

Lesson 1 – Food and Health



Learning statements and ways of working addressed in Lesson 1

EARLY LEARNING AREA **Learning Statements**

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| 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 Children think and enquire by investigating their ideas about phenomena in the natural world |

Year 1 Learning Statements

Children build knowledge, understanding and skills to:

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| 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 design and communicate ideas through play, drawings or concrete materials make products to respond to personal or group needs |

KEY LEARNING AREA **Essential Learnings by the end of Year 3**

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| 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 |
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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
- 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 List aspects that contribute to good health.
- 2 Demonstrate the 'Grow, Glow, Go' actions in relation to food and health.
- 3 Identify past, current and future food choice behaviour.
- 4 Describe how they have grown and developed.
- 5 List different sources of food in their community.
- 6 Reflect on where people live and how it affects the food choices available to them.
- 7 Demonstrate taking turns and listening to others without interrupting.
- 8 Compare similarities and differences between people at different stages of life.
- 9 Express feelings openly and honestly and listen to other people's opinions.

Resources

- Flip charts 1, 2, 3, 4
- Paper
- Coloured pencils or crayons
- Chalk/whiteboard marker pens
- Home activity handouts for each student
- Gardening requirements depending on the activity selected (see Activity 7).

Things to do before the lesson

- Invite local health worker to co-present session (see contact list in manual for more details)
- Ask students to bring in two photos of themselves (1 baby, 1 older) OR have photos of babies and older children taken from magazines or the Internet to use in case students don't have photos of themselves
- Read background information
- Get coloured pencils/felt pens and paper ready
- Photocopy front cover of 'My Food Book', 'Grow, Glow, Go' and 'We need food' handouts
- Access story book for Activity 5 (see suggested resources p 86-89)
- Plan food growing activity.

Lesson 1 – Food and Health



Background reading

Being Healthy – What does this mean?

For many people, being healthy means different things. For Aboriginal and Torres Strait Islander people, health is a complex issue and is impacted on by a wide range of factors. The National Aboriginal Health Strategy Working Party produced the following definition of health:

“Health does not just mean the physical wellbeing of the individual but refers to the social, emotional, spiritual and cultural well-being of the whole community. This is a whole-of-life view and includes the cyclical concept of life-death-life.”³

This lesson needs to be approached with this definition in mind.

Benefits of Eating Food that are Healthy Choices

Our bodies are just like cars - you need to put the right things in them if you want them to work properly. If you put sugar in a car it would not work. It is the same for your body - you need to put the right things in to make it work properly. However, being healthy is not only about our body being healthy - it also includes feeling happy and feeling good about ourselves and others.

Food and Health – Grow, Glow and Go

All living things need food to stay alive, eg. animals and plants need food and water to stay alive, to grow and to be healthy. There are many ways to describe the relationship between food and health. It is important to keep your explanations positive rather than negative, eg. NOT ‘don’t sneeze or cough on food’ INSTEAD suggest ‘turn your head away from food when sneezing or coughing’.

Examples of positive statements about food and health include:

Food:

- Protects your body from sickness
- Helps your sores to heal quickly
- Helps you to grow
- Makes your bones and teeth strong
- Makes your hair shiny
- Provides you with energy to work and play
- Keeps your muscles working properly.

³ National Aboriginal Health Strategy Working Party. 1989. *National Aboriginal Health Strategy*.

One way of looking at how food helps our bodies is the Grow, Glow and Go concept:

- GROW (or protein) foods include meat, fish, chicken, seafood, kangaroo, nuts, emu, eggs, milk, cheese and yoghurt. These foods help you to grow and to repair body organs.
- GLOW (or protection) foods include all fruits, vegetables and berries whether they are fresh, tinned or frozen. These foods are full of vitamins and minerals which provide protection against illness.
- GO (or energy) foods include bread, damper, breakfast cereal, rolled oats, rice and pasta. These foods give you the energy to run, jump, play and survive.

The Grow, Glow, Go concept is very useful for children and those with low literacy levels.

Water

When you are thirsty, the best drink to have is water. Water keeps the body hydrated and keeps the blood flowing. Without water our body would dry out and stop working.

Other drinks like soft drink and juices do have water in them but are often high in sugar. These drinks can fill children up so they won't want to eat at mealtime and they can cause tooth decay.

Past, Current and Future Food Choices

It is important that students are empowered to develop a sense of control over food choices. When the children were babies and toddlers, they had virtually no control over their food choice. They ate what they were given and spat it out if they didn't like it. For many children at school, they are given more and more opportunities to make food choices. These food choices occur at the tuckshop, when food shopping with parents/guardians and when eating and preparing food in the family home.

Most children do not eat food because of its nutritional value. They eat food because they like the taste, they see other children eating it, because they are hungry or because it's meal time. In most instances, they eat food in a social setting with family or friends. This social interaction whilst eating helps meet the children's social needs.

Social interaction around mealtime plays an important cultural role for many Aboriginal and Torres Strait Islander families. Families can be quite large, so mealtimes can be a special (and noisy!) occasion.

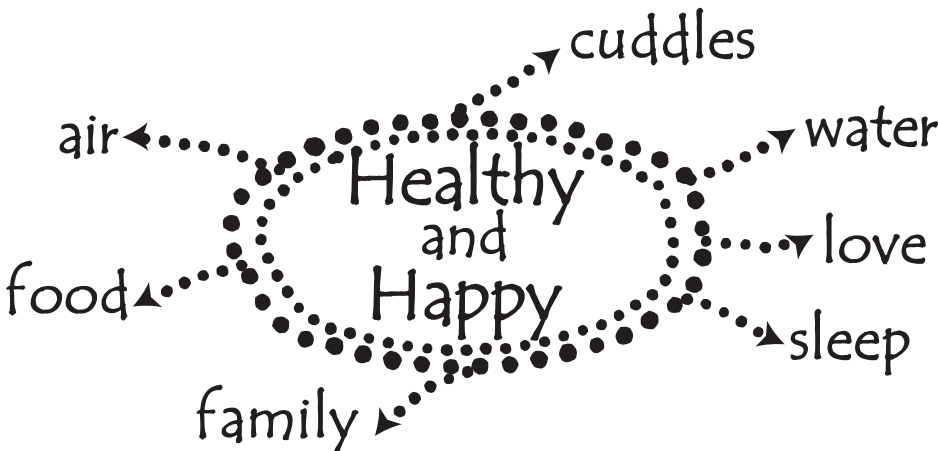
The cultural importance of food is discussed more in the background reading for Lesson 3 'Aboriginal and Torres Strait Islander Foods'.

Where Does Food Come From?

For most children living in cities, food comes from the supermarket, although some people in cities also get food from markets and their own gardens. For children living in the bush or the country, food can come from the store, a vegetable garden, the sea, the farm, the river or the bush. Where you live influences what food is available. Some people may see living in the city as an advantage as they have a wide range of food available to them all year round. Some people see living in the bush or country as an advantage as they can access bush tucker or may have their own vegetable gardens. It is important for children to recognise these differences and the advantages of living where they live with regards to food supply.

Lesson 1 Plan



| Content | Resources |
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| <p>Pre-evaluation of students' food knowledge and preferences.</p> <p><i>This activity, repeated after lesson 4, evaluates what your students learn about healthy food choices during this program.</i></p> <ul style="list-style-type: none"> • Ask students to circle foods that are good to eat every day ('everyday' foods) • Copy the 'lunch box' and 'foods for the lunch box' templates in Section 4 (p 75-76) and give them to each student. • The students construct the lunch box and choose five foods they would like to take for lunch. • Record these choices so you can compare them for each student to see if any change in food preference has occurred after Lesson 4. | <ul style="list-style-type: none"> • Everyday foods pre-test handout (Section 4 p 77) • Lunch box • Foods for the lunch box <p>These may need to be cut out already for younger children (Save the food pictures to use again in Lesson 4)</p> |
| <p>Activity 1 Being Healthy</p> <p>Ask students to suggest some things we need to be happy and healthy, eg. food, air, water, love, cuddles, family, friends and sleep.</p> <p>Brainstorm these ideas and draw a diagram on the board, for example:</p>  | <ul style="list-style-type: none"> • Chalk/ whiteboard marker • White/ black board |

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| <p>Activity 4 Where does food come from?</p> <ul style="list-style-type: none"> • Discuss with students where food comes from. • Look at Flip chart 4 and go through the different food sources. • Talk about each food source and ask students if they have had food from any of them | <p>Flip chart 4</p> |
| <p>Activity 5 Read a story about getting food</p> <ul style="list-style-type: none"> • Choose a book about getting food to read with the class. Your school library may have appropriate books or see the resource section (p 86-90) for suggestions (eg 'A big day out'; 'Betty and Bala and the proper big pumpkin'; 'Bush tucka good tucka'; 'Nardika learns to make a spear'; 'My Home in Kakadu'). • You could also show a DVD about collecting bush tucker (eg. Salt water and sandtracks Vol 1) • Points to discuss after reading the story or watching the DVD: <ul style="list-style-type: none"> • What foods did they talk about in the story? • Where did they get the food from? • Can you get that food where you live? • Would you like to taste the food that was in the story? | <p>Story book</p> <p>DVD (optional)</p> |
| <p>Activity 6 Food availability</p> <p>Discuss with students that food comes from many places.</p> <p>Where you live affects what food is available to you, eg.</p> <p>If you live in the country/bush:</p> <ul style="list-style-type: none"> • Where would you get crabs to eat? <ul style="list-style-type: none"> • Could you go to the supermarket? <p>If you live in the city:</p> <ul style="list-style-type: none"> • Where would you get bush tucker from? <p>Extension Activity</p> <p>Ask students to discuss the good and bad things about living in different places and the different foods available in those places.</p> | <p>Flip chart 4</p> |

Activity 7 Growing Food

Two food growing activities are suggested below. You can select activities according to the resources and time you have for this activity. Building a garden will take more resources and time than growing sprout hair.

Build a fruit and vegetable or bush tucker garden

- See the Resources section, p 92 for further information on making gardens in schools.
 - Before starting, ask parents if there are any 'green thumbs' who would like to help with the garden. This is very useful for any heavy work or pest control that needs to be done.
- 1 Discuss with students what resources are needed to make a garden. (This could be a topic for them to investigate at home and report back to the class.)
 - 2 Ask the children what they want to plant and determine with them whether they are suitable choices.
 - 3 Find out where you can get the seeds or seedlings. Try your local nursery; ask parents from school if they have any spare seedlings or seeds.
 - 4 Decide whether to plant in a garden or in pots.
 - 5 Prepare the soil in the garden or in pots.
 - 6 Plant the fruit and/or vegetables.
 - 7 Water, fertilise and control pests.
 - 8 Harvest when ready.
 - 9 Eat and enjoy!

Growing Sprout Hair

Grow sprout hair for fun and/ or to use in sandwich activity in Lesson 4.

- Put some seeds into the toe of the stocking. Add soil and tie off the end. Draw a face on the end of the stocking. Stick the end of the stocking in a bottle of water with the head resting on top. Replace water when the level is low. The sprouts will form 'hair' in two weeks.

Extension Activity

You could create simple experiments to allow students to investigate factors that influence the sprouting of seeds.

For example:

- Leave one bottle without water so students can investigate the influence of water on plant growth.
- Try a different growing medium such as sand and reflect with students which growing medium produces the stronger plants, then get the students to consider why this might be so.

- Parent volunteers
- Garden tools
- Garden beds/pots
- Soil/potting mix
- Seeds/seedlings



- Pantyhose / knee-highs
- Bottles of water
- Wheat or sprout seeds soaked in water for 10 minutes
- Soil / potting mix

Activity 8 Past, current and future food choices

- Ask the students to look at their photo/pictures and show others.
- Discuss the changes that have occurred in them
- Starting with the baby photo/picture, discuss:
 - Types of food eaten, if you were breastfed, how much food you ate, who fed you.
 - Changes in a baby's life such as sleeping a lot, having no teeth, not being able to talk or walk etc.
- Repeat questions with each photo and talk about the changes that occurred between different ages, eg.
 - I choose and make some foods,
 - I eat more food, I can run and talk,
 - I eat different types of food etc.
- Reflect how the foods they have eaten have helped them to grow, to stay healthy and to be active.

Extra Activity

- Take the height measurements of all children and record them on a chart / graph.
- Growth progress can be recorded over the year.
- Look again at Flip chart 3. What foods help you grow?

The week before, ask students to bring in two photos of themselves at different ages (if they don't have photos they can draw themselves as a baby or use photos from magazines/ internet)

- Ruler
- Pen
- Tape measure
- Flip chart 3

Activity 9 Reflection

Reflect with students what was discussed in this lesson. What new things have they learned?

Home Activities

Hand out 'My Food Book' front cover, the 'Grow, Glow, Go' and the 'We need food' sheets.

Ask them to colour it in and keep for remaining handouts.

Parents will need to help with 'We need food'.

All worksheets, homework, class work will be collated in 'My Food Book' to show parents each week.

Photocopies of:

- 'My Food Book' front cover
- 'We need food'
- 'Grow, Glow, Go'