The Curriculum Materials have been designed to promote positive attitudes towards fruit and vegetables among primary school-aged students.

The materials have been adapted by the NSW Department of Education and Training to fit the NSW K-6 PDHPE curriculum. These materials have been adapted from Western Australian Curriculum Activities, © State of Western Australia, 2010.

Each activity has its relevant Outcomes and Indicators listed. These materials have been designed so that you can complete all activities in order as a Unit, or use individual activities as a one-off.

The Curriculum Materials have been divided into school stages. Activities may require modification depending on the range of student abilities within each year group and resources available.

Completion times are not suggested for each activity. Activities may take up part of a lesson, or may be ongoing, taking several days to complete.

Crunch&Sip® is supported by the NSW Department of Health
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<td>Food Diary</td>
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<td>Food Decisions</td>
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<td>Assists students in dealing with peers and identifies how their friends can influence their food choices</td>
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<td>Students identify the methods food companies use to advertise and sell their products, and make decisions on whether a product is value for money</td>
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<td></td>
<td>Food Information</td>
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</tr>
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<td>How Varied is my Diet?</td>
<td>Teaches students to analyse how varied the overall class diet is, and set class goals on increasing the variety of fruit and vegetables eaten by the class</td>
</tr>
</tbody>
</table>
There are several useful websites to be used in conjunction with these curriculum materials:

**NSW Crunch&Sip® site (Healthy Kids Association)**

**National Crunch&Sip® site (based in Western Australia)**
http://www.crunchandsip.com.au

**Australian Guide to Healthy Eating (Australian Government):**

**Dietary Guidelines for Children and Adolescents in Australia (National Health and Medical Research Council):**

**Food Labelling Information (Food Standards Australia and New Zealand):**

**Canteen Menu Planner (Fresh Tastes @ School):**

**Healthy Kids Website (NSW Department of Health):**
http://www.healthykids.nsw.gov.au

**Healthy Kids Association**
http://www.healthy-kids.com.au

**Go for 2&5®**
http://www.gofor2and5.com.au

**Fresh for Kids (Sydney Markets)**
http://www.freshforkids.com.au
The curriculum materials make mention of the benefits of eating a ‘balanced diet’. But what is a balanced diet? Read on for further information.

The Dietary Guidelines for Children and Adolescents (DGCA) recommends that for optimal health, children should ‘enjoy a wide variety of nutritious foods’. This means consuming different food types, as illustrated by the Australian Guide to Healthy Eating (AGHE) to obtain all the required nutrients without excess energy intake.

Variety also refers to choosing a range of foods from within each food group, particularly from the plant-based food groups (Fruit, Vegetable and Legumes and Breads and Cereals).

**What is the Australian Guide to Healthy Eating?**

The AGHE is a guide to the amounts and types of foods that are necessary to get enough of the nutrients needed for good health and wellbeing.

The AGHE is divided into five food groups that provide important nutrients the body needs. These are referred to as ‘everyday’ foods, and are:

- Breads, cereals, rice, pasta and noodles;
- Vegetables and legumes;
- Fruit;
- Milk, yoghurt and cheese; and
- Meat, fish, poultry, eggs, nuts and legumes.

In addition, ‘extra foods’ are the other foods that don’t fit into the above food groups that have limited nutritional benefit (for example confectionary, soft drinks, hot chips, crisps, oils, margarine, butter and sugar). These foods should be eaten only ‘sometimes’ or in small amounts.

It is also important that plenty of water is drunk as part of a balanced diet.

The following outlines the importance of each of the food groups, the recommended serves of each food group and serving sizes.

**Fruit, Vegetables and Legumes (fruit and vegetables)**

*Why is it important for children to eat fruit and vegetables?*

Fruit and vegetables are good sources of fibre, vitamins and minerals.

Fruit and Vegetables and Legumes are considered together in the DGCA. However, they are separated in the AGHE as they provide slightly different nutrients. For the purpose of this document, the Fruit and Vegetables and Legumes groups have been combined.
Consumption of both fruit and vegetables and legumes yield the same health benefits. Fruit, vegetables and legumes are full of phytochemicals, which:

- Help prevent cancer and slow cancer growth
- Protect against cardiovascular disease
- Protect against type 2 diabetes
- Protect against cataracts
- Protect against macular degeneration

A diet high in fruit and vegetables also helps:

- Prevent vitamin deficiencies
- Prevent obesity
- Prevent constipation and other bowel disorders
- Reduce blood pressure
- Reduce cholesterol levels
- Improve diabetic control

Therefore, it is important to reinforce good eating habits during childhood as a means of reducing the risk of diet-related diseases in adulthood.

**How many serves of fruit and vegetables do children need to eat?**

The amount children should eat depends on their age, appetite and activity level. Emphasis should be placed on eating a variety of fruits and vegetables.

The recommended daily serves of fruit and vegetables for children and adolescents is shown in the table below:

<table>
<thead>
<tr>
<th>Age of Child (years)</th>
<th>Fruit (serves)</th>
<th>Vegetables (serves)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-7</td>
<td>1-2</td>
<td>2-4</td>
</tr>
<tr>
<td>8-11</td>
<td>1-2</td>
<td>3-5</td>
</tr>
<tr>
<td>12-18</td>
<td>3-4</td>
<td>4-9</td>
</tr>
</tbody>
</table>

Source: The Australian Guide to Healthy Eating

**Serve Sizes for fruit and veg**

A serve of fruit is:

- 1 medium piece (eg. apple, banana, pear, orange)
- 2 small pieces (eg. apricots, plums, kiwifruit)
- 1 cup diced pieces or canned fruit
- 1 1/2 tablespoons dried fruit (eg. 4 apricot halves)

A serve of vegetables is:

- 1/2 cup cooked vegetables
- 1/2 cup cooked legumes or lentils
- 1 cup salad vegetables
- 1 medium potato
**Breads, Cereals, Rice, Pasta and Noodles (breads and cereals)**

*Why is it important for children to eat breads and cereals?*

Breads and cereals are good sources of fibre, carbohydrates, protein and a wide range of vitamins and minerals. Most importantly, this group should form the main source of energy in the diet.

*How many serves of breads and cereals do children need to eat?*

For children, emphasis should be placed on eating a variety of types of breads and cereals each day, and focusing on wholegrain products.

The recommended daily serves of breads and cereals for children and adolescents is shown in the table below. It should be noted that the number of serves varies according to activity levels, age and appetite.

<table>
<thead>
<tr>
<th>Age of Child (years)</th>
<th>Breads and Cereals (serves)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-7</td>
<td>3-7</td>
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<tr>
<td>8-11</td>
<td>4-9</td>
</tr>
<tr>
<td>12-18</td>
<td>4-11</td>
</tr>
</tbody>
</table>

Source: The Australian Guide to Healthy Eating

**Serve Sizes for breads and cereals**

A serve of breads and cereals is:

- 2 slices of bread
- 1 medium bread roll
- 1 cup cooked rice, pasta or noodles
- 1 cup porridge
- 1 1/3 cups breakfast cereal flakes
- 1/2 cup muesli

**Meat, Fish, Poultry, Eggs, Nuts and Legumes (meats and alternatives)**

*Why is it important for children to eat meats and alternatives?*

Meats and alternatives are an excellent source of protein, iron, zinc and B group vitamins.

*How many serves of meats and alternatives do children need to eat?*

Emphasis should be placed on eating a variety of types of meats and alternatives each day, with a focus on lower fat products.

The recommended daily serves of meats and alternatives for children and adolescents are shown in the table below. It should be noted that the number of serves varies according to activity levels, age and appetite.
Serve Sizes for meats and alternatives
A serve of meats and alternatives is:
- 65-100g cooked meat or chicken (eg. 1/2 cup mince, 2 small chops)
- 1/2 cup cooked dried beans, canned beans, lentils or peas
- 80-120g cooked fish fillet
- 2 small eggs
- 1/3 cup nuts
- 1/2 cup seeds

Milk, yoghurt and cheese (dairy foods and alternatives)
Why is it important for children to eat dairy foods?
Dairy foods are an excellent source of calcium. They are also a good source of protein and B group vitamins.

How many serves of dairy foods do children need to eat?
In children, emphasis should be placed on eating a variety of types of dairy foods each day to reduce boredom. It is recommended that children over the age of 2 years eat reduced fat varieties of dairy foods.

If children do not enjoy dairy foods it is important they eat other foods which provide a good source of calcium. Such foods include fortified soy products (eg. soy milk), fish with edible bones, green leafy vegetables, nuts and seeds.

The recommended daily serves of dairy foods for children and adolescents is shown in the table below. It should be noted that the number of serves varies according to activity levels, age and appetite.

<table>
<thead>
<tr>
<th>Age of Child (years)</th>
<th>Meats and Alternatives (serves)</th>
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<tr>
<td>4-7</td>
<td>1/2-1</td>
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<td>8-11</td>
<td>1-1 1/2</td>
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<tr>
<td>12-18</td>
<td>1-2</td>
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<table>
<thead>
<tr>
<th>Age of Child (years)</th>
<th>Dairy Foods (serves)</th>
</tr>
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<tbody>
<tr>
<td>4-7</td>
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<td>8-11</td>
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<tr>
<td>12-18</td>
<td>3-5</td>
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</table>
Water

Why is it important for children to drink water? The DGCA recommend that children should choose water as a drink. Water is an essential nutrient for life that is part of almost every tissue and process in the body, including the elimination of waste products and maintenance of the body’s temperature.

Any fluid that is drunk during the day contributes to a child’s fluid intake. The fluid recommendations for children are outlined below.

How much fluid do children need to drink? The amount of fluid children require depends on their activity levels and the weather. Generally, children should drink the following amounts of fluid:

<table>
<thead>
<tr>
<th>Age of Child (years)</th>
<th>Water (serves)</th>
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<tr>
<td>4-7</td>
<td>1L (about 5 glasses)</td>
</tr>
<tr>
<td>8-11</td>
<td>1.5L (about 7 glasses)</td>
</tr>
<tr>
<td>12-18</td>
<td>2L (about 8-10 glasses)</td>
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A glass is 250mL

Fluid intake should be increased during physical activity, when the weather is hot and/or very humid.

Water is the best drink for children as it provides the body’s fluid needs without contributing any energy.

A note on ‘extra’ foods (‘sometimes’ foods)

Some foods don’t fit into the other food groups, such as biscuits, cakes, desserts, pastries, fried and takeaway foods, soft drinks and confectionary. These are known as ‘extra’ or ‘sometimes’ foods.

Margarines and oils also fall within the sometimes category, however the body needs some fats and oils in the diet to provide the essential fatty acids (fats the body can’t make) and fat soluble vitamins the body requires. Therefore, the ‘good’ oils and margarines (poly- and monounsaturated margarines and oils such as canola, olive and sunflower oils and margarines) are an important part of children’s diets.

Other foods in the ‘sometimes’ group (such as cakes, chips and takeaway foods, etc.) are not needed to provide nutrients to the body, and they often contain too much fat, sugars (and therefore energy) and/or salt. These foods can add to the enjoyment of eating a balanced diet, but should only be eaten sometimes or in small amounts.

These foods are located outside the Healthy Eating Plate. It is important that the recommended serves of fruits, vegetables, breads and cereals, meats and alternatives and dairy foods are eaten each day to provide the nutrients children need for normal growth, development and health. If these foods are replaced by high levels of sometimes foods, children may miss out on important nutrients.
In 2005, the NSW ‘Fresh Tastes @ School’ Healthy School Canteen Strategy became mandatory in all NSW government schools. Many Independent and Catholic schools have also embraced the strategy.

School canteens can provide a substantial proportion of a child’s daily nutritional intake. Under the strategy, canteens are restricted in the amounts and types of ‘extra’ foods that can be sold. Canteens are encouraged to fill the menu with foods from the five food groups from the Australian Guide to Healthy Eating (AGHE) – breads and cereals, vegetables and legumes, fruit, dairy foods and meats and alternatives.

The school canteen provides the means by which students can put into practice the nutrition messages they are being taught in the classroom. The canteen can model healthy, tasty and affordable food choices that can influence food choices in students and the wider school community. To assist canteens in making healthier choices, foods have been divided into the 3 categories of the Canteen Menu Planner Spectrum. Each category is summarised below:

**Green ‘Fill the Menu’**
As mentioned above, canteens are encouraged to serve mostly ‘green’ foods. They provide the nutrients children need for normal growth, development and health. Foods in the ‘green’ category include:
- Bread and cereal based products (eg. breads, cereal, noodles, pasta and rice)
- Fruit products (eg. fresh fruit, no added sugar canned fruit and dried fruit)
- Vegetable products (eg. baked potatoes, fresh vegetables and salads)
- Low fat dairy and alternatives (eg. Plain and flavoured milk, yoghurts)
- Lean meats
- Water

**Amber ‘Select Carefully’**
Foods in the ‘amber’ category are usually processed foods that have some sugar, fat or salt added to them. They have some nutritional value, but should only be provided in small serve sizes. Foods in the ‘amber’ category include:
- Full fat dairy foods
- Some savoury snack foods and biscuits
- Some cakes, muffins and sweet biscuits
- Processed meats
- Oils, margarines and spreads
- Some ice creams, ice blocks and slushies
- Fruit juice
- Some flavoured waters

**Red ‘Occasional’**
Foods in the ‘red’ category are found in the ‘extra’ foods section of the AGHE. They lack adequate nutritional value and are high in saturated fat, sugar and/ or salt. These foods can only be sold on 2 occasions per term. Foods in the ‘red’ category include:
- Confectionary and chocolate
- Deep fried foods
- Some savoury snacks
- Chocolate coated and premium ice cream
- Some cakes, muffins, sweet pastries and slices

Sugar sweetened drinks (such as energy drinks, soft drinks, fruit drinks and sports drinks) are banned from sale in NSW school canteens.
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<td>Everyone Healthy Everyday</td>
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<td>Activity 4</td>
<td>Pack the Backpack</td>
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<td>Activity 5</td>
<td>Snacks for your Senses</td>
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<td>Activity 6</td>
<td>Sometimes or Everyday? You Decide the Way!</td>
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<td>Activity 7</td>
<td>Give it a Go</td>
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<td>Activity 8</td>
<td>Celebrity Foods</td>
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<td>Activity 9</td>
<td>Ready… Set… Grow</td>
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<tr>
<td>Activity 10</td>
<td>The Canteen Connection</td>
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Early Stage 1
Clean Beans

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<td>• describes why it is important to wash hands</td>
</tr>
<tr>
<td>DMES1.2 Identifies some options available when making simple health choices</td>
<td>• observes procedures that help keep them healthy e.g. washing hands</td>
</tr>
</tbody>
</table>

Ask students what needs to be done before eating and before food is handled and used for cooking i.e. washing hands and foods such as fruit and vegetables. Ask students why this is necessary. Responses may include to get the dirt off; to get rid of germs; to make hands clean. Ask students to wash their hands before recess or lunch. First ask them to wash their hands with cold water only and then with cold water using soap. Wipe hands with paper towel to see how clean hands are.

Ask students to identify which method of washing their hands worked best. (The second method of washing should work the best). How do you know? Ask students:
• Why should you use soap?
• Did it feel different when you used soap? Why?

Ask students to trace around one of their hands and add a key understanding or caption to promote the importance of washing hands e.g. ‘You need clean hands before you touch your food’, ‘Wash your hands with soap and water before touching food’.
### Outcomes | Indicators
--- | ---
PHES1.12 Displays basic positive health practices | • identifies a range of food and groups them according to their source e.g. vegetable, meat, dairy, fruit
DMES1.2 Identifies some options available when making simple health choices | • makes decisions about which foods are healthy

As a class, discuss foods that can be found at home or in the local supermarket. Make a list of these on the board under the headings ‘vegetables’, ‘meat’, ‘dairy’, ‘fruit’, ‘bread/cereal’.

Ask students questions like:
- What is your favourite fruit?
- What is your favourite vegetable?
- What types of foods do you like to eat for breakfast/lunch/dinner?

Ask students to get their lunch boxes and have a look to see what types of foods and drinks they have. Record their food on the board under the same headings as used previously.

As a class, discuss the following:
What is the most popular type of food for lunch?
- Are there any foods that do not fit into the food groups on the board? Which ones?
- Are all of the food groups covered in your lunch box?
- Which foods are “everyday” foods? Which foods are “sometimes” foods? How do you know this?
- If you have a sandwich and a packet of chips, what should you eat first? Why?
- If you have something that you don’t like, what should you do?
- What is the best type of drink? Why?

Have students draw and label the foods they would like to eat for lunch.
In small groups, ask students to cut out pictures of food from magazines, newspapers or catalogues. Ask students:

- What do we mean by ‘everyday’ foods?
- What do we mean by ‘sometimes’ foods?

Ask groups to classify pictures according to foods that are everyday foods and those that are sometimes foods. What makes some foods everyday foods? What makes other foods sometimes foods? What would happen if you ate sometimes foods all the time? Explain to students that everyday foods are foods that we should eat the most of such as fruit, vegetables, bread and cereals and dairy foods and sometimes foods are the foods that we should eat only occasionally such as chocolate, cakes, ice cream and lollies.

In small groups, have students stick the pictures they have cut out on a large piece of paper or cardboard which has been divided in half. Label one half ‘Everyday Foods’ and the other half ‘Sometimes Foods’. Ask each group to write/scribe a statement about everyday and sometimes food. Groups then show their chart to the class. Ask students to explain why they have grouped the foods. Discuss with students which foods are their favourite and ask them to explain why they like them. Create a class display with the posters.
Read the following story to students.

Your friend Liam and his family are going bushwalking for a day. They plan to set off in the morning after breakfast. They need to plan what to take for lunch and other snacks during the day. They will have to carry all of their food. It is a very hot day. Liam asks your help to plan what food to take.

As a class, brainstorm what types of food Liam could take for lunch. List these on the board or on a chart. Responses could include sandwiches, fruit, drinks, cake, salad, bread rolls.

Ask students why they chose these foods. Using different coloured markers, ask students to identify foods as ‘everyday’ or ‘sometimes’ foods.

Ask students to identify how Liam and his family can ensure that the food they eat is kept safe and fresh e.g. carry it in a cool bag, put food in airtight containers. Discuss what other things Liam and his family would need to take? e.g. plates, cups, cutlery.

Divide students into small groups. Ask them to role-play the bushwalk including the following:

• Liam and his family choosing food and preparing lunch for the bushwalk
• Liam and his family unpacking their lunch
• Liam and his family eating their lunch

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHES1.12 Displays basic positive health practices</td>
<td>• talks about environmental factors that impact on health e.g. place rubbish in bin</td>
</tr>
<tr>
<td>DMES1.2 Identifies some options available when making simple health choices</td>
<td>• discusses foods suitable for a specific purpose</td>
</tr>
</tbody>
</table>
For this activity, provide several types of everyday food that have a range of tastes and textures. Examples could include honey, rockmelon (sweet), vegemite (salty), lemon (sour), avocado (smooth) and carrots and celery (hard and crunchy). Ensure that no allergenic foods e.g. nuts, eggs, soy or milk products are used. Make sure food is provided individually and that students have parental permission before participating in this activity.

Divide class into pairs, and blindfold one student in each pair. Have their partner hand them a food to identify. Have students describe what the food feels like and then have them use their sense of smell to describe what the food smells like. Ask students to try and guess what the food is. After removing the blindfold, have them taste the food and describe what the food tastes like.

Build a class vocabulary list of all the words used e.g.

<table>
<thead>
<tr>
<th>This food feels…</th>
<th>This food smells…</th>
<th>This food tastes…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smooth</td>
<td>Sweet</td>
<td>Sweet</td>
</tr>
<tr>
<td>Bumpy</td>
<td>Smoky</td>
<td>Salty</td>
</tr>
<tr>
<td>Soft</td>
<td>Strong</td>
<td>Bitter</td>
</tr>
<tr>
<td>Cold</td>
<td>Sour</td>
<td>Delicious</td>
</tr>
<tr>
<td>Spiky</td>
<td>Warm</td>
<td>Bland</td>
</tr>
</tbody>
</table>

• Are the foods we tried ‘everyday’ foods? Why or why not?  
• Would you eat these foods again?  
• Which other foods would you like to try? Why or why not?
Collect some foods that the students may not have tasted before, such as tropical fruits and seasonal vegetables, or ask students to bring in fruits or vegetables from home. Show the class the fruits and vegetables and see if they can identify them. Make sure students have parental permission before participating in this activity. If foods come from home, ensure that a selection of different foods is represented. Chop up foods into small pieces and place onto a plate. Parent helpers may be of assistance for this activity.

Ask students to select a food that they have not tasted before and then sample that food. Repeat until students have tried a variety of new foods and foods they have tasted before.

Ask students to complete the following unfinished sentences:
• This food is called…..
• The colour of this food is…..
• I would eat this food again because…..
• I would not eat this food again because…..
• The vegetables I eat at home are …. 
• The fruits I eat at home are …. 
• Some different fruits and vegetables I could try are …. 
• I usually eat ______ pieces of fruit and ______ vegetables each day.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHES1.12 Displays basic positive health practices</td>
<td>• makes choices about foods eaten</td>
</tr>
<tr>
<td>DMES1.2 Identifies some options available when making simple health choices</td>
<td>• identifies reasons for choosing food</td>
</tr>
</tbody>
</table>

Early Stage 1
Give it a Go
Have small groups of students cut out pictures of foods from magazines, newspapers and catalogues. Plastic play foods, containers, food packets and milk cartons can also be used.

Sit class in a circle with two hoops in the middle. Select two different attributes e.g. everyday foods, sometimes foods. Select students to choose foods and put them into the correct hoop. Ask the class whether they agree or not, and whether they can think of any other foods that could fit into that category.

Organise the class into small groups. Give each group two hoops. Ask students to sort their pictures into their hoops according to different attributes e.g.
• Foods they have tasted, foods they haven’t tasted
• Foods they like, foods they dislike
• Hot foods, cold foods
• Sweet foods, savoury foods
• Everyday foods, sometimes foods

Ask groups to share their responses (for one or more attributes) with the class. Ask students questions like:
• Are there any foods that could go in both hoops? Why?
• Are there any foods that do not fit in the hoops? Why?

<table>
<thead>
<tr>
<th>Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PHES1.12 Displays basic positive health practices</td>
<td>• identifies a range of food or products and groups them according to characteristics</td>
</tr>
<tr>
<td>DMES1.2 Identifies some options available when making simple health choices</td>
<td>• classifies foods as healthy or not healthy</td>
</tr>
</tbody>
</table>
Play a game of *celebrity heads*. Select pictures of foods from the pre cut magazine pictures (from activity 7). Choose three students to be in. Stick the pictures on the board above the students’ heads. The students then take turns to ask the rest of the class questions that need a yes or no answer. The first to guess the correct food is the winner.

Types of questions could include:
- Am I a fruit/vegetable/type of meat?
- Am I an everyday food or a sometimes food?
- Am I red/green/brown?
- Is this food a fruit/cereal/dairy product?
- Am I eaten hot/cold/frozen?

At the end of the activity, summarise the details that enabled the students to guess the foods e.g. taste, smell, colour, shape, size.

**Extension** – Have the students write a ‘What am I?’

**e.g.**

I am a vegetable  
I am small and round  
I am green  
I am a _________________
In small groups, ask students to discuss reasons why we eat everyday food. As a class, make a list on the board from group responses.

Ask students to identify three to five reasons that are important to them. Have students rank these in order with 1 being the reason that is most important. Ask students to share their rankings and reasons with a partner.

In pairs, ask students to use Power Point or a paint or draw program to create a presentation titled ‘Why do I eat everyday food?’ Assist them to write captions for their presentation that illustrates the reasons that are important to them (as identified in the ranking exercise above). Encourage students to focus on everyday food choices. Ask each pair to present their creation to the class, explaining why they eat everyday foods.
Plan a trip to the school canteen. You might need to organise this with the
canteen organiser for a time when they will have time to talk to the students and
answer questions about the different foods sold in the canteen.

Discuss with the students the different types of choices the canteen has to offer
for recess and lunch. Ask students to give examples of foods that are available
at the canteen that are everyday foods and those that are sometimes foods.

Remind the students about the different food groups e.g. fruit, vegetables, meat,
dairy, bread/cereals. Ask students to identify foods available at the canteen that
fit into each of these categories.

Divide class into pairs. Students discuss a lunch they could buy from the
canteen, aiming to have something from each of the food groups in their lunch.
Have students create a Power Point or 3D model of their lunch.

Ask students to share their models with the class, giving reasons for their
choices.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PHES1.12 Displays basic positive health practices</td>
<td>• talks about different foods that keep them healthy</td>
</tr>
<tr>
<td>DMES1.2 Identifies some options available when making simple health choices</td>
<td>• discriminates between everyday foods and sometimes foods</td>
</tr>
<tr>
<td>Activity 1</td>
<td>What to Eat Australian Guide to Healthy Eating (AGHE)</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Luscious Lunches AGHE Template</td>
</tr>
<tr>
<td>Activity 3</td>
<td>Healthy Habits</td>
</tr>
<tr>
<td>Activity 4</td>
<td>Brekky Bites</td>
</tr>
<tr>
<td>Activity 5</td>
<td>Postcard to Parents Breakfast Letter</td>
</tr>
<tr>
<td>Activity 6</td>
<td>Less Mess</td>
</tr>
<tr>
<td>Activity 7</td>
<td>Let’s Work Together, Team</td>
</tr>
<tr>
<td>Activity 8</td>
<td>Kebab Creations</td>
</tr>
<tr>
<td>Activity 9</td>
<td>Smart Sales</td>
</tr>
</tbody>
</table>
Brainstorm with the class as many different types of foods as they can think of. Record these on the board. As a class, group foods according to type e.g. fruit, vegetables, meat, bread and cereals, dairy, sometimes foods. Discuss with the students the concept of a balanced diet i.e. a combination of foods from all of the food groups, and the benefits of eating more everyday foods from each of these groups and smaller amounts of sometimes foods.

Show students *The Australian Guide to Healthy Eating*. Discuss the following:

- What are the everyday foods?
- What are the sometimes foods? Why are these sometimes foods?
- What types of foods do our bodies need most and least?
- Why do you think our bodies need a balance of difference foods?
- What do you think would happen if we didn’t eat these foods and only ate the sometimes foods?

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS1.12 Recognises that positive health choices can promote well being</td>
<td>• recognises that a variety of food is needed for good health</td>
</tr>
<tr>
<td>COS1.1 Communicates appropriately in a variety of ways</td>
<td>• talks about the importance of eating healthy food</td>
</tr>
</tbody>
</table>
Enjoy a variety of foods every day

- Vegetables, legumes
- Fruit
- Bread, cereals, rice, pasta, noodles
- Milk, yogurt, cheese
- Lean meat, fish, poultry, eggs, nuts, legumes
- Drink plenty of water

Choose these sometimes or in small amounts.
Revise the types of food that make up a balanced diet. Show students the *Australian Guide to Healthy Eating*.

Divide the class into five groups. Give each group one of the following scenarios and ask them to plan:
- A suitable lunch for a bushwalking expedition
- A healthy lunch for school
- Food for a picnic lunch
- A lunch to eat when staying at home on a cold winter’s day
- Lunch to take to the beach on a hot summer’s day.

Ask students to list the types of food that would be suitable for their scenario and create a menu for their lunch. Give each group a blank *Australian Guide to Healthy Eating*. Ask students to draw and label the foods chosen for their lunch on the guide.

As a class, discuss whether all food groups have been included in each of the lunches. Are there sections that should have more or less foods in them? Why?
Enjoy a variety of foods every day

- Vegetables, legumes
- Fruit
- Milk, yogurt, cheese
- Bread, cereals, rice, pasta, noodles
- Lean meat, fish, poultry, eggs, nuts, legumes

Drink plenty of water

Choose these sometimes or in small amounts
Ask students at what times they eat during the day. On the board, make a list of different meal times e.g. breakfast, morning tea, lunch. Ask students to share with a partner reasons why they eat at these times. Discuss responses as a class.

As a class, choose a school meal break e.g. morning tea or lunch. In groups, ask students to cut out pictures of foods from magazines or catalogues that could be eaten at this time and create a collage. Alternatively, students could find pictures on the Internet or from other computer programs. Discuss why these foods are suitable for that meal and the foods that are a healthy choice. Why are these foods a healthy choice? Why is it important to eat a variety of food each day?

Ask students to select one time of the day when they eat and record the foods they eat at this time and why. Label the pictures ‘Foods I eat at ______________’. Ask students to share their drawings with the class.

Ask questions like:
• Why do we eat certain foods at different times of the day?
• Who helps us choose what we eat for each meal/snack?
• How can we decide what we would like to eat?
Ask students why they think it is important to eat breakfast. Responses may include that it is important to eat breakfast because it ‘breaks the fast’ and that eating breakfast will give them the energy they need to do well and participate in all of the activities at school. A breakfast made up of a variety of food groups will help students to concentrate in class and give them energy to play.

Tell the students that they are going to plan and hold a class breakfast. Ask students what needs to be decided before they can begin planning. Decisions to be made could include:

- What to eat (the menu)
- Where to have the breakfast
- The utensils needed
- Cleaning up.

Record each decision made on a chart. Discuss with students the different options for each decision and record on the chart. For example:

<table>
<thead>
<tr>
<th>Menu</th>
<th>Where</th>
<th>Utensils needed</th>
<th>Cleaning up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toast and</td>
<td>Classroom</td>
<td>Spoons</td>
<td>Class cleans up</td>
</tr>
<tr>
<td>spreads</td>
<td>Activity room</td>
<td>Cups</td>
<td>Sponges</td>
</tr>
<tr>
<td>Cereal</td>
<td>Staff room</td>
<td>Serviettes</td>
<td>Vacuum cleaner</td>
</tr>
<tr>
<td>Milk</td>
<td>Wet area</td>
<td>Bowls</td>
<td>Mop and bucket</td>
</tr>
<tr>
<td>Fruit</td>
<td>Outside</td>
<td>Tablecloth</td>
<td></td>
</tr>
<tr>
<td>Yoghurt</td>
<td></td>
<td>Chopsticks</td>
<td></td>
</tr>
<tr>
<td>Rice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noodles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask students what a menu is and where they might see a menu. Show students examples of menus from different places.

Have students design and illustrate a breakfast menu in pairs. Students can use a paint or draw program on the computer. Ask pairs of students to think of a name for the breakfast and share it with the class. As a class, decide on a name for the breakfast e.g. Bonza Breakfast, Beaut Breakfast, Best Breakfast.
Revise with students the importance of eating breakfast (refer to *Brekky bites*).

As a class, decide on the breakfast menu (refer to *Brekky bites*). Make sure a variety of healthy foods are included. Calculate the number of ingredients needed for the class and make a list on the board. Make sure students do not have an allergy to any of the foods to be provided for the breakfast. Have each student nominate what they would like to bring for the breakfast.

Have students write a letter to their parents or other adult asking them to provide something for the breakfast. Use the student resource sheet as a sample letter or have students compose their own.

**Literacy link**
Discuss with the students the parts of a letter e.g. the greeting, introduction, main body, conclusion and signing off. Ask students to identify the parts of the breakfast letter.

Have students take the letter home and return the tear off slip.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS1.12 Recognises that positive health choices can promote well being</td>
<td>• designs a healthy breakfast</td>
</tr>
<tr>
<td>DMS1.2 Recalls past experiences when making simple decisions</td>
<td>• contributes to discussions about healthy foods</td>
</tr>
</tbody>
</table>

Outcomes Indicators PHS1.12 Recognises that positive health choices can promote well being • designs a healthy breakfast

Outcomes Indicators DMS1.2 Recalls past experiences when making simple decisions • contributes to discussions about healthy foods
Dear __________________________

At school we have learned that breakfast is an important meal of the day. This is because _________________________________________________________________

Our class has been busy planning a breakfast to be held on ________________ at ________________. Each person in the class is providing something for the breakfast.

I have been asked to bring _________________. I will need to bring _________________ to school on the morning of the breakfast. I hope you can help.

Please complete the tear-off slip below and I will take it to school. Please contact my Teacher ______________________ if you need more information.

...........................................................................................................................

TEAR-OFF SLIP

I _________________ give permission for _________________ to attend the class breakfast.

My son/daughter has the following special needs (please provide full details and include any relevant medical details)

_____________________________________________________________________

I am able to provide _____________________________________________________.

Signed __________________________
Have students make a placemat to use at the class breakfast. Tell students their placemat needs to:

• Be large enough to put a bowl or plate on
• Fit on a table with five other placemats
• Show a range of everyday foods that can be eaten for breakfast
• Be colourful and eye-catching
• Include a statement about the importance of breakfast

Have small groups of students discuss why families might use placemats. Discuss what happens at mealtimes at student’s homes. What are the advantages of sitting at a table with the people you live with for meals? Ask groups to share their responses with the class.
Divide class into groups of four. Have groups think of all of the tasks that will need to be done on the day of the breakfast. As a class, make a list of all the tasks on the board. Tasks might include:

- Setting the table
- Serving the food
- Clearing plates away
- Washing up
- Cleaning up

Have the same groups nominate the tasks they would like to be responsible for and discuss what the task involves. Ask students what they will do while other groups are involved in their task. Discuss, as a class, answering the following questions:

- Will it be important to work as a team?
- How can you make sure your group works as a team?

Have students role-play their task while the other students in the group observe and identify elements of teamwork.

Ask students to identify one common understanding associated with teamwork e.g.

- Team members help each other.
- Team members need to cooperate.
- Listening is important.

Have students write and illustrate this understanding.
Have students look at a kebab recipe or pictures of kebabs. Assist students to write the ingredients that can be used to make the kebabs on a class set of flashcards.

Discuss with students the types of foods that could be used to make kebabs and add to the flashcards e.g. celery, carrots, broccoli, zucchini, cauliflower, pumpkin, sweet potato, banana. Include some types of meat that don’t need to be cooked e.g. ham. Discuss why these kebabs and ingredients are everyday foods. How do you know?

In groups, have students create their own kebabs listing the ingredients from the flashcards. Ask students to think of a catchy name for their kebab. Each group can ‘market’ their kebab by explaining to the class why it is an everyday food and the ingredients used.

Provide the ingredients for students to make their own kebabs. Make sure students wash their hands thoroughly or wear gloves before handling the food. Encourage students to try foods that they may not previously have had the opportunity to try. Discuss with students the different foods eaten. Encourage them to share their taste experiences with the class.
As a class, brainstorm and record the different items sold at their school canteen. Place the foods in different categories e.g. ‘Foods sold at recess’, ‘Food sold for lunch’, ‘Food sold as snacks’ or refer to a canteen menu for the way they categorise their food. Discuss with students why there is a variety of foods sold at different times.

Ask students to vote for their favourite canteen foods. Record the results. Ask students why they think some foods are more popular than others. Are the most popular foods the ones that are everyday foods? Why or why not? Brainstorm what other everyday foods they would like sold at the canteen.

Invite a canteen worker to the class as guest speaker to talk to the students, and answer questions about the choices of food available in the canteen. Prior to the visit, have students develop questions to ask the guest speaker about the foods sold in the canteen and the reasons different foods are on the menu. Try to include questions about everyday choices in the canteen.

Ask the students to identify an everyday food choice from the canteen that might not be as popular as some of the other items. Have students work in pairs to think of suggestions to make to the canteen to increase the sales of their item. Students can produce a poster to be displayed in the canteen advertising their product.
<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Foods that Fit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Australian Guide to Healthy Eating (AGHE)</td>
</tr>
<tr>
<td>Activity 2</td>
<td>To Be or Not To Be Healthy</td>
</tr>
<tr>
<td>Activity 3</td>
<td>Getting to Know your Food</td>
</tr>
<tr>
<td>Activity 4</td>
<td>Snack Attack</td>
</tr>
<tr>
<td>Activity 5</td>
<td>Snack Time</td>
</tr>
<tr>
<td>Activity 6</td>
<td>Why Do We Eat?</td>
</tr>
<tr>
<td>Activity 7</td>
<td>The Food Spectrum</td>
</tr>
<tr>
<td></td>
<td>What should I eat?</td>
</tr>
<tr>
<td>Activity 8</td>
<td>Food Diary</td>
</tr>
<tr>
<td></td>
<td>My Food Diary</td>
</tr>
<tr>
<td></td>
<td>AGHE Template</td>
</tr>
<tr>
<td>Activity 9</td>
<td>Food Favourites</td>
</tr>
</tbody>
</table>
Discuss the types of foods students eat. Ask students to recall what they have eaten today.

Discuss with students their opinions about:
- Foods that a person should eat most to be healthy (i.e. foods that should be eaten everyday).
- Foods that a person should eat least to be healthy (i.e. foods that should only be eaten sometimes).

Have students discuss their choices with a partner.

Introduce the Australian Guide to Healthy Eating, which is available at http://www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-food-guide-index.htm Discuss the different sections of the guide with students, pointing out the main food groups and the types of foods that should be eaten each day. In pairs ask students to identify the foods that should only be eaten sometimes or in small amounts. Why?

Divide the class into small groups and provide them with a large version of the Australian Guide to Healthy Eating. Students cut out pictures of various foods from magazines and catalogues. Assist students to place foods into the correct section of the Guide. Ask groups to discuss where they have placed their food and why. Are there foods that don’t fit? Are there any foods that fit into more than one category? Which ones? Why do they fit into more than one category?

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS2.12 Discusses the factors influencing personal health choices</td>
<td>• explains the need for healthy food</td>
</tr>
<tr>
<td>DMS2.2 Makes decisions as an individual and as a group member</td>
<td>• identifies foods to eat every day and sometimes</td>
</tr>
</tbody>
</table>
Enjoy a variety of foods every day

Vegetables, legumes

Fruit

Bread, cereals, rice, pasta, noodles

Milk, yogurt, cheese

Lean meat, fish, poultry, eggs, nuts, legumes

Drink plenty of water

Choose these sometimes or in small amounts
As a class, discuss with students the types of convenience or fast foods that are available. List these on the board. Ask students to explain what makes these foods fit into this category.

Provide students with a selection of magazines, newspapers, catalogues or advertising brochures. In pairs, ask students to go through and choose a convenience or fast food. Have pairs investigate the food and identify and record:

- The ingredients that make up the food and where they belong on the Australian Guide to Healthy Eating
- Reasons why people would eat this food


Ask pairs to summarise a list of advantages and disadvantages associated with their convenience/fast food. Ask students to consider and record ways this food could be made healthier e.g. using more salad as a filling for hamburgers. Discuss responses as a class.

- As a class, hold a discussion based around the following:
  - Can convenience foods be nutritious or healthy (everyday foods)? Why? How do you know?
  - Would fast foods be an occasional or everyday food? Why?
  - How do you know if a fast food is an everyday food?
  - Should the fast food supplier indicate if a food nutritious? What about if it’s a sometimes food? Explain.
For this activity, ask each student to bring in a package from home. Suitable packages include cereal boxes, packets or tins of readymade snacks such as noodles, baked beans and biscuits. In small groups, examine and identify the information on the food labels on the packets. Explain that in Australia, food labels contain a large amount of information including:

- Name of the food
- Manufacturer or packer’s name and address
- Country of origin
- Date, e.g. use-by date
- Ingredients list – with ingredients listed in descending order by weight
- Lot identification – a code with packing information.

Ask students to identify this information from their package.

Most foods also have a nutrition panel on their packaging. Every nutrition information panel has a ‘per 100 g’ column – use this column to compare the nutrient content of similar products. Discuss with students what the labels mean e.g. what is energy, fat etc.

An example of the information found on food labels can be found at http://www.foodstandards.gov.au/consumerinformation/foodlabelling/

Ask students to identify and sort foods according to those that make a nutrition claim e.g. ‘low in fat’, ‘reduced fat’, ‘high in fibre’. Ask groups to share their results with the class.

As a class discuss the following questions:
- What information can a person find out by reading a food label?
- How can a person identify foods that are low in fat or high in fibre?
- Would the information make you change you mind about eating a food?

Ask students to group foods that are similar, e.g. boxes of cereal, and compare what is written on the nutrition information panels. Students can then rank cereal boxes according to:

- Lowest in Fat
- Highest in Fibre
- Highest in Fat
- Lowest in Fibre

Have small groups of students construct a class display of foods and develop an appropriate caption to indicate their nutritional value e.g. ‘These foods are low in fat’.
Revise the messages of *Australian Guide to Healthy Eating* with students.

Ask students to define what a ‘snack’ is. Construct a class definition and write it on the board. The definition might include something you eat between meals, something that keeps you going, something that is easy to prepare.

Ask students to identify five snacks they like to eat. Draw the line continuum below on the board or mark it on the floor.

![Line continuum diagram](attachment:line_diagram.png)

Sometimes  ___________________  Everyday

Have students take it in turns to place their snacks on the line and explain the positioning of their snacks. Ask students questions like:

- What makes a snack an everyday food?
- What makes a snack a sometimes food?
- When is it bad to eat a snack? Why?
- When is it ok to eat a snack? Why?
- Why is it important to eat a variety of foods?

Have students develop a statement about everyday snack foods. Refer to the canteen menu planner for ideas


For example, ‘Foods from the green end of the canteen menu planner such as fruit, baked beans and ______________ are examples of everyday snacks’.
Stage 2
Snack Time

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS2.12 Discusses the factors influencing personal health choices</td>
<td>• discusses food needs for growth and activity</td>
</tr>
<tr>
<td>DMS2.2 Makes decisions as an individual and as a group member</td>
<td>• makes decisions about the foods they eat</td>
</tr>
</tbody>
</table>

Over a week, set aside time each day for students to make a daily record of the snacks they eat and the times they eat them.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

At the end of the week, have students examine their snack record and as a class, group their snack foods into the categories of red, amber or green. Ask students to think of ways the class could improve their snacking habits.

Have students decide on a snacking goal for the class e.g. for each student to eat two pieces of fruit each day. Emphasise that their goals need to be realistic and achievable. Have students devise a class checklist to record their success.

Stage 2
Why Do We Eat?

<table>
<thead>
<tr>
<th>Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PHS2.12 Discusses the factors influencing personal health choices</td>
<td>• discusses food needs for growth and activity</td>
</tr>
<tr>
<td>DMS2.2 Makes decisions as an individual and as a group member</td>
<td>• clarifies reasons for eating</td>
</tr>
</tbody>
</table>

Divide students into pairs and instruct them to draw a timeline marked with hourly intervals for a day. Map out a daily schedule of events and activities on the timeline. Discuss with students the types of events and activities they could include e.g. doing school work, playing sports, walking to school, playing computer games, watching TV, sleeping. The timeline could be captioned ‘A day in the life of ______________’.

In small groups ask students to discuss and record the reasons why it is important to eat food. Encourage them to think of reasons that relate to the daily activities. Ask students to think of not only physical reasons but of social and emotional ones as well. Reasons may include:

- To concentrate and think better
- To have energy for physical activity
- To talk with their family
- To have time to share what happened in the day
- Because they get hungry
- Because they are very active
- Because everyone else is eating.

Ask students to identify three reasons why eating is important to them and their lifestyle. Have students share why they have chosen these reasons in small groups.
As a class, make a list on the board of food and drink offered for sale at the canteen at lunchtime or get the menu from the canteen. Have students highlight red for ‘occasional’ foods; amber for ‘select carefully’ foods or green for ‘everyday’ foods. Discuss with the class why they have categorised foods as they have, and why there are no red or ‘occasional’ foods on the menu. Use the Canteen Menu Planner for reference

Have pairs of students read the scenario and answer the questions on the student resource sheet What should I eat? Students can choose two foods from their list to insert in the story: one that is an everyday food and one that is a sometimes food. Fill in the remaining blank space. As a class, discuss responses.
What should I eat?

Read the story and answer the questions.

Fran is 8 years old and in Year 4 at school. Fran’s mum usually packs her lunch. One day, Fran’s mum is sick and can’t make her lunch. Fran’s mum gives her money to buy her lunch at the school canteen.

At the canteen, Fran has enough money for a ________________, _______________ or _______________. She would like to buy something healthy that will provide her with the energy she needs to play netball after school. Fran asks for your help to choose her lunch.

1. Sort each of the three foods in the story into amber or green. If you think the food is an everyday food, place it in the green category. If you think the food is one you should select carefully, place it in amber. Give reasons for where foods are placed.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. What would you suggest Fran has for lunch? Why?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. Write down five other foods that are sold by the canteen at lunchtime. Sort each of these foods into amber and green as you did in question 1.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. Write down some other everyday foods the canteen sells?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Make a photocopy of the student resource sheet *My Food Diary* for each student. Have students keep a food diary and record everything they eat and drink for three consecutive days (including one on the weekend).

Ask students to bring their food diaries to class and share with a partner what they ate for one day. Have students compare their food intake on a weekday and on the weekend and identify any differences. As a class, discuss reasons for these differences.

Have students choose one day of their food diary that represents what they eat on a typical day. Avoid days where there has been a celebration such as a birthday party. Provide students with an outline of the *Australian Guide to Healthy Eating* and allocate the foods they ate on this day in the correct segments. Check students’ food allocation. As a class, discuss the following questions:

- In what part of the guide are most of the foods you ate?
- What foods would you like to add to your diary?
- What foods would you like to take from your diary?
- How could changing what you eat improve your health?
<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Snacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Wednesday</td>
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<td></td>
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<tr>
<td>Thursday</td>
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<tr>
<td>Friday</td>
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</tr>
<tr>
<td>Saturday</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Enjoy a variety of foods every day

- **Vegetables, legumes**
- **Fruit**
- **Milk, yogurt, cheese**
- **Bread, cereals, rice, pasta, noodles**
- **Lean meat, fish, poultry, eggs, nuts, legumes**

**Drink plenty of water**

**Choose these sometimes or in small amounts**
Have students write the headings ‘Favourite foods’ and ‘Commonly eaten foods’ in their workbooks and make a list of five foods under each heading.

Explain to students that commonly eaten foods are food eaten the most regularly by people for their main meals e.g. cereal for breakfast, sandwiches for lunch. Include examples of food eaten by different cultures. Ask students to share their lists with a partner and answer the following questions:

• What foods in each list are similar?
• What foods in each list are different?
• Why do you think they are different?
• When do you eat your favourite foods? e.g. at school, home, at recess.
• Do you eat your favourite foods all the time? Why or why not?
• How did you choose your favourite foods?
• How did you choose the foods you commonly eat?
• Which foods are eaten at different meals?
• Which foods are ‘everyday’ and ‘sometimes’ foods?
• What foods are eaten for special occasions?

As a class discuss responses. Does everyone eat the same common types of foods? Why do you think this? What are the main common foods eaten? Do the favourite or common foods differ for each meal? Who makes the decisions about the common foods that you eat? Who makes the decisions about when, how often and how much of your favourite foods you eat? What role do your family/parents have in the types of foods you eat? What choices are you able to make in relation to the foods you eat?
| Activity 1 | What Should I Eat?  
Australian Guide to Healthy Eating (AGHE) |
|------------|--------------------------------------------------|
| Activity 2 | Food For a Day  
Ima Foodlover |
| Activity 3 | AGHE Template  
Ima Foodlover Sample Answer |
| Activity 4 | Our Rules  
Dietary Guidelines for Children and Adolescents |
| Activity 5 | Nutritious Designer Sandwich |
| Activity 6 | Food Decisions |
| Activity 7 | Food and My Friends |
| Activity 8 | Wise Buys |
| Activity 9 | Food Information |
| Activity 10 | Mealtime |
| Activity 11 | How Varied is My Diet?  
How Varied is My Class’ Diet |
Stage 3
What Should I Eat?

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS3.12 Explains the consequences of personal lifestyle choices</td>
<td>• analyses a food selection model</td>
</tr>
<tr>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• discriminates between a variety of products that are healthy and unhealthy</td>
</tr>
</tbody>
</table>

Display the Australian Guide to Healthy Eating (you may want to put it on an overhead transparency or data projector or students can view it online at http://www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-food-guide-index.htm). This website also provides background notes for teachers.

Ask students to identify the purpose of the poster. Ask students:
- Who would use it and why?
- What is important about the information it provides?
- What does it help people identify? How?

Divide the class into five groups. Copy the question cards below and provide each group with a different question to discuss and record responses.

**Card 1**
Explain how foods are grouped in the Australian Guide to Healthy Eating. Why are foods grouped this way?

**Card 2**
Give examples of ways the Australian Guide to Healthy Eating can be used to help a person choose nutritious food.

**Card 3**
Use examples to explain how processed foods such as muesli bars or biscuits can be represented in this model.

**Card 4**
Does this model tell you how much a person should eat? Explain your answer.

**Card 5**
Give examples of different factors that influence what and how much a person eats.

Ask each group to report their response back to the class. As a class, discuss each group response.

Ask students to record their responses to the questions:
- Do you think the Australian Guide to Healthy Eating is a good food selection model to use? Explain your answer.
- Would you consider using this food selection model? Why or why not?

Have students share responses with a partner or small group.
Enjoy a variety of foods every day

- Vegetables, legumes
- Fruit
- Bread, cereals, rice, pasta, noodles
- Milk, yogurt, cheese
- Lean meat, fish, poultry, eggs, nuts, legumes
- Drink plenty of water

Choose these sometimes or in small amounts
Stage 3
Food for a Day

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS3.12 Explains the consequences of personal lifestyle choices</td>
<td>• uses a food selection model to evaluate nutritional value of food</td>
</tr>
<tr>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• predicts the consequences of food choices</td>
</tr>
</tbody>
</table>

Display and review the *Australian Guide to Healthy Eating*. Using the ‘Ima Foodlover’ student resource sheet and the outline of the *Australian Guide to Healthy Eating*, have students distribute the foods eaten by Ima Foodlover to the correct segments of the *Australian Guide to Healthy Eating*.

Ask students to answer the following questions:
- Is the amount and types of food eaten by Ima Foodlover cause for concern? Why?
- What suggestions could you make to change Ima’s food intake?

In the right hand column of the *Ima Foodlover* student resource sheet, ask students to record the foods they eat on a typical day, and place these on the *Australian Guide to Healthy Eating* using a different coloured pen.

In pairs, have students interview each other to answer the following questions and discuss their responses as a class:
- How does your diet compare to Ima Foodlover’s?
- Are there food groups you could eat more or less of?
- How could changes to your diet improve your health?
- What are some barriers Ima might face to changing her diet?
- How could she overcome these barriers?
- Who could help her change her eating habits?
- Why is it important to eat everyday foods?
<table>
<thead>
<tr>
<th>Ima Foodlover</th>
<th>Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aged 12 years</td>
<td>Aged________ years</td>
</tr>
<tr>
<td><strong>Breakfast</strong></td>
<td><strong>Breakfast</strong></td>
</tr>
<tr>
<td>3 rashers of bacon,</td>
<td></td>
</tr>
<tr>
<td>2 eggs and 1 tomato (fried)</td>
<td></td>
</tr>
<tr>
<td>Cup of tea with milk and 2 sugars</td>
<td></td>
</tr>
<tr>
<td>2 pieces of brown toast</td>
<td></td>
</tr>
<tr>
<td>Butter</td>
<td></td>
</tr>
<tr>
<td>Jam</td>
<td></td>
</tr>
<tr>
<td><strong>Morning tea</strong></td>
<td><strong>Morning tea</strong></td>
</tr>
<tr>
<td>1 slice of cheesecake</td>
<td></td>
</tr>
<tr>
<td>1 can of soft drink</td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>Fried fish and chips (with salt)</td>
<td></td>
</tr>
<tr>
<td>Large chocolate milk</td>
<td></td>
</tr>
<tr>
<td>2 donuts</td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon tea</strong></td>
<td><strong>Afternoon tea</strong></td>
</tr>
<tr>
<td>Muffin</td>
<td></td>
</tr>
<tr>
<td>Chocolate bar</td>
<td></td>
</tr>
<tr>
<td><strong>Dinner</strong></td>
<td><strong>Dinner</strong></td>
</tr>
<tr>
<td>Large steak</td>
<td></td>
</tr>
<tr>
<td>2 jacket potatoes with sour cream</td>
<td></td>
</tr>
<tr>
<td>1 serving of carrots and beans</td>
<td></td>
</tr>
<tr>
<td>1 bowl of ice-cream</td>
<td></td>
</tr>
<tr>
<td>with chocolate topping</td>
<td></td>
</tr>
<tr>
<td>2 slices of white bread</td>
<td></td>
</tr>
<tr>
<td>Butter</td>
<td></td>
</tr>
</tbody>
</table>
THE AUSTRALIAN GUIDE TO HEALTHY EATING

Enjoy a variety of foods every day

- Vegetables, legumes
- Fruit
- Milk, yogurt, cheese
- Lean meat, fish, poultry, eggs, nuts, legumes
- Drink plenty of water

Choose these sometimes or in small amounts

Funded by the Australian Government Department of Health and Ageing
Prepared by the Children’s Health Development Foundation, South Australia and Deakin University, Victoria, 1994.
Enjoy a variety of foods every day

Vegetables, legumes
- tomatoes
- carrots
- beans
- potatoes

Bread, cereals, rice, pasta, noodles
- 2 pieces toast
- 2 slices white bread

Fruit
- milk in tea
- chocolate milk
- bacon
- eggs
- fish
- steak

Milk, yogurt, cheese
- sugar
- tea
- butter
- jam
- cheesecake
- soft drink
- chips
- salt
- donuts
- muffin
- chocolate bar
- ice-cream
- chocolate topping
- sour cream

Drink plenty of water
Choose these sometimes or in small amounts
MESSAGE FROM THE PRIME MINISTER’S OFFICE, AUSTRALIA

Dear Young Person,

I am very concerned about the number of young people who regularly eat takeaway foods that are not the best choice to eat everyday.

As you are a young person of Australia, I would like your advice. While there is no easy answer, I propose that a good place to start is to establish a set of dietary rules that all young Australians can follow. These rules will help young people choose foods that are nutritious, and stay fit and healthy both now and in the future.

As a class, discuss the following questions:
- What may be some or the consequences of regularly eating takeaway foods?
- What foods should people eat less of? e.g. high fat, salt, sugar
- Where do we get fruit and vegetables?
- Give examples of foods you consider people should eat more of e.g. everyday foods.
- Is variety and balance important in a person’s diet? Why?
- What advice would you have for the Prime Minister? e.g. eat a variety of foods, choose fruits and vegetables.

In pairs, ask students to draft a reply to this letter including a list of dietary rules they have developed.

Show students the Dietary Guidelines for Children and Adolescents in Australia (you may want to put this on an overhead transparency or display on a computer). Further information can be found at http://www.nhmrc.gov.au/publications/synopses/dietsyn.htm Ask students why these guidelines have been developed for young Australians. Discuss the guidelines and what they mean to the students. Ask students to compare their rules with the Dietary Guidelines. Ask students to note any similarities and differences. Discuss the different ways these rules could be promoted.
The nutritional needs of children and adolescents are different from those of adults because children are growing and developing. The Dietary Guidelines for Children and Adolescents were developed by the National Health and Medical Research Council (NH&MRC) in 1995 and subsequently reviewed in 2003. These guidelines apply to the general population of healthy children from birth to eighteen years.

Encourage and support breastfeeding.

Children and adolescents need sufficient nutritious foods to grow and develop normally.

- Growth should be checked regularly for young children
- Physical activity is important for all children and adolescents

Enjoy a wide variety of nutritious foods.

Children and adolescents should be encouraged to:

- Eat plenty of vegetables, legumes and fruits
- Eat plenty of cereals (including breads, rice, pasta and noodles), preferably wholegrain
- Include lean meat, fish, poultry and/or alternatives
- Include milks, yoghurts, cheese and/or alternatives
- Reduced-fat milks are not suitable for young children under 2 years, because of their high energy needs, but reduced-fat varieties should be encouraged for older children and adolescents
- Choose water as a drink

and care should be taken to:

- Limit saturated fat and moderate total fat intake
- Low-fat diets are not suitable for infants
- Choose foods low in salt
- Consume only moderate amounts of sugars and foods containing added sugars

Care for your child’s food: prepare and store it safely.

The nutritional needs of children and adolescents are different from those of adults because children are growing and developing. The Dietary Guidelines for Children and Adolescents were developed by the National Health and Medical Research Council (NH&MRC) in 1995 and subsequently reviewed in 2003. These guidelines apply to the general population of healthy children from birth to eighteen years.
In pairs, ask students to discuss what makes a sandwich nutritious. Ask each pair to list the ingredients of an ideal nutritious sandwich. How do you know it is nutritious? Have students draw and label their sandwich and write a few sentences about the nutritional content of their sandwich. Students can refer to the *Australian Guide to Healthy Eating* and *Dietary Guidelines for Children and Adolescents in Australia* as a guide. Have each pair present their sandwich to the whole group; come up with a name for their sandwich and market it to the class. Why is it the most nutritious? How does it fit into *The Australian Guide to Healthy Eating*?

As a class, decide on ‘Nutritious Designer Sandwiches’ to make. List the main ingredients and organise ingredients to be available for students to make nutritious sandwiches for a special class lunch. Place students in small groups to make the sandwiches. Alternatively, students can make sandwiches from coloured paper and display on a paper plate. Discuss why these sandwiches are a healthy choice. Make sure students have parental permission to participate in this activity and make note of any allergies the students might have.

Have students publish their recipes for inclusion in a parent information brochure or in the school newsletter.

### Stage 3
Nutritious Designer Sandwich

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS3.12 Explains the consequences of personal lifestyle choices</td>
<td>• uses a food selection model to evaluate nutritional value of food</td>
</tr>
<tr>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• evaluates personal decisions</td>
</tr>
</tbody>
</table>
Stage 3
Food Decisions

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS3.12 Explains the consequences of personal lifestyle choices</td>
<td>• identifies and explains food choices</td>
</tr>
<tr>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• evaluates and justifies personal decisions</td>
</tr>
</tbody>
</table>

As a class, brainstorm the factors that influence student choice of foods. Responses may include price, taste, preparation time, convenience, friends, parents, allergies, advertising. Make a list on the board.

Make three signs – ‘agree’ ‘disagree’ and ‘unsure’ and pin them up around the room. Read the following statements to the students. Ask students to move to the sign that best describes their reaction to each statement. After each statement is read, allow students a few minutes to discuss and justify reasons for their stance with someone who is standing close to them. Select certain statements to discuss as a class.

1. Taste is the most important consideration when choosing food.
2. I would always choose to eat a hamburger over a salad roll.
3. What I eat is largely influenced by what my friends eat.
4. What I eat is largely influenced by what my family eats.
5. Takeaway or convenience foods are an important part of my diet.
6. I like to try things I see advertised.

In pairs, ask students to develop an advertisement for the ‘nutritious’ designer sandwich’ they made from the previous activity to encourage people to try their new product.
Have students role play the following scenario in pairs or small groups:

You are going to the movies with a friend. There is half an hour before the movie starts, so you decide to get something to eat. Your friend wants to split the cost of a special meal deal which includes a hamburger, French fries and a soft drink. You are not hungry and would prefer to just have a drink. Your friend insists that it is the best value and that the food tastes great.

Discuss with students the following questions:
• What could you do in this situation?
• What would you do?
• Have you ever been in a similar situation? Is so, what happened?

In pairs, have students develop assertive replies in this situation to communicate their preference (i.e. that they do not want to share a special meal and would rather just have a drink). Have students role-play their replies to the class. Ask students to consider the following when developing their replies.
• Is this a realistic thing to say?
• How could you say this?
• What should you do? What shouldn’t you do?
• What if your friend does not accept this reply?

As a class, develop a list of dos and don’ts for assertive communication. Examples may include; look at the person you are speaking to, speak clearly and strongly, stay calm, don’t say sorry, yell, get angry or look away.

Ask students to develop scenarios in which their friends influence their food choices. Explain that influences can be positive as well as negative. Ask students to write their scenarios on cards. Distribute these cards to pairs of students and ask them to discuss the following questions:
• Is this an example of a positive or a negative influence? Explain your answer.
• What could you do in this situation?
• What would you do in this situation?

Ask pairs to role play their scenarios and share responses with the class. The class then gives feedback to the students and suggest alternative endings to the scenarios.
Ask students to collect copies of food advertisements from newspapers, magazines and catalogues or food packaging. In small groups, students share their advertisements or food packaging and discuss the variety of food choices and the different techniques used by advertisers to sell their products. Ask students how the manufacturers are encouraging you to buy their product. Techniques might include colourful packaging, emphasising nutritional value of food (e.g. 97% fat free), or people having fun when sharing food. Discuss techniques as a class.

As a class, decide on a list of criteria to critically review foods that are advertised and evaluate if they are a ‘wise buy’. Criteria might include:
- Is this food low in saturated fat?
- Is this food high in fibre?
- Is this food nutritious?
- Is this food expensive or good value for money?
- Can the product packaging be recycled?

Have pairs of students review one advertisement or food package, and report to the class whether they think this food is a ‘wise buy’.

If a food package is chosen, students can use the information on the food label to help in their evaluation.

For information on reading food labels, refer to the Food Standards website http://www.foodstandards.gov.au/consumerinformation/foodlabelling/
Encourage students to bring in information from a variety of sources. Sources might include teachers, family members, friends, food labels, television, encyclopaedias, recipe books, internet, magazines, newspapers, pamphlets, food company advertisements, NSW Health. Ask students to write each source of information on a card. Collect and shuffle the cards and redistribute one to each student.

Lay a piece of string on the floor. At one end of the string place a sign that reads ‘Most reliable’. At the other end, place a sign that reads ‘Least reliable’. Invite students to place their card on the string according to where they think their source of information best fits. Ask students to explain the placement of their card.

When all cards have been placed along the string line, discuss the following questions:
• Do you agree with the placement of any cards? Explain your answer.
• Do you disagree with the placement of any cards? Explain your answer.
• What makes a source of food information reliable?
• What makes a source of food information unreliable?
• How could you check the accuracy of a food information source?
• Would you now like to change the placement of any cards? Which ones? Why?

Have students draw up the following table as a class chart:

<table>
<thead>
<tr>
<th>Source of information</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reliable source</td>
</tr>
<tr>
<td></td>
<td>Unreliable source</td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS3.12 Explains the consequences of personal lifestyle choices</td>
<td>makes judgements on the reliability of information from different sources</td>
</tr>
<tr>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>discusses types of information upon which to make an informed decision</td>
</tr>
</tbody>
</table>
Discuss the importance of eating regular meals and the problems that can occur when people skip meals.

Ask students to design a survey to determine why people skip or miss meals. Students could survey other class members or members of their family. Ask students to focus on how people are feeling when they skip a meal. Examples could include being upset about something, being busy or not hungry. Discuss with students the types of questions that may be appropriate (for example, open and closed questions) and the number of people they could survey. Have students implement their survey. When completed, have students share their results with the class, noting the reasons given and the feelings experienced by people when a meal is missed.

Ask students the following questions:
• Why do you think people skip meals?
• How does skipping a meal affect a person’s health?
• How does it make them feel?
• Should people your age skip meals? Why or why not?

Ask pairs of students to make practical suggestions to help people avoid skipping meals e.g. by allowing time to eat. Discuss the importance of making suggestions that can be easily implemented. Have students record their suggestions and strategies and share them with the class.

Read the following statements to students. If students agree with the statement they put two thumbs up. If they disagree, they put two thumbs down. If they are unsure they put one thumb up and one thumb down.
• Skipping meals is ok once in a while.
• When you feel hungry you should eat.
• It is important for people my age to eat healthy food.
• Eating too many “sometimes” foods will make me unhealthy.

Divide students into pairs. Have one partner take the role of agreeing with the statement, and the other partner take the role of disagreeing. Ask students to discuss reasons for agreeing or disagreeing with each statement. After a few minutes, have students change partners and swap roles.

As a class discuss each statement, noting why people agree or disagree. Ask students to choose a statement and record their true feelings about it.
Stage 3
How Varied is My Diet?

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS3.12 Explains the consequences of personal lifestyle choices</td>
<td>• analyses personal food intake to identify the balance of choices made</td>
</tr>
<tr>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• strives to achieve a personal target</td>
</tr>
</tbody>
</table>

Ask students to keep a record of the food they eat for a week. Include food eaten at mealtimes as well as snack foods. Discuss with students the importance of eating a variety of food, eating enough fruit and vegetables and limiting their intake of fat and sugar. Why is it important to follow a balanced eating plan?

Discuss with students why it is important to eat a variety of foods each day (eg to get a variety of different nutrients, to make sure we enjoy eating, to make sure we don’t get bored with the food we’re eating, etc.), particularly focusing on fruit and vegetables.

Have students complete the *How varied is my class’ diet?* student resource sheet for the past 3 days. Get students to rate how varied the class’ diet is using the scale on the sheet.

Set a class goal (such as ‘the class will try to eat 8 different types of veg and 5 different types of fruit each day’). Make a class tally sheet (use a blown-up version of the *How varied is my class’ diet?* student resource sheet) to record the class total.
# How varied is our class’ diet?

Tick all the different fruits and veg the class has eaten in the last 3 days.

### Fruits – fresh, frozen, canned or dried

- [ ] Apple
- [ ] Grapefruit
- [ ] Pineapple
- [ ] Apricot
- [ ] Guava
- [ ] Peach
- [ ] Avocado
- [ ] Honeydew
- [ ] Passionfruit
- [ ] Banana
- [ ] Jakfruit
- [ ] Pawpaw
- [ ] Strawberries
- [ ] Kiwifruit
- [ ] Papaya
- [ ] Other berries
- [ ] Lychees
- [ ] Pomegranate
- [ ] Black currants
- [ ] Longans
- [ ] Persimmon
- [ ] Cherries
- [ ] Mandarin
- [ ] Quince
- [ ] Custard Apple
- [ ] Mango
- [ ] Rhubarb
- [ ] Dragon Fruit
- [ ] Mangosteen
- [ ] Rambutan
- [ ] Durian
- [ ] Nashi Pear
- [ ] Red currants
- [ ] Dates
- [ ] Nectarine
- [ ] Star fruit
- [ ] Figs
- [ ] Orange
- [ ] Tangerine
- [ ] Grapes
- [ ] Olives
- [ ] Tamarillo
- [ ] Sultanas
- [ ] Pear
- [ ] Watermelon
- [ ] Raisins
- [ ] Plum

**Total Number of Different Fruits Eaten**

### Vegetables – fresh, frozen, canned or preserved

- [ ] Alfalfa
- [ ] Daikon
- [ ] Potato
- [ ] Asparagus
- [ ] Eggplant
- [ ] Pumpkin
- [ ] Artichoke
- [ ] Fennel
- [ ] Radish
- [ ] Beans
- [ ] Garlic
- [ ] Shallot
- [ ] Bean Sprouts
- [ ] Kohlrabi
- [ ] Snow Peas
- [ ] Broccoli
- [ ] Kale
- [ ] Spinach
- [ ] Beetroot
- [ ] Kumara
- [ ] Sweet Potato
- [ ] Bitter Melon
- [ ] Leek
- [ ] Silver Beet
- [ ] Bok Choy
- [ ] Lettuce
- [ ] Squash
- [ ] Brussels Sprouts
- [ ] Lentils
- [ ] Soy Beans
- [ ] Cabbage
- [ ] Mushroom
- [ ] Tomato
- [ ] Carrot
- [ ] Mung Beans
- [ ] Turnip
- [ ] Capsicum
- [ ] Onion
- [ ] Taro
- [ ] Celery
- [ ] Okra
- [ ] Water Chestnut
- [ ] Corn
- [ ] Parsnip
- [ ] Yam
- [ ] Cucumber
- [ ] Peas
- [ ] Zucchini

**Total Number of Different Veg Eaten**

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### How did you go?

- 0-5 different fruits and vegetables
- 6-10 different fruits and vegetables
- 11+ different fruits and vegetables

### Good start. Try and add as many different fruits and veg as possible.

### You have good variety in your diet. Why not try a new fruit or veg tonight?

### Wow! Congratulations on such a varied diet! Keep up the great work!
**Apples**

**Varieties**
Royal Gala, Granny Smith, Jonothan, Jonogold, Red Delicious, Golden Delicious, Pink Lady, Fuji, Braeburn, Hi Early, Sundowner, Lady Williams and Bonza.

**What do apples look like?**
Round, smooth and glossy, each variety has a different colour from deep red to orange-red, pink-red, green and yellow. Apples have a core with small, glossy brown seeds.

**What do apples taste like?**
Crunchy and crisp, apples are sweet and juicy – yum!

**How do I eat an apple?**
Just pick it up, wash it and eat it! Also try peeling, apple slinkies, baking, stewing, in pies, muffins and cakes or dried.

**Nutrition bites**
Apples contain vitamins and ellagic acid. Apple skin also contains fibre.

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**Apricots**

**Varieties**
Watkin, Goldrich, Story, Moorpark, Sundrop, Katy, Trevatt, Hunter, Caselin and Divinity.

**What do apricots look like?**
Small and round, apricots range in colour from a pale orange-yellow to a rich orange. They have a soft furry skin that feels similar to a peach, and a large stone in the middle.

**What do apricots taste like?**
Apricots are sweet, tart and juicy. They are firm on the outside and soft on the inside.

**How do I eat an apricot?**
Bite into an apricot and chomp around the seed! They can also be stewed, poached or pureed and used in desserts or Middle Eastern dishes. You can also eat them dried or canned.

**Nutrition bites**
Apricots are a good source of vitamin A and beta-carotene. Apricots also contain vitamin B3.

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*Fun Fact!*
In Latin, ‘apricot’ means ‘precious’!
**Asparagus**

**Varieties**
Green, white and purple.

**What does asparagus look like?**
Asparagus looks like long, thin spears, with small, delicate leaves at the tips. Asparagus are either glossy green, snowy white or deep purple in colour.

**What does asparagus taste like?**
Asparagus tastes fresh, green and slightly nutty. It has a firm texture but can be stringy and tough when it’s old (it tastes best when it’s young and crisp).

**How do I eat asparagus?**
Asparagus tastes good when they’re steamed, grilled or barbecued. Use in salad, stir fry or soup. Use fresh, young asparagus to dip in hummus, salsa or guacamole. Asparagus also comes canned.

**Nutrition bites**
Asparagus contains folate and is a good source of vitamins C and E. Asparagus also contains vitamin B1.

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**Avocado**

**Varieties**
Hass, Shepard, Reed, Wurtz and Sharwil.

**What do avocados look like?**
Avocados range from egg-shaped to pear-shaped. Some avocados have rough green skin that turns deep purple-black on ripening, some do not change colour and others have smooth green skin. Avocados have a large stone and soft, creamy-white to buttery-yellow flesh.

**What do avocados taste like?**
Avocados are smooth, rich and creamy due to their fat content. Avocados are soft and have a distinct taste.

**How do I eat an avocado?**
Use them on bread instead of margarine or butter. Put them in salads or salsas, or use in guacamole.

**Nutrition bites**
Avocados contain more than 14 vitamins and minerals. Avocados contain healthy fats that are needed, as our bodies cannot make them. Avocados are a rich source of vitamin E and folate.

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Bananas

Varieties
Lady Finger, Cavendish, Gold Finger, Plantain and Red Dacca.

What do bananas look like?
Bananas are yellow and curved. They develop black spots as they become overripe. Bananas can be long (Cavendish, Gold Finger, Plantain and Red Dacca) or short and stubby (Lady Finger). Bananas are sold in bunches called ‘hands’ – which is just what they look like!

What do bananas taste like?
Soft, sweet and smooth – delicious!

How do I eat a banana?
Peel the skin and eat a ‘nana like a monkey! You can also mash them, use them in cakes and muffins, freeze them on a stick or use them in fruity kebabs. Dried banana chips are also a tasty snack.

Nutrition bites
Bananas are a great source of potassium. Bananas are also the richest fruit source of vitamin B6.

Berries

Varieties
Blueberries, strawberries, raspberries, blackberries, boysenberries, cranberries, elderberries and mulberries.

What do berries look like?
Berries range in size, shape and colour. Blueberries are small and round, and are purplish-blue. Strawberries are heart shaped, bright red and glossy, and are usually larger than other types of berries. Raspberries are small and bright red, while blackberries look like larger, black and glossy raspberries.

What do berries taste like?
Most berries are juicy and sweet, however some of them are acidic and tart. All of them taste great!

How do I eat berries?
Pop a berry or two in your mouth fresh from the punnet! You can eat berries in desserts, frozen, stewed or pureed. Berries come canned and frozen too.

Nutrition bites
Berries are full of vitamin C, E and fibre. They also contain many other vitamins and small amounts of minerals, such as iron, and are rich in flavonoids.

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Bitter Melon

What do bitter melons look like?
Bitter melons are long, warty and knobbled. They are pale green in colour. Bitter melons have spongy pulp and bright red seeds.

What do bitter melons taste like?
Bitter melons are just that – very bitter!

How do I eat bitter melon?
In Chinese, Indonesian or Filipino stir fries and soups, or in other Indian, Nepali, Vietnamese or Pakistani dishes, with other vegetables and meats.

Nutrition bites
Bitter melon is high in vitamins A, C and the B group vitamins. Bitter melon also contains calcium.

Other names
Bitter gourd or Ku gua.

Broccoli

Varieties
Common and Cathedral. Also, broccolini are baby broccoli and broccoflower is a cross between a broccoli and a cauliflower.

What does broccoli look like?
Green trees! Broccoli has a thick, pale green stalk with dark green florets forming the head.

What does broccoli taste like?
Broccoli has a distinct taste due to the sulphur in it. The stems taste a little like cabbage and have a firm texture. Some people think broccoli tastes bitter, and this happens if it is cooked too long.

How do I eat broccoli?
Broccoli tastes best when it is boiled, steamed or stir fried. Broccoli soup tastes delicious, or you can also eat small florets raw – try with some tasty dip, such as salsa!

Nutrition bites
Broccoli contains lots of vitamin C, potassium and fibre. Broccoli also contains iron and is a rich source of lutein and zeaxanthin.

Fun Fact!
Broccoli originally came from Italy and Cyprus.

Fun Fact!
In China, a sad face is known as a ‘bitter melon face’!
Carrots

What do carrots look like?
Carrots are bright orange! Small, thin baby carrots have bushy green stalks at their tops. Large, fat carrots are usually sold without their stems.

What do carrots taste like?
When eaten raw, carrots are crunchy and sweet. When cooked, carrots soften and lose some of their sweetness.

How do I eat a carrot?
Munch a raw carrot for a healthy snack. Dip carrot sticks into dips, or grate carrot into salads, burgers or sandwiches. Carrots can be boiled, baked or steamed, or used in cakes and muffins. You can also drink carrot juice.

Nutrition bites
Carrots are a very good source of vitamin A and fibre. Carrots also contain vitamin C and some minerals.

Fun Fact!
Eating carrots will help you see in the dark! This is because of their vitamin A content.

Cauliflower

What does cauliflower look like?
Cauliflowers look like white trees! They have a thick white stem with tightly packed florets. Cauliflowers also have green leaves surrounding them.

What does cauliflower taste like?
Cauliflower tastes similar to broccoli, but has a milder flavour. Some people use mashed cauliflower as a substitute for mashed potato, but it tastes a little different. When eaten raw, it is crunchy and tasty.

How do I eat cauliflower?
You can eat small florets of cauliflower raw with dips. Cauliflower is usually cooked in some way – you can boil, steam, microwave it, or puree it and use in soups. Cauliflower is also yummy in a stir fry, or served with white sauce and cheese!

Nutrition bites
Cauliflowers supply vitamin C, folate and fibre to the diet. Cauliflower also provides vitamin K.

Fun Fact!
Cooking cauliflower in an aluminium pot will turn the cauliflower yellow. Cooking it in an iron pot will turn it brown or blue-green!
Cherries

Varieties
Rons Seedling, SV Margaret, Supreme, Van, Bing, Stella (black cherries) and Rainier and Napoleon (white cherries).

What do cherries look like?
Cherries are small, round, plump and glossy. Cherries range from deep black-red to bright ‘cherry’ red to yellow. The flesh of the cherry reflects the colour of its skin. Cherries have a small stone in the centre, and usually have a stem attached. Sometimes cherries come in bunches of 2, 3 or even 4!

What do cherries taste like?
Cherries have a firm texture, and are sweet, juicy and can be a little tart. Cherries have a full, fruity flavour that is delicious!

How do I eat cherries?
Cherries taste great raw, on their own, but you can also stew, poach or freeze them. Cherries can also be used in jams, chutneys and sauces for meats.

Nutrition bites
Cherries provide the diet with vitamin C, potassium and fibre, and are a rich source of anthocyanins.

Custard Apple

Varieties
African Pride and Pink’s Mammoth.

What do custard apples look like?
Custard apples have grey-green scaly skin, and they look a little like a pinecone. Inside, the flesh is creamy white with large black seeds.

What do custard apples taste like?
Custard apples have a creamy, tropical flavour and are sweet and juicy. Some people think they taste like a cross between a strawberry and a pineapple.

How do I eat a custard apple?
Get an adult to slice open the custard apple, then scoop out the flesh with a spoon (remove the inedible seeds first). Custard apples can also be mashed, eaten with ice cream or used in a smoothie.

Nutrition bites
Custard apples are a good source of vitamin C and B6, fibre and potassium. Custard apples also contain magnesium.

Other names
Sugar apple, sweetsop or cherimoya.
Daikon

What do daikon look like?
Daikon are long, thin and white. Daikon look like giant white carrots. Inside, they have white flesh.

What do daikon taste like?
Daikon are said to taste like radish, but a bit sweeter and more refreshing. They are crisp in texture when eaten raw.

How do I eat a daikon?
Daikon can be eaten raw or cooked. Daikon can be grated and added to salads. It is an important vegetable and flavouring for many Japanese, Korean, Vietnamese and Indian dishes, including soups, sushi, tempura, dim sum and other wet dishes. Daikon can be pickled, dried, steamed, stir fried or boiled.

Nutrition bites
Daikon are a source of vitamin C, folate and fibre. They also have some iron.

Other names
Daikon radish, Japanese radish, Chinese radish, winter radish, mooli, moo, loh bak, lo bok and rabu.

Fun Fact!
A large daikon became a celebrity when it was found growing up through a crack in the road in Japan. The daikon was named “Dokonjo Daikon”, which means “gutsy radish”!

Dates

What do dates look like?
Fresh dates are a dull, yellow-brown colour. They are small and oval-shaped and rather sticky. Fresh dates have a pit (seed) in the centre. Dried dates are darker in colour and appear wrinkled and flatter. You can buy dried dates with or without their pit.

What do dates taste like?
Dates are sweet, sticky and taste a little like caramel.

How do I eat a date?
Dates are delicious to just pop in your mouth and munch. You can also use them in scones, cakes or in any other recipe that has dried fruit.

Nutrition bites
Dates are an excellent source of fibre and also contain some iron.

Fun Fact!
Dates are grown on palm trees and can live in dry conditions, such as deserts or drought.

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Dragon Fruit

What does dragon fruit look like?
Dragon fruit are oval-shaped with yellow or bright pink and green skin. The skin is smooth with triangles sticking out. Inside, the flesh is bright pink or white with many tiny black seeds.

What does dragon fruit taste like?
Dragon fruit taste sweet and tart and a little like melon. The tiny seeds give the soft fruit a nice crunch.

How do I eat a dragon fruit?
Dragon fruit are best eaten with a spoon. Get an adult to slice one in half and scoop out the flesh. You can sprinkle a little lime or lemon juice on them, or use them in fruit salad.

Nutrition bites
Dragon fruit contain a good source of fibre and vitamin C.

Other names
Pitaya, pitahaya, strawberry pear, nanetikafruit and thanh long.

Fun Fact!
Dragon fruit actually grow on a species of cactus!

Durian

What does durian look like?
Durians are large, greenish/yellow to brown fruit with pointed spikes all over. The flesh is creamy yellow with seeds embedded. Durians do not smell good (the smell is like ‘rotting onions’!), however they do not taste the way they smell.

What does durian taste like?
The taste of durian is difficult to describe. They are sweet – some say they taste like custard, some like a mixture of banana, papaya and vanilla.

How do I eat durian?
Durians are quite difficult to eat. First you need an adult to cut through the tough skin. Then pull open the fruit and remove the sticky segments. Cut out the seeds and then eat the segments. Durians are best eaten fresh, but they can be frozen for a cold snack. You can also use them in chilli or curry dishes, cakes and desserts.

Nutrition bites
Durians contain protein and fat, as well as vitamin A and C. Durians also contain vitamins B1 and B2.

Fun Fact!
The durian is known as the “King of Fruit”. 

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Eggplant

Varieties
Eggplants come in many different shapes and colours. You can get purple, white, lavender, red striped or pea.

What do eggplants look like?
Most eggplants are teardrop shaped, with deep purple glossy skin. Inside, the flesh is white and contains many small, edible seeds.

What do eggplants taste like?
Eggplant tastes a little like mild zucchini, but more bitter. It picks up the flavours of whatever is cooked with it.

How do I eat eggplant?
Eggplants taste yummy when they are grilled with some herbs. You can also stuff and bake them, steam them, fry them or use them to make dips like baba ghannouj.

Nutrition bites
The skin of eggplant has lots of anthocyanins, and it also has fibre and small amounts of vitamins A, C and the B group vitamins.

Other names
Aubergine or brinjal.

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**Fennel**

*What does fennel look like?*
Fennel looks a little like celery with finer leaves and a thick, white bulb. Fennel has green stems and soft, wispy green leaves.

*What does fennel taste like?*
Fennel tastes like aniseed or licorice, but a little less strong. Its leaves are fine and feathery, with a stronger taste, and the bulb is crunchy and milder than the leaves.

*How do I eat fennel?*
Use fennel in salads instead of celery or bean sprouts for a different crunch. Bake, boil, microwave or stir fry fennel, or try putting it in dishes like lasagne or soup. You can also use the leaves as a garnish or the seeds as a spice.

**Nutrition bites**
Fennel is a good source of fibre, vitamins C and A, and contains folate. Fennel is also moderate in iron.

**Fun Fact!**
In medieval times, fennel was used to ward off witchcraft!

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**Figs**

*Varieties*
Black Genoa, Brown Turkey, White Adriatic and White Genoa.

*What do figs look like?*
Figs are small and bulb-shaped with skins that can be green, purple or brown. Figs are soft, with white, cream, pink, brown or crimson flesh. The flesh contains many soft, edible seeds.

*What do figs taste like?*
Figs are very sweet and taste a little like honey, caramel and vanilla. They have firm, chewy flesh, smooth skin and crunchy seeds. A very interesting flavour and texture!

*How do I eat a fig?*
Figs are a delicious snack, eaten fresh or dried. You can also eat them cooked as a dessert – try them grilled or baked, or served in a pie, cake or pudding. Figs are also yummy with cheese and other fruits on a platter.

**Nutrition bites**
Figs are an excellent source of fibre. Figs contain small amounts of vitamins, as well as potassium, magnesium and calcium.

**Fun Fact!**
It was once believed that eating figs before bed time caused sweet dreams.

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**Fuji Fruit**

*What do Fuji fruit look like?*
Fuji fruit are about the size of an orange, but are flattened a bit like a pumpkin. When unripe, Fuji fruit are a yellow orange, and they turn a bright orange when ripe. They have glossy, smooth skin. Fuji fruit also have a tough green stem and leaves at the top, and dark brown seeds inside.

*What do Fuji fruit taste like?*
Fuji fruit are very sweet, with a firm, juicy flesh. They taste a little like honey, and have a sweet, tropical flavour.

*How do I eat a Fuji fruit?*
Fuji fruit are best eaten fresh. Chomp on a Fuji fruit as a tasty snack (watch out for the seeds!), or slice up and use in salads and fruit salads. Fuji fruit tastes great with chicken, pork or lamb. Fuji fruit can also be made into jam or jelly, or used in cakes or muffins.

**Nutrition bites**
Fuji fruit are a great source of vitamins C and A and fibre.

**Other names**
Fuyu fruit

**Fun Fact!**
Fuji fruit are a type of persimmon – which are the national fruit of Japan (the name means ‘Fruit of the Gods’).
Garlic

What does garlic look like?
Garlic is usually white, although you can get purple or grey types too. Garlic looks like plump bulbs, with a fat bottom and a skinny top! Garlic is made of many smaller ‘cloves’ wrapped in a fine, papery cover.

What does garlic taste like?
Raw garlic has a hot flavour, but this sweetens when it is cooked. Garlic has a strong smell and taste, and is usually used to flavour foods, but can be eaten as a vegetable too.

How do I eat garlic?
Break the garlic bulb into cloves and slice the hard bit at the bottom off. Remove the papery skin. Then you can slice and add to salads, chop or crush and use in garlic bread, pasta sauce, marinades or to season meat. You can also bake garlic whole, which makes them go creamy and delicious!

Nutrition bites
Garlic has small amounts of vitamins and minerals, especially potassium, iron and zinc. Garlic is a rich source of allicin.

Globe Artichoke

Varieties
Green and purple.

What do globe artichokes look like?
Globe artichokes look like a large, green, unopened flower bud. Globe artichokes are actually many green leaves tightly wrapped around a hairy ‘choke’ or core in the middle.

What do globe artichokes taste like?
Artichokes have a unique flavour, that some people say is a little like broccoli, a little like asparagus and a little like fennel.

How do I eat globe artichokes?
Eating a globe artichoke can be tricky! First you need to throw away the tough outside leaves, and then cook it. You can boil, steam or bake globe artichokes, and they taste good with some herbs or lemon juice. Throw away the hairy ‘choke’ and eat the soft heart and scrape the leaves with your teeth. Artichokes are yummy stuffed, or you can buy preserved globe artichoke hearts, which are not as fussy to prepare and taste great on pizza.

Nutrition bites
Globe artichokes are a great source of folate and other B group vitamins. They also contain some fibre and a little protein.

Fun Fact!
It is said that garlic repels vampires!

Fun Fact!
Globe artichokes are made into tea in Vietnam and liquor in Italy.
Grapes

Varieties
There are many grape varieties available in Australia. You can get both grapes with seeds and seedless. Some varieties include red globe, flame, Thompson seedless, Menindee seedless, currant grapes, sultana grapes and muscats.

What do grapes look like?
Grapes are a small, oval to round shaped fruit. Grapes hang in bunches on the vine, and the grapes are sold in bunches. They can be green, purple (black) or red.

What do grapes taste like?
Sweet, juicy and delicious! Some grapes are crisp and have crunchy skin, others are softer.

How do I eat grapes?
Pop a couple into your mouth and enjoy the sweet, juicy taste! You can also use them in fruit salad, or freeze for a cold treat on a hot day. Grapes also come dried, like sultanas and raisins, which can be used in cakes, muffins, puddings, biscuits and other dishes. Adults also drink grape juice as wine, and you can get both black and white non-alcoholic grape juice also.

Nutrition bites
Grapes are a good source of flavanoids, vitamins A and C, potassium and fibre.

Guava

Varieties
Cattley and common.

What do guavas look like?
Guavas are round to pear shaped, and are green when unripe but they turn yellow when they are ripe. Guavas are firm, but become softer when ripe. Inside, guavas have salmon pink or cream coloured flesh, with many small edible seeds.

What do guavas taste like?
Guavas have a firm outer layer and soft, squishy seeds inside. Guavas are sweet and tart and delicious!

How do I eat a guava?
Fresh guavas are good to eat raw. Try munching on the outer layer first then eating the sweet seeds. Guavas can also be poached, pureed or made into jams and jellies. Guavas make a tasty addition to a fruit salad or cheese platter!

Nutrition bites
Guavas contain almost 5 times more vitamin C than an orange! They have small amounts of the other vitamins, especially vitamin A. Guavas are also high in fibre.

Fun Fact!
The oldest grape vine was found in China and dates back to the Ice Age!

Fun Fact!
Guava leaves can be used to treat diarrhoea, and eating too many guavas will cause constipation!

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Haricot Beans

What do haricot beans look like?
Haricot beans are small, white, round little beans. They aren’t normally sold in their pods; they usually come dried or canned – as baked beans!

What do haricot beans taste like?
Haricot beans have a smooth texture and a nutty flavour.

How do I eat haricot beans?
To eat dried haricot beans, soak them for an hour and cook in soups, stews or other ‘wet’ dishes. Or crack open a can of baked beans and enjoy with a spoon, or heat up and eat on toast.

Nutrition bites
Haricot beans are an excellent source of fibre, iron, potassium and protein.

Other names
Navy bean, white bean or pea bean.

Honeydew Melon

Varieties
The 2 main types of honeydew melon are golden skinned and greenish-white skinned.

What do honeydew melons look like?
Honeydew melons are round and grow to be about the size of your head. They are smooth skinned, and inside have juicy green flesh. Right in the centre of a honeydew melon there are many hard, oval shaped cream seeds, which are inedible.

What do honeydew melons taste like?
Very juicy and very sweet! They are a little like refreshing honey, with a tropical flavour. Mmmm!

How do I eat honeydew melon?
Honeydew melons are delicious to eat fresh – just ask an adult to cut slices, scoop out the seeds and remove the skin. They are great in fruit salad, and interesting when eaten with seafood. Honeydew melons taste yummy with ice cream, and you can make sorbet out of them too.

Nutrition bites
Honeydew melon is a good source of vitamin C, and contains some calcium, and smaller quantities of other vitamins and minerals.

Other names
Casaba, Crenshaw melon, Persian melon and winter melon.

Fun Fact!
Shane Warne (the great Aussie cricketer) has confessed he’s addicted to baked beans!

Fun Fact!
Honeydew melons were sacred to the ancient Egyptians.
Iceberg Lettuce

What does iceberg lettuce look like?
Iceberg lettuces are round, white to green balls of leaves. Each lettuce is made up of many leaves wrapped around each other. Some iceberg lettuces have frilled or fringed leaves.

What does iceberg lettuce taste like?
Iceberg lettuces taste crisp and fresh.

How do I eat iceberg lettuce?
Iceberg lettuce is a perfect base for a salad. You can eat it in sandwiches, rolls and wraps. A delicious Chinese dish called San Choy Bau uses iceberg lettuce leaves as cups to hold a filling of meat and vegetables – you eat the lettuce cup with the filling!

Nutrition bites
Iceberg lettuce contains some potassium, fibre and vitamins. Iceberg lettuce has a very high water content.

Illawarra Plum

What do Illawarra plums look like?
Illawarra plum is a native Australian plant. Illawarra plums are deep purple, glossy fruit about the size of a large grape. Joined to the top of the fruit is a large, external and inedible seed.

What do Illawarra plums taste like?
Illawarra plums taste similar to regular plums but are a little less sweet.

How do I eat an Illawarra plum?
Illawarra plums can be eaten raw as a fruit, or stewed with ice cream. Illawarra plums can also be used in sauces, preserves, jams, muffins and desserts, and taste delicious combined with garlic and chilli in marinades and dressings.

Nutrition bites
Illawarra plums are a rich source of vitamin C, and also contain small amounts of protein and healthy fats.

Fun Fact!
Illawarra plums are high in antioxidants, which may help prevent cancer!
Jakfruit

What do jakfruit look like?
Jakfruit are large, oblong shaped fruit. They have yellowish skin with small spikes all over. Inside, the flesh is pale yellow with large, white seeds.

What do jakfruit taste like?
Jakfruit are very sweet and juicy, with the flavour a little like a cross between a banana and a pineapple. The smell is also very sweet. The seeds can be eaten if boiled or roasted.

How do I eat jakfruit?
Get an adult to slice a jakfruit open and remove the core. Then the sections containing the seeds can be removed. Slice out the seed and eat the rest. You can also use jakfruit in curries as a vegetable.

Nutrition bites
Jakfruit contain fibre, potassium and iron.

Other names
Jackfruit, katahar, chakka, nangka, kanoon and Jaka.

Jerusalem Artichoke

What do Jerusalem artichokes look like?
Jerusalem artichokes are tubers (underground, root vegetables) with small knobs. They grow to about 10cm long and 5cm thick. They can be yellow or cream, and sometimes tinged with pink. Inside, they have crisp white flesh.

What do Jerusalem artichokes taste like?
Jerusalem artichokes have a fresh taste, and some say they taste like a cross between a potato, water chestnut and sunflower seeds. It tastes earthy and nutty.

How do I eat a Jerusalem artichoke?
You can eat Jerusalem artichokes raw in salads or cooked. You can boil, steam or stir fry them, barbecue them or grill them. Try pan-frying with a small amount of olive oil and some garlic – yum!

Nutrition bites
Jerusalem artichokes are very high in fibre, and contain potassium and a small amount of iron.

Other names
Sunroot, sunchoke or topinambur.

Fun Fact!
Jerusalem artichokes aren’t actually from Jerusalem (they’re from South America), and they aren’t actually artichokes (they’re tubers)!
Kwifruit

Varieties
Hayward, Bruno, Dexter and Monty (green kiwifruits) and Kiwi Gold (yellow kiwifruit).

What do kwifruits look like?
Kwiwfruit are shaped a bit like an egg, with furry reddish-brown skin. Inside, kwifruit are either bright green or gold, with a white core and tiny black seeds.

What do kwifruits taste like?
Kwifruit are sweet and tart, and they can be very juicy. They are soft to eat but have a little 'crunch' caused by the seeds.

How do I eat a kwifruit?
Chop a kwifruit in half and eat it raw. Scoop the juicy flesh out with a spoon – the skin is a bit hairy! You can also use them on top of desserts, in fruit salads or pureed in drinks.

Nutrition bites
Kwifruit are a great source of vitamin C and fibre, and contains small quantities of many other vitamins and minerals.

Other names
Chinese gooseberry.

Fun Fact!
Kwifruit have an enzyme in them that tenderises meat.

Kohlrabi

Varieties
White and purple.

What do kholrabi look like?
Kholrabi are nearly spherical in shape, and about the size of a shot put. They can be bright purple or pale green, and have little stems coming off them. When these stems haven’t been cut, green leaves grow on the ends. Usually kholrabi’s stems are cut off before they are sold.

What do kholrabi taste like?
Kholrabi tastes a little like a turnip, a little like cabbage and a little bit sweet. They have a firm texture, and some people say they taste like the stalk of a broccoli.

How do I eat kholrabi?
Kholrabis can be eaten raw in salads or cooked. The skin needs to be removed before eating – it is tough. Kholrabi can be boiled, steamed, stir fried or is delicious baked with some fresh herbs.

Nutrition bites
Kholrabi is a good source of fibre and potassium, and also contains iron.

Fun Fact!
In German, ‘kholrabi’ means ‘cabbage turnip’!

Kumara

What do kumara look like?
Kumara are sausage-shaped vegetables that have orange skin. Inside, the flesh is orangey-pink.

What do kumara taste like?
Kumara are a type of sweet potato, and their flavour is sweet. It has a soft but firm texture when cooked.

How do I eat kumara?
Kumara tastes great in both savoury and sweet dishes, and is usually eaten cooked. You can boil, bake, roast, microwave, grill or barbecue kumara. You can also use it in scones.

Nutrition bites
Kumara is high in fibre and vitamins C and A. Kumara also contains some potassium and vitamin E.

Other names
Yam, nyamis, kumera or camote.

Fun Fact!
Kumara is a Maori word. Kumara was a staple food of the Maori people.
Lychees

Varieties
Fay Zee Siu, Salathiel, Bengal, Tai So Haak Yip, Wai Chee, Gee Kee, No Mai Chee, Heong Lai and Kwai May Pink.

What do lychees look like?
Lychees are the size of a small plum. They have tough, pink to red and green skin, which is peeled off before eating. Inside, the flesh is white and pearly, and is almost jelly-like. Lychees have a smooth, shiny, inedible seed in the centre.

What do lychees taste like?
Lychees have a funny texture – they’re firm but jelly-like. They are sweet and tart and some say taste a little like honey – delicious!

How do I eat a lychee?
Peel the skin off the lychee, then bite the flesh off the seed, or bite the top off, squeeze the fruit into your mouth and spit out the seed. Lychees can be used in fruit salads, stir fries and drinks. You can also buy canned lychees, which are yummy when lychees are out of season.

Nutrition bites
Lychees are a good source of vitamin C and fibre, and also contain small amounts of other vitamins and minerals.

Leek

What do leeks look like?
Leeks look like a giant spring onion. They are cylindrical, with a thick, white stalk and dark, grey-green leaves at their tops. The stalk is made of leaves tightly enclosing each other.

What do leeks taste like?
Leeks have a sweet, mild onion flavour.

How do I eat leeks?
Leeks can be steamed, boiled, microwaved or baked. Add leeks to make tasty soups, add to quiches or stuff with cheese or meat.

Nutrition bites
Leeks provide fibre, vitamin C, B group vitamins and iron. Leeks are also high in allicin.

Fun Fact!
The first lychee in space blasted off in May 2007!

Fun Fact!
Welsh soldiers used to wear leeks in their hats in battle so they could tell who their allies were!
**Lemons**

**Varieties**
Meyer, Eureka and Lisbon.

**What do lemons look like?**
Lemons are oval shaped with a pointed tip and shiny yellow skin. Inside, the lemon-coloured flesh is divided into segments, with thick white pith surrounding it.

**What do lemons taste like?**
Lemons are rather sour! They have a citrusy flavour and are very acidic. Lemons have a fresh, fruity smell also.

**How do I eat a lemon?**
Most people don’t eat lemons as a fruit – they are just too sour! But lemons are useful – they taste great in salad dressings, as a dressing on fish and seafood, in drinks and desserts, they also stop cut fruit and vegetables going brown and have a type of fibre (pectin) that is useful in setting jam.

**Nutrition bites**
Lemons are a good source of vitamin C, and also contain fibre and small amounts of other vitamins and minerals.

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**Lentils**

**Varieties**
Red, green or brown.

**What do lentils look like?**
Lentils are very small and almost round, and when split look lens-shaped (almost like half a sphere), and are mostly dried. Lentils are red, green or brown when they are raw, then the red and brown lentils turn yellow when cooked, while the green lentils remain green.

**What do lentils taste like?**
Lentils have a nutty, earthy flavour. Lentils are soft when cooked.

**How do I eat lentils?**
Lentils are used in dishes from many cultures (such as Indian, Middle Eastern and European). Lentils make an excellent substitute for meat in vegetarian burgers, and are tasty in soups, stews and sauces.

**Nutrition bites**
Lentils are very high in protein, and an excellent source of iron and zinc. Lentils also contain the B group vitamins and isoflavones.

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**Fun Fact!**
Lentils were found in an Egyptian tomb dating back to 2000BC.

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**Fun Fact!**
Lemons actually have more sugar in them than strawberries!
**Mandarin**

**Varieties**
Ellendale, Murcott, Imperial and Hickson.

**What do mandarins look like?**
Mandarins are small and round, and bright orange coloured. They have a skin similar to that of an orange but thinner, and inside the flesh is divided into segments covered by white pith.

**What do mandarins taste like?**
Mandarins are juicy and sweet. They taste citrusy and fresh, and really ripe mandarins taste a little like honey — sweet!

**How do I eat a mandarin?**
Peel the skin off a mandarin and eat the sweet segments raw. Mandarins are tasty in salads and fruit salads, or you can use them in cakes or muffins. Marmalade can also be made from mandarins.

**Nutrition bites**
Mandarins are full of vitamin C and fibre, and contain folate.

**Fun Fact!**
Mandarins were very highly regarded in Imperial China — they were named after the officials of the Imperial court.

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**Mango**

**Varieties**
Kensington Pride, Bowen Special, Delta, Keitt, R2E2, Irwin, Kent and Palmer.

**What do mangoes look like?**
Mangoes are egg or kidney shaped with smooth skin. Mangoes vary in colour from yellowish-green to deep red, and their flesh is peach coloured with a large stone in the middle.

**What do mangoes taste like?**
Mangoes have a strong, sweet smell, and are very juicy, sweet and rich flavoured — mmm!

**How do I eat a mango?**
Ask an adult to slice the ‘cheeks’ of a mango, then slice the flesh in a criss-cross pattern, without cutting the skin. Push the flesh outwards and suck the mango out of the skin. Or peel one and eat the whole flesh until you reach the seed. This is messy as mangoes are very juicy! Mangoes are great in salads and fruit salads, curries and desserts. You can also buy canned or dried mangoes.

**Nutrition bites**
Mangoes are a rich source of vitamins A and C and fibre. Mangoes also contain potassium.

**Fun Fact!**
In India, it is believed that Buddha used to meditate under a mango tree, making mangoes sacred.

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**Mushroom**

**Varieties**
Flat, Cup, Shitake, Swiss Brown, Enoki, Shimeji, Button, Portobello and Oyster.

**What do mushrooms look like?**
Most mushrooms have a domed cup sitting on a stalk. They range from snowy white to dark brown, and have small gills underneath the cups.

**What do mushrooms taste like?**
Mushrooms have a distinct, earthy and almost meaty taste. They are rich and delicious! They have a firm texture when eaten raw, which softens when cooked.

**How do I eat mushrooms?**
Mushrooms can be eaten raw in salads or cooked. Mushrooms can be stir fried, steamed or roasted, and they taste great when they are stuffed and baked!

**Nutrition bites**
Mushrooms are a rich source of B group vitamins, including vitamin B12.

**Fun Fact!**
There are more than 2000 edible varieties of mushrooms in the world! However, there are also many that are poisonous, so NEVER eat a mushroom unless you know what it is!
Nashi Pear

Varieties
Nijisseiki, Hosui, Ya Li and Kosui.

What do nashi pears look like?
Nashi pears are a round fruit, about the size of a tennis ball with greenish-yellow, brown or white skin. Nashi pears have white, crisp and very juicy flesh with a small core where the seeds are.

What do nashi pears taste like?
Nashi pears are very sweet and very juicy! They are sourer around the core, but generally very refreshing. Nashi pears are very crisp.

How do I eat a nashi pear?
Bite into a nashi pear like you would an apple or a pear. They are great to eat raw, but also delicious cooked, served in either savoury or sweet dishes. You can stew or poach them, and they taste great in pies, cakes and muffins. You can also use fresh slices as a dipper for hommus or baba ghannouj.

Nutrition bites
Nashi pears have small amounts of fibre, vitamins and minerals. Nashi pears are mostly water.

Other names
Nashi, Asian pear, Japanese pear or Taiwan pear.

Nectarines

Varieties
There are many varieties of nectarines, but they can be classified into yellow or white fleshed. Common varieties include Swanzee, Artic Sweet, Snow Queen, Firebrite, Fantasia, August Glo, Mayglo, Rose Diamond, August Red, Sunwright, Sundowner, Sunblaze, Artic Rose, Artic Snow and Flaming Red.

What do nectarines look like?
Nectarines are a smooth, glossy fruit. They have red and yellow or red and white skins, and are rather pretty looking! Inside, they have firm yellow or white flesh and a stone in the centre, which is not eaten.

What do nectarines taste like?
Nectarines taste sweet, juicy and quite like a peach. They can be a little more tart, and can range from firm to soft in texture.

How do I eat a nectarine?
Nectarines are a delicious fruit that can be eaten raw or cooked. Munch on a raw nectarine for a sweet snack, or poach, stew, bake or grill nectarines for a tasty dessert. Nectarines go nicely with strawberries, peaches and pineapple in kebabs. Nectarines also make an interesting combination with chicken or other meat.

Nutrition bites
Nectarines contain vitamin C, fibre and vitamin B3.

Fun Fact!
‘Nashi’ is the Japanese word for ‘pear’. So a ‘nashi pear’ is a ‘pear pear’!

Fun Fact!
It is not uncommon for a nectarine to grow on a peach tree or a peach to grow on a nectarine tree!
Orange

Varieties
Valencia, Navel, Seville and Blood Oranges.

What do oranges look like?
Oranges are round – about the size of a tennis ball – with glossy, orange, dimply skin. Inside, orange flesh is divided into segments covered by white pith. The seeds are in the centre of each segment. Blood oranges have rich red flesh.

What do oranges taste like?
Oranges are sweet and juicy, with a fruity citrus smell and taste.

How do I eat an orange?
There are many ways to enjoy oranges. Peel the skin off an orange into a snake, slice one into quarters and munch out the flesh, or just use your fingers to peel back the skin. Oranges can be used in salads and fruit salads, frozen to make an icy treat or in cakes, muffins and biscuits. Oranges also make a tasty dessert when sliced and grilled with a little brown sugar!

Nutrition bites
Oranges are a good source of vitamin C and fibre, and provide some folate, vitamin B1, potassium and calcium.

Fun Fact!
If you plant the seed of one orange, you will probably get more than one plant grow from it.

Okra

What do okra look like?
Okra are pale green, thin, pointed vegetables. They can grow up to 20cm in length, and have five sides, which may be smooth or ridged.

What do okra taste like?
Okra have a very distinct taste, but at the same time can take on the taste of anything it is cooked with. Described as a little like asparagus, a little like eggplant and a little like zucchini flowers.

How do I eat okra?
Okra can be steamed and eaten as a vegetable, or used in soups, stews and casseroles. Okra turns thick and syrupy when cooked, so it is also useful as a thickener for wet dishes.

Nutrition bites
Okra is full of fibre, and also contains vitamin B2 and B6.

Other names
Lady’s fingers, bind or gumbo.

Fun Fact!
Okra seeds can be roasted and ground to produce a coffee substitute.

Onions

Varieties
Spanish, white, brown and yellow. Also members of this family (which we will not talk about) are spring onions and salad onions.

What do onions look like?
Onions can be purple, yellow, white or brown in colour, and range in size from the size of a squash ball to the size of a tennis ball. Onions look like a bulb, with layers of slippery and papery skin on the outside. Inside, onions have a series of crisp fleshy layers.

What do onions taste like?
When eaten raw, onions can have a hot flavour, but once cooked they become sweeter.

How do I eat an onion?
Onions can be eaten raw in salads or cooked in many dishes. Onions can be fried, baked or grilled, or included in dishes like Spaghetti Bolognese, stir fries or fillings for pies. Small pickled onions can also make a tasty snack or can be used on a cheese platter.

Nutrition bites
Onions have small amounts of all vitamins and minerals, and are rich in allicin.

Fun Fact!
Onions can be used to clear the smell of a freshly painted room.
Pineapple & Papaya

Varieties
Hawaiian Solo, PNG Red, yellow.

What do pawpaws and papayas look like?
Pawpaws and papayas can be round to pear shaped or oval shaped. Pawpaws and papayas have yellow to deep red flesh inside, with many small, round, slimy black seeds in the centre.

What do pawpaws and papayas taste like?
Pawpaws and papayas have a sweet, tropical and tangy taste. Some people think they taste like a cross between a melon and a peach, others say a cross between a banana and a mango.

How do I eat pawpaw and papaya?
Pawpaws and papayas can be sliced and eaten raw (remove the skin and seeds first). They taste great with a squeeze of lemon or lime juice. Add pawpaw and papaya to fruit salads or desserts – try rolling chunks of pawpaw and papaya in orange juice and shredded coconut.

Nutrition bites
Pawpaw and papaya have high levels of vitamins C and A and fibre.

Other names
Tree melon.

Pineapple

Varieties
Rough leaf or smooth leaf.

What do pineapples look like?
Pineapples are like large cylinders, with tough, yellow and green diamond shaped scales and sharp, pointy leaves at the top. Pineapples have yellow flesh inside, with a hard yellow core in the centre.

What do pineapples taste like?
Pineapples are very juicy and have a tangy, sweet flavour that is very tropical. Pineapples are quite fibrous to eat. Yummy!

How do I eat a pineapple?
Pineapples can be cut into slices, the skin removed and eaten fresh for a tropical treat. Pineapple segments can be frozen for hot days or you can get canned or dried pineapple. Pineapple is delicious in salads and fruit salads, and can be grilled or fried, or used in stir frys, such as sweet and sour dishes. Pineapple can also be added to cakes, muffins, pies and other desserts.

Nutrition bites
Pineapples have lots of vitamin C and fibre. Pineapples also contain small amounts of other vitamins and minerals.

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Potato

Varieties
Sebago, Pontiac, Desiree, Idaho, Pink Fir Apple, Kipfler, Pink Eye, Spunta, Nicola, Delaware, Royal Blue and Nadine.

What do potatoes look like?
Potatoes vary in size, from small chats around the size of a ping pong ball to larger than oranges. They also vary in shape and texture. Some are round, others are oval shaped or long and thin, some are gannily and others are smooth as river stones. The colour of a potato can be white, brown, purple or pink, and they can be washed or unwashed (with dirt on). Inside, potatoes are creamy-white and starchy.

What do potatoes taste like?
Potatoes must be cooked, and different varieties have different textures, from soft (and good for mashing) to firm. Potatoes have a creamy flavour and take on the taste of other seasonings cooked with them.

How do I eat a potato?
Potatoes can be boiled, steamed, baked, grilled, microwaved or barbecued. You can peel potatoes with a vegetable peeler, or potatoes with smooth skins can be eaten unpeeled. Try grilling slices of potato with a little oil and herbs – delicious!

Nutrition bites
Potatoes provide carbohydrates, as well as fibre, potassium, folate and vitamin B1.

Other names
Spud, chat, tater, ground apple or horse bell yam.

Fun Fact!
When potatoes are kept in the light, they may turn green! Green potatoes can be poisonous to humans.

Pumpkin

Varieties
Queensland Blue, Jap, Butternut, Sweet Dumpling, Golden Nugget, Gem Squash and Orange Minikin.

What does pumpkin look like?
There are many different shaped, sized and coloured pumpkins. Many pumpkins are round but flat, with ribs running up and down. There are also round, oblong or oval shaped pumpkins. They can be as small as a tennis ball or larger than a soccer ball. They can have smooth or warty skin, and can be grey, orange or green and spotty. The flesh is usually yellow to orange, with a mass of flat seeds in the centre.

What does pumpkin taste like?
Pumpkins are usually served cooked, and are sweet and soft to eat. You can also eat the dried seeds (also known as pepitas).

How do I eat pumpkin?
You don’t usually eat the skin of pumpkins, so remove before or after cooking. Pumpkins can be baked, boiled, mashed, grilled, microwaved or barbecued. They can also be used in cakes, breads and scones, and make a delicious pie. Try slicing the top off a small pumpkin, scooping out the seeds and filling with rice, mince or vegetables and seasonings. Then bake – delicious!

Nutrition bites
Pumpkins are a good source of fibre, vitamins C and A, and also provide potassium and iron.

Fun Fact!
The largest pumpkin on record weighed 666kg!
Quandong

What do quandongs look like?
Quandongs are native to Australia. Quandongs are small, round, bright cherry red fruits with white or cream flesh. Inside, they have a large, pitted stone that is inedible.

What do quandongs taste like?
Quandongs have a sweet, mild but tart flavour. Some people say they taste like a cross between a peach and an apricot. Quandongs are fleshy in texture.

How do I eat a quondong?
Quandongs can be eaten raw, straight off the tree, just eat the flesh from around the stone. You can also get dried quandongs from bush tucker suppliers. Quandongs can also be used in sauces for meats, in fruit compotes or as jam. The large seed inside the quandong can be roasted and eaten like a nut.

Nutrition bites
Quandongs have a higher vitamin C content than oranges, and contain some iron.

Other names
Wild peach, native peach or desert peach.

Quince

What do qunices look like?
Quinces are hard, yellow fruits covered in a soft, light brown fur. Quinces are pear shaped. Inside, they have creamy coloured flesh, which is hard and quite grainy. Once cooked, the flesh turns pink.

What do qunices taste like?
Quinces are usually eaten cooked. When cooked, quince tastes sweet and a little tart, and has a smooth texture. Some people say quince tastes like a cross between an apple and a pear.

How do I eat a quince?
Quinces can be stewed, slow baked or made into jams or jellies. Stewed quince and custard is a delicious dessert, or you can add quince to pies, cakes or muffins. Cooked quince and quince paste also goes very well with cooked meats, on cheese platters or fresh bread.

Nutrition bites
Quinces are high in fibre and vitamin C, and contain small amounts of other vitamins and minerals.

Fun Fact!
Fossilised quandongs have been found in coal seams dating back 40 million years!

Fun Fact!
The quince was a symbol of love, happiness and fertility to the Ancient Greeks, who used it in their marriage ceremonies.
Rambutan

Varieties
Classic Red, R9, Rongrien, Yellow and Pink.

What do rambutans look like?
Rambutans are about the size of a small plum, and can be round to oval shaped. They can be pink, yellow or red, with ‘hairy’ spines all over that are the same colour as the skin or green. Inside, they have pearly white, juicy flesh and a seed in the centre.

What do rambutans taste like?
Juicy, sweet and slightly tart tasting, rambutans are very refreshing.

How do I eat a rambutan?
Slice through the skin only then pop the flesh of a rambutan into your mouth. Make sure you spit out the seed!

Nutrition bites
Rambutans provide a lot of vitamin C and some fibre.

Other names
Hairy lychee.

Fun Fact!
‘Rambutan’ in Malaysian means ‘hairy’!

Rockmelon

What do rockmelons look like?
Rockmelons are round to oval shaped fruit, with pale brown skin that appears to have netting or scales over it. Inside, the flesh is peach coloured and very juicy, with flat, oval shaped seeds in the centre.

What does rockmelon taste like?
Rockmelons are very sweet and juicy, and have a musky aroma and flavour.

How do I eat rockmelon?
Ask an adult to slice a rockmelon open, scoop out the seeds and eat the flesh from the skin. You can also freeze small chunks of rockmelon as an icy snack for a hot day. Rockmelons are best when eaten raw, so try in a fruit salad, with cold chicken or seafood or in cold desserts.

Nutrition bites
Rockmelons are an excellent source of vitamin C and A. Rockmelons also contain fibre and small amounts of other vitamins.

Other names
Muskmelon or cantaloupe.

Fun Fact!
Rockmelons come from the same family as pumpkins, cucumbers and zucchinis.

Radish

Varieties
Red, green, yellow, purple or black skinned.

What do radishes look like?
Radishes are small, round vegetables. They can have red, green, yellow, purple or black skin, with white flesh, and have a green, leafy stem at the top.

What do radishes taste like?
Radishes are crisp and peppery.

How do I eat a radish?
Radishes are usually eaten raw, and add a great peppery crunch to salads. To reduce the hotness, radishes can be peeled. Radishes can be steamed or boiled and are also tasty when made into dips.

Nutrition bites
Radishes contain vitamin C, fibre, iron and folate.

Fun Fact!
Luna Lovegood from the Harry Potter books and movies wears radish earrings.
Snow Peas

What do snow peas look like?
Snow peas are glossy green, flat peas sold and eaten in their pods. Inside the pod, small, unripe peas lie.

What do snow peas taste like?
Snow peas are sweet, crisp and crunchy vegetables. They can also be eaten cooked – cooked snow peas are soft and sweet.

How do I eat snow peas?
Snow peas can be washed and eaten raw, used in salads, stir fried, boiled or steamed. They taste great when stir fried in a little oil with some chilli!

Nutrition bites
Snow peas are a good source of fibre, vitamin C and iron, and contain some protein, potassium and folate.

Starfruit

What do starfruit look like?
Starfruit have yellow-green skin that is very glossy, and is shaped like a five-pointed star. Inside, starfruit have yellow flesh, and small white seeds in the centre.

What does starfruit taste like?
Starfruit are sweet and tart, and it has been said they taste like a cross between apples, pears and grapes. They have a crisp texture.

How do I eat a starfruit?
Starfruit should be eaten raw. Just slice across the fruit to give star shaped pieces and eat. Starfruit look beautiful in fruit salads and on fruit platters.

Nutrition bites
Starfruit is an excellent source of vitamin C and has some fibre also.

Other names
Carambola, kamranga or five finger.

Fun Fact!
The smaller the pod of the snow pea, the sweeter it will taste!

Fun Fact!
The ancient Chinese used starfruit seeds as an insecticide and starfruit leaves can ease skin itch and minor bleeding.
Tomato

Varieties
Common, Roma, cherry, grape and egg.

What do tomatoes look like?
Common tomatoes are apple sized and round, with glossy, bright red skin. Cherry tomatoes are cherry sized and bright red, grape tomatoes are about the size and shape of a grape and Roma and egg tomatoes are egg shaped. Inside, tomatoes have soft flesh and moist edible seeds. You can also buy pink and yellow-fleshed tomatoes.

What do tomatoes taste like?
Grape and cherry tomatoes are sweet and bite sized, while the larger tomatoes are juicy and fresh tasting. The riper the tomato is, the sweeter it tastes, while less ripe tomatoes can be acidic and sour.

How do I eat a tomato?
Pop a couple of cherry or grape tomatoes in your mouth for a healthy snack. Tomatoes are great raw in salads and sandwiches, or can be baked, stuffed or grilled. You can also buy canned tomatoes, which are useful for pasta sauces, and tomatoes can be made into sauce, chutney, pickles or juiced. Sun dried tomatoes are a delicious addition to cheese platters, sandwiches or pasta dishes.

Nutrition bites
Tomatoes are a great source of vitamins C, A and E and potassium, and are high in lycopene. Tomatoes also have some fibre.
**Tamarillo**

**What do tamarillos look like?**
Tamarillos are egg sized and shaped, with shiny and smooth purple, red, yellow or orange skin. Inside, the flesh is yellow or orange with masses of tiny black to red edible seeds attached to a core.

**What do tamarillos taste like?**
Tamarillos taste like a tangy and sweet tomato – they have a similar texture to a tomato also.

**How do I eat a tamarillo?**
Slice a tamarillo open and scoop out the flesh and seeds. Or you can gently squeeze a tamarillo until it is very soft, then bite off the top and squeeze the pulp and seeds into your mouth. Tamarillos are tasty in salads and fruit salads, or they can be blended and added to curries and stews. Tamarillos can also be made into jam or chutney, or stewed.

**Nutrition bites**
Tamarillos are high in fibre and vitamins C and A.

**Other names**
Tree tomato

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**Turnip**

**Varieties**
Yellow or white.

**What do turnips look like?**
Turnips are cylindrical with a pointed, tapered bottom and green leafy stalks at the top. They can either be yellow or white tinged with purple, and have a rough, dull skin. Inside, turnips have creamy or yellow flesh.

**What do turnips taste like?**
Turnips are starchy and sweet, and taste similar to kholrabi. Turnips are generally eaten cooked, which makes them soft.

**How do I eat a turnip?**
Turnips need to be peeled, then they can be boiled, mashed, steamed, stir fried, microwaved or baked. Turnip greens (the stalks above the turnip) can also be steamed, stir fried or used in salads.

**Nutrition bites**
The turnip bulb is high in fibre, vitamins C and E and folate, and the tops are rich in vitamin A. Turnips are also good sources of indoles.

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Fun Fact!
The first Halloween jack-o-lantern was made from a turnip, not a pumpkin!

Fun Fact!
Tamarillos were eaten by the ancient Incas.
Vine Leaves

What do vine leaves look like?
Vine leaves are the new spring growth of a grape vine. They are tender new green leaves that are almost round with a jagged edge. When cooked, they go a black-green colour.

What do vine leaves taste like?
Vine leaves take on the flavour of the food that they are wrapped around. Tender young leaves are easy to eat, but they get tougher as they age.

How do I eat vine leaves?
Vine leaves are used to wrap other foods (such as rice and meat or fruit) in. Vine leaves usually come preserved, but fresh are also tasty when available.

Nutrition bites
Vine leaves provide vitamin A and calcium.

Fun Fact!
The most well known dish that contains vine leaves is the Greek dish dolmades.

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Warrigal Greens

What do Warrigal greens look like?
Warrigal greens are native to Australia and New Zealand. Warrigal greens have green oval to diamond shaped leaves that are about 10cm long.

What do Warrigal greens taste like?
Warrigal greens have a taste similar to spinach, but some people also say they taste like a cross between silverbeet and green beans.

How do I eat Warrigal greens?
Warrigal greens can be used wherever spinach or Asian greens are used. You can steam or boil them, stir fry them or use them as fillings in pastries and toppings for pastas.

Nutrition bites
Warrigal greens contain more fibre than spinach, and are rich in vitamin A and protein.

Other names
Botany Bay spinach, Sea spinach, New Zealand spinach or duneweed.

Water Chestnut

What do water chestnuts look like?
Fresh water chestnuts are small, dark brown, bulb shaped vegetables. Inside, they have a crisp, white flesh. In Australia, water chestnuts are usually sold canned, either whole or sliced, without their skins.

What do water chestnuts taste like?
Water chestnuts are very crisp and crunchy, and have a sweet, mild flavour.

How do I eat water chestnuts?
Water chestnuts can be eaten raw and in salads, or they add a delicious crunch to stir fries, soups, casseroles and curries. If you have fresh water chestnuts, they must be peeled first.

Nutrition bites
Water chestnuts provide carbohydrate, fibre and potassium.

Fun Fact!
Captain Cook’s fleet ate Warrigal greens to prevent scurvy. It was so popular they took it back to England and it was grown as a crop.

Fun Fact!
Chinese herbalists believe water chestnuts sweeten the breath.

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Watermelon

Varieties
Red Tiger, Viking, All Sweet, Sugar Baby and Champagne.

What does watermelon look like?
Watermelons vary in size, but are generally cylindrical or spherical shaped. They have pale and dark green-flecked skin, and inside have a white rind and crisp bright pink flesh (except for the champagne melon – it has yellow flesh). Many watermelons have small, dark brown seeds, but there are also seedless varieties available.

What does watermelon taste like?
Watermelons are very juicy, sweet and refreshing.

How do I eat watermelon?
Slice up some watermelon and chomp into a slice! Watermelons do not cook well, but can be used in frozen desserts or drinks – such as granitas or sorbets. They are a delicious addition to fruit salads or platters, and melon balls are a fun way of eating watermelon (maybe combine pink watermelon, orange rockmelon and green honeydew to make a colourful melon ball salad).

Nutrition bites
Watermelon is a rich source of lycopene, and it contains some fibre and vitamin C. Watermelons are mostly water – about 90%.

Wombok

What does wombok look like?
Womboks look like large, cylindrical cabbages. They have white, thick, crisp blades in the centre of each leaf, and pale green frilled leaves with white, juicy ribs.

What does wombok taste like?
Womboks are like sweet cabbage, without the sulphur smell and taste cabbage has. The blades have a peppery taste, and the ribs are sweet and juicy.

How do I eat wombok?
Womboks can be used in many ways. Raw, they can be used in salads, rice paper rolls or San Choy Bau, or they can be stir fried, steamed, boiled, braised, pickled or wrapped around other foods.

Nutrition bites
Wombok is a good source of vitamin C and folate.

Other names
Napa, pak choi or Chinese chard.

Fun Fact!
Wombok have been grown and eaten for over 6000 years in China.
Yams

Varieties
There are many types of yams native to Africa, South East Asia and Australia. We will focus on the native Australian yams here.

What do yams look like?
Native yams are long, cylindrical tubers. They are creamy white on the inside and dirty grey-brown on the outside.

What do yams taste like?
Native yams are said to have a similar flavour to sweet potato but have a creamier texture.

How do I eat a yam?
These yams can be eaten either raw or roasted. They can be seasoned with herbs or spices.

Nutrition bites
Yams provide carbohydrate, vitamins C and E and lots of fibre.

Fun Fact!
Aboriginal women used to dig up yams with pointed digging sticks. Now, a crowbar is often used in the same way.
Zucchini

Varieties
Green and yellow.

What do zucchinis look like?
Zucchinis are long, cylindrical, sausage shaped vegetables. They vary in colour from grey green to dark green (nearly black) and yellow. They often have speckled skin. Inside, the flesh is white with many tiny, edible seeds.

What do zucchinis taste like?
Zucchinis are soft and moist and have a fresh taste.

How do I eat a zucchini?
Zucchinis are usually eaten cooked, except when they are used in coleslaw. They can be boiled, steamed, stir fried, grilled, barbecued or stuffed. Zucchinis can also be grated for a tasty addition to muffins, cakes and scones.

Nutrition bites
Zucchinis have good levels of vitamin C, folate, fibre and potassium, but also contain small amounts of vitamin A and minerals.

Other names
Courgette or squash.

Fun Fact!
The bright yellow flowers of the zucchini are delicious stuffed with ricotta cheese and seasonings and baked!
The A to Z of Fruit and Veg Supplementary Classroom Activities

Vegieman
- Use the colouring-in sheet provided on the website and have students colour in the Vegieman.
- Design and draw a new ‘vegieman’ (or woman) using only fruit and veg. Give them a name and describe what activities he/she likes to do, and what their favourite fruit/vegetable is. (You could also try making vegiemen by bringing in whole fruit and vegetables and letting the students experiment).
- Have students lie on a length of butcher’s paper. Trace around their bodies and then fill the outline with fruit and vegetables – either randomly or by making themselves into a ‘vegieperson’, for example using a banana picture for a mouth, tomato pictures for eyes and grape buttons. Cut out around the bodies and stick the ‘vegiepeople’ on the wall around the classroom.

Designer Fruit and Veg
- Design and draw a new fruit or vegetable. Give it a name, and describe what it tastes, smells, looks and feels like and where it grows. Ask students to create a poster advertising the new fruit or vegetable.

Fruit and Veg Superheroes
- Design and draw a fruit or vegetable superhero. Give the superhero a fruit or vegetable superpower. Get students to write a short story about how the hero became super.

Creative uses for Fruit and Veg
We all know fruit and vegetables taste great, but what else can fruit and vegetables be used for?
- Ask students to come up with some other uses for fruit and vegetables – for example a rambutan backscratcher or banana telephone.
- Ask students to research other uses fruits and vegetables have, for example grape seed oil is used in skin care, fruit extracts in shampoo etc. Another variation is getting students to devise a list of all the fruit and vegetable products they can think of, for example vegetable stock, vegemite, lemon butter, strawberry jam.
- Have students research how different cultures use fruit and vegetables – for example Indonesians use bananas as a vegetable, in Australia we eat them as a fruit.

Where do Fruit and Veg come from?
- Give students 3 or 4 different environments where fruit and vegetables grow, for example the tropics, the Australian bush, etc and ask them to list and draw the types of fruit and vegetables that grow in that environment.
- Try having students come up with lists of vegetables according to what part of the plant the fruit or vegetable comes from. For example roots (carrots and radish), tubers (potatoes and yams), leaves (lettuce and spinach), stems (rhubarb and celery), flowers (globe artichokes and broccoli), fruits (tomatoes and apples), seeds (corn and peas) and seed pods (snow peas and green beans).

Rainbow Fruit and Veg
- Ask students to sort fruits and vegetables into colour groups. For example green (broccoli and Granny Smith apple), yellow/orange (banana and carrot), red (tomato and strawberry), white (cauliflower, white asparagus), blue/purple (blueberries and eggplant).
- Allocate a different type of fruit or vegetable to each student (making sure all colours are included). Give students a sheet of art paper and ask them to draw/paint their fruit or vegetable. On a sheet of butcher’s paper, draw a large rainbow to use as a class display and stick the pictures in the correct colour on the rainbow.
Fruit and Veg Maths, Literacy and Science
- Use pieces of fruit to teach students maths skills (for example, if Mary has 2 apples, John has 3 apples and Sarah has 4 apples, how many apples are there all together?)
- In creative writing, allocate each student a different fruit or vegetable. Ask them to write a story about their fruit or vegetable.
- Have fruit and vegetables as the theme for the week’s spelling list
- Do a simple experiment with your class that demonstrates fruit ripening. Buy a few pieces of unripe fruit. Put them in the fridge, in a paper bag with a banana, in a sunny spot and on the bench. Discuss which piece ripened quickest, and ask the students to research why.

Go for 2 and 5
- Allow students to brainstorm how they can eat their 2 serves of fruit and 5 serves of vegetables in a day.
  For example:
  - Baked beans on toast for breakfast
  - Slinky apple for Crunch and Sip
  - Salad sandwich for lunch
  - Carrot sticks and dip for a snack
  - Vegetables in a stir fry for dinner
  - Peaches and ice cream for dessert
- Then ask them to make sure the ideas include a variety of fruits and vegetables.

List of Fruit and Veg related story and activity books
- “The Very Hungry Caterpillar” by Eric Carle (note that you can download activities and templates on this book)
- “Fruit” by Jillian Powell
- “The Great Big Enormous Turnip” by Alexei Tolstoy
- “Growing Vegetable Soup” by Lois Ehlert
- “Eating a Rainbow with Fruit and Vegetables” by Adele Wood, Deb Butler, Kate Moore, Fiona Graham, Jessie Cootes (kit including CD)
- “James and the Giant Peach” by Roald Dahl

Fruit, Veg and nutrition reference books for teachers
- “Teaching Nutrition” (2nd Ed) by Ruth Riddell
- “Complete Book of Food and Nutrition” by Rosemary Stanton
- “Foodwatch A to Z” by Catherine Saxelby
- “Vegetables” by Rosemary Stanton
- “Bush Foods of New South Wales” by Kathy Stewart and Bob Percival
Nutrients Found in Fruit and Veg

Carbohydrate
Carbohydrates provide energy in the diet. There are two main classes – sugars and starches. Fibre is also a type of carbohydrate. Carbohydrates generally come from plant sources – breads and cereals, fruits and vegetables.

Fibre
Fibre is an indigestible or partially indigestible carbohydrate. Fibre helps keep the bowels “regular” and can help lower cholesterol. Many fruits and vegetables are important sources of fibre.

Protein
Protein is needed for growth and maintenance of body tissues, and is found in every cell in the body. Protein also provides energy. Protein is found in animal products, nuts, legumes and some vegetables.

Fat
Saturated fats (animal fats and coconut oil) contribute to cholesterol in the body. Unsaturated fats (plant-based fats) are healthier. Fat is very high in energy and can cause overweight and obesity if eaten excessively. Fat is used in the body as insulation, padding for vital organs and to carry fat-soluble vitamins. Fats are found in animal products, nuts, seeds and some fruits (such as olives and avocados).

Water
Water is the most important nutrient – without it we could only survive a few days. The body is around 66% water. Water helps to remove toxins in the urine and sweat.
Vitamin A (Retinol)
Vitamin A is needed for vision in dim light, and it helps keep the skin in the mouth, respiratory tract and genito-urinary tract moist, healthy and better able to prevent bacteria from causing infection. The best fruit and vegetable sources of vitamin A are carrots, kumera, pumpkin, rockmelon, jakfruit and apricots.

Vitamin B1 (Thiamin)
Vitamin B1 helps our bodies release and use the energy from the carbohydrate we eat. It is also important for the normal functioning of the heart, digestive and nervous systems. The best fruit and vegetable sources of vitamin B1 are sweet corn, peas, asparagus and rhubarb.

Vitamin B2 (Riboflavin)
Vitamin B2 also helps our bodies release and use energy from the carbohydrates we eat. It is important for growth and repair of tissues, especially the skin and eyes. The best fruit and vegetable sources of vitamin B2 are mushrooms, broccoli, avocado and peas.

Vitamin B3 (Niacin)
Vitamin B3 also helps our bodies release and use the energy from the carbohydrate we eat. It is important in the synthesis of some fatty acids and hormones in the body. The best fruit and vegetable sources of vitamin B3 are mushrooms, potato, peas and avocado.

Vitamin B6
Vitamin B6 is important in many enzyme reactions in the body, as well as in the transmission of nerve impulses. The best fruit and vegetable sources of vitamin B6 are potato, leeks, lentils, avocado, banana, custard apple and watermelon.

Vitamin B12
Vitamin B12 is important for the formation of blood and nerve cells and the formation of DNA. The best fruit and vegetable sources of vitamin B12 are mushrooms and soy beans.

Folate
Folate is important in the formation of new body cells and the transmission of genes, making it vital in pregnancy. Folate is also important for the formation of blood cells within the body. The best fruit and vegetable sources of folate are beans and lentils, broccoli, okra and honeydew melon.

Vitamin C
Vitamin C is needed for healthy connective tissue, bones, capillaries and teeth. Vitamin C also helps the absorption of iron and helps the immune system by helping to prevent infection. The best fruit and vegetable sources of vitamin C are guava, pawpaw, papaya, orange, kiwifruit, red capsicum, and broccoli.

Vitamin E
Vitamin E is an important antioxidant that helps to prevent damage to cells. Vitamin E is also important for extending the life span of red blood cells and the formation of proteins within red blood cells. The best fruit and vegetable sources of vitamin E are avocados, kumera, pumpkin, asparagus and tomatoes.

Vitamin K
Vitamin K is needed for the normal clotting of blood, and in making proteins needed in bones and the kidneys. The best fruit and vegetable sources of vitamin K are spinach, cauliflower, lettuce and broccoli.
Minerals

Calcium
Calcium is very important in building strong bones and teeth. It is also used in the blood for the normal functioning of the nervous system and muscles. The best fruit and vegetable sources of calcium are figs, Asian greens, haricot (baked) beans, orange, broccoli, bitter melon, honeydew melon and vine leaves.

Iron
Iron is needed for proteins in blood and muscle and is also involved in the production of energy by the body. The best fruit and vegetable sources of iron are haricot (baked) beans, lentils, fennel, snow peas, pumpkin seeds, berries, broccoli, daikon, radish, jakfruit and kohlrabi.

Magnesium
Magnesium is essential for all the reactions involving the release of energy. Magnesium is also important in muscle contraction and nerve function. The best fruit and vegetable sources of magnesium are corn, custard apples and figs.

Potassium
Potassium is involved in regulating the balance of water in the body and the acidity of the blood. It is also important in the impulses that make muscles contract. Potassium is vital, if we don’t get enough our hearts can beat irregularly. The best fruit and vegetable sources of potassium are potato, corn, Jerusalem artichoke, kohlrabi, apricots and banana.

Zinc
Zinc is a part of many enzymes in the body. It is also important in wound healing, growth and reproduction and the manufacture of some proteins in the body. The best fruit and vegetable sources of zinc are peas, garlic and lentils.

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Phytochemicals

Phytochemicals are chemicals in plant foods (such as fruit, vegetables, legumes, nuts, seeds and grains) that protect us from chronic diseases, such as cancer, heart disease and diabetes.

The different colours of fruit and vegetables are often due to the phytochemicals they contain. The following is a summary of some phytochemicals, their function and the fruit and vegetables they are found in.

<table>
<thead>
<tr>
<th>Phytochemical group</th>
<th>Names of the phytochemicals in the group</th>
<th>What they do</th>
<th>Food sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carotenoids</td>
<td>Alpha-carotene, beta-carotene, lycopene, lutein, zeaxanthin</td>
<td>Carotenoids are antioxidants that protect against cancer and improve the body’s immunity. They also protect the eyes from macular degeneration</td>
<td>Yellow/orange fruits and vegetables (pumpkin, carrot, corn, rockmelon, apricots) and red fruits and vegetables (tomatoes, watermelon, red grapefruit)</td>
</tr>
<tr>
<td>Flavanoids</td>
<td>Kaempferol, flavones, flavanols, and quercetin</td>
<td>Flavanoids are antioxidants that also protect against heart disease</td>
<td>Green fruits and vegetables (particularly apples and grapes) and onions</td>
</tr>
<tr>
<td>Isoflavones</td>
<td>Phytoestrogens</td>
<td>Relieve menopausal symptoms, help prevent breast cancer, heart disease and cancer</td>
<td>Lentils and legumes</td>
</tr>
<tr>
<td>Anthocyanins</td>
<td></td>
<td>Anthocyanins are powerful antioxidants, and have a mild anti-bacterial effect</td>
<td>Purple/blue fruits and vegetables (eggplant, blueberries, beetroot, red cabbage, back grapes, blackberries, mulberries)</td>
</tr>
<tr>
<td>Allicin</td>
<td></td>
<td>Allicin has anti-bacterial and anti-viral effects, as well as protecting against heart disease</td>
<td>Onions, leeks and garlic</td>
</tr>
<tr>
<td>Ellagic Acid</td>
<td></td>
<td>Ellagic acid is an antioxidant that protects against cancer</td>
<td>Red fruits and vegetables (particularly raspberries, strawberries, grapes and apples)</td>
</tr>
<tr>
<td>Indoles</td>
<td>Sulphophorane</td>
<td>Indoles stop cancer cells from multiplying and have an anti-cancer effect</td>
<td>White/brown fruits and vegetables (particularly cauliflower and turnip)</td>
</tr>
</tbody>
</table>

For further information about phytochemicals, please refer to the following books:

*“Nutrition for Life”* by Catherine Saxelby

*“Foodwatch A to Z”* by Catherine Saxelby

*“Rosemary Stanton’s Complete Book of Food and Nutrition”* by Rosemary Stanton

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