

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-5 Teaching and Learning Opportunities Models

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: Food Selection Models

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
1.1	Recognising High Fat Foods	✓		✓			✓		
1.2	Australian Guide to Healthy Eating	✓		✓				✓	
1.3	Healthy Eating Pyramid	✓		✓				✓	
1.4	Fatty Food, Faulty Heart	✓		✓				✓	
1.5	Convenience versus Nutrition	✓		✓				✓	
1.6	Food Labels	✓	✓	✓		✓	✓		
1.7	Most Healthy or Least Healthy	✓		✓			✓		
1.8	My Snacking Habits	✓		✓		✓			
1.9	Morning Tea	✓		✓		✓			

Theme 2: My Food Choices

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
2.1	Why Do We Eat?	✓		✓		✓		✓	
2.2	Favourite Foods, Common Foods	✓		✓	✓		✓	✓	
2.3	Eat Me Please!	✓		✓				✓	
2.4	Food Advertising	✓		✓				✓	
2.5	Buy Me Please!	✓		✓				✓	✓

Theme 3: My Feelings About Food

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
3.1	Food Moods	✓		✓				✓	
3.2	What Should I Eat?	✓		✓				✓	
3.3	Food Diary	✓		✓		✓		✓	
3.4	My Food Guide/ My Food Pyramid	✓		✓				✓	
3.5	My Food Goal	✓		✓					

Theme 4: Foods Eaten by Different Groups

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
4.1	What Makes People Different?	✓		✓	✓			✓	
4.2	Food for Special Occasions	✓	✓	✓	✓			✓	

Teaching and Learning Activities Years 4–5

Theme 1 Food Selection Models

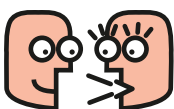
Prepare a recipe from the student section before completing these activities:

Purpose

These activities provide students with opportunities to:

- identify the nutritional value of foods
- discuss reasons for choosing foods.

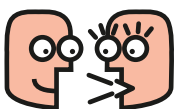
Activity 1.1 Recognising High-Fat Foods



Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
Science	<ul style="list-style-type: none">• Investigating Scientifically• Natural and Processed Materials

Collect a variety of foods, for example fruit, melted cheese on toast, party pies, chiko rolls, butter and mayonnaise. Place each food on a piece of paper. Ask students to guess what might happen. Observe what happens to the paper after a few minutes (for foods that are high in fat, a 'fat ring' will develop). Ask students to identify other foods that they think would be high in fat and reasons for this (see lower primary – Years K–3 Activity 4.4, which describes cooking methods).

Activity 1.2 Australian Guide to Healthy Eating



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

Empty food containers or actual foods are required for this activity. Discuss with students their opinions about:

- foods that a person should eat most to be healthy (i.e. foods that should be eaten every day)
- foods that a person should eat least to be healthy (i.e. foods that should only be eaten sometimes).

Have students discuss their choices with a partner. Introduce the Australian Guide to Healthy Eating using an overhead.

Divide the class into small groups and have them draw a large version of the Australian Guide to Healthy Eating on butcher's paper. Assist students to place foods in the correct section of the Guide. Ask groups to discuss where they have placed their food and why.

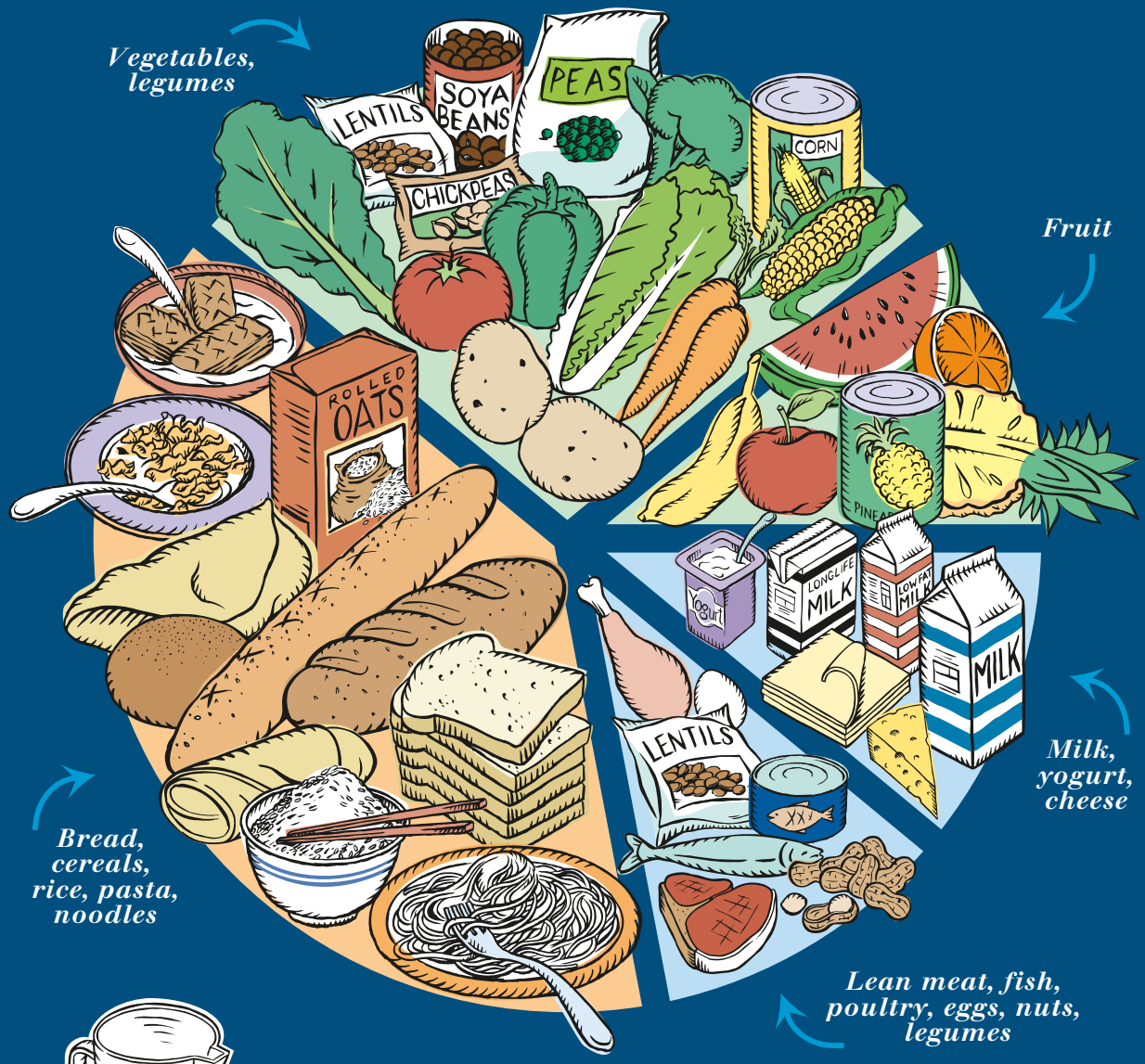
Tip

As a variation of this activity, students could cut foods from magazines and place these on an outline of the Australian Guide to Healthy Eating (on the floor or board), or allocate recipes and ingredients to different levels of the Guide. Students may also wish to design their own healthy eating guide.

Activity 1.2 Australian Guide to Healthy Eating

THE AUSTRALIAN GUIDE TO HEALTHY EATING

Enjoy a variety of foods every day



*Vegetables,
legumes*

Fruit

*Milk,
yogurt,
cheese*

*Lean meat, fish,
poultry, eggs, nuts,
legumes*

*Bread,
cereals,
rice, pasta,
noodles*



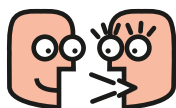
Drink plenty of water

Choose these sometimes or in small amounts



FUNDED BY THE AUSTRALIAN GOVERNMENT DEPARTMENT OF HEALTH AND AGEING
PREPARED BY THE CHILDREN'S HEALTH DEVELOPMENT FOUNDATION, SOUTH
AUSTRALIA AND DEAKIN UNIVERSITY, VICTORIA, 1998.

Activity 1.3 Healthy Eating Pyramid



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

Repeat Activity 1.2 using the Healthy Eating Pyramid on the next page.

Tip

As a variation to Activity 1.2, divide the class into small groups and have them make a healthy eating pyramid using empty cardboard boxes. Assist students to place foods in the correct section of the pyramid.

Activity 1.3 Healthy Eating Pyramid

THE AUSTRALIAN NUTRITION FOUNDATION HEALTHY EATING PYRAMID

**EAT IN SMALL
AMOUNTS**

BUTTER
MARGARINE
(Polyunsaturated,
Monounsaturated)



OIL (Canola, Olive,
Polyunsaturated)



REDUCED-FAT SPREADS

SUGAR

**EAT
MODERATELY**

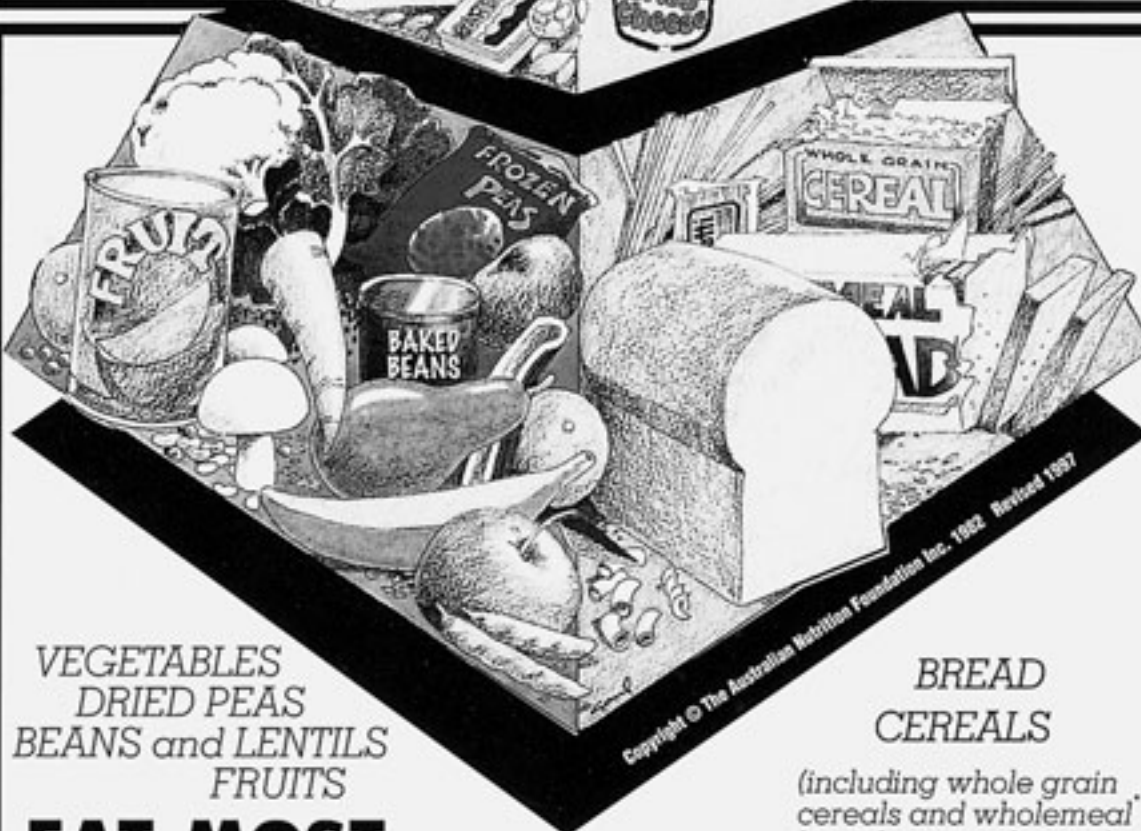
LEAN MEAT
EGGS FISH
CHICKEN
(without skin)
NUTS



MILK

YOGHURT
CHEESE

(include the
reduced fat and
low fat varieties
of dairy products)



VEGETABLES
DRIED PEAS
BEANS and LENTILS
FRUITS

EAT MOST

BREAD
CEREALS

(including whole grain
cereals and wholemeal
bread, rice and pasta)

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Design and illustration by Greg Goul

Activity 1.4 Fatty Food, Faulty Heart



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

Have small groups of students draw the outline of a human body on butcher's paper. Ask groups to identify parts of the body that would benefit from a healthy diet, for example skin, muscles, brain, intestines, hair, teeth, heart. Ask students to identify the advantages of eating healthy food and of choosing food that is low in fat and high in fibre. Ask them to describe the benefits to the body. For more information on this subject, refer to [Fruit 'n' veg information for teachers](#).

Have students make up a short rhyme/caption that describes the effect of too much fatty food on the body, for example 'Fatty food, faulty heart'.

Activity 1.5 Convenience Versus Nutrition



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

Ask students, in pairs, to choose a convenience/fast food. Have pairs conduct an investigation and identify:

- the ingredients that make up the food and where they belong on the Australian Guide to Healthy Eating and/or the Healthy Eating Pyramid
- the method of cooking used (for example fried, roasted, boiled)
- if the food would leave a 'fat ring'
- reasons why people would eat this food.

Ask pairs to summarise a list of advantages and disadvantages associated with their convenience/fast food. Students could consider ways this food could be made healthier, for example oven roasting potato wedges instead of frying them, using salad as a filling for hamburgers. Discuss responses as a class.

Activity 1.6 Food Labels



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
Mathematics	<ul style="list-style-type: none">• Number
Science	<ul style="list-style-type: none">• Investigating Scientifically
The Arts	<ul style="list-style-type: none">• Communicating Arts Ideas

For this activity, ask students to bring in a few food packages from home. Suitable packages include cereal boxes, packets/tins of ready-made snacks such as noodles, baked beans and biscuits. Have small groups of students study and identify the information on the food labels/packages. For more information on this subject, refer to [Fruit 'n' veg information for teachers](#).

Ask students to identify and sort foods according to those that make a nutrition claim, for example 'low in fat', 'reduced fat', 'high in fibre', and share the results with the class.

As a class, discuss the following questions:

- What information can a person find out by reading a food label?
- How can a person identify foods that are low in fat or high in fibre?

Have students group foods that are similar, for example boxes of cereal, and compare what is written on the nutrition information panels. Students can then arrange cereal boxes in lines according to:

Lowest in fat → **Highest in fat**

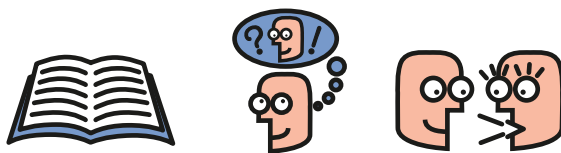
Highest in fibre → **Lowest in fibre**

Have small groups of students construct a class display of foods and develop an appropriate caption to indicate their nutritional value, for example 'These foods are low in fat'.

Tip

It is a good idea to have some extra food packages in reserve for this activity. Cereals and breakfast bars make an interesting comparison of fibre and fat content. You could also compare sugar content.

Activity 1.7 Most Healthy or Least Healthy?



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

Revise the Australian Guide to Healthy Eating and the Healthy Eating Pyramid with students in relation to foods that are high in fat (including foods that would leave a 'fat ring').

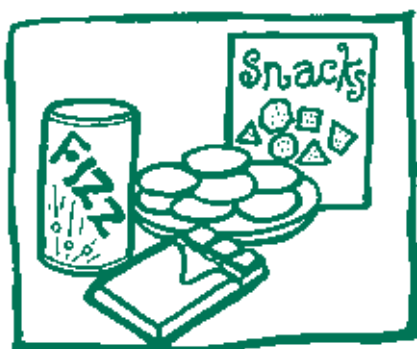
Ask students to define what a 'snack' is. Construct a class definition and write it on the board. The definition might include something you eat between meals, something that keeps you going, something that is easy to prepare.

Ask students to identify five snacks they like to eat. Draw the line continuum below on the board or floor:

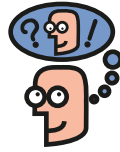
Least healthy  **Most healthy**

Have students take it in turns to place their snacks on the line and explain the positioning of their snacks. Ask students to identify what makes a snack healthy and record this in their workbooks.

For example, 'A healthy snack is low in fat and high in fibre. Fruit, baked beans and _____ are examples of healthy snacks'. (Students substitute words.)



Activity 1.8 My Snacking Habits



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">• Writing
Mathematics	<ul style="list-style-type: none">• Measurement

Over a week, set aside time each day for students to make a daily record of snacks they eat and the times they eat them. At the end of the week, have students examine their snack record and with a partner identify if they need to improve their snacking habits. If the answer is yes, ask students to think of ways to improve their snacking habits.

Students can decide on a snacking goal and use the Student Resource Sheet on page 15 to make a plan to achieve their goal. Emphasise that snacking goals need to be realistic and achievable. Have students check their progress towards their snacking goal every few days.

Student Resource Sheet

My Snacking Habits

Do I need to improve my snacking habits?

If yes, how could I improve my snacking habits?

What is my snacking goal?

What might stop me from reaching my goal?

How could I overcome these barriers?

How will I know if I have achieved my goal?

One week later...

Check your progress. Are you on course?

What has helped you along the way?

Did you make it?

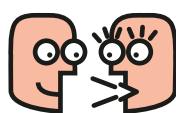
YES

How can you ensure you stick to your plan?

NO

Is your goal realistic? If yes, how could you change your plan to achieve your goal?

Activity 1.9 Morning Tea



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

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
Mathematics	<ul style="list-style-type: none">• Measurement• Working Mathematically

As a class, select two recipes to prepare for a class morning tea. Choose one recipe that can be made the day before.

Decide on a venue and ask each student to choose one person to invite. Students can draw up an invitation for that person and arrange to deliver it to them. On their invitation, have students indicate the venue, time and reason why the morning tea is being held. Check invitations before students send them to their invited guest. Have students make a name tag with a food theme for their invited guest.

Have students, in small groups, work out how much of each ingredient will be required to cater for the number of guests that will be attending the morning tea (for the purpose of the activity assume that all invited guests will attend). For example, if 60 people are invited, three times the recipe for Chocolatey Fruit Balls will be required (for one serve each). Ask groups to calculate:

- How much of each ingredient is needed for two serves of this food?
- How much of each ingredient is needed for three serves of this food?
- How much of each ingredient is needed to cater for 30 people (allowing one serve each)?

Experiment with different variations of invited guests, number of serves and recipes. Prepare recipes with additional ingredients to feed the number of guests attending.

After the morning tea, ask students to reflect on how it went. For example, discuss:

- how they would do things differently next time
- what was successful
- what could be improved.

Tip

For safety reasons, use only cold beverages for refreshments.

Theme 2 My Food Choices

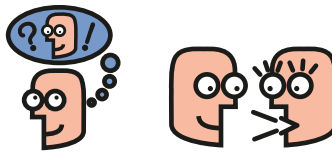
Prepare at least one recipe from the student section before completing these activities.

Purpose

These activities provide students with opportunities to explore reasons why food is important and identify some of the factors that influence their food choices.



Activity 2.1 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• Self Management Skills
English	<ul style="list-style-type: none">• Speaking & Listening
Mathematics	<ul style="list-style-type: none">• Measurement• Working Mathematically
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation

Divide students into pairs and instruct them to draw a timeline (marked with hourly intervals) for a day. Ask pairs to invent a human character who is their age, and then map out the character's daily schedule of events/activities on the timeline. The timeline can be captioned 'A day in the

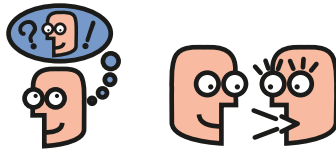
life of _____' (insert character's name). Discuss with students the types of events and activities they could include, for example doing school work, playing sports, walking to school, washing dishes, playing computer games, watching TV, sleeping.

Discuss with students the reasons why it is important for their character to eat food. Encourage them to think of reasons that relate to the daily activities of their character. Make a list on the board. Ask students to think not only of 'physical' reasons, but of social and emotional ones as well. Reasons may include:

- to concentrate/think better
- to have energy to play sports
- to talk with Mum/Dad/brother/sister
- to share what happened in the day
- because they get hungry
- because they are very active
- because everyone else is eating.

Ask students to identify three reasons why eating is important to them and their lifestyle. Have students share why they have chosen these reasons in small groups.

Activity 2.2 Favourite Foods, Common Foods



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

Have students write the headings 'Favourite foods' and 'Commonly eaten foods' in their workbooks and make a list of five foods under each heading. Ask students to compare their lists with a partner and discuss the following questions:

- What foods in each list are similar?
- What foods in each list are different?
- Why are they different?
- When do you eat your favourite foods?
- Do you eat your favourite foods all the time? Why or why not?
- How did you choose your favourite foods?
- How did you choose the foods you commonly eat?

As a class, discuss responses.

Tip

As a maths activity, have students construct a class chart and identify the top five favourite and commonly eaten foods, and tally the number of students who chose them. The class can design a graph that illustrates their favourite and commonly eaten foods. Discuss with students the elements needed on a graph, for example title, scale, horizontal and vertical axes and key.

Activity 2.3 Eat Me Please!



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

As a class, prepare a recipe from the student section. Ask students to think about different ways that they could encourage other students to eat this food. For example, by:

- identifying what is valuable about this food
- explaining reasons why a person should eat this food
- describing how a person might feel when they eat this food
- changing the name of the food to make it sound exciting
- changing the appearance of the food or how it is packaged to make it look attractive.

Have small groups of students develop role-plays in which they try to encourage other students in the class to eat their food. Have groups perform their role-plays for the class. As a class, process each role-play by discussing the following questions:

- Would you eat this food? Why or why not?
- What strategies were used to encourage you to eat this food?
- How do advertisers encourage you to eat their foods?

Activity 2.4 Food Advertising



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

Bring in video and/or audio cassette recordings of food advertisements and watch or listen to them in class. Have students, in small groups, choose an advertisement and complete the discussion questions on the Student Resource Sheet on page 22.

Tip

This activity could also be done using advertisements found in print media.

Student Resource Sheet

Food advertising

What is the food being advertised? _____

Describe the characters in the commercial. For example:

How old are they?

Are they male or female?

What is each character doing in the advertisement?

Character 1:

Character 2:

Other Characters:

How is this food made to look attractive?

What groups of people are encouraged to buy this food?

Is there a slogan in the advertisement? If so, what is it?

Would you buy this product? Why or why not?



Activity 2.5 Buy Me Please!



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
Technology & Enterprise	<ul style="list-style-type: none"> • Information • Materials • Technology Process

As a class, prepare a recipe from the student section. Divide the class into small groups. Ask groups to devise a plan to market the food they made. As a class, discuss all of the considerations necessary to market or sell food and discuss why these are important. For example:

- naming the food (interesting names may attract people to buy the food)
- pricing the food (pricing needs to cover the cost of making the food)
- packaging the food (bright, colourful packaging may be eye-catching and information about the food may be useful)
- choosing advertising strategies, for example posters, free gifts, jingles or songs.

Have the same groups make a container (package), decide on a price and write a jingle or song to sell their food. Have groups share their marketing ideas with the class.

As a class, create a display of food for sale.



Theme 3 My Feelings about Food

Prepare at least one recipe from the student section before completing these activities.

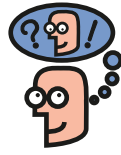
Purpose:

These activities provide students with opportunities to:

- identify how their mood and their feelings about food influence what they choose to eat
- evaluate their own diet and set goals to change their eating behaviour.



Activity 3.1 Food Moods



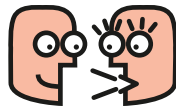
Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication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

Ask students to respond to the following questions (experiment with variations):

- Do you eat when you are happy/sad/angry/bored?
- What types of food do you eat when you are happy/sad/angry/bored?
- How much food do you eat when you are happy/sad/angry/bored?

As a class, discuss responses. Ask students to think of a specific time when their mood influenced what they had to eat or how much they had to eat. Ask them to share their answers with a partner.

Activity 3.2 What Should 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
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation

As a class, make a list on the board of food and drink offered for sale at the canteen at lunchtime. Have students rank items from most healthy to least healthy.

Have pairs of students read the story and answer the questions on the Student Resource Sheet on page 27. Students can choose two foods from their list to insert in the story: one that is ranked most healthy and one that is ranked least healthy. Fill in the remaining blank space. As a class, discuss responses.

Student Resource Sheet

What should I eat?

Read the story and answer the questions.

Fran is 8 years old and in Year 4 at school. Fran's mum usually packs her lunch. One day, Fran's mum is sick and can't make her lunch. Fran's mum gives her money to buy her lunch at the school canteen.

At the canteen, Fran has enough money for a _____, _____ or _____. She would like to buy something healthy that will provide her with the energy she needs to play netball after school. Fran asks for your help to choose her lunch.

1. Score each of the three foods in the story from 1 to 3. If you think the food is healthy, give it a score of 1. If you think the food is unhealthy, give it a score of 3. Give reasons for each score.

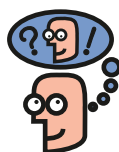
2. What would you suggest Fran has for lunch? Why?

3. Write down five other foods that are sold by the canteen at lunchtime. Score each of these foods from 1 to 3 as you did in question 1.

4. Write down some other healthy foods the canteen sells?



Activity 3.3 Food Diary



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
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation

Make three photocopies of the Student Resource Sheet on page 29 for each student. Have students keep a food diary and record everything they eat and drink for three consecutive days (including one day of the weekend). Students can make a cover for their diary and decorate it using a food theme.

Ask students to bring their food diaries to class and share with a partner what they ate for one day. Have students compare their food intake on a weekday and the weekend and identify any differences. As a class, discuss reasons for these differences.

Student Resource Sheet

My food diary

NAME: _____ DAY: _____

BREAKFAST

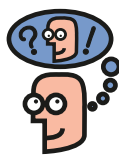
LUNCH

DINNER

SNACKS



Activity 3.4 My Food Pyramid/ My Food Guide



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
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation

Have students choose one day of their food diary (from Activity 3.3) that represents what they eat on a typical day. Avoid days where there has been a celebration such as a birthday party. Ask students to draw the Australian Guide to Healthy Eating and/or the healthy eating pyramid and allocate the foods they ate on this day to the correct levels. Check students' food allocation. As a class, discuss the following questions:

- In what part of the guide/pyramid are most of the foods you ate?
- That is, are there more foods in the top than the bottom?
- What foods would you like to add to the guide/pyramid?
- What foods would you like to take from the guide/pyramid?
- How could you change what you eat to improve your health?
- What eating behaviours would you like to change?
- How could changing what you eat improve your health?

Activity 3.5 My Food Goal



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

Have students view their food diary (from Activity 3.3) and the Australian Guide to Healthy Eating or the healthy eating pyramid (from Activity 3.4) to help identify areas of their diet that they would like to change. Alternatively, read students the following:

‘Over the past few days, you have made a list of the food you eat and compared this to the Australian Guide to Healthy Eating or the healthy eating pyramid. Are there any parts of your diet that you would like to change?’ (For example, what you eat, how much you eat, when you eat.)

Ask students to choose one eating behaviour (for example eat less junk food, eat more fruit and/or vegetables, have breakfast every day) and decide on a goal. Students can write their food goal on the Student Resource Sheet on page 32. Explain to students that their goal should be concise, achievable in the short term and measurable. Have students answer the questions on the worksheet in pairs. As a class, discuss the parts of the worksheet. Focus on the barriers students identify, and ways to overcome these.

Display completed worksheets in a prominent place in the classroom. Students can frequently check and evaluate their progress towards their goal and report in small groups.

Student Resource Sheet

My food goal

What is your food goal?

How could you achieve your goal? What is your plan?

What barriers might you face in reaching your goal?

How could you overcome these barriers?

How will you know when you have achieved your goal?

One week later...

Check your progress. Are you on course?

What has helped you along the way?

Did you make it?



YES

How can you ensure you stick to your plan?



NO

Is your goal realistic? If yes, how could you change your plan to achieve your goal?

Theme 4 Foods Eaten by Different Groups

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

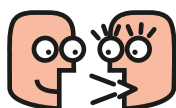
Purpose

These activities provide students with the opportunity to explore:

- factors that affect an individual's food choices – culture, socioeconomic status, state of health
- the social and celebratory aspects of food.



Activity 4.1 What Makes People Different?



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

Discuss with students what makes children different, for example nationality, culture, where they live, sport they play, hobbies, general health.

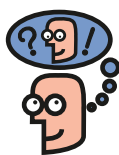
Divide students into pairs. Ask pairs to create a human character about the same age as themselves and describe their name, nationality, family, hobbies, where they live, and their general health, for example plays a lot of sport, has many friends. Ask students to be descriptive about their character. Have pairs share their characters in small groups.

Have pairs create a daily meal plan for their character based on their description. As a class, discuss the following questions:

- How did you choose the foods your character would eat?
- How did the nationality of your character influence their food choices?
- How did the general health of your character influence their food choices?
- What other factors might influence what a person chooses to eat?

Ask students to write a story about a day in the life of their character. In their story, students describe the food choices of their character. Have students illustrate their story and share in small groups.

Activity 4.2 Food for Special Occasions



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
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
The Arts	<ul style="list-style-type: none">• Communicating Arts Ideas

Discuss with students special occasions celebrated by different groups of people, for example Ash Wednesday, weddings, bar mitzvahs, Chinese New Year, Christmas, Easter. As a class, discuss the different foods that would be served on each of these occasions. Conduct library research to confirm what foods are served on these different occasions.

Have students choose one special occasion to investigate for a project. In the project, students can research the following questions:

- What is the special occasion or celebration and why is it held?
- When is it held?
- What groups of people take part in this special occasion?
- How do people dress for this special occasion?
- Is food important and why?
- What foods are served?
- How are these foods different to the other foods this group of people usually eat?
- What decorations are used?
- What other things happen on this special occasion?

