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› Level 4: 'Wrap-it-up'

Some foods should be consumed every day. Lunch is an important contributor to the nutrient intake of children and school canteens play an important role in providing foods for children at school. In these activities, students design a tasty and exciting wrap that contains foods that should be eaten every day to maintain good health.

Overview of activities

- Activity 1: Investigating food options
- Activity 2: Investigating design options
- Activity 3: Promoting the wrap
- Activity 4: Evaluating the wrap

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Teaching and learning sequence

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 1 – Investigating food options	
<p>Using Activity worksheet 1.1: Messages from the food models, students analyse the messages on the <i>Australian Guide to Healthy Eating</i> model and the Healthy Living Pyramid. What are the messages?</p> <ul style="list-style-type: none"> • What foods should be eaten in the largest proportion? (Everyday foods) • What lunch foods should be eaten in moderation? (Select Carefully foods) • What foods should be eaten in the smallest proportions? (Occasionally foods) • What foods are not visible in the models, but you eat during an average week? <p>Students highlight typical lunch foods in each category.</p> <p>Download the <i>Australian Guide to Healthy Eating</i> model from www.health.gov.au/.</p> <p>Download the Healthy Living Pyramid from www.nutritionaustralia.org.</p> <p>Students complete a Venn diagram comparing the two models using Activity worksheet 1.2: Comparing two Australian food models.</p> <p>Compare the messages in the models with the information in the <i>Dietary Guidelines for Children and Adolescents in Australia</i> at: www.nhmrc.gov.au.</p> <p>Discuss why each guideline may exist.</p>	<p>Health and Physical Education <i>Health knowledge and promotion</i></p> <p>Students: ...analyse and explain physiological, social, cultural and economic reasons for food choices and analyse and describe food selection models.</p> <p>Thinking Processes <i>Reasoning, processing and inquiry</i></p> <p>Students: ...collect relevant information from a range of sources and make judgements about its worth. ...distinguish between fact and opinion. ...use the information they collect to develop concepts, solve problems or inform decision making. ...develop reasoned arguments using supporting evidence.</p> <p>Creativity</p> <p>Students: ...generate imaginative solutions when solving problems. ...demonstrate creativity in their thinking in a range of contexts.</p> <p>Design, Creativity and Technology <i>Investigating and designing</i></p> <p>Students: ...research and collect data in response to design briefs.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 2 – Investigating design options	
<p>Students discuss design options.</p> <ul style="list-style-type: none"> • What can be used as a wrap? • What foods can be in a wrap? <p>Using the design brief on Activity worksheet 2.1: Design options for 'wrap-it-up', students record their responses for design options.</p> <p>They choose what foods could be in the wrap and use Activity worksheet 2.2: Design choices to record their options.</p> <p>Students could work in a 'think, pair, share' arrangement to do this activity. (They can start with their own ideas, share in a pair and then in a group of four.)</p> <p>Students individually design a wrap. They then form into pairs and compare their design options, select the best design option and justify the choice.</p> <p>Run a competition to 'wrap-it-up'.</p> <p>Based on research, decide on four criteria that will be used to judge the best wrap to meet the design brief.</p> <p>Students complete a design plan for a wrap. (Design a wrap, plan the process and plan the equipment choices.)</p> <p>Students plan processes for the task using Activity worksheet 2.3: Planning steps for the 'wrap-it-up'.</p> <p>Students can also investigate the basic guidelines for safe food handling.</p> <p>The Sydney market website at: www.freshforkids.com.au has excellent examples for lunches.</p>	<p>Design, Creativity and Technology <i>Investigating and designing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...research and collect data in response to design briefs. ...generate and communicate alternative design ideas in response to a design brief and use words, labelled sketches and models to demonstrate that they are aware of environmental and social constraints. <p>Design, Creativity and Technology <i>Producing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...plan and select and work safely with a variety of materials/ingredients and system components to produce functional products and/or systems. <p>Health and Physical Education <i>Health knowledge and promotion</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...describe how to prepare and store food hygienically.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 3 – Promoting the wrap	
<p>Students give the wrap a name and design an advertising poster and jingle to promote the wrap.</p> <p>They can look at promotional material in different mediums (written and electronic) to see the language used to promote food and the colour and style of images. Posters such as the Melbourne markets fruit and vegetable posters, fruit and vegetable displays in greengrocers, supermarket promotion, butcher promotions and fast-food promotions (healthy versions!) can be used to stimulate discussion.</p> <p>The Fresh for Kids site has posters designed to promote healthy choices.</p> <p>The poster should include a catchy phrase or a food joke to promote it.</p> <p>Extension activity</p> <p>Students can actually produce the wrap and photograph it.</p>	<p>Communication</p> <p><i>Presenting</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...summarise and organise ideas and information, logically and clearly in a range of presentations. ...identify the features of an effective presentation and adapt elements of their own presentations to reflect them. ...evaluate the effectiveness of their own and others' presentations. <p>Design, Creativity and Technology</p> <p><i>Producing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...use their production plan and select and work safely with a variety of materials/ ingredients and system components to produce functional products and/or systems.
ACTIVITY 4 – Evaluating the wrap	
<p>Students use criteria that have been developed out of the design brief to evaluate the finished product using Activity worksheet 4.1: Evaluation.</p> <p>They seek and record feedback from other students and the teacher. They can suggest modifications to the wrap based on the feedback.</p> <p>Students judge the wraps, justifying the decision based on the criteria and the goal established in the brief and justify their decision.</p>	<p>Design, Creativity and Technology</p> <p><i>Analysing and evaluating</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...reflect on their designs as they develop them and use evaluation criteria, identified from design briefs, to justify their design choices. ...modify their designs/products/systems after considered evaluation of feedback from peers and teachers, and their own reflection. ...describe the impact products and technological systems have on people and the environment.

Support materials

Fruit + Veg Kids in the Kitchen Teacher's Manual. The manual is also available on the following website: www.health.vic.gov.au/nutrition/child_nutrition/fv.htm

Melbourne Market www.marketfresh.com.au

Sydney Market www.sydneymarkets.com.au/fandv/home_gang_new.html

Fresh for Kids www.freshforkids.com.au

Nutrition Australia www.nutritionaustralia.org

Saxelby, C., 2002, *Nutrition for Life*, Hardie Grant Books, Victoria, Australia

VHETTA; Sanitarium Nutrition Service, 2005 *Food Challenges*, Victorian Home Economics and Textiles Teachers' Association (VHETTA) and Sanitarium Health Food Company, Melbourne. (A new contemporary resource designed for upper primary and lower secondary teachers and students, focusing on food skills, nutrition and health.)

› Activity worksheet 1.1: Messages from the food models

<p>What foods should be eaten in the largest proportions? (Everyday foods) Highlight typical lunch foods.</p>	<p>What foods should be eaten in moderation? (Select Carefully foods) Highlight typical lunch foods.</p>	<p>What foods should be eaten in the smallest proportions? (Occasionally foods) Highlight typical lunch foods.</p>	<p>What foods are not visible in the models, but you eat during an average week? Highlight typical lunch foods.</p>

› Activity worksheet 1.2: Comparing two Australian food models

***Australian Guide to Healthy Eating* model and the
Healthy Living Pyramid**

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› Activity worksheet 2.1: Design options for 'wrap-it-up'

Design brief

A food development company is running a competition for the best design for a tasty, exciting, healthy wrap to be sold in canteens throughout the state. Your class is taking on the challenge and is running a competition to decide on the best entrant for a lunch wrap from your school. The wrap needs to be made up of foods that students need to eat every day and able to be prepared and stored safely for a short time. It should be given an inviting name.

WHAT CAN BE USED AS A WRAP?	WHAT CAN BE IN A WRAP?
	<p>Animal foods</p>
	<p>Plant foods</p>

› Activity worksheet 2.2: Design choices

My design choice

Wrap:

Filling:

Reasons for my choice:

1

2

3

4

Final decision for the 'wrap-it-up':

.....

Pairs choice

Wrap:

Filling:

Reasons for choice:

1

2

3

4

4

› Activity worksheet 2.3: Planning steps for the ‘wrap-it-up’

STEP	ACTION

4

› Activity worksheet 4.1: Evaluation

- 1
- 2
- 3
- 4

Feedback

Record the names and comments from four other people about your wrap.

NAME	COMMENT

Suggested modifications as a result of feedback

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