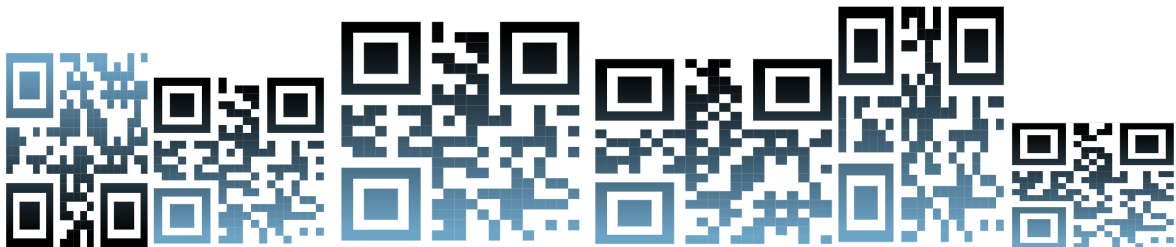


A Digital-Based Resource of Teaching and Learning Activities for Teachers of Students in Years 9-13.

The resource is designed to support learning in Home Economics, in the Health and Physical Education learning area in *The New Zealand Curriculum*.

Michelle Green, Nicola Potts and The Home Economics and Technology Teachers' Association in New Zealand (HETTANZ)

2020



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Digital Resources for use in a Home Economics Classroom

A resource of teaching and learning activities for teachers of students in Years 9-13.

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- *Sam Jones for sharing her ideas which have been adapted into activities*
- *Barrie Gordon for proof reading*
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Sources of Ideas for Teaching and Learning Activities

- Food a Fact of Life <http://www.foodafactoflife.org.uk/>
- Effective Literacy Strategies (2004) Ministry of Education
- <http://literacyonline.tki.org.nz/>
- www.vegetables.co.nz
- [YouTube](#)

Digital Resources for use in a Home Economics Setting

Notes from the writers

The aim of this resource is to provide you with ready-to-use activities that have been tried and tested in the classroom (you will see student thoughts on the activities throughout the resource). We are all busy, so trying out new apps (or looking at the updated versions of older ones) is not always a priority when time is in short supply. We have tried to rank how easy the relevant apps are to use, and to give you a link to a demonstration of how to use a specific app to create activities yourselves. We have also tried to identify the pros and cons that we found. There is nothing worse than spending time on something only to discover its limitations are just what you were trying to do.

This resource will also be useful in helping teachers become more confident in the Digital Technologies Curriculum 2020. *All schools and kura are expected to be teaching the new digital technologies content from 2020.* The Technology learning area has been revised to strengthen the positioning of digital technologies in *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. This is for all students from Years 1–13. The goal of this change is to ensure that all learners can become digitally capable individuals. The change provides a greater focus on students building their skills so they can be innovative creators of digital solutions, moving beyond solely being users and consumers of digital technologies. This resource will be using the revised learning area to provide students with even broader opportunities to learn in and about technology, informed by the new content around computational thinking, and designing and developing digital outcomes.

There is a lesson plan for each of the activities so you can see how they could be used in your classroom. Where possible, we have tried to show a variety of functions that can be accomplished using the relevant app. We hope that these will engage, encourage and empower you to have a go yourselves. But if nothing else, they may allow you to add a digital element to some of the lessons you have prepared.

Some of the activities could be used as flipped classroom tasks, or as starters or plenaries; some to review progress in a lesson or after a unit of work, or could be used as part of a lesson with homework opportunities identified; others could be used as relief lessons. The time allocation for activities ranges from fifteen minutes to several hours depending how you use the material. All the activities could be tailored to suit your classroom and style. We see them as a starting point.

Not all the apps we have used are new, but they may now have new features. For example, the resource can now be uploaded straight to your google classroom, so you do not need to send links to your students.

You may love some of the apps and go on to use them frequently (you will see our favourite), or decide they are not for you. As with any book or resource, there may be bits you like or hate. We do not claim to be experts but hope you find something of use to you.

Best wishes Michelle and Nicola.

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What are TED-Ed lessons? An easy way of incorporating video, asking questions and capturing student responses. Students do not need to have an account to access Ted-Ed.

Complexity Rating: Simple.

How to get started: The link below gives a very good demonstration of how to set up an account and create a lesson. It shows you what students see and then subsequently what you will see.

<https://www.youtube.com/watch?v=1fL9YlxMB88>

Use of TED-Ed lessons: Flipped classroom activities, collaborative work in a class, a relief lesson. The dig deeper section on each of our lessons has further links or readings linked to the topic. Most of the and finally stages have tasks to complete.

The pros

- Quick and easy to use.
- You can use the same lesson with a variety of groups by simply duplicating the page. To do this:
 1. Go to [your lesson activity page](#) and find the lesson you want to duplicate
 2. Use the "Edit" button to access the lesson editor
 3. Open the "More" menu and click "Adjust settings"
 4. Set your lesson to be "Customizable" and save the settings
 5. Click through to your lesson page. You should see a red "Customize This Lesson" button at the bottom right of the page
 6. Click the "Customize This Lesson" button to create a new duplicate of your lesson. You'll have the option to edit any of the content, or you can keep it exactly the same. With this method, you can create as many copies as you need for your classes.
- There is a library of lessons you can use if you want to. These lessons can be used as is or can be customised – basically they can be copied, and you can edit them.
 1. Go to the lesson page that you want to duplicate. You should see a red "Customize This Lesson" button at the bottom right of the page.
 2. Click the "Customize This Lesson" button to create a new duplicate of your lesson. You'll have the option to edit any of the content, or you can keep it exactly the same.
- Students do not need an account to use it. Just share the link.

The cons

- You can only use YouTube videos which is a pity. But links for other videos can be put into the digging deeper session, we did that several times.
- You have to duplicate lessons as there is no facility as yet to delete student comments. This is minor as it only takes seconds to do.

Student thoughts on TED-Ed lessons

- allows us to work at our own pace
- can catch up if we miss a lesson
- like the variety of tasks.

Activity 1: How is our Meat Produced? Meatrix.

Link

<https://ed.ted.com/on/GogIF3cK>

Remember to customise the lesson as you open it, so it is then your lesson. Delete the master you download from the link.

Uses: As a flipped class activity. Students can do only the initial tasks so that discussion and other tasks are completed in class.

As a class activity or relief task. If you have multi-level classes, in the initial stages it may be used whilst you work with another group. The whole activity may be used whilst you teach other groups.

Purpose: For students to consider how our meat is produced and the impact meat production has.

Idea: Students watch the initial video and answer an open question. They could do further research from the digging deeper if required or join a discussion. There are 3 questions for discussion so these could be discussed as a whole class, in groups or set as a flipped class activity. There is a final task to write a paragraph supporting a meat-free Monday. This could be a reflection task to review learning.

Time: Initial video is 4 minutes max length but probably good to watch at least twice. Dig deeper task up to an hour. Discussion depends if a class or individual task. Paragraph writing 15 minute plenary, could share arguments.

Learning Outcomes: For students to be able to discuss the environmental, animal welfare and health issues linked to meat production.

Resources: Digital device to access link and respond.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and text
- managing self
- relating to others
- participating and contributing.

Curriculum links: Sustainability, healthy eating. Aimed at students from Year 9 upwards. Outcomes will obviously vary.

Digital Curriculum: 'Änd finally'; task DDDO

Activity 2: Making Amazing Pasta.

Link

<https://ed.ted.com/on/RgamyY5S>

Remember to customise the lesson as you open it, so it is then your lesson. Delete the master you download from the link.

Uses: As a flipped class activity for hospitality students prior to making pasta.

As a flipped class activity when working on a cultural food unit.

Purpose: For students to see how to make perfect pasta.

Idea: Students will watch the initial video and answer multiple choice questions. The dig deeper section looks at shaping pasta – this could be set as homework. Or students could work in groups to research the technique required to make a certain shape and then demonstrate this in a practical lesson. Then consider the popularity of pasta in NZ. The final task looks at finding recipes – this could be done in or out of the classroom. Students may be given a sauce category to research and then feedback.

Time: Initial video is 6 minutes in length. The multiple choice questions will only take a few minutes. Dig deeper task up to an hour. Discussion 5 minutes. Recipe finding 30 minutes.

Learning Outcomes: For students to know how to make pasta. To consider cultural influences on NZ eating patterns.

Resources: Digital device to access link and respond.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

Curriculum links: Practical skills and Cultural foods. Aimed at junior Home Economics and hospitality students.

Activity 3: Food Waste.

Link

<https://ed.ted.com/on/h1buXtkf>

Remember to customise the lesson as you open it, so it is then your lesson. Delete the master you download from the link.

Uses: As a flipped class activity. Students could do only the initial tasks so that discussion and other tasks are completed in class.

As a class activity or relief task. If you have multi-level classes, in the initial stages it may be used whilst you work with another group. The whole activity may be used whilst you teach other groups.

Purpose: For students to appreciate just how much food is wasted in the average Kiwi household.

Idea: Students will watch the initial video and answer an open question. They could do further research from the digging deeper if required or join a discussion re the impacts of food wastage. They could complete the video or infographic task depending on how you choose to use the lesson.

Time: 20 minutes flipped class introduction activity. Dig deeper task up to an hour. Discussion depends if a class or individual task. Infographic task 30 minutes. Video task up to 60 minutes depending how competent students are.

Learning Outcomes: For students to be able to discuss the social, economic and environmental issues linked to food waste.

Resources: Digital device to access link and respond.

Key Competencies: depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

Curriculum links: Sustainability and food insecurity. Aimed at senior classes.

Digital Curriculum: 'Ānd finally'; task DDDO

Activity 4: Vegetable Cuts.

Link

<https://ed.ted.com/on/6KVV6uJJ>

Remember to customise the lesson as you open it, so it is then your lesson. Delete the master you download from the link.

Uses: As a flipped class activity prior to a practical lesson or a homework to reinforce learning.

Could be used as part of a relief lesson.

Purpose: For students to see exemplar of classic vegetable cuts, completed by a chef. Students could re-watch video if need to secure skills.

Idea: Students will watch the initial video and answer multiple choice and discussion question. They could do further research from the digging deeper if required. This could be a reflection task to review learning.

Time: The initial video is 11 minutes max length. Dig deeper task up to 30 minutes.

Learning Outcomes: To introduce students to classic vegetable cuts. To then be able to produce these cuts to be used in appropriate dishes.

Resources: Digital device to access link and respond.

Key Competencies: depending on how the lesson is used

- using language, symbols, and texts
- managing self
- participating and contributing.

Curriculum links: Food preparation. Aimed at hospitality courses all levels, and to demonstrate food preparation techniques to Home Economic students Years 9 to 11.

Activity 5: Supermarket Secrets.

Link

<https://ed.ted.com/on/UCLvkYkh>

Remember to customise the lesson as you open it, so it is then your lesson. Delete the master you download from the link.

Uses: As a flipped class activity – video could be watched, so starting point in class could be the discussion.

Could be used as part of a relief lesson.

Purpose: For students to understand the tactics employed in supermarkets to increase the amount we spend. To raise awareness of the amount of processed food consumed and how these are sold to us.

Idea: Students will watch the initial video and answer multiple choice questions. In small groups, complete the discussion tasks online.

Time: The initial video is 2 minutes long. Complete all questions and discussions in 30 minutes.

Learning Outcomes: For students to be more informed shoppers.

Resources: Digital device to access link and respond.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

Curriculum links: Advertising, aimed at senior students.

Activity 6: Access to Healthy Food.

Link

<https://ed.ted.com/on/YWFFAVnT>

Remember to customise the lesson as you open it, so it is then your lesson. Delete the master you download from the link.

Uses: As a flipped class activity. Video could be watched first so a starting point in class could be the discussion; or as a post lesson activity to reinforce knowledge.

Could be used as a relief lesson, or as a lesson if you have split classes, whilst you teach others.

Purpose: For students to consider food insecurity in New Zealand, to link this to health implications and people's attitudes and values.

Idea: Students will watch the initial video. There are some open-ended questions, links to further evidence to the extent of food insecurity in New Zealand, followed by another open ended question – for a land of plenty how are so many people food insecure?

Time: The initial video is 4.30 minutes long. Opened questions 15 minutes. Further research could take another hour to unpack. Concluding task 30 minutes.

Learning Outcomes: Students to see the links between attitudes and values, and food insecurity.

Resources: Digital device to access link and respond.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

Curriculum links: Food insecurity, attitudes and values, and determinants of health. Aimed at senior students.

Digital Curriculum: 'Änd finally'; task DDDO

Activity 7: Digestion.

Link:

<https://ed.ted.com/on/fvOEBso3>

Remember to customise the lesson as you open it, so it is then your lesson. Delete the master you download from the link.

Uses: As a flipped class activity – video could be watched first so a starting point in class could be a discussion about digestion.

Could be used as a relief lesson, or as a lesson if you have split classes, whilst you teach others.

Purpose: For students to have a clear understanding of the digestion process.

Idea: Students will watch video and complete multiple choice questions. Produce an infographic explaining the key stages of digestion or the roles played by key organs in the digestive process.

Time: Video 5 minutes depending on understanding – time will vary.
Infographic 30 to 45 minutes.

Learning Outcomes: Students will understand the process of digestion. They will understand the role played by key organs in the digestion process.

Resources: Digital device to access link and respond.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

Curriculum links: Nutrition. Aimed at senior students.

Digital Curriculum: 'Ānd finally'; task DDDO

Activity 8: How to Spot a Fad Diet.

Link:

<https://ed.ted.com/on/ndeWxaf>

Uses: As a flipped class activity or as a class activity. If you have multi-level classes, you may get students to use this whilst you work with another group.

Purpose: For students to consider how advertisers can influence our choice of foods and look at how fad diets become popular.

Idea: Students will watch the initial video and answer multiple choice questions. They could do further research from the digging deeper section if required and then join a discussion. The 'and finally' question gets them to respond to a quote from Michael Pollen on a healthy diet.

Time: Initial video is 4.30 minutes in length. The multiple choice questions will only take a few minutes. Dig deeper task up to an hour. Discussion depends if a class or individual task, but maximum 15 minutes. Paragraph writing 15 minute plenary - could share the responses to the quote after this.

Learning Outcomes: For students to be able to discuss healthy eating, to discuss the pitfalls of fad diets and the influence advertisers have on what we consume.

Resources: Digital device to access link and respond.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts.
- managing self
- relating to others
- participating and contributing.

Curriculum links: Healthy eating, advertising and conflicting nutritional needs. Aimed at senior classes.

Activity 9: Should we eat Bugs?

Link:

<https://ed.ted.com/on/pfGPrIkf>

Uses: As a flipped class activity. Students could do only the initial tasks so that discussion and other tasks are completed in class. The 'and finally' task could be set as a homework.

As a class activity or relief task. If you have multi-level classes, in the initial stages it may be used whilst you work with another group. The whole activity may be used whilst you teach other groups.

Purpose: There is a growing trend in NZ to produce bug-based products. Is this just a fad or could it help to solve Food Insecurity or as a means to produce quality protein in a more sustainable way?

Idea: Students will watch the initial video and answer multi choice questions. They could do further research from the digging deeper if required. The discussion task could be completed as a written piece by individuals or as a class discussion. Exemplar of bug-based products available locally could be evaluated and used in practical lessons. The magazine article could be set as a homework.

Time: 5 minute video. Multi-choice questions a few minutes. Dig deeper task up to an hour (this would form the preparation for the final task). Discussion depends if a class or individual task. The 'and finally' task 30 minutes.

Learning Outcomes: For students to be able to discuss the social, economic and environmental issues linked to the consumption of bug-based products. They should link themes such as nutritional content, food insecurity and sustainability.

Resources: Digital device to access link and respond. A range of bug-based products to try.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

Curriculum links: Sustainability and food insecurity and nutrition. Aimed at senior classes.

Activity 10: Teach Every Child about Food.

Link:

<https://ed.ted.co/on/kUkpPI0g>

Uses: As a flipped class activity. Students could do only the initial tasks so that discussion and other tasks are completed in class.

As a class activity or relief task. If you have multi-level classes, in the initial stages it may be used whilst you work with another group. The whole activity may be used whilst you teach other groups.

Purpose: To raise awareness of how a lack of food literacy can impact on a society. To consider the impact on well-being as a result of this, for example, obesity and its impact on society.

Main Idea: Students will watch the initial video and answer multi-choice questions. They could do further research from the digging deeper to establish patterns in New Zealand. The discussion task could be completed as a written piece by individuals or groups, or as a class discussion. The final task gets students to consider Health Promotions Strategies that may help to reduce the impact on society.

Time: 23 minute video. Multi-choice questions a few minutes. Dig deeper task up to an hour. Discussion depends if a class or individual task. The 'and finally' task 30 minutes.

Learning Outcomes: For students to understand the impact of a lack of food literacy as a health issue.

Resources: Digital device to access link and respond.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

Curriculum links: Nutritional issue, health promotions and determinants of health. Aimed at senior students.

Activity 11: Students can do this too!

Link:

Encourage students to create their own TED-Ed lesson and share with you and the class.

Uses: As a homework task – to review learning in a lesson, or before starting a new topic to demonstrate their prior learning.

As a class activity in groups or as individuals, or a relief lesson. Individuals/groups could make a lesson to share. This will allow them to consolidate what they have learnt to this point.

Purpose: For students to peer teach others or to consolidate learning.

Idea: Students take a topic or a strain of learning, produce a lesson and share with peers. These shared lessons could be completed in class or as homework.

Time: Up to an hour for students who may be unfamiliar with how to make a lesson. They will need to create an account like you did but it is free and easy.

Learning Outcomes: For students to be the class expert on a topic or strain of learning.

Resources: Digital device to access link and respond.

Key Competencies:

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

Curriculum links: Whatever you think suitable. Aimed at senior classes, but with some teacher input, students in junior classes could design a lesson.

Kahoot Slides Lesson Activities

What are Kahoot Slides? Based on the original Kahoot quiz, slides allow you to add text, images and videos between questions.

Complexity Rating: Moderate.

How to get started: The link gives details of how to set up a Kahoot slide to create a quiz.

https://www.youtube.com/watch?v=QOC2_9pIfOw

Use of Kahoot slides: To allow additional explanation; to give more context; to allow you to introduce a new topic, asking questions as you go; to give information so the next question may be answered. Video footage can be played in sections that can be shown prior to asking the question on the slide.

The pros

- Fairly easy to use once you have completed your initial slide
- You can use the same lesson with a variety of groups- simply give the code as you normally would with Kahoot
- As you set up your slide presentation, there are prompt questions to help you structure your presentation
- It allows for the competitive nature of Kahoot to be maintained
- There is a library of images that can be added easily to the slides
- There is also a question bank you can supplement your own questions with, these simple copy across
- There is a draft section, so you don't lose Kahoot slides as you make them
- They can be shared as a link, on social media or google classroom.

The cons

- This is an extension of Kahoot and comes at a cost. You maybe be just as well using TED-Ed and finishing with a Kahoot
- You can only use YouTube videos.

Student comments

- like playing Kahoot
- need to watch the video before we answer the questions
- better than just watching a video when teacher asks questions midway through.

Activity 12: Sustainability.

Link:

<https://create.kahoot.it/details/d78cf3a4-95ed-4b73-9285-8ce9d2c77207>

Once you open the link, click the 'play as a guest' on the right hand side. This will open up in the normal Kahoot manner.

Uses: As an introduction of the new topic.

Purpose: To consider what sustainability is and the economic, environmental and societal impacts.

Idea: Play the Kahoot. There are 2 videos in this slide show. It introduces sustainability and then reinforces key ideas later. After each, there are normal Kahoot style questions.

Time: 20 minutes, but longer if you are discussing the content of the videos and questions as you go.

Learning Outcomes: Students will know what sustainability is, understand it has environmental, societal and economic thread, and consider some ways to be sustainable.

Resources: Digital device to play.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

Curriculum links: Sustainability aimed at senior students.

Activity 13: Iron.

Link:

<https://create.kahoot.it/details/iron/d233f50b-8e40-444d-969c-df57c4107c1e>

Once you open the link, click the play as a guest on the right hand side. This will open up in the normal Kahoot manner.

Uses: As an introduction of the new topic. To focus on a mineral in-depth.

Purpose: To look at iron and its role as a nutrient. Breaks down the information in the video, asking questions as the video is watched. Last question plays the whole video as a re-enforcement.

Idea: Play the Kahoot. It starts with basic questions to test students understanding of the function of iron. Then there is a video embedded. Watch the video prior to students answering the questions.

Time: 15 minutes to watch and play.

Learning Outcomes: Students will have an introduction to iron, how it works in the body and the impact of a deficiency.

Resources: Digital device to play.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.

Curriculum links: Nutrition. Aimed at students from Year 10.

Padlet Activities

What is Padlet? It is an on- line bulletin board, like a piece of paper on the web.

Complexity rating: Simple.

How to get started: The link below gives a clear demonstration of how to set up an account, to create a Padlet and use it with students

<https://www.youtube.com/watch?v=f51WeQVLeVU>

Use of Padlet: It can be used to share thoughts, as a question board, to create timelines, to summarise ideas.

The pros

- Quick and easy to use
- Whilst similar activities are done regularly on google documents, it is an alternative. It is good to encourage students to use a variety of apps to build their skills
- Picture, videos (these are not limited to those from YouTube) questions, URL links can all be added to the boards
- Material can be manipulated on a board easily
- Allows easy collaboration by students or for them to create their own boards
- Students do not need an account to use it. Just share the link. You can share straight to google classroom, as a QR code, embed in a blog or website or as a link
- There is a gallery of Padlets that you can refer to for inspiration

The cons

- The free account allows you to have three active boards at a time
- If students are making comments on a shared board get them to write their names before their comments so you can identify who made which contribution.

Students thoughts on Padlet tasks:

- nice to have it in another format not just google docs
- easy to use
- can do it on any device.

Activity 14: Nutrition Review.

Link:

https://padlet.com/michelle_green8/988pdcusmiq3

Remember to duplicate the board to get a code just for your students and delete this one.

Uses: As a review of learning at the end of a lesson or as a revision tool. As individuals or as groups. As an exit task – each student needs to comment on one question.

Purpose: To ensure students understand key nutritional facts.

Idea: There are 17 questions/statements posted on the board linked to key nutrition. Students can add their answers to each. Use to review learning or as revision.

Time: If making comments on all statements, 15 minutes. This was what it was designed for rather than an exit task.

Learning Outcomes: Build or consolidate key nutritional knowledge.

Resources: Digital device to access pad.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.

Curriculum links: Nutrition. Aimed at students from Year 10.

Activity 15: Nutrition.

Link:

https://padlet.com/michelle_green8/jb8op2p8hxfd

Remember to duplicate the board to get a code just for your students, and delete this one.

Uses: As a flipped lesson, as a station in a classroom with a variety of activities, or a revision tool.

Purpose: To ensure students understand key nutritional facts.

Idea: This board has a video embedded into it and then 8 questions to complete. Students could watch the video and then answer the questions or watch and pause the video to allow them to answer questions as they go.

Time: The video is 5 minutes long plus time to answer questions.

Learning Outcomes: Build or consolidate key nutritional knowledge.

Resources: Digital device to access pad.

Key Competencies depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

Curriculum links Nutrition. Aimed at students from Year 10.

Activity 16: Packaging.

Link:

https://padlet.com/michelle_green8/3qgc_h9j2dag6

Remember to duplicate the board to get a code just for your students, and delete this one.

Uses: As a flipped lesson, as a station in a classroom with a variety of activities, or a revision tool.

Purpose: To ensure students read and interpret information on a NIP and apply what they find to a given scenario.

Idea: This board has four photos of NIP panels of breakfast cereals. They need to read the labels and make recommendations as to which cereal is most suitable for a teenage girl.

Time: 20 minutes to read and write supporting paragraph. Could then discuss answers as a group.

Learning Outcomes: Build or consolidate understanding of information on NIPs and apply nutritional knowledge.

Resources: Digital device to access pad.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.

Curriculum links: Nutrition. Aimed at students from Year 10.

QR code Activities

What are QR codes? QR, or Quick Response **codes**, are barcodes that can be read using smartphones, tablets, laptops, and dedicated **QR** reading devices. A **QR code** is a simple way to access a web address (URL). It is an image file that when scanned by a **QR Code reader**, will access the URL it links to.

Complexity rating: Simple for basic code, moderate to add video, pictures or audio.

How to get started: The link is a clear illustration of how to. It covers plenty so chunk the video up. You will get the basics very quickly. It also explains how to add pictures and audio links if you want to be more adventurous.

<https://www.youtube.com/watch?v=i4dnthyMQzw>

<https://www.qrcode-monkey.com/> (very easy to use QR code maker).

Use of QR codes: Scavenger hunts; questions and answers linked to a unit, and part of an activity sheet; as an activity for an activity stools task.

The pros

- Quick and easy to use, for basic QR codes. A little more time to master adding videos and audio files but once mastered, it is straightforward
- Free both QR code creator and readers
- Can be accessed from a variety of devices
- Picture, videos (these are not limited to those from YouTube) questions, URL links can all be added
- Allows students to actively participate in a class task.
- Audio links can be embedded so students could use as part of a display or instructions could be given.

The cons

- Time needed to learn how to add more than just text or URL to codes.

Students thoughts on QR Code Activities

- love the competition of a scavenger hunt
- did not expect to see videos or audio
- easy to use.

Activity 17: Vegetables.

The link:

For this activity we have created a set of QR codes ready for you to print and use. They are on the next page.

They have URL embedded in them that link to vegetables.co.nz These are their resources that provide information about individual vegetables. Making a set like these is quick and easy to do but you might want to trial simply using QR codes in your classroom before you make your own.

Uses: As a scavenger hunt - students find a QR code, scan it and then have to complete a task you have designed based on the vegetable for which they have information. As an extension activity or further research about vegetables.

Purpose: As a scavenger hunt to promote some movement in your classroom. To allocate a topic or groups randomly. To point students to a reliable source of information.

Idea: These QR codes on next page go to vegetables.co.nz They give information on the vegetable including a video clip, how the vegetable grows, how to prepare and cook them.

Time: This will depend on how you use them.

Learning Outcomes: To develop knowledge about vegetables, growing, preparation, cooking and nutritional content.

Resources: Digital device to access to scan QR code.

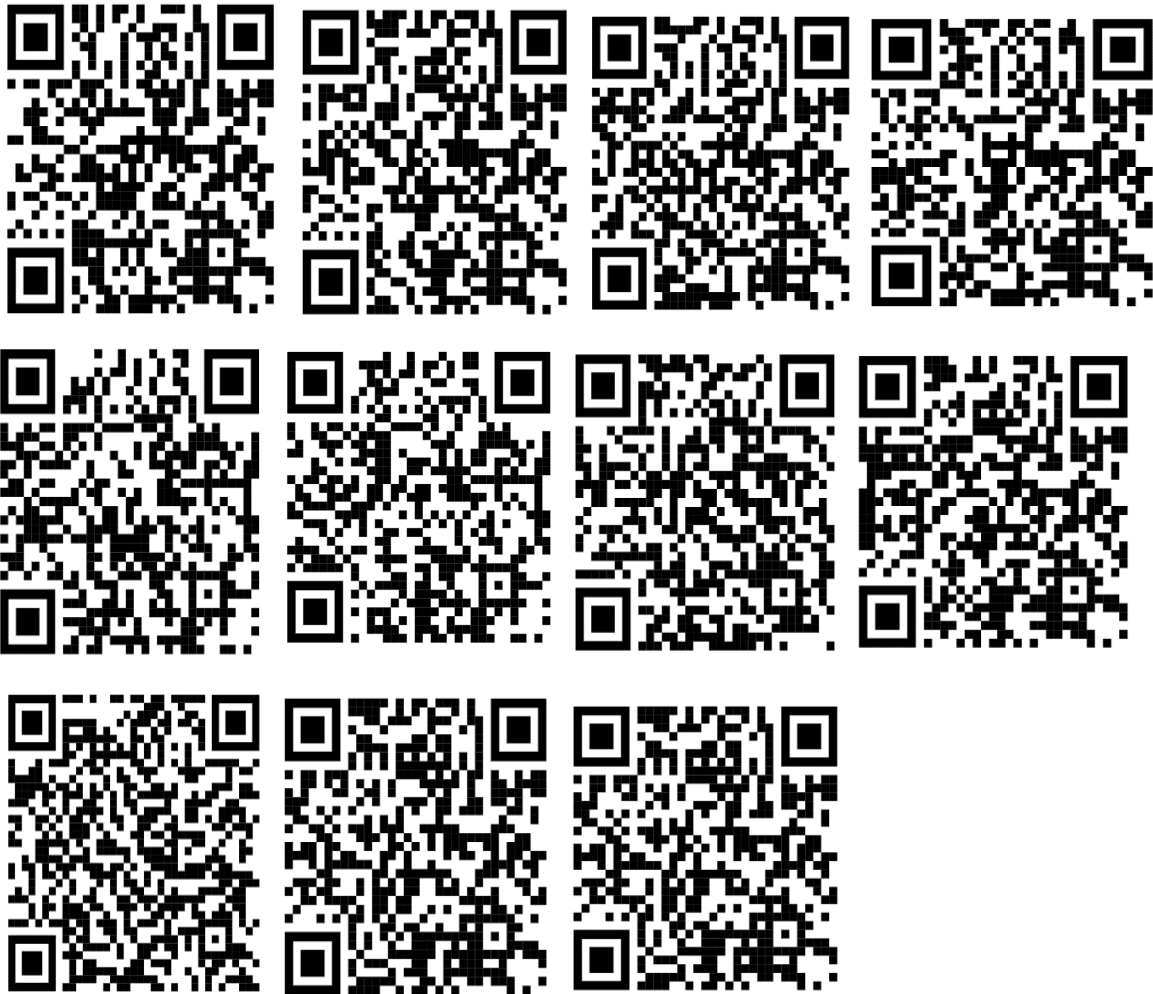
Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

Curriculum links: Seasonal food eating, local foods. Aimed at students from Year 9.

Digital Curriculum: poster task DDDO

Vegetable Research QR Codes.



Activity 18: Cooking Methods.

Link:

For this activity we have created a set of QR codes ready for you to print and use- they are on the next page.

Uses: As a flipped lesson, as a station in a classroom with a variety of activities or as an alternative to a demonstration.

Purpose: To introduce junior students to cooking methods and the correct terminology.

Idea: Give a small group a QR code, get them to watch the video on the cooking method and pick out the key points of learning. Then present these as an infographic, an audio clip or as an outcome of your choice. As a flipped class activity prior to using the cooking method in a practical.

Time: Videos are a few minutes long, so it depends on how you use them.

Learning Outcomes: For students to know how to boil, simmer, fry, stir fry, grill and use the oven.

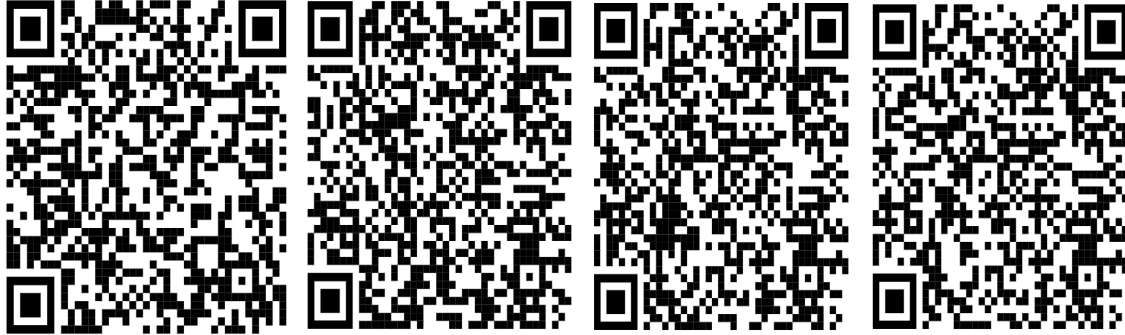
Resources: Digital device to read code, one per group is enough.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.

Curriculum links: Cooking methods and safety. Aimed at students from Years 7-9.

Cooking Methods QR Codes with video embedded in them.



Activity 19: Nutritional Information Panels

Link:

For this activity we have created a set of QR codes ready for you to print and use - they are on the next page.

Uses: As a flipped lesson, as a station in a classroom, as a revision task.

Purpose: There are a variety of cracker NIP for students to analyse. Photos of packaging can be taken as and when and converted to codes rather than have to store packaging.

Idea: Use in a variety of ways to compare the nutritional content and make recommendations as to which is best. Different consumers could be suggested. Followed up with a group discussion or written conclusion.

Time: Will vary according to the task you set. If they analyse each, and write a conclusion, 30 to 40 minutes.

Learning Outcomes: Students to consolidate their ability to read nutritional panels, make informed choices based on nutritional information provided.

Resources: Digital device to read codes.

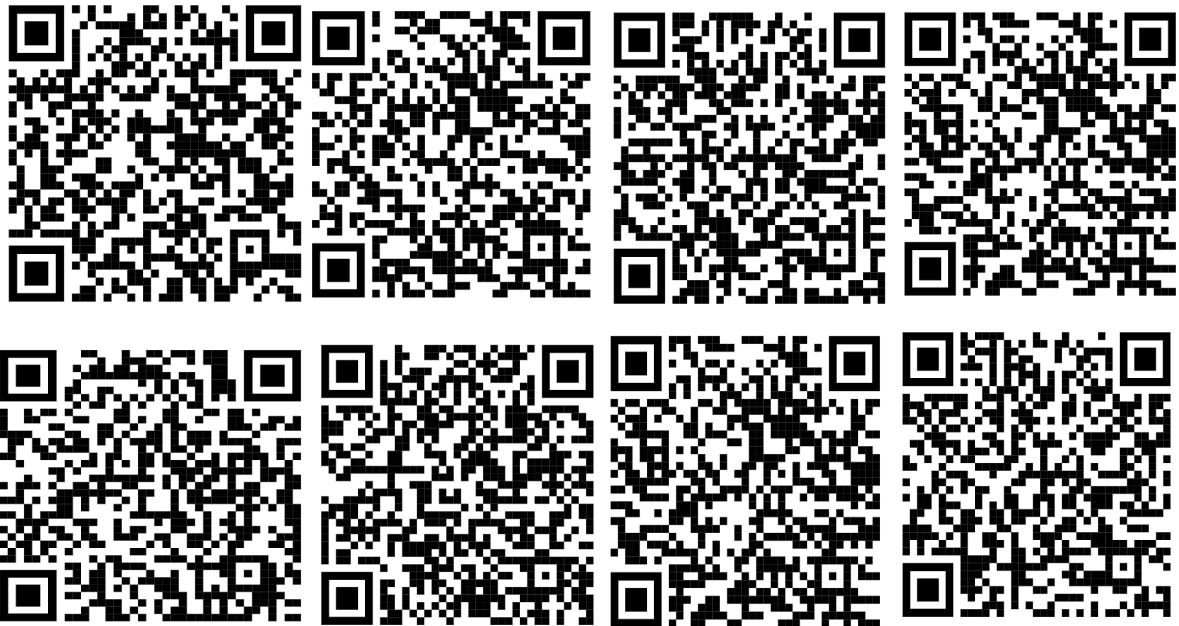
Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.

Curriculum links: Nutrition. Aimed at students in Years 10-11.

Digital Curriculum: Depending on task DDDO opportunity

QR codes with NIP pictures embedded in them.



Activity 20: Healthy Eating.

Link:

For this activity we have created a set of QR codes ready for you to print and use- they are on the next page.

Uses: As a station in a classroom, or as a revision task.

Purpose: Use to assess prior knowledge or test learning of students.

Idea: These QR codes have audio clips asking students questions. They could work on them individually or in groups. They could be used as a station activity or as a scavenger hunt.

Time: Will vary according to the task you set. 15- 20 minutes.

Learning Outcomes: Students to consolidate their knowledge of healthy eating.

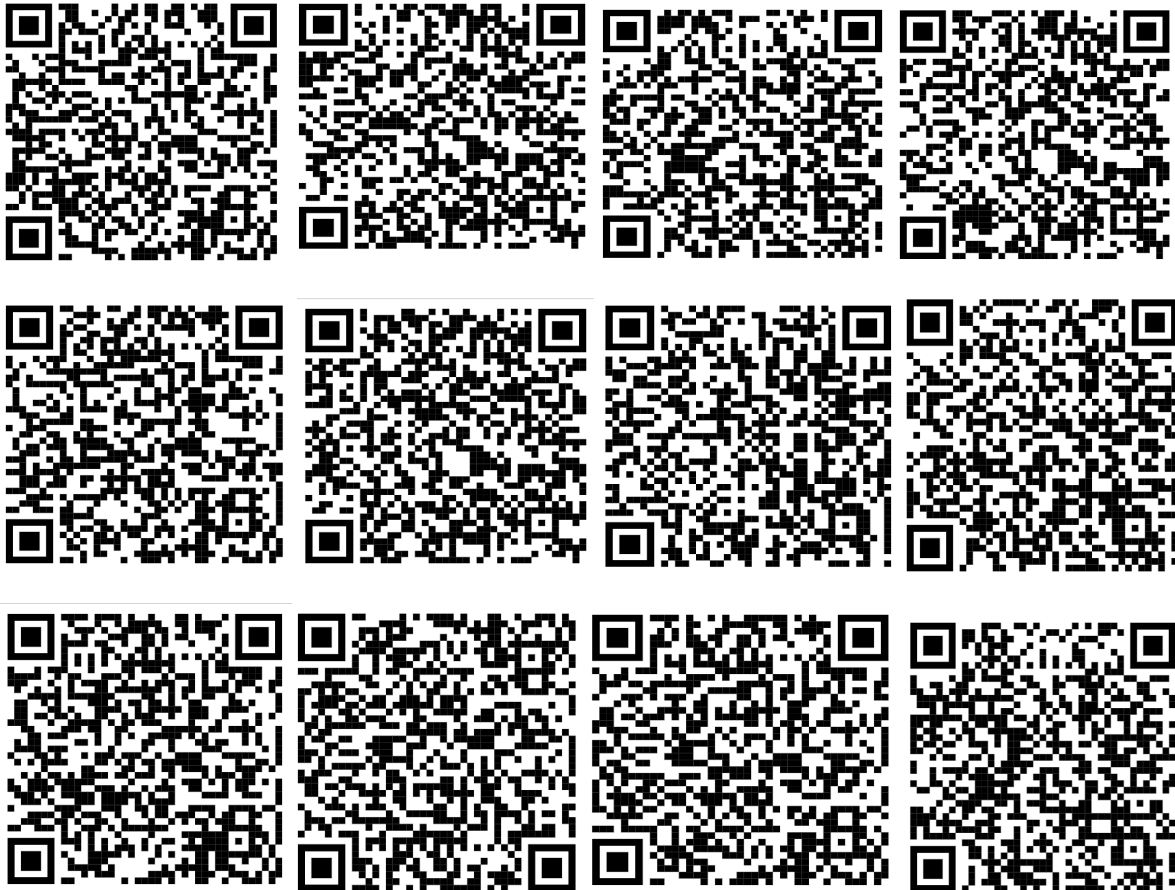
Resources: Digital device to read codes.

Key Competencies: depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.

Curriculum links: Healthy Eating and basic nutrition. For Years 7-9.

QR codes with audio questions embedded in them linked to healthy eating



Mentimeter Activities

What is Mentimeter? It is interactive presentation software that allows real time interaction with your audience.

Complexity rating: Simple.

How to get started: To create an account head over to

<https://www.mentimeter.com/signup>

You can choose to sign up through your Facebook profile, Google account, or with an email address and password that you set. Enter a valid email address and a password that is at least six characters long. Press sign up and you are good to go!

The pros

- Quick and easy to use
- Free – you can have 3 presentations at a time. You can earn more if you recommend a friend
- Students simply use the login code on your presentation
- Can gather responses as a word cloud, poll, from multiple choice questions, on a scale rating or by asking open ended questions
- Pictures can be used as part of your questions
- Can be accessed from a variety of devices
- Allows students to actively participate in a presentation.

The cons

- None really
- A limit of presentations you can have for free.

Student feedback:

- like seeing the words appear
- easy to use.

Activity 21: Attitudes and Values.

Link:

<https://www.mentimeter.com/s/1c58db6e0b371824ff6c6263aadce06c/db1081d1df00/edit>

Remember to copy so you have your own version.

Uses: As a discussion point to start the unit.

Purpose: To get students to engage in discussion without having to talk. To encourage participation, all the responses are anonymous.

Idea: Pictures have been put into the presentation asking students what they see. The students can add 3 words each. These come onto the screen in real time, as a word cloud in this case. Allows teacher to then direct discussion according to responses.

Time: Will vary as to the task you set. 15-20 minutes.

Learning Outcomes: To consider our attitudes and values based on what is seen in a picture. To encourage students to justify their comments.

Resources: Digital device to interact.

Key Competencies: depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.
- relating to others.

Curriculum links: Attitudes, values and beliefs. From Year 10.

Activity 22: Evaluation of a Unit of Work

Link:

<https://www.mentimeter.com/s/fcfacdd18303c9f01fe865836b0cd477/483aa31d30b5/edit>

Remember to copy so you have your own versions.

Uses: To gather feedback. This example is of a unit of work but could easily be of a lesson.

Purpose: To get students to engage to evaluate. To encourage participation by all, the responses are anonymous.

Idea: There are three questions. What did you enjoy? What did you learn? Did you use your time effectively? The responses come back as a word cloud, as quotes and as a poll.

Time: Will vary as to the task you set. 15 to 20 minutes.

Learning Outcomes: Student evaluation of work completed.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.

Curriculum links: Self-evaluation, can be use with any year group.

Activity 23: Attitudes and Values

Link:

<https://www.mentimeter.com/s/668f41a3498c0432ac573edf80d129f6/3712aa793417/edit>

Remember to copy so you have your own version.

Uses: As a starting point to a lesson on attitudes and values.

Purpose: To get students to engage in discussion, to share their values. To encourage participation by all, the responses are anonymous.

Idea: Students are asked a range of questions to get their ideas. For example, which is the most nutritious? Should under 5s be allowed to drink fizzy drinks? Plus, an open ended question to find out what students are struggling to understand. Their responses come back in a variety of formats: responses to a multi-choice question, image choices, open-ended question and a scale response.

Time: Will vary as to the task you set. 15 to 20 minutes.

Learning Outcomes: Student share their attitudes to food related topics.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.
- relating to others.

Curriculum links: Attitudes and values, nutrition and sustainability. Aimed at students from Year 10 upwards.

Quizlet Activities

What is Quizlet? Online flash-card creator for students to study from. These can then be used online or printed off to make mix and match cards. There are other games to play, for example, Match, where students drag and drop matching cards.

Complexity rating: Simple.

How to get started:

<https://www.youtube.com/watch?v=X4u43UIQwM8>

The pros

- Quick and easy to use
- Can search to find sets created by other teachers to use
- Words and pictures can be used
- Free to use
- Students simply need a code to access sets you have created, or they can create their own.

The cons

- Gravity needs answers to be short and simple.

Student feedback:

- like playing mix and match to see who can do it fastest.

Activity 24: Fruit and Vegetables.

Link:

https://quizlet.com/_7hxr1?x=1qqt&i=2fzags

Remember to customise this set so it is your own, so you have your own version.

Uses: As a station activity or as a starter to a unit on fruit and vegetables.

Purpose: Students identify common fruit and vegetables.

Idea: Students can play the gravity or match game to identify 10 common fruit and vegetables. If they play match, they match the picture to the name –there is a timer added to this they could have a competition. For gravity, they identify the fruit and vegetables. The flash cards/spell section could be used to raise literacy.

Time: Will vary according to the task you set. 5 to 10 minutes.

Learning Outcomes: Students identify fruit and vegetables.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used.

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing
- relating to others.

Curriculum links: Seasonal fruit and vegetables. Aimed at junior classes, Years 7 to 9.

Activity 25: Nutrition.

Link:

<https://quizlet.com/nz/446883196/nutrition-revision-flash-cards/>

Remember to customise this set so it is your own, so you have your own version.

Uses: As a station activity, as a revision task in or out of the classroom.

Purpose: Students to look at 12 key nutrition facts based on the function or sources of the nutrient.

Idea: Students decide which way they learn best and use these for revision. Could use as flash cards, play match and find the correct answer or write the answers to the questions. Suitable for a variety of learning styles.

Time: Will vary according to the task you set. 10 to 30 minutes.

Learning Outcomes: Students consolidate key nutritional facts.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.
- relating to others.

Curriculum links: Nutrition. Aimed at Years 10 to 11.

Activity 26: Food Safety and Hygiene.

Link:

<https://quizlet.com/nz/446892997/food-safety-juniors-flash-cards/>

Remember to customise this set so it is your own, so you have your own version.

Uses: As a station activity or as a homework task.

Purpose: To raise student awareness of basic food safety, and safety in the kitchen.

Idea: Play the match game to find student's prior learning or use the test section. To review learning in a lesson.

Time: Will vary according to the task you set. 10 to 30 minutes.

Learning Outcomes: Students consolidate food safety and hygiene basics.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.
- relating to others.

Curriculum links: Food safety and basic hygiene. Aimed at junior students.

Trello Activities

What is Trello? It is a Kanban style list-making resource. Boards are created to ensure projects get organized, information is shared, and great work happens. They give everyone a shared perspective on the work getting done and what still needs to get done. Boards are made up of lists and cards. Lists often represent a workflow or process. Cards, which often represent tasks, move across these lists to completion.

Complexity rating: Simple

How to get started:

<https://trello.com/guide/create-a-board.html>

The pros

- Quick and easy to use
- Each group/individual can be colour coded
- Free to use up to 10 boards
- Students simply need a link shared with them if you do not want to set up a group
- Very visual
- Students can write messages to each other if collaborating
- Can be used by individuals or teams.

The cons

- Did not find any.

Student feedback

- easy to use
- very visual, can see our progress.

Activity 27: Planning Health Promotion Action.

Link:

<https://trello.com/invite/trainthem1/2fb1feb87b5ea9615568579f787bd7f3>

[This is an example of how a Trello board would be used for this task.](#)

Uses: To organise a group when working collaboratively.

Purpose: To help organise groups to identify what needs to be done, what is being done and when a task is completed. Individuals can be added to the plan as can deadline dates and links to resources.

Idea: Use this when working on AS91467: Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society.

Time: Ongoing through the task. Update each lesson or after each group planning meeting.

Learning Outcomes: Regular monitoring and evaluation of project progress. Improve organisation and time management.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.
- relating to others.

Curriculum links: Planning a health promotion action. Aimed at Year 13.

Digital Curriculum: Computational Thinking.

Activity 28: Planning a Food Bag.

Link:

<https://trello.com/b/eK9mNJg5/meal-bag-planning>

[This is an example of how a Trello board would be used for this task.](#)

Uses: To organise individuals to complete a task.

Purpose: To help an individual to identify what needs to be done, what is being done and when a task is completed. Deadline dates, links to resources being used, and research to be done. Notes to self can also be added.

Idea: Use this when working on AS90957: Demonstrate understanding of societal influences on an individual's food choices and well-being.

Time: Ongoing through the task, update each lesson self-review. Adapt accordingly.

Learning Outcomes: Self review and improve time management.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing
- relating to others.

Curriculum links: Societal influences on wellbeing. Aimed at Year 11.

Digital Curriculum: Computational Thinking.

Activity 29: Planning a Cultural Display.

Link:

<https://trello.com/b/UidSQCWY/cultural-display>

This is an example of how a Trello board would be used for this task. Click onto boxes to show students notes that have been written on the being done tasks.

Uses: To organise a group when working collaboratively.

Purpose: To help organise groups to identify what needs to be done, what is being done and when a task is completed. Individuals can be added to the plan as can deadline dates and links to resources.

Idea: Use this when working on a cultural project with the end result being a cultural display.

Time: Ongoing through the task. Update each lesson or after each group planning meeting.

Learning Outcomes: Regular monitoring and evaluation of project progress. Improve organisation and time management. Taking responsibility for learning.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.
- relating to others.

Curriculum links: Aimed at Year 9.

Digital Curriculum: Computational Thinking.

Activity 30 Making a sandwich

Link:

<https://trello.com/b/VJL0fZQ4/making-a-toasted-sandwich>

[This is an example of how a Trello board would be used for this task. Click onto boxes to show students notes that have been written on the being done tasks.](#)

Uses: To show students how to plan and carry out practical work.

Purpose: To help organise an individual, to encourage them to look at each stage of a task, to identify what needs to be done, what is being done and when a task is completed.

Idea: Use to encourage students to plan out practical work.

Time: 15 to 20 minutes depending on the task being planned.

Learning Outcomes: Regular monitoring and evaluation of project progress. Improve organisation and time management. Taking responsibility for learning.

Resources: Digital device to interact.

Key Competencies: depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.
- relating to others.

Curriculum links: Aimed at Years 7 to 9.

Digital Curriculum: Computational Thinking.

Drag and Drop Activities

What are drag and drop activities? An interactive way for students to move information around a page. Can be used to reorder information, make sentences or match definitions.

Complexity rating: Simple.

How to get started:

<https://shakeuplearning.com/blog/how-to-create-drag-and-drop-activities-with-google-slides-suls027/>

You can add images and backgrounds as shown in the video. We simply inserted the text and picture we wanted on a slide, changed the background colour and created an interactive slide. Make sure students make their own copy once shared.

The pros

- Quick and easy to use
- Students simply need a link shared with them, can be uploaded straight to google classroom
- Very visual.

The cons

- Needs to be open in google drive, otherwise cannot drag and drop
- Takes a little while to set up if adding pictures but not hard to do.

Student feedback:

- Colourful
- Liked doing this rather than writing.

Activity 31: Making Pikelets.

Link:

https://docs.google.com/presentation/d/1qAJ4aq-AMLkkyA_Qq3rFCZ_n_jvbRkaK0mk7JLj-j88/edit?usp=sharing

[This is an example of how a google slide can be used to make a drag and drop activity.](#)

Uses: As a flipped classroom activity or station activity.

Purpose: To enable students to order information.

Idea: Following a demonstration, get students to re-order the recipe so they have consolidated learning prior to making the pikelets.

Time: 15 minutes

Learning Outcomes: Students can decode a recipe and then be able to make the dish.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing
- relating to others.

Curriculum links: Practical work aimed at Years 7 to 9.

Digital Curriculum: Computational Thinking.

Activity 32: Nutrition Revision.

Link:

<https://docs.google.com/presentation/d/1KH2X1djgPnjCD0vcxI0SYOll07PCnDkamL49QluzeFg/edit?usp=sharing>

[This is an example of how a google slide can be used to make a drag and drop activity.](#)

Uses: As homework or as a station activity.

Purpose: To test knowledge of key nutrients.

Idea: For students grab and drop nutrients, foods and functions to complete a table of knowledge that is correct.

Time: 15 minutes

Learning Outcomes: Students identify key nutrients, their function and sources in the diet.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing
- relating to others.

Curriculum links: Nutrition. Aimed at Years 9 to 11.

Digital Curriculum: Computational Thinking.

Activity 33: Identifying Equipment.

Link:

https://docs.google.com/presentation/d/1oUXfUoMuVllcAJY5HTcfyVSY2RN8uqPxVgCX_ylV EL8/edit?usp=sharing

[This is an example of how a google slide can be used to make a drag and drop activity.](#)

Uses: As a class activity or homework.

Purpose: For students to be able to correctly name equipment.

Idea: Match names and pieces of equipment.

Time: 15 minutes.

Learning Outcomes: Students will be able to identify basic equipment.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing
- relating to others.

Curriculum links: Basic knowledge of equipment. Aimed at Years 7 to 9.

Digital Curriculum: Computational Thinking.

Activity 34: Food Storage.

Link:

<https://docs.google.com/presentation/d/1mH7mNvr3vi8dfK1iO6W1Tysydlf6bq1kCBBrqZ7VrLI/edit?usp=sharing>

[This is an example of how a google slide can be used to make a drag and drop activity.](#)

Uses: As a class activity as part of food safety or homework.

Purpose: Students to identify where food should be stored correctly in the refrigerator

Idea: Students drag the food labels to where they would be stored in the refrigerator.

Time: 15 minutes.

Learning Outcomes: Students will be able to identify basic equipment.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.
- relating to others.

Curriculum links: Food safety. Aimed at Years 7 to 9.

Digital Curriculum: Computational Thinking.

Socrative Activities

What is socrative?

Complexity rating: Simple.

How to get started:

https://www.youtube.com/watch?v=Z8_1gvLdHyE&app=desktop

The pros

- Quick and easy-to-use quiz maker, an alternative to Kahoot or Quizlet
- Can be played in a variety of formats – just a quiz for individuals or a rocket launch, a team competition
- Simple to make. Teacher and student accounts that are free
- You can explain the answers so once a question has been answered, students get a little bit more of an explanation to consolidate learning
- Easy to create your own quizzes or to download shared quizzes
- Multiple choice, true and false or open ended questions can be asked
- Quizzes can be downloaded should you want to use them as short written tests
- You can upload written questions from excel to convert to a quiz easily
- You can look to see who answered which questions correctly to review learning post lesson.

The cons

- Like most of these online apps, the basics are free. You could pay for add-ons, but we didn't feel the need to.

Student feedback:

- We like playing in teams
- Good to check our knowledge.

Activity 35: Proteins.

Link:

<https://b.socrative.com/teacher/#import-quiz/43172500>

[This quiz can be copied into your Socrative folder and then used.](#)

Uses: As a station activity or a class-based quiz as a plenary.

Purpose: The basic quiz can be played or students in teams can play the rocket launch version. Progress after each question is seen on your screen.

Idea: Students log on using a code to play the quiz. Can be played individually or as a team. This quiz looks at the key facts linked to protein. After each question, there is a fact to discuss and build knowledge linked to the question.

Time: 15 minutes but could be more if there is discussion around the questions.

Learning Outcomes: Students have a clear understanding of protein, amino acids, and HBV and LBV proteins.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing
- relating to others.

Curriculum links: Nutrition. Year 10 upwards.

Activity 36: Food Waste.

Link:

<https://b.socrative.com/teacher/#import-quiz/43172659>

[This quiz can be copied into your Socrative folder and then used.](#)

Uses: As an introduction to sustainability, as a station activity or a class-based quiz as a plenary.

Purpose: The basic quiz can be played or students in teams can play the rocket launch version. Progress after each question is seen on your screen.

Idea: Students log on using a code to play the quiz. Can be played individually or as a team. This quiz looks at the key facts linked to food waste. After each question, there is a fact to discuss and build knowledge linked to the question.

Time: 15 minutes but could be more if there is discussion around the questions.

Learning Outcomes: Students understand how much food is wasted in NZ and which foods are most wasted.

Resources: Digital device to interact.

Key Competencies: depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing.
- relating to others.

Curriculum links: Sustainability. Aimed at Years 9 and 10.

Activity 37: Food Safety.

Link:

<https://b.socrative.com/teacher/#import-quiz/43172859>

This quiz can be copied into your Socrative folder and then used.

Uses: As a starter to introduce food safety or as a revision homework or an exist tickets.

Purpose: The basic quiz can be played or students in teams can play the rocket launch version. Progress after each question is seen on your screen.

Idea: Students log on using a code to play the quiz. Can be played individually or as a team. This quiz looks at basic food safety. After each question, there is a fact to discuss and build knowledge linked to the question.

Time: 15 minutes but could be more if there is discussion around the questions.

Learning Outcomes: Students have an understanding of key facts linked to food safety.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing
- relating to others.

Curriculum links: Food Hygiene and safety. Years 9 and 11.

Activity 38: Cultural Food.

Link:

<https://b.socrative.com/teacher/#import-quiz/43172970>

[This quiz can be copied into your Socrative folder and then used.](#)

Uses: As a starter to introduce cultural foods and how religion influences food choice.

Purpose: The basic quiz can be played for students to assess prior knowledge.

Idea: Students log on using a code to play the quiz. Can be played individually. This quiz looks at religions and food choices. After each question, there is a fact to discuss and build knowledge linked to the question. You can look at the reports and see which students got the right answers.

Time: 15 minutes but could be more if there is discussion around the questions.

Learning Outcomes: Students have an understanding of religion and its impact on food choices.

Resources: Digital device to interact.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing
- relating to others.

Curriculum links: Cultural foods, religion and food choices. Aimed at juniors.

Google Slide Activities

What are Google slides? Google Slides allow you to makes your ideas shine with a variety of presentation themes, hundreds of fonts, embedded video and animations.

Complexity rating: Simple once you have done a couple.

How to get started: <https://www.youtube.com/watch?v=3fRUIRf7Tow>

Or <https://www.youtube.com/watch?v=9IfjUo1JOMs>

The pros

- Whole lessons can be shared to individual students
- Allows students to work at their own pace
- Students can work collaboratively
- Can embed video and pictures
- Templates available easy to use if you use google documents.
- Once set up easy to adapt.

The cons

- Like most of these online apps students want a variety in lessons so do not make this the constant.

Student feedback:

- Like the presentation
- Like to work on my own but also with others so this can happen in different lessons

Activity 39: Cooking Literacy.

Link:

<https://docs.google.com/presentation/d/1eXurV2e6YX6BIUyw5X7JjYe2W8TOfy3mnEmA7knz4TM/edit?usp=sharing>

Remember to customise the lesson as you open it so it is then your lesson, delete the master you download from the link.

Uses: as a lesson over several periods. Upload onto students Google classroom or platform that you use. Students write in each slide and submit when done. Very interactive as requires peers and teacher to give marks while the student works.

Purpose: for students and parents to understand that “cooking” is more than just cooking, it involves a knowledge of a wide variety of tasks.

Idea: students will individually work through the slides doing to activities at their own pace. Could be done for home work to catch up and share with parents.

Time: Over several periods

Learning Outcomes: To introduce the term cooking literacy and the steps this term can involve.

Resources: digital device to access links throughout the slides and respond.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing
- relating to others.

Curriculum links: Food literacy

Aimed at Year 9/10/11 depending on skills and understanding.

Activity 40: Food Safety.

Link:

https://docs.google.com/presentation/d/1QznVRJwMufDttDeYF6le0xwKO7T9HfcTU48p4S9t_1c/edit?usp=sharing

Remember to customise the lesson as you open it so it is then your lesson, delete the master you download from the link.

Uses: as a lesson over one or several periods. Upload onto students Google classroom or platform that you use. Students write in each slide and submit when done. Very basic information that should reinforce or be the introduction to the topic. Some literacy is needed for the reading of the article and cutting from it relevant information.

Purpose: for students to understand that food poisoning is real and effects many of us unknowingly and how to avoid getting it yourself while cooking and even worse poisoning others.

Idea: students will individually work through the slides doing to activities at their own pace. Could be done for home work to catch up and share with parents.

Time: can be altered to suit what you require but would fit an hour lesson.

Learning Outcomes: To introduce food safety and consequences of not being food safe in the kitchen.

Resources: digital device to access links throughout the slides and respond. Food Safety resources for example Pip Duncans Safe Food book for the Checkpoint activity at the end of the tasks.

Key Competencies: Depending on how the lesson is used

- thinking
- using language, symbols, and texts
- managing self
- participating and contributing
- relating to others.

Curriculum links: Food Safety

Aimed at Year 9/10/11 depending on knowledge and understanding.