PDHPE   Early Stage 1

Nutrition and food groups

Activity context

This activity complements the COGs unit *Healthy choices (D)*. Students develop an understanding of basic positive health practices. This activity focuses on classifying healthy and unhealthy foods.

It can be utilised as part of another Personal Development, Health and Physical Education unit of work.
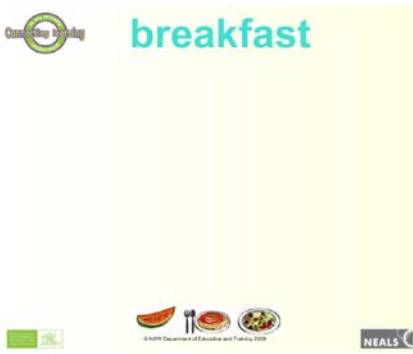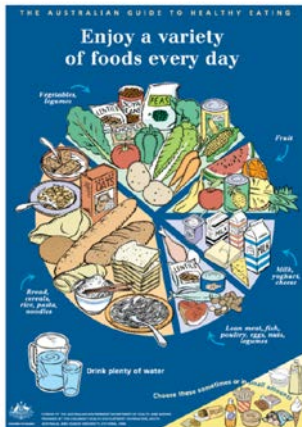
Syllabus links:
PHES1.12 Displays basic positive health practices • talks about different foods that keep them healthy DMES1.1 Identifies some options available when making simple decisions • classifies foods as healthy and unhealthy.

Notebook page	Activity
breakfast	Ask students what they had for breakfast. Record their responses on the board using the pen function. Discuss why breakfast is an important meal. Ask students: • what they think the word *break-fast* means? • How do you know when you need breakfast? • how do you feel when you don't eat breakfast? • how do you feel when you do eat breakfast?
THE AUSTRALIAN GUIDE TO HEALTHY EATING Enjoy a variety of foods every day	Show the *Australian guide to healthy eating.* Discuss the different food groups on the chart. Ask students: • which foods do you think you should eat the most of? • what foods are healthy? • what foods are least healthy? • What is the difference between healthy and unhealthy food? • Who chooses what you have for breakfast...lunch... dinner? Reinforce that each family is different and may have different preferences.

As a class, sort the pictures of food around the plate into different groups as indicated on the *Australian guide to healthy eating* plate*.*

- Breads/cereals/rice/pasta/noodles
- Vegetables
- Fruit
- Dairy/milk
- Meats.

Ask students:

- what are your favourite foods from each of these groups?
- which foods do you think you eat the most of?
- what foods do you eat from each group that are not on the plate?

Chose students to click the die to show a healthy eating scenario. The teacher reads the scenario to the class and the students give suggestions for possible solutions. For example:

- No Breakfast- David did not have any breakfast this morning. He ran around the playground and felt sick. What could he do? Should he tell someone?
- Is it healthy? - Cassie has a vegemite sandwich, an apple and some water for lunch. Is this a healthy lunch? How do you know?
- Chips - Linh only had a packet of chips for lunch today. Is this a healthy lunch? How do you think she would feel after lunch? What could she do?
- No drink - Kim has lots of food but nothing to drink on a very hot day. Why did she feel sick and tired?
- Make up two more and add to the dice.

Refer to food, sleep, water and exercise as giving the body energy and the effects on our body when we do not receive this energy.

Assessment strategies:

The teacher:

- observes student responses during participation in discussion of why breakfast is an important meal.
- observes student responses during participation in sorting the pictures of food around the plate into the foods groups.

Assessment criteria:

The student:

- can identify healthy and unhealthy foods
- can give possible solutions when making simple decisions.

These criteria relate to outcomes and PHES1.12 and DMES1.1

The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.