

# WELLBEING ACTIVITY



Healthy Eating Fruit Stamps

<b>Lesson name</b>	Healthy Eating Sponge Print
<b>Duration</b>	2 x 1 hour lessons
<b>Suggested year levels</b>	Level F - Secondary
<b>Overview</b>	In this lesson students explore shape, line and repetition to create a sponge printed artwork. Students will explore wellbeing and healthy eating. They will discuss what healthy foods are and why before creating sponge printed shapes using water colour paints on paper to represent fruits and vegetables. Students will then alter these shapes to represent using a brush as well as coloured markers to add detail.
<b>Curriculum links to wellbeing</b>	<p>This lesson links to the Australian Curriculum's Personal and Social Capability through students reflecting on what healthy eating habits are and what their own healthy habits may look like. Students develop a reflective practice in their own art making as well as engaging in self-management to create an artwork independently.</p> <p><a href="#">Personal and Social Capability (Version 8.4)   The Australian Curriculum (Version 8.4)</a></p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Thick cartridge or water colour paper</li> <li>• Water colour paints</li> <li>• Round sponges</li> <li>• Paint markers</li> </ul>

- Paint brushes

## Activity

### Step 1

Students begin by exploring healthy foods and what healthy eating means to them. As a class students can also discuss how certain foods can nourish them and what these foods may look like.

### Step 2

Thinking about these “healthy foods” students explore the shapes and colours within them. Students can use fruits and vegetables as the source of their inspiration and apply colour on to a sponge to create sponge prints representing these. Students apply water to either their sponge or the water colour palette and get a decent amount of pigment on to the sponge before pressing this onto their paper.

### Step 3

Students create multiple prints over their page using different colours and creating a variety of different sized circles until their page is full.

### Step 4

Students explore the different colours and shapes which they have created and reflect on the healthy foods they discussed earlier. Drawing inspiration from fruits and vegetables, students alter the shapes of their prints using a brush and more water colour paints to resemble these foods

### Step 5

Students allow these shapes to dry before working over the top of them with paint markers to add details. Students can look at reference images of these healthy foods to assist their drawing to capture these small details.

### Step 6

Students continue to add these details with different coloured and different sized markers until all shapes resemble a variety of fruits and vegetables. They continue drawing until all shapes have detail.

#### Reflection

- What foods do you enjoy eating and why?
- What would you define as healthy foods?
- What foods did you choose to represent in your work and why?
- What was the process in creating your work?
- How would you describe shape, line and repetition in your work?

#### Extension and differentiation

- Students can research where different fruits and vegetables come from before creating their artwork.
- Students can use different mediums to create their shapes instead of using sponge prints. Such as using water colour pencils.
- Students can work on a larger or smaller scale to complete their work.