Australian Guide to Healthy Eating – the Five Food Groups

Students will learn that the Five Food Groups are everyday foods.

Introduction (10mins)
- Brainstorm why we eat food and what food helps us do (examples include: to create energy for running and playing, to grow, to keep from getting sick, to feel good, for strong teeth and bones).
- Introduce the Australian Guide to Healthy Eating poster. Ask the students: How many sections is the circle divided/cut into? Explain the sections of the circle are the Five Food Groups. We need to eat food from each food group every day to be healthy. Explain that foods from the Five Food Groups are the everyday foods.

Activity (30mins)
1. Referring to the Australian Guide to Healthy Eating poster, talk about which foods are in each group. For simplicity, use only the pictures displayed on the poster.
2. Provide each student with a food card from WS 2. Students colour foods and trace the food names.
3. As a class, stick the food cards onto the A1 sized WS 1, referring to the Australian Guide to Healthy Eating poster.
4. Students complete an individual copy of WS 1 by drawing foods from the Australian Guide to Healthy Eating poster into the correct section of the circle.

Conclusion (20mins)
- Ask students to think about which foods are their favourites from each of the Five Food Groups and why. Students pair up to discuss their favourites. Students then share with the class.
- Place Australian Guide to Healthy Eating poster in a place where students can revisit it at a glance. Refer students to the poster when talking about foods at Crunch&Sip time, recess or lunch.
Wonderful Water
Students will undertake an activity that promotes water as the preferred drink.

Introduction (5mins)
• Revisit the Australian Guide to Healthy Eating poster. Point out the tap with running water and glass in the top right corner. Ask students why is the tap turned on? What might that mean? It means drink plenty of water. Drink water most of the time.

Activity (20mins)
1. As a class talk about why they like water.
2. As a class, come up with some simple adjectives to describe water (e.g. cool, clear, blue, green, wet, cold, warm, hot, fresh, icy). Place up on wall or board to use as a word bank.
3. Students complete the artwork component of WS 3 by gluing pieces of blue and/or green paper, crepe paper or cellophane on to the empty glass.
4. Using the class word bank, students write words to describe water around the image of the glass on their WS 3 and then complete the sentence.

Conclusion (5mins)
• Reinforce message to ‘drink water most of the time’. Display work on the classroom wall.

Assessment
For: Student contributes to word bank. Student effectively contributes to class discussion on Australian Guide to Healthy Eating poster and its messages.
As: Student understands the message: ‘drink water most of the time’.
Of: Student is able to write words to describe water. Student is able to complete the artwork task. Student is able to identify that water is the preferred drink.

Differentiation
Extend: Students can draft a sentence on why they like water. Students can ‘have a go’ at writing other words to describe water.
Simplify: Students complete the task with assistance. Students complete only one aspect of worksheet (e.g. artwork component).

School/Home Link
Photo of students’ work placed in school newsletter with catch phrase: ‘drink water most of the time’. Encourage students to bring water bottles to school and place where they can be accessed easily.
Everyday and Sometimes Foods

Students learn how to sort foods into everyday and sometimes foods.

Introduction (10mins)
- Revisit the *Australian Guide to Healthy Eating* poster and the Five Food Groups. Reinforce that foods from the Five Food Groups are everyday foods. Revisit that we need to drink plenty of water each day too. Link to student’s experiences by asking: what everyday foods do they have in their lunchbox; how will they try to drink mostly water today?
- Ask students what other things they can see on the poster that aren’t included in the circle (e.g. fats and oils, the *sometimes* foods).
- What kind of foods do children eat that are in the *sometimes* section?
- Brainstorm what *everyday* means versus what *sometimes* means. Write the answers for what *sometimes* means up on pieces of card. Some suggestions are: parties, once a week, on holidays, for a celebration, ‘red food’ canteen days.
- Explain to the students that *sometimes* foods are not bad, but they are not something our body needs to be healthy. And eating too much of them may have consequences. They are not for every day.
- Explain to the students that they are going to do a food sorting activity and they can use the *Australian Guide to Healthy Eating* poster to help them decide which foods go where.

Activity (25mins)
1. Provide students with WS 4 and WS 5.
2. Students colour in and cut out the foods from WS 5.
3. Students paste cut out foods in the correct shape on WS 4: circle for *everyday* foods, rectangle for *sometimes* foods. Ask students to refer to the *Australian Guide to Healthy Eating* poster to work out which food goes where.

Conclusion (5mins)
- Display student work. Place cards with what *sometimes* means around the display.

Assessment
For: Student follows directions for the task and utilise resources.
As: Student refers to the *Australian Guide to Healthy Eating* poster appropriately.
Of: Student is able to correctly group foods.

Differentiation
Extend: Students can draw foods or use supermarket catalogue pictures to add extra foods to their circle or rectangle.
Simplify: Students complete the task with assistance.

School/Home Link
Students are to draw a picture of the foods they ate at dinner or breakfast. Students colour the *everyday* foods green and the *sometimes* foods red.
### My Fruity Kebab

Students have fun making their own healthy fruit snack.

#### Introduction (15mins)
- Introduce what a fruit kebab is by showing students examples. Ask students for their experiences with making and eating fruit kebabs. Explain that they will be making their own. Display the fruits the students have to choose from. Ask the students to name the fruits. Add the names of the fruits to the class word bank.
- Model the process of putting fruit on the kebab in the middle, through the thickest part so that it stays on the stick. Emphasise safety procedures if using wooden skewers.

#### Activity (40mins)
1. Talk about the importance of always washing hands before eating, and using soap and water, as well as the necessity of washing them for the duration of singing ‘Happy Birthday’ or a count of 20.
2. Students make their fruit kebab using a variety of fruit. Take a photo of each student with their kebab.
3. Eat kebabs. Students clean hands (washing or with paper towel).

#### Conclusion (5mins)
- Display work and photos on class wall.
- Early finishers may write a procedure on how to make a fruit kebab (refer to differentiation section).

### Assessment

**For:** Student contribution to naming the fruits.
**As:** Student is able to locate the name of the fruits in the word bank when needed.
**Of:** Student is able to make their own fruit kebab (with assistance). Student is able to identify and label the fruit on their kebab.

### Differentiation

**Extend:** Students write a procedure on how to make a fruit kebab.
**Simplify:** Food preparation can be completed with ‘buddies’ or upper primary class. Students complete the worksheet task with assistance.

### School/Home Link
Include a selection of photos and drawings in the school newsletter/blog or on the website. Include the procedure in the newsletter for families to try at home.
Classroom activities
Early stage one | Lesson Five

Vegetable and Fruit Placemat
Students will develop a resource that promotes vegetables and fruit.

Introduction (10mins)

- Revisit the Australian Guide to Healthy Eating poster. Remind the students that the circle represents the Five Food Groups. Our bodies need foods from the Five Food Groups every day.
- Draw attention to the vegetable and fruit sections of the circle. Ask students what foods they see.
- Link to students’ experiences by asking: What vegetable and fruits do they eat? Do they eat vegetables and fruit every day? What vegetables and fruits are in their lunchboxes today? Write the answers up on the whiteboard under 2 headings – vegetables and fruits.
- Inform students they will be making a placemat that celebrates vegetables and fruit.

Activity (20mins)

1. Provide each student with a copy of WS 35. Discuss the statement ‘vegetables and fruits are feel good foods’ and what it might mean (e.g. health benefits).
2. Students complete the sentence on WS 35.
3. Students draw and colour pictures of vegetables and fruits onto WS 35. They can refer to the Australian Guide to Healthy Eating poster for ideas if needed. Alternatively, the teacher can opt to provide images from WS 36 for students to colour, cut out and glue onto placemat.
4. Once completed, teacher laminates each placemat. The laminating can happen after the conclusion.

Conclusion (5mins)

- Selected students share their placemats with the class. Class discussion on the activity.
- Students can use placemats at Crunch&Sip time, recess or lunch. The placemat can be used as the basis for regular class discussion about vegetables and fruit.

Assessment

For: Student contributes to list of vegetables and fruit. Student effectively contributes to class discussion on the ‘feel good’ message.

As: Student identifies the vegetable and fruit they are drawing. Student accesses resources to assist in completing task.

Of: Student completes sentence on WS 35. Student correctly identifies vegetables and fruits.

Differentiation

Extend: Students can label drawings. Students can write a sentence in their workbooks on why vegetables and fruits are ‘feel good’ foods.

Simplify: Students provided with a selection of vegetable and fruit pictures (WS 36) instead of drawing them. Students complete task with assistance.

School/Home Link
Take placemat home at the end of the term or school year.