

LEVEL 3 THEME 1

WHAT DO WE KNOW ABOUT THE FOOD WE EAT?

LEARNING OUTCOME

Students will describe the characteristics of some foods and identify ways in which eating them may affect health (based on 3A1).

SUCCESS CRITERIA

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

For example, one of the success criteria for the activity *What are the positive and negative effects of foods? could be:* Students are able to construct a graphic organiser to show how a particular food can contribute to or threaten their health.

HEALTH PROMOTION

Developing food selection skills that enable them to improve their own well-being

ASSESSMENT OPPORTUNITY

Students' graphic organisers clearly identify the positive and negative ways in which their chosen food affects their health and ways of dealing with any threats (3A1).

TEACHING AND LEARNING ACTIVITIES, INCLUDING ASSESSMENT OPPORTUNITIES

WHAT ARE THE POSITIVE AND NEGATIVE EFFECTS OF FOODS?

- Select a particular food and encourage students to draw on their prior knowledge about that food to jointly construct a mind map. This can include facts, myths, and interesting historical information.
- Give students a list of foods (for example, tomatoes, potatoes, nuts, kūmara, taro, and rice). In groups, students conduct an inquiry into one of the food items on the list. They then use a graphic organiser to present information, for example, about:
 - the food group it belongs in;
 - where it is grown;
 - ways to prepare the food and other foods it can be served with;
 - related health benefits or risks (3A1).

THINKING CRITICALLY

- Students review all groups' graphic organiser outcomes during a "walk and gawk" session. They then think, pair, and share to identify which of the foods investigated represent healthy choices and under what circumstances these foods could become unhealthy.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Examining and questioning health-related food choices.

- Students use their graphic organisers to identify key information about their chosen food:
 - what they knew already about the food;
 - facts they have found out about the food;
 - how it could benefit their health;
 - possible ways it might threaten health;
 - how threats can be minimised (3A1).



TEACHERS' NOTES AND RESOURCES

Links to science, level 3, Living World (ecology): Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

Links to English, level 3, Listening, Reading, and Viewing (processes and strategies): Select and use a range of processing and comprehension strategies with growing understanding and confidence (identifies and gathers relevant facts on food).

Links to English, level 3, Speaking, Writing, and Presenting (ideas): Select, form, and communicate ideas on a range of topics.

Our food item is: The potato

Food group	The potato belongs to the Solanaceae genus. Other plants in the "nightshade" family include the tomato and egg plant.
Where does it come from?	Farmers in the Andes in South America first discovered and cultivated the potato about 7000 years ago. In about 1570, the Spanish took the first potato to Europe.
Are there different types?	Nadine, Rua, Desiree, Karaka, Moonlight, Ilam Hardy, Red Rascal, and Agria are some of the types grown in New Zealand.
Where is it grown?	Until the early 1990s, most potatoes were grown in Europe, North America, and the former Soviet Union. There has been a big increase in potato production in Asia, Africa, and Latin America since then, and China is the biggest producer today.
How do we prepare and serve the food?	Potatoes can be prepared and served in lots of ways: Boiled Mashed Baked Roasted Wedges.

LEARNING OUTCOME

Students will describe environmental factors affecting people's food choices and identify food choices that are both healthy and economical (based on 3D1/3A1).

SUCCESS CRITERIA

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

ASSESSMENT OPPORTUNITY

Students compare the costs of available foods and suggest likely health outcomes for choices they could make (3D1/3A1).

Students identify and use sources of food that are both cost-effective and healthy (3D1/3A1).



HAUORA (particularly taha tinana)

Understanding ways of meeting the body's needs for food

WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF DIFFERENT FOOD SOURCES?

- Students complete a mind map showing where they get their food from (for example, a dairy, supermarket, farmer's market, market garden, or service station).

THINKING CRITICALLY

- In pairs, students list the advantages and disadvantages of common food sources and identify and justify the best places to buy basic foods (such as bread, milk, eggs, meat, fruit, and vegetables).
- Students each select a different food and find out the price differences between brands and between sources.
- Students share their findings and use them to complete a class chart. On the chart, they identify the cheapest food sources, possible savings, and choices that could benefit health (3D1/3A1).
- Students use a thinking grid to examine their natural food resources in their local environment (for example, gardens, sea, and bush). They consider the likely costs and benefits involved in obtaining food from these sources.
- Students individually develop and carry out an action plan aimed at making savings on a food item while also benefiting their health. They reflect on the savings and improved health that the changes might achieve over a given time (3D1/3A1).

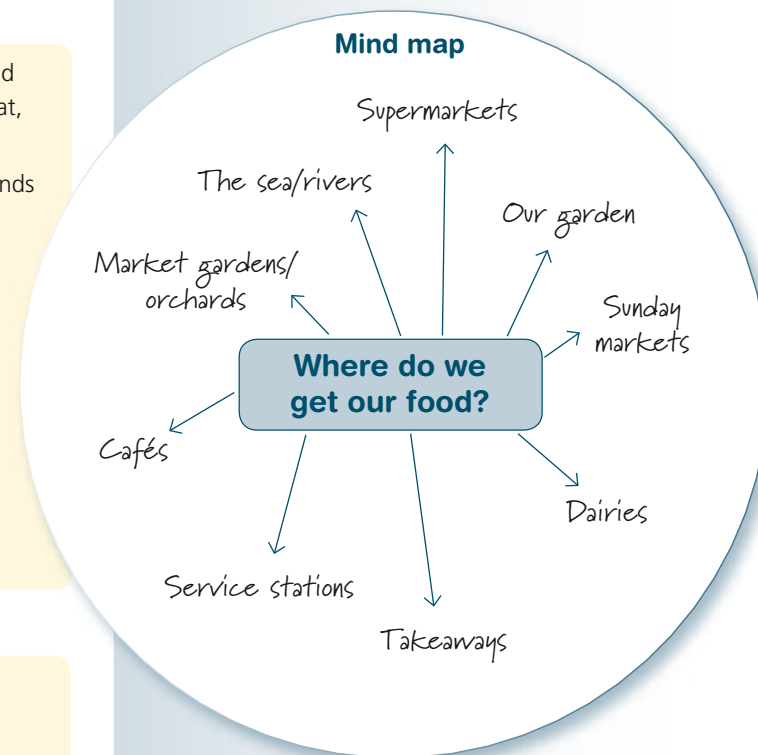
OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Examining and questioning costs of foods from different sources. Making reasonable and defensible decisions about food choices in terms of cost and health.



TEACHERS' NOTES AND RESOURCES

Links to mathematics and statistics, level 3, Number and Algebra (number strategies).



LEARNING OUTCOME

Students will research, describe, and use safe guidelines and practices for food preparation (based on 3D3/3A3).

SUCCESS CRITERIA

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



HEALTH PROMOTION

Developing personal skills that empower them to take action to improve their own well-being and that of others

ASSESSMENT OPPORTUNITY

Students use a graphic organiser based on their checklist to ensure that they can prepare food safely for themselves and others (3D3/3A3).

HOW SAFE IS THE FOOD WE EAT?

- Watch “Attack of the Bugs” on the *Project Cook* DVD. In groups, students discuss which of the food handling rules identified in the DVD they think could apply at school and at home. (See the teachers’ notes for some basic guidelines.) Introduce the New Zealand Food Safety Authority’s “4Cs” (clean, cook, cover, chill).
- In groups, students discuss and draw up a list of important rules for safe and hygienic food handling and preparation:
 - before starting to prepare food;
 - when preparing food;
 - after preparing food.

THINKING CRITICALLY

- In groups, students produce a safe food checklist for a marae, club, local café, or school canteen. They also prepare a poster, jingle, or slogan to remind people to use the checklist.
- Working in pairs, and referring to their checklist, students prepare a simple snack. They then use a graphic organiser to evaluate their own use of the safe food checklist (3D3/3A3).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Considering hygiene requirements in given contexts.
Taking action as they use the safe food checklist.



TEACHERS’ NOTES AND RESOURCES

PREPARING FOOD SAFELY

These are some simple rules for safe, hygienic food handling and preparation. Before preparing food:

- tie back long hair;
- wash hands with warm, soapy water;
- cover any cuts or sores with a plaster;
- clear and clean all working surfaces.

To prevent food contamination when preparing food, do not:

- handle food if you have a bad cold or are sick;
- lick fingers or equipment during cooking;
- allow pets in the kitchen area;
- refreeze frozen foods without cooking them first.

Always:

- use clean dishcloths and tea towels;
- prepare and store raw and cooked food separately;
- cook food thoroughly;
- use a separate chopping board for cutting meat and wash the board in very hot water after use;
- use a clean spoon when tasting food and wash the spoon after each tasting;
- take chilled and frozen food home from the shops quickly;
- keep raw meat and fish at the bottom of the fridge;
- remember the “4Cs”: clean, cook, cover, and chill.

USEFUL RESOURCES

- Ministry of Education hand washing poster *Clean Hands Save Lives!*, available at www.minedu.govt.nz/web/downloadable/dl12141_v1/how-to-wash-your-hands-poster-1.doc
- The New Zealand Curriculum Exemplars: www.tki.org.nz/r/assessment/exemplars/hpe/hpe_1a_e.php
- “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 at 09 308 5100.
- For safe food handling tips, refer to the New Zealand Food Safety Authority website at www.nzfsa.govt.nz/consumers See especially www.foodsafe.org.nz/files/meet-the-bugs.pdf

LEVEL 3 THEME 2

HOW DO WE GET OUR FOOD?



LEARNING OUTCOME

Students will describe how growing foods at school can contribute to sustainable environments (based on 3D2/3D4).

SUCCESS CRITERIA

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

SOCIO-ECOLOGICAL PERSPECTIVE

Actively contributing to the health of the environment that they live in

HEALTH PROMOTION

Taking action to promote food-growing in the school environment

ASSESSMENT OPPORTUNITY

Students can describe how growing food at school can contribute to creating sustainable environments (3D2/3D4).

TEACHING AND LEARNING ACTIVITIES, INCLUDING ASSESSMENT OPPORTUNITIES

GROWING FOOD IN THE SCHOOL ENVIRONMENT

THINKING CRITICALLY

- In groups, students examine practical considerations for developing a school kitchen garden. Encourage them to consider:
 - available space: students could develop plans by drawing up a map of the school and identifying suitable sites for growing their vegetables;
 - permission needed: students will need to make a case to the Board of Trustees if they wish to plant fruit trees or create a vegetable garden (for example, through making an oral presentation, writing a formal letter, or writing a proposal);
 - sustainability: students could think about soils, nutrition, compost, companion planting, suitable plots, sun, and the “positives and negatives” of creating a school kitchen garden;
 - type of produce: students could consider, for example, seasonal foods and comparative costs;
 - responsibilities and care: students will need, for example, to identify and plan their tasks over time, identify and enlist potential helpers, prepare a budget, and create an equipment list.
- Students use communication media such as the school newsletter and website to share the benefits of growing food in the school environment (3D2/3D4).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Examining and evaluating suitability of options.
Taking action based on critical thinking about options for growing food in the school environment.

TEACHERS' NOTES AND RESOURCES

Links to science, level 3, Living World (ecology): Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

USEFUL RESOURCES

- Malcolm Riley's draft dietary guidelines for sustainability as set out on page 7 of the *Food and Nutrition for Healthy, Confident Kids* guidelines.
- Stephanie Alexander Kitchen Garden Foundation at: www.kitchengardenfoundation.org.au/grants.shtml
- *Environmental Education Action Fund*
WWF-New Zealand provides funding to schools and communities taking hands-on action to address an environmental issue as part of their learning. A diverse range of school-based ventures are funded by this programme, including sustainable organic gardens and pest-eradication projects. There are two funding rounds per year, in spring and autumn. The organic garden projects undertaken by schools and funded by WWF include raised-bed gardens, heritage orchards, and Matariki gardens. More information, including an application form, is available at www.wwf.org.nz
- The *School Journal* and other references for the themes “growing and preparing food” and “sustainability”:
 - “A Plate of Potatoes”, *Connected* 1 2003
 - “A Bunch of Peanuts”, SJ 3.2.99
 - “Cooking Talo”, SJ 1.4.96
 - “Rēwena Bread”, *Connected* 1 2003
 - “A Cup of Koko”, SJ 2.3.98
 - “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



LEARNING OUTCOME

Students will be able to suggest and/or plan relevant and appropriate improvements to their own or others' eating habits (based on 3A1).

SUCCESS CRITERIA

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



HAUORA

Developing knowledge of the foods required for growth and health



HEALTH PROMOTION

Developing knowledge and skills that enable them to select foods that improve hauora



ATTITUDES AND VALUES

Developing an increasing sense of responsibility for selecting their own food

SUPER SWAPS AND AWESOME ADDITIONS

- Present students with the following scenario: "A friend has come to you for some advice. They want to improve their health and their eating habits."
- In pairs, students create a list of general nutrition tips or messages they would give to other young people.
- Students combine their pairs to form groups of four. They discuss their lists and compare them with the messages from *Eating for Healthy Children Aged 2 to 12/ Ngā Kai Tōtika mō te Hunga Kōhungahunga*. (See the teachers' notes.)
- Provide each student with an example of a fictitious 24-hour food diary that could do with some improvements. (Base this on Appendix 8 in the online appendices, filling the left-hand column with a combination of healthy and less healthy food items.)
- Explain what a Super Swap is, using examples such as replacing buttered popcorn with air-popped corn or full-fat milk with trim milk.

THINKING CRITICALLY

- As a class, decide on the criteria that will be used to examine the food diary. These might address questions such as: "Does it meet '5+ a day' fruit and vegetable servings?" "Is the person drinking enough water during the day?" "Are there foods from all four food groups?" "Are the snacks high in fat?" "Are any meals being skipped regularly?"
- Students suggest changes to the eating patterns shown in the food diary by either recording a Super Swap, where they substitute a healthier food item for a less healthy item, or including an Awesome Addition, which is a new food or beverage item.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Examining and evaluating options and suggesting alternatives.

THINKING CRITICALLY

- In pairs, students take the role of either the giver of nutrition advice or the receiver. Using their altered version of the food diary, the advice giver explains to the receiver the reasons for the changes. (For example, including an extra piece of fruit at lunch to meet "5+ a day" or substituting a plain biscuit for a chocolate one because it is lower in sugar and calories.)
- Students keep their own 24-hour food diary and carry out the same process, making suggestions for swaps and additions.

TEACHERS' NOTES AND RESOURCES

USEFUL RESOURCES

- The Ministry of Health resource *Eating for Healthy Children Aged 2 to 12/ Ngā Kai Tōtika mō te Hunga Kōhungahunga*. Available at: www.healthed.govt.nz/uploads/docs/HE1302.pdf
- The Ministry of Health resource *Food and Beverage Classification System for Years 1–13: User Guide*.



ASSESSMENT OPPORTUNITY

Students use their knowledge of nutrition to analyse their food and beverage intake and set a realistic goal for a change they plan to make (3A1).

LEARNING OUTCOME

Students will identify safety factors involved in planning and preparing a healthy shared lunch (based on 3A3/3C1).

Students will identify the roles and responsibilities involved in working with others to prepare food (based on 3A3/3C1).

SUCCESS CRITERIA

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

SOCIO-ECOLOGICAL PERSPECTIVE

Actively contributing to their own well-being, to that of other people, and to society as a whole

ASSESSMENT OPPORTUNITY

Students evaluate their planning process, ability to work together, and standard of food preparation (3A3/3C1).

- Students critique their own food consumption. They could then plan a small change and put it into practice for an agreed time, for example, they may decide to drink more water by having a glass at breakfast every day (3A1).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Taking critical action by setting goals based on an examination and critique of their own eating habits.

CAN WE USE HEALTHY INGREDIENTS TO MAKE A SIMPLE CELEBRATORY LUNCH?

- Discuss with students some reasons for creating a celebratory healthy lunch. Outline the timeline and parameters for the occasion. (See the teachers' notes.)

THINKING CRITICALLY

- In groups of three, students brainstorm what they could do, given factors such as the available facilities, equipment, budget, time, support people, and skills, as well as any special dietary requirements.
- As a class, collate groups' suggestions and rank them from most suitable to least suitable, discussing the reasons for each decision.
- In each group, students plan to make a product for a class lunch. Foods could include sandwiches, scones, dips and dippers, fruit kebabs, mini wraps, and fruit smoothies.
- Each group prepares an action plan outlining who is doing what, the time frame, how the ingredients will be supplied, how they will make the item, and the precautions they will take to ensure food safety. The plans should provide for reflection – what went well, what worked, and what they would do differently. Each group discusses its plans with another group.
- When the teacher has approved their plans, students prepare their contribution.
- After preparing and sharing the food, students reflect on what worked and what they would do differently next time. They discuss their conclusions with another group (3A3/3C1).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Examining, questioning, and justifying decisions about food choices. Taking action by demonstrating how celebrations can include the provision of healthy, safe food choices.



TEACHERS' NOTES AND RESOURCES

Identify a suitable occasion for celebration, for example, the completion of a unit of work on food and nutrition or a wider-school event. Parameters relate to factors such as the cost of food, the need to select healthy options, and the time available for preparation.

Options for selecting and preparing food will be influenced by the school's facilities.

USEFUL RESOURCES

- For recipes for snacks (including fruit smoothies), see the Ministry of Health *Food and Beverage Classification System for Years 1–13: Catering Guide*, pages 26–28.
- For safe food handling tips, refer to the New Zealand Food Safety Authority website at www.nzfsa.govt.nz/consumers



LEVEL 3 THEME 3

WHAT ARE THE BENEFITS OF PREPARING AND EATING FOOD TOGETHER?

LEARNING OUTCOME

Students will investigate the effects of celebratory events involving the selection and preparation of food (based on 3D2).

SUCCESS CRITERIA

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



SOCIO-ECOLOGICAL PERSPECTIVE

Exploring how social, cultural, and environmental factors influence well-being



HEALTH PROMOTION

Promoting and preparing healthy food for others



ATTITUDES AND VALUES

Exploring others' attitudes, values, and traditions associated with food

TEACHING AND LEARNING ACTIVITIES, INCLUDING ASSESSMENT OPPORTUNITIES

CELEBRATIONS AND OTHER SOCIAL OCCASIONS

- In pairs, students could use the rally table technique to record special occasions, celebrations, or ceremonies where food is included. (See the teachers' notes.) Collate all the ideas in a class list.
- Alternatively, select a *School Journal* article or story to share as a starting point for discussion around culture and food. (See the teachers' notes.)

THINKING CRITICALLY

- Use focus questions to stimulate discussion. Examples include: "How is the food at celebrations different from everyday food?", "Why is the food important?", "Who prepares it?", "How is it prepared?"

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Examining and questioning influences on food choices.

- Collate a list of each student's family favourite special-occasion foods to emphasise different preferences.
- Invite members of the school community to bring along a traditional celebratory food from their culture for taste testing.
- Students interview another person about the celebrations they have been part of and the foods they enjoyed at these celebrations. (Prepare the students by teaching them about interview techniques, including the use of open and closed questions.)
- Establish that food sources and preferences differ between individuals, families, and cultures.



TEACHERS' NOTES AND RESOURCES

Celebratory events may link to contexts in social studies or reflect the cultural diversity of the class or wider school and community.

Rally table technique

In the rally table technique, two people work together. They take turns recording an idea about a topic, passing the recording sheet back and forth to their partner until both people run out of ideas.

Links to social sciences, level 3: Understand how cultural practices vary but reflect similar purposes.

Links to English, level 3, Speaking, Writing, and Presenting.

USEFUL RESOURCES

The *School Journal* and other resources for the themes culture, celebrations, and food:

"Birthday Party", SJ 2.2.97

"Breadfruit Chips", SJ 3.2.03

"Chapattis", SJ 1.2.98

"Cooking an Uga", SJ 1.5.04

"Cooking with Biogas in India", SJ 3.2.93

"A Cup of Koko", SJ 2.3.98

"Delicious Steamed Kai", SJ 1.5.92

"Eating Pikopiko", SJ 2.2.90

"Eating Well in Africa", SJ 3.3.96

"Fast Food in Tibet", SJ 3.2.00

"Fish and Chips in Tokelau", JJ 6, 1991

Hāngi, SJSJ 1995

"Making an Umu", JYPW 1999

"The Ringawera", SJ 1.1.08

ASSESSMENT OPPORTUNITY

Students' presentations reveal their understanding of how sharing traditional celebratory foods contributes to community well-being (3D2).

LEARNING OUTCOME

Students will describe and use ways to promote healthy eating at celebrations (based on 3D2).

SUCCESS CRITERIA

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



HEALTH PROMOTION

Taking action to promote healthy food choices to others



HAUORA

Understanding how sharing food together affects hauora

THINKING CRITICALLY

- Individually or in small groups, students investigate traditional celebratory foods (for example, those shared at Chinese New Year, Diwali, White Sunday, Matariki, or Hanukkah). Their investigations focus on the contribution that sharing traditional celebratory foods make to a community's sense of well-being.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Examining, and asking questions about cultural influences on food choices.

- Students present their findings to the class orally, as a computer-assisted presentation, and/or as a poster (3D2).
- As a follow-up activity, students could collate a class recipe book, including digital photos of their taste-testing experiences.

HOW CAN HEALTHY FOOD CHOICES BE PART OF A CELEBRATION?

- Provide, or get students to brainstorm, a list of foods traditionally eaten at a specific celebration (for example, birthday party, hui, White Sunday).

THINKING CRITICALLY

- In pairs, students develop a list of improvements intended to make the menu traditionally associated with a particular celebration healthier. This does not mean eliminating traditional foods but changing aspects of how they are cooked (for example, air-popping the popcorn, using less oil or butter, selecting leaner meat, or including more vegetables).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Evaluating current practices and suggesting alternatives.

TEACHERS' NOTES AND RESOURCES

Links to English, level 3, Speaking, Writing, and Presenting: Plan and prepare promotional material, considering visual elements, layout, and persuasive language.

Links to technology, level 3, Technological Practice: Use electronic media to gather and present ideas and food suggestions.

This activity enables students to learn about some of the benefits of sharing a healthy celebratory meal. As they proceed, ensure that they consider all four dimensions of hauora. Teachers could guide students' final reflection by providing a reflection sheet that looks at how the four dimensions of hauora were affected when preparing and sharing food.

USEFUL RESOURCES

The *School Journal* and other resources for the themes of culture, celebrations, and food:

"Hot Bread", SJ 1.4.99

"Inati", SJ 2.4.03

"Food in Hong Kong", SJ 2.2.94

"Kanga Wai", SJ 3.2.92

"Karengo", JJ 2000

"Lunch on the Taro Plantation", SJ 2.1.92

"Pipi Fritters", SJ 1.1.99

"Poukai", JYPW 1990

"Preparing the Pola", SJ 2.3.97

"A Meal in Kiribati", SJ 2.4.94

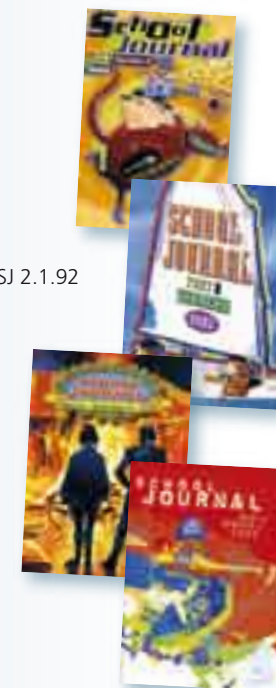
"My Dad's Raw Fish", SJ 2.4.02

"The Terotero", SJ 4.2.04

"What a Feast!", SJ 1.2.97

"The Ringawera", SJ 1.1.08

"Feleti's Birthday", SJ 2.2.08



ASSESSMENT OPPORTUNITY

Students communicate information about the value of healthy eating at celebrations (3D2).

- As a class, students plan a healthy menu for a class or school celebration. Encourage them to consider all aspects (for example, the health benefits, who they will invite, their preparation needs, and presentation).
- Students promote their healthy celebratory menu to their expected guests, using, for example, posters or computers to assist their presentations (3D2).
- Divide the class into small groups that will each prepare one celebratory food for the shared meal.

THINKING CRITICALLY

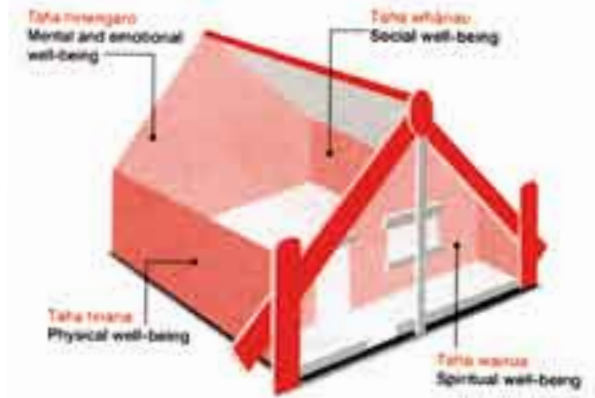
- After participating in the shared meal, students state what was good about preparing and sharing a meal with others, either orally or on their reflection sheet. They make links to the four dimensions of hauora, explaining how preparing and sharing healthy celebratory food affected each dimension.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Examining and evaluating food choices in a given context.

- Students compile a list of alternative celebratory foods and attach it to the school newsletter, along with an explanation that they are learning how they can enjoy celebratory food while maintaining a healthy lifestyle.

Hauora



Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whānau and taha wairua ... Dr Mason Durie's whare tapahwhā model compares hauora to the four walls of a whare, each wall representing a different dimension ... All four dimensions are necessary for strength and symmetry.

Health and Physical Education in the New Zealand Curriculum, page 31 (adapted from Durie, 1994, page 70)



LEARNING OUTCOME

Students will identify how people's interactions with others can affect their food choices/practices and will take action to promote improvements (based on 3C3/3D4).

SUCCESS CRITERIA

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

ASSESSMENT OPPORTUNITY

Students gather and interpret evidence and use it to evaluate how their promotion has affected other students' food choices (3C3/3D4).

SOCIO-ECOLOGICAL PERSPECTIVE

Identifying and reflecting on the factors that influence people's choices

THE CHALLENGE: PROMOTING HEALTHY EATING

- Students make a mind map about the food and drink that is available to them at school.
- With students, discuss the value of promoting healthy eating habits to other people. Encourage them to consider the potential social and personal benefits of such a promotion as well as the benefits to body and mind.

THINKING CRITICALLY

- In groups, students:
 - identify key health messages about food in school;
 - consider ways they could promote the messages to support healthy eating at school;
 - plan to communicate healthy-eating messages by developing a healthy-eating display, with tasting sessions, for younger students and/or by contributing ideas about sustainable healthy eating to school newsletters;
 - gather and interpret evidence about the results of the actions they have taken (3C3/3D4).

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Considering and evaluating options for promoting healthy eating. Taking critical action to challenge other people's current beliefs and practices and to present healthier options.



TEACHERS' NOTES AND RESOURCES

The following two suggested activities (The challenge: Promoting healthy eating and Eat together: Eat well) relate to the same learning outcome. The suggested resources provide important background information for them both. Note that teachers and students should develop specific success criteria for each activity.

USEFUL RESOURCES

- See Why Education about Nutrition is Important on page 4 of the Ministry of Education *Food and Nutrition for Healthy, Confident Kids* guidelines.
- For tasting-panel protocols, see *Food Power Book A*, page 25, by Primrose Appleby and Jan Tilley.
- For simple, practical, low-cost ideas for getting children to eat well, see the Health Sponsorship Council Feeding Our Futures Campaign at: www.feedingourfutures.org.nz/index.html



ASSESSMENT OPPORTUNITY

Students effectively present information about the benefits of sharing family meals (3C3/3D4).

EAT TOGETHER: EAT WELL

- With students, discuss the following research findings:
 - Kids who eat family meals:
 - have better results at school;
 - have better mental health;
 - are less likely to be involved in substance abuse.

THINKING CRITICALLY

- In pairs, students identify:
 - the barriers to people eating meals with their family;
 - the benefits for people of eating meals with their family;
 - possible ways to overcome the barriers.
- Students share their responses to create a class list.
- In groups, students:
 - discuss ways of overcoming the identified barriers;
 - discuss how they can get the message across about the benefits of family meals;
 - prepare a video, computer-assisted presentation, or poster to communicate their messages to the wider school community (3C3/3D4);
 - develop and enact a plan for gathering feedback on any changes families make;
 - set a date to share findings about changes over a given time and plan further action.

OBSERVING CRITICAL THINKING AND CRITICAL ACTION

Considering the reasons why people choose to eat meals together or alone. Taking critical action to encourage families to eat together.

TEACHERS' NOTES AND RESOURCES

“Kids who reported eating more family meals per week reported significantly less substance use and significantly better academic and mental health than those eating fewer meals with family. These associations were apparent across the spectrum of meal frequency [and] each additional meal per week conferred some additional benefit.”

Cited from *Benefits of Family Meals: Findings from Project EAT*, by Maria Eisenberg, available at: www.apa.org/pi/cyf/fam4.html

