



Healthy choices

Understanding the Australian Guide to Healthy Eating



Develops an understanding of the five food groups within *The Australian Guide to Healthy Eating* and identifies discretionary choices as food they eat sometimes (eg on special occasions or in small amounts).

Prior knowledge and lesson preparation

- Enlarge blank copies of *The Australian Guide to Healthy Eating* proforma on page 18.
- A supply of magazines containing a variety of food pictures will also be needed.
- In groups of 3, children discuss and list foods that they think are good for you and foods that are not good for you. Views are then shared with the class, adding to a class list of *healthy* and *sometimes* foods.

Focus inquiry

- After introducing the purpose of the inquiry as an investigation of foods our bodies need to work properly, *The Australian Guide to Healthy Eating* is presented along with discussion about the names of the Five Food Groups and the types of foods that belong in each group.
- Using the food list generated in the earlier group discussion the class categorises the listed foods within the 5 sections of the Australian Healthy Eating Guidelines and considers if all sections have been represented.
- In groups of 3, children cut out pictures representing the Five Food Groups:
 - > Vegetables and legumes/beans
 - > Fruit
 - > Grain (cereal) foods
 - > Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
 - > Milk, yoghurt, cheese and/or alternatives and place them in the appropriate sections of the enlarged *Australian Guide to Healthy Eating*.

Children consider

- Why some segments in the circle are larger than others?
- Which two food groups are the largest and why?
Emphasise that we need to select a variety of food from each of the Five Food Groups, the difference in segment sizes represents the recommended proportion of each food group to be eaten.
- Do some foods fit into more than one food group and why?
- Are there types of foods that you know do not fit within the circle? Why might this be?
 - > Introduce these as what we describe as *discretionary* or *extra* foods.
 - > Discuss why these are described this way. Are there other names we use to describe these types of foods? (eg junk foods)
 - > Make a list of *discretionary* foods and discuss when these are mainly eaten (eg birthday parties, fetes, celebrations)
 - > How might people feel if they eat too many *discretionary* foods?

Emphasis should be placed on the need to eat a variety of food from the Five Food Groups every day, whilst discretionary choices should be eaten only occasionally or in small amounts. Extra foods appear outside of the Five Food Groups because our body does not need them to work properly.

Further inquiry

- Consider planning a Healthy Eating Class Party based on the AGHE. Party water could include crushed ice with pieces of lemon, orange or strawberries.

Healthy take-away!

Print *The Australian Guide to Healthy Eating* (AGHE) (refer page 6). Children explain to parents how to use the AGHE to make healthy food choices.

Design a healthy lunch box brochure to share with your family.

With the help of a parent, children keep a food diary and record everything they eat for three days in a row using the proforma on page 17 (3 copies are needed).

When complete, with a partner, children highlight the *discretionary* food and drinks in their lists and suggest a healthier alternative (eg swap a packet of chips with wholegrain crackers or an ice-cream for a container of low fat yoghurt).

Australian Curriculum exemplar links

English: Literacy: Texts in context, Interacting with others [ACELY1656, ACELY1661]

Maths: Measurement and Geometry: Shape [ACMMG009] **Statistics and probability:** Data representation and interpretation [ACMSP049]

General Capabilities

Literacy, Critical and creative thinking, Numeracy, Personal and social competence

Websites to support inquiry

Healthy Eating lesson plans—NSW Health
<http://www.goodforkids.nsw.gov.au/primary-schools/nutrition/teaching-resources-links/>

Australian Dietary Guidelines
www.eatforhealth.gov.au/guidelines

Eat for Health Educator Guide http://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n55b_educator_guide_130709.pdf

Refer Right Bite website for healthy lunchbox ideas
www.decd.sa.gov.au/rightbite

My food diary

Name Date

Breakfast

Lunch:

Dinner:

Snacks:

From which food group do you mainly eat?
List your food choices in the correct group.
Are all the groups covered?

Vegetables
and legumes/beans

Fruit

Grain (cereal) foods,
mostly wholegrain
and/or high fibre
cereal choices

Lean meats and
poultry, fish, eggs,
tofu, nuts and seeds
and legumes/beans

Milk, yoghurt,
and cheese and/or
alternatives, mostly
reduced fat



Australian Guide to Healthy Eating

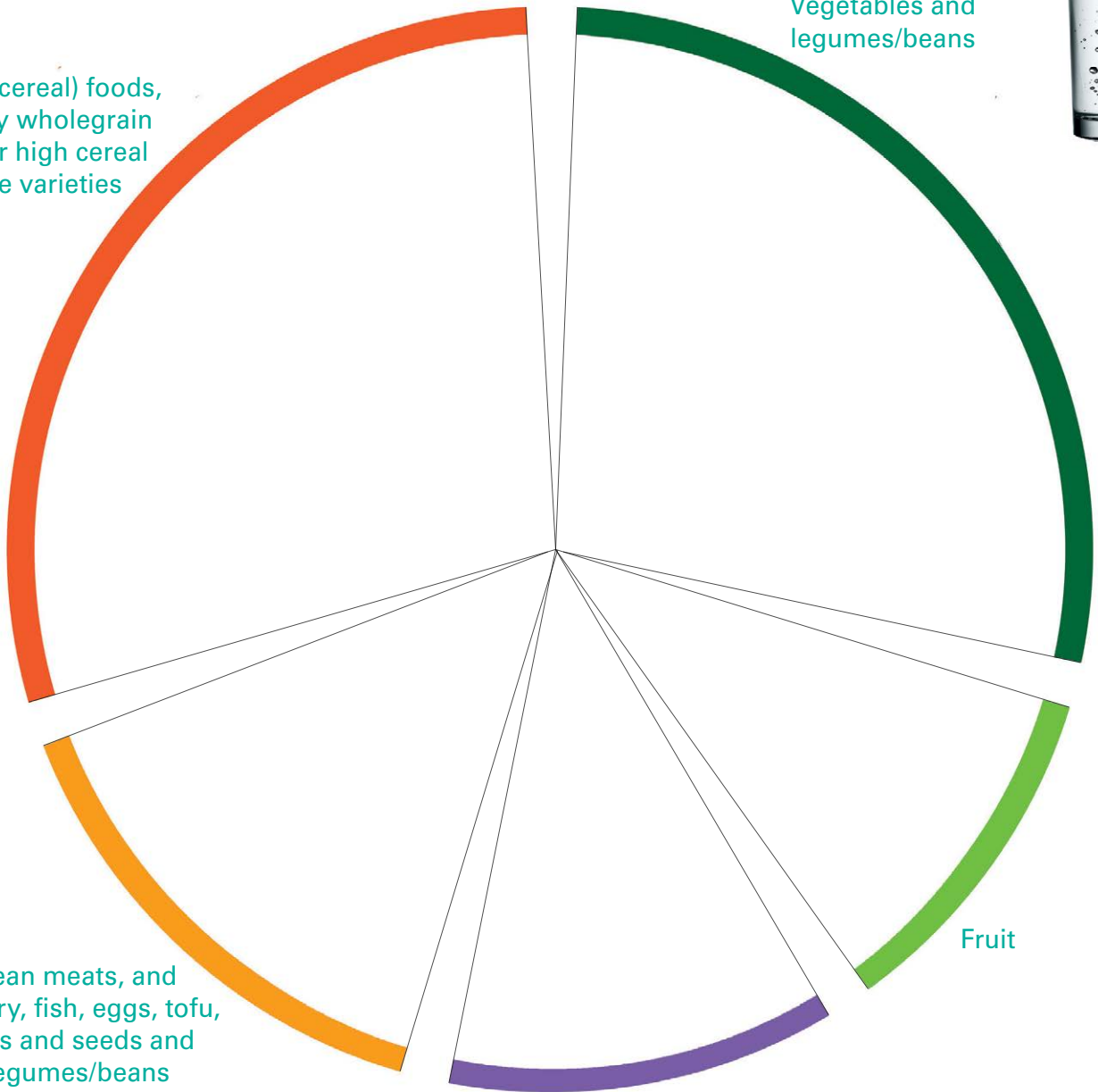
Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.



Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties

Vegetables and legumes/beans



Fruit

Lean meats, and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans

Milk, yoghurt, cheese and/or alternatives, mostly reduced fat

Use small amounts



Only sometimes and in small amounts



It's crunch time! 1



Is familiar with the importance of fruit and vegetables and is exposed to tasting opportunities and takes steps to increase the consumption of a variety of fruit and vegetables.

Prior knowledge and lesson preparation

- For this activity you will need the *Healthy Kids Fruit and Vegetable Cards* located in the Teaching support materials section of this kit.
- In groups of 3, children discuss their favourite fruit and vegetables and describe the colour and taste of each.
- Purchase a selection of fruit and vegetables for each colour of the rainbow. Choose fruit and vegetables that are ripe and colourful. To reduce preparation time, purchase some produce that comes in individual pieces (eg cherries, strawberries, peas, beans, mandarins, cherry tomatoes). Include brown and white fruit and vegetables as they can represent the clouds and earth.
- Fruit and vegetables need to be thoroughly washed, cut up into bite sizes and stored in plastic air tight containers (if not used immediately).

Focus inquiry

- Children sit in a circle formation. Cards are placed face down. Select a child to choose a card, look at picture and describe the fruit or vegetable using *I am* statements eg:
 - > *I am* _____ (colour).
 - > *I am* _____ (shape), *I taste* _____.
 - > *I am a* _____ (eg fruit/vegetable), *what am I?*
- Children try to guess the correct food. After every one has had a turn, the cards are grouped into colours. Fruit and vegetables are very colourful. Ask if anyone has seen a rainbow? Ask students to respond to the question – *Can you see the colours of the rainbow in our fruit cards?*

Eating a rainbow

- Teacher introduces the idea of *eating a rainbow*.
- Children discuss and list benefits of eating fruit and vegetables. Display responses.
- **Important:** Before tasting, revisit correct hand washing procedure.
- **Possible format:** Children choose a colour of the rainbow and, before the fruit or vegetable that is to be tasted is revealed, children brainstorm examples of fruit and vegetables representing each colour.
- Fruit/vegetable is placed in a bowl and passed around the circle for tasting. Encourage all children to participate in tasting – the enthusiasm of the class may provide a source of encouragement for reluctant children to participate.
- On a colourful display board with the heading *Our fruit and vegetable rainbow was*, list adjectives that described the characteristics of the fruit/vegetables. Continue through all the colours including the clouds and earth (ie white and brown).
- Children's engagement in the activity should be positively reinforced (eg Wasn't it a wonderful experience, all the great tastes, smells, textures and colours? And it was healthy for us!)

The Eat a Rainbow program is available through the SA Health website www.sahealth.sa.gov.au.

Appetiser!

Fruit is a good source of vitamins, including vitamin C and folate. It also provides carbohydrates, in particular natural sugars and fibre, especially in the edible skins. Juices belong to this group but have a much lower fibre content than whole fruit.

Vegetables and legumes are a good source of vitamins, minerals, dietary fibre and carbohydrate.

- > Capsicum, broccoli, cauliflower, cabbage and tomatoes are high in vitamin C.
- > Dark green and orange vegetables like spinach, broccoli, carrots and pumpkin are high in vitamin A.
- > Green vegetables, dried peas, beans and lentils are a good source of folate.

Most vegetables are good sources of many vitamins. It has been suggested that a diet which includes vegetables rich in vitamins A and C, together with vegetables like broccoli, cauliflower, cabbage and brussel sprouts from the cruciferous family, can help to prevent certain types of cancer.

Source: *Eat for Health Educator Guide*

Australian Curriculum exemplar links

English: Literacy: Texts in context, Interacting with others [ACELY1656, ACELY1789]

Language: Expressing and developing ideas [ACELA1470]

Literature: Examining literature ACELT1784

Science: Biological science: ACSSU002

General Capabilities

Literacy, Critical and creative thinking, Numeracy, Personal and social competence

It's crunch time! 2



Is familiar with the importance of fruit and vegetables and is exposed to tasting opportunities and takes steps to increase the consumption of a variety of fruit and vegetables.

Appetiser!

The *NSW Healthy Kids – Fruit and Vegetable Cards* provide a resource that can be used in games, topic starters and other areas of the curriculum (eg arrange into alphabetical order, group into syllables, find out other facts about your fruit/vegetable, find out how they grow, guess amount needed to make a kilogram, rhyming words, country of origin).

Focus inquiry

Completion of the *I can eat a rainbow* worksheet on page 21 will represent the children's take home challenge for the week.

- As a piece of fruit or vegetable matching a particular colour of the rainbow is eaten, colour in the relevant section of the recording sheet.
- When completed, it is returned to school and each child is awarded the *I ate a rainbow* certificate. Certificates could be later presented at a school assembly. Refer to the Teaching support materials section of this kit for a copy of the certificate.

Stories to read

- *The Vegetables We Eat* – Gil Gibbons
- *Eating the Alphabet* – Lois Ehlert
- *Growing Vegetable Soup* – Lois Ehlert
- *I Can Eat a Rainbow* – Annabel Karmel
- *Growing Colours* – Bruce McMillan
- *I Eat Fruit and I Eat Vegetables* – Hanna Tofts.

Further inquiry

- Introduce the *Crunch and Sip*® initiative to your class. This is an excellent way to further encourage children to eat more fruit/vegetables and drink water. Consider *advocating for whole* of school participation in the *Crunch and Sip*® initiative. For more information visit the *Crunch and Sip*® website: www.crunchandsip.com.au/default.aspx
- Collect school data and find out which fruits and vegetables are the most popular at school. Graph the information and display in the front office. Promote fruit and vegetable consumption through the school newsletter.
- Play *Fruit and Veg Rob the Nest*. The bean bags represent fruit/vegetables. The aim of the game is for teams to accumulate as many different coloured bean bags in their home hoops as possible. Reinforcing the idea we need to eat a variety of different coloured fruit and vegetables.

Healthy take-away!

Children set personal goals related to their own fruit and vegetable consumption eg increasing quantity, increasing variety, and/or tasting new produce.

Australian Curriculum exemplar links

English: Literacy: Interacting with others [ACELY1656, ACELY1789] **Literature:**

Examining literature [ACEL1784]

Language: Expressing and developing ideas [ACELA1470]

Science: Science Understanding: Biological sciences [ACSSU002]

General Capabilities

Literacy, Critical and creative thinking, Numeracy, Personal and social competence

Websites to support inquiry

To become a *Crunch and Sip*® School
www.crunchandsip.com.au

Promoting fruit and vegetable consumption, facts and recipes
www.gofor2and5.com.au

Interactive activities on fruit and vegetables www.healthy-kids.com.au/category/82/classroom-resources

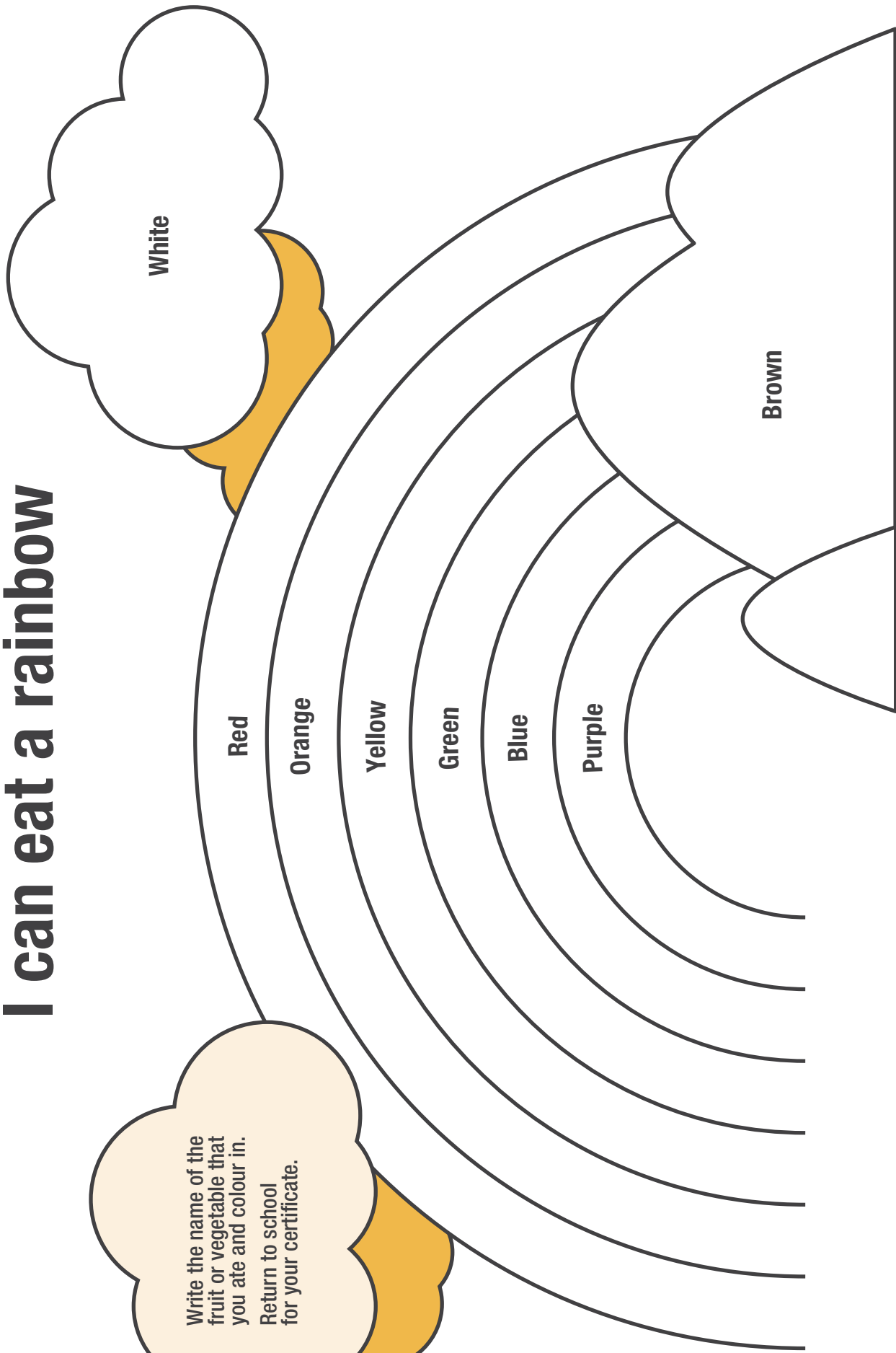
Fun video presentation
www.squidoo.com/eat-a-rainbow

Lesson plans
<http://www.goodforkids.nsw.gov.au/primary-schools/nutrition/teaching-resources-links/>

The Eat a Rainbow program is available through the SA Health website www.sahealth.sa.gov.au or at http://www.communityfoodies.com/In_action

I can eat a rainbow

Write the name of the fruit or vegetable that you ate and colour in.
Return to school for your certificate.



Name Signed by parent

Breakfast bonanza!



Recognises the importance of eating a healthy breakfast everyday.

Prior knowledge and lesson preparation

- With a partner, children discuss and share with the class the meaning of the word *Breakfast*. Display the words **BREAK** and **FAST** and further discuss the meaning of each word separately. Connect the meaning by creating a new word **BREAKFAST** (Break the fast).
- With a partner discuss why it is important to eat breakfast after 8–9 hours sleep?

Emphasis should be placed on how a healthy breakfast will help us concentrate in class and give us energy we need to play and work. If we miss out on eating breakfast we cannot achieve to our optimum level.

Focus inquiry

Planning a breakfast

- In groups of 3, children list what they have for breakfast. Using *The Australian Guide to Healthy Eating* (AGHE), children assess their food choices by identifying the food groups to which they belong.
- Through class discussion, consider the idea of planning a class breakfast and important decisions needed including:
 - > what to eat (the menu)
 - > where to have the breakfast
 - > the utensils needed
 - > food safety and cleaning up.
- Discuss and record each decision to be made and the available options. Refer Menu guide below.

Menu: (Chosen from Five Food Groups)

- > Vegetables and legumes/beans
- > Fruit
- > Grain (cereal) foods
- > Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
- > Milk, yoghurt, cheese and/or alternatives.
- This also provides a great opportunity to engage the class in a discussion about being selective about the type of cereal they choose. Refer *Food Labelling* theme providing further information and class activities.
- Class determines final breakfast and calculates ingredients and equipment needed.
 - > Students nominate what they would like to provide for the breakfast and write a letter to their parents or other adult inviting them to provide something for the breakfast. Refer example letter on page 23.
- The theme of planning a breakfast provides excellent links to the General Capabilities of Literacy and Numeracy in relation to menu, use of ingredients, costing and budget and Personal and Social Competence in assigning team responsibilities prior to and on the day. These include table setting, serving, clean up and food safety responsibilities.
- At the completion of the theme, each team should report on their experience through written genre and multimedia.

Appetiser!

Breakfast is often considered to be the most important meal of the day. It assists our physical, mental and emotional development. Children who miss breakfast are:

- less able to concentrate
- are more prone to fidgeting
- find learning difficult by midmorning.

There is evidence to suggest that children who miss out on a healthy breakfast are more likely to suffer from obesity later in life. It is estimated that up to 40% of children regularly miss breakfast.¹

Rates of breakfast omission are believed to be higher in schools in disadvantaged areas. Children from lower socio-economic backgrounds are six times more likely to miss breakfast than students from higher socio-economic backgrounds.²

Source: Australian Red Cross

1. *Children's Nutrition and Physical Activity Study, The University of Sydney, 2001.*

2. *Does Your School Need to Provide Breakfast? Guidelines to Needs Assessment, Implementation and Evaluation. New South Wales Department of Education and Training, State Health Publication 9700011, December 1997.*

Australian Curriculum exemplar links

English: Literacy: Interacting with others [ACELY1656, ACELY1788, ACELY1666]

Language: Expressing and developing ideas [ACELA1454]

Maths: Number and algebra: Number and place value [ACMNA027], Money and financial matters [ACMNA034]

General Capabilities

Literacy, critical and creative thinking, Numeracy, Personal and social competence

Websites to support inquiry

Australian Guide to Healthy Eating

https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n55i_australian_guide_to_healthy_eating.pdf

Example Breakfast invitation letter

Dear

Our class understands that breakfast is an important meal of the day.
This is because

Our class has been busy planning a healthy breakfast to be held
on at

Each person in the class is requested to provide something for the breakfast.
I have been requested to provide
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 return it to school. My teacher can be
contacted if you would like more information about the class breakfast.

Signed

Breakfast Letter Permission Form

I give permission for to
attend the class breakfast.

I am able to provide

Signed

Filling the space



Analyses and evaluates own food and drink choices using *The Australian Guide to Healthy Eating (AGHE)*. Understands and interprets the key messages of to the AGHE and the *Dietary Guidelines*.

Prior knowledge and lesson preparation

- In groups of 3, children discuss the different food groups that form the AGHE and give examples of foods within each section.
- Provide a copy of the *Australian Dietary Guidelines* for children to discuss the rationale behind one of the guidelines and report to the class.
- Summarise and display the key points.

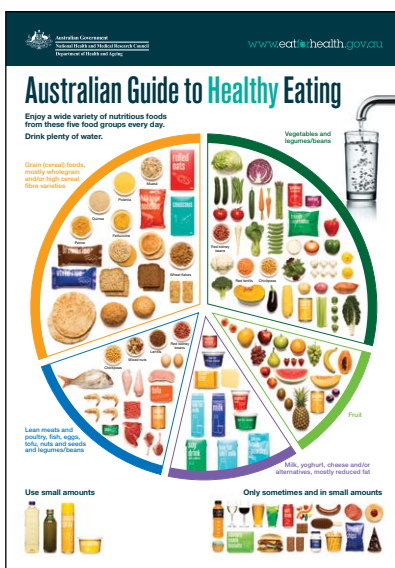
Focus inquiry

- List the Five Food Groups:
 - > Vegetables and legumes/beans
 - > Fruit
 - > Grain (cereal) foods
 - > Lean meats and poultry, fish, eggs
 - > Milk, yoghurt, cheese and/or alternatives
- Each child is provided with a blank copy of AGHE with section labels removed.
- Children label the 5 sections according to the proportion they think each food group should occupy on the chart and discuss their choices. Next, provide a copy of the complete AGHE for each group to compare and adjust their original responses.
- In groups of 3, investigate reasons why:
 - > some shapes appear larger than others? The difference in shape sizes represents the recommended proportion of each food group to be eaten.
 - > *discretionary foods* are **not** included in the circle and other ways to describe these foods (eg special occasion food, eat in small amounts)

- > *drinking water* is emphasised
- > *eating a variety of foods every day* is stated.

Further inquiry

- Children maintain a food diary of their own eating habits over a 3 day period including at least one day over the weekend.
- On a blank copy of AGHE, record the foods eaten according to the Five Food Groups (page 18).
- Discuss the outcomes within your group and develop a spreadsheet to represent your food consumption over the survey period.
- Draw conclusions about your eating habits based on the survey and set personal goals for improving your own eating habits.



The Australian Guide to Healthy Eating.

Australian Curriculum exemplar links

English: Literacy: Interpreting, analysing, evaluating [ACELY1722, ACELY1692, ACELY1703] **Language:** Language for interaction [ACELA1476, ACELA1498]
Maths: Statistics and Probability: Data representation and interpretation [ACMSP069, ACMSP070, ACMSP120, ACMSP118]

General Capabilities

Literacy, Critical and creative thinking, Numeracy, Personal and social competence

Websites to support inquiry

Healthy eating lesson plans NSW Health
<http://www.goodforkids.nsw.gov.au/primary-schools/nutrition/teaching-resources-links/>

Australian Guide to Healthy Eating

https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n55i_australian_guide_to_healthy_eating.pdf

Healthy Eating for Children Poster (Dietary Guidelines of most relevance to children)

www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n55f_children_brochure.pdf

Eat for Health, Food Balance game for 4 - 13 year olds

www.eatforhealth.gov.au/nutrition-calculators/food-balance

It's crunch time! 1



Understands the importance of eating a variety of fruit and vegetables and identifies strategies to increase the consumption of a variety of fruit and vegetables.

Prior knowledge and lesson preparation

- In groups of 3–4 children discuss their own fruit and vegetable consumption patterns and make generalisations about the amount of fruit and vegetables that should be consumed for their age group each day for good health. Share in a class discussion.

Focus inquiry

Reminder: Revisit correct hand washing procedures before handling food.

- Using a variety of fresh and dried fruit and vegetables, kitchen scales, tablespoons and measuring cups, in groups of 3–4, children apply the information regarding daily recommended serves of fruit and vegetables and serve sizes and prepare a plate of food that represents this information for their age group using the fruit and vegetables provided.
- Once completed, children can move from plate to plate to assess and compare each others' plates.
- Promote discussion in the class by posing guidance questions eg;
 - > Does the amount of vegetables differ if they are cooked or raw?
 - > Were you surprised by the amount of fruit and vegetables on the plate?
 - > Was the amount of fruit and vegetables more or less than what you thought it would be?
 - > How does this compare with what you would normally eat daily?
 - > Why do you think it is recommended that serves change according to age?

Further inquiry

- Photographing the plates of food and displaying around the classroom is a great visual reminder to children and could provide a valuable source of discussion with parents.
- Follow up lessons should centre on the benefits of eating a variety of fruit and vegetables.

Age of child (years)	Fruit (serves per day)	Vegetables (serves per day)
2 – 3	1	2.5
4 – 8	1.5	4.5
9 – 11	2	5
12 – 18	2	Girls 5 Boys 5.5

Australian Curriculum exemplar links

English: Literacy: Interacting with others, Interpreting, analysing, evaluating, Creating texts [ACELY1676, ACELY1677, ACELY1678, ACELY1682, ACELY1700]

Language: Language for interaction [ACELA1476, ACELA1488, ACELA1489]

Maths: Measurement and Geometry: Using units of measurement [ACMMG084, ACMMG108] **Statistics and Probability:** Data representation and interpretation [ACMSP118]

General Capabilities

Literacy, Critical and creative thinking, Numeracy, Personal and social competence, ICT competence

Websites to support inquiry

Resources, ideas and all the information to become a **Crunch and Sip®** school
www.crunchandsip.com.au

Promoting fruit and vegetable consumption with all the information, facts and recipes
www.gofor2and5.com.au

Eat for Health, Food Groups
www.eatforhealth.gov.au/food-essentials

A game to learn about food groups
www.eatforhealth.gov.au/nutrition-calculators/food-balance

It's crunch time! 2



Understands the importance of eating a variety of fruit and vegetables and identifies strategies to increase the consumption of a variety of fruit and vegetables.

Prior knowledge and lesson preparation

- Through class discussion, revise colours of the rainbow and recommended intake of fruit and vegetables from earlier activities. Children provide examples of fruit and vegetables for each colour.
- Consider the proposition that if we know that fruit and vegetables are an excellent source of nutrients and highly beneficially to our health, why is it that many people do not eat the recommended amount? What strategies can we put in place to increase the consumption of fruit and vegetables, in our classroom, at our school, at home, in our community?

Focus inquiry

Scenario: *The School's Governing Council is looking for a student to help plan and launch a campaign to promote the consumption of vegetables and fruit in the school community. The person chosen will need to show that s/he understands the benefits of eating vegetables and fruit as well as describe ways to increase fruit and vegetable consumption.*

- Children prepare a written or multimedia presentation to the class as an application for this important role and refer to the *Crunch and Sip*[®] and *Go for 2 and 5*[®] websites for extra ideas. www.gofor2and5.com.au, www.crunchandsip.com.au

- The class provides feedback by:
 - > identifying really effective ideas
 - > deciding which of these can be actioned in class
 - > promoting ideas via the assembly and newsletter.

Appetiser!

Why eat the rainbow?

By eating fruit and vegetables of a variety of different colours, we can enjoy a range of health benefits. Each different colour fruit and vegetable contains unique nutrients that are essential to our health. They are also *whole* foods that have not been processed and as a result, are high in fibre, vitamins and minerals. Fruit and vegetables also have the unique ability to stimulate our senses, because of their taste, smell, colour and texture.

Visit the Central Market to purchase exotic fruit/vegetables for a special tasting eg custard apple, star fruit, rambutans, jackfruit, broccolini, okra.

The *Eating a Rainbow with Fruit and Vegetables* posters and parent handout are available in the Teaching support materials section of this kit. The Manual and curriculum materials are available at www.sahealth.sa.gov.au

(Continued on page 27)

Australian Curriculum exemplar links

English: Literacy: Texts in context, creating texts, Interacting with others, Interpreting, analysing, evaluating [ACELY1676, ACELY1677, ACELY1762, ACELY1678, ACELY1682, ACELY1700] **Language:** Language for interaction [ACELA1476, ACELA1488, ACELA1489]

Maths: Measurement and geometry: Using units of measurement [ACMMG084, ACMMG108] **Statistics and probability:** Data representation and interpretation [ACMSP118]

General Capabilities

Literacy, Critical and creative thinking, ICT competence, Numeracy, Personal and social competence

Websites to support inquiry

Resources, ideas and all the information to become a *Crunch and Sip*[®] school
www.crunchandsip.com.au

Promoting fruit and vegetable consumption with all the information, facts and recipes
www.gofor2and5.com.au

About healthy eating
www.eatforhealth.gov.au/food-essentials

Further inquiry

- The *Crunch and Sip*® strategy is a great way to encourage children to eat more vegetables and fruit. The website provides teachers with excellent information and resources.
- It is also very important that the message reaches the parents. The class could create a brochure for parents entitled *Tips for Parents* which could include:
 - > setting a good example by choosing to eat more fruits and vegetables yourself
 - > involving children in the shopping, preparation and cooking of vegetables and fruit
 - > adding extra vegetables into soups, casseroles, and pasta sauces
 - > adding sliced fruit to unsweetened cereal
 - > asking children to select vegetables and fruit for their snacks when shopping
 - > buying fresh vegetables and fruit in season – they are cheaper and taste better!
 - > cutting up vegetables and fruit and having them available as a ready snack
 - > growing vegetables and fruit in the garden and involving children in the activities.



A closer look at the Australian Guide to Healthy Eating



Evaluates eating choices and recommends changes to improve intake using *The Australian Guide to Healthy Eating* (AGHE).

Prior knowledge and lesson preparation

- In groups of 3–4, students draw on their understanding of *The Australian Guide to Healthy Eating* (AGHE) to discuss for whom the AGHE is intended and why? Share with the class.

Focus inquiry

- In groups of 3–4, students discuss one of the following question cards.
 - > **CARD 1** Explain how foods are grouped in the AGHE. Why are foods grouped in this way?
 - > **CARD 2** Provide examples of ways the AGHE can be used to help select nutritious food.
 - > **CARD 3** Provide examples to explain where processed foods such as muesli bars or biscuits fit within this guide.
 - > **CARD 4** Does the AGHE provide information as to how much a person should eat? Explain your answer.
 - > **CARD 5** What are the key messages promoted in the AGHE? List and display in the class.
- Groups present a summary of their discussion to the class.
- General discussion: Is the AGHE a useful food selection guide? Why?

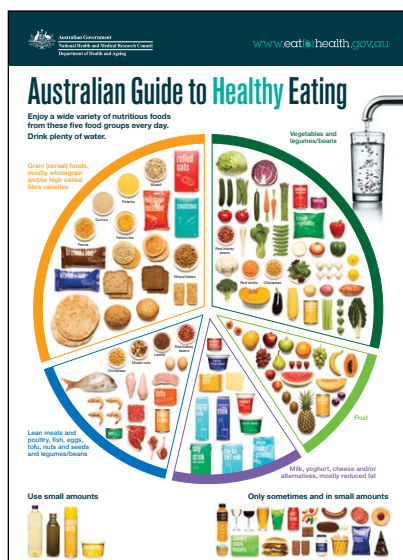
Applying the AGHE

- In pairs students record the foods eaten by *Ima Foodlover* (see page 29) within the appropriate food groups on the blank AGHE on page 30, and respond to these questions:
 - > Is the quality and quantity of food eaten by *Ima Foodlover* cause for concern? Explain.

- > If *Ima Foodlover* continues to eat these foods, and in these amounts, what immediate health problems could s/he face?
- In the right-hand column of the proforma provided on page 29, children record the foods that they eat in a typical day, and place these on the AGHE.
- Students discuss and respond to these questions:
 - > How do your menu choices compare to *Ima Foodlover*'s?
 - > Are there food groups that you could eat more or less of to make your menu choices healthier? Explain your answer.
 - > How could changes to your menu choices improve your health?
- Student partners join with others to discuss responses.

Further inquiry

- Based on your acquired understanding, set goals to make healthier eating choices.



The Australian Guide to Healthy Eating.

Healthy take-away!

Use the AGHE as a guide to improving family eating choices and to set family goals for long term health benefits.

Australian Curriculum exemplar links

English: Literature: Responding to literature, Creating literature, Interpreting, analysing, evaluating [ACELT1614, ACELT1625, ACELY1723]

Maths: Statistics and probability: Data representation and interpretation [ACMSP069]

General Capabilities

Literacy, Critical and creative thinking, Numeracy, Personal and social competence

Websites to support inquiry

Healthy eating Lesson Plans

<http://www.goodforkids.nsw.gov.au/primary-schools/nutrition/teaching-resources-links/>

Excellent site for Teachers, Parents, Children

www.healthy-kids.com.au

Go for 2 and 5, Food Groups

www.gofor2and5.com.au/HealthEating/tabid/65/Default.aspx

Healthy Eating for Children Pamphlet

https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n55f_children_brochure.pdf

Healthy Eating Game for Kids

www.eatforhealth.gov.au/nutrition-calculators/food-balance

Name	Age
<p>Breakfast</p>	<p>Name Ima Foodlover</p> <p>Age 12</p>
<p>Morning Recess</p>	<p>Breakfast</p> <ul style="list-style-type: none"> 3 rashers of bacon 2 eggs and 1 tomato (fried) Cup of tea with milk and 2 sugars 2 pieces of brown toast Butter Jam
<p>Lunch</p>	<p>Morning Recess</p> <ul style="list-style-type: none"> 1 slice of cheesecake 1 can of soft drink
<p>After School Snack</p>	<p>Lunch</p> <ul style="list-style-type: none"> Fried fish and chips (with salt) Large chocolate milk 2 donuts
<p>Dinner</p>	<p>After School Snack</p> <ul style="list-style-type: none"> Muffin Chocolate bar <p>Dinner</p> <ul style="list-style-type: none"> 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



Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.



Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties

Vegetables and legumes/beans

Lean meats, and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans

Fruit

Milk, yoghurt, cheese and/or alternatives, mostly reduced fat

Use small amounts



Only sometimes and in small amounts



Taking the right bite!

Classifies food and drink choices on the school canteen (or local shop) menu and makes recommendations for nutritious food and drink choices using the Right Bite policy as a guide.



Prior knowledge and lesson preparation

- Students collect a variety of pictures of food and drinks from magazines to be later classified using the *Right Bite Food and Drink Spectrum*. Refer Teaching support materials section of this kit.
- In groups of 3, students discuss food and drinks that are usually available from a school canteen.
- Revisit the Five Food Groups of *The Australian Guide to Healthy Eating* (AGHE).

Focus inquiry

- Introduce and discuss the *Right Bite Food and Drink Spectrum* as the South Australian model to help school canteens to promote healthy eating by classifying food into 3 categories according to their nutritional value.
 - > **Green – Choose Plenty.**
 - > **Amber – Select Carefully.**
 - > **Red – Occasionally.**
- Working with a partner, students are provided with a copy of the *Right Bite Food and Drink Spectrum*. Students place each magazine picture in the most appropriate colour group, offering reasons for their choices.
- Afterwards, inform students that school canteens[†] use the *Right Bite Food and Drink Spectrum* to help plan the canteen menu so that only healthy choices are provided (**Important: Red category items are not permitted to be sold in SA Government school canteens and vending machines**).
- Provide each pair with a copy of the school canteen menu (or local shop menu) to consider changes that could be made to the school canteen menu to provide even healthier options for children and **Green up** the menu?

- To assist with this investigation view Chapter 2 of the *Right Bite Next Step Workshop DVD* entitled *Greening Up the Menu* and carefully note the Greening Strategy presented. (*10min 20sec into DVD available via the canteen or Resource Centre*).
- After viewing, in groups reflect on and summarise the process. Alternatively, refer to the *Greening Up the Menu Fact Sheet* on the Right Bite website www.decd.sa.gov.au/rightbite
- Prepare a summary of recommendations for **Greening up** the Canteen Menu for the school Canteen Sub-committee and Student Representative Council.
- Where appropriate, the Canteen Manager could be invited to lead or participate in this inquiry.

Further inquiry

- With a partner, students explore the Right Bite website to learn more about how schools and preschools can promote healthy canteen options and support whole school approaches to healthy eating. Make recommendations to the class about the most helpful sections of the website.
- Research healthy lunchbox ideas from the Right Bite website to plan a healthy lunchbox menu for a week and share findings.
- Use the *Food and Drink Spectrum* to plan a class *Healthy Pizza* or *Wrap Day*. Students brainstorm ingredients for the toppings eg lean meats, low fat cheese and a variety of delicious vegetables such as tomatoes, capsicum, mushrooms etc.
- Publish recipes in the class/school newsletter and offer for inclusion on the canteen menu.

Healthy take-away!

Encourage children to use this knowledge to assist their parents to prepare their lunch boxes.

Hold a parents forum at school led by students to demonstrate how to make lunch boxes more nutritious by *Greening up* the menu.

Australian Curriculum exemplar links

English: Literacy: Interpreting, analysing, evaluating, Creating texts [ACELY1713, ACELY1725, ACELY1723]

Maths: Statistics and probability: Data representation and interpretation [ACMSP169]

General Capabilities

Literacy, Critical and creative thinking, Personal and social competence

Websites to support inquiry

NSW Healthy Kids

www.healthy-kids.com.au

Australian Dietary Guidelines

www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n55_australian_dietary_guidelines_130530.pdf

Australian Dietary Guidelines Summary

www.eatforhealth.gov.au/guidelines

Right Bite website

www.decd.sa.gov.au/rightbite



[†]**Important:** A canteen is considered any food service endorsed by a school or preschool for children's consumption including outsourced services provided by a company, local bakery, deli or roadhouse.

It's crunch time!



Communicates to others the importance of including a variety of fruit and vegetables as part of healthy eating and identifies strategies to increase the consumption of a variety of fruit and vegetables.

Prior knowledge and lesson preparation

- In groups of 4, students share their understanding of the positive benefits of fruit and vegetable consumption and recommended levels of consumption.

Focus inquiry

- With a partner, students create a presentation to inform others about the importance of including a variety of fruit and vegetables in our diet.
- Students discuss, identify and outline the strategies that they will use to guide their inquiry.
- Inquiry guidelines include:
 - > Developing inquiry questions to help with their planning.
 - > Determining the first step in this task. What do students already know?
 - > What further knowledge will they require?
 - > How can they make connections with what they already know?
 - > Where will they access this information?
 - > What questions do they need to ask others?
 - > How will they present their findings to others?
- Students will need to maintain an *Evidence of Learning folder* (hard copy or electronic) to document their inquiry including planning, strategies and ongoing work.

- Students collaborate with other student pairs and provide constructive feedback for improvement before presentations are made to the class.

Further inquiry

- Children may present results of their inquiry to other classes, at the school assembly or invite parents to an information evening about the role of fruit and vegetables in healthy eating.
- After the presentation allow children time to reflect on their presentations. They can construct a PMI (Plus, Minus, Interesting) Chart to assist with their reflection.

Healthy take-away!

Set a family challenge to see who can eat extra serves of fruit and vegies in a week. Set up a family *fruit & veg* chart. Stars get awarded for the number of extra fruit or veg each day, and for trying new fruit & veg.

Australian Curriculum exemplar links

English: Literacy: Texts in context, Creating texts, Interacting with others, Interpreting, analysing, evaluating [ACELY1710, ACELY1713, ACELY1714, ACELY1720, ACELY1804, ACELY1725]

Language: Expressing and developing ideas [ACELA1525]

General Capabilities

Literacy, critical and creative thinking, ICT competence, Personal and social competence

Websites to support inquiry

Resources, ideas and all the information to become a *Crunch and Sip*® school
www.crunchandsip.com.au

Promoting fruit and vegetable consumption with all the information, facts and recipes

www.gofor2and5.com.au

Interactive activities on fruit and vegetables healthy-kids.com.au/teachers/teaching-resources/

Video presentation on eating a rainbow of vegetables

www.squidoo.com/eat-a-rainbow

Food Groups information

www.eatforhealth.gov.au/food-essentials

Case Study

Redwood Park Primary School vegetable garden



The vegetable garden at Redwood Park Primary School was created by School Support Officers Wendy and Julie and Year 4/5 students Tayla, Jade, Luke, Diana and Ryan.

“To make this garden we have to work together, talk to each other and help each other.”
– Tayla

Through creating the garden and during follow up language activities the students have developed their knowledge of planting and caring for vegetables and their understanding of the health benefits of a variety of vegetables. They have used their produce during cooking lessons.

The five students involved in creating and maintaining the vegetable and flower gardens have worked together to develop their communication and problem solving skills and confidence.

“We put cow poo in the soil to help the plants grow.”
– Diana

The students' strength and persistence have increased over the time they have been working in the garden.

“We need to watch for snails and slugs in the garden.”
– Ryan

“The spinach is growing better than everything else. Spinach is good for your eyes.”
– Luke

“We planted spinach, cabbage, bok choy, radish, parsley, basil, onions and two types of flowers in our garden.” – Jade



