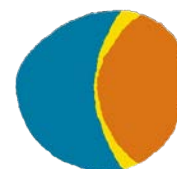


# EON HEALTHY EATING KEY MESSAGE 3

## LESSON PLANS

EON HEALTHY EATING



**EON** Foundation

### EON KEY MESSAGE:

Reduce intake of foods high in salt, fat and sugar as they bring diseases such as diabetes, kidney and heart disease.

This PDF contains lesson plans for the EON key message:  
“Reduce intake of foods high in salt, fat and sugar as they bring diseases such as diabetes, kidney and heart disease”.

Please see the accompanying PDF containing the resources referred to in these lesson plans.

### LESSON PLANS:

- Cholesterol Control
- Coke Experiment
- Energy Dense Nutrient Poor
- Food and Mood
- Good Sugar Bad Sugar
- Healthy Snacks from the Garden
- Our Bodies
- Processed vs Unprocessed
- Salt Cups
- Sneaky Sugars
- Time to Burn
- What is My Immune System?

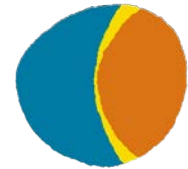


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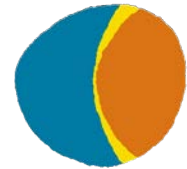
EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Investigate and select strategies to promote health, safety and well-being (ACPPS073)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Fats Information Sheet</li> <li>• Fatty Food Cards</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Talk to students about what cholesterol is, using the Fats Information sheet</li> <li>2. Discuss ways to reduce the risk of bad cholesterol levels rising through diet                             <ul style="list-style-type: none"> <li>• Trimming fat from meat</li> <li>• Reducing intake of processed food/ junk food</li> <li>• Reducing intake of deep-fried foods</li> <li>• Having low fat dairy</li> <li>• Eating more vegetables</li> </ul> </li> <li>3. Hold up food cards and ask students to name if they are high cholesterol or low cholesterol foods.</li> </ol>		
REFLECTION ACTIVITY:	<p>Ask students to write down one thing they learned from today's session and share it at home with their families.</p> <p>Write down one change you can make at home to reduce the amount of bad cholesterol containing food you eat.</p>		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year +		
EXTENSION IDEAS:	<ul style="list-style-type: none"> <li>• Ask students to name healthier alternatives to high cholesterol foods.</li> </ul>		



# LESSON GUIDE

## Coke Experiment

EON HEALTHY EATING



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EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
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>• Coke</li> <li>• Water</li> <li>• 2 plastic cups</li> <li>• Marker</li> <li>• 2 coins, old and dirty</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Ask class if soft drinks like coke are good for their health.</li> <li>2. Tell students that you are going to show them what drinks like coke could be doing to the inside of their body.</li> <li>3. Label one cup as coke and one as water.</li> <li>4. Place a coin in each glass, making sure that the class sees the coins in their original state.</li> <li>5. Fill one cup with coke and the other with water, as labelled.</li> <li>6. Ask class what they think will happen to each coin, ask them to write down their ideas into their food diary.</li> <li>7. Wait for 2 weeks and discuss observations with class.</li> <li>8. Results: Show class that the coin in the water remained the same, but the coin in the coke looks clean.</li> <li>9. Ask class if they think this is a good thing.</li> <li>10. Tell class that the coke has taken away the dirt, so it is good for cleaning, but our stomachs do not have dirt in them. Instead the coke will be acting like cleaning chemicals and harming our body.</li> <li>11. Ask students if they would drink cleaning products – because that is what coke is like.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down the key message of the lesson to share with an absent student.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		



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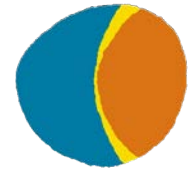
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EON HEALTHY EATING 

# LESSON GUIDE

## Energy Dense, Nutrient Poor

### EON HEALTHY EATING



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EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Discretionary foods from Food Pictures</li> <li>• Calories Information Sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Discuss what a calorie is with the class using the Calories Information Sheet.</li> <li>2. Talk about how weight gain occurs in terms of intake of high amounts of energy dense, nutrient poor food and drink.</li> <li>3. Discuss that discretionary foods are energy dense and nutrient poor.</li> <li>4. Provide examples such as sodas, hot chips, crisps, chocolates and why they are energy dense but nutrient poor.</li> <li>5. Ask students how they could make a nutrient poor food have more nutrients or less energy.</li> <li>6. Split into smaller groups and provide each group with an energy dense nutrient poor food that they need to try to increase nutrient content or reduce energy levels.</li> <li>7. Ask groups to share their ideas with the rest of the class.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write their favourite idea in their EON Food Diary		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		



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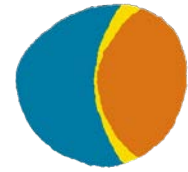
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# LESSON GUIDE

## Food and Mood

### EON HEALTHY EATING



**EON Foundation**

EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
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>• Food Mood Chart</li> <li>• Food Pictures                             <ul style="list-style-type: none"> <li>○ Unhealthy food pictures</li> <li>○ Healthy food pictures</li> </ul> </li> </ul>		
OUTLINE: 20-30 MINS	<ol style="list-style-type: none"> <li>1. Talk to students about the side effects of unhealthy food choices on our mood                             <ul style="list-style-type: none"> <li>• Sugar crash, tired</li> <li>• Annoyed</li> <li>• Angry</li> <li>• Negative thoughts</li> </ul> </li> <li>2. Talk to student about the benefits of healthy food choices on our mood                             <ul style="list-style-type: none"> <li>• Happy</li> <li>• Energetic</li> <li>• Fresh</li> <li>• Positive thoughts</li> </ul> </li> <li>3. Have students draw pictures of foods on the Food Mood Chart</li> <li>4. Ask students to share their Food Mood Chart with the class</li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down a good mood food that they should eat more often in their EON Food Diary OR Ask students to draw and colour in their favourite good mood food		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		
EXTENSION IDEAS:	<ul style="list-style-type: none"> <li>• Ask students where they can find their good mood foods.</li> </ul>		



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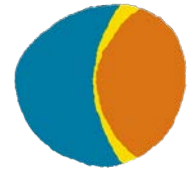
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# LESSON GUIDE

## Good Sugar, Bad Sugar!

EON HEALTHY EATING



**EON** Foundation

EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
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>• Aboriginal and Torres Strait Islander Guide to Healthy Eating</li> <li>• Carbohydrates Information Sheet</li> </ul>		
OUTLINE: 30-40 MINS	<ol style="list-style-type: none"> <li>1. Sugar is found in a lot of food. Discuss the major sources of sugar.</li> <li>2. Ask class where they can find sugar in foods.</li> <li>3. Discuss the Aboriginal and Torres Strait Islander Guide to Healthy Eating and show class all the groups where sugar comes from: Grains, Dairy, Vegetables, Fruit, Junk foods</li> <li>4. Differentiate between sugar from natural foods and junk foods.</li> <li>5. Discuss which sugars to eat less of and limit vs the sugars to have everyday and why: <ul style="list-style-type: none"> <li>• Added sugars like the sugar in chocolates and soft drinks do not have any nutritional benefit</li> <li>• Natural sugars that are in whole foods like fruits and grains are good for your body as they give you good energy and help you GO GO GO!!</li> </ul> </li> </ol>		
REFLECTION ACTIVITY:	Ask students to list down one sugar source from each food group in their EON Food Diaries		
COOK / RECIPE:	Natural sugar chocolate balls		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input type="checkbox"/> Year 7+		

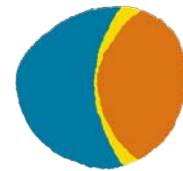


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EON HEALTHY EATING 



EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
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>The outdoor garden</li> <li>Aboriginal and Torres Strait Guide to Healthy Eating</li> </ul>		
OUTLINE: 20-30 MINS	<ol style="list-style-type: none"> <li>Take class outside to talk about how the fruit and vegetables can be turned into snack foods.                             <ul style="list-style-type: none"> <li>Corn → roasted/ popcorn</li> <li>Vegetable sticks and dips</li> <li>Fruit salads</li> </ul> </li> <li>Activity:                             <ul style="list-style-type: none"> <li>Have students share their favourite snack foods</li> <li>Discuss these as healthy or unhealthy using the Aboriginal and Torres Strait Guide to Healthy Eating</li> <li>Get class to suggest ideas for healthier swaps</li> </ul> </li> </ol>		
REFLECTION ACTIVITY:	Ask students to write down their healthy snack ideas in their EON Food Diary and share it with their families at home		
COOK / RECIPE:	Fruit salad or spiced popcorn or a dip recipe		
APPROPRIATENESS:	<input checked="" type="checkbox"/> KK-Year 2	<input checked="" type="checkbox"/> Years 3-6	<input checked="" type="checkbox"/> Year 7+



# LESSON GUIDE

## Our Bodies!

### EON HEALTHY EATING



EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
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>• Body chart</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Use the body chart to talk about the negative effects of salt, sugar and fat on the body.</li> <li>2. Ask students to fill in the body chart with foods that will damage the different parts of your body.</li> </ol>		
REFLECTION ACTIVITY:	Ask the students to list 3 unhealthy foods and how they affect the body in their EON Food Diary.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	<p>Ask students to draw a healthy picture of themselves and an unhealthy picture of themselves.</p> <p>OR</p> <p>Ask students to write a few sentences on how healthy eating prevents disease.</p>		

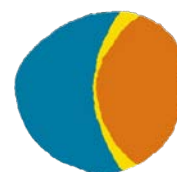




# LESSON GUIDE

## Processed vs Unprocessed

EON HEALTHY EATING



**EON** Foundation

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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>• Processed vs Unprocessed Chart</li> <li>• Food pictures</li> <li>• <a href="https://baker.edu.au/-/media/documents/fact-sheets/baker-institute-factsheet-carbohydrates-and-glycaemic-index.pdf">https://baker.edu.au/-/media/documents/fact-sheets/baker-institute-factsheet-carbohydrates-and-glycaemic-index.pdf</a></li> </ul>		
OUTLINE: 20- 30 MINS	<ol style="list-style-type: none"> <li>1. Talk to students about the difference between processed and unprocessed foods.</li> <li>2. Explain that processed food is food where all the goodness is taken out because they add extra ingredients and take a lot of the fibre out of the foods.</li> <li>3. These foods only give short bursts of energy and are not good for our health to have every day.</li> <li>4. Unprocessed food does not have its goodness taken out, stays in its natural form, the fibre stays in and it keeps you fuller for longer and has more nutrients.</li> <li>5. Show class the Processed vs Unprocessed Chart.</li> <li>6. Ask students to move food pictures onto the whiteboard or floor into processed food or unprocessed food.</li> <li>7. Ask students to identify commonly eaten processed foods and find swaps that are unprocessed.</li> </ol>		
REFLECTION ACTIVITY:	Write down your favourite unprocessed foods in you 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 what happens to blood sugar levels when processed foods are eaten compared to unprocessed food. Refer to link to Baker Institute Glycaemic index information sheet.		



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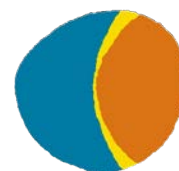
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EON HEALTHY EATING 

# LESSON GUIDE

## Salt Cups

EON HEALTHY EATING



**EON** Foundation

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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>• Salt Information Sheet</li> <li>• Clear plastic cups</li> <li>• Teaspoon</li> <li>• Salt</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Talk to students about salt and different sources of salt, and why too much salt is bad for their health.</li> <li>2. Give students a cup of salt and an empty cup and ask them to estimate how much salt they could have in a day.</li> <li>3. Discuss the students' answers.</li> <li>4. Show students the recommended amount of salt – 1 teaspoon.</li> </ol>		
REFLECTION ACTIVITY:	Ask student to write down how they can cut back the amount of salt they eat in their EON Food Diaries		
COOK / RECIPE:	Spiced not salted popcorn		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Discuss link between salt intake and chronic disease with older age groups referring to Heart Disease information sheet.		



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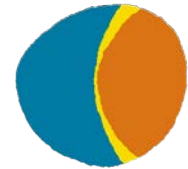
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EON HEALTHY EATING 

# LESSON GUIDE

## Sneaky Sugars!

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>• Nutrition Information Wallet Cards</li> <li>• Food packaging or pictures of nutrition information panels</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. It is okay to have sugary foods as a treat or on special occasions, but sugar is found in a lot of food that people have every day!</li> <li>2. Ask students to name some common foods containing lots of sugar:             <ul style="list-style-type: none"> <li>• Ice-cream</li> <li>• Lollies</li> <li>• Chocolates</li> <li>• Soft drinks</li> </ul> </li> <li>3. Now split students into groups and give them each a food packaging or nutrition information panel labels of some commonly eaten foods that people often think are healthy             <ul style="list-style-type: none"> <li>• Cereals</li> <li>• Muesli bar</li> <li>• Yoghurts</li> </ul> </li> <li>4. Provide students with a Nutrition Information Wallet Card and ask them to compare the sugar level of their product.</li> <li>5. Ask students to identify their product as a green, yellow or red zone of sugar content and share this information with the class.</li> </ol>		
REFLECTION ACTIVITY:	Ask student to write one green, one yellow and one red zone item 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 if they can name a healthier alternative to the products that they identified as unhealthy.		



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# LESSON GUIDE

## Time to Burn

### EON HEALTHY EATING



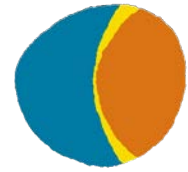
EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and well-being (ACPPS036)	Food groups and recommendations for healthy eating
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Walk It Off Poster</li> <li>• Calories Information Sheet</li> </ul>		
OUTLINE:	<ol style="list-style-type: none"> <li>1. Discuss the concept of calories from food contributing to weight gain and exercise helping to burn these calories. Use the Calories Information Sheet.</li> <li>2. Compare the amount of energy from healthy food with unhealthy, discretionary food choices.</li> <li>3. Discuss that foods with more calories take longer to burn off.</li> <li>4. Ask students to guess how long you would need to walk to burn off the calories from certain foods.</li> <li>5. Use the Walk it Off information Sheet for examples to use in class.</li> </ol>		
REFLECTION ACTIVITY:	Ask students to share the most surprising food item that was discussed in class and tell them to write it in their EON Food Diary and share with their families.		
APPROPRIATENESS:	<input type="checkbox"/> KK-Year 2 <input checked="" type="checkbox"/> Years 3-6 <input checked="" type="checkbox"/> Year 7+		
EXTENSION IDEAS:	Talk to students about the importance of choosing healthy options to reduce weight as excessive weight gain can link to chronic illnesses such as diabetes and heart disease.		



# LESSON GUIDE

## What is My Immune System?

EON HEALTHY EATING



**EON** Foundation

EON KEY MESSAGE:	Reduce intake of foods high in salt, fat and added sugar as they bring diseases such as diabetes, kidney and heart disease.		
AUSTRALIAN CURRICULUM: HEALTH & PHYSICAL EDUCATION	SUB-STRAND	CONTENT	FOCUS AREA
	Making healthy and safe choices	Identify and practice strategies to promote health, safety and wellbeing (ACPPS036)	Nutritional requirements and dietary needs
RESOURCES/EQUIPMENT:	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Guide to Healthy Eating (ATSI GTHE)</li> <li>• Food Cards</li> </ul>		
OUTLINE: 15-20 MINS	<ol style="list-style-type: none"> <li>1. Explain that the immune system is our body's shield and defence from germs and sickness.</li> <li>2. Discuss that everyday foods from the 5 food groups on the ATSI GTHE will help keep our immune system strong.</li> <li>3. Zombie foods or junk foods that are high in salt, sugar and fat will weaken our immune system.</li> <li>4. So what kind of foods should we eat to make our immune system strong? Use food cards for students to identify whether they will make their immune system 'Strong' or 'Weak'.</li> </ol>		
REFLECTION ACTIVITY:	Students write down what they learned on a piece of 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+		



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