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.

### Australian Curriculum

#### Phase 1 General Capabilities

<table>
<thead>
<tr>
<th><strong>Literacy</strong></th>
<th><strong>Numeracy</strong></th>
<th><strong>ICT capabilities</strong></th>
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<tbody>
<tr>
<td><strong>English</strong></td>
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<tr>
<td>- Construct procedural texts for menus and food preparation and apply in group cooking activities.</td>
<td>- 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.</td>
<td>- 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.</td>
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<td>- Investigate and critically appraise food advertising eg purpose, audience, marketing strategies.</td>
<td>- Investigate food miles involved in processed/non processed foods and draw conclusions from findings.</td>
<td>- Design/present a multi media production promoting healthy lifestyle eg how to prepare healthy lunch box.</td>
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<tr>
<td>- Create healthy menu ideas based on The Aust Guide to Healthy Eating eg develop a healthy food recipe book.</td>
<td>- 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.</td>
<td>- 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.</td>
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<tr>
<th><strong>History</strong></th>
<th><strong>Science</strong> (PC refers to Primary Connections links)</th>
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<td>- Explore impact of changing lifestyle and food choice patterns and draw conclusions about trends.</td>
<td>- Investigate food safety and draw conclusions about how to minimise the spread of harmful bacteria eg PSC–Marvellous Micro-organisms.</td>
<td>- Investigate the role of technology in food industry eg plant propagation, organisms, genetic modification.</td>
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<td>- 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.</td>
<td>- Investigate use and impact of naturally occurring and introduced micro-organisms in food eg to extend life in contrast to mould forming in bread eg PSC–Marvellous Micro-organisms.</td>
<td>- 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.</td>
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<td>- 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.</td>
<td>- Plan, cost and create menus eg prepare budget, shop, prepare and critically appraise group cooking activities.</td>
<td>- Use spreadsheets to create healthy recipe ideas and calculated costs to cater for different sized markets.</td>
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<td>- Plan, cost and create menus eg prepare budget, shop, prepare and critically appraise group cooking activities.</td>
<td>- 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.</td>
<td>- Create 3D graphic representation of packaging ideas for a variety of healthy food items.</td>
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**Mathematics**

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- Plan, cost and create menus eg prepare budget, shop, prepare and critically appraise group cooking activities.
- Design and cost a class/school 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.
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- Design and cost a class/school garden and represent with spreadsheets, graphs eg include calculations for perimeter fencing, area, planting space.
- 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.
### 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 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**
- 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**
- Investigate life cycle of edible plants (eg PSC–Plants in Action).

### 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**
- 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**
- 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.