What's what?

STUDENT TASK SHEET

RESOURCE SHEET 28

PURPOSE

To analyse a meal plan according to the food groups to which the foods belong

ANALYSE

means to break material in to its constituent parts and determine how the parts relate to each other and the whole.

TASKS

Work with a partner.

1. To start:

- Have available Resource Sheet 27: *A sample balanced meal plan*. Alternatively, you could devise your own balanced meal plan. If you choose to do this, present your balanced meal plan along with the analyses to demonstrate that all Estimated Average Requirements (EAR) (and Adequate Intakes if EARs are not available) and Estimated Energy Requirement (EER) have been met. Aim for the values to be greater than the EAR but less than the Upper Limits for nutrients.

2. a. Identify what you already know about vegetables—for example, the vitamins in different vegetables, how many we should eat each day, why people like or dislike vegetables. Enter this in the following table in the column 'What I already know'.

b. Identify what you need to know about vegetables for this challenge and enter in the middle column of the table.

c. When you have completed Resource Sheets 28 and 29, return and complete the third column 'What I have learned'.

What I already know	What I need to know	What I have learned
Example: Carrots are rich in Vitamin A	Example: Which nutrients are in vegetables?	

3. Analyse the meal plan in Resource Sheet 27: *A sample balanced meal plan* to determine how the food groups are represented in the plan. To do this:

- Categorise each of the foods listed in the plan as belonging to one of the following food groups from *The Australian guide to healthy eating*. The first two foods are categorised for you.

Fruit	Vegetables	Dairy	Breads & cereals	Meat etc.	Other
			Weet-Bix™		Sugar