



Making healthy choices, making healthy food: Grade 4–6 curriculum support

Background to the resource

This curriculum resource has been developed to assist primary school teachers to include healthy food preparation in their classroom activities and to reinforce the healthy eating message not only in the school curriculum but also within the ethos of the school community. The focus of each lesson is the development of knowledge, attitudes and skills that will assist students in making healthy food choices, with a particular aim to increase the intake of fruit, vegetables and water.

Throughout these lessons, students will work individually, in teams and also as a whole group including teacher-led discussions. Provided within each lesson is the opportunity for students to reflect on what they have learnt and how they have learnt this.

This resource package has been developed for students in Grade 4 to Grade 6 with each lesson expected to take 40–60 minutes. Activities may require modification depending on the range of student abilities within each class group.

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Lesson 1: Have you seen an advert for tap water?

Focus: Tap into water

VELS: Level 4

The table below provides an example of how this lesson integrates curriculum and how it could be used to assess some of the standards at this level or work towards standards of higher levels.

Strand	Domain	Dimension	Key elements of standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	<ul style="list-style-type: none"> Analyse and explain social reasons for food choices
	Personal Learning	Managing personal learning	<ul style="list-style-type: none"> Complete short tasks by planning and allocating appropriate time and resources Seek support when needed
	Interpersonal Development	Working in teams	<ul style="list-style-type: none"> Work effectively to complete tasks of varying length and complexity Accept responsibility for their role and tasks
		Building social relationships	<ul style="list-style-type: none"> Demonstrate respect through their interactions in social situations
Interdisciplinary Learning	Communication	Listening, viewing and responding	<ul style="list-style-type: none"> Describe the purpose of a range of communication strategies Evaluate effectiveness for different audiences
		Presenting	<ul style="list-style-type: none"> Develop skills in organising and presenting information
	Thinking Processes	Reasoning, processing and inquiry	<ul style="list-style-type: none"> Collect relevant information and make judgements
		Creativity	<ul style="list-style-type: none"> Demonstrate creativity in their thinking and ideas generated by themselves and others
		Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Use appropriate language to explain their thinking Provide reasons for their point of view
	ICT	ICT for creating	<ul style="list-style-type: none"> Independently use a range of skills and equipment to suit different purposes and audiences
		ICT for communicating	<ul style="list-style-type: none"> Assess integrity of information Share their developing knowledge through the global environment

Lesson objective

- To analyse the influence of the media
- To create positive attitudes towards drinking water

Preparation and materials

A3 paper

Markers/Art supplies

Computers (extension activity)

Example posters

Key words

water, drink, drinking, healthy, brain, keep, fill, up, body, important, hydration

Introduction

Discuss/brainstorm the importance of drinking water; focus upon the idea that drinking water throughout the day keeps you healthy and helps your brain work.

Get students to draw up a Y chart and ask them to fill out what being healthy feels like, looks like and sounds like.

Activity

Using YouTube or product company websites, such as fruit juice or soft drink, show two or three examples of an advertisement for a drink product. Examples may include:

- Coca-Cola Australia – www.coca-cola.com.au
- Spring Valley (Media) – www.springvalley.com.au/contents/print

Ask students if there are any advertisements for tap water.

See if they can identify some of the reasons why.

Get students to design their own media campaign (in pairs if desired) promoting tap water. Ask students to include the reasons why you should drink tap water every day. For ICT you could use Glogstar or Prezi.

Encourage students to include key words, a slogan and illustrations related to reasons for drinking water identified earlier.

You may like to write some key words on the whiteboard for inspiration and if necessary provide an example for student stimulus.

Reflection/Share time

As a class share the completed campaigns.

Student-prepared materials could be laminated and displayed around the school and/or uploaded to the school website or class blog.

Assessment ideas

Assess the students' understanding of the importance of drinking water by analysing the knowledge displayed in their campaign.

Extension

Communication: Students could debate the topic 'Advertising on television should be banned'.

Critical literacy: Analyse campaigns as a stimulus for the student assessment. Discuss the elements of advertising such as media design, headers and slogans. Identify key elements students need to include.

ICT: Use programs such as Glogstar, Prezi or 2Publish Plus to create and publish the poster.

Lesson 2: Tap water or bottled water?

Focus: Tap into water every day

VELS: Level 3 or 4

The table below provides an example of how this lesson integrates curriculum and how it could be used to assess some of the standards at this level or work towards standards of higher levels.

Strand	Domain	Dimension	Key elements of standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	<ul style="list-style-type: none"> Analyse and explain food choices
	Personal Learning	Managing personal learning	<ul style="list-style-type: none"> Complete short tasks by planning and allocating appropriate time and resources
Interdisciplinary Learning	Thinking Processes	Reasoning, processing and inquiry	<ul style="list-style-type: none"> Collect relevant information and make judgements
		Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Use appropriate language to explain their thinking Provide reasons for their point of view
	Design, Creativity and Technology	Investigating and designing	<ul style="list-style-type: none"> Research and collect data

Lesson objective

- To investigate the differences between tap water and bottled water
- To create positive attitudes towards drinking water

Preparation and materials

1L tap water in a jug labelled sample 213

1L bottled water in a jug labelled sample 456

1L tap water in a jug labelled sample 977

1 cup for each student

Cost of the bottled water

Class set of **Water versus water** worksheets

Key words

health, healthy, water, tap, bottle, everyday, comparison, appearance, aroma, taste, benefits

Introduction

Is all water the same? Ask students about where you can get drinking water i.e. from the tap or bottled water bought from a shop. Get students to hypothesise whether they think they can tell the difference between tap and bottled water.

Activity

Place the jugs around the room and get students to sample the water in each jug, one at a time, and complete the **Water versus water** worksheet to see if they can tell the difference between the two types of water.

After completing the tasting activity, get students to complete the PMI, encouraging them to identify the benefits of tap water.

Encourage students to build a word bank of sensory analysis language and to use these words where appropriate (see Sensory analysis word bank in Lesson 9 of the P-3 resource).

Reflection/Share time

Reveal which samples were the tap water and which was the bottled water. Discuss the benefits of drinking tap water over bottled water. How many students picked the samples correctly?

Worksheet

Water versus water

- 1 Taste each of the water samples to see if you can taste the difference between bottled and tap water. Complete the table as you go. Remember to be descriptive with your answers. (Your teacher will tell you at the end of the activity which jugs held which water.)

Water sample	Appearance	Aroma	Taste	Bottled or tap	Correct answer
213					
456					
977					

- 2 Complete a PMI on drinking tap water.

Plus	Minus	Interesting facts

- 3 Complete a PMI on drinking bottled water.

Plus	Minus	Interesting facts

Evaluation questions

- 1 Which sample did you like the taste of most?
- 2 Two of the samples are the same. Name the two samples you think they are.
- 3 Are these samples bottled water or tap water? Explain your answer.
- 4 Explain which type of water you think is more expensive to drink?
- 5 Suggest why people buy bottled water.
- 6 Do you have a drink bottle? Which type of water do you fill it up with?
- 7 Make a recommendation about which type of water is the best to drink overall. Think about all of the pluses and minuses for each type of water to help you make your decision.
- 8 List three things you have learnt from completing this activity.

Lesson 3: We need water

Focus: Tap into water everyday

VELS: Level 3

The table below provides an example of how this lesson integrates curriculum and how it could be used to assess some of the standards at this level or work towards standards of higher levels.

Strand	Domain	Dimension	Key elements of standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	<ul style="list-style-type: none"> Identify healthy eating practices Explain some physiological reasons for people's food choices
	Personal Learning	Managing personal learning	<ul style="list-style-type: none"> Complete short tasks by planning and allocating appropriate time and resources
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Use appropriate language to explain their thinking Provide reasons for their point of view
	ICT	ICT for communicating	<ul style="list-style-type: none"> Locate information, use a search engine and limited key words to locate information from websites

Lesson objective

- To investigate the importance of water and its role for optimal body function
- To create positive attitudes towards drinking water

Preparation and materials

Computers with internet access

Pencil or pen

Paper

Large display paper

Topic-related resource books

Class set of worksheets

Key words

health, healthy, biology, water, digestion, kidney, blood, lymph, immune system, waste, sweat, hydration, dehydration, research, plagiarism, internet

Introduction

Ask students why they think it is important to drink water. How much water should they be drinking every day? Record ideas so they can be displayed during the activity.

Activity

In pairs students use the internet, for example the Better Health Channel www.betterhealth.vic.gov.au, and class books to research the functions that water enables our bodies to perform. They can record this information in the table provided on the **Water in our bodies** worksheet.

Discuss research skills with students, for example the importance of recording the URL of each website they use and writing information in their own words. Once the table is complete the information can be used to label the image on the **Body hydration** worksheet.

Note to teacher: Younger grades may wish to complete the **Body hydration** worksheet only.

Reflection/Share time

Upon completing the activity students can compare the information in their tables to the original ideas they brainstormed at the beginning of the lesson. Students may wish to share any information they discovered which surprised them or that they found interesting.

Ask students to reflect upon the amount of water they drink. Do they need to increase their water consumption? Get students to explain their response.

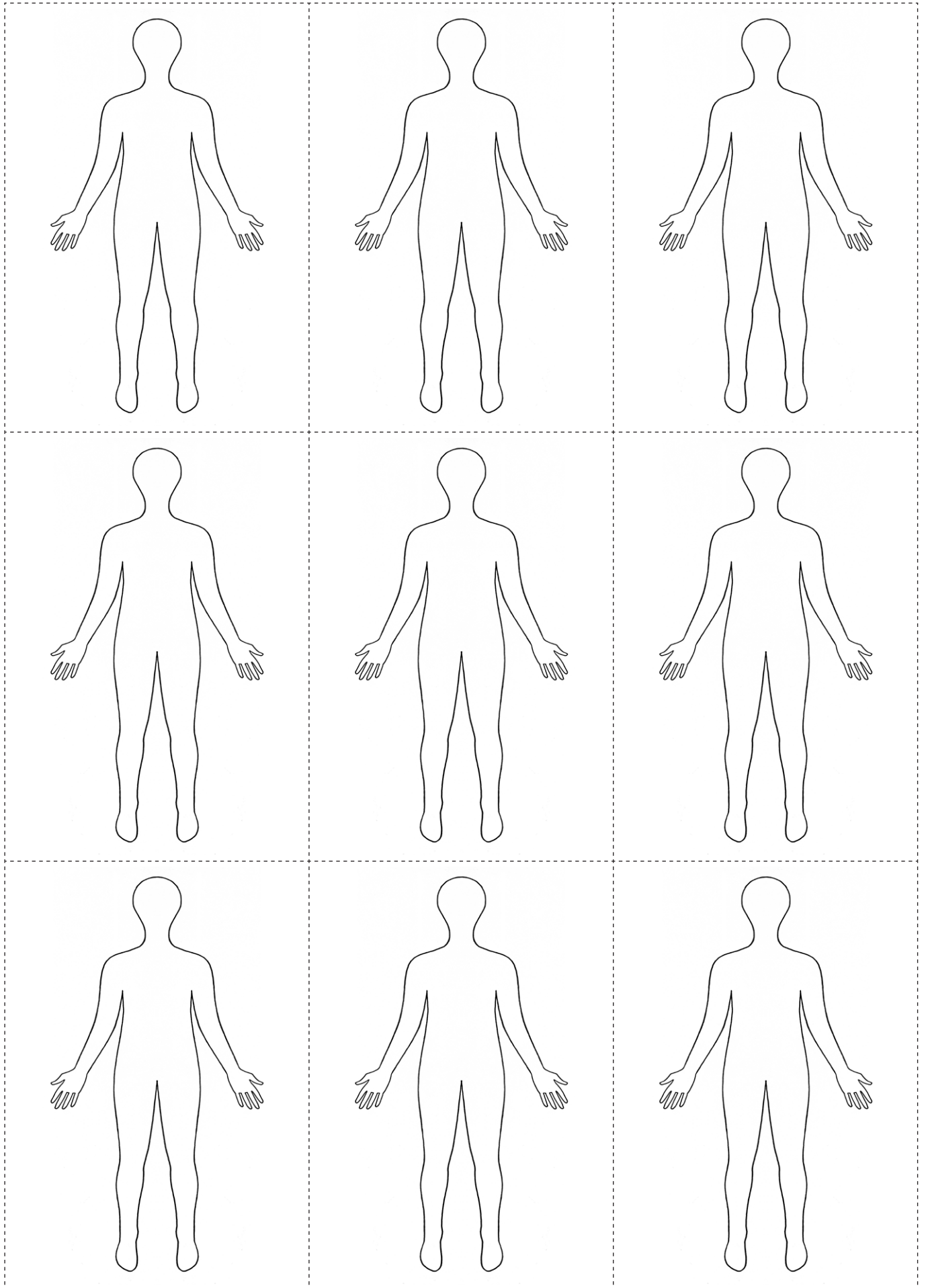
Assessment ideas

Use the table to assess students' research skills e.g. whether they have written information in their own words, noted all relevant URLs and found appropriate information for each section.

Extension

Design a role play about the importance of drinking water. You could think about giving students a particular body part as stimulus for their play.

Get students to create a set of flash cards indicating the body part and how it uses water. These flash cards could then be used to play snap or to create a bingo card for a game of bingo. (The following images could be used as a basis for the flash cards.)



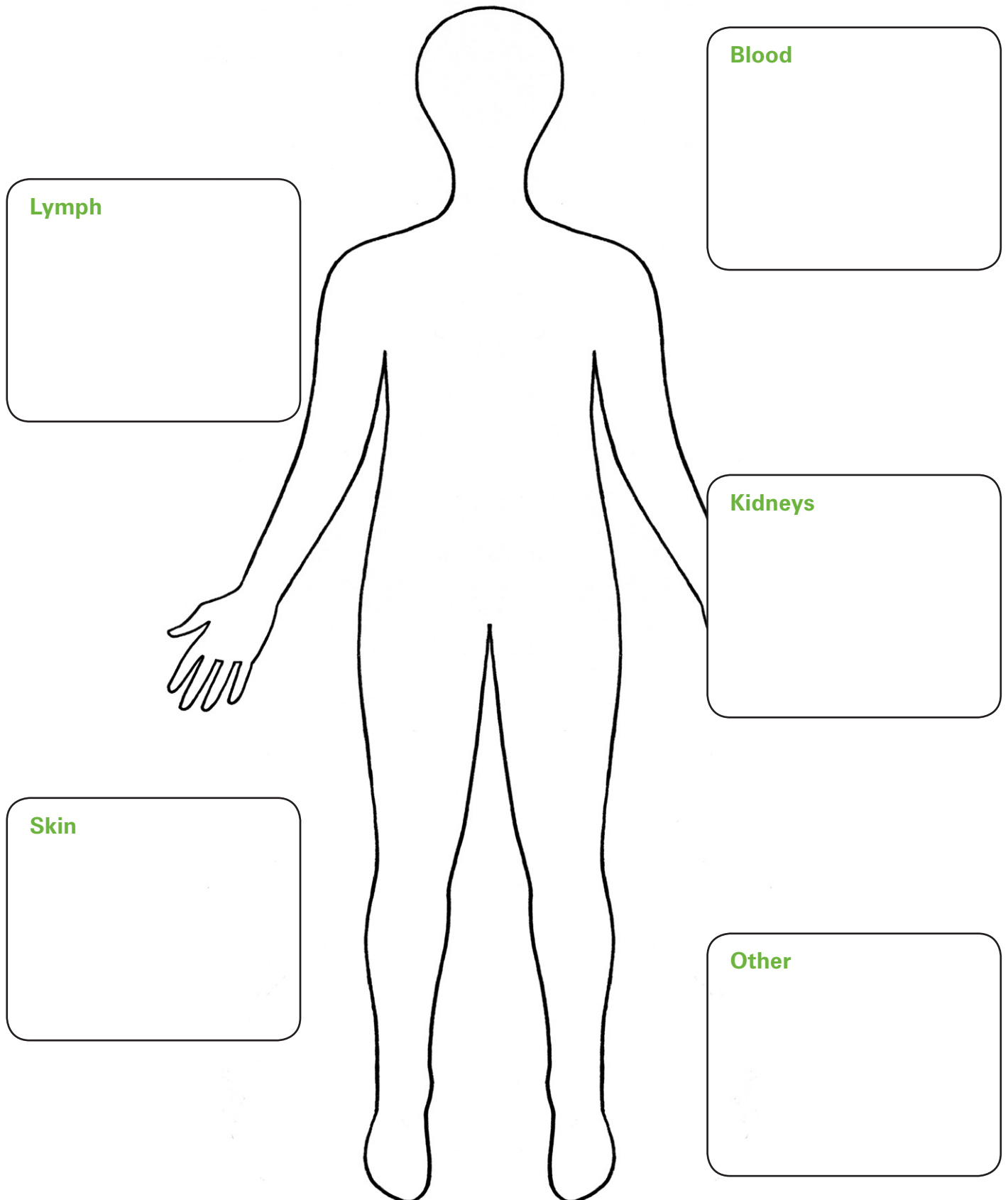
Worksheet

Water in our bodies

Body part	How does it use water?	Web Address (URL)
Kidneys		
Blood		
Lymph		
Skin		
Other		

Worksheet

The hydrated body



Lesson 4: How much water do you drink?

Focus: Tap into water everyday

VELS: Level 3

The table below provides an example of how this lesson integrates curriculum and how it could be used to assess some of the standards at this level or work towards standards of higher levels.

Strand	Domain	Dimension	Key elements of standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	<ul style="list-style-type: none"> Identify healthy eating practices Explain some physiological reasons for people's food choices
	Personal Learning	Managing personal learning	<ul style="list-style-type: none"> Complete short tasks by planning and allocating appropriate time and resources Undertake multi-step tasks independently
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Use appropriate language to explain their thinking Provide reasons for their point of view
Discipline-based Learning	Mathematics	Measurement, chance and data	<ul style="list-style-type: none"> Estimate and measure

Lesson objective

- To investigate how much water students are drinking each day and analyse if they are consuming the necessary amount for optimal body function
- To create positive attitudes towards drinking water

Preparation and materials

Uniformly sized drink bottles, one per child (500ml or 1L for ease of calculations)

Pencils

Paper

Calculators (for extension activity)

Key words

water, drink, water bottle, drinking, litres, millilitres, capacity, convert

Note to teacher: This activity is based around students understanding the need for drinking water and limiting sweet drinks. Sweet drinks include fruit juice and fruit drinks, cordials, energy drinks, flavoured milks, cordials, soft drinks and flavoured mineral waters.

Introduction

Brainstorm different drinks and discuss which drink is best for our bodies.

Provide students with or ask students to bring in a 1L or 500ml water bottle (teacher to choose what size but must be uniform across the grade). Discuss the capacity of the bottles using the correct terminology. Ask students to estimate how much water they drink in 24 hours and then record how much water they actually do drink over the next 24 hours. They can record this in either litres and millilitres or numbers of bottles.

Activity

Students fill their water bottles and note the time. From that point on they should only drink water from the bottle. They can drink other fluids but these fluids should not be counted for this activity. Students use a tally chart to record each time their bottle is filled for the next 24-hour period.

The following day students convert the number of bottles consumed into litres and millilitres.

Reflection/Share time

Students compare their results with the estimate they made at the beginning of the assignment. They can then compare their estimated and actual amounts with the recommended daily intake. Students may volunteer to share their personal results but compulsory sharing is not recommended for this lesson.

Assessment ideas

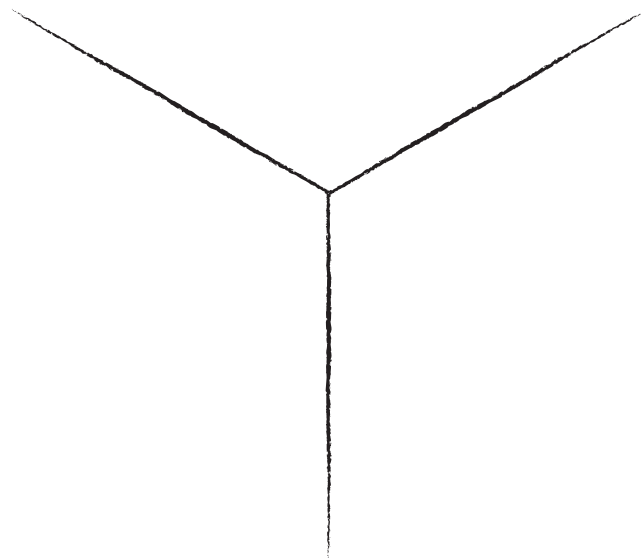
Assess students' ability to accurately record using a tally.

Assess students' ability to convert their bottle tally into litres and millilitres.

Extension

Numeracy/ICT: Students can use calculators to work out the amount of water they drink over a week, month or year.

Students can complete a Y chart on drinking water every day.



Lesson 5: Fruit or vegetable?

Focus: Plant fruit and veg in your lunchbox

VELS: Level 3

The table below provides an example of how this lesson integrates curriculum and how it could be used to assess some of the standards at this level or work towards standards of higher levels.

Strand	Domain	Dimension	Key elements of standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	<ul style="list-style-type: none"> Identify healthy eating practices Explain reasons for people's food choices
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Use appropriate language to explain their thinking Provide reasons for their point of view
	Design, Creativity and Technology	Investigating	<ul style="list-style-type: none"> Identify and investigate ingredients
	Communication	(working towards level 4)	<ul style="list-style-type: none"> Listen attentively and respond appropriately

Lesson objective

- To investigate the difference between fruits and vegetables
- To maintain or increase positive attitudes towards fruit and vegetables among primary-school-aged children

Preparation and materials

Interactive whiteboard

Fruit and vegetable picture examples or art materials for students to draw examples

Key words

fruit, vegetable, everyday, varieties, available, favourite, identify

Introduction

Get students to brainstorm all the different types of fruit and vegetables they know.

Activity

Using the students' drawings or the **Fruits and vegetables** worksheet get students to write the names of the food items and classify them as fruit or vegetable.

Answers

The names of the food items on the **Fruit and vegetables** worksheet, in the same order, are as follows (fruit in bold).

Alfalfa	Apple	Apricot	Artichoke	Asparagus
Avocado	Banana	Blueberry	Bok choy	Broccoli
Brussels sprouts	Capsicum	Carrot	Cauliflower	Celery
Cherry	Corn	Cucumber	Custard apple	Dragonfruit
Durian	Eggplant	Feijoa	Grape	Grapefruit
Guava	Honeydew melon	Kiwifruit	Leek	Lemon
Lettuce	Mandarin	Mango	Mushroom	Nashi
Okra	Onion	Orange	Parsnip	Passionfruit
Peach	Pear	Pineapple	Pumpkin	Quince
Radish	Rambutan	Raspberry	Rockmelon	Snake beans
Snow pea	Spinach	Squash	Starfruit	Sweet potato
Tamarillo	Tomato	Turnip	Watermelon	Witloff

Reflection/Share time

Note to teacher: There is a difference between the culinary and the botanical classification of fruit. This could be a good discussion point. Botanically, things with seeds are fruit even though we may think of them as vegetables e.g. tomato, avocado, capsicum, pumpkin, squash, beans, eggplant, corn and snow peas. All culinary fruit are botanical fruit but not all botanical fruit are fruit in the culinary sense because some botanical fruit are vegetables.

Discuss what distinguishes fruits from vegetables, their similarities and differences. You could also collect some data on the favourite fruits and vegetables of the class and then graph this data. Give students the challenge to bring in some different fruit or vegetables for their break this week.

Extension

Art: Get students to design and make their own costume of one of the listed fruits or vegetables. Have a fashion parade and invite the younger year levels to identify each fruit and vegetable being paraded. You could then finish off with a fruit and vegetable tasting plate celebrating all of the different fruits and vegetables available.

Worksheet


Fruits and vegetables

Write the name on each of these food items and cut and paste it into either the fruit or vegetable column.





Fruit



Vegetables

Lesson 6: Tasting fruit and vegetables

Focus: Plant fruit and veg in your lunchbox

VELS: Level 4

The table below provides an example of how this lesson integrates curriculum and how it could be used to assess some of the standards at this level or work towards standards of higher levels.

Strand	Domain	Dimension	Key elements of standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	<ul style="list-style-type: none"> Identify healthy eating practices Analyse and explain reasons for food choices
	Personal Learning	Managing personal learning	<ul style="list-style-type: none"> Complete short tasks by planning and allocating appropriate time and resources
Interdisciplinary Learning	Thinking Processes	Reasoning, processing and inquiry	<ul style="list-style-type: none"> Collect relevant information and make judgements
		Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Use appropriate language to explain their thinking Provide reasons for their point of view
	Design, Creativity and Technology	Investigating and designing	<ul style="list-style-type: none"> Identify and investigate ingredients
	Communication	Listening, viewing and responding	<ul style="list-style-type: none"> Listen attentively and respond appropriately

Lesson objective

- To investigate the difference between fruits and vegetables
- To maintain or increase positive attitudes towards fruits and vegetables among primary-school-aged children
- To encourage students to taste and enjoy fruits and vegetables

Preparation and materials

Whiteboard

Whiteboard markers

Butchers paper

Pens for students

Pieces of carrot (one piece per student)

Pieces of strawberry (one piece per student)

Note to teacher: Other fruit and vegetables could be used if these are not readily available or able to be purchased at an acceptable price.

Key words

fruit, vegetable, everyday, varieties, comparison, strawberry, carrot

Introduction

Get students to brainstorm all the different types of fruit and vegetables they know.

Activity

Draw a Venn diagram on the whiteboard. Label one circle 'fruits' and the other circle 'vegetables'. Get students to fill in the Venn diagram highlighting the similarities and differences between fruits and vegetables. For example: both are everyday foods, are high in dietary fibre, have a variety of colours; fruits are sweet, all fruits have pips; some vegetables need to be cooked, the carbohydrate in vegetables is starch.

Once students have completed the Venn diagram, hand out the two tasting samples, carrot and strawberry. Once they have tasted their strawberry and carrot, get the students to complete another Venn diagram comparing these two foods.

Place sheets of butchers paper around the room. Ask students to draw up one more Venn diagram, this time comparing either two fruits, such as blueberry and pear, or two vegetables, such as spinach and pumpkin. Every few minutes ask students to move to the next sheet of butcher's paper, adding to the already started Venn diagrams. Display these in your room to highlight the similarities and differences with fruits and vegetables. You could also add a picture of each fruit and vegetable to make the diagrams more visually appealing.

Reflection/Share time

Thinking about fruits and vegetables – are they all the same? What characteristics make them different?

Lesson 7: Fast, fresh and fabulous

Focus: Plant fruit and veg in your lunchbox/Limit 'sometimes' foods

VELS: Level 3

The table below provides an example of how this lesson integrates curriculum and how it could be used to assess some of the standards at this level or work towards standards of higher levels.

Strand	Domain	Dimension	Key elements of standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	<ul style="list-style-type: none"> Identify healthy eating practices Explain reasons for people's food choices
	Personal Learning	Managing personal learning	<ul style="list-style-type: none"> Complete short tasks by planning and allocating appropriate time and resources
	Interpersonal Development	Working in teams	<ul style="list-style-type: none"> Work effectively in assigned role Awareness of roles and responsibilities
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Use appropriate language to explain their thinking Provide reasons for their point of view
	Communication	(working towards level 4)	<ul style="list-style-type: none"> Listen attentively and respond appropriately
	Design, Creativity and Technology	Investigating and designing	<ul style="list-style-type: none"> Think ahead about the order of work and list basic steps
		Producing	<ul style="list-style-type: none"> Use a variety of simple techniques/processes and a range of ingredients to safely and hygienically make a product
		Analysing and evaluating	<ul style="list-style-type: none"> Describe the strengths of the product
Discipline-based Learning	English	Reading	<ul style="list-style-type: none"> Read and respond to a procedural text
	Mathematics	Measurement, chance and data	<ul style="list-style-type: none"> Estimate and measure

Lesson objective

- To maintain or increase positive attitudes towards fruits and vegetables among primary-school-aged children
- To create positive attitudes towards, and interest in, food preparation
- To increase participation and confidence in food preparation

Preparation and materials

Oven
Baking trays
Chopping boards
Knives

Ingredients:

Wholemeal pita bread	Sliced red onions	Fresh basil leaves
Sliced red, green and yellow capsicums	Pitted olives	Tomato paste
Sliced mushrooms	Grated carrot	Any other vegetables identified by the class during the introduction
Corn kernels	Grated zucchini	Camera
Baby spinach	Thinly sliced tomato	
	Grated cheese	

Key words

balanced diet, everyday food, vegetables, fruit, carbohydrates, energy, vitamins, calcium, healthy, alternative

Introduction

Vegetables make great snacks! Ask students to decide how many vegetables they think they can get on a pizza. Record the different vegetables as they brainstorm. Decide as a class what your final total vegetable number will be on your fast, fresh and fabulous pizza.

Discuss the requirements for preparing food safely and hygienically in class. Prepare a do's and don'ts list to get students really thinking about this.

Activity

Get students to design their own fast, fresh and fabulous pita pizza, which includes at least five of the vegetables identified during the discussion.

Take photos of the different steps carried out by students in their production and also of their final fast, fresh and fabulous pizza product.

Reflection/Share time

Eat and enjoy healthy, homemade pizzas. Get students to complete the **How does your pizza rate?** worksheet.

Assessment ideas

Observe concepts of measurement of ingredients

Extension

Work out a new recipe for double or half the quantity.

Student debate: You don't have to buy takeaway foods to eat quick meals.

Ask students to complete a PMI on this lesson experience.

Worksheet

How does your pizza rate?

Evaluation questions

- 1 Describe the appearance of your fast, fresh and fabulous pizza using sensory analysis language.
- 2 Describe the aroma of your fast, fresh and fabulous pizza using sensory analysis language.
- 3 Describe the taste of your fast, fresh and fabulous pizza using sensory analysis language.
- 4 Suggest two other ingredients that could be used in this recipe.
- 5 List two health and safety rules you had to follow when producing this recipe.
- 6 Analyse your effectiveness in the production of your pizza by completing the following sentences:
 - a My strength today was ...
 - b Something interesting I learnt from completing this production was ...
 - c I could have improved my performance today by ...
 - d If I was to make this again I would change ...

Lesson 8: Writing a pizza recipe

Focus: Plant fruit and veg in your lunchbox

VELS: Level 3

The table below provides an example of how this lesson integrates curriculum and how it could be used to assess some of the standards at this level or work towards standards of higher levels.

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Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	<ul style="list-style-type: none"> Identify healthy eating practices Explain reasons for people's food choices
	Personal Learning	Managing personal learning	<ul style="list-style-type: none"> Complete short tasks by planning and allocating appropriate time and resources
	Interpersonal Development	Working in teams	<ul style="list-style-type: none"> Work effectively in assigned role Awareness of roles and responsibilities
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Use appropriate language to explain their thinking Provide reasons for their point of view
	Communication	(working towards level 4)	<ul style="list-style-type: none"> Listen attentively and respond appropriately
	ICT	ICT for visual thinking	<ul style="list-style-type: none"> Use ICT tools to list ideas and order them into logical sequences
Discipline-based Learning	English	Reading	<ul style="list-style-type: none"> Read and respond to a procedural text
		Writing	<ul style="list-style-type: none"> Write texts

Lesson objective

- To maintain or increase positive attitudes towards fruits and vegetable among primary-school-aged children
- To create positive attitudes towards, and interest in, food preparation
- To increase participation and confidence in food preparation

Preparation and materials

Computers and printers

Copies of photos from lesson 7

Whiteboard and markers

Key words

balanced diet, 'sometimes' food, vegetables, fruit, carbohydrates, energy, vitamins, calcium, healthy, alternative

Introduction

Look at a range of photos taken from the previous lesson and discuss what was happening in each picture. Identify the ingredients being used, where the picture was in the timeline of the cooking, etc.

Activity

Get students to write their own pizza recipes using at least three different types of vegetables. Use a recipe from the Better Health Channel website www.betterhealth.vic.gov.au to showcase the different sections they need i.e. title, ingredients, method.

Students should also use the photographs taken from when they produced their fast, fresh and fabulous pizza to illustrate their recipes. This could be done digitally or as a hard copy.

Reflection/Share time

Share procedures, ensuring that they are in the correct sequence and are easily followed. Discuss different foods used in cooking. What was the favourite vegetable? Was there something students hadn't tried before? Could other vegetables been used?

Publish each recipe including the recipe step photos and the final product. Conduct a class vote to determine who produced the most delicious looking pizza.

Assessment ideas

Literacy: Accuracy of sequencing the steps.

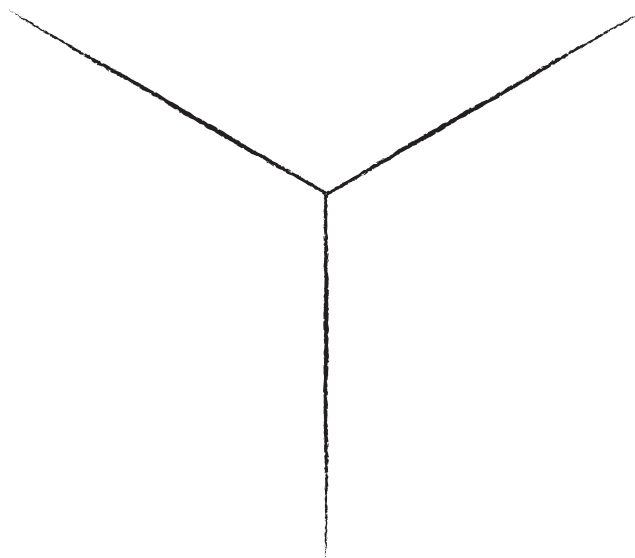
Assess knowledge of the structure of procedural text.

Extension

Have a buddy use a recipe written by another student to make their own fast, fresh and fabulous pizza.

Cook and write procedures for other fruit and vegetable recipes.

Students could complete a Y chart on cooking with fruit and vegetables.



Lesson 9: Storing fruit and vegetables

Focus: Plant fruit and veg in your lunchbox

VELS: Level 4

The table below provides an example of how this lesson integrates curriculum and how it could be used to assess some of the standards at this level or work towards standards of higher levels.

Strand	Domain	Dimension	Key elements of standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	<ul style="list-style-type: none"> Describe how to store food hygienically
	Personal Learning	Managing personal learning	<ul style="list-style-type: none"> Undertake set tasks independently, identifying stages for completion Seek and use learning support when needed
	Interpersonal Development	Working in teams	<ul style="list-style-type: none"> Accept responsibility for their roles and tasks
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Use a range of thinking and reflect on and evaluate their effectiveness Document changes in their ideas over time
	Science	Science, knowledge and understanding	<ul style="list-style-type: none"> Explain change in terms of cause and effect Identify characteristics of physical and chemical changes
		Science at work	<ul style="list-style-type: none"> Design experiments to collect data and draw conclusions Approach data collection systematically

Lesson objective

- To investigate the best ways to store fruit and vegetables
- To create positive attitudes towards, and interest in, food preparation

Preparation and materials

Digital camera	4 pears	A cool dark place (e.g. a cupboard)
4 carrots	4 small lettuces	Refrigerator
4 oranges	5 large bowls	Freezer
4 bananas	5 brown paper bags	
Class copies of the Investigating storage methods worksheet		

Key words

fruit, storage, vegetables, deterioration, appearance, aroma, photograph, sensory properties, maintain, refrigerator, freezer, shelf life

Introduction

This activity is for students to investigate how best to store and look after their fruit and vegetables. Discuss student opinions about what storage method is best to maintain the sensory properties of your fruit and vegetables and how these methods could be investigated.

Activity

Take a control picture of each of the fruit and vegetables at the beginning of the activity.

Place one of each fruit and vegetable in each of the following popular food storage places:

- a bowl located on the teacher's desk
- a paper bag (one per item) in a cool dark place
- the crisper draw in the refrigerator
- the freezer.

Ask students to complete the first column of the **Investigating storage methods** worksheet.

Ask students to watch the fruit and vegetables over the next week and complete the **Investigating storage methods** worksheet. You may want to take pictures each day to track the changes to the sensory properties.

Note to teacher: Ideally, this activity would begin on a Monday.

Reflection/Share time

Discuss which methods were best for increasing the shelf life of fruits and vegetables and why different storage methods work better for some fruits than for others. What conditions of the storage area make it the best place to store fruit and vegetables?

Worksheet

Investigating storage methods

Describe the appearance and aroma of each vegetable or piece of fruit in the table below.

		Appearance of food item					
	Day 1	Day 2	Day 3	Day 5	Day 8		
Bowl on teacher's desk							
Carrot							
Orange							
Banana							
Pear							
Lettuce							
Paper bag in cool, dark place							
Carrot							
Orange							
Banana							
Pear							
Lettuce							

Refrigerator crisper drawer	Appearance of food item					Day 8
	Day 1	Day 2	Day 3	Day 5	Day 8	
Carrot						
Orange						
Banana						
Pear						
Lettuce						
Freezer	Day 1	Day 2	Day 3	Day 5	Day 8	Day 8
Carrot						
Orange						
Banana						
Pear						
Lettuce						

Analysis

List the fruit and vegetables that you would be happy to eat at the end of this investigation and note where they were stored.

- 1 Which storage method was the most successful for all of the fruit and vegetables?
- 2 Which storage method was the least successful for all of fruit and vegetables?
- 3 Which vegetable deteriorated the most over the course of the week?
- 4 What is the ideal storage for this vegetable?
- 5 Explain why you think this is so.
- 6 Which vegetable deteriorated the least over the course of the week?
- 7 What is the ideal storage for this vegetable?
- 8 Explain why you think this is so.
- 9 Which fruit deteriorated the most over the course of the week?
- 10 What is the ideal storage for this fruit?
- 11 Explain why you think this is so.
- 12 Which fruit deteriorated the least over the course of the week?
- 13 What is the ideal storage for this fruit?
- 14 Explain why you think this is so.
- 15 Discuss whether temperature is an important factor in the storage of fruits and vegetables.

Conclusion

- 1 Explain which storage method is best for each of the fruit and vegetables you have investigated.
- 2 Discuss why you think this is the best method.

Lesson 10: Salad days

Focus: Plant fruit and veg in your lunchbox

VELS: Level 4

The table below provides an example of how this lesson integrates curriculum and how it could be used to assess some of the standards at this level or work towards standards of higher levels.

Strand	Domain	Dimension	Key elements of standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	<ul style="list-style-type: none"> Explain reasons for food choices Describe how to prepare food
	Personal Learning	Managing personal learning	<ul style="list-style-type: none"> Undertake set tasks independently, identifying stages for completion Seek and use learning support when needed
Interdisciplinary Learning	Thinking Processes	Reasoning, processing and inquiry	<ul style="list-style-type: none"> Collect relevant information from a range of sources and make judgements about its worth
		Creativity	<ul style="list-style-type: none"> Generate imaginative solutions
		Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Use a range of thinking and reflect on and evaluate effectiveness Document changes in ideas over time
	Design, Creativity and Technology	Investigating and designing	<ul style="list-style-type: none"> Generate ideas in response to a design brief Describe the intended product
		Producing	<ul style="list-style-type: none"> Use a range of techniques/processes and a range of ingredients to safely and hygienically make a product
		Analysing and evaluating	<ul style="list-style-type: none"> Reflect on the design Consider feedback
	Mathematics	Measurement, chance and data	<ul style="list-style-type: none"> Estimate and measure accurately

Lesson objective

- To maintain or increase positive attitudes towards fruits and vegetables among primary-school-aged children
- To create positive attitudes towards, and interest in, food preparation
- To increase participation and confidence in food preparation

Preparation and materials

Class design brief

Ingredients as ordered by students

Equipment to prepare salad box recipes:

- Knives
- Chopping boards
- Graters
- Bowls

Noodle boxes or plastic takeaway containers

Class set of **Designing and producing a salad box** worksheets

Introduction

Salads are increasingly becoming a popular fast and delicious lunch and dinner meal option. Brainstorm the different salads and salad ingredients students are aware of.

Activity

For this task students need to design their own salad box.

Reflection/Share time

Discuss with students the reasons why salads are a great addition to your lunchbox and why there is an increase in takeaway salad consumption.

Worksheet

Designing and producing a salad box

Design Brief

Salads are becoming more popular as a fast and delicious food for people on the go and students in their lunchbox. Your task is to design a colourful salad box that could be shown to the canteen for consideration on their menu. Your salad needs to:

- fit in a large noodle box
- be able to be made in the classroom with everyday kitchen equipment
- be made of vegetables that can be eaten raw
- include at least five different vegetables or fruits
- represent three colours of the rainbow.

Your salad box may include a healthy dressing e.g. a simple yoghurt dressing.

Investigation

Fruit and vegetables

List the different vegetables or fruits that would be suitable to include in your salad box

Dressing ideas

List any ideas you have for a healthy dressing for your salad

Design

Write up the recipe for your salad box. Include:

- the name of your recipe
- your list of ingredients and the amount you will need e.g. one small tomato, half an avocado
- the method or the steps you will need to do to prepare and produce your salad box
- a list of equipment you will need to prepare your salad box.

You will need to give a copy of your recipe to your teacher so they can organise the ingredients and equipment you will need if you are going to prepare this in class.

Produce

In class or at home, produce and serve your salad box. You may also want to decorate the outside of your salad box.

Evaluation

- 1 List the different vegetables and/or fruit you included in your salad box.
- 2 Explain why you chose these.
- 3 Describe the appearance, aroma, flavour and texture of your salad.
- 4 Describe the appearance, aroma, flavour and texture of your dressing.
- 5 Discuss what you liked about your salad box.
- 6 If you were to make this salad again, what would you do differently? Would you make any improvements?