Welcome!

Crunch&Sip®, in partnership with Healthway and Cancer Council Western Australia, are delighted to present the Operation: Vegetables Curriculum Resources developed for students in years 1-2.

While most Western Australian primary school aged children meet the recommended intake for fruit, only 1 in 6 eat enough vegetables. Currently, students predominantly bring fruit for Crunch&Sip®, so there is a big opportunity to increase vegetable intake overall by encouraging students to choose vegetables for their Crunch&Sip® break.

Activities
While teaching children about the health benefits of vegetables is an important component of health and physical education, children can have difficulty relating their dietary habits to long term health outcomes. The aim of this teaching resource is to encourage students to consider the environmental, social and biological significance of vegetables beyond just their appearance on the dinner plate. Promoting positive associations with vegetables through school programs in cooking and gardening has been shown to lead to an increase in vegetable intake.

The activities in this teaching resource include lessons from across the curriculum areas of Science, English, Health and Physical Education, Mathematics and Media Arts. Each lesson is mapped to the Western Australian Curriculum with hyperlinks to the School Curriculum and Standards Authority website for ease of use. Worksheets for individual lessons can be found in the companion document Crunch&Sip® Operation: Vegetables Toolkit for Teachers Years 1-2.

Additional Activities
Additional activities can be used to extend the lesson if you would like to deliver the content over multiple sessions or can be used to grade the lesson up or down. These activities can also be set as homework tasks.

Alternative Activities
Some lessons such as cooking and gardening are more resource intensive and require access to particular facilities such as a student friendly kitchen. For these lessons, an alternative activity is provided for schools that are unable to complete the main activities.

Acknowledgements
We would like to acknowledge the invaluable input provided by teachers Rachel Faulkner, Emma Hayes and Stephanie Benjamin who helped in reviewing the draft curriculum materials. We are also grateful to Samantha Baker and Margaret Miller from Refresh.ED and Jenny Tartaglia from Foodbank WA for their feedback and for working with us to integrate elements of the Department of Health Refresh.ED and Foodbank WA Superhero Foods materials into this resource.

Crunch&Sip® was developed by the Department of Health Western Australia in partnership with Cancer Council Western Australia.

For further information on Crunch&Sip® and access to additional resources visit: http://www.crunchandsip.com.au/
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Lesson 1 – Garden Goodness

WA Curriculum Links
Main curriculum area: Science
Year 1
• ACSSU017 Living things have a variety of external features
• ACTDEK003 Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection

Year 2
• ACSSU030 Living things grow, change and have offspring similar to themselves

General capabilities
• Literacy
• Critical and creative thinking

Resources
• Worksheet 1 – 1 per student

Preparation
• Print worksheets.

LESSON OVERVIEW
This lesson introduces students to the plant growth cycle and the different parts of a plant. Students consider what parts of the plant different vegetables come from and use this information to create a healthy sandwich. The aim of this lesson is to encourage students to consider the environmental and biological significance of vegetables beyond their appearance on the dinner plate.

Additional information for teachers
• Activities 3-5 adapted from Refresh.ED © State of Western Australia 2016, reproduced with permission. Refresh.ED is a suite of nutrition curriculum support materials available free online. For further details see http://www.refreshedschools.health.wa.gov.au.
• Popplet is a low cost brainstorming app that can be downloaded to iPad. It is available at http://popplet.com/. If you would like to introduce more ICT into the lesson this app could be used for question 4.
**ACTIVITIES**

1. Ask students to share stories of when they have grown plants at home.
2. Ask the class what things plants need to grow (soil, sunlight, water, air nutrients/fertiliser).
3. Provide each student with a copy of Worksheet 1. Students read the story as a class and label the picture with the keywords (seed, roots, shoot, stem, leaves, fruit). If students are confused about the term ‘fruit’ explain that fruit is the fleshy part of the plant that contains seeds. Although some foods like tomatoes and pumpkin are actually fruit because they contain seeds, we count them as vegetables!
4. Inform students that we obtain food from different parts of the plant. Ask the class to come up with some examples of vegetables we get from different parts of the plant using the information below as a guide. This activity can also be completed using the iPad app Popplet.

<table>
<thead>
<tr>
<th>Seed</th>
<th>Peas, broad beans, snow peas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roots/Tubers</td>
<td>Potato, carrot, beetroot, turnip, sweet potato, parsnip, radish</td>
</tr>
<tr>
<td>Stem</td>
<td>Celery, asparagus</td>
</tr>
<tr>
<td>Leaves</td>
<td>Lettuce, spinach, rocket, cabbage, bok choy</td>
</tr>
<tr>
<td>Flower</td>
<td>Broccoli, cauliflower</td>
</tr>
<tr>
<td>Fruit</td>
<td>Tomato, eggplant, zucchini, capsicum, cucumber, pumpkin, squash</td>
</tr>
</tbody>
</table>

5. Tell students that they will be creating a healthy sandwich that uses vegetables from different parts of the plant. Students will work in pairs to plan their sandwich. Students will then each draw their sandwich on Worksheet 1.

6. Now is a good time for a Crunch&Sip® break!

**Additional activities**

- **DISCUSS:** The function of each part of a plant using the information below as a guide.

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

- **READ:** Potatoes don’t grow on trees (authors: Jeremy and Josie Schroeder; publisher: Hidden Toadstool Publishing).
LESSON OVERVIEW

In this activity students identify the steps required to plant and grow vegetables and then apply this sequence to growing vegetable plants in class. This allows students to develop confidence in planting and growing plants. This is a hands on activity designed to engage students and increase their understanding of how the food they eat is produced.

Additional information for teachers

• Radishes and salad greens are a great vegetable to start with when gardening with children as they are quick to grow and can be planted most of the year.

• Short videos and easy to read advice and tips for vegetable growing available at http://www.yates.com.au/vegetables#kcHBbKjOWhy2MLAg.97

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

• Check out the Stephanie Alexander Garden Foundation resources to help get you started at https://www.kitchengardenfoundation.org.au/training-events.

• Apply for a Junior Landcare grant, see landcareaustralia.org.au/junior-landcare/grants

• Many local councils offer school groups the opportunity to apply for a small grant to fund projects such as developing a food garden, composting system or worm farm. Visit the website of your local Government council for further details.

• Bunnings regularly helps schools and kindergartens by providing hands on assistance with their projects. If you would like further information contact the Activities Organiser at your local Bunnings store or visit http://www.bunnings.com.au/about-us/in-the-community/local-community-support.

• The Beyond Gardens Team deliver garden workshops to school and community groups throughout the Perth Metropolitan area and Regional WA. For further information see http://www.beyondgardens.com.au/.


WA Curriculum Links

Main curriculum area: Science

Year 1
• ACSHE021 Science involves observing, asking questions about, and describing changes in, objects and events
• ACSIS026 Use informal measurements to collect and record observations, using digital technologies as appropriate
• Design and technologies Work with others, or independently, to safely create and share a sequence of steps for making a solution

Year 2
• ACSHE034 Science involves observing, asking questions about, and describing changes in, objects and events
• ACSIS039 Use informal measurements to collect and record observations, using digital technologies as appropriate
• Design and technologies Work collaboratively to safely create and share a procedure for a solution

General capabilities
• Literacy
• Critical and creative thinking
• Personal and social capability

Resources
• Worksheet 2 – 1 per group of 3-4
• Worksheet 3 – 1 per student
• Vegetable seeds
• Trowels
• Gardening gloves
• Potting mix
• Pots, polystyrene box or garden bed
• Sunscreen and hats for each staff member and student
• Camera (optional)

Preparation
• Ask parents to donate (or loan as appropriate) vegetable seeds, potting mix, trowels, gardening gloves, pots/polystyrene box.
• Decide on a shady area outside to complete the activity.
• If vegetable seeds will be planted in an established garden bed seek advice from the garden coordinator prior to the lesson.
• Print worksheets.
• Check that multimedia facilities play online videos.
ACTIVITIES

1. Inform students that this week they will be planting vegetable seeds and recording growth each week until the end of term.


3. Ask students what items they will need to grow vegetables at school (soil, pots/vegetable garden, gardening gloves, trowel, watering can).

4. In groups of 3-4, students will write a sequence for planting and growing the vegetable seeds (e.g. put soil in pot, make a hole in the soil, place seed in hole etc) using Worksheet 2 (include a watering roster). Students can use the seed packet for additional details about depth to plant seed, position etc.

5. As a class or in groups plant the seeds into the pots/polystyrene box/garden bed. Make sure everyone is SunSmart while outside!

6. Record the first set of observations on Worksheet 3.

7. Students may also take photos of their plant each week if the class has access to a camera. Make sure that you identify which seedling belongs to which student pair in the photo! Photos can be printed out and used to create a poster showing the plant’s growth.

8. Choose a time each week to record observations of the plants growth. During this time discuss how the plant has changed compared to the previous week e.g. height, colour, number of leaves.

9. Clean up the potting area and put away any tools used.

10. All students must wash and dry their hands after participating in this activity.

11. Now is a good time for a Crunch&Sip® break!

Additional activities


- **FIELD TRIP:** To a farm, market garden, or local community garden. Find a community garden in your area via the Community Gardens WA website, see [http://communitygardenswa.org.au/GardenApp/](http://communitygardenswa.org.au/GardenApp/).

Alternative activities

- Complete activities 1-4. Provide each student with a few seeds for growing vegetables at home and ask students to record a weekly entry into their ‘Growing journal’ (Worksheet 3). Provide some time in class over the term for students to share an update on the growth of their vegetable plant. Students should discuss how their plant has changed compared to the previous week e.g. height, colour, number of leaves.
Lesson 3 – Kids in Kitchen

WA Curriculum Links
Main curriculum area: Health and Physical Education

Year 1
- **ACPPS018** The benefits of healthy eating and regular physical activity on health and wellbeing.
- **ACPPS022** Actions that support a safe classroom, such as: moving around safely, sharing appropriately, following class rules

Year 2
- **ACPPS018** Strategies and behaviours that promote health and wellbeing: personal hygiene practices, healthy eating, sufficient sleep, staying hydrated, regular physical activity
- **ACPPS022** Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules

General capabilities
- Literacy
- Numeracy
- Personal and social capability

Resources
- Butchers paper
- Foodbank WA's Healthy Recipes for All booklet – volume 1, 2, 3 or 4
- Ingredients as per recipe
- Cooking equipment as per recipe
- Serving equipment e.g. plates/bowls, cutlery

Preparation
- Prior to the lesson check that students do not have allergies or intolerances to any of the foods used and all of the ingredients are culturally appropriate.
- Download and print one of Foodbank WA's free Healthy Recipes For All booklet from [http://www.superherofoodshq.org.au/](http://www.superherofoodshq.org.au/).
- Choose a vegetable packed recipe to make.
- Invite parent helpers to join the class for the cooking lesson.
- Ask parents to donate (or loan as appropriate) recipe ingredients, serving equipment, cooking equipment.
- Photocopy a recipe sheet for each student/group.
- Set up the preparation and cooking area.

LESSON OVERVIEW
- This lesson gives students the opportunity to learn practical food preparation and cooking skills. Students are also introduced to food and kitchen safety rules and why they need to follow these rules when preparing food. Students prepare a healthy recipe featuring vegetables and share their creation as a class. This lesson helps students to develop confidence in preparing healthy meals.

Additional information for teachers
- Activity 1 and the Alternative activity adapted from Refresh.ED © State of Western Australia 2016, reproduced with permission. Refresh.ED is a suite of nutrition curriculum support materials available free online. For further details see [http://www.refreshedschools.health.wa.gov.au](http://www.refreshedschools.health.wa.gov.au).
- Using knives in a safe manner should be emphasised and students should be supervised at all times. Child friendly knives that require a sawing rather than chopping action can be purchased if you are concerned about your students using regular knives.

Want to get your class more involved in cooking?
- Schools signed up to Foodbank's School Breakfast Program can receive free Food Sensations sessions at the school or in Foodbank WA's teaching kitchen, for further details see [http://www.superherofoodshq.org.au/](http://www.superherofoodshq.org.au/).
**ACTIVITIES**

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

<table>
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<tr>
<th>Food Safety</th>
<th>Kitchen Safety</th>
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<tr>
<td>• Wash and dry your hands before preparing food and after coughing or sneezing</td>
<td>• Have an adult supervising at all times</td>
</tr>
<tr>
<td>• Long hair needs to be tied back</td>
<td>• Wipe up spills immediately</td>
</tr>
<tr>
<td>• Make sure cooking equipment and benches are clean before starting</td>
<td>• Use safe knife cutting techniques</td>
</tr>
<tr>
<td>• Make sure cooking equipment and benches are cleaned properly when you are finished</td>
<td>• No running where food is being prepared</td>
</tr>
<tr>
<td>• Keep cold food cold and hot food hot</td>
<td>• Turn handles of saucepans towards the back of the stove when cooking</td>
</tr>
<tr>
<td>• All rubbish and food scraps go into the bin or compost</td>
<td>• Use oven mitts when taking something out of the oven</td>
</tr>
<tr>
<td>• Wash fruit and vegetables before preparing</td>
<td>• Wear closed in shoes</td>
</tr>
<tr>
<td>• Don’t let raw meat touch other food</td>
<td>• Don’t put knives in the sink</td>
</tr>
</tbody>
</table>

2. Read the recipe together as a class. Discuss how you would adapt the recipe if you were cooking for half as many people (i.e. how to halve the quantity of each ingredient).

3. Before preparing food every student must wash and dry their hands.

4. Divide students into groups of 3-4.

5. Provide each group with a set of cooking equipment.

6. Each group will decide as a team who will be responsible for different aspects in preparing the recipe (e.g. chopping ingredients, adding ingredients to the pan and stirring) and then work together to prepare the recipe.

7. Clean up the cooking area and wash and dry any dishes.

8. Enjoy your creation!

**Additional activities**

- **LEARN:** Additional lessons on food and kitchen safety and hygiene such as *Germs get around* (Year 1 Experience, Task 3) and *Rules of my kitchen* (Year 2 Food Practices and Traditions, Task 3) available at [http://www.refreshedschools.health.wa.gov.au](http://www.refreshedschools.health.wa.gov.au).

- **PLAY:** Webisodes and online games about hand washing and germs available at [http://www.scrubclub.org/](http://www.scrubclub.org/).

- **BRAINSTORM:** Place students in groups of 3-4. Provide each group with a sheet of butchers paper. Ask students to divide the paper into three sections and write the headings ‘things you need for cooking,’ ‘ways to prepare food,’ and ‘ways to cook food’ in each section. Students to brainstorm points for each heading.

**Alternative activities**

- Read a story book about cooking such as *Soup Day* (author: Melissa Iwai, publisher: Henry Holt and Co. publishing). Discuss the food and kitchen safety rules that should be followed when cooking and the reasons for doing this. In small groups students share stories about the foods they cook with their families. Ask students with stories about cooking foods from different cultures to share with the class. Give students one of the recipes from the suggestions above and ask them to see if mum or dad will help them prepare it at home.
WA Curriculum Links
Main curriculum area: English
Year 1
- **ACELT1582** Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences
- **ACPPS018** The benefits of healthy eating and regular physical activity on health and wellbeing

Year 2
- **ACELY1670** Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures
- **ACPPS018** Strategies and behaviours that promote health and wellbeing: personal hygiene practices, healthy eating, sufficient sleep, staying hydrated, regular physical activity

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

Resources
- Foodbank WA's Superhero Foods collector cards (optional)
- Australian Guide to Healthy Eating plate

Preparation
- Obtain a copy of ‘Vegetable Glue.’

Want to include some lessons on healthy eating across the food groups?
- Check out Foodbank WA’s Superhero Foods Headquarters for access to curriculum resources linked to the Health and Physical Education area of the Australian curriculum and other engaging resources (including recipe books, playing cards, placemats, posters and clip art), see [http://www.superherofoodshq.org.au](http://www.superherofoodshq.org.au).
- Eat for Health’s online food balance game is a fun and interactive way of teaching primary school aged students about how to choose a balanced diet, see [www.eatforhealth.gov.au/nutrition-calculators/food-balance](http://www.eatforhealth.gov.au/nutrition-calculators/food-balance).

Lesson 4 – Why Vegetables?

**LESSON OVERVIEW**

In this lesson students are introduced to the concept of everyday and sometimes foods. Students learn that feeding their bodies healthy foods most of the time will give them energy to work, grow and play and will stop them from getting sick as often. The health benefits of vegetables are explored through discussion and reading the storybook ‘Vegetable Glue’.

**Additional information for teachers**
- The Alternative Activity ‘Healthy Harry and Sick Sam’ adapted from Refresh.ED © State of Western Australia 2016, reproduced with permission. Refresh.ED is a suite of nutrition curriculum support materials available free online. For further details see [http://www.refreshedschools.health.wa.gov.au](http://www.refreshedschools.health.wa.gov.au).
- Italicized sentences in the lesson plan indicate the script that can be used to help students understand the nutrition concepts.
- Activities 2-3 use Foodbank WA’s Superhero Foods terminology to explain ‘everyday’ healthy foods (Superhero Foods) and ‘sometimes’ junk food (Zombie Foods). See [http://www.superherofoodshq.org.au](http://www.superherofoodshq.org.au/) for further details. These scripts can be adjusted at your discretion to meet the needs of your students.
- For further information about sometimes and everyday foods see [https://www.eatforhealth.gov.au](https://www.eatforhealth.gov.au/).
ACTIVITIES

1. Ask students to suggest some reasons why it is important to eat healthy foods.

2. Explain to the class that **healthy foods give your body energy to work, grow and play. Food contains many different tiny particles called nutrients.** We need to eat a variety of healthy foods so that we don’t get bored with our diet and we get the right balance of nutrients that our body needs. There are no bad foods, just foods that should be eaten every day and foods that we should only have occasionally. Healthy foods are ‘Superhero Foods,’ and unhealthy junk foods are ‘Zombie Foods.’ If we feed our bodies Superhero Foods most of the time we will have energy to play, we won’t get sick as often, and we will have brain power to concentrate at school. While it is okay to have Zombie Foods occasionally as a treat, eating Zombie Foods every day can make us feel too tired to play and learn and we can become sick. Zombie Foods invite the Body Monsters of decay, illness and obesity into our bodies. Use Foodbank WA’s Superhero Foods collector cards to illustrate these points.

3. Tell students there are five groups of Superhero Foods – vegetables, fruit, grains, meat and alternatives, and dairy and alternatives. Show students each of these food groups on the Australian Guide to Healthy Eating plate. Call out the following foods and ask students if they know which food group they belong to – carrot, rice, chicken, bread, cheese, eggplant, banana, peanut butter (meat and alternatives)

4. Tell the class that today you will be focusing on vegetables. Ask students to name some reasons to eat more vegetables using the information below as a guide. If any of the points are not raised suggest these to the class.

- Add colour and crunch to your meal
- Have fibre which keeps your belly feeling full and stops you from getting constipated (explain the term constipated if students are not familiar with the word)
- Contain lots of vitamins and minerals that stop us from getting sick from colds and flu, keep our skin and eyes healthy, and give us energy to move and think.
- Vegie sticks are a quick and healthy snack
- Protect your body from getting heart disease, diabetes and cancer
- In spite of all the amazing benefits most kids in Western Australia don’t eat enough vegetables – on average kids are only eating about half of the amount recommended!
- They are a great choice for Crunch&Sip®

5. Read ‘Vegetable Glue’ as a class. Ask students to contribute to a class discussion on the following questions:

- What is the ‘Vegetable Glue’ story about?
- Why did granny not need to use a tub of vegetable glue?
- What foods did granny eat to make vegetable glue in her belly?
- What are some vegetables that you like to eat?

6. Now is a good time for a Crunch&Sip® break!

Additional activities

- Tell students that they are going to create a special food product called ‘Super Veg Spread’ to go in the supermarket. Ask students to create a colourful label that includes an ingredients list and two reasons for eating vegetables that will make people interested in buying the product (use Worksheet 4). Students can cut out speech bubbles from the ‘Vegetable facts’ sheet (Toolkit page 8) to stick onto their labels

Alternative activities

- Complete activities 1-4. Read the story of Healthy Harry and Sick Sam to the class. Ask students to contribute to a class discussion on the following questions:

  - Why do you think Sam gets sick and doesn’t have enough energy for training?
  - Why is Harry fit and active and healthy?
  - What advice could Harry give Sam about the food and drinks he should be having?

**Harry and Sam play football together and want to become star football players. Sam is often unwell and misses training and some of the games. He gets headaches, has trouble concentrating, and doesn’t have much energy to run around during training. Harry finishes first in team races and he looks fit and well. Harry can last an entire game of football and is hardly ever sick. Harry worries about his friend Sam. He knows that Sam’s mum gives him vegetables with his lunch but Sam often says ‘yuck’ and throws them in the bin. Harry eats lots of different healthy foods but especially loves his vegetables, even Brussel sprouts! Harry always has a water bottle with him and refills it while training and at school to make sure he doesn’t run out. Sam doesn’t like water and instead drinks soft drink throughout the day.**
Lesson 5 – Vegetable Rainbow

WA Curriculum Links
Main curriculum area: Health and Physical Education
Year 1
• ACPPS018 The benefits of healthy eating and regular physical activity on health and wellbeing
Year 2
• ACPPS018 Strategies and behaviours that promote health and wellbeing: personal hygiene practices, healthy eating, sufficient sleep, staying hydrated, regular physical activity

General capabilities
• Literacy
• Numeracy
• Personal and social capability

Resources
• ‘Rainbow vegetable dip’ recipe sheets (Toolkit pp. 9-13)
• Ingredients for rainbow vegetable dips (see recipe sheets)
• Raw vegetables across each of the 5 colour groups (~1kg per 10 students)
• Chopping boards, knives, peelers
• Serving platter
• 4 serving bowls for dips
• Food processor
• Other equipment as specified on recipe sheets

Preparation
• Prior to the lesson check that students do not have allergies or intolerances to any of the foods used and all of the ingredients are culturally appropriate.
• Choose 2 rainbow vegetable dips to make.
• Invite parent helpers to join the class for the cooking lesson.
• Ask parents to donate (or loan as appropriate) ingredients and equipment.
• Cooked vegetables used to make dips can be pre-prepared to reduce the lesson time or if you do not have access to a stove/oven that students can use.
• Print ‘Rainbow vegetable dip’ recipe sheets.
• Prepare the cooking area.

LESSON OVERVIEW
This lesson introduces students to the idea that different coloured vegetables contain different and complementary nutrients, and that eating a variety of vegetables from across the rainbow will confer the greatest health benefit. Students prepare a rainbow vegetable Crunch&Dip platter with different coloured vegetable dips and cut-up vegetables. This helps students to develop confidence in preparing healthy snacks.

Additional information for teachers
• Using knives in a safe manner should be emphasised and students should be supervised at all times. Child friendly knives that require a sawing rather than chopping action can be purchased if you are concerned about your students using regular knives.
• When talking about nutrients with students emphasise that no one nutrient is more important than the other and that the biggest health benefit is seen when eating across the colour groups to get a range of different nutrients (eating a massive amount of one nutrient won’t give you superpowers!)
• For more information and resources on the nutrients in different vegetables visit www.veggycation.com.au
• A Vegetable Challenge would fit in well with this lesson. Students aim to bring in vegies each day for Crunch&Sip® for one week, and try to choose different coloured vegetables each day. Vegetable Challenge cards available at www.crunchandsip.com.au
ACTIVITIES
1. Ask students to recall some of the benefits of eating vegetables discussed in the last lesson.

2. Tell students that vegetables come in lots of different colours and different coloured vegetables contain different nutrients. It is important to eat a rainbow of vegetables because this will mean that you are getting all the nutrients you need to be healthy.

3. Go through each colour group and ask students to name some vegetable examples using the information below as a guide.

<table>
<thead>
<tr>
<th>Colour Group</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED</td>
<td>Tomato, red capsicum, red kidney beans, radish, red skinned potato</td>
</tr>
<tr>
<td>ORANGE and YELLOW</td>
<td>Carrot, pumpkin, sweet potato, orange and yellow capsicum, corn, squash</td>
</tr>
<tr>
<td>GREEN</td>
<td>Spinach, broccoli, Asian greens, celery, green capsicum, asparagus, cabbage, Brussel sprouts, peas, cucumber, avocado, lettuce, zucchini, kale, green beans, snow peas, sugar snap peas</td>
</tr>
<tr>
<td>BLUE and PURPLE</td>
<td>Eggplant, beetroot, purple cauliflower, purple carrot</td>
</tr>
<tr>
<td>WHITE and BROWN</td>
<td>Cauliflower, onion, chickpeas, lentils, leeks, mushroom, potato</td>
</tr>
</tbody>
</table>

4. Let students know that today they will be participating in a special rainbow vegetable Crunch&Dip tasting event.

5. Go over food and kitchen safety rules.

6. Before preparing food every student must wash and dry their hands.

7. As a class, read through the recipe sheets. Discuss different units of measurements used such as cups, tablespoons and units (e.g. 1 egg).

8. Divide students into 5 groups and assign each group of students one of the following roles:
   - Peel and chop vegetables – red, orange and yellow vegetables
   - Peel and chop vegetables – blue, purple, white and brown vegetables
   - Peel and chop vegetables – green vegetables
   - Prepare rainbow vegetable dip 1
   - Prepare rainbow vegetable dip 2

9. Provide students who will be preparing dips with a recipe sheet. Students will work together to prepare the rainbow dip.

10. Place the prepared dips in serving bowls and arrange the cut up vegetables onto the platter.

11. Clean up the cooking area and wash and dry any dishes.

12. Enjoy eating your rainbow vegetable Crunch&Dip creation with the students and parent helpers!

Alternative activities
- Complete activities 1-5. Provide each student with a copy of Worksheet 5. Ask students to colour in the pictures of different vegetables with their appropriate colour. Students will then cut out the pictures and glue onto a blank piece of paper to create a vegetable rainbow.
Lesson 6 – Crunch the Numbers

WA Curriculum Links

Main curriculum area: Mathematics

Year 1
• ACMMG019 Measure and compare the lengths and capacities of pairs of objects using uniform informal units
• ACMSP263 Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays

Year 2
• ACMMG037 Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units
• ACMMG038 Compare masses of objects using balance scales
• ACMSP050 Create displays of data using lists, table and picture graphs and interpret them

General capabilities
• Literacy
• Numeracy
• Ethical understanding

Resources
• A3 size ‘Vegetable graph’ (Toolkit p. 15)
• Small dot or star stickers
• Rulers
• Calculators
• Kitchen gloves – 2 pairs
• Kitchen scales
• 1 set of measuring cups
• 1 large Pyrex or clear plastic bowl
• 500g cucumber or celery
• 5 different whole vegetables e.g. carrot, zucchini, celery stick, green bean, capsicum

Preparation
• Print ‘Vegetable graph’ in A3 size.
• Ask parents to donate (or loan as appropriate) raw vegetables, kitchen gloves, napkins, kitchen scales, set of measuring cups, large Pyrex or clear plastic bowl.
• Roughly chop cucumber/celery and place into sealed container.

LESSON OVERVIEW

In this lesson students learn about the serve sizes of vegetables and the amount of vegetables they should be eating each day. Students conduct an investigation of a range of vegetables, focusing on their weight, length, colour and texture. Students create a graph to show the favourite vegetables of the class.

Additional information for teachers
• You can substitute with other vegetables if the vegetables suggested are unavailable or not in season.
• While this lesson teaches children to aim for 5 serves of vegetables, the actual serving recommendations vary across the age groups (shown below), you may use these figures if preferred.

<table>
<thead>
<tr>
<th>Age</th>
<th>Daily vegetable serves needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 – 3</td>
<td>2 1/2</td>
</tr>
<tr>
<td>4 – 8</td>
<td>4 1/2</td>
</tr>
<tr>
<td>9 – 11</td>
<td>5</td>
</tr>
<tr>
<td>12 – 18</td>
<td>5 (girls) – 5 1/2 (boys)</td>
</tr>
</tbody>
</table>

• For further information on serve sizes see https://www.eatforhealth.gov.au/.

One serve of vegetables is:

- 1/2 cup cooked 75g
- 1 cup raw 75g
- 1/2 cup beans, peas or lentils 75g
ACTIVITIES

1. Before starting the lesson each student must wash and dry their hands.

2. Ask students how many serves of vegetables you need each day (5 serves) and if they know the amount of vegetables in one serve.

3. Demonstrate the serving size for raw and cooked vegetables using measuring cups (½ cup for cooked vegetables, 1 cup for raw vegetables).

4. Choose 2 students to come to the front of the class. Students will put on kitchen gloves and measure out one cup of chopped raw vegetable and then 5 cups of chopped raw vegetables into the bowl and show the rest of the class what these amounts look like.

5. Remind students that it is important to eat a rainbow of different vegetables and that eating 5 cups of carrots will not be as good for you as eating 5 cups of different vegetables. It is also healthy to eat a mix of raw and cooked vegetables.

6. Show students the whole vegetables and ask them to comment on their
   - Colour and texture
   - Length and weight

7. Ask students to arrange the vegetables in order from:
   - Lightest to heaviest
   - Shortest to longest

8. Discussion questions:
   - Which vegetable was the heaviest and which was the lightest
   - Which vegetable was the longest and which was the shortest?
   - How did the vegetables differ in colour and texture?

9. Put up the A3 size ‘Vegetable graph’ in the classroom.

10. Ask students to think about which is their favourite vegetable from the options on the graph.

11. Give each student one of the coloured dot stickers. Each student will put a dot in the square above their favourite vegetable.

12. Discussion questions:
   - Which is the most liked vegetable in this class?
   - Which is the second most liked vegetable?
   - Which is the least liked vegetable?

13. Remind students that it is important to reduce food wastage and rather than throwing the vegetables in the bin a use could be found for them. Some ideas for using the leftover vegetables are:
   - Cut up whole vegetables and share these and the chopped cucumber/celery as a class for Crunch&Sip®
   - Donate whole vegetables to the school Canteen
   - Use vegetables to make a vegetable packed frittata, savoury muffins or pikelets

14. Now is a good time for a Crunch&Sip® break!
Lesson 7 – What’s on the menu?

WA Curriculum Links
Main curriculum area: Health and Physical Education
Year 1
• ACPPS018 The benefits of healthy eating and regular physical activity on health and wellbeing
Year 2
• ACPPS018 Strategies and behaviours that promote health and wellbeing: personal hygiene practices, healthy eating, sufficient sleep, staying hydrated, regular physical activity

General capabilities
• Literacy
• Numeracy
• Critical and creative thinking
• Personal and social capability

Resources
• Worksheet 6 – 1 per student
• Crunch&Sip® parent brochure
  Worksheet 7 – 1 per student

Preparation
• Print worksheets.
• Prior to the lesson ask students to keep a vegetable record using Worksheet 6. Over a 24 hour period students will record each time they eat vegetables and estimate how many cups they have each time.

LESSON OVERVIEW
In this activity students are encouraged to look at their eating habits and consider personal barriers and facilitators to eating more vegetables. Students work together to come up with creative solutions to increase their vegetable consumption.

Additional information for teachers
• In this lesson the barriers and facilitators to healthy eating are discussed. If you are comfortable to do so, it may be useful to share personal stories of your own barriers and facilitators to eating vegetables. Care should be taken to avoid stigmatising students with strong barriers to healthy eating. A discussion of structural factors outside of an individual’s control, such as junk food advertising and the high cost of some fresh vegetables, may be helpful in this context.
ACTIVITIES

1. Ask students to take out their ‘Vegetable record’ (Worksheet 6).
2. Ask students to add up the number of vegetables serves they ate over the 24 hour period.
3. Remind students that the recommendation is to eat 5 serves of vegetables each day.
4. As a class discuss the following questions:
   - Why is it good to eat lots of vegetables?
   - Do you like to eat vegetables?
   - What’s your favourite vegetable dish?
   - What might stop you from eating 5 serves of vegetables each day?
   - What are some things you could do to make it easier to eat more vegetables?
5. Divide students into groups of 4. Give each group a copy of Worksheet 7. Ask students to come up with some creative ways to add vegetables in to different meals. Some suggestions for eating more vegetables:

| Breakfast | • Top toast with baked beans, avocado, grilled mushroom or tomato
|          | • Add grated vegies to an omelette
| Lunchbox | • Fill your sandwich with extra boost of vegetables – grated carrot, tomato, cucumber, beetroot, lettuce, sprouts and capsicum are all delicious additions
|          | • Make vegie packed savoury muffins or pikelets
|          | • Make a super salad filled with vegies, a small portion of protein foods (e.g. fish, chicken, egg, lean meat, beans, nuts) and a small portion of grains/cereals (e.g. pasta, brown rice, couscous, corn
| Dinner   | • Add extra vegies and beans into soups, stews, pizza, spaghetti sauce, pasta dishes and rice dishes
|          | • Include a salad on the side of your hot meal
|          | • Explore different ways of preparing vegies to find a way that makes vegies taste delicious – e.g. stir-fry, curry, grated in sauce, quiche
| Snacks   | • Choose vegie sticks and a vegetable dip like hummus
|          | • Try a toasted sandwich with baked beans, cheese and grated vegies
| Crunch&Sip® | • Choose vegetables instead of fruit most of the time
|          | • Choose a variety of vegetables – carrot, celery, cucumber, capsicum, cauliflower, snow peas, cherry tomatoes, broccoli and mushrooms

6. Class discussion on Crunch&Sip® using the following questions as a guide. Provide copies of the parent brochure to assist students in answering questions.
   - What is Crunch&Sip®?
   - Why do we Crunch&Sip®?
   - What kinds of foods are suitable for Crunch&Sip®?
   - Why choose vegetables instead of fruit for Crunch&Sip®?
     - Although most primary school aged kids in Western Australia eat enough fruit there are very few (only 1 in 6!) who eat enough vegetables.
   - Ideas for making vegetables at Crunch&Sip® more interesting
     - Make a rainbow Crunch&Sip® vegetable pack e.g. traffic light capsicum.
     - Choose different vegetables each day for Crunch&Sip®
     - Pick out a special Crunch&Sip® container
     - Start with your favourite vegetables.
7. Now is a good time for a Crunch&Sip® break!
Lesson 8 – Make Healthy Food Choices

WA Curriculum Links
Main curriculum area: Media Arts
Year 1
• ACAMAR057 Personal responses, expressing ideas and feelings about the media works they view and produce
• ACELY1656 Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
• ACPPS021 Ways health messages are communicated on television, posters and radio

Year 2
• ACAMAR057 Personal responses, identifying interests and preferences in media works they view and produce
• ACELY1666 Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions
• ACPPS021 Ways health messages are communicated in the media and how they can influence personal health choices

General capabilities
• Literacy
• ICT
• Critical and creative thinking
• Personal and social capability
• Ethical understanding
• Intercultural understanding

Resources
• Plickers app (smartphone/tablet) and class set of Plickers cards (optional)
• Butchers paper

Preparation
• Enter the questions and answers for activity 3, 9 and 10 into your Plickers library (alternatively, these questions can be asked verbally).
  • Question 3 answers – healthy food, unhealthy food
  • Question 9 answers – advertising, family, friends, sports stars and celebrities
  • Question 10a-e answers – yes, no
• Check that multimedia facilities play online videos.

LESSON OVERVIEW
This lesson encourages students to consider the social and environmental factors that influence food choices, particularly food advertising and friends and family. Students recognise the need to critique the messages about food that they receive in order to make healthy food choices.

Additional information for teachers
• This lesson adapted from Refresh.ED © State of Western Australia 2016, reproduced with permission. Refresh.ED is a suite of nutrition curriculum support materials available free online. For further details see http://www.refreshedschools.health.wa.gov.au.
• Plickers is a free application for teachers that can be downloaded from https://plickers.com/. It allows you to collect instant feedback from your students to check their understanding of content and allow students to answer honestly without worrying what other classmates think about their answers. Setup involves signing up to the program and downloading the app onto your smartphone/tablet, printing a class set of Plickers cards, and entering questions into the app.
ACTIVITIES

1. Read out some well-known food and drink slogans and ask students to guess the brand. Some examples are given below:
   - Life's pretty straight without … (Twisties)
   - Gives you wings (Red Bull)
   - Just like a chocolate milkshake only crunchy (Coco pops)
   - I’m lovin’ it (McDonalds)
   - Finger lickin’ good (KFC)

2. Hand out Plickers cards to each student.

3. Using the Plickers cards ask students whether most food advertising is for healthy or unhealthy foods (or ask the question verbally).

4. Ask students how they think this might impact their own food choices.


6. Talk about situations where food and drink choice may be influenced by other factors such as religious celebrations and family or friend’s parties.

7. Explain that culture has a big influence on food choices. Ask students to identify some different cuisines from around the world and some key food they are associated with (e.g. Italian – pasta, pizza, Mexican – fajitas, burritos, enchiladas, nachos).

8. Divide students into groups of 3-4. Provide each group with a sheet of butchers paper. Ask students to brainstorm who or what else might influence their food choice (e.g. advertising, sports stars, celebrities, family, friends). Share some of these answers as a class.

9. Using the Plickers cards ask students which factor they think has the most influence on them (advertising, family, friends, or sports stars and celebrities). Alternatively this question can be asked verbally.

10. Explain to students that you will ask a series of questions and students should answer honestly using their Plickers cards (alternatively students can discuss their answer in pairs).
   - Advertisements for unhealthy foods shouldn’t be on television when kids are watching.
   - There should be more advertisements for vegetables.
   - Food advertisements influence my food choices.
   - My family and friends are the main factors influencing my food choices.
   - Is it okay to eat food or drinks that aren’t healthy for us? (Yes but only in small amounts)

11. Class discussion:
   - Why do advertisers try to encourage you to eat unhealthy food?
   - What are some things you could think about when you see an advertisement for an unhealthy food to stop you from being influenced by it?

12. Now is a good time for a Crunch&Sip® break!
LESSON OVERVIEW

This lesson summarises the key learning points that students have learnt about vegetables over the term. The activities are designed to be a fun conclusion to the program and allow students to explore vegetables creatively by writing a story, poem or play about a vegetable character.

Additional information for teachers

• This activity uses Foodbank WA’s Superhero Foods terminology to explain ‘everyday’ healthy foods (Superhero Foods). See http://www.superherofoodshq.org.au/ for more details.
• Check out Foodbank WA’s Superhero Foods Headquarters for access to free curriculum resources, recipe books, playing cards, placemats, posters and clip art, see http://www.superherofoodshq.org.au/.

ACTIVITIES

1. Ask students to summarise some of the key messages that have been learnt about vegetables over the term.

2. Re-introduce the concept of Superhero Foods. Tell students that they are going to meet two of the Superhero Foods – Mrs Brocc alias Mean Green and Arty Carrot alias The Dicer. Use Foodbank WA’s Superhero Foods collectors cards to demonstrate these characters. Ask students to suggest why vegetables are Superhero Foods.

3. Using Worksheet 8 or their exercise books students will either:
   - Write a short story, poem or play about one of Foodbank WA’s Superhero Foods vegetable characters Mrs Brocc (alias Mean Green) or Arty Carrot (alias The Dicer) or to make up a vegetable character.
   - Write a persuasive text on the topic “Vegetables should be advertised on television” or “Children should eat more vegetables.”

4. The final activity is a Crunch&Sip® Vegetable Word Sleuth. Provide each student with a copy of Worksheet 9. This is a good time for a Crunch&Sip® break!

WA Curriculum Links

Main curriculum area: English

Year 1

• ACELY1661 Create short imaginative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams

• Humanities and Social Sciences Reflect on learning and respond to findings (e.g. discussing what they have learned)

Year 2

• ACELY1671 Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose

• Humanities and Social Sciences Reflect on learning and respond to findings (e.g. discussing what they have learned)

General capabilities

• Literacy
• Critical and creative thinking

Resources

• Worksheet 8 – 1 per student
• Worksheet 9 – 1 per student
• Foodbank WA’s Superhero Foods collector cards – Mrs Brocc/Mean Green and Arty Carrot/The Dicer (optional)

Preparation

• Print worksheets.

20 Crunch&Sip® Operation: Vegetables - Curriculum Resources - Years 1-2
## More information

### Healthy eating

- [www.nutritionaustralia.org](https://www.nutritionaustralia.org)

### Healthy food and drink in schools

- [www.waschoolcanteens.org.au](https://www.waschoolcanteens.org.au)
- [www.det.wa.edu.au/healthyfoodanddrink](https://www.det.wa.edu.au/healthyfoodanddrink)

### Curriculum resources

- [www.superherofoodshq.org.au](https://www.superherofoodshq.org.au)
- [www.kitchengardenfoundation.org.au](https://www.kitchengardenfoundation.org.au)
- [www.ecofriendlyfood.org.au](https://www.ecofriendlyfood.org.au)

### Cost of food


### Other nutrition programs for children

- [www.betterhealthprogram.org](https://www.betterhealthprogram.org)
Crunch&Sip®

For further information visit:
www.crunchandsip.com.au

or contact us at:
schools@cancerwa.asn.au

Supported by:
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Read the story below and label the pictures with the keywords

Seed  Roots  Stem
Shoot  Fruit  Leaves

Fun Fact!
Cucumbers and lettuce are about 95% water

The seed is planted in the soil.
The seed needs water and sunshine to grow.
The seed splits open and roots start to grow.
The seed sends a shoot up towards the sun.
The shoot grows bigger and bigger. It grows leaves and flowers.
The flowers become fruit or vegetables that ripen ready to pick and eat.

Image adapted from Refresh.ED © State of Western Australia 2016, reproduced with permission
1. Work in pairs to decide which vegetables from different parts of the plant will be included in your healthy sandwich.

<table>
<thead>
<tr>
<th>Leaves</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stem</td>
<td></td>
</tr>
<tr>
<td>Roots/Tubers</td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td></td>
</tr>
</tbody>
</table>

2. Draw a picture of your healthy sandwich and label the ingredients.

My healthy sandwich
Today we will be growing ________________________________

The steps for growing this vegetable are:

Step 1. ________________________________________________

Step 2. ________________________________________________

Step 3. ________________________________________________

Step 4. ________________________________________________

Step 5. ________________________________________________

Step 6. ________________________________________________

Step 7. ________________________________________________

Step 8. ________________________________________________

Step 9. ________________________________________________

Step 10. ______________________________________________
Growing journal

Each week draw a picture of your vegetable plant and write down any observations you make e.g. size, colour, number of leaves, any insects present. You could also take photos of your plant each week and create a photo diary!

Week 1

Notes:

Week 2

Notes:

Week 3

Notes:

Week 4

Notes:

Fun Fact!
Radishes are one of the fastest growing vegetables taking just 6 weeks from planting the seed to harvesting.
Ingredients

Two AMAZING reasons to eat vegetables:

1. 

2.
Fun fact!
The record for the fastest marathon time while dressed as a vegetable is held by Edward Lumley of the UK. He took 2 hours 59 minutes 33 seconds to run the 42.195 kilometres in 2012.

Fun fact!
Fibre in vegetables is a source of food for the millions of tiny bugs that live in your intestines. These bugs produce vitamins, keep our gut healthy, and protect us from harmful bacteria that can make us sick.

Fun fact!
In ancient Europe, eggplants were called ‘mad apples’ and were believed to cause insanity.

Fun fact!
Potatoes were the first food to be grown in space!

Fun fact!
The longest carrot ever recorded was 5.841 metres and was grown in the UK in 2007.

Fun fact!
Early varieties of carrot were red, black and purple. Orange carrots were not grown until the 17th century.

Fun fact!
The heaviest beetroot on record was grown in the UK in 2001. The beetroot weighed in at 23.4 kg – that’s the same size as a bull dog!!

Fun fact!
Although you won’t usually see them on the supermarket shelves there are many vegetables that are native to Australia including yam, Warrigal greens and bush tomato.

Fun fact!
The bright yellow flowers of the zucchini can be eaten – try stuffing them with ricotta cheese, diced capsicum and herbs and baking.

Fun fact!
Potatoes kept in the cupboard too long can start sprouting – try planting these shoots to grow your own potatoes.

Fun fact!
Your skin can develop a yellowish orange tinge if you eat massive amounts of carrots.

Fun fact!
Crunch&Sip® Operation: Vegetables - Toolkit for Teachers - Years 1-2
Lesson 5 – Rainbow vegetable dips

Hearty hummus
WHITE/BROWN

Hearty hummus

Preparation time: 10 minutes

Ingredients:
• 1 clove of garlic, peeled
• 400 g can chick peas, drained and rinsed
• 1 tablespoon sweet chilli sauce
• 1 tablespoon lemon juice
• 1 tablespoon olive oil
• 1 teaspoon ground cumin (optional)
• Pepper to taste
• Water

Equipment:
• Food processor

Method:
• Blitz the garlic in a food processor.
• Add the chickpeas, sweet chilli sauce, lemon juice, olive oil and pepper and blitz.
• The mixture will probably be too thick for the food processor to work on at this stage. Add a few tablespoons of water, then blitz. Repeat until you are happy with the texture.
• Serve with vegie sticks.

Hint: if you don’t have a food processor, finely chop the garlic and mash the chickpeas and other ingredients with a fork or potato masher.

Fun fact!
Ancient Egyptian labourers who built the pyramids were paid wages in radishes, onion and garlic.
Broccoli bonanza

Preparation time: 10 minutes
Cooking time: 8 minutes

Ingredients:
- 3 cups broccoli
- 1 spring onion (including green top)
- 1 teaspoon olive oil
- 60 g reduced-fat cream cheese
- 1 tablespoon coriander, freshly chopped
- Freshly ground or cracked black pepper, to taste

Equipment:
- Large pot or microwave safe bowl
- Colander
- Food processor

Method:
- Chop broccoli into medium size florets.
- Cook broccoli until soft. This can be done on a stove top or using a microwave.
  - If cooking on the stove top heat water in the pot until boiling and then add the chopped broccoli. Cook for approximately 8 minutes or until soft.
  - If using a microwave place the chopped broccoli into a microwave safe bowl and add two tablespoons of water. Heat on high for approximately 2 minutes or until soft.
- Finely chop the spring onion (including the green top).
- Drain well in colander then transfer to a food processor or blender. Add remaining ingredients and blitz. Stop processor to scrape the sides several times until dip is smooth.
- Serve with vegie sticks

Fun fact!
Broccoli heads are actually made up of lots of tiny flowers

LiveLighter © State of Western Australia 2016, reproduced with permission
Lesson 5 – Rainbow vegetable dips

Pico de gallo

RED

Pico de gallo

Preparation time: 10 minutes

Ingredients:
• 4 large tomatoes
• 1 medium red capsicum
• ½ red onion
• 2 tablespoon fresh coriander or flat leaf parsley
• 1 lime
• 1 tablespoon olive oil
• Freshly ground or cracked black pepper, to taste

Equipment:
• Manual juicer

Method:
• Wash and dry tomatoes and red capsicum. Remove core and dice.
• Remove outer layers from the red onion and finely dice.
• Roughly chop coriander.
• Juice lime.
• Combine all ingredients in serving bowl.
• Serve with vegie sticks

Fun fact!
Just one carrot, half a potato, and half a tomato is enough to give you about half your daily vegetable requirement
Lesson 5 – Rainbow vegetable dips

Carrot and cumin dip

YELLOW / ORANGE

Carrot and cumin dip

Preparation time: 15 minutes
Cooking time: 10 minutes

Ingredients:
• 4 large carrots
• 1 teaspoon ground cumin
• 1 ½ tablespoon lemon juice
• ½ cup reduced fat Greek yoghurt
• 1 tablespoon olive oil
• Freshly ground black pepper, to taste
• Vegie sticks

Equipment:
• Food processor
• Medium pot
• Colander

Method:
• Bring a saucepan of water to the boil over high heat.
• Wash carrots and chop into rounds.
• Place carrots in boiling water and cook for 10 minutes, or until soft.
• Drain carrots over the sink using a colander. Ask your teacher for assistance with this step. Set carrots aside to cool for 5 minutes.
• Blitz carrot, cumin, paprika, lemon juice, olive oil, pepper and yoghurt in the food processor.
• Transfer to a serving bowl.
• Serve with vegie sticks.

Fun fact!
The edible skins of vegetables contain lots of vitamins, minerals and fibre so instead of peeling just give them a good wash

Hint: if you don’t have a food processor, mash ingredients together with a potato masher.
Lesson 5 – Rainbow vegetable dips

Beetroot dip
PURPLE/BLUE

1. Drain then roughly chop beetroot into a bowl and smooth.
2. Peel then grate garlic. Juice lemon. Mix 2 teaspoons of lemon juice into beetroot with garlic and yoghurt.
3. Drain then roughly chop beetroot. Mash beetroot in a bowl until smooth.
4. Use scissors to finely cut spring onion or chives. Stir into dip.
5. Chop carrots and capsicum into strips.

Ingredients for Dip:
- 225g tin sliced beetroot
- 1 garlic clove
- ¼ lemon
- 1 cup plain Greek yoghurt
- 1 spring onion OR 1 small bunch chives

Equipment:
- chopping boards, knives, bowl, potato masher, fine grater,
- juicer, scissors, spoon, peeler, teaspoon, serving platter

Recipe tip:
Use as a healthy alternative to mayonnaise on hamburgers and rolls, or swap beetroot for grated cucumber to make tzatziki!

For dipping:
- 2 carrots
- 1 punnet of cherry tomatoes
- 150g snow or sugar snap peas
- 1 red and 1 yellow capsicum

Arrange vegetables and crackers on a platter and serve with dip.
Lesson 5 - Worksheet 5
Eat a vegetable rainbow
# Favourite vegetables in our class

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Lesson 7 - Worksheet 6

Vegetable record

<table>
<thead>
<tr>
<th>Time</th>
<th>Vegetable(s) eaten</th>
<th>Raw or cooked?</th>
<th>Amount of vegetable in cups</th>
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**Total serves:**

**Fun Fact!**
The heaviest pumpkin ever grown on record weighed an astonishing 1054 kg and was grown in Switzerland in 2014 - that's the size of a large cow.

Remember that one serve of vegetables is equal to ½ cup for cooked vegetables and 1 cup for raw vegetables.
Lesson 7 - Worksheet 7

Putting vegetables onto the menu

Come up with some creative ways to add more vegetables into everyday meals

Breakfast

Lunch box

Crunch&Sip®

Dinner

Snacks

Crunch&Sip® Operation: Vegetables - Toolkit for Teachers - Years 1-2
Crunch&Sip® Vegetable Word Sleuth

Words to find:
Avocado  Eggplant
Beetroot  Mushroom
Broccoli  Pumpkin
Capsicum  Tomato
Carrot   Vegetables
Cauliflower  Vitamins

Fun Fact!
The heaviest beetroot on record was grown in the UK in 2001. The beetroot weighed in at 23.4 kg – that's the same size as a bull dog!!
For further information visit:
www.crunchandsip.com.au

or contact us at:
schools@cancerwa.asn.au

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