

science X art

food for thought



NATIONAL COMMITTEE FOR
NUTRITION



INTERNATIONAL YEAR OF
FRUITS AND VEGETABLES
2021

Activity Plan

scienceXart

About this activity

This activity is designed to support students to design and create entries for *scienceXart: food for thought*, a nutrition themed art competition for primary school students. This activity will support students to identify and consider their opinions about different fruits and vegetables. Students will have the opportunity to surveying their peers about fruit and vegetable preferences. They will then create an art piece that represents the data they collected.

Students have the opportunity to link a mathematical activity with creative expression, building positive associations with nutrition science. After engaging with the creative side of the activity, students will be called to transfer their learning and think reflectively about why we eat fruits and vegetables and what their investigation can teach us.

Learning intentions

- To identify different fruits and vegetables
- To develop survey skills
- To represent data visually



Time

1.5 hours
(could be facilitated across multiple lessons).



Target year level

Year 1 & 2

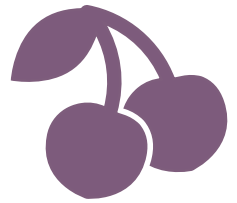
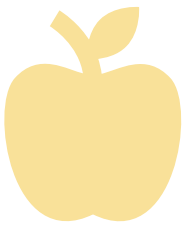


Resources

- Paper plate
- Workbook
- A3 paper
- Coloured pencils and markers

Teacher Background information

In 2021, the United Nations are celebrating the International Year of Fruits and Vegetables. This year aims to promote the importance of fruit and vegetables, ideas of food sustainability and the benefits of a healthy diet. This resource aims to align with these goals and target positive health promotion principles for primary aged children.



Curriculum Links

Year level	Curriculum Area	Content descriptions	Relevant elaborations
Year 1 - 2	Health and Physical Education – Personal, Social and Community Health	ACPPS018: Recognise situations and opportunities to promote health, safety and wellbeing. ACPPS021: Examine health messages and how they relate to health decisions and behaviours.	<ul style="list-style-type: none"> • Exploring how eating healthy foods can influence health and wellbeing. • Creating their own positive health message and sharing it with the class.
F – Year 2	The Arts – Visual Art	ACAVAM10B: Create and display artworks to communicate ideas to an audience.	<ul style="list-style-type: none"> • Sharing ideas with their classmates about the representational choices they made in their artwork.
F – Year 2	Technologies – Design and technologies	ACTDEK003: Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. ACTDEP007: Use materials, components, tools, equipment and techniques to safely make designed solutions.	<ul style="list-style-type: none"> • identifying and categorising a wide range of foods into food groups and describing tools and equipment needed to prepare these for healthy eating. • using and playing with everyday materials in new ways or re-using discarded materials.
Year 1 – 2	Science – Science as a Human Endeavour	ACSHE022/ ACSHE035: People use science in their daily lives, including when caring for their environment and living things.	<ul style="list-style-type: none"> • Considering how science is used in activities such as food preparation and caring for living things, such as themselves.*

Above material is sourced from the Australian Curriculum: Australian Curriculum Assessment and Reporting Authority (ACARA). (2021). Australian Curriculum: Science. www.australiancurriculum.edu.au
Retrieved 5 May 2021.

Activity

Part 1- Survey

Facilitate a whole-class brainstorm, listing fruits and vegetables. This could become a word wall for students future reference in literacy tasks, and for creating the survey.

Explain that today students will conduct a survey to find out others' fruit and vegetable preferences. Discuss the purpose of a survey. Prepare students to compose a survey question, and to collect survey data. Students could collect data individually, or in small groups.

Sample survey questions :

- What is your favorite fruit?
- What is your favorite vegetable?
- What fruit or vegetable did you last eat?
- What fruit or vegetable do you have for recess/lunch today?
- What fruit or vegetable do you eat the most?

Note, these questions should focus on positives. We suggest avoiding questions like 'What is your least favorite vegetable?'

Once all the data has been collected, ask students to calculate their total for each response. Then on A3 paper (still as a group), ask students to create a graph displaying this information. Choose a graph that is appropriate for students' numeracy levels.

(Visit resolve.edu.au for a Year 1 lesson on surveys that could be adapted for this task)

Part 2- Presenting survey results

On a paper plate, students draw a visual representation of the data they collected.

For example, if the most popular answer was carrots and the least popular was tomato, students could draw lots of carrots and not many tomatoes, or a large carrot and a small tomato.

Around the rim of each plate, students write what data their plate represents (e.g. 'Year 1's vegetable preferences' or 'What fruit Year 2 eats for lunch').

Discussion and Reflection

As a class, discuss the data students collected, and encourage them to make claims based on their data. Invite students to identify similarities or differences between the different sets of data. Ask students to describe what foods are on their plates and why they decided to display their data in that way.

Suggested discussion questions:

- What foods did you include on your plate?
- What were the most popular fruits and vegetables? Did that surprise you? Why/why not?
- Why do you think we eat fruits and vegetables? Do you think we should eat more/less?
- How healthy do you think this plate of food is? Why do you think that?

Ask students to write a short reflection about their plate. Students could include their responses to the above discussion questions as well as describe the data they found. These responses can be displayed around the classroom with the graphs and plates.

Teacher note: The marking guide provided on the scienceXart competition website (<https://www.science.org.au/sciencexart/food-for-thought>) may support you and your students in developing the written response required to accompany the scienceXart competition entry.

Competition Entries

Photos of students' plate, and typed reflections can be entered into the Australian Academy of Science's *scienceXart: food for thought* competition. By doing this, students will go into the running to win an awesome prize for their class. For details on how to enter, visit the website here: <https://www.science.org.au/sciencexart/food-for-thought>