

# Lesson 2 – The Food Star



Learning statements and ways of working addressed in Lesson 2

## EARLY LEARNING AREA Learning Statements

Health and Physical Learning	Children build a sense of wellbeing by making choices about their own and others' health and safety with increasing independence
Active Learning Processes	Children think and enquire by generating and discussing ideas and plans and problem solving

## Year 1 Learning Statements

Children build knowledge, understanding and skills to:

Health and Physical Learning	identify healthy food choices
	reflect on and identify how choices and actions influence health and wellbeing
Active Learning Processes	investigate appropriate resources to meet design needs
	make products to respond to personal or group needs

## 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

## Ways of working

During this lesson students will:

- 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
- 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



## Learning objectives

By the end of this lesson students will be able to:

- 1 Differentiate between foods inside the 'Food Star' (everyday foods) and foods outside the 'Food Star' (sometimes foods)
- 2 Explain why they should eat breakfast every day
- 3 Plan and participate in making breakfast for themselves at home or at school
- 4 Demonstrate sharing equipment, taking turns and listening to other people's opinions.

### **For Extension Activity**

- 5 List two foods at the tuckshop that are inside the 'Food Star' and two foods that are outside the 'Food Star'.

## Resources

- Flip charts 5, 6
- 'Food Star' handout for each student
- Blank paper or butcher's paper, glue
- Paints, coloured pens, pencils
- Scissors, pictures of food in magazines & supermarket catalogues
- Letter to parents/guardians about breakfast at home (Section 4 p 72) or Parent invitation for Activity 3A/3B (p 73)
- Other activity handouts as required from Section 4.

### **For Extension Activities**

- Letter to tuckshop (Section 4)
- 'Our Breakfast' handout
- 'Fruit Jumble' handout
- Other activity handouts as required from Section 4.

## Things to do before the lesson

- Decide on menu with class (if having breakfast at school)
- Invite local health worker to co-present session and invite them to join the breakfast activity (see contact list for more details)
- Photocopy parent invitation for Activity 3A or send out information letter if doing Activity 3B
- Get equipment ready
- Read background information
- Photocopy 'Food Star' handouts
- Photocopy 'Our Breakfast' and 'Fruit Jumble' handouts if doing extension activities
- Draw large version of 'Food Star' on butcher's paper (you may need a couple of copies depending on the size of the class)
- Cut out food pictures from magazines/supermarket catalogues for younger children, if necessary
- Remind students to bring 'My Food Book'
- Photocopy any additional home activity handouts selected from Section 4 (p 79-85).

### **Extension Activity**

- Get permission and time for students to visit tuckshop; send letter to tuckshop if working on tuckshop activity (see Section 4 for letter).

# Lesson 2 – The Food Star



## Background reading

*Healthy jarjums make healthy food choices* uses the 'Food Star' as a food selection guide. This is a food and nutrition guide designed specifically for primary school age children. The 'Food Star' communicates positive health messages for children of all ages. The 'Food Star' is flexible in grouping foods to cater for varying levels of development and different food cultures.<sup>4</sup>

The 'Food Star' is made up of different parts, just like a puzzle, and it shows the different foods we should eat every day to make our body healthy ('everyday' foods). Foods that are outside the 'Food Star' ('sometimes' foods) should only be eaten sometimes as our bodies only need a small amount of these.

There are many food guides in Australia that provide valuable information concerning daily requirements for young children, including the *Healthy Eating Pyramid* (Eat Most, Eat Moderately and Eat Least), the *Australian Guide to Healthy Eating*, the *Aboriginal and Torres Strait Islander Guide to Healthy Eating*, the *Smart Choices - Healthy Food and Drink Supply Strategy for Queensland Schools* and the 'Food Star'. These food guides provide information about healthy eating in different ways. It is advisable that teachers use the guide that best suits their needs.

*The Australian Guide to Healthy Eating* is readily available at most schools (for more information see Resource Section). It provides information about the amounts and kinds of food needed each day to get the nutrients essential for good health and wellbeing. The *Aboriginal and Torres Strait Islander Guide to Healthy Eating* is a culturally appropriate version, which you may wish to use in your class. See the web link to it in the resources section (p 93). The food groups listed in *The Australian Guide to Healthy Eating* are the same as those shown in the 'Food Star'.

- BREADS AND CEREALS give us lots of energy. We need energy so we can be active. They include foods such as rice, pasta, noodles, crumpets, pikelets, damper, muesli bars, breakfast cereals and bread.
- FRUIT is used by the body to fight illness, to make our skin healthy, to give us energy and to heal cuts. They include apples, oranges, bananas, grapes, rockmelon, honey dew, pineapple, kiwi fruit, guava and bush plums.  
These foods can be eaten as whole fruit, fruit pieces, tinned fruit, dried fruit, cooked, in salads, raw and frozen (snack packs).

<sup>4</sup> Northern Territory Department of Education. 1996.

*Food for fun and health.* Northern Territory Department of Education: NT.

- VEGETABLES are used by the body to fight illness, to make our skin healthy, to give us energy and to heal cuts. They include bush potato, pumpkin, taro, carrots, yam, onions, broccoli, cauliflower, beans and sprouts. These foods can be eaten raw, boiled, baked and steamed.
- MEAT AND ALTERNATIVES repair the body and give us energy. They include fish, turtle, goanna, kangaroo, chicken, beef, lamb and 'porcupine'.<sup>5</sup> Alternatively they include nuts, eggs, kidney beans, chickpeas, baked beans and lentils.
- MILK AND MILK PRODUCTS give us lots of energy and make our bones and teeth strong. When eaten at the end of a meal, milk and milk products prevent tooth decay. These foods include yoghurt, milk (fresh and powdered), milkshakes, cheese and custard.

For more information on daily requirements for children, see *The Australian Guide to Healthy Eating* (information in Resource section).

The 'Food Star' and The Australian Guide to Healthy Eating' provide similar messages, though the 'Food Star' focuses on the functions of the food and 'The Australian Guide to Healthy Eating' focuses on the food groups, which could also be clustered according to the functions expressed in the 'Food Star': the meat and milk groups help children to 'Grow', fruits and vegetables together make people 'Glow' with health and food in the breads and cereals group functions as the 'Go' group (see illustration at right).

## Breakfast

It is important for children to eat breakfast, as it is probably the most important meal of the day. Studies have shown that early morning eating gets the body going. There is also a lower rate of accidents and better concentration at school among those who have eaten breakfast.<sup>6</sup>

It is important to remember that different cultural groups in Australia may have different breakfast foods to the traditional toast or cereal and orange juice. Acceptance of these different foods for breakfast is important as it will encourage the child to continue to eat breakfast.

## What about snacks? What snacks are healthy?

Snacks are very important as children have small stomachs and cannot eat as much as they need to grow and be active at each main meal.

Snack foods that can be found inside the 'Food Star' are smart snacks. Smart snacks are easy, fun to make and taste good, eg. fruit, sandwiches, milkshakes, yoghurt, popcorn, cracker biscuits, cheese and eggs. Foods like chocolate, ice-blocks, chips, lollies and biscuits are not in the 'Food Star', so they should only be eaten sometimes.

<sup>5</sup> A word that Aboriginal people often use for echidna

<sup>6</sup> Stanton, R. 1990. *Food for under fives*. Allen and Unwin: NSW.



*Educators, you do not need to go into details about nutrients, vitamins and minerals because these are abstract concepts to young children. Also you will need to be aware that some children may not have everyday foods readily available and therefore may develop feelings of guilt if they eat considerable amounts of 'sometimes' foods. In addition, some students may have religious and cultural reasons, medical conditions and food allergies and therefore cannot eat certain food. You will need to stress that eating everyday food is important, however we can still eat 'sometimes' food - just not as much. You may also need to dispel or clarify food myths such as all overweight people eat lots of unhealthy foods, certain foods make you fat (equating eating with getting fat) and all underweight people are healthy.*

# Lesson 2 Plan



Content	Resources
<p><b>Revise</b></p> <ul style="list-style-type: none"> <li>• Revise with students what they learnt in the last lesson.</li> <li>• Show Flip chart 3 and go through the different food groups inside the 'Food Star', reminding students that these foods help us 'grow, glow and go'.</li> </ul>	<p>Flip chart 3</p>
<p><b>Eating food</b></p> <p>Brainstorm ideas:</p> <ul style="list-style-type: none"> <li>• Which foods are good to eat every day?</li> <li>• Which foods should you only eat sometimes?</li> </ul>	
<p><b>Activity 1 'Food Star'</b></p> <p>This activity could be presented cooperatively with an Aboriginal or Torres Strait Islander Health Worker</p> <p>Show Flip chart 5.</p> <ul style="list-style-type: none"> <li>• Explain that the foods inside the 'Food Star' are 'everyday' foods - they keep us healthy and can be eaten every day.</li> <li>• To help students to differentiate between foods inside (everyday foods) and outside (sometimes foods) the 'Food Star', draw a large star on butcher's paper (This can be traced from Flip chart 5).</li> <li>• Ask students to cut and paste, paint or draw pictures of food that can be found in the 'Food Star'.             <ul style="list-style-type: none"> <li>• This could be a group work activity. Divide students into specific food groups, eg. one group cuts out or draws fruit, another cuts out or draws meat and meat alternatives etc.</li> </ul> </li> <li>• Display work in classroom or library.</li> </ul>	<p>Background reading</p> <p>Flip chart 5</p> <ul style="list-style-type: none"> <li>• Butcher's paper</li> <li>• Marker pen</li> <li>• Pictures of food</li> <li>• Scissors</li> <li>• Glue</li> <li>• Coloured pencils/ crayons/ paints</li> </ul>

**Extension Activity**

**Activity 2 Students apply the 'Food Star' to their lunch**

- Enlarge the 'Food Star' handout to A3.
- Provide a copy for each child or one per group.
- Ask the students to look at their own lunch (either from home or from tuckshop) and place the food where it belongs in the 'Food Star'. 'Everyday' foods are placed in the 'Food Star' and 'Sometimes' foods are placed in the basket. (Teacher could bring in some typical lunch foods – including everyday and sometimes foods to avoid embarrassing any students)
- After the students have completed this, explain to them that if there are too many 'sometimes' foods in the basket, the 'Food Star' will topple over!
- Ask the students to think about their choices and how they could make sure their 'Food Star' doesn't fall over.

- A3 'Food Star' handout
- A variety of typical lunch foods if not using students' lunches

**Activity 3 Breakfast**

- Ask the students to think about what they do when they get ready for school in the morning.
- Explain that breakfast is very important so you can think at school and you're not falling asleep (get children to do sleeping action).
- Ask students to think of what foods you can have for breakfast and what you need to prepare these foods.
- Show Flip chart 6 to demonstrate different types of breakfasts.

Background reading

Flip chart 6

**Extension Activity**

Revisit the Grow, Glow, Go concept - ask the students to consider which Grow/Glow/Go group each breakfast food on Flip chart 6 belongs to.



## **Making Breakfast**

Whether breakfast is made at school (3A) or home (3B) depends on the funds available.

*If funds are available (or parents can donate food):*

### **Activity 3A Planning and preparing breakfast at school**

- Ask the children if they want to have breakfast at school.
- Ask them to think about what foods they would like to have.
- Discuss with students about the suitability of the suggested foods in terms of:
  - reasonable to purchase (Where can they get them? Do they have enough money?)
  - ability to prepare and serve them in the school context (can they make the food or do they need help; do they have the equipment needed; how much time will it take to prepare and serve?)
  - the needs of students and guests (does anyone have special food requirements they should accommodate?)
  - helping the students to Grow/Glow/Go
- Ask the students to think what will need to be done to be ready for the morning. Send a breakfast invitation (see Section 4) to parents and the Aboriginal or Torres Strait Islander Health Worker (if they participate in this lesson). You may want to have either children or the parents helping with the serving of food. If you require parents to help, indicate this on the invitation.

### **Extension Activity**

- Ask the students to make a breakfast menu poster.
- This can be displayed on the morning of the breakfast.
- Fill out the 'Our Breakfast' form with the students.

Invitation in  
Section 4 (p 73)

'Our Breakfast' form

**or if no funds are available:**

### **Activity 3B Preparing breakfast at home**

- Ask the children if they could help prepare breakfast at home.
- If they don't normally have breakfast, ask them to try something this one time.
- Send home an information flyer to parents letting them know of the activity (see Section 4 p 72).
- Ask the children to report what they helped to make and if it was yummy.

After activity 3A or 3B encourage the students to reflect on whether they enjoyed what they ate. Could they eat that (or another breakfast option) every morning? What do they need to do to try to have breakfast every morning, eg. get up earlier?

Information letter for parents/guardians about breakfast at home (p 72)

## Extension Activity

### Activity 4 Visit the Tuckshop

- Ask the tuckshop convenor whether students can visit the tuckshop as a group (sample letter provided in Section 4 p 74).
  - Organise a suitable time and day.
  - Take the students to the tuckshop in small groups and ask them to find two foods inside the 'Food Star' and two foods outside the 'Food Star'. Write down these foods for class discussion later.
- After all the students have participated in this activity, discuss with them what they observed in the tuckshop:
  - If the tuckshop uses the Smart Choices spectrum to label foods as 'green' (serve plenty), 'amber' (select carefully) and 'red' (serve occasionally), have students compare this food selection guide with the 'Food Star' (eg. Ask children where 'Red' foods belong in relation to the 'Food Star').
  - Did they think there were enough foods from inside the 'Food Star' or in the 'Green' (Everyday) category on sale at the tuckshop?
  - Have students suggest some foods from inside the 'Food Star' that could be at the tuckshop. Discuss suitability of foods suggested – eg would the foods be easy to prepare; popular with students; help students Grow/Glow/Go.
  - Suggest writing a group letter to the tuckshop convenor to suggest having some more healthy choices for sale at the tuckshop / to congratulate them for the 'Green' food they sell.

Letter to tuckshop

If you require more resources in the area of developing a healthier tuckshop, see the resources section (p 91) of this manual.

<p><b>Activity 5 Reflection</b></p> <p>Reflect with students the main issues covered in this lesson. What new things have they learned?</p>	
<p><b>Home Activities</b></p> <p>'My Food Book': give copy of 'Food Star' for students to attach to their book to take home and show their parents or guardians. The students can either colour it in or cut foods out of magazines for inside and outside the 'Food Star'.</p> <p><b>Extension Activity</b></p> <p>'Fruit Jumble' handout can be completed at home and included in 'My Food Book'</p> <p><b>Extra Activities</b></p> <p>A variety of additional activity sheets to reinforce the food star message is in Section 4.</p>	<p>'Food Star' activity sheet</p> <p>'Fruit Jumble' handout</p> <p>Additional worksheets (See Section 4)</p>