



# PDHPE

# Early Stage 1

## Sometimes or everyday

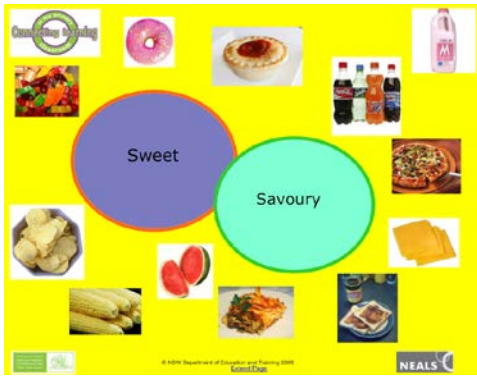
### Activity context

This activity could be used as part of the *Personal Health Choices* content strand. It provides students with the opportunity to classify foods as healthy or unhealthy. The activity could be used for students working individually at the board for slides 1 and 2 or in small groups or a class group for the remaining slides. This activity has been adapted from the *Crunch and Sip* resource package.

### Syllabus links:

- PHES1.12 Displays basic positive health practices
  - identifies a range of foodstuffs and groups them accordingly
- DMES1.2 Identifies some options available when making simple health choices
  - classifies foods as healthy for you, not healthy for you.

Notebook page	Activity
	<p>Ask students to come to the board and drag the food into the circle which best fits i.e. Is that food a product the student has tasted or a product they have not tasted?</p> <p>Have students share their responses with the class. Ask students to raise their hand and show which foods they have tasted.</p> <ul style="list-style-type: none"> <li>which are the foods our class has tasted the most?</li> <li>are there any foods that could go in both circles? Why?</li> <li>are there any foods that do not fit in the circles? Why?</li> </ul>
	<p>Have individuals use the board to make decisions about different foods. Ask a student to drag the food into the circle which best fits i.e. Is that food a product the student likes or a product they dislike?</p> <p>On conclusion of the activity have individuals share their responses with the class. Ask students to raise their hand and show which foods they dislike.</p> <ul style="list-style-type: none"> <li>Which are the foods our class like the most?</li> <li>Are there any foods that could go in both circles? Why?</li> <li>Are there any foods that do not fit in the circles? Why?</li> </ul>

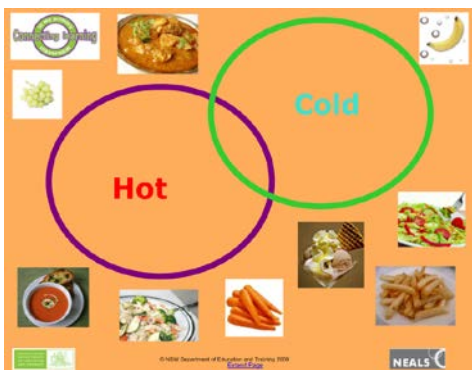


Discuss with students sweet and savoury foods. Have students think about foods which are sweet and foods which are not sweet. Introduce the word savoury for foods which are not sweet. Identify with students that foods can be sweet (e.g. honey), savoury (e.g. chips), sour (e.g. a lemon) or bitter (e.g. vinegar).

As a class use the board to make decisions about different foods. Have a student drag the food into the circle which best fits i.e. Is that food sweet or savoury?

Ask students:

- are there any foods that could go in both circles? Why?
- are there any foods that do not fit in the circles? Why?



Discuss with students hot and cold foods. Have students think about foods which are usually eaten hot or cold.

As a class use the board to make decisions about different foods. Have a student drag the food into the circle which best fits i.e. Is that food hot or cold?

As a class sort the pictures into their circles according to the different headings by dragging the food item into the circle.

Ask students:

- are there any foods that could go in both circles? Why/ Why not?
- are there any foods that do not fit in the circles? Why/ Why not?



Ask students:

- what does sometimes mean? (Responses may include: every now and then, once a month, once a day).
- what does everyday mean?

Discuss with students that some foods should be eaten everyday and others foods should be eaten only every now and then e.g. once a week.

As a class use the board to make decisions about different foods. Have a student drag the food into the circle which best fits i.e. Should that food be eaten everyday (foods in the *Australian Guide to Healthy Eating plate*) or foods that should be eaten sometimes (foods which do not fit into the plate)?

Ask students:

- are there any foods that could go in both circles? Why/ Why not?
- are there any foods that do not fit in the circles? Why/ Why not?

Create a large floor poster which is divide into 2 sections, everyday and sometimes. Have students cut out pictures of food products from magazines. On the floor poster have students place the pictures they have cut into the correct area (sometimes of everyday). Display this poster in the classroom.

<p><b>Assessment strategies:</b> The teacher:</p> <ul style="list-style-type: none"><li>• observes student involvement in class discussion when classifying foods.</li></ul> <p><b>Assessment criteria:</b> The student:</p> <ul style="list-style-type: none"><li>• identifies a range of foodstuffs and groups them according to their sources</li><li>• talks about different foods that keep them healthy</li><li>• classifies foods as healthy for you, not healthy for you</li></ul> <p>These criteria relate to outcomes PHES1.12 and DMES1.2.</p> <p><i>The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.</i></p>	