

healthy eating guidelines

Concepts, skills and competencies can be developed through these learning areas:

HEALTH AND PHYSICAL EDUCATION

Inquiry topics:

Early Years: Identity web (likes/dislikes, favourite food), identifies/sorts/classifies foods, researches different types of food (processed/unprocessed), collects and records data about healthy foods, healthy foods to be shared at recess, activity corner for healthy food restaurant, prepare healthy party menu for special guests, purchase healthy foods and model safe food handling practices, food for different occasions.

Primary years: International Food Day (Investigate foods eaten by different groups), food groups, nutrition, food preparation, prepare simple healthy menu using safe hygienic practices, influences on consumption (price, availability, culture)

Middle years: table/graph weekly food intake, examine food choices in canteen, evaluate own diet, effect of media/illness/peers/body image on food availability and choices, analyses and prepares a recipe, investigates diseases relating to poor diet, prepare a healthy lunch for different cultural groups.

Senior years: Meal planning using dietary guidelines (plan, prepare and present a 3-course meal using ingredients/techniques from a different culture), kitchen safety, hygiene, food labelling, nutrition and processing.

The healthy eating guidelines primarily fit within the Health and Physical Education learning area. However it is important to acknowledge that developing healthy eating concepts and behaviours will be more effective if it is approached within many learning areas. Examples are provided below:

SCIENCE

Inquiry topics:

Early Years: food for energy, basic needs of living things, features of living things (sharp teeth for eating meat, teeth for grinding), investigate changes during cooking processes (mixing, melting, baking, freezing), dissolve common products in water.

Primary years: discuss food energy sources, intake and what happens to excess, analyse obesity and declining fitness levels, examine energy needs for different age groups, food chains, solid/liquid/gas states, investigate food items that dissolve, investigate methods of food preservation.

Middle years: Examine energy content and density of different foods, patterns of food consumption, relationship of energy intake/activity/obesity/diabetes, body systems, life functions of cells in plants and animals, properties of liquids, solids and gases, investigate effects of storage conditions on food, investigate effects of varying ingredients in common recipes.

Senior years: energy efficiency and different foods, energy conversion in the body, investigate ecologically sustainable human ecosystems, research crop and animal alternatives for sustainable land use based on indigenous examples, food and chemical reactions.

Strand	Learning Outcomes
Birth to age 3: The physical self The thinking and communicating self	<p>Key Idea: Children use their sensory capabilities with increasing integration, skill and purpose to connect with, perceive, explore and respond to their world.</p> <p>Children discover a range of ways to recognise, investigate, manipulate, use, represent and invent phenomena in their natural and constructed environments.</p> <p>Developmental learning outcomes: Children are intellectually inquisitive. Children develop a range of thinking skills.</p>
Age 3 to age 5: Understanding our world	<p>Key Idea: Children develop confidence through making sense of their world by thinking, acting and working scientifically.</p> <p>Developmental learning outcomes: Children are intellectually inquisitive. Children develop a range of thinking skills.</p>
Reception to Year 10 Energy systems	1.3, 2.3, 3.3, 4.3, 5.3

Life systems Matter	1.5, 2.5, 3.5, 4.5, 5.5 1.8, 2.8, 3.8, 4.8, 5.8
Senior Years band	5.3, 5.5, 5.8 Biology, Chemistry, Geology, Laboratory Operations (VET), Physics, Science

SOCIETY AND ENVIRONMENT

Inquiry topics:

Early Years: Be actively involved in environmental project (class vegetable garden) investigate similarities and differences in class, investigate foods/beliefs/customs of different cultural/indigenous groups, celebrate diversity (share special foods), challenge thinking about values and culture, people who help meet our basic needs (doctor, dentist, farmers, shops, factories, etc), visit supermarket to identify the variety of goods to meet basic needs.

Primary years: Human interdependence, sustainable living (class garden), celebrate cultural diversity (International food day), posters to counter prejudice, people/workers who supply goods, food needs of indigenous groups. Investigate food advertising and influence of marketing on food availability and choice.

Middle years: Investigate indigenous species and sustainability, diversity and difference, distribution of resources, ethical behaviours and including all groups in decision making, rights of consumers, access to goods and services. Food advertising and influence of marketing on food availability and choice

Senior years: Examine food production and land management systems, research crop and animal alternatives for sustainable land use based on indigenous examples, impact of international and national food, nutrition and related policies on individuals/groups, analyse perspectives of different groups, analyse prejudice and social construction, analyse global access to food/health, investigate change processes. Trade agreements and how they influence global food supplies

Strand	Learning Outcomes
Birth to age 3: The thinking and communicating self	Key Idea: Children begin to develop concern for and appreciation of others and their environment. Developmental learning outcomes: Children develop a sense of being connected with others and their worlds.
Age 3 to age 5: Diversity Understanding our world	Key Idea: Children develop a respect for, and appreciation of, the diverse nature of their communities. Children develop a sense of responsibility for natural and social environments and an understanding that their world is shared. Developmental learning outcomes: Children develop a sense of being connected with others and their worlds.
Reception to Year 10 Place, space and environment Society and cultures Social systems	1.6, 2.6, 3.6, 4.6, 5.6 1.7, 2.7, 3.7, 4.7, 5.7 1.8, 2.8, 3.8, 4.8, 5.8 1.9, 2.9, 3.9, 4.9, 5.9 1.10, 2.10, 3.10, 4.10, 5.10 1.11, 2.11, 3.11, 4.11, 5.11
Senior Years band	5.6, 5.7, 5.8, 5.9, 5.10, 5.11 Aboriginal Studies, Accounting, Accounting Studies, Agricultural and Horticultural Science, Agriculture and Horticulture, Ancient History, Australian History, The Australian Legal System, Business Studies, Classical Studies, Economics Geography, Geography Studies, Historical Studies, Legal Studies, Maritime Studies, Media Production and Analysis, Medieval History, Modern History, Natural Resources Management, Politics, Religions in Australia, Small Business Enterprise, Social Studies, Studies of Religion, Tourism, Women's Studies

MATHS

Inquiry topics:

Early Years: sort food items, collect, present and analyse data (tallies, graphs, charts, tables), estimates and measure length/area/perimeter of garden plot using arbitrary and real units, compares capacity/mass/volume when pouring water, explore routines/timelines, time and temperature in cooking process.

Primary years: Use tallies to collect data, construct and interpret line/bar/column/picture/pie graphs, make predictions/generalisations from data, use tools to measure length/area/perimeter/mass/capacity/volume using actual units for food items/garden plot, link time and cooking.

Middle years: collect data on eating patterns (surveys/interview), use spreadsheets to create graphs, analyse, make generalisations/predictions, use formulae to calculate length/area/perimeter/mass/capacity/volume (Relate to food and food production), use ratio and scale to prepare scale drawings.

Senior years: research, collect, present and analyse data on food availability /consumption by considering a social or political bias and distinguishing between a sample and the population,

Strand	Learning Outcomes
Birth to age 3: The thinking and communicating self	Key Idea: Children ask questions, wonder, and discover a range of ways to explore and find answers to problems. Developmental learning outcomes: Children are intellectually inquisitive. Children develop a range of thinking skills.
Age 3 to age 5: Understanding our world	Key Idea: Children develop and use mathematical skills and understandings to investigate their physical and social worlds, both natural and constructed. Developmental learning outcomes: Children are intellectually inquisitive. Children develop a range of thinking skills.
Reception to Year 10 Exploring, analysing and modelling data Measurement	1.1, 2.1, 3.1, 4.1, 5.1 1.2, 2.2, 3.2, 4.2, 5.2 1.4, 2.4, 3.4, 4.4, 5.4 1.5, 2.5, 3.5, 4.5, 5.5
Senior Years band	5.1, 5.2, 5.4, 5.5 Applied Mathematics, Business Mathematics, Mathematics 1, Mathematics 2, Quantitative Methods

DESIGN AND TECHNOLOGY

Inquiry topics:

Early Years: investigate types/purpose/effectiveness of food packaging, design class garden/take digital photos. Discuss ideas.

Primary years: Investigate whether product is fad/necessity (eg fast foods), compare shopping bags, investigate types of packaging, design environmentally friendly packaging, use PowerPoint, graphic organisers to explain processes, prepare photo story of food production process,

Middle years: Research technology and food production systems (visit café, restaurant, factory), analyse impact of technology on food handling, improve design features of food packaging (milk carton pourer/keeping food fresh), compares taste of selected ingredients/recipes, plan/prepare and analyse healthy snacks/meals, evaluate safety/hygiene processes, investigate organic produce, compare cooking techniques from a variety of countries, evaluate/compare finished meal with others. Use a variety of software (PowerPoint, inspiration, iMovie, CAD, MSWord) to present ideas.

Senior years: Food production systems and OHSW/worker safety, conducts safety audit, emerging technologies in food production, prepare a design proposal to improve canteen systems and products, design an appliance to promote healthy eating, use a variety of software (PowerPoint, inspiration, iMovie, CAD, Dreamweaver, Photoshop, MSWord, Publisher) to present ideas.

Strand	Learning Outcomes
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Birth to age 3: The thinking and communicating self	Key Idea: Children discover a range of ways to recognise, investigate, manipulate, use, represent and invent phenomena in their natural and constructed environments. Developmental learning outcomes: Children are intellectually inquisitive.
Age 3 to age 5: Design and technology	Key Idea: Children use materials, equipment and processes to design and develop products and systems. Developmental learning outcomes: Children develop a range of physical competencies. Children develop a range of thinking skills.
Reception to Year 10 Critiquing Designing Making	1.1, 2.1, 3.1, 4.1, 5.1 1.2, 2.2, 3.2, 4.2, 5.2 1.3, 2.3, 3.3, 4.3, 5.3
Senior Years band	5.1, 5.2, 5.3 Information Processing and Publishing, Information Technology Information Technology (VET), Information Technology Studies, Technology, Technology Studies

ARTS

Inquiry topics:

Early Years: Prepare poster for keeping food fresh at school, prepare a collage to promote healthy eating, use digital camera to record food celebration.

Primary years: Prepare a campaign to promote a healthy product in the canteen. (role play, plays, movie, posters, advertising), prepare still-life of food items.

Middle years: Use design ideas to make healthy foods more enticing, prepare a campaign to promote healthy eating (role play, plays, movie, posters, advertising). Analyse messages/techniques in healthy food/junk food advertising.

Senior years: Investigate mass media/bias/inaccuracy/stereotyping/how food is portrayed/targeted groups, present a report (on camera) of a local/global issue of concern. Prepare a digital portfolio of a food issue/celebration. Prepare a documentary of cultural nutrition issues. Prepare a website to promote restaurants

Strand	Learning Outcomes
Birth to age 3: The physical self	Key Idea: Children develop balance for stability and movement and an awareness of their body in space, in order to move with purpose, safety and expression. Developmental learning outcomes: Children develop a range of physical competencies.
Age 3 to age 5: Arts and creativity	Key Idea: Children explore art forms including visual arts, drama, music, dance and media through symbolic and creative expression. Developmental learning outcomes: Children develop a range of physical competencies.
Reception to Year 10 Arts practice Arts analysis and response	1.1, 2.1, 3.1, 4.1, 5.1 1.2, 2.2, 3.2, 4.2, 5.2 1.4, 2.4, 3.4, 4.4, 5.4
Senior Years band	5.1, 5.2, 5.4 Art Practical, Craft Practical, Dance, Dance Performance and Theory, Design Practical, Drama, Drama Studies, Music, Visual Arts Studies

ENGLISH

Inquiry topics:

All bands: uses/produces a variety of written (recount/narrative/procedure/report/exposition/personal response/imaginative recount), visual and electronic texts to develop the healthy eating topic.

Strand	Learning Outcomes
Birth to age 3: The thinking and communicating self	Key Idea: Children develop and use a wide range of both non-verbal and verbal communication to convey and construct meaning and share in the enjoyment of language. Developmental learning outcomes: Children are effective communicators.
Age 3 to age 5: Communication and language	Key Idea: Children are purposeful and effective users of communication and language. Developmental learning outcomes: Children are effective communicators.
Reception to Year 10 Texts and Contexts Language Strategies	1.1, 2.1, 3.1, 4.1, 5.1 1.2, 2.2, 3.2, 4.2, 5.2 1.3, 2.3, 3.3, 4.3, 5.3 1.6, 2.6, 3.6, 4.6, 5.6 1.8, 2.8, 3.8, 4.8, 5.8 1.9, 2.9, 3.9, 4.9, 5.9 1.11, 2.11, 3.11, 4.11, 5.11
Senior Years band	5.1, 5.2, 5.3, 5.6, 5.8, 5.9, 5.11 Communication for the Hearing Impaired, English, English Studies, English as a Second Language