

# Healthy Eating Character Cards

Originally used with Year 2s, each child becomes a vegetable and, holding a role card goes around the class introducing themselves and meeting other vegetables. In the same way in which character cards are used in other collaborative activities they could each meet three other vegetables, form a group of four and then present themselves to the rest of the class. You may want to put coloured dots on the cards to organise sets of four and of course provide more complex text for older children

Webaddress: [www.collaborativelearning.org/healthyeatingcharactercards.pdf](http://www.collaborativelearning.org/healthyeatingcharactercards.pdf)

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## COLLABORATIVE LEARNING PROJECT

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We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

\*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of oracy. They provide teachers opportunities for assessment of talk.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Foods in the activity so far:

broccoli

cauliflower

peach

kiwi fruit

pumpkin

peas

cherry

mushroom

carrot

cucumber

strawberry

lemon

potato

grape

apple

watermelon

Why not see what I taste like?  
You can eat me raw.  
You can cook me.  
I am green and crunchy.



Why not see what I taste like?  
You can eat me raw.  
You can cook me.  
I am green and white and  
crunchy.



Why not see what I taste like?

I am pink and furry.  
I taste sweet and juicy.



Why not see what I taste like?

I am green and furry.  
I am a bit sharp and pippy.



Why not see what I taste  
like?

I am big and orange.

I am bumpy.

You need to cook me.

Why not see what I taste  
like?

I am red or purple.

I am shiny and round.

I am sweet.

I have a stone inside.





Why not see what I taste like?

I am white and brown.  
I am tender and soft.  
You can eat me raw.  
You can cook me.



Why not see what I taste like?  
I am small and round and green.

I am shiny.  
I am sweet.



Please try eating me.  
I am green and white.  
I am bumpy.  
I am wet.  
I am crunchy.



Please try eating me.  
I am yellow.  
I am sour and sharp.  
I am very juicy.



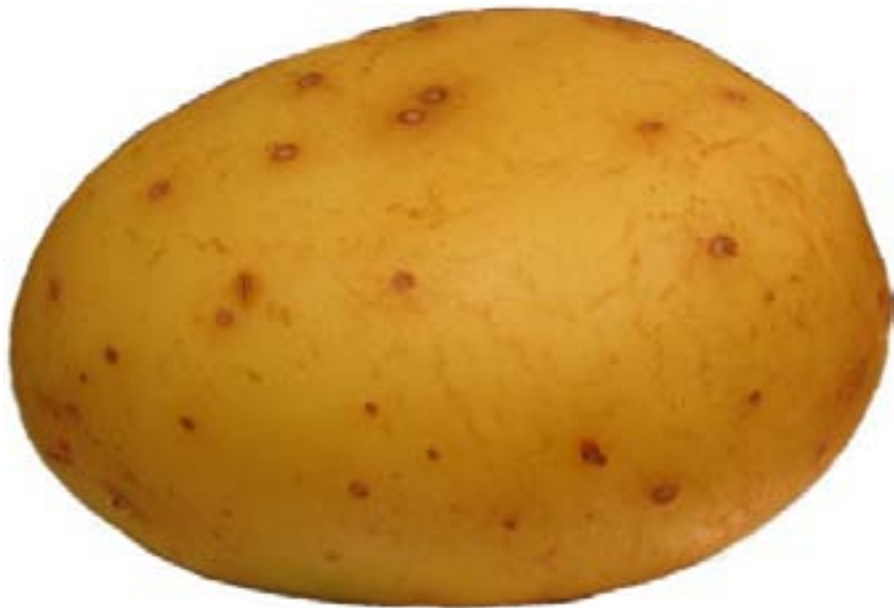
Please try eating me.  
I am orange.  
I am crunchy.  
I am very good for you.

Please try eating me.  
I am red.  
I am soft and sweet.  
I am a bit pippy.





Please try eating me.  
You must cook me first.  
Then I am soft and  
white.  
I can also be crisp if  
you fry me.



Please try eating me.  
I am green or purple.  
I am wet and sweet.  
I am a bit pippy.



Please try eating me.  
I am green and pink.  
I am wet and sweet.  
I have big pips.



Please try eating me.  
I am red or green.  
I am crunchy and sweet.

