



What foods should we eat?

ES1/S1 - Module 5



Program delivery

The LeadSmart modules are designed to allow flexibility for teachers and schools to tailor the delivery of the program in a way that best suits their needs. Each set of modules are designed in a way that they can be delivered in sequential order, as individual activities, or in an arrangement of the school's choosing.

Resources

- Health hub space in your school (we encourage you to book an appropriate area in school for the duration of this module, enabling access to the technology and space required to complete the unit)
- Interactive Whiteboard (IWB)
- Apron
- Shopping bag
- Plastic foods – meat, cheese, fruit, vegetables, fish and milk (if you don't have access to plastic food, you can print and laminate cards of each food item) or bring in examples of real food.
- Healthy foods activity sheet
- Supplementary teacher IWB resources

Assessment

There are a number of informal assessment opportunities throughout this module including:

- Brainstorm to assess prior knowledge and experiences
- Class discussion
- Student questioning
- Workbook sample
- Observation

Module overview

In this module students will understand that eating healthy foods can help protect us from lead harm. They will identify healthy (anytime) foods and unhealthy (sometimes) foods that are currently in their diets. Students will be able to identify breakfast as the most important meal of the day, and that having a full tummy means they will absorb less lead.

During this module students will have the opportunity to engage in two activities where they will closely investigate healthy foods that should be eaten when living in Broken Hill.

Learning intentions

Students will understand:

- Eating healthy foods can protect us from lead harm
- We need to wash our hands thoroughly before we eat
- Breakfast is the most important meal of the day
- They are less likely to absorb lead on a full tummy
- Meat, cheese, fruit, vegetables, fish and milk are foods that help protect us from lead harm

Differentiation

As with all of the LeadSmart Education modules, we encourage you to differentiate the following activities by making any necessary modifications in order to cater for diverse student learning needs.

Note: The suggested duration of the activities found within this module may require adjustment to cater for the needs of your students.

Curriculum links

ES1

PDHPE

- **COES1.1** Expresses feelings, needs and wants in appropriate ways
- **PHES1.12** Display basic positive health practices
- **SLES1.13** Demonstrates an emerging awareness of the concepts of safe and unsafe living

Geography

- **GEE-1** Identifies places and develops an understanding of the importance of places to people

English

- **ENE-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction

S1

PDHPE

- **COS1.1** Communicates appropriately in a variety of ways
- **PHS1.12** Recognises that positive health choices can promote wellbeing
- **SL1.13** Recognises that their safety depends on the environment and the behaviour of themselves and others

Geography

- **GE1-1** Describes features of places and the connections people have with places

English

- **EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

Cross curriculum priorities

- Sustainability

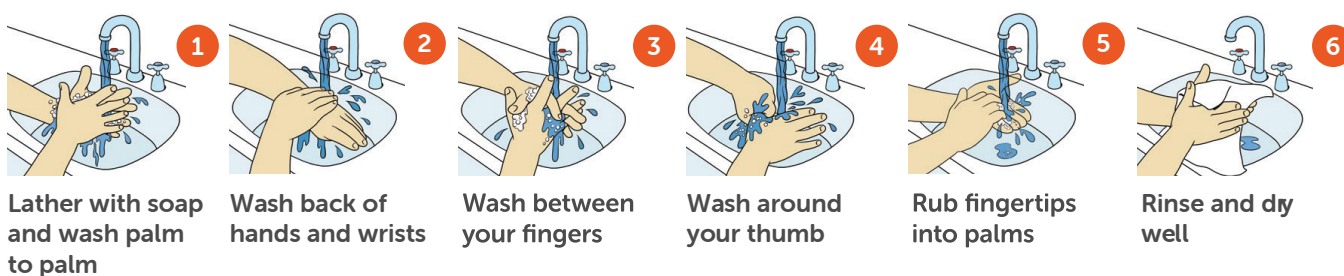
General capabilities

- Critical and creative thinking
- Ethical understanding
- Literacy

Introduction activity: What do we already know?

10 minutes

1. Sit students in front of the IWB. Put an apron on and place the shopping bag in front of the students. Ask if anyone can guess what they might be investigating today (food).
2. Remind students that before you touch food, it is important to always wash your hands. Ask students to remind you of the steps and sequence of washing our hands thoroughly. Reveal the sequence on the IWB to check their answers.
3. Reinforce the importance of being LeadSmart so that we can be protected from lead harm. Remind students that we can be LeadSmart in outdoor environments such as parks, playgrounds and backyards. We can also be LeadSmart in indoor environments such as schools and homes.
4. Today we are going to learn how we can be LeadSmart when we eat.
5. Ask students to name their favourite foods. Record their answers on the IWB on the 'Our Favourite Foods' slide. Read the names of each food together as a class.



Activity 2: Why are healthy foods important?

30-40 minutes

1. Display the LeadSmart foods table on the IWB and revisit the class list of their favourite foods. Select volunteers to sort each food item into one of the two columns and discuss the reason why it has been sorted there.
2. Explain that the best LeadSmart foods contain 3 soldiers that help your body fight lead. These are Vitamin C, Iron and Calcium.
3. Ask students if they know any foods which contain these soldiers and add these foods to the LeadSmart foods list.

Foods containing Vitamin C:

- Red capsicum
- White and sweet potatoes
- Tomatoes
- Spinach
- Citrus fruits, including oranges, mandarins and limes
- Berries, such as strawberries and raspberries
- Mango
- Watermelon

Foods containing Iron

- Lean beef
- Chicken
- Turkey
- Beans and lentils
- Baked potatoes
- Cashews
- Whole grain foods
- Vegetables
- Fish and seafood

Foods containing Calcium

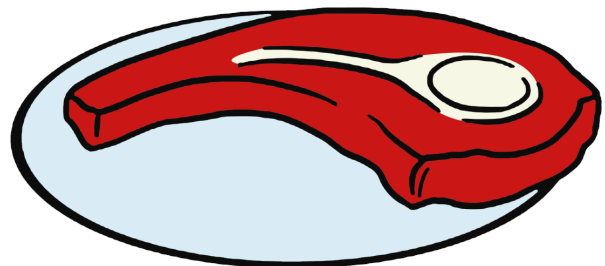
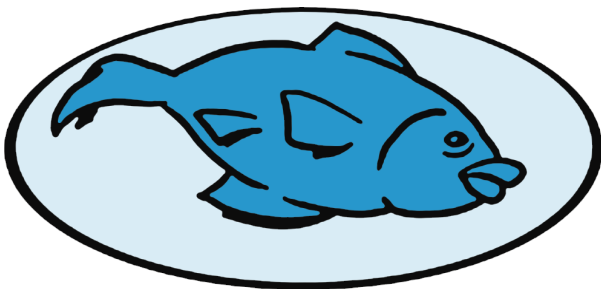
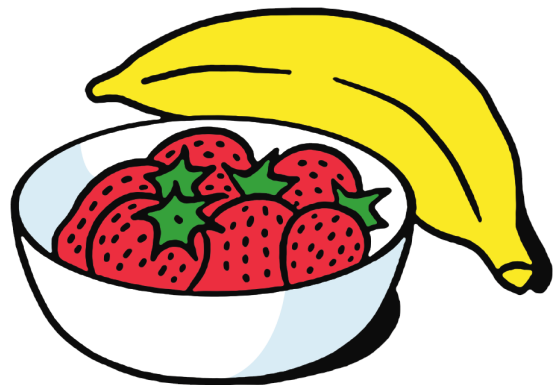
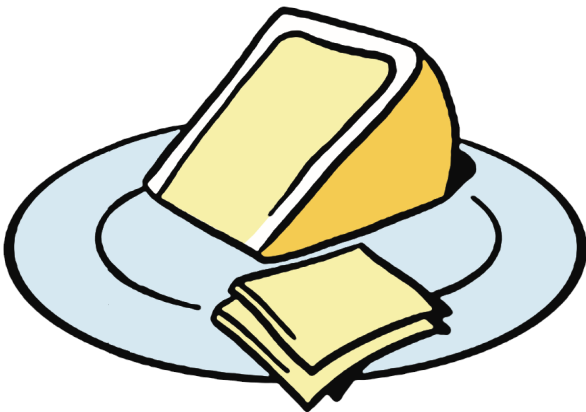
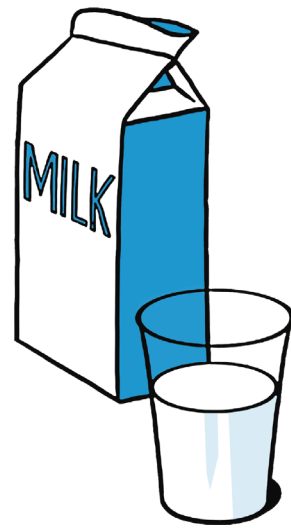
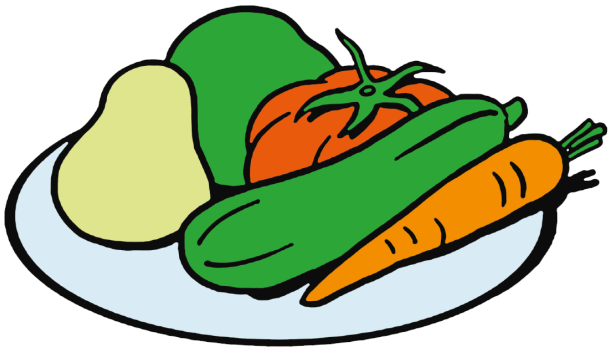
- Milk
 - Cheese
 - Yogurt
 - Collard greens
 - Kale
 - Soybeans
 - Dried figs
 - Beans and lentils
4. Once the table is complete ask students to think about why it is important to eat healthy foods (to keep our bodies strong and fighting fit, if we are healthy on the inside there is less chance of us getting sick). Explain that it is especially important for them to eat the right foods because living in Broken Hill increases the risk of lead exposure that contain lots of Iron, Calcium and Vitamin C. Explain that eating foods that contain these three soldiers can help our bodies fight lead and protect us from lead harm.
 5. Explain that fatty and sugary foods (sometimes foods) can increase the amount of lead that gets into / is absorbed into our bodies. Ask students if they can think of examples of 'sometimes foods'.
 6. Discuss the meals that are frequently eaten throughout the day (breakfast, recess, lunch, dinner, snacks). Inform students that the most important meal to eat in Broken Hill is breakfast, so their stomachs start the day full. A full tummy will absorb less lead.
 7. Send students back to their desks to complete the Design a LeadSmart Plate activity sheet.

Note: It is recommended that you complete this in small groups with a Kindergarten class. If your students are in Year 1 or 2 they may be able to complete the activity independently. As with any of these tasks please ensure that they are differentiated according to your students' abilities.

Reflection activity: What did we discover?

5 minutes

1. Sit students back in front of the IWB, review the table containing students' favourite foods from earlier in the module.
2. Ask students to see if they can identify any of the foods that they discovered help to protect us from lead harm (milk, cheese, fruit, meat, vegetables and fish).
3. Encourage students to look at home and in the supermarket next time they have a meal or go grocery shopping, to recognise the foods they should be eating.



Which foods protect us from lead harm?

