

HEALTHY EATING: MODULE OUTLINE

Field: The Leisure World **Band:** Lower Secondary



Purpose

Students identify foods and nutrients necessary for good health and develop a collection of recipes to this end. They investigate diversity in the Australian and global diet and plan menus suitable for various lifestyles.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the lower intermediate stage. Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1](#), [5.2](#), [5.3](#), [6.1](#), [6.2](#), [6.3](#)

Composing [5.4](#), [5.5](#), [5.6](#), [6.4](#), [6.5](#), [6.6](#)

Some students could be in either the beginner or elementary stages of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

[Sociocultural understanding](#)

Students read recipes and food labels from **target country** to gain understanding of particular eating habits in **target country**. The students learn about food for special occasions in **target country**.

Functions and language elements

- [comparing](#): food intake with food-guide recommendations
- [describing and asking about routines, habits and procedures](#): frequency, eat, drink, mealtimes
- [describing things](#): 'Australian guide to healthy eating'
- [describing activities and events](#)
- [expressing and asking about needs](#): nutrition
- [giving and responding to instructions and advice](#): should
- [giving reasons](#): food choices, fuel energy, repair, stay healthy
- [identifying and asking about people, places and things](#): food items, drinks, nutrients, particular diet needs, cultures
- [identifying and asking about situations, activities and events](#): lifestyle, health, religion, celebrations
- [expressing and asking about likes and dislikes](#): food
- [offering and responding to suggestions](#): should, shouldn't
- [expressing approval, agreement and disagreement](#)
- [expressing obligation](#)
- [expressing possibility and impossibility](#): can, can't

Assessment strategy

In [Task 5](#) and [Task 6](#) the teacher can assess students' speaking and writing abilities when they design and conduct surveys and present material, and while they brainstorm and discuss lifestyle situations and diets during group activities. At what [level](#) can students use language to write or talk about lifestyles and diets?

In [Task 1](#) the teacher can gather information about students' abilities to listen. At what [level](#) can students understand language describing teenagers from different cultures and their day's food intake?

In [Task 7](#) the teacher can assess students' reading abilities through the text 'Menus for different lifestyles'. At what [level](#) can students understand language describing the lifestyles of teenagers from different cultures?



Teaching considerations

Sample units

One work unit is provided for this module:



[Unit 1: Food choices](#)

FOOD CHOICES: UNIT OVERVIEW



Orientating tasks

- 1** Listen to teenagers from different cultural backgrounds say what they might eat in a day. Construct a bar graph that shows the number of servings of these foods.
- 2** Investigate the 'Australian guide to healthy eating' and identify types of food that should be eaten every day for good health and those that should be eaten only occasionally.



Enhancing tasks

- 3** Identify energy needs and the balance of food and nutrients necessary for good health, and design a poster to illustrate the interrelationship of energy needs, nutrients and foods.
- 4** Compile a recipe book to accompany the guide to healthy eating.

- 5** Survey class members' likes and dislikes in the food categories from the 'Australian guide to healthy eating'. Investigate the school tuckshop menu's range of food categories and survey students to find how their consumption fits with that suggested by the guide.
- 6** Investigate some special diets.
- 7** Use specific criteria to assess which menus are suitable for different lifestyles. Develop a balanced menu for own lifestyle.
- 8** Analyse food labels — look at food contents to determine the nutritional value.
- 9** Research special-occasion foods that are used worldwide, but with particular attention paid to **target country** and Australia.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

- 10** Look at a particular lifestyle and plan balanced menus for three days.