



# Healthy Eating

Curriculum kit for  
South Australian Primary Schools



An Australian Government, State and Territory health initiative.



**Government  
of South Australia**  
Department of Health

Printed July 2007



**Government  
of South Australia**  
Department of Health



## Healthy Nutrition Curriculum Kit for South Australian Primary Schools

### Acknowledgements

This teachers' manual has been reproduced and adapted with permission of the Go for 2&5<sup>®</sup> campaign, State of Western Australia. Production of the manual was funded by the Department of Health, Government of South Australia as a part of the 'Promoting fruit and vegetable consumption in South Australia' project.

The manual incorporates and uses with permission, material from the South Australian Curriculum, Standards and Accountability Framework (SACSA), Department of Education and Children's Services.

The Australian Guide to Healthy Eating and Dietary Guidelines for Children and Adolescents and The Aboriginal and Torres Strait Islander Guide to Healthy Eating have been reprinted with permission of the Commonwealth of Australia and the Department of Health, Government of South Australia, respectively.

Special thanks to Geoff James from the South Australian Department of Education and Children's Services for reviewing this manual and offering expert advice.

Edited by Lily Chan with support from Amie-Jane Palmer. July 2007.





# Healthy Nutrition Curriculum Kit for South Australian Primary Schools

Table of Contents	page
<b>Introduction</b>	2
<b>Background nutrition information for teachers</b>	4
<b>Australian Guide to Healthy Eating</b>	6
<b>The Aboriginal and Torres Strait Islander Guide to Healthy Eating</b>	7
<b>Dietary Guidelines for Children and Adolescents</b>	9
<b>Food Labels. What do they mean?</b>	10
<b>Early Years (Years Reception - 2) Teaching and Learning Opportunities</b>	12
Theme 1 - Keeping Food Safe	13
Food Challenge (1)	15
Theme 2 - Range of Foods	16
Food Challenge (2) & (3)	19
Theme 3 - The Food I Need	20
Student Resource Sheet (1) - Breakfast Letter	22
Theme 4 - Sources of Food	24
Food Challenge (4), (5), (6) & (7)	26-27
Theme 5 - Foods Eaten by Different Groups	28
Food Challenge (8) & (9)	29
<b>Primary Years (Years 3 - 5) Teaching and Learning Opportunities</b>	30
Theme 1 - Food Selection Models	31
Student Resource Sheet (1) - My Snacking Habits	34
Food Challenge (1)	34
Theme 2 - My Food Choices	35
Student Resource Sheet (2) - Food Advertising	37
Food Challenge (2), (3) & (4)	38 -39
Theme 3 - My Feelings about Food	40
Student Resource Sheet (3) - What should I eat?	42
Student Resource Sheet (4) - My food diary	43
Student Resource Sheet (5) - My food goal	44
Food Challenge (5), (6) & (7)	45
Theme 4 - Foods Eaten by Different Groups	46
Food Challenge (8)	47
<b>Middle Years (Years 6 - 7) Teaching and Learning Opportunities</b>	48
Theme 1 - Food Selection Models	49
Student Resource Sheet (1) - Ima Foodlover's diet	51
Teachers Guide to Student Resource Sheet (1)	53
Student Resource Sheet (2) - Changing my diet to improve my health	55
Food Challenge (1) & (2)	57
Theme 2 - My Food Choices	58
Food Challenge (3), (4), (5) & (6)	60-62
Theme 3 - My Feelings about Food	63
Food Challenge (7) & (8)	64
Theme 4 - Foods Eaten by Different Groups	65
<b>Recipes Section</b>	67



## Introduction

This teacher resource kit, as part of the 'Go for 2 & 5<sup>®</sup> Fruit and Veg Month Pack' is an initiative of the Government of South Australia, Department of Health and is supported by the Department of Education and Children's Services (DECS). The teaching and learning activities in this manual have been designed to promote positive attitudes towards fruit and vegetables among primary school-aged children and to reinforce the healthy eating message across the curriculum.

This manual was originally produced by the Health Department of Western Australia as part of the Fruit 'n' Veg Eat It campaign. Modifications have been made in this version to correspond to the Learning Areas and Outcomes within the South Australian Curriculum, Standards and Accountability (SACSA) Framework.

The activities encourage and promote a cross-curricular approach to nutrition education. The activities are relevant to a range of different learning areas, and these are indicated in the contents page as well as at the start of each theme. The activities may also contribute to the learning outcomes for learning areas other than Health and Physical Education. Possible outcome links and essential learnings are only intended as a guide and teachers may adapt the activities to suit their required outcomes. Some outcomes at Standard 4 (towards the end of Year 8) are included for situations where teachers feel students are capable of achieving higher learning outcomes.

The teaching and learning activities are divided into three sections - Early years (Years Reception -2), Primary years (Years 3-5) and Middle years (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 1). These activities provide opportunities for developing practical food skills related to selection, storage, preparation, cooking and serving food and hence are in line with the 'Eat Well SA Schools and Preschools Healthy Eating Guidelines' (DECS). Besides the activities in the theme 'Foods Eaten by Different Groups', teachers are encouraged to seek opportunities to increase multi-cultural awareness across all other activities. Information regarding fruit and vegetables is outlined in the following section 'Background nutrition information for teachers'. More details are available from the Go for 2&5<sup>®</sup> website at <[www.gofor2and5.com.au](http://www.gofor2and5.com.au)>.

Completion times are not suggested for each activity. Activities may take up part of a lesson or be ongoing, taking several days to complete. As activities may involve food handling and tasting, teachers are advised to refer to Food Safety guidelines 4.1 and 4.2 as indicated in the DECS Healthy Eating Guidelines.

Table 1. Nutritional themes for teaching and learning activities

Teaching and learning activity themes		
Years R-2	Years 3-5	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	4. Foods Eaten by
5. Foods Eaten by Different Groups	Different Groups	Different Groups



## Student food challenges

Food challenges are activities that students complete outside the classroom, usually at home. The aim of food challenges is to encourage family discussion, involvement and positive reinforcement of the child's nutrition education in the home environment. Food challenges are ideal for students to complete in their personal time or as homework, to reinforce key messages from classroom activities. Food challenges are included at the end of most themes.



# Background nutrition information for teachers

## Why is it important for children to eat fruit and vegetables?

Fruit and vegetables are good sources of fibre, vitamins and minerals. To ensure these nutrients are included in the diet, children and adults are encouraged to eat a wide variety of fruit and vegetables.

### Choose from these groups of vegetables every day:

- Dark-green, leafy vegetables - cabbage, spinach, broccoli, Brussels sprouts
- Orange-yellow vegetables - pumpkin, carrots, sweet potato
- Starchy vegetables - potato, sweet potato, parsnip
- Other vegetables - beans, capsicum, cauliflower, celery, cucumber, lettuce, mushrooms, peas, sprouts, Swedes, turnips, zucchini.

Fruits such as oranges, mandarins, grapefruit (citrus fruits), nectarines, pineapple, strawberries and kiwi fruit are particularly high in vitamin C, which is essential for healthy teeth and bones. Vitamin C also increases the iron absorbed from foods containing iron, and promotes wound healing. Vitamin A is found in fruits such as apricots, rockmelon and mango. Vitamin A keeps the skin and eyes healthy, and helps protect the body against infection. Vitamins C and A are anti-oxidants which help protect the body against cell damage.

### A diet high in fruit and vegetables helps:

- Prevent some vitamin deficiencies
- Prevent overweight and obesity
- Prevent constipation and other bowel disorders
- Reduce the risk of some cancers
- Reduce blood pressure
- Reduce blood cholesterol levels
- Improve control of diabetes

It is important to introduce and reinforce good eating habits during childhood as a means of reducing the risk of diet-related diseases in adulthood.

## How much fruit and vegetables are children eating?

### The 1995 National Nutrition Survey found that on any given day:

- Approximately a third of children aged 4 to 11 had not eaten any fruit or fruit products.
- More than 20% of children under 12 had not eaten any vegetables or vegetable products.

These figures indicate that children are not eating a healthy amount of fruit and vegetables. This raises concerns about their likelihood of developing diet-related diseases in adult life.



## How much fruit and vegetables do children need to eat?

We are encouraged to Go for 2 fruit and 5 vegetables every day. The amount children and adolescents should eat depends on their age, appetite and activity levels.

With the emphasis on 'Go for' it is valuable if children learn they should be aiming to eat 2 serves of fruit and 5 serves of vegetables every day. The emphasis in education should be on variety with younger children - in terms of raw, cooked and types.

## Recommended serves of fruit and vegetables for children and adolescents from the Australian Guide to Healthy Eating\*.

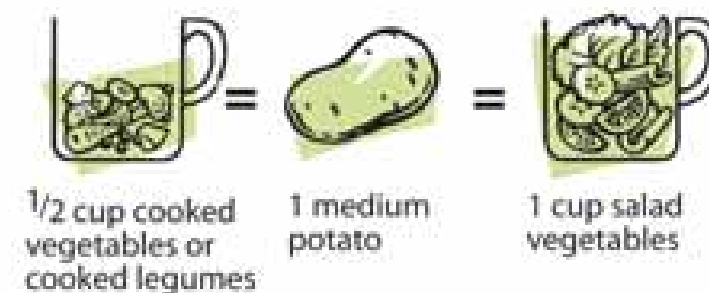
Age of Child	Fruit	Vegetables
4-7	1-2	2-4
8-11	1-2	3-5
12-18	3-4	4-9

\*Amount depends on type of diet eaten, age, appetite and activity levels. The lower figures are for people who eat a diet predominantly high in cereal foods (rice, pasta, breads) and the higher recommendation is for people who eat more from all food groups.

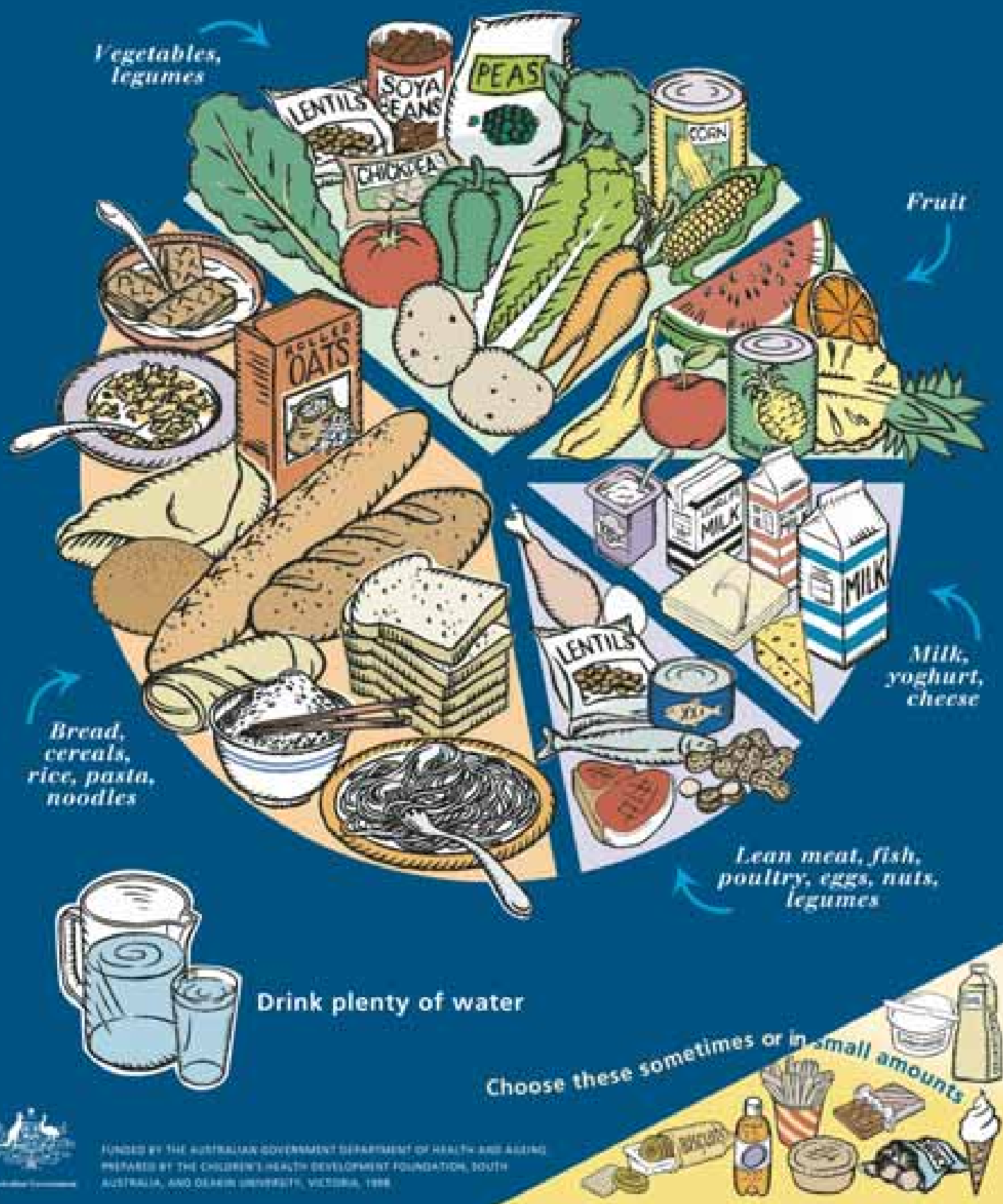
### One serve of **FRUIT** is:



### One serve of **VEGETABLES** is:



# Enjoy a variety of foods every day



FUNDED BY THE AUSTRALIAN GOVERNMENT DEPARTMENT OF HEALTH AND AGED CARE  
 PREPARED BY THE CHILDREN'S HEALTH DEVELOPMENT FOUNDATION, SOUTH AUSTRALIA, AND QUEEN UNIVERSITY, VICTORIA, 1998

# Eat good food to be Healthy and Strong



ADAPTED WITH PERMISSION FROM THE AUSTRALIAN GUIDE TO HEALTHY EATING (1998, COMMONWEALTH DEPARTMENT OF HEALTH AND AGED CARE)

Government of South Australia  
 Department of Health

Reprinted with permission of the Northern Territory Government, Department of Health and Community Services

# Be healthy: eat better, move more



## Here are some ideas to help keep your family healthy and strong

### Move more

- Walk more, walk every day. Try to walk rather than use a car. If you can, keep playing sport.
- Try other activities like gardening, cleaning the floors, swimming, dancing and hunting.

### Drink more water

- Choose water to drink



### Eat more bush foods

- Plant and animal bush foods are fresh and most are low in fat and sugar.

### Eat more fruit and vegetables

- Choose fresh fruit, canned fruit in natural juice, and some dried fruit
- Choose more fresh vegetables, frozen vegetables, canned or dried vegetables.

### Eat more breads, cereals & legumes

- Choose soup mix, baked beans, bean mix, pasta, noodles, oats, other breakfast cereals and multigrain breads.
- Eat some of these foods with each meal.

### Eat less salt

- Don't add salt to your food.

### Eat less fatty food and fried food

- Eating too much fatty and fried foods can make people gain weight and lead to diseases like diabetes and heart disease.

### Eat less sugar

- A lot of sugar we eat is hidden in foods and drinks. If we eat too much sugar we can get fat.

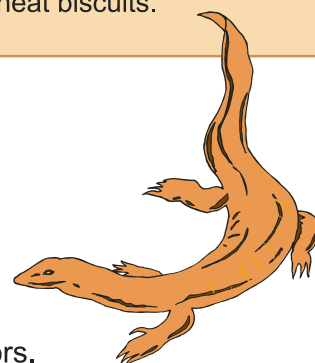


### To cut down on fats:

- Eat more bush foods, fish and lean meats.
- Eat less fatty meat, tinned corned beef, sausages and pies.
- Eat less fried food like chips, fried chicken wings / legs and fried meat.
- Eat less snack food like potato crisps, ice cream, chocolate and cake.
- Choose sandwiches or stews from the takeaway.
- Cut fat off meat before cooking, take the skin off chicken.
- If you use oil or margarine, use small amounts and choose canola or olive oil or polyunsaturated margarine.

### To eat less sugar:

- Drink water instead of sweetened drinks.
- Choose diet drinks instead of ordinary soft drinks, sports drinks or cordial.
- Eat less biscuits, cakes, chocolates, lollies and ice cream.
- Add less sugar to tea or coffee.
- Choose low sugar breakfast cereals like porridge and wheat biscuits.



## 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:

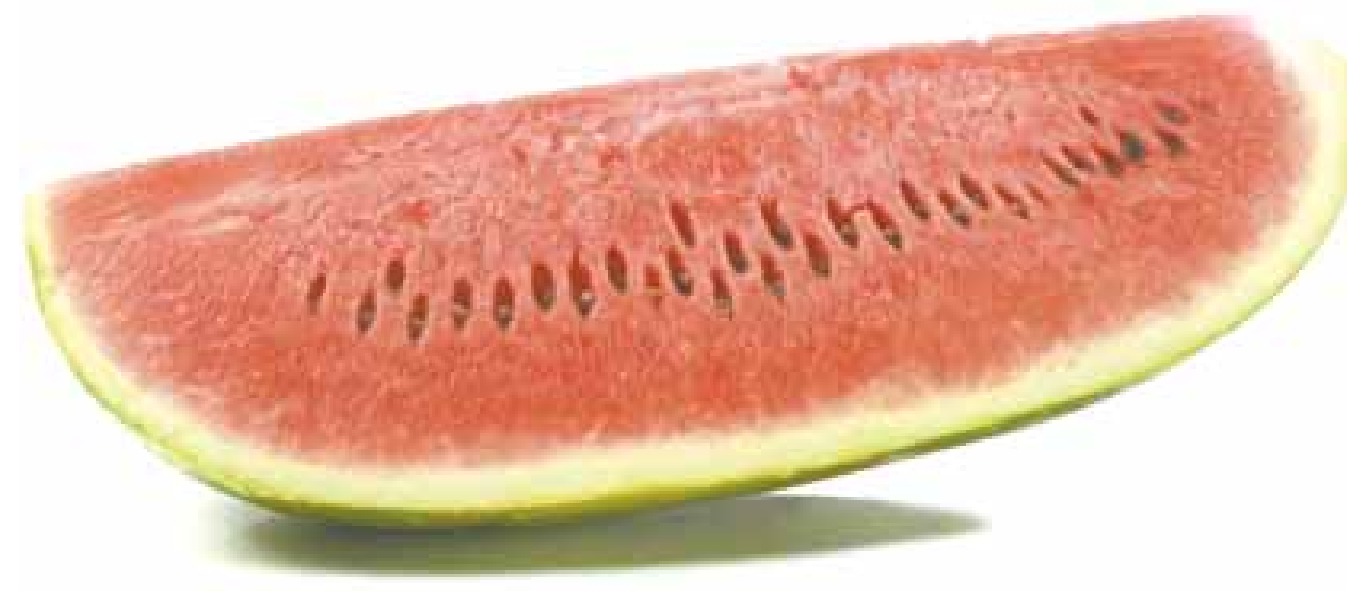
- Eat plenty of vegetables, legumes and fruits
- Eat plenty of cereals (including breads, rice, pasta and noodles), preferably wholegrain
- Include lean meat, fish, poultry and/or alternatives
- Include milks, yoghurts, cheese and/or alternatives
- Reduced-fat milks are not suitable for young children 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.

National Health and Medical Research Council, 2003



Materials are available for the general public and nutrition educators. Posters, educators' resources and background information can be obtained from the Health Promotion Branch, Department of Health, South Australia.

# FOOD LABELS:

## What do they mean?

### Nutrition Information Panel

Most packaged foods have Nutrition Information Panels. They contain information about the nutrient levels of a product, per serve and per 100g. Use the following information as a general guide to choosing healthier food products.

Product name		per 200g serve	per 100g
Serves per pack	5		
<b>Energy</b>		776 KJ 184 (Cal)	388 KJ 92 (Cal)
<b>Protein</b>		10g	5g
<b>Fat</b>			
- total		1.8g	0.9g
- saturated		1.2g	0.6g
<b>Carbohydrate</b>			
- total		31.8g	15.9g
- sugars		28.2g	14.1g
<b>Sodium</b>		110mg	55mg
<b>Calcium</b>		338mg	169mg (21 % RDI)

**Ingredients:** Low fat milk, milk solids non fat, sugar, fruit (min 5%) strawberries, blackberries, raspberries, blueberries), halal gelatine, vegetable gums (440,406) thickener (1442) flavour, food acids (331,330) natural colour preservatives (200)  
**May contain traces of soy, nuts, gluten**  
**Use By:** 20/09/03

**Annotations:**

- Look for products with less than 10g sugar per 100g where possible. Check the ingredients for natural and added sugars. Foods with fruit such as yoghurt and breakfast cereal may have slightly higher sugar levels.
- This is the total of both sugar and starch.
- Use the 100gm to compare products.
- Look for products with less than 10g total fat per 100g. For milk and yoghurt look for less than 2 g per 100g.
- Low salt (sodium) products are less than 120mg per 100g. At least aim for products with less than 450 mg per 100g.
- Any additive or common allergen must be listed.
- Ingredients are listed from most to least in quantity.
- The ingredients list will show how much of the key ingredients are in the food.



## Other names for fat, sugar and salt

The following names can appear on the Ingredients list:

FAT	SUGAR	SALT
beef fat*	brown sugar	baking power
coconut*	corn syrup	booster
coconut oil*	dextrose	celery salt
cophera*	disaccharides	garlic salt
cream*	fructose	meat/yeast extract
dripping*	glucose	onion salt
lard*	golden syrup	monosodium glutamate (MSG)
mayonnaise*	honey	rock salt
sour cream*	lactose	sea salt
nuts	malt	sodium
oil**	maltose	sodium bicarbonate
oven fried/baked	mannitol	sodium metabisulphite
palm oil*	maple syrup	sodium nitrate/nitrite
toasted *	molasses	stock cubes
	monosaccharides	
	raw sugar	
	sorbitol	
	sucrose	
	xylitol	

\*high in saturated fat

\*\* may be high in saturated fat if it's coconut, palm or hydrogenated vegetable oil

## National Heart Foundation (NHF) Tick

Foods with the NHF tick are healthy choices amongst foods of a similar type.

They meet NHF guidelines for total fat, saturated (animal) fat, salt, sugar and fibre.

The tick is on some high fat foods like margarine and oils. Have these fats in small amounts.

Not all companies make use of the tick even though their products may qualify.

Read the Nutrition Information Panel and not just look for the tick.



## Nutrient claims - what do they really mean?

### Low fat

Products should be less than 3g per 100g fat.

### Lite/Light

This may describe the taste, texture, fat, salt or sugar content. Light products may not be lower in energy than other products.

### Reduced fat

Not necessarily low fat, but lower in fat than the normal food

### Toasted/oven baked

Refers to the cooking method. Likely to be high in fat.

### Low salt

Must contain less than 120mg sodium per 100g food.

### Salt reduced

Has less salt than the usual product but may still be high in salt.

### No Added Sugar

No sugars have been added, however the product may contain other sources of sugar, e.g. fruit sugar, milk sugar.

### All natural

Sugar, oil, fat and cream are all natural, but not healthy in large amounts.

"Food labels: What do they mean?" has been adapted and included with the permission of The Children, Youth and Women's Health Service.



**Theme 1: Keeping Food Safe**

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tech
1 (a)	Clean Hands, Clean Food	•	•	•					
1 (b)	Places to Store Foods	•		•		•			
1 (c)	Fridge Foods	•	•	•		•			•
1 (d)	A Bushwalking Adventure	•	•	•			•		

**Theme 2: Range of Foods**

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tech
2 (a)	Using My Senses to Discover Food	•		•			•	•	
2 (b)	Describing Food Tastes	•		•			•		
2 (c)	Trying New Foods	•		•			•		
2 (d)	Sorting Foods	•		•		•		•	
2 (e)	Colours and Shapes of Food	•		•	•	•			
2 (f)	Colours and Shapes of Meals	•		•	•	•			
2 (g)	Food Groups	•	•	•					
2 (h)	Making Meals	•	•	•	•				•
2 (i)	What Food is That?	•		•	•				

**Theme 3: The Food I Need**

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tech
3 (a)	Why Do We Eat?	•		•				•	
3 (b)	What I Eat, When I Eat	•	•	•		•		•	
3 (c)	Planning a Breakfast	•		•			•		
3 (d)	Breakfast Letter	•		•		•			
3 (e)	Habits and Customs for Serving Food	•		•				•	
3 (f)	Breakfast Placemat	•	•	•	•	•			•
3 (g)	Helping Hands	•		•				•	
3 (h)	Breakfast Mural	•	•	•				•	

**Theme 4: Sources of Food**

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tec
4 (a)	Where Does Food Come From?	•		•		•	•	•	
4 (b)	Shop Visit Letter	•		•				•	•
4 (c)	Our Class Supermarket	•		•	•	•			•
4 (d)	Preparing Food	•		•	•		•	•	
4 (e)	My 'Super' Kebab	•	•	•	•		•	•	
4 (f)	Cooking Scraps	•		•			•	•	
4 (g)	Food Packaging	•		•			•		•
4 (h)	Recycling in the Schoolyard	•		•			•	•	

**Theme 5: Foods Eaten by Different Groups**

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tec
5 (a)	Cultures in Our School	•		•	•			•	
5 (b)	Foods of Different Cultures	•		•	•			•	
5 (c)	Foods of Different Cultures	•		•	•			•	
5 (d)	Foods of Different Cultures	•		•	•			•	

**Theme 1: Keeping Food Safe**

Prepare a recipe from the 'recipes 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.

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	1.5 <b>Id•In•C</b> 1.6 <b>In•F</b> 1.7 <b>In•T</b> 1.8 <b>In•T•C</b>
Arts	Arts Practice	1.1 <b>Id•T</b> 1.2 <b>T</b>
Design & Technology	Critiquing Designing  Making	1.1 <b>T</b> 1.2 <b>F•T•C</b> 1.3 <b>T•C</b> 1.4 <b>T</b>
English	Texts and Contexts  Language  Strategies	1.1 <b>T•C</b> 1.2 <b>T•C</b> 1.3 <b>Id•T</b> 1.6 <b>T•C</b> 1.8 <b>Id•C</b> 1.9 <b>T•C</b> 1.11 <b>Id•T•C</b>
Mathematics	Exploring, Analysing and Modelling Data	1.1 <b>Id•T•C</b> 1.2 <b>C</b>
Science	Energy systems Life systems Matter	1.3 <b>T•C7</b> 1.5 <b>In•T•C</b> 1.8 <b>T</b>

### Activity 1(a) Clean Hands, Clean Food

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(b) Places to Store Foods

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(c) Fridge Foods

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(d) A Bushwalking Adventure

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.

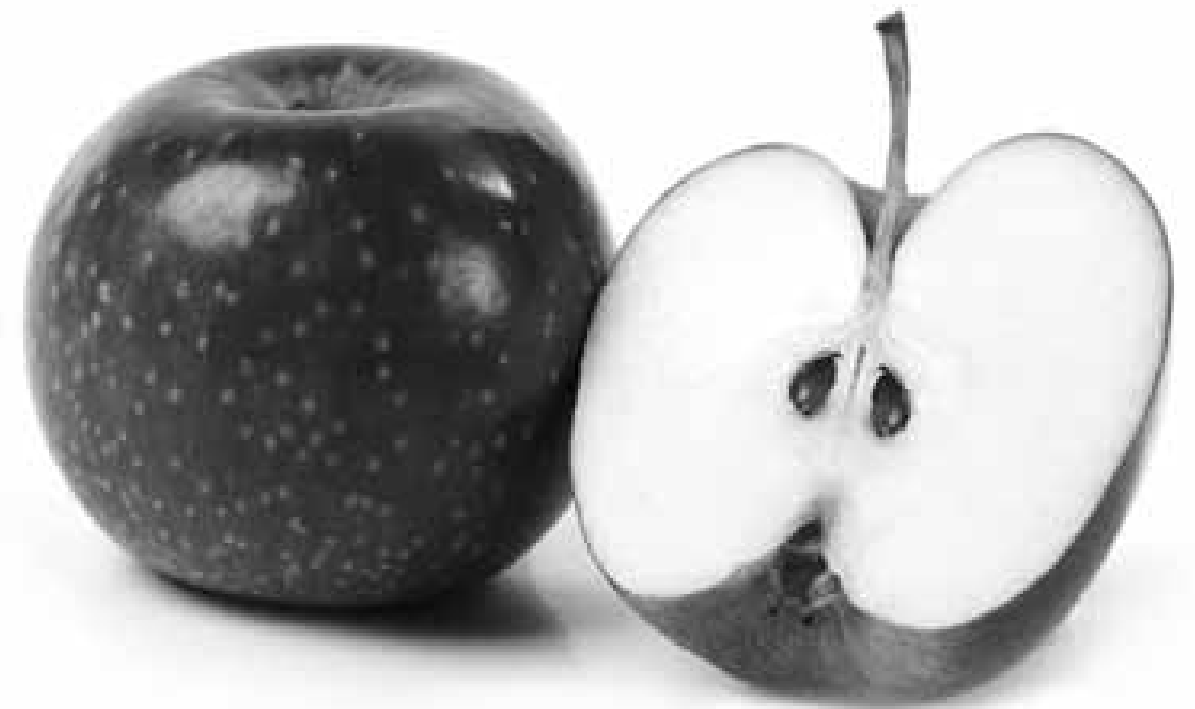
Ask groups to perform their role-play for the class. Discuss the actions of each role-play.

### Food Challenge (1): Foods in My Fridge

Have a look in your fridge at home. List five foods that are in your fridge. Talk about these foods with other members of your family. Do your school friends have the same foods in their fridge?

#### Foods in My Fridge

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## Theme 2: Range of Foods

Prepare a recipe from the 'recipes 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.

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	1.5 <b>Id•In•C</b> 1.6 <b>In•F</b> 1.7 <b>In•T</b> 1.8 <b>In•T•C</b>
Arts	Arts Practice Arts Analysis and Response	1.1 <b>Id•T</b> 1.2 <b>T</b> 1.4 <b>T•C</b>
Design & Technology	Critiquing Designing Making	1.1 <b>T</b> 1.2 <b>F•T•C</b> 1.3 <b>T•C</b> 1.4 <b>T</b>
English	Texts and Contexts Language Strategies	1.1 <b>T•C</b> 1.2 <b>T•C</b> 1.3 <b>Id•T</b> 1.6 <b>T•C</b> 1.8 <b>Id•C</b> 1.9 <b>T•C</b> 1.11 <b>Id•T•C</b>
Languages	Understanding culture	1.6 <b>Id•In•T</b>
Mathematics	Exploring, Analysing and Modelling Data Measurement	1.1 <b>Id•T•C</b> 1.2 <b>C</b> 1.4 <b>T•C</b> 1.5 <b>T•C</b>
Science	Energy systems Life systems Matter	1.3 <b>T•C</b> 1.5 <b>In•T•C</b> 1.8 <b>T</b>
Society & Environment	Societies and Culture Social Systems	1.7 <b>Id•In</b> 1.8 <b>F•In•C</b> 1.9 <b>Id•T</b> 1.10 <b>F•In</b>

### Activity 2(a) Using My Senses To Discover Food

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 banana (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(b) Describing Food Tastes

Have students prepare and taste a recipe from the 'recipes 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(c) Trying New Foods

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(d) Sorting Foods

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.

**TIPS:** 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(e) Colours and Shapes of Food

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 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(f) Colours and Shapes of Meals

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(g) Food Groups

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(h) Making Meals

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(i) What Food is That?

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/vegetable/cereal/milk/meat 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 \_\_\_\_\_

## Food Challenge (2): Foods at My House

Try three foods that you have in your house. Describe their taste.

Foods at My House	This food tastes like ...
1. _____	_____
2. _____	_____
3. _____	_____

## Food Challenge (3): The Foods at Our Place

Check out all the different foods you and your family eat in one night at your place. Print out this page and fill in all the information on the form following.

How many different foods do you eat? Remember, enjoying a variety of foods will make you grow and feel good.

Food (Example: Apple)	Colour (Example: Red)	Shape (Example: Round)	Flavour (Example: Sweet)	Food Group (Example: Fruit)

## Theme 3: The Food I Need

Prepare a recipe from the 'recipes 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.

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	1.5 <b>Id•In•C</b> 1.6 <b>In•F</b> 1.7 <b>In•T</b> 1.8 <b>In•T•C</b>
Arts	Arts Practice Arts Analysis and Response	1.1 <b>Id•T</b> 1.2 <b>T</b> 1.4 <b>T•C</b>
Design & Technology	Critiquing Designing Making	1.1 <b>T</b> 1.2 <b>F•T•C</b> 1.3 <b>T•C</b> 1.4 <b>T</b>
English	Texts and Contexts Language Strategies	1.1 <b>T•C</b> 1.2 <b>T•C</b> 1.3 <b>Id•T</b> 1.6 <b>T•C</b> 1.8 <b>Id•C</b> 1.9 <b>T•C</b> 1.11 <b>Id•T•C</b>
Languages	Understanding culture	1.6 <b>Id•In•T</b>
Mathematics	Exploring, Analysing and Modelling Data Measurement Number	1.1 <b>Id•T•C</b> 1.2 <b>C</b> 1.4 <b>T•C</b> 1.5 <b>T•C</b> 1.6 <b>In•T•C</b> 1.7 <b>In•T•C</b> 1.8 <b>Id•T•C</b>
Science	Energy systems Life systems Matter	1.3 <b>T•C</b> 1.5 <b>In•T•C</b> 1.8 <b>T</b>
Society & Environment	Societies and Culture Social Systems	1.7 <b>Id•In</b> 1.8 <b>F•In•C</b> 1.9 <b>Id•T</b> 1.10 <b>F•In</b>

### Activity 3(a) Why Do We Eat?

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(b) What I Eat, When I Eat

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(c) Planning a Breakfast

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(d) Breakfast Letter

Revise with students the importance of eating breakfast (refer to Activity 3(c)).

As a class, decide on a breakfast menu (see Activity 3(c)). 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 Student Resource Sheet (1) 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?'

## 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.

---

## Breakfast Letter Permission Form

I \_\_\_\_\_

give permission for \_\_\_\_\_

to attend the class breakfast. I am able to provide \_\_\_\_\_

Signed \_\_\_\_\_

## Activity 3(e) Habits and Customs for Serving Food

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(f) Breakfast Placemat

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(g) Helping Hands

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(h) Breakfast Mural

Either allocate or have students choose one of the planning decisions covered in Activity 3(c). 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 'recipes 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.

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	1.5 <b>Id•In•C</b> 1.6 <b>In•F</b> 1.7 <b>In•T</b> 1.8 <b>In•T•C</b>
Arts	Arts Practice  Arts Analysis and Response	1.1 <b>Id•T</b> 1.2 <b>T</b> 1.4 <b>T•C</b>
Design & Technology	Critiquing Designing  Making	1.1 <b>T</b> 1.2 <b>F•T•C</b> 1.3 <b>T•C</b> 1.4 <b>T</b>
English	Texts and Contexts  Language  Strategies	1.1 <b>T•C</b> 1.2 <b>T•C</b> 1.3 <b>Id•T</b> 1.6 <b>T•C</b> 1.8 <b>Id•C</b> 1.9 <b>T•C</b> 1.11 <b>Id•T•C</b>
Languages	Understanding culture	1.6 <b>Id•In•T</b>
Mathematics	Exploring, Analysing and Modelling Data  Measurement	1.1 <b>Id•T•C</b> 1.2 <b>C</b> 1.4 <b>T•C</b> 1.5 <b>T•C</b>
Science	Energy systems Life systems Matter	1.3 <b>T•C</b> 1.5 <b>In•T•C</b> 1.8 <b>T</b>
Society & Environment	Societies and Culture  Social Systems	1.7 <b>Id•In</b> 1.8 <b>F•In•C</b> 1.9 <b>Id•T</b> 1.10 <b>F•In</b> 1.11 <b>In•T•C</b>

### Activity 4(a) Where Does Food Come From?

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(b) Shop Visit Letter

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(d).

### Activity 4(c) Our Class Supermarket

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(d) Preparing Food

Assist students to prepare a recipe from the 'recipes 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(e) My 'Super' Kebab

Have students look at the 'Kebab' recipe in the 'recipes 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 homegrown.

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(f) Cooking Scraps

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(g) Food Packaging

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(h) Recycling in the Schoolyard

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 local 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.

### Food Challenge (4): Explore the Store

Visit your local supermarket or shop with an adult. Answer the following questions.

- What foods are on display at the checkout/counter?
- Why do you think these foods are placed there?
- Where are foods placed when they are on special?
- Why do you think these foods are placed there?
- What foods are placed at the very back of the shop?
- Why do you think they are placed there?

Talk about these answers with your family.

### Food Challenge (5): Super Kebab

Have a look at the recipe for Kebabs in the 'recipes section'. Think of what other foods you would like to add to make a 'super kebab'. With the help of an adult, make your 'super kebab' at home.

### Food Challenge (6): Food Packaging

Choose a food package that you find at home. With the help of an adult, answer the following questions.

- Draw the food package below.

- Describe how the food is packaged.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Why do you think the food is packaged in this way?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Can this food packaging be used again?

- \_\_\_\_\_

### Food Challenge (7): Recycling Food Packages

List three types of food packaging that you have at home that can be recycled. Turn these packages into a collage.

Food packages that can be recycled

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





## Theme 5 Foods Eaten by Different Groups

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

### PURPOSE

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

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	1.5 <b>Id•In•C</b> 1.6 <b>In•F</b> 1.7 <b>In•T</b> 1.8 <b>In•T•C</b>
English	Texts and Contexts  Language  Strategies	1.1 <b>T•C</b> 1.2 <b>T•C</b> 1.3 <b>Id•T</b> 1.6 <b>T•C</b> 1.8 <b>Id•C</b> 1.9 <b>T•C</b> 1.11 <b>Id•T•C</b>
Languages Society & Environment	Understanding culture Societies and Culture  Social Systems	1.6 <b>Id•In•T</b> 1.7 <b>Id•In</b> 1.8 <b>F•In•C</b> 1.9 <b>Id•T</b> 1.10 <b>F•In</b> 1.11 <b>In•T•C</b>

### Activity 5(a) Cultures in Our School

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(b) Foods of Different Cultures

As a class, make a chart titled 'Foods of different cultures'. Attach students' investigative work from Activity 5(a) 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(c) Foods of Different Cultures

Have the Languages teacher in your school use the chart compiled in Activity 5(b) 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(d) Foods of Different Cultures

Have the Languages 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.

### Food Challenge (8): Foods Around the World

Choose a country that you don't know much about. Ask a parent or other adult what foods are eaten by the people in the country that you are investigating.

My country is \_\_\_\_\_

Foods eaten in my country are:

---



---

### Food Challenge (9): What Other People Eat

Print out this page or use the space below to write down the foods that you usually eat at each meal. Now this is the interesting part - find an older person like a parent, grandparent, aunt or uncle, or friend. Ask them what foods they ate at these meals when they were your age.

If you can find someone who comes from a different country, ask them about the foods they ate in their own country.

My Name : \_\_\_\_\_

**Breakfast** **Lunch** **Evening Meal**

My Name : \_\_\_\_\_

**Breakfast** **Lunch** **Evening Meal**

My Name : \_\_\_\_\_

**Breakfast** **Lunch** **Evening Meal**

### Theme 1: Food Selection Models

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tech
1 (a)	Recognising High Fat Foods	•		•			•		
1 (b)	Australian Guide to Healthy Eating								
1 (c)	Fatty Food, Faulty Heart	•		•					
1 (d)	Convenience versus Nutrition	•		•					
1 (e)	Food Labels	•		•		•	•		
1 (f)	Most Healthy or Least Healthy	•		•			•		
1 (g)	My Snacking Habits	•		•		•			
1 (h)	Morning Tea	•		•		•			

### Theme 2: My Food Choices

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tech
2 (a)	Why Do We Eat?	•		•		•		•	
2 (b)	Favourite Foods, Common Foods	•		•	•		•	•	
2 (c)	Eat Me Please!	•		•				•	
2 (d)	Food Advertising	•		•				•	
2 (e)	Buy Me Please!	•		•				•	•

### Theme 3: My Feelings about Food

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tech
3 (a)	Food Moods	•		•				•	
3 (b)	What Should I Eat?	•		•				•	
3 (c)	Food Diary	•		•		•		•	
3 (d)	My Food Guide	•		•				•	
3 (e)	My Food Goal	•		•				•	

### Theme 4: Foods Eaten by Different Groups

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tech
4 (a)	What Makes People Different?	•		•	•			•	
4 (b)	Food for Special Occasions	•	•	•	•			•	

## Theme 1 Food Selection Models

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

### Purpose

These activities provide students with opportunities to:

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

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	2.5, 3.5 <b>Id•In•C</b> 2.6, 3.6 <b>F•In•T</b> 2.7, 3.7 <b>F•Id•In•T</b> 2.8, 3.8 <b>T•C</b>
English	Texts and Contexts  Language  Strategies	2.1, 3.1 <b>T•C</b> 2.2, 3.2 <b>Id•In•T•C</b> 2.3, 3.3 <b>In•T•C</b>  2.6, 3.6 <b>Id•In•T•C</b> 2.8, 3.8 <b>Id•T•C</b> 2.9, 3.9 <b>Id•T•C</b>
Mathematics	Exploring, Analysing and Modelling Data  Measurement	2.11, 3.11 <b>F•Id•T•C</b> 2.1, 3.1 <b>In•T•C</b> 2.2, 3.2 <b>F•In•T•C</b> 2.4, 3.4 <b>In•T•C</b> 2.5, 3.5 <b>T•C</b>
Science	Energy Systems Life Systems Matter	2.3, 3.3 <b>F•Id•In•C</b> 2.5, 3.5 <b>F•Id•In•T</b> 2.8, 3.8 <b>F•T•C</b>

## Activity 1(a) Recognising High-Fat Foods

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 Early years - Years R-2 Activity 4(d), which describes cooking methods).

## Activity 1(b) Australian Guide to Healthy Eating

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 on page 6 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 sections of the Guide. Students may also wish to design their own healthy eating guide.

## Activity 1(c) Fatty Food, Faulty Heart

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 'Background Nutrition Information for Teachers' located on page.

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(d) Convenience Versus Nutrition

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
- 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(e) Food Labels

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/packets. For more information on this subject, refer to 'Making sense of food labels' on page 10.

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:

<b>Lowest in fat</b>	<b>Highest in fat</b>
<b>Highest in fibre</b>	<b>Lowest in fibre</b>

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(f) Most Healthy or Least Healthy?

Revise the Australian Guide to Healthy Eating 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:

<b>Least healthy</b>	<b>Most healthy</b>
----------------------	---------------------

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(g) My Snacking Habits

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 Student Resource Sheet (1) 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.

## Activity 1(h) Morning Tea

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, six times the recipe for Coco-Banana Bites 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.

Student Resource Sheet (1)

### 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? \_\_\_\_\_

**m YES** How can you ensure you stick to your plan? \_\_\_\_\_

**m NO** Is your goal realistic? If yes, how could you change your plan to achieve your goal? \_\_\_\_\_

### Food Challenge (1): Healthy Snacks

Using foods you find at home, design a healthy snack to eat. Answer the following questions about your snack.

Describe your snack:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why is your snack healthy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Theme 2 My Food Choices

Prepare at least one recipe from the 'recipes 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.

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	2.5, 3.5 <b>Id•In•C</b> 2.6, 3.6 <b>F•In•T</b> 2.7, 3.7 <b>F•Id•In•T</b> 2.8, 3.8 <b>T•C</b>
Design & Technology	Critiquing Designing  Making	2.1, 3.1 <b>In•T</b> 2.2, 3.2 <b>F•In•T</b> 2.3, 3.3 <b>T•C</b> 2.4, 3.4 <b>Id•T</b>
English	Texts and Contexts   Language  Strategies	2.1, 3.1 <b>T•C</b> 2.2, 3.2 <b>Id•In•T•C</b> 2.3, 3.3 <b>In•T•C</b> 2.6, 3.6 <b>Id•In•T•C</b> 2.8, 3.8 <b>Id•T•C</b> 2.9, 3.9 <b>Id•T•C</b> 2.11, 3.11 <b>F•Id•T•C</b>
Languages	Understanding Culture	2.6, 3.6 <b>F•Id•In•C</b>
Mathematics	Exploring, Analysing and Modelling Data  Measurement	2.1, 3.1 <b>In•T•C</b> 2.2, 3.2 <b>F•In•T•C</b> 2.4, 3.4 <b>In•T•C</b> 2.5, 3.5 <b>T•C</b>
Science	Energy systems Life systems Matter	2.3, 3.3 <b>F•Id•In•C</b> 2.5, 3.5 <b>F•Id•In•T</b> 2.8, 3.8 <b>F•T•C</b>
Society & Environment	Societies and Culture	2.7, 3.7 <b>Id•In•T•C</b> 2.8, 3.8 <b>F•T•C</b> 2.9, 3.9 <b>Id•In•T•C</b>

## Activity 2(a) Why Do We Eat?

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(b) Favourite Foods, Common Foods

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(c) Eat Me Please!

As a class, prepare a recipe from the 'recipes 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(d) Food Advertising

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 Student Resource Sheet (2).

## Student Resource Sheet (2)

### 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(e) Buy Me Please!

As a class, prepare a recipe from the 'recipes 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.

## Food Challenge (2): Why do We Eat Food?

Survey two or three family members to find out why they eat food. Question your family members in detail to get some in-depth answers. Write a list of physical and social reasons why people eat food.

Physical Reasons	Social Reasons

## Food Challenge (3): Supermarket Investigation

Visit a supermarket or shop with an adult and look at the different ways foods are promoted. Look at the following:

- colourful packaging
- recyclable materials
- two for one offers
- free offers

Make a list of different ways that foods are promoted. Ask a parent or adult about what makes food attractive to them.

Ways that foods are promoted.	What makes food attractive?

## Food Challenge (4): FOODcents Sleuth

While fruit and vegies start out as a plant in an orchard or market garden, they can end up in all sorts of ways in the supermarket. Check out the different ways that fruit and vegetables are sold. Look at the prices. See how they are packaged and promoted. Does this make a difference to the price?

Next time you are shopping at the supermarket with the family do some sleuthing by using the KILOCents Counter on the following page.

Check the price per kilo of the following foods - you might be surprised.

- potatoes, frozen potato chips, potato crisps.
- tomatoes, canned tomatoes, pasta sauce in a jar
- Nutri-grain, Coco-pops, Weetbix, rolled oats
- steak, baked beans
- chocolate biscuits, bread
- oranges, apples, fruit roll-ups, chocolate

Now check the price per kilo of some of your own favourite foods. What have you found?

More FOODcents curriculum activities can be accessed via the following link:

<http://www.fruitnvegweek.health.wa.gov.au/teachers/pdfs/FoodcentsCurriculumActivities.pdf>

## KILOcents Counter

Use the KILOCents Counter to check the price of foods per kilogram. You can then decide if it is good value for money.

Use the KILOCents Counter to calculate the cost per kilogram of a 180 gram packet of dried apples that costs \$2.53

1. Round off the price to the nearest 50 cents. \$2.53 becomes \$2,50

2. Round off the weight to the nearest 50 grams. 180 grams becomes 200 grams

3. Run your fingers down the \$2.50 column until it hits the 200 gram row - the cost of the dried apples is \$12.50 per kilogram

Price g/ml	50c	\$1.00	\$1.50	\$2.00	\$2.50	\$3.00	\$3.50	\$4.00	\$4.50	\$5.00	Price g/ml
50	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	50
100	5.00	10.00	15.00	20.00	25.00	30.00	35.00	40.00	45.00	50.00	100
150	3.33	6.67	10.00	13.33	16.67	20.00	23.33	26.67	30.00	33.33	150
200	2.50	5.00	7.50	10.00	12.50	15.00	17.50	20.00	22.50	25.00	200
250	2.00	4.00	6.00	8.00	10.00	12.00	14.00	16.00	18.00	20.00	250
300	1.67	3.33	5.00	6.67	8.33	10.00	11.67	13.33	15.00	16.67	300
350	1.43	2.86	4.28	5.71	7.14	8.57	10.00	11.43	12.86	14.28	350
400	1.25	2.50	3.75	5.00	6.25	7.50	8.75	10.00	11.25	12.50	400
450	1.11	2.22	3.33	4.44	5.56	6.67	7.78	8.89	10.00	11.11	450
500	1.00	2.00	3.00	4.00	5.00	6.00	7.00	8.00	9.00	10.00	500
550	0.91	1.82	2.73	3.64	4.54	5.45	6.36	7.27	8.18	9.09	550
600	0.83	1.67	2.50	3.33	4.17	5.00	5.83	6.67	7.50	8.33	600
650	0.77	1.54	2.31	3.08	3.85	4.61	5.38	6.15	6.92	7.69	650
700	0.71	1.43	2.14	2.86	3.57	4.28	5.00	5.71	6.43	7.14	700
750	0.67	1.33	2.00	2.67	3.33	4.00	4.67	5.33	6.00	6.67	750
800	0.62	1.25	1.87	2.50	3.12	3.75	4.37	5.00	5.62	6.25	800
850	0.59	1.18	1.76	2.35	2.94	3.53	4.12	4.70	5.29	5.88	850
900	0.55	1.10	1.67	2.22	2.78	3.33	3.89	4.44	5.00	5.56	900
950	0.53	1.05	1.58	2.10	2.63	3.16	3.68	4.21	4.74	5.26	950
1000	0.50	1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50	5.00	1000

KILOcents Counter

Price g/ml	50c	\$1.00	\$1.50	\$2.00	\$2.50	\$3.00	\$3.50	\$4.00	\$4.50	\$5.00	Price g/ml
50	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	50
100	5.00	10.00	15.00	20.00	25.00	30.00	35.00	40.00	45.00	50.00	100
150	3.33	6.67	10.00	13.33	16.67	20.00	23.33	26.67	30.00	33.33	150
200	2.50	5.00	7.50	10.00	12.50	15.00	17.50	20.00	22.50	25.00	200
250	2.00	4.00	6.00	8.00	10.00	12.00	14.00	16.00	18.00	20.00	250
300	1.67	3.33	5.00	6.67	8.33	10.00	11.67	13.33	15.00	16.67	300
350	1.43	2.86	4.28	5.71	7.14	8.57	10.00	11.43	12.86	14.28	350
400	1.25	2.50	3.75	5.00	6.25	7.50	8.75	10.00	11.25	12.50	400
450	1.11	2.22	3.33	4.44	5.56	6.67	7.78	8.89	10.00	11.11	450
500	1.00	2.00	3.00	4.00	5.00	6.00	7.00	8.00	9.00	10.00	500
550	0.91	1.82	2.73	3.64	4.54	5.45	6.36	7.27	8.18	9.09	550
600	0.83	1.67	2.50	3.33	4.17	5.00	5.83	6.67	7.50	8.33	600
650	0.77	1.54	2.31	3.08	3.85	4.61	5.38	6.15	6.92	7.69	650
700	0.71	1.43	2.14	2.86	3.57	4.28	5.00	5.71	6.43	7.14	700
750	0.67	1.33	2.00	2.67	3.33	4.00	4.67	5.33	6.00	6.67	750
800	0.62	1.25	1.87	2.50	3.12	3.75	4.37	5.00	5.62	6.25	800
850	0.59	1.18	1.76	2.35	2.94	3.53	4.12	4.70	5.29	5.88	850
900	0.55	1.10	1.67	2.22	2.78	3.33	3.89	4.44	5.00	5.56	900
950	0.53	1.05	1.58	2.10	2.63	3.16	3.68	4.21	4.74	5.26	950
1000	0.50	1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50	5.00	1000

## Theme 3 My Feelings about Food

Prepare at least one recipe from the 'recipes 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.

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	2.5, 3.5 <b>Id•In•C</b> 2.6,3.6 <b>F•In•T</b> 2.7, 3.7 <b>F•Id•In•T</b> 2.8, 3.8 <b>T•C</b>
English	Texts and Contexts  Language  Strategies	2.1, 3.1 <b>T•C</b> 2.2, 3.2 <b>Id•In•T•C</b> 2.3, 3.3 <b>In•T•C</b> 2.6, 3.6 <b>Id•In•T•C</b> 2.8, 3.8 <b>Id•T•C</b> 2.9, 3.9 <b>Id•T•C</b> 2.11, 3.11 <b>F•Id•T•C</b>
Mathematics	Exploring, Analysing and Modelling Data  Measurement	2.1, 3.1 <b>In•T•C</b> 2.2, 3.2 <b>F•In•T•C</b>  2.4, 3.4 <b>In•T•C</b> 2.5, 3.5 <b>T•C</b>
Society & Environment	Societies and Culture	2.7, 3.7 <b>Id•In•T•C</b> 2.8, 3.8 <b>F•T•C</b> 2.9, 3.9 <b>Id•In•T•C</b>

### Activity 3(a) Food Moods

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(b) What Should I Eat?

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 Student Resource Sheet (3). 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.

### Activity 3(c) Food Diary

Make three photocopies of Student Resource Sheet (4) 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 (3)

### 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?

---

---

---

---

---

Student Resource Sheet (4)

### My food diary

NAME: \_\_\_\_\_ DAY: \_\_\_\_\_

BREAKFAST

---

---

---

---

LUNCH

---

---

---

---

DINNER.

---

---

---

---

SNACKS

---

---

---

---



### Activity 3(d) My Food Guide

Have students choose one day of their food diary (from Activity 3(c)) 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 allocate the foods they ate on this day to the correct sections. Check students' food allocation. As a class, discuss the following questions:

- In what part of the guide are most of the foods you ate?
- What foods would you like to add to the guide?
- What foods would you like to take from the guide?
- 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(e) My Food Goal

Have students view their food diary (from Activity 3(c)) and the Australian Guide to Healthy Eating (from Activity 3(d)) 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. 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 Student Resource Sheet (5). 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 (4)

### 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?

### Food Challenge (5): What Equals One Serving?

For good health children aged 4 to 11 years should eat 1 to 2 serves of fruit every day. Children aged 4 to 7 years should eat 2 to 4 serves of vegetables or, if aged 8 to 11 years, should eat 3 to 5 serves of vegetables every day. While these are the minimum number of serves, it's even better to eat more fruit and more veg than this.

#### How big is a serve?

One serve of fruit is 150 grams of fresh fruit or: 1 medium-sized piece (eg. apple), 2 smaller pieces (eg. apricots) 1 cup chopped or canned fruit, 1/2 cup (125mL) 100% fruit juice, 1 1/2 tablespoon dried fruit (eg. sultanas or 4 dried apricot halves)

One serve of vegetables is 75 grams or: 1/2 cup cooked vegetables, 1 medium potato, 1 cup salad vegetables, 1/2 cup cooked legumes (dried beans, peas or lentils)

Print out this page and check how much fruit and vegies you are eating. Ask an adult at your place if you can check the serves of vegies you are having in your meals and snacks. You will need kitchen scales, a tablespoon or a measuring cup. Check how many grams, tablespoons or cups of vegies you have on your plate.

You can add up the number of serves of fruit and vegetables you have in one day. Don't forget to add salad that goes into a sandwich or the fruit salad that you have for dessert.

Vegetables Type	Amount	Fruit Type	Amount
Potato		Apple	
Carrot		Pear	
Pumpkin		Orange	
Green beans		Banana	
Baked beans		Apricots	
Peas		Plums	
Broccoli		Peaches	
Cauliflower		Strawberries	
Zucchini		Grapes	
Tomato		Rockmelon	
Lettuce		Watermelon	
Cucumber		Kiwi Fruit	
<b>Total Vegies</b>		<b>Total Fruit</b>	

### Food Challenge (6): The Australian Guide to Healthy Eating

Ask a parent or an adult what they eat on a typical day. Show your adult the Australian Guide to Healthy Eating and compare their food intake with the guide.

### Food Challenge (7): My Eating Goal

Choose an eating behaviour that you would like to change (for example eat less junk food, eat more fruit and vegetables, eat breakfast every day). Decide on a short-term goal. Discuss your goal with a parent or other adult and ask for their help to achieve it.

## Theme 4 Foods Eaten by Different Groups

Prepare a recipe from the 'recipes 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.

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	2.5, 3.5 <b>Id•In•C</b> 2.6, 3.6 <b>F•In•T</b> 2.7, 3.7 <b>F•Id•In•T</b> 2.8, 3.8 <b>T•C</b>
Arts	Arts Practice	2.1, 3.1 <b>F•Id•In•T•C</b> 2.2, 3.2 <b>T•C</b> 2.3, 3.3 <b>In•T•C</b>
English	Texts and Contexts  Language  Strategies	2.1, 3.1 <b>T•C</b> 2.2, 3.2 <b>Id•In•T•C</b> 2.3, 3.3 <b>In•T•C</b>  2.6, 3.6 <b>Id•In•T•C</b> 2.8, 3.8 <b>Id•T•C</b>  2.9, 3.9 <b>Id•T•C</b> 2.11, 3.11 <b>F•Id•T•C</b>
Languages	Understanding Culture	2.6, 3.6 <b>F•Id•In•C</b>
Society & Environment	Societies and Culture	2.7, 3.7 <b>Id•In•T•C</b> 2.8, 3.8 <b>F•T•C</b> 2.9, 3.9 <b>Id•In•T•C</b>

### Activity 4(a) What Makes People Different?

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(b) Food for Special Occasions

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?

### Food Challenge (8): Food for All Occasions

Choose a special occasion and think of a food that is commonly eaten at that time.

Ask an adult to help you prepare the food at home. Share the food with the people who live in your house with you.



### Theme 1: Food Selection Models

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tech
1 (a)	Investigating the Australian Guide to Healthy Eating as Food Selection Model	•		•					
1 (b)	My Diet and the Australian Guide to Healthy Eating	•		•					
1 (c)	Changing My Diet to Improve My Health	•		•					
1.(d)	Food Rules for Young Australians	•		•					
1.(e)	Class Cookbook	•		•	•				•
1.(f)	Nutritious Designer Sandwiches	•		•	•				•

### Theme 2: My Food Choices

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tech
2 (a)	Food Decisions	•	•						
2 (b)	Food and My Friends	•	•						
2 (c)	Wise Buys	•	•						
2 (d)	Where Do I Get Information About Food?	•	•						

### Theme 3: My Feelings about Food

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tech
3 (a)	Skipping Meals	•		•				•	
3 (b)	Analysis of Survey Results	•		•		•		•	
3 (c)	Dieting is.....	•		•			•	•	

### Theme 4: Food Eaten by Different Groups

Activity Number	Activity Name	Health & Phys Ed	Arts	English	Languages	Maths	Science	Society Environ	Design & Tech
4 (a)	Cultural Delights	•		•	•			•	
4 (b)	Planning a Food Expo	•	•	•	•			•	
4 (c)	Food Expo Promotion	•	•	•	•			•	
4 (d)	Food Expo Quiz	•	•	•	•	•		•	

## Theme 1 Food Selection Models

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

### PURPOSE

These activities provide students with opportunities to:

- investigate two food selection models (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.

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	3.5, 4.5 <b>Id•In</b> 3.6, 4.6 <b>InT</b> 3.7, 4.7 <b>In•T</b> 3.8, 4.8 <b>T•C</b>
Design & Technology	Critiquing Designing Making	3.1, 4.1 <b>In•T</b> 3.2, 4.2 <b>F•In</b> 3.3, 4.3 <b>T•C</b> 3.4, 4.4 <b>Id•T</b>
English	Texts and Contexts  Language Strategies	3.1, 4.1 <b>Id•T•C</b> 3.2, 4.2 <b>In•T•C</b> 3.3, 4.3 <b>In•T</b> 3.6, 4.6 <b>Id•T•C</b> 3.8, 4.8 <b>Id•T•C</b> 3.9, 4.9 <b>T•C</b> 3.11, 4.11 <b>F•Id•T•C</b>
Languages	Understanding Culture	3.6 <b>F•Id•In•T</b>

## Activity 1(a) Investigating the Australian Guide to Healthy Eating as Food Selection Model

Show students the Australian Guide to Healthy Eating on page 6 (you may want to put this 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. Alternatively, draw the Guide on butchers paper and use foods, food containers or pictures to help explain the distribution of food groups in the Guide (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. Why are foods grouped in this way?

### CARD 2

Give examples of ways the Australian Guide to Healthy Eating can be used to help a person choose

### CARD 3

Use examples to explain how processed foods such as muesli bars or biscuits can be represented in this model

### CARD 4

Does this model 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 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.

## Activity 1(b) My Diet and the Australian Guide to Healthy Eating

Show students the Australian Guide to Healthy Eating on page 6 (you may want to put this on an overhead transparency). Using Student Resource Sheet (1) have students distribute the foods eaten by Ima Foodlover according to the Australian Guide to Healthy Eating (For answers see Teachers Guide to Student Resource Sheet). Ask students to answer the following questions with a partner:

- Describe what Ima Foodlover's Guide 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 Student Resource Sheet (1), students can use a different coloured pen to record the foods they eat on a typical day, and place these on the Guide.

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 (1)

### Name:

Ima Foodlover

Me

Aged 12 years

Aged \_\_\_\_\_ 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

### Breakfast

### Morning tea

1 slice of cheesecake

1 can of soft drink

### Morning tea

### Lunch

Fried fish and chips (with salt) Large chocolate milk

2 donuts

### Lunch

### Afternoon tea

Muffin

Chocolate bar

### Afternoon tea

### Dinner

Large steak

2 jacket potatoes with sour cream

1 serving of carrots and beans

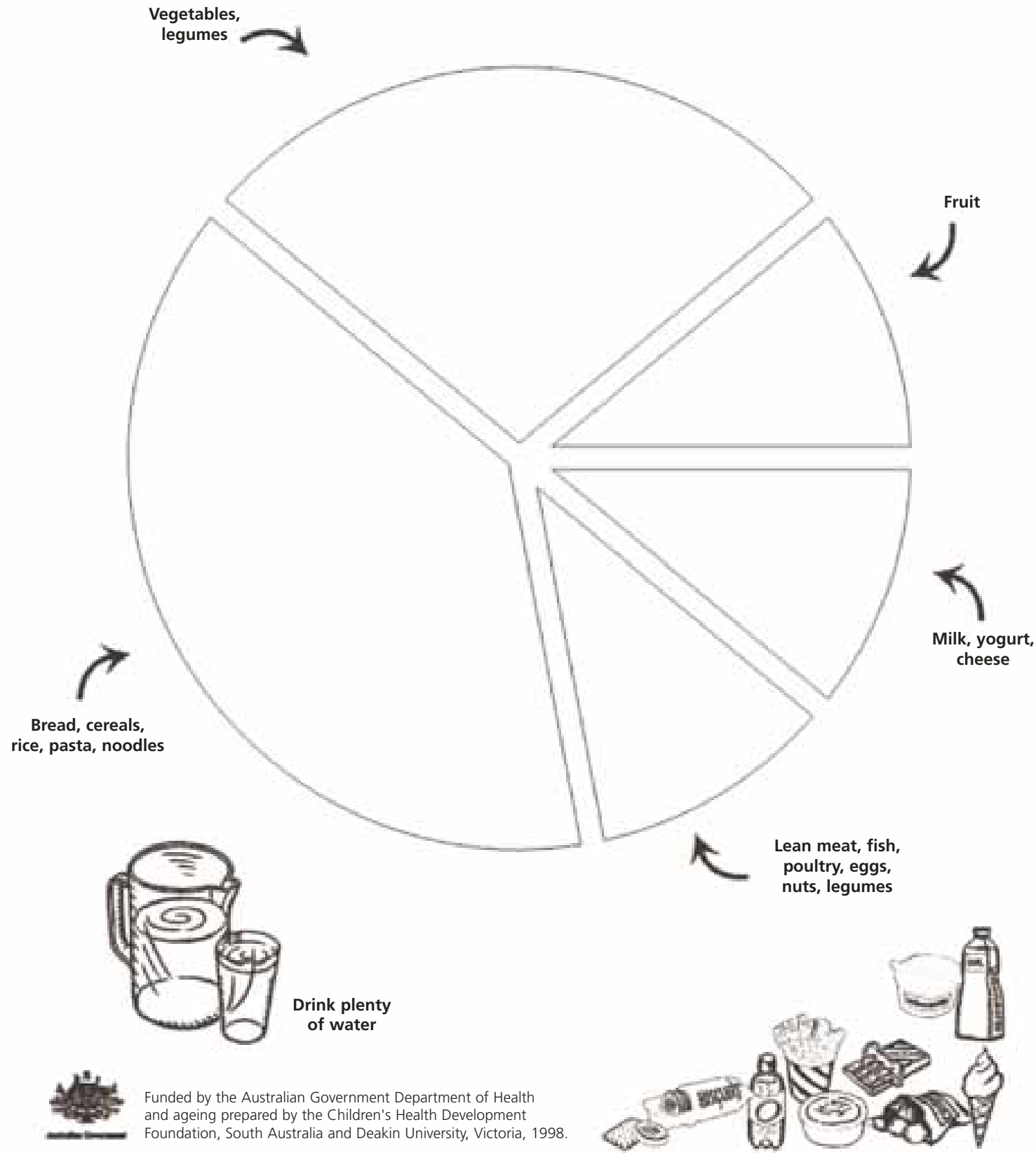
1 bowl of ice-cream with chocolate topping

2 slices of white bread

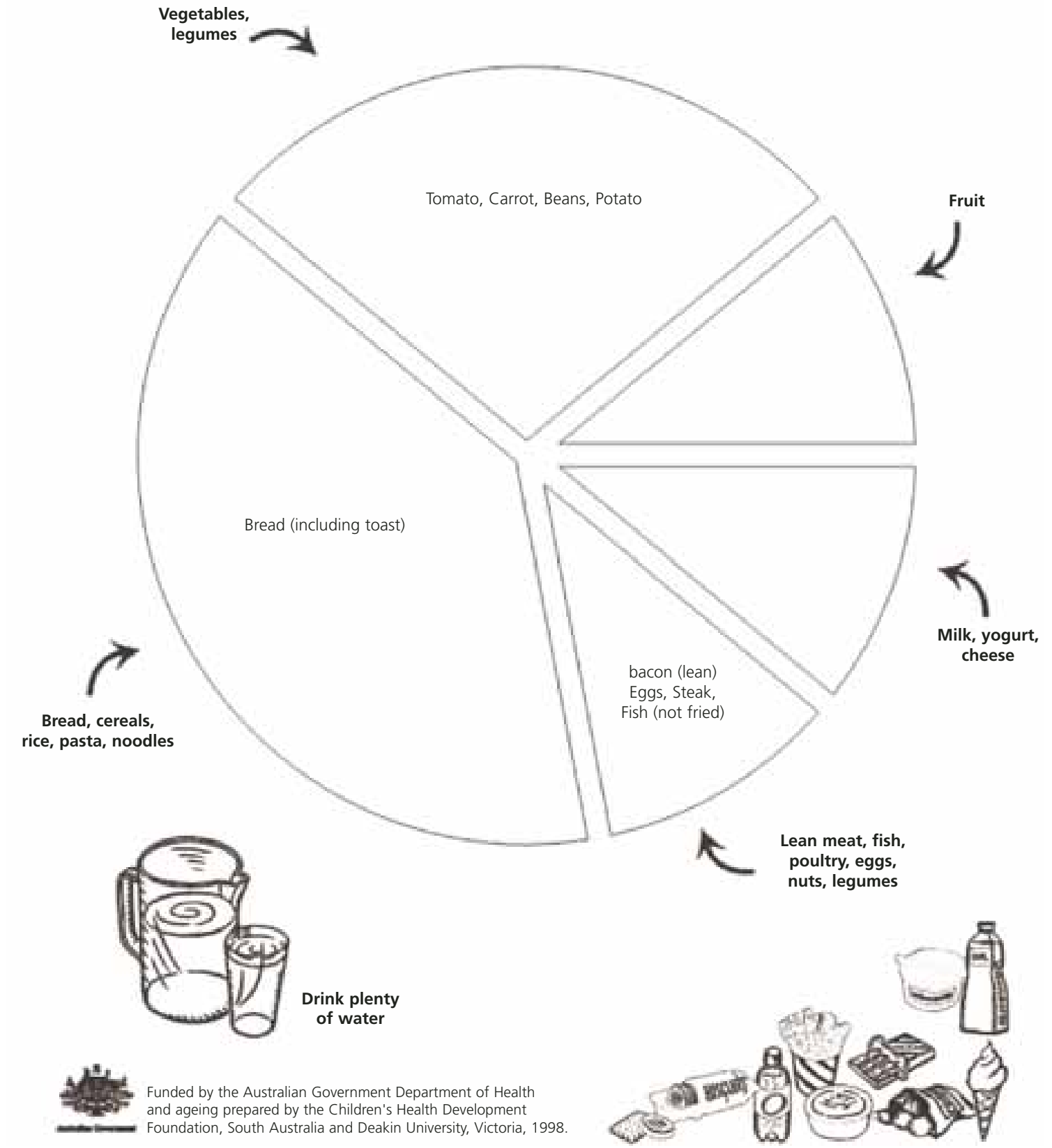
Butter

### Dinner

# Enjoy a variety of foods every day



Choose these sometimes or in small amounts



Choose these sometimes or in small amounts  
Extra foods: Sugar, Butter, Jam, Cheesecake, Soft drink, Oil (for frying), Sour Cream, Fried Fish, Chips, Donuts, Muffin, Chocolate Bars, Ice-cream, Chocolate topping, Salt

### Activity 1(c) Changing My Diet to Improve My Health

Ask students to choose a few aspects of their diet that they would like to change to improve their health and record this the Student Resource Sheet (2) (Activity 1(b) 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 (2)

### 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?

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(d) Food Rules for Young Australians

### 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 10 (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.

## Activity 1(e) Class Cookbook

For this activity, you will need a number of cookbooks.

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 organize 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(f) Nutritious Designer Sandwiches

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 model the Australian Guide to Healthy Eating 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 which '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.

## Food Challenge (1): What Equals One Serving?

For good health children aged 4 to 11 years should eat 1 to 2 serves of fruit every day. Children aged 4 to 7 years should eat 2 to 4 serves of vegetables or, if aged 8 to 11 years, should eat 3 to 5 serves of vegetables every day. While these are the minimum number of serves, it's even better to eat more fruit and more veg than this.

### How big is a serve?

One serve of fruit is 150 grams of fresh fruit or: 1 medium-sized piece (eg. apple), 2 smaller pieces (eg. apricots), 1 cup chopped or canned fruit, 1/2 cup (125mL) 100% fruit juice, 1 1/2 tablespoon dried fruit (eg. sultanas or 4 dried apricot halves)

One serve of vegetables is 75 grams or: 1/2 cup cooked vegetables, 1 medium potato, 1 cup salad vegetables, 1/2 cup cooked legumes (dried beans, peas or lentils)

Print out this page and check how much fruit and vegies you are eating. Ask an adult at your place if you can check the serves of vegies you are having in your meals and snacks. You will need scales, a tablespoon or a measuring cup. Check how many grams, tablespoons or cups of vegies you have on your plate.

You can add up the number of serves of fruit and vegetables you have in one day. Don't forget to add the salad that goes into a sandwich or the fruit salad that you have for dessert.

Vegetables Type	Amount	Fruit Type	Amount
Potato		Apple	
Carrot		Pear	
Pumpkin		Orange	
Green beans		Banana	
Baked beans		Apricots	
Peas		Plums	
Broccoli		Peaches	
Cauliflower		Strawberries	
Zucchini		Grapes	
Tomato		Rockmelon	
Lettuce		Watermelon	
Cucumber		Kiwi Fruit	
<b>Total Vegies</b>		<b>Total Fruit</b>	

## Food Challenge (2): Inventing a Recipe

Ask an adult to help you create a simple recipe. Create a food that is low in fat and/or high in fibre. If possible make the recipe and let the family try it out. Remember, simple ideas are often the best.



## Theme 2 My Food Choices

Prepare at least one recipe from the 'recipes 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.

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	3.5, 4.5 <b>Id•In</b> 3.6, 4.6 <b>In•T</b> 3.7, 4.7 <b>In•T</b> 3.8, 4.8 <b>T•C</b>
English	Texts and Contexts  Language  Strategies	3.1, 4.1 <b>Id•T•C</b> 3.2, 4.2 <b>In•T•C</b> 3.3, 4.3 <b>In•T</b> 3.6, 4.6 <b>Id•T•C</b> 3.8, 4.8 <b>Id•T•C</b> 3.9, 4.9 <b>T•C</b> 3.11, 4.11 <b>F•Id•T•C</b>

### Activity 2(a) Food Decisions

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(b) Food and My Friends

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(b) 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(c) Wise Buys

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 on page 11).



## Activity 2(d) Where Do I Get Information about Food?

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' and 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?

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.

## Food Challenge (3): Food Choices

Ask a parent or adult what factors affect their choice of foods. Make a list of the factors.

Person	Factors that affect food choices

## Food Challenge (4): Advertising Food on TV

Watch a television commercial that advertises a food. Write down your answers to the following questions.

1. What is the food being advertised?
2. What time is this commercial shown?
3. At whom is this commercial directed? For example, young children, mums, dads, girls, boys.
4. What techniques are being used to advertise this product?
5. Would you buy this product? Explain your answer.
6. Is this advertisement effective? Explain your answer.
7. Make a checklist of five items that a wise consumer might use to assess this advertised food product.

## Food Challenge (5): FOODcent Sleuth

While fruit and vegies start out as a plant in an orchard or market garden, they can end up in all sorts of ways in the supermarket. Check out the different ways that fruit and vegetables are sold. Look at the prices. See how they are packaged and promoted. Does this make a difference to the price?

Next time you are shopping at the supermarket with the family do some sleuthing by using the KILOcents Counter on the following page.

Check the price per kilo of the following foods - you might be surprised.

- potatoes, frozen potato chips, potato crisps.
- tomatoes, canned tomatoes, pasta sauce in a jar
- Nutri-grain, Coco-pops, Weetbix, rolled oats
- steak, baked beans
- chocolate biscuits, bread
- oranges, apples, fruit roll-ups, chocolate

Now check the price per kilo of some of your own favourite foods. What have you found?

More FOODcents curriculum activities can be accessed via the following link:

<http://www.fruitvegweek.health.wa.gov.au/teachers/pdfs/FoodcentsCurriculumActivities.pdf>

## KILOcents Counter

Use the KILOcents Counter to check the price of foods per kilogram. You can then decide if it is good value for money.

Use the KILOcents Counter to calculate the cost per kilogram of a 180 gram packet of dried apples that costs \$2.53

1. Round off the price to the nearest 50 cents.  
\$2.53 becomes \$2,50

2. Round off the weight to the nearest 50 grams.  
180 grams becomes 200 grams

3. Run your fingers down the \$2.50 column until it hits the 200 gram row - the cost of the dried apples is \$12.50 per kilogram

Price g/mL	50¢	\$1.00	\$1.50	\$2.00	\$2.50	\$3.00
50	10.00	20.00	30.00	40.00	50.00	60.00
100	5.00	10.00	15.00	20.00	25.00	30.00
150	3.33	6.67	10.00	13.33	16.67	20.00
200	2.50	5.00	7.50	10.00	12.50	15.00
250	2.00	4.00	6.00	8.00	10.00	12.00
300	1.67	3.33	5.00	6.67	8.33	10.00
350	1.43	2.86	4.29	5.71	7.14	8.57
400	1.25	2.50	3.75	5.00	6.25	7.50

KILOcents Counter

Price g/mL	50¢	\$1.00	\$1.50	\$2.00	\$2.50	\$3.00	\$3.50	\$4.00	\$4.50	\$5.00	Price g/mL
50	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	50
100	5.00	10.00	15.00	20.00	25.00	30.00	35.00	40.00	45.00	50.00	100
150	3.33	6.67	10.00	13.33	16.67	20.00	23.33	26.67	30.00	33.33	150
200	2.50	5.00	7.50	10.00	12.50	15.00	17.50	20.00	22.50	25.00	200
250	2.00	4.00	6.00	8.00	10.00	12.00	14.00	16.00	18.00	20.00	250
300	1.67	3.33	5.00	6.67	8.33	10.00	11.67	13.33	15.00	16.67	300
350	1.43	2.86	4.29	5.71	7.14	8.57	10.00	11.43	12.86	14.28	350
400	1.25	2.50	3.75	5.00	6.25	7.50	8.75	10.00	11.25	12.50	400
450	1.11	2.22	3.33	4.44	5.56	6.67	7.78	8.89	10.00	11.11	450
500	1.00	2.00	3.00	4.00	5.00	6.00	7.00	8.00	9.00	10.00	500
550	0.91	1.82	2.73	3.64	4.54	5.45	6.36	7.27	8.18	9.09	550
600	0.83	1.67	2.50	3.33	4.17	5.00	5.83	6.67	7.50	8.33	600
650	0.77	1.54	2.31	3.08	3.85	4.61	5.38	6.15	6.92	7.69	650
700	0.71	1.43	2.14	2.86	3.57	4.29	5.00	5.71	6.43	7.14	700
750	0.67	1.33	2.00	2.67	3.33	4.00	4.67	5.33	6.00	6.67	750
800	0.62	1.25	1.87	2.50	3.12	3.75	4.37	5.00	5.62	6.25	800
850	0.59	1.18	1.76	2.35	2.94	3.53	4.12	4.70	5.29	5.88	850
900	0.55	1.10	1.67	2.22	2.78	3.33	3.89	4.44	5.00	5.56	900
950	0.53	1.05	1.58	2.10	2.63	3.16	3.68	4.21	4.74	5.26	950
1000	0.50	1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50	5.00	1000

## Food Challenge (6): Where Does Food Information Come From?

Prepare a set of questions and interview a parent or other adult to determine:

Where do they get their information about food.

---

---

---

---

## Theme 3 My Feelings about Food

Prepare a recipe from the 'recipes 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.

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	3.5, 4.5 <b>Id•In</b> 3.6, 4.6 <b>In•T</b> 3.7, 4.7 <b>In•T</b> 3.8, 4.8 <b>T•C</b>
English	Texts and Contexts  Language  Strategies	3.1, 4.1 <b>Id•T•C</b> 3.2, 4.2 <b>In•T•C</b> 3.3, 4.3 <b>In•T</b> 3.6, 4.6 <b>Id•T•C</b> 3.8, 4.8 <b>Id•T•C</b> 3.9, 4.9 <b>T•C</b> 3.11, 4.11 <b>F•Id•T•C</b>
Mathematics	Exploring, Analysing and Modelling Data  Measurement	3.1, 4.1 <b>In•T•C</b> 3.2, 4.2 <b>In•T</b> 3.4, 4.4 <b>In•T•C</b> 3.5, 4.5 <b>T</b>
Science	Life Systems	3.5, 4.5 <b>F•Id•In</b>
Society & Environment	Place, Space, Environment	3.6 <b>F•In•T</b>



## Activity 3(a) Skipping Meals

Ask students the following questions:

- Why do you think some 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 some 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(b) Analysis of Survey Results

Ask students to bring their completed surveys (from Activity 3(a)) 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. 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(c) Dieting is...

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.

## Food Challenge (7): Writing a Survey

Develop a survey to find out why some people skip meals. Test your survey on at least two people. Do you think your questions were understood? Did you get a wide range of answers to your questions.

## Food Challenge (8): Food Opinions

Ask a parent or another adult their opinion about the following statements

- 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.

## Theme 4 Foods Eaten by Different Groups

Prepare at least one of the recipes from the 'recipes 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.

Relevant Learning Areas	Relevant Strands	Possible Outcome Links and Essential Learnings
Health & Physical Activities	Personal and Social Development Health of Individuals and Communities	3.5, 4.5 Id•In 3.6, 4.6 In•T 3.7, 4.7 In•T 3.8, 4.8 T•C
Arts	Arts Practice	3.1, 4.1 Id•In•T•C 3.2, 4.2 T•C 3.3, 4.3 In•T•C
English	Texts and Contexts  Language  Strategies	3.1, 4.1 Id•T•C 3.2, 4.2 In•T•C 3.3, 4.3 In•T 3.6, 4.6 Id•T•C 3.8, 4.8 Id•T•C 3.9, 4.9 T•C 3.11, 4.11 F•Id•T•C
Languages	Understanding Culture	3.6, 4.6 F•Id•In•T
Mathematics	Exploring, Analysing and Modelling Data  Measurement	3.1, 4.1 In•T•C 3.2, 4.2 In•T 3.4, 4.4 In•T•C 3.5, 4.5 T
Society & Environment	Time, Continuity and Change Societies and Culture	3.3 F•T•C 3.7, 4.7 F•Id•In•T 3.8, 4.8 F•T•C 3.9, 4.9 In•T•C

### Activity 4(a) Cultural Delights

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

- o Where did this recipe originate?
- o 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(b) Planning a Food Expo

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(c) Food Expo Promotion

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(d) Food Expo Quiz

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.



## RECIPES

The following recipes are from the Go for 2&5@ web-site. For more Go for 2&5@ recipes log on to <<http://www.gofor2and5.com.au>>

- Kebabs (Level of difficulty: Easy)
- Corn on a Cob (Level of difficulty: Easy)
- Chunky Chips (Level of difficulty: Easy)
- Coco-Banana Bites (Level of difficulty: Easy)
- Strawberry Surprise (Level of difficulty: Easy)
- Easy Vegie Slice (Level of difficulty: Medium)
- Frittata (Level of difficulty: Medium)
- Pumpkin Bake (Level of difficulty: Medium)
- Fruit Crumble (Level of difficulty: Medium)
- Citrus Mousse (Level of difficulty: Medium)
- Universal Stir Fry (Level of difficulty: Hard)
- Spicy Indian Beans (Level of difficulty: Hard)

**Other healthy recipe ideas can be accessed online via the following links:**

The Great Australian Bite Cookbook: <[http://www.decs.sa.gov.au/eatwellsa/files/links/Great\\_SA\\_Bite\\_Cookboo\\_2.pdf](http://www.decs.sa.gov.au/eatwellsa/files/links/Great_SA_Bite_Cookboo_2.pdf)>

National Heart Foundation website: <<http://www.heartfoundation.com.au/index.cfm?page=298>>

CREATE healthy eating website: <[www.wch.sa.gov.au/chp.html](http://www.wch.sa.gov.au/chp.html)>, click on 'Enjoy Healthy Eating', then 'CREATE healthy eating' and then 'Recipes, nutritious and delicious!'



## Kebabs (Level of Difficulty: Easy)

Kebabs can be eaten straight off the BBQ or grill, with a tossed salad. They are great for a Sunday lunch or quick dinner during the week. Kebabs make great lunch box food - eat them hot or cold wrapped in pita bread with shredded lettuce (don't forget to pull out the stick before you eat them). Makes 10 kebabs

### Ingredients

440 g can of unsweetened pineapple pieces  
2 tablespoons salt-reduced soy sauce  
1 clove garlic, crushed  
1 teaspoon grated ginger  
500 g beef, steak or other meat such as pork, lamb or chicken  
1 green capsicum  
1 onion  
1/2 punnet cherry tomatoes  
10 mushrooms

### Utensils

10 wooden or steel skewers  
Shallow dish  
Mixing bowls  
Strainer  
Chopping board  
Knife  
Measuring spoons  
Grill or BBQ  
Can opener



**1** If you are using wooden skewers, soak them in water for at least an hour.

**2** Drain the pineapple pieces and save the juice.

**3** In a bowl, mix together 1/3 cup pineapple juice, soy sauce, garlic and ginger.

**4** Trim off any fat you can see on the meat.

**5** Cut the meat into cubes. Put meat in a bowl.

**6** Pour the juice mixture over the meat. If you have time allow to stand for 1/2 to 1 hour.

**7** Chop the capsicum and onion into cubes. Cut the mushrooms in half.

**8** Thread the kebab sticks. First a piece of meat, then pineapple, capsicum, onion, cherry tomato etc.

**9** Grill or BBQ kebabs for 8-10 minutes. Turn kebabs over once or twice until cooked.

## Corn on a Cob (Level of Difficulty: Easy)

Sweet corn is almost everyone's favourite. Here are three different ways to cook corn on the cob. Happy munching!

### Ingredients

1 cob of corn



**1 TO BBQ**  
Pull off the leaves (husk) and the fine stringy part (the silk).

**2** Put corn onto a HOT BBQ for 10-12 minutes **OR**

**3** Pull out the silk only. Put some fresh herbs on the kernels and pull up the husk.

**4** BBQ for 30 minutes.

**1 TO BOIL**  
Pull off the husk and the silk.

**2** Fill a saucepan with water and heat to the boil.

**3** Put corn into boiling water for 10 minutes. Drain when corn is cooked.

**1 TO MICROWAVE**  
Carefully pull open a few of the leaves and remove the silk.

**2** Close up the leaves (husk).

**3** Microwave corn on HIGH 5, 6 or 7 minutes until it is tender.

## Chunky Chips (Level of Difficulty: Easy)

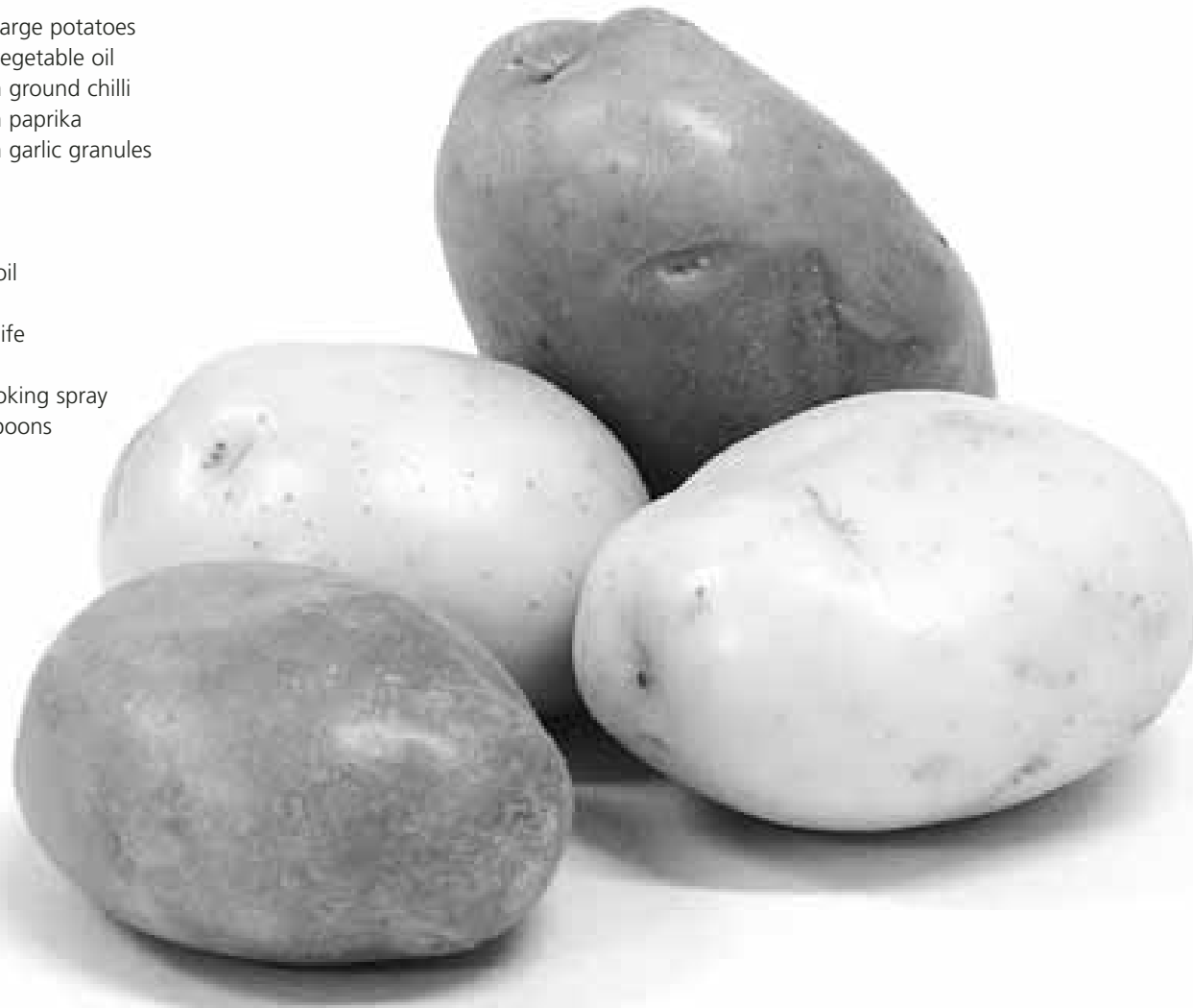
Make your own hot chips just the way you like them - cut them into thin strips, fat wedges or round circles. Make them spicy like this recipe or leave out the spices and dip chips into tomato sauce. Makes 4 serves

### Ingredients

4 medium - large potatoes  
1 teaspoon vegetable oil  
1/4 teaspoon ground chilli  
1/2 teaspoon paprika  
1/2 teaspoon garlic granules

### Utensils

Aluminium foil  
Fork  
Chopping knife  
Oven tray  
Non-stick cooking spray  
Measuring spoons



## Coco-Banana Bites (Level of Difficulty: Easy)

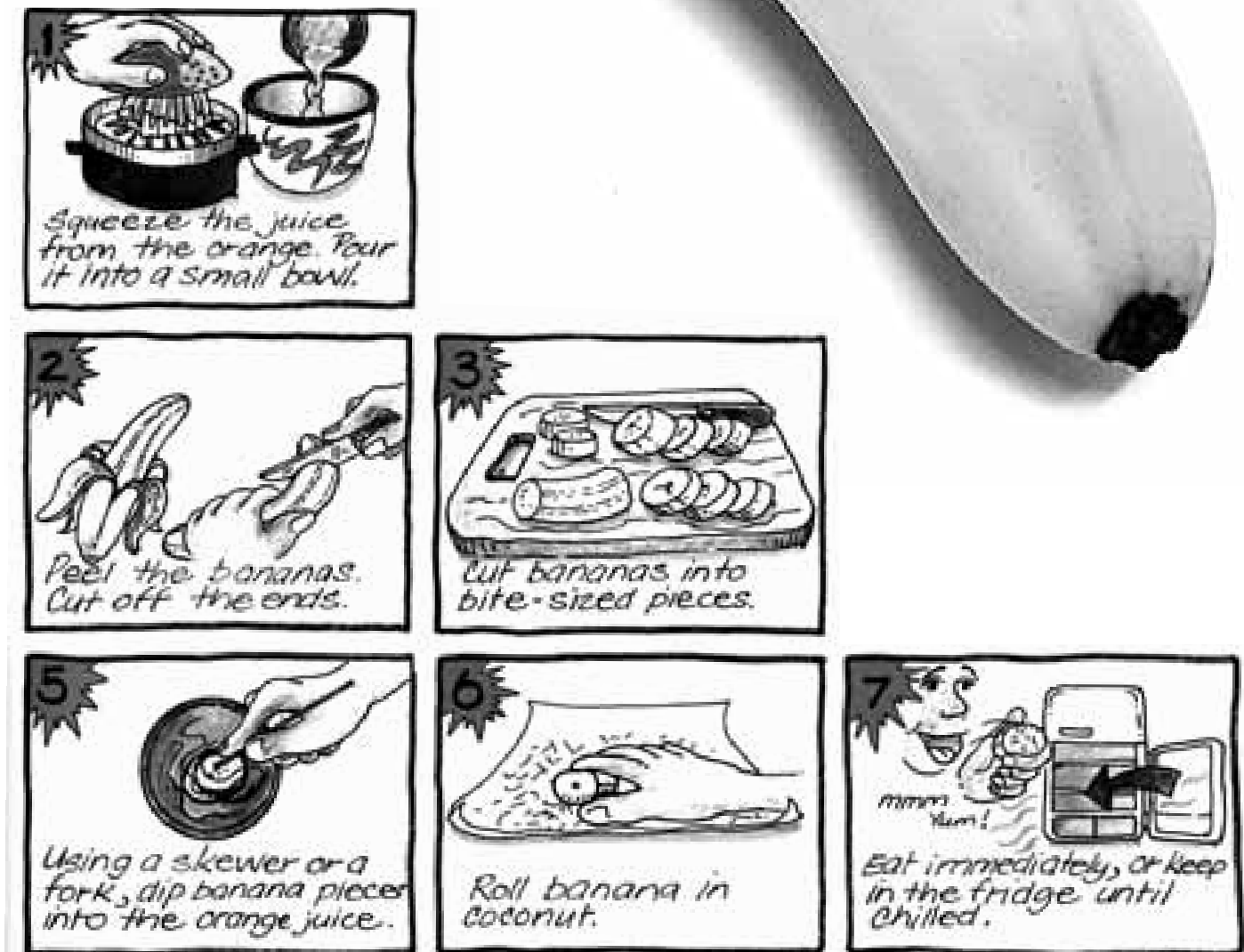
This is a fun recipe to do with a friend - one can dip the banana and the other can roll it in the coconut. Use firm bananas that don't squash when you hold them. This recipe makes about 10 bite-sized pieces.

### Ingredients

1 orange  
2 medium sized bananas  
1/2 cup desiccated coconut

### Utensils

Lemon squeezer  
Chopping knife and board  
Greaseproof paper (optional)  
Small bowl  
Measuring cups.



## Strawberry Surprise (Level of Difficulty: Easy)

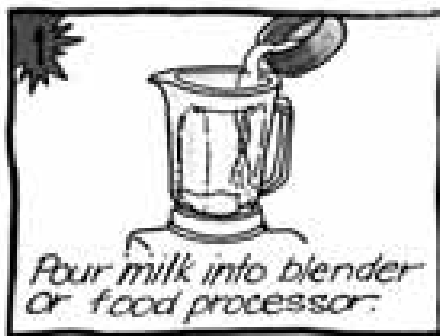
This drink is so thick and frothy it could be eaten as a dessert or snack. Choose very red strawberries for the best flavour. Try making different flavours by using fruits such as peaches, apricots, bananas or pineapple, or flavoured yogurts. Drink your "surprise" straight away. Makes 1 cup

### Ingredients

3/4 cup low-fat milk  
1/2 punnet strawberries  
1/2 cup low-fat strawberry yogurt  
pinch cinnamon

### Utensils

Knife  
Chopping board  
Measuring cups  
Blender or food processor  
Glass to serve



## Easy Vegie Slice (Level of Difficulty: Medium)

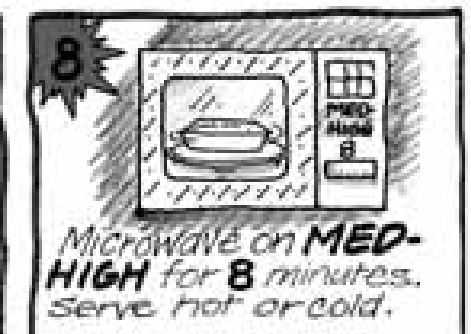
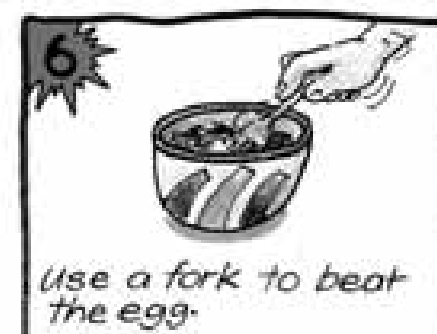
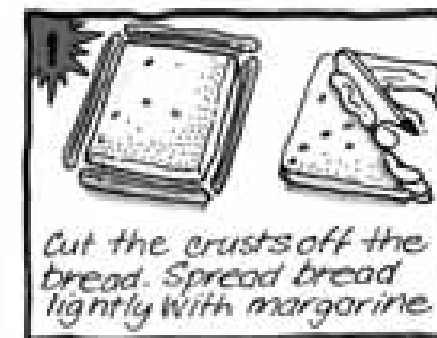
Makes 4 serves

### Ingredients

4 slices wholemeal bread  
1 tablespoon polyunsaturated margarine  
4 slices lean ham  
1 small onion  
1 small zucchini  
2 eggs  
1 tablespoon SR flour  
2 teaspoons finely chopped parsley  
1/2 cup grated low-fat cheese

### Utensils

Knife and chopping board  
23 cm round or square microwave-proof dish  
Cup  
Fork  
Grater  
Mixing bowl  
Microwave oven  
Measuring cups and spoons



## Frittata (Level of Difficulty: Medium)

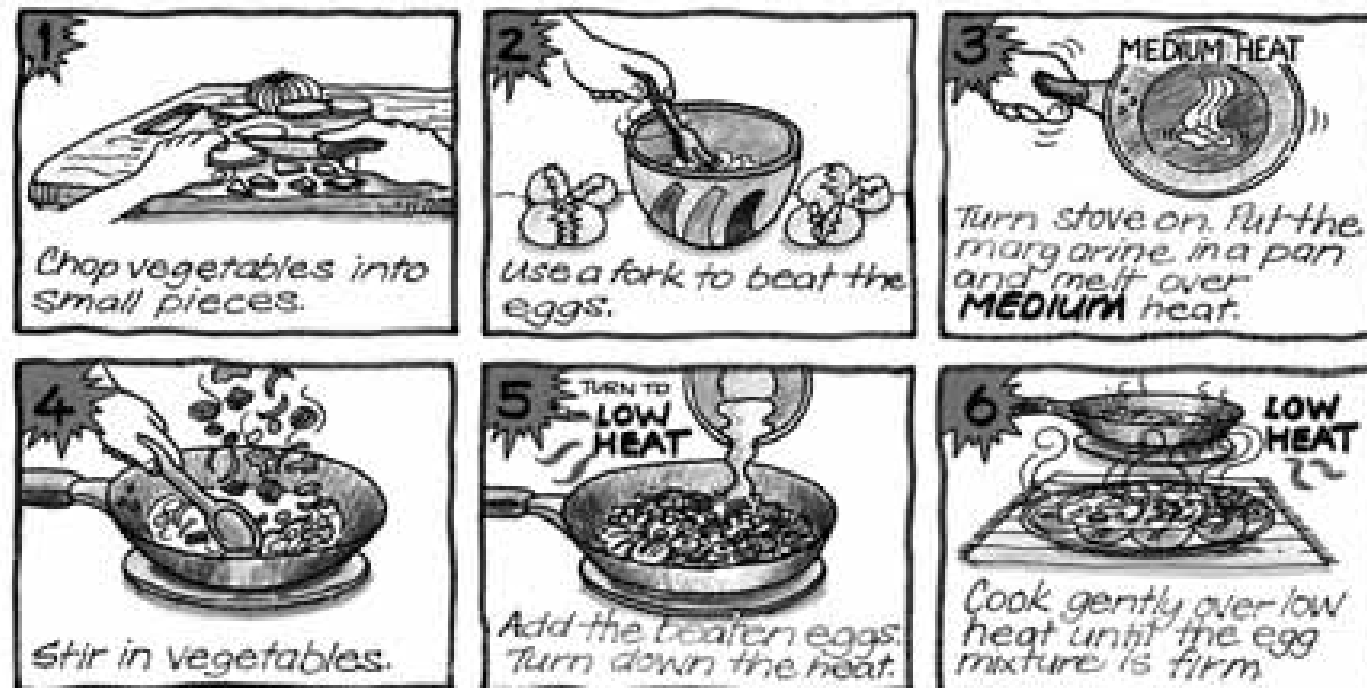
This recipe makes a yummy hot breakfast or can be part of a lunch or dinner meal. It is a great way to use up leftover vegetables such as potato, onion, tomato, peas, broccoli, capsicum, pumpkin. If you don't have leftovers simply chop some of your favourite vegetables into small pieces and steam or microwave them first. Makes 4-5 serves

### Ingredients

4 eggs  
1 tablespoon margarine  
2 cups cooked vegetables

### Utensils

Small mixing bowl  
Fork  
Large Frypan  
Spatula  
Measuring cups and spoons



## Pumpkin Bake (Level of Difficulty: Medium)

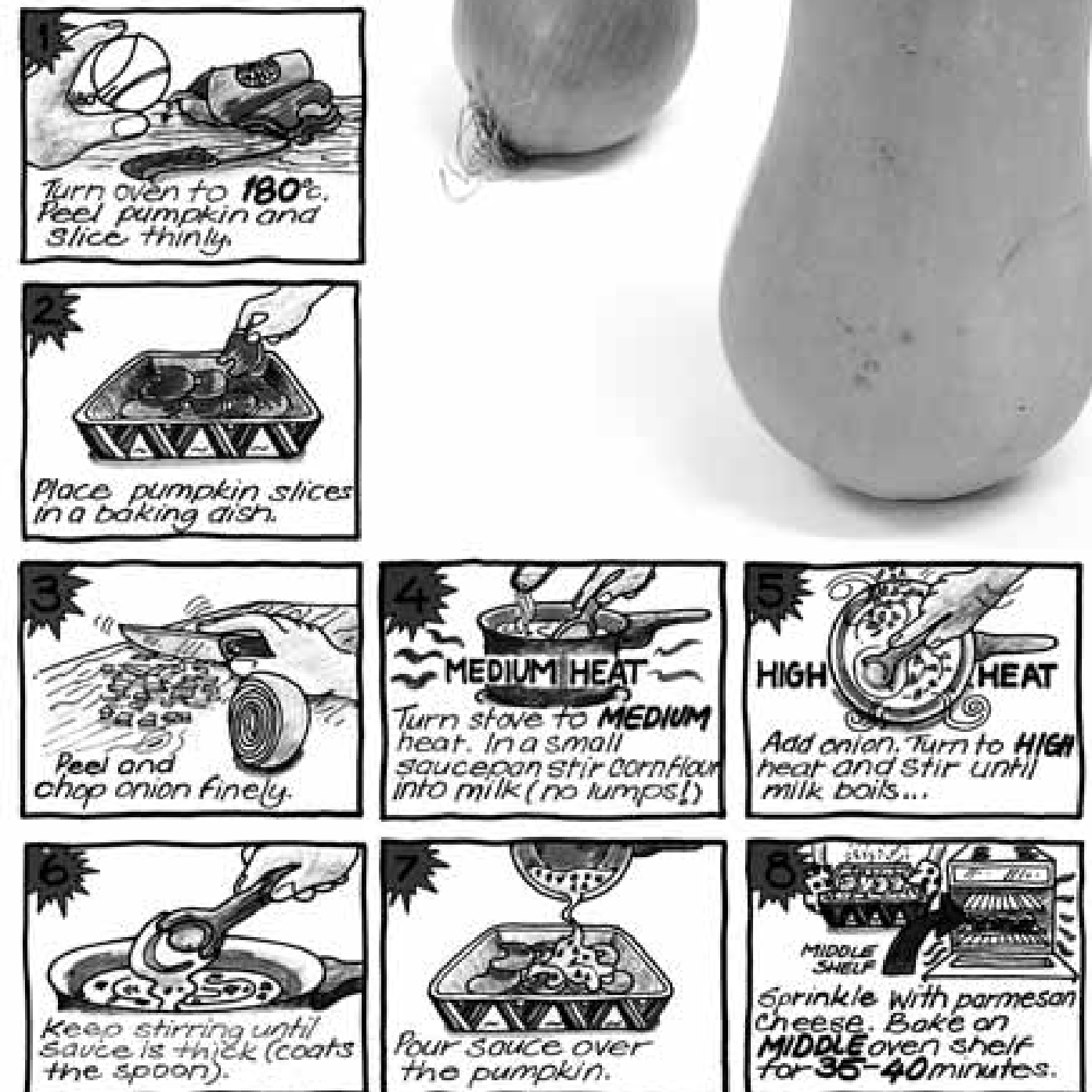
Make this dish to go with a roast dinner or mix in some cooked macaroni for a yummy pasta dish. Makes 6

### Ingredients

500 g pumpkin  
1/2 onion  
1 teaspoons cornflour  
1 cup low-fat milk  
1 tablespoon parmesan cheese

### Utensils

Chopping board and knife  
Shallow baking dish  
Small saucepan  
Wooden spoon  
Measuring cups and spoons





## Fruity Crumble (Level of Difficulty: Medium)

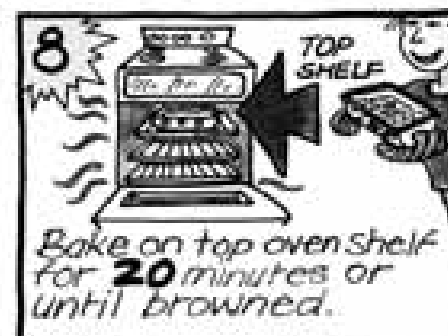
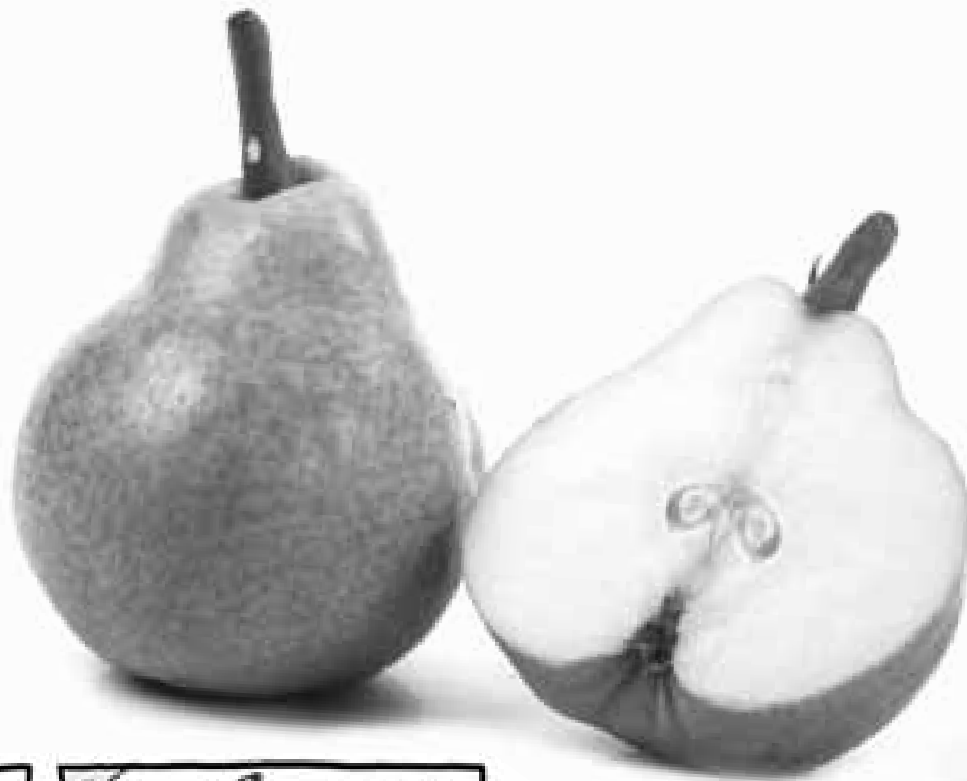
This is an easy dessert to make which can be eaten hot or cold with yogurt or ricotta whip. You can use whatever fruit you have at home - apples, pears, peaches, plums, rhubarb. Makes 6 serves

### Ingredients

6 apples, pears or other fruit  
1 lemon  
2 teaspoons cinnamon  
1 cup rolled oats  
1 teaspoon desiccated coconut  
1 tablespoon sunflower seeds  
2 tablespoons unprocessed bran  
2 tablespoons wheatgerm  
1 tablespoon chopped almonds  
2 teaspoons sesame seeds  
1 1/2 tablespoons margarine

### Utensils

Peeler  
Chopping board and knife  
Ovenproof dish  
Lemon juicer  
Measuring cups and spoons  
Bowls



## Citrus Mousse (Level of Difficulty: Medium)

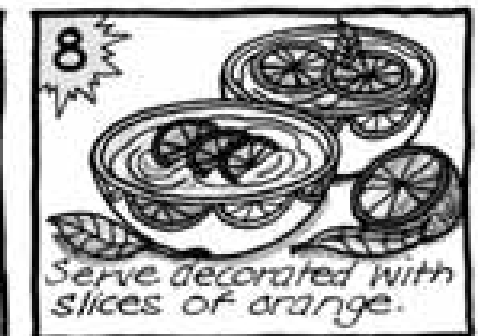
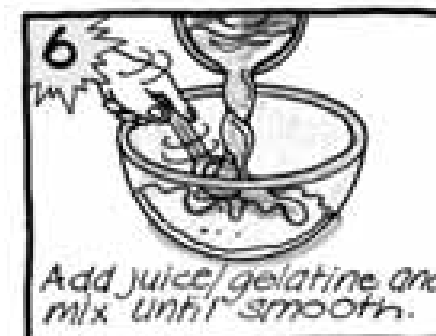
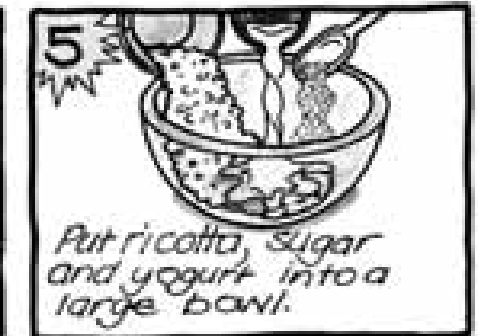
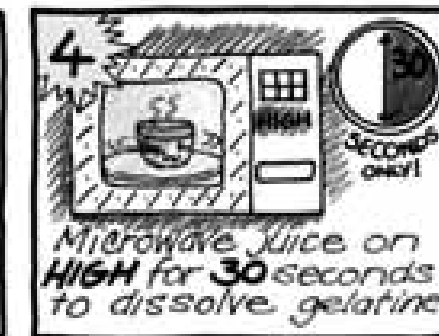
Citrus mousse makes a yummy dessert. It can be made in the morning and eaten at lunch or dinner. Makes 4 serves

### Ingredients

2 oranges  
1 lemon  
3 teaspoons gelatine  
500 g ricotta cheese  
1 tablespoon sugar  
1/4 cup low-fat plain yogurt  
Extra orange slices for decoration.

### Utensils

Lemon squeezer  
Small bowl  
Large bowl  
Measuring cups and spoons  
Wooden spoon  
4 dessert bowls



## Universal Stir Fry (Level of Difficulty: Hard)

Colourful and crunchy, these vegetables can be made with any meat or fish. This recipe uses chicken.

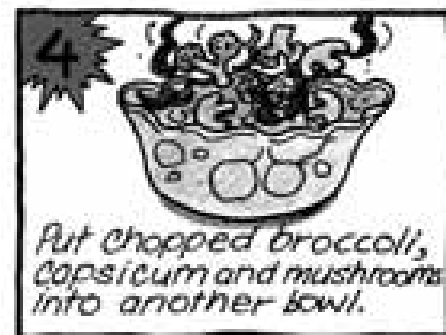
Makes 4 serves

### Ingredients

500g chicken breast  
1 tablespoon soy sauce  
1 tablespoon fresh ginger, grated or crushed  
1 red capsicum  
1 teaspoon cornflour  
1/2 cup of water  
1 tablespoon oil (optional)

### Utensils

Chopping board and knife  
Wok or larger frypan  
Cup  
Mixing bowls  
Measuring cups and spoons



## Spicy Indian Beans (Level of Difficulty: Hard)

Spicy Indian Beans can be eaten hot or cold. Help out with dinner and serve it hot with grilled or BBQ meat. Or, refrigerate and eat it cold for lunch or in a lettuce leaf cup, packed into lunch boxes. Makes 6 serves

### Ingredients

500g green beans  
2 large potatoes  
1 red capsicum  
1 tablespoon vegetable oil  
1/2 teaspoon grated fresh ginger, turmeric and chilli powder  
2 tablespoons lemon juice

### Utensils

Chopping board  
Chopping knife  
Large frypan or wok  
Wooden spoon  
Tablespoon  
Measuring spoons

