



LESSON OVERVIEW:

This lesson is linked to the Health and Physical Education Learning Area of the Australian Curriculum. Students will gain skills in meal planning and learn about the health consequences associated with unhealthy food choices.

LEARNING OUTCOMES:

At the conclusion of this lesson, students will be able to -

- Understand the links between food choice and health,
- Have an increased awareness of negative health outcomes of unhealthy eating,
- Plan healthy meals using common ingredients found at home.

KEY MESSAGES:

- Everyday Foods are Superhero Foods in disguise
- Zombie Foods invite the Body Monsters (decay, illness and obesity) into our bodies
- Choose Superhero Foods



FOODBANK

RESOURCES REQUIRED:

Resources	Pre-lesson preparation	Lesson Duration
<ul style="list-style-type: none"> • Australian Guide to Healthy Eating (AGHE) Poster • Superhero Food Catalogue (for quick reference) • Superhero Foods Collector Cards • Zombie Food Pictures • Body Monster pictures • Joe's Zombie Breakfast, Lunch and Dinner Poster • Joe Pictures • Meal Group Posters • Food Pictures • Piece of felt/meal group poster • (6) Zip lock bag containing food pictures • Piece of paper with group titles (only if using felt) 	<ul style="list-style-type: none"> • Print all listed resources • Cut out: All pictures • Source all other resources 	40 minutes



FACILITATOR NOTES:

- This lesson plan has been linked to the Health and Physical Education learning area of the Australian Curriculum. The Achievement Standards for each year have been highlighted where it is believed this lesson plan addresses aspects of the achievement standard.
- The italicised writing indicates the verbal script teachers can say when teaching this lesson.
- The key messages of this lesson are bolded in the lesson plan text.
- Teachers can omit/add food pictures at their own discretion to ensure culturally sensitive material is included. Note: Including all food pictures within the Activity Pack may increase length of activity.
- Teachers can use their discretion when using language around Superhero/Zombie Foods to ensure it is appropriate for their students' level of understanding.



HEALTH AND PHYSICAL EDUCATION LEARNING AREA

YEAR	Australian curriculum strands	Australian curriculum sub-strands	Australian curriculum content descriptions
Year 3 and 4	Personal, Social and Community Health	Being healthy, safe and active	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
		Communicating and interacting for health and wellbeing	N/A
		Contributing to healthy and active communities	N/A
Year 3 and 4 Health and Physical Education Achievement Standard			
<p>By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>			
YEAR	Australian curriculum strands	Australian curriculum sub-strands	Australian curriculum content descriptions
Year 5 and 6	Personal, Social and Community Health	Being healthy, safe and active	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
		Communicating and interacting for health and wellbeing	N/A
		Contributing to healthy and active communities	Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)



Year 5 and 6 Health and Physical Education Achievement Standard

By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They **describe their own and others' contributions to health**, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding.

Students **demonstrate skills to work collaboratively and play fairly**. They **access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health**, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.

Learning	Literacy	Numeracy	ICT capability	Critical & creative thinking	Ethical understanding	Personal and social capability	Intercultural understanding
Joe's Food Choices							

Note: These food and nutrition curriculum materials support the teaching of the Western Australian Curriculum. It encompasses the knowledge, understanding and skills of the Early Years Learning Framework and the Australian Curriculum. As Western Australia adapts the P-10 Australian Curriculum content to suit the specific needs of Western Australian students these materials will be reviewed to ensure alignment with the Western Australian Curriculum and Assessment Outline.



BACKGROUND INFORMATION FOR TEACHERS

Source of information	Information it contains	URL
Australian Dietary Guidelines - Eat For Health	This web page provides an overview of the types of foods listed as 'discretionary' or treat foods and outlines the serving size of a range of examples.	https://www.eatforhealth.gov.au/food-essentials/discretionary-food-and-drink-choices
Refresh.Ed Lesson Plans	<p><i>Refresh.ED is a suite of nutrition curriculum support materials available free online. It is recommended that this Food Sensations lesson plan is delivered first to provide a good background/baseline level of understanding, with Refresh.ED lessons delivered thereafter to elaborate and further develop skills such as:</i></p> <p>Year 3</p> <ul style="list-style-type: none"> Investigating the Australian Guide to Healthy Eating. Learning the right fuel for your body and recommending healthy foods for a character named Bobby. <p>Year 4</p> <ul style="list-style-type: none"> Determining the number of serves required from the food groups for good health. Examining packaged foods which fit in the 'discretionary foods' section of the Australian Guide to Healthy Eating. <p>Year 5</p> <ul style="list-style-type: none"> Evaluating various drink choices in regards to sugar. Discussing the negative health effects of consuming discretionary foods. <p>Year 6</p> <ul style="list-style-type: none"> Assessing fat, sugar and sodium of various products. Determining how to reduce intake of items such as sugary drinks. 	http://www.refreshedschools.health.wa.gov.au/
Eat For Health	The 'Food Balance' game tests students' ability to design a one day meal plan incorporating the correct number of serves for their age and gender in a fun, digital game.	http://www.eatforhealth.gov.au/nutrition-calculators/food-balance



JOE'S FOOD CHOICES

Lesson steps	Time required
1. <i>Imagine you are getting ready for school and you need to quickly eat some breakfast before you start the day. You have two choices - you could choose a cereal covered in sugar and you're tummy will be grumbling by the time you get to school. Or instead, you could choose a healthy cereal like porridge with fruit which will keep you full until lunchtime and help you concentrate and work really well in class. Which one do you choose?</i>	2 minutes
2. <i>Today we are going to investigate which meal options are healthiest (objective), so we can make good decisions for our health when we are choosing food (purpose).</i>	1 minute



Lesson steps	Time required
<p>3. Provide a brief explanation of the Australian Guide to Healthy Eating (AGHE) plate (hold up AGHE poster). Name each food group and identify some foods which belong in each food group.</p> <ul style="list-style-type: none"> • Explain that the AGHE is full of everyday foods. <i>The everyday foods are Superhero Foods in disguise and have special superhero powers that do amazing things for our body.</i> • Reveal one Superhero Food from each food group and its superhero power (refer to Superhero Foods Collector Cards). Remind students they will need to remember the Superhero Powers for the lesson activity. • Point out discretionary foods outside the plate and discuss that we don't need these foods like we need foods from the other food groups. • <i>These foods are called Zombie Foods (hold up Zombie Food picture) and they have a rotten zombie secret - they are overloaded with three things; fat, sugar and salt.</i> • Introduce the 'Unhealthy Joe' character to the class, explaining that Joe loves to eat Zombie Foods all of the time. • Hold up Joe's Zombie Breakfast, Lunch and Dinner Poster to show an example of what he normally eats for breakfast, lunch and dinner. • <i>When Joe chooses Zombie Foods for every meal, he notices that it has an effect on him. Zombie Foods invite the Body Monsters (decay, illness and obesity) into our bodies. The Body Monsters start to change Joe's body.</i> • Introduce the Body Monsters (hold up Body Monster picture): <ul style="list-style-type: none"> ○ Obesity - store excess energy as fat in the body (Joe has put on weight) ○ Illness - low defences against colds and flu and long term sickness (Joe looks tired and unwell) ○ Decay - sugary foods rot our teeth (Joe isn't smiling) • Explain that it's not too late for Joe to change his ways, he just needs a bit of convincing to show him how amazing the Superhero Foods are. We need to convince him to Choose Superhero Foods! <p>4. Hold up Joe's Zombie Breakfast, Lunch and Dinner Poster and ask for one breakfast example we could make instead of Joe's Zombie Breakfast (e.g.: porridge, eggs, wholegrain toast etc.).</p>	11 minutes



Lesson steps	Time required
<p>5. Set up for activity:</p> <ul style="list-style-type: none"> • Have the Joe's Zombie Breakfast, Lunch and Dinner Poster displayed at the front of the room. • Split students into six groups; assigning two groups 'breakfast', two groups 'lunch' and two groups 'dinner' and have them sit in their groups. • Each group is provided with a piece of felt/meal group poster. This piece of felt/meal group poster will have three titles at the top of it, the meal time title (e.g.: 'breakfast battle', 'lunchtime hurdle' and 'dinnertime dilemma'), 'Zombie Foods' and 'Superhero Foods'. • Each group is provided with a zip lock bag with a different range of Food Pictures for their specific meal group (eg: breakfast group has a bag of breakfast pictures etc.). • Explain to students they are going to work together to sort out the pictures in their bag into Superhero Foods and Zombie Foods by placing them under the headings on their piece of felt/meal group poster. • Demonstrate selecting a picture out of the bag and placing it under the relevant title on their felt/meal group poster. <p>6. Running the activity:</p> <p><u>Year 3 and 4 activity:</u></p> <ul style="list-style-type: none"> • Each group needs to sort out the pictures in their bag into Zombie Foods and Superhero Foods and place under the correct title on their piece of felt/meal group poster. Any pictures they are unsure which group they fit into, can be placed on the middle of the felt/meal group poster to be discussed after the activity. 	<p>15 minutes- 25 minutes</p>



Lesson steps (cont.)	Time required
<p><u>Year 5 and 6 activity:</u></p> <ul style="list-style-type: none"> Each group needs to sort out the pictures in their bag into Zombie Foods and Superhero Foods and place under the correct title on their piece of felt/meal group poster. Any pictures they are unsure which group they fit into can be placed on the middle of the felt/meal group poster to be discussed after the activity. Each group needs to choose a Superhero meal for Joe using the Superhero Food pictures from their felt/meal group poster. Each group will present their meal to the teacher and the class, explaining some of the superhero health benefits Joe will get from eating them (recalling a Superhero powers mentioned at the beginning of the lesson). Each group needs to say the sentence: 'Choose Superhero Foods' when they are trying to convince the teacher why Joe should eat their Superhero meal instead of his Zombie meal. The teacher will then judge the best meal packed with Superhero Foods to 'make a recommendation to Joe' for the next day. 	As above
<p>7. Discussion:</p> <p><u>Year 3 and 4 discussion:</u></p> <ul style="list-style-type: none"> Ask each group to share with the class any foods they were surprised were a Zombie Food or Superhero Food. Ask each group to share with the class any foods they were unsure whether they were a Zombie Food or Superhero Food. Ask the class whether they think the food is a Zombie Food or a Superhero Food and why. Ask what the Zombie Foods all have in common? (High in salt, sugar and fat). Ask students what they think will happen to Joe if he keeps eating Zombie Foods over his life? (Mention the Body Monsters as they reflect some of the long term consequences of what can happen to our bodies if we are eating lots of Zombie Foods all the time). Ask why it is important to eat a variety of foods from the five food groups at breakfast, lunch and dinner? (To provide required nutrients for body processes, reduce risk of developing chronic diseases later in life and provide us with the Superhero Powers to live a long and healthy life). Show the image of 'Unhealthy Joe' and ask the students what foods Jo needs to choose to live a healthy life? ('Choose Superhero Foods') Explain to the students, <i>thanks to your advice Joe made the healthy choice and chose Superhero Foods. Now he's much happier and healthier!</i> Show the image of 'Healthy Joe' to the class. 	10 minutes



Lesson steps (cont.)	Time required
<p><u>Year 5 and 6 discussion:</u></p> <ul style="list-style-type: none"> • Ask each group to share with the class any foods they were surprised were a Zombie Food or Superhero Food. • Ask each group to share with the class any foods they were unsure whether they were a Zombie Food or Superhero Food. Ask the class whether they think the food is a Zombie Food or a Superhero Food and why. • Ask each group to share the Superhero Food meal they chose for Jo saying the sentence: 'Choose Superhero Foods' when they are trying to convince the teacher why Joe should eat their Superhero meal instead of his Zombie meal. • Ask what the Zombie Foods all have in common? (High in salt, sugar and fat). • Ask students what they think will happen to Joe if he keeps eating Zombie Foods over his life? (Mention the Body Monsters as they reflect some of the long term consequences of what can happen to our bodies if we are eating lots of Zombie Foods all the time). • Ask why it is important to eat a variety of foods from the five food groups at breakfast, lunch and dinner? (To provide required nutrients for body processes, reduce risk of developing chronic diseases later in life and provide us with the Superhero Powers to live a long and healthy life). • Show the image of 'Unhealthy Joe' and ask the students what foods Jo needs to choose to live a healthy life? ('Choose Superhero Foods') Explain to the students, <i>thanks to your advice Joe made the healthy choice and chose Superhero Foods. Now he's much happier and healthier!</i> Show the image of 'Healthy Joe' to the class. 	As above
<p>8. Summarise the key messages from the lesson:</p> <ul style="list-style-type: none"> • Everyday Foods are Superhero Foods in disguise, • Zombie Foods invite the Body Monsters (decay, illness and obesity) into our bodies, • Choose Superhero Foods 	1 minute



Pictorial view

1. Resources



Refer to “Resources” on page 1 of lesson plan.

2. Activity set up



Refer to lesson plan point 5. “Set up the Activity” in lesson plan.

3. Final



Refer to lesson plan point 6. “Run the Activity” in lesson plan.