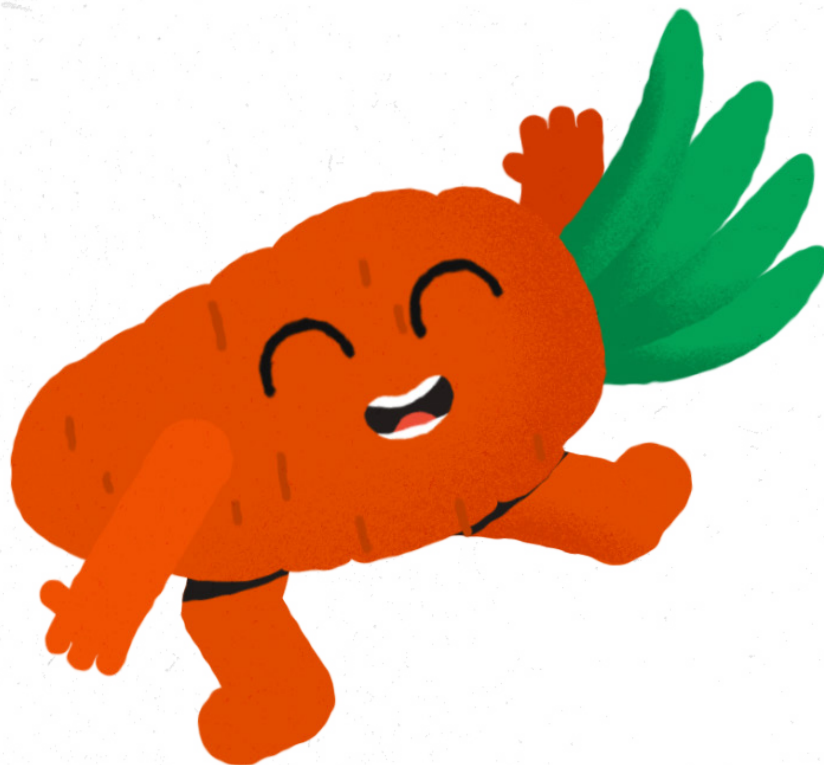


Why Do You Go Orange?

Year 3 – Health and Physical Education

Year 4 – Health and Physical Education

Year 5 – Science



(HPE; Yr 3&4, ACPPS036)

Identify and practise strategies to promote health, safety and wellbeing

(Science; Yr 5, ACSSU043)

Living things have structural features and adaptations that help them to survive in their environment

Why Do You Go Orange?

Can eating too many carrots make your skin go orange?

This is a simple activity about what the human body does with waste. Students are probably keen to tell you about poo and wee but are generally less aware about how the human body relies on sweat to excrete certain substances through the skin.

Equipment:

For the **Vegetable Prints** activity you will need:

Pieces of plain cotton cloth

A rubber mallet

An old chopping block

Several samples of flowers, herbs and coloured vegetables from the garden

For the **Colour My Plate** activity you will need:

A large selection of recipe magazines and books

Art materials (optional)

Duration:

45 minutes

Location:

The classroom or outside

Notes:

“Orange is the happiest colour.”

– Frank Sinatra

“We were orange, we were sweet, sweet little mutants. So, so sweeeeet!”

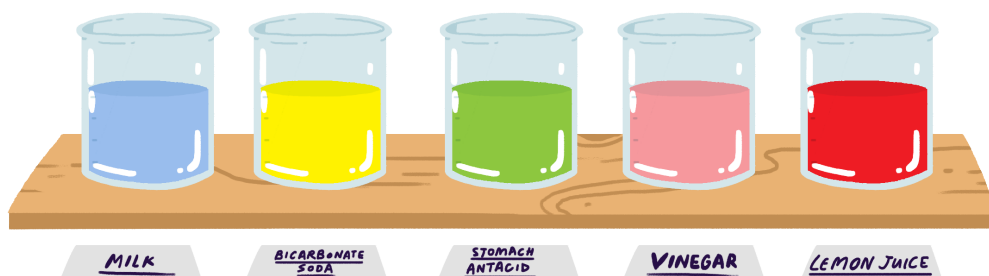
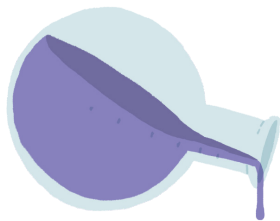
– Little Carrot Dude

Waste Not...

? Explore a diagram of the human digestive system and discuss:

- ◇ What happens to the food we eat?
- ◇ Why do we have to drink water to help digestion work?
- ◇ What does our body do with the things it doesn't need?

Note: If students have done the Pink Pee activity (access via phenomenom.com.au), they will have some fairly clear ideas about this topic!

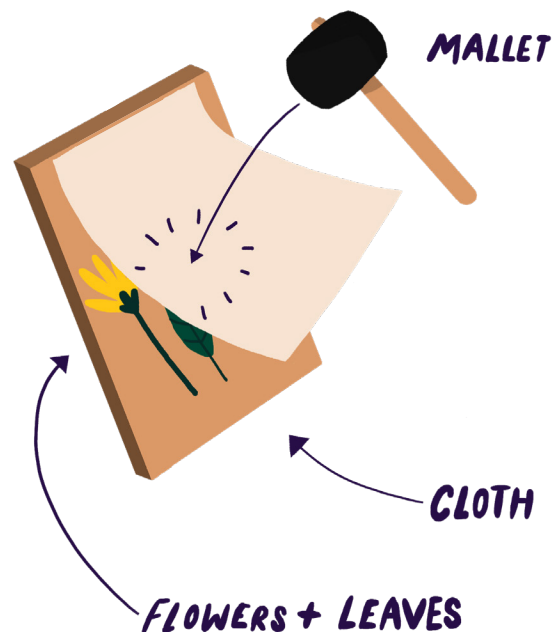


Natural Coloured Nosh

- As a class, make a list of all the vegetables that are naturally brightly coloured. Ideas include (but are not limited to): radishes, beetroot, carrots, Swiss chard, spinach, pumpkin, kale, red cabbage.
- Tell the class that there is a known medical condition called 'carotenoderma' which is when people eat a huge amount of red/orange vegetables (we mean a HUGE amount) and their skin goes a little bit orange.
- Prepare students for a **Think-Pair-Share**. First read out the following statement and question: People can go a bit orange if they eat way too many carrots. **What might this tell us about how the body gets rid of the bits of food it does not need?**
 1. Students think silently for 30 seconds about the possible answer.
 2. Then they turn to a partner and discuss both of their answers for 30 seconds.
 3. Finally, the pair shares their combined thoughts with the class.
- **Discuss** some class responses and prompt students to explore the idea that when we perspire our bodies sweat out some substances they either don't need or already have enough of, and what other purpose sweat serves (like maintaining body temperature).

✂ Vegetable Prints:

- Explore the colours in vegetables and flowers through transfer prints.
- Take pieces of plain white fabric (cotton or other natural fibres work best) and place them on a hefty board such as an old chopping block.
- Layer flowers such as nasturtiums and pansies on the fabric, herbs such as parsley and rosemary, and THIN slices of beetroot and carrot (these can be peeled) or single leaves of kale. Think about creating a pattern or colour palette.
- Place another piece of fabric over the top and pound the fabric with a rubber mallet.
- The vegetables and flowers should transfer print to your fabric.



✂ Colour My Plate

👁 Watch **The One with the Poop Chart**



- Explore the idea that different vegetables have different nutrients. Just like in your vegetable prints, the best way to maintain a colourful pattern of nutrients in your diet is to eat a wide variety of veggies. An easy way to do that is to make sure there are several, natural colours on your plate as often as possible.
- Have students devise menus for a meal that includes at least four colours of vegetables. Provide recipe books and allow students to explore the pictures and text – show them the index if they have a vegetable in mind, and help them use it to find recipes. For older students, set parameters such as catering for special dietary requirements as well as a main menu.
- Have students create a display poster for their menu and, if time permits, write out one of the recipes to share. They can decide on an event for their menu (such as Easter, Reconciliation Week or National Harmony Day) and decorate the poster accordingly.