KidsGrow KidsCook

STAGE 1 LESSON PLANS

Sequence of Garden lessons:

1. Test and Prepare Soil
2. Soil Porosity
3. What's alive?
4. Celebrations
5. You are what you eat

Allow 50 minutes per lesson

Some lesson plans were originally developed by Dan Bakker from Bournda Environmental Education Centre and these were adapted by Healthy Kids Association.

Test and Prepare the Soil - Stage 1

Title: Suspend and Settle (Links to Step 6 KidsGrow: 'Test and prepare the soil' and 'investigate safe gardening practices'.

Aim: To explore/investigate the components/ingredients of soil.

Outcomes	Indicators
INVS1.7 Investigate their surroundings by observing, questioning, exploring and reporting.	• Explain the experiment and what is being investigated. • Draw the before and after soil mixture in the bottle.
LTS1.3 Identifies and describes ways in which living things grow and change.	• Draws the components of soil.
ESS1.6 Identifies and describes ways in which people and other living things depend upon the earth and its surroundings.	• Explains what is good soil and poor soil.

Resources:
- 1 large PET bottle (i.e. 3-4 litres)
- 1 cup sample of 'loam' (rich topsoil or an aggregate soil which will separate in a fluid)
- magnifying glass
- water

Note: For best effect: add small amounts of sand, loose clay and/or semi-decomposed organic matter to the soil sample to exaggerate composition & separation.
- Dirt: The Movie (www.dirtthemovie.org) or at least consider screening the website trailer.
- www.kidsgeo.com/index.php website.
- 'Suspend and Settle' worksheet, select chapter 1; Examining the soil
- http://urbanext.illinois.edu/firstgarden/basics/dirt_04.cfm

Activity:

Before you start this lesson it is important to have a discussion about the importance of always washing hands when handling the soil samples. Refer to 'Safety tips for learning outdoors' and 'School friendly gardening practices' in KGKC resource.

Demonstrate to the class the following activity and then have them complete the worksheet.

1. Discuss with students what they think 'soil' is and what it is made of. Have students consider soils as 'a living thing' and also compare with a cake-mix in how it requires a certain variety and proportion of ingredients.
   Ask the following questions:
   Why is soil important?
   Is your sample alive? How/why?
   In what ways is your handful of soil similar/different to an animal or plant?

2. Provide students a sample of the rich loam and let the children examine it. Highlight the texture, moisture, smell and look through the magnifying glasses to observe and explain colour and consistency.
   Ask the following questions:
   Which senses could we use to examine this sample of soil?
   Describe the texture, moisture, smell and colour of the soil.

3. Put a sample of soil into a large bottle with some water. Screw the lid on firmly and shake the jar until the soil is fully suspended in the water. Have students predict and justify what will happen. Now set the jar aside for at least half an hour so the contents can separate and settle.
   Later: Go back to the jar of soil and water that you set aside to observe what has happened. Hopefully, the soil will have separated and sedimented and the children can see the various components. They can then compare what they observe with what their predictions were at the beginning.
   Ask the following questions:
   What is happening now?
   What effect has the water had on the soil?
   What effect has the soil had on the water?
   What will have happened after a few minutes?
   What might happen after a few hours.... days?
   Use Teacher Resource 1 - Students complete the worksheet.

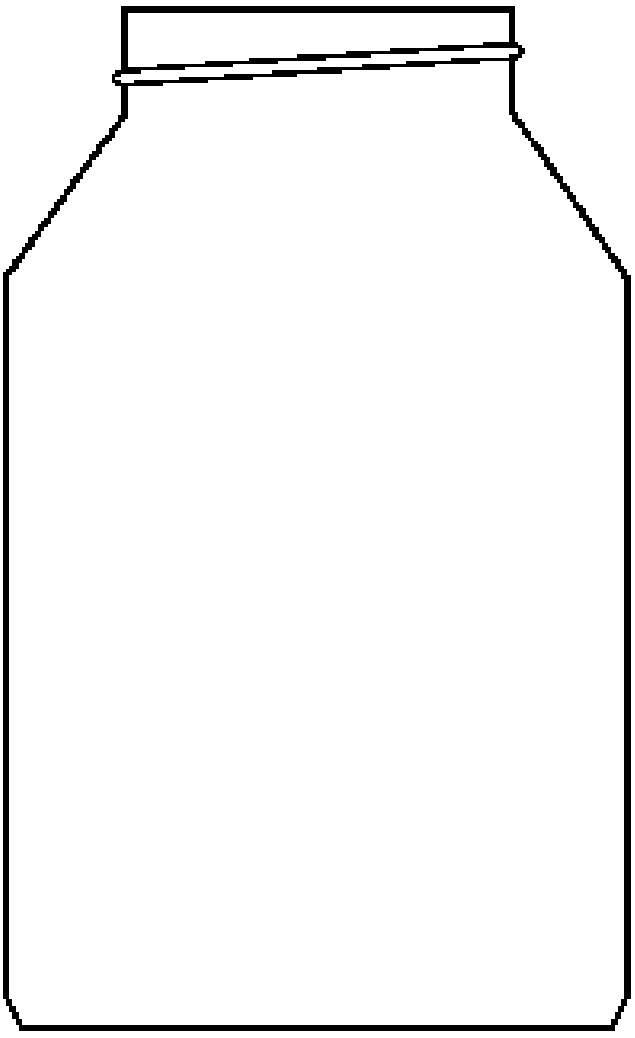
4. Next: visit selected sites around the school to analyse and determine texture, moisture, ingredients (composition) and friability (the capacity for the sample to cling to itself).
   Describe what has happened? Why? Compare with your prediction?

Summary:
What can we learn from this investigation that might teach us about soil health and fertility?
What are some significant factors to consider in the preparing and maintaining of garden soil? (structure, moisture retention, porosity, variety of ingredients, sedimentation)

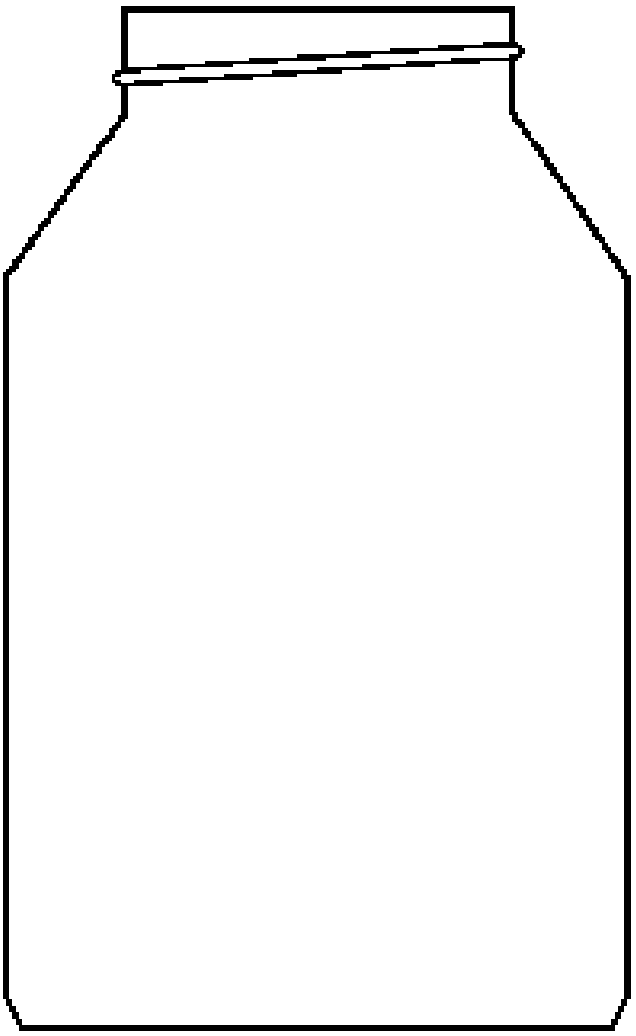
Suspend and Settle

Name: _____

Draw a before and after picture of the soil mixture in the bottle.



Before



After

Soil Porosity - Stage 1

Title: Soil Porosity, Fertility & Structure (Links to Step 6 KidsGrow-Test and Prepare Soil)
Check your soil type. Test and adjust soil properties if necessary and investigate safe gardening practices. Refer to 'Safety tips for learning outdoors' and 'School friendly gardening practices'.

Aim: To investigate the properties of different types of soil so as to discover that by balancing soil structure they can enhance its capacity to retain/drain water also increase its fertility.

Outcomes	Indicators
INVS1.7 Investigate their surroundings by observing, questioning, exploring and reporting	• Confidently explains the experiment and its purpose.
LTS1.3 Identifies and describes ways in which living things grow and change.	• Accurately identifies the different soil types.
ESS1.6 Identifies and describes ways in which people and other living things depend upon the earth and its surroundings.	• Confidently concludes what makes a fertile soil and how improvements can be made.

Resources:
- 'Soil for Munch and Crunch Garden' worksheet.
- A small plant with exposed roots.
- Glass container of water

Per class
- 3 x 1 litre PET bottles pre-cut 1/3 down from top. The cut top will act as a funnel.
- in buckets, samples of 3 different types of soil:
  - course sand (i.e. riversand)
  - fine clay (ideally crushed potting clay) add plaster for desired effect
  - ideal garden loam or potting mix mixed with soil
- Coffee filters or muslin-cloth cut into 30cm circles
- access to tap water
- Measuring jugs
- 3 paper cups
- Dirt: The Movie (www.dirtthemovie.org) or at least consider screening the website trailer. Suitable for stage 3 students.
- www.kidsgeo.com/index.php website.
- http://urbanext.illinois.edu/firstgarden/basics/dirt_04.cfm

Activity:

Demonstrate to the class the following activity and then have students complete the worksheet.

Before you start this lesson it is important to have a discussion about the importance of always washing hands when handling the soil samples.

1. Begin by taking a small plant and placing its roots in the glass container underwater. Question students on the probability of that plant's survival.
   Ask the following:
   Why won't this plant survive?
   A plant's roots needs water – so why will this plant suffer in %100 water?
   What else does this plant and its roots need to flourish?

2. Provide students with a soil sample. Demonstrate how they can feel the soil and describe its texture.
   Check your soil type. Test and adjust soil properties if necessary.
   Pick up a handful of moist soil and squeeze. Clay soil will form a tight sticky ball. Silt feels slippery. Sandy soil feels grainy and won't hold its shape. Loamy soil will hold its shape but it crumbles easily. Seek advice about how to improve your soil. Sand: allows for water passage thus aiding porosity. Clay: inhibits porosity by absorbing water and by filling cavities in the sand. Organic matter: in combination with sand and clay can regulate porosity and thus enable roots air, water and structure.
   Ask the following:
   Using your senses describe your sample of soil. Why shouldn't we 'taste' our samples?

3. Provide students a sample of the rich loam and let the students examine them and highlight the texture, moisture, smell .
   Ask the following:
   What does your soil need to have added to improve its growing properties?

4. Students discuss what they think the soil is made from.
   Show the students the clay and sand and get them to verbally think/pair/share differences between them.
   Ask the following:
   What might be the difference between soil, dirt and loam?
   What is similar/different between these samples?
   Where do they come from?
   How would they combine?

5. Measure equal amounts of the 3 samples before placing level into the coffee filters and their baskets.
   Measure 3 equal portions of water into cups
   Students then predict which sample will filter through more quickly and more slowly.
   Ask the following:
   Why measure 'equal' amounts of the soils and water?
   What if we used twice the amount of one sample?

6. Add the water to the soil samples at the same time, students observe.
   Students count how long it takes for the water to filter through.

Compare results with earlier predictions and discuss probable/possible causes. Discuss the different soils' properties and how they relate-to/influence their garden's soil and fertility.
Ask the following:
Why should we add the water to the three samples at the same time?
Why was the sand the fastest – 'most porous' Why clay the slowest – 'least porous' Why?
Why did almost all the water pass through the sand and yet little (in some cases none) of the water passed through the clay.
Which sample has retained most of the water?

7. Explain to the children that the water and nutrients contained in the soil provide growing plants with two of the components needed for growth - a third being light.
   Then explain how air pockets in the soil's structure balance porosity by providing room for water to accumulate while also permitting excess water to pass through: thus aiding water contact, drainage and aeration around the roots.
   Sand: allows for water passage thus aiding porosity
   Clay: inhibits porosity by absorbing water and by filling cavities in the sand
   Organic matter: in combination with sand and clay can regulate porosity and thus enable roots air, water and structure.

Summary:
Ask the following:
- What does good soil that will help your garden grow look like?
- What things do plants need to grow?

Soil for the Munch and Crunch Garden

Name: _____

Circle the words that best describe good soil for your garden.

Sticky

Slippery

Crumbly

Grainy

Loose

Circle the 3 things plants need to grow.

Science and Technology: Stage 1

Title: What's Alive

This lesson and its outcomes integrate within the above unit or can be used as a stand-alone lesson.

Aim: Students identify weeds in the garden and ways of controlling them.

Outcomes	Indicators
LTS1.3 Identifies and describes ways in which living things grow and change	• Identifies what conditions weeds need to grow and preventative measure
INVS1.7 Conducts guided investigations by observing, questioning, predicting, collecting and recording data, and suggesting possible explanations	• Identifies & records specific weeds and control measures and participates in a controlling action plan.

Resources:

- One Magic Square by Lolo Houbein, Page 149 What to do about weeds?
- Wonder weed fact sheet, background information for the teacher - select the following link: http://www.abc.net.au/gardening/stories/s3218492.htm
- Background factsheet for teachers on edible weeds - select the following link: http://www.abc.net.au/gardening/stories/s3290238.htm
- Organic weed control fact sheet for teachers - select the following link: http://www.abc.net.au/gardening/stories/s963151.htm
- How to control weeds in the garden - select the following link: http://www.naturalhub.com/grow_food_weed_control.htm

Activity:

1. Discuss what conditions plants need to grow and complete the worksheet.

2. Visit the school garden and investigate the weeds that are there. Help the students to identify the weeds and complete the worksheet.

3. Discuss the best way to control the weeds whether with chemicals or organically and then form an action plan for students to look after the garden.

Summary:

Discuss which seasons the weeds may be more prone to grow and what needs to be done to prevent the weeds from returning.

Teacher Resources

Weed Control in the Vegetable Garden

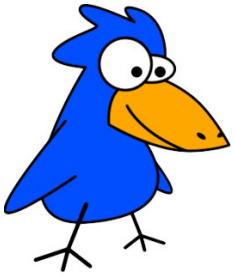
Students name: _____

Imagine you are a detective and your job is to find out about the weeds in your vegetable garden. It is your job to identify the weeds and decide whether they are good ones or bad ones. If they are bad ones then you will need to decide how to deal with them and what to do so they don't return. If they are good ones then explain why this is so?

Your job should you choose to accept it - is to Investigate, record, research and solve the weed problem in your school garden.

Complete the following:

Circle what weeds need to grow?



Weed Detective

Draw or take a picture of the weed	Can you name it?	Is it a good or bad weed?	How can you remove the weed?	How can you control the weed?

What can you do to stop weeds from growing back?

_____

_____

_____

_____

_____

Weed Control Action Plan

Student Names	When?	What needs to be done?	Tick
Matilda Grow-it	Monday Wk1 Lunchtime	Checks for weeds and removes them.	

Human Society and Its Environment: Stage 1

Title: Celebrations
Learning Sequence 1: Initiate the Learning

This lesson and its outcomes integrate within the above unit or can be used as a stand-alone lesson.

Aim: Students identify and define what are 'everyday and sometimes foods' and link the practice to health benefits and lifetime habits utlising fresh produce from the garden.

Outcomes	Indicators
Science & Technology DMS1.8 Develops and implements own design ideas in response to an investigation of needs and wants. PSS1.5 Grows, makes or processes some products using a range of techniques and materials.	• Decorates the tables using garden produce • Creates their own muffin flavour with ingredients from the garden • Present the food on platters and help serve the food • Uses ingredients from the garden and bakes muffins for the celebration
PDHPE PHS1.12 Displays basic positive health practices	• Recounts examples of Everyday and Sometimes Foods and associated health benefits

Resources:

- Everyday and Sometimes foods
  http://www.youtube.com/watch?v=g6OSXaVTimQ

- Examples of muffins:
  http://www.bestrecipes.com.au/recipe/Banana-and-Apple-or-Pear-Muffins-L5077.html or
  http://allrecipes.com.au/recipes/tag-1904/savoury-muffins-recipes.aspx or
  http://allrecipes.com.au/recipes/tag-4302/vegetable-muffins.aspx

- KGKC calendar

- Basic Muffin recipe

- Muffin Student Evaluation worksheet

- Fresh Tastes Food Spectrum Poster

Activity:

1. View the youtube clip on Sometimes Foods Vs Everyday Foods.

2. Check availability of garden produce and research types of muffins and the ingredients used. Use the basic muffin recipe and add the garden produce. Discuss what would go well together and how to prepare them to flavour the muffins. For example, grated carrot and finely diced capsicum or apple and cinnamon. Discuss how the muffin was a Sometime Food and became a healthier Everyday Food by substituting ingredients.

3. Decorate the room for a party to celebrate the beginning of the term. This should be organized after a recess or lunch break. Include balloons, streamers, a cake and a small gift for each student eg bookmark. (Reference BOS>K-6 Syllabus; HSIE Celebrations Stage 1)

4. Utilise the KGKC Calendar to record the class celebration dates for Term 4. Commence a calendar of celebrations involving class members, and a media file for news clippings and photographs of celebrations in which students, their families and members of the community are involved. (Reference BOS>K-6 Syllabus; HSIE Celebrations Stage 1)

Summary:

- Discuss with the class the similarities and differences between Sometimes Foods and Everyday Foods.
- Students complete a peer evaluation of the muffins. Especially evaluate the ingredients that were added from the garden to make the muffins. Record whether they liked or disliked the taste, colour and texture (dense, crumbly, crusty, soft etc) and what could be improved.

Teacher Resources

Everyday Foods and Sometimes Foods

Foods don't need to be classified as 'good or bad'; they can be seen as everyday or sometimes foods.

Everyday Foods

Everyday Foods can be enjoyed most of the time. Everyday foods can include carrots, whole grain bread, low fat milk, lean meat etc. These foods are a good source of vitamins, minerals and other nutrients that our body needs every day.

Sometimes Foods are found on the Australian Guide to Healthy Eating Chart on the bottom right hand side. They are considered part of a normal diet but need to be a limited part.

When we choose Everyday Foods regularly and limit foods high in fat, salt(sodium) and sugar (Sometimes Foods) we will:

- Feel and look better
- Have better overall health and be more energetic
- Have stronger muscles and bones
- Maximize growth and learning
- Maintain a healthy body weight
- Lower risk of some diseases

Sometimes Foods

Sometimes Foods can be enjoyed some of the time. Limiting foods and beverages high in calories, fat, sugar and salt (sodium) such as :

- Cakes and pastries
- Chocolate and confectionary
- Biscuits
- Muesli bars
- Doughnuts and muffins
- Ice cream and frozen desserts
- Hot chips
- Potato chips, nachos and other salty snacks
- Flavoured drinks, soft drinks, sports and energy drinks
- Sweetened hot or cold drinks
- High fat chicken wings, deep fried foods

How much Sometimes Food can I eat?
The amount of Sometimes Food a person can eat is not exactly defined. It varies and depends on a person's eating habits and activity level.

Sometimes Foods can be enjoyed and are part of a healthy eating. We want to avoid eating these foods too often, or in large portions. Sometimes Foods can fill your appetite and leave less room for healthier Everyday Foods.

What are Some Healthier Choices?

The following chart provides examples of how we can substitute Sometimes Foods with healthier choices.

Sometimes Foods	Healthier Choices
Potato chips French Fries	Low fat versions Baked in oven instead of fried
Buttered, salted popcorn	Unsalted popcorn without butter
Fruit drinks	100% pure with no added sugar Water to satisfy thirst
Deep fried foods High fat meats such as spare ribs, BBQ chicken, battered fish	Stir fried, steam or oven baked Visible fat and/or skin removed from meat/poultry
Caesar salad with a lot of dressing, bacon, croutons	Less dressing or lower fat version, limit bacon, use oven baked croutons
Doughnut, croissant, muffin	Small portions with low fat options
Sports or energy drinks	Water or water with lemon or lime
Cakes and cookies	Lower fat cookies, add fruit and choose smaller portions
Frozen desserts	Low fat yoghurt and fruit

Reference: Region of Peel, Public Health – Everyday Foods and Sometimes Foods

This is a good opportunity for teachers to inform parents about your classroom health and nutrition policy - that all celebrations need to follow the Fresh Tastes @ School Nutrition Policy. Go to the following link on our Healthy Kids Association website to clarify this:

http://www.healthy-kids.com.au/category/13/fresh%20tastes%20@%20school

All DEC schools now must follow the new Nutrition in Schools Policy. Information on this can also be found on the above link.

These policies outline that Sometimes Foods can only be available up to twice in the term across the entire school.

Basic Muffin Recipe

Makes: 12
Preparation time: 20 minutes

Ingredients:
2 cups self-raising flour
½ cup sugar
1 egg, beaten
¼ cup oil
1 cup milk, reduced-fat
Canola spray
Flavouring of your choice:
such as carrot, capsicum,
sweet potato, pumpkin or fruit

Equipment:
Large mixing bowl
Wooden spoon
Measuring cups
Muffin trays
Cooling wire
Chef knife
Chopping board

Method:
1. Place all ingredients in a bowl.
2. Mix until just combined.
3. Spray muffin tin lightly with vegetable oil spray.
4. Spoon mixture into muffin tin.
5. Bake at 1800C for approximately 20 minutes until springy and golden in colour.
6. Clean up while cake is cooking.
7. Remove muffins from tin and allow to cool on cake wire.

Student Muffin Evaluation

Name: _____

Muffin Name: _____

Circle the symbol that best describes how you feel about the muffins;

1. The taste of the muffin was

2. The look of the muffin was

3. The feel of the muffin was

4. The muffin needed to change because

_____

_____

_____

_____

Fresh tastes @ school

NSW HEALTHY SCHOOL CANTEEN STRATEGY

CANTEEN MENU PLANNER

For a Hi-res PDF of the Fresh Tastes Canteen Menu Planner, visit:
http://www.healthy-kids.com.au/category/13/fresh%20tastes%20@%20school

Kitchen Lessons - Stage 1

Title: You are what you eat!

Aim: As a class group and with the help of the teacher, students will prepare a healthy and nutritious recipe that links to their kitchen garden.

Students identify the 5 food groups and recognise the health benefits of specific ingredients.

Outcomes	Indicators
RS1.6 Drawers on an increasing range of skills and strategies when reading and comprehending texts.	• Actively listen and follow the steps of the recipe.
ENS1.6 Demonstrates an understanding of the relationship between environments and people.	• Identifies the purpose of composting and its links to the environment.
PHS1.12 Recognises that positive health choices can promote well being.	• Identifies healthy fruit and vegetables and can make simple choices based on their knowledge of healthy eating practises. • Makes personal health choices and can give reasons for their choices.
SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.	• Demonstrates safe practices for themselves and others when preparing food.

Resources:

- YouTube 'Composting with Preschoolers' http://www.youtube.com/watch?v=TOIy93wMR4E
- Recipe
- 'Functions of Food' factsheet-Teacher notes1
- 'Food Group Labels'-Teacher resource 1
- 'Occasional Foods and Everyday Foods'-Teacher notes 2
- Compost Poster-Teacher resource 2
- 'Australian Guide to Healthy Eating' factsheet-Teacher resource 2

Activity:

1. Class can view YouTube video prior to cooking lesson.

2. Whilst demonstrating the recipe ask the class to brainstorm why they eat food?
   See teacher notes 1.

3. Place labels on the table for the 5 food groups. See Teacher resource 1.
   Have the students place recipe ingredient in the appropriate group.

4. Identify occasional foods and every day foods. See Teacher notes 2. Discuss with the class what foods may be eaten at a special occasion? Identify the occasional foods. Discuss why too much of the occasional foods would not be good for you. Identify why everyday foods are good for you.

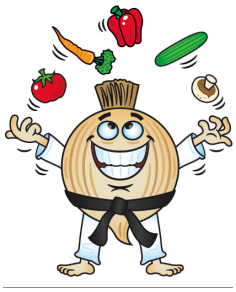
5. Make the attached recipe with the class and keep the off cuts for compost. Demonstrate to the class how to compost or worm farm. Identify the value and purpose of recycling and composting. Flag the foods that should and should not be placed in the compost or worm farm. See Teacher resource 2.

Summary:
Ask the class the following:

- What foods can we place in the compost?
- What other materials need to be placed in the compost to make it break down?
- What are some examples of everyday foods that could go in your lunchbox tomorrow?

Menu Master

Ham and Vegetable Slice



Serves: 4-6
Preparation time: 15 minutes
Cooking time: 30 minutes

Ingredients

8 eggs
½ cup plain flour
1 cup zucchini, washed and grated
225gm can sweet corn, drained
1 cup grated carrot
1 teaspoon dried chives
150gm lean ham, chopped
¾ cup (50gm) reduced fat grated cheese
Canola spray

Equipment

Oven
Large bowl
Electric beater/whisk
Grater
Spoon
Chopping board
Cooks knife
Oven tray
Oven slide
Measuring cups/spoons
Peeler

Method

1. Preheat oven to 180°C.
2. Beat eggs and flour together until smooth using electric beater.
3. Add zucchini, corn, carrot, chives and ham and combine. Make sure to get all dry ingredients at the bottom.
4. Lightly spray oven tray with oil and pour in mixture.
5. Sprinkle cheese on the top.
6. Bake for 30 minutes or until set. It should be golden in colour.

Tips

- Can be eaten warm or cold.
- When cool wrap individually in cling wrap, refrigerate and use for snack at school.
- Make a salad to stretch it out.

Variations

- Substitute dried chives for ¼ cup fresh, chopped chives or even onion.
- Substitute low fat bacon for the ham.
- Substitute flour with grated potato.
- To stretch recipe, add diced sweet potato or pumpkin, celery or capsicum.

Vocabulary

Grate, beat, bake, sprinkle, zucchini

Raw Ranger

Winter tabbouleh

Serves: 20 as a side dish
Preparation time: 40 minutes

Ingredients:

5 cups burghul, rinsed in a strainer
2 bunches of shallots
3 cloves of garlic
4 carrots
8 celery sticks
1 large cabbage
2 bunches of flat leaf parsley
2 bunches of mint
5 tablespoons of olive/safflower/canola oil
2 ½ lemons, juice only

Equipment:

Large bowl
Medium bowl
Fine strainer
Grater
Chopping board
Large knife
Fork
Large spoon juicer
Clean teatowel

Method:

1. Cover burghul with hot water and soak in the medium sized bowl for about 30 minutes.
2. In the meantime prepare the vegetables and dressing. Peel the garlic and chop finely, then place into the large bowl.
3. Wash the carrots and grate, place into the large bowl.
4. Peel and wash the spring onions and slice finely (S1 can use scissors), add to the other ingredients.
5. Wash celery and slice finely, add to bowl.
6. Remove the tough outside leaves of the cabbage and cut into quarters, then shred the cabbage as finely as you can. Add to bowl and toss all the ingredients.
7. Cut the parsley tops (S1 can use scissors in a cup) as finely as you can, add to bowl.
8. Gently toss all the ingredients.
9. When the burghul is ready, tip it into a strainer and press out as much as you can with the back of a large spoon.
10. Put the soaked burghul into a clean tea towel and wrap it like a sausage. Get two people to each take an end and twist each end of the tea towel in opposite direction so that excess water is removed. Then carefully shake all the burghul into the large bowl with the salad ingredients and mix together thoroughly.
11. In the bowl that had the burghul in it, whisk together the oil and lemon juice with a fork, season, then tip this over the salad mixture, and gently combine with your clean hands.
12. To serve: Make a wrap using some chicken, shaved lite ham, salt reduced tuna or low fat cheese. Steam some small flowerets of broccoli or cauliflower and add.
    Serve in a take away container with a fork or spoon.

Tip:

If burghul is not available then substitute with cous cous.

Vocabulary:

safflower oil, burghurl, cous cous

Cooking Captain

thai salad

Serves: 10
Preparation time: 30 minutes

Ingredients:

1 small Chinese cabbage, shredded
2 large carrots, grated
1 capsicum, finely sliced
200g bean sprouts
1-bunch shallots, sliced
½ bunch mint, chopped
½ bunch coriander, chopped
220gm packet chow mein chinese noodles

Sauce
2 tablespoons salt reduced soy sauce
4 tablespoons barbeque sauce
2 teaspoons rice wine vinegar
2 teaspoons brown sugar

Equipment:

Knife
Chopping board
Grater
Scissors
Colander
Large bowl
Small bowl
Fork
Measuring cups/spoons
Large cooks spoon

Method:

1. Wash all salad ingredients and shake off excess water.
2. Combine salad ingredients in a large bowl and toss well.
3. Combine dressing ingredients together and mix well. Add to salad ingredients and toss well.
4. Just before serving add noodles to salad and dressing and toss well.

Vocabulary:

Capsicum, coriander, colander, salt reduced, rice wine vinegar

Teacher Notes 1: Functions of Food

The body uses food to perform one or more of four main functions: to supply energy, for growth and repair, for regulation and for protection.

Energy
Food supplies the fuel or energy needed to perform the many tasks of everyday living. We need energy to think, breathe, walk, sit, speak and even sleep. We get energy from carbohydrates, proteins and fats. It is important that we eat enough food to supply all our needs. If we don't, we will feel tired and listless. Having no energy can be compared to a car that has run out of petrol. On the other hand, if we eat more energy food than our body needs, this energy will be stored in the body as fat. Too much stored energy will result in the body becoming overweight or obese.

Growth and Repair
Food provides the materials needed to build, repair and maintain body tissues. Proteins, fats and minerals are the best nutrients for growth. Growing bodies need extra amounts of these nutrients. Every person, whether growing or not, is going through a continual repair process of replacing injured or dead cells. It is food that supplies the nutrients necessary for this process.

Regulation
Food supplies the substances that help regulate the body's processes. Water, vitamins and minerals help regulate breathing, the nervous system, digestion, blood circulation and the elimination of waste products from the body. They help keep all the systems in the body working properly.

Protection
Vitamins, minerals and protein keep the body's tissues and organs healthy. Healthy organs are less likely to be attacked by disease.

Fruit

Vegetables
and legumes

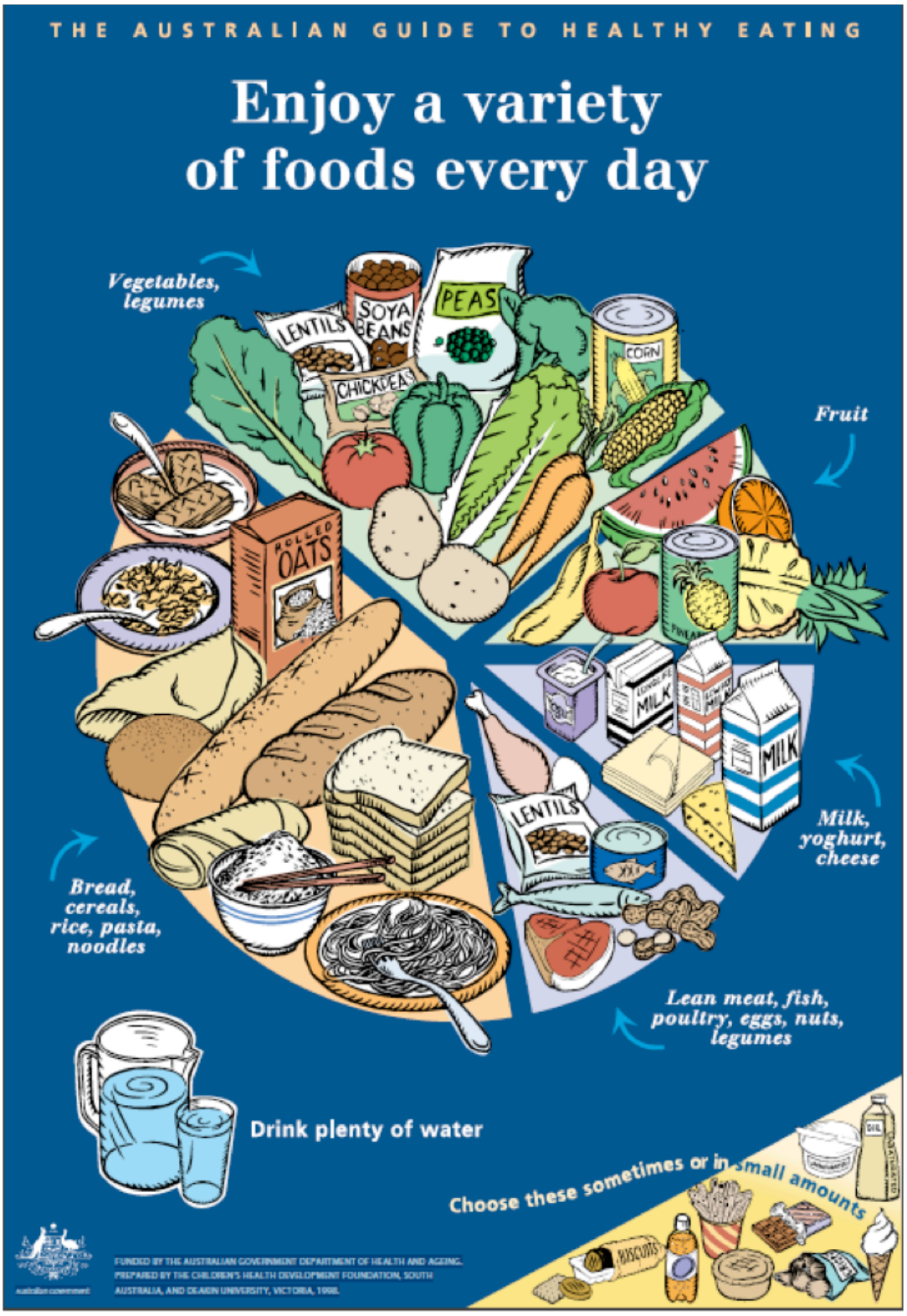
Breads, cereals, rice,
pasta, noodles

Lean meat, fish, poultry,
eggs, nuts, legumes

Milk, yoghurt, cheese

Teacher Notes: 2

For a Hi-res PDF of the Fresh Tastes Canteen Menu Planner, visit:
http://www.healthy-kids.com.au/category/13/fresh%20tastes%20@%20school


THE AUSTRALIAN GUIDE TO HEALTHY EATING
Enjoy a variety of foods every day
Vegetables, legumes
Fruit
Bread, cereals, rice, pasta, noodles
Milk, yoghurt, cheese
Lean meat, fish, poultry, eggs, nuts, legumes
Drink plenty of water
Choose these sometimes or in small amounts
LENTILS
SOYA BEANS
PEAS
CHICKPEAS
CORN
ROLLED OATS
MILK
FUNDED BY THE AUSTRALIAN GOVERNMENT DEPARTMENT OF HEALTH AND AGEING.
PREPARED BY THE CHILDREN'S HEALTH DEVELOPMENT FOUNDATION, SOUTH AUSTRALIA, AND DEAKIN UNIVERSITY, VICTORIA, 1998.

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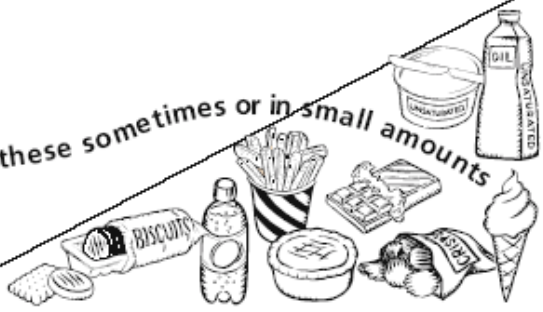

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Teacher Resource 2

Foods that should not go in the compost

Meat

Bones

Fish

Dairy foods
(Cheese, yoghurt, cream, milk ect)

Fats and oils

Why can't we compost these foods?

- They cause an imbalance in the nutrients of the soil and break down slowly.
- They attract animals and meat attracts maggots.
- They make the compost smell.

Foods that can go on the compost

All fruit and vegetable waste

Anything made of flour
(Bread, crackers, crusts, noodles)

Grains –cooked or uncooked
(Rice, barley)

Coffee grounds, tea bags, filters

Eggshells crushed well

Non-printed cardboard and paper