

Health in the Classroom

This workshop will provide ideas and strategies that integrate literacy and numeracy into the classroom for the teaching and learning of nutrition. Teachers will explore current research findings, resources and a range of explicit teaching and learning activities that engage students more effectively in nutrition lessons.

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Focus (Overview):

This workshop will provide ideas and strategies that integrate literacy and numeracy into the classroom for the teaching and learning of nutrition. Teachers will explore current research findings, resources and a range of explicit teaching and learning activities that engage students more effectively in nutrition lessons.

Fact or Fiction

Strand/s:

Healthy, Safe & Active Lifestyles

PDHPE Syllabus Outcomes:

Stage 3:

PD3-6 - distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable

PD3-7 - proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces

PD3-10 - selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

Key Inquiry Questions (KIQ):

Stage 3:

1. How responsible am I for my own and others' health, safety and wellbeing?
2. What actions positively influence the health, safety and wellbeing of my community?
3. How does a healthy, safe and active lifestyle enhance connection with others?

Content:**Stage 3:****KIQ 1: How responsible am I for my own and others' health, safety and wellbeing?**

Recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:

- reflect on the impact of their choices and decisions on the health, safety or wellbeing of their community **S I** 🛠️ 🛡️
- discuss the importance of health, safety and wellbeing services in supporting children and share information about local services using ICT tools, eg online collaboration, multimedia presentation **S** 🛠️ 📺 📱 🗣️

KIQ 2: What actions positively influence the health, safety and wellbeing of my community?

Investigate and adopt practices that help promote and maintain health, safety, and wellbeing, for example:

- plan for healthy food and drink habits which reflect the Australian Government dietary guidelines and advice for children **S** 🛠️ 🍴
- compare food labels and suggest ways to improve the nutritional value of meals **S** 🛠️ 🍴 📄
- analyse the changing influences on the diets of groups within Australia, eg Aboriginal and Torres Strait Islander Peoples **I** 🗣️ 🛠️ 🌐 🗣️ 🗣️
- describe situations that may cause lifestyle diseases or injury and propose actions that promote health and safety, eg choosing healthy snacks **S** 🛠️ 🛡️
- propose a personal network of trusted adults who could provide advice and support, eg parents/carers, teachers **I** 🗣️ 🗣️ 🗣️

Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example: (ACPPS054)

- identify situations where personal choices can influence their own and others' health, eg selecting and preparing healthy food **S I** 🛠️ 🛡️

KIQ 3: How does a healthy, safe and active lifestyle enhance connection with others?

Evaluate the reliability of health information and messages from different sources before making decisions, for example:

- devise questions to analyse health campaigns and initiatives **S** 🛠️ 🗣️ 🗣️ 🗣️
- research websites and places where they can seek help and prioritise those that are reliable and trustworthy **S** 🛠️ 🗣️ 🗣️ 🗣️
- apply criteria to online health information to assess its credibility and relevance of the information **S** 🛠️ 🗣️
- analyse health messages and compare their interpretations with those of other members of the class **I** 🛠️ 🗣️ 🗣️ 🗣️ 🗣️
- discuss how diversity is recognised when promoting positive health messages and information, eg health pamphlets published in different languages **I** 🛠️ 🗣️ 🗣️

Explore how media and people in the community influence personal attitudes, beliefs, decisions and behaviours, for example: (ACPPS057)

- explain how family, peers, popular culture and the media influence the way individuals interact and the decisions they make in given situations, eg positive health decisions **S I** 🗣️ 🗣️ 🗣️ 🗣️

- discuss how positive representations of diverse groups in the media can influence community values and attitudes and recognise the impact this can have on the health, safety and wellbeing of individuals within these groups, eg NAIDOC Week, Youth Week, International Women’s Day, Men’s Health Week, International Day of People with Disability **S I** 🤝 🏠 🌐 🗑️ 📦 🚫

Suggested Links to other Key Learning Areas:**English**

- Provides opportunities for students to make decisions and justify answers.
- Read and research facts.

Success Criteria:

- Students use prior knowledge and research to identify facts.
- Students make judgements on the reliability of information from different sources.
- Students are able to justify judgement or decision using a variety of sources.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Fact or Fiction</p> <p>Introduce the workshop and its aim.-</p> <ul style="list-style-type: none"> • Provide some research about the importance of Nutrition and its integration into the school setting. • Classroom strategies/ideas/resources to assist in the implementation of nutrition education. <p>Research - Challenges their thinking</p> <p>Provide participants with the Anticipation guide. Each participant is to read through the statements and decide if it is true or false.</p> <p>Participants then work with another to check answers and justify their answers.</p> <p>Presenter then provides research information for participants to check their information – making notes to correct any facts or information.</p>	<p>Equipment:</p> <p>Anticipation guide sheet complete with statements.</p> <p>Set Up:</p> <p>Each participant to receive a sheet and then find a partner/small group to check answers.</p>	<p>Anticipation Guide Strategy - An anticipation guide is a comprehension strategy that is used before starting a new topic to activate students' prior knowledge and build curiosity about a new topic.</p> <p>Statements may be <i>true or false</i> or <i>agree or disagree</i></p> <p>For students, this strategy could be used for nutrition facts or grouping of foods on the <i>Australian Guide to Healthy Eating</i></p> <p>Research or answers can be posted around room for students to easily find. – set up like a scavenger hunt strategy.</p>

Assessment:

- Students participation in activity.
- Students ability to make decision/judgement and justification of position.
- Fact finding ability.
- Working with others.

How can this activity be differentiated? (Ideas for inclusion)

- A variety of facts delivered – easier to more challenging - The number of statements can be modified to suit learner's needs.
- Anticipation guides can be completed orally.
- Having research or answers posted around room so students can easily seek correct information.
- Students working together in pairs or groups.

How can this activity be adapted to:

Early Stage 1	<ul style="list-style-type: none"> ▪ Teacher reads statements. ▪ Use 'The Magic Lunchbox' big book or view it on the IWB for project based learning to write anticipation statements about the story to link to other interest areas. ▪ Use the guide as a preparation for a preliminary discussion on one or more of the ideas as a way to introduce the text or reading book. ▪ Develop one or more of the statements as writing prompts. ▪ Link anticipation guide statements to a school garden to generate interest and inquiry. ▪ Students working in pairs or groups. ▪ Have students generate a list of statements for an anticipation guide.
Stage 1	
Stage 2	
Stage 3	

Other Considerations:

- Select materials such as computer software, videos, media clippings and books that are free from gender bias and ensure that lesson materials used contain equal examples of the contributions of boys and girls.
- Include learning experiences/facts/statements that reflect Aboriginal culture. A statement in the Anticipation Guide about Bush Tucker.
- Consider the background and cultural experiences of some students, use the Community Language Teacher, eg in team teaching, translation of the students' work.
- Provide open-ended learning experiences and assignments, allow for a variety of forms of expression.
- Ensure that students can clearly view demonstrations and relevant resources and negotiate the expectations of work tasks.
- Provide examples of the ways that skills can be practised individually when group work is not feasible or deliver a variety of material/statements to engage multi stages.

Links to Technology:

- Students could create their own computer driven anticipation guides.
- Teacher could use anticipation guide as a base for web quest to stimulate interest in new topic or unit of work.

Supporting Teacher Resources:

Source: <http://www.theteachertoolkit.com/index.php/tool/anticipation-guide>

You be the Judge!

Strand/s:

Healthy, Safe & Active Lifestyles

PDHPE Syllabus Outcomes:

Stage 3:

PD3-6 - distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable

PD3-7 - proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces

PD3-10 - selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

Key Inquiry Questions (KIQ):

Stage 3:

1. How responsible am I for my own and others' health, safety and wellbeing?
2. What actions positively influence the health, safety and wellbeing of my community?
3. How does a healthy, safe and active lifestyle enhance connection with others?

Content:

Stage 3:

KIQ 1: How responsible am I for my own and others' health, safety and wellbeing?

Recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:

- reflect on the impact of their choices and decisions on the health, safety or wellbeing of their community **S I** 🌱 🏠
- discuss the importance of health, safety and wellbeing services in supporting children and share information about local services using ICT tools, eg online collaboration, multimedia presentation **S** 🌱 📺 📱 🏠

KIQ 2: What actions positively influence the health, safety and wellbeing of my community?

Investigate and adopt practices that help promote and maintain health, safety, and wellbeing, for example:

- plan for healthy food and drink habits which reflect the Australian Government dietary guidelines and advice for children **S** 🌱 🍷 🍷
- compare food labels and suggest ways to improve the nutritional value of meals **S** 🌱 🍷 🍷
- analyse the changing influences on the diets of groups within Australia, eg Aboriginal and Torres Strait Islander Peoples **I** 🌱 🌱 🌱 🌱
- describe situations that may cause lifestyle diseases or injury and propose actions that promote health and safety, eg choosing healthy snacks **S** 🌱 🍷 🍷

- propose a personal network of trusted adults who could provide advice and support, eg parents/carers, teachers **I** 🗣️ 📅 📋

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KIQ 3: How does a healthy, safe and active lifestyle enhance connection with others?

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Explore how media and people in the community influence personal attitudes, beliefs, decisions and behaviours, for example: (ACPPS057)

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Suggested Links to Other Key Learning Areas:**English**

- Provides opportunities for students to interpret and create various text types including information report, discussion, exposition and explanation.
- Creating advertising campaigns for a variety of topics.
- Reading and writing menus, recipes and balanced diets.

Science and Technology

- Investigate the content of food needed for a healthy body.

Creative and Practical Arts

- create posters, use animation, compose jingles or develop video advertisements for health campaigns.
- Examine the use of visual images, musical lyrics and drama in advertising campaigns on television, radio and in magazines.

Success Criteria:

- Appraise students' ability to identify gimmicks in advertisements.
- Discusses why people use different products.
- Identifies how and why males and females are targeted in a range of advertisements.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Explain to students that they are going to examine the different structures and features of advertisements used in a variety of media.</p> <p>Provide each group with a food/fast food advertisement and Media Worksheet.</p> <p>Students share information, discussing similarities and differences. Consider:</p> <ul style="list-style-type: none"> – type of media, – purpose of media, – type of food, – target audience, – gender appeal, – type of images used, – use of celebrities, – who funded the campaign, – types of messages, 	<p>Participants are placed into small groups</p> <p>Equipment:</p> <p>A variety of advertisements</p> <p>Media Worksheet</p>	<p>Media refers to any kind of format used to convey or communicate information. Mass Media refers to those types of media that are designed to reach large numbers of people.</p> <p>Some types of media may include:</p> <ul style="list-style-type: none"> – Newspaper, – radio, – film, – art/photography, – television, – computer or internet, – mobile telephone. <p>The purpose of media is to:</p> <ul style="list-style-type: none"> – inform, – entertain, – persuade.

<p>– facts presented.</p> <p>Discussion</p> <ul style="list-style-type: none"> • What are the advantages and disadvantages of different media presenting information? • What type of advertisement do you think is most effective for adults, children, teenagers? Why? • How would the text be different if it were told in another time, place or culture? <p>Keeping this information in mind, design a menu/advertising campaign for a new fast food outlet – using healthy foods. The advertisement may be:</p> <ul style="list-style-type: none"> – a magazine advertisement, – a television advertisement (video/DVD), – a radio advertisement, – song, poster, sticker, – other. 	<p>AGHE posters/sheet.</p>	<p>Advertisements may be displayed in the classroom or around the school, shown to other classes or placed in school newsletters.</p>
<p>(If students choose to design a television or radio advertisement they will need to write the script to accompany the advertisement).</p> <p>Remind students to take into account things such as:</p> <ul style="list-style-type: none"> – audience, – purpose, – use of language or illustrations that persuade an audience, – facts about the product. <p>Discussion</p> <ul style="list-style-type: none"> • What form of media would you use to deliver a health message? Explain why. 		

Assessment:

- Information and key messages used for discussion writing task.
- Observe a debate on the relative worth of various health-related products.
- Appraise students' ability to identify gimmicks in advertisements.

How can this activity be differentiated? (Ideas for inclusion)

- Changing the pace, level, or kind of instruction you provide in response to individual learners' needs, styles or interests.
- Modifying tasks depending on students' abilities.
- Basic texts with illustrations, others are capable of working with more advanced vocabulary
- More time to complete the task.
- Providing detailed explanations in simple language.
- Tiered assignments involving all children being focussed on the same content or curriculum objective but the process and/or product will vary according to the child's readiness or ability.

How can this activity be adapted to:

Early Stage 1	<ul style="list-style-type: none"> ▪ Basic texts with illustrations. ▪ The 'Magic Lunchbox' – examine illustrations or view a series of images in print media or on the IWB. Discuss. Select foods in magazines and cut out. Students work in small groups to place foods in sometimes or everyday groups. ▪ Ask questions requiring short answers or provide prompts, such as beginning the sentence for the student or giving a clue. ▪ Students in mixed-ability groups (flexible grouping) working together.
Stage 1	
Stage 2	
Stage 3	Core activity.

Other Considerations:

- Select materials such as advertisements that contain equal examples of gender.
- Consider the background and cultural experiences of some students.
- Provide open-ended learning experiences and assignments, allow for a variety of forms of expression.
- Ensure that students can clearly view demonstrations and relevant resources and negotiate the expectations of work tasks.
- Provide examples of the ways that skills can be practised individually when group work is not feasible or deliver a variety of material/statements to engage multi stages.

Links to Technology:

Food Balance Game – Eat for Health.

<https://www.eatforhealth.gov.au/nutrition-calculators/food-balance>

Supporting Teacher Resources:

Eat for health: <https://www.eatforhealth.gov.au/>



Paddock to Plate	
Strand/s:	
Healthy, Safe & Active Lifestyles	
PDHPE Syllabus Outcomes:	
<p>Stage 2:</p> <p>PD2-6 - describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p> <p>PD2-7 - describes strategies to make home and school healthy, safe and physically active spaces</p> <p>PD2-10 - demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>	
Key Inquiry Questions (KIQ):	
<ol style="list-style-type: none"> 1. How can I contribute to promote healthy, safe and active communities? 2. How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity? 3. What skills and strategies do we need to be healthy, safe and empowered? 	

Content:

Stage 2:



KIQ 1: How can I contribute to promote healthy, safe and active communities?

Recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example:



- research people and places that offer advice and support to themselves and others and share this information with peers using ICT tools, eg online collaboration tools, multimedia presentations **S I** 
- explore options to promote healthy eating, eg identify healthy and unhealthy snack foods **I** 

KIQ 2: How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

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

- discuss the accuracy of information about health and safety provided to them by external sources **S** 
- recognise practices that prevent lifestyle disease and support their own and others' health, eg balanced eating habits, participation in physical activity **M** 

Suggest and apply strategies that help to create a healthy, safe and active environment for themselves and others, for example:

- take action to plan, promote and adopt healthy food and drink choices that support sustainable practices at home and at school, eg healthy cooking **S I** 
- promote positive health, safety and physical activity messages within their school using various forms of ICT tools, eg multimedia presentations, online collaboration tools **I** 

Suggested Links to other Key Learning Areas:

English - Provides opportunities for students to interpret and create various text types including information report and explanation.

Mathematics – Group information about different foods.

Science and Technology - Investigate some of the methods used to produce, present and preserve foods.

Success Criteria:

- Understand, identify and describe the cycle of particular food.
- Use flow chart or pictures to map the cycle of foods.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Linking the paddock to the plate http://www.landlearn.net.au/curriculum/documents/Activity-Linkingthepaddocktotheplate.pdf</p> <p>Paddock to plate</p> <p>Explain to students that they are going to trace the cycle of a particular food from planting to eating.</p> <ol style="list-style-type: none"> 1. Discuss with students the different types of food they consume daily. Make a list of these on the board and identify which industry/production line each of these come from (for example dairy, meat, fruit, fisheries and grain). 2. Discuss with the class the different processes involved in getting food or other items from the farm to the table. Use the wool cards as an example. Ask students to put the cards in order from sheep to woollen jumper. 3. Hand out the Farm Web cards (one per student). 4. Ask students to look at their card and then walk around the room to see what other parts of different supply chains they may link with. After five minutes ask students to form industry/production line groups (Hint: make sure each industry has the same colour border). 5. Ask students to identify one of the cards that has an end product on it (for example butter, bread, meat). Working in their industry groups, ask students to decide what the next stage in the production chain would be working from the paddock to the plate. 6. Once students have finished putting their industry supply 	<p>Equipment: Farm Web Cards laminated to enable multiple use.</p>	<p>You may wish to place objects around the room that students can gather around for example milk bottle - dairy, apple – fruit.</p> <p>This activity could also be used to show the cycle of products grown in the school kitchen garden.</p> <p><i>An extension activity could be to make some butter in the classroom. Butter is produced from churning milk or cream. It is possible to make butter in the classroom by shaking a container of heavy whipping cream vigorously for 10 - 15 minutes.</i></p> <p>Source: <i>Linking the Paddock to the Plate. LandLearn.</i></p>

<p>chains in order. Groups can then present their 'supply' chains to the other students in the class.</p> <p>Students use flow charts (manual or computer) driven to show and describe the line of production from paddock to plate.</p> <p>Students jointly construct a simple explanation for the selected food product and its origin.</p> <p>Students display flow charts with description.</p>		
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Assessment
<ul style="list-style-type: none"> ▪ Observation. ▪ Interacting with and questioning students. ▪ Work samples – flow charts.

How can this activity be differentiated? (Ideas for inclusion)
<ul style="list-style-type: none"> ▪ Use a flow chart diagram to scaffold the explanation of the origin of foods. ▪ Accept students spoken language and introduce where relevant some technical language. ▪ Students could draw pictures for each stage. ▪ Working in small groups students could sequence all stages of the flow chart and write a sentence (or teacher scribes for each stage of the process of the food source).

How can this activity be adapted to:	
Early Stage 1	Use pictures and spoken language to describe cycle of food or as a class discuss/identify the cycle of particular food. This idea directly links to the "Paddock to Plate" Science & Technology unit of work for ES1 and S1.
Stage 1	Students can work in groups to use magazines/brochures to cut out foods and predict where the food came from. Students could describe the cycle of food and use food web cards placed in order to prompt simple diagram/words/pictures.
Stage 2	Core activity. Choose items in the school canteen and research how they get from paddock to plate.
Stage 3	Students jointly construct an explanation for the selected food product and its origin as well as any issues that might occur in getting the product from paddock to plate eg, droughts, floods.

Other Considerations:

- Consider the background and cultural experiences of some students.
- Provide open-ended learning experiences and assignments, allow for a variety of forms of expression.
- Ensure that students can clearly view demonstrations and relevant resources and negotiate the expectations of work tasks.

Links to Technology:

Students could devise computer driven flow charts with descriptions/explanations.

Supporting Teacher Resources:

Milk Cycle available at: <http://www.dairy.edu.au/discoverdairy/learning-resources/interactives/milk-cycle>

Sugar Drinks

Strand/s:

Healthy, Safe & Active Lifestyles

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- compare food labels and suggest ways to improve the nutritional value of drinks **S** ⚙️ 🧑🏫 📱
- analyse the changing influences on the diets of groups within Australia, eg Aboriginal and Torres Strait Islander Peoples **I** 🧑🏫 ⚙️ 🌐 🧑🏫 📱
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- propose a personal network of trusted adults who could provide advice and support, eg parents/carers, teachers **I** 🏠 🧑 🧑

Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example: (ACPPS054)

- identify situations where personal choices can influence their own and others' health, eg selecting and preparing healthy food **S I** 🍎 🥗

KIQ 3: How does a healthy, safe and active lifestyle enhance connection with others?

Evaluate the reliability of health information and messages from different sources before making decisions, for example:

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- apply criteria to online health information to assess its credibility and relevance of the information **S** 🍎 📺
- analyse health messages and compare their interpretations with those of other members of the class **I** 🍎 📺 📺 📺
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Explore how media and people in the community influence personal attitudes, beliefs, decisions and behaviours, for example: (ACPPS057)

- explain how family, peers, popular culture and the media influence the way individuals interact and the decisions they make in given situations, eg positive health decisions **S I** 🏠 📺 📺
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Suggested Links to other Key Learning Areas:

English

- Provides opportunities for students to interpret and create various text types including information report, discussion and explanation.

Science and Technology.

- Investigate the content of food needed for a healthy body.

Success Criteria:

- Defends the need for making decision that enhance health.
- Identifies the positive and negative effects of various substances in the body eg sugar.
- Researches current global issues affecting the health of themselves and others.
- Makes judgements on the reliability of information from different sources.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Provide students with current news or text about countries now having a tax placed on sugar drinks. Explain the idea of a tax/levy and why it has been placed on sugar drinks in some countries. Have students research information/facts about sugar and sugar drinks.</p> <p>Discuss the main messages.</p> <p>Explain to the students that they are going to work in pairs and small groups to discuss or review the pros and cons of sugar drinks.</p> <ul style="list-style-type: none"> Students draw on information from text, from class discussion and from prior knowledge as they think about this closed (yes/no) question <i>Sugar drinks should be taxed</i> or <i>Sugar drinks should be banned for everybody</i>. Students discuss their ideas with a partner. The partners must come up with evidence that supports a "yes" position and also a "no" position. Opinions need to be supported by information from the text or other research. (See <i>Discussion Web</i> worksheet). <p>The partners are paired with another pair to form a discussion group. The members of the group share their responses.</p> <ul style="list-style-type: none"> Together, the group reach a consensus on a pro or con point of view. Then groups have the opportunity to share their point of view with the entire class. As a follow up, students might be asked to debate the question or to support and write their individual opinions. 	<p>Whole class.</p> <p>Pairs and small groups.</p>	<p>UK introduces sugar tax on soft drinks. <i>'Britain's sugar-levy will begin in 2018 which the government hopes will give manufacturers time to reduce the amount of sugar in their drinks. Drinks with more than 8 grams of sugar per 100 millilitres will be taxed at a higher rate than drinks with less than 5 grams of sugar per 100 millilitres.'</i> Sydney Morning Herald – 20160316</p> <p>Students <i>think</i> individually about the question that is up for discussion. They look in the text for information they might use to support their opinions.</p> <p>Teacher may need to assist students analyse the facts.</p>

Discussion Should sugar drinks be banned for everybody? Why or why not? What are the main messages about sugar and sugar drinks?		
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Assessment:

- Observation.
- Interacting with and questioning students.
- Work samples – discussion web detail.

How can this activity be differentiated? (Ideas for inclusion)

- Providing detailed explanations in simple language.
- Providing text and facts for students around the room in a scavenger hunt.
- Accept students spoken language and introduce where relevant some technical language.

How can this activity be adapted to:

Early Stage 1	Use simple language from simple text about sugar drinks. Explore the 'Magic Lunchbox' and focus on water as a drink in the text. This could then lead into Project Based Learning activities about water and saving water. **This leads on to the next poetry activity about water.
Stage 1	Using simple language and complete worksheet as a class activity.
Stage 2	Discuss facts - Add one example on each 'yes' and 'no' of worksheet.
Stage 3	Core Activity.

Other Considerations:

- Consider the background and cultural experiences of some students.

Links to Technology:

Students design a computer survey for other students as to their opinions for or against tax/levy on sugar drinks.

Supporting Teacher Resources:

Source: <http://news.yahoo.com/britain-levy-sugar-tax-soft-drinks-industry-133616867--business.html>






Water – the drink of choice!	
Strand/s:	
Healthy, Safe & Active Lifestyles	
PDHPE Syllabus:	
<p>Stage 2:</p> <p>PD2-6 - describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p> <p>PD2-7 - describes strategies to make home and school healthy, safe and physically active spaces</p> <p>PD2-10 - demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>	
Key Inquiry Questions (KIQ):	
<ol style="list-style-type: none"> 1. How can I contribute to promote healthy, safe and active communities? 2. How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity? 3. What skills and strategies do we need to be healthy, safe and empowered? 	

Content:

Stage 2:





KIQ 1: How can I contribute to promote healthy, safe and active communities?

Recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example:









- research people and places that offer advice and support to themselves and others and share this information with peers using ICT tools, eg online collaboration tools, multimedia presentations **S I**    
- explore options to promote healthy drinks, eg identify healthy and unhealthy drinks **I** 

KIQ 2: How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

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

- discuss the accuracy of information about health and safety provided to them by external sources **S**  
- recognise practices that prevent lifestyle disease and support their own and others' health, eg balanced eating habits, participation in physical activity **M**  

Suggest and apply strategies that help to create a healthy, safe and active environment for themselves and others, for example:

- take action to plan, promote and adopt healthy food and drink choices that support sustainable practices at home and at school, eg healthy cooking **S I**    
- promote positive health, safety and physical activity messages within their school using various forms of ICT tools, eg multimedia presentations, online collaboration tools **I**    

Suggested Links to other Key Learning Areas:

English

- Provides opportunities for students to interpret and create various text types including different types of poetry.

Success Criteria:

- Vocabulary/words used for poetry.
- Understanding of different types of poetry.
- Understanding of water as a healthy drink.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Water Poetry Students write a poem about water and perform it.</p> <ul style="list-style-type: none"> • Revisit the Australian Guide to Healthy Eating poster. Point out the tap with running water and glass in the top right corner. Ask students why the tap is turned on? What might that mean? It means drink plenty of water. Drink water most of the time. • As a class discuss why drinking fluid is important. Then discuss some ideas as to why the Australian Dietary Guidelines say drink plenty of water and not just drink plenty of fluid? • Explain to the students that they will be writing a poem that promotes drinking plenty of water. They will then illustrate their poem. <ol style="list-style-type: none"> 1. Discuss the type of poetry that might be suitable – acrostic, cinquain, rhyming or a shape poem (e.g. glass of water or water drop). This may be at teacher discretion and be dependent on prior knowledge and skills of students with regards to poetry. 2. As a class develop and display a list of words that could be used in a poem about water. 3. Students write their poem and illustrate it onto the A4 card or paper. <p>Students may need their workbooks or loose paper for drafts.</p> <p>Students then share their work with others.</p>	<p>Australian Guide to Healthy Eating poster available at www.eatforhealth.gov.au</p> <p>A4 card or workbooks to present work.</p>	<p>Activities from Crunch&Sip School Resource Pack – 2nd Edition (released 2016).</p> <p>Acrostic poem is a type of poetry where the first, last or other letters in a line spell out a particular word or phrase. <i>Sunny days.</i> <i>Plants awakening.</i> <i>Raindrops on the roof.</i> <i>Interesting clouds.</i> <i>New flowers.</i> <i>Grey skies.</i></p> <p>Cinquain poetry is a short poem consisting of five, usually unrhymed lines containing, respectively, two, four, six, eight, and two syllables. Any stanza of five lines.</p> <p>Example: <i>My mum (2 syllables)</i> <i>Is so caring (4 syllables)</i> <i>She is</i> <i>always helpful (6 syllables)</i> <i>She is so beautiful and kind (8 syllables)</i> <i>Love you. (2 syllables)</i></p>

Assessment:

- Work sample of poetry – use of words/ format/illustrations.

How can this activity be differentiated? (Ideas for inclusion)

- Modifying tasks depending on students' abilities.
- Basic texts with illustrations, others are capable of working with more advanced vocabulary.
- More time to complete the task.

How can this activity be adapted to:

Early Stage 1	<ul style="list-style-type: none"> * Writing class poem on a water drop template or in a picture of a glass. * Poetry can also be adapted to include fruit and/or vegetables. eg: Students can explore vegetables and write an acrostic poem about their favourite vegetable after they have seen and felt various vegetables as part of the Ignition Activity (See Fruit n Vege Month website for this lesson). * Scaffolding/sentence starters for poetry lines.
Stage 1	
Stage 2	Core activity.
Stage 3	Create jingle using poetry lines/vocabulary to influence more people to choose water as a drink.

Other Considerations:

- Consider the background and cultural experiences of some students.
- Provide open-ended learning experiences and assignments, allow for a variety of forms of expression.
- Ensure that students can clearly view demonstrations and relevant resources and negotiate the expectations of work tasks.

Links to Technology:

Design an infographic about the health benefits of drinking water.

Supporting Teacher Resources:

Source: <http://www.webmd.com/diet/6-reasons-to-drink-water>

Food, Glorious Food

Strand/s:

Healthy, Safe & Active Lifestyles

PDHPE Syllabus Outcomes:

PD1-6 - understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity

PD1-7 - explores actions that help make home and school healthy, safe and physically active spaces

PD2-10 - demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

Key Inquiry Questions (KIQ):

1. How can I be responsible for my own, and others' health, safety and wellbeing?
2. How can I act to help make my environments healthy, safe and active?
3. What influences my decisions and actions to be healthy, safe and physically active?

Content:

Stage 1:

KIQ 1: How can I be responsible for my own, and others' health, safety and wellbeing?

Describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018)

- identify and participate in opportunities that promote healthy decisions, eg free-time play **M** 🧩 🧩 🧩

KIQ 2: How can I act to help make my environments healthy, safe and active?

Practise strategies they can use to support their own and others' health, safety and wellbeing, for example: (ACPMP030)

- identify food groups and explore how eating healthy foods and drinks can benefit health and wellbeing 🧩 🧩 🧩
- explore reasons for personal food choices and eating habits 🧩 🧩 🧩

Explore actions and opportunities to promote and celebrate healthy, safe and active living, for example:

- identify items not to be shared to keep others safe due to contamination, infection, allergies or anaphylaxis **S** 🧩 🧩 🧩

KIQ 3: What influences my decisions and actions to be healthy, safe and physically active?

Explore health and safety influences that benefit Aboriginal and Torres Strait Islander cultures, for example:

- create a meal using bush tucker ingredients that take into account the cultural significance of bush food 🧩

- recognise the benefits of bush tucker as part of a healthy diet **I** 🖐️

Examine contextual factors that influence their own and others' decisions and behaviours, for example: (ACPPS021)

- recognise people who influence their health decisions and behaviours and explain how the level of influence changes over time, eg parents/carers, family, peers, people in their community **S I** 🗣️ 🧑🏠 🧑🏫
- recognise and discuss how cultural knowledge, practices and customs are used to pass on health information from one generation to the next **I** 🖐️ 🌐 🗣️ 🧑🏠
- describe choices and factors that have an impact on their own and others' health and safety, eg fast food **I** 🍷 🍷 🍷 🍷
- explore media health messages and slogans and describe the decisions and behaviours they encourage **I** 🗣️ 🗣️

Suggested Links to other Key Learning Areas:

Mathematics

- Use numbers of any size in real-life situations.
- Interpret information from the internet, the media, the environment and other sources that use large numbers.
- Add three or more numbers with different numbers of digits, with and without the use of digital technologies.

Success Criteria:

- Analyses personal food intake to identify the balance of choices made.
- Discusses how other people/media influence body image and food intake.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Explain to the students that they are going to explore how much energy they need in a day and that they are to make a menu for a day based on their energy requirements.</p> <p>Provide access to an online daily intake calculator so that students can calculate their daily energy intake.</p> <p>List or collect pictures of foods and drinks commonly consumed.</p> <p>Provide or calculate the energy content of foods.</p> <p>Using the foods provided, create three different menus that make a day's energy using a variety of foods or multiples of the same food.</p> <p>In pairs, students question each other about the menus they have created and the choices they have made.</p> <p>Each student then chooses a preferred menu justifying their choice to their partner.</p> <p>Provide students with a copy of the Australian Guide to Healthy Eating poster.</p> <p>Ask students to sort their foods according to these groupings and consider how well their menu represents the AGHE. Students ask themselves and their partner: 'What could I eat instead?'</p> <p>Ask students make any changes to their menu so that it better resembles the AGHE groupings.</p> <p>Closing discussion:</p> <ul style="list-style-type: none"> What factors affect our food choices? 	<p>Online daily intake calculator.</p> <p>Use an online kilojoule calculator or food labels.</p> <p>Calculators.</p> <p>Australian Guide to Healthy Eating.</p> <p>Small groups or whole class.</p>	<p>Use the Australian Guide to Healthy Eating to collect a variety of foods from various food groups.</p>

<ul style="list-style-type: none"> How does being more active each day effect my daily food intake? What can I do to that will help me have a healthy, balanced diet? 		
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Assessment:

- Observation.
- Interacting with and questioning students.
- Work samples/reports/discussions.

How can this activity be differentiated? (Ideas for inclusion)

- Varying how much information is provided and how much students research.
- Using concrete materials.
- Students create food equivalents or food equations e.g. 15g milk chocolate = 1.5 large apples or chocolate Freddo = 1 apple + 1 carrot.

How can this activity be adapted to:

Early Stage 1	<ul style="list-style-type: none"> provide equivalents e.g. 15g milk chocolate = 1.5 large apples etc. vary how much information is provided and how much is researched. Students write down their days intake, then work in small groups to share their foods and place into food groups using the AGHE. Core activity.
Stage 1	
Stage 2	
Stage 3	

Other Considerations:

- Some students may be reluctant or be self-conscious about their weight when using the online calculator. 'Typical' kilojoule intakes for children could be used instead.
- Ensure foods are included that are representative of the diets of students, including those from diverse backgrounds.

Links to Technology:

Use of online calculators.
Use of calculators.

Supporting Teacher Resources:

Daily intake calculators

<http://www.mydailyintake.net/calculate-your-dis/>

<http://www.8700.com.au/kjs-and-kids/how-many-kjs-do-kids-need/>



Australian Guide to Healthy Eating

<https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>

Ah Sugar Sugar?	
Strand/s:	
Healthy, Safe & Active Lifestyles	
PDHPE Syllabus:	
Stage 2:	
PD2-6 - describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity	
PD2-7 - describes strategies to make home and school healthy, safe and physically active spaces	
PD2-10 - demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations	
Key Inquiry Questions (KIQ):	
4. How can I contribute to promote healthy, safe and active communities?	
5. How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?	
6. What skills and strategies do we need to be healthy, safe and empowered?	



Content:**Stage 2:****KIQ 1: How can I contribute to promote healthy, safe and active communities?**

Recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example:



- research people and places that offer advice and support to themselves and others and share this information with peers using ICT tools, eg online collaboration tools, multimedia presentations **S I** 
- explore options to promote healthy eating, eg identify healthy and unhealthy snack foods **I** 

KIQ 2: How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

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

- discuss the accuracy of information about health and safety provided to them by external sources **S** 
- recognise practices that prevent lifestyle disease and support their own and others' health, eg balanced eating habits, participation in physical activity **M** 

Suggest and apply strategies that help to create a healthy, safe and active environment for themselves and others, for example:

- take action to plan, promote and adopt healthy food and drink choices that support sustainable practices at home and at school, eg healthy cooking **S I** 
- promote positive health, safety and physical activity messages within their school using various forms of ICT tools, eg multimedia presentations, online collaboration tools **I** 

Suggested Links to other Key Learning Areas:**Mathematics**

- Round numbers to the nearest ten, hundred, thousand or ten thousand.
- Use digital technologies to divide whole numbers by one- and two-digit divisors.
- Use and interpret remainders in solutions to division problems.
- Collect data, organise it into categories, and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies.

Success Criteria:

- Explains the need for good health practices.
- Discusses food needs for growth and activity.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Note: this activity should be done after students have learned about the effects of sugar on the body.</p> <ol style="list-style-type: none"> 1. List some foods they think contain a lot of sugar. 2. Discuss why people eat these foods e.g. taste, celebrations, media, other influences. 3. Recall what they have learned about how excess sugar consumption is affecting people. <p>Research or provide recommended daily sugar intake for children.</p> <p>Students explore sugar content of sugary drinks by viewing a variety of popular beverages with high sugar content.</p> <p>Ask students to visit various 'stations' placed around the room where they need to view the laminated card with the drink on it and place the number of teaspoons of sugar indicated on the card into a cup. One of the 'stations' has water as its main drink so students are able to see that water does not contain any sugar.</p> <p>Provide or have students collect a variety of food labels.</p> <p>Ask students to:</p> <ul style="list-style-type: none"> ▪ Consider what makes an average serving of each food. ▪ Find the sugar content of each food or drink in grams per average serve. ▪ Round the number of grams of sugar for each food to the nearest 10 grams (explain that this is equal to two teaspoons). 	<p>Organise students into pairs or small groups.</p> <p>The WHO recommends limiting intake of free sugars to less than 10% (ideally less than 5%) of total energy intake. That is, no more than 19g (5 sugar cubes) a day for children aged 4 to 6, and no more than 24g (6 sugar cubes) for children aged 7 to 10.</p> <p>Photos/slides of various sugary drinks and water to compare.</p> <p>Drink samples of popular sugary drinks placed around the room at 'stations'</p> <p>Clear plastic cups, bowl of sugar, teaspoon and number of teaspoons of sugar in each drink on a laminated card at each station.</p> <p>Food labels.</p> <p>Calculators.</p>	<p>Prior learning.</p> <p>Think/pair share.</p> <p>Mind map.</p> <p>Discussion web.</p> <p>Partner/group work.</p>

<ul style="list-style-type: none"> Calculate and record the number of teaspoons of sugar in each food. <p>Explain that the pairs/groups are to represent this information in a graph or table and ask pairs/groups to decide on how best to do this e.g. table, column graph, picture graph, etc.</p> <p>Ask groups to:</p> <ul style="list-style-type: none"> present their work to the class, justifying their choice of table or graph, describe one thing they have learned and why they think it is important. 	<p>Grid paper or A3 paper for graphs</p> <p>Rulers, pencils etc.</p>	<p>Report back.</p> <p>World Café – one member of each group stays to present work to other groups, remaining members of groups rotate.</p>
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Assessment:

- Observation.
- Interacting with and questioning students.
- Work samples/reports.

How can this activity be differentiated? (Ideas for inclusion)

- Varying how much information is provided and how much students research.
- Using concrete materials.

How can this activity be adapted to:

Early Stage 1	<ul style="list-style-type: none"> Matching numbers of sugar cubes to various foods.
Stage 1	<ul style="list-style-type: none"> Lead students through process of creating a picture graph.
Stage 2	Core activity.
Stage 3	<ul style="list-style-type: none"> Use information to develop an education campaign for the community.

Other Considerations:

- Consider the backgrounds of students in the class and liaise with local community groups to determine any foods that are typically consumed.
- Allow for a variety of ways for students to present their findings e.g. drama, music.

Links to Technology:

Use of calculators or spreadsheets.

Supporting Teacher Resources:

World Health Organisation publication

Source: http://www.who.int/nutrition/publications/guidelines/sugars_intake/en/

Nutrition Teaching Resources		
Early Stage 1 & Stage 1 (yr. K – 2)	Stage 2 (yr. 3 – 4)	Stage 3 (yr. 5 – 6)
<p>Healthy Kids - resource for students and teachers: www.healthykids.nsw.gov.au Information, resources and ideas on physical activity and healthy eating for children and young people. Specific section for school teachers.</p>	<p>Healthy Kids - resource for students and teachers: www.healthykids.nsw.gov.au Information, resources and ideas on physical activity and healthy eating for children and young people. Specific section for school teachers.</p>	<p>Healthy Kids - resource for students and teachers: www.healthykids.nsw.gov.au Information, resources and ideas on physical activity and healthy eating for children and young people. Specific section for school teachers.</p>
<p>Crunch&Sip Resources - resource for teachers: http://www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx Click on 'Classroom activities Early Stage 1, and Stage 1' under 'The new Crunch&Sip® Resource Pack – 2nd Edition' for curriculum materials.</p>	<p>Crunch&Sip Resources - resource for teachers: http://www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx Click on 'Classroom activities Stage 2, under 'The new Crunch&Sip® Resource Pack – 2nd Edition' for curriculum materials.</p>	<p>Crunch&Sip Resources - resource for teachers: http://www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx Click on 'Classroom activities Stage 3' under 'The new Crunch&Sip® Resource Pack – 2nd Edition' for curriculum materials.</p>
<p>NSW Department of Education and Communities Kitchen Gardens - resource for teachers: http://www.kitchengardens.det.nsw.edu.au/#Kitchen Gardens website Learning resources for, syllabus links, programs, policy advice and funding opportunities.</p>	<p>NSW Department of Education and Communities Kitchen Gardens - resource for teachers: http://www.kitchengardens.det.nsw.edu.au/#Kitchen Gardens website Learning resources for, syllabus links, programs, policy advice and funding opportunities.</p>	<p>NSW Department of Education and Communities Kitchen Gardens - resource for teachers: http://www.kitchengardens.det.nsw.edu.au/#Kitchen Gardens website Learning resources for, syllabus links, programs, policy advice and funding opportunities.</p>
<p>Kids Grow Kids Cook resource for teachers: http://healthy-kids.com.au/teachers/kitchen-garden/ Teaching resource for Early Stage 1 and Stage 1 and information to establish a school vegetable garden in order to grow, produce and use it in cooking classes to produce tasty meals and experience real 'live' food.</p>	<p>Kids Grow Kids Cook resource for teachers: http://healthy-kids.com.au/teachers/kitchen-garden/ Teaching resource for Stage 2 and information to establish a school vegetable garden in order to grow, produce and use it in cooking classes to produce tasty meals and experience real 'live' food. .</p>	<p>Kids Grow Kids Cook resource for teachers: http://healthy-kids.com.au/teachers/kitchen-garden/ Teaching resource for Stage 3 and information to establish a school vegetable garden in order to grow, produce and use it in cooking classes to produce tasty meals and experience real 'live' food. .</p>
<p>The Magic Lunchbox - resource for teachers: http://www.healthpromotion.com.au/MagicLunchbox/MagicLunchbox Index.html A story book which teaches students about packing a healthy lunchbox for school. Look under the 'Magic Lunchbox Resources' tab to find free education resources.</p>	<p>Q4:H₂O - resource for teachers and students: http://www.healthpromotion.com.au/H2O/H2O Home.htm Q4: H₂O is a one week school and family based project to promote healthy drink choices to children and their parents/ carers. Look under the 'Teacher Information & Classroom Activities' tab for lesson plans.</p>	<p>Live Outside the Box - resource for teachers and students: http://www.healthykids.nsw.gov.au/teachers-childcare/live-life-well-at-school/resources-for-teachers/nutrition.aspx A passport activity where students record breakfast, fruit, veg, water, sometimes foods, TV/computer time & physical activity in their passport. There is a resource for teachers with information and activities to support the passport activity.</p>
<p>Kids Grow - resources for teachers: http://www.ngia.com.au/Category?Action=View&Category_id=445 Gardening activities that link to the school curriculum and encourage interdisciplinary learning.</p>	<p>Kids Grow - resources for teachers: http://www.ngia.com.au/Category?Action=View&Category_id=445 Gardening activities that link to the school curriculum and encourage interdisciplinary learning.</p>	<p>Kids Grow - resources for teachers: http://www.ngia.com.au/Category?Action=View&Category_id=445 Gardening activities that link to the school curriculum and encourage interdisciplinary learning.</p>

<p>Kids' Health Website - resource for students: www.cyh.com/HealthTopics/HealthTopicCategories.aspx?&p=284 Developed by <i>Children, Youth & Women's Health Service</i> (SA Health). This website is designed for 6-12 year olds and includes information on a wide range of food and nutrition topics e.g. A healthy lunchbox, breakfast, and food label reading.</p>	<p>Kids' Health Website - resource for students: www.cyh.com/HealthTopics/HealthTopicCategories.aspx?&p=284 Developed by <i>Children, Youth & Women's Health Service</i> (SA Health). This website is designed for 6-12 year olds and includes information on a wide range of food and nutrition topics e.g. A healthy lunchbox, breakfast, and food label reading.</p>	<p>Kids' Health Website - resource for students: www.cyh.com/HealthTopics/HealthTopicCategories.aspx?&p=284 Developed by <i>Children, Youth & Women's Health Service</i> (SA Health). This website is designed for 6-12 year olds and includes information on a wide range of food and nutrition topics e.g. A healthy lunchbox, breakfast, and food label reading.</p>
<p>Weigh up your Lunch Game - resource for students: www.goforyourlife.vic.gov.au/hav/articles.nsf/html/index.html?Open Students can drag food items into a lunchbox. When they're done the program weighs-up their lunch to see how healthy it really is.</p>	<p>Weigh up your Lunch Game - resource for students: www.goforyourlife.vic.gov.au/hav/articles.nsf/html/index.html?Open Students can drag food items into a lunchbox. When they're done the program weighs-up their lunch to see how healthy it really is.</p>	<p>Weigh up your Lunch Game - resource for students: www.goforyourlife.vic.gov.au/hav/articles.nsf/html/index.html?Open Students can drag food items into a lunchbox. When they're done the program weighs-up their lunch to see how healthy it really is.</p>
<p>Fresh for Kids - resource for teachers and students: www.freshforkids.com.au/index2.html - Kids games and activity sheets, - Curriculum-based educational resources (organised into stages) developed with help from DEC (free registration).</p>	<p>Fresh for Kids - resource for teachers and students: www.freshforkids.com.au/index2.html - Kids games and activity sheets. - Curriculum-based educational resources (organised into stages) developed with help from DEC (free registration).</p>	<p>Fresh for Kids - resource for teachers, and students: www.freshforkids.com.au/index2.html - Kids games and activity sheets. - Curriculum-based educational resources (organised into stages) developed with help from DEC (free registration).</p>
<p>Nude Food Day - resource for teachers: www.nudefoodday.com.au/schools/ Colouring sheets, Nude Food Day Super Quiz, Resources and lesson plans for schools (need to register) (unsure of level of quiz or lesson plans).</p>	<p>Healthy Active Classroom - resource for teachers: www.healthy-active-classroom.com.au/ 13 teaching units developed by the Australian Institute of Sport and Nestle Australia. Teachers need to register to access these free lessons.</p>	<p>Foodcents Program - resource for students: Check out the virtual supermarket at http://supermarket.foodcentsprogram.com.au/. Test your label reading skills. Read the information on each product, and rank them from best to worst.</p>
	<p>Stephanie Alexander Kitchen Garden Foundation - resources for teachers http://www.kitchengardenfoundation.org.au/free-resources Resources include garden activities, recipes, classroom ideas.</p>	<p>Stephanie Alexander Kitchen Garden Foundation - resources for teachers: http://www.kitchengardenfoundation.org.au/free-resources Resources include garden activities, recipes, classroom ideas.</p>
		<p>Eat for Health (Food Balance Game) - resource for students and parents: http://www.eatforhealth.gov.au/nutrition-calculators/food-balance Encourage students to choose healthy meals and snacks across the day through this online, interactive game. There is also nutrition information available for parents through the 'Food Essentials' tab.</p>
		<p>Healthy Active Kids – resource for teachers: https://www.healthyactivekids.com.au A series of classroom units that engages students in group and individual exercises, and hands-on activities.</p>


Education

Nutrition in Schools Policy

All schools should promote and model healthy eating and good nutrition in school programs and activities relating to or involving food and drink. School canteens are required to implement the Fresh Tastes @ School – NSW Healthy School Canteen Strategy.

1. Objectives - Policy statement

- 1.1 Any activities and programs within the school setting relating to or involving food and drink should promote healthy eating and good nutrition to students.
- 1.2 Implementation of the Fresh Tastes @ School - NSW Healthy School Canteen Strategy, as outlined in the Fresh Tastes @ School Canteen Menu Planning Guide, is mandatory for all canteens in NSW government schools.
- 1.3 All sugar sweetened drinks that exceed the nutritional criteria for 'occasional' foods outlined in the Fresh Tastes @ School Canteen Menu Planning Guide, are not permitted for sale in school canteens and school vending machines at all times.
- 1.4 The teaching of nutrition education is part of the Personal Development, Health and Physical Education (PDHPE) key learning area and is mandatory for all students from Kindergarten to Year 10. Teaching and learning and all class activities in all other key learning areas should reinforce healthy eating and good nutrition wherever possible.
- 1.5 All school activities that involve the provision of food and drink to students should be consistent with the Fresh Tastes @ School - NSW Healthy School Canteen Strategy.
- 1.6 Off site school activities that involve the provision of food and drink to students, including excursions, camps and school functions should be consistent with the Fresh Tastes @ School - NSW Healthy School Canteen Strategy.
- 1.7 Where school activities involve the provision of food and drink to the wider school community consideration should be given to modelling and promoting healthy eating.
- 1.8 All canteen operators are required to notify the NSW Food Authority of their food activity details. All canteens will provide a safe and hygienic food service and comply with the Australia New Zealand Food Standards Code, Food Act 2003 (NSW) and Food Regulation 2010 (NSW).
- 1.9 Schools with preschools are required to follow the protocols of the Education and Care Services National Regulations (Regulation 79) ensuring that healthy eating practices are promoted.
- 1.10 School activities that involve the provision of food will address the requirements of the Anaphylaxis Procedures for Schools.

2. Audience and applicability

- 2.1 All NSW government schools and preschools, parents/caregivers; the wider school community.

3. Context

- 3.1 The health and wellbeing of students is relevant to their learning and is important to schools. The present and future health of students can be enhanced by quality learning and positive experiences at school.
- 3.2 The NSW Government 2021 Plan, Goal 11 aims to keep people healthy and out of hospital, through reducing rates of overweight and obesity amongst children and young people aged 5 to 16 years.
- 3.3 The Australian Dietary Guidelines (2013) are designed to help young people and their families choose food and drink for a healthy life.
- 3.4 **Legislation**
Australia New Zealand Food Standards Code.
Food Act 2003 (NSW) and Food Regulation 2010 (NSW).
Education and Care Services National Regulations 2011.
- 3.5 This policy should be read in conjunction with:
- Student Health in NSW Public Schools: A summary and consolidation of policy.
 - Infection Control Guidelines (Intranet only).
 - Sponsorship Policy and Guidelines.
 - Curriculum Policy Standards – Procedure.
 - Student Welfare Policy.

3.6 Document history and details

4. Responsibilities and delegations

- 4.1 Principals are responsible for ensuring the requirements of departmental policy, guidelines and relevant legislation are met. Principals are responsible for ensuring that school policies and practices are consistent with the nutrition in schools policy and are responsive to local needs, including cultural diversity.

5. Monitoring, evaluation and reporting requirements

- 5.1 Principals will ensure their canteen operations are reviewed through use of the Making Your School Canteen Healthy Self Assessment Tool and Action Planner at least every two years.
- 5.2 Directors, Public Schools NSW will monitor the local implementation of this policy and report to their Executive Directors, Public Schools NSW.
- 5.3 The Executive Director, Learning and Engagement will monitor the state-wide implementation of this policy.

Anticipation Guide

An anticipation guide is a strategy that is used before reading or looking at new information to activate students' prior knowledge and build curiosity about a new topic. Before reading or focusing on new information, students listen to or read several statements (not questions) about key concepts presented; they are often structured as a series of statements with which the students can choose to agree or disagree. The statements are not taken directly from the reading or new information, but are inferential so that the students have to think about it.

Anticipation guides stimulate students' interest in a topic and set a purpose for reading or researching.

	Agree or Disagree	Page	Were you correct?	Reflect
1. The acid in sugar and soft drinks keeps our teeth healthy.				
2. Tomatoes, kiwi fruit, oranges and strawberries are good sources of Vitamin C.				
3. Eating carrots improves your eyesight.				
4. Vegetables provide the best source of calcium.				
5. Cranberries bounce when you drop them.				
6. We should add salt to our food because it isn't found naturally.				
7. Water is the best drink for our bodies.				
8. Strawberries contain Vitamin B.				
9. Avocados contain good fats				
10. The word pumpkin originated from the Greek word 'orange' meaning "Do not eat!"				

Analysing Advertisements and Media

What is the advertisement about? What is the main message/idea being promoted?

Who is the target audience? What makes you think this?

What attention grabbing and/or persuasive words did the advertisers use?

What images are used and how do they appeal to the audience?

Do you recognise any advertising techniques seen in other advertisements? Explain.

What kind of opinion or action is the advertisement hoping to get from its readers?

Do you think the same messages are being given to males and females?
Why or why not?

What changes would you make to this advertisement to make it more honest? Think about:

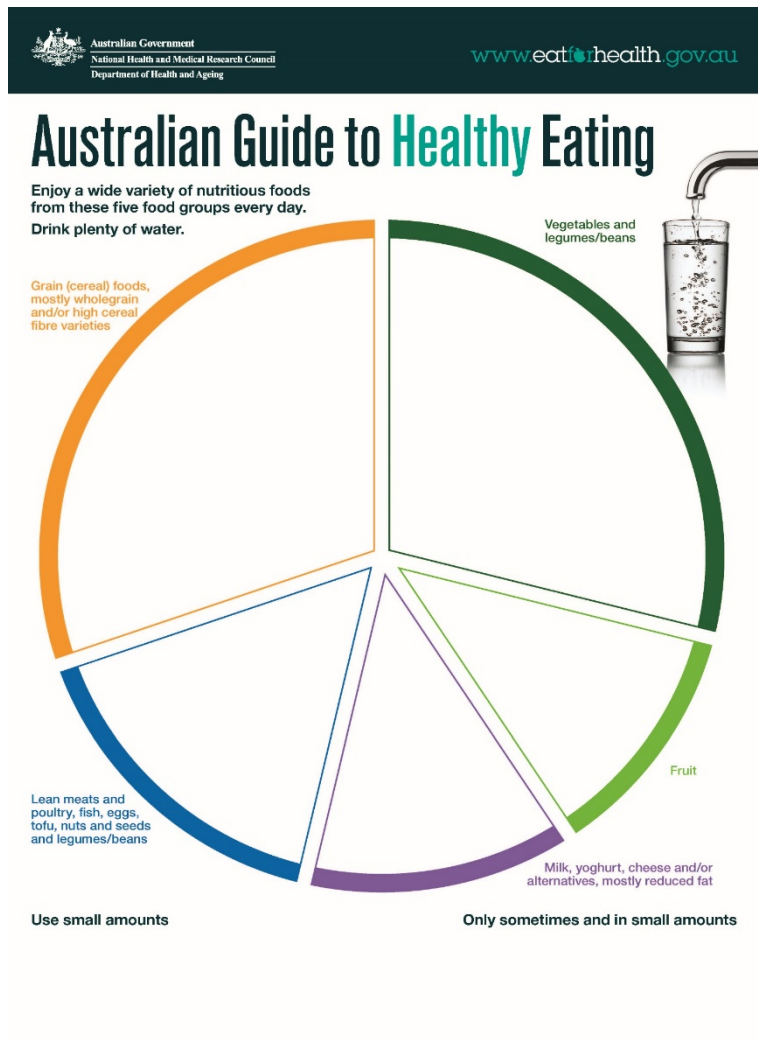
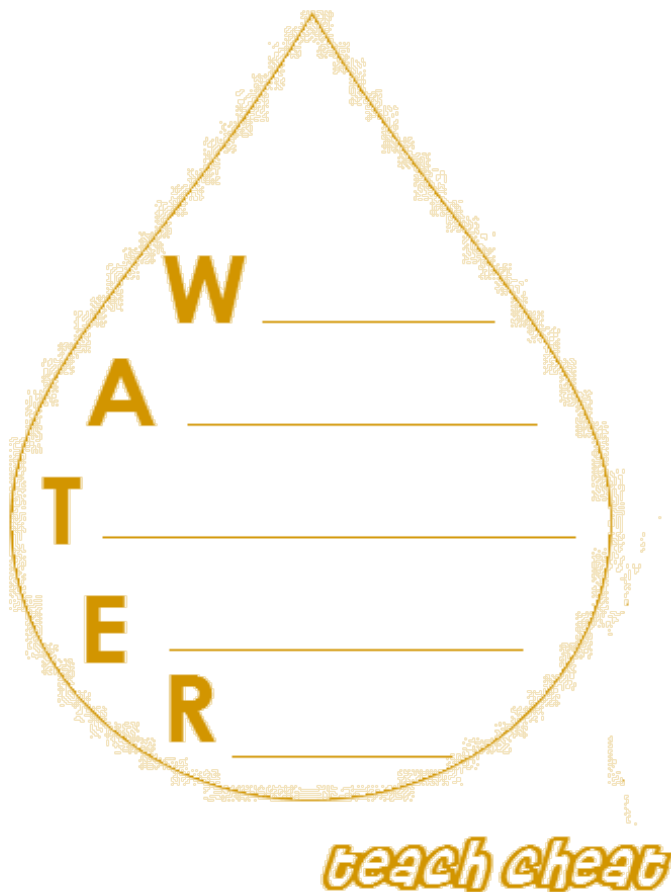
- the truth or facts presented about the product,
- any hazards or precautions that have not been addressed.

Farm Web Cards

Butter Supermarket Transport Dairy Factory Food Scientist Milk Tanker Dairy Farmer Dairy Cow	Tinned fruit Supermarket Transport Fruit Canning Factory Food Scientist Cool Store Transport Fruit Picker Orchardist Fruit Trees
Bread Bakery, Supermarket, Local Shop Flour Transport Ground up wheat seeds – grain Grain Processor Food Scientist Transport Grain Harvester Grain Farmer Wheat Plant	Meat Butcher or Supermarket Transport Meat Distribution Centre Transport Meat Processing Plant/abattoir Food Scientist Transport Meat Farmer Animals for Meat

Discussion Web Worksheet

Yes	Question	No
	<p><i>Sugar drinks should be taxed</i></p> <p>or</p>	
	<p><i>Sugar drinks should be banned for everybody</i></p>	



Notes: