

Classroom activities

Stage Three | Lesson One | Year 5

Learning Outcomes

A student:

- **PSS3.5** Suggests, considers and selects appropriate alternatives when resolving problems.
- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 26 - Lunchbox.
- Worksheet 18 – Food Group Food List.
- Pencils for writing, drawing and colouring.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- photocopy WS 26 –1 per student.
- photocopy WS 18 –1 per student.

Duration | 60 minutes

Australian Guide to Healthy Eating – the Five Food Groups

Students develop a school lunchbox that includes foods from all Five Food Groups.

Introduction (10mins)

- Brainstorm why we eat food and what food helps us do (examples include: 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 students what they can see? Direct discussion towards the circle part of the poster. Explain that the five sections of the circle are the Five Food Groups.
- Each of the food groups provides us with important nutrients to help our body function properly. We need to eat food from each food group every day to be healthy. We also need to drink lots of water every day.
- Explain to the students that they are going to develop a school lunchbox that includes foods from all Five Food Groups.

Activity (40mins)

1. Provide students with WS 26.
2. Using the *Australian Guide to Healthy Eating* poster and WS 18, students complete questions 1 and 2 on WS 26. They need to fill in all the parts of the school lunchbox. They also need to include all the food groups over the day and make it something that they would eat.
3. Students consider a previous school day's food and complete question 3 on WS 26.
4. Based on what they have learnt, students suggest ideas for eating better at school and complete question 4 on WS 26.

Conclusion (10mins)

- As a class discuss what the consequences might be of not eating foods from all the food groups. Discuss as a class what ideas the students had for improving their food choices to include all food groups.

Assessment

For: Student's involvement in class discussions. The quality of student's contribution to class discussions.

As: Student uses resources to complete learning tasks.

Of: Student is able to include all Five Food Groups in their planned lunch.

Differentiation

Extend: Students can include other meals and snacks in their plan.

Simplify: Students complete only some of the tasks. Students undertake the task with assistance. Students undertake the task as a group activity.

School/Home Link

Take WS 26 home to discuss with family.

Classroom activities

Stage Three | Lesson One | Year 6

Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **PSS3.5** Suggests, considers and selects appropriate alternatives when resolving problems.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **MA3-7NA** Compares, orders and calculates with fractions, decimals and percentages.
- **EN3-3A** Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- *Healthy eating for children* brochure from Eat for Health.
- Worksheet 27 – Sample Diet.
- Worksheet 28 – Sample Diet Teachers Notes. For teacher reference.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
- order copies of *Healthy eating for children* brochure or print out. See Resources tab in folder.

Prior to lesson:

- photocopy WS 27 – 1 per student.
- photocopy 1 copy of WS 28.

Duration | 60 minutes

Australian Guide to Healthy Eating – the Five Food Groups

Students assess a sample diet to see if it meets Five Food Group requirements.

Introduction (10mins)

- Brainstorm why we eat food and what food helps us do (examples include: 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 students what they can see? Direct discussion towards the circle part of the poster. Explain that the five sections of the circle are the Five Food Groups.
- Each of the food groups provides us with important nutrients to help our body function properly. We need to eat food from each food group every day to be healthy. We also need to drink lots of water every day.
- Explain to the students that they will be evaluating a sample diet to see if the person is getting enough of each of the food groups.

Activity (40mins)

1. Provide students with WS 27 and a copy of the *Healthy eating for children* brochure.
2. Students analyse the sample diet using the brochure and then answer the questions on WS 27.

Conclusion (10mins)

- Discuss their findings as a class. What changes could Sam make to get the right amount of each food group?

Assessment

For: Student effectively contributes to class discussion.

As: Student uses resources to complete task. Student accesses support or additional resources if needed.

Of: Student correctly evaluates the sample diet using the resources available. Student correctly adds up totals and compares them to the ideal. Student is able to come up with suitable solutions to meet food group adequacy.

Differentiation

Extend: Students attempt to develop a sample diet that fits their own daily requirements.

Simplify: Students identify food groups in the sample meal plan only.

School/Home Link

Homework: Students can record a meal of their own and evaluate it for the number of food group serves. Breakfast is usually the simplest meal to assess.

Classroom activities

Stage Three | Lesson Two | Year 5

Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **DMS3.2** Makes informed decisions and accepts responsibility for consequences.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN3-6B** Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.
- **EN3-7C** Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Fact sheet from www.healthykids.nsw.gov.au/kids-teens/choose-water-as-a-drink-kids.aspx
- Fact sheet from www.healthykids.nsw.gov.au/home/fact-sheets/choose-water-as-a-drink.aspx
- Worksheet 29 – Why Water?
- 6 x labelled drink containers (empty and cleaned) including:
 - bottle of water
 - bottle or tetra pack of 100% fruit juice
 - bottle of sugar sweetened soft drink, e.g. lemonade
 - small carton of reduced fat plain milk

May also include:

- small carton of plain milk
- small carton of flavoured milk
- bottle of sugar sweetened sports drink
- diet soft drink or sports drink

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.
- source empty drink containers.

Prior to lesson:

- photocopy WS 29 – 1 per student.
- photocopy copies of both fact sheets – 1 set per student, pair or group.

Duration | 60 minutes

Why Water?

Students investigate why the Australian Dietary Guidelines say Drink Plenty of Water.

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 the tap is turned on? What might that mean? It means drink plenty of water. Drink water most of the time.
- Explain to the class that they are going to investigate why the Australian Dietary Guidelines suggest we drink plenty of water.

Activity (45mins)

1. Set out drink containers on a table, keeping the Nutrition Information Panels hidden.
2. Using WS 29 briefly explain the concept of kilojoules.
3. Ask students to complete question 1 on the WS.
4. Turn bottles to show the Nutrition Information Panel. Explain to students to use the per 100ml column to compare the different drinks.
5. Ask students to complete question 2 on the WS. Discuss as a class whether anyone was surprised by the answers.
6. Hand out copies of fact sheets – this can be done individually, in pairs or in groups. Ask students to read the information in the fact sheets and complete questions 3 and 4 on the WS.

Conclusion (10mins)

- Class discussion on Why Water? Group decides on a class statement that that can be displayed on the wall.

Assessment

- For:** Student effectively contributes to class discussion.
- As:** Student's ability to order drinks correctly. Student's ability to identify why water is the preferred drink.
- Of:** Student is able to accurately order drinks. Student is able to identify water as the preferred drink and provide correct reasons why.

Differentiation

- Extend:** Students develop a persuasive text to convince fellow students about the benefits of water.
- Simplify:** Students complete the task as part of a group. Students complete the task with assistance. Students only complete some aspects of the WS.

School/Home Link

Publish the class statement in the school newsletter, website or blog.

Classroom activities

Stage Three | Lesson Two | Year 6

Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 30 – Fluid Record Cards.
- Worksheet 31 – Fluid Results.
- Student workbooks or loose paper for workings.
- A4 card – 1 per student plus spares.
- Pencils for writing, drawing and colouring.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

Prior to lesson:

- photocopy WS 30 onto the A4 card – 1 per student plus spares.
- photocopy WS 31 – 1 per student.

**Duration | 60+ minutes
over a week period**

Drink Plenty of Water

Students record and graph their water and total fluid consumption.

Introduction (10mins)

- 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 the tap is turned on? What might that mean? It means drink plenty of water. Drink water most of the time.
- As a class discuss why drinking fluid is important. Then discuss some ideas as to why the Australian Dietary Guidelines say drink plenty of water and not just drink plenty of fluid?
- Explain to the students that they will be conducting an experiment to measure their fluid consumption over three days. They will then be calculating their average fluid intake. Based on their results they will be able to state whether they did drink plenty of water.

Activity

First lesson (15mins)

1. Class comes up with a definition of what 'drink plenty of water' might mean (e.g. 80% water or 8/10 cups is water etc).
2. Provide students with copies of WS 30. Explain that for every 100 mls of fluid they drink, they are to fill in a square.
3. Discuss as a class how they will measure fluid. How will they work out how much fluid is in things like glasses provided at cafes/restaurants or at other people's homes? How will they work out how much fluid is in a mouthful from the bubbler?

Over the week

4. Students keep a record of their fluid intake over three days. Ensure that two days are school days and one day is a weekend day. Provide time over the school day for students to complete their record, if necessary. Remind students to take the record home to complete.

Second lesson (20mins)

6. At the end of the recording period, each student completes WS 31. They may need workbooks or loose paper for working out totals, averages, highest and lowest scores and water consumption as a proportion (according to class definition). Students complete WS 31 by drawing a graph to depict their total fluid consumption over the three days and completing the questions.

Conclusion (15mins)

- Develop a class results display. Create a graph depicting how many of the class achieved the class definition of 'drink plenty of water'.

Continued >

Classroom activities

Stage Three | Lesson Two | Year 6

Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 30 – Fluid Record Cards.
- Worksheet 31 – Fluid Results.
- Student workbooks or loose paper for workings.
- A4 card – 1 per student plus spares.
- Pencils for writing, drawing and colouring.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources Page.

Prior to lesson:

- photocopy WS 30 onto the A4 card – 1 per student plus spares.
- photocopy WS 31 – 1 per student.

Duration | 60+ minutes
over a week period

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Drink Plenty of Water

Assessment

For: Student contribution to class discussions. Student completes recording tasks accurately.

As: Student adequately completes recording tasks.

Of: Student records data accurately. Student displays results accurately. Student able to answer questions about fluid consumption. Student identifies why their fluid and water consumption might vary.

Differentiation

Extend: Students come up with their own fluid record and results pages. Students compare collected data in other ways - e.g. compare water consumption on a weekend vs a school day.

Simplify: Students complete task with assistance. Students complete fluid record only and contribute to class results. Students record water intake only. Students can undertake the Q4H2O activity, which provides simpler measurement tools (www.healthpromotion.com.au/H2O/H2O_Home.htm).

School/Home Link

Student is to complete fluid record at home (outside school hours and on the weekend). Student to discuss the activity with family.

Classroom activities

Stage Three | Lesson Three | Year 5

Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN3-2A** Composes, edits and presents well-structured and coherent texts.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 16 – Food Record.
- Worksheet 18 – Food Group Food List.
- Worksheet 19 – Sometimes Food List.
- Green and red/orange/pink highlighters, pens or pencils.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- photocopy WS 16 – 3 per student.
- photocopy WS 18 and WS 19 – 1 set per student pairing.

Duration | 60+ minutes
over a week period

Everyday and Sometimes Foods

Students keep a food diary for three days, analyse their food choices and develop goals for improvement.

Introduction (15mins)

- 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.
- 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?
- Explain to the students that *sometimes* foods are not bad, but they are not for every day. And eating too much of them may have consequences. They are not for every day. Ask students what proportion of foods do they think should be *sometimes* foods (e.g. less than 20% of foods, only one serve a day or just on special occasions). Class decides on a definition of what *sometimes* means.

Activity

First lesson (5mins)

1. Ask students to keep a food diary for three days using WS 16. Ensure that students choose one weekend day and two school days.

Second lesson (30mins)

2. Once the 3 days of recording is complete, students bring their records into class to assess.
3. In pairs, students use WS 18 and WS 19, to highlight which foods are everyday foods and which are sometimes foods on their food records. Suggest green for *everyday* choices, red/orange/pink for *sometimes* choices. Ask students to consider if their intake of *sometimes* foods met the class definition.
4. In their workbooks, students record a statement about their food choices and develop one to two simple goals to improve the proportion of *everyday* foods to *sometimes* foods (if necessary).

Conclusion (10mins)

- Students share statements and goals with the class if they wish.
- Discuss as a class if the students felt they ate differently because they were recording what they ate. Did they record everything they ate? If not, why not?
- Ask students to revisit their goals on a regular basis (e.g. monthly or once per term).

Continued >

Classroom activities

Stage Three | **Lesson Three** | Year 5

Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN3-2A** Composes, edits and presents well-structured and coherent texts.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 16 – Food Record.
- Worksheet 18 – Food Group Food List.
- Worksheet 19 – Sometimes Food List.
- Green and red/orange/pink highlighters, pens or pencils.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- photocopy WS 16 – 3 per student.
- photocopy WS 18 and WS 19 – 1 set per student pairing.

Duration | 60+ minutes
over a week period

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Everyday and Sometimes Foods

Note:

- *As there are a wide variety of foods that students may eat, it may not be possible to accurately assess all foods.*
- *The teacher may be called upon to provide 'common sense' guidance for assessing some foods. WS 18 and WS 19 can be used for reference.*
- *Mixed meals (e.g pasta with meat sauce, sandwich with fillings) can be separated out into their major elements for placement.*
- *It may not be possible to assess some foods – leave these foods unassessed.*
- *Ensure that no student is stigmatized for their food intake. Reinforce that this activity was only reporting on one day of food intake and what people eat varies from day to day.*

Assessment

For: Student's involvement in class discussion. Student completing food record over the week.

As: Student uses resources to assist with task completion.

Of: Student completes menu assessment task as accurately as possible.

Differentiation

Extend: Students record their food intake for a week. Students record amounts of foods and drinks and use the serve size information available in the Eat for Health brochure *Healthy eating for children* (See Resources tab in folder) to evaluate their eating in more detail.

Simplify: Students undertake a one-day food record and assess with it with assistance. Students develop statement and goals with assistance.

School/Home Link

Students discuss their findings and goals with their families.

Classroom activities

Stage Three | Lesson Three | Year 6

Learning Outcomes

A student:

- **DMS3.2** Makes informed decisions and accepts responsibility for consequences.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN3-2A** composes, edits and presents well-structured and coherent texts.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 32 – Sample Canteen Menu.
- Worksheet 33 – Sample Canteen Menu Teachers Notes. For teacher reference.
- Worksheet 18 – Food Group Food List.
- Worksheet 19 – Sometimes Food List.
- Green and red/orange/pink highlighters, pens or pencils.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

Prior to lesson:

- photocopy WS 32 – 1 per group.
- photocopy WS 18 and WS 19 – 1 set per group.
- photocopy 1 copy of WS 33.

Duration | 75 minutes

Everyday and Sometimes Foods

Students assess a sample school canteen menu.

Introduction (15mins)

- 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.
- 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?
- 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. Ask students what proportion of foods do they think should be *sometimes* foods (e.g. less than 20% of foods, only one serve a day or just on special occasions). Class decides on a definition of what *sometimes* means.
- Discuss what this definition of *sometimes* means for a canteen menu. What proportion of the foods on the menu should be *everyday* choices?
- Explain to the students that they will be assessing a sample canteen menu and coming up with suggestions on how to improve it.

Activity (40mins)

1. Divide students into groups of three to four.
2. Provide each group with WS 32, WS 18 and WS 19. Ensure that the *Australian Guide to Healthy Eating* poster is also accessible.
3. Students assess the menu by highlighting those foods that are everyday choices and those that are sometimes foods. Suggest green for *everyday* choices, red/orange/pink for *sometimes* choices.
4. In their groups, students discuss how they might change the menu so that it has more everyday foods on it.
5. Students write a brief report on the activity in their workbooks.

Conclusion (20mins)

- Develop an improved canteen menu using class suggestions.

Assessment

For: Student identifies elements of the *Australian Guide to Healthy Eating* poster.

As: Student is able to assess sample canteen menu.

Of: Student is able to make suggestions on how to improve the sample canteen menu.

Differentiation

Extend: Students independently make suggestions on how to improve the sample canteen menu.

Simplify: Teacher guided discussion within the small groups.

School/Home Link

Approach the canteen or a local food business to see if they would be willing to have the students assess their menu.

Classroom activities

Stage Three | Lesson Four | Year 5

Learning Outcomes

A student:

- **DMS3.2** Makes informed decisions and accepts responsibility for consequences.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN3-2A** Composes, edits and presents well-structured and coherent texts.
- **EN3-6B** Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- 2nd lesson only - ingredients for making winning sandwich/es. Allow enough ingredients to make 1 sandwich per group of 4 students. This will provide ¼ sandwich per student for tasting.
- 2nd lesson only – equipment and utensils for making sandwiches. E.g. boards, tongs, knives, spoons.
- Worksheet 7 – Permission Slip.
- Pencils for writing.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

2-3 weeks prior:

- send WS 7 home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior:

- check permission slip returns.

1 day prior to 2nd lesson:

- organise ingredients.

Prior to 2nd lesson:

- prepare ingredients and place ready for students to use in sandwich preparation.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

Duration | 2 x 45 minutes

A Deliciously Healthy Sandwich

Students will design a sandwich that is both tasty and good for them.

Introduction (5mins)

- As a class, discuss the items required to make a healthy and delicious sandwich. Students can refer to *Australian Guide to Healthy Eating* poster for guidance in attempting to include as many food groups as possible and avoiding *sometimes* foods.
- Explain to students that they will be designing the ultimate deliciously healthy sandwich. They will need to write a recipe for their sandwich and then an exposition on why their sandwich is good for them and tasty too. The teacher will pick a winning sandwich/es based on the recipe and exposition. In the follow up lesson, students will make the winning sandwich/es.

Activity

First lesson (40 mins)

1. In their books, students write a recipe for their healthy sandwich and then write an exposition on why their sandwich is both healthy and delicious.
2. Teacher chooses a winning sandwich/s based on the expositions.

Second lesson (35 mins)

3. In small groups of four, students make the winning sandwich/s.
4. Students have the opportunity to taste the sandwich/s.

Conclusion (10mins)

- Class discussion on whether healthy food can also be delicious.

Assessment

- For:** Student effectively contributes to class discussion. Student uses *Australian Guide to Healthy Eating* poster to guide food choices.
- As:** Student knows how to refer to the *Australian Guide to Healthy Eating* for guidance. Student accesses resources as needed to develop exposition.
- Of:** Student is able to develop a sandwich that is healthy. Student develops a recipe procedure that can be followed. The quality of the student's exposition.

Differentiation

- Extend:** Students write a discussion on the whether healthy can also be delicious.
- Simplify:** Students undertake the task with assistance. Students undertake a simpler writing task.

School/Home Link

Publish the winning sandwich recipe/s and photos in the school newsletter.

Classroom activities

Stage Three | Lesson Four | Year 6

Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables.

Preparation/Resources

- Worksheet 34 – Sauce Recipes.
- Worksheet 7 – Permission Slip.
- Ingredients for sauces. You can choose to make just 2 sweet and 2 savoury sauces. Allow $\frac{1}{4}$ cup of each sauce per student.
- Vegetables and fruits for tastings. Allow 1 cup of produce per student.
- Spoons for serving sauces.
- Tongs for serving produce.
- Plates - 1 per student.
- Access to water for students to drink between tastings.
- Pencils for writing.

2-3 weeks prior:

- send WS 7 home.
- undertake a WHS risk assessment for food preparation and tasting, according to your school policy.

1 week prior:

- check permission slip returns.

1 day prior:

- using WS 34, organise ingredients.
- using WS 34, make sauces and refrigerate until needed.

Prior to lesson:

- prepare produce by cutting into small pieces if needed.
- place produce and sauces out ready for students.
- ensure students have washed hands. If this task is going to be included in the lesson, allow extra time.

Duration | 60 minutes

Find your perfect combo!

Students are encouraged to taste a variety of food combinations to select their favourite taste.

Introduction (5mins)

- Explain to students that they will be undertaking a tasting activity using vegetables and fruit and a variety of sweet and savoury sauces. The aim of the lesson is to try lots of combinations, mindfully tasting each one, in order to decide on their favourite combination. Discuss with students that some unexpected flavour combinations taste great, e.g. pineapple and chilli, strawberries and balsamic vinegar.
- Discuss as a class how they might record their tastings (e.g. in a table) so that they can identify their favourite combination.

Activity (40 mins)

1. Students develop a table (or alternative) to accurately record their tastings.
2. Students serve themselves a dollop of each sauce onto their plate.
3. Students then pick vegetables and fruits to dip into their sauces to taste.
4. Students write a short descriptive text on their favourite combination.

Conclusion (15mins)

- Students share their texts. Collate results to see what combination was the most preferred.

Note: If there is the time and resources available, students can make the sauces and prepare the vegetables and fruit as part of the lesson.

Assessment

For: Student effectively contributes to class discussion.

As: Student is able to create a table for tasting.

Of: Quality of student data collection. Quality of student descriptive text.

Differentiation

Extend: Students develop a text on how to taste food.

Simplify: Students undertake the tasting activity only. Students undertake the tasks with assistance.

School/Home Link

Class results are published in the school newsletter. Students make their favourite combination for their family.

Classroom activities

Stage Three | Lesson Five | Year 5

Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 42 – Vegetable and Fruit Exposition.
- Internet access for student research or, alternatively, provide research materials or library access.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

1 week prior:

- source research materials, if required.

Prior to lesson:

- photocopy WS 42 – 1 per student.

Duration | 3 x lessons*

Vegetables and Fruit Make us Feel Good

Students write an exposition on why vegetables and fruit are 'feel good' foods.

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.
- Write the statement 'Vegetables and fruit are feel good foods' up on the whiteboard. Ask students to brainstorm what this might mean (i.e. health benefits). Write ideas up on the whiteboard. Refer to Lesson 5 introduction page for ideas, if needed.
- Advise students that they are going to be researching the reasons why vegetables and fruit might be 'feel good' foods and then writing an exposition to explain their reasons.

Activity

First lesson (50mins)

1. Provide each student with a copy of WS 42.
2. Students undertake research to develop the background to their main arguments.

Second lesson (45 mins)

3. Students complete WS 42.
4. Students write a draft copy of the exposition.
5. Students pair up to share their draft exposition.

Third lesson (45mins)

6. Students write their final copy of the exposition.

Conclusion (15mins)

- Selected students read their exposition to the class.
- Alternatively, this activity could be set as an assessment task with students providing their exposition as an oral presentation, either via a pre-recorded video or in front of the class. More time will need to be allocated if all students are to present their exposition orally.

Continued >

Classroom activities

Stage Three | Lesson Five | Year 5

Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 42 – Vegetable and Fruit Exposition.
- Internet access for student research or, alternatively, provide research materials or library access.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

1 week prior:

- source research materials, if required.

Prior to lesson:

- photocopy WS 42 – 1 per student.

Duration | 3 x lessons*

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Vegetables and Fruit Make us Feel Good

Assessment

- For:** Student effectively contributes to class discussion and paired activity. Student undertakes research and is able to use WS 42 to effectively plan their exposition.
- As:** Student identifies learning needs and accesses support as needed to assist in completing task (e.g. resource materials, dictionaries, peer support).
- Of:** Quality of student work in WS 42 and in exposition and/or oral presentation.

Differentiation

- Extend:** Students to include more in-depth statistical information in their exposition.
- Simplify:** Students complete the task with assistance. Students undertake the task within a mixed ability pairing. Students undertake a shorter persuasive text. Students complete a lower year activity.

School/Home Link

Students survey family members and friends on why they think vegetables and fruit might be 'feel good' foods. Students collate results and present to the class.

*Break up the activity and/or adjust the times to suit the needs of your students.

Classroom activities

Stage Three | Lesson Five | Year 6

Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **V4** Increasingly accepts responsibility for personal and community health.

Cross Curriculum Links

A student:

- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.
- **ST3-11LW** Describes some physical conditions of the environment and how these affect the growth and survival of living things.

Preparation/Resources

- *Australian Guide to Healthy Eating* poster.
- Worksheet 43 – The Vegetable and Fruit Project.
- Internet access for student research or, alternatively, provide research materials or library access.
- A4 or A3 paper – 1 per student.
- Materials for poster design.

1 month prior:

- organise *Australian Guide to Healthy Eating* poster, if needed. See Resources tab in folder.

1 week prior:

- source research materials, if required.

Prior to lesson:

- photocopy WS 43 – 1 per student.

Duration | 90 minutes*

The Vegetable and Fruit Project

Students research a vegetable or fruit and design a poster to inform others.

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.
- Advise students that they are going to be researching a vegetable or fruit. They will then be developing a poster to display their information. They need to ensure it is informative and easy to read so that other students can learn from it. They will devise a quiz question based on their vegetable or fruit to be incorporated into a class challenge concluding activity.

Activity (60mins)

1. Provide each student with a copy of WS 43. Students consider what vegetable or fruit they will research and inform teacher to ensure there are no duplicates.
2. Students research their vegetable or fruit and complete WS 43.
3. Students develop a poster that displays their research information. Posters are displayed around the classroom or on student desks.
4. Teacher collates quiz questions and puts them up for display.

Conclusion (20mins)

- Students review each other's posters and complete the quiz in their workbooks.

Assessment

For: Student uses research materials to complete WS 43.

As: Student utilises research materials effectively. Student identifies, and accesses, learning support as needed.

Of: Quality of student work in WS 43. Quality of student work in poster.

Differentiation

Extend: Students can choose how they wish to present their information (e.g. Powerpoint, video, song). Students research an unusual or exotic vegetable or fruit. Students research more than one vegetable or fruit and write a text that compares and contrasts the differences between them.

Simplify: Students complete the task with assistance. Students undertake the task in a mixed ability pairing. Students complete selected sections of the activity only. Students complete a lower year activity.

School/Home Link

Posters can be displayed around the school. Selected items can be published in the school newsletter.

*Break up the activity to suit the needs of your students.