

DISCOVER
DAIRY

YEAR
3

ACTIVITY IDEAS

HEALTH & NUTRITION

LEARN
ABOUT HEALTHY
EATING



ACKNOWLEDGEMENTS

This online curriculum-linked resource was produced by Dairy Australia.

The curriculum-linked resource is designed to introduce young people to dairy foods and the dairy industry in Australia.

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The materials in the original educational resource were developed by Angela Colliver from Angela Colliver Consulting Services Pty Ltd.

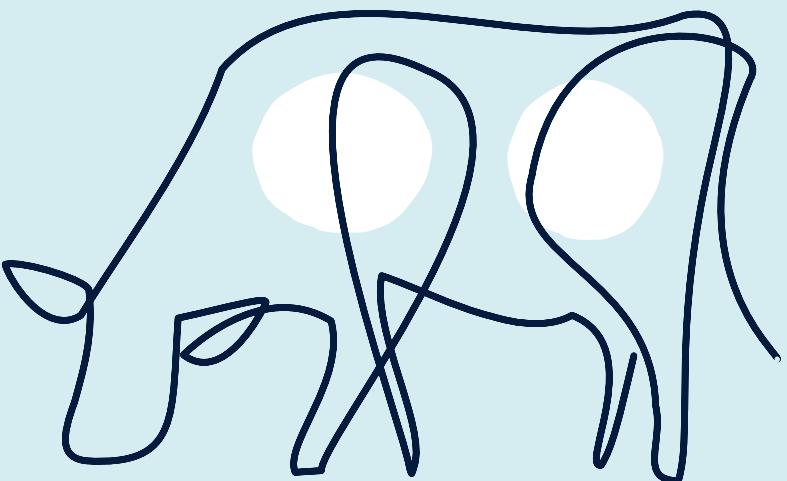
The materials have been revised by Kimberlin Education and Dairy Australia and a second edition released in 2018.

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RESOURCE DESCRIPTION

These Year 3 activity ideas have been developed to help students investigate and understand the benefits of including dairy foods in their diet every day. Teachers are provided with suggested activities for different learning areas within the Australian Curriculum that support the teaching of curriculum links through the theme 'Health and Nutrition'.

We encourage teachers to assess the needs of their class, adapting the content and activities accordingly. The activities provided aim to spark student curiosity and inspire them to generate their own questions to investigate. The activities can be used as stand alone teaching ideas, incorporated into an existing program or used to support other inquiry units and resources found on the [Discover Dairy](#) website.

Top tip – Use the Discover Dairy website to support the following activity ideas and learn more about the nutritional elements and benefits of dairy foods.

DAIRY.EDU.AU



HEALTH AND PHYSICAL EDUCATION ACTIVITY IDEAS

- Discuss what is considered to be a healthy and balanced diet. Students use researched information as well as the [Discover Dairy every day](#) interactive activity to create a video or digital presentation to promote healthy ways of eating. Use examples of existing messages in the media to stimulate discussion about the ways they are communicated.
- Students work together to design a meal plan for a day. Explain to the students that they will need to write recipes for breakfast, lunch, dinner and snacks. Allow students to research different recipes for inspiration. Students then present their plan digitally with accompanying pictures.
- Working in small groups, students create a new game that can be played by class members to keep active and healthy. Students take turns being the coach or teacher and lead the class through the game they have created.

Curriculum links – Health and Physical Education

Being healthy, safe and active

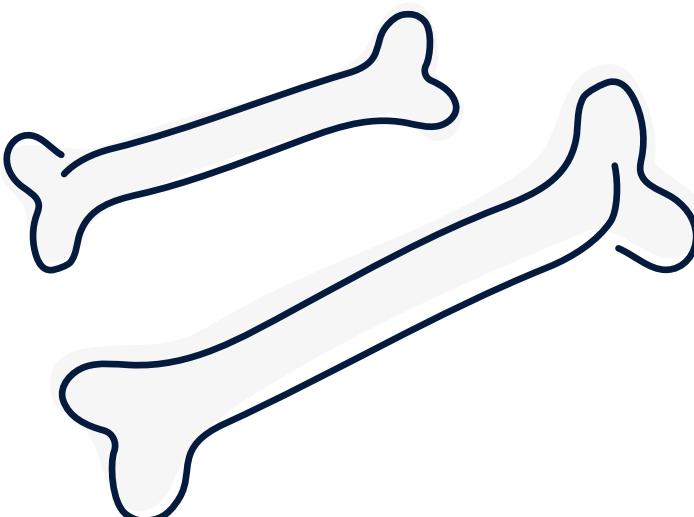
Identify and practise strategies to promote health, safety and wellbeing ([ACPPS036](#))

Communicating and interacting for health and wellbeing

Discuss and interpret health information and messages in the media and internet ([ACPPS039](#))

Contributing to healthy and active communities

Describe strategies to make the classroom and playground healthy, safe and active spaces ([ACPPS040](#))



MATHEMATICS ACTIVITY IDEAS

- Use toy collections or pictures of healthy foods including dairy to represent $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{1}{5}$.
- Students create their own dairy foods using simple recipes. These are then sold to other members of the class or school using play money (or actual money to raise funds for the school). Students are required to give change for transactions to the nearest 5 cents. If students are unable to create actual dairy foods, they could be given the challenge to design a dairy themed menu or design the layout of the dairy section of a supermarket.
- Identify symmetry in objects provided such as dairy food containers.
- Ask students to investigate what other class members' favourite dairy foods are. Students create a display to represent the data. Students refine questions to ask about the data. For example narrowing the focus of a question such as 'which is the most popular dairy food?' to 'which is the most popular dairy food among the female Year 3 students in our class?'

Curriculum links – Mathematics

Number and Algebra

Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole ([ACMNA058](#))

Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents ([ACMNA059](#))

Measurement and Geometry

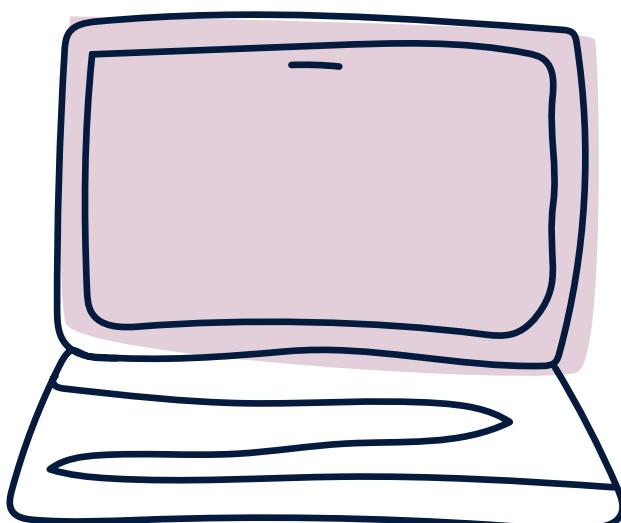
Create and interpret simple grid maps to show position and pathways ([ACMMG065](#))

Identify symmetry in the environment ([ACMMG066](#))

Statistics and Probability

Conduct chance experiments, identify and describe possible outcomes and recognise variation in results ([ACMSP067](#))

Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording ([ACMSP068](#))



THE ARTS ACTIVITY IDEAS

- Students create their own printing stamps out of foam or corrugated card to create pictures of dairy foods. For example, students create a cone shape and a circle to create pictures of ice cream cones. Students then explain their choice of shapes to their class members.
- Students use simple movements to choreograph a dance to perform to an audience about healthy eating. Students work in groups to write a chant or rap about healthy eating and then come up with movements to perform their rap. Ensure students include a line about their favourite dairy food!
- Play a game of charades where students take on becoming different dairy products. Students will need to be creative in the way they act out the foods, such as milking a cow, or churning butter.

Curriculum links – The Arts

Visual Arts

Use materials, techniques and processes to explore visual conventions when making artworks ([ACAVAM111](#))

Present artworks and describe how they have used visual conventions to represent their ideas ([ACAVAM112](#))

Dance

Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices ([ACADAM005](#))

Drama

Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place ([ACADRM032](#))



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