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› Level 3: Canteen capers

Students have access to a wide variety of foods and need to be able to make informed decisions about what they eat. Understanding the difference between Everyday, Select Carefully and Occasionally foods is important if students are to make healthy choices, especially when they have the option of buying foods from the school canteen or lunch service. Students who establish a pattern of healthy and informed eating choices are less likely to make ill-informed food choices as adults. These activities are designed to be part of an integrated curriculum and have been developed to encourage students to think about food decisions, some of which are linked to economic decisions.

Overview of activities

- Activity 1: The why, what and where about eating lunch
- Activity 2: Lunch in the past
- Activity 3: Eating at the canteen
- Activity 4: Ordering lunch
- Activity 5: Recipe replacement
- Activity 6: Food handling skills
- Activity 7: Creating quick and easy healthy lunches

Teaching and learning sequence

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 1 – The why, what and where about eating lunch	
<p>Brainstorm on sticky notes reasons why we eat lunch. Students group these reasons into categories, for example hunger, enjoyment, taste, provide energy, socialise.</p> <p>Students may need to be taught how to use sticky notes and record their ideas and then sort their ideas into groups.</p> <p>Explain to students that breakfast breaks the fast between last night’s dinner and waking up in the morning. It’s important to fuel the body for the day’s work.</p> <p>Lunch is the body’s way to top up the fuel to keep going until dinner.</p> <p>Dinner is usually smaller because the body is not going to be doing much more than sleeping between dinner and the next day’s breakfast.</p> <p>Ask students to suggest different places where they can have lunch, for example picnics, home, sporting events. Teachers should explore with students the types of foods that are eaten on different occasions. For example, hotdogs at the football, hot roast on Christmas Day, koulouria (Greek biscuits) at Easter. Discuss these patterns and compare similarities and differences in student experiences.</p> <p>Ask students to suggest different types of foods that people have for lunch, for example sandwiches, takeaway, salad, hot meals, cold meals.</p> <p>Using Activity worksheet 1.1: Draw what you eat for lunch, students draw what they have for lunch on a school day that comes from home and what they have from the canteen, and what they have on the weekend. Include all items such as drinks, lollies and fruit.</p> <p>Alternatively, you can ask students to draw three columns in their books.</p>	<p>Interpersonal Development <i>Working in teams</i></p> <p>Students: ...cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task.</p> <p>Health and Physical Education <i>Health knowledge and promotion</i></p> <p>Students: ...identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people’s food choices.</p> <p>Communication <i>Listening, viewing and responding</i></p> <p>In Communication, standards for assessing and reporting on student achievement apply from Level 4. At Level 3 students: ...listen attentively when required and learn to respond and interject appropriately. ...ask clarifying questions where meaning is unclear.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 2 – Lunch in the past	
<p>What did people eat for lunch at school in the past?</p> <p>As a homework activity, students survey parents and grandparents on what they used to have for lunch at school using Activity worksheet 2.1: Lunch from the past survey.</p> <p>Using the information collected from the homework task, give an example of what students used to bring for lunch and how it was brought to school. Discussion could include the type of bread and filling, or what they could buy at the canteen and how much it cost, for example jam sandwich in white bread, a piece of home-made cake and a fruit in a paper bag or lunchbox.</p> <p>Create a class data chart showing the information collected.</p> <p>Students discuss the differences between their parents and their own lunch, including the packaging. Discuss the social and cultural differences and links to parents' lunches. Was mum at home? Did both parents work? Was there more home cooking? There may have been less pre-packaged food brought and therefore less rubbish.</p>	<p>Thinking Process</p> <p><i>Reasoning, processing and inquiry</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...collect information from a range of sources to answer their own and others' questions. ...apply thinking strategies to organise information and concepts in a variety of contexts, including problem-solving activities. <p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 3 – Eating at the canteen	
<p>Enlarge your school’s canteen menu so students can cut it up. In pairs, students cut up the menu and sort it into Everyday, Select Carefully and Occasionally foods. Students then form a small group and discuss why they have grouped the foods as they have. As a whole class discuss findings. (Students need to be taught how to ‘think, pair, share’ before this activity.)</p> <p>Using Excel, make a pie graph or bar graph of the number of items that are in the groups.</p> <p>What does the data tell us? Are there more Everyday foods in the canteen than other food types? Why?</p>	<p>Interpersonal Development <i>Working in teams</i></p> <p>Students: ...cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task.</p> <p>Mathematics <i>Measurement, chance and data</i></p> <p>Students: ...use column or bar graphs to display results of an experiment (for example the frequencies of possible categories).</p> <p>Information and Communications Technology (ICT) <i>ICT for visualising thinking</i></p> <p>Students: ...use ICT tools to list ideas, order them in logical sequences, and identify relationships between them.</p> <p>Communication <i>Listening, viewing and responding</i></p> <p>In Communication, standards for assessing and reporting on student achievement apply from Level 4. At Level 3 students: ...listen attentively when required and learn to respond and interject appropriately ...ask clarifying questions where meaning is unclear.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 4 – Ordering lunch	
<p>Students have \$5.00 to ‘order’ their lunch. Students write their preferred lunch, from the canteen menu, onto a paper bag.</p> <p>Students discuss:</p> <ul style="list-style-type: none"> • what they have chosen and why • what categories the foods fall into: Everyday, Select Carefully or Occasionally. <p>Students can play Gobbliser – an interactive game. Curriculum@Work Digital learning resources release one (Office of Learning and Teaching, Department of Education and Training). All schools received this CD which provides a tool for students to analyse their food intake. Students can select from over 300 foods and compare their intake with the Recommended Daily Intakes (RDIs).</p> <p>To assess students’ understanding, ask them to complete the following tasks:</p> <p>Students re-order their \$5 lunch from the canteen menu, making better food choices. They explain why they have chosen the items and say if the foods are Everyday or Select Carefully foods.</p> <p>Using Activity worksheet 4.1: Find a word, students complete the word search using colour coding to recognise Everyday, Select Carefully or Occasionally foods.</p> <p>Using Activity worksheet 4.2: Lunch orders or ... ?, students discuss:</p> <ul style="list-style-type: none"> • how many times a week they have lunch orders • how much this costs per week, per term and per year. <p>Students look through brochures and see what they could buy for the price of their yearly lunch orders. They could also compare the savings that could be made by substituting a homemade lunch for a bought lunch.</p>	<p>Mathematics</p> <p><i>Working mathematically</i></p> <p>Students:</p> <p>...apply number skills to everyday contexts such as shopping, with appropriate rounding to the nearest five cents.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 5 – Recipe replacement	
<p>Students write out their regular lunch order and research recipes for their 'lunch order' lunch. Recipes can be made into a recipe book.</p> <p>www.freshforkids.com.au www.health.vic.gov.au/nutrition</p> <p>Ask students if they could make all the lunch order items at home? Why or why not?</p> <p>Discuss how a recipe is written, for example with verbs at the beginning of each instruction.</p>	<p>English</p> <p><i>Writing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...order information and sequence events using some detail or illustrative evidence. ...write a variety of simple and compound sentences and use verb tenses correctly.
ACTIVITY 6 – Food handling skills	
<p>Students may not be aware of basic food handling skills, for example hand washing and how to use tongs, gloves and knives.</p> <p>Some guidelines are presented on Activity worksheet 6.1: Basic food handling skills. Students can develop their own worksheets with health and safety guidelines and design a poster or make an instructional video or PowerPoint presentation with photographs demonstrating appropriate techniques.</p> <p>Students design an A4 poster for one of the food handling skills so it can be understood whatever language the viewer speaks.</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...identify basic safety skills and strategies at home, school and in the community and describe methods for recognising and avoiding harmful situations. <p>Communication</p> <p><i>Presenting</i></p> <p>In Communication, standards for assessing and reporting on student achievement apply from Level 4. At Level 3 students:</p> <ul style="list-style-type: none"> ...explore the use of a range of verbal and non-verbal strategies to enhance meaning and to engage their audience. ...begin to order logically the ideas that they wish to communicate. ...experiment with various forms, for example a dramatic performance and use of presentation software.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 7 – Creating quick and easy healthy lunches	
<p>In small groups using Activity worksheet 7.1: Creating quick and easy healthy lunches design brief, students create their own group menu using brochures from supermarkets or websites to work out costs and a shopping list. Students design an advertising campaign to sell their particular group menu to the rest of the class.</p> <p>www.freshforkids.com.au www.marketfresh.com.au www.health.vic.gov.au/nutrition www.greengrocer.com.au www.nutritionaustralia.org</p> <p>(Food company and supermarket websites might also be a good reference.)</p> <p>Students plan the process of making the food using Activity worksheet 7.2: Planning the process.</p> <p>All group menus should be displayed so students can order the lunch most appealing to them.</p> <p>Students write out their order and give it to the appropriate group a week earlier so shopping lists can be collated and items purchased.</p> <p>Teachers will need to organise for the purchase of foods and collection of necessary preparation equipment.</p> <p>On the designated day, in small groups students make the lunch orders for others.</p> <p>Using Activity worksheet 7.3: Feedback, students give their opinion of the lunch they ordered. Out of all the menus offered by the class, students come up with the most appealing menu. Students write their choices on a sticky note and sort them under savoury, sweet (fruit/yoghurt) and drink headings.</p> <p><i>(continued over page)</i></p>	<p>Interpersonal Development <i>Working in teams</i> Students: ...cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task.</p> <p>Design, Creativity and Technology <i>Investigating and designing</i> Students: ...generate ideas based on a design brief, demonstrating understanding that designs may need to meet a range of different requirements.</p> <p><i>Producing</i> Students: ...use their list of steps and are able to choose appropriate tools, equipment and techniques to alter and combine materials/ingredients and assemble system components.</p> <p>Design, Creativity and Technology <i>Analysing and evaluating</i> Students: ...consider how well a product or simple system functions and/or how well it meets the intended purpose.</p> <p>Thinking <i>Reasoning, processing and inquiry</i> Students: ...collect information from a range of sources to answer their own and others' questions. ...apply thinking strategies to organise information and concepts in a variety of contexts, including problem-solving activities.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 7 – Creating quick and easy healthy lunches (continued)	
<p>Students may need to be taught how to use sticky notes and record their ideas and then group their ideas. If there are too many items students multi-vote.</p> <p>Students may need to be taught how to multi-vote.</p> <p>Each student receives three different-coloured dots, for example red = 1 vote, orange = 2 votes, green = 3 votes.</p> <p>Students vote according to how strongly they think about the item. The winning item/s are the ones with the most votes.</p> <p>Compile a new menu and send it to the principal suggesting that it be considered for inclusion in the canteen menu.</p> <p>The class could make lunches for other classes or the staff.</p>	

› Activity worksheet 1.1: Draw what you eat for lunch

LUNCH FROM HOME	LUNCH FROM CANTEEN	LUNCH ON THE WEEKEND

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1. Are the lunches always the same? Identify things that are the same.

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2. Explain how the lunches are different? For example, takeaway, a hot meal, healthy or unhealthy lunch.

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3. Do the lunch foods come from the Everyday, Select Carefully or Occasionally categories?

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4. Do you think you eat a healthy lunch more often than an unhealthy lunch? Justify your opinion.

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› Activity worksheet 2.1: Lunch from the past survey

	SANDWICH (Write what was in it and what type of bread)	FRUIT (List the fruit eaten)	CAKE/ BISCUITS (What kinds were they? Were they cooked at home, bought at the cake shop or supermarket?)	OTHER (For example, muesli bars, chips, chocolate)
Name: Age:				

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› Activity worksheet 4.1: Find a word

Use the following colours to classify the foods:

- red for Occasionally foods
- amber for Select Carefully foods
- green for Everyday foods.

Words:

Legumes	Fried	Margarine	Yoghurt	Lollies	Biscuit
Chips	Breads	Fruit	Pasta	Cakes	Cheese
Water	Ice cream	Nuts	Beans	Sugar	Noodles
Pastry	Sauce	Muesli bar	Muffins	Eggs	

P	A	S	T	R	Y	F	B	E	A	N	S	C	S	D	G
L	E	G	U	M	E	S	R	E	R	V	D	A	D	W	Q
F	E	G	R	T	N	K	E	L	Y	N	W	K	X	X	C
R	Q	W	E	I	R	F	A	T	Y	U	A	E	U	I	O
U	A	S	F	D	F	R	D	G	H	A	T	S	A	P	E
I	J	F	J	K	L	I	S	L	Z	X	E	C	V	B	N
T	U	N	Y	M	B	E	R	E	O	T	R	I	S	A	I
M	P	Y	O	O	H	D	E	W	S	C	H	I	P	S	R
S	S	U	G	A	R	A	S	E	S	A	V	E	G	E	A
C	A	H	H	T	A	R	L	T	I	A	N	B	U	T	G
E	U	N	U	O	W	D	U	H	E	A	N	U	T	A	R
G	C	N	R	D	O	N	U	L	O	L	L	I	E	S	A
G	E	F	T	O	R	R	A	B	I	L	S	E	U	M	M
S	I	T	N	L	O	O	P	C	H	E	E	S	E	A	H
I	C	E	C	R	E	A	M	B	I	S	C	U	I	T	W

Answers

P	A	S	T	R	Y		B	E	A	N	S	C			
L	E	G	U	M	E	S	R					A			
F					N		E				W	K			
R				I		F	A				A	E			
U			F			R	D			A	T	S	A	P	E
I		F				I	S				E				N
T	U		Y			E					R				I
M			O			D			S	C	H	I	P	S	R
	S	U	G	A	R			E	S						A
	A		H				L	T							G
E	U		U			D	U								R
G	C		R		O	N		L	O	L	L	I	E	S	A
G	E		T	O		R	A	B	I	L	S	E	U	M	M
S			N					C	H	E	E	S	E		
I	C	E	C	R	E	A	M	B	I	S	C	U	I	T	

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› Activity worksheet 4.2: Lunch orders or ... ?

1. Fill out the following table.

PRICE OF ONE LUNCH ORDER	HOW MANY TIMES DO YOU HAVE A LUNCH ORDER?	TOTAL \$ PER WEEK	TOTAL \$ PER TERM BASED ON A 10-WEEK TERM	TOTAL \$ FOR THE YEAR
For example, \$3.45	3	\$10.35	\$103.50	\$414

2. What else could you buy with this amount of money?

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› Activity worksheet 6.1: Basic food handling skills

Following are some suggested guidelines. Students can develop others.

- Wash your hands before touching foods
- Make sure that the area you are using is clean
- Wash fruit and vegetables under cold water before using them
- Clean up food spills immediately
- Don't cough or sneeze near uncovered foods
- Wash your hands after handling raw foods, especially meat

› Activity worksheet 7.1: Creating quick and easy healthy lunches design brief

You are required to design a healthy lunch based on Everyday and Select Carefully foods. In your group come up with a menu that you think will appeal to other students.

Remember, the food needs to be quickly and easily put together. You could be making this many times over.

› Activity worksheet 7.2: Planning the process

Savoury

Name of food:

Ingredients used:

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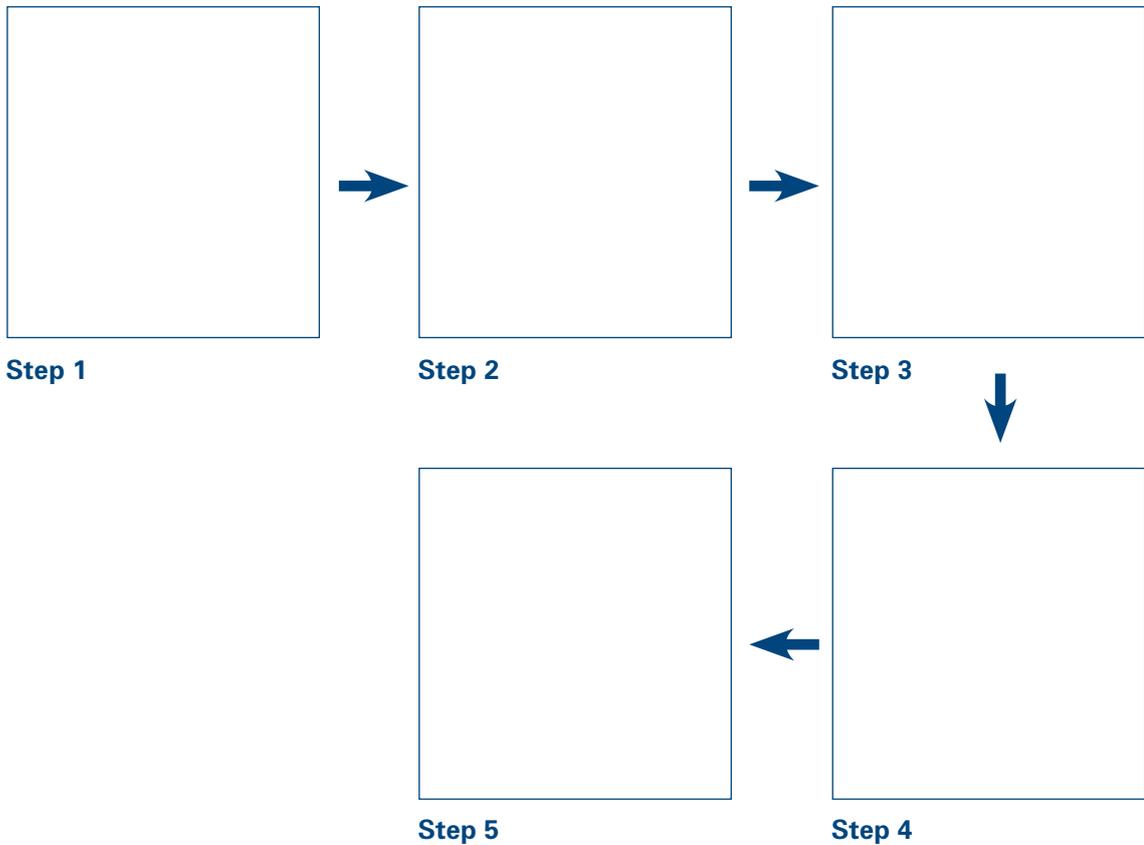
.....

Cost:

Assembling the food

You might have more or less steps involved. Include everything that you have to do.

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Why have you chosen this as a healthy item to put on the menu?

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Sweet (fruit, yoghurt, etc.)

Name of food:

Ingredients used:

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Cost:

You may need to include another flow chart on how to prepare this item.

Why have you chosen this as a healthy item to put on the menu?

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Drink

Name of food:

Ingredients used:

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Cost:

You may need to include another flow chart on how to prepare this item.

Why have you chosen this as a healthy item to put on the menu?

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› Activity worksheet 7.3: Feedback

1. As a group share your ideas and multi-vote on the best 2–3 items for each category.

2. Record what your group has selected.

Name of savoury:

Cost:.....

Who designed it:.....

Name of savoury:

Cost:.....

Who designed it:.....

Name of savoury:

Cost:.....

Who designed it:.....

Name of sweet:

Cost:.....

Who designed it:.....

Name of sweet:

Cost:.....

Who designed it:.....

Name of sweet:

Cost:.....

Who designed it:.....

Name of drink:

Cost:.....

Who designed it:.....

Name of drink:

Cost:.....

Who designed it:.....

Name of drink:

Cost:.....

Who designed it:.....

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1. Design your menu.
2. Design a customer feedback survey asking how they enjoyed the food, what improvements could be made, would they purchase this if it was in the canteen, as well as any other questions you and your group come up with.
3. Evaluate your menu using the feedback you received.