

Health and Nutrition – General Nutrition

Lesson 1

Design and Technologies
Health and Physical Education

Discover Aussie Dairy

An educational
resource for

**Years
3–4**

Learning Areas and Australian Curriculum Content



Design and Technologies

Describe the ways food can be selected and prepared for healthy eating (AC9TDE4K04).

Health and Physical Education

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

Lesson Objective

This lesson encourages students to explore key aspects of well-being, with a focus on nutritious foods. They will explore what a balanced diet looks like, investigate food groups, and understand how nutrition benefits the body. Students will connect these ideas to their daily lives and begin completing a lifestyle diary in order to understand the contributions of food to the overall support of their physical, mental, and emotional well-being.

Lesson Overview

Activity 1 – Healthy Eating and the Five Food Groups (30 mins)

Activity 2 – Making Healthy Food Choices (40 mins)

Activity 3 – Planning for Health and Well-being (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.

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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Teacher
guide

Resources and Equipment



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Activity 1.1 – Healthy Eating and the Five Food Groups

- 1 Digital devices
- 2 [Australian Guide to Healthy Eating | Eat For Health](#)
- 3 [Discover Dairy Everyday Nutrition Interactive](#)
- 4 Worksheet 1.1a – Food Groups and Healthy Eating
- 5 [Healthy Eating for Children Poster](#)
- 6 [Pop Quiz | Pre Quiz](#)

Activity 1.2 – Making Healthy Food Choices

- 1 Digital devices
- 2 Worksheet 1.2a – Lifestyle Diary
- 3 [How Much Dairy Do Kids Need?](#) (2:02)
- 4 Worksheet 1.2b – The Domains of Well-being

Activity 1.3 – Planning for Health and Well-being

- 1 Music for guided relaxation, e.g. classical piano, nature sounds (optional)
- 2 Worksheet 1.2a – Lifestyle Diary

Additional Resources

[Food and Fitness For Children](#)

Lesson Guide



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Activity 1.1 – Healthy Eating and the Five Food Groups

Students will learn about the components of a healthy and balanced diet, including what constitutes a serve of each of the five food groups and what this may look like in their daily food intake.

a Introduce the topic of healthy eating by encouraging a class discussion on what being healthy means. Some stimulus questions include:

- What is meant by ‘being healthy’?
- What do humans need to do to be healthy?
- Why is it important to eat healthy foods?
- Why should we exercise?
- What about our mental health? How do we look after this?
- Who cares if you eat healthily?

(Answers page 9)

b Discuss with students that being healthy means feeling good and having the energy to play, learn, and do everyday activities. It involves eating nutritious foods, staying active through play or exercise, getting enough sleep, and taking care of their bodies, like brushing their teeth and washing their hands. For children, being healthy also includes emotional well-being—feeling happy, loved, and supported by friends and family.

c Display the [Australian Guide to Healthy Eating | Eat For Health](#) and explain that eating a range of nutritious foods from the five food groups keeps us healthy. Engage students in a riddle activity to uncover the names of the five different food groups whilst displaying the image. The riddles are:

- “You could eat me for breakfast or eat me for dinner. If I make up about a third of your daily diet, then you are a winner.”
(This is the grain food group. Foods such as breads, breakfast cereals, grains, and other products such as pasta are included in this food group.)
- “Delicious and creamy, I normally come from a cow. Whenever you eat me, you might say wow!”
(This is the dairy food group. Foods such as milk, calcium-fortified soy beverages, yoghurt, and cheese are included in this food group.)
- “I make a great snack or the centrepiece of a meal. I could come from an animal or lots of other things, but I always taste unreal!”
(This is the protein food group. Foods such as lean meats like beef, poultry like chicken, eggs, fish, and nuts are included in this food group.)
- “My foods are all the different colours of a rainbow, and I’m one of the healthiest things you can eat, don’t you know?”
(This is the vegetables/legumes food group. Foods such as broccoli, mushrooms, lettuce, and legumes [beans] such as chickpeas and lentils are included in this food group.)
- “I’m yummy, colourful, and sweet, I come in all shapes and sizes. But I’m best when I’m ripe to eat!”
(This is the fruit food group. Foods such as berries, oranges, peaches, bananas, apples, and grapes.)

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d As a class, view the [Discover Dairy Everyday Nutrition Interactive](#) to learn about the five food groups and the required serve sizes for a child aged 4–8 years old. Discuss that sugar is not a food group. It is a type of carbohydrate that is found naturally in foods like fruits and milk but added sugars (like in sweets and soft drinks) are not part of a food group and should be eaten in small amounts to maintain a healthy diet.

e **Distribute Worksheet 1.1a – Food Groups and Healthy Eating** and assist students in completing it using the interactive. (Answers page 11)

f Brainstorm as a class how we might use the information found in the interactive and the [Australian Guide to Healthy Eating | Eat For Health](#) to determine our daily diet. Questions that may guide this discussion include:

- How much food do you think is the right amount to eat in one day?
- Should you eat the same amount of everything as an adult?
- What do you think makes up ‘a serve’?
- Think about what you eat in a day. What seems reasonable to you and why?

Introduce the idea that what constitutes a serve size changes depending on the type of food it is.

g Display page 2 of the [Healthy Eating for Children Poster](#) and explain to the class what constitutes a serve size for each food group. Reinforce the idea that these are simply examples, and there are many different foods that can be eaten to reach the recommended amount of serves each day.

Optional: Bring in real food to demonstrate these serve sizes to enrich learning by providing a visual for students. Note that teachers are responsible for carrying out their own risk assessment considering student allergies.

h Students use digital devices to individually complete the self-marking [Pop Quiz | Pre Quiz](#). Alternatively, this may be projected and completed as a class. (Answers page 11)

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Activity 1.2 – Making Healthy Food Choices

Students will learn how eating a balanced diet can support them in everyday life, maintaining energy levels, emotional regulation, and the ability to focus. They will complete a lifestyle diary in order to understand the contributions of food to the overall support of their physical, mental, and emotional well-being.

- a As a class, brainstorm what students want their bodies to be able to do. (For example, you want your body to be able to move, have the energy to participate in sports, help you focus in school, be free from disease, feel well-rested, and feel happy and healthy).
- b Explain to the class that the nutrients found in food can help our bodies achieve many things whilst also helping us to feel happy and healthy. This is one of the reasons that everyone should try to consume a balanced diet, to ensure that our bodies are getting all the nutrients needed to grow, move, and function.
- c Highlight the dairy food group. Dairy products such as milk, yoghurt, and cheese form one of the food groups that make up a balanced diet. This is because there are many established health benefits to eating dairy products due to the essential nutrients that can be found in them. Nutrients found in dairy include calcium, protein, phosphorus, potassium, magnesium, and zinc; all these nutrients are used to build strong and healthy bones. It is particularly important to eat dairy products because the body cannot create calcium on its own, so we must get it from the food we eat. This makes dairy an essential part of any balanced diet.
- d View the video [How Much Dairy Do Kids Need?](#) (2:02)
- e Reinforce the importance of nutrients by providing tryptophan and serotonin as examples. Tryptophan is an amino acid that can be found in certain foods, such as milk, eggs, cheese, and chicken, and it helps our bodies make serotonin. Serotonin is the chemical in our brains that helps us to feel happier and healthier, allowing us to sleep and control our emotions better.
- f Distribute **Worksheet 1.2a – Lifestyle Diary** (page 15) and explain the food diary activity. Students recall what foods they consumed the previous day (breakfast, lunch, dinner, and snacks). As they record each food item, ask them to estimate how much they had and write down how they felt after eating it. (Answers page 11)
- g Explain to students that they will be completing their lifestyle diary as a homework task for three consecutive days, documenting the food they eat, the exercise they complete, and the amount of sleep they have each night.
- h Bring the class together and introduce the idea that there is more to health and well-being than just nutrition by initiating a brainstorm about which activities help us feel happy and healthy. Contribute to this discussion by providing examples such as: I feel happy when I take time to do some reading before bed because I sleep better, or I feel healthy when I choose to walk to school instead of driving because it makes me feel energised. Encourage the students to add their own ideas and experiences.
- i Distribute **Worksheet 1.2b – The Domains of Well-being** and read through the definition of, and the five domains pertaining to, well-being.
- j Students complete **Worksheet 1.2b – The Domains of Well-being** by recalling one activity that helps them feel happy or healthy and then categorising this activity into one of the five domains of well-being. Students will then walk around the room, communicating their activity with their peers. As students find peers whose activity is in the same domain as theirs, they are to team up and continue on. This is repeated until the class is split into five different domains. Students will then record their results in the table on the worksheet. (Answers page 11)
- k Reconvene as a class to reinforce the importance of well-being, and the many ways it can be supported, including nutrition, decreasing screen time, engaging in positive relationships, physical activity, being outdoors, and using our brains.

Lesson Guide



Activity 1.3 – Planning for Health and Well-being

Students will explore one of the ways they can support their cognitive well-being and identify their current lifestyle practices and think about future practices that will support their ongoing health and well-being.

- a Ask the students to spread out around the room and find space where they can sit comfortably on a cushion or chair, or lie down on the floor. Optional: Play some quiet and calming music to assist students in focusing. Soundtracks that work well include quiet piano music or nature sounds such as rushing waterfalls or the sound of rain.
- b Instruct the class to close their eyes and take five big, deep breaths. Lead the class in a guided relaxation body scanning exercise. In a body scanning exercise, the brain is focused on the different parts of the body (which may result in some tingling in these areas as the brain hones in on them) one by one, all the way from the top of the scalp through to the tips of the toes. Filter through the following body parts: the scalp, the head, the neck, the shoulders, the arms, the hands and fingers, the chest, the torso, the abdomen, the back, the hips, the legs, and finally, the feet and toes. Spend approximately 10 seconds on each body part before progressing to the next.
- c Following the body scan, ask the class to take three more deep breaths before wiggling their fingers and toes and opening their eyes when they are ready.
- d Ask students if they would like to share how the exercise made them feel. Explain that students might like to use this as a way to relax in the evening when going to bed or any other time they would like to feel calm.
- e Instruct students to create a three-step plan for a balanced day and record it on **Worksheet 1.2a – Lifestyle Diary** (page 15). This plan should focus on what they do in the morning to set themselves up for a balanced, happy and healthy day. This includes exercising the brain (possibly through meditation, playing a memory game, or doing some reading), exercising the body (this could be walking to school or doing some stretching before breakfast), and fuelling the body with a healthy breakfast. Allow students time to set these plans. (Answers page 11).
- f Encourage students to try this plan every day for the next week to see how they feel and how it affects their daily lives. Invite some students to share their plans with the class to create a supportive classroom environment.

Answers



Answer

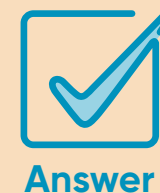
Activity 1.1 – Healthy Eating and the Five Food Groups

- a) Student responses will vary. Some suggested responses may include
- Being healthy means taking care of your body and mind so that they can function well. It involves eating nutritious foods, staying active, getting enough rest, and looking after mental health to feel good physically and emotionally.
 - To be healthy, humans need to eat a balanced diet, exercise regularly, get enough sleep, maintain good hygiene, and take care of their mental well-being by managing stress and building positive relationships.
 - Eating healthy foods gives the body the nutrients it needs to grow, repair itself, and have energy. It also helps prevent diseases and keeps the body strong and functioning properly.
 - Exercise keeps our muscles, bones, and heart strong. It helps improve our mood, boosts energy levels, and supports physical health by reducing the risk of diseases.
 - Mental health is just as important as physical health. We look after it by managing stress, talking about our feelings, spending time with people we care about, and doing activities that make us feel happy and relaxed.
 - Your parents and family, doctors, teachers, and even you should care because eating healthily helps you feel good, do well in school and activities, and stay strong and happy.

Worksheet 1.1a – Food Groups and Healthy Eating

- 1 Fruits, Vegetables, Grains, Proteins (such as meat and meat alternatives, fish, eggs, legumes/beans, tofu, and nuts) and Dairy (such as milk, cheese, and yoghurt).
- 2 Vegetables, Legumes, and Beans: Nearly all Australians (99%) aged 2–18, and 9 in 10 adults aged 19 and over do not eat the recommended number of daily serves of vegetables. Most Australians consume less than half of the recommended five daily serves. (Dieticians Australia, 2022). Dairy and Dairy Alternatives: After age nine, dairy consumption drops significantly, with more than 80% of Australians not meeting the recommended daily intake (Australian Institute of Health and Welfare, 2018).
- 3 You should eat foods high in sugar, salt, and unhealthy fats in moderation because too much of these can lead to health problems like obesity, heart disease, high blood pressure, and tooth decay. Eating them sparingly helps maintain a balanced diet and keeps your body healthy.

Answers



Worksheet 1.1a - Food Groups and Healthy Eating

How much of each food group I should eat each day

Note: The order each food group appears in the table will vary.

Image					
Name of food group	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)
Number of serves a person my age (----- years old) should eat each day	<p>Answers will vary</p> <p>Boys and girls 4–8 years: 4 ½</p> <p>Boys and girls 9–11 years: 5</p>	<p>Answers will vary</p> <p>Boys and girls 4–8 years: 1 ½</p> <p>Boys and girls 9–11 years: 2</p>	<p>Answers will vary</p> <p>Boys 4–8 years: 2</p> <p>Girls 4–8 years: 1 ½</p> <p>Boys 9–11 years: 2 ½</p> <p>Girls 9–11 years: 3</p>	<p>Answers will vary</p> <p>Boys and girls 4–8 years: 1 ½</p> <p>Boys and girls 9–11 years: 2</p>	<p>Answers will vary</p> <p>Boys and girls 4–8 years: 4</p> <p>Boys 9–11 years: 5</p> <p>Girls 9–11 years: 4</p>

Answers



Answer

g) Examples as stated within the Australian Guide to Healthy Eating:

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

h)

1. False
2. False
3. True
4. True
5. False
6. True
7. True
8. True
9. False
10. True

Activity 1.2 - Making Healthy Food Choices

Worksheet 1.2a - Lifestyle Diary

- Student responses will vary.

Worksheet 1.2b - The Domains of Well-being

- Student responses will vary.

Activity 1.3 - Planning for Health and Well-being

Worksheet 1.2a - Lifestyle Diary

- Student responses will vary.

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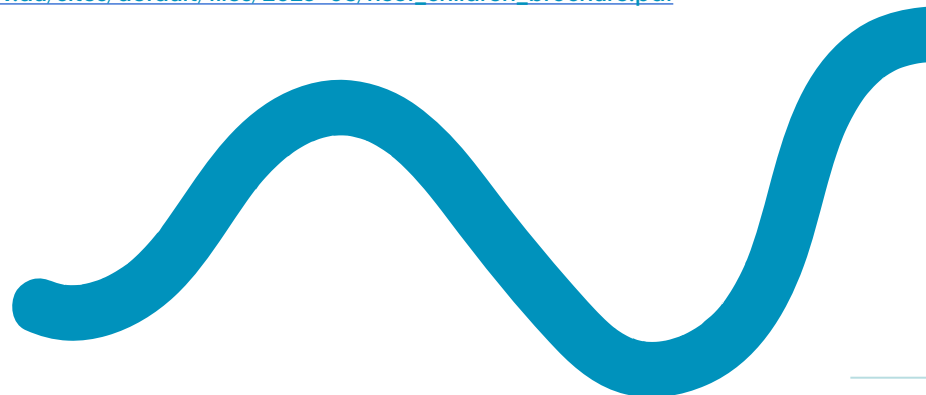
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Worksheet 1.1a

Food Groups and Healthy Eating



Healthy eating means choosing the right kinds of foods that help the body grow strong, stay healthy, and provide energy for activities like playing and learning. To eat healthily, it is important to enjoy a variety of foods like fruits, vegetables, whole grains, and drink plenty of water, while limiting sugary snacks and drinks.

Use the [Discover Dairy Everyday Nutrition Interactive](#) and answer the questions below.

1. Name the five food groups.



2. In Australia, many people are not meeting the recommended daily intake for several food groups. Which food groups do you think people are not consuming enough of?

3. What should you eat in moderation and why?

Worksheet 1.1a

Food Groups and Healthy Eating



Use the [Australian Guide to Healthy Eating | Eat For Health](#) to answer the question below.

4. Cut out the images below and paste one in each column. Complete the table to show how many serves of each food group you should eat?

Image					
Name of food group					
Number of serves a person my age (__) years old should eat each day					



Discover Aussie Dairy

Worksheet 1.2a

Lifestyle Diary

Name

Date



Activity

1. Food diary

In the table below, record what you ate for breakfast, lunch, dinner, and snacks. Record how much of that food you ate, and then describe how eating that food made you feel after eating it.

Date _____	What food did I eat?	How much did I eat?	How did this food make me feel after eating it?
Breakfast			
Lunch			
Dinner			
Snacks			

Worksheet 1.2a

Lifestyle Diary



2. Daily diary

In the table below, record all of the food you ate, the amount of exercise you completed, and the number of hours sleep you had for three consecutive days.

	What food did I eat for breakfast, lunch, dinner, and snacks?	What exercise did I complete? (Include minutes)	How many hours of sleep did I have?
Day 1 -----			
Day 2 -----			
Day 3 -----			

Worksheet 1.2a

Lifestyle Diary



It is important to have a good morning routine that will set you up well for the rest of the day. Exercising your brain and body as well as providing fuel for your body will help you to thrive throughout the day.

3. What is a good time to wake up in the morning?

4. Morning routine planner

Answer the questions below on what you can do to energise in the morning:

How will I exercise my brain?	How will I exercise my body?	How will I fuel my body?

Worksheet 1.2b

The Domains of Well-being



Read the information below and answer the questions.

Well-being can be described as the quality of a person's life. It involves a mixture of the following five domains:

Cognitive Well-being – Associated with achievement and success. This domain is inclusive of information processing, decision-making procedures, and internal motivation. This form of well-being is essential for experiencing positive and meaningful learning.

Emotional Well-being—Related with self-awareness and emotional regulation, this domain of well-being includes how well we can cope in challenging situations and is deeply informed by our capacity for self-reflection.

Social Well-being – Vital for pro-social behaviour, this domain of well-being includes our experiences of positive relationships and connectedness to others.

Physical Well-being – Nutrition falls under this domain. Physical well-being is the extent to which we feel physically safe and healthy, so it also includes physical activity and contributes to positive health outcomes.

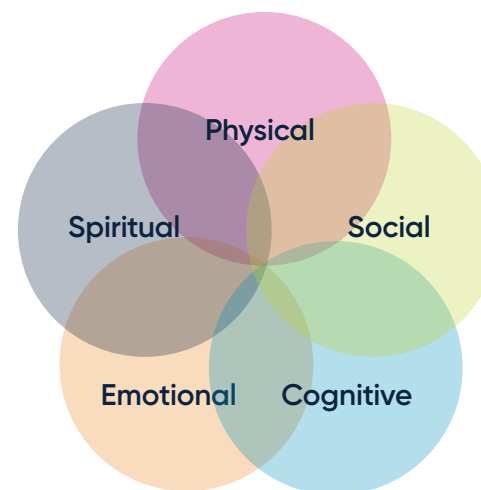
Spiritual Well-being – This can include our connection to culture, religion, or community and is largely considered as our sense of meaning and purpose.

1. Name one activity that you currently do that makes you feel happy or healthy.

.....

2. Which domain of well-being does this activity best fit?

.....



The Domains of Well-being



Walk around the room, communicating your activity that makes you happy and its well-being domain with your peers. As you find a peer whose activity is in the same domain as yours, team up and continue on. Repeat this process until the class is split into the five different well-being domains.

Record the results of your peer groups' activities in the table after forming your final group.

3. Class well-being domain match-up activity

Student Name	Activity	Well-being Domain



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