



# two raw sisters and a giraffe

## Teacher guide







**This booklet contains teaching resources to support you to extend learning in the classroom. Visit [www.tworawsistersandagiraffe.org.nz/teachers](http://www.tworawsistersandagiraffe.org.nz/teachers) to access a digital version of this document along with all links.**

**Additional supporting resources:**

- Handout provided in the Two Raw Sisters lesson (includes recipes and take home activities)
- Build your own Smoothie and Pad Thai video workshops and recipe worksheets (includes in class or take home activities)

**To make healthy food choices, students need to:**

- Know and understand their nutritional needs for growth and development
- Examine factors that influence their food choices
- Develop food preparation and cooking skills

**The Two Raw Sisters workshop and the activities provided in these teaching notes aim to:**

1. Encourage students to consider whole unprocessed foods as the starting point when planning meals and snacks.
2. Strengthen students' relationship with cost-effective plant based foods - getting them curious about vegetables and fruit they may not have heard of or tried before.
3. Provide opportunities to identify the nutritional benefits and the tastiness of adding vegetables, fruit, and herbs in their diet.
4. Develop further understanding of the recommended vegetable and fruit serving numbers and sizes (5+ A Day) - five servings of veggies, two of fruit (the Ministry of Health's recommended vegetable servings vary by age and gender).
5. Show students how to cook veggies, grains, seeds/nuts, noticing the transformation from raw to cooked.
6. Develop students understanding of how seasonal variations affect the cost (and flavour) of fresh vegetables.
7. Demonstrate that food and activity go hand in hand in creating an energy balance.
8. Provide opportunities to experiment with the Two Raw Sisters recipes. Substituting and being inventive with ingredients that they enjoy eating and have at home.

Activities to support this mahi follow the 5 ways to wellbeing framework (from the Mental Health Foundation). Evidence shows that building these 5 actions in our day-to-day lives improves wellbeing.



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## Whakawhanaunga

Understand the factors that influence their own eating patterns.

Act responsibly to support the rights and feelings of others who may have different food preferences.

## Connect: What are we Eating?

### Purpose:

Strengthening positive relationships with food and finding out more about the foods that people in our class enjoy eating.

- common plant foods
- unique plant foods

**Watch the Two Raw Sisters 'Build your own Smoothie' video. Study the ingredient options on the recipe PDF.**

[www.tworawsistersandagiraffe.org.nz/videos](http://www.tworawsistersandagiraffe.org.nz/videos)

1. Highlight the ingredients you like on the recipe.
2. Circle the ones you haven't tried.
3. What ingredients would you use to build a smoothie that would be tasty for you? Fill in activity 1 on the recipe worksheet.
4. Think of the food you have at home. What could you substitute in this recipe to make it even more cost effective?
5. What do you see in this recipe that makes it interesting and inventive?
6. After students have built their recipe, encourage them to share this with their whānau.



### Extensions:

- Work through the online activities 2 and 3 on the recipe worksheet.
- Build a recipe as a class and make the dish together, practicing the cooking techniques shared in the video.

### Game: Have you tried ...?

Set up a T chart with the heading 'Common Plant Food' and 'Unique Plant Food'.

Teacher leads the game of "have you tried ..."

- Eg. Have you tried baked beans? (Those that haven't sit down - recorder notes the food as a common food or unique food, based on how many are still standing, then class stands up again).
- Other suggestions might be quinoa, broccolini, raspberries, chia seeds etc.
- After a few rounds ask a student to lead the next 3 suggestions and continue the game for a while.

Now try adding in two or more combinations:

- "Have you tried peanut butter and banana on toast?"
- "Have you tried pumpkin seeds in a salad?"
- "Have you tried kumara and pumpkin soup?"

At the end of the game review the T chart.

- How many foods have you not heard of?
- Which ones are you curious to see, smell, taste, touch?
- What influences us to try new foods? (Discuss habit, availability, our personal preferences etc).

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## Tukau

Investigate how seasonal changes affect food choices.

## COOK TO WIN!

Watch the video 'Build your own Pad Thai' then encourage tamariki to make the recipe with ingredients they have at home. Whānau can then share a photo of the dish to enter the monthly prize draw to win a cooking prize pack including:

- \$200 Two Raw Sisters voucher
- \$100 grocery voucher
- \$200 The Warehouse voucher for your school

**Visit our website to find out more:**

[tworawsistersandagiraffe.org.nz/win](http://tworawsistersandagiraffe.org.nz/win)

PRIZE DRAW FOR TAMARIKI

## Give: Mother Earth/Papatūānuku

### Purpose:

- Identify seasonal produce that is likely to be cheaper and more readily available.

**Watch the Two Raw Sisters 'Build your own Pad Thai' video. Study the ingredient options on the recipe PDF.**

[www.tworawsistersandagiraffe.org.nz/videos](http://www.tworawsistersandagiraffe.org.nz/videos)

1. Look at the seasonal vegetable options on the recipe worksheet. Looking at the current season, work through the activity.
2. If you don't have all the ingredients for the teriyaki sauce at home, what could you substitute?
3. What do you see in this recipe that makes it interesting and inventive?
4. A serving size of vegetables is about the size of your own handful. About how many servings of vegetables would your pad thai recipe have.



### Extend beyond the classroom:

Encourage tamariki to cook the recipe at home with whānau and enter the draw to win a cooking prize pack!

**Gardening and seasonal planting is a great way to get students connecting with Papatūānuku/Mother Earth and a great way to provide food for the whānau.**

- As an introduction to this lesson, have students complete the 'Where Food Comes From' activity from [lifeeducation.org.nz/resources](http://lifeeducation.org.nz/resources) (Link 1).
- Read the 'Food for Thought Fact Sheet' from [lifeeducation.org.nz/resources](http://lifeeducation.org.nz/resources) (Link 2). Think about where our food comes from and take the quiz.
- Students who have little experience in seasonal planting may be unaware of the price fluctuations that occur to produce in different seasons.
- Students work in groups to list the four seasons. Name the months which fall in to each season. What does buying 'in season' mean? What do you think might happen to the taste of veggies when they are in season? (They taste better, more flavour). What veggies are plentiful right now?
- Brainstorm veggies they think you can buy fresh 'in season' at different times of the year. Provide the 'What's In Season' chart from [5adayeducation.org.nz](http://5adayeducation.org.nz) (Link 3) and look at the key to identify the colour coding used. Explain that this applies to buying veggies fresh. What do you think happens to pricing during the plentiful vs short supply stages?
- What veggies are available all year round? (Potatoes and pumpkin can be stored for long periods. Some foods can be grown in hot houses so are available all year round).
- Discuss veggies that are imported - what often happens to the price? Why?
- Use the 'Seasons Choice' activity from [5adayeducation.org.nz](http://5adayeducation.org.nz) (Link 4, pg 16)

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## Me ara tonu

Understand that some foods, particularly whole unprocessed food, offer more nutritional value than others.



# Take Notice: Mystery Ingredients

### Purpose:

- Understand what processed and unprocessed foods are.
- Identify different plant-based foods in their raw form.

### What does the word 'processed' mean? What is the opposite of processed (unprocessed)?

Read the 'Processed Foods and Food Processing' fact sheet from [lifeeducation.org.nz/resources](http://lifeeducation.org.nz/resources) (Link 5) and take the quiz.

Ask students to think of examples of processed, minimally-moderate processed and heavily processed food. Students could consider and describe why the food might have been processed. Please reinforce: Whilst aiming for healthy food choices is important, students should understand that there is no such thing as bad food. All food including heavily processed food can be enjoyed in moderation occasionally.

Explain that this activity allows us to become familiar with unprocessed (or minimally processed food). Set out some containers of raw mystery food items around the room (number each item). Explain that these are examples of grains/legumes, veggies, seeds/nuts, herbs/spices.

In pairs or groups, students try and identify each one and the category it belongs to. Suggestion of some items you might present to students:

Grains/ Legumes	Vegetables <i>(depending on season)</i>	Seeds/Nuts	Herb/Spice
Quinoa	Radish	Chia seeds	Rosemary
Lentils	Spinach	Pumpkin seeds	Mint
Chickpeas	Courgette	Sunflower seeds	Parsley
Brown Rice	Kumara	Sesame	Coriander
Millet	Asparagus	Almonds	Cumin
Bulgur	Yam	Walnuts	Paprika

Students might share what they thought the items were and the group it belongs to - teacher provides confirmation.

Discuss the role each group plays in adding value to our appetite, nutritional needs and taste buds.

- Understand that grains/legumes are a cost-effective way to add bulk to a meal (helps to fill us up).
- Explore why we are encouraged to eat 5+ servings of vegetables each day (nutrients). Use the '5+ A Day Fruit and Vegetable Teaching Resource' from [5adayeducation.org.nz](http://5adayeducation.org.nz) (Link 6).
- Understand that seeds provide a tasty crunch to a meal and herbs and spice add extra flavour.

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## Me Kori tonu

Understand the relationship between nutrition, exercise and wellbeing.

# Be Active: Energy Balance

### Purpose:

- Identify the relationship between food and activity in achieving an energy balance.

Two Raw Sisters are just as much a fan of doing exercise they enjoy, as they are in eating healthy minimally processed food.

**Rosa says: "See food as the fuel to give you the energy to do the active things you love doing."**

Put up this statement: **Energy in - Energy out = Energy balance**

- What does this statement mean? Energy in is food (kilojoules or calories) we consume. Energy out is the exercise and movement (including growing, breathing, digesting food) that burns kilojoules and calories. We need to make sure we eat enough to get us through the day.
- Think, pair, share how they achieve an energy balance.
- What are the benefits of exercise? How do you feel after playing a game and running around? Would this be as enjoyable if you were running low on energy?

Extension: Read the following fact sheets from [lifeeducation.org.nz/resources](http://lifeeducation.org.nz/resources) and take the quizzes to see how you get on.

[Life Education Fact Sheet - What is Energy?](#) (Link 7)

[Life Education Fact Sheet - How does Digestion work?](#) (Link 8)



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## Me ako tonu

Take positive action in relation to food selection and preparation.

## Keep Learning: Lets get Cooking

### Purpose:

- Develop confidence in selecting seasonal ingredients to create a recipe.
- Practise cooking dishes at home.
- Reflect on any changes they notice in terms of their knowledge, skill level or behaviour as a result of the workshop and follow up activities.

Try out the Two Raw Sisters Recipes (with their own substitutions) at home.

Encourage students to send in photos of something new they have tried or created in the kitchen.

**Design Challenge:** Select one key veggie, and one key fruit that everyone must include to create a new recipe.

- In groups, create a dish that uses these key ingredients plus any other ingredients they require.
- As a class vote on the recipe that is most appealing and attempt to create this.

### What have we learnt?

- To what extent did the Two Raw Sisters workshop change your thinking or attitude towards food?
- What is one thing (advice or information) that you would want to share to help improve the wellbeing of others? Who would you want to share this with? How might you do this?



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View booklet, supporting links and video resources online at:  
[www.tworawsistersandagiraffe.org.nz/teachers](http://www.tworawsistersandagiraffe.org.nz/teachers)

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5adayeducation.org.nz

lifeeducation.org.nz

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