



Healthy Eats

2 & 5 to help you thrive!



Classroom Workbook

Healthy Eats Classroom Checklist

School name: _____

Date: _____

Completed by: _____

Class: _____

	No	Yes
Does our classroom run a daily Brain Break? (fruit and veg break)	<input type="checkbox"/> NO/NOT EVERYDAY Why not? Barriers? <i>Classroom Brain Breaks are an evidenced based strategy to support students to make healthy food choices amongst their peers.</i> <i>Grade 4-6 classes often don't stop during Brain Break and use a small container on their desk to snack on fruit or veg while they work!</i>	<input type="checkbox"/> YES we do it every day! Does our class have a strategy for students that don't bring fruit or veg? <input type="checkbox"/> YES
Does our class environment promote Healthy Food and Drink choices?	<input type="checkbox"/> NO <i>What opportunities are there to improve our classroom food environment?</i>	Do we display classroom posters that promote: <ul style="list-style-type: none"> • 2 fruit & 5 veggies? • The Australian Guide to Healthy Eating? <input type="checkbox"/> YES Do we sit and eat together in a positive, relaxed space? <input type="checkbox"/> YES Do we plan to run the Healthy Eats fruit and veg passport challenge in our class this year? <input type="checkbox"/> YES



	No	Yes
Do I model healthy food and drink behaviours in front of my students?	<input type="checkbox"/> NO <i>Could I improve the way I model healthy food and drink choices?</i> <i>Our food choices are influenced by our environment. Teacher and parent role modelling is an evidenced based strategy to promote healthy food behaviours amongst students.</i>	<input type="checkbox"/> YES Do I sit with my class during their food break and model healthy food and drink behaviours? <input type="checkbox"/> YES Do I avoid consuming RED foods in front of my class? (in the classroom and whilst on yard duty).
Does our class avoid RED food rewards for behavior management?	<input type="checkbox"/> NO <i>Could our class benefit from replacing food rewards with another type of reward?</i>	<input type="checkbox"/> YES! We use other types of reward strategies for classroom behavior management, such as: ----- ----- -----
Do I have nutrition lesson plans to address the relevant learning outcomes for my class?	<input type="checkbox"/> NO <i>Could I benefit from curriculum aligned nutrition lesson plans available on the Healthy Eats website?</i>	<input type="checkbox"/> YES I have up to date lesson plans for relevant nutrition learning outcomes. <input type="checkbox"/> YES I use cross curricular lesson plans to reinforce healthy eating behaviours across a variety of subjects.
Does our class engage in the school fruit and veg garden or composting?	<input type="checkbox"/> NO <i>Could we benefit from some strategies to build the garden/ composting into our class routine?</i>	<input type="checkbox"/> YES our class is involved in the school food garden or composting on a weekly basis.
Do I provide opportunities for children to drink water during class?	<input type="checkbox"/> NO <i>Why not? Barriers?</i>	<input type="checkbox"/> YES I encourage students to drink water during class.

OVERALL SCORE

For every box ticked in the YES column give your school community a point and total them up to get your Healthy Eats rating.

_____ / 12 POINTS



Healthy Eats Classroom Goals

Today's date: _____

Review date: _____

(6 months from today)

Our Why

Why is it important for our classroom to have an environment that supports healthy food and drink choices?

Where do we start?

1. Look at all the boxes ticked in the NO column above.
What opportunities are there to improve?

2. What other challenges as a class are there to overcome in this space?

3. What other ideas are there to promote fruit and veg consumption in our classroom?



Set some Healthy Eats Goals for your classroom

1. Engage with heads of curriculum, teachers, senior students, P&C etc.

- What are the key changes that will boost fruit and veg consumption amongst your students?
- Who are the key stakeholders and how will you engage them in this process?

2. Use the table on the next page to set goals for the 2 or 3 priorities that resonate with your classroom.

When setting these goals, consider:

- **Desired outcome:** What will it look like when your classroom has achieved this? Be descriptive!
- **Options/ Strategies:** These are the steps we need to take to work towards the desired outcome.
 - What do we need to get started?
 - Who do we need to speak with for more information?
 - Do we need to do any further research?
 - Who can support us in this strategy? Has someone else already done this and can provide some advice?
- **Who:** Who will be the driving force behind actioning each of these strategies?
- **When:** set a reasonable time frame to check in with the 'Who' for each of your strategies.

TIP: Set Realistic and Achievable goals!!

Most of our Healthy Eats Schools have benefited from setting just 2 or 3 key goals - the ones most important to them at the time, rather than trying to work on too many strategies all at once.



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for free teacher and student resources

www.lifeeducationhub.com.au



Classroom Food Environment Goals

Desired Outcome	Options/Strategies	Who	When



Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Use small amounts



Only sometimes and in small amounts



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