

OPERATION:

Let's Eat More Vegetables

A teaching and learning resource
supporting healthier eating in

Years 1 – 2



Crunch&Sip[®]

Supported by



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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.

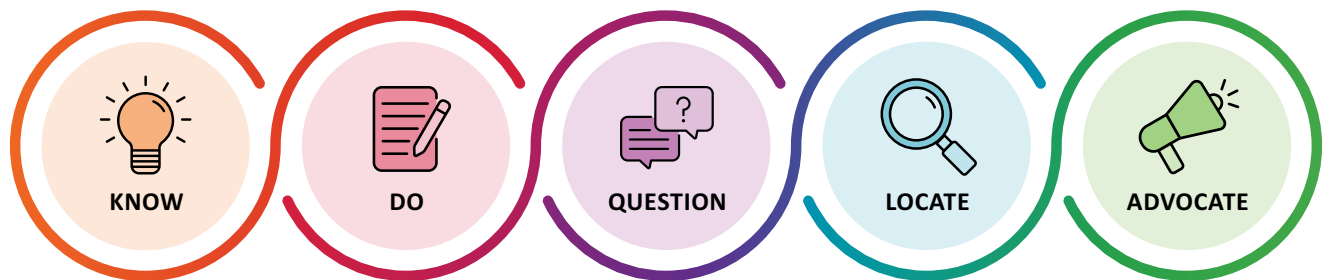


How to use this resource

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. The review lesson is a fun, additional activity to culminate the program.

Educators should consider printing, laminating and cutting out class sets of the vegetable and fruit cards (Appendix 3) as these cards can be used across a range of activities. Educators should also consider requesting parent and carer help as additional support is beneficial to the smooth running of some activities whilst extending learning in food literacy into the home of students.

Health Literacy Enabling Framework for School Curriculum

(adapted from Barwood, 2021)

Pedagogy	Teacher Activity	Teaching Method and Learning Activity
 TO KNOW	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"> • Teacher talk • Brainstorms • Class discussions • Digital media • PowerPoint (digital) presentation • Web quests
 TO DO	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"> • Hands on practices • Tasting • Trial runs • Puzzles • Role plays
 TO QUESTION	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"> • Responses • Scenarios • Concept mapping • Predictions • Debates • Justifications • Data analysis
 TO LOCATE	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"> • Critical reflections • Journaling • Future planning • Position statements
 TO ADVOCATE	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"> • Request for help • Refusal statements • Narrative to support peer change • Designing local health messages • Strategic planning • Recommendations for the accessing of health care services • The creation of public awareness campaigns 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 Years 1 - 2

Operation: Let's Eat More Vegetables for Years 1 – 2 builds on the learning outlined in the K – PP resource. Activities within the Years 1 – 2 resource specifically contribute to students who:

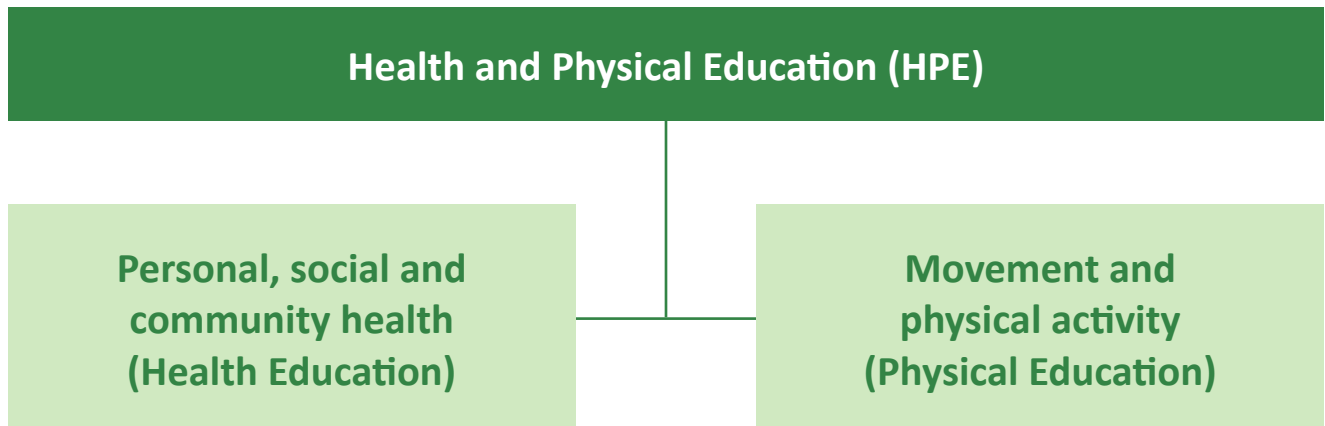
- know vegetables and how they grow;
- know the benefits of vegetables as everyday foods and a healthier food choice;
- appreciate the barriers and facilitators to eating more vegetables; and
- plan healthier food choices, now and into the future.

The Western Australian Curriculum

Operation: Let's Eat More Vegetables for Years 1 – 2 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).



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

YEAR 1

Sub-strand	Curriculum content description and code	Lesson							
		1	2	3	4	5	6	7	8
Being healthy, safe and active	The benefits of healthy eating and regular physical activity on health and wellbeing ACPPS018	✓	✓	✓	✓	✓	✓	✓	✓
Communicating and interacting for health and wellbeing	Ways health messages are communicated on: <ul style="list-style-type: none"> television posters radio ACPPS021 								

YEAR 2

Being healthy, safe and active	Strategies and behaviours that promote health and wellbeing: <ul style="list-style-type: none"> personal hygiene habits healthy eating staying hydrated ACPPS018 	✓	✓	✓	✓	✓	✓	✓	✓
Communicating and interacting for health and wellbeing	Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' ACPPS021							✓	
Contributing to healthy and active communities	Actions that keep people safe and healthy in and outside the classroom, such as: <ul style="list-style-type: none"> staying hydrated ACPPS022 	✓	✓	✓	✓	✓			✓

Other Curriculum Areas

Operation: Let's Eat More Vegetables for Years 1 – 2 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.

Year 1 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	Understand patterns of repetition and contrast in simple texts ACELA1448		✓						
	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning ACELA1453		✓				✓		
	Discuss how authors create characters using language and images ACELT1581						✓		
	Express preferences for specific texts and authors and listen to the opinions of others ACELT1583						✓		
	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme ACELT1585		✓						
	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams ACELY1661						✓		
	Write using unjoined lower case and upper case letters ACELY1663				✓	✓			
Mathematics	Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by two, fives and tens starting at zero ACMNA012	✓							
	Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays ACMSP263	✓							
Science	Living things have a variety of external features ACSSU017		✓	✓		✓			
	People use science in their daily lives, including when caring for their environment and living things ACSHE022			✓					

Learning area	Curriculum content description and code	Lesson							
		1	2	3	4	5	6	7	8
Science	Participate in guided investigations to explore and answer questions ACSIS025					✓			
	Use a range of methods to sort information, including drawings and provided tables through discussion, compare with observations ACSIS027	✓	✓				✓		
	Represent and communicate observations and ideas in a variety of ways ACSIS029	✓	✓				✓		
TECHNOLOGIES									
Design and Technologies	Plants and animals used for production have basic needs, such as food/nutrients, water, space and protection ACTDEK003	✓	✓	✓	✓	✓	✓	✓	✓
	Works independently, or with others when required, to safely create and share sequenced steps for solutions WATPPS10 (no hyperlink available as this is WA curriculum only)				✓				
THE ARTS									
Drama	Use of dramatic action to sequence events to communicate an idea or messages ACADRM027	✓		✓		✓		✓	✓
Media Arts	Different media work that convey messages (advertisements on television, billboards, digital and print) ACAMAR057							✓	
Visual Arts	Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture ACAVAM106	✓			✓			✓	

Year 2 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	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ACELT1591						✓		
	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs ACELT1592		✓						
	Innovate on familiar texts by experimenting with character, setting or plot ACELT1833						✓		
	Create short imaginative and informative texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose ACELY1671						✓		
	Write legibly and with growing fluency using unjoined upper case and lower case letters ACELY1673				✓	✓			
Mathematics	Collect, check and classify data ACMSP049	✓							
	Create displays of data using lists, table and picture graphs and interpret them ACMSP050	✓							
Science	Living things grow, change and have offspring similar to themselves ACSSU030		✓	✓		✓			
	People use science in their daily lives, including when caring for their environment and living things ACSHE035			✓					
	Participate in guided investigations to explore and answer questions AC SIS025					✓			
	Use a range of methods to sort information, including drawings provided tables and through discussion, compare observations with predictions AC SIS040	✓	✓						
	Represent and communicate observations and ideas in a variety of ways AC SIS042	✓	✓				✓	✓	

Learning area	Curriculum content description and code	Lesson							
		1	2	3	4	5	6	7	8
TECHNOLOGIES									
Technologies	Plants and animals used for production have basic needs, such as food/ nutrients, water, space and protection ACTDEK003	✓	✓	✓	✓	✓	✓	✓	✓
	Work independently, or collaboratively when required, to organise information and ideas to safely create and share sequenced steps for solutions WATPPS15 (no hyperlink available as this is WA curriculum only)				✓				
THE ARTS									
Drama	Use of dramatic action to sequence events to communicate an idea or messages ACADRM027	✓		✓		✓		✓	✓
Media Arts	Different media types use specific features to communicate messages to different audiences ACAMAR057							✓	
Visual Arts	Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture and how these are used in the environment ACAVAM106	✓			✓			✓	





























General Capabilities

Operation: Let's Eat More Vegetables for Years 1 – 2 draws on the general capabilities described in the Australian Curriculum. Learning opportunities within the Years 1 – 2 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	✓			✓		✓		✓

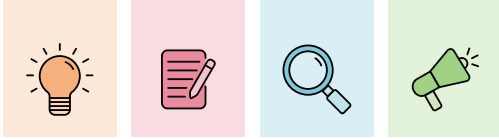
More information regarding the general capabilities is available at <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

Resource overview

Lesson		Lesson overview	Health literacy
1	Vegetables are an everyday food	Students explore vegetables as everyday foods, examining a range of vegetables to identify the vegetables they eat and don't eat.	 TO KNOW
			 TO DO
			 TO LOCATE
			 TO ADVOCATE
2	Vegetables are plants	Students learn that vegetables are part of a plant, growing above, below and along the ground. They explore parts of a vegetable plant.	 TO KNOW
			 TO DO
			 TO QUESTION
			 TO ADVOCATE
3	Let's grow vegetables together	Students learn the plant growth cycle and through hands on learning, understand that plants need care and the right conditions to grow.	 TO KNOW
			 TO DO
			 TO ADVOCATE
			 TO KNOW
4	Let's prepare vegetables together	Students solve the super salad puzzle by identifying the ingredient vegetables in Sam's salad. They learn practical food preparation and kitchen safety.	 TO DO
			 TO QUESTION
			 TO LOCATE
			 TO ADVOCATE
			 TO KNOW
5	Let's learn how vegetables are amazing	Students learn vegetables contain superpowers (nutrients), and eating a rainbow of vegetables can supply the greatest health benefits.	 TO KNOW
			 TO DO
			 TO QUESTION
			 TO ADVOCATE
6	Let's explore why people eat vegetables	Students examine barriers and facilitators to eating more vegetables. They explore creative solutions to increase vegetable consumption.	 TO KNOW
			 TO DO
			 TO ADVOCATE
7	Let's explore what influences food choices	Students examine the social and environmental factors that influence food choices particularly food advertising.	 TO KNOW
			 TO DO
			 TO QUESTION
8	Let's make healthier food choices with vegetables	Students explore vegetables as everyday foods and a healthier food choice. They plan vegetable-based meals to increase own and others' vegetable consumption.	 TO KNOW
			 TO DO
			 TO ADVOCATE
Review		Students revisit key learning points in a fun conclusion to the program.	 TO KNOW

LESSON 1:

Vegetables are an
everyday food



Lesson overview

In this lesson students explore vegetables as everyday foods. They examine a range of vegetables and classify according to the vegetables they eat and don't eat. Students learn that families are similar but different, and eating a range of vegetables supports health and wellbeing.

Learning intentions

- Understand that vegetables are everyday foods and eating a variety of vegetables can support health and wellbeing
- Understand that vegetables provide energy to run and play, help young people grow, feel good and keep from getting sick
- Appreciate that all families are different and that different people eat different and similar foods

Curriculum links

YEAR 1					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018		ACMNA012 ACMSP263	ACSYS027 ACSYS029	ACTDEK003	ACADRM027 ACAVAM106

YEAR 2					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018 ACPPS022		ACMSP049 ACMSP050	ACISS040 ACSYS042	ACTDEK003	ACADRM027 ACAVAM106

General capabilities

- Numeracy
- Personal and social capability
- Intercultural understanding

Resources

- Appendix 1 – Parent/carer letter
- Appendix 2 – The vegetable song
- Appendix 3 – Vegetable and fruit cards
- Worksheet 1 – Vegetable bingo card
- Worksheet 2 – Vegetables I eat and vegetables I don't eat
- Worksheet 3 – Everyday versus sometimes foods

PowerPoint 1 – Everyday foods and sometimes foods

Vegetable and fruit platter

Coloured pencils or markers

Preparation

Send parent/carer letter before the program to support content in later lessons – Appendix 1

Print and cut out Appendix 3 – consider laminating

Print and cut out Worksheet 1 – one bingo card for each student

Print Worksheet 2 – one for each student

Print Worksheet 3 – one for each student

Obtain access to PowerPoint display for PowerPoint

PowerPoint 1 – select and/or reduce slides (if preferred). Alternatively try creating your own PowerPoint by visiting royalty free images online at sites like [Pixabay](#) and [Pexels](#)

Prepare a vegetable and fruit platter

Educator support notes

- Lesson 1 revisits concepts developed in the K – PP resource, however, content in this lesson does not require prior learning.
- To support student participation in this program of work see: [Overcoming barriers to participation](#) by Crunch&Sip®.
- 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”.
- Activity 3 – Vegetables I eat and vegetables I don’t eat – this activity should inform vegetable tasting in lessons to follow. For example, if students report they don’t eat cauliflower consider offering this vegetable in later activities.
- T Chart is a graphic organiser and visual display of data. T Charts are used to see, understand, compare and contrast, and organise information.
- Additional resources and teacher materials are available at [Crunch&Sip®](#).

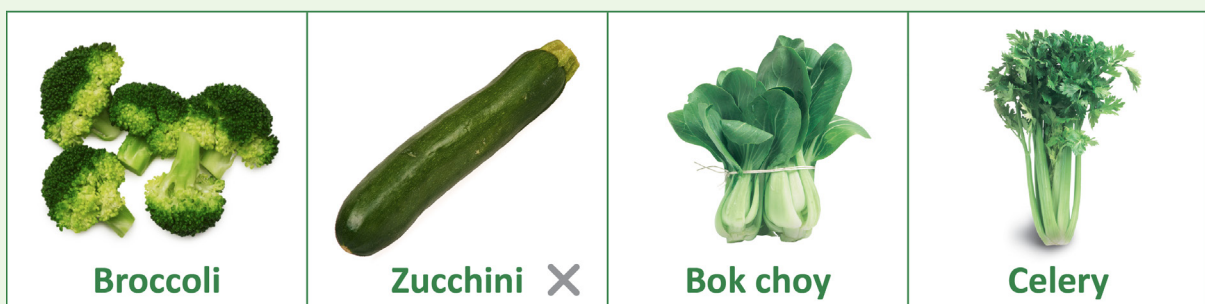
Activities

Activity 1: Introduction

1. Introduce the topic of vegetables to the class. Ask:
 - Who likes to feel well and healthy?
 - Who likes to have energy to run and play?
 - Who likes to eat vegetables and fruit?
 - Can you name a favourite vegetable?
 - Can you name a vegetable you've eaten today?
 - Why are vegetables good to eat?
2. Tell students that 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. Vegetables and fruit are everyday foods.
3. Teach students actions to the vegetable song – Appendix 2. Invite students to participate. Discuss the elements of the dramatic action to communicate performance.
4. Ask students to name vegetables they eat at home. Explain that sometimes we eat the same vegetables as other families but we also eat different vegetables and this is ok. What we eat makes us similar but also different and similarities and differences makes us special.
5. Distribute the Vegetable and Fruit cards (Appendix 3) to students, pairs or groups. Discuss.

Activity 2: Vegetable bingo

1. Provide each student with a vegetable bingo card (Worksheet 1). Explain the rules of vegetable bingo.
 - The teacher will call out one vegetable at a time.
 - If you have the vegetable on your card, put a marker in the box below the vegetable.



- When you have four markers in a horizontal line, call out bingo! Depending on the confidence of the class, consider increasing the difficulty by calling bingo for a vertical and/or diagonal line.
- The first person to call out bingo wins the round.

Activity 2: Vegetable bingo (continued)

- The vegetables included on the bingo cards are listed below. Read these out in a different order for each round.

Asparagus	Corn	Green beans	Pumpkin
Broccoli	Cucumber	Lettuce	Beetroot
Capsicum	Eggplant	Mushroom	Peas
Carrot	Garlic	Onion	Tomato
Celery	Bok Choy	Potato	Zucchini

- After playing a few rounds of bingo students can colour in the pictures on their card and trace the vegetable names.
- Remind students that vegetables are good to eat. They support health and wellbeing, give us energy to run and play, grow and keep from getting sick. Vegetables and fruit are everyday foods and eating a range of vegetables is best. We also drink water to survive.

Activity 3: Vegetables I eat and don't eat

- Using Worksheet 1, instruct students to cut out the vegetables and sort into two groups: vegetables I eat versus vegetables I don't eat.
- Explain to students that it is ok not eat all of the vegetables but it is good to try.
- Distribute Worksheet 2 and introduce as a T Chart. Explain that a T Chart (graphic organiser) will organise and display the vegetables according to the two groups. T charts help us see, understand, compare and contrast, and organise information like the vegetables I eat versus the vegetables I don't eat.
- Instruct students to glue the vegetables onto Worksheet 2 – in the appropriate column.
- Instruct students to write name and draw their face on top right corner of Worksheet 2 exploring the visual elements of the face.
- Create a gallery walk by displaying Worksheet 2 in the classroom. Invite students to view others' worksheets via the gallery walk.
- Re-introduce some or all of the vegetables from Worksheet 1 and ask the students to raise a hand if they eat the vegetable. Record student responses. Use below as a guide.

Asparagus	12	Corn	24	Green beans	Pumpkin
Broccoli		Cucumber	9	Lettuce	Beetroot
Capsicum		Eggplant		Mushroom	Peas
Carrot		Garlic		Onion	Tomato
Celery		Bok Choy	2	Potato	Zucchini

- Discuss student responses. Use this data to inform vegetable tasting (see Educator supporting notes).
- Remind students that families eat a range of vegetables. Families are different but families are also similar. Some families eat the same vegetables but some families eat different vegetables. All families are unique and this makes families special.

Activity 3: Vegetables I eat and don't eat (*continued*)

10. **Extension ideas:**

- Order vegetables according to most versus least eaten.
- Arrange vegetables – those eaten versus not eaten.
- Introduce a new vegetable and discuss whether it is 'likely' or 'unlikely' the vegetable is eaten by the class.
- Group, partition and rearrange vegetable collections in numbers of tens and ones to facilitate more efficient counting.
- Add or subtract to solve simple addition and subtraction problems.

11. **Provocation:**

- Why are families similar but different?
- What conditions contribute to families being similar or different?
- Why do families eat vegetables?

Activity 4: Everyday foods and Sometimes foods

1. Every student must wash and dry hands.
2. Explain – Vegetables and fruit can be eaten every day and are called 'everyday foods'. We can eat vegetables and fruit every day because they help us feel good. Vegetables give us energy to run and play, they help us grow and keep from getting sick. Ask
 - What is your favourite vegetable?
 - What is your favourite fruit?
 - What vegetable or fruit have you eaten today?
3. Show students the vegetable and fruit platter. Offer and encourage students but don't force to try. Name the vegetable and fruit.
4. Discuss: taste, texture and colour.
5. Explain: some foods eaten are not necessary for health and wellbeing but we like to eat them from time to time, these are called 'sometimes' foods. Eating too much of these types of foods can impact our health and the way we feel. 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.
6. Use PowerPoint 1. Move to Slide 2 and ask the students:
 - What food(s) is this?
 - Which food is the sometimes food?
 - Which food is the everyday food?
 - Point to the side of the room (side of the screen) that is the everyday food and say: "that side of the room is the everyday food for this slide" Point to the other side and say: "that side, the opposite side, is the sometimes food for this slide"

Activity 4: Everyday foods and Sometimes foods (*continued*)

7. Using Slide 2, introduce students to *Choose-a-Side* activity. Physically move and stand in the side of the room that represent the everyday food. For example, the left side. Explain to students, for each new slide, we are going to move to the side of the room that is the everyday food. Students shadow/copy you for the first few slides. Remind students it's ok not to know if a food is an everyday food but it is good to try. Let's go!
8. Conduct *Choose-a-Side* activity and say: "Now it's your turn to move on your own. It's your turn to move to the side of the room that is the everyday food for each slide."
 - Show the slide and instruct students to move to the everyday food.
 - Ask students what the food is?
 - Discuss the foods.
9. Remind students that vegetables and fruit can be eaten every day and are called 'everyday foods'. We can eat vegetables and fruit every day because they help us feel good. Vegetables give us energy to run and play, they help us grow and keep from getting sick. We also drink water to survive.
10. Re-offer the fruit platter if appropriate.
11. Tell students that they can ask for more vegetables and fruit by putting up a hand and using the words: "Can I please have more?" Allow students to ask for more.

Additional activity

















1. [Fruit man colour me in](#)
2. [Veggie shark colour me in](#)

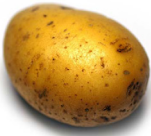

























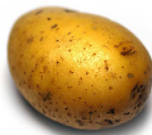





Words	Actions
<p><i>“Vegetables give me energy to run and play”</i></p>	<p>Run on the spot, pumping arms</p>
<p><i>“Vegetables help me grow”</i></p>	<p>Squat like a ball, jump up into a star shape</p>
<p><i>“Vegetables help me not get sick”</i></p>	<p>Hand outstretched in front of body for stopping motion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












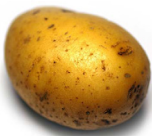

				
Apple	Apricot	Asparagus	Avocado	Banana
				
Beetroot	Bitter Melon	Blueberries	Broccoli	Capsicum
				
Carrot	Cauliflower	Celery	Corn	Cucumber
				
Daikon	Dates	Eggplant	Fennel	Fig
				
Garlic	Globe Artichoke	Grapes	Honeydew Melon	Iceberg Lettuce
				
Jackfruit	Kiwi Fruit	Kumara	Leek	Lemon















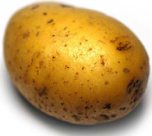

				
Mandarin	Mango	Mushroom	Nashi Pear	Nori
				
Okra	Onions	Orange	Pawpaw	Pear
				
Peas	Pineapple	Potato	Pumpkin	Quandong
				
Quince	Radish	Rockmelon	Snow Peas	Starfruit
				
Strawberry	Tamarillo	Tomato	Turnip	Vine Leaves
				
Watermelon	Warrigal Greens	Wombok	Yams	Zucchini








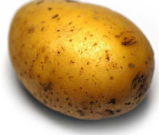








 <i>Capsicum</i>	 <i>Garlic</i>	 <i>Onion</i>	 <i>Pumpkin</i>
 <i>Tomato</i>	 <i>Peas</i>	 <i>Lettuce</i>	 <i>Cucumber</i>
 <i>Broccoli</i>	 <i>Carrot</i>	 <i>Bok choy</i>	 <i>Eggplant</i>
 <i>Zucchini</i>	 <i>Green beans</i>	 <i>Beetroot</i>	 <i>Mushroom</i>






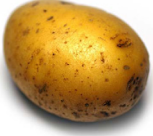
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 <i>Tomato</i>	 <i>Eggplant</i>	 <i>Garlic</i>	 <i>Peas</i>
 <i>Beetroot</i>	 <i>Pumpkin</i>	 <i>Onion</i>	 <i>Bok choy</i>




 <i>Asparagus</i>	 <i>Capsicum</i>	 <i>Pumpkin</i>	 <i>Eggplant</i>
 <i>Zucchini</i>	 <i>Broccoli</i>	 <i>Beetroot</i>	 <i>Green beans</i>
 <i>Corn</i>	 <i>Onion</i>	 <i>Potato</i>	 <i>Carrot</i>
 <i>Garlic</i>	 <i>Celery</i>	 <i>Tomato</i>	 <i>Lettuce</i>

















 <i>Carrot</i>	 <i>Garlic</i>	 <i>Capsicum</i>	 <i>Broccoli</i>
 <i>Corn</i>	 <i>Asparagus</i>	 <i>Green beans</i>	 <i>Mushroom</i>
 <i>Cucumber</i>	 <i>Beetroot</i>	 <i>Bok choy</i>	 <i>Zucchini</i>
 <i>Potato</i>	 <i>Celery</i>	 <i>Lettuce</i>	 <i>Peas</i>








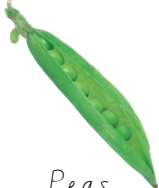

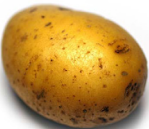






 <i>Broccoli</i>	 <i>Zucchini</i>	 <i>Bok choy</i>	 <i>Celery</i>
 <i>Mushroom</i>	 <i>Eggplant</i>	 <i>Green beans</i>	 <i>Pumpkin</i>
 <i>Carrot</i>	 <i>Onion</i>	 <i>Peas</i>	 <i>Asparagus</i>
 <i>Cucumber</i>	 <i>Tomato</i>	 <i>Potato</i>	 <i>Corn</i>




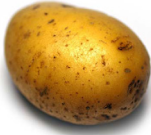












 <i>Eggplant</i>	 <i>Carrot</i>	 <i>Capsicum</i>	 <i>Garlic</i>
 <i>Bok choy</i>	 <i>Onion</i>	 <i>Broccoli</i>	 <i>Potato</i>
 <i>Green beans</i>	 <i>Celery</i>	 <i>Asparagus</i>	 <i>Peas</i>
 <i>Beetroot</i>	 <i>Corn</i>	 <i>Zucchini</i>	 <i>Lettuce</i>

			
<i>Pumpkin</i>	<i>Capsicum</i>	<i>Bok choy</i>	<i>Mushroom</i>
			
<i>Garlic</i>	<i>Beetroot</i>	<i>Carrot</i>	<i>Asparagus</i>
			
<i>Eggplant</i>	<i>Celery</i>	<i>Green beans</i>	<i>Lettuce</i>
			
<i>Zucchini</i>	<i>Broccoli</i>	<i>Potato</i>	<i>Tomato</i>

			
<i>Tomato</i>	<i>Peas</i>	<i>Beetroot</i>	<i>Cucumber</i>
			
<i>Corn</i>	<i>Mushroom</i>	<i>Onion</i>	<i>Pumpkin</i>
			
<i>Green beans</i>	<i>Garlic</i>	<i>Broccoli</i>	<i>Asparagus</i>
			
<i>Capsicum</i>	<i>Celery</i>	<i>Bok choy</i>	<i>Potato</i>

 <i>Carrot</i>	 <i>Corn</i>	 <i>Pumpkin</i>	 <i>Mushroom</i>
 <i>Eggplant</i>	 <i>Cucumber</i>	 <i>Lettuce</i>	 <i>Onion</i>
 <i>Beetroot</i>	 <i>Tomato</i>	 <i>Peas</i>	 <i>Zucchini</i>
 <i>Asparagus</i>	 <i>Capsicum</i>	 <i>Green beans</i>	 <i>Garlic</i>

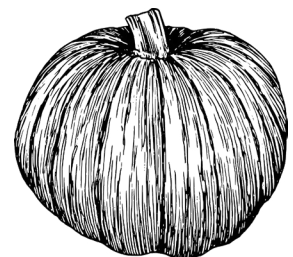
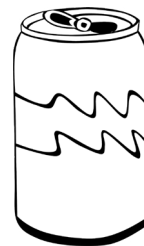
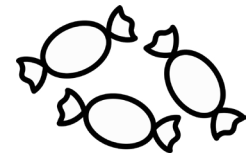
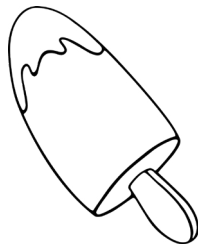
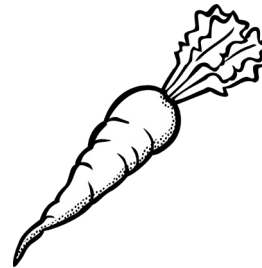
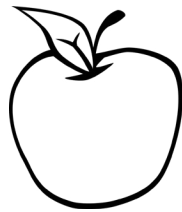
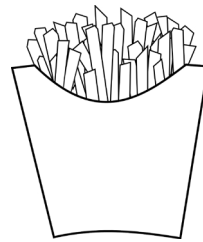
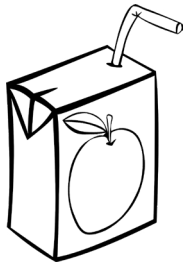
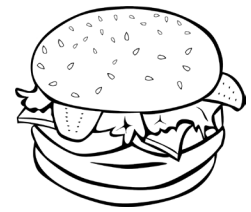
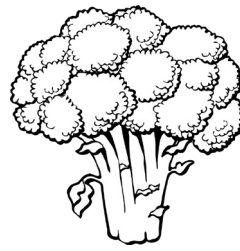
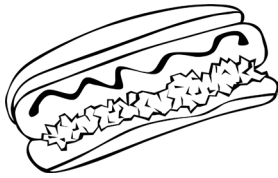
 <i>Broccoli</i>	 <i>Onion</i>	 <i>Corn</i>	 <i>Tomato</i>
 <i>Cucumber</i>	 <i>Beetroot</i>	 <i>Carrot</i>	 <i>Peas</i>
 <i>Lettuce</i>	 <i>Potato</i>	 <i>Mushroom</i>	 <i>Celery</i>
 <i>Bok choy</i>	 <i>Pumpkin</i>	 <i>Beetroot</i>	 <i>Asparagus</i>

 <i>Corn</i>	 <i>Cucumber</i>	 <i>Eggplant</i>	 <i>Potato</i>
 <i>Zucchini</i>	 <i>Peas</i>	 <i>Mushroom</i>	 <i>Carrot</i>
 <i>Broccoli</i>	 <i>Garlic</i>	 <i>Green beans</i>	 <i>Pumpkin</i>
 <i>Asparagus</i>	 <i>Capsicum</i>	 <i>Lettuce</i>	 <i>Beetroot</i>

 <i>Bok choy</i>	 <i>Onion</i>	 <i>Tomato</i>	 <i>Asparagus</i>
 <i>Mushroom</i>	 <i>Beetroot</i>	 <i>Celery</i>	 <i>Corn</i>
 <i>Peas</i>	 <i>Zucchini</i>	 <i>Broccoli</i>	 <i>Garlic</i>
 <i>Eggplant</i>	 <i>Lettuce</i>	 <i>Pumpkin</i>	 <i>Capsicum</i>

Name: _____

<i>Vegetables I eat</i>	<i>Vegetables I don't eat</i>



Circle the everyday foods

LESSON 2:

Vegetables are plants



Lesson overview

In this lesson students learn that vegetables are part of a plant, growing above, below and along the ground. They explore and examine different vegetables as different parts of a vegetable plant and that plants need the right conditions to grow.

Learning intentions

- Understand that vegetables are part of a plant and different vegetables come from different parts of a vegetable plant
- Understand that plants grow above, below and along the ground
- Understand plants need the right conditions to grow
- Appreciate that all families are different and that different people eat different and similar foods

Curriculum links

YEAR 1					
HPE	English	Mathematics	Science	Technologies	The Arts
<u>ACPPS018</u>	<u>ACELA1448</u> <u>ACELA1453</u> <u>ACELT1585</u>		<u>ACSSU017</u> <u>ACSYS027</u> <u>ACSYS029</u>	<u>ACTDEK003</u>	

YEAR 2					
HPE	English	Mathematics	Science	Technologies	The Arts
<u>ACPPS018</u> <u>ACPPS022</u>	<u>ACELT1592</u>		<u>ACSSU030</u> <u>ACSYS040</u> <u>ACSYS042</u>	<u>ACTDEK003</u>	

General capabilities

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

Resources

- Appendix 3 – Vegetable and fruit cards
- Appendix 4– Vegies everyday poem
- Vegetable and fruit platter (1) – consider using a vegetable and a fruit that students reported that they don't eat (Lesson 1 – Activity 3)
- PowerPoint 2 – Parts of a plant

- Coloured markers or pencils
- Worksheet 4a – Parts of a plant (colours)
- Worksheet 4b – Parts of a plant (shapes)
- Plants feed me by Lizzy Rockwell
- Vegetable and fruit platters (2) – create 6 platters each containing a vegetable that is a seed, root, stem, leaves, flower and fruit

Preparation

- Consider parent/carer request to assist with Activity 3
- Obtain access to PowerPoint display for PowerPoint
- Print and cut out Appendix 3 – consider laminating or reuse from lesson 1
- Print Worksheet 4a or 4b – select either 4a or 4b for a student
- Access the storybook, there are many audible versions available online if unable to access
- Prepare vegetable and fruit platter (1)
- Prepare vegetables for platters (2) x 6- seed, root, stem, leaves, flower and fruit

Educator support notes

- Use student responses from Activity 1 to inform vegetable tastings in lessons that follow.
- Acrostic poem – is a poem where the first letter of each line spells out a word or message like ‘everyday’.
- Plants need the right conditions to grow. Most plants need soil, sunlight, water, air and food (nutrients) to grow. However, these conditions differ from plant to plant, for example, some plants don’t need soil to grow such as pea sprouts.
- Nutrients can be an abstract or complex concept for young people to understand, so keep language simple and refer to nutrients as food for plants.
- PowerPoint 2 – refine language to suit context and students.
- Various parts of plants can be used as food including, roots, stems, leaves, flowers, fruit and seeds. However, not all parts of an edible plant and a vegetable plant are edible. These parts can be used as animal fodder, compost and even medicinal purposes.

Activities

Activity 1: Vegies everyday poem

1. Every student must wash and dry hands.
2. Distribute the vegie and fruit cards to the students.
3. Working in small groups or pairs, invite students to sort the cards into vegies and fruit they know verses vegies and fruit they don't know.
4. Ask:
 - Do you know ...?
 - Have you eaten ...?
 - Is there a vegetable or fruit that you haven't tasted?
5. Show students the vegetable and fruit platter. Offer and encourage students but don't force to try. Name the vegetable and fruit. For example, kiwifruit and cauliflower.
6. Ask students:
 - Why can vegetables and fruit be eaten every day?
 - » Vegetables are 'everyday foods' because they help us feel good. Vegetables give us energy to run and play, they help us grow and keep from getting sick.
 - Why is it important to eat vegetables every day?
7. Read the 'Vegies everyday poem' to students – Appendix 4.
8. Explain that the poem is an acrostic poem.
9. Invite students to create an acrostic poem for their name using a vegetable, fruit or a descriptive word (to replace for letters without a vegetable or fruit such as the letter 'X'). For example, SAM – S is for Sugar Snap Pea, A is for Apple, M is for Melon. Students can use the cards (Appendix 3) to help.
10. Invite students to share their poem with the class and display poems in the classroom.

Activity 2 - Part A: Vegetables are plants and a part of a vegetable plant

1. Ask students to share stories of when they have grown plants at home.
2. Ask the class what things plants need to grow (soil, sunlight, water, air, food). Relate that plants are like children, they also need the right conditions to grow.
3. Ask students what things they need to grow (e.g., food, water, sleep, care, safety).
4. Explain to students that plants have different parts just like them too. Ask students to name parts of the body. Discuss what the different body parts do.

Activity 2 - Part A: Vegetables are plants and a part of a vegetable plant (continued)

5. PowerPoint 2 – Move to Slide 2 and introduce students to parts of a plant. Use the information below to support Slide 2. Continue with remainder slides.

Seed	Contains all the materials needed to make a new plant. If planted in the soil and given water, sunlight and nutrients the seed will germinate and a shoot will grow.
Roots	Stop the plant from being blown over by the wind or pushed over by animals. The roots take water (soak up) and minerals from the soil into the stem.
Stem	Helps to hold the plant upright. The stem carries water and minerals from the roots to the rest of the plant.
Leaves	'Solar panels' that use sunlight to make food for the plant; this process is called photosynthesis.
Flower	Includes the petals, sepal, stamen and carpel (pistil). The flower is the reproductive part of a plant. The bright colour and sweet nectar of the flower attract bees that help with pollination.
Fruit	If the flower is pollinated then a fruit can develop. The fruit contains seeds that will grow into a new plant. The fruit tastes good which encourages animals to eat it; this helps spread the seeds to different geographical areas.

6. Invite the students to share other examples of vegetables that we get from different parts of the plant. Use the below as a guide.

Seed	Peas, broad beans, snow peas
Roots	Potato, carrot, beetroot, turnip, sweet potato, parsnip, radish
Stem	Celery, asparagus
Leaves	Lettuce, spinach, rocket, cabbage, kale, bok choy
Flower	Broccoli, cauliflower
Fruit	Tomato, eggplant, zucchini, capsicum, cucumber, pumpkin, squash

7. Work as whole class or in small groups. Guide students to sort Appendix 3 (vegetable and fruit cards) into the six categories: seed, root, stem, leaves, flower and fruit. Use the whole set or reduce cards to suit students' capacity to categorise. Consider grouping students to challenge and/or support their knowledge of vegetables.

8. Remind students it is ok not to know what part of a plant a vegetable is but it is good to try.

Activity 2 - Part B: Vegetables grow above, below and along the ground

1. Explain to students that although botanically some vegetables are a fruit (pumpkin), we eat them as a vegetable.
2. Tell students that vegetables as a part of a plant. They grow above, below and along the ground. For example, roots grow below the ground, whereas stems, leaves, flowers, fruit and seeds can grow above or along the ground. Some vegetables that are roots of a plant grow below the ground but can pop up above the ground to show they are ready to be eaten (harvest).

Activity 2 - Part B: Vegetables grow above, below and along the ground (continued)

3. **Differentiation:** Distribute Worksheet 4 and assist students to complete.
 - Worksheet 4a – students classify vegetables using coloured markers or pencils.
 - Worksheet 4b – students classify vegetables using shapes.
4. **Provocation:**
 - For a vegetable plant, can we eat the whole plant?
 - Why would we not eat a part of a vegetable plant?
 - Why do we eat certain parts of a vegetable plant?
 - What other ways could we use the parts of a vegetable plant that we don't eat?
 - Why should we try to use the whole of a vegetable plant?

Activity 3: Plants feed me

1. Every student must wash and dry hands.
2. Read the story 'Plants feed me'. Discuss the storyline with students.
3. **Provocation:**
 - How are the images in the story contributing to the storyline?
 - What types of images support the storyline?
 - What was the message in the story?
4. Tell students that they will be creating a snack using different parts of vegetable plants.
5. Remind students that vegetables are an everyday food, they help us to feel good and stop getting sick. When we feel good, we often smile, so it's time to make a smiley vegetable face using vegetables. For inspiration see the following:

Hair	Zucchini noodles, alfalfa sprouts, grated carrots, dill, chives
Eyes	Sliced orange cucumbers, carrots, cherry tomatoes, peas, green beans, blueberries, olives
Nose	Asparagus, gherkin, celery
Mouth	Capsicum
Ears	Cucumber slice (halved), broccoli



Activity 3: Plants feed me (*continued*)

6. Show the students the vegetable platters (6) and ask students to identify what part of the plant the vegetable is from.
7. Invite students to collect vegetables from each platter to create a smiley face. It's time for the students to get creative. Consider taking a photo of students with their smiley vegetable face.
8. Encourage students to eat their smiley vegetable face but don't force. Discuss the vegetables, taste, texture and colour.
9. Tell students that they can ask for more vegetables by putting up a hand and using the words: "Can I please have more?" Allow students to ask for more.

Additional activity

1. Read the storybook 'Potatoes don't grow on trees' by Jeremy and Josie Schroeder.

E – E is for eating vegies everyday

and

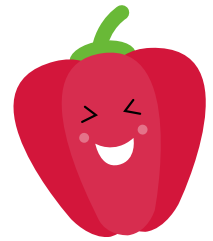
V – V is for variety in the vegetable way



E – E is for energy to run and to play

and

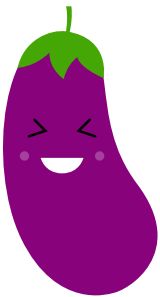
R – R is for rainbow, a colourful vegie array



Y – Y is for Yay, to eating vegetables I say

and

D – D is for delicious vegies on a weekday



A – A is for amazing, at keeping sickness away

and

Y – Y is for yes please, to eating vegies today



1. Draw around each image using the key:

Blue - Seeds

Red - Roots

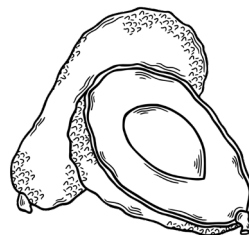
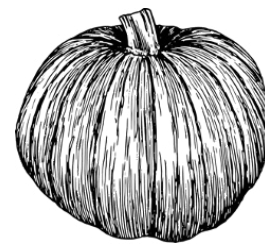
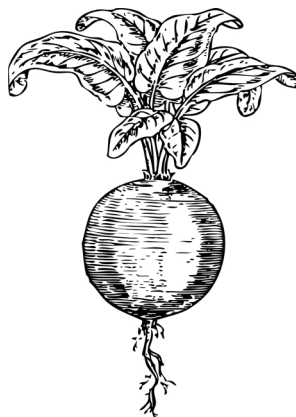
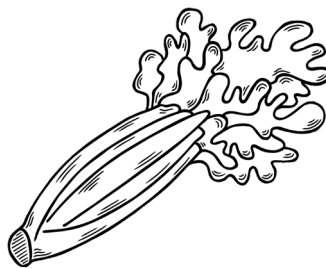
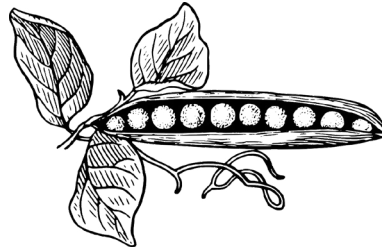
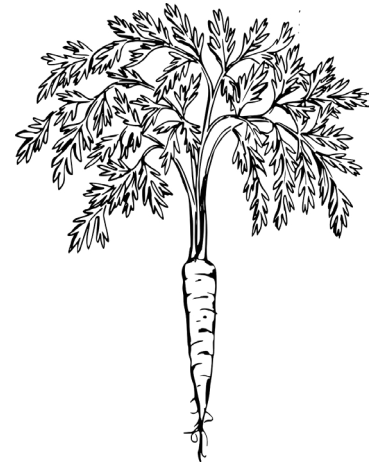
Green - Stems

Brown - Leaves

Orange - Flowers

Purple - Fruit

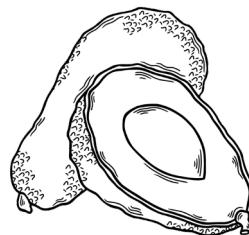
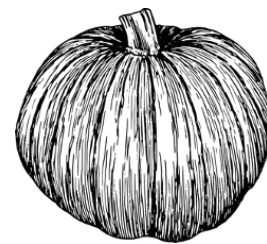
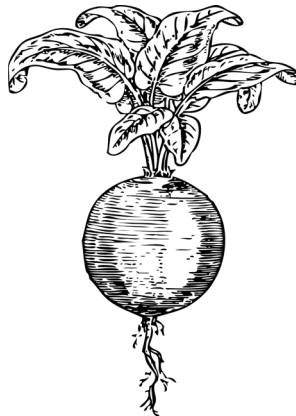
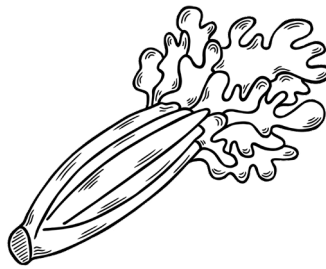
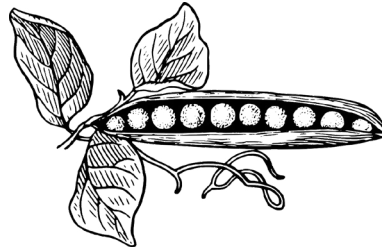
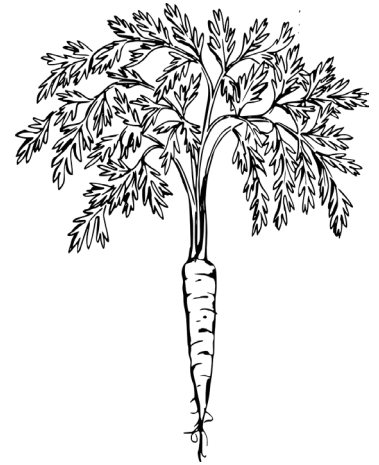
2. Place a tick ✓ next to the vegetables that grow below the ground.



1. Draw around each image using the key:

- Circle - Seeds
- Square - Roots
- △ Triangle - Stems
- ▭ Rectangle - Leaves
- Oval - Flowers
- ◇ Diamond - Fruit

2. Place a tick ✓ next to the vegetables that grow below the ground.



LESSON 3:

Let's grow vegetables
together



Lesson overview

In this lesson students are introduced to the plant growth cycle to learn that plants need care and the right conditions to grow. They examine the steps required for peas to sprout, grow and be harvested, gaining confidence growing plants and specifically, microgreens. This hands on lesson engages students in how vegetables are produced.

Learning intentions

- Understand that plants have a growth cycle
- Understand that peas are seeds and grow in a pod, on a bush or a vine
- Appreciate that plants need care and the right conditions to grow

Curriculum links

YEAR 1					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018			ACSSU017 ACSHE022	ACTDEK003	ACADRM027

YEAR 2					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018 ACPPS022			ACSSU030 ACSHE035	ACTDEK003	ACADRM027

General capabilities

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

Resources

- Appendix 5 – How to grow pea shoots without soil
- Appendix 6 – Pea song
- Fresh peas in pods for eating (if available) or replace with snow peas or sugar snap peas
- PowerPoint 3 – Peas
- Pea sprouts to eat and a pea plant (if available)
- Packet of dried peas or use fresh peas for germinating

- Foil trays with PVC lids (large size e.g., 220mmx155mmx45mm) or microgreens growing trays available from gardening or hardware stores.
- Paper towels
- Water spray bottle
- Alfalfa seeds or any microgreen seeds are available at local gardening centres
- Cotton wool and small re-useable food containers (must be able to take water)
- Worksheet 5 – Plant growth cycle
- Worksheet 6 – How pea sprouts grow
- Worksheet 7 – Steps to grow vegetables

Preparation

- Consider parent/carer request to assist with Activity 2a and 2b
- Wash fresh pea pods for picking and eating. Alternatively, allow students to prepare
- Prepare PVC lids from the trays by drilling drainage holes. Alternatively use a colander in a pot/bowl or a purposefully purchased microgreens growing tray
- Consider soaking some peas overnight prior to this lesson, this will provide peas that have begun to germinate (shoot). Use these peas for the students to examine and grow
- Wash pea sprouts if required
- Print Worksheet 5 – one per student
- Print Worksheets 6 and 7 according to differentiation and/or extension of students

Educator support notes

- **IMPORTANT:** PowerPoint 2 – the notes accompanying each slide are developed as educator support notes. Therefore, and depending on the context and class, the language may not be suitable for year 1-2 students. Please use contextual knowledge of your students to improve language suitability.
- Peas are seeds from the pod of the pea plant: *Pisum sativum*.
- Although peas are commonly referred to as a vegetable, botanically, they are a fruit because the pea pod is the fruit of the pea plant.
- Peas are part of the legume family (plants that produce a pod with a seed inside) like beans, peanuts, lentils and chickpeas.
- Peas are round, plump and sweet, and the pod is ready to pop when peas are ready to eat (ripe). If the pod is too tight and hard to open then the peas aren't ready.
- Peas can be eaten raw or cooked and are supplied fresh, canned or frozen.

- Peas come in many varieties including green peas, yellow peas, black-eyed peas, purple peas, sugar snap and snow peas.
- Lots of online videos share 'ways' to grow microgreens and/or how to sprout peas. Watch this easy to view and homemade video as it documents [How to grow pea shoots without soil](#). Stop after 5:30 minutes unless you want to learn how to stir-fry pea shoots! See Appendix 2 for the steps to growing pea shoots taken from this video.
- Check out this site for information dedicated to [How to grow and care for peas](#).
- Check out other sites for more information:
 - » [How to grow microgreens](#)
 - » [How to grow peas](#)
- Short videos and easy to read advice and tips for [vegetable growing](#)

Activities

Activity 1 - Part A: Pea song

1. Every student must wash and dry hands.
2. Read the pea song (Appendix 5) and teach actions to the song. Accompany the song with Slide 1 of PowerPoint 2. Discuss the elements of the dramatic action to communicate performance.
3. Repeat the song with student participation.
4. Distribute peas in pods to students for picking and eating. Encourage students to taste but don't force. Discuss:
 - Taste
 - Texture
 - Are the peas easy to pick?
 - Who eats peas?
 - Pea varieties and the ways peas can be eaten
5. Remind students that peas 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. We also drink water to survive.
6. **Extension activity:** ask students to count the peas in the pods, record and tally, and predict the probability of peas in other pods (over three, over five, under ten).
7. Tell students that they can ask for more peas by putting up a hand and using the words: "Can I please have more?" Allow students to ask for more.

Activity 1 - Part B: How do peas grow?

1. Every student must wash and dry hands.
2. Show PowerPoint 2 – move slowly from Slide 2 to Slide 11. Use notes embedded in each slide to guide discussion about plant growth cycle. Use language appropriate for your class and omit some slides if desired.
3. Explain that the pea's growth cycle (seed, roots, leaves, plant and fruit) is similar to their own. For example, they were once an unborn baby, then a baby, then a child. In time they will be an adult and then, they might be a parent (seed-pregnancy, roots-baby, leaves-child, plant-adult, fruit-parent).
4. Show Slide 12 – the plant growth cycle. Discuss and explain the cycle as continuous.
5. Ask:
 - When is the pea's growth cycle like that of a baby?
 - When is the pea's growth cycle like that of a child?
 - When is the pea's growth cycle like that of an adult?
 - When is the pea's growth cycle like that of a parent?
 - What part of the pea's growth cycle are you?

Activity 1 - Part B: How do peas grow? *(continued)*

6. Distribute pea sprouts to students for tasting. Encourage but don't force. Allow students to examine before eating. Discuss.
7. Explain that pea sprouts are an everyday food. They are good to eat because they taste sweet. Pea sprouts like peas can be eaten every day. They help us grow and keep from getting sick.
8. **Option:** show students a pea plant
 - Revisit Lesson 2 and discuss – the plant and its parts: roots, leaves, stem and fruit.
 - Explain – we don't eat adult pea plants but when they grow, we eat the fruit and its seeds.
9. **Provocation:**
 - What part of the pea's growth cycle are the sprouts?
 - Can peas grow from pea sprouts?
 - How do we know when peas are ready to eat (ripe)?
 - Why should we wait until peas are ripe before eating?
10. **Differentiation and/or extension:**
 - Distribute Worksheet 5 – students draw the plant growth cycle.
 - Distribute Worksheet 5 – students draw and write a sentence describing each part of the plant growth cycle.
 - Students write a sentence, describing the growth of pea sprouts from seeds.
 - Use Worksheet 6 – students observe, record and report pea sprout growth.

Activity 2 - Part A: Let's grow some pea shoots/sprouts

1. Show students some but not all of the germinated peas. Distribute and allow them to examine.
2. Ask:
 - Can you see the skin has split?
 - Can you see the root starting to grow?
 - What stage of the growth cycle is this?
3. Use Appendix 4 for guidance – demonstrate how to grow pea shoots/sprouts without soil.
4. Ask the students to estimate how long it will take for the peas to grow into pea sprouts. Consider recording student estimations as a fun competition and come back to this information when the sprouts are ready.
5. Put peas aside to grow.
 - Consider developing a watering roster to allow every student to nurture the peas.
 - Consider recording growth until time to harvest.

Activity 2 - Part A: Let's grow some pea shoots/sprouts (*continued*)

6. **Provocation:**

- Why have the peas grown?
- What conditions are required for the peas to germinate and grow?
- What would happen if the peas didn't receive water?
- What would happen if the peas didn't receive sunlight?
- Why would pea sprouts need to be transferred to the ground to continue to grow?
- Why do peas need a frame to grow?
- What do the tendrils do?
- What part of the pea plant do we eat?

7. **Extension:**

- Worksheet 7 – students record the steps to grow vegetables.
- Students grow peas from the pea sprouts – at home or at school.

Activity 2 - Part B: Let's grow some pea shoots/sprouts

1. Split students into small groups or into pairs.
2. Provide students with seeds, cotton wool and a small container (name on the side).
3. Instruct students to wet the cotton wool and place into the bottom of the container. Students then sprinkle seeds onto the cotton wool and place on their desk or a safe place in the classroom. It's time to watch the seeds grow.
4. Remind students that the microgreen seeds are just like them, they need the right conditions to grow. These seeds need a safe place to grow, water and sunlight.
5. Over the next few days allow students to intermittently spray the seeds with water to rehydrate cotton wool but don't overly soak.
6. Allow students to take home when grown or keep for Lesson 4.
7. **Extension:**
 - Compare and contrast the growing of pea shoots with microgreens.
 - Record the growing of pea shoots and microgreens, and report growth.

Additional activity

1. Read and discuss 'Plants feed me' by Lizzy Rockwell
2. Read and discuss 'The tiny seed' by Eric Carle
3. Read and discuss 'Up, down and around' by Katherine Ayres
4. Have students make their own [Newspaper Planting Pots](#)
5. Watch and discuss – [Why are foods many colours?](#)
6. Watch and discuss – [How do plants grow](#)

Want to take the next step in growing a vegetable garden in your school?

- Radishes and salad greens are a great vegetable to start with when gardening with children as they are quick to grow and can be planted most of the year.
- Check out the [Stephanie Alexander Garden Foundation](#) resources to help get you started with a kitchen garden or other great projects and check out the [Instagram](#) page for inspiration.
- Apply for [Junior Landcare Grants](#) to get garden beds or other garden projects started at your school.
- Many local councils offer school groups the opportunity to apply for a small grant to fund projects such as developing a food garden, composting system or worm farm. Visit the website of your local Government council for further details.
- Check out Bunnings [Garden Corner](#) for more information on growing plants. Alternatively and when permitting, Bunnings regularly helps schools and kindergartens by providing hands on assistance with their projects. If you would like further information contact [Bunnings Workshop Community](#) or visit your local Bunnings store.
- [Beyond Gardens](#) deliver garden workshops for school and community groups throughout the Perth Metropolitan area and Regional WA.
- The [Remote Gardens Guide](#) is a great support for growing food gardens in remote Indigenous communities.
- The Eon Foundation build edible gardens in remote Aboriginal schools and communities for more information go to [Growing Healthier Communities](#).

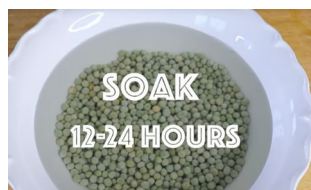
Search: [How to grow pea shoots without soil](#)



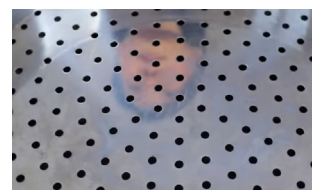
1. Prepare sprouting tray by drilling holes in the PVC top and invert.



2. Empty peas into large bowl and remove any damaged peas.



3. Submerge peas in room temperature water for 12-24 hours until peas split.



4. Rinse in clean water and drain in a colander.



5. Prepare tray with paper towels.



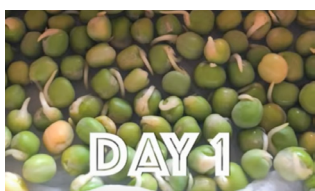
6. Spread and space peas over wet paper towels.



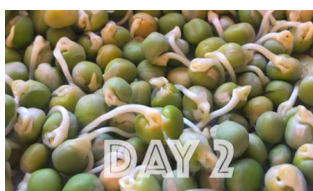
7. Cover peas with paper towels and spray with water. Water at least two times a day (for 3-4 days), empty additional water in foil tray.



8. Cover with a tea towel for first few days and keep watering. Sprouts and shoots will emerge.



9. Day 1.



10. Day 2.



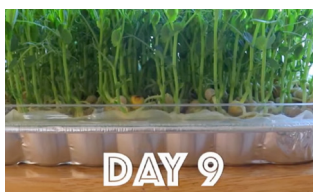
11. Day 3.



12. Day 4.



13. Day 5.



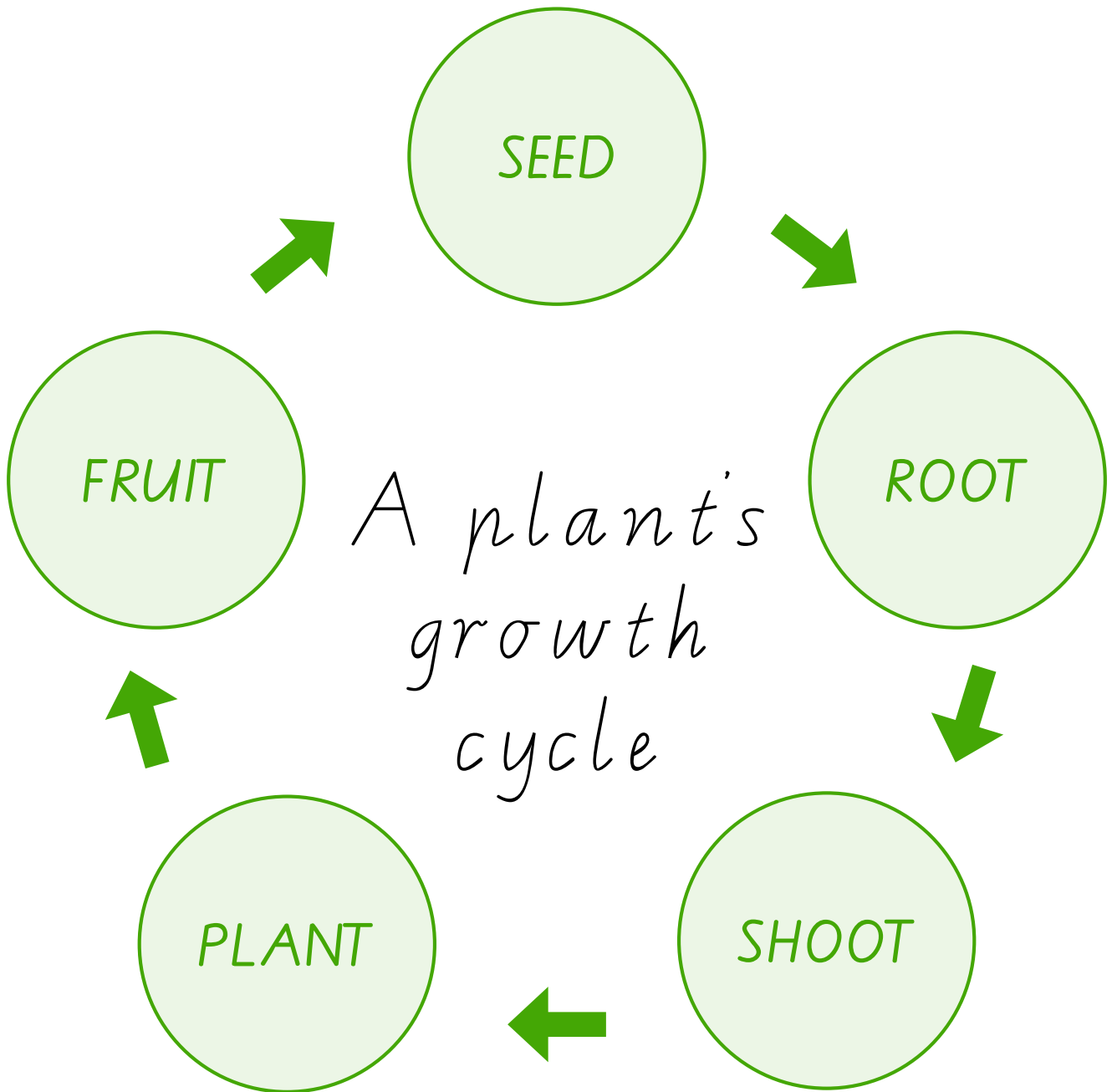
14. Day 9 – harvest.

Words	Actions
<i>“Peas are green”</i>	Right hand swipes above and along left hand to left elbow-Auslan
<i>“Peas are small”</i>	Right hand clenched inside the left hand
<i>“Peas are round, just like a ball”</i>	Arms surround an imaginary ball in front of body

<i>“Peas are nice”</i>	Give a thumbs up signal
<i>“Peas are sweet”</i>	Give an ok signal
<i>“Peas are yummy, a tummy treat”</i>	Rub tummy

<i>“Peas can climb”</i>	Stepping up motion
<i>“Peas can crawl”</i>	Creeping/crawling motion with hands
<i>“Peas grow up, the garden wall”</i>	Palms together at chest height, hands move together and in a snake like motion

<i>“Peas go snap”</i>	Click fingers together
<i>“Peas go pop”</i>	Finger inside cheek and pop cheek
<i>“Peas jump out, of the cooking pot”</i>	Jump in the air



How pea sprouts grow

Day	My observation notes
DAY 1	
DAY 2	
DAY 3	
DAY 4	
DAY 5	
DAY 6	
DAY 7	
DAY 8	
DAY 9	
DAY 10	
DAY 11	
DAY 12	
DAY 13	
DAY 14	

Today we will be growing: _____

<i>Steps for growing this vegetables</i>	
<i>STEP 1</i>	
<i>STEP 2</i>	
<i>STEP 3</i>	
<i>STEP 4</i>	
<i>STEP 5</i>	
<i>STEP 6</i>	
<i>STEP 7</i>	
<i>STEP 8</i>	
<i>STEP 9</i>	
<i>STEP 10</i>	

LESSON 4:

Let's prepare vegetables
together



Lesson overview

In this lesson students work together to solve the super salad puzzle by identifying the ingredient vegetables for Sam's super salad. They learn practical food preparation, and food and kitchen safety rules to prepare a healthy salad to share with the class. Students develop confidence in preparing a healthy meal, considering factors that impact food choices.

Learning intentions

- Understand that vegetables are part of an edible plant
- Understand that different parts of vegetable plants can be eaten, including seeds, root, leaves, stem and fruit
- Appreciate that kitchen rules and food hygiene can keep people safe

Curriculum links

YEAR 1					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018	ACELY1663			ACTDEK003 WATPPS10	ACAVAM106

YEAR 2					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018 ACPPS022	ACELY1673			ACTDEK003 WATPPS10	ACAVAM106

General capabilities

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

Resources

- Appendix 1 – Parent/Carer letter
- Appendix 7 – Sam and the super salad puzzle
- PowerPoint 4 – Sam and the super salad puzzle
- Appendix 3 – Vegetable and fruit cards (Option 3 for Activity 1)
- Worksheet 8 – Sam's super salad (Option 4 for Activity 1)
- Worksheet 9 – What did Sam find in the garden?

- Worksheet 10 – Let’s make a super salad
- Salad vegetables – cucumber, carrot, tomato, beetroot, avocado, celery, capsicum, and lettuce
- Child-friendly knives and chopping boards
- Salad bowls
- Serving plates – one per students
- Don’t forget to use the microgreens and Pea shoots from Lesson 3

Preparation

- Consider parent/carer request for assistance with Activity 3
- Reminder invite for parent/carers to share their favourite salad dressing recipe
- Consider asking parents to donate (or loan as appropriate) recipe ingredients, serving equipment, cooking equipment
- Obtain access to PowerPoint display for PowerPoint
- Download and print for students to take home, Foodbank’s recipes for kids, including the [Cool Cucumber Salad](#), [Couscous Salad](#), and [Herbalicious Salad](#)
- Prepare salad vegetables
- Remember the microgreens and Pea shoots from Lesson 3
- Print parent/carer salad dressing recipes
- Print Worksheet 8, 9, 10 as per optional activities

Educator support notes

- Using knives in a safe manner should be emphasised and students should be supervised at all times. Child friendly knives that require a sawing rather than chopping action can be purchased if you are concerned about your students using regular knives.
- Consider student engagement during Activity 1. For example, to keep some students engaged, consider the number of slides and/or adapt the storyline for each vegetable (reduce vegetable information). Alternatively, reduce the amount of vegetables in the story. For example, remove vegetable 8.
- Check out Stephanie Alexander Kitchen Foundation for [Salad of the Imagination recipe](#).
- Check out Foodbank’s [Cool Cucumber Salad](#), [Couscous Salad](#), and [Herbalicious Salad](#).

Activities

Activity 1: Sam and the super salad puzzle

1. Introduce students to the story 'Sam and the super salad puzzle' – accompany the storyline with PowerPoint 4 and read from Appendix 7.
2. **Differentiation and/or extension:** read the story and consider one of the following options:
 - **Option 1:** deliver as a whole class activity with student participation for the guessing of the salad vegetables.
 - **Option 2:** deliver as a whole class split into small groups for a class competition. You could reveal the vegetables at the end of the story rather than after each vegetable (like a quiz night). For this option and each group, a student runs the vegetable guess to the educator before each vegetable reveal. A vegetable guess could be written as text, drawn or selected from the vegetable and fruit cards (Appendix 3) and depending on the class.
 - **Option 3:** provide small groups with specific vegetable cards selected from Appendix 3 (vegetables that correspond with the storyline.) In groups, students organise and arrange the vegetable cards on Worksheet 8.
 - **Option 4:** deliver as a whole class activity with students using Worksheet 9.
 - **Option 5:** deliver as an individual activity using Worksheet 10.
3. Ask students:
 - Who has eaten a salad? Who likes to eat a salad?
 - Do you regularly eat salad's at home? Why? When?
 - What other vegetables could we put into a salad?
 - Are there other types of salads?
 - Why do people eat a salad?
4. **Provocation:**
 - Why is a salad good for health?
 - Is there a time of year when families eat more salads? Why?
 - Do all families eat salad?
5. Remind students that salad vegetables are everyday foods. They are not sometimes foods. We can eat a salad everyday as vegetables help us feel good, they give us energy to run and play, help us grow and keep from getting sick. We also drink water to survive.

Activity 2: The super salad recipe

1. Tell students that Sam's Dad created a recipe for the super salad but the recipe is lost. Sam and Sam's Dad need help to develop a new recipe.
2. Use Worksheet 10 to record the vegetables used for the super salad.
3. Discuss each vegetable and ask:
 - What is needed to make this vegetable ready to eat?
 - How is this vegetable prepared for a salad?
 - Why don't we eat a vegetable straight from the ground?
4. Encourage students to record how the vegetables are prepared for a salad in each box on Worksheet 10 – students can write text or draw their response. Students may need to be assisted recording the recipe.

Activity 3: Let's make a salad together

1. Tell students that sometimes people can hurt themselves or become ill if they don't follow food and kitchen safety rules. Ask the class to come up with a list of rules that everyone will be expected to follow while cooking. Write these on a piece of butcher's paper. The information below can be used to help guide students.

Food Safety	Kitchen Safety
<ul style="list-style-type: none"> • Wash and dry your hands before preparing food and after coughing or sneezing • Long hair needs to be tied back • Make sure cooking equipment and benches are clean before preparing food • Make sure cooking equipment and benches are cleaned properly when finished • Keep cold food cold and hot food hot • All rubbish and food scraps go into the bin or compost • Wash fruit and vegetables before preparing • Don't let raw meat touch other food 	<ul style="list-style-type: none"> • Have an adult supervising at all times • Wipe up spills immediately • Use safe knife cutting techniques • No running where food is being prepared • Turn handles of saucepans towards the back of the stove/cooktop while cooking • Use oven mitts when taking something out of the oven • Wear closed in shoes • Don't put knives in the sink

2. Repeat Sam's Dad's salad recipe to the class: cucumber, carrot, tomato, beetroot, avocado, celery, capsicum, and lettuce. Discuss how you would adapt the recipe if you were preparing a salad for more or less people (i.e., you would double, triple or halve the quantity of each ingredient).
3. Before preparing food every student must wash and dry their hands. Prepare tables.
4. Divide students into groups of 3-4 (8 groups in total).
5. Provide each group with chopping boards, child-friendly knives, and a vegetable or a small quantity of each vegetable. Groups can either prepare one vegetable or all vegetables for the salad. Just ensure that each student has a turn at chopping a vegetable.
6. Working together groups must wash, dry and prepare the vegetable(s) for the salad such as tear apart, chop or slice. Consider taking photographs of the students preparing the salad.
7. Students place all ingredients into a salad bowl and don't forget to add some microgreens and pea shoots.
8. Students' portion the salad amongst the group and clean up the salad making station.
9. Invite the students to eat the salad but don't force. Enjoy the creation.
10. **Option:** invite students to rate the salad out of five stars. Record and discuss.
11. Remind students that salad is an everyday food. It is not a sometimes food. Although a salad is good for our health not all families eat salad and that's ok. Families are different and families are special.

Optional activity – Dressing a salad

1. Provide each student or group with salad dressing recipes.
2. Discuss the recipes and ask:
 - Why dress a salad with a salad dressing?
 - Who likes salad dressing?
 - What happens if you dress a salad and then don't eat it?
 - Who has made a salad dressing?
3. **Provocation:**
 - Why is it important to consider the ingredients in a salad dressing?
4. Show the students the recipes that parent/carers have shared with the class. Invite the students to decorate the recipe by drawing some of the ingredients, for example, carrot or lettuce onto the recipe. Students can use the fruit and vegetable cards (Appendix 3) for inspiration. Students could also draw themselves if preferred.
5. Collate the recipes and consider making a parent/carer booklet from the recipes. Consider using one or all of the class photos as a cover and parent/carer contribution photos within. This could be a nice gift for Mother's, Father's, Grandparents' or Carer's Day.

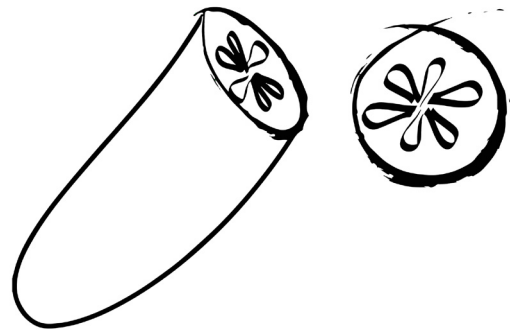
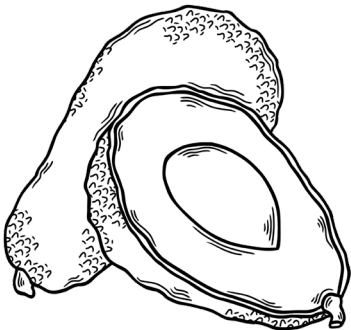
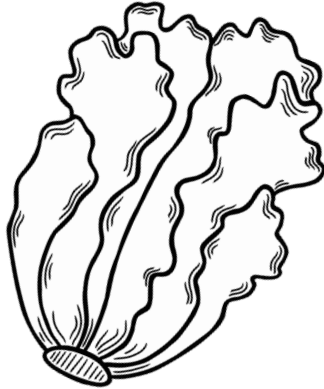
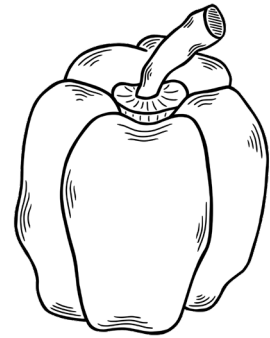
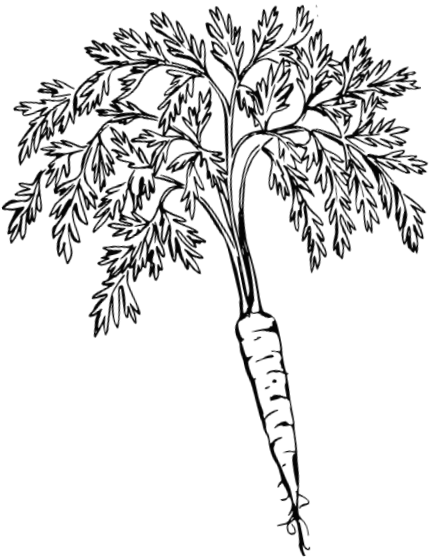
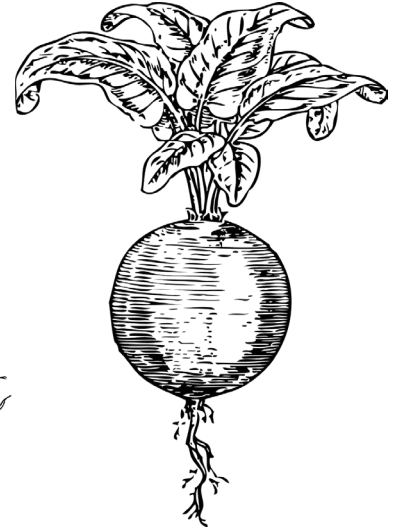
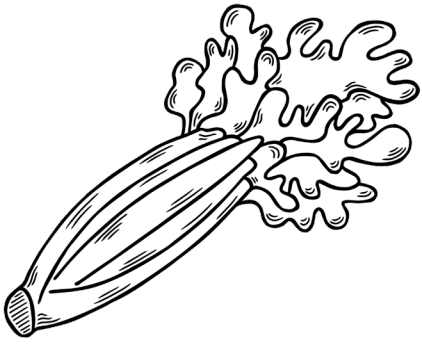
Additional activity

1. [Make a Master Chef Hat](#)

There are lots of online videos available demonstrating how to make a chef's hat out of paper. These hats are easy to make and are a great addition to this lesson. See Crunch&Sip for an alternative template for a [Chef's Hat](#).
2. Check out the resources available at the [ScrubClub](#) encouraging healthy hygiene behaviours and safe handwashing.
3. Round off this lesson with the story 'Soup Day' by Melissa Iwai.

1	2
3	4
5	6
7	8

Place each vegetable card on a number



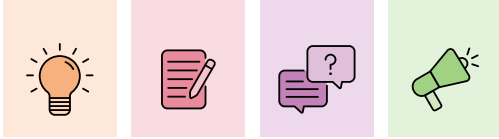
Number the vegetables that Sam found

1	2
3	4
5	6
7	8

Name and draw each vegetable Sam found

LESSON 5:

Let's learn how vegetables
are amazing



Lesson overview

In this lesson students learn that different coloured vegetables contain different and complimentary superpowers called nutrients, and eating a rainbow of vegetables can supply the greatest health benefits or superpowers. They explore a vegetable rainbow as power packed food.

Learning intentions

- Understand that vegetables are everyday foods
- Understand that vegetables can be classified by colours and eating a range of vegetables from the five colour groups supports health
- Understand that vegetables contain superpowers (nutrients) that support health such as vitamins, minerals and fibre
- Appreciate that food preferences change over time and that eating a variety of vegetables caters for vegetable likes and dislikes

Curriculum links

YEAR 1					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018	ACELY1663		ACSSU017 AC SIS025	ACTDEK003 WATPPS15	ACADRM027

YEAR 2					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018 ACPPS022	ACELY1673		ACSSU030 AC SIS038	ACTDEK003 WATPPS15	ACADRM027

General capabilities

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

Resources

- Worksheet 11 – Custer and the amazing vegetables
- PowerPoint 5 – Vegetables are amazing
- Worksheet 12 – Cube template
- Worksheet 13 – Can you help Custer get vegetable powers?

- Appendix 3 – Vegetable and fruit cards (Lesson 1)
- Butcher's paper
- A5 paper – one per student
- Glue, scissors and coloured pencils or markers
- Vegetable platters – containing rainbow vegetables

Preparation

- Consider parent/carer request for assistance with Activity 1 and 2
- Obtain access to PowerPoint display for PowerPoint
- Print Worksheets 11, 12 and 13 – one per student
- Prepare vegetable platters

Educator support notes

- Students in years 1 – 2 find it difficult to understand abstract qualities like the concept of nutrients in vegetables. If necessary, stick to the idea of vegetables providing superpowers or amazing powers as this idea may be easier to understand.
- Vegetables contain nutrients (vitamins, minerals and fibre) and no one nutrient is more important than the other. Therefore, eating across the colour group (rainbow) of vegetables provides the greatest health benefits.
- More specifically, vitamins and minerals in vegetables stop us from getting sick. They keep us feeling healthy, give us energy to run and play, and help us grow and think clearly.
- Fibre in vegetables helps to keep our belly/stomach feeling full and so that we go to the toilet regularly. Vegetable fibre stops us from getting constipated.
- Crunch&Sip® [A to Z of Fruit and Vegetables](#).
- Be inspired with [Healthy Lunchboxes](#).
- Some students may be reluctant to eat vegetables from across the rainbow. Encourage participation in these children but do not try to force them to eat.

Activities

Activity 1: Custer and the amazing vegetables

1. Students work in small groups for cluster activity. Consider parent/carer help.
2. Tell students to imagine they are meeting a creature from outer space called: 'Custer' and that Custer has never eaten a vegetable. Working together, students develop amazing reasons why Custer should eat vegetables. For example, vegetables are crunchy, can help us grow, are cheap, easy to eat, taste good, prepared in different ways and most families eat vegetables. The aim is to encourage Custer to try vegetables so student reasons, facts and descriptions should be positive. Discuss.
3. Cluster for Custer activity (consider limiting to five notes per group)
 - Distribute five post-it-notes to each group – groups should record one amazing reason to eat vegetables on each note. Working together, group members discuss and decide on the five reasons. They record the reasons on the post-it-notes.
 - Encourage each group member to be a scribe at least once and that is, they are responsible for writing/recording one amazing reason on a post-it-note (use parent/carer helpers to assist students if needed).
 - Invite each group to post their five reasons (notes) onto the whiteboard, encourage and/or assist the group to read others' post-it-notes when posting their notes. If the amazing reason for Custer is the same reason as another group's then the post-it-note should be placed on top of the existing amazing reason (assist groups where required).
 - Alternative – educator's reorganise notes after students' post the notes.
4. Read through the notes on the whiteboard and discuss why Custer should eat vegetables. If required, add your own reason(s) such as vegetables are cheap, easy to purchase, can be eaten raw or cooked, grown at home, and are an everyday food. Further develop the reasons with the class and create a top five or top 10 (this is more preferable) and re-write the reasons as a list on the whiteboard.

NOTE: the reasons don't need to be ordered from 1-10 and that is, the first reason does not need to be the most important reason (see extension activity).
5. **Provocation:**
 - Are there other reasons to add to the board?
 - What reasons relate to the eating of vegetables?
 - What reasons relate to a vegetable's appearance?
 - What reasons relate to the health benefits of eating vegetables?
 - What decision could Custer make to help Custer be healthy?
6. **Extension:**
 - Re-arrange post-it-notes according to prevalence and record and/or tally. Discuss.
 - Re-arrange post-it-notes according to theme or category such as taste, vegetable property, health benefits etc. Record and/or tally.
 - Make sure to explore the availability, cost and celebrations of eating vegetables in families.
7. Invite students to complete Worksheet 11 (Custer and the amazing vegetables). Within Custer's body, students copy and write the top five/10 reasons as to why Custer should eat vegetables. Allow students to colour-in Custer if appropriate.

Activity 1: Custer and the amazing vegetables (continued)

- Remind students that vegetables are everyday foods and help us feel good. We eat vegetables for energy to run and play, to grow and keep from getting sick. We also drink water to survive.
- Revisit the vegetable song – Appendix 2, encourage student participation. Explore other forms and elements to extend drama ideas.
- Extension:**
 - Students write a letter to Custer sharing reasons why Custer should eat vegetables.
 - Students develop a poster promoting vegetables to others.
 - Students reconsider the five/10 reasons to eat vegetables and re-organise the list from most to least significant for them.

Activity 2: The amazing powers of vegetables

- Every student must wash and dry hands. Consider parent/carer help with this activity.
- Use PowerPoint 5 – slide 1 and slide 2. Tell students that vegetables and fruit contain amazing qualities or superpowers. These superpowers give us: energy to run and play; to grow, replenish and repair our bodies, brain power to think and concentrate at school, and protection, to keep us from getting sick. Eating vegetables and fruit is good for our health.
- Use PowerPoint 5 – slide 3.
 - Option 1:** Explain that different vegetables and fruit contain different superpowers. Eating a range of vegetables and fruit is the best way to get the different superpowers and eating a vegetable rainbow is easiest way to get all the different superpowers. Invite students to name the vegetables and fruit on the slide.
 - Option 2:** Explain that the amazing qualities or super powers are called nutrients and that every vegetable is packed full of nutrients but different vegetables contain different nutrients. Eating a range of vegetables is the best way to get the different nutrients and eating a vegetable rainbow is easiest way to get the different nutrients. Invite students to name the vegetables and fruits on the slide.
- Show slide 4. Go through each colour group and ask students to name vegetables in each colour group. Use the slide animation facility on slide 3 to reveal a list of vegetables for each colour. Read from the list to expand student knowledge of vegetables.

Red	Tomato, red capsicum, red kidney beans, radish, red skinned potatoes, red onion, red cabbage
Orange/Yellow	Carrot, pumpkin, sweet potato, orange and yellow capsicum, corn, squash, swede, yellow tomatoes
Green	Spinach, broccoli, Asian greens, celery, green capsicum, asparagus, cabbage, Brussel sprouts, peas, cucumber, avocado, lettuce, zucchini, kale, green beans, snow peas, sugar snap peas, artichoke, gherkin
Blue/Purple	Eggplant, beetroot, purple cauliflower, purple carrot, purple cabbage, purple asparagus, purple potato, purple capsicum, kohlrabi, purple lettuce
White and Brown	Cauliflower, onion, chickpeas, lentil, leeks, mushroom, potato, garlic, ginger, parsnip, turnip

Activity 2: The amazing powers of vegetables (*continued*)

5. Let students know that they will be participating in a special rainbow vegetable tasting game to get some of the vegetable superpowers. Encourage students to try the vegetables in the game but don't force. Split students into small groups.
6. Distribute a cube template to each student and instruct students to colour, cut out, glue and build the coloured cube – Worksheet 12.
7. Distribute a vegetable rainbow platter to each group. To play the game, students will:
 - Roll the cube
 - Use tongs to select a rainbow vegetable
 - Place vegetable on their plate and eat
 - Repeat so students have several turns at tasting and eating the vegetables – if students land on the same colour as a previous turn, then they roll again
 - Enjoy the rainbow!
8. If vegetables are left after several turns. Tell students that they can ask for more by using the words: "Can I please have more?" Allow students to ask for more.
9. Regroup and discuss student colour preferences.

Activity 3: Can you help Custer get the vegetable superpowers?

1. Distribute Appendix 3 (vegetable and fruit cards) and instruct students to sort the vegetables according to the five colour groups.
2. Discuss how the vegetables are similar in colour but different in taste, size, appearance, etc.
3. Ask students:
 - Can you think of the superpowers of vegetables?
 - » energy to run and play
 - » brain power to think and concentrate
 - » growing power to be get bigger and strong
 - » mending power to repair our bodies when we are injured or sick
 - » protection to keep us from getting sick
 - How can we get vegetable superpowers?
 - Why is it important to eat vegetables every day?
4. Make a list with the students of vegetable superpowers be sure to include the above powers.
5. Explain that Custer wants vegetable superpowers too and that we need to help Custer by identifying a rainbow of vegetables. Distribute Worksheet 12 and assist students to complete.
6. Distribute A5 paper and invite students to draw a vegetable. Students can use the vegetable and fruit cards for inspiration. Discuss observations from the cards, shapes and colours and elements of the vegetable. Instruct students to identify the superpower of the vegetable and to write the power at the base of their drawing.

Activity 3: Can you help Custer get the vegetable superpowers? (continued)

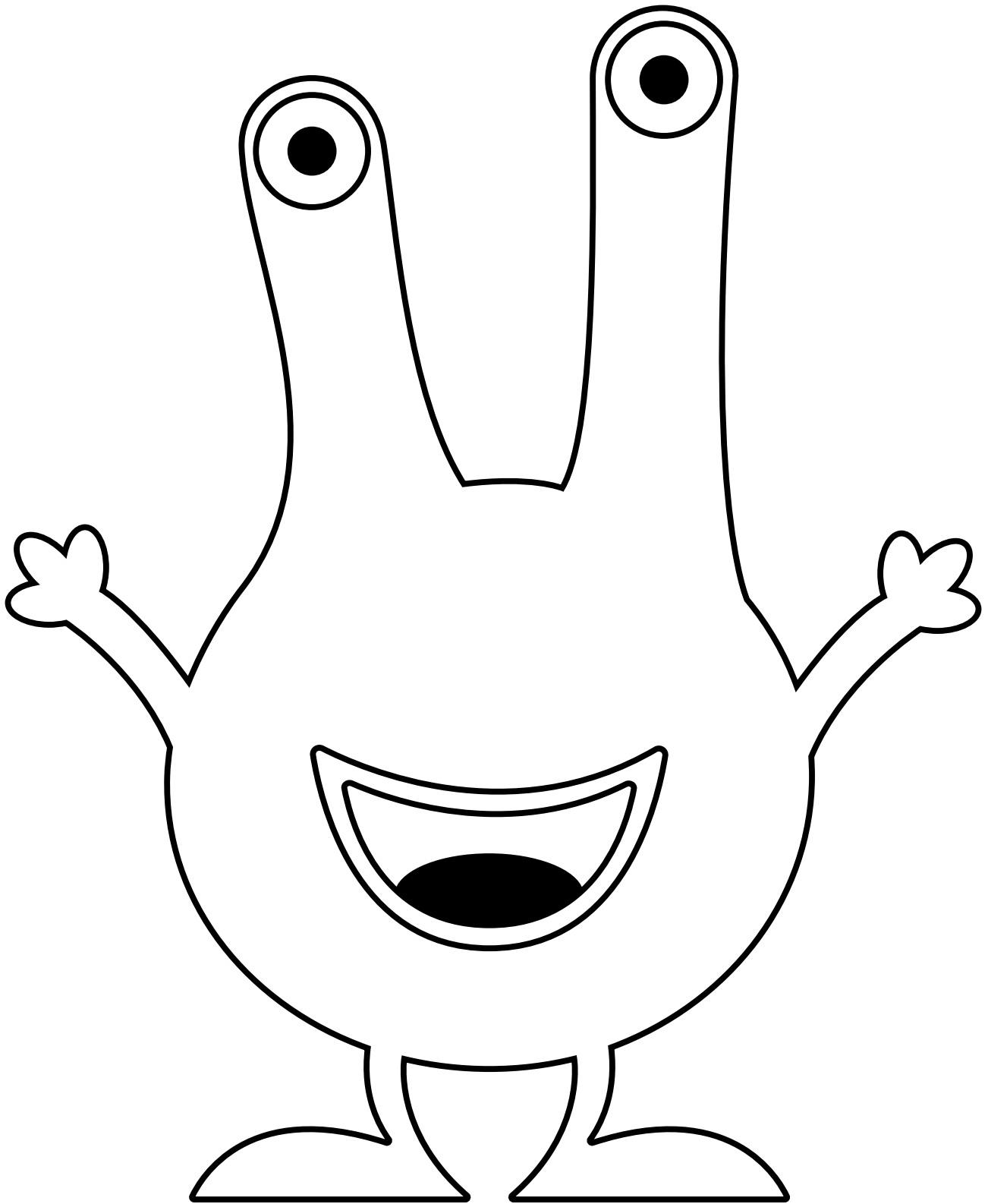
7. Use Butcher's paper:
 - **Option 1:** Draw a student-size image of Custer.
 - **Option 2:** Draw around the outside of a student.
8. Invite students to share vegetable superpowers with Custer by gluing their drawings onto the body of Custer.
9. Discuss how the range of vegetables given to Custer can help to keep Custer healthy, have energy to run and play, grow strong, heal when injured or sick, brain power to think and concentrate, and keep Custer from getting sick.

Extension activity: Vegetable nutrients

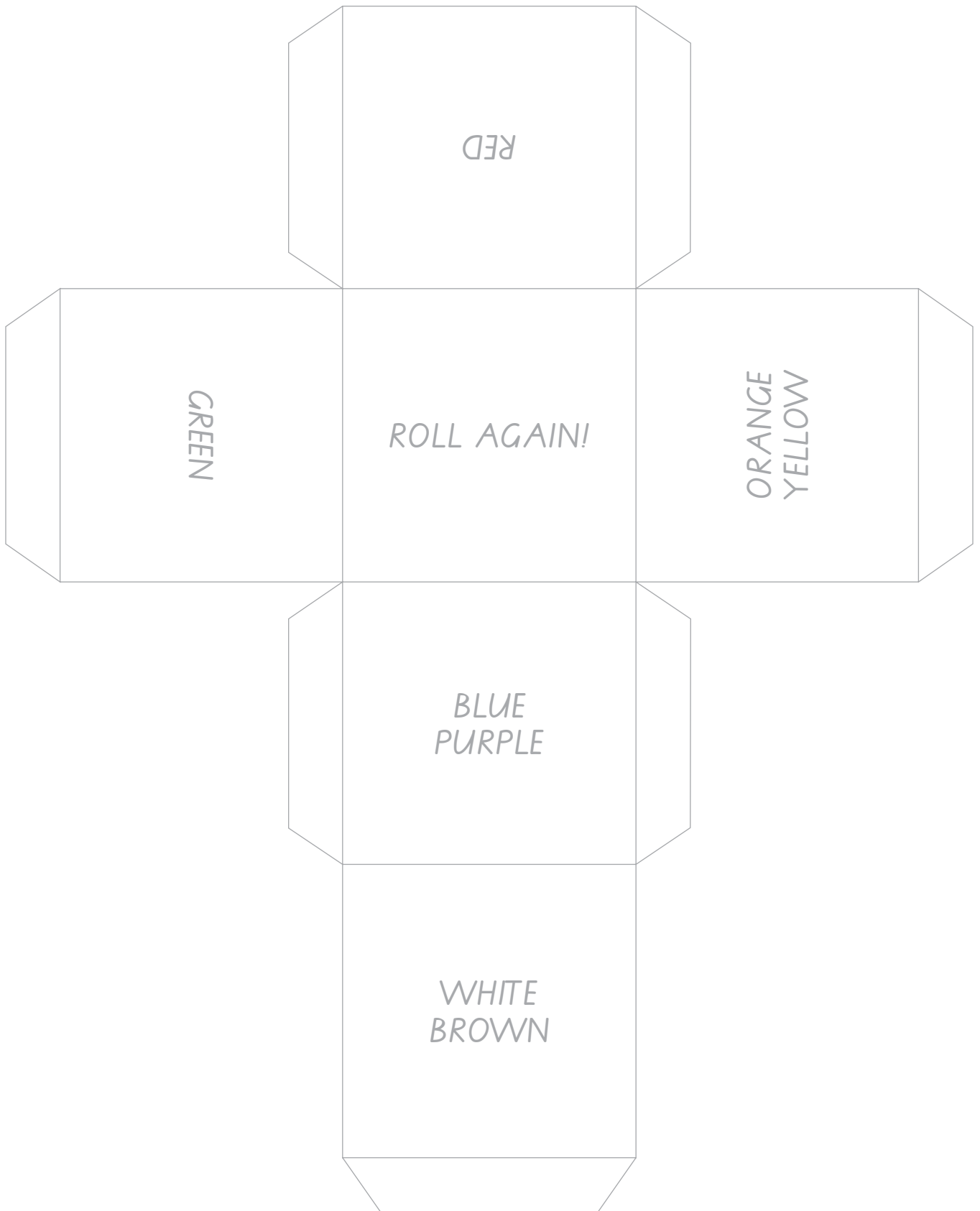
1. If appropriate, show students the online video: [Show younger children why eating their fruit and veg is good for them](#). Discuss nutrients as vitamins and minerals.

Additional activity

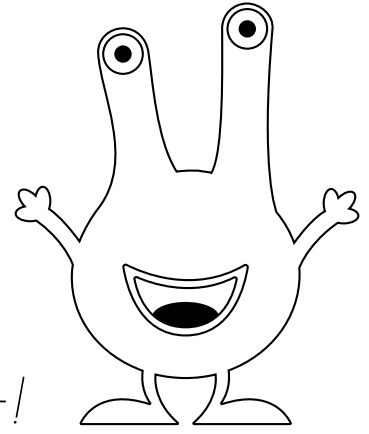
1. Read 'Alien tomato' by Kristen Schroeder.
2. Students brainstorm as many vegetables or fruits of a given colour.
3. Odd one out – list the names of vegetables on a whiteboard and students identify the odd one out according to colour group.
4. [Crunch the rainbow challenge](#) by Crunch&Sip®.



*Amazing reasons for Custer
to eat vegetables*



Complete the sentence to find out what vegies Custer needs to eat.



Can you practice your letters too!

1. Cluster needs to eat _____ and _____ because they are purple vegies.
2. Cluster needs to eat _____ and _____ because they are green vegies.
3. Cluster needs to eat _____ and _____ because they are yellow or orange vegies.
4. Cluster needs to eat _____ and _____ because they are red vegies.
5. Cluster needs to eat _____ and _____ because they are brown or white vegies.

Why should Custer eat a vegetable rainbow?

LESSON 6:

Let's explore why people
eat vegetables



Lesson overview

In this lesson students examine why people eat and don't eat vegetables. They explore barriers and facilitators to eating vegetables and creative solutions to increase vegetable consumption.

Learning intentions

- Understand that vegetables are everyday foods
- Understand that people have food preferences
- Understand that barriers and facilitators impact what we eat and the eating of vegetables
- Develop ideas for vegetable meals

Curriculum links

YEAR 1					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018	ACELA1453 ACELT1581 ACELT1583 ACELY1661		ACSSU017 AC SIS027 AC SIS029	ACTDEK003	

YEAR 2					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018 ACPPS022	ACELT1591 ACELT1833 ACELY1671		AC SIS042	ACTDEK003	

General capabilities

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

Resources

- Worksheet 14 – My favourite vegetable
- Appendix 3 – Vegetable and fruit cards
- 'Sylvia's Spinach' by Katherine Pryor
- Chocolate zucchini muffins or vegetable dips

- Worksheet 15 – Let’s add vegies to our meals
- [Chocolate Zucchini Muffin](#) recipe by Crunch&Sip®
- [Sweet Potato Cheese Muffins](#) recipe by Crunch&Sip®
- [15 Ways to Crunch&Sip®](#)
- [Don’t forget to pack Crunch&Sip® every day](#)
- Crunch&Sip® recipes by parents

Preparation

- Obtain a copy of the story book – Sylvia’s spinach by Katherine Prior. Alternatively access audible storytelling versions found online
- Print Worksheet 14 – one per student
- Invite parent/carers to create muffins for Activity 2b (see recipe links above)
- Invite parent/carer helpers to assist with Activity 3
- Print 5 copies of Worksheet 15 – add the following titles to individual copies: breakfast, lunchbox, dinner, snack, Crunch&Sip® time
- Print ‘Don’t forget to Crunch&Sip® every day’ for parents/carers
- Send parent/carer request for students to bring Crunch&Sip®

Educator support notes

- In this lesson the barriers and facilitators to eating vegetables are discussed. If you are comfortable to do so, it may be useful to share personal stories of your own barriers and facilitators to eating vegetables. Care should be taken to avoid stigmatising students with strong barriers to eating vegetables. A discussion of structural factors outside of an individual’s control such as family meals, access and the high cost of some fresh vegetables can be helpful in this context.
- [How to Crunch&Sip® A guide for teachers](#) explains Crunch&Sip®.
- Visit [What to do if students don’t bring Crunch&Sip®](#).

Activities

Activity 1: What vegetables do I like?

1. Ask students:

- What vegetables do you like?
- Why do you like the vegetable?
- How do you like the vegetable to be prepared? Raw, steamed, cooked, roasted, etc.
- Name a vegetable that is crunchy, chewy, creamy?
- Share a word to describe a vegetable.
- Share a word to describe your favourite vegetable.

2. Tell students that sometimes we like vegetables because of the flavour; the taste in our mouth, like the sweetness of capsicum or peas. Sometimes we like vegetables for the texture; the feel in our mouth, like the chewiness of mushrooms or crunchiness of carrots. Sometimes we like vegetables because they look good, like sweet corn or cherry tomatoes and then, sometimes we like a vegetable because of the smell, especially when the vegetable is cooked or roasted like pumpkin.

3. As a whole class, in small groups or individually instruct students to brainstorm and record vegetable liking according to taste, texture, look and smell. Use below as a guide.

	Yes	No
Taste	Capsicum, peas	Celery, garlic
Texture	Carrots, avocado	Avocado, mushrooms
Look	Cherry tomatoes, broccoli	Cucumber, lettuce
Smell	Pumpkin, sweet corn	Cabbage, cauliflower, Brussels sprouts, onions

4. **Option:** working in groups and using Appendix 3 (select the vegetables only), students categorise the cards according to liking for taste (1st round), texture (2nd), look (3rd) and smell (4th). Students discuss, debate and/or agree on card placement. Encourage students to explain why they like or dislike a vegetable to the group.

5. Explain to the students that it is ok not to like all vegetables but it is good to try different vegetables. Remind students that everyone is different but we are also similar. Sometimes we like the same vegetables and sometimes we don't and this is ok. As vegetables are an everyday food and good for health, there are lots of different vegetables to try so its ok to like some and not others.

6. Explore with students how the way vegetables are prepared, and how this can change the way vegetables taste, feel, look and smell. Remind students that vegetables can be eaten many ways including raw, steamed, roasted, cooked or added as ingredients in other foods like a salad or pasta.

7. Ask students to select their favourite vegetable. Distribute Worksheet 14 and instruct students to draw the vegetable, list words that describe the vegetable and complete the sentence. Students can use Appendix 3 to help their drawings.

8. **Provocation:**

- Why do people like different vegetables?
- What makes a person like or dislike a vegetable?
- How might you convince a person to try a vegetable?
- What are the benefits of trying and eating new or different vegetables?

Activity 2 - Part A: Sylvia's Spinach

1. Read the story: 'Sylvia's Spinach'
2. Class discussion:
 - Who is the main character and what happened in the story?
 - Did you like the story and why did/didn't you like the story?
 - How did you know (the way the author shared) that Sylvia didn't like spinach?
 - Why is the main character called Sylvia?
 - What other vegetables were planted by the students in Sylvia's class?
 - Why did the students plant more than one vegetable?
 - What did Sylvia do to change her mind about eating spinach?
3. Explain to the class that Sylvia was very brave to try a vegetable she did not like. She first smelt the vegetable, she then licked the vegetable and finally, Sylvia took a bite of the spinach. Ask the students:
 - What prevented Sylvia from trying spinach at home? Discuss barriers.
 - What prompted Sylvia to try the spinach? Discuss facilitators.
 - What contributed to Sylvia being brave?
 - Why did Sylvia try the spinach with her friends and not at home?
 - How did Sylvia growing her own spinach help Sylvia to change her mind? Why?
4. Tell students that a barrier can stop us from trying something new like eating spinach and because everyone is different, people experience different barriers to trying new vegetables. For example, a barrier might be that we don't know the vegetable, we are unsure of the taste or how it feels in our mouth. This is ok because we are all different and being cautious also helps to keep us safe. However, a barrier can also restrict what we do and just like with Sylvia, it can stop us from trying something new that we might like. Sylvia's barrier to eating spinach was that she did not know how good spinach tasted and she was reluctant to try spinach just in case she didn't like it. As all vegetables are safe and good for health, it is good to try new vegetables when they are offered. It's also ok not to like some vegetables as long as we eat a range of vegetables.
5. Using their favourite vegetable and the words developed from Worksheet 14 (Activity 1), instruct students to redevelop the story of Sylvia's Spinach. Discuss possibilities for story ideas.
 - Character's name – alliteration
 - The vegetable – a favourite vegetable
 - The plot – growing of the vegetable
 - The conclusion – tried the vegetable and liked it
6. Students create their story. Share stories with the class.

Activity 2 - Part B: Barriers and facilitators/enablers to eating vegetables

1. Every student must wash and dry hands.
2. Students work in small groups or pairs. Distribute vegetable cards (remove fruit) and instruct students to sort the cards into vegetables they have eaten versus vegetables they have not eaten.
3. Regroup students and ask:
 - What vegetables have you not eaten?
 - Why have you not eaten vegetable?
 - Would you like to try these vegetables?
 - Which pile of cards has more cards? Eaten or not eaten? Why?
4. Invite students to select one vegetable that they have not eaten to share with the class.
 - Create a list of the 'not eaten' vegetables on the whiteboard
 - Tally students responses for each vegetable on the list
 - Order the list and discuss order
5. **Provocation:**
 - Why are these vegetables listed on the whiteboard?
 - What contributes to vegetables being eaten in your home?
 - Who chooses the vegetables you eat? Why?
6. Conduct a Venn diagram activity with the students. Use the below information as a guide to fill the outer parts of the Venn diagram first.

Why vegetables are/are not eaten?	
Barriers	Fear, unknown, appearance, smell, not in season, cost, taste, texture, how the vegetable is prepared, colour
Facilitators	Taste, eat regularly, friends' eat them, smell, appearance, texture, on offer, at school

Explore with students how a barrier for one person can be a facilitator for someone else (complete the inner section of the Venn diagram). Remind students that everyone is different but also similar, we all have likes and dislikes and this is ok.

7. Share with the students that what we eat is mostly influenced by culture and our parents and carers. If your family eats a vegetable then it is most likely you will eat that vegetable too. For example, Asian greens – bok choy and Chinese cabbage; New Zealand – kumara; United Kingdom – parsnip and swede; and Africa – artichoke and okra. But, and even if you don't like the vegetable at first, you can change your mind by trying it again and sometimes again, just like Sylvia. Sometimes we get to try different vegetables at parties, at our extended families homes, at our friends homes or even at school. Since all vegetables are safe, contain superpowers and are good for our health, it is good to try new vegetables.
8. Distribute the muffins and invite students to try but don't force. Invite them to guess what vegetable are inside the muffins. Discuss how the way in which the vegetables are prepared.
9. Explain that sometimes vegetables are combined with other foods as part of a recipe, to add bulk to a meal or to add flavour. There are many ways and reasons why vegetables are added to meals. Ask students to share vegetables foods or vegetable dishes that they like and why?

Activity 3: Vegetable Graffiti

1. Every student must wash and dry hands.
2. Distribute 'Don't forget to Crunch&Sip® every day' to students.
3. Conduct a class discussion on Crunch&Sip® using the following questions as a guide:
 - What is Crunch&Sip®?
 - Why do we Crunch&Sip®?
 - What kinds of foods are suitable for Crunch&Sip®?
 - Why choose vegetables instead of fruit for Crunch&Sip®?

Distribute '15 Ways to Crunch&Sip®' and discuss.

4. Introduce students to Vegetable Graffiti by exploring ways to adding vegetables to meals. Some suggestions for eating more vegetables include:

Breakfast	<ul style="list-style-type: none">• Top toast with avocado, grilled mushrooms or tomato• Add grated vegies to an omelette
Lunchbox	<ul style="list-style-type: none">• Fill your sandwich with extra boost of vegetables – grated carrot, tomato, cucumber, beetroot, lettuce, sprouts and capsicum are all delicious additions• Make a vegie packed savoury muffin or pikelet• Make a super salad filled with vegies
Dinner	<ul style="list-style-type: none">• Add extra vegies and beans to soups, stews, pizza, pasta and rice dishes• Include a salad with your meal• Create a stir-fry, curry or add vegies to a recipe like a quiche
Snack	<ul style="list-style-type: none">• Choose vegie sticks and a vegetable dip like hummus• Try a toasted sandwich with baked beans, cheese and grated vegies
Crunch&Sip® break	<ul style="list-style-type: none">• Choose vegetables instead of fruit most of the time• Choose a variety of vegetables from the rainbow

5. Split students into five groups for the Vegetable Graffiti activity and name each group with a number. Distribute one copy of Worksheet 15 to each group.
 - Each group starts the graffiti with one meal either breakfast, lunchbox, dinner, snack or Crunch&Sip® time.
 - Instruct the groups to develop and record an idea for the meal identified on the worksheet. They are to add their meal to a section on the pentagon (corresponds with group number).
 - Rotate the worksheets so that each group receives a new meal.
 - After five rotations each group should have received the five mealtimes and developed one meal for each mealtime.
6. Invite students to participate in a Crunch&Sip® break. Enjoy!

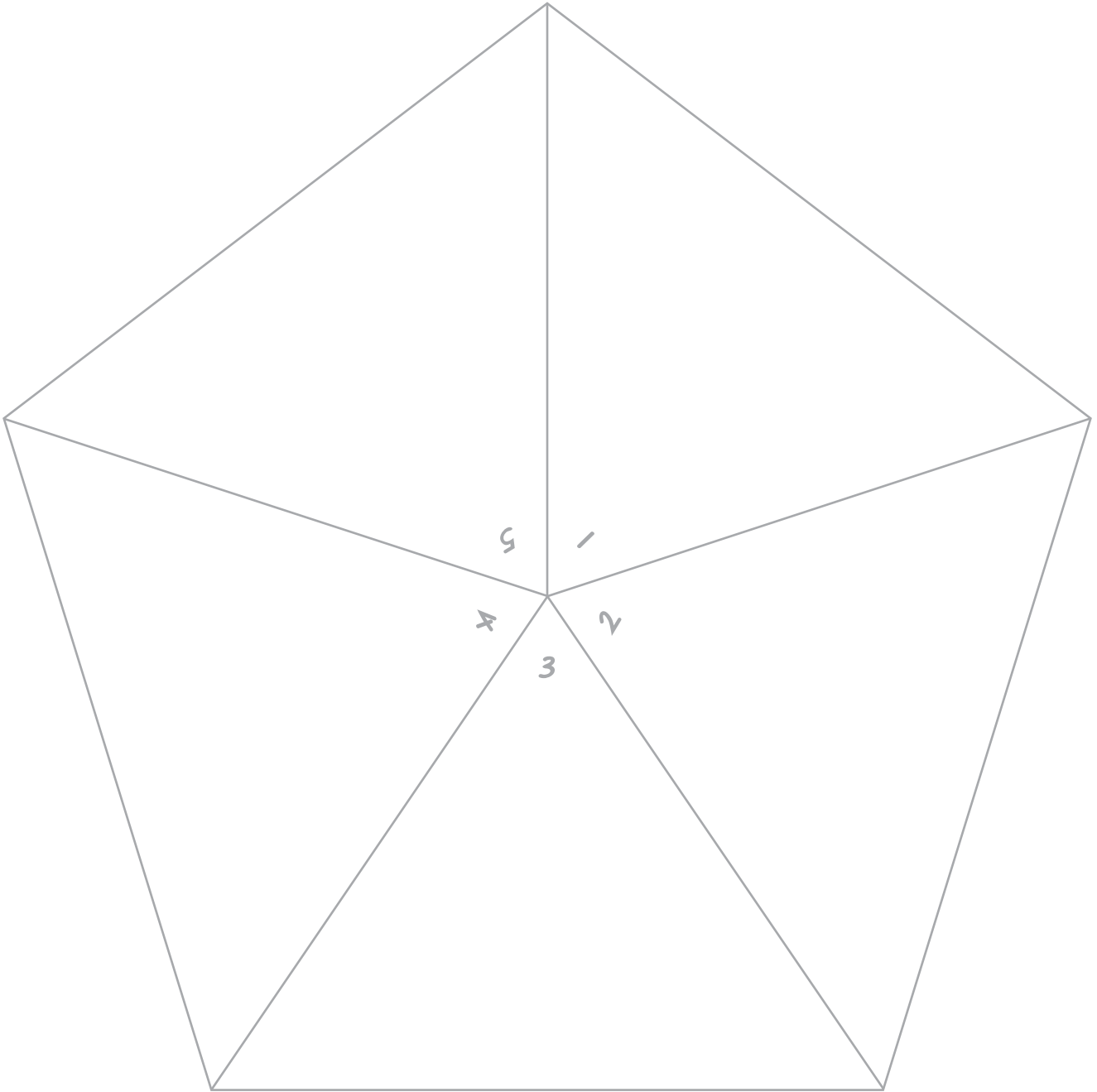
Additional activity

1. Explore the origins of different vegetables and fruits.
2. Conduct a cultural food try and taste event. Invite parents/carers to bring vegetable-based international cuisines.
3. Access the storybook 'My food, your food' by Lisa Bullard. Consider replacing the reference to the United States with Australia.

My favourite vegetable is:

Words that describe my favourite vegetable:

I like to eat _____ because



LESSON 7:

Let's explore what
influences food choices



Lesson overview

In this lesson students examine the social and environmental factors that influence food choices, particularly food advertising, friends and family. Students recognise the need to critique the messages about food that they receive in order to make healthier food choices.

Learning intentions

- Understand social and environmental factors influence food choices
- Understand that food advertisements can promote sometimes foods
- Understand that the 'ways' food is advertised to children
- Recognise food advertisements

Curriculum links

YEAR 1					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018 ACPPS021			AC SIS027 AC SIS029	ACTDEK003	ACAMAR057 ACADRM027 ACAVAM106

YEAR 2					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018 ACPPS021			AC SIS042	ACTDEK003	ACAMAR057 ACADRM027 ACAVAM106

General capabilities

- Critical and creative thinking
- Personal and social capability

Resources

- Magazines or brochures
- Red and green card (large size)
- Scissors and glue
- A4 white paper – one per student
- Vegetable platter

Preparation

- Ask parent/carers for magazines, brochures and supermarket catalogues
- Send parent/carer request for students to bring Crunch&Sip®

Educator support notes

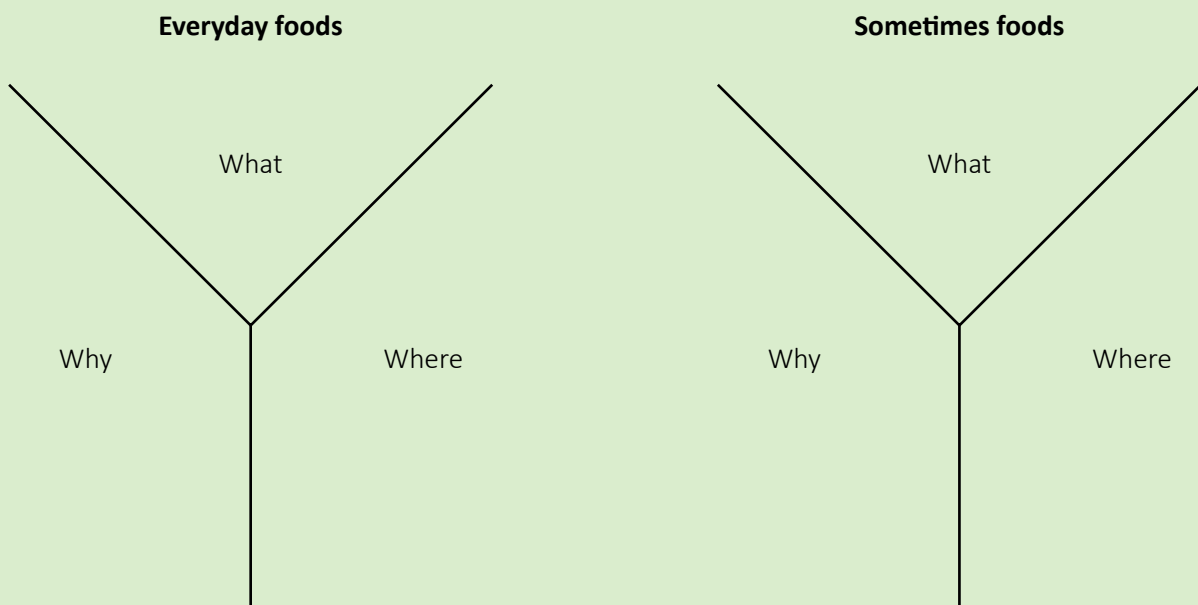
- Factors that influence food choices include but not limited to:
 - » biological – hunger, appetite, taste, dietary requirements;
 - » economic – cost, income, availability;
 - » physical – access, education, skills, and time;
 - » social – culture, family, peers, and meal patterns;
 - » environmental – setting, atmosphere, location, policy, and marketing.
- The largest influence on young children’s eating is parent/carers.
- Food advertising utilises multiple media platforms to specifically target children and influence their food choices through repetition rather than persuasive intent.
- Food advertisements saturate free-to-air and on-demand TV such as YouTube with unhealthy messages to undermine healthy eating from parents/carers, schools, communities, and governments.
- Food advertising can use celebrity endorsement to connect with young children.
- Y Chart – is a graphic organiser used to describe three aspects or elements of a particular topic. For example, what, where and why or what, why and how.
- Foods are healthy for most people but some foods can make people sick. For more information see [Allergy & Anaphylaxis Australia](#) and specifically, [allergyAware](#) for a great range of school resources suitable for students in years 1 – 2.

Activities

Activity 1: Food influences

1. Every student must wash and dry hands.
2. Draw two Y Charts on a whiteboard. Label one as 'everyday foods' and the other as 'sometimes foods'. For each chart, ask students to identify and then record student responses in one section of the chart.
 - What – examples of everyday foods and sometimes foods.
 - Where – places/situations where everyday foods and sometimes foods are eaten.
 - Why – the reasons why everyday foods and sometimes foods are eaten.

Use below as a guide:



3. Offer students vegetables as an everyday food but don't force to try.
4. Whilst eating remind students that culture has a big influence on our food choices.
 - **Option 1:** Ask students to share different cuisines from around the world and key foods associated with a range of cultural influences (e.g., Italian – pasta and pizza; Mexican – fajitas, burritos and nachos; Indian – curries and samosas; Indonesian – nasi goreng and sambal; and foods such as Halal or Kosher).
 - **Option 2:** show cultural foods and ask students to identify.
5. Tell students what they eat is mostly determined by parents and carers but at times, what they eat can be influenced by other factors. For example, celebrations – Easter, dietary requirements – allergies, food policy – traffic light system in school canteens, marketing – advertisements on TV, YouTube, etc. If appropriate, discuss and expand.
6. Tell students it is important to recognise that what, where and why we eat everyday and sometimes foods can help us to keep healthy and plan our meals.

Activity 2 - Part A: Food advertisements

1. Explain to students that food advertisements are designed to influence what we eat and to encourage us to purchase the product because it is appealing. At times food advertisements are a positive influence and help us to make healthy food choices like vegetables and fruit. However, food advertisements can also be a negative influence as they try to encourage us to eat sometimes foods as everyday foods such as chocolates or ice-cream. Vegetables are an everyday food because they are full of superpowers, super qualities and nutrients that help us feel good and keep healthy. Sometimes foods should only be eaten from time to time and not every day.
2. Working in small groups. Introduce students to food advertisements in magazines, newspapers, brochures and supermarket catalogues. Ask students:
 - What is the first thing you saw?
 - What is the image?
 - Are there people? Are they conveying an emotion? What emotion is in the image?
 - Is there a message? What is the message?
3. Instruct students to:
 - Explore and cut out food advertisements.
 - Categorise the advertisements according to everyday foods and sometimes foods.
 - Glue advertisements to coloured card (green = everyday foods, red = sometimes foods).
4. Display coloured cards at the front of the classroom. Discuss the ways these food advertisements appeal to children (photos, words, prices, labels, shot types, colour, character).
5. **Provocation:**
 - What are the advertisements trying to do?
 - Which coloured card has the most advertisements? Why?
 - How do the advertisements make the food look good (attractive)?
 - Who is in the advertisement and who is it for? Why?
 - Why do advertisers try to encourage you to eat sometimes food?
 - How do you know it is an advertisement?
 - Do advertisements influence your food choices? How?

Activity 2 - Part B: Food advertisements

1. Every student must wash and dry hands.
2. Ask students for examples of food advertisements they've seen on free-to-air or on-demand TV, during digital games or on the internet such as Finger lickin' good (KFC), I'm lovin' it (MacDonalds), Just like a milkshake only crunchy (Coco pops). Discuss these advertisements and the ways these advertisements try to appeal to a younger audience.
3. Discuss and list on the whiteboard, how students recognise they are viewing an advertisement.
 - Fun character or celebrity
 - Bright colours
 - Catchy slogan or song
 - Celebrity or character endorsement
 - Short time frame
 - Repetition
 - Location of the advertisement

Activity 2 - Part B: Food advertisements (continued)

4. **Provocation:**

- Why is it important to know you are watching an advertisement?
- Why are adverts placed during children's TV programs, digital games, etc?
- What is the advertisement trying to do? Why?

5. Distribute an A4 piece of white paper to each student and invite them to design a vegetable advertisement for a magazine. Encourage them to focus on what they know about the vegetable; taste, smell, look, feels like, where it grows and how it can be eaten. Remind students to think about what they've learnt about advertisements; encourage people to buy the product.

6. Display students' vegetable advertisements in the classroom and encourage students to share why they chose the vegetable.

7. Remind students that advertisements try to promote sometimes foods as everyday foods.

8. Revisit the 'Vegies everyday poem' (Appendix 4) and invite students to participate.

9. Invite students for a Crunch&Sip® break and enjoy!

Additional activity

1. With parent/carer support, students conduct an at home food advertisement investigation. Students' report food advertisements observed while watching TV. For example, the product, when it was seen, how it was appealing, and whether the product was an everyday or sometimes food.

LESSON 8:

Let's make healthier food choices with vegetables



Lesson overview

In this lesson students consider vegetables as everyday foods and a healthier food choice. They plan vegetable-based meals to increase own and others' vegetable consumption and taste some yummy vegetable-based snacks.

Learning intentions

- Understand that vegetables and fruit are everyday foods that help us feel good, grow and keep from getting sick
- Appreciate vegetables are a healthier food choice
- Plan healthy meals

Curriculum links

YEAR 1					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018				ACTDEK003	ACADRM027

YEAR 2					
HPE	English	Mathematics	Science	Technologies	The Arts
ACPPS018				ACTDEK003	ACADRM027

General capabilities

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

Resources

- [Baked Vegie Chips](#) recipe by Crunch&Sip®
- [Zucchini and Corn Fritters](#) recipe by Crunch&Sip®
- [Vegie Filo Cups](#) recipe by Crunch&Sip®
- [Rainbow Risotto](#) recipe by Crunch&Sip® (consider vegetarian option without chicken)
- [15 Ways to Crunch&Sip®](#)
- [Healthy swaps](#) by Crunch&Sip®
- [Healthy snacks](#) by Crunch&Sip®

Worksheet 16 – Super meals with super powers for superstars

Worksheet 17 – Vegetable word sleuth

Appendix 3 – The vegetable song

Appendix 4 – Vegies everyday poem

Preparation

Invite parent/carers to contribute vegetable-based snacks for Activity 1 (see recipe links above)

Invite parent/carers to assist with Activity 2

Print 15 Ways to Crunch&Sip®, Healthy swaps and Healthy snacks resources (see links above)

Print Worksheet 16 – one per group

Activities

Activity 1: Let's celebrate vegetables together

1. Every student must wash and dry hands.
2. Tell students that this activity is to celebrate the goodness of vegetables in four different ways. Show students the Baked Vegie Chips, Zucchini and Corn Fritters, Vegie Filo Cups and Rainbow Risotto. Ask them to guess what vegies are in these snacks.
3. **Option:** consider making the Rainbow Risotto as a class activity.
4. Distribute food and invite students to taste but don't force. Enjoy.
5. Discuss the different ways vegetables can be added to food to create healthy snacks. Discuss how vegetable-based snacks are a healthier food option.
6. **Provocation:**
 - Would you eat these snacks at home? Why or why not?
 - Would these snacks suit everyone? Why or why not?
 - Why should we replace sometimes foods with healthier options?
7. Invite students to rate each snack and decide on a class favourite. Consider recording student ratings for each snack on the whiteboard board. Share recipes with students to take home.
8. Remind students that we are similar but different so everyone has likes and dislikes for food and that is ok. This makes us unique.
9. Show students 15 Ways to Crunch&Sip®, Healthy swaps and Healthy snacks resources and discuss ways to swap sometimes foods with vegetables or everyday foods for a healthier option.

Activity 2: Let's help others with super snacks

1. Every student must wash and dry hands.
2. Working in small groups.
3. Explain to students that they are going to be super snack stars and help Stevie, Nah, Jess and Loz be superstars too. The aim is to work together as a group to create super meals with superpowers for their friends.
4. Distribute the resources: 15 Ways to Crunch&Sip®, Healthy swaps and Healthy snacks resources and Worksheet 16 to each group. Guide students on how to complete the worksheet. Parent/carer help is beneficial for this activity.
5. Ask each group to share their super star meals with the class. Discuss.
6. Revisit 'Vegie everyday poem' (Appendix 4) and 'The vegetables song' (Appendix 2) and invite students to participate.
7. Distribute Worksheet 17 and invite students to complete.

Activity 2: Let's help others with super snacks *(continued)*

8. Invite students and parents/carers for a Crunch&Sip® break and enjoy!
9. Remind students that 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. Vegetables and fruit are everyday foods. We also drink water to survive.

Additional activity

1. [Our kitchen rules.](#)

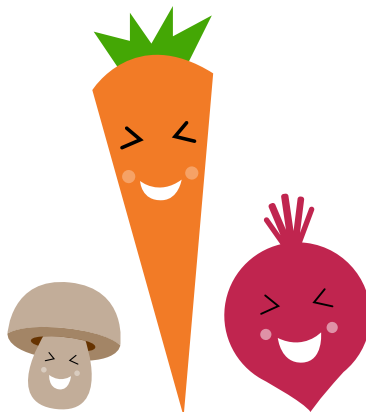
<i>Our friends</i>	<i>Super meals with super powers!</i>
<p><i>Stevie has a peanut butter sandwich, chocolate cake and a fruit juice box for lunch.</i></p>	
<p><i>Nah has for a burger with fries and a soft drink for dinner.</i></p>	
<p><i>Jess has bright coloured cereal with a glass of orange juice for breakfast</i></p>	
<p><i>Loz has forgotten to bring food for Crunch&Sip®</i></p>	

Let's create a super meal with super powers so our friends can be superstars too!

V	S	M	U	S	H	R	O	O	M	U	W
E	B	R	O	C	C	O	L	I	Q	H	M
G	T	O	M	A	T	O	G	C	J	J	K
E	C	A	U	L	I	F	L	O	W	E	R
T	H	C	A	P	S	I	C	U	M	D	D
A	U	B	C	C	A	R	R	O	T	W	O
B	Q	B	E	E	T	R	O	O	T	Q	G
L	B	P	B	F	R	C	M	X	V	S	G
E	T	G	V	I	T	A	M	I	N	S	I
S	U	E	P	U	M	P	K	I	N	J	U
Y	V	L	E	G	G	P	L	A	N	T	D
O	M	W	A	V	O	C	A	D	O	Q	Z

Words to find

- | | |
|-------------|------------|
| Avocado | Eggplant |
| Beetroot | Mushroom |
| Broccoli | Pumpkin |
| Capsicum | Tomato |
| Carrot | Vegetables |
| Cauliflower | Vitamins |



FUN FACT!

The heaviest beetroot on record was grown in the UK in 2019. The beetroot weighed in at 23.995kg - that's the same size as a bulldog!

REVIEW



These activities summarise the key learning points students have learnt about vegetables during this resource. The activities are designed to be a fun conclusion to the program and allow students to explore vegetables.

Resources

- Investigation stations – asparagus, tomatoes, mango or melon, onion (chopped), radish, eggplant, garlic minced, spinach
- [Vegetables image](#) available from Pixabay
- [Iceberg lettuce image](#) available from Pixabay
- [Iceberg image](#) available from Pixabay
- Appendix 7 – The secret message clues
- Worksheet 18 – Solve the secret message
- Crunch&Sip® to eat

Preparation

- Invite parent/carers to contribute vegetables for the investigation
- Invite parent/carers to help at the stations
- Download images, print and laminate (vegetables, iceberg, iceberg lettuce)
- Print Appendix 7, laminate and cut out card for each station
- Print Worksheet 18 – 13 copies
- Send parent/carer request for students to bring Crunch&Sip®. Consider inviting parents/carers to join in

Activities

Activity 1: Vegetable investigation

1. Every student must wash and dry hands.
2. Split students into 13 small groups.
3. Tell the students that a secret message has been left in the classroom and as investigators their job is to uncover the secret message. Explain that the message is hidden but can be revealed by visiting 13 vegetable stations and answering the question at each station. The first letter of the answer is always the code letter for the secret message.
4. Place the 13 clues and vegetable tubs/bags around the classroom. Explain to the students that they can smell, taste and look at the vegetable to answer the question and uncover the secret letter. Encourage students to taste the vegetables but don't force.
5. Provide Worksheet 18 – one per group.
6. Instruct students to move from station to station answering the questions. They don't need to start at station 1 but can commence the activity at any station. Some stations are a free clue to ensure student success at a station.
7. Students solve the secret message!
8. Discuss the stations with students. Remind students that vegetables can have different tastes, texture, looks and smells. Some vegetables like garlic and onions we can add a small amount to get a lot of flavour, whilst other vegetables you need a larger amount to get the same flavour.
9. Remind students that 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. Vegetables and fruit are everyday foods. We also drink water to survive.
10. Invite students and parents/carers for a Crunch&Sip® break and enjoy!

Additional activity

1. [*What's that vegetable or fruit?*](#)
2. [*Design a Crunch&Sip® advertisement*](#)

THE SECRET MESSAGE CLUES


Cut out the clue and place at each station with the hidden vegetable or fruit

Clue 1	Clue 2
	<p>Inside the bag is this vegetable! It grows above the ground. It looks like a spear and it smells too!</p> <p>What is it?</p>
Clue 3	Clue 4
<p>This vegetable grows on a vine and is the fruit of the plant. Eyes closed and taste this vegetable. If you don't want to, take a look.</p> <p>What is it?</p>	<p>This is not a vegetable, it is a fruit. Try smelling it before you taste it.</p> <p>What is it?</p>
Clue 5	Clue 6
<p>This vegetable smells very strong! It is the root of the plant. Be careful, it might make you cry!</p> <p>What is it?</p>	<p>This vegetable grows very fast. It is also the root of the plant. It has a strong taste like pepper! Take a look before you taste.</p> <p>What is it?</p>
Clue 7	Clue 8
	<p>This is an everyday food.</p> <p>What is it?</p>
Clue 9	Clue 10
<p>This vegetable looks like a purple egg! It is the fruit of the plant. Taste this vegetable or have a guess!</p> <p>What is it?</p>	<p>This is the root of a plant. Smell this vegetable. Only try it if you dare!</p> <p>What is it?</p>
Clue 11	Clue 12
<p>We eat the leaves of this plant. Take a look at the images and put the words together to solve this vegetables proper name.</p> <p>What is it?</p>	
Clue 13	
<p>This plant grows above ground. Eyes closed and chomp on the vegetable. Feel the texture but if you don't want to, take a look.</p> <p>What is it?</p>	

THE SECRET MESSAGE ANSWERS

Clue 1	Clue 2
<p>Free Letter</p>	<p>Asparagus <i>Place in brown paper bag</i></p>
Clue 3	Clue 4
<p>Tomatoes <i>Chop and place in a tub</i></p>	<p>Mango or Melon <i>Chop and place in a tub</i></p>
Clue 5	Clue 6
<p>Onions <i>Chop and place in a tub</i></p>	<p>Radish <i>Chop and place in a tub but have whole too</i></p>
Clue 7	Clue 8
<p>Free Letter</p>	<p>Vegetables <i>Display a photo of vegies</i></p>
Clue 9	Clue 10
<p>Eggplant <i>Chop and place in a tub</i></p>	<p>Garlic <i>Mince and place in a tub</i></p>
Clue 11	Clue 12
<p>Iceberg Lettuce <i>Display photo of iceberg and a lettuce</i></p>	<p>Free Letter</p>
Clue 13	
<p>Spinach <i>Place in brown paper bag</i></p>	

SOLVE THE SECRET MESSAGE

<i>Station</i>	<i>Letter code</i>	<i>What vegetable is it?</i>
	B	<u>B</u> anana
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Use the first letter of the vegetable as the letter code