



PDHPE

Stage 1

What to eat.

Activity context

This activity supports learning about Personal Health Choices and focuses on healthy eating. This activity particularly focuses on balanced eating habits and food choices for good health.

This resource is based on activities from the Crunch & Sip resource for Stage 1.

Syllabus links:

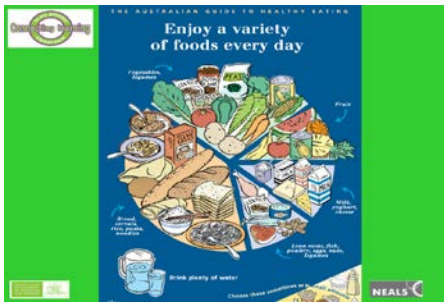
PHS1.12 Recognises that positive health choices can promote wellbeing

- talks about different foods that keep them healthy
- identifies a range of foodstuffs and groups them according to their source e.g. vegetable, meat, dairy, fruit

COS1.1 Communicates appropriately in a variety of ways

- responds to simple instructions and rules.

Notebook page	Activity												
	<p>As a class, brainstorm different types of foods. Use the pen function to record these on the board.</p>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 16.6%;">meat</th> <th style="width: 16.6%;">fruit</th> <th style="width: 16.6%;">vegetables</th> <th style="width: 16.6%;">bread/cereals</th> <th style="width: 16.6%;">dairy</th> <th style="width: 16.6%;">sometimes</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	meat	fruit	vegetables	bread/cereals	dairy	sometimes							<p>Use the foods identified by the class for this activity.</p> <p>As a class, group foods according to type, e.g. fruit, vegetables, meat, breads and cereals, dairy, sometimes foods. Write the food example into the correct column of the table.</p> <p>Discuss the concept of balanced eating, everyday foods and sometimes foods i.e. a combination of foods from all of the food groups, and the benefits of eating more everyday foods from each of these groups and smaller amounts of sometimes foods.</p>
meat	fruit	vegetables	bread/cereals	dairy	sometimes								



Display *The Australian guide to healthy eating*. Emphasise to students the size of each piece of pie is important. Foods which make up the largest sections of the plate represent those that we need more of. Ask students:

- why do some foods make up a larger section of the plate than other foods? (Necessary for body functions such as providing energy to move)
- why do we need more of some foods?
- how do these foods help the body to work?
- do you recognise foods that you eat regularly?



Discuss the following:

- what are the everyday foods?
- what are the sometimes foods? Why are these sometimes foods?
- what type of foods do our bodies need most and least?
- why do you think our bodies need a balance of different foods?
- what do you think would happen if we didn't eat these foods and only ate the sometimes foods?



Assessment strategies:

- observes student responses to questions about the functions of foods and amounts of foods needed from the *Australian guide to healthy eating plate* for correct functioning.

Assessment criteria:

The student:

- recognises that a variety of food is needed for good health
- talks about the importance of eating healthy food

These criteria relate to outcomes and PHS1.12 and COS1.1

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