

Crunch&Sip[®]

School Resource Pack

2nd Edition



Health





Crunch&Sip[®]



Welcome to Crunch&Sip

Your Crunch&Sip Resource Pack contains

- The Crunch&Sip school implementation guide
- Food and nutrition focused classroom activities that fit within the NSW primary school PDHPE curriculum and also meet other cross-curricula outcomes
- Short lesson ideas based around healthy eating
- Background nutrition information and helpful resources

Acknowledgements

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Crunch&Sip[®] developed by Department of Health WA[®] State of Western Australia, 2015.


More information about Crunch&Sip can be found at:

www.healthykids.nsw.gov.au/campaigns-programs/crunch-sip.aspx



Released 2016





What is: Crunch&Sip[®]

Crunch&Sip is a time, each day, when students in primary schools can 'refuel' on vegetables and fruit and 'rehydrate' with water.

Students who are not hungry and are well hydrated perform better in the classroom, show increased concentration and are less likely to be irritable and disruptive.

Because most Australian children are not eating enough vegetables and fruit, Crunch&Sip may have a role in assisting students to meet daily intake requirements.

Being involved in Crunch&Sip can assist your school in creating an environment to support healthy eating.

In NSW, Crunch&Sip is supported by the NSW Ministry of Health.

What teachers have said about:

Crunch&Sip®

"It has been a fantastic support for introducing fruit and veg and increasing the amount of fruit and veg that children eat."

"A fantastic program with wonderful resources."

"I love it and so do the kids. Parents too."

"I think it's a very worthwhile initiative. Very important to encourage healthy eating habits."

"We have had Crunch&Sip for a few years – a terrific way to ensure the children eat healthy foods in their day."



Crunch&Sip[®]

Implementation guide

When to do Crunch&Sip

Crunch&Sip is not a prescriptive program. It is up to the school, or each class, to choose a suitable time and way for students to participate in Crunch&Sip that fits in to the timetable. It may suit the school for all classes to have Crunch&Sip at the same time or for individual teachers to decide when it best suits their class schedule.

Many teachers opt to have Crunch&Sip mid-morning as a way to break up the first long learning session of the day. Having Crunch&Sip in the afternoon or at any other time during the school day may suit your school's schedule better.

Who participates?

The goal is to have the entire school participating in Crunch&Sip, including all staff and students. However, initially you may wish to implement and trial the program in one class or across one stage before expanding it to the rest of the school. Teachers are important role models for children. If they see you munching on vegetables and fruit and sipping water, they will too!

Sourcing vegetables, fruit and water for Crunch&Sip

Parents generally send in the vegetables or fruit and water for Crunch&Sip every day.

However, some schools provide vegetables or fruit on specific occasions or to ensure that students whose families are unable to provide it themselves are also able to participate. Some ways that schools may provide vegetables and fruit for Crunch&Sip are through:

- Donations from local greengrocers or producers.
- Funding provided by the school or P&C/P&F.
- Making links with the school canteen.
- Asking parents for a small monetary donation to purchase vegetables and fruit for students.





Whole school steps to implementing Crunch&Sip

STEP 1

Notify staff and gather support

- Identify other staff who are likely to support the program.
- Bring up the idea of the school participating in Crunch&Sip at your next staff meeting. Discuss how involvement in Crunch&Sip can assist student behaviour and learning in the classroom and how it will help your school to be a health promoting school.
- Play the Crunch&Sip video (www.healthykids.nsw.gov.au/campaigns-programs/crunch-sip.aspx) so your colleagues can see the program in action.
- You may wish to trial Crunch&Sip in one classroom first and report back to the rest of the staff.
- Present information on Crunch&Sip to other school groups, e.g. parent groups and curriculum groups such as PDHPE.

STEP 2

Get the message out to parents/carers

- Provide parents/carers with Crunch&Sip information. Send home Crunch&Sip brochures with students. To order the brochures, go to www.healthykids.nsw.gov.au/campaigns-programs/crunch-sip.aspx
- Show parents the Crunch&Sip video (www.healthykids.nsw.gov.au/campaigns-programs/crunch-sip.aspx) at orientation evenings or parent/teacher evenings.
- Get students to create posters to display around the school and on noticeboards to notify parents/carers.
- Include information about Crunch&Sip in your school newsletter or on your school website.
- Make sure parents are aware of what students can and cannot eat and drink at Crunch&Sip time.

STEP 3

Discuss with students

- Explain to students about Crunch&Sip. Show students the Crunch&Sip video (www.healthykids.nsw.gov.au/campaigns-programs/crunch-sip.aspx) at a whole-school assembly prior to launching the program.
- Have teachers and students establish class rules about how Crunch&Sip will run in their classroom. For example, what time it will take place each day, where food will be stored, where it will take place (at students' desks, at the covered outdoor learning area etc), what foods and drinks are allowed and clean-up responsibilities.
- Make sure students are aware of what to bring to school for Crunch&Sip.



Whole school steps to implementing Crunch&Sip

STEP 4

Launch it

- Celebrate the launch of the program across your school. Aim for at least 70% of classes participating, at least four days per week.
- Get the whole school community involved. Invite parents and other community members along to share in the first day of Crunch&Sip.
- Hold a special Crunch&Sip assembly. Staff and students could dress up as a vegetable or fruit or come in the colour of their favourite vegetable or fruit.
- Have a whole school tasting and ask for vegetable and fruit donations from local greengrocers, producers and supermarkets.
- Invite local media to report on your launch.
- Run competitions for students and/or families. These could include a vegetable and fruit quiz or guessing competition, vegetable and fruit sculpture competition or a competition to design a poster to promote Crunch&Sip.

STEP 5

Create links for support

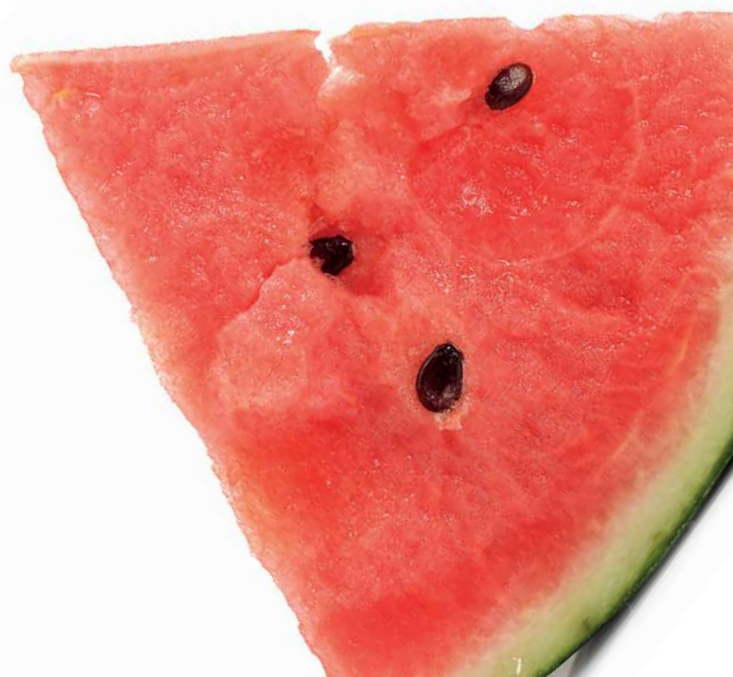
- Encourage and support parents to continue the health promoting message at home. Use your school communications (e.g. newsletter and website) to let parents know about your Crunch&Sip activities and ideas for activities they can do at home.
- Make links with the school canteen. Perhaps they can offer a Crunch&Sip pack for students to purchase, consisting of some vegetable sticks or chopped fruit and a bottle of water.
- Use vegetables and fruit from the school garden in Crunch&Sip when possible.
- Collect the food scraps from Crunch&Sip and compost on your school's vegetable garden or use in a worm farm.
- Use Crunch&Sip as a tool for learning in your classroom every day. Use the comprehensive classroom activities or quick lesson breaks included in this resource folder or come up with your own ways to incorporate it into the curriculum.
- Get involved in Fruit & Veg Month each year as a way to re-invigorate your Crunch&Sip program.



STEP 6

Make it sustainable by incorporating it in school policy

- This is the final step in implementation. Incorporate Crunch&Sip into school policy or guidelines. This ensures sustainability of the program regardless of staff changes.
- Use the sample policy template available on the Crunch&Sip website (www.healthykids.nsw.gov.au/campaigns-programs/crunch-sip.aspx) or include it in your school's Nutrition in Schools policy or other health promoting/nutrition policy or guideline.



What to include in Crunch&Sip

Crunch&Sip aims to increase the consumption of vegetables and fruit and promote them as a delicious snack food for students.

Crunch&Sip also aims to encourage water as the best drink. Fresh is always best when it comes to vegetables and fruit but some other choices are suitable.



ALLOWED

All fresh vegetables

All fresh fruit

Frozen vegetables and fruit without other additives such as sauces or coatings

Tinned fruit in water or natural juice on limited occasions

Tinned vegetables without sauces (preferably no added salt) on limited occasions

Dried fruit in small amounts and on limited occasions

Plain water

NOT ALLOWED

'Fruit' products (e.g. fruit leathers, fruit roll-ups, fruit straps)

Fruit jams or jellies

Fruit pies or cakes

Tinned fruit in syrup

Vegetable or potato crisps

Hot potato chips

Olives

Vegetable pastries (pies, pasties)

Baked vegetable breads

Vegetable cakes, fritters quiches or similar

Popcorn

Flavoured and/or carbonated water

Fruit or vegetable juices

Fruit cordial

Any drink other than plain water





10 tips to ensure all students have vegetables or fruit for Crunch&Sip

Some students can't or don't always bring vegetables or fruit for Crunch&Sip. Whether it is through financial disadvantage, lack of access to good quality vegetables and fruit or students simply forgetting to bring it, there are several solutions to still enable these students to participate:

- 1. Remind parents and students about Crunch&Sip** in the school newsletter. Feel free to copy and paste information from the Crunch&Sip website (www.healthykids.nsw.gov.au/campaigns-programs/crunch-sip.aspx).
- 2. Seek donations of vegetables and fruit** from parents and local businesses.
- 3. Share vegetables and fruit.** Some schools chop all vegetables and fruit brought by the class into bite-sized pieces and share it*. This means that students can practise the social skills associated with eating together at a table.
- 4. Encourage students to be a 'Veggie Friend' or 'Fruity Friend',** by bringing a spare serve of vegetable or fruit to share with a friend*.
- 5. Provide vegetables and fruit for students who can't/don't bring it in.** The school, parent group or canteen might be able to assist with funding.
- 6. The canteen could sell vegetables or fruit before school** or during Crunch&Sip.
- 7. Have a credit system at the canteen** where students receive vegetables or fruit and parents are invoiced.
- 8. Set up a weekly pre-paid system at the canteen** where parents pay a small fee at the beginning of each week (for example five vegetable stick packs at 60c per pack = \$3.00 per week) and students receive their pack each day.
- 9. Grow vegetables and, if possible, fruit trees in the school grounds.** Some good options for school gardens (depending on your climate and space) are cherry tomatoes, beans, carrots, broccoli, capsicums, cucumbers, oranges, mandarins and passionfruit.
- 10. Form links with local vegetable and fruit producers, green grocers, or supermarkets** to provide vegetables and fruit to the school, at a discounted price. You could offer advertising space in your school newsletter or signage at school events (e.g. fete) in return.



Once students become enthusiastic about Crunch&Sip they are more likely to bring vegetables and fruit so they are not left out.

* Make sure you communicate with parents when vegetables and fruit are being shared among students. Discuss the management of any allergies or intolerances with parents.



Keeping Crunch&Sip fresh

Why not use the following ideas as launch activities to kick start or refresh Crunch&Sip at your school?

- Hold a poster competition. Display the posters around the school and award winners with a healthy meal from the canteen.
- Record the number of students in each class participating in Crunch&Sip for a term. Award the winning class with a vegetable and fruit tasting platter.
- Choose a vegetable or fruit 'of the week' each week for a term. Ask students to research how it grows, where it originally came from and how it is eaten.
- Hold a Veg & Fruit Mini Olympics on the last day of term. Events could include carrot/zucchini baton relay, potato shotput, kiwifruit and spoon race.
- Ask local farmers or greengrocers to come and speak to students about how their produce is grown or how produce gets from the farm to the table.
- Contact your local newspaper to do a story about Crunch&Sip at your school.
- Hold Crunch&Sip canteen promotions each term, featuring a veg 'n' fruit meal deal.
- Link the classroom with the canteen using the curriculum activities in the School Resource Pack.
- Link Crunch&Sip with environmental studies – reducing waste, vegetable gardens or worm farms.
- Incorporate vegetables and fruit into other curriculum areas. Use the classroom activities included in your Crunch&Sip School Resource Pack or the Fruit & Veg Month Teachers Booklets.
- Hand out parent brochures at Kindy orientation and parent information sessions.



Crunch&Sip[®]

Classroom activities

The aim of the Crunch&Sip classroom activities is to educate students on, and promote positive attitudes towards, healthy food and drink choices.

The activities have been divided into school stages and years. Each activity has its relevant learning outcomes, cross curriculum links, resources, duration, assessment and differentiation suggestions listed.

The activities are based around the healthy eating themes listed below.

Lesson 1

The Five Food Groups

Guideline 2 of the Australian Dietary Guidelines recommends we enjoy a wide variety of nutritious foods from the Five Food Groups every day. The *Australian Guide to Healthy Eating* provides a pictorial representation of the Five Food Groups and their recommended proportions.

Foods are grouped together according to their major nutrients. To make the groupings more relevant to students, a highly simplified role statement has been given to food groups in some activities. These are explained in more detail below.

Grain (cereal) foods = Go Fast. One of the main distinguishing nutrients in the grains food group is carbohydrate. Carbohydrate provides energy for brain and muscle tissue.

Vegetables and fruit = Feel Good. The main distinguishing nutrients for vegetables and fruit include vitamin C and dietary fibre. They also contain a wide range of micro nutrients and phytochemicals. Vitamin C has important roles in the immune system, iron absorption and healthy connective tissue, bones and teeth. Dietary fibre helps keep bowels regular.

Milk, yoghurt, cheese and alternatives = Strong Bones and Teeth. One of the main distinguishing nutrients for this food group is calcium. Calcium is very important in building strong bones and teeth.

Lean meat and poultry, fish, eggs, tofu, nuts and seeds, legumes/beans = Grow Strong. This food group provides protein. Protein is needed for growth and maintenance of body tissues.

Lesson 2

Water

Guideline 2 of the Australian Dietary Guidelines states; 'And drink plenty of water'.

Water is essential for normal body function. It is needed for digestion, the absorption and transportation of nutrients, to regulate body temperature, and for the elimination of waste products. As it is constantly lost from the body it needs to be replaced.

As climate, activity levels, body size and individual metabolism vary, it is not possible to give a standard fluid consumption recommendation. A general guide is 4-5 cups of fluid for children up to 8 years and 6-8 cups of fluid for adolescents.

Although all types of drinks provide fluid to the body, plain water is the best choice for a number of reasons. It does not provide unwanted kilojoules and is readily accessible in Australia. In Australia, tap water provides additional benefits over bottled water because it is cheap, uses less resources and, in many places, provides a beneficial source of fluoride.



Classroom activities

Lesson 3

Sometimes vs Everyday

Guideline 2 of the Australian Dietary Guidelines encourages Australians to enjoy a wide variety of nutritious foods from the Five Food Groups everyday. Hence foods from these food groups are often referred to as *everyday* foods.

Guideline 3 recommends Australians limit their intake of foods containing saturated fat, added salt, added sugars and alcohol. These types of foods are referred to as discretionary foods in the guidelines. *The Australian Guide to Healthy Eating* places these foods outside of the main circle with the title 'Only sometimes and in small amounts'. These types of foods are often referred to as *sometimes* foods.

Lesson 4

Taste Testing and Food Preparation Activities

There is evidence that repeatedly exposing children to vegetables and fruit in tasting activities can improve their acceptance and liking. Encouraging children to eat vegetables and fruit based on health factors is likely to be counter-productive, so organising tastings gives children the opportunity to identify experiential benefits such as taste and texture.

The tasting activities involve students undertaking food preparation and/or tastings with vegetables and fruit. They allow students the opportunity to experience vegetables and fruit in a positive environment.

In the activity for Stage 2, Year 4, umami is included as one of the five tastes. Umami can be defined as a pleasant, savoury or meaty taste. It is most commonly encountered in foods high in glutamate (e.g. mushrooms and soy sauce).



Contents

Classroom activities

Early stage one

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- Lesson 2** Wonderful Water
- Lesson 3** Everyday and Sometimes Foods
- Lesson 4** My Fruity Kebab

Stage one

- Lesson 1** **Year 1** Australian Guide to Healthy Eating – the Five Food Groups
Year 2 Australian Guide to Healthy Eating – the Five Food Groups
- Lesson 2** **Year 1** A Cool Drink of Water
Year 2 Drink Plenty of Water
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Year 2 Everyday and Sometimes Foods
- Lesson 4** **Year 1** Crunch and Sip
Year 2 Taste and Tell

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Year 4 Australian Guide to Healthy Eating – the Five Food Groups
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Year 4 Everyday and Sometimes Foods
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Stage three

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Worksheets

Worksheets 1 to 34

Classroom activities

Early stage one | Lesson One

Learning Outcomes

A student:

- **PHE51.12** Displays basic positive health practices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

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

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 1 – The Five Food Groups Circle 1.
- Worksheet 2 – The Five Food Groups Cards.
- A1/A2 paper or card x 1.
- Pencils for writing, drawing and colouring.
- Glue sticks.
- Bluetac.
- Optional - A4 card x 3 for WS 2.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- photocopy, print or draw WS 1 onto A1 or A2 sized paper or card.
- photocopy WS 1 on A4 paper – 1 per student.
- photocopy WS 2 on to paper (or optional card) and cut into individual cards.

Duration | 60 minutes

Australian Guide to Healthy Eating – the Five Food Groups

Students will learn that the Five Food Groups are *everyday* foods.

Introduction (10mins)

- Brainstorm why we eat food and what food helps us do (examples include: to create energy for running and playing, to grow, to keep from getting sick, to feel good, for strong teeth and bones).
- Introduce the *Australian Guide to Healthy Eating* poster. Ask the students: How many sections is the circle divided/cut into? Explain the sections of the circle are the Five Food Groups. We need to eat food from each food group every day to be healthy. Explain that foods from the Five Food Groups are the *everyday* foods.

Activity (30mins)

1. Referring to the *Australian Guide to Healthy Eating* poster, talk about which foods are in each group. For simplicity, use only the pictures displayed on the poster.
2. Provide each student with a food card from WS 2. Students colour foods and trace the food names.
3. As a class, stick the food cards onto the A1 sized WS 1, referring to the *Australian Guide to Healthy Eating* poster.
4. Students complete an individual copy of WS 1 by drawing foods from the *Australian Guide to Healthy Eating* poster into the correct section of the circle

Conclusion (20mins)

- Ask students to think about which foods are their favourites from each of the Five Food Groups and why. Students pair up to discuss their favourites. Students then share with the class.
- Place *Australian Guide to Healthy Eating* poster in a place where students can revisit it at a glance. Refer students to the poster when talking about foods at Crunch&Sip time, recess or lunch.

Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student is able to identify the foods they are drawing.
- Of:** Student correctly classifies foods according to food group.

Differentiation

- Extend:** Students can draw, colour and label additional foods from the *Australian Guide to Healthy Eating* in their books.
- Simplify:** Students complete the task with assistance.

School/Home Link

Take individual worksheet (WS 1) home.

Classroom activities

Early stage one | **Lesson Two**

Learning Outcomes

A student:

- **PHE51.12** Displays basic positive health practices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **VAES1.1** Makes simple pictures and other types of artworks about things and experiences.
- **ENe-3A** Produces most lower-case and upper-case letters and uses digital technologies to construct texts.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 3 - Water is?
- Blue and/or green paper, crepe paper or cellophane.
- Glue.
- Pencils for writing.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- cut pieces of blue and/or green paper, crepe paper or cellophane into small pieces.
- photocopy WS 3 – 1 per student.

Duration | 30 minutes

Wonderful Water

Students will undertake an activity that promotes water as the preferred drink.

Introduction (5mins)

- Revisit the *Australian Guide to Healthy Eating* poster. Point out the tap with running water and glass in the top right corner. Ask students why is the tap turned on? What might that mean? It means drink plenty of water. Drink water most of the time.

Activity (20mins)

1. As a class talk about why they like water.
2. As a class, come up with some simple adjectives to describe water (e.g. cool, clear, blue, green, wet, cold, warm, hot, fresh, icy). Place up on wall or board to use as a word bank.
3. Students complete the artwork component of WS 3 by gluing pieces of blue and/or green paper, crepe paper or cellophane on to the empty glass.
4. Using the class word bank, students write words to describe water around the image of the glass on their WS 3 and then complete the sentence.

Conclusion (5mins)

- Reinforce message to 'drink water most of the time'. Display work on the classroom wall.

Assessment

- For:** Student contributes to word bank. Student effectively contributes to class discussion on *Australian Guide to Healthy Eating* poster and its messages.
- As:** Student understands the message: 'drink water most of the time'.
- Of:** Student is able to write words to describe water. Student is able to complete the artwork task. Student is able to identify that water is the preferred drink.

Differentiation

- Extend:** Students can draft a sentence on why they like water. Students can 'have a go' at writing other words to describe water.
- Simplify:** Students complete the task with assistance. Students complete only one aspect of worksheet (e.g. artwork component).

School/Home Link

Photo of students' work placed in school newsletter with catch phrase: 'drink water most of the time'.

Encourage students to bring water bottles to school and place where they can be accessed easily.

Classroom activities

Early stage one | Lesson Three

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **STE-5WT** Uses a simple design process to produce solutions with identified purposes.
- **ENE-8B** Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- A4 card x 4.
- Worksheet 4 – Everyday Food or Sometimes Food 1.
- Worksheet 5 - Everyday Food or Sometimes Food 2.
- Pencils for drawing and colouring.
- Scissors.
- Glue.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- cut pieces of card into sizes suitable for words to describe sometimes occasions.
- photocopy WS 4 and WS 5. Each student will need a copy of both worksheets.

Duration | 40 minutes

Everyday and Sometimes Foods

Students learn how to sort foods into everyday and sometimes foods.

Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster and the Five Food Groups. Reinforce that foods from the Five Food Groups are everyday foods. Revisit that we need to drink plenty of water each day too. Link to student's experiences by asking: what *everyday* foods do they have in their lunchbox; how will they try to drink mostly water today?
- Ask students what other things they can see on the poster that aren't included in the circle (e.g. fats and oils, the *sometimes* foods).
- What kind of foods do children eat that are in the *sometimes* section?
- Brainstorm what *everyday* means versus what *sometimes* means. Write the answers for what *sometimes* means up on pieces of card. Some suggestions are: parties, once a week, on holidays, for a celebration, 'red food' canteen days.
- Explain to the students that *sometimes* foods are not bad, but they are not something our body needs to be healthy. And eating too much of them may have consequences. They are not for every day.
- Explain to the students that they are going to do a food sorting activity and they can use the *Australian Guide to Healthy Eating* poster to help them decide which foods go where.

Activity (25mins)

1. Provide students with WS 4 and WS 5.
2. Students colour in and cut out the foods from WS 5.
3. Students paste cut out foods in the correct shape on WS 4: circle for *everyday* foods, rectangle for *sometimes* foods. Ask students to refer to the *Australian Guide to Healthy Eating* poster to work out which food goes where.

Conclusion (5mins)

- Display student work. Place cards with what *sometimes* means around the display.

Assessment

- For:** Student follows directions for the task and utilises resources.
- As:** Student refers to the *Australian Guide to Healthy Eating* poster appropriately.
- Of:** Student is able to correctly group foods.

Differentiation

- Extend:** Students can draw foods or use supermarket catalogue pictures to add extra foods to their circle or rectangle.
- Simplify:** Students complete the task with assistance.

School/Home Link

Students are to draw a picture of the foods they ate at dinner or breakfast. Students colour the *everyday* foods green and the *sometimes* foods red.

Classroom activities

Early stage one | Lesson Four

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences.
- **VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences.

Preparation/Resources

- Worksheet 6 – My Fruity Kebab.
- Worksheet 7 – Permission Slip.
- Parent helpers/school support officers/buddy class.
- A variety of soft fruits. Allow approximately ½ cup per child. This may equate to 1 kiwifruit, 1 peach, 10 grapes, ½ a medium banana or 5 strawberries per child.
- Kebab or popsicle sticks or straws.
- Napkins or paper towel.
- Pencils for writing, drawing and colouring.
- Device for taking photos.

2-3 weeks prior:

- organise class helpers.
- send WS 7 home.
- undertake a WHS risk assessment for food preparation (e.g. use of kebab sticks) and tasting, according to your school policy.

1 week prior:

- check permission slip returns.

1 day prior:

- organise a variety of soft fruits.

Prior to lesson:

- wash and cut (if necessary) fruit into pieces. Make sure pieces are large enough to have the straw or stick pass through it.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.
- photocopy WS 6 – 1 per student.
- search online for photos of fruit kebabs to show students.

Duration | 60 minutes

My Fruity Kebab

Students have fun making their own healthy fruit snack.

Introduction (15mins)

- Introduce what a fruit kebab is by showing students examples. Ask students for their experiences with making and eating fruit kebabs. Explain that they will be making their own. Display the fruits the students have to choose from. Ask the students to name the fruits. Add the names of the fruits to the class word bank.
- Model the process of putting fruit on the kebab in the middle, through the thickest part so that it stays on the stick. Emphasise safety procedures if using wooden skewers.

Activity (40mins)

1. Talk about the importance of always washing hands before eating, and using soap and water, as well as the necessity of washing them for the duration of singing 'Happy Birthday' or a count of 20.
2. Students make their fruit kebab using a variety of fruit. Take a photo of each student with their kebab.
3. Eat kebabs. Students clean hands (washing or with paper towel).
4. Students complete WS 6.

Conclusion (5mins)

- Display work and photos on class wall.
- Early finishers may write a procedure on how to make a fruit kebab (refer to differentiation section).

Assessment

For: Student contribution to naming the fruits.

As: Student is able to locate the name of the fruits in the word bank when needed.

Of: Student is able to make their own fruit kebab (with assistance). Student is able to identify and label the fruit on their kebab.

Differentiation

Extend: Students write a procedure on how to make a fruit kebab.

Simplify: Food preparation can be completed with 'buddies' or upper primary class. Students complete the worksheet task with assistance.

School/Home Link

Include a selection of photos and drawings in the school newsletter/blog or on the website. Include the procedure in the newsletter for families to try at home.

Classroom activities

Stage one | Lesson One | Year 1

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **EN1-3A** Composes texts using letters of consistent size and slope and uses digital technologies.
- **EN1-8B** Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 1 – The Five Food Groups Circle 1.
- Worksheet 8 – The Five Food Groups Circle 2.
- Worksheet 9 – Food Group Names.
- Worksheet 10 – Food Group Roles.
- A4 card x 6.
- A1/A2 card or paper x 1.
- Scissors.
- Pencils for writing, drawing and colouring.
- Blutac.
- Gluesticks.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- photocopy, print or draw WS 1 onto A1 or A2 paper or card.
- photocopy WS 8 – 1 per student.
- photocopy WS 9 and WS 10 onto card. Cut into individual cards.
- cut the remaining 4 x A4 pieces of card into A7 size individual cards.

Duration | 60 minutes

Australian Guide to Healthy Eating – the Five Food Groups

Students will learn that the Five Food Groups are *everyday* foods because our bodies need them to be healthy.

Introduction (10mins)

- Brainstorm why we eat food and what food helps us do (examples include: energy for running and playing, to grow, to keep from getting sick, to feel good, for strong teeth and bones).
- Introduce the *Australian Guide to Healthy Eating* Poster. Ask students: What can they see? Direct discussion to the circle part of the poster.
- Ask students: How many sections is the circle divided into? Explain the sections of the circle are the Five Food Groups. We need to eat food from each food group everyday to be healthy. On the circle, the food groups we need to eat more of are larger (e.g. grain foods and vegetables).

Activity (45mins)

1. Divide students into five groups – the Five Food Groups. Allow more students in the Grains and Vegetable Food Groups since these groups will have more foods.
2. Give each group a food group name and role card to put in the middle of their group (WS 9 and WS 10).
3. Each group member is to draw and label 1-2 different foods from their food group onto the small pieces of card. Encourage students to refer to the *Australian Guide to Healthy Eating* poster for assistance.
4. Each group explains their food group to the rest of the class - its name, role and the foods found in it. They then place their food group name, its role, and the foods onto the A1 size WS 1.
5. Students complete an individual copy of WS 8. Guide the students to choose an everyday food and to classify the food according to the food groups role (e.g. It is a 'grow strong' food).

Conclusion (5mins)

- Display the *Australian Guide to Healthy Eating* and A1/A2 size WS 1 posters. Refer students to the posters when talking about foods at Crunch&Sip time, recess or lunch.

Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student is actively involved in group activity and is able to utilise resources as needed.
- Of:** Student correctly places foods into food groups during individual task. Student completes writing component of individual task.

Differentiation

- Extend:** Students draw and label additional foods onto their individual model. Students draft additional statements on foods.
- Simplify:** Students complete the task with assistance. Students complete the group task only.

School/Home Link

Take individual worksheet 8 home.

Classroom activities

Stage one | Lesson One | Year 2

Learning Outcomes

A student:

- **INS1.3** Develops positive relationships with peers and other people.
- **PSS1.5** Draws on past experiences to solve familiar problems.
- **PHS1.12** Recognises that positive health choices can promote well-being.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **ST1-5WT** Uses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants.
- **EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.

Preparation/Resources

- *Australian Guide to Healthy Eating* Poster.
- A4 card – 1 for every 3-4 students.
- Large paper plates – 1 for every 3-4 students.
- Glue.
- Scissors.
- Pencils for writing, drawing and colouring.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- cut the A4 pieces of card into A7 size individual cards.

Duration | 60 minutes

Australian Guide to Healthy Eating – the Five Food Groups

Students will design a meal that includes foods from the Five Food Groups.

Introduction (10mins)

- Introduce the *Australian Guide to Healthy Eating* Poster. Ask students what they can see? What do they think the poster means?
- How many sections is the circle divided into? Explain the sections of the circle are the Five Food Groups. We need to eat food from each food group everyday to be healthy.
- Explain that we need to eat more from some food groups and less from others. On the circle, the food groups we need to eat more of are larger (e.g. grain foods and vegetables).

Activity (45mins)

1. Students divide into groups of three or four students.
2. Explain to the class that, using the foods from the Five Food Groups, they are going to design a meal or snack for a second grader. They can choose the meal (breakfast, lunch, dinner or a snack). But the aim is to include as many food groups as possible in the meal, while still making it appetizing and appealing.
3. Students refer to the *Australian Guide to Healthy Eating* poster for food ideas.
4. Students draw and label the individual foods on cards and then stick onto a paper plate.
5. Each group has a turn to stand in front of the class and explain their meal. Ask groups to explain why they chose the foods they did.
6. As a class discuss which group/s were the most successful.

Conclusion (5mins)

- Make a display using the *Australian Guide to Healthy Eating* poster and the meals and snacks.

Assessment

For: Student effectively contributes to class discussion.

As: Student's involvement and contribution to group work.

Of: Student is able to complete homework task and correctly classifies foods into food groups.

Differentiation

Extend: Students draft a recount about the activity.

Simplify: Students complete the task with assistance. Students complete a lower stage/year activity.

School/Home Link

Students draw a picture of their dinner (or a recent dinner) and label each everyday food with its food group name.

Classroom activities

Stage one | Lesson Two | Year 1

Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote well-being.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.
- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
 - *A Cool Drink of Water* by Barbara Kerley.
 - Worksheet 11 – Water is Cool.
 - Pencils for writing, drawing and colouring.
- 1 month prior:**
- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
 - source the book *A Cool Drink of Water* by Barbara Kerley. It can be purchased in paperback or hardcopy format online or from a number of book retailers.

Prior to lesson:

- photocopy WS 11 – 1 per student.

Duration | 45 minutes

A Cool Drink of Water

Students undertake an activity that promotes water as the preferred drink.

Introduction (5mins)

- Revisit the *Australian Guide to Healthy Eating* poster. Point out the tap with running water and glass in the top right corner. Ask students why the tap is turned on? What might that mean? It means drink plenty of water. Drink water most of the time.

Activity (30mins)

1. Students complete the sentence on WS 11.
2. Read book to students.
3. Class discussion on what the book meant to them. What might water mean to the people in the book? How important is water to people? What were the many ways people were collecting and drinking water?
4. Students draw a picture of themselves collecting and drinking water (real or imagined). Encourage students to be creative.

Conclusion (10mins)

- Create a class book similar to *A Cool Drink of Water* using student drawings.

Note: If you are unable to source the book, complete steps 1 and 4 only and reduce the amount of time allocated for the class. Alternatively, you could also search online for photos of people drinking water around the world and use this as the basis for the activity.

Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student can identify what water might mean to the people in the book.
- Of:** Quality of student work (writing activity and artwork) in WS 11.

Differentiation

- Extend:** Students create their own small book about drinking water. The staple-less book from lesson three (year 2) can be used if needed.
- Simplify:** Students complete artwork component only. Students complete the task with assistance.

School/Home Link

Ask students to have a photo taken of them drinking water in an unusual setting or place. Bring the photo into class and make a class display.

Classroom activities

Stage one | Lesson Two | Year 2

Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote well-being.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **VAS1.2** Uses the forms to make artworks according to varying requirements.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 12 – Crunch&Sip Coaster Template.
- A4 card – 1 for every 3 students plus spares. Opt for the thickest card that can be used by the printer.
- Laminating sheets – 1 for every 3-4 students.
- Laminator.
- Parent helper to assist with laminating and cutting.
- Pencils, pens or crayons for writing, drawing and colouring.
- Optional: circle cutter. If using a circle cutter, you will not need WS 12.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- photocopy WS 12 onto card.
- cut out WS 12 into individual coasters.
- if using a circle cutter, cut card into 9 cm diameter circles.

Duration | 35 minutes

Drink Plenty of Water

Students will learn about the importance of water

Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster. Point out the tap with running water and glass in the top right corner. Ask students why the tap is turned on? What might that mean? It means drink plenty of water. Drink water most of the time.
- As a class discuss what they like about water. What images and words can they think of that make them want to drink more water, e.g. cool, clean.

Activity (20mins)

1. Provide each student with a coaster. Students decorate their coaster with words and images that they think encourage drinking more water.
2. Place three to four completed coasters into each A4 laminating sheet. Allow adequate room for at least a 1 cm clear rim for each circle.
3. Laminate coasters and cut out using scissors or circle cutter.

Conclusion (5mins)

- Students put coaster on their desk under their water bottle. If possible, allow students to continue to use coasters as a visual reminder to drink plenty of water.

Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student can identify why it is important to drink water.
- Of:** Student is able to produce a coaster that aims to encourage water consumption.

Differentiation

- Extend:** Students write a sentence that would encourage someone to drink more water.
- Simplify:** Students complete the task with assistance.

School/Home Link

Take a photo of the completed coasters and place in the school newsletter. Students could make another coaster (or set) at home for their family.

Classroom activities

Stage one | Lesson Three | Year 1

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **ST1-5WT** Uses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants.
- **EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Supermarket catalogues – 1 or 2 catalogues per student.
- Paper plates – 1 per student.
- A1 red cardboard x 1.
- A1 white card or paper – 1 for every 3-4 students.
- Pencils for writing.
- Scissors.
- Glue.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
- request supermarket catalogues from parents and staff.

Prior to lesson:

- cut card or paper into horizontal strips of approximately $\frac{1}{4}$ of an A4 size page.

Duration | 60 minutes

Everyday and Sometimes Foods

Students learn how to sort foods into *everyday* and *sometimes* foods.

Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster and the Five Food Groups. Reinforce that foods from the Five Food Groups are *everyday* foods. Revisit that we need to drink plenty of water each day too.
- Ask students what other things they can see on the poster that aren't included in the circle (e.g. fats and oils, the *sometimes* foods).
- What kind of foods do children eat that are in the *sometimes* section? Make a list of these on the board.
- Brainstorm what *everyday* means vs what *sometimes* means. Write the answers for when they might eat *sometimes* foods up on the whiteboard. Some suggestions are: parties, once a week, on holidays, for a celebration, on red food days.
- Explain to the students that *sometimes* foods are not bad, but they are not something our body needs to be healthy. And eating too much of them may have consequences. They are not for everyday.

Activity (40mins)

1. Students cut out foods from supermarket catalogues.
2. Sort into *everyday* and *sometimes* foods. Sorting can happen as a class or in small groups with some guidance. Encourage students to refer to the *Australian Guide to Healthy Eating* poster for guidance.
3. Give each student a small paper plate. From the pile of everyday foods students choose foods they like and glue them to the plate.
4. Students record a sentence about everyday foods onto a strip of card (or paper) and also glue to plate.
5. As a class create a *sometimes* food poster on the red cardboard.

Conclusion (10mins)

- Add plates and poster to class display area. Print out a class drafted statement about sometimes foods and include above the poster (e.g. Sometimes foods are for parties. We only eat them in small pieces.)

Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student identifies that they need to refer to the *Australian Guide to Healthy Eating* poster.
- Of:** Student correctly includes only everyday foods on their plate. Quality of student drafted sentence.

Differentiation

- Extend:** Students draft an information report about everyday foods.
- Simplify:** Students complete the task with assistance. Students complete a lower stage/year activity.

School/Home Link

Include a snippet about the activity in the school newsletter or blog. Include sentences drafted by students and photos of the students work.

Classroom activities

Stage one | Lesson Three | Year 2

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.
- **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- *The Very Hungry Caterpillar* by Eric Carle.
- Worksheet 13 – Staple-less Book Instructions.
- Paper A4 size or larger depending on size of book wanted – 1 sheet per student.
- Pencils for writing, drawing and colouring.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
- source book *The Very Hungry Caterpillar* by Eric Carle if needed. It can be purchased in paperback or hardcopy format from a number of book retailers.

Duration | 60 minutes

Everyday and Sometimes Food

Students learn to identify *everyday* and *sometimes* foods.

Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster and the Five Food Groups. Reinforce that foods from the Five Food Groups are *everyday* foods. Revisit that we need to drink plenty of water each day too.
- Ask students what other things they can see on the poster that aren't included in the circle (e.g. fats and oils, the *sometimes* foods).
- What kind of foods do children eat that are in the *sometimes* section?
- Brainstorm what *everyday* means vs what *sometimes* means. Some suggestions are: parties, once a week, on holidays, for a celebration, on red food days.
- Explain to the students that *sometimes* foods are not bad, but they are not something our body needs to be healthy. And eating too much of them may have consequences. They are not for everyday.

Activity (30mins)

1. Read *The Very Hungry Caterpillar* and stop when he gets a sore tummy.
2. Discuss as a class why might the caterpillar have a sore tummy? Ensure discussion includes reference to the amounts of *everyday* vs *sometimes* foods. Students may also refer back to the *Australian Guide to Healthy Eating* poster.
3. Read the rest of *The Very Hungry Caterpillar* and discuss what happens on Sunday.
4. Students make up a staple-less book following teacher instructions.
5. Students rewrite the ending of the story using pictures and words, so that there are more *everyday* foods on Saturday and less *sometimes* foods.

Conclusion (20mins)

- Selected students share their stories with the rest of the class.

Assessment

- For:** Student effectively contributes to class discussion. Student is able to identify what are *everyday* foods when composing text.
- As:** Student identifies that they need to refer to the *Australian Guide to Healthy Eating* poster.
- Of:** Student is able to complete story re-write. Quality of student work.

Differentiation

- Extend:** Students write a story about a child that eats too many *sometimes* foods.
- Simplify:** Students complete artwork component of task only (draws pictures to illustrate story). Students complete the task with assistance.

School/Home Link

Publish updated story endings in the newsletter or on the school's website or blog.

Classroom activities

Stage one | Lesson Four | Year 1

Learning Outcomes

A student:

- **PHS1.12** Recognises that positive health choices can promote wellbeing.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.
- **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.

Preparation/Resources

- Worksheet 14 – Noodle Box Instructions and Template and A4 card for making noodle boxes – 1 card per student.
- OR ready-made small plain noodle boxes – 1 per student.
- Worksheet 15 – My Crunch&Sip Pack.
- Worksheet 7 – Permission Slip.
- Crunch&Sip Parent Brochure for display*.
- A selection of bite-size pieces of vegetables and fruits suitable for Crunch&Sip – ½ to 1 cup per student.
- Tongs and platters for serving.
- Plastic forks or spoons for eating – 1 per student.
- Greaseproof paper cut into squares for lining noodle boxes.
- Parent helpers.
- Scissors, double sided tape, glue.
- Pencils for writing, drawing and colouring.
- Device for taking photos.

1 month prior:

- organise parent helpers.
- order noodle boxes or card to make noodle boxes.

2-3 weeks prior:

- send WS 7 home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior:

- check permission slip returns.

1 day prior:

- organise vegetable and fruit produce.

Prior to lesson:

- wash and prepare vegetable and fruit produce.
- photocopy WS 15 – 1 per student.
- if needed, photocopy WS 14 template onto card – 1 per student.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

Duration | 2 x 35 minutes#

Crunch and Sip

Students will prepare and eat a Crunch&Sip pack.

Introduction (10mins)

- As a class talk about what kind of foods are suitable for Crunch&Sip. Provide copies of the parent brochure or display the pages on the IWB for guidance.
- Class discussion on how the presentation of food can impact on how likely you are to eat it. Explain that today the students will be designing their own Crunch&Sip packs. The aim is to make them appealing, interesting and tasty.

Activity

Part 1 (25mins)

1. Each student decorates their own noodle box. The noodle box can be a ready made one or students can use WS 14.
2. If using WS 14, follow instructions on how to assemble box using the template. Students may require assistance.

Part 2 (15mins)

3. Line each box with a square of greaseproof paper.
4. Using the array of vegetables and fruits on offer, each student makes up a pack. Take a photo of each student and their pack.
5. Students eat their pack.

Conclusion (20mins)

- Students complete WS 15 and glue it into their work books.

Assessment

For: Student effectively contributes to class discussion.

As: Student identifies a good 'rainbow' variety of vegetables and/or fruits for their Crunch&Sip Pack.

Of: Student is able to produce a pack that is appealing and healthy.

Differentiation

Extend: Students draft a procedure for making a Crunch&Sip pack.

Simplify: Students complete the task with assistance. Students complete only the artwork and tasting component of the activity.

School/Home Link

Students to help at home with preparing their Crunch&Sip over a week. As part of this, students can help select what items to purchase and help with preparation (if appropriate). Students can discuss their choices in Crunch&Sip time over the week.

*This can be accessed from www.healthykids.nsw.gov.au/campaigns-programs/crunch-sip.aspx

#This activity can be done in 2 parts over subsequent days. Ensure Part 2 of the activity is planned for a time of day that enables the students to eat their pack for Crunch&Sip.

Classroom activities

Stage one | Lesson Four | Year 2

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.
- **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.

Preparation/Resources

- WS 7 – Permission Slip.
- A selection of vegetables and fruits. Aim for 5-10 different foods.
- Tongs and platters for serving.
- Tasting cups – 1 per student.
- Teaspoons – 1 per student.
- Paper towel.
- A4 card x 8.
- A3 paper or card x 5 -10 (one for each food being tasted).
- A1/A2 card x 1.
- Dictionary or thesaurus.
- Pens/pencils for writing.
- Blutac.

2-3 weeks prior:

- send WS 7 home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior:

- check permission slip returns.

1 day prior:

- organise vegetable and fruit produce.

Prior to lesson:

- wash and prepare vegetable and fruit produce and place on platters with tongs.
- cut the pieces of A4 card into small pieces (approximately A8 size) for students to write adjectives on.
- write one of the food names on top of each A3 sheet of card or paper.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

Duration | 60 minutes

Taste and Tell

Taste testing and taste descriptions.

Introduction (15mins)

- Let students know that they will be doing a taste testing activity and then will write a descriptive writing piece about the experience.
- Get the class to come up with some rules for tasting activities that cover food safety and appropriate behaviour. As part of this discussion, encourage students to not use negative comments or faces when tasting. Allow them to discreetly put any food they do not wish to finish into a piece of paper towel for disposal. Write the rules onto the piece of A1/A2 card.
- Stick the A3 size paper or card with food names up on the wall or board. Inform students that this is where they will stick adjectives to describe the foods.

Activity (25mins)

1. Tell students they are going to taste at least five different foods and then describe what they are tasting.
2. Create a communal Word Bank on the board for students to refer to during the activity. Ask the students: what adjectives do they think they might use to describe the foods they are going to taste?
3. Students taste foods. After each taste, ask students to write adjective/s that they feel describes the food onto a piece of card and stick it under that food name. Encourage students to not repeat adjectives.

Conclusion (20mins)

- Once the tasting is complete, ask students to pick their favourite of the foods tasted and to write an informative text to describe the food.

Assessment

- For:** Student effectively contributes to class discussion and development of word bank.
- As:** Student utilises supporting materials (word bank, dictionary etc).
- Of:** Quality of student's informative text.

Differentiation

- Extend:** Students write a descriptive text on their least favourite food.
- Simplify:** Students complete taste-testing task only. Students write a sentence on their favourite food.

School/Home Link

Ask students to discuss the experience with their families. Publish the best pieces of writing in the school newsletter or on the school blog.

Classroom activities

Stage Two | **Lesson One** | Year 3

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **VAS2.1** Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.
- **EN2-4A** Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- www.eatforhealth.gov.au/food-essentials/five-food-groups
- www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating
- A3 card x 5.
- Pencils, textas, crayons and/or paints for poster design.
- Bluetac, tape or glue as needed by students for poster design.

Prior to lesson:

- download and print out copies of information about each food group from the Eat for Health website.

Duration | 60 minutes

Australian Guide to Healthy Eating - the Five Food Groups

Students develop a poster to promote the Five Food Groups

Introduction (10mins)

- Introduce the *Australian Guide to Healthy Eating* poster. Ask students: what can they see? What do they think is the purpose of the *Australian Guide to Healthy Eating* circle?
- Explain that the sections of the circle are the Five Food Groups. We need to eat food from each food group everyday to be healthy.
- Explain that we need to eat more from some food groups and less from others. On the circle, the food groups we need to eat more of are larger (e.g. grain foods and vegetables).
- Explore the *Australian Guide to Healthy Eating* website pages, in particular the Five Food Groups section.

Activity (30mins)

1. Divide students into five groups - the Five Food Groups.
2. Each group is to design a poster to encourage the school community to eat their food group.
3. Students can use the *Australian Guide to Healthy Eating* website or any of its downloaded resources for information.
4. The poster should include a catchy phrase, slogan or a food joke to promote it.

Conclusion (20mins)

- Students share their poster with the class and discuss any interesting findings. Posters can be placed around the school.

Assessment

- For:** Student identifies the purpose of *Australian Guide to Healthy Eating* circle.
- As:** Student is able to identify foods that belong in the food groups.
- Of:** Student is able to create a catchy phrase or joke to promote the *Australian Guide to Healthy Eating* circle.

Differentiation

- Extend:** Students can work independently and research for further information on the *Australian Guide to Healthy Eating* circle.
- Simplify:** Students complete the task with assistance.

School/Home Link

Posters can be shared via the school's newsletter, website or blog.

Classroom activities

Stage Two | **Lesson One** | Year 4

Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **INS2.3** Makes positive contributions in group activities.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

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

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 16 – Food Record.
- Worksheet 17 – The Five Food Groups Circle 3.
- Worksheet 18 – Food Group Food List. For teacher reference.
- Worksheet 19 – Sometimes Food List. For teacher reference.
- Pencils for writing, drawing and colouring.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

Prior to lesson:

- photocopy WS 16 – 1 per student.
- photocopy WS 17 – 1 per student.

Duration | 60 minutes

Australian Guide to Healthy Eating - the Five Food Groups

Students interview a classmate on the foods they have eaten and transfer information to the *Australian Guide to Healthy Eating*.

Introduction (10mins)

- Introduce the *Australian Guide to Healthy Eating* poster. Ask students: what can they see? What do they think the poster means?
- Explain that the sections of the circle are the Five Food Groups. We need to eat food from each food group everyday to be healthy. We also need to drink lots of water everyday.
- Briefly explain what foods are found in each group using the poster. Briefly explain what are the benefits for them to eating each food group, as listed on WS 17.
- Explain that we need to eat more from some food groups and less from others. On the circle, the food groups we need to eat more of are larger (e.g. grain foods and vegetables).
- Explain that they are going to be doing an activity to work out if their partner ate from each of the Five Food Groups.

Activity (40mins)

1. Ask students to break up into pairs and explain that they are going to interview their partner to find out what they ate yesterday.
2. Discuss as a group some ideas on how to interview effectively to get the most accurate information.
3. Students interview each other and record on WS 16.
4. Students then draw the foods into the correct food groups on WS 17. Encourage students to refer to the *Australian Guide to Healthy Eating* for correct placement. Explain to the students that there will be some foods that aren't included in the circle as they aren't part of the Five Food Groups. These are *sometimes* foods and will be discussed in other activities. Ask students to only place foods from the Five Food Groups onto WS 17.
5. Students complete the questions on WS 17 and then discuss their findings with their partner.

Conclusion (10mins)

- As part of a class discussion, ask for students to volunteer if they ate from each of the Five Food Groups yesterday. Were they missing any food groups? What might this mean for their body (i.e. are they missing Feel Good, Go Fast or Grow Strong foods)?
- Did they eat any foods that do not belong on the *Australian Guide to Healthy Eating* circle? Why do they think this has happened?
- Display the *Australian Guide to Healthy Eating* poster where students can refer to it at a glance.

Continued >

Classroom activities

Stage Two | **Lesson One** | Year 4

Learning Outcomes

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.
- **INS2.3** Makes positive contributions in group activities.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

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

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 16 – Food Record.
- Worksheet 17 – The Five Food Groups Circle 3.
- Worksheet 18 – Food Group Food List. For teacher reference.
- Worksheet 19 – Sometimes Food List. For teacher reference.
- Pencils for writing, drawing and colouring.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

Prior to lesson:

- photocopy WS 16 – 1 per student.
- photocopy WS 17 – 1 per student.

Duration | 60 minutes

< Continued

Australian Guide to Healthy Eating - the Five Food Groups

Note:

- *As there are a wide variety of foods that students may eat, it may not be possible to accurately assess all foods.*
- *The teacher may be called upon to provide 'common sense' guidance for assessing some foods. WS 18 and WS 19 can be used for reference.*
- *Mixed meals (e.g. pasta with meat sauce, sandwich with fillings) can be separated out into their major elements for placement.*
- *It may not be possible to assess some foods – leave these foods unassessed.*
- *Ensure that no student is stigmatized for his or her food intake. Reinforce that this activity was only reporting on one day of food intake and what people eat varies from day to day. Allow students to complete tasks independently if they are reluctant to share their eating habits with other students.*

Assessment

- For:** The student is able to identify what the *Australian Guide to Healthy Eating* poster is.
- As:** The student is able to plot foods onto their *Australian Guide to Healthy Eating* circle.
- Of:** Student ability in identifying which foods belong in each of the Five Food Groups.

Differentiation

- Extend:** Students survey a number of people. Students play the Eat for Health Food Balance game (www.eatforhealth.gov.au/nutrition-calculators/food-balance).
- Simplify:** Students complete interviews in a group format.

School/Home Link

Students could interview their family members and plot their foods onto an empty Australian Guide to Healthy Eating circle.

Classroom activities

Stage Two | **Lesson Two** | Year 3

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.
- **VAS2.1** Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- A4 paper or card - 1 per student plus spares.
- Pencils for writing, drawing and colouring.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

Duration | 45 minutes

Water Poetry

Students write a poem about water and illustrate it.

Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster. Point out the tap with running water and glass in the top right corner. Ask students why the tap is turned on? What might that mean? It means drink plenty of water. Drink water most of the time.
- As a class discuss why drinking fluid is important. Then discuss some ideas as to why the Australian Dietary Guidelines say drink plenty of water and not just drink plenty of fluid?
- Explain to the students that they will be writing a poem that promotes drinking plenty of water. They will then illustrate their poem.

Activity (30mins)

1. Discuss the type of poetry that might be suitable – acrostic, cinquain, rhyming or a shape poem (e.g. glass of water or water drop). This may be at teacher discretion and be dependent on prior knowledge and skills of students with regards to poetry.
2. As a class develop and display a list of words that could be used in a poem about water.
3. Students write their poem and illustrate it onto the A4 card or paper. Students may need their workbooks or loose paper for drafts.

Conclusion (5mins)

- Display poetry and illustrations in classroom so that students can read each other's work.

Assessment

For: Student is able to understand the need to drink water.

As: Student identifies the benefits of drinking water.

Of: Student is able to create a poem that promotes water.

Differentiation

Extend: Students can use more complex types of poetry than those suggested.

Simplify: Students complete the task with assistance.

School/Home Link

Poetry and illustrations can be shared via the school's newsletter, website or blog.

Classroom activities

Stage Two | Lesson Two | Year 4

Learning Outcomes

A student:

- **INS2.3** Makes positive contributions in group activities.
- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN2-4A** Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.
- **EN2-2A** Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.
- **O.I.6** The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- www.tapsydney.com.au/what-is-tap/ - scroll down to 'Take the tap test' for the video.
- www.yvw.com.au/Home/Inyourcommunity/ChooseTap/
- A selection of bottled water ads (print, online, audio, video).
- Internet access for student research or, alternatively, provide research materials.
- Resources as needed for advertisement production. This will depend on your school resources and the time that can be allocated to this activity.

Some suggestions are short TV style ads, a movie, Prezi, radio ad, billboard, newspaper or magazine ads. These can be developed using card or paper and drawing tools or with tablets/computers etc.

Resources Continued >

Tap It!

Students create an advertisement to promote drinking tap water.

Introduction (20mins)

- Revisit the *Australian Guide to Healthy Eating* poster. Point out the tap with running water and glass in the top right corner. Ask students why the tap is turned on? What might that mean? It means drink plenty of water. Drink water most of the time. Ask for opinions on why they have used a tap rather than a bottle of water.
- Show advertisements for bottled water. As a class discuss the persuasive techniques the advertisers use to promote their product. Write these up on the whiteboard.
- Now show the videos produced by Sydney Water (1st) and Yarra Valley Water (2nd). Discuss as a class how effective these are. Why are they effective?
- Explain that they are going to research the reasons why tap water is better than bottled water and write a persuasive text to explain their findings. In the follow up class, they will design and develop an ad to promote tap over bottled water.

Activity

First lesson (40mins)

1. Students work individually, in pairs or in groups to research the reasons why people should choose tap water over bottled water. Students can use the internet or can use research materials provided by teacher.
2. Students individually develop a persuasive text (e.g. an exposition) to explain their position.
3. The persuasive texts are displayed for the rest of the class to view and consider.

Second lesson (60mins)

4. As a class, or in small groups, develop an advertisement to persuade people to choose tap water instead of bottled water. Students will need to consider the information they presented in their texts as well as the persuasive techniques used by the advertisements they have viewed.

Conclusion

(timing dependent on type of ad produced)

- Advertisement/s are presented to the school community. If print based, they can be displayed around the school and in the newsletter or website. If in audio or video format, they can be presented at assembly or via a link on the school website.

Continued >

Classroom activities

Stage Two | **Lesson Two** | Year 4

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
- source advertisements for display.
- decide on type of advertisement/s your class will produce and source resources as needed.

Duration | 2 x 60 minutes

Advertisement development lesson (2nd lesson) may be extended as required.

< Continued

Tap It!

Assessment

For: Student's involvement in class discussion, research and advertisement development activities.

As: Student undertakes research to inform their persuasive argument.

Of: Quality of student's persuasive text.

Differentiation

Extend: Students work individually to develop a print advertisement and write a text on the persuasive techniques they have used.

Simplify: Undertake research in groups. Simplify the writing task.

School/Home Link

Students could run their advertisement campaign/s within the school community and beyond. Students could ask people to pledge to drink tap water and donate the saved money to charities dealing with the water crisis.

Classroom activities

Stage Two | Lesson Three | Year 3

Learning Outcomes

A student:

- **DMS2.2** Makes decisions as an individual and as a group member.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN2-11D** Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 20 – Meal Cards.
- Pencils for writing.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

Prior to lesson:

- photocopy adequate quantities of WS 20 to allow each pair to get a copy of a meal. Cut up meal cards ready to be handed out.

Duration | 50 minutes

Everyday and Sometimes Foods

Students compare meals to determine which is the better choice.

Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* Poster and the Five Food Groups. Reinforce that foods from the Five Food Groups are *everyday* foods. Revisit that we need to drink plenty of water each day too.
- Ask students to identify what other things they can see on the poster that aren't included in the circle (e.g. fats and oils, the *sometimes* foods).
- What kind of foods do children eat that are in the *sometimes* section?
- Brainstorm what *everyday* means vs what *sometimes* means. Some suggestions are: parties, once a week, on holidays, for a celebration, on red food days.
- Explain to the students that *sometimes* foods are not bad, but they are not something our body needs to be healthy. Eating too much of them may have consequences. They are not for everyday.

Activity (30mins)

1. Explain to students that they are going to compare two meals to determine which meal is the better one.
2. Hold a class discussion about what key things students should look for in a healthy meal. Ensure discussion includes talk about everyday and sometimes foods and how to use the *Australian Guide to Healthy Eating* poster for guidance.
3. Divide students into pairs. Provide each pair with a meal to compare from WS 20. Students examine the meal plans and discuss the reasons why they think one meal is better than the other and why.
4. Students write an exposition in their books about which meal plan they selected and why they believe it is the better choice.

Conclusion (10mins)

- Students share their written work with the class. For expediency, teacher can opt to choose the best work for discussion.

Assessment

- For:** Student effectively contributes to class discussion and paired activity.
- As:** Student is able to identify what elements of a meal make it a better choice.
- Of:** Quality of student exposition.

Differentiation

- Extend:** Students present their expositions as a speech.
- Simplify:** Students construct exposition with teacher guidance.

School/Home Link

As homework, students think about two similar meals that they might sometimes eat at home - e.g. a standard breakfast and a weekend breakfast or a regular dinner and a special occasion dinner. Students write a paragraph on why one is a standard or regular meal and the other is a special occasion meal.

Classroom activities

Stage Two | Lesson Three | Year 4

Learning Outcomes

A student:

- **INS2.3** Makes positive contributions in group activities.
- **PHS2.12** Discusses the factors influencing personal health choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN2-3A** Uses effective handwriting and publishes texts using digital technologies.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 18 – Food Group Food List.
- Worksheet 19 – Sometimes Food List.
- Worksheet 21 – Food Choices.
- Pencils for writing.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

Prior to lesson:

- photocopy WS 18 and WS 19 onto A3 for class reference.
- photocopy WS 21 – 1 per student.

Duration | 60 minutes

Everyday and Sometimes Foods

Students compare their favourite foods and most eaten foods to *everyday* and *sometimes* foods. Students discuss food choices.

Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster and the Five Food Groups. Reinforce that foods from the Five Food Groups are *everyday* foods. Revisit that we need to drink plenty of water each day too.
- Ask students to identify what other things they can see on the poster that aren't included in the circle (e.g. fats and oils, the *sometimes* foods).
- What kind of foods do children eat that are in the *sometimes* section?
- Brainstorm what *everyday* means vs what *sometimes* means. Some suggestions are: parties, once a week, on holidays, for a celebration, on red food days.
- Explain to the students that *sometimes* foods are not bad, but they are not something our body needs to be healthy. Eating too much of them may have consequences. They are not for everyday.

Activity (40mins)

1. Provide students with WS 21 and ask them to complete it. For guidance as to which foods are *everyday* or *sometimes* foods, students can refer to the *Australian Guide to Healthy Eating* poster or the display copies of WS 18 and WS 19.
2. As a class discuss: Do you eat your favourite foods all the time? Why or why not? When can you eat your favourite foods? What foods are eaten for special occasions? Why only for special? If you could eat them whenever you wanted would they lose their special tag? What would happen if your most eaten foods were mostly *sometimes* foods.
3. As a class discuss: Who makes our food choices? Do family have a large or small part in our food choices? What choices are you able to make in relation to food choices?

Conclusion (10mins)

- As a class draft three statements that are a summary of ideas discussed. Students can copy these and/or draft their own statements.

Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student uses resources available to assist with completing task accurately.
- Of:** Student is able to correctly identify which foods are *everyday* foods and which are *sometimes* foods.

Differentiation

- Extend:** Students write a discussion on why foods most eaten should be *everyday* foods.
- Simplify:** Students complete the task with assistance. Students complete simplified parts of the task (i.e. listing of foods) and participate in class discussion.

School/Home Link

Publish class statements in school newsletter.

Classroom activities

Stage Two | Lesson Four | Year 3

Learning Outcomes

A student:

- **INS2.3** Makes positive contributions in group activities.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN2-2A** Plans, composes and reviews a range of texts that more demanding in terms of topic, audience and language.
- **EN2-7B** Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts.

Preparation/Resources

- A selection of pre-prepared salad produce and dressings. Allow ½ to 1 cup of produce per student.
- Serving dishes for produce display, salad preparation and salad display.
- Tongs for salad preparation and serving.
- Plates and eating utensils - 1 each per student.
- Worksheet 22 – Food Critic.
- Worksheet 23 – Food Reviews. To be displayed on IWB or photocopied in large format for class display.
- Worksheet 7 – Permission Slip.
- A4 card x 3-4. Cut into strips for salad names.
- Pens for writing salad name on card.
- Pencils for writing.
- Scissors.
- A voting box.
- Parent helpers if necessary.

1 month prior:

- organise parent helpers.

2-3 weeks prior:

- send WS 7 home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior:

- check permission slip returns.

1 day prior:

- organise produce.

Prior to lesson:

- prepare produce and place on platters.
- photocopy WS 22 – 1 per student.
- photocopy WS 23 on A3 if not displayed on IWB.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

Duration | 60 minutes

How to be a food critic

Students will make, taste and review a variety of salads.

Introduction (10mins)

- Ask students: what is a food critic? Discuss what kind of things a food critic might look for in a meal. Read the food reviews (WS 23) as a class. Take note of the use of descriptive language and how the food review is structured. As a class, create a word bank that could be used to describe a salad.

Activity (45mins)

1. Divide class into small groups of four to five students. Ask each group to take a look at the salad ingredients and come up with a plan for their salad.
2. Each group prepares a salad using the available ingredients. Ask each group to give their salad a name, write it on a piece of card and place the name in front of their salad plate or bowl.
3. Each student tastes all of the salads on offer (if appropriate) and fills out the table in WS 22. When complete, student cuts along the dotted line and places the table, and their winning salad name, into the voting box.
4. Students complete WS 22 by writing a review (descriptive text) on their favourite salad.

Conclusion (5mins)

- Teacher announces the winning salad. Display the food reviews in the classroom.

Note: If preferred, teachers can allow students to plan their salad on a day prior to the activity. Provide the students with a list of stock ingredients that will be on offer and allow them to order one special ingredient just for their group.

Assessment

For: Student effectively contributes to class discussion.

As: Student uses resources available in the classroom to assist in writing task.

Of: Quality of student's food review. Student involvement in group activity.

Differentiation

Extend: Students write a recipe (procedure) for their salad. Students write reviews on the other salads.

Simplify: Students complete a simpler writing task such as a sentence on their favourite salad or a simple procedure for making a salad.

School/Home Link

Students can have a go at reviewing other meals (meals at home or when eating out).

Classroom activities

Stage Two | Lesson Four | Year 4

Learning Outcomes

A student:

- **INS2.3** Makes positive contributions in group activities.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **MA2-18SP** Selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs.
- **ST2-5WT** Applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteria.

Preparation/Resources

- Worksheet 24 – The Five Tastes Record Sheet.
- Worksheet 25 – The Five Tastes. For teacher reference.
- Worksheet 7 – Permission Slip.
- Demonstration Foods - see WS 25.
- A selection of foods for tasting. Ensure that you have included a wide range from the various taste families. See WS 25 for ideas.
- Serving utensils for each item to be tasted (spoons, tongs, toothpicks etc).
- Tasting cups – 1 per student.
- Teaspoons – 1 per student.
- Paper towel.
- Pencils for writing.

2-3 weeks prior:

- send WS 7 home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior:

- check permission slip returns.

1-2 days prior:

- organise the foods for tastings.

Prior to lesson:

- prepare tasting plates and equipment (utensils, cups, spoons, paper towel).
- photocopy WS 24 – 1 per student.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

Duration | 60 minutes

What taste is that?

Students will learn about the five different types of tastes and how to identify them.

Introduction (10mins)

- As a class brainstorm what tastes they know. Explain that there are five recognised tastes - sweet, sour, salty, bitter, umami. The flavour of food is usually a combination of these tastes and in a food they may be able to identify more than one taste.
- Explain that they are going to do an activity that will involve them identifying the five recognised tastes in a selection of foods. They will record their own findings in a table. The class will then combine and compare their results.
- Discuss class rules for safe food handling. Students are to use the serving utensils to place the food into their tasting cup. Students then use their own spoon to taste the food from their cup only. Students may clean out their tasting cup and spoon after each taste using paper towel and/or water if they wish.

Activity (35mins)

1. Have the students taste the demonstration tasting plates so they can identify the five tastes.
2. Students then taste the other foods on offer. Students complete WS 24 by writing the name of the food and marking the relevant box, or boxes, for tastes identified.
3. Collate class results and display findings (e.g. as a column graph). This can be done as a class, or individually if extra time is allowed.

Conclusion (15mins)

- Develop a class display of the activity. Students can attempt to identify the tastes found in their lunchbox.

Assessment

For: Student identifies the five different types of taste. Student effectively contributes to the group activity.

As: Student is able to collect data.

Of: Student is able to identify tastes and record data. Student's ability to display results in a meaningful way.

Differentiation

Extend: Students develop their methods for recording and displaying the results.

Simplify: Students complete group tasks only.

School/Home Link

Homework: Students conduct a tasting demonstration at home.

Classroom activities

Stage Three | Lesson One | Year 5

Learning Outcomes

A student:

- **PSS3.5** Suggests, considers and selects appropriate alternatives when resolving problems.
- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

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

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 26 - Lunchbox.
- Worksheet 18 – Food Group Food List.
- Pencils for writing, drawing and colouring.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- photocopy WS 26 –1 per student.
- photocopy WS 18 –1 per student.

Duration | 60 minutes

Australian Guide to Healthy Eating – the Five Food Groups

Students develop a school lunchbox that includes foods from all Five Food Groups.

Introduction (10mins)

- Brainstorm why we eat food and what food helps us do (examples include: energy for running and playing, to grow, to keep from getting sick, to feel good, for strong teeth and bones).
- Introduce the *Australian Guide to Healthy Eating* poster. Ask students what they can see? Direct discussion towards the circle part of the poster. Explain that the five sections of the circle are the Five Food Groups.
- Each of the food groups provides us with important nutrients to help our body function properly. We need to eat food from each food group every day to be healthy. We also need to drink lots of water every day.
- Explain to the students that they are going to develop a school lunchbox that includes foods from all Five Food Groups.

Activity (40mins)

1. Provide students with WS 26.
2. Using the *Australian Guide to Healthy Eating* poster and WS 18, students complete questions 1 and 2 on WS 26. They need to fill in all the parts of the school lunchbox. They also need to include all the food groups over the day and make it something that they would eat.
3. Students consider a previous school day's food and complete question 3 on WS 26.
4. Based on what they have learnt, students suggest ideas for eating better at school and complete question 4 on WS 26.

Conclusion (10mins)

- As a class discuss what the consequences might be of not eating foods from all the food groups. Discuss as a class what ideas the students had for improving their food choices to include all food groups.

Assessment

For: Student's involvement in class discussions. The quality of student's contribution to class discussions.

As: Student uses resources to complete learning tasks.

Of: Student is able to include all Five Food Groups in their planned lunch.

Differentiation

Extend: Students can include other meals and snacks in their plan.

Simplify: Students complete only some of the tasks. Students undertake the task with assistance. Students undertake the task as a group activity.

School/Home Link

Take WS 26 home to discuss with family.

Classroom activities

Stage Three | Lesson One | Year 6

Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **PSS3.5** Suggests, considers and selects appropriate alternatives when resolving problems.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **MA3-7NA** Compares, orders and calculates with fractions, decimals and percentages.
- **EN3-3A** Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- *Healthy eating for children* brochure from Eat for Health.
- Worksheet 27 – Sample Diet.
- Worksheet 28 – Sample Diet Teachers Notes. For teacher reference.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
- order copies of *Healthy eating for children* brochure or print out. See Resources tab in folder.

Prior to lesson:

- photocopy WS 27 – 1 per student.
- photocopy 1 copy of WS 28.

Duration | 60 minutes

Australian Guide to Healthy Eating – the Five Food Groups

Students assess a sample diet to see if it meets Five Food Group requirements.

Introduction (10mins)

- Brainstorm why we eat food and what food helps us do (examples include: energy for running and playing, to grow, to keep from getting sick, to feel good, for strong teeth and bones).
- Introduce the *Australian Guide to Healthy Eating* poster. Ask students what they can see? Direct discussion towards the circle part of the poster. Explain that the five sections of the circle are the Five Food Groups.
- Each of the food groups provides us with important nutrients to help our body function properly. We need to eat food from each food group every day to be healthy. We also need to drink lots of water every day.
- Explain to the students that they will be evaluating a sample diet to see if the person is getting enough of each of the food groups.

Activity (40mins)

1. Provide students with WS 27 and a copy of the *Healthy eating for children* brochure.
2. Students analyse the sample diet using the brochure and then answer the questions on WS 27.

Conclusion (10mins)

- Discuss their findings as a class. What changes could Sam make to get the right amount of each food group?

Assessment

For: Student effectively contributes to class discussion.

As: Student uses resources to complete task. Student accesses support or additional resources if needed.

Of: Student correctly evaluates the sample diet using the resources available. Student correctly adds up totals and compares them to the ideal. Student is able to come up with suitable solutions to meet food group adequacy.

Differentiation

Extend: Students attempt to develop a sample diet that fits their own daily requirements.

Simplify: Students identify food groups in the sample meal plan only.

School/Home Link

Homework: Students can record a meal of their own and evaluate it for the number of food group serves. Breakfast is usually the simplest meal to assess.

Classroom activities

Stage Three | Lesson Two | Year 5

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **EN3-6B** Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.
- **EN3-7C** Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
 - Fact sheet from www.healthykids.nsw.gov.au/kids-teens/choose-water-as-a-drink-kids.aspx
 - Fact sheet from www.healthykids.nsw.gov.au/home/fact-sheets/choose-water-as-a-drink.aspx
 - Worksheet 29 – Why Water?
 - 6 x labelled drink containers (empty and cleaned) including:
 - bottle of water
 - bottle or tetra pack of 100% fruit juice
 - bottle of sugar sweetened soft drink, e.g. lemonade
 - small carton of reduced fat plain milk
- May also include:**
- small carton of plain milk
 - small carton of flavoured milk
 - bottle of sugar sweetened sports drink
 - diet soft drink or sports drink

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
- source empty drink containers.

Prior to lesson:

- photocopy WS 29 – 1 per student.
- photocopy copies of both fact sheets – 1 set per student, pair or group.

Duration | 60 minutes

Why Water?

Students investigate why the Australian Dietary Guidelines say Drink Plenty of Water.

Introduction (5mins)

- Revisit the *Australian Guide to Healthy Eating* poster. Point out the tap with running water and glass in the top right corner. Ask students why the tap is turned on? What might that mean? It means drink plenty of water. Drink water most of the time.
- Explain to the class that they are going to investigate why the Australian Dietary Guidelines suggest we drink plenty of water.

Activity (45mins)

1. Set out drink containers on a table, keeping the Nutrition Information Panels hidden.
2. Using WS 29 briefly explain the concept of kilojoules.
3. Ask students to complete question 1 on the WS.
4. Turn bottles to show the Nutrition Information Panel. Explain to students to use the per 100ml column to compare the different drinks.
5. Ask students to complete question 2 on the WS. Discuss as a class whether anyone was surprised by the answers.
6. Hand out copies of fact sheets – this can be done individually, in pairs or in groups. Ask students to read the information in the fact sheets and complete questions 3 and 4 on the WS.

Conclusion (10mins)

- Class discussion on Why Water? Group decides on a class statement that that can be displayed on the wall.

Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student's ability to order drinks correctly. Student's ability to identify why water is the preferred drink.
- Of:** Student is able to accurately order drinks. Student is able to identify water as the preferred drink and provide correct reasons why.

Differentiation

- Extend:** Students develop a persuasive text to convince fellow students about the benefits of water.
- Simplify:** Students complete the task as part of a group. Students complete the task with assistance. Students only complete some aspects of the WS.

School/Home Link

Publish the class statement in the school newsletter, website or blog.

Classroom activities

Stage Three | Lesson Two | Year 6

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 30 – Fluid Record Cards.
- Worksheet 31 – Fluid Results.
- Student workbooks or loose paper for workings.
- A4 card – 1 per student plus spares.
- Pencils for writing, drawing and colouring.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

Prior to lesson:

- photocopy WS 30 onto the A4 card – 1 per student plus spares.
- photocopy WS 31 – 1 per student.

**Duration | 60+ minutes
over a week period**

Drink Plenty of Water

Students record and graph their water and total fluid consumption.

Introduction (10mins)

- Revisit the *Australian Guide to Healthy Eating* poster. Point out the tap with running water and glass in the top right corner. Ask students why the tap is turned on? What might that mean? It means drink plenty of water. Drink water most of the time.
- As a class discuss why drinking fluid is important. Then discuss some ideas as to why the Australian Dietary Guidelines say drink plenty of water and not just drink plenty of fluid?
- Explain to the students that they will be conducting an experiment to measure their fluid consumption over three days. They will then be calculating their average fluid intake. Based on their results they will be able to state whether they did drink plenty of water.

Activity

First lesson (15mins)

1. Class comes up with a definition of what 'drink plenty of water' might mean (e.g. 80% water or 8/10 cups is water etc).
2. Provide students with copies of WS 30. Explain that for every 100 mls of fluid they drink, they are to fill in a square.
3. Discuss as a class how they will measure fluid. How will they work out how much fluid is in things like glasses provided at cafes/restaurants or at other people's homes? How will they work out how much fluid is in a mouthful from the bubbler?

Over the week

4. Students keep a record of their fluid intake over three days. Ensure that two days are school days and one day is a weekend day. Provide time over the school day for students to complete their record, if necessary. Remind students to take the record home to complete.

Second lesson (20mins)

6. At the end of the recording period, each student completes WS 31. They may need workbooks or loose paper for working out totals, averages, highest and lowest scores and water consumption as a proportion (according to class definition). Students complete WS 31 by drawing a graph to depict their total fluid consumption over the three days and completing the questions.

Conclusion (15mins)

- Develop a class results display. Create a graph depicting how many of the class achieved the class definition of 'drink plenty of water'.

Continued >

Classroom activities

Stage Three | Lesson Two | Year 6

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 30 – Fluid Record Cards.
- Worksheet 31 – Fluid Results.
- Student workbooks or loose paper for workings.
- A4 card – 1 per student plus spares.
- Pencils for writing, drawing and colouring.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

Prior to lesson:

- photocopy WS 30 onto the A4 card – 1 per student plus spares.
- photocopy WS 31 – 1 per student.

Duration | 60+ minutes
over a week period

< Continued

Drink Plenty of Water

Assessment

For: Student contribution to class discussions. Student completes recording tasks accurately.

As: Student adequately completes recording tasks.

Of: Student records data accurately. Student displays results accurately. Student able to answer questions about fluid consumption. Student identifies why their fluid and water consumption might vary.

Differentiation

Extend: Students come up with their own fluid record and results pages. Students compare collected data in other ways - e.g. compare water consumption on a weekend vs a school day.

Simplify: Students complete task with assistance. Students complete fluid record only and contribute to class results. Students record water intake only. Students can undertake the Q4H2O activity, which provides simpler measurement tools (www.healthpromotion.com.au/H2O/H2O_Home.htm).

School/Home Link

Student is to complete fluid record at home (outside school hours and on the weekend). Student to discuss the activity with family.

Classroom activities

Stage Three | Lesson Three | Year 5

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **EN3-2A** Composes, edits and presents well-structured and coherent texts.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 16 – Food Record.
- Worksheet 18 – Food Group Food List.
- Worksheet 19 – Sometimes Food List.
- Green and red/orange/pink highlighters, pens or pencils.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- photocopy WS 16 – 3 per student.
- photocopy WS 18 and WS 19 – 1 set per student pairing.

Duration | 60+ minutes
over a week period

Everyday and Sometimes Foods

Students keep a food diary for three days, analyse their food choices and develop goals for improvement.

Introduction (15mins)

- Revisit the *Australian Guide to Healthy Eating* poster and the Five Food Groups. Reinforce that foods from the Five Food Groups are *everyday* foods. Revisit that we need to drink plenty of water each day too.
- Ask students what other things they can see on the poster that aren't included in the circle (e.g. fats and oils, the *sometimes* foods).
- What kind of foods do children eat that are in the *sometimes* section?
- Explain to the students that *sometimes* foods are not bad, but they are not for every day. And eating too much of them may have consequences. They are not for every day. Ask students what proportion of foods do they think should be *sometimes* foods (e.g. less than 20% of foods, only one serve a day or just on special occasions). Class decides on a definition of what *sometimes* means.

Activity

First lesson (5mins)

1. Ask students to keep a food diary for three days using WS 16. Ensure that students choose one weekend day and two school days.

Second lesson (30mins)

2. Once the 3 days of recording is complete, students bring their records into class to assess.
3. In pairs, students use WS 18 and WS 19, to highlight which foods are everyday foods and which are sometimes foods on their food records. Suggest green for *everyday* choices, red/orange/pink for *sometimes* choices. Ask students to consider if their intake of *sometimes* foods met the class definition.
4. In their workbooks, students record a statement about their food choices and develop one to two simple goals to improve the proportion of *everyday* foods to *sometimes* foods (if necessary).

Conclusion (10mins)

- Students share statements and goals with the class if they wish.
- Discuss as a class if the students felt they ate differently because they were recording what they ate. Did they record everything they ate? If not, why not?
- Ask students to revisit their goals on a regular basis (e.g. monthly or once per term).

Continued >

Classroom activities

Stage Three | **Lesson Three** | Year 5

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **EN3-2A** Composes, edits and presents well-structured and coherent texts.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 16 – Food Record.
- Worksheet 18 – Food Group Food List.
- Worksheet 19 – Sometimes Food List.
- Green and red/orange/pink highlighters, pens or pencils.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- photocopy WS 16 – 3 per student.
- photocopy WS 18 and WS 19 – 1 set per student pairing.

Duration | 60+ minutes
over a week period

< Continued

Everyday and Sometimes Foods

Note:

- *As there are a wide variety of foods that students may eat, it may not be possible to accurately assess all foods.*
- *The teacher may be called upon to provide 'common sense' guidance for assessing some foods. WS 18 and WS 19 can be used for reference.*
- *Mixed meals (e.g pasta with meat sauce, sandwich with fillings) can be separated out into their major elements for placement.*
- *It may not be possible to assess some foods – leave these foods unassessed.*
- *Ensure that no student is stigmatized for their food intake. Reinforce that this activity was only reporting on one day of food intake and what people eat varies from day to day.*

Assessment

For: Student's involvement in class discussion. Student completing food record over the week.

As: Student uses resources to assist with task completion.

Of: Student completes menu assessment task as accurately as possible.

Differentiation

Extend: Students record their food intake for a week. Students record amounts of foods and drinks and use the serve size information available in the Eat for Health brochure *Healthy eating for children* (See Resources tab in folder) to evaluate their eating in more detail.

Simplify: Students undertake a one-day food record and assess with it with assistance. Students develop statement and goals with assistance.

School/Home Link

Students discuss their findings and goals with their families.

Classroom activities

Stage Three | Lesson Three | Year 6

Learning Outcomes

A student:

- **DMS3.2** Makes informed decisions and accepts responsibility for consequences.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN3-2A** composes, edits and presents well-structured and coherent texts.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 32 – Sample Canteen Menu.
- Worksheet 33 – Sample Canteen Menu Teachers Notes. For teacher reference.
- Worksheet 18 – Food Group Food List.
- Worksheet 19 – Sometimes Food List.
- Green and red/orange/pink highlighters, pens or pencils.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- photocopy WS 32 – 1 per group.
- photocopy WS 18 and WS 19 – 1 set per group.
- photocopy 1 copy of WS 33.

Duration | 75 minutes

Everyday and Sometimes Foods

Students assess a sample school canteen menu.

Introduction (15mins)

- Revisit the *Australian Guide to Healthy Eating* poster and the Five Food Groups. Reinforce that foods from the Five Food Groups are *everyday* foods. Revisit that we need to drink plenty of water each day too.
- Ask students what other things they can see on the poster that aren't included in the circle (e.g. fats and oils, the *sometimes* foods).
- What kind of foods do children eat that are in the *sometimes* section?
- Explain to the students that *sometimes* foods are not bad, but they are not something our body needs to be healthy. And eating too much of them may have consequences. They are not for every day. Ask students what proportion of foods do they think should be *sometimes* foods (e.g. less than 20% of foods, only one serve a day or just on special occasions). Class decides on a definition of what *sometimes* means.
- Discuss what this definition of *sometimes* means for a canteen menu. What proportion of the foods on the menu should be *everyday* choices?
- Explain to the students that they will be assessing a sample canteen menu and coming up with suggestions on how to improve it.

Activity (40mins)

1. Divide students into groups of three to four.
2. Provide each group with WS 32, WS 18 and WS 19. Ensure that the *Australian Guide to Healthy Eating* poster is also accessible.
3. Students assess the menu by highlighting those foods that are everyday choices and those that are sometimes foods. Suggest green for *everyday* choices, red/orange/pink for *sometimes* choices.
4. In their groups, students discuss how they might change the menu so that it has more everyday foods on it.
5. Students write a brief report on the activity in their workbooks.

Conclusion (20mins)

- Develop an improved canteen menu using class suggestions.

Assessment

For: Student identifies elements of the *Australian Guide to Healthy Eating* poster.

As: Student is able to assess sample canteen menu.

Of: Student is able to make suggestions on how to improve the sample canteen menu.

Differentiation

Extend: Students independently make suggestions on how to improve the sample canteen menu.

Simplify: Teacher guided discussion within the small groups.

School/Home Link

Approach the canteen or a local food business to see if they would be willing to have the students assess their menu.

Classroom activities

Stage Three | Lesson Four | Year 5

Learning Outcomes

A student:

- **DMS3.2** Makes informed decisions and accepts responsibility for consequences.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN3-2A** Composes, edits and presents well-structured and coherent texts.
- **EN3-6B** Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- 2nd lesson only - ingredients for making winning sandwich/es. Allow enough ingredients to make 1 sandwich per group of 4 students. This will provide ¼ sandwich per student for tasting.
- 2nd lesson only – equipment and utensils for making sandwiches. E.g. boards, tongs, knives, spoons.
- Worksheet 7 – Permission Slip.
- Pencils for writing.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

2-3 weeks prior:

- send WS 7 home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior:

- check permission slip returns.

1 day prior to 2nd lesson:

- organise ingredients.

Prior to 2nd lesson:

- prepare ingredients and place ready for students to use in sandwich preparation.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

Duration | 2 x 45 minutes

A Deliciously Healthy Sandwich

Students will design a sandwich that is both tasty and good for them.

Introduction (5mins)

- As a class, discuss the items required to make a healthy and delicious sandwich. Students can refer to *Australian Guide to Healthy Eating* poster for guidance in attempting to include as many food groups as possible and avoiding *sometimes* foods.
- Explain to students that they will be designing the ultimate deliciously healthy sandwich. They will need to write a recipe for their sandwich and then an exposition on why their sandwich is good for them and tasty too. The teacher will pick a winning sandwich/es based on the recipe and exposition. In the follow up lesson, students will make the winning sandwich/es.

Activity

First lesson (40 mins)

1. In their books, students write a recipe for their healthy sandwich and then write an exposition on why their sandwich is both healthy and delicious.
2. Teacher chooses a winning sandwich/s based on the expositions.

Second lesson (35 mins)

3. In small groups of four, students make the winning sandwich/s.
4. Students have the opportunity to taste the sandwich/s.

Conclusion (10mins)

- Class discussion on whether healthy food can also be delicious.

Assessment

- For:** Student effectively contributes to class discussion. Student uses *Australian Guide to Healthy Eating* poster to guide food choices.
- As:** Student knows how to refer to the *Australian Guide to Healthy Eating* for guidance. Student accesses resources as needed to develop exposition.
- Of:** Student is able to develop a sandwich that is healthy. Student develops a recipe procedure that can be followed. The quality of the student's exposition.

Differentiation

- Extend:** Students write a discussion on the whether healthy can also be delicious.
- Simplify:** Students undertake the task with assistance. Students undertake a simpler writing task.

School/Home Link

Publish the winning sandwich recipe/s and photos in the school newsletter.

Classroom activities

Stage Three | Lesson Four | Year 6

Learning Outcomes

A student:

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

Cross Curriculum Links

A student:

- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables.

Preparation/Resources

- Worksheet 34 – Sauce Recipes.
- Worksheet 7 – Permission Slip.
- Ingredients for sauces. You can choose to make just 2 sweet and 2 savoury sauces. Allow $\frac{1}{4}$ cup of each sauce per student.
- Vegetables and fruits for tastings. Allow 1 cup of produce per student.
- Spoons for serving sauces.
- Tongs for serving produce.
- Plates - 1 per student.
- Access to water for students to drink between tastings.
- Pencils for writing.

2-3 weeks prior:

- send WS 7 home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior:

- check permission slip returns.

1 day prior:

- using WS 34, organise ingredients.
- using WS 34, make sauces and refrigerate until needed.

Prior to lesson:

- prepare produce by cutting into small pieces if needed.
- place produce and sauces out ready for students.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

Duration | 60 minutes

Find your perfect combo!

Students are encouraged to taste a variety of food combinations to select their favourite taste.

Introduction (5mins)

- Explain to students that they will be undertaking a tasting activity using vegetables and fruit and a variety of sweet and savoury sauces. The aim of the lesson is to try lots of combinations, mindfully tasting each one, in order to decide on their favourite combination. Discuss with students that some unexpected flavour combinations taste great, e.g. pineapple and chilli, strawberries and balsamic vinegar.
- Discuss as a class how they might record their tastings (e.g. in a table) so that they can identify their favourite combination.

Activity (40 mins)

1. Students develop a table (or alternative) to accurately record their tastings.
2. Students serve themselves a dollop of each sauce onto their plate.
3. Students then pick vegetables and fruits to dip into their sauces to taste.
4. Students write a short descriptive text on their favourite combination.

Conclusion (15mins)

- Students share their texts. Collate results to see what combination was the most preferred.

Note: If there is the time and resources available, students can make the sauces and prepare the vegetables and fruit as part of the lesson.

Assessment

For: Student effectively contributes to class discussion.

As: Student is able to create a table for tasting.

Of: Quality of student data collection. Quality of student descriptive text.

Differentiation

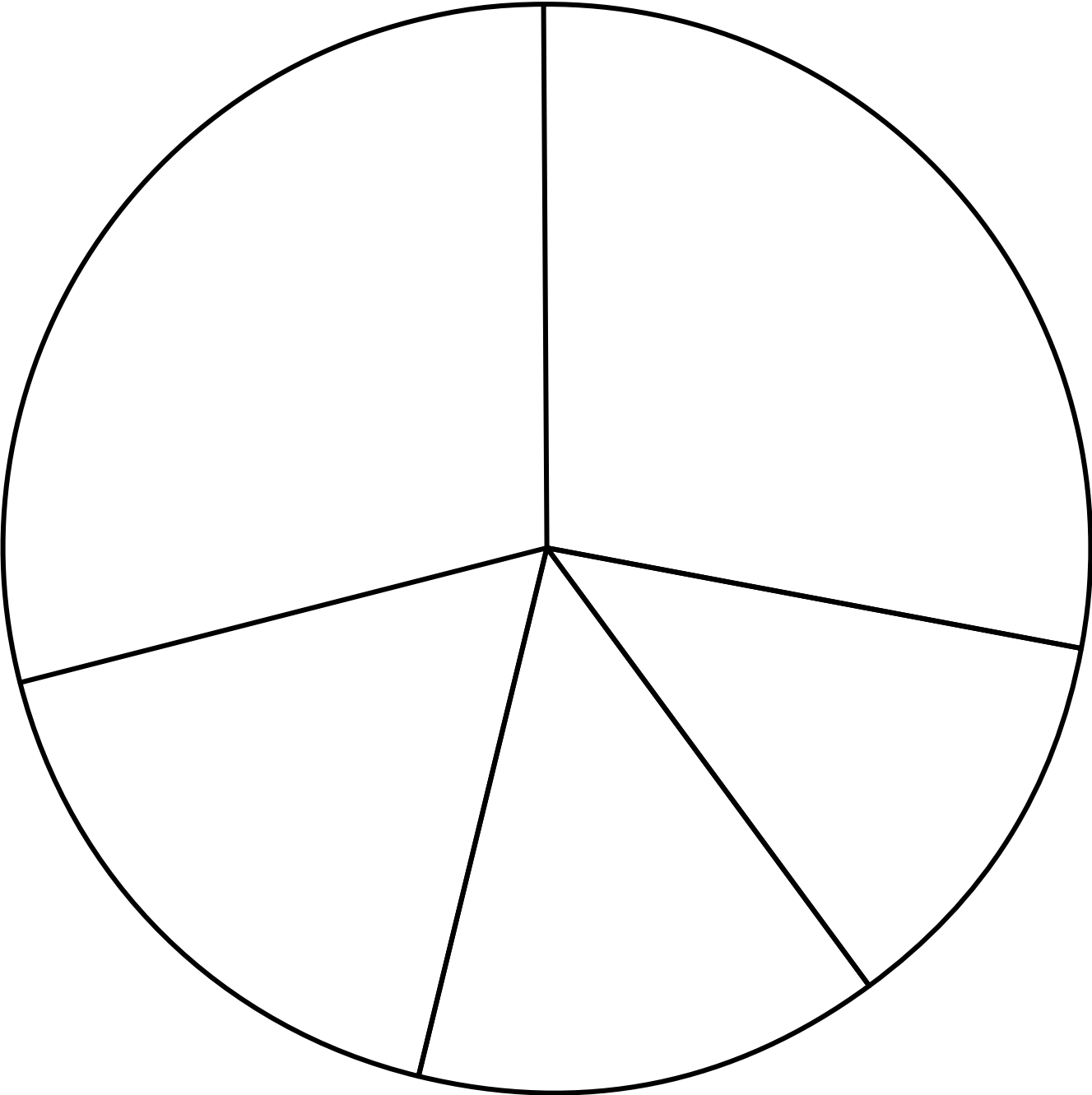
Extend: Students develop a text on how to taste food.

Simplify: Students undertake the tasting activity only. Students undertake the tasks with assistance.

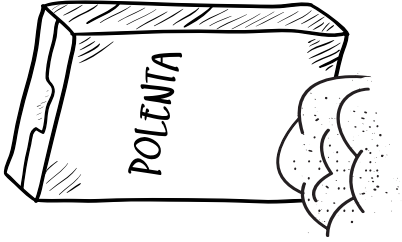

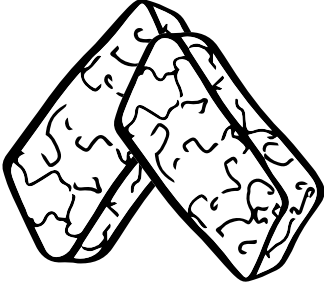
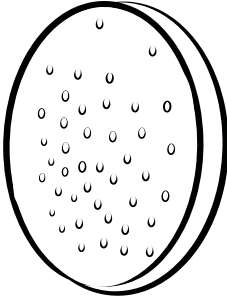

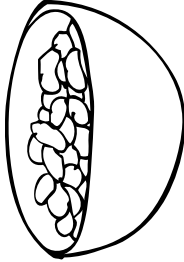
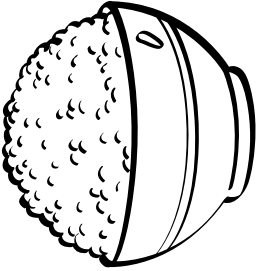
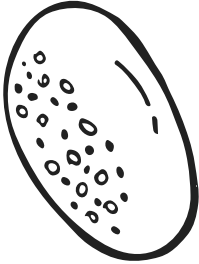
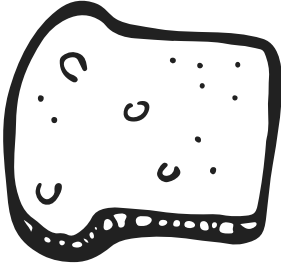
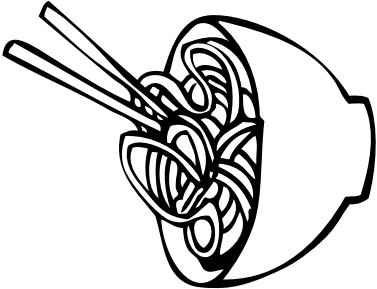
School/Home Link

Class results are published in the school newsletter. Students make their favourite combination for their family.

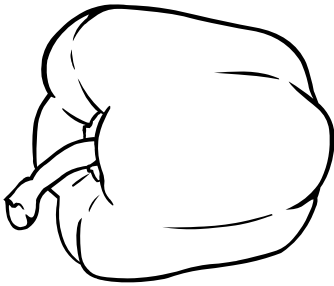
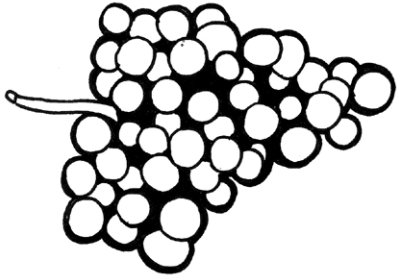
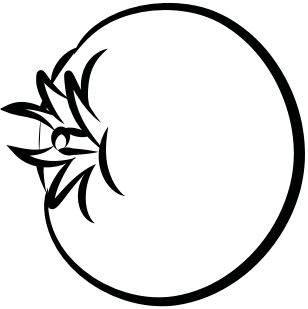
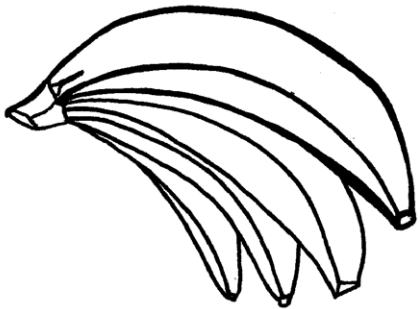
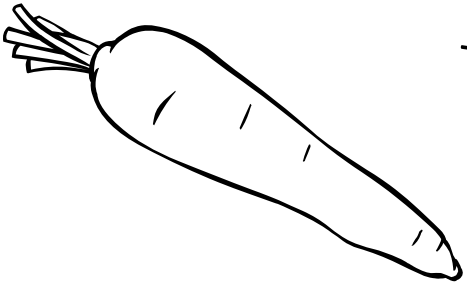

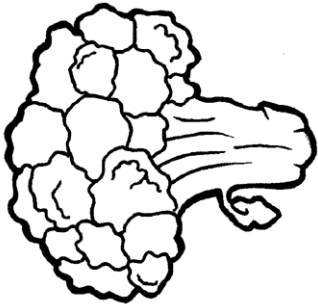

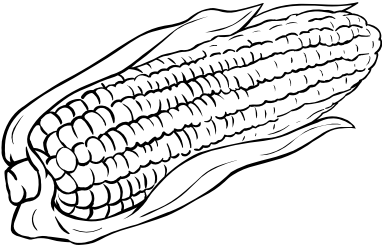

The Five Food Groups



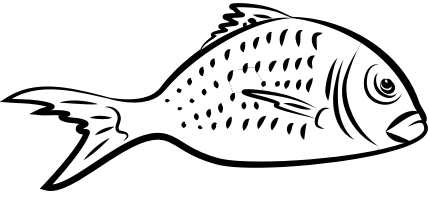
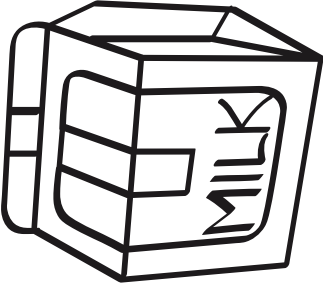

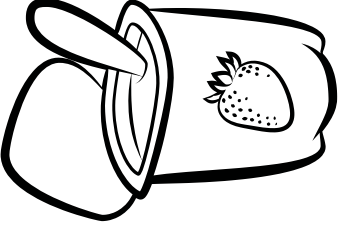
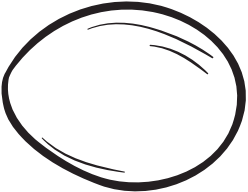
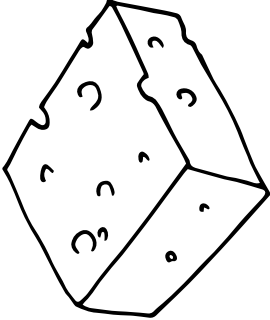
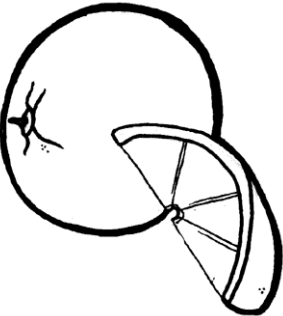
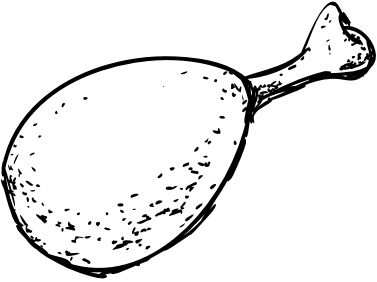
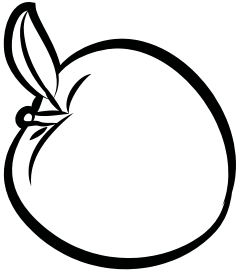
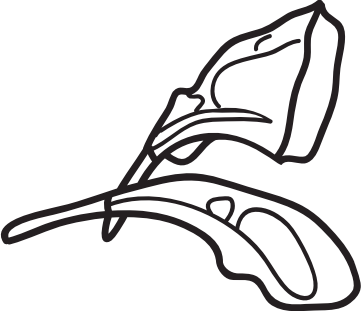
Worksheet 2.1 | The Five Food Groups Cards

	<p>polenta</p>		<p>lettuce</p>
	<p>cornbread</p>		<p>crumpet</p>
	<p>pasta</p>		<p>oats</p>
	<p>rice</p>		<p>roll</p>
	<p>bread</p>		<p>noodles</p>

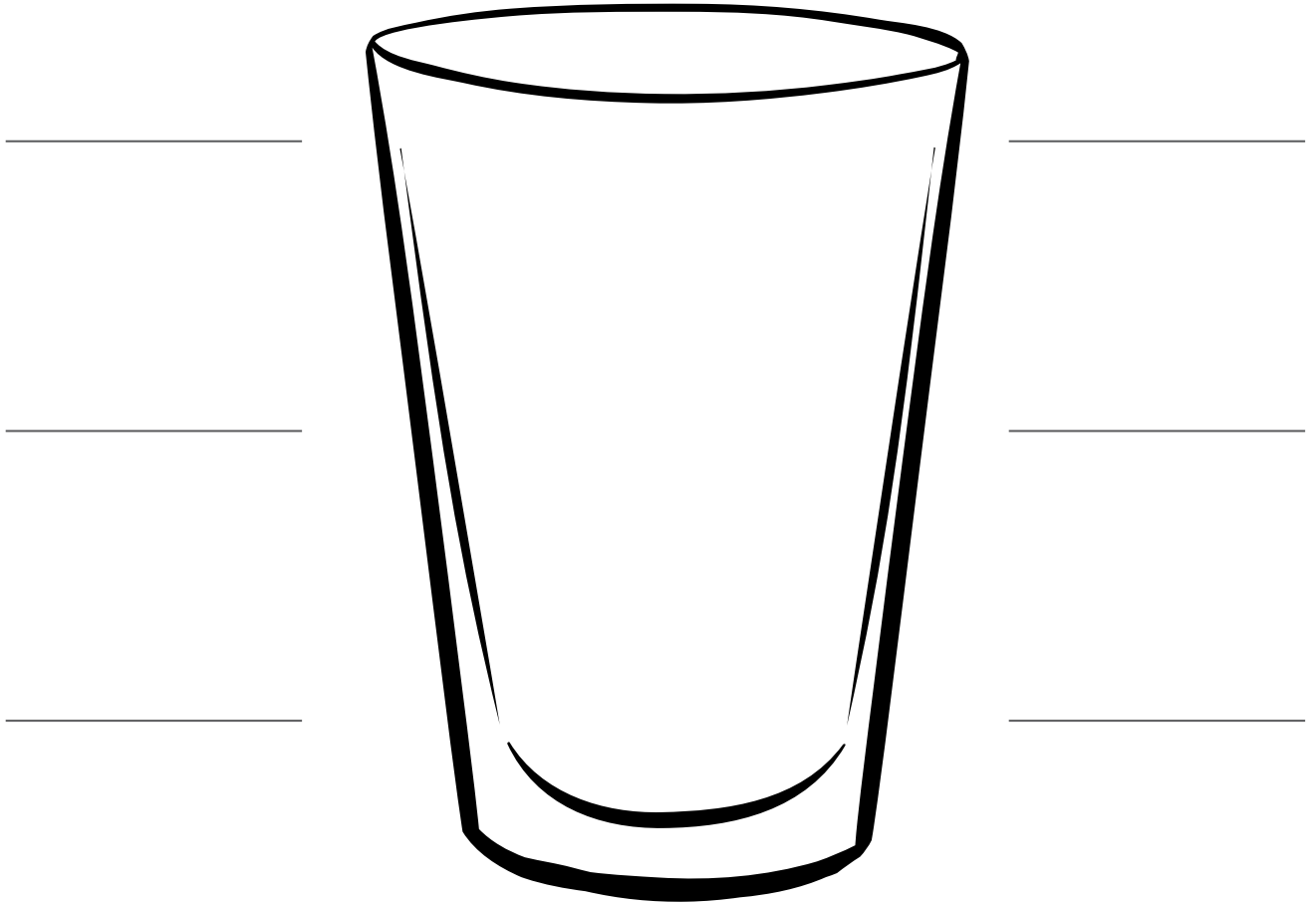
Worksheet 2.2 | The Five Food Groups Cards

 <p>capsicum</p>	 <p>grapes</p>
 <p>tomato</p>	 <p>banana</p>
 <p>carrot</p>	 <p>squash</p>
 <p>broccoli</p>	 <p>pumpkin</p>
 <p>corn</p>	 <p>sweet potato</p>

Worksheet 2.3 | The Five Food Groups Cards

	fish		milk
	nuts		yogurt
	egg		cheese
	orange		chicken
	apple		lamb

Water is?



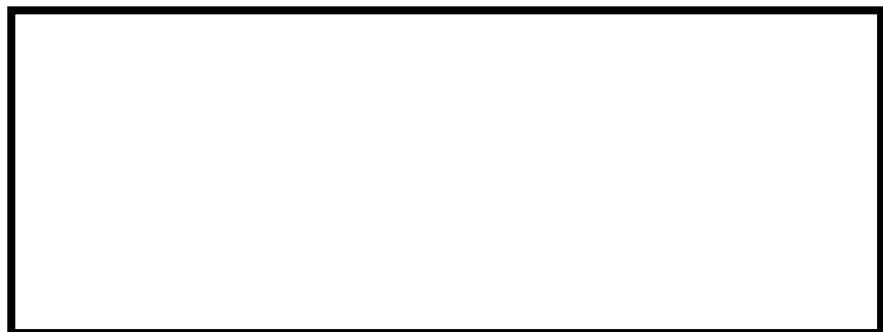
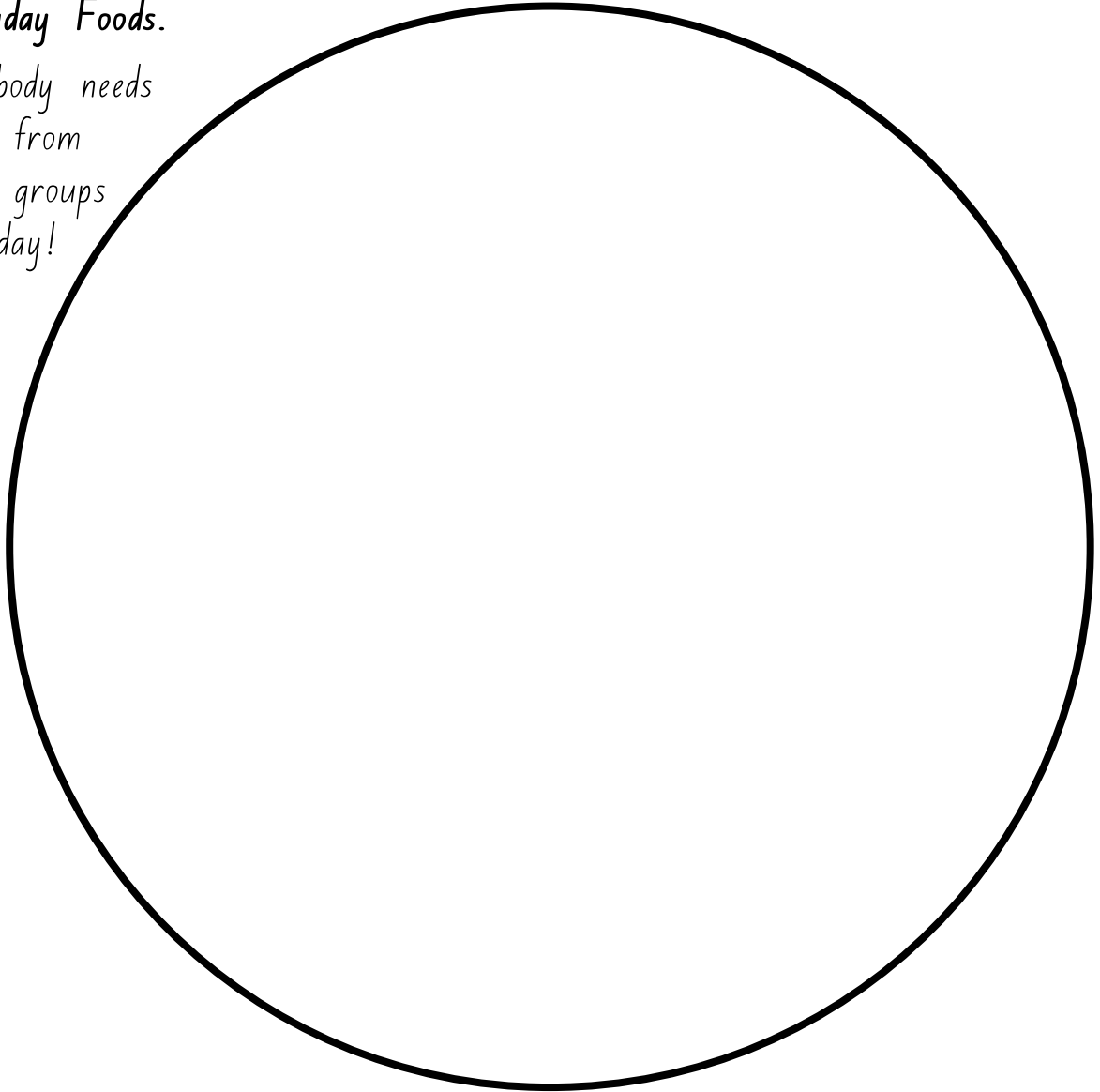
Drink _____ most of the time.

Everyday food or sometimes food?

Place the foods in the correct shape.

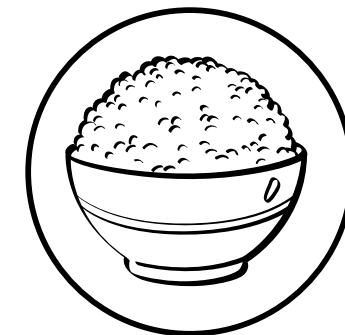
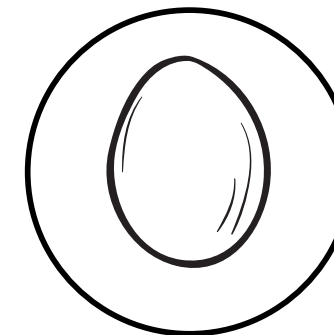
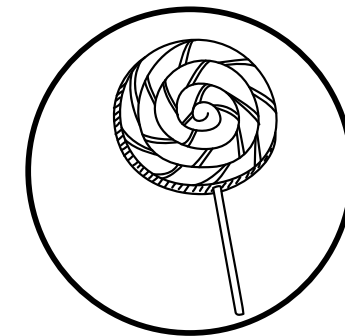
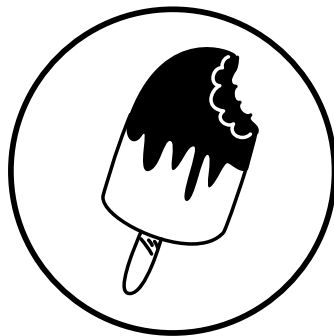
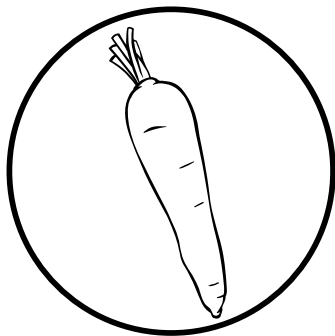
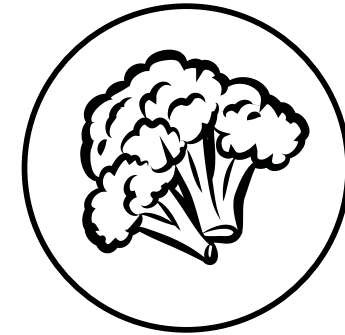
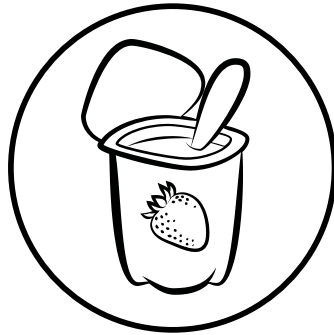
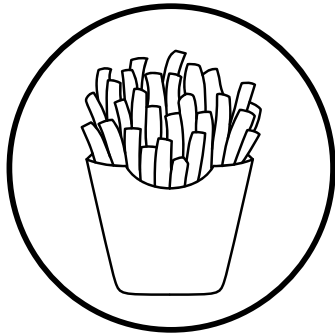
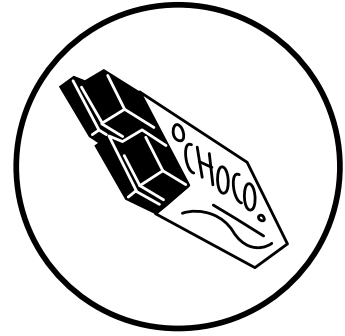
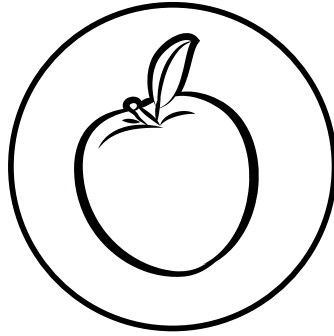
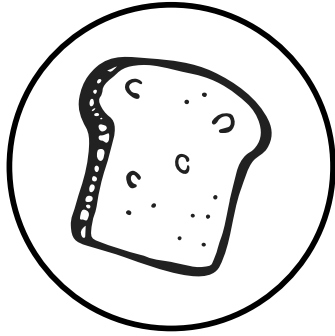
Everyday Foods.

My body needs
foods from
these groups
everyday!



Sometimes Foods. My body doesn't need these foods.

Colour and cut out the foods.



My Fruity Kebab

Draw and colour a picture of your kebab.
Label each piece of fruit.



Crunch&Sip Tasting Activity Permission Form

Dear parents/guardians/carers,

As part of Crunch&Sip, our class _____ is going to be holding a classroom activity that will involve preparing and/or tasting vegetables and fruit.

It may also involve other foods as part of the activity. This activity will be held on

____/____/20____ at _____ (time).

Crunch&Sip is a great program that will educate your child about the benefits of eating vegetables and fruit as part of a healthy lifestyle.

We understand that some students may have allergies/intolerances to certain foods. We ask for your co-operation in completing the following permission slip.

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

Please return the form to _____ by _____

Regards

_____ **Class Teacher**

Crunch&Sip Tasting Activity Permission Slip

I _____ give permission for my child/ward _____ of class _____ to participate in the Crunch&Sip food preparation and /or tasting activities to be held on _____ .

This activity has the approval of the Principal.

_____ has no known food allergies/intolerances.

(Insert name of child)

please tick

_____ suffers from a food allergy/intolerance and is not allowed to consume or touch the following foods. (complete only as necessary):

(Insert name of child)

(Food not allowed to consume)

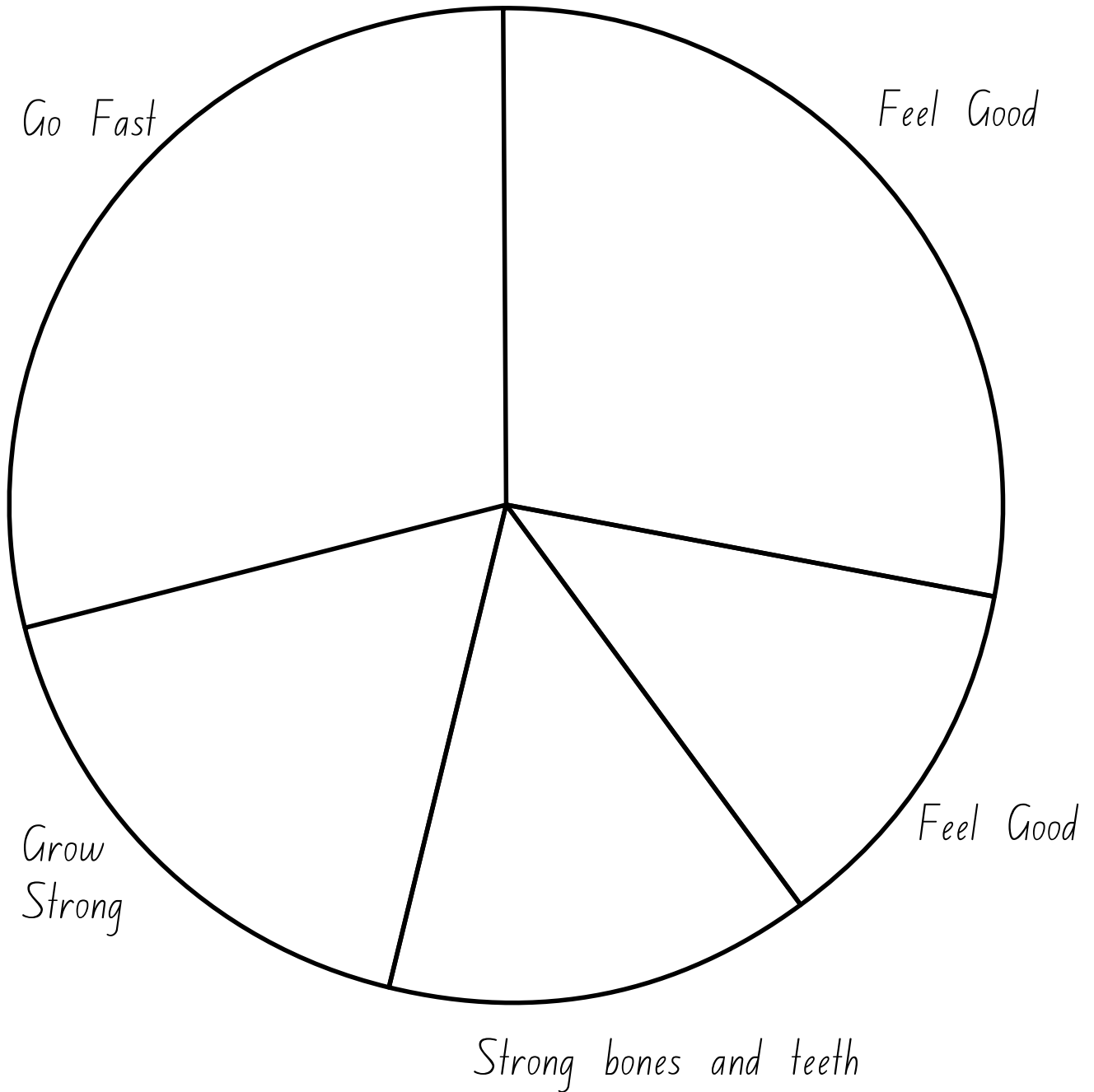
Signature: parent/guardian/carer

Print name: parent/guardian/carer

Date: ____/____/20____

I can help on the day: please tick

The Five Food Groups



I like _____.

It is a _____ food.

Food Group Names

Grains (cereal)

Food Group

Vegetables

Food Group

Fruit

Food Group

Milk, yoghurt, cheese and alternatives

Food Group

Lean meats, poultry, fish, eggs, tofu,
nuts and seeds, and legumes/beans

Food Group

Food Group Roles

Go Fast

Feel Good

Feel Good

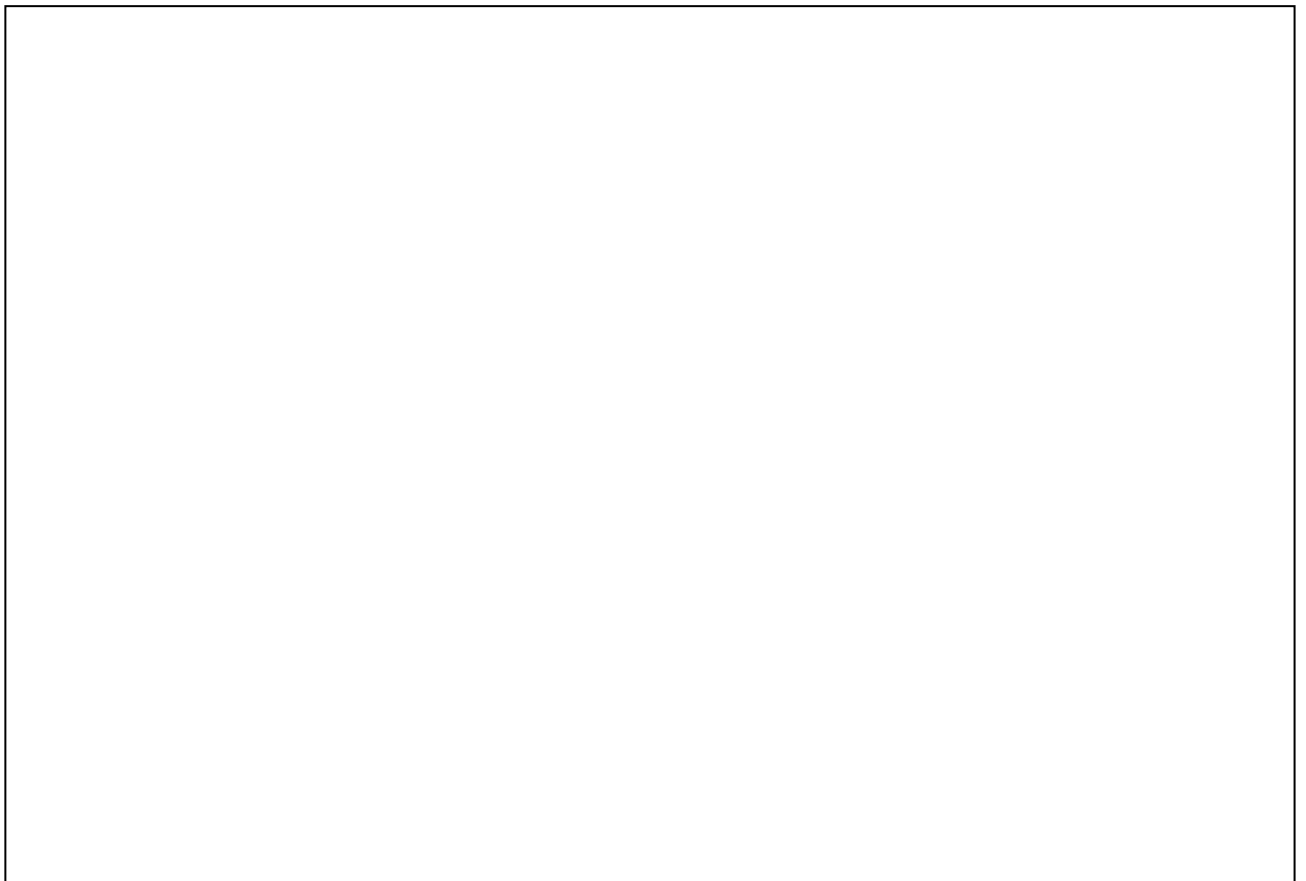
Strong Bones and Teeth

Grow Strong

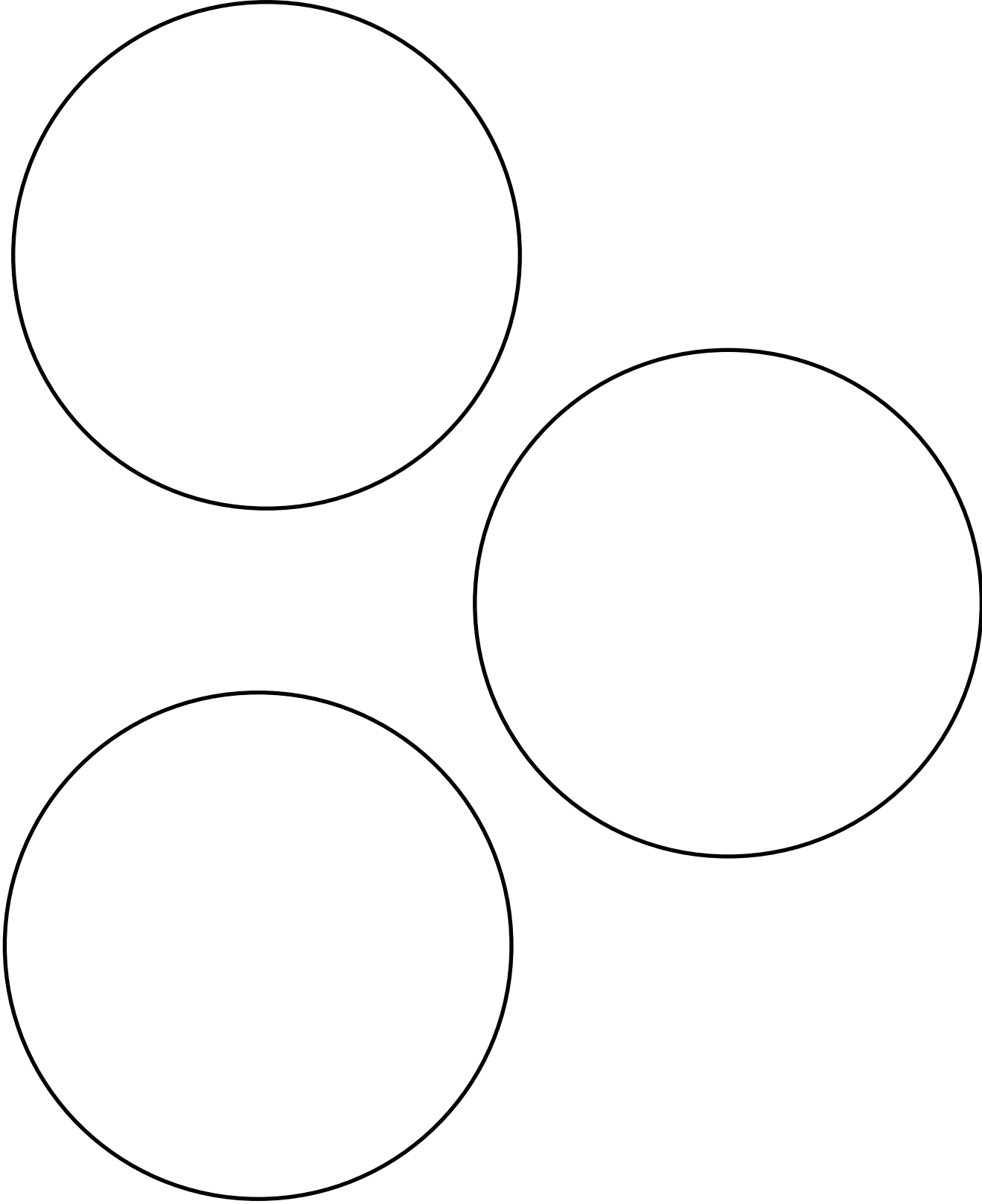
Water is Cool

I like water because

Here is a drawing of me drinking water.



Coaster Template



Staple-less Book Instructions

Step 1

Fold the paper lengthwise (fold 1).
Unfold the paper.

Step 2

Fold the paper widthwise (fold 2).
Keep the fold.

Step 3

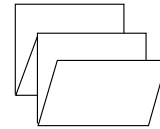
Fold one edge up to meet the centre fold (fold 3).
Turn the paper over.

Step 4

Fold the other edge up to meet the centre fold (fold 4).

Step 5

Open up the paper to form a 'w' like this



Step 6

Cut along lengthwise fold between fold 4 and fold 3.
Unfold the paper.

Step 7

Fold the paper back along the lengthwise fold (fold 1).
Place on the desk/table with the folded edge facing up.

Step 8

Push in the folded edges to form a cross.
Gather pages and fold flat to form the final book.

▶ Fold 1 ▶

▼ Fold 3 ▼

▶ Cut 1 ▶

▶ Fold 1 ▶

▼ Fold 3 ▼

▶ Fold 2 ▶

▶ Cut 1 ▶

▶ Fold 1 ▶

▶ Fold 2 ▶

▲ Fold 4 ▲

▶ Fold 1 ▶

▲ Fold 4 ▲

Noodle Box Instructions

Step 1

Print template onto A4 card (160 to 200 gsm).

Step 2

Students decorate and cut out template.

Step 3

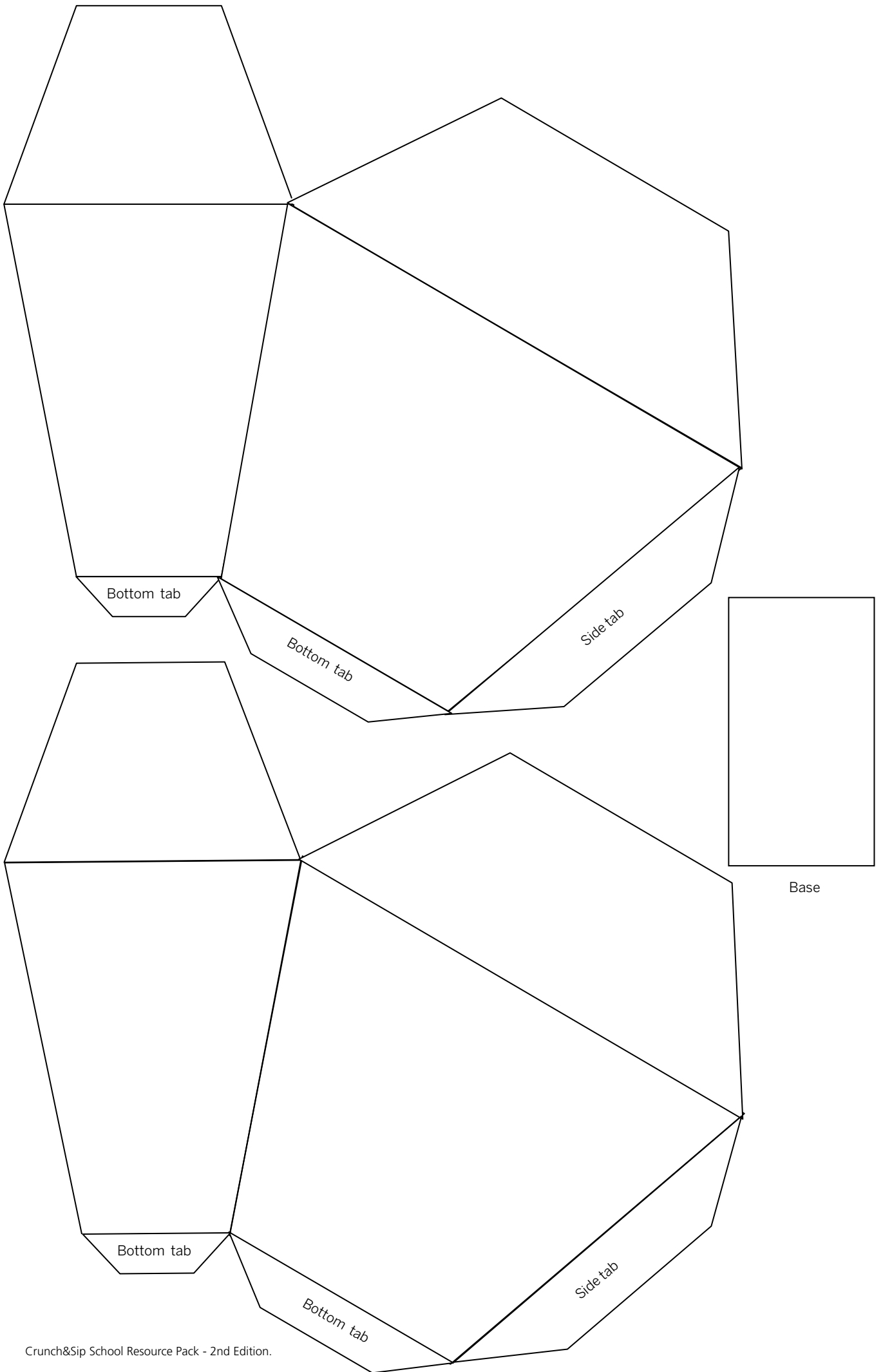
This step may require assistance from teaching staff and parent helpers. Place cut out template onto a mouse pad or carpet. With the thin end of a blunt knife and a ruler, score the lines on the template. Then fold each crease and run the handle of the knife along the crease to make it firm.

Step 4

Place double sided tape onto side tabs and then stick the noodle box sides together.

Step 5

Fold top flaps down and lay box onto them.
Place double sided tape onto bottom tabs and stick on base.



My Crunch&Sip Pack

Here is a photo of the Crunch&Sip pack I designed.

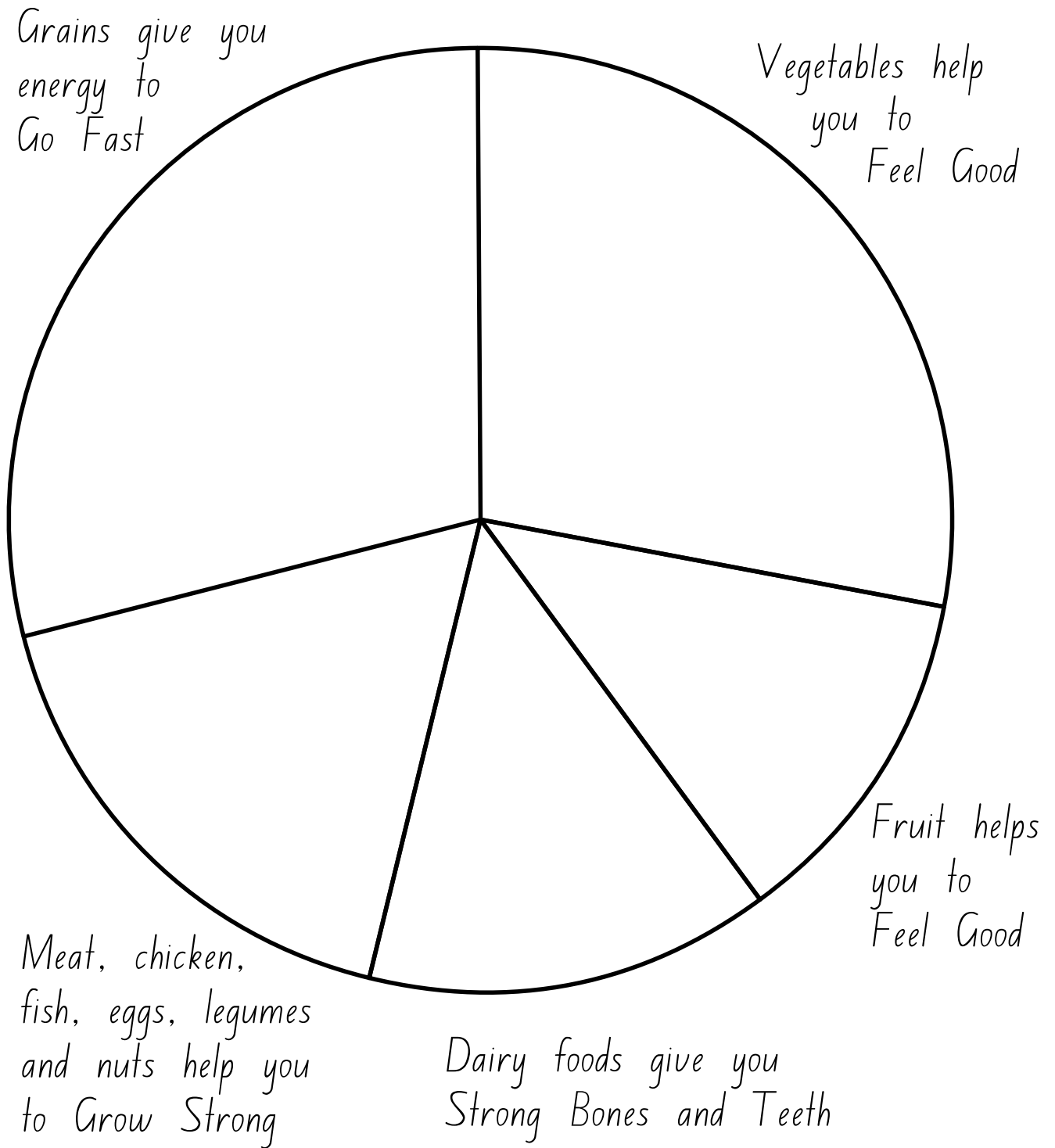


I want to eat it because

Food Record

Breakfast	
Morning Snacks (e.g. morning tea, recess, Crunch&Sip)	
Lunch	
Afternoon Snacks (afternoon tea)	
Dinner	
Any other food?	
Any other drinks?	

The Five Food Groups



The Five Food Groups Questions

Were there any food groups that your partner didn't eat from?

What might this mean for your partner?

What Foods and Drinks Belong in Which Food Group?

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties

Breads	Breakfast Cereals	Grains	Other Products
Crispbreads Damper English muffins Focaccia Lavash Naan Pita and other flat breads Rye White Wholegrain Wholemeal	Muesli (untoasted) Oats Porridge Wholewheat biscuits Wholegrain and/or high cereal fibre flaked cereals	Barley, pearl barley Buckwheat Bulgur Corn, polenta Couscous Flours made from grains Millet Quinoa Rice Rye Semolina Sorghum Spelt Triticale Wheat Wheatgerm	Crumpets Noodles Pasta Popcorn (plain)

Vegetables and legumes/beans – fresh, frozen or canned

Dark green or cruciferous	Root/tubular/bulb vegetables	Legumes/beans	Other vegetables
Asparagus Basil Broccoli Brussels sprouts Broccoflower Bok choy and other Asian greens Cabbages, all types, including red Cauliflower Chicory Chives Kale Lettuce such as cos, mignonette Parsley Silverbeet Snowpeas Spinach Water spinach	Artichoke Bamboo shoots Beetroot Carrots Cassava Celeriac Fennel Garlic Ginger Leeks Onions Parsnip Potato Radish Shallots Spring onions Swede Sweet potato Taro Turnip	Black beans Black-eyed beans Borlotti beans Cannellini beans Chickpeas Faba beans Lentils Lima beans Lupin beans Pinto beans Red kidney beans Split peas Soy beans Tofu	Avocado Bitter melon Capsicum Celery Chilli Choko Cucumber Eggplant Green beans Green peas Mushrooms Okra Pumpkin Sprouts Squash Sweetcorn Tomato Zucchini

Worksheet 18.2 | Food Group List

Fruit – fresh, frozen or canned (in natural juice or water) – 100% fruit juice and dried fruit sometimes only

Citrus	Pome	Tropical	Berries	Stone	Other
Grapefruit Lemon Lime Mandarin Orange Tangerine	Apple Loquat Pear Quince	Banana Guava Mango Melon Pineapple Pawpaw Rambutan	Blackberry Blueberry Loganberry Raspberry Strawberry	Apricot Cherry Nectarine Peach Plum	Feijoa Fig Grapes Kiwifruit Lychee Melons Passionfruit Pomegranate

Milk, yoghurt, cheese and/or alternatives, mostly reduced fat

Milks	Yoghurt	Cheese
All long life milks All reduced fat or full cream milks (preferably unflavoured types) Buttermilk Evaporated milk Powdered milk Soy or other beverages (fortified with at least 100mg calcium/100ml)	All yoghurts including reduced fat or full cream (preferably no added sugar) Soy yoghurt (calcium fortified)	Cheddar Edam Gouda Ricotta Soy cheeses (calcium fortified)

Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans

Lean meats	Lean poultry	Fish, Seafood	Eggs	Nuts and seeds	Legumes/beans
Beef Kangaroo Lamb Lean, lower salt sausages Pork Veal	Bush birds Chicken Duck Emu Goose Turkey	Clams Crab Fish Lobster Mussels Oysters Prawns Scallops	Chicken eggs Duck eggs	Almonds, Brazil nuts, cashews, chestnuts, hazel nuts, macadamia nuts, pine nuts, peanuts, pecans, pistachios, walnuts Nut spreads Pumpkin, sesame and sunflower seeds Tahini	All beans Chickpeas Lentils Split peas Tofu

Adapted from National Health and Medical Research Council (2013). Educator Guide. Canberra: National Health and Medical Research Council.

Sometimes Foods and Drinks

Drinks

Energy drinks
Fruit drinks
Sports drinks
Sweetened soft drinks and cordials
Sweetened waters and iced teas

Snack foods

Sugar confectionary (lollies)
Crisps/chips
Some crackers that have lots of salt or saturated fat
Biscuits
Muesli bars
Puddings
Slices
Sweet muffins
Sweet pastries
Sweet pies and crumbles
Cakes
Chocolate and chocolate bars
Dessert style custards
Doughnuts
Iced buns
Ice cream
Ice blocks

Meal foods

Bacon and ham
Certain tacos, nachos, enchilada
Commercial burgers
Frankfurts
Fried hot chips
Meat pie or pastie
Pizza
Quiche
Salami/mettwurst
Sausages (regular)
Spring roll

Other foods

Honey
Jams and marmalade
Some sauces that have lots of added sugar, salt or saturated fat
Sugar
Syrups
Dairy blends
Butter and cream
Pastry

Meal Cards

Meal Card - Breakfast

Breakfast 1	Breakfast 2
Toast – wholegrain bread	Chocolate flavoured breakfast cereal and milk
Boiled egg	Toast – white bread
Grilled tomato	Sausage
Smoothie – milk, yoghurt and strawberries	Orange cordial

Meal Card - Morning Tea

Morning Tea 1	Morning Tea 2
Vegetable sticks	Packet of chips
Cheese slices	Grapes
Hummous (chickpea) dip	Lemonade
Water	

Meal Card - Lunch

Lunch 1	Lunch 2
Sandwich – bread, salad, chicken, avocado	Meat pie
Tub of yoghurt	Ice block
Water	Orange juice

Meal Card - Afternoon Tea

Afternoon Tea 1	Afternoon Tea 2
Mixed nuts	Piece of chocolate cake
Chopped apple	Sports drink
Glass of milk with chocolate flavouring	
Water	

Meal Card - Dinner

Dinner 1	Dinner 2
Grilled lamb cutlets	Hamburger – bun, meat, cheese, sauce
Baked potato	Hot potato chips
Steamed broccoli, carrots and beans	Ice cream
Custard and fruit	Cola drink
Water	

Food Choices

Fill out the tables with 5 of your favourite foods and most eaten foods.

Using the information from the *Australian Guide to Healthy Eating*, write whether they are an *everyday* food (a food from the Five Food Groups) or a *sometimes* food.

Favourite foods	Is it an <i>everyday</i> food or a <i>sometimes</i> food?

Why are these foods your favourite foods?

Most eaten foods	Is it an <i>everyday</i> food or a <i>sometimes</i> food?

Why are these foods your most eaten foods?

Are any foods on the lists the same?

Food Critic

Part A.

Taste the salads on offer and fill out this table. Once you have finished, cut along the dotted line and put it in the voting box.

	Provide a score out of 10 for each			
Salad name	Taste	Texture	Appearance	Total score

My best scoring salad was _____



Part B.

Write a short review about your favourite salad. Look at the examples of other reviews to give you ideas.

Food Reviews

Food Review 1

Breakfast: Muesli and Fruit

The sweetness of the sultanas mixes crisply with the earthy flavour of the almonds, peanuts and raw oats. The dash of honey adds another level of simple richness, which is further enhanced by the creamy texture of the plain low-fat yoghurt and milk. A great start to the day.

Food Review 2

Lunch: Toasted cheese and salad sandwich

The first noticeable flavour that strikes the mouth is the sweet, juicy tomatoes which combine delightfully with the freshness of the lettuce. Other flavours quickly make their presence felt, especially the beetroot. All this is topped off with melted cheese that holds the salad together like a gift wrapper inside wholesome brown bread.

Food Review 3

Dinner: Roast

A tender slice of lamb that melts in the mouth is the rich foundation of a meal that mixes a range of flavours and textures together. The warmth and fullness of home-made gravy; green peas that mash together with the potatoes; and carrots and parsnips that have a sweet softness.

The Five Tastes Record Sheet

Food	Sour?	Sweet?	Salty?	Bitter?	Umami?

The Five Tastes

Demonstration Foods

Use these foods to help students identify tastes:

Sweet	sugar
Salty	salt
Sour	lemon wedge
Bitter	decaf instant espresso coffee granules
Umami	vegemite (or gluten free alternative if needed)

Food Examples for Activity

These are some examples of vegetables and fruits (or their products) that are generally easy to define as one or two tastes. Try to include at least one food from each taste group.

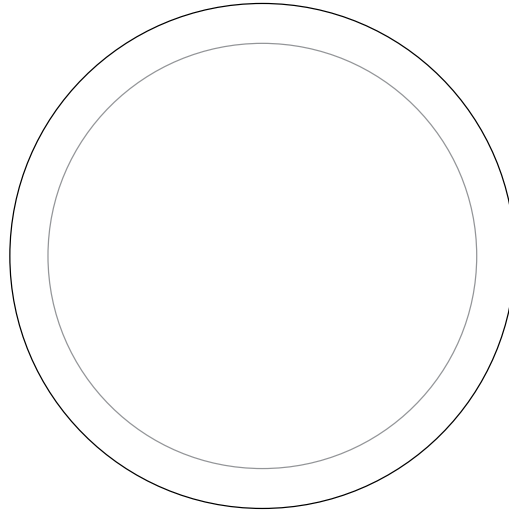
Sweet	sultanas, pineapple, honey, watermelon, ripe mango
Salty	olives, pickled cucumbers
Sour	lime or orange, pomegranate, sour cherries, cranberries
Bitter	bitter greens (e.g. endive, curly endive, chicory), citrus rind, grapefruit juice (unsweetened)
Umami	mushrooms (e.g. shitake mushrooms), sweet corn, tomato passata

Lunchbox

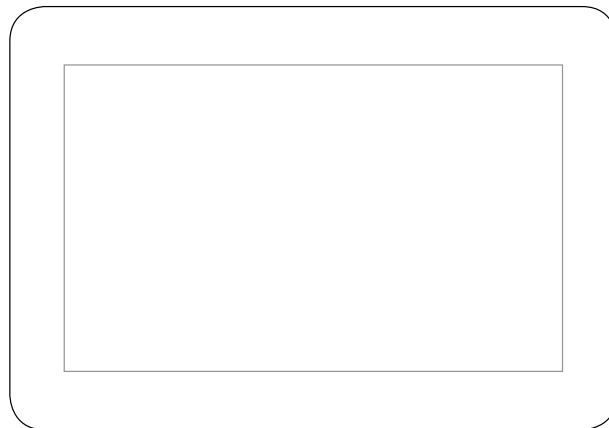
1. Create your ideal lunchbox by drawing and labeling the foods in the lunchbox containers.

Crunch&Sip

(Remember Crunch&Sip is a time for vegetables, fruit and water only).



Recess



Lunch



Lunchbox

- 2.** Looking at the lunch box you designed, did you include all the food groups?
Write down the foods from your lunch box under each food group to check.

Grains (cereal) foods, mostly wholegrain and/ or high fibre cereal varieties	Vegetables and legumes/beans	Fruit	Milk, yoghurt, cheese and/ or alternatives, mostly reduced fat	Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans

- 3.** Thinking about the food you ate at school on the previous school day, fill in this food group table.

Grains (cereal) foods, mostly wholegrain and/ or high fibre cereal varieties	Vegetables and legumes/beans	Fruit	Milk, yoghurt, cheese and/ or alternatives, mostly reduced fat	Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans

- 4.** To include more food groups at school I could...

What Sam Ate

Sam is a 12 year old boy.

1. Using the *Healthy eating for children* brochure fill in how many serves of each food group Sam needs each day for his age and gender.

Grains (cereal) foods

Vegetables and
legumes/beans

Fruit

Milk, yoghurt, cheese
and/or alternatives,
mostly reduced fat

Lean meats and
poultry, fish, eggs,
tofu, nuts, and seeds
and legumes/beans

Put this information in the Total Needed row of the table (in question 2) for easy reference.



Worksheet 27.2 | Sample Diet

2. This is what Sam ate yesterday. Using the *Healthy eating for children* brochure, calculate how many serves of each food group Sam had.

Meal	Food	Serving Size	Number of serves of each food group				
			Grains (cereal) foods, mostly wholegrain and/or high cereal fibre varieties	Vegetables and legumes/beans	Fruit	Milk, yoghurt, cheese and/or alternatives, mostly reduced fat	Lean meats and poultry, fish, eggs, tofu, nuts, and seeds and legumes/beans
Breakfast	Weetbix	30g					
	Milk	½ cup					
	Banana	1 medium					
	Toast	1 slice					
	Sliced tomato	½ medium					
Crunch&Sip	Chopped veg	½ cup					
Recess	Crispbreads	3 (30 g)					
	Cheese	2 slices (40 g)					
Lunch	Noodles	1 cup					
	Mixed cooked vegetables	1 cup					
	Lean meat	65 g					
	Milk	1 cup					
Afternoon tea	Apple	1 medium					
	Almonds	15g					
Dinner	Fish	100g					
	Rice	½ cup					
	Salad vegetables	1 cup					
	Yoghurt	¾ cup (200g)					
TOTAL EATEN							
TOTAL NEEDED							

What food group/s does Sam need to eat more of? _____

What suggestions could you make so that Sam does get the right number of serves from each food group?

FACT: Did you know that some children will need to eat more food than this to meet their nutrition requirements because they are taller, older or more active than the average person and are not overweight.

What Sam Ate - Teachers Notes

			Number of serves of each food group				
Meal	Food	Serving Size	Grains (cereal) foods, mostly wholegrain and/or high cereal fibre varieties	Vegetables and legumes/beans	Fruit	Milk, yoghurt, cheese and/or alternatives, mostly reduced fat	Lean meats and poultry, fish, eggs, tofu, nuts, and seeds and legumes/beans.
Breakfast	Weetbix	30g	1				
	Milk	½ cup				0.5	
	Banana	1 medium			1		
	Toast	1 slice	1				
	Sliced tomato	½ medium		0.5			
Crunch&Sip	Chopped veg	½ cup		1			
Recess	Crispbreads	3 (30 g)	1				
	Cheese	2 slices (40 g)				1	
Lunch	Noodles	1 cup	2				
	Mixed cooked vegetables	1 cup		2			
	Lean meat	65 g					1
	Milk	1 cup				1	
Afternoon tea	Apple	1 medium			1		
	Almonds	15g					0.5
Dinner	Fish	100g					1
	Rice	½ cup	1				
	Salad vegetables	1 cup		1			
	Yoghurt	¾ cup (200g)				1	
TOTAL EATEN			6	4 ½	2	3½	2½
TOTAL NEEDED			6	5 ½	2	3½	2½

Why Water?

A kilojoule is a measurement of energy. It measures the amount of energy found in food and drink and the amount of energy used by our bodies.

We all need energy to power our bodies. But taking in more kilojoules (energy) than the body needs can cause weight gain, which can lead to poor health.

Many Australians are taking in more kilojoules than they need. Many Australians are now overweight or obese.

Some drinks have lots of kilojoules and no health benefits. These drinks aren't cool!

1. Can you guess which drinks have the least kilojoules without looking at the labels?

Put the drinks in order.

Least

Most

2. Now check the packs to see if you were right! Look at the Nutrition Information Panel and use the kilojoules per 100 ml column.

Least

Most

Why Water?

3. Look at the information on the fact sheets provided by your teacher. After reading the fact sheets, write some notes on each type of drink.

Drink	Notes - Why is it good or not so good as a drink?
Water	
Milk	
Fruit Juice	
Sugar sweetened soft drinks, cordials and sports drinks	
Drinks with caffeine	

4. Write a paragraph on which drink is the best one to drink most of the time and why.

Fluid Record Cards

Name: _____ Day: _____

Show how much and what types of fluid you drank today. Fill in the squares with the first letter of the type of drink. Each square = 100 mls.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

W = water F = 100% fruit or vegetable juice M = milk D = diet drinks
S = sugar sweetened drinks (e.g. soft drinks, sports and energy drinks, flavoured waters)

Any reasons why your fluid or water intake would have been different today?



Name: _____ Day: _____

Show how much and what types of fluid you drank today. Fill in the squares with the first letter of the type of drink. Each square = 100 mls.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

W = water F = 100% fruit or vegetable juice M = milk D = diet drinks
S = sugar sweetened drinks (e.g. soft drinks, sports and energy drinks, flavoured waters)

Any reasons why your fluid or water intake would have been different today?



Name: _____ Day: _____

Show how much and what types of fluid you drank today. Fill in the squares with the first letter of the type of drink. Each square = 100 mls.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

W = water F = 100% fruit or vegetable juice M = milk D = diet drinks
S = sugar sweetened drinks (e.g. soft drinks, sports and energy drinks, flavoured waters)

Any reasons why your fluid or water intake would have been different today?

Fluid Results

Graph your total fluid intake for the 3 days using a column graph. Then answer the questions.



1. On average, how much fluid did you drink each day? _____
2. What day did you drink the most fluid? _____
3. What day did you drink the least fluid? _____
4. Why did your fluid intake vary? Write down some reasons why it might have varied.

Your water fluid requirements will vary from day to day. They will also be different to others.



Girls 9-13 years



Boys 9-13 years

But you may need to drink more if you are very active or if it is hot weather.

*Taken from: National Health and Medical Research Council (2006). Nutrient reference values for Australia and New Zealand including recommended dietary intakes. Canberra: National Health and Medical Research Council.

Whereisit Public School Canteen Menu



Snacks

Doughnuts	\$
Fresh fruit salad.....	\$
Flavoured yoghurt	\$
Muesli bars.....	\$
Potato crisps.....	\$
Jelly beans.....	\$

Drinks

Soft drinks, variety of flavours	\$
Fruit drinks.....	\$
Sweetened water.....	\$
Reduced fat, flavoured milk.....	\$
100% fruit juice	\$
Water	\$

Lunch Items



COLD LUNCH ITEMS

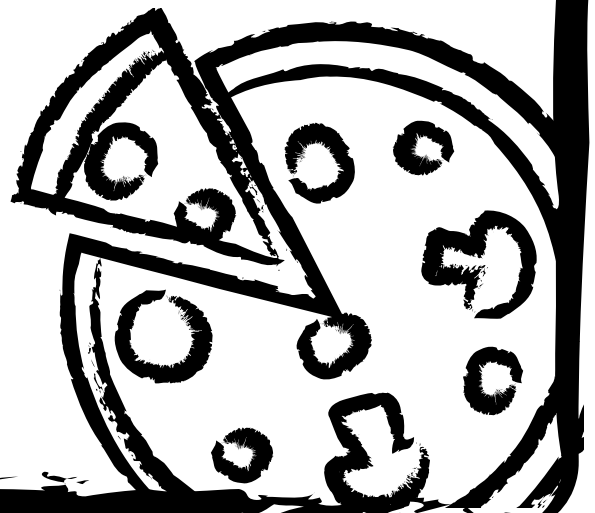
Jam sandwich	\$
Cheese and tomato sandwich	\$
Chicken and salad wrap	\$
Bacon roll	\$
Sausage sandwich	\$

HOT LUNCH ITEMS

Meat pie	\$
Vegetable soup with bread roll	\$
Pizza	\$
Hot chips	\$
Spring rolls	\$

Frozen Foods

Ice block	\$
Frozen flavoured milk cup	\$
Frozen grapes	\$
Ice cream tub	\$
Frozen fruit cordial cups.....	\$



Whereisit Public School Canteen Menu



Snacks

Doughnuts (S).....	\$
Fresh fruit salad (E).....	\$
Flavoured yoghurt (E)	\$
Muesli bars (S).....	\$
Potato crisps (S).....	\$
Jelly beans (S)	\$

Drinks

Soft drinks, variety of flavours (S) \$	
Fruit drinks (S).....	\$
Sweetened water (S).....	\$
Reduced fat, flavoured milk (E).....	\$
100% fruit juice (E)	\$
Water (E)	\$

Lunch Items



COLD LUNCH ITEMS

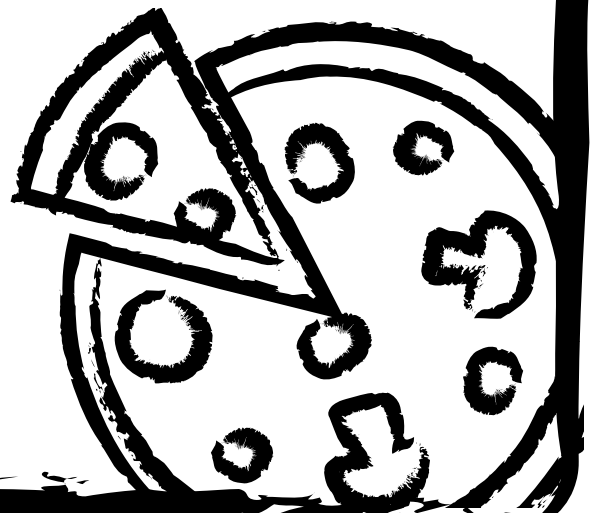
Jam sandwich (S)	\$
Cheese and tomato sandwich (E) \$	
Chicken and salad wrap (E)	\$
Bacon roll (S)	\$
Sausage sandwich (S).....	\$

HOT LUNCH ITEMS

Meat pie (S).....	\$
Vegetable soup with bread roll (E) \$	
Pizza (S)	\$
Hot chips (S)	\$
Spring rolls (S).....	\$

Frozen Foods

Ice block (S)	\$
Frozen flavoured milk cup (E)	\$
Frozen grapes (E).....	\$
Ice cream tub (S).....	\$
Frozen fruit cordial cups (S).....	\$



Suggestions for menu improvement

Snacks

Replace some or all of the sometimes foods choices with healthier options.

Healthier snack options include: popcorn; vegetable sticks with dips (hummous, guacamole etc); wholegrain crackers with cheese; fruit.

Drinks

Replace some or all of the sometimes foods choices with healthier options.

Healthier drink options include: plain milk; smoothies made with fruit; water with fresh juice added.

Cold lunch items

Replace some or all of the sometimes foods choices with healthier options.

Healthier cold lunch options include: sandwiches, wraps or rolls with lean meat, chicken, fish, cheese and a variety of salad options; salads with lean meat, chicken, fish, cheese or legumes; rice paper rolls or sushi with lean meat, chicken, or fish and a variety of vegetables.

Hot lunch items

Replace some or all of the sometimes foods choices with healthier options.

Healthier hot lunch options include: pasta with sauces containing lean meat, chicken, fish, legumes and a variety of vegetables; homemade burgers with lean meat, chicken, or fish and a variety of vegetables; stir fry with noodles or rice; homemade burritos with lean meat, chicken, or fish and a variety of vegetables.

Frozen foods

Replace some or all of the sometimes foods choices with healthier options.

Healthier frozen food options include: frozen yoghurts; frozen pineapple rings (or other frozen fruit); frozen 100% fruit juice cups; frozen smoothies; 100% fruit juice slushies.

Sauce Recipes

Multiply the recipes as needed for the number of students you have. The sweet recipes do have a small amount of sugar added. You can choose to leave the sugar out if preferred.

Sweet Sauces

Sweet Yoghurt Sauce

(makes 1 cup, enough for 4 students)

Ingredients:

1 cup low fat greek yoghurt
1 teaspoon ground cinnamon
1 teaspoon brown sugar

Method:

Mix ingredients together until sugar dissolved. Refrigerate for at least one hour before serving.

Mango Sauce

(makes 1 cup, enough for 4 students)

Ingredients:

$\frac{3}{4}$ cup frozen mango pieces (defrosted) or 1 whole mango cut up in to pieces
2 tablespoons icing sugar
1 tablespoon lime or lemon juice

Method:

Blend ingredients together until mango pureed and sugar dissolved. Refrigerate until serving.

Berry Sauce

(makes 1 cup, enough for 4 students)

Ingredients:

1 cup fresh or frozen berries (blackberry, raspberry or strawberry)
2 tablespoons icing sugar.

Method:

Blend ingredients together until berries pureed and sugar dissolved. Refrigerate until serving.

Savoury Sauces

Tzatsiki

(makes 1 cup, enough for 4 students)

Ingredients:

1 cup low fat greek yoghurt
1 lebanese cucumber, deseeded and grated
1 garlic clove, crushed
 $\frac{1}{2}$ lemon, rind grated and juiced
pepper to taste

Method:

Mix ingredients together until blended. Refrigerate until serving.

Tomato Sauce

(makes 1 cup, enough for 4 students)

Ingredients:

1 bottle tomato passata
optional: chopped basil leaves, crushed garlic, a small amount of sugar to reduce bitterness.

Method:

Mix ingredients together. Refrigerate until serving.

Guacamole

(makes 1 cup, enough for 4 students)

Ingredients:

2 ripe avocados
 $\frac{1}{2}$ spring onion, finely chopped
1-2 tablespoons of lemon juice, to taste
pepper, to taste.

Method:

Scoop the flesh out of the avocados. Fork mash or blend avocados. Mix in shallots, lemon juice and pepper. Refrigerate until serving.

Note – this recipe is best made on the day of serving.



Quick brain BREAKS

and other lesson ideas

Learning ideas

Counting

- How many pieces of vegetables and fruit have been brought in?
- How many (select one type of vegetable/fruit) have been brought in?
- How many different colours of vegetables and fruit have been brought in?

Addition/subtraction

- How many more (select one type of vegetable/fruit) are there, than (select one type of vegetable/fruit)?
- What's the difference between the number of (select one type of vegetable/fruit) and (select one type of vegetable/fruit) in the classroom?

Multiplication/division

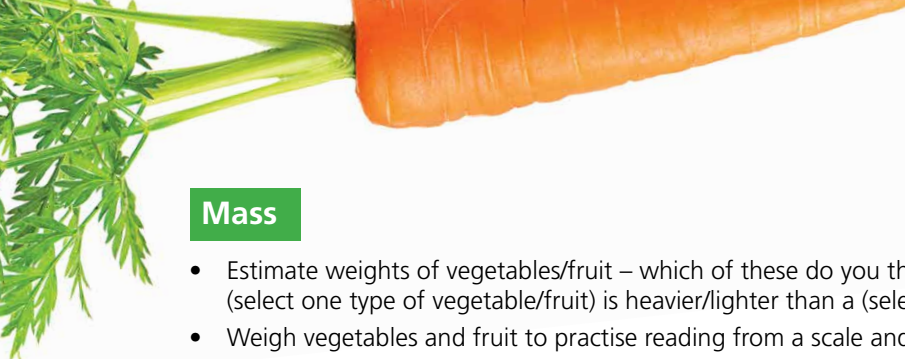
- If 4 children eat 5 serves of vegetables today, how many serves of vegetables will they have eaten altogether today?
- If those 4 children eat their 5 serves of vegetables every day for 3 days, how many serves of vegetables will they have eaten in total?
- If I bring in a hamper with 18 pieces of veg and fruit, and share them equally between 6 children, how many pieces of vegetables and fruit will they each have?

Fractions/percentages

- Use chopped up fruit or chop up fruit in front of students to demonstrate fractions of pieces of fruit.
- There are 20 children in the class. 5 of them have brought in a banana for their Crunch&Sip break. What fraction/percentage of the children have a banana?

Data

- Collect data each day on the different vegetables and fruits brought in for Crunch&Sip. Display this data in a bar graph/pie chart/pictograph.



Mass

- Estimate weights of vegetables/fruit – which of these do you think is heavier? Do you think a (select one type of vegetable/fruit) is heavier/lighter than a (select one type of vegetable/fruit)?
- Weigh vegetables and fruit to practise reading from a scale and see if estimates are correct.

Science

- Do a simple experiment with your class that demonstrates fruit ripening. Buy a few pieces of unripe fruit. Put them in the fridge, in a paper bag with a banana, in a sunny spot and on the bench. Discuss which piece ripened quickest, and ask the students to research why.

Speaking and listening

- Discuss which part of the plant the vegetable/fruit has come from. Is it a root, stem, a leaf or a fruit?
- Discuss where different vegetables/fruit are grown around the country/world.

Writing

- Poems – write an acrostic poem about your favourite vegetable or fruit.
- Procedure/instruction writing – write a recipe for a fruit salad/salad/salad sandwich.
- Persuasion writing – students write a persuasive piece on why you should eat vegetables and fruit.
- In creative writing, allocate each student a different vegetable or fruit. Ask them to write a story about their vegetable or fruit.

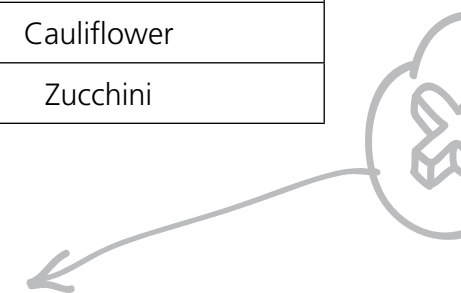
Grammar

- Teach prepositions – the apple is on the table; the carrot is under the bowl etc.
- Teach adjectives – describe the different vegetables and fruits brought in for Crunch&Sip break – how do they look/taste/feel/smell?
- Teach possessive apostrophes – Sophie’s cucumber sticks, John’s orange.

Spelling

- Use words related to Crunch&Sip to form part, or all, of your class spelling list.

Fig	Apple	Lettuce
Plum	Banana	Cucumber
Mango	Carrot	Pumpkin
Melon	Fennel	Mandarin
Lemon	Orange	Pineapple
Kiwifruit	Apricot	Guava
Water	Strawberry	Avocado
Date	Blueberry	Broccoli
Potato	Cherry	Nectarine
Onion	Eggplant	Cauliflower
Tomato	Grapes	Zucchini





Thinking skills lesson break ideas

Here are some ideas for verbal games that will develop students' thinking skills. You can play them with your class during Crunch&Sip time or as 5 minute fillers at other times during the day:

A-Z

Children think of a vegetable or fruit starting with A, then B and so on until they get to the end of the alphabet.

OR

Children think of as many vegetables or fruits beginning with a given letter of the alphabet.

Where do they grow?

Looking at the vegetables or fruits brought in by the students for Crunch&Sip, think about where they grow – on a tree, on a bush, on the ground, in the ground etc. You could also expand this to looking at where in Australia or in the world these are grown.

Mystery bag

Teacher brings in a vegetable or fruit and puts it in a 'mystery bag' without the children seeing. A student is chosen to guess what vegetable or fruit it is by feeling the vegetable or fruit through the bag. You can also do this as a "yes/no" game, where students can only ask you yes/no questions about the vegetable or fruit you have and see if they can guess what it is.

Colourful vegetables and fruits

Students think of as many vegetables or fruits of a given colour, e.g. green – peas, broccoli, green beans, green grapes, green capsicum, celery, spinach, lettuce, cucumber, zucchini.

Challenge the teacher

Students think of questions related to vegetables and fruit. Listen to all of the questions and then choose one (or more if you like) to find the answer to by the end of the following day. Children will love trying to think of ways to beat their teacher. Alternatively, you could have a box for students to post questions in about vegetables and fruit and you can go through some of them and the answers during Crunch&Sip time.

Similar/dissimilar

Give students the names of two vegetables and fruits and then see how many different ways they can finish the following sentences.

"A _____ and _____ are similar because _____"

"A _____ and _____ are dissimilar because _____"

Word association

Give students the name of a vegetable or fruit and see how many words they can associate with it. E.g. Apple – tree, turnover, pie, eye (apple of my eye), good, bad.





Odd one out

Give students a list of 4 vegetables and fruits and get them to name the odd one out and explain why it's the odd one out. E.g. Granny Smith apple, banana, zucchini, and cucumber – the banana is the odd one out as the others are green. Potato, carrot, orange, and parsnip – the orange, as the others grow under the ground.

Memory game

Show children a display, or a picture, of lots of different vegetables and fruits for 30 seconds then hide it. Get children to name as many vegetables and fruits as they remember seeing. For older children, you can ask more specific questions like "What was next to the apple?", "How many were red?".

What comes next? – sequencing

Show or tell students a sequence of vegetables and fruits and see who can tell you what comes next. E.g. potato, carrot, broccoli (sequence is repeated) OR apple, banana, carrot, date, eggplant (beginning letter is working through the alphabet).

Spelling challenge

Verbal spelling challenge to spell out loud the names of vegetables and fruits.

Vegetable and fruit based supplementary classroom activities

Vegieman

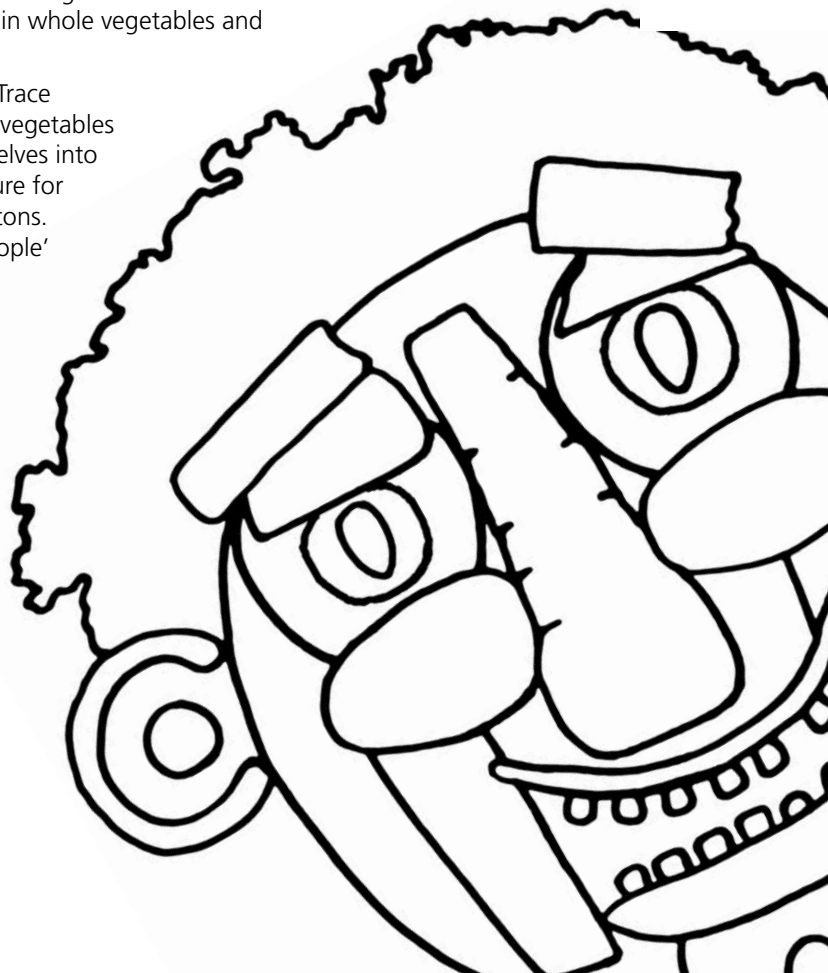
- Use the colouring-in sheet provided on the NSW section of the Go for 2 & 5 website (www.gofor2and5.com.au) and have students colour in the Vegieman.
- Design and draw a new 'vegieman' (or woman) using only veg and fruit. Give them a name and describe what activities he/she likes to do, and what their favourite vegetable/fruit is. (You could also try making vegiemen by bringing in whole vegetables and fruits and letting the students experiment).
- Have students lie on a length of butcher's paper. Trace around their bodies and then fill the outline with vegetables and fruits – either randomly or by making themselves into a 'vegieperson', for example using a banana picture for a mouth, tomato pictures for eyes and grape buttons. Cut out around the bodies and stick the 'vegiepeople' on the wall around the classroom.

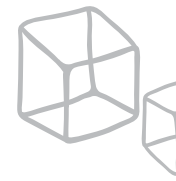
Designer veg and fruit

Design and draw a new vegetable or fruit. Give it a name, and describe what it tastes, smells, looks and feels like and where it grows. Ask students to create a poster advertising the new vegetable or fruit.

Veg and fruit superheroes

Design and draw a vegetable or fruit superhero. Give the superhero a vegetable or fruit superpower. Get students to write a short story about how the hero became super.





Creative uses for vegetables and fruit

We all know vegetables and fruit taste great, but what else can they be used for?

- Ask students to come up with some other uses for vegetables and fruit – for example a rambutan backscratcher or banana telephone.
- Ask students to research other uses vegetables and fruit have, for example grape seed oil is used in skin care, fruit extracts in shampoo etc. Another variation is getting students to devise a list of all the vegetable and fruit products they can think of, for example vegetable stock, lemon butter, strawberry jam.
- Have students research how different cultures use vegetables and fruit – for example Indonesians use bananas as a vegetable, in Australia we eat them as a fruit.

Where do veg and fruit come from?

- Give students 3 or 4 different environments where vegetables and fruit grow, for example the tropics, the Australian bush, etc and ask them to list and draw the types of vegetables and fruit that grow in that environment.
- Try having students come up with lists of vegetables and fruits according to what part of the plant the vegetable or fruit comes from. For example roots (carrots and radish), tubers (potatoes and yams), leaves (lettuce and spinach), stems (rhubarb and celery), flowers (globe artichokes and broccoli), fruits (tomatoes and apples), seeds (corn and peas) and seed pods (snow peas and green beans).



Rainbow veg and fruit

- Ask students to sort vegetables and fruit into colour groups. For example green (broccoli and Granny Smith apple), yellow/orange (banana and carrot), red (tomato and strawberry), white (cauliflower, white asparagus), blue/purple (blueberries and eggplant).
- Allocate a different type of vegetable or fruit to each student (making sure all colours are included). Give students a sheet of art paper and ask them to draw/paint their vegetable and/or fruit. On a sheet of butcher's paper, draw a large rainbow to use as a class display and stick the pictures in the correct colour on the rainbow.

Go for 2 and 5

- Allow students to brainstorm how they can eat their 2 serves of fruit and 5 serves of vegetables in a day. For example: - Baked beans on toast for breakfast - Slinky apple for Crunch and Sip - Salad sandwich for lunch - Carrot sticks and dip for a snack - Vegetables in a stir fry for dinner - Peaches and ice cream for dessert
- Then ask them to make sure the ideas include a variety of vegetables and fruits.



Nutrients

found in vegetables and fruit

Macronutrients

Carbohydrate

Carbohydrate provides energy for body and brain. There are two main types – sugars and starches. Fibre is also a carbohydrate. Most fruits provide carbohydrate. Legumes and some vegetables, such as potato, sweet potato and corn, are also good sources of carbohydrate.

Dietary fibre

Dietary fibre is the structural part of plants, which is why fibre is only found naturally in plant foods. Dietary fibre cannot be digested in our small intestine, although some types can be partially digested by bacteria in the large intestine. Fibre helps keep the bowels 'regular' and can aid in lowering cholesterol. Most vegetables and fruit are also important sources of fibre.

Protein

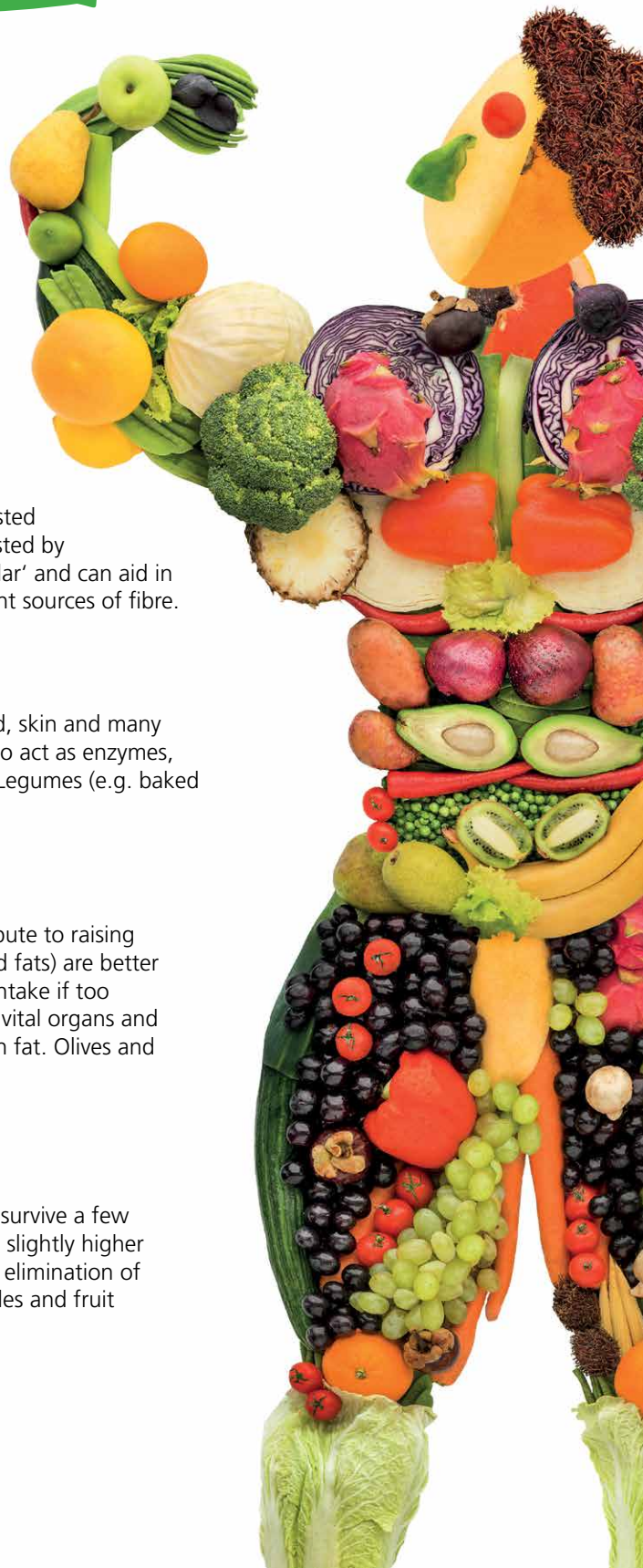
Protein is needed for growth and maintenance of muscles, blood, skin and many other body structures. Among many other roles, proteins can also act as enzymes, transporters in the blood (e.g. haemoglobin) and as antibodies. Legumes (e.g. baked beans, lentils and chickpeas) are a good source of protein.

Fat

Saturated fats (animal fats, palm oil and coconut oil) may contribute to raising cholesterol levels in the body. Unsaturated fats (most plant-based fats) are better choices. Fat is very high in energy and can cause excess energy intake if too much is eaten. Fat is used in the body as insulation, padding for vital organs and to carry fat-soluble vitamins. Most vegetables and fruit are low in fat. Olives and avocados are sources of unsaturated fats.

Water

Water is the most important nutrient – without it we could only survive a few days. Adults are made up of around 60% water; children have a slightly higher percentage. It is essential for many body processes including the elimination of waste products and in body temperature regulation. All vegetables and fruit contain water, although some contain more than others.



Vitamins

Vitamin A (retinol)

Vitamin A is needed for vision, healthy mucous membranes and skin, and for reproduction and growth. Vegetables and fruits do not contain vitamin A but may contain beta-carotene, a pre-cursor to vitamin A. The best vegetable and fruit sources of beta-carotene are spinach (and other dark leafy greens), carrots, kumera, pumpkin, rockmelon and apricots.

Thiamin (vitamin B1)

Thiamin helps our bodies release and use the energy from the carbohydrates we eat. It is also important for the normal function of the heart, digestive and nervous systems. The best vegetable and fruit sources of vitamin thiamin are sweet corn, peas, asparagus and rhubarb.

Riboflavin (vitamin B2)

Riboflavin also helps our bodies release and use energy from the carbohydrates we eat. It is important for growth and repair of tissues, especially the skin and eyes. The best vegetable and fruit sources of riboflavin are mushrooms, broccoli, asparagus, spinach, avocado and peas.

Niacin (vitamin B3)

Niacin also helps our bodies release and use the energy from the carbohydrates we eat. It is also needed for growth. The best vegetable and fruit sources of niacin are mushrooms, potato and tomatoes.

Pantothenic acid (formerly known as vitamin B5)

Pantothenic acid helps our bodies release energy from food and plays an important role in the formation of red blood cells. The best vegetable and fruit sources of pantothenic acid are potato, tomatoes and broccoli.

Vitamin B6

Vitamin B6 assists with protein metabolism and helps to make red blood cells. The best vegetable and fruit sources of vitamin B6 are potato, broccoli, banana and watermelon.

Folate

Folate is important in the metabolism of DNA, making it vital in pregnancy. Folate also helps the formation of red blood cells and the prevention of anaemia. The best vegetable and fruit sources of folate are beans and lentils, broccoli and other leafy green vegetables.

Vitamin C

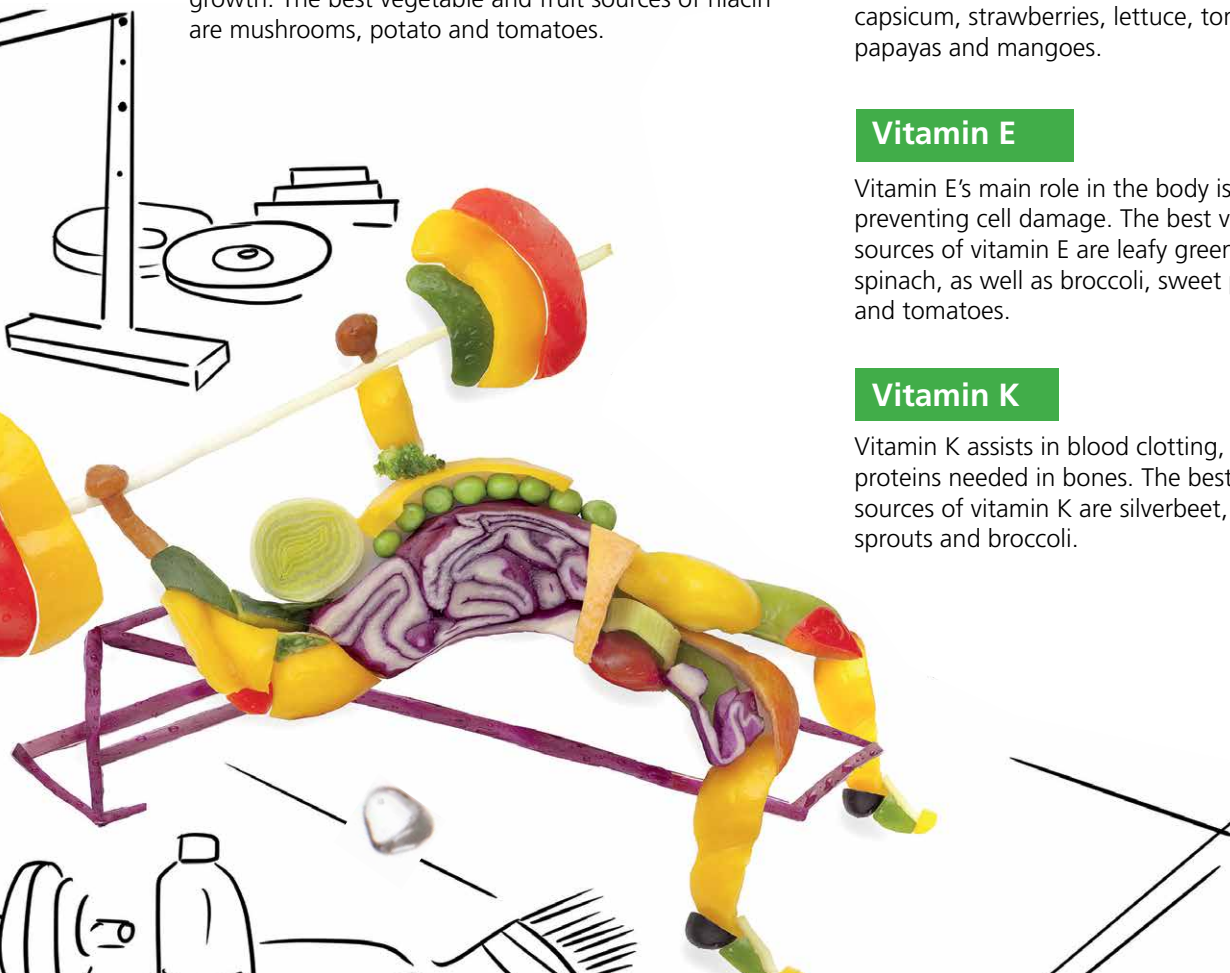
Vitamin C is needed for healthy connective tissue, bones and teeth. Vitamin C also aids the body in absorbing iron from vegetables and grains, and assists the immune system by helping to prevent infection. The best vegetable and fruit sources of vitamin C are citrus fruits, brussels sprouts, broccoli, cauliflower, rockmelon, capsicum, strawberries, lettuce, tomatoes, potato, papayas and mangoes.

Vitamin E

Vitamin E's main role in the body is as an antioxidant preventing cell damage. The best vegetable and fruit sources of vitamin E are leafy green vegetables such as spinach, as well as broccoli, sweet potato, asparagus and tomatoes.

Vitamin K

Vitamin K assists in blood clotting, and in making proteins needed in bones. The best fruit and vegetable sources of vitamin K are silverbeet, spinach, brussels sprouts and broccoli.



Minerals

Calcium

Calcium is very important in building strong bones and teeth. It is also contained in body fluids and helps the nervous system and muscles to function normally. The best vegetable and fruit sources of calcium are bok choy, kale, parsley, broccoli and watercress.

Iron

Iron is needed for proteins in blood and muscles and is also involved in the production of energy by the body. The best vegetable and fruit sources of iron are legumes (e.g. baked beans, lentils and chickpeas), dark green vegetables (e.g. broccoli) and dried fruits.

Magnesium

Magnesium is essential for the release of energy and is important in muscle contraction and nerve function. Sources of magnesium in vegetables and fruit include artichoke, spinach, cabbage, broccoli, watermelon and banana.

Potassium

Potassium is involved in regulating the balance of water in the body, the acidity of the blood and in preserving bone calcium. It is also important in the nerve impulses that make muscles contract. Food processing can reduce the amount of potassium in foods. The best vegetable and fruit sources of potassium are potato, spinach, Jerusalem artichoke, apricot, watermelon and banana.

Zinc

Zinc is a part of many enzymes in the body. It is also important in healing, growth and reproduction. Vegetables and fruit are not good sources of zinc, although legumes do contain some.



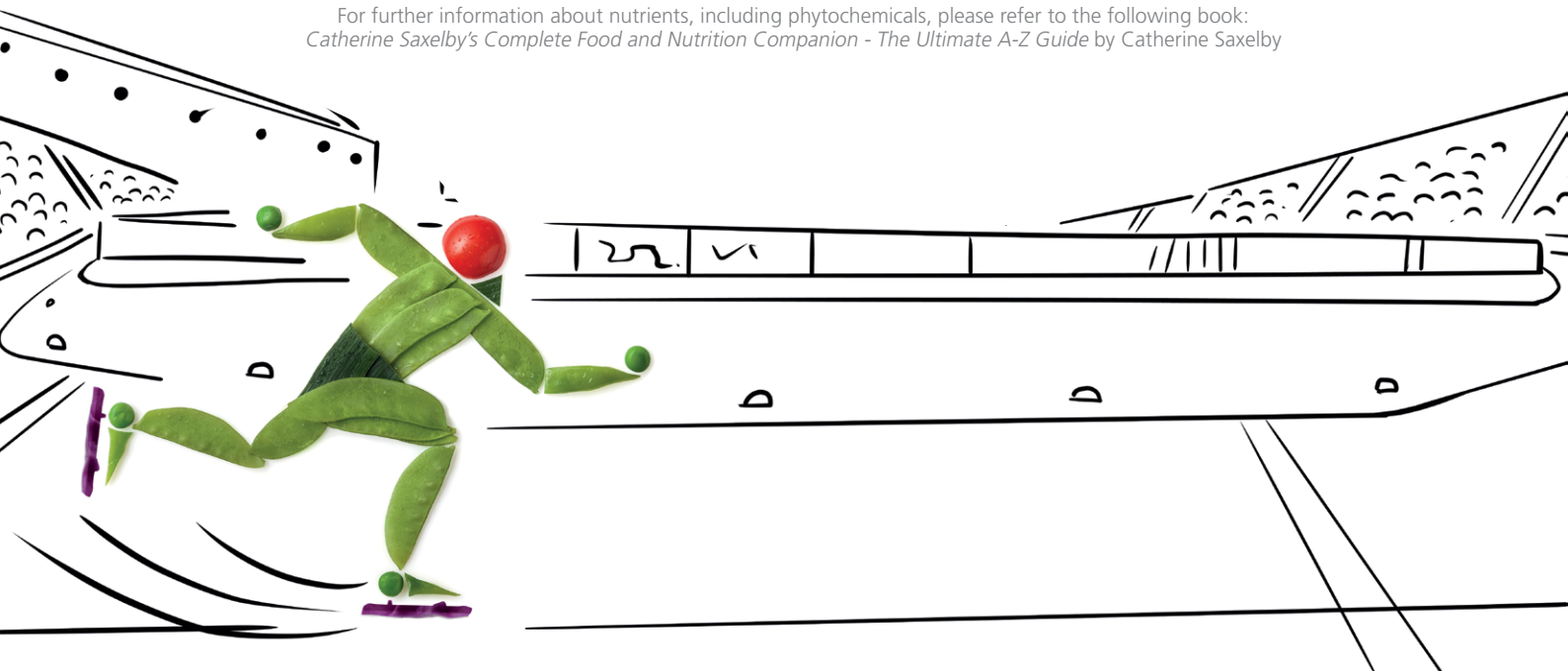
Phytochemicals

Phytochemicals are chemicals in plant foods (such as vegetables, fruit, legumes, nuts, seeds and grains) that can have beneficial effects in the body.

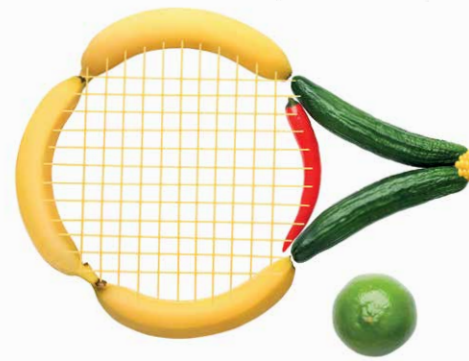
The different colours of vegetables and fruit are often due to the phytochemicals they contain. The following is a summary of some phytochemicals, their function and the vegetables and fruits they are found in.

Phytochemical Group	Names of the phytochemicals in the group	What they do	Vegetable and fruit sources
Carotenoids	Alpha-carotene, beta-carotene, lycopene, lutein, zeaxanthin and beta-cryptoxanthin.	Carotenoids act as antioxidants, and may reduce the risk of cancer and other diseases. Lutein and zeaxanthin help protect against macular degeneration.	Yellow/orange vegetables and fruits (pumpkin, carrot, sweet potato, orange, rockmelon and apricots). Green vegetables (spinach, silverbeet and Asian greens). Red fruits and vegetables (tomatoes, watermelon and red grapefruit).
Flavanoids	Includes kaempferol, catechins, quercetin.	Flavanoids act as antioxidant. Can reduce the risk of heart disease.	Grapes, apple, onions and berries.
Isoflavones	Phytoestrogen.	May reduce the risk of breast cancer and osteoporosis.	Lentils and legumes.
Anthocyanins		Anthocyanins are powerful antioxidants, and have a mild anti-bacterial effect.	Purple/blue vegetables and fruits (eggplant, blueberries, black grapes and blackberries).
Allicin		Allicin has anti-bacterial and anti-viral effects and helps to neutralise carcinogens. May protect against heart disease.	Onions, chives, leeks and garlic.
Ellagic Acid		Ellagic acid is an antioxidant that reduces the effects of carcinogens.	Grapes, strawberries, raspberries and apples.
Indoles and isothiocyanates	Sulphorophane.	Involved in helping to block damage from carcinogens.	Cruciferous vegetables such as broccoli, cabbage, cauliflower, brussels sprouts and turnips.

For further information about nutrients, including phytochemicals, please refer to the following book:
Catherine Saxelby's Complete Food and Nutrition Companion - The Ultimate A-Z Guide by Catherine Saxelby



How to teach children about Nutrition



Use concrete ideas instead of abstract concepts

Primary school aged children aren't capable of understanding abstract concepts, so stick to concrete ideas.

Concrete

- *Everyday vs sometimes* foods
- Eats lots of different foods each day
- Classifying foods by source (i.e. meat, milk, plant foods)
- Whole food items

Abstract

- Vitamins and minerals
- Nutrients that can't be seen or touched (e.g. protein, calcium)
- Classifying foods by nutrients
- Chronic disease risk

Refer to foods as *Everyday* or *Sometimes* foods to express their nutritional value

Refrain from talking about foods based on specific nutrients (i.e. high in saturated fat, a good source of vitamin C). While students can recite this information they struggle to identify foods that fall into these groups and often cannot use this information to make healthy food choices.

Context

Messages will be best remembered if presented in a context that's important to children. Give specific, concrete examples of foods. Use colour photographs or actual foods or packages where possible.

Children live in the present

Children do not think about future implications on health of consuming unhealthy foods. Being strong, growing well and having energy are important to children now. Children care about being overweight because it affects their daily life, not because of future health issues.

Be a role model!

Remember that your actions are more important than your words. Let the children see you munching on some carrots or an apple when you're on playground duty.

Teaching by Ages

Year	Nutrition Education
K to Year 2	Do not understand 'variety', 'diet' or 'low fat foods'
	Trouble identifying foods from various food groups
	All edible items are considered 'food' – no distinction between food and snacks
Years 3-4	Can recite effects of foods but with little understanding
	Do not understand serving sizes
Years 5-6	Can start talking about vitamins and minerals
	Understand it's acceptable to eat less nutritious food sometimes
	Understand risks of eating poorly

Additional Resources

Additional resources needed for classroom activities

How to access Eat for Health resources needed for classroom activities:

Australian Guide to Healthy Eating poster

To order: www.eatforhealth.gov.au/guidelines
ref N55m (A3 size) or ref N55i (A1 size) if available.

To print: www.eatforhealth.gov.au/accessible-versions-australian-dietary-guidelines-resources

Information current at time of printing.

Healthy eating for children brochure

To order: www.eatforhealth.gov.au/guidelines
ref N55f.

To print: www.eatforhealth.gov.au/accessible-versions-australian-dietary-guidelines-resources

Information current at time of printing.

Additional teaching resources

Classroom activity resources with a vegetable and fruit focus

- Fruit & Veg Month Teachers Booklets from current and previous years.
- SA Health "Eat a Rainbow" resources. Available from the SA Health website (www.sahealth.sa.gov.au).
- Stephanie Alexander Kitchen Garden Foundation teaching resources (www.kitchengardenfoundation.org.au).

Vegetable and fruit related story and activity books:

- *The Very Hungry Caterpillar* by Eric Carle.
- *Fruit* by Jillian Powell.
- *The Great Big Enormous Turnip* by Aleksey Tolstoy.
- *Growing Vegetable Soup* by Lois Ehlert.
- *Rainbow Food* by Denise Greenaway.
- *James and the Giant Peach* by Roald Dahl
- *I'm Having a Rainbow for Dinner* by NAQ Nutrition.
- *The Magic Lunchbox* written by Angela Barrett and illustrated by David Walsh.
- *Oliver's Vegetables* and *Oliver's Fruit Salad* both by Vivian French.
- *Kindy Kitchen* written by Jessica Rosman and illustrated by Nettie Lodge (www.kindykitchen.com).

Useful Websites

www.healthykids.nsw.gov.au/campaigns-programs/crunch-sip.aspx

The NSW Crunch&Sip website. Here you can find all the Crunch&Sip information for NSW schools, including downloadable resources, order forms, case studies and more.

www.crunchandsip.com.au

The WA Crunch&Sip website.

www.healthy-kids.com.au

The Healthy Kids Association website. It contains information, fact sheets, recipes and nutrition snippets on a range of topics relevant to schools, canteens and students. The website also has links to other quality teaching resources via www.healthy-kids.com.au/teachers/teaching-resources

www.healthykids.nsw.gov.au

The NSW Health Department's Healthy Kids website. It has background information and fact sheets about healthy eating and physical activity for children, and activities on nutrition and physical activity in schools.

www.freshforkids.com.au

Sydney Market's website for kids on all things vegetable and fruit. It contains produce guides, resources for teachers and parents, games, jokes and activities for kids.

www.eatforhealth.gov.au

This is the official website for the Australian Dietary Guidelines and Australian Guide to Healthy Eating. It contains all the Eat for Health materials and information including downloadable copies of education materials.

www.foodstandards.gov.au/consumer/labelling

The Food Standards Australia New Zealand (FSANZ) website provides consumer information on food labelling requirements.



Aa is for...



Fun Fact!

The Granny Smith apple is an all-Australian native discovered in 1868 as a chance seedling by "Granny" Anne Smith of Ryde, New South Wales.

Apples

Varieties

There are countless apple varieties but the 12 most popular Australian varieties are Jonathan, Royal Gala, Golden Delicious, Red Delicious, Jonagold, Fuji, Braeburn, Pink Lady (Cripps Pink), Granny Smith, Jazz, Sundowner (Cripps Red) and Eve.

What do apples look like

Round, smooth and glossy, each variety has a different colour from deep red to orange-red, pink-red, green and yellow. Apples have a core with small, glossy brown seeds.

What do apples taste like?

Crunchy and crisp, apples are sweet and juicy – yum!

How do I eat an apple?

Just pick it up, wash it and eat it! Also try peeling, apple slinkies, baking, stewing, in pies, muffins and cakes or dried.

Nutrition bites

Apples are a good source of carbohydrate, fibre and vitamin C. Compared to other fruits, apples have one of the highest levels of antioxidants.

Apricot

Varieties

Castlebrite, Earlicot, Helena, Honeycot, Orange Red, Poppicot, Rival, Robanda, Solarmate.

What do apricots look like?

Small and round, apricots range in colour from a pale orange-yellow to a rich orange. They have a soft furry skin that feels similar to a peach, and a large stone in the middle.

What do apricots taste like?

Apricots are sweet, tart and juicy. They are firm on the outside and soft on the inside.

How do I eat an apricot?

Bite into an apricot and chomp around the seed! They can also be stewed, poached or pureed and used in desserts or Middle Eastern dishes. You can also eat them dried or canned.

Nutrition bites

Apricots are a good source of fibre and potassium. They also contain some beta-carotene which becomes vitamin A in the body.



Fun Fact!

Apricot kernels are poisonous! But they are safely hidden inside the apricots' hard inner shell.



Aa is for...



Fun Fact!

White asparagus is grown in the dark! This stops them from turning green in the sun.

Asparagus

Varieties

Green, white and purple.

What does asparagus look like?

Asparagus looks like long, thin spears, with small, delicate leaves at the tips. Asparagus are either glossy green, snowy white or deep purple in colour.

What does asparagus taste like?

Asparagus tastes fresh, green and slightly nutty. It has a firm texture but can be stringy and tough when it's old (it tastes best when it's young and crisp).

How do I eat asparagus?

Asparagus tastes good when they're steamed, grilled or barbecued. Use in salad, stir fry or soup. Use fresh, young asparagus to dip in hommus, salsa or guacamole. Asparagus also comes canned.

Nutrition bites

Asparagus contains a range of B vitamins including folate. It also a good source of vitamin C, fibre, vitamin E and contains potassium.

Avocado

Varieties

Hass, Shepard, Reed, Wurtz and Sharwil.

What do avocados look like?

Avocados range from egg-shaped to pear-shaped. Some avocados have rough green skin that turns deep purple-black on ripening, while others don't change colour at all and have smooth green skin. Avocados have a large stone and soft, creamy-white to buttery-yellow flesh.

What do avocados taste like?

Avocados are smooth, rich and creamy due to their fat content. Avocados are soft and have a distinct taste.

How do I eat an avocado?

Use them on bread instead of margarine or butter. Put them in salads or salsas, or use in guacamole.

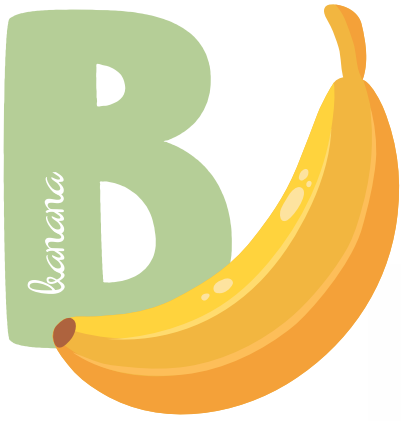
Nutrition bites

Avocados are high in monounsaturated fat and are a good source of folate and vitamin E.

Fun Fact!

The first Australian avocado tree was planted in the Sydney Botanic Gardens in 1840.





Bb is for...

Fun Fact!

The average Australian eats around 13kg of bananas a year!



Bananas

Varieties

There are more than 500 varieties of banana plants in the world. The most popular in Australia is the Cavendish. Other varieties include the Lady Finger, Goldfinger, Ducasse, Red Dacca and Plantain.

What do bananas look like?

Bananas are yellow and curved. They develop black spots as they become overripe. Bananas can be long (Cavendish, Gold Finger, Plantain and Red Dacca) or short and stubby (Lady Finger). Bananas are sold in bunches called 'hands' – which is just what they look like!

What do bananas taste like?

Soft, sweet and smooth – delicious!

How do I eat a banana?

Peel the skin and eat a 'nana like a monkey! You can also mash them, use them in cakes, muffins and smoothies, freeze them on a stick or use them in fruity kebabs. Dried banana chips are also a tasty snack. You can even make ice cream out of them!

Nutrition bites

Bananas are a great source of carbohydrate and potassium. Bananas are also the richest fruit source of vitamin B6. They are also high in fibre, folate and vitamin C.

Fun Fact!

Good quality cranberries will bounce when dropped.



Berries

Varieties

Blueberries, strawberries, raspberries, blackberries, boysenberries, cranberries, elderberries and mulberries.

What do berries look like?

Berries range in size, shape and colour. Blueberries are small and round, and are purplish-blue. Strawberries are heart shaped, bright red and glossy, and are usually larger than other types of berries. Raspberries are small and bright red, while blackberries look like larger, black and glossy raspberries.

What do berries taste like?

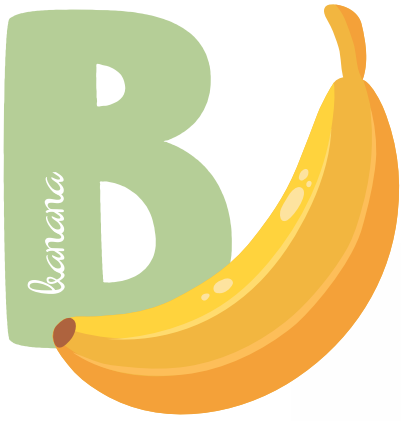
Most berries are juicy and sweet, however some of them are acidic and tart. All of them taste great!

How do I eat berries?

Pop a berry or two in your mouth fresh from the punnet! They can also be canned, frozen, stewed or pureed. You can eat berries on breakfast cereal, mix them with yoghurt, drink them in smoothies or have them with dessert.

Nutrition bites

Berries are a good source of vitamin C and contain fibre, folate and potassium. They are also a source of the powerful antioxidants, the anthocyanins.



Bb is for...



Bitter Melon

What do bitter melons look like?

Bitter melons are long, warty and knobbled. They are pale green in colour. Bitter melons have spongy pulp and bright red seeds.

What do bitter melons taste like?

Bitter melons are just that – very bitter!

How do I eat bitter melon?

In Chinese, Indonesian or Philipino cuisine it is used in stir fries and soups. It is also used in Indian, Nepali, Vietnamese or Pakistani dishes, with other vegetables and meat.

Fun Fact!

In China, a sad face is known as a 'bitter melon' face.

Nutrition bites

Bitter melon provides vitamin C, folate, and fibre.

Other names

Bitter gourd, bitter cucumber, balsam pear, karela.

Broccoli

Varieties

Broccoli isn't sold by variety in Australia. However, your greengrocer may sell cross breeds such as broccoflower or broccolini.

What does broccoli look like?

Green trees! Broccoli has a thick, pale green stalk with dark green florets forming the head.

What does broccoli taste like?

Broccoli has a distinct taste due to the sulphur in it. The stems taste a little like cabbage and have a firm texture. Some people think broccoli tastes bitter, which can happen if it is cooked too long.

How do I eat broccoli?

Broccoli tastes best when it is not overcooked. It can be boiled, steamed or stir fried. Broccoli soup tastes delicious, or you can also eat small florets raw – try with some tasty dip, such as salsa!

Nutrition bites

Broccoli is an excellent source of vitamin C and a good source of folate and fibre. It also provides potassium, iron, beta-carotene and vitamin E. Broccoli contains phytochemicals that have been shown to have an anti-cancer effect.



Fun Fact!

Broccoli has been around for more than 2000 years but was cultivated by the Italians in the 16th Century.



Cc is for...

Cherries

Varieties

There are more than 80 varieties of cherries grown in Australia. Just a few of the more common ones are Rons Seedling, Supreme, Van, Bing, Stella and Rainier.

What do cherries look like?

Cherries are small, round, plump and glossy. Cherries range from deep black-red to bright 'cherry' red to yellow. The flesh of the cherry reflects the colour of its skin. Cherries have a small stone in the centre, and usually have a stem attached. Sometimes cherries come in bunches of two, three or even four!

What do cherries taste like?

Cherries have a firm texture, and are sweet, juicy and can be a little tart. Cherries have a full, fruity flavour that is delicious!

How do I eat cherries?

Cherries taste great raw, on their own, but you can also stew, poach or freeze them. Cherries can also be used in jams, chutneys and sauces for meats.

Nutrition bites

Cherries provide the diet with vitamin C, potassium and fibre.



Fun Fact!

Every year, until 2014, the first box of cherries of the season would be auctioned off for charity at Sydney Markets. In 2014, it raised \$65 000!

Custard Apple

Varieties

African Pride and Pink's Mammoth.

What do custard apples look like?

Custard apples have grey-green scaly skin, and they look a little like a pinecone. Inside, the flesh is creamy white with large black seeds.

What do custard apples taste like?

Custard apples have a creamy, tropical flavour and are sweet and juicy. Some people think they taste like a cross between a strawberry and a pineapple.

How do I eat a custard apple?

Slice open the custard apple, then scoop out the flesh with a spoon (remove the inedible seeds first). Custard apples can also be mashed, eaten with ice cream or used in a smoothie.

Nutrition bites

Custard apples are a good source of vitamin C and fibre. They also provide potassium and magnesium.



Fun Fact!

The type of custard apple grown in Australia is unique in the world. It is a cross between a cherimoya and a sugar apple.



Cc is for...

Fun Fact!

Early varieties of carrot were red, black or purple. The familiar orange carrot was not developed until the 17th Century.



Carrots

What do carrots look like?

Carrots are bright orange! Small, thin baby carrots have bushy green stalks at their tops. Large, fat carrots are usually sold without their stems.

What do carrots taste like?

When eaten raw, carrots are crunchy and sweet. When cooked, carrots soften and lose some of their sweetness.

How do I eat a carrot?

Munch a raw carrot for a healthy snack. Dip carrot sticks into dips, or grate carrot into salads, burgers or sandwiches. Carrots can be boiled, baked or steamed, or used in cakes and muffins. You can also drink carrot juice.

Nutrition bites

Carrots are a very good source of beta-carotene and fibre. Carrots also contain vitamin C and some minerals such as potassium.

Cauliflower

What does cauliflower look like?

Cauliflowers look like white trees! They have a thick white stem with tightly packed florets. Cauliflowers also have green leaves surrounding them.

What does cauliflower taste like?

Cauliflower tastes similar to broccoli, but has a milder flavour. Some people use mashed cauliflower as a substitute for mashed potato, but it tastes a little different. When eaten raw, it is crunchy and tasty.

How do I eat cauliflower?

You can eat small florets of cauliflower raw with dips. Cauliflower is usually cooked in some way – you can boil, steam, microwave it, or puree it and use in soups. Cauliflower is also yummy in a stir fry, or served with white sauce and cheese!

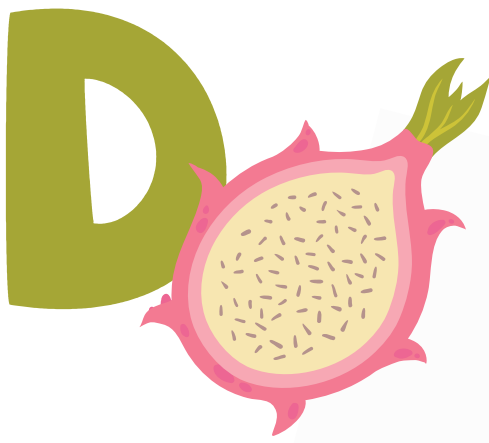
Nutrition bites

Cauliflower is an excellent source of vitamin C and a good source of folate and fibre. Cauliflower also provides vitamin K. Cauliflower, like broccoli and other vegetables from the brassica family, contains cancer fighting phytochemicals.

Fun Fact!

Governor Arthur Phillip, the first governor of the colony of New South Wales, wrote to Sir Joseph Banks telling him that 'colly flowers' were being grown at Sydney Cove.





Dd is for...

Daikon

What do daikon look like?

Daikon are long, thin and white and look like giant white carrots. Inside, they have white flesh.

What do daikon taste like?

Daikon are said to taste like other radishes, but a bit sweeter and more refreshing. They are crisp in texture when eaten raw.

How do I eat a daikon?

Daikon can be eaten raw, cooked or pickled. Daikon can be grated and added to salads or used as a garnish. It is an important flavouring for many Japanese dishes.

Nutrition bites

Daikon are a source of vitamin C and fibre. They also contain potassium and some iron.



Fun Fact!

A large daikon became a celebrity when it was found growing up through a crack in the road in Japan. The daikon was named 'Dokonjo Daikon', which means 'the radish with fighting spirit'.

Fun Fact!

Dates are found on date palms and have been cultivated since 3000 BC. They grow best in dry areas with high temperatures.



Dates

What do dates look like?

Fresh dates are a dull, yellowy-brown colour. They are small and oval-shaped and rather sticky. Fresh dates have a pit (seed) in the centre. Dried dates are darker in colour and appear wrinkled and flatter. You can buy dried dates with or without their pit.

What do dates taste like?

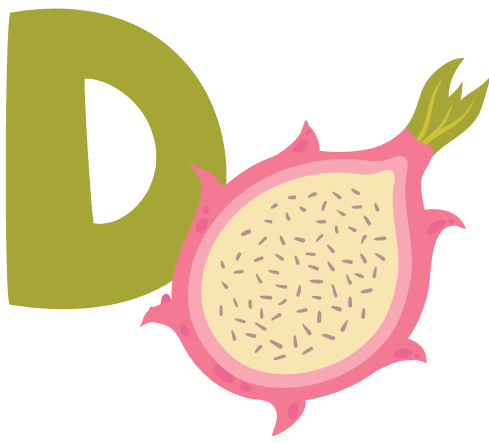
Dates are sweet, sticky and taste a bit like caramel.

How do I eat a date?

Dates are delicious to pop in your mouth and munch. You can also use them in scones, cakes or in any other recipe that has dried fruit.

Nutrition bites

Dates are an excellent source of fibre. Fresh dates are a good source of vitamin C.



Dd is for...

Dragon Fruit

What does dragon fruit look like?

Dragon fruit are oval-shaped with yellow or bright pink and green skin. The skin is smooth with triangles sticking out. Inside, the flesh is bright pink or white with many tiny black seeds.

What does dragon fruit taste like?

Dragon fruit taste sweet and tart and a little like melon. The tiny seeds give the soft fruit a nice crunch.

How do I eat a dragon fruit?

Dragon fruit are best eaten with a spoon. Slice one in half and scoop out the flesh. You can sprinkle a little lime or lemon juice on them, or use them in fruit salad. The flesh can also be used in marmalades, jellies and ices.

Nutrition bites

Dragon fruit are a good source of fibre and vitamin C.

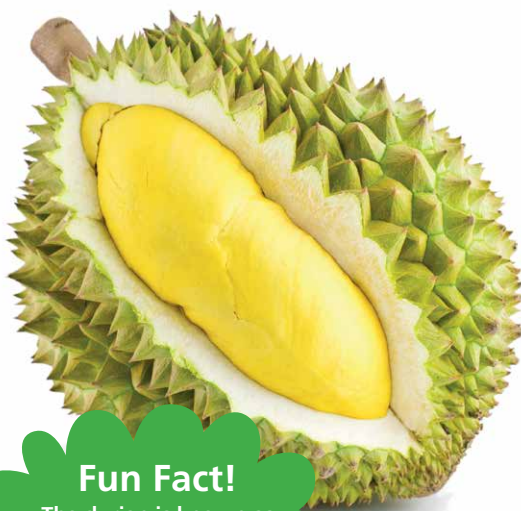
Other names

Pitaya, pitahaya, strawberry pear, nanettika fruit and thanh long.



Fun Fact!

Dragon fruit actually grow on a species of cactus!



Fun Fact!

The durian is known as the 'king of fruit'. Due to its pungent smell, it was banned from Singapore's rail system.

Durian

What does durian look like?

Durians are large, greenish/yellow to brown fruit with pointed spikes all over. The flesh is creamy yellow with seeds embedded. Durians do not smell good (the smell has been described as like rotting onions!), however they do not taste the way they smell.

What does durian taste like?

The taste of durian is difficult to describe. They are sweet and, in 1856, the naturalist Alfred Russel Wallace famously described the taste as like a 'rich custard highly flavoured with almonds'.

How do I eat durian?

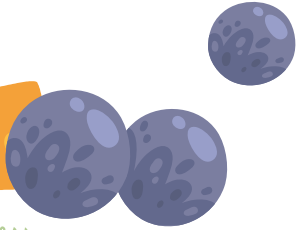
Durians are quite difficult to eat. First you need to cut through the tough skin. Then pull open the fruit and remove the sticky segments. Cut out the seeds and then eat the segments. Durians are best eaten fresh, but they can be frozen for a cold snack. You can also use them in chilli or curry dishes, cakes and desserts.

Nutrition bites

Durian is an excellent source of vitamin C.

E

elderberry



Ee is for...

Fun Fact!

In ancient Europe, eggplants were called 'mad apples' and were believed to cause insanity!



Eggplant

Varieties

Eggplants come in many different shapes and colours. You can get purple, white, lavender, red striped or pea.

What do eggplants look like?

Most eggplants are teardrop shaped, with deep purple glossy skin. Inside, the flesh is white and contains many small, edible seeds.

What do eggplants taste like?

Eggplant tastes a bit like mild zucchini, but more bitter. It picks up the flavours of whatever it is cooked with it.

How do I eat eggplant?

Eggplants taste yummy when they are grilled with some herbs. You can also stuff and bake them, steam them, fry them or use them to make dips like baba ghanouj.

Nutrition bites

Eggplants provide fibre and small amounts of many vitamins and minerals including vitamin C, potassium, iron, niacin and folate. The skin of the purple eggplant contains antioxidants.

Other names

Aubergine or brinjal.



Ff is for...

Fig

Varieties

Black Genoa, Brown Turkey and Preston Prolific are the most commonly grown varieties for fresh fruit.

What do figs look like?

Figs are small and bulb-shaped with skins that can be green, purple or brown. Figs are soft with white, cream, pink, brown or crimson flesh. The flesh contains many soft, edible seeds.

What do figs taste like?

Figs are very sweet and taste a little like honey, caramel and vanilla. They have firm, chewy flesh, smooth skin and crunchy seeds. A very interesting flavour and texture!

How do I eat a fig?

Figs are a delicious snack, eaten fresh or dried. You can also eat them cooked as a dessert – try them grilled or baked, or served in a pie, cake or pudding. Figs are also yummy with cheese and other fruits on a platter.

Nutrition bites

Figs are a good source of fibre.



Fun Fact!

It is believed that the 'apple' eaten by Adam in the garden of Eden was actually a fig.



Fun Fact!

Fuji fruit are a type of persimmon. In Japan they are known as the 'food of the gods'.

Fuji Fruit

What do Fuji fruit look like?

Fuji fruit are about the size of an orange, but are flattened a bit like a pumpkin. When unripe, Fuji fruit are a yellow orange, and they turn a bright orange when ripe. They have glossy, smooth skin. Fuji fruit also have a tough green stem and leaves at the top, and dark brown seeds inside.

What do Fuji fruit taste like?

Fuji fruit are very sweet, with a firm, juicy flesh. They taste a little like honey, and have a sweet, tropical flavour.

How do I eat a Fuji fruit?

Fuji fruit are best eaten fresh. Chomp on a Fuji fruit as a tasty snack (watch out for the seeds!), or slice up and use in salads and fruit salads. Fuji fruit tastes great with chicken, pork or lamb. Fuji fruit can also be made into jam or jelly, or used in cakes or muffins.

Nutrition bites

Fuji fruit are a good source of vitamins C, beta-carotene and fibre.

Other names

Fuyu fruit



Fun Fact!

In medieval times, fennel was hung over doorways to ward off evil spirits!

Fennel

What does fennel look like?

Fennel looks a little like celery with finer leaves and a thick, white bulb. Fennel has green stems and soft, wispy green leaves.

What does fennel taste like?

Fennel tastes like aniseed or licorice, but a little less strong. Its leaves are fine and feathery with a stronger taste, and the bulb is crunchy and milder than the leaves.

How do I eat fennel?

Use fennel in salads instead of celery or bean sprouts for a different crunch. Bake, boil, microwave or stir fry fennel, or try putting it in dishes like lasagne or soup. You can also use the leaves as a garnish or the seeds as a spice.

Nutrition bites

Fennel provides vitamin A, vitamin C, folate and fibre. It also contains manganese and iron.



Gg is for...



Fun Fact!

It is said that the slaves who built the great pyramids were provided with a daily ration of garlic and onion to keep their strength up!

Garlic

What does garlic look like?

Garlic is usually white, although you can get purple or grey types too. Garlic look like plump bulbs, with a fat bottom and a skinny top. Garlic is made of many smaller 'cloves' wrapped in a fine, papery cover.

What does garlic taste like?

Raw garlic has a hot flavour, but this sweetens when it is cooked. Garlic has a strong smell and taste, and is usually used to flavour foods, but can be eaten as a vegetable too.

How do I eat garlic?

Break the garlic bulb into cloves and slice the hard bit at the bottom off. Remove the papery skin. Then you can slice and add to salads, chop or crush and use in garlic bread, pasta sauce, marinades or to season meat. You can also bake garlic whole, which makes them go creamy and delicious!

Nutrition bites

As garlic is usually eaten only in small amounts, it does not contribute useful quantities of any particular vitamin or mineral. Garlic is a rich source of allicin, a phytochemical.

Globe Artichoke

Varieties

Green and purple.

What do globe artichokes look like?

Globe artichokes look like a large, green, unopened flower bud. Globe artichokes are actually many green leaves tightly wrapped around a hairy 'choke' or core in the middle.

What do globe artichokes taste like?

Artichokes have a unique flavour that some people say is a little like broccoli, a little like asparagus and a little like fennel.

How do I eat globe artichokes?

Eating a globe artichoke can be tricky! First you need to throw away the tough outside leaves, and then cook it. You can boil, steam or bake globe artichokes, and they taste good with some herbs or lemon juice. Throw away the hairy 'choke', eat the soft heart and scrape the leaves with your teeth. Artichokes are yummy stuffed, or you can buy preserved globe artichoke hearts, which are not as fussy to prepare and taste great on pizza.

Nutrition bites

Globe artichokes provide fibre, vitamin C, potassium and small amounts of other vitamins and minerals.



Fun Fact!

Globe artichokes contain an organic acid that can make water taste sweet for most people.



Gg is for...

Grapes

Varieties

There are many grape varieties available in Australia. You can get grapes with seeds and seedless. Some popular varieties include red globe, flame seedless, Thompson seedless, Menindee seedless and muscats.

What do grapes look like?

Grapes are small, oval to round shaped fruit. Grapes hang in bunches on the vine, and the grapes are sold in bunches. They can be green, purple (black) or red.

What do grapes taste like?

Sweet, juicy and delicious! Some grapes are crisp and have crunchy skin while others are softer.

How do I eat grapes?

Pop a couple into your mouth and enjoy the sweet, juicy taste! You can also use them in fruit salad or freeze them for a cold treat on a hot day. Grapes also come dried, like sultanas and raisins, which can be used in cakes, muffins, puddings, biscuits and other dishes. Adults also drink grape juice as wine, and you can get both black and white non-alcoholic grape juice.



Fun Fact!

'Old Vine', located in Slovenia, is the world's oldest vine. It is said to be over 400 years old and continues to produce fruit.

Nutrition bites

Grapes contain flavanoids, vitamin C, potassium and fibre.



Fun Fact!

Guava leaves can be used to treat diarrhoea, and eating too many guavas will cause constipation!

Guava

Varieties

Cattley and common.

What do guavas look like?

Guavas are round to pear shaped, and are green when unripe but they turn yellow when they are ripe. Guavas are firm, but become softer when ripe. Inside, guavas have salmon pink or cream coloured flesh, with many small edible seeds.

What do guavas taste like?

Guavas have a firm outer layer and soft, squishy seeds inside. Guavas are sweet, tart and delicious!

How do I eat a guava?

Fresh guavas are good to eat raw. Try munching on the outer layer first then eating the sweet seeds. Guavas can also be poached, pureed or made into jams and jellies. Guavas make a tasty addition to a fruit salad or cheese platter!

Nutrition bites

Guavas contain almost five times more vitamin C than an orange! Guavas are also high in fibre and provide beta-carotene.



Hh is for...



Fun Fact!

Haricot beans got the alternative name of 'navy beans' as they were included as essential supplies to the US Navy in the 19th century.

Haricot Beans

What do haricot beans look like?

Haricot beans are small, white, round little beans. They aren't normally sold in their pods but come dried or canned – often as baked beans!

What do haricot beans taste like?

Haricot beans have a smooth texture and a nutty flavour.

How do I eat haricot beans?

To prepare dried haricot beans, soak them for two to three hours then cook for one to one-and-a-half hours. They can also be cooked in soups, stews or other 'wet' dishes. Or crack open a can of baked beans and enjoy with a spoon, or heat up and eat on toast.

Nutrition bites

Haricot beans are an excellent source of fibre, iron, potassium and protein.

Other names

Navy bean or pea bean.

Honeydew Melon

Varieties

White honeydew (Honey Dew, Honey Dew Green Fresh) has smooth white skin and green flesh. Yellow honeydew (Honey Dew Gold Rind) has yellow to gold skin and green flesh.

What do honeydew melons look like?

Honeydew melons are round and grow to be about the size of your head. They are smooth skinned, and inside have juicy green flesh. Right in the centre of a honeydew melon there are many hard, oval shaped cream seeds which are inedible.

What do honeydew melons taste like?

Very juicy and very sweet! They are a little like refreshing honey, with a tropical flavour. Mmmm!

How do I eat honeydew melon?

Honeydew melons are delicious to eat fresh – cut into slices, scoop out the seeds and remove the skin. They are great in fruit salad and interesting when eaten with seafood. Honeydew melons taste yummy with ice cream, and you can make sorbet out of them too.

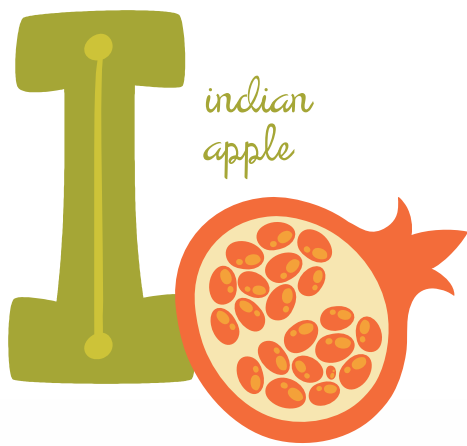


Fun Fact!

Honeydew melons were sacred to the ancient Egyptians

Nutrition bites

Honeydew melon is an excellent source of vitamin C, and contains some calcium.



Ii is for...



Fun Fact!

Iceberg lettuce used to be transported in big wooden crates with blocks of ice stacked on top of the crates to keep them cold. That's how they got the name 'iceberg'!

Iceberg Lettuce

What does iceberg lettuce look like?

Iceberg lettuces are round, white to green balls of leaves. Each lettuce is made up of many leaves wrapped around each other. Some iceberg lettuces have frilled or fringed leaves.

What does iceberg lettuce taste like?

Iceberg lettuce tastes crisp and fresh.

How do I eat iceberg lettuce?

Iceberg lettuce is a perfect base for a salad. You can eat it in sandwiches, rolls and wraps. A delicious Chinese dish called San Choy Bau uses iceberg lettuce leaves as cups to hold a filling of meat and vegetables – you eat the lettuce cup with the filling!

Nutrition bites

Iceberg lettuce, like other lettuces, contains folate, potassium, fibre and some vitamin C. Lettuce also has a very high water content.

Illawarra Plum

What do Illawarra plums look like?

Illawarra plums are a native Australian plant. They are a deep purple, glossy fruit about the size of a large grape. Joined to the top of the fruit is a large, external and inedible seed.

What do Illawarra plums taste like?

Illawarra plums taste similar to regular plums but are a little less sweet.

How do I eat an Illawarra plum?

They can be eaten raw as a fruit, or stewed with ice cream. Illawarra plums can also be used in sauces, preserves, jams, muffins and desserts, and taste delicious combined with garlic and chilli in marinades and dressings.

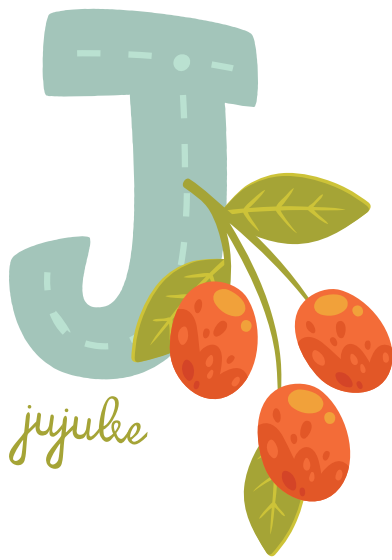
Nutrition bites

Illawarra plums contain vitamin C.



Fun Fact!

Illawarra plums have antioxidant levels three to five times higher than blueberries.



Jj is for...

Jackfruit

What do jackfruit look like?

Jackfruit are large, oval shaped fruit. They have yellowish skin with small spikes all over. Inside, the flesh is pale yellow with large, white seeds.

What do jackfruit taste like?

Jackfruit are very sweet and juicy, with the flavour a bit like a cross between a banana and a pineapple. The smell is also very sweet. The seeds can be eaten if boiled or roasted.

How do I eat jackfruit?

Slice a jackfruit open and remove the core. Then the sections containing the seeds can be removed. Slice out the seed and eat the rest. You can also use jackfruit in curries as a vegetable.

Nutrition bites

Jackfruit contain fibre, beta-carotene, potassium and iron.

Other names

Jakfruit, jak, jaca, khanun, and nangka.



Fun Fact!

Jackfruit can grow to 50kg in weight!

Fun Fact!

Jerusalem artichokes aren't actually from Jerusalem (they're from North America), and they aren't actually artichokes (they're tubers)!



Jerusalem artichoke

What do Jerusalem artichokes look like?

Jerusalem artichokes are tubers (underground, root vegetables) with small knobs. They grow to about 10cm long and 5cm thick. They vary in colour from pale brown to white, red or purple.

What do Jerusalem artichokes taste like?

Jerusalem artichokes have a fresh taste, and some say they taste like a cross between a potato, water chestnut and sunflower seeds. It tastes earthy and nutty.

How do I eat a Jerusalem artichoke?

You can eat Jerusalem artichokes raw in salads or cooked. You can boil, steam or stir fry them, barbecue them or grill them. Try pan-frying with a small amount of olive oil and some garlic – yum!

Nutrition bites

Jerusalem artichokes contain potassium, iron and thiamin.

Other names

Sunroot, sunchoke or topinambur.



Kk is for...



Fun Fact!
Kiwifruit have an enzyme in them that can tenderise meat.

Kiwifruit

Varieties

Kiwifruit is not generally sold by variety but the most commonly grown kiwifruit is the Hayward variety. Gold kiwifruit is also sometimes available.

What do kiwifruits look like?

Kiwifruit are shaped a bit like an egg, with furry reddish-brown skin. Inside, kiwifruit are either bright green or gold, with a white core and tiny black seeds.

What do kiwifruits taste like?

Kiwifruit are sweet and tart, and they can be very juicy. They are soft to eat but have a little 'crunch' caused by the seeds.

How do I eat a kiwifruit?

Chop a kiwifruit in half and eat it raw. Scoop the juicy flesh out with a spoon – the skin is a bit hairy! You can also use them on top of desserts, in fruit salads or pureed in drinks.

Nutrition bites

Kiwifruit are an excellent source of vitamin C. They also are a good source of fibre.

Other names

Chinese gooseberry.

Kohlrabi

Varieties

White and purple.

What do kohlrabi look like?

Kohlrabi are nearly spherical in shape and about the size of a shot put. They can be bright purple or pale green, and have little stems coming off them. When these stems haven't been cut, green leaves grow on the ends. Usually kohlrabi's stems are cut off before they are sold.

What do kohlrabi taste like?

Kohlrabi tastes a bit like a turnip, a bit like cabbage and a little bit sweet. They have a firm texture, and some people say they taste like the stalk of a broccoli.

How do I eat kohlrabi?

Kohlrabis can be eaten raw in salads, steamed or stir-fried. The skin needs to be removed before eating because it is quite tough.

Nutrition bites

Kohlrabi is an excellent source of vitamin C and a good source of fibre and potassium.



Fun Fact!
In German, 'kohlrabi' means 'cabbage turnip'!



Fun Fact!
Kumara is a Maori word. Kumara was a staple food of the Maori people.

Kumara

What do kumara look like?

Kumara are sausage-shaped vegetables that have orange skin. Inside, the flesh is orangey-pink.

What do kumara taste like?

Kumara are a type of sweet potato, and their flavour is sweet. It has a soft but firm texture when cooked.

How do I eat kumara?

Kumara tastes great in both savoury and sweet dishes, and is usually eaten cooked. You can boil, bake, roast, microwave, grill or barbecue kumara. You can also use it in scones.

Nutrition bites

Kumara provides fibre, beta-carotene, vitamin C and vitamin E.

Other names

Yam, sweet potato, kumera or camote.



Ll is for...

Leek

What do leeks look like?

Leeks look like a giant spring onion. They are cylindrical with a thick, white stalk and dark, grey-green leaves at their tops. The stalk is made of leaves tightly enclosing each other.

What do leeks taste like?

Leeks have a sweet, mild onion flavour.

How do I eat leeks?

Leeks can be steamed, boiled, microwaved or baked. Add leeks to make tasty soups, add to quiches or stuff with cheese or meat.

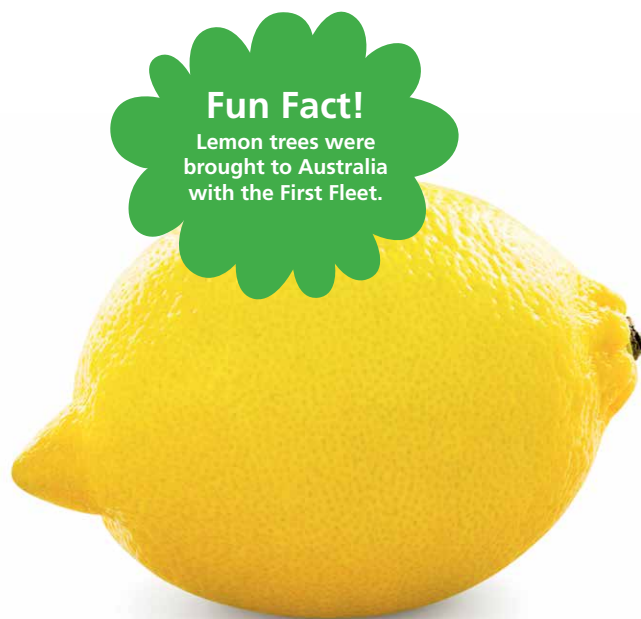
Nutrition bites

Leeks are a good source of vitamin C and provide fibre, folate and vitamin E. The green part of the leek also provides beta-carotene. Leeks also contain the phytochemical allicin.



Fun Fact!

During the time of King Cadwallar, Welsh soldiers famously wore leeks in their hats during battle so they could tell who their allies were!



Fun Fact!

Lemon trees were brought to Australia with the First Fleet.

Lemons

Varieties

Meyer, Eureka and Lisbon.

What do lemons look like?

Lemons are oval shaped with a pointed tip and shiny yellow skin. Inside, the lemon-coloured flesh is divided into segments with thick white pith surrounding it.

What do lemons taste like?

Lemons are rather sour! They have a citrusy flavour and are very acidic. Lemons have a fresh, fruity smell also.

How do I eat a lemon?

Most people don't eat lemons as a fruit – they are just too sour! But lemons are useful – they taste great in salad dressings, as a dressing on fish and seafood and as an ingredient in drinks and desserts. They also stop cut fruit and vegetables going brown and have a type of fibre (pectin) that is useful in setting jam.

Nutrition bites

Lemons are an excellent source of vitamin C, and also contain fibre and small amounts of other vitamins and minerals.



L is for...



Fun Fact!

Archeologists have found evidence of lentils in a cave in Greece that dates their use as a food as far back as 13,000 to 9,500 BC.

Lentils

Varieties

Red, green or brown.

What do lentils look like?

Lentils are very small and almost round, when split look lens-shaped (almost like half a sphere) and are mostly dried. Lentils are red, green or brown when they are raw, then the red and brown lentils turn a yellowy brown when cooked, while the green lentils remain green.

What do lentils taste like?

Lentils have a nutty, earthy flavour. Lentils are soft when cooked.

How do I eat lentils?

Lentils are used in dishes from many cultures (such as Indian, Middle Eastern and European). Lentils are an excellent substitute for meat in vegetarian burgers, and are tasty in soups, stews and sauces. Unlike many other legumes, they generally don't need to be soaked before cooking.

Nutrition bites

Lentils are very high in protein, iron and zinc. Lentils also provide isoflavones, a group of phytochemicals and a number of the B group vitamins.

Lychees

Varieties

The most common types grown are Kwai Mai, Tai So, Bengal, Fai Zee Siu, Yai Chee, Gee Kee, No Mai Chee.

What do lychees look like?

Lychees are the size of a small plum. They have tough, pink to red and green skin, which is peeled off before eating. Inside, the flesh is white and pearly, and is almost jelly-like. Lychees have a smooth, shiny, inedible seed in the centre.

What do lychees taste like?

Lychees have a funny texture – they're firm but jelly-like. They are sweet and tart and some say taste a little like honey – delicious!

How do I eat a lychee?

Peel the skin off the lychee, then bite the flesh off the seed. You can also bite the top off, squeeze the fruit into your mouth and spit out the seed. Lychees can be used in fruit salads, stir fries and drinks. You can also buy canned lychees which are yummy when lychees are out of season.

Nutrition bites

Lychees are a good source of vitamin C and fibre.



Fun Fact!

Lychees were immortalised in poetry back in 1094AD by Su Shih, a Chinese poet.



Mm is for...



Fun Fact!

Mandarins were very highly regarded in Imperial China – they were named after the officials of the Imperial court.

Mandarins

Varieties

Ellendale, Imperial and Murcott (or Honey Tangerine).

What do mandarins look like?

Mandarins are small, round and bright orange coloured. They have a skin similar to that of an orange but thinner, and inside the flesh is divided into segments covered by white pith.

What do mandarins taste like?

Mandarins are juicy and sweet. They taste citrusy and fresh, and very ripe mandarins taste a little like honey. Sweet!

How do I eat a mandarin?

Peel the skin off a mandarin and eat the sweet segments raw. Mandarins are tasty in salads and fruit salads, or you can use them in cakes or muffins. Marmalade can also be made from mandarins.

Nutrition bites

Mandarins are an excellent source of vitamin C. They also provide fibre.

Mango

Varieties

Kensington Pride, Bowen Special, Keitt, R2E2, Irwin, Kent and Nam Dok Mai.

What do mangoes look like?

Mangoes are egg or kidney shaped with smooth skin. Mangoes vary in colour from yellowish-green to deep red, and their flesh is peach coloured with a large stone in the middle.

What do mangoes taste like?

Mangoes have a strong, sweet smell, and are very juicy, sweet and rich flavoured – mmm!

How do I eat a mango?

Slice the 'cheeks' of a mango, then slice the flesh in a criss-cross pattern, without cutting the skin. Push the flesh outwards and suck the mango out of the skin. Or peel one and eat the whole flesh until you reach the seed. This is messy as mangoes are very juicy! Mangoes are great in salads, fruit salads, curries and desserts. You can also buy canned or dried mangoes.

Nutrition bites

Mangoes are a rich source of vitamin C and beta-carotene. They also provide vitamin E and fibre.

Fun Fact!

In India, it is believed that Buddha used to meditate under a mango tree, making mangoes sacred.



Mushroom

Varieties

Cultivated mushrooms include: Flat, Cup, Button, Shitake, Swiss Brown, Enoki, Shimeji, and Oyster.

What do mushrooms look like?

Most mushrooms have a domed cup sitting on a stalk. They range from snowy white to dark brown, and have small gills underneath the cups.

What do mushrooms taste like?

Mushrooms have a distinct, earthy and almost meaty taste. They are rich and delicious! They have a firm texture when eaten raw, which softens when cooked.

How do I eat mushrooms?

Mushrooms can be eaten raw in salads or cooked. Mushrooms can be stir fried, steamed or roasted, and they taste great when they are stuffed and baked!

Nutrition bites

Mushrooms are a rich source of B group vitamins including niacin, riboflavin, pantothenic acid, biotin and folate. Although popularly thought to be a good source of vitamin B12 for vegetarians and vegans, this is not true. They also provide fibre.

Fun Fact!

There are more than 250 edible varieties of mushrooms in the world! However, there are many others that are poisonous, so NEVER eat a mushroom from the wild unless you know exactly what type it is!



Nn is for...

Nashi Pear

Varieties

Nijisseiki, Hosui, Ya Li and Kosui.

What do nashi pears look like?

Nashi pears are a round fruit, about the size of a tennis ball, with greenish-yellow, brown or white skin. Nashi pears have white, crisp and very juicy flesh with a small core where the seeds are.



Fun Fact!

'Nashi' is the Japanese word for 'pear'. So a 'nashi pear' is 'pear pear'!

What do nashi pears taste like?

Nashi pears are very sweet and very juicy! They are sourer around the core, but generally very refreshing. Nashi pears are very crisp.

How do I eat a nashi pear?

Bite into a nashi pear like you would an apple or a pear. They are great to eat raw, but also delicious cooked in either savoury or sweet dishes. You can stew or poach them, and they taste great in pies, cakes and muffins. You can also use fresh slices as a dipper for hommouj or baba ghanouj.

Nutrition bites

Nashi pears have small amounts of fibre, vitamins and minerals. Nashi pears are mostly water.

Other names

Nashi, Asian pear, Chinese pear, Japanese pear or Taiwanese pear.

Nectarines

Varieties

There are many varieties of nectarines, but they can be classified into yellow or white fleshed. Common varieties include Swazee, Artic Sweet, Snow Queen, Firebrite, Fantasia, August Glo, and Flaming Red.

What do nectarines look like?

Nectarines are a smooth, glossy fruit. They have red and yellow or red and white skins, and are rather pretty looking! Inside, they have firm yellow or white flesh and a stone in the centre, which is not eaten.

What do nectarines taste like?

Nectarines taste sweet, juicy and a bit like a peach. They can be a little more tart, and can range from firm to soft in texture.

How do I eat a nectarine?

Nectarines are a delicious fruit that can be eaten raw or cooked. Munch on a raw nectarine for a sweet snack, or poach, stew, bake or grill nectarines for a tasty dessert. Nectarines go nicely with strawberries, peaches and pineapple in kebabs. Nectarines also make an interesting combination with chicken or other meat.

Fun Fact!

It is not uncommon for a nectarine to grow on a peach tree or a peach to grow on a nectarine tree!



Nutrition bites

Nectarines contain vitamin C and fibre. The yellow varieties also provide some beta-carotene.



Oo is for...



Fun Fact!

Okra seeds were roasted and ground to produce a coffee substitute during the American Civil War.

Okra

What do okra look like?

Okra are pale green, thin, pointed vegetables. They are about 5-10cm in length and have ridged sides.

What do okra taste like?

Okra have a very distinct taste, but at the same time can take on the taste of anything it is cooked with. Described as a bit like asparagus, a bit like eggplant and a bit like zucchini flowers.

How do I eat okra?

Okra can be steamed and eaten as a vegetable, or used in soups, stews and casseroles. Okra turns thick and syrupy when cooked, so it is also useful as a thickener for wet dishes.

Nutrition bites

Okra is full of fibre, and also contains vitamin C and folate.

Other names

Lady's finger, bhinda or gumbo.

Onions

Varieties

In Australia, onions are not sold by variety but by colour, size or sweetness – red (Spanish), white, brown, yellow, pickling.

What do onions look like?

Onions can be purple, yellow, white or brown in colour and range in size from the size of a squash ball to the size of a tennis ball. Onions look like a bulb, with layers of slippery and papery skin on the outside. Inside, onions have a series of crisp fleshy layers.

What do onions taste like?

When eaten raw, onions can have a hot flavour, but once cooked they become sweeter.

How do I eat an onion?

Onions can be eaten raw in salads or cooked in many dishes. Onions can be fried, baked or grilled, or included in dishes like spaghetti bolognaise, stir fries or fillings for pies. Small pickled onions can also make a tasty snack or can be used on a cheese platter.

Nutrition bites

Onions have small amounts of many vitamins and minerals, and are rich in allicin.



Fun Fact!

To prevent crying when cutting onions, put the onions in the freezer for 10 minutes or the fridge for one hour first.



Orange

Varieties

Valencia, Navel, Seville and Blood Oranges.

What do oranges look like?

Oranges are round – about the size of a tennis ball – with glossy, orange, dimply skin. Inside, orange flesh is divided into segments covered by white pith. The seeds are in the centre of each segment. Blood oranges have rich red flesh.

What do oranges taste like?

Oranges are sweet and juicy, with a fruity citrus smell and taste.

How do I eat an orange?

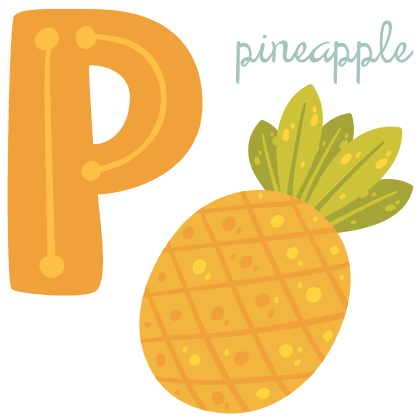
There are many ways to enjoy oranges. Peel the skin off an orange into a snake, slice one into quarters and munch out the flesh, or just use your fingers to peel back the skin. Oranges can be used in salads and fruit salads, frozen to make an icy treat or in cakes, muffins and biscuits. Oranges also make a tasty dessert when sliced and grilled with a little brown sugar!

Nutrition bites

Oranges are an excellent source of vitamin C. They are a good source of fibre and bioflavonoids (antioxidants). They also provide some folate, calcium, potassium and beta-carotene.

Fun Fact!

A green tinge on the skin of an orange does not mean it is not ripe. The green colour comes from chlorophyll which is used by the plant to protect the fruit from the heat of the sun.



Pp is for...

Pawpaw

Varieties

Hawaiian Solo, NT Red, yellow.

What do pawpaws and papayas look like?

The yellow pawpaw is round and tends to have a pale orange skin. The red papaya is pear shaped and has bright orange/red coloured flesh with yellow or green coloured skin. Both contain many small, round, slimy black seeds in the centre.

What do pawpaws and papayas taste like?

Pawpaws and papayas have a sweet, tropical and tangy taste. Some people think they taste like a cross between a melon and a peach, others say a cross between a banana and a mango. Papaya tends to be sweeter than pawpaw.

How do I eat pawpaw and papaya?

Pawpaws and papayas can be sliced and eaten raw (remove the skin and seeds first). They taste great with a squeeze of lemon or lime juice. Add pawpaw and papaya to fruit salads or desserts – try rolling chunks of pawpaw or papaya in orange juice and shredded coconut.



Fun Fact!

Papain, an enzyme found in pawpaw leaves and fruit, can be used to tenderize meat and is an ingredient used in some chewing gums and indigestion medicines.

Nutrition bites

Pawpaw and papaya have high levels of vitamins C, beta-carotene and fibre.

Other names

Tree melon.



Fun Fact!

Pineapples got their name because an early European explorer thought they looked like a large pine cone!

Pineapple

Varieties

Rough leaf or smooth leaf.

What do pineapples look like?

Pineapples are like large cylinders, with tough, yellow and green diamond shaped scales and sharp, pointy leaves at the top. Pineapples have yellow flesh inside, with a hard yellow core in the centre.

What do pineapples taste like?

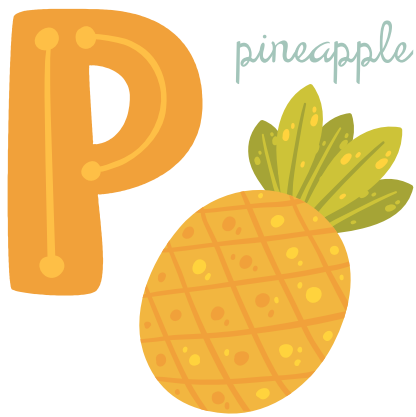
Pineapples are very juicy and have a tangy, sweet flavour that is very tropical. Pineapples are quite fibrous to eat. Yummy!

How do I eat a pineapple?

Pineapples can be cut into slices, the skin removed and eaten fresh for a tropical treat. Pineapple segments can be frozen for hot days or you can get canned or dried pineapple. Pineapple is delicious in salads and fruit salads, and can be grilled or fried, or used in stir fries and sweet and sour dishes. Pineapple can also be added to cakes, muffins, pies and other desserts.

Nutrition bites

Pineapples have lots of vitamin C and fibre. Pineapples also contain small amounts of other vitamins and minerals.



Pp is for...

Potato

Varieties

The most common varieties sold in Australia are Sebago, Pontiac, Desiree, Pink Fir Apple, Kipfler, Pink Eye, Russet Burbank, Spunta, and Nicola. Other varieties that may be seen at the greengrocer include Bintje, King Edward, Jersey Royal, Ratte, Purple Congo and Nadine.

What do potatoes look like?

Potatoes vary in size, from around the size of a ping pong ball to larger than oranges. They also vary in shape and texture. Some are round, others are oval shaped or long and thin, some are gnarly and others are smooth as river stones. The colour of a potato can be white, brown, purple or pink, and they can be washed or unwashed (with dirt on). Inside, potatoes are creamy-white and starchy.

What do potatoes taste like?

Potatoes must be cooked, and different varieties have different textures, from soft (and good for mashing) to firm. Potatoes have a creamy flavour and take on the taste of other seasonings cooked with them.

How do I eat a potato?

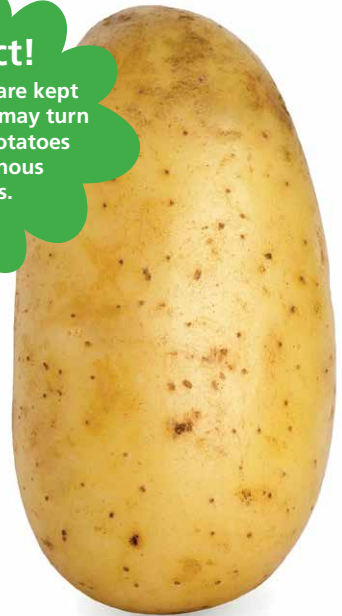
Potatoes can be boiled, steamed, baked, grilled,



Fun Fact!

When potatoes are kept in the light, they may turn green! Green potatoes can be poisonous to humans.

microwaved or barbecued. You can peel potatoes with a vegetable peeler, or potatoes with smooth skins can be eaten unpeeled. Try grilling slices of potato with a little oil and herbs – delicious!



Nutrition bites

Potatoes are a good source of carbohydrates, vitamin C and fibre as well as smaller amounts of other vitamins and minerals.

Other names

Spud, chat, tater, or Irish potato.

Pumpkin

Varieties

Queensland Blue, Jap, Butternut, Sweet Dumpling, and Golden Nugget.

What does pumpkin look like?

There are many different shaped, sized and coloured pumpkins. Many pumpkins are round but flat, with ribs running up and down. There are also round, oblong or oval shaped pumpkins. They can be as small as a tennis ball or larger than a soccer ball. They can have smooth or warty skin, and can be grey, orange or green and spotty. The flesh is usually yellow to orange, with a mass of flat seeds in the centre.

What does pumpkin taste like?

Pumpkins are usually served cooked, and are sweet and soft to eat. You can also eat the dried seeds (also known as pepitas).

How do I eat pumpkin?

You don't usually eat the skin of pumpkins, so remove before or after cooking. Pumpkins can be baked, boiled, mashed, grilled, microwaved or barbecued. They can also be used in cakes, breads and scones, and make



Fun Fact!

The largest recorded pumpkin, according to the Guinness Book of Records, weighed in at 1,054kg in 2014.

a delicious pie. Try slicing the top off a small pumpkin, scooping out the seeds and filling with rice, mince or vegetables and seasonings. Then bake – delicious!

Nutrition bites

Pumpkins are a good source of fibre, vitamins C, potassium and beta-carotene. They also contain some iron.



Qq is for...



Fun Fact!

Fossilised quandongs have been found in coal seams dating back 40 million years!

Quandong

What do quandongs look like?

Quandongs are native to Australia. They are small, round, bright cherry red fruits with white or cream flesh. Inside, they have a large, pitted stone that is inedible.

What do quandongs taste like?

Quandongs have a sweet, mild but tart flavour. Some people say they taste like a cross between a peach and an apricot. Quandongs are fleshy in texture.

How do I eat a quandong?

Quandongs can be eaten raw, straight off the tree. Just eat the flesh from around the stone. You can also get dried quandongs from bush tucker suppliers. Quandongs can also be used in sauces for meats, in fruit compotes or as jam. The large seed inside the quandong can be roasted and eaten like a nut.

Nutrition bites

Quandongs contain vitamin C and some iron.

Other names

Wild peach, native peach or desert peach.

Quince

What do quinces look like?

Quinces are hard, yellow fruits covered in a soft, light brown fur. Quinces are pear shaped. Inside, they have creamy coloured flesh which is hard and quite grainy. Once cooked, the flesh turns pink.

What do quinces taste like?

Quinces are usually eaten cooked. When cooked, quince tastes sweet and a little tart, and has a smooth texture. Some people say quince tastes like a cross between an apple and a pear.

How do I eat a quince?

Quinces can be stewed, slow baked or made into jams or jellies. Stewed quince and custard is a delicious dessert, or you can add quince to pies, cakes or muffins. Cooked quince and quince paste also goes very well with cooked meats, on cheese platters or fresh bread.

Nutrition bites

Quinces are high in fibre and vitamin C, and contain small amounts of other vitamins and minerals.



Fun Fact!

The quince was used by the ancient Greeks in their marriage ceremonies.



Rr is for...



Fun Fact!

The slaves working on the great pyramids in ancient Egypt were paid in radishes, onion and garlic.

Radish

Varieties

There is a variety of radishes found in Australia that vary in shape and colour. Globe varieties are usually red and include Red Prince, Scarlet Knight and Fireball. Mars varieties are an oval-shaped radish. Oblong varieties include Red Baron (red), French Breakfast (red with a white tip), Inca (red), and White Icicle (white). There are also long white radishes such as the Daikon radish. It is also possible to get a black skinned variety!

What do radishes look like?

Radishes can vary in their shape and skin colour but generally have white flesh and a green, leafy stem at the top.

What do radishes taste like?

Radishes are crisp and peppery.

How do I eat a radish?

Radishes are usually eaten raw, and add a great peppery crunch to salads. To reduce the hotness, radishes can be peeled. Radishes can be steamed or boiled and are also tasty when made into dips.

Nutrition bites

Radishes contain vitamin C, fibre and small amounts of other vitamins and minerals including folate, riboflavin, calcium and potassium. The white radish contains more fibre than the red variety.

Rambutan

What do rambutans look like?

Rambutans are about the size of a small plum, and can be round to oval shaped. They are bright red or orange with soft, 'hairy' spines all over. Inside, they have pearly white, juicy flesh and a seed in the centre.

What do rambutans taste like?

Juicy, sweet and slightly tart tasting with a flavour similar to a grape. Rambutans are very refreshing.

How do I eat a rambutan?

Slice through the skin only then pop the flesh of a rambutan into your mouth. Make sure you spit out the seed! Rambutans look beautiful on a fruit platter or in salads. They also go well with pork, chicken or fish dishes, but are best eaten fresh.

Nutrition bites

Rambutans are an excellent source of vitamin C and also provide some fibre.

Other names

Hairy lychee.

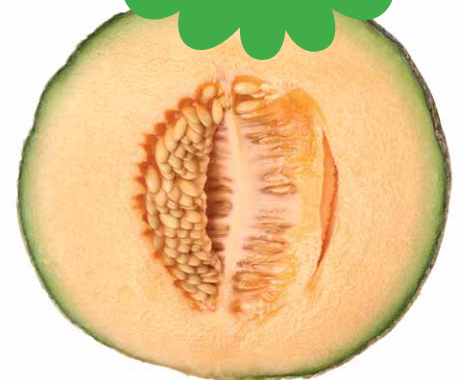
Fun Fact!

The name rambutan comes from the Malaysian word for hairy.



Fun Fact!

Rockmelons come from the same family as pumpkins, cucumbers and zucchinis.



Rockmelon

What do rockmelons look like?

Rockmelons are round to oval shaped fruit with pale brown skin that appears to have netting or scales over it. Inside, the flesh is peach coloured and very juicy with flat, oval shaped seeds in the centre.

What does rockmelon taste like?

Rockmelons are very sweet and juicy, and have a musky aroma and flavour.

How do I eat rockmelon?

Slice a rockmelon open, scoop out the seeds and eat the flesh from the skin. You can also freeze small chunks of rockmelon as an icy snack for a hot day. Rockmelons are best when eaten raw, so try in a fruit salad, with cold chicken or seafood or in cold desserts.

Nutrition bites

Rockmelons are an excellent source of vitamin C and provide beta-carotene.

Other names

Cantaloupe.



strawberry

Ss is for...

Snow Peas

What do snow peas look like?

Snow peas are glossy green, flat peas sold and eaten in their pods. Inside the pod lie small, unripe peas.

What do snow peas taste like?

Snow peas are sweet, crisp and crunchy vegetables. They can also be eaten cooked – cooked snow peas are soft and sweet.

How do I eat snow peas?

Snow peas can be washed and eaten raw, used in salads, stir fried, boiled or steamed. They taste great when stir fried in a little oil with some chilli!

Nutrition bites

Snow peas are an excellent source of vitamin C and also provide fibre, some iron, protein and potassium.



Fun Fact!

Snow peas have been specially bred so that the fibre in the pod only goes one way – this makes the pod easy to eat.

Fun Fact!

An acidic variety of starfruit can be used to clean and polish metal.



Starfruit

What do starfruit look like?

Starfruit have yellow-green skin that is very glossy and is shaped like a five-pointed star. Inside, starfruit have yellow flesh and small white seeds in the centre.

What does starfruit taste like?

Starfruit are sweet and tart and it has been said they taste like a cross between apples, pears and grapes. They have a crisp texture.

How do I eat a starfruit?

Starfruit should be eaten raw. Slice across the fruit to create star-shaped pieces and eat. Starfruit look beautiful in fruit salads and on fruit platters.

Nutrition bites

Starfruit is an excellent source of vitamin C and provides some fibre.

Other names

Carambola or five corner fruit.



Tt is for...



Fun Fact!

It is believed that tamarillos were eaten by the ancient Incas.

Tamarillo

What do tamarillos look like?

Tamarillos are egg sized and shaped with shiny and smooth purple, red, yellow or orange skin. Inside, the flesh is yellow or orange with masses of tiny black to red edible seeds attached to a core.

What do tamarillos taste like?

Tamarillos taste like a tangy and sweet tomato – they have a similar texture to a tomato too.

How do I eat a tamarillo?

Slice a tamarillo open and scoop out the flesh and seeds. Or you can gently squeeze a tamarillo until it is very soft, then bite off the top and squeeze the pulp and seeds into your mouth. Tamarillos are tasty in salads and fruit salads, or they can be blended and added to curries and stews. Tamarillos can also be made into jam or chutney or stewed.

Nutrition bites

Tamarillos are high in fibre and vitamin C and are a good source of beta-carotene.

Other names

Tree tomato

Turnip

Varieties

Yellow or white.

What do turnips look like?

Turnips are cylindrical with a pointed, tapered bottom and green leafy stalks at the top. They can either be yellow or white tinged with purple, and have a rough, dull skin. Inside, turnips have creamy or yellow flesh.

What do turnips taste like?

Turnips are starchy and sweet and taste similar to kholrabi. Turnips are generally eaten cooked, which makes them soft.

How do I eat a turnip?

Turnips need to be peeled, then they can be boiled, mashed, steamed, stir fried, microwaved or baked. Turnip greens (the stalks above the turnip) can also be steamed, stir fried or used in salads.



Fun Fact!

The first Halloween jack-o-lantern was made from a turnip, not a pumpkin!

Nutrition bites

The turnip is a good source of vitamin C and also provides some fibre. It has smaller amounts of other vitamins and minerals. Turnips are also good sources of indoles, a phytochemical.



Tt is for...



Tomato

Varieties

Common, Roma, cherry, grape and egg.

What do tomatoes look like?

Common tomatoes are apple sized and round with glossy, bright red skin. Cherry tomatoes are cherry sized and bright red, grape tomatoes are about the size and shape of a grape and Roma and egg tomatoes are egg shaped. Inside, tomatoes have soft flesh and moist edible seeds. You can also buy pink and yellow-fleshed tomatoes.

What do tomatoes taste like?

Grape and cherry tomatoes are sweet and bite sized, while the larger tomatoes are juicy and fresh tasting. The riper the tomato is, the sweeter it tastes, while less ripe tomatoes can be acidic and sour.

Fun Fact!

Tomatoes originated in South America and when they were first brought to Europe many people thought they were poisonous!

How do I eat a tomato?

Pop a couple of cherry or grape tomatoes in your mouth for a healthy snack. Tomatoes are great raw in salads and sandwiches, or can be baked, stuffed or grilled. You can also buy canned tomatoes that are useful for pasta sauces. Tomatoes can be made into sauce, chutneys, pickles or juiced. Sun dried tomatoes are a delicious addition to cheese platters, sandwiches or pasta dishes.

Nutrition bites

Tomatoes are a great source of vitamins C, beta-carotene and lycopene. Tomatoes also contain fibre.



Vv is for...



Fun Fact!

The most well known dish that contains vine leaves is the Greek dish dolmades.

Vine Leaves

What do vine leaves look like?

Vine leaves are the new spring growth of a grape vine. They are tender, new green leaves that are almost round with a jagged edge. When cooked, they go a black-green colour.

What do vine leaves taste like?

Vine leaves take on the flavour of the food that they are wrapped around. Tender young leaves are easy to eat, but they get tougher as they age.

How do I eat vine leaves?

Vine leaves are usually used to wrap other foods (such as rice and meat or fruit) in. They can be purchased preserved and ready to use. You can also pick your own (young leaves) or buy fresh in summer or autumn. Fresh vine leaves are blanched before being used.

Nutrition bites

Vine leaves provide fibre and small amounts of some vitamins and minerals such as calcium and vitamin A.



Ww is for...

Watermelon

Varieties

Red Tiger, Viking, All Sweet, Sugar Baby and Champagne.

What does watermelon look like?

Watermelons vary in size, but are generally cylindrical or spherical shaped. They have pale and dark green-flecked skin, and inside have a white rind and crisp bright pink flesh (except for the champagne melon – it has yellow flesh). Many watermelons have small, dark brown seeds, but there are also seedless varieties available.

What does watermelon taste like?

Watermelons are very juicy, sweet and refreshing.

How do I eat watermelon?

Slice up some watermelon and chomp into a slice! Watermelons do not cook well, but can be used in frozen desserts or drinks, such as granitas or sorbets. They are a delicious addition to fruit salads or platters, and melon balls are a fun way of eating watermelon (maybe combine pink watermelon, orange rockmelon and green honeydew to make a colourful melon ball salad).

Nutrition bites

Watermelon is a good source of vitamin C. They also provide fibre and lycopene, a phytochemical. The darker the flesh, the more lycopene they contain. Watermelons are mostly water – around 90%.



Fun Fact!

In Chinchilla, Queensland, a watermelon festival is held in February every second year. Events held at the festival include watermelon skiing, watermelon bungee and pip spitting!



Fun Fact!

Captain Cook's fleet ate Warrigal greens to prevent scurvy. Sir Joseph Banks took seeds back to England where it was grown as a summer vegetable.

Warrigal Greens

What do Warrigal greens look like?

Warrigal greens are native to Australia and New Zealand. Warrigal greens have green oval to diamond shaped leaves that are about 10cm long.

What do Warrigal greens taste like?

Warrigal greens have a taste similar to spinach, but some people also say they taste like a cross between silverbeet and green beans.

How do I eat Warrigal greens?

Warrigal greens can be used wherever spinach or Asian greens are used. They do need to be blanched before eating. Then try them in stir fries, salads, pastries or in pasta sauces.

Nutrition bites

Warrigal greens provide vitamin C and fibre.

Other names

Botany Bay spinach, Sea spinach, or New Zealand spinach.



Ww is for...

Fun Fact!

The Chinese water chestnut is not a true nut or chestnut. It is a vegetable that grows under the mud in marshes.



Water Chestnut

What do water chestnuts look like?

Although there are four major types of water chestnut, the main one found in Australia is the Chinese water chestnut. The Chinese water chestnut is a small, dark brown, bulb-shaped vegetable. Inside, it has a crisp, white flesh. In Australia, water chestnuts are usually sold canned, either whole or sliced, without their skins.

What do water chestnuts taste like?

Water chestnuts are very crisp and crunchy and have a sweet, mild flavour.

How do I eat water chestnuts?

Water chestnuts can be eaten raw and in salads, or they add a delicious crunch to stir fries, soups, casseroles and curries. If you have fresh water chestnuts, they must be peeled first.

Nutrition bites

Water chestnuts provide carbohydrate, fibre, vitamin C and potassium.



Fun Fact!

Wombok have been grown and eaten in China for over 6,000 years.

Wombok

What does wombok look like?

Womboks look like large, cylindrical cabbages. They have white, thick, crisp blades in the centre of each leaf, and pale green frilled leaves with white, juicy ribs.

What does wombok taste like?

Womboks are like sweet cabbage but without the sulphur smell and taste cabbage has. The blades have a peppery taste and the ribs are sweet and juicy.

How do I eat wombok?

Womboks can be used in many ways. Raw, they can be used in salads, rice paper rolls or San Choy Bau, or they can be stir fried, steamed, boiled, braised, pickled or wrapped around other foods. Wash the leaves, remove the hard core and slice thinly or use whole for San Choy Bau.

Nutrition bites

Wombok is a good source of vitamin C and folate.

Other names

Napa cabbage or Chinese cabbage.



Yy is for...



Fun Fact!

Native yams are found by looking for the vegetation, then digging to a depth of about a foot to find the tubers.

Yams

Varieties

There are types of yams native to Africa, South East Asia, America, New Zealand and Australia. The Australian native yam is found in various parts of Australia.

What do yams look like?

Native yams are long, cylindrical tubers. They are creamy white on the inside, and dirty grey-brown on the outside.

What do yams taste like?

Native yams are said to have a similar flavour to sweet potato but a creamier texture.

How do I eat a yam?

These yams can be eaten either raw or roasted. They can be seasoned with herbs or spices.

Nutrition bites

Yams provide carbohydrate, fibre, potassium, some vitamin C and small amounts of other vitamins and minerals.



Zz is for...



Fun Fact!

The bright yellow flowers of the zucchini can be eaten. They are delicious stuffed with ricotta cheese and seasonings and baked!

Zucchini

Varieties

Green and yellow.

What do zucchinis look like?

Zucchinis are long, cylindrical, sausage shaped vegetables. They vary in colour from grey green to dark green (nearly black) and yellow. They often have speckled skin. Inside, the flesh is white with many tiny, edible seeds.

What do zucchinis taste like?

Zucchinis are soft and moist and have a fresh taste.

How do I eat a zucchini?

Zucchinis are usually eaten cooked, except when they are used in coleslaw. They can be boiled, steamed, stir fried, grilled, barbecued or stuffed. Zucchinis can also be grated for a tasty addition to muffins, cakes and scones.

Nutrition bites

Zucchinis have good levels of vitamin C and fibre and small amounts of other vitamins and minerals.

Other names

Courgette or squash.