**HEALTH AND DESIGN AND TECHNOLOGIES UNITS:**

**Healthy Eating – Year 5**

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| **Learning Areas:** Health and physical education and Design  and Technologies  **Band:** Primary Years  **Strand:** Health of individuals and communities  **Weeks:** Weeks 1 – 10 Term 2 | |
| Health and PE - Being safe, healthy and active:  Plan and practise strategies to promote health, safety and [wellbeing](http://www.australiancurriculum.edu.au/Glossary?a=HPE&t=Wellbeing) [(ACPPS054)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACPPS054) | Design and Technologies – knowledge and understanding:  Investigate how and why food and fibre are produced in [managed environments](http://www.australiancurriculum.edu.au/Glossary?a=T&t=Managed%20environments) [(ACTDEK021)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACTDEK021)  Investigate the role of food preparation in maintaining good [health](http://www.australiancurriculum.edu.au/Glossary?a=T&t=Health) and the importance of food safety and hygiene [(ACTDEK022)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACTDEK022) |

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|  | **Learning Experiences** | **Assessment** |
| **Week 1**  **Lesson 1&2** | **What is in your lunch box and where did it come from?**  **Student activity:**  Without giving students prior knowledge of this task, ask them to get their lunch box and investigate the food which is inside it. Ask students questions such as:   * Which items are healthy/unhealthy? Why do you think this? * Which items come from a farm? * How have the foods been packaged inside your lunch box? Why do you think they are packaged like this? * What will happen to the packaging? * Is there any writing on any packaging? What does it say and why was it written? | Participation  Responses |
| **Week 2 Lesson 3**  **Lesson 4** | 1. Brainstorm the 5 food groups in groups of four. Write them down and give a couple of examples of food that belong in each group.  2. Look inside each lunch box in the group and decide which foods belong in which group (or perhaps more than one group). Record foods and food groups in books  **In the computer room:**  Explore the link to the Healthy Eating pyramid and junk food discussion at [www.kidcyber.com.au/topics/**junkfood**.htm](http://www.kidcyber.com.au/topics/junkfood.htm).   * On the same site, scroll down to the bottom of the page and play some of the games at www.nutritionexplorations.org/kids.php, especially ‘Combo Kitchen’, ‘Fueled for Fun’, ‘Breakfast Detective’.   ITC Quizzes to do in pairs or alone:  [www.**healthy**fridge.org/kids.html](http://www.healthyfridge.org/kids.html) | Book work  Participation |
| **Week 3 Lesson 5-6** | **Student activity:**  Explore packaging and its effect on food by conducting the following experiments at school:  [How does packaging affect the ripening of fruit?](http://www.sciencebuddies.org/science-fair-projects/project_ideas/MatlSci_p022.shtml?from=Home)   * [Where do apples store best?](http://web.archive.org/web/20090226013731/http:/www.fellowshipch.org/pcasfkim02.html) |  |
| **Week 4**  **Lesson 7-8** | Check the bananas and apples and complete the findings chart, concluding the experiments.  Ask all students to open lunch boxes and put on their desks. Discuss the types of packaging they can see. Answer these questions in books:   1. List the different tyoes of packaging you can see. 2. Which ones are sustainable (can be reused)? 3. What will happen to all the other packages?   Ask students to make a pile of all the unsustainable food packaging they have. Explain that this is only for one day! Reflect:   1. Were you surprised about how much unsustainable packaging is used? 2. List some ways in which you could reduce the amount of plastic wrapping. |  |
| **Week 5**  **Lesson 9-10** | **Student activity:** Visit the school canteen and interview the staff about the safe storage of foods and safe/hygienic handling of food.   1. Prepare questions you would like to ask in order to get specific info 2. Ask canteen staff your questions and record answers. | Interview questions/ answers |
| **Week 6 Lesson 11** | **Our Environmental Food Footprint**  *Our environmental food footprint* part 1   1. Play the game Where does my food come from? On IWB as a class:   <https://www.woolworths.com.au/wps/wcm/connect/Website/Woolworths/Fresh+Living/Fresh+Food+Kids/Kids-Site/Play/>   1. View Jamie’s Food Revolution on youtube   <http://www.youtube.com/watch?v=eCPssmcizPQ>   1. In a small group write a list of 15 foods you would all commonly eat (try include all food groups). 2. Now work out if they are from plant or animal and record 3. From the list discuss which foods you could actually grow at home 4. Discuss: Why would this be good for the environment? | Work sample and participation |
| **Week 7**  **Lesson 8-9** | *Our environmental food footprint* part 2  It is best to only buy foods that are in season. List reasons why this might be true. Share with the class.  Watch: where does my food come from on youtube.  <http://www.youtube.com/watch?v=Hh30K2ODOTw>  Write a list of pros and cons for only buying local produce  In pairs create a food footprint. Write on it all the ways we can eat great food with as little harm to the environment as possible. | Book work |
| **Week 8-9**  **Lesson 10-12** | Complete the food footprint  Introduce the assessment task:  Design a lunch box which includes a variety of foods for recess and lunch. Think about the packaging, storage and health benefits of the foods. Draw a bird’s eye view and label all the parts. On the side, make a list of the foods in your lunch box and explain where they have come from. Consider your food foot print. | rubric |
| **Week 10**  **Lesson 13-14** | **Class Lunch Banquet (preparation)**  **Student activity:** Shared healthy lunch Allocate groups of students to different sections of the food pyramid. Then give them the following scenario:   * Each member of your group will be required to prepare a small dish based primarily on the items in your food group to share with your class at a shared lunch. * Each dish within your group must be different. * Each dish must be healthy. * Each dish needs to me made using basic hand operated tools (no electricity powered devices). However, there are two exceptions, a refrigerator and oven are permitted. * Each dish needs to be presented with an accompanying procedure and justification of its nutritional value. * You will be required to make your dish at home and bring it school. | Participation/ planning |
| **Week 11** | **Class Lunch Banquet!** |  |

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| Criteria for assessment | H | M | D |
| Lunch box – packaging and storage | Food packaging and storage has been very well considered including factors such as temperature and the arrangement of foods. | Food packaging and storage has been some consideration however factors such as temperature and arrangement of foods have not been taken into account. | Food packaging and storage have been given little or no consideration. |
| A variety of foods for recess and lunch including the health benefits for each. | An outstanding variety of foods including both recess and lunch have been included in the design. | A good variety of foods including both recess and lunch have been included in the design. | More variety in the foods for both recess and lunch was required. |
| Bird’s eye view diagram with labels of foods | A highly detailed and well labelled diagram (presented in a bird’s eye view) was completed. Sketch was an appropriate size with suitable colours used. | The diagram had some detail and labels and was sketched in a bird’s eye view. Sketch could have been larger. | The diagram required greater detail in both the items in the lunchbox as well as the labels of healthy foods. |
| List of healthy foods and their origins (environmental food footprint) | The list of healthy foods and their origins were very well considered. The foods’ environmental food prints were explained thoroughly and well thought out. | Some consideration was given to the list of healthy foods and their origins. The foods’ environmental food prints were explained satisfactorily. | Much greater consideration needed to be given to the list of healthy foods and their origins. The foods’ environmental food prints were not explained satisfactorily. |
| Classroom organisation  (please tick) |  |  |  |

Health lessons 1 and 2

Get your lunch box and investigate the food that is inside it. In your Health book, record your responses to the following questions:

* Which items are healthy/unhealthy? Why do you think this?
* Which items come from a farm?
* How have the foods been packaged inside your lunch box? Why do you think they are packaged like this?
* What will happen to the packaging?
* Is there any writing on any packaging? What does it say and why was it written?

Health lesson 3

1. Brainstorm the 5 food groups in groups of four. Write them down and give a couple of examples of foods that belong in each group.

2. Look inside each lunch box in the group and decide which foods belong in which group (or perhaps more than one group). Record foods and food groups in Health books.

Health lesson 4

**In the computer room:**

1. Explore the link to the Healthy Eating pyramid and junk food discussion at [www.kidcyber.com.au/topics/**junkfood**.htm](http://www.kidcyber.com.au/topics/junkfood.htm).

* On the same site, scroll down to the bottom of the page and play some of the games at www.nutritionexplorations.org/kids.php, especially ‘Combo Kitchen’, ‘Fuelled for Fun’, ‘Breakfast Detective’.

ICT Quizzes to do in pairs or alone: [www.**healthy**fridge.org/kids.html](http://www.healthyfridge.org/kids.html)

Health lessons 5 and 6

Explore packaging and its effect on food by conducting the following experiments at school:

[How does packaging affect the ripening of fruit?](http://www.sciencebuddies.org/science-fair-projects/project_ideas/MatlSci_p022.shtml?from=Home)

[Where do apples store best?](http://web.archive.org/web/20090226013731/http:/www.fellowshipch.org/pcasfkim02.html)

Health lessons 7 and 8

1. Check the bananas and apples and complete the findings chart, concluding the experiments.
2. Open your lunch box and put onto your desk. In your table group, discuss the types of packaging you can see.
3. Answer these questions in your Health books:
4. List the different types of packaging you can see.
5. Which ones are sustainable (can be reused)?
6. What will happen to all the other packages?
7. Make a pile of all the unsustainable food packaging you have. Explain that this is only for one day! Reflect:
8. Were you surprised about how much unsustainable packaging is used?
9. List some ways in which you could reduce the amount of plastic wrapping.

Health lessons 9 and 10

Visit the school canteen and interview the staff about the safe storage of foods and safe/hygienic handling of food.

1. Prepare a list of questions you would like to ask in order to get specific information. Ask canteen staff your questions and record the answers in your Health book.

Health lesson 11

**Our Environmental Food Footprint -** part 1

1. Play the game: Where does my food come from? On IWB as a class:

<https://www.woolworths.com.au/wps/wcm/connect/Website/Woolworths/Fresh+Living/Fresh+Food+Kids/Kids-Site/Play/>

1. View Jamie’s Food Revolution on youtube

<http://www.youtube.com/watch?v=eCPssmcizPQ>

1. In a group of 4, write a list of 15 foods you would all commonly eat (try to include all of the food groups).
2. Now work out if they are from plant or animal and record in your Health books.
3. From the list discuss which foods you could actually grow at home.
4. Discuss: Why would this be good for the environment?

Health lesson 12

**Our Environmental Food Footprint -** part 2

1. “It is best to only buy foods that are in season”. List reasons why this might be true. Share with the class.
2. Watch: where does my food come from on youtube. <http://www.youtube.com/watch?v=Hh30K2ODOTw>
3. Write a list of pros and cons for only buying local produce.
4. In pairs create a food footprint. Write on it all the ways we can eat great food with as little harm to the environment as possible.

Health lessons 13-15

Complete the food footprint.

Your assessment task: Design a lunch box which includes a variety of foods for recess and lunch. Think about the packaging, storage and health benefits of the foods. Draw a bird’s eye view and label all the parts. On the side, make a list of the foods in your lunch box and explain where they have come from. Consider your food foot print.

Health lessons 17 and 18

**Class Shared Healthy Lunch Banquet**

* Each member of your group will be required to prepare a small dish based primarily on the items in your food group to share with your class at a shared lunch.
* Each dish within your group must be different.
* Each dish must be healthy.
* Each dish needs to me made using basic hand operated tools (no electricity powered devices). However, there are two exceptions, a refrigerator and oven are permitted.
* Each dish needs to be presented with an accompanying procedure and justification of its nutritional value.
* You will be required to make your dish at home and bring it to school.