



› Level 5: Marvellous meal deals for hungry teens

When students enter secondary school more opportunities become available to them to make their own decisions about food intake. This sequence of learning activities can be used to support the implementation of the *'Go for your life' Healthy Canteen Kit – School Canteens and Other School Food Services Policy*.

These activities focus on encouraging students to consider their food choices at the school canteen by considering the nutrient content of foods sold at the school canteen and developing healthy alternatives.

Overview of activities

These activities are designed to be taught over a 2–3 week period. They assist students to reflect upon the food choices that they make at the school canteen.

- Activity 1: Investigate healthy food choices currently available at the school canteen
- Activity 2: Factors that influence students' food choices at the school canteen
- Activity 3: Design brief and production: 'Meal Deal'
- Activity 4: Promoting the 'Meal Deal'

Teaching and learning sequence

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 1 – Investigate healthy food choices currently available at the school canteen	
<p>Collect the school canteen menu. Using their existing knowledge of the Healthy Living Pyramid and the 'Go for your life' <i>Healthy Canteen Kit – Food Planner</i> students can select a range of menu items for discussion, and place them along a continuum of descriptors. (Activity Worksheet 1:1 Canteen food items contains a list of foods that can be used for this activity.)</p> <p>The descriptors for the continuum are Everyday, Select Carefully and Occasionally.</p> <p>It is important to discuss with students how each of these foods fits into the categories used. Students should be able to explain and justify the placement of foods along the continuum.</p> <p>Decisions that students have made about where to place foods can be discussed with the class. If foods are considered to be inappropriately positioned, the class may agree to make changes.</p> <p>Note: This activity could be done on a large scale. Students could place a large continuum across the room and move the foods around as required.</p>	<p>Health and Physical Education <i>Health knowledge and promotion</i></p> <p>Students: ...analyse a range of influences on personal and family food selection and identify major nutritional needs for growth and activity.</p> <p>Thinking Process <i>Reasoning, processing and inquiry</i></p> <p>Students: ...when identifying and synthesising relevant information, they use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view.</p> <p>Communication <i>Listening, viewing and responding</i></p> <p>Students: ...consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 2 – Factors that influence students’ food choices at the school canteen	
<p>Students can use Activity worksheet 2.1: Making food choices at the school canteen to reflect upon factors that influence their food choices when they purchase foods.</p> <p>Students use the school computers to design their own chart to illustrate the factors that influence their food choices.</p> <p>Some factors that can influence food choices include: cost, taste, hunger, colour, time, availability of food, cultural, family influence and peers.</p>	<p>Health and Physical Education <i>Health knowledge and promotion</i></p> <p>Students: ...analyse a range of influences on personal and family food selection and identify major nutritional needs for growth and activity.</p> <p>Information and Communications Technology <i>ICT for visualising thinking</i></p> <p>Students: ...select and apply ICT tools and editing functions that support the filtering, classifying, representing, describing and organising of concepts, issues and ideas.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 3 – Design brief and production: ‘Meal Deal’	
<p>Students use Activity worksheet 3.1: ‘Meal Deal’ design brief to develop a meal deal that can be sold at the school canteen. This process includes an investigation, design, production and evaluation of food items.</p> <p>Making healthy lunch choices.</p> <p>An excellent summary of support notes detailing information about ‘Healthy lunchboxes for children’ can be found on the ‘Go for your life’ website at www.goforyourlife.vic.gov.au. These notes could be used to inform students when making choices about foods to be included in lunchboxes.</p> <p>This task assumes students will have some knowledge of the nutritional content of foods and the functions of key nutrients required for growth and activity.</p>	<p>Design, Creativity and Technology <i>Investigating and designing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...use various strategies and sources of information to investigate and research a range of factors relevant to more sophisticated design briefs to which they have contributed. ...during the design process students clarify their understanding of design brief requirements and their design ideas by gathering, responding to and providing feedback to others. ...understand and logically sequence major stages of production and calculate and list materials/ ingredients and quantities for production. <p>Producing</p> <p>Students:</p> <ul style="list-style-type: none"> ...work safely/hygienically with a range of tools and equipment, including some which are complex, and manage materials/ingredients, components and processes to produce products and systems. <p>Analysing and evaluating</p> <p>Students:</p> <ul style="list-style-type: none"> ...select appropriate equipment and techniques to safely test and evaluate the performance of their products/systems. <p>Thinking Process <i>Creativity</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. <p>Interpersonal Development <i>Working in teams</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic timeframe. ...reflect on individual and team outcomes. <p>Personal Learning <i>Managing personal learning</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...complete competing short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 4 – Promoting the ‘Meal Deal’	
<p>Students select an ICT tool to develop a poster or pamphlet to promote their ‘Meal Deal’.</p> <p>Worksheet 4.1: Promoting the ‘Meal Deal’ outlines this activity. Students should emphasise:</p> <ul style="list-style-type: none"> • that the foods are Everyday foods • the exciting taste sensation experienced from eating these foods • a description of the nutrient content of the foods and their positive effect on the growth of adolescents. 	<p>Information and Communications Technology <i>ICT for visualising thinking</i></p> <p>Students: ...select and apply ICT tools and editing functions that support the filtering, classifying, representing, describing and organising of concepts, issues and ideas.</p> <p>Communication <i>Presenting</i></p> <p>Students: ...use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience.</p>

› Activity worksheet 1.1: Canteen food items

This list could be photocopied onto coloured paper and laminated for future use.

CANTEEN FOOD ITEMS		
HOTDOG	MEAT PIE	FULL-FAT FLAVOURED MILK
HOT CHIPS	DIM SIMS	ICE-CREAM
SALAD ROLL	FRUIT SALAD	LOW-FAT YOGHURT
100% FRUIT JUICE	LOW-FAT CHEESE CUBES WITH VEGETABLE STICKS	FRESH FRUIT
LOW-FAT FRUIT MUFFIN	BOILED EGG	CORN ON THE COB
FROZEN PINEAPPLE RINGS	MACARONI CHEESE	NOODLES (LOW SALT, LOW FAT)

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Activity worksheet 1.1: Answers

EVERYDAY FOODS	SELECT CAREFULLY FOODS	OCCASIONALLY FOODS
Salad roll	Low-fat fruit muffin	Hot chips
Low-fat yoghurt	Full-fat flavoured milk	Meat pie
Fruit salad	100% fruit juice	Dim sims
Low-fat, low-salt noodles		Ice-cream
Boiled egg		Macaroni cheese
Corn on the cob		Hotdog
Frozen pineapple rings		
Low-fat cheese cubes with vegetable sticks		
Fresh fruit		

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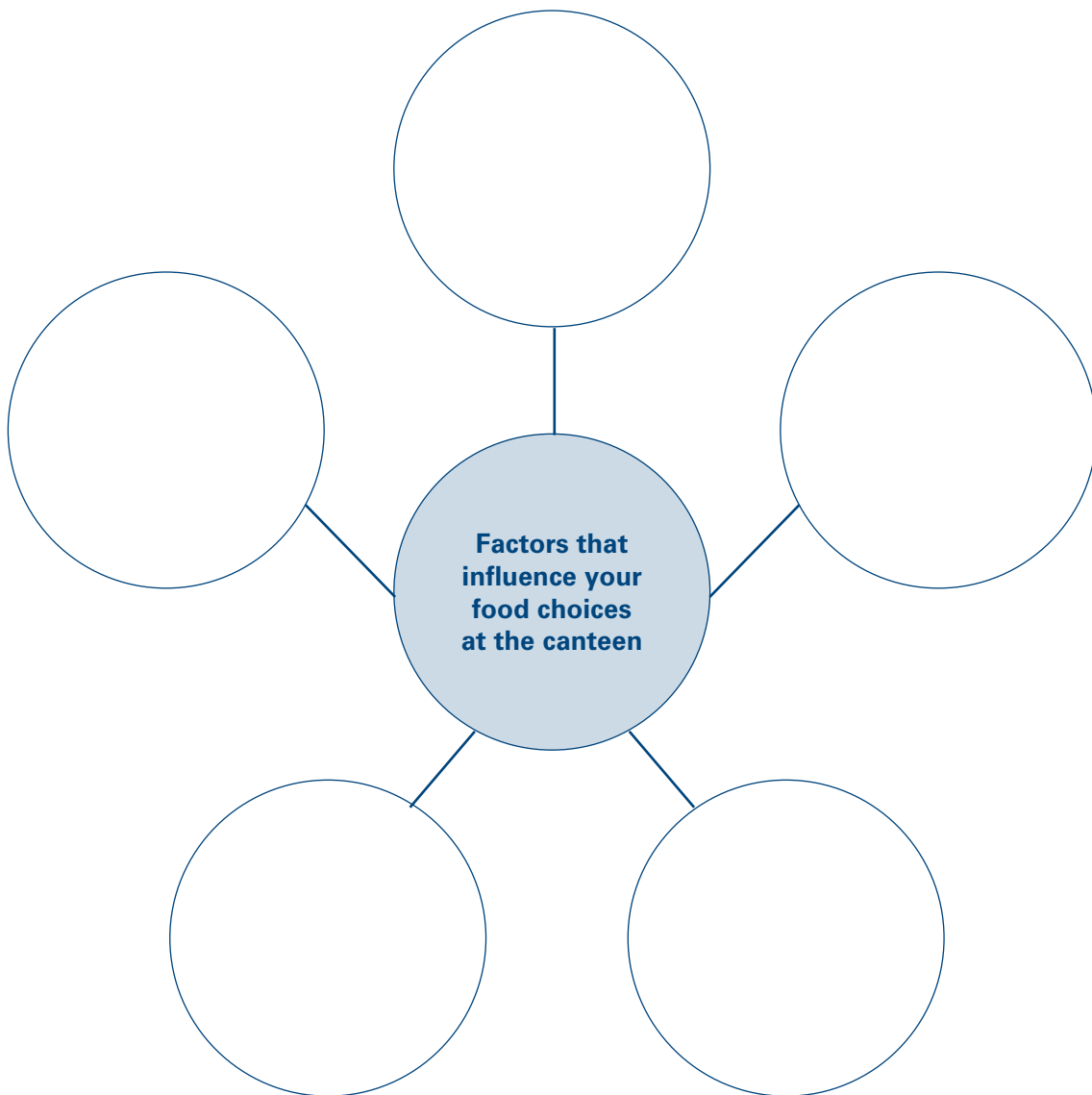
Continuum for Activity 1

Everyday **Select Carefully** **Occasionally**

› Activity worksheet 2.1: Making food choices at the school canteen

Imagine you have just left the classroom and it is time for lunch! Today you decide to buy your lunch from the school canteen. What factors have led you to make this choice?

Use this diagram to write down all the factors that influence your food choices at the school canteen.



› Activity worksheet 3.1: ‘Meal Deal’ design brief

The school canteen is keen to increase its sales of healthy foods. It is concerned with reports of the increasing incidence of obesity in school-age children and would like to ensure that the foods sold by the canteen provide nutrients that young adolescents need for their growth and activity requirements. Working in teams of two to three students, develop a ‘Meal Deal’ that the canteen can sell. It must meet the following criteria.

- The foods used must be Everyday foods. This means that the foods are:
 - breads and cereals, rice, pasta, noodles
 - vegetables and fruit
 - reduced or low-fat milk, yoghurt and cheese
 - lean meat and poultry, fish, eggs, nuts and legumes (dried beans and lentils)
 - water
- The ‘Meal Deal’ must include foods that can be quickly and easily prepared by the school canteen.
- The ‘Meal Deal’ should include a main meal, dessert (for example, fruit) and a drink.
- Adolescents should find the food interesting and want to buy it!

Steps

1. Work with your team to develop a range of possible menu items that could be included in the ‘Meal Deal’ package. Write these down.
2. Develop four criteria to evaluate the success of the ‘Meal Deal’.
3. Select one ‘Meal Deal’ solution and work with your team to develop a shopping list. Make sure that you hand in a food order to your teacher a week before you intend to produce this meal. Your food order should be submitted using the following table.

GROCERIES	GREEN-GROCERIES	MEAT, FISH, LEGUMES	DAIRY	OTHER

4. Prepare a production plan using the table below to organise your thinking and work. It is important to consider the timing of your work, the resources that you will require and the people who will be responsible for each component of the task. Use the table after you have finished the production to evaluate how well your team completed each aspect of the task.

TIME (IN 10-MINUTE INCREMENTS) EG. 9.30–9.40	FOOD AND EQUIPMENT NEEDED	TEAM MEMBER 2	TEAM MEMBER 3	EVALUATION

5. Write a justification explaining how your ‘Meal Deal’ meets the design criteria.
6. Produce the ‘Meal Deal’ as a team.
7. As a class, evaluate all the ‘Meal Deal’ solutions. Explain how each one meets the criteria for the design of the meal deal, and why an adolescent would find it an attractive option to purchase at the canteen.
8. Vote for your favourite ‘Meal Deal’, and write a justification for your choice, based on the criteria developed.
9. Hand in a written evaluation of your work, following the guidelines below.

Evaluate

Answer the following questions when you submit your work for your assessment.

1. List the foods included in your ‘Meal Deal’.
2. Write down the recipes for each of the foods that you have produced.
3. Describe how each of the menu items meets the criteria of Everyday foods.
4. How long did it take you to prepare the meal? Explain whether or not you think this is an acceptable length of time for the canteen to prepare foods.
5. List at least three reasons why you believe that this ‘Meal Deal’ includes foods that students would want to buy at the canteen.

› Activity worksheet 4.1: Promoting the 'Meal Deal'

Congratulations on the successful design and production of your 'Meal Deal'.

In order to raise awareness of the benefits of eating your 'Meal Deal', you will need to develop an advertising campaign for your product.

Task

Design and produce advertising to promote interest in your product. This could take the form of a brochure, poster, PowerPoint presentation, a rap or an article for the school newsletter.

Make sure that the following points are emphasised in your work:

- that the foods are Everyday foods
- the exciting taste sensation that eating these foods gives you
- a description of the nutrient content of the foods and their positive effect on growth of adolescents.