



# Healthy food

## Preschool - Module 5

### Module overview

This lesson gives children the opportunity to explore healthy food that can help protect them from lead harm. They will identify and sort healthy LeadSmart foods from unhealthy sometimes foods.

### 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.

### Aims and objectives

- Broaden their understanding of the world in which they live
- Express an opinion on a matter that affects them
- Demonstrate a sense of comfort and belonging in their environment
- Use play to investigate, project and explore new ideas
- Participate with others to solve problems and contribute to group outcomes
- Show growing appreciation and care for natural and constructed environments
- Express wonder and interest in their environments
- Are curious and enthusiastic participants in their learning
- Explore their environments
- Show an increasing awareness of healthy lifestyles and good nutrition
- Show increasing independence and competence in personal hygiene, care and safety for themselves and others

### Resources

- Be a LeadSmart handwasher song
- A variety of healthy LeadSmart play food props (e.g. cheese, yoghurt, milk, bananas, strawberries, oranges, spinach, broccoli, fish, and red meat)
- Shopping bag
- Unhealthy sometimes play food (e.g. potato chips, fizzy drinks, lollies and cakes)
- 2 x Small hula hoops
- Preschool activity booklets
- Coloured pencils
- Materials for sensory play: Baking equipment, ingredients and recipe <http://leadsmart.nsw.gov.au/portfolio/oat-and-sultana-biscuits/>
- Materials for manipulative play: Plastic mats, coloured play dough, and pictures of LeadSmart food
- Materials for creative play: Scissors, glue, paper plates, and magazines with food pictures
- Materials for dramatic play: Play food items and supermarket props

## EYLF learning outcomes

### Outcome 2: Children are connected with and contribute to their world

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- 2.4 Children become socially responsible and show respect for the environment

### Outcome 3: Children have a strong sense of wellbeing

- 3.2 Children take increasing responsibility for their own health and physical wellbeing

### Outcome 4: Children are confident and involved learners

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

### Outcome 5: Children are effective communicators

- 5.1 Children interact verbally and non-verbally with others for a range of purposes

## Introductory phase

5 minutes

We recommend keeping a record of the children's participation in and understanding of the activities and discussions in this lesson with a floor book or log book. This can be used to record children's voices, reactions and preferences throughout the session as well as any continuous learning opportunities and can be used as a wall display to start off your project when combined with photos taken throughout the day.

1. Gather the children together and instruct them to sit down in a large circle.
2. Ask children to think of the places they get their food from (cupboard, fridge, supermarket, garden etc).
3. Explain that there are lots of different types of food to choose from, some foods are good for us and help us grow healthy and strong. Other foods can be unhealthy and should only be eaten sometimes or as a treat.
4. Tell the children that they will be working in small groups with you to look at some food items today but we need to make sure we wash our hands properly before touching any food!
5. Sing the Be a LeadSmart handwasher song with the children.

**Teacher note:** We recommend have this song playing as they arrive in the morning and throughout the day.

### Be a LeadSmart Hand Washer

Lather with soap and wash palm to palm,  
Protect yourself from lead harm.

Wash up to your wrist and the back of your hands,  
Wash away the dust and dirt, that's the plan

Rub, scrub, rub-a-dub-dub,  
Be a LeadSmart hand washer!  
Rub, scrub, rub-a-dub-dub,  
Be a LeadSmart hand washer!

Wash between your fingers, Wash around your thumb,  
You're being LeadSmart, and you're nearly done.

Rub into your palm with your fingertips,  
And make sure there's nowhere you missed.

Rub, scrub, rub-a-dub-dub,  
Be a LeadSmart hand washer!  
Rub, scrub, rub-a-dub-dub,  
Be a LeadSmart hand washer!

Now rinse, rinse the bubbles away,  
Dry your hands, get on with your day.

Rub, scrub, rub-a-dub-dub,  
Be a LeadSmart hand washer!  
You're a LeadSmart hand washer!  
I'm a LeadSmart hand washer!

## Supporting Activities

Set up a range of areas both inside and outside with provocations for children to explore this topic, as well as areas that correspond to children's current and ongoing interests. We suggest the following areas:

**Cognitive development** – With a small group of children, sit in a circle and place a shopping bag of food items and a green hoop and a red hoop in the middle. Ensure they all have clean hands, if not, take the opportunity to go and wash our hands together and sing the hand washing song. Take each item out of the shopping bag and discuss it with the children, encouraging them to name it and talk about their own experiences with this item. Sort each food item into either the green hoop, labelled as 'Healthy LeadSmart foods' or the red hoop, labelled as 'Sometimes foods'. Discuss with children why the foods have been sorted this way. Why do we need healthy foods in our bodies? Explain that the more healthy foods we eat, the better our bodies can help to protect us from lead harm.

- **Suggested LeadSmart foods:** The best LeadSmart foods contain 3 soldiers that help your body fight lead. These are Vitamin C, Iron and Calcium.

### Iron

- Red meat
- Chicken
- Fish
- Wholegrain bread
- Dried fruit
- Eggs and peanut butter

### Vitamin C

- Citrus and tropical fruits
- Berries
- Vegetables

### Calcium

- Dairy foods are the best sources of calcium
- **Suggested sometimes foods:** Fatty and sugary foods are sometimes foods and can even increase the amount of lead that gets into our bodies. Potato chips, cakes, lollies, fizzy drinks are all sometimes foods.

Once the food is sorted into the correct hoops ask children 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. Healthy foods that have the three soldiers - Iron, Calcium and Vitamin C can help our bodies fight lead and protect us from lead harm.

**Sensory/ Numeracy development** – Bake some oat and sultana biscuits with the children in small groups. Talk about the ingredients and the processes you use. Ensure children get involved in the processes throughout the activity. Encourage talk about their own baking experiences at home. As an extension, ask the children to tell you the recipe and method of baking oat and sultana biscuits and scribe their ideas. Use this document as part of your LeadSmart display!

**Manipulative development** – Provide the children with playdough in different colours, smells and textures and paper plates and encourage them to create plates of healthy food for each other. Encourage talk about their ideas and choices and their own experiences of making dinner or choosing food at home.

**Creative/ Physical development** – Give the children access to a variety of food magazines, scissors, glue and paper plates. Encourage them to create cut and stick pictures of healthy LeadSmart meals. Talk about their choices and ideas and observe their scissor grip development.



1. Bring the class back together and examine what they remember about interacting with food.
2. Ask, 'what do we need to do before touching or eating food?' (Wash our hands).
3. Ask if they can name some healthy foods and make a list of the children's ideas. Remind children that these healthy foods are LeadSmart, which means that they can help our bodies fight lead and help protect us from lead harm.
4. Ask if they can name some sometimes foods and make a list of children's ideas. Remind children that these foods do not help our bodies fight against lead we should only eat them sometimes.

### Questions for sustained shared thinking

Prompts for shared conversations, which can be extended or developed:

- When do you eat throughout the day?
- What is your favourite food to eat?
- Where do you get your food from?
- Can you name some healthy LeadSmart foods?

