



BE A VEG EXPLORER

EXPLORING VEGETABLES WITH THE 5 SENSES

Lesson content commissioned to Brianna McPhee, NSW Primary School teacher

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Electronic version of this resource found at <https://nswlhd.health.nsw.gov.au/health-promotion/portfolio/nutrition-resources/>

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Health
Northern NSW
Local Health District

Introduction

Encouraging children of any age to eat vegetables can be challenging, but sensory-based food education may be the answer. Research shows us that we can support children to eat more vegetables through structured activities that use all the senses to explore vegetables. This includes looking, listening, feeling, smelling and tasting all sorts of vegetables regularly. Being familiar with vegetables, learning about them and exposure to vegetables in learning and play can lead to increased chances of tastings at mealtimes.

Eating vegetables can improve behaviour and academic outcomes

We know about the health benefits of eating vegetables, but the benefits don't stop there. Researchers have explored the effect vegetable consumption can have on classroom behaviour and academic outcomes.

- Vegetable consumption (along with fruit and wholegrains) may improve student mental health including classroom behaviour, socialisation and engagement
- Healthy eating habits (notably eating fruit and vegetables) may increase exam results

How to use this resource

This resource has lesson plans for all primary stages. There are also further suggestions to integrate vegetables into your classroom. Each stage unit includes one lesson per sense: sight, smell, hearing, touch and taste as well as a conclusion lesson that uses all the senses. While healthy eating is a primary theme and focus, each unit incorporates outcomes from a variety of key learning areas.

Lessons	Early Stage One	Stage One	Stage Two	Stage Three
Sight	Grow a bean seed	Celery stalk colour change	Examining parts of the plant	Artist inspired vegetable faces
Smell	Painting with herbs as brushes	Pretend vegetable shop	Grow herbs and chart their growth	Blindfolded smell guessing game
Hearing	Sorting vegetables by sound	Vegetable instruments	Sound bingo	Write a rap/song
Touch	Vegetable printing patterns	Brussel sprout printing/Celery roses	Real life potato heads	Sprouting vegetable scraps
Taste	Rainbow vegetable tasting	Raw vs cooked vegetables	Procedure: Vegetable kebabs recipe	Make your own pasta with vegetables
All together	Paddock to plate	No bake pizza faces	Veggie Wraps	Promote a vegetable

Other things to know

- There are lists of resources provided within each lesson, as well as worksheets for some of the lessons. These are suggestions and options, you can still do the lessons without them.
- Small changes can be made to the lessons with whatever vegetables or vegetable scraps you have access too.

- Large supermarket chains or smaller fruit and vegetable stores are often willing to provide donations to support schools with fresh produce. It is worth contacting your local stores to ask.
- Other resources needed for the lessons can be found immediately following the lesson or in the appendix. The poster provides an excellent springboard for the sensory exploration of vegetables and a great visual for students to provide context for the lessons.

More ideas

Through the book there are lots of extra ideas to incorporate vegetables into the classroom. Our aim is to increase and continue children's exposure to and familiarisation of vegetables.

Some ideas include:

- Use vegetables as table or group names
- Use vegetables as line up or sit spots in the classroom
- Encourage students to sell/make vegetables in play scenarios such as a play shop or café. Lend the dialogue towards salads, vegetable meals etc.
- Incorporate vegetable games into group rotations e.g. Memory match with vegetable cards, vegetables hidden in feely tubs to describe to each other and guess
- Use vegetables as an example in maths and or data collection activities e.g. collecting data 'what is your favourite vegetable', 'what vegetables were most commonly eaten last night at home' etc.
- Modelling, bring a variety of vegetables to crunch and sip to spark student curiosity and motivation to bring their own

There are also a variety of picture books that support the exploration of vegetables including:

- | | |
|---|--|
| • Sylvia's Spinach by Katherine Pryor | • I Will Not Ever Never Eat a Tomato by Lauren Child |
| • Little Pea by Amy Krouse Rosenthal | • Avocado Baby by John Burningham |
| • The Cool Bean by Jory John | • Sophie's Squash by Pat Zietlow Miller |
| • The Green Donkey by Anuska Allepuz | • A few bites by Cybèle Young |
| • How Are You Peeling? by Saxton Freymann and Joost Elffers | |

Additional Resources

[Eat A Rainbow Resources by SA Health](#) – Includes posters, teacher guides, program toolkit, games, flashcards and recipes

[Indigenous Australian Recipes](#) – 13 recipes for cooking with Indigenous Australian flavours e.g. eggplant and saltbush, wattleseed and thyme damper, purslane (pigweed) yogurt dip.

[Growing Bush tucker garden video BTN](#) – Description - "A team of scientists and researchers in Queensland say it's time we looked to the bush for more traditional Aussie tucker. We went along to a school that's growing its own, as well as teaching kids how to cook it."

[Creating a school garden – NSW Government Environmental Trust](#) – Information, resources and case studies on how to create a school garden

Early Stage One Lessons

Early Stage One	Sight	Growing a bean seed
Lesson Objective: Students will plant a bean seed and watch it grow, making observations to answer the focus question “How can living things be used to meet our needs?” (Science and Technology syllabus).		
Key Learning Area	Outcome	
Science and Technology	STe-1WS-S - observes, questions and collects data to communicate ideas STe-3LW-ST - explores the characteristics, needs and uses of living things	
Materials: <ul style="list-style-type: none"> • Cotton wool balls (10 per student) • Plastic cups or containers (reused/reusable) • Bean seeds • Fresh beans • Spray bottle of water 	Printed Resources: <ul style="list-style-type: none"> • Grow a bean seed procedure activity sheet 	
Introduction: Engage students’ prior knowledge Refer to the ‘Be a Veg Explorer’ poster and explain that today we are going to be talking about the vegetable ‘beans’ and using our sense of sight. We will be growing a bean plant from a seed. Ask prompting questions to spark interest and engage prior knowledge e.g. who has eaten beans before? How were they cooked or what did you eat them with? What vegetable plants have you grown before?		
Activities <ul style="list-style-type: none"> • Show students the YouTube clip “Bean Time-Lapse – 25 days Soil cross section” https://www.youtube.com/watch?v=w77zPAAtVTuI • Show students the materials they will be using to grow a bean seed. Discuss the needs of living things e.g. air, food, water, light • Display the “Be a veg explorer - Grow a Bean Seed” procedure and support students to follow each step and draw a picture to match each step. Students can take this home to complete the experiment again at home. Note: the same procedure can be followed using plastic zip lock bags stuck to the window, also if time permits, bean seeds can be soaked for 24 hours before beginning which will support faster growth. • Emphasise the use of sight throughout, modelling and encouraging students to make observations 		
Conclusion: <ul style="list-style-type: none"> • Explain what will happen to the seeds over the coming days, and that students will be able to take them home to grow their own bean plants. 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Be a Veg Explorer – How to grow a bean seed

Draw instructions for how to grow your own bean plant.

Step	Instruction	Picture
1	Collect your materials. You need a cup or container, cotton wool balls and one bean seed.	
2	Put the cotton wool in the cup.	
3	Take turns using the spray bottle to dampen the cotton wool.	
4	Put the bean seed in a gap in cotton wool, so that the root has room to grow down.	
5	Put the seed somewhere well lit like a window sill.	
6	Squirt your seed with a little water when the cotton wool starts to dry out.	
7	Observe your seed's growth over the next couple of days.	

Early Stage One	Smell	Painting with Herbs
Lesson Objective: Students will actively engage with a variety of herbs to create an artwork. They will smell each herb available and comment on the smell.		
Key Learning Area	Outcome	
Creative Arts	VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.	
	VAES1.2 Experiments with a range of media in selected forms.	
Materials: <ul style="list-style-type: none"> • Variety of herbs, flat leaf e.g. coriander, parsley, basil, mint and textured/smooth e.g. thyme, rosemary, chive bunch, dill etc • Paint • Art paper • Paint sponges 	Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1) 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be talking about herbs and using our sense of smell. We will be using herbs to make an artwork. Seat students in a circle with herbs displayed in the middle. Introduce them as herbs, (herbs are plants that have fragrant leaves. People use herbs, dried or fresh, to add flavour and aroma to foods. Sometimes people even use herbs as medicine). Ask prompting questions to spark interest and engage prior knowledge e.g. can you name any of these herbs or others you have used at home?		
Activities <ul style="list-style-type: none"> • With students seated in a circle, introduce them to each herb, commenting on what it is commonly used for, describing the smell and texture and passing it around the circle for children to explore. Encourage them to gently rub or squish it to release the smell. E.g. mint smells fresh and is delicious in drinks or with some meat. Basil feels smooth whereas rosemary is a bit spiky. Ensure each student has opportunity to handle and smell each herb. Facilitate class discussion about the smells and textures. • Demonstrate making an artwork using the herbs to the class. The herbs can be used as brushes, or use the sponges over the top of the leaves to create a print. Allow students to explore and be independent with their creations. This artwork can be 'free form' with no end product goal, or provide more structure e.g. create a forest background scene to glue a storybook character (such as the Gruffalo) on later. • As the students are completing their work, talk to them about the smells of each herb, what they notice, like/dislike? Are any familiar smells? Where might you have smelled them before? 		
Conclusion: <ul style="list-style-type: none"> • Show the class a few artworks, discuss the herbs that were used and what students noticed about the smells of each. Hang the artworks in the classroom with pictures of the herbs used. 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Early Stage One	Sound		Sorting Vegetable Sounds
Lesson Objective: Students identify vegetables and sort them into groups according to the sounds they make			
Key Learning Area		Outcome	
Mathematics		Mae-6NA - groups, shares and counts collections of objects, describes using everyday language, and records using informal methods	
Materials: <ul style="list-style-type: none"> • Variety of vegetables or if necessary, pictures of vegetables that crunch, squish or snap • 3 Hula hoops • Crunch, Squish, Snap labels for floor groups 		Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1) • Pictures of vegetables (Appendix 2) • Be a veg explorer – sorting vegetables by sound worksheet 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be talking about vegetables and using our ears to listen to sounds vegetables make. We will be grouping vegetables according to sound. Seat students in a circle with vegetables and hula hoops in displayed in the middle. Introduce sense of hearing and concept of sound.			
Activities <ul style="list-style-type: none"> • With students seated in a circle, introduce them to each vegetable, and talk generally about how it could make sound e.g. capsicum sounds hollow when you tap it etc. Pass them around the circle for children to explore. Encourage them to gently rub or squish it to release the smell. Facilitate class discussion about sounds they might make when you eat them, discuss raw vs cooked e.g. beans etc. • Show the labels 'Crunch', 'Squish' and 'Snap', and explain that today we will be sorting vegetables into these three categories. Place one label into each hula hoop. Sort the vegetables according to the sounds they make when eating them. Students may have different opinions about which vegetable fits where, encourage reasoning and discussion. The lesson intention is exploration of vegetables and sound through the sorting, there are no right or wrong answers. • As a class, complete provided worksheet "Be a veg explorer – sorting vegetables by sound worksheet" 			
Conclusion: <ul style="list-style-type: none"> • Review groups, students share opinions about which sound is their favourite group of vegetables and why 			
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 			

Be a Veg Explorer – Sorting Vegetables by Sound

Draw pictures of the vegetables that fit into each sound group. Record how many in each group.

The image shows three large circles arranged in a triangle. The top-left circle is labeled "Crunch", the top-right circle is labeled "Snap", and the bottom-center circle is labeled "Squish". Each circle has a small square box at the bottom for recording the number of vegetables.

How many vegetables make a crunch? _____

What sound is the **most** common? _____

What sound is the **least** common? _____

I like vegetables that make a _____ sound.

Early Stage One	Touch	Pattern Printing with Vegetables
Lesson Objective: Students will create a pattern using paint and cut vegetables		
Key Learning Area	Outcome	
Creative Arts	VAES1.2 Experiments with a range of media in selected forms.	
Mathematics	Mae-8NA - recognises, describes and continues repeating patterns	
Materials: <ul style="list-style-type: none"> • Variety of vegetables with different cross sections (use scraps where possible to reduce food waste) carrots, capsicum, mushrooms, potato, okra, broccoli, celery, brussel sprouts • Paint in trays • Art paper 	Printed Resources: <ul style="list-style-type: none"> • If needed, several copies of Pictures of vegetables (Appendix 2) 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using our sense of touch. We will be using vegetable to make an artwork. Seat students in a circle with vegetables displayed in the middle. Ask prompting questions to spark interest and engage prior knowledge e.g. can you name any of these vegetables? How are they often cooked/eaten?		
Activities <ul style="list-style-type: none"> • With students seated in a circle, introduce them to each vegetable, commenting on what it is commonly used for, emphasising the sense of touch and describing the shape and texture. Pass it around the circle for children to explore. Encourage them to use their sense of touch to notice the shape and texture. Ensure each student has opportunity to handle and feel each vegetable. • After introducing the vegetables whole, cut them in front of the students to show cross sections and create appropriate, interesting shapes for printing patterns e.g. broccoli florets, mushroom in half, potato into cubes, capsicum in half etc. • Explain the concept of a pattern. Use the vegetables (or picture cards) to make a pattern in front of the students. Ask them to continue the pattern, or remove vegetables from the middle & ask what is missing. • Demonstrate making a pattern using the vegetables to print with paint, going along the page. Students will be able to complete several different patterns going left to right across their page. • As the students are completing their work, talk to them about the feel of each vegetable and the pattern they are creating. 		
Conclusion: <ul style="list-style-type: none"> • Show the class a few artworks, name the patterns made. Hang the artworks in the classroom with pictures of the vegetables used and or a sentence about the task e.g. "We used vegetables and paint to make different patterns." • This activity could also be used in the following days in rotational groups using multiple sets of the vegetable pictures (Appendix 2) 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Vegetables



Patterns



Early Stage One	Taste	Rainbow Tasting											
Lesson Objective: Students will sort vegetables based on colour then “taste the rainbow”													
Key Learning Area	Outcome												
PDHPE	PDe-7 - identifies actions that promote health, safety, wellbeing and physically active space												
Mathematics	Mae-6NA - groups, shares and counts collections of objects, describes using everyday language, and records using informal methods												
Materials: <ul style="list-style-type: none"> Vegetables in a variety of colours, see below and SA health for ideas (link opposite) Coloured paper in same colours as vegetables One plate or paper towel per student 		Printed Resources: <ul style="list-style-type: none"> Eat a Rainbow Posters from SA health Eat the rainbow checklist (two per student) 											
<table border="1"> <thead> <tr> <th>Red</th> <th>Purple/Blue</th> <th>Orange/Yellow</th> <th>Green</th> <th>Brown/White</th> </tr> </thead> <tbody> <tr> <td>Tomato Red capsicum Radishes</td> <td>Beetroot Red cabbage Eggplant</td> <td>Carrots Sweet potato Pumpkin Corn Squash</td> <td>Spinach Avocados Peas Lettuce Celery Green capsicum</td> <td>Asparagus Broccoli Green beans Cabbage Cucumber</td> <td>Cauliflower Mushrooms Potatoes Ginger Turnip Brown pears Garlic Onions Parsnips</td> </tr> </tbody> </table>			Red	Purple/Blue	Orange/Yellow	Green	Brown/White	Tomato Red capsicum Radishes	Beetroot Red cabbage Eggplant	Carrots Sweet potato Pumpkin Corn Squash	Spinach Avocados Peas Lettuce Celery Green capsicum	Asparagus Broccoli Green beans Cabbage Cucumber	Cauliflower Mushrooms Potatoes Ginger Turnip Brown pears Garlic Onions Parsnips
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Introduction: Engage students’ prior knowledge Refer to the ‘Be a Veg Explorer’ poster and explain that today we are going to be exploring vegetables using our sense of taste. We will be eating the rainbow! Seat students in a circle with vegetables and colours displayed in the middle. Ask prompting questions to spark interest and engage prior knowledge e.g. can you name any of these vegetables?													
Activities <ul style="list-style-type: none"> Ensure all students wash their hands before handling vegetables and eating. Have separate vegetables for activity use and eating (eating vegetables can be cut into bite size pieces). With students seated in a circle, introduce them to each vegetable, commenting on the colour, and how that colour supports your body. Red is good for your heart, white gives you energy and supports immune system, yellow/orange is good for your eyes and joints, green for digestion and immune system, blue/purple for your brain. Sort the vegetables into coloured groups. Use mathematical vocabulary throughout e.g. sort, group, share Have students add one vegetable option from each colour to their plates On worksheet, students draw or write the vegetable they will be eating for each corresponding colour and tick if they liked it or are learning to like it. 													
Conclusion: <ul style="list-style-type: none"> With students returned to the floor in a circle. Compare charts of what vegetables they liked and didn’t like. Discuss what vegetable they would be willing to try again to learn to like. Give students and other copy of the checklist, or the more detailed one from SA health to take home 													
Evaluation and Extension: <ul style="list-style-type: none"> Was the lesson objective met? In what way? Did the activity support the objective and outcomes? In what way? What do my students know now? How do I know? What do my students need to learn next? 													

Be a Veg Explorer – I can eat the rainbow!

Colour and Vegetable	Yum! I like it!	Not sure	I am learning to like it
Red			
Orange			
Yellow			
Brown and White			
Green			
Blue/Purple/Black			

Early Stage One	All senses	Paddock to Plate
Lesson Objective: Students will follow food on a journey from the place it is grown to the plate.		
Key Learning Area	Outcome	
PDHPE	PDe-7 - identifies actions that promote health, safety, wellbeing and physically active space	
Science and Technology	STe-3LW-ST - explores the characteristics, needs and uses of living things	
Materials: <ul style="list-style-type: none"> • School garden, or if not, a potted tomato plant or carrot plants • Tomatoes and carrots 	Printed Resources: <ul style="list-style-type: none"> • 'Be a Veg Explorer' poster 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using all of our senses. Review what each sense is and how we use it.		
Activities <ul style="list-style-type: none"> • Explain that vegetables grow outside on farms or in family gardens, and this is the food we eat! If it is in the family or school garden, it has a short journey to the plate, if it grows on a farm it might have a long journey. • For farm to plate understanding, show Youtube clip 'Tasty Tomatoes – From Farm to Fork' and "Western Australian Carrots – from paddock to you". Discuss what the plants need to grow and how carrots and tomatoes support our health. • If you have a school garden, take the students outside and encourage them to explore the garden with all their senses. What can they hear, see, smell and feel? If appropriate, encourage them to taste plants growing such as mint or strawberries. Crush/rub herbs and leaves in your fingers to smell. • If you do not have a garden at school, students can still walk around outside in nature and use their senses, perhaps looking for bush food e.g. mushrooms, berries (be sure to supervise closely and ensure students do not eat any). When students return to the classroom, show them the tomato and carrot plants and explain how the vegetables grow e.g. the tomato grows out of the flower. • Allow students to taste both the carrots and tomatoes. • Create a mind map with "Growing vegetables in the garden" in the centre and each of the senses in bubbles. Have students volunteer their thoughts and observations for each sense and add it to the mind map. 		
Conclusion: <ul style="list-style-type: none"> • Revisit all the senses and what students have learned about vegetables across all lessons? What vegetables do they like now etc 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Stage One Lessons

Stage One	Sight	Celery Stalk Colour Experiment
Lesson Objective: Students will learn how water travels up a plant through an experiment dying celery stalks with food colouring.		
Key Learning Area	Outcome	
Science	ST1-4LW-S - describes observable features of living things and their environments ST1-1WS-S - observes, questions and collects data to communicate and compare ideas	
Materials: <ul style="list-style-type: none"> • Celery stalks with leaves still on top and the bottom trimmed off • Food dye • Large transparent cups/glasses • Sharp knife (teacher only) 	Printed Resources: <ul style="list-style-type: none"> • Worksheet for completing the experiment • Worksheet for observations after several days 	
Teacher notes: If only able to do one colour, blue works the best. Stalks from the middle of the celery are leafier and show the new colour more clearly.		
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using our sense of sight. Explain the experiment. We will be observing how plants absorb water and grow using the process of osmosis by dying a celery stalk with food dye.		
Activities <ul style="list-style-type: none"> • Distribute experiment worksheet to students and complete it as a class, demonstrating and allowing students to take an active role in each step. • Separate and select stalks of celery with leaves • Add the same amount of water to each glass, a little over half way • Drop 3-4 drops of food colouring into each cup • Place stalks into the water and using celery stalk, stir carefully until food colouring is dispersed • Discuss and record the class predictions on what might happen • You will see some change in about 3 hours, radical change overnight and then more again at 48 hours. • Cut the bottom off the celery, show and explain to students where water was transported up the stem • Complete the observation worksheet with your class 		
Conclusion: <ul style="list-style-type: none"> • Observe changes over several days. Discuss student observations, emphasising their use of sight. 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Photos of Experiment (worksheets on following pages)

Materials:



Results:

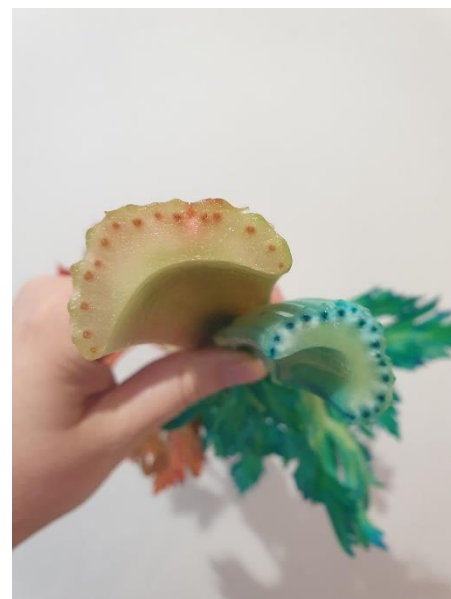
Day One



Day Three



Cross Section



Be a Veg Explorer – How to change the colour of celery

Draw and label materials and the steps to follow.

Materials:

Cups of water	Celery stalks with leaves	Food dye

Method:

Step	Instruction	Picture
1	Fill each cup $\frac{1}{2}$ way with water.	
2	Add 3 – 4 drops of food colouring	
3	Add a celery stalk and gently stir to mix in the food colouring	
4	Wait and observe the changes to the celery	

Be a Veg Explorer – How to change the colour of celery

Observations: Draw and write about the changes you see in the celery each day.

Time	Drawing	Observations
3-4 hours		<hr/> <hr/> <hr/> <hr/>
1 day		<hr/> <hr/> <hr/> <hr/>
2 days		<hr/> <hr/> <hr/> <hr/>

Which colour worked the best? _____

How did the leaves change colour? _____

Stage One	Smell	Shopping for Vegetables
Lesson Objective: Students will actively engage with a variety of herbs to create an artwork. They will smell each herb available and comment on the smell.		
Key Learning Area	Outcome	
Mathematics	MA1-1WM - describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols	
	MA1-5NA – uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers	
Materials: <ul style="list-style-type: none"> • Variety of vegetables (raw and whole, cut and cooked, however they will have a stronger smell) • Paper, clipboards and pencils 	Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1) • 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be talking about vegetables and use our sense of smell. We will be pretending to go shopping for vegetables. Seat students in a circle with vegetables displayed in the middle. Explain that one of the best ways to tell if a fruit or vegetable is fresh and delicious is to smell it. Ask students if they have seen people do this at the shops? What vegetables do you like the smell of?		
Activities <ul style="list-style-type: none"> • Line up the vegetables on a table and introduce them one by one. Work together with your class to attribute a cost to each of the vegetables (make sure these are numbers realistic for students to work with to add together) • Explain and demonstrate to the students how to go shopping at the class vegetable shop. Talk aloud to give dialogue to your thoughts e.g. "I am off to the shop! I can't wait to smell some delicious vegetables and choose what to buy!". Walk up to the shop and smell a couple of items, talk aloud and select two to purchase. "Wow this tomato smells so fresh, and I can't go past some yummy cauliflower, I wonder how much that will cost". Record the equation on your clipboard "tomato is \$5 and cauliflower is \$11, I will need to write this down... $5 + 11 = \dots$". Model solving the problem and recording the answer. • Students take turns to visit the shop multiple times. This activity works individually or in pairs. • Add a 'shopkeeper' who can sell the vegetables, commenting on smells and checking the equations. • It may be helpful to have 2 shops set up to increase student engagement and reduce wait time 		
Conclusion: <ul style="list-style-type: none"> • Discuss some of the student work, what they went shopping for and how much it cost. • Ask questions about which foods were bought the most etc, emphasise the sense of smell and how it impacted purchasing choice. • This activity can be put into rotations using flashcards. 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Stage One	Sound	Drumming with Vegetables
Lesson Objective: Students will use vegetables as instruments to explore and learn about beat and rhythm.		
Key Learning Area	Outcome	
Creative Arts	MUS1.1 - Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts. MUS1.2 - Explores, creates, selects and organises sound in simple structures.	
Materials: <ul style="list-style-type: none"> • Variety of vegetables to be used as drums, drum sticks, clapping sticks e.g. pumpkin, eggplant, cauliflower, lettuce (drums), zucchini, carrots, parsnip (drum sticks) • Selection of music 	Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1) 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be talking about vegetables and sound. We will be using vegetables as instruments, namely drums and clapping sticks to make music and beats. Seat students in a circle with vegetables displayed in the middle. Introduce each one.		
Activities <ul style="list-style-type: none"> • Explain the concept of a beat vs rhythm. The beat is the steady pulse that you feel in the song, like a clock's tick. It's the beat you'd naturally clap along to, or tap your foot to. The rhythm is the actual sound or time value of the notes, which in a song would also be the same as the words. • Use the nursery rhymes 'Hickory Dickory Dock' and 'Incy Wincy Spider' to explain and explore these definitions. These songs are good ones to begin with because the beat is steady and the rhythm is the same as the words with a sound for each syllable. • Explore beat – Use familiar songs and rhymes to the class to sing and have the class play and clap out the beat. Where there is not enough vegetables, have students share, and those without instruments use body percussion. • Explore rhythm - Students use vegetables as instruments to copy clapping/rhythm patterns. You can use the YouTube clip "Clapping Machine is a great brain breaks song engaging kids in clapping patterns – Jack Hartmann". Students then take turns to create a clapping pattern for the rest of the class to follow. • Putting the two together – Use YouTube clip "Sweet Beets Pilot – Music lessons for kids from the preschool prodigies music curriculum" for students to copy keeping the beat and also a rhythm. If no access to YouTube, use any sung song that students are familiar with. 		
Conclusion: <ul style="list-style-type: none"> • Ask students to come up with other ideas as to how vegetables could be used as instruments. Which vegetables made the best sounds? Why do we think this is? 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Stage One	Touch	Bunch of flowers artwork
Lesson Objective: Students will create an artwork of a garden using celery hearts and brussel sprouts		
Key Learning Area	Outcome	
Creative Arts	VAS1.1 - Makes artworks in a particular way about experiences of real and imaginary things VAS1.2 - Uses the forms to make artworks according to varying requirements.	
Materials: <ul style="list-style-type: none"> • Celery hearts, some held by rubber bands (use food scraps where possible) • Brussel sprouts cut in half • Okra cut in half • Paint in trays • Art paper 	Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1) 	
Introduction: Engage students' prior knowledge		
Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using our sense of touch. We will be using vegetables to make an artwork.		
Seat students in a circle with vegetables displayed in the middle. Ask prompting questions to spark interest and engage prior knowledge e.g. can you name any of these vegetables? How are they often cooked/eaten?		
Activities		
<ul style="list-style-type: none"> • With students seated in a circle, introduce them to each vegetable, commenting on what it is commonly used for, emphasising the sense of touch and describing the shape and texture. Pass it around the circle for children to explore. Encourage them to use their sense of touch to notice the shape and texture. Ensure each student has opportunity to handle and feel each vegetable. • After introducing the vegetables whole, cut them in front of the students to show cross sections and create appropriate, interesting shapes for printing flowers, celery hearts, brussel sprouts in half and okra in half. • Demonstrate a variety of vase shapes that students could draw at the bottom of their artwork. Demonstrate the flower types that each vegetable makes, and how to space them out by completing your own artwork in front of the class (see below example) • As the students are completing their work, talk to them about the feel of each vegetable and the pattern they are creating. 		
Conclusion:		
<ul style="list-style-type: none"> • Show the class a few artworks, commenting on what vegetables were used. Hang the artworks in the classroom with pictures of the vegetables used and or a sentence about the task e.g. "We used vegetables and paint to make a bunch of flowers." 		
Evaluation and Extension:		
<ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Brussels Sprout Flowers




Celery Heart Flowers

Stage One	Taste	Raw vs. Cooked Foods
Lesson Objective: Students will taste and make other observations about raw and cooked vegetables		
Key Learning Area	Outcome	
PDHPE	PD1-7 - explores actions that help make home and school healthy, safe and physically active spaces	
Science	ST1-1WS-1 - observes, questions and collects data to communicate and compare ideas	
	ST1-5LW-T - identifies how plants and animals are used for food and fibre products	
Materials: <ul style="list-style-type: none"> Vegetables that can be eaten raw and cooked. Where possible ones that have observable differences in states and or tastes e.g. spinach, purple beans that turn green when cooked, snow peas, capsicum etc. 		Printed Resources: <ul style="list-style-type: none"> Raw vs cooked observations worksheet
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using our sense of taste. We will be eating raw vegetables and comparing them to cooked vegetables. Seat students in a circle with vegetables and vegetables displayed in the middle. Ask prompting questions to spark interest and engage prior knowledge e.g. can you name any of these vegetables? What vegetables have you eaten raw before?		
Activities <ul style="list-style-type: none"> Ensure all students wash their hands before handling vegetables and eating. Have separate vegetable for activity use and eating. With students seated in a circle, introduce them to each vegetable, commenting on the how it is often cooked and how it changes when it is cooked. Reference the 'Be a Veg Explorer' poster to prompt students to use all their senses to expand vocabulary. Show them the worksheet and explain the given example. Seated at their tables, students taste raw and cooked vegetables. Allow them to have table discussions about each vegetable and taste, filling in the observation sheet as they go. 		
Conclusion: <ul style="list-style-type: none"> With students returned to the floor in a circle. Compare charts of what vegetables they liked and didn't like, if they preferred raw or cooked vegetables and why. 		
Evaluation and Extension: <ul style="list-style-type: none"> Was the lesson objective met? In what way? Did the activity support the objective and outcomes? In what way? What do my students know now? How do I know? What do my students need to learn next? 		


Be a Veg Explorer – Raw vs Cooked Vegetables

Draw a picture of the raw and cooked vegetable. Record some of your observations. Think about what you can see, feel and taste!

Raw vegetable	Observations	Cooked Vegetable	Observations
 Tomato	Round, shiny and smooth. Tastes fresh, with seeds. Tangy, cold		Wrinkled skin. Tastes sweet, like sauce. Squishy and juicy.

Stage One	All senses	No bake Pizza Faces
Lesson Objective: Students will use all their senses to explore vegetables and make a pizza face using a wrap		
Key Learning Area	Outcome	
PDHPE	PD1-7 - explores actions that help make home and school healthy, safe and physically active spaces	
Science	ST1-1WS-1 - observes, questions and collects data to communicate and compare ideas	
	ST1-5LW-T - identifies how plants and animals are used for food and fibre products	
Materials: <ul style="list-style-type: none"> Variety of cut up vegetables that can be used to make faces (see website linked below for inspiration) Wholemeal wraps Plates and safety knives per student A spread such as hummus or cottage cheese 		Printed Resources: <ul style="list-style-type: none"> Be a veg explorer poster
Note: There are many examples of faces on the internet; including but not limited to "Two Healthy Kitchens - Veggie Faces" No-Bake Vegetable Pizzas and Wraps		
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using all of our senses. We will be using raw and cooked vegetables to make faces on wraps, then roll them up and eat them! Show students some examples of faces on the internet (see above link for some great examples).		
Activities <ul style="list-style-type: none"> Ensure all students wash their hands before handling vegetables and eating. On each desk provide the students with safety knives for spreading hummus or cottage cheese thinly as a base, a variety of cut up vegetables, a plate and wrap each. Have students create faces on their wraps using the vegetables. Photograph the faces (can be used as a character writing stimulus later) display the photos in the class alongside student writing. Once photographed, students roll up their face into a wrap and eat it! The purpose of this activity is fun, creativity and familiarisation with vegetables, there is no need to pressure students to eat their entire creations if they do not want to. Compost scraps where possible. 		
Conclusion: <ul style="list-style-type: none"> With students returned to the floor in a circle. Discuss what vegetables worked well for different facial features. Construct a short piece of writing as a whole class to display with the photos of the creations e.g. "We used delicious vegetables and wraps to create faces." 		
Evaluation and Extension: <ul style="list-style-type: none"> Was the lesson objective met? In what way? Did the activity support the objective and outcomes? In what way? What do my students know now? How do I know? What do my students need to learn next? 		

Stage Two Lessons

Stage Two	Sight	Whole and Part Vegetables
<p>Lesson Objective: Students will make connections between plant, whole and cut vegetables using sight to make close observations.</p>		
Key Learning Area	Outcome	
Science	ST2-4LW-S - compares features and characteristics of living and non-living things ST2-1WS-S - questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations	
<p>Materials:</p> <ul style="list-style-type: none"> • Magnifying glasses • Vegetables presented as a whole and cut up. • Where possible, the plant or leaf of the plant that the vegetable comes from, if not possible a picture of same. Good examples for this lesson include tomatoes, pumpkin, capsicum, peas • Clipboards 	<p>Printed Resources:</p> <ul style="list-style-type: none"> • Investigating vegetables using sight worksheet (several per student, can be printed two per page) 	
<p>Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be talking about the vegetables in a variety of forms and using our eyes and sense of sight. We will be using magnifying glasses to look closely and make observations.</p>		
<p>Activities</p> <ul style="list-style-type: none"> • Introduce this as a science lesson where the focus is to use their sight to observe small details, and gain understandings of the intricacies of vegetables • Set several tables up around the room with a magnifying glass and different vegetable in its varying states on each table. • Demonstrate to the whole class how to complete the worksheet, talking aloud as you complete the task to provide students with a dialogue to continue with peers as they investigate. Draw a picture of the plant or leaf and label identifying features e.g. pumpkin vine has small spikes, distinctive leaves, then do the same for the whole and cut vegetable. • Encourage students to take their time with the task and look for the small details. Pose questions to the students to encourage hypothesising. E.g. why do you think? What might the purpose of _____ be? 		
<p>Conclusion:</p> <ul style="list-style-type: none"> • Using the observations made, form a class list of questions that could be investigated in a further lesson (e.g. computer lesson). 		
<p>Evaluation and Extension:</p> <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Be a Veg Explorer – Investigating Vegetables using sight

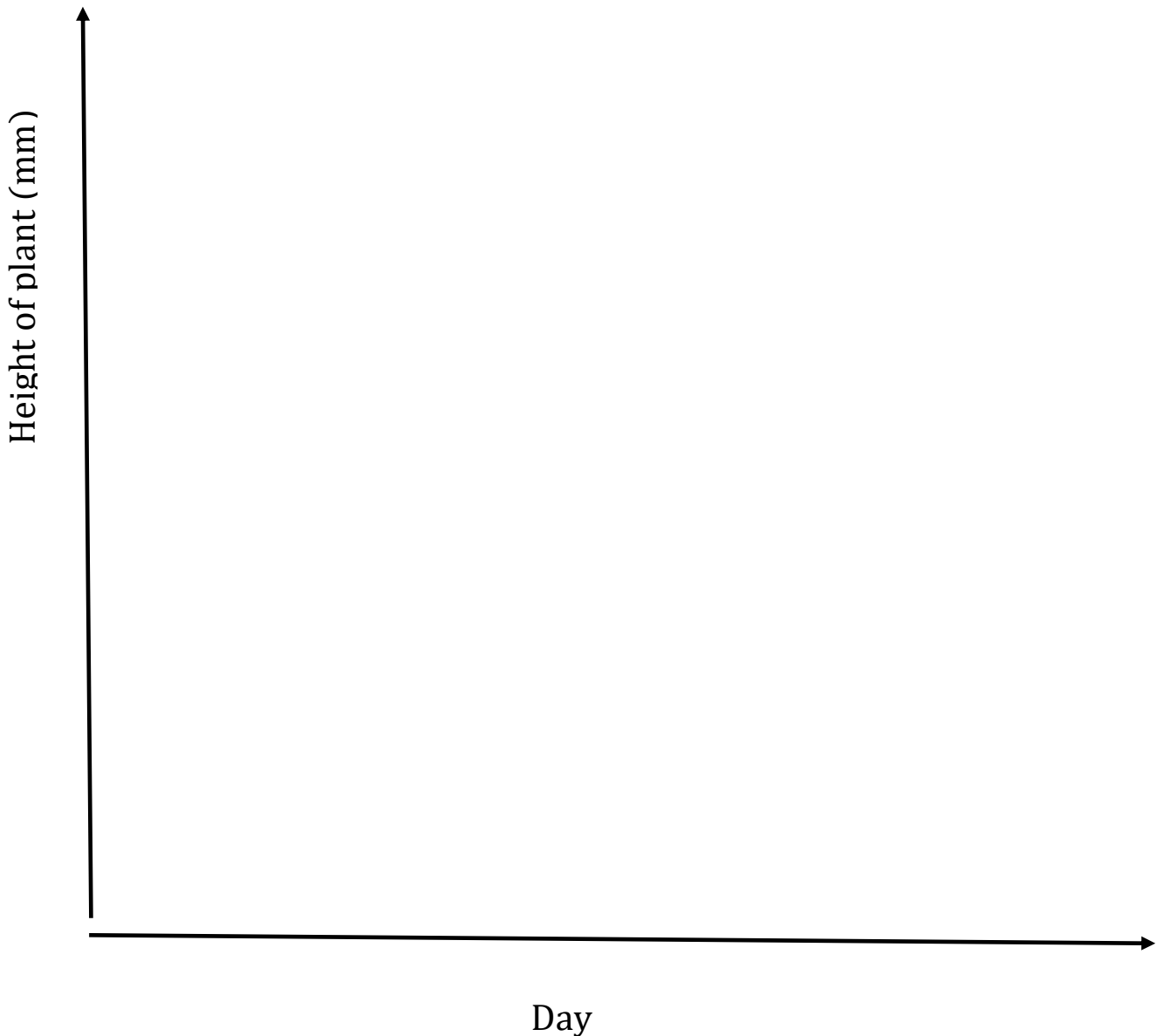
Look closely to examine vegetables in a variety of forms and record what you notice using drawings and a sentence.

Plant/Leaf of the plant	
	<hr/> <hr/> <hr/>
Whole Vegetable	
	<hr/> <hr/> <hr/>
Cut Vegetable	
	<hr/> <hr/> <hr/>

Stage Two	Smell	Growing and measuring herbs
Lesson Objective: Students will grow herbs and measure and record their growth, charting it in a graph over approximately 3 weeks.		
Key Learning Area	Outcome	
Science	ST2-5LW-T - describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter	
Mathematics	MA2-9MG – measures, records, compares and estimates lengths, distances and perimeters in metres, centimetres and millimetres, and measures, compares and records temperatures.	
Mathematics	MA2-18SP – selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs.	
Materials: <ul style="list-style-type: none"> • Small cups/pots for growing seedlings • Potting mix • Herb seeds e.g. basil, chives etc • Sample of plant (to smell) • 30 cm rules 	Printed Resources: <ul style="list-style-type: none"> • Worksheet for completing the experiment, printed double sided for extension activity • Same worksheet on A3 paper • Where preferred, grid paper for graphing 	
Teacher notes: This is a long-term lesson that could be extended or modified in a wide variety of ways to cover more concepts and outcomes e.g. measuring temperature, growing plants in the dark vs light, leaf and plant drawings/rubbings etc.		
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that over the next few weeks we will be growing herbs and measuring and charting their growth. Students will be able to smell the leaves of the herbs once they are grown.		
Activities <ul style="list-style-type: none"> • Students seated on the floor introduce the seeds, review the life cycle of a plant and what a plant needs to grow. • Show grown herbs and allow students to rub the leaves and smell them • As a class, plant the seeds, decide on a good spot to put them in i.e. a well-lit warm place. • Show students the chart they will be recording growth on, and guide them to mark out the days along the bottom and height along the side. Create a teachers chart using the A3 copy of the worksheet and display it in the classroom to be used over the coming weeks. • Have students glue worksheet in their books to keep it safe and track the growth of the herb over the coming weeks. • Complete the extension activity towards the end of the plant growth. 		
Conclusion: <ul style="list-style-type: none"> • Discuss how you will meet the plants needs over the coming weeks. 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Be a Veg Explorer – Measuring the growth of herbs

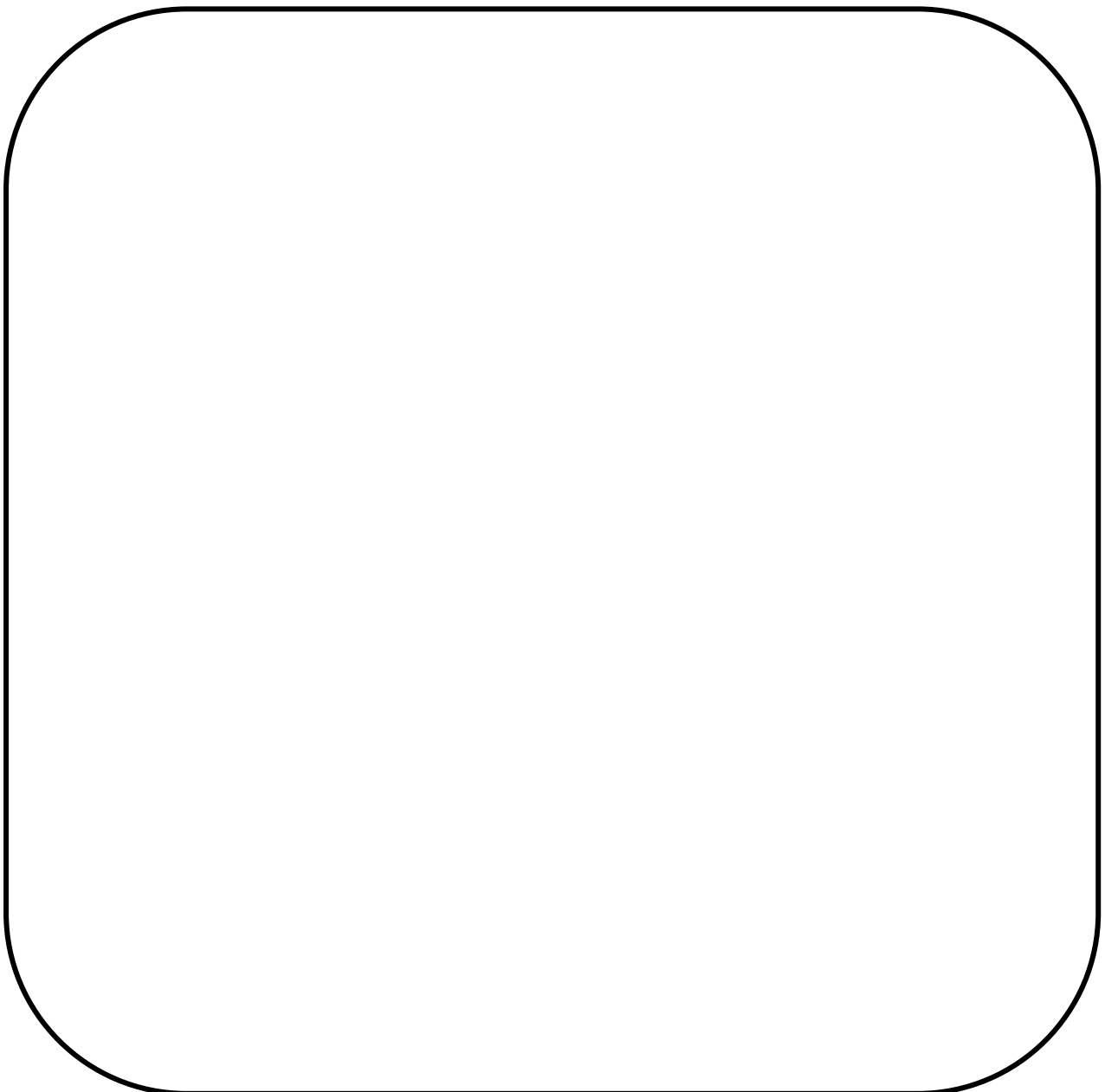
Once seedlings have emerged, measure and record the growth of your herbs every 2-3 days and record it in a graph. Use a rule to measure out and mark the days and the height from 0mm to 150mm.



In which week did the plant grow the fastest?

What factors do you think affected the growth of the plant and how? _____

Consider the watering of the plant over the previous weeks. Has it been consistent and completely reliable? Sometimes there is human error in meeting a plant's needs. Use the space below to design a perfect plant care machine. You will need to think about watering, access to light, protection from wind and bugs and all other plant needs. Label your machine.



Stage Two	Sound	Vegetable Sound Bingo
Lesson Objective: Students will think creatively about how they can use and manipulate vegetables to make a variety of sounds.		
Key Learning Area	Outcome	
English	EN2-10C - thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	
Materials: <ul style="list-style-type: none"> • Variety of vegetables as inspiration for sounds • Images of a wide variety of vegetables to spark creativity 	Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1) • Vegetable sound bingo worksheet 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be talking about vegetables and sound. We will be using to make a variety of sounds, thinking in creative and abstract ways to create sound. Seat students in a circle with vegetables displayed in the middle. Briefly introduce each one.		
Activities <ul style="list-style-type: none"> • Explain the concept of 'onomatopoeia' (An onomatopoeia is a word that actually looks like the sound it makes, and we can almost hear those sounds as we read. Here are some words that are used as examples of onomatopoeia: slam, splash, bam, babble, warble, gurgle, mumble, and belch. There are hundreds of such words.) Brainstorm onomatopoeia words that could be related to vegetables • Show the class the bingo chart and complete 'snap' as a class. How could we make the 'snap' sound using vegetables? (breaking a carrot, cucumber, pea or bean in half). Students can think more abstractly for sounds such as 'squish' e.g. what could you squish it with to make the best sound etc. • Students complete the sound bingo worksheet individually or in pairs • It will help students to have a variety of vegetables pictured wither hard copy or on interactive whiteboard to spark their creativity and imagination. Where possible students use real vegetables to investigate the sounds that they could make. • Extension: Students could create a comic strip with vegetables as characters and use the sound words and ways they are made as plot points. E.g. squish is made by something falling on a cooked pumpkin. 		
Conclusion: <ul style="list-style-type: none"> • Ask students to come up with other ideas as to how vegetables could be used as instruments. How could these sounds be put together to make a song, or add interest to a story? 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Be a Veg Explorer – Vegetable Sound Bingo

Using vegetables, think creatively about how to make each of the sounds. In the box, write or draw the vegetable, and how you will use it to make that sound.

Snap	Crunch	Squish
Rip	Smash	Pop
Splat	Rustle	Squelch

Stage Two	Touch	Potato Heads
Lesson Objective: Students will use vegetables and toothpicks to create a potato head character, feeling the texture and characteristics of each and thinking creatively to use them to create art		
Key Learning Area	Outcome	
PDHPE	PD2-7 - describes strategies to make home and school healthy, safe and physically active spaces	
Creative Arts	VAS2.1 - Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter	
Materials: <ul style="list-style-type: none"> • A potato – boiled/baked with the skin intact • Vegetables, examples given in lesson use mushroom boiled, diced carrot, sliced red capsicum, broccoli, black olives, lettuce or spinach leaves, diced cucumber • Vegetables can be interchanged for others • Toothpicks • Optional; hummus as glue instead of toothpicks • Knives, forks and plates or paper towel 		Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1)
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using our sense of touch to create a character. We will be making real life potato heads using a variety of vegetables and their characteristics and textures to represent facial features. Seat students in a circle with vegetables displayed in the middle. Ask prompting questions to spark interest and engage prior knowledge e.g. can you name any of these vegetables? What dishes have you seen them in before? How are these vegetables good for our health? E.g. carrot for eye function etc.		
Activities <ul style="list-style-type: none"> • Ensure all students was their hands before handling vegetables and eating. • With students seated in a circle, introduce them to each vegetable, commenting on the how it is often cooked. Brainstorm what vegetables could be used to represent which facial features commenting on texture and feel of each. Focus on the sense of touch. • Set desks up with a plate and boiled/baked potato for each student, hummus if using and a variety of vegetables and pile of toothpicks in the middle • Build a potato head in front of the class, emphasising how to safely use the toothpicks to pin on vegetables and pick the vegetables up from the shared plate without touching them. As an example, you can use mushrooms as ears, black olives as eyes, diced carrot as a nose, capsicum as a moustache, cucumber mouth, lettuce or spinach hair, broccoli hat. • Allow students to build their own potato head, photograph each one (can be used a character writing stimulus later) to display in the classroom alongside student writing 		
Conclusion: <ul style="list-style-type: none"> • Students share and talk about their potato heads and then eat them if they choose. Being careful to deconstruct first, removing toothpicks. 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Stage Two	Taste	Procedure for vegetable kebabs
Lesson Objective: Students will use vegetables and toothpicks to create a potato head character, feeling the texture and characteristics of each and thinking creatively to use them to create art		
Key Learning Area	Outcome	
PDHPE	PD2-7 - describes strategies to make home and school healthy, safe and physically active spaces	
English	EN2-2A - plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language	
Materials: <ul style="list-style-type: none"> • Skewers • Plates • Variety of vegetables (cooked or raw) easily skewered e.g. cooked carrot, potato, asparagus, broccoli, cauliflower, mushrooms, capsicum etc. 	Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1) • Writing a procedure information and proforma (printed back to back per student) 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using our sense of taste on a kebab. We will be making vegetable kebabs and writing a procedure. Introduce the concept of a procedure using recipe examples.		
Activities <ul style="list-style-type: none"> • Discuss the purpose and features of a procedure as a text type, using the guide given below. Explain to students they will be writing a procedure for how to make a vegetable kebab, and making one themselves to taste. Use online examples of recipes talk through the proforma and textual elements of a procedure. • Ensure all students was their hands before handling vegetables and eating. • Provide students with all the ingredients and materials and have them make and eat their vegetable kebabs. Have students notes as to the steps they follow, what vegetables work well together, what difficulties they face and tricks they discover along the way that may be useful in writing their procedure. • Photograph the completed kebabs before allowing students to eat them. • Students use the proforma if needed or a blank page to write their 'Vegetable Kebab' procedures then add a photo of the completed product at the bottom. 		
Conclusion: <ul style="list-style-type: none"> • Recipes can be turned into a class book, compare and contrast the students work, how the same task can produce different recipes to suit a variety of tastes. 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Be a Veg Explorer – Procedure for Vegetable Kebabs

A procedural text instructs an audience how to complete a specific task. It might be how to make something, or how to do something.

A procedure has certain text features

- **Title:** What is the goal or outcome of the activity?
- **Materials or Ingredients:** What is needed to complete this activity, usually specific, especially for a recipe. Utensils or tools included.
- **Series of steps:** In the correct order, what needs to happen to complete the goal. May also be referred to as the method. Each instruction starts with a verb, such as cut or mix. Includes pictures
- **Conclusion:** A short statement that offers specific tips or advice to make the task easier or more effective e.g. safety warnings.

It is important for a procedure to be clear and concise. Pictures and illustrations can be included to help the audience to follow the instructions.

<p>Title</p>		
<p>Materials and Ingredients</p>		
<p>Steps and pictures</p>		
<p>Conclusion and tips</p>		

Stage Two	All senses	Vegetable Wraps
Lesson Objective: Students will use all their senses to explore vegetables and make vegetable wrap		
Key Learning Area	Outcome	
PDHPE	PD2-7 - describes strategies to make home and school healthy, safe and physically active spaces	
Science	ST2-5LW-T - describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter	
Materials: <ul style="list-style-type: none"> Variety of vegetables that can be used to make sandwiches Wholemeal bread Plates and safety knives per student A spread such as hummus or cottage cheese or sliced cheese Where possible, some vegetables/herbs e.g. chives that can be added from the garden (chives grown in the smell lesson would work well) 		Printed Resources: <ul style="list-style-type: none"> Be a veg explorer poster
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using all of our senses. We will be using vegetables to make and eat a salad sandwich.		
Activities <ul style="list-style-type: none"> Ensure all students wash their hands before handling vegetables and eating. On each desk provide the students with safety knives for spreading hummus or cottage cheese thinly as a base, a variety of vegetables (whole or cut up where appropriate), a plate and two slices of bread each. As a class, discuss the vegetables that are going to be used on the sandwich and their properties. Use the sense wheel to discuss each one. Discuss how the vegetable will 'act' in the sandwich, and where it could best be placed in the order. For example, tomato is wet and moist, and may make the bread soggy, so tomato could go in the middle of the sandwich between some baby spinach leaves and cheese etc. Encourage students to try something new, especially to be eaten in amongst other things they like. Discuss knife safety and cutting techniques. Allow students to go to their desks and carefully and thoughtfully make their sandwiches to eat. The purpose of this activity is fun, creativity and familiarisation with vegetables, there is no need to pressure students to eat their creations if they do not want to. Compost scraps where possible. 		
Conclusion: <ul style="list-style-type: none"> With students returned to the floor in a circle. Discuss what vegetables worked well in the sandwich. Research unfamiliar sandwiches options that vegetables are added to? (e.g. vegemite and avocado, cucumber and cream cheese, peanut butter and carrot etc. 		
Evaluation and Extension: <ul style="list-style-type: none"> Was the lesson objective met? In what way? Did the activity support the objective and outcomes? In what way? What do my students know now? How do I know? What do my students need to learn next? 		

Stage Three Lessons

Stage Three	Sight	Vegetable Faces Collage
Lesson Objective: Students will take inspiration from artist Giuseppe Arciboldo to use catalogues or pictures of vegetables from the internet to make a vegetable collage face.		
Key Learning Area	Outcome	
Creative Arts	VAS3.1 - Investigates subject matter in an attempt to represent likenesses of things in the world.	
	VAS3.2 - Makes artworks for different audiences, assembling materials in a variety of ways.	
Materials: <ul style="list-style-type: none"> Catalogues to cut out vegetables from, those from fruit and veg stores work well 	Printed Resources: <ul style="list-style-type: none"> Be a veg explorer senses poster (Appendix 1) 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using our sense of sight to create an artwork. You may like to add purpose to the task in line with your literacy focus or potential follow up activities e.g. create a superhero to write a comic strip, create a historical style portrait to write a narrative etc.		
Activities <ul style="list-style-type: none"> Students seated on the floor, introduce the artist Giuseppe Arciboldo (an Italian painter best known for creating imaginative portrait heads made entirely of objects such as fruits, vegetables, flowers, fish and books.) Show them examples of his works, in particular portraits using vegetables. Explain that today they will be creating their own artwork using vegetables (and fruit is necessary) cut out from magazines or drawn. Examples of faces can be found by googling "Vegetable face collage" Discuss artistic techniques such as proportion, perspective, composition, foreshortening and how these can be used in creating a face from vegetables. Demonstrate to the students a variety of methods and options from drawing a silhouette, this makes the task easier, and adds structure to the artwork. Students use pencil to plan out their artwork with what vegetables they will use for what section of the face, then proceed to use the catalogues to cut out images of vegetables and glue them on their silhouette to make their face Encourage discussion about vegetables and artistic techniques while they create their artwork 		
Conclusion: <ul style="list-style-type: none"> Students share and talk about their faces with the class. Can be used as a writing stimulus and displayed in the classroom. 		
Evaluation and Extension: <ul style="list-style-type: none"> Was the lesson objective met? In what way? Did the activity support the objective and outcomes? In what way? What do my students know now? How do I know? What do my students need to learn next? 		

Stage Three	Smell	Maths smell guessing game
Lesson Objective: Students will smell a variety of vegetables, earning points for each vegetable they guess correctly.		
Key Learning Area	Outcome	
Mathematics	MA3-5NA – selects and applies appropriate strategies for addition and subtraction with counting numbers of any size	
Materials: <ul style="list-style-type: none"> • Variety of herbs and vegetables, cooked and or raw, each in separate bowls/dishes • Score sheet per group • Maths books/paper • Blindfolds (one per group) 	Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1) • Score sheet, either pre-populated or blank 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using our sense of smell to participate in a friendly class smell test competition. Introduce all the vegetables you have available to smell testing today, ensure you have a variety available, some easily identifiable by smell and some more difficult.		
Activities <ul style="list-style-type: none"> • Students seated on the floor, introduce the vegetables and herbs that will be used today. Show the students the vegetables and herbs that they will be smelling. • Either use the score sheet given, or use the blank one to populate as a class, with the vegetables and herbs on offer and the scores the class wishes to attribute to each one. Discuss how each score should reflect the difficulty of the vegetable to smell. Differentiate these numbers to suit your class. Ensure groups are strategically made to ensure all groups are able to complete the task. • In groups of 4 or 5, one student dons the blindfold and is offered each vegetable or herb to smell one by one. Other students in the group record their points then use addition strategies to add up their score. • Students begin to answer the questions at the bottom of the sheet, then come back together as a class to answer the remaining questions. • You may like to add more questions to challenge their addition and problem-solving skills 		
Conclusion: <ul style="list-style-type: none"> • Students share and talk about the smell of each vegetable as a class, which were the most commonly guessed correctly or incorrectly, which they liked/disliked, do you think any smell combinations would work well together? 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Be a Veg Explorer – Vegetable Smell Competition

In groups, take turns to be blindfolded and smell the vegetables. Earn the corresponding amount of points for each vegetable guessed correctly. Using the scoring table, the group will add your points together.

Vegetables			
Tomato	736	Carrot	780
Broccoli	269	Sweet Potato	528
Garlic	550	Corn	430
Cabbage	348	Ginger	478
Spinach	378	Beetroot	234

Herbs			
Mint	239	Rosemary	284
Basil	398	Sage	596
Chives	578	Thyme	746

Who scored the highest in your group, with what score?

How many points did your whole group score? _____

What was the highest group score in the class? _____

How many more points did your group need to be the winner?

What vegetables or herbs would you need to smell correctly to score between 2800 and 3000?

Be a Veg Explorer – Vegetable Smell Competition

In groups, take turns to be blindfolded and smell the vegetables. Earn the corresponding amount of points for each vegetable guessed correctly. Using the scoring table, the group will add your points together.

Vegetable	Points	Vegetable	Points

Herb	Points	Herb	Points

Who scored the highest in your group, with what score?

How many points did your whole group score? _____

What was the highest group score in the class? _____

How many more points did your group need to be the winner?

What vegetables or herbs would you need to smell correctly to score between _____ and _____?

Stage Three	Sound	Vegetable Comic
Lesson Objective: Students will think creatively about vegetables and the sounds they make to create a comic strip		
Key Learning Area	Outcome	
English	EN3-1A - communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	
	EN3-2A - composes, edits and presents well-structured and coherent texts	
Materials: <ul style="list-style-type: none"> • Variety of vegetables or images of vegetables as inspiration • Coloured textas 	Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1) • Comic strip template if desired 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be talking about vegetables and sound, and using these ideas to create a comic. We will be thinking in creative and abstract ways to create vegetable characters and use sound and onomatopoeia as a literary device.		
Activities <ul style="list-style-type: none"> • The focus for this activity is in promoting vegetables as superheroes and the use of sound in writing. • Explain the elements of a comic strip, focusing on characters and onomatopoeia (a word that actually looks like the sound it makes, and we can almost hear those sounds as we read. Here are some words that are used as examples of onomatopoeia: slam, splash, bam, babble, warble, gurgle, mumble, and belch. There are hundreds of such words.) • As a class, conduct two brainstorms, one for possible characters (vegetables) and another for sounds that they could make/use related to the vegetables e.g. snap, crunch, squish, rip, smash, pop, splat rustle squelch etc. • Students use their books to draft their ideas, including character, plot, setting and potential sound words they will use. • Students complete their comic using a template or in their own creative manner. 		
Conclusion: <ul style="list-style-type: none"> • Use the comic strips to make a class book promoting vegetables as superheros. Students could act out their comic strips with a friend. 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Stage Three	Touch	Sprouting Vegetables
<p>Lesson Objective: Students will learn sprout vegetable scraps to regrow as a sustainable method of producing food. They will investigate the inquiry question, “why is it important for food and/or fibre to be produced sustainably?”</p>		
<p>Key Learning Area</p>	<p>Outcome</p>	
<p>Science</p>	<p>ST3-1WS-S - plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions</p>	
	<p>ST3-5LW-T - explains how food and fibre are produced sustainably in managed environments for health and nutrition</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • Vegetable scraps that sprout. In water, carrot tops, leeks/spring onions, bok choy, celery, romaine lettuce etc. Can be brought from home that day. • Dishes with low walls to sprout vegetables 	<p>Printed Resources:</p> <ul style="list-style-type: none"> • Student experiment and observation sheet printed back to back • Teacher experiment sheet 	
<p>For more information: https://www.momtastic.com/life/gardening/633937-kitchen-scrap-plants/amp/</p>		
<p>Introduction: Engage students’ prior knowledge Refer to the ‘Be a Veg Explorer’ poster and explain that today we are going to be exploring vegetables using our sense of touch. Explain the experiment. We will be investigating a sustainable method of regrowing vegetables from scraps.</p>		
<p>Activities</p> <ul style="list-style-type: none"> • Have a class discussion about food waste and sustainable food practices, and how vegetables can be grown sustainably to support health and nutrition. • Distribute experiment worksheet to students and complete the beginning as a class • In groups, students select which vegetables they would like to sprout, or use the scraps they have brought from home. Put these in the dishes with a small amount of water, enough to cover the bottom of the dish and base of the vegetable. • Discuss and record the class predictions on what might happen • You will see some change in spring onions overnight, bok choy and celery in a couple of days and larger growth over a week. • Complete the observation worksheet 		
<p>Conclusion:</p> <ul style="list-style-type: none"> • While the experiment is being conducted, over several days/weeks, students can conduct further research using the prompting questions below. • Why is it important for food and/or fibre to be produced sustainably? • How does this strategy compare to the sustainable practices of food and fibre resource management used by Aboriginal and/or Torres Strait Islander communities? • How will you use this experiment and the results to improve sustainable practices at home? • Research the process of converting ‘on-farm’ food products into a product suitable for retail sale, include information on food waste in this process. 		
<p>Evaluation and Extension:</p> <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Be a Veg Explorer – Sprouting vegetable scraps

Aim: _____

Materials: _____

Method with labelled diagram:

Step	Diagram

Observations: Use all your senses to describe observations as your experiment progresses. Record measurements and label your diagrams.

Day	Observations

Results: _____

Conclusion: _____

Be a Veg Explorer – Sprouting vegetable scraps (TEACHER)

Aim: to investigate a sustainable method of regrowing vegetables from scraps by sprouting them in water.

Materials: Vegetable scraps for sprouting e.g. carrot tops (the leaves can be eaten), leeks/spring onions, bok choy, celery, romaine lettuce etc. A dish and or cups for putting vegetables in and water.

Method:

1. Fill the dish with enough water to cover the base of the vegetables you are sprouting.
2. Place the vegetables in the base of the dish/cup
3. Choose a light spot with indirect sunlight to place the vegetables
4. Over the coming days, monitor the water levels and add more water where needed, do not let the dish dry up.

Observations:

Encourage students to be specific and scientific, use measurements (mm), hypothesise and adjust as they go e.g. change location, inside vs outside, large carrots vs baby carrots etc.

Results: Support students to record these

Conclusion: Was the experiment successful/not successful? In what ways?

Implications and further research (prompting questions):

- Why is it important for food and/or fibre to be produced sustainably?
- How does this strategy compare to the sustainable practices of food and fibre resource management used by Aboriginal and/or Torres Strait Islander communities?
- How will you use this experiment and the results to improve sustainable practices at home?
- Research the process of converting 'on-farm' food products into a product suitable for retail sale, include information on food waste in this process.

Stage Three	Taste	Vegetable Pasta
Lesson Objective: Students will add vegetables to pasta and sauce to create a meal that provides a variety of health benefits.		
Key Learning Area	Outcome	
PDHPE	PD3-7 - proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces	
Science	ST3-5LW-T - explains how food and fibre are produced sustainably in managed environments for health and nutrition	
Materials: <ul style="list-style-type: none"> • Pasta, enough for a small portion per student • Variety of cooked vegetables (see chart for suggestions) • Tongs • Pasta sauce • Knives, forks and plates or paper towel 		Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1) • Vegetable health chart
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that today we are going to be exploring vegetables using our sense of taste to a vegetable pasta meal. Seat students in a circle with cooked vegetables in the middle. Discuss the health benefits of each vegetable using the vegetable health chart.		
Activities <ul style="list-style-type: none"> • As a precursor to this lesson, students could spend time researching vegetables and their health benefits, completing a vegetable health chart of their own, with all their favourite vegetables. Ensure all students wash their hands before handling vegetables and eating. • Students use their books or paper to select which vegetables they will add to their meal, and what the health benefits of these vegetables are. They can also write about the health benefits they will be missing out on by skipping some of the vegetables. • Students get a bowl of pasta and sauce each then add vegetables on top • They then eat their pasta, noting how the vegetables may taste different in the pasta • Extension: this activity could also be linked to measurement outcomes by weighing each vegetable added, using cup measurements for the pasta or sauce etc. 		
Conclusion: <ul style="list-style-type: none"> • Students share and talk about their pasta meals. Which ingredients were most/least popular? Will they think differently about their vegetables and them being added to meals now they know of the benefits? What vegetable will they try and eat more of now and why? 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Be a Veg Explorer – Vegetable Pasta

Use the table below to create a vegetable pasta based on the health benefits you would like to receive from eating it.

Vegetable	Health Benefits
Pumpkin	Vitamin C for immune boost Vitamin K for blood health
Broccoli	Fibre for digestion Vitamin C for immunity Vitamin K for blood health
Tomato	Vitamin C for immunity Potassium for heart health
Spinach	Iron for transporting oxygen around the body
Zucchini	Vitamin C for immunity Vitamin A for vision support
Capsicum	Vitamin C for immunity Vitamin A for vision support
Carrot	Vitamin C for immunity Vitamin A for vision support

Stage Three	All senses	Promote a Vegetable
Lesson Objective: Students will think creatively about a vegetable, using all their senses to celebrate it, and create a promotion campaign for it		
Key Learning Area	Outcome	
English	EN3-1A - communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	
PDHPE	EN3-2A - composes, edits and presents well-structured and coherent texts	
Materials: <ul style="list-style-type: none"> • Variety of coloured cardboard • Technology where available, e.g. tablet, camera, computer, recording device etc. 	Printed Resources: <ul style="list-style-type: none"> • Be a veg explorer senses poster (Appendix 1) • Advertisement scaffold, per child or group 	
Introduction: Engage students' prior knowledge Refer to the 'Be a Veg Explorer' poster and explain that students are going to be using information gathered using all the senses to work as a group and create a promotion campaign for a vegetable.		
Activities <ul style="list-style-type: none"> • Introduce advertisement as a form of persuasive text, and the necessary elements. It needs to be engaging, motivating, catchy (using visuals or audio) targeted to a specific audience and informative. • *For graded work samples of advertisements see: NESA work samples. • Students separate into groups of about 3 and choose which vegetable they are going to promote. Encourage the class to choose a variety of different vegetables. Students work together and brainstorm ideas to create a plan for their advertisement using scaffold provided. They could choose any form of advertisement; tv advertisement, radio or poster advertisement. They could use digital means if available or utilise their artistic skills. • Students present the plan to the teacher who helps with development • 		
Conclusion: <ul style="list-style-type: none"> • Students complete their advertisement working together as a group and then present it to the class, or a younger class, trying to sell their vegetable to their friends. 		
Evaluation and Extension: <ul style="list-style-type: none"> • Was the lesson objective met? In what way? • Did the activity support the objective and outcomes? In what way? • What do my students know now? How do I know? • What do my students need to learn next? 		

Be a Veg Explorer – Vegetable Advertisement

Use the table below to create a plan for your vegetable advertisement. Remember to consider information from all the senses (smell, sight, taste, touch and sound) when promoting your vegetable.

Vegetable	
Target audience	
Type	
Tagline or slogan	
Persuasive Techniques	
Rough draft	

BE A VEG EXPLORER



Appendix 2: Pictures of vegetables (2 pages)



