Early Stage 1 Activity Sheet

Personal Development, Health and Physical Education outcomes and indicators:

**(PHES 1.12)**
Displays basic health practices
- Makes simple choices.
- Talks about different foods that keep them healthy.
- Identifies a range of foodstuffs and groups them according to their sources.
  E.g. vegetable, meat, dairy and fruit.
- Displays basic positive health practices.

**(ALES 1.6)**
Develops a repertoire of physical activities in which they can participate
- Takes part in different types of physical activity.
  E.g. Climbing, jumping, walking, dancing, skipping and running.
- Describes the things they do to refuel their body.
  E.g. Rest, relaxation and nutrition.
- Makes a personal list of preferred activities.

**(GSES 1.8)**
Demonstrates fundamental movement skills while playing with and sharing equipment
- Shows an understanding of the language used in games by responding to verbal and non verbal directions.
  E.g. Run, hop, roll, chase, bounce, skip etc.
- Runs, skips and hops with equipment.
  E.g. Parachute.
- Participates in games where cooperation is needed.

**(DMES 1.1)**
Identifies some options available when making simple decisions
- Generates in cooperative group situations a number of possible solutions to a problem. The problem relating the designing and making task.
Helpful websites and information:
http://www.freshforkids.com.au
http://www.batlow.com.au
http://www.healthyactive.gov.au

Teachers note:
• IWB = Interactive Whiteboard
• BLM = Black Line Masters
• The worksheets are also referred to as BLM within these resources

Changing BLM to sheets for the IWB
Step 1: Scan through the photocopier to PC.
Step 2: Open file on PC (copy image).
Step 3: Open notebook document and paste image.
Step 4: Save and amend as needed.
1. Problem Solving-Designing and making a healthy breakfast, lunch and dinner.

**Background Information to lesson**

- Revisit the five food groups represented in The Australian Guide to Healthy Eating (see Worksheet 1b) and classify the foods onto plates to demonstrate appropriate daily main meals including breakfast, lunch and dinner.

- Students to group a variety of cultural inclusive toy food materials or pictures from the BLM (see Worksheet 1a) into main meals using the plates to assist in visualising. Discuss appropriate times when to consume these meals.

- Teachers may wish to use the Fresh for Kids home page as a resource to aid their discussions and click on the Parents and Info links for interactive ideas on healthy breakfasts, lunches and other recipes.

- Teachers may wish to click on the Fruit and Vegetable link on the Fresh for Kids website for additional interactive resources.

**Equipment and resources**

- A variety of cultural specific toy foods.

- Bowls and plates for discussion.

- Paper plates and bowls. Enough for each student to have a bowl or plate to represent their design of a healthy breakfast, lunch or dinner.

- Scissors.

- Paint, paint brushes and other tools including sponges, rollers, scrapers to apply paint to different surfaces to create textures, patterns and areas of colour.

- Glue.

- Magazines or BLM of a variety of foods (see Worksheet 1a).

- The Australian Guide to Healthy Eating poster (see Worksheet 1b). This will be used by all stages in this unit.

- Dietary Guidelines for Australians booklet (see Worksheet 1c). This will be used by all stages in this unit.
Early Stage 1 Activity Sheet

- Dietary Guidelines for Children and Adolescents (see Worksheet 1d). This will be used by all stages in this unit.

- The Australian Government, State and Territory health initiative “Go for 2 fruit AND 5 vegetable” booklets. See www.healthyactive.gov.au for copies of this resource.

- Visit the Fresh for Kids website for additional resources at www.freshforkids.com.au the site is free and is integrated across all aspects of the Fresh for Kids program for children. It provides a wealth of information and interactive and written activities particularly related to fruit and vegetables, games, competitions and recipes.

Teachers note:

Teachers may wish to look at the Fresh for Kids home page and click on the Parents and Info links for interactive ideas on healthy breakfasts, lunches and other recipes.


Steps

1. Discuss appropriate foods to eat for each main meal and use to describe and scaffold the task.

2. Students will be required to cut and paste images from the BLM (Worksheet 1a) or magazines onto paper plates to demonstrate that they are able to design their own healthy breakfast, lunch and dinner.

3. Display in classroom.
2. Where does my food come from?  
(Cradle to the grave flow chart on milk and apples)

**Background information to lesson**

- Revisit the food groups and use as an aid. Teachers may wish to click on the Fruit and Vegetable link on the Fresh for Kids website for additional interactive resources.

- Select a product to discuss (milk or apples or others if resources available) and talk about the origin of the product or food source (E.g. Milk comes from cows and fruit comes from the plants grown on a farm). View the following website http://www.freshforkids.com.au/fruit_pages/apple/apple.html

- Use images or DVD's showing evidence of these food sources (see Worksheet 2a). Visit supermarket, market and farm to encourage students’ awareness and assist them in identifying how goods such as milk and fruits such as apples are used in their homes.

**Equipment and resources**

- A variety of cultural specific toy foods.

- Magazines or BLM of a variety of foods (see Worksheet 2e)

- The Australian Guide to Healthy Eating poster (see Worksheet 2f).

- The Australian Government, State and Territory health initiative “Go for 2 fruit AND 5 vegetable” booklets. See www.healthyactive.gov.au for copies of this resource.

- Food sources (see Worksheet 2a).
• Flow chart BLM on milk, fruit and blank Performa (see Worksheet 2b, 2c and 2d)

• Butchers paper or the Interactive whiteboard.

• Texta markers.

• Visit the Fresh for Kids website for additional resources at www.freshforkids.com.au. The site is free and is integrated across all aspects of the Fresh for Kids program for children. It provides a wealth of information and interactive and written activities particularly related to fruit and vegetables, games, competitions and recipes.

• View with the students the following link on apples and the harvesting and packaging process.
  http://www.batlow.com.au

**Teacher note:**
Teachers may wish to contact Sydney Markets Limited and enquire about their school presentations called “From Farm to Plate”. This program is specifically designed for year 2 students; however the representative may be able to provide some resources and suggestions.

Early Stage 1 Activity Sheet

Steps

1. Discuss student’s own needs and the needs of others in pairs and share with the whole class.

2. Identify the people who meet their needs and the needs of others. Link this to people such as farmers, shopkeepers, packers, night fill packers, consumers etc. Talk about how people's needs are met individually and cooperatively.

3. Talk about the origin of products used in their homes and at school, e.g. Milk comes from a cow. Fruit and vegetables come from a plant grown on a farm etc.

4. Use a flow chart diagram (see Worksheet 2b and 2c) to scaffold the explanation of the origin of milk and fruit from the farm to the home.

5. Jointly construct a simple explanation for the selected food product and its origin (milk or apples). Use flow charts and other diagrams and visual resources to assist. Accept students spoken language and introduce where relevant some technical language. Teacher may use butcher’s paper or the Interactive Whiteboard.

6. Jointly construct a simple flow chart of the familiar explanation written for the selected food product. Students could draw pictures for each stage. Display in the room for students to refer to when writing their own flow charts and explanations.

7. Working in small groups, students could sequence all diagrams and stages of the flow chart and write a sentence (or teacher scribes for each stage of the process of the food source) onto the BLM (see Worksheet 2d).

8. Extension: Student’s could use the blank Performa to create their own flow chart and illustrated (see Worksheet 2d).
3. I LOVE eating healthy food!  
(Singing and parachute aerobics)

Teacher note:  
Students will benefit more from this lesson if they are familiar with the words of the song “I love eating healthy food” (see Worksheet 3a).

Background information to lesson

1. Explain what fruit salad is and discuss student’s favourite fruits. Note them down to form pairs of fruits for the fruit salad game later.

2. Discuss what a balanced lifestyle is and integrate reasons why eating a balanced diet, exercise, rest and relaxation are equally important factors.

3. Write a list of things everyone can do to stay happy and healthy. Later have the students illustrate the poster for display in the classroom.

4. Students would benefit if taught the song “I love healthy food” (see Worksheet 3a) over a few lessons. The song has the same tune as “I Can Sing a Rainbow”.

Equipment and resources

- Parachute.
- Any high energy music for children or recent pop music.
- iPod or CD player.
- Witches hats to mark out the running boundaries of the game “Fruit Salad”.

Early Stage 1 Activity Sheet

- Song “I love eating healthy food” (see Worksheet 3a).
- Visit the Fresh for Kids website for additional resources at www.freshforkids.com.au the site is free and is integrated across all aspects of the Fresh for Kids program for children. It provides a wealth of information and interactive and written activities particularly related to fruit and vegetables, games, competitions and recipes.

Steps

1. Play the “fruit salad game”. Pair the students off and have them sit down and face their partners with their legs outstretched. Give each pair a name of a fruit. When you call the name of their fruit, they must get up and carefully tread over each pair’s legs to get to the end of their team. Once at the top of their team they must run around the witches’ hats and back down to the bottom of their team line. The first of the pair to be sitting down gets one point for their team. The winning team is the team with the most points. They get to personally train the losing team for 30 seconds. This may include asking the losing team to do star jumps for 30 seconds, run around the oval once, jump up and down like a kangaroo etc. The incentive is to be the winning team. Please refer to the diagram on Worksheet 3b.

2. Sing the song “I love eating healthy food” and play the parachute game (see Worksheet 3a). The song has the same tune as “I Can Sing a Rainbow”.

3. Each child is to hold a colour of the parachute. If a parachute is unavailable a colourful rug could be used.

4. The students will move in a clockwise direction at first and later change directions as they become more confident.

5. The teacher will call out a movement such as “hopping on one leg”. Everyone has to hop in a clockwise direction whilst singing the song “I love eating healthy food”. Once the music stops they must freeze. There is no elimination in this game as it will aerobically challenge all students.

6. Each direction will be different and may include hopping on the other leg, grape vine, side steps, jogging, jumping, skipping, slow walking, power walking etc.

7. Repeat with other movements and tempo.
4. Mystery bag – what am I?
(Descriptive writing about fruits and vegetables)

Equipment and resources

- A big bag to hide the toy food items.
- Toy food items including fruit and vegetables. You could use other healthy foods as well.
- Writing books and pencils.
- A variety of pictures and fruit and vegetable objects.
- A big book or the Interactive Whiteboard.
- Visit the Fresh for Kids website for additional resources at www.freshforkids.com.au the site is free and is integrated across all aspects of the Fresh for Kids program for children. It provides a wealth of information and interactive and written activities particularly related to fruit and vegetables, games, competitions and recipes.
- The Australian Government, State and Territory health initiative “Go for 2 fruit AND 5 vegetable” booklets. See www.healthyactive.gov.au for copies of this resource.
Steps

1. Have students play “What am I?” where one student describes an object from the mystery bag, while others try to guess what it is.

2. Read simple literary/factual descriptions of familiar people, places and food items in the form of “What am I?” or “Who am I?” during shared reading experiences. After reading the description ask students to decide who or what the description is about and draw the object using detail from the description. Reread the text, showing the visual text and compare student responses with the original illustration or object.


5. Provide options with a grid from which students can select information to help scaffold them in their own writing of a descriptive sentence. They can describe the fruit or vegetable they described in the “What am I?” game. Headings could include colour, shape, size, texture etc.
5. Let’s have a picnic!  
(Designing and making a class picnic)

**Teacher note:**  
Students will benefit more from this lesson if they are familiar with the words of the song “Healthy Picnic” (see Worksheet 5a)

**Background information to the lesson**

1. Sing the song “Healthy picnic” to the tune of the “Teddy Bears picnic” (see Worksheet 5a)
2. Discuss “What makes a good picnic?” “What makes a healthy picnic?”

**Equipment and resources**

- Sheets of butcher’s paper or the Interactive Whiteboard.
- Texta markers.
- Paper plates, cups and serviettes for the picnic.
- Resources and equipment for party games such as the parachute, hoops, bean bags, pin the tail on the donkey, CD player and music.
- Song “Healthy Picnic” (see Worksheet 5a).
- Picnic organisation sheet (see Worksheet 5b).
- Invitations (see Worksheet 5c). Alternatively, teachers may download invites and thankyou cards from the Fresh for Kids website. Click on the “Party Kit” link under “Kids Corner”.

---

*Early Stage 1 Activity Sheet*
Early Stage 1 Activity Sheet

- Visit the Fresh for Kids website for additional resources at www.freshforkids.com.au the site is free and is integration across all aspects of the Fresh for Kids program for children. It provides a wealth of information and interactive and written activities particularly related to fruit and vegetables, games, competitions and recipes.

Steps

1. Students will need to discuss in small groups what possible food suggestions they could bring to a picnic and what games they could play. Including music, equipment required and ways to market it and encourage all students to want to attend. The students can invite one friend from any class and must write them an invitation. Teachers may use the example in the appendix (see Worksheet 5c or alternatively use the templates on the Fresh for Kids website).

2. Groups to share their suggestions with the whole class. Teacher to record these into a class big book.

3. Decide as a whole class the type of food and games to be played at the picnic and how it could be advertised or marketed? Allocate roles such as a group of students to create posters to advertise and promote attendance to the picnic.

4. Students to plan for the picnic. Teacher to give each group some scrap paper and tasks and roles to carry out.

5. Students to analyse the picnic at the end and make suggestions to improve it for next time.

6. Students deliver their thank you cards to their friends for attending the picnic (teachers can download these from the Fresh for Kids website).

Some of the tasks include

- Writing lists of foods required for them to ask their parent to purchase. Each child will be given an item of food, a drink or some item to bring to the party. They can write this on a strip of paper in a form of a letter addressed to their parents or caregiver inviting them to attend the party and asking them if they could provide a plate of food or a bottle of drink, serviettes etc.

- Writing names of song titles required. Teacher can find the CD or download on iTunes.

- Recording using drawings, numerals and words in mathematics the number of plates, serviettes, cups, pieces of fruit, sandwiches etc when catering for the students attending.
6. The very hungry caterpillar

Background information to the lesson

1. Teacher may want to enlarge Worksheet 6a and Worksheet 6b to A3 sized paper for easier manipulation for students.

2. Teacher may also want to scan Worksheet 6a and Worksheet 6b to computer to be used on the IWB (Interactive Whiteboard).

Equipment and resources

• The book - The Very Hungry Caterpillar, by Eric Carle.

• Worksheet 6a and Worksheet 6b.

• Glue.

• Scissors.

Steps

1. Read the story The Very Hungry Caterpillar.

2. Discuss whether the foods are healthy or not healthy.

3. As a whole class group compare and categorise all the foods that the caterpillar eats.

4. Children go back to their tables and cut out foods from Worksheet 6a and paste them on to Worksheet 6b under the correct headings (healthy foods/unhealthy foods).
7. Identifying the Food Groups

**Background information to the lesson**

1. For your own information look up www.freshforkids.com.au/nutritional_info/nutritional_goodies.html to help with ideas about the food groups.

**Equipment and resources**

- Various supermarkets catalogues, magazines, newspapers
- A3 paper.

**Steps**

1. As a class discuss what are the food groups (vegetables and fruit, meat and dairy, cereals and beads, fats). Also mention why we need all of the food groups. Each group has an important role to play in keeping our bodies healthy.

2. Place children in small groups. Each group is responsible for creating a collage (using catalogues, newspapers and magazines) identifying one of the food groups.

3. Collages should be displayed in the room.
8. How to make Melon Ball Traffic Lights

Background information to the lesson

2. This would be a great activity to do in a ‘Buddy’ Program with Year 5 or 6 children to help your students.

Teacher note: Check students’ records for any allergies before the lesson takes place.

Equipment and resources
• Melon baller to scoop.
• Rockmelon.
• Honeydew.
• Seedless watermelon.
• Paddle-pop sticks.
• Soap.
• Worksheet 8a.
**Steps**

1. Teacher to have set up on every table an assortment of already balled rockmelon, honeydew and seedless watermelon prior to lesson and paddle-pop sticks.

2. Discuss the importance of washing hands before preparing food.

3. Teacher goes through step by step in how to create a ‘Melon Ball Traffic Lights’ (in particular the order of the colours of traffic lights).

4. Children then go back to their desks ready to make their ‘Traffic Lights’.

5. The ‘Traffic Lights’ are then rested and the children complete their procedure Worksheet 8a.

6. Note: The last step in the procedure could be ‘Eat Melon Ball Traffic Lights – Yum!’
9. Let’s graph it!

Equipment and resources

- Coloured cardboard.
- Worksheet 9a token for graph.

Steps

1. To encourage healthy eating habits at recess (or possibly lunch) create a graph.

2. For each day that a child brings fruit or a healthy snack to eat they receive a Worksheet 9a token with a space for their name to glue on to the graph.

3. The child with the most tokens at the end of the week (or end fortnight/month/term) can win a ‘Healthy Hero’ award.
10. Health is a work of art

Equipment and resources
- Computers or various fruits and vegetables.
- Fruit and vegetable pieces to use as stamps.
- Art paper.
- Paint.

Steps

As a culmination of healthy eating lessons the children can either:

1. Use computer software to find shapes that depict fruit and vegetables and create an abstract healthy art piece to display.

   Or

2. Cut various fruit and vegetables in half or pieces, place in different coloured paints to “fruit stamp” art paper creating an abstract healthy art to display.