

go for your life

› Level 1: Lunches to grow and go

In these activities, students examine the foods that they eat and decide which ones can help them to grow and be healthy. They group foods into categories and explain to others their reasons for the groupings. Students consider the tools used in the kitchen and discuss safety rules for handling food and utensils. Students sample various foods and use appropriate vocabulary to describe the feel, taste, smell and sound of the different foods. They demonstrate the ability to make healthy food choices in a wide variety of circumstances. Students also prepare foods for large groups and retell the steps involved.

Overview of activities

These activities are designed to be undertaken over a 2–3 week period, along with an ongoing weekly lunchbox activity and Teddy Bear project. The activities culminate in a class Teddy Bears' picnic.

- Activity 1: What foods do you eat?
- Activity 2: Grouping foods
- Activity 3: Kitchen tools
- Activity 4: Safety rules
- Activity 5: Taste testing
- Ongoing weekly activity: Healthy lunchbox
- Ongoing activity: Sharing healthy foods (the travelling Teddy Bear project)
- Activity 6: Teddy Bears' picnic

Teaching and learning sequence

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ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 1 – What foods do you eat?	
<p>Discuss with students what foods they eat on a regular basis.</p> <p><i>Possible questions</i></p> <ul style="list-style-type: none"> • Why is it important to eat a variety of different foods? • What would happen if you only ate one type of food all the time? <p>Highlight the need for a variety of foods to be healthy and to grow.</p>	<p>English</p> <p><i>Speaking and listening</i></p> <p>Students:</p> <p>...ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion...</p> <p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. As students work towards the achievement of Level 3 standards in this dimension they:</p> <p>...explore basic health needs that must be met to maintain or promote their health and to help them grow and develop.</p> <p>...are introduced to basic principles of living an active and healthy life.</p> <p>...begin to learn about the importance of eating a variety of foods.</p> <p>...learn about how foods differ in look, taste, feel and smell.</p> <p>...begin to understand how good food choices contribute to an active and healthy life.</p>
ACTIVITY 2 – Grouping foods	
<p>Students cut pictures from magazines and brochures showing foods with which they are familiar. Students are asked to group the foods, stick them onto paper and explain how they have grouped the foods. For example, all round foods, all fruits, foods I like, foods I dislike, healthy, unhealthy, etc.</p>	<p>Mathematics</p> <p><i>Number</i></p> <p>Students:</p> <p>...form small sets of objects from simple descriptions.</p> <p>...make simple correspondences between those two sets.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 3 – Kitchen tools	
<p>Students close their eyes and are asked to visualise the tools that are used in the kitchen. Students draw a picture or find pictures in magazines or newspapers of that tool. Using a modelled-writing approach, students write a sentence to describe what the tool is and what it is used for.</p> <p>Extension activity</p> <p>Students learn about how to set a table with the correct placement of utensils and the fact that different utensils are used for different meals and by different cultures.</p>	<p>English</p> <p><i>Writing</i></p> <p>Students:</p> <p>...write simple texts about familiar topics to convey ideas of messages.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 4 – Safety rules	
<p>Ask students to make suggestions about what they should do before handling or cooking foods, for example washing hands, washing foods such as fruit and vegetables, cleaning kitchen tools, benches, etc.</p> <p>Students make a poster highlighting one food safety rule, either on paper or electronically, including the rule and a relevant picture. These can be displayed around the classroom and referred to during practical food handling activities.</p>	<p>English</p> <p><i>Speaking and listening</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...contribute relevant ideas during class or group discussion. <p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. As students work towards the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. ...are introduced to basic principles of living an active and healthy life. ...begin to learn about the importance of eating a variety of foods. ...learn about how foods differ in look, taste, feel and smell. ...begin to understand how good food choices contribute to an active and healthy life. <p>Communication</p> <p><i>Presenting</i></p> <p>Standards for assessing and reporting on student achievement in this dimension are introduced at Level 4. As students work towards the achievement of Level 4 standards in communication they:</p> <ul style="list-style-type: none"> ...begin to use visual aids such as photographs, objects and drawings to assist them to communicate more effectively.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 5 – Taste testing	
<p>Discuss the safety rules developed during the previous session and ensure that students are prepared to handle food in an appropriate way.</p> <p>Provide (or have students bring) a range of everyday foods into the classroom that could be described in different ways. Have a couple of volunteers blindfolded and provide them with a sample of food*. Ask the students to describe how the food feels, smells and tastes.</p> <p>Record the words used to describe each sense and ask other students to suggest different words that could be used to describe food and build a vocabulary list.</p> <p>Continue this activity with students working in pairs – one blindfolded and the other choosing a food product* for their partner to investigate. Once both students in the pair have had a turn, ask students to draw a picture of the food and describe to the rest of the class what it feels, smells, tastes and sounds like (when eaten).</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. As students work towards the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. ...are introduced to basic principles of living an active and healthy life. ...begin to learn about the importance of eating a variety of foods. ...learn about how foods differ in look, taste, feel and smell. ...begin to understand how good food choices contribute to an active and healthy life. <p>English</p> <p><i>Speaking and listening</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...contribute relevant ideas during class or group discussion... <p>Communication</p> <p><i>Presenting</i></p> <p>Standards for assessing and reporting on student achievement in this dimension are introduced at Level 4. As students work towards the achievement of Level 4 standards in communication they:</p> <ul style="list-style-type: none"> ...respond in both formal and informal settings to a variety of stimuli. ...communicate their ideas on a single topic or personal experience. ...begin to use visual aids such as photographs, objects and drawings to assist them to communicate more effectively.

*Food allergies are the most common triggers for anaphylaxis (severe allergic reaction) in children. Eight foods cause 90 per cent of food allergies: peanuts, cow's milk, egg, wheat, soybean, tree nuts (for example, cashew), fish and shellfish. Schools should be aware of the risk of hidden allergens. Check your school's policy regarding students with severe allergies.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ONGOING WEEKLY ACTIVITY – Healthy lunchbox	
<p>Develop a set of pictures that show examples of foods that could be eaten for lunch in a wide range of situations.</p> <p>Suitable pictures can be obtained from the Fruit + Veg program at: www.health.vic.gov.au/nutrition/child_nutrition/fv.htm, from ClipArt or from magazines.</p> <p>These pictures can then be laminated and have either Velcro dots or magnets placed on the back to enable students to attach them to a class lunchbox mural.</p> <p>Each week a student is chosen to be in charge of the lunchbox. Each day the student must select foods that would make them healthy and help them to grow. They then stick the pictures onto the lunchbox mural.</p> <p>Choose one day of the week to be food focus day. On this day the lunchbox must be suited to a particular outing or event, for example a picnic, going to the football, a birthday party, going to visit Nan, sports day, buying lunch from the school canteen, etc.</p> <p>On food focus day ask all the students to complete Activity worksheet 1.1: Lunchbox focus. Students draw or stick pictures to reflect selected foods that reflect the focus. They can take their worksheet home to share new ideas with their parents. Each lunchbox can be on display for the week and then saved in a class book.</p>	<p>Health and Physical Education <i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. As students work towards the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. ...are introduced to basic principles of living an active and healthy life. ...begin to learn about the importance of eating a variety of foods. ...learn about how foods differ in look, taste, feel and smell. ...begin to understand how good food choices contribute to an active and healthy life. <p>Design, Creativity and Technology <i>Investigating and designing</i></p> <p>In Design, Creativity and Technology, standards for assessing and reporting on student achievement in this section apply from Level 3. As students work toward the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...identify ideas, problems, needs, wants and opportunities. ...identify the human, material, equipment, and/or energy resources available to meet the idea, problem, need, want or opportunity. <p>Thinking Processes <i>Reasoning, processing and inquiry</i></p> <p>Reasoning, processing and inquiry Standards for assessing and reporting on student achievement apply from Level 3. As students work toward the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...explore a wide variety of familiar contexts. ...begin to look for simple patterns in their observations by classifying familiar items and by looking for similarities and differences.

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ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ONGOING ACTIVITY – Sharing healthy foods	
<p>Bring a class Teddy Bear in and introduce students to Harrison the Healthy Bear (students may like to rename their class bear). Harrison will spend one night at the home of each student in the class and students record in a diary the foods that Harrison ate while at their home (this should reflect the same foods that the student ate). The bear can also spend time at the teacher’s home and the principal’s home, and attend other special events that take place within the school, for example Grandparents Day, the school fete, etc. Photos could be taken of each student with the bear and added to the diary. Students could also illustrate the foods that were eaten the night before.</p>	<p>English <i>Writing</i> Students: ...write personal recounts and simple texts about familiar topics to convey ideas or messages.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 6 – Teddy Bears’ picnic	
<p>Students are placed in small groups and take on various roles to plan and conduct a Teddy Bears’ picnic for the class.</p> <p>Students and teachers may like to discuss and negotiate a suitable menu or try ideas from the Fruit + Veg program at: www.health.vic.gov.au/nutrition/child_nutrition/fv.htm, for example Pita Rolls and Fruity Cones.</p> <p>Two groups could work on food preparation – one on the main course and one on the dessert. (Parent helpers would be very useful.)</p> <p>One group could work on refreshments and a final group on setting up tables, chairs, etc.</p> <p>During the food preparation, take photos of each step.</p> <p>After the picnic is over, give students a small black and white copy of the photos. Ask them to place the photos in order and write a basic sentence describing what is happening in each step.</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. As students work towards the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. ...are introduced to basic principles of living an active and healthy life. ...begin to learn about the importance of eating a variety of foods. ...learn about how foods differ in look, taste, feel and smell. ...begin to understand how good food choices contribute to an active and healthy life. <p>Interpersonal Development</p> <p><i>Working in teams</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...describe basic skills required to work cooperatively in groups. ...contribute to the development of positive social relationships in a range of contexts. <p>English</p> <p><i>Writing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...write personal recounts about familiar topics to convey ideas or messages.

Additional suggestions to support ongoing activities

- Make lunchbox mobiles. Students use a lunchbox template and hang various healthy food choices from it for display in the classroom. Students may draw pictures or find them in magazines and brochures.
- Use the story of the Three Bears as a stimulus to discuss breakfast choices. The bears chose porridge to help them 'grow and go'.
- Survey the students' likes and dislikes regarding breakfast foods.
- Provide students with noodle boxes and ask them to build a healthy meal to place in their noodle box. Use plastic foods, plasticine, products such as Superlite or Model Magic which harden naturally or Fimo, which must be baked in an oven.
- Give students the opportunity to role play a supermarket, food court or salad bar, with the focus on choosing foods that make them 'grow and go'.
- Listen to the Wiggles 'Fruit Salad' song on their *Live Hot Potatoes* CD.

› Activity worksheet 1.1: Lunchbox focus

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Our food focus is: