

For Ages 7 - 9

Fantastic Food

Exploring current health
and nutrition issues
relevant to food.

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Teachers' Notes

This fully revised series was initially devised as a means of providing extension for students within the regular classroom, whilst catering for the needs of the teacher and providing materials that were designed along educationally sound lines.

Although the content and layout for the revised series has been completely updated, the principles behind the series remain the same, using **CONTENT LEVELS** as a basis for categorising activities. The key to this approach, which we term the appropriate curriculum model, is that students are presented with activities appropriate to their levels of understanding of the content together with their mastery of the requisite higher-order thinking processes. The levels are an adaptation of Bloom's Taxonomy of Educational Objectives, still a widely accepted and valued model of education.

Below are the Content Levels and Indicators used in this book:



Content Level 1

What it means

FINDING OUT: Recalling data, showing understanding through restating or extending ideas.

What the student does

Answers factual questions, interprets information, describes or illustrates events.



Content Level 2

What it means

USING INFORMATION: Using information in a new situation through extending or breaking down concepts being studied.

What the student does

Problem solving based on knowledge gained. Making assumptions.



Content Level 3

What it means

CREATING / EVALUATING: Putting together ideas to develop new products, making judgements based on new information.

What the student does

Puts forward theories or original ideas and designs, forms and states opinions on theories.

Moving Through the Content Levels

It is important that higher-order activities such as those at Content Level 3 are underpinned with a solid base of knowledge — the tasks and activities aligned with Levels 1 and 2 are designed to establish and expand this. It should never be assumed that students have the requisite content knowledge, but be prepared to advance students quickly to higher-level activities if they demonstrate a sound understanding of the facts and concepts presented in Levels 1 and 2.

In considering the structure of this material, it is envisaged that in the heterogeneous classroom situation, the series can be implemented as follows:

Child Ability Level

Interpretation

→ Above Average _____ Emphasis on Level 2/3

→ Average _____ Emphasis on Level 2

→ Below Average _____ Emphasis on Level 1

Many pages contain activities from more than one level. In this case, the **TIME** taken on each part will change focus, according to the outline above.

Teachers' Notes

Using the Pacemaker Packs in the Classroom

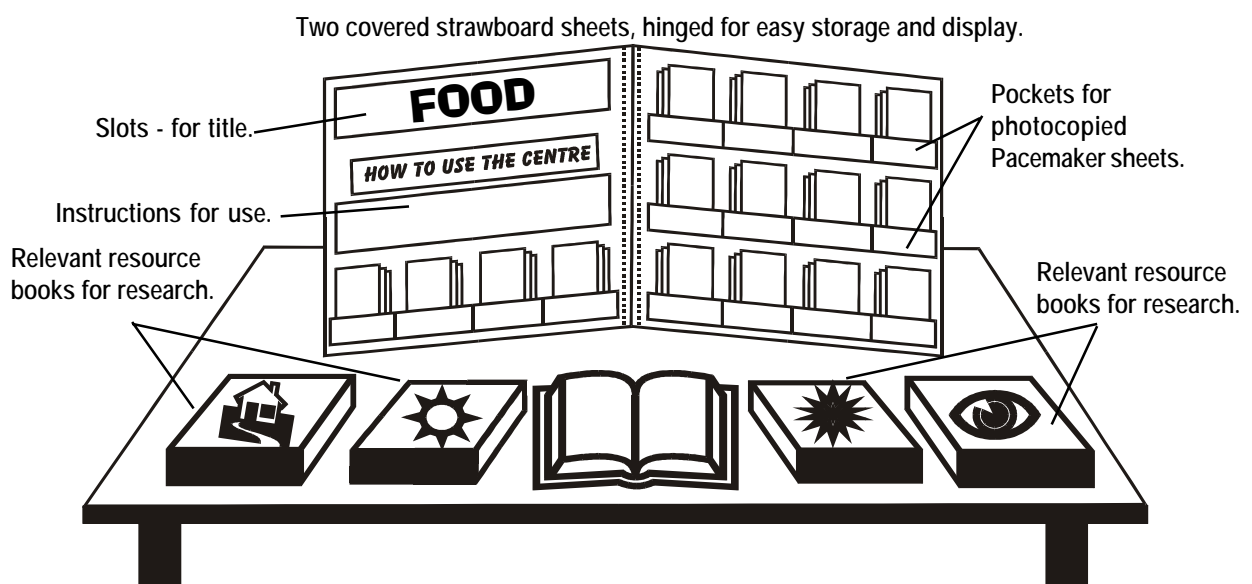
※ **Promote interest in the theme – set up a classroom learning centre that may contain:**

- Books and posters;
- Models and artefacts;
- CD-ROMS;
- Art supplies and plenty of writing and drawing paper;
- A “theme” table with items brought by students from home.

※ **Decide on the approach to the theme that suits you and your students best:**

- Teacher-directed with the whole class completing teacher-assigned sheets at a specified time (teacher records progress).
- Student-directed with students working through materials at their own pace at a specified time (student records progress).
- As an interest-based approach with students working from a selection of photocopied worksheets at their own pace (student monitored and recorded).
- As supplementary materials to a unit of study.

You may wish to use this series as a Learning Centre, with photocopied sheets displayed in pockets that students can select from, perhaps set up like this:



Before commencing, talk over the activities contained in the book with your class. Encourage students to broaden their thinking to suit the open-ended nature of the upper-level activities, helping them to understand that there is not “one correct answer”.

Outline a procedure for the activities:

- How will students store and present their completed worksheets? (In a file, a booklet, a plastic sleeve.)
- How can students work on the contents? (Individually, in pairs, in small groups.)
- From where can further research sources be obtained?
- What people or organisations might be able to help?
- How and when will the sheets be available?

My Main Munches

Name: _____

Everyone has a different idea of what the tastiest foods are.
Draw yourself eating YOUR favourite food in the space below.



Write a descriptive sentence explaining WHY you like this food.
See if you can convince others that this food is fantastic!





Write some foods that you DON'T like on the lines below, and tick the boxes to explain WHY you dislike this food. An example is given.

Food	Taste	Smell	Texture	Allergies	Family Beliefs
Olives	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			



Write down all of the foods that you ate YESTERDAY. In the lid handles, write a number that ranks them from the tastiest (1) to the least tasty (8).



Related Outcome: Students will identify and categorise reasons for preferred and disliked food.
Subject Area/s: Health and Physical Education (Health) - People and Food.

Fry This!

Name: _____

FAST FOOD is all around us, yet many people worry that this puts our future health in danger.

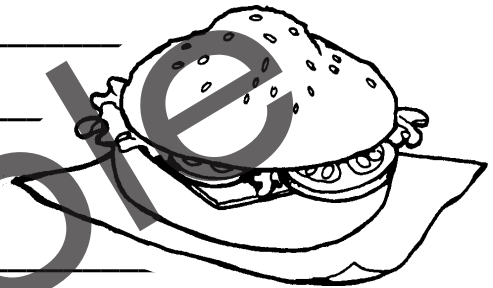


Are YOU surrounded by these places? Make a list of all the **FAST FOOD OUTLETS** near your home and school.

- _____
- _____
- _____
- _____
- _____
- _____



What is it **ABOUT** fast food restaurants that make us **WANT** to eat there?



Many fast food restaurants have now added **HEALTHY** food items to their menus to create more of a balanced range of foods.



Create your **OWN HEALTHY SNACK** that can be sold at your favourite fast food restaurant. Draw a mouth-watering picture of it below.

Write a catchy **PHRASE** that will make people want to buy your new product:



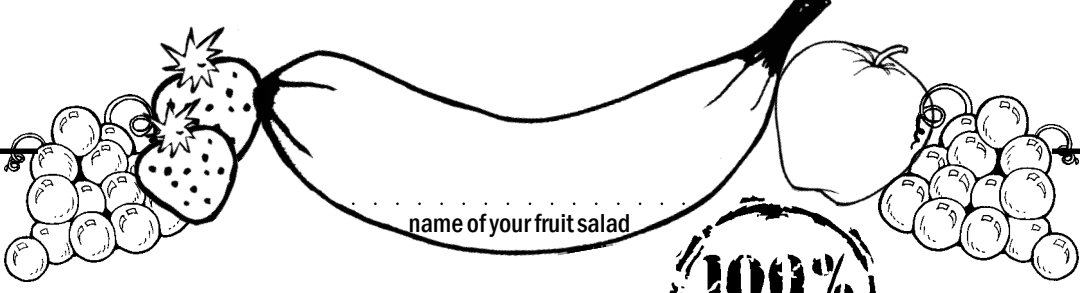
Related Outcome: Students will identify reasons why people eat fast food and consider healthy eating alternatives.
Subject Area/s: Health - People and Food, Health of Individuals and Populations.

Tooty Frooty

Name: _____

You are going to make the most delicious **FRUIT SALAD** for a class party. You might like to ask a few classmates what their favourite fruits are.

 Think of a tasty NAME for your fruit salad and write the recipe below.



name of your fruit salad

Serves: _____

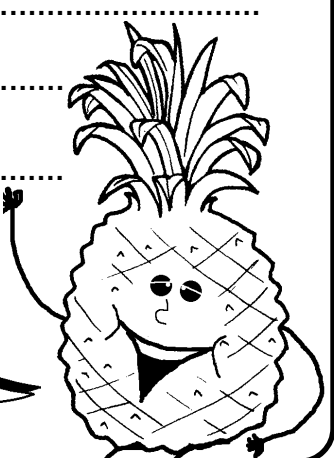
Ingredients: _____

Method: ① _____
② _____
③ _____
④ _____

Serve with _____

100% TASTY!

Draw your amazing creation on the back of this page!



Give TWO reasons why fruit salad is the BEST party food:

- ① _____
- ② _____



Related Outcome: Students will write their own recipe for a fruit salad.
Subject Area/s: Health - People and Food; English - Writing.

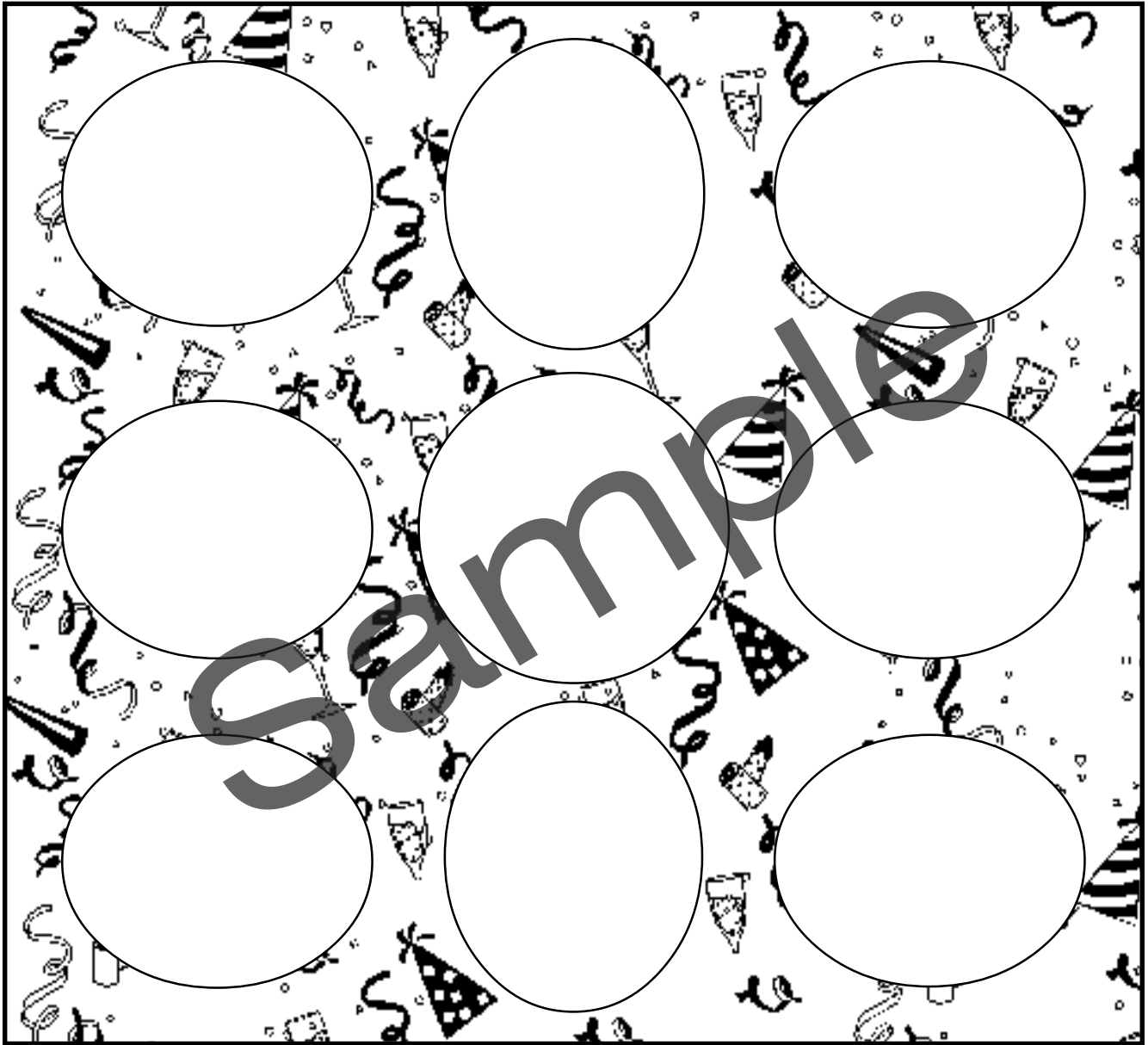
It's Your Birthday!

Name: _____

You have invited twenty hungry friends to your party.
What will they eat?



Create a menu for the party by drawing and labelling food on all of the plates. It's OK to have some "junk food" but please include some HEALTHY options, too. Don't forget to include your Dream Birthday Cake in the middle!



The last thing you want is mess and confusion when your friends are eating. Write three Golden Rules for "fuss-free munching".

① _____

② _____

③ _____



Related Outcome: Students will make menu plans for a birthday party and identify plans to reduce confusion during the party.
Subject Area/s: Health - People and Food, Human Relations.