

Part 1: Choosing the best foods

Age: 5-6-years

VALUES STATEMENT

Integrity

Integrity is ensuring consistency between words and deeds. Wisdom is 'knowing the best thing to do, and doing it'. Choosing healthy food making a wise choice. When we know the rules for healthy living, then we owe it to ourselves to live up to these standards.

AIM

To guide students in making healthy choices and to foster an appreciation of food in its most natural form.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- recognise and identify a variety of different fruits and vegetables.
- understand the difference between naturally grown foods and foods that people have developed or changed.
- explain where foods originate from.
- explain why food can be healthy or unhealthy.

Skills & Process Objectives

- classify foods into animal/plant groups.
- classify fruits and vegetables into colour groups.
- classify tastes of sweet, salty and sour.
- identify smells of foods.

Attitudes & Values Objectives

- explain the meaning of 'wisdom' and 'wise'.
- be able to make wise choices.

ACTIVITIES

week	
1	<p>Discussion questions: What are your favourite foods? Why do we need food? How does food help you stay healthy? Which foods help you stay healthy?</p> <p>Activity Sheet 1a – Choosing the best foods</p>

2	<p>Discussion questions: What does it mean to be healthy? What do we eat for snacks? Which are the healthiest snacks?</p> <p>What is healthy food?</p> <ul style="list-style-type: none"> • Children decide what makes food 'healthy' or 'not-so-healthy'. Does it have too much sugar, too much fat, or too much salt? • Discuss the problem with eating too much sugar, fat, and salt. (Most children know that sugar is bad for teeth, but don't know that junk food actually prevents the good food from making us strong and healthy.) <p>Make a poster Collect pictures of various foods and drinks from catalogues etc. Children can sort the pictures into two groups, 'healthy food' and 'junk food'. They then choose the 'healthy food' pictures to make a poster.</p> <p>Classify fruits and vegetables according to their different colours. Each colour is good for our body in some way. Green vegetables help our bodies fight sickness. Orange vegetables are good for our eyes. Display a variety of fruits and vegetables, or pictures of fruits and vegetables. Children decide which fruits/vegetables go together. Children draw fruits/vegetables of their favourite colour.</p> <p>Activity Sheet 1b Veggie writing patterns</p> <p>This activity teaches the correct starting points and formations of letters 'o' and 'l'. For letter 'o' children draw (1) an onion cut in half showing concentric circles; (2) Round peas in a pod. For letter 'l', children draw a celery stalk with its straight vertical lines.</p>
3	<p>Discussion questions: Which foods taste sweet? Which are sour? Which are salty?</p> <p>The tastes of food Children draw foods, grouping them into the three different taste groups, (sweet, salty and sour). Discuss the difference between the sweet foods from nature, (fruits that grow naturally, with nothing added), and sweet foods with added sugar.</p> <p>Play the 'feeling game' Place some different foods into separate paper bags. e.g. an orange, an apple, a lemon, a boiled egg, a piece of raw broccoli, a whole onion. Children take turns to feel inside the paper bag and guess the food.</p> <p>Play the 'smell game' Collect some foods and place them on separate paper plates. Cut fruits so that their smell can be detected. e.g. lemon, orange, strawberry, an onion cut in half, peanut butter, vegemite, chocolate. With eyes closed, or blind-folded, children guess the food by its smell.</p> <p>Make some healthy food Each child can choose a selection of cut vegetables to make a 2D 'vegetable man' on a piece of thin flat bread such as Mountain or Pita Bread'. Arrange hand washing before starting. Place flat bread on a serviette. Use a slice of cucumber or raw zucchini for head; slice of tomato for body; carrot/celery sticks for limbs; pumpkin seeds (pepitas) for eyes. Provide children with a spoonful of a healthy 'dip' (see recipe section), in a disposable cup, and</p>

	<p>a plastic teaspoon. Children can dip carrots and celery into dip, or spoon it on to the flat bread.</p> <p>Observe and draw the shapes of food. Slice cross-sections of fruits that show circle-shapes, (e.g. oranges, cantaloupe), or ovals (e.g. kiwi fruits or lemons). Cut watermelon in triangles, cubes or squares. Discuss the shapes of the whole fruit – ball shaped, football shaped, pear shaped. Discuss shapes of the segments of citrus fruits Cut carrot top-to-bottom to show cross-section. Children can draw shapes and make them into pictures of foods.</p> <p>Make a funny food picture Collect supermarket catalogues and distribute pages for cutting and pasting. Children look for shapes and cut them out to make a picture of a person. e.g. They could use a tomato or apple for a head; a fruit juice carton for body; celery sticks or carrots for limbs; green beans for hair.</p>
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ASSESSMENT TASKS

1	<p>Selection game. Display pictures of various foods. Ask: “If you are wise, which of these things would you choose to put into your body to keep it healthy?” a) fruit b) vegetables c) rye bread d) fizzy drink e) water f) lollies g) cream cake Children can draw the foods they would select.</p>
2	<p>Collect a variety of fruits and vegetables, or pictures of fruits and vegetables. Ask children to identify them.</p>
3	<p>What is the meaning of ‘wise’?</p>

RESOURCES AND MATERIALS

- a variety of foods
- pictures of different types of foods/drinks - healthy and not-so-healthy. (Supermarket catalogues are a good source.)

INTEGRATION WITH KEY LEARNING AREAS

Art : food picture collage; food poster
 Literacy: speaking and listening (discussion); phonics - (fruits and vegetable alphabet book); veggie writing patterns