

EON HEALTHY EATING KEY MESSAGES AND ASSOCIATED LESSON PLANS

EON HEALTHY EATING



EON Foundation

EON KEY MESSAGE:	Cooking and Planning Healthy Tucker is Quick, Easy and Fun.
<p>This PDF contains the 26 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>Note: If you download this PDF you can then click on the bookmark icon in the left hand menu, which will allow you to click through to a specific lesson plan.</p>	

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LESSON GUIDE

Counting Food

EON Healthy Eating



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EON KEY MESSAGE:	Cooking and planning healthy tucker is quick, easy and fun		
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)	Strategies for planning and maintain a healthy, balanced diet
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• Measuring cups• Measuring Worksheet		
OUTLINE:	<ol style="list-style-type: none">1. Use the ingredients from the recipe that the group is cooking in the session to work on the students counting skills.2. Use measuring cups and spoons to demonstrate how to follow a recipe.3. Allow students to play with some 'non-messy' ingredients such as pasta, nuts and dried fruits to measure foods.		
REFLECTION ACTIVITY:	Ask students to colour-in and complete the Measuring Worksheet.		
COOK / RECIPE:	Date balls OR pasta salad with beans		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7 +		

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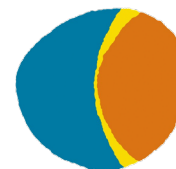
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LESSON GUIDE

Best Ways to Cook Yr 7

EON Healthy Eating



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EON KEY MESSAGE:	Cooking and planning healthy tucker is quick, easy and fun		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Strategies for planning and maintain a healthy, balanced diet
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Cooking Methods handout • Whiteboard/texters 		
OUTLINE:	<ol style="list-style-type: none"> 1. Ask students why we need to cook food. 2. Ask students if we need to cook all food or just some. 3. Talk about the different methods of cooking and when to use each method: <ul style="list-style-type: none"> • Stir frying • Boiling • Steaming • Deep frying • Roasting • Stewing • Grilling 4. Ask students what sorts of foods they can make using each method. Lists these on the white board under the correct category. 5. Ask students what they think is the healthiest form of cooking. Answer- Steaming 6. Ask students what the least healthy form of cooking is. Answer- Deep frying 7. Ask students what kind of equipment they may need for each cooking form. 		
REFLECTION ACTIVITY:	Ask students to find out what kind of utensils they have at home and what sort of cooking methods their family uses the most.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss the methods of cooking used in the recipe chosen.		



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LESSON GUIDE

Brekky Tucker – Yr 2

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)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Guide to Healthy Eating • Whiteboard/poster • Whiteboard markers/texters • Breakfast food pictures • DIY Brekky Sheet • Go Grow Glo poster 		
OUTLINE: 20-30 MINS	<ol style="list-style-type: none"> 1. Ask the class what they think a healthy breakfast is. 2. Discuss their examples by focusing on whether each food makes them GO, GROW, GLOW or LOW. 3. With the class use a whiteboard or poster to categorise healthy (GO, GROW, GLOW foods) and unhealthy items using class examples and food pictures. 		
REFLECTION ACTIVITY:	Ask students to draw their favourite healthy brekky in their EON Food Journal.		
COOK / RECIPE:	Healthy breakfast: Oats and fruit, wholemeal toast and eggs		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7 +

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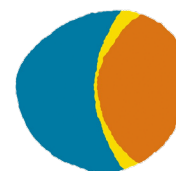
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LESSON GUIDE

Brekky Tucker – Yr 3

EON Healthy Eating



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EON KEY MESSAGE:	Cooking and planning healthy tucker is quick, easy and fun		
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)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Guide to Healthy Eating • Whiteboard/ texters • Breakfast food pictures • DIY Brekky Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Ask class what they think a healthy breakfast is. 2. Discuss their examples by focusing on which food group of the Aboriginal and Torres Strait Islander Guide to Healthy Eating it fits into. 3. Talk about why some breakfasts are not healthy for our body: <ul style="list-style-type: none"> • Added sugars-only keep us full for a short time e.g. some cereals, pancakes with syrup • Saturated fats – bad for our heart health e.g. sausages, bacon, hash browns 4. With the class use a whiteboard or poster to categorise healthy and unhealthy (high salt, sugar and fats) items using class examples and food pictures. 5. Tell the class where they can find all the right ingredients: <ul style="list-style-type: none"> • Garden • Store – fresh/frozen/tinned foods 		
REFLECTION ACTIVITY:	Ask students to draw their own healthy breakfast ideas using the DIY Brekky Sheet.		
COOK / RECIPE:	Healthy breakfast: Oats and fruit, wholemeal toast and eggs		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7 +		

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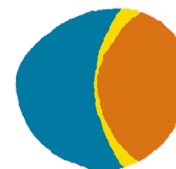
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LESSON GUIDE

Brekky Tucker – Yr7

EON Healthy Eating



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EON KEY MESSAGE:	Cooking and planning healthy tucker is quick, easy and fun		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Guide to Healthy Eating • Breakfast food pictures • Glycaemic Index Information Sheet • Fibre Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Ask class what they think a healthy breakfast is. 2. Discuss their examples by focusing on which food group they belong to using the Aboriginal and Torres Strait Islander Guide to Healthy Eating. 3. Talk about why some breakfasts are bad for our body <ul style="list-style-type: none"> • Added sugars- some cereals, pancakes with syrup • Lots of fat – sausages, bacon, hash browns • Explain Glycaemic index: body feels hungry sooner after eating unhealthy breakfasts like white bread or sugary cereals • The more fibre in breakfast meals, the fuller you will feel. 4. Show the class different examples of healthy breakfasts using breakfast food pictures. 		
REFLECTION ACTIVITY:	Ask students to keep a record of what they eat for breakfast for the next week.		
COOK / RECIPE:	Healthy breakfast: Oats and fruit, wholemeal toast		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEA	Ask students to write a recipe for a healthy breakfast meal in their EON Food Diary.		

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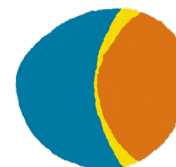
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LESSON GUIDE

Cooking Goal

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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 wellbeing (ACPPS073)	Strategies for planning and maintain a healthy, balanced diet
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• SMART Goals Information sheet• My Food Diary worksheet• Red and green pens or texters		
OUTLINE:	<ol style="list-style-type: none">1. Give students a My Food Diary worksheet and ask them to think about what kind of foods they have had and where they purchased the food.2. Ask students to highlight the take-away or processed food items in red and fresh food items in green.3. Ask students to think about how they can increase having more fresh foods.4. Brainstorm ideas in groups or as a class.		
REFLECTION ACTIVITY:	Explain the concept of SMART goals and ask students to develop a SMART goal and write this 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:	Discuss why foods mentioned as processed or take-away are not healthy for our body- high in salt, sugar and or fat.		

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LESSON GUIDE

Cooking is Easy: True or False

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	Making healthy and safe choices	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• Cooking is Easy True or False Questions• True/False Signs		
OUTLINE:	<ol style="list-style-type: none">1. Provide students with True or False signs2. Ask students: Cooking is Easy True or False Questions and to hold up a true or false sign for their answer.3. Discuss the answers in class.		
REFLECTION ACTIVITY:	Write down one thing you learnt that you were surprised by in this lesson		
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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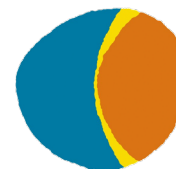
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Cooking Measurements

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	Making healthy and safe choices	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Strategies for planning and maintain a healthy, balanced diet
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• Recipe (ANY)• Measuring cups		
OUTLINE:	<ol style="list-style-type: none">1. Split students into groups and provide each group with a recipe.2. Talk to students about how to follow a recipe.3. Discuss ways to measure food out to get the correct quantity of ingredients and why this is important when cooking- so that food isn't too dry or too wet, or too salty or sweet.4. Get students to measure out the ingredients from their recipes correctly.		
REFLECTION ACTIVITY:	Ask students to practice measuring ingredients from the recipe being used .		
COOK / RECIPE:	Date and nut balls		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Talk about doubling or tripling recipes using math skills.		

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Counting Food

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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)	Strategies for planning and maintain a healthy, balanced diet
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none">• Measuring cups• Measuring Worksheet		
OUTLINE:	<ol style="list-style-type: none">1. Use the ingredients from the recipe that the group is cooking in the session to work on the students counting skills.2. Use measuring cups and spoons to demonstrate how to follow a recipe.3. Allow students to play with some 'non-messy' ingredients such as pasta, nuts and dried fruits to measure foods.		
REFLECTION ACTIVITY:	Ask students to colour-in and complete the Measuring Worksheet.		
COOK / RECIPE:	Date balls OR pasta salad with beans		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7 +

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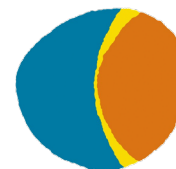
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LESSON GUIDE

Dinner Tucker – Yr2

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)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Guide to Healthy Eating My Plate – KK to Year 2 worksheet 		
OUTLINE:	<ol style="list-style-type: none"> Introduce/revise MyPlate portion guidelines: <ul style="list-style-type: none"> ½ plate GLOW foods- vegetables and fruit, ¼ GROW food-meats for muscles, ¼ plate GO foods-grain/legumes and a side of more GROW food (dairy) for bones and teeth. Relate meals to health benefits using the Aboriginal and Torres Strait Islander Guide to Healthy Eating or GO, GROW, GLOW concept. Provide examples of healthy dinner meal recipes from the EON Recipe Book. As a class go through a selected recipe and categorise the ingredients as GO, GROW, GLOW foods. Choose a recipe to cook in class. 		
REFLECTION ACTIVITY:	Asks students to fill out My Plate – KK to Year 2 worksheet.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask the class where they might get the ingredients for their dinner tonight.		

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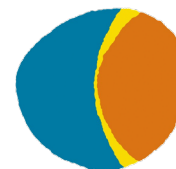
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LESSON GUIDE

Dinner Tucker with Serves

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 wellbeing (ACPPS073)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Guide to Healthy Eating MyPlate - Year 3+ worksheets Serve Sizes for Kids Information Sheet 		
OUTLINE:	<p>1. Introduce/revise MyPlate portion guidelines with serve sizes of each food group. Provide serve sizes for kids' information sheet. Each plate must have the following serves of each food group.</p> <ul style="list-style-type: none"> 3 serves of vegetables + 1 serve of fruit = ½ plate vegetables + fruit, 1-2 serves meat = ¼ plate meats 1-2 serves carbohydrates = ½ plate grain/legumes 1 serve of dairy – on the side <p>Relate meals to Aboriginal and Torres Strait Islander Guide to Healthy Eating and the health benefits from each food group.</p> <p>2. Provide examples of healthy dinner meal recipes from the EON Recipe Book. As a class go through a selected recipe and categorise the ingredients according to the Aboriginal and Torres Strait Islander Guide to Healthy Eating, and discuss.</p>		
REFLECTION ACTIVITY:	Asks students to fill out the My Plate worksheet with the right serving sizes of each food group.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask the class where they might get the ingredients for their dinner tonight.		

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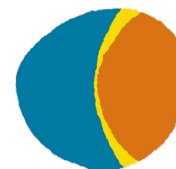
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LESSON GUIDE

Dinner Tucker

EON Healthy Eating



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EON KEY MESSAGE:	Cooking and planning healthy tucker is quick, easy and fun		
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)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Guide to Healthy Eating My Plate - Year 3+ worksheet EON Recipe Book 		
OUTLINE:	<p>1. Introduce/revise MyPlate portion guidelines.</p> <ul style="list-style-type: none"> ½ plate vegetables + fruit, ¼ meats, ¼ grain/legumes and side of dairy <p>2. Relate meals to Aboriginal and Torres Strait Islander Guide to Healthy Eating and the health benefits from each food group.</p> <p>3. Provide examples of healthy dinner meal recipes from the EON Recipe Book: e.g. scrambled eggs, chicken and vegetable pasta, tuna and vegetable patties.</p> <p>As a class go through a selected recipe and categorise the ingredients according to the Aboriginal and Torres Strait Islander Guide to Healthy Eating.</p>		
REFLECTION ACTIVITY:	Asks students to fill out the My Plate- Year 3+ worksheet		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Ask the class where they might get the ingredients for their dinner tonight.		

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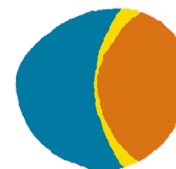
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LESSON GUIDE

Dip and Snack

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 wellbeing (ACPPS073)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Kitchen equipment to make dips 		
OUTLINE:	<ol style="list-style-type: none"> Ask students what kinds of food they can eat with dips. Discuss healthy snacking and when it would be a good time to snack <ul style="list-style-type: none"> Snacking between meals when you are hungry is okay- you just need to make sure your snacks are healthy snacks Ask class for some ideas for healthy snacks: crackers and cheese, vegetables, popcorn, fruits Talk about the ingredients in dips and their health benefits: <ul style="list-style-type: none"> Yoghurt: calcium and protein Vegetables: vitamins and minerals Beans and lentils: protein and carbohydrates 		
REFLECTION ACTIVITY:	Asks students to create their own dip recipe using ingredients they can access, and write it down in their EON Food Diary.		
COOK / RECIPE:	Dip recipes		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		



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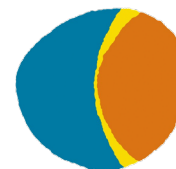
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LESSON GUIDE

Eat Your Eggs!

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	Making healthy and safe choices	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • GO, GROW and GLOW poster • Eggs Colour-In Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Discuss why eggs might be good for our health using GO, GROW and GLOW concepts. <ul style="list-style-type: none"> • Eggs are a GROW food because they contain protein which helps us grow and keep strong. 2. Talk to students about the different ways you can cook an egg: <ul style="list-style-type: none"> • Scrambling • Boiling • Poaching • Frying • Soft boiling 3. Demonstrate all or a few of the above methods and go through the differences in texture that each method achieves. 4. Ask students their favourite way to have eggs. 5. Talk about what students can eat with their eggs, e.g. <ul style="list-style-type: none"> • In a sandwich • With vegetables- scrambled/omelets • As a snack- hardboiled 6. Ask students to colour in the Eggs Colour-In Sheet. 		
COOK / RECIPE:	Scrambled eggs		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7+

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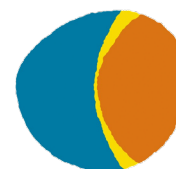


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LESSON GUIDE

Eggs-perimenting with Eggs!

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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 wellbeing (ACPPS073)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Eggs and cooking station 		
OUTLINE:	<ol style="list-style-type: none"> Talk to students about the different ways you can cook an egg. Go through different methods such as: <ul style="list-style-type: none"> Scrambling Boiling Poaching Frying Soft boiling Demonstrate all or a few of the above methods and go through the differences in texture that each method achieves. Ask students their favourite way to have eggs. Talk about what students can eat with their eggs <ul style="list-style-type: none"> In a sandwich With vegetables- scrambled/omelets As a snack- hardboiled 		
REFLECTION ACTIVITY:	Pair students up and ask them to discuss what is their favourite method of cooking eggs and their favourite egg meal.		
COOK / RECIPE:	Scrambled eggs		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7 +

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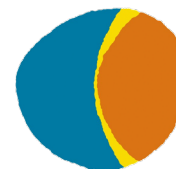
EON HEALTHY EATING 



LESSON GUIDE

Filling Up on Meals

EON Healthy Eating



EON Foundation

EON KEY MESSAGE:	Cooking and planning healthy tucker is quick, easy and fun		
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)	Sustainable food choices
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Bulk Me Up worksheet • Aboriginal and Torres Strait Islander Guide to Healthy Eating 		
OUTLINE:	<ol style="list-style-type: none"> 1. Discuss why it is important to have meals that will keep you full - if meals aren't filling you will be hungry again quickly! 2. Ask students what kind of foods will keep us full. 3. Inform students that PROTEIN and FIBRE will help keep them full. 4. Ask students to name some PROTEIN and FIBRE foods and discuss the answers with the class. 5. Split students into 4 groups and ask them to complete the Bulk Me Up worksheet as a group. Ask each group to report back to the class. 		
REFLECTION ACTIVITY:	Ask students to write down one of the class's bulk me up ideas into their EON Food Diary.		
COOK / RECIPE:	Spaghetti with mince and beans and veggies		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss other ways to help keep you full such as: <ul style="list-style-type: none"> - drinking plenty of water during the day - chewing food well 		

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EON HEALTHY EATING 



LESSON GUIDE

Kids Popping Like Corn

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 wellbeing (ACPPS073)	Strategies for planning and maintain a healthy, balanced diet
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Popcorn Colour-In Sheet • Popcorn Recipes Sheet • Corn kernels to pop / oil / health toppings • Cooking facilities to pop corn 		
OUTLINE:	<ol style="list-style-type: none"> 1. Show students how to use the stove, fireplace or microwave to pop the corn kernels safely. 2. Discuss with the students how the kernel begins to pop using principles of heat and energy. 3. Describe this using body movements. Crouch down and pretend that you are a corn kernel. When heat is applied start patting your hands on the ground faster and faster. Once enough energy is transferred into the kernel the kernel POPs. Do a star jump up to show that you are now a popcorn. 4. Have the students do this demonstration with you as a class a few times. 		
COOK / RECIPE:	Popcorn recipe		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7 +
EXTENSION IDEAS:	<p>Ask students why popcorn is a healthier alternative to crisps.</p> <p>Ask students why it is better to make their own popcorn instead of buying pre-made popcorn from the shops. Discuss the difference in pricing.</p>		

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EON HEALTHY EATING 

LESSON GUIDE

Menu Planning

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 wellbeing (ACPPS073)	Strategies for planning and maintain a healthy, balanced diet
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Guide to Healthy Eating • Meal Plan Information Sheet • Butcher's paper and markers 		
OUTLINE:	<ol style="list-style-type: none"> 1. Review Aboriginal and Torres Strait Islander Guide to Healthy Eating. 2. Discuss an example of a healthy meal plan using the Meal Plan Information Sheet. 3. Share this scenario to the class: <i>Lance "Buddy" Franklin from the Sydney Swans football club is confident that the Swans will make the finals this season and has asked if you can write a three-day menu plan that he can follow to give himself plenty of energy to perform well.</i> 4. Split the class into three groups and give each group a day to plan. Ask each group to either draw or list the foods on a piece of butcher's paper. Have the Aboriginal and Torres Strait Islander Guide to Healthy Eating displayed to help students with ideas. 5. Ask each group to share their day's meal plan with the class. 		
REFLECTION ACTIVITY:	Ask the students to write down the three-day menu plan in their EON Food Diary and ask them to follow it as closely as they can.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask the class to include serving sizes for each food item. Discuss how their menus meet their required food group intake. Discuss with the class where they would find the foods they listed.		

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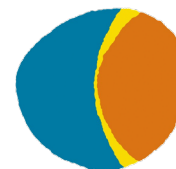
EON HEALTHY EATING 



LESSON GUIDE

Popcorn Popping

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 wellbeing (ACPPS073)	Strategies for planning and maintain a healthy, balanced diet
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Popcorn Recipes Sheet • Corn kernels to pop / oil / healthy toppings • Cooking facilities to pop corn 		
OUTLINE:	<ol style="list-style-type: none"> 1. Talk to students about having healthy snacks available to take to school and have between meals when they are hungry. 2. Show students how to use the stove, fireplace or microwave to pop the corn kernels safely. 3. Discuss with students how the kernel begins to pop using principles of heat and energy. 4. Talk to students about not using too much salt. 		
REFLECTION ACTIVITY:	Ask students to pair up and share what they have learnt about the popping of popcorn.		
COOK / RECIPE:	Popcorn recipe		
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 which food group popcorn belongs to.</p> <p>Ask students why popcorn is a healthier alternative to crisps.</p> <p>Ask students why it is better to make their own popcorn instead of buying pre-made popcorn from the shop.</p> <p>Discuss the difference in pricing.</p>		

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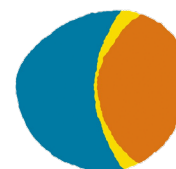
EON HEALTHY EATING 



LESSON GUIDE

Rotting Foods

EON Healthy Eating



EON Foundation

EON KEY MESSAGE:	Cooking and planning healthy tucker is quick, easy and fun		
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)	Sustainable food choices
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Rotting Foods Picture 		
OUTLINE:	<ol style="list-style-type: none"> Show pictures of rotten food and food that is close to going bad. Ask the class to identify good vs rotten foods. Ask the class what will happen if they eat rotten food: <ul style="list-style-type: none"> Stomach aches Diarrhoea Vomiting Ask the students how they can stop food from rotting: <ul style="list-style-type: none"> Storing food properly Using food when it seems like it might start rotting soon Cleaning the fridge out regularly 		
REFLECTION ACTIVITY:	Ask the students to write a story about a boy or girl getting sick after eating something rotten.		
COOK / RECIPE:	Banana pancakes		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7 +
EXTENSION IDEAS:	Discuss what to do if you eat rotten food and feel sick: <ul style="list-style-type: none"> Eat plain foods until stomach settles: toast, crackers Drink lots of water 		

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EON HEALTHY EATING 



LESSON GUIDE

Sandwich Building – Yrs 3 to 5

EON Healthy Eating



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EON KEY MESSAGE:	Cooking and planning healthy tucker is quick, easy and fun		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Guide to Healthy Eating Sandwich Builder poster Sandwich Ingredient Cut Outs sheet 		
OUTLINE:	<ol style="list-style-type: none"> Go through some unhealthy sandwich choices that are often available in stores. Show the class the Sandwich Building poster <ul style="list-style-type: none"> Bread: choose wholemeal / multigrain - gives you energy to keep active. Filling: Tuna/ham/Roo/beef/chicken but not salami - provides protein source to keep you strong and protect you from sickness. Dairy: cheese, lite sour cream/ cream cheese -for strong bones and teeth. Vegetables: lettuce, beetroot, tomato, cucumber, capsicum. Fruit: Pineapple, apple, pears. Using the Sandwich Ingredient Cut Outs, ask the class to build their own healthy sandwich. Relate the ingredients to the Aboriginal and Torres Strait Islander Guide to Healthy Eating. Discuss with the class where they can find healthy sandwich building ingredients: <ul style="list-style-type: none"> Garden Store – fresh/frozen/tinned 		
COOK / RECIPE:	Sandwiches		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7 +

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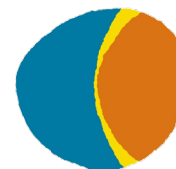
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LESSON GUIDE

Sandwich Builder

EON Healthy Eating



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EON KEY MESSAGE:	Cooking and planning healthy tucker is quick, easy and fun		
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)	Healthy options for snacks, meals and drinks
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Guide to Healthy Eating Sandwich Builder Poster Sandwich Builder Cut Outs 		
OUTLINE:	<ol style="list-style-type: none"> Go through some unhealthy sandwich choices that are often available in stores. Show the class the Sandwich Building poster. Explain the poster in terms of GO, GROW and GLOW foods GO FOOD: Bread: choose wholemeal/ multigrain breads over white bread to keep feeling full for longer. GROW FOOD: Tuna/ham/roo/beef/chicken not salami Dairy: cheese, lite sour cream/ cream cheese. GLOW FOOD: Vegetables: lettuce, beetroot, tomato, cucumber, capsicum Fruit: Pineapple, pears, apple. Using the Sandwich Builder Cut Outs, ask the class to build their own healthy sandwich. Relate the ingredients to the Aboriginal and Torres Strait Islander Guide to Healthy Eating. Discuss with the class where they can find healthy sandwich building ingredients: <ul style="list-style-type: none"> Garden Store – fresh/frozen/tinned 		
COOK / RECIPE:	Sandwiches		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7+

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Tin Food Fun!

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)	Sustainable food choices
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Tinned Food Pictures • GO, GROW and GLOW poster 		
OUTLINE:	<ol style="list-style-type: none"> Using the tinned food pictures, or some real examples if available, show the class a range of tinned foods such as: <ul style="list-style-type: none"> • Vegetables • Fruits • Meats- chicken, salmon, tuna • Beans and lentils • Powdered milk Ask students to classify the foods as GO, GLOW or GROW foods. 		
REFLECTION ACTIVITY:	Ask students to choose their favourite tinned food and draw a picture of it.		
COOK / RECIPE:	Any recipe using tinned foods		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7 +

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LESSON GUIDE

Use it Up

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 wellbeing (ACPPS073)	Sustainable food choices
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Rotting Foods Picture 		
OUTLINE:	<ol style="list-style-type: none"> Show pictures of rotten food and food that is close to going bad. Discuss why food begins to rot- <i>bacteria and enzymes</i>. Ask the class to identify good vs rotten foods. Signs of rotting food might include: <ul style="list-style-type: none"> Smells bad / looks bad / tastes sour or bad / feels too soft or furry. Ask the class what will happen if they eat rotten food: <ul style="list-style-type: none"> Stomach aches, diarrhoea, vomiting. Ask the students how they can stop food from rotting: <ul style="list-style-type: none"> Storing food properly Using food when it seems like it might start rotting soon Cleaning the fridge out regularly Discuss with the class what can be done with food which is starting to go bad: e.g. <ul style="list-style-type: none"> Soups, vegetable stews, stew fruit into purees, pancakes with fruits like banana or apples, make fruit smoothies, use vegetables for stir fry. 		
REFLECTION ACTIVITY:	Ask students to pair up. Each student mentions 3 foods and the other student must describe what this food would look like if it was rotten.		
COOK / RECIPE:	Banana pancakes		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	<p>Discuss what to do if you eat rotten food and feel sick</p> <ul style="list-style-type: none"> Eat plain foods until stomach settles: toast, crackers Drink lots of water 		

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LESSON GUIDE

Using Tin Foods

EON Healthy Eating



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EON KEY MESSAGE:	Cooking and planning healthy tucker is quick, easy and fun		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Sustainable food choices
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Butcher's paper and texters • Tinned Food Pictures 		
OUTLINE:	<ol style="list-style-type: none"> 1. Discuss the benefits of canned foods, e.g. a long shelf life and convenient. 2. Split students into 5 food groups <ul style="list-style-type: none"> • Grains and legumes • Vegetables • Fruit • Dairy • Meats 3. Ask students what kinds of foods from their food group they can find in a tin, and record their ideas on a piece of butcher's paper. 4. Collect all the butcher's paper and display it at the front of the class. Discuss the ideas that have been raised. 5. Ask each group to look at all the different food groups and come up with a healthy meal using tinned foods. 6. Tell students they can use one staple food item such as bread, pasta or rice to make their meal more filling. 7. Share and discuss the healthy meal suggestions as a class. 		
REFLECTION ACTIVITY:	Ask students to record a healthy meal suggestion they liked in their EON Food Diary and try to make it at home.		
COOK / RECIPE:	Tuna and bean mix with rice or pasta		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7 +

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What Would You Make?

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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)	Sustainable food choices
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Whiteboard and markers • Food Pictures • Aboriginal and Torres Strait Islander Guide to Healthy Eating 		
OUTLINE:	<ol style="list-style-type: none"> 1. Ask students what kinds of foods they have at home. List these on the whiteboard. 2. Provide students with cards of some common ingredients found in pantries from existing food cards. 3. Ask students to come up with a healthy meal using the ingredients provided. 4. Ask students to share their ideas with the class. 		
REFLECTION ACTIVITY:	Ask students to write down their favourite pantry food and why in their EON Food Diary.		
COOK / RECIPE:	Pasta or rice with bean and tuna salsa		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss the food group the foods mentioned fit into, referring to the Aboriginal and Torres Strait Islander Guide to Healthy Eating.		

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