Teacher’s guide  
**Mathematics – grade three**

Fruit and vegetable breaks in class time expose students to the concept of eating fruits and vegetables on a regular basis which helps to build lifelong healthy eating habits.

This activity is easily conducted in the classroom during the fruit and vegetable break and allows students to engage in learning to measure, order and compare objects.

**Links to the Australian curriculum (grade 3)**

<table>
<thead>
<tr>
<th>Australian curriculum strands</th>
<th>Australian curriculum content descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061).</td>
</tr>
</tbody>
</table>

**Activity outline**

1. Create discussion in the classroom about the importance of eating a wide variety of different fruits and vegetables.
2. Ask the class how many serves of vegetables and fruits they think they should eat each day.
3. Explain to the class that the fruit and vegetable break gives us a time to enjoy one of these serves each day.
4. Provide students with accompanying activity sheet and explain to the class that during the break we are going to complete an activity sheet where we measure, order and compare the vegetable and fruit options provided for the break.
5. Ask students to look at the choices at their table. Ask them without measuring to order the vegetables/fruit from heaviest to lightest and record on the handout.
6. With scales have the students take turns to weigh their choice. Ask the students to record the weight of their choice and others in their group on the handout.
7. Ask students to order the options at their table without measuring from longest to shortest and record on the handout.
8. Explain to students that we are now going to measure the options on the table with a piece of string and measure it against a ruler. Give each student a 30cm piece of string and have them measure their choice and record the information on their handout.
9. Have students compare and record on their handouts who has the longest/shortest and heaviest/lightest option in their groups.
Extension activity

- Students investigate how food practices differ between families, communities and cultural groups, and how food preparation and consumption are used to celebrate and pass on cultural beliefs, practices and values.
- See ‘Exploring dinnertime through the generations’ student activity on NAQ Nutrition’s Food Smart Schools website [http://www.naqld.org/services/food-smart-schools/](http://www.naqld.org/services/food-smart-schools/)

<table>
<thead>
<tr>
<th>Australian curriculum strands</th>
<th>Australian curriculum content descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education</td>
<td>Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042).</td>
</tr>
<tr>
<td>Design and Technologies</td>
<td>Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012).</td>
</tr>
</tbody>
</table>

Resources required

- Student activity sheet (page 3)
- 30cm pieces of string (enough pieces for one per student)
- Ruler
- Kitchen scales
Fruits and vegetables of different sizes

Measure, order and compare our pieces of vegetable and fruit options provided for the break.

1. What fruit and vegetable options are at your table?

2. Without measuring which one do you think would be the:
   - Heaviest: __________
   - Longest: __________
   - Lightest: __________
   - Shortest: __________

3. Use a piece of string and a ruler to measure your option and record the information on their handout
   - Vegetable/fruit: __________
   - Measurement: _________

4. In your group which vegetable/fruit is the:
   - Heaviest: __________
   - Longest: __________
   - Lightest: __________
   - Shortest: _________

Write in order the vegetable/fruit in your group from heaviest to lightest

Write in order the vegetable/fruit in your group from longest to shortest