LEARNING OUTCOME
Students will categorise foods into the four food groups and describe how much of each food group is needed for daily well-being (based on ZA1).

SUCCESS CRITERIA
Co-construct the success criteria with your students by unpacking the intended learning outcome. (See page 14 below for an example.)

HAUORA
Understanding which foods are needed to enhance hauora

HEALTH PROMOTION
Taking action to improve the food intake of a group

ATTITUDES AND VALUES
Considering what they eat and why

TEACHING AND LEARNING ACTIVITIES, INCLUDING ASSESSMENT OPPORTUNITIES

WHAT CAN WE EAT TO HELP US GROW HEALTHY AND STRONG?

• Help students to access their prior knowledge by asking each student to draw or write a list of all the foods and drinks that they think will help them grow healthy and strong.
• Introduce the four food groups, using the following headings: Vegetables and fruit; Breads and cereals; Milk and milk products; and Meat, fish, poultry, eggs, nuts, and legumes. Students indicate which foods belong to which food group by placing pictures of foods under the appropriate food group heading.
• Prepare for the following activities by making up sets of cards showing a range of foods and drinks from the four food groups. (A template is provided in Appendix 2 in the online appendices. Also include the headings for the food groups, as in the top row of the Appendix 2 table. (See page 4 of the Ministry of Health’s Food and Beverage Classification System for Years 1–13: User Guide for more examples.) There is a template for the Food Guide Fortune Teller activity in the online Appendix 3.

• Working in pairs, students:
  – place each food card under the heading for its food group (for example, placing cheese with “Milk and milk products”);
  – play the card game Snap, snapping when foods belonging to the same group appear on top of each other or when a food and its food group appear one after the other;
  – play the Food Guide Fortune Teller activity (see online Appendix 3), taking turns at selecting a food flap and reading the information underneath.

THINKING CRITICALLY

• Each student looks at their original list of healthy food suggestions and works out whether all of the four food groups are represented. They then add or remove foods from their list to reflect the four food groups. They share their lists with a partner, asking each other questions to find out why they removed or added foods.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Examining prior knowledge about healthy food and reviewing it in the light of new information.

TEACHERS’ NOTES AND RESOURCES

The activities What can we eat to help us grow healthy and strong?, Why do we need these foods?, and How much should we eat each day? all relate to the same learning outcome. The resources suggested below provide important background information for all three.

Teachers and students need to co-construct their own specific success criteria for each activity.

Food is classified into four food groups: vegetables and fruit; breads and cereals; milk and milk products; and meat, fish, poultry, eggs, nuts, and legumes. Children need to eat a variety of foods from the four groups each day.

USEFUL RESOURCES

• For information about food groups, serving sizes, and food classification, refer to pages 4–8 of the Food and Beverage Classification System for Years 1–13: User Guide, from the Ministry of Health.

• Healthy People Eat Healthy Food: Food and Nutrition: Years 1–3 in the Ministry of Education Curriculum in Action series.


2 Note: Full publication details of the suggested resources can be found in the references section on page 46.
Teachers' Notes and Resources

All foods help the body to grow and work properly. Some have specific functions, for example, milk and milk products provide the calcium needed for strong teeth and bones while meat, fish, poultry, eggs, nuts, and legumes provide the iron important for healthy blood.

In order to make healthy food choices, children need to know how much to eat from each food group each day.

Why do we need these foods?
- With the class, discuss simple reasons for eating some foods from each food group. (See the resources suggested in the teachers’ notes.)
- Give small groups of students each a large sheet of paper with the outline of a human body. Students write all the benefits of eating healthy food around this outline.

How much should we eat each day?
- Students trace the outline of a food container (such as a kete, rou rou [food basket], or plate) on a piece of paper. They divide this into four areas to show the four food groups.
- As a class, discuss the recommended daily number of servings for each food group. Refer to the Ministry of Health’s Food and Beverage Classification System for Years 1–13: User Guide.
- Each student records the recommended number of daily servings at the bottom of their page, either using numbers or drawing the correct number of foods. (For example, we need to eat three servings of vegetables and two servings of fruit each day to achieve the target of “5+ a Day”.)
- Students use the outline of a food container to record how many servings of each food group they consumed the previous day. They could colour in circles representing the number of servings or draw a picture of the food item (for example, one banana).

Thinking critically
- Students think, pair, and share their ideas about the foods they may need to eat more of, referring to the Ministry of Health recommendations. They give reasons for their decisions and critique each other’s ideas (2A1).

Observing critical thinking and critical action
Examining and reviewing their current food choices.

Assessment opportunity
Students use the Ministry of Health recommendations in the User Guide to critique each other’s ideas about foods they may need to eat more of (2A1).
LEARNING OUTCOME
Students will demonstrate their new knowledge and an increasing responsibility for the care of their own health by reviewing their eating patterns and setting goals incorporating this knowledge (based on 2A1).

SUCCESS CRITERIA
Co-construct the success criteria with your students by unpacking the intended learning outcome.

ASSESSMENT OPPORTUNITY
Students’ graphs show how their food and drink patterns compare with what is recommended. Students can describe and explain their planned changes (2A1).

HOW CAN WE IMPROVE OUR EATING?
- Give students a partially completed table of information where they have to fill in the gaps, using the following headings:
  - Food group
  - Example of food
  - Recommended number of servings per day

Alternatively, provide a jumbled-up table for students to cut out and reassemble correctly. See online Appendix 4.
- In pairs or small groups, students make up a rap or catchy phrase to help them remember the recommended number of servings, for example, “Pasta, bread, and brekkie bix, gotta eat 5 or 6”.
- In groups of five or six, students gather and graph data showing the number of servings of each food group each member of their group consumed the previous day. The graphs should show how these compare to the recommended number of servings. The groups report their findings back to the class (2A1).
- Each student chooses one food group and sets and justifies a goal for improving their intake to ensure that they reach the recommended number of servings of that food group per day (2A1).

HOW MUCH AND HOW OFTEN?
- Students measure the size of their palms to identify the “serving size” appropriate for their body.
- Students draw and then cut out paper portions of the recommended daily number of servings for each of the four food groups. They each place their portions on three paper plates.
- Introduce the terms “everyday”, “sometimes”, and “occasional” food categories. (See page 6 of the Ministry of Health’s User Guide.) Explain what these words mean and why foods belong to a certain category. (For example, “occasional” is used for foods and drinks that are low in vitamins, high in fat and/or salt and/or sugar, and contain lots of kilojoules. See pages 7–8 of the User Guide.)
- Use the template in online Appendix 5 to make up cards with the headings “Everyday”, “Sometimes”, and “Occasional” and other cards with examples of different foods. You may like to add some cards that are difficult to place or some blank cards that students can use to include other foods. (See the teachers’ notes.) Encourage students to explain their choices to a partner, working towards agreement.
- Give each student a copy of online Appendix 6, and ask them to write “e” (everyday), “s” (sometimes), or “o” (occasional) beside each food item and to record the reasons for their decisions in the next column. They discuss their sheets in small groups and then as a class.

USEFUL RESOURCES
- Excellent Eats! by Primrose Appleby and Jan Tilley has information about the four food groups and serving sizes on page 15.
- The most recent system of food classification uses the terms “everyday”, “sometimes”, and “occasional” to categorise foods for consumption. Details and examples of this are provided in the Ministry of Health’s Food and Beverage Classification System for Years 1–13: User Guide, pages 4–17.

TEACHERS’ NOTES AND RESOURCES
How can we improve our eating? and How much and how often? contribute to the same learning outcome.

TEACHERS’ NOTES
Classification Activities
When developing cards for classification activities, it’s a good idea to create some cards that can be classified in more than one category and some that cannot be placed easily in any category. (For example, some foods might be classified as “sometimes” or “occasional” depending on how they are cooked or on their serving size. In the Safe food activity on page 18, peanuts could be placed in both the “safe” and “unsafe” categories, depending on whether a person has an allergy to nuts.) This creates an element of uncertainty or controversy, which may generate richer discussions and extend students’ reasoning. (See the structured controversy teaching and learning approach on page 8.)
THINKING CRITICALLY

• Students examine their lunch and classify the foods in it as “everyday”, “sometimes”, and “occasional”. They then consider whether a change might be necessary and, if appropriate, decide what that change might be. They discuss their reasoning with a partner (2A1).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Classifying and discussing their current food choices. Deciding on any improvements they can make to their school lunches.

HOW DOES EATING AFFECT OUR WELL-BEING?

• With students, review the four dimensions of hauora:
  – taha tinana (physical well-being);
  – taha hinengaro (mental and emotional well-being);
  – taha whānau (social well-being);
  – taha wairua (spiritual well-being).

Note that each of the four dimensions of hauora influences and supports the others. Draw out any misconceptions (such as the belief that eating is only related to the physical dimension of hauora).

• Give each student a sheet of paper with an outline of a human body or a copy of the whare tapawhā in Health and Physical Education in the New Zealand Curriculum, page 31 (see page 33 of this book). Have them label their image with the four dimensions of hauora.

• Create a short story (blown-up book) that introduces the ways that food can affect the four dimensions of hauora. Potential plot: Skipper is a boy who doesn’t eat his breakfast. He gets a rumbling tummy and fights with his friends because he is tired and grumpy. He can’t concentrate on his schoolwork, and his teacher asks why. This makes him feel bad about himself.

• Students draw a cause and effect chain showing the relationship between events in the story, for example: Skipper skips breakfast ► feels tired ► can’t concentrate on his schoolwork ► doesn’t complete his work ► teacher “asks why” and he doesn’t know what to say.

• Students draw a second cause and effect chain showing how Skipper’s day might be improved.

(Continued from page 13)

TEACHERS’ NOTES AND RESOURCES

Teachers could also provide blank cards on which students can write their own suggested foods for classification. Students could then discuss their reasons for their classifications with the class, co-constructing their understanding through completing a co-operative task. (See the co-operative learning approach, page 8.)

Cause and Effect Chain

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>No breakfast today</td>
<td>Tummy rumbles, feeling tired</td>
</tr>
<tr>
<td>Can’t concentrate on school work</td>
<td>Teacher asks reason for not finishing work</td>
</tr>
</tbody>
</table>

TEACHERS’ NOTE

Starting with a shared story can make it emotionally safer to explore issues around food choices.

USEFUL RESOURCE

THINKING CRITICALLY
- Students question one another about how the character in the story is affected by his food choices. They consider all four dimensions of hauora.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION
Examining and challenging existing beliefs.

- Provide each student with a set of four statement cards related to the story, such as “tummy rumbles”, “can’t concentrate”. Students place each of the statement cards on their sheets next to the dimension of hauora it affects. For example, tummy rumbles = taha tinana (physical well-being) and can’t concentrate = taha hinengaro (mental and emotional well-being).

Note that sometimes more than one dimension will be involved due to the interconnectedness of the dimensions. The story and statement cards can be adapted to suit your students’ needs and interests.

THINKING CRITICALLY
- In pairs, students generate reasons to agree and disagree with the statement “We only eat to stop us from feeling hungry.”
- As a class, make up a new story and a related set of statement cards. Students match the cards to the relevant dimensions and then explain their decisions to a partner (2A1).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION
Examining information and making links between different ideas.

ASSESSMENT OPPORTUNITY
Students explain how food affects the dimensions of hauora in a given situation (2A1).

HAUORA
Exploring how food affects all four dimensions of hauora
LEARNING OUTCOME
Students will identify how people’s values, attitudes, and physical and social environment influence their food choices (based on 2D1/2D4).

SUCCESS CRITERIA
Co-construct the success criteria with your students by unpacking the intended learning outcome.

ASSESSMENT OPPORTUNITY
Students can explain factors influencing their own food choices (2D1/2D4).

SOCIO-ECOLOGICAL PERSPECTIVE
Identifying a range of factors that influence food choice

WHAT AFFECTS FOOD CHOICES?
• As a class, collect data on the students’ favourite foods (or their families’ favourites). Each student then presents the information as a bar graph to show how personal preferences differ.
• With students, discuss the range of influences on people’s food preferences and choices. Give each student a graphic organiser, such as Choice Shaper, that will enable them to identify and explore the factors influencing their personal food choices. (See the teachers’ notes.)

THINKING CRITICALLY
• Students brainstorm their responses to the question and record them around the outside of the Choice Shaper (for example, because of the taste, the cost, it’s what my friends have, lack of time, it’s our family favourite, I saw it on television). They could first do this by themselves and then compare their responses with those of a partner and discuss the validity of the reasons given (2D1/2D4).
• In pairs, students classify the reasons under categories (for example, family or cultural reasons, financial reasons, or social reasons). Alternatively, give students a range of statement cards and ask them to organise their responses under appropriate headings. (For example, “It only costs $1.50” would go under a category heading of Cost.)
• Students identify which factors they can influence at a personal level. For instance, for “lack of time”, they could get up earlier for breakfast or ask their parents to buy something different.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION
Making reasonable, defensible decisions about food.

TEACHERS’ NOTES AND RESOURCES
Links to mathematics and statistics, level 2 (statistical investigation): Conduct investigations using the statistical enquiry cycle.

Choice Shaper
With Choice Shaper, a focus question is placed in the middle of a page. This might be “Why do I eat what I eat?” or a more context-specific question, such as “Why do I eat (or not eat) breakfast?”, “Why do I drink X?”, or “Why do I eat X for lunch?” See online Appendix 7 for a Choice Shaper template.

Why do I …?
Eat Weet-Bix for breakfast
Mum says it’s a good buy and it’s what we have in the pantry at home.

I saw the ad on TV about collecting cards so asked Mum to buy Weet-Bix.

I feel full after eating Weet-Bix. It’s a healthy choice.

I like the taste – especially with warm milk on them.

Why do I …?
Cost

Availability - environment

Taste

Health reasons

I feel full after eating Weet-Bix. It’s a healthy choice.

Dad says Weet-Bix is a good buy and it’s what we have in the pantry at home.

I saw the ad on TV about collecting cards so asked Mum to buy Weet-Bix.

I like the taste – especially with warm milk on them.

Why do I …?

Eat Weet-Bix for breakfast

Mum says it’s a good buy and it’s what we have in the pantry at home.

I saw the ad on TV about collecting cards so asked Mum to buy Weet-Bix.

I feel full after eating Weet-Bix. It’s a healthy choice.

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Why do I …?

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I like the taste – especially with warm milk on them.

Why do I …?

Eat Weet-Bix for breakfast

Mum says it’s a good buy and it’s what we have in the pantry at home.

I saw the ad on TV about collecting cards so asked Mum to buy Weet-Bix.

I feel full after eating Weet-Bix. It’s a healthy choice.

I like the taste – especially with warm milk on them.
WHAT DO WE THINK ABOUT GROWING OUR OWN FOOD?

- Generate class discussion about the statement “It’s better if you grow your own food.”

THINKING CRITICALLY

- Students offer reasons for agreeing or disagreeing with this statement.
- Assign different roles to pairs or small groups of students (for example, “market gardener”, “supermarket owner”, “takeaway shop owner”). Students could express the point of view of somebody in this role, recording their opinion in a speech bubble.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Examining alternate viewpoints and considering alternatives to make a decision.

Take the students’ expressed opinions into account when selecting and adapting appropriate activities from those below to progress the learning.

- Ask students: “What could we grow here at school?” In pairs, students create a list of foods that could be grown in the school environment.
- The class generates a list of the advantages and potential problems of growing food at school, looking at factors such as the cost, whether food could be organically grown, ease of access, and convenience.
- In pairs or individually, students identify suitable sites for growing foods. They use a map of the school grounds and consider factors such as sun, soil quality, and shelter.
- Students share their ideas about suitable sites and discuss their suitability.

THINKING CRITICALLY

- Using a planning template, students consider the equipment needs, costs, time frame, location of plot, and benefits or disadvantages of growing food (such as the possible effects on health, economics, and environment.)

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Evaluating options and making reasonable, defensible decisions.

TEACHERS’ NOTES AND RESOURCES

Links to science, level 2, Living World (ecology): Recognise that living things are suited to their particular habitat.

USEFUL RESOURCES

The School Journal and other resources for the themes growing food, preparing food, and sustainability:
- “A Bunch of Peanuts”, SJ 3.2.99
- “Cooking Talo”, SJ 1.4.96
- “Rēwena Bread”, Connected 1 2003
- “A Plate of Potatoes”, Connected 1 2003
- “A Cup of Koko”, SJ 3.3.98
- “Protecting Our Kai Moana”, SJ 3.3.90
- “Puia Hāngi – Cooking with Steam”, SJ 3.3.01
- “Plastic Fantastic?” SJ 3.3.07
- “Leila’s Lunch”, SJ 1.4.96
- “The Truth about Brussels Sprouts”, SJ 1.3.97
- “Dragon Fruit”, SJ 2.2.08
- “Kūmara Treats”, SJ 1.4.07
Students outline the possible benefits of growing food at school and list the resources that could enable such a project. They present their ideas to the Board of Trustees (2D2).

**Assessment Opportunity**

Students develop a proposal to convince the Board of Trustees that the school and its students could action a specific suggestion, for example, to plant fruit trees or develop a vegetable plot or an area for potted herbs. Students present their suggestions to the board by telling them about their proposal, writing a formal letter, or making a computer-assisted presentation (2D2).

If they win approval from the Board of Trustees, students’ ideas could be translated into action and foods could be grown in the school environment. Students could evaluate the process and its outcomes.

**Safe Food**

- In groups, students discuss what they already know about food safety. They share their knowledge with the rest of the class and record it on a chart headed “What we know about food safety”. They organise the information in four columns headed “Food gathering”, “Personal hygiene”, “Food preparation and cooking”, and “Food storage”.
- Give each group a list of statements about safe and unsafe food practices that has been prepared prior to the lesson. (See the teachers’ notes.)
- Give each group a list of statements about safe and unsafe food practices that has been prepared prior to the lesson. (See the teachers’ notes.)
- In groups, students prepare to fill out the food safety chart by sorting their list of statements into “safe” or “unsafe” categories.

**Thinking Critically**

- A spokesperson for each group reports on whether their group placed each statement in the safe or unsafe category. Use this opportunity to generate further discussion about safe food handling practices.
- Show the class “Attack of the Bugs” from the Project Cook DVD. (See the teachers’ notes.)
- Discuss the following safety practices with the students: hand washing techniques, handling of serving utensils, separating raw and cooked food, keeping cooked food at a safe temperature, and chilling, covering, and storing food.

**Observing Critical Thinking and Critical Action**

Examining and challenging each other’s ideas and practices around food safety.

- In groups, students prepare to fill out the food safety chart by sorting their list of statements into “safe” or “unsafe” categories.

**Learning Outcome**

Students will identify and promote safe food preparation practices (based on 2A3).

**Success Criteria**

Co-construct the success criteria with your students by unpacking the intended learning outcome.

**HAUORA**

Considering how food preparation and handling affect hauora

**Health Promotion**

Planning and taking action to prepare food safely for oneself and others; promoting food safety rules to others

**Useful Resources**

- For safe food handling tips, refer to:
  - page 40 of the Ministry of Health Food and Beverage Classification System for Years 1–13: Catering Guide;
- See also “Attack of the Bugs” from the Project Cook DVD produced by Heinz Wattie’s and available by email from leonie.calver@nz.hjheinz.com or by fax 09 308 5100.
ATTITUDES AND VALUES
Understanding the importance of considering safety issues when preparing food for oneself or others

ASSESSMENT OPPORTUNITY
Students can identify and address the food safety issues that arise in a specific situation (2A3).

THINKING CRITICALLY
• Groups review their food safety charts, adding new information to create a second section headed What we’ve learned about food safety.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION
Questioning and evaluating their prior knowledge and making links with new pieces of information.

THINKING CRITICALLY
• Students work in pairs or groups to develop a checklist for hygienic food preparation. They consider:
  − food gathering;
  − personal hygiene;
  − food preparation and cooking;
  − food storage.
• Each student selects one food hygiene rule and makes a poster about it to promote an aspect of food safety to others. An example could be “Taste food with a clean spoon, not your fingers” (2A3).
• Provide students with a food preparation scenario and ask them to develop an action plan that addresses hygiene. The scenario could be a morning tea for parents or a hāngi. Remind students to consider the equipment they will need and the precautions they should take (2A3).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION
Taking action based on critical thinking about relevant information.
LEARNING OUTCOME
Students will name foods they want to grow, identify the resources needed to grow them, and develop and implement a plan to grow food at school (based on 2D2).

SUCCESS CRITERIA
Co-construct the success criteria with your students by unpacking the intended learning outcome.

ATTITUDES AND VALUES
Developing a positive attitude towards their own health

SOCIO-ECOLOGICAL PERSPECTIVE
Contributing to an environment where sustainable food choices are valued and enjoyed

ASSESSMENT OPPORTUNITY
Students’ reflections on their action plan demonstrate critical thinking about the value of using school resources to grow food at school (2D2).

TEACHING AND LEARNING ACTIVITIES, INCLUDING ASSESSMENT OPPORTUNITIES

GROWING FOODS IN THE CLASSROOM ENVIRONMENT

- As a class, brainstorm a list of vegetables and classify them according to the part of the plant that is eaten. (See www.vegetables.co.nz/about-veg-classification.php)
- Students create a flow chart to show what they think they can grow at school, what equipment they are likely to need, and the time available. (See www.no-dig-vegetablegarden.com/gardening-for-kids.html)
- Start growing bean shoots in the classroom – when they are ready to eat, the students could add them to their lunches.

THINKING CRITICALLY

- In pairs, students brainstorm and record reasons for and against growing food in the school grounds. They select the three strongest reasons on each side of the issue and share them with the class. List all the reasons on a sheet or whiteboard.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Thinking critically about the pros and cons of growing food at school.

- In groups, students develop a list of no more than three vegetables or fruits that they would like to eat or grow. They consider the question “What would make growing this food easy or difficult?” The class then votes for its preferences.
- The groups predict and then research the growing conditions needed by their preferred foods. They consider how these conditions may be provided in the school grounds and find out how much the chosen foods cost to buy.

THINKING CRITICALLY

- The groups develop, carry out, and reflect on an action plan for growing and using their chosen fruits or vegetables at school, recording ideas for how this contributes to a healthy school community (2D2).

TEACHERS’ NOTES AND RESOURCES

Links to science, level 2, Living World (ecology): Recognise that living things are suited to their particular habitat.

If there is no garden space for growing vegetables, containers can be a useful substitute. Anything larger than 25 x 25 centimetres can be used. The depth of the soil is important, as is good drainage to prevent waterlogging. Suitable containers could include wooden or polystyrene boxes, plastic bins, or stacked tyres.

If space is limited, fruit trees can be grown as cordons or espaliers. Climbing varieties can be grown in pots, or fruit and vegetables can be mixed in with existing flower borders to create additional (edible) interest.

USEFUL RESOURCES

- Vegetables: Fresh, Quick, Tasty at www.vegetables.co.nz/resources-index.php and www.vegetables.co.nz/resources-aay.php
- Cool Kids Grow at www.coolkidsgrow.com
LEARNING OUTCOME
Students will describe their personal nutritional needs, in terms of fruit and vegetables, and plan to eat more fruit and vegetables and/or more different kinds (based on 2A1).

SUCCESS CRITERIA
Co-construct the success criteria with your students by unpacking the intended learning outcome.

HEALTH PROMOTION/HAUORA
Making health-promoting food choices that enhance well-being

ASSESSMENT OPPORTUNITY
The class mind map shows that students can think critically about the links between their health and well-being and their fruit and vegetable consumption and that they understand some ways their need for fruit and vegetables can be met (2A1).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION
Developing a plan and taking critical action based on critical thinking.

FRUIT AND VEGETABLE “GIVE IT A GO”
- Students respond to a group challenge to list as many fruit and vegetables as possible. (They could record their ideas in two columns or inside outlines of fruits and vegetables.)
- Each student ticks the fruits and vegetables they have tried and those they would like to try, using two different coloured pens.
- Each group selects two fruit or vegetable items that its members would like to try. They contribute these to a class list.
- Students plan a “Give It a Go” tasting session of fruits and raw vegetables. Each student brings from home a favourite fruit or vegetable that can be eaten raw. (Cut these into bite-sized pieces for tasting.)
- Each student completes a review under the headings:
  - New foods I tasted
  - New foods I will eat again.

THINKING CRITICALLY
- Students use Eating for Healthy Children aged 2 to 12/ Ngā Kai Tōtika mō te Hunga Kōhungahunga to find out how many servings of fruit and vegetables they need each day. (See the teachers’ notes.) If appropriate, they can then set a personal goal to eat at least one more serving (or one more variety) of either a fruit or a vegetable each day. They identify the help they will need to achieve this goal and decide how to record their progress.
- As a class, students complete an “eating fruit and vegetables” mind map that shows how their fruit and vegetable consumption affects their health (2A1).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION
Examining, evaluating, and challenging their current food choices. Planning to take critical action based on their critical thinking.

TEACHERS’ NOTES AND RESOURCES
USEFUL RESOURCES
- Vegetables: Fresh, Quick, Tasty at www.vegetables.co.nz
LEARNING OUTCOME
Students will describe their nutritional needs in terms of snacks and think critically about how they can meet those needs through the choices they make about snacks (based on 2A1).

SUCCESS CRITERIA
Co-construct the success criteria with your students by unpacking the intended learning outcome.

HEALTH PROMOTION
Developing the personal skills that empower them to take action to improve their own food choices

ASSESSMENT OPPORTUNITY
Students’ “Then and now” records of changes demonstrate that they are thinking critically about their snack food choices in relation to the criteria (2A1).

USING SIMPLE GUIDELINES TO PLAN HEALTHY SNACKS

- Each student records their favourite snack on a slip of paper that they put into a “post box”.
- Divide the slips of paper between groups of students. The groups analyse the data by classifying the snacks into the four food groups.
- The groups share their results and, as a class, develop a bar graph to show class snacking habits.
- In groups, students decide whether the class needs to make any changes to its snack choices. They discuss “smart snacking” criteria they could give to someone else when choosing healthy snacks. They share these to develop a class list.

THINKING CRITICALLY

- Each student is given a list of three snack foods and ranks the snacks according to (1) how healthy they are and (2) their cost.
- Each student plans the snacks they will try to have over the next week that meet the “smart snacking" criteria.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION
Examining and questioning their current practices in choosing snacks.

THINKING CRITICALLY

- Students record changes in their own snacking by completing a “Then and now” chart of their snacks over a week. Students discuss their charts with a partner, explaining how their choices meet the “smart snacking” criteria (2A1).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION
Taking critical action based on their critical thinking.

USEFUL RESOURCES

- For information about food groups, serving sizes, and food classification, refer to pages 4–8 of the Ministry of Health’s Food and Beverage Classification System for Years 1–13: User Guide.
- “How to Turn Your Family into Healthy Snackers” by Jenny Bowden in Healthy Food Guide magazine, March 2008, pages 37–45.
- Eating for Healthy Children Aged 2 to 12/ Ngā Kai Tōtika mō te Hunga Kāhungahunga from the Ministry of Health.
What are the benefits of preparing and eating food together?

Learning Outcome
Students will develop and use simple guidelines and practices to help people choose healthy food and enjoy eating it together (based on 2D3/3D3).

Success Criteria
Co-construct the success criteria with your students by unpacking the intended learning outcome.

Socio-Ecological Perspective
Identifying and reflecting on factors that influence people’s choices and behaviours.

Attitudes and Values
Exploring attitudes and values related to snack foods.

Health Promotion
Sharing healthy snacks.

Assessment Opportunity
Students use their guidelines and, as a group, assess the value of the snacks and the experience of eating them together (2D3/3D3).

Teaching and Learning Activities, Including Assessment Opportunities

Everyday Snacks and Simple Meals: Exploring New Foods and Cultural and Family Contexts

Thinking Critically
- In groups, students discuss their favourite healthy snacks. They use the categories “everyday”, “sometimes”, and “occasional” to classify snacks and decide what is a suitable snack to have at school. They compare the costs of bought and home-made snacks.

Observing Critical Thinking and Critical Action
Examining and challenging their assumptions (and related eating practices) about what makes for a healthy snack.
- With parental help, conduct a tasting session of traditional snacks from different cultures. Use this as an opportunity for teaching and learning about unfamiliar foods, protocols for sharing food, and the merits of home-made versus bought food.
- As a class, list barriers to healthy snacking and ideas for how they could be overcome. Students think about the help needed and who could provide that help.
- As a class, decide on some simple, healthy snacks that could be made and shared in the class. Draw up guidelines and discuss practices that will help make the experience of eating together more pleasurable.
- Students either bring a healthy snack from home or make healthy snacks in groups. They eat their snacks, following the class guidelines (2D3/3D3).

Teachers’ Notes and Resources
Evidence suggests that food availability and accessibility, parental role modelling, television viewing, and child–parent interactions around food are all likely to be important influences on food choices and behaviour. Project Eat research (www.apa.org/pi/cyf/fam4.html and www.feedingourfutures.org.nz/eattogether.html) confirms the positive outcomes of families eating together.

Useful Resources
- For information on tasting panel protocols, see page 25 of Food Power Book A by Primrose Appleby and Jan Tilley.
LEARNING OUTCOME
Students will describe similarities and differences in the food rituals of individuals and groups (based on 2C2).

SUCCESS CRITERIA
Co-construct the success criteria with your students by unpacking the intended learning outcome.

ASSESSMENT OPPORTUNITY
Students use the Venn diagrams effectively to describe similarities and differences between their own and other people’s food-related etiquette and rituals (2C2).

ATTITUDES AND VALUES
Showing a willingness to reflect on their own beliefs and values and those of others

LEARNING OUTCOME
Students will describe similarities and differences in the food rituals of individuals and groups (based on 2C2).

SUCCESS CRITERIA
Co-construct the success criteria with your students by unpacking the intended learning outcome.

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ATTITUDES AND VALUES
Showing a willingness to reflect on their own beliefs and values and those of others

ETIQUETTE AND RITUALS

THINKING CRITICALLY

• In groups, students discuss the statement, “Mealtimes are about more than fuel for our bodies.”
• Students contribute to a class collage celebrating the benefits of eating with other people.
• Using the example of Indian philosophy in the teachers’ notes, identify some food-related rituals and discuss how these may have come about.
• In pairs, students complete a “What does your family do?” chart, comparing experiences and discovering similarities and differences in the food-related etiquettes and rituals in their own homes or cultures. Then, as a class, students choose two or three mealtime practices and complete a Venn diagram for their class group, based on these practices (2C2).

• As a class, plan a shared meal. Discuss and agree on appropriate table manners and ways of sharing politely.
• Have a class shared lunch.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Examining attitudes, values, and beliefs that relate to eating with others. Examining their own practices and comparing them with those of others. Comparing, and challenging or affirming, their thoughts about eating together Taking critical action by sharing and enjoying food with others.

TEACHERS’ NOTES AND RESOURCES

Links to social sciences, level 2: Understand how cultural practices reflect and express people’s customs, traditions, and values.

Eating food with others is a way of creating and expressing the relationships between people. Every culture and family group has its own rituals. For example, table manners in one traditional Indian philosophy are guided by balance and designed to ensure great digestion. They include:

– Chew your food well. Delight in the flavour, texture, aromas, and colours of the food. Celebrate your meal.
– Eat silently or have a good conversation.
– Eat a modest portion. Leave about one quarter of the stomach empty to aid digestion.
– Rest a bit after the meal. Enjoy good light conversation or relaxing music after the meal.

• Refer to “Indian Table (Yoga) Etiquette”, available at http://indianfoodsco.com/Ayurveda/TableEtiquette.htm

USEFUL RESOURCES

• See the Assessment Resource Banks at http://arb.nzcer.org.nz/strategies/venn.php for information about Venn diagrams.