

PDHPE

Stage 3

Our guidelines to healthy eating

Activity context

This activity investigates the guidelines for healthy eating. These provide information about the amounts and kinds of food that you need to eat each day to get enough of the nutrients essential for good health and well being. Healthy eating habits throughout life will also reduce the risk of health problems in later life such as heart disease, cancer, obesity and diabetes. This lesson and the curriculum materials have been designed to promote positive attitudes towards fruit and vegetable among primary school-aged students and supports the Crunch & Sip resource for Stage 3.

Syllabus links:

- PHS3.12 Explains the consequences of personal lifestyle choices
 - explains the consequences of regularly eating take away foods
- DMS3.2 Makes informed decisions and accepts responsibility for consequences
 - describes the factors that influence personal health choices.

Notebook page	Activity
<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>1</p> </div> <div style="border: 1px solid black; padding: 10px; width: 80%;"> <p style="text-align: center;">Message from the Prime Minister's Office, Australia</p> <p>Dear Young Person,</p> <p>I am very concerned about the number of people who regularly eat takeaway foods. I believe these are generally <i>not</i> the best choice to eat everyday.</p> <p>As a young person of Australia, I would like your advice.</p> <p>While there is no easy answer, I propose that a good place to start is to establish a set of dietary rules that all young Australians can follow. These rules will help young people choose foods that are nutritious as well as stay fit and healthy both now and in the future.</p> </div> <div style="text-align: center;"> <p>3</p> </div> </div>	<p>Display the first slide of the presentation allowing time for students to read the letter.</p> <p>Choose a student to reveal the pull tab for question one.</p> <p>1) What are some of the consequences of regularly eating take away foods?</p> <p>As a class, discuss the question.</p> <p>Repeat the process with the other questions.</p> <p>2) Give examples of foods you consider people should eat more of.</p> <p>3) Where do we get fruit and vegetables?</p> <p>4) What foods should people eat less of?</p> <p>At the conclusion of the discussion ask students</p> <p>5) What advice would you have for the Prime Minister?</p>
<div style="text-align: center; border: 1px solid blue; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> <p>What are some healthy eating guidelines for children and adolescents?</p> </div>	<p>Using a board pen, brainstorm ideas for healthy eating guidelines for children and adolescents from the class. Provide examples if the discussion is not leading towards the actual dietary guidelines.</p> <p>Develop a class consensus or agreement on these ideas.</p>

Dietary Guidelines for Children and Adolescents

Encourage and support breastfeeding.

Children need appropriate food and physical activity for normal growth and development.

Growth should be checked regularly.

Enjoy a wide variety of nutritious foods.

Eat plenty of breads and cereals, vegetables (including legumes) and fruits.

Low fat diets are not suitable for young children. For older children, a diet low in fat and in particular, low in saturated fat, is appropriate.

Encourage water as a drink. Alcohol is not recommended for children.

Eat only a moderate amount of sugars and foods containing added sugars.

Choose low salt foods.

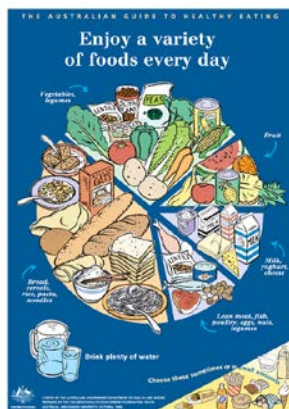
Eat foods containing calcium.

Eat foods containing iron.

Discuss the similarities and differences between the class ideas and the actual guidelines.

Students then write a draft reply to the prime minister's letter.

The class may like to come up with their own healthy eating guidelines e.g. 6J's healthy eating guidelines.



Ask students:

- why have the guidelines have been developed for young Australians?

Discuss the guidelines and what they mean to the students.

- compare their rules with the Dietary Guidelines.
- note the similarities and differences.
- discuss the different ways these guidelines could be promoted.

Use this page to discuss elements of the *Australian Guide to Healthy Eating* with regard to the guidelines created by the students.

Assessment strategies:

The teacher:

- observes and analyses student interaction and responses during group discussions.

Assessment criteria:

The student:

- identifies the dietary rules for children and young people
- identifies the similarities and differences between the class rules and the actual guidelines.

These criteria relate to outcomes and PHS3.12 and DMS3.2.

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