



The lesson

Introduction

- As a whole class, brainstorm a variety of regularly eaten foods. As the foods are suggested, consider the best ways to group them. (Students may suggest identifying foods as healthy or unhealthy, or dividing them into familiar food groups.)

Development

- Provide each student with a copy of page 27. Students follow the instructions to complete the worksheet in conjunction with the website.
- Form groups of four and ask each group to select a recorder and speaker. Students compare the foods they listed on the diagram and those listed in the groups mentioned in question 3. Determine which food groups are commonly eaten by group members. The recorder lists these on paper. Students then look at the groups ticked in question 4 and determine which groups students commonly eat too often. The recorder lists these on paper as well. Finally, students decide if, as a group, they drink enough water. A sentence is written about this by the recorder on the paper.


Differentiation

Student discussion groups should be composed of a mixture of abilities so students can work together and assist each other. Students who are less likely to share ideas may be chosen to be recorders.

Conclusion

- Groups combine as a class and the speakers present their findings.
- Combine the group findings to write a few generalisations about the eating patterns of students in the class.

Content description

Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) 

Resources

- Computer access to view the Australian Guide to Healthy Eating at <http://tinyurl.com/oqszxgm>
- One copy of page 27 for each student
- Blank sheet of A4 paper for recorders to use during the group activity

Assessment

- Provide each student with a paper plate. Ask them to divide the paper plate into approximate divisions to replicate those of The Australian Guide to Healthy Eating. (Alternatively, teachers could have the divisions already drawn on the paper plate, or provide a template like that on page 27.) Ask students to list in each section one or two foods they could eat more often to develop healthier eating habits.

Going further

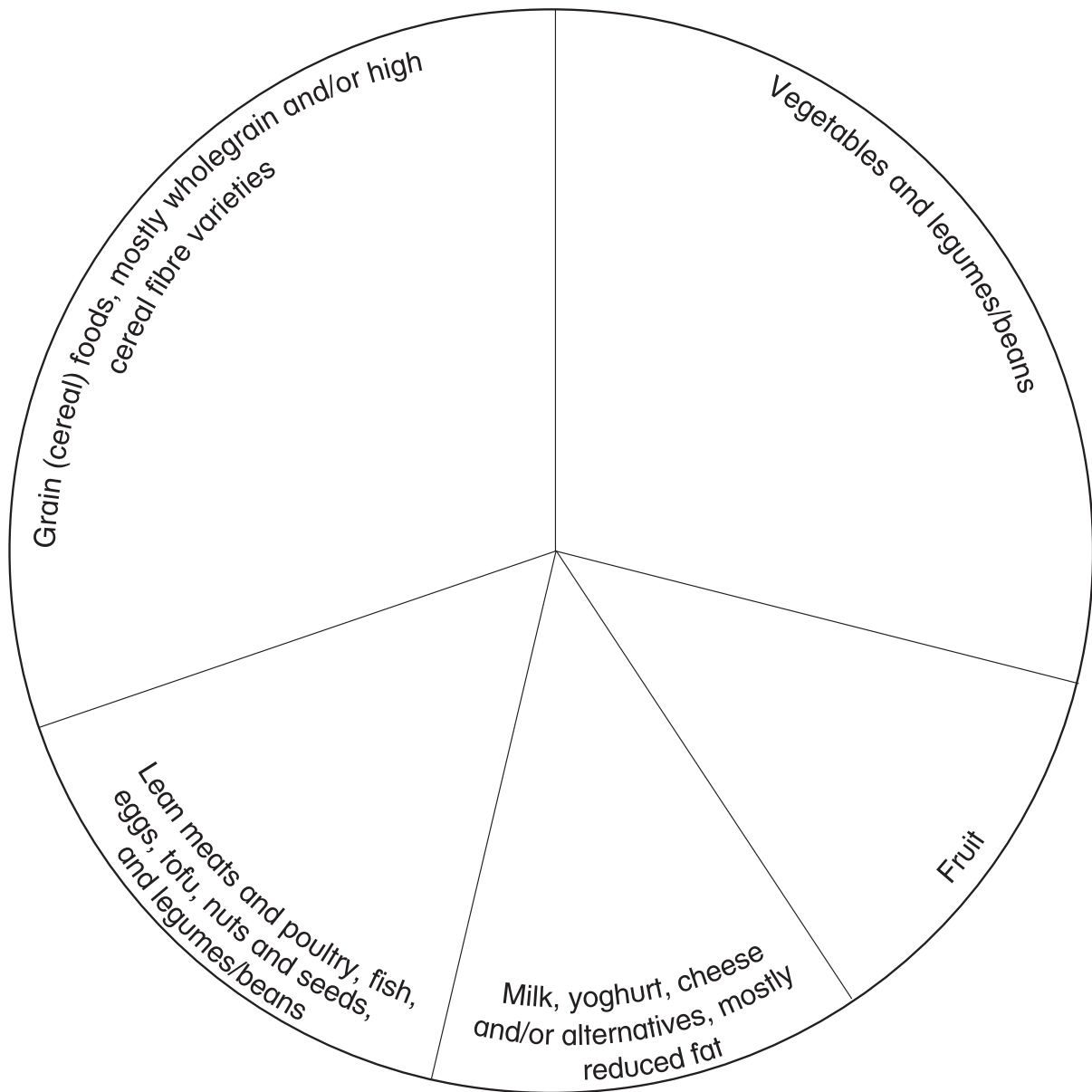
- Following the general activity about The Australian Guide to Healthy Eating as presented in the main lesson, students use page 28 to complete a food diary at home for a week. Once completed, students can form groups and discuss their food diaries to see how they compare with the general activity completed using page 27.
- Use the cards on page 29 to play 'Swap it'. Make five or six copies of page 29, and laminate and cut out each set. Divide the class into five or six equal-sized groups then provide each group with a set of the cards. Set a time limit such as 20 minutes. During that time, groups must write healthier choices for each food illustrated on the cards. The healthier choices must not be repeated, so students have to think of 18 different choices. Groups receive one point for each healthier choice. Some discussion may be required to decide if the choices are healthier or not. A group discussion may also decide on the healthiest choice for each food pictured on a card.



Healthy eating – 1

Being healthy, safe and active

1. Log on to <http://tinyurl.com/oqszxgm> and look at the information in the Australian Guide to Healthy Eating.
2. In each section of the diagram, write foods from the guide that you eat regularly.



3. For each group below, write two different foods you eat regularly.

(a) foods eaten in small amounts

(b) only sometimes and in small amounts

4. Place a tick next to the foods in question 3 that you think you eat too often.

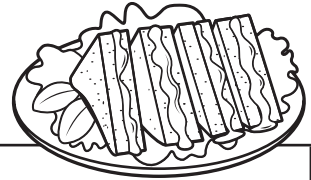
5. I drink plenty of water each day. Yes No



Healthy eating – 2

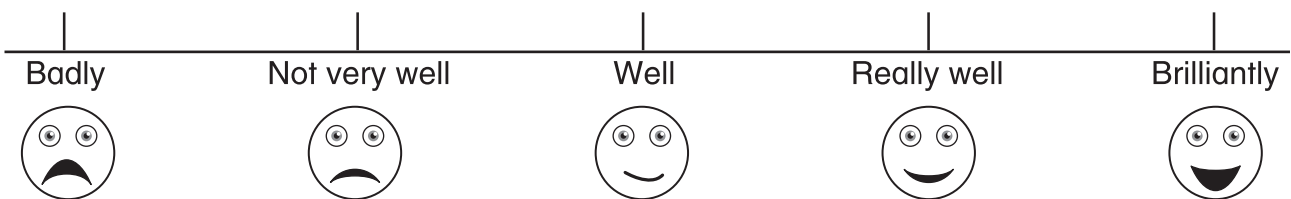
Being healthy, safe and active

1. Keep a record of what you eat and drink for a week by making tally marks in each section.



Food group	My diet for: _____ date(s)
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	
Water	
Oils and butter	
Sugary and fatty foods like soft drinks, sweets, chocolate, cakes, crisps, processed meats, fried food	

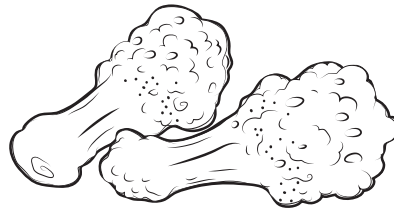
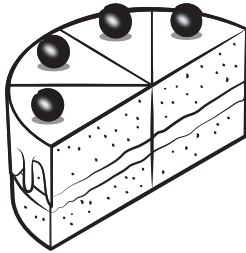
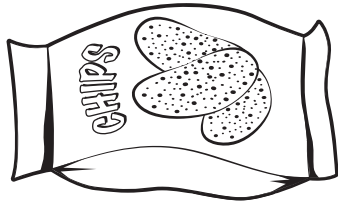
2. Decide how well you are following the Australian Guide to Healthy Eating then rate your eating pattern by circling one rating on the scale.



3. Write one way you could follow it better.



'Swap it!' cards



Fried chicken

