



# Beacon Education

Supporting Christian schooling worldwide

**Nutrition**

# How important is nutrition education?



# World health crisis no. 1: malnutrition and contagious diseases

Caused by:

- ◆ Poverty
- ◆ Unavailability of nutritious food
- ◆ Contaminated drinking water
- ◆ Lack of facilities for washing hands and dishes

# World health crisis no. 2: malnutrition through wrong food choices

Lifestyle diseases such as:

- cancer
- heart disease
- diabetes
- obesity

Not caused by viruses or bacteria



# Traditional diets vs. modern diet

## Traditional diets

- ◆ were/are free of factory-processed foods
- ◆ consisted of home-prepared / home-grown foods
- ◆ were/are from natural sources





# Traditional diets vs. modern diet

Modern diets include:

- ◆ processed factory-produced foods
- ◆ the great whites – sugar, salt, flour, artificial sweeteners
- ◆ highly processed oils
- ◆ artificial food additives – colourings, flavourings, preservatives
- ◆ fizz







# Modern diet and traditional diet meet in the Pacific Islands

In the Pacific Islands there is a rise in:

- ◆ cancer
- ◆ heart disease
- ◆ diabetes
- ◆ obesity

Why?

# NOT due to lack of nutritious food

- ◆ Fiji is blessed with a perfect climate for growing produce.
- ◆ Fiji is blessed with unpolluted seas where fish abound.















# The problem is...

- ◆ Mixing traditional diet with a modern Western diet.



plus



# The problem is...



plus





# The problem is...



plus



# Carbohydrate overload

- ◆ Modern processed foods containing wheat and sugar are responsible for diseases like diabetes, cancer and heart disease.
- ◆ These foods are also responsible for weight gain.
- ◆ Mixing traditional foods with modern processed foods causes a carbohydrate overload.

# What does it mean to “get back to your traditional diet?”

- ◆ Eat traditional foods, (traditional starches in moderation)
- ◆ WITHOUT adding the processed foods of modern Western society.
- ◆ Get rid of the “PLUS”

# Children's health in the 21<sup>st</sup> century



- The rapid rise in type 2 diabetes in children parallels the rise in being overweight
- Rates of childhood obesity in the Western World have risen dramatically since 1985
- Obese children have a 25-50% chance of progressing to adult obesity.
- May be as high as 87% for adolescents.



# Childhood obesity



- 40% of children aged 5-12 watch TV for more than 2 hours per day.
- Advertising junk food and drink to children is a contributor to obesity.

# Are we suffering from a nutritional deficiency?

Food can be:

nutritious



or nutritionally empty





# What do you eat in a week?

USA





# What do you eat in a week?

## Germany





# What do you eat in a week?

Ecuador

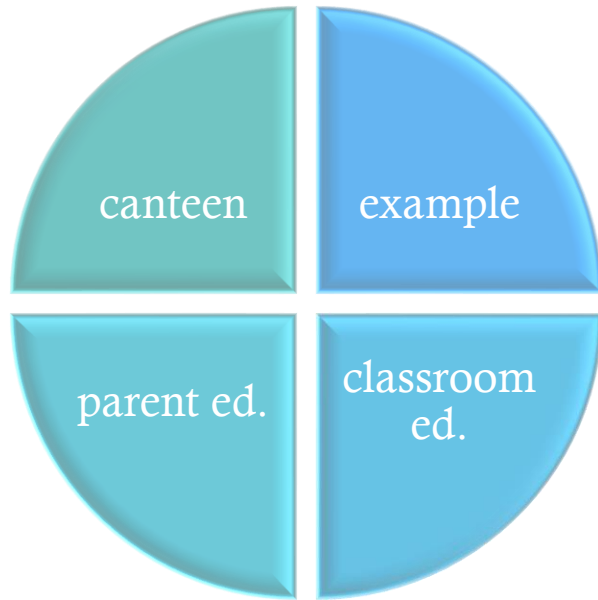


# What could you eat in a week in Fiji?

- ◆ a wealth of vegetables and fruits
- ◆ coconuts
- ◆ fish and chicken
- ◆ eggs
- ◆ dhal
- ◆ basmati rice



# What is the role of the school?



- to help the whole school community to make wise choices
  - to point out the foods which cause health problems
  - to teach the importance of natural foods
- to encourage good habits so that children can grow up to be fit to serve the Lord

# The School Canteen

“Schools need to become a beacon for the community by banning junk food in canteens.

We ban smoking in schools because we know it kills you. The same should apply to the provision on junk food.”

Dr. Peter Dingle  
Murdoch University W.A.

# The Food Pyramid

## Is it the answer to nutrition education?



The food pyramid does not indicate food **quality** – only **quantity**.



# Food additives

The Food Pyramid makes no comment on food additives.



# Food and behaviour

How does food link to concentration and behaviour?

1. Sugar – a highly processed carbohydrate

- An overload of refined carbohydrates causes adrenal fatigue.
- Sugar and other refined carbs gives an energy 'high' which is followed by an energy 'low'.



# Food and behaviour

## 2. Food additives

- Many food additives have an over-stimulating effect on the brain e.g. 282, a preservative in bread
- Many food additives have been shown to have detrimental effects on long-term health.

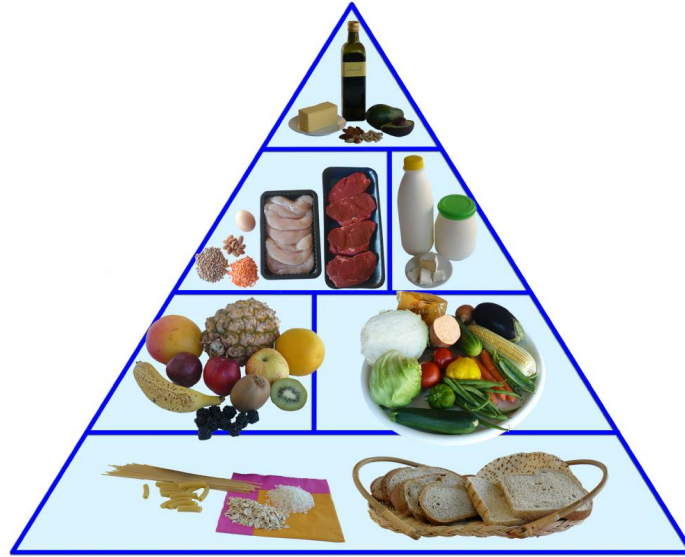




Welcome to the **New Start**  
healthy food and fitness program.

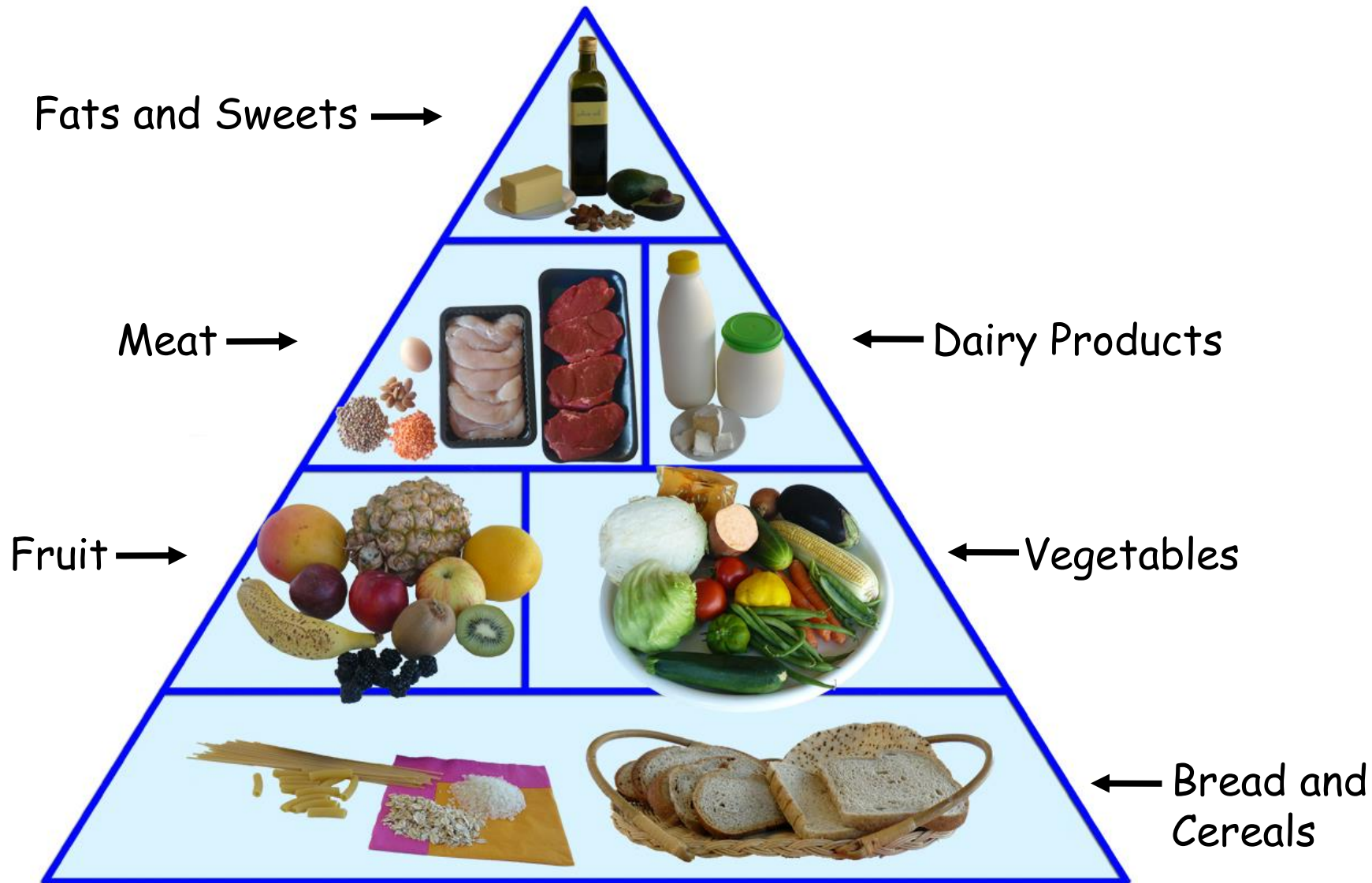


# The Food Pyramid



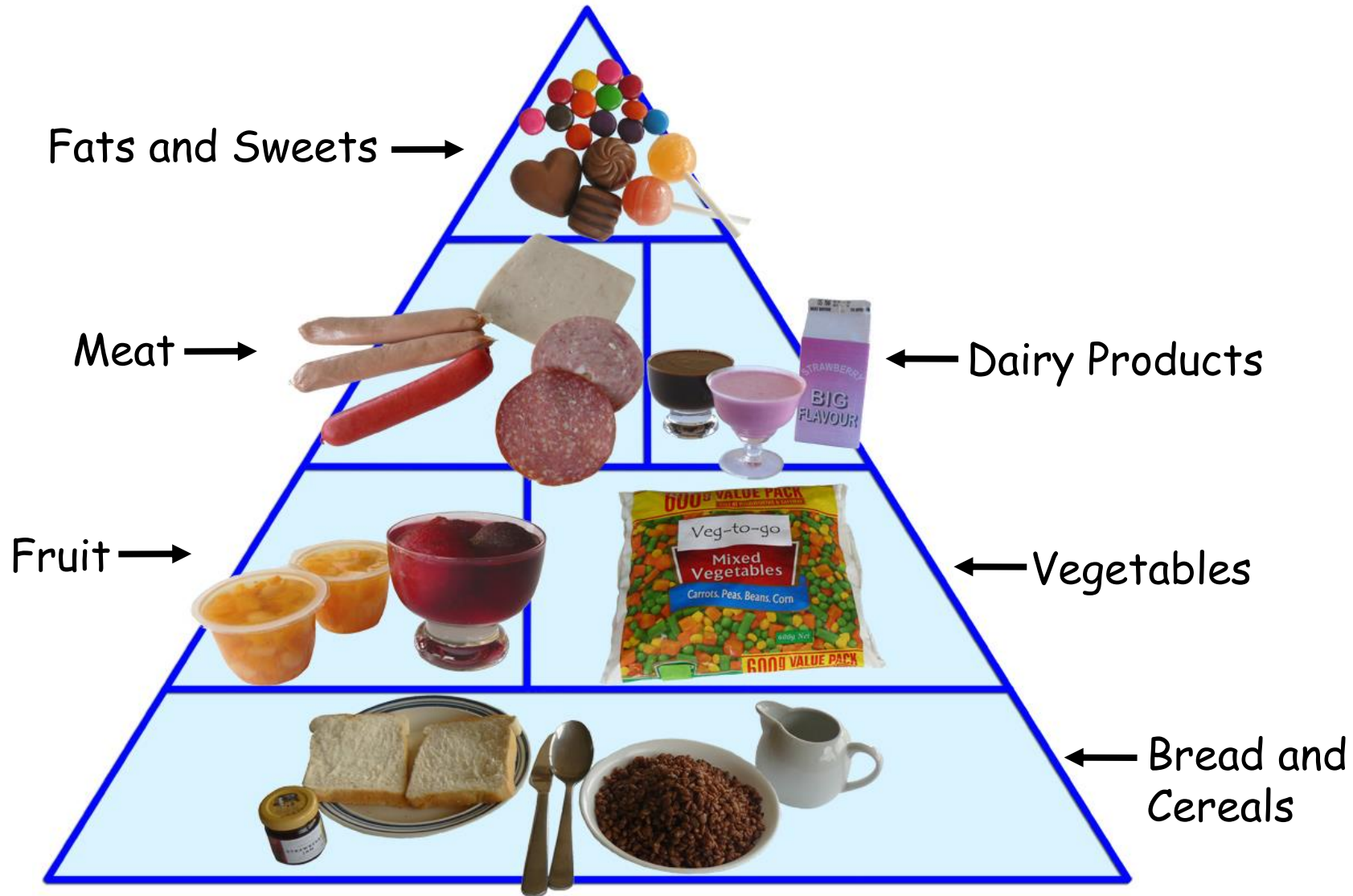
- It helps us to eat a variety of foods.
- It tells us to choose foods from each section every day.

# A food pyramid containing healthy foods





Here's another food pyramid.  
This one does not contain healthy foods.



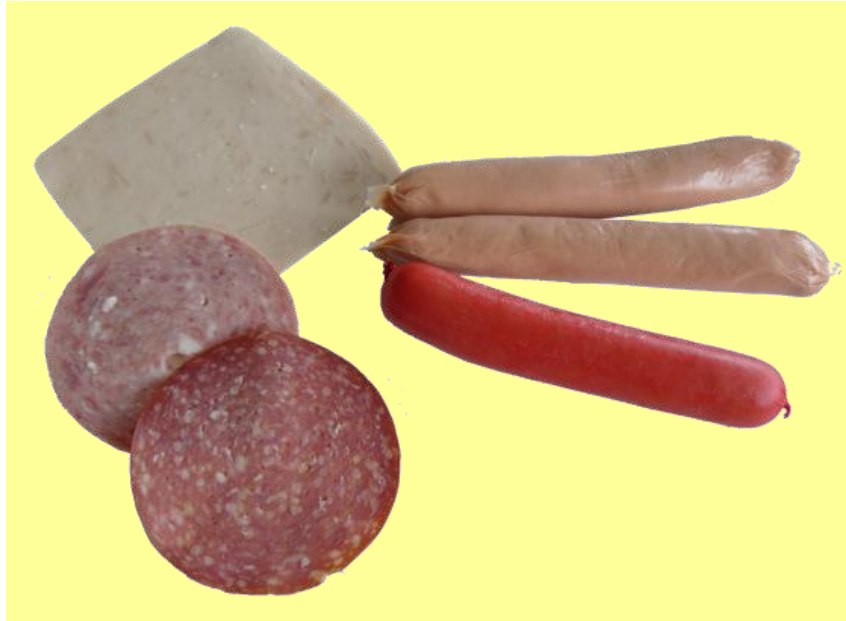
Which food picture is the most healthy?  
Point to the healthy food picture.





















for nutrient







for exercise



# W for water







for sunlight



2 8 2  
3 3 5  
9 6 2

t for toxin free

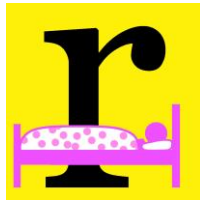






for air





for rest







for think happy thoughts  
and trust in God



# Planning Guide

**Part 10: Planning a healthy meal**

Age 8-9

**THEMATIC STATEMENT**

**God is Provider**  
Having Jesus in our life is just as important as having food and water. While God provides delicious food from His creation, He also provides spiritual food, the word of God, which is the Bible. God is the sustainer of life.

**AIM**

To encourage children to explore new possibilities for healthy balanced meals.

**OBJECTIVES: The student will -**

**Knowledge & Understanding Objectives**

- understand the importance of table-eating.
- understand the components of a balanced healthy meal.
- understand food balance according to the food pyramid.

**Skills & Process Objectives**

- explain the disadvantages of random snacking compared to food planning.
- identify healthy and unhealthy possibilities within the food pyramid.
- design a healthy balanced meal.
- select foods for a healthy breakfast and school lunch.

**Attitudes & Values Objectives**

- understand the importance of doing their best to maintain a healthy lifestyle.
- appreciate the value of healthy food.
- recognize that provisions comes from God.
- value the family meal time.
- understand the importance of spiritual food.

**BIBLE STORIES AND KEY PASSAGES**

1	Mark 6:30-44 - The loaves and the fishes
2	John 6:47-58 - Jesus the bread of life
3	Matthew 4:4 - Man shall not live by bread alone. (Jesus goes into the desert).

When should we snack, and what is wrong with snacking for a long time? e.g. snacking while

- thematic statement
- aims and objectives
- related Bible passages and memory verses
- ideas for classroom activities
- links to other areas of the curriculum
- evaluation



# Biblical perspective

**God is a Loving Creator** – He created me and created the things I need.

**God is a Loving Provider** – He provides the things I need.

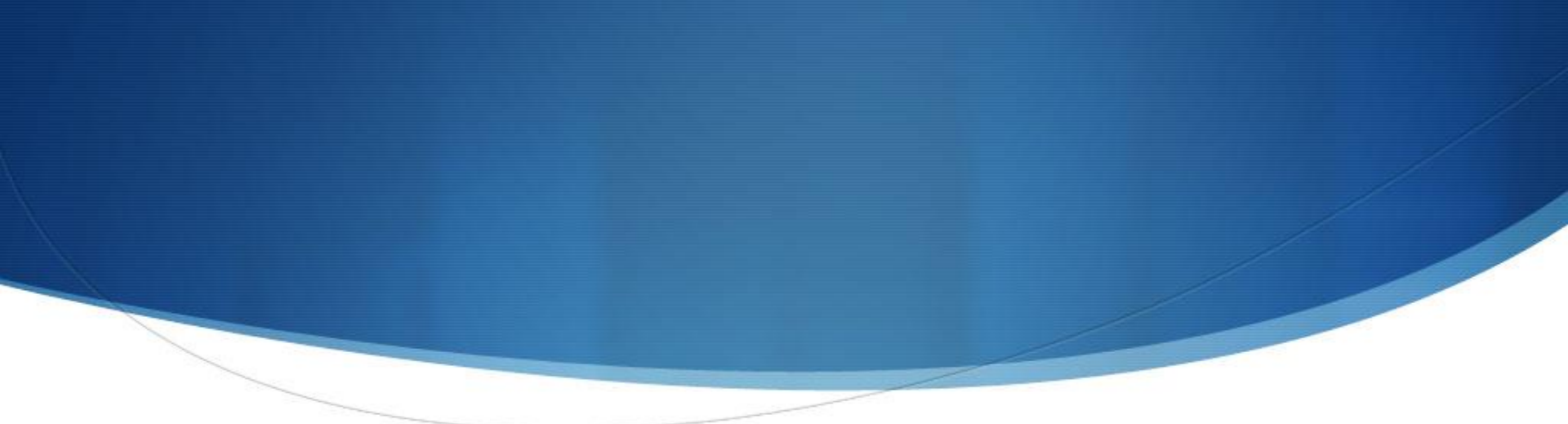
**God is Wise** – and expects me to make wise choices.

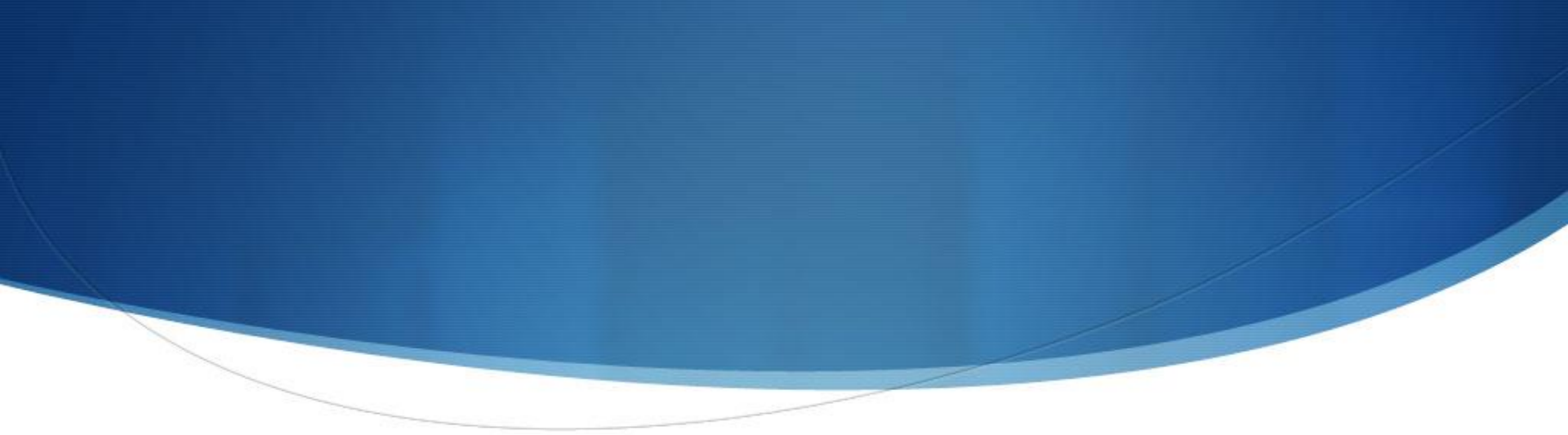
**God is Truth** – and wants me to discern the truth in the world around me.

**God is Protector** – our immune system protects us and needs the right nutrients.

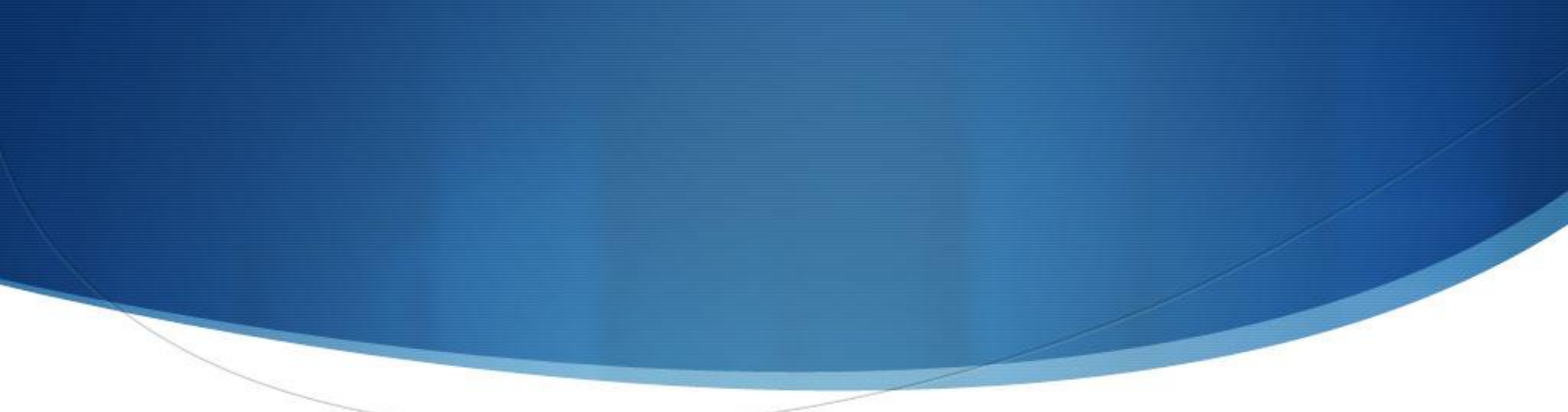
# Mini-topics

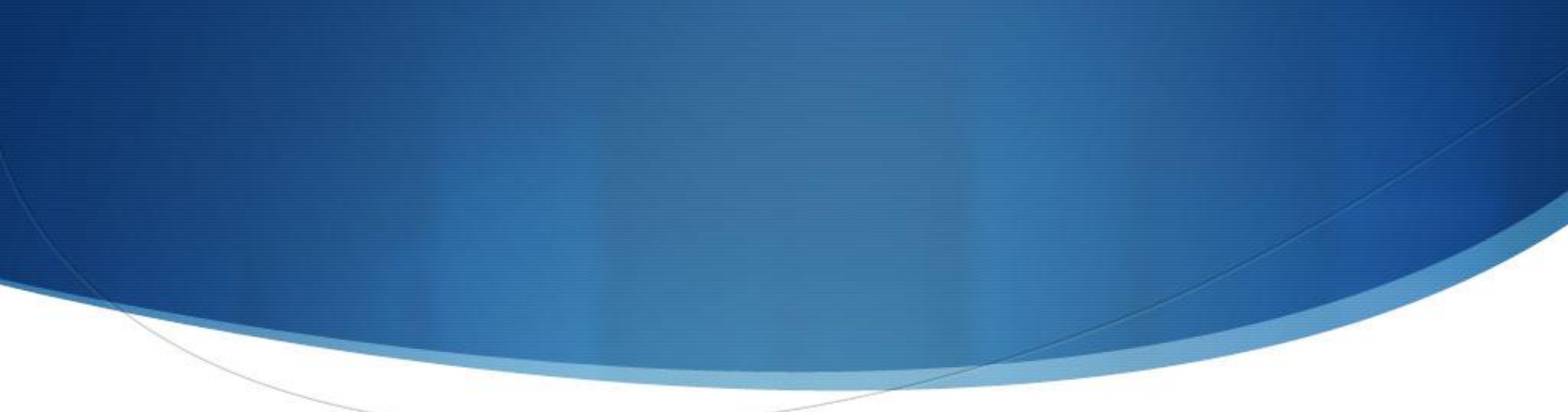
- Choosing the best foods
- See how we grow
- My marvelous machine

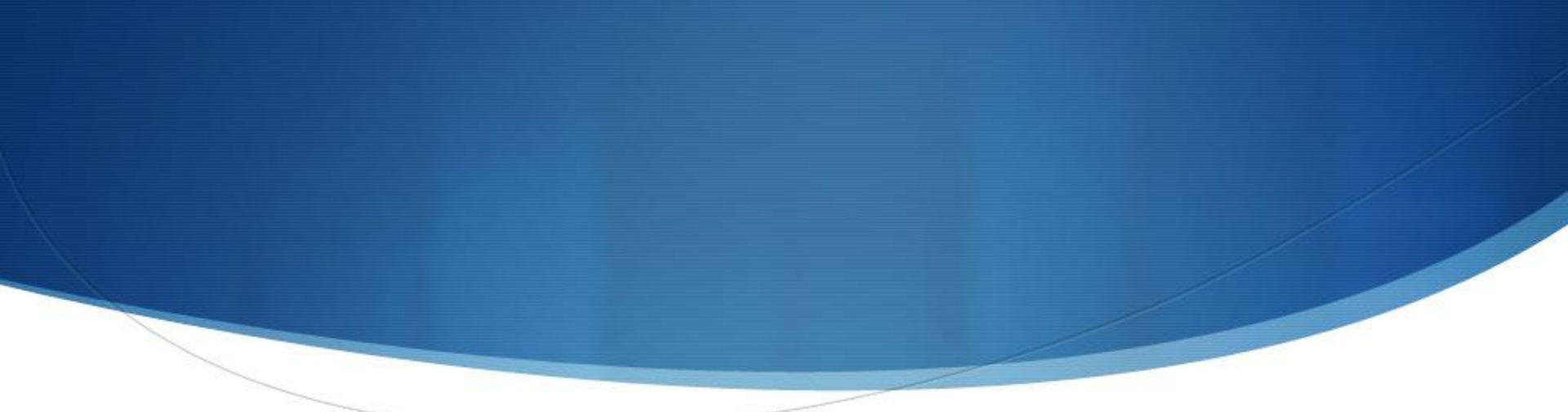
- 
- Where does food come from?
  - What's good for you?
  - Shopping for healthy food

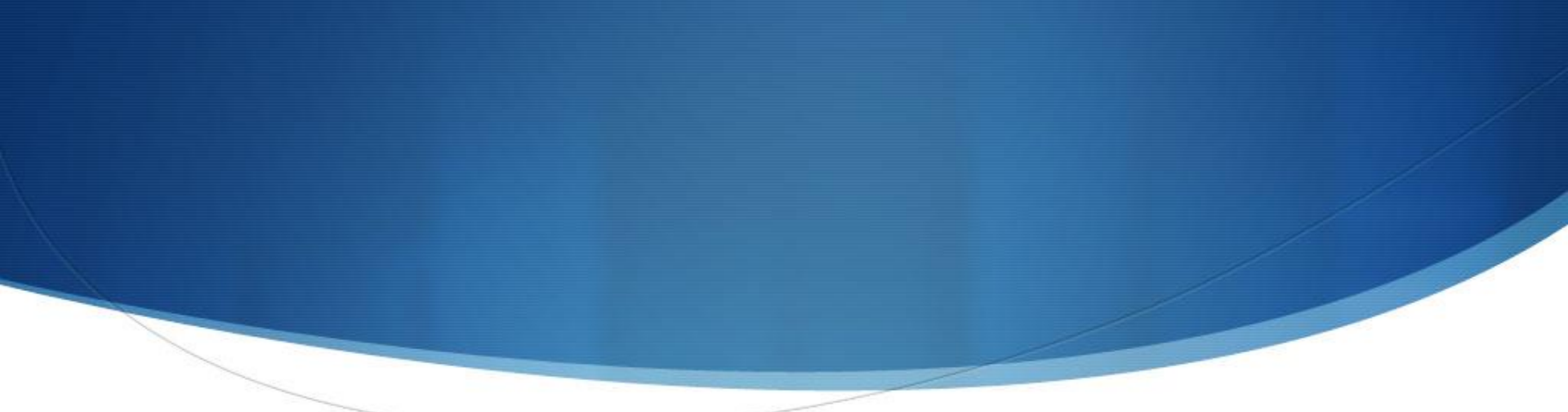
- 
- Food from around the world
  - Feasts from around the world
  - Safety in the kitchen



- 
- A decorative header consisting of a dark blue curved shape at the top, transitioning into a lighter blue curved shape below it, set against a white background.
- How the taste buds work
  - Planning a healthy meal
  - Let's get fit

- 
- The amazing properties of fruits and vegetables
  - Classifying food plants
  - The miracle of seeds

- 
- The problem with food
  - A balanced diet
  - The Great Temptation

- 
- Cultural foods
  - Body systems (1)
  - Body systems (2)



# Student activity sheets

## 5 - What's good for you?

### Choose the best supermarket foods

Fill Sniffer's shopping trolley with healthy food.



Sniffer is checking around the supermarket for foods that may not be so good for us. He does not want to buy foods with added colours and flavours.

Put a tick next to the foods that have no added colours and flavours.

Put a cross next to the foods that might have added colours and flavours.

- coloured icy poles
- oranges
- soft drink
- lamb chop
- egg
- coloured lolly pops
- coloured breakfast cereal

- Appropriate to year levels
- Relate directly to teacher's planning guide

# Student diary

**Week 1: Water**

	rating	signed
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Week-end		
<b>This week's total</b>		

**Challenge**

- Drink plenty of water each day – no sweet or fizzy drinks.
- Age 7 and under: Drink 4-5 glasses of water.
- Ages 7-9: Drink 5-6 glasses of water.
- Ages 10 and over: Drink 6-8 glasses of water.  
(1 glass holds 250 ml.)

**Homework**

Give yourself a score (rating) each day – 0 points for not drinking any water; 5 points for drinking the right amount of water.

**Notes for parents**

Try to do the water challenge with your children.  
Sign the diary every day.

**My rating:**

1 = I didn't do very well today

2 = I could have done much better

3 = I could have done a little better

4 = I did fairly well

5 = I did very well

## Eight challenges over eight weeks:

- Water
- Breakfast
- Healthy snacks
- The family meal
- Exercise

# Food Additive Decoder

100 B	406-407 Y	641 B
101 B	409 Y	900-904 B
101 G	410 G	905 Y
102-128 R	412-414 Y	920 B
129 Y	415-416 Y	914 Y
132-133 R	418 B	920 B
140-142 B	420-422 Y	924 R
143 Y	431 Y	925 Y
150 Y	433 B	926 Y



- Children can use the decoder to check food packaging

# Activity

- Discuss some ideas to improve your school's nutritional status.