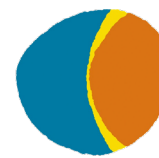


EON HEALTHY EATING KEY MESSAGES AND ASSOCIATED LESSON PLANS

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.
<p>This PDF contains all 36 lesson plans associated with the above EON Key Message. If you would like a copy of any of the resources referred to in the lesson plans, please email admin@eon.org.au. Download this pdf and use the bookmark icon in the left menu to navigate to a specific lesson plan.</p>	

LESSON NO:	LESSON PLAN	LESSON NO:	LESSON PLAN
1	Cereal Boxes	19	Our Bodies
2	Charade Moves	20	Preventing Sores and Illness
3	Cholesterol Control	21	Processed vs Unprocessed
4	Coke Experiment	22	Reading Labels
5	Eating Mindfully	23	Salt Cups
6	Energy Dense Nutrient Poor	24	Skip and Say
7	Energy Drinks	25	Smart Snacking
8	Fatty Foods	26	Sneaky Sugars
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10	Gary Goanna Story	28	Swap Hunt
11	Good Fats	29	Time to Burn
12	Good Sugar Bad Sugar	30	True or False – Zombie Foods
13	Healthy Snacks from the Garden	31	Tug of War –Superheroes vs Zombies
14	Healthy, Healthy, Healthy Zombie	32	Types of Sugar
15	Joe’s Food Choices	33	What Are You Eating Mr Wolf?
16	Lotsa...	34	What is Diabetes?
17	Make a Zombie Monster	35	What is Kidney Disease?
18	Minding What You Eat	36	What is My Immune System?



LESSON GUIDE

Cereal Boxes

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Cereal Boxes • Nutrition Information (LiveLighter) Wallet Card 		
OUTLINE: 20-30 MINS	<ol style="list-style-type: none"> 1. Identify and explain how ingredients are listed in the ingredients list. 2. Identify the nutrition information panel and explain how to read it using the 100g/ml column instead of using per serves to compare products accurately. 3. Provide LiveLighter wallet cards and explain how to use them to compare products. <p>Use a range of cereal boxes to demonstrate this idea</p>		
REFLECTION ACTIVITY:	Ask students to write a list of healthy and unhealthy cereals that they can share with their families.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Discuss other breakfast options including homemade cereals with oats and dried fruit.		



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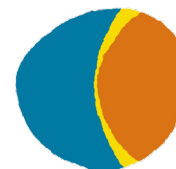
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EON HEALTHY EATING 

LESSON GUIDE

Charade Moves

EON HEALTHY EATING



EON Foundation

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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Superheroes and Zombies Sheet • Zombie Monster Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Introduce/ review importance of reducing amount of unhealthy food items. Refer to Aboriginal and Torres Strait Islander Guide to Healthy Eating, focusing on discretionary foods. 2. Have one student act a Zombie Food card. 3. The student is not allowed to use words or point at objects. 4. The person who guesses correctly becomes the next person to act out a card. 		
REFLECTION ACTIVITY:	<p>Write the following statement on the whiteboard</p> <p>“_____ is a sometimes food/ Zombie food because it is high in _____.”</p> <p>Asks students to complete this sentence and write it in their EON Food Diary</p>		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	<ul style="list-style-type: none"> - Ask students to name what each food has high amounts of that make it unhealthy - For example: hot chips – high in salt and fat 		

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EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Fats Information Sheet Fatty Food Cards 		
OUTLINE:	<ol style="list-style-type: none"> Talk to students about what cholesterol is, using the Fats Information sheet Discuss ways to reduce the risk of bad cholesterol levels rising through diet <ul style="list-style-type: none"> Trimming fat from meat Reducing intake of processed food/ junk food Reducing intake of deep-fried foods Having low fat dairy Eating more vegetables Hold up food cards and ask students to name if they are high cholesterol or low cholesterol foods. 		
REFLECTION ACTIVITY:	<p>Ask students to write down one thing they learned from today's session and share it at home with their families.</p> <p>Write down one change you can make at home to reduce the amount of bad cholesterol containing food you eat.</p>		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year +
EXTENSION IDEAS:	<ul style="list-style-type: none"> Ask students to name healthier alternatives to high cholesterol foods. 		



LESSON GUIDE

Coke Experiment

EON HEALTHY EATING



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EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Coke • Water • 2 plastic cups • Marker • 2 coins, old and dirty 		
OUTLINE:	<ol style="list-style-type: none"> 1. Ask class if soft drinks like coke are good for their health. 2. Tell students that you are going to show them what drinks like coke could be doing to the inside of their body. 3. Label one cup as coke and one as water. 4. Place a coin in each glass, making sure that the class sees the coins in their original state. 5. Fill one cup with coke and the other with water, as labelled. 6. Ask class what they think will happen to each coin, ask them to write down their ideas into their food diary. 7. Wait for 2 weeks and discuss observations with class. 8. Results: Show class that the coin in the water remained the same, but the coin in the coke looks clean. 9. Ask class if they think this is a good thing. 10. Tell class that the coke has taken away the dirt, so it is good for cleaning, but our stomachs do not have dirt in them. Instead the coke will be acting like cleaning chemicals and harming our body. 11. Ask students if they would drink cleaning products – because that is what coke is like. 		
REFLECTION ACTIVITY:	Ask students to write down the key message of the lesson to share with an absent student.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		



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LESSON GUIDE

Eating Mindfully

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• Sultanas and/or strawberries• Mindful Eating Information Sheet		
OUTLINE:	<ol style="list-style-type: none">1. Asks students to sit at their desks2. Put a sultana or strawberry on the desk in front of each student and follow the instructions on the Mindful Eating Information sheet3. Discuss the importance of mindfulness related to hunger cues and healthy eating		
REFLECTION ACTIVITY:	Ask students to practice mindful eating at home with a family member		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	Discuss hunger cues and ways to increase the feeling of fullness.		



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EON HEALTHY EATING 

LESSON GUIDE

Energy Dense, Nutrient Poor

EON HEALTHY EATING



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EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Discretionary foods from Food Pictures • Calories Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Discuss what a calorie is with the class using the Calories Information Sheet. 2. Talk about how weight gain occurs in terms of intake of high amounts of energy dense, nutrient poor food and drink. 3. Discuss that discretionary foods are energy dense and nutrient poor. 4. Provide examples such as sodas, hot chips, crisps, chocolates and why they are energy dense but nutrient poor. 5. Ask students how they could make a nutrient poor food have more nutrients or less energy. 6. Split into smaller groups and provide each group with an energy dense nutrient poor food that they need to try to increase nutrient content or reduce energy levels. 7. Ask groups to share their ideas with the rest of the class. 		
REFLECTION ACTIVITY:	Ask students to write their favourite idea in their EON Food Diary		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		



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LESSON GUIDE

Energy Drinks!

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Energy Drinks Information sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Ask students what they know about sports drinks and energy drinks. 2. Show one example of a sports drink and one example of an energy drink. 3. Define “sports drink” and “energy drink” using the information on the Energy Drinks Information Sheet. 4. Ask students if they can name any other sports drinks or energy drinks. Explain that these drinks are often marketed towards young people but may contain ingredients that are bad for health. 5. Go through the details on the information sheet. 5. Ask students to create their own warning poster about the dangers of energy and sports drinks to health. 		
REFLECTION ACTIVITY:	Ask students to write down when it is okay to have energy drinks in their EON Food Diaries		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Get student to role play what they would do if a friend or relative offers them an energy or sports drink.		



LESSON GUIDE

Fatty Foods

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• Fatty Food cards• Fats Information Sheet		
OUTLINE:	<ol style="list-style-type: none">1. Discuss with the class the different types of fat found in food using the Fats Information Sheet2. Ask students to identify whether a food contains good fats or bad fats using the Fatty Food cards		
REFLECTION ACTIVITY:	Ask students to write down some healthier fat options in their EON Food Diary that they can use at home. For example- margarine instead of butter		
COOK / RECIPE:	Recipe including healthy fats such as avocados, olive oil or nuts		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7+



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EON HEALTHY EATING 

LESSON GUIDE

Food and Mood

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Food Mood Chart • Food Pictures <ul style="list-style-type: none"> ○ Unhealthy food pictures ○ Healthy food pictures 		
OUTLINE: 20-30 MINS	<ol style="list-style-type: none"> 1. Talk to students about the side effects of unhealthy food choices on our mood <ul style="list-style-type: none"> • Sugar crash, tired • Annoyed • Angry • Negative thoughts 2. Talk to student about the benefits of healthy food choices on our mood <ul style="list-style-type: none"> • Happy • Energetic • Fresh • Positive thoughts 3. Have students draw pictures of foods on the Food Mood Chart 4. Ask students to share their Food Mood Chart with the class 		
REFLECTION ACTIVITY:	Ask students to write down a good mood food that they should eat more often in their EON Food Diary OR Ask students to draw and colour in their favourite good mood food		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7+
EXTENSION IDEAS:	<ul style="list-style-type: none"> • Ask students where they can find their good mood foods. 		



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Gary Goanna Story

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• 'Gary the Goanna Goes Healthy' story book• Gary the Goanna colour-in sheets		
OUTLINE: 20 MINS	Read 'Gary the Goanna Goes Healthy' story book to class		
REFLECTION ACTIVITY:	<ol style="list-style-type: none">1. Asks students what kinds of foods helped Gary the Goanna to be active and have fun with his friends.2. Provide Gary the Goanna colour-in sheets		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		
EXTENSION IDEAS:	<ol style="list-style-type: none">1. Asks students to translate the healthy food list in their language2. Write these down on the whiteboard		



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EON HEALTHY EATING 

LESSON GUIDE

Good Fats!

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES:	<ul style="list-style-type: none"> • Fatty Food Cards • Fats Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Ask students what they know about fat. <ul style="list-style-type: none"> • What is fat? • Where does fat come from? • What kinds of food are fatty food? • Are there good fats in food? 2. Discuss different fat types with students: <ul style="list-style-type: none"> • Good fats: unsaturated and polyunsaturated fats • Bad fats: saturated and trans fat 3. Divide class into 2 groups and label one group healthy fats and the other unhealthy fats. 4. Put food cards down in the middle of the room and ask one person from each group to go into the middle and find either a good fat or bad fat picture depending on their group. 5. Discuss the student's choice with the class. 		
REFLECTION ACTIVITY:	Ask students to write down some healthier fat options in their EON Food Diary that they can use at home. For example- margarine instead of butter		
COOK / RECIPE:	Recipe including healthy fats such as avocados, olive oil or nuts		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		



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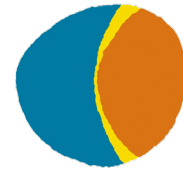
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EON HEALTHY EATING

LESSON GUIDE

Good Sugar, Bad Sugar!

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Guide to Healthy Eating • Carbohydrates Information Sheet 		
OUTLINE: 30-40 MINS	<ol style="list-style-type: none"> 1. Sugar is found in a lot of food. Discuss the major sources of sugar. 2. Ask class where they can find sugar in foods. 3. Discuss the Aboriginal and Torres Strait Islander Guide to Healthy Eating and show class all the groups where sugar comes from: Grains, Dairy, Vegetables, Fruit, Junk foods 4. Differentiate between sugar from natural foods and junk foods. 5. Discuss which sugars to eat less of and limit vs the sugars to have everyday and why: <ul style="list-style-type: none"> • Added sugars like the sugar in chocolates and soft drinks do not have any nutritional benefit • Natural sugars that are in whole foods like fruits and grains are good for your body as they give you good energy and help you GO GO GO!! 		
REFLECTION ACTIVITY:	Ask students to list down one sugar source from each food group in their EON Food Diaries		
COOK / RECIPE:	Natural sugar chocolate balls		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		



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EON HEALTHY EATING 



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • The outdoor garden • Aboriginal and Torres Strait Guide to Healthy Eating 		
OUTLINE: 20-30 MINS	<ol style="list-style-type: none"> 1. Take class outside to talk about how the fruit and vegetables can be turned into snack foods. <ul style="list-style-type: none"> • Corn → roasted/ popcorn • Vegetable sticks and dips • Fruit salads 2. Activity: <ul style="list-style-type: none"> • Have students share their favourite snack foods • Discuss these as healthy or unhealthy using the Aboriginal and Torres Strait Guide to Healthy Eating • Get class to suggest ideas for healthier swaps 		
REFLECTION ACTIVITY:	Ask students to write down their healthy snack ideas in their EON Food Diary and share it with their families at home		
COOK / RECIPE:	Fruit salad or spiced popcorn or a dip recipe		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+



<p>EON KEY MESSAGE:</p>	<p>Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.</p>		
<p>AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION</p>	<p>SUB-STRAND</p>	<p>CONTENT</p>	<p>FOCUS AREA</p>
	<p>Making healthy and safe choices</p>	<p>Identify and practice strategies to promote health, safety and well-being (ACPPS036)</p>	<p>Nutritional requirements and dietary needs</p>
<p>OUTLINE: 20-30 MINS</p>	<p>Play this game using the format for ‘Duck Duck Goose’.</p> <ol style="list-style-type: none"> 1. Ask students to sit in a circle and select a student to be the chooser. 2. Have the chooser go around the circle and say Healthy, Healthy, Healthy, Healthy until they want to select a person to be the Zombie (by calling out a Zombie Food eg: hot chips!!) 3. Have the Zombie person run around the circle and try to catch the chooser before they sit in their previous spot in the circle. 4. If the chooser is caught, they sit in the middle of the circle. 5. If they were not caught and manage to sit in the spot of the Zombie person, they are safe. 6. The Zombie person then becomes the chooser and must pick another Zombie. 		
<p>REFLECTION ACTIVITY:</p>	<p>Ask students to list as many unhealthy foods as they can remember that was used in the game in their EON Food Diary</p>		
<p>APPROPRIATENESS:</p>	<p><input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+</p>		
<p>EXTENSION IDEAS:</p>	<p>Ask student why the Zombie foods mentioned in the game were labelled Zombie food, i.e. - high in sugar/salt/fat</p>		



LESSON GUIDE

Joe's Food Choices

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• Foodbank's "Joe's Epic Breakfast Adventure Story Book"• Help Joe Choose Breakfast Sheet		
OUTLINE:	1. Read "Joe's Epic Breakfast Adventure Story Book" and discuss the main points about healthy eating.		
REFLECTION ACTIVITY:	Ask students to complete the Help Joe Choose Breakfast Sheet.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss the key messages in terms of chronic disease prevention and importance of healthy lifestyles		



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EON HEALTHY EATING 

LESSON GUIDE

Lotsa...

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Ball 		
OUTLINE:	<ol style="list-style-type: none"> 1. Introduce/ review importance of reducing amount of unhealthy food items. Refer to Aboriginal and Torres Strait Islander Guide to Healthy Eating focusing on discretionary foods 2. Ask students to stand in a circle and choose one student to stand in the middle with a ball. 3. Ask the student in the middle to throw the ball to another student and say an unhealthy food followed by 'has lotsa...' and ask student with the ball to finish the sentence with sugar, salt or fat! 4. For example: student in the middle- COKE has lotsa... student with the ball- SUGAR! 5. Have the student in the middle swap place with the student with the ball and continue the game. 		
REFLECTION ACTIVITY:	<p>Ask students what points are important to remember 3 years from now and why.</p> <p>Discuss answers together and ask students to write down an answer in their EON Food Diary.</p>		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		
EXTENSION IDEAS:	<ul style="list-style-type: none"> Ask student with the ball to recommend a healthier swap for the unhealthy food mentioned. 		



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LESSON GUIDE

Make A Zombie Monster

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and wellbeing (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Zombie Monster Information Sheet 		
OUTLINE: 15-20 MINS	<ol style="list-style-type: none"> Discuss the concept of Zombie Monsters and why they are bad for our bodies using the Zombie Monster Information Sheet Ask students to draw, colour-in and label their own Zombie Monsters 		
REFLECTION ACTIVITY:	Ask students to share their completed Zombie Monster with the class and describe their evil powers		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Ask students to write a story about a girl or boy who had too many of their created Zombie Monster.		



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LESSON GUIDE

Minding What You Eat!

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	Content	Focus Area
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Ball • Zombie Food Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Discuss with the class what unhealthy/Zombie foods are and why they are bad for your health. Refer to Zombie Food Information Sheet. 2. Have students sit in a circle and pick one student to stand in the middle of the circle with their eyes closed. 3. Ask students to pass around a ball and ask the student in the middle to yell an unhealthy/Zombie food whenever they want. 4. Ask the student who has the ball to try and convince the person in the middle not to have the food they yelled out and why it is not good for their health. 5. Make the person with the ball swap into the middle and repeat the activity 		
REFLECTION ACTIVITY:	Ask students to write down 3 unhealthy/Zombie foods that they like in their EON Food Diary and a reason why they should not eat them everyday		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	<ul style="list-style-type: none"> • Ask the student with the ball to recommend a healthier swap for the unhealthy food mentioned. 		



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LESSON GUIDE

Our Bodies!

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• Body chart		
OUTLINE:	<ol style="list-style-type: none">1. Use the body chart to talk about the negative effects of salt, sugar and fat on the body.2. Ask students to fill in the body chart with foods that will damage the different parts of your body.		
REFLECTION ACTIVITY:	Ask the students to list 3 unhealthy foods and how they affect the body in their EON Food Diary.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Ask students to draw a healthy picture of themselves and an unhealthy picture of themselves. OR Ask students to write a few sentences on how healthy eating prevents disease.		



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EON HEALTHY EATING 

LESSON GUIDE

Preventing Sores and Illness

EON Healthy Eating



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EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Fighting Chance Colour-In Sheet • Vegetable Bowl Colour-In Sheet 		
OUTLINE: 20-30 MINS	<ol style="list-style-type: none"> 1. Skin and ear infections and sores, and sicknesses and illness can come to you when your body is not strong. 2. When you have a strong and healthy body, you can fight the bad germs and not fall sick. 3. But when your body is full of Zombie foods it is tired and weak, so it can't fight the bad germs. So, you get sick and can get skin sores very quickly. 4. Eat more Superhero foods: lots and lots of vegetables and fruits and less Zombie foods high in salt, sugar and fats. 5. Keeping your immune system strong will help fight off bad germs and stop you from getting sick with cold, rashes and infections 		
REFLECTION ACTIVITY:	Ask students to colour-in the Fighting Chance Colour-In Sheet or Vegetable Bowl Colour-In Sheet		
COOK / RECIPE:	Orange and green leafy salad		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7+



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LESSON GUIDE

Processed vs Unprocessed

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Processed vs Unprocessed Chart • Food pictures • Glycaemic Index Information Sheet 		
OUTLINE: 20- 30 MINS	<ol style="list-style-type: none"> 1. Talk to students about the difference between processed and unprocessed foods. 2. Explain that processed food is food where all the goodness is taken out because they add extra ingredients and take a lot of the fibre out of the foods. 3. These foods only give short bursts of energy and are not good for our health to have every day. 4. Unprocessed food does not have its goodness taken out, stays in its natural form, the fibre stays in and it keeps you fuller for longer and has more nutrients. 5. Show class the Processed vs Unprocessed Chart. 6. Ask students to move food pictures onto the whiteboard or floor into processed food or unprocessed food. 7. Ask students to identify commonly eaten processed foods and find swaps that are unprocessed. 		
REFLECTION ACTIVITY:	Write down your favourite unprocessed foods in you EON Food Diary		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss what happens to blood sugar levels when processed foods are eaten compared to unprocessed food. Refer to Glycaemic index information sheet.		



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LESSON GUIDE

Reading Labels

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Reading a Food Label Information Sheet • Food Labels • Nutrition Information Wallet Cards 		
OUTLINE: 20-30 MINS	<ol style="list-style-type: none"> 1. Refer to 'Reading a Food Label Information Sheet'. 2. Identify and explain how ingredients are listed in the ingredients list. 3. Identify the Nutrition Information Panel and explain how to read it using the 100g/ml column instead of using per serves to compare products accurately. 4. Provide Nutrition Information Wallet Cards and explain how to use them to compare products. 5. Use a range of snacks to demonstrate this such as muesli bars, chocolate bars, popcorn, crisp packets etc. 		
REFLECTION ACTIVITY:	Students write down what they learned on a piece of scrap paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each student picks up a nearby response and reads it aloud.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Test students by asking them if a food meets the Nutrition Information Wallet Cards criteria.		



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LESSON GUIDE

Salt Cups

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• Salt Information Sheet• Clear plastic cups• Teaspoon• Salt		
OUTLINE:	<ol style="list-style-type: none">1. Talk to students about salt and different sources of salt, and why too much salt is bad for their health.2. Give students a cup of salt and an empty cup and ask them to estimate how much salt they could have in a day.3. Discuss the students' answers.4. Show students the recommended amount of salt – 1 teaspoon.		
REFLECTION ACTIVITY:	Ask student to write down how they can cut back the amount of salt they eat in their EON Food Diaries		
COOK / RECIPE:	Spiced not salted popcorn		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	Discuss link between salt intake and chronic disease with older age groups referring to Heart Disease information sheet.		



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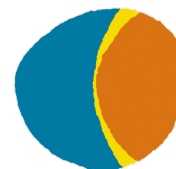
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EON HEALTHY EATING 

LESSON GUIDE

Skip and Say

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Skipping rope 		
OUTLINE:	<ol style="list-style-type: none"> 1. Introduce/ review importance of reducing amount of unhealthy food items. Refer to Aboriginal and Torres Strait Islander Guide to Healthy Eating focusing on discretionary foods 2. Ask students to set up a skipping space. 3. The student jumping must try and name as many unhealthy foods as they can with every skip. 4. If they can't name a food, they must stop skipping and swap with another student. 		
REFLECTION ACTIVITY:	<p>Write the following statement on the whiteboard</p> <p>“ _____ is a sometimes food/ Zombie food because it is high in _____.”</p> <p>Asks students to complete this sentence and then write it in their EON Food Diary</p>		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	<ul style="list-style-type: none"> - Ask students to name what each food has in high amounts that make it unhealthy - For example: hot chips – high in salt and fat 		



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EON HEALTHY EATING 



EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Guide to Healthy Eating • Blank palm cards 		
OUTLINE:	<ol style="list-style-type: none"> 1. Give students 2 or 3 blank palm cards and ask them to write or draw a snack idea on their cards. Ask students to be creative with their ideas, for example: zucchini pizza rounds with low fat cheese on it. 2. Collect the cards from the students and go through each idea with the class. 3. Discuss with the class if they think it is a smart snack or an unhealthy snack. 4. If it is an unhealthy snack, ask class what they can swap it with to make it healthier. 		
REFLECTION ACTIVITY:	Ask students to write their favourite ideas from their class mates into their EON Food Diary		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	<p>Ask students where each snack belongs on the Aboriginal and Torres Strait Islander Guide to Healthy Eating.</p> <p>Ask students where they can find the ingredients for their snack ideas.</p> <p>Ask students why the healthier swaps are better for their body and important for good health.</p>		

LESSON GUIDE

Sneaky Sugars!

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Nutrition Information Wallet Cards • Food packaging or pictures of nutrition information panels 		
OUTLINE:	<ol style="list-style-type: none"> 1. It is okay to have sugary foods as a treat or on special occasions, but sugar is found in a lot of food that people have every day! 2. Ask students to name some common foods containing lots of sugar: <ul style="list-style-type: none"> • Ice-cream • Lollies • Chocolates • Soft drinks 3. Now split students into groups and give them each a food packaging or nutrition information panel labels of some commonly eaten foods that people often think are healthy <ul style="list-style-type: none"> • Cereals • Muesli bar • Yoghurts 4. Provide students with a Nutrition Information Wallet Card and ask them to compare the sugar level of their product. 5. Ask students to identify their product as a green, yellow or red zone of sugar content and share this information with the class. 		
REFLECTION ACTIVITY:	Ask student to write one green, one yellow and one red zone item in their EON Food Diary		
APPROPRIATENESS	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask students if they can name a healthier alternative to the products that they identified as unhealthy.		



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LESSON GUIDE

Sugar Skips!

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Skipping rope • Sugar in Drinks Poster • Sources of Sugar Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Discuss that sugar is hidden in a lot of foods and drinks. 2. Ask students why they think having too much sugar is bad for their bodies. 3. Ask students to guess how many teaspoons of sugar are found in certain drinks. 4. Ask student who is guessing to skip the number that they guessed. 5. Reveal the correct answer and have the student skip the number of times that match the amount of sugar in the food/drink. 		
REFLECTION ACTIVITY:	Ask students to write down one food/drink where they were surprised by how much sugar it contained.		
COOK / RECIPE:	Added sugar free cookies		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	<p>Discuss the difference between added sugar and natural sugars and sources of both.</p> <p>Refer to Sugars Information Sheet</p>		



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Swap Hunt

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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Swap Pictures 		
OUTLINE:	<ol style="list-style-type: none"> 1. Separate class into two groups. 2. Give each student in group 1 unhealthy food cards and give each student in group 2 the healthy swap food card. 3. Tell students that they need to find their healthier or unhealthier food match. 4. Tell students to keep their card item a secret unless they are going to approach another person quietly to find out if they are the matching pair. 5. Tell class to be as quiet as possible when playing this game. 6. Whoever finds their match needs to sit down together on the floor. 7. Once everyone has found their match, have each pair talk about their cards and the healthier food swap. 8. Ask each pair what food group their food belonged to and why the unhealthy food card was not good for their body 		
REFLECTION ACTIVITY:	<p>Ask students to write down some healthy swap options that they can use at home in their EON Food.</p> <p>For example - using margarine instead of butter OR swapping sugary drinks for water.</p>		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	<p>To make this more challenging, do not separate the class into two groups. Instead, give each card randomly so that it is harder to find the right swap.</p>		



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LESSON GUIDE

Time to Burn

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Walk It Off Poster • Calories Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Discuss the concept of calories from food contributing to weight gain and exercise helping to burn these calories. Use the Calories Information Sheet. 2. Compare the amount of energy from healthy food with unhealthy, discretionary food choices. 3. Discuss that foods with more calories take longer to burn off. 4. Ask students to guess how long you would need to walk to burn off the calories from certain foods. 5. Use the Walk it Off information Sheet for examples to use in class. 		
REFLECTION ACTIVITY:	Ask students to share the most surprising food item that was discussed in class and tell them to write it in their EON Food Diary and share with their families.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Talk to students about the importance of choosing healthy options to reduce weight as excessive weight gain can link to chronic illnesses such as diabetes and heart disease.		



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LESSON GUIDE

True or False: Zombie Foods

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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Zombie Monster Information Sheet • True or False: Zombie Foods Question Sheet • True/False Signs 		
OUTLINE:	<ol style="list-style-type: none"> 1. Introduce/ review importance of reducing amount of unhealthy food items. Refer to Aboriginal and Torres Strait Islander Guide to Healthy Eating focusing on discretionary foods. Refer to Zombie Monster Information Sheet for further revision. 2. Provide students with True or False signs and ask them questions. 3. Discuss the answers as a class. 		
REFLECTION ACTIVITY:	Ask students to stand up, raise their hands and high-five a peer telling their peer what they learned in the EON lesson today.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		



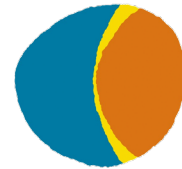
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Tug of War: Superheros vs Zombies



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Superheros and Zombies Sheet • Rope 		
OUTLINE:	<ol style="list-style-type: none"> 1. Introduce/review the concept of Superhero and Zombie Foods using the 'Superheros and Zombies' Sheet. 2. Split students into two groups- one named Superheros and the other named Zombies. 3. Have Tug of War set up for the students and let them compete. 4. If the Zombie team looks like they are going to win, jump onto the Superhero team and pull them to a win to illustrate that people who eat Superhero foods have Superhero powers!! 		
REFLECTION ACTIVITY:	Ask students to describe what happened when they played Tug of War and why the Superhero team won.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	<p>Discuss the nutrients found in Superhero foods that allowed them to win, such as proteins, vitamins and minerals.</p> <p>Discuss the Body Monsters- Illness, Decay and Obesity.</p>		



LESSON GUIDE

Types of Sugar

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Sources of Sugar Information Sheet • Sample of food for each source of sugar (fruit, potato, dairy, grain, sweet biscuits, soda) • Sugar Labels 		
OUTLINE:	<ol style="list-style-type: none"> 1. Discuss the different sources of sugar with the class. 2. Show students the food samples of different sources of sugar. 3. Ask the class to provide more examples of each type of sugar source. 4. Use the Sugar Labels to categorise them into the relevant food groups. 		
REFLECTION ACTIVITY:	Students write down what they learned on a piece of scrap paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each student picks up a nearby response and reads it aloud.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Discuss the link between sugar, diabetes and the risk of chronic disease.		



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LESSON GUIDE

What Are You Eating Mr Wolf?

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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and wellbeing (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	Nil.		
OUTLINE: 15-20 MINS	<p>Play this game using the format to What's the Time Mr Wolf?</p> <ol style="list-style-type: none"> 1. Appoint a wolf in the group and ask him/her to face the wall. 2. Ask students to stand in a horizontal line a few hundred metres behind the wolf. This is their home base. 3. Ask class to chant - "What are you eating Mr Wolf?" 4. The wolf then chooses an unhealthy or junk food. 5. The students then spell the food mentioned and take a step forward with every letter. 6. The aim of the game is for a student to get as close to the wolf as possible and tap him/her on the back. 7. At any time the wolf can turn around and try to catch the students. The students must try to get away by making it back to their home base. If one of the students is caught by the wolf, that student takes a turn at being the wolf. 		
REFLECTION ACTIVITY:	Ask students to list as many of unhealthy foods that they can remember being used in the game in their EON Food Diary.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		



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What is Diabetes?

EON Healthy Eating



EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Diabetes Information Sheet • Aboriginal and Torres Strait Islander Guide to Healthy Eating • Food Cards 		
OUTLINE: 30-40 MINS	<ol style="list-style-type: none"> 1. Diabetes is when you have too much sugar in the blood. Sugar gets into your blood from all sorts of foods. Point out specific foods on the Aboriginal and Torres Strait Islander Guide to Healthy Eating (grains/cereals, fruits, dairy and junk). 2. The body will take the sugar and give it to muscles and the brain to use as ENERGY, so we can run around and make a mess! 3. But when we eat too much sugar, especially from sugary drinks, junk foods and lollies, our muscles don't use the sugar anymore! So, the sugar stays in our blood and causes lots of problems. It attacks our eyes, our feet, our heart, our kidneys and our skin. 4. It is very important that we don't eat too much sugar! 5. The other thing that keeps sugar in our blood is when you have too much fat around your muscles. The fat blocks the sugars way into the muscle. So, not having too much fat in our meals and exercising lots is also very important to keep sugar out of our blood! 6. Use food cards to ask students which card they should choose. Use 'This or That' words to make the choice between healthy and unhealthy food options. 		
REFLECTION ACTIVITY:	<ul style="list-style-type: none"> • Pair and Share • Students are paired, and then verbally 'share' something they have learnt in this session. • Ask students to write down what they learnt in their EON Food Diary 		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+



What is Kidney Disease?

EON Healthy Eating



EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Kidney Body chart • Kidneys Flip Chart • Sick Kidneys Flip Chart • Keeping Kidneys Strong Flip Chart • Food Cards 		
OUTLINE: 30-40 MINS	<ol style="list-style-type: none"> 1. Show class where their kidneys are using the Kidney Body Chart. 2. Have children find their kidneys on their bodies. 3. Go through the Kidneys Flip Chart, Sick Kidneys Flip Chart and Keeping Kidneys Strong Flip Chart as needed. 4. Activity: find 4 volunteers and pair them up. Tell them that they represent kidneys in 2 different children. One child is going to get lots of healthy meals and the other child is going to get lots of junk food high in salt, sugar and fat. 5. When the student receives healthy food from the 5 food groups (review Aboriginal and Torres Strait Islander Guide to Healthy Eating if necessary) they will simply stomp their feet softly. When they receive unhealthy food, they will have to do 5 jumping jacks. The classroom will be counting. 6. Use the food cards to feed the children and get the class to shout if it is a Superfood or Zombie food OR healthy/unhealthy food depending on age. 7. The student receiving Zombie food will eventually tire out. Compare this to a kidney and how it slows down and is unable to do its job properly when it gets lots of Zombie food. 		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		



What is My Immune System?



EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and wellbeing (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Guide to Healthy Eating (ATSI GTHE) • Food Cards 		
OUTLINE: 15-20 MINS	<ol style="list-style-type: none"> 1. Explain that the immune system is our body's shield and defence from germs and sickness. 2. Discuss that everyday foods from the 5 food groups on the ATSI GTHE will help keep our immune system strong. 3. Zombie foods or junk foods that are high in salt, sugar and fat will weaken our immune system. 4. So what kind of foods should we eat to make our immune system strong? Use food cards for students to identify whether they will make their immune system 'Strong' or 'Weak'. 		
REFLECTION ACTIVITY:	Students write down what they learned on a piece of paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each student picks up a nearby response and reads it aloud.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		

