



# Coles Healthy Kicks

Stages 1-3

Foundation - Year 6





## STAGES 1-3 (FOUNDATION - YEAR 6)

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### Program Overview

The Coles Healthy Kicks program is designed to educate students on the importance of nutrition for overall health and wellbeing in a fun and engaging manner. Students will learn nutrition principles that allow them to make appropriate food decisions for pre and post exercise in addition to understanding the benefits of eating a balanced diet through meal planning and recipe writing. Students will also have an opportunity to investigate world cuisines and explore how food is an integral part of cultural identity. A set of healthy eating recipe cards has also been included for at home learning with parents and guardians, providing an opportunity for young learners to experience the process of following a recipe and being creative through the act of preparing and cooking food. Lessons can be taught independently or sequentially.

### Approach

This program has been developed for teachers of Foundation to Year 6 students. Suggestions have been given for modifications to support and extend the learnings and suggestions on how to differentiate between stages/year levels have been provided at the start of each lesson. In each stage group, verbs have been bolded to indicate the increasing levels of complexity inherent within the lesson. The verbs, in-line with Bloom's Taxonomy, move from demonstrating Knowledge to Evaluating. They also serve to indicate what students need to do in order to demonstrate their learning within the lesson. Finally, implementing a buddy system approach may be useful to engage students in the content; simultaneously providing younger students with an opportunity to learn from older ones whilst also offering leadership opportunities for those students in the upper primary years.

### Considerations

The Coles Healthy Kicks Program has a strong focus on learning the nutritional benefits of food and how to achieve balance when eating from a variety of food groups and meal planning. However, many students may find some of the content difficult to relate to depending on their individual socio-economic status and/or home life. Please consider if this program is right for your students and change or adapt the activities and/or recipes to ensure all students feel that they can participate in the lessons with enjoyment.

### Key Learning Areas include:

#### Application

Introduction to basic nutrition principles and knowledge about the characteristics and properties of food. Focuses on the importance of food selection and preparation, as well as contemporary food-related issues.

#### Connection

Understanding how food can foster connection and interaction with others and the importance of building these for social wellbeing. Students will also explore the link between healthy eating, self-esteem, and body image in order to support them to effectively handle their emotions, sleep well and cope better with stress.

#### Experimentation

Encouraging students to develop their own creations with food through learned design processes and production skills. Supports students to foster independence when making their food/meal related decisions and take the desired actions to improve their health.



## STAGES 1-3 (FOUNDATION - YEAR 6)

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### Learning Areas

- Design and Technologies
- Health and Physical Education

### General Capabilities

- Critical and Creative Thinking
- Personal and Social Capability
- Intercultural Understanding
- Literacy
- Numeracy

### Videos

Lesson 1 – [Five for the Win](#)

Lesson 2 – [Fueling our Bodies](#)

Lesson 3 – [My Lunchbox](#)

Lesson 4 – [Food and Culture](#)

Lesson 5 – [Creation Station](#)

### Resources

- Coles Healthy Kicks Program Videos and Recipes: <http://afl.com.au/healthykicks>
- Australian Curriculum, Assessment and Reporting Authority (ACARA): <https://www.acara.edu.au/>
- Sport Australia Physical Literacy Frameworks: [https://www.sportaus.gov.au/physical\\_literacy](https://www.sportaus.gov.au/physical_literacy)
- AFL Max Education Programs: <https://aflmax.com.au>
- Stephanie Alexander Kitchen Garden Foundation: <https://www.kitchengardenfoundation.org.au>
- Heart Foundation: <https://www.heartfoundation.org.au/heart-health-education/fruit-vegetables-and-heart-health>
- Eat for Health: <https://www.eatforhealth.gov.au/food-essentials/five-food-groups>



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Australian Curriculum Outcomes

<b>Level</b>	<b>Foundation</b>	
<b>Learning Area</b>	Health and Physical Education	
<b>Strand</b>	Movement and physical activity	

<b>Sub-strand</b>	<b>Content Descriptors</b> Students learn to:	<b>Content Elaborations</b> This may involve students:
Making healthy and safe choices	identify health symbols, messages and strategies in their community that support their health and safety AC9HPFP06	<ul style="list-style-type: none"> <li>identifying symbols on food packages that indicate healthier choices</li> </ul>
Identities and change	investigate who they are and the people in their world AC9HPFP01	<ul style="list-style-type: none"> <li>making personal connections with stories that explore identity and belonging; discussing who they are, where they come from and people in their lives</li> <li>exploring cultural practices from different cultures, including the cultures of Asia, that are important to individuals, families and communities</li> </ul>

<b>Learning Area</b>	<b>Design and Technologies</b>	
<b>Strands</b>	Knowledge and understanding	

<b>Sub-strand</b>	<b>Content Descriptors</b> Students learn to:	<b>Content Elaborations</b> This may involve students:
Designing and making	<ul style="list-style-type: none"> <li>generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01</li> </ul>	<ul style="list-style-type: none"> <li>exploring ideas by drawing or modelling and choosing the most suitable idea, for example drawing or modelling designs for bee hotels to attract native bees to the school garden and choosing one to make, and changing perspectives from front view to plan view</li> </ul>



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Australian Curriculum Outcomes

<b>Level</b>	Year 1-2
<b>Learning Area</b>	Health and Physical Education
<b>Strand</b>	Movement and physical activity

Sub-strand	Content Descriptors	Content Elaborations
	Students learn to:	This may involve students:
Making healthy and safe choices	investigate a range of health messages and practices in their community and discuss their purposes AC9HP2P06	<ul style="list-style-type: none"> <li>discussing how eating a variety of fresh foods can influence health and wellbeing by using The Australian Guide to Healthy Eating</li> </ul>

<b>Learning Area</b>	Design and Technologies
<b>Strands</b>	Knowledge and understanding / Processes and production skills

Sub-strand	Content Descriptors	Content Elaborations
	Students learn to:	This may involve students:
Technologies context: Food and fibre production; Food specialisations	explore how food can be selected and prepared for healthy eating AC9TDE2K04	<ul style="list-style-type: none"> <li>identifying a wide range of foods, categorising them into food groups according to the Australian Guide to Healthy Eating or the Aboriginal and Torres Strait Islander Guide to Healthy Eating and discussing ways to eat a variety of food groups, including cooking methods, tools and equipment needed to prepare them for healthy eating</li> <li>exploring how people including peoples from the countries of Asia design and produce food for healthy eating based on the available plants and animals in their region, the influence of cultural practices, and locally available tools and equipment</li> <li>exploring the Australian Guide to Healthy Eating and the Aboriginal and Torres Strait Islander Guide to Healthy Eating and identifying foods in each of the 5 food groups which contribute to health and wellbeing, for example choosing foods from each of the 5 food groups which they are familiar with and designing a menu for a day</li> </ul>



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Australian Curriculum Outcomes

Generating and designing	generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P0	<ul style="list-style-type: none"><li>communicating an opinion about their design ideas, for example expressing own likes and dislikes about a design idea for felt finger puppets including how they have made changes to their design ideas</li><li>describing the results from exploring design ideas, for example recording the results from people taste-testing a food product</li></ul>
Evaluating	evaluate the success of design ideas and solutions based on personal preferences and including sustainability AC9TDE2P03	<ul style="list-style-type: none"><li>reflecting on the challenges of designing and producing a solution and recording these reflections, for example when growing a food product, designing a structure to take a load or making a nutritious snack</li></ul>
Collaborating and managing	sequence steps for making designed solutions cooperatively AC9TDE2P04	<ul style="list-style-type: none"><li>using lists or storyboarding when planning and making, for example when creating an electronic planting calendar</li><li>recording the procedure for making a product, for example the ordered steps for making a salad, instructions for making a container or bag</li></ul>



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Australian Curriculum Outcomes

<b>Level</b>	<b>Years 3-4</b>
<b>Learning Area</b>	Health and Physical Education
<b>Strand</b>	Movement and physical activity

<b>Sub-strand</b>	<b>Content Descriptors</b>	<b>Content Elaborations</b>
	Students learn to:	This may involve students:
Making healthy and safe choices	investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing AC9HP4P10	<ul style="list-style-type: none"> <li>exploring the benefits of following eating patterns that reflect The Australian Guide to Healthy Eating, and investigating nutritional information about foods</li> </ul>

<b>Learning Area</b>	Design and Technologies
<b>Strands</b>	Knowledge and understanding / Processes and production skills

<b>Sub-strand</b>	<b>Content Descriptors</b>	<b>Content Elaborations</b>
	Students learn to:	This may involve students:
Technologies context: Food and fibre production; Food specialisations	describe the ways food can be selected and prepared for healthy eating AC9TDE4K04	<ul style="list-style-type: none"> <li>recognising the benefits food technologies provide for health and food safety and to ensure that a wide variety of food is available and can be prepared for healthy eating, for example pasteurisation of milk for food safety and freezing of vegetables to retain nutrients and reduce food waste</li> <li>considering creative ways foods can be prepared for maximum taste and appeal, for example locating and discussing images online that show colourful or fun ways to present food that might encourage healthy eating</li> </ul>
Generating and designing	generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools AC9TDE4P02	<ul style="list-style-type: none"> <li>communicating design ideas using annotated diagrams, for example labelling a diagram for a pushcart with technical terms and explanations about components such as the chassis, axle, wheels and steering</li> </ul>



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Australian Curriculum Outcomes

Level	Years 5-6	
Learning Area	Health and Physical Education	
Strand	Movement and physical activity	
Sub-strand	Content Descriptors	Content Elaborations
Making healthy and safe choices	Students learn to:  investigate different sources and types of health information and how these apply to their own and others' health choices  AC9HP6P09	This may involve students:  <ul style="list-style-type: none"><li>analysing nutritional information of different foods and developing strategies to communicate healthier choices to their family</li></ul>
Making healthy and safe choices	analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities  AC9HP6P10	<ul style="list-style-type: none"><li>investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting The Australian Guide to Healthy Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health</li></ul>





## STAGES 1-3 (FOUNDATION - YEAR 6)

### Australian Curriculum Outcomes

Learning Area	Design and Technologies	
Strands	Knowledge and understanding / Processes and production skills	
Sub-strand	Content Descriptors	Content Elaborations
	Students learn to:	This may involve students:
Technologies context: Food and fibre production; Food specialisations	<p>explain how the characteristics of foods influence selection and preparation for healthy eating</p> <p>AC9TDE6K04</p>	<ul style="list-style-type: none"> <li>experimenting with tools, equipment, ingredients and techniques to design and make food products or meals for selected groups for healthy eating taking into consideration environmental impacts and nutritional benefits, for example experimenting with preserving techniques including pickling, fermentation, air drying or sun drying and presenting information on the benefits for an audience</li> <li>exploring a variety of tastes and how they may influence the selection or preparation of food, for example the sour, salty, sweet, spicy and umami flavours of many foods from countries across Asia</li> <li>exploring the food service options of a local restaurant, café, fast food or takeaway establishment and identifying the food preparation skills needed to prepare food for healthy eating</li> </ul>
Generating and designing	<p>generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools</p> <p>AC9TDE6P02</p>	<ul style="list-style-type: none"> <li>generating a range of design ideas for products, services or environments using prior knowledge, skills and research, for example a security system for a community garden, a product made from a repurposed item of clothing, a permaculture vegetable patch or a healthy meal for a family picnic</li> </ul>



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Australian Curriculum Outcomes

Producing and implementing

select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions

AC9TDE6P03

- identifying work practices that show an understanding of nutrition, environmental considerations, hygiene and food safety when designing and making a food product, for example washing fruit and vegetables carefully to remove residues, safe disposal of cooking oils to avoid environmental damage, refrigerated storage of highly perishable foods, being aware of food allergies

Collaborating and managing

develop project plans that include consideration of resources to individually and collaboratively make designed solutions

AC9TDE6P05

- planning production steps needed to produce a product, service or environment using digital tools, for example making a flowchart or using a digital planner to record the sequence of tasks and deadlines needed to complete a project



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Lesson 1

#### Five for the Win

In this lesson, students learn about the five major food groups and discuss the importance of these to overall health and wellbeing. Each student is then given the task of developing their own diagram of the five major food groups. This lesson includes a food tracking worksheet where students have the opportunity to score goals/points related to the five food groups.

Stage 1 (Foundation - Year 2)	Stage 2 (Year 3-4)	Stage 3 (Year 5-6)
<b>Learning Intention</b>	<b>Learning Intention</b>	<b>Learning Intention</b>
Students demonstrate their knowledge of the five food groups and are able to identify and <b>name</b> the foods that belong to each group.	Students are able to show knowledge and understanding of the five food groups by <b>reinterpreting</b> the groups into a design mode of their own choosing.	Students are able to <b>apply</b> their knowledge of the five food groups and can <b>formulate</b> ways to maintain a balanced and healthy diet.
<b>Success Criteria</b>	<b>Success Criteria</b>	<b>Success Criteria</b>
I can list and <b>name</b> food from the five food groups.	I can creatively <b>interpret</b> the five food groups and recognise the nutritional benefits of each group.	I can <b>apply</b> my knowledge of food nutrition and healthy eating and <b>formulate</b> ways to maintain a balanced and healthy diet.

## STAGES 1-3 (FOUNDATION - YEAR 6)

### Lesson 1 Five for the Win

#### Learning Objectives

1. Participate in the discussion of the five food groups.
2. Recognise meals that incorporate the five major food groups.
3. Develop a creative representation of the five food groups.

#### Resources

- Food items to display the five food groups or use the Five for the Win visual prompts.
- A clean cloth to cover each of the groups for a reveal
- Paper, glue, pencils or other creative supplies for students to develop their own diagrams

#### Student Worksheets

My Tracking Chart (Stage 2-3)  
Five for the Win (Stage 1)

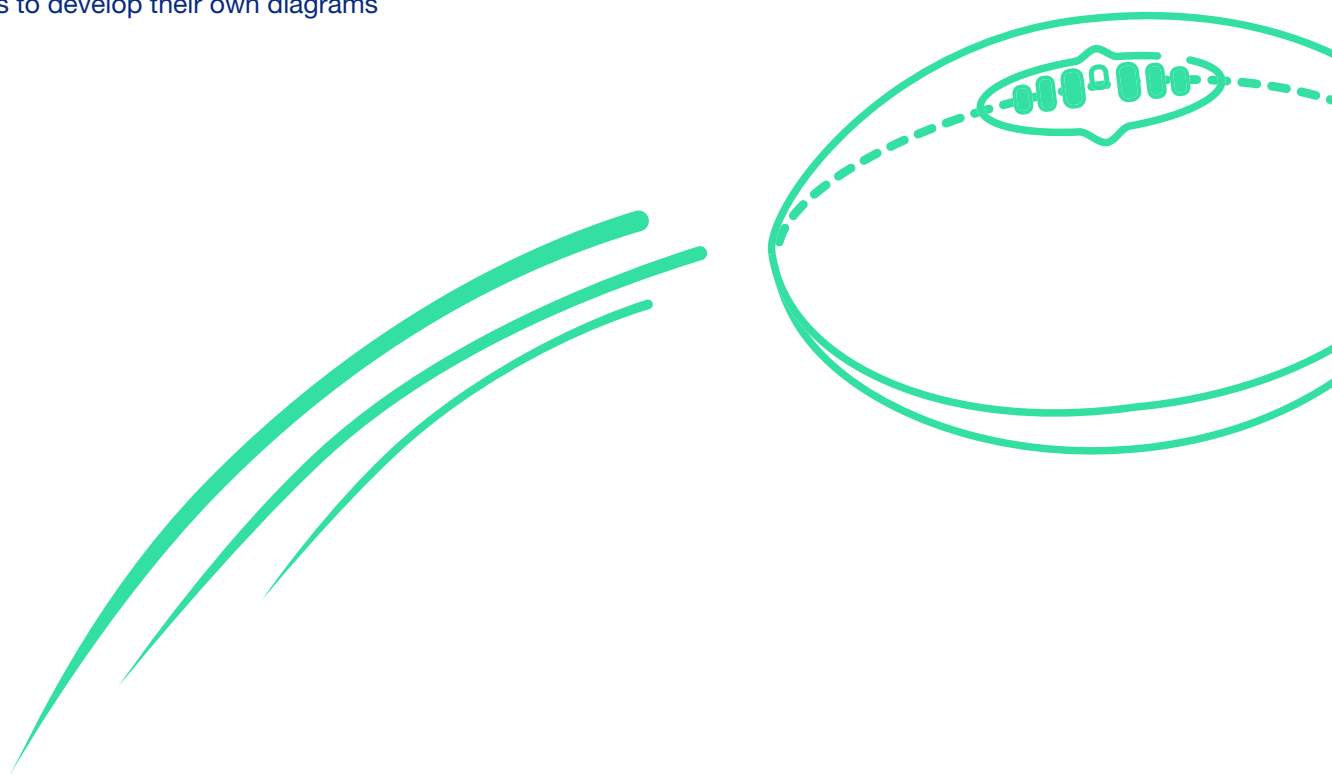
#### Video and links



- [Five for the Win](#)
- [Eat for Health](#)

#### Focus Question

What foods help make a balanced and healthy diet?





## Lesson Content

### Know

Introduce students to the food pyramid and the five food groups; fruits, vegetables, grains, protein and dairy. Create a display for the five major food groups. To do this, hide each of the foods under a cloth and ask students to guess what is included in the food group pyramid. Reveal the food when an answer is correct. Alternatively, use the Five for the Win visual prompts. Cut out each of the images and place them upside down on a table and ask students to guess what they are. With each correct answer, discuss the importance of the food group to overall health and wellbeing. Help students to identify some of their favourite meals that incorporate each of the five food groups.

- For more information on the importance of the five food groups, please visit [Eat for Health](#). Alternatively, you may like to play the Coles Healthy Kicks supplementary [video](#) featuring former AFL player Jordan Lewis where he discusses the five food groups. The video also includes a short quiz for students.

### Discuss and Identify

Discuss the recommended serves for each food group verbally, or have students draw these in their workbooks, on the board, or work in groups to create posters which can be hung in the classroom.

### Prompts

- Proteins - one serve per day. Proteins include lean meats, poultry, fish, eggs, nuts, seeds, legumes and beans.
- Fruit - two serves a day. Fruits include berries, apples, stone fruit and bananas.
- Dairy - three serves a day. Dairy foods include cheese, yoghurt and milk.
- Grains - four serves a day. Grains include pasta, bread and rice.
- Vegetables - five serves a day. Vegetables include zucchini, corn, celery, cauliflower and asparagus.

### Interpret and Create

Each student is given the task of developing their own diagram of the five major food groups. Students should be encouraged to be creative and use their imagination to develop their own interpretation. This may involve using cut-out images from magazines, drawings or even lego constructions. Supervision for the use of scissors during this activity is required.



## Lesson Content

### Apply and Reflect

Challenge students to incorporate the five food groups into their diet daily by using either the Five for the Win worksheet (Stage 1) or the Tracking Chart (Stage 2&3) The tracking chart can be used for a full week and provides an opportunity for students to demonstrate their knowledge and understanding of food nutrition. Alternatively, students could use the tracking chart to plan a week's worth of meals for their favourite AFL player!

Students are also challenged to score goals/ points in order to encourage eating from the five food groups.

Point system below:

### Kicking Goals

Did you eat from each food group?

1 goal for each food group

1 goal for physical activity

### Ways to Adapt

- Introduce step-by-step cards or verbal instructions based on student ability and individual needs.
- Provide students with basic vocabulary to assist them in creating their food group diagrams.

### At Home

Engage children further in food nutrition and preparation through cooking healthy and nutritious recipes.

Download the Coles Healthy Kicks At Home Learning Guide to share with parents and guardians - it's packed full of fun, educative, and creative activities to try at home.



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Lesson 2 Fueling Our Bodies

Students discuss the key foods they should eat before physical activity and why it is important to fuel themselves before and after a game. This is followed by a creative activity that asks students to develop a healthy pre and post game menu for a footballer.

Stage 1 (Foundation - Year 2)	Stage 2 (Year 3-4)	Stage 3 (Year 5-6)
<b>Learning Intention</b> Students are able to <b>list</b> the most beneficial foods to eat before and after exercise and can demonstrate their understanding of fueling their body for energy production.	<b>Learning Intention</b> Students are able to convey their knowledge of fueling the body pre and post exercise and demonstrate their understanding <b>creatively</b> .	<b>Learning Intention</b> Students are able to demonstrate their understanding of fueling the body pre and post exercise and are able to justify why some foods are more beneficial choices for a footballer than others.
<b>Success Criteria</b> I can <b>list</b> pre and post training snacks.  I can <b>state</b> how fueling my body is needed for energy production.	<b>Success Criteria</b> I know the importance of eating the right foods pre and post exercise and can demonstrate this <b>creatively</b> .	<b>Success Criteria</b> I know the importance of eating the right foods pre and post exercise and can <b>justify</b> why some foods are more beneficial to a footballer than others.

## STAGES 1-3 (FOUNDATION - YEAR 6)

### Lesson 2 Fueling Our Bodies

#### Learning Objectives

1. Understand the importance of eating before physical activity.
2. Identify low GI foods that provide slow release energy and are best to give the body sustained energy while playing sport.

#### Video and links



- [Fueling our Bodies](#)

#### Focus Question

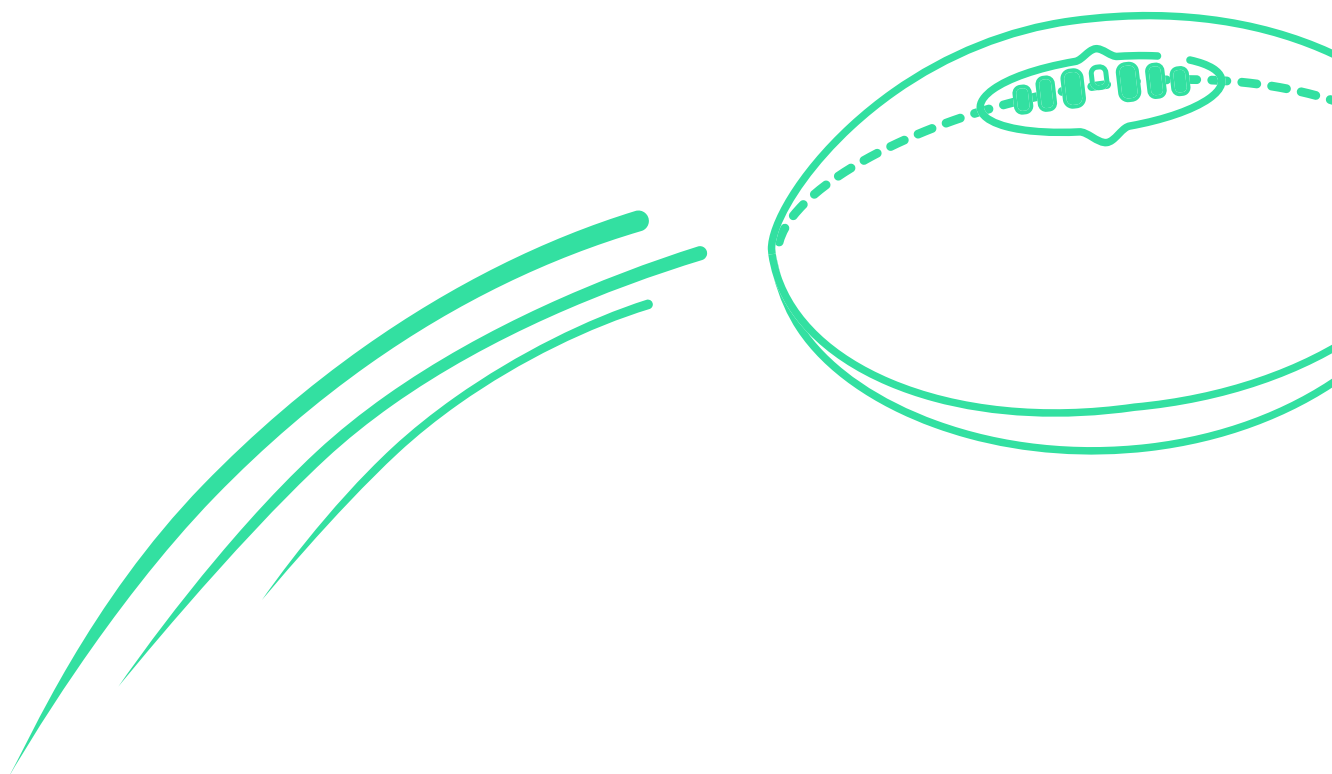
What foods help make a balanced and healthy diet?

#### Resources

- Coles Healthy Kicks Recipe Cards

#### Student Worksheets

Fueling the Body (Stage 1)







## Lesson Content

### Pre-test

Check for students' prior knowledge with a few quick quiz questions:

- When is the right time to have a pre-exercise snack? (30-60 minutes before the game)
- What food items would make a good pre-exercise snack? (a banana or sandwich that will give a 'quick' release and not upset your stomach)
- How long after exercise should you eat? (30 minutes is a good guide)

**Tip:** Turn these questions into a pop quiz to engage students.

### Discuss and List

Ask students to brainstorm appropriate pre-game or pre-exercise snacks. Lead a discussion on why it is important to eat the right thing before and after a game, and outline the key foods they should eat before physical activity. Optional: Watch the Coles Healthy Kicks supplementary [video](#) to hear from Gabby Newton, AFLW player, about what she eats prior to a game. Video includes a cooking demonstration and quiz for students at the end.

### Discussion Prompts

- Think of eating and hydrating before a game like putting petrol in your car before a long road trip.
- It is important to have a full tank so you can get to your destination and high-quality petrol will mean we can drive for longer before we need to fill up again. For Stage 1 students, use the Fueling the Body worksheet.
- Low GI (glycaemic index) foods are carbohydrates that break down slowly and help to release energy at a gradual rate, that's why they can be beneficial to eat them before a game or other types of physical activity.
- In addition to providing fuel, the right nutrients are required for muscle repair after a game and to help our brains switch on to make the right decisions during a game.
- Carbohydrates and grains ensure that you have the energy needed to get through practice and games.
- Carbohydrate foods are broken down by the body to give the brain the fuel it needs to function, as well as give the muscles in our body energy.
- Some good pre-game snacks that are high in carbohydrates are: wholegrain crackers, and wholemeal bread sandwiches.



## Lesson Content

### Imagine, Design and Justify

Ask students to complete the following tasks:  
Imagine you are an AFL coach. What kinds of foods do think would be most beneficial for your players to eat before and after a game? Are these healthy options? Why/why not?

In pairs, students create a pre and post game menu for their AFL team. Encourage students to draw upon the five food groups where possible and ensure the players are getting the right nutrition for their bodies.

For Stage 3 students, ask them to justify their menu choices in a short rationale with a focus on why these items would be beneficial to a footballer.

### Reflect

Students complete a simple reflection of the lesson by writing down:

- 3 facts they learnt
- 2 things they found interesting
- 1 question they would like to ask or investigate further

### Ways to Adapt

- When designing their menu, students could draw, write or use a computer to creatively represent their ideas.
- Ask students to present their menus to the class to give them an opportunity to discuss the choices they made and why.
- Print out the discussion prompts onto individual cards and use these as conversation starters amongst students to focus on improving speaking and literacy skills.

### At Home

Engage children further in food nutrition and preparation through cooking healthy and nutritious recipes.

Download the Coles Healthy Kicks At Home Learning Guide to share with parents and guardians - it's packed full of fun, educative, and creative activities to try at home.



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Lesson 3 My Lunchbox

Students discuss the importance of meal planning and the role it plays in leading a healthy lifestyle, such as that of a professional footballer. They are then given the task of developing their own weekly meal plan for their lunchbox.

Stage 1 (Foundation - Year 2)	Stage 2 (Year 3-4)	Stage 3 (Year 5-6)
<b>Learning Intention</b> Students are able to <b>predict</b> what a professional footballer would eat in a single meal and <b>communicate</b> these predictions	<b>Learning Intention</b> Students are able to <b>experiment</b> with creative ways to encourage healthy eating.	<b>Learning Intention</b> Students are able to <b>creatively</b> demonstrate the role meal planning plays in leading a healthy life and are able to <b>critique</b> the work of a peer.
<b>Success Criteria</b> I can <b>predict</b> the foods a footballer would eat in a single meal.  I can <b>communicate</b> my predictions.	<b>Success Criteria</b> I can <b>experiment</b> with creative ways to demonstrate the importance of healthy eating.	<b>Success Criteria</b> I can <b>creatively</b> demonstrate the importance of healthy eating and meal planning.  I can <b>critique</b> my peer's work by offering words of encouragement and providing suggestions to improve.

## STAGES 1-3 (FOUNDATION - YEAR 6)

### Lesson 3 My Lunchbox

#### Learning Objectives

1. Participate in the discussion of meal planning.
2. Know how to incorporate the five major food groups when devising a weekly lunchbox plan.
3. Identify healthy snacks and recognise their nutritional benefits.

#### Resources

- Paper and pencils to create a meal plan
- Examples of child-friendly meal plans
- Inspirational images of fun school lunchboxes
- Paper plates and printed images of food items, or a pile of food/cooking magazines (Foundation - Year 2)
- Coles Healthy Kicks Recipe Cards

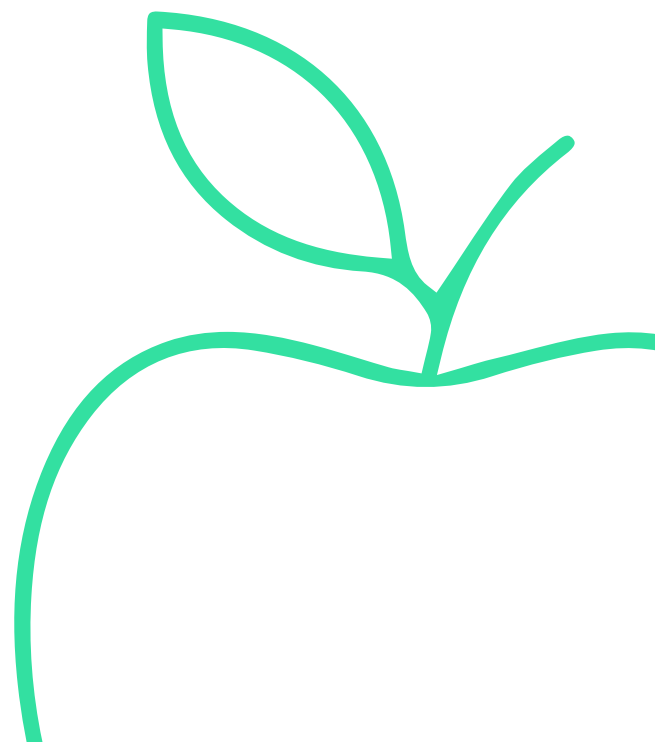
#### Video and links



- [My Lunchbox](#)
- [Healthy Eating - school lunches](#)
- [10-day Lunch Box Menu](#)
- [830 Creative Lunch Box Ideas](#)

#### Focus Question

How can I plan a balanced and nutritional lunchbox?





## Lesson Content

### Predict and Communicate

#### What does a footballer eat?

In small groups, students are allocated a player who plays a specific position within a football team (see below) and are asked to brainstorm what their daily meals might look like. This is a good chance to gauge how much students already know about nutrition and meal planning before beginning the lesson. Ask students to present their findings to the class.

### Football positions

- **Ruck** – Generally the tallest in the team and plays in the midfield
- **Midfield** – Always in the play and runs the most of all players
- **Full forward** – Generally tall and strong who kicks lots of goals
- **Centre** - Another player who is part of the midfield brigade, this position is required to win the ball in tight spots so needs to be strong through the core

- **Wing** - Generally an athletic player who doesn't need to be as physically strong as other players, but is required to do a lot of running
- **Rover** - Generally one of the smaller players on the team, this position plays on the ball and is required to do a lot of running

For younger students, provide printed images of food items (or a stack of food related magazines to cut from) and ask them to glue these onto a paper plate to show what their athlete's meal would look like.

Hold a class discussion on the importance of meal planning and the role it plays in leading a healthy lifestyle (e.g. where possible, relate to a student's favourite football player).

### Discussion Prompts

- Meal planning is important as it means that you can really think about how to incorporate the recommended servings of the five food groups; vegetables, fruits, grains, dairy and protein.
- Another key benefit of meal planning is that it allows you to increase the variety in lunchbox meals and get creative when you're planning out your meals. Variety is important so that you try new and different foods, and to reduce boredom. Make sure you switch it up from day to day.



## Lesson Content

### Create

Demonstrate how to develop a meal plan.

#### Steps for meal planning are:

- Start with the days of the week and fill in all activities planned for the week (e.g. footy training on Wednesday night, gymnastics on Thursdays, and a footy match on Saturday).
- Next, populate each day with favourite meals and snacks, ensuring the recommended intake of the five groups is considered throughout the week.

Example of meal plan and suggestions of do's and don'ts:

[Healthy Eating - school lunches](#)

#### Examples to get students inspired:

[10-day Lunch Box Menu](#)

[830 Creative Lunch Box Ideas](#)

Each student is then given the task of developing a weekly meal plan for their lunchbox. To assist students, [watch](#) Sharni Layton, AFLW player, plan her weekly meals.

Students should be encouraged to incorporate the five food groups, develop their own delicious healthy snacks and plan around any of their scheduled activities. To extend, they can also create a shopping list of foods they require for their weekly lunches, so they feel part of the shopping experience.

### Reflect

Pair-share. Students swap their lunchbox plans with a partner and provide feedback using the following.

- One piece of positive feedback
- One suggestion to improve

### Ways to Adapt

- Put students in pairs or small groups to develop their lunchbox meal planning.
- Write food groups and suggestions for each category on the board for those who need extra help.
- Provide a simple meal planning template.

### At Home

Engage children further in food nutrition and preparation through cooking healthy and nutritious recipes.

Download the Coles Healthy Kicks At Home Learning Guide to share with parents and guardians - it's packed full of fun, educative, and creative activities to try at home.



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Lesson 4

#### Food and Culture

In this lesson students will be introduced to cuisines from around the world. Through discussion, research and a presentation task, students will understand the connection between food and cultural identity.

Stage 1 (Foundation - Year 2)	Stage 2 (Year 3-4)	Stage 3 (Year 5-6)
<b>Learning Intention</b>	<b>Learning Intention</b>	<b>Learning Intention</b>
Students will be able to <b>describe</b> their favourite cuisines and <b>explain</b> why food is important to them.	Students will understand the connection between food and cultural identity in addition to being able to <b>describe</b> traditions/customs, ingredients and cooking techniques specific to a cuisine of their choosing.  Students will also <b>examine</b> what food means to them in a design mode of their choosing.	Students will be able to <b>explain</b> the connection between food and cultural identity.  Students will be able to <b>formulate</b> an informed response to the focus question: What role does food play in shaping our identity?
<b>Success Criteria</b>	<b>Success Criteria</b>	<b>Success Criteria</b>
I can <b>describe</b> my favourite cuisine.  I can <b>explain</b> why food is important to me.	I can <b>describe</b> the typical customs, traditions, ingredients and cooking techniques of a cuisine.  I can <b>examine</b> what food means to me.	I can <b>explain</b> the connection between food and cultural identity.  I can <b>formulate</b> an informed response to the question: What role does food play in shaping our identity?

## STAGES 1-3 (FOUNDATION - YEAR 6)

### Lesson 4 Food and Culture

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#### Learning Objectives

1. Discuss the connection between food and culture/identity.
2. Research and deliver a short presentation on a chosen cuisine.

#### Resources

- Coles Healthy Kicks Recipe Cards

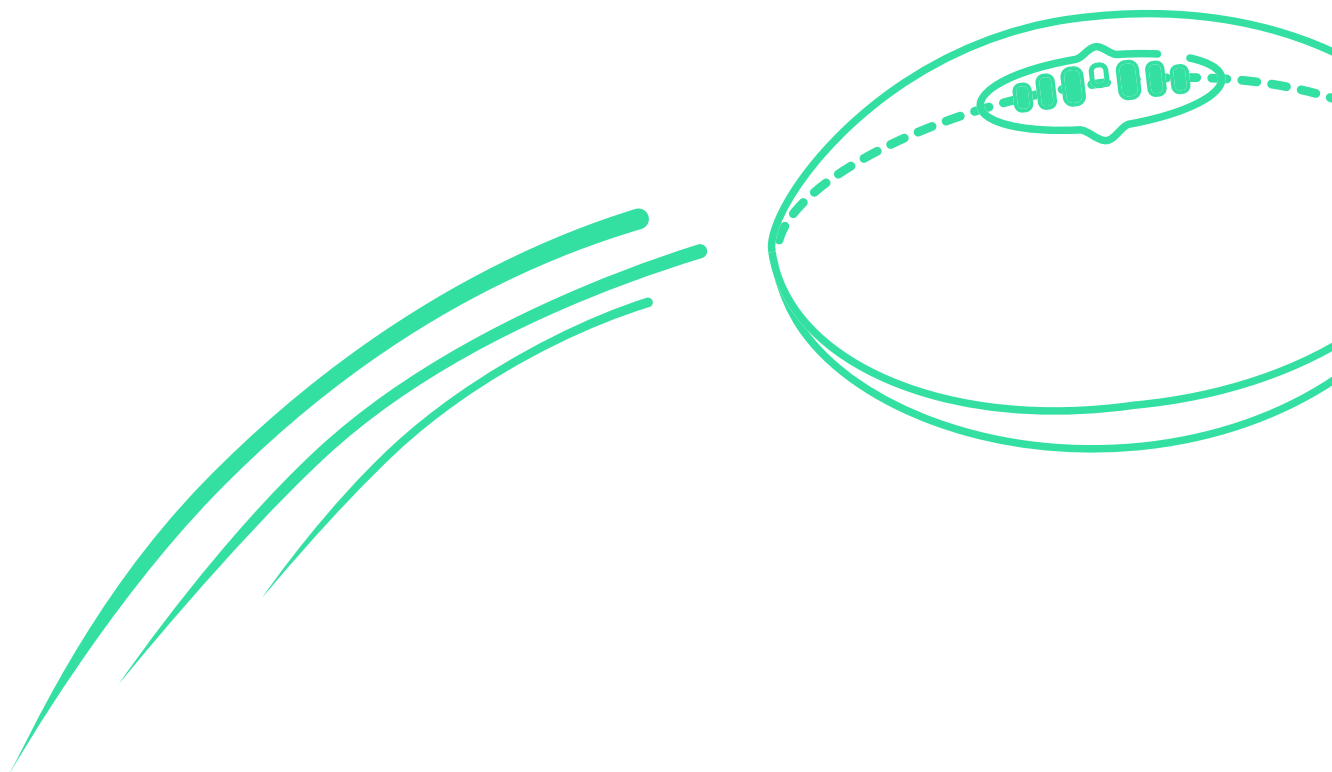
#### Video and links



- [Food and Culture](#)
- [Adam Saad and Ramadan](#) (article)

#### Focus Question

What role does food play in shaping our identity?







## Lesson Content

### Describe and Explain

Pair-share - students spend some time sharing the following with a partner:

- At home we eat ...
- When I go out I love to eat ...
- My favourite cuisine is ...
- Food is important to people because ...

### Discuss, Research, Perform

1. Hold a class discussion on the different types of cuisines from around the world.

2. How do people celebrate culture through food? Cultural and religious celebrations to discuss:

- As part of Lunar/Chinese New Year it is customary to give and eat fruit.
- In Spain, La Tomatina is a festival celebrating tomatoes.
- During Diwali, many traditional Indian dishes are made including laddu and halwas.
- As part of the Christian tradition, many people eat hot cross buns during easter or pancakes on Shrove Tuesday.

- In New Zealand a hangi (food steamed underground) is customary in Maori culture.
- During Ramadan, Muslim people will fast from sunrise to sunset. Did you know, that some Muslim AFL players fast while they continue to play during the season? Read Adam Saad's story [here](#).

3. Students research a cuisine of their choice and present the findings to the class in a short presentation. Students may want to explore their own cultural cuisine or may find it helpful to be provided a cuisine to research.

Encourage students to include the following in their presentations:

- Where does this cuisine originate from?
- Give examples of popular dishes/recipes specific to the cuisine chosen?
- What are the common ingredients/produce used in this cuisine?
- Are there any specific cooking techniques or methods used when preparing this cuisine?
- How do people eat this cuisine and how is it shared with others?
- What customs or traditions are practised with regards to this cuisine and the culture to which it is attached?
- Has the cuisine changed over the course of history? (extension)



## Lesson Content

### Research Prompts for Italian Cuisine

- Italian cuisine has developed over centuries and includes a huge variety of different ingredients which are commonly used across each of the five food groups.
- There are variations in the types of dishes and cooking techniques used for different parts of the country: north of Italy (Milan) is known for its risottos, the central/middle of the country (Bologna) is known for its tortellini and the south (Naples) is famous for its pizzas and spaghettis.
- Pasta dishes with the use of tomato are spread across all of Italy. Italians like their ingredients fresh and subtly seasoned.
- In the north of Italy, fish, potatoes, rice, corn, sausages, pork and different types of cheeses are the most common ingredients.
- Traditional central Italian cuisine uses ingredients such as tomatoes, all kinds of meat, fish, and pecorino cheese.
- In southern Italy, tomatoes, peppers, olives and olive oil, garlic, artichokes, oranges, ricotta cheese, eggplants, zucchini, certain types of fish (anchovies, sardines and tuna) are common.
- Italian cuisine is also well known for its use of a large variety of pasta. Actually, there are about 350 different types! Pasta includes noodles in various lengths, widths and shapes.
- Traditionally in Italy, meals go for several courses and are considered a time to spend with family and friends enjoying great food.

### Go Further

Ask students to select one recipe from their chosen cuisine and to categorise the ingredients into the five food groups, this could be written down, discussed verbally or presented visually.

Or, watch the supplementary Coles Healthy Kicks [video](#) and see how to cook a well known Italian dish followed by a short quiz.

### Five Food Groups

- Proteins
- Dairy
- Vegetables
- Grains
- Fruits



## Lesson Content

### Reflect and Formulate

Students respond to the following:

- What does food mean to me?

**Note:** Give students the option to respond in a mode appropriate to their needs and interests.

### Extension Question

Write a short response to the following question:

- What role does food play in shaping our identity?

### Ways to Adapt

- Modify the delivery time for the presentations. For example: one minute for younger students and up to three for older ones.
- For students who need support, designate a cuisine to research.
- Use your school library for the research task or provide students with books and magazines as an alternative to internet research.
- To extend - challenge students to respond to the the focus question in their presentation. Focus Question: What role does food play in shaping our identity?

### At Home

Engage children further in food nutrition and preparation through cooking healthy and nutritious recipes.

Download the Coles Healthy Kicks At Home Learning Guide to share with parents and guardians - it's packed full of fun, educative, and creative activities to try at home.



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Lesson 5 Creation Station

Students participate individually or in small groups, to develop their own healthy recipe. They will learn about the process of writing a recipe and compare this to playing a game of football. Students will have the opportunity to write and/or storyboard their ideas, complete a peer editing session and will reflect on the process of recipe writing in addition to the benefits of cooking and healthy eating.

Stage 1 (Foundation - Year 2)	Stage 2 (Year 3-4)	Stage 3 (Year 5-6)
<b>Learning Intention</b>	<b>Learning Intention</b>	<b>Learning Intention</b>
Students will be able to <b>design</b> a recipe for healthy living.	Students will be able to <b>design</b> a clear, logical and healthy recipe of their own creation and <b>organise</b> their ideas in a mode of their choosing.	Students will be able to <b>design</b> a clear, logical and healthy recipe of their own creation and <b>organise</b> their ideas in a mode of their choosing. Students will also be able to conduct a peer editing session and <b>reflect</b> upon the process of writing their own recipe.
<b>Success Criteria</b>	<b>Success Criteria</b>	<b>Success Criteria</b>
I can <b>design</b> a recipe for healthy living.	I can <b>design</b> a clear, logical and healthy recipe.  I can <b>organise</b> my ideas through storyboarding, flowcharts, writing or a combination of these modes.	I can <b>design</b> a clear, logical and healthy recipe.  I can <b>organise</b> my ideas through storyboarding, flowcharts, writing or a combination of these modes.  I can <b>reflect</b> upon the process of writing my own healthy recipe.



## STAGES 1-3 (FOUNDATION - YEAR 6)

### Lesson 5 Creation Station

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#### Learning Objectives

1. Demonstrate an ability to write in the form of a recipe.
2. Take part in peer editing.
3. Understand the importance of healthy eating.

#### Resources

- Coles Healthy Kicks Recipe Cards

#### Student Worksheets

- Recipe for Life (Stage 1)
- Visualise your Recipe (Stage 2)
- Visualise your Recipe (Stage 3)

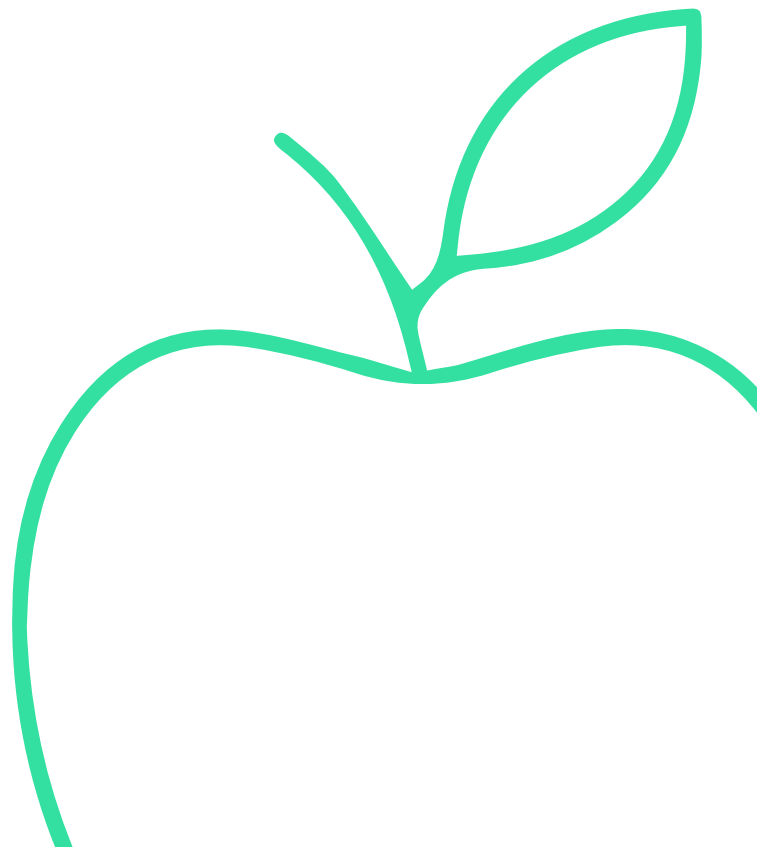
#### Video and links



- [Creation Station](#)

#### Focus Question

How can I develop a clear, logical and healthy recipe?





## Lesson Content

### Write and Design

In pairs, students write a recipe for healthy living. Younger students may like to draw their recipe using the Recipe for Life worksheet. This task asks students to use the language from recipes as a metaphor for creating a 'recipe for life'. Students design their recipe by writing and drawing the things they think would be beneficial for leading a healthy life.

For example:

- 4 servings of exercise a week
- 1 helping of fruit a day
- 5 portions of vegetables a day

Encourage students to get creative and innovative in how they design their recipes.

### Discuss

Students to discuss how making a recipe is similar to a game of AFL? Brainstorm ideas visually on the board or ask students to represent this in a flow-chart.

Discuss the process of recipe writing and link to that of playing a football match.

- **Weekly Preparation / Title and Time:** Before you get started with the recipe, it is important to consider the timing required to make the dish as well as noting down the name of the dish as a title.
- **Warm up and Pre-Match Preparation / Ingredients:** The starting point of all recipes is a table of ingredients which highlights what is needed to make the recipe, it should also include measurements for how much of each ingredient is required.
- **Game Time / Method:** The method is a key part of the recipe, it involves describing in writing how to perform each step of the recipe, a useful tool here is to incorporate some pictures so that people can visualise each step. If you are using the oven it is important to put 'preheat the oven' as one of the first steps. This gives the cook plenty of time to heat it while they are preparing the rest of the ingredients.
- **Game Outcome / Finished product:** It is important to show a picture of the completed product so that people have an idea of how their food should look at the end.



## Lesson Content

### Create

- Challenge students to write a recipe for a veggie slice or healthy muffins. They will be required to think creatively about the type of ingredients they would like to add to the recipe to make it their own. Students should consider health and safety practices, such as washing hands and vegetables/ fruit in addition to considering how best their recipe can be stored once complete. To help students plan their recipes you may like to watch the supplementary Coles Healthy Kicks [video](#) to see how a frittata is made. Students could communicate their recipe in the written form, by storyboard, flowchart or, a combination of these modes. Refer to the Visualise your Recipe worksheets for stages 2 or 3
- Complete students peer edit. Students should firstly edit for meaning and expression, and then check to see if punctuation has been used correctly and there are no spelling errors.
- Optional: If students have an opportunity to make their recipe at home this would provide an extra learning opportunity in reflecting on what steps could be added, edited or removed to improve the instructions. Alternatively, as a class you may like to make one recipe together and then hold a discussion about how the instructions could be improved further.

### SAMPLE RECIPE:

#### Veggie Slice (frittata)

1. In a non-stick frypan gently fry the onion in olive oil until softened. Add the peas, spinach and kale, cook until they begin to wilt.
2. Mix together the eggs and cheese, add some cracked black pepper and a pinch of salt.
3. Pour the egg mixture into the pan. Cook for two minutes to set the bottom of the frittata.
4. Place in an oven for 8-10 minutes to finish cooking the frittata.
5. Once cooked, remove from the oven and leave aside to fully cool.
6. Cut into pieces to take to school for a snack or serve with a light salad for lunch.



## Lesson Content

### Reflect

Students write a short reflection using the following prompts:

- What are the benefits of cooking and making your own recipes?
- Why is it important we know what's in our food?
- What did you learn through the process of writing your own recipe?

### Ways to Adapt

- Students work in pairs or small groups.
- Provide instructional vocab/verbs to assist students when writing. For example; pour, mix, cook, cut, fry.
- Provide a list (or images) of ingredients and equipment required to assist with creating the recipe.
- Assist students in designing their recipes by writing ingredients on the board or by providing a scaffold.
- As an alternative to writing, students create a visual representation of their recipe by drawing, collaging or producing a model using different mediums or materials - this provides a safe, hands-on activity for all ages.

### At Home

Engage children further in food nutrition and preparation through cooking healthy and nutritious recipes.

Download the Coles Healthy Kicks At Home Learning Guide to share with parents and guardians - it's packed full of fun, educational, and creative activities to try at home.