

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 6 - 7 Teaching and Learning Opportunities

Key:

Health & Phys Ed = Health & Physical Education

LOTE = Language Other Than English

Maths = Mathematics

Society Environ = Society and the Environment

Tech & Enterprise = Technology and Enterprise

Theme 1: Food Selection Models

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
1.1	Investigating the Australian Guide to Healthy Eating and the Healthy Eating Pyramid as Food Selection Models	✓		✓					
1.2	My Diet and the Australian Guide to Healthy Eating and the Healthy Eating Pyramid	✓		✓					
1.3	Changing My Diet to Improve My Health	✓		✓					
1.4	Food Rules for Young Australians	✓		✓					
1.5	Class Cookbook	✓		✓	✓			✓	✓
1.6	Nutritious Designer Sandwiches	✓		✓	✓				✓

Theme 2: My Food Choices

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
2.1	Food Decisions	✓		✓				✓	
2.2	Food and My Friends	✓		✓					
2.3	Wise Buys	✓		✓				✓	
2.4	Where Do I Get Information About Food?	✓		✓				✓	

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	Skipping Meals	✓		✓				✓	
3.2	Analysis of Survey Results	✓		✓		✓		✓	
3.3	Dieting is.....	✓		✓			✓	✓	

Theme 4: Food Eaten by Different Groups

Activity Number	Activity Name	Health & Phys Ed	The Arts	English	LOTE	Maths	Science	Society Environ	Tech & Enterprise
4.1	Cultural Delights	✓		✓	✓			✓	
4.2	Planing a Food Expo	✓	✓	✓	✓			✓	
4.3	Food Expo Promotion	✓	✓	✓	✓			✓	
4.4	Food Expo Quiz	✓	✓	✓	✓	✓		✓	

Learning and Teaching Activities Years 6–7

Theme 1 Food Selection Models

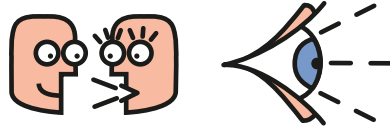
Prepare at least one recipe from the student section before completing these activities.

Purpose

These activities provide students with opportunities to:

- investigate three food selection models (the Healthy Eating Pyramid, the Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents)
- use a food selection model to evaluate the nutritional value of the foods they eat
- set goals and implement strategies to make changes to their diet that will improve their health
- create and prepare simple recipe ideas.

Activity 1.1 Investigating the Australian Guide to Healthy Eating and the Healthy Eating Pyramid as Food Selection Models



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

Show students the Australian Guide to Healthy Eating on page 7 and 8 (you may want to put this and/or the Healthy Eating Pyramid on an overhead transparency) and explain that it helps people choose nutritious foods. Ask students to explain the distribution of food groups in the Guide and/or the pyramid. Alternatively, draw the Guide and/or pyramid on butchers paper and use foods, food containers or pictures to help explain the distribution of food groups in the Guide or pyramid (actively involve students in this exercise).

Divide the class into groups of four to five students. Photocopy the question cards below and give each group a different one to discuss.

CARD 1

Explain how foods are grouped in the Australian Guide to Healthy Eating and/or Healthy Eating Pyramid.
Why are foods grouped in this way?

CARD 2

Give examples of ways the Australian Guide to Healthy Eating or the Healthy Eating Pyramid can be used to help a person choose nutritious foods.

CARD 3

Use examples to explain how processed foods such as muesli bars or biscuits can be represented in these models.

CARD 4

Do these models tell you how much a person should eat?
Explain your answer.

CARD 5

Give examples of different factors that influence how much a person eats.

CARD 6

Where are the recipes _____ ,
_____ and _____ represented
in this model?

What foods are not represented in this model?

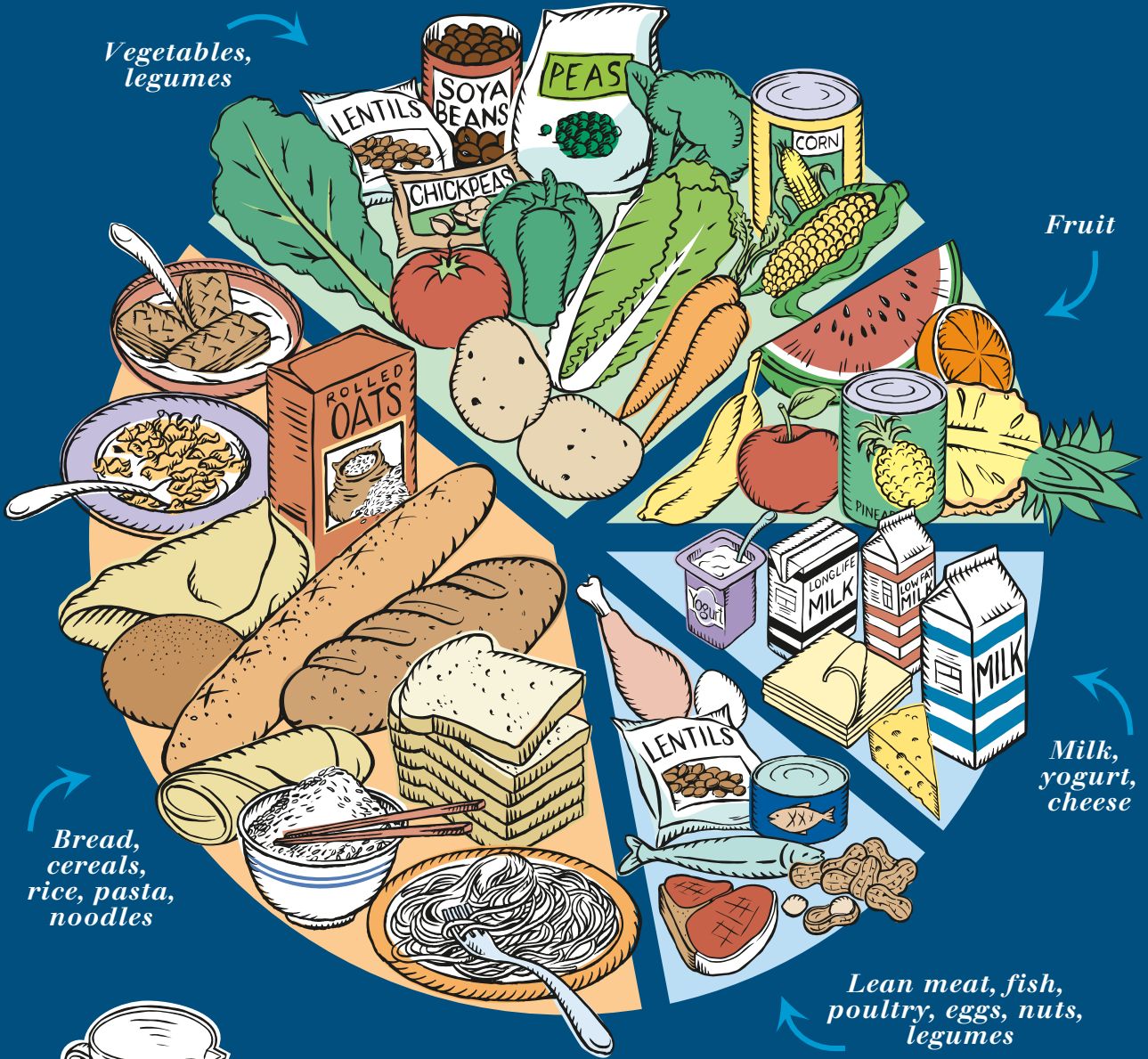
As a class, discuss group responses.

Ask students to record in their workbooks their responses to the questions:

- Do you think the Australian Guide to Healthy Eating and/or the Healthy Eating Pyramid is a good food selection model to use? Explain your answer.
- Would you consider using this food selection model? Explain your answer.

Have students share responses with a partner or in small groups.

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



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AUSTRALIA AND DEAKIN UNIVERSITY, VICTORIA, 1998.

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

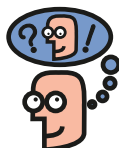
BREAD
CEREALS

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

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Design and Illustration by Greg Goul

Activity 1.2 My Diet and the Australian Guide to Healthy Eating/ 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 • Writing

Show students the Australian Guide to Healthy Eating and/or the Healthy Eating Pyramid (you may want to put this on an overhead transparency). Using the Student Resource Sheet on page 10, have students distribute the foods eaten by Ima Foodlover to the correct levels of the Australian Guide to Healthy Eating and/or the Healthy Eating Pyramid on page 11. See Teachers Guide to Student Resource Sheet 1. (For answers see page 12). Ask students to answer the following questions with a partner:

- Describe what Ima Foodlover's Guide and/or the eating pyramid looks like.
- Is the amount of food eaten by Ima Foodlover cause for concern? Explain your answer.
- If Ima Foodlover continues to eat these foods, and in these amounts, what immediate health problems could she face?

In the right-hand column of the Student Resource Sheet on page 10, students can use a different coloured pen to record the foods they eat on a typical day, and place these on the levels of the Guide and/or pyramid. See Teachers Guide to Student Resource Sheet 1. (For answer see page 12).

Have students answer the following questions:

- How does your diet compare to Ima Foodlover's?
- Are there food groups that you could eat more or less of to make your diet healthier? Explain your answer.
- How could changes to your diet improve your health?

Have students discuss their responses with a partner or in small groups.

Student Resource Sheet

Name: _____

Ima Foodlover

Aged 12 years

Breakfast

3 rashers of bacon,
2 eggs and 1 tomato (fried)
Cup of tea with milk,
2 sugars
2 pieces of brown toast
Butter
Jam

Morning tea

1 slice of cheesecake
1 can of soft drink

Lunch

Fried fish and chips (with salt)
Large chocolate milk
2 donuts

Afternoon tea

Muffin
Chocolate bar

Dinner

Large steak
2 jacket potatoes
with sour cream
1 serving of carrots
and beans
1 bowl of ice-cream
with chocolate
topping
2 slices of white bread
Butter

Me

Aged _____ years

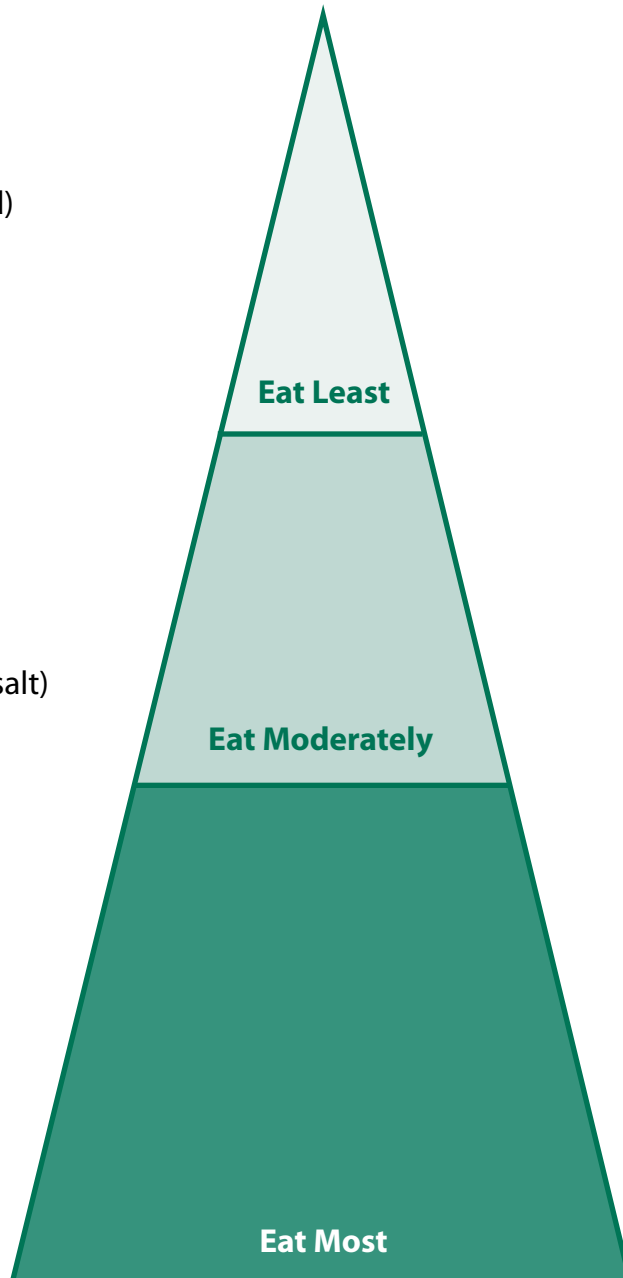
Breakfast

Morning tea

Lunch

Afternoon tea

Dinner



Enjoy a variety of foods every day

*Vegetables,
legumes*

Fruit

*Milk,
yogurt,
cheese*

*Bread,
cereals,
rice, pasta,
noodles*

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



Drink plenty of water

Choose these sometimes or in small amounts



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Teachers Guide to Student Resource Sheet

Ima Foodlover's Diet

Eat Least Foods

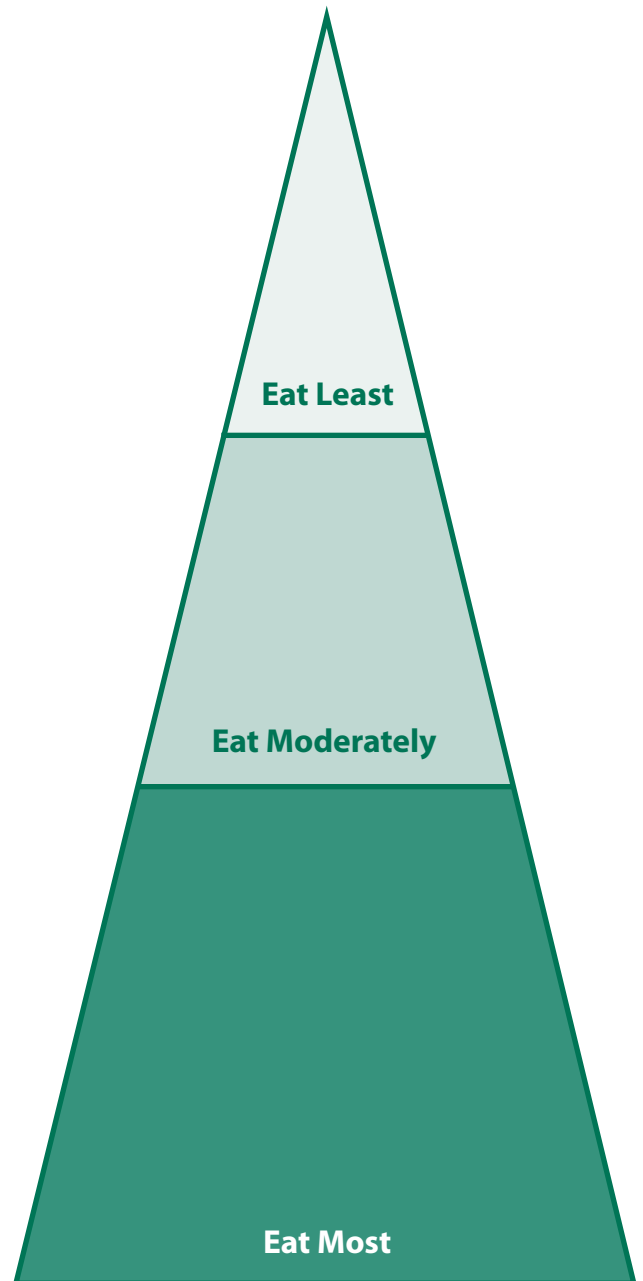
sugar	fried fish
tea	chips
butter	salt
jam	donuts
cheesecake	muffin
soft drink	chocolate bar
oil (for frying)	ice-cream
sour cream	chocolate topping

Eat Moderately Foods

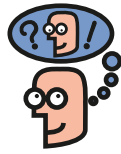
bacon (lean)
eggs
milk
fish (not fried)
steak

Eat Most Foods

tomato
bread (including toast)
carrot
beans
potato



Activity 1.3 Changing My Diet to Improve My Health



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• Writing

Ask students to choose a few aspects of their diet that they would like to change to improve their health and record this on the Student Resource Sheet on page 14 and 15 (Activity 1.2 may provide students with areas that they would like to change). Emphasise to students that changes could involve what they eat, when they eat, how they eat etc. Students can choose the change that is most important to them and develop a short-term goal, and a plan to achieve their goal by following the steps on this worksheet.

Have students attach the Student Resource Sheet to the inside cover of their workbook or health journal. At regular intervals, students can describe their progress towards their goal and reflect on the outcome. After a couple of weeks, invite students to share their experiences with a partner and discuss ways that they could maintain their goal or try again. Invite students to share their experiences and suggestions with the class.



Tip

Explain to students that goals should be simple, achievable and measurable. Identifying enablers and barriers to achieving their goal can help.

Student Resource Sheet

Changing my diet to improve my health

Name: _____

1. Identify how you would like to improve your diet.
2. Describe how this will improve your health.
3. Using a scale from 1 to 5, 1 being most important and 5 being least important, rate each dietary change. This will help you to identify what area of change is most important to you.

I would like to change...	How will this improve my health?	How important is this to me?



Student Resource Sheet continued

Consider one aspect of your diet you would like to improve and write your short-term goal.

Share your goal with a partner, and discuss these questions:

1. What is your plan to achieve your goal? For example, list the steps of your plan.

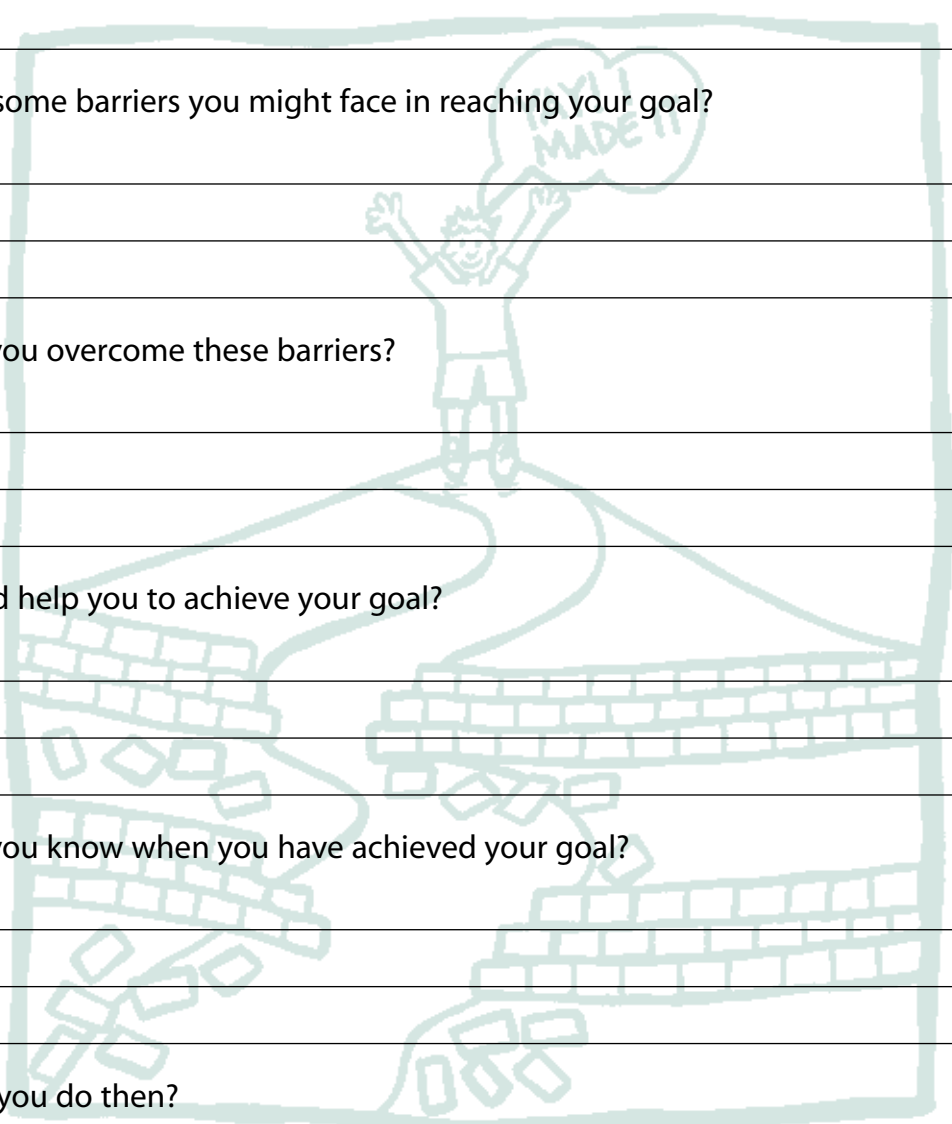
2. What are some barriers you might face in reaching your goal?

3. How will you overcome these barriers?

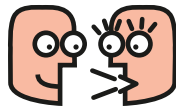
4. Who could help you to achieve your goal?

5. How will you know when you have achieved your goal?

6. What will you do then?



Activity 1.4 Food Rules for Young Australians



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

Read the following letter to students:

MESSAGE FROM THE PRIME MINISTER'S OFFICE, AUSTRALIA

Dear Young Person,

I am very concerned about the number of young people who regularly eat takeaway foods that are high in fat.

As you are a young person of Australia, I would like your advice. While there is no easy answer, I propose that a good place to start is to establish a set of dietary rules that all young Australians could follow. These rules will help young people choose foods that are nutritious, and stay fit and healthy both now and in the future.

As a class, discuss the following questions:

- What are the consequences of regularly eating takeaway foods that are high in fat?
- What foods should people eat less of?
- Give examples of foods that you consider to be nutritious.
- Is variety and balance important in a person's diet? Explain your answer.
- What advice would you have for the Prime Minister?



Have pairs of students draft a reply to this letter and include a list of dietary rules they have developed.

Show students the Dietary Guidelines for Children and Adolescents in Australia on page 17 (you may want to put this on an overhead transparency). Explain that these guidelines have been developed for young Australians. Ask students to compare their list of rules with the Dietary Guidelines and note the similarities and differences. As a class, discuss the different ways these rules could be promoted.

Dietary Guidelines for Children and Adolescents in Australia

Encourage and support breastfeeding.

Children and adolescents need sufficient nutritious foods to grow and develop normally.

- Growth should be checked regularly for young children
- Physical activity is important for all children and adolescents

Enjoy a wide variety of nutritious foods.

Children and adolescents should be encouraged to:

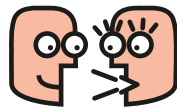
- Eat plenty of vegetables, legumes and fruits
- Eat plenty of cereals (including breads, rice, pasta and noodles), preferably wholegrain
- Include lean meat, fish, poultry and/or alternatives
- Include milks, yoghurts, cheese and/or alternatives
- Reduced-fat milks are not suitable for young children under 2 years, because of their high energy needs, but reduced-fat varieties should be encouraged for older children and adolescents
- Choose water as a drink

and care should be taken to:

- Limit saturated fat and moderate total fat intake
- Low-fat diets are not suitable for infants
- Choose foods low in salt
- Consume only moderate amounts of sugars and foods containing added sugars

Care for your child's food: prepare and store it safely.

Activity 1.5 Class Cookbook



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

For this activity, you will need a number of cookbooks. The *Kids in the Kitchen Cookbook* can be included.

Have students share an original recipe with the class. Make a list on the board of the names of all the recipes. Explain that the class is going to compile a cookbook full of recipe ideas that are low in fat and/or high in fibre. Have students view cookbooks in small groups and discuss how they have been put together. For example, have students look at how recipes with a common theme are grouped together, how recipes are written, what information is in the front, whether there is an introduction.



As a class, discuss the production of the cookbook, including format, artwork, title, how many copies will be made, ways to promote it, and how it will be distributed. As a class, define responsibilities and divide these between students.

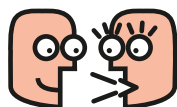
Ask students to choose recipes to prepare and share with the class.

Note: Recipes should not be copied from cookbooks without the written permission of the publisher.

Tip

Recipes from the class cookbook may be featured in school newsletters. Cookbooks may be displayed in the administration area or library and at parent evenings. Class may decide to organise a book launch. The cookbook may be sold for a nominal cost and the money donated to a charity decided upon by the class.

Activity 1.6 Nutritious Designer Sandwiches



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

Have students discuss the ingredients of their ideal sandwich with a partner. Ask students to draw their sandwich on poster paper, label the ingredients and make a summary (of a few sentences) about the nutritional content of their sandwich. Students can refer to the food selection models the Australian Guide to Healthy Eating, Healthy Eating Pyramid, and Dietary Guidelines for Children and Adolescents in Australia as a guide. For example, 'This sandwich is made of wholemeal bread which is high in fibre and low in fat. It has tomato which is rich in vitamin C and roast beef which is a good source of iron...' Have students show their ideal sandwiches to the class and describe their summary.

As a class, decide on 'Nutritious Designer Sandwiches' to make. Make a list of ingredients and utensils and divide between students. Have students make their designer sandwiches in the next class and share lunch. Students could also take this opportunity to create other designer sandwiches to taste.

Theme 2 My Food Choices

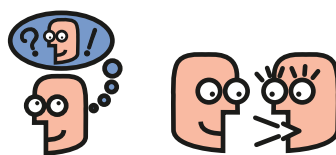
Prepare at least one recipe from the student section before completing these activities.

Purpose

These activities provide students with opportunities to examine influences on their diet and suggest and practise ways to manage these influences.



Activity 2.1 Food Decisions



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

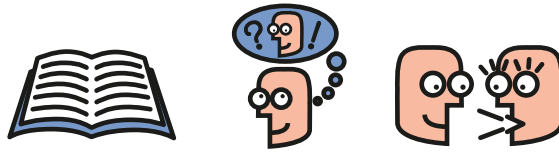
Discuss with students the factors that influence their choice of foods. For example, price, taste, preparation time, convenience, friends, family, allergies, advertising. Make a list on the board.

Make three signs – ‘Agree’, ‘Disagree’ and ‘Unsure’ – and pin them up as a continuum in the classroom. Read the statements below to students. Ask students to move to the sign that best describes their reaction to each statement. After each statement is read, allow students a few minutes to discuss reasons for their stance with someone who is standing close to them. Select certain statements to discuss as a class.

1. Taste is the most important consideration when choosing food.
2. I would always choose to eat a hamburger over a salad roll.
3. What I eat is largely influenced by what my friends eat.
4. What I eat is largely influenced by what my family eats.
5. Takeaway or convenience foods are an important part of my diet.



Activity 2.2 Food and My Friends



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

Read the following story to students:

You are at the movies with a friend. There is half an hour before the movie starts, so you decide to get something to eat. Your friend wants to split the cost of a special meal deal which includes a hamburger, French fries and a soft drink. You are not that hungry and would prefer just a drink. Your friend insists that it is the best value and that the food tastes great.

Discuss with students the following questions:

- What could you do in this situation?
- What would you do?
- Have you ever been in a similar situation? If so, what happened?

Have students, in pairs, develop assertive replies to use in this situation to communicate their preference (i.e. that they do not want to share a special meal and would prefer just a drink). Have students practise their replies. Ask students to consider the following when developing their replies:

- Is this a realistic thing to say?
- How could you say this? What should you do? What shouldn't you do?
- What if your friend does not accept this reply?

As a class, develop a list of dos and don'ts for assertive communication. For example, do look at the person you are speaking to, speak clearly and strongly, stay calm, stand up, don't say sorry, yell, get angry, look away.



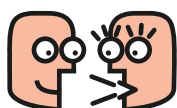
Activity 2.2 Food and My Friends continued.

Have students develop scenarios in which their friends influence their food choices. Explain that influences can be positive as well as negative. Ask students to write scenarios on index cards. Distribute these cards to pairs of students and ask them to discuss the following questions:

- Is this an example of a positive or negative influence? Explain your answer.
- What could you do in this situation?
- What would you do in this situation?

Ask pairs to share their responses with the class.

Activity 2.3 Wise Buys



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

For this activity, ask students to collect copies of food advertisements from newspapers, magazines and catalogues. Have small groups of students share their advertisements and discuss the different techniques used by advertisers to sell their products. Techniques might include colourful packaging, emphasising nutritional value of food (for example '97% fat free'), people having fun when sharing food. Discuss techniques as a class.

As a class, decide on a list of criteria to critically review foods that are advertised and evaluate if they are a 'wise buy'. Criteria might include:

- Is this food low in fat?
- Is this food high in fibre?
- Is this food nutritious?
- Is this food expensive or good value for money?
- Can the product packaging be recycled?

Have pairs of students review one advertisement or food package, and report to the class whether they think this food is a 'wise buy'. If a food package is chosen, students can use the information on the food label to help in their evaluation. (For information on reading food labels, refer to [Making sense of Food labels](#) in the Healthy Eating Section).



Activity 2.4 Where Do I Get Information about 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
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation

Discuss with students where they can get information about food. Sources might include teachers, family members, friends, food labels, television, encyclopaedias, internet, magazines, newspapers, pamphlets, Department of Health, school nurse. Write each source of information on a separate index card. Shuffle the index cards and distribute one to each student.

Lay a piece of string on the floor. At one end of the string place a sign that reads 'Most reliable'. At the other end, place a sign that reads 'Least reliable'. Invite students to place their index card on the string according to where they think their source of information best fits. Ask students to explain the placement of their card.

When all students have placed their cards, discuss the following questions:

- Do you agree with the placement of any cards? Explain your answer.
- Do you disagree with the placement of any cards? Explain your answer.
- What makes a source of food information reliable?
- What makes a source of food information unreliable?
- How could you check the accuracy of a food information source?
- Would you now like to change the placement of any cards?

Activity 2.4 Where Do I Get Information about Food? Continued.

Have students draw up the following table in their workbooks:

My source of food information	Ranking 1 = most reliable 5 = least reliable	How can I check this information?

In the first column, have students list five sources of food information that they commonly use. In the second column, have students rank each source of information from 1 to 5, 1 being the most reliable, 5 being the least reliable. In the third column, students can suggest practical ways to check or verify this source of information. Have students share their responses with a partner.

Theme 3 My Feelings about Food

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

Purpose

These activities provide students with opportunities to:

- investigate reasons why people choose to diet and discuss how dieting behaviours can affect a person's health
- clarify and express their attitudes towards diets and dieting.



Activity 3.1 Skipping 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• Writing
Society & Environment	<ul style="list-style-type: none">• Investigation, Communication and Participation

Ask students the following questions:

- Why do you think people skip meals?
- How does skipping meals affect a person's health?
- Should young people skip meals? Why or why not?
- What might happen if a person regularly misses breakfast, lunch and/or dinner?

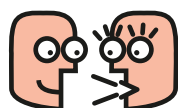
Have pairs of students develop a survey to determine why people skip meals. Ask pairs to focus on how people are feeling when they skip a meal. For example, are they busy, upset about something, not hungry, dieting at the time.

Have students develop their survey in class. Discuss with them the types of questions that may be appropriate (for example, open and closed questions), and the number of people they could survey. Have pairs develop a plan to implement their survey.

Tip

Explain to students that people who complete their survey may wish to remain anonymous, and that it is their right to do so.

Activity 3.2 Analysis of Survey Results



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

Ask students to bring their completed surveys (from Activity 3.1) to class and summarise the results. Have students share their survey results with the class, noting reasons given and the feelings experienced by people when a meal is missed.

Have pairs of students make practical suggestions to help people avoid skipping meals, for example by allowing time to eat. Discuss the importance of making suggestions that can be easily implemented. Have students record suggestions in their workbooks, and share these with the class.

Discuss with students ways that they can implement and promote these strategies in the school community, for example using the school newsletter, making posters to place around the school, writing fact sheets to distribute which suggest quick, easy and nutritious meals (Kids in the Kitchen Cookbook recipes may form part of the fact sheets). Students can choose different ways to promote healthy eating and perform one of these actions. In future lessons, have students evaluate and reflect on the impact of their actions.



Activity 3.3 Dieting is...



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

Read the following statements to students. If students agree with the statement they put two thumbs up. If they disagree, they put two thumbs down. If they are unsure, they put one thumb up and one thumb down.

- Skipping meals is OK once in a while.
- When you feel hungry you should eat.
- A person my age is too young to diet.
- Diets are only for people who are very overweight.

Divide students into pairs. Have one partner take the role of agreeing with the statement, and the other partner take the role of disagreeing. Ask pairs to discuss reasons for agreeing or disagreeing with each statement. After a few minutes, have students change partners and swap roles.

As a class, discuss each statement, noting reasons why people agree or disagree. Ask students to choose a statement and record their true feelings towards it in their workbook or health journal.

Explain to students that they are at the stage where they are, or will be, growing rapidly, and that strict dieting could be harmful to their growth. Reinforce the message that eating a healthy diet is the goal.

Tip

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

Theme 4 Foods Eaten by Different Groups

Prepare at least one of the recipes from the student section before completing these activities:

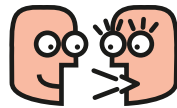
Purpose

These activities provide students with opportunities to:

- identify foods from different countries
- plan and implement a food expo that focuses on the culture of a chosen country.



Activity 4.1 Cultural Delights



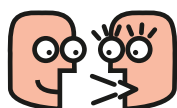
Relevant Learning Areas	Relevant Strands
Health & Physical Education	<ul style="list-style-type: none">• Interpersonal Skills• Concepts for a Healthy Lifestyle
English	<ul style="list-style-type: none">• Speaking & Listening• Writing
LOTE	<ul style="list-style-type: none">• Listening and Responding,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

Have students prepare and taste at least one of the recipes listed above. As a class, discuss the following questions:

- Where did this recipe originate?
- What other foods would you expect to see there?

Have students, in pairs, make a list of five countries and research the foods commonly eaten by the people who live there. Ask pairs to present their findings to the class.

Activity 4.2 Planning a Food Expo



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
The Arts	<ul style="list-style-type: none">• Communicating Arts Ideas• Using arts skills, techniques and processes

As a class, decide on a country. Explain to students they will be involved in researching information about this country and organising a food expo. The food expo might contain information about the country's:

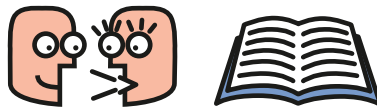
- geography
- customs
- food
- celebrations
- costume or traditional dress
- people and their lifestyle
- language.

Allocate pairs of students a topic to research. As a class, discuss how to present information as part of the expo. Ideas could include drawing a large map of the country and drawing the country's flag, wearing traditional costumes, playing traditional music, welcoming guests in the language of the country.

Tip

The scope of the food expo is limited only by everyone's imagination. Students can devise ways of raising money to buy ingredients to make the foods for guests. A small fee can be charged for tasting foods, and the proceeds donated to a charity chosen by students.

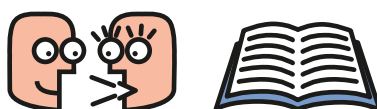
Activity 4.3 Food Expo Promotion



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
The Arts	<ul style="list-style-type: none">• Communicating Arts Ideas• Using arts skills, techniques and processes

Discuss with students how to advertise the food expo. Advertising could include students writing an invitation to their parents, placing an advertisement in the school newsletter, making posters to place around the school. Have students design and make promotional material and organise its distribution.

Activity 4.4 Food Expo Quiz



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"> • Number
Society & Environment	<ul style="list-style-type: none"> • Investigation, Communication and Participation • Culture
The Arts	<ul style="list-style-type: none"> • Communicating Arts Ideas • Using arts skills, techniques and processes

Have students set up the food expo and develop a quiz for people who visit it. The quiz can be given to people as they enter the expo. A prize may be allocated for people who give correct quiz answers.

At the end of the expo, have students mark the quiz and tally the results. Arrange for quiz winners to be published in the school newsletter.

