

Level

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# Plan, prepare and picnic

## Strands

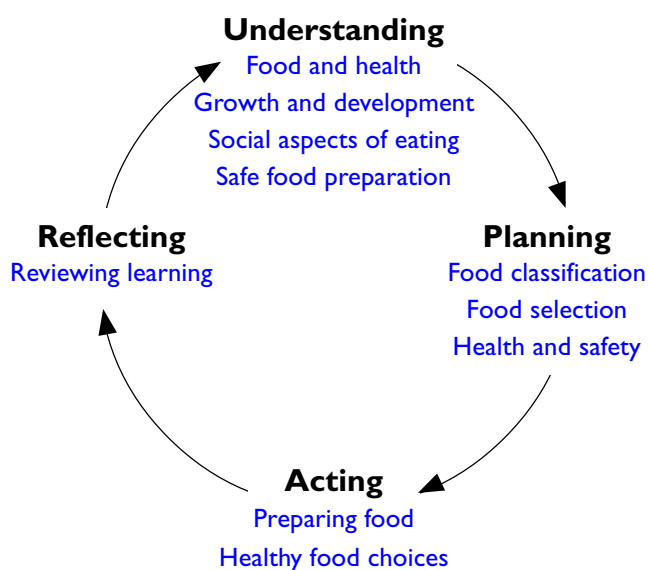
Promoting the Health of Individuals and Communities  
Enhancing Personal Development

## Purpose

Students engage in planning a picnic in order to learn about food as a basic health need and how to make healthy choices from a range of foods. They learn about the relationship between food and growth and development and describe how they have grown and developed. In addition, they identify and practise, with adult supervision, safe practices associated with handling food.

## Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



## Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

### Promoting the Health of Individuals and Communities

- 1.2 Students recommend healthy eating practices and demonstrate making healthy choices from a range of foods.
- 1.3 Students decide which people and things make environments and activities safe.

### Enhancing Personal Development

- 1.3 Students describe how they have changed as they have grown and developed.

## Core content

This module incorporates the following core content from the syllabus:

### Promoting the Health of Individuals and Communities

- relationship between food, growth and development and health, particularly the impact of eating behaviours on health, and choosing nutritious foods;
- behaviours that promote personal and group safety related to personal hygiene;

### Enhancing Personal Development

- aspects of growth and development, particularly factors influencing growth and development.

## Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

### Promoting the Health of Individuals and Communities 1.2

- **Students recommend healthy eating practices and demonstrate making healthy choices from a range of foods offered at a picnic or included on a food selection model.**
  - Can the student explain why eating a variety of foods is important?
  - Can the student explain why it is important to eat regularly?
  - Can the student name the five food groups and explain that we need to eat more foods from some groups than from others?
  - Can the student make healthy choices from a variety of foods?

### Promoting the Health of Individuals and Communities 1.3

- **Students determine which people and practices contribute to making food preparation environments and activities safe.**
  - Can the student describe basic safety rules relating to the preparation of food?
  - Does the student demonstrate basic hygiene practices prior to and during the preparation and eating of food?

**Enhancing Personal Development 1.3**

- Students describe how they have grown and developed since they were babies. They describe physical, social and intellectual changes that have occurred and explain how food has contributed to their growth and development.
  - Can the student identify physical changes that have occurred?
  - Can the student identify aspects of social development that have occurred?
  - Can the student identify aspects of intellectual development that have occurred?
  - Can the student explain how food contributes to growth and development?

## Background information

### Food and eating habits

Food contributes to people’s social, emotional, physical and spiritual health needs. Because lifelong eating habits are developed early in life, it is important that knowledge, attitudes towards food and skills in healthy food selection and preparation are established at this time.

Food selection models such as the Australian Guide to Healthy Eating and the Healthy Eating Pyramid help people to choose a healthy way of eating. They indicate which types of food we should eat regularly and those we should eat only occasionally.

This module has been designed to culminate in a class picnic. It may be modified so that the culminating activity involves a different food-related activity, such as making pizzas in class or planning a healthy lunch box.

### Terminology

Activities in this module involve the use of the following language in the context of Health and Physical Education:

categories	food handling	hygiene
celebrate	food preparation	legumes
classify	food pyramid	meals
energy	germs	nutrition
exercising	growth and development	safe practices
food groups	healthy	

### School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module. These include policies relating to food preparation and handling.

## Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of diversity and supportive environments. It includes activities that encourage students to:

- recognise the social and cultural diversity of their community;
- respect and appreciate the diverse nature of diets;
- demonstrate concern for others;
- work collectively to achieve a goal.

Students with disabilities or learning difficulties may require some activities to be modified to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

## Support materials and references

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Queensland Fruit and Vegetable Growers.  
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## Activities

### Understanding

#### FOOD AND HEALTH

#### Developing an understanding of what it means to be healthy and the role of food in health

- ▶ Students discuss what being healthy means to them.

#### Focus questions could include:

- When do you feel healthy?
- When did you last feel unhealthy? Why?
- Is feeling healthy only to do with our bodies or are there other things that can make us feel healthy or unhealthy?
- Can all people be healthy?

#### Teaching consideration

Health has a number of different dimensions — physical, social, emotional, mental and spiritual. Students at this level do not need to name these dimensions. However, it is important that they understand health is about more than just the physical functioning of the body.

- ▶ Students work in small groups to outline a body shape on a large sheet of paper. They discuss what is needed to be healthy and then fill in the body shape with drawings or pictures of these things. Illustrations could include different foods, clean water, people sleeping, exercising and performing personal hygiene practices, examples of love, friendship, shelter and clothing. The finished pictures could be displayed and discussed.

#### Focus questions could include:

- What are the things we need to help us stay healthy?
- How do these things help to make us healthy?
- Are all of these items needed by everyone? Why?
- Why did you include this picture or drawing in your shape?

- ▶ Students are grouped in pairs to consider the question: ‘Why do we need food?’. This is undertaken as a ‘Think, Pair, Share’ activity.

- Students consider the question without speaking for a set period of time (for example, 20 seconds), thinking of as many reasons as they can why people need food.
- They then take it in turns to tell their partner their ideas, and discuss similarities and differences.
- Pairs share their responses with the whole group, adding only previously unstated reasons.
- Students develop a class list of reasons as to why we need food.

#### Focus questions could include:

- Why do we need to have fluids?
- Why do we need vegetables and fruit?

### Teaching considerations

Point out to students that we need food to live. Food builds strong bones and teeth, helps heal wounds and broken bones, keeps our bodies and muscles working properly, gives us energy, keeps our blood and skin healthy. This concept can be summarised by the phrase: Food helps us 'grow, go and glow'.

Discuss the concept that food is important in providing a focus for people to spend time together — for example, eating meals, enjoying celebrations.

- ▶ Students discuss their ideas of healthy eating. These responses are recorded and a class definition of healthy eating is established.

### Teaching considerations

The main requirement of healthy eating is to have a variety of foods from the five food groups (outlined later in this module) but some foods need to be eaten in greater quantities than others.

The types of foods we need for good health are the same for everyone but the amount we need depends on our age, sex and level of physical activity.

People meet their 'healthy eating' requirements in different ways — for example, different cultural groups eat different foods.

Some students with food allergies or medical conditions may need special foods to stay healthy.

- ▶ Students nominate the foods they eat. They compile a class list of these foods using words, pictures or a mixture of both. Students consider the range of foods recorded and discuss the importance of eating a variety of foods.

#### Focus questions could include:

- What might happen if we ate the same food for every meal? Would we still 'grow, go and glow'?
- What might happen if we ate only one type of food such as cake, lollies, chips, apples or bread?

### Teaching considerations

Stress that variety is necessary for good health — to 'grow, go and glow'.

This class list of foods will be used in the planning phase of this module.

## GROWTH AND DEVELOPMENT

### Developing understandings about growth and development

- ▶ Students discuss how they have grown and developed since they were babies and give reasons why they have grown.

#### Focus questions could include:

- How have you grown since you were a baby?
- Why do you think these changes have happened?
- How has the type and amount of food you eat now changed from when you were a baby?
- Is it only the way you look that has changed or have you changed in other ways?

### Teaching considerations

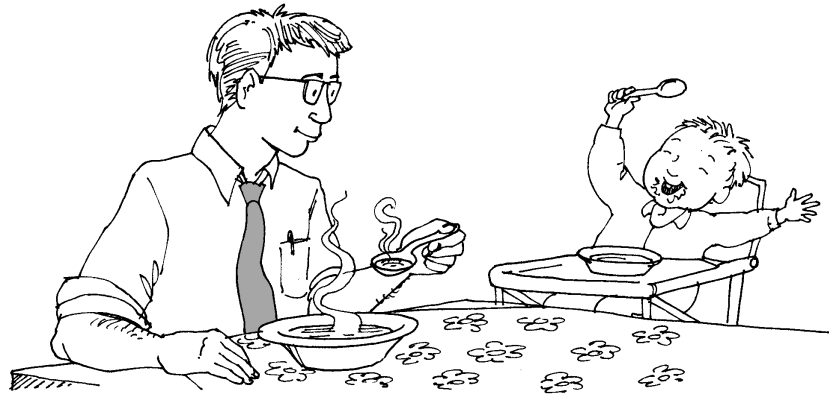
Students could bring along current and baby photographs of themselves to stimulate discussion.

Physical changes identified could include height, weight and body shape. Other changes students may note include becoming more independent by learning to talk, walk and feed themselves; being able to think through their decisions and make their own friends; and being better able to express and control their feelings and emotions.

► Students compare the different quantities and types of food eaten by babies, children and adults, and suggest reasons for these differences.

#### Focus questions could include:

- Who in your family eats the largest helping of food? Why?
- Do adults need extra food? Why?
- Who in your family eats the smallest helping of food? Why?
- Do babies eat the same foods as adults? Why?



### Teaching consideration

Clarify ideas about growth and development and energy expenditure.

► Students discuss when they eat during the day. In identifying reasons why they need to eat regularly, they consider what their body needs to grow and what physical activities they have been doing. Students also consider the consequences of not eating enough food.

#### Focus questions could include:

- Why do you need to eat regular meals during each day?
- How does your tummy feel if you do not eat regularly?
- How do you know when you are hungry?
- Why do you get hungry?
- Can you 'grow, go and glow' if you do not eat when you are hungry?

### Teaching consideration

Explain that some foods are more filling than others, and can prevent them from feeling hungry for a longer time — for example, bread is more filling than lollies.

**SOCIAL ASPECTS  
OF EATING****Sharing understandings of the social context in which food is eaten**

► Students identify the meals they eat, the people with whom they eat those meals and the ways in which they interact with people during mealtimes. They also identify other occasions when they eat food in the company of others and how they interact on those occasions.

**Focus questions could include:**

- What meals do you eat each day?
- Which meals do you eat in the company of other people?
- Is it more enjoyable to eat food by yourself or in the company of others? Why?
- With whom do you eat your breakfast, lunch and evening meal?
- How do you interact with these people at mealtimes?
- On what other occasions do you eat food?
- With whom do you go to barbecues, picnics or parties?
- How do you interact with people on those occasions?
- How do people speak to each other on these occasions?
- Does everyone speak at once or do they listen and take it in turns to speak to one another?
- What types of interactions or conversations between people might make occasions when people eat together less enjoyable?
- In what ways do families' meal patterns differ?

**SAFE FOOD  
PREPARATION****Understanding the need for hygiene when handling food**

► In an open discussion students suggest reasons why it is important to use hygienic practices when handling food. They suggest some rules that should be followed in food preparation (see Resource Sheet 1, 'Hygiene rules for handling food').

**Focus questions could include:**

- Where have you seen people handling and preparing food?
- What actions related to health and safety have you observed before people prepare food? Do they wash their hands? Do they check utensils and bowls are clean? Why?
- What actions related to health and safety have you observed when people are preparing food? Do they use utensils? Do they cover food?
- What are germs? Where are they found? How are they passed on to other people?

► Students conduct an experiment to determine the best way to clean their hands before handling food. They cover their hands with a hand cream or moisturiser and sprinkle them with pepper or nutmeg. Students first wash their hands under running cold water and note the results. They wash them again in cold water using soap. Students discuss the results of the experiment and identify which method of hand washing is more effective.



- ▶ Students identify a range of people who handle and prepare food and who should follow the health and safety rules identified in the previous activity. They also identify environments in which food is handled.

**Teaching considerations**

People who handle and prepare food include parents/carers, chefs, grocers, farmers, factory workers, shop assistants, waiters, workers in fast-food outlets, tuckshop helpers.

Pictures of people handling food are included in some of the support materials and references listed in this module.

It may be appropriate to visit a supermarket, restaurant, hospital kitchen or the tuckshop to observe food handling procedures and safety rules.

**Planning**

**FOOD CLASSIFICATION**

**Organising food into different food groups**

- ▶ Students suggest different categories into which food can be classified. Once these are identified, small groups of students use different categories to classify the range of foods eaten by class members (identified in a previous activity). They share their responses with the class and offer explanations for their groupings where necessary.

**Focus questions could include:**

- What words could you use to describe different groups of foods that we eat?
- Are there other ways we could sort the foods that we eat? What are they?
- Which foods belong to these different groups?

**Teaching considerations**

Where possible, use pictures rather than words for grouping.

Categories could include:

- vegetables, fruit, meat, dairy, other
- everyday food, food eaten sometimes
- breakfast food, lunch food, dinner food, snack food
- food from animals, food from plants
- different colours.



**R** Resource Sheet 2

► Students examine the Australian Guide to Healthy Eating ‘plate’ (see Resource Sheet 2, ‘Enjoy a variety of foods every day’) to identify the foods they should eat most of and those they should eat least of to ‘grow, go and glow’.

**Focus questions could include:**

- Which foods should we eat most of?
- Which foods from the plate should we eat least?
- Which other foods, not on the plate, are ‘sometimes’ foods or treats?

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**Teaching considerations**

Explain that we should choose foods from each of the five groups shown on the plate every day.

We should eat plenty of plant foods — breads, cereals, rice and pasta, vegetables, legumes and fruit — and moderate amounts of animal foods — milk, yogurt, cheese, meat, fish, poultry, eggs. Only small amounts of other foods such as oils, margarines, ice-cream, lollies and biscuits should be eaten.

Drinking plenty of water is an important aspect of a healthy diet.

Students could piece together a ‘plate jigsaw’ after discussing the foods on the various segments of the plate.

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► Students view ‘sometimes foods’ (for example, chocolate) that the teacher has brought in to stimulate discussion as to why ‘sometimes foods’ should be eaten infrequently. They discuss the foods they like to eat as ‘sometimes foods’, why they like them and why they should be eaten only sometimes.

**Focus questions could include:**

- Why is it good to eat ‘sometimes foods’?
- Why should ‘sometimes foods’ be eaten only sometimes?
- How do you feel when you eat ‘sometimes foods’?

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**Teaching considerations**

The ‘sometimes’ foods are not essential in providing the body with nutrients. They should be eaten in small amounts and can add extra enjoyment to a healthy diet.

The terminology ‘sometimes food’ is used in preference to ‘snacks’ or ‘treats’, which may be nutritious — for example, yogurt, strawberries, carrot sticks.

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**FOOD SELECTION**

**Planning to enjoy a meal with others**

► Students suggest a fun way or occasion in which they could enjoy food in the company of their peers and others.

**Focus questions could include:**

- What sort of celebration could we have with food and people who are close to us?
- What sorts of interactions would make the celebration fun?

► Students plan a picnic with a focus on healthy eating and fun. They discuss when and where the picnic will be held and what items other than food will be required. They also discuss who to invite and how the invitations will be delivered. As plans are made, students record them on a classroom billboard.

**Focus questions could include:**

- What sorts of picnics have you had?
- What activities did you enjoy?
- Did everyone have a good time? Why?
- What places are suitable and safe for picnics?
- When would be a suitable time for a picnic for the class?
- What items other than food and drink will be needed?
- Whom would we like to invite?
- What are some ways we could issue invitations?
- What are some games we could play?

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**Teaching consideration**

Although the module uses a picnic as a way of celebrating with food, other occasions could be used such as a class breakfast, a celebration of Arbor Day or a birthday.

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► Students plan a menu for their picnic. Small groups of students work together to list the types of foods they would like included. A class list of suggestions is compiled from which the final menu is chosen. Students compare the final menu with a food selection model, such as *The Australian Guide to Healthy Eating* or the Healthy Eating Pyramid, and modify it as necessary to ensure food selections are healthy.

**Focus questions could include:**

- What foods have you taken on other picnics?
- What foods would you like to take on this picnic?
- What foods should we include so that everyone's food likes and needs are met?
- What foods should we include so that it is a 'healthy' picnic?
- What foods would we like to eat as 'sometimes foods'?
- How much food will we need?

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**Teaching considerations**

It may be necessary to consider the special dietary needs of some students — for example, those with medical conditions or specific cultural requirements.

In planning picnic foods, it is important to support prior learning associated with healthy eating and the concept of 'sometimes food' as treats.

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► Students develop a 'shopping' list and plan the purchase or provision of picnic requirements.

**Focus questions could include:**

- Where could we get our food from?
- Who will bring or buy which foods?
- Can we do the shopping for the food ourselves?

**HEALTH AND SAFETY**

**Planning for health and safety at the picnic**

► Students identify the safety practices they will need to demonstrate when preparing food for the picnic. In so doing, they discuss aspects related to hygiene, food contamination, and food storage as well as safety practices associated with using utensils.

**Focus questions could include:**

- What should we do before preparing food?
- What other hygiene practices should we use to ensure our food is healthy?
- Should we cover food? Why? What could happen if we don't cover food?
- Should we keep all food cold? Why?
- What could happen if we don't keep food cold?
- Which utensils should we use with extra care? Why? How should we pass utensils to another person?

► Students identify which people and things will make the picnic environment and activities safe. They consider the venue chosen for the picnic and the types of activities likely to be undertaken.

**Focus questions could include:**

- Which people at our picnic will help make it safe? How?
- Which things are there at our picnic site that will help make it safe?
- Are there things we should take with us for safety? What are they? How will they help with safety?

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**Teaching consideration**

The people and things identified in this activity will depend upon the venue. Examples could include: parents/carers, teachers, bus drivers, police, lifeguards, fences, soft-fall areas under play equipment, signs, gates, shelter.

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**Acting**

**PREPARING FOOD**

**Preparing food for the picnic**

► Students take turns to handle different food preparation tasks including, for example, tearing lettuce, tossing salad, spreading butter on rolls, putting fillings in rolls, folding serviettes, spreading a tablecloth and setting out cutlery. They use this opportunity to demonstrate safe practices as well as basic listening skills and basic rules of conversation. They also demonstrate cooperation in small groups by taking turns and offering assistance — for example, in spreading a tablecloth.

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**Teaching consideration**

Slicing or chopping activities with knives may best be carried out by older students or adults.

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**HEALTHY FOOD CHOICES**

**Demonstrating making healthy choices from a range of foods**

► Students show they can make healthy food choices from a range of foods at the picnic. The foods chosen should meet their health needs and include selections from the various food groups.

**Teaching consideration**

Photographs or a video taken at various stages of the planning and preparation, and at the picnic, could be used as a stimulus for later reflection.

**Reflecting**

**REVIEWING LEARNING**

**Reviewing what has been learnt about food selection and safe practices in food preparation**

► Students illustrate what they have learnt about healthy food choices and healthy eating practices. An adult could act as a scribe to record students' comments on their artwork. Students form small groups in which they display their artwork and explain what they have learned.

**Teaching consideration**

If photographs have been taken of the preparation phase and of the picnic, they could form the basis of a class book with students writing captions to accompany the photographs.

► Students identify how their knowledge of safe practices in food preparation and food handling has changed.

**Focus questions could include:**

- What new things did you learn about keeping food free from germs?
- Which rules about safety were new for you?
- How will your actions and behaviours change as a result of what you have learnt?

► Students view the photographs or video taken during planning and preparation for the picnic and at various stages of the picnic. They reflect on the activities in which they engaged and comment on things that were done well, that could be improved and that they enjoyed. Students could also identify associated topics that they would like to know more about.

**Teaching considerations**

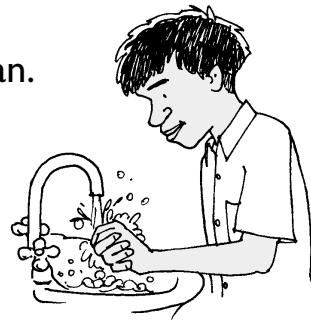
The photographs could be the stimulus for a writing activity.  
Ensure that all class members are shown in the photographs.

# Hygiene rules for handling food



Here are some rules to remember when you are handling food. Can you think of any others to add to the list?

- Wash your hands before touching food.
- Make sure that the area you are using is clean.
- Wash fruit and vegetables under cold water before using them.
- Clean up food spills straightaway.
- Use different cutting boards and knives for cutting raw food and cooked food.
- Don't cough or sneeze near uncovered food.
- Wash your hands after handling raw food, especially meat.



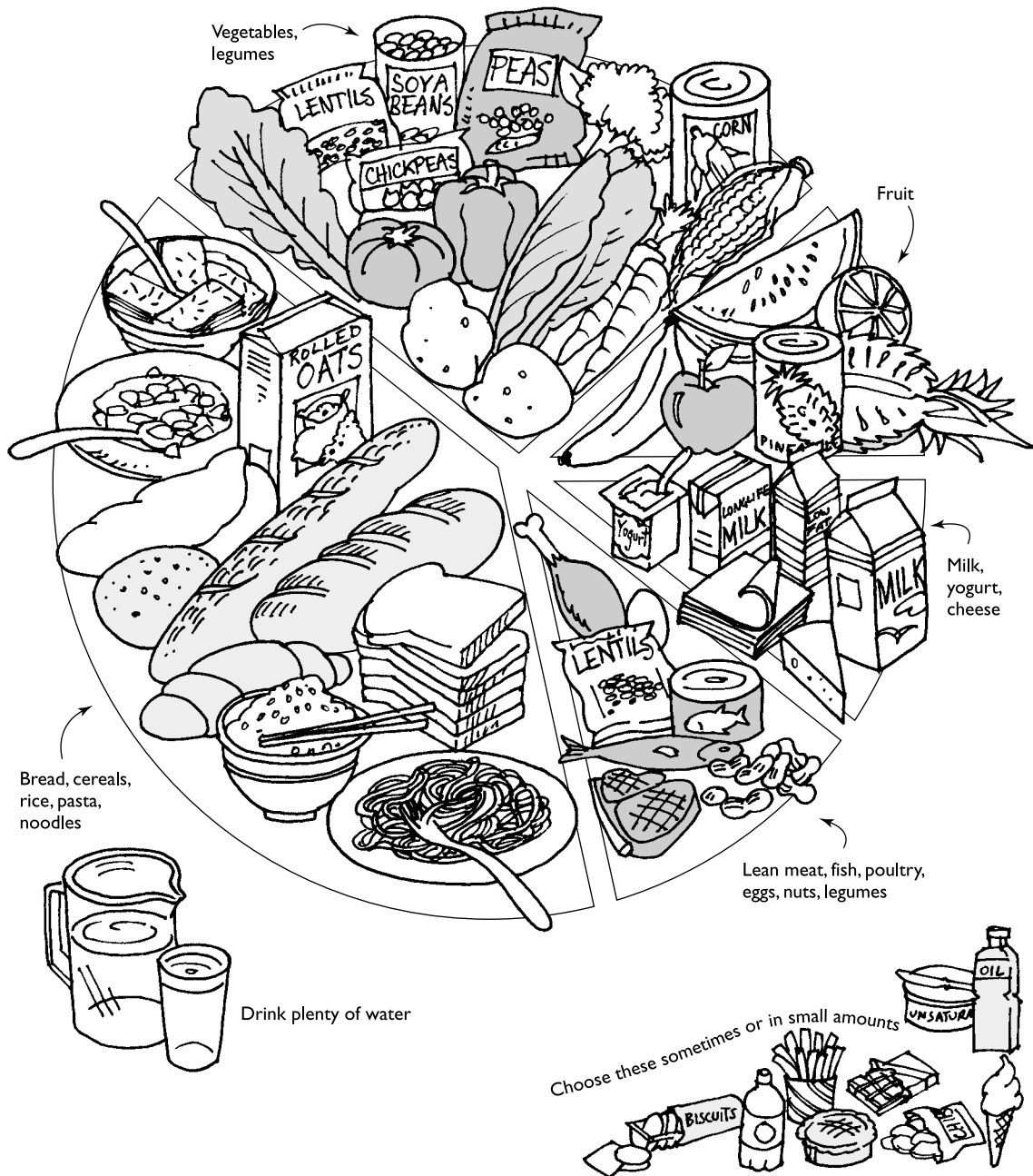
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# Enjoy a variety of foods every day



Look at the foods in the picture.

- Which foods should we eat most of every day to stay healthy?
- Which foods should we eat least of every day to stay healthy?



**Choose foods from each of the five food groups every day.**

Source: Commonwealth Department of Health and Family Services 1998, *The Australian Guide to Healthy Eating*, Commonwealth of Australia, Canberra.

## Acknowledgments

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Grateful acknowledgment is made to the following organisations for granting permission to use copyright material:

Commonwealth Department of Health and Family Services (1998) for material from *The Australian Guide to Healthy Eating* (Commonwealth of Australia copyright reproduced by permission).

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

*Years 1 to 10 Health and Physical Education Syllabus*

*Years 1 to 10 Health and Physical Education Sourcebook: Guidelines*

*Health and Physical Education Initial In-service Materials*

ISBN 0 7345 2091 3

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PIP 991090

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