



coles **HEALTHY KICKS**



WEEK ONE LESSON PLAN

WEEK ONE

LESSON PLAN



Lesson Objective

The purpose of this lesson is for students to explore the effects of physical activity and healthy eating on the body while taking part in sport, exercise and cooking activities. Each lesson is designed to be implemented by teachers and families to inspire kids to become more active and lead a healthy lifestyle.

Lesson Design

Each lesson is facilitated in two parts:

Part A

The physical education component of the program is designed to improve physical literacy and provides opportunities for students to learn through movement. It supports students in broadening the range and complexity of fundamental movement skills they are able to perform. Students will learn how to select, transfer and apply simple movement skills and sequences individually, but can also apply them in group and team settings.

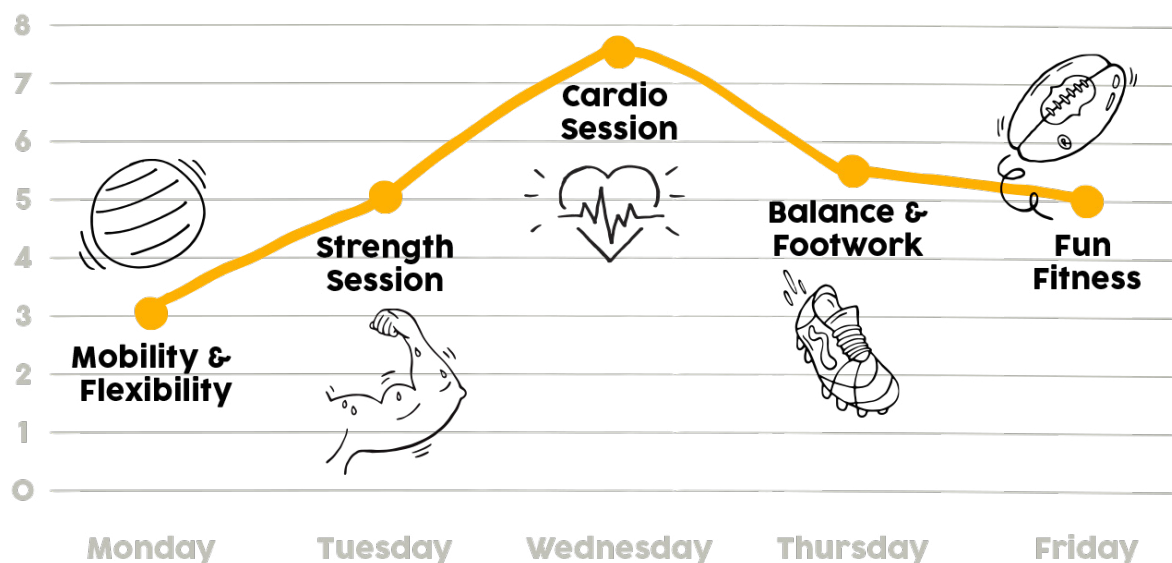
Key learning areas include:

- 1. Moving our body:** Students participate in physical activities designed to enhance movement skills and overall fitness. Movements can be manipulated and modified based on effort, space, time, objects and people to perform the sequences.
- 2. Understanding movement:** Students examine the benefits and importance of physical activity to health and wellbeing and discuss the body's reactions to physical activities. Students also develop an understanding of how their attitudes and emotions motivate them to be active.
- 3. Learning through movement:** Students develop an understanding of the role and function of different parts of the body. Students learn the impact that regular participation can have on physical wellbeing, as well as the learning key strategies to enhance their mental and social wellbeing. Students are also able to apply innovative and creative thinking in solving movement challenges.

Physical education lessons build across the course of the week and all focus on different fitness areas:

Intensity

Active Training Week



Part B

The culinary component of the program is designed to educate students on the importance of nutrition for overall health and wellbeing. Students learn sound nutrition principles and food preparation skills that allow them to make appropriate food decisions for healthier lives. Students progressively develop an understanding of the origins of foods and are encouraged to experiment with different cuisines.

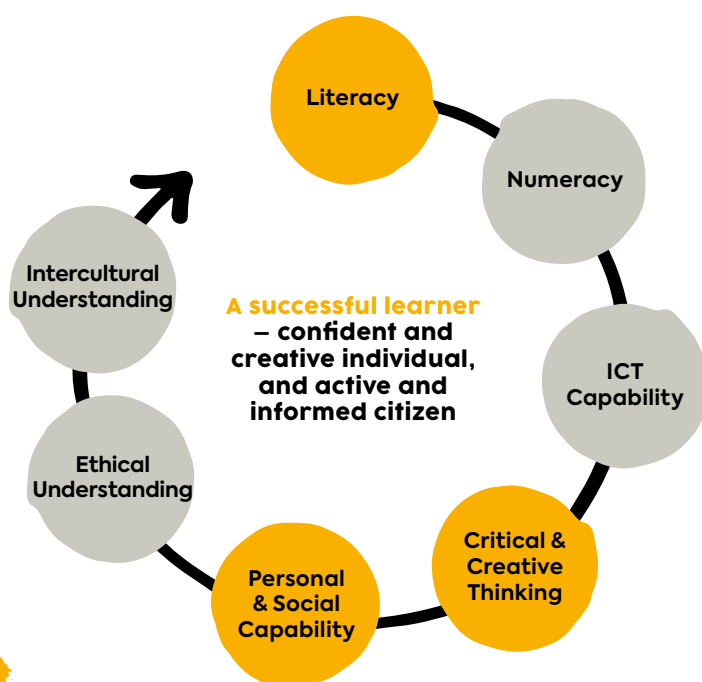
Key learning areas include:

- 1. Application:** Introduction to basic nutrition principles and knowledge about the characteristics and properties of food. Focuses on the importance of food selection and preparation, as well as contemporary food-related issues.
- 2. Connection:** Understanding how food can foster connection and interaction with others and the importance of building these for social wellbeing. Students will also explore the link between healthy eating, self-esteem and body image, to help them effectively handle their emotions, sleep well, and cope better with stress.
- 3. Experimentation:** Encouraging students to develop their own creations with food through learned design processes and production skill. Supports students to foster independence when making their food/meal related decisions and take the desired actions to improve their health.

Key Learning Area

Health and Physical Education

General Capabilities Covered



Grade Level

Adaptable for the Australian Curriculum Achievement Standards for Health and Physical Education, from Foundation to Year 7.

Please review these standards for the year level you require using the following link:

<https://www.australiancurriculum.edu.au>

Resources

Coles Healthy Kicks Program Videos and Recipes:

<http://afl.com.au/healthykicks>

Australian Curriculum, Assessment and Reporting Authority (ACARA):

<https://www.acara.edu.au/>

Sport Australia Physical Literacy Frameworks:

https://www.sportaus.gov.au/physical_literacy

AFL Max Education Programs:

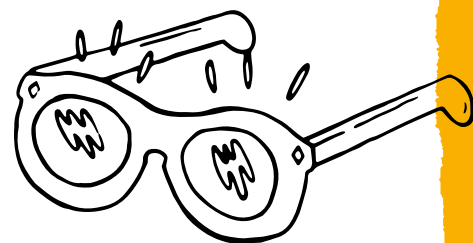
<https://aflmax.com.au>

Stephanie Alexander Kitchen Garden Foundation:

<https://www.kitchengardenfoundation.org.au>

Heart Foundation:

<https://www.heartfoundation.org.au/heart-health-education/fruit-vegetables-and-heart-health>



MONDAY WEEK 1

MOBILITY, FLEXIBILITY & GEARING UP FOR THE GAME



Total Lesson Duration:
50 minutes



Week 1 – Session 1 link:
afl.com.au/healthykicks

Part A – Mobility & Flexibility

Lesson Outcomes

1. Students are introduced to mobility and stretching exercises and have the ability to perform a basic sequence of exercises.
2. Students develop an understanding of the importance of mobility and stretching for all individuals (i.e. from basic function to elite athlete like AFL/AFLW players).
3. Students can recognise the need for recovering in allowing the body to rest after sport and setting up for the week ahead.

Learning Activities

Students will participate in a variety of activities to get their bodies warmed up, mobile and flexible. Today is about recovering from playing sport or running around on the weekend to get prepared for the week ahead.

Students can participate individually or in groups of two, where they will spend 45 seconds on each movement. There is two minutes left for change over and explanation of exercises. If performing in groups, set up the exercises for each group and then ask students to swap after a full round is complete (after five minutes). Take 1-2 minute break between each five minute set as needed.

Note: Make sure participants have a water bottle available, runners on and go at their own pace.

Activity Sequence:

BACK AND CORE

(5 minutes, 45 seconds each per exercise)

Doing back mobility exercises regularly gets us ready for playing footy and sport. Keeping our back mobile gives a better range of motion and better posture.

EXERCISES:

1. **Back Rolls** – Pull the knees up towards the chest and stretch the hips and lower back. The lumbar spinal area is pressed into the floor. Roll up and down upon the lower back.

2. **Back Rotations** – Lay on your back, with your knees bent and feet flat on the floor and arms out to the sides. Slowly bring both knees to one side, rocking your lower back to that side. You can either hold this position as a stretch, or slowly go side to side.

3. **Floor Scorpions** – Lie face down on a mat or soft surface. Place your hands at your sides for balance. Keeping your shoulders touching the ground, raise the left foot straight up into the air. Bend at the knee and bring your left foot over to your right side. Tap the ground with your toes. Return the left leg to the ground and repeat on the other side.

4. **Cat and Dog** – Start on all fours, with your head in a neutral position and downward gaze. Begin with Dog Stretch by dropping your belly button towards the mat and lift your chin and chest, gazing up toward the ceiling. Next, move into Cat Stretch by drawing your belly to your spine and round your back toward the ceiling (i.e. like a cat stretching its back).

HIPS AND LEGS

(5 minutes, 45 seconds each per exercise)

Maintain a strong posture with opening up our hips.

EXERCISES:

1. **Archer Squats** – Widen your stance so your legs form a triangle with the ground and toes pointed forward. Move your weight to your right leg, bending your right knee and sitting back as far as you can. Your left leg should remain extended while your left foot rotates on your heel, toe up. Open chest and reach arm to the roof (as though you were pulling a bow and arrow). Pause here, then push back up to the starting position before repeating on the other leg.
2. **High Knee Pull Ups** – Stand with feet hip-width apart. Lift and bend a knee, gently pulling it close to your body. Return and repeat with alternating legs.
3. **Walk Out Spidermans** – Curl to the floor and walk hands out to a push-up position. Then travel your left knee towards your left hand, then right knee to right hand. Move back to push up position and walk hands back up until in a standing position. Repeat and change leading knee each time.

4. Frog Stretch – Starting on all fours, move your knees to the outer sides of the mat, rocking back and forth as needed to shift your weight and move your knees out. Widen your knees as far as you can while still remaining comfortable. Lean on forearms and walk them out until in a bridge-like position, until you feel a stretch in your hips and groin.

ARMS AND SHOULDERS

(5 minutes, 45 seconds each per exercise)

These exercises work on opening up our chest and shoulders.

EXERCISES:

- 1. Static Swimming** – Stand upfront and rotate arms in a butterfly swimming motion. Rotate forwards for 10 and then backwards for 10.
- 2. Reaching Crab** – Start seated on the ground, resting on your arms in the bridge/crab walk position, with your palms flat on the ground and hands pointed back and slightly out. Squeeze your glutes to lift your hips up off ground. As you rise up, reach one hand over the opposite shoulder, twisting at the torso. Pause, squeezing your core and glutes to stay solid (avoid arching your back), then return to starting position. Repeat on the other side.
- 3. Reach Unders** – On all fours, reach right hand under the body to the left side as far as you can. Alternate hands to the opposite side each time.
- 4. Reach Over** – Stand with feet shoulder width apart, stretch right arm over to the left side until you feel a stretch down the side of the torso. Alternate arms.

Roles

Students will:

- ✦ Participate in the warm-up activity.
- ✦ Participate in the discussion of an active lifestyle and why they think it is important.
- ✦ Participate in the exercise activities.
- ✦ Participate in warm-down stretches.

Teachers/parents will:

- ✦ Organise and model all activities.
- ✦ Assist students where needed and necessary.
- ✦ Provide students with examples of activities or sports in which they might be interested in participating in to keep active.
- ✦ Lead group discussion and provide feedback and links where appropriate.

Conclusion Strategy

Discussion points include:

- ✦ We spend so much time sitting watching TV and screens and this encourages bad posture, affecting the back, neck, shoulders and arms.
- ✦ Our body works in harmony, so when we do mobility training we need to move all parts.
- ✦ Mobility training prepares the body for exercise/sport, reduces the risk of injury, increases the range of movement and flexibility, improves balances and enhances body awareness.
- ✦ Having tight muscles and joints can impede our range of motion, but if we improve our mobility we will be able to run quicker and be more explosive.

Discussion guide:

- ✦ Discuss with students what they have learnt about living an active lifestyle and why they think it is important.
- ✦ Discuss the importance of mobility and stretching training and why AFL Players/ Elite Athletes do it (i.e. prepares the body for training, reduces the risk of injury, increases the range of movement and flexibility, improves balances and enhances body awareness).
- ✦ Brainstorm other ways to lead a healthy lifestyle (i.e. less computer time).
- ✦ Encourage independent practice post lesson.
- ✦ Develop quiz questions relating to the student's favourite sport or player to check for learning (i.e. Why is important for Patrick Dangerfield to practise mobility training? Reduce injury etc.).

Equipment Needed

- ✦ Gym mat (if available)
- ✦ Runners
- ✦ Water bottle

Time Required

20 minutes

IEP Considerations

- ✦ Introducing step-by-step instruction cards based on level of cognitive ability.
- ✦ Modify exercises to suit mobility.
- ✦ Physical accessibility for all students.
- ✦ Students with injuries – warm-up and cool down.
- ✦ Appropriate clothing/footwear and protection.
- ✦ Weather conditions.



Part B – Fuelling our bodies before a game

Lesson Outcomes

1. Establish a clear understanding of the importance of eating before a game.
2. Identify Low GI foods that provide slow release energy and are the best foods to give the body sustained energy while playing sport.
3. Students are encouraged to explore and create their own healthy snacks.

Learning Activities

Students can participate individually or in small groups in a cooking activity that helps them to make a perfect healthy snack. Teachers talk about ingredients and method with students as they make the snack.

Note: Ensure hands are washed before starting cooking and supervise the use of equipment.

RECIPE: Almond, Coconut and Cranberry Muesli Bars

Instructions:

1. Cook the dates and water over a medium heat for 5–8 minutes until the dates soften.
2. Once soft blend into a puree with a stick blender. This doesn't have to be perfectly smooth.
3. Add the peanut butter and avocado oil to the pot with the date mixture and cook until the peanut butter melts. Remove from the heat and add the vanilla bean, mix in until combined.
4. In a bowl combine the remaining ingredients and pour over the warm mixture. Mix together until evenly combined.
5. Pour the mixture into a lined baking or brownie tin. Press the mixture down so you have a flat even block of muesli mixture.
6. Place in the fridge for six hours or even over night until the muesli bar block is set.
7. Remove from fridge, turn out of the tin and cut into muesli bars, block or bites. These can be wrapped individually and kept in the fridge for a few weeks.

Roles

Students will:

- ✦ Participate in the cooking activity.
- ✦ Participate in the discussion of ingredients and nutrition.
- ✦ Trial the healthy food they made.

- ✦ Students able to download and print the recipe card to take home to practise cooking at home and create their own cookbook of their favourite recipes.

Teachers/parents will:

- ✦ Organise and model all activities.
- ✦ Assist students with an overview of ingredients and nutrition.
- ✦ Demonstrate and help facilitate the recipe method.
- ✦ Lead group discussion and provide feedback and links where appropriate.

Conclusion Strategy

Discussion points include:

- ✦ Think of eating and hydrating before a game like putting petrol in your car before a long road trip. It is important to have a full tank so you can get to your destination and high-quality petrol will mean we can drive for longer before we need to fill up again.
- ✦ In addition to providing fuel, the right nutrients are required for muscle repair after a game and to help us be switched on to make the right decisions during a game.
- ✦ It is recommended that athletes eat 30–60 minutes before a game, a small snack such as a banana or sandwich that will give that 'quick' release and not upset your stomach.
- ✦ Carbohydrates and grains ensure that you have the energy needed to get through practice and games. Carbohydrate foods are broken down by the body to give the brain the fuel it needs to function, as well as give the muscles in our body energy. Some good pre-game snacks that are high in carbohydrates are: wholegrain crackers, and wholemeal bread sandwiches.
- ✦ A good technique to use when thinking about the timing of your pre and post-game snack is the sandwich technique. The guide is to have something 30min before and 30min after with event in between.

Discussion guide:

- ✦ Discuss the key foods kids should eat before a game and why it is important to eat the right thing before and after a game.
- ✦ Ask students to explore other appropriate pre-game snacks.
- ✦ Encourage independent practice post lesson.
- ✦ Develop quiz questions to check for learning (i.e. when is the right time to have a pre-game snack? 30 minutes before the game).



Equipment Needed

Recipe Ingredients:

- 2 cups pitted dates
- ½ cup water
- ½ peanut butter
- ¼ cup avocado oil
- 1 tsp vanilla bean paste
- 2 cups rolled oats
- 1 tbs sunflower seeds
- ½ quinoa flour
- ½ cup shaved coconut
- 1 tbs flax seed powder
- ¼ raw almonds, diced
- ¼ cup dried cranberries
- Pinch of salt

Equipment:

- Saucepan and stove
- Blender
- Mixing bowl
- Wooden spoon
- Lined baking or brownie tin
- Kitchen knife

Time Required

30 minutes

IEP Considerations

- Introducing step-by-step cards or verbal instructions based on level of cognitive ability.
- Modify ingredients based on allergies and food intolerances (i.e. seed butter instead of nut butter).
- Supervision for the use of the stove and blender.

Review Assessment

Key Criteria

Students will be assessed on:

- Their understanding of an active lifestyle and why it is important to be active.
- Their ability to participate in the exercise activities.
- Their participation in group discussion on active living.
- Their knowledge and ability to be able to link exercise and healthy eating together.
- Their ability to recognise healthy food choices when making healthy snacks.
- Their ability to follow a recipe instructions.

Evaluation

Rate effectiveness of the lesson based on the following scales from 1 to 5:

O (organisation)

R (resources)

B (behaviour)

I (interest)

T (timing)

Lesson Notes



TUESDAY WEEK 1

STRENGTH, MUSCLE & POWER FOODS



Total Lesson Duration:
40 minutes



Week 1 – Session 2 link:
afl.com.au/healthykicks

Part A – Strength

Lesson Outcomes

1. Students are introduced to strength training and have the ability to perform a basic sequence of exercises.
2. Students develop an understanding of the importance of strength training for all individuals (i.e. from basic function to elite athlete like AFL/AFLW players).
3. Students can recognise the name and function of each muscle group and the role they play in overall health and wellbeing.

Learning Activities

Students will start the lesson with a warm up, followed by a circuit of eight strength exercises for each major muscle group. Students will complete 10 reps of each exercise, with a 30 seconds to 1 minute break between reps. The circuit is intended to be completed twice. During each exercise the teacher or parent should explain the muscle group being targeted by each exercise.

Note: Make sure you have water available, runners on and go at your own pace.

Activity Sequence:

WARM UP (2 minutes)

Select a sequence of 3-4 mobility and stretching movements from Monday Week 1 lesson plan.

CIRCUIT (16 minutes – approx 1 minute per exercise for 10 reps)

A full body workout designed to strengthen each muscle of the body. Building strength is an important focus area, not only for bone and muscles but to help our overall motor skills and our self confidence.

EXERCISES:

1. **Push-Ups** – Get down on all fours, placing your hands slightly wider than your shoulders. Straighten your arms and legs. Lower your body until your chest nearly touches the floor. Pause, then push yourself back up and repeat. Start on your knees to make the exercise easier.

2. **Squats** – Stand with feet a little wider than hip width, toes facing front. Drive your hips back, bending at the knees and ankles and pressing your knees slightly open. Sit into a squat position while still keeping your heels and toes on the ground, chest up and shoulders back. Strive to eventually reach parallel, meaning knees are bent to a 90-degree angle. Press into your heels and straighten legs to return to a standing upright position.

3. **Superman Extensions** – Start on all four and raise opposite leg and arm at the same time. Reach out as far as you can and driving the leg towards the ceiling, holding each position for 3 to 5 seconds. Return to centre and alternate sides.

4. **Russian Twists** – Sit with bent knees and your feet pressing firmly into the floor, holding a football in to your chest. Sit back slightly, keeping your spine straight. Exhale as you twist to the left, punching your right arm over to the left side. Inhale back to centre, and then do the opposite side. Complete 10 per side (20 in total).

5. **T-Ups w Rotation** – As you get to the top of the push-up, shift your weight on to your left hand and lift your right arm up, rotating through the spine and shoulders into a side plank position with your arms. Place your right hand back on the floor under your right shoulder, then lower into your next push-up.

6. **Side Lunges** – Take a wide step out to the left. Bend your left knee as you push your hips back. Keep both feet flat on the floor throughout the lunge. Push off with your left leg to return to standing. Perform 10 on the left side before switching to the right. For an added challenge, bounce the ball with each lunge to the side.

7. **Bent Over Flys** – Keeping your back flat, bend forward at the hip joint. Exhale and lift both arms out to the side, maintaining a slight bend in the elbows and squeezing your shoulder blades together. Return to centre and repeat.

8. **Sit-Ups** – Lie down on your back with legs bent and place feet firmly on the ground to stabilise your lower body. Cross your hands to opposite shoulders or place them behind your ears, without pulling on your neck, then curl your upper body all the way up toward your knees.

Repeat circuit x2

COOL DOWN (2 minutes)

Cover off on the importance of strength training, while stretching each muscle group. Hold each stretch for 30 seconds to 1 minute.

Roles

Students will:

- ✦ Participate in the warm-up activity.
- ✦ Participate in the discussion of strength training and why they think it is important.
- ✦ Participate in the exercise activities.
- ✦ Participate in warm-down stretches.

Teachers/parents will:

- ✦ Organise and model all activities.
- ✦ Assist students where needed and necessary.
- ✦ Provide students with examples of activities or sports in which they might be interested in participating in to keep active.
- ✦ Lead group discussion and provide feedback and links where appropriate.

Conclusion Strategy

Discussion points include:

- ✦ Largest muscle in the body is the gluteus maximus (bottom).
- ✦ Longest muscle in the body is the sartorius muscle (hip/groin to hip).
- ✦ There are 640 muscles in the body in total (320 pairs). We have four in the quad (thigh) muscle alone.
- ✦ We start with 270 bones in the body, then as we grow they fuse and we have 206 when we're adults.

Discussion guide:

- ✦ Discuss the importance of strength training and why AFL Players/Elite Athletes do it (i.e. strength bones and muscles, protects the joints, improves motor skills, builds self-confidence).
- ✦ Encourage independent practice post lesson
- ✦ Develop quiz questions relating to strength (i.e. What is the biggest muscle in the body? – Gluteus maximus otherwise known as your bottom).

Equipment Needed

- ✦ Gym mat (if available)
- ✦ Runners
- ✦ Water bottle
- ✦ Football or alternative ball

Time Required

20 minutes

IEP Considerations

- ✦ Introducing step-by-step instruction cards based on level of cognitive ability.
- ✦ Modify exercises to suit mobility.
- ✦ Physical accessibility for all students.
- ✦ Students with injuries – warm up and cool down.
- ✦ Appropriate clothing/footwear and protection.
- ✦ Weather conditions.



Part B – Five Food Groups

Lesson Outcomes

1. Introduce the five food groups (i.e. fruits, vegetables, grains, protein and dairy) and why they are important.
2. Discuss the recommended serves for each of the food groups.
3. Challenge students to incorporate the five food groups into their diet daily.

Learning Activities

Teachers to develop a display for the five major food groups and hide each of the foods under a cloth. Students are required to guess what is included in the five-food group pyramid, with the teacher revealing the food when an answer is correct. With each correct answer, teachers should discuss the importance of the food group to overall health and wellbeing. Teachers should also help students to identify some of their favourite meals that incorporate each of the five food groups.

Each student is then given the task of developing their own diagram of the five major food groups. Students should be encouraged to be creative and use their imagination to develop their own interpretation. This may involve using cut-out images from magazines, drawings or even Lego constructions.

For more information on the importance of the five food groups, please see the following link: <https://www.eatforhealth.gov.au/food-essentials/five-food-groups>

Roles

Students will:

- Participate in the discussion of the five food groups and develop their own creative representation of the five food group diagram.
- Recognise meals that incorporate the five major food groups.
- Be able to download and print the recipe cards to take home to practise cooking at home and create their own cookbook of their favourite recipes using the five food groups.

Teachers/parents will:

- Organise and model all activities.
- Assist students with an overview of the five food group pyramid.
- Lead group discussion and provide feedback and links where appropriate.

Conclusion Strategy

Discussion points include:

- For proteins, we should aim to have one serve per day. Proteins include lean meats, poultry, fish, eggs, nuts, seeds, legumes and beans.
- We should try to eat two serves of fruit a day. Fruits include berries, apples, stone fruit and bananas.
- In terms of dairy, we should aim to have three serves a day. Dairy foods include cheese, yoghurt and milk.
- Try to eat four serves of grains a day. Grains include pasta, bread and rice.
- Aim to have five serves of vegetables a day. Vegetables include zucchini, corn, celery, cauliflower and asparagus.

Discussion guide:

- Discuss the five food groups and the importance of each in creating a healthy diet.
- Ask students to identify their favourite meals made with the five food groups.
- Encourage participation in the creative activity, so students have a resource they can refer back to make healthy decisions.
- Develop quiz questions to check for learning (i.e. How many serves of fruit should we eat a day? Two).

Equipment Needed

- Food to display for the five food groups.
- A towel to cover each of the groups for a reveal.
- Paper, glue, pencils or other creative supplies for students to develop their own diagrams.

Time Required

20 minutes

IEP Considerations

- Introducing step-by-step cards or verbal instructions based on level of cognitive ability.
- Supervision for the use of scissors during the creative activity.



Review Assessment

Key Criteria

Students will be assessed on:

- ✦ Their understanding of an active lifestyle and why it is important to be active.
- ✦ Their ability to participate in the exercise activities.
- ✦ Their participation in group discussion on the importance of strength training for the body.
- ✦ Their ability to be able to link exercise and healthy eating together.
- ✦ Their ability to recognise the five food groups and the importance of incorporating each in a healthy diet.
- ✦ Their participation and creativity shown in developing their own diagram of the five food groups.

Evaluation

Rate effectiveness of the lesson based on the following scales from 1 to 5:

O (organisation)

R (resources)

B (behaviour)

I (interest)

T (timing)

Lesson Notes



WEDNESDAY WEEK 1

CARDIO & FAMILY FOOD TIME



Total Lesson Duration:
40 minutes



Week 1 – Session 3 link:
afl.com.au/healthykicks

Part A – Cardio

Lesson Outcomes

1. Students are introduced to cardio training and have the ability to perform a basic sequence of exercises.
2. Students develop an understanding of the importance of cardio training for all individuals (i.e. from basic function to elite athlete like AFL/AFLW players).
3. Students can recognise how cardio makes them feel through an exercise sequence and the impact it has on the body.

Learning Activities

Students will start the lesson with a warm-up then a cardio session designed to get the heart rate up. This session involves plenty of movement and encourages teachers and parents to also join in, to motivate students to keep going.

The cardio circuit consists of eight strength exercise for each major muscle group. Students will complete 10 reps of each exercise, with a 30 second to 1-minute break between reps. The circuit is intended to be completed twice. During each exercise the teacher or parent should explain the focus of each cardio exercise.

Note: Make sure you have water available, runners on and go at your own pace.

Activity Sequence:

WARM UP **(2 minutes)**

Start the warm-up with a sequence of jogging/skipping on the spot, leg kicks to the ceiling, side shuffles to the left and right and marching on the spot. Complete each for 30 seconds to 1 minute.

CIRCUIT

(16 minutes, as many reps possible within 30 seconds on/30 seconds off)

There is so many benefits to cardio base training such as strengthening the heart and lungs, burning calories, improving energy levels, enhancing moods and mental health. All of these will help with fitness and help to improve performance for all sports.

EXERCISES:

1. **Footy Froppers** – Begin in plank position on all fours, with your body in a straight line and your legs and arms shoulder-width apart. Stack your hands under your shoulders. Jump forward like a frog into a wide squat position. Your knees and feet should land just outside of your elbows. Jump back into the plank position and repeat. Incorporate a football for an extra challenge.
2. **Football deadlifts to press** – Draw the abs tight and slowly squat, bend the knees and hips only go as low as you feel comfortable. Return from the squat and press the football over head, pause for a second and slowly return the weight to your shoulders. You must make sure that your abs are tight for the entire range of motion.
3. **Iceskaters** – Start standing on one leg. Hop from side to side, switching legs as if you were hopping over a puddle or speed skating. Swing your arms side to side touching the opposite arm to the opposite standing leg, lowering your body down to do so.
4. **Sprinter sit-ups** – Lie on your back with your legs out straight and your arms down by your sides. Then raise both legs just slightly off the ground. Beginners may keep one leg on the ground. Then, sit up, moving to balance on your butt as you bend one knee and bring it in toward your chest.
5. **Skipping on the spot** – Imitate skipping with a rope, lifting on knee at time as high as possible.
6. **Fall and catch** – Kneel on the floor and drop forward, putting your hands out in front to catch yourself before hitting the ground. From this position, push your body back up to a kneeling position. If pushing back up is too difficult, crawl back up to the starting position.
7. **Jumps over the ball** – Place ball in a middle of a mat, then jump over the ball with both feet as quick as possible. Ensure the knees are softly bent on landing.
8. **Side to side punch combo** – Shuffle sideways to one side of the mat and cross punch the air four times. Quickly shuffle sideways back to the other side of the mat and repeat the four punches. Keep moving side to side quickly to increase the heart rate.

Repeat circuit x2

COOL DOWN (2 minutes)

Cover off on the importance of strength training while stretching each muscle group. Hold each stretch for 30 seconds to 1 minute.

Roles

Students will:

- + Participate in the warm-up activity.
- + Participate in the discussion of cardio training and why they think it is important.
- + Participate in the exercise activities.
- + Participate in warm-down stretches.

Teachers/parents will:

- + Organise and model all activities.
- + Assist students where needed and necessary.
- + Provide students with examples of activities or sports in which they might be interested in participating in to keep active.
- + Lead group discussion and provide feedback and links where appropriate.

Conclusion Strategy

Discussion points include:

- + We use 200 muscles to take a step forward.
- + Your heart is your hardest-working muscle. On average it takes 80,000 to 100,000 beats each day.
- + Being dehydrated reduces exercise performance.
- + Science has shown that people will get sick less often when they exercise regularly as part of a healthy lifestyle.

Discussion guide:

- + Discuss the importance of cardio training and why AFL Players/Elite Athletes do it (i.e. strengthens the heart and lungs, burning calories, improving energy levels, and enhancing mood and mental health).
- + Encourage independent practice post lesson.
- + Develop quiz questions relating to strength (i.e. How many muscles do you use when you take a step forward? – 200).

Equipment Needed

- + Gym mat (if available)
- + Runners
- + Water bottle
- + Football or alternative ball
- + Timer

Time Required

20 minutes

IEP Considerations

- + Introducing step-by-step instruction cards based on level of cognitive ability.
- + Modify exercises to suit mobility.
- + Physical accessibility for all students.
- + Students with injuries – warm up and cool down.
- + Appropriate clothing/footwear and protection.
- + Weather conditions.



Part B – Meal Planning

Lesson Outcomes

1. Importance of meal planning to ensure that we have the right number of serves for each food group.
2. Understand the basics of meal planning and how to create a plan for the week based on scheduled activities.
3. Importance of meal planning snacks to avoid on-the-go unhealthy treats before training or games.

Learning Activities

Teachers to discuss the importance of meal planning and the role it plays in leading a healthy lifestyle (i.e. relate to student's favourite football players or athletes). Teachers need to demonstrate how to develop a meal plan. Steps for meal planning are:

- Start with the days of the week and fill in all the activities planned for the week (i.e. footy training on Wednesday night, gymnastics on Thursdays, and a footy match on Saturday).
- Now you can see what days we will involve and identify the number of meals and pre-game snacks required.
- Next is to populate each day with favourite meals and snacks, ensuring the recommended intake of the five groups is considered throughout the week.

Each student is then given the task of developing their own meal plan for their lunchbox for the week. Students should be encouraged to incorporate the five food groups, develop their own delicious healthy snacks and plan around any of their scheduled activities. Students can be creative in designing their meal plans that can be put on the fridge as a plan for the week. Students can also create a shopping list of foods they require for their meal plan for the week, so they feel part of the shopping experience.

Example of meal plan:

<https://www.betterhealth.vic.gov.au/health/healthyliving/lunch-boxes-menu-planner>

Example of creative lunchboxes:

<http://healthy-kids.com.au/10-great-lunch-box-ideas/>

<https://www.pinterest.com.au/resetandbreathe/creative-lunch-box-ideas/>

Roles

Students will:

- Participate in the discussion of meal planning and developing their own meal plan for their lunchbox for the week.
- Know how to incorporate the five major food groups in a meal plan and identify healthy snacks.
- Be able to download and print the recipe cards to take home to practise cooking at home and create their own cookbook of their favourite recipes to include in their meal plans for the week.

Teachers/parents will:

- Organise and model all activities.
- Assist students with an overview of meal planning and the importance of preparation, particularly for sport and an active lifestyle.
- Lead group discussion and provide feedback and links where appropriate.

Conclusion Strategy

Discussion points include:

- Meal planning is important as it means that you can really think about how to incorporate the recommended servings of the five food groups, vegetables, fruits, grains, dairy and protein.
- A good balanced lunchbox should include all these food groups. Another key benefit of meal planning is that it allows you to increase the variety in lunchbox meals and get creative when you're planning out your meals. Variety is important so that you try new and different foods, and to reduce boredom. Make sure you switch it up from day to day.
- Planning helps avoid 'unnecessary treats' – when you are unprepared you are more likely to go for the 'easy' option, which is often not the most healthy choice (i.e. a bag of chips from a vending machine or lollies from the tuck shop at school).

Discussion guide:

- Discuss meal planning and the importance in leading a healthy diet.
- Ask students to identify the activities they need to plan for in their week and how they can incorporate healthy food as part of their meal plans.
- Encourage participation in the creative activity, so students have a resource they can refer back to make health decisions.
- Develop quiz questions to check for learning (i.e. True or False? Meal planning helps us make sure we get the recommended serves for each food group. TRUE).

Equipment Needed

- Paper and pencils to create a meal plan.
- Examples of kids' meal plans on the internet or printed out.
- Inspiration images of fun school lunchboxes.

Time Required

20 minutes

IEP Considerations

- Introducing step by step cards or verbal instructions based on level of cognitive ability.



Review Assessment

Key Criteria

Students will be assessed on:

- ✦ Their understanding of an active lifestyle and why it is important to be active.
- ✦ Their ability to participate in the exercise activities.
- ✦ Their participation in group discussion on the importance of cardio training for the body.
- ✦ Their ability to be able to link exercise and healthy eating together.
- ✦ Their understanding of the importance of preparation and meal planning in leading a healthy lifestyle.
- ✦ Their participation in the activity and creativity shown in developing their own meal plans.

Evaluation

Rate effectiveness of the lesson based on the following scales from 1 to 5:

O (organisation)

R (resources)

B (behaviour)

I (interest)

T (timing)

Lesson Notes



THURSDAY WEEK 1

BALANCE, MOVEMENT & THE ORIGINS OF FOOD



Total Lesson Duration:
40 minutes



Week 1 - Session 4 link:
afl.com.au/healthykicks

Part A – Balance & Movement

Lesson Outcomes

1. Students are introduced to balance training and have the ability to perform a basic sequence of exercises.
2. Students develop an understanding of the importance of balance training for all individuals (i.e. from basic function to elite athlete like AFL/AFLW players).
3. Provides an introduction to basic footwork and football-style movements.

Learning Activities

Students will start the lesson with a warm-up then a balance session. This is followed by a footwork circuit inspired by typical football movements to improve balance and agility. The circuit involves four exercises, with students working 30 seconds on and having a 30-second rest. The circuit is intended to be completed twice. During each exercise the teacher or parent should explain the focus of each exercise.

Note: Make sure you have water available, runners on and go at your own pace.

Activity Sequence:

WARM UP (2 minutes)

Start the warm-up with a sequence of jogging/skipping on the spot, leg kicks to the ceiling, side shuffles to the left and right and marching on the spot. Complete each for 30 seconds to 1 minute.

BALANCE CIRCUIT

(6 minutes, as many reps as possible within 30 seconds on/30 seconds off)

Each exercise focus on keeping your balance and working the muscles around your ankle.

EXERCISES:

1. **Single Leg Balance Writing Your Name** – Stand on one leg and write your name in the air with a ball. Swap to the other leg and try write your name again backwards.

2. **Jump > Land > Stick** – Jump forward on two legs and land on one leg with a softly-bent knee. Hold the landing (stick) for at least two seconds. Complete 10 on each side.
3. **Eyes Closed** – Stand on one leg with eyes closed and keep balanced for 30 seconds. If you fall over start the 30 seconds again. Swap legs and repeat the exercise.
4. **Compass Sing Leg Jumps** – Creating a clock using objects at four points (12, 3, 6 and 9 o'clock). On one leg, jump from 12 to 3 o'clock and then back. Repeat but this time jumping from 12 to 6 o'clock and then return. Complete from 12 to 9 o'clock and back. Change leg and repeat for each rotation (6 jumps in total per leg). Finish the exercise by doing the jump rotations on two legs.

FOOTY MOVEMENTS (10 minutes)

All exercises are similar to football movements and focus on improving footwork (30 seconds on/30 seconds off).

EXERCISES:

1. **Ground Ball to a Don't Argue** – Place a ball on the ground, run up to it and pick it up (putting your foot in front of the ball) and run forward pushing the hand out in front to push opponents back. Run back to the start, put the ball down and continue sequence for the 30 seconds.
2. **Tackling Footwork** – Put the ball two metres in front, run past the ball and pretend to tackle the opponent. Run to the side of the ball and then run backwards. Continue sequence for the 30 seconds.
3. **Figure 8s (Agility)** – Put two objects down about a metre apart. Run in between and around the objects in a figure 8 pattern for 30 seconds.
4. **Lateral shuffles** – Practise lateral movements, shuffling as quick as possible from side to side, forwards and backwards.

Repeat circuit x 2

COOL DOWN (2 minutes)

Cover off on the importance of strength training while stretching each muscle group. Hold each stretch for 30 seconds to 1 minute.

Roles

Students will:

- ✦ Participate in the warm-up activity.
- ✦ Participate in the discussion of balance training and why they think it is important.
- ✦ Participate in the exercise activities.
- ✦ Participate in warm-down stretches.

Teachers/parents will:

- ✦ Organise and model all activities.
- ✦ Assist students where needed and necessary.
- ✦ Provide students with examples of activities or sports in which they might be interested in participating in to keep active.
- ✦ Lead group discussion and provide feedback and links where appropriate.

Conclusion Strategy

Discussion points include:

- ✦ Balance training involves doing exercises that strengthen the muscles that help keep you upright, including your legs and core.
- ✦ Balance so important to help your body recognise where it is in space (proprioception), controls your movements, decreases the risk of injury (ankle and knees in particular) important for stability when playing sport.
- ✦ Doing balance exercises can be intense, like some very challenging yoga poses.
- ✦ The cerebellum, in the back of the brain, controls balance, coordination and fine muscle control (e.g. walking). It also functions to maintain posture and equilibrium.

Discussion guide:

- ✦ Discuss the importance of balance training and footwork and why AFL Players/Elite Athletes do it.
- ✦ Encourage independent practice post lesson.
- ✦ Develop quiz questions relating to strength (i.e. What part of the body actually controls your balance? Cerebellum).

Equipment Needed

- ✦ Gym mat (if available)
- ✦ Runners
- ✦ Water bottle
- ✦ Football or alternative ball

Time Required

20 minutes

IEP Considerations

- ✦ Introducing step-by-step instruction cards based on level of cognitive ability.
- ✦ Modify exercises to suit mobility.
- ✦ Physical accessibility for all students.
- ✦ Students with injuries – warm up and cool down.
- ✦ Appropriate clothing/footwear and protection.
- ✦ Weather conditions.



Part B – Origins of Food

Lesson Outcomes

1. An introduction to Italian cuisine and ingredients typically used in their cultural dishes (i.e. tomatoes, basil, olive oil, pasta).
2. Understand the connection between food and an individual's heritage and culture.
3. Introduction to basic food preparation and cooking techniques.

Learning Activities

Students can participate, individually or in small groups in a cooking activity that helps them make an Italian dish. Teachers talk about ingredients and method with students as they make a healthy version of an Italian dish.

Note: Ensure hands are washed before starting cooking and supervise the use of equipment.

RECIPE: Extra Veggie Bolognese

Instructions:

1. Heat the oil in a large frying pan over a medium heat. Add in the onion and garlic and cook for two minutes to soften.
2. Add in the celery, carrots and mushrooms along with a pinch of sea salt and pepper and cook, stirring for 3–4 minutes to cook the vegetables.
3. Push the vegetables to the outside of the pan and add the beef mince into the centre. Cook the beef, breaking up with the back of a spoon for 3–4 minutes, or until browned.
4. Add in the tomato paste, crushed tomatoes and thyme. Leave on a gentle simmer for 15–20 minutes.
5. Meanwhile, cook the spaghetti in a pot of salted boiling water for 10 minutes. Drain and toss the zucchini noodles through the pasta to warm and place into serving bowls.
6. Top the pasta with a ladle of bolognese and grate over some parmesan cheese and scatter over the basil leaves.

Roles

Students will:

- Participate in the cooking activity.
- Participate in the discussion of ingredients and nutrition.
- Trial the dish they made.
- Be able to download and print the recipe card to take home to practise cooking at home and create their own cookbook of their favourite recipes.

Teachers/parents will:

- Organise and model all activities.
- Assist students with an overview of ingredients and nutrition.
- Demonstrate and help facilitate the recipe method.
- Lead group discussion and provide feedback and links where appropriate.

Conclusion Strategy

Discussion points include:

- Italian cuisine has developed over centuries and includes a huge variety of different ingredients which are commonly used, across each of the five food groups.
- There are variations in the types of dishes and cooking techniques used for different parts of the country: north of Italy (Milan) is known for its risottos, the central/middle of the country (Bologna) is known for its tortellini and the south (Naples) is famous for its pizzas and spaghettis.
- Pasta dishes with use of tomato are spread across all of Italy. Italians like their ingredients fresh and subtly seasoned.
- In the north of Italy, fish, potatoes, rice, corn, sausages, pork and different types of cheeses are the most common ingredients.
- Traditional Central Italian cuisine uses ingredients such as tomatoes, all kinds of meat, fish, and pecorino cheese.
- Finally in Southern Italy, tomatoes, peppers, olives and olive oil, garlic, artichokes, oranges, ricotta cheese, eggplants, zucchini, certain types of fish (anchovies, sardines and tuna) are common.
- Italian cuisine is also well known for its use of a large variety of pasta. Actually, there are 350 different types! Pasta includes noodles in various lengths, widths and shapes.
- Traditionally in Italy, meals go for several courses and are considered a time to spend with family and friends enjoying great food.

Discussion guide:

- Discuss the key ingredients used in Italian cooking and highlight the connection to the five food groups.
- Ask students to identify their favourite Italian dishes.
- Encourage independent practice post lesson.
- Develop quiz questions to check for learning (i.e. How many different types of pasta are there in the world? 350).



Equipment Needed

- ✦ 1 tbs extra virgin olive oil
- ✦ 1 brown onion, diced
- ✦ 2 cloves garlic, crushed
- ✦ 2 celery stalks, diced
- ✦ 2 carrots, grated
- ✦ 2 cups mushrooms, finely sliced
- ✦ 500g Coles beef mince
- ✦ 1 tbs tomato paste
- ✦ 1 x 400g can crushed tomatoes (can also be fresh)
- ✦ 2 tsp fresh thyme, chopped
- ✦ 200g wholegrain spaghetti
- ✦ 2 large zucchini, peeled into noodles (with a toothed peeler)
- ✦ ½ cup fresh basil to serve
- ✦ 25g parmesan cheese to serve (optional)
- ✦ Saucepan and pot
- ✦ Chopping board
- ✦ Knife
- ✦ Wooden spoon

Time Required

30 minutes

IEP Considerations

- ✦ Introducing step-by-step cards or verbal instructions based on level of cognitive ability.
- ✦ Modify ingredients based on allergies and food intolerances.
- ✦ Supervision for the use of the stove and knife.

Review Assessment

Key Criteria

Students will be assessed on:

- ✦ Their understanding of an active lifestyle and why it is important to be active.
- ✦ Their ability to participate in the exercise activities.
- ✦ Their participation in group discussion on the importance of balance training for the body.
- ✦ Their ability to link exercise and healthy eating together.
- ✦ Their ability to identify Italian cuisine and understand the connection between food and culture.
- ✦ Their participation in the activity and creation of their own Italian dish for their family at home.

Evaluation

Rate effectiveness of the lesson based on the following scales from 1 to 5:

O (organisation)

R (resources)

B (behaviour)

I (interest)

T (timing)

Lesson Notes



FRIDAY WEEK 1

FUN, FITNESS & CREATIVITY WITH FOOD



Total Lesson Duration:
40 minutes



Week 1 - Session 5 link:
afl.com.au/healthykicks

Part A – Fun Fitness

Lesson Outcomes

1. This session is designed to be high energy for the end the week, making exercise fun and students excited to participate in next week's lessons.
2. Students are cognitively challenged with a game that requires them to work through the instructions and complete an unstructured sequence of exercises.
3. Students are encouraged to find exercises they enjoy to ensure they are motivated to participate and supported in their fitness goals.

Learning Activities

Students will start the lesson with a warm-up then a fun exercise circuit based on a card game. Each exercise is designed to be completed 30 seconds on, followed by a 30-second rest. During each exercise the teacher or parent should explain the focus of each exercise.

Note: Make sure you have water available, runners on and go at your own pace.

Activity Sequence:

WARM UP **(2 minutes)**

Start the warm-up with a sequence of jogging/skipping on the spot, leg kicks to the ceiling, side shuffles to the left and right and marching on the spot. Complete each for 30 seconds to 1 minute.

CIRCUIT **(15 minutes)**

Need to explain each exercise and what muscles we are working.

RULES OF PODS POKER:

1. Draw a random card from the deck.
2. The colour on the card shows you what exercise to do.
3. The number of the card tells you how many reps to do.
4. Have a 30-second break between exercises, then keep going until you have done all exercises (continue pulling cards from the deck).

EXERCISES – BLACK:

1. **Push-Ups** – Get down on all fours, placing your hands slightly wider than your shoulders. Straighten your arms and legs. Lower your body until your chest nearly touches the floor. Pause, then push yourself back up and repeat. Start on your knees to make the exercise easier.
2. **Dead Bugs** – Allow your shoulders and lower back to fall heavy to the floor. Draw your shoulders down away from your ears. To get into the starting position, lift your hands so your elbows are above your shoulders with your fists facing in toward each other. Lift your legs so your knees are directly over your hips. On an exhale, slowly lower your right arm and left leg until they're just above the floor. On an inhale, bring them back to the starting position. Repeat on the opposite side.
3. **Squats** – Stand with feet a little wider than hip width, toes facing front. Drive your hips back, bending at the knees and ankles and pressing your knees slightly open. Sit into a squat position while still keeping your heels and toes on the ground, chest up and shoulders back. Strive to eventually reach parallel, meaning knees are bent to a 90-degree angle. Press into your heels and straighten legs to return to a standing upright position.
4. **Superman Extensions** – Start on all fours and raise opposite leg and arm at the same time. Reach out as far as you can and driving the leg towards the ceiling, holding each position for three to five seconds. Return to centre and alternate sides.
5. **Bridges** – Lie on your back with your hands at your sides, knees bent, and feet flat on the floor under your knees. Tighten your abdominal and buttock muscles by pushing your low back into the ground before you push up. Raise your hips to create a straight line from your knees to shoulders. Squeeze your core and pull your belly button back toward your spine. Hold for 20 to 30 seconds, and then return to your starting position.
6. **Lunges** – Stand tall with feet hip-width apart. Engage your core. Take a big step forward with right leg. Start to shift your weight forward so heel hits the floor first. Lower your body until right thigh is parallel to the floor and right shin is vertical. It's OK if knee shifts forward a little as long as it doesn't go past right toe. If mobility allows, lightly tap left knee to the floor while keeping weight in right heel. Press into right heel to drive back up to starting position. Repeat on other leg.

7. Elbow to Hands – Start in a plank position, with the feet together and forearms resting on the ground. Keeping your spine straight, press one arm up at the time until you are in a push up position. Hold for a few seconds, then bend each elbow to lower back down to a plank position, resting on the forearms.

8. Sit-Ups – Lie down on your back with legs bent and place feet firmly on the ground to stabilise your lower body. Cross your hands to opposite shoulders or place them behind your ears, without pulling on your neck, then curl your upper body all the way up toward your knees.

9. Ice Skaters – Start standing on one leg. Hop from side to side, switching legs as if you were hopping over a puddle or speed skating. Swing your arms side-to-side, touching the opposite arm to the opposite standing leg, lowering your body down to do so.

EXERCISES – RED:

1. Star Jumps – Start off down in a crouched position with your feet at hip width and your arms by your sides. From this position-jump up explosively as high as you can. As soon as your feet leave the ground, open your legs out to the sides and lift your arms up and out to the sides at the same time.

2. T-Push Ups – Lie face down on the floor supported by your hands in the standard push-up position. Perform a powerful push-up and at the top of the exercise lift one arm from the floor and raise towards the ceiling while twisting your torso to the side. Roll on to the sides of your feet and keep your body straight at all times. Return to the starting position. Repeat but this time raise the opposite arm and alternate arms to complete the set.

3. Side Lunges – Take a wide step out to the left. Bend your left knee as you push your hips back. Keep both feet flat on the floor throughout the lunge. Push off with your left leg to return to standing. Perform 10 on the left side before switching to the right. For an added challenge, bounce the ball with each lunge to the side.

4. Footy Froggers – Begin in plank position on all fours, with your body in a straight line and your legs and arms shoulder-width apart. Stack your hands under your shoulders. Jump forward like a frog into a wide squat position. Your knees and feet should land just outside of your elbows. Jump back into the plank position and repeat. Incorporate a football for an extra challenge.

5. Fall and Catch – Kneel on the floor and drop forward, putting your hands out in front to catch yourself before hitting the ground. From this position, push your body back up to a kneeling position. If pushing back up is too difficult, crawl back up to the starting position.

6. Sprinter Sit-Ups – Lie on your back with your legs out straight and your arms down by your sides. Then raise both legs just slightly off the ground. Beginners may keep one leg on the ground. Then, sit up, moving to balance on your butt as you bend one knee and bring it in toward your chest.

7. Jumps Over the Ball – Place ball in a middle of a mat, then jump over the ball with both feet as quick as possible. Ensure the knees are softly bent on landing.

8. Push-Up to Ball – One hand on the ball, do one push-up with the left hand on the ball and then roll the ball to the right hand and do a push-up.

9. Russian Twists – Sit with bent knees and your feet pressing firmly into the floor, holding a football into your chest. Sit back slightly, keeping your spine straight. Exhale as you twist to the left, punching your right arm over to the left side. Inhale back to centre, and then do the opposite side. Complete 10 per side (20 in total).

Joker = Single Leg Kicking

COOL DOWN (2 minutes)

Cover off on the importance of strength training, while stretching each muscle group. Hold each stretch for 30 seconds to 1 minute.

Roles

Students will:

- + Participate in the warm-up activity.
- + Participate in a game that is cognitive challenging while making exercise fun.
- + Participate in the exercise activities.
- + Participate in warm-down stretches.

Teachers/parents will:

- + Organise and model all activities.
- + Assist students where needed and necessary.
- + Provide students with examples of activities or sports in which they might be interested in participating in to keep active.
- + Lead group discussion and provide feedback and links where appropriate.



Conclusion Strategy

Discussion points include:

- ✦ Exercise does not necessarily have to be hard, it is important to find something that you enjoy to make it fun and keep you motivated to participate. It might be riding your bike, walking the dog or going for a swim. The important thing is you keep your body moving daily.
- ✦ Setting fitness goals can also help to keep you motivated each week, to be able to track your progress and help you to become fitter. This might be starting with 10 star jumps but aiming to get to 20 star jumps in a minute over the space of a few weeks. You can reset these along your fitness journey.
- ✦ Developing a fitness game, like Pods Poker, you can do at home or with a friend can also help motivate you to keep moving.

Discussion guide:

- ✦ Discuss the importance of making exercise fun and finding something you enjoy doing.
- ✦ Encourage independent practice post lesson.
- ✦ Develop quiz questions relating to exercise (i.e. How many days a week should we be active?).

Equipment Needed

- ✦ Gym mat (if available)
- ✦ Runners
- ✦ Water bottle
- ✦ Football or alternative ball
- ✦ Set of cards

Time Required

20 minutes

IEP Considerations

- ✦ Introducing step-by-step instruction cards based on level of cognitive ability.
- ✦ Modify exercises to suit mobility.
- ✦ Physical accessibility for all students.
- ✦ Students with injuries – warm up and cool down.
- ✦ Appropriate clothing/footwear and protection.
- ✦ Weather conditions.



HERO IN TRAINING

Part B – Creation Station

Lesson Outcomes

1. Outline the process of recipe writing and the ability to follow a method.
2. Encourage students to get creative in the kitchen and get excited about cooking.
3. Ability to identify healthy alternatives to quick and easy snacks on the go.

Learning Activities

Students can participate, individually or in small group in developing their own healthy recipe. Teachers talk about the process of recipe writing, which includes:

1. **Title and Time:** Before you get started with the recipe, it is important to note down the name of the dish as a title, as well as how long it will take to make.
2. **Ingredients:** The starting point of all recipes is a table of ingredients which highlights what is needed to make the recipe, it should also include measurements for how much of each ingredient is required.
3. **Method:** The method is a key part of the recipe, it involves describing in writing how to perform each step of the recipe, a useful tool here is to incorporate some pictures, so that people can visualise each step. If you are using the oven, it is important to put “pre-heating the oven” as one of the first steps. This gives the cook plenty of time to heat up the oven while they are preparing the rest of the ingredients.
4. **Picture of Finished Product:** It is important to show a picture of the completed product so that people have an idea of how their food should look at the end.

Students are then challenged to write a recipe for a veggie slice or healthy muffins. They will be required to think creatively about the type of ingredients they would like to add to the recipe to make it your own. Students then follow the recipe and create their dish.

Note: Ensure hands are washed before starting cooking and supervise the use of equipment.

RECIPE: Veggie Slice Example

Instructions:

1. In a non-stick frypan gently fry the onion in olive oil until softened. Add the peas, spinach and kale, cook until they begin to wilt.
2. Mix together the eggs and cheese, add some cracked black pepper and a pinch of salt.
3. Pour the egg mixture into the pan. Cook for two minutes to set the bottom of the frittata.
4. Place in an oven for 8–10 minutes to finish cooking the frittata.
5. Once cooked remove from the oven and leave aside to fully cool.
6. Cut into piece to take to school for a snack or have a serve with a light salad at lunch.

Roles

Students will:

- Participate in developing their own recipe and the cooking activity.
- Participate in the discussion of ingredients and nutrition.
- Trial the dish they made.
- Be able to download and print the recipe card to take home to practise cooking at home and create their own cookbook of their favourite recipes.

Teachers/parents will:

- Organise and model all activities.
- Assist students with an overview of ingredients and nutrition.
- Demonstrate and help facilitate the recipe method.
- Lead group discussion and provide feedback and links where appropriate.

Conclusion Strategy

Discussion points include:

- Discuss the key steps in creating a recipe (see lesson activity section).
- Recipes typically require dry and wet ingredients that when combined form the basis of a recipe and make delicious flavour combinations. Help students to identify great flavour combinations (i.e. cheese and herbs).
- Being mindful of what is healthy and unhealthy, we can learn how to make healthy food more interesting and enjoyable. Many recipes can be tweaked to include healthy ingredients or just incorporated into our diets as sometimes foods.

Discussion guide:

- Ask students to identify how they can find or alter a recipe to make their favourite dish out of healthy ingredients (related to the five food groups).
- Encourage independent practice post lesson.
- Develop quiz questions to check for learning (i.e. What should you include in a recipe write-up?
 - a) Time
 - b) ingredient list
 - c) method
 - d) all of the above)



Equipment Needed

- ✦ 8 eggs
- ✦ 100g tasty cheese
- ✦ 1 onion diced
- ✦ 100g peas
- ✦ 1 bunch spinach
- ✦ 1 bunch kale
- ✦ Olive oil
- ✦ Black pepper
- ✦ Sea salt
- ✦ Saucepan
- ✦ Oven dish
- ✦ Chopping board
- ✦ Knife
- ✦ Wooden spoon

Time Required

30 minutes

IEP Considerations

- ✦ Introducing step-by-step cards or verbal instructions based on level of cognitive ability.
- ✦ Modify ingredients based on allergies and food intolerances.
- ✦ Supervision for the use of the stove, oven and knife.

Review Assessment

Key Criteria

Students will be assessed on:

- ✦ Their understanding of an active lifestyle and why it is important to be active.
- ✦ Their ability to participate in the exercise activities.
- ✦ Their participation in group discussion on the importance of balance training for the body.
- ✦ Their participation in group discussion on making fitness fun.
- ✦ Their ability to link exercise and healthy eating together.
- ✦ Their ability to creatively develop and follow their own recipe.

Evaluation

Rate effectiveness of the lesson based on the following scales from 1 to 5:

O (organisation)

R (resources)

B (behaviour)

I (interest)

T (timing)

Lesson Notes

