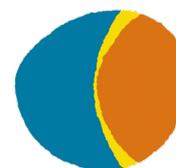


LESSON GUIDE

Brown/White 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	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"> Rainbow Poster 		
OUTLINE:	<ol style="list-style-type: none"> Ask students to name different fruits and vegetables that are brown or white. Discuss the benefits of brown or white fruit and vegetables: <ul style="list-style-type: none"> Brown/white fruit and vegetables PYTOCHEMICALS such as, ALLICIN- an antiviral and antibacterial that protects from infection and sickness. Some of these foods such as bananas and potatoes are also a great source of potassium which is important to keep your heart pumping. Ask students for ideas where they can include more brown or white fruit and vegetables into their diets. Ask students where they can find brown or white fruit and vegetables. 		
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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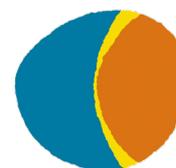
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EON HEALTHY EATING 

LESSON GUIDE

Do You Believe It?

EON Healthy Eating



EON Foundation

EON KEY MESSAGE:	Fresh food is cheaper to buy than packaged and take-away foods		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	Sustainable food choices
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Front of Label Packaging Sheet • Nutrient Information Panels from available food in local stores 		
OUTLINE:	<ol style="list-style-type: none"> 1. Advertisements are all around us. Ask students to name some places they might encounter advertisements. 2. Show students a variety of food and drink packages, print ads, and video clips. 3. Other popular methods of marketing foods might be sweepstakes, contests or “clubs.” If one of these methods is used to market a product, then they must adhere to these rules: <ul style="list-style-type: none"> ○ If there is a prize, it should be clearly presented. ○ If there is an opportunity to win a prize, the odds of winning should be clearly stated. Share an example or two if available. 4. Ask students to compare various marketing strategies used to sell the products. For each example, ask the following questions. (You may prefer to split the class into small groups and provide each group with a different advertisement. If time permits, small groups may present their responses to the entire group.) <ul style="list-style-type: none"> ○ What methods were used to promote and sell the products? (e.g. animation, music, bright colors or celebrities) ○ How do these methods affect your thoughts and feelings about these products? Do the props make the product more interesting? ○ What is the message? (e.g. you’ll be stronger, smarter, have more fun if you eat/drink the product) ○ Do you believe it? 		



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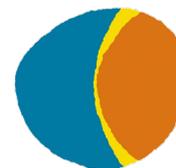
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EON HEALTHY EATING 

LESSON GUIDE

Do You Believe It?

EON Healthy Eating



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	<ul style="list-style-type: none">○ How does the portion size of the product shown compare to what a single serving might be? (e.g. a sports drink packaged in a 20oz bottle is actually 2.5 servings)○ How does the suggested or advertised portion compare to the amount you or your family/friends would usually consume?
REFLECTION ACTIVITY:	Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each student picks up a nearby response and reads it aloud.
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	Focus on chronic disease prevention when discussing with older students.



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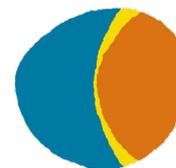
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EON HEALTHY EATING 

LESSON GUIDE

Food Mapping

EON Healthy Eating



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EON KEY MESSAGE:	Fresh food is cheaper to buy than packaged and take-away foods		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	Sustainable food choices
RESOURCES/EQUIPMENT:	<p><i>This activity will require some preparation</i></p> <ul style="list-style-type: none"> • Butcher's paper • Markers 		
OUTLINE:	<ul style="list-style-type: none"> • Ask students to draw a map with their school, the garden, their home and the shops in the town. • Ask students to find all the places on the map where they could find fresh, healthy foods and all the places where they would find unhealthy takeaway foods. • You may need to provide students with an outline of the map with the school on it. • Ask some students to share their maps with the class and discuss what kind of healthy foods they would find. • Discuss why it is better to eat fresh, healthy foods than takeaway foods with class. 		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		



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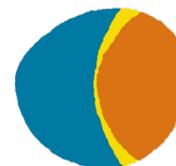
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EON HEALTHY EATING 

LESSON GUIDE

Fresh vs Take-Away

EON Healthy Eating



EON Foundation

EON KEY MESSAGE:	Fresh food is cheaper to buy than packaged and take-away foods		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	Sustainable food choices
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Packaged food product prices and fresh ingredients prices 		
OUTLINE:	<ol style="list-style-type: none"> Look at two different food items, one fresh and one processed. For example: potatoes vs frozen wedges. Check price difference in making it yourself vs using packaged options. 		
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 this topic. Discuss the students' answers.		
COOK / RECIPE:	Sweet potato wedges, home-made pizza		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2	<input type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+
EXTENSION IDEAS:	Ask students to try to convince a friend to go for the home-made version of a meal rather than the take-away or packaged option.		



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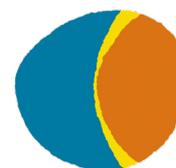
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EON HEALTHY EATING 

LESSON GUIDE

Homemade Pizza

EON Healthy Eating



EON Foundation

EON KEY MESSAGE:	Fresh food is cheaper to buy than packaged and take-away foods		
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)	Sustainable food choices
RESOURCES/EQUIPMENT:	<p><i>This activity may require some preparation.</i></p> <ul style="list-style-type: none"> A list of local prices of foods required to make a home-made pizza (necessary to make this lesson relevant to the students). The Aboriginal and Torres Strait Islander Guide to Healthy Eating. 		
OUTLINE:	<ol style="list-style-type: none"> Ask the class what they think pizza is made from, using the Aboriginal and Torres Strait Islander Guide to Healthy Eating poster. Ask the class whether a takeaway pizza would fit inside or outside the food circle on the poster. Ask the class how they can make a healthy pizza. Ask the class to draw their healthy pizza. 		
REFLECTION ACTIVITY:	Ask students to think of another food that they can make healthier by making it at home.		
COOK / RECIPE:	Homemade pizza		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7 +
EXTENSION IDEAS:	Discuss the link between takeaway food and chronic disease.		



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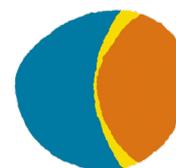
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EON HEALTHY EATING 

LESSON GUIDE

Play Shopping

EON Healthy Eating



EON Foundation

EON KEY MESSAGE:	Fresh food is cheaper to buy than packaged and take-away foods		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Plan and practice strategies to promote health, safety and wellbeing (ACPPS054)	Sustainable food choices
RESOURCES/EQUIPMENT:	<p><i>This activity would require some preparation.</i></p> <ul style="list-style-type: none"> • A list of local prices of a range of both Superhero and Zombie foods. • Food pictures to match the list of food prices. • Play Money. • Superheroes and Zombies sheet. 		
OUTLINE:	<ol style="list-style-type: none"> 1. Have student volunteers do a food shop, using the food pictures and play money. 2. For each item they pick ask the class to identify whether it is a Superhero Food or Zombie Food, using the Superheroes and Zombies sheet for reference. 3. Look at the price differences between Superhero food and Zombie food. 		
REFLECTION ACTIVITY:	Asks students to draw a Zombie and Superhero food that they often see in stores.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss budgeting skills and how money can be allocated to purchasing different foods from the different food groups.		



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EON HEALTHY EATING 

LESSON GUIDE

Real Food Grows

EON Healthy Eating



EON KEY MESSAGE:	Fresh food is cheaper to buy than packaged and take-away foods		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	Sustainable food choices
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> • Processed Food Information Sheet • Fresh vs Processed Information Sheet 		
OUTLINE:	<ol style="list-style-type: none"> 1. Talk about how food that is fresh has more nutrients and provides more health benefits than packaged foods. 2. Discuss the chemicals and preservatives added to packaged food to make them last longer. 3. Talk about the negative effects on health by eating too many packaged foods. 		
REFLECTION ACTIVITY:	Students write down one thing they have learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Discuss the difference in price between processed or packaged meals and freshly cooked meals.		

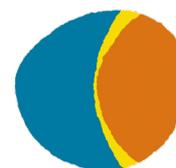




EON KEY MESSAGE:	Fresh food is cheaper to buy than packaged and take-away foods		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Sustainable food choices
RESOURCES/EQUIPMENT:	<p><i>This activity may require some preparation.</i></p> <ul style="list-style-type: none"> • A list of local prices of ingredients that could be used to make a range of meals at home, rather than buying take-away food. • A list of local take-away food prices. • Cheaper Options Information Sheet. 		
OUTLINE:	<ol style="list-style-type: none"> 1. Compare the cost of take-away meals to the cost of purchasing healthier food options that can provide multiple meals. 2. Look at local take-away food options and find the cost of cooking a similar meal at home in a healthier way. Refer to the Cheaper Options Information Sheet. 3. Emphasise the value of using free school garden/community garden/ home garden produce. 		
REFLECTION ACTIVITY:	In pairs, ask the students to discuss a take-away food option and a healthier and cheaper alternative to make at home.		
COOK / RECIPE:	Homemade chicken nuggets and sweet potato chips		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7 +
EXTENSION IDEAS:	<ul style="list-style-type: none"> • Discuss with the class why eating too many take-away foods is unhealthy for our bodies. <ul style="list-style-type: none"> - High in fat, salt and sugar - Low in minerals, vitamins and fibre • Discuss where take-away foods sit on the Aboriginal and Torres Strait Islander Guide to Healthy Eating. 		

What's in Take-Away?

EON Healthy Eating



EON KEY MESSAGE:	Fresh food is cheaper to buy than packaged and take-away foods		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	Sub-strand	Content	Focus Area
	Making healthy and safe choices	Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	Sustainable food choices
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> Food Pictures of take-away food 		
OUTLINE:	<ol style="list-style-type: none"> 1. Ask students to name some take-away foods. 2. Ask students why they would choose these foods if they went to the shops. 3. Ask students why they think these foods are bad for their bodies. 4. Discuss some of the consequences of eating too much take-away food. 5. Ask students to name some healthier options to choose or make from scratch and why this would be better for their health. 		
REFLECTION ACTIVITY:	Students write down one thing they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each student picks up a nearby response and reads it aloud.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Focus on chronic disease prevention when discussing with older students.		

