

Part 1: Choosing the best foods

Age: 5-6-years

THEMATIC STATEMENT

God is a Wise Creator

God's wisdom is inherently stamped upon His creation. We see this in the rising and setting of the sun, the seasonal changes of nature and the survival mechanisms of the animal kingdom. God is wise in His dealings with people, and for all those who have ears to hear His advice, He gives guidance on the pathway of life. Wisdom means knowing how to live and how to act. We should ask God for wisdom, and obey Him as He reveals His wisdom to us.

AIM

To guide students in making healthy choices and to foster an appreciation of food in its most natural form.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- recognise and identify a variety of different fruits and vegetables.
- understand the difference between foods from God's garden, (naturally grown), and foods that man has made or changed.
- explain where foods originate from.
- explain why food can be healthy or unhealthy.

Skills & Process Objectives

- classify foods into animal/plant groups.
- classify fruits and vegetables into colour groups.
- classify tastes of sweet, salty and sour.
- identify smells of foods.

Attitudes & Values Objectives

- explain the meaning of 'wisdom' and 'wise'.
- be able to make wise choices.
- show integrity, ensuring consistency between words and deeds.

BIBLE STORIES AND KEY PASSAGES

1	Daniel 5 - God gave wisdom to Daniel. Daniel explained the writing on the wall.
2	Matthew 7:24-27 - The wise and foolish builders (wise choices and decisions).
3	Daniel 2 - God gave wisdom to Daniel. Daniel explained the king's dream.

MEMORY VERSES

1	Col. 2:3 - In Christ are hidden all the treasures of wisdom and knowledge.
2	Proverbs 2:6 - (GNB) It is the Lord who gives wisdom.
3	James 1:5 - Ask God for wisdom and He will give it to you.

ACTIVITIES

week	
1	<p>Discussion questions: What are your favourite foods? Why do we need food? How does food help you stay healthy? Which foods help you stay healthy?</p> <p>Activity Sheet 1a – Choosing the best foods</p> <p>Make a wall sign Outline the letters of the words: ‘God is wise’ using large open lettering. Select nine children to colour inside the letters, (one letter per child). Display the sign and refer to the meaning of ‘wise’ and ‘wisdom’ throughout the unit. (‘Wisdom’ or being ‘wise’ means ‘knowing the right thing to do, and doing it’.)</p>
2	<p>Discussion questions: What does it mean to be healthy? What do we eat for snacks? Which are the healthiest snacks?</p> <p>What is healthy food?</p> <ul style="list-style-type: none"> • Children decide what makes food ‘healthy’ or ‘not-so-healthy’. Does it have too much sugar, too much fat, or too much salt? • Discuss the problem with eating too much sugar, fat, and salt. (Most children know that sugar is bad for teeth, but don’t know that junk food actually prevents the good food from making us strong and healthy.) <p>Make a poster</p> <ul style="list-style-type: none"> • Collect pictures of various foods and drinks from catalogues etc. Children can sort the pictures into two groups, ‘healthy food’ and ‘junk food’. • They then choose the ‘healthy food’ pictures to make a poster. <p>Classify fruits and vegetables according to their different colours. Each colour is good for our body in some way. Green vegetables help our bodies fight sickness. Orange vegetables are good for our eyes. Display a variety of fruits and vegetables, or pictures of fruits and vegetables. Children decide which fruits/vegetables go together. Children draw fruits/vegetables of their favourite colour.</p>

	<p>Activity Sheet 1b Veggie writing patterns This activity teaches the correct starting points and formations of letters ‘o’ and ‘l’. For letter ‘o’ children draw (1) an onion cut in half showing concentric circles; (2) Round peas in a pod. For letter ‘l’, children draw a celery stalk with its straight vertical lines.</p>
3	<p>Discussion questions: Which foods taste sweet? Which are sour? Which are salty?</p> <p>The tastes of food Children draw foods, grouping them into the three different taste groups, (sweet, salty and sour). Discuss the difference between the sweet foods from God’s garden, (fruits that grow naturally, with nothing added), and sweet foods with added sugar.</p> <p>Play the ‘feeling game’ Place some different foods into separate paper bags. e.g. an orange, an apple, a lemon, a boiled egg, a piece of raw broccoli, a whole onion. Children take turns to feel inside the paper bag and guess the food.</p> <p>Play the ‘smell game’ Collect some foods and place them on separate paper plates. Cut fruits so that their smell can be detected. e.g. lemon, orange, strawberry, an onion cut in half, peanut butter, vegemite, chocolate. With eyes closed, or blind-folded, children guess the food by its smell.</p> <p>Make some healthy food Each child can choose a selection of cut vegetables to make a 2D ‘vegetable man’ on a piece of thin flat bread such as Mountain or Pita Bread’. Arrange hand washing before starting. Place flat bread on a serviette. Use a slice of cucumber or raw zucchini for head; slice of tomato for body; carrot/celery sticks for limbs; pumpkin seeds (pepitas) for eyes. Provide children with a spoonful of a healthy ‘dip’ (see recipe section), in a disposable cup, and a plastic teaspoon. Children can dip carrots and celery into dip, or spoon it on to the flat bread.</p> <p>Observe and draw the shapes of food. Slice cross-sections of fruits that show circle-shapes, (e.g. oranges, cantaloupe), or ovals (e.g. kiwi fruits or lemons). Cut watermelon in triangles, cubes or squares. Discuss the shapes of the whole fruit – ball shaped, football shaped, pear shaped. Discuss shapes of the segments of citrus fruits Cut carrot top-to-bottom to show cross-section. Children can draw shapes and make them into pictures of foods.</p> <p>Make a funny food picture Collect supermarket catalogues and distribute pages for cutting and pasting. Children look for shapes and cut them out to make a picture of a person. e.g. They could use a tomato or apple for a head; a fruit juice carton for body; celery sticks or carrots for limbs; green beans for hair.</p>

ASSESSMENT TASKS

1	<p>Selection game. Display pictures of various foods. Ask: “If you are wise, which of these things would you choose to put into your body to keep it healthy?”</p>
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	a) fruit b) vegetables c) rye bread d) fizzy drink e) water f) lollies g) cream cake Children can draw the foods they would select.
2	Collect a variety of fruits and vegetables, or pictures of fruits and vegetables. Ask children to identify them.
3	What is the meaning of 'wise'?

RESOURCES AND MATERIALS

- a variety of foods
- pictures of different types of foods/drinks - healthy and not-so-healthy. (Supermarket catalogues are a good source.)

SUPPORTING BIBLICAL RESOURCES

Building Blocks: 'Me'
Themes for Christian Studies Level 2, God is Wise
I can read Bible stories Level 2: "The wise man and the foolish man"

INTEGRATION WITH KEY LEARNING AREAS

Art : food picture collage; food poster
Literacy: speaking and listening (discussion); phonics - (fruits and vegetable alphabet book); veggie writing patterns.

Part 2: See how we grow

Age 5-6

THEMATIC STATEMENT

God is Loving and Wise

God knows everything about us because He created us. He knew us before we were born. He knows the number of hairs on our head and has created each person to be uniquely individual. Each person is wonderfully made, loved by God and special to Him. God wants us to care for our bodies, choosing the best foods for growth. We should thank God for providing us with good food.

AIM

To show the relationship between good food and growth and to show that each individual is special to God.

OBJECTIVES: The student will -

Knowledge & Understanding Objectives

- understand the physical changes that take place from birth to present age.
- understand the reason for eating healthy food.
- understand the importance of caring for teeth.
- understand the need for adequate sleep.

Skills & Process Objectives

- identify the elements we need to stay alive (food, water, air)
- identify the best foods to help children grow.
- compare the differences between the needs of a baby and children's own needs.
- measure how they have grown since birth.

Attitudes & Values Objectives

- realize the importance of valuing themselves and understand that every person is special.
- take care for their bodies, choosing the best foods for health.
- feel loved and accepted
- show self-confidence
- be kind to others
- trust in God
- appreciate God's love, goodness and provision
- appreciate individual differences, including different strengths and abilities.

BIBLE STORIES AND KEY PASSAGES

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| 1 | Luke 19:1-9 - The story of Zacchaeus. Jesus knew all about him. He called him by name.
John 1:43 - Jesus called Nathanael by name. |
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2	Matthew 6:26 - Look at the birds. God cares for them. He will care for me. Luke 2:52 – Jesus grew in wisdom and stature. 1 Peter 2:2 – Like new born babies desire spiritual milk so that you may grow in the Lord.
3	John 10 - The Good Shepherd. He calls His own sheep by name. Psalm 23 - The Lord is my Shepherd.

MEMORY VERSES

1	Psalm 139:1 - Lord, you know everything I do.
2	Matthew 10:30 - God has counted the hairs on your head.
3	Psalm 136:1 - Give thanks to the Lord. His love lasts forever

ACTIVITIES

week	Learning and Teaching Activities
1	<p>Discussion question: How have I changed since I was a baby? What did I need to grow? What do we need to stay alive? Which are the best foods to help us grow? How can I stay fit and healthy? Is there anything that God doesn't know about me?</p> <p>Activity Sheet 2 – Select healthy snacks</p> <p>Make a display of photographs Children can bring their own photographs. They can choose to bring a baby photograph or a photo of themselves at any age. Class can guess the age of the age.</p> <p>Measure heights of children in class and make a graph. (See how much children grow in the year.) Invite a mother with a young baby to visit. Compare children's own heights to the length of a baby. Compare children's own physical abilities to babies and toddlers. Relate physical growth to spiritual growth.</p> <p>Make a book. <i>Page 1: When I was born I could...Page 2: When I was one I could...Page 3: When I was two I could...(continue through to child's current age.)</i> Children can draw the things they could do at these ages.</p>
2	<p>Discussion: Why should we clean our teeth? Discuss the development of teeth in the first 6 years of life. Discuss changing sleep patterns and requirements in the first 4 years of life, and why we need sleep. Children can: Make a poster on dental hygiene. Draw or collect pictures of foods that are good/bad for our teeth.</p> <p>Discussion: What does it mean to be 'active'?</p>

	<p>Why should we do exercise? Why should we go to bed early?</p> <p>Draw clocks to show the best time to go to bed and the best time to wake up. Make a pictorial summary of the things I can do to keep my body fit and healthy. Carry out fitness activities: Physical exercises can be used for counting. e.g. 10 star jumps; 20 jumps with a skipping rope.</p>
3	<p>Discussion questions: What special things can I do for God? Does God know when I am feeling unhappy or upset? Does God care when I am sad? What does God think about the special things I can do? Is God happy when I want to be someone else? Can we all be good at everything? Should we like someone more just because they have more toys or are good at something? Does God love children as much as grown-ups? How do I know that God loves me?</p> <p>Trace around each student's body, using a large sheet of paper. Children can colour in their body shape showing clothes and facial features.</p> <p>Drawings Children can draw – ‘Things I can do for God’ and ‘How I can help my family’.</p>

ASSESSMENT TASKS

1	Draw the things we need to stay alive
2	Draw foods for healthy teeth
3	Draw 3 ways of exercising.

RESOURCES AND MATERIALS

- pictures of babies and young children
- pictures of food (from catalogues and advertising brochures)

SUPPORTING BIBLICAL DOCUMENTS

Themes for Christian Studies Level 1, God is Love
I can read Bible stories Level 1: “The Good Shepherd”

INTEGRATION WITH KEY LEARNING AREAS

Art – drawing
Literacy – make a book – ‘When I was...’
Maths – counting actions in exercise activities

Part 3: My marvelous machine

Age 5-6

THEMATIC STATEMENT

God is Creator and Provider

God is the greatest inventor. He has made our bodies to operate like wonderful machines. We need to be wise in the way we look after the body, and give it the things it needs, so that we can be fit and healthy.

AIM

To assist children in identifying the right fuel for growth and a healthy body.

OBJECTIVES: The student will -

Knowledge & Understanding Objectives

- appreciate the wonderful complexity of the human body, created by God.
- understand the importance of exercise.
- understand the importance of drinking water.
- understand the journey of food through our bodies.

Skills & Process Objectives

- identify food for fitness.
- compare our bodies to a machine that needs the right fuel.
- prepare healthy meals and snacks.

Attitudes & Values Objectives

- understand the importance of self-care.
- show responsibility.
- appreciate God's provision for us.

BIBLE STORIES AND KEY PASSAGES

1	John 6:1-14 - The loaves and the fishes (God's miraculous provision).
2	Genesis 1 - God created us. Exodus 20 - The Ten Commandments – (It is wise to obey God).
3	Jonah - The consequences of disobedience.

MEMORY VERSES

1	Phil 4:19 - God shall supply all your needs.
2	Psalms 139:13 - Lord, you created every part of me.

3	1 Peter 1:14 - Be obedient to God.
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ACTIVITIES

week	Learning and Teaching Activities
1	<p>Discussion questions: What does a car need to make it go? We can think of a car as having ‘energy’. What do we need to give us energy? What would happen if you put sand into the petrol tank of a car? What might happen if we only gave our bodies the wrong kind of food?</p> <p>Draw a car and the fuel it needs. Fold paper in half. On the left side children can write “car” and on the right side write “me”. They can draw a car at the petrol station in the left section, and a picture of themselves and their food/water needs in the right section.</p> <p>Draw a healthy breakfast. Try to encourage children to make more natural food choices. e.g. fruit, porridge, rice, wholemeal/rye bread, butter, (not margarine), eggs. Breakfast cereals should be without sugar. Encourage water drinking, especially on rising.</p> <p>Activity Sheet 3a – My marvelous machine</p>
2	<p>Discussion question: Where does the food go after we swallow it?</p> <p>Use Activity Sheet 3b – Where does the food go</p> <p>Show a picture of the digestive tract.</p> <p>Make up a healthy lunch box. Show the children a selection of foods. Present an empty lunch box and ask children to select healthy foods for the lunchbox. e.g. vegetable sticks, cherry tomatoes, wholemeal/rye bread spread with butter, (not margarine), pita bread, rice cakes, alfalfa sprouts, cottage cheese, soup in a flask, dried fruits, avocado. Make some healthy sandwiches. Suggested fillings: salad; grated apple and raisins; avocado and grated carrot; cottage cheese and grated carrot.</p>
3	<p>Discussion questions: Why do we need to drink? How often should we drink? Why is water the best drink?</p> <p>Draw your water needs Children draw the number of glasses of water a five/six year-old would need every day (six glasses). Ask all children to bring along a bottle of water, and not other drinks.</p> <p>Draw a healthy main meal</p> <p>Make some healthy snacks See recipe section. Fruit smoothies make a good after-school snack and are easy to make.</p>

ASSESSMENT TASKS

1	Draw a healthy breakfast.
2	Select foods for a healthy lunch box
3	Measure 6 glasses of water to show daily requirements.

RESOURCES AND MATERIALS

- pictures of sugary drinks
- pictures of food
- picture of a car
- picture of a digestive tract. (Use Activity Sheet 18b or a drawing from a biology book)
- ingredients for a healthy lunch box.
- a water bottle.

SUPPORTING BIBLICAL DOCUMENTS

Themes for Christian Studies Level 1, God is Wise, God is Provider
I can read Bible stories Level 1, “God made everything”; “It is wise to obey God”, “A boy gives his lunch”

INTEGRATION WITH KEY LEARNING AREAS

Art – drawing
Literacy – speaking and listening
Maths – measuring water

Part 4: Where does food come from?

Age 6-7

THEMATIC STATEMENT

God is Creator and Provider

In Genesis 1 God describes the provision of food through the creation. He gave to us all plants for food, and the seeds of those plants, (Genesis 1:29-30). The first two people, Adam and Eve, who lived in God's perfect Creation, had no need for meat. There was no killing. They were able to live very well on plants and seeds. But when sin entered the world, so did killing, and people and animals began to eat meat. As sin increased, God finally judged the world with the Great Flood. At this point God gave people permission to eat meat, as the flood destroyed many plants. Finally God's wonderful plants grew once again, and they provide a wonderful source of food for us. God still allows us to eat meat, so we have available to us a wonderful variety of foods.

God wants to give us good things and can use His miraculous power to provide for us in times when we are in need, like the time when the drinks ran out at the wedding of Cana. He knows what we need, just as He knew when the disciples were having trouble catching fish. They had fished all night and caught nothing, but Jesus stepped in and did a miracle of provision.

AIM

To compare food from farms and factories and to help children understand the difference between processed and natural foods.

OBJECTIVES: The student will -

Knowledge & Understanding Objectives

- understand that the healthiest foods are those closest to their natural form.
- understand the sources of natural food.
- understand the difference between farm food and factory food.

Skills & Process Objectives

- explain the term "processed food".
- compare processed food to natural food (food that comes directly from God's creation).
- identify primary sources of processed foods.
- classify plant and animal foods.
- describe the stages of growth of a food plant.
- make healthy food choices.
- identify the foods that are closest to their natural form.

Attitudes & Values Objectives

- show wisdom and responsibility.
- show appreciation and thankfulness.
- make healthy choices.

BIBLE STORIES AND KEY PASSAGES

1	John 2 – The Wedding of Cana
2	Genesis 1-3 -The Creation Genesis 6-8 – The Great Flood
3	Luke 5:1-11 – The Great Catch

MEMORY VERSES

1	Genesis 1:31 - God saw all that He had made and it was very good.
2	Genesis 1:1 - In the beginning God created the heaven and the earth.
3	Genesis 1:30 - God said, “I give every green plant for food.”

ACTIVITIES

week	Learning and Teaching Activities
1	<p>Discussion: Which foods are just as God made them? (Teach the meaning of ‘unprocessed’) Which foods come from factories? (Teach the meaning of ‘processed’).</p> <p>Activity Sheet 4a – Where does food come from?</p> <p>Grow a food plant Children can grow vegetables from seeds and draw the stages of growth, measuring the plant at different stages.</p> <p>Game: Stations</p> <ul style="list-style-type: none"> • Place pictures of the following food groups at three points (stations) in the room, or at three different positions on the whiteboard. Station 1: plant foods from the garden, Station 2: animal foods, Station 3: man-made foods. • Make word or picture cards showing different foods. Place these cards in a box. (There should be a selection from each category. e.g. eggs, milk, chops, apples, bananas, plums, sweets, ice-cream, cake, chips.) • Children take turns to select a card from the box. Once a child has chosen a card, he/she gets the help of the class to read the word if necessary, and then walks to the matching food station. • Blue-tack can be stuck on to the back of each card so the children can stick it on to the wall/whiteboard underneath the station sign.
2	<p>Activity Sheet 4b – Foods from God’s Creation Revise the meanings of ‘processed’ and ‘unprocessed’.</p> <p>Children can: Make a book or chart showing foods divided into plant food and animal food categories. Prepare a dish using plant foods from the garden (See recipe section). Write a recipe</p>
3	<p>Arrange an excursion to a farm or factory and report on visit.</p>

ASSESSMENT TASKS

1	Classify processed foods and natural foods.
2	Classify plant foods and animal foods.
3	Write a report on a visit to a farm.

RESOURCES AND EQUIPMENT

a variety of foods and/or food pictures
seeds and soil for growing food plants
ingredients for the recipe

SUPPORTING BIBLICAL DOCUMENTS

Themes for Christian Studies Level 1, God is Provider – the wedding of Cana
I can read Bible stories Level 2, “God gives us everything we need”, “The animals went in two by two”, “The wedding”

INTEGRATION WITH KEY LEARNING AREAS

Maths – weighing farm produce; measuring ingredients for cooking activity; measuring plant growth.
Literacy – writing a report; speaking and listening
Art – drawing

Part 5: What's good for you?

Age 6-7

THEMATIC STATEMENT

God is a Wise Provider

When God created the world, the part of the creation that was most valuable to Him was Adam and Eve. He made them to be His friends. God wanted their children, and their children's children, and all the people on the earth to be His friends. God decided right at the beginning of the world, that He would create special things for the people. He created air, food and water. The foods that God created were very special. The food from God's creation gives our body strength and energy, and helps us to grow to be fit and healthy. The water that God created for us to drink is exactly what our body needs. It's the best drink. God knows what is best for our bodies and He loves us very much. The food that He created for us is the best.

AIM

To foster in children a desire to eat a well-balanced, nutritious diet and to create an awareness of the problems with certain food additives.

OBJECTIVES: The student will -

Knowledge & Understanding Objectives

understand food in terms of: for energy, muscle building foods and bone building foods.
understand the role of nutrients.
understand the problems associated with some food additives.
understand the need to drink adequate water.

Skills & Process Objectives

- classify foods.
- differentiate good fats from bad fats.
- differentiate good sugars from bad sugars.
- identify the muscle building foods.
- identify bone building foods.

Attitudes & Values Objectives

- show responsibility and be accountable for their own actions.
- show diligence.
- choose healthy foods.
 - show appreciation and thankfulness.

BIBLE STORIES AND KEY PASSAGES

1	1 Kings 17 - Elijah – oil and flour
2	2 Kings 4 - Elisha and the Schunamite woman

3	Genesis 37-47 - God provided for Joseph and family during the drought
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MEMORY VERSES

1	Matt 6:25 - Do not worry about what you will eat or drink, or what you will wear.
2	Matt 6:26 - Look at the birds. Your Heavenly Father feeds them.
3	Matt 6:26 - You are more valuable than many sparrows.

ACTIVITIES

week	Learning and Teaching Activities
1	<p>Discussion: What are some of the most delicious foods that God created for us? Why did He make these foods with such a delicious taste? What are some of the foods that God made to build healthy bodies? What is energy and why do we need it? Does our brain need energy? How can we give our brain energy?</p> <p>Activity Sheet 5 - Choose the best supermarket foods</p> <p>Classifying foods Children can classify foods, or food pictures into these categories: foods for energy; muscle building foods; bone building foods. <i>Foods for energy:</i> bread (wholemeal or rye breads are better than white); pasta, potatoes, rice <i>Muscle building foods:</i> meat, fish, eggs, lentils, nuts. (These foods build muscles as we exercise). <i>Bone building foods:</i> fresh vegetables, especially green ones; seeds (e.g. sesame seeds, pumpkin seeds); fish; yoghurt, cheese.</p> <p>Make a picture chart Ask children to make a picture chart of the three food groups: energy, muscle building, bone building.</p>
2	<p>Discussion: What are the best foods to eat for: breakfast, lunch, dinner?</p> <p>Draw some healthy meals</p> <ul style="list-style-type: none"> • <i>Healthy breakfast</i> – suggest natural food options like fruits, eggs, porridge. Discuss the best kind of toast. Encourage children to think of other alternatives to the “milk and cereal” tradition. Help children identify breakfast foods with artificial colourings/flavourings or too much sugar. • <i>Healthy lunch</i> – raw vegetables, wholemeal or rye bread, eggs, unprocessed meats (as close to nature as possible), cheese; soups or cooked food (hot food in a flask). • <i>Healthy dinner</i> – vegetables (cooked or raw), unprocessed meats, fish, rice, lentils.
3	<p>Discussion: Which foods make healthy snacks? Why is water the best drink? How much should we drink each day?</p> <p>Children can:</p>

- **Take a class survey on favourite healthy snacks.** e.g. how many like bananas? Graph the results.
- **Make some healthy food** – see recipe section
- **Draw/make some healthy snacks** e.g. fruits and raw vegetables, home-made popcorn and ‘make-it-yourself’ treats from the recipe section.
- **Draw their water intake** for one day / one week. (Use symbols - drinking glasses).

ASSESSMENT TASKS

1	Classify foods into 3 groups (make a chart) .
2	Select foods for a healthy breakfast or school lunch.
3	Draw some healthy snacks.

RESOURCES AND EQUIPMENT

- pictures of a various foods
- empty food packets

SUPPORTING BIBLICAL DOCUMENTS

Themes for Christian Studies Levels 1& 2, God is Provider
I can read Bible stories Level 2, “Oil and flour”
I can read Bible stories, Level 3 “Joseph”

INTEGRATION WITH KEY LEARNING AREAS

Art – drawing
 Maths – survey and graph
 Literacy – speaking and listening

Part 6: Shopping for healthy food

Age 6-7

THEMATIC STATEMENT

God is a Wise Provider

As we see from the Ten Commandments, God has created rules for living. God also has rules for keeping our bodies healthy. If we obey those rules we will be healthy. These rules are written into the Creation – Our bodies operate best: *when they have fresh air, sunlight, rest, water, healthy food, exercise, when we avoid things that harm the body, and when we love God with all our heart.* Obeying God and observing rules for healthy living is being wise.

God loves us as His children and wants to provide for us as a Father provides for His children. Sometimes God does miracles to provide for His people.

AIM

To help children choose the best foods from the supermarket and to show the importance of observing rules for healthy living.

OBJECTIVES: The student will -

Knowledge & Understanding Objectives

- understand the problems that may be associated with artificial colourings and flavourings.
- understand the problems associated with too much sugar, salt and fat.
- list the rules for good health.

Skills & Process Objectives

- identify the foods that contain artificial colourings and flavourings.
- classify foods.
- identify foods with high sugar, fat and salt content.

Attitudes & Values Objectives

- choose healthy foods.
- show wisdom and responsibility.
- show thankfulness and appreciation.

BIBLE STORIES AND KEY PASSAGES

1	Exodus 16 - God provided manna and quails – what happened to the food when the people disobeyed?
2	Exodus 17 - God provided water from a rock
3	John 21:1-6 - The Great Catch – miraculous provision of fish

MEMORY VERSES

1	Matt 6:11 - Give us today our daily bread.
2	Psalm 75:1 - We give thanks to you O God.
3	Psalm 136:1 - Give thanks to the Lord because He is good. His love is eternal. (GNB)

ACTIVITIES

week	Learning and Teaching Activities
1	<p>Discussion: Where do we go to get our food? What kinds of things can you buy at the supermarket? What do you need for shopping in the supermarket? How do you know where to find what you want?</p> <p>Activity Sheet 6 – The Supermarket Children can draw a birds-eye-view' plan of the supermarket. They draw foods in the different sections of the supermarket.</p> <p>Classify supermarket foods into groups: (Use pictures from supermarket catalogues) fruits, vegetables, meats, dairy, desserts, breakfast foods, bread</p> <p>Another way of classifying could be 'farm fresh' and 'factory-made' foods.</p> <p>Play shops Use fruit, vegetables and packets of food to set up a shop Children who are the 'customers' can take play money or counters in a paper bag, and 'buy' food items. (Each counter can represent \$1 and items can be priced in dollars.) The 'check-out cashier' can place 'bought' items into empty supermarket bags.</p>
2	<p>Discussion: Why are certain foods unhealthy? (too much fat, sugar, salt, artificial colourings and flavourings). Compare putting junk food in our bodies with putting the wrong fuel in a car.</p> <p>Classify foods Present a display of supermarket foods. Discuss foods that have too much salt, sugar and fat. Take a sheet of paper and draw 4 columns. Write or draw supermarket foods, dividing them into these groups: (1) too much sugar (2) too much salt (3) added colour and flavour (4) healthy</p> <p>Play the choosing game Set out food pictures/packets in pairs – a healthy and less healthy option. e.g.</p> <ul style="list-style-type: none"> • chicken and chicken nuggets • roast lamb and sausages or sausage meat • fresh vegetables and frozen vegetables • cooked whole potatoes and potato chips • fresh fruit and fruit flavoured lollies • fruit juice and fizzy drink • water and fruit juice • white bread or wholemeal/rye bread • pizza or home-cooked dinner on a plate

	Children must choose the healthiest option.
3	<p>Discussion: What do we need to do to stay healthy?</p> <p>Make a chart Children can illustrate the 8 rules for healthy living (see introduction). They can use drawn symbols. e.g. sun for sunlight</p> <p>Play the memory game: <i>I went shopping</i> The first person begins: "I went shopping and bought an apple." The next person says, "I went shopping and bought an apple"...then adds something of their own choice. Foods are added one by one. If you forget an item then you drop out of the game. Choose only healthy foods.</p> <p>Make a shopping list Discuss the foods you could choose to make a healthy meal. Children can then choose foods for a healthy meal to write a shopping list.</p>

ASSESSMENT TASKS

1	Draw foods in categories on Student Activity Sheet 6.
2	Identify foods containing too much salt, sugar, fat or artificial colourings/flavourings.
3	Use symbols to draw the 8 rules for healthy living.

RESOURCES AND EQUIPMENT

- a variety of foods from the supermarket
- pictures of supermarket foods
- empty packets, mock food, supermarket bags, counters for playing shops

INTEGRATION WITH KEY LEARNING AREAS

Art – drawing
 Maths – using play money or tokens for playing shops
 Literacy – speaking and listening

Part 7: Food around the world

Age 7-8

THEMATIC STATEMENT

God is a Loving Provider

God has provided a variety of foods around the world. We need to eat a variety of foods for good health. God loves all the people of the world and provides food for the whole world through the creation.

AIM

To help children appreciate the variety of food God has provided for us through His creation and to help children assess the healthy aspects of dishes from various cultures.

OBJECTIVES: The student will -

Knowledge & Understanding Objectives

- understand that different countries have different traditional foods.
- understand that cultural foods are based on foods grown in the region.
- understand that different food crops are suited to different climates.

Skills & Process Objectives

- identify cultural foods.
- classify traditional foods according to country.
- assess the healthy aspects of different cultural dishes.
- compare traditional foods to fast foods.
- identify the variety of cultural foods available within Australia.

Attitudes & Values Objectives

- demonstrate understanding of cultural differences, tolerance and inclusion.
- appreciate different cultural traditions.
- appreciate new foods.
- show wisdom and responsibility in making food choices.
- make guests from other cultures feel welcome.

BIBLE STORIES AND KEY PASSAGES

The following references reflect the cultural theme of sharing the gospel with people in other nations.

1	Matthew 9:9-12 - Jesus calls the disciples to be fishers of men.
2	Matthew 29:19 - Go and make disciples of all nations. Jesus goes back to heaven but tells his disciples to share the gospel.

3	Acts 9 - Jesus called Saul (Paul) to go into the world and share the Good News
4	Acts 16: 6-10 - Paul's missionary journeys – "Come over to Macedonia and help us"
5	Acts 16: 11-15 - The conversion of Lydia
6	Acts 6: 16-38 - Paul and Silas in prison

MEMORY VERSES

1	John 1:12 - Whoever received Him and believed in Him, God gave the right to become the children of God.
2	Psalms 96:10 - Say to all the nations the Lord is King! (GNB)
3	Psalms 98:1 - Sing to the Lord a new song. He has done wonderful things.
4	Mark 10:14 - Jesus said, "Let the children come to me, and do not stop them, because the kingdom of God belongs to such as these."
5	Psalms 67:4 - May the nations be glad and sing for joy. (GNB)
6	1 John 3:1 - See how much the Father has loved us! His love is so great that we are called His children.

ACTIVITIES

Week	Learning and teaching activities
1	<p>Children can:</p> <ul style="list-style-type: none"> • Conduct a survey of cultural backgrounds of children in the class; identify countries of origin. • Make a chart of traditional foods and country of origin. • Collect recipes (See recipe section) • Make a cultural dish.
2	<p>Collect ingredients for cultural dishes Make a cultural dish. Interview guests of different cultures to demonstrate or talk about their traditional foods. Classify foods into countries of origin. Activity Sheet 7 – Food from around the world</p>
3	<p>Discussion questions: What are food additives and in which foods we could find them? What problems can they cause? What makes a meal or snack healthy? What makes it unhealthy? Are traditional dishes healthy? Why or why not?</p> <p>Children can:</p> <ul style="list-style-type: none"> • Compare traditional foods with modern fast foods and junk foods: • Classify dishes into healthy or not-so-healthy. e.g. lentils, stir-fried vegetables, kebabs, <i>compared with:</i> fast-food hamburgers, red party sausages, party pies and sausage rolls.
4	<p>Discussion questions: Does everyone in the world have enough to eat? Why not? Can we do anything about this?</p> <p>Children can:</p> <ul style="list-style-type: none"> • Research the problem of food shortage in some countries.

	<ul style="list-style-type: none"> • Listen to a speaker from a world aid group and learn about child sponsorship. • Find countries on a map.
5	<p>Discussion questions: What are your family's favourite foods? Are any of these cultural foods? Does anyone help with food preparation at home? What do you do?</p> <p>Children can: Make a recipe book and classify recipes into countries of origin. Make some traditional cultural dishes.</p>
6	<p>Children can:</p> <ul style="list-style-type: none"> • Conduct a survey to find out favourite cultural dishes tried in the classroom • Write thank you letters or cards to guests and parents who have shared their experiences or helped prepare dishes.

ASSESSMENT TASKS

1	Give a class presentation on a food from another culture.
2	Write the correct sequence of steps for a recipe made in class.
3	Draw some healthy traditional dishes.

RESOURCES AND EQUIPMENT

- Bible story books
- maps
- a variety of food pictures/ingredients
- recipes from different countries
- facilities for food preparation
- pictures of people/foods/clothing from different countries
- parents and friends from different cultural backgrounds
- flags of different countries

SUPPORTING BIBLICAL DOCUMENTS

Themes for Christian Studies God is Life Level 2
 I can read Bible stories "Jesus call His friends"

INTEGRATION WITH KEY LEARNING AREAS

Maths – measuring quantities for recipes
 Literacy – making a recipe book; reading recipes
 Art – drawing

Part 8: Feasts around the world

Age 7-8

THEMATIC STATEMENT

God is a Loving Provider

Food and culture is about God's love for the whole world. God has no favourites and loves us all equally, whatever our cultural background.

God chose one nation, Israel, to be the key player in the events of world history, so that every nation could come to know the true God. Throughout the Old Testament there is reference to feasts to celebrate God's faithfulness, and to remember and thank God for the times when He rescued His people and kept them safe.

AIM

To show the significance of different cultural feasts and celebrations.

OBJECTIVES: The student will -

Knowledge & Understanding Objectives

- understand the importance of different cultural feasts and festivals, including Christmas and Easter.
- understand the biblical background of the following Jewish feasts: Passover, The Feast of the Tabernacles, The Feast of Purim.

Skills & Process Objectives

- prepare dishes from different cultures.
- retell bible stories.
- compare Christmas and Hanukkah.

Attitudes & Values Objectives

- demonstrate understanding, tolerance and inclusion.
- appreciate the traditions of people from diverse cultural backgrounds.
- thank God for what He has done for us.
- appreciate different tastes of food.

BIBLE STORIES AND KEY PASSAGES

1	Exodus chapters 7-14; Leviticus 23:5 - The exodus of the Israelites for Egypt.
2	Exodus chapters 16-17 - Protection of the Israelites and God's provision as they walked through the desert. Psalm 118:27 - With boughs in hand, join in the festival procession.

3	Esther chapters 1-10 - Protection of the Jews through Esther Esther 9:17 – A time of feasting
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MEMORY VERSES

1	Psalm 118:24 - This is the day that the Lord has made. Let us rejoice and be glad in it.
2	Psalm 117:1 - Praise the Lord all nations! Praise Him all peoples! (GNB)
3	Psalm 117:2 - His love is strong and His faithfulness is eternal.

ACTIVITIES

week	Learning and Teaching Activities
1	<p>Activity Sheet 8a – The feast of the Passover Children can:</p> <ul style="list-style-type: none"> • Read and retell the story of the Exodus, and relate this to the Feast of Tabernacles. • Research feasts and festivals celebrated in other cultures. • Make an illustrated book of the Exodus story. • Make a calendar and mark in the dates of different festivals as well as children’s birthdays. • Eat some Pita bread with toppings to represent the unleavened bread eaten during the Passover.
2	<p>Activity Sheet 8b – The feast of the Tabernacles Children can:</p> <ul style="list-style-type: none"> • Read and retell the story of the Israelites journey across the desert and relate this to the Feast of Tabernacles. • Make a model of a shelter. • Prepare some Middle Eastern dishes, (see recipe section).
3	<p>Activity Sheet 8c – The feast of Purim Activity Sheet 8d - Hanukkah Children can:</p> <ul style="list-style-type: none"> • Read and retell the story of Esther and relate this to the feast of Purim. • Discuss Christian feasts and festivals: Christmas, Easter, Thanksgiving (USA). • Discuss similarities between Christmas and Hanukkah, and between Easter and Passover. • Make latkes (potato pancakes). • Invite representatives to demonstrate preparation of foods eaten at other cultural feasts. E.g. Chinese New Year • Discuss the significance of birthdays, and birthday parties. • Design some healthy party food.

ASSESSMENT TASKS

1	Sequence events in the story, <i>Escape from Egypt</i>
2	Sequence events in the story, <i>Journey through the desert</i>
3	Sequence events in the story, <i>Esther</i>

RESOURCES AND EQUIPMENT

- Bible story books
- recipe books of international dishes

- map of the world
- animated Bible stories on DVD – e.g. *The Prince of Egypt*, (Dreamworks)

INTEGRATION WITH KEY LEARNING AREAS

Art – illustrating the stories
Maths – making a calendar
Literacy – retelling, sequencing events, writing

Part 9: Safety in the kitchen

Age 7-8

THEMATIC STATEMENT

God is Wise

God wants us to take care and to look after ourselves.

AIM

To show the importance of taking safety precautions when working with food and cooking equipment.

OBJECTIVES: The student will -

Knowledge & Understanding Objectives

- understand the need to observe rules for safety when cooking.
- understand the need for washing hands and the need for refrigeration.

Skills & Process Objectives

- explain some of the potential dangers when working in the kitchen.
- explain what happens to foods when they are left unrefrigerated.

Attitudes & Values Objectives

- be responsible when working with food and heat
- wash hands before eating or preparing food

ACTIVITIES

Learning and Teaching Activities

Discussion questions:

How can we stop germs building up in food?

What do germs do to us?

What are some of the things we must remember when preparing hot food?

Make a list

As a group writing project, ask children to contribute ideas for a list of rules concerning safety in the kitchen.

Activity Sheet 9 – Safety in the Kitchen

Game: safety in the kitchen miming game

Set up a mock kitchen. Provide pots and pans, bowls; oven mitts, hot mats, area that represents the stove, sink and fridge.

Discuss potential dangers in working in the kitchen:

- saucepan handles shouldn't be over the edge of the stove.
- use an oven mitt for handling hot things.
- don't pick up hot food with your hand.
- don't leave toys on the kitchen floor.
- don't run and play around Mum when she's preparing hot food.
- take care not to bump anyone who is holding a hot drink.
- take care when using knives.

Children can work in pairs to mime an unsafe action. Class members then explain why it is unsafe.

ASSESSMENT TASKS

Identify safe and unsafe practices (Activity Sheet 9)

RESOURCES AND EQUIPMENT

oven mitts
cork mats
pots, pans, bowls
soap for washing hands

INTEGRATION WITH KEY LEARNING AREAS

Literacy – speaking and listening; reading and writing of recipes
Art – drawing kitchen utensils and cutting them out to make a collage
Maths – identify shapes of kitchen utensils; weighing and measuring ingredients