

# EON HEALTHY EATING KEY MESSAGES AND ASSOCIATED LESSON PLANS

## EON HEALTHY EATING



**EON** Foundation

<b>EON KEY MESSAGE:</b>	<b>Eating lots of fruit and vegetables is important for good health and keeping your body strong to protect you from sickness and infections.</b>
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This PDF contains all 32 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](mailto:admin@eon.org.au).

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.

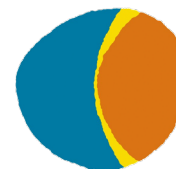
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# LESSON GUIDE

## Adding More Vegetables

### 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 (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander Guide to Healthy Eating</li> <li>Fruit and Vegetables Information Sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>Revise Aboriginal and Torres Strait Islander Guide to Healthy Eating, focusing on the vegetable group.</li> <li>Revise benefits of vegetables using Fruit and Vegetable Information Sheet.</li> <li>Talk about veggies for breakfast, lunch, dinner and snacks                             <ul style="list-style-type: none"> <li>Breakfast: omelet, frittata, baked beans and spinach</li> <li>Lunch: salad, fried rice, pasta salad, sandwich</li> <li>Dinner: meat and veg, soup, noodles, wrap</li> <li>Snacks: vegetables and dip, hummus</li> </ul> </li> <li>Ask students to suggest ideas.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write their ideas in their EON Food Diary and share with their family.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+



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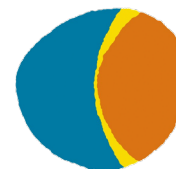
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# LESSON GUIDE

## Benefit of Colours

### 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 (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Rainbow Poster</li> <li>• Coloured badges (create using coloured paper)</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Tell students that different coloured fruit and vegetables have different health benefits.</li> <li>2. Use the Rainbow Poster information sheet to guide this lesson.</li> <li>3. Give each student a badge in one of the food rainbow colours.</li> <li>4. Ask students to find all the different fruits and vegetables around the classroom that match the colour of their badge (or use food cards).</li> <li>5. Now tell each group what health benefits this colour provides.</li> <li>6. Tell each group to share this information with the rest of the class and make sure they include the examples of the type of foods that provide this health benefit.</li> </ol>		
REFLECTION ACTIVITY:	3-2-1: ask students to write 3 things they think they know, 2 things they don't know and 1 thing they are certain of about the food rainbow. Discuss students' answers.		
COOK / RECIPE:	Rainbow Salad		
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 name how they would source, cook/prepare foods in their badge colour group.		



# LESSON GUIDE

## Blindfolded Fruit and Veg Taste

### EON Healthy Eating



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	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Guide to Healthy Eating</li> <li>• Blindfold Worksheet</li> <li>• Blindfolds</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Go through the five senses focusing on taste.</li> <li>2. Go through the senses of taste on your tongue i.e. sour, sweet, salty and bitter.</li> <li>3. Blindfold one student at a time and ask them to eat a piece of fruit or vegetable that has been prepared earlier. Add a couple of non-fruit/non-vegetable items for variety.</li> <li>4. Ask the student to guess the food they tasted, and the food group it belongs to in the Aboriginal and Torres Strait Islander Guide to Healthy Eating.</li> <li>5. Ask the student if they liked/disliked the food.</li> <li>6. Confirm or reveal the correct answer.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down one food that they liked and were surprised by 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:	<p>Ask the class what is important/healthy about the food item.</p> <p>Have older students complete the Blindfold Worksheet.</p>		



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EON HEALTHY EATING 

# LESSON GUIDE

## Brown/White Fruit and Veg

### EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>Rainbow Poster</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>Ask students to name different fruits and vegetables that are brown or white.</li> <li>Discuss the benefits of brown or white fruit and vegetables:                     <ul style="list-style-type: none"> <li>Brown/white fruit and vegetables PYTOCHEMICALS such as, ALLICIN- an antiviral and antibacterial that protects from infection and sickness.</li> <li>Some of these foods such as bananas and potatoes are also a great source of potassium which is important to keep your heart pumping.</li> </ul> </li> <li>Ask students for ideas where they can include more brown or white fruit and vegetables into their diets.</li> <li>Ask students where they can find brown or white fruit and vegetables.</li> </ol>		
REFLECTION ACTIVITY:	Ask the students to keep a tally of how many brown or white fruits or vegetables they eat in a week.		
APPROPRIATENESS	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask the students to write a recipe containing a brown or white fruit or vegetable as the main ingredient.		



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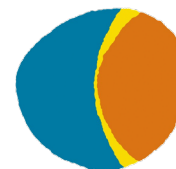
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# LESSON GUIDE

## Crunch and Sip

### EON Healthy Eating



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	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Fruits and Vegetables Information Sheet</li> <li>• Crunch &amp; Sip Fact Sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Encourage students to bring in a fruit/vegetable from home to school every day that they can cut and share with the rest of the class. If it is not possible from home, have available a bowl of fruit/veg for student to choose from as they enter the class.</li> <li>2. Provide students with water bottles to fill up and keep on their desk.</li> <li>3. Ask the class for examples of fruit and vegetables they can bring into class that would be easy to share.</li> <li>4. Remind them of the importance of eating fruits and vegetables using the Fruits and Vegetables Information Sheet.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down a weekly plan of what fruits or vegetables they can bring into class to crunch on.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		



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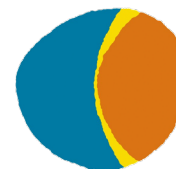
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# LESSON GUIDE

## Eat Plants!

### EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"><li>Plants Parts We Eat Information Sheet</li><li>Plants Parts We Eat Worksheet</li></ul>		
OUTLINE:	<ol style="list-style-type: none"><li>Talk to students about the different parts of a plant</li><li>Use the Plant Parts We Eat Information Sheet to guide your session</li><li>List the different parts of the plant on the board and write or draw an example of each fruit/veg</li><li>Ask students to think of more examples for each plant part</li><li>Ask students what they find in the community garden and which part of the plant it belongs to</li><li>Ask students to complete Plant Parts We Eat worksheet and file into their Food Diary</li></ol>		
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 the topic. Discuss students' answers.		
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 name how they would source, cook/prepare the food they call out		



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# LESSON GUIDE

## Eating More Fruit

### EON Healthy Eating



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	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Guide to Healthy Eating</li> <li>• Fruit and Vegetables Information Sheet</li> <li>• <b>Vitamins and Minerals Information Sheet</b></li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Introduce/review Aboriginal and Torres Strait Islander Guide to Healthy Eating</li> <li>2. Focus on fruit group</li> <li>3. Ask class why it is important to have lots of fruits</li> <li>4. Ask class how many serves of fruits we need to try to eat</li> <li>5. Show class what a serve of fruit looks like</li> <li>6. Go through the different types of fruits available             <ul style="list-style-type: none"> <li>• Fresh/frozen/tinned/dried</li> </ul> </li> <li>7. Talk about ways of having fruit in a day</li> <li>8. Ask students for ideas on how to have more fruits in their day</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write their ideas in their Food Diary and share with family		
COOK / RECIPE:	Fruit caterpillars		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss health benefits of fruits in terms of vitamins and minerals in contains for healthy bodies and minds using the Vitamins and Minerals Information Sheet		



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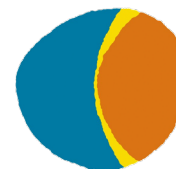
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# LESSON GUIDE

## F&V Lesson!

### EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>Rainbow Poster</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>Discuss the health benefits of a fruit or vegetable growing in the community garden in relation to the vitamins and minerals it contains</li> <li>Discuss how this food can be incorporated into meals</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down their ideas of using this ingredient in a recipe in their EON Food Diary		
COOK / RECIPE:	Recipe using the ingredient in the lesson		
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 name other fruits or vegetables with similar characteristics in terms of vitamins and minerals		



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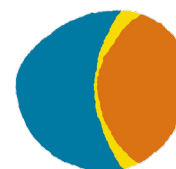
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# LESSON GUIDE

## Fruit and Veg Ad

### EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>Fruit and Veg Advertisement Examples</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>Split the class into even numbered groups.</li> <li>Give each group a fruit or vegetable. Ask them to make a short advertisement which would encourage people to eat more of their fruit or vegetable. The advertisement should include:                             <ul style="list-style-type: none"> <li>A description of the fruit/vegetable</li> <li>The health benefits</li> <li>How it can be cooked and eaten</li> <li>Where the fruit/vegetable can be sourced.</li> </ul> </li> <li>Ask each group to present their advertisement to the class.</li> </ol>		
REFLECTION ACTIVITY:	Ask the students to pair up and share their views on what techniques worked and what ones didn't work in creating an advertisement to encourage people to eat more fruit and vegetables.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7 +
EXTENSION IDEAS:	Ask each group to create a poster of their advertisement.		



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# LESSON GUIDE

## Fruit and Veg Bingo

### 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 (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Fruit and Vegetable Bingo worksheet</li> <li>• Fruit and Vegetable Pictures</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Explain the rules of Bingo with the class as follows.</li> <li>2. Give each student the Fruit and Vegetable Bingo worksheet and ask them to cut out each food and re-stick them onto a new paper in a different order. Students may need help with this part of the game.</li> <li>3. Once students have made their new Bingo sheet, call out random foods from the Bingo sheet and ask students to cross it off their own sheet.</li> <li>4. If a student can cross off an entire row or column of foods, ask them to shout out BINGO!</li> <li>5. They will be the winner of the game.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down or draw their favourite fruit or vegetable from the Fruit and Vegetable Bingo worksheet.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask the students to explain the health benefits of the fruit or vegetables called out during the game, in terms of vitamins, minerals and fibre.		



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# LESSON GUIDE

## Fruit and Vegetable Art

### 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 (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Rainbow Poster</li> <li>• Rainbow Colouring sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Revise the importance of eating a wide variety of colourful fruit and vegetables using the Rainbow Poster.</li> <li>2. Ask younger students to colour in the Rainbow Colouring sheet. Ask older students to paint their own rainbow using shapes of fruit and vegetables.</li> <li>3. Ask the class where they can find fruits and vegetables <ul style="list-style-type: none"> <li>• Garden</li> <li>• Store</li> <li>• Fresh/frozen/tinned</li> </ul> </li> </ol>		
REFLECTION ACTIVITY:	Ask students to name a fruit or vegetable from their rainbow that they love, and share it with the class.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	Ask the class how they can incorporate more fruit and vegetables into their diet.		



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# LESSON GUIDE

## Fruit Juice

### EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Teaspoons</li> <li>• Sugar</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Ask class to put their hands up if they believe fruit juice is healthy</li> <li>2. Tell students that although fruit juice is better than soft drinks it still has a lot of sugar in it. Sometimes added, sometimes natural.</li> <li>3. It takes 3 oranges to make one cup of fruit juice, but you would not usually eat 3 oranges in one sitting. So, the amount of sugar you are getting from one glass is too much to be good for your body</li> <li>4. It is better to eat the fruit instead of making juice because juices don't have any of the fibre that fruits have</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write to absent student and explain why fruit juice is not a healthy choice.		
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 name how they would source, cook/prepare the food they call out		



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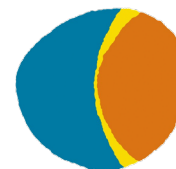
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# LESSON GUIDE

## Get Coloured

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	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Rainbow Poster</li> <li>• Coloured badges (create using coloured papers)</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Tell students that different coloured fruit and vegetables have different health benefits or 'superpowers'.</li> <li>2. Use the Rainbow Poster information sheet to guide this lesson.</li> <li>3. Give each student a badge with in one of the food rainbow colours.</li> <li>4. Ask students to find all the different fruits and vegetables around the classroom that match the colour of their badge.</li> <li>5. Now tell each student the health benefits of their group's colour --- this becomes their superpower!!</li> <li>6. Ask the students to share this information with the class.</li> </ol>		
REFLECTION ACTIVITY:	Tell students to write their food badge colour and the associated superpower in their EON Food Diary, along with a list of the fruits and vegetables they found.		
COOK / RECIPE:	Rainbow Salad		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7+
EXTENSION IDEAS:	Ask students to name how they would source, cook/prepare foods in their badge colour group.		



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# LESSON GUIDE

## Getting to Know your Fruit and Veg

### EON Healthy Eating



**EON** Foundation

EON KEY MESSAGE:	Eating lots of fruit and vegetables is important for good health and keeping your body strong to protect you from sickness and infections.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Unnamed Fruit and Vegetable Pictures</li> <li>• Cards with the names of the fruit and vegetables</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Ask the class to sit in a circle.</li> <li>2. Show the unnamed fruit and vegetable pictures and ask the students if they can name the fruit or vegetable.</li> <li>3. Match the pictures to their names and spread them on the floor.</li> <li>4. Prompt students with questions about each fruit or vegetable: <ul style="list-style-type: none"> <li>• How will you eat this food?</li> <li>• Can you think of any other foods of the same colour?</li> <li>• Why is it important to eat this fruit or vegetable?</li> </ul> </li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down one new fruit or vegetable that they have learnt during the class.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input type="checkbox"/> Year 7+
EXTENSION IDEAS:	Ask students to name how they would source, cook/prepare some of the fruit and vegetables shown during the class.		



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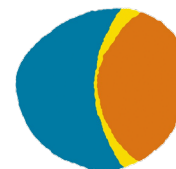
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EON HEALTHY EATING 

# LESSON GUIDE

## Green Fruit and Veg

### EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>Rainbow Poster</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>Ask students to name different fruits and vegetables that are green in colour.</li> <li>Discuss the benefits of these green fruit and vegetables:                     <ul style="list-style-type: none"> <li>Green fruit and vegetables have lots of PYTOCHEMICALS such as CAROTENOIDS, INDOLES AND SAPONINS</li> <li>These all have anticancer qualities</li> <li>They also are an excellent source of FOLATE which is important for energy production</li> <li>They are also a great source of IRON to help keep your blood strong.</li> </ul> </li> <li>Ask students for ideas where they can include more green fruit and vegetables in their diets.</li> <li>Ask students where they can find green fruit and vegetables.</li> </ol>		
REFLECTION ACTIVITY:	Ask the students to keep a tally of how many green fruit and vegetables they eat in a week.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask students to write a recipe which contains a green fruit or vegetable as the main ingredient.		



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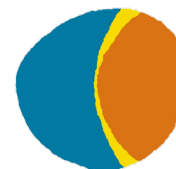
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# LESSON GUIDE

## Interesting Salads

### 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 (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Guide to Healthy Eating</li> <li>• Fruit and Vegetables Information Sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Introduce/review Aboriginal and Torres Strait Islander Guide to Healthy Eating.</li> <li>2. Talk about the benefits of vegetables using the Fruit and Vegetables Information Sheet.</li> <li>3. Teach class how to prepare fresh vegetables for a salad, choosing ingredients for the salad to help keep them full:             <ul style="list-style-type: none"> <li>- Vegetables</li> <li>- Tinned beans/lentils/chickpeas</li> <li>- Canned tuna/salmon/chicken</li> <li>- Other meats available from left over meals</li> <li>- Cheese/sour cream</li> <li>- Pasta/rice/couscous.</li> </ul> </li> <li>4. Discuss healthy salad dressing ideas.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down a salad recipe in your EON Food Diary.		
COOK / RECIPE:	Rainbow salad – using both garden produce and store produce.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		



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# LESSON GUIDE

## Leafy Veggies

### 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 (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"><li>• Rainbow Poster</li><li>• Leafy Greens Poster</li></ul>		
OUTLINE:	<ol style="list-style-type: none"><li>1. Explain to students that eating green leafy vegetables is very important to ensure our bodies function well.</li><li>2. Discuss that green leafy veggies are high in minerals such as iron and calcium; vitamins such as vitamin K and C; and fibre, which all allow us to GLOW.</li></ol>		
REFLECTION ACTIVITY:	Ask students to write down or draw some green leafy vegetables in their EON Food Diary.		
COOK / RECIPE:	Recipe with leafy greens.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask students how they would source, prepare and cook leafy green vegetables.		



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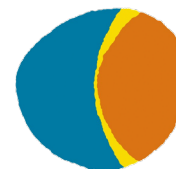
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# LESSON GUIDE

## Menu Finds

### EON Healthy Eating



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	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Menu Plans- Fruit and Veg</li> <li>• Green/Orange/Yellow Highlighters</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Students are divided into pairs. Provide each pair with a list of food and a set of coloured highlighters (a green and an orange, yellow or pink).</li> <li>2. Students determine which items contain fruit or vegetables and highlight them in green. Students highlight the other items as orange, yellow or pink. Unknown items can be left uncoloured.</li> <li>3. Students count the number of items that contain fruit and vegetables and the number of menu items that do not.</li> <li>4. Discuss as a class: were they surprised at the results? How do the results relate to what they have learnt about how often we need to include fruit and veg (e.g. at each meal and snack)?</li> </ol>		
REFLECTION ACTIVITY:	Working in their pairs, students write a plan for how the items they reviewed might be improved to provide more fruit and vegetables and how they might encourage customers to purchase them.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	As a class, brainstorm some ways that home cooked meals, canteens/ stores could increase the amount of fruit and vegetables on offer. Consideration could also be given to how these food businesses might market their fruit and vegetable menu items to encourage customers to purchase them.		



# LESSON GUIDE

## Orange Fruit and Veg

### EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	<b>Sub-strand</b>	<b>Content</b>	<b>Focus Area</b>
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Rainbow poster</li> <li>• Orange flash cards</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Ask students to name different fruits and vegetables that are orange.</li> <li>2. Discuss the benefits of these orange fruit and vegetables: <ul style="list-style-type: none"> <li>• Orange fruit and vegetables have CAROTENOIDS- a natural colouring which converts to vitamin A.</li> <li>• CAROTENOIDS/ VITAMIN A help maintain healthy eyes</li> <li>• They also help fight against colds and flu</li> </ul> </li> <li>3. Ask students for ideas on how they can include more orange fruit and vegetables in their diets.</li> <li>4. Ask students where they can find orange fruit and vegetables.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to keep a tally of how many orange fruit and vegetables they eat in a week.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask students to write a recipe containing an orange fruit or vegetable as the main ingredient.		



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EON HEALTHY EATING 

# LESSON GUIDE

## Purple/Blue Fruit and Veg

### EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Rainbow Poster</li> <li>• Purple flash cards</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Ask students to name different fruits and vegetables that are purple or blue.</li> <li>2. Discuss the benefits of these purple and blue fruit and vegetables: <ul style="list-style-type: none"> <li>- Purple/blue fruit and vegetables have ANTHOCYANIN- a natural colouring</li> <li>- ANTHOCYANIN is important because it can reduce risk of cancer, strokes, heart disease and infections because it is an antioxidant.</li> </ul> </li> <li>3. Explain to class what an antioxidant is: <ul style="list-style-type: none"> <li>- Every day we are exposed to things that attack our body, such as chemicals and stress</li> <li>- When our body is under attack, we can get sick or develop diseases like cancer</li> <li>- Antioxidants act like a shield and protect our body from being attacked and getting sick! So it is important to eat lots of food containing antioxidants.</li> </ul> </li> <li>4. Ask students how they can include more purple/blue fruit and vegetables into their diets.</li> <li>5. Ask students where they can find purple/blue fruit and vegetables.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to keep a tally of how many purple/blue fruits and vegetables they eat in a week.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Ask students to write down a recipe containing a purple/blue fruit or vegetable as the main ingredient.		



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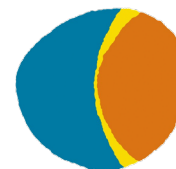
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# LESSON GUIDE

## Rainbow F&V Lesson!

### EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	<b>Sub-strand</b>	<b>Content</b>	<b>Focus Area</b>
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	• Rainbow Poster		
OUTLINE:	<ol style="list-style-type: none"><li>1. Discuss the health benefits of a fruit or vegetable growing in the community garden in relation to the vitamins and minerals it contains and its ability to be a GLOW FOOD!!</li><li>2. Discuss how this food can be incorporated into meals.</li></ol>		
REFLECTION ACTIVITY:	Ask students to draw the food discussed in their EON Food Diary.		
COOK / RECIPE:	A recipe using the ingredient discussed in the lesson.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask students to name other GLOW foods.		



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# LESSON GUIDE

## Red Fruit and Veg

### EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Rainbow Poster</li> <li>• Red flash card</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Ask students to name different fruits and vegetables that are red.</li> <li>2. Discuss the benefits of these red fruit and vegetables:               <ul style="list-style-type: none"> <li>- Red fruit and vegetables have LYCOPENE - a natural colouring</li> <li>- LYCOPENE is important because it can reduce the risk of cancer and heart disease because it is an antioxidant</li> <li>- LYCOPENE also helps keep your heart and blood vessels strong.</li> </ul> </li> <li>3. Explain to the class what an antioxidant is:               <ul style="list-style-type: none"> <li>- Every day we are exposed to things that attack our body, such as chemicals and stress</li> <li>- When our body is under attack, we can get sick or develop diseases like cancer</li> <li>- Antioxidants act like a shield and protect our body from being attacked and getting sick! So it is important to eat lots of food containing antioxidants.</li> </ul> </li> <li>4. Ask students how they can include more red fruit and vegetables in their diets.</li> <li>5. Ask students where they can find red fruit and vegetables.</li> </ol>		
REFLECTION ACTIVITY:	Ask student to keep a tally of how many red fruits and vegetables they eat in a week.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		



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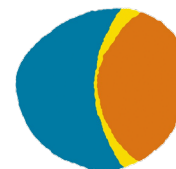
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# LESSON GUIDE

## Roll the Salad Ball!

### EON Healthy Eating



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	Making healthy and safe choices	Plan and practice strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Ball</li> <li>• Fruit and Vegetable pictures</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Ask the class to sit in a circle.</li> <li>2. Instruct students that they are going to be building a salad. When the ball is rolled to a student, they must name a new ingredient to add to the salad.</li> <li>3. They then roll the ball to another student.</li> </ol>		
REFLECTION ACTIVITY:	Ask the students to write down all the ingredients mentioned in the circle into their EON Food Diary.		
COOK / RECIPE:	Rainbow Salad		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	<p>Encourage students to try and remember all the ingredients mentioned by other students before adding their own ingredient.</p> <p>Ask students what food group their ingredient belongs in.</p> <p>Ask students how much of the ingredient they would use (e.g. 1 cup of lettuce= 1 serve of vegetables).</p> <p>Ask student which vitamin or mineral the fruit or vegetable is high in.</p>		



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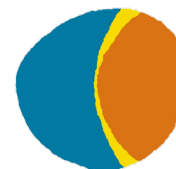
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# LESSON GUIDE

## Serves of Vegetables!

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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 (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Measuring cups</li> <li>• Fruits and Vegetables Information Sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Ask class how many serves of vegetables we need to try to eat per day. <ul style="list-style-type: none"> <li>• Discuss answer as 5 serves of vegetables a day</li> </ul> </li> <li>2. Show class what a serve of vegetable looks like: <ul style="list-style-type: none"> <li>• 1 cup fresh vegetables</li> <li>• 1/2 cup cooked vegetables</li> <li>• Try to use samples from the school garden</li> </ul> </li> <li>3. Go through the different types of vegetables available <ul style="list-style-type: none"> <li>• Fresh/frozen/tinned/store</li> </ul> </li> </ol>		
REFLECTION ACTIVITY:	<p>Ask students to think about how many serves of vegetables they have every day and how they can increase this.</p> <p>Ask students to write their ideas into their EON Food Diary.</p>		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	<p>Activity: Guess how many serves on the plate?</p> <ul style="list-style-type: none"> <li>• Ask students to think about how many serves of vegetables are in a recipe you are using.</li> </ul>		



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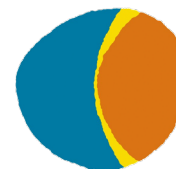
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# LESSON GUIDE

## Smoothie Bicycle

### EON Healthy Eating



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	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Smoothie Bicycle</li> <li>• Calories Information Sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Discuss the ingredients used to make a smoothie</li> <li>2. Discuss different type of smoothies                             <ul style="list-style-type: none"> <li>• Veggie smoothies</li> <li>• Fruit smoothies</li> <li>• Mixed smoothies</li> </ul> </li> <li>3. Tell students that mixed smoothies are the best option for their health as they are not too sweet.</li> <li>4. Tell students they can add nuts, seeds and yoghurt to smoothies to increase protein and fibre which will keep them feeling fuller for longer.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write their own mixed smoothie recipe.		
COOK / RECIPE:	Smoothies		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Discuss how the Smoothie Bicycle works referring to the concept of energy and work using the Calories Information Sheet. Tell the class they are burning calories when they are active, which helps them keep fit and slim.		



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# LESSON GUIDE

## Tomato Count EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Bean bags</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Divide students into groups.</li> <li>2. Give each group a bean bag.</li> <li>3. Ask students to throw the bean bag to each other and chant: "Carrots, tomatoes, lettuce too. How many veggies can you chew? 1, 2, 3, 4, 5, 6, 7, 8..."</li> <li>4. Start the chant again each time the beanbag is dropped.</li> </ol>		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7 +		



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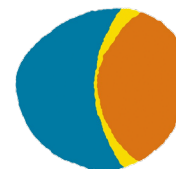
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EON HEALTHY EATING 

# LESSON GUIDE

## Tomato Toss

### EON Healthy Eating



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	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"><li>• Bean bags</li></ul>		
OUTLINE:	<ol style="list-style-type: none"><li>1. Divide students into groups</li><li>2. Give each group a bean bag</li><li>3. Ask students to throw the bean bag to each other and make sure they name a vegetable every time they catch the bag</li><li>4. Ask students do the same with fruits</li></ol>		
REFLECTION ACTIVITY:	Ask students to write down as many fruits and vegetables as they remember		
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 name how they would source, cook/prepare the food they call out		



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EON HEALTHY EATING

# LESSON GUIDE

## Triple G Actions

### EON Healthy Eating



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EON KEY MESSAGE:	Eating lots of fruit and vegetables is important for good health and keeping your body strong to protect you from sickness and infections.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Fruit and Vegetable Pictures</li> <li>• GO, GROW and GLOW Poster</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Teach students why we need to eat healthy food using Go, Grow and Glow concepts.</li> <li>2. Teach students the actions linked to each word- Go, Grow and Glow.</li> <li>3. Go through each type of food that fits into each category.</li> <li>4. Use flash cards of foods and have students perform the correct action corresponding to GO, GROW or GLOW foods.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down or draw their favourite GO, GROW and GLOW foods in their EON Food Diary.		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Link foods to the Aboriginal and Torres Strait Islander Guide to Healthy Eating food groups.		



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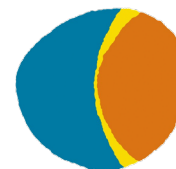
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EON HEALTHY EATING 

## LESSON GUIDE

# True or False: Fruit and Veg

## EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• True or False: Fruit and Veg Questions</li> <li>• True/False Signs</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Provide students with True or False signs.</li> <li>2. Ask students True or False: Fruit and Veg Questions.</li> <li>3. Discuss the answers in class.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down one thing they learnt that they 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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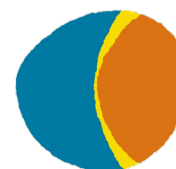
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EON HEALTHY EATING 

# LESSON GUIDE

## Tug of War: Vitamins & Minerals

### EON Healthy Eating



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AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Rope</li> <li>• Vitamins and Minerals Information Sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Introduce/review the concept of vitamins and minerals found in fruits and vegetables.</li> <li>2. Split students into two groups- one named 'vitamins and minerals' and the other names 'illness'.</li> <li>3. Have tug of war set up for the students and let them compete.</li> <li>4. If the 'illness' team looks like they are going to win, jump onto the 'vitamins and minerals' team and pull them to a win to illustrate that people who eat fruit and vegetables can fight illness and stop getting sick!</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down why they think the vitamins and minerals teams won the game 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+



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EON KEY MESSAGE:	Eating lots of fruit and vegetables is important for good health and keeping your body strong to protect you from sickness and infections.		
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 (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Vitamins and Minerals Information Sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Identify the different vitamins and minerals found in the food grown in the community garden.</li> <li>2. Discuss why these vitamins and minerals are important for bodily functions.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down one vitamin or mineral contained in their favourite fruit or vegetable.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Discuss what happens when the body does not have enough vitamins and minerals.		

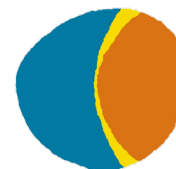




# LESSON GUIDE

## What our Bodies Needs

### 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 (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"><li>• Body Chart</li><li>• Vitamins and Minerals Information Sheet</li></ul>		
OUTLINE:	<ol style="list-style-type: none"><li>1. Use a body chart to show all the areas of the body that need the benefits of vitamins and minerals found in fruit and vegetables.</li><li>2. Discuss how to get these vitamins and minerals in your meals through the fruit and vegetables found in the community garden and the local stores. Use Vitamins and Minerals Information Sheet.</li></ol>		
REFLECTION ACTIVITY:	Ask students to write down a source for each of the vitamins and minerals they will try to eat more of, in their EON Food Diary.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	<p>Discuss what happens when you don't have enough vitamins and minerals in the food you eat.</p> <p>Talk about processed food and how few vitamins and minerals they contain.</p>		



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