

APPENDICES

Appendix 1: Links between *Focus on Food* and the New Zealand Curriculum

Links to the values

Values in the New Zealand Curriculum	The suggested critical thinking learning opportunities in <i>Focus on Food</i>
Innovation, inquiry, and curiosity	<ul style="list-style-type: none"> • Undertaking guided inquiry into food-related issues, e.g., growing food, food and culture, food safety • Exploring alternatives, e.g., healthier food options, alternative food sources, eco-friendly food products • Generating questions about issues related to food and nutrition
Diversity	<ul style="list-style-type: none"> • Exploring food preferences, practices, and traditions in different cultures and families
Equity	<ul style="list-style-type: none"> • Promoting healthy food to others to help enhance their well-being • Encouraging family members to take part in family meals
Community and participation	<ul style="list-style-type: none"> • Taking action to promote healthy eating at home, at school, and/or in the community • Contributing to and participating in shared food experiences
Ecological sustainability	<ul style="list-style-type: none"> • Developing knowledge and skills to grow and prepare their own food • Developing an awareness of sustainable food sources • Exploring the impact of food production and packaging on the environment
Integrity	<ul style="list-style-type: none"> • Making food choices based on informed knowledge rather than on advertising in the popular media or other unreliable sources • Choosing food that is produced in ways that are ecologically sustainable • Being accepting and tolerant of the food choices of others when appropriate

Links to the key competencies

Key competencies in the New Zealand Curriculum	The suggested critical thinking learning opportunities in <i>Focus on Food</i>
Thinking	<p><i>Creative and critical thinking</i></p> <ul style="list-style-type: none"> • Interpreting, analysing, and challenging food-related information and messages • Examining different perspectives surrounding food, e.g., those of different cultures and families and from the media • Identifying possible alternatives, e.g., healthier food options, eco-friendly practices, opportunities to grow food
Using language, symbols, and texts	<ul style="list-style-type: none"> • Communicating ideas to others orally, visually, or in writing • Using technology to gather and present information about food and nutrition • Interpreting the language and symbols associated with food and nutrition
Managing self	<ul style="list-style-type: none"> • Developing and evaluating an action plan • Setting goals, implementing a related action plan aimed at improving nutrition, and evaluating the plan's effectiveness
Relating to others	<ul style="list-style-type: none"> • Working co-operatively to plan and prepare food • Working co-operatively to complete learning activities • Developing assertive communication skills in a food and nutrition context
Participating and contributing	<ul style="list-style-type: none"> • Advocating for change at home, at school, and/or in the community • Educating others about food and nutrition • Planning, preparing, and participating in shared food experiences

Appendix 2: Group Match-up or Game of Snap

Use this template to create cards.

Group Match-up: In pairs, students place each food card under the correct food group heading.

Snap: Playing in pairs, students snap when foods belonging to the same group appear on top of each other or when a food and food group appear one after the other.

VEGETABLES AND FRUIT	MILK AND MILK PRODUCTS	MEAT, FISH, POULTRY, EGGS, NUTS, AND LEGUMES	BREADS AND CEREALS
 <p>Eggs</p>	 <p>Baked beans</p>	 <p>Bread roll</p>	 <p>Yoghurt</p>
 <p>Cheese</p>	 <p>Rice</p>	 <p>Tomato</p>	 <p>Steak</p>
 <p>Carrots</p>	 <p>Lettuce</p>	 <p>Cereal</p>	 <p>Peas</p>
 <p>Pita bread</p>	 <p>Chicken</p>	 <p>Orange</p>	 <p>Milk</p>
 <p>Salmon</p>	 <p>Walnuts</p>	 <p>Cottage cheese</p>	 <p>Pear</p>

Appendix 3: Food Guide Fortune Teller

How to make your Food Guide Fortune Teller

1. Cut along the dotted line.
2. Fold the page diagonally in half.
3. Open and fold the page diagonally in half the other way.
4. Open the page and turn the page over so that the words are face down.
5. Fold one corner into the centre point of the page.
6. Repeat with the other corners.
7. Turn the page over.
8. Fold one corner into the centre point of the page.
9. Repeat with the other corners.
10. Fold in half.
11. Open and fold in half the other way.
12. Put your thumbs and index finders in the square flaps.
13. Carefully squeeze the Fortune Teller together towards the centre.
14. Now you are ready to play!

GRAIN PRODUCTS

CRACKERS

CARROTS

FRUIT AND VEGETABLES

Check the fat content on the nutrition label.

Eat carrots and green veggies often.

TOAST

BANANA

Eat lots of breads, cereals, and pasta.

Eat at least five portions of vegetables and fruit each day.

BUTTER PEANUT

MILKSHAKE

Instead of meat, you can eat fish, eggs, beans, or nuts.

Milk products are important for bones and teeth.


MEAT AND ALTERNATIVES

CHEESE

MILK PRODUCTS

Eat meat or alternatives for a strong body.

Have milk, cheese, or yoghurt every day.



cut here >

Appendix 4: The Four Food Groups: Fill in the Gaps

Use this template to create a table. Leave gaps for students to fill in.

Food group	Servings per day	Examples of food
Vegetables and fruit		
	5–6	muesli rice bread
Milk and milk products		cheese yoghurt milk
	1–2	mince chicken kina hoki almonds baked beans

Example of completed table.

Food group	Servings per day	Examples of food
Vegetables and fruit	5+	carrot apple taro
Breads and cereals	5–6	muesli rice bread
Milk and milk products	2–3	cheese yoghurt milk
Meat, fish, poultry, eggs, nuts, and legumes	1–2	mince chicken kina hoki almonds baked beans

Appendix 5: Everyday, Sometimes, or Occasional? Categorising Food

Use this template to create cards. Students mix these cards up and sort them under the headings.

EVERYDAY	SOMETIMES	OCCASIONAL
water	fizzy drink	corn chips
low-fat milk, soy milk, or rice milk	flavoured milk	chocolate biscuits
fresh fruit	dried fruit, e.g., apricots, banana chips	caramel-flavoured popcorn
plain rice	fried rice or instant noodles	spring rolls
wholegrain bread	muffin splits, crumpets	high-salt white bread
porridge, breakfast biscuits	toasted muesli	cornflakes
low-fat yoghurt	cheddar cheese	chocolate ice cream
canned tuna or salmon	crumbed fish (baked)	fried sausages
hard-boiled egg	processed meat, e.g., ham, salami, luncheon sausage	sausage rolls

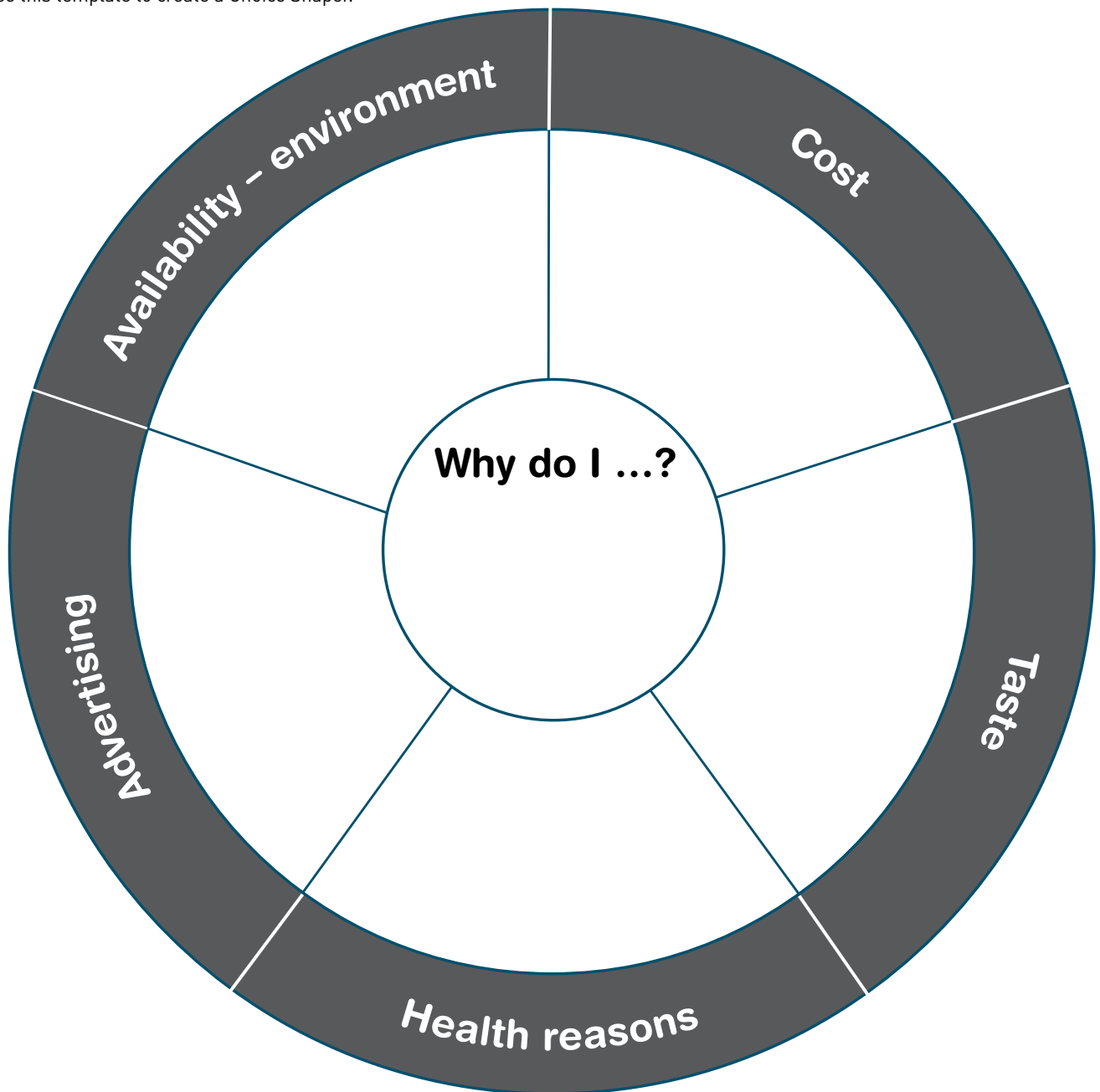
Appendix 6: Everyday, Sometimes or Occasional? Giving Reasons

Decide which category each of the foods and drinks on this list belongs in. Write “e” (everyday), “s” (sometimes) or “o” (occasional) in the box and your reason beside it. Reasons might include: the food is high in fat, has lots of sugar, has fibre in it, or is good for bones.

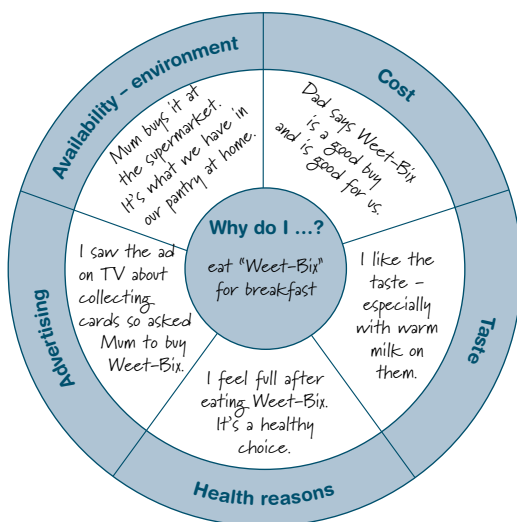
Food item	How often	Reasons
yoghurt		
cheese		
chocolate biscuits		
sausage rolls		
wholegrain bread		
instant noodles		
apples		
low-fat milk		
potato chips		
fizzy drink		
tinned tuna (fish)		
water		
baked chicken (no skin on)		
fruit roll-ups		
mince pie		
carrot		

Appendix 7: Choice Shaper

Use this template to create a Choice Shaper.



Example of a completed Choice Shaper.



Appendix 8: Super Swaps and Awesome Additions: 24-hour Food Diary

Record your Super Swap beside the food you want to change. Add in any new food or drinks in the Awesome Addition column.

	Super Swap	Awesome Addition
Breakfast		
Morning tea		
Lunch		
Afternoon tea		
Dinner		

Appendix 9: The Language of Labelling

Use this template to create cards. Students mix up the cards and match the language on the label with its correct definition.

LABEL LANGUAGE	TRUE DEFINITION	FALSE DEFINITION
Light/lite	Less fat or fewer kilojoules (or calories). Can be light in colour, light in flavour, or thin (e.g., chips)	Low fat, less fat, or fewer kilojoules (or calories)
Reduced fat	Has less fat than the regular product	A low-fat product
Cholesterol free	Products that don't contain any animal fat	Doesn't have any fat in it
No sugar added	No extra sugar has been added to the product, but some sugar may be present	Has no sugar in the product, sugar-free
Good source of energy	High in kilojoules (or calories)	Provides quick-releasing energy
Organic	Grown and harvested without the use of chemical sprays	Products that come from the land