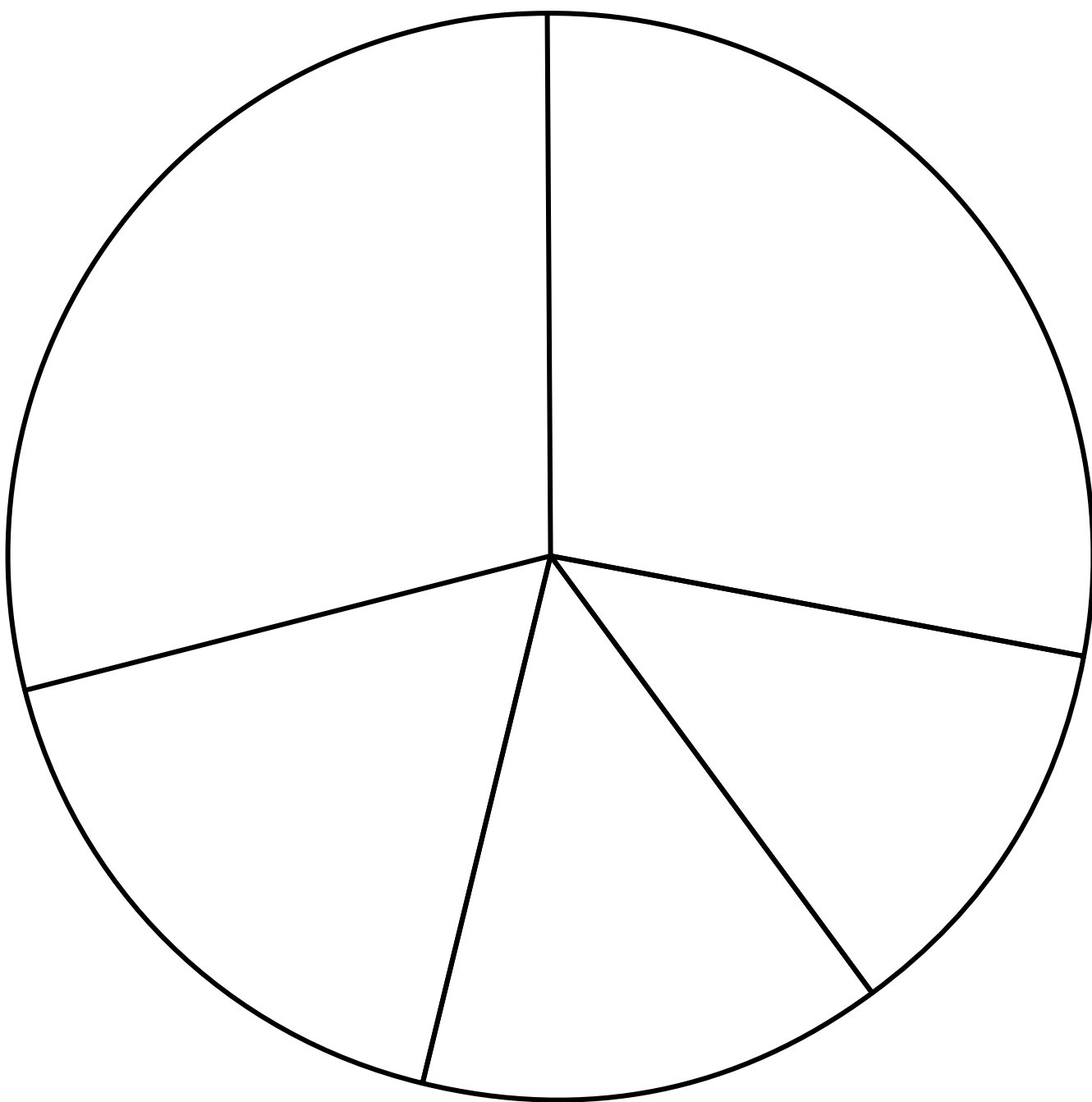
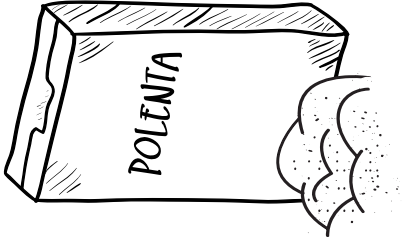

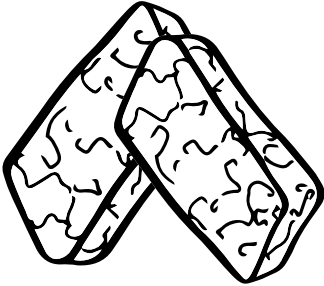
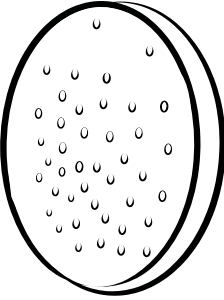

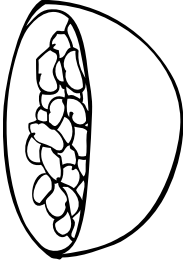
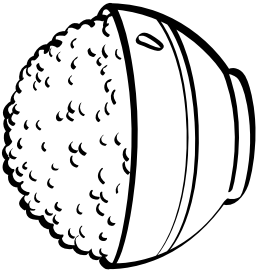
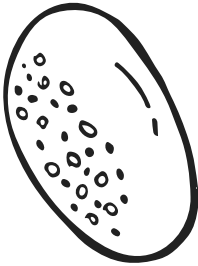
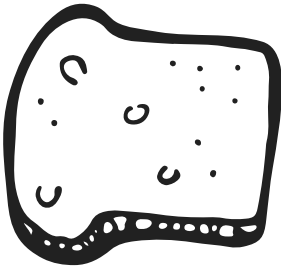
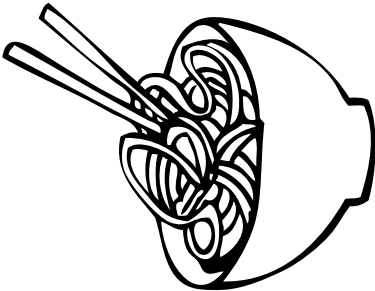
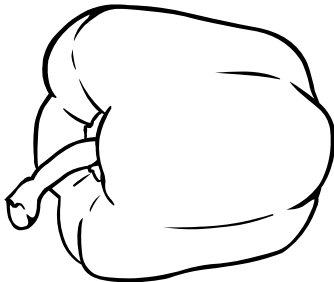
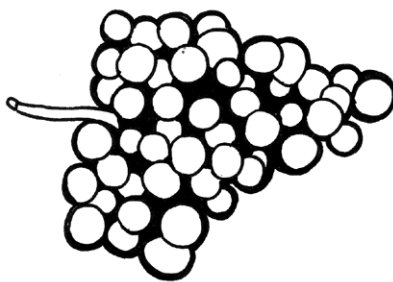
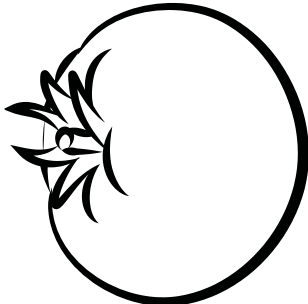
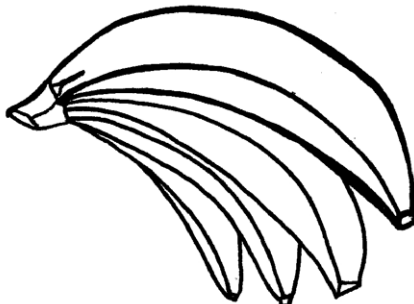
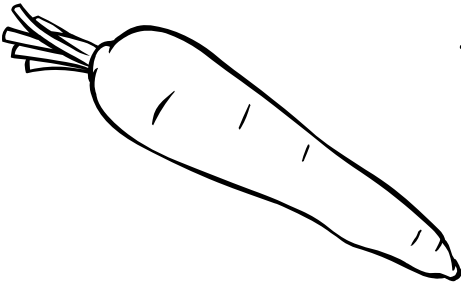

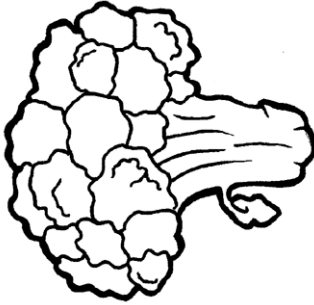
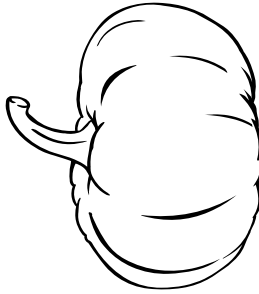
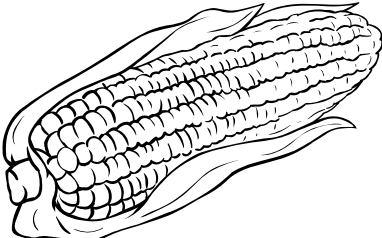



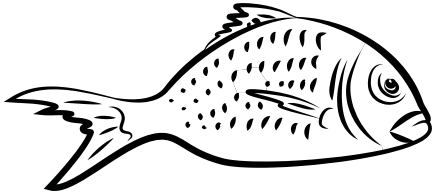
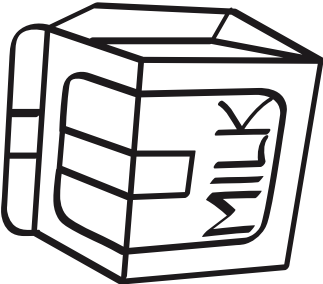

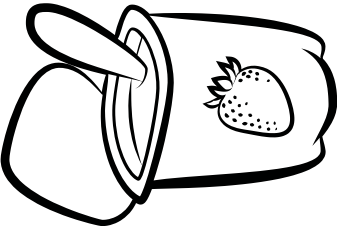
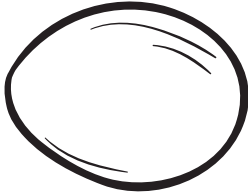
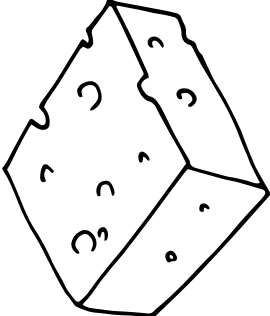
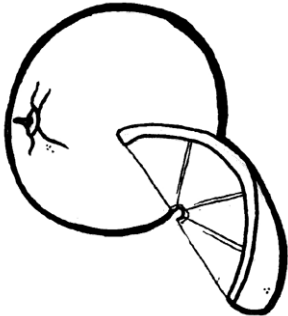
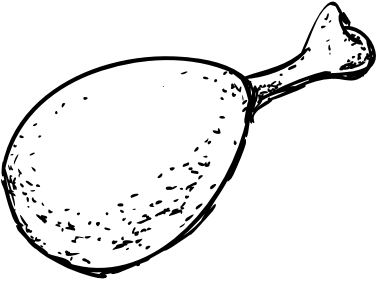
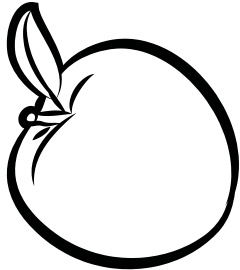
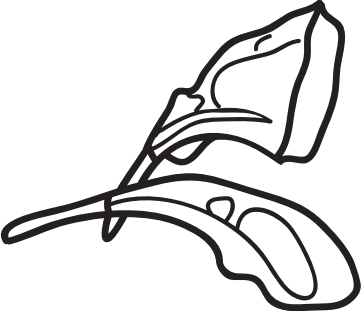
The Five Food Groups



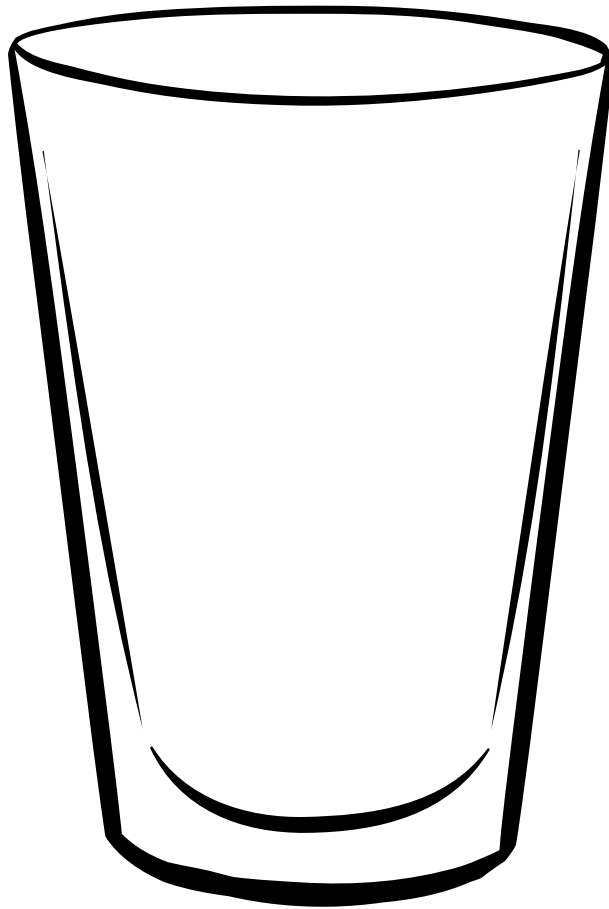
Worksheet 2.1 | The Five Food Groups Cards

	polenta		lettuce
	cereal		crumpet
	pasta		oats
	rice		roll
	bread		noodles

	capsicum		grapes
	tomato		banana
	carrot		squash
	broccoli		pumpkin
	corn		sweet potato

	fish		milk
	nuts		yogurt
	egg		cheese
	orange		chicken
	apple		lamb

Water is?



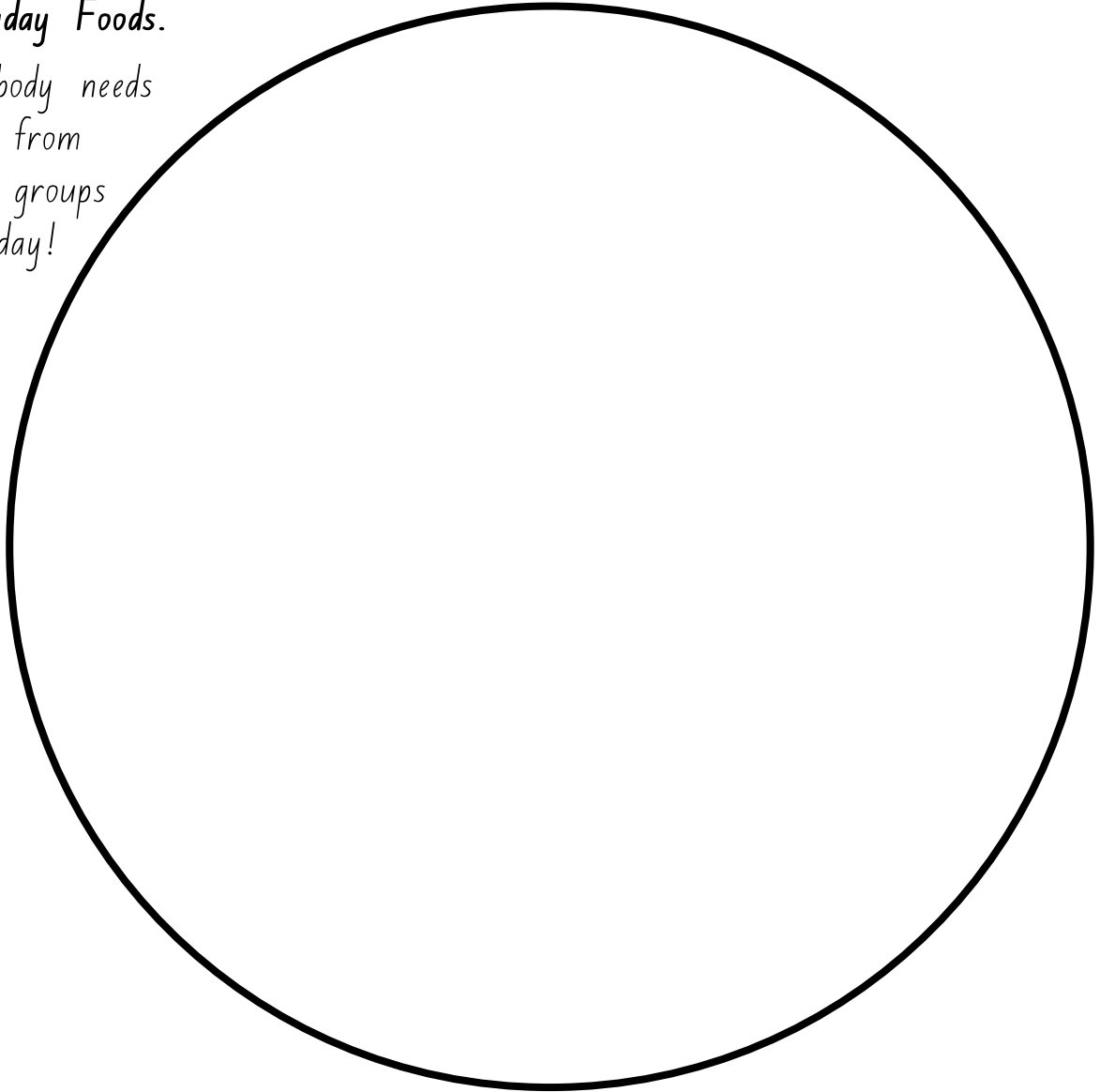
Drink _____ most of the time.

Everyday food or sometimes food?

Place the foods in the correct shape.

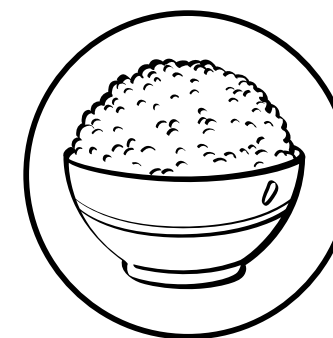
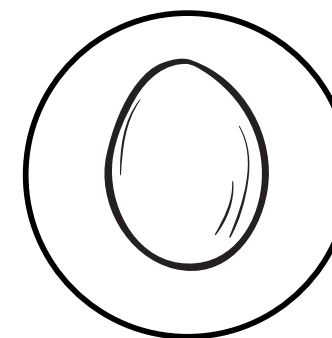
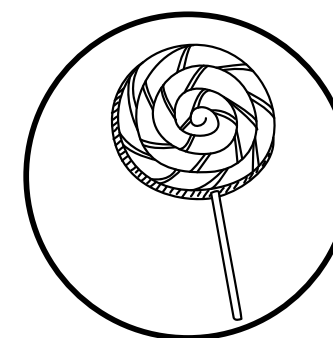
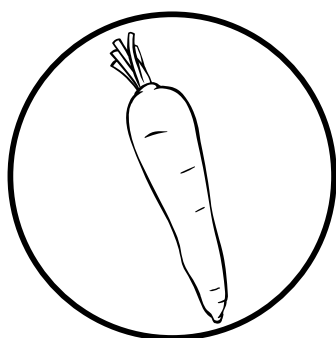
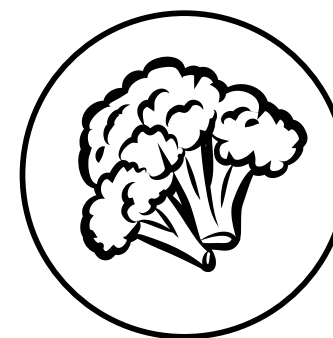
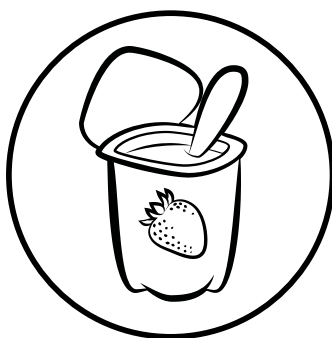
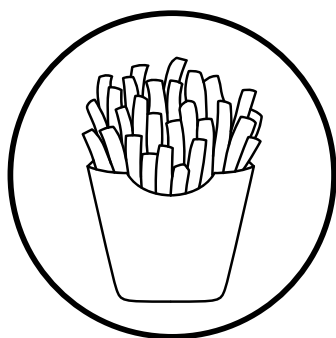
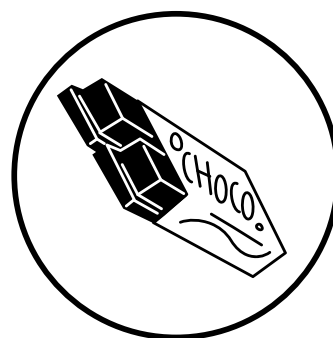
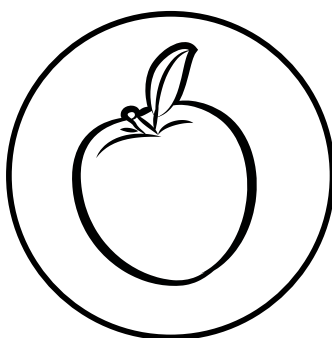
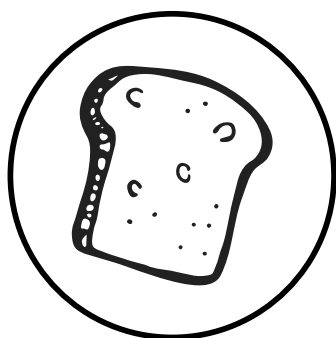
Everyday Foods.

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.
(Insert name of child)
(complete only as necessary):

(Food not allowed to consume)

Signature: parent/guardian/carer

Print name: parent/guardian/carer

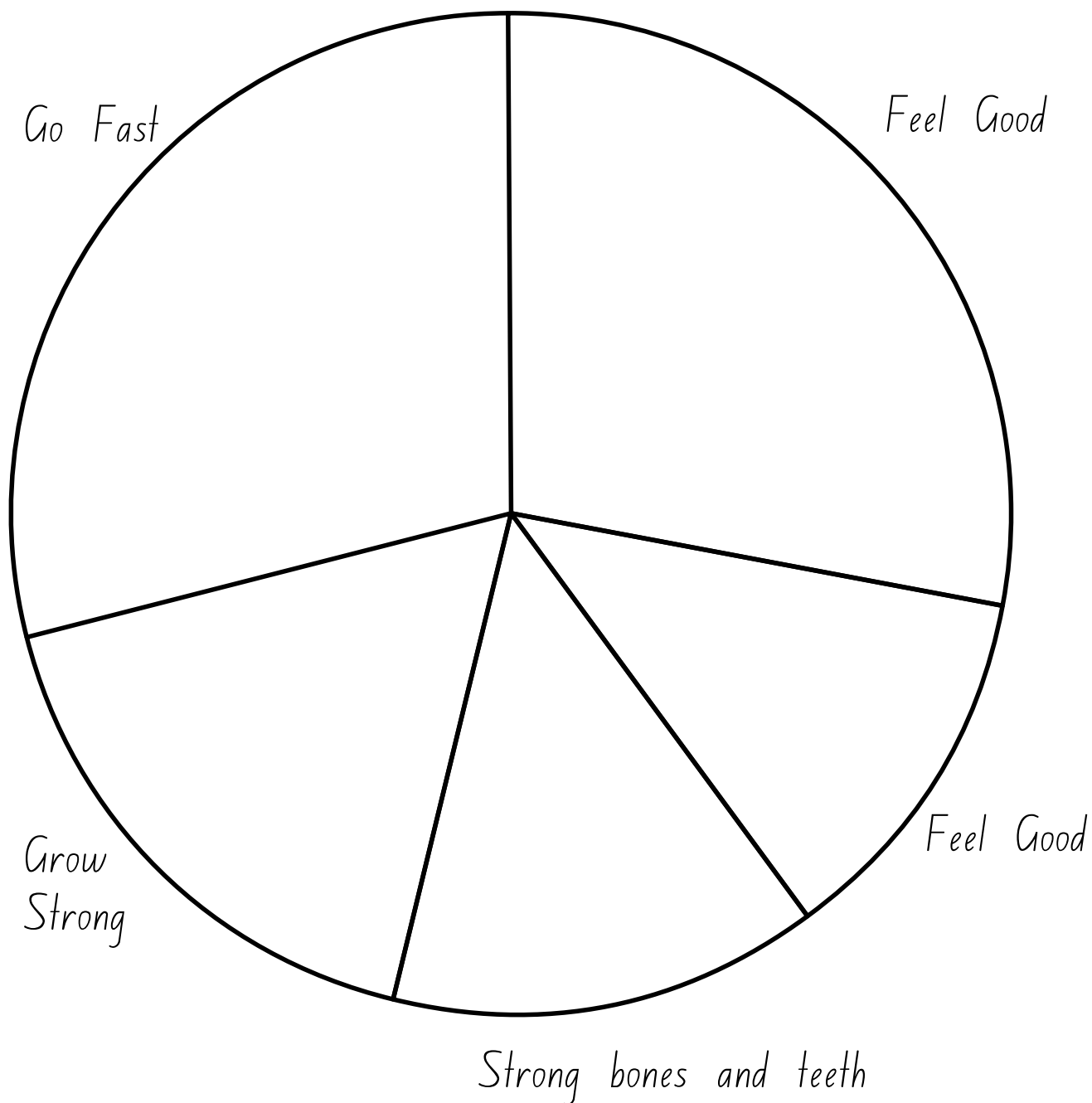
Date: ____/____/20____

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

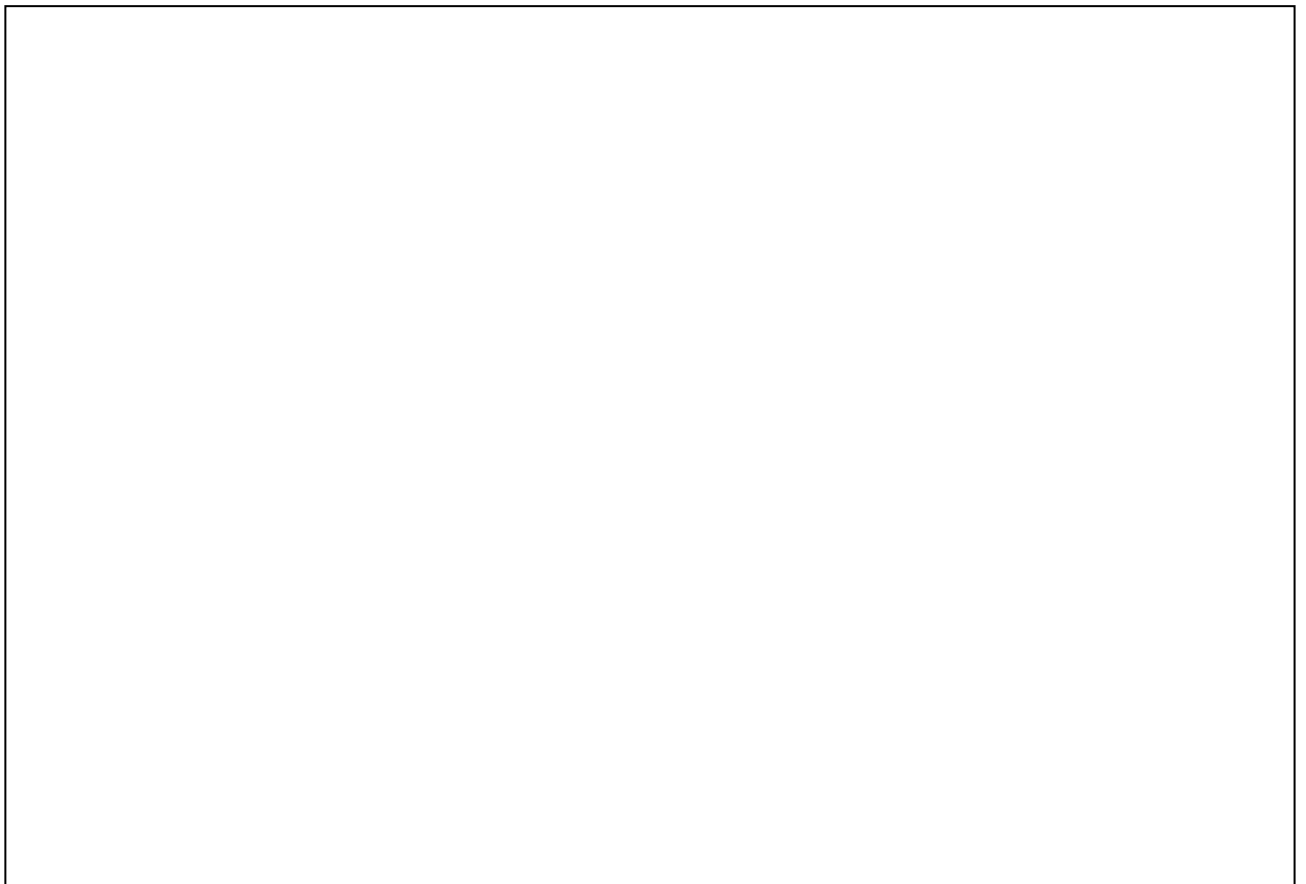
Strong Bones and Teeth

Grow Strong

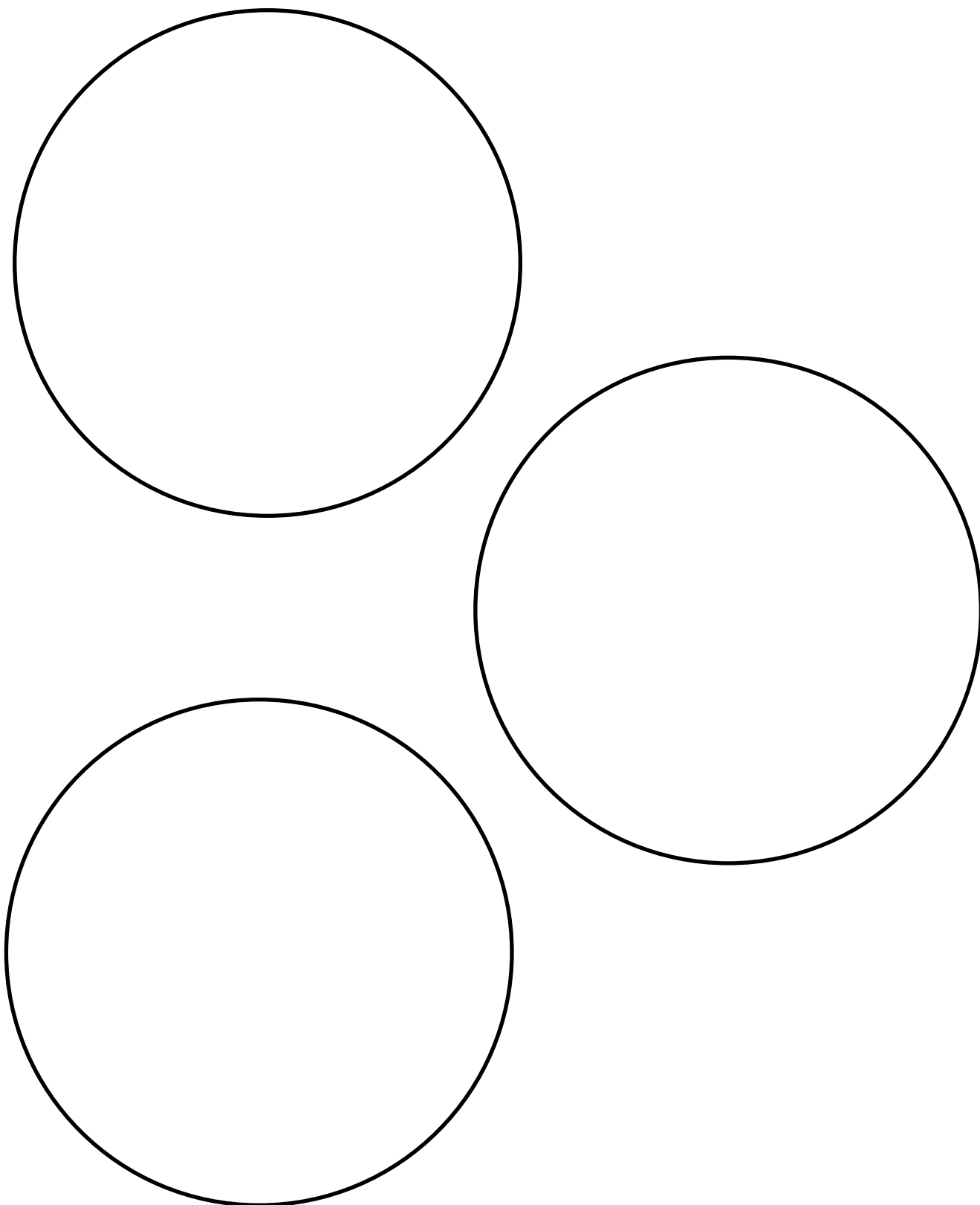
Water is Cool

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

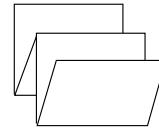
Fold one edge up to meet the centre fold (fold 3).
Turn the paper over.

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

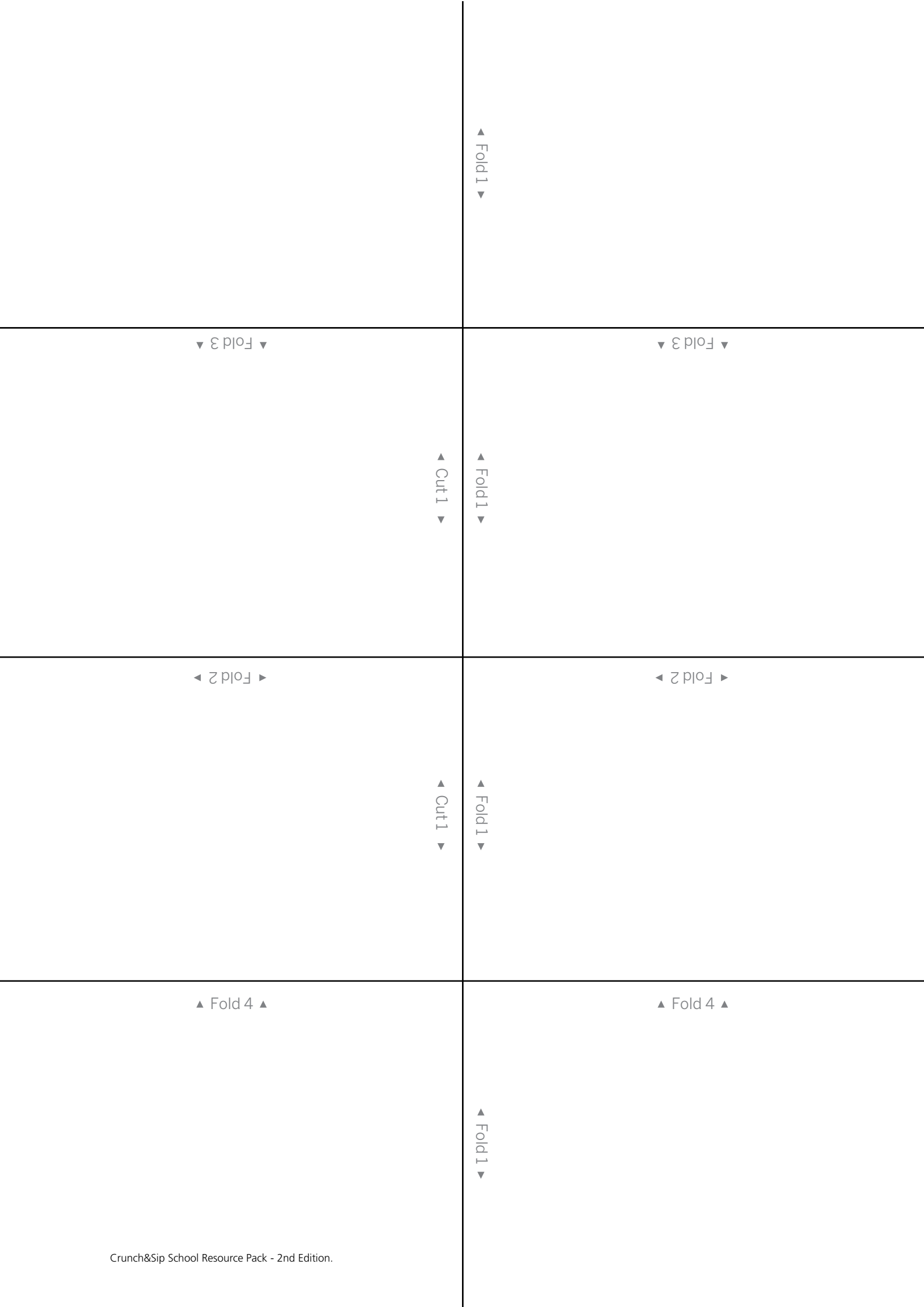
Cut along lengthwise fold between fold 4 and fold 3.
Unfold the paper.

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 ▼

▼ Fold 1 ▼

▼ Cut 1 ▼

▼ Fold 3 ▼

► Fold 2 ►

▼ Fold 1 ▼

▼ Cut 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

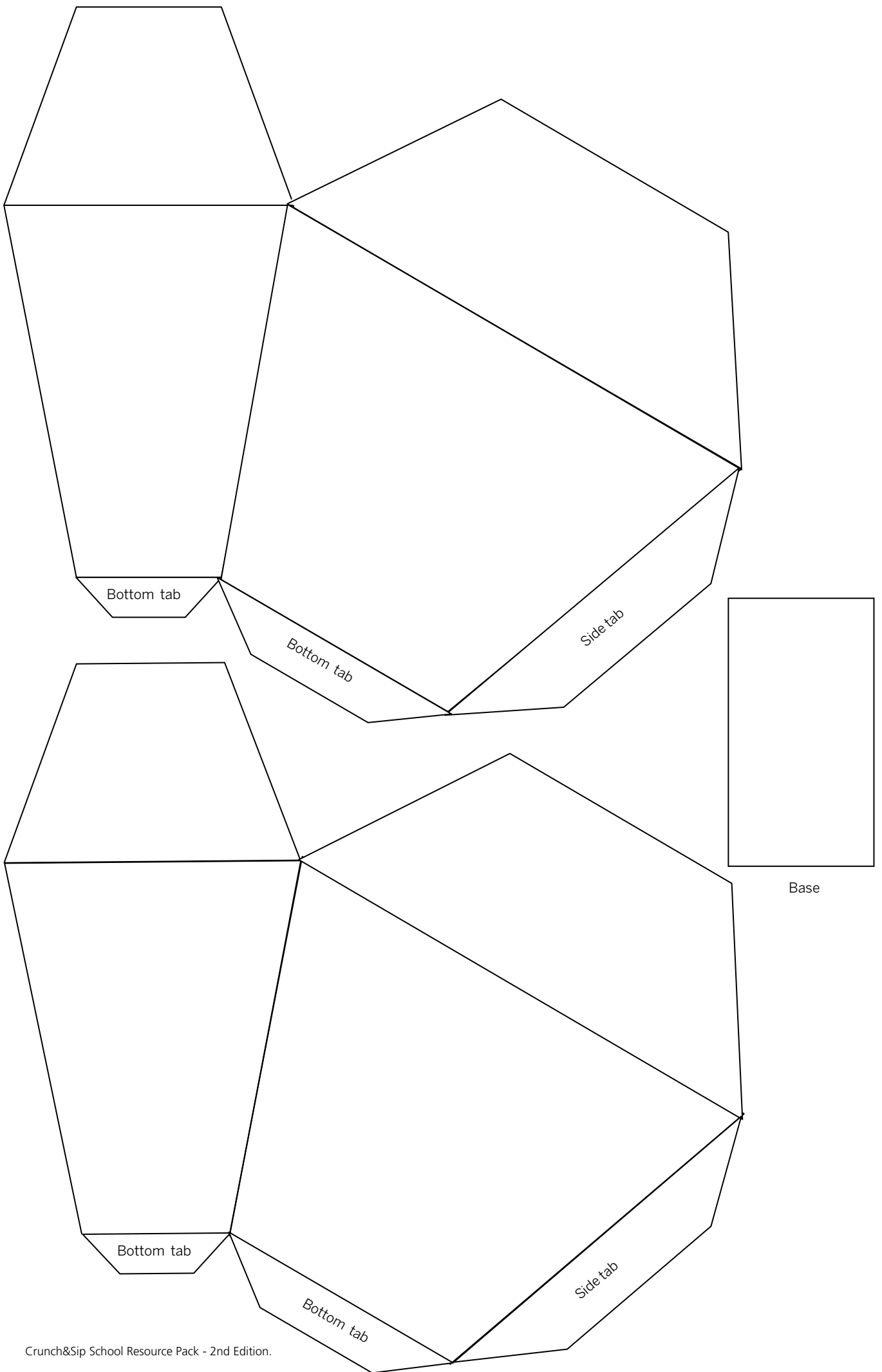
This step may require assistance from teaching staff and parent helpers. Place cut out template onto a mouse pad or carpet. With the thin end of a blunt knife and a ruler, score the lines on the template. Then fold each crease and run the handle of the knife along the crease to make it firm.

Step 4

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

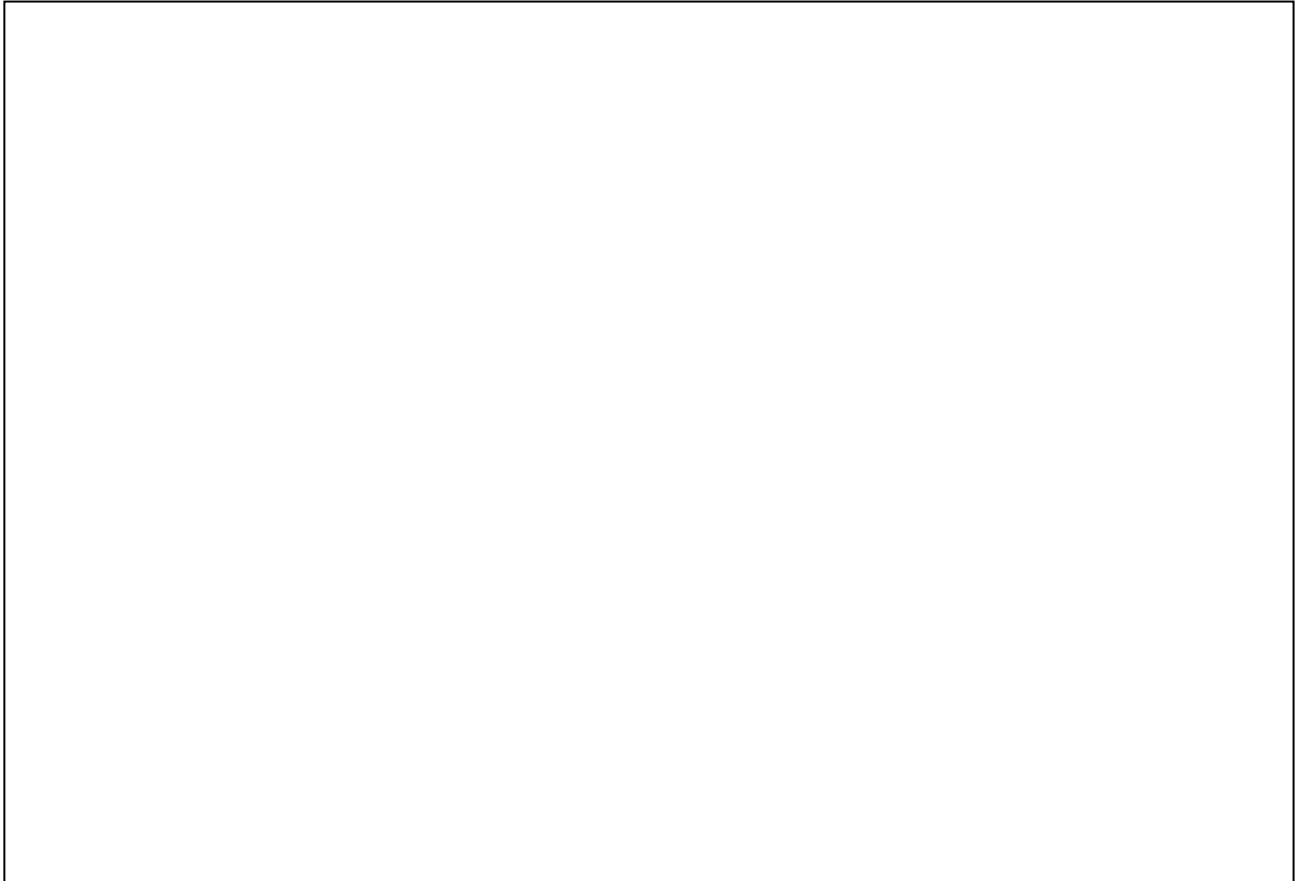
Step 5

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.

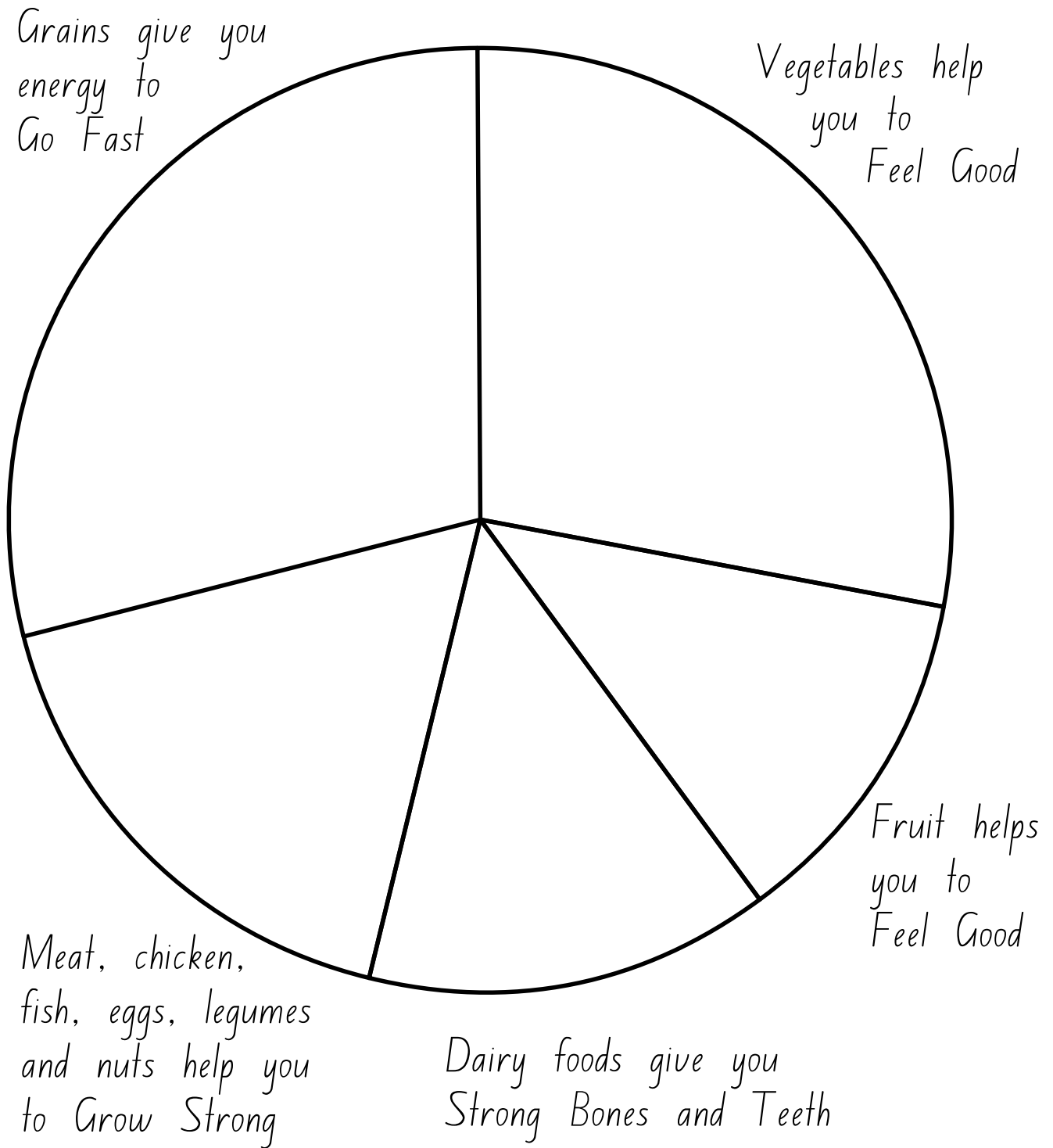


I want to eat it because

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.

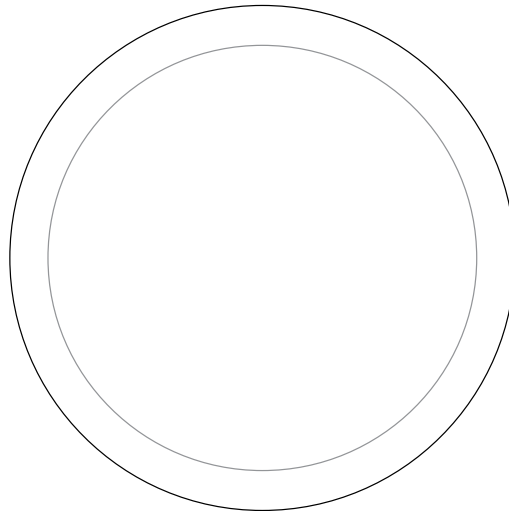
Sweet	sultanas, pineapple, honey, watermelon, ripe mango
Salty	olives, pickled cucumbers
Sour	lime or orange, pomegranate, sour cherries, cranberries
Bitter	bitter greens (e.g. endive, curly endive, chicory), citrus rind, grapefruit juice (unsweetened)
Umami	mushrooms (e.g. shitake mushrooms), sweet 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	<input type="text"/>
Vegetables and legumes/beans	<input type="text"/>
Fruit	<input type="text"/>
Milk, yoghurt, cheese and/or alternatives, mostly reduced fat	<input type="text"/>
Lean meats and poultry, fish, eggs, tofu, nuts, and seeds and legumes/beans	<input type="text"/>

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.

			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					
	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.

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

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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.

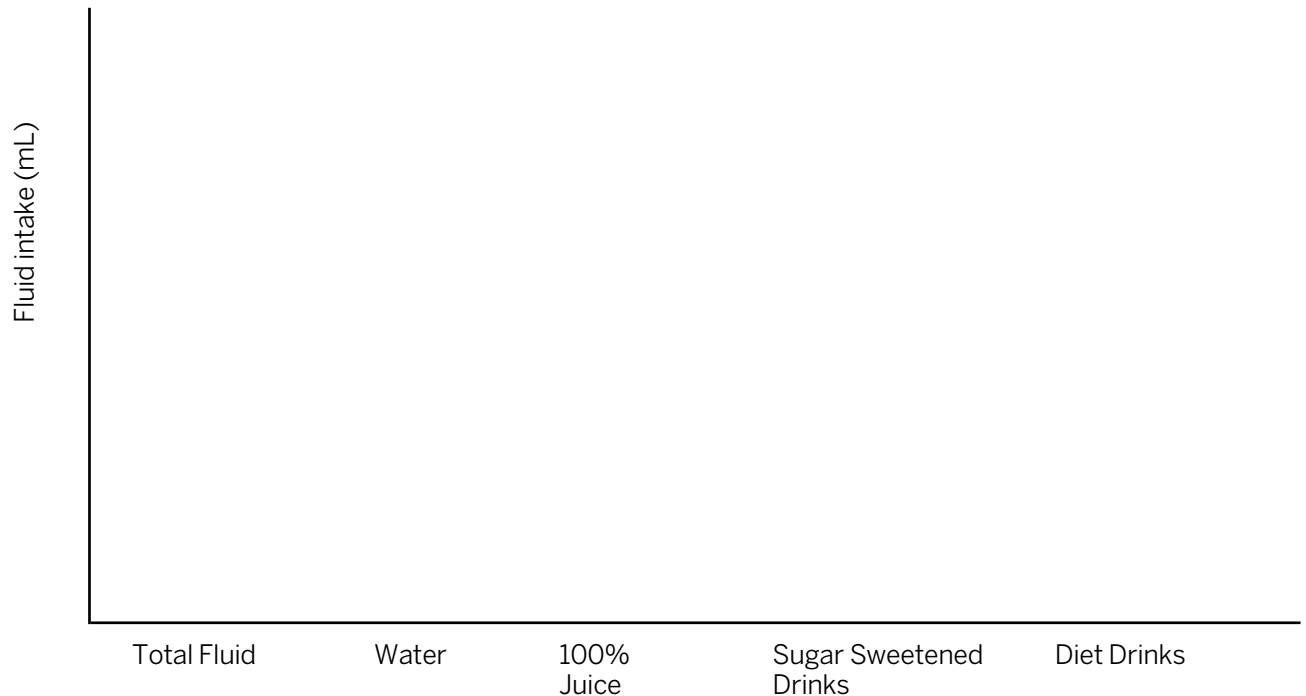
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W = water F = 100% fruit or vegetable juice M = milk D = diet drinks
S = sugar sweetened drinks (e.g. soft drinks, sports and energy drinks, flavoured waters)

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.

Where is it 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

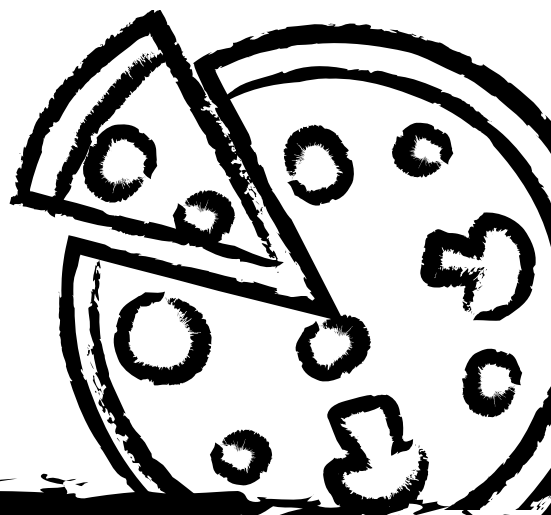
Jam sandwich	\$
Cheese and tomato sandwich	\$
Chicken and salad wrap	\$
Bacon roll	\$
Sausage sandwich	\$

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	\$



Where is it 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

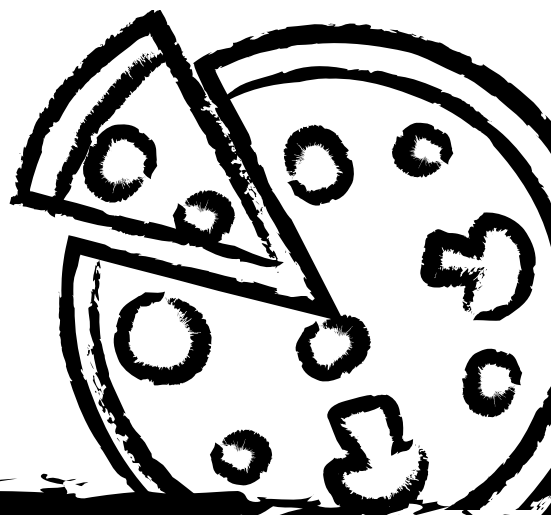
Jam sandwich (S)	\$
Cheese and tomato sandwich (E) \$	
Chicken and salad wrap (E)	\$
Bacon roll (S)	\$
Sausage sandwich (S).....	\$

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.

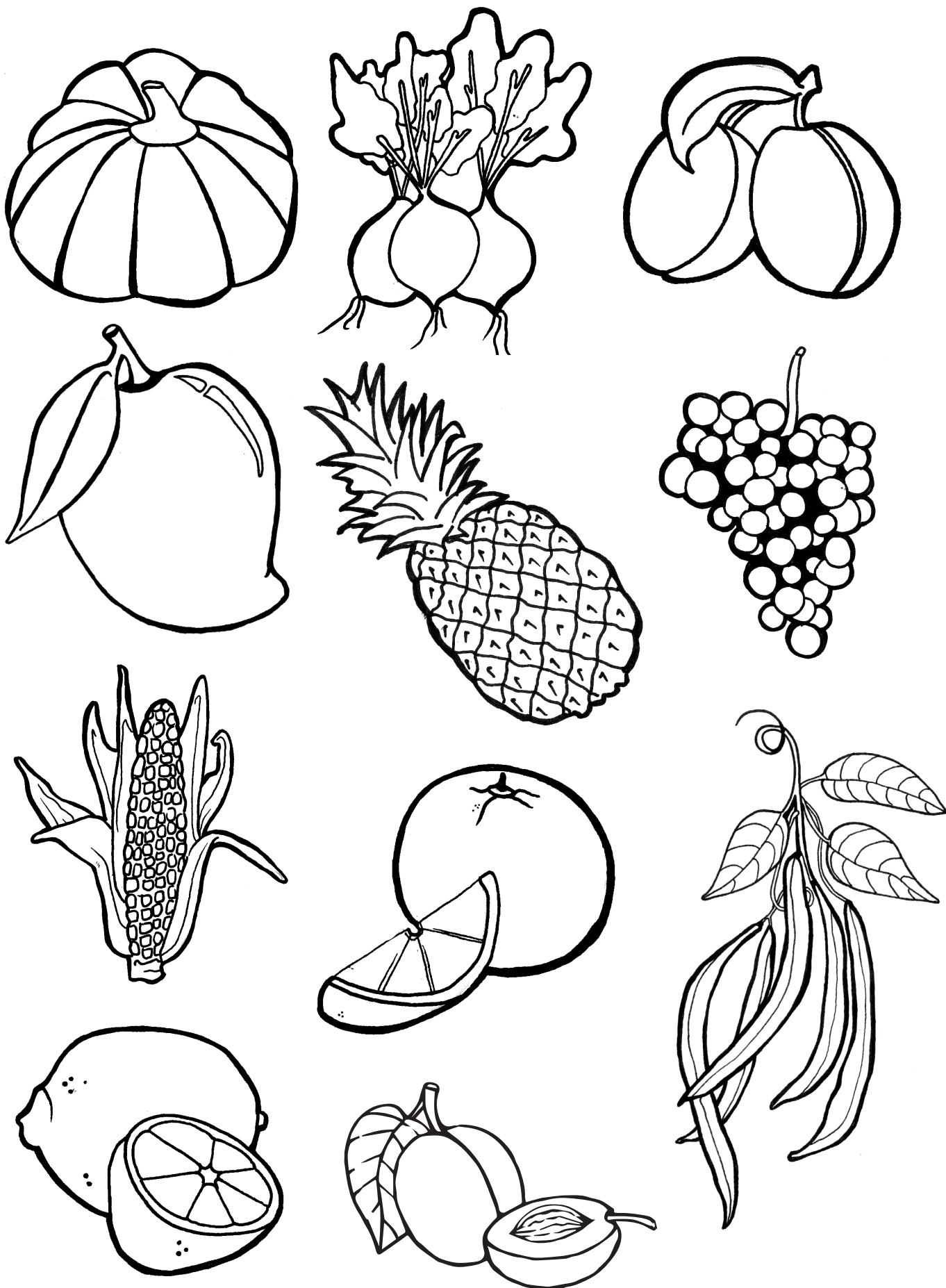
Method:

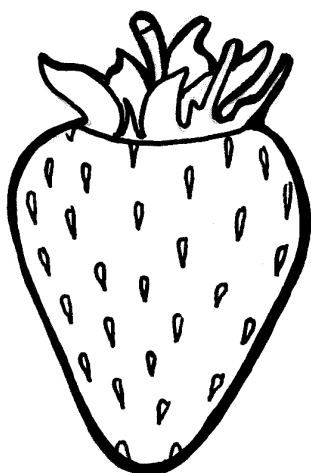
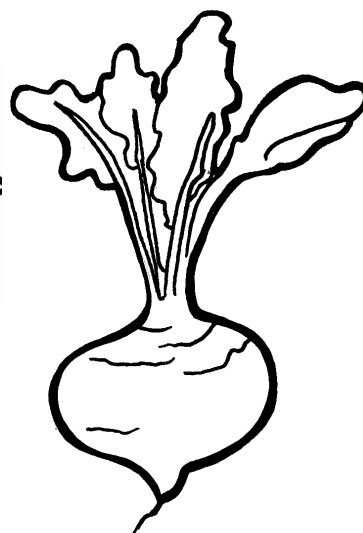
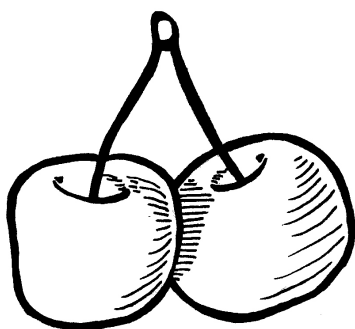
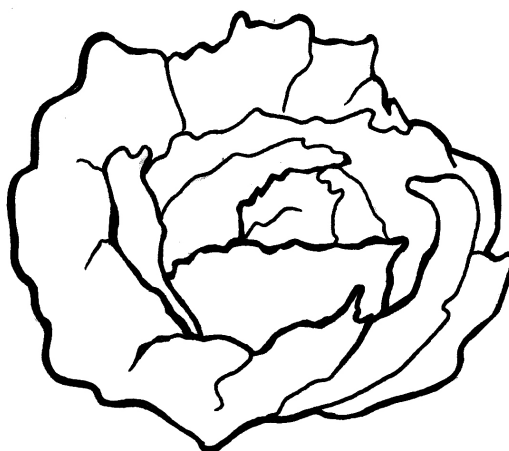
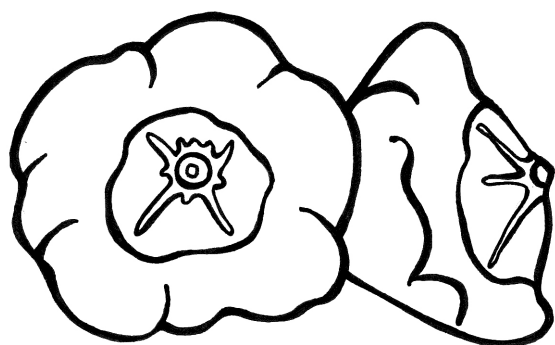
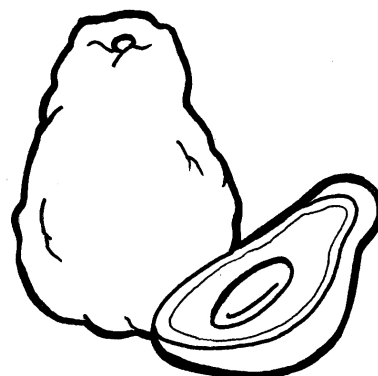
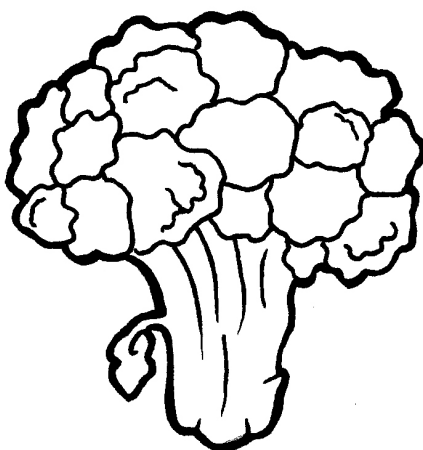
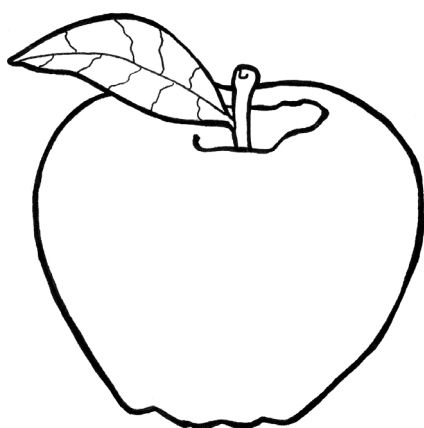
Scoop the flesh out of the avocados. Fork mash or blend avocados. Mix in shallots, lemon juice and pepper. Refrigerate until serving.

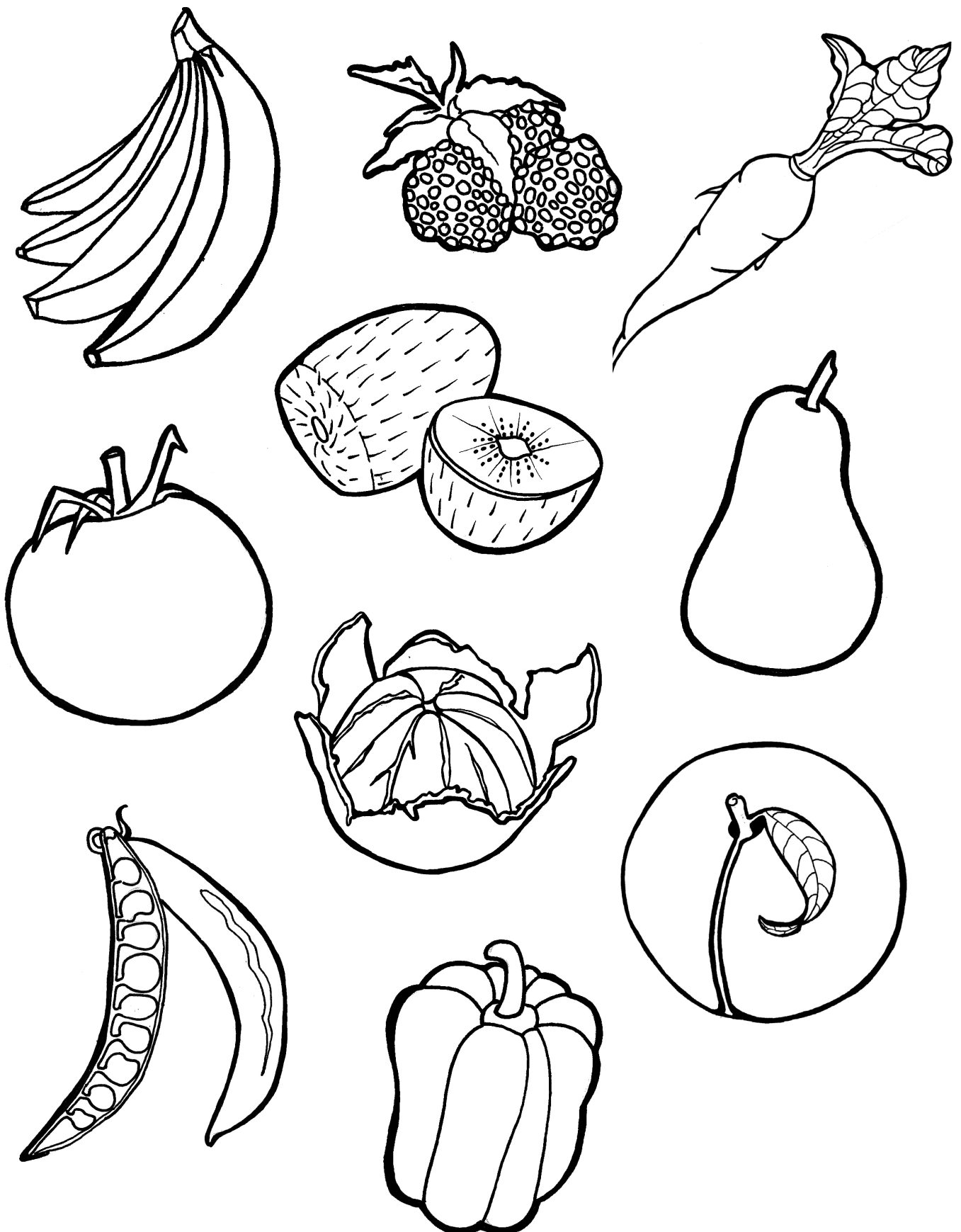
Note – this recipe is best made on the day of serving.

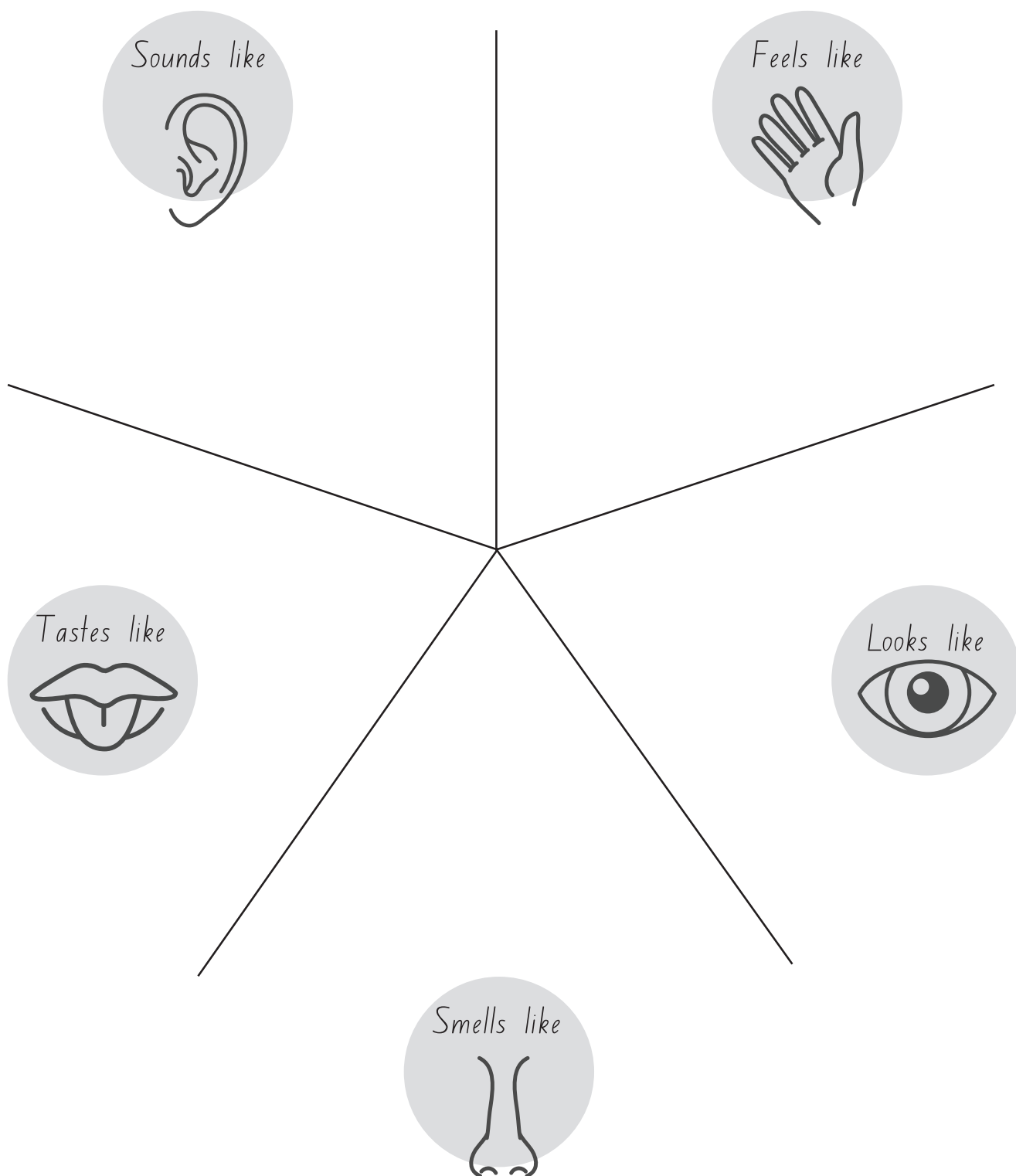
<i>Vegetables</i>	<i>Fruit</i>
<i>and</i>	

Vegetables and fruit are _____ foods.









What am I?

Our vegetable or fruit looks _____
_____, *feels* _____
_____,
sounds _____,
smells _____,
and tastes _____.

My Vegetable or Fruit

Its name: _____

It would make me feel good because:

It tastes like:

Here is a drawing of it:

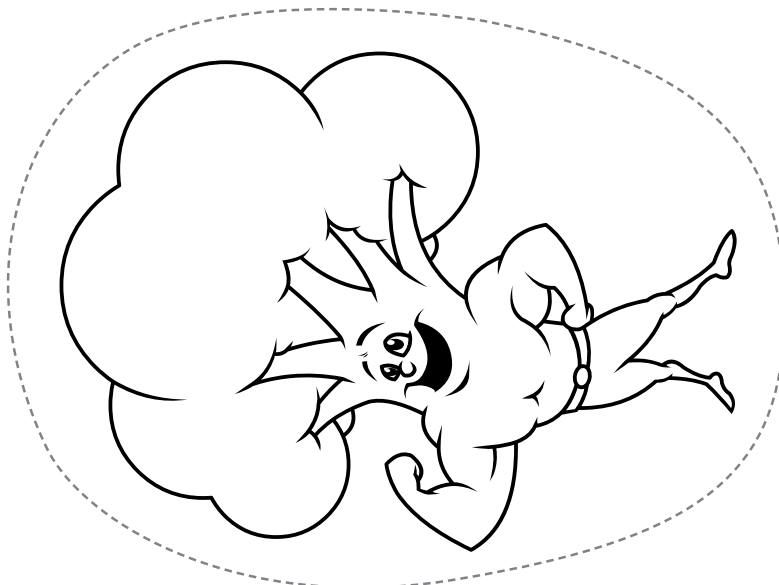
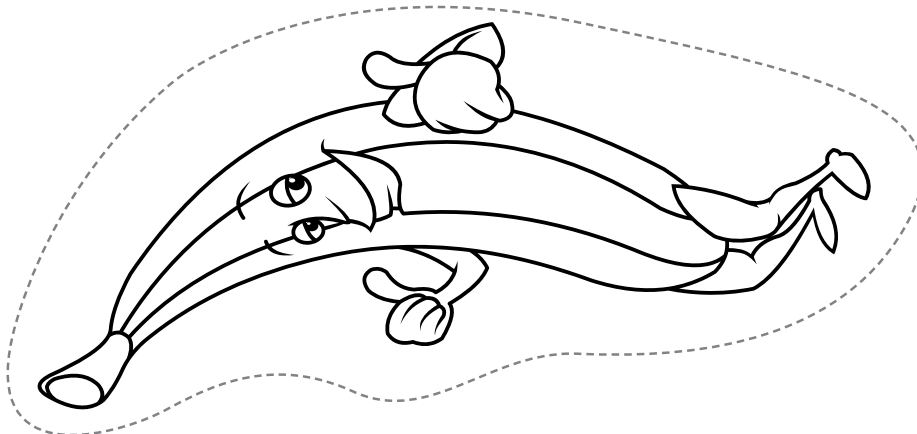
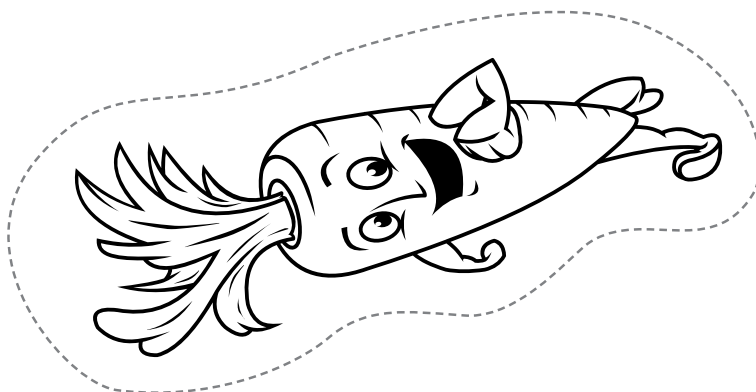
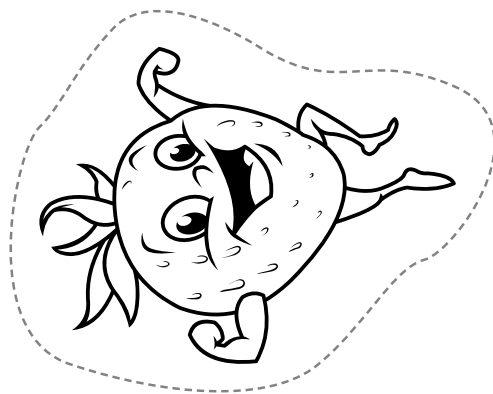


Use this worksheet to plan your play.

Group name/s _____

What is your key message? _____

1. Characters - Hannah the Banana Stuart the Strawberry Brock the Broccoli Carrie the Carrot	2. Setting - where is the play set, e.g. at school, in the park, at home?	3. Beginning - character, setting and action set up.
4. Middle (conflict) - what goes wrong for the character/s?	5. Middle (resolution) - how is the problem solved?	6. Ending - moral of the story and conclusion.



Use this worksheet to plan your exposition.

Introduction

Statement of topic – Vegetables and fruit are ‘feel good’ foods.

Preview of your exposition _____

Argument 1

Outline _____

Point _____

Elaboration _____

Point _____

Elaboration _____

Argument 2

Outline _____

Point _____

Elaboration _____

Point _____

Elaboration _____

Argument 3

Outline _____

Point _____

Elaboration _____

Point _____

Elaboration _____

Conclusion

Summary of arguments _____

Concluding statement/s _____

Use this worksheet to research a vegetable or fruit.

Don't forget to choose a vegetable or fruit that no one else in your class has chosen.

Vegetable or fruit name: _____

How it is grown: _____

When it is in season: _____

Ways to eat it: _____

Eating it will help my body feel good (e.g. health benefits) because:

Worksheet 43.2 | The Vegetable and Fruit Project

Any other interesting information?_____



Quiz question
