Introducing

Healthy Eating
Curriculum Kit for South Australian Primary Schools

by eat well be active- Primary Schools project and OPAL
Workshop Overview

Background to the Healthy Eating Curriculum Kit
Investigating the themes
Unpacking label reading
Planning for teaching and learning
Introducing

DECD personnel
SA Health personnel
OPAL personnel
ewba Service providers
Sam Konnis
Sam Konnis - teacher writer
Introductory Activity

• Introduce yourself to another person
  Name, site, role at your site (1 Min each)
• Repeat this 4 more times
Collaboration
DECD, SA Health, other professionals, school leaders and teachers
Video by Sam Konnis

Curriculum advisory group

**DECD**
Leah Cassidy, Project Manager, Healthy Eating and Physical Activity, DECD
Geoff James, Project Officer, eat well/be active – Primary Schools, DECD
Helen Scales, Project Officer, Mental Health, DECD
Gary Passmore, Project Manager, Aboriginal Cultural Studies, DECD
Christine Thompson, Curriculum Manager, English, DECD

**SA Health**
Patricia Carter, Principal Advisor, Public Health Nutrition, Health Promotion Branch, SA Health
Nadja Mastersson, Chief Project Officer, Public Health Nutrition, Health Promotion Branch, SA Health
Sonya Stanley, OPAL Project Officer, City of Onkaparinga, SA Health
Leanne Rana, Project Officer, Crunch and Sip, SA Dental Services

**Other professionals**
Serena Williams, Project Officer, Botanic Gardens
Kay Mehta, Lecturer, Flinders University
Cheryl Peat, Project Officer, Australian Council for Health, Physical Education and Recreation, South Australia (ACHPER SA)

**Teachers and school leaders**
Wink Dowdy, Redwood Park Primary School
Kristian Atkinson-Allen, The Pines C7 School
Katie Dix, Islamic College of South Australia
Amber Haft, Prospect North Primary School
Daphne Orphanou, The Pines C7 School
The 2\textsuperscript{nd} edition replaces this edition
What's out there now?

Crunch&Sip®
Australian Guide for Healthy Eating

Healthy eating for children

Teach your child healthy habits for a healthy life

Healthy eating for children

Teach your child healthy habits for a healthy life

Use small amounts

Only sometimes and in small amounts

SERVE SIZES

Vegetables and legumes

Fruit

Grain (carbohydrate), mostly wholegrain and/or high-cereal fibre

Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans

Milk, yoghurt, cheese and/or alternatives, mostly reduced fat

To meet additional energy needs, extra serves from the Food Group or unsaturated vegetable oils, or discretionary choices may be needed by children who are overweight or obese, and/or older or younger than their age band.
Themes
Healthy choices theme
Food labelling theme
Food preparation theme
Growing food theme
Media theme
Cultural, religious, spiritual influences theme
and
Recipes
Teaching Support Materials
Title

Focus of work

Ideas & Activities

Australian Curriculum links

Useful Websites

Prior knowledge and lesson preparation
- Enlarge blank copies of The Australian Guide to Healthy Eating (AGHE) on page 18.
- Supply of magazines containing a variety of food pictures will also be needed.
- In groups of 3, children discuss and list foods that they think are good for you and foods that are not good for you. Views are then shared with the class, adding to a class list of healthy and sometimes foods.

Focus inquiry
After introducing the purpose of the inquiry as an investigation of foods our bodies need to work properly, The Australian Guide to Healthy Eating (AGHE) is presented along with discussion about the names of the 5 food groups and the types of foods that belong in each group.

Using the list generated in the earlier group discussion, the class categorises the listed foods within the 5 sections of the Food Circle and considers if all sections have been represented.

In groups of 3, children cut out pictures representing the 5 food groups:
- Bread, corn, rice, pasta, noodles
- Meat, fish, poultry, eggs, nuts, legumes
- Milk, yoghurt, cheese
- Fruit
- Vegetables, legumes and place them in the appropriate sections of the enlarged Food Circle.

Children consider
Why some segments in the circle are larger than others?
Which food group is largest and why?
I emphasise that we need to select a variety of food from each of the 5 food groups, the difference in segment sizes represents the recommended proportion of each food group to be eaten.

Do some foods fit into more than one food group and why?
Are there types of foods that you do not fit within the circle? Why might this be?
Introduce these as what we describe as sometimes or extra foods.
Discuss why these are described this way. Are there other names we use to describe these types of foods?
Make a list of sometimes foods and discuss when these are eaten (e.g. birthday parties, times celebrations)

How might people feel if they eat too many sometimes foods?
These foods should be eaten on the next to a variety of food from the 5 food groups every day, whilst sometimes food should only be eaten occasionally or in small amounts. Extra foods do not appear on the AGHE food circle because our bodies do not need them to work properly.

Further inquiry
Consider planning a Healthy Eating Class Party based on the AGHE. Party food could include crushed ice with pieces of lemon, orange or strawberries.

Healthy take-away!
Print the Australian Guide to Healthy Eating (AGHE) (refer page 6). Children explain to parents how to use the AGHE to make healthy food choices.

Design a healthy lunch box brochure to share with your family.
With the help of a parent, children keep a food diary and record everything they eat for three days in a row using the proforma on page 17 (3 copies are needed).

When complete, with a partner, children highlight the sometimes food and drinks in their list and suggest a healthier alternative (e.g. a packet of chips with wholegrain crackers or an ice cream for a container of low fat yoghurt).

Australian Curriculum exemplar links

Languages: Literacy: Text in context, interacting with others (ACELY1156, ACELY1651)
Maths: Measurement and Geometry: Shape (ACMMG201), Statistics and Probability: Data representation and interpretation (ACMSP106)

General Capabilities

Literacy, Critical and creative thinking, Numeracy, Personal and social development
Websites to support inquiry
Healthy Eating lesson plans—NSW Health www.health.nsw.gov.au/Partners/PrimarySchool/HealthyEating/lesson_plans_and_curriculum

Refer Right Bite website for healthy lunchbox ideas www.docii.qa.gov.au/rightbite
Teaching Support Materials

Food and celebrations from around the world

Dear Parent,
We are learning about food and celebrations from around the world. Your child has been asked to interview three people about their favourite celebrations. Please assist your child to collect this information. Completed information needs to be returned to school by _______. Thank you.

<table>
<thead>
<tr>
<th>Name of favourite celebration</th>
<th>Reason for celebration</th>
<th>Favourite food eaten at celebration</th>
<th>My own question</th>
</tr>
</thead>
</table>

Person 1

Person 2

Person 3

My food diary

Name: ____________________________ Date: ____________________

Breakfast:

Lunch:

Dinner:

Snacks:

From which food group do you mainly eat? List your food choices in the correct group. Are all the groups covered?

<table>
<thead>
<tr>
<th>Bread, cereals, rice, pasta, and noodles</th>
<th>Vegetables and legumes</th>
<th>Fruit</th>
<th>Meat, yogurt, and cheese</th>
<th>Lean meat, fish, poultry, eggs, nuts, and legumes</th>
</tr>
</thead>
</table>

Healthy Eating Curriculum K3 | Teaching support materials
Case Studies

**Case Study**

**Burton School Campus**

making a difference

Encouraging students to make positive lifestyle choices, Burton School Campus is committed to providing community education.

Burton School Campus has always aimed to provide healthy food options through the canteen menu.

Early days saw the ‘Canteen Committee’ involved in a range of Department for Education and Child Development (DECD) special programs and initiatives to promote healthy eating. At the same time, the ‘Active Committee’ looked to support Physical Education throughout the school. Both committees worked quite independently at that stage there was little community awareness of what was happening in the school. However, these two early groups contributed greatly towards the culture and ethos that is evident today.

One of the most significant developments occurred in 2006, and came from the involvement of the students. Concerned that some families were delivering junk food to the school, the PINDA Group was born. The PINDA Group originated from a Deception Bay, students who determined that PINDA stood for Parents and Student Teachers’ Association. The group comprised of parent and grandparent representatives, who in their main, worked in the school canteen, students, who typically applied to join the group, 5th graders and teachers.

Once formed the group began the process of educating the school community on the benefits of healthy eating.

Over the years this group has grown into a powerful, school and well-supported committee and is a vital part of the life at Burton School Campus. Their initiatives over the six-year period have been many and varied and are highly successful. Many students, with the support of adults, have been involved in positive change. The PINDA Group has, over time, evolved from an initial idea to become a key influence in the school and the community.

Recent initiatives have included the further development of the school garden, a very successful lunch box workshop for parents, care-givers, weekly school assembly announcements and involvement in the World’s Biggest Pizza.

**Case Study**

**Gardening at The Pines C---7 School**

Year 6/7 students at the Pines Primary School decided to set up their own garden in front of their class.

The preparation and gardening activities that followed were integrated into all areas of the curriculum making learning more meaningful.

This gave the teacher a wonderful opportunity to promote positive attitudes towards eating more produce.

Students who were reluctant vegetable eaters were greatly prepared to try vegetables they had grown themselves. Most students transformed their new interest for gardening by setting up garden plots at home with their family.

The class also saw this as a wonderful opportunity to develop their entrepreneurial skills by selling their home produce to the school community and by having a Producer’s Bake Day.

The bread baked that day was very popular with all students and the proceeds earned the year 6/7 class a wonderful end of year celebration.

It was also interesting to note that although the garden was not fenced, no damage occurred to any of the plants or vegetables during the year.
Group Activity

Divide into 6 even groups

Group 1 - Healthy choices
Group 2 - Food labelling
Group 3 - Food preparation
Group 4 - Growing food
Group 5 - Media
Group 6 - Cultural, religious, spiritual influences

Themes will be allocated
Each person studies one topic within that theme (10 mins)
Prepare to tell others about that topic in your group and how you might use it (3 mins)
Practical Example
Food Labelling: Food Detective

Seriously Cereal

Page 41
Considerations:

• Per 100g or 100ml
• Per serving size

e.g. 5g=1 biscuit

Nutrition Information Panels

<table>
<thead>
<tr>
<th></th>
<th>Serving size 35g</th>
<th>Quantity per 100g</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Energy</strong></td>
<td>700 kJ</td>
<td>2000 kJ</td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>4.2 g</td>
<td>11.8 g</td>
</tr>
<tr>
<td><strong>Fat</strong></td>
<td>- total 7.8 g</td>
<td>22.3 g</td>
</tr>
<tr>
<td></td>
<td>- saturated 3.6 g</td>
<td>10.3 g</td>
</tr>
<tr>
<td><strong>Carbohydrate</strong></td>
<td>- total 19.4 g</td>
<td>10.3 g</td>
</tr>
<tr>
<td></td>
<td>- sugars 0.9 g</td>
<td>2.5 g</td>
</tr>
<tr>
<td><strong>Dietary Fibre</strong></td>
<td>1.3 g</td>
<td>3.6 g</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>228 mg</td>
<td>650 mg</td>
</tr>
</tbody>
</table>

*Ingredients:* wheat flour, vegetable oil, tomato powder, cheese, milk solids, salt, herbs and spices, sugar, yeast, vegetable extract (corn, soy), raising extract (E341), flavouring, food acid (E30), natural colour (E100, E160c), may contain traces of nut, egg or seeds.
Food Labelling: Food Detective

General guidelines:

FAT and SATURATED FAT
• Choose the product with less fat (especially saturated fat)
  • Less than 10g total fat per 100g
  • or less than 2g for dairy

SUGARS
• Less than 15g sugar per 100g
• or less than 25g sugar if contains fruit
• Consider natural sugars found in fruit and milk
• Check the ingredient list to determine the main source of sugar

SODIUM (SALT)
• Less than 400mg sodium per 100g

FIBRE
• More than 5g fibre per 100g
School Team Planning

• Introduce the DECD Learning Design approach
• Handout proformas
  – Design template
  – Example
  – Blank
• Start planning
  – Look for ways to embed this work into the Australian Curriculum
Conclusion and thank you

Comments from participants about HECK
- Comments about how you will use the resource

Conclusion
- Evaluation sheets filled out
- Thank you to presenters
- Thank you to participants