



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
- **ST3-5LW-T** Explains how food and fibre are produced sustainably in managed environments for health and nutrition



Resources and Preparation

Resources

- Worksheet 19 – A healthy planet meal plan
- Video from University of California on food and climate change via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Australian Guide to Healthy Eating (AGTHE) – eatforhealth.gov.au/guidelines/australian-guide-healthy-eating. Hardcopy posters can also be ordered via eatforhealth.gov.au/guidelines
- Access to BBC Climate Change Food Calculator via internet enabled device – bbc.com/news/science-environment-46459714 – 1 per student

Preparation

Prior to lesson:

- photocopy WS 19 – 1 per student

Good for you and the planet

Help the planet by...eating more fruit and vegetables

Students learn that a healthy diet for people is also healthy for the planet.

Introduction (10 mins)

Ask students what they think healthy eating for people and the planet might mean. Discuss and list ideas.

Activity (35 mins)

1. Students watch the video and discuss what it means. What foods should we be eating more of so the planet benefits? What foods should we be eating less of?
2. Look at the AGTHE. Explain that this chart is our Australian guidelines for healthy eating. Ask students if they think it is also healthy for the planet? Discuss the relative proportions of the food groups in relation to what was learnt from the video. How much of the plate is made up of plant-based foods? How much of the plate is fruit and vegetables?
3. As a class, explore the climate change food calculator and compare the greenhouse gas emissions of different foods. For ease of comparison use the 1-2 times per week option. What differences can be seen between the greenhouse gas emissions of fruit and vegetables versus other foods?
4. Students complete WS 19 and consider alterations to make the meal plan healthier for people and the planet.

Conclusion (5 mins)

Class discussion on what changes they suggested.

Assessment

- For:** Student contribution to class discussions.
- As:** Student identifies foods that are healthier for people and the planet.
- Of:** Student worksheet task. Students identify that a healthy diet for people is also healthy for the planet.

Differentiation

- Extend:** Students develop a table that compares greenhouse gas emissions for 5-10 foods using the food calculator.
- Simplify:** Students undertake the task in pairs or small groups.

School/Home Link

Students take the worksheet home.

Duration | 50 minutes



Suggest changes for this meal plan to make it healthier for people and the planet!

Meal	Food Items	What changes could you make so that it is healthier for people and the planet?
Breakfast	Bacon and eggs	
Morning tea	Cupcake	
Lunch	Ham and cheese sandwich	
Afternoon tea	Large milkshake	
Dinner	Beef burger with fries	