



## **For The Teacher**

**Upper Primary Years 5 & 6**

**Week 16**

**Title: Take-away Attack**

**Theme: Healthy Eating**

### **Overview**

Take-away foods are a common part of eating, but not always a healthy choice. In recent years, major fast food chains have taken steps to introduce healthier options to their menus. However, the majority of consumers still purchase the menu items with the highest kilojoule and fat content. Many children enjoy take-away foods, therefore it is important they can develop an understanding of the healthiest options.

### **Time Required**

50 minutes

### **Learning Outcomes:**

- Students develop an understanding of the energy level in take-away foods and the amount of activity required to metabolise that energy.
- Students analyse the energy in take-away foods and make healthier choices.
- Students create a healthy alternative to take-away food recipe including methodology and procedural text to share with class mates and parents.

**Requirements:** teachers will need to provide copies of nutrition information brochures from some leading take-away/fast food restaurants. There are generally available on the company's website.

Eating is a very social event, like having dinner with the family at a restaurant, or munching on a snack while enjoying the company of our friends after school. Take-away foods are a very popular choice for social occasions, or anytime. Parents are often busy with work or after-school activities and rely on take-away to feed the family when busy. Take-away is often used as a way to treat the family at the end of the week or the weekends. Take-away shops are everywhere, so we need to be very careful about how often, and the type of take-away we choose.

Discuss with the class how often they have take-away, and what types they usually choose.

### **Learning Activity 1 - Energy Levels**

Use the **Energy Balancer** (on the 1Seven website) to investigate the amount of activity required to metabolise take-away foods. Advise students to keep their body weight and the type of activity consistent, and just edit the types of foods. They should document three types of take-away foods and the amount of activity required to metabolise it on their worksheet.





Some large fast food outlets have introduced nutrition information brochures to allow their customers to be informed about the nutritional value of the menu. This is a good way to enable consumers to be educated about what they are eating, and a very good way to work out exactly how much energy and fat is in the food.

### **Learning Activity 2 – Comparison Alley**

Provide the students with copies of some of the nutrition brochures from leading take-away/fast food restaurants. Guide students through the brochures, looking at the menu choice, the total energy (kilojoules) per serve and the total fat per serve. Ask them to document on their worksheet:

- Which food has the highest energy (kJ) and fat value?
- Which has the lowest?

Have students use the Comparison Alley below to compare and contrast one of the healthiest choices with a regular choice.

Consider what ingredients have been added, removed or modified to make the healthier choices?

### **Learning Activity 3 – Homestyle Take-away**

Students are to think of their favourite take-away food. They need to develop a healthier alternative to the meal, either to buy, or make at home. Examples include homemade pizza with added vegetables and reduced fat cheese; or oven baked fish, chunky wedges and salad.

Using the format provided students use procedural text to develop a recipe for their healthy option. Students can develop a computer based template to complete or download and fill in.

All the recipes can be compiled into a recipe booklet for students to take home and share with their family.

### **Support materials and references**

#### **For Kids**

1Seven article: [Think about eating](#)

1Seven article: [Energy to Burn](#)

#### **For Teachers & Parents**

1Seven article: [Downsize me](#)

1Seven article: [Sneaky parents, healthy kids](#)

1Seven article: [Eat healthy and celebrate](#)

1Seven article: [What Are Your Kids Eating?](#)

1Seven article: [Fast Food Fast-Tracks Obesity](#)

1Seven article: [Feeding Time For Families](#)

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The Australian Guide to Healthy Eating (AGHE) can be found at:

<http://www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-strateg-food-guide-index.htm>

### **Thinking Strategies**

Bloom's Taxonomy

Remember	Understand	Apply	Analyse	Create	Evaluate
•	•	•	•	•	•

Gardner's Multiple Intelligences

Verbal/ Linguistic	Bodily/ Kinesthetic	Musical	Logical/ Mathematical	Interpersonal	Visual/Spatial	Intrapersonal	Naturalist
•			•		•	•	

Edward De Bono's Six Thinking Hats

White Hat Information	Red Hat Feelings	Black Hat Judgement	Yellow Hat Benefits	Blue Hat Thinking	Green Hat Creativity
•	•	•	•	•	•

