

<p>Attitudes and values</p>	<p>Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.</p>						
<p>Personal, social and community health</p>							
<p>Being healthy, safe and active</p>	<p>Strategies and behaviours that promote health and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating • staying hydrated 	<p>Week 1</p> <p>Healthy Eating – introduce students to the Australian Guide to Healthy Eating</p> <ol style="list-style-type: none"> 1. Discuss why healthy eating is important – list ideas. 2. Brainstorm foods and sort foods into five groups – grains; vegetables and legumes/beans; lean meats, fish, eggs, tofu, nuts and seeds; fruit and milk, yoghurt and cheese. Use Pie Chart. Discuss the place of oils and margarine, soft drink, fast food, highly processed foods (high in fat and sugar). 3. Think, Pair, Share – favourite foods from the Pie Chart. 4. Students complete their own chart – A4, including their favourite foods in each group – draw and label. 5. Healthy Eating Presentations – Weeks 6, 7, 8 and 9 – Discuss each student developing a 3 minute presentation on ways in which their family encourages healthy eating – poster, report, photographs, recipes, multi-media presentation 6. Plenary – to share what we have learnt – individual accountability – pop-sticks <hr/> <p>Week 2</p> <p>Healthy Eating – continue with Australian Guide to Healthy Eating</p> <ol style="list-style-type: none"> 1. Introduce the concept of ‘serving size’ to students. Review the Serve Size Chart. Discuss how many serves for boys and girls and what would a serve look like. 2. Rally Robin – in pairs students contribute ideas on foods suitable for school lunches 3. Discuss staying hydrated and ways we can drink plenty of water each day. 4. Students record all the ‘healthy foods’ in their lunchbox today – A4 sheet 5. Discuss ‘Crunch and Sip’ – how does this program help us to keep healthy. 6. Plenary – students share their ‘lunchbox sheets’ - individual accountability – pop-sticks 					

<p>Being healthy, safe and active</p>	<p>Strategies and behaviours that promote health and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating staying hydrated 	<p>Week 3</p> <p>Suitable Foods and Drinks for Schools to Provide – the ‘traffic light’ system – Go!, Wait!, Stop!</p> <ol style="list-style-type: none"> 1. List food and drink items under Green, Amber and Red – see page 3 of ‘Healthy School – Healthy student’ teacher resource. <p>Our Canteen – how does our canteen encourage healthy eating?</p> <ol style="list-style-type: none"> 1. Brainstorm canteen foods that encourage healthy eating – add to Traffic Light chart. 2. What do we already know about the canteen? What would we like to know? Record statements and ideas A4 sheet. 3. Working in a group of four, discuss and record three questions you would like to ask our canteen manager – Ms Saskia Cie. 4. Write a class letter to Ms Cie - tell her what we are learning about, invite her to our classroom to be interviewed about healthy eating (school canteen) and list the questions we would like ask her. Cut questions into strips ready for next week. 5. Plenary – share our ‘What we Know and What we want to find out’ sheets - individual accountability – pop-sticks
		<p>Week 4</p> <p>Our Canteen</p> <ol style="list-style-type: none"> 1. Review our questions – designate students to be introducer, interviewers, recorders and thanker. 2. Recorders report to the class on what they have learnt from their notes – other students then, contribute additional information 3. Shared writing - what we learnt. 4. Then, students write their own report (including an illustration) A4 sheet on our class interview with the canteen manager. 5. Plenary – students share their Interview reports - individual accountability – pop-sticks <p>Week 5</p> <p>Presentation by WA School Canteen Association Inc. (Phone 9245 3199 – Megan and Amanda)</p> <ul style="list-style-type: none"> • Focus on Traffic Light foods – sorting and classification and Healthy Lunch Box ideas. <p>Week 6, 7, 8 and 9</p> <p>Healthy Eating Presentations – class feedback to presenter to include two stars and a wish – based on healthy eating content and listening and speaking rubric.</p>

Week 6 and 7

Class Parties and Celebrations

1. Brainstorm ways to make a festive celebration whilst keeping to the Australian Healthy Eating Guide and the 'traffic light' system. Refer to pages 16 and 17 '**Healthy School – Healthy student' teacher resource.**
2. Students design their own menu – **A4 sheet** – refer as above.
3. Plenary – students share their Celebration Menus - individual accountability – pop-sticks.

Thank you letters to Canteen Manager and WA Canteen Association.

Review WA Canteen Student Booklet and develop **personal action plan** for healthy eating.

Name:

Our School Canteen

What I already know:

What I want to find out: