



Growing and Learning with 5+ A Day

PRIMARY SCHOOL LEVELS 2 & 3
www.5adayeducation.org.nz

Lessons Linked to The New Zealand Curriculum

- Lesson 9 – What's in Season?
- Lesson 10 – Eating in Season



Our range of primary school resources are linked to the New Zealand Curriculum, supporting the learning areas of Health and Physical Education, Literacy, Numeracy, and Science through practical lessons and learning experiences aimed at years 1 to 8.

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Everything in this booklet can be downloaded and printed from **www.5adayeducation.org.nz**. The online interactives such as eBooks can also be accessed via our website, and learning materials can be ordered free-of-charge and delivered to your school.

Our curriculum-aligned lesson plans offer engaging inquiries into topics such as making healthy eating choices, growing and using your own fresh vegetables, companion planting for environmentally-friendly pest control, and making and using great compost – all supported by colourful student materials such as fact files and graphic organisers.

Our Key Messages



- All Kiwis should eat five or more servings of fresh fruit and vegetables every day for good health
- A serving is about a handful and we all use our own hands, therefore a child's serving is smaller than an adult's
- Eat in season for best value and taste

LESSON 9: What's in Season?

In this lesson, students will explore the availability of seasonal fruit and vegetables and learn about the benefits of buying and eating fresh fruit and vegetables in season. In Lesson 10, students will create a seasonal menu for a shared lunch and then prepare and share the meal.



Learning Intentions

- Students will:
- *identify* when different fresh fruit and vegetables are available
 - *identify* fresh and imported fruit and vegetables
 - *discuss* the importance of buying and eating fresh fruit and vegetables in season



Possible Achievement Objectives

HEALTH AND PHYSICAL EDUCATION: LEVEL 2

Societal Attitudes and Values

Students will:

- explore how people's attitudes, values, and actions contribute to healthy physical and social environments

Community Resources

Students will:

- identify and use local community resources and explain how these contribute to a healthy community

HEALTH AND PHYSICAL EDUCATION: LEVEL 3

Societal Attitudes and Values

Students will:

- identify how health care and physical activity practices are influenced by community and environmental factors

Personal Growth and Development

Students will:

- identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes

Rights, Responsibilities and Laws; People and the Environment

Students will:

- contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments

SCIENCE: LEVEL 2

Ecology

Students will:

- recognise that living things are suited to their particular habitat

SCIENCE: LEVEL 3

Participating and Contributing

Students will:

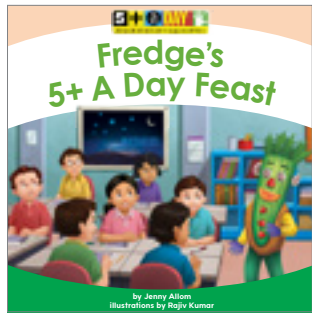
- use their growing science knowledge when considering issues of concern to them
- explore various aspects of an issue and make decisions about possible actions


Preparation

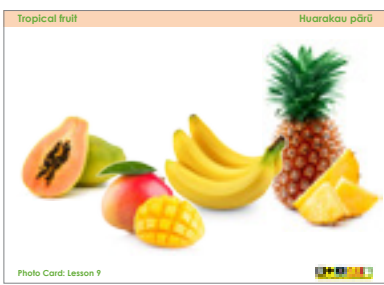
Photo cards, fact files, eBooks, resource sheets & additional resources are available for download at www.5adayeducation.org.nz

What You Need

- **eBook:** *Fledge's 5+ A Day Feast*
- **Photo Card:** *Cherries/Tiere*
- **Photo Card:** *Tropical fruit/Huarakau pāru*
- **Fact File:** *Buying seasonal fruit and vegetables/Te hoko-a-kaupeka o ngā huarākau me ngā huawhenua*
- **Resource Sheet:** *Why you should buy fresh fruit and vegetables in season/He aha te take me hoko koe i ngā huarākau me ngā huawhenua rānei ā-kaupeka*
- *What's in Season?* poster (available for download or order at www.5adayeducation.org.nz)







Buying seasonal fruit and vegetables

Te hoko-a-kaupeka o ngā huarākau me ngā huawhenua

You should buy fresh fruit and vegetables in season because they taste better and they are more nutritious. Seasonal fruit and vegetables are also good value, and they're better for the environment. By buying fresh local produce, you are making a good choice and supporting local growers.

Taste

Have you ever eaten freshly picked berries? If you have, you'll know they taste flavour, sweetness, and juiciness. Fruit and vegetables that have recently been harvested taste sweeter and ripier.

Nutrition

Just as recently picked fruit and vegetables taste better, they're also healthier. That's because they're fresher, which means they are packed with goodness and nutrition. Fruit and vegetables that have been stored or chilled for long periods have fewer vitamins and minerals.

Environmentally friendly

Buying fresh fruit and vegetables in season is great for the environment because they are usually grown locally and not transported great distances or refrigerated for a long time. Imported fruit and vegetables are shipped or flown to New Zealand, then transported to your local supermarket or greengrocer. Other countries also sometimes use harmful pesticides or sprays to kill pests on fruit and vegetables. New Zealand, however, has one of the lowest rates in the world of pesticides remaining on fruit and vegetables.

Fact File: Lesson 9

Why you should buy fresh fruit and vegetables in season

He aha te take me hoko koe i ngā huarākau me ngā huawhenua rānei ā-kaupeka

Explain why people should buy fresh fruit and vegetables in season.

- Give at least three **examples** (facts) to support your explanation.
- Finish with a **conclusion** that summarises your argument.
- Use **words or phrases** such as "I believe", "in my opinion", "because", and "for example".

Resource Sheet: Lesson 9

Learning Opportunity

This lesson will introduce students to the availability of fresh fruit and vegetables according to the season, and the benefits of buying and eating seasonal fresh fruit and vegetables and making good choices.

The Lesson

Photo Card: Cherries/Tiere

Begin the lesson by showing the students the Photo Card: *Cherries/Tiere*. Ask:

- *Who likes cherries?/He pai ki a wai ngā tiere?*
- *When do you eat them?/Āwhea koe ka kai ai?*

Discuss with the students the fact that cherries are usually available during the Christmas period (December to January) because this is the time of year when the fruit is ripe and ready to eat.

- *What are your favourite fruit and vegetables?*
- *When do you eat them?*
- *Do you eat them all year round?/Ka kai ēnā hurinoa i te tau? Why/why not?/He aha ai?/Hei aha e kore ai?*



Key Vocabulary

These words are important to this lesson and can be defined and explored in context as you discuss the topic with your students. A number of content words are provided in English and Māori. Introduce terms in both languages as appropriate:

- harvest/hauhake:** to pick or gather fruit or vegetable crops
- import/kawe:** to bring goods or products into a country to sell
- nutrition/taioranga:** eating healthy food that is good for you
- pesticides/paturiha:** chemicals that are used to destroy pests that harm or damage crops
- seasonal/ā-kaupeka:** growing in a particular season
- tropical/pāru:** an area where the climate is hot with a high rainfall (usually close to the Equator)



eBook: Fredge's 5+ A Day Feast

Now share the eBook *Fredge's 5+ A Day Feast*. There is audio for this story that you can use, or students can take turns to read the text.

The focus of the eBook is to introduce the idea of buying and eating fresh fruit and vegetables when they are in season.

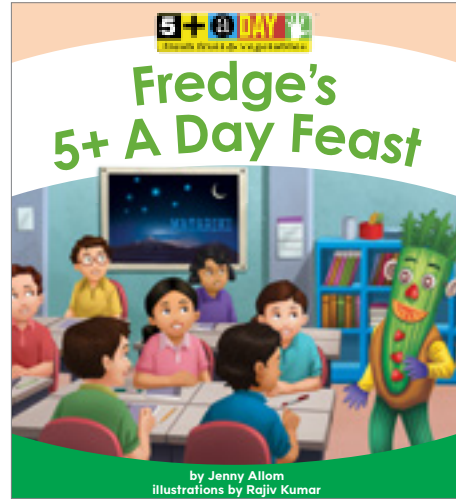
There are two interactive activities that follow the eBook. They work on a computer, a tablet, or an IWB. They can be used during or at the end of the lesson or in choosing time to reinforce key information from the story. Students will get the most from these activities if you model them first and explain the actions required and the aims of the activity. Then students can do them independently or in pairs.

For Activity 9, help Aroha buy fresh fruit and vegetables in season by dragging the correct fruit or vegetables into the correct seasons. For Activity 10, help Jaden make a summer fruit pizza by dragging the correct summer fruit onto the pizza.

Discussing the eBook

After you have shared the eBook, you can discuss the following questions:

- Why did Fredge and Katie decide to have a party? (to celebrate Matariki)/He aha te take ka whakatū pāti ai a Fredge rāua ko Katie? (kia whakanui i a Matariki)
- How do we usually celebrate Matariki at school?/Ka pēwhea tātou e whakanui ai i a Matariki i te nuinga o ngā wā i te kura?
- Why is Jaden upset on page 8? (He can't buy berries for his fruit salad.)/He aha a Jaden e pouri ai (i te whārangi 8)? (Kāore ia e taea te hoko pere mā tana huamata)
- Why can't he buy berries? (It's winter, and berries are only available in spring and summer.)/He aha i kore ai ia e hoko kākano? (Ko te hōtoke, ā, ka hua mai i te kōanga me te raumati anake ngā pere)
- What winter fruit does Fredge suggest using instead? (mandarins, persimmons, kiwifruit and tamarillos)/He aha ngā huarakau o te hōtoke e mea ana a Fredge kia whakamahia? (manarini, āporo makimaki, huakiwi me ngā tomato rākau)



What's in Season?

Now display the *What's in Season?* poster. You could project it onto the whiteboard or print out copies for students to share in pairs. Tell them that the poster shows when fresh fruit or vegetables are available to buy in season over the year.

- What does *buying in season* mean?

Discuss the fact that different fruit and vegetables are grown and harvested at different times of the year. Point out the fruit on the left and the vegetables on the right. Discuss the different colours that are used and ask the students if they can explain the key (unavailable, short supply, plentiful).

- Look at the key. The right hand box is green and it says 'plentiful'

Look at the poster together and ask a student to find a fruit or vegetable with dark green boxes, for example, beans.

- In which months are beans 'plentiful'? (December to April)/Ko ēwhea marama he maha rawa ngā pīni? (Hakihea ki te Paengawhāwhā)
- What does 'plentiful' mean here? (There are lots of fresh beans on sale during these months)

Now point out the 'short supply' box on the poster.

- In which months are beans in short supply? (May and November)/Ko ēwhea marama he iti rawa ngā pīni? (Haratua ki te Whiringa-ā-rangi)
- What does 'short supply' mean? (You can buy them fresh, but they're not very plentiful. There are fewer for sale)

Tell the students that fresh fruit and vegetables are usually in short supply at the beginning and the end of a season.

Look at the poster again and indicate the 'unavailable' box on the key.

- In which months are beans unavailable? (December to April)/Ko ēwhea marama karekau ngā pīni? (Hakihea ki te Paengawhāwhā)
- What does 'unavailable' mean? (You can't buy them fresh during those months)

Ask the students to use the poster to find other examples of fresh fruit or vegetables that are only plentiful for a short period during the year such as cherries, berries, melon, asparagus, sweetcorn, and peas. Ensure that they understand that this means these fruit and vegetables are only available fresh at these times of the year and that they have relatively short growing and selling seasons.

Then ask the students to tell you when particular fruit or vegetables are not available and to say why. For example, fresh peas are not available from March through October.

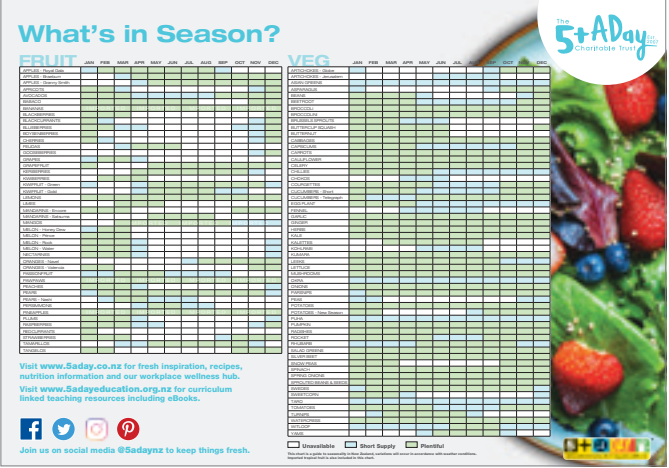


Photo Card: Tropical Fruit/Huarakau pā rū

Show the students the Photo Card: *Tropical fruit/Huarakau pā rū*. You can display the card on a data projector or share printouts in small groups.

- What fruit can you see? (bananas, pineapple, mango, pawpaw)
- Can you find these kinds of fruit in the *What's in Season?* poster. What do you notice about them? (They are available all year round; they are labelled with the word 'imported')

Explain that fresh bananas, pineapples, pawpaw, and mangos are tropical fruit. These kinds of fruit grow well in a tropical climate, which is hot with a lot of rain. We buy these kinds of fruit from countries such as the Philippines and Australia.

Now ask:

- What does 'imported' mean? (to bring goods or products into New Zealand from another country to sell)
- Why don't we grow these fruit in New Zealand? (Our climate isn't hot enough. Tropical countries are close to the Equator, so the seasons don't change much. The climate is warm or hot throughout the year)



Fact File: Buying Seasonal Fruit and Vegetables/ Te hoko-a-kaupeka o ngā huarākau me ngā huawhenua

Now share the Fact File: *Buying seasonal fruit and vegetables/ Te hoko-a-kaupeka o ngā huarākau me ngā huawhenua*.

You could suggest that the next time the students go to the supermarket, they could look at the signs on the fresh fruit and vegetables and notice the ones that are grown in New Zealand and the ones that are imported.

Buying seasonal fruit and vegetables

Te hoko-a-kaupeka o ngā huarākau me ngā huawhenua

You should buy fresh fruit and vegetables in season because they taste better and they are more nutritious. Seasonal fruit and vegetables are also good value, and they're better for the environment. By buying fresh local produce, you are making a good choice and supporting local growers.

Taste

Have you ever eaten freshly picked berries? If you have, you'll know they ooze flavour, sweetness, and juiciness. Fruit and vegetables that have recently been harvested taste sweeter and ripier.

Nutrition

Just as recently picked fruit and vegetables taste better, they're also healthier. That's because they're fresher, which means they are packed with goodness and nutrition. Fruit and vegetables that have been stored or chilled for long periods have fewer vitamins and minerals.

Environmentally friendly

Buying fresh fruit and vegetables in season is great for the environment because they are usually grown locally and not transported great distances or refrigerated for a long time. Imported fruit and vegetables are shipped or flown to New Zealand, then transported to your local supermarket or greengrocer. Other countries also sometimes use harmful pesticides or sprays to kill pests on fruit and vegetables. New Zealand, however, has one of the lowest rates in the world of pesticides remaining on fruit and vegetables.

Fact File: Lesson 9

Reflect on the Learning

Storing Fruit and Vegetables

Now discuss other fruit and vegetables on the *What's in Season?* poster that are available all year round.

- Look at the colours in the vegetables section compared with the colours in the fruit section. *What is different about the vegetables?* (There are more vegetables available all year round.)
- Why do you think these vegetables are available all year round?

Explain that some fresh vegetables, like potatoes and pumpkin, can be stored for long periods, whereas many kinds of fresh fruit have a shorter life, although fruit like apples and pears can be stored. Other vegetables, such as capsicums, cucumber, and lettuce, can be grown in hothouses and so they are available all year round.

The students can now revisit the eBook and do Activity 9: *Help Aroha buy fresh fruit and vegetables in season*, independently or in pairs. They can use the poster to help them decide in which season the fruit and vegetables are available.



This is the time to reflect on the learning outcomes for the lesson. It is also a time for students to talk about and share ideas that are still unclear. In reflecting on this lesson, focus the discussion on the importance of buying and eating fresh fruit and vegetables in season.

Give each student a copy of the Resource Sheet: *Why you should buy fresh fruit and vegetables in season/He aha te take me hoko koe i ngā huarākau me ngā huawhenua rānei ā-kaupeka*. You can download the active PDF for them to complete (they can type directly into the space provided) or print the sheet for them to work on. The students can write a persuasive argument about why people should buy and eat fresh fruit and vegetables in season. Remind them that they need to state their position, give at least three examples or reasons (facts) to support their position, and finish with a conclusion that restates their argument. Prompt them to use words or phrases, such as I believe, in my opinion, because, for example, and for this reason.

Why you should buy fresh fruit and vegetables in season

He aha te take me hoko koe i ngā huarākau me ngā huawhenua rānei ā-kaupeka

Explain why people should buy fresh fruit and vegetables in season.

- Give at least three **examples** (facts) to support your explanation.
- Finish with a **conclusion** that summarises your argument.
- Use **words or phrases** such as "I believe", "In my opinion", "because", and "for example".

Resource Sheet: Lesson 9

LESSON 10: Eating in Season

In this lesson, students will continue to explore the availability and benefits of eating fresh fruit and vegetables in season. They will create a menu for a shared lunch according to the season and then prepare and share the meal.



Learning Intentions

Students will:

- *identify* when different fresh fruit and vegetables are available
- *discuss* the importance of buying and eating fresh fruit and vegetables in season



Possible Achievement Objectives

HEALTH AND PHYSICAL EDUCATION: LEVEL 2

Societal Attitudes and Values

Students will:

- explore how people's attitudes, values, and actions contribute to healthy physical and social environments

Community Resources

Students will:

- identify and use local community resources and explain how these contribute to a healthy community

HEALTH AND PHYSICAL EDUCATION: LEVEL 3

Societal Attitudes and Values

Students will:

- identify how health care and physical activity practices are influenced by community and environmental factors

Personal Growth and Development

Students will:

- identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes

Rights, Responsibilities and Laws; People and the Environment

Students will:

- contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments

SCIENCE: LEVEL 2

Ecology

Students will:

- recognise that living things are suited to their particular habitat

SCIENCE: LEVEL 3

Participating and Contributing

Students will:

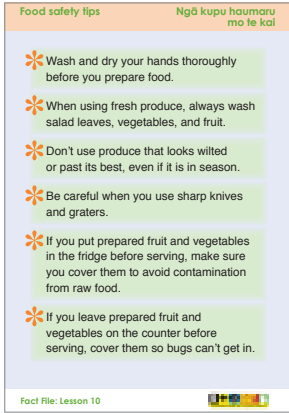
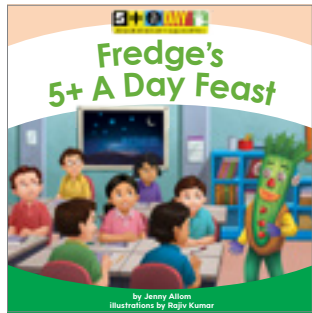
- use their growing science knowledge when considering issues of concern to them
- explore various aspects of an issue and make decisions about possible actions

Preparation

Photo cards, fact files, eBooks, resource sheets & additional resources are available for download at www.5adayeducation.org.nz

What You Need

- **eBook:** *Fredge's 5+ A Day Feast*
- **Photo Cards:** *What is the season?/He aha te kaupeka?* (1, 2, 3, 4)
- **Fact File:** *Food safety tips/Ngā kupu haumarū mo te kai*
- **Resource Sheet:** *Menu for a shared salad lunch/Rārangi kai mo te paramanawa huamata*
- *What's in Season?* poster



Key Vocabulary

These words are important to this lesson, and can be defined and explored in context as you discuss the topic with your students. A number of content words are provided in English and Māori. Introduce terms in both languages as appropriate.

harvest/hauhake: to pick or gather fruit or vegetable crops

import/kawe: to bring goods or products into a country to sell

nutrition/taioranga: eating healthy food that is good for you

pesticides/paturiha: chemicals that are used to destroy pests that harm or damage crops

seasonal/ā-kaupeka: growing in a particular season

tropical/pārū: an area where the climate is hot with a high rainfall (usually close to the Equator)

Learning Opportunity

This lesson follows on from Lesson 9. Students will take responsibility for their learning by creating a menu using seasonal fruit and vegetables and then preparing and sharing a meal. Your role will be to facilitate this and reinforce the key message of making good choices by buying and eating fresh seasonal fruit and vegetables.

The Lesson

eBook: Fredge's 5+ A Day Feast

Begin the lesson by revisiting the eBook *Fredge's 5+ A Day Feast*. Refer to Lesson 9 on page 06 for eBook and activities information.

With the students, discuss the problem in the story and how it was resolved.

- *What was Jaden's problem?/He aha te raru a Jaden?* (He wanted to make his special berry fruit salad, but he couldn't buy berries because it was winter)
- *How did Fredge help Jaden solve his problem?* (He suggested that Jaden use winter fruit that were available, such as mandarins, kiwifruit, and persimmons.)/I pēwhea a Fredge e awhi ai ki a Jaden, kia tau tōna raru? (Nāna i ki mā Jaden e whakamahi ngā huawhenua e wātea ana i te hōtoke, pērā ki ngā manarini, huakiwi me ngā āporo makimaki)

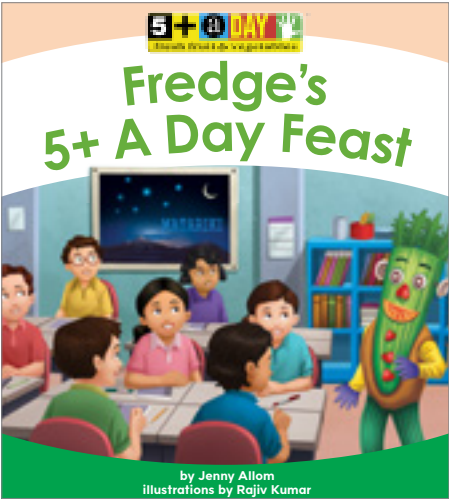


Photo Cards: What is the Season?/He aha te kaupeka?

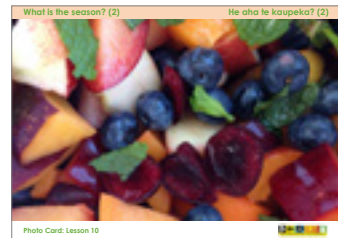
Now show the students the Photo Cards: *What is the season?/He aha te kaupeka?* (1) and (2). Ask them to identify the season.

- *In which season do you buy and eat these vegetables?* (summer)
- *Which vegetables do you like here?*
- *How do you like to eat them?/Ka pēwhea inā ka kaingia?*
- *In which season do you buy and eat these kinds of fruit?* (summer)
- *Which fruit do you like here?*
- *How do you like to eat them?/Ka pēwhea inā ka kaingia?*



Repeat with the Photo Cards: *What is the season?/He aha te kaupeka?* (3) and (4), which shows vegetables and fruit that are available in winter. The students could use the *What's in Season?* poster they looked at in Lesson 9 to confirm the seasonality of some of the fruit and vegetables.

Now the students can revisit the eBook and do Activity 10: *Help Jaden make a summer fruit pizza*, independently or in pairs. They can use the poster to help them decide in which season the fruit and vegetables are available.



Planning a Shared Lunch

Tell the students that in pairs they are going to create a salad menu for a restaurant using the fruit and vegetables that are currently in season. They can refer to the *What's in Season?* poster to help them decide which vegetables and fruit to have. The students can use the Resource Sheet: *Menu for a shared salad lunch/Rārangi kai mo te paramanawa huamata*, to write their menu. You can download the active PDF for them to complete (they can type directly into the spaces provided) or print the sheet for them to work on. The students need to:

- think of two or three simple fruit and vegetable dishes for starters, main courses, and desserts
- write a title for each dish
- write a short sentence to describe the fruit and vegetables in each dish
- think of an inventive name for their restaurant (with a fruit and vegetable theme, such as the Salad Bowl)

Menu for a shared salad lunch Rārangi kai mo te paramanawa huamata

Menu

Starters

Mains

Desserts

Resource Sheet: Lesson 10

The challenge for students is to include as many different seasonal coloured fruit and vegetables as they can (a rainbow of colours).

Tell the students that once they have reviewed the menus together, each student or pair will choose a salad dish that they can make for a shared lunch. Emphasise that the dishes need to be *simple* using *seasonal fruit and vegetables*.

Review the students' menus as a class. Congratulate them on their creativity.

The students can now begin planning the shared lunch. Depending on your school's facilities, the students could prepare and make their dishes at school or make them at home and bring them to school. They will need to write a list of the ingredients they need for the dish and find or write a recipe for it. If the students make their dishes at school, they will need to be supervised by an adult who has basic cooking skills and an understanding of safe food practices in the preparing of food.

Fact File: Food Safety Tips

Before the students begin preparing the shared lunch, share the Fact File: *Food safety tips/Ngā kupu haumarū mo te kai* with them.

Food safety tips Ngā kupu haumarū mo te kai

- ✿ Wash and dry your hands thoroughly before you prepare food.
- ✿ When using fresh produce, always wash salad leaves, vegetables, and fruit.
- ✿ Don't use produce that looks wilted or past its best, even if it is in season.
- ✿ Be careful when you use sharp knives and graters.
- ✿ If you put prepared fruit and vegetables in the fridge before serving, make sure you cover them to avoid contamination from raw food.
- ✿ If you leave prepared fruit and vegetables on the counter before serving, cover them so bugs can't get in.

Fact File: Lesson 10

Reflect on the Learning

This is the time to reflect on the learning outcomes for the lesson. It is also a time for students to talk about and share ideas that are still unclear. In reflecting on this lesson after the shared lunch has taken place, focus the discussion on the importance of buying and eating fruit and vegetables in season. Review the preparation and execution of the shared lunch.

- What was it like using seasonal fruit and vegetables?/Ka pēwhea te whakamahi i ngā huarākau me ngā huawhenua ā-kaupeka?
- Would you make your dish again? Why/why not?/Ka whakaritea anō koe ki tēnei kai? He aha ai?
- What challenges did you face?/He aha ngā wero kua tūtuki?



Notes



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fresh recipes and nutrition information.



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for fresh inspiration, recipes and giveaways.

