

Introduction

The teaching and learning activities on this website have been designed to promote positive attitudes towards fruit and vegetables among primary school-aged children.

The activities have been developed in consultation with the Western Australia Curriculum Framework (Curriculum Council of WA, 1998). Activities are consistent with suggested content for the major learning outcomes, as listed in Table 1.

Table 1. Major learning outcomes, Health and Physical Education learning area (Curriculum Framework)

1. Knowledge and Understandings
Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.
2. Attitudes and Values
Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.
3. Self-Management Skills
Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.
4. Interpersonal skills
Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

Note: The outcome 'Skills for Physical Activity' has been omitted from this table.

The activities encourage and promote a cross-curricular approach to teaching nutrition education. The activities are relevant to a range of different learning areas, and these are indicated at the start of each activity. The activities may also contribute to the learning outcomes for learning areas other than Health and Physical Education.

The teaching and learning activities are divided into three sections – lower primary (Years K-3), middle primary (Years 4-5) and upper primary (Years 6-7). Activities may require modification depending on the range of student abilities within each year group.

Within each of the three sections, activities are grouped into themes (see Table 2). Themes have been developed in relation to concept maps outlined in Food and Nutrition in Action – Curriculum Development Package (Commonwealth Department of Health and Family Services, 1996). These concept maps suggest content that is developmental, sequential and relevant to each stage of schooling.

Completion times are not suggested for each activity. Activities may take up part of a lesson or be ongoing, taking several days to complete.

Table 2. Nutritional themes for teaching and learning activities

Teaching and learning activity themes Years K-3	Teaching and learning activity themes Years 4-5	Teaching and learning activity themes Years 6-7
1. Keeping Food Safe	1. Food Selection Models	1. Food Selection Models
2. Range of Foods	2. My Food Choices	2. My Food Choices
3. The Food I Need	3. My Feelings about Food	3. My Feelings about Food
4. Sources of Food	4. Foods Eaten by Different Groups	4. Foods Eaten by Different Groups
5. Foods Eaten by Different Group		

Student food challenges

Food challenges are activities that students complete outside the classroom, usually at home. The aim of food challenges is to encourage parent discussion, involvement and positive reinforcement of their child's nutrition education in the home environment.

Food challenges have been loaded in the Student Section of the website. Food challenges are ideal for students to complete in their personal time or as homework, to reinforce key messages from classroom activities.

Contents

Years K-3 Teaching and Learning Opportunities

Key:

Health & Phys Ed = Health & Physical Education
Society Environ = Society and the Environment

LOTE = Language Other Than English
Tech & Enterprise = Technology and Enterprise

Maths = Mathematics

Theme 1: Keeping Food Safe

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
1.1	Clean Hands, Clean Food	✓	✓	✓					
1.2	Places to Store Foods	✓		✓		✓			
1.3	Fridge Foods	✓	✓	✓		✓			✓
1.4	A Bushwalking Adventure	✓	✓	✓			✓		

Theme 2: Range of Foods

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
2.1	Using My Senses to Discover Food	✓		✓			✓	✓	
2.2	Describing Food Tastes	✓		✓			✓		
2.3	Trying New Foods	✓		✓			✓		
2.4	Sorting Foods	✓		✓		✓		✓	
2.5	Colours and Shapes of Food	✓		✓	✓	✓			
2.6	Colours and Shapes of Meals	✓		✓	✓	✓			
2.7	Food Groups	✓	✓	✓					
2.8	Making Meals	✓	✓	✓	✓				✓
2.9	What Food is That?	✓		✓	✓				

Theme 3: The Food I Need

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
3.1	Why Do We Eat?	✓		✓				✓	
3.2	What I Eat, When I Eat	✓	✓	✓		✓		✓	
3.3	Planning a Breakfast	✓		✓			✓		
3.4	Breakfast Letter	✓		✓		✓			
3.5	Habits and Customs for Serving Food	✓		✓				✓	
3.6	Breakfast Placemat	✓	✓	✓	✓	✓			✓
3.7	Helping Hands	✓		✓				✓	
3.8	Breakfast Mural	✓	✓	✓				✓	

Theme 4: Sources of Food

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
4.1	Where Does Food Come From?	✓		✓		✓	✓	✓	
4.2	Shop Visit Letter	✓		✓				✓	✓
4.3	Our Class Supermarket	✓		✓	✓	✓			✓
4.4	Preparing Food	✓		✓	✓		✓	✓	
4.5	My 'Super' Kebab	✓	✓	✓	✓		✓		
4.6	Cooking Scraps	✓		✓			✓	✓	
4.7	Food Packaging	✓		✓			✓		✓
4.8	Recycling in the Schoolyard	✓		✓			✓	✓	

Theme 5: Foods Eaten by Different Groups

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
5.1	Cultures in Our School	✓		✓	✓			✓	
5.2	Foods of Different Cultures	✓		✓	✓			✓	
5.3	Foods of Different Cultures	✓		✓	✓			✓	
5.4	Foods of Different Cultures	✓		✓	✓			✓	

Teaching and Learning Activities Years K–3

Theme 1: Keeping Food Safe

Prepare a recipe from the 'student section' before completing these activities:

Purpose

These activities provide students with opportunities to identify ways of keeping food safe to prevent the spread of disease.



Activity 1.1 Clean Hands, Clean Food



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Concepts for a Healthy Lifestyle• Interpersonal Skills
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing• Writing
The Arts	<ul style="list-style-type: none">• Communicating Arts Ideas• Using arts skills, techniques and processes

Ask students what needs to be done before food is handled and used for cooking (i.e. washing hands and foods such as fruit and vegetables). Ask students why this is necessary.

Conduct a simulation where students hands are covered in moisturiser and sprinkled with nutmeg. First, have students wash their hands in cold water only. Second, have them wash their hands in cold water using soap. Use a song (such as 'This is the Way We Wash Our Hands') as students experiment with different ways of hand washing.

Discuss the results of this experiment with students. Ask students to identify which method of washing their hands worked the best to remove all of the moisturiser and nutmeg. Note: The second method of hand washing should work the best.

Have students trace around one of their hands and add a key understanding/caption, for example 'You need a clean hand before you touch food', 'Wash your hands with soap and water before touching food'.



Activity 1.2 Places to Store Foods



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Concepts for a Healthy Lifestyle• Self Management Skills• Interpersonal Skills
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing
Mathematics	<ul style="list-style-type: none">• Working Mathematically• Space

Ask students to think about where foods are stored in their local supermarket or shop, for example on a shelf, in the fridge, in the freezer. Discuss foods that can be found in these places and make a list on the board under the headings 'Foods found on a shelf', 'Foods found in the fridge', and so on. Alternatively, provide students with pictures of food and food containers.

Ask students to place foods under the headings 'Shelf', 'Fridge' and 'Freezer'.

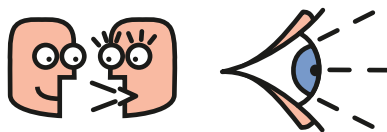
Ask students the following questions:

- Which foods are kept on a shelf and then put in a fridge when they are opened?
- Why is it important to put these foods in a fridge?
- What might happen if a food is left out of a fridge on a hot day?
- How would you know if a food is not fit to eat?
- Do foods need to be covered when they are placed in the fridge?
Why or why not?

Tip

Introduce the concept of 'use-by dates' to discuss times when it is recommended that foods are no longer eaten and discarded. Students could investigate the use-by dates on the foods they eat at school or foods they find at home.

Activity 1.3 Fridge Foods



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Concepts for a Healthy Lifestyle• Interpersonal Skills
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing
Mathematics	<ul style="list-style-type: none">• Working Mathematically
Technology & Enterprise	<ul style="list-style-type: none">• Information• Materials• Technology Process
The Arts	<ul style="list-style-type: none">• Communicating Arts Ideas• Using arts skills, techniques and processes

Have students, in small groups, cut out pictures of food from magazines, newspapers and catalogues. Ask students to classify pictures according to foods that need refrigeration and foods that don't.

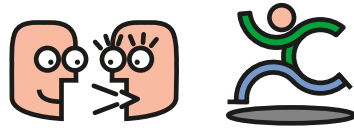
Have students stick the pictures they have cut out on a large drawing of the outline of a fridge. Give the drawing the caption 'Foods stored in a fridge'.

Have students make foods that are stored in a fridge using playdough or plasticine. Assist students in writing the name of the food they have made on a card. Place these on display under the heading 'Foods stored in a fridge'.

Tip

To save time, pre-cut pictures from magazines, newspapers and catalogues.

Activity 1.4 A Bushwalking Adventure



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Concepts for a Healthy Lifestyle• Interpersonal Skills
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing
Science	<ul style="list-style-type: none">• Life and Living
The Arts	<ul style="list-style-type: none">• Communicating Arts Ideas

Read the following story to students:

Your friend Liam and his family are going bushwalking for a day. They plan to set off in the morning after breakfast and will return home in time for dinner. They need to plan what to take for lunch and other snacks during the day. They will have to carry all their food. It is a very hot day. Liam asks your help to plan what food to take.

Discuss the following questions with the class:

- What types of food could Liam take for lunch?
- Why did you choose these foods?
- How can Liam and his family ensure that the food they eat is kept safe?
- What other things would you tell Liam to take?

Divide students into small groups, and have them role-play:

- Liam and his family choosing and preparing lunch for the bushwalk
- Liam and his family choosing a place to eat lunch
- Liam and his family disposing of the leftovers from lunch.

Ask groups to perform their role-play for the class. Discuss the actions of each role-play.



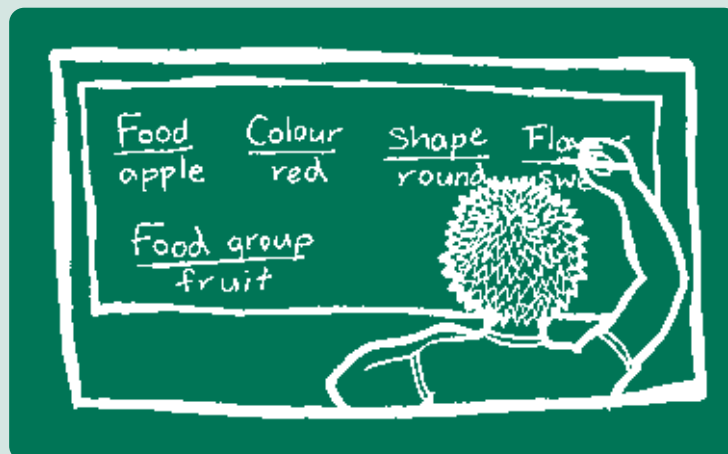
Theme 2: Range of Foods

Prepare a recipe from the 'student section' before completing these activities:

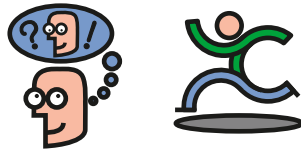
Purpose

These activities provide students with opportunities to:

- use their senses to discover food
- explore the range of foods that are available
- describe how foods are different
- sample new foods and identify reasons for choosing food.



Activity 2.1 Using My Senses To Discover Food



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none"> • Concepts for a Healthy Lifestyle • Interpersonal Skills
English	<ul style="list-style-type: none"> • Speaking & Listening
Science	<ul style="list-style-type: none"> • Investigating Scientifically
Society & Environment	<ul style="list-style-type: none"> • Investigation, Communication and Participation

For this activity, ask students to bring in one piece of food, or prepare several pots of foods that have a range of tastes. Pots could contain honey (sweet), vegemite (salty), lemon (sour), avocado (smooth and stringy) and carrots (hard and crunchy). If students bring foods from home, ask each student to bring one type of food to ensure a range of foods are available for the activity, for example a fruit, a vegetable, something in a box, something in a bag.

Arrange students in pairs, and blindfold one student in each pair. Have their partner hand them a food to identify. First, have students use their sense of touch (if appropriate) and describe what the food feels like. Then have them use their sense of smell to describe what the food smells like. Build a class vocabulary list of all the words used, for example:

This food feels...

smooth bumpy
rough cold
round sharp
hard spiky

This food smells...

sweet smoky
strong burnt
nice
bad

Ask students to try to guess the food. After removing their blindfold, have them taste the food and describe what the food tastes like. Add a third column to the vocabulary list, 'This food tastes...,' and add words that students use to describe tastes, for example sweet, sour, bitter, nice, juicy, cold, delicious.

This vocabulary can be added to as new words that describe food smells, tastes and textures are discovered. For example, as recipes are prepared and tasted, new words can be added.

Tip

If blindfolds are not available, place foods in a bag for students to feel.

Activity 2.2 Describing Food Tastes



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
Science	<ul style="list-style-type: none">• Investigating Scientifically

Have students prepare and taste a recipe from the student section. Ask students to think of a variety of words that describe how this food tastes. Make a list on the board.

Ask students to choose an adjective and complete the following sentence stem:

Today I made _____ (insert name of recipe) and it tasted _____ and _____ . Ask students to illustrate their sentence.

Have students share their sentence with a partner or in small groups, and then with the rest of the class.

Activity 2.3 Trying New Foods



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
Science	<ul style="list-style-type: none">• Investigating Scientifically

Collect some foods that students may not have tasted before, such as tropical fruits and seasonal vegetables, or ask students to bring in foods from home. If the latter is chosen, ensure that a spread of different foods is represented. Chop up foods into small pieces and place onto a plate.

Ask students to select six foods that they have not tasted before, or would like to taste again.

Have students make a dice and draw one of the foods they would like to try on each side of the dice. Students can then roll the dice and try a sample of the food that is rolled.

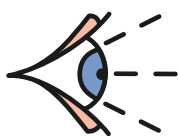
Ask students to complete the following unfinished sentences:

- This food is called...
- The colour of this food is...
- I would eat this food again because...
- I would not eat this food again because...

Ask students to share their responses in small groups.



Activity 2.4 Sorting Foods



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills
English	<ul style="list-style-type: none">• Speaking & Listening
Mathematics	<ul style="list-style-type: none">• Working Mathematically
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation

Have small groups of students cut out pictures of foods from magazines, newspapers and catalogues. Ask students to sort pictures into two hoops according to different attributes, for example:

- foods they have tasted, foods they haven't tasted
- likes, dislikes
- hot foods, cold foods
- sweet foods, savoury foods.

Ask groups to share their responses (for one or more attributes) with the class. Ask students to answer the following questions:

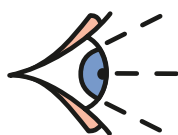
- Are there any foods that could go in both hoops? Why?
- Are there any foods that do not fit in the hoops? Why?

Have students place pictures in a large 'food box'. Design a work card for further sorting activities and place this and some hoops next to the food box. Further sorting activities may include soft and hard foods, crunchy and smooth foods, colourful and plain foods, and big and little foods.

Tip

To save time, gather food pictures from magazines, newspapers and catalogues before class. For foods that fit into both hoops, overlap the hoops on the floor (so they look like a Venn diagram). Have students place foods that fit into both hoops in the area where the hoops overlap.

Activity 2.5 Colours and Shapes of Food



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
LOTE	<ul style="list-style-type: none">• Listening and Responding, and Speaking
Mathematics	<ul style="list-style-type: none">• Space

Choose a food or a picture of a food cut from a magazine, newspaper or catalogue. Write the name of the food on the board and describe its characteristics. For example:

The colour of this food is _____. It is shaped like _____.

It is _____ in size. _____ are the same colour/shape/size as this food.

Have students choose two or three pre-cut pictures of a food they have tasted before. Divide the class into small news groups, and ask students to describe the characteristics of the food following your example on the board.

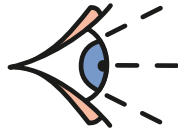
Ask groups to choose one food and share its characteristics with the class.

Tip

Keep pictures of foods cut from magazines, newspapers and catalogues for future activities.



Activity 2.6 Colours and Shapes of Meals



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
LOTE	<ul style="list-style-type: none">• Listening and Responding, and Speaking
Mathematics	<ul style="list-style-type: none">• Space

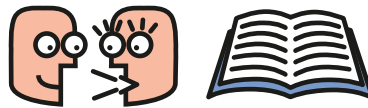
Choose a picture of a meal to model this activity. Ask students to identify the meal and write the name of the meal on the board. Describe the characteristics of that meal in relation to the colours and shapes of the foods that make up the meal. For example:

Colours in this meal include _____ , _____ and _____ .

The food shapes in this meal include _____ , _____ and _____ .

In small groups, distribute a picture of a meal to students in small groups. Ask groups to discuss the colours and shapes that make up that meal. As a class, discuss reasons why colours and shapes of food are important.

Activity 2.7 Food Groups



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Writing• Viewing
The Arts	<ul style="list-style-type: none">• Communicating Arts Ideas• Using arts skills, techniques and processes

Prepare at least two different vegetables for students to taste, for example broccoli and cauliflower (raw and/or cooked). Have students, in small groups, discuss the following questions:

- How did each food taste?
- What did each food look like?
- Are these foods similar? Why or why not?
- What food group do these foods belong to?
- What other foods belong to this food group?

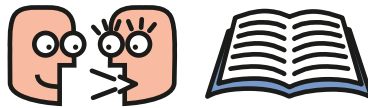
Explain that different foods can belong to the same food group. Ask students to name other food groups, for example fruits, dairy products, meats. Allocate a food group to each group of students. Ask groups to make a list of foods (or draw foods) that belong to their food group. Have groups share their lists or drawings with the class.

Tip

Any foods could be chosen to introduce this activity.

The purpose is for students to identify that foods belong to food groups, for example vegetables, fruits, breads and cereals, milk products, and meat. A colourful poster is a good way to illustrate food groups.

Activity 2.8 Making Meals



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing
LOTE	<ul style="list-style-type: none">• Listening and Responding, and Speaking
Technology & Enterprise	<ul style="list-style-type: none">• Information• Materials• Technology Process
The Arts	<ul style="list-style-type: none">• Communicating Arts Ideas• Using arts skills, techniques and processes

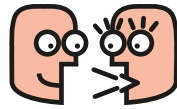
Have students make models of food using playdough or plasticine, and create a meal. Ask students to identify the foods and food groups that make up their meal and make a label for each part. Have students show the meal they have made to a partner, and then to the class.

Students can create a display of their meals on a table. Ask them to describe the colours and shapes they have used to design their meal and explain why these are important.

Tip

As an alternative to playdough or plasticine, use cut-out magazine pictures of food to create meals.

Activity 2.9 What Food is That?



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none"> • Interpersonal Skills
English	<ul style="list-style-type: none"> • Speaking & Listening • Viewing
LOTE	<ul style="list-style-type: none"> • Listening and Responding, and Speaking

This guessing game requires students to select a food (from cut-out magazine pictures or from a recipe). Tell students to keep the food they have chosen a secret. Have pairs of students take it in turns to try and guess which food has been selected. Some questions that could be asked include:

- What does the food taste like?
- What colour is the food?
- What shape is the food?
- Is this food a fruit/cereal/milk product?

At the end of this activity, summarise the details that enabled students to guess the foods, for example taste, smell, colour, shape, size.

Tip

To make this activity a greater challenge, limit the number of questions that can be asked.

This activity could also incorporate writing, where students develop a 'Who Am I?'

For example:

I am a vegetable

I am small and round

I am green

I am _____.



Theme 3: The Food I Need

Prepare a recipe from the 'student section' before completing these activities:

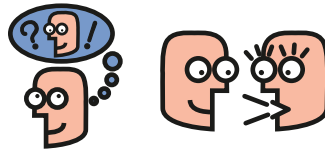
Purpose

These activities provide students with opportunities to:

- identify reasons why people eat
- discuss foods eaten at different times of the day.



Activity 3.1 Why Do We Eat?



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation

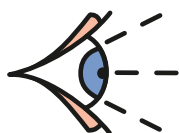
Have students, in small groups, discuss reasons why people eat. As a class, make a list on the board from group responses.

Ask students to identify three to five reasons that are important to them and rank these in order, with 1 being the reason that is most important. Have students share their reasons with a partner.

Have students design a poster titled 'Why do I eat?'. Assist them to write captions for their poster that illustrate reasons that are important to them (as identified in the ranking exercise above). Ask students to share their poster with a partner.



Activity 3.2 What I Eat, When I Eat



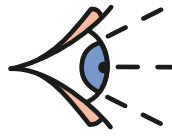
Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Writing• Viewing
Mathematics	<ul style="list-style-type: none">• Measurement
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation
The Arts	<ul style="list-style-type: none">• Communicating Arts Ideas• Using arts skills, techniques and processes

Ask students at what times they eat during the day. Make a list on the board of different meal times, for example breakfast, morning tea, lunch. Have students share with a partner reasons why they eat at these times. Discuss responses as a class.

As a class, choose a school meal break, for example morning tea, lunch or afternoon tea. Have students cut out pictures of food from magazines and catalogues that could be eaten at this time, and create a class collage. Keep adding to the collage as new foods are discovered.

Have students select one time of the day when they eat and record or draw the foods they eat at this time under the heading 'Foods I eat at _____'. Ask students to share their drawings with the class.

Activity 3.3 Planning a Breakfast



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none"> • Interpersonal Skills • Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none"> • Speaking & Listening • Writing
Science	<ul style="list-style-type: none"> • Investigating Scientifically

Ask students why they think it is important to eat breakfast. Explain to students that it is important to eat breakfast because it 'breaks the fast' and that eating breakfast will help them to do their best at school. A healthy breakfast made up of a variety of food groups will help students to concentrate in class and give them energy to play.

Tell the class that it is going to plan and hold a breakfast. Ask students what important decisions need to be made in order to begin planning. Decisions to be made may include:

- what to eat (the menu)
- where to have the breakfast
- the utensils needed
- cleaning up.

Record each decision to be made on a chart. Discuss with students the different options for each decision and record on the chart (see example below).

Menu	Where	Utensils needed	Cleaning up
Toast and spreads	Classroom	Spoons	Class cleans up
Cereal	Activity room	Cups	Sponges
Milk	Staff room	Serviettes	Vacuum cleaner
Fruit	Wet area	Bowls	Mop and bucket
Yoghurt	Outside	Tablecloth	
Rice		Chopsticks	
Noodles			

Have each student design and illustrate a breakfast menu and then share it with a partner. Ask pairs of students to think of a name for the breakfast and share it with the class. As a class, decide on a name for the breakfast, for example Bonza Breakfast, Beaut Breakfast, Best Breakfast.

Invite parents or guest speakers from different cultures to talk about the foods they eat at breakfast time.

Activity 3.4 Breakfast Letter



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
Mathematics	<ul style="list-style-type: none">• Measurement• Number• Working Mathematically

Revise with students the importance of eating breakfast (refer to Activity 3.3).

As a class, decide on a breakfast menu (see Activity 3.3). Calculate the number of ingredients required and make a list on the board. Have each student nominate what he/she would like to provide for the breakfast.

Have students write a letter to their parents or other adult asking them to provide something for the breakfast. Use the Student Resource Sheet as a sample letter, or have students compose their own.

Discuss with students the parts of a letter, for example the greeting, introduction, main body, conclusion and signing off. Ask students to identify the parts of the breakfast letter.

Have students take the letter home and return the tear-off slip.

Tip

Develop maths problems for students to solve based on the quantity of ingredients necessary to feed breakfast participants. For example, 'If 10 people choose to have two slices of toast, how many slices will be required?' or 'If there are 20 slices in a loaf, how many loaves will be required?'

Student Resource Sheet

Breakfast letter

Dear _____

At school we have learned that breakfast is an important meal of the day.

This is because _____.

Our class has been busy planning a breakfast to be held on _____

at _____. Each person in the class is providing something for the

breakfast. I have been asked to bring _____. I will need to bring

_____ to school on the morning of the breakfast.

I hope you can help. Please complete the tear-off slip below and I will take it

to school. Please contact my teacher _____ if you need more

information.

TEAR-OFF SLIP

I _____ give permission for _____ to attend the

class breakfast. I am able to provide _____.

Signed _____



Activity 3.5 Habits and Customs for Serving Food

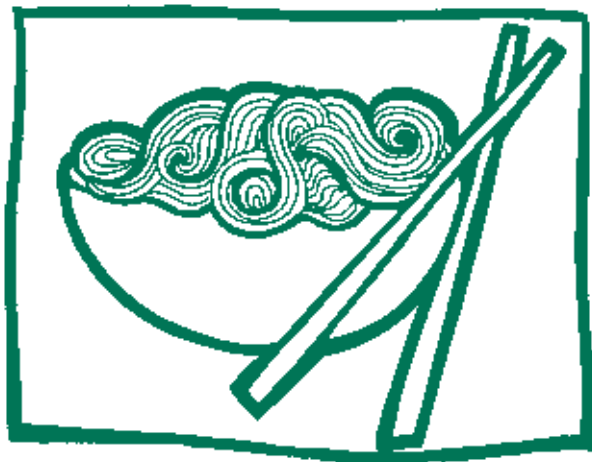


Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
LOTE	<ul style="list-style-type: none">• Listening and Responding, and Speaking
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation• Culture

Have a class discussion about places where families eat food, for example at the table, in the kitchen, in the lounge room. Discuss different ways that families serve food, and the utensils they might use, for example cutlery, hands, chopsticks, tablecloth, placemats. Ask students the following questions:

- Why are these things used to serve food?
- Why do some families eat food in different places?

Invite parents or guest speakers from different cultures to talk about different habits and customs for serving food.



Activity 3.6 Breakfast Placemat



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none"> • Interpersonal Skills • Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none"> • Speaking & Listening • Viewing
LOTE	<ul style="list-style-type: none"> • Listening and Responding, and Speaking
Mathematics	<ul style="list-style-type: none"> • Measurement • Working Mathematically • Space
Technology & Enterprise	<ul style="list-style-type: none"> • Information • Materials • Technology Process
The Arts	<ul style="list-style-type: none"> • Communicating Arts Ideas • Using arts skills, techniques and processes

Have students make a placemat to use at the class breakfast. Tell students that their placemat needs to:

- be large enough to put a bowl or plate on
- fit on a table with five other students' placemats
- be colourful and eye-catching
- show a range of foods that could be eaten for breakfast.

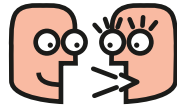
Arrange the desks to seat groups of six students. Ask students to test whether their placemat fits on a table (with five other students), and measure if it is large enough to fit a bowl or plate.

Have small groups of students discuss why families use placemats. Ask groups to share their responses with the class.

Tip

Students could decide upon a fundraising idea based on a nutrition theme to raise money for the lamination of their placemats.

Activity 3.7 Helping Hands



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation

Divide class into groups of four. Have groups think of all the tasks that will need to be done on the day of the breakfast. As a class, make a list of all tasks on the board. Tasks might include:

- setting the table
- serving the food
- clearing plates away
- washing/cleaning up.

Have the same groups nominate the task they would like to be responsible for and discuss what it involves. Ask students to think about what they will do while other groups are involved in their tasks. Discuss as a class, answering the following questions:

- Will it be important to work as a team?
- How can you make sure that your group works as a team?

Have students role-play their task while the other students in their group observe and identify elements of teamwork.

Ask students to identify one common understanding associated with teamwork, for example:

- Team members help each other.
- Team members need to cooperate.
- Listening is important.

Assist students to write and illustrate this understanding. Have students share their understanding and illustrations with a partner.

Activity 3.8 Breakfast Mural



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none"> • Interpersonal Skills
English	<ul style="list-style-type: none"> • Speaking & Listening • Writing
Society & Environment	<ul style="list-style-type: none"> • Investigation, Communication and Participation
The Arts	<ul style="list-style-type: none"> • Communicating Arts Ideas • Using arts skills, techniques and processes

Either allocate or have students choose one of the planning decisions covered in Activity 3.3. Once the class breakfast has been held ask students to write and illustrate what happened. Use the following sentence stems:

- I ate...
- Our ' _____ Breakfast' was held...
- We needed to use...
- We cleaned up...

Tell students that completed work will be displayed on a large mural. Assemble artwork onto a class mural titled 'Our _____ Breakfast'. In sequence, ask students to describe to the class how their drawings tell the story of what happened at the breakfast.



Tip As a class, decide where the breakfast mural could be displayed so that others at school may see it.

Theme 4: Sources of Food

Prepare a recipe from the student section before completing these activities:

Purpose

These activities provide students with opportunities to:

- explore the origins of food, and discuss different parts of the food cycle including buying food and recycling food
- discuss how supermarkets or local shops encourage consumers to purchase food items.



Activity 4.1 Where Does Food Come From?

$$6 \times 3 =$$
$$+ 12 - 5 = 7$$

Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
Mathematics	<ul style="list-style-type: none">• Working Mathematically
Science	<ul style="list-style-type: none">• Natural and Processed Materials
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation• Culture

Ask students to list all of the ingredients that went into making the recipe. Ask them to focus on one of these foods and think of where this food came from. For example, if beef is chosen, ask students:

- Where did the beef come from? (teacher's fridge, supermarket, farm)
- Is an animal (or plant) involved? (cow)
- How does the food look different from its original form? (it's put into a packet/meat tray)
- Who was involved in changing the food from its original form? (abattoir butcher)

Assist students to draw a flow chart indicating the origins of this food. This flow chart may include:

- growing the food
- processing the food
- buying the food
- making the food
- eating the food
- recycling/composting the food.

Tip

This activity may be repeated using different foods.

Activity 4.2 Shop Visit Letter



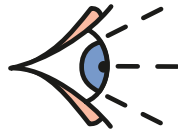
Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation
Technology & Enterprise	<ul style="list-style-type: none">• Information

Have students write a letter to their parents or other adult asking their help to accomplish a food challenge which requires them to visit their local shop or supermarket.

Tip

It may be useful to revise the parts of a letter, as described in Activity 3.4.

Activity 4.3 Our Class Supermarket



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing
LOTE	<ul style="list-style-type: none">• Listening and Responding, and Speaking
Technology & Enterprise	<ul style="list-style-type: none">• Information• Materials• Technology Process
Mathematics	<ul style="list-style-type: none">• Measurement• Working Mathematically• Space

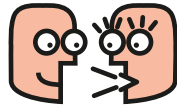
Have small groups of students sketch a model of a supermarket on butcher's paper, and then make a supermarket using boxes, blocks, furniture etc. Students can fill shelves, fridges and freezers with 'foods' (empty food containers).

Ask students to consider where foods are placed and the reasons for this. Have groups share their supermarket models with the class.

Tip

As an extension activity, students can negotiate the price of different foods and copy onto stickers, which are then placed on food items. Have students make a shopping list and, using play money, purchase goods from a shopkeeper. The supermarket models could remain in the classroom and be used for further activities.

Activity 4.4 Preparing Food



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none"> • Interpersonal Skills • Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none"> • Speaking & Listening • Viewing • Writing
LOTE	<ul style="list-style-type: none"> • Listening and Responding, and Speaking
Science	<ul style="list-style-type: none"> • Investigating Scientifically
Society & Environment	<ul style="list-style-type: none"> • Investigation, Communication and Participation

Assist students to prepare a recipe from the students section. Ask students to describe how the recipes were cooked, for example grilled, barbecued, and other ways of cooking foods, for example roasting, baking, frying, steaming, microwaving, stir-frying. As a class, discuss other foods that are cooked using these different methods.

As a class, make a chart titled 'Ways of cooking foods', with headings such as 'Steamed', 'Boiled', 'Stir-fried'. Under each heading, have students draw different foods that are prepared in the way described. Assist students to write the names of the foods they have drawn on the chart.

Conduct an experiment to compare a food that has been fried with a food that has been grilled, steamed, roasted or boiled (an egg could be used for this activity). Place cooked food on a paper towel and ask students to describe what they see (a 'fat ring' will develop around the food that is fried). Discuss with students why foods high in fat should be eaten sparingly.

Ask students to identify the most nutritious ways of cooking.



Tip As an additional activity, invite a parent or guest speaker from the community to discuss how foods are prepared in their culture. Students could be involved in choosing who they would like to invite and writing a letter of invitation.

Activity 4.5 My 'Super' Kebab



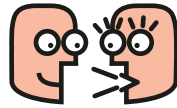
Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
LOTE	<ul style="list-style-type: none">• Listening and Responding, and Speaking
Science	<ul style="list-style-type: none">• Investigating Scientifically
The Arts	<ul style="list-style-type: none">• Communicating Arts Ideas• Using arts skills, techniques and processes

Have students look at the 'Kebab' recipe in the student section. Assist students to write the ingredients used to make kebabs on a class set of flashcards. Discuss with students other types of foods that could be used to make kebabs and add to flashcards, for example celery, carrots, broccoli, zucchini, cauliflower, pumpkin, sweet potato, banana.

Ask students to group foods according to categories such as fresh, frozen, processed and home-grown.

Have students draw or design and name their own kebab using ingredients from the flashcards. In a news session, ask students to describe the name of their kebab and the ingredients used to make it.

Activity 4.6 Cooking Scraps



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
Science	<ul style="list-style-type: none">• Investigating Scientifically
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation

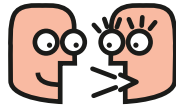
Ask students to list the scraps that are left over after preparing their recipe, for example capsicum rind/seeds, onion skin. Ask students what might happen to the food scraps after a few days if they are thrown in the bin.

Conduct an experiment where food scraps are left for a few days in a jar. Students can record any changes to the food and answer the following questions:

- What happened to the food scraps?
- Why do you think this happened?

Have small groups of students discuss ways to use food scraps. Examples include wrap them up and throw them away, put them in the garden, make compost, feed pets. Ask groups to share their responses with the class.

Activity 4.7 Food Packaging



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing
Science	<ul style="list-style-type: none">• Investigating Scientifically
Technology & Enterprise	<ul style="list-style-type: none">• Information• Materials

You will need empty food packages for this activity. Distribute the empty food packages to small groups of students. Ask groups to discuss the following questions:

- How has the food been packaged?
- What is the food package made from?
- Why is the food packaged in this way?
- Can this food packaging be used again? If so, how could this be done?

Have groups share their responses with the class. Ask students to identify other food packaging that they have seen and give reasons why foods are packaged in this way. Reasons might include to keep foods fresh, to stack foods on supermarket shelves and to make foods look attractive to the consumer.

Activity 4.8 Recycling in the Schoolyard



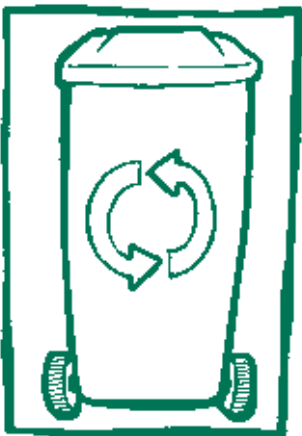
Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none"> • Interpersonal Skills • Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none"> • Speaking & Listening • Viewing
Science	<ul style="list-style-type: none"> • Investigating Scientifically
Society & Environment	<ul style="list-style-type: none"> • Investigation, Communication and Participation

As a class, conduct a tour of the schoolyard. During the tour, ask students to identify food or food containers that have been left in the schoolyard. In the classroom, talk about the rubbish that students have seen and make a list on the board.

Refer to the list on the board and ask students:

- Can some of the rubbish you saw today be used again? If so, what kind of rubbish?
- What is the name for reusing something again?
- What kind of recycling bins have you seen at school, at the shops, at home, in the community?
- What type of rubbish (that was seen in the schoolyard) can be recycled?
- Does the canteen sell food in packages that can be recycled?
- What could be done with rubbish that can't be recycled?

Invite a representative from the shire council to talk about what happens to a product during recycling.



Tip

As an additional activity, have students identify the food packages that cause the most rubbish in the schoolyard. As a class, think of ideas to reduce the amount of this rubbish in the yard. Have students choose one (or more) ideas to reduce litter and develop strategies that can be implemented in the school. This activity will require a lot of teacher support and could form the basis of a class project.

Theme 5 Foods Eaten by Different Groups

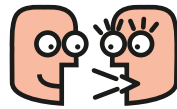
Prepare a recipe from the student section before completing these activities:

Purpose

These activities provide students with an opportunity to explore the foods of different cultures.



Activity 5.1 Cultures in Our School



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing
LOTE	<ul style="list-style-type: none">• Listening and Responding, and Speaking
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation• Culture• Place and Space

As a class, identify the different nationalities that are represented at school. Make a list on the board.

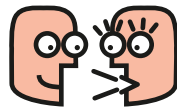
On a world map, have students locate the countries of these different nationalities. As a class, identify a key food eaten by each nationality. Ask students to choose one nationality and investigate other types of food they eat by asking children of that nationality in the school.



Tip

If not many cultures are known, students could survey school staff and other students at recess or lunchtime. Students from different cultures in the class may wish to share some information about their country with other students.

Activity 5.2 Foods of Different Cultures



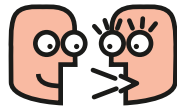
Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing
LOTE	<ul style="list-style-type: none">• Listening and Responding, and Speaking
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation• Culture• Place and Space

As a class, make a chart titled 'Foods of different cultures'. Attach students' investigative work from Activity 5.1 to the chart.

For different foods that are identified, ask students:

- Have you tried this food?
- What did it taste like?
- Where did you/would you get this food from?
- When is this food eaten?
- How is this food different to the food you usually eat?

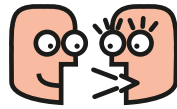
Activity 5.3 Foods of Different Cultures



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing
LOTE	<ul style="list-style-type: none">• Listening and Responding, and Speaking
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation• Culture• Place and Space

Have the LOTE teacher in your school use the chart (compiled in Activity 5.2) to teach the food words in the language of the country where the foods are eaten. Teach students language-specific words to describe foods such as sweet, salty, delicious.

Activity 5.4 Foods of Different Cultures



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Viewing
LOTE	<ul style="list-style-type: none">• Listening and Responding, and Speaking
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation• Culture• Place and Space

Have the LOTE teacher cook one of the foods on the chart with students and provide the language-specific words for each ingredient. Ask students to record the recipe in their workbook and comment on whether they enjoyed this food. Ask students to recall the language-specific words used to describe foods. Have students share their opinions in small groups.