



*in*Form

Newsletter of the Home Economics Institute of Australia (Qld) Inc.

July 2009



Home Economics Institute of Australia (Qld) Inc.

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*If you have information, news or comments,
InForm would like to hear from you.*

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**HEIA(Q)
2009 State
Conference**



Wearable Art

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Fabulous Felt

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**Food and
Nutrition
Website
links**

HEIA(Q) 2009 state conference

'Creativity and innovation isn't some soft-edged liberal idea, it's an essential economic imperative'

Ken Robinson, 7.30 Report, 17th June 2009.

'We are all born with creative capacities but we lose them the more time we spend in the world'

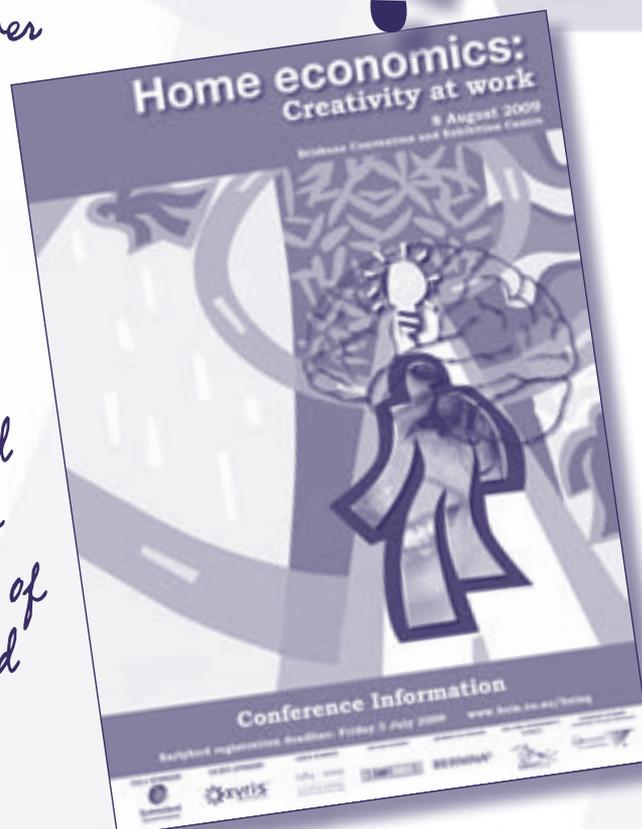
Ken Robinson, 7.30 Report, 16th June 2009.

'How do we learn from instructive complication?'

Erica McWilliam, National Creativity Showcase, 18th July 2007.

'Creativity is a driver for innovation and a key factor in the development of personal occupational entrepreneurial and social competencies and the well-being of all individuals and society'

(Europa, 2009).



'Creativity is the defeat of habit by originality'

Erica McWilliam, National Creativity Showcase, 18th July 2007.

'The education system will have to be transformed to focus on developing the talents and loving of learning of all its students Every human being needs to be seen as creative and we need to value creativity above all else' (Florida, 2008).

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Home economics: Creativity at work

In the Year of Creativity, the Home Economics Institute of Australia (Qld) has accepted the challenge to explore how to nourish, renew and maintain creativity both for our personal benefit and the benefit of our students. Creativity is an essential part of all aspects of life—personal, social, economic, and cultural. Creativity is an essential life skill that will enhance an individual's ability to make informed choices to enhance their everyday living. All schools and teachers have a key role in fostering creativity in their students, and this conference aims to provide delegates with the confidence and skills to do this. *Home economics: Creativity at work* aims to:

- reawaken your creative ability
- develop your creative teaching practices
- develop an understanding of the creative process
- demonstrate how creativity enhances the learning process
- develop new life-skills
- develop an understanding of how to nurture and develop student creativity.

Keynote Speakers



Lisa Smith

Lisa is a professional thinker dedicated to helping people unlock their innate creativity; to slake the thirst for new solutions and to empower people to think differently for themselves. After many years working in a corporate environment encouraging other people to follow their dreams, Lisa decided

to take her own advice and is now following her dreams with *Minds at Work*, a collective of thinkers helping to change the world, one mind at a time. She's lucky enough to share the *Minds at Work* thinking strategies with educators, community groups, government and socially responsible corporations, helping them to make the changes that they dream of. Lisa and the *Minds at Work* team can be heard weekly, espousing various topics on ABC Radio National and other stations.



Dr Irena Yashin-Shaw

Dr Irena Yashin-Shaw PhD is an innovation, creativity and cognition specialist with a Doctorate in creative thinking and problem-solving and a Masters Degree in Adult Education. Prior to starting her own business and consultancy, she was a Research Fellow and lecturer at Griffith University,

where she worked on a number of university-wide strategic improvement initiatives. She is adept at helping experts unpack their extensive knowledge and experience so that it can be effectively communicated with others.

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Workshops on offer

Workshops session 1 (11.00 am–12.30 pm)

- 1.1 *Re-boot your head* Lisa Smith
- 1.2 *Creative thinking* Donald Welch
- 1.3 *Teaching for creativity: Conditions for fostering creative thought in the classroom* Janette Planck
- 1.4 *Colouring textiles creatively* Kay Harch and Robyn Gooley
- 1.5 *Creative classroom: Textiles technology* Frances Murphy and Alice Nelson
- 1.6 *A creative edge in the food industry* Connie Restuccia
- 1.7 *Teaching for change: Creative integration of information technology in the new curriculum* Barbara McCarthy

Workshops session 2 (1.30 pm–3.00 pm)

- 2.1 *StrateGEE®: The latest creative thinking tool* Dr Irena Yashin-Shaw
- 2.2 *Creative thinking* Donald Welch
- 2.3 *Teaching for creativity: Conditions for fostering creative thought in the classroom* Janette Planck
- 2.4 *Threads of tension in fashion design: Developing an environment that fosters creativity* Wendy Armstrong
- 2.5 *Eco-fashion and sustainable style* Margot Riley
- 2.6 *Creativity in the hospitality kitchen*
- 2.7 *Early Childhood: Getting beyond craft to creativity* Kim Walters

Conference venue

The Brisbane Convention & Exhibition Centre is a world-class venue over three levels, purpose-built to provide superb flexibility and versatility under one roof. Since opening in 1995 it has received 98 industry awards, making it the most awarded convention centre in Australia. The Brisbane Convention & Exhibition Centre is situated at the intersection of Merivale and Glenelg Streets, South Brisbane. It is located in South Bank, the heart of Brisbane in a unique riverside cultural and entertainment precinct—home to Australia's newest and most celebrated Gallery of Modern Art. The conference will be held on the Mezzanine and Plaza levels which are accessible from the main foyer. It is only a short walk from the Brisbane CBD and easily accessible by train, bus and ferry.



Fees and payment

All prices are in Australian dollars and include 10% GST.

	Earlybird up to/including 3 July 2009	Standard after 3 July 2009
HEIA member registration	\$195	\$245
HEIA full-time student/retired member registration	\$115	\$165
Non-HEIA member registration	\$245	\$295
Non-member, full-time student/retired registration	\$165	\$215

Wearable Art by QUT Home Economics students

Louise Borg QUT Student

2009 has seen the Department of Education, Training and the Arts focus on celebrating and developing creativity within Queensland schools. This focus has been carried on within the Queensland division of HEIA, and has even reached as far as the Textiles room of QUT.

The second year QUT Home Economics students are creating a textiles piece that requires them to put on their creative thinking hats and produce a wearable art garment.

The third year pre-service teachers have been busily preparing a major textiles assignment piece that required them to reinvent fashion. The task is set within 'Momento Design Gallery'—a commercial art gallery that lets new fashion designers display and sell one-off wearable art pieces. The students were required to create and exhibit a wearable art garment that demonstrates a unique story of individuality and reflects the gallery's current theme of 'Recycling eras of fashion'. The third year students have been busily working on this piece throughout the semester.

Each of the students has created an individual and inspiring wearable art piece, recycling past fashion eras. For those of you attending this year's HEIA(Q) State Conference, you will be able to see these four inspiring wearable art pieces and a selection of other students' work.

This article shares some of the wonderfully creative and inspirational wearable art pieces from four of the students with HEIA(Q) members.

Inspiration—Ellen saw this project as a chance to make a statement. She has always been taken by Tiffany Lamps and her favourite tree is the frangipani, so for her piece the main inspiration came from two of her favourite things.

New Vs Recycled—The materials chosen for Ellen's wearable art piece were mostly recycled. Her fabric was sourced from her Year 12 formal skirt and an old top. The Kunin felt that she used is made from recycled materials (100% post-consumer plastic bottles), while the tiles, wire coat hangers and plastic were all materials she found on a trip to Reverse Garbage at West End.

Techniques—Ellen has used an array of techniques in her wearable art piece, including dyeing her recycled fabrics, using the burn-out technique with the Kunin felt, fabric painting, needle-felting, and glass-painting for the Tiffany lamp component.

Ellen Graham



Natahlia McGrath



Inspiration—Natahlia has drawn inspiration from the 1950s dress fashion and dinner party lifestyle, the 1960s Op Art fashion era and the look of the 1920s, the flapper dress. She chose to create a dinner party dress. Natahlia incorporated the wearable art aspect into her design by playing on the words ‘dinner party’ as it was designed to be worn to a dinner party but was also created using dinner party items—that is, plates and spoons.

New Vs Recycled—Natahlia has recycled fashion trends with her inspiration being drawn from three different fashion eras of the 20th Century. While all materials were new, she has incorporated another dimension to her wearable art piece by stepping outside the realm of fabric and using other mediums to create fabric and decorative embellishments.

Techniques—The materials have been painted to the colour scheme that Natahlia desired. For the bodice she used boning and created a decorative fringe by gluing spoons together. To create the circle-shaped skirt Natahlia glued the plates together and then manipulated them into shape before added a decorative stitch along each plate’s edge. She then used spoons to create decorative fringing on the dress.

Kaitlyn Traise

Inspiration—Kaitlyn drew inspiration for her piece from the 1970s–80s flower power era and a collection of lace her grandmother had given to her. She chose to create a dress in a style that reflected particular trends of the time and use the dress as a canvas for the array of fabric flowers she created. The flowers are used to represent the ‘flower power’ politics of the time.

New Vs Recycled—The fabric used for the dress was bought material. The flowers were created from recycled fabrics spanning her personal collection, past projects, cut offs and second-hand clothing.

Techniques—Kaitlyn included pattern making, fabric dyeing, beading, free machine embroidery and the creation of each of her individual flowers.



Erin Cleary

Inspiration—Erin drew her main inspiration from Gaia the Goddess of the Earth and decided that she wanted to embody an element of elegance with sustainability. Many of the materials are recycled and each colour in her piece is used to represent a different element of the earth.

New Vs Recycled—The materials Erin used were mainly recycled, with the piece costing a total of \$15. The fabric used in the skirt was a friend’s old formal dress. Erin also used recycled upholstery swatches, tulle and artificial flowers and vine leaves left over from a work promotion.

Techniques—Erin has created her own fabric for the bodice using Solvie/Avalon and attached the skirt and bodice together by creating a laced corset that runs down the backline into the skirt. Erin embellished her piece by incorporating hand beading on the bodice and has finished it by draping and wrapping the artificial flowers and vine leaves around her garment to create an ethereal look.



Welcome to new 2009 members of the Committee of Management



Deanna Dean

As a second year Home Economics teacher looking for a challenge, I decided that joining the Committee of Management would enable me to learn new things, meet passionate and experienced Home Economics teachers, give me the opportunity to be involved in the running of HEIA(Q) and consequently contribute to my sense of pride and reason for becoming a Home Economics professional.

From the moment I sat in Lorraine Hooper's senior Home Economics class at Caloundra State High School, I knew that I wanted to become a Home Economics teacher. She encouraged me throughout my senior schooling and inspired me to follow in her footsteps. I was lucky enough to build not only a teacher-student relationship with Lorraine, but she is now a personal friend and mentor.

I am looking forward to my future as a Home Economics teacher and the opportunity to inspire students. I believe that Home Economics is one of the most important educational programmes that schools have to offer as it enables students to learn necessary life skills that will stay with them for many years to come. In addition, I hope to stay an active member of HEIA(Q) and bring as much passion and skill to the Committee of Management as I can.



Naomi Holley

I am a second year teacher who joined the Committee of Management this year as I felt I would like to contribute more to this fantastic profession of Home Economics education. I feel very privileged to be nominated by my peers and to be welcomed by the Committee.

I teach at Grace Lutheran College, a Year 7–12 school of 1600+ students across two campuses, one located at Rothwell and one at Caboolture. I currently teach at both campuses and divide my time between the two, teaching Home Economics, Hospitality and History. The Home Economics department at Grace is quickly expanding and we now have six full-time teachers. I feel very honoured to work in such a fantastic teaching environment with supportive and caring people who have a genuine concern for and interest in students' lives.

My teaching interests include all things food and nutrition, sustainability, health promotion and preservation, fashion, ancient and modern history and empowering young people to make a stand for social change.

I am currently completing my Masters of Education, majoring in Leadership.

Teaching definitely has its up and downs. However, I love being in a profession where no one day is the same, and you can genuinely see the changes that such a diverse yet essential subject such as Home Economics can have on individuals.



Rosie Sciacca

My decision to become a teacher occurred at around the age of 5. I was forever emulating my own teachers and always believed that my vocation lay within the early years of schooling. This all changed when I commenced secondary school and was provided the opportunity to study Home Economics. I was fortunate to have Margaret Duncan as one of my Home Economics teachers. It was her passion for the subject that inspired me to pursue Home Economics education as a career. This decision was further augmented throughout my university studies with Joanne Jayne as my lecturer. It was Joanne's fervent passion and advocacy for this discipline area and her emphasis on intellectual rigor, social inquiry and empowerment, that widened my appreciation and passion for Home Economics. This also facilitated my success at university. I was honoured to be chosen to receive the King and Amy O'Malley Scholarship in my final year of university and was also selected as a member of the Dean's Scholar Program throughout my university studies.

Currently, I am in my second year of teaching, being privileged to start my career with a contract at Corpus Christi College and now at Springwood State High School. Whilst there is no formal Home Economics subject studied at Springwood (Hospitality is offered throughout Year 8 to Year 12), I am continuing to advocate for the inclusion of this valuable subject and am hoping that Home Economics will be an integral part of the curriculum in the near future.

I believe it is imperative that we network as a profession, particularly for those who are beginning their teaching career. It is for this reason that I first became a member of the HEIA(Q) whilst at university. HEIA(Q) has provided me with invaluable professional development and networking opportunities that have sustained my passion for Home Economics teaching and has been the source of inspiration for curriculum and assessment development. This in turn compelled me to become a member of the Committee of Management (COM), which I joined this year. I have taken on the role of Secretary and have already gained so much. I am grateful for being provided with the opportunity to work with such a supportive and experienced group of colleagues and look forward to actively contributing to the association that has supported me throughout my career thus far.



Louise Borg

As I complete my final year at university I have taken on the role of student representative on the HEIA(Q) Committee of Management. Settling into the role and fulfilling my duties thus far has been a smooth process with a group of passionate, supportive and friendly committee members, and I have found the experience of being involved with HEIA(Q) on such a personal level extremely rewarding.

My passion for Home Economics stemmed from my days in the Home Economics classrooms in high school—learning about nutrition, fashion, world cultures and cuisine, and having the opportunity to try new ideas and recipes. I studied psychology in my first year at university, however I quickly realised it wasn't the career for me and with some soul searching looked into the possibility of becoming a Home Economics teacher. The following year I was excited to be in the O-Block textiles room of QUT and on course to a career I truly love. My involvement in HEIA(Q) has once more re-focused my passion for Home Economics and taken me back to my schooling years where I found my love of food, textiles and anything Home Economics related. Funnily enough I now have the opportunity to work alongside a past teacher whose passion played a pivotal role in my initial love of Home Economics.

Looking back I see 2009 as the beginning of my professional career as I move from pre-service to practising teacher. My involvement within the HEIA(Q) Committee of Management has embedded more confidence and passion within me. As I look to the future I see myself continuing my involvement with HEIA(Q) as a beginning teacher, and for many years to come.

Fabulous Felt

Debbie Cain

I had the pleasure of attending the 'Working in a creative classroom—Fabulous felt' workshop at Our Lady's College at Annerley on Saturday 20th June. Complementing the Queensland Department of Education and Training's Year of Creativity, this year, this workshop provided an opportunity to use natural fibres as a basis for developing skills in felt-making whilst exploring creativity.

The workshop started with a discussion about the creativity process. One point that I found very interesting was how we need limitations on our creativity so the ideas can 'bounce around in our heads' and how we can incorporate this into our classrooms. We then moved onto the 'hands-on' session of the day, creating our own scarf. Each of the 17 attendees chose their own coloured wool for the foundation of their scarf and began the process of laying out the base. As the day went on we added our own individual touches in the form of mohair, wool, silk, ribbons, muslin and lace.

The basis of felt making involves using wool fibres to create a unique piece of fabric. The process we used involved wetting the wool using water and pure soap flakes, wrapping it in bubble wrap, tulle and a towel, and rolling it literally hundreds of times. We then shocked the wool by dropping it numerous times so it started to represent cellulite! Then we washed our fabric in warm water to rinse out the soap. The end result was amazing. We all

ended up with a magnificent unique piece where no outcome could be considered wrong. The best thing about felting is that everyone can do it with real success.

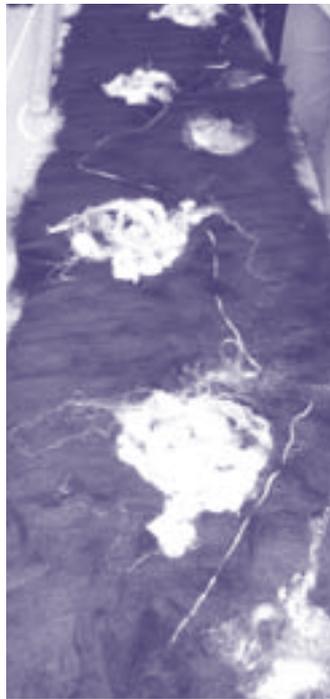
Everyone enjoyed the wonderful opportunity for networking, as we had hours of rolling, shocking and washing our wool creations as they morphed into our own masterpieces. The presenter, Sue Going, shared so much knowledge and wisdom about the process and about how it is very manageable to facilitate this type of project in a Textiles classroom. All you need is wool, bubble wrap, soap, water and vinegar. Sue also provided a comprehensive resource list, making it simple to get started in the classroom.

All in all, the enthusiasm in the room was contagious, with everyone busily chatting about how they could use this process in their own school setting. Lots of ideas were shared in such a relaxed environment, and everyone seemed to have a very enjoyable day. I personally plan to use this as a part of my Year 11 unit, *Creating With Textiles*, next term. Stay tuned for an article in a future *InForm* to hear how it turned out!

A very big thank you to Sue Going from John Paul College for facilitating such a valuable and enjoyable experience and to Kay Gleeson from Our Lady's College for hosting the workshop.



“As the day went on we added our own individual touches in the form of mohair, wool, silk, ribbons, muslin and lace.”



From the President

Whilst the bitter cold of winter is creeping upon us, there is plenty of activity occurring around the division to warm my spirits. The conference committee is working tirelessly to finalise workshops and bring together an energizing day of creative discovery for our many delegates. The 'Fabulous Felt' regional workshops have commenced, with members exploring ways to assess creative dimensions whilst engaging in exciting practical activities. We have had great interest in the *FoodChoices* workshops that are exploring the newly revised edition of this great resource. Hence, the Professional Development Committee has begun confirming dates for these workshops around the state. And of course let's not forget the national conference in Darwin, which is imminent as we go to press. HEIA(Q) wishes our Division's and interstate colleagues great success on what looks like an extraordinary week of learning.

The Committee of Management would like to congratulate Cheryl Conroy on her reappointment as the HEIA(Q) representative for the King and Amy O'Malley Trust State Selection Panel. We thank Cheryl sincerely for her dedicated efforts over the past three years in this position, and we very much look forward to working with her during her next term.

A recent visit to QUT gave me a first-hand look at a display of the third year graduates' wearable art projects. It was fascinating to read about the inspirations behind their work and exciting to see such creative pieces evolving. The exhibits will be on display at the state conference this year and I highly recommend delegates look out for them, as we have a truly creative group of Home Economics teachers coming through the ranks.

Finally, I was delighted to be invited to the Logan District cluster meeting last month. It was exciting to see more than a dozen women from very different school settings giving up their afternoons to willingly share resources, tools and activities with each other. Engaging in discussion and collaborating with other Home Economics professionals facing the challenges of our unique subject area is a valuable and powerful way to strengthen our support networks, and helps to ensure we remain fresh, invigorated and, most importantly, motivated in the classroom.

I encourage other districts that may have allowed this practice to drop off the radar, given the chaos and fullness of some of our daily lives, to consider getting together with local colleagues on regular basis.

A job worth doing, is worth doing together!

Kylie King
President, HEIA(Q)

Nutrition education the FoodChoices way

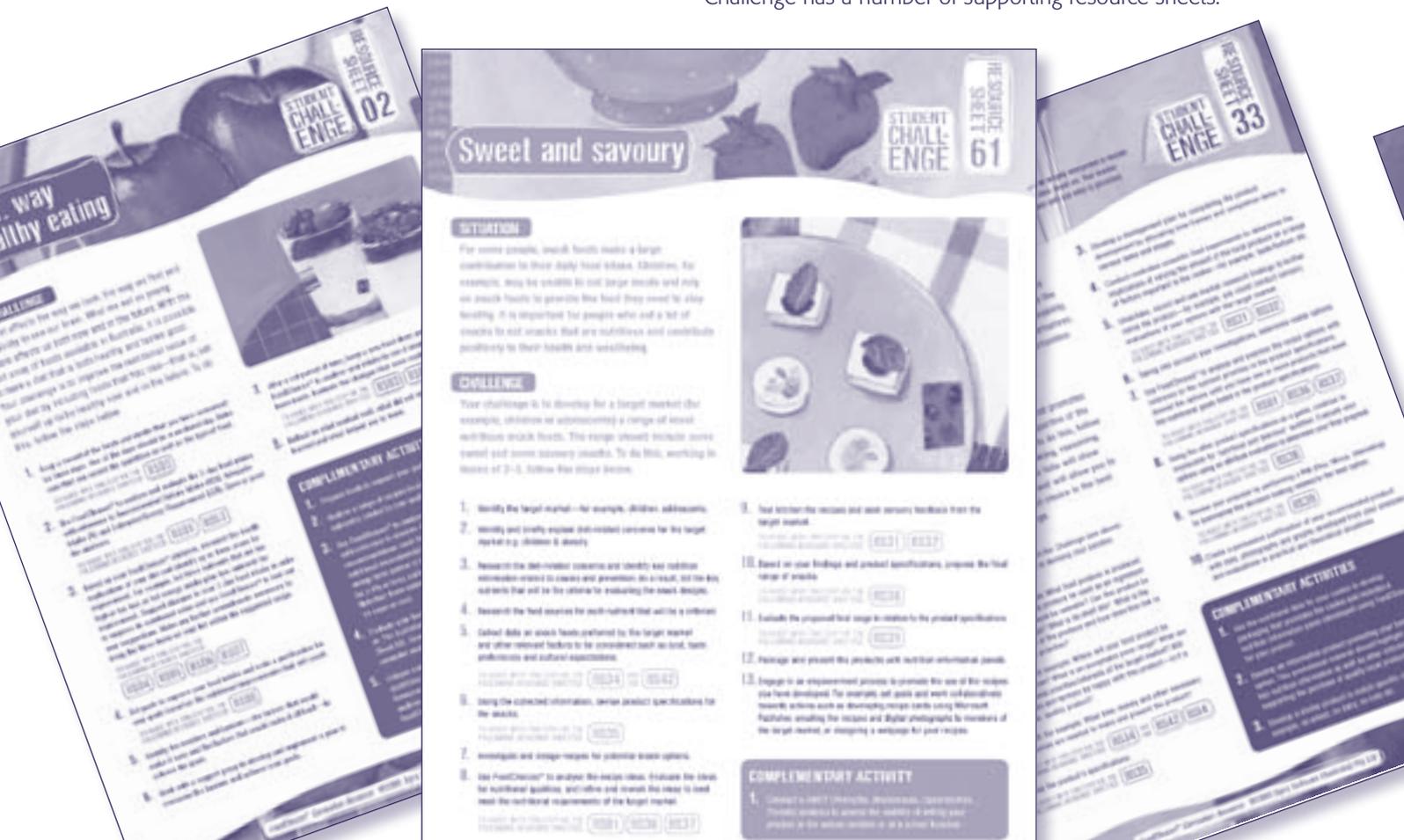
In 2001 HEIA worked with Xyris Software to create the popular *Food Choices the IT Way*, and more recently to develop the revised *FoodChoices Curriculum Resource*. The resource is now available online and purchased by means of an annual subscription. Students and teachers can access the resource from their home computers.

The resource comprises **FoodChoices®** nutrient analysis software, resources for how to use the program and teaching ideas for using the program—16 student challenges (units) and 69 supporting resource sheets. Student resource sheets are full-colour PDF files suitable for printing or for filling electronically.

Students and teachers can now:

- Compare nutrient results to the new Nutrient Reference Values (NRVs)
- Use the latest Australian food data (AUSNUT 2007)
- Search for foods high or low in a specified nutrient
- Work with the Nutrition Information Panel feature (previously purchased separately) as an integrated part of the resource.

The *FoodChoices® Curriculum Resource* has five new topical curriculum units. The existing 11 units have been fully revised to reflect contemporary classroom demands related to food and nutrition. The resource sheets shown here illustrate the 16 challenges. Each Challenge has a number of supporting resource sheets.



News from Xyris

– June 2009

We are pleased to announce that the **resource sheets, which come as pdf documents, are now available as electronic fillable forms.** This means that students can type their answers straight into the resource sheets online. (They can then save them, email them etc.) You need the free Adobe® Reader® software to take advantage of this feature.

This new feature is just in time for the **official launch** of the **FoodChoices® Curriculum Resource.** The 'strawberries and champagne' launch takes place at the HEIA 'Daring to Dream' Conference in Darwin (8–11 July 2009). Dr Jan Reynolds will be there to answer your questions. Hope you can make it.

Planning meals the I.T. way

8. Use FoodChoices® to experiment with amending a day plan by adding or changing various foods so the value of the targeted nutrients has been improved.

9. Summarise the changes you have made and their nutritional implications.

Fast and fabulous

RESOURCE SHEET 51

SITUATION
Fast and convenience foods are part of many people's lifestyles. Most of these are healthy, some of them fit into the category recommended by the Australian guide to healthy eating for eating in small quantities and only sometimes.

CHALLENGE
Your challenge is to construct a healthy plan for a day when you decide to include fast/convenience food in your choices. To do this:

1. Describe or illustrate when you might require a commercially available fast/convenience food, including other considerations in this situation—for example, the type of fast food options from which you can choose, budget, time pressures, eating location etc.
2. Construct a 24-hour meal plan for the other foods that would typically be eaten that day. Allocate the plan with a minimum 100 kcal per day to identify which fast food groups should be included for the fast/convenience food to complete the day's plan.
3. Identify a range of possible fast/convenience food options that complement the food groups already in the plan. **NOTE:** If the fast/convenience food options available are not preferred for you, do not include those food groups. It may be necessary to amend the food's source at other times in the day.
4. Use FoodChoices® to identify a food story for yourself and enter all the foods other than the fast/convenience food that you have in your 2400 kJ plan.
5. To assist with the task use the following resource sheets: **RS04** **RS05** **RS08**
6. Identify a range of possible fast/convenience food options that complement the food groups already in the plan. **NOTE:** If the fast/convenience food options available are not preferred for you, do not include those food groups. It may be necessary to amend the food's source at other times in the day.
7. Make the option that offers the best solution from a nutritional point of view.
8. Record the other components within those food stories and ensure your solution meeting, showing both of components, progress the best possible option.
9. Continue to make changes to either the fast/convenience food source or the other foods eaten during the day until the meal fits within 80–100% range for energy, protein, calcium and fibre (or other nutrients of your choice) so that you have a healthy meal plan that also meets other requirements such as taste, cost etc.
10. Present and justify the final plan, using evidence and graphs to support the justification in light of all the constraints.
11. Identify barriers to implementing this option and work collaboratively to resolve any barriers.
12. Present your justification and findings when including fast food options in the diet and reflect on the impact that choices have.

KEY ACTIVITIES
Use FoodChoices® alternatives, and consider the nutritional value with the convenience product. Consider the impact of fast food options.

Recipe makeovers

RESOURCE SHEET 59

SITUATION
Many of us have our favourite recipes. Some of these recipes could be improved nutritionally without changing their essential features.

CHALLENGE
Your challenge is to improve some recipes to better fit your nutrition plan and use your plan to guide your recipe and ingredient choices to promote your eating and treatment objectives to promote your health. To do this, follow the steps below:

1. Identify a recipe that you would like to improve.
2. Use FoodChoices® to identify the nutrient values for the recipe and compare them to your nutrition plan.
3. Identify the nutrients that are most deficient in the recipe.
4. Use FoodChoices® to identify ingredients that can be added to the recipe to improve its nutritional value.
5. Revise the recipe and compare the new nutrient values to your nutrition plan.
6. Prepare the recipe and compare the new nutrient values to your nutrition plan.

COMPLEMENTARY ACTIVITIES
1. Prepare a plan to improve your nutrition plan.
- 2. Use FoodChoices® to identify the nutrient values for the recipe and compare them to your nutrition plan.
- 3. Identify the nutrients that are most deficient in the recipe.
- 4. Use FoodChoices® to identify ingredients that can be added to the recipe to improve its nutritional value.
- 5. Revise the recipe and compare the new nutrient values to your nutrition plan.
- 6. Prepare the recipe and compare the new nutrient values to your nutrition plan.

Recipes for success

RESOURCE SHEET 40

SITUATION
The concept of success in healthy eating is a pretty abstract idea. It's not just about eating well and staying healthy, it's about feeling good, having fun, and enjoying the process. It's about making choices that are good for you, but also good for the planet. It's about making choices that are good for you, but also good for the planet.

CHALLENGE
Your challenge is to identify a range of recipes that would complement the nutrition plan of a large number of people. You will have some leeway in terms of ingredients and portion sizes, but you must ensure that the recipes are easy to prepare and that they are suitable for a wide range of people. You must also ensure that the recipes are good for the planet.

1. Identify a range of recipes that would complement the nutrition plan of a large number of people.
2. Use FoodChoices® to identify the nutrient values for the recipes and compare them to the nutrition plan.
3. Identify the nutrients that are most deficient in the recipes.
4. Use FoodChoices® to identify ingredients that can be added to the recipes to improve their nutritional value.
5. Revise the recipes and compare the new nutrient values to the nutrition plan.
6. Prepare the recipes and compare the new nutrient values to the nutrition plan.

COMPLEMENTARY ACTIVITIES
1. Prepare a plan to improve your nutrition plan.
- 2. Use FoodChoices® to identify the nutrient values for the recipes and compare them to the nutrition plan.
- 3. Identify the nutrients that are most deficient in the recipes.
- 4. Use FoodChoices® to identify ingredients that can be added to the recipes to improve their nutritional value.
- 5. Revise the recipes and compare the new nutrient values to the nutrition plan.
- 6. Prepare the recipes and compare the new nutrient values to the nutrition plan.

Sustainable food futures

RESOURCE SHEET 55

THE CHALLENGE
We see every day that when we think about the food that we eat, we think about the impact that it has on the planet. We think about the impact that it has on the planet. We think about the impact that it has on the planet.

CHALLENGE
Your challenge is to identify a range of food options that would complement the nutrition plan of a large number of people. You will have some leeway in terms of ingredients and portion sizes, but you must ensure that the food options are easy to prepare and that they are suitable for a wide range of people. You must also ensure that the food options are good for the planet.

1. Identify a range of food options that would complement the nutrition plan of a large number of people.
2. Use FoodChoices® to identify the nutrient values for the food options and compare them to the nutrition plan.
3. Identify the nutrients that are most deficient in the food options.
4. Use FoodChoices® to identify ingredients that can be added to the food options to improve their nutritional value.
5. Revise the food options and compare the new nutrient values to the nutrition plan.
6. Prepare the food options and compare the new nutrient values to the nutrition plan.

COMPLEMENTARY ACTIVITIES
1. Prepare a plan to improve your nutrition plan.
- 2. Use FoodChoices® to identify the nutrient values for the food options and compare them to the nutrition plan.
- 3. Identify the nutrients that are most deficient in the food options.
- 4. Use FoodChoices® to identify ingredients that can be added to the food options to improve their nutritional value.
- 5. Revise the food options and compare the new nutrient values to the nutrition plan.
- 6. Prepare the food options and compare the new nutrient values to the nutrition plan.

HEIA(Q) 2009 Professional Development Program

Workshop 1

Working a creative classroom—Fabulous felt

Presenter: Sue Going

This one-day workshop will combine the theoretical underpinnings of creativity with hands-on development of skills in felt-making. 2009 is the Year of Creativity for the Queensland Department of Education, Training and the Arts. It is also the International Year of Natural Fibres, which aims to promote the benefits of natural fibres as contributing to a greener planet. Felt is considered the ultimate in eco-chic. Following an introduction to creativity and the concepts and strategies that underpin creative thinking, participants will learn the basic skills of felt-making, experiment with processes and materials (as part of the development of creativity) and develop a fabulous felt accessory—for example, a scarf. The day will include exploration of what creativity might look like in the Home Economics classroom, whether in foods, textiles or creative problem solving, along with assessment issues.

Cost incl. GST

Members: \$115.00 (\$95.00 + \$20.00 materials fee)

Non-members: \$160.00 (\$140.00 + \$20.00 materials fee)

Morning tea and lunch are provided

PLEASE SEND YOUR REGISTRATION FORM IMMEDIATELY TO SECURE A PLACE IN THIS WORKSHOP

Term 3 dates and venues

» **Rockhampton**

Monday 13 July
9.00 am–3.30 pm
The Cathedral College
William Street, Rockhampton

» **Gold Coast**

Saturday 25 July
9.00 am–3.30 pm
Trinity Lutheran College
Ashmore Road, Ashmore

» **Darling Downs**

Saturday 1 August
9.00 am–3.30 pm
Assumption College
Locke Street, Warwick

» **Brisbane North**

Thursday 13 August
9.00 am–3.30 pm
Northside Christian College
151 Flockton Street
Everton Park

» **Roma**

Saturday 22 August
9.00 am–3.30 pm
Roma State College
Timbury Street, Roma

» **Brisbane West**

Saturday 29 August
9.00 am–3.30 pm
Ipswich Girls' Grammar School, Queen
Victoria Parade, Ipswich

» **Townsville**

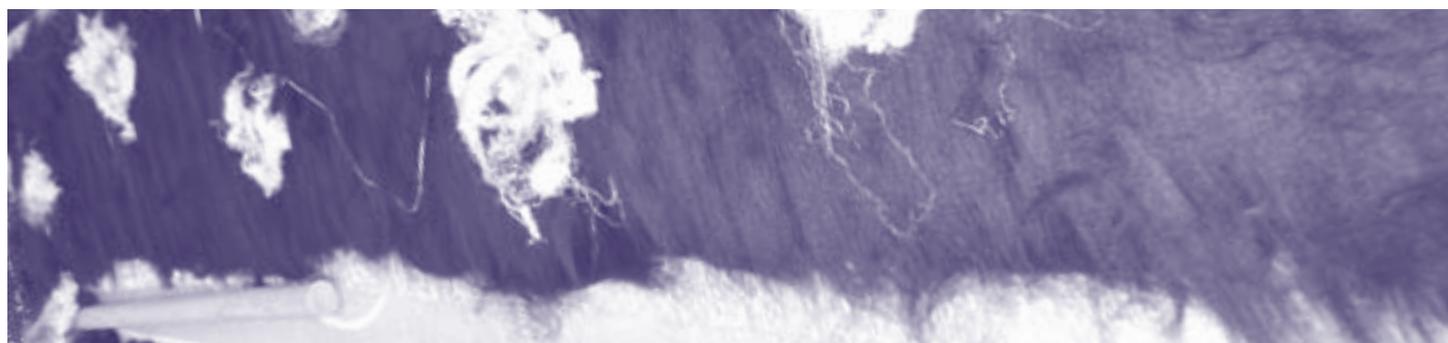
Saturday 5 September 2009
9.00 am–3.30 pm
School to be advised

» **Sunshine Coast**

Saturday 17 October
9.00 am–3.30 pm
Mountain Creek SHS
Lady Musgrave Drive
Mountain Creek

» **Mackay**

Saturday 24 October
9.00 am–3.30 pm
Mackay North SHS
Valley Street, Mackay North



HEIA(Q) 2009 Professional Development Program

Workshop 2

FoodChoices Curriculum Resource—So what's new?

Presenter: Janet Reynolds

This is a 1.5 hour workshop, or longer if selected as a hands-on workshop. The newly revised *FoodChoices* was released in January 2009 after Xyris Software (Australia) Pty Ltd worked collaboratively with HEIA to revise the resource. The new features include: the analyses reflect the release of the Nutrient Reference Values; an added feature to calculate the percentage energy from saturated fat; the ability to search for foods that are rich or low in a specified nutrient; and the Nutrition Information Panel feature, previously purchased separately, being part of the resource. Changes to the curriculum resources include revisions to the existing curriculum units, including steps to reflect the Nutrient Reference Values along with five new curriculum units. The resource is available online with students and teachers able to access the software program from their home computers. The workshop will explore the new features, including some background on the changes—for example, Nutrient Reference Values and what they mean for the Home Economics classroom.

Cost incl. GST

Members: \$22.00

Non-members: \$33.00

Afternoon tea will be provided

PLEASE SEND YOUR REGISTRATION FORM IMMEDIATELY TO SECURE A PLACE AT THIS WORKSHOP

Term 3 dates and venues

» Mackay

Monday 13 July

11.15 am–3.30 pm

Mackay North SHS

Valley Street, Mackay North

» Wide Bay

Wednesday 22 July

3.15 pm–5.15 pm

Urangan SHS

Robert Street, Hervey Bay

» Brisbane North

Wednesday 29 July

4 pm–6 pm

Corpus Christi College

Bage St, Nundah

» Sunshine Coast

Tuesday 18 August

3.30 pm–5.30 pm

Caboolture SHS

Lee Street, Caboolture

Note: If you would like to host a *FoodChoices* workshop for your area please contact your regional coordinator or Denise McManus as below.

For further Workshop information

For further information regarding **workshop content**, contact Yve Rutch by telephone on 07 3353 1266 or email: rutchy@northside.org.au

For questions regarding **registration**, contact Denise McManus by telephone on 07 3865 1401 or email: zzdmcman@westnet.com.au

Registration procedures

The back page of the PD brochure is the registration form for the regional workshops. Upon payment the registration form will become your tax invoice. Photocopy and complete the registration form and send to the address indicated on the form. The final date for registration is one week prior to the workshop date. Brochures were sent to all members and schools earlier in the year. The brochure and registration form can also be accessed on the website- www.heia.com.au/heiaq

To indicate an expression of interest prior to completing the registration form, email Denise McManus at zzdmcman@westnet.com.au

HEIA(Q) Home Economics Teacher Excellence Awards



It's time to celebrate!

Closing date for nominations is Friday 24 July, 2009.

Recipients will receive their award at the state conference on Saturday 8 August 2009.

Nomination forms can be found on the web site at www.heia.com.au/heiaq

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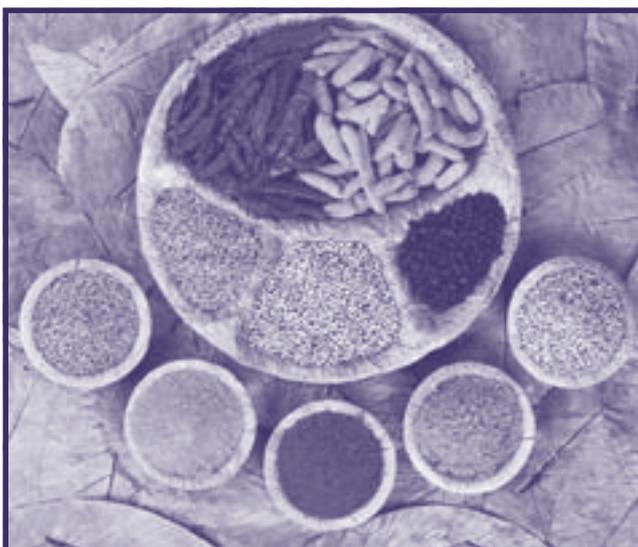
Have your say

Review of the Dietary Guidelines— Survey on current usage and suggestions for revised publications

The National Health and Medical Research Council (NHMRC) is working on the redevelopment of the Core Food Groups, Dietary Guidelines and then ultimately education tools such as the *Australian Guide to Healthy Eating*. The redevelopment is based on the revised nutrient reference values released in 2006. As part of its work, it is conducting an online survey to collect information on current usage of the Dietary Guidelines and suggestions for the revised publications. The information will be considered during the development of the revised Dietary Guidelines and the online survey will be open until 30 September 2009.

As home economics teachers regularly use such guidelines and the resources produced to promote the messages, HEIA members could make a valuable contribution to the redevelopment of the guidelines. All members are encouraged to complete the online survey.

The web link http://www.nhmrc.gov.au/your_health/healthy/nutrition/survey.htm takes you to the survey.



Call for Expressions of Interest

Food, Spices and Textiles Tour of Southern India

Timing:

Two weeks, early January 2010

Highlights:

The tour will include experiences that take in, for example:

- The beautiful tropical South India known for its pristine beaches and magnificent sunsets and sunrises
- Spice plantations and spice markets
- Fabulous food with cooking classes
- Silk sari factory and textile emporium
- Local village sustainability projects
- Periyar Wildlife Sanctuary, the best wildlife reserve in India with an overnight cruise on the backwaters
- Fascinating cultural tours

Estimated approximate cost:

\$4,000.00 (includes return airfare)

Contact:

Helen Keith, Manna Tours by 7 August 2009 for initial interest and further details so that planning can proceed.

khkeith@bigpond.net.au Ph 07 4098 8142

Smart Choices and the curriculum

Janet Reynolds

Queensland Health is currently working with the Department of Education and Training to provide further fact sheets related to *Smart Choices*. The following is the essence of the major messages regarding the use of *Smart Choices* as a teaching tool. HEIA(Q) members are urged to bring this message to the attention of colleagues, including colleagues in primary schools, using *Smart Choices* as a food selection tool for planning healthy, balanced eating patterns.

The *Australian Guide to Healthy Eating* (AGHE) and the *Dietary Guidelines for Children and Adolescents* should be used as teaching tools for nutrition education in Queensland state schools. The *Smart Choices: Healthy Food and Drink Supply Strategy for Queensland Schools* should not be used as a teaching tool when students are planning healthy, balanced eating patterns as they need to take into account foods from all five food groups as outlined in AGHE; *Smart Choices* does not do this as it was not designed for this purpose.

Food and drink supplied at school

The *Smart Choices: Healthy Food and Drink Supply Strategy for Queensland Schools* (www.education.qld.gov.au) is all about offering healthy food and drink choices to students in Queensland schools. The strategy requires that schools offer students a range of healthy food and drinks that are consistent with the *Australian Dietary Guidelines for Children and Adolescents*. This includes

Recommended tools for nutrition education

Australian Guide to Healthy Eating (AGHE)

The AGHE provides a visual representation of the amounts and kinds of food that you need each day to get enough of the nutrients essential for good health and wellbeing. The five food groups in the Australian guide to healthy eating are:

- Bread, cereals, rice, pasta, noodles
- Vegetables, legumes
- Fruit
- Milk, yoghurt, cheese
- Meat, fish, poultry, eggs, nuts, legumes

Some foods do not fit into the five groups as they are not essential to provide the nutrients the body needs. The extra foods, pictured outside the five food groups, can add to the enjoyment of a healthy diet. Choose these sometimes and in small amounts.

Dietary Guidelines for Children and Adolescents in Australia

- Encourage and support breastfeeding
- Children and adolescents need sufficient nutritious foods to grow and develop normally
 - Growth should be checked regularly for young children
 - Physical activity is important for all children and adolescents
- Enjoy a wide variety of nutritious foods
 - Children and adolescents should be encouraged to:
 - ~ Eat plenty of vegetables, legumes and fruits

food and drink available in the tuckshop, vending machines, curriculum activities, school excursions, school camps, fundraising, classroom rewards, school sports days and other school events.

Teaching about nutrition and healthy eating

The national food selection guidelines, *The Australian Guide to Healthy Eating* and the *Dietary Guidelines for Children and Adolescents in Australia*, consider all nutrients needed for a healthy balanced diet and should be used to teach students how to choose a variety of foods from the five food groups in appropriate amounts to meet nutritional requirements.

The *Smart Choices* strategy has been developed to assist schools to provide healthy food and drink choices to students. The strategy only considers a limited number of nutrients when classifying food and drinks—energy, saturated fat, sugar, salt and fibre and does not consider the foods needed to fulfil a balanced eating pattern across the day. So, although the 'green' category foods are the most health promoting, eating only 'green' foods will not provide a balanced diet for children and adolescents.

Smart Choices has not been designed as a curriculum tool and should not be used as a food selection guide when students are learning about the foods and drinks that form a healthy balanced eating pattern. *Smart Choices* outlines the types of food and drink that should be available at the tuckshop, and other occasions when food and drinks are provided for students.

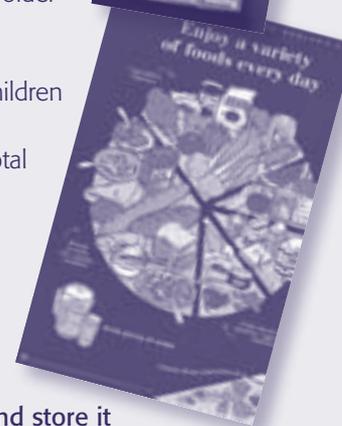
- ~ Eat plenty of cereals (including breads, rice, pasta, noodles), preferably wholegrain
- ~ Include lean meat, fish, poultry and/or alternatives
- ~ Include milks, yoghurts, cheese and/or alternatives.
- ~ Reduced-fat milks are not suitable for young children under 2 years, because of their high energy needs, but reduced-fat varieties should be encouraged for older children and adolescents
- ~ Choose water as a drink
- ~ Alcohol is not recommended for children

- and care should be taken to:

- ~ Limit saturated fat and moderate total fat intake
- ~ Low fat diets are not suitable for infants
- ~ Choose foods low in salt
- ~ Consume only moderate amounts of sugars and foods containing added sugars

- Care for your child's food: prepare and store it safely

To obtain copies of these guidelines visit www.nhmrc.gov.au/publications/synopses/dietsyn.htm.



Reminder

Food and drink in the curriculum

Janet Reynolds

In response to the *Smart Choices* strategy, in 2006 HEIA(Q) developed a position paper on the preparation of food and drink as part of curriculum activities. The full paper is available at www.heia.com.au/heiaq/policies&papers.asp including a section related to food and drink preparation in the Hospitality curriculum. The position paper was accepted by the *Smart Choices* Implementation Committee as appropriate for Queensland state schools. Queensland Health is working with the Department of Education and Training to develop that position paper into a Fact Sheet for the *Smart Choices* website. This article serves to remind HEIA(Q) members of the guidelines that were developed for food and drink preparation in the curriculum.

Food and drink preparation as part of the curriculum should be in line with the *Australian Guide to Healthy Eating*. This means most food prepared within the curriculum should be prepared from the 'breads and cereals' and 'vegetables' food groups, followed by the 'fruit', 'meat' and 'dairy food' groups. Preparation of 'extras', which equate broadly to 'Red' food and drinks in the *Smart Choices* strategy, should occur on limited occasions and in small amounts, as these foods are typically high in fat, salt and/or sugar.

Teachers are in an ideal position to model health-promoting eating practices and demonstrate how nutritious foods and drinks can be included into daily eating patterns. Engaging students with practical food and drink preparation in the curriculum is an opportunity to promote the notion that food and drink for a range

of situations can be nutritious, tasty and attractive, whether sweet or savoury.

The formal curriculum does not indicate a need for students to engage with foods of low nutrient density (typically, 'red' foods), and it is recommended that preparation of health-promoting food and drinks is the focus of curriculum activities. If 'extra' ('red') foods and drinks are to be prepared as part of the curriculum, this should only occur on 'limited occasions' and 'in small amounts' in line with AGHE.

In a practical sense this involves:

- If a class prepares a Christmas hamper that includes 'red' foods, it would be expected that all other foods prepared that semester would not come from the extras or 'red' category.
- When engaging students in comparative studies that involve 'extra' or 'red' foods, if they are tasted, then it should be in small taste-testing experiences.
- If the food is to reflect a particular cultural context e.g. Oktoberfest or Bastille Day, it is acknowledged that some of these foods may be 'red' foods. However, it is expected that these occasions would be limited.
- Avoiding the demonstration of the preparation and presentation of 'extra' or 'red' foods, as this can indirectly be promoting consumption of these foods.
- If 'extra' or 'red' foods are prepared to illustrate a food technology concept, the class could consider donating the foods to the school fete, or other 'red' occasion in the school.

Considering the Situations...

Situation 1: Students bring ingredients from home to be used as part of curriculum activities and either eat the food themselves or take it home with them

- The teacher determines which foods are to be prepared and/or eaten in the lesson/learning experience.
- Students bring the foods from home.
- Students either eat the foods themselves or take the foods home with them.

Strategy implementation:

- Foods are not supplied to the students by the school so technically speaking these foods do not need to comply with the *Smart Choices Strategy*.
- However, the teacher has determined what food is to be prepared, then the students have been directed to bring these foods into the school, and as such they should comply with the *Smart Choices Strategy*.
- 'Red' foods in this instance should be included as part of the curriculum experiences on limited occasions and in small amounts, in line with the AGHE.

Considering the Situations...

Situation 2: The school supplies the food for the curriculum activities and the students either eat the foods at school or take them home with them

- The teacher determines which foods are to be prepared and/or eaten in the lesson/learning experience.
- The school provides the ingredients/food from either the school budget or by way of a levy to parents.
- Students either eat the foods at school or take the foods home with them.

Strategy implementation:

- The school has supplied the students with the food and it should comply with the *Smart Choices Strategy*.
- 'Extra' or 'red' foods should be only included as part of the curriculum experiences on limited occasions and in small amounts, in line with the AGHE.
- If students are engaged in comparative studies that involve 'extra' or 'red' foods, and there is a need to taste these foods, then it should be in small taste-testing experiences.
- If the food is to reflect a particular cultural context e.g. Oktoberfest or Bastille Day, it is acknowledged that some of these foods may be 'extra' or 'red' foods. However, it is expected that these occasions would be limited, and these foods preferably served in small amounts.

Situation 3: The preparation/presentation of 'extra' or 'red' foods is demonstrated by the teacher or by a visitor to the school

Strategy implementation:

- These foods should only be distributed in small 'taste-testing' sizes to students as part of the learning experience.

Situation 4: Food is prepared as part of the school curriculum time and supplied to other students in the school (whether free of charge or for payment)

Strategy implementation

- The foods prepared in these instances must comply with the *Smart Choices Strategy*.

Situation 5: Students are involved in experimental food work

Strategy implementation:

- 'Extra' or 'red' foods when used in this instance do not need to comply with the *Smart Choices Strategy*. If foods are to be taste-tested by students, they should be in small portions only.

Have you read?

The following reports are listed in chronological order, with the most recent first.

The health of Queenslanders: Prevention of chronic disease, 2008—Toward Q2

http://www.health.qld.gov.au/cho_report/documents/2008choreport.pdf

The health of Queenslanders 2008: Prevention of chronic disease reports on the health status and burden of disease of Queenslanders through reporting on 65 indicators of progress. This report focuses on the prevention of chronic disease in recognition of the scale and severity of chronic disease in Queensland and the resultant threats to the physical, mental, social and economic wellbeing of Queenslanders. It notes the risk factors as smoking, being overweight or obese, nutrition, physical inactivity and sedentary behaviour, alcohol, high blood pressure and high blood cholesterol.

The report notes that many Queenslanders could enjoy 3 to 6 years more of healthy life if everyone in the state had the same health. This would also avoid considerable costs associated with chronic disease. Chronic diseases are the major cause of death in Queensland. In 2006:

- 7726 died from cardiovascular disease
- 6938 died from cancer
- 736 died from chronic obstructive pulmonary disease
- 652 died from diabetes.

Males and females are affected almost equally and 58% of the burden of disease is borne by Queenslanders under 65 years, 30% under 45 years. But the most disadvantaged in Queensland are the most affected:

- the gap in life expectancy between all Queenslanders and Aboriginal and Torres Strait Islander males is 17.7 years and for females 19.4 years. In addition there is a further loss of 12.8 years of healthy life for these people due to living with disabling and mostly chronic conditions
- 17% of all the burden of disease is caused by socioeconomic disadvantage—the same as for cardiovascular disease or cancer counted separately—with 1702 premature deaths a year due to socioeconomic disadvantage
- 4.3 years of healthy life are lost because people are socioeconomically disadvantaged.

The problem of chronic disease has serious impacts:

- major adverse effects on the quality of life of affected individuals
- caused 7700 premature deaths and 5708 avoidable premature deaths—74% of deaths before 75 years
- creates large adverse economic effects on families, communities and society—obesity alone cost \$58 billion in Australia in 2008
- 15% of the population, most with chronic conditions, account for about 60% of healthcare costs
- the number of hospitalisations in Queensland is increasing at about double the rate of population increase.

The report notes that much of the major chronic diseases are caused by a set of common modifiable risk factors. 31.6% of the burden of disease is caused by 13 preventable factors, with unhealthy diet not fully included due to data limitations. The risk factors are widespread:

- 7 in 10 adults have two or more risk factors for chronic disease

- unhealthy diet is estimated to cause 16% of premature death and ill health
- smoking causes 8.1% of premature death and ill health, and 1 in 6 adults smoke daily. Smoking causes 3458 deaths a year—1 in 5 deaths of men and 1 in 10 of women
- more than half of adults and one fifth of children are overweight or obese—at least 2.4 million people
- half of adults and children do not do enough physical activity for health—physical inactivity causes 316 deaths each year
- 1 in 8 people aged 14 years and older misuse alcohol with alcohol misuse causing 706 deaths a year.

Based on current projections if nothing is done to facilitate change there will be a 22% increase in burden of disease in the next decade. The percentage of people with diabetes has more than doubled in 15 years with 217,000 Queenslanders now living with Type 2 diabetes and 19,000 new cases diagnosed each year—about 50 cases per day. Diabetes will increase dramatically. By 2031, 600,000–700,000 Queenslanders are expected to have Type 2 diabetes with about 160 new cases diagnosed each day. There has been a 45% increase in obesity in adults in the past 7 years—and by 2025 obesity prevalence will double to 1.4 million obese Queenslanders.

Australia: The healthiest country by 2020 (2008)

<http://www.preventativehealth.org.au/internet/preventativehealth/publishing.nsf/Content/discussion-healthiest>

This discussion paper notes that Australia is by international standards a very healthy country. But if we are to bequeath our children the legacy of the world's healthiest country, major reductions in disease caused by overweight and obesity, tobacco smoking and harmful consumption of alcohol are needed. Combining these threats with the increasing disparities in health between Indigenous and non-Indigenous Australians, between city dwellers and rural and remote Australians and between rich and poor Australians, means we have a real challenge on our hands if we aspire to being the healthiest nation by 2020.

The discussion paper outlines the case for reform in our approach to the prevention of illness and the promotion of health. Major changes in the way we behave as individuals, as families, as communities, as industries, as states and as a nation will be required. The solutions are not only about individual choice and personal responsibility but also about the role of governments, business and industry, and non-government organisations. The ideas proposed in this paper are for all Australians, not just governments. The aim of this paper is to test our overall targets and the initial recommendations we have developed, in order to inform and provoke discussion and debate between Australians about how these targets can be achieved. The Taskforce is convinced that we can achieve the following targets by 2020:

- Halt and reverse the rise in overweight and obesity
- Reduce the prevalence of daily smoking to 9% or less
- Reduce the prevalence of harmful drinking for all Australians by 30%
- Contribute to the 'Close the Gap' target for Indigenous people, reducing the 17-year life expectancy gap between Indigenous and non-Indigenous people.

Obesity in Australia: A need for urgent action (2008)

[http://www.preventativehealth.org.au/internet/preventativehealth/publishing.nsf/Content/E233F8695823F16CCA2574DD00818E64/\\$File/obesity-feb09.pdf](http://www.preventativehealth.org.au/internet/preventativehealth/publishing.nsf/Content/E233F8695823F16CCA2574DD00818E64/$File/obesity-feb09.pdf)

This document is one of three technical papers that inform *Australia: the healthiest country by 2020*. It includes trends and impacts of obesity, measures to prevent obesity and potential initiatives such as reshaping the food supply, reshaping urban environments, food subsidies etc. It is a 72-page document but separate sections can be downloaded from <http://www.preventativehealth.org.au/internet/preventativehealth/publishing.nsf/Content/tech-obesity>

It notes that one of the greatest public health challenges confronting Australia and many other industrialised countries is the obesity epidemic. Australia is one of the most overweight developed nations, with over 60% of adults and one in four children overweight or obese. The prevalence of overweight and obesity has been steadily increasing over the last 30 years. Obesity is particularly prevalent among men and women in the most disadvantaged socioeconomic groups, people without post-school qualifications, Indigenous Australians and among many people born overseas. Tackling obesity is about reshaping behaviours for positive outcomes in an environment of nutritional abundance that serves aesthetic and emotional needs as well as nutritional requirements. Food and alcohol play an important part in the social fabric of life, and simply lecturing people or taking a prohibitionist approach is unlikely to be successful or appropriate.

The report notes that obesity is a relatively new area for prevention globally. There is no simple solution or singular approach. These factors speak to a 'learning by doing' approach – that is, the staged trialling of a package of interventions accompanied by good monitoring and evaluation. Behaviour change is an essential component of any response to obesity; however, this is a complex process for individuals that extends beyond education and the provision of information. Achieving long-term, sustainable change is difficult, resource-intensive and time consuming. The report notes and reports on a number of initiatives that are likely to be required, including **reshaping the food supply towards lower risk products and encouraging physical activity, protecting children and others from inappropriate marketing of unhealthy foods and beverages, improving public education, and information**, reshaping urban environments, food subsidies etc.

Healthy Kids Queensland (2007)

<http://www.health.qld.gov.au/ph/documents/hpu/32848.pdf>

Healthy Kids Queensland is a Queensland Health commissioned survey that summarises the dietary and physical activity behaviour of young Queenslanders in 2006. This resource is useful for all teachers seeking background information on health and physical activity. The report notes the key findings regarding weight and waist circumference, diet and physical activity behaviours. Some of the finding regarding diet include the following:

On the day of survey:

- The mean daily energy intake was within the recommended levels for boys and girls in years 1 and 5, and boys in Year 10. Year

10 girls' intake was about 15% lower than expected, which may reflect greater under-reporting in this age group.

- On average, Queensland children aged 5-17 consumed diets in which 50% of the energy intake was derived from carbohydrate. Nearly half of this (22-25% of energy) was derived from sugars.
- On average, Queensland children aged 5-17, consumed diets in which 32.5% of the energy intake was derived from fat, and 14.5% was derived from saturated fat. This compares to current NHMRC dietary guidelines recommending approximately 30% of energy intake as fat and no more than 10% coming from saturated fat.
- One in six children had diets inadequate in vitamin C and one in two children had diets inadequate in potassium, reflecting very low intakes of vegetables and relatively low intakes of fruit.
- Almost one in ten Year 5 girls and one in four Year 10 girls had diets inadequate in iron.
- One in five Year 1 boys and girls, and half of all children in Years 5 and 10 had diets inadequate in calcium. Diets low in calcium were more common in girls than in boys at all ages. This is matched by lower intakes of milk and other dairy foods amongst girls.
- In contrast to the recommendation that children aged over 2 years should choose low fat milk, most children drank whole milk. Only one in five of Year 1 children reported drinking low fat milk, and this increased to one in three amongst Year 10 girls.
- Approximately two-thirds of Year 1 and just over half of Year 5 boys and girls met recommendations for fruit consumption, but Year 10 children fell significantly short.
- The average Year 1, Year 5 and Year 10 child failed to meet recommendations for serves of vegetables and legumes: with half of the sample consuming less than one serve on the day of the survey.
- Approximately 1 in 5 of Queensland 5-17-year-olds had take-away food on the day of the survey.
- Soft drink consumption (diet and non-diet) increased with age. On the day of the survey, a third of Year 10 boys and a quarter of year 10 girls consumed soft drink.

Over the past year:

- On average, three in five Year 1 and Year 5 children reported consuming two pieces of fruit or more per day, exceeding their minimum daily recommendations for fruit consumption, but only one in six Year 10 children met the recommendations for daily fruit intake.
- On average one-half of Year 1 children, one-third of Year 5 children and just over one-fifth of Year 10 children reported consuming the recommended amount of vegetables, for their age, per day.
- Over 90% of children in years 1 and 5 ate breakfast every day, however this dropped to three quarters of Year 10 boys and just over half of Year 10 girls.
- Three in ten Year 1 children reported drinking soft drink once a week or more and this rose to seven in ten of Year 10 boys and just under half of Year 10 girls.
- No consistent differences in dietary intakes or behaviours were observed between children in urban areas and children in rural areas.

Promoting Healthy Weight

About overweight and obesity

This article is reproduced from the Commonwealth Department of Health and Ageing website www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-strateg-hlthwt-obesity.htm

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Prevalence of overweight and obesity in Australia

The rates of overweight and obesity amongst adults have doubled over the past two decades with Australia now being ranked as one of the fattest developed nations.

Children and Adolescents

Around 20–25% of Australian children in 1995, aged 7–15 years were considered to be overweight or obese. This is double the prevalence recorded in 1986¹.

Adults

In 2004–05, some 41% of males and 25% of females were classified as overweight (Body Mass Index of between 25.0 and 30.0). 18% of males and 17% of females were classified as obese (Body Mass Index over 30.0)². When compared to results from 1995, using the same measure, the proportion of adults classified as overweight or obese has increased substantially. In 1995, 38% of males and 21% of females were classified as overweight and 11% of males and 11% of females were classified as obese². For both males and females, increases have been recorded in both the overweight and obese groups across all age groups².

Older Australians

In 2004–05, 46% of males between the ages of 55–64, 41% of males between the ages of 65–74 and 37% of males aged 75 years and over, were classified obese². For females, 31% between the ages of 55–64, 31% between the ages of 65–74 and 25% aged 75 years and over, were classified as overweight, while 23%, 17% and 10% respectively, were classified as obese². These figures suggest that since 1995, the **rates of overweight** within each age category have remained relatively consistent, however the **rates of obesity** have increased. For example, in 1995, 45% of males between the ages of 55–64, 40% of males between the ages of 65–74 and 31% of males aged 75 years and over, were classified as overweight, while 15%, 11% and 5% respectively were classified as obese². For females, 30% between the ages of 55–64, 26% between the ages of 65–74 and 21% aged 75 years and over, were classified as overweight, while 16%, 14% and 7% respectively, were classified as obese².

How overweight and obesity are defined

Adults

Overweight and obesity are measured at the population level for adults using the Body Mass Index (BMI), which is calculated by dividing weight in kilograms by height in metres squared. For example, a woman 1.67m in height and weighing 65kg would have a BMI of 23.3, which falls within the healthy weight range.

Overweight is measured at a BMI of 25 or more with obesity determined at a BMI of 30 or more. These cut-off points (see following table) have been adopted for use internationally by the World Health Organisation.

Classification of adults according to BMI

Classification	BMI	Risk of co-morbidities
Underweight	<18.50	Low (but risk of other clinical problems increased)
Normal range	18.50–24.99	Average
Overweight:	>25.00	
Preobese	25.00–29.99	Increased
Obese class 1	30.00–34.99	Moderate
Obese class 2	35.00–39.99	Severe
Obese class 3	>40.00	Very severe

Reproduced from: *Obesity: Preventing and Managing the Global Epidemic*, 2000, WHO, Geneva

Fat distribution is also an important consideration in assessing overweight or obesity and the associated risk of disease. For example, increased abdominal obesity has been consistently shown to be related to a higher risk of cardiovascular disease, type 2 diabetes and cancer. Central (abdominal) obesity is measured using waist circumference. The following table provides sex specific waist circumference and risk of metabolic complications associated with obesity in Caucasians.

Sex-specific waist circumference and risk of metabolic complications associated with obesity in Caucasians

Risk of metabolic complications	Waist circumference (cm)	
	Men	Women
Increased	> or = 94	> or = 80
Substantially increased	> or = 102	> or = 88

Reproduced from: *Obesity: Preventing and Managing the Global Epidemic*, 2000, WHO, Geneva.

As the relationship between waist circumference and body fat differs with age and between ethnic groups, the above cut-off points are only suitable for Caucasians. For example, cut-off points for Asians for the same level of risk would be lower than those above, and higher for say Pacific Islanders.

Children

For children and adolescents, Australian standard definitions for measuring overweight and obesity at the **population** level were endorsed in December 2002 for inclusion in the 12th edition of

the *National Health Data Dictionary*. In children, weight changes substantially with age, rising steeply in infancy, falling during the preschool years and then rising again during adolescence and early adulthood. For this reason, child and adolescent weight is classified differently to adult. There are also separate recommendations for measuring weight individually in **clinical** practice for children and adolescents. The Australian standard definitions are based on the work of Cole et al³ and will assist in more accurate monitoring and surveillance of overweight and obesity in children and adolescents at the population level and also to assess the effectiveness of intervention and prevention strategies.

At the population level, overweight and obesity in children and adolescents is determined by comparing calculated (weight/height²) against the relevant age and sex of the child/adolescent in *Table 1: Classification of overweight and obesity for children and adolescents*. For example, an 11 year-old boy with a calculated BMI of 21 would be considered overweight while a 7 year-old girl with a BMI of 17.5 would be considered not to be overweight or obese.

In health care settings such as hospitals, clinics and in general practice, it is recommended that calculations for children and adolescents be compared with a suitable growth reference chart such as that used by the US Centers for Disease Control. A greater than the 85th percentile is indicative of being overweight, while a greater than the 95th percentile is indicative of being obese. These percentiles are arbitrary and do not relate to morbidity as the cut-points do in adults. These charts are available on the CDC website at: <http://www.cdc.gov/growthcharts/> For these reasons it is recommended that changes over time will provide more meaningful information and should be assessed for all children and adolescents as part of routine primary care.

What causes overweight and obesity?

Aside from genetic factors, overweight and obesity is caused by an energy imbalance, where energy intake exceeds energy expenditure over a considerable period of time. Hence good nutrition and adequate levels of physical activity play an important role in the prevention of further weight gain throughout the life cycle. It is generally agreed that this energy imbalance is due to large scale changes in the modern environment.

Children

In children there is evidence that factors early in life have the potential to contribute to the development of obesity later in life. These include poor intrauterine nutrition, low birth weight, absence of breastfeeding, the period of adiposity rebound that occurs between ages 5 and 7 years, timing of maturation as well as levels of physical activity and diet in childhood.

Health consequences of overweight and obesity

The health problems and consequences of obesity are many and varied, including musculo-skeletal problems, cardiovascular disease, some cancers, sleep apnoea, type 2 diabetes, and hypertension to name a few. Many of these are often preventable through a healthy and active lifestyle. In particular, obesity is strongly linked to type 2 diabetes, identified as one of the six National Health Priority Areas. There are several new large well-conducted studies that have shown a clear relationship between excessive body weight and increased mortality and morbidity. Mortality and morbidity are also associated with the amount of weight gained in adult life. For example, a weight gain of 10kg or more since young adulthood is associated with increased mortality, coronary heart disease, hypertension, stroke and type 2 diabetes.

Table 1: Classification of overweight and obesity for children and adolescents

Age (years)	BMI equivalent to 25 in adult		BMI equivalent to 30 in adults	
	Males	Females	Males	Females
2	18.41	18.02	20.09	19.81
2.5	18.13	17.76	19.80	19.55
3	17.89	17.56	19.57	19.36
3.5	17.69	17.40	19.39	19.23
4	17.55	17.28	19.29	19.15
4.5	17.47	17.19	19.26	19.12
5	17.42	17.15	19.30	19.17
5.5	17.45	17.20	19.47	19.34
6	17.55	17.34	19.78	19.65
6.5	17.71	17.53	20.23	20.08
7	17.92	17.75	20.63	20.51
7.5	18.16	18.03	21.09	21.01
8	18.44	18.35	21.60	21.57
8.5	18.76	18.69	22.17	22.18
9	19.10	19.07	22.77	22.81
9.5	19.46	19.45	23.39	23.46
10	19.84	19.86	24.00	24.11
11	20.55	20.74	25.10	25.42
11.5	20.89	21.20	25.58	26.05
12	21.22	21.68	26.02	26.67
12.5	21.56	22.14	26.43	27.24
13	21.91	22.58	26.84	27.76
13.5	22.27	22.98	27.25	28.20
14	22.62	23.34	27.63	28.57
14.5	22.96	23.66	27.98	28.87
15	23.29	23.94	28.30	29.11
15.5	23.60	24.17	28.60	29.29
16	23.90	24.37	28.88	29.43
16.5	24.19	24.54	29.14	29.56
17	24.46	24.70	29.41	26.69
17.5	24.73	24.85	29.70	29.84
18	25.00	25.00	30.00	30.00

Promoting Healthy Weight

About overweight and obesity - continued

Diseases associated with obesity

Relative risk	Associated with metabolic consequences	Associated with weight
Greatly increased	Type 2 diabetes Gall bladder disease Hypertension Dyslipidaemia Insulin resistance Atherosclerosis	Sleep apnoea Breathlessness Asthma Social isolation/ depression Daytime sleepiness/ fatigue
Moderately increased	Coronary heart disease Stroke Gout/hyperuricaemia	Osteoarthritis Respiratory disease Hernia Psychological problems
Slightly increased	Cancer (breast, endometrial, colon) Reproductive abnormalities Impaired fertility Polycystic ovaries Skin complications Cataract	Varicose veins Musculo-skeletal problems Bad back Stress incontinence Oedema/cellulitis

Children

With respect to children, the most important long-term consequence of childhood obesity is its persistence into adulthood. Obesity is more likely to persist when its onset is in late childhood or adolescence and where children have obese parents. There is now epidemiological evidence to support the theory that the association between obesity and disease begins early in life.

Immediate adverse health problems	Psychological dysfunction Social isolation Body dissatisfaction possibly leading to eating disorders Asthma
Adverse health outcomes which may develop in the short term	Gastrointestinal disorders, cardiovascular, endocrine and orthopaedic problems Reproductive system abnormalities Menstrual abnormalities High intra-abdominal adipose tissue Type 2 diabetes Hypertension High cholesterol
Adverse health outcomes which may develop in the intermediate term	High prevalence of cardiovascular disease risk factors Tracking of cardiovascular mortality and morbidity into adulthood High level of C-reactive protein (may lead to coronary heart disease)

Adapted from: Booth M, Baur L & Denny Wilson E, *Report to the Commonwealth on Australian standard definitions for child and adolescent overweight and obesity*.

Problems associated with excess weight in children and adolescence include such things as heat intolerance, breathlessness on exertion, tiredness, and flat feet.

Economic consequences

Several studies have attempted to estimate the costs of obesity to the community. In the USA, direct costs of obesity have been estimated to be around 9% of the total health care costs and in Europe, between 1% and 5%. Updated estimates for Australia by S Crowley (unpublished) in 1995/6 suggest that the true costs of obesity may be between \$680–\$1239 million. Prior to this however, the Australian Institute of Health and Welfare (AIHW) and the Centre for Health Program Evaluation (CHPE) have estimated that the direct cost of obesity in Australia in 1989–90 was \$464 million. This is around 2% of Australia's total health care costs. Indirect costs (value of production lost to premature death and absenteeism) were further estimated to be another \$272 million, bringing the total cost in 1989–90 to \$736 million. This estimate should be considered conservative because not all obesity-related conditions were included in the analysis. The costs of obesity treatment outside the formal health care system were not included in the analysis. For example, the consumer costs of attending weight control centres in 1989–90, estimated to be more than \$500 million a year, were not included. It should be noted however, that because of its close relationship to morbidity and disability, obesity will significantly increase the number of years that an individual suffers from ill health and may add much more to indirect as well as direct costs. Importantly, the escalating cost of health care with progression of an obesity related disorder, such as diabetes, has been calculated as almost doubling over time with normal progression of the disease. This suggests that the economic burden is not only significant, but is likely to get worse even if there is no further growth in the prevalence of obesity. Overseas studies have found that obese persons attain lower levels of occupational prestige (and lower incomes) than non-obese persons. In addition, other studies have found that obese persons as a group receive more sickness and unemployment benefits than persons within a normal weight range.

- Magarey AM, Daniels LA & Boulton JC 2001. Prevalence of overweight and obesity in Australian children and adolescents: reassessment of 1985 and 1995 data against new standard international definitions. *Medical Journal of Australia* 174: 561–564.
- Australian Bureau of Statistics. *National Health Survey 2004–05: Summary of results*. ABS cat.no. 4364.0. Canberra: ABS
- Cole TJ. The LMS method for constructing normalised growth standards. *European Journal of Clinical Nutrition*, 1990, 44:45–60.

Food and Nutrition Website links

The following websites support food and nutrition education in Queensland schools. In addition it is worth investigating websites of various food companies for information about specific foods and food groups. A comprehensive list of websites for use in both primary and secondary schools will be posted in the website of the Queensland Department of Education and Training in the near future. This is a sample of the types of sites that will be listed.

Australian Guide to Healthy Eating

<http://www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-strateg-food-guide-index.htm>

The *Australian Guide to Healthy Eating* is the Commonwealth's food guide for Australia to use as a nutrition education and information tool. It provides information regarding the amounts and kinds of food required to enjoy good health and wellbeing. The site contains information about the guide as well as a range of materials that have been developed to accompany the Guide to help explain its use and potential to both educators and consumers, including The Consumer's Booklet; Background information for nutrition educators; Promotional Brochure and an A4 Poster: Enjoy a Variety of Healthy Foods Everyday. These support materials can be downloaded from the site or hard copies ordered from the site.

Cancer Council Australia

<http://www.cancer.org.au/cancersmartlifestyle.htm>

The 'Nutrition and physical activity' section of the 'Cancer smart lifestyle' page provides information and advice about diet and cancer, including body weight. The 'Policy and Publications' page provides access to the National Cancer Prevention Policy 2007–2009, which includes a chapter on nutrition.

Cancer Council Queensland

<http://www.cancerqld.org.au/default.asp>

The 'Nutrition' section on the 'Reduce your risk' page provides advice on a healthy diet, and includes a downloadable brochure '*Healthy eating and physical activity—to reduce your risk of cancer*'.

Dietary Guidelines for Australians

<http://www.nhmrc.gov.au/publications/synopses/dietsyn.htm>

This site provides information and links to the group of publications that provide information on dietary guidelines for all Australians: *Dietary Guidelines for Australian Adults*; and *Dietary Guidelines for Children and Adolescents in Australia incorporating the Infant Feeding Guidelines for Health Workers*. The full documents can be downloaded from the site, along with publications that summarise the guidelines and in most cases present the information in a student-friendly format: Food for health (Poster); Food for health—Dietary Guidelines for Australians (A4 Booklet); Food for health—Dietary Guidelines for Children and Adolescents (Pamphlet); Food for health—Dietary Guidelines for Australian Adults (Pamphlet). Hard copies of some materials can be ordered from the site.

Dieticians Association of Australia (DAA)

<http://www.daa.asn.au/>

This site contains a section 'Student project links' which provides website links for primary, secondary and tertiary students as well as for educators who are researching school projects and assignments, presentations and lessons.

Eat Well Be Active

<http://www.your30.qld.gov.au/Home/tabid/36/Default.aspx>

The 'Eat well' page of this Queensland government site provides a simple quiz to find out how well you eat, a chart to show how much food to eat in accordance with age, size, gender and level of physical activity, 'eat well' tips, recipes for 'Go for 2&5' (fruit and vegetables), ideas for healthy cooking, fact sheets and links to nutrition resources.

Food Standards Australia New Zealand (FSANZ)

<http://www.foodstandards.gov.au/>

Whilst much of the site is dedicated to the *Australia New Zealand Food Standards Code*, it also contains fact sheets and brochures (e.g. food safety, nutrition, food labelling etc), posters (e.g. food labelling) and a series of videos on food safety that can be viewed online.

Go for 2&5 (Fruit and vegetables)

<http://www.gofor2and5.com.au/>

The 'Go for 2&5' website has information, programs, projects, recipes and 'kids only' activities, challenges and recipes to promote the consumption of fruit and vegetables.

Healthy and Active Australia

<http://www.healthyactive.gov.au/>

This Commonwealth government site provides information to promote healthy lifestyles, with a focus on nutrition and physical activity. It includes current initiatives, government reports—for example, those from the National Obesity Task Force—and nutrition recommendations and guidelines.



Healthy Active Ambassador program

<http://www.healthactive.gov.au/internet/healthyactive/publishing.nsf/content/ambassadors>

Part of the Commonwealth's 'Healthy and Active Australia' site, this Australian Better Health Initiative aims to raise awareness about the importance of healthy living and particularly maintaining healthy body weight, with a particular focus on youth. The ambassadors are well-known people who live active and healthy lives, with each having a video message about being fit and healthy.



Healthy schools (Nutrition page)

http://www.health.qld.gov.au/healthyschools/nut_default.asp

The 'Nutrition' page of this Queensland Health site provides links to a number of useful resources, fact sheets and other websites.



Healthy schools (Health Promoting Schools page)

<http://www.health.qld.gov.au/healthyschools/toolbox.asp>

The Health Promoting Schools page of this Queensland government site provides school communities in Queensland with an understanding of the health promoting schools approach, practical ideas and tools for implementing the approach in your own school, and the motivation to use the approach to make your school the best possible place to learn, work and play. The Toolbox is made up of 10 separate booklets which can be downloaded from the site.



Healthy weight

<http://www.healthactive.gov.au/internet/healthyactive/Publishing.nsf/Content/healthyweight>

Part of the Commonwealth's 'Healthy and Active Australia' site, this site provides healthy eating tips and information on how physical activity and nutrition can help achieve and maintain healthy weight, with information about *The Australian Guide to Healthy Eating* and the Australian dietary guidelines, including a chart of the nutritional characteristics of each of the five food groups.



Healthykids

<http://www.healthykids.nsw.gov.au/>

The 'Nutrition in schools' page of this site gives practical suggestions on how schools can build good nutrition into daily activities by linking to the resources on the NSW Education Department website and linking to two comprehensive school-based programs that promote healthy eating and physical activity.



Heart Foundation

http://www.heartfoundation.org.au/Professional_Information/Lifestyle_Risk/Nutrition/Pages/default.aspx

The 'Lifestyle' section of the Professional information page provides an extensive range of evidence-based position papers and guidelines related to nutrition, especially as it pertains to cardiovascular health—for example, fats, salt and fibre. The 'Eating and drinking' section of the 'Healthy living' page provides tips, fact sheets, recipes and information about the Tick program and how to access cookbooks, brochures and pamphlets.



National Children's Nutrition and Physical Activity Survey

<http://www.health.gov.au/nutritionmonitoring>

This Commonwealth Department of Health and Ageing site provides the full report of the main findings of the 2007 Australian National Children's Nutrition and Physical Activity Survey, along with a fact sheet that summarises the main findings.



Nutrition Australia

<http://www.nutritionaustralia.org/>

The site contains fact sheets, recipes, publications and other resources available for purchase.



Smart Choices—Healthy Food and Drink Supply Strategy for Queensland Schools

<http://education.qld.gov.au/schools/healthy/food-drink-strategy.html>

This site contains information about the Queensland strategy regarding the nutritional value of foods and drinks supplied at schools—for example, at tuckshops, vending machines, school camps, fundraising etc. and includes a toolkit for implementing the strategy, fact sheets, frequently asked questions, posters, and a PowerPoint presentation for school communities.



World Health Organisation—Nutrition

<http://www.who.int/topics/nutrition/en/>

This website is a source of information on health issues on a global scale. The 'Nutrition' page of the Health Topics provides information about nutrition on a global scale, including a number of global issues and policies and programs in different countries.

Textiles and Fashion website links

Would you and your department like to take on the role of developing for HEIA(Q) colleagues a list of websites related to textiles and fashion, with one or two sentences about each? If so, please email Janet Reynolds at janetrey@ozemail.com.au so that we can bring this information to HEIA(Q) members.

Home economics: Creativity at work

8 August 2009

Brisbane Convention and Exhibition Centre

Home economics: Creativity at work provides opportunities to explore creativity as it pertains to home economics—that is, across a range of contexts related to everyday living. The conference will provide opportunities to examine how we can develop and apply creative minds in both our personal and professional lives, including the development of students' creative minds. It aims to raise awareness of the importance of creativity in our everyday lives as well as promote good teaching practice for the development of creativity.

Our students, now and in the future, *'will be performing work that is less focused on routine problem-solving and more focused on forging new social relationships, undertaking novel challenges and synthesizing 'big picture' scenarios. Moreover, they will be working at unprecedented speed in very different workplace cultures—less vertical, more flexible and more team-based'* (McWilliams, 2007). McWilliams' comment demonstrates the importance of creativity as an essential part of teaching, learning and purposeful pedagogical activity. Home economics professionals have an opportunity and a responsibility to engage in creative capacity building to ensure that what we do is relevant now and in the future.

The conference program has been designed to provide an opportunity for delegates to learn and network with colleagues in a professional and enjoyable environment. We have also responded to delegate feedback from last year's conference in the development of this year's program. The conference organising committee looks forward to welcoming you to Brisbane for *Home economics: Creativity at work*.

For enquiries please contact:

ECHO Events Australia, PO Box 8138,
Sunnybank QLD 4109

Tel: 07 3272 0950

Fax: 07 3711 2745

Mob: 0423 907 059

E-mail: heiaqconference@echoevents.com.au

Website: www.heia.com.au/heiaq

All life feeds upon the random. Creativity is the haute cuisine Douglas Hofstadter

2009 Diary Dates

JULY

- 13 **HEIA(Q) Workshop: Working a creative classroom— Fabulous felt**
9.00 am–3.30 pm
The Cathedral College
William Street, Rockhampton
- 13 **HEIA(Q) Workshop: FoodChoices curriculum resource—So what's new?**
11.15 am–3.30 pm
Mackay North SHS
Valley Street, Mackay North
- 22 **HEIA(Q) Workshop: FoodChoices curriculum resource—So what's new?**
3.15 pm–5.15 pm
Urangan SHS
Robert Street, Hervey Bay
- 25 **HEIA(Q) Workshop: Working a creative classroom—Fabulous felt**
9.00 am–3.30 pm
Trinity Lutheran College
Ashmore Road, Ashmore
- 29 **HEIA(Q) Workshop: FoodChoices curriculum resource—So what's new?**
4pm–6pm
Corpus Christi College
Bage St, Nundah

AUGUST

- 1 **HEIA(Q) Workshop: Working a creative classroom—Fabulous felt**
9.00 am–3.30 pm
Assumption College
Locke Street, Warwick
- 8 **HEIA(Q) State Conference**
Brisbane Convention and Exhibition Centre,
South Bank, Brisbane
Web: www.heia.com.au/heiaq
Lyn Greenfield at Echo Events Australia
Tel: 07 3272 0950; Mobile: 0423 907 059
Email: lyn@echoevents.com.au

AUGUST

- 13 **HEIA(Q) Workshop: Working a creative classroom—Fabulous felt**
9.00 am–3.30 pm
Northside Christian College
151 Flockton Street, Everton Park
- 18 **HEIA(Q) Workshop: FoodChoices curriculum resource—So what's new?**
3.30 pm–5.30 pm
Caboolture SHS
Lee Street, Caboolture
- 29 **HEIA(Q) Workshop: Working a creative classroom—Fabulous felt**
9.00 am–3.30 pm
Ipswich Girls' Grammar School
Queen Victoria Parade, Ipswich

SEPTEMBER

- 5 **HEIA(Q) Workshop: Working a creative classroom—Fabulous felt**
9.00 am–3.30 pm
Townsville
School to be advised

OCTOBER

- 17 **HEIA(Q) Workshop: Working a creative classroom—Fabulous felt**
9.00 am–3.30 pm
Mountain Creek SHS
Lady Musgrave Drive, Mountain Creek
- 24 **HEIA(Q) Workshop: Working a creative classroom—Fabulous felt**
9.00 am–3.30 pm
Mackay North SHS
Valley Street, Mackay North

HEIA(Q)

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