

# EON HEALTHY EATING KEY MESSAGES AND ASSOCIATED LESSON PLANS

## EON HEALTHY EATING



**EON** Foundation

<b>EON KEY MESSAGE:</b>	<b>Store foods can be used to make healthy meals.</b>
<p>This PDF contains all 12 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 <a href="mailto:admin@eon.org.au">admin@eon.org.au</a>.</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

## Bringing Home Good Food

### EON Healthy Eating



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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.
OUTLINE:	<ol style="list-style-type: none"> <li>1. Ask students why they would go into a store. What foods do they go there to buy?</li> <li>2. Categorise the foods mentioned as healthy 'everyday' foods or 'sometimes' foods.</li> <li>3. Discuss reasons why they choose unhealthy options.</li> <li>4. Talk about ways to avoid unhealthy choices and choose healthy foods. Ideas include: <ul style="list-style-type: none"> <li>• Having a shopping list</li> <li>• Avoiding certain areas</li> <li>• Not walking in hungry</li> <li>• Being aware of what is healthy/not healthy – how to read labels</li> <li>• Having a healthy recipe they want to try and make</li> <li>• Finding healthier food options to swap for unhealthy options</li> <li>• Budgeting</li> </ul> </li> </ol>		
REFLECTION ACTIVITY:	Ask students to write a note to an absent student with tips on how to avoid unhealthy foods when going to the store.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Talk to students about unhealthy food choices and link to chronic disease.		



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# LESSON GUIDE

## Choosing Milk

### EON Healthy Eating



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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)	Healthy options for snacks, meals and drinks.
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Milk nutrition information panels</li> <li>• Sample empty milk cartons – full milk, 2% and skim</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Ask the students: <i>What kind of milk do you drink?</i> If they don't know, show them examples of cartons of each type to see if that helps to identify the type of milk they usually drink.</li> <li>2. Pass out the milk nutrition information panels. Ask the students to figure out which type of milk may be the healthiest for them to drink by looking at what is on the nutrition information panels of the three different types of milk.</li> <li>3. Discuss their choices.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down the best milk choice for their health in their EON Food Diary.		
COOK / RECIPE:	Smoothie		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss the nutritional benefits of milk and why it is important for good health.		



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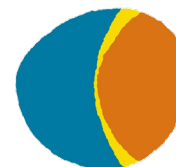
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# LESSON GUIDE

## Choosing Snacks

### EON Healthy Eating



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	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)	Healthy options for snacks, meals and drinks.
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>Printed examples of healthy and unhealthy snacks from the 'Food Group Pictures with Food Group Labels' file.</li> <li>Aboriginal and Torres Strait Islander Guide to Healthy Eating.</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>Ask students for ideas of healthy snacks.</li> <li>Talk about the differences between healthy snacks and unhealthy snacks, for example high in salt, sugar, fat and preservatives.</li> <li>Spread food pictures around the classroom and ask students to find the healthy snacks.</li> <li>Discuss their choices.</li> </ol>		
REFLECTION ACTIVITY:	Ask the students to write down their favourite snack in their EON Food Diary.		
COOK / RECIPE:	Popcorn or vegetables and dips.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss which food group the snacks belong to, using the Aboriginal and Torres Strait Islander Guide to Healthy Eating Guide.		



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# LESSON GUIDE

## Convince a Friend

### EON Healthy Eating



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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"> <li>Printed examples of healthy and unhealthy snacks from the 'Food Group Pictures with Food Group Labels' file.</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>Pair students up and provide each pair with one healthy and one unhealthy food card.</li> <li>Ask them to come up with a way to convince their partner to choose the 'everyday' healthy food instead of the 'sometimes' food.</li> <li>Have the students present their ideas to the class.</li> </ol>		
REFLECTION ACTIVITY:	Ask students for an example of how they could swap a 'sometime' food they eat, for an 'everyday' food. Have them write down their answers in their Food Diary.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss disease prevention through healthy eating with the students to highlight the importance of making healthy choices.		



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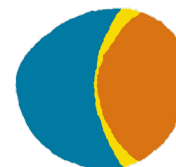
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# LESSON GUIDE

## Finding the Right Store Food

### 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)	Sustainable food choices.
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Storage Label Cards</li> <li>• Food Pictures</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Label an area of the classroom with the following labels                             <ul style="list-style-type: none"> <li>• Freezer</li> <li>• Fridge</li> <li>• Shelves</li> <li>• Fresh</li> </ul> </li> <li>2. Show the food cards and ask students to move to the labelled area where they would find that item of food in the store.</li> </ol>		
REFLECTION ACTIVITY:	Students present three key ideas they have learned from the activity. This could be done with a group or individually- oral or written in their EON Food Diary		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Ask students whether the food item was healthy or unhealthy, of if it was an everyday food or a sometimes food.		



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# LESSON GUIDE

## Glycaemic Index

### 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)	Healthy options for snacks, meals and drinks.
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>Glycaemic Index Information sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>Review what carbohydrates are and what their role is in our diet.</li> <li>Discuss the different types of carbohydrates found in store-bought foods.</li> <li>Discuss the quality of carbohydrate sources referring to the Glycaemic Index Information sheet.</li> <li>Using carbohydrate food cards, ask students to decide whether the food is a low GI or high GI food.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down 3 low GI carbohydrate sources they can get from the store.		
COOK / RECIPE:	Low GI recipe		
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 to blood sugar levels when too many high GI foods are consumed, and how this can impact on a person's health in the long term.</p> <p>Link to chronic disease prevention.</p> <p>Discuss why people with diabetes should eat low GI carbohydrates.</p>		



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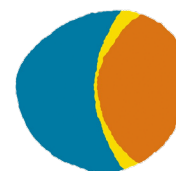
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# LESSON GUIDE

## Healthy Store Foods

### 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)	Sustainable food choices.
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Food Pictures</li> <li>• Aboriginal and Torres Strait Islander Guide to Healthy Eating</li> <li>• Aboriginal and Torres Strait Islander Guide to Healthy Eating Information Sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Provide store food pictures such as: Tinned food- fruit, veg, tuna, chicken, beans Dry foods- peas, lentils, rice, pasta, couscous, wholemeal bread, wraps Frozen- fruit, veg Liquid- UHT milk, olive oil.</li> <li>2. Ask the class where the pictures fit on the Aboriginal and Torres Strait Islander Guide to Healthy Eating.</li> <li>3. Ask the class to think about how they can use these foods to make meals.</li> <li>4. Ask the class for their ideas and discuss.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to find out what store foods they have at home and write these down in their EON Food Diary under the correct food group.		
COOK / RECIPE:	Tuna and tinned bean salad		
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

## Label Reading

### EON Healthy Eating



EON KEY MESSAGE:	Store foods can be used to make healthy meals and snacks		
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)	Healthy options for snacks, meals and drinks.
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>Nutrition Information Wallet Cards</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>Teach students to read and interpret nutrition information and front of package labels using the Nutrition Information Wallet Cards.</li> <li>Hand out food packages. Ask students to look at the labels and check if the food is healthy or not, with reference to the Nutrition Information Wallet Cards.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down one healthy food item and one unhealthy food item according to the Nutrition Information Wallet Cards.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		
EXTENSION IDEAS:	Discuss why it is important to avoid unhealthy food items in relation to reducing the risk of chronic disease.		



# LESSON GUIDE

## Make Your Label EON Healthy Eating



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	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"> <li>• Paper, sticky tape and markers</li> <li>• Food cans</li> <li>• Food packaging</li> <li>• Reading a Food Label Information Sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Talk to students about food labels and what information to look out for on labels: <ul style="list-style-type: none"> <li>• Brand name</li> <li>• Use by date</li> <li>• Storage information</li> <li>• Weight</li> <li>• Nutritional information</li> </ul> </li> <li>2. Talk to students about identifying healthy products by looking at the label using the 'Reading a Food Label Information Sheet' as a guide: <ul style="list-style-type: none"> <li>• Look at the ingredients list (ordered according to the quantity found in the product)</li> <li>• Look at the amount of added sugar</li> <li>• Look at the amount of trans fat or saturated fat</li> <li>• Look at what additives and preservatives are included</li> <li>• Fresh or unprocessed is best</li> <li>• Don't get fooled by healthy claims like 100% natural – check the label!</li> </ul> </li> <li>3. Get each student to create a food label for one of the food cans, and stick it on the can.</li> </ol>		
REFLECTION ACTIVITY:	Get students to take their cans home and explain their label to the family.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		



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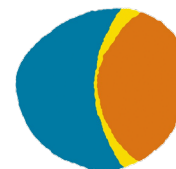
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# LESSON GUIDE

## Play Shop

### 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 wellbeing. (ACPPS054)	Sustainable food choices.
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Play Money</li> <li>• Food Pictures: Food group pictures with food group labels pdf. <i>Print the Healthy and unhealthy food items</i></li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Give students an amount of play money.</li> <li>2. Display the pictures of healthy and unhealthy food items and ask students to select foods to 'purchase' with their play money.</li> <li>3. Talk with the class about the foods they purchased.</li> <li>4. Show class the difference in the quantity of food that you can purchase when healthy options are chosen.</li> <li>5. Discuss what area of the store they would usually find healthy food choices: <ul style="list-style-type: none"> <li>• Tinned food, frozen food, fresh food, dried foods.</li> </ul> </li> </ol>		
REFLECTION ACTIVITY:	Ask students whether they would choose differently after the class discussion, and ask them to write their answers 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:	Find healthier food options to swap for any unhealthy foods available in the store.		



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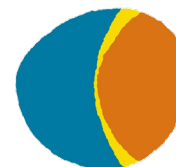
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## Pretend Storekeeper

### EON Healthy Eating



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	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"><li>Food pictures</li></ul>		
OUTLINE:	<ol style="list-style-type: none"><li>Ask students to pretend that they are a store owner.</li><li>Ask them what kinds of foods they would stock in their store, using Food pictures if needed.</li><li>Ask students if they would sell any unhealthy food? If so, what would they sell and where in the store would people find it?</li></ol>		
REFLECTION ACTIVITY:	Ask the students:  “What did you learn from the lesson that will be important for you when you go shopping in a store?”		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7 +		



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# LESSON GUIDE

## Thumbs Up!

### EON Healthy Eating



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	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"> <li>Food Pictures</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>Talk to students about the difference between healthy foods, sometimes foods and unhealthy foods.</li> <li>Discuss examples of 'everyday' foods, 'sometimes' foods and unhealthy foods.</li> <li>Show students that 'everyday' foods get a thumbs up, 'sometimes' foods get a sideways thumb and unhealthy foods get a thumbs down.</li> <li>Hold up different food pictures and ask students to put their thumbs up, down or sideways depending on whether they think it is a healthy, sometimes or unhealthy food.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write one thumbs up food, one sideways thumb food and one thumbs down food 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:	Find healthier food options to swap for any unhealthy foods available in the store.		



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