

# go for your liffe

## 2

### › Level 2: Tasty treats for every day

In these activities students learn about the Everyday, Select Carefully and Occasionally foods. Students review the contents of their own lunch and the lunches available at the school canteen, making statements about the level of healthy and non-healthy foods available and recommending changes to increase the levels of healthy foods being offered. Students demonstrate their ability to make wise food choices about the content of their own lunch on healthy lunchbox day.

#### Overview of activities

The activities are designed to be undertaken over a 2–3 week period, and encourage students to focus on making wise choices. A range of teaching strategies such as class discussions, working in small groups/pairs and undertaking practical experiences are utilised.

- Activity 1: Being healthy
- Activity 2: Everyday, Select Carefully and Occasionally foods
- Activity 3: Food groups
- Activity 4: Sorting lunches
- Activity 5: The Very Hungry Caterpillar
- Activity 6: Fruity kebabs
- Activity 7: A healthy lunchbox day

## Teaching and learning sequence

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 1 – Being healthy</b>	
<p>Students are asked to think about what makes them healthy and brainstorm these ideas as a class. Physical, social and emotional health issues should arise throughout this discussion. It is important to highlight the fact that food is only one aspect of being healthy, but it will be the main focus for this activity.</p> <p>Ask students to act out how they feel when they have eaten, and then how they feel when they have not eaten anything and are very hungry.</p> <p>Discuss the differences in how they feel.</p> <p>Students consider why we need to eat food. They develop a class list then working with a partner decide on the two or three most important reasons for why we eat, for example to grow, to have energy, to be healthy, etc.</p>	<p><b>Health and Physical Education</b>  <i>Health knowledge and promotion</i>            Standards for the <i>Health knowledge and promotion</i> dimensions are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> <li>...learn to make healthy food choices according to healthy eating models.</li> <li>...consider the factors that influence their choice of foods.</li> <li>...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.</li> </ul> <p><b>English</b>  <i>Speaking and listening</i>            Students:</p> <ul style="list-style-type: none"> <li>...contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication.</li> <li>...listen to others and respond appropriately to what has been said.</li> </ul>

2

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 2 – Everyday, Select Carefully and Occasionally foods</b>	
<p>Discuss how often students do things, for example:</p> <ul style="list-style-type: none"> <li>• every day (brushing teeth, bathing/showering)</li> <li>• sometimes (going to a friend’s house, playing computer games)</li> <li>• occasionally or not at all (going on holidays, visiting the zoo, etc.).</li> </ul> <p>In a similar way foods fit into different categories: Everyday foods (that you should eat the most of), Select Carefully foods (eat in moderation) and Occasionally foods (eat in small amounts).</p> <p>As a ‘think, pair, share’ activity, ask students to think about trying to be healthy and decide on one food that they think they should have every day, one they should select carefully and one that would be eaten only occasionally.</p>	<p><b>Health and Physical Education</b></p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the <i>Health knowledge and promotion</i> dimensions are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> <li>...learn to make healthy food choices according to healthy eating models.</li> <li>...consider the factors that influence their choice of foods.</li> <li>...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.</li> </ul> <p><b>English</b></p> <p><i>Speaking and listening</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication.</li> <li>...listen to others’ and respond appropriately to what has been said.</li> </ul>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 3 – Food groups</b>	
<p>Draw a large pyramid on the floor as per the Healthy Living Pyramid (masking tape or chalk could be used). See the Healthy Living Pyramid available on <a href="http://www.nutritionaustralia.org">www.nutritionaustralia.org</a></p> <p>Label each section clearly, with eat most (that is, Everyday foods), eat moderately (that is, Select Carefully foods) and eat only occasionally and in small amounts (that is Occasionally foods). Provide a selection of foods, plastic foods or pictures of foods that students can use to place in the relevant categories. Encourage students to ask each other for directions when not sure where to place items.</p> <p>Discuss with the class the following questions:</p> <ul style="list-style-type: none"> <li>• What foods do you think belong in the Occasionally category?</li> <li>• Why do you think that?</li> <li>• What do you think would happen if you only ate foods from this category?</li> <li>• Which categories do you think would be Everyday foods?</li> <li>• Why do you think that?</li> <li>• Why is the pyramid a good way of showing which foods you should have more or less of?</li> </ul> <p>Have students complete their own version of the Healthy Living Pyramid using <b>Activity worksheet 3.1 – The Healthy Living Pyramid</b>. Students cut and paste matching words, pictures and categories.</p>	<p><b>Health and Physical Education</b></p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> <li>...learn to make healthy food choices according to healthy eating models.</li> <li>...consider the factors that influence their choice of foods.</li> <li>...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.</li> </ul> <p><b>English</b></p> <p><i>Speaking and listening</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication.</li> <li>...listen to others and respond appropriately to what has been said.</li> </ul>



ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 4 – Sorting lunches</b>	
<p>Ask students to place the contents of their lunchbox on their table and sort the foods into Everyday, Select Carefully and Occasionally foods. Students count how many items they have that fit into each category. As a group, construct a class pictograph representing the foods in each group. Make a general statement about the level of Everyday foods compared with the Occasionally foods.</p> <p>Provide each student with a picture or label of a food available at the school canteen and have them physically group themselves according to Everyday, Select Carefully and Occasionally foods. Again, make a general statement about where the majority of the foods fit in.</p> <p>Discuss with the class:</p> <ul style="list-style-type: none"> <li>• whether or not the canteen should make any changes to the canteen menu</li> <li>• whether there should be more or less of particular foods so students can be healthy.</li> </ul> <p>As a class undertake a shared writing experience, making recommendations to the canteen about their findings.</p>	<p><b>Health and Physical Education</b></p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> <li>...learn to make healthy food choices according to healthy eating models.</li> <li>...consider the factors that influence their choice of foods.</li> <li>...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.</li> </ul> <p><b>Mathematics</b></p> <p><i>Measurement, chance and data</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...collect simple categorical and numerical data (count of frequency) and present this data using pictographs and simple bar graphs.</li> </ul> <p><b>Thinking Processes</b></p> <p>Standards for assessing and reporting on student achievement are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> <li>...practise ordering and sequencing their ideas.</li> <li>...begin to classify concepts, objects and ideas using given criteria and describe, compare and contrast these classifications.</li> </ul> <p><b>English</b></p> <p><i>Writing</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...write short sequenced texts that include some related ideas about familiar topics.</li> <li>...write texts that convey ideas and information to known audiences.</li> </ul>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 5 – The Very Hungry Caterpillar</b>	
<p>Read students the story of <i>The Very Hungry Caterpillar</i> by Eric Carle. Make a list of the foods and quantities eaten by the caterpillar. Group the foods into the Everyday, Select Carefully and Occasionally categories.</p> <p>Discuss with students if the order of the foods that the caterpillar eats should be changed so that the caterpillar is eating large amounts of Everyday foods and less of the Select Carefully or Occasionally foods.</p> <p>Students may rewrite or create new illustrations for their version of the food in order to make the caterpillar healthier.</p>	<p><b>Health and Physical Education</b></p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> <li>...learn to make healthy food choices according to healthy eating models.</li> <li>...consider the factors that influence their choice of foods.</li> <li>...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.</li> </ul> <p><b>Reading</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...respond to short imaginative and informative texts with familiar ideas and information, predictable structures and a small amount of unfamiliar vocabulary.</li> </ul>



ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 6 – Fruity kebabs</b>	
<p>Ask students to suggest rules that should be followed when preparing food. Make a list of students’ ideas and ask why these ideas are important.</p> <p>Download the recipe for Fruity Kebabs, available from page 28 of the Fruit + Veg program at: <a href="http://www.health.vic.gov.au/nutrition/downloads/fv/recipes30.pdf">www.health.vic.gov.au/nutrition/downloads/fv/recipes30.pdf</a>.</p> <p>Students work in small groups to construct their own Fruity Kebab, ensuring that they follow the food handling rules that were discussed at the beginning of the lesson.</p> <p>Students explain to others in their group the feel, smell, taste and sound of the different ingredients used in the recipe.</p> <p>Students can write and illustrate a procedural text as their writing task, using the steps they followed in constructing their Fruity Kebab.</p>	<p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>Standards are introduced at Level 3.</li> </ul> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> <li>...learn to make healthy food choices according to healthy eating models.</li> <li>...consider the factors that influence their choice of foods.</li> <li>...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.</li> </ul> <p><b>Interpersonal Development</b></p> <p><i>Working in teams</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...share resources fairly.</li> </ul> <p><b>English</b></p> <p><i>Writing</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...write short sequenced texts that include some related ideas about familiar topics.</li> <li>...use appropriate structures to achieve some organisation of the subject matter.</li> </ul>

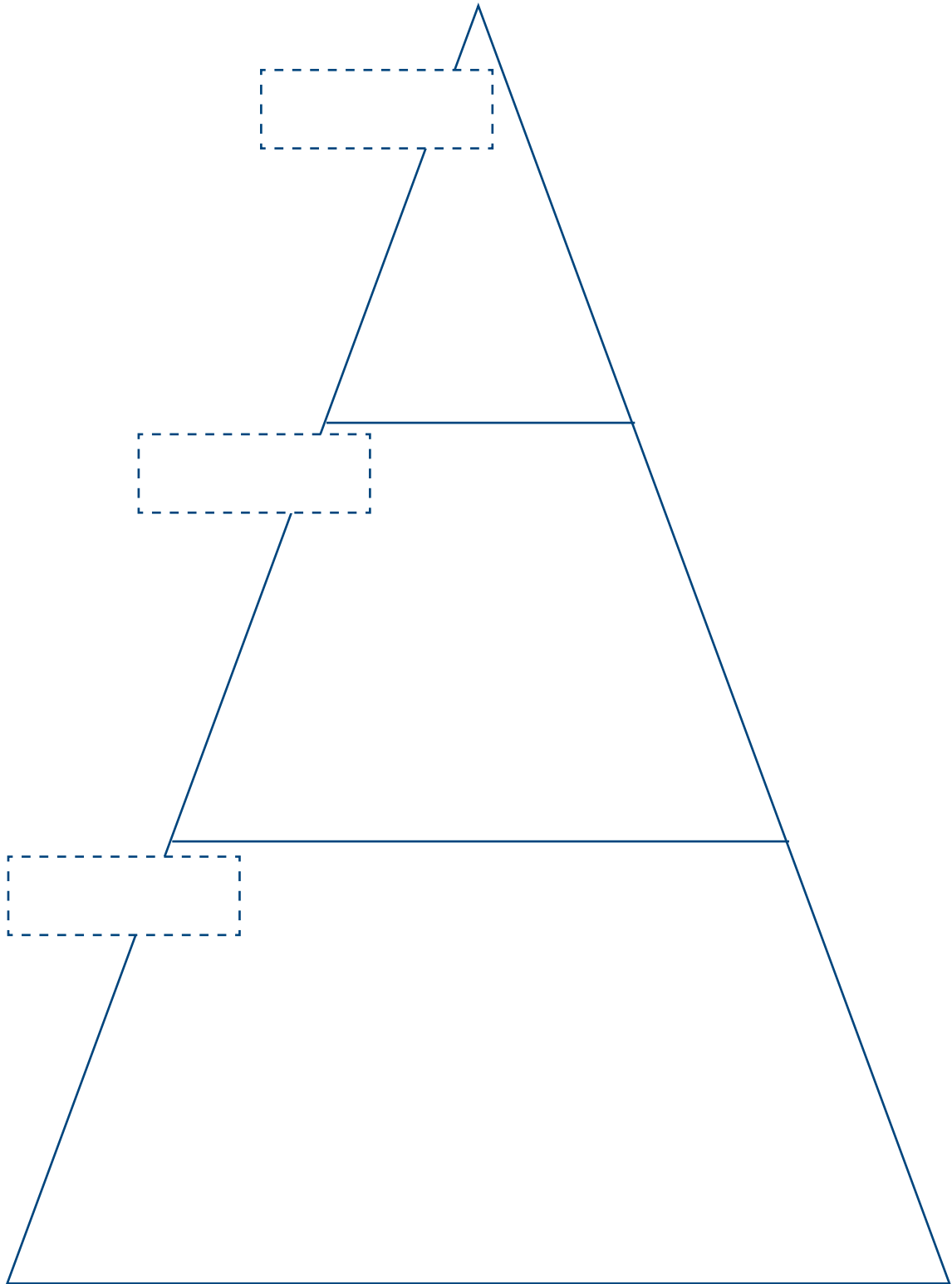
ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 7 – A healthy lunchbox day</b>	
<p>Ask students to consider what kinds of foods should be in a healthy lunchbox.</p> <p>Healthy lunchbox ideas are available in the Fruit + Veg program at: <a href="http://www.health.vic.gov.au/nutrition/child_nutrition/fv.htm">www.health.vic.gov.au/nutrition/child_nutrition/fv.htm</a>.</p> <p>Students design a poster to promote a healthy lunchbox day, including the types of food that would be suitable.</p> <p>Conduct a healthy lunchbox day and repeat Activity 4, constructing a new pictograph that represents Everyday, Select Carefully and Occasionally foods.</p> <p>Compare the two graphs and discuss which kind of lunchbox is better for students' health. Discuss with students the fact that they can make some choices regarding their food intake and that physical activity is essential for health in addition to good food choices.</p> <p>As a conclusion to the activity, students cut and paste examples from magazines and brochures that display healthy choices and unhealthy choices. Students stick these pictures onto large pieces of butcher's paper as a class mural and explain to the rest of the class one of the healthy choices they have selected and what makes it a healthy choice.</p>	<p><b>Health and Physical Education</b></p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> <li>...learn to make healthy food choices according to healthy eating models.</li> <li>...consider the factors that influence their choice of foods.</li> <li>...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.</li> </ul> <p><b>Mathematics</b></p> <p><i>Measurement, chance and data</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...collect simple categorical and numerical data (count of frequency) and present this data using pictographs and simple bar graphs.</li> </ul> <p><b>English</b></p> <p><i>Speaking and listening</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication.</li> <li>...listen to others and respond appropriately to what has been said.</li> </ul>





## › Activity worksheet 3.1: The Healthy Living Pyramid
















2



Cut out and paste them in the correct places.

EAT MOST	EAT IN MODERATION	EAT IN SMALL AMOUNTS
----------	-------------------	----------------------

Cut out the pictures and paste them into the right part of the pyramid.

2