

## TEACHING RESOURCES: Health and Physical Education

**Unit:** Health and Physical Education

**Topic:** Happy Little Veggie-mites Pod Cast with Kate Di Prima

**Key Learning Area:** Nutrition and preventative health

**Year Level:** 5

### Australian Curriculum Learning Outcomes

#### Grade 5/6

- Investigate community resources and ways to seek help about health, safety and wellbeing ([ACPPS053](#)).
- Plan and practise strategies to promote health, safety and wellbeing ([ACPPS054](#)).
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities ([ACPPS067](#)).
- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities ([ACPPS058](#)).



# Healthy Eats

## Lesson Plans

## Healthy Eats Key Learning Outcomes

Key Outcome	Curriculum
Collectively participate, explore and discuss a variety of nutritional foods	
Establish correct food groups as per the Australian Guide to Healthy Eating	<a href="#">ACPPS053</a> <a href="#">ACPPS054</a> <a href="#">ACPPS058</a> <a href="#">ACPPS067</a>
Ability to identify key nutritional foods which contribute to a healthy lifestyle	
Understand the relevant Australian Dietary Guidelines (2 fruits and 5 vegetables everyday) and the importance of eating a 'rainbow of fruit and veg'	
Differentiate wholefoods (everyday foods) from processed (sometimes) foods.	
Discuss, analyse and establish the correct amount of protein to consume at a given meal time	
Able to independently plan a healthy and balanced meal	
Forward planning and decision making ability to make healthy choices and strategies and resources to take home and share with family members	

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## Lesson Plans



## Activities & Instructions

# Healthy Eats

## Lesson Plans



Duration	Introduction to food groups	Resources
10 - 15 minutes	<p><b>Choose your group</b></p> <ul style="list-style-type: none"><li>• Teacher to place the 5 cards representing each food group, around the room.</li><li>• Each student to receive an image of a food and they move around the room and place their card in a group.</li><li>• Discuss as a class student responses compared to the Australian Guide to Healthy Eating Poster; move cards if needed</li><li>• Discuss the sometimes and in small amounts food section on the guide</li></ul> <p><b>Hint:</b> <i>Discuss groups and ask some students to explain why they chose the group. Ask students if anyone has any of those items in their lunchboxes today and/or if there are any types of foods which might be new to them.</i></p>	<ul style="list-style-type: none"><li>• Food Group title cards</li><li>• Food Item cards</li><li>• Australian Guide to Healthy Eating Poster</li></ul>

## Activities & Instructions continued

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Duration	Meal Planning	Resources
15 - 30 minutes	<p><b>Show off your dinner</b></p> <ul style="list-style-type: none"><li>• How much protein should I eat in one meal?</li><li>• Class discussion about how much protein they believe they should include on their dinner plates.</li><li>• <b>Hint:</b> <i>Ask a few students to draw the size of a piece of meat, fish or the like, which they believe is the correct size for themselves on the board, then compare with the deck of cards resource to showcase the difference.</i></li></ul> <p><b>What does a healthy dinner look like?</b></p> <ul style="list-style-type: none"><li>• Using the Australian Guide to Healthy Eating poster, students to discuss, in small groups, what items could be used for Breakfast, Brain Break, Lunch and Dinner items with a brief discussion around ‘sometime’ foods due to high sugar and low nutrient content.</li><li>• Students can report to the class</li><li>• Using Dinner Plate Activity sheet, students to cut out items to create their dinner plate.</li><li>• Teacher to prompt half of their dinner plate to include salad/vegetable items and the importance of 2 fruit + 5 veg</li></ul>	<ul style="list-style-type: none"><li>• Image of a deck of cards and protein</li><li>• Australian Guide to Healthy Eating Poster</li><li>• Dinner Plate + Food item resources</li></ul>

## Activities & Instructions continued

Duration	Meal Planning Continued	Resources
20 - 30 minutes	<p><b>Draw your shopping list</b></p> <ul style="list-style-type: none"><li>• Students to plan their food items to include in their grocery shop. Using knowledge from Dinner Plate activity, students to draw two items that would fit into each 'group'</li></ul> <p><b>Take home activity - Weekly goals</b></p> <ul style="list-style-type: none"><li>• Students to write down their 'goal' in class, at the top of their planner ie. try a new vegetable this week</li><li>• Students to use learned knowledge of the different food groups and portion sizes when planning grocery lists with parents at home</li></ul>	<ul style="list-style-type: none"><li>• Grocery List graph</li><li>• Weekly Menu Planner Template</li></ul>

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