



LESSON 4

OUR SUPER FOOD DISH

OUR UNITED
PLAYBOOK

TEACHING AND LEARNING PLAN

LESSON 4

Our super food dish

LESSON VENUE

Classroom

LESSON DURATION

60 minutes

WALT - WE ARE LEARNING TO...

Use the Australian Guide to Healthy Eating Food Plate to select a nutritious dish for our team.

WILF - WHAT I'M LOOKING FOR...

- I can investigate a range of cultural dishes.
- I can use Australian Guide to Healthy Eating Food Plate information to decide which dishes are most nutritious.
- I can use the food plate to categorise ingredients.
- I can complement our cultural dish with foods from each of the nutritious food groups.

TIB - THIS IS BECAUSE...

It will help us understand the type of food that can give us the energy we need to play football later in the unit.

LESSON PREPARATION

Prior to the lesson teachers should organise the following:

- Australian Guide to Healthy Eating Food Plate – see: **Our United Playbook** page 38 - hard copy to each group or interactive pdf version on student computers, laptops or iPads.
- Choosing our super food dish see: **Our United Playbook** page 39 - hard copy to each group or interactive pdf version on student computers, laptops or iPads.

VISUAL RESOURCES AVAILABLE

The visual resource available to teachers for this lesson is:

- [Video 3.1 - What the stars eat and drink.](#)

LESSON DELIVERY

The following provides you with a suggested plan on how to deliver this lesson. You are encouraged to take a flexible approach and modify this lesson and its timings to suit the needs and abilities of your students.

1. How does our cultural meal stack up? (50 minutes)

Ask student teams to turn to page 39, Choosing our super food dish, of their **Our United Playbook**.

Using online and library research, student groups are to consider a variety of dishes from the cultures within their group.

When deciding which dish they are going to choose, students should look at its ingredients and categorise them using the food plate provided on the Choosing our super food dish page.

Their selection should be based on whether the dish would provide nutritious benefit for a professional footballer.

As part of this task students should also suggest additional foods they could eat in conjunction with their selected dish to ensure that all main food groups are addressed.

Students should also list the ingredients and insert an image of their super food dish on this playbook page for future reference.

2. Teacher advice - Drawing on community resources

As an extension to this activity students could organise to share a dish prepared by their parents or create a PowerPoint or Keynote presentation showing how to create a dish from their culture.

You may also decide to invite a chef from a local restaurant to talk about foods from their culture in particular their origins and history.

Please note, if you decide to organise cultural dishes for your class you should ensure that food allergy information and anaphylaxis procedures are communicated to teachers, parents and students as per school policy.

3. Student reflection (10 minutes)

To conclude the lesson students are given the opportunity to reflect on what they have learnt over the last two lessons.

They can do this by writing in their workbooks or orally within their teams.

In their reflections they should consider the following:

- What did I learn about the importance of good nutrition for a footballer?
- The foods I tend to eat come from which food groups?
- According to the Australian Guide to Healthy Eating Food Plate am I a healthy eater?
- Which is more nutritious - the super food dish we chose or what I normally eat?
- Did my team work well together? If so what qualities did we show? If not explain why?

- What positive quality did I bring to my team?
- What can I improve on for next lesson?

To prepare students for the next lesson tell them that they will be learning about playing football.

The exciting thing is that they will be doing the coaching.

