Food and you, Foundation

Foundation Level



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Introduction to the unit of work

**Unit of work:** Food and you

**Time (approximate):** 120 minutes (4 × learning activities)

**Curriculum level:** Foundation

**Curriculum areas:**  Design and Technologies

Health and Physical Education

Overview

Students explore foods for healthy eating and learn that discretionary foods are those that should be eaten only sometimes and in small amounts. They take part in an interview about discretionary foods and identify and prepare a healthy snack that could be eaten every day.

Learning intentions

* Explore different foods and group them according to the five food groups.
* Identify and explain what a discretionary food is and why they should be eaten only sometimes and in small amounts.
* Recognise the ingredients needed and the steps required in making a healthy snack.

Victorian Curriculum correlation

|  |  |
| --- | --- |
| **Design and Technologies strands** | **Health and Physical Education strand** |
| Technologies Contexts  Creating Designed Solutions | Personal, Social and Community Health |
| **Achievement Standards (extract)** | |
| By the end of Level 2, students:   * identify the features and uses of some technologies for the prescribed technologies contexts (food specialisations). With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. | By the end of Foundation Level, students:   * identify actions that help them be healthy, safe and physically active. |
| **Content Descriptions (extract)** | |
| Food specialisations   * Explore how food is selected and prepared for healthy eating ([VCDSTC016](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC016))   Investigating   * Explore needs or opportunities for designing, and the technologies needed to realise designed solutions ([VCDSCD018](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)) | Contributing to health and active communities   * identify actions that promote health, safety and wellbeing ([VCHPEP062](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP062)) |

This unit of work also builds on the Victorian Early Years Learning and Development Framework, Outcome 3, in which children show an increasing awareness of healthy lifestyles and good nutrition.

Advice and teaching considerations

* Consider spaces for practical lessons, e.g. school canteen, staff kitchen, wet area in your classroom.
* Invite parents or carers to come in and help with the practical class.
* Ask the canteen manager to come in and talk to students about some healthy snacks they sell.
* Consider a cross-curricular link with Digital Technologies by getting students to learn an algorithm for the steps of their recipe – Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems ([VCDTCD017](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD017)).
* See [Ideas to try with your foundation class](http://fuse.education.vic.gov.au/?58YNC9) for tips on using digital resources in your prep classroom.

Learning activities, resources and tips

Learning activity 1: Five food groups and discretionary foods

*Learning intention:*

*Explore different foods and group them according to the five food groups.*

* Introduce students to the five food groups in the Australian Guide to Healthy Eating diagram.
* Bring in a range of foods for students to sort into the five food groups or use the worksheet with images of food ([Appendix 1](#Appendix1)). Include discretionary foods, and sort these into their own group alongside the five food groups, too.
* Discuss with students why discretionary foods should be eaten only sometimes and in small amounts.
* Students can take photos and display food groups on a collage.
* To finish the class, or as a further activity if time allows, students can play the online Food Balance Game, where they must choose healthy foods from the five food groups.

Essential resource

* [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) diagram, showing the five food groups

Optional resources

* Worksheet containing food images ([Appendix 1](#Appendix1)), if not bringing food products into the classroom, or a collection of your own from magazines or websites
* Digital tools for a collage – PowerPoint or AutoCollage (available on [eduSTAR](https://www.edustar.vic.edu.au/catalogue/Pages/SoftwareHome.aspx)) or Pic Collage (iPad)
* [Food Balance Game](https://www.eatforhealth.gov.au/nutrition-calculators/food-balance), in which students choose healthy foods from the five food groups

Tip

If you have a kitchen garden, students can take photos of the garden to add to their collage.

Learning activity 2: Rethink sugary drinks

*Learning intention:*

*Identify and explain what a discretionary food is and why they should be eaten only sometimes and in small amounts.*

* As a class, brainstorm the different types of drinks available.
* Get students to predict how many teaspoons of sugar are in a cup (250mL) of different types of drink.
* Use the worksheet ([Appendix 2](#Appendix2)) to match up the sugar content with popular drinks. (Answers: 250mL water contains 0 teaspoons of sugar, 250mL soft drink contains 7 teaspoons of sugar and 250mL juice contains 6 teaspoons of sugar.)
* As a class, discuss why water is an everyday food and other drinks are discretionary foods. What are some occasions when people drink sugar-sweetened beverages?
* Students then use pictures of a teaspoon ([Appendix 3](#Appendix3)) to show how many teaspoons of sugar are in all the different types of drink.

Essential resource

* ‘How much sugar’ worksheet ([Appendix 2](#Appendix2)).

Tip

* To demonstrate how much sugar is in popular drinks, bring in different types of drinks and then measure out the sugar in each drink into an empty glass.

Note

This lesson and [Appendix 2](#Appendix2) is adapted from the [Making healthy choices, making healthy food](http://fuse.education.vic.gov.au/?5DNLYN) resource produced by Home Economics Victoria for the Department of Health.

Learning activity 3: Discretionary foods interview

*Learning intention:*

*Identify and explain what a discretionary food is and why they should be eaten only sometimes and in small amounts.*

* In pairs or small groups, students set up and conduct a 30-second to one-minute interview on the topic:
* What is a discretionary food and why should they be eaten only sometimes?
* In their groups, students decide on the interview questions to be asked, who is going to be the interviewer and who is being interviewed.
* Students record their interviews.
* Interviews are shared with the whole class and/or on an online collaborative space.

Essential resource

* An application to record the interviews, such as iMovie or OneNote

Tips

* iMovie can be used to film the interview on an iPad.
* The interview could be recorded using voice recording tools on an iPad, computer or mobile phone.
* Use the [record function](https://support.office.com/en-us/article/Record-audio-or-video-notes-b90fa4a2-253b-47ec-99bd-c9b368268465) in OneNote to embed an audio file on the page.

Learning activity 4: Practical session: Make a healthy snack

*Learning intention:*

*Recognise the ingredients needed and the steps required in making a healthy snack.*

* Ensure students understand food safety and hygiene (see the Department of Education’s [Clean Hands](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/hygiene.aspx) curriculum resources).
* Students use the ‘Recipe for a healthy snack’ worksheet ([Appendix 4](#Appendix4)) to document how they will make fruit kebabs and yoghurt. They document:
* the ingredients and the steps in the process
* the food groups represented
* why this is a snack that can be eaten every day.
* As a class, make fruit kebabs and yoghurt.
* Chop fruit and thread onto skewers.
* Serve with low-fat store-bought yoghurt.

Essential resources

* Department of Education’s [Clean Hands](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/hygiene.aspx) curriculum resources
* ‘Recipe for a healthy snack’ worksheet ([Appendix 4](#Appendix4))

Tips

* Other recipe ideas:
* vegetables and dip
* banana smoothie
* pikelets
* popcorn
* pita bread wraps.
* Tips for [food preparation classes](http://www.foodafactoflife.org.uk/section.aspx?t=124&siteId=14&sectionId=62) with 5–8 year olds.
* Students could draw or photograph the steps of the recipe to add to their worksheet.

Further resources

The [Eat for Health](https://www.eatforhealth.gov.au/) website outlines the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. It has a range of resources for teachers including:

* information on the five food groups
* Australian Guide to Healthy Eating poster
* Food Balance games
* free posters and resources available to order for display in the classroom
* other downloadable and printable resources.

Information about how much sugar is in popular drinks can be found at:

* [Rethink sugary drinks FUSE resource](http://fuse.education.vic.gov.au/?TBB7QQ)
* [‘How much sugar is in ...?’ table](http://www.rethinksugarydrink.org.au/how-much-sugar)

The Department of Education’s Clean Hands curriculum resources aimed at this age group include:

* [Clean Hands lesson plans for P–2](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/hygiene.aspx)
* ‘[Be a Soapy Hero!’ animation](https://www.betterhealth.vic.gov.au/soapy-hero)
* ‘Be a [Soapy Hero’ poster](http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/physed/soapyheroclassresource.pdf)

Useful resources for safety and hygiene include:

* [Food allergies guidelines](http://www.education.vic.gov.au/school/principals/spag/health/Pages/allergies.aspx)
* [Guidelines for the prevention of anaphylaxis in schools, preschools and childcare](https://www.allergy.org.au/health-professionals/papers/prevent-anaphylaxis-in-schools-childcare)
* [Hand hygiene guidelines](http://www.education.vic.gov.au/school/principals/spag/health/Pages/personalhygiene.aspx)
* [Hand hygiene teaching resources](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/hygiene.aspx)
* [Safe food handling guidelines](http://www.education.vic.gov.au/school/principals/spag/governance/pages/foodhandling.aspx)
* [Food and healthy eating guidelines](http://www.education.vic.gov.au/school/principals/spag/finance/pages/canteen.aspx)

Appendix 1

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| --- | --- | --- |
| Broccoli | Flavoured yoghurt | Eggplant |
| Raw fish at fishmonger's | Raw steak | Pears |
| Iced donut | Can of green peas | Cola soft drink |
| Different types of dried pasta | Fig | Different types of cheese |
| Eggs | Tofu | Assorted nuts |
| Dried mixed vegetables | Milk | Chickpeas |

Appendix 2

**How much sugar?**

Draw a line from each of the drinks to the number of teaspoons   
of sugar found in that drink.

|  |  |  |
| --- | --- | --- |
| Glass of water  glass of water  (250mL) |  | 6  teaspoons of sugar |
| Glass of soft drink  glass of soft drink  (250mL) |  | 0  teaspoons of sugar |
| Glass of orange juice  glass of fruit juice  (250mL) |  | 7  teaspoons of sugar |

Appendix 3

**Teaspoons of sugar**

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Appendix 4

**Recipe for a healthy snack**

**1.** List the ingredients you need.

**2.** Circle the food groups that   
the ingredients belong to.

*grains and cereals*

*vegetables and legumes/beans*

*lean meat and chicken, eggs, nuts, seeds, tofu, legumes/beans*

*milk, cheese, yoghurt*

*fruit*

**3.** Draw what you will do.

**4.** I can eat this snack every day because …