

Lesson Ideas – Linking Crunch&Sip[®] with the curriculum

These activity ideas are designed to provide teachers with ideas for integrating Crunch&Sip[®] into the Western Australian curriculum. The activities are designed to be modified to suit individual classroom situations.

<p>‘Tuning In’ to Kick Start to Crunch & Sip[®]</p>	<p>Have a class fruit and veg tasting. As part of Kick Start to Crunch&Sip[®], grants are available to schools for this purpose. Alternatively, seek donations from local businesses or growers, or ask students to bring something from home for a shared Crunch&Sip[®] snack. Encourage students to try fruit and veg that they have not tasted before or would like to taste again. Children are often more likely to try new foods in group situations, as everyone else is doing it! It is advisable that appropriate measures are taken to check for food allergies.</p> <p>A to Z fruit & veg brainstorm. During Kick Start to Crunch&Sip[®], challenge students to create a comprehensive A to Z list of fruit and vegetables. This could be completed as an individual, small group or whole class activity. Younger grades can use pictures from catalogues or magazines or their own drawings and glue on the relevant initial letter. Upper grades may have a time limit to complete their lists or in small groups, rotate through each letter of the alphabet to add to the list. Completed lists can be compared with www.marketfresh.com.au/produce_guide/fruit_veg.asp www.fruit-vegetable.info/alphabetical-list-of-content.htm or www.gofor2and5.com.au</p> <p>Crunch&Sip[®] gardens. The resurgence in school gardens has resulted in many schools having a veggie patch. For Kick Start to Crunch&Sip[®], students could supplement the fruit and veg bought from home with produce grown in the school patch.</p>		
<p>Maths</p>	<p>Crunch&Sip[®] surveys. Students collect, organise, summarise and represent data pertaining to Crunch&Sip[®] such as: what is your favourite fruit or veg, what does our class have for our Crunch&Sip[®] break etc. The results can be graphed and displayed and also published in the school newsletter. Surveys can be extended to include several classes, parents and the school community.</p> <p>Fruity maths. Using bulk common fruit such as apples or oranges, encourage students to pose mathematical questions such as – How thick is the skin of the fruit? How long does it take to eat the piece of fruit? What is the average time to peel? What is the average number of seeds? What is the average surface area/weight? How much does the peel cost? What percentage/fraction of the fruit is peel, seeds, juice and pulp? Conduct a class investigation to find out the answers.</p>		
	<p style="text-align: center;"><u>Lower Primary</u></p> <p>Measurement. Using a selection of fruit and vegetables, use and respond to comparative language such as: which piece of fruit is longest/heaviest/biggest?</p>	<p style="text-align: center;"><u>Middle Primary</u></p> <p>Crunch&Sip[®] surveys. Using the survey data from the above activity, invite the school canteen manager into your classroom and let your students explain why they like these fruit and vegetables best. The goal is to get the school canteen manager to serve more of the favourites.</p> <p>Measurement. Estimate, measure and compare the capacity of different drink bottles using standard and non-standard units</p>	<p style="text-align: center;"><u>Upper Primary</u></p> <p>Crunch&Sip[®] surveys. From the survey data collected and analysed in the above activity, follow up with an action plan as a response to the information gathered e.g. publish the information in the school’s newsletter, share at a school assembly, plan ways to address nutrition issues at school. This project has the capacity to develop in to a large project with many opportunities for integration into other learning areas.</p> <p>FOODcents[®] The FOODcents[®] curriculum activities link nutrition with mathematics and focuses on food budgeting in relation to a healthy diet. Go to the teacher’s page at www.fruitnvegweek.health.wa.gov.au for lessons on calculating the cost of food per kilo, weighing and supermarket tours. More information on FOODcents[®] is available at www.foodcentsprogram.com.au.</p>

English	<p>Class cookbook. Create a class cookbook with original recipes. Use <i>Kids in the Kitchen Cookbook</i> for inspiration (go to www.gofor2and5.com.au or see if there is a copy in your school library). Students can explore how recipes are grouped in cookbooks, structure etc. Include production of the cookbook and how it will be promoted. Responsibilities can be divided amongst students.</p> <p>Writing descriptions. Describe characteristics of a chosen fruit or vegetable such as colour, shape, size, similar objects, and taste. Include the food group it belongs to and other foods that are also in this group according to the Australian Guide to Healthy Eating.</p> <p>Writing fruit and veg adventures. Characters such as Hard Core Apple, Celerina Celery, Ben D Banana, Crazy Carrot and Squashed Orange can be developed to create an adventure story. The adventures might centre around how being nutritious can make them a hero.</p> <p>Poetry. Students use descriptive language when writing a poem contrasting the inside and outside of a piece of fruit. Consider smell, feel, taste and sound when eating.</p> <p>Advertising. Create an advertisement for Crunch&Sip®, or for students' favourite fruit or veg. Extend the activity by investigating the use of 'spokecharacters' in food advertising (such as the Nestle Quik bunny, Freddo Frog, Milky Bar Kid) and create their own for their advertisements.</p>		
	<p style="text-align: center;"><u>Lower Primary</u></p> <p>Book titles include: <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> by D & A Wood <i>The Pear in the Pear Tree</i> by Pamela Allen <i>I Will Never, Not Ever Eat a Tomato</i> by Lauren Child <i>The Very Hungry Caterpillar</i> by Eric Carle <i>Oliver's Vegetables</i> by Vivian French <i>The Apple Pip Princess</i> by Jane Ray <i>Growing Vegetable Soup</i> by Lois Ehlert <i>Blueberries for Sal</i> by Robert McCloskey <i>Growing Colors</i> by Bruce McMillan <i>Eating the Alphabet Fruit and Vegetables from A to Z</i> by Lois Ehlert <i>Vegetable Glue</i> by Susan Chandler.</p>	<p style="text-align: center;"><u>Middle Primary</u></p> <p>Book titles include: <i>Personal Health Choices</i> by Goldie Alexander and Shelley Underwood (non-fiction big book) <i>Health</i> by Susan Mansfield (Go Facts Healthy Bones) <i>Fitness</i> by Susan Mansfield (Go Facts Healthy Bones) <i>Water...the Amazing Journey</i> by Caren Trafford and Megan Eriksson.</p>	<p style="text-align: center;"><u>Upper Primary</u></p> <p>Book titles include: <i>Nutrition across a Lifetime</i> by Julie Murphy (non-fiction) <i>How Good is my Food?</i> by Hazel Edwards and Shelley Underwood <i>Diary of a Fit Kid</i> by Sandy Tasker</p> <p>Expositions. Students write expositions on topics such as: 'should eating nutritious foods at school be compulsory?' 'Should fast food advertising be banned?'</p>

<p>Science</p>	<p>Feeding celery. Place some celery in vases where food dye has been added to the water. Students compare celery that has been in plain and coloured water and draw and describe results.</p> <p>Lemons on apples. Cut an apple into 4 equal parts and squeeze lemon on two of them. After letting the apple pieces stand for 3 hours, observe what happens.</p> <p>Origins of food. Students construct a flow chart indicating the origins of the fruit or veg for their Crunch&Sip® break. The flow chart may include: growing, processing, buying, making, eating, and recycling/composting.</p> <p>Crunch&Sip® sort. Group/sort students fruit and veg for their Crunch&Sip® break according to how it is grown eg on a tree, on a vine, under the ground etc.</p> <p>Growing. Students observe and record the growth of a pea/bean/tomato seedling.</p> <p>Preserving/ripening fruit and vegetables. Students conduct their own investigations into the best ways to preserve or ripen fruit using fair testing methods. A piece of the same type of fruit could placed in the fridge, freezer, in a warm place, in a paper bag etc.</p> <p>Fruit & veg scraps. Ask students what happens to their Crunch&Sip® scraps. Conduct an experiment where food scraps are left for a few days in a jar and record changes. Discuss different ways to use the scraps.</p> <p>Testing water. Students conduct a double-blind tasting of different types of water (bottled, tap, rain, flavoured, mineral) with another class to determine if they can identify which is which and preferences. www.wisegeek.com/what-is-a-double-blind-test.htm Conduct a blind tasting of different types of water (bottled, tap, rain, flavoured, mineral) and record preferences and observations. Can students guess which is which?</p> <p>Water theme. Incorporate hydration into and the body's use of water into a wider water theme. www.watercorporation.com.au has information on becoming a Waterwise School.</p> <p>Sweet drink demonstration. The Go For Your Life website has instructions on a demonstration the contents of sweet drinks. Go to www.goforyourlife.vic.gov.au/hav/articles.nsf/practitioners/Tap_into_water_everyday?Open</p>
<p>Society & Environment</p>	<p>Fruit & veg investigation. Students can conduct research into a fruit or vegetable or how it is grown using the Investigation, Communication and Participation model. The research process could include KWHL charts, explosion charts and mind maps. The following questions could guide their research: What does it look like? (size, shape, colour, feel) How and where is it grown? (on a tree/bush, in the ground, lable on a map) How is it eaten? (raw, cooked, hot or cold) Is it good for us to eat? Why? (nutritional value/vitamins, minerals, fat content etc) Why might its cost vary during the year? Information, illustrations and maps can be presented for display. Students could also give an oral presentation on their topic.</p>

<p>Health & Phys Ed</p>	<p>Monitor fruit, vegetable and water intake. Use the Crunch&Sip[®] Tally charts and ask students to reflect on their fruit/veg and water intake. Older students could set up their own spreadsheet for their intake or to collate the whole school results.</p> <p>Cooking. Invite parents to cook with your class. Make healthy fruit and vegetable based recipes. Try recipes from the Go for 2&5[®] website www.gofor2and5.com.au. Small groups can select their own recipe and plan the materials needed and the steps they need to take. Have a class picnic to share the food. Can be linked to Maths, English, Science, Technology & Enterprise.</p> <p>Crunch&Sip[®] and dental health. The West Australian Dental Health Service has a number of teacher resources relating to the benefits of eating fruit and veg and drinking water on dental health. www.dental.wa.gov.au</p>		
	<p style="text-align: center;"><u>Lower Primary</u></p> <p>Hygiene. Discuss the importance of washing fruit and vegetables before eating, washing hands before eating, and correct washing of water bottles. Useful interactive websites include www.uwyo.edu/soaperhero and www.scrubclub.org.</p>	<p style="text-align: center;"><u>Middle Primary</u></p> <p>Snack record. Over a week, set aside time each day for students to make a daily record of snacks they eat and the times they eat them. At the end of the week, have students examine their snack record and with a partner identify if they need to improve their snacking habits. If the answer is yes, ask students to think of ways to improve. Students can decide on a snacking goal and make a plan to achieve their goal. Emphasise that snacking goals need to be realistic and achievable. Have students check their progress towards their snacking goal every few days.</p> <p>Body benefits. Using large pieces of butchers paper, students draw an outline of a human body in groups. Ask students to identify the advantages of eating a diet high in fruit and veg e.g. prevent some vitamin deficiencies, prevent obesity, prevent constipation, reduce the risk of some cancers, reduce blood pressure, reduce blood cholesterol levels. For more information go to www.cancerwa.asn.au/prevention/nutrition/nutrition-and-cancer/ or www.gofor2and5.com.au/DataStore/files/pdf/n33.pdf</p>	<p style="text-align: center;"><u>Upper Primary</u></p> <p>Healthy eating. Incorporate the Australian Guide to Healthy Eating www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-publicat-document-fdcons-cnt.htm to encourage students to reduce their 'extra foods' (foods high in sugar, salt and fat) to incorporate more fruit and vegetables. Students set goals to increase their fruit and veg intake.</p> <p>Snacks. Students brainstorm as many kids' snacks as they can and then classify into healthy and unhealthy snacks. Conduct a discussion on why unhealthy snacks are often chosen over healthy snacks (advertising, convenience, peer pressure etc). Develop strategies to promote healthy snacks in the school.</p> <p>Choosing drinks. Students compare the sugar and caffeine content of common drinks (juice, milk, cordial, soft drink, sports drinks and flavoured mineral waters). Research the benefits of drinking water as opposed to other drinks (the only drinks recommended to children are water and milk). Ask students to suggest ways to increase their water consumption.</p>

Tech- nology & Enter- prise	<p>Technology Process design ideas. Students can investigate, devise, produce and evaluate on the following topics:</p> <ul style="list-style-type: none"> - Design a healthy sandwich - Design a fruit and vegetable board game. Create one from scratch or modify a current game to include fruit and vegetables e.g. Snakes and Ladders - Design and make scarecrows or other structures to deter crows and other garden pests. - Design a structure for tomato vines and other vegetables to grow - Design an efficient package for Crunch&Sip® snacks that will prevent bruising for fragile fruit.
The Arts	<p>Visual Art.</p> <ul style="list-style-type: none"> - Create a class collage or mobile of foods that can be eaten for Crunch&Sip® - ‘you are what you eat’ collage (create a person out of pictures of fruit and vegetables, including physical features and jewellery) - Observe the inside of fruit and vegetables and draw them. - Print making with vegetables. Go to www.kinderart.com/printmaking/fruit.shtml for details. - Students sketch a still life of a basket of fruit or vegetables, focusing on light and shading. - Share some images of Guiseppe Archimboldo’s paintings of fruit and vegetable faces or look at the fruit and veg characters at www.gofor2and5.com.au to recreate or design new portraits. Portraits can be collage, drawn or created from fresh fruit and veg and photographed. <p>Music</p> <ul style="list-style-type: none"> - Perform the Crunch&Sip® rap available at www.crunchandsip.com.au or search www.teachertube.com for fruit and vegetable songs - Using a common or popular song, students change to lyrics to promote eating fruit and vegetables.
LOTE	<p>Vocabulary. Develop vocabulary by learning fruit and vegetable names in languages other than English</p> <p>Cook in class. Cook some traditional recipes of the country. Discuss how different cultures prepare and cook various fruit and vegetables.</p>

USEFUL LINKS

Crunch&Sip® program

www.crunchandsip.com.au

Go for 2&5® campaign

www.gofor2and5.com.au

Tooty Fruity project

www.ncahs.nsw.gov.au/tooty-fruity

Healthy Kids

www.healthykids.nsw.gov.au

Fresh for kids (Sydney Markets)

www.freshforkids.com.au

Australian Government Healthy Active

www.healthyactive.gov.au

Healthy Weight Week (Dietitians Association of Australia)

www.healthyweightweek.com.au

Nutrition Australia

www.nutritionaustralia.org

Victorian Go for your life™ campaign

www.goforyourlife.vic.gov.au

Heart Foundation

www.heartfoundation.org.au

Interactive Websites

www.nutritionexplorations.org/kids/activities-main.asp

www.food.gov.uk/multimedia/flash/Alisha_and_Ronnie_e.swf

www.planet-science.com/randomise/index.html?page=/smoothie

www.cool-fuel.com

www.goforyourlife.vic.gov.au/hav/articles.nsf/html/index.html?Open