



# Healthy eating

Curriculum Kit for  
South Australian Primary Schools

Second edition / Revised 2013

# Acknowledgements

The Department for Health and Ageing (SA Health) and the Department for Education and Child Development (DECD) have collaborated to develop the *Healthy Eating Curriculum Kit for South Australian Primary Schools, second edition*.

Sections of this resource have been reproduced and adapted from the first edition of the *Healthy Eating Curriculum Kit for South Australian Primary Schools* 2007 and from and with permission of the *Go for 2 and 5®* campaign, State of Western Australia. Production of this resource was funded by the Department for Health and Ageing (SA Health).

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ISBN: 978-1-74243-513-8

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The more fruit  
and vegies you eat,  
the more they'll eat.



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A separate section of Teaching support materials are provided as a supplement to this kit.



# Introduction

This teacher resource kit is a collaboration between the South Australian Department for Health and Ageing (SA Health) and the Department for Education and Child Development (DECD). The teaching and learning activities in this document have been designed to promote positive attitudes towards healthy eating and fruit and vegetables among primary school-aged children and to reinforce the healthy eating message across the curriculum. This kit promotes the South Australian *Go for 2 and 5*® campaign which aims to increase the fruit and vegetable consumption of South Australians.

This kit was originally produced by the Health Department of Western Australia as part of the *Fruit 'n' Veg Eat It* campaign, and then modified by SA Health. Further modifications have been made in this second version to encourage and promote a cross-curricular approach to nutrition education. Exemplar links are provided to align teaching and learning themes with *Australian Curriculum* Phase 1 priorities *English, Mathematics, Science and History, General Capabilities, Cross Curriculum Perspectives* and domains within the *South Australian Teaching for Effective Learning Framework*. These links are intended as a guide only for teachers and may be adapted for varied age groups and specific learner needs. Activities described may contribute to the learning outcomes for learning areas other than Health and Physical Education.

Lesson activities have been grouped within six themes. These include:

- *Healthy choices*
- *Food labelling*
- *Food preparation*
- *Growing food*
- *Media*
- *Cultural, religious, spiritual influences*

Themes are presented in three sections:  
Years Reception–2, Years 3–5 and Years 6–7.

The inquiry focus presented within specific themes provides opportunities for developing practical food skills related to selection, growing, storage, preparation, cooking, serving and promotion of healthy food and hence align with the *Eat Well SA Schools and Preschools Healthy Eating Guidelines* (DECD).

Apart from the activities presented within the theme *Cultural, religious, spiritual influences*, teachers are encouraged to seek opportunities to increase multi-cultural awareness across all other themes and activities. Information regarding healthy eating is outlined in the section *Background nutrition information for teachers*. Further information is available from the *Go for 2 and 5*® website at [www.gofor2and5.com.au](http://www.gofor2and5.com.au)

An open ended inquiry focus is generally described as activities may represent part of a lesson or be ongoing, requiring several days for completion. 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 *Eat Well SA Schools and Preschools Healthy Eating Guidelines* (DECD).

## Healthy take-away!

Healthy take-away ideas in this kit are activities that students complete outside the classroom, usually at home. The aim of Healthy take-away is to encourage family discussion, involvement and positive reinforcement of the child's nutrition education in the home environment. These activities are ideal for students to complete in their personal time or as homework, to reinforce key messages from classroom activities and relate to multiple curriculum objectives.

In this third edition, information has been updated in line with the new Australian Dietary Guidelines and the *Australian Guide to Healthy Eating* (NHMRC, 2013).

## Whole of school approaches

Increasing students' healthy eating awareness, knowledge and skills through the curriculum is of critical importance and is more likely to be effective if these messages are complemented and reinforced by practices in the wider school environment, including families and the local community. The Health Promoting Schools Framework is a useful tool to ensure this integration occurs meaningfully.

Reinforcement of complementary healthy eating messages across the school community is enhanced through:

- **School ethos and policies** – Make sure the school culture values healthy eating and that this is reflected through school policies.
- **Food supply** – Make sure that food supplied through the school canteen (or food supplier) and vending machines aligns with the department's guidance:
  - > [www.education.sa.gov.au/schools-and-educators/grounds-buildings-and-facilities/canteens-and-food-supply-schools-and-preschools](http://www.education.sa.gov.au/schools-and-educators/grounds-buildings-and-facilities/canteens-and-food-supply-schools-and-preschools)
- **Physical environment** – Make sure the school's physical environment actively supports healthy eating for example by providing:
  - > cool, clean and well positioned drinking water taps
  - > formal classroom fruit, vegetable and water breaks (eg *Crunch and Sip*®)
  - > edible school gardens
  - > shared cooking and/or eating events.
- **Student advocacy** – Ensure student voice actively empowers students to have a say about and participate in the management of key healthy eating initiatives eg by conducting a drinking water audit or through canteen committee involvement regarding menu and promotions
- **Staff support** – Ensure staff have access to professional development opportunities related to healthy eating and are encouraged to act as positive role models in healthy eating
- **Links to other key school and community activities** – eg link healthy lunchboxes with healthy environment activities through school wrapper free lunchbox days



# Background nutrition information for teachers

## Healthy eating for children

The *Australian Dietary Guidelines* (the *Guidelines*) and the *Australian Guide to Healthy Eating*<sup>1</sup> give advice on eating for health and wellbeing, and apply to all healthy Australian children and adults, as well as those with common health conditions such as being overweight. The *Guidelines* do not apply to people who need special dietary advice for a medical condition, or to the frail elderly. Following the dietary patterns recommended in the *Guidelines* will also help reduce our risk of chronic health problems such as heart disease, type 2 diabetes, some cancers and obesity. We may also feel better, look better, enjoy life more and live longer!

The *Australian Dietary Guidelines* are:

### Guideline 1

**To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs.**

- Children and adolescents should eat sufficient nutritious foods to grow and develop normally. They should be physically active every day and their growth should be checked regularly.
- Older people should eat nutritious foods and keep physically active to help maintain muscle strength and a healthy weight.

### Guideline 2

**Enjoy a wide variety of nutritious foods from these five groups every day:**

- plenty of vegetables, including different types and colours, and legumes/beans
- fruit
- grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley
- lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
- milk, yoghurt, cheese and/or their alternatives, mostly reduced fat (reduced fat milks are not suitable for children under the age of 2 years).

And drink plenty of water.

.....  
<sup>1</sup> The *Australian Dietary Guidelines* were revised in 2013 by the National Health and Medical Research Council. The recommendations are based on scientific evidence, developed after looking at good quality research. See [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au) for further information and resources for educators and children.

## Guideline 3

**Limit intake of foods containing saturated fat, added salt, added sugars and alcohol.**

- a. Limit intake of foods high in saturated fat such as many biscuits, cakes, pastries, pies, processed meats, commercial burgers, pizza, fried foods, potato chips, crisps and other savoury snacks.
  - Replace high fat foods which contain predominantly saturated fats such as butter, cream, cooking margarine, coconut and palm oil with foods which contain predominantly polyunsaturated and monounsaturated fats such as oils, spreads, nut butters/ pastes and avocado.
  - Low fat diets are not suitable for children under the age of 2 years.
- b. Limit intake of foods and drinks containing added salt.
  - Read labels to choose lower sodium options among similar foods.
  - Do not add salt to foods in cooking or at the table.
- c. Limit intake of foods and drinks containing added sugars such as confectionary, sugar-sweetened soft drinks and cordials, fruit drinks, vitamin waters, energy and sports drinks.
- d. If you choose to drink alcohol, limit intake. For women who are pregnant, planning a pregnancy or breastfeeding, not drinking alcohol is the safest option.

## Guideline 4

**Encourage, support and promote breastfeeding.**

## Guideline 5

**Care for your food; prepare and store it safely.**

Foods which do not fit within the Five Food Groups outlined in Guideline 2 are regarded as '*discretionary choices*' because they are not an essential part of healthy dietary patterns. If chosen, these foods should be eaten only sometimes or in small amounts. Most Australians consume too many discretionary choices instead of choosing foods from the Five Food Groups. Examples of discretionary choices include:

- most sweet biscuits, cakes, desserts and pastries; processed meats and sausages; ice-cream and other iced confections; confectionary and chocolate; savoury pastries and pies; commercial burgers; commercially fried foods; potato chips, crisps and other fatty and/or salty snack foods; cream, butter and spreads which are high in saturated fat; sugar sweetened soft drinks and cordials, sports drinks and energy drinks and alcoholic drinks.



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

Increasing vegetable, legumes/beans and fruit intake is an important dietary change to promote health and reduce the risk of diet-related diseases.

A diet high in vegetables, legumes/beans and fruit decreases the risk of chronic conditions such as:

- cardiovascular disease
- hypertension (high blood pressure)
- stroke
- some cancers.

Eating more fruit and vegetable can also assist in;

- maintaining a healthy weight
- reducing the risk of constipation.

Diets high in vegetables, legumes/beans and fruit provide many of the essential nutrients needed for good health. As a group, they are rich in;

- vitamins eg vitamin C, vitamin A, folate
- minerals eg potassium
- phytochemicals (plant chemicals)
- fibre
- and other bioactive compounds.

They are also low in fat, sodium (salt) and energy (kilojoules).

To ensure these nutrients are included in the diet, children and adults are encouraged to eat a wide variety of fruit and vegetables.

## How much fruit and vegetables are children eating?

The 2007 Australian National Children's Nutrition and Physical Activity Survey found that;

- around 40% of 4-8 year olds and half of 9-13 year olds did not eat enough fruit (excluding fruit juice)
- 97% of 4-8 year olds and 98% of 9-13 years olds did not eat enough vegetables (excluding potatoes).

These figures show that children are not eating enough fruit and vegetables. Poor eating habits may mean children don't get the appropriate nutrition they need for growth and development and are at risk of the conditions listed above. In addition, this raises concerns for the development of poor eating habits that will last into adulthood. Children with appropriate nutrition have improved cognitive development, attention span, work capacity, classroom behaviour and attendance at school.

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

Adults are encouraged to have 2 serves of fruit and 5 or more serves of vegetables every day. The amount children and adolescents should eat depends on their age, appetite and activity levels (see Table 1). The number of serves in the table provides the nutrients and energy needed for all children and adolescents of average height with sedentary to moderate activity levels. Additional serves of these or the other food groups may be needed by children or adolescents who are taller, more active or in the higher end of a particular age band, to meet additional energy requirements.

The emphasis in education should be on variety with younger children - in terms of types, colours and raw and cooked.

**Table 1**  
**Recommended average daily number of serves of fruit and vegetables for children and adolescents from the Australian Dietary Guidelines**

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

## What's a serve?

### What is a serve of vegetables?

A standard serve is about 75g (100–350kJ) or:

- ½ cup cooked green or orange vegetables (for example, broccoli, spinach, carrots or pumpkin)
- ½ cup cooked dried or canned beans, peas or lentils (preferably with no added salt)
- 1 cup green leafy or raw salad vegetables
- ½ cup sweet corn
- ½ medium potato or other starchy vegetables (sweet potato, taro or cassava)
- 1 medium tomato



### What is a serve of fruit?

A standard serve is about 150g (350kJ) or:

- 1 medium apple, banana, orange or pear
- 2 small apricots, kiwi fruits or plums
- 1 cup diced or canned fruit (no added sugar)

Or only occasionally:

- 125ml (½ cup) fruit juice (no added sugar)
- 30g dried fruit (for example, 4 dried apricot halves, 1½ tablespoons of sultanas)



The Eat for Health food labels graphic is reprinted with permission from the National Heart and Medical Research Council (NHMRC).



## Recommended nutrition reading to inform curriculum activities

Teachers are strongly encouraged to read the *Eat for Health Educator Guide*. This booklet is available online at [www.eatforhealth.gov.au/guidelines](http://www.eatforhealth.gov.au/guidelines) , In particular the booklet provides further information on;

- the evidence base used to develop the national nutrition guidelines
- the messages depicted on *the Australian Guide to Healthy Eating*
- how to adapt the Guide for a variety of social and cultural influences
- each of the food groups
- serve sizes of the food groups
- the number of serves required at different ages and life stages
- fat, salt, sugar and fibre
- food labels.

The Eat for Health Educator Guide booklet is available online at <http://www.eatforhealth.gov.au/guidelines>

## Food labels: what do they mean?

Read ingredients lists and nutrition information panels to compare the nutritional content of packaged foods. The information can be used to choose between seemingly similar foods such as breakfast cereals, crispbread, yoghurt and pre-prepared meals.

### Nutrition Information Panel

All packaged foods (with some minor exceptions) must display a Nutrition Information Panel. They contain information about the nutrient levels of a product, per serve and per 100g. Check whether the stated serving size corresponds to what you are likely to eat as some serve sizes are unrealistic. Use the information on the following page as a guide to understanding the different components of food labels.



# HOW TO UNDERSTAND FOOD LABELS

## What to look for...

Don't rely on health claims on labels as your guide. Instead learn a few simple label reading tips to choose healthy foods and drinks, for yourself. You can also use the label to help you lose weight by limiting foods that are high in energy per serve.

Nutrition Information			
Servings per package – 16 Serving size – 30g (2/3 cup)			
	Per serve	Per 100g	
<b>Energy</b>	432kJ	1441kJ	
<b>Protein</b>	2.8g	9.3g	
<b>Fat</b>			
Total	0.4g	1.2g	
Saturated	0.1g	0.3g	
<b>Carbohydrate</b>			
Total	18.9g	62.9g	
Sugars	3.5g	11.8g	
<b>Fibre</b>	6.4g	21.2g	
<b>Sodium</b>	65mg	215mg	
<b>Ingredients:</b> Cereals (76%) (wheat, oatbran, barley), psyllium husk (11%), sugar, rice, malt extract, honey, salt, vitamins.			
<b>Ingredients</b> ▲ Listed from greatest to smallest by weight. Use this to check the first three ingredients for items high in saturated fat, sodium (salt) or added sugar.			

**Total Fat ▶**  
Generally choose foods with less than **10g per 100g**.  
For milk, yogurt and icecream, choose less than **2g per 100g**.  
For cheese, choose less than **15g per 100g**.

**Saturated Fat ▶**  
Aim for the lowest, per 100g.  
**Less than 3g per 100g is best.**

**Other names for ingredients high in saturated fat:** Animal fat/oil, beef fat, butter, chocolate, milk solids, coconut, coconut oil/milk/cream, copha, cream, ghee, dripping, lard, suet, palm oil, sour cream, vegetable shortening.

**Fibre ▶**  
Not all labels include fibre.  
Choose breads and cereals with **3g or more per serve**

**◀ 100g Column and Serving Size**  
If comparing nutrients in similar food products **use the per 100g column**. If calculating how much of a nutrient, or how many kilojoules you will actually eat, use the per serve column. But check whether your portion size is the same as the serve size.

**Energy**  
Check how many kJ per serve to decide how much is a serve of a 'discretionary' food, which has 600kJ per serve.

**Sugars**  
Avoiding sugar completely is not necessary, but try to avoid larger amounts of added sugars. If sugar content per 100g is more than 15g, check that sugar (or alternative names for added sugar) is not listed high on the ingredient list.

**Other names for added sugar:** Dextrose, fructose, glucose, golden syrup, honey, maple syrup, sucrose, malt, maltose, lactose, brown sugar, caster sugar, maple syrup, raw sugar, sucrose.

**◀ Sodium (Salt)**  
Choose lower sodium options among similar foods. **Food with less than 400mg per 100g are good, and less than 120mg per 100g is best.**

**Other names for high salt ingredients:** Baking powder, celery salt, garlic salt, meat/yeast extract, monosodium glutamate, (MSG), onion salt, rock salt, sea salt, sodium, sodium ascorbate, sodium bicarbonate, sodium nitrate/nitrite, stock cubes, vegetable salt.

The Eat for Health food labels graphic is reprinted with permission from the (NHMRC).

## Nutrient content claims – what do they really mean?

Nutrition content claims and health claims are voluntary statements made by food businesses on labels and in advertising about a food. A new food standard to regulate these claims became law in Australia and New Zealand on 18 January 2013. Food businesses in Australia and New Zealand have three years from 18 January 2013 to meet the requirements of the new Nutrition, Health and Related Claims Standard.

Nutrition content claims are claims about the content of certain nutrients or substances in a food, such as 'low in fat' or 'good source of calcium'. These claims will need to meet certain criteria set out in the Standard. Below are some common nutrition content claims that appear on food labels, and the new criteria they must meet under the Nutrition, Health and Related Claims Standard.<sup>2</sup>

### Low fat

Products should not contain more than 3g fat per 100g for solid foods, or more than 1.5g fat per 100ml for liquid foods.

### % Fat free

A product can only make this claim if the food meets the conditions for a nutrition content claim about low fat.

### Low sugar(s)

The food contains no more than 2.5g sugars per 100ml for liquid food; or 5g sugars per 100g for solid food.

### % Sugar free

A product can only make this claim if the food meets the conditions for a nutrition content claim about low sugar.

### Low salt or low sodium

The food contains no more than 120mg sodium per 100ml for liquid food, or 120mg sodium per 100g for solid food. Salt is a chemical compound containing sodium chloride.

### No added salt or sodium

The food and ingredients of the food contain no added sodium compound including no added salt (ie sodium chloride).

### Reduced or Light/Lite in energy or fat or saturated fat or salt or sugar(s)

The food contains at least 25% less of the nutrient stated (eg energy, fat, saturated fat, salt, or sugar) than in the same quantity of the reference food.

### No added sugar

The food contains no added sugar(s), honey, malt or malt extracts. Fruit and vegetable juices, non-alcoholic beverages and brewed soft drinks are allowed to contain concentrated fruit juice. Be aware that 'no added sugar' does not necessarily mean 'no sugar'; sugar can be naturally present in healthy foods and beverages, such as fruit and milk.

### Unsweetened

As above for 'no added sugar', and must not contain intense sweeteners, sorbitol, mannitol, glycerol, xylitol, isomalt, maltitol or lactitol.

### Good source of dietary fibre

A serving of the food contains at least 4g of dietary fibre.

### Excellent source of dietary fibre

A serving of the food contains at least 7g of dietary fibre.

### Increased source of dietary fibre

The food contains at least 25% more dietary fibre than in the same quantity of reference food. The reference food must contain at least 2g of dietary fibre per serving.



## Heart Foundation Tick

Foods with the Tick are healthier choices amongst foods of a similar type. Each food must meet strict Tick criteria for saturated fat, trans fat, salt, kilojoules, wholegrain and fibre, depending on the type of food.

The Tick is on some foods like margarine and oils which are high in the healthier polyunsaturated and monounsaturated fats.

Not all companies make use of the Tick even though their products may qualify. If you are unsure, read the Nutrition Information Panel for further information.

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<sup>2</sup> For more information about other nutrition content claims (eg low cholesterol, low energy, diet, etc), health claims, or the Nutrition, Health and Related Claims Standard, visit

<http://www.foodstandards.gov.au/consumer/labelling/nutrition/pages/default.aspx>





# Australian Guide to Healthy Eating

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

Drink plenty of water.

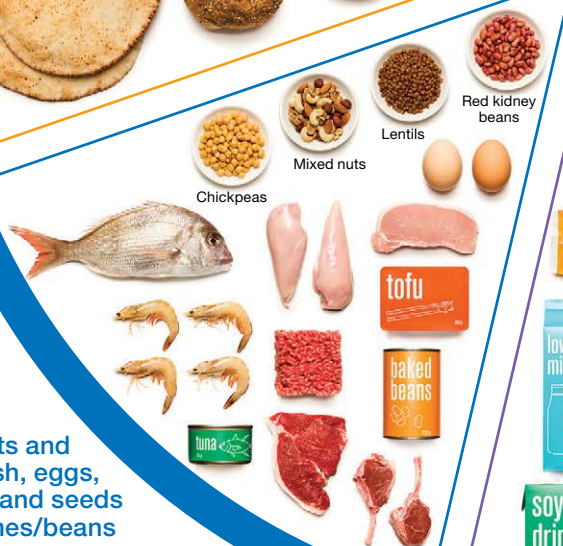
Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



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



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



Fruit



Use small amounts



Only sometimes and in small amounts



# Eat for health

## DIETARY GUIDELINES FOR ALL AUSTRALIANS

- 1 To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs
- 2 Enjoy a wide variety of nutritious foods from the Five Food Groups every day and drink plenty of water
- 3 Limit intake of foods containing saturated fat, added salt, added sugars and alcohol
- 4 Encourage, support and promote breastfeeding
- 5 Care for your food; prepare and store it safely

### Australian Guide to Healthy Eating

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



Australian Government  
National Health and Medical Research Council  
Department of Health and Ageing

For more information visit:

[www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)



# Healthy eating for children

TEACH YOUR CHILD HEALTHY HABITS FOR A HEALTHY LIFE



## WHAT ARE THE DIETARY GUIDELINES?

The *Australian Dietary Guidelines* provide up-to-date advice about the amount and kinds of foods that we need to eat for health and wellbeing. They are based on scientific evidence and research.

The *Australian Dietary Guidelines* of most relevance to children are included below:

### GUIDELINE 1:

To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs.

- Children and adolescents should eat sufficient nutritious foods to grow and develop normally. They should be physically active every day and their growth should be checked regularly.

### GUIDELINE 2:

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

- Plenty of vegetables of different types and colours, and legumes/beans
- Fruit
- Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley
- Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
- Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat (reduced fat milks are not suitable for children under the age of 2 years)

And drink plenty of water.

### GUIDELINE 3:

Limit intake of foods containing saturated fat, added salt, added sugars and alcohol.

- a. Limit intake of foods high in saturated fat such as many biscuits, cakes, pastries, pies, processed meats, commercial burgers, pizza, fried foods, potato chips, crisps and other savoury snacks.
  - Replace high fat foods which contain predominately saturated fats such as butter, cream, cooking margarine, coconut and palm oil with foods which contain predominately polyunsaturated and monounsaturated fats such as oils, spreads, nut butters/pastes and avocado.
  - Low fat diets are not suitable for children under the age of 2 years.
- b. Limit intake of foods and drinks containing added salt.
  - Read labels to choose lower sodium options among similar foods.
  - Do not add salt to foods in cooking or at the table.
- c. Limit intake of foods and drinks containing added sugars such as confectionery, sugar-sweetened soft drinks and cordials, fruit drinks, vitamin waters, energy and sports drinks.

### GUIDELINE 4:

Encourage, support and promote breastfeeding.

### GUIDELINE 5:

Care for your food; prepare and store it safely.

[www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)

Want more information about healthy eating?

[www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)

## FOODS TO LIMIT: DISCRETIONARY CHOICES

'Discretionary choices' are called that because they are not an essential or necessary part of our dietary patterns. Discretionary foods are high in kilojoules, saturated fat, added sugars, added salt, or alcohol. If chosen, they should be eaten only sometimes and in small amounts.

### Examples of discretionary choices include:

- Sweet biscuits, cakes and desserts
- Processed meats and sausages
- Ice-cream, confectionery and chocolate
- Meat pies and other pastries
- Commercial burgers, hot chips, and fried foods
- Crisps and other fatty and/or salty snacks
- Cream and butter
- Sugar-sweetened cordials, soft drinks and sports drinks.

It is also important to remember that young children (less than 3 years of age) can choke on hard foods. To prevent this from happening:

- Sit with them when they eat and don't give them hard foods such as popcorn, nuts, hard confectionery or crisps.
- Cook or grate hard fruit and vegetables to soften them.
- Remove all bones from fish or meat.



## ENCOURAGING HEALTHY HABITS

**Childhood is a time of learning. Children who grow up in families that enjoy a variety of nutritious foods from the Five Food Groups are more likely to make their own healthy choices as they get older.**

You can help by teaching your whole family to:

- Choose 'everyday foods' for home and school from the Five Food Groups.
- Save discretionary choices for special occasions.
- Provide a variety of types and colours of fresh vegetables and fruit that are in season.
- Enjoy reduced fat varieties of milk, yoghurt and cheese (once they are 2 years or older).
- Eat mainly wholegrain cereal foods and breads.
- Drink plenty of water instead of sugary drinks like cordial, energy drinks, sports drinks, fruit drinks, vitamin waters and soft drink.
- Eat a healthy breakfast every day.
- Learn about how foods are grown and where they come from.
- Try new foods and recipes – help with cooking and preparing foods and drinks too.
- Turn off the tv and computer at mealtimes – make this family time.
- Wash their hands before eating or cooking.
- Be physically active – play outside, walk the dog or run around at the local park.



The *Australian Dietary Guidelines* provide up-to-date advice about the amount and kinds of foods that we need to eat for health and wellbeing.

**For more information visit:**  
[www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)

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Publication Reference: N55f



**Australian Government**  
**National Health and Medical Research Council**  
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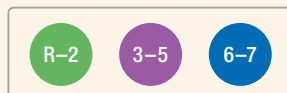
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# Curriculum themes and objectives












Lessons are presented in three levels of schooling – Years Reception–2, Years 3–5 and Years 6–7. Many of the lessons presented may be adapted to suit multiple levels of schooling. Coloured dots are provided to help guide the suitability of each topic presented.











Unit	Focus topics and outcomes	Year level guide
<b>Healthy choices</b>		
<i>The Australian Guide to Healthy Eating</i> Years Reception–2	<ul style="list-style-type: none"> <li>Develops an understanding of the five food groups within <i>The Australian Guide to Healthy Eating</i> and identifies <i>sometimes food</i> as food they eat sometimes (eg on special occasions or in small amounts).</li> </ul>	  
<b>Fruit and vegetables</b> Years Reception–2	<ul style="list-style-type: none"> <li>Is familiar with the importance of fruit and vegetables, is exposed to tasting opportunities and takes steps to increase the consumption of a variety of fruit and vegetables.</li> </ul>	 
<b>Breakfast</b> Years Reception–2	<ul style="list-style-type: none"> <li>Recognises the importance of eating a healthy breakfast everyday.</li> </ul>	  
<i>The Australian Guide to Healthy Eating</i> Years 3–5	<ul style="list-style-type: none"> <li>Analyses and evaluates own food and drink choices using <i>The Australian Guide to Healthy Eating</i>.</li> <li>Understands and interprets the key messages of <i>The Australian Guide to Healthy Eating</i> and the <i>Australian Dietary Guidelines</i>.</li> </ul>	 
<b>Fruit and vegetables</b> Years 3–5	<ul style="list-style-type: none"> <li>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.</li> </ul>	 
<i>The Australian Guide to Healthy Eating</i> Years 6–7	<ul style="list-style-type: none"> <li>Evaluates eating choices and recommends changes to improve intake using <i>The Australian Guide to Healthy Eating</i>.</li> </ul>	 
<b>Fruit and vegetables</b> Years 6–7	<ul style="list-style-type: none"> <li>Classifies food and beverage choices on the canteen (or local shop) menu and makes recommendations based on nutritious food and drink choices using the <i>Right Bite Healthy Food and Drink</i> policy as a guide.</li> <li>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.</li> </ul>	 
<b>Food labelling</b>		
<b>Food detective</b> Years Reception–2	<ul style="list-style-type: none"> <li>Considers the <i>Use by date</i> and the <i>Best before</i> date to decide if the food product is fit for human consumption.</li> </ul>	  
<b>Food packaging</b> Years Reception–2	<ul style="list-style-type: none"> <li>Understands why packaging is important in the transport and protection of food products and considers strategies to reduce/reuse/recycle food packaging.</li> </ul>	 
<b>Food detective</b> Years 3–5	<ul style="list-style-type: none"> <li>Applies information gathered from reading labels to make changes to improve eating habits.</li> </ul>	 
<b>Food packaging</b> Years 3–5	<ul style="list-style-type: none"> <li>Critically appraises packaging techniques.</li> </ul>	  
<b>Food detective</b> Years 6–7	<ul style="list-style-type: none"> <li>Analyses and compares the <i>Nutrition Information Panel</i>, the <i>Ingredients</i> list and compares food products within food groups.</li> </ul>	 
<b>Food preparation</b>		
<b>Food storage</b> Years Reception–2	<ul style="list-style-type: none"> <li>Understands how to keep food safe from harmful germs by storing it safely.</li> </ul>	 
<b>Hygiene and handling food</b> Years Reception–2	<ul style="list-style-type: none"> <li>Practices good hygiene when handling food.</li> </ul>	 
<b>Cooking and recipes</b> Years Reception–2	<ul style="list-style-type: none"> <li>With adult supervision can cook or prepare a simple healthy meal.</li> </ul>	 

<b>Food storage</b> Years 3–5	○ Identifies reasons why food spoils if not stored effectively.	 
<b>Hygiene and handling food</b> Years 3–5	○ Recognises the importance of preparing and cooking food safely and hygienically.	 
<b>Cooking and recipes</b> Years 3–5	○ With adult supervision can cook or prepare a healthy meal following a recipe.	 
<b>Food storage</b> Years 6–7	○ Understands the difference in the cost of processed and unprocessed foods and seasonal fruit and vegetables and how to budget for healthy food.	 
<b>Hygiene and handling food</b> Years 6–7	○ Investigates food safety and draws conclusions about how to minimise the spread of harmful bacteria.	 















### Growing food

<b>Sustainability</b> Years Reception–2	○ Understands the need for sustainability including water consumption and recycling wastes.	  
<b>School gardens – the science</b> Years Reception–2	○ Develops a positive attitude towards eating fresh produce that they have helped to grow. ○ Investigates the life cycles of edible plants and observes the natural influences on their growth.	 
<b>Seasonal and local availability</b> Years 3–5	○ Participates in the selection of edible plants to be grown in the garden, taking seasonal considerations into account.	 
<b>Foods – source to consumer</b> Years 3–5	○ Gains understanding of the journey fruit and vegetables go through to reach the consumer.	 
<b>School gardens – the science</b> Years 6–7	○ Investigates and reports on factors that influence the growth of plants in a school garden.	 

### Media

<b>Visual and print media advertising</b> Years Reception–2	○ Describes how television advertisements can influence food choices.	  
<b>Visual and print media advertising</b> Years 3–5	○ Identifies the different strategies used by the media to influence food choices.	  
<b>Visual and print media advertising</b> Years 6–7	○ Critically analyses media influences on food choices.	 

### Cultural, religious, spiritual influences

<b>Foods for special occasions</b> Years Reception–2	○ Discovers that food is part of traditional celebrations around the world and at home.	 
<b>Food from other countries</b> Years Reception–2	○ Links various foods that we eat to the influence of migrants.	 
<b>Indigenous Australian food and customs</b> Years Reception–2	○ Identifies traditional Indigenous bush tucker food.	 
<b>Foods for special occasions</b> Years 3–5	○ Reports on food celebrations around the world.	 
<b>Food from other countries</b> Years 3–5	○ Describes the origin of popular foods such as pasta, nachos, yiros and sushi.	 
<b>Indigenous Australian food and customs</b> Years 3–5	○ Explains changing food choices of Indigenous Australians over time.	 
<b>Food from other countries</b> Years 6–7	○ Plans and prepares cultural food using traditional recipes and cooking methods.	 
<b>Indigenous Australian food and customs</b> Years 6–7	○ Analyses food preparation customs and prepares traditional foods of Aboriginal and Torres Strait Islanders.	