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# Good meat, good health

Students select a red meat-based recipe, and categorise the ingredients into the Five Food Groups using the [Australian Guide to Healthy Eating](#) before tallying and reflecting on the recipe's nutritional balance. They then evaluate a beef sliders recipe by comparing its food group serves against their recommended daily serves, to determine whether it meets their nutritional requirements. Students deepen their understanding of healthy food choices, balanced meals and the role of food group variety in supporting overall nutrition.



## Resources and equipment

### ACTIVITY 1 - Sorting ingredients into food groups

1. Projector or interactive whiteboard
2. [Australian Guide to Healthy Eating | Eat For Health](#)
3. [Good meat, good health recipes](#)
4. [Worksheet 1a - Sorting ingredients into food groups](#) (this activity requires printing on A3 paper)
5. [Worksheet 1b - Good meat, good health recipe ingredients](#)
6. Scissors
7. Glue
8. Optional: Digital devices

### ACTIVITY 2 - Meal evaluation: Beef sliders

1. [Healthy eating for children poster](#)
2. Beef sliders recipe from the [Good meat, good health recipes](#)
3. [Worksheet 2a - Meal evaluation: Beef sliders](#)



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## Lesson guide

### ACTIVITY 1 – Sorting ingredients into food groups

1. Introduce or ask students to recall the Five Food Groups, and discuss why we classify foods into groups when discussing healthy eating.
2. Display the [Australian Guide to Healthy Eating | Eat For Health](#), infographic and explain to students that it is a food selection guide that visually represents the proportions of the Five Food Groups recommended for consumption each day. Keep this infographic displayed in a central area, such as on a whiteboard, for the remainder of the activity.
3. Provide access to or distribute individual recipes from the [Good meat, good health recipes](#) to students. Ask students to select one recipe that sounds appealing to them and record its name on both pages of [Worksheet 1a - Sorting ingredients into food groups](#).
4. Distribute [Worksheet 1b - Good meat, good health recipe ingredients](#) and instruct students to cut out the ingredient pictures for the chosen recipe using scissors (or pre-cut strips for Foundation students).
5. Using the displayed infographic as a reference, students determine the food group to which each ingredient belongs. Select some students to model their categorisation to the class by discussing which ingredients belong in each food group, and encourage a discussion about whether their peers agree with their categorisation.
6. Students paste each ingredient picture into the correct section of the graphic on [Worksheet 1a - Sorting ingredients into food groups](#).
7. Students then tally the number of ingredients in each food group using the table provided. Encourage them to observe which groups are most/least represented in that recipe.
8. Facilitate a class reflection using the following questions as prompts:
  - Which food groups are most represented in your recipe?
  - Are any of the Five Food Groups underrepresented?
  - How could the recipe be modified to include more of a certain food group (e.g., by adding more vegetables or by including wholegrain bread)?

#### Differentiation:

For younger students (Foundation–Year 2): simplify tasks by encouraging partner collaboration.

For older students (Years 5–6): extend by asking them to propose a revised version of the recipe that improves its food group balance, including reasoning.

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## **ACTIVITY 2 – Meal evaluation: Beef sliders**

1. Distribute the recipe for Beef sliders from the [Good meat, good health recipes](#) and [Worksheet 2a - Meal evaluation: Beef sliders](#)
2. Students examine the table provided, which shows the food group serves for one serving of the recipe.
3. Display, or allow students to access the Healthy eating for children poster to research their recommended daily serves of each food group for their age and record these in the table on [Worksheet 2a - Meal evaluation: Beef sliders](#).
4. Students answer the worksheet questions to determine whether one serving of the Beef sliders meets their daily needs and whether the optional fillings should be used, and why/why not (nutrition considerations, cost, preference, food waste).
5. Review by comparing a range of student responses. Reinforce links to the Health and Physical Education learning area: making healthy choices, understanding the Five Food Groups, and personal responsibility in nutrition.



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## Answers

### ACTIVITY 1 – Sorting ingredients into food groups

Worksheet 1a - Sorting ingredients into food groups and Worksheet 1b - Good meat, good health recipe ingredients.

Student answers will vary depending on the recipes selected and the student's age.

### ACTIVITY 2 - Meal evaluation: Beef sliders

#### Worksheet 2a - Meal evaluation: Beef sliders

- c. Student answers will vary depending on the student's age.
- d. Student answers will vary. Suggested answer:  
One serving of Beef sliders does not meet my full daily nutritional needs because it only provides small amounts of some food groups. For example, it includes about half a serve of vegetables and one serve of lean meat, but I need more vegetables and at least one or two serves of fruit and dairy across the day. To improve the overall nutritional balance, I could add extra salad vegetables to the slider, serve it with a vegetable side dish, include a piece of fruit, or add a dairy option such as cheese, yoghurt or milk.
- e. Student answers will vary.  
Suggested answer:  
Yes, I would include the optional fillings because they increase the amount of vegetables and improve the meal's nutritional value. Adding ingredients such as cheese slices, tomato, lettuce, beetroot, and/or avocado helps meet the recommended serves for vegetables and adds a serve of dairy, creating a more balanced meal. However, some optional fillings may add extra cost or may not be preferred by all students, so choosing a variety that suits taste, allergies, budget and nutrition goals is important.



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## Australian Curriculum content

### Foundation – Year 6

#### Design and Technologies

- Explore how food can be selected and prepared for healthy eating (AC9TDE2K04)
- Describe the ways food can be selected and prepared for healthy eating (AC9TDE4K04)
- Explain how the characteristics of foods influence selection and preparation for healthy eating (AC9TDE6K04)

#### Health and Physical Education

- Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP2P06)
- Interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours (AC9HP4P09)
- Investigate different sources and types of health information and how these apply to their own and others' health choices (AC9HP6P09)

#### Mathematics

- Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning (AC9MFN03)
- Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies (AC9MFN05)

- Acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols (AC9M1ST01)
- Represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings (AC9M1ST02)
- Create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common and distinctive features in response to questions (AC9M2ST02)

#### Science

- Sort and order data and information and represent patterns, including with provided tables and visual or physical models (AC9S2I04)
- Construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns (AC9S3I04, AC9S4I04)
- Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships (AC9S5I04, AC9S6I04)



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## References

Health, N. (2021). *Australian guide to healthy eating* | *Eat For Health*. [online] eatforhealth.gov.au. Available at: <https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating> [Accessed 21 Nov. 2025].

National Health and Medical Research Council (NHMRC) (n.d.). *Healthy eating for children*. [online] Available at: [https://www.eatforhealth.gov.au/sites/default/files/2023-08/n55f\\_children\\_brochure.pdf](https://www.eatforhealth.gov.au/sites/default/files/2023-08/n55f_children_brochure.pdf)