

EON HEALTHY EATING KEY MESSAGE 1 AND ASSOCIATED LESSON PLANS

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Eat a wide variety of food from the five food groups
<p>This PDF contains all 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.</p> <p>Once the PDF is downloaded, click on the bookmark icon in the left-hand menu to open the list of contents and allow you to click through to a specific lesson plan.</p>	

LESSON PLANS (ALPHABETICAL)	LESSON PLANS (ALPHABETICAL)
Balanced Diet (Years 3-6)	The Nutrients GO Foods
Balanced Diet (Year 7)	The Nutrients Grains
Eat Like a Worm	The Nutrients GROW Foods
Fibre Food	The Nutrients Healthy Fats
Fibre Science	The Nutrients Meats
Fibre Treasure Hunt	The Nutrients We Need
Fish Foods	Traffic Light System
Food Bodies	Treasure Hunters
Food Group Bingo	True or False – Food Groups
Food Group Hoops	Tug of War – Food Groups
Healthy Kids	Twister Food
Healthy Meats	Types of Fibre Foods
Healthy Plate	What Food Am I?
HopScotch Foodies	What is Healthy?
How to Make You Grow	What is Missing on my Plate?
Nuts and Seeds	What Triple G Food Am I?
Packing Lunch	What's For Dinner Mr Wolf?
Planning Healthy Tuckers	What is Kidney Disease?
The Nutrients Diary	What is My Immune System?
The Nutrients GLOW Foods	Why Do We Need Food?



LESSON GUIDE

Balanced Diet (Years 3-6)

EON HEALTHY EATING



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EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
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">• GO, GROW and GLOW Poster• Food pictures		
OUTLINE:	<ol style="list-style-type: none">1. Explain to students that a balanced diet contains the key nutrients to keep our body healthy using the GO, GROW and GLOW Poster.2. Show students food cards and ask them to identify them as GO, GROW or GLOW foods3. Put different foods together and ask students to identify whether the combination of foods is balanced or not balanced.		
REFLECTION ACTIVITY:	Ask students to write or draw their favourite GO, GROW and GLOW food in their EON Food Diary.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Introduce students to the Aboriginal and Torres Strait Islander Guide to Healthy Eating.		



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LESSON GUIDE

Balanced Diet (Yr 7+)

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPS054)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Guide to Healthy Eating • Food pictures • Meal Plan • Carbohydrate, Protein, Fats, Vitamins and Minerals Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Explain to students that a balanced diet contains the following key nutrients to keep our body healthy: <ul style="list-style-type: none"> • Carbohydrates for energy e.g. cereals, breads • Protein for growth e.g. eggs, meats • Vitamins and minerals for controlling body functions e.g. vitamin C to prevent sickness, iron to help produce blood • Fats and oils for energy and protection e.g. nuts, avocado, margarine • Water for hydration 2. Give students a meal plan and ask them to identify and label the major nutrients in the meal 3. Discuss answers in class and classify whether the meal represents a balanced diet or not. 		
REFLECTION ACTIVITY:	Ask students to pair-up and share one new thing they learnt in class today		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		



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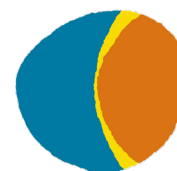
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LESSON GUIDE

Eat Like a Worm

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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Worm colouring-in sheet 		
OUTLINE:	<ol style="list-style-type: none"> Discuss what is used to feed the worms in the worm farm. Ask students what kinds of foods you can find at home that worms will like. Discuss with students if they eat these foods at home too! Ask students what would happen if we decided to feed the worms with sweet biscuits, energy drinks, chocolate and soft drinks. Relate this concept to our human bodies and giving it the right type of food and nourishment. 		
REFLECTION ACTIVITY:	Worm colouring-in sheet OR Discuss with a partner one food or drink you have that is not good for your body.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss where you can find healthy foods to fuel your body. Relate the foods mentioned to the Aboriginal and Torres Strait Islander Guide to Healthy Eating.		



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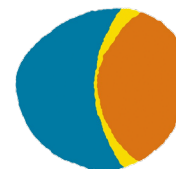
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Fibre Food

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	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPS054)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• Fibre Information Sheet• Troubleshooting with Fibre Sheet• Playdough – green and yellow		
OUTLINE:	<ol style="list-style-type: none">1. Go through the Fibre Information Sheet with class2. Demonstrate the role of fibre using playdough:<ul style="list-style-type: none">• Have small pieces of yellow playdough all separated out on the floor. Tell students that the small pieces move slowly in your stomach but that some don't move at all.• Then use green playdough to represent fibre and use it to join up all the small yellow pieces.• Tell students that now the food moves smoothly through our digestive system.		
REFLECTION ACTIVITY:	Ask students to list some of their favourite high fibre foods 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 what they would need to do if they were constipated or had diarrhoea using the Troubleshooting with Fibre sheet.		



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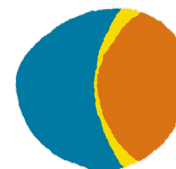
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LESSON GUIDE

Fibre Science

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPSOfive4)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Large collection of food pictures (use a few from each group) • Fibre Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Talk to the students about fibre using the Fibre Information Sheet 2. Discuss how fibre helps with digestion and elimination 3. Talk about the importance of drinking enough water when eating fibre foods 		
REFLECTION ACTIVITY:	Students write down something they learned about fibre on a piece of scratch 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:	<p>Relate the foods mentioned to the Aboriginal and Torres Strait Islander Guide to Healthy Eating.</p> <p>Discuss where students can find high fibre foods.</p>		



LESSON GUIDE

Fibre Treasure Hunt

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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Large collection of food pictures (use a few from each group) • Fibre Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Talk to students about fibre, using the Fibre Information Sheet. 2. Hide the food cards outside or inside the classroom. 3. Ask the students to pair up and find the fibre foods cards. 4. Sit around in a circle and ask students to share what they found. 5. Ask the class to decide if the food found was a fibre food or not- they can call out: "FIBRE FOOD" or "NO FIBRE" . 		
REFLECTION ACTIVITY:	Ask students to think about the fibre foods they eat a lot of and ones they don't eat at all. Write these down in their EON Food Diary.		
COOK / RECIPE:	Bean salad with corn and rice		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	<p>Relate the foods mentioned to the Aboriginal and Torres Strait Islander Guide to Healthy Eating.</p> <p>Discuss where students can find high fibre foods</p>		



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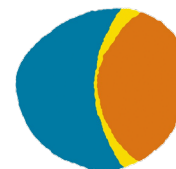
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LESSON GUIDE

Fish Foods

EON HEALTHY EATING



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	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">Aboriginal and Torres Strait Islander Guide to Healthy Eating or GO, GROW or GLOW PosterFish food pictures from food pictures folder		
OUTLINE:	<ol style="list-style-type: none">Ask the class what fish foods are and to provide some examples.Show the class where fish are located on the Aboriginal and Torres Strait Islander Guide to Healthy Eating and point out that it is a GROW food i.e. source of good fats and protein.Talk about the health benefits of eating fish.Talk about the different sources of fish.		
REFLECTION ACTIVITY:	Ask students to name one way they can eat more fish, OR use the Fish Colouring-In Sheet		
COOK / RECIPE:	Tuna patties.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	Ask students to name the food group or the health benefits associated with a selection of food pictures, using the Aboriginal and Torres Strait Islander Guide to Healthy Eating.		



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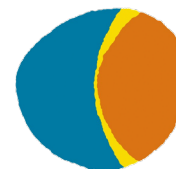
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Food Bodies!

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	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"> Aboriginal and Torres Strait Islander Guide to Healthy Eating GO, GROW or GLOW Poster Food pictures 		
OUTLINE:	<ol style="list-style-type: none"> Have students stand outside. Call out a food and ask students to try to shape their bodies to look like that food. Pick a student to name what food group the food belongs to or ask whether it is a GO, GROW or GLOW food. 		
REFLECTION ACTIVITY:	Ask students to write down three foods that they haven't tried before from the foods called out and share some answers with the class. Discuss where these foods can be found.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Get students to explain the benefit of each food called-out during the game.		



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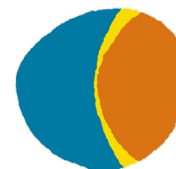
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Food Group Bingo!

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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Food Group Bingo sheet 		
OUTLINE:	<ol style="list-style-type: none"> Explain the rules of Food Group Bingo with the class as follows: <ul style="list-style-type: none"> Give each student a Food Group Bingo sheet. Ask them to cut out each food and re-stick them onto a new piece of paper in a different order. Students may need help with this part of the game. Call out random foods from the Food Bingo sheet and ask students to cross it off their own sheet. If a student can cross off an entire row or column of foods on their sheet, ask them to shout out BINGO! They will be the winner of the game. 		
REFLECTION ACTIVITY:	Ask students to write down three foods that they haven't tried before from the Food Bingo sheet and share some answers with the class. Discuss where these foods can be found.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Get students to explain benefit of each food called out during the game.		



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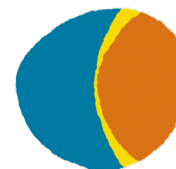
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LESSON GUIDE

Food Group Hoops!

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	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Guide to Healthy Eating Food Pictures 		
OUTLINE:	<ol style="list-style-type: none"> Place five hula hoops or draw five big circles in the sand allowing sufficient space between them. Assign a food group to each hoop or circle. Split students into five groups. Assign them to a hoop or circle and tell them which one of the five food groups it represents. Spread all the food pictures around a specific area. Ask students to find all the foods belonging to their food group and put them into their home circle. Rules: <ul style="list-style-type: none"> Only one student from each team runs to find a food picture at a time. That student can only collect one food picture at a time to put in their home circle. When one student completes their turn, they tag another student in the group who will then find one more food picture for their home circle. Make sure there is an even number of food items for each group and tell students how many they need to find. The first group to collect all the food pictures for their food group wins! Once each group has finished, check that everyone has the right foods in their food group and discuss what foods each group has. 		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		



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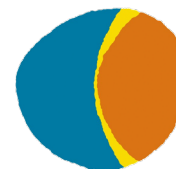
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Healthy Kids...

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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	The impact of physical, social, spiritual and emotional health on wellbeing
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Healthy Habits Cards • I am Healthy Because Chart 		
OUTLINE:	<ol style="list-style-type: none"> 1. Ask students what being 'healthy' means to them. 2. Using the Healthy Habits Cards, ask the class if a specific habit is healthy or not. 		
REFLECTION ACTIVITY:	Ask students to act out a health habit that the rest of the class has to guess.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7 +



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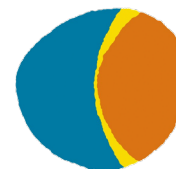
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Healthy Meats

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPS054)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Guide to Healthy Eating Protein Information Sheet Meat pictures from the Food Pictures Folder 		
OUTLINE:	<ol style="list-style-type: none"> 1. Introduce/review the Aboriginal and Torres Strait Islander Guide to Healthy Eating focusing on the meat group. Also refer to the Protein Information Sheet. 2. Ask the class to sort the pictures of meat into lean and processed meat piles. 3. Ask the class what they think is the difference between lean meat and processed meat. <ul style="list-style-type: none"> • LESS FAT • LESS SALT 4. Promote eating a variety of protein sources not just red meat e.g. fish, eggs, chicken <ul style="list-style-type: none"> • Only have red meat twice per week 6. Tell class a meat portion in a meal shouldn't be bigger than palm size. 		
REFLECTION ACTIVITY:	Ask students to pair up and share with their partner what their favourite meat type is. Ask students to share their partner's answer.		
COOK / RECIPE:	Recipe with lean meat e.g. beef or kangaroo meat		
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 come up with ideas for a week's protein plan, spreading out protein intake with different types of protein sources.		



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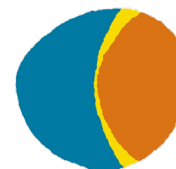
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Healthy Plate

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	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPS054)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Guide to Healthy Eating MyPlate worksheets for each student Food pictures 		
OUTLINE:	<ol style="list-style-type: none"> Introduce/revise the following MyPlate portion guidelines: ½ plate vegetables, ¼ plate meats/protein, ¼ plate grain/legumes. Provide examples of healthy dinner meals: Scrambled eggs, chicken and vegetable pasta, couscous, tuna and vegetable patties. Ask students to create a simple and quick dinner meal on their worksheets- use food cards to help students come up with ideas. Ask for volunteers to share their meal idea with the class. Ask the class to identify the food groups in the meal. Ask the class where they might get the ingredients for their dinner from. 		
REFLECTION ACTIVITY:	Ask students to write down a dinner meal recipe 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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HopScotch Foodies!

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	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Guide to Healthy Eating • Food pictures • Hopscotch Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Draw a hopscotch path outside and teach students how to play using the Hopscotch information sheet. 2. Ask students at the end of each turn to answer a food question before they can pass onto the next level. Use a food question appropriate for the age group. 3. Discuss answers as you play. 		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7 +



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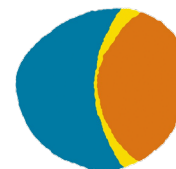
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How to Make You Grow!

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"> Growing Child Needs Worksheet 		
OUTLINE:	<ol style="list-style-type: none"> Ask students what it takes to grow a healthy plant <ul style="list-style-type: none"> Soil Sun Water Compost Tell students that humans need to be given healthy, nourishing food, water and sunlight to grow properly too! Ask students what types of foods are going to help us grow up healthy and strong <ul style="list-style-type: none"> Grains Fruits and vegetables Meats Dairy Ask student to complete the Growing Child Needs Worksheet. 		
REFLECTION ACTIVITY:	Ask the students to write down one food that they need to eat more of to grow up strong and healthy, in their EON Food Diary.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Discuss where and in what forms these foods are found. Introduce the benefits of tinned food products.		



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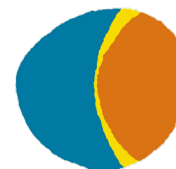
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EON HEALTHY EATING 

LESSON GUIDE

Nuts and Seeds

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
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"> Aboriginal and Torres Strait Islander Guide to Healthy Eating OR GO, GROW or GLOW Poster Nut and seed pictures from food pictures folder 		
OUTLINE:	<ol style="list-style-type: none"> Ask class what nuts and seeds are and ask students for examples. Show class where nuts and seeds are located on the Aboriginal and Torres Strait Islander Guide to Healthy Eating or that it is a GROW food. Talk about health benefits of nuts and seeds and why they are important for health. Talk about the different sources of nuts and seeds. 		
REFLECTION ACTIVITY:	Ask students to name one way they can eat more nuts and seeds OR provide Nuts and Seeds Colouring-In Sheet.		
COOK / RECIPE:	Nut and seed balls		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+



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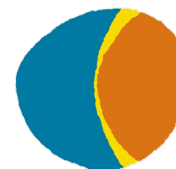
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EON HEALTHY EATING 

LESSON GUIDE

Packing Lunch

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
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"> • GO, GROW and GLOW posters • Aboriginal and Torres Strait Islander Guide to Healthy Eating • My Healthy Lunchbox Sheet • Pack a Healthy Lunch Box Worksheet • Food pictures /cards 		
OUTLINE:	<ol style="list-style-type: none"> 1. Introduce/review GO, GROW and GLOW concept Give students My Healthy Lunchbox Sheet and ask them to draw what they think they should eat to GO, GROW and GLOW. 2. Ask students to share their ideas with the class. 3. Discuss which types of food they might need to pack more of, or less of, in their lunch box. 4. Ask students to complete the Pack a Healthy Lunch Box Worksheet and suggest they take it home and show their parents. 		
REFLECTION ACTIVITY:	Ask students to show the healthy lunch box ideas to their parents and try to come into school with a lunch box that looks like the pictures.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7 +
EXTENSION IDEAS:	Discuss some unhealthy lunchbox foods and why these are only 'sometimes' foods.		



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EON HEALTHY EATING 

LESSON GUIDE

Planning Healthy Tuckers

EON Healthy Eating



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EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPSOfive4)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Guide to Healthy Eating • Food pictures /cards • MyPlate Worksheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Introduce/review the Aboriginal and Torres Strait Islander Guide to Healthy Eating. 2. Go through the proportion of each food group that should be eaten: ½ plate of vegetable or fruit; ¼ plate of protein; ¼ plate of grain/legumes. 3. Using the MyPlate Worksheet, ask students to plan out their own plate for breakfast, lunch and dinner with foods they have at home. 		
REFLECTION ACTIVITY:	Ask students to pair up and share their ideas with each other.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask the class what is important about each food group i.e. the health benefits/nutrients of each food group.		



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EON HEALTHY EATING 

LESSON GUIDE

The Nutrients: Dairy!

EON HEALTHY EATING



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EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
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"> Aboriginal and Torres Strait Islander Guide to Healthy Eating Dairy Serve Sizes 		
OUTLINE:	<ol style="list-style-type: none"> Ask the class what dairy foods are and to provide some examples Show the class where dairy foods are located on the Aboriginal and Torres Strait Islander Guide to Healthy Eating Talk about the health benefits of dairy and why they are important for health <ul style="list-style-type: none"> Calcium Protein Satiety/Fullness Talk about the different sources of dairy Ask students to draw or write their favourite dairy food on the whiteboard 		
REFLECTION ACTIVITY:	Play 3-2-1: ask students to write 3 things they think they know, 2 things they don't know and one thing they are certain of about dairy foods. Discuss the students' answers.		
COOK / RECIPE:			
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7+
EXTENSION IDEAS:	Discuss the correct serving sizes for dairy food required for the different age groups by referring to serving size guidelines.		



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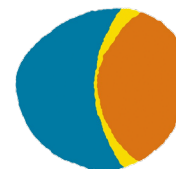
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EON HEALTHY EATING 

LESSON GUIDE

The Nutrients: GLOW Foods

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • GO, GROW or GLOW Poster • Food pictures • GLOW Food Colouring-In Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Go through GLOW portion of GO, GROW and GLOW poster. Show class the GLOW food action. 2. Ask class about what GLOW foods they know. 3. Talk about the health benefits of GLOW foods. 4. Ask students to complete the GLOW Food Colouring-In Sheet. 		
COOK / RECIPE:	Mixed bean and veggie salad or fruit salad		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7 +
EXTENSION IDEAS:	Discuss ways that GLOW foods can be included in meals.		



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EON HEALTHY EATING 

LESSON GUIDE

The Nutrients: GO Foods

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • GO, GROW and GLOW Poster • Food pictures • GO Food Colouring-In Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Go through GO portion of GO, GROW and GLOW poster. Show class the GO food action. 2. Ask the class about what GO foods they know. 3. Talk about the health benefits of GO foods: <ul style="list-style-type: none"> • Carbohydrates- brain food, energy for blood cells • Fibre- healthy gut, regular bowel movements, keep you feeling full 4. Ask students to complete the GO Food Colouring-In Sheet 		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7 +
EXTENSION IDEAS:	Discuss ways that GO foods can be included in meals.		



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EON HEALTHY EATING 

LESSON GUIDE

The Nutrients: Grains!

EON HEALTHY EATING



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EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
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"> Aboriginal and Torres Strait Islander Guide to Healthy Eating Grains Serving Sizes sheet 		
OUTLINE:	<ol style="list-style-type: none"> Ask the class what grain foods are and to provide some examples. Show the class where grains are located on the Aboriginal and Torres Strait Islander Guide to Healthy Eating. Talk about the health benefits of grains: <ul style="list-style-type: none"> Carbohydrates - brain food, energy for blood cells Fibre - healthy gut, regular bowel movements, keeps you feeling full Talk about the different sources of grains Ask students to draw or write their favourite grain food on the whiteboard 		
REFLECTION ACTIVITY:	Play 3-2-1: ask students to write 3 things they think they know, 2 things they don't know and one thing they are certain of about grains. Discuss students' answers.		
COOK / RECIPE:	Pasta recipe		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Discuss the correct serving sizes of grains required for the age group by referring to the serving size guidelines.		



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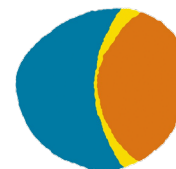
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EON HEALTHY EATING 

LESSON GUIDE

The Nutrients: GROW Foods

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • GO, GROW or GLOW Poster • Food pictures • GROW Food Colouring-In Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Go through GROW portion of GO, GROW and GLOW poster. Show the class GROW food action. 2. Ask the class about what GROW foods they know. 3. Talk about the health benefits of GROW foods. 4. Ask students to complete GROW Food Colouring-In Sheet. 		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7 +
EXTENSION IDEAS:	Discuss ways that GROW foods can be included in meals.		



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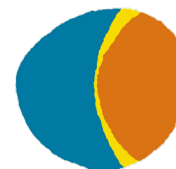
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EON HEALTHY EATING 

LESSON GUIDE

The Nutrients: Healthy Fats

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
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"> Aboriginal and Torres Strait Islander Guide to Healthy Eating Unsaturated Fat Serving Sizes 		
OUTLINE:	<ol style="list-style-type: none"> Ask the class what healthy fats are and to provide some examples. Show class where healthy fats are located on the Aboriginal and Torres Strait Islander Guide to Healthy Eating. Talk about the health benefits of unsaturated fats. Talk about the different sources of unsaturated fats. Ask students to draw or write their favourite unsaturated fat source on the whiteboard. 		
REFLECTION ACTIVITY:	Play 3-2-1: ask students to write 3 things they think they know, 2 things they don't know and one thing they are certain of about fats. Discuss students' answers.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		



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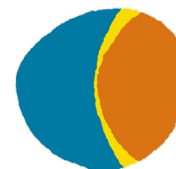
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EON HEALTHY EATING 

LESSON GUIDE

The Nutrients: Meats!

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
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"> Aboriginal and Torres Strait Islander Guide to Healthy Eating Meat Serving Sizes sheet 		
OUTLINE:	<ol style="list-style-type: none"> Ask the class what meat foods are and to provide some examples. Show the class where meats are located on the Aboriginal and Torres Strait Islander Guide to Healthy Eating. Talk about the health benefits of meat <ul style="list-style-type: none"> Protein: growth, build muscles, strong bones Satiety/fullness. Talk about the different sources of meat. Ask students to draw or write their favourite meat food on the whiteboard. 		
REFLECTION ACTIVITY:	3-2-1: ask students to write 3 things they think they know, 2 things they don't know and one thing they are certain of about meat. Discuss the students' answers.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	Discuss the correct serve sizes of grains required for the age group by referring to serve size guidelines.		



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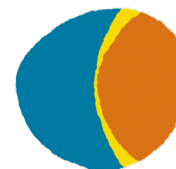
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EON HEALTHY EATING 

LESSON GUIDE

The Nutrients We Need!

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPS0five4)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Food Circles worksheet • Aboriginal and Torres Strait Islander Guide to Healthy Eating 		
OUTLINE:	<ol style="list-style-type: none"> 1. Talk to students about why we eat food. 2. Discuss the Aboriginal and Torres Strait Islander Guide to Healthy Eating and the different food groups and why they are important. <ul style="list-style-type: none"> • Grains and legumes: provide energy and fibre • Meats, chicken, eggs, legumes: protein to help you grow and stop you from getting sick • Dairy: calcium- important for strong bones and teeth • Vegetables and fruit: vitamins, minerals, fibre – helps you feel good, stay active and protects you from sickness. 		
REFLECTION ACTIVITY:	Ask students to fill in the main benefits of each food group on the Food Circles worksheet.		
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 write down their favourite food from each food group and then share this with the class.		



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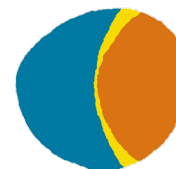
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EON HEALTHY EATING 

LESSON GUIDE

Traffic Light System

EON HEALTHY EATING



EON Foundation

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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPS0five4)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Traffic Light Information Sheet • Aboriginal and Torres Strait Islander Guide to Healthy Eating • Food Pictures 		
OUTLINE:	<ol style="list-style-type: none"> 1. Discuss the traffic light system with the class using the Traffic Light Information Sheet 2. Go through the food cards and ask students if the food is a green, amber or red food. 		
REFLECTION ACTIVITY:	Ask the students to write down in their EON Diary one thing they learnt that they were surprised by in this lesson.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Ask students to think about and discuss what kinds of food should be sold in school canteens in terms of green, amber and red foods.		



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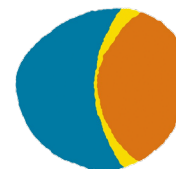
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EON HEALTHY EATING 

LESSON GUIDE

Treasure Hunters!

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"> • Aboriginal and Torres Strait Islander Guide to Healthy Eating • GO, GROW or GLOW Poster • Food pictures 		
OUTLINE:	<ol style="list-style-type: none"> 1. Place food pictures of all the different food groups outside. Call out a food group. Ask students to go and find examples of that food group. 2. Discuss the collections after each round, using the GO, GROW or GLOW poster or Aboriginal and Torres Strait Islander Guide to Healthy Eating, depending on the age group. 		
REFLECTION ACTIVITY:	Ask students to write down or draw each of the foods they found in their EON Food Diary and label them with the correct food group.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7+



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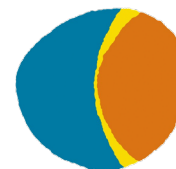
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EON HEALTHY EATING 

LESSON GUIDE

True or False: Food Groups

EON HEALTHY EATING



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EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• True or False: Fruit and Veg Questions• True/False Signs		
OUTLINE:	<ol style="list-style-type: none">1. Provide students with True or False signs2. Ask students True or False: Fruit and Veg Questions and ask them to hold up the sign to answer the question.3. Discuss the answers in class.		
REFLECTION ACTIVITY	Ask students to write down one thing they learned from the True and False questions on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Each student picks up a nearby response and reads it aloud.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	Ask students to name the food group or the health benefits associated with the foods named in the true and false questions.		



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LESSON GUIDE

Tug of War: Food Groups

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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Rope • Aboriginal and Torres Strait Islander Guide to Healthy Eating OR GO, GROW and GLOW Poster 		
OUTLINE:	<ol style="list-style-type: none"> 1. Divide students into 2 groups. 2. In one group name each student a different type of food from one of the five food groups (grains and legumes, meats and eggs, dairy, fruits and vegetables). Ensure all food groups are represented. 3. In the other group name every student a food from one food group only (e.g. all fruits or all vegetables) 4. Allow the students to compete in a Tug of War game. 5. Ensure that the group with the mixed food groups wins by joining their team if they look like they are going to lose. 6. The message of this game is that you need to eat a variety of food from all five food groups to be healthy and strong. 		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7 +
EXTENSION IDEAS:	Ask students to name the food group or the health benefits associated with the food named to make this game more challenging.		



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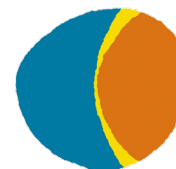
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LESSON GUIDE

Twister Food!

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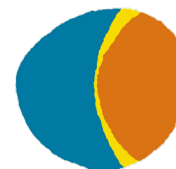
EON KEY MESSAGE:	Eat a wide variety of food from the five food groups		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> DIY Twister Instructions 		
OUTLINE:	<ol style="list-style-type: none"> Make a Twister mat using the DIY Twister Instructions. Nominate a food group to each colour group on the mat. Play Twister but ask students to name a healthy food from the relevant food group for the colour they land on, before they can move. If a student fails to name a food or can't reach their position they are eliminated from the game. The last student on the mat wins. 		
REFLECTION ACTIVITY:	Ask students to write down or draw their favourite foods from each colour on the Twister mat in their EON Food Diary.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	Ask students to name the health benefits associated with the foods they have written down or drawn in their diary to make this game more challenging.		



LESSON GUIDE

Types of Fibre Foods

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Food pictures of fibre foods • Fibre Information Sheet • Aboriginal and Torres Strait Islander Guide to Healthy Eating 		
OUTLINE:	<ol style="list-style-type: none"> 1. Talk to students about fibre using the Fibre Information Sheet. 2. Ask students to choose their favourite fibre foods, using the food pictures for examples, and then to draw their chosen foods in their EON Food Diary. 		
REFLECTION ACTIVITY:	Students write down one thing they learned about fibre on a piece of scratch 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:	<p>Relate the foods mentioned to the Aboriginal and Torres Strait Islander Guide to Healthy Eating</p> <p>Discuss where students can find fibre foods.</p>		



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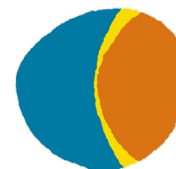
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EON HEALTHY EATING 

LESSON GUIDE

What Food Am I?

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"> Aboriginal and Torres Strait Islander Guide to Healthy Eating Food pictures /cards 		
OUTLINE:	<ol style="list-style-type: none"> Split the class into groups. Describe a food and and give each group a chance to guess the correct answer. Use the following types of clues: <ul style="list-style-type: none"> The food group it belongs to The health benefit it provides The main nutrient Its colour How it is cooked 		
REFLECTION ACTIVITY:	Review some of the foods that the class did not guess correctly and ask them to write these ones 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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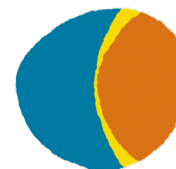
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EON HEALTHY EATING 

LESSON GUIDE

What is Healthy?

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPS054)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • I am Healthy Because Chart • Whiteboard and markers • SMART Goals Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Ask students what they think being 'healthy' is. 2. A list of their answers can be written on the whiteboard. 3. Discuss what unhealthy might mean or look like. 4. Share the I am Healthy Because Chart with the class. 		
REFLECTION ACTIVITY:	Ask students to use this template to make their own I am Healthy Because Chart 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:	<p>Ask students to write down something they could be doing to be healthier.</p> <p>Discuss SMART goals and ask students to create a SMART goal to work on a healthy habit.</p>		



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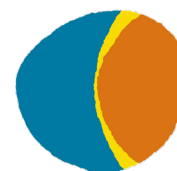
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EON HEALTHY EATING 

LESSON GUIDE

What is Missing on My Plate?

EON HEALTHY EATING



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPS054)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Guide to Healthy Eating MyPlate worksheet 		
OUTLINE:	<ol style="list-style-type: none"> Review or introduce Aboriginal and Torres Strait Islander Guide to Healthy Eating poster. Review what a healthy plate should have on it. Provide students with a MyPlate worksheet. Ask students to write down what kinds of food they think should go on the plate. Go through answers as a class. Now ask students to think about which food groups they are missing and ask them to share ways of adding that food group to their meals. <ul style="list-style-type: none"> Which food group? What food will you add? Where can you find that food? (home/store/garden) Get some students to share their ideas with the class. Identify which food groups the ingredients available to cook with belong to. 		
REFLECTION ACTIVITY:	Ask students to write down which food group they need to try to eat more of in their 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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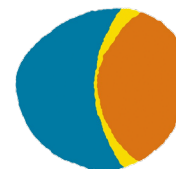
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LESSON GUIDE

What Triple G Food Am I?

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"> Aboriginal and Torres Strait Islander Guide to Healthy Eating Food pictures /cards GO, GROW and GLOW posters 		
OUTLINE:	<ol style="list-style-type: none"> Split the class into groups. Describe a food and give each group a chance to guess the correct answer. Use the following types of clues: <ul style="list-style-type: none"> The food group it belongs to: GO, GROW or GLOW It's colour What it might taste like What other foods it may be found in How it is cooked 		
REFLECTION ACTIVITY:	Review some of the foods that the class did not guess correctly. Ask students to draw a picture of one of those foods and label it correctly 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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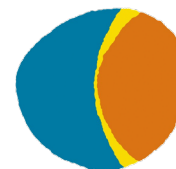
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LESSON GUIDE

What's for Dinner Mr Wolf?

EON HEALTHY EATING



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	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:	Aboriginal and Torres Strait Islander Guide to Healthy Eating		
OUTLINE: 20-30 MINS	<p>Play this game using the format to What's the Time Mr Wolf?</p> <ol style="list-style-type: none"> 1. Firstly introduce/revise Aboriginal and Torres Strait Islander Guide to Healthy Eating. 2. Appoint a wolf in the group and ask him/her to face the wall. 3. Ask class to chant - "What's for Dinner Mr Wolf?" 4. The wolf then chooses a food group. 5. The students take turns to choose a food item from that food group. 6. The students then spell the food mentioned taking a step forward with every letter. 7. 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. 8. When the wolf is tapped, or at any time before that, the wolf can turn around and try to catch a student by tagging them before they get back to their home base. 9. If one of the students is caught by the wolf, that student takes a turn at being the wolf. <p>Note: Class may need assistance with spelling</p>		
REFLECTION ACTIVITY:	Review the food groups mentioned as a class. Ask students to choose their favourite food group and tell the class why it is their favourite.		
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

Why Do We Need Food?

EON HEALTHY EATING



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	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • GO, GROW and GLOW poster • Why is Food Important Chart • Food pictures 		
OUTLINE:	<ol style="list-style-type: none"> 1. Ask students why they think we need food? 2. Put ideas on the board. 3. Show class the Why is Food Important Chart. 4. Introduce Go, Grow and Glow concept and the foods linked to each group using food cards. 5. Ask students to select their favourite food and identify whether it is a GO, GROW or GLOW food. 6. Ask students to share their ideas. 		
REFLECTION ACTIVITY:	Ask students to draw or write down their favourite food 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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