



Linking healthy eating with general capabilities

Healthy Eating Snapshot

Healthy eating ideas described here may be adapted for multiple levels of schooling.

Although presented separately, the stated examples cross relate.

Literacy

English

- Construct procedural texts for menus and food preparation and apply in group cooking activities.
- Investigate and critically appraise food advertising *eg purpose, audience, marketing strategies.*
- Create healthy menu ideas based on *The Aust. Guide to Healthy Eating eg develop a healthy food recipe book.*

History

- Explore impact of changing lifestyle and food choice patterns and draw conclusions about trends.
- Investigate changing patterns of food production and consumption over time, drawing conclusions from historical texts, constructing reports or analytical texts *eg research past recipes and cooking instructions, past methods of raising stock and growing food, preparation, and storage.*

Mathematics

- Identify, investigate and analyse coding used in food labelling and food additives *eg identify RED category food items from Nutrient Information Panel using Right Bite Nutrient Criteria.*
- Plan, cost and create menus *eg prepare budget, shop, prepare and critically appraise group cooking activities.*

Science

(PC refers to Primary Connections links)

- Investigate food safety and draw conclusions about how to minimise the spread of harmful bacteria *eg PSC—Marvellous Micro-organisms.*
- Investigate use and impact of naturally occurring and introduced micro-organisms in food *eg to extend life in bread eg PSC—Marvellous Micro-organisms.*

Numeracy

English

- Sort and classify foods using multiple criteria and represent graphically *eg food groups, everyday/sometimes, processed /non processed, Right Bite Food Spectrum, recommendations for a healthy lunch box.*
- Investigate food miles involved in processed/non processed foods and draw conclusions from findings.
- Analyse *Nutrient information panel* for a range of snack items *eg to determine nutritional information for actual serving size. Classify according to Right Bite Food and Drink Spectrum.*

History

- Research, evaluate and compare changes in food portion size and energy content over time *eg using past and present recipe books, researching changes in portion size of take-away and fast food.*
- Research, discuss and compare generational changes in family lifestyle patterns, food consumption and physical activity and draw conclusions from findings.

Mathematics

- Plan, budget, shop and prepare a healthy meal for a chosen group *eg family, class, school camp, adapting recipe requirements to cater for larger group.*
- Design and cost a class/school garden and represent with spreadsheets, graphs *eg include calculations for perimeter fencing, area, planting space.*

Science

(PC refers to Primary Connections links)

- Investigate the relationship between energy, food and physical activity *eg create spreadsheets to illustrate energy exerted during physical activity and energy consumed in a variety of foods.*
- Design/investigate qualities of food packaging using spreadsheets to represent findings *eg explore decomposition rate of packaging over time bury food packaging and check on rates of decomposition eg PSC—Package It Better.*

ICT capabilities

English

- Analyse, classify, discuss and critically appraise healthy eating websites *eg based on Australian Guide to Healthy Eating, Dietary Guidelines for Children and Adolescence and healthy lifestyle promotion.*
- Design/present a multi media production promoting healthy lifestyle *eg how to prepare healthy lunch box.*
- Design and manage an *eat well be active* section on the school website to update information about, and promote healthy eating and physical activity opportunities/events within the school community.

History

- Investigate impact of food preparation and storage technology over time *eg keeping food fresh.*
- Research changes in advertising and food marketing strategies over time *eg use of stereotypical images.*

Mathematics

- Use spreadsheets to create healthy recipe ideas and calculated costs to cater for different sized markets.
- Create 3D graphic representation of packaging ideas for a variety of healthy food items.

Science

(PC refers to Primary Connections links)

- Investigate the role of technology in food industry *eg plant propagation, organics, genetic modification.*
- Investigate recycling, waste and water management, composting practices for gardening and other food related activities at school. Design a strategy to encourage sustainable practices and promote through student action teams *eg waste management of lunch scraps.*

Critical and creative thinking

English

- Develop responsibilities for a student *food detective* action team to educate school community about label reading *eg consider hidden ingredients, energy, saturated fat and sodium content of common recess snack items.*
- Establish an *eat well be active* student action team to work with key staff to develop a *healthy eating and physical activity action plan* for the school based on identified needs.
- Design an advertising campaign to promote a healthy canteen menu.

History

- Investigate changing patterns in food choices over time in contrasting societies and draw conclusions based on findings *eg availability of fast food outlets in rural communities compared to metropolitan communities.*

Mathematics

- Plan a healthy food event within a set budget *eg cost, budget and prepare a healthy menu for class camp.*
- Investigate terms *mark up* and profit in relation to food sales *eg explore costs of a healthy meal deal and compare mark up of local delicatessen and school canteen. Make recommendations to Canteen Committee based on findings.*

Science

(PC refers to Primary Connections links)

- Investigate best practice in food safety and make recommendations for a range of food items *eg ways to keep school lunches fresh based on exposure to air, temperature, bacteria eg PSC—Package It Better.*
- Critically appraise packaging techniques *eg PSC—Package It Better.*

Intercultural understanding

Activities described below readily link with year level themes within DECD Aboriginal Cultural Studies (ACS) Draft Framework available from DECD Aboriginal Cultural Studies team.

English

- Develop multi-lingual guides for a nature trail or bush tucker garden within the school grounds. *(eg ACS Reconciliation—6, Technology—9, Community—2, Country—3)*
- Investigate traditional food customs in various cultural groups *eg explore school and community practices, interview parents from cultural groups within the school community and create a collection of recipes. (Reconciliation—5, Technology—9, Country—1;5, Community—2;6)*

History

- Analyse food customs and prepare traditional foods of Aboriginal, Torres Strait Islander and Asian Pacific groups *eg prepare foods for tastings within a multi cultural theme. (Reconciliation—5, Technology—9)*
- Investigate cultural food celebrations *eg Ramadan, Chinese New Year, Indigenous celebrations. (Reconciliation—5)*

Mathematics

- Investigate and prepare cultural food using traditional recipes and cooking methods *eg in ground cooking. (Reconciliation—5, Technology—9, Country—5, Community—6)*

Science

(PC refers to Primary Connections links)

- Design and create a school bush tucker garden *eg PSC—Schoolyard Safari. (Technology—9, Country—1)*
- Investigate conditions needed for growing foods from various cultures and make recommendations based on findings *eg produce a culturally inclusive gardening brochure adapted for local conditions. (Community—6, Reconciliation—5, Country—1;5)*

Personal and social capability

English

- In teams, plan and prepare healthy menus, recipes, shopping lists and cooking activities.
- Develop student teams to plan and manage a regular *eat well be active* section in the school newsletter.

History

- Compare and contrast changes in family food choices over generations *eg in relation to favourite main meal and snack choices, frequency of eating out takeaway etc.*

Mathematics

- Establish student action teams to manage healthy food supply at school events *eg Sports Day, camps.*
- Monitor and analyse personal food and drink intake over time according to 5 food groups and set goals based on balanced choices. Represent ideas graphically.

Science

- (PSC refers to Primary Science Connections links)*
- Investigate life cycle of edible plants *(eg PSC—Plants in Action).*

Ethical understanding

English

- Debate the impact of, and ethical aspects of *fast food* companies using popular role models and testimonials in food advertising *eg popular sports identities promoting junk food.*
- Investigate food packaging and labelling strategies that target a specific market. Make recommendations based on findings *eg use of cartoon characters on popular snack items.*
- Develop student action teams to promote and make recommendations about codes of practice in relation to food supply and physical activity at school *eg providing only healthy food options at Sports Days.*

History

- Investigate and consider the practices of food corporations in relation to supporting population health targets *eg the impact of increased serving size of a range of fast foods and drinks over time.*

Mathematics

- Make ethical judgement about own patterns of fast food consumption compared to healthier alternatives to address balanced nutrition needs.

Science

(PC refers to Primary Connections links)

- Ethically consider the practice of food additives and preservatives *eg to increase shelf life.*
- Evaluate government legislation regarding food additives to increase population health *eg folate in bread.*

