



# STOP

## Rethink that sugar drink

School curriculum planning guide  
for Foundation to Year 6

Developed in conjunction with the **H2Only Schools** project

## Acknowledgements

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The partnership support of Barwon Water has been critical in creating a positive environment that enabled this resource to be developed. Thanks are extended to Fernando Garcia, education officer.

The *Stop! Rethink that sugar drink* resource was designed to be compatible with, and complementary to the *Water, Live it, Learn it* resource, and Health Promoting Schools initiatives. We acknowledge the contribution of ideas and strategies from these programs.

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## About this resource

*Stop! Rethink that Sugar Drink* curriculum guide has been developed to support primary (F-6) schools engaging with the *H<sub>2</sub>Only Schools* project.

In response to rising rates of obesity and ongoing concerns about poor dental health in the Geelong region, the *H<sub>2</sub>Only Schools* project is a partnership between Barwon Health and Barwon Water, which supports schools to move toward being sweet-drink-free zones.

This is an extension of the work commenced 10 years ago by Barwon Health through the Romp and Chomp, and Smiles 4 Miles project partnership that saw all preschool services in the region become sweet-drink-free settings. It is hoped that all regional primary schools may also follow this and become sweet-drink-free as well.

*Stop! Rethink that Sugar Drink* curriculum guide is designed to be placed within an inquiry (thematic) unit of the Victorian (AusVELS) curriculum. While it sits primarily within components of the Health and Physical Education domain, there are many cross curricula links that provide additional information and support to teachers. It is expected that *Stop! Rethink that Sugar Drink* would require four to eight weeks within the overall unit, allowing time for the teacher to extend the unit according to their intention (for instance, moving on to healthy foods, water in the environment, critical thinking in response to marketing, dental care, or so on).

This resource can be linked with the Water LILL resource, which supports teachers to provide curriculum addressing water in the environment. Together the two resources provide a great deal of effort to complement a unit of inquiry around 'water', or 'healthy world - healthy me'.

*Stop! Rethink that Sugar Drink* curriculum guide provides a clear and practical teaching approach including comprehensive teacher advice and all the student resources required for use in the classroom.

*Terminology: Within the H<sub>2</sub>Only Schools project, and throughout this resource, sweet drinks are understood to include any or all of the following: Soft drinks, Cordials, Sports drinks, Energy drinks, Pre-packaged flavoured milks, Juice, Juice drinks, flavoured waters and bottled iced teas ... or any drink that has a substantial measurement of sugar or sweetener.*



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**PART A**

**BACKGROUND**



# Introducing: *Stop! Rethink that sugar drink.*

There has been a significant increase in childhood obesity in recent years. Along with this there has been a rise in the incidence of Type 2 diabetes seen in children and adolescents. We are also seeing ongoing problems with dental health in children.

A probable contributor to the problems we are seeing is a high consumption of sweet drinks. The Geelong area consumes a very high volume of sweet drinks, and at a local and regional level we are, unfortunately, experiencing high rates of obesity and poor dental health as a result of this.

Barwon Health, in partnership with Barwon Water, seeks to redress this problem by actively promoting water consumption, and reducing consumption of sweet drinks in our community.

Geelong has already seen the successful implementation of water-or-milk-only practices in the early childhood area. The *Romp-&-Chomp* and *Smiles-4-Miles* projects worked together, creating a partnership between Barwon Health, City of Greater Geelong, Leisure Networks, Geelong Kindergarten Association and Deakin University which, among other achievements, resulted in nearly all early childhood services in the Geelong region becoming water-or-milk-only. The *H<sub>2</sub>Only* project seeks to extend this success into the primary school sector.

*Stop! Rethink that sugar drink* is a developmentally-based inquiry unit designed to help schools teach students to become critical decision makers managing their own health. Incorporating Health Promotion components of the Health and Physical Education domain within AusVELS, this resource suggests a program for students from prep through to sixth grade.

## *Aim of Stop! Rethink that Sugar Drink*

The **Stop! Rethink that Sugar Drink** resource aims to promote healthier lifestyles in children by:

- Developing an understanding of the importance of health issues and practices
- Developing skills necessary to make decisions that may affect their health
- Involving and supporting parents and community agencies in health and physical education to reinforce health messages
- Fostering positive health attitudes and behaviours that can inform and enhance the quality of their own and other people's lives

## *Development of Stop! Rethink that Sugar Drink*

Schools are already providing many of the elements of Health Promotion through programs designed to promote resilience, social skills, nutrition information, puberty and the life cycle.

There are many resources available for teachers that assist them in teaching areas of the National Curriculum that relate to food and nutrition, and which therefore address issues of weight and oral health.

This resource complements these, and assists school staff by filtering available programs, activities, and information, thereby saving teachers the need to make their way through several resources to find the work they require to 'stay on topic'.

*Stop! Rethink that sugar drink* also: highlights why nutrition and oral health at the primary school level is considered important and outlines relevant legislation and guidance; and provides information to ensure that education is evidence based

*The resource will be placed online for a trial period to invite teachers throughout the region to trial and comment on the resource. All recommendations will be considered, and incorporated appropriately to respect school requirements and practicalities.*

# Putting *Stop! Rethink that sugar drink* into an educational context.

## *Stop! Rethink that Sugar Drink* within a Health Promoting Schools approach

The *Health Promoting Schools Framework* developed by the World Health Organisation (1986) encourages a whole-school approach to addressing health issues. This framework consists of three areas:

- Curriculum
- Ethos and Environment
- Parents and Community.



*Health Promoting Schools Framework  
(World Health Organisation, 1986)*

A health promoting school cannot be defined by the presence of special projects, educational activities or physical characteristics. Nor is it a program with a beginning or an end. Rather, it is an integrated, sustained method of practice.

By applying the health promoting schools framework, you are recognising that schools are complex organisations made up of more than just 'classrooms and lessons'. The framework encourages you to think broadly and creatively about what is happening in your school, and what can be done to maximise your school's potential.

Applied to sweet drink awareness, the framework guides consideration of some basic questions that explore how your school works:

- Where are our energies, resources, activities, policies and programs directed? Should these be redirected to improve the comprehensive and consistent nature of activities and programs offered by our school?
- Who in our school is involved in planning and implementing these activities, policies and programs? Should other people (community, partner agencies) be involved? Why? How can their participation be encouraged?
- Are we working within the expectation of providing and supporting our duty of care to our students and staff such that their health is considered and supported

Using the health promoting schools framework to think broadly and creatively about improving what your school does and how it works, can help your school be the best place possible to learn, work and play.



## Essential elements of promoting health in schools.

**Healthy school policies:** These are clearly defined in documents or in accepted practices that promote health and wellbeing. Many policies promote health and wellbeing: eg. policies that enable healthy food practices to occur at school; policies which discourage bullying.

**The school's physical environment:** The physical environment refers to the buildings, grounds and equipment in and surrounding the school, such as: the building design and location; the provision of natural light and adequate shade; the creation of space for physical activity; and facilities for learning and healthy eating.

The physical environment also refers to: basic amenities such as maintenance and sanitation practices that prevent transmission of disease; safe drinking water availability; air cleanliness; as well as any environmental, biological or chemical contaminants detrimental to health.

**The school's social environment:** The social environment of the school is a combination of the quality of the relationships among and between staff and students. It is influenced by the relationships with parents and the wider community.

**Individual health skills and action competencies:** This refers to both the formal and informal curriculum and associated activities, where students gain age-related knowledge, understandings, skills and experiences, which enable them to build competencies in taking action to improve the health and wellbeing of themselves and others in their community, and which enhances their learning outcomes.

**Community links:** Community links are the connections between the school and the students' families plus the connections between the school and key local groups and individuals. Appropriate consultation and participation with these stakeholders enhances the health promoting school and provides students and staff with a context and support for their actions.

**Health Services:** These are the local, regional and state-wide school-based or school-linked services, which have a responsibility for health care and promotion, through the provision of direct services to students (including those with special needs), families and workplace environments. They include: screening programs, assessment by licensed and qualified practitioners; and mental health services (including counselling) to promote students' social and emotional development, to prevent or reduce barriers to intellectual development and learning, to reduce or prevent mental, emotional, and psychological disturbances, and to improve social interactions for all students.

## Victorian nutrition and health policy framework

In April 2014, the Department of Education and Early Childhood development released: *'Principles for health and wellbeing. Underpinning effective professional practice across DEECD services.'* This document is available at: <http://www.education.vic.gov.au/Documents/about/department/principlesforhealth.pdf>, and elaborates on the key policy drivers to integrate health and wellbeing content within educational settings. The development of the *Principles for Health and Wellbeing* informs the Department's response to Victorian and Australian Government policy and initiatives, some of which are outlined below.

- The Victorian Public Health and Wellbeing Plan 2011-2015 states 'better health has important benefits for optimal development and educational attainment'. The plan identifies early years and education settings as one of the four priority settings for action and engagement in 'building a Victoria wide prevention system'. [http://docs2.health.vic.gov.au/docs/doc/8532A3E8DAD73048CA2578FE000571F5/\\$FILE/vic-public-health-wellbeing-plan.pdf](http://docs2.health.vic.gov.au/docs/doc/8532A3E8DAD73048CA2578FE000571F5/$FILE/vic-public-health-wellbeing-plan.pdf)
- The Victorian Parliamentary Inquiry into the Potential for Developing Opportunities for Schools to Become a Focus for Promoting Healthy Community Living (2010) recommended a broad framework for how the Victorian health-promoting schools approach could be supported through Victorian government, Catholic and independent schools. [http://www.parliament.vic.gov.au/images/stories/committees/etc/SH\\_Report/School\\_Health\\_PRELIMINARIES.pdf](http://www.parliament.vic.gov.au/images/stories/committees/etc/SH_Report/School_Health_PRELIMINARIES.pdf)
- The Victorian Early Years Learning and Development Framework (2011) sets clear outcomes for children's wellbeing, together with other outcomes that support learning and development. The framework also outlines practice principles for professionals working with children including collaborative, effective and reflective practice. <http://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf>

- The National Quality Framework for Early Childhood Education and Care sets a new national benchmark for the quality of education and care services. A key objective is to ensure the safety, health and wellbeing of children attending education and care services. <https://www.dss.gov.au/our-responsibilities/families-and-children/programmes-services/early-childhood-child-care/national-quality-framework-for-early-childhood-education-and-care>
- Victoria as a Learning Community Action Plan (2013) sets out the Government’s vision for raising the standards of learning and development. Implementation of the Principles for Health and Wellbeing can assist in school reform to ‘shift the achievement curve’ and ‘maximise access and inclusion’. <http://www.education.vic.gov.au/Documents/about/department/stratplan201317.pdf>
- The Shape of the Australian Curriculum: Health and Physical Education paper (2012) recognises schools as key settings for developing health related knowledge and skills and promotes a strengths-based approach to improving health and wellbeing through the school curriculum. [http://www.acara.edu.au/verve/\\_resources/shape\\_of\\_the\\_australian\\_curriculum\\_health\\_and\\_physical\\_education.pdf](http://www.acara.edu.au/verve/_resources/shape_of_the_australian_curriculum_health_and_physical_education.pdf)
- The Victorian Auditor-General’s report on the Effectiveness of Student Wellbeing Programs and Services (2010) concluded that DEECD did not have a clear and current overarching framework defining its student wellbeing objectives, programs and services. It called for greater coordination, overarching policy and better evaluation of program and service effectiveness. <http://www.audit.vic.gov.au/publications/2009-10/290110-Student-Wellbeing-Full-Report.pdf>
- The Victoria’s Vulnerable Children - Our Shared Responsibility Directions Paper (2012) outlines the Victorian Government’s first-year initiatives, longer term commitments and areas requiring further consideration as a result of the Protecting Victoria’s Vulnerable Children Inquiry’s recommendations. [http://www.dhs.vic.gov.au/\\_data/assets/pdf\\_file/0005/709439/1\\_Directions\\_paper\\_May\\_2012.pdf](http://www.dhs.vic.gov.au/_data/assets/pdf_file/0005/709439/1_Directions_paper_May_2012.pdf)

In addition, there are national guidelines for other services that impact within the school environment. These include:

- Australian Dietary Guidelines, National Health and Medical Research Council, 2013, <http://www.eatforhealth.gov.au>
- School Canteens and Other School Food Services Policy, DEECD, 2012 <http://www.education.vic.gov.au/school/principals/management/pages/canteenpolicy.aspx>
- Healthy Together Victoria – Action plan for oral health promotion 2013 – 2017, Victorian Government Department of Health 2013 available at: [http://docs.health.vic.gov.au/docs/doc/CF4AB51AD4A9E531CA257B770082A637/\\$FILE/1303009\\_htv\\_oral\\_health\\_WEB.pdf](http://docs.health.vic.gov.au/docs/doc/CF4AB51AD4A9E531CA257B770082A637/$FILE/1303009_htv_oral_health_WEB.pdf)

## Developing a school Health and Wellbeing policy

Policies are effective when they reflect the priorities, practices and values of the school. Healthy eating and oral health policies demonstrate a school’s commitment to health and wellbeing.

Most schools now have a Health and Wellbeing policy in place that includes statements around supporting good nutrition. Few schools however have a policy that clearly protects that environment where children and families provide poor nutrition choices. The H<sub>2</sub>Only schools project works with schools to ensure that there is either a specific water-only policy regarding drink consumption at school, or that statements made within the Health and wellbeing policy are clear in disallowing sweet drinks within the school zone.

Where schools need support to commence development of a health and wellbeing policy that considers nutrition and oral health, they are recommended to the Healthy Together Victoria site (<http://www.healthytogether.vic.gov.au/resources/index>) which provides clear guidelines and sample policies. Within this program they recommend the following:

- a) The policy addresses all aspects of food and drink within the school.
- b) Staff, families and students are involved in guiding healthy eating policy and practices.
- c) Staff, families and students are provided with information about policy requirements.
- d) The diversity of the school community is considered in developing and implementing the policy.

- e) The policy is cross-referenced with, and complements, other relevant policies (e.g. School Canteens and other School Food Services Policy, oral health).
- f) The policy can be stand-alone or be incorporated into a whole school health and wellbeing policy.

The School Canteens and Other School Food Services Policy is mandatory for government schools and strongly recommended for independent and Catholic schools. It applies to:

- Food services within the school environment, such as the school canteen
- School events, i.e. celebrations and sports days
- Vending machines
- Foods used in curriculum activities
- Other school food procured, such as online ordering or the local milk bar for school lunches.

Traditionally, fundraising activities are largely food focused and can sometimes conflict with healthy messages the school is trying to promote. To ensure fundraising activities align with school policies and practices, schools need to consider fundraising activities that are both profitable and encourage healthy lifestyle choices.

It's important for policies to incorporate the importance of sharing cultural and religious beliefs about food, healthy eating and oral health. It can also recognise cultural differences and sensitivities that may exist. Being sensitive to, and respecting, the cultural backgrounds and diversity of families will help ensure their settlement into the school.

## Nutrition and Oral Health within Australian & Victorian Essential Learning Standards

Home is the first place for learning. Daily life provides the opportunities to learn information, values and attitudes from our family. Ideally, students learn that they are able to talk to their parents and carers and ask questions. (

- Patrick, H., & Nicklas, T. A. (2005). A review of family and social determinants of children's eating patterns and diet quality. *Journal of the American College of Nutrition*, 24(2), 83-92.
- Salvy, S. J., De La Haye, K., Bowker, J. C., & Hermans, R. C. (2012). Influence of peers and friends on children's and adolescents' eating and activity behaviors. *Physiology & behavior*, 106(3), 369-378.

Primary school broadens the child's experience of learning the rules for getting on in the rest of the world. A surprisingly large part of school interactions can relate to nutrition. School camps, sporting events, celebrations, and everyday meals all provide tacit information about values and preferences placed by society and peers on choice.

- Mehta, K., Phillips, C., Ward, P., Coveney, J., Handsley, E., & Carter, P. (2012). Marketing foods to children through product packaging: prolific, unhealthy and misleading. *Public health nutrition*, 15(09), 1763-1770.
- Graff, S., Kunkel, D., & Mermin, S. E. (2012). Government can regulate food advertising to children because cognitive research shows that it is inherently misleading. *Health Affairs*, 31(2), 392-398.

For all of the excellent children's media and communications technology that are fun, entertaining and educational, students use a lot of other media that is difficult for adults to predict and control. Communication technologies make our lives easier in many ways but they have also changed how we make friends, how communication can occur between students and parents, and our access to information. People most often express concern about young people's exposure to advertising. It is hard to quantify is the effect of constant messages that creep up on us and influence our idea of what is normal, preferential and acceptable. In the absence of school-based nutrition education, these informal and often misleading lessons can continue without an opportunity to provide a balanced view within the context of age-appropriate learning and teaching.

## Water within Australian & Victorian Essential Learning Standards

Water is a changing natural asset. In an uncertain future climate, Victorian students have the opportunity to learn how to balance the supply and demand of this precious resource.

*Water – Learn it! Live it!* (Water LiLi) is a comprehensive curriculum resource for primary and secondary school teachers. It covers all aspects of the water story, and contains a variety of activities and projects. The resource is presented in 3 volumes focusing on water sources and properties, water movement through nature and cities, and how our communities use and value water.

*Volume 1: Water in the Natural Environment:* This volume is broken into 4 sections:

1. Properties of water
2. The natural water cycle
3. Bodies of water
4. Weather.

*Volume 2: Water in the Urban Environment:* This volume is broken into 4 sections:

1. Collecting water
2. The water journey
3. Water coming and going
4. The water industry

*Volume 3: Water in the Community:* This volume is broken into 5 sections:

1. Understanding water use
2. How we use water
3. Water meanings
4. Water supply and efficient water use
5. Water for health and wellbeing.

*Water – Learn it! Live it!* (4th edition) has been developed by Melbourne's government-owned water retailers and is available on line through the Barwon Water website:

<http://www.barwonwater.vic.gov.au/learning/schools/resources/water-learn-it-live-it>.

The Department of Environment and Primary Industries provides information on water in Victoria including water facts, water conservation, how to save water in the house and garden, and where water comes from. Includes excellent education resources for teachers and students with information on water cycle, saving water, water quality, Melbourne's catchments, treatment, sewerage supply and pollution. (<http://www.water.vic.gov.au/>)

# Becoming an H<sub>2</sub>Only School

Schools throughout the Geelong region are being encouraged to become 'sweet-drink-free zones' as part of a project to build on the success of the 'Romp & Chomp', and 'Smiles 4 Miles' partnership project that saw all preschool and early childhood centres throughout the Geelong region become 'sweet-drink free' sites in 2009.

## Meeting the requirements

The H<sub>2</sub>Only Schools project intends for primary schools to promote themselves as 'water-only' by:

- Ensuring drinking water is available to students at all times
- Permitting children to bring only water to school
- Providing no sweet drinks through the canteen
- Ensuring staff model the ideal behaviour by not bringing sweet drinks on to the school grounds
- Ensuring curriculum content promotes education about sweet drinks.

Each primary school that meets these criteria will receive a metal sign board to be placed at the front of the school which clearly states that "this school is an H<sub>2</sub>Only school – water only here" sign. The artwork and wording is to be designed by the school. Funding will be provided by Barwon Health.

As well as the sign, Barwon Health will provide a Health Promotion Officer to support the school with their campaign, providing information for students, families and staff, and other resources (fridge magnets, parent information, and a curriculum resource).

## Key messages

- The consumption of sugary drinks is associated with tooth decay, weight gain and obesity. Tooth decay carries with it significant physical, social and health implications. Obesity is a leading risk factor for diabetes, cardiovascular disease and some cancers. Both of these health issues are preventable.
- Sugary drinks provide no nutritional benefits.
- Soft drinks are an 'extra' food and should be consumed once a week or less, and in small amounts.
- Australians are very high consumers of sugary drinks. Males are higher consumers than females across all age groups.
- Consumption of sugar-sweetened drinks, artificially-sweetened drinks and juices contribute to a 'sweet palate'.
- Avoid buying sweet drinks and limit availability at home.
- Offer water and milk instead.
- Use a refillable water bottle.

## Key actions

- Ensure you have a policy that clearly states your school is either sweet-drink-free, or water-only. This can be a stand-alone policy, or contained within a health and wellbeing policy.
- Ensure potable drinking water is available to students at all times
- Build curriculum to increase student knowledge and skill-building to reduce sweet drink consumption
- Engage parents through newsletters, public forums and meetings
- Engage canteen managers to ensure compliance with school policies.
- Place sufficient information on display – such as posters, signs, project materials etc that clearly display the schools water-only practices.
- Remove and return any sweet drinks brought on to school grounds.
- Ensure staff model no sweet-drink practices
- Celebrate water consumption. Eg. Implement a sweet-drink-free-week.

## Whole-of-school activities

Whole-of-school initiatives can be valuable in consolidating what is learnt in the classroom and to promote healthy changes at your school<sup>1-3</sup>. You might consider committing to at least two of the activities on this checklist, most of which can extend to include students, staff, family members and other members of the community.

This promotion can extend to include students, staff, families and other members of the school community.



Implement a “sweet-drink free” week at your school.

- Have the principal commit to going “sweet drink free” for a week.
- Publicize throughout the school community that the principal is going “sweet drink free.” Encourage other staff, administrators and students to do the same.
- Announce daily what the principal is drinking instead!



Host an event to encourage staff, students and parents to go “sweet drink free” for a week.

- Distribute the provided “Go sweet drink free” commitment sheet to students, staff and parents, and encourage them to commit to a “sweet drink free” week.
- Design a display to highlight the number of participating people and the amount of sugar not consumed. For example, the display could feature paper bottles, spoons, or stickers that each represent an amount of sugar saved from our diet and teeth!
- Encourage friendly competition among grades to see which grade has the most “sweet drink free” students.



Educate staff, students and parents/caregivers about the health consequences of consuming sweet drinks and provide information about healthy alternatives.

- In the classroom, talk about the appeal and marketing, and the health consequences of sweet drink consumption.
- Organize learning stations where students, staff, and parents can measure out the amount of sugar in popular drinks.
- Broadcast over the loudspeaker a daily announcement about healthy drinks.



Create posters and other signage about going “sugary drink free.”

- Organize a poster contest, encouraging students to design posters about the health consequences of reducing sweet drink consumption.
- Have students create signs for “sweet drink free” zones around your school.



Have students write a newsletter article about the possible health impacts of regularly having sweet drinks and/or the benefits of water. Best articles for each topic get published in the school’s newsletter.



Water bottle decorating – personalized water bottles encourage use and reduce sharing of drinks bottles.



Have a ‘Bring your toothbrush to school’ day. Encourage each child to clean their teeth after lunch.



Get a local dentist to judge school competitions. (Contact the Australian Dental Association Victorian Branch on 8825 4600 to assist in locating one for you). The winning poster/s will be laminated for the dentist’s wall.

- A poster contest on oral health issues.
- A poetry contest where students begin with a statement, such as “My smile is important ...” or “I care for my teeth ...”. Determine the number of words each age group should submit.



Create a “Healthy Smiles” bulletin board with smile photos that students clip from magazines, or of the students themselves. Add oral health tips messages: (Brush with a fluoride toothpaste twice a day”; Stop! Rethink that Sugar Drink; Water is Cool in School; Visit your dentist regularly).

1. Laurence, S., Peterken, R., & Burns, C. (2007). Fresh Kids: the efficacy of a Health Promoting Schools approach to increasing consumption of fruit and water in Australia. *Health promotion international*, 22(3), 218-226.

2. Rowe, F., Stewart, D., & Somerset, S. (2010). Nutrition education: towards a whole-school approach. *Health Education*, 110(3), 197-208.

3. Dudley, D. A., Cotton, W. G., & Peralta, L. R. (2015). Teaching approaches and strategies that promote healthy eating in primary school children: a systematic review and meta-analysis. *International Journal of Behavioural Nutrition and Physical Activity*, 12(1), 28.

## Implementing canteen changes

While many schools are actively promoting students' health in classroom activities, many are realising that these messages need to be considered in the context of the broader school community. Schools often realise that learning in the classroom has more impact when the school canteen and other school-ground activities promote healthier options

The school canteen, where schools have them, therefore presents a great opportunity to support the positive nutrition messages promoted in the classroom and represented in the school educational goals.

Some schools are concerned about the role of the canteen in the transition to becoming an 'H<sub>2</sub>Only School', particularly where the canteen is run independently. The canteen is a crucial component, and must be on board with the school's ambition to be H<sub>2</sub>Only. This may require some training and support, as it has been the authors experience that canteen managers have not always been clear about what is considered a 'sweet-drink' and may argue in favour of juice and flavoured milks – both of which are high in sugar content.

Each school community needs to develop their own vision of their school canteen and put in place the infrastructure to ensure this vision is realised. This may involve the development of a 'Nutrition/Canteen Policy'.

### What is a Nutrition/Canteen Policy?

Every school should have a Nutrition/Canteen Policy- it sets out the aims and operating principles of a school canteen.

Other reasons for having a Nutrition/ Canteen Policy:

- Allows the school community to be involved in determining the canteens goals
- Allows for the canteen's performance to be assessed against some standards
- Informs everyone what is expected of the school canteen

The school canteen is often expected to generate revenue for the school. If this is the case a number of questions may need to be addressed to ensure the canteen runs effectively. These would include:

- How should the canteen support a healthy food agenda?
- What profit should the canteen make?
- How should the canteen's profit be utilised by the school?

Many school councils have contractual arrangements in relation to their canteens and these arrangements need to be honoured. Schools that have a specific relationship with a retail shop for the provision of school foods and drinks need to consider how this policy can be applied. Many of the concerns of private canteens can be alleviated by permitting them to sell bottled water and milk, encouraging them to be creative such as selling a soup in winter and iced water in summer; and to participate in one of the annual events where an exception may occur – for instance a hot milo day to celebrate the shortest day of the year.

Changes to the school canteen menu or food service will vary from school to school depending on a variety of factors such as: how many days per week the canteen is open; what food preparation facilities are available; and where the canteen is currently placed with respect to making healthy changes.

In order to assist your school move toward a healthy canteen, the following on line resources will assist you:

<http://www.education.vic.gov.au/Documents/school/principals/management/gfylgetstart.pdf>

<http://www.education.vic.gov.au/school/principals/management/Pages/canteenpolicy.aspx>

[https://www.eduweb.vic.gov.au/edulibrary/public/schadmin/schops/healthycanteen/gfyl\\_policy.pdf](https://www.eduweb.vic.gov.au/edulibrary/public/schadmin/schops/healthycanteen/gfyl_policy.pdf)

## Community partnerships

Community partnerships are working relationships between schools and health and community services to provide additional support and resources to children, families and community members. The way these partnerships look and how they work often differs from school to school. A partnership could begin with a conversation between schools and health professionals or it could be a more formal relationship where children from a school are referred to a health and community service if there are concerns about their mental health and wellbeing. However they work, health and community partnerships are all about establishing, developing and maintaining relationships between schools and health and community services for the benefit of children's health and wellbeing.

Consider who in your community might contribute most effectively to assist you in achieving learning outcomes for your students.

Possible partners within the H<sub>2</sub>Only Schools project might include:

- Local water catchment authorities
- Private and public oral health practitioners (dentists, dental therapists, orthodontists ...)
- Nutritionists and Dietitians
- Australian Dental Association
- Canteen managers
- Local 'Community Kitchens' or cooking group participants
- Marketing / advertising company representatives

Reflective practice questions for schools

- What service gaps can you identify?
- What referral pathways do you currently have for children and families who require support?
- What are you doing to develop and sustain partnerships with health and community services available to your community?
- If you identify a new organisation, how would you approach them, and if approached how do you ascertain relevance and competencies?



## Toward meeting the Victorian Prevention and Health Promotion Achievement Award

The H<sub>2</sub>Only project supports your school to move closer to achieving the *Victorian Prevention and Health Promotion Achievement Award*, which many of you have commenced. A copy of the Healthy eating and oral health benchmarks are included within the resources section of this document to enable you to see where this resource complements your schools' actions toward achieving this award. For further information the full document can be found online at <http://docs.health.vic.gov.au/docs/doc/Healthy-Together-Achievement-Program:-primary-schools>.



## Staged Approach to becoming an H<sub>2</sub>Only school

Tick the appropriate box

	Not planned at this stage	Planned for the future	Currently working on the initiative	Achieved
The school permits students to drink water at any time, and to bring water bottles into the classroom				
The school has sufficient access to appropriate water taps that students can refill water bottles easily and conveniently				
Sweet drinks are discouraged from being brought to, bought at, or consumed anywhere at any time on school grounds, with the exception of four pre-arranged 'exception days'				
The school canteen, where one exists, does not provide sweet drinks, except as arranged with the school on one of the four exception days, if at all.				
Information on the health concerns of sweet drinks, and the healthiness of water and plain milk – is included in ongoing curriculum				
The school has a policy that clearly states that sweet drinks are not to be brought on to, or bought within school grounds at any time other than the four designated 'exception days'				
Information is available to families and the community generally which clarifies the school position and provides information about the concerns of sweet drink consumption				
School staff do not bring to, or consume sweet drinks while on school grounds.				

**PART B**

**TEACHER  
INFORMATION**



## Placing: 'Stop! Rethink that sugar drink' into a themed unit of inquiry.

Starting with the prior knowledge and experience of students, these inquiries follow a sequence of phases:

- framing and focusing questions;
- locating, organising and analysing evidence;
- evaluating, synthesising and reporting conclusions;
- possibly taking action of some sort;
- reconsidering consequences and outcomes of each of the above phases.

The resource promotes problem-solving and decision-making techniques. Making the inquiry models used in the classroom explicit to students assists them to exercise control over their investigations and make choices about their directions.

Cooperative learning is proposed to maximise student's learning from each other and as a means for practising effective participation in society.

There are components of direct teaching which is important for the development of skills both within and outside an inquiry. Clearly, students require a great deal of explanation, skill development and modelling at first. This scaffolding can be reduced as students develop expertise.

## Background knowledge:

Beverages are a significant part of people's diets. However, the variety of available drinks, and the many options of container sizes, can make choosing a healthy drink seem complicated. Here is valuable information about some of the most common drinks:

### Water

Water is a simple substance containing two parts hydrogen and one part oxygen (H<sub>2</sub>O) and it is the most common compound on earth, the fluid on which all life depends. It's the liquid humans must have to live. An average person can live a few weeks without food, but only a few days without water.

Water is also the most abundant substance in the human body. For most people, body weight is made up of 50 to 80% water. (*National Health and Medical Research Council 2005*). Every bodily process needs water to function.

- Water regulates your body temperature, keeping it constant at about 37°C. Many body processes produce heat, including any physical activity. Through perspiration, heat escapes from your body as water evaporates on your skin.
- Water carries nutrients and oxygen to your cells and carries waste products away.
- Water helps with digestion of foods
- Water helps to wash away food debris from the teeth and reduces the acidity of some foods.
- Water moistens body tissue such as those in your mouth, eyes and nose.
- Water is the main part of every body fluid including blood, saliva, stomach juices and urine.
- Water helps cushion your joints and protects your body's organs and tissues.

*Better Health Channel & Department of Health and Human Services (2014). Water - a vital nutrient. [http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/water\\_a\\_vital\\_nutrient?open](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/water_a_vital_nutrient?open)*

The average person loses water daily through perspiration, urination, bowel movements and even breathing. Drinking fluids is the main way that we replace this lost water. However, many of the foods we eat, particularly fresh fruit and vegetables, are made of up to 95% water, so top up your water supply with a balanced diet.

**Most people need around 8 glasses of fluids per day, as well as eating fruit and vegetables, to replace water lost every day.**



### Why is it important to drink enough water?

- About 80% of the body is made up of water.
- All parts of the body depend on water
- Water keeps our kidneys, blood vessels, skin and most other systems healthy
- Our bodies can't make water, so we need to get it from food and fluid
- Water helps to maintain healthy body weight by increasing metabolism and regulating appetite.
- Losing only 2% of your body weight in water can have significant effects on your body.  
*National Health and Medical Research Council (NHMRC). (2005). Nutrient reference values for Australia and New Zealand: Water. Retrieved July 2015 from [https://www.nrv.gov.au/sites/default/files/page\\_pdf/n35-water\\_0.pdf](https://www.nrv.gov.au/sites/default/files/page_pdf/n35-water_0.pdf)*

### Why is water the best drink?

- It has no kilojoules (calories)
- It's cheap
- It's readily available
- It can help to protect your teeth from decay  
*National Health and Medical Research Council, & Department of Health and Aging (2013). Australian dietary guidelines: (N55a). [https://www.eatforhealth.gov.au/sites/default/files/files/the\\_guidelines/n55a\\_australian\\_dietary\\_guidelines\\_summary\\_131014.pdf](https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n55a_australian_dietary_guidelines_summary_131014.pdf)*

### How much fluid should people drink?

- Adults need at least 8 medium glasses of fluid a day – about two litres.
- School aged children need at least 5 glasses of fluid a day – about 1.25 litres – and more as they get older.

### How do People Check Whether They're Drinking Enough?

- Drink before you feel thirsty – thirst is usually a sign of dehydration.
- The colour of urine indicates if they're drinking enough – urine should be straw-coloured and will be darker when dehydrated.

*National Health and Medical Research Council (NHMRC). (2005). Nutrient reference values for Australia and New Zealand: Water. Retrieved July 2015 from [https://www.nrv.gov.au/sites/default/files/page\\_pdf/n35-water\\_0.pdf](https://www.nrv.gov.au/sites/default/files/page_pdf/n35-water_0.pdf)*

### When is more water needed?

- Exercise: Any activity that causes sweating will increase the amount of fluid needed to compensate for the fluid loss. Drinking water before, and regularly during, exercise is usually enough for up to an hour – up to 600ml is an adequate amount. Sports drinks are only needed when exercising at high intensity for longer than one hour. As children rarely exercise at this level for this time, sports and other sweetened drinks aren't needed. Sports drinks are high in sodium (salt), which is also unnecessary for children.

1. Dugas, J. P., Oosthuizen, U., Tucker, R., & Noakes, T. D. (2009). Rates of fluid ingestion alter pacing but not thermoregulatory responses during prolonged exercise in hot, humid conditions with appropriate convective cooling. *European journal of applied physiology*, 105(1), 69-80.

2. Malik, V. S., Pan, A., Willett, W. C., & Hu, F. B. (2013). Sugar-sweetened beverages and weight gain in children and adults: a systematic review and meta-analysis. *The American journal of clinical nutrition*, 98(4), 1084-1102.

3. Vartanian LR, Schwartz MB, Brownell KD. Effects of soft drink consumption on nutrition and health: a systematic review and meta-analysis. *Am J Public Health* 2007;97(4):667-75.

4. Wolff E, Dansinger ML. Soft drinks and weight gain: how strong is the link? *Medscape J Med*, 2008;10(8):189.

5. Hu, F. B. (2013). Resolved: there is sufficient scientific evidence that decreasing sugar-sweetened beverage consumption will reduce the prevalence of obesity and obesity-related diseases. *Obesity Reviews*, 14(8), 606-619

- Heat or humidity: Warm weather can make the body produce more sweat, as can being in heated rooms. Drinking regularly is important.

*Better Health Channel, & Department of Health and Human Services. (2014). Water - a vital nutrient. Retrieved July 2015 from [http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/water\\_a\\_vital\\_nutrient?open](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/water_a_vital_nutrient?open)*

- Certain health problems such as fever, vomiting and diarrhoea, can cause a person to lose additional fluids. In these cases humans should drink more water and may even need rehydration solutions with electrolytes. Other health conditions, such as kidney disease or diabetes, can also change fluid output, and may increase the amount that someone needs to drink, but these are usually managed by health professionals.

*Better Health Channel, & Department of Health and Human Services. (2014). Water - a vital nutrient. Retrieved July 2015 from [http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/water\\_a\\_vital\\_nutrient?open](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/water_a_vital_nutrient?open)*

## **H<sub>2</sub>Only Schools - Hints**

Why should water be the first choice when we want a drink?

It has no harmful effects on our teeth

It quenches thirst better than any other drink

It provides dental benefits.

It's sugar-free and has no caffeine

It keeps bowels regular

It maintains the health of our kidneys, blood vessels, skin and most other systems.

It won't affect your usual body weight

## Milk

Milk provides vitamins and minerals (especially calcium); and is unique in that it is also a good source of protein. Australian Dietary Guidelines recommend that primary school aged children have around 2-4 serves of dairy foods every day. 1 serve is a cup (250ml) of milk, 150g of yoghurt/custard or 2 slices (40g) cheese.

Some people, particularly women and older Australians, do not have enough dairy foods in their day. Drinking milk is an easy way to increase dairy intake.

### ? Why is it important to drink milk?

- Milk supplies protein, calcium, and vitamin D, all of which are needed for growth of strong bones and teeth.

### ? How much milk should you drink?

- Drinking milk is an easy way for children to meet their dairy requirements of 2-4 serves per day – a serve of milk is 250ml.

### ? Are there any alternatives to having dairy foods?

- Soy foods are adequate replacements for dairy foods, as long as they have added Vitamin B12 and calcium
- Other milks, such as rice, almond or oat milk, don't usually have the broader nutritional benefits of dairy or soy. These milks should be used only if recommended by health professionals or as a 'sometimes' choice

### ? What about other milk based drinks?

- Flavoured milks, milkshakes, coffee or tea with whole milk, and ice cream based drinks can be included sometimes, rather than every day, in a healthy way. These foods provide extra energy (kilojoules), without giving any extra nutritional benefit.

## Calcium

Calcium is an important nutrient for your body and your health. Calcium is vital for healthy teeth and bones. It also plays a crucial role in other systems of the body, such as the health and functioning of nerves and muscle tissue. Ninety-nine per cent of your body's calcium is stored in your bones and teeth – the rest is stored in the tissues or blood.

Good sources of calcium include dairy foods like milk, yoghurt and cheese, and calcium-fortified products, such as soymilk or rice drink and breakfast cereals. People need different amounts of calcium across their lives – growing children, teens and older women need more than others. Some other foods provide calcium in smaller amounts, such as seafood, calcium-fortified cereals, almonds, sesame seeds and green leafy vegetables

The most recent Australian Health Survey data (2011-12) shows that only 27% of women and 49% of men meet their calcium requirements.

Calcium-rich foods and fluids are our bodies' best sources of calcium, and have other health benefits. Calcium should be provided in meals and snacks throughout the day. Calcium supplements are sometimes needed to supplement food sources but should only be taken when recommended by a health professional.

Did you know that chewing a piece of cheese between meals or as a healthy snack helps to create saliva that neutralises acids and the calcium helps to remineralise or strengthen tooth enamel!

Although dairy products are high in calcium, they can also be high in fat. Choose reduced fat dairy foods where you can, or include full fat dairy foods in smaller quantities and less often. Some lower fat options include: non-fat or low fat milks; reduced fat cheese; and many of the calcium-rich alternatives to dairy, such as dry beans.

### What foods are sources of calcium?

The following foods have 250 mg. calcium or more in each serving.

- 250ml (1 glass) milk
- or calcium fortified soy milk
- 200g (1 tub) of yoghurt
- 40g hard cheese or cheese slices
- 125g (¼ cup) ricotta or feta
- 250g (½ cup) cottage cheese
- 160g calcium-set firm tofu
- 100g (1 medium tin) tinned salmon or sardines with bones



Some other foods that can help to top up calcium levels include (each amount provides ~250mg calcium)

- 100g Fresh or tinned soybeans
- 120g Almonds
- 5 oranges
- 3 tablespoons tahini
- 2 cups cooked spinach
- 50g (1 ¼ cups) Special K or other calcium fortified cereal

### Lactose Intolerance

Some people find it hard to digest lactose, the natural sugar found in milk and dairy products. This is known as 'lactose intolerance', and is relatively uncommon in adults. Individual tolerance of lactose will vary, so that some people can consume a lot of dairy foods/fluids without symptoms, and others only small amounts. Lactose intolerance can also occur temporarily after a severe bout of diarrhoea, and will usually disappear after a few days.

Symptoms of lactose intolerance include bloating, discomfort, nausea and diarrhoea. Professional advice from a GP or Dietitian should be sought if these symptoms are experienced, to make sure that lactose is the cause, manage the symptoms and balance the diet overall

### Vitamin D

Vitamin D is essential for building strong bones. Whilst some foods have small amounts of Vitamin D, the body's best source is through exposing skin to sunlight. Many Victorians have low Vitamin D levels. Risk factors for not getting enough sunlight exposure are: being older and/or housebound, having dark skin, avoiding sun exposure or covering the skin, working inside, being obese, or having a disability.

The amount of sunlight needed to increase Vitamin D levels varies depends on location, season, skin colour, and area of skin exposed. People in high risk groups or with low Vitamin D levels may require Vitamin D supplements. This is best done in consultation with a health professional, such as a doctor or Dietitian.

Including foods with Vitamin D can help boost Vitamin D levels. These foods include: fatty fish (herring, mackerel), liver, mushrooms, and fortified products (milks, margarine, cheese, yoghurt, dairy desserts, butter, soybean products).





## Sugar-Sweetened Drinks

Sugar-sweetened drinks include all fruit juices, soft drinks, cordials, flavoured milks, energy drinks and sports drinks. All of these contain a high amount of concentrated sugar and provide few or no beneficial nutrients. Children do not need sugar-sweetened drinks for energy or health. Drinking sugar-sweetened drinks in large amounts can actually increase the risks of dental caries and excessive weight gain as well as some obesity-related diseases’.

Often these items are provided as a ‘treat’ or reward. Sadly we now know that using sweet drinks in this way makes them appear more appealing and desirable, which increases children’s preference and demand for them.

It is better to be clear that while they can be consumed occasionally, they are nothing ‘special’ and in fact are unhealthy if consumed too often.

### **Should children drink diet soft drinks?**

Diet soft drinks don’t contain fat or sugar. However, they provide no beneficial nutrients and they are acidic which can cause erosion which is a dissolving or washing away of the normally hard tooth enamel. They also contain artificial sweeteners, which should be limited in a child’s diet.

## Caffeine

Caffeine is an addictive substance that can affect the heart and nervous system. While it may temporarily help you overcome symptoms such as tiredness and restore alertness, it can have other negative side effects, especially in children and adolescents.

Negative or adverse effects of caffeine can include:

- Difficulty concentrating
- Difficulty sleeping
- Nervousness
- Rapid heart rate
- Insomnia
- Headache
- Anxiety

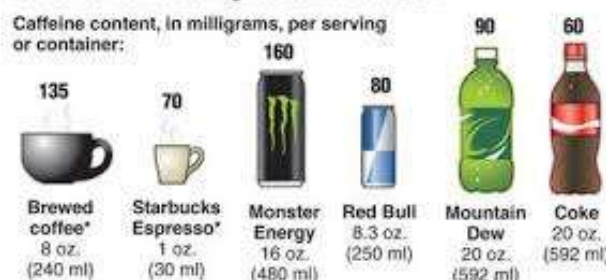
Due to their smaller body weight, children have **twice the risk** of adults of developing these adverse symptoms if they continue to have regular intake of even small amounts of caffeinated drinks.

‘Energy’ Drinks have little nutritional value and have high amounts of caffeine and sugar, placing them in unhealthy food categories under the food and drink strategies for school canteens. Evidence is emerging that ‘energy’ drinks may also be associated with increasing anxiety and cause heart concerns in children with unidentified pre-existing conditions. They often also contain other additives similar to caffeine which increases not only the effects, but the risks associated with these, such as guarana, taurine, ephedrine and ginseng. Reducing the intake of energy drinks is important for general health and wellbeing.

Energy drinks contain around 160-300mg caffeine per 500ml serve  
A can of Coke/Pepsi/Cola contains 50-60mg  
A cup of Coffee contains 40-80mg  
A cup of Tea contains 20-60mg

### **Over the limit on caffeine**

Moderate daily intake of caffeine (200 to 300 mg) normally is not harmful, but too much can cause negative health side effects.



## Oral Health

Dental caries is the formation of cavities in the teeth by action of a number of influencing factors. These can include: an individual's diet as well as acidic bacteria being present in the mouth through poor oral hygiene behaviours i.e. inadequate tooth brushing. This remains one of the most common childhood diseases in the world. Unfortunately, oral health in children under the age of five has probably deteriorated, or at best remained stable, in recent years (Jackson, 2005). This is certainly the case in Victoria with recent statistics indicating that over the past twenty years there remains a significant burden of disease in the birth to five years age group. Data available in 2002 showed that 42 per cent of children in this age group had dental caries with 75 per cent of these children with untreated disease (Dental Health Service Victoria, 2003). Although the introduction of fluoride into Geelong water has significantly reduced this decline, there is clearly still much work that needs to occur, and education remains a big factor in reducing dental caries in our region.

This problem is particularly acute in children from lower socio-economic backgrounds. In fact, recent data reveals that children in the lowest socio-economic quartile experience almost twice as many caries as those children in the highest socio-economic quartile (AHMAC, 2001). These high-risk children live in more materially deprived neighbourhoods, tend to have parents with lower educational levels, have diets high in sugary foods and drinks, and brush their teeth less often (Pine, 2000). This is also the case in children from CALD and Indigenous backgrounds with Indigenous children also likely to experience twice the caries rates of non-Indigenous children together with particularly high levels of untreated decay (AIHW, 2003).

Almost half of all children in Victoria will have developed dental caries at school entry age (Gussy, 2008). This is a real issue as research demonstrates that deciduous caries leads to permanent caries later in life.

Most expert opinion believes the overall reduction in caries is due to the introduction and regular use of fluoride toothpaste. In fact, the use of fluoride toothpaste is the method of choice for reducing dental caries as it is 'convenient and culturally approved, widespread, and it is commonly linked to the decline in caries prevalence in many countries' (Burt, 1998).

There is significant evidence that establishing regular tooth brushing twice a day with fluoride toothpaste into the daily routine of high-risk children has the potential to reduce inequalities in dental health (Curnow, 2002). This is particularly important for younger children as evidence indicates that good oral health behaviours attained in the early years will translate to good oral health behaviours, and good oral health outcomes in adult life (Wind, 2005). However, it is generally known that tooth brushing by children under the age of 10 is inefficient. In view of this, there is considerable evidence to support the provision of knowledge and teaching skills for children in oral hygiene.

A significant initiative has been developed in Australia and implemented throughout Geelong. Smiles 4 Miles is a state wide oral health promotion initiative targeted at preschool aged children. The program is based on the Health Promoting Schools framework formulated by the World Health Organisation. Smiles 4 Miles encourages close collaboration between preschools and parents to develop healthy policy and practices, such as promoting water rather than sweet drinks (Drink Well) increasing the consumption of fruit and vegetables rather than pre-packaged snacks (Eat Well) and encouraging good oral hygiene (Clean Well). These initiatives are designed to promote a healthy environment for the children as well as encourage change at home.



## Advertising

Advertising is used to sell products, and is very powerful. It is carefully planned out so as to appeal to particular groups, such as children shopping with parents.

Techniques used to sell products include:

- Free offers such as bonus toys or second serves
- Making people believe their life will be easier / more appealing
- Making people believe they will look better, be more appealing or popular, or feel better
- Using famous people to endorse products
- Timing ads: eg food ads always peak around 4 – 6 pm = after school and before dinner
- Targetting children in order to have the child pester the parent.
- Rarely mentioning anything about the price

Research has shown that

Most children equate 'celebrity' with 'expert'

The more an ad is seen by a child, the more often they are likely to request that item.

On average there are 12 food advertisements per hour on Australian children's TV. 1 hr of cartoons has 15 minutes of ads.

Children are unaware that advertisements influence their choices

Advertisements have been shown to impact negatively on the self-esteem and influence the food choices of children as young as two.

Children can recognise ads, but not often interpret their intent without help

Australia follows voluntary advertising codes.

Australia has the highest level of TV advertisements directed at children

*Parliamentary\_Library/publications: Research Paper no. 9 2010–11*

*The Obesity Policy Coalition: a partnership between Cancer Council Victoria, Diabetes Australia, VicHealth and the World Health Organization Collaborating Centre for Obesity Prevention, Deakin University, 2006.*

## Dietary Guidelines for Children and Adolescents in Australia

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

Children and adolescents need a wide variety of foods from these core groups every day:

- Vegetables, lentils/beans and fruit
- Grain based foods: wholegrain and high fibre are best
- Lean meats, chicken, fish and eggs – or vegetarian alternatives
- Dairy foods – or alternatives

Children and adolescents also need to reduce the amounts of foods they have with added fats, sugar and salt – such as takeaway foods, processed meats and sugar-sweetened beverages

Water is the preferred drink for all Australians.

Nutrition Australia have developed a new food pyramid resource available for all educators on their website.



## Frequently Asked Questions:

### ? Is bottled water a healthier choice than tap water?

A four-year review of the bottled water industry concluded that just because water comes out of a bottle, there is no assurance that it is any cleaner or safer than water from the tap. In fact, about 25 percent of bottled water is really just *tap water in a bottle*: sometimes it is treated further and sometimes it is not. In addition, bottled water is not as rigorously regulated as tap water and, unlike water from the tap, often lacks fluoride, which is essential for dental health. Finally, bottled water costs considerably more than the water that comes from your tap. Geelong tap water is considered safe and does not require further filtering or purification.

### ? Is diet soft drink better than regular soft drink?

Diet soft drink does not contain the sugar and calories that regular soft drink does, but it is still not considered a healthy drink alternative. Before artificial sweeteners can be sold in our supermarkets, the Food Standards Australia and New Zealand (FSANZ) test them to make sure they are safe to eat, but diet soft drinks provide no nutritive value and also contain phosphoric acid, an ingredient that erodes tooth enamel and can increase the risk of bone loss later in life.

### ? Are artificial sweeteners safe?

Artificial sweeteners are widely used to reduce or replace the sugar in foods and drinks while keeping the taste and reducing the kilojoules linked to sugar consumption. Research indicates that most artificial sweeteners are safe and can be recommended to people trying to reduce sugar-based kilojoules. However emerging evidence shows that replacing soft drinks with diet soft drinks does not contribute significantly to weight loss. Common sweeteners are: Equal or Nutrasweet (aspartame); Splenda (sucralose), Stevia, and Sugarella (saccharin).

### ? Is the high fructose corn syrup used to sweeten soft drinks and other beverages a problem?

There is evidence to suggest that fructose consumed in large amounts, as found in high fructose corn syrup, may act differently to other sugars in the body levels if excess energy is being eaten overall. However, many experts believe that the more significant problem is that drinking large volumes of high fructose corn syrup in sweetened beverages may play a role in the epidemic of obesity.

### ? Are energy drinks a healthy beverage option?

“Energy drink” is a term created by the beverage industry. ‘Energy’ drinks are not considered to be healthy as they contain extremely large amounts of sugar and caffeine, along with some vitamins and herbal ingredients. Examples of energy drinks include Red Bull and Monster. These drinks are not recommended for children and adolescents because they can cause an elevation in blood pressure. ‘Energy’ drinks are often confused with ‘sports’ drinks, but are very different in contents and outcomes of consumption.

### ? Does carbonated or sparkling water impact our health?

If consumed in moderation, carbonated water does not impact health. However, in large amounts (six or more servings a day) the phosphoric acid in many of these drinks can cause dental erosion.

### ? Are sports drinks, electrolyte replacement drinks, and vitamin water healthy beverage options?

For high intensity and endurance sports lasting longer than 60 minutes, a drink which contains carbohydrate and electrolytes, such as milk or a commercial sports drink, is more effective than water in enhancing performance and recovery.

However, for low intensity exercise or exercise lasting for less than an hour, water is the best option. Most people do not need sports drinks since regular food and drink intake is sufficient to replace electrolytes lost during moderate physical activity.

Vitamin waters are made with distilled water, fructose (sugars), electrolytes and vitamins, and some varieties may also contain caffeine. Like sports drinks and electrolyte replacement drinks, vitamin waters are not unhealthy, but they are high in sugars and can be expensive - and are not necessary if one eats a well-balanced diet and is adequately hydrated. Taken regularly without significant exercise they contribute to significant weight gain.

### ? What is the difference between the sugar in lollies and the sugar in fruit?

There is an important distinction between the sugar in lollies and the sugar in fruit. Foods like lollies are high in *added sugar* – which refers to any type of sugar that has been added during the processing of a food or drink – and these foods supply *empty calories* – which means they have a few nutrients but lots of calories. Fruit also contain sugar (fructose) but unlike lollies, the sugar is naturally occurring (already part of the food) and it contains nutrients (vitamins, minerals, fibre, etc) that are an important part of a healthy diet. Sticky and chewy lollies have a tendency to lodge in the natural crevices, grooves and surfaces of teeth thus staying around and increasing the risk of tooth decay, whereas the fibre in fruit can actually help to scrub the teeth when being chewed! Milk also has some natural sugars (lactose) but also contains protein plus vitamins and minerals such as calcium.

### ? Is honey healthier than sugar?

There is no evidence that honey is any healthier than sugar because both sweeteners are made from the same two sugar molecules, and both contain about the same amount of kilojoules per serving.

### ? Why are low-fat foods so high in sugar?

Food producers have replaced the fats in some fat reduced or fat free foods with other ingredients, such as sugar. To check whether a food has added sugars, read the first four ingredients on the Ingredients list, and look for types of sugar, such as – fructose, glucose, sugar syrup, sugar, honey, fruit juice.

### ? Does sugar cause diabetes?

Eating excessive amounts of sugar does not cause diabetes directly. Many factors are involved in developing diabetes, some of which include genetics, being overweight, and lack of exercise. Excess sugar intake may contribute to weight gain which may in turn contribute to the development of diabetes.

### ? How does juice compare to soft drinks?

100% fruit juice has about as many kilojoules as soft drink with minimal added health benefits. It is best to limit the intake of fruit juice and instead eat more whole fruit because they retain all their nutrients and are more filling than juice.

### ? Does soft drink make people fat?

Soft drinks and other sugar-sweetened drinks contain lots of ‘empty kilojoules’ without any nutrition. Having more energy (kilojoules) than the body uses causes weight gain, and this is more likely when large amounts of sugar-sweetened drinks are consumed. Research has also shown that soft drinks seem to be particularly related to weight gain, so should be drunk in small amounts and only on occasion.

### ? Does soft drink harm teeth?

All sugary foods, including soft drink, can cause tooth decay, especially if they are consumed frequently and without regular brushing. The phosphoric acid in soft drinks also contributes to tooth erosion.

#### SWEET DRINKS: QUICK FACTS

Sweet drinks contain high levels of sugar and include: soft drinks, flavoured waters, sports drinks, energy drinks, flavoured milks, and juices.

A 375 ml can of soft drink contains 10 teaspoons of sugar

Sweet drinks can contribute to tooth decay, dental erosion, and dental caries.

Sweet drinks can contribute to weight gain.

Sweet drinks are more expensive than tap water. Plan for a nice, family way to spend the money you save!

It is better to eat fruit than drink it as it contains more nutrients and includes the goodness of fibre.



PLACING  
'STOP, RETHINK  
THAT SUGAR DRINK'  
within the  
AUSVELS HEALTH  
AND PHYSICAL  
EDUCATION DOMAIN

<b>DOMAIN = HEALTH &amp; PHYSICAL EDUCATION</b>	
<b>AusVELS Statement:</b>	<b>Stop! Rethink that Sugar Drink</b>
The Health & Physical Education domain provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. ... This domain examines the role of food in meeting dietary needs and the factors that influence food choice. Students progress from learning about the importance of eating a variety of foods to understanding the role of a healthy diet in the prevention of disease.	<p>This resource provides teachers with knowledge and resources that enable them to confidently provide a rich source of information and support as students learn how to evaluate healthy drinks, to modify consumption of substances that are deleterious to their health, and to develop practices that support good health outcomes.</p> <p>The resource provides activities and information that assist students to examine factors that influence choice of drinks, and examine possible responses to marketing campaigns promoting sugary drinks.</p>
<b>DIMENSION = HEALTH KNOWLEDGE AND PROMOTION</b>	
<b>AusVELS Statement:</b>	<b>Stop! Rethink that Sugar Drink</b>
The <i>Health Knowledge &amp; Promotion</i> dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.	<p>This resource focuses on providing students with skills to monitor their consumption of sugar, with the knowledge of how high consumption of sugar effect health outcomes. It provides opportunity to examine high-risk environments and situations and develop skills to manage these.</p> <p>Students are supported to critically examine marketing strategies utilised to promote sugar consumption, and reflect on the effects of this marketing within the community and their peer group.</p>

<b>CURRICULUM COMPONENTS BY STUDENT LEVEL AND STANDARDS: PREP (FOUNDATION) TO YEAR 4 (INCLUSIVE)</b>	
<b>Prep to Year 4 – Laying the Foundations</b>	<b>Stop! Rethink that Sugar Drink</b>
<p>Students in the early years of schooling tend to understand the world by linking new concepts to their own experiences. Their exploration of the meaning of health is through their own experiences, which provide concrete examples of ... food ... illness and so on.</p> <p>... their increasing capacity to question allows them to consider how they would respond to different scenarios where their health ... could be threatened.</p> <p>Their increasing attention span, recognition of aspects of the world outside themselves and intellectual curiosity makes them more reflective and able to set their experiences within broader family &amp; community contexts.</p>	<p>Students compare their drink choices to Australian healthy guidelines.</p> <p>They are supported to differentiate between ‘everyday’ and ‘sometimes’ drinks, and relate this to their behaviours.</p> <p>They learn about good dental care, and what foods can harm teeth.</p> <p>As students’ progress they are encouraged to reflect on the influences within their environment that impact on their health and dental care choices. They examine how health can impact on feelings of self-worth, and participation in activities.</p>



## CURRICULUM COMPONENTS BY STUDENT LEVEL AND STANDARDS: FOUNDATION

### 1.4 Explore and practise daily habits that promote health and wellbeing, regular physical activity, safe practices and protective behaviours

<p>Identify practices and routines that support health and wellbeing (eg, cleaning teeth, drinking water and milk, eating a healthy breakfast, getting plenty of sleep, and walking to school rather than being driven).</p>	<p>Met by: <b>ACTIVITY F–1:</b> Completes a ‘sunny smile’ and ‘dental decay’ activity. Selects drinks that contribute to healthy or poor oral health outcomes.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>● Correctly identifies pictures of drinks which are healthy and unhealthy. Can explain reasoning for those choices</li> <li>● Examines the structure of teeth and the effects of dental decay, and predicts how this might be mimicked using similar items that have protective outer coatings (ie an apple), and reports experimental outcomes</li> </ul> <p>Met by: <b>ACTIVITY F-4:</b> Examines different ways we celebrate, particularly using sugar-based items, and talks about how we could alter this to create a ‘healthy party’.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>● Names a number of different celebratory events</li> <li>● Identifies components of celebrations including food, drink, company and environmental changes.</li> <li>● Suggests healthy alternatives to sugar-based food and drink.</li> </ul>
<p>Identify popular health slogans they have seen or heard and discuss the behaviours that are being encouraged, such as slip, slop, slop, wrap (sun safe); 2 and 5 (healthy eating); click, clack, front &amp; back (passenger safety); do the five (water safety)</p>	<p>Met by: <b>ACTIVITY F–3:</b> Recognises, and proposes appropriate uses for, a health slogan supporting increased water consumption or reduced sweet drink consumption.</p>
<p><b>SCIENCE:</b> Biological sciences: Living things have basic needs, including food and water</p>	<p>Met by: <b>ACTIVITY F–1:</b> Identifies that water and milk are beneficial, and that sweet drinks, including juice, can lead to health problems such as poor dental health.</p>
<p><b>SCIENCE:</b> Chemical sciences: Objects are made of materials that have observable properties Questioning and Predicting: Respond to questions about familiar objects and events Processing and analysing data: Engage in discussions about observations and use methods such as drawing to represent ideas</p>	<p>Met by: <b>ACTIVITY F–2:</b> Examines the structure of teeth and the effects of dental decay, predicting how this might be mimicked within an activity using similar structures that have protective outer coatings (ie an apple), and reporting experimental outcomes</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>● Identifies components of a tooth</li> <li>● Reports on changes observed in the apple</li> <li>● Compares individual components to components of the apple (eg enamel to the peel)</li> <li>● Accurately reports results</li> </ul>

## CURRICULUM COMPONENTS BY STUDENT LEVEL AND STANDARDS: YEAR 1 AND 2

### 2.5 Propose and apply strategies they can use to keep themselves healthy, safe, and active in a range of relevant situations

<p>Make healthier choices from a range of options and justify their choices (eg drinking water rather than soft drink, eating fruit &amp; nuts as a snack as opposed to sweet foods or chips, and selecting</p>	<p>Met by: <b>ACTIVITY 1/2- 1:</b> Explores the effect of sweet drinks on our health. Explores healthy options and is able to explain why these are better choices.</p> <p><b>Criteria</b></p>
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healthier breakfast foods	<ul style="list-style-type: none"> <li>• Correctly identifies drinks that contribute to 'being healthy'</li> <li>• Can explain why sweet drinks are a less healthy choice than water or plain milk (the amount of sugar contained).</li> <li>• Identifies community services that provide care for concerns with oral or physical health.</li> <li>• Reports ways that local health care facilities promote health within the community (eg fitness centre, pharmacy, dentist)</li> </ul>
<b>2.8 Examine simple health messages and how they relate to their own health decisions and behaviours</b>	
Identify a variety of health messages from a range of different sources and explain what choices and behaviours the messages are referring to	<p>Met by: <b>ACTIVITY 1/2-3:</b> Recognises slogans such as 'Water is Cool in School' or 'Stop Rethink that sugar drink' and is able to explain what these slogans mean, and the behaviour they are recommending.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Discusses uses for and placement of such signage</li> <li>• Generates an appropriate 'slogan' to consume healthy drinks or avoid sweet drinks.</li> </ul>
Suggest how messages in the media may influence health decision making, including what food products to eat and drink, what to do in play time, and whether to wear protective equipment such as bike helmets, rash shirts, wrist protection	<p>Met by: <b>ACTIVITY 1/2-4:</b> Identifies the components in advertisements for sweet drinks that encourage consumption, and considers the truth of these components.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Identifies components of advertisements that influence people such as implied friendship, fun, family, attractiveness, popularity etc.</li> <li>• Reports that these aspects will not actually happen through consumption of the promoted item</li> </ul>
Identify health-enhancing behaviours, and create their own positive health message and sharing it with the class	<p>Met by: <b>ACTIVITY 1/2-5:</b> Promotes milk and water as important parts of a healthy diet</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Creates a message to either support water and milk consumption, or reduce sweet drink consumption.</li> </ul>
<b>2.9 Explore actions they can take as individuals to help make the classroom a healthy and more sustainable place</b>	
Develop fruit and water break procedures for the class	Self-explanatory
<p><b>SCIENCE:</b></p> <p>Chemical sciences: Everyday materials can be physically changed in a variety of ways</p> <p>Nature and development of science: Science involves asking questions about, and describing changes in, objects and events</p> <p>Questioning and predicting: Respond to and pose questions, and make predictions about familiar objects and events</p> <p>Processing and analysing data: Through discussion, compare observations with predictions</p> <p>Compare observations with those of others</p> <p>Engage in discussions about observations and use methods such as drawing to represent ideas</p>	<p>Met by: <b>ACTIVITY F-2:</b> Examines the structure of teeth. Predicts how insufficient oral care can exacerbate dental decay, and reports conclusions</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Identifies components of a tooth</li> <li>• Understands that foods get stuck between teeth and that some foods can exacerbate the process of decay</li> <li>• Understands that brushing and flossing is necessary for good oral health.</li> <li>• Accurately reports results</li> </ul>

**CURRICULUM COMPONENTS BY STUDENT LEVEL AND STANDARDS: YEAR 3 AND 4**

**3.5 Investigate everyday decisions that influence health and wellbeing and plan for healthy, safe and active choices**

<p>Explore the <i>Australian Guide to Healthy Eating</i>, discuss where foods they enjoy fit within the guidelines, and identify whether they are healthy options</p>	<p>Met by: <b>ACTIVITY 3/4-1:</b> Identifies where sweet drinks fit within the <i>Australian Guide to Healthy Eating</i></p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Locates, and then identifies appropriate sections of the 'Australian Guide to Healthy Eating'.</li> <li>• Navigates through the guide to find relevant information.</li> <li>• Conveys this information in a manner that shows understanding of the material read</li> </ul>
<p>Develop a list of daily decisions, activities, routines and behaviours and exploring those that influence their health and wellbeing (for example, food choices, hygiene practices, the number of hours of sleep, number of hours watching TV or being online, and physical activity levels)</p>	<p>Met by: <b>ACTIVITY 3/4-2:</b> Examines their drink consumption over a week to identify trigger points for consumption of sweet drinks.</p> <p>Identifies within their drinking patterns, what they can do to alter trigger points, or have as a healthy substitute for a sweet drink</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Collects and records data about drink consumption accurately, and shares the findings with others (eg uses picture graph).</li> <li>• Identifies major influences in decisions about sweet drink consumption (peer influence, venue options, family provision).</li> <li>• Suggests solutions to reduce these triggers, or replace consumption of sugar at those times.</li> </ul>
<p>Propose simple changes they can make to their daily routine to improve their health and wellbeing (for example, watching less TV, going outside to play, eating fruit as a snack rather than chips, and encouraging parent/carer to walk to school rather than drive)</p>	<p>And: <b>ACTIVITY 3/4-3:</b> Identifies their own oral care patterns, comparing that to recommended care and establishing what they can do to improve their own oral care routines.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Records own oral care patterns accurately.</li> <li>• Accurately reports current recommendations for oral care, and notes any disparity between this and their own patterns of care.</li> </ul>

**3.8 Discuss and interpret health information and messages in the media and on the Internet, to make informed decisions**

<p>Locate health information on the internet that helps them to make an informed health decision (for example, choosing not to smoke after finding out about the effects of tobacco on an individual's health)</p>	<p>Met by: <b>ACTIVITY 3/4-4:</b> Generates a marketing strategy to increase consumption of healthy drinks and/or reduce consumption of sweet drinks.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Locates information about the negative effects of sweet drinks on the internet, and explains how and why the health information they located has influenced their choice(s) of drinks.</li> </ul>
<p>Use statements such as "after I saw that advertisement I would ...because.." and "that makes me think I shouldn't ...because.." to explain how the message has influenced their health decisions</p>	<ul style="list-style-type: none"> <li>• Compares information with other students to reach conclusions founded on health information they have accessed.</li> </ul>
<p>Compare the health message they interpret from an example with other members of the class through discussion such as "I think it would encourage people to ...", and "I think it would turn people off...because..."</p>	<ul style="list-style-type: none"> <li>• Recognises factors within marketing that influence consumption behaviours.</li> <li>• Generates a marketing message promoting healthy drinks (water or milk) that targets appropriate audiences using similar 'tricks' to those they have recognised within the current advertisements for sweet drinks.</li> </ul>
<p>Describe different health messages they have seen on TV, a billboard or online, or</p>	

heard on the radio, and answering questions such as “how do I know if the messages are true?” and “who is saying the message and why?”	
Describe how health services contribute to the health of individuals and displays an understanding that access to such services impacts on community health	Met by: <b>ACTIVITY Extension 2:</b> <ul style="list-style-type: none"> <li>Investigates online and offline local community health services and health offices and marks these on a map.</li> <li>Inquires about practices of a (dentist, nutritionist, canteen manager, kinder teacher) to develop an understanding of how they help people and shares the information with the class (eg brochure, <i>Power point</i> presentation)</li> </ul>
<b>SCIENCE:</b> Science involves making predictions and describing patterns and relationships Science knowledge helps people to understand the effect of their actions With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge Compare results with predictions, suggesting possible reasons for findings Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports	Met by: <b>ACTIVITY 3/4-2 &amp;3:</b> Examines class consumption of sweet drinks before and after a health challenge and reports this in a graphic means. And: Examines the structure of teeth, the effects of dental decay, predicts how this might be mimicked within an activity using similar structures (ie eggs and a bone), and reports experimental outcomes <b>Criteria</b> <ul style="list-style-type: none"> <li>Measures, plots and graphs numerical data.</li> <li>Correctly identifies components of teeth</li> <li>Reports on causes of dental decay</li> <li>Accurately states methodology and results of a scientific experiment</li> </ul>

#### CURRICULUM COMPONENTS BY STUDENT LEVEL AND STANDARDS: YEAR 5 AND 6

<b>Years 5 to 8 – Building breadth and depth</b>	<b>Stop! Rethink that Sugar Drink</b>
<i>Students regularly engage with new subject matter; for example, discovering the range of influences on food and the importance of nutritional requirements for growth and activity at different stages of life. Accordingly, they learn how to set nutritional goals using food-selection models.</i>	<i>This resource provides a broad range of activities to expand on students emerging skills and knowledge to critically reflect on their health choices and practices, comparing this to health guidelines, within the context of strong marketing and media messages promoting high sugar drink consumption</i>
<b>4.5 Examine the influences on individual health decisions and behaviours, and discuss strategies that support them to take action to enhance health, safety and physical activity levels</b>	
Proposing strategies they can use to make healthy and safe decisions (for example, identifying the problem or decision they need to make, considering their options, predicting the consequences of each option, making a decision and acting on it, and evaluating/reflecting on the decision and what they might do differently next time)	Met by: <b>ACTIVITY 5/6–5:</b> Examines how imposed restrictions on behaviour (rules and laws) can reduce the effectiveness of peer and marketing pressures. Develops a series of responses to peer and media influences when making decisions about drink choice <b>Criteria</b> <ul style="list-style-type: none"> <li>Identifies and shares examples of rules and laws that promote health outcomes.</li> <li>Suggests other means to counteract media and peer influences.</li> </ul>
Describing the various factors that influence our health choices and behaviours such as peers, media, family and knowledge, and assessing how each of these factors can positively and negatively	Met by: <b>ACTIVITY 5/6–7:</b> Describes how peer influences and marketing messages affect our behaviours. Begins to critically examine motivation: ie why corporations promote certain messages, why peers seek to match

influence our choices in a range of situations (for example, when deciding what to eat, how to dress, what activities to participate in, and whether to take risks)	their behaviours with others of the same age. Recognising that wherever there is a choice there is an option to influence that choice Investigates how healthy choices can be better promoted. Develops a proposal and presentation where healthy drinks are promoted (as alternatives to sweet drinks, or as a desirable item on their own)
Critiquing images and messages in the media that portray what it means to be healthy and evaluating how these images can be interpreted (eg images of sporting heroes, elite athletes, fashion models and celebrities endorsing certain foods, behaviours, and activities)	<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Identifies components of marketing messages that influence behaviour such as: popularity, attractiveness, wealth, celebrity, etc.</li> <li>Discusses factors that influence peers to meet group expectations and behaviours.</li> <li>Utilise this information to develop a healthy marketing message.</li> </ul>
Exploring the impact of cultural practices and behaviours in health and wellbeing and proposing strategies for addressing and managing these impacts (eg. managing nutritional needs during Ramadan).	<p>Met by: <b>ACTIVITY Extension 1:</b> Examines cultural influences on drink choices and exploring the healthfulness of these.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Examines a number of different cultural impacts on water consumption.</li> </ul>
<p><b>4.7 Research a range of health information sources and places where they can seek help if they are concerned about their health or safety and prioritise those that are reliable and trustworthy</b></p>	
Apply criteria to online information that they access to assess the validity and reliability of the information (including the credibility of the author, the source of information and its currency, and links to other websites that support their claims)	<p>Met by: <b>ACTIVITY 5/6–1:</b> Accesses a range of sites on the internet speaking to oral, physical and mental health parameters of sweet drink consumption and establishes their validity as reputable sources.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Identifies appropriate information online and <b>locates</b> sections of the ‘Australian Guide to Healthy Eating’.</li> </ul>
Comparing product labels from a range of food items to establish the nutritional value such as salt, fat, fibre and added sugar content, and suggesting ways to improve the nutritional value of meals such as choosing healthier options, eating smaller portions or adding a salad.	<p>Met by: <b>ACTIVITY 5/6–2:</b> Compares labels on a range of drink options for children, establishing health concerns of those contents, and suggesting how these might be improved.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Locates food labels on drink containers and extrapolates nutrient data, including sugar, caffeine and calcium information, from these.</li> <li>Compares this data to recommended levels for health and reports on areas of concern.</li> </ul>
Creating a pamphlet or online source of health information that provides details of local services, people and places young people can access for help to solve a problem or challenge	<p>Met by: <b>ACTIVITY 5/6–6:</b></p> <p>Creates a pamphlet of local services providing help for weight and diet concerns, oral health issues, or food security problems.</p> <p>Examines in more detail one of these services (above) and presenting on this using powerpoint and oral presentation skills</p>
Investigating an appropriate community health service that can provide current and reliable information and support for issues such as mental health and wellbeing, alcohol and drugs, relationships and sexuality, relationship issues, food and nutrition advice	<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Correctly identifies a local health or welfare service that provides support for dental or nutritional concerns.</li> <li>Elaborates on how this service provides this support .</li> </ul>
<p><b>4.8 Recognise the influence of media and important people in the community on personal attitudes, beliefs, norms, and behaviours</b></p>	
Examining examples of how the media and role models use their power to influence ways people act and the choices they make	<p>Met by: <b>ACTIVITY 5/6–7:</b> Examines how the media portrays consumption of a range of sweet drinks. Specifically examines (where they exist) claims of health benefits, social advantages,</p>

<p>in situations (for example, how to treat others, whether to take drugs, how to drive, how they feel about the way they look, and what food they should eat to be healthy)</p>	<p>community benefits (eg we are helping your community).</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Discusses how different products market to different audiences.</li> <li>• Identifies components of marketing messages that influence behaviour.</li> </ul>
<p>4.9 Practise and refine decision making skills and take positive action to manage their own and other' health, safety and wellbeing</p>	
<p>Evaluating outcomes of actions and identifying how better choices may result in improved health outcomes for a range of scenarios</p>	<p>Met by: <b>ACTIVITY 5/6–3:</b> Reports on the benefits of healthier drink choices, based on the reputable sources they identified.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Reports on ways that water and milk benefit the human body.</li> </ul>
<p>Applying decision making skills to propose appropriate response to a range of situations including when making food choices, participating in physical activity, when using the road, when offered alcohol or tobacco, and when travelling to and from school</p>	<p>Met by: <b>ACTIVITY 5/6–5:</b></p> <p>Develops a series of responses to peer and media influences when making decisions about drink choice.</p> <p>Provides a decision-making tree to guide healthy choices addressing a range of negative influences</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Recognises and reports on factors that influence their sweet-drink consumption.</li> <li>• Generates a series of staged solutions to counteract the identified trigger situations.</li> <li>• <b>Considers</b> whole-school strategies that contribute to enhancing health and wellbeing (eg chillers for milk)</li> <li>• <b>Role-plays</b> responses to peer, venue and media pressure to consume sweet drinks</li> </ul>
<p>Creating, implementing and refining a process to guide decision making in a variety of contexts, including researching options, weighing up consequences, deciding, acting and evaluating</p>	
<p>Identifying opportunities to make personal choices to enhance their own health, safety and wellbeing such as food choices when out with friends, and using protective equipment</p>	
<p>4.10 Recognise and describe the role of preventive health in maintaining and promoting health and wellbeing for individuals and the community</p>	
<p>Investigating practices that help maintain health such as eating a diet that reflects the <i>Australian Guide to Healthy Eating</i>, participation in daily physical activity, and creating connections with others to enhance social health and wellbeing</p>	<p>Met by: <b>ACTIVITY 5/6–1:</b> Reports on optimal drink consumption utilising information from the <i>Australian Guide to Healthy Eating</i> and reputable sources found online and locally.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Locates, and then identifies appropriate sections of the 'Australian Guide to Healthy Eating'.</li> <li>• Generates a recommendation for drink consumption based on this information.</li> </ul>
<p>Proposing actions and protective behaviour they can implement that promotes and protects their health (for example, wearing a helmet, swimming between the flags, wearing sunscreen and a hat, and not taking risks in a road or aquatic environment).</p>	<p>Met by: <b>ACTIVITY 5/6–5:</b> Clearly explains how choices made now will impact on their lives over time. Specifically examines consumption of sweet drinks as opposed to consumption of water and milk.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• <b>Sets</b> personal short and long-term health-related goals that are specific, achievable and measurable</li> </ul>



## HOW 'STOP! RETHINK THAT SUGAR DRINK' MEETS PROGRESSION POINTS: FOUNDATION TO LEVEL 4

<b>Level F-2</b>	<b>Stop! Rethink that Sugar Drink</b>
<p>Health knowledge and promotion learning focus statements for Levels: Foundation, 1 &amp; 2 provide advice about learning experiences that assist students to work towards the achievement of the standards at Level 4.</p> <p>Progression Point 2.5:</p> <ul style="list-style-type: none"> <li>• Basic knowledge of people and services within the school community that contribute to personal health and wellbeing</li> <li>• Identification of their own healthy eating habits</li> </ul> <p>Progression Point for entry to Level 3:</p> <ul style="list-style-type: none"> <li>• Identification of health services and products that contribute to local community health</li> <li>• Consideration of healthy eating practices and reasons for the variation in people's food choices.</li> </ul>	<p>Toward Progression Point 2.5:</p> <ul style="list-style-type: none"> <li>• Basic understanding of people in the community who help with nutrition and oral health.</li> <li>• Identification of their own sweet-drink consumption, and consumption of healthy drinks</li> </ul> <p>Toward Progression Point 3.0:</p> <ul style="list-style-type: none"> <li>• Ability to identify people in the community who help with nutrition and oral health.</li> <li>• Identification of healthy drinks as opposed to sweet drinks.</li> <li>• Beginning to consider influences on drink choices.</li> </ul>
<b>Level 3-4</b>	<b>Stop! Rethink that Sugar Drink</b>
<p>Progression Point 3.5</p> <ul style="list-style-type: none"> <li>• An understanding of how environment and/or the provision of health services and products contribute to wellbeing</li> <li>• An understanding of healthy eating practices and reasons for people's food choices.</li> </ul> <p>Progression Point 4</p> <ul style="list-style-type: none"> <li>• Describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community.</li> <li>• Identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices.</li> </ul> <p>Progression Point 4.5</p> <ul style="list-style-type: none"> <li>• Identification of health services, products and/or information</li> <li>• Recognition of different reasons for food choices</li> </ul> <p>Progression Point for entry to Level 5</p> <ul style="list-style-type: none"> <li>• Identification of the key features of a range of health services, products and/or information</li> <li>• Classification of foods into food selection models</li> </ul>	<p>Toward Progression Point 3.5:</p> <ul style="list-style-type: none"> <li>• Understanding how location of services, including food venues, markets, health services, etc. can impact on an individual's health.</li> <li>• Able to show and discuss healthy drink options, and discuss what influences people to make unhealthy drink choices.</li> </ul> <p>Toward Progression Point 4.0:</p> <ul style="list-style-type: none"> <li>• Able to describe how health services contribute to the health of individuals and displays an understanding that access to such services impact on health outcomes for communities.</li> <li>• Provides a range of factors that influence individuals drink choices, (eg: financial, peer, media influences).</li> </ul> <p>Toward Progression Point 4.5:</p> <ul style="list-style-type: none"> <li>• Identifies and indicates location of local community services supporting nutrition and oral health</li> <li>• Discusses a range of factors that influence individuals drink choices.</li> </ul> <p>Toward Progression Point 5.0:</p> <ul style="list-style-type: none"> <li>• Presents key features of oral health and nutrition services available to the community.</li> <li>• Identifies drinks by their components correctly within the Australian Guide to Healthy Eating</li> </ul>

## HOW 'STOP! RETHINK THAT SUGAR DRINK' MEETS PROGRESSION POINTS: LEVEL 5 & 6

Level 5-6	Stop! Rethink that Sugar Drink
<p>Progression Point 5.5</p> <ul style="list-style-type: none"> <li>• Identification of a range of health services, products and/or information, and consideration of factors that may impact on their use</li> <li>• Use of food selection models to make judgments about different diets</li> </ul> <p>Progression Point 6</p> <ul style="list-style-type: none"> <li>• Establish health goals and plan strategies for improving their personal health.</li> <li>• Describe a range of health services, products and information that can be accessed to help meet health needs and concerns.</li> <li>• Analyse and explain physiological, social, cultural and economic reasons for food choices.</li> </ul> <p>Progression Point 6.5</p> <ul style="list-style-type: none"> <li>• recognition of a range of risk-taking behaviours</li> <li>• identification of a range of health concerns affecting young people</li> <li>• identification of health resources, products and/or services designed for young people</li> <li>• identification of the major nutrients necessary for growth and activity for young people</li> </ul> <p>Progression Point 7.0</p> <ul style="list-style-type: none"> <li>• knowledge of harm-minimisation strategies for risk-taking behaviours</li> <li>• knowledge of the implications of specific health concerns on young people; for example, the link between poor body image and disordered eating</li> <li>• consideration of the role and function of the major nutritional needs of young people; for example the nutritional needs for growth and activity</li> </ul>	<p>Toward Progression Point 5.5:</p> <ul style="list-style-type: none"> <li>• Identifies a range of services supporting oral health and nutrition, and examines what factors affect community access of these services.</li> <li>• Utilises the Australian Guide to Healthy Eating, identifies a healthy daily diet.</li> </ul> <p>Toward Progression Point 6.0:</p> <ul style="list-style-type: none"> <li>• Develops personal health goals which include consideration of reducing sweet drink consumption.</li> <li>• Identifies services that could assist them address nutrition or oral health concerns</li> <li>• Identifies a range of factors that impact on drink choices.</li> </ul> <p>Toward Progression Point 6.5:</p> <ul style="list-style-type: none"> <li>• Recognises negative health impacts of high consumption of sweet-drinks</li> <li>• Identifies high-risk situations that promote higher consumption of sweet drinks</li> <li>• Identifies services that could assist them address nutrition or oral health concerns</li> <li>• Identifies water, and milk components as necessary for good health, and can explain how these work to enhance physical health</li> </ul> <p>Toward Progression Point 7.0:</p> <ul style="list-style-type: none"> <li>• Understands how to reduce the likelihood of being enticed or tempted to consume sweet drinks in high-risk situations</li> <li>• Understands how negative body image and poor self-concept can impact on health choices, particularly drink consumption when vulnerable to media and peer messages.</li> <li>• Considers nutritional requirements of young people and examines drink consumption in relation to this. Particular attention is given to the loss of nutrient opportunities when milk and water are replaced with sweet-drinks.</li> </ul>



**'STOP! RETHINK THAT SUGAR DRINK' ASSESSMENT PLAN: BY LEVEL AND PROGRESSION POINT**

	<b>Outcome Indicator</b>	<b>Formative</b>	<b>Summative Assessment Tasks</b>
<b>Foundation</b>	No progression point at this level	<ul style="list-style-type: none"> <li>Identifies drinks that are healthy and unhealthy.</li> <li>Participates in discussions and activities which develop awareness of effects of dental damage.</li> <li>Identifies and names healthy foods and drinks for a celebration event.</li> <li>Identifies components of a tooth</li> <li>Reports on changes observed in the apple</li> <li>Compares individual components to components of the apple (eg enamel to the peel)</li> <li>Accurately reports results</li> </ul>	<ol style="list-style-type: none"> <li>1) Completes a 'sunny smile' and 'dental decay' activity, selecting food and drink that contribute to either healthier teeth, or poor oral health outcomes.</li> <li>2) Examines different ways we celebrate, particularly using sugar-based items, and talking about how we could alter this to create a 'healthy party'.</li> <li>3) Recognises, and proposes appropriate uses for, a health slogan supporting increased water consumption.</li> <li>4) Identifies that water and milk are beneficial, and that sweet drinks, including juice, can lead to health problems such as poor dental health.</li> <li>5) Examines the structure of teeth, the effects of dental decay, predicts how this might be mimicked using similar items that have protective outer coatings (ie an apple), and reports experimental outcomes</li> </ol>
<b>Year 1&amp;2</b>	<p>Toward Progression Point 2.5:</p> <ul style="list-style-type: none"> <li>Basic understanding of people in the community who help with nutrition and oral health.</li> </ul> <p>Toward Progression Point 3.0:</p> <ul style="list-style-type: none"> <li>Ability to identify people in the community who help with nutrition and oral health.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies community services that provide care for concerns with oral or physical health.</li> <li>Reports ways that local health care facilities promote health within the community (eg fitness centre, pharmacy, dentist)</li> </ul>	<ol style="list-style-type: none"> <li>1) Explores the effect of sweet drinks on our health. Explores healthy options and is able to explain why these are better choices.</li> <li>2) Recognises slogans such as 'Water is Cool in School' or 'Stop Rethink that sugar drink' and is able to explain what these slogans mean, and the behaviour they are recommending.</li> <li>3) Identifies the components in advertisements for sweet drinks that encourage consumption, and considers the truth of these components.</li> <li>4) Promotes milk and water as part of a healthy diet (eg designs poster)</li> <li>5) Examines the structure of teeth. Predicts how insufficient oral care can exacerbate dental decay, and reports conclusions</li> </ol>
	<p>Toward Progression Point 2.5:</p> <ul style="list-style-type: none"> <li>Identification of their own sweet-drink consumption, and consumption of healthy drinks</li> </ul> <p>Toward Progression Point 3.0:</p> <ul style="list-style-type: none"> <li>Identification of healthy drinks as opposed to sweet drinks.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies drinks that contributes to 'being healthy' (ie water and milk) and can explain why sweet drinks are a less healthy choice than water or plain milk (the amount of sugar contained).</li> </ul>	

	<p><b>Toward Progression Point 3.0:</b></p> <ul style="list-style-type: none"> <li>Beginning to consider influences on drink choices.</li> </ul>	<ul style="list-style-type: none"> <li>Creates a message to either support water and milk consumption, or reduce sweet drink consumption</li> </ul>	
	<p>Science task</p>	<ul style="list-style-type: none"> <li>Identifies components of a tooth</li> <li>Understands that foods get stuck between teeth and that some foods can exacerbate the process of decay</li> <li>Understands that brushing and flossing is necessary for good oral health.</li> <li>Accurately reports results</li> </ul>	
<b>Year 3&amp;4</b>	<p><b>Toward Progression Point 3.5:</b></p> <ul style="list-style-type: none"> <li>An understanding of how location of services, including food venues, markets, health services, etc. can impact on an individual's health.</li> </ul> <p><b>Toward Progression Point 4.0:</b></p> <ul style="list-style-type: none"> <li>Able to describe how health services contribute to the health of individuals and displays an understanding that access to such services impact on health outcomes for communities.</li> </ul> <p><b>Toward Progression Point 4.5:</b></p> <ul style="list-style-type: none"> <li>Can identify and indicate local community services supporting nutrition and oral health</li> </ul> <p><b>Toward Progression Point 5.0:</b></p> <ul style="list-style-type: none"> <li>Presents key features of oral health and nutrition services available to the community.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates the value of environments to personal health (eg proximity of fast-food venues, fresh food markets).</li> <li>Names people who influence health decisions (eg peers, doctors, friends, media)</li> <li>Investigates local community health services</li> <li>Marks local community health services on a map</li> <li>Listens to visiting speakers explain what bodies need to grow to be healthy (eg nutritionist, doctor)</li> <li>Investigates online and offline local community health services and health offices and marks these on a map.</li> <li>Inquires about practices of a (dentist, nutritionist, canteen manager, kinder teacher) to develop an understanding of how they help people and shares the information with the class (eg brochure, <i>Power point</i> presentation)</li> </ul>	<ol style="list-style-type: none"> <li>Identifies where sweet drinks fit within the <i>Australian Guide to Healthy Eating</i></li> <li>Examines their drink consumption over a week to identify trigger points for consumption of sweet drinks.</li> <li>Identifies within their drinking patterns, what they can do to alter trigger points, or have as a healthy substitute for a sweet drink</li> <li>Identifies their own oral care patterns, comparing that to recommended care and establishing what they can do to improve their oral care routines.</li> <li>Examines the structure of teeth, the effects of dental decay, predicts how this might be mimicked within an activity using similar structures (ie eggs and a bone), and reports experimental outcomes</li> <li>Generates a marketing strategy to increase consumption of healthy drinks and/or reduce consumption of sweet drinks.</li> <li>Explores environments and services that promote health.</li> </ol>
	<p><b>Toward Progression Point 3.5:</b></p> <ul style="list-style-type: none"> <li>Able to show and discuss healthy drink options, and discuss what influences people to make unhealthy drink choices.</li> </ul> <p><b>Toward Progression Point 5.0:</b></p> <ul style="list-style-type: none"> <li>Identifies drinks by their components correctly within the Australian Guide to Healthy Eating</li> </ul>	<ul style="list-style-type: none"> <li>Locates, and then identifies appropriate sections of the 'Australian Guide to Healthy Eating'.</li> <li>Navigates through the guide to find relevant information.</li> <li>Conveys this information in a manner that shows understanding of the material read</li> </ul>	

	<p>Toward Progression Point 4.0:</p> <ul style="list-style-type: none"> <li>Provides a range of factors that influence individuals drink choices, (eg: financial, peer, media influences).</li> </ul> <p>Toward Progression Point 4.5:</p> <ul style="list-style-type: none"> <li>Can discuss a range of factors that influence individuals drink choices.</li> </ul>	<ul style="list-style-type: none"> <li>Collects and records data about drink consumption accurately, and shares the findings with others (eg graph).</li> <li>Identifies major influences in decisions about sweet drink consumption (peer influence, venue options, family provision).</li> <li>Suggests solutions to reduce these triggers, or replace consumption of sugar at those times.</li> <li>Records own oral care patterns accurately.</li> <li>Accurately reports current recommendations for oral care, and notes any disparity between this and their own patterns of care.</li> <li>Locates information about the negative effects of sweet drinks on the internet, and explains how and why the health information they located has influenced their choice(s) of drinks.</li> <li>Compares information with other students to reach conclusions founded on health information they have accessed.</li> <li>Recognises factors within marketing that influence consumption behaviours.</li> <li>Generates a marketing message promoting healthy drinks (water or milk) that targets appropriate audiences using similar 'tricks' to those they have recognised within the current advertisements for sweet drinks.</li> </ul>	
<p><b>Year 5&amp;6</b></p>	<p>Toward Progression Point 5.5:</p> <ul style="list-style-type: none"> <li>Identifies a range of services supporting oral health and nutrition, and examines what factors affect community access of these services.</li> </ul> <p>Toward Progression Point 6.0:</p> <ul style="list-style-type: none"> <li>Identifies services that could assist them address nutrition or oral health concerns</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a local health or welfare service that provides support for dental or nutritional concerns.</li> <li>Elaborates on how this service provides this support.</li> </ul>	<ol style="list-style-type: none"> <li>Examines how imposed restrictions on behaviour (rules and laws) can reduce the effectiveness of peer and marketing pressures. Develops a series of responses to peer and media influences when making decisions about drink choice</li> <li>Describes how peer influences and marketing messages affect our behaviours. Begins to critically examine motivation: ie why corporations promote certain messages, why peers seek to match their behaviours with others of the same age. Recognising</li> </ol>

	<p><b>Toward Progression Point 5.5:</b></p> <ul style="list-style-type: none"> <li>Utilising the Australian Guide to Healthy Eating, identifies a healthy daily diet, and compares this to a range of diets presented by peers, and across cultures</li> </ul> <p><b>Toward Progression Point 6.0:</b></p> <ul style="list-style-type: none"> <li>Identifies a range of factors that impact on drink choices.</li> <li>Develops personal health goals which include consideration of reducing sweet drink consumption.</li> </ul> <p><b>Toward Progression Point 6.5:</b></p> <ul style="list-style-type: none"> <li>Identifies water, and milk components as necessary for good health, and can explain how these work to enhance physical health</li> <li>Recognises negative health impacts of high consumption of sweet-drinks</li> <li>Identifies high-risk situations that promote higher consumption of sweet drinks</li> </ul> <p><b>Toward Progression Point 7.0:</b></p> <ul style="list-style-type: none"> <li>Considers nutritional requirements of young people and examines drink consumption in relation to this. Note is made of the loss of nutrient opportunities when milk and water are replaced with sweet-drinks.</li> <li>Understands how to reduce the likelihood of being enticed or tempted to consume sweet drinks in high-risk situations</li> <li>Understands how negative body image and poor self-concept can impact on health choices, particularly drink consumption when vulnerable to media and peer messages.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies appropriate information online and locates sections of the 'Australian Guide to Healthy Eating'.</li> <li>Generates a recommendation for drink consumption based on this information.</li> <li>Recognises and reports on factors that influence their sweet-drink consumption.</li> <li>Identifies components of marketing messages that influence behaviour such as: price, popularity, attractiveness, wealth, celebrity, fun, parenting, etc.</li> <li>Discusses factors that influence peers to meet group expectations and behaviours.</li> <li>Utilises this information to develop a healthy marketing message.</li> <li>Suggests other means to counteract media and peer influences.</li> <li>Identifies and shares examples of rules and laws that promote health outcomes.</li> <li>Locates food labels on drink containers and extrapolates nutrient data, including sugar, caffeine and calcium information, from these.</li> <li>Compares this data to recommended levels for health and reports on areas of concern.</li> <li>Discusses how different products market to different audiences.</li> <li>Reports on ways that water and milk benefit the human body.</li> <li>Generates a series of staged solutions to counteract the identified trigger situations.</li> <li>Provides a decision-making tree to guide healthy choices addressing a range of negative influences</li> <li>Generates a recommendation for drink consumption based on this information.</li> <li>Sets personal short and long-term health-related goals that are specific, achievable and measurable</li> <li><b>Examines</b> a number of different cultural impacts on water consumption.</li> </ul>	<p>that wherever there is a choice there is an option to influence that choice</p> <ol style="list-style-type: none"> <li>Investigates how healthy choices can be better promoted. Develops a proposal and presentation where healthy drinks are promoted (as alternatives to sweet drinks, or as a desirable item on their own)</li> <li>Accesses a range of nutritional sites on the internet speaking to oral, physical and mental health parameters of sweet drink consumption and establishes their validity as reputable sources.</li> <li>Compares labels on a range of drink options for children, establishing health concerns of those contents, and suggesting how these might be improved.</li> <li>Creates a pamphlet of a local services providing help for weight and diet concerns, oral health issues, or food security problems, and presents on this using powerpoint and oral presentation skills</li> <li>Examines how the media portrays consumption of a range of sweet drinks. Specifically examines (where they exist) claims of health benefits, social advantages, community benefits (eg we are helping your community).</li> <li>Reports on the benefits of healthier drink choices, based on the reputable sources they identified.</li> <li>Develops a series of responses to peer and media influences when making decisions about drink choice.</li> <li>Reports on optimal drink consumption utilising information from the <i>Australian Guide to Healthy Eating</i> and reputable sources found online and locally</li> <li>Clearly explains how choices made now will impact on their lives over time. Specifically examines consumption of sweet drinks as opposed to consumption of water and milk.</li> </ol> <p><b>Extension 1:</b> Examines cultural influences on drink choices and exploring the healthfulness of these.</p>
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## Presenting ‘Stop! Rethink that Sugar Drink’ as an integrated study theme within the AusVELS Health and Physical Education domain

<b>STOP! RETHINK THAT SUGAR DRINK</b>				
Integrated Study Theme:	Healthy Minds, Healthy Bodies			
Focus	Healthy drinks; Reducing sugar consumption			
Domain	Health and Physical Activity			
Dimension	Health Knowledge and Promotion			
Cross Curriculum Priority	Sustainability: Drinking for health; Celebrating without sugar; Water in our world			
<b>UNIT OVERVIEW</b>				
Title	Stop! Rethink that Sugar Drink			
Summary	In this unit, students learn about how what we drink can affect our health. Through exploring how different drinks are made, they learn to make healthier choices using ‘everyday’ and sometimes’ descriptors. Students also investigate how advertisements entice us.			
Time required	Approximately six to eight 60-minute class periods over one term at each year level.			
<b>CURRICULUM LINKS THAT MAY BE INCORPORATED</b>			<b>STANDARDS YR5</b>	<b>STANDARDS YR6</b>
English	Writing	Persuasive brochures & Posters; Procedures recipes; Newspaper articles	ACELY 1704, 1705, 1707	ACELA 1525 ACELY 1708, 1714, 1715, 1717
	Reading & Viewing	Questioning; Inferring; Conclusions; Figurative language; Analyzing & Summarising Comparing; Recalling facts; Distinguishing fact & opinion	ACELA 1504, ACELT 1610, 1608, 1795 ACELY 1698 1701 1703	ACELA 1518, 1524 ACELT 1615 ACELY 1711. 1801, 1713
	Speaking & Listening	Scientific/Technical language; Varying powers of language; Oral presentation	ACELA 1501, 1502 ACELT 1609 ACELY 169, 1700	ACELT 1613 ACELY 1709, 1710
Mathematics	Number & Algebra	Division and Fractions	ACMNA 291, 103	ACMNA 123, 124, 127
	Statistics & Probability	Graphs and Data	ACMSP 119	ACMSP 146, 148
Human Society & Environment	Social systems and influences; Cultures			
Other	Connect with sporting and environmental events			

CURRICULUM-FRAMING QUESTIONS				
Essential Question	How do we keep ourselves healthy?			
Unit Question	What drinks are healthy for us?			
Content Questions	What ingredients are in drinks available to children? How does sugar affect our health? How do advertisements for sweet drinks influence us?			
TEACHING & LEARNING STRATEGIES				
<ul style="list-style-type: none"> <li>• Provision of scaffolded and largely teacher led activities as a model</li> <li>• Processing of knowledge and skills revisited regularly throughout unit</li> <li>• Student led and centred practical experiments – to promote engagement and authentic learning</li> <li>• Guided discussion and questioning</li> <li>• Buddy system for research time, small group/pair work, and presentation to class</li> <li>• Focus on investigating, designing and making tasks</li> </ul>				
ACCOMMODATIONS FOR DIVERSE NEEDS				
Students with special needs	Students may need to work with peers or teachers aide if required. Small group work should facilitate full participation in all activities and encourage engagement and understanding.			
English as a second language (ESL) students	Pair ESL students with peers / buddies whose first language is English. Work in small groups to facilitate understanding			
Gifted students	Open-ended tasks provided throughout the unit for the students to extend themselves. Opportunities regularly presented for students to explore additional areas or to investigate the subject in greater depth. Continue to provide high expectations.			
Indigenous students	Allocate time for indigenous storytelling around the topic of drinking water. Consider a visit to the You Yangs drinking hole.			
MATERIALS AND RESOURCES REQUIRED FOR THE UNIT				
<b>Hardware</b>				
Computers + Internet connection		Digital camera		Printer
<b>Software</b>				
Desktop publishing	Word processing	Encyclopedia on CD-ROM	Multimedia	Internet web browser
<b>Printed materials</b>	See timetable			
<b>Supplies</b>	See timetable			
<b>Internet resources</b>	Ongoing			
<b>Other resources</b>	See timetable			

**TEACHING AND LEARNING ACTIVITIES: Timetable**

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Assembly presentation Week 7
<b>Foundation</b>	What drinks are good for me?	My teeth (A) Recognising healthy messages.	My teeth (B). A healthy party (planning).	A healthy party	Song rehearsal	Song: I brush my teeth

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Assembly presentation Week 8
<b>Levels 1 and 2</b>	What drinks are good for me?	Fluoride and floss.	Recognising healthy messages.	Is it the truth?	My healthy message Rehearsal for assembly		Demonstrate how to clean and floss teeth.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5 & 6	Lesson 7 & 8	Assembly presentation Week 9
<b>Levels 3 and 4</b>	The Australian guide to healthy eating.	My healthy habits: drinks.	My healthy habits: teeth.	My healthy habits: review.	Making healthy decisions.	My healthy habits: review.	Our 28 healthy ideas.

	Lesson 1	Lesson 2	Lesson 3	Lesson 3	Lesson 5	Lesson 6	Lesson 7	Assembly presentation Week 10
<b>Levels 5 and 6</b>	What is in our drinks?	Reading labels	Sugar shock	Making a change	Making healthy choices easier.	Getting help	Who influences what we drink?	Share the honest (sweet drink) ads and water/ milk-promoting ads. <i>(Or develop these into a TV ad to 'act' on stage).</i>





**PART C**

**CLASSROOM  
TEACHING  
MATERIALS**



# CLASSROOM TEACHING MATERIALS

Level: Foundation

# AusVELS Level: Foundation

## Health and Physical Education: Health Promotion: *Stop! Rethink that Sugar Drink*

### CURRICULUM COMPONENTS BY STUDENT LEVEL AND STANDARDS: YEAR FOUNDATION

1.4 Explore and practise daily habits that promote health and wellbeing, regular physical activity, safe practices and protective behaviours	
Identify practices and routines that support health and wellbeing (eg, cleaning teeth, drinking water and milk, eating a healthy breakfast, getting plenty of sleep, and walking to school rather than being driven).	<p>Met by: <b>ACTIVITY F-1:</b> Completes a 'sunny smile' and 'dental decay' activity. Selects drinks that contribute to healthy or poor oral health outcomes.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Correctly identifies pictures of drinks which are healthy and unhealthy. Can explain reasoning for those choices</li> <li>• Examines the structure of teeth, the effects of dental decay, predicts how this might be mimicked using similar items that have protective outer coatings (ie an apple), and reports experimental outcomes</li> </ul> <p>Met by: <b>ACTIVITY F-4:</b> Examines different ways we celebrate, particularly using sugar-based items, and talks about how we could alter this to create a 'healthy party'.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Names a number of different celebratory events</li> <li>• Identifies components of celebrations including food, drink, company and environmental changes.</li> <li>• Suggests healthy alternatives to sugar-based food and drink.</li> </ul>
Identify popular health slogans they have seen or heard and discuss the behaviours that are being encouraged, such as slip, slop, slop, wrap (sun safe); 2 and 5 (healthy eating); click, clack, front & back (passenger safety); do the five (water safety)	<p>Met by: <b>ACTIVITY F-3:</b> Recognises, and proposes appropriate uses for, a health slogan supporting increased water consumption or reduced sweet drink consumption.</p>
ACTIVITY F-1: What drinks are good for me?	
ACTIVITY F-3: Recognising Healthy Messages	
ACTIVITY F-4: A Healthy Party	

## Science

FOUNDATION	
Biological sciences: Living things have basic needs, including food and water	<p>Met by: <b>ACTIVITY F-1:</b> Identifies that water and milk are beneficial, and that sweet drinks, including juice, can lead to health problems such as poor dental health.</p>
<p>Chemical sciences: Objects are made of materials that have observable properties</p> <p>Questioning and Predicting: Respond to questions about familiar objects and events</p> <p>Processing and analysing data: Engage in discussions about observations and use methods such as drawing to represent ideas</p>	<p>Met by: <b>ACTIVITY F-2:</b> Examines the structure of teeth and the effects of dental decay, predicting how this might be mimicked within an activity using similar structures that have protective outer coatings (ie an apple), and reporting experimental outcomes</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Identifies components of a tooth</li> <li>• Reports on changes observed in the apple</li> <li>• Compares individual components to components of the apple (eg enamel to the peel)</li> <li>• Accurately reports results</li> </ul>
ACTIVITY F-2: My Teeth	

**ASSEMBLY PRESENTATION:** Teeth cleaning song using display cards

**EXTENSION ACTIVITY:** Design a tube of toothpaste

# Class timetable: Foundation

Session focus	Resources	Whole class focus	Independent or teacher led groups	Sharing group (feedback)
<p><b>Session 1:</b> <b>What drinks are good for me?</b></p> <p>IF ACTIVITY IS TEACHER-LED Activity will require 60 minutes</p> <p>IF ACTIVITY IS COMPLETED BY THE STUDENT Activity will require an additional 20 -30 minutes to make the boxes. This could be done within an art setting if there is opportunity to do so.</p>	<p><b>ACTIVITY F-1: What drinks are good for me?</b></p> <p>Displays:</p> <ol style="list-style-type: none"> <li>Sugar content chart: in picture format or real samples.</li> <li>Can of soft drink</li> <li>Two pre-made dental boxes</li> </ol> <p>Handouts:</p> <ol style="list-style-type: none"> <li>Variety of drinks.</li> <li>Sufficient boxes and healthy / unhealthy dental pictures for two boxes per table</li> <li>Other items to make a face – such as button eyes, wool for hair etc. Parts can be assigned to children within the group (ie A has the eyes, B has the ears, C has the hair, &amp; D has the noses).</li> </ol> <p>Other requirements:</p> <ul style="list-style-type: none"> <li>Scissors.</li> <li>Glasses / cups</li> <li>Teaspoons</li> <li>Blender</li> <li>Fruit pieces</li> <li>Water and milk</li> <li>Herbal tea/s</li> <li>Large jug</li> <li>Sufficient plastic shot glasses (available from party suppliers) for the class.</li> </ul>	<p><b>Display a glass of water.</b></p> <p>Commence with a discussion about what is in a glass of water ... water and some minerals that are good for our bodies and our teeth!</p> <p><b>Display a can of soft drink.</b></p> <p>Ask what they think is in a can of soft drink.</p> <p>“The main ingredient is called carbonated water (bubbly water). But the next main ingredient is sugar... and do you know how much sugar? 10 teaspoons! “</p> <p>Together count 10 teaspoons of sugar into a cup. “Sugar tastes nice – but too much is not nice for our bodies or our teeth... and 10 teaspoons is WAY too much.”</p> <p><b>Display sugar content chart or sample (empty) drink containers.</b></p> <p>“There are many drinks that have a lot of sugar and too much of these help to make us overweight and damage our teeth.” Go through the display mentioning how much sugar is in each drink.</p> <p><b>Display pre-prepared / sample tissue boxes.</b></p> <p>“Here is someone with healthy teeth. To look after your teeth you need to clean them every morning and every night, and you need a healthy diet that is low in sugar.”</p> <p>“Here is someone with unhealthy teeth. How did that happen?”</p> <p>Explain to students they will be deciding which drinks might lead to dental decay, and which drinks promote healthy teeth, by cutting out pictures of different drinks and putting them in the correct box: sugary drinks in the box with dental decay, and healthy drinks in the one with healthy teeth.</p> <p><b>Give handouts and boxes and materials</b></p>	<p>1) Students work in groups to cut out pictures of drinks children commonly have, and discuss which is healthy and which has sugar</p> <p>2) Teacher notes comments and prompts consideration of healthfulness of selected drinks, and dental care.</p> <p>3) <i>IF ACTIVITY IS TEACHER-LED</i> As children cut pictures they bring them to the two boxes placed with the teacher and place them where they think they go. Teacher guides choices with prompts if required.</p> <p>3) <i>IF ACTIVITY IS COMPLETED BY THE STUDENT</i> Children make their healthy and unhealthy box-heads, then cut and place their pictures in discussion with their table groupings.</p>	<p>“Let us see what you all thought were the healthy options” (go through appropriate tissue box/es)</p> <p>“Now let’s go through the drinks that have sugar” (go through ‘decay’ tissue box/es)</p> <p>“Now that we have all discovered that water and milk are the healthiest drinks for us ... Let’s experiment. Water and milk are great the way they are, but how might we change the taste without adding very much sugar?”</p> <p>“We could add some real fruit (not squeezed or we lose the goodness that is in the fruit) or some herbs (mint) or special healthy teas (non-caffeinated)”</p> <p><i>Herbal teas, Natural iced teas, Crushed strawberries in milk...</i></p> <p>Have a class vote to decide which one you could try?</p> <p>Make a jug of the selected drink and complete the session by sharing.</p> <hr/> <p><b>Assessment Task 1</b></p> <p>Completes a ‘sunny smile’ and ‘dental decay’ activity, selecting food and drink that contribute to either healthier teeth, or poor oral health outcomes.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Correctly identifies pictures of foods and drink which are healthy and unhealthy.</li> <li>Can explain reasoning for those choices</li> </ul>

Session focus	Resources	Whole class focus	Independent or teacher led groups	Sharing group (feedback)
<p><b>Session 2 (A):</b></p> <p><b>My teeth</b></p> <p><b>30 minutes</b></p>	<p><b>ACTIVITY F-2: My teeth</b></p> <p>Display:</p> <ol style="list-style-type: none"> <li>Structure of a Tooth</li> </ol> <p>Handouts:</p> <ol style="list-style-type: none"> <li>My Prediction (reverse side left for session 3 A)</li> <li>Twice a day home activity</li> </ol> <p>Precut white, yellow, red and pink paper to make a large, class tooth. Wool strands for blood and nerve supply.</p> <p>Labels to attach to class tooth</p> <p>An unbruised apple,</p> <p>A brown paper bag,</p> <p>Large nail</p>	<p>Have children name things teeth do: Teeth are important for speaking, eating and smiling. Have children say the alphabet and tell which sounds are made by using the teeth, tongue and lips. "What sounds do we make with our teeth? If you didn't have teeth, it would be easy to say 'up', 'toy' or 'cat'. It would be hard to say 'fifty', 'teeth' or 'scissors' without teeth."</p> <p>Ask children to make a list of foods that can be eaten without teeth and the foods that must be chewed. "Without teeth you could not chew crunchy foods like carrots, nuts or apples."</p> <p>Explain the parts of a tooth – especially note the enamel and soft parts underneath. The enamel is like our skin – protecting the parts underneath.</p> <p>Explain that there are many ways to make teeth strong. "Milk gives us calcium which makes the new teeth children grow nice and strong. Fluorides, which you cannot see or taste, can be found in water, toothpastes and tablets." Have children practice saying 'fluoride.' "Sometimes teeth can be helped to be strong by having the dentist fill a cavity or put a sealant on their teeth."</p> <p>Explain that even before teeth start to grow, what you eat will affect how strong they are. Discuss 'baby' teeth. "Some teeth are supposed to come out. They are called 'baby' teeth. After a baby tooth comes out, another tooth will come in. This new tooth must last for many, many years. There are no more teeth after this. You must take extra special care to brush twice every day."</p> <p><b>20 minute acid attack:</b></p> <p>Begin by defining terms like 'sugar bugs', acid, cavities, etc., at a level that is appropriate for the abilities of the group: "When we eat sweet things, the 'sugar bugs' in our mouths turn the sugar into acid, which then attacks our teeth and eventually makes 'holes' in them that we call cavities. Every time you take a bite or sip of something sweet, this acid attack will occur for the next 20 minutes!"</p> <p><b>Apple experiment:</b></p> <p>"This apple is a bit like a tooth. It has an outside layer protecting the softer parts inside. What happens when an apple gets a hole in it?"</p> <p>"We are going to do an experiment." Take the apple and poke a hole with a nail one inch into the side of the apple. Place the apple in a brown paper bag and staple it shut. Keep it on a shelf in the classroom out of direct sunlight for 2-3 weeks.</p>	<p>Class members then individually complete the apple prediction sheet by drawing or writing what they predict will happen to the apple.</p> <p>When complete these are stored with the apple.</p>	<p>"Caring for your mouth is as important as caring for the rest of your body. Cleaning teeth adds fluoride, and removes plaque which contains harmful bacteria that can cause tooth decay."</p> <p>Ask students to name professions that help us look after our teeth.</p> <p>"Dentists tell us that we should clean our teeth at least twice a day."</p> <p>Handout 'Twice a day' home activity.</p> <p>"Here is a chart you can try to use at home to remind you to clean your teeth in the morning after breakfast, and before you go to bed at night."</p> <p>Go through the sheet to model completing this.</p> <p>OR – This activity can be completed each morning as a class.</p>

Session focus	Resources	Whole class focus	Independent or teacher led groups	Sharing group (feedback)
<p><b>Session 2 (B):</b> <b>Recognising healthy messages</b> <b>30 minutes</b></p>	<p><b>ACTIVITY F-3: Recognising healthy messages</b></p> <p>Handouts: 1. Stop! Rethink that sugar drink 2. Water is cool in school</p>	<p>Commence with a discussion about the two slogans. What do the children think they mean? If they do not provide sufficient response - Explain that a hand gesture like this is a signal for 'stop!' – and so it is trying to stop people and make them think before they have a sweet drink. The other tries to say that water is a better choice than sweet drinks at school.</p> <p>Question – “Where would these signs be useful for children?” (Expand consideration beyond school)</p> <p>“What might be some other messages we could share that help children know what drinks are healthy, or why some drinks are not so good for you.” (Note level of understanding and learning from session one).</p> <p>Identify students generating messages indicating high comprehension and creativity for participation in the extension group</p>	<p>Students complete both pictures:</p> <ul style="list-style-type: none"> <li>• Colour ‘Water is Cool in School</li> <li>• Copy around their hand, decorating, and then cutting it out for display.</li> </ul> <p><b>Extension group</b></p> <p>If children have generated another appropriate slogan that works well – place these children on a table together with paper and pencils. Teacher assists to develop their slogan, wording and poster.</p>	<p>Collect the pictures, and ask the children why signs might be a good way to remind children to drink water at school</p> <hr/> <p><b>Assessment Task 2</b></p> <p>Recognises and proposes appropriate uses for a health slogan supporting increased water consumption.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Discusses uses for and placement of such signage</li> </ul>
<p><b>Session 3 (A):</b> <b>My teeth</b> <b>30 minutes</b></p>	<p><b>ACTIVITY F-2: My teeth</b></p> <p>A sharp knife. The stored apple Student predictions</p> <p>Handouts: 1. Apple Results 2. Cavity predictions</p>	<p>Before beginning the results phase, return the student predictions they made the day the experiment started and review these.</p> <p>Take a very sharp knife and slice the apple through the centre of the hole on the side of the apple. Let the students look at what happened inside the apple. The students will observe how the brown area spreads as it reaches the centre of the apple.</p> <p>“The hole in the side of the apple is like a cavity in the tooth. The opening is small on the outside and the decay spreads out as it reaches the centre of the tooth. As a cavity moves toward the inside of a tooth is travels more quickly because the layers inside the tooth are softer. It is important that we have a dental check-up every year so our dentist can catch our cavities when they are small. The outside of our teeth, the enamel, is the hardest part of our body.”</p> <p>Hand out the results and cavity predictions sheets for students to complete. Model these prior to completion.</p>	<p>Students complete the results sheet drawing – AS CLOSELY AS POSSIBLE the exact appearance of the apple, and writing comments if wished.</p> <p>They then move on to complete the tooth prediction sheet.</p> <p>Note whether the students’ predictions have been informed by results.</p>	<p>Select a few students to display their work and explain the results and their cavity predictions.</p> <p>Ask student if anyone knows how dentists ‘fix’ cavities (filling the hole with a hard substance)</p> <p>Collect the two sheets.</p> <hr/> <p><b>Assessment Task 3</b></p> <p>Examines the structure of teeth and the effects of dental decay, predicts how this might be mimicked within an activity using similar structures that have protective outer coatings (ie an apple), and reporting experimental outcomes.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Identifies tooth components</li> <li>• Reports on changes observed in the apple</li> <li>• Compares individual components to components of the apple (eg enamel / peel)</li> <li>• Accurately reports results</li> </ul>

Session focus	Resources	Whole class focus	Independent or teacher led groups	Sharing group (feedback)
<b>Session 3 (B):</b> <b>A Healthy Party (A)</b> <b>30 minutes</b>	<b>ACTIVITY F-4: A Healthy Party</b> Teacher copies of: 'How I Celebrate a ...' and 'How can I make my celebration healthier?' sheets ... enlarged or copied to board prior to presentation. A selection of pictures of fun but healthy party ideas.	Have the 'How I Celebrate a ...' sheet enlarged (through projector, interactive board, or manually transcribed) on to a white board so that it can be completed in response to the students answers. Introduce the concept that in Australia, many families celebrate many things. You can look at three celebrations (teacher selected or student suggested). Complete the sheet based on the student responses to each section. Ensure you work through all aspects of a party before discussing the food and drink so that students come to realise that it looks like a party before this aspect is even required. Change the cover sheet to the 'How can I make my celebration healthier?' sheet and complete the first column before moving down this to select items for the group party next session.		
<b>Session 4:</b> <b>A Healthy Party (B)</b> <b>30 minutes preparation</b> <b>45 minute party (Can be held over lunch, May need to include travel time)</b> <b>15 minute analysis</b>	<b>ACTIVITY F-4: A Healthy Party</b> Teacher copy of: 'Investigation of a celebration' sheet ... to be enlarged or copied on to board. <b>Fun Food to Create eg Clowns</b> Unsalted plain large rice cakes Peanut butter Green grapes for eyes Raisins for pupils Strawberries for nose Cheerios for mouth Shredded cheese for hair <b>Spritzer :</b> 1/3 cup crushed (not squeezed) fruit 2/3 cup soda water 2 ice cubes or crushed ice Combine in a glass and serve.	Inform the group that they will be helping to create a healthy party. They will need to abide with hygiene practices so guide them through this process. They will need to make it fun for everyone – this is a party for each other – so it is everyone's job to make everyone ELSE feel special and looked after. If the party is to be held in the classroom it will need to be arranged so that safety is maintained. Explain this to the class. If the party is to be held elsewhere (eg a park) explain that everyone will need to follow some simple rules to ensure it is safe (eg – where the boundaries are) If the party is themed (eg pirate theme) and class members are without attire discuss how we can help to include them (have some spare eye-patches, plastic cutlasses & scarves)	Students assist preparations for the party, including: decorations and food. Ensure hygiene practices are maintained, and transportable presentations are used if needed (ie – plastic trays, rubbish bags, spare batteries for music players). Start the party – dance, games, songs, special visitors ... and food. Clean up when the party is over	Display the sheet: 'Investigation of a celebration' and complete with the class. Conclude by reinforcing the message that a party does not need to have unhealthy things ... friends, kindness and fun things to do are what matter. <b>Assessment Task 4</b> Examines different ways we celebrate, particularly using sugar-based items, and talks about how we could alter this to create a 'healthy party'. <b>Criteria</b> <ul style="list-style-type: none"> <li>Names a number of different celebratory events</li> <li>Identifies components of celebrations including food, drink, company and environmental changes.</li> <li>Suggests healthy alternatives to sugar-based food and drink.</li> </ul>
<b>Session 5:</b> <b>Teeth cleaning song</b> <b>30 minutes</b>	<b>ACTIVITY F-5: Assembly presentation</b> Prepared display of song You-tube sample of the song Cue cards for selected students if desired	Teacher places the words of the attached song onto a power-point so children can read along as they learn the words. <i>An optional, easier song has also been included</i> A series of picture cards can be developed from the pictures provided for selected children to hold up on cue, in time with that component of the song. Play the song through so that students get an idea about what is to be presented. Place students into a practice the song.		Present song at assembly

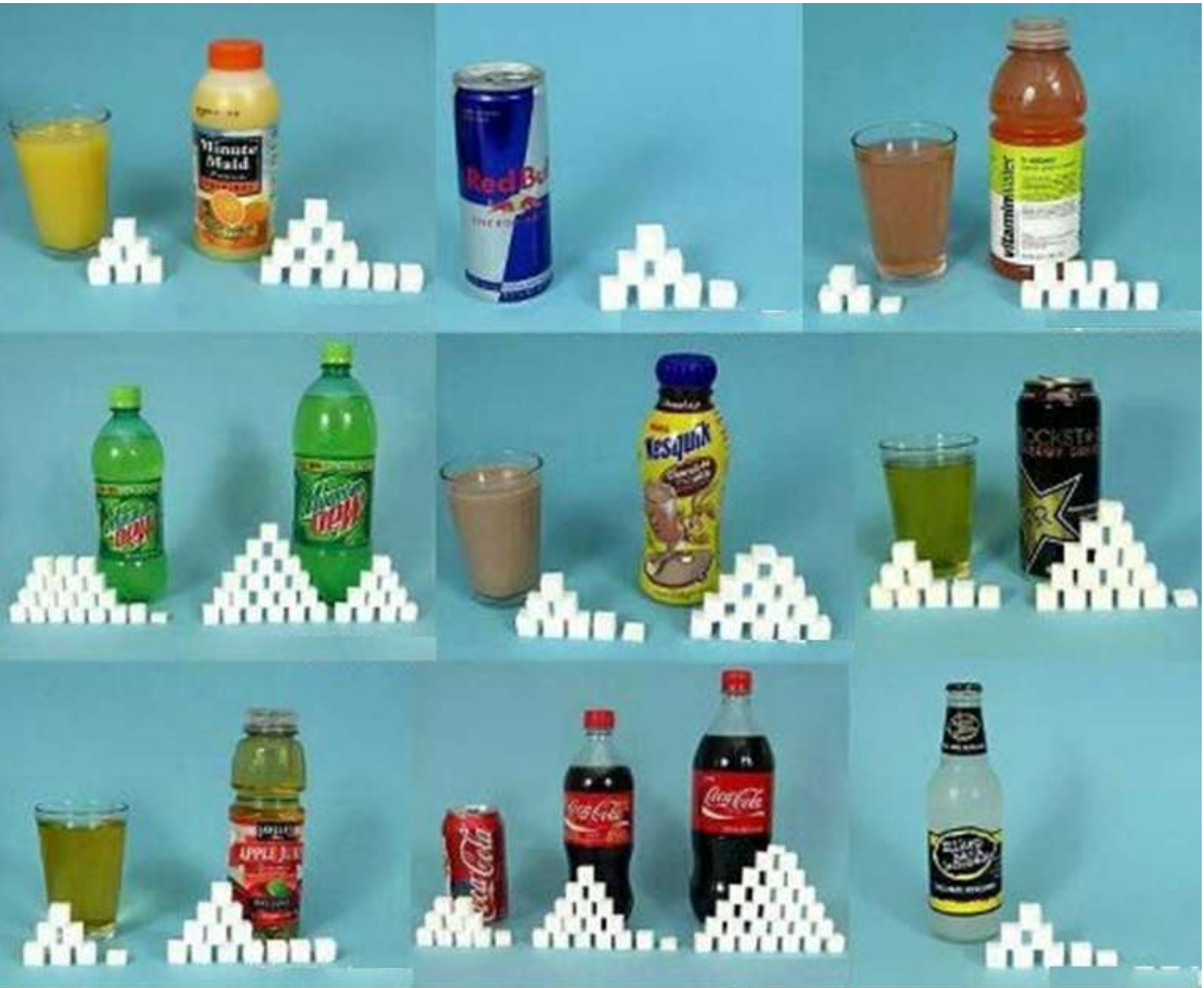


# Activity F-1 & 1/2-1:

What drinks are  
good for me?



# Sugar content chart



... **Or** use real items where you place sugar cubes in front to show how much sugar is in them.  
To work out how much sugar is in a drink use the formula: 4 grams of sugar = one teaspoon.

# Dental health pictures

To make 'Healthy Teeth box and 'Dental Decay box – Place these pictures over the opening of an empty tissue box. Slice an opening between the teeth.

You can decorate the box by adding other features as you wish. Alternatively print out sufficient copies for a pair of boxes on each group table. The children can decorate these. Monitor the conversations regarding dental health.





# Drinks to place into boxes



Healthy choices: Plain water is always the healthiest choice. A couple of glasses of plain milk each day is also very healthy. If you would like to try some other options sometimes then try water (hot or cold) or milk with real fruit or herbs

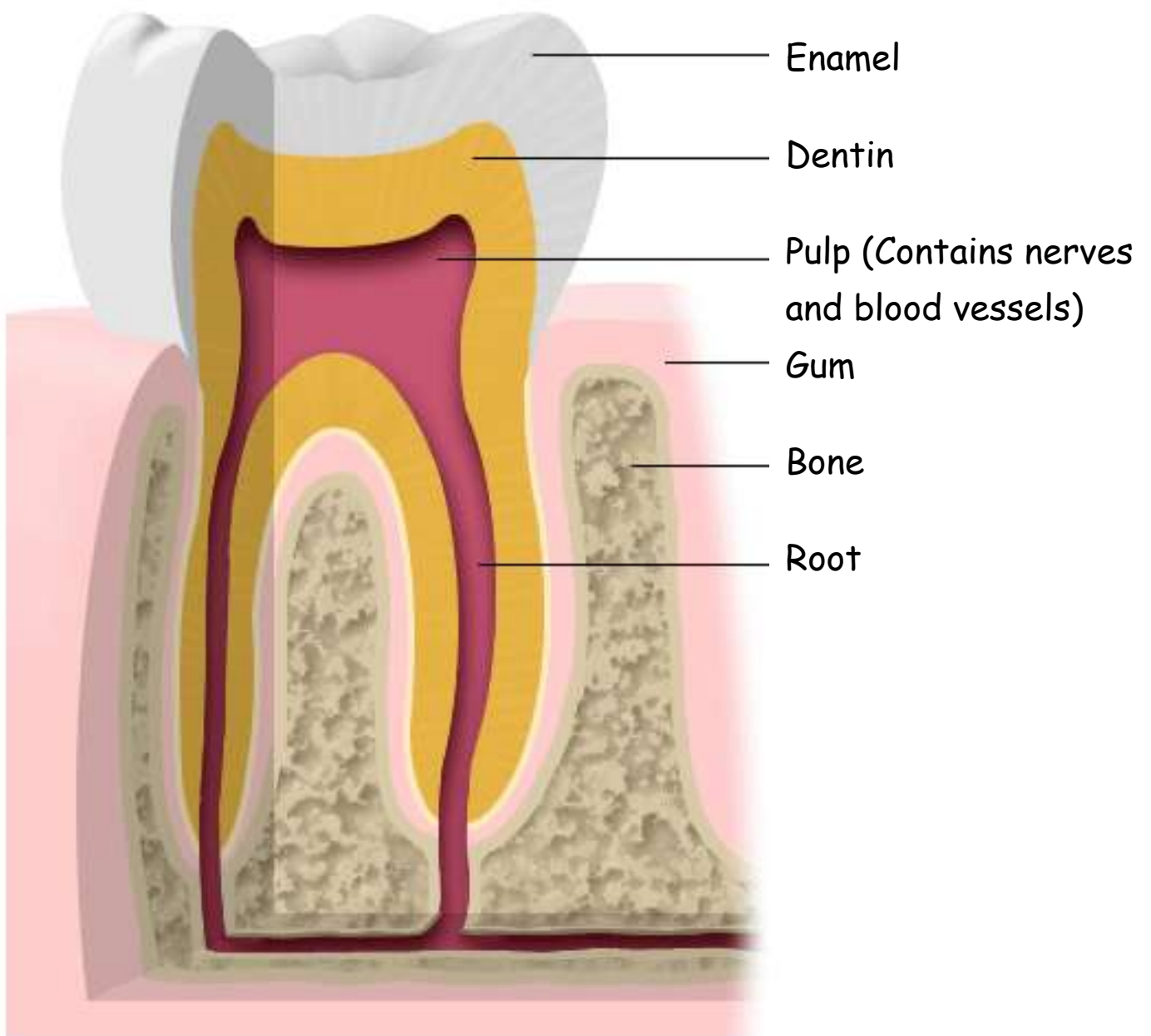


# Activity F-2:

## My Teeth



# Structure of a tooth

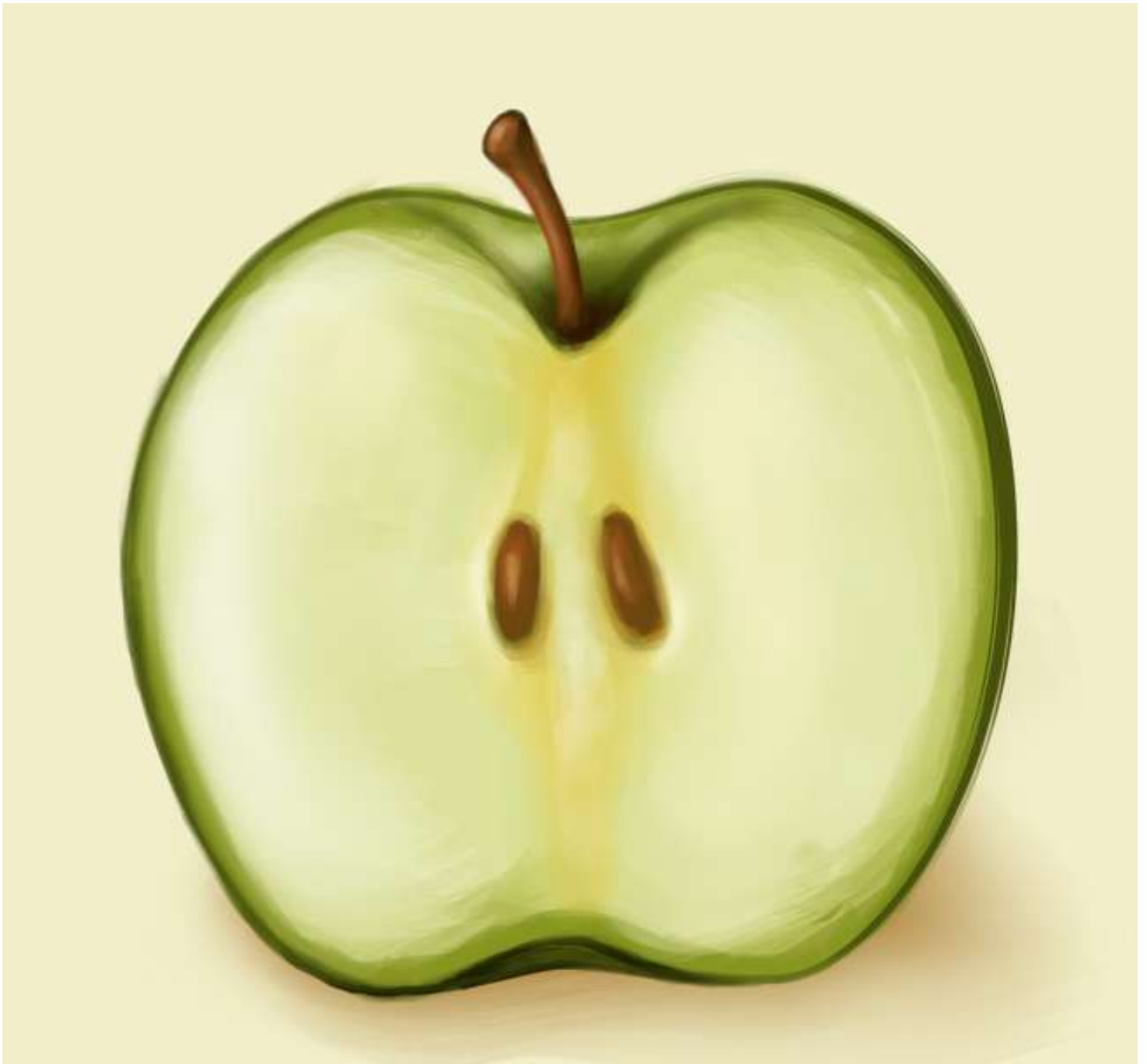




# My prediction

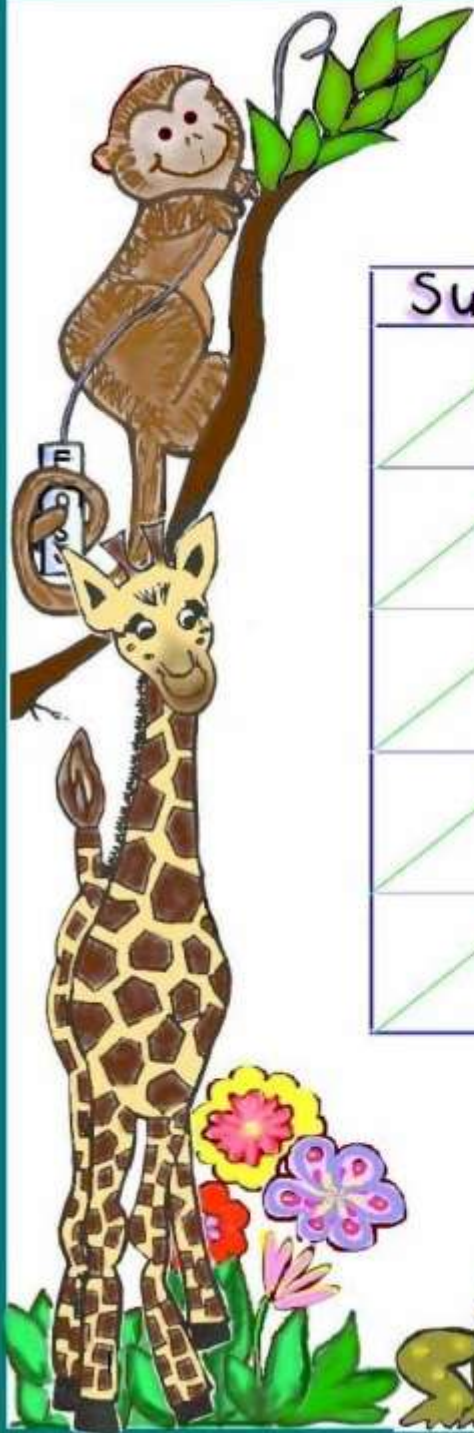
Name: \_\_\_\_\_

Draw or write what you think will happen to the apple.



# I Brush My Teeth 2 Times Each Day

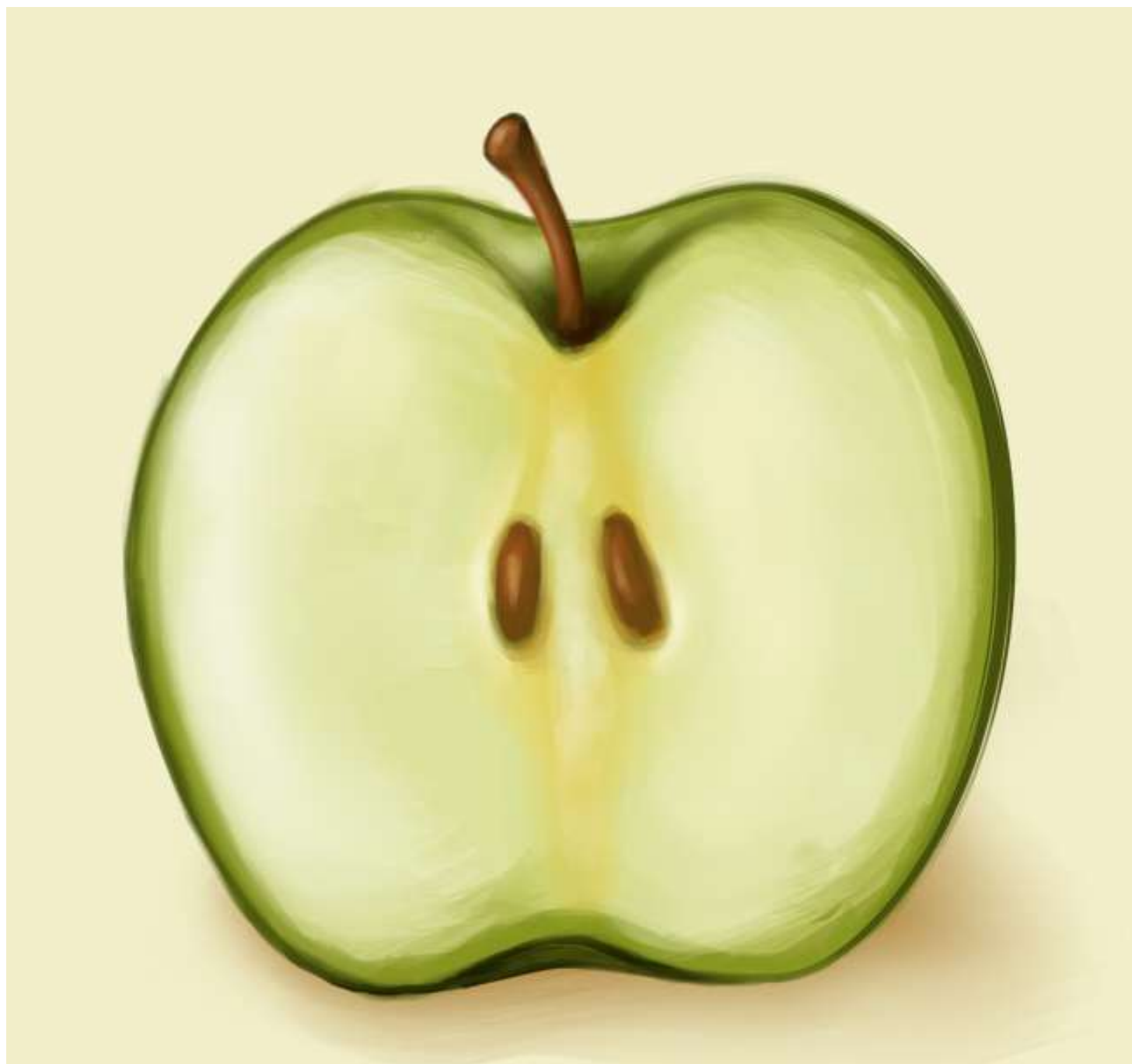
Sun	Mon	Tue	Wed	Thu	Fri	Sat



Twice a day

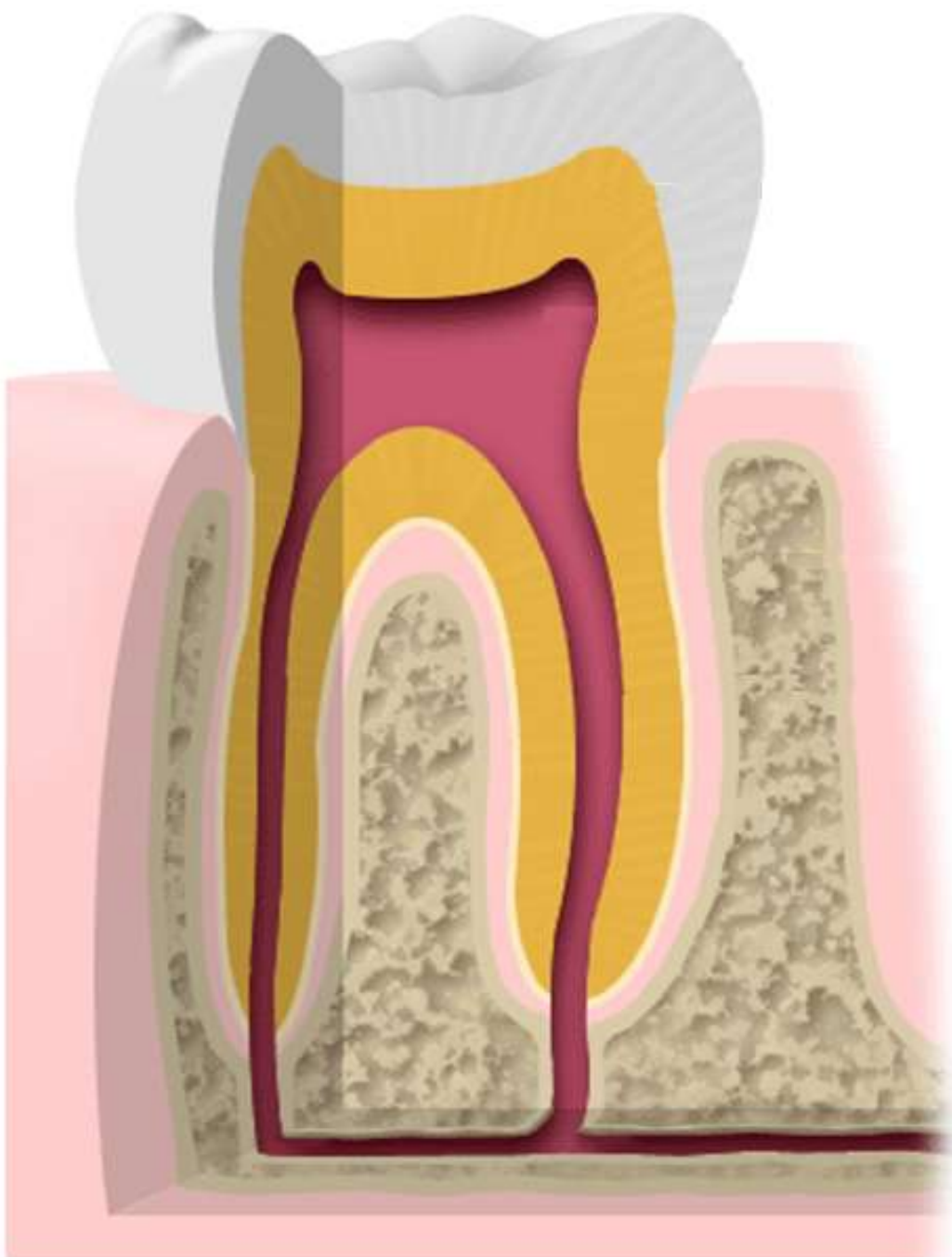
Name: \_\_\_\_\_

Draw or write what happened to the apple.



Name: \_\_\_\_\_

Draw or write what you think might happen to a tooth that gets a cavity.





# Activity F-3:

## Recognising healthy messages

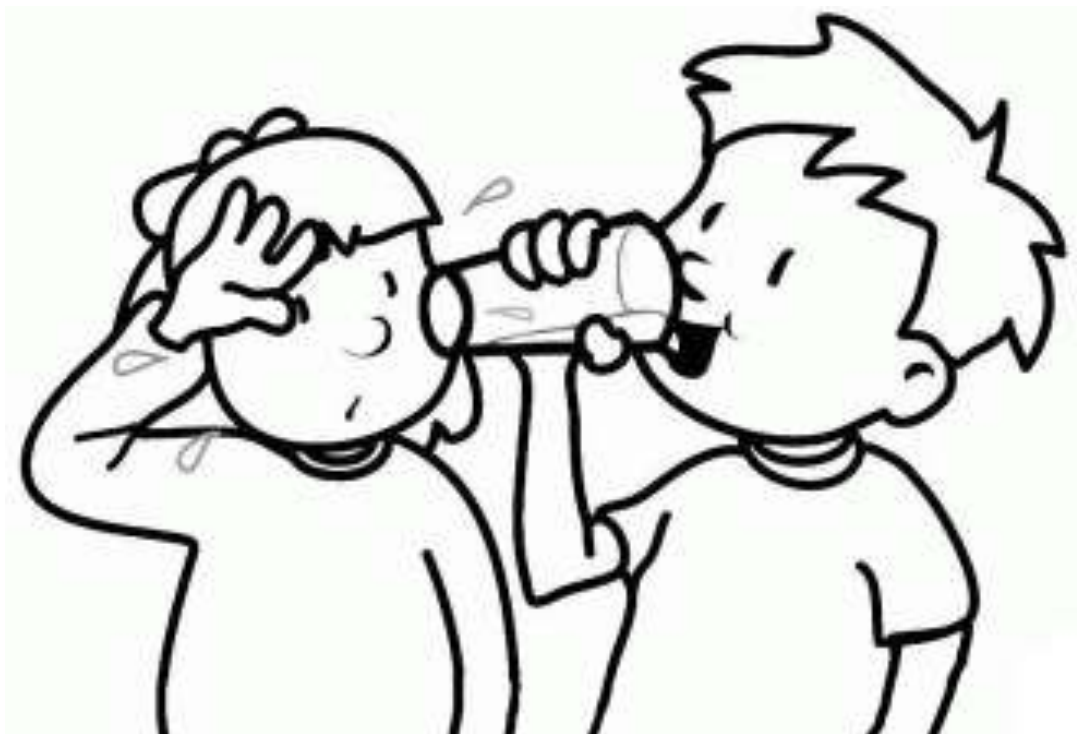


Put your hand over the words below, and draw around your hand - then colour it in, cut it out and put it where it will help children remember not to drink a sweet drink.



Colour in this slogan and picture, and put it where children can find water at your school.

Water  
is cool in  
school





Activity F-4:

A healthy party

# How I celebrate a ...

The celebration:			
Who is important friends, family ...			
Where it might happen			
Decorations			
What we do Behaviours Gifts Games Music			
Food and drink			

# How can I make my celebration healthier?

	What would a healthy celebration look like?	Which ones will we do as a class?
What stays? (Activities, friends, location, music, themes etc.)		
Food and drinks that need to go.		
Food and drinks we could use instead.		

SOME FUN  
IDEAS TO  
SHARE

That you can  
all help to  
create for  
your 'party'







Edible Nutrition



Edible Nutrition



# Investigation of a celebration



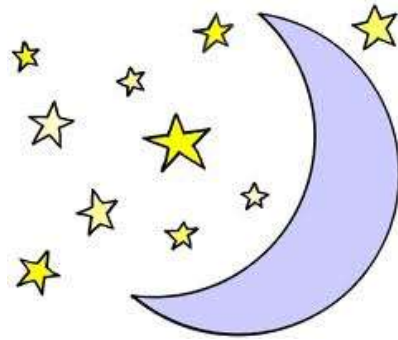
## How do you feel?

	Yes (thumbs up)	Maybe	No (thumbs down)
<p>Let's discuss how you thought our healthy party went.</p> <p>Vote using these hand gestures.</p> <p>I will count your answers.</p>			
Did you have fun?			
Was it healthy?			
Did you like the music?			
Were there games?			
Did you play with friends?			
Did the party need to have more sugary things?			

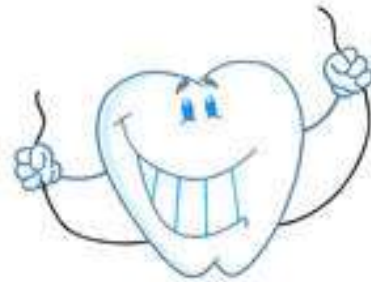
# Assembly Presentation

*To the tune of "Jingle Bells"*

*I brush my teeth, I brush my teeth, in the morning and at night.*



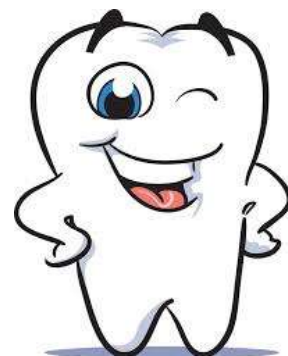
*I brush them and I floss them clean; I keep them nice and white.*



*I brush them once, I brush them twice; I brush them till they shine.*



*I always brush them round and round; those precious teeth of mine.*

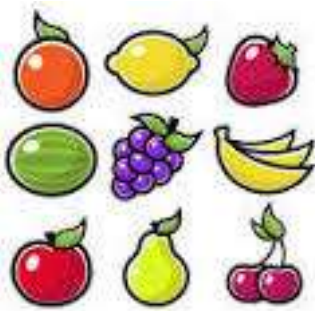




*I eat good foods, I eat good foods, it gives my teeth a treat.*



*I like to eat healthy foods like veggies, fruit, and meat.*



*If I eat something sweet, I brush them right away*



*To keep my teeth shiny bright, and free from tooth decay.*





**Alternative (simpler) song:**

**To the tune of “Are You Sleeping”**

*Oh my dentist*

*Always tells me,*

*Brush your teeth*

*Brush your teeth.*

*Brush them in the morning*

*And again at bedtime.*

*Brush your teeth*

*Brush your teeth.*

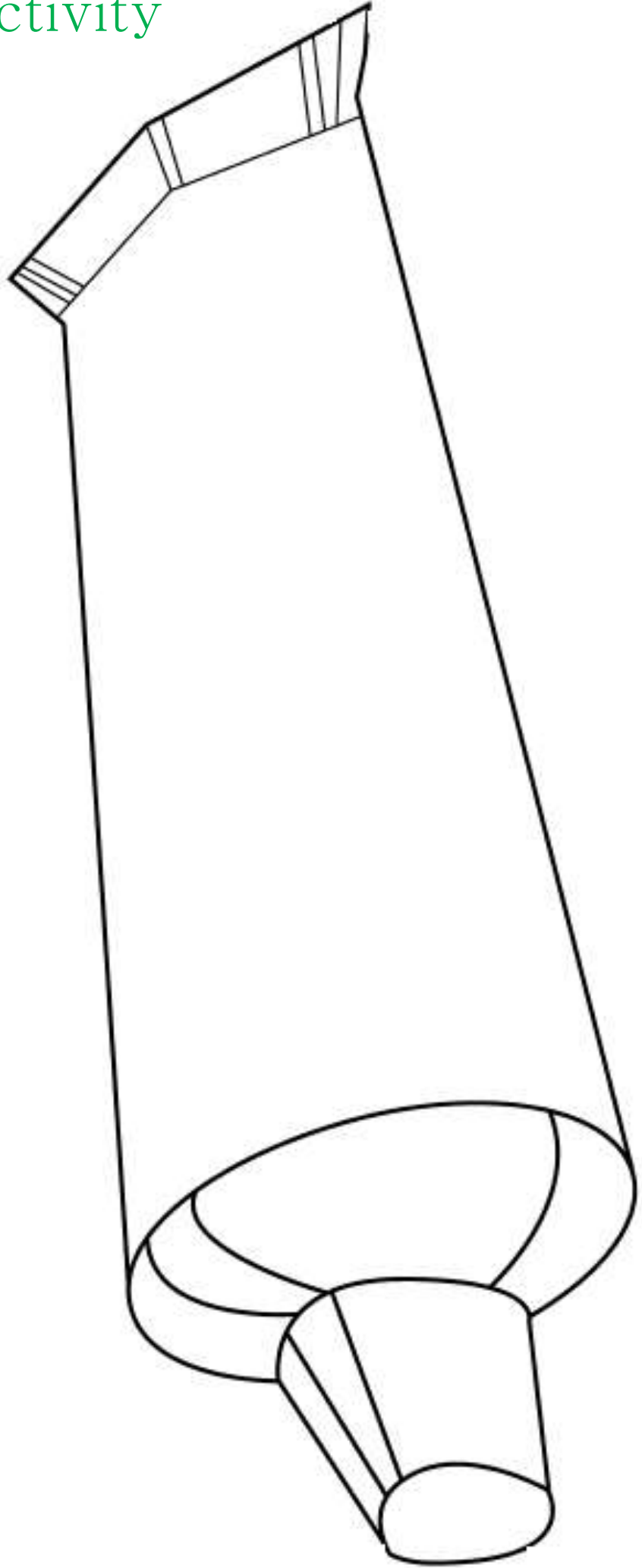


## Extension Activity

# Tube of Toothpaste

Design your own tube of toothpaste.

Think of a fun name for your toothpaste and write it on the tube. Colour the tube in your own creative design.



# CLASSROOM TEACHING MATERIALS

Level: 1 – 2



# AusVELS Level: 1 - 2

## Health and Physical Education: Health Promotion: *Stop! Rethink that Sugar Drink*

CURRICULUM COMPONENTS BY STUDENT LEVEL AND STANDARDS: YEAR 1 AND 2	
2.5 Propose and apply strategies they can use to keep themselves healthy, safe and active in a range of situations	
Make healthier choices from a range of options and justify their choices (eg drinking water rather than soft drink, eating fruit & nuts as a snack as opposed to sweet foods or chips, and selecting healthier breakfast foods)	Met by: ACTIVITY 1/2- 1: Explores the effect of sweet drinks on our health. Explores healthy options and is able to explain why these are better choices. <b>Criteria</b> <ul style="list-style-type: none"> <li>• Correctly identifies drinks that contribute to 'being healthy'</li> <li>• Can explain why sweet drinks are a less healthy choice than water or plain milk.</li> <li>• Identifies community services that provide care for concerns with oral or physical health.</li> <li>• Reports ways that local health care facilities promote health within the community (eg fitness centre, pharmacy, dentist)</li> </ul>
2.8 Examine simple health messages and how they relate to their own health decisions and behaviours	
Identify a variety of health messages from a range of different sources and explain what choices and behaviours the messages are referring to	Met by: ACTIVITY 1/2-3: Recognises slogans such as 'Water is Cool in School' or 'Stop Rethink that sugar drink' and is able to explain what these slogans mean, and the behaviour they are recommending. <b>Criteria</b> <ul style="list-style-type: none"> <li>• Discusses uses for and placement of such signage</li> <li>• Generates an appropriate 'slogan' to consume healthy drinks or avoid sweet drinks.</li> </ul>
Suggest how messages in the media may influence health decision making, including what food products to eat and drink, what to do in play time, and whether to wear protective equipment such as bike helmets, rash shirts, wrist protection	Met by: ACTIVITY 1/2-4: Identifies the components in advertisements for sweet drinks that encourage consumption, and considers the truth of these components. <b>Criteria</b> <ul style="list-style-type: none"> <li>• Identifies components of advertisements that influence people such as implied friendship, fun, family, attractiveness, popularity.</li> <li>• Reports that these aspects will not actually happen through consumption of the promoted item</li> </ul>
Identify health-enhancing behaviours, and create their own positive health message and sharing it with the class	Met by: ACTIVITY 1/2-5: Promotes milk and water as important parts of a healthy diet <b>Criteria</b> <ul style="list-style-type: none"> <li>• Creates a message to either support water and milk consumption, or reduce sweet drink consumption</li> </ul>
ACTIVITY 1/2-1: What drinks are good for me?	
ACTIVITY 1/2-3: Extension of F-3.	
ACTIVITY 1/2-4: Is it the truth?	
ACTIVITY 1/2-5: My Healthy Message.	Assembly Presentation Opportunity

## Science

YEARS 1 & 2	
<p>Chemical sciences: Everyday materials can be physically changed in a variety of ways</p> <p>Nature and development of science: Science involves asking questions about, and describing changes in, objects and events</p> <p>Questioning and predicting: Respond to and pose questions, and make predictions about familiar objects and events</p> <p>Processing and analysing data: Through discussion, compare observations with predictions</p> <p>Evaluating: Compare observations with those of others</p> <p>Engage in discussions about observations and use methods such as drawing to represent ideas</p>	<p>Met by: ACTIVITY F-2: Examines the structure of teeth. Predicts how insufficient oral care can exacerbate dental decay, and reports conclusions</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Identifies components of a tooth</li> <li>• Understands that foods get stuck between teeth and that some foods can exacerbate the process of decay</li> <li>• Understands that brushing and flossing is necessary for good oral health.</li> <li>• Accurately reports results</li> </ul>
ACTIVITY F-2: Fluoride and Floss.	

**ASSEMBLY PRESENTATION:** Demonstrate brushing and flossing teeth

**EXTENSION ACTIVITY:** Make a cardboard mouth and model how to clean teeth.

# Class timetable: Level 1 / 2

Session focus	Resources	Whole class focus	Independent or teacher led groups	Sharing group (feedback)
<b>Session 1:</b> <b>What drinks are good for me?</b> <b>60 minutes</b>	<b>ACTIVITY 1/2 – 1: What drinks are good for me?</b>  <b>As for Level: Foundation</b>	<b>Assessment Task 1</b> Explores the different types of sweet drinks and shows an understanding of why these are not healthy (the amount of sugar contained). <b>Criteria</b> <ul style="list-style-type: none"> <li>• Correctly identifies drinks that contribute to 'being healthy'.</li> <li>• Can explain why sweet drinks are a less healthy choice than water or plain milk</li> <li>• Identifies community services that provide care for concerns with oral or physical health.</li> <li>• Reports ways that local health care facilities promote health within the community (eg fitness centre, pharmacy, dentist)</li> </ul>		
<b>Session 2:</b>  <b>Fluoride and Floss:</b> <b>60 minutes</b>	<b>ACTIVITY 1/2 – 2: Fluoride and Floss</b> Display: 1. Tooth 2. Project goal tooth  Pre-cut pink white and yellow card  Red and Grey wool  Tooth labels  Glue  A rubber glove,  A jar of peanut butter  Something to spread it with  A container of dental floss,  A toothbrush & toothpaste.  Handouts: 1. Twice-a-day teeth cleaning chart 2. Science report	Have children name things teeth do: Teeth are important for speaking, eating and smiling. Display the cutaway of a tooth. Explain the sections: 1. Enamel is the hard outer coating that protects the soft parts of the tooth. It is mainly calcium – which we get from dairy food ... so drinking milk makes your teeth stronger. 2. Dentin is a hard substance too, but not as hard as enamel. Once a cavity has moved through enamel it gets through dentin more easily. 3. Pulp is soft living tissue full of blood vessels and nerves. If a cavity gets through to this it hurts and can cause infection.	Students work in groups to make some teeth like one shown (display sample class tooth).	<i>Reform large group to proceed to next whole-class focus</i>
		Discuss how we care for teeth. Commence by asking the students to name ways we care for teeth – notice if any student mentions flossing. If so, have them explain this more. If not explain what floss is (display).  Have the children practice saying fluoride and explain that fluoride is a natural mineral that helps protect and even heal teeth.  Put the glove on one hand and extend the fingers straight but tightly together, pointing upward (your hand with the glove should look like you're going to give a "high five"). Spread your fingers apart and spread peanut butter between your fingers - make sure to get the peanut butter deep between your finger joints. Tighten your fingers together again.  Explain that, in this experiment, your fingers represent your teeth, and the peanut butter between them is food that gets trapped between your teeth when you eat.  With your fingers still tightly together and held upward, use the toothbrush and toothpaste to try and scrub the peanut butter away (remember not to move your fingers apart!). Have someone else try to remove the peanut butter using the dental floss between your fingers. Which does a better job -the toothbrush and paste or the floss?	Put on the board the following vocabulary for children to access as required: 1. Floss 2. Fingers 3. Toothbrush 4. Toothpaste 5. Peanut butter 6. Clean 7. Food 8. Trapped  ... and any others you feel may be required  Handout the Science report sheet and have students report what they saw. Make sure they note: what was used. What happened, and	"Cleaning teeth adds fluoride, and removes plaque. Dentists tell us that we should clean our teeth at least twice a day. At your age you may need help to floss your teeth properly. As soon as teeth grow to touch each other they need to be flossed every day"  Handout 'Twice a day' activity. "Here is a chart you can try to use at home to remind you to clean your teeth in the morning after breakfast, and before you go to bed at night."  Go through the sheet to model completing this - OR – this can be completed each morning as a class.

			what they discovered.	<b>Criteria</b> <ul style="list-style-type: none"> <li>Identifies components of a tooth</li> <li>Understands that foods get stuck between teeth and that some foods can exacerbate the process of decay</li> <li>Understands that brushing and flossing is necessary for good oral health.</li> <li>Accurately reports results</li> </ul>
<b>Session focus</b>	<b>Resources</b>	<b>Whole class focus</b>	<b>Independent or teacher led groups</b>	<b>Sharing group (feedback)</b>
<b>Session 3:</b> <b>Recognising healthy messages.</b> <b>60 minutes</b>	<b>ACTIVITY 1/2 – 3: Recognising healthy messages.</b> As for Level F but all children complete the extension activity to produce a ‘slogan’ which they present and explain to the class. They may then use this slogan for their ad in sessions 4 & 5	<b>Assessment Task 3</b> Recognises slogans such as ‘Water is Cool in School’ or ‘Stop Rethink that sugar drink’ and is able to explain what these slogans mean, and the behaviour they are recommending. <b>Criteria</b> <ul style="list-style-type: none"> <li>Discusses uses for and placement of such signage</li> <li>Generates an appropriate ‘slogan’ to consume healthy drinks or avoid sweet drinks.</li> </ul>		
<b>Session 4:</b> <b>Is it the truth?</b> <b>45 minutes</b>	<b>ACTIVITY 1/2 – 4: Is it the truth?</b> Two identical chairs placed at the front of the room Display: 1. Advertisements Handout: 1. What is the truth?	Commence with a discussion about advertising. “The job of the ads is to get you to want something so much that you buy it.” “Some ads make us want things by hinting that we will be happier, or that people will like us more ... if we buy their item.” “Here are two chairs. I am going to try to sell you <b>this one.</b> ” (Indicate one and refer only to that one when making the ensuing statements. Use a lot of expressiveness). “They are the same chair but I am going to say that: <ul style="list-style-type: none"> <li>This one is much more fun!</li> <li>This one makes it feel like holidays</li> <li>This one means you will have more friends</li> <li>This one makes every day feel like your birthday party”</li> </ul> “You will want this chair ... but none of it is really true.” “Look at this ad for coca cola. It is telling you that you will be a ‘cool dude’ if you drink coke. But is that true?” “This ad for coke says that when you open a bottle of coke you open happiness. But if you are sad or angry will that make any difference? Can you be happy for other reasons? Give me some examples of what really makes you happy.” “This ad for chocolate milk makes it look like you will have lots of fun if	Give handout “Here is that first ad again. Coke doesn’t make you cool. There are many things you can do that make you cool. What sort of things do you think I am talking about? (Guide answers)” “I would like you to answer this ad by finishing the sentence with words or a picture” Students complete the sentence with words or pictures, with support from the teacher as required.	Students share what makes them ‘cool’ <hr/> <b>Assessment Task 4</b> Students identify components of advertisements that encourage consumption, and consider the truth of these. (eg It seems like everyone that has that drink has a lot of fun ... but you make the fun, whether you have that drink or not.) <b>Criteria</b> <ul style="list-style-type: none"> <li>Identifies components of advertisements that influence people such as implied friendship, fun, family, attractiveness, popularity etc.</li> <li>Reports that these aspects will not actually happen through consumption of the promoted item</li> </ul>

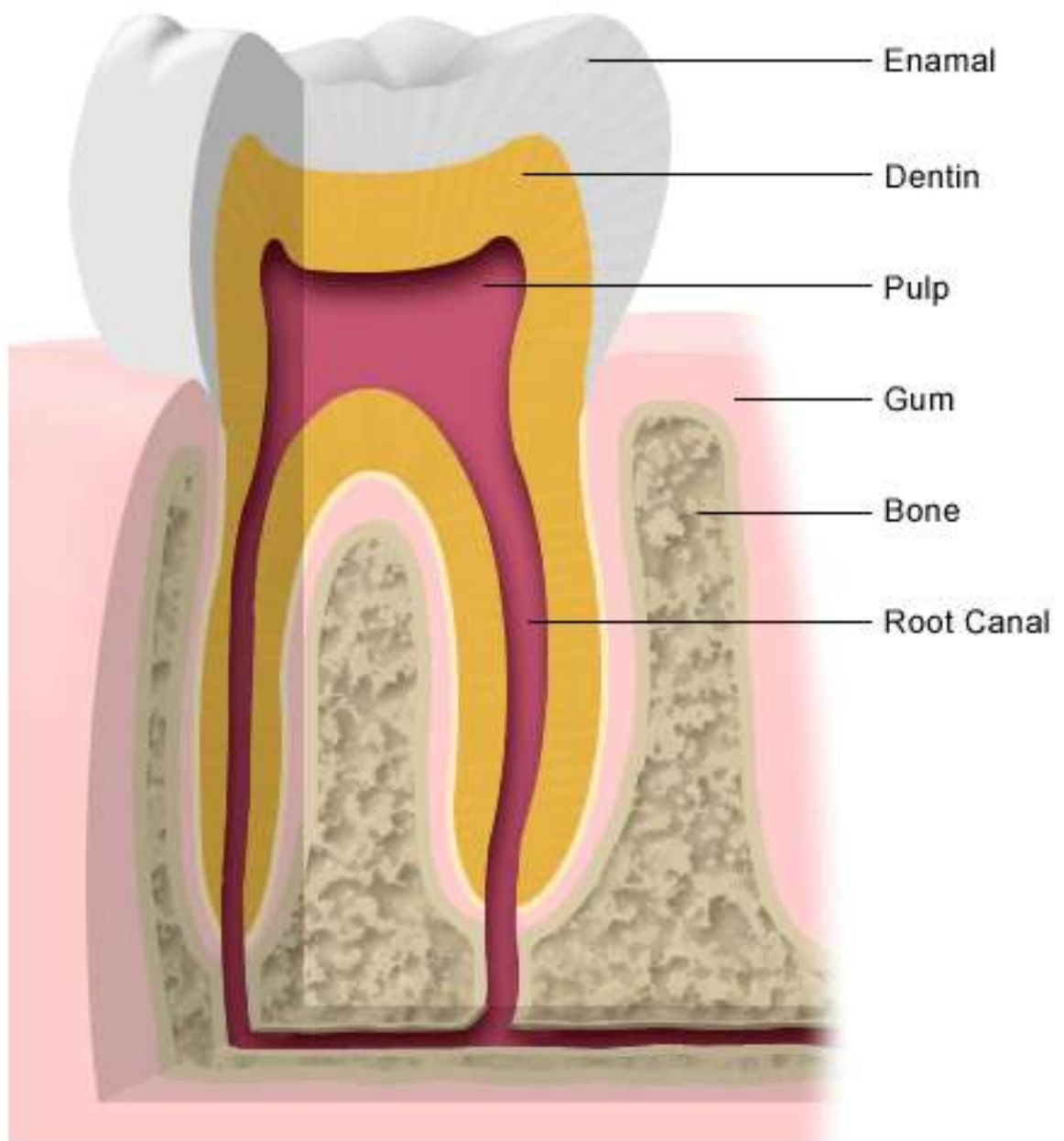


		<p>you have this drink. But these people would have fun playing and swimming anyway. They should just have water or plain milk. They would still have just as much fun, and they would be healthier.”</p> <p>“This ad for juice makes it look like it is just the same as a real piece of fruit. But juice has a lot more sugar and less of the good things than a real piece of fruit. It isn’t the same at all!”</p> <p>“Finally, this one for cordial makes it look like whenever kids have a party they should have cordial. Can you celebrate a birthday without a sweet drink? Is this ad true?”</p>		
Session focus	Resources	Whole class focus	Independent or teacher led groups	Sharing group (feedback)
<p><b>Session 5 &amp; 6:</b></p> <p><b>My healthy message</b></p> <p><b>2 x 60 minutes</b></p>	<p><b>ACTIVITY 1/2 – 5: My healthy message</b></p> <p>Draft paper</p> <p>Poster paper</p> <p>Drawing, writing and pasting materials</p>	<p>This final component allows the children to utilise what they have learnt by developing a poster that advocates water or milk consumption, or reduced sweet drink consumption.</p> <p>Review:</p> <ul style="list-style-type: none"> <li>• Information on which drinks are healthy and which have sugar.</li> <li>• Why too much sugar is not healthy (dental decay and weight problems, and why water and milk are good for us (strong bones, concentration ...)</li> <li>• Slogans that are used – short and catchy</li> <li>• How ads work to make people want things (fun, friends ...)</li> </ul> <p>Explain that alone or in a group they will be making their own ad which can ‘sell’ milk, or water instead of sweet drinks.</p> <p>Students present a plan, do a rough draft, revise and edit before making their final poster. They have two sessions to complete the activity.</p>	<p>Students work through: planning, drafting, revising, editing and publishing a poster.</p>	<p>Students present their ad to the class.</p> <p>Several of these are selected to be scanned, reduced, and put in the school newsletter to promote healthy practices of drinking more water &amp; milk.</p> <hr/> <p><b>Assessment Task 5</b></p> <p>Creates a message to either support water and milk consumption, or reduce sweet drink consumption</p> <p><b>Criteria</b></p> <p>Uses some of the marketing ideas discussed in the earlier sessions to promote healthy, or argue against unhealthy drink consumption.</p>
<p><b>Assembly presentation</b></p>	<p>A large brush (a broom where the end is removed from the stick and tied back on sideways).</p> <p>A picture of a tube of toothpaste enlarged.</p> <p>Cotton wool to be our toothpaste</p> <p>A long rope as floss</p> <p>Bits of foam or balloons to squeeze ‘between the teeth’.</p> <p>Costumes optional</p>	<p>We are going to develop a demonstration of how children should clean their teeth. You will be the teeth, or food acid, or help to clean the teeth. I shall assign roles in a minute.</p> <p>Ask the children: What do we know about cleaning our teeth? Answers should include:</p> <p>A small amount of toothpaste; Circular cleaning as well as straight and up and down; Using the tip of the brush to reach behind the front teeth (top and bottom); Using floss to clean between the teeth; Asking for help; etc</p> <p>Children are assigned roles as follow:</p> <ul style="list-style-type: none"> <li>• Teeth 12 – 15 children</li> <li>• Food acid 4 or 5 children</li> <li>• Toothpaste squeezers One to hold the tube and one to place the cotton wool on the brush</li> <li>• Toothbrush holder One reasonably strong, responsible child</li> <li>• Floss holders 2 children on either end of a rope</li> </ul> <p>The teacher narrates, <b>or</b> this role can be given to several students to take turns.</p>		<p>The group then follows the instructions and words on the activity sheet provided</p> <p>Practice and then present at assembly.</p>

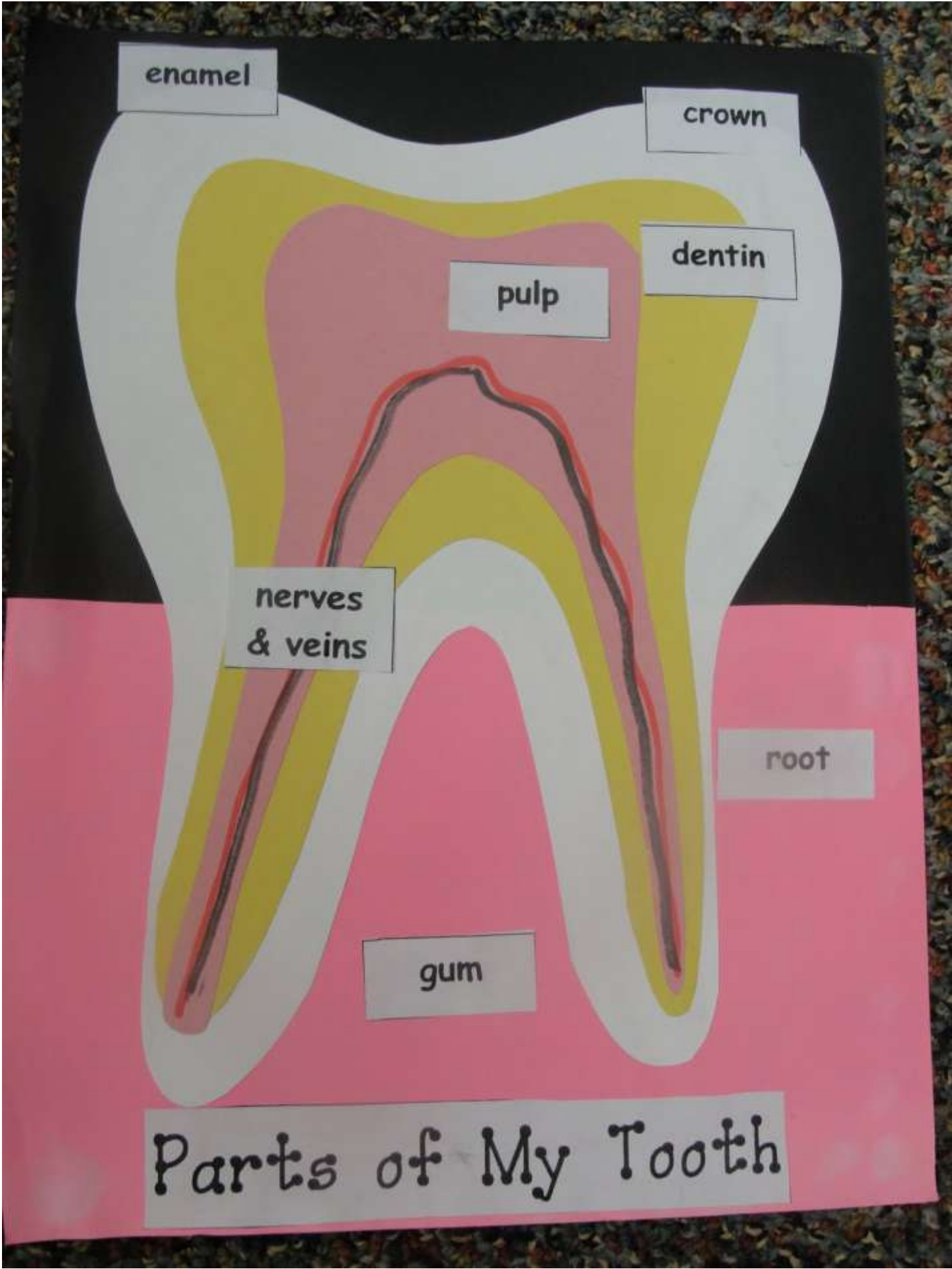
*Activity 1/2-2:*

**Fluoride and Floss**

# Structure of a tooth



In your groups, make a giant tooth like this one



Enamel

Dentin

Pulp

Gum

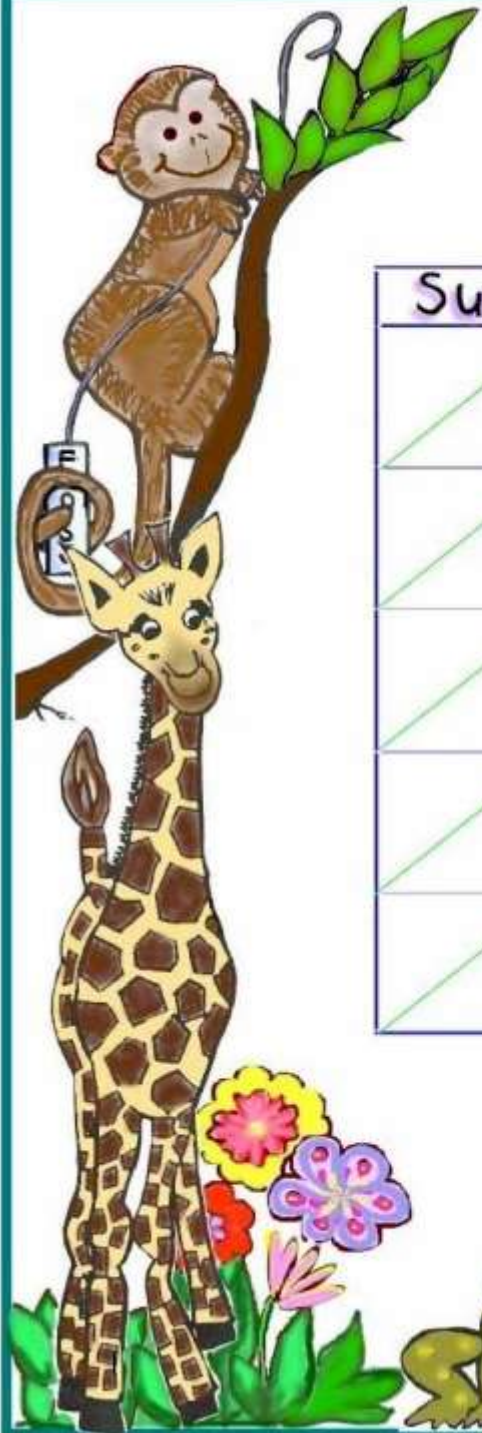
Root

Bone



# I Brush My Teeth 2 Times Each Day

Sun	Mon	Tue	Wed	Thu	Fri	Sat



Twice a day

# My Science Report

Name \_\_\_\_\_

What we used



What we discovered

What we did



# Activity 1/2-3:

Recognising healthy  
messages

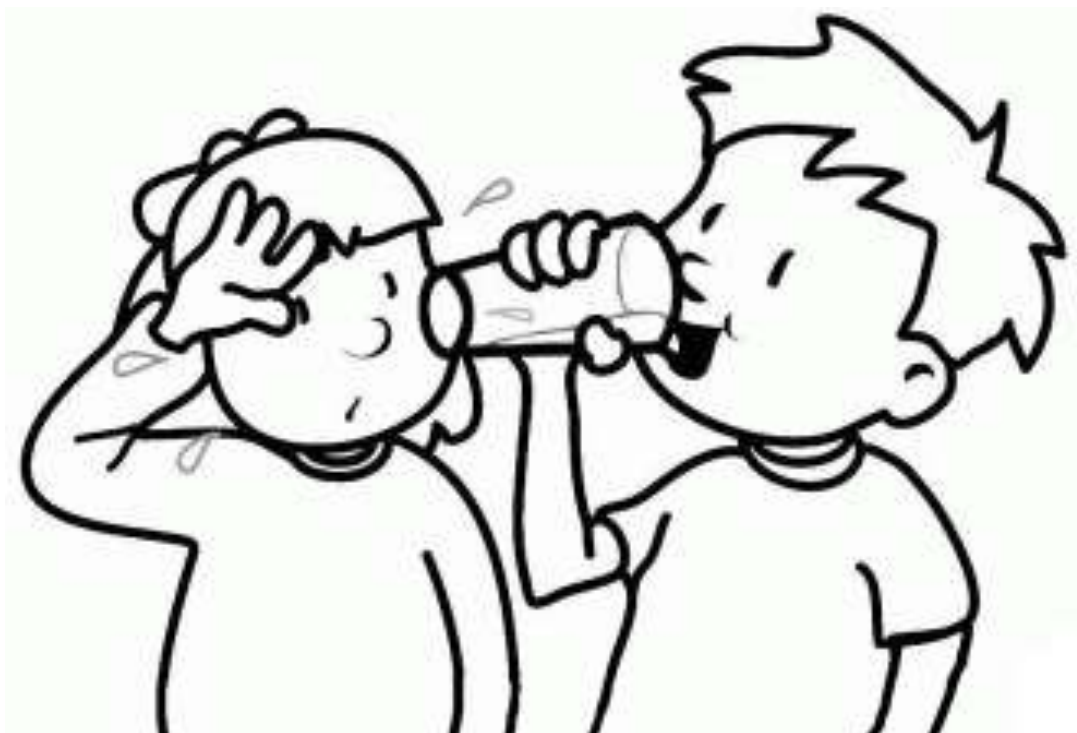


Put your hand over the words below, and draw around your hand - then colour it in, cut it out and put it where it will help children remember not to drink a sweet drink.



Colour in this slogan and picture, and put it where children can find water at your school.

Water  
is cool in  
school



Activity 1/2-4:

Is it the truth?



# ALWAYS COOL



Supporting The Olympic Games Since 1928





open happiness™





## IT'S FRUIT IN DISGUISE

With no added sugar or preservatives, a glass of Just Juice is the perfect way to get one of your five a day. [www.justjuice.co.nz](http://www.justjuice.co.nz)



*There's a lot  
to celebrate  
when you're a kid*



# What is the truth?

---



Drinking a sugary drink does not make me cool.

What makes me cool is that I can ...

Activity 1/2-5:

My healthy message

# Health Poster Activity

## Promoting water &/or milk

Create a poster for milk or water, or one that tries to get children to drink LESS soft drink, or juice, or other sweet drinks.

You need to come up with your own original design.

You may include facts (such as how much sugar is in drinks) to use in your ad.

Your ad should include the following:

- ✓ Relevant and colourful pictures.
- ✓ A catchy phrase, correctly spelled.
- ✓ A clear message about the healthy or unhealthy drinks.
- ✓ Good organization and use of space

Your steps should be:

1. Plan a number of ideas.
2. Sketch it out roughly.
3. Edit and revise your draft to make sure your message is clear, your presentation is appealing, your facts are right, and your spelling and grammar are correct.
4. Produce your final copy

# Assembly presentation: How to brush your teeth

## What we shall do:

The 'teeth' line up holding hidden balloons or foam behind their backs.

*"Here are your teeth. They are lovely and healthy. They have been working hard eating your dinner."*

The 'teeth' start jumping up and down, making sure not to show the items behind their backs.

*"As they chew on the food some bits get stuck between them, and food acid is formed that can start to attack the teeth."*

Children stop jumping and put the balloons and foam between them.

The food acid bugs come and pretend to attack the teeth and try to eat them.

*"This is why, every morning before school, and every night before bed, you should clean your teeth."*

*You put some toothpaste on to your brush. Not too much."*

Toothpaste is 'squeezed' on to the brush (Cotton wool is tied on to the broom)

*"You clean your teeth very carefully going around and around and up and down"*

Toothbrush holder demonstrates movements WITHOUT ACTUALLY CONNECTING WITH THE STUDENTS WHO ARE BEING THE TEETH.

Food acid bugs act scared and then run away.

*"Then you use the tip to clean behind the top teeth and the bottom teeth at the front"*

Toothbrush holder demonstrates movements WITHOUT ACTUALLY CONNECTING WITH THE STUDENTS WHO ARE BEING THE TEETH.

*"But some of the bits of food are still stuck between the teeth. So we need to get some floss. You get quite a long piece and twirl it around your fingers to clean between the teeth"*

Floss holders stand in front of and behind the teeth with a rope that they gently move back and forward between the teeth so that the foam and balloons fall away.

*"Now our teeth are clean and strong."*

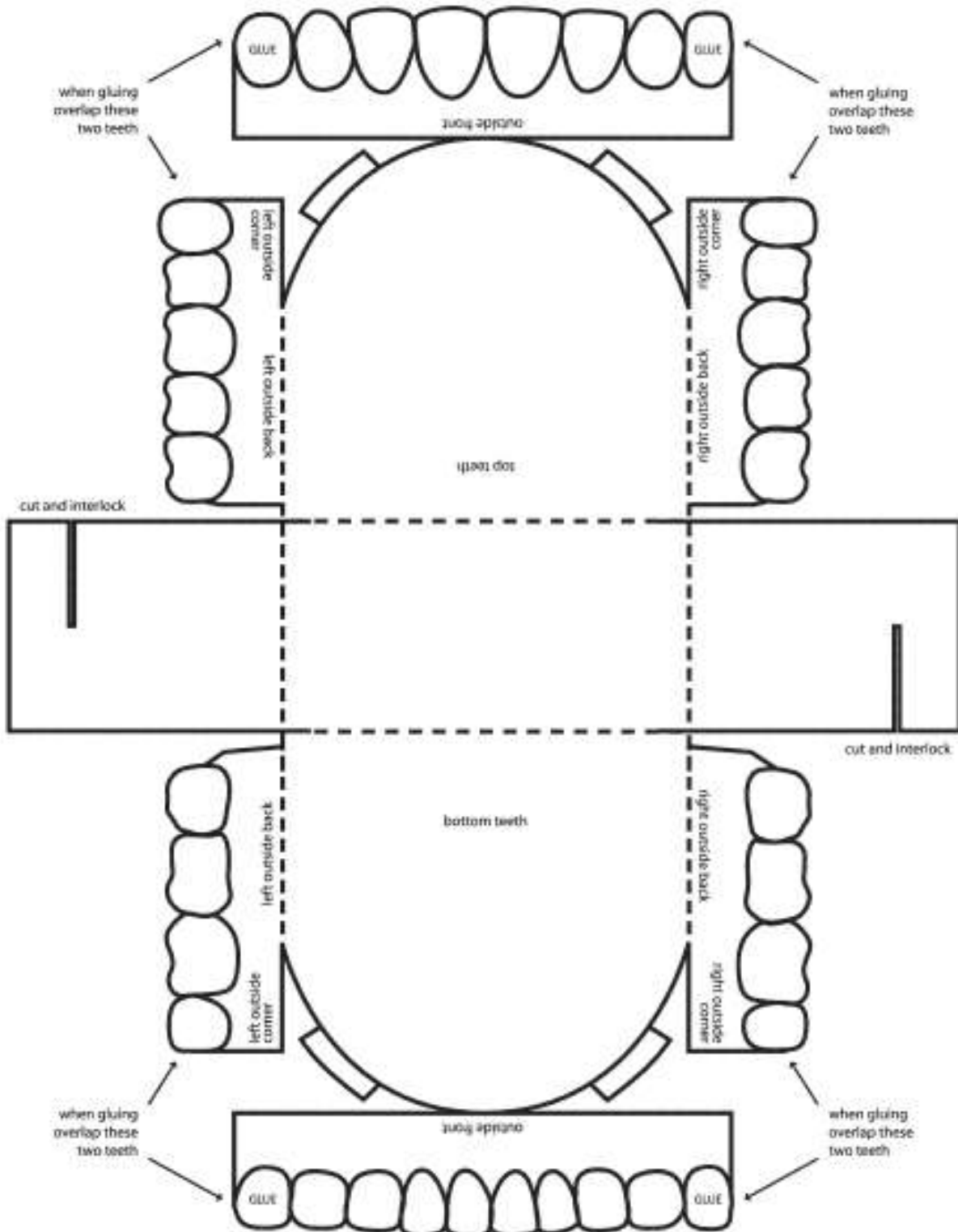
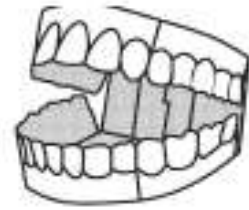
Teeth show a 'muscle' pose, and then all take a bow!



# Extension Activity

Making a mouth – to model teeth cleaning

## Mouth Model





# CLASSROOM TEACHING MATERIALS

Level 3 – 4

# AusVELS Level: 3 - 4

## Health and Physical Education: Health Promotion: *Stop! Rethink that Sugar Drink*

CURRICULUM COMPONENTS BY STUDENT LEVEL AND STANDARDS: YEAR 3 AND 4 (INCLUSIVE)	
3.5 Investigate everyday decisions that influence health and wellbeing and plan for healthy, safe and active choices	
Explore the <i>Australian Guide to Healthy Eating</i> , discuss where foods they enjoy fit within the guidelines, and identify whether they are healthy options	<p>Met by: <b>ACTIVITY 3/4-1:</b> Identifies where sweet drinks fit within the <i>Australian Guide to Healthy Eating</i></p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Locates, and then identifies appropriate sections of the 'Australian Guide to Healthy Eating'.</li> <li>• Navigates through the guide to find relevant information.</li> <li>• Conveys this information in a manner that shows understanding of the material read</li> </ul>
Develop a list of daily decisions, activities, routines and behaviours and exploring those that influence their health and wellbeing (for example, food choices, hygiene practices, the number of hours of sleep, number of hours watching TV or being online, and physical activity levels)	<p>Met by: <b>ACTIVITY 3/4-2:</b> Examines their drink consumption over a week to identify trigger points for consumption of sweet drinks.</p> <p>Identifies within their drinking patterns, what they can do to alter trigger points, or have as a healthy substitute for a sweet drink</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Collects and records data about drink consumption accurately, and shares the findings with others (eg uses picture graph).</li> <li>• Identifies major influences in decisions about sweet drink consumption (peer influence, venue options, family provision).</li> <li>• Suggests solutions to reduce these triggers, or replace consumption of sugar at those times.</li> </ul>
Propose simple changes they can make to their daily routine to improve their health and wellbeing (for example, watching less TV, going outside to play, eating fruit as a snack rather than chips, and encouraging parent/carer to walk to school rather than drive)	<p>And: <b>ACTIVITY 3/4-3:</b> Identifies their own oral care patterns, comparing that to recommended care and establishing what they can do to improve their own oral care routines.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Records own oral care patterns accurately.</li> <li>• Accurately reports current recommendations for oral care, and notes any disparity between this and their own patterns of care.</li> </ul>
3.8 Discuss & interpret health information & messages in the media & on the Internet, to make informed decisions	
Locate health information on the internet that helps them to make an informed health decision (for example, choosing not to smoke after finding out about the effects of tobacco on an individual's health)	<p>Met by: <b>ACTIVITY 3/4-4:</b> Generates a marketing strategy to increase consumption of healthy drinks and/or reduce consumption of sweet drinks.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Locates information about the negative effects of sweet drinks on the internet, and explains how and why the health information they located has influenced their choice(s) of drinks.</li> </ul>
Use statements such as "after I saw that advertisement I would ...because.." and "that makes me think I shouldn't ...because..." to explain how the message has influenced their health decisions	<ul style="list-style-type: none"> <li>• Compares information with other students to reach conclusions founded on health information they have accessed.</li> </ul>
Compare the health message they interpret from an example with other members of the class through discussion such as "I think it would encourage people to ...", and "I think it would turn people off...because..."	<ul style="list-style-type: none"> <li>• Recognises factors within marketing that influence consumption behaviours.</li> </ul>
Describe different health messages they have seen on TV, a billboard or online, or heard on the radio, and	<ul style="list-style-type: none"> <li>• Generates a marketing message promoting healthy</li> </ul>

answering questions such as “how do I know if the messages are true?” and “who is saying the message and why?”	drinks (water or milk) that targets appropriate audiences using similar ‘tricks’ to those they have recognised within the current advertisements for sweet drinks.
Describe how health services contribute to the health of individuals and displays an understanding that access to such services impacts on community health	Met by: <b>ACTIVITY Extension 2:</b> <ul style="list-style-type: none"> <li>Investigates online and offline local community health services and health offices and marks these on a map.</li> <li>Inquires about practices of a (dentist, nutritionist, canteen manager, kinder teacher) to develop an understanding of how they help people and shares the information with the class (eg brochure, <i>Power point</i> presentation)</li> </ul>
ACTIVITY 3/4– 1: Navigating the Australian Guide to Healthy Eating	
ACTIVITY 3/4– 2: My Health Habits – Drinks	
ACTIVITY 3/4– 3: My Health Habits – Teeth	
ACTIVITY 3/4– 4: Making healthy decisions	Assembly Presentation Opportunity

## Science

<b>YEARS 3 &amp; 4</b>	
<p>Science involves making predictions and describing patterns and relationships</p> <p>Science knowledge helps people to understand the effect of their actions</p> <p>With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge</p> <p>Compare results with predictions, suggesting possible reasons for findings</p> <p>Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports</p>	<p>Met by: <b>ACTIVITY 3/4-2&amp;3:</b> Examines class consumption of sweet drinks before and after a health challenge and reports this in a graphic means. And: Examines the structure of teeth, the effects of dental decay, predicts how this might be mimicked within an activity using similar structures (ie eggs and a bone), and reports experimental outcomes</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Measures, plots and graphs numerical data.</li> <li>Correctly identifies components of teeth</li> <li>Reports on causes of dental decay</li> <li>Accurately states methodology and results of a scientific experiment</li> </ul>
ACTIVITY 3/4-3: My healthy habits: Teeth	

**ASSEMBLY PRESENTATION:** Using a photo of the giant chalk mouth, display ‘Our 28 healthy ideas’ and have students read the ‘28 healthy ideas’

**EXTENSION ACTIVITY 1:** Added sugar sleuth: Identify sugar in everyday foods.

**EXTENSION ACTIVITY 2:** Local health services.

## Class timetable: Level 3 / 4

Session focus	Resources	Whole class focus	Independent groups	Sharing group (feedback)
<p><b>Session 1:</b></p> <p><b>The Australian Guide to Healthy Eating</b></p> <p><b>60 minutes</b></p>	<p><b>ACTIVITY 3/4 – 1: The Australian Guide to Healthy Eating</b></p> <p>Blank Healthy Eating circle for each class member</p> <p>Sufficient pictures of food items to be placed within the circle – divided by category (grains, vegetables, dairy, fruit and protein).</p> <p>A large picture of the circle of recommended foods (not the older pyramid depiction) that can be placed on display for the whole class to see.</p> <p>A large picture of the blank circle and sorted pictures for placement on the board at the sharing time.</p> <p>For further information on the content and process, download the Australian Dietary Guidelines from <a href="http://www.eatforhealth.gov.au">www.eatforhealth.gov.au</a></p>	<p>This session takes a significant amount of time to work through content as a group. It is strongly advised that teachers make allowances in their timetabling according to the needs and capacities of their class.</p> <p>Introduce the Australian Guide to Healthy Eating. Explain that food has been put into groups according to what a human body needs, and how much it needs.</p> <p>Let's begin by looking at all these grain foods. We have bread, oats, pasta and rice, as well as other grains like quinoa. The best grains are ones that have not been refined – so grain breads or wholemeal breads are better than white breads. You need to have some of these each day to give you energy and help you grow and learn.</p> <p>Here are vegetables. Sometimes people are not sure which plants that we eat are vegetables and which are fruit. Fruits are higher in sugar, and do not always have the same amount of vitamins, minerals and fibre that humans need to get from vegetables. Vegetables are very important and we should eat vegetables as one of the main parts of our diet.</p> <p>Fruits have vitamins and fibre as well, and are also very good for us – but we do not need as many pieces of fruit as we need vegetables, just a couple a day is enough. If you drink a juice you are having the fruit-sugar of about 4 or 5 pieces of fruit, but you do not get all the vitamins or fibre that was in the fruit. So juice is not ok, and is not on our healthy plate.</p> <p>One group is for meat and fish. These have something called protein. A human needs protein for growth and nerve and muscle development and to help heal any damage that we do. They also have other important things for humans, like iron for our blood.</p> <p>Dairy foods include milk, cheese and yoghurt. You should have some of these each day BUT you should choose low-fat ones, as some of these products are very high in fat, which is not so healthy. Some ice-creams have milk or cream in them, but a lot do not have very much at all... and they have added sugar as well, so ice-cream should not be on your plate each day.</p> <p>Water is special. It is on its own up the top – because you can have water ANYTIME you are thirsty. Humans need around eight glasses of water each day ... more if it is hot or they are doing exercise.</p>	<p>You each have a blank circle in front of you, and some pictures of different foods.</p> <p>Use the picture that I have kept on the board to help you learn where they go in your picture. (Show an example)</p> <p>Do not stick them on – just put them into the correct section. Make a little pile so that I can come around and see if you understand.</p>	<p>Sometimes people make the mistake of thinking that because all of these foods are healthy, they can eat as much of them as they want, but that is not true either</p> <p>Let's see if you can make some healthy choices for a dinner for one child just like you ... what would you put on their plate?</p> <p>I will show you what I mean ... I am going to choose: a small piece of fish, some carrots, some mushrooms and some rice ... and a drink of milk. I do not have a piece of fruit because I am pretending that this child had some fruit for lunch, and more when they got home – so they have had enough fruit for the day.</p> <p>Will I give them a drink of soft drink? (no)</p> <p>Will I give them chocolate pudding? (No – maybe they can have dessert once a week – but not today)</p> <p>Will I give them more food? (No. That is enough)</p> <p>Now it is your turn ... select students to come up and suggest different meals. Allow some suggestions and discussion.</p> <p>Conclude session by reviewing information specific to drinks:</p> <ul style="list-style-type: none"> <li>• Water is for anytime</li> <li>• Milk is healthy and we should try to have some every day</li> <li>• Juice, soft drinks and other sweet drinks are not healthy and we should only have these sometimes – and certainly not every day!</li> </ul> <p><b>Assessment Task 1</b></p> <p>Identifies where sweet drinks fit within the <i>Australian Guide to Healthy Eating</i></p>

		Finally there are things that do NOT belong on your plate every day – things that are NOT so healthy for you – things that have a lot of sugar or a lot of fat. We put these down here (indicate) because you should be very careful about how much of these you have. Can you tell me what sort of things might be in this group? (Ensure sweet drinks are included: soft drink, cordial, juice, chocolate milk etc ...)		<b>Criteria</b> <ul style="list-style-type: none"> <li>• Locates, and identifies appropriate sections of the ‘Australian Guide to Healthy Eating’.</li> <li>• Navigates through the guide to find relevant information.</li> <li>• Conveys this information in a manner that shows understanding of the material read</li> </ul>
Session focus	Resources	Whole class focus	Independent groups	Sharing group (feedback)
<b>Session 2:</b> <b>My Healthy Habits: drinks.</b> <b>40 minutes</b>	<b>ACTIVITY 3/4 – 2: My healthy habits: drinks</b> Measuring jugs Glasses Drink bottles Handouts: 1. Healthy Habits worksheet 2. Drink diary	Ask students to identify what sort of drinks they consume during the day. Place the results into a class table on a large piece of butchers paper - to compare the results at the end of the activity. Ask them to clarify which ones are healthy (water and plain milk) and which are not (soft drink, juice, cordial, shop-bought flavoured milk drinks, sports drinks) Then have them guess how many glasses of water they should be consuming every day (about six glasses.) Ask students to observe you as you measure/calculate the following: <ul style="list-style-type: none"> <li>• The amount of water in one glass (250ml)</li> <li>• The amount of water in six glasses (1.5L). “This is about how much water you should try to drink each day”</li> <li>• The amount of water in their water bottle, if they use one, so they can work out how many glasses they have drunk if they finish the bottle.</li> </ul>	Distribute worksheet and go through an example as a class. Explain/model how to decide on a healthy drink goal. Allow the students time and assistance to complete their sheets	Hand out the Drink diary sheets to be completed at home (or at school if preferred). Set students the challenge to record their drinks over the following week. Explain that every drink they have should be listed.
<b>Session 3:</b> <b>My Healthy Habits: teeth.</b> <b>40 minutes</b>	<b>ACTIVITY 3/4 – 3: My healthy habits: teeth</b> 1 bottle of white vinegar 1 container Chicken bone (Cleaned) Handouts: 1. Acid Attack prediction sheet 2. Twice a day	Have children name things teeth do: Teeth are important for speaking, eating and smiling. Discuss what happens when we eat or drink sweet food and what can be called the ‘20 minute acid attack’. Use a board to draw a picture showing the progression of events that occur when we eat. Something like the following: Begin by defining terms like ‘sugar bugs’, acid, cavities, etc., at a level that is appropriate for the abilities of the group: “When we eat sweets, the ‘sugar bugs’ in our mouths turn the sugar into acid, which then attacks our teeth and eventually makes ‘holes’ in our teeth that you call cavities. Every time you take a bite or sip of something sweet, this acid attack will occur for the next 20 minutes!” Place the bone in vinegar (submerged and sealed) and leave for 3 days	Give each student an Acid Attack handout to write or draw their predictions of what will happen to a chicken bone left in vinegar. (Alternatively you could use cola for a few days as well)	Have children share their predictions, and then collect these to be stored with the experimental bone. “Caring for your mouth is as important as caring for the rest of your body. Cleaning teeth adds fluoride, and removes plaque. Dentists tell us that we should clean our teeth at least twice a day.” Handout ‘Twice a day’ home activity. “Here is a chart you can use at home to remind you to clean your teeth in the morning after breakfast, and before you go to bed at night.” Go through the sheet to model completing this. OR – This activity can be completed each morning as a class.

Session focus	Resources	Whole class focus	Independent groups	Sharing group (feedback)
<p><b>Session 4 (A): My Healthy Habits: drinks review.</b></p> <p>Three days after session 2 20 minutes</p>	<p><b>ACTIVITY 3/4 – 2: My healthy habits: drinks</b></p> <p>Handouts:</p> <ol style="list-style-type: none"> <li>1. Healthy Habits worksheet</li> <li>2. Drink diary</li> </ol>	<p>As a group discuss and collate all of the occasions when students drank water. Identify the most popular times and activities for water consumption.</p> <p>Identify the times when students were most likely to have a sweet drink.</p> <p>Reflect on whether the students are finding the task easy or challenging. Ask them to analyse their information for the times or events that make it hard to stick to their goal (eg when others are having a sweet drink; at a time you have always had a sweet drink before (<i>like at maccas</i>))</p> <p>Ask the students to make suggestions regarding how they might reduce sweet drink consumption at problem times.</p>	<p>Students complete the 'three days later' section on their worksheet</p>	
<p><b>Session 4 (B): My Healthy Habits: teeth review.</b></p> <p>40 minutes</p>	<p><b>ACTIVITY 3/4 – 3: My healthy habits: teeth</b></p> <p>The stored bone Student predictions</p> <p>Handouts:</p> <ol style="list-style-type: none"> <li>1. Bone Results</li> </ol>	<p>Before beginning the results phase, return the student predictions they made the day the experiment started and review these.</p> <p>Take the jar and remove the bone onto paper towel. Ask a student volunteer to come up and describe what they see. Then ask them to pick up the bone. The students will observe that the bone is now soft and pliable.</p> <p>“The bone can bend because the calcium that was keeping it strong has been destroyed by the acid in the vinegar. The enamel of our teeth is strong because of calcium also.”</p> <p>Hand out the results sheets for students to complete.</p>	<p>Students complete the results sheet noting the results.</p>	<p>Select students to display their work and explain the results.</p> <p>Ask student how we get calcium. (Dairy products, fish, some veg.). Explain the importance of getting enough calcium, but it is not good to add sugar (like flavoured milk).</p> <hr/> <p><b>Assessment Task 2</b></p> <p>Examines class consumption of sweet drinks before and after a health challenge and reports this in a graphic means. And: Examines the structure of teeth, the effects of dental decay, predicts how this might be mimicked within an activity using similar structures (ie eggs and a bone), and reports experimental outcomes</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Measures, plots and graphs numerical data.</li> <li>• Correctly identifies components of teeth</li> <li>• Reports on causes of dental decay</li> <li>• Accurately states methodology and results of a scientific experiment</li> </ul>
<p><b>Session 5 &amp; 6: Making Healthy Decisions</b></p> <p>2 x 60 minutes</p>	<p><b>ACTIVITY 3/4 – 4: Making healthy decisions</b></p> <p>Sufficient computer access for each child to work in pairs at a monitor &amp; keyboard.</p> <p>Handouts:</p>	<p>Using some of the poster ads displayed in activity 1/2-4, commence with a discussion about advertising. “The job of the ads is to get you to want something so much that you buy it.”</p> <p>“Some ads make us want things by hinting that we will be happier, or that people will like us more ... if we buy their item. Sometimes they make their product more appealing by selling it at sports venues, or fast-food places. Sometimes they use famous people or cartoon characters to</p>	<p>Children are assigned to work in pairs.</p> <p>Each pair is provided with a topic sheet, and a series of prompts to guide</p>	<p>Sufficient time will be needed for each pair to present their findings to the whole group.</p> <p>Once this is completed the pairs stand in a line and take turns to present their argument as to:</p> <ol style="list-style-type: none"> <li>1. How 'bad' they are for children Energy drinks should be at one end, flavoured milk at the other.</li> </ol>

<p><i>Teachers may wish to add an additional session for the children to more fully develop their findings and healthy alternative advertisements.</i></p>	<ol style="list-style-type: none"> <li>1. Topic sheet</li> <li>2. 3-page worksheet</li> </ol>	<p>sell their product. They are very clever at finding lots of ways to make you think you want their drink.</p> <p>“Fortunately there is also a lot of information being provided by people who want us to make healthy choices too... people like doctors and dietitians and dentists. Some of this information can be found over the internet”</p> <p>Explain that their task over the next two sessions is to locate information about the negative effects of sweet drinks on the internet. They will be assigned a topic to investigate in pairs. They must then find three reputable sites (explain this and give examples), and note down the main points the three sites make.</p> <p>They must then find (or report on from current knowledge) a means their product uses to advertise (what is the ‘hook-line’?).</p> <p>Finally they must develop an alternative ad or way of marketing a healthy alternative.</p> <p>They will have two sessions to do this:</p> <ol style="list-style-type: none"> <li>1. The first session will be to investigate their product and complete the worksheet.</li> <li>2. The second session will have some time to develop their ad before they will be presenting their work to the class, and then debating three questions <ol style="list-style-type: none"> <li>a. Which is the least healthy drink and why?</li> <li>b. Which is most strongly ‘pushed’ through advertising?</li> <li>c. Which are the three best healthy ads developed by the class?</li> </ol> </li> </ol>	<p>their investigation.</p> <p>Children work in pairs at a computer to complete the worksheet.</p>	<ol style="list-style-type: none"> <li>2. How strongly their product is marketed to children (encourage group discussion Rearrange the line so that the most strongly marketed is at one end, and the least marketed is at the other</li> <li>3. Finally, ask pairs to present their healthy alternative ad. The whole group selects the best three ads. These could then be further developed, or laminated and put on show, or scanned into the newsletter.</li> </ol> <hr/> <p><b>Assessment Task 3</b></p> <p>Locates information about the negative effects of sweet drinks on the internet, and explains how and why the health information they located has influenced their choice(s) of drinks.</p> <p>Debates factors seen as most influential in changing behaviour to be healthier.</p> <p>Compares their health message with those in advertisements for sweet drinks, and discusses the qualification of the proponents to provide health information.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Accesses several internet sites and recognises or seeks advice regarding reputable nature of the site.</li> <li>• Extrapolates information pertaining to sweet drink(s)</li> <li>• Prepares a report based on this information</li> <li>• Compares information with other students to reach conclusions founded on health information they have accessed.</li> <li>• Recognises marketing factors that influence their choices.</li> <li>• Discusses how different products market to different audiences and</li> <li>• Recognises how successful these are at influencing their own behaviour</li> <li>• Generates a marketing message promoting water or milk using similar ‘tricks’ to those within advertisements for sweet drinks.</li> </ul>
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Session focus	Resources	Whole class focus	Independent groups	Sharing group (feedback)
<p><b>Session 7:</b></p> <p><b>My Healthy Habits: drinks review.</b></p> <p><b>60 minutes</b></p>	<p><b>ACTIVITY 3/4 – 2: My healthy habits: drinks</b></p> <p>Lots of red &amp; blue textas</p> <p>Handouts:</p> <ol style="list-style-type: none"> <li>1. Bar graph sheet</li> </ol>	<p>Display the table of drinks developed in the first ‘healthy habits-drinks’ session.</p> <p>Draw up a new table on a second large piece of butchers paper and repeat the exercise.</p> <p>The students are going to put these results into a bar graph. Model this process for the first one.</p>	<p>Provide each child with an enlarged version of the bar graph sheet. Ensure they can all see the tabled information.</p>	<p>In front of the class complete your own graph so that they can compare their charts to yours.</p> <p>Comment on the clear successes (eg “Look how much less coke our class had! Well done!”)</p> <hr/> <p><b>Assessment Task 4</b></p> <p>Examines their drink consumption over a week to identify trigger points for consumption of sweet drinks.</p> <p>Identifies within their drinking patterns, what they can do to alter trigger points, or have as a healthy substitute for a sweet drink</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Records drink consumption accurately.</li> <li>• Identifies times and situations where they are most likely to consume sweet drinks.</li> <li>• Suggests solutions to reduce triggers, or replace sugar consumption at those times.</li> </ul>
<p><b>Session 8</b></p> <p><b>My Healthy Habits: teeth review.</b></p> <p><b>20 minutes</b></p>	<p><b>ACTIVITY 3/4 – 3: My healthy habits: teeth</b></p> <p>Ensure students have their ‘twice a day’ sheets with them completed for one week.</p> <p>Giant mouth (chalk on pavement, or on whiteboard)</p> <p>Sticky labels to become the ‘teeth’</p>	<p>Collect the ‘twice a day’ sheets. Ask students what sort of things made this hard at times (eg running late for school, being tired at night ...etc.)</p> <p>Outside I have drawn a giant mouth on the ground. A grown-ups mouth has about 28 teeth. So I need you to write down your idea for how to keep teeth healthy on one sticky label. Each sticky label will be one tooth – so I need 28 healthy ideas.</p> <p>Let’s think of some now:</p> <ol style="list-style-type: none"> <li>a. Don’t drink coke</li> <li>b. Use floss</li> <li>c. Drink plain milk etc</li> </ol>	<p>Each child writes one suggestion on a sticky label and places this like a tooth in the mouth – until the mouth has 28 teeth</p> <p>Alternatively: Provide each child with a mouth picture for them to write their healthy teeth suggestion where the teeth should be.</p>	<p>Together look at all the suggestions.</p> <p>If one has been overlooked (eg floss regularly; avoid sweet drinks) then prompt for this, and then ask someone to write that one and add it.</p> <p>Take a photo with your class standing behind the mouth showing great big teeth-filled smiles!</p> <hr/> <p><b>Assessment Task 5</b></p> <p>Identifies their own oral care patterns, comparing that to recommended care and establishing what they can do to improve their own oral care routines.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Records own oral care patterns accurately.</li> <li>• Accurately reports current recommendations for oral care, and notes any disparity between this and their own patterns of care.</li> <li>• Suggests solutions to reduce disparity</li> </ul>

Activity 3/4-1:

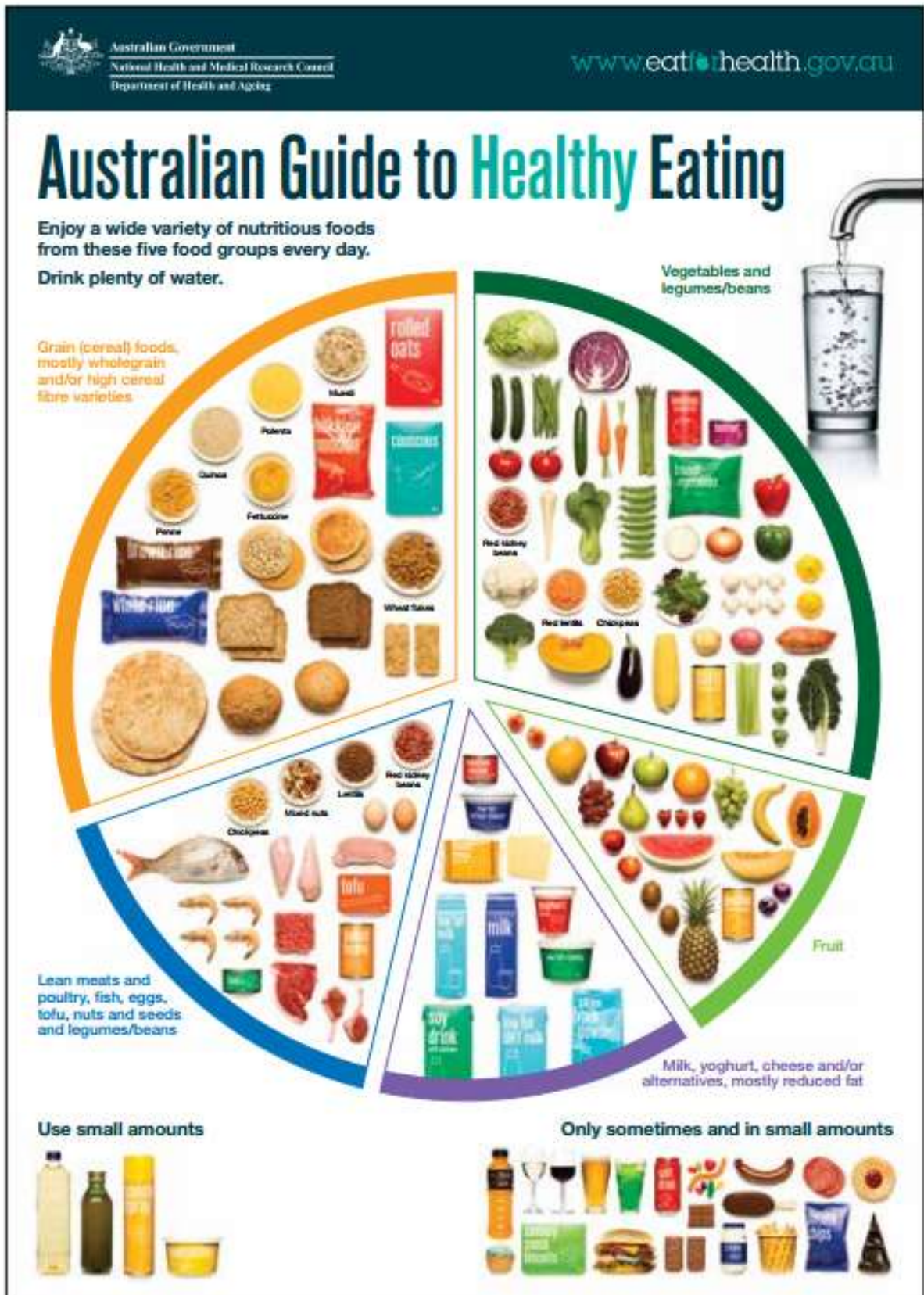
The Australian  
guide to healthy  
eating

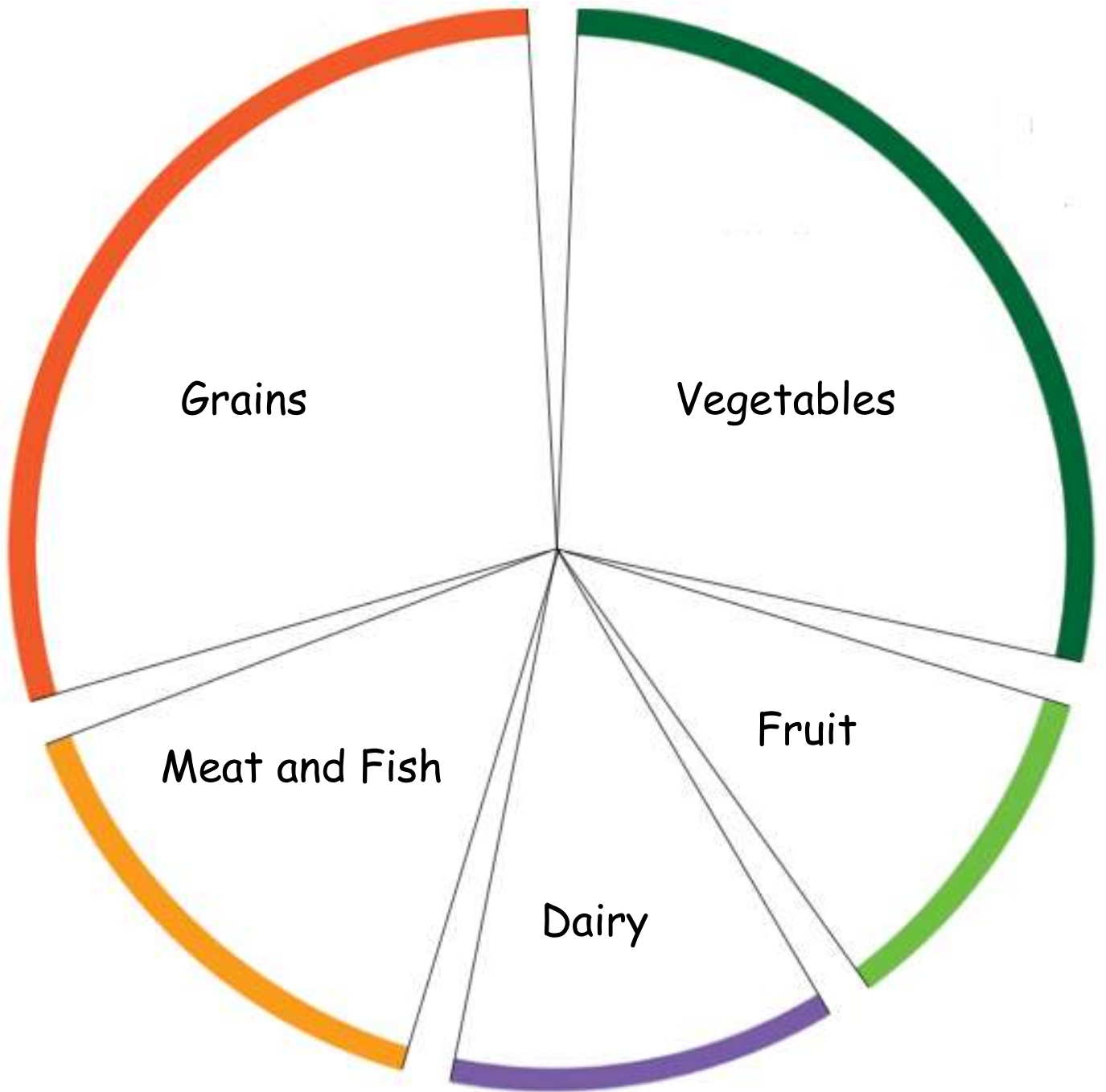


See if you can recognise all the foods in this picture.

You will see that some foods are down the bottom outside the circle. These are foods you should not have every day. What are they?

You will see that water is at the top. That is to show you that you can have water anytime you want - whenever you are thirsty.

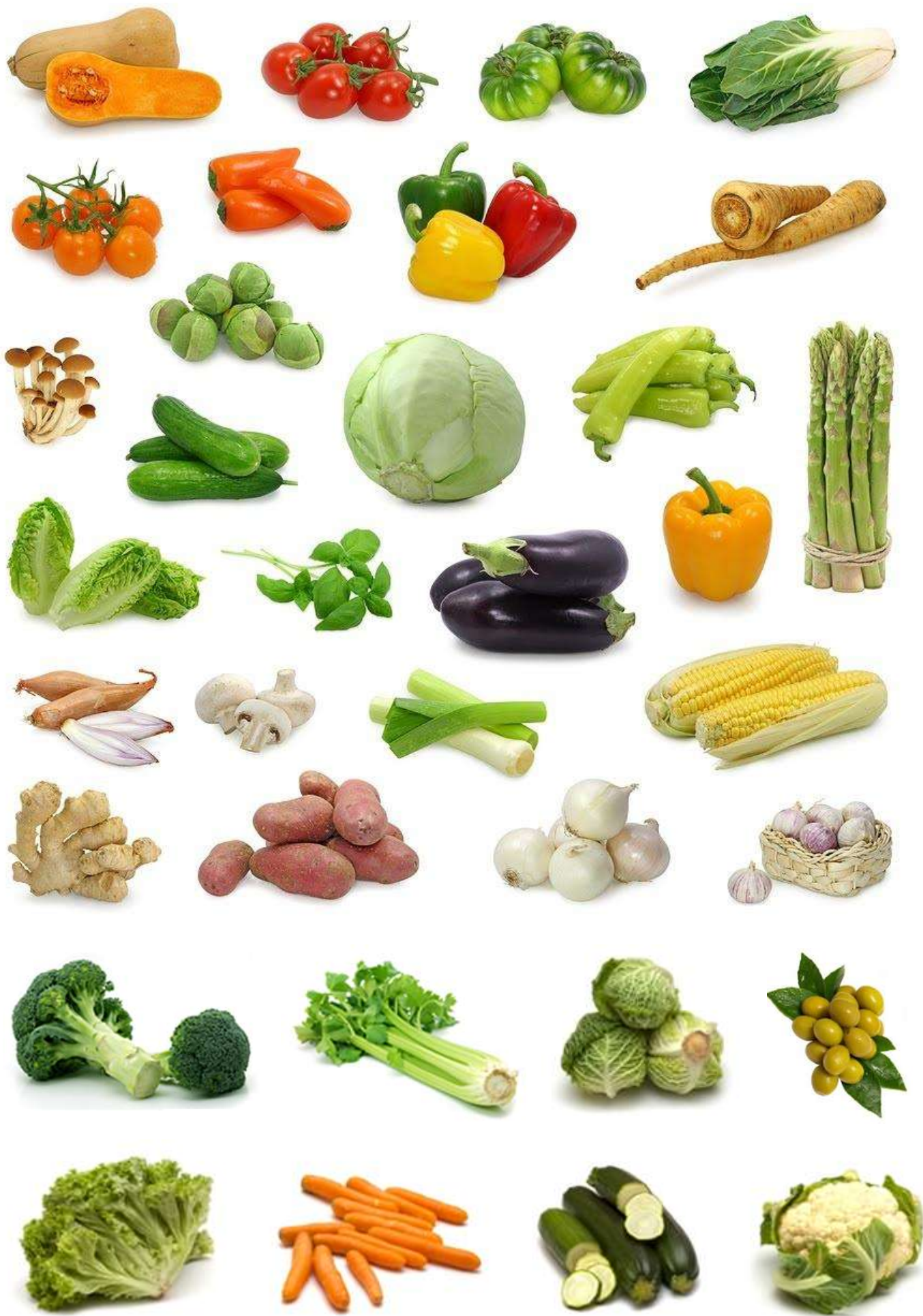




Anytime

Not very healthy









# Activity 3/4-2:

My healthy habits:  
Drinks

Before we began our challenge our class estimated that we had the following drinks on a typical day:

Type of Drink	How many glasses per day
Water	
Plain milk	
Milk with Milo	
Shop bought flavoured milks	
Juice (100%)	
Juice drinks (eg pop top)	
Cordial	
Soft drink without caffeine (lemonade, fanta, solo etc)	
Soft drink with caffeine (Coke, Pepsi)	
Energy Drinks (Pepsi max, V, Red Bull etc)	
Sports drinks (Powerade, Gatorade)	

# My Healthy drink goal

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## What do I drink during the day?

Water

Plain milk

Milk with flavours (strawberry, milo...)

Juice

Cordial

Soft drink

Sports drink

Write all your drinks here, and how many glasses you think you have of each one in a typical day.

DRINK	GLASSES

How could I improve my drinking habits?

What is my healthy drinking goal?

What might stop me from reaching my goal?

How could I overcome these barriers?

## Three days later...

Check your progress. Are you on course with your healthy drink goal? \_\_\_\_\_

What has helped you along the way?

If there was something that made it hard, what was it and how did you manage this?

How will you manage it if it happens again?

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## One week later...

Was your challenge easy or hard?

Did you make it to your healthy goal?

How might this change your healthy habits from now on?

# My drink diary

NAME: \_\_\_\_\_



DAY: \_\_\_\_\_

DRINKS I HAD AT BREAKFAST

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DRINKS I HAD AT LUNCH

---

DRINKS I HAD AT DINNER

---

DRINKS I HAD AS SNACKS

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DAY: \_\_\_\_\_

BREAKFAST

---

LUNCH

---

DINNER

---

SNACKS

---

DAY: \_\_\_\_\_

BREAKFAST

---

LUNCH

---

DINNER

---

SNACKS

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DAY: \_\_\_\_\_

BREAKFAST

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LUNCH

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DINNER

---

SNACKS

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DAY: \_\_\_\_\_

BREAKFAST

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LUNCH

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DINNER

---

SNACKS

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DAY: \_\_\_\_\_

BREAKFAST

---

LUNCH

---

DINNER

---

SNACKS

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DAY: \_\_\_\_\_

BREAKFAST

---

LUNCH

---

DINNER

---

SNACKS

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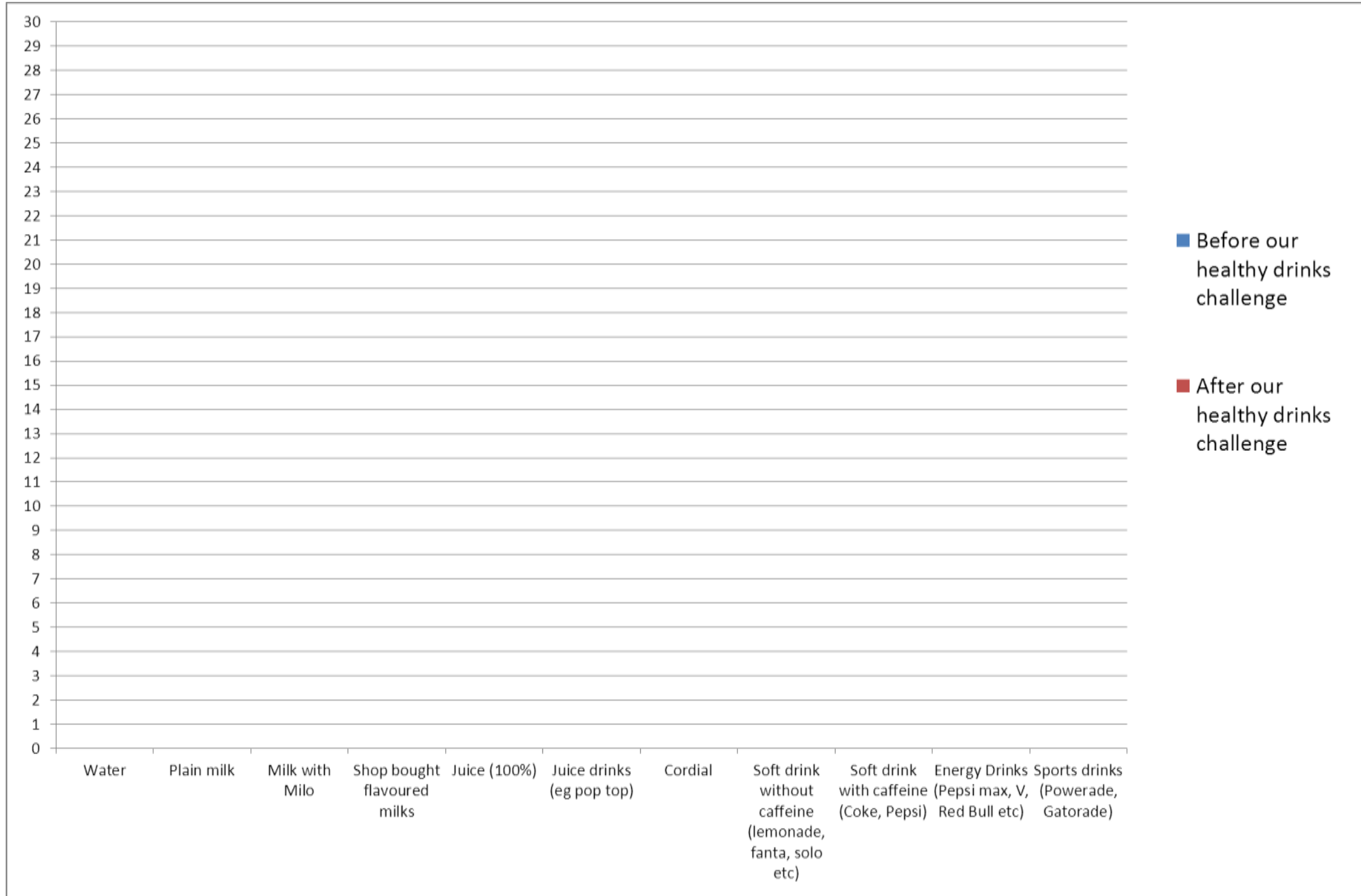


After our health challenge our class had the following drinks on a typical day:

Type of Drink	How many glasses per day
Water	
Plain milk	
Milk with Milo	
Shop bought flavoured milks	
Juice (100%)	
Juice drinks (eg pop top)	
Cordial	
Soft drink without caffeine (lemonade, fanta, solo etc)	
Soft drink with caffeine (Coke, Pepsi)	
Energy Drinks (Pepsi max, V, Red Bull etc)	
Sports drinks (Powerade, Gatorade)	

Sweet drinks we had before and after our healthy challenge.

NAME \_\_\_\_\_



Activity 3/4-2:

My healthy habits:  
Teeth



# Acid Attack

Name: \_\_\_\_\_

Draw or write what you think will happen to the bone.



# Acid Attack

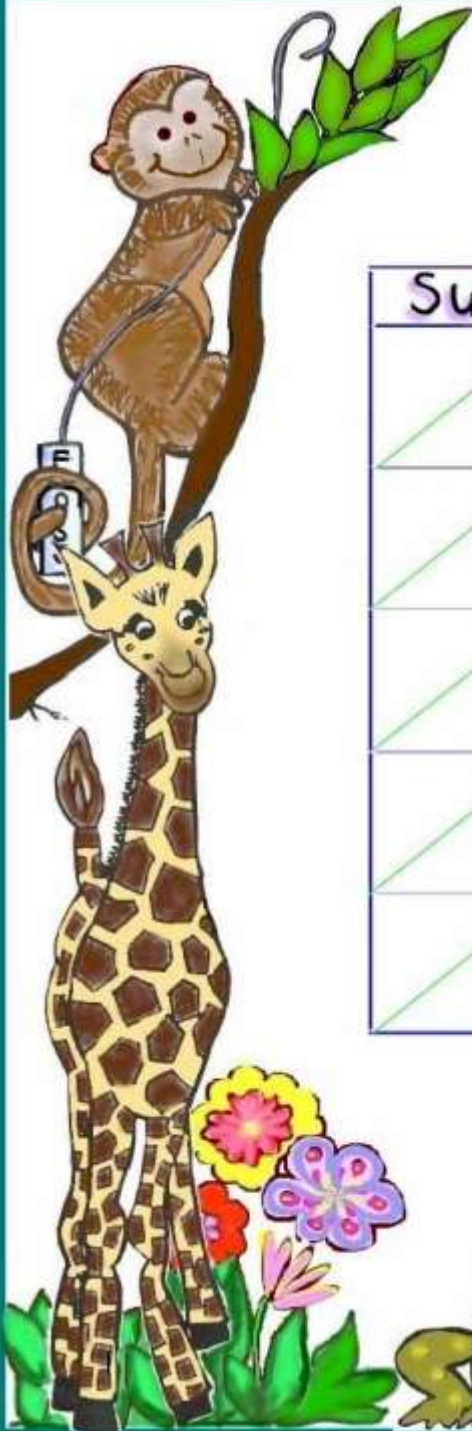
Name: \_\_\_\_\_

What happened to the bone?

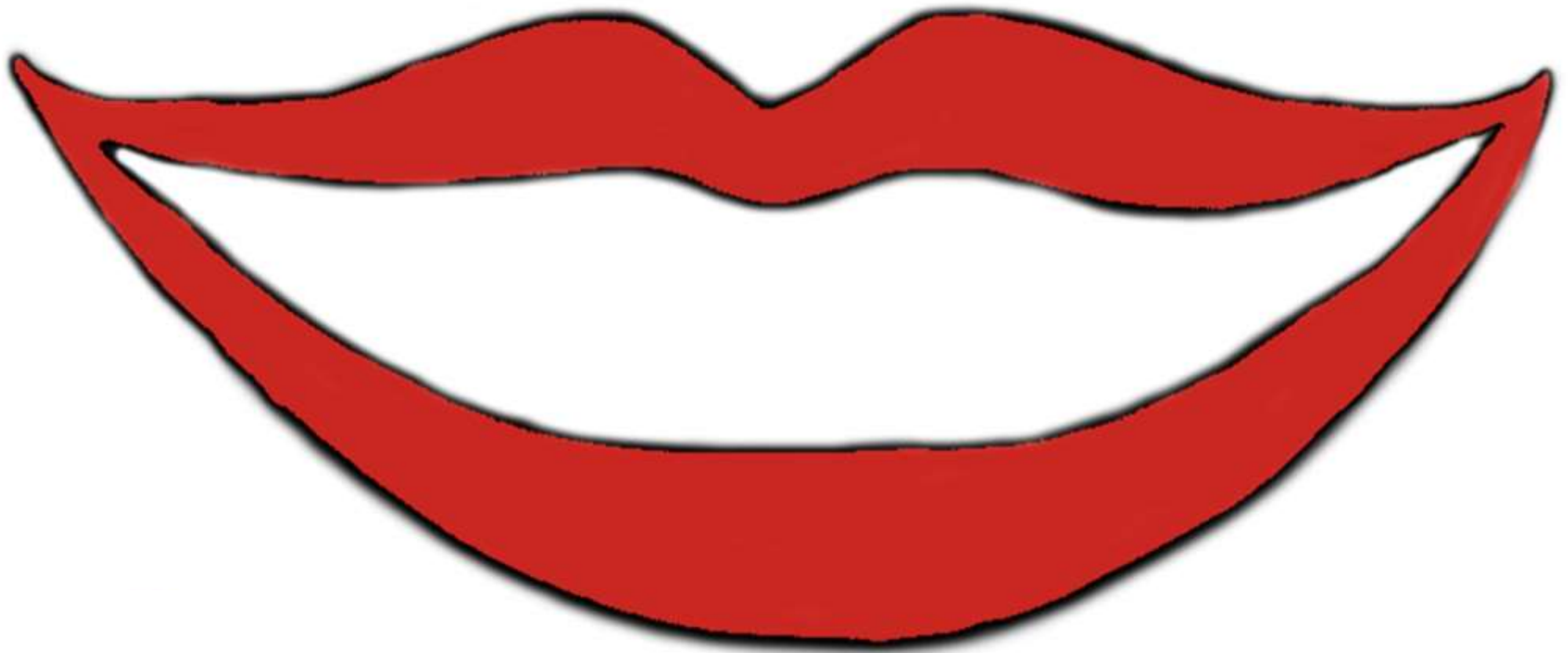


# I Brush My Teeth 2 Times Each Day

Sun	Mon	Tue	Wed	Thu	Fri	Sat







*Activity 3/4-4:*

*Making Healthy  
Decisions*

Your pair

1. \_\_\_\_\_
2. \_\_\_\_\_

Your topic

### **Chocolate flavoured milk is not the healthiest choice for children**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

Your pair

1. \_\_\_\_\_
2. \_\_\_\_\_

Your topic

### **Juice is not the healthiest choice for children**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

Your pair

1. \_\_\_\_\_
2. \_\_\_\_\_

Your topic

### **Sports drinks like Powerade and Gatorade are not the healthiest choice for children**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

Your pair

1. \_\_\_\_\_

2. \_\_\_\_\_

Your topic

### **Cordial is not the healthiest choice for children**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

Your pair

1. \_\_\_\_\_

2. \_\_\_\_\_

Your topic

### **Juice 'drinks' are not the healthiest for children**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

Your pair

1. \_\_\_\_\_

2. \_\_\_\_\_

Your topic

### **Energy drinks are not the healthiest choice for children**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

Your pair

1. \_\_\_\_\_

2. \_\_\_\_\_

Your topic

**Flavoured 'water' drinks is not the healthiest choice for children**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

Your pair

1. \_\_\_\_\_

2. \_\_\_\_\_

Your topic

**Vitamin water is not the healthiest choice for children.**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

Your pair

1. \_\_\_\_\_

2. \_\_\_\_\_

Your topic

**Iced tea (that you buy from the shops) is not a healthy choice**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

Your pair

1. \_\_\_\_\_
2. \_\_\_\_\_

Your topic

### **Coffee is not the healthiest choice for children**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

Your pair

1. \_\_\_\_\_
2. \_\_\_\_\_

Your topic

### **Coke and pepsi are not the healthiest choice for children**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

Your pair

1. \_\_\_\_\_
2. \_\_\_\_\_

Your topic

### **Slushies are not the healthiest choice for children**

Look for articles by qualified people (Australian government sites, health professionals like dietitians and doctors).

# Making healthy decisions



**STOP**

Rethink that sugar drink



Name (1) \_\_\_\_\_

Name (2) \_\_\_\_\_

Our topic:

The three sites we found:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



The main things we discovered:

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An advertisement for our product said that it

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We think you should know this ad tries to get you to buy this  
by:

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If we made an ad to help children to *AVOID* this product, it would look like this:

## DEBATE –

1. Pairs stand in line according to 'unhealthiness'.  
All might be less healthy but is one very VERY unhealthy? If we choose to have a sweet drink, which is the best choice?
2. Now re-arrange the line / sequence of drinks by how strongly their drink is marketed to children - that is which one do they think is being pushed by advertising companies the most - for children to buy (or pester their parents to buy)? Include promotions like macca's where they come as part of a pre-set meal. Talk about use of images like sports players, or celebrities, or cartoon characters.
3. Re-arrange the line a final time by selecting the three best HEALTHY ads generated by the pairs

How have your attitudes and values changed while doing this unit

# Extension Activity 1

Name \_\_\_\_\_

## Added Sugar Sleuth

1. Find eight foods in your refrigerator or cupboard that list a sugar as one of the first three ingredients. Remember to look for words ending with the suffix –ose in the ingredients list.
2. Use the information on the nutrition label to complete columns 1 through 3 in the following chart.
3. Four grams of sugar equal 1 teaspoon of sugar. Calculate how many teaspoons of sugar per serving are in each food and write the corresponding number of teaspoons in column 4.

(Number of teaspoons = number of grams x 1 teaspoon / 4 grams)

<b>Food</b>	<b>Name of sugar in ingredients</b>	<b>Grams of sugar</b>	<b>Teaspoons of sugar (tsp) per serving</b>

# Extension Activity 2

Name \_\_\_\_\_

## Local Health Services

1. Using the internet, find as many different health services as you can within walking distance of your home or your school. Include chemists, doctors, dentists and so on. If you are not sure if a service should be included, discuss it with your grade and see if you can get a consensus regarding whether this service is truly a health service or not.
2. Plot these on a map of your region. Use different symbols for different services.
3. Choose one of these services and get more information about what it does.
4. Develop a brochure or pretend web-page display. Include a map, a picture and specific information about what type of services they offer. (Do they have special services for older people? Do they have disability access? Do they see people straight away without waiting? And so on)



# CLASSROOM TEACHING MATERIALS

Level 5 – 6



# AusVELS Level: 5 - 6

## Health and Physical Education: Health Promotion: *Stop! Rethink that Sugar Drink.*

CURRICULUM COMPONENTS BY STUDENT LEVEL AND STANDARDS: YEAR 5 AND 6 (INCLUSIVE)	
<b>Years 5 to 8 – Building breadth and depth</b>	<b>Stop! Rethink that Sugar Drink</b>
<i>Students regularly engage with new subject matter; for example, discovering the range of influences on food and the importance of nutritional requirements for growth and activity at different stages of life. Accordingly, they learn how to set nutritional goals using food-selection models.</i>	<i>This resource provides a broad range of activities to expand on students emerging skills and knowledge to critically reflect on their health choices and practices, comparing this to health guidelines, within the context of strong marketing and media messages promoting high sugar drink consumption</i>
4.5 Examine the influences on individual health decisions and behaviours, and discuss strategies that support them to take action to enhance health, safety and physical activity levels	
Proposing strategies they can use to make healthy and safe decisions (for example, identifying the problem or decision they need to make, considering their options, predicting the consequences of each option, making a decision and acting on it, and evaluating/reflecting on the decision and what they might do differently next time)	Met by: ACTIVITY 5/6–4: Examines how imposed restrictions on behaviour (rules and laws) can reduce the effectiveness of peer and marketing pressures. Develops a series of responses to peer and media influences when making decisions about drink choice <b>Criteria</b> <ul style="list-style-type: none"> <li>Identifies and shares examples of rules and laws that promote health outcomes.</li> <li>Suggests other means to counteract media and peer influences.</li> </ul>
Describing the various factors that influence our health choices and behaviours such as peers, media, family and knowledge, and assessing how each of these factors can positively and negatively influence our choices in a range of situations (for example, when deciding what to eat, how to dress, what activities to participate in, and whether to take risks)	Met by: ACTIVITY 5/6–6: Describes how peer influences and marketing messages affect our behaviours. Begins to critically examine motivation: ie why corporations promote certain messages, why peers seek to match their behaviours with others of the same age. Recognising that wherever there is a choice there is an option to influence that choice
Critiquing images and messages in the media that portray what it means to be healthy and evaluating how these images can be interpreted (eg images of sporting heroes, elite athletes, fashion models and celebrities endorsing certain foods, behaviours, and activities)	Investigates how healthy choices can be better promoted. Develops a proposal and presentation where healthy drinks are promoted (as alternatives to sweet drinks, or as a desirable item on their own) <b>Criteria</b> <ul style="list-style-type: none"> <li>Identifies components of marketing messages that influence behaviour such as: popularity, attractiveness, wealth, celebrity, fun, parenting, etc.</li> <li>Discusses factors that influence peers to meet group expectations and behaviours.</li> <li>Utilise this information to develop a healthy marketing message.</li> </ul>
Exploring the impact of cultural practices and behaviours in health and wellbeing and proposing strategies for addressing and managing these impacts (for example, managing nutrition, and physical needs during Ramadan).	Met by: ACTIVITY Extension 1: Examines cultural influences on drink choices and exploring the healthfulness of these. <b>Criteria</b> <ul style="list-style-type: none"> <li>Examines a number of different cultural impacts on water consumption.</li> <li>Comments on the healthfulness of each of these.</li> </ul>
4.7 Research a range of health information sources and places where they can seek help if they are concerned about their health or safety and prioritise those that are reliable and trustworthy	

<p>Apply criteria to online information that they access to assess the validity and reliability of the information (including the credibility of the author, the source of information and its currency, and links to other websites that support their claims)</p>	<p>Met by: <b>ACTIVITY 5/6–1:</b> Accesses a range of nutritional sites on the internet speaking to oral, physical and mental health parameters of sweet drink consumption and establishes their validity as reputable sources.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Identifies, and then locates appropriate information online.</li> </ul>
<p>Comparing product labels from a range of food items to establish the nutritional value such as salt, fat, fibre and added sugar content, and suggesting ways to improve the nutritional value of meals such as choosing healthier options, eating smaller portions or adding a salad.</p>	<p>Met by: <b>ACTIVITY 5/6–2:</b> Compares labels on a range of drink options for children, establishing health concerns of those contents, and suggesting how these might be improved.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Locates food labels on drink containers and extrapolates nutrient data, including sugar, caffeine and calcium information, from these.</li> <li>Compares this data to recommended levels for health and reports on areas of concern.</li> </ul>
<p>Creating a pamphlet or online source of health information that provides details of local services, people and places young people can access for help to solve a problem or challenge</p>	<p>Met by: <b>ACTIVITY 5/6–5:</b></p> <p>Creates a pamphlet of local services providing help for weight and diet concerns, oral health issues, or food security problems.</p>
<p>Investigating an appropriate community health service or agency that can provide current and reliable information and support for issues such as mental health and wellbeing, alcohol and drugs, relationships and sexuality, relationship issues, food and nutrition advice</p>	<p>Examines in more detail one of these services (above) and presenting on this using powerpoint and oral presentation skills</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Correctly identifies a local health or welfare service that provides support for dental or nutritional concerns.</li> <li>Elaborates on how this service provides this support .</li> </ul>
<p><b>4.8 Recognise the influence of media and important people in the community on personal attitudes, beliefs, norms, and behaviours</b></p>	
<p>Examining examples of how the media and role models use their power to influence ways people act and the choices they make in situations (for example, how to treat others, whether to take drugs, how to drive, how they feel about the way they look, and what food they should eat to be healthy)</p>	<p>Met by: <b>ACTIVITY 5/6–6:</b> Examines how the media portrays consumption of a range of sweet drinks. Specifically examines (where they exist) claims of health benefits, social advantages, community benefits (eg we are helping your community).</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Discusses how different products market to different audiences.</li> <li>Identifies components of marketing messages that influence behaviour.</li> </ul>
<p><b>4.9 Practise and refine decision making skills and take positive action to manage their own and other' health, safety and wellbeing</b></p>	
<p>Evaluating outcomes of actions and identifying how better choices may result in improved health outcomes for a range of scenarios</p>	<p>Met by: <b>ACTIVITY 5/6–3:</b> Reports on the benefits of healthier drink choices, based on the reputable sources they identified.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Reports on ways that water and milk benefit the human body.</li> </ul>
<p>Applying decision making skills to propose appropriate response to a range of situations including when making food choices, participating in physical activity, when using the road, when offered alcohol or tobacco, and when</p>	<p>Met by: <b>ACTIVITY 5/6–4:</b></p> <p>Develops a series of responses to peer and media influences when making decisions about drink choice.</p>

travelling to and from school	Provides a decision-making tree to guide healthy choices addressing a range of negative influences <b>Criteria</b> <ul style="list-style-type: none"> <li>Recognises and reports on factors that influence their sweet-drink consumption.</li> <li>Generates a series of staged solutions to counteract the identified trigger situations.</li> </ul>
Creating, implementing and refining a process to guide decision making in a variety of context, including researching options, weighing up consequences, deciding, acting and evaluating	
Identifying opportunities to make personal choices to enhance their own health, safety and wellbeing such as food choices when out with friends, and using protective equipment	
<b>4.10 Recognise and describe the role of preventive health in maintaining and promoting health and wellbeing for individuals and the community</b>	
Investigating practices that help maintain health such as eating a diet that reflects the <i>Australian Guide to Healthy Eating</i> , participation in daily physical activity, and creating connections with others to enhance social health and wellbeing	Met by: <b>ACTIVITY 5/6-1:</b> Reports on optimal drink consumption utilising information from the <i>Australian Guide to Healthy Eating</i> and reputable sources found online and locally. <b>Criteria</b> <ul style="list-style-type: none"> <li>Locates, and then identifies appropriate sections of the 'Australian Guide to Healthy Eating'.</li> <li>Generates a recommendation for drink consumption based on this information.</li> </ul>
Proposing actions and protective behaviour they can implement that promotes and protects their health (for example, wearing a helmet, swimming between the flags, wearing sunscreen and a hat, and not taking risks in a road or aquatic environment).	Met by: <b>ACTIVITY 5/6-4:</b> Explains how choices made now will impact on their lives over time. Specifically examines consumption of sweet drinks as opposed to consumption of water and milk. <b>Criteria</b> <ul style="list-style-type: none"> <li>Sets personal short and long term health-related goals that are specific, achievable and measurable.</li> </ul>
ACTIVITY 5/6-1: What is in our drinks?	
ACTIVITY 5/6-2: Reading food labels.	
ACTIVITY 5/6-3: Sugar shock	
ACTIVITY 5/6-4: Making healthy choices easier.	
ACTIVITY 5/6-5: Getting help.	
ACTIVITY 5/6-6: Who influences what we drink?	

#### ASSEMBLY PRESENTATION:

Students display the honest ads they developed and explain these.

#### EXTENSION ACTIVITIES

- Examine cultural uses and values of water. Draw a mind map to show how water is used in ceremonies and celebrations according to religious beliefs
- Sports drinks analysis
- Work out what it would cost to drink a can of soft drink each day for a year, Then work out what else you could spend that money on!
- Visually demonstrate in the classroom the amount of sugar 'George' (presented in session 5/6-4) consumes over a month.

## Class timetable: Level 5 / 6

NOTE – These lessons are not restricted to the time provided – indeed there is probably too much here to include within the time frames provided. However it is felt that this provides some schools with options to spend longer on some aspects, and less time on others, or to adapt as some students will respond with more effort on some of the activities than others.

Session focus	Resources	Whole class focus	Independent groups	Sharing group (feedback)
<p><b>Session 1:</b></p> <p><b>What is in our drinks?</b></p> <p><b>60-90 Minutes</b></p>	<p><b>ACTIVITY 5/6-1: What is in our drinks?</b></p> <p>Handouts:</p> <ol style="list-style-type: none"> <li>Survey sheet</li> <li>Work sheet</li> </ol> <p>Australian Food Guide</p> <p>Reputable internet sources such as 'Better Health Channel'</p> <p>Poster board or access to powerpoint or other presentation format</p>	<p>Introduce the unit: Choosing our drinks with care based on what we have learnt about what is in them, how they are marketed, peer influences and our health.</p> <p>Begin by surveying the class to see what they drink. Make a note of all the drinks they might have over a week and place these into the Y axis of a table. Explain that they will be monitoring their drinks over the week, trying to make some healthy changes.</p> <p><b>Ensure a confidential report is made by each child, each day of the week, on what drinks were consumed.</b></p> <p>Introduce the idea that everything we consume is made up of elements or 'ingredients' that have consequences on the way our bodies function – sometime good effects (ask students to provide examples to evaluate base level of knowledge) and sometimes negative effects. Sometimes it depends on how much of the ingredient you have. Drink companies may convince us to purchase their product based on a good item (eg vitamin c) but there is also a lot of a bad item (eg sugar) where we may end up with more of the bad than the good – and this makes it very, very hard to choose wisely.</p> <p>Introduce the task – Today we will be examining common ingredients/elements found in drinks. One of the most common is sugar, but we will talk more about this in the coming weeks. For now it is important to understand some of the other elements. To do this you are all going to help each other by investigating some of these in groups of about five students: caffeine, calcium, sodium, and vitamins.</p> <p>They will need to find reputable sources (ie written by qualified specialists) on the internet, and use the Australian Guide to Healthy Eating to complete the following stages of work over the next two sessions</p>	<p>Four teams investigate ingredients of drinks:</p> <ul style="list-style-type: none"> <li>Caffeine</li> <li>Sodium</li> <li>Calcium</li> <li>Vitamin C</li> </ul> <p>Teams work together to develop a poster/powerpoint presentation</p>	<p>Teams present their ingredient to the class.</p> <hr/> <p><b>Assessment Task 1</b></p> <p>Accesses a range of nutritional sites on the internet speaking to oral, physical and mental health parameters of sweet drink consumption and establishes their validity as reputable sources.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Identifies, and then locates appropriate information online.</li> <li>Sets appropriate parameters to establish validity of the information and reliability of the sources.</li> </ul> <p>Reports on optimal drink consumption utilising information from the <i>Australian Guide to Healthy Eating</i> and reputable sources found online and locally.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Locates, and then identifies appropriate sections of the 'Australian Guide to Healthy Eating'.</li> <li>Generates a recommendation for drink consumption based on this information.</li> </ul>

Session focus	Resources	Whole class focus	Independent groups	Sharing group (feedback)
<p><b>Session 2:</b> <b>Reading food labels</b> <b>60-90 Minutes</b></p>	<p><b>ACTIVITY 5/6-2:</b> <b>Reading labels.</b></p> <p><b>Handouts:</b> Work sheet</p> <p>Prior to the lesson ask children to bring in a variety of food and drink containers: cereal boxes, biscuit packages, juice boxes, yoghurt containers etc. Ensure a soft drink bottle; juice bottle and flavoured milk bottle are among the packages.</p> <p>Also ensure there is a large range of sweet drink beverage containers for the children to access during the maths activity.</p>	<p>This lesson, and that following, integrates maths and health concepts.</p> <p>Ask each student to select one box so that no one has the same product.</p> <p>Explain that to compare products we need to use the 'per 100g section, not the serving size, as a recommended serving size of lollies is very different to a serving size of cereal.</p> <p>Have each find the nutrition label. Comment on the fact that it is so small and encourage them to consider why this might be so.</p> <p>Explain that they are going to compare all of these products across three ingredients that can be harmful to your health if you have too much: sodium (salt), fat and sugar.</p> <p>Explain that you will name one of these items and they will need to line up according to the item that has the most of this ingredient, and the item that has the least. Where items have the same amount they will need to stand perpendicular to the line.</p> <p>Before moving, ask if any child has any ingredient that they are not sure about – to establish whether they will need to 'add up' some of the items. (For instance if a product lists maltodextrin and sucrose and nectar – all will need to be added together to get the total sugars.)</p> <p>Move into the hallway as you will need a long straight area. Call out an ingredient (eg 'fat') and observe how well the children read their label and place themselves correctly along the line. Ask:</p> <ul style="list-style-type: none"> <li>• What three (or so) products have the most of this, and which three (or so) have the least?</li> <li>• Who was surprised by where their product was in the line? (Ask them to explain further.)</li> </ul> <p>Then call out the second ingredient – ask the questions, and then finally the third ingredient.</p> <p>Before returning to the class, draw student's attention to the ingredients list on their container. Let them know that, legally, these must be placed in order of content. Thus, if sugar is named as the second ingredient – it is the second most plentiful item in the product. Ask if anyone has anything that surprised them when they look at the list of ingredients.</p>	<p>Students return to the class to complete the maths activity individually</p>	<p>Collect work and tidy room.</p> <hr/> <p><b>Assessment Task 2</b></p> <p>Compares labels on a range of drink options for children, establishing health concerns of those contents, and suggesting how these might be improved.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Locates food labels on drink containers and extrapolates nutrient data, including sugar, caffeine and calcium information, from these.</li> <li>• Compares this data to recommended levels for health and reports on areas of concern.</li> </ul>

Session focus	Resources	Whole class focus	Independent groups	Sharing group (feedback)
<p><b>Session 3:</b> <b>Sugar shock</b> <b>60 Minutes</b></p>	<p><b>ACTIVITY 5/6 - 3: Sugar shock.</b></p> <p>Signs:</p> <ol style="list-style-type: none"> <li>Sugar alternatives</li> <li>4 grams = 1 teaspoon sign</li> </ol> <p>Handouts:</p> <ol style="list-style-type: none"> <li>What is sugar? reading sheet</li> <li>Cards (created from the list provided by the teacher) of a range of sweet drinks.</li> <li>Work sheets</li> </ol> <p>Sugar (bagged or cubed) Containers/cups Teaspoons</p>	<p>Ask students to raise their hand if they've read the nutritional label on their favourite drinks. Tell students they are going to learn how much sugar is in certain drinks, as well as some of the effects that too much sugar can have on the body</p> <p>Inform: There are two types of sugar - naturally occurring sugar (like lactose in milk) and added sugar, which includes table sugar (sucrose) as well as concentrated sources like fruit juice (fructose).</p> <p><b>Display the chart of different names for sugars.</b></p> <p>Many items have natural sugars: fruit, milk, potatoes, honey. Many products have added sugars: most sauces, many cereals, yoghurts ...</p> <p><b>Hand out the 'What is sugar?' sheet for the class to read. You can do this together or individually as preferred. It recommends watching a clip on You Tube – which can be done as a class.</b></p> <p>The Recommended Daily Amount for an average adult is 90g which includes <u>all</u> sugars. Of this, added sugar should make up just 50g, equivalent to 13 teaspoons. Children should have less than this.</p> <p><b>Provide the formula 4 grams of sugar = 1 teaspoon.</b></p> <p>Pairs are then assigned a given drink to investigate (<i>Water, Plain Milk, 100% juice, Pop Top Fruit Juice Drink, Vegetable Juice, Powerade, CocaCola, Pepsi Max, Cordial, Iced Coffee, Strawberry Big M, Milo</i>)</p>	<p>Pairs investigate the following aspects of their assigned drink.</p> <ol style="list-style-type: none"> <li>The contents/ ingredients</li> <li>The healthfulness or harmfulness of their drink: in the short term and the long term.</li> <li>Pairs then measure the correct number of teaspoons of sugar into a cup and label this accordingly.</li> </ol>	<p>Pairs present their drink to the group.</p> <p>The group then debate healthfulness or harmfulness of all drinks.</p> <p>The class can attempt to sequence these – which prompts some really good discussion OR If easier they can be grouped into categories such as: good / ok sometimes / should be avoided.</p> <p>Soft drink, energy drinks and juices are basically sugar water. They have little or no nutritional value.</p> <p>Ask students to propose healthy alternatives.</p> <p>Review information:</p> <ul style="list-style-type: none"> <li>Many drinks contain a lot of sugar. It is important to limit the number of sugar-sweetened drinks you consume, including sports drinks, energy drinks, soft drinks, fruit flavoured drinks, juice drinks and coffee drinks</li> <li>Water is the healthiest drink. The majority of your drink “diet” should consist of water, followed by fat-free or low fat milk.</li> <li>Sports drinks are appropriate to drink ONLY after you've done vigorous exercise for more than 1 hour, when you've sweated a lot.</li> </ul> <hr/> <p><b>Assessment Task 3</b></p> <p>Reports on the benefits of healthier drink choices, based on the reputable sources they identified.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Reports on ways that water and milk benefit the human body.</li> </ul>

Session focus	Resources	Whole class focus	Independent groups	Sharing group (feedback)
<b>Session 4:</b> <b>Making a change</b> <b>60 Minutes</b>	<b>ACTIVITY 5/6 - 4:</b> <b>Making healthy choices easier.</b> Handouts: 1. A day in the life ... 2. Survey sheets Class survey data Graph paper	Take the Students through a 'typical' day in the life of 'George'. Ask them to add up the sugars as you go (Read the story). At the conclusion of the story note how many teaspoons of sugar George would NOT have consumed if he ONLY changed all of his drinks to water. Display the number of soft drinks and sports drinks the class drank in the first week.	Working as individuals, pairs, or groups: draw the class data into graphic information as per example provided.	If you have sufficient time, ask the class what would be the easiest change for them to make, to consume more water or milk, and less sugary drinks.
<b>Session 5:</b> <b>Making healthy choices easier.</b> <b>60-90 minutes</b>	<b>ACTIVITY 5/6 - 4:</b> <b>Making healthy choices easier.</b> Handouts: 1. Exposition worksheet 2. Decision tree worksheet 3. SMART goal worksheet 4. Discussion cards pasted or printed on card and cut.  Writing paper and implements	Introduce the concept of harm minimisation. This is where people are aware of the risks of something they do or consume, but seek to reduce the risk by changing the prompts/environment for that behaviour, or they ensure that it is as safe as it can be in the circumstances. Begin by looking at situations where they are most likely to have a sweet drink. Write as many as the class can think of on the board. Examine what prompts the behaviour (eg peer behaviours, advertising, availability, etc.) Discuss how imposed restrictions on behaviour (rules and laws) can reduce the effectiveness of peer and marketing pressures eg banning sale of soft drinks at fast-food venues, restricting sale of sports drinks at sporting events, limiting caffeinated products to those over 18. Model the use of the 4-step decision-making process using one of the student examples. Students select a scenario, identify possible alternatives, identify positive and negative consequences and select and justify the best alternative. Ask students to use the four-step decision-making process to analyse one scenario.	1) Students write an exposition to justify reasons for creating a health 'rule'.  2) Students complete the decision-tree activity.  3) Students develop a SMART personal health goal	Finally, use the Discussion Cards to prompt debate among the group. This can be done at their tables, or as a whole group at teacher discretion <b>Sample teacher evaluation points:</b> <i>Card 1:</i> <i>Did students define 'children'?</i> <i>Was 'never' questioned?</i> <i>Card 2:</i> <i>Was 'enough' questioned?</i> <i>Were a range of calcium sources identified?</i> <i>Card 3:</i> <i>Was 'fast food' defined?</i> <i>Did the class discuss cost factors and financial pressures?</i> <i>Did discussion include health considerations and the cost of these?</i> If individuals have proposed interesting or creative rules, these, too, can be shared and debated – if felt appropriate by the teacher.

**Assessment Task 4**

Explains how choices made now impact on their lives over time. Specifically examines sweet drink consumption as opposed to water and milk.

Examines how restrictions on behaviour (rules & laws) can reduce the effect of peer and marketing pressures.

Develops a series of responses to these influences when making decisions about drink



				<p>choice</p> <p>Provides a decision-making tree to guide healthy choices addressing a range of negative influences</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Recognises and reports on factors that influence their sweet-drink consumption.</li> <li>• Discusses long term health impact of high sugar diets</li> <li>• Identifies and shares examples of rules and laws that promote health outcomes.</li> <li>• Suggests other means to counteract media and peer influences.</li> <li>• Generates a series of staged solutions to counteract the identified trigger situations.</li> <li>• Investigates and reports on effects over time of prolonged high sugar consumption</li> <li>• Investigates and reports on effects over time of lack of calcium or water consumption.</li> </ul>
Session focus	Resources	Whole class focus	Independent groups	Sharing group (feedback)
<p><b>Session 6:</b></p> <p><b>Getting help</b></p> <p><b>60-90 minutes</b></p>	<p><b>ACTIVITY 5/6 - 5: Getting help.</b></p> <p>Handouts:</p> <ol style="list-style-type: none"> <li>1. Worksheet</li> </ol> <p>Local service guide (eg. phone book)</p> <p>A4 paper and writing / drawing implements.</p> <p>Printer (for pictures)</p>	<p>Ask the class to discuss:</p> <ul style="list-style-type: none"> <li>• What are the outcomes of poor oral health and obesity?</li> <li>• What sort of help is available for people with oral health problems or obesity?</li> <li>• How do they help?</li> </ul> <p>There are many services designed to assist. Have the class investigate the services in your area that are available to help with issues of weight, nutrition, dental health and food security. Consider: hospitals and community health centres, psychologists, dietitians, nutritionists, dentists, breakfast clubs, community gardens, community kitchens, and so on. List as many as the class can think of – to the board</p> <p>Assign these to students in pairs or small groups. Students then examine in detail what the service provides.</p>	<p>Students work in pairs or groups, to create a pamphlet of a local service providing help for weight and diet concerns, oral health issues, or food security problems.</p>	<p>Work is collected by the teacher</p> <hr/> <p><b>Assessment Task 5</b></p> <p>Creates a pamphlet of local services providing help for weight and diet concerns, oral health issues, or food security problems.</p> <p>Examines in detail one of these services and presents this using powerpoint and oral presentation skills</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Correctly identifies a local health or welfare service that provides support for dental or nutritional concerns.</li> <li>• Elaborates on how this service provides this support.</li> </ul>
<p><b>Session 7 &amp; 8:</b></p> <p><b>Who influences what we drink?</b></p>	<p><b>ACTIVITY 5/6 - 6: Who influences what we drink?</b></p>	<p>The following activity can be carried out as a classroom or home based activity. If you intend to use it in the classroom you may prefer to tape three food related advertisements and discuss the questions</p>	<p>Pairs develop two ads: one an HONEST ad about</p>	<p>Pairs present their ads.</p> <p>The class (or the teacher/principal) then decides which two ads they will turn into TV-type</p>

<p><b>Marketing and peer influences on drink choices.</b> 2 x 60-90 minutes.</p>	<p>Handouts:</p> <ul style="list-style-type: none"> <li>• Sample advertisements</li> <li>• Worksheet</li> </ul> <p>Poster paper, or Publishing software Drawing/painting tools</p> <p><i>'Must drink more milk'</i> campaign as marketing example.</p>	<p>as a class.</p> <p>Lead a discussion on the tricks advertisers use to sell their products. If not suggested by the group prompt for: celebrity endorsement, peer acceptance, attractiveness, success, popularity, freebies, accompanying other items ... etc.</p> <p>Examine how the media portrays consumption of a range of sweet drinks. Specifically examine claims of health benefits, social advantages, community benefits (eg we are helping your community).</p> <p>Describe how peer influences and marketing messages affect our behaviours. Explain that you will be asking them to critically examine why corporations promote certain messages, why certain groups are targetted and respond more strongly than others (teens, sports clubs and children's services); container sizes are increasing: etc.</p>	<p>their drink; the other an ad for a healthy alternative</p> <p>The two pairs that were given Plain Milk and Water merge to develop a plan that encourages /enables more people to drink more milk and-or water</p>	<p>advertisements – with the class playing various roles.</p> <p>The group decides how this could be presented and works on this over the second session... in readiness to present it at a school assembly.</p> <p>The small group that is developing the community proposal develops this into a 'business-type' presentation. They 'make their pitch' at assembly.</p> <hr/> <p><b>Assessment Task 6</b></p> <p>Examines how the media portrays consumption of a range of sweet drinks. Specifically examines (where they exist) claims of health benefits, social advantages, community benefits (eg we are helping your community).</p> <p>Describes how peer influences and marketing messages affect our behaviours. Begins to critically examine motivation: ie why corporations promote certain messages, why peers seek to match their behaviours with others of the same age. Recognising that wherever there is a choice there is an option to influence that choice</p> <p>Investigates how healthy choices can be better promoted. Develops a proposal and presentation where healthy drinks are promoted (as alternatives to sweet drinks, or as a desirable item on their own)</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Discusses how different products market to different audiences.</li> <li>• Identifies components of marketing messages that influence behaviour such as: popularity, attractiveness, wealth, celebrity, fun, parenting, etc.</li> <li>• Discusses factors that influence peers to meet group expectations and behaviours.</li> <li>• Utilise this information to develop a healthy marketing message.</li> </ul>
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Activity 5/6 – 1:

What is in our  
drinks?



### Class survey

What drinks are consumed by our class? To be completed confidentially, daily by the class teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Coke or pepsi					
Non caffeinated soft drink					
Energy' drink					
Sports drink					
100 % Juice					
Fruit juice drink					
Flavoured milk					
Cordial					
Coffee					
Tea					
Plain milk					
Water (bottled)					
Water (tap)					

# Team investigation task.

Team 1. Calcium

Team 2. Caffeine

Team 4. Sodium

Team 5. Vitamin C

Our team members: \_\_\_\_\_

\_\_\_\_\_

Our team's ingredient: \_\_\_\_\_

## *Questions to consider ...*

What sources of information will we use?

What is the description of our ingredient?

Where is it found - in which food/drinks?

Why is it present in these foods? (Was it there naturally or was it added? If so, why?)

What are the effects on the human body?

What recommendations would you make to the class regarding consumption of this element – what should be consumed/avoided? What options can be consumed to increase or reduce consumption?

Activity 5/6 – 2:

Reading labels.





# Sweet-drink maths



Name: \_\_\_\_\_

Select two or three of the sweet drink containers.

## Carefully read the label to find information about serving size

Remember if there are two or more servings in a drink and you consume the whole container, do the maths on the nutrition label to make sure you get the right numbers.

1. Calculate how many teaspoons of sugar are in each drink. Write your answers in the table above (1 teaspoon of sugar = 4 grams of sugar). *Hint: divide the grams of sugar by 4 to get the teaspoons.*

Name of Drink	Grams of Sugar in one recommended serving	Teaspoons of Sugar	Calcium (mg)

2. Draw a bar graph of the number of grams of sugar in one serving of Coke, Milk and Juice.

50 grams		
40 grams		
30 grams		
20 grams		
10 grams		
	Coke	Milk
		Juice

3. How many teaspoons of sugar are in 3 cans of Pepsi?

4. If Mary drinks a Gatorade three times a week, how many extra grams of sugar did she consume in that week?

5. Which drink has the most calcium per serving?

6. How much extra sugar did Simon have in one day if he had the following drinks?

A glass of juice for breakfast.

Cordial in his water bottle

A strawberry 'Big M' at lunchtime

A bottle of Gatorade after hockey training

A can of lemonade with dinner

**TOTAL**

9. If Bob drank one glass of milk instead of one glass of soft drink each day for one week, how much more calcium would he get that week?

10. If Bob drank one glass of milk instead of one glass of soft drink each day for one week, how much less sugar would he get that week?

Activity 5/6 – 3:

Sugar shock.



# 'Sugar' has many aliases!

Nectar

Barley Malt

Syrup (Golden and Maple)

Treacle

Caramel

Fructose

Lactose

Sucrose

Glucose

Maltose

Maltodextrin

Diatase

Juice concentrate

Galactose

Honey

Panela

Panocha

Sorghum

# What is sugar?

- Sugars are carbohydrates, which serve as the main energy source for the body. There are many types of sugars that occur naturally or are added to many foods.
- During digestion, sugars such as sucrose and lactose and other carbohydrates such as starches break down into simple sugars. Simple sugars then travel through the blood stream to body cells. There they provide energy and help form proteins, or are stored for future use.
- There is no nutritional difference among sugars. During digestion, all of these sugars except lactose break down into fructose and glucose. Lactose breaks down into glucose and galactose.
- The body can make its own glucose or get it from foods. The brain and red blood cells can only use glucose for energy.

When you consume sugar, your body has two options on how to deal with it:

- Burn it for energy. WHEEEEE!
- Convert to fat and store it in your fat cells. BOOOOO!

So, we have this sugar in our body and blood stream. What happens next?

- When your pancreas detects a rush of sugar, it releases a hormone called insulin to deal with all that excess sugar.
- Insulin helps regulate the level of sugar in our blood; the more sugar in the blood stream, the more insulin is released. Insulin helps store this glucose in the liver and muscles as glycogen, or in fat cells.
- Our body may struggle to get that balance right if we put too much sugar in our system too quickly. TOO much insulin is released, which then results in our blood sugar dropping below normal levels (because the insulin has sent it all to storage).
- This means our muscle and brain cells (and others) are not getting the energy they need. Our bodies respond by telling us: WE WANT ENERGY NOW.
- *So we have MORE sugar and the process starts again.*
- Unfortunately, the more often we do this, the worse the blood sugar spike is, and the more insulin is required. So it becomes more likely your body will keep skipping using up that sugar as energy, and use extra insulin to send it straight to storage.
- Watch this to help you understand: <https://www.youtube.com/watch?v=mNYIICXynwE>

Is fruit bad for you?

- Despite the fact that fruit does contain fructose, the consumption of fruit can be beneficial. When you consume fruit, you are consuming fibre and lots of different vitamins and minerals. Fibre is an important part of a balanced diet (ask your bowels), and fruit can contain a lot of it!



- So – if you are looking for something sweet to eat – the best answer is fruit, not lollies, biscuits, cake and definitely not sweet drinks!
- **BUT** fruit juices are not as good for you as fruit! When you consume fruit juices, the juice is squeezed, giving you all of the sugar but very little of the fibre or nutrients that get left behind in the process. Here is a typical amount of sugar in juices:
  - Orange juice: 21g of sugar
  - Apple juice: 28g of sugar
  - Cranberry juice: 37g of sugar
  - For reference, a can of Coca-Cola has 40g of sugar.

### Is sugar addictive?

- In most mammals, including humans, sweet receptors evolved in environments that were low in sugars and are thus not adapted to high availability or concentrations of sugars. The over-stimulation of these receptors by the sugar-rich diet now available, generates a reward signal in the brain, with the potential to override self-control mechanisms and thus to lead to addiction.
- In other words: We are not genetically designed to consume the amount of sugar that we are currently eating. For that reason, our brains get that ‘happy feeling’ from sugar and it can override the “I’ve had enough” mechanism.
- It’s why, when you eat one or two smarties, you end up polishing off a whole bag.
- *Do this repeatedly, and your brain starts to anticipate this sugar rush and get prepared for it...even when you’re only thinking about food! So that the food you eventually choose is full of sugar.*

### Let’s take action.

1. Create a new identity. “I am someone who makes healthy choices.” “I only drink soft-drink on special occasions” The more specific and positive and definitive you can make your new identity, the more likely you will be to make it your new reality.
2. If you’re hungry, eat food with vegetables and protein to fill you up.
3. Scale it down. If it needs to take you a year of slowly changing your sweet-tooth habits, that is ok. Every change counts, and every little bit adds up.
4. EXERCISE! Sugar raises our hormonal serotonin and dopamine levels, which can factor into your cravings. Exercise can do the same thing! Try exercising when you have sugar cravings and build new habits around that. Get addicted to exercise.
5. At the end of the day, you are in control. If you are going to drink a juice, it’s because you made a conscious decision to do so, not because you had to have it.
6. DO eat enough healthy food. If you find it hard to get enough vegetables or protein or calcium ..., talk to someone about this. It might surprise you how many people are out there trying to help.

4 grams of 'sugar'

= one teaspoon

Drink cards to be disseminated to pairs for investigation, & enlarged into individual A4 cards for the sequencing debate at the conclusion of the activity:

Water	Plain Milk
100% juice	Pop-top fruit juice drink
Powerade	Coca-Cola
Cordial	Iced coffee
Solo	Flavoured Milk
Vegetable juice	Pepsi Max
Milo	Vitamin Water
V	Lipton Iced Tea

# Sweet drink investigation:

You have been assigned a drink to investigate. Develop a presentation for the rest of the class which must include the following:

- The contents/ingredients of your drink.
- How these contents compare to other drinks and recommended daily consumption.
- The healthfulness or harmfulness of your drink.
- The 'sales pitch' associated with your drink.
- Possible alternatives people could have instead of your drink.

Once you have completed the above, measure the teaspoons of sugar into a polystyrene cup (with the number of teaspoons of sugar written on the outside in permanent marker – eg. "9½"), **or** count out the number of sugar cubes that are in your drink, and show this to the class when you give your presentation.

Activity 5/6 - 4:

Part 1

Making healthy  
choices - easier.



Teacher reads the following story – holding up the cards as George consumes an item. Students add them up (Either mental arithmetic or written in accord with the child’s abilities)

## A day in the life of George

George woke to the sound of an alarm, and wandered out for breakfast. He grabbed the OJ from the fridge and poured himself a glass which he drank as he tipped the coco-pops into the bowl. He added just enough milk to wet them and turn into a chocolate colour in the bottom of his bowl, before devouring these too.

He then got dressed and cleaned his teeth before returning to the kitchen to grab some things for his lunch. He made himself a cheese and vegemite sandwich and grabbed a muesli bar, an apple and a prima juice drink. He then filled his water bottle and left for school.

During class, although he was allowed to drink from his bottle, he was not thirsty today so he did not.

At recess he was starving so he ate both the muesli bar and the apple, and drank the juice drink.

By lunch he realised he was still really thirsty, so he drank most of his water in one go. He ate his sandwich and two of Aiden’s choc-chip biscuits, because he had a whole box of them and offered to share.



After school he ate a crumpet with blackcurrant jam and had a strawberry milk. Then he went and played on the playstation until dinner.

For dinner he had sausages with mashed potatoes, broccoli and snow peas. He had some sauce.






They opened a bottle of lemonade and everyone had a glass of lemonade. There was some left in the bottle, so he had another glass.

He had a shower, cleaned his teeth, got into his PJ’s, and went to bed

**USE THIS TASK FOR EXTENSION ACTIVITY 1 ALSO**

George's items		Teaspoons of sugar (natural or added)
	Glass of orange juice	7
	Bowl of coco-pops	4
	Cheese and vegemite sandwich	0
	Fruit juice drink	5
	Muesli bar	3
	Apple	2 ½



	<p>2 choc-chip biscuits</p>	<p>2</p>
	<p>Strawberry milk</p>	<p>4 ½</p>
	<p>2 glasses of lemonade</p>	<p>14</p>
	<p>Crumpet with blackcurrant jam</p>	<p>2</p>
	<p>Sausages, potato, peas &amp; broccoli</p>	<p>0</p>
	<p>Tomato sauce</p>	<p>1</p>

TOTAL = 45 teaspoons.

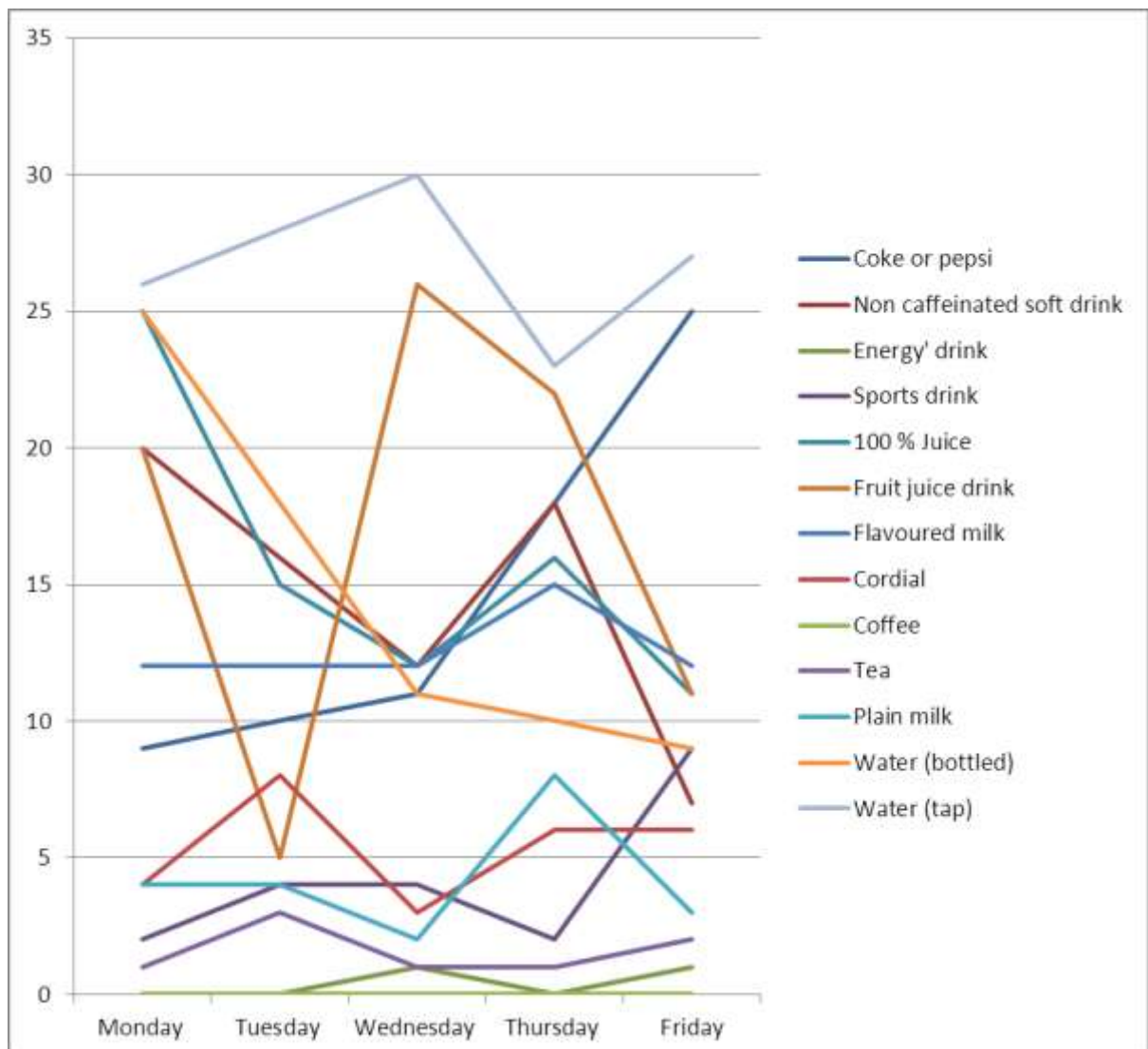
Recommended for pre-teen = 8-10

Where can George improve his diet if he is to stay a healthy weight and keep healthy teeth?

# Class survey: Sample

What drinks are consumed by our class?

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Coke or pepsi</b>	9	10	11	18	25
<b>No-caffeine soft drink</b>	20	16	12	18	7
<b>Energy' drink</b>	0	0	1	0	1
<b>Sports drink</b>	2	4	4	2	9
<b>100 % Juice</b>	25	15	12	16	11
<b>Fruit juice drink</b>	20	5	26	22	11
<b>Flavoured milk</b>	12	12	12	15	12
<b>Cordial</b>	4	8	3	6	6
<b>Coffee</b>	0	0	0	0	0
<b>Tea</b>	1	3	1	1	2
<b>Plain milk</b>	4	4	2	8	3
<b>Water (bottled)</b>	25	18	11	10	9
<b>Water (tap)</b>	26	28	30	23	27



Activity 5/6 - 4:

Part 2

Making healthy  
choices - easier.



# Why we need to introduce a new rule.

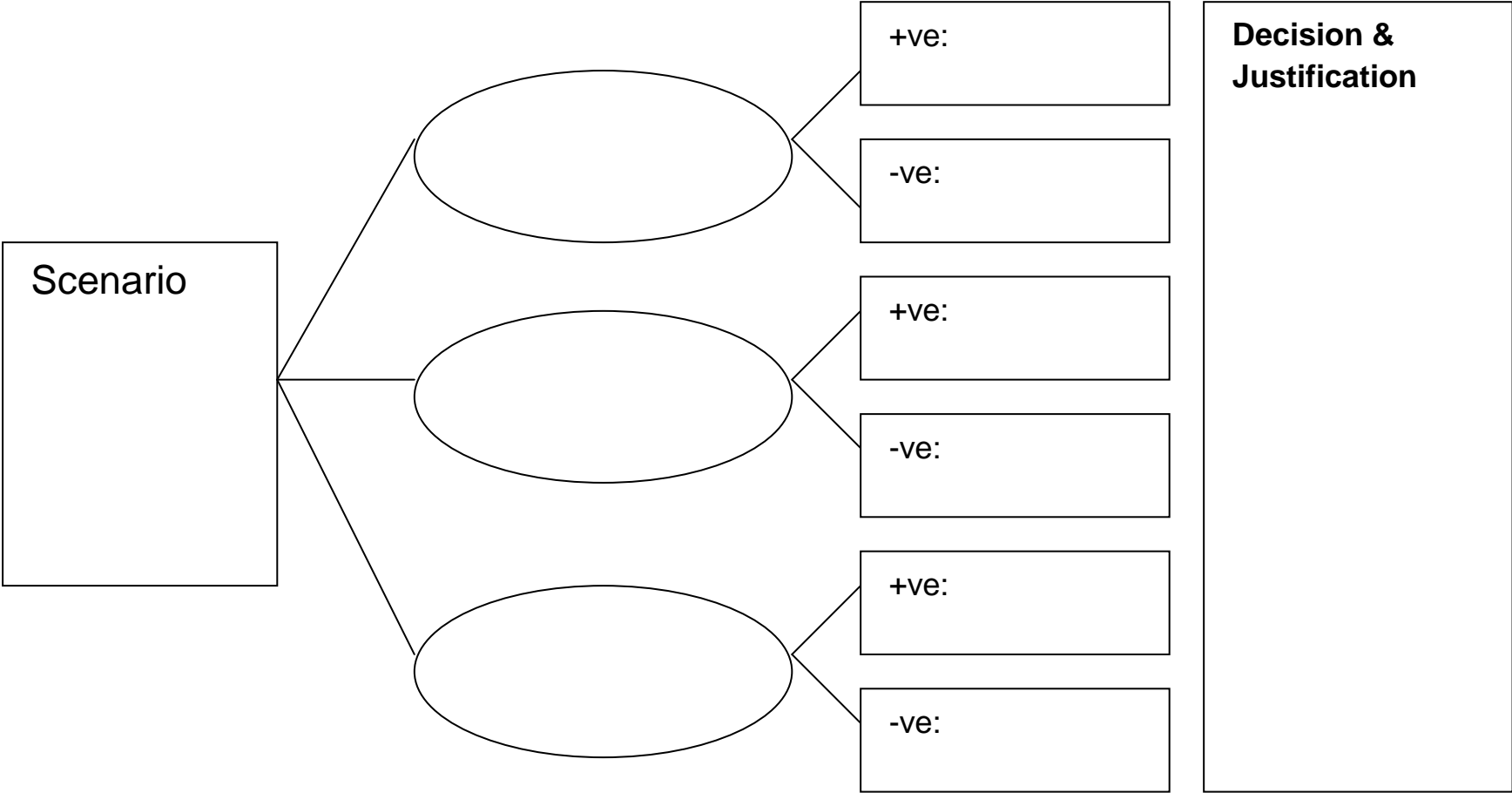
Write a persuasive argument (exposition) to convince readers why your proposed new rule needs to be put in place. The following guide will help you.

<b>Structure</b>	<b>Hints</b>
<b>Introduction</b> <ul style="list-style-type: none"><li>• State your opinion in one or two sentences</li><li>• Briefly introduce your main arguments</li></ul>	<ul style="list-style-type: none"><li>• Use words like “Firstly, Also, Next, Additionally, Finally” to introduce and link your argument</li></ul>
<b>First argument</b> <ul style="list-style-type: none"><li>• Start a new paragraph</li><li>• Restate, in the first sentence, the first argument from your introduction</li><li>• In the following sentences, explain the point you’ve made, using supporting information, reasons and evidence or examples</li></ul>	<ul style="list-style-type: none"><li>• Think like a lawyer in court and back up your argument with strong evidence</li></ul>
<b>Other arguments</b> <ul style="list-style-type: none"><li>• Repeat the above structure for each additional argument. Start a new paragraph for each one</li><li>• Explain your arguments in the order they appeared in the introduction</li></ul>	<ul style="list-style-type: none"><li>• Use reasoning words like therefore, so, consequently, results in, creates to help link your opinions with the evidence</li></ul>
<b>Conclusion</b> <ul style="list-style-type: none"><li>• Briefly sum up your arguments, emphasising or reinforcing your point of view</li><li>• Include a recommendation if appropriate</li></ul>	<ul style="list-style-type: none"><li>• Words like clearly, without doubt, indisputable, no alternative will help emphasise your opinion</li></ul>

When you have finished use the following assessment to see if you have met all the criteria.

Exposition Writing Goals	My Comments
I can write an opening statement to tell the reader what I believe.	
I can give a brief overview of my arguments. For example: Firstly, Next, etc.	
I can present each of my arguments in a separate paragraph with supporting reasons, information and/or examples for each argument.	
I can use superlatives to persuade the reader. For example: The best/most effective ...	
I can use emotive statements to persuade the reader. For example: This situation can't be allowed to ....	
I can appeal to the reader's personal values/concerns such as fear, love of money, desire for power, success, etc.	
I can appeal to the reader's concept of themselves. For example: Intelligent people know ...	
I can identify and respond to possible concerns and counterarguments.	
I can write a convincing conclusion to reinforce my arguments.	
I can present my persuasive writing in the form of a .....	

# My Decision Tree



# My personal SMART health goal.

Smart goals are:

- Specific
  - Measurable
  - Achievable
    - Relevant
    - Timed

Here is an example, starting with a typical, but not especially SMART, goal:

*I will keep my room tidy.*

Nice idea but you have not said HOW you will do this, or what you think TIDY actually looks like, or WHEN you aim to do it ... and really, how realistic is this? This is better:

*I will do my laundry and tidy my room every week.*

But it's not SMART yet because it has no action plan or benchmarks. Here is a pretty SMART goal:

*Over term one, I will make sure I take my washing to the laundry, put away my clean clothes and toys, and remove any rubbish or dirty dishes from my room by the end of each Saturday. I will ask mum when my sheets are due for a wash and I will vacuum my room at least once a month.*

---

Below – write one personal SMART goal that you would like to try to achieve – that is beneficial to your health. It can be about sweet drinks, or, if you already do not drink many sweet drinks, perhaps there is another health behaviour you would like to adopt?

Some ideas to start you thinking:

- Should you consume more calcium or fibre?
- Should you exercise more or have a regular bedtime?
- Should you clean your teeth more often?
- Should you find someone to talk to about things that are worrying you?

---

## My SMART health goal:

---

---

---

---

---



# Discussion cards

Children should never have soft drinks	We are not getting enough calcium in our diet
Fast food will cost more in the long run	Advertising of sweet drinks should be stopped in Australia
Sports drinks should only be for sale at sports venues.	Our generation eats healthier food than our parents.
Most people do not know if they are overweight.	We don't have the right to tell others what they should eat or drink.
Sweet drinks should be taxed more to cover the health costs of dentists and nutritionists.	Schools should have fridges in every classroom.

<p>Dentists should be free.</p>	<p>School canteens should only offer healthy choices</p>
<p>It is an individual's problem if they make unhealthy choices, they pay the consequences.</p>	<p>If you limit sweet drinks in one place, people will just get them someplace else.</p>
<p>A person's health cannot be gauged by their size or weight.</p>	<p>If you don't like plain milk then it is ok to have flavoured milk because you need the calcium.</p>
<p>Sweet drinks do not cause obesity.</p>	<p>Media should take more responsibility to report on health information.</p>
<p>Sugar-free and diet foods are better for you.</p>	<p>They should treat sweet drinks like cigarettes – limited in where you can have them!</p>
<p>If I child develops a 'sweet-tooth' early, they will go on to have a high sugar consumption.</p>	<p>Products that clearly lie (like 'vitamin' water) should be fined.</p>

Activity 5/6 – 5:

Getting help.

# Health service investigation:

Develop a pamphlet that informs people about the health service you have been provided. You may include pictures. Be sure to include the following:

- Name of service
- What services are provided.
- How you access these services.
- Typical costs
- Who is eligible for the services.

Also make sure that lots of people can use your pamphlet. So consider the age of your audience.

- Their eyesight.
- Their reading ability.
- Whether English is their first language.

Activity 5/6 – 6:

Who influences what  
we drink?



# Marketing examples







# WHAT DO YOU CARE ABOUT?

health   arts & culture   food & shelter   the planet   neighborhoods   education

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Thousands of ideas. Millions in grants.



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THE GLOBE FOR  
THE FINEST FRUIT.  
WE JUST AMBLE  
AROUND THE  
COUNTRYSIDE.**

**E**very piece of fruit that goes into making Berri Australian Grown is grown on Australian soil, ripened under Australian skies and nurtured by Australian rain. Which means that our fruit juice supports Australian growers. And that it doesn't have to travel too far between the orchard and your fridge. If you look at the quality of Australian produce, it's no surprise that we pick all our fruit in Australia.

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**WATER HAS NO CARBS.  
WATER HAS NO ELECTROLYTES.  
WATER HAS NO GAME.**

**02** WATER JUST CAN'T COMPARE WITH 40 YEARS OF ELITE-LEVEL HYDRATION. GATORADE IS THE ORIGINAL, MOST RESEARCHED SPORTS DRINK. A SCIENTIFICALLY PROVEN BLEND OF CARBS AND ELECTROLYTES THAT FUELS MUSCLES TO GO LONGER. YOU'VE EVOLVED. GATORADE HAS TOO. THAT'S G. **NOW WITH NO HIGH-FRUCTOSE CORN SYRUP.**

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# Power of advertising

*Choose three of the advertisements for sweet drinks provided. Alternatively you can discuss three advertisements for sweet drinks that you have seen elsewhere such as on billboards or tv.*

## **DRINK 1**

---

What is the drink being advertised?

Does this ad use a positive message that is not actually related to the product? (For example – we are here to help.) What is the message?

Does the ad promote healthy aspects and hide unhealthy aspects? What are the healthy components they promote? What are the unhealthy ones they are hiding?

Does the ad imply that their product will somehow change you as a person? (Your abilities, your friendships, your appearance etc). If so what does it imply?

Does the ad use a 'bribe'? (Eg – you get this cool thing as well) If so, what?

Does the ad imply that an alternative product is somehow inferior? Explain.

How is this drink made to look attractive?

What groups of people are encouraged to buy this drink?

Is there a slogan in the advertisement? If so, what is it?

What part of this ad – do you think is most successful? Why?

If you could – how would you reply to this ad?

## DRINK 2

---

What is the drink being advertised?

Does this ad use a positive message that is not actually related to the product? (For example – we are here to help.) What is the message?

Does the ad promote healthy aspects and hide unhealthy aspects? What are the healthy components they promote? What are the unhealthy ones they are hiding?

Does the ad imply that their product will somehow change you as a person? (Your abilities, your friendships, your appearance etc). If so what does it imply?

Does the ad use a 'bribe'? (Eg – you get this cool thing as well) If so, what?

Does the ad imply that an alternative product is somehow inferior? Explain.

How is this drink made to look attractive?

What groups of people are encouraged to buy this drink?

Is there a slogan in the advertisement? If so, what is it?

What part of this ad – do you think is most successful? Why?

If you could – how would you reply to this ad?

### DRINK 3

---

What is the drink being advertised?

Does this ad use a positive message that is not actually related to the product? (For example – we are here to help.) What is the message?

Does the ad promote healthy aspects and hide unhealthy aspects? What are the healthy components they promote? What are the unhealthy ones they are hiding?

Does the ad imply that their product will somehow change you as a person? (Your abilities, your friendships, your appearance etc). If so what does it imply?

Does the ad use a 'bribe'? (Eg – you get this cool thing as well) If so, what?

Does the ad imply that an alternative product is somehow inferior? Explain.

How is this drink made to look attractive?

What groups of people are encouraged to buy this drink?

Is there a slogan in the advertisement? If so, what is it?

What part of this ad – do you think is most successful? Why?

If you could – how would you reply to this ad?

**Of all of these ads – which do you think works the best, and why?**

# Making a difference

## 1. My HONEST advertisement

In session three you and your partner were asked to discuss the contents of one type of sweet drink.

Together with your partner, create an honest advertisement about your sweet drink that tells the whole truth!

## 2. My advertisement for plain milk or water.

Now use some of the tricks that the advertisers use to create an advertisement for water or plain milk that will make it more attractive to your target audience.

**As you do this consider:**

- Who is it targetting? (Children? Mothers? Sports clubs?)
- Which drink is your biggest ‘competition’?
- What aspects are most likely to appeal to this group?
- What context will you place it in? (Sports events, groups of friends, holiday or party locations, associated with cool computer games ... etc)

## 3. Our plan for increasing water and milk consumption in our school.

If you were in a pair that presented plain milk or water, your task is to work as a group to develop a proposal for increasing healthy drink options in your community.

**For instance you could propose something like:**

- Small fridges in every classroom
- Posters all over the school showing how much sugar is in sweet drinks.
- Canteen sells cool straws but only to people with plain milk or water
- Propose a computer game where you get more points for milk water consumption and lose health points if you drink sweet drinks.
- The canteen can whizz a single piece of fresh fruit (eg. Cantaloupe or watermelon) into a glass of milk and sell that.
- Every year the school has a “Sweet-drink free” week – where students and staff sign up to go a full week with NO sweet drinks!

Then together write an exposition to propose your idea.

*An exposition needs to:*

- *clearly state the point of view*
- *use research to support that view*
- *address other points of view*
- *defend that point of view from others*

# Assembly Presentation

## Health Poster Activity

### Promoting water &/or milk

You are asked to create an original and creative poster advertisement to promote healthier living.

Your poster should make other children want to drink less sweet drinks, and more milk and water.

You need to come up with your own original design.

You may include facts (such as how much sugar is in drinks) to use in your ad.

Your ad should include the following:

- ✓ Relevant, creative and colourful graphics: pictures, fonts, graphs.
- ✓ A catchy phrase, correctly spelled.
- ✓ A clear and effective message about the effects of healthy or unhealthy drink choices.
- ✓ Good organization and use of space

Your steps should be:

5. Plan and note a number of ideas. Sketch it out roughly. Remember, a rough draft is necessary in order to complete an effective and appropriately designed ad.
6. Edit and revise your draft to make sure your message is clear, your facts are right, and your spelling and grammar are correct. Also make any visual changes that are needed to make it more appealing.
7. Produce your final copy

# ASSESSMENT RUBRIC

Top of Form

Health poster				
	Not yet demonstrated	Partially Proficient	Proficient	Advanced
<b>Use of Class Time</b>	Did not use class time to focus on the project, or often distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used time well during each class period. Focused on getting the project done. Never distracted others.
<b>Message</b>	Poster contains very few, if any, details and is not very interesting to read	Written communication is functional but not fully developed  Poster contains some factual information.	The health message in words is the most important part of the poster.  What is written is effective  The student has developed a "catch phrase" to promote the issue.  Poster contains evidence of research	The student has developed a creative "catch phrase" to promote the issue. Additional details are included that relate to the health message.  Written communication is focussed and interesting  Poster contains details from research.
<b>Pictures</b>	Pictures do not go with the accompanying text or appear to be randomly chosen	Pictures go well with the text but there are too few and the poster seems "text heavy".  The graphics are based on the designs or ideas of others	The pictures illustrate the health message and make the poster more appealing, but there are so many that they distract from the text.  Some originality is emerging	Pictures go well with the text and there is a good mix of text and appropriate graphics  The pictures add extra information to the health message.  The graphics reflect an exceptional degree of creativity
<b>Neatness</b>	The poster has not been put together in a neat and organized fashion.  Layout is confusing or incomplete	The text may be a little difficult to read or confusing with regard to the layout  Layout is haphazard	The poster is neat both with layout and text.  Layout is logical	The poster is exceptionally neat, both with layout and text.  Layout is appealing
<b>Grammar / Spelling</b>	More than 4 errors are noted	No more than 4 errors are evident after proofreading	No more than 2 errors are evident after proofreading	No errors are evident after proofreading



# Extension Activity 1

## The importance of water

Water is a basic human need but, in many cultures around the world, water also has religious significance. Water is considered to be sacred according to a variety of spiritual beliefs.

In India, the Hindus believe that the River Ganges is holy. Other rivers in India are also thought to be sacred. According to Hindu beliefs and legends, the rivers are goddesses, the Ganges being the most sacred. All Hindus hope to bathe in the River Ganges at least once in their lifetime as they believe it has the power to wash away sins. People make pilgrimages from all over India to bathe in the river at the city of Varanasi and to carry the holy water home. The Ganges also provides a resting place for the ashes of the dead.

For people who follow the Christian faith, water also has an important role. Christians take part in a ceremony called baptism or christening. This marks the beginning of someone's life as a member of the Christian family. At the baptism, babies have water sprinkled or poured on their heads. This water has been blessed by a priest of that church, and is called 'holy water'. It is believed that the water cleans and gives new life. In some Christian traditions, people are not baptised until they are adults. This is often done at a river, with the person being dipped in water and raised out again.

Buddhist practices also involve water. In homes and temples a shrine is built and people place before the shrine objects that are thought to be holy. One of these objects is water. Buddhists put pots of water that symbolise such things as touch, healing and satisfaction of thirst. This is one way they honour their god, Buddha. Another Southern Buddhist practice at the New Year Festival is to wash the Buddha statues with scented water. They also build a dome of sand on the river banks. When the New Year begins, the river carries away the sand, just as past bad deeds should be cleared away.

Followers of Shinto, a Japanese religion, believe that spirits live in nature including trees, rocks and water. They worship their gods at shrines. Before entering the shrine, people must rinse their mouth and wash their hands. This ritual washing means cleansing, both inside and outside the body.

In a country as dry as Australia, the Aboriginal people knew the importance of managing water. The hunting and gathering lifestyle of Aboriginal people had little negative impact on waterways or wetlands. Dreaming stories are often linked to rules to protect waterholes. In desert areas the origins and location of waterholes are contained in Dreaming stories and this information is passed on to each person during childhood. The Aboriginal people have a special relationship with the land and places such as waterholes.

### DISCUSS

How would some of these beliefs and practices impact on health?

Why do you think these practices may have emerged?

How do these compare to our practices?

What could we change to return to a practice that values water more highly?

# Fun Water Facts Fact Sheet

## Did you know:

- Sound travels almost 5 times faster underwater than in air?
- The average human brain contains around 78% water?
- Giraffes and rats can last longer without water than camels?
- You begin to feel thirsty when your body loses 1% of water?
- Camels can drink 94 litres of water in less than 3 minutes?
- Simply breathing in and out uses more than half a litre of water every day?
- For the price of one can of soft drink you can drink 1000 litres of tap water?
- You, me and every other human on the planet is about 60 per cent water by weight?

## Water Facts for Humans:

Being dehydrated can zap your energy and make you feel tired. If you're thirsty, you're already dehydrated -- and this can lead to fatigue, muscle weakness, and dizziness

Although a person can live without food for more than a month, a person can only live without water for approximately one week.

Most mature adults lose about 2.5–3 litres of water per day. Water loss may be more in hot weather and with prolonged exercise.

Over half of our body is made up of water. Water is used to make up bodily fluids, maintain our body temperature, and in many other bodily processes required for day-to-day functioning. So when it comes to maintaining healthy hydration - tap into water first!

**So how much do I need?** Your fluid needs depend on your gender, age, activity levels and the outside climate.

<b>Boys: 9 - 13yr</b>	1.6 L per day (about 6 cups)
14 - 18yr	1.9 L per day (about 7-8 cups)
<b>Girls: 9 - 13yr</b>	1.4 L per day (about 5-6 cups)
14 - 18yr	1.6 L per day (about 6 cups)
<b>Men: 19 - 30yr</b>	2.6 L per day (about 10 cups)
<b>Women: 19 - 30yr</b>	2.1 L per day (about 8 cups)

## What about during physical activity?

Our fluid requirements are greater when we exercise at high intensity or in hot temperatures because we lose body water through sweating. We need to sweat in order to cool our bodies down so we can continue performing at our best. You cannot train your body to get used to dehydration and fluid losses of a little as 2% can impair performance. Everyone needs extra fluid for each hour of strenuous activity completed.

## Warning signs of dehydration:

- Dizziness and light headedness
- Muscle cramps
- Nausea/Headaches
- Inability to concentrate
- Dark urine and infrequent urination
- Dry mouth and throat

## How do I know if I have healthy hydration?

One of the best indicators of hydration is urine colour. Aim for a pale yellow colour. There is no benefit to being over-hydrated, this can actually make you feel bloated and increase the urgency of urination.

# Extension Activity 2

## Sugary Sports Drinks.

**As you read the following essay, circle any words that are new to you and underline at least five key points.**

In 1971 water bottles and sports drinks had not been invented yet, so when 14 year old Lynne Cox and her teammates prepared for their 41.6km swim across the Catalina Channel in California, they had to figure out how to get the fluids and energy they needed during their 12½ hours in the water. To complicate matters, the water temperature was 13-16 degrees, so they had to worry about maintaining their body temperature as well. “We...filled plastic sauce bottles with hot tea with sugar, warm orange juice, beef broth, hot apple cider, hot chocolate and coffee loaded with sugar. We were trying to figure out what we could use on the Catalina crossing to boost our blood sugar and replace lost heat. With salt water in our mouths from swimming in the sea, the orange juice was absolutely disgusting, beef broth was bad, and hot chocolate was a real mistake because it contained milk solids, which were known to make swimmers nauseated. We narrowed our choices to coffee, tea, and hot cider.” A year later, when Lynne broke the world record from crossing the English Channel, she drank hot apple juice and ate oatmeal cookies that were tossed to her.

Today long distance athletes and others working for long periods in the heat are lucky; they can go to any supermarket and purchase sports drinks that are specially formulated to quickly deliver sugar to working muscles and replenish the water lost through sweating. The American College of Sports Medicine recommends drinking sports drinks when you exercise strenuously (resulting in sweating) for more than 60 minutes. They recommend drinking water during shorter bouts of exercise and when you are physically active at more moderate intensities, such as playing basketball, football or riding your bike. Sports drinks do not improve your performance in these situations. You don't need the sugar; your body has enough stored energy. Doing recreational activities that last several hours it is best to stop for a healthy snack to refuel your body.

As sport drinks have become more plentiful, many children and adults are drinking them when they don't need them. They are also drinking more of other kinds of sweet drinks, such as soft drink, flavoured milks and fruit drinks. Youth currently drink twice as much soft drink as milk. The excess sugar in these drinks is creating health problems in children and teens that used to show up only in older adults.

### **Sugar and Body Chemistry**

Glucose, fructose, and sucrose are examples of sugars commonly found in the foods and drinks we consume. They are added in large quantities to soft drinks, sports drinks, sweet biscuits and lollies, but occur naturally in dairy foods, fruits, vegetables and other foods made from plants. Sugars are simple carbohydrates.

Because of their small size and shape, sugar molecules are easily transported through the cell lining the small intestines and into the blood. Complex carbohydrates such as the starch found in grains and vegetables, are made up of long chains of simple sugars linked together. These large molecules must be

broken down into simple sugars by digestive enzymes in the small intestines before they can enter the blood. Sugars dissolve in blood and are pumped throughout the body. After a meal, blood sugar levels rise, and this stimulates cells in the pancreas to release a hormone called insulin into the blood. Insulin binds to cells in muscle, liver, and many other tissues, making their membranes more permeable to sugar. It acts like a doorman helping sugar get out of the blood and into cells. Cells break down the sugar molecules and use the energy released for many functions. The brain uses sugar molecules exclusively for energy. During exercise, sugar supplies muscle cell with most of the energy they need for contraction.

## Health Risks

Maintaining normal blood sugar is vital to health; eating sugar is not. Scientists have discovered that regularly drinking sweet drinks increases the risk of gaining weight and developing type 2 diabetes, a chronic disease that used to be called adult-onset diabetes, but is now showing up in young people. This type of diabetes should not be confused with another form of diabetes called type 1 diabetes which is thought to be triggered by environmental factors, possibly a virus. Diabetics have difficulty keeping their blood sugar at a healthy level. After a meal or drink that contains carbohydrate, blood sugar levels rise. In healthy people this stimulates the pancreas to release insulin into the blood, which in turn helps sugar enter cells and returns blood sugar back to pre-meal levels. Diabetics either don't make enough insulin or are resistant to the insulin they make. As a result, sugar builds up in their blood. Chronic high blood sugar can cause heart disease, blindness, kidney disease, and lower-extremity amputations.

To help prevent type 2 diabetes, do the following:

- Eat a healthy diet, including plenty of whole grains, fruits and vegetables. Limit foods that are high in added sugars to small quantities, and don't have them every day.
- Get plenty of exercise
- Keep a healthy weight. If you're overweight, ask for help from your parents and your doctor to get to a healthier weight.
- Know your family history. If diabetes is in your family, be sure to get your blood checked periodically as you get older monitor your blood glucose levels

Sports drinks were plentiful when Lynne Cox swam in 2002, but she didn't need them. The meal she ate before the swim provided her with all the energy she needed during her 25-minute swim in water that was 0°C. Sports drinks are only recommended for strenuous exercise lasting longer than 1 hour.

### Nutrition Tips for Improving Your Fitness and Performance

- Drink plenty of water before, during and after physical activity
- Eat foods from each of the five food groups at every meal
- Choose whole grains over processed grains
- Choose plant oils over animal fat
- Time your meals so that you eat 90 minutes before competition.

From J. Carter, J. Wiecha, K. Peterson, S. Nobrega, and S. Gortmaker, 2007, *Planet Health*, 2<sup>nd</sup> ed. (Champaign, IL: Human Kinetics).

From L. Cox, 2004, *Swimming to Antarctica: Tales of a long-distance swimmer* (New York: Alfred A. Knopf).

Name \_\_\_\_\_

## Sugar Sports drinks

### Check what you learned

1. In which of the following situations should you drink water? In which would a soft drink be a good choice? Write a W (water) or a S (sports drink) in the blank to indicate your response.

\_\_\_\_ playing basketball for a few hours after school

\_\_\_\_ 60-minute football game

\_\_\_\_ 10km hike

\_\_\_\_ riding your bike around town with friends

\_\_\_\_ six hour sports camp held outside in the hot summer sun

\_\_\_\_ two hour bike race

2. Describe what happens to blood sugar and blood insulin levels immediately after drinking a sugary drink. How does insulin help to maintain blood sugar at a healthy level?

3. Why do diabetics have trouble maintaining their blood sugar at a healthy level?

4. List four things you can do to prevent developing type 2 diabetes

## Extension Activity 3

Work out what it would cost to drink a can of soft drink each day for a year.

Then work out what else you could spend that money on!

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## Extension Activity 4

Visually demonstrate the amount of sugar 'George' (presented in session 5/6-4) consumes over a month;

- using teaspoons / bags / cups of sugar,
- in the classroom

To do this you will need to do the maths, adding up the amount of sugar, converting it to teaspoons, measuring this into a container, and displaying this in a way that you think would be the most meaningful to your class.

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*Alternatively* you might like to evaluate Penelope's sugar consumption: She drinks mainly soft drink when she is thirsty, and look how much she has in a week!

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
2 cans	3 cans	3 cans	2 cans	3 cans	3 cans	2 cans

Plot on a graph the number of teaspoons of sugar she is consuming each day by having this much soft drink.

Estimate how much sugar she would consume over:

- One month
- One year

**PART D**

**RESOURCES**





# Engaging the Community

Some ideas to involve parents and the community in the H2O program include:

- promoting awareness of sweet drinks issues through newsletters, meetings, school notice board and social activities
- involving parents in activities that alert parents to sugar consumption and model healthy alternatives
- asking parents for their help in identifying healthier options for school events and meetings
- Invite the local newspaper to take a photograph of H2O activities happening in the school.
- Develop artworks and displays that inform the community about the healthier choices being made at the school.
- Ask staff and parents to model healthy drink options at all times.
- Invite community activities to support families to transition toward healthier options – such as developing a school-based community kitchen.
- Invite a dental or nutrition representative to participate in a school assembly or parent evening.
- Integrate healthy food and drink choices into all levels of schooling.

## Sample Newsletter Articles

### 1. Is Juice Healthy?

There seems to be a common misconception that fruit juice is a healthy, low-sugar alternative to soft drinks or cordials.

However **juice has as much sugar as soft drinks** and health experts are warning consumers to limit consumption or risk health problems.

Apple juice is no more than "sugar syrup", nutritionists say. "It's just like drinking soft drink," Dietitians Association of Australia spokeswoman Kellie Bilinski said.

Nutritionist Rosemary Stanton said consumers eat the equivalent of five large apples in one single-serve box of juice, which is far too much sugar. "You would never take in that much sugar naturally," she said. "People think, 'oh it's good for me', but I would much prefer people drank water and ate a single piece of fruit."

In addition, much of the goodness in fruit (fibre, for example) is not found in fruit juice, or is only there in very small amounts.

**When children are thirsty, we should teach them to drink water. And we should keep cool, fresh water available.**

If you feel you really must have juice: make a rule that it is for breakfast only; and then reduce the strength (dilute it with water); and the frequency (have it less often).

National director at the Heart Foundation, Dr Rob Grenfell, agrees that fruit juices should be considered as a rare "special treat" rather than a daily routine.

Save your teeth, save your health, save your money! Choose water instead.



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## 2. The truth about Sports Drinks

Many people believe sports drinks to be a good alternative to soft drinks or fruit drinks. Many people think it is ok to buy their child one of these after their footy game, or netball match ... But unless you are running a marathon – water is a MUCH better option – really!

### What are sports drinks?

Sports drinks were originally designed for use by athletes to rehydrate and restore electrolytes, carbohydrates and other nutrients, after a **vigorous** workout. Sports drinks are recommended only after **intense, ongoing** exercise lasting more than 60 minutes. For shorter exercise periods, or exercise done in frequent short bursts, sports drinks are unnecessary and water is the better hydrator.

The most common ingredients are water, sugar, sodium, potassium, artificial colors, and other flavorings. The most common brands are Gatorade (made by PepsiCo) and Powerade (made by Coca Cola).

### Too Much Sugar

Both Gatorade and Powerade are available in 32-ounce bottles, which contain up to 56 grams (14 teaspoons) of sugar! Ironically, while these drinks are often referred to as “energy” drinks, in the long run the sugar they contain does just the opposite. After causing a quick explosion of energy, your energy plummets as your pancreas and other glands do all they can to re-balance your blood sugar levels.

### In summary:

- ❖ Sports drinks are for athletes engaged in constant high-intensity workouts lasting 60 minutes or more, not for routine consumption or most sports or activities that children engage in.
- ❖ Sports drinks add a lot of unnecessary sugar to the diet.
- ❖ Sports drinks add unnecessary sodium to the diet.
- ❖ Sports drinks erode dental enamel and contribute to weight problems.
- ❖ Water is adequate for most hydration needs.
- ❖ Most school children do not have high-intensity physical activities or participate in endurance sports, so it is not necessary to sell or provide sports drinks where children play.



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### 3. Hidden sugars? They are in there!

Do you know what the recommended maximum amount of daily sugar is? Current recommendations are to cut added sugars down to just 5% of our energy intake. That equates to a maximum of 6 teaspoons (25g) of added sugar per day.

While the amount of sugar we consume in soft-drink, cakes, lollies, and so on is a really big problem ... Another huge problem, is that sugar is in places you might not expect it to be.

A good example is this muesli bar. Sugar was the first ingredient. (Ingredients are listed in order from the most to the least amount). Further along is glucose syrup, dextrose and honey. These are all added sugars. Almost half of the bar is sugar!



*Other common sugar traps:*

Cereal: You already know there is a lot of sugar in cereals like Coco-pops. But many cereals that claim to be healthy (like Nutri-Grain) also have a lot of added sugars. Avoid the cereal aisle and have eggs.

Spreads: Most jams have around two to three teaspoons of sugar in just one serving on toast, which is a lot of sugar. But did you also know that one piece of toast with Nutella is a serving of around **five** teaspoons of sugar! That is a bit like serving lollies on toast!

Condiments: You might be surprised to learn that one tablespoon of tomato sauce adds a whole teaspoon of sugar, and sweet chilli sauce adds close to three! Chutneys and pickles are the same.

Low fat fruit yoghurt can have a lot of additional sugar; it's not uncommon for a 150g container to have 15g of sugar. Read the labels to see how much is in there.

Fruit juice is equivalent to soft drink in many instances. Swap it and have a piece of real fruit. If you are going to drink it, you should dilute it

#### Easy solution

1. Drink water or milk. Removing sweet drinks from your child's diet is one of the easiest, healthiest diet repairs you can make. And WOW does it save a lot of money!
2. Go whole food – you can't go wrong: Fresh fruit and vegetables; Oats, pasta and plain tuna; Nuts (where they are allowed); Boiled eggs; Cheese ...

***You are sweet enough – you don't need to add sugar!***

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### 4. Frozen soft drinks contain more sugar than most consumers realise, health organisations warn



Many fast food chains are currently promoting cheap frozen drinks that contain enormous amounts of added sugar.

According to Craig Sinclair, Director of Prevention at Cancer Council Victoria, people might rethink their frozen drinks if they knew how much sugar was in them.

“At a time when nearly two thirds of Australian adults and a quarter of children are overweight or obese, actively promoting excessive consumption of such high-sugar products is completely irresponsible,” Mr Sinclair said.



“Fast food chains are in the business of making money, not in the business of health, and they have enormous budgets to push this type of sugar-laden product into our diets,” Mr Sinclair said. “It's important for consumers to be aware of

what they're drinking, including how much sugar is in these products and the detrimental impact to their health from high consumption. We encourage those who drink these to switch to water," he said.

#### **Approximate amounts of sugar in frozen drinks**

- A McDonald's Frozen Sprite Splash plus free refill contains 120g (30 teaspoons) of sugar in total
- A large Hungry Jack's Frozen Coke contains 84g (21 teaspoons) and an extra-large serve has 120g (30 teaspoons) of sugar.
- A large 7-Eleven Cola Slurpee contains 84g (21 teaspoons), a 'super' size contains 115g (29 teaspoons) and a 'mega' serving contains 152g (38 teaspoons) of sugar.
- A regular Frozen Coke at Donut King contains 1,070 kilojoules. Donut King does not disclose the amount of sugar in its frozen soft drinks range however the Cancer Council said it could be assumed the majority of these kilojoules come from added sugar. If so it would represent 62g (15 teaspoons) of sugar.



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## 5. Making Choices

There are two types of sugar - naturally occurring sugars like lactose in milk or fructose in fruit, and added sugars, which includes table sugar (sucrose) as well as concentrated sources like fruit juice.



The new guidelines state children aged 4-8 should consume no more than about 3-4 teaspoons a day. As your child grows into their pre-teen and teen years, the maximum amount of added sugar included in their daily diet should be 5 to 8 teaspoons.

- Low-fat and 'diet' foods often contain extra sugar. Did you know sugar is added to your bread, soup, frozen pizza, yogurt and mayonnaise? As consumers became concerned about the amount of fat in their food, manufacturers made low-fat items - often substituting sugar to preserve the attraction.
- Savoury foods, like ready-made soups and sauces often contain added sugar.
- A can of soft drink contains the equivalent of ten teaspoons of sugar.

#### ***Easy choices to cut down on your sugar***

Don't cut down on fruit as it's an important part of a healthy, balanced diet.

- Reduce the sugar you add to hot drinks. Do this gradually to give your taste buds time to adjust.
  - Avoid low-fat 'diet' foods. Instead have smaller portions of the regular versions.
  - Swap white bread, rice and pasta for wholegrain versions like oats, grain and wholemeal breads, brown rice and pasta.
  - Keep soft drinks, cordials and juices for the weekends. Enjoy herbal teas or water with slices of citrus fruits.
  - For a pick me up, avoid biscuits or cake and have a piece of whole fruit with a handful of nuts or a small tub of plain yogurt. Both contain protein which helps balance blood sugar and energy levels.
  - Try to slowly increase the family's vegetable consumption. Celery with cheese is a delicious snack, as is carrot sticks with hummus dip
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## 6. “Hey Mum, I’m Thirsty”

How much fruit juice does your child get each day? You already know that too much soft drink, cordial and other sweet drinks aren’t good, but what about pure, natural fruit juice? Sadly it is not the healthy option it appears to be. Both juice and sweet drinks can spoil your child’s appetite for other foods needed for proper growth.

How much juice should my child drink?

Children younger than 2 should not be given sweet drinks including juice.

For children over 2 years, if you must provide juice, limit pure juice to no more than 120 grams daily. It is recommended that this should be watered down.

What can I give my child instead?

Give your child three servings of milk daily. Children are more likely to drink milk with meals.

Offer water between meals.

What if my child keeps asking for more juice?

Offer a choice of milk or water instead. If both are refused, firmly tell your child that these are the choices. You control what your child is offered. Children will drink water if they get thirsty.

How can I get my child to drink water?

Serve water in a sports bottle or in your child’s favourite cup with a straw.

Keep a colourful container of water in the refrigerator.

Offer water flavoured with a bit of fresh lemon or lime.

Dilute juice with unsweetened soda water in place of soft drink.

Set the example. Drink water with your child.

Some health and safety tips.

Drinking juice, milk or sweet drinks from a bottle can cause your child’s front teeth to decay. Use a cup to prevent serious dental problems.

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## 7. How to brush your child's teeth

- You can introduce a soft children’s toothbrush from 12 months (earlier if tolerated by the infant) and just use water.
- Start using toothpaste from 18 months.
- Brush your child's teeth at least twice a day (morning and before bed) to remove plaque that can cause tooth decay and gum disease.
- Toothbrushes should be replaced every 3-4 months, or when the bristles get worn or frayed.

Signs that your child's teeth are not being brushed correctly are:

- Red and swollen gums
- A furry white film over the teeth (plaque)

**The six steps below show you how to brush your child's teeth correctly (18 months to 6 years):**

1. Smear a pea-sized amount of low-fluoride toothpaste onto a soft children's toothbrush.



2. Sit the child in your lap, facing away from you, or stand behind taller children. Tilt the child's head back against your body so you can see all the surfaces of the teeth.
3. Angle the bristles of the toothbrush towards the gum. Move the brush in gentle circles to clean the outer sides of the teeth and gums.
4. Brush in gentle circles on the inside of the teeth and gums.
5. Brush back and forward on the chewing surface of the teeth.
6. After brushing all the surfaces, encourage your child to spit out the toothpaste

This, and other posters, are available on the Dental Health Services Victoria website: [www.dhsv.org.au](http://www.dhsv.org.au)



## Parent Discussion Prompts

### Role Play

Paolo has been staying up late since school holidays started. He has been getting up early to watch TV, skipping breakfast and eating a lot of lollies and packet snack food while playing on the computer during the day. He has had a cold and doesn't feel like he has much energy.

- What advice would you give him to improve his health if you were his teacher, doctor or parent?
- Can any of these people make Paolo change his ways?
- Do you listen to your own advice?
- Who's responsibility is our communities health?

### Food Rewards

It is known that if we restrict foods that are viewed as 'bad', or use these foods as rewards, then we are usually promoting the opposite response to the ones we intended. For example, using a food as a reward will often increase the preference for that food.

Keep a record of the types of 'rewards' that are used in your family for things 'well done' eg. lollies for finishing vegetables; money for duties done at home such as making your bed. Etc.

Think of non-food rewards that could be used in place of the food related rewards eg. Swap lollies for a magazine; money to spend at the milk bar for money to be spent at the newsagent, a library visit, balloons, bubbles, or play at the park all work well too!

Once you have noted these down – try to complete a graph such as the one below to develop some alternatives.

Behaviour	Parents Reaction	Child's Responsibility	Long Term Implications for Child	Alternatives for Parents
I hate this dinner – why can't we have what I like?	You eat it or you go straight to bed; if you do eat it you can have some chocolate later	To eat according to appetite	Will not enjoy a wide variety of foods; may be limited in food selections	Ask child to at least try the food; make child recognise that this is dinner and there will be nothing else until breakfast
I am full – I cannot eat anymore	If you eat everything on your plate you can have ice cream for dessert	To eat according to appetite	Not allowing self to listen to fullness and may encourage overeating	Encourage children's awareness of their fullness signal; do not use a reward to get them to eat more. Dessert is not needed every night – have it occasionally, but not as a reward!
ADD MORE SCENERIOS				

What are some of the ways you like to be rewarded for your efforts at home that are not food related?



## Monitoring the Marketing

In a newsletter, ask parents to elect a 1 hour period of children's commercial TV and fill in the following chart:

Time of day	Program watched	Advertisements
Eg. Saturday 7 am	Disney TV	
7.10 am		Paddle Pop
		Action Man
		Barbie
7.15am	Disney TV	
Continue to add lines as required		

Do they repeat commercials?

List the number of 'sometimes' foods advertised over the hour

List the number of everyday foods listed over the hour

Look at the advertisement in front of you and match them to the strategy used to 'appeal' to you.

Strategy Used	Food Product Advertising using this appeal
The product will save you \$	
The product is easy to prepare	
The product is healthier for you	
People will like you if you use this product	
If you use the product you have more time to spare	
Famous person eats the food	
Urgency – the offer closes soon	

How can we, as parents, combat this influence?

## What about milk?

How do we ensure children consume enough milk WITHOUT adding to the sugar they consume?

- Fruit Milkshakes – nutritious
- Fruit smoothies – fruit and milk
- Warm milk with Milo – mmmmmmmmm

## Student Presentation to Parents

Work with a group of students to enable them to present the ‘Sweet Drink Demonstration’ to parents at an assembly or community event.

Students plan and rehearse the sweet drink demonstration prior to an assembly/parent presentation.

This demonstration promotes water messages, taking around 15 minutes. Students can take turns to add ingredients, and display additional drinks.

- ✓ BEFORE YOU START: Set up a presentation table. Have the following items on the table ready to use:
  - Can of coke
  - Jug
  - Spoon
  - Vinegar
  - Soda-water
  - Chocolate-syrup
  - Coffee
  - Sugar
  - Teaspoon & tablespoonHave the other drinks close by – ready to display
  - Pop-top drink
  - Juice
  - Flavoured water drink
  - Sports drink
  - etc.
- ✓ Begin by explaining that - Many drinks that children drink have a lot of sugar in them. Too much sugar is not healthy for our teeth or our weight. So today we are going to show you just how much sugar is in some of the drinks we are having. First we will show you what goes in to one can of coke.
  - Show the coke can to the group
- ✓ Explain that - Coke is a syrup-based drink, to provide flavour and colour. The special syrup used by coke and pepsi is not available for sale – so we shall use chocolate syrup. There is about one tablespoon of flavoured syrup in a can of coke.
  - add one tablespoon of chocolate syrup
- ✓ When we buy soft drinks we expect them to be bright and sparkle. Which doesn't really make much sense – because if you squeeze lemons into soda water it does not stay clear ... but to keep our coke bright and sparkly they add food acid. We cannot get the exact food acid so we are using vinegar which is a type of food acid.
  - add one tablespoon of vinegar
- ✓ Coke and Pepsi also have caffeine. It is not needed for the flavour, but they add it because it is addictive – which means you will want more and more, and keep buying it. Again we cannot get pure caffeine – but coffee has caffeine too – so we will add this.
  - add a heaped teaspoon of coffee.
- ✓ Now we need some bubbles. They use carbonated water. We will use soda water which is very similar. (**Open soda bottle before demo so it doesn't spray out. Pour slowly so it doesn't overflow**) Fill to level of coke can
- ✓ Here is the problem ... Our drink tastes AWFUL! Pure caffeine is very bitter, and food acid tastes like metal. So to make it taste better they add SUGAR. To see how much sugar, I would like you all to count the teaspoons of sugar as I add them.
  - Add 10 teaspoons of sugar slowly as everyone counts.

There are 10 teaspoons of sugar in every can of soft drink that you have!

- 
- ✓ Show samples of alternate drinks and give examples of how much sugar in actually in each of these.
    - Pop-top Give amount
    - Juice Give amount
    - Flavoured water Give amount
    - etc
- 

All students together ...

- ✓ So you can see that Water and Milk are the healthiest drinks for children.  
THANK YOU VERY MUCH

# Healthy Eating & Oral Health Benchmarks for Schools.

## The Victorian Prevention and Health Promotion Achievement Program:

### Healthy policies

1. A whole service nutrition/healthy eating policy is in place.
  - a) The policy addresses all aspects of food and drink within the service.
  - b) The policy addresses breastfeeding.
  - c) Educators, staff and families are involved in guiding healthy eating policy and practices.
  - d) Educators, staff and families are provided with information about policy requirements.
  - e) The diversity of the service and the community is considered when developing and implementing this policy.
  - f) The policy aligns with the service's statement of philosophy and is cross-referenced with other relevant policies (e.g. oral health).
  - g) The policy can be stand alone or incorporated into a whole service health and wellbeing policy.
2. A whole service oral health policy is in place.
  - a) The policy addresses healthy food and drink, oral hygiene, preventive approaches and access to dental care.
  - b) Educators, staff and families are involved in guiding oral health policy and practice.
  - c) Educators, staff and families are provided with information about policy requirements.
  - d) The diversity of the service and the community is considered when developing and implementing this policy.
  - e) The policy aligns with the service's statement of philosophy and is cross-referenced with other relevant policies (e.g. healthy eating, safe environments).
  - f) The policy can be stand alone or incorporated into a whole service health and wellbeing policy.
3. The service has a staff health and wellbeing policy which supports healthy eating and oral health.

### Healthy physical environment

4. The service promotes the consumption of fruit and vegetables and healthy food options in line with Australian Guidelines.<sup>1,2</sup>
  - a) Fruit and vegetables are included in menus every day.
  - b) Strategies are in place to encourage families to provide lunchboxes which are in line with the service's healthy eating policy.
  - c) 'Sometimes' foods and drinks are not provided by the service.
  - d) Cooking and food experiences promote fruit and vegetables and healthy options.
  - e) Healthy food options are encouraged for staff at meetings, professional learning events and in the staff room.
  - f) The service seeks to ensure any sponsorship, advertisements or marketing of food and drinks are consistent with the service's healthy eating policy.
5. The service menu, if applicable, is assessed by the Victorian Healthy Eating Advisory Service (VHEAS) to ensure it meets Australian Guidelines.<sup>1,2</sup>
6. Children are encouraged to taste a wide variety of foods with a range of flavours, colours, textures and aromas through menus and food experiences.
  - a) Foods are provided which are culturally appropriate and varied.
  - b) Foods and drinks meet the children's developmental needs.
7. Safe drinking water is available at the service.
  - a) Tap water is available indoors and outdoors at all times and is accessible to children.
  - b) Only water and/or plain milk are provided at meal and snack times.
  - c) Sweetened drinks (juices, cordial and soft drinks) are discouraged from being sent from home.
  - d) Children, particularly toddlers, are encouraged to drink water regularly.
8. Children are encouraged to undertake oral hygiene practices in the service where appropriate.

### Healthy social environment

9. The service provides a positive eating environment with relaxed, social and enjoyable experiences by:
- Encouraging independence at mealtimes.
  - Educators/staff sitting and actively engaging with children as role models to create a social environment.
  - Where possible, educators/staff are encouraged to share the same food as the children.
  - Ensuring children are given plenty of time to eat and socialise.
10. Food and drink are not used as an incentive, bribe or reward at any time.
11. Educators, staff and families recognise they are role models and are encouraged to bring foods and drinks that are in line with the service's healthy eating and oral health policies.
- Educators, staff and families are encouraged to foster healthy body image and enjoyment of eating

### Learning and skills

12. Opportunities to learn about food, healthy eating and oral health are embedded in the curriculum as recommended in the NQS 3, the EYLF 4, VEYLDF 5 and Australian Government Guidelines.<sup>1,2</sup>
13. As active learners, children are involved in healthy food experiences through growing, cooking and shopping.
14. Educators are supported to access resources, tools and professional learning to enhance their knowledge and capacity to promote healthy eating and oral health.

### Engaging children, young people, staff and families

15. Families, children, educators and staff are key partners in developing and supporting healthy eating and oral health initiatives.
- Families, educators and staff are provided with information, ideas and practical strategies on a regular basis to support healthy eating and oral health in the service and at home.
  - The service engages children in healthy eating and oral health initiatives.
  - The service draws on families' experiences and expertise to support healthy eating and oral health initiatives.
  - Educators and staff are encouraged to develop competencies to facilitate engagement of families and children from diverse cultural backgrounds.

### Community partnerships

16. Educators and staff are encouraged to work with local health professionals, services and other organisations to increase their capacity to deliver and promote healthy eating and oral health initiatives.
- Links are established with Maternal and Child Health Services to promote key ages and stages mouth checks.
  - Links are established with oral health services to promote access to dental checks and treatment.
  - Links are established with local health professionals, services and organisations to support healthy eating and oral health initiatives.
  - The service seeks to work with local businesses or agencies, where possible, to support children, families, educators and staff in their understanding of healthy eating and oral health.
  - The service provides information to vulnerable families about local food availability as required.



# Sample Healthy Eating And Oral Health Policy

*Developed from that provided by the Healthy Together Victoria, state-wide health initiative.*

## 1. PURPOSE

Leadership and staff acknowledge the importance of healthy eating and oral health behaviours, which contribute to good health and overall wellbeing, and the capacity of students to achieve optimal learning outcomes.

This policy confirms our commitment to:

- Encouraging students to make healthy food and drink choices
- Promoting the importance of a healthy lifestyle, which includes: drinking water, eating healthy food and maintaining oral health.
- Creating a supportive environment for healthy eating and good oral health for students, staff, families and external visitors.

At XXX primary school, we will promote healthy eating and oral health to students, staff and families through learning, policies, creating a safe and healthy physical and social environment, and developing community links and partnerships.

It is recognised that every member of XXX primary school has an impact on students' health and contributes to creating an environment that promotes healthy eating and good oral health. All members of our school community including staff, students, families and volunteers will be supported to meet this policy.

## 2. BROAD GUIDELINES

Healthy Eating and Oral Health promotion at XXX School will:

- 2.1. Be in accord with the School Policy and Advisory Guide (formerly known as the Victorian Government Schools Reference Guide).
- 2.2. Be based on the framework and philosophy of the Victorian Achievement Program for schools and early childhood services.
- 2.3. Be consistent with the School Canteen and other School Food Services Policy and Australian Dietary Guidelines
- 2.4. Utilise other resources that support the DEECD framework for nutrition and oral health such as support and resources from Dental Services Victoria.
- 2.5. Be developmentally appropriate to the age and stage of the child.
- 2.6. Contain highly interactive pedagogies that engage students in: problem solving, critical thinking, and media analysis; with clear educational outcomes; to develop health literacy, knowledge, skills, and the exploration of personal and community attitudes and values.
- 2.7. Position nutrition and oral health within a broad, cross curricula health and personal development curriculum.
- 2.8. Examine opinions and concepts and encourage discussion and the exploration of facts.
- 2.9. Encourage awareness, respect and responsibility for oneself and others.
- 2.10. Promote collaborative relationships between the school community and the broader community, in the planning and implementation of nutrition education, responding to cultural and social needs of the school community.
- 2.11. Enable students to be aware of sources of help and acquire the skills and confidence to use them.
- 2.12. Staff, families and students are involved in guiding the development and implementation of the whole school healthy eating and oral health policies and are seen as key partners in promoting and supporting healthy eating and oral health initiatives in the school.
- 2.13. Ensure staff, families and students are provided with information about nutrition and oral health education and expectations through newsletters and information evenings.
- 2.14. Support college staff to develop and hold central roles in planning and delivering nutrition and oral health content through recognition of their leadership, and provision of training, resources and planning opportunities.
- 2.15. It is important to ensure nutrition education occurs within a cross-curricula approach, is integrated with health-related activities (such as school nursing and student wellbeing initiatives) and enables family involvement, thus promoting a whole-school learning approach.

### 3. IMPLEMENTATION

- 3.1. All staff are responsible to ensure appropriate school environment supportive of nutrition and oral health goals
- 3.2. School leadership will monitor and measure the success of the program on an annual basis and implement strategies for continuous improvement to advance the health and wellbeing of XXX school staff and students
- 3.3. School leadership and council are responsible for ensuring parent/carer information is provided pertaining to nutrition education and for appropriate follow up and student care where they have been informed of concerns regarding the nutrition or health of students in accord with all legal requirements pertaining to mandatory reporting
- 3.4. Healthy eating and oral health are incorporated into the curriculum, across multiple key learning areas.
- 3.5. Identified lead educators may liaise with external health providers from time to time to support the planning and delivery of the program.
- 3.6. Safe drinking water is available at all times and only water bottles filled with water are to be accessed during class.
- 3.7. Sweet drinks are not permitted during school time, or on school grounds, with four days permitted as exceptions, as agreed to by school council and designated at the commencement of the school year.
- 3.8. The school canteen, or shop-available menu is compliant with the School Canteen and other School Food Services Policy. The school canteen or food service works towards increasing the availability of 'everyday' foods and limits 'occasional' food and does not provide any sweet drinks at all, including juices and flavoured milks.
- 3.9. Food provided at camps, school excursions and sports days are in line with the School Canteens and Other School Food Services Policy.
- 3.10. Food and drink, food vouchers and sweets are not used as an incentive or reward.
- 3.11. Families are encouraged to provide healthy lunches and snacks, are informed that children are to bring water-only to drink at school, and that sweet drinks brought to school shall be held aside until the child leaves the school for the day.
- 3.12. Healthy food options are encouraged for staff at meetings, professional learning events and in the staff room.
- 3.13. The school seeks to ensure any sponsorship, advertisements or marketing of food and drinks is consistent with the school's healthy eating and oral health policies. Fundraising activities reflect the healthy eating and oral health policy and promote healthy lifestyle messages.
- 3.14. Students are encouraged to undertake oral hygiene practices where appropriate.
- 3.15. Students are encouraged to undertake safety practices to prevent against dental injuries, such as using mouth guards while participating in sport.
- 3.16. The school will provide information to staff and in first aid/sick bay areas on what to do in the event of a dental injury (i.e. when a tooth is knocked out).
- 3.17. Students are given adequate time to eat their food in suitable and inviting eating spaces, which encourage the social interaction of students.
- 3.18. To support positive role modelling, staff and families are encouraged to bring food which is in line with the school's healthy eating policy and are not permitted to bring or consume sweet drinks on school grounds.
- 3.19. Staff are supported to access resources, tools and professional learning to enhance their knowledge and capacity to promote healthy eating and oral health across the curriculum.
- 3.20. Families and staff are, on a regular basis, provided with information, ideas and practical strategies to promote and support healthy eating and oral health at school and at home.
- 3.21. The school will work with local health professionals, services, businesses or agencies, where possible, to support staff, students and families to promote healthy eating.

### 4. EVALUATION

The healthy eating and oral health policy will be monitored and reviewed by the staff, school council, student representatives and the health and wellbeing team at least once every three years.

Endorsed by school council: \_\_\_\_\_

Date: \_\_\_\_\_

Next review date: \_\_\_\_\_

## NOTES SUPPORTING THIS POLICY

### Definitions

'Everyday' foods and drink: Include whole foods such as fresh fruit, wholegrain breads and cereals, lean cuts of meat, legumes, canteen made soups, reduced fat dairy products and water.

Healthy eating: Eating a wide variety of foods from the five food groups each day. Healthy eating also means eating in a way that is socially and culturally appropriate, having regular meals and snacks and eating food to satisfy hunger, appetite and energy needs.

Nutrition: Providing the right balance of vitamins, minerals and nutrients to feel energised, grow and stay healthy. The meals we eat and the drinks we drink satisfy hunger and thirst throughout the day as well as fuel the body. Preparing and sharing meals with friends, family or community is a significant way to build relationships and is an important part of our culture.

'Occasional' foods and drink: Also referred to as 'extra foods' (sometimes called 'junk food'), these are foods like potato chips, chocolate, cakes, lollies, soft drinks and some takeaway food like hamburgers and hotdogs. These foods are usually low in nutrients and high in salt, sugar or fat.

Oral health: Defined as 'eating, speaking and socialising without pain, discomfort or embarrassment'.

Victorian Health Promotion and Prevention Achievement Award: This program is a joint initiative from the Department of Health and Department of Education and Early Childhood Development. It has been developed to closely align with existing accountability and learning frameworks, such as the National Quality Standards and Victorian Early Years Learning and Development Framework for early childhood services, and strategic and annual planning processes and AusVELS for schools.

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### Media Inquiries and Requests for Public Comment

All media inquiries or requests for public comment pertaining to nutrition and oral health at XXX Primary School are to be directed to the school principal, who shall work in partnership with staff, partner agencies, and the school community to generate an appropriate response.

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### Complaints and Grievances

All complaints and grievances shall be managed in line with current policies and protocols pertaining to any complaint or grievance received by the school. Please refer to documentation pertaining to this.

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### Relevant accountability documents

DEECD School Canteen and other School Food Services Policy

National Health and Medical Research Council, Australian Dietary Guidelines

DEECD School Policy and Advisory Guide – Health Education Approaches

Oral Health Messages for the Australian Public

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### Related school policies

- Canteen Policy
- Physical Activity Policy
- Anaphylaxis/Food Allergies Policy
- Food Safety Policy
- Fundraising Policy
- School Camp Policy
- Staff Health and Wellbeing Policy



# Nutrition related resources, websites and organisations

## Key nutrition related web sites and organisations

### **The Australian guide to healthy eating**

The *Australian Guide to Healthy Eating* is a food selection guide which visually represents the proportion of the five food groups recommended for consumption each day.

### **Eat for Health calculators**

The Eat for Health calculators can estimate energy (kilojoule) needs, nutrient requirements and the number of serves from the Five Food Groups you need daily. Suitable for students in upper primary and lower secondary.

### **Live Life Well @ School**

*Live Life Well @ School (LLW@S)* is a joint initiative between the NSW Department of Education and Training and NSW Health that aims to get more students, more active, more often, as well as improving students' eating habits. This site provides more information on *Live Life Well @ School*.

### **Healthy Kids website**

This website is an initiative of the Department of Education and Training, NSW Health, Department of Sport and Recreation and the Heart Foundation. It provides background information on healthy eating and physical activity for children. There are links to teaching ideas, resources, planning tools and policies for teachers and others promoting healthy living and active lifestyles in schools.

### **Healthy Choices Sites2See**

A collection of nutrition and healthy eating websites, resources and teaching and learning activities for teachers and students.

### **Nutrition Australia**

Ideas on nutrition and healthy lunchbox ideas.

### **Weigh up your lunch**

Interactive game designed to be a fun way to see how different combinations of foods add up to make a healthy or not-so-healthy lunch.

### **Why is breakfast important? – Stage 1**

This interactive Notebook activity has been developed to support the Personal Health Choices strand of PDHPE and focuses on healthy eating. This activity focuses on the importance of having breakfast.

### **Healthy Choices – Early Stage 1**

This interactive Notebook activity complements the COGs unit Healthy choices. Students develop an understanding of basic positive health practices. This activity focuses on classifying healthy and unhealthy foods.

### **Food choices – Early Stage 1**

This interactive Notebook activity suitable for Early Stage 1, provides students with the opportunity to classify foods as healthy or unhealthy. It could be used as part of the Personal Health Choices content strand.

### **Celebrity Foods – Early Stage 1**

This interactive Notebook activity suitable for Early Stage 1, could be used as part of the Personal Health Choices content strand. It provides students with the opportunity to consider the classification of foods they know.

### **Healthy food – Stage 2**

This interactive Notebook supports students in gaining an understanding of a healthy diet. Students explore the food groups and nutritional labels. Student will also be exposed to production lines and how these production lines operate to mass produce a product. Students will explore how to mass produce a healthy recipe in group situations.

### **Food decisions – Stage 3**

This interactive Notebook activity has been designed to encourage students to make informed decisions about food and promote positive attitudes towards fruit and vegetable among primary school-aged students.

### **Healthy eating – Stage 3**

This interactive Notebook activity investigates the guidelines for healthy eating. This lesson and the curriculum materials have been designed to promote positive attitudes towards fruit and vegetable among primary school-aged students.

### **National Nude Food Day**

National Nude Food Day is designed to encourage Australians to take notice of what is in their lunch box. Not only ensuring that the food is fresh and healthy, but also that it's not full of unnecessary wrapping, contributing to an unhealthy environment.

### **Nutrition explorations**

Material on this attractive site provides ideas for guiding students from Early Stage 1 to Stage 3 through a range of experiences with food to develop a broader palate and greater range of food acceptance.

### **Fresh for Kids**

Within Fresh for Kids, an abundance of information (Availability, History, production, Nutrition etc) on sixty varieties of fruits and vegetables is a highlight of this site. Ease of navigation and readability, makes this site appropriate for all stages, particularly Stage 2 and up. Teachers can use the Fun cooking activities with their class, to support the enjoyment of eating fruit and vegetables. This fast loading, exceptionally well presented site is an ideal motivator for any class studying nutrition.

### **Others**

<http://www.nourishinteractive.com/kids>

[http://www.bbc.co.uk/northernireland/schools/4\\_11/uptoyou/index.shtml](http://www.bbc.co.uk/northernireland/schools/4_11/uptoyou/index.shtml)

<http://www.drpboddy.com/nutrition.html>

<http://www.coolfoodplanet.org/>

### **Nutrition organisations and journals**

Dietitian Association of Australia

National Heart Foundation of Australia

NSW Health

Dairy Australia

Australian Journal of Nutrition & Dietetics

Medical Journal of Australia

# Display board developed by year 5/6 students at Anakie Primary School





# Barwon Health

Care | Education | Research