

science X art

food for thought



NATIONAL COMMITTEE FOR
NUTRITION



INTERNATIONAL YEAR OF
FRUITS AND VEGETABLES
2021

Activity Plan

scienceXart

About this activity

This activity is designed to support scienceXart: food for thought, a nutrition themed art competition for primary school students. In this activity, students will learn the nutritional value of different foods, consider the nutritional requirements of different people and use this information to make food choices that promote health and wellbeing. Students will then represent their learning in an artistic form.

Learning intentions

- To identify different healthy and unhealthy foods
- To develop research skills
- To reflect on why we make different food choices.



Time

This activity will take approximately 2 hour (though this activity could be split across multiple lessons).



Target grade

Years 5 & 6



Resources

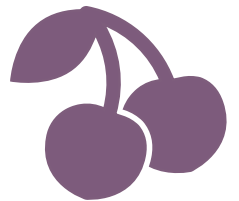
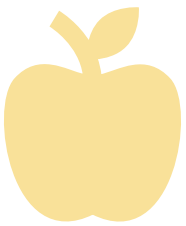
- Internet accessible device
- Paper plates
- Coloured pencils/markers

Background information

In 2021, the United Nations are celebrating the International Year of Fruits and Vegetables. This year aims to promote the importance of fruit and vegetables, ideas of food sustainability and the benefits of a healthy diet. This resource aims to mirror these goals and target their positive health promotion principals towards primary aged children.

This activity aims to help students develop their research and decision-making skills in order to make healthy food choices. Students will be tasked with planning a meal plan for themselves, or a fictional person. This meal will need to feature a variety of healthy foods and students will need to justify their choices. It will also require them to consider the food needs of others.

Students will then choose one of their meals and create a piece of art on a paper plate that shows one of these meals and some facts about it. This activity aims to reflect a meal planning process and give children more autonomy about their food choices going into high school. This activity can be done as individuals or as small groups depending on classroom needs.



Curriculum Links

Year level	Curriculum Area	Content descriptors	Relevant elaborations
Years 5 - 6	Health and Physical Education – Personal, Social and Community Health	ACPPS054: Plan and practise strategies to promote health, safety and wellbeing.	<ul style="list-style-type: none"> Comparing product labels on food items or nutritional information in recipes and suggesting ways to improve the nutritional value of meals.
Years 5 - 6	The Arts – Visual Art	ACAVAM114: Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions.	<ul style="list-style-type: none"> Selecting and manipulating combinations of materials and techniques. Making aesthetic choices about representation and being able to explain their choices describing the visual conventions and processes.
Years 5 - 6	Technologies - Design and technologies	ACTDEK021: Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy.	<ul style="list-style-type: none"> Using current food guides and government-endorsed food policies to plan food choices. Experimenting with tools, equipment, combining ingredients and techniques to design and make food products or meals for selected groups for healthy eating taking into consideration environmental impacts and nutritional benefits.
Years 5 - 6	Science – Science as a Human Endeavour	ACSHE083/ ACSHE100: Scientific knowledge is used to solve problems and inform personal and community decisions.	<ul style="list-style-type: none"> Recognising that science can inform choices about the food people choose to consume.*

Above material is sourced from the Australian Curriculum: Australian Curriculum Assessment and Reporting Authority (ACARA). (2021). Australian Curriculum: Science. www.australiancurriculum.edu.au
Retrieved 5 May 2021.

Activity

Step 1- Create a person profile

Invite students to share their ideas about the nutritional needs of the human body and the factors that might affect these needs, for example;

- different life stages/ages
- athletes in training or recovery
- specific nutritional requirements caused by allergies
- nutritional deficiencies such as anemia

Discuss other factors that play a part in people's food choices, such as personal preferences and choices or religious requirements.

Students select one of the identified factors affecting nutritional needs and create a profile, based on either a real or imagined person. They might like to include an illustration of this person as well as other details such as age, work, and hobbies.

Step 2- Research and meal plan

Considering the specific requirements of their created persona, students create a meal plan for breakfast, lunch and dinner that meets their nutritional needs.

Support students by providing information, or opportunities to research such things as;

- information relating to their selected nutritional need
- healthy food guidelines and recommendations
- reading and interpreting nutritional information panels
- nutrients provided by specific foods including fruits, vegetables, proteins and grains.

Students explain and justify the nutritional choices made to create their meal plans, supporting their explanation with evidence.

Step 3- Plate design

Students select one meal from their plan and represent using a combination of materials and techniques.

Discussion and Reflection

Students share the persona and meal plan they created, including their reasons for including specific foods. This also presents an opportunity to start discussions about healthy eating habits, how they are formed, and the decisions they will have begun to make for themselves regarding healthy food choices. Potential discussion questions include:

- Why did you include these foods on your plate?
- What meal did you choose to draw and why?
- How healthy do you think this plate of food is? Why?
- Do you think you could make your plate healthier?
- Why do we need to think about what foods people can and can't eat?
- What changes could you make to the plate to make it more healthy or unhealthy? Why would those changes have that impact?
- Why do we sometimes not eat as healthy as we should?

Students prepare a reflection on the meal plan and plate. Including their responses to the above discussion questions as part of the justification for their choices.

Display plates, profiles and student reflections.

Teacher note: The marking guide provided on the scienceXart competition page (<https://www.science.org.au/sciencexart/food-for-thought>) may support yourself and your students in developing the written response required to accompany the scienceXart competition entry.

Competition Connection

All photos of students work, and typed versions of their reflection can be used as entries into the Australian Academy of Science's scienceXart: food for thought competition. By doing this, students will go into the running to win some awesome prizes. For details on how to enter, visit the website here:

<https://www.science.org.au/sciencexart/food-for-thought>