

## HEALTHY COMMUNITIES: IDENTIFY HOW HEALTHY PRACTICES ARE INFLUENCED BY COMMUNITY FACTORS. DESIGN A HEALTHY MEAL THAT REFLECTS WHERE I COME FROM.

### ESSENTIAL QUESTION: WHAT DO KAWERAU KIMCHI AND SOUTHLAND SUSHI HAVE IN COMMON?

#### WHAT ARE WE LEARNING?

- Making informed decisions about the Government led Health Star Rating.
- Understanding how people make decisions about resources and their access to them.
- Asking questions, find evidence and explore simple models.

#### TRY THIS WITH

- Year 5-6
- Students who have a talent for starting conversations.
- Students who are intrigued about food.

## find

## apply

## produce

#### Locate

Recognise  
Relate

#### Compare

Observe

Give students 10 minutes to source images of [lunches](#) from outside New Zealand.

Concentrate on cultural differences in the lunches.

Use [twitter](#) and [Instagram](#) to make connections, [search hashtags](#) and access photos.

Give [extra points](#) for images that come from outside NZ or in another language.

Use [Pinterest Place Pins](#) to transform the data and images you source into a [map](#).

Prompt discussion around the [variation of lunches](#) and the [nutritional value](#).

Upload and rate your lunch photos to [Pic Healthy](#).

Ask: "Would I eat this? Could I eat this?"

Watch [Five Star Food: The New Food Labelling System](#).

Introduce the [Health Star Rating](#).

Introduce the concepts of [energy](#) and [kilojoules](#)

Use a [pedometer](#) to identify how many [kilojoules](#) the class burns in a day.

#### Interpret

Connect  
Question

#### Analyse

Classify  
Translate

Read [What the World Eats - A Weeks Worth of Groceries](#).

Identify the food products in each country's photo. Count the amount of energy, saturated fat, sugars, sodium, fibre using '[Food Composition](#)'.

[Stage](#) a classroom version of the 'What the World Eats' photo using school lunches.

Explore the concepts of [seasonality](#) and [food availability](#).

Challenge students to [compare](#) the nutritional value of their food with 'Weeks Worth'.

Ask: Is food more affordable when it is locally produced?

Visit '[Ripe Near Me](#)' to discover home-grown ultra local food.

Support each student to identify a New Zealand [app/system](#) that supports healthy choices.

Discuss how [nutritional information](#) helps people make informed choices.

Create a set of criteria by which to rate the systems (design, usability, comprehension etc).

Play with the [Sam Webster: Mind and Body](#).

Understand that the body is a fine-tuned machine that requires nutrients to think, feel, work and play.

#### Think

Opinion  
Choose

#### Design

Plan  
Produce

Watch [Jamie Oliver: Try Something New](#).

Identify a photo from the 'lunch challenge' to inspire a healthy dish to be made in class.

Explain that students need to create a recipe that is as close as possible to their photo.

Follow the [portion plate balanced meal formula](#).

Research possible recipes and make connections online with people that can help.

Identify ingredients, method, [eating etiquette](#) and how the meal is supposed to taste.

Inform students: they can only use [foods bought, produced or grown within 2km](#).

Identify local food sources family gardens, community gardens, [farmers markets](#) and supermarkets.

Encourage substitution and [imagination](#) to solve ingredient sourcing issues.

Support students to make a yummy, [healthy](#) and [internationally inspired](#) lunch.

Use [Food Switch](#) to identify the nutritional value of the meal made.

Photograph and write a [Humans of New York](#) style description of the creation e.g.

"I'm Kawerau Kimchi - originally from Korea I was traditionally a spicy condiment..."



## success criteria

#### Students can check they have successfully completed the task by:

- Accessing an image of a lunch currently being eaten outside of New Zealand.
- Calculating the total amount of saturated fat and sugar for one international lunch image.
- Researching and creating an international dish from locally sourced ingredients.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
Community engagement Coherence	Community and participation Innovation, inquiry and curiosity	Relating to others Managing self	Health and Physical Education Social Science	Health Star Rating Saturated Fat Nutrients Seasonality Energy	Healthy Eating Comparisons Local vs International

# EDIBLE EVOLUTION

FOODS CAN BE GROWN AND INVENTED, PROCESSED AND PRESERVED:  
SUSTENANCE OR OBSESSION?

