

# 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 *scienceXart: food for thought*, a nutrition themed art competition for primary school students. In this activity, students explore different fruits and vegetables and to create an art piece to represent healthy food choices.

After engaging with the creative side of the activity, students will be encouraged to transfer their learning and reflect on why we eat fruits and vegetables. This discussion is led by the teacher, then students will work independently to construct their own response.

### Learning intentions

- To identify different fruits and vegetables
- To develop skills in representing ideas about healthy food choices



#### Time

approximately 45 minutes



#### Target year level

Foundation



#### Resources

This activity can be done either with printed images of fruits and vegetables, or with real produce.

#### If using printed images

- Scissors
- Glue
- Paper plate
- Images of fruits and vegetables from magazines or catalogues (also see <https://playworksheet.com/file/learn-fruits-vegetables.pdf>)

#### If you're using fresh produce

- Paper plate
- Camera
- Variety of fruits and vegetables\* (suggestions include berries, sliced banana, sliced kiwi, sliced apple, sliced capsicum, celery sticks, carrot sticks, mandarins, grapes and olives)

\*Select foods after checking student allergies or other health issues.

## 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 veggies, 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.

This activity aims to both aid in the identification of a variety of different fruits and to encouraging positive interactions with healthy foods.

## Curriculum Links

Year level	Curriculum Area	Content descriptors	Relevant elaborations
F	<b>Health and Physical Education –</b> Personal, Social and Community Health	<b>ACPPS006:</b> Identify actions that promote health, safety and wellbeing.	<ul style="list-style-type: none"> <li>Grouping foods into categories such as food groups and ‘always’ and ‘sometimes’ foods.</li> </ul>
F – Year 2	<b>The Arts –</b> Visual Art	<b>ACAVAM10B:</b> Create and display artworks to communicate ideas to an audience.	<ul style="list-style-type: none"> <li>Sharing ideas with their classmates about the representational choices they made in their artwork.</li> </ul>
F – Year 2	<b>Technologies –</b> Design and technologies	<p><b>ACTDEK003:</b> Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating.</p> <p><b>ACTDEP007:</b> Use materials, components, tools, equipment and techniques to safely make designed solutions.</p>	<ul style="list-style-type: none"> <li>identifying and categorising a wide range of foods into food groups and describing tools and equipment needed to prepare these for healthy eating.</li> <li>using and playing with everyday materials in new ways or re-using discarded materials.</li> </ul>

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

## Activity

### Working with paper only

**Preparation:** Print, or collect from magazines or catalogues, coloured images of fruit and vegetables. Aim for at least 3-6 of each per student. Consider printing these images on A5 if printing resources are limited.

**Activity:** In small groups, have students cut out the fruit and vegetables. Students identify and sort the pictures (e.g., bananas in a pile, carrots in a pile etc.).

Consider asking the students to sort the groups of images e.g.

- Fruit vs vegetable
- Produce by colour
- Produce students have or haven't eaten

Individually, students create a design that encourages others to eat fruits and vegetables. Once they have created a design with the pictures, glue the images to the plate.



### Working with fresh produce

**Preparation:** Cut a variety of selected fruits and vegetables into small portions (sticks or cubes work best). If possible, also reserve whole, uncut fruits and vegetables for students to observe.

**Activity:** Consider how to distribute the produce. Either

- Individual bowls of fruit and vegetables, or
- Provide students with gloves and tongs so they can collect from a platter.

Students identify each fruit and vegetable. Place the whole fruits on the table and ask students to match pieces to whole fruits, noting the differences in appearance inside and outside of the fruit.

On a paper plate each student creates a simple design in pencil that encourages others to eat fruits and vegetables. They follow their design using the fruits and vegetables. Make sure food that has been touched is not returned to the communal platter.

Take a picture of students completed design. If safe to do so, students may like to eat the food. Alternatively, dispose in a green waste bin, compost, or worm farm.

## Discussion and Reflection

Discuss as a whole class or in smaller groups students' perspectives on fruit and vegetables. Students share their plate with their peers and explain to the class how their design might encourage other to eat more fruits and vegetables.

Suggested discussion questions :

- Which of the fruits on your plate have you eaten before?
- Which of the veggies on your plate have you eaten before?
- Why do we eat fruits and vegetables?
- What's your favourite fruit? Why?
- What's your favourite vegetable? Why?
- Think about your day yesterday, what fruits and vegetables did you eat?
- How can we encourage others to eat more fruits and vegetables?

Then ask students to write, or support students to write, a short reflection about their plate. Students could be guided by the above discussion questions.

The pictures or plates can be displayed around the classroom next to students' descriptions of their creation.

**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, students will then be in the running for 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>.