



Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces
- **MA2-4NA** Applies place value to order, read and represent numbers of up to five digits



Resources and Preparation

Resources

- Worksheet 16 – What are the impacts of our food choices?
- Access to BBC Climate Change Food Calculator via internet enabled devices – bbc.com/news/science-environment-46459714 – 1 device per pair
- 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

Preparation

Prior to lesson:

- set the AGTHE image up on the interactive whiteboard, computer or via a printed copy or hardcopy poster
- photocopy WS 16 – 1 per pair

Good for you and the planet

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

Students explore a greenhouse gas food calculator and discover that plant foods like fruit and vegetables are not only good for them, they are also good for the planet.

Introduction (5 mins)

As a class, review the AGTHE. Take note of the different sizes of the food groups on the plate and also those foods that are not included on the plate. Discuss why some sections are larger than others and why some foods are in the 'Only sometimes and in small amounts' section.

Advise students they will be learning about how the foods that our bodies need more of, also result in lower greenhouse gas emissions, and so are better for the planet's health too.

Activity (40 mins)

1. Divide students into pairs.
2. Provide each pair with a copy of WS 16 and a device.
3. Students discuss with their partner and complete section 1 of WS 16 by referring to the AGTHE.
4. Demonstrate the use of the climate change food calculator. Model until students understand the task.
5. Students complete section 2 and section 3 of WS 16 in their pairs.

Conclusion (5 mins)

Pairs share what they have learnt with the rest of the class.

Assessment

- For:** Student contribution to class discussion. Student is able to identify differences in food group sizing and kilograms of greenhouse gas emissions.
- As:** Student is able to accurately use calculator.
- Of:** Student worksheet task. Students could identify the impacts (health and otherwise) our food choices have on the planet.

Differentiation

- Extend:** Students work individually.
- Simplify:** Students undertake task in mixed ability groups or as a class.

School/Home Link

A word map is created from student learnings and published in the school newsletter or via social media.

Duration | 40 minutes



Worksheet 16.1 | What are the impacts of our food choices?

Section 1. Health impacts of our food choices

Look at the Australian Guide to Healthy Eating and the size of the food groups (the sections of the plate). Some of the food groups are larger than others. This is because we need to eat more of them.

What food groups do we need to eat more of? _____

What food groups do we need to eat in smaller amounts? _____

What types of foods are not part of a food group and are in the '*Only sometimes and in small amounts*' section?

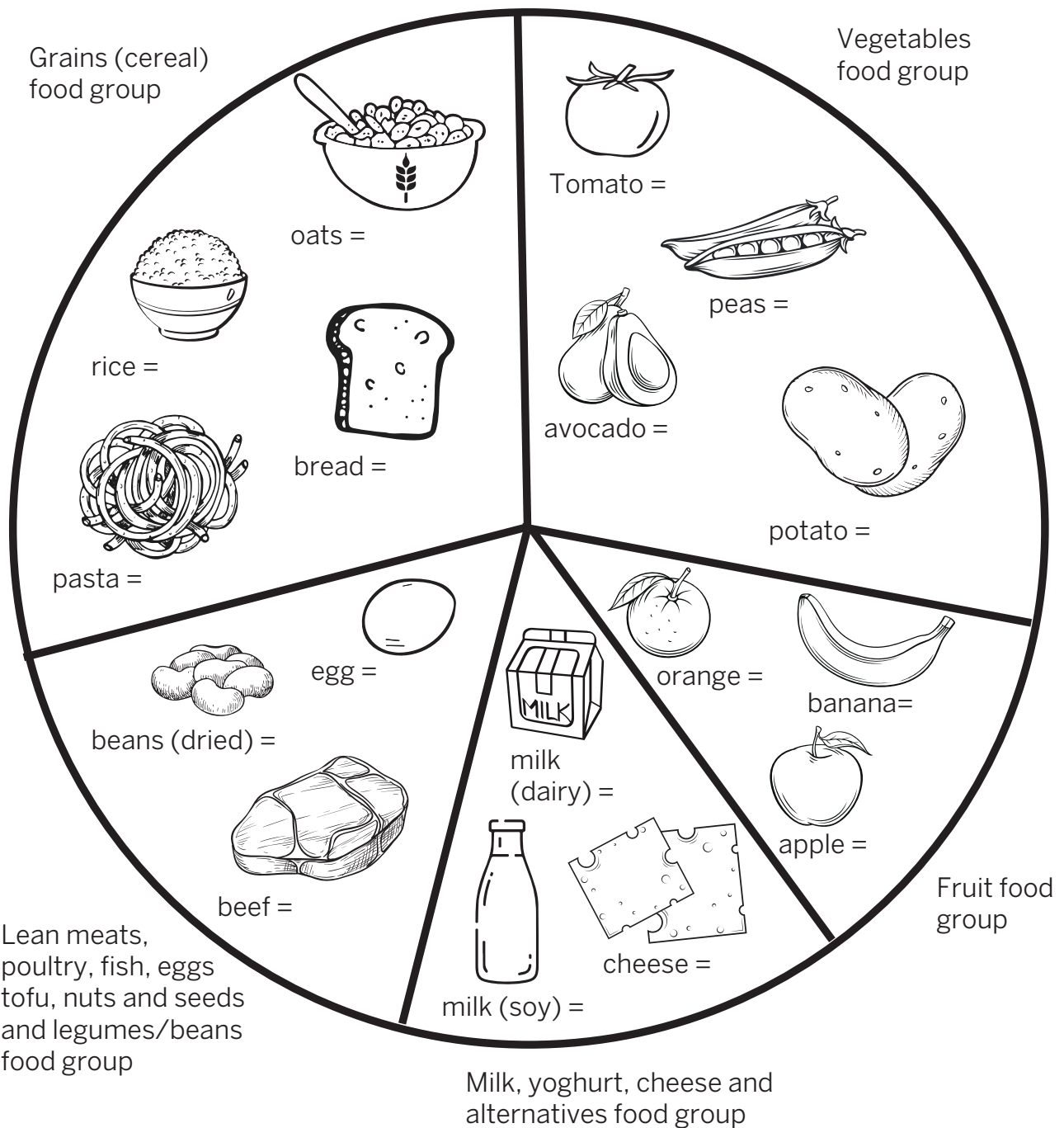
Worksheet 16.2 | What are the impacts of our food choices?

Section 2. Planet impacts of our food choices

Complete the table using the online *BBC climate change food calculator*. Hint: use the 1-2 times per week option for all the foods you enter into the calculator to make it easier to compare between foods. Then use this information to fill in the plate image below.

Food group	Food	How many kg of greenhouse gas emissions over one year?
Lean meats, poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans food group	Beef	
	Lamb	
	Fish (farmed)	
	Pork	
	Chicken	
	Eggs	
	Beans (e.g. red kidney beans)	
	Nuts	
	Tofu	
Milk, yoghurt, cheese and alternatives food group	Cheese (dairy)	
	Milk (dairy)	
	Milk (soy)	
Grains (cereal) food group	Oatmeal	
	Pasta	
	Rice	
	Bread	
Fruit food group	Apples	
	Bananas	
	Berries and grapes	
	Citrus fruit (e.g. oranges, mandarins, lemons)	
Vegetables food group	Avocados	
	Peas	
	Potatoes	
	Tomatoes	
Only sometimes and in small amounts foods	Chocolate (dark)	
	Chocolate (milk)	

Australian Guide to Healthy Eating Plate



Section 3. Conclusions

Based on your research what have you learnt about foods that are both good for us and the planet?
