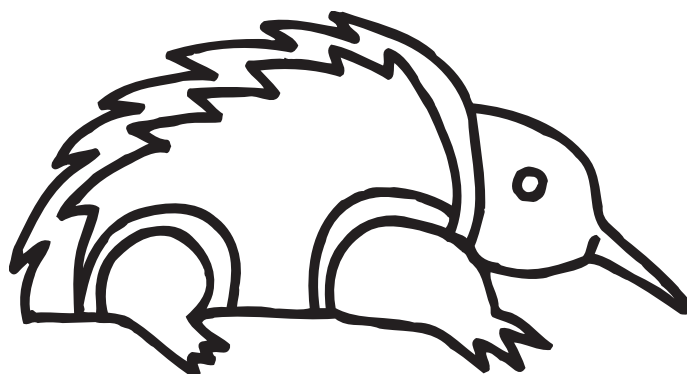


2.

Healthy Jarjums make  
healthy food choices  
in the Queensland  
School Curriculum



.....  
Healthy jarjums make healthy food choices

# Healthy jarjums make healthy food choices

## lessons mapped across Early Years Learning Statements and Ways of Working



*Healthy jarjums make healthy food choices* is designed for children in the early phase of learning (P-3) and is consistent with the policy of embedding Indigenous perspectives in that all students engage with. This unit has a specific focus on making healthy choices, which is also the focus of the Early Learning Area of Health and Physical Learning and can take children through the phases of becoming aware, exploring, making connections and applying knowledge about making healthy food choices. The table below summarises how this resource articulates with learning statements from the Early Years Curriculum Guidelines, Year 1 Learning Statements and Essential Learnings for Year 3.

EARLY LEARNING AREA		<b>Lesson 1</b> Food & health	<b>Lesson 2</b> Food star	<b>Lesson 3</b> Traditional food	<b>Lesson 4</b> Food safety & preparation
<b>Learning Statements</b>					
Health and Physical Learning	Children build a sense of wellbeing by making choices about their own and others' health and safety with increasing independence	★	★	★	★
Social and Personal Learning	Children build early understanding about diversity by investigating and communicating positively about the social and cultural practices of people in their community			★	
Active Learning Processes	Children think and enquire by generating and discussing ideas and plans and problem solving	★	★	★	★
	Children think and enquire by investigating their ideas about phenomena in the natural world	★		★	
	Children think and enquire by investigating technology and considering how it affects everyday life			★	

EARLY LEARNING AREA		Lesson 1 Food & health	Lesson 2 Food star	Lesson 3 Traditional food	Lesson 4 Food safety & preparation
<b>Year 1 Learning Statements - Children build knowledge, understanding and skills to:</b>					
Health and Physical Learning	Identify and plan actions and routines that support personal hygiene				★
	Identify healthy food choices	★	★	★	★
	Reflect on and identify how choices and actions influence health and wellbeing	★	★		★
Social and Personal Learning	Investigate their sense of self as a member of different communities including home, school and broader cultural groups			★	
Active Learning Processes	Investigate appropriate resources to meet design needs	★			★
	Design and communicate ideas through play, drawings or concrete materials	★		★	★
	Make products to respond to personal or group needs	★	★		★
	Reflect on the use of technology in everyday life including the use of technology by Indigenous Australians and different cultural groups			★	
	Reflect on contributions individuals and families make to communities and the environment			★	

KEY LEARNING AREA	Essential Learnings by the end of Year 3				
Health and Physical Education	Health behaviours and choices are influenced by personal factors, people and environments	★	★	★	★
	A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing	★	★	★	★
	Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety	★	★	★	★
Studies of Society & Environment	Changes and continuities are identified through events, people's contributions and the stories of local communities			★	
	Local communities have different groups with shared values and common interests.			★	

# Ways of working developed in *Healthy jarjums* lessons

The essential processes of ways of working to develop and demonstrate knowledge and understanding required in HPE by the end of Year 3 are mapped across the *Healthy jarjums* lessons in the table below.

<b>Ways of working</b>	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Students are able to:				
pose questions and plan simple activities and investigations	★	★	★	★
identify and collect information and evidence	★	★	★	
draw conclusions and make decisions	★	★	★	★
propose and take action to promote health and wellbeing, movement capacities and personal development		★		★
apply personal development skills when interacting with others	★	★	★	★
follow guidelines to apply safe practices				★
reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development	★	★	★	★
reflect on learning to identify new understandings	★	★	★	★

