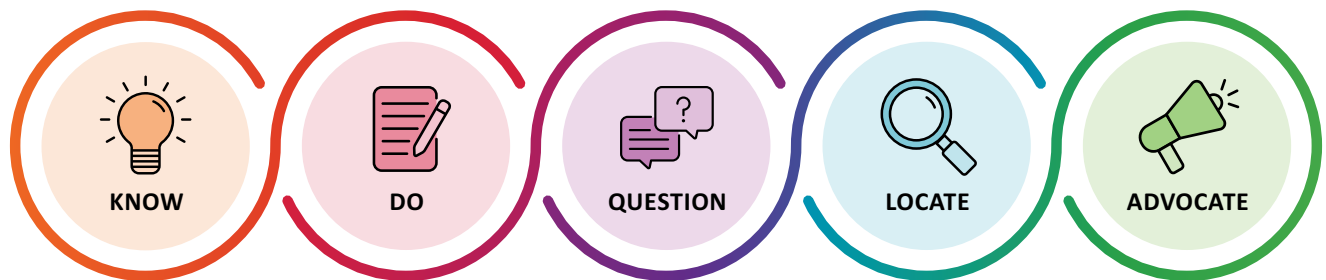


# How to use this resource

Operation: Let's Eat More Vegetables consists of eight age-appropriate lessons.

Each lesson contains fun, cognitively-developed and sequential learning activities that build student knowledge, understandings and skills relating to fruit, vegetables, and healthier eating.

Operation: Let's Eat More Vegetables is informed by health literacy with learning across the resource developing students who **know, do, question, locate** and **advocate** for own and others' health.








***For more information about how health literacy is developed within this resource, please see page 3.***

To support programs in schools, the best way to use this resource is to move from activity to activity, from lesson to lesson and complete all eight lessons.

Educators should consider printing, laminating and cutting out class sets of the fruit and veggie cards (Appendix 4) as these cards can be used across a range of activities.

# Health Literacy Enabling Framework for School Curriculum

(adapted from Barwood, 2021)

Pedagogy	Teacher Activity	Teaching Method and Learning Activity
 <b>TO KNOW</b>	Teacher is the expert sharing factual (theoretical) knowledge	Teacher directed learning with students who are passive recipients of facts and knowledge such as through: <ul style="list-style-type: none"> <li>• Teacher talk</li> <li>• Brainstorms</li> <li>• Class discussions</li> <li>• Digital media</li> <li>• PowerPoint (digital) presentation</li> <li>• Web quests</li> </ul>
 <b>TO DO</b>	Teacher is the organiser, guiding the application of knowledge in practice	Teacher and student collaborative in learning, where students apply factual knowledge in practice through participatory and skills-based activity such as: <ul style="list-style-type: none"> <li>• Hands on practices</li> <li>• Tasting</li> <li>• Trial runs</li> <li>• Puzzles</li> <li>• Role plays</li> </ul>
 <b>TO QUESTION</b>	Teacher is the facilitator, encouraging critical thinking and questioning	Teacher facilitates individual and group-based learning, where students participate in activities that require them to question, problem solve and make decisions such as: <ul style="list-style-type: none"> <li>• Responses</li> <li>• Scenarios</li> <li>• Concept mapping</li> <li>• Predictions</li> <li>• Debates</li> <li>• Justifications</li> <li>• Data analysis</li> </ul>
 <b>TO LOCATE</b>	Teacher is the trusted advisor, advancing self-awareness and a sense of positioning	Teacher promotes meaning making in relation to health of oneself and others by creating learning that contemplates the 'Why' factors. Activities build a sense-of-self and sense-of-belonging such as through: <ul style="list-style-type: none"> <li>• Critical reflections</li> <li>• Journaling</li> <li>• Future planning</li> <li>• Position statements</li> </ul>
 <b>TO ADVOCATE</b>	Teacher is the enabler, building sense of citizenship through individual, social and cultural capital	Teacher mentors' students to progress micro and macro health such as: <ul style="list-style-type: none"> <li>• Request for help</li> <li>• Refusal statements</li> <li>• Narrative to support peer change</li> <li>• Designing local health messages</li> <li>• Strategic planning</li> <li>• Recommendations for the accessing of health care services</li> <li>• The creation of public awareness campaigns</li> </ul> Students explore advocacy of safer, healthier, and more physically active living for themselves, peers, family, community, cultural and ethnic groups, and society and the world beyond.

# Teaching and learning in K - PP

Operation: Let's Eat More Vegetables for K – PP is a teaching and learning resource specifically developed for students aged above three years and six months. Students of this age may be enrolled in Kindergarten (K), Pre-Primary (PP) or similar educational programs.

Operation: Let's Eat More Vegetables for K – PP is the foundation for learning across the Operation and activities within the K – PP resource specifically contribute to students who:

- know food and understand food likes, dislikes and preferences;
- have a growing awareness of vegetables and fruit; and
- understand food choices: fuel, pleasure and health.

## The Early Years Framework

Operation: Let's Eat More Vegetables for K – PP is informed by the [Early Years Framework](#) (EYLF) and the five interrelated learning outcomes set out in the EYLF. When combined with curriculum described by *The Western Australian Curriculum and Assessment Outline*, the outcomes contribute to building a student's positive sense of identity and wellbeing.



Activities within Operation: Let's Eat More Vegetables for K – PP work toward building a student's sense of being, belonging and becoming healthier.

More information regarding the EYLF is available at

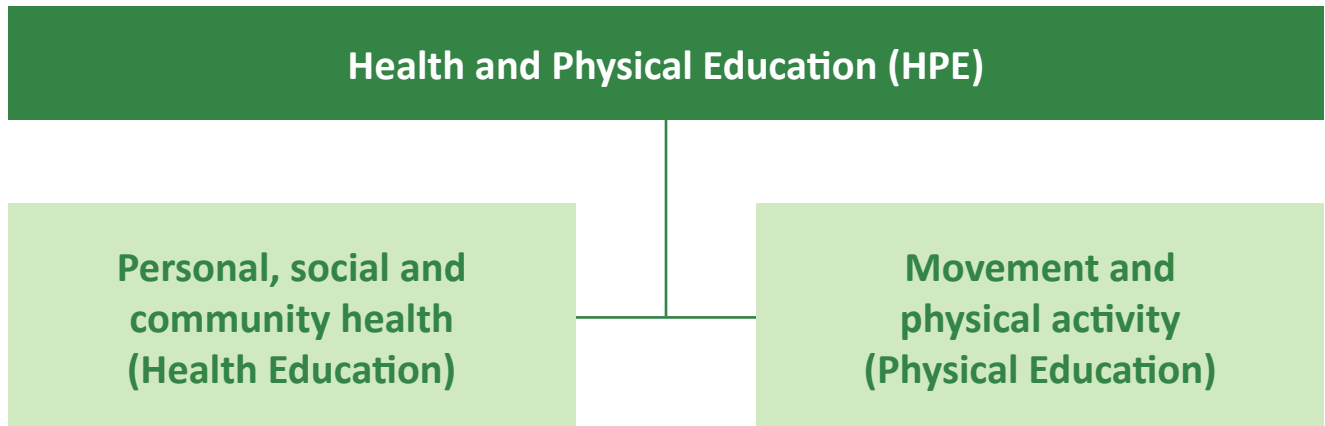
[https://k10outline.scsa.wa.edu.au/\\_data/assets/pdf\\_file/0003/4629/EYLF\\_complete\\_doc.pdf](https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0003/4629/EYLF_complete_doc.pdf)

## The Western Australian Curriculum

Operation: Let's Eat More Vegetables for K – PP is guided by mandated curriculum set out in [The Western Australian Curriculum](#).

### Health and Physical Education

Learning opportunities situated across the eight lessons of the resource link to content described in the main curriculum learning area of Health and Physical Education (HPE). The Western Australian HPE Curriculum includes two strands: **Personal, social and community health** and **Movement and physical activity** (see diagram below).



Curriculum links to HPE content described in the strand – Personal, Social and Community Health – are mapped below with hyperlinks to the School Curriculum and Standards Authority (SCSA) website for ease of use.

PERSONAL, SOCIAL AND COMMUNITY HEALTH STRAND									
Sub-strand	Curriculum content description and code	Lesson							
		1	2	3	4	5	6	7	8
Communicating and interacting for health and wellbeing	Personal and social skills to interact with others: <ul style="list-style-type: none"> <li>Expressing needs, wants and feelings</li> <li>Active listening self-discipline <a href="#">ACCP004</a></li> </ul>	✓	✓	✓			✓	✓	✓
Contributing to healthy and active communities	Actions that promote health, safety and wellbeing, such as: <ul style="list-style-type: none"> <li>Eating healthy food</li> <li>Following safety symbols and procedures <a href="#">ACPPS006</a></li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓

## Other Curriculum Areas

Operation: Let's Eat More Vegetables for K – PP includes activities that connect to the curriculum areas of English, Mathematics, Science, The Arts and Technologies. For each lesson, activities are mapped to the School Curriculum and Standards Authority website with hyperlinks for ease of use.

Connections to other curriculum areas are visually displayed below for quick links.

Learning area	Curriculum content description and code	Lesson							
		1	2	3	4	5	6	7	8
English	Share feelings and thoughts about the events and characters <a href="#">ACELT1783</a>	✓				✓			
	Identify some features of texts including events and characters and retell events from a text <a href="#">ACELT1578</a>			✓					
Mathematics	Subitise small collections of objects <a href="#">ACMNA003</a>				✓				
	Answer yes/no questions to collect information and make simple inferences <a href="#">ACMSP011</a>				✓				
Science	Living things have basic needs, including food and water <a href="#">ACSSU002</a>			✓					
	Science involves observing, asking questions about, and describing changes in, objects and events <a href="#">ACSHE013</a>			✓					
	Participate in guided investigations and make observation using the senses <a href="#">AC SIS011</a>					✓	✓		✓
	Share observations and ideas <a href="#">AC SIS012</a>					✓	✓		✓
The Arts	Performance of improvised drama that communicate ideas to an audience <a href="#">ACADRM029</a>	✓					✓		
Technologies	Plant and animal products are used in everyday life for food, clothing and shelter <a href="#">ACTDEK003</a>		✓	✓	✓		✓	✓	✓

## General Capabilities

Operation: Let's Eat More Vegetables for K – PP draws on the general capabilities described in the Australian Curriculum. Learning opportunities within the K – PP resource work to develop the following capabilities.

	1	2	3	4	5	6	7	8
Literacy	✓	✓	✓	✓	✓			
Numeracy		✓		✓		✓	✓	
ICT capability								
Critical and creative thinking	✓	✓	✓	✓	✓	✓	✓	
Ethical understanding	✓							
Personal and social capability	✓	✓	✓	✓	✓	✓	✓	✓
Intercultural understanding	✓			✓			✓	

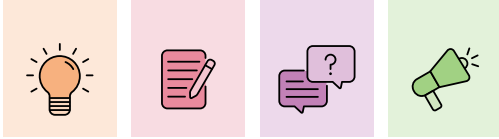
More information regarding the general capabilities is available at <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

# Resource overview

Lesson		Lesson overview	Health literacy
<b>1</b>	<b>Me and my family – what we like to eat?</b>	Students explore what foods they, their families and others like to eat. They examine food likes and dislikes to understand that food preferences can change.	 <b>TO KNOW</b>
			 <b>TO DO</b>
			 <b>TO QUESTION</b>
			 <b>TO ADVOCATE</b>
<b>2</b>	<b>Vegetables and fruit are everyday foods</b>	Students learn vegetables and fruit are ‘everyday’ foods and that some foods are ‘sometimes’ food. Students practice sorting foods based on these groups. As part of the lesson students are introduced and learn to name more vegetables and fruits.	 <b>TO KNOW</b>
			 <b>TO DO</b>
			 <b>TO QUESTION</b>
			 <b>TO LOCATE</b>
			 <b>TO ADVOCATE</b>
<b>3</b>	<b>Where and how do vegetables grow?</b>	Students learn that vegetables grow below, above and on the ground and that plants need nurturing to grow.	 <b>TO KNOW</b>
			 <b>TO DO</b>
			 <b>TO QUESTION</b>
			 <b>TO LOCATE</b>
			 <b>TO ADVOCATE</b>
<b>4</b>	<b>What vegetables do I eat?</b>	Students identify the vegetables they and their families eat. They explore differences and similarities in the eating of vegetables between themselves and others.	 <b>TO KNOW</b>
			 <b>TO DO</b>
			 <b>TO QUESTION</b>
<b>5</b>	<b>Vegetable goodness</b>	Students learn that vegetables support health and wellbeing, now and into the future. They learn why a range of vegetables is important.	 <b>TO KNOW</b>
			 <b>TO DO</b>
			 <b>TO QUESTION</b>
			 <b>TO LOCATE</b>
<b>6</b>	<b>Vegetable rainbow</b>	Students classify vegetables according to colour and prepare a healthy snack plate.	 <b>TO KNOW</b>
			 <b>TO DO</b>
			 <b>TO QUESTION</b>
			 <b>TO LOCATE</b>
<b>7</b>	<b>Let’s explore more vegetables for healthier eating</b>	Students explore different ways to eat and prepare vegetables. They make a fruit and vegetable smoothie.	 <b>TO KNOW</b>
			 <b>TO DO</b>
			 <b>TO QUESTION</b>
			 <b>TO LOCATE</b>
			 <b>TO ADVOCATE</b>
<b>8</b>	<b>Choosing vegetables for healthier eating</b>	Students learn that eating is influenced by family, friends and contexts. They practice asking for vegetables and fruit as a healthier food option.	 <b>TO KNOW</b>
			 <b>TO ADVOCATE</b>

# LESSON 1:

Me and my family -  
what we like to eat?



## Lesson overview

In this lesson students are introduced to the story ‘The very hungry Caterpillar’ and participate in a class discussion about what and why the Caterpillar ate food. Students explore what foods they, their families and others eat. They examine food likes, dislikes and how food preferences can change.

## Learning intentions

- Understand that food contributes to health and wellbeing
- Understand that families eat a range of foods, including vegetables
- Understand that vegetables and fruit are good for health and wellbeing
- Appreciate that all families are different

## Curriculum links

PRE-PRIMARY					
HPE	English	Mathematics	Science	The Arts	Technologies
<a href="#">ACCPS004</a> <a href="#">ACCPS006</a>	<a href="#">ACELT1783</a>			<a href="#">ACADRM029</a>	

## General capabilities

- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

## Resources

- The very hungry Caterpillar by Eric Carle.
- One big green leaf and spinach leaves – either real or images. A free image is available at <https://pixabay.com/photos/nature-leaves-plant-fresh-green-2983254/>
- Appendix 1 – Photography request to parents/carers.
- A4 printed photographs of student meals or other healthy meals (drawn circle placed on image).
- 1x Caterpillar face and art supplies including paper, scissors, coloured circles and glue.
- Optional** – Large paper plate for each child.

## Preparation

- Send parent/carer photograph request one week before the lesson – Appendix 1.
- Obtain a copy of the story book – The very hungry Caterpillar by Eric Carle. Alternatively, access audible storytelling versions found online.
- Print meal photographs.

## Educator support notes

- To assist students to understand healthier eating and the impact of healthier food choices refer to the 'present time' because it is too confusing for students in K – PP to contemplate the impact of eating on future health. Talk about eating to have lots of energy, to feel good, to grow, to keep well and not get sick.
- Food and water are essential for life, health and wellbeing. Food and water contain nutrients that provide the body with energy to support body functioning, repair and growth.
- The Australian Government state: 'Food and nutrition is important to good health and wellbeing, and reduces the risk of disease. Healthy eating means choosing the right foods and knowing how much to have.' To find out more visit: <https://www.health.gov.au/health-topics/food-and-nutrition>

# Activities

## Activity 1: What did the Caterpillar eat?

1. Read the story 'The very hungry Caterpillar' to the class.
2. Conduct a class discussion:
  - Who is the main character in the story?
  - Why was the Caterpillar eating food?
  - Why do we eat food?
3. Tell students that we eat food to live and survive. Like the Caterpillar we eat food to feel good, for energy to run and play, to grow and keep from getting sick. Remind students that we also drink water and that we need water to survive.
4. Revisit the story and go through the food, page by page, identifying and naming the different foods.



Here is idea showing what the Caterpillar ate on the days of the week. This activity – (5) Paper Plate Caterpillar – is available at:

<https://www.weareteachers.com/very-hungry-caterpillar-activities/>

5. Ask the students why the Caterpillar had a stomach ache? Discuss.
6. Explain that some foods are not necessary for health and wellbeing but we like to eat them from time to time. Eating too much of these types of foods can impact health and the way we feel.
7. Return to the book and show the students what the Caterpillar ate on Saturday. Ask the students to move around the room like the Caterpillar on Saturday. After a time frame say stop! Ask the students why they moved that way?
8. Show the students what the Caterpillar ate on Sunday. Ask the students to move like the Caterpillar on Sunday. Ask the students why they moved that way?
9. Re-tell students that what we eat can impact our bodies and how we feel.

## Activity 2: What the Caterpillar ate to feel better?

1. Every student must wash and dry hands.
2. Show students 'a nice green leaf' and tell the students that when the Caterpillar ate the green leaf: "he felt much better."
3. Ask students:
  - Why did the Caterpillar feel better from eating the green leaf?
  - Could we eat this particular green leaf?
  - What green leaves could we eat to make us feel better?
4. Show students the spinach leaves and name.
5. Tell students spinach leaves are good for the Caterpillar to eat and good for us. Spinach leaves can give us energy, help us grow and keep from getting sick. Offer and encourage students but don't force to try the spinach leaves.
6. Class discussion:
  - Who has eaten spinach before?
  - How can spinach be eaten?
  - Did you like spinach?
7. Explain to students that everyone is different. We all have food likes and dislikes and that's ok because we are unique. At times we like to eat vegetables with other foods and at other times we like to eat vegetables on their own.
8. Tell students that they can ask for more spinach if they want by putting up a hand and using the words: "Can I please have more?" Allow students to ask for more.

## Activity 3 - Part A: What me and my family like to eat

1. Introduce family meals by showing class photographs. Explain that sometimes we eat the same foods but we also eat different foods and that this is ok. What we eat makes us similar because we all need to eat but what we eat also makes us different.
2. Go through and discuss student photographs of meals.
3. Class discussion:
  - Who's meal is this?
  - What food is it?
  - Have you eaten this food before?
4. Share with students your favourite food when as a child and now as an adult. Explain that as we grow older our preferences for food can change and that it's ok to like what we like. It's ok for us to like and dislike different foods. This makes us unique.

### Activity 3 - Part B: Creating a classroom Caterpillar

1. Show the students the Caterpillar face and explain that the class is going to create the Caterpillar's body. The Caterpillar's body will comprise the photographs of students' meals.
2. Distribute (A3 or A4) printed version of family meal to each student. Pre-draw a circle on the photograph to use as a cutting guide or glue the photograph to a paper plate (students cut along the edge of the plate or along the cutting guide).
3. Demonstrate cutting along a circular line.
4. Distribute scissors to students and supervise cutting along the line.
5. Collate student photographs to create the class Caterpillar.
6. Name and display Caterpillar in classroom.



### Additional activity

1. Colouring pages
  - [Colour fruit and vegetables](#) – Healthy Kids Association
  - [Fruit and vegetables colouring page](#) – Coloring home
  - [Vegetables keep you healthy](#) – GetColoringPages



# LESSON 2:

Vegetables and fruit  
are everyday foods



## Lesson overview

In this lesson students learn vegetables and fruit are ‘everyday’ foods and that some foods are ‘sometimes’ food. Students practice sorting foods based on these groups. As part of the lesson students are introduced and learn to name more vegetables and fruits.

## Learning intentions

- Understand that vegetables and fruit are everyday foods.
- Practice sorting foods into everyday and sometimes foods.
- Appreciate what we eat impacts the way we feel.

## Curriculum links

PRE-PRIMARY					
HPE	English	Mathematics	Science	The Arts	Technologies
<a href="#">ACCPS004</a> <a href="#">ACPPS006</a>	<a href="#">ACELT1783</a>				<a href="#">ACTDEK003</a>

## General capabilities

- Literacy
- Numeracy (extension activity)
- Personal and social capability

## Resources

- The very hungry Caterpillar by Eric Carle
- PowerPoint 1 – Everyday food verses Sometimes food
- A3 or A4 signs:
  - Everyday food
  - Sometimes food
- Appendix 2 – Image ideas (for educators who want to create own PowerPoint)
- Vegetables and fruit for tasting – e.g., banana slices and carrot sticks
- Appendix 3 – The carrot song
- Appendix 4 – Vegetables and fruit cards

## Preparation

- Obtain a copy of the story book – The very hungry Caterpillar by Eric Carle
- Obtain access to PowerPoint display for PowerPoint
- Prepare banana slices and carrot sticks
- Prepare vegetables and fruit cards – Appendix 4
- Option:** Prepare own slides with images. Free images are available online, try [Pixabay](https://pixabay.com/) and see Appendix 2 for Pixabay image ideas.

## Educator support notes

- To assist students to understand healthier eating and healthier food choices use the terms ‘everyday’ and ‘sometimes’ foods. Refrain from abstract concepts like nutritious foods and stick to simple, concrete concepts that are focused positively like ‘vegetables are a food to eat every day: “an everyday food”.
- To scaffold learning, develop understanding and provide context, Activity 1 Part A focuses on sometimes foods only. During the activity and if students identify a vegetable or a fruit as a sometimes food, we suggest an educator says: “No, this is not a sometimes food, this is an everyday food.”
- Fruits and vegetables are plants and are classified from a botanical and culinary perspective.
  - » Botanically, fruit and vegetables are classified according to the part of the plant they come from. A fruit is the fleshy part of a plant that has seeds. Vegetables are the other parts of the plant that we can eat such as the leaves, roots, stems and flowers
  - » Culinary, fruits are sweet and can be used in desserts while vegetables are savoury.
- As it can be confusing for students to understand the difference between a vegetable and a fruit (for example, botanically, a pumpkin is classified as a fruit and not a vegetable), we suggest keeping it simple. This is a vegetable. This is a fruit.

# Activities

## Activity 1 - Part A: Foods to eat sometimes

1. Ask students:
  - Who likes having energy to run and play?
  - Who likes feeling good?
  - Who thinks they are growing?
  - Who eats to keep healthy and well?
2. Return to the story: 'The very hungry Caterpillar'. Remind the students that the Caterpillar ate a range of food but some of the food was better for the Caterpillar than other food. Some food gave the Caterpillar a stomach ache and some didn't.
3. Ask students:
  - What did the Caterpillar eat to feel better?
  - What food made the Caterpillar feel unwell, with a stomach ache?
4. Explain that some foods we eat are not necessary for health and wellbeing but we like to eat them from time to time. Eating too much of these types of foods can impact our health and the way we feel. We call these 'sometimes' foods because we should only eat them 'sometimes' like on a weekend, on a special occasion such as a birthday or from time to time as a treat. We don't eat sometimes food every day. Give an example.
5. Go through the foods in the story, page by page (please see teacher supporting notes above). Identify the foods and ask:
  - Is this a sometimes food?
6. Remind students that we eat food to live and feel good. We eat food for energy to run and play, to grow and keep from getting sick. We also drink water to survive.

## Activity 1 - Part B: Foods to eat every day

1. Use PowerPoint 1 – show the students the supermarket image.



Image available at:

<https://pixabay.com/photos/supermarket-stalls-coolers-market-949913/>

2. Class discussion:
  - Who has been to a supermarket like this one?
  - What is sold from these supermarket stalls?

### Activity 1 - Part B: Foods to eat every day (*continued*)

3. Explain that vegetables and fruit are everyday foods. They are not sometimes foods. Vegetables and fruit can be eaten every day. Vegetables and fruit help us feel good. They give us energy to run and play, help us grow and keep from getting sick.
4. Introduce the students to Select-a-Side activity using PowerPoint 1 (see point 5 for instructions). Point to two signs on opposite sides of the room. Read each sign to the students:
  - Everyday food
  - Sometimes food
5. Conduct Select-a-Side activity – Is this an everyday food or is this a sometimes food?
  - **Option 1** – PowerPoint 1. Show images from the PowerPoint and for each image:
    - » Ask students to move to the sign that represents the food.
    - » When at the sign, ask for the name of the food – can skip if preferred.
    - » Remind students it is ok not to know the answer.
  - **Option 2** – Create own PowerPoint see Appendix 2 for ideas.

### Activity 2: Do I know vegetables and fruit?

1. Every student must wash and dry hands.
2. Tell students that vegetables and fruit are everyday foods. We can eat vegetables and fruit every day. Vegetables and fruit help us feel good, they give us energy to run and play, help us grow and keep from getting sick. State that:
  - Most fruits are sweet to taste but some fruits aren't sweet, they are savoury, tangy and bitter. E.g., orange verses lemon.
  - Most vegetables aren't sweet to taste but some vegetables are sweet. E.g., potato verses peas.
3. Distribute banana slices to students for tasting. Encourage but don't force. Discuss:
  - Taste
  - Texture or feeling in mouth
4. Ask:
  - Is it sweet or is it savoury?
  - Is it a fruit or is it a vegetable?
  - What is this called?
  - Do they like bananas?
5. Distribute carrot sticks to the students for tasting and repeat the above (steps 3 and 4).
6. Tell students that they can ask for more bananas and carrots by putting up a hand and using the words: "Can I please have more?" Allow students to ask for more.
7. Read the carrot song (Appendix 3) to the class and teach actions to the song.
8. Repeat the song with student participation.

### Activity 3: Let's sort some vegetables and fruit

1. Split students into pairs or small groups and provide each pair/group with a set of Vegetables and fruit cards (Appendix 4).
2. Instruct students to sort the cards into fruits vs vegetables – use the information below as a guide. Tell students its ok not to know if a food is a vegetable or a fruit but it is good to try.




















<b>Vegetables</b>	Beetroot, broccoli, capsicum, carrot, cauliflower, corn, eggplant, mushroom, snow peas, tomato
<b>Fruits</b>	Apple, apricot, banana, blueberries, cherries, grapes, lemon, orange, pear, strawberries

3. **Extension activity:** ask students to count the cards in each group and report to the class.
4. **Provocation:**
  - Why do we need to know the difference between a fruit and a vegetable?
5. Remind students that vegetables and fruit are everyday foods. We can eat vegetables and fruit every day. Vegetables and fruit help us feel good, they give us energy to run and play, help us grow and keep from getting sick.

### Additional activity

1. Remind students of the importance of drinking water to hydrate.
2. Show Gulp Gulp by the Wiggles
  - <https://www.youtube.com/watch?v=50vtLCLFtiM>
  - <https://www.youtube.com/watch?v=N5ghqhb2Nzk>

Slide	Image	
1		<a href="#"><u>Supermarket stalls</u></a>
<b>Everyday foods – Vegetables and fruit</b>		
2		<a href="#"><u>Apple</u></a>
3		<a href="#"><u>Pear</u></a>
4		<a href="#"><u>Plums</u></a>
5		<a href="#"><u>Strawberries</u></a>
6		<a href="#"><u>Oranges</u></a>
7		<a href="#"><u>Bananas</u></a>
8		<a href="#"><u>Pineapple</u></a>
9		<a href="#"><u>Mangoes</u></a>
10		<a href="#"><u>Blueberries</u></a>
11		<a href="#"><u>Pickle or gherkin</u></a>
12		<a href="#"><u>Potatoes</u></a>
13		<a href="#"><u>Carrots</u></a>
14		<a href="#"><u>Cauliflower</u></a>
15		<a href="#"><u>Broccoli</u></a>
16		<a href="#"><u>Cabbage</u></a>
17		<a href="#"><u>Green beans</u></a>
18		<a href="#"><u>Beetroot</u></a>
19		<a href="#"><u>Peas</u></a>

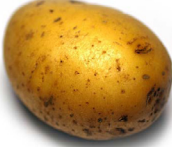
20		<a href="#"><u>Pumpkin</u></a>
21		<a href="#"><u>Corn</u></a>
22		<a href="#"><u>Lettuce</u></a>
23		<a href="#"><u>Cucumber</u></a>
24		<a href="#"><u>Tomato</u></a>
25		<a href="#"><u>Capsicum</u></a>
26		<a href="#"><u>Onion</u></a>
27		<a href="#"><u>Spinach</u></a>
28		<a href="#"><u>Artichoke</u></a>
29		<a href="#"><u>Zucchini</u></a>
30		<a href="#"><u>Bok choy</u></a>
<b>Sometimes foods</b>		
31		<a href="#"><u>Birthday cake</u></a>
32		<a href="#"><u>Ice-cream sundae</u></a>
33		<a href="#"><u>Crisps</u></a>
34		<a href="#"><u>Lollipops</u></a>
35		<a href="#"><u>Hotdog</u></a>
36		<a href="#"><u>French fries</u></a>
37		<a href="#"><u>Cupcakes</u></a>
38		<a href="#"><u>Candy/sweets</u></a>

Words	Actions
<b><i>“Carrots are orange”</i></b>	<ul style="list-style-type: none"> <li>Place arms above head to make a circle</li> </ul>
<b><i>“Carrots are long”</i></b>	<ul style="list-style-type: none"> <li>Place right hand on top of left (palms facing down)</li> <li>Separate hands to simulate long</li> </ul>
<b><i>“Carrots taste nice”</i></b>	<ul style="list-style-type: none"> <li>Rub stomach in circular motion</li> </ul>
<b><i>“And make me strong”</i></b>	<ul style="list-style-type: none"> <li>Arms hanging by side</li> <li>Lift arms out and up to a muscle man pose</li> </ul>

<b><i>“Carrots are cooked”</i></b>	<ul style="list-style-type: none"> <li>Move closed fist in circular motion</li> </ul>
<b><i>“Carrots are raw”</i></b>	<ul style="list-style-type: none"> <li>Two fists placed together at chest</li> <li>Pull apart in snapping motion</li> </ul>
<b><i>“Carrots go crunch”</i></b>	<ul style="list-style-type: none"> <li>Snap teeth together</li> </ul>
<b><i>“Inside my jaw”</i></b>	<ul style="list-style-type: none"> <li>Point to jaw</li> </ul>

<b><i>“Carrots are chopped”</i></b>	<ul style="list-style-type: none"> <li>Place hand thumb up</li> <li>Move up/down in chopping motion</li> </ul>
<b><i>“Carrots are sliced”</i></b>	<ul style="list-style-type: none"> <li>Place hand flat</li> <li>Move back and forth in slicing motion</li> </ul>
<b><i>“Carrots sticks”</i></b>	<ul style="list-style-type: none"> <li>Arm by side</li> <li>Body straight and tall</li> </ul>
<b><i>“Taste really nice”</i></b>	<ul style="list-style-type: none"> <li>Arms up and jump in the air</li> </ul>

				
<b>Apple</b>	<b>Apricot</b>	<b>Asparagus</b>	<b>Avocado</b>	<b>Banana</b>
				
<b>Beetroot</b>	<b>Bitter Melon</b>	<b>Blueberries</b>	<b>Broccoli</b>	<b>Capsicum</b>
				
<b>Carrot</b>	<b>Cauliflower</b>	<b>Celery</b>	<b>Corn</b>	<b>Cucumber</b>
				
<b>Daikon</b>	<b>Dates</b>	<b>Eggplant</b>	<b>Fennel</b>	<b>Fig</b>
				
<b>Garlic</b>	<b>Globe Artichoke</b>	<b>Grapes</b>	<b>Honeydew Melon</b>	<b>Iceberg Lettuce</b>
				
<b>Jackfruit</b>	<b>Kiwi Fruit</b>	<b>Kumara</b>	<b>Leek</b>	<b>Lemon</b>

				
<b>Mandarin</b>	<b>Mango</b>	<b>Mushroom</b>	<b>Nashi Pear</b>	<b>Nori</b>
				
<b>Okra</b>	<b>Onions</b>	<b>Orange</b>	<b>Pawpaw</b>	<b>Pear</b>
				
<b>Peas</b>	<b>Pineapple</b>	<b>Potato</b>	<b>Pumpkin</b>	<b>Quandong</b>
				
<b>Quince</b>	<b>Radish</b>	<b>Rockmelon</b>	<b>Snow Peas</b>	<b>Starfruit</b>
				
<b>Strawberry</b>	<b>Tamarillo</b>	<b>Tomato</b>	<b>Turnip</b>	<b>Vine Leaves</b>
				
<b>Watermelon</b>	<b>Warrigal Greens</b>	<b>Wombok</b>	<b>Yams</b>	<b>Zucchini</b>

# LESSON 3:

Where do vegetables grow?



## Lesson overview

In this lesson students learn that vegetables and fruit are parts of plants and that vegetables grow below, above and on the ground. Through planting their own seeds they gain confidence in growing plants.

## Learning intentions

- Understand that vegetables are parts of plants, including flowers, fruits, stem, leaves, roots and seeds.
- Understand that vegetables grow above, below and on the ground.
- Plant and grow a tomato plant.
- Understand plants need the right conditions to grow.

## Curriculum links

PRE-PRIMARY					
HPE	English	Mathematics	Science	The Arts	Technologies
<a href="#">ACCP004</a> <a href="#">ACPPS006</a>	<a href="#">ACELT1783</a> <a href="#">ACELT1578</a>		<a href="#">ACSSU002</a> <a href="#">ACSHE013</a>		<a href="#">ACTDEK003</a>

## General capabilities

- Literacy
- Critical and creative thinking
- Personal and social capability

## Resources

- Appendix 5 – Tommy tomato story
- PowerPoint 2 – Tommy tomato
- Cherry tomatoes and a cherry tomato plant (if available)
- Small plant pots – 1 per student or group
- Tomato seeds
- Wooden skewers – 1 per student or group
- Sticky tape
- Potting mix
- Gardening gloves
- Food colouring (blue works best)

Clear plastic cups or glass jars

Water

Knife

Fresh celery stalks

Worksheet 1 – Tommy tomato and friends

Red crayons or red coloured pencils (additional crayons, pencils or markers in green)

Red circles or stickers

## Preparation

Obtain access to PowerPoint display for PowerPoint

Print Worksheet 1 – one for each student

## Educator support notes

- Gender neutrality – Tommy tomato is gender neutral. Educators can change Tommy's name if preferred but select a name beginning with 'T'.
- Celery stalks are best left overnight to take up coloured water.
- Vegetables grow below, above and on the ground.
- Vegetables are parts of plants including flowers, fruits, stem, leaves, roots and seeds.
- Vegetables need soil, water and the sun to grow.
- Roots take water from the ground up into the plant.

# Activities

## Activity 1: Tommy Tomato

1. Every student must wash and dry hands.
2. Read the story of Tommy tomato with accompanying PowerPoint (PowerPoint 2).
3. Class discussion:
  - Who is the main character and what happened in the story?
  - What fruit or vegetable grew in Mrs Green's garden?
  - Where did the vegetables and fruit grow?
4. Re-read parts of the story putting emphasis on the places the vegetables and fruit grew. Put emphasis on what helped Tommy to grow.
5. Tell the students that vegetables and fruit grow underground, on the ground and above the ground. Vegetables need the right conditions to grow: soil, water and the sun.
6. Ask the students:
  - What vegetable in the story grew in the ground?
  - What fruit in the story grew on the tree and above the ground?
  - What vegetable in the story grew on the ground and on a vine?
7. Show the students the cherry tomato plant. Discuss the plant and its parts:
  - Stalk, leaves, fruit and roots.
8. Distribute the cherry tomatoes and encourage students to taste but don't force.
9. Tell students that they can ask for more cherry tomatoes if they want by putting up a hand and using the words: "Can I please have more?" Allow students to ask for more.

## Activity 2: Let's grow a tomato plant

1. Students work in groups or individually.
2. Tell the students they are going to grow their own tomato plant.
3. Fill each pot with potting mix and help students to plant a tomato seed.
4. Instruct students to write their name on a wooden skewer and stick into each pot.
5. Remind students they will need to care for their plant to make sure that it grows.
6. Class discussion:
  - What helped Tommy to grow in the story?
  - What does your tomato plant need to grow?
7. Assist students to water their plant and place it in a safe and sunny position.
8. **Provocation:**
  - Why is it important to care for the plant?
  - Why is it important to eat healthy?

### Activity 3 - Part A: Plants need water to grow

1. Explain to students that they are going to do an experiment to see how plants 'drink' water from the ground.
2. Cut the end from a celery stalk.
3. Fill each jar half full with water and add a few drops of food colouring.
4. Place a celery stalk in each jar.
5. Ask students to guess what will happen to the celery.

### Activity 3 - Part B: Plants need water to grow






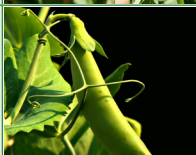






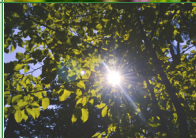
1. At the end or on the next day, ask students to observe what has happened to the celery stalk. Cut a piece off the end of the stalk so that students can see inside.
2. Class discussion:
  - What happened to the celery stalks?
  - Point out the coloured dots at the bottom of the stalk. Ask if students can guess what these are. Explain that the dots are the bottom of tiny water tubes. These tubes are like straws that suck water from the ground all the way up the celery stalk.
  - Why did the celery leaves change colour?
  - Where do plants normally get water from?
3. Conclude the activity by explaining that plants need water to survive just like people. While we can turn on the tap to get water, plants have to take it up from the ground.








### Activity 4: Tommy tomato and friends

1. Provide each student with Worksheet 1 and red crayons, coloured pencils or markers.
2. Instruct students to write over the words for the title of the worksheet.
3. Instruct students to draw tomatoes on the tomato plant.
4. **Option:** provide students with red colour card circles or stickers (tomatoes). Glue or stick circles on plant.
5. **Option:** students can colour the leaves and stalk using crayons, pencils or markers.
6. **Extension:** post pictures in room. In small groups students count the number of tomatoes on each students' artwork. Record and discuss.
7. **Provocation:**
  - What conditions helped these tomato plants to grow tomatoes?
  - What conditions help you to grow and feel good?
8. Remind the students that vegetables and fruit are everyday food. They can help us feel good, grow and keep from getting sick. We also need water to survive.

### Additional activity

1. YouTube:
  - How do fruits and vegetables grow?  
<https://www.youtube.com/watch?v=6oub1p7xUtw>
  - Where do fruits and vegetables come from?  
<https://www.youtube.com/watch?v=CdPRZ3wjCxA>

Slide	Image	Description
1		Tommy tomato felt all alone.
2		Tommy lived in Mrs Green's garden.
3		Tommy loved the garden and all the plants that grew there. Tommy loved to watch the plants and Tommy loved to see them grow.
4		But Tommy was the only tomato in Mrs Green's garden and this made Tommy feel sad.
5		Tommy liked the green beans that grew on a vine next to Tommy.
6		Tommy liked how the beans jiggled in the wind. Tommy liked how some beans were big and some beans were small. But most of all, Tommy liked that the green beans grew together.
7		Tommy was the only tomato in Mrs Green's garden and this made Tommy feel sad.
8		Tommy liked the orange carrots that grew in the ground below Tommy.
9		Tommy liked the leaves that sprouted from each carrot top. Tommy liked how some carrots were long and some were short. But most of all, Tommy liked how the carrots grew together.
10		Tommy was the only tomato in Mrs Green's garden and this made Tommy feel sad.
11		Tommy liked the purple plums that grew on the tree above Tommy.
12		Tommy liked that the plums were many different colours. Tommy liked how some plums were dark and that some plums were light. But most of all, Tommy liked that the plums grew together.
13		One day, the yellow sun was high in the sky and Tommy liked the warm feeling from the sun. Tommy knew the sun helped Tommy to grow.

14		One day, white fluffy clouds dropped little rain drops and Tommy liked the wet feeling of the water. Tommy knew the water helped Tommy to grow.
15		One day, beautiful bees buzzed and busied themselves all around Tommy and Tommy liked the sound of the bees. Tommy liked to watch them play.
16		But guess what? One cheeky busy bee buzzed and landed right on Tommy's nose .
17		The bee buzzed, flapped its wings and just like that, the bee landed on another red tomato just like Tommy. Tommy could not believe it, right in front of Tommy was another red tomato, just like Tommy.
18		But guess what? When Tommy looked to the left and when Tommy looked to the right, what do you think Tommy saw? Yes that's right, Tommy saw lots of red tomatoes, just like Tommy.
19		<i>"Finally", Tommy said: "I'm not the only red tomato in Mrs Green's garden".</i>
20		Can you guess how this made Tommy feel?



*Tommy Tomato and Friends*

# LESSON 4:

What vegetables do I eat?



## Lesson overview

In this lesson students identify the vegetables they and their families eat. They explore differences and similarities in the eating of vegetables between themselves and others.

## Learning intentions

- Understand that families eat vegetables.
- Appreciate that different families can eat different vegetables.
- Appreciate that vegetables are everyday food.

## Curriculum links

PRE-PRIMARY					
HPE	English	Mathematics	Science	The Arts	Technologies
<a href="#">ACPPS006</a>		<a href="#">ACMNA003</a> <a href="#">ACMSP011</a>			<a href="#">ACTDEK003</a>

## General capabilities

- Literacy
- Numeracy
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

## Resources

- Photographs of family meals
- Worksheet 2 – My family eats vegetables
- Worksheet 3 – How many vegetables?
- Worksheet 4 – Can I count vegetables?

## Preparation

- Classroom Caterpillar or photographs of family meals
- Print Worksheet 2 – 1 per student
- Print Worksheet 3 – 1 per student or group
- Print Worksheet 4 – 1 per student or group

## Educator support notes

- Vegetables are plants and an everyday food.
- Most vegetables are savoury but some vegetables are sweet.

# Activities

## Activity 1: What vegetables do I eat?

1. Re-introduce students to the classroom caterpillar or show photographs of family meals.
2. Class discussion:
  - Can you see vegetables in the photographs?
  - Why are vegetables in the photographs?
  - Can you name a vegetable?
3. Tell students that most families include vegetables in meals, especially for lunch, dinner and snacks because vegetables are an everyday food and they taste good.
4. Select five or most of the photographs (leave one for step 6, make sure it includes a vegetable). For each photograph identify and record the vegetable. Create a tally of each vegetable – use below as a guide.

<b>Potatoes</b>	✓✓✓✓	<b>4</b>
<b>Peas</b>	✓✓	<b>2</b>
<b>Corn</b>	✓	<b>1</b>

5. Identify the most common vegetable across student photographs or images. Ask:
  - Have you eaten this vegetable?
  - Do you like this vegetable?
6. Select the photograph that was put aside at step 4. Hide the image from the students. Ask the students to predict if the photograph contains a vegetable or not. Students to indicate yes by raising a hand.
7. Class discussion:
  - Why do think this meal contains a vegetable?
8. Explain that most families eat vegetables and vegetables are an everyday food. They help us feel good, grow and keep from getting sick. Vegetables also taste good.
9. Reveal the photograph from step 6 to the students and discuss the probability of families eating vegetables.
10. Repeat – Most families include vegetables in meals, especially for lunch, dinner and snacks because vegetables are an everyday food and they taste good.
11. Complete Worksheet 2.
  - **Option 1:** students cut out the vegetables from their meal photograph and stick the vegetables onto the worksheet.
  - **Option 2:** students circle the vegetables on their photograph and stick the circled photograph onto the worksheet.

## Activity 2: How many vegetables?

1. Work as whole class, small groups or individually.
2. Provide Worksheet 3 and explain how to complete.
3. Class discussion:
  - Did you see the corn?
  - How many corn did you count?
  - Did you see the potato?
  - How many potatoes did you count?
  - Repeat for all the vegetables.

## Extension activity 3: Can I count vegetables?

1. Work as whole class, small groups or individually.
2. Provide Worksheet 4 and explain how to complete.
3. Class discussion:
  - Did you see the mushroom?
  - How many mushrooms did you count?
  - Did you see the tomato?
  - How many potatoes did you count?
  - Repeat for all the vegetables.

*Place images in here*

*My family eats these vegetables:*

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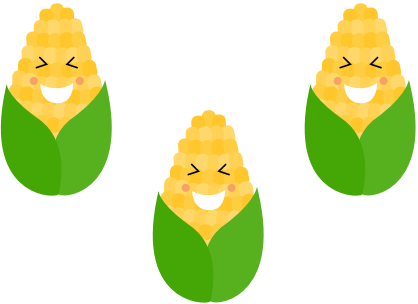
*My favourite vegetable is:*

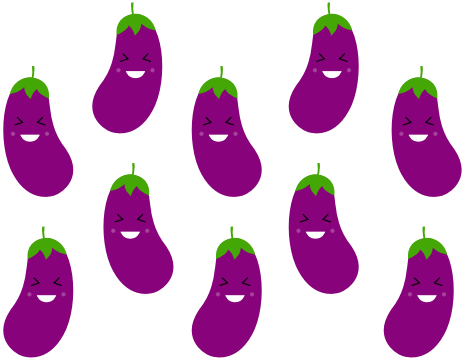
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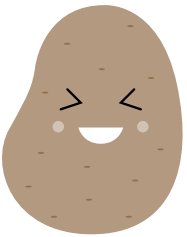
*The vegetable my class eats the most is:*

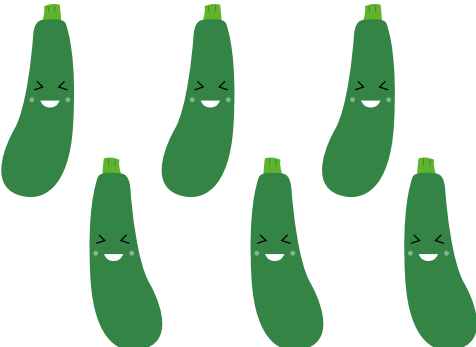
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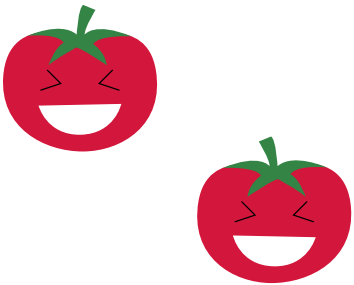
How many vegetables can you count?


<input type="checkbox"/> 1	
<input type="checkbox"/> 2	
<input type="checkbox"/> 3	
<input type="checkbox"/> 4	
<input type="checkbox"/> 5	

<input type="checkbox"/> 1	
<input type="checkbox"/> 2	
<input type="checkbox"/> 3	
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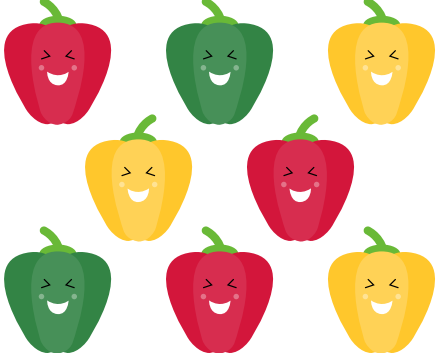
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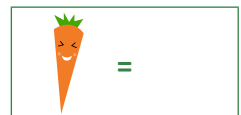
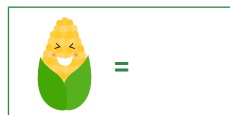
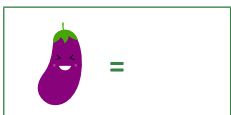
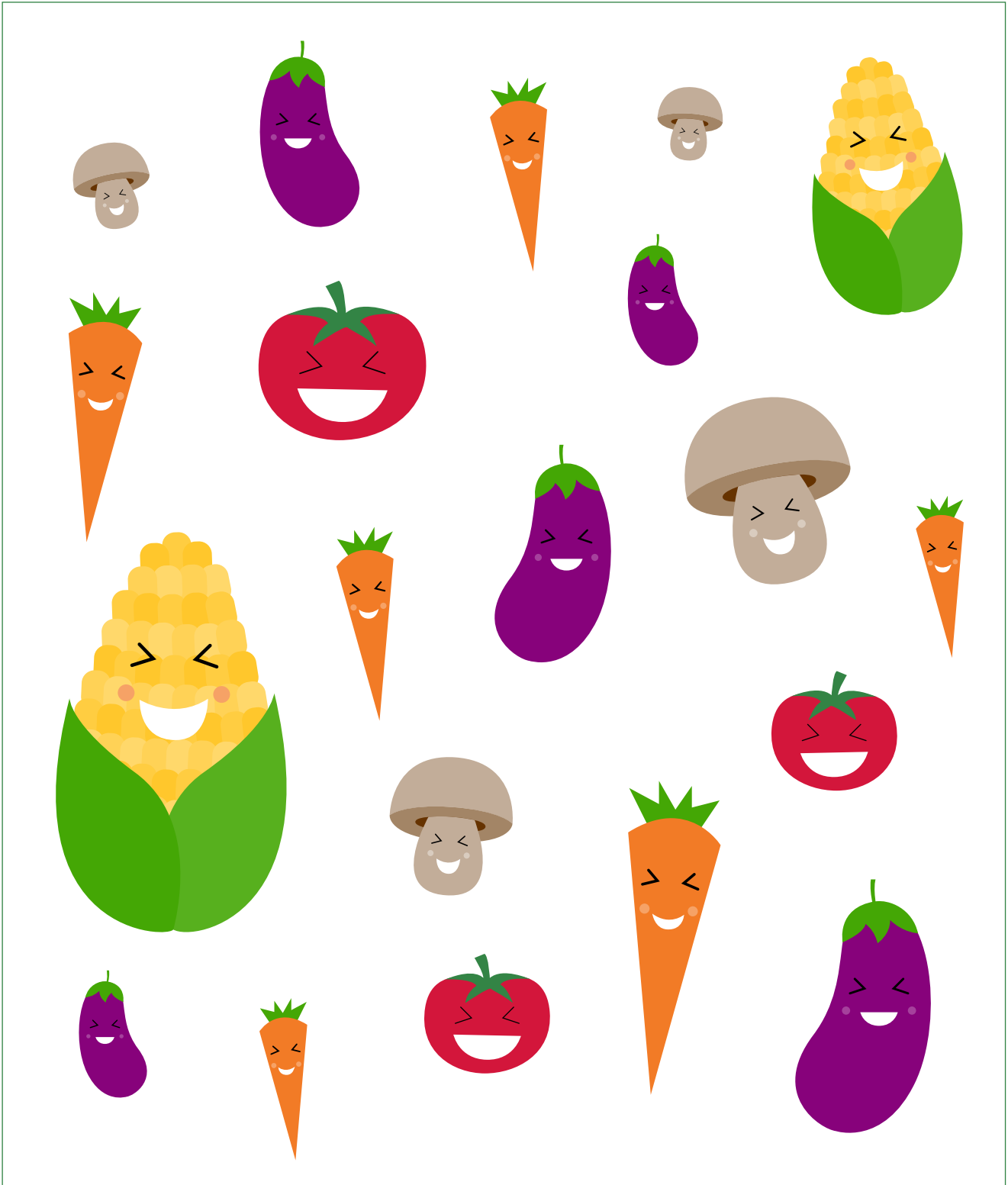
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<input type="checkbox"/> 5	

<input type="checkbox"/> 1	
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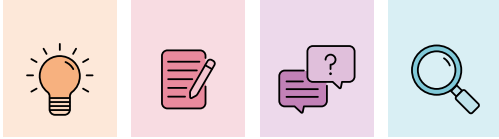
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<input type="checkbox"/> 3	
<input type="checkbox"/> 4	
<input type="checkbox"/> 5	

Can you count the vegetables you see?



# LESSON 5:

## Vegetable goodness



## Lesson overview

In this lesson students learn that vegetables support health and wellbeing. They learn why eating vegetables is important now and into the future.

## Learning intentions

- Understand that vegetables and fruit are everyday foods that provide energy, support growth, and keep us from getting sick.
- Understand that different vegetables have different qualities and eating a variety of vegetables can provide a range of health benefits.
- Try and taste a range of vegetables.

## Curriculum links

PRE-PRIMARY					
HPE	English	Mathematics	Science	The Arts	Technologies
<a href="#"><u>ACPPS006</u></a>	<a href="#"><u>ACELT1783</u></a>		<a href="#"><u>ACSYS011</u></a> <a href="#"><u>ACSYS012</u></a>		

## General capabilities

- Literacy
- Critical and creative thinking
- Personal and social capability

## Resources

- Balloon and uncooked rice (small handful)
- Seasonal vegetables e.g. capsicum, cucumber, avocado, corn and broccoli. Consider using vegetables not previously used. Provide whole (for viewing) and cut-up version of vegetable (for tasting).
- Serving platter with cut-up vegetables
- Eat like a Superhero by Adam Dunsford
- Worksheet 5 – Tasting sheet
- Appendix 6 – The vegetables song
- Worksheet 6 – Vegie superpowers
- Worksheet 7 – I eat vegie superpowers

## Preparation

- Insert uncooked rice into a deflated balloon and fill with air
- Create a display of vegetables – randomly placed
- Serve cut-up vegetables on a platter
- Obtain a copy of 'Eat like a Superhero'. The story can be found online at: <https://www.youtube.com/watch?v=-3J70ttWs5c>
- Print Worksheet 5 – 1 per student
- Print Worksheet 6 – 1 per student
- Print Worksheet 7 – 1 per student

## Educator support notes

- Vegetables are everyday foods. They help us feel good, grow and keep from getting sick. Eating vegetables can support health now and into the future.
- Superpowers are imaginary, fictional abilities that provide exceptional or extraordinary powers. They are most frequently used by a superhero but can be used by a villain. Superpowers set a superhero or villain apart from other beings.
- Examples of superpowers could include flight, invisibility, magic, mind-reading and telepathy.
- Some students may be reluctant to eat some of the vegetables. Encourage participation in these children but do not try to force them to eat.
- Food texture is the feeling of the food in mouth or hands.
- Qualities of foods have different textures such as crunchy or smooth.

# Activities

## Activity 1: Vegies have superpowers too

1. Provide a balloon containing uncooked rice. Allow students to hold, shake and sense the rice inside the balloon.
2. Ask students to guess what is inside the balloon.
3. Tell the students to imagine that the little particles inside this balloon are very special. These particles are a superpower.
4. Class discussion:
  - What is a superpower?
  - Can you name a superpower?
  - Can you name a character in a movie, book or show that has a superpower?
  - What superpower could be inside this balloon?
  - What superpower would you choose, if you could?
5. Introduce the vegetable display.
6. Class discussion:
  - Have you eaten this vegetable before?
  - Who has eaten this vegetable today?
  - What time of day have you eaten the vegetable?
7. Tell students that vegetables and fruit like the balloon contain special particles that are a bit like a superpower. They may not be a superpower but the particles are special qualities that help us feel good, grow and keep from getting sick.
8. Appendix 6 – Invite students to action the superpowers of vegetables, saying:
  - Vegetables give me energy to run and play (run on the spot, pumping arms)
  - Vegetables help me grow (squat like a ball, jump up into a star shape)
  - Vegetables help me not get sick (hand outstretched in front of body for stopping motion)
  - Vegetables help me be strong (arms bend to flex muscles)
  - Vegetables help me feel good, now and into my future (both hands circle out and into the body to point at ground [now], then open arms, extend to Y shape [future])
9. **Provocation:** What decision can we make today to help us feel like a superhero?

## Activity 2: Let's taste vegie superpowers

1. Every student must wash and dry hands.
2. Work as whole class or in small groups.
3. Re-introduce the vegetable display and introduce vegetable platters.
4. Provide each group or student with Worksheet 5 – Tasting sheet. Explain how to fill out the table on the worksheet.

## Activity 2: Let's taste vegie superpowers (*continued*)

- For each vegetable, name the vegetable and allow students to touch and hold.
- Invite students to taste the vegetable from the platter. Encourage but don't force.
- Class or group discussion:
  - What colour is the vegetable?
  - Can you describe the taste?
  - Can you describe the texture in your mouth?
  - Did you like the vegetable?
  - Did you eat the inside or the outside of the vegetable?
- Students record their responses on the worksheet.
- Whole group – Remind students that all of the vegetables contain goodness and special qualities that help us feel good.
- Explain that some of the special qualities are inside the vegetable and some are on the outside, in the skin.
- Provocation:** When can I eat vegetables?

## Activity 3: I can eat like a Superhero?

- Read the story Eat like a Superhero by Adam Dunsford. An online version is available at:  
<https://beehealthystories.com.au/stories/eat-like-a-superhero/>  
Watch the video version at:  
<https://beehealthystories.com.au/stories/eat-like-a-superhero/>  
<https://www.youtube.com/watch?v=-3J70ttWs5c>
- Class discussion:
  - What vegetables and fruit did the superheroes eat?
  - Why did the superheroes eat vegetables and fruit?
  - What fruit did the superhero eat to run fast?
  - How did the superheroes recharge their superpowers?
  - Do you eat like a superhero?
- Provide students with Worksheet 6 – Vegie superpowers and Worksheet 7 – I eat vegie superpowers (A4 or A3).
- Instruct students to cut out the vegies from Worksheet 6 and select those vegies that they eat.
- Instruct students to write their name in the centre of Worksheet 7 and trace over the title at the bottom of the page.
- Instruct students to glue the vegies they eat around their name.
- Option:** Replace Worksheet 6 with Vegetables and fruit cards from Lesson 2 (Appendix 4) and encourage students to copy and draw the vegies that they eat.

### Additional activity: Paper plate superhero

1. Using paper plates and mask. Students create their own vegetable superhero.
2. Instruct students to paint paper plate.
3. Distribute black paper strip with eye holes and instruct students to stick on paper plate when paint is wet. Staple mask at sides or use additional glue if needed.
4. Distribute green stalk and staple/glue onto the top of plate.
5. **Option:**
  - When dry, use dots for eyes and a line for a smile.
  - Instead of cutting eye holes in mask, glue white oval shapes onto masks.
















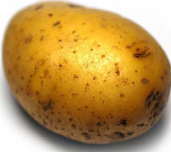















Words	Actions
<p><b><i>“Vegetables give me energy to run and play”</i></b></p>	<p>Run on the spot, pumping arms.</p>
<p><b><i>“Vegetables help me grow”</i></b></p>	<p>Squat like a ball, jump up into a star shape.</p>
<p><b><i>“Vegetables help me not get sick”</i></b></p>	<p>Hand outstretched in front of body for stopping motion.</p>
<p><b><i>“Vegetables help me be strong”</i></b></p>	<p>Arms bend to flex muscles.</p>
<p><b><i>“Vegetables help me feel good, now and into my future”</i></b></p>	<p>Both hands circle out and into the body to point at ground [now], then open arms, extend to Y shape [future].</p>

		Have you tried this before 	Did you try this today? 	Yum! 	Unsure 	My taste buds don't like it yet 
	Avocado					
	Beetroot					
	Bok choy					
	Broccoli					
	Capsicum					
	Carrot					
	Corn					
	Green beans					
	Snow peas					
	Spinach					

		Have you tried this before 	Did you try this today? 	Yum! 	Unsure 	My taste buds don't like it yet 
	Asparagus					
	Brussel sprouts					
	Capsicum					
	Carrot					
	Cucumber					
	Eggplant					
	Lettuce					
	Mushroom					
	Radish					
	Sweet potato					

	Have you tried this before 	Did you try this today? 	Yum! 	Unsure 	My taste buds don't like it yet 
 Cabbage					
 Carrot					
 Cauliflower					
 Celery					
 Peas					
 Pumpkin					
 Silverbeet					
 Squash					
 Tomato					
 Zucchini					

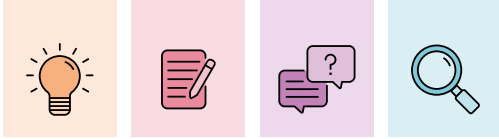
				
<i>Tomato</i>	<i>Pumpkin</i>	<i>Capsicum</i>	<i>Green beans</i>	<i>Peas</i>
				
<i>Broccoli</i>	<i>Bok choy</i>	<i>Corn</i>	<i>Mushroom</i>	<i>Radish</i>
				
<i>Carrot</i>	<i>Eggplant</i>	<i>Cucumber</i>	<i>Celery</i>	<i>Asparagus</i>
				
<i>Lettuce</i>	<i>Potato</i>	<i>Onion</i>	<i>Snow peas</i>	<i>Turnip</i>
				
<i>Beetroot</i>	<i>Cauliflower</i>	<i>Leek</i>	<i>Yams</i>	<i>Zucchini</i>
				
<i>Fennel</i>	<i>Artichoke</i>	<i>Squash</i>	<i>Brussel sprouts</i>	<i>Spinach</i>

*Place images in here*

*I eat vegie superpowers!*

# LESSON 6:

## Vegetable rainbow



## Lesson overview

In this lesson students classify vegetables according to the five colour groups. They prepare a vegetable snack plate and taste a range of vegetables.

## Learning intentions

- Understand that vegetables and fruit can be classified by colours.
- Practice sorting vegetables into colour groups.
- Understand that vegetables and fruit are everyday foods that help us feel good, grow and keep from getting sick. Vegetables are a healthy snack.
- Prepare a healthy snack.

## Curriculum links

PRE-PRIMARY					
HPE	English	Mathematics	Science	The Arts	Technologies
<a href="#">ACPPS004</a> <a href="#">ACPPS006</a>	<a href="#">ACELT1783</a>		<a href="#">ACSYS011</a> <a href="#">ACSYS012</a>	<a href="#">ACADRM029</a>	<a href="#">ACTDEK003</a>

## General capabilities

- Critical and creative thinking
- Personal and social capability

## Resources

- Vegetable display or vegetable photos (see Appendix 2 for ideas)
- Vegetable platters for lunchbox activity
- Lunchbox or paper plate/food tray/meal box (with or without lid)
- 'I can eat a rainbow' story

## Preparation

- Ask parents/carers to supply a lunchbox that will be returned
- Alternatively source paper plates/food tray/meal box
- Prepare vegetable display or download and print vegetable photos (Appendix 2)
- Prepare vegetable platters for each colour group
- Obtain a copy of 'I can eat a rainbow' by Annabel Karmel

## Educator support notes

- Vegetables and fruit can be classified according to five main colour groups: red, purple/blue, orange/yellow, green, and white/brown.
- Each colour of vegetable has special properties called phytochemicals, which can fight disease (keep us from getting sick) and support health.
- Phytochemicals give fruits and vegetables their vibrant colour.
- Nutrition Australia – [\*Are colours of vegetables and fruits important to health?\*](#)
- Snack: a small amount of food eaten between meals.
- Crunch&Sip® supports healthy snacking in young people by teaching students to refuel on fresh vegetables and fruit, and hydrate with water. Increasing the intake of vegetables and fruit can support good health, whilst healthy snacking through a Crunch&Sip® break can help young people to learn.

# Activities

## Activity 1: Vegies are colourful

1. Show students the vegetable display or vegetable photos (Appendix 2).
2. Tell students that vegetables and fruit can be grouped according to colours and that there are five main colour groups:
  - Red
  - Purple/blue
  - Orange/yellow
  - Green
  - White/brown
3. Re-organise the vegetable display or photos according to vegetable colour groups.
4. Explain that each vegetable colour group contains particles that have powerful health benefits. Eating vegetables and fruit from the five groups is best.
5. Remind students that the Superheroes from the story ate a range of vegetables and fruit to make them fit, strong and healthy, including:
  - Carrots
  - Apples
  - Broccoli
  - Pears
  - Bananas

## Activity 2: I can eat a rainbow

1. Read the story 'I can eat a rainbow' to the class.
2. Class discussion:
  - Can you remember a red fruit or vegetable?
  - Can you remember a purple or blue fruit or vegetable?
  - Can you remember an orange or yellow fruit or vegetable?
  - Can you remember a green fruit or vegetable?
  - Can you remember a green fruit or vegetable?
3. Distribute fruit and vegie cards – Worksheet 1.
4. Instruct students or groups to sort the cards into colour groups – use the information below as a guide.

<b>Red</b>	Apple, capsicum, cherries, tomato, strawberries
<b>Purple/blue</b>	Beetroot, eggplant, blueberries, grapes
<b>Orange/yellow</b>	Carrot, corn, apricot, banana, lemon, orange
<b>Green</b>	Broccoli, snow peas, grapes, pear
<b>White/brown</b>	Cauliflower, mushroom

5. **Extension activity** – ask students to count the cards in each group and report to the class.

### Activity 3: Snack plate – I can eat colourful vegetables

1. Every student must wash and dry hands.
2. Ask students what the word 'snack' means.
3. Class discussion:
  - What times of the day do you usually eat snacks?
  - Why do we eat snacks?
  - What kinds of snacks do you eat?
4. Show students the vegetable platters.
5. Explain to students that vegetables are great to snack on as they taste great and provide us with nutrients that help us feel good, grow and keep from getting sick.
6. Distribute lunchbox or paper plate/food tray/meal box and instruct students to prepare a snack for a really important superhero - themselves
7. Instruct students to select a vegetable from each colour group and consider taking a photograph of student with their healthy snack. Display in classroom.
8. Encourage students to taste the vegetables but don't force.
9. Tell students that they can ask for more vegetables if they want by putting up a hand and using the words: "Can I please have more?" Allow students to ask for more.
10. Revisit the superpowers of vegetables, saying:
  - Vegetables give me energy to run and play (run on the spot, pumping arms)
  - Vegetables help me grow (squat like a ball, jump up into a star shape)
  - Vegetables help me not get sick (hand outstretched in front of body for stopping motion)
  - Vegetables help me be strong (arms bend to flex muscles)
  - Vegetables help me feel good, now and into my future (both hands circle out and into the body to point at ground [now], then open arms, extend to Y shape [future])
11. **Provocation** – Why do we need to eat a range of vegetables?

### Additional activity

1. Eat a rainbow rap  
<https://www.youtube.com/watch?v=CkP-sewWCeE>

# LESSON 7:

Let's explore more vegetables  
for healthier eating



## Lesson overview

In this lesson students are introduced to the different ways that vegetables are prepared. They learn that some vegetables taste better raw than cooked and vice versa. Students make a fruit and vegetable smoothie.

## Learning intentions

- Understand that food contributes to health and wellbeing.
- Understand that vegetables are everyday foods and a healthy food choice.
- Understand that some vegetables taste better raw than cooked and vice versa.
- Prepare and make a smoothie.
- Appreciate that there is no right or wrong way to eat vegetables.

## Curriculum links

PRE-PRIMARY					
HPE	English	Mathematics	Science	The Arts	Technologies
<a href="#">ACCPPS004</a> <a href="#">ACCPPS006</a>					<a href="#">ACTDEK003</a>

## General capabilities

- Numeracy
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

## Resources

- Potatoes – raw, mashed and baked
- Dot stickers
- Three signs – raw, mashed and baked
- Worksheet 8 – Vegetables
- Worksheet 9 – How can we eat vegetables?
- Appendix 7 – Recipes for vegetable and fruit smoothie making
- 4 x Blender
- Re-usable sample cups (25ml)
- Vegetables and fruit as per smoothie recipes
- Liquid or ice as per smoothie recipes – water, reduced fat milk, coconut water or a milk alternative like rice or oat milk

## Preparation

- Invitation for parent/carer helpers
- Pre-prepare potatoes three ways – raw, mashed and baked
- Access 2-4 blenders and re-usable sample cups (4 per student)
- Access ingredients for smoothie making (Appendix 7)
- Option 1:** Wash and prepare vegetables and fruit for smoothie making  
**Option 2:** Students, with parent/carer help, wash and prepare vegetables and fruit

## Educator support notes

- Vegetables contain nutrients and phytochemicals.
- Some vegetables taste better and are more nutritious when cooked whilst others are best eaten raw. Cooking can soften vegetables, break down the vegetable's cell walls and release more nutrients.  
<https://www.betterhealth.vic.gov.au/health/healthyliving/fruit-and-vegetables#preparation-and-cooking-of-fruit-and-vegetables>

# Activities

## Activity 1: Vegetables are eaten raw or cooked

1. Every student must wash and dry hands.
2. Class discussion:
  - Can you remember when we tasted spinach?
  - Was the spinach raw or was it cooked?
  - Can you name another vegetable that is eaten raw?
  - Can you name a vegetable that is eaten cooked?
  - Do you like raw vegetables?
  - Do you like cooked vegetables?
3. Explain to students that some vegetables taste better when they are eaten raw whilst some taste better when cooked. Give examples, e.g., potatoes taste better when cooked but lettuce tastes better when it is raw.
4. Explain that each family is different. Some families cook vegetables but some families don't. Families are unique and this makes our family special.
5. Provide each student with the potato tasting plate and encourage them to try, but don't force.
6. Distribute three dots to each student.
7. Instruct students to place one dot on each sign if they liked the potato – raw, mashed and baked.
8. Collate the dots. Discuss.
9. Tell students that vegetables like potatoes are cooked:
  - to soften the vegetable
  - to improve the taste and texture
  - to release more goodness and make it easier to swallowThere is no right or wrong way to eat a vegetable because vegetables are nutritious and taste good.

## Activity 2: Raw or cooked

1. Provide students with Worksheet 8 – Vegetables and Worksheet 9 – How can we eat vegetables?
2. Instruct students to cut out the vegetable images from Worksheet 8.
3. Sorting vegetables
  - **Option 1:** Teacher led whole group activity with whiteboard
    - » Select a vegetable from Worksheet 8, one by one
    - » Name the vegetable or ask students to name the vegetable
    - » Ask if the vegetable can be eaten raw, cooked or both
    - » Categorise the vegetable as per below example
    - » Stick vegetable on whiteboard using re-useable putty
    - » Students copy teacher, gluing the vegetable to corresponding column on Worksheet 9

Raw	Raw and Cooked	Cooked
Cucumber, lettuce, avocado	Broccoli, tomato, corn, peas, mushrooms, capsicum, spinach	Potatoes, pumpkin

- **Option 2:** Students work individually or in small groups to glue vegetables to Worksheet 9

### Activity 2: Raw or cooked (*continued*)

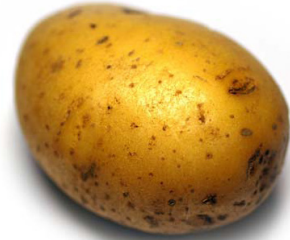
4. Remind students that different families eat vegetables different ways. Some families eat vegetables raw and sometimes they eat vegetables cooked. There is no right or wrong way to eat a vegetable because vegetables are everyday foods and taste good.
5. **Extension activity:** Replace column with a Venn Diagram.

### Activity 3: Smoothie making

1. Every students must wash and dry their hands.
2. Ask students:
  - Who has had a smoothie?
  - What vegetables and fruit can we put into a smoothie?
  - What vegetables and fruit are in a green smoothie?
  - What vegetables and fruit are in a purple smoothie?
  - What vegetables and fruit are in an orange smoothie?
3. Split students into 4 groups and allocate to smoothie making station (Appendix 7).
  - Station 1 – green smoothie
  - Station 2 – purple smoothie
  - Station 3 – orange smoothie
  - Station 4 – mixed smoothie
4. Distribute vegetables, fruit and liquid/ice to each smoothie making station.
5. Groups create smoothie following recipe card.
6. Once smoothie have been created it's time to taste.
7. Tell students that they can ask for more smoothie if they want by putting up a hand and using the words: "Can I please have more?" Allow students to ask for more.

### Additional activity

1. Hot Potato by the Wiggles  
<https://www.youtube.com/watch?v=0v4-eAefurY>
2. Additional smoothie recipes  
<https://www.heartfoundation.org.au/Recipes/green-power-smoothie>  
<https://www.heartfoundation.org.au/Recipes/Mighty-mango-smoothie>






*Raw*




*Raw and cooked*

*Cooked*




Green smoothie

			<p><i>Liquid or ice</i></p>
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Orange smoothie

			<p><i>Liquid or ice</i></p>
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Purple smoothie

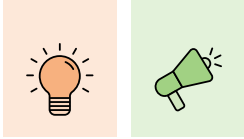
			<p><i>Liquid or ice</i></p>
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Mixed smoothie

			<p><i>Liquid or ice</i></p>
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# LESSON 8:

## Choosing vegetables for healthier eating



## Lesson overview

In this lesson students are introduced to the idea that family, friends, contexts and advertisements can influence what people eat. They learn that some foods are everyday foods but some foods are sometimes foods. When food is a sometimes food its ok to ask for a healthier option. Students practice asking for vegetables and fruit as a healthy food option.

## Learning intentions

- Understand that food contributes to health and wellbeing.
- Vegetables are everyday foods and a healthy food choice.
- Appreciate that what we eat is influenced by family, friends and contexts.
- Practice asking for healthier food options.

## Curriculum links

PRE-PRIMARY					
HPE	English	Mathematics	Science	The Arts	Technologies
<a href="#">ACCPPS004</a> <a href="#">ACCPPS006</a>			<a href="#">ACSYS011</a> <a href="#">ACSYS012</a>		<a href="#">ACTDEK003</a>

## General capabilities

- Literacy
- Personal and social capability

## Resources

- PowerPoint 3 – Healthy eating
- Vegetable platters for ‘Guess what’s at the station’ activity

## Preparation

- Invitation for parent/carer helpers
- Prepare vegetable and fruit platters

# Activities

## Activity 1: Eating healthy

1. Ask students to describe food advertisements they have seen? Do they mainly see healthy or unhealthy food advertised?
2. Explain to students that seeing an image of a food can make you want to eat it so it's better to see advertisements for healthy food.
3. Explain to students that sometimes we see and eat food at other peoples' homes. We see and eat food at parties. We see and eat food when we are out and when we are visiting relatives. Sometimes the food we see and eat is healthy, an everyday food and it tastes good. Sometimes the food is a sometimes food and other times it doesn't taste good.
4. Show PowerPoint 3 – Healthy Eating (slides 1 – 7). For each slide ask students to stand up if they would like to eat the food. Discuss.
5. Remind students it ok to like some foods but not to like other foods. What we like and dislike to eat makes us similar but also makes us different. Food choices make us unique.
6. Tell students its ok to ask for healthier foods like vegetables when the food is a sometimes food. Vegetables are a healthy food option and a food to eat every day.
7. Show slide 8 from PowerPoint. Ask:
  - What do you think these children are doing?
  - What are they making?
  - Who likes to make their own food?
  - Who likes to eat vegetables and fruit?
8. Remind students that vegetables and fruit are everyday foods and a healthy option for a snack.

## Activity 2: Guess what's at the station

1. Every student must wash and dry hands.
2. Invite parent/carer to help with this activity. Create the number of stations according to help.
3. At each station, position a parent/carer with a plate of cut-up vegetables and/or fruit. Vegetables and fruit are hidden – in a box, under a tablecloth or something similar.
4. Introduce students to the guessing game. On arrival at a station students are to guess the hidden food. Remind students it doesn't matter if they guess wrong.
5. Tell students that they must ask for food at each station. On arrival they must say: "Can I please have some vegetables or fruit?"
6. Tell the students that they will only get vegetables and fruit if they use the right words.
7. Students move from station to station guessing foods. They whisper the name of the food into the ear of the helper.

## Activity 2: Guess what's at the station *(continued)*

8. **Option** – students close their eyes (if confident) to receive a piece of vegetable or fruit. Encourage them to taste but don't force to try.
9. **Option** – helper signals if student guess is right or wrong.
  - High five if the guess is correct.
  - Low five if the guess is wrong.
  - Remove steps if preferred.
10. After each station is revealed. Class discussion:
  - Did you like the food?
  - What was your favourite food?
  - Did you know the vegetables?
  - Did you know the fruits?
  - What was it like to eat with your eyes closed?
11. **Provocation** – Why do we eat vegetables?
12. Remind students that the foods in the guessing game were everyday foods. Vegetables and fruit help us feel good, grow and keep from getting sick. It's good to ask for vegetables when wanting a snack.
13. Encourage students to talk about the foods and activities with parents/carers.