

TIPS ABOUT ...

Healthy eating

YOUR child's health both now and in the future is very much affected by the food they eat, even during primary school years. How children think, act and learn is affected by the types of food they eat and how it is prepared. Research has shown that better eating builds better brains. Your child will mainly learn eating habits from you, but will be influenced by the messages they get from others.

Healthy eating can be summed up as eating a variety of foods from the five food groups, avoiding too much fat, sugar and salt, as well as eating enough fibre and drinking plenty of water. Most people know this but many do not put it into practice.

What children want and what they need are often very different!

What children need:

- to eat breakfast to give them the best start for a day at school
- to learn the messages that they get from their own bodies about when they're hungry and when they've had enough.
- encouragement to find the balance between healthy foods to eat every day and the "sometimes" foods
- meal times that are relaxed and friendly, mixed with talking to each other rather than watching TV
- to learn that eating "good" food can be enjoyable.

What to do:

- Parents are responsible for what food is provided for children (take your child's likes and dislikes into account).
- Talk about how food advertising affects children's choices (80 per cent of food ads on TV promote unhealthy foods).
- Don't be afraid to say no to your child's pestering for unhealthy foods.
- Have water as the main drink every day (keep cordials and soft drinks as "sometimes" drinks).
- Have more fruit, vegetables, breads, cereals, meat, fish, poultry, milk, cheese and yoghurt in your home (and few foods that contain a lot of fat and sugar).
- Involve children in choosing and preparing foods (especially school lunches).
- Make meals interesting – try new foods as variety adds interest.
- Turn off the TV at meal-times.
- Encourage children to have at least 60 minutes activity each day (and limit TV and computer time).

from Parenting SA

Parenting SA is an initiative of the Government of South Australia and part of Children, Youth and Women's Health Service. Parent Helpline: 1300 364 100.

For more information please visit the Parenting SA website:

www.parenting.sa.gov.au

focus

A closer look at education news and issues

Building careers

State of the art learning and career education in advanced manufacturing have come together with spectacular success in a northern Adelaide high school.

‘ Students have developed the skills and intellectual capacities needed for success in the workplace ... what more could we hope for our young people? ’

– Liz Mead, Valley View Secondary School principal.

DESIGNING a doorbell which triggers flashing lights, for use by people with hearing problems, is just one way students in nine northern Adelaide high schools have been learning complex maths, physics and technology.

The schools are Salisbury, Craigmore and Para Hills high schools, Para West Adult Campus, St Columba College, Thomas More College, Tyndale and Temple Christian colleges and Valley View Secondary School.

The schools are supported by 17 advanced manufacturing industries in Adelaide's industrial north, including companies such as Holden, Dana Australia, Tenix and BAE Systems Australia.

Recognising the looming shortage of workers with employability skills and a strong grounding in maths, physics, electronics, technology and communications, the companies have created a partnership with local schools to enthuse secondary students.

The partnership, called Northern Advanced Manufacturing Industries Group (NAMIG), has developed Concept to Creation (C2C).

In C2C, students think

of a real world problem they want to solve and develop, design, produce and promote a prototype to solve it. Meanwhile they're learning about advanced manufacturing.

Valley View Secondary School principal Liz Mead says she has never before been part of a project in which 17 industries were so involved.

"Students have been able to work shadow, interview and survey, be mentored and tour facilities they did not even know existed," she says.

One day a week for 20 weeks, teams of six students set up a business team and work on the project. They seek outside help when they need it – from teachers, school support officers, uni students and NAMIG volunteer engineers, physicists and other experts from the partner industries.

Retired engineer and NAMIG volunteer David Wilkinson calls C2C "just in time" learning, and says it makes difficult subjects real.

"When students design their own project and want to learn how to design the program and write the software for their project, the complex learning – whether its maths or physics – suddenly becomes clear and useful," he says.



Valley View Secondary School students Daniel Kinnoch (top left) Shaun Sayers (back right) and Alex Kromwyk design a doorbell for people with hearing difficulties as their Concept 2 Creation project.

Students also create a pamphlet and publicly present their journey and a prototype for the product for an expo at the end of the 20-week project.

At the expo, they talk about their project to people at all levels – from their parents to the CEOs of the partner companies.

"They can talk authoritatively about the maths principles, the scientific and technological principles," Ms Mead says.

Valley View maths and science coordinator Bob Haskard says the project was working with all students.

"The hands-on tasks appeal to kinaesthetic (physical) and visual learners," Mr Haskard says. "Students with strengths in those areas are being valued."

Students now know more about the industry and many Valley View students involved in C2C are now pursuing physics

and chemistry directly as a result of C2C.

All Year 10 Valley View students now do C2C.

This year the school established an electro-technology course and some previously disengaged students are now on target to complete their SACE, the Year 12 certificate.

Ms Mead says school attendance among Year 10s on C2C days has been 15 per cent more than other days.

She said the school is transforming learning from "teachers telling" to "students doing" through C2C.

"Students have developed the skills and intellectual capacities needed for success in the workplace, in civic life and in personal affairs," she says. "What more could we hope for our young people?"

– RON HOENIG