Australian Good Meat Education resources are developed by

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F–2 | LESSON PLAN

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Lesson 6

Healthy eating at home and on the go



AUSTRALIAN CURRICULUM CONTENT

Explore how familiar products, services and environments are designed by people. (ACTDEK001, AC9TDEFK01)

Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability. (ACTDEK001, AC9TDE2K01)

Explore how food can be selected and prepared for healthy eating. (ACTDEK003, AC9TDE2K04)

Collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations. (ACMSP011, AC9MFST01)

Acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables. (ACMSP049, AC9M2ST01)

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Australian Good Meat Education resources are developed by

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Lesson 6

LESSON OBJECTIVE

Students will learn about the importance of healthy eating and preparing food safely and hygienically. They will understand how this enables their bodies to grow and develop, using hands-on activities.

LESSON OVERVIEW

This lesson guide contains activities that follow a developmental sequence of learning. The activities are suitable for differentiation between Foundation to Year 2 or between ability levels within a year level.

Activity 6.1	Keywords	10–20 mins
Activity 6.2	Choosing a healthy meal	30–40 mins
Activity 6.3	What equipment do you need to safely make a healthy meal?	30–50 mins
Activity 6.4	Just for fun	20 mins

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Resources and equipment

ACTIVITY 6.1 – Keywords

1. Worksheet 6.1a – *Healthy eating tracing.*
2. Worksheet 6.1b – *Healthy eating template.*
3. Worksheet 6.1c – *Keywords and definitions.*
4. Worksheet 6.1d – *Keywords scramble.*
5. Timer.
6. Worksheet 6.1e – *Keywords spelling list.*

ACTIVITY 6.2 – Choosing a healthy meal

1. Healthy Eating: An introduction for children aged 5–11 (2.03).
2. Stimulus 6.2a – *What do I need to eat to stay healthy? (Foundation).*
3. Stimulus 6.2b – *What do I need to eat to stay healthy? (Year 1–2).*
4. Scissors, glue sticks or sticky tape.
5. Worksheet 6.2a – *Roll the dice for a healthy meal.*
6. Worksheet 6.2b – *Roll the dice for a healthy meal – cards.*

Resources and equipment *continued next page*

***Resources and equipment** continued*

ACTIVITY 6.3 – What equipment do you need to safely make a healthy meal?

Schools are responsible for completing their own risk assessments prior to practical tasks.

1. Stimulus 6.3a – *Recipe for beef burgers*, or Kid-Friendly Mini Burgers | Cooking For Kids (3.48).
2. Ingredients and equipment to make one beef burger:

Ingredients	Equipment/utensils
50–60g beef mince	bowl
⅛ teaspoon crushed garlic	chopping board
½ teaspoon brown onion	knife*
½ teaspoon carrot, grated	grater*
4 leaves parsley	tongs or spatula
½ teaspoon egg, beaten	saucepan/electric frypan*
½ teaspoon wholemeal breadcrumbs	plate
oil spray	fork or whisk
1 small block or slice of cheese	paper towel for cleaning
1 lettuce leaf	soap for washing hands
1 tomato	
1 carrot, for grating	
1 whole grain bun	

**Teacher to assess the appropriateness of these for their class. Alternatively, pictures/diagrams of these utensils/appliances may be used.*

3. Stimulus 6.3b – *Packing for camp cooking - ingredient cards* (only one copy required for the class).

***Resources and equipment** continued next page*

***Resources and equipment** continued*

4. Stimulus 6.3c – *Packing for camp cooking - utensil cards* (only one copy required for the class), or the following physical utensils and equipment:

Equipment/utensils suitable to use for camp cooking.	Equipment/utensils not suitable to use for camp cooking. (The following are suggestions only. Use other equipment if desired.)
bowl	short handled tongs
chopping board	saucepan
dinner knife (explain that this is instead of a sharp knife which would be too dangerous for students to handle)	saucepan/electric frypan*
grater*	blender
long handled tongs	toaster
plate	wooden spoon
soap for washing hands	
heat proof gloves	
cardboard box	
cooler bag/esky	

ACTIVITY 6.4 – Just for fun

1. Paper, markers and coloured pencils.
2. How To Draw A Cheeseburger – Preschool (5.57).
3. How To Draw A Funny Cheeseburger (5.15).

ADDITIONAL READING/RESOURCES

- Healthy eating for children | healthdirect.
- Healthy eating for children poster.
- Nutrition Resources[1] (see references).

Lesson guide

ACTIVITY 6.1 – Keywords

1. Foundation – Year 1: Distribute Worksheet 6.1a – *Healthy eating tracing*, and read through the words with students. Students carefully trace the words provided, focusing on the size of their letter formation and spacing. Using Worksheet 6.1b – *Healthy eating template*, students practise re-writing the sentence.
2. Year 2: Distribute Worksheet 6.1c – *Keywords and definitions* and read through the text with students. Allow time for students to individually re-read the words and then allocate students into pairs. Set a five-minute timer and ask pairs to practise recalling the meaning of the keywords with each other. After five minutes, provide pairs with Worksheet 6.1d – *Keywords scramble*. Students work together to unscramble the keywords. (Answers page 27)

   Optional: Provide students with Worksheet 6.1e – *Keywords spelling list*.

ACTIVITY 6.2 – Technologies for food safety

1. Facilitate a discussion about 'healthy eating'. Brainstorm the following questions and record ideas in a central area, or alternatively, draw pictures of students ideas:
   - What is 'being healthy'?
   - What can you do if your body is healthy?
   - What can't you do if your body is not healthy?
   - What can we do to keep our bodies healthy?
   - What is 'healthy eating'?
   - Why is 'healthy eating' important?

   (Answers page 28)

Explain to students that healthy eating means that they choose a variety of foods (foods from different food groups) to give their body the nutrients and fuel that they need. This food maintains their health, growth, development, makes them feel good and have the energy to do the things they want, such as learning, playing, running, swimming, etc.

2. View the video clip Healthy Eating: An introduction for children aged 5–11 (2.03) to learn what a balanced diet means and why it is important to eat a range of different foods to stay healthy.
3. Distribute or display Stimulus 6.2a – *What do I need to eat to stay healthy?* (Foundation) or Stimulus 6.2b – *What do I need to eat to stay healthy?* (Year 1–2). Depending on the age and literacy ability of the class, choose an option to allow students to understand the different food groups.

   The five food groups are:
   - **Dairy and/or their alternatives:** milk, yoghurt, cheese or alternatives. Foods in this group are excellent sources of calcium, which is essential for strong and healthy bones.
   - **Lean red meats, like beef, lamb and goat, poultry, fish, eggs, tofu, nuts, seeds and legumes:** protein builds, maintains, and repairs the tissues in our body. Muscles and organs (such as your heart) are primarily made of protein.

Lesson guide *continued*

- **Vegetables:** should make up a large part of our daily food intake. Eating lots of different types and colours is a good way to make sure you get enough vitamins, minerals, dietary fibre and phytonutrients (nutrients naturally present in plants) to help your body stay healthy.
- **Fruit:** provides vitamins, minerals, dietary fibre and many phytonutrients that help your body stay healthy.
- **Grain (cereal) foods:** provides carbohydrates, which give us energy. Choosing mostly whole grain foods gives us fibre.
- We also need to drink plenty of water instead of sugary drinks.

4. Allocate students into groups of four and distribute scissors, glue sticks/sticky tape, one copy per group of Worksheet 6.2a – *Roll the dice for a healthy meal* and one copy of Worksheet 6.2b – *Roll the dice for a healthy meal - cards*.
5. Demonstrate the procedure for making a dice. One student in each group cuts out the dice template using scissors by cutting on the solid lines and folding on the dotted lines. Remind students to be careful and not cut off the 'tabs'. Students paste or tape the tabs to form a cube.
6. The remaining students cut out the cards and place them facing upwards in six 'ingredient' piles in the centre of the table.
7. Explain that students will be playing a game to create a healthy, balanced meal. Instead of a dice with numbers, their dice has the ingredients needed to make a healthy beef burger.
8. Students take turns to roll the dice. Once an ingredient is rolled, the corresponding card is taken from the table and placed in front of them. The next player takes their turn and rolls the dice. If the same ingredient is rolled a second time by a player, they do not collect a card and play passes to the next player. The 'winner' is the first to complete their burger with one of each ingredient card collected.

Extension:

a. Students name the food group each ingredient card belongs to before taking each card. (Display Stimulus 6.2a – *What do I need to eat to stay healthy? (Foundation)*, or Stimulus 6.2b – *What do I need to eat to stay healthy? (Year 1–2)* again to help students recall the food groups).
b. Students explain why each ingredient is important in making a healthy, balanced meal before taking each card, e.g. beef contains protein needed for growth and repair of muscles and other organs like the heart.

***Lesson guide** continued next page*

Lesson guide *continued*

ACTIVITY 6.3 – What equipment do you need to safely make a healthy meal?

Schools are responsible for completing their own risk assessments prior to practical tasks.

Caution – utensils and hot surfaces may cause injuries if not assessed and managed carefully.

- Potential allergies

1. Conduct a demonstration showing students how to make a beef burger using Stimulus 6.3a – *Recipe for beef burgers* as a guide. (This may be done prior to class and the cooking step demonstrated to the class in a cold saucepan). Students should sit at a safe distance and view the method asking any questions during the process. Alternatively view the video clip, Kid-Friendly Mini Burgers | Cooking For Kids (3.48).
2. Revise which food group each ingredient comes from and why our bodies need each. (Answers page 29)
3. Highlight to students that you need to wash your hands and rinse the vegetables to keep the food safe from contamination of pathogens, such as bacteria and fungi which could make people sick if they ingest them. Additionally, explain where you safely store each ingredient at home, e.g. in the cold refrigerator, in the dark/dry cupboard, etc.
4. As the demonstration is proceeding, discuss the safe use of the following kitchen utensils and equipment as they are used or needed:
   - **Chopping board** – used to prevent knives from slipping and from cutting benches/tabletops, etc. One hand is kept on the cutting board if it is likely to slide on the surface it is sitting on.
   - **Knife*** (cutting tomato, cheese and lettuce) – only hold by the handle; be careful of fingers when using to avoid cuts; only to be used by, or under the supervision of an adult; careful storage is required, e.g. in a drawer at home or in a special sheath for travel.
   - **Grater*** (carrot) – take care of fingers when using, and hold by the top or handle.
   - **Tongs or spatula** – used to keep hands away from the hot cooking surface to prevent burns.
   - **Frypan /electric frypan*** – be careful not to touch the hot surface accidentally through thoughtful positioning on the bench so it isn't bumped or knocked over, etc.

     **Note: Teachers should assess the appropriateness of using these objects within their own class.*

An alternative option of using pictures/diagrams of these utensils/appliances may be used (see Stimulus 6.3c – *Packing for camp cooking-utensil cards*). Beef patties may be pre-cooked to avoid the use of a hot pan in the classroom.

5. Once the demonstration is complete, students observe the beef burger and answer the following yes/no questions by raising their hands. Tally student responses in a central area.
   - Would you like to eat this at home as a healthy, balanced meal?
   - Would you like to help prepare and cook this meal at home with a parent or guardian?

***Lesson guide** continued next page*

Lesson guide *continued*

6. Direct students to sit in a large circle. Ask one student to cut the cards from Stimulus 6.3b – *Packing for camp cooking - ingredient cards*, and another to cut the cards from Stimulus 6.3c – *Packing for camp cooking - utensil cards* if no physical utensils are to be used.
7. Place ingredients cards, physical utensils (or cards), an open cardboard box and a cooler bag/esky in the middle of the circle.
8. Outline the following scenario to students:

   Your family is going on a camping trip and you are in charge of packing the dinner for one night. You have decided to make a healthy, easy dinner of beef burgers. You do not have access to power or a refrigerator, so will need to think how to pack the food safely and what utensils and equipment you will need to take in order to make the meal.
9. Choose a student to collect an ingredient from the pile.
10. The student will explain how the ingredient should be safely transported and stored when going on a camping trip and place the ingredient in either the cardboard box or the cooler bag/esky.
11. Students should provide the reason why they chose the method of transport and storage, *e.g. Cheese is placed in the cooler bag/esky because the cheese needs to be kept cold so that it doesn't go off/pathogens or bacteria don't grow.*
12. Repeat the activity for the utensils needed to prepare the meal and give the reason why they selected the utensil and method of transport and storage that they did, *e.g. long handled tongs chosen (in preference to short handled tongs) to turn the beef patty over on the campfire/camp stove. Long handles keep your hands away from the heat to reduce the risk of burns.*

ACTIVITY 6.4 – Just for fun.

1. To conclude the lesson on healthy eating, students may engage in the following directed drawing of a cheeseburger.

a. Foundation: How To Draw A Cheeseburger – Preschool (5.57)

b. Year 1–2: How To Draw A Funny Cheeseburger (5.15)

Student resources

ACTIVITY 6.1 – Keywords

Worksheet 6.1a	Healthy eating tracing
Worksheet 6.1b	Healthy eating template
Worksheet 6.1c	Keywords and definitions
Worksheet 6.1d	Keywords scramble
Worksheet 6.1e	Keywords spelling list

ACTIVITY 6.2 – Choosing a healthy meal

Stimulus 6.2a	What do I need to eat to stay healthy? (Foundation)
Stimulus 6.2b	What do I need to eat to stay healthy? (Year 1–2)
Worksheet 6.2a	Roll the dice for a healthy meal
Worksheet 6.2b	Roll the dice for a healthy meal cards

ACTIVITY 6.3 – What equipment do you need to safely make a healthy meal?

Stimulus 6.3a	Recipe for beef burgers
Stimulus 6.3b	Packing for camp cooking ingredient cards
Stimulus 6.3c	Packing for camp cooking utensil cards

ACTIVITY 6.4 – Just for fun

Not applicable

Worksheet 6.1a

Healthy eating tracing

Eating healthy food is good for my body.






Worksheet 6.1b

Healthy eating template

Eating healthy






Worksheet 6.1c

Keywords and definitions

safe	Free from danger or harm.
meat	Tissue or muscle from animals used as food.
healthy	In good health, not being sick.
eating	To chew and swallow food.
food	Something that contains nutrients and is eaten by living things.






Worksheet 6.1d

Keywords scramble

Unscramble the keywords below:

fase _____

lthhyea _____

ingtae _____

oofd _____

aemt _____






Worksheet 6.1e

Keywords spelling list

Spell the keywords below.

1 _____

2 _____

3 _____

4 _____

5 _____

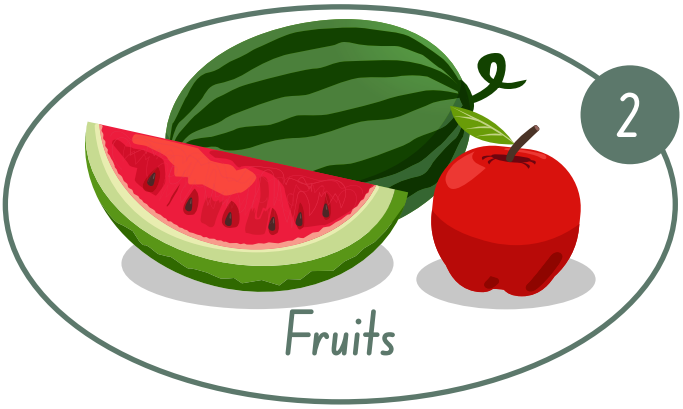




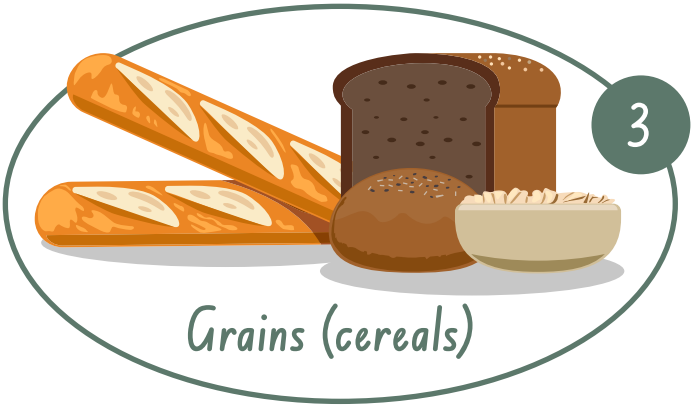

Stimulus 6.2a

What do I need to eat to stay healthy?
(Foundation)

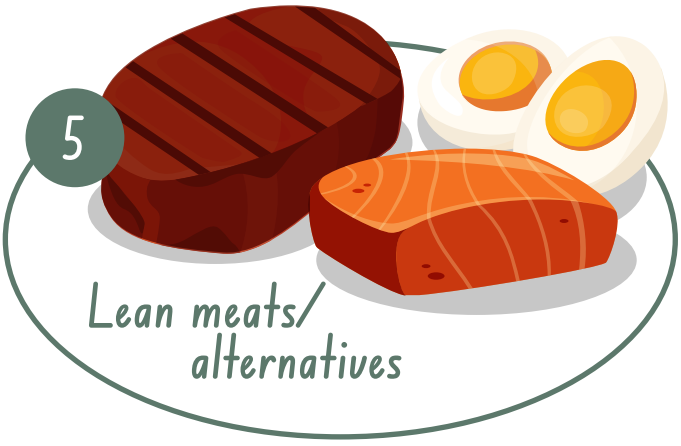




To stay healthy, we need to eat nutritious foods from the five food groups, every day:



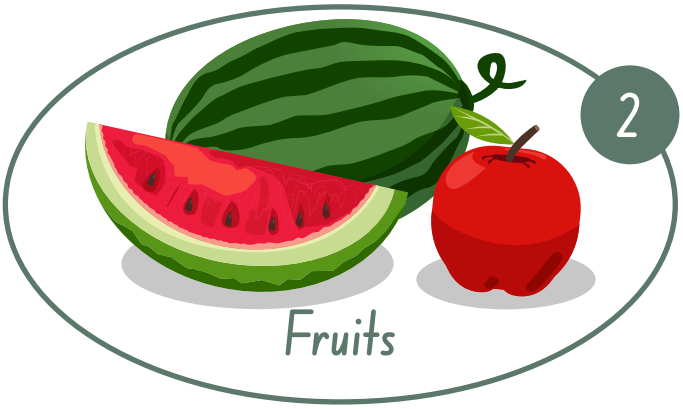


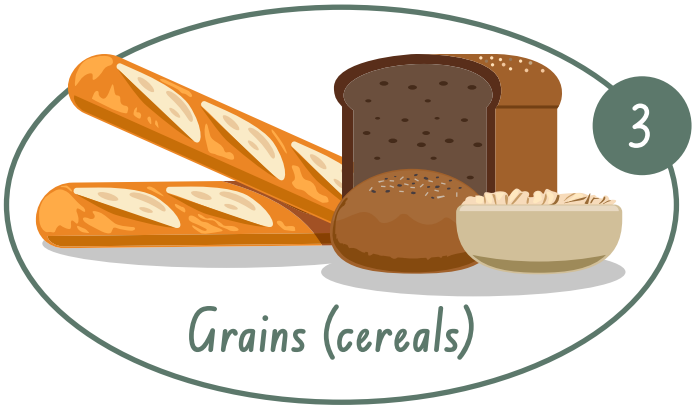


What do I need to eat to stay healthy?
(Year 1–2)

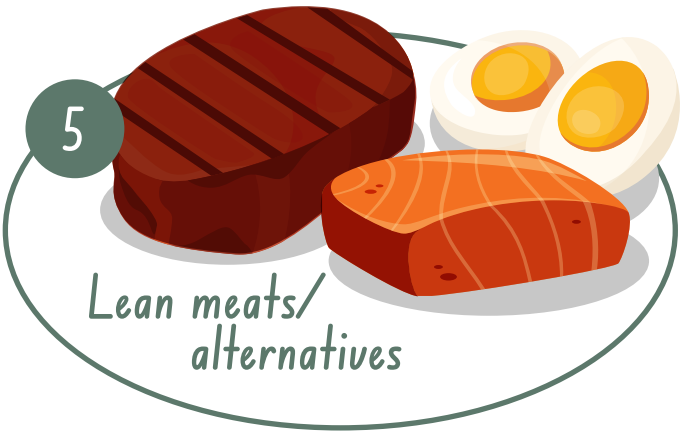
To stay healthy, we need to eat nutritious foods from the five food groups, every day:











1. Vegetables. Different types and colours.
2. Fruit.
3. Grain (cereals) foods. Mostly wholegrain.
4. Dairy. Milk, yoghurt, cheese and/or alternatives.
5. Lean meats/alternatives. Like beef, lamb, goat, poultry, fish, eggs, tofu, nuts, seeds and legumes.

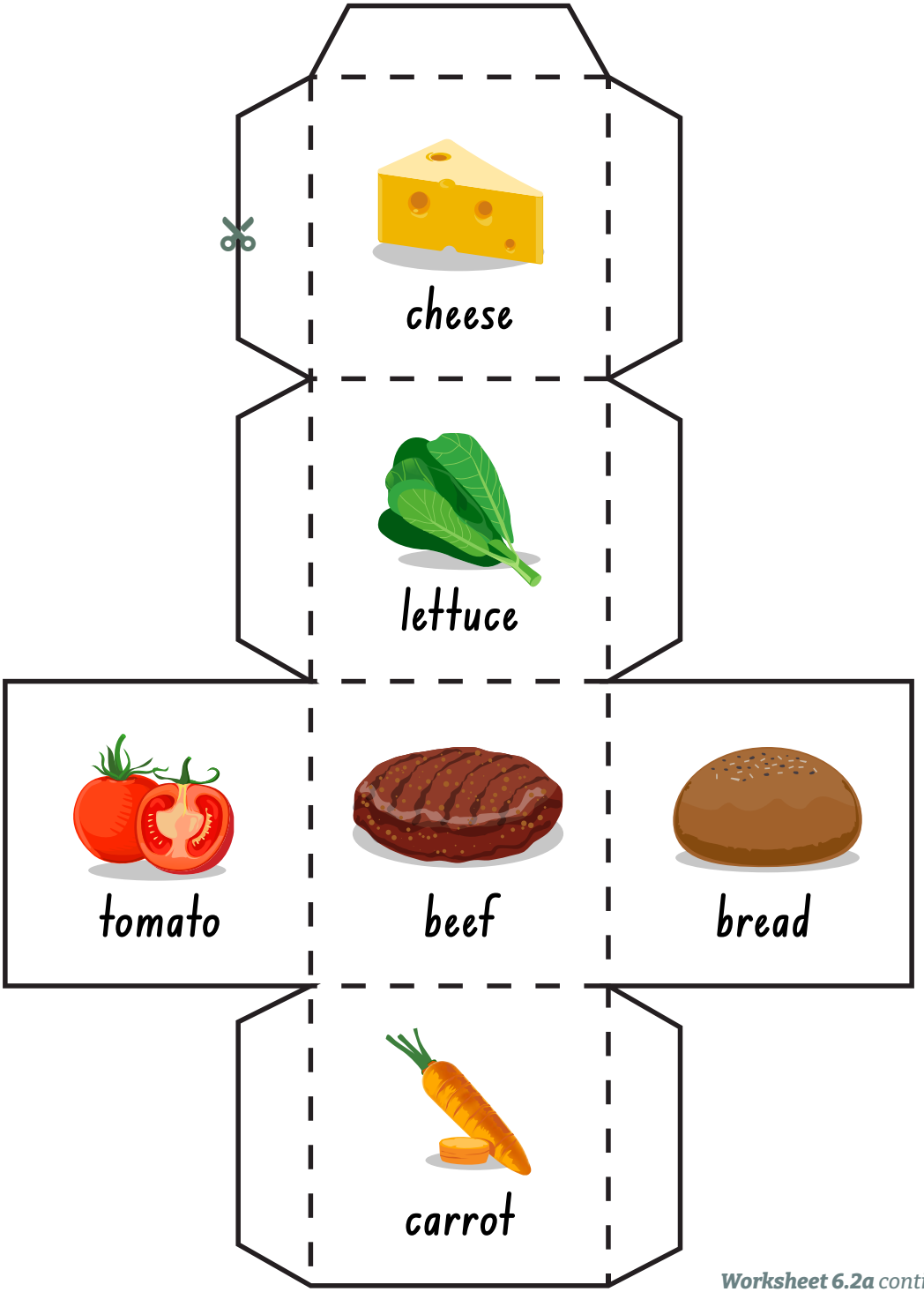
We also need to drink plenty of water instead of sugary drinks.

PLEASE NOTE: This activity requires single-sided printing

Worksheet 6.2a

Roll the dice for a healthy meal

Cut along the solid lines and fold along the dotted lines. Glue the tabs to make a dice.

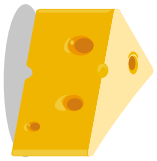
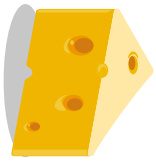
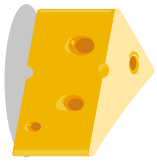
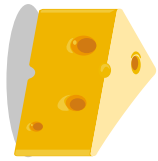
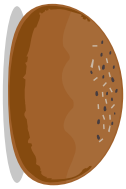
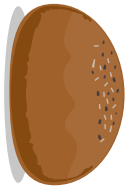
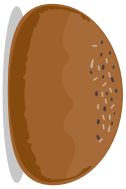
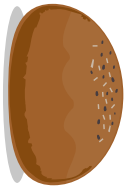
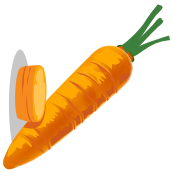
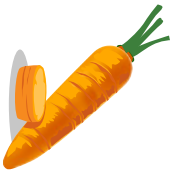
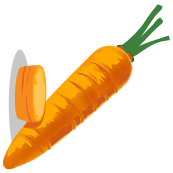
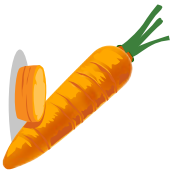


***Worksheet 6.2a** continued next page*

Worksheet 6.2a continued

Worksheet 6.2a

Roll the dice for a healthy meal cards

cheese 	cheese 	cheese 	cheese 
lettuce 	lettuce 	lettuce 	lettuce 
bread 	bread 	bread 	bread 
beef 	beef 	beef 	beef 
tomato 	tomato 	tomato 	tomato 
carrot 	carrot 	carrot 	carrot 

Recipe for beef burgers[1]



Equipment/ Utensils:

bowl
chopping board
fork or whisk
knife*
grater*
tongs or spatula
saucepan and stove/ electric frypan*
plate
paper towel for cleaning
soap for washing hands

*Teacher to assess the appropriateness of these for their class. Alternatively, pictures/diagrams of these utensils/appliances may be used.

Risk assessment

Schools are responsible for completing their own risk assessments prior to practical tasks.

Ingredients:

Makes one burger

50–60g beef mince
⅛ teaspoon crushed garlic
½ teaspoon brown onion, chopped
½ teaspoon zucchini, grated
½ teaspoon carrot, grated
4 leaves parsley, finely chopped
½ teaspoon egg, beaten
½ teaspoon wholemeal breadcrumbs
oil spray
1 small block or slice of cheese
1 lettuce leaf
1 tomato
1 carrot, for grating
1 whole grain bun

[1] See references

Recipe for beef burgers

Makes one burger



Method:

1. Finely chop onions and add to beef mince in a large bowl.
2. Grate carrot and zucchini and add to the bowl.
3. Lightly beat an egg and add it to the bowl along with the garlic, parsley and breadcrumbs.
4. Using clean hands, combine the ingredients together.
5. Gather the mixture in your hands and roll into a ball. Flatten into a beef patty.
6. Spray oil into the pan and turn the frypan on.
7. Place the beef patty in the hot pan, pushing it flat slightly with the spatula.
8. Flip over after 4 minutes on the first side, leave for another 4 minutes until cooked in the centre.
9. Place paper towel on a plate ready for when the patty is cooked.
10. Remove the cooked patty from the pan using the tongs or spatula and drain on paper towel while you assemble your bun.
11. Cut your bread roll in half.
12. Grate some carrot, slice a piece of cheese and the tomato.
13. Place the beef patty on the bun and add the cheese and salad.

PLEASE NOTE: This activity requires single-sided printing

Stimulus 6.3b

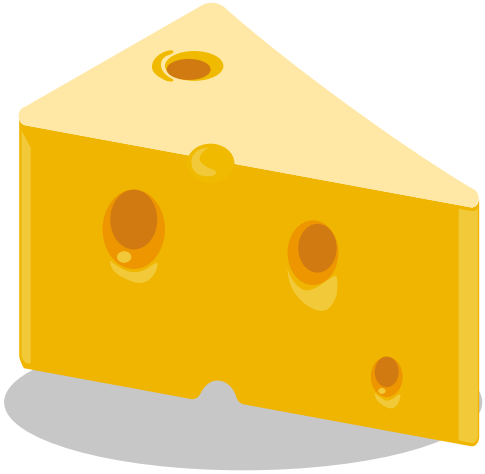
Packing for camp cooking ingredient cards

Cut out the following cards to use in Activity 6.3 — What equipment do you need to safely make a healthy meal.

Only one copy of this is required per class.



lettuce



cheese

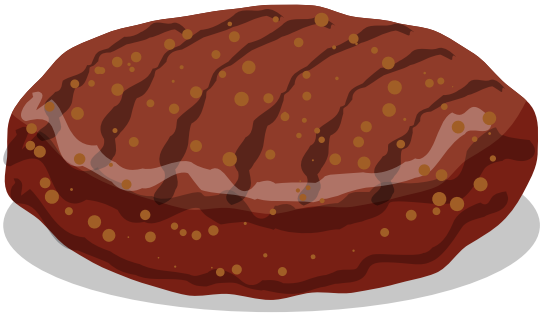


tomato

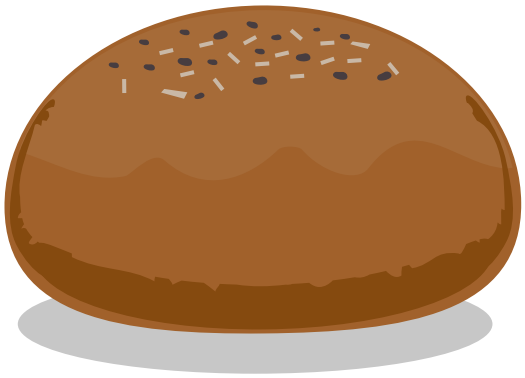
Stimulus 6.3b *continued next page*

Stimulus 6.3b continued

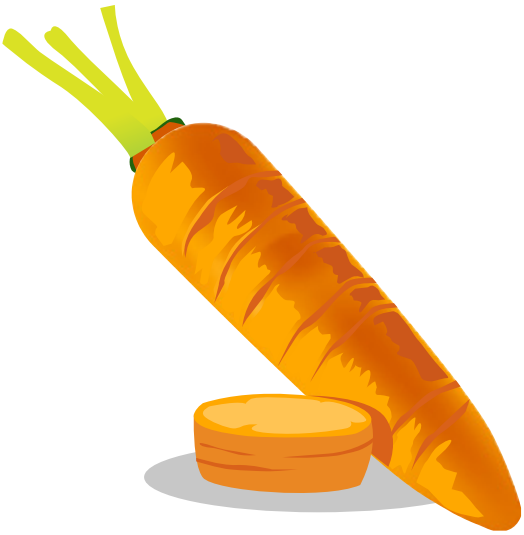
Stimulus 6.3b



beef



bread roll



carrot



tomato sauce

PLEASE NOTE: This activity requires single-sided printing

Stimulus 6.3c

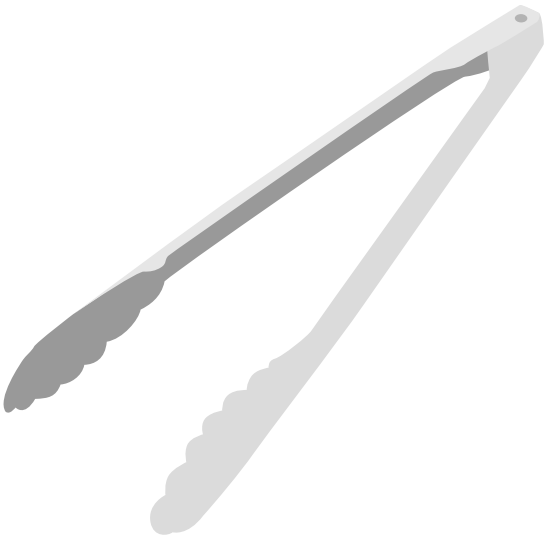
Packing for camp cooking
utensil cards

Cut out the following cards to use in Activity 6.3 — What equipment do you need to safely make a healthy meal?

Only one copy of this is required per class.



knife



long-handled tongs



frypan

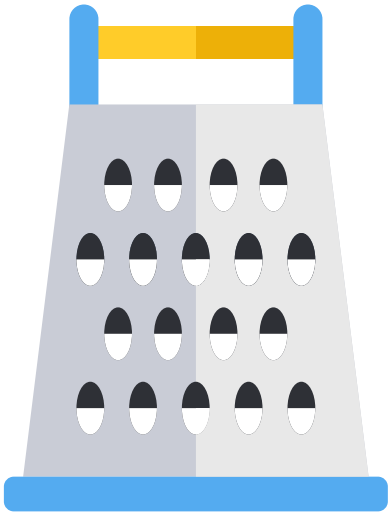
Stimulus 6.3c continued next page

Stimulus 6.3c continued

Stimulus 6.3c



chopping board



grater

spoon



short-handled tongs

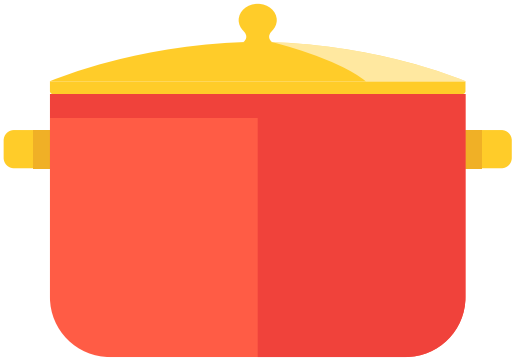
Stimulus 6.3c continued next page

Stimulus 6.3c continued

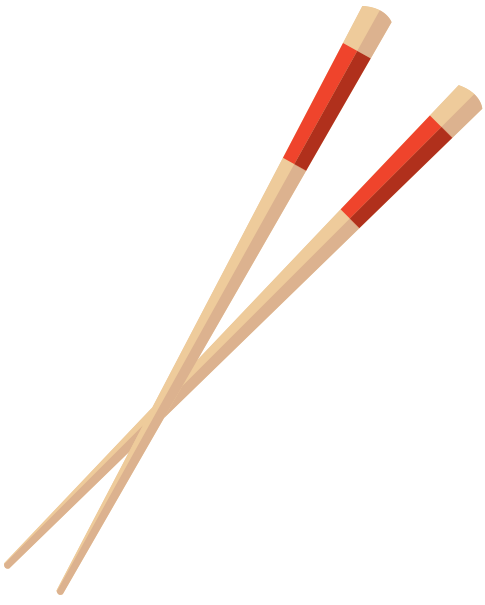
Stimulus 6.3c



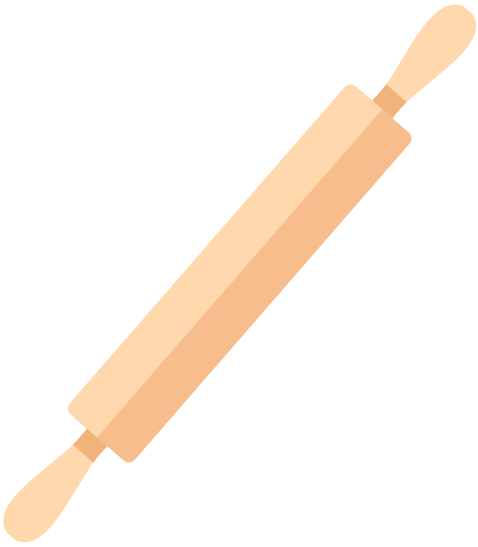
camp stove



saucepan



chopsticks



rolling pin

Keywords

Worksheet 6.1d – Keywords scramble.

fase	safe
lthhyea	healthy
ingtae	eating
oofd	food
aemt	meat






Choosing a healthy meal

1.

- Being 'healthy' means making choices that result in a healthy mind and body. To be healthy also means to not be sick.
- If your body is healthy, it will function or work properly so that you can grow, feel good and have energy to do the things you want, such as learning, playing, running, swimming, etc.
- If your body is not healthy, you might get sick and not be able to do all of the things that you want to do. Your body (teeth, hair, skin etc) may show signs of being unhealthy.
- We can keep our bodies healthy by eating a healthy diet and exercising.
- Healthy eating means choosing a variety of foods (foods from different food groups) to give your body the nutrients and fuel needed to maintain health, grow, feel good and have energy to do the things you want such as learning, playing, running, swimming, etc.
- Healthy eating is important to maintain health, grow, feel good and have energy to do the things we want to do, such as learning, playing, running, swimming, etc. A diet that does not include enough healthy food or that includes too much unhealthy food can lead to obesity, diabetes, high blood pressure, and other health problems.

Activity 6.3

What equipment do you need to safely make a healthy meal?

2.

Ingredient	Food group	Why do our bodies need this nutrient?
Beef	Lean meat	Protein builds, maintains and repairs the tissues in our body. Muscles and organs (such as your heart) are primarily made of protein.
Bread roll/bun	Grain	For energy, to stay alert and active throughout the day.
Cheese	Dairy	Excellent source of calcium, which is essential for strong and healthy bones.
Lettuce	Vegetable	Provides vitamins, minerals, dietary fibre and phytonutrients (nutrients naturally present in plants) to help your body stay healthy.
Tomato	Fruit	Provides vitamins, minerals, dietary fibre and many phytonutrients that help your body stay healthy.
Carrot	Vegetable	Provides vitamins, minerals, dietary fibre and phytonutrients (nutrients naturally present in plants) to help your body stay healthy.