

Health and Nutrition – Nutrition and Sports

An educational
resource for

**Years
3–4**

Discover Aussie Dairy

Learning Areas and Australian Curriculum Content



Health and Physical Education

Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts. (AC9HP4P01).

Interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours. (AC9HP4P09).

Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing. (AC9HP4P10).

Lesson Objective

In this lesson, students will continue their study of health and nutrition, focusing on nutrition in a sporting sense. Students will look at the diets athletes eat compared to the general public, considering how healthy and nutritious food can support their sporting aspirations and provide opportunities for critical reflection, goal setting, and physical activity. The lifestyle diary (from Lesson 1) will provide a basis for the learning as students consider, explore, rationalise, and work towards their goals. Students will set SMART goals by using the SMART method of goal setting.

The learning within this lesson relates closely with and builds on the content delivered in Lesson 1. Therefore, it is highly recommended that you review the content from Lesson 1 with students at the beginning of this lesson.

Lesson Overview

Activity 2.1 – Inspirational Athletes (30 mins)

Activity 2.2 – What Are SMART Goals? (50 mins)

Activity 2.3 – Writing SMART Goals (20 mins)

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Note: Schools are responsible for generating their own risk assessments for activities. Risk assessments should address the potential hazards associated with using dairy products in the classroom, including foodborne illnesses, allergies, slips/falls, and cross-contamination, and propose control measures such as allergy awareness, accident prevention, and hygiene practices to ensure a safe learning environment for students.



Teacher guide

ATTRIBUTION, CREDIT & SHARING



This resource was produced by Primary Industries Education Foundation Australia (PIEFA) in collaboration with Dairy Australia. Primary Industries Education Foundation Australia's resources support and facilitate effective teaching and learning about Australia's food and fibre industries. We are grateful for the support of our industry and member organisations for assisting in our research efforts and providing industry-specific information and imagery to benefit the development and accuracy of this educational resource.



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Resources and Equipment



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Activity 2.1 – Inspirational Athletes

- 1 Whiteboard/Centralised area
- 2 Worksheet 2.1a – Inspirational Athletes

Activity 2.2 – What Are SMART Goals?

- 1 Digital devices
- 2 Worksheet 2.2a – Lifestyle Diary – Smart Goals
- 3 Sports cones for marking interval distance, tape measure
- 4 [Audio beep test 10m \(youtube.com\) \(17:08\)](#)

Activity 2.3 – Writing SMART Goals

- 1 Worksheet 2.2a – Lifestyle Diary – Smart Goals

Lesson Guide



Activity 2.1 – Inspirational Athletes

Students will learn the importance of a balanced diet in achieving physical fitness goals. The differences and similarities between the diets of athletes and the general public will be discovered through the use of a Venn diagram and the Australian Guide to Healthy Eating.

- a Begin the lesson by revisiting the content delivered in Lesson 1. Check in with the class on how the changes to their morning routines are going, or initiate a brainstorm relating to balanced diets and balanced lifestyles.
- b Explain to students that in this lesson, they will be looking at how nutrition can assist them in sports and physical activity. Throughout the lesson, students will have the chance to get outside and be active as well as set some SMART goals in relation to their physical activity.
- c Engage the class in a discussion about an athlete/sportsperson who inspires them.
- d Distribute **Worksheet 2.1a – Inspirational Athletes**. Read through each of the athlete profiles on page 1 and ask students to write in the correct athlete next to each profile. (Answers page 9–10).
- e Brainstorm as a class what types of food students think athletes typically eat to support their performance. Encourage them to consider different sports and how the nutritional needs might vary for each type of athlete. Write student answers in a centralised area. As students contribute their ideas, ask them to provide a rationale to encourage higher-order thinking. Students then complete page 2 on **Worksheet 2.1a – Inspirational Athletes**, filling in the Venn diagram for each circle with what the general public eats, what athletes eat, and what the Australian Guide to Healthy Eating recommends. (Answers page 9–10).
- f Review the [Australian Guide to Healthy Eating | Eat For Health](#) from Lesson 1. Reinforce student learning from Lesson 1 and explain to the class that the Australian Guide to Healthy Eating recommends that athletes eat a similar diet as any other person, but with more serves. It is strongly recommended to athletes that they consume plenty of carbohydrates, especially in the lead-up to an event, because they provide large amounts of lasting energy. It is also recommended to athletes that they consume dairy products, as these foods contain lots of vitamins and minerals that our bodies need for muscle recovery after exercise. Milk is also great for hydration, especially flavoured milk as it provides extra carbohydrates for energy and electrolytes like potassium and magnesium. It provides extra nutrition compared to a sports drink. Like any other person, athletes are strongly encouraged to minimise their intake of junk or discretionary foods such as biscuits, cakes, fried foods, and chips because they are low in nutritional value and high in energy.

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Activity 2.2 – What Are SMART Goals?

Students will learn what SMART goals are and will develop an understanding of how to use them. They will participate in a practical beep test activity, where they will establish their own goal to respond to challenges, success, and/or failures with optimism and persistence.

- a Brainstorm as a class what we want our bodies to achieve. Guide the discussion by providing some examples. For example, you might like to run 5 km, master a new position in yoga, or learn a new sport. It is important to set an understanding prior to this discussion that everyone has different fitness levels and interests, and therefore we will all have different goals. Remind students that we must be respectful and supportive of our peers' goals.
- b Explain to students what a SMART goal is and how to set one.
- c The SMART way to set goals was made by a man named George T. Doran in 1981. "SMART" stands for:
 - Specific: This means your goal should be clear. You need to know exactly what you want to do and who is involved, when and where it will happen, and why it's important.
 - Measurable: You should be able to check your progress. This means setting small steps or targets to see how close you are to reaching your goal.
 - Achievable: Your goal should be something you can really do. Think about whether you have what you need to make it happen and, if not, what you need to get to do it.
 - Relevant: The goal should link closely with something else you would like to achieve. For example, if you are working towards competing in a race, a relevant goal is to run a certain length of distance within a certain time.
 - Time-bound: Your goal should have a deadline. You need to know when you want to finish it and set dates for your progress along the way.
- d Use a school sporting team as an example for the class. Unpack the example using the sub-headings of a SMART goal to develop students' understanding. An example of this is included below:
 - **S** – The school soccer team wants to score five goals in one match.
 - **M** – Record the number of goals scored each match and consider what factors led to this number.
 - **A** – How many goals is the team currently scoring? How can the team score more? Consider including extra training time for the team.
 - **R** – This goal is relevant because the soccer team would like to win the whole competition.
 - **T** – The timeframe for this goal is before the end of the season.
- e Distribute **Worksheet 2.2a – Lifestyle Diary – Smart Goals**. Read through the information on SMART goals on page 1 with the students and instruct them to answer questions a to d.
- f Explain to the class that for the next activity, they will be going outside to participate in a running activity. Before taking the students outside, ensure that students have water bottles, hats, and sunscreen on, in line with any school policies.
- g When the class is in a suitable environment for physical activity, explain to students that they will be participating in the beep test. It is important to reinforce that 'the beep test' is simply a name and that they will not be tested. Students are participating in this exercise as a method for goal setting, and understanding the challenges, successes, and possible failures that come with a goal. The focus of this activity is on positivity, persistence, and resilience.
- h Set up two rows of cones 10 metres apart and allow students to warm up and do some stretching.

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- i Explain to the class that their goal is to run between two cones that are 10 metres apart. The challenge is to get there before they hear the beep. The beeps start off far apart, and the time to travel the distance gets shorter and shorter as they progress through the levels. If a student misses a beep, they must try and catch up before the next beep. If they do not reach the cone before the beep, they need to clear the area for their peers who are still running. Notify the class that there are 21 levels to the test, and explain to students that a result between 10–12 is seen as excellent worldwide. If needed, use the children's version [AUDIO BEEP TEST 10m \(youtube.com\)](#) (17:08).
- j Line the class up at the starting point and begin the test. Allow students to participate in it for as long as possible. When all students have finished the beep test, gather the class together and ask students to raise their hands if they believe that they can improve upon this score and run for longer.
- k Students set their goals for the second test. Give students one minute to consider what they would like to achieve, and then ask them to share this goal with one of their peers. Remind students to consider SMART goal setting throughout this activity.
- l Once the goals have been set, run the test a second time for the class.
- m Bring the class together to do some stretching. Take some deep breaths to encourage a sense of calm. Discuss with the students how they felt about either attaining or not attaining their goals. Remind students of the importance of persistence and resilience in attaining goals and congratulate the class on participating and giving their personal best before returning to the classroom.

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Activity 2.3 - Writing SMART Goals

Students will create their own SMART goals relating to exercise and nutrition. They will develop a stronger understanding of the benefits of regular physical activity on overall health and well-being.

- a Instruct students to use page 2 of **Worksheet 2.2a - Lifestyle Diary - Smart Goals** to set both an exercise goal and a nutrition goal (encourage the class to recall learnings from the Lesson 1). Remind students to consider SMART goal-setting strategies as they do this. Students' goals are personal to them, their interests, and their level of fitness, and they must be supportive and respectful of the goals of their peers. If required, review the goals that were stated in the earlier brainstorming if this will enhance the goals that are set by individual students within the class.
- b Invite students to share one of their SMART goals with a partner, emphasising that they must be supportive and respectful of the goals of their peers. As a homework task, encourage students to take home their SMART goals to share and discuss them with their parents or carers.

Answers



Answer

Activity 2.1 – Inspirational Athletes

Worksheet 2.1a Inspirational Athletes

- 1 – Haile Gebreselassie (Ethiopia) – Set multiple world and Olympic records for the men's 5,000 and 10,000 metres before becoming the first man in history to run the Berlin Marathon (42.195 km) in less than two hours and four minutes with a time of 2:03:59.
- Nadia Comaneci (Romania) – Won five Olympic medals in 1976 and was the first ever gymnast to score a perfect 10, which she went on to do seven times.
- Michael Phelps (USA) – At the Beijing 2008 Olympic Games, Phelps not only set seven different world records, but he also won eight gold medals.
- Usain Bolt (Jamaica) – The fastest human in recorded history, running 100 metres in 9.58 seconds.
- Sir Don Bradman (Australia) – Hailed as the greatest cricketer of all time, he averaged 99.94 runs per inning across his career. The next best average is 61.87 runs per innings.
- Emma McKeon (Australia) – Has won a total of 14 Olympic medals in swimming, holding the record for the most Olympic medals won by an Australian. She has competed in three Olympic games.

2 No. Students may mention that athletes have more serves per day.

3 Student responses will vary. The Australian Guide to Health Eating recommends:

Vegetables	Fruits	Dairy and/or alternatives (milk, cheese, and yoghurt)	Proteins (Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans)	Grains (cereal foods, mostly wholegrain)
Boys and girls 4–8 years: 4 ½	Boys and girls 4–8 years: 1 ½	Boys 4–8 years: 2 Girls 4–8 years: 1 ½	Boys and girls 4–8 years: 1 ½	Boys and girls 4–8 years: 4
Boys and girls 9–11 years: 5	Boys and girls 9–11 years: 2	Boys 9–11 years: 2 ½ Girls 9–11 years: 3	Boys and girls 9–11 years: 2	Boys 9–11 years: 5 Girls 9–11 years: 4
Men 19–50 years: 6 Women 19–50 years: 5	Men and Women 19–50 years: 2	Men and Women 19–50 years: 2 ½	Men 19–50 years: 3 Women 19–50 years: 2 ½	Men and Women 19–50 years: 6

- A serve of vegetables which can be equal to half of a medium-sized potato or half a cup of carrots.
- A serve of fruit which can be equal to one medium-sized apple or pear, or two small apricots.
- A serve of grains which can be equal to one piece of bread or half a cup of pasta.
- A serve of proteins which can be equal to two large eggs, 80g of cooked chicken, or 65g of cooked red meat.
- A serve of dairy which can be equal to one cup of cow's milk, two slices of cheddar cheese, or three-quarters of a cup of yoghurt.

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Answers



Answer

Activity 2.2 - What are SMART Goals?

Worksheet 2.2a - Lifestyle Diary - SMART Goals

- 1 a "S" in SMART stands for Specific.
- b It is important for a goal to be time-bound because it helps set a deadline for completing and for tracking progress along the way.
 - c "Measurable" means being able to track progress by setting small steps or targets.
 - d It's important for a goal to be achievable so it can realistically be attained with the resources available or acquired.

Activity 2.3 - Writing SMART Goals

Worksheet 2.2a - Lifestyle Diary - SMART Goals

Student responses will vary for their individualised SMART goals.

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