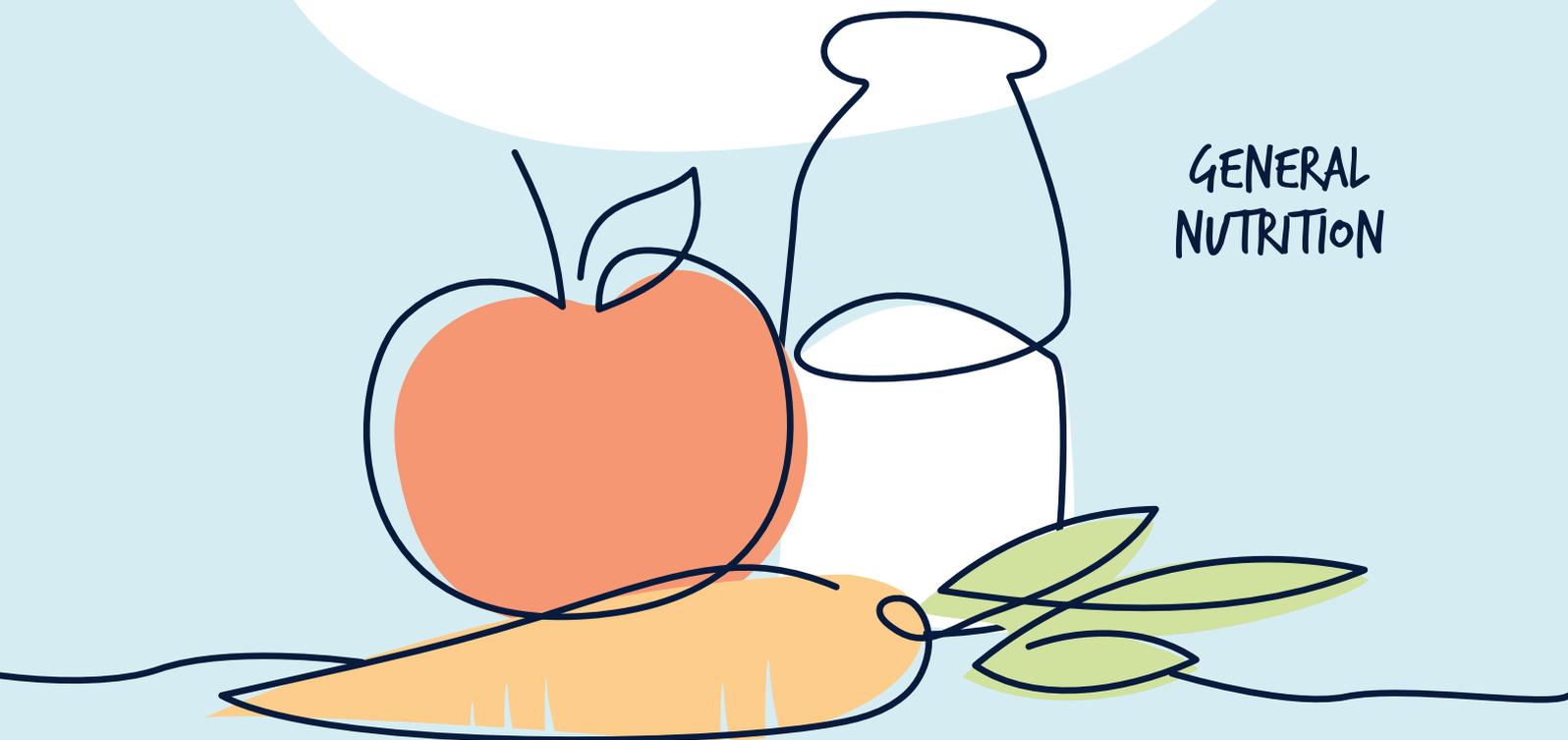


LESSON PLAN

HEALTH & NUTRITION

GENERAL
NUTRITION



LESSON OVERVIEW



Throughout this lesson students will be encouraged to explore the different domains that contribute to a strong sense of wellbeing, with a focus on nutritious foods. By engaging in the learning activities detailed below, students will feel empowered to make positive and informed decisions in relation to their overall health and wellbeing, including what foods they can eat to support their body. As well as other important aspects of a balanced lifestyle, such as physical activity, lowering screen time, building relationships and exercising their brains. This lesson is designed to enthuse students to invest ongoing time and energy into improving their health and wellbeing by providing a platform for students to create new long-term routines and goals.

Within this lesson, students will be exploring what a balanced diet is; as they investigate the different food groups and how they serve the body, as well as learning about what a balanced diet should look like each day. Students will also consider the large variety of benefits that come from eating a balanced diet, and relate these closely to their own lives, and what they want their bodies to achieve each day. To conclude the lesson, students will delve into the different domains of wellbeing (as supported by the Australian Student Wellbeing Framework) and set goals that will assist them in not just attaining a balanced diet, but also a balanced lifestyle.

The learning throughout this lesson is supported by the use of a personal lifestyle diary. By utilising a lifestyle diary as an undercurrent to the lesson, students are encouraged to engage in critical reflection and meaningful goal setting that is designed to not only last the lesson, but to guide students in healthy and positive decision making on a long-term basis.

To support content delivered within this lesson, it is recommended that you have your class take the Pre-Quiz. This Pre-Quiz is designed to evoke thought from students on the learning that will be explored not only within this lesson, but throughout the unit. A Post-Quiz is attached to the final lesson as well to summarise students' overall learning within the unit.

The Pre-Quiz can be accessed at dairy.edu.au/dairy-knowledge-quiz.

Learning Intentions

Students will understand:

- The components that make up a balanced diet.
- What constitutes a serving of each of the five food groups, and what this may look like in their daily food intake.
- How ingesting a balanced diet can support them in everyday life; such as energy levels, emotional regulation, and ability to focus.
- The contributions of nutrients within food to the overall support of their physical, mental and emotional wellbeing.
- How to identify their current lifestyle practices and set meaningful goals for future practices that will support their ongoing health and wellbeing.

Resources

- Personal lifestyle diaries for each student (for tips on what to include in these lifestyle diaries please see appendix A).
- Access to internet and an interactive whiteboard (IWB) is recommended.

Assessment

There are a number of informal assessment opportunities throughout this lesson including:

- Monitoring students' participation in small and large group discussion to assess for understanding.
- Analysing the goals students choose to set in their lifestyle diaries to assess for understanding of the presented content.
- Pre-Quiz provides an opportunity for summative assessment.

Differentiation

As with all of our lesson plans, we encourage teachers to differentiate the activities by making any necessary modifications in order to cater for diverse student learning needs.

Note: The suggested duration of the activities found within this module may require adjustment to cater for the needs of your students.

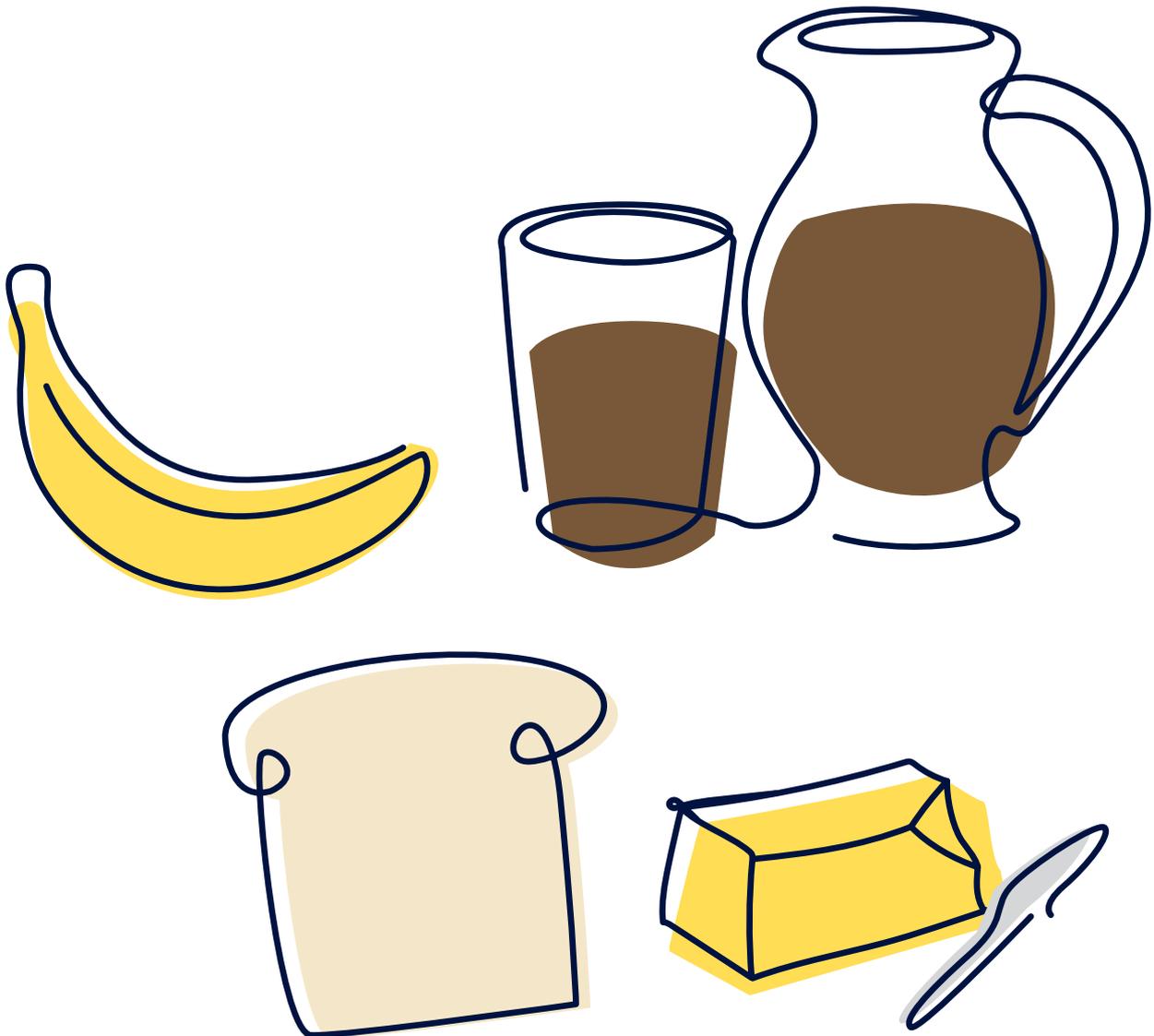
Australian Curriculum Links

Stage Two – Health and Physical Education

- Identify and practise strategies to promote health, safety and wellbeing (ACPPS036).

General Capabilities

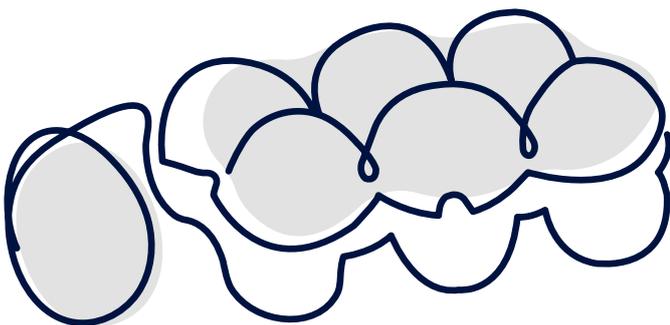
- Literacy
- Numeracy
- Critical & Creative Thinking
- Personal & Social Capability



INTRODUCTION OF LESSON

1. Instruct students to complete the Pre-Quiz that can be found at dairy.edu.au/dairy-knowledge-quiz.
2. Bring the class together to engage in a riddle activity to uncover the names of the five different food groups. The riddles are as follows:
 - **“You could eat me for breakfast or eat me for dinner, if I make up about a third of your daily diet then you are a winner!”** This is the grain food group. Foods such as breads, breakfast cereals, grains and other products such as pasta are included in this food group.
 - **“My foods are all the different colours of a rainbow, and I’m one of the healthiest things you can eat, don’t you know?”** This is the vegetables/legumes food group. Foods such as broccoli, mushrooms, lettuce and legumes (beans) such as chickpeas and lentils are included in this food group.
 - **“I’m yummy, colourful and sweet, I come in all shapes and sizes. But I’m best when I’m ripe to eat!”** This is the fruit food group. Foods such as berries, oranges, peaches, bananas, apples and grapes.
 - **“Delicious and creamy, I normally come from a cow. Whenever you eat me, you might say wow!”** This is the dairy food group. Foods such as milk, calcium-fortified soy beverages, yoghurt and cheese are included in this food group.
 - **“I make a great snack, or the centrepiece of a meal. I could be an animal, or lots of other things, but I always taste unreal!”** This is the protein food group. Foods such as lean meats (like beef), poultry (like chicken), eggs, fish and nuts are included in this food group.
3. Use an IWB to explore the **Everyday Nutrition Interactive Resource** from Dairy Australia at www.dairy.edu.au/discover-dairy-everyday-nutrition.
4. Choose one student from the class to demonstrate how to use the **Nutrition Calculator** at www.dairyhealth.com.au/resources/nutrition-calculator. Using the information provided by the calculator, brainstorm as a class what this would look like as a daily diet. Questions that may guide this discussion may include:
 - **What do you think is enough food to eat in a day?**
 - **What do we think makes up a serving?**
 - **Think about what you eat in a day, what seems reasonable to you and why?**Following this discussion, introduce the idea that what constitutes a serving size changes depending on what kind of food it is.
5. Explain to the class what can constitute a serving size of each food group. Reinforce the idea that these are simply examples, and there are many different foods they can be eaten to reach the recommended amount of servings each day. To do this you can utilise the following examples as stated within the Australian Guide to Healthy Eating:
 - A serving of vegetables can be equal to half of a medium-sized potato, or half a cup of carrots.
 - A serving of fruit can be equal to one medium-sized apple or pear, or two small apricots.
 - A serving of grains can be equal to one piece of bread, or half a cup of pasta.
 - A serving of proteins can be equal to two large eggs, 80g of cooked chicken, or 65g of cooked red meat.
 - A serving of dairy can be equal to one cup of cows milk, two slices of cheddar cheese or three quarters of a cup of yoghurt.

Teacher Tip: Bring in real food to demonstrate these serving sizes to enrich the learning by providing a visual for students.



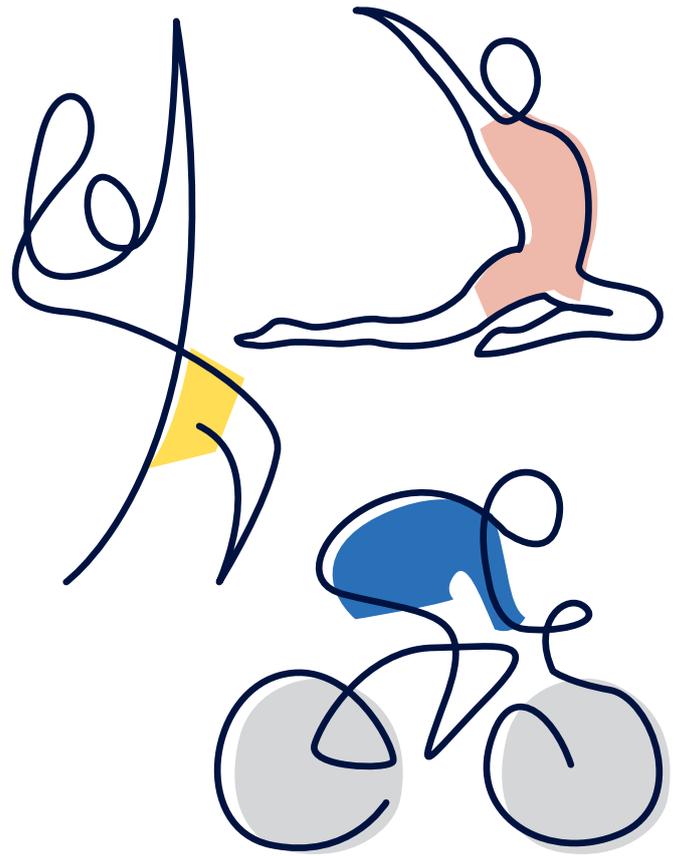
BODY OF LESSON

1. Introduce students to their lifestyle diaries. The class will now participate in a food diary activity. Students are to recall what foods they consumed in the previous day (breakfast, lunch, dinner and snacks). As they record each food, encourage students to add how much of that food they had (an estimate is fine), and write down how they felt after eating the food. For example, a student may write that they ate two eggs and two pieces of toast for breakfast which made them feel full and energised. Or a student may write that they had a bowl of ice cream for dessert and that while it made them feel very happy at the time, they felt very tired not soon after. Provide students ample time to complete this activity as it is foundational to the content within this lesson, we recommend utilising 10–15 minutes of the lesson time for this activity.
2. Bring the class back together, asking the students to bring the information they recorded in their lifestyle diaries with them. Students will now participate in a stand up / sit down activity to show what their food choices were like, and how these food choices affected their bodies. For example, you may ask the students who had 2 servings of fruit yesterday: students who did will stand up, and students who didn't will remain sitting down. Other questions you can ask during this activity may include:
 - **Who felt hungry soon after breakfast?**
 - **Who ate all of their lunch, and wasn't hungry again until after school?**
 - **Who had a sugary dessert after dinner? Of these people, you can follow up by asking: Who felt tired before it was their bedtime?**
 - **Who had 4 servings of vegetables yesterday?**We recommend asking between 5–10 questions to retain student attention but use your judgement on students' engagement to decide how many questions you would like to ask.
3. As a class, brainstorm what you want your bodies to do. For example: you want your body to be able to move, you want your body to have energy to participate in sports, you want your body to help you focus in school, you want your body to be free from disease, you want your body to feel well-rested and you want your body to feel happy and healthy. Try to reinforce these points as you engage in the brainstorm with the students.
4. Explain to the class that the nutrients found in food can help our bodies to achieve all sorts of things, whilst also helping us to feel happy and healthy. This is one of the reasons that everyone should try to consume a balanced diet, to ensure that our bodies are getting all the nutrients needed to grow, move and function. Provide dairy as an example to support student's learning.

Dairy products such as milk, yoghurt and cheese form one of the food groups that make up a balanced diet. This is because there are many established health benefits of eating dairy due to the essential nutrients that can found in dairy products. A great example of this is eating dairy for bone health. Nutrients found in dairy include most notably calcium, as well as protein, phosphorus, potassium, magnesium and zinc; all these nutrients are also found in strong and healthy bones. It is particularly important to eat dairy products because the body cannot create calcium on its own, so we must get it from our diets! This makes dairy an essential part of any balanced diet.
5. Reinforce the importance of nutrients further by providing tryptophan and serotonin as examples. Tryptophan is an amino acid that can be found in certain foods, such as milk, eggs, cheese and chicken, that helps our bodies to make serotonin. Serotonin is the chemical in our brains that helps us to feel happier and healthier, as well as allowing us to sleep better and control our emotions better.
6. Using their lifestyle diaries, instruct the students to plan their food for tomorrow, keeping in mind the importance of a balanced diet, and how a balanced diet can contribute to their overall health and wellbeing.
7. Bring the class together and introduce the idea that there is more to health and wellbeing than just nutrition by initiating a brainstorm about which activities help us to feel happy and healthy. Contribute to this discussion yourself by providing examples such as: I feel happy when I take time to do some reading before bed because I sleep better, or, I feel healthy when I choose to walk to school instead of driving because it makes me feel energised. Encourage the students to add their own ideas and experiences.

8. Introduce the definition of, and the five domains pertaining to, wellbeing.

- **Wellbeing** – In very broad terms, can be described as the quality of a person's life. This is because wellbeing is considered as being more than simply the absence of physical or psychological illness and involves a mixture of the following five domains.
- **Cognitive Wellbeing** – Associated with achievement and success. This domain is inclusive of information processing, decision-making procedures and internal motivation. This form of wellbeing is essential for experiencing positive and meaningful learning.
- **Emotional Wellbeing** – Related with self-awareness and emotional regulation, this domain of wellbeing includes how well we can cope in testing situations and is deeply informed by our capacity for self-reflection.
- **Social Wellbeing** – Vital for pro-social behaviour, this domain of wellbeing includes our experiences of positive relationships and connectedness to others.



- **Physical Wellbeing** – Nutrition falls under this domain. Physical wellbeing is the extent to which we feel physically safe and healthy, so it also includes physical activity and contributes to positive health outcomes.
- **Spiritual Wellbeing** – This can include our connection to culture, religion, or community. But is largely considered as our sense of meaning and purpose.

9. Ask students to recall one activity that helps them to feel happy or healthy. Challenge the students to categorise this activity into one of the five domains of wellbeing that you have just explored. Once the class has categorised each activity, they are to walk around the room, communicating their activity with their peers. As students find peers whose activity is in the same domain as theirs, they are to team up and continue on. This is repeated until the class is split into five different domains.

10. Reinforce the importance of wellbeing, and the many ways it can be supported: including nutrition, decreasing screen time, engaging in positive relationships, physical activity, being in the outdoors, and utilising our brains.



CONCLUSION & APPENDIX A

Conclusion of Lesson

1. In conclusion, students will explore one of the ways they can support their cognitive wellbeing: meditation. Ask the students to spread out around the room and find space where they can sit comfortably on a cushion or chair, or lie down on the carpet.

Instruct the class to close their eyes, and take five big, deep breaths. Following the breaths, lead the class in a body scanning exercise. In a body scanning exercise, the brain is focused on the different parts of the body (which may result in some tingling in these areas as the brain hones in on them) one by one, all the way from the top of the scalp through to the tips of the toes. We recommend you filter through the following parts: the scalp, the head, the neck, the shoulders, the arms, the hands and fingers, the chest, the torso, the abdomen, the back, the hips, the legs, and finally the feet and toes. We recommend spending approximately 10 seconds on each body part before progressing to the next.

Following the body scan, ask the class to take three more deep breaths, before wiggling their fingers and toes, and opening their eyes when they are ready.

Teacher Tip: Play some quiet and calming music to assist students in focusing their mind during the meditation. Soundtracks that work well include quiet piano music, or nature sounds such as rushing waterfalls, or the sound of rain.

2. Instruct students to create a 3-step plan for a balanced day. This plan should focus around what they do in the morning, to set themselves up for a balanced, happy and healthy day. This includes exercising the brain (possibly through meditation, playing a memory game, or doing some reading), exercising the body (this could be walking to school, or doing some stretching before breakfast) and fuelling the body with a healthy breakfast. Allow students time to set these plans. Before concluding the class, encourage the students to try this plan every day for the next week, to see how they feel and how it affects their daily lives.

Teacher Tip: Invite some students to share their plans with the class to create a supportive classroom environment.

Appendix A – Suggested Contents of Lifestyle Diary

The suggested contents of the lifestyle diary as follows:

- The cover should include the title 'lifestyle diary' and provide space for the student to inscribe their name.
- The first page should be a food diary, the includes spaces for the student to record what they ate for breakfast, lunch, dinner and snacks. Next to each space to record food details, students should be able to list how much of that food they had, and then how eating that food made them feel.
- The second page should be the same layout as the first.
- The third page should be a morning routine planner page. It should include spaces for the children to write what time they would like to wake up, and then three boxes for how they will energise their mornings. We recommend that you title the three boxes with the following respectively: **exercise my brain**, **exercise my body** and **fuel my body**.
- The fourth page should provide a template for students to set a SMART exercise goal and provide details of how they will reach that goal. We recommend including spaces for students to detail the timeline for the goal, and how their diet and nutrition may help them reach the goal also.
- While these are all the pages required for the unit, we recommend that you provide some more pages for the students so they are able to continue reflecting on the goals they set throughout the unit.

FURTHER READING & PRE-QUIZ QUESTIONS

Further Reading and References

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Pre-Quiz Questions: Presented in True/False Format

1. There are six different food groups. Vegetables, fruit, proteins, sugars, grains and dairy. **(False)**
2. For a healthy and balanced diet, you should eat an equal amount of each food group within a day. **(False)**
3. It is important to eat a range of dairy foods because they provide our bodies with calcium, to help grow healthy bones and teeth. **(True)**
4. Wellbeing is more than nutrition. It is also important to support your general wellbeing too, this includes being cognitively, emotionally, socially and spiritually healthy as well. **(True)**
5. Athletes eat a different diet to the general public. They do this because they need a differently balanced diet for peak sporting performance. **(False)**
6. It is fine to have a sugary food (cake, cookies, etc) once in a while. **(True)**
7. It is important to spend time each day being active. Physical exercise is important for overall health and wellbeing. **(True)**
8. Serotonin helps you to feel happy. **(True)**
9. If you eat foods that are good for you, you do not need to exercise to be healthy. **(False)**
10. Food provides energy for your body to move and grow. **(True)**

DISCOVER DAIRY

dairy.edu.au

