

INQUIRY UNIT

NEW ZEALAND CURRICULUM LINKS

HEALTH AND PHYSICAL EDUCATION, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

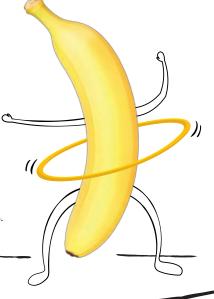
 Healthy Communities and Environments, in which students contribute to healthy communities and environments by taking responsible and critical action.

In the **SOCIAL SCIENCES**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

PARTICIPATING AND CONTRIBUTING — This competency is about being actively involved in communities and their Whanau. This includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

THINKING – Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

HAUORA – A Maori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whanau, each one influencing and supporting the others.











FEEDING OUR WHANAU' IS AN EXCITING AND PRACTICAL INQUIRY UNIT WHICH ENCOURAGES AND TEACHES CHILDREN COOKING SKILLS AND HEALTHY EATING HABITS.

It is split into four lessons, with each lesson having a main focus and a hands-on, fun activity relating to that focus.

THE FOUR FOCUS points of this module are:

- **I.** Food groups and daily servings, an introduction to a healthy meal.
- **2.** Growing your own food with a look at cost savings as well as all the how-to information in growing and caring for home produce.
- **5.** The colours in nutrition. What do these colours mean and how are they good for us?
- **4.** Hygiene and kitchen safety, with the grand finale of cooking a delicious, healthy meal Carbo-nara.

This module links to the New Zealand curriculum in the main five following ways:

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- 2. In the SOCIAL SCIENCES, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.
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- HAUORA A Maori philosophy of wellbeing that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whanau, each one influencing and supporting the others.

This module is easy to follow, educational and practical. Children will enjoy learning these lifelong skills which they can take home to share with their families to make a positive impact on the healthy eating habits of their Whanau.



LESSON ONE

THIS LESSON WILL BE AN INTRODUCTION TO HEALTHY FOODS/EATING. STUDENTS WILL DISCUSS AND INVESTIGATE HOW HEALTHY EATING LINKS TO THEIR GENERAL HEALTH AND WELL-BEING.

LINKS TO THE NEW ZEALAND CURRICULUM (NZC):

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LESSON:

PART ONE:

Present each child with a blank plate (refer plate worksheet) and ask them to fill in what their dinner looks like or what they think a healthy dinner would look like.

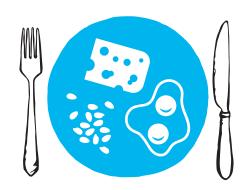
Once completed, ask a few children to share their plates.

PART TWO:

Discuss the food groups.

- Grains
- · Vegetables/Fruit
- · Protein
- Dairy

As a group, discuss what might be in each of these groups.

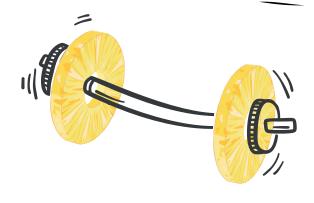








LESSON ONE (CONTINUED)



PART THREE:

Then, discuss what benefits you might get from each group. Use the information below to help and prompt the students when needed.

VEGETABLES AND FRUIT are power-packed foods – they are full of valuable nutrients which have lots of health benefits, including:

- Vegetables and fruits give us plenty of fibre, vitamins (such as vitamin A, B, C, folate), minerals (such as potassium, iron, calcium), and phytochemicals (which give the colour).
- A healthy intake of fruit and vegetables helps to keep you healthy inside and out - great for your mind, eyes, skin and gut health.
- Most fruit and vegetables are low in energy (kilojoules/calories) and are filling, which may help us in maintaining a healthy weight.
- Eating a range of coloured fruits and vegetables provides different antioxidants, which work together to fight against infection and illness.

GRAIN FOODS give us most of the carbohydrate we need for energy to see us through the day, help us concentrate at school and work, and to power us when we play sport or do exercise. They contain:

 B vitamins which help our body use the energy from food; fibre (especially from 'brown' wholegrain varieties); and minerals, such as zinc and magnesium.

PROTEIN - This group includes a large number of foods - lean meat, poultry, seafood, eggs, tofu and other soy products, and legumes - cooked dried beans, peas and lentils.

 This food group includes a wide range of foods which give us many important nutrients, such as protein, iron, zinc, B vitamins and fats (which contains fat soluble vitamins and omega fatty acids). • Proteins help build and repair your muscles, bones and skin for growth and development.

DAIRY - this includes milk and milk products include milk, cheese and yoghurt.

 These foods are an important source of calcium, helping to give us strong bones and teeth. They also provide protein (for growth and repair), carbohydrate and fat (for energy) as well as many important vitamins (such as vitamins A and B12) and minerals (including phosphorus, potassium).

PART FOUR:

Finally, discuss how many portions of each of these categories you might need each day to have a healthy diet.

- Vegetables and Fruit at least 3 servings of vegetables and 2 servings of fruit
- Grains 6 servings per day
- Dairy 3 servings per day
- Protein at least 2 servings per day

FOOD FOR THOUGHT DISCUSSION:

As a "food for thought" discussion, ask the students what foods are missing from above (sugar, fizzy drinks, chocolate, lollies, etc.) and why that might be.

USEFUL LINKS:

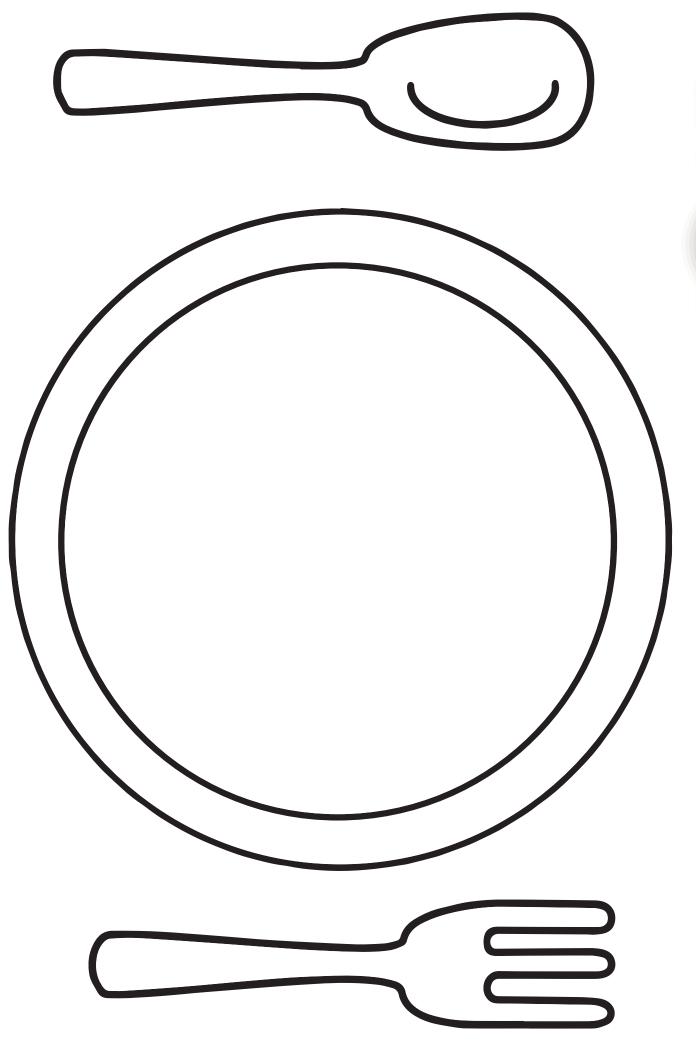
YouTube video:

https://www.youtube.com/watch?v=Gmh_xMMJ2Pw











LESSON TWO

THIS LESSON WILL FOCUS ON CREATING HEALTHY HABITS
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BY LEARNING TO GROW OUR OWN FOOD AND COOK WITH THIS PRODUCE.
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WE WILL INVESTIGATE THE FINANCIAL SAVINGS IN GROWING YOUR OWN
FOOD AND ALSO THE IMPACT THIS HAS ON THE ENVIRONMENT.

LINKS TO THE NEW ZEALAND CURRICULUM:

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LESSON:

PART ONE:

Start by showing pictures of a variety of foods (refer food image resource attached) and asking the children where these foods come from.

Collect answers in a brainstorm.

PART TWO:

Next, have a discussion about which foods from the list are the healthy/unhealthy foods and discuss how many of each you should be having per day/week.

PART THREE:

Now, it is time to explore how much each of these items' costs.

Split the children into small groups and give each group a few items from the list.

Instruct the children to go on to a supermarket website (e.g. Countdown) and find out the cost of each of their items.

After some time, get all the groups to report their findings back to the whole group and note these costs down somewhere where everyone can see them.

Have a class discussion about your findings – are you surprised at the cost of any items? If so, which ones? Which items cost the most? Which cost the least? Which items can you get the most servings out of? etc.









LESSON TWO (CONTINUED)

PART FOUR:

Looking at the food items you have explored, discuss if there are any items on there that you could grow at home to save money.

Make a list of the items they suggest.

Now, get back into the same groups as before, and give each group a few items from this list.

Get the groups to go on to a plant store website (e.g. Plant Barn/Palmers) and find out how much it would cost to buy a plant or seed of these items.

Report back the findings as before and make a note of these costs.

Discuss as a group, the possible savings you would make by growing your own food. Discuss how the plant or seed will continue to produce the food and so your money will go further, you will have fresher produce all the time, etc.

PART FIVE:

Plant some of your own food/seeds.

If you are able to, plant these in a garden at school.

Alternatively, provide each child with a plastic or paper cup and allow them to plant a food/ seed of their choice, from the selection you have brought with you.

Discuss how to care for and grow the plant - what does it need to grow? Encourage further research if needed.

FOOD FOR THOUGHT DISCUSSION:

As a "food for thought" discussion/challenge, give each group a healthy food item that you could grow at home (e.g. lettuce, tomatoes, etc.) and ask them to create a list of all the different foods/recipes they know of, that use that ingredient. This way, you are showcasing the versatility of healthy foods, in comparison to unhealthy foods such as chips or lollies, that only have one purpose/use.

USEFUL LINKS:

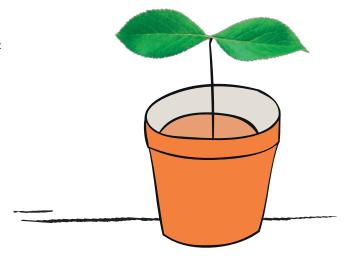
YouTube video:

https://www.youtube.com/watch?v=WNh4DYm0GzY

https://www.youtube.com/watch?v=aTf_nrdRv00

Optional Print Out to send home:

https://www.thompson-morgan.com/top-10-easy-to-grow-vegetables

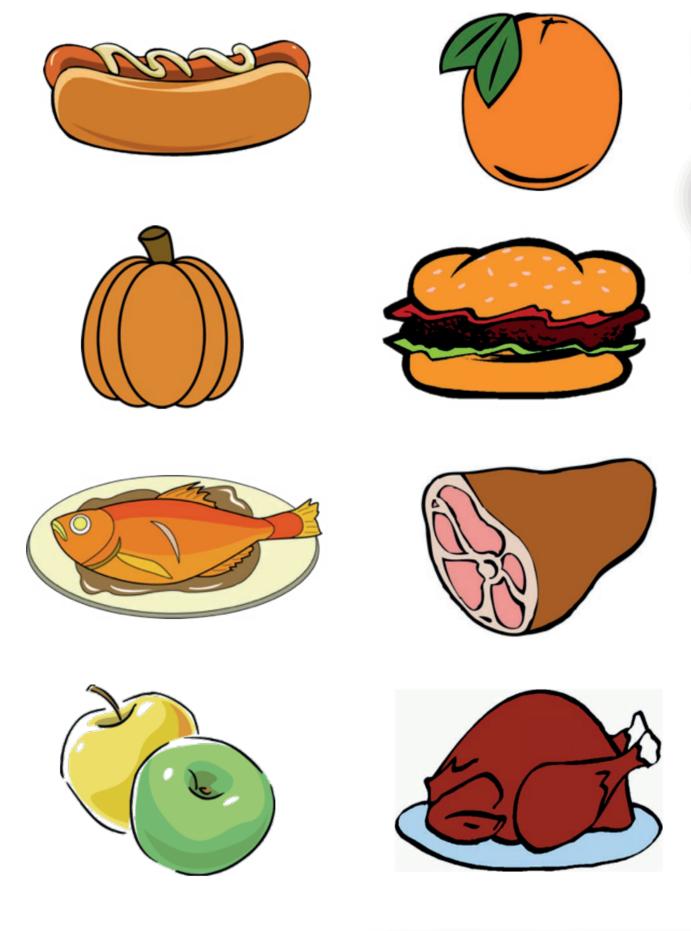










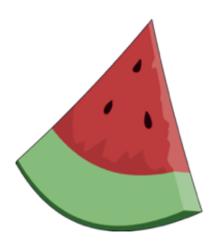






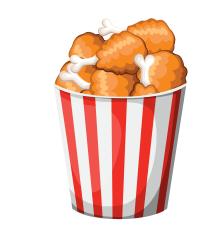












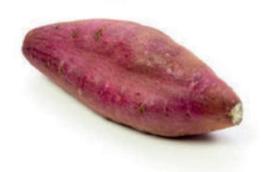














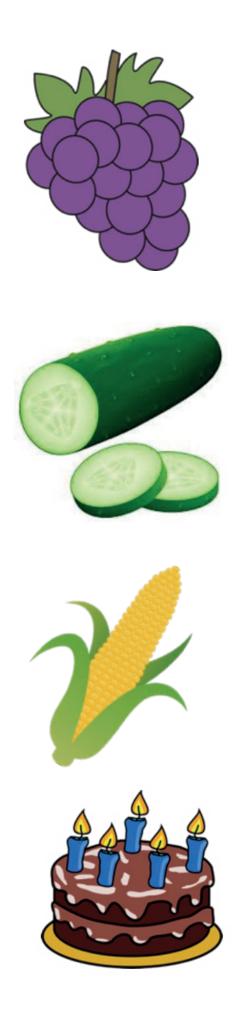


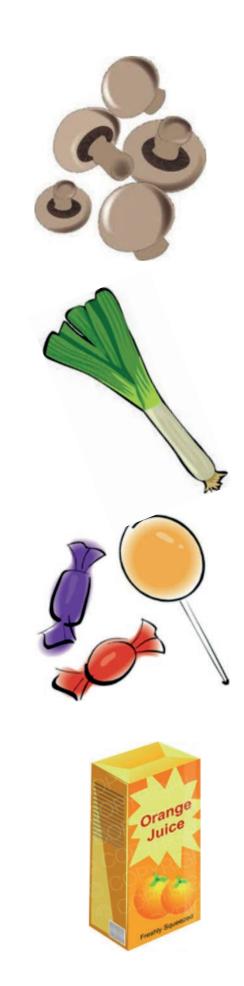




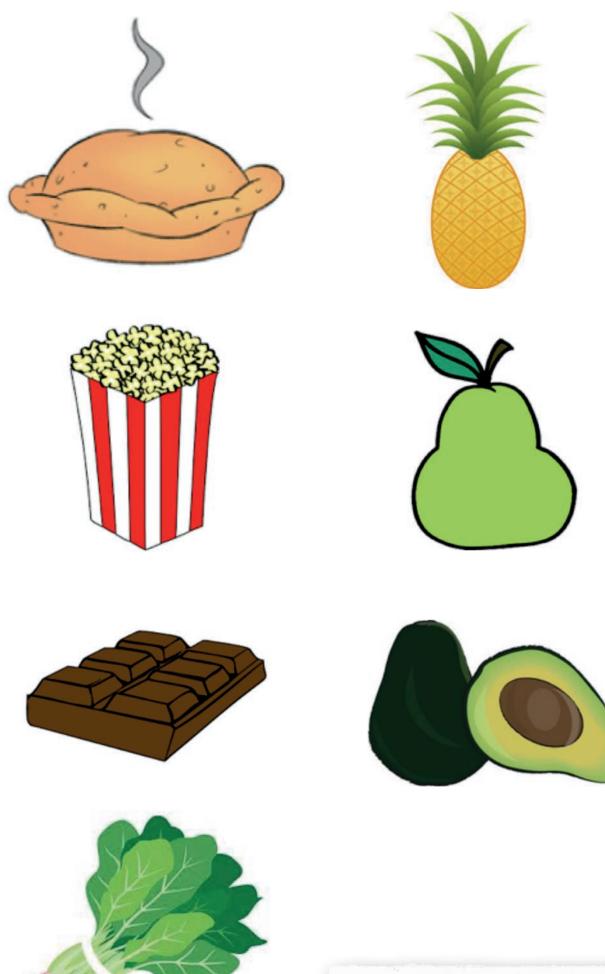














LESSON THREE

THIS LESSON WILL FOCUS ON THE RAINBOW WHEEL
IN FRUITS AND VEGETABLES. IT WILL EXPLORE WHAT THE
OIFFERENT COLOURS MEAN FOR NUTRITION PURPOSES
AND WAYS TO USE ALL THESE DIFFERENT COLOURS TO
CREATE HEALTHY, DELICIOUS MEALS.



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LESSON:

PART ONE:

Start by brainstorming all the different colours you might see in the fruit and vegetable aisles at the supermarkets.

PART TWO:

Once you have all the colours, make a table of what fruits/vegetables you would find under each colour. Refer to 'Food Colour Table' resource to encourage more thought.

PART THREE:

Ask the children if they know, or want to guess, what the different colours could mean in terms of health and nutrition benefits.

PART FOUR:

Share with the children what each colour actually means for nutrition. Refer to 'Eat your Rainbow Resource' and/or watch the 'Eat your Rainbow song' https://www.youtube.com/watch?v=1u5HOURq7kQ. See if the guesses the children made were close.







LESSON THREE (CONTINUED)





PART FIVE:

Discuss what meals you know of that might use the most colours - brainstorm these.

Next, get the children to create one of these meals (or a new one if they feel like being creative), on the plate (refer plate worksheet attached). Then, label all the different colours in the meal and what their benefits are. Suggestions are fruit salad, garden salad, healthy pizza, curry, soup, etc.

PART SIX:

Sharing your knowledge is key, so for the final activity (time dependent), ask the children to select a colour from today's discussion, and create a poster detailing this colour and its

nutritional benefits, why we should eat this colour, where you can find this colour, etc. to display around the school or to share in an assembly.

FOOD FOR THOUGHT DISCUSSION:

As a "food for thought" discussion, ask the children what colour they think their families need to eat more of and why.

USEFUL LINKS:

YouTube video:

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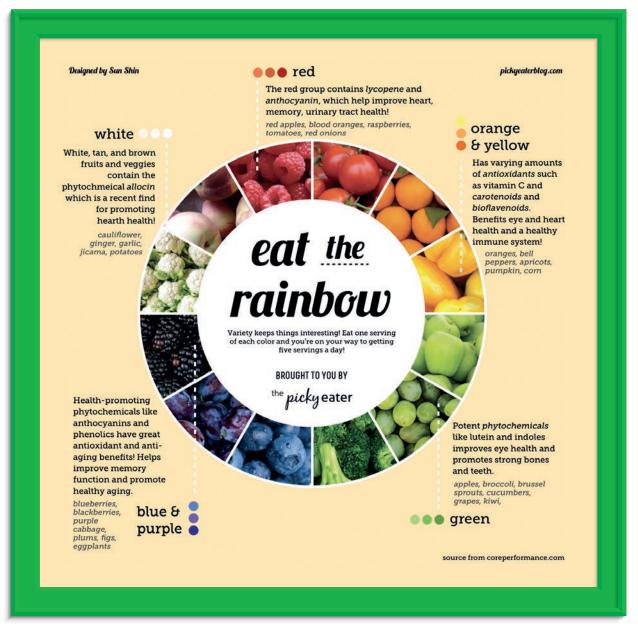
FOOD COLOUR TABLE

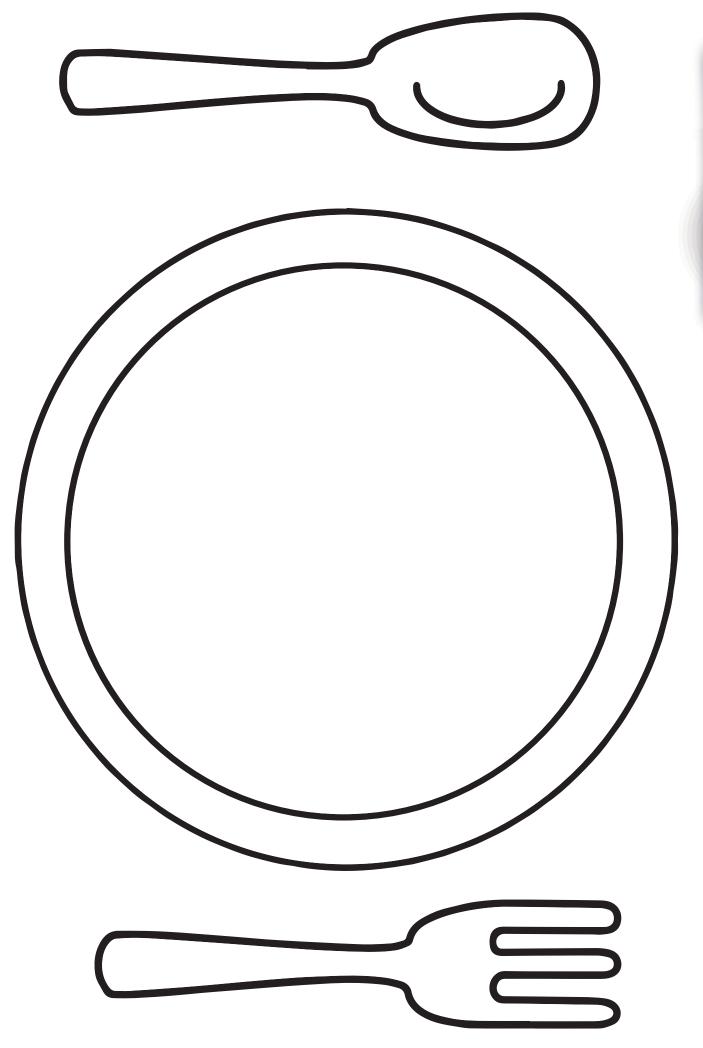
RED	PURPLE/BLUE	ORANGE/YELLOW	GREEN	BROWN/WHITE
Tomatoes	Beetroot	Carrots	Spinach	Cauliflower
Red capsicum	Red cabbage	Rockmelon	Asparagus	Brown pears
Radishes	Eggplant	Lemons	Avocados	Mushrooms
Strawberries	Purple asparagus	Sweet potato	Broccoli	White peaches
Rhubarb	Blackberries	Pumpkin	Peas	Garlic
Cherries	Blueberries	Pineapples	Green apples	Bananas
Red grapes	Purple grapes	Mangoes	Green grapes	Potatoes
Raspberries	Plums	Corn	Limes	Dates
Watermelon		Oranges	Kiwifruit	Onions
Red apples		Squash	Green beans	Ginger
		Peaches	Lettuce	Parsnips
		Nectarines	Cabbage	Turnip
		Apricots	Celery	
		Grapefruit	Cucumber	
			Green capsicum	













LESSON FOUR

IN THIS FINAL LESSON, CHILDREN WILL LEARN HOW TO BE SAFE
AND HYGIENIC IN THE KITCHEN, WHILE PUTTING TOGETHER
ALL THE LEARNING FROM THE PREVIOUS LESSONS,
TO PREPARE AND COOK A DELICIOUS, HEALTHY MEAL.



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LESSON:

PART ONF:

Ask the children who has cooked at home before. Discuss what they help with in the kitchen. This will help you to get a good understanding of who has some experience in the kitchen and who has none.

PART TWO:

Safety comes first. Discuss with children the safety rules when cooking. (REFER SAFETY CHART RESOURCE).

PART THREE:

Once you are confident that the children know and respect these practices, it is time to get COOKING!

Introduce the children to the recipe - Carbo-nara. Discuss what country they think the recipe might come from? Discuss the ingredients in them - what colours are in this recipe? etc.

Then, follow the attached recipe to prepare, cook and enjoy your Carbo-nara!

FOOD FOR THOUGHT DISCUSSION:

As a "food for thought" discussion, ask the children what else could they put in the Carbo-nara to add more colours? What ingredients from the recipe could be grown at home?









LESSON FOUR (CONTINUED)



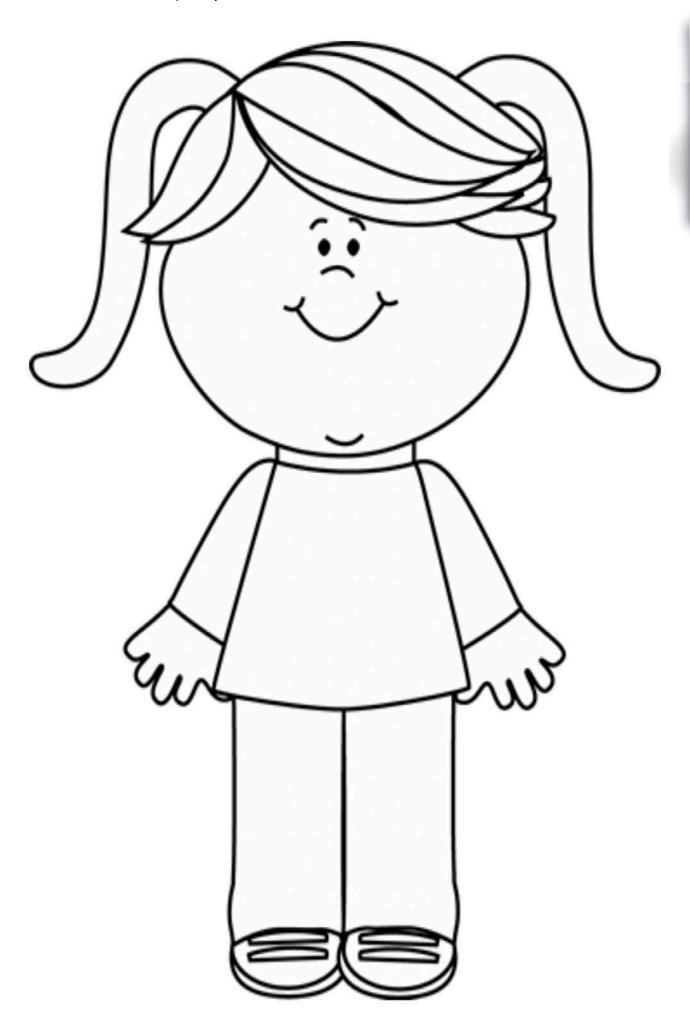
- Tie back long hair.
- Wear a clean apron.
- Wear closed-in shoes to protect your feet, in case of hot spills or breakages.
- Wash your hands before and after handling food.
- Keep food preparation surfaces clean.
- Store food appropriately.
- Wash vegetables and fruit under cold water before use.
- Do not run around the room where food is being prepared.
- Wipe up food spills immediately.
- Handle knives and other sharp equipment with care.
- When using a knife, always cut away from yourself or downwards on a chopping board to avoid cutting yourself.
- Turn handles of saucepans away from the front of the stove when cooking.
- Use oven mitts when taking hot dishes from the oven or microwave or ask an adult.
- Wash kitchen and eating utensils after use in hot soapy water. Wash the cleanest dishes first, and then the messiest dishes last, so you don't have to change the dishwater as often.

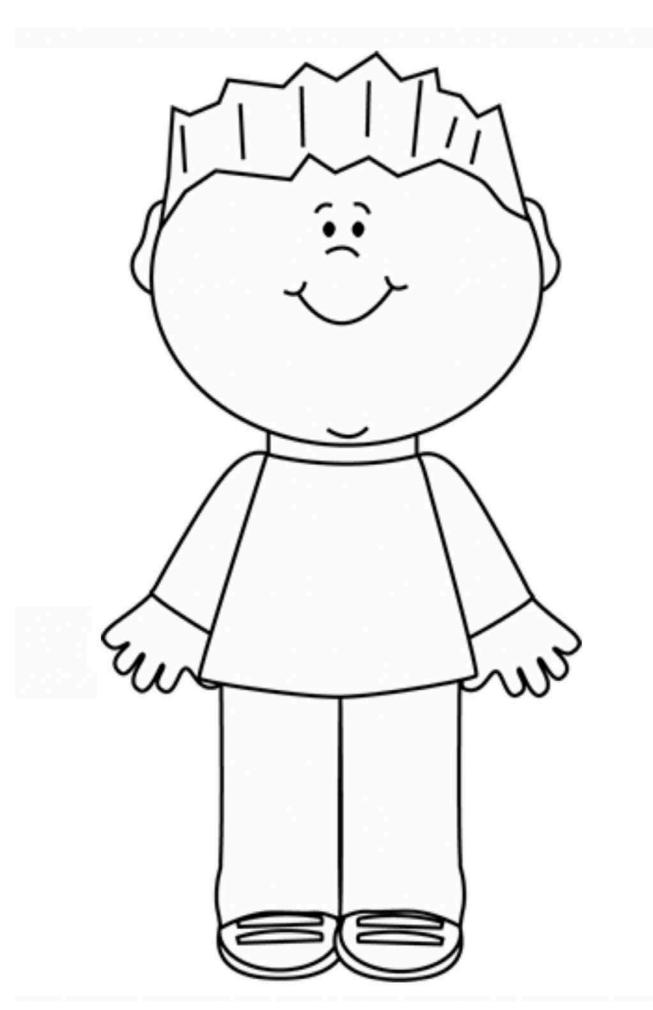


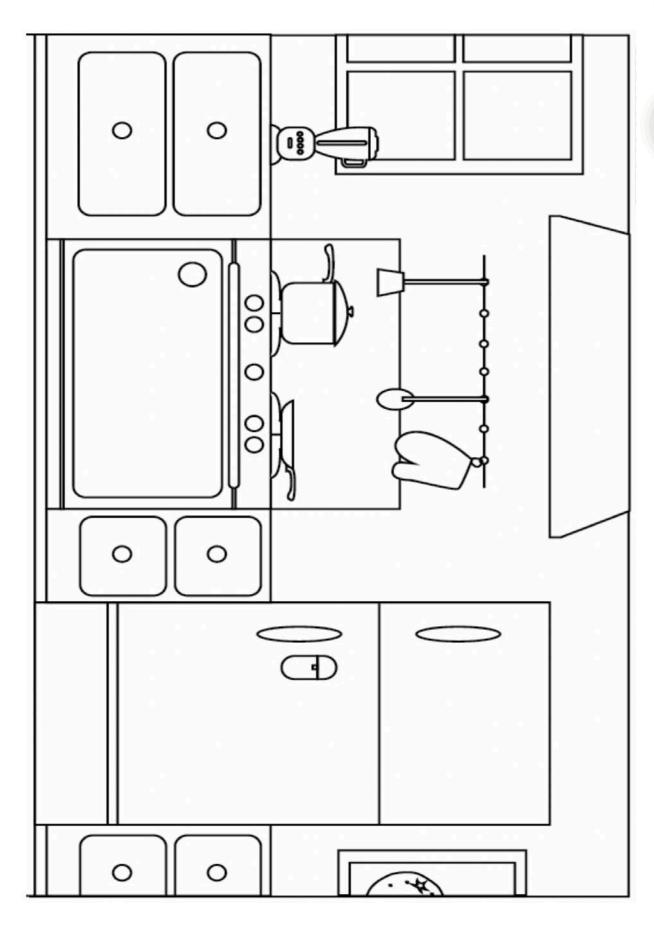












Mark up the hazards areas in the kitchen and explain how to be safe when preparing/cooking food in these areas



POP QUIZ



Do a "Pop Quiz" on the practises above to make sure the children really do understand them.

Split them into small groups. Each group can have a "buzzer" noise. They make that noise, or put their hand up, when they know the answer. First group to buzz in gets to answer the question. Keep score. Optional: Have a prize for the winning team.

Questions attached below (feel free to adapt or add your own):

- I. How should you keep your food surfaces? (clean)
- 2. How do you use a knife? (cut away from yourself)
- **3**. What do you wash dishes in first? (hot soapy water)
- 4. What type of shoes should you wear? (closed in shoes)
- **5.** What should you do with your fruit and vegetables before using them? (wash under cold water)
- **6.** What should you do with long hair? (tie it back)
- **1.** When should you wash your hands? (before and after handling food)
- **8**. What should you do if you spill something? (wipe it up immediately)
- **1.** What do you use when handling hots items? (oven mitts or ask an adult)
- **10**. Should you run in the kitchen? (NO)
- **II.** What are some ways to store food? (in air tight containers, in the fridge, etc.)
- 12. What should you wear over your clothes? (an apron)
- **13**. How should saucepan handles be when cooking? (turned away from the front of the stove)





