

# go for your life

## › Level 6: Cool canteens!

These learning activities can be used to support the implementation of the *School Canteens and Other School Food Services Policy*. The focus of these activities is to encourage students to consider their food choices at the school canteen by considering the nutrient content of foods sold at the canteen and developing healthy alternatives.

### Overview of activities

- Activity 1: Thinking about food choices
- Activity 2: What's on the label?
- Activity 3: What's that I'm eating?
- Activity 4: Cooking challenge
- Activity 5: Designing a healthy lunch pack
- Activity 6: Promoting healthy choices at the school canteen

## Teaching and learning sequence

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 1 – Thinking about food choices</b>	
<p>Why do we eat what we eat? When we think about food, there are many factors that influence our food choices at any particular time. Ask students to think about what they ate for their most recent lunch at school. Write their responses on the board. Take these ideas and develop an ‘issues map’. In the centre of the board, write the question ‘What influences my choice of foods for lunch?’ Using the ideas already presented, students can then organise these into categories, for example social, advertising, time, etc. Given the wide range of factors, ask students to consider which of these factors were the most important for them in relation to their own lunch choice.</p> <p>Ask students what they believe to be a healthy lunch. This could be done as a ‘think, pair, share’ activity. Students begin by reflecting on their own opinions and ideas and recording them on a piece of paper. Students then pair up with the student next to them to discuss their ideas and opinions. The next stage of the process requires the team to come together and share their ideas and collate a group response. This should then be fed back to the whole class. As a class, a set of criteria could be developed to identify a ‘healthy lunch’.</p> <p>A force field analysis looks at all the forces for and against a decision by looking at the pros and cons. Write the term ‘healthy lunch’ on the board. Ask students to brainstorm ‘driving forces (pros)’ and ‘preventing/restricting forces (cons)’ to students eating a healthy lunch at school.</p> <p><i>(continued over page)</i></p>	<p><b>Health and Physical Education</b>  <i>Health knowledge and promotion</i></p> <p>Students:            ...students identify and describe strategies that address current trends in the nutritional status of Australians.            ...analyse and evaluate the factors that affect food consumption in Australia.</p> <p><b>Communication</b>  <i>Listening, viewing and responding</i></p> <p>Students:            ...consider alternative views, recognise multiple possible interpretations, and respond with insight.</p> <p><i>Presenting</i></p> <p>Students:            ...use subject-specific language and conventions in accordance with the purpose of their presentation.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 1 – Thinking about food choices (continued)</b>	
<p>Some schools have a canteen other schools may use outside providers such as a local milk bar or shop to provide lunches for students. Do a 'Y chart' of a healthy school canteen. A 'Y chart', which is also known as 'looks like, sounds like, feels like', assists students to 'think outside the square'. Students can be divided into small groups. Each group is to be given a piece of paper with a large Y shape drawn in the centre and each section labelled with 'Looks like', 'Sounds like' and 'Feels like'. Alternatively, students can come up with their own categories.</p> <p>Provide students with a copy of the <i>'Go for your life' Healthy Canteen Kit – Food Planner</i> and discuss the concept of Everyday, Select Carefully and Occasionally foods. Compare and contrast this with a food selection model such as the Healthy Eating Pyramid. This could be done as a Venn diagram.</p> <p>Obtain a copy of a canteen menu, enlarge this and cut out each food and drink item. Alternatively, these items can be written on cards. Students organise these food items into Everyday, Select Carefully and Occasionally foods and present this as a visual display. Ask students what conclusions they can make about this canteen menu.</p>	

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 2 – What’s on the label?</b>	
<p>Provide the class with a variety of food packages of the sorts of foods and drinks sold at the school canteen. Working in small groups, students identify the common aspects of the labelling on the packages.</p> <p>Select a variety (three or four) of food packages. Separate the image of the products from the ingredient list and nutrition panel. Students match the image to the ingredient list and nutrition panel. Discuss the ways students arrived at their results.</p> <p>Following on from these introductory activities, students read the background information and complete the activities on <b>Activity worksheet 2.1: What’s on the label?</b></p>	<p><b>Health and Physical Education</b> <i>Health knowledge and promotion</i></p> <p>Students: ...identify and describe strategies that address current trends in the nutritional status of Australians.</p> <p><b>Interpersonal Development</b> <i>Working in teams</i></p> <p>Students: ...work collaboratively, negotiate roles and delegate tasks to complete complex work in teams.</p>
<b>ACTIVITY 3 – What’s that I’m eating?</b>	
<p>The purpose of this activity is for students to become familiar with the nutrient content of a range of food products sold at the school canteen.</p> <p>Bring in a range of labels from food or drink items sold at the school canteen. Students work in pairs to complete the <b>Activity worksheet 3.1: What’s that I’m eating?</b></p>	<p><b>Health and Physical Education</b> <i>Health knowledge and promotion</i></p> <p>Students: ...identify and describe strategies that address current trends in the nutritional status of Australians.</p> <p><b>Interpersonal Development</b> <i>Working in teams</i></p> <p>Students: ...work collaboratively, negotiate roles and delegate tasks to complete complex work in teams.</p>

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<b>ACTIVITY 4 – Cooking challenge</b>	
<p>Students work in teams. Each team designs and produces a sandwich, roll or wrap. Prior to the food preparation session, each team is allocated a bread item, protein filling and one vegetable ingredient. All teams have access to a range of other items (free access group) that would be commonly found in the refrigerator and pantry, for example margarine, cheese, canned fish and a variety of salad ingredients. Each team designs a sandwich, roll or wrap using the three allocated items plus any from the free access group. Teams may swap allocated items with those from other teams. Their finished product must contain foods that fit into the Everyday foods category according to the <i>School Canteens and Other School Food Services Policy</i>. Students can then write up a food order. Teams then produce their sandwich, roll or wrap. The teacher judges which team has produced the best product based on nutritional value and creativity.</p>	<p><b>Interpersonal Development</b> <i>Working in teams</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...work collaboratively, negotiate roles and delegate tasks to complete complex work in teams.</li> <li>...achieve agreed goals within set timeframes.</li> </ul> <p><b>Design, Creativity and Technology</b> <i>Investigating and designing</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...identify considerations and constraints within a design brief.</li> <li>...justify their preferred option, explaining how it provides a solution to the problem, need or opportunity.</li> <li>...make critical decisions on materials/ ingredients, system components, and techniques based on their understanding of the properties and characteristics of materials/ ingredients.</li> <li>...plan a realistic and logical sequence of the production stages, incorporating time, cost and resources needed for production.</li> </ul>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 5 – Designing a healthy lunch pack</b>	
<p>This activity should take place over several lessons. Students can work individually, in pairs or in small groups.</p> <p>The school canteen is interested in expanding its menu to incorporate more nutritious items that students will want to buy. One of the ideas that they have is to introduce lunch packs which consist of a number of different items that are sold together. Student suggestions will be considered by the school canteen manager for inclusion in the canteen menu. A selection panel will do a taste test and choose the best lunch pack for the menu. The ingredients for the lunch pack need to include:</p> <ul style="list-style-type: none"> <li>• a carbohydrate food such as bread, a roll, flat bread, fruit bread or crackers</li> <li>• fresh fruit</li> <li>• crunchy vegetables</li> <li>• a protein food such as slices of lean meat, hard-boiled egg or peanut butter*</li> <li>• a dairy food such as cheese, milk or yoghurt</li> <li>• a drink</li> </ul> <p>Students need to use a model such as the Healthy Eating Pyramid and/or incorporate the ideas of the 'Go for your life' <i>Healthy Canteen Kit – Food Planner</i> using Everyday, Select Carefully and Occasionally foods. They should create a catchy name for their lunch pack.</p> <p>Students must also design a Nutrition Information Panel for their lunch pack.</p> <p>Students need to:</p> <ul style="list-style-type: none"> <li>• find out what foods are currently on sale in the school canteen</li> <li>• what foods are popular with students.</li> </ul> <p><i>(continued over page)</i></p>	<p><b>Health and Physical Education</b></p> <p><i>Health knowledge and promotion</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...identify and describe strategies that address current trends in the nutritional status of Australians.</li> <li>...analyse and evaluate factors that affect food consumption in Australia.</li> </ul> <p><b>Interpersonal Development</b></p> <p><i>Working in teams</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...work collaboratively, negotiate roles and delegate tasks to complete complex work in teams.</li> <li>...achieve agreed goals within set timeframes.</li> <li>...develop and implement strategies for improving their contributions to achieving team goals.</li> </ul> <p><i>Investigating and designing</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...identify considerations and constraints within a design brief.</li> <li>...undertake research relevant to the design brief.</li> <li>...locate and use relevant information to help their design thinking and identify the needs of a variety of client/user groups.</li> <li>...generate a range of alternative possibilities, use appropriate technical language, and justify their preferred option, explaining how it provides a solution to the problem, need or opportunity.</li> <li>...make critical decisions on materials/ ingredients, system components and techniques based on their understanding of the properties and characteristics of materials/ ingredients.</li> </ul> <p><i>(continued over page)</i></p>

\*Food allergies are the most common triggers for anaphylaxis (severe allergic reaction) in children. Eight foods cause 90 per cent of food allergies: peanuts, cow's milk, egg, wheat, soybean, tree nuts (for example, cashew), fish and shellfish. Schools should be aware of the risk of hidden allergens. Check your school's policy regarding students with severe allergies.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 5 – Designing a healthy lunch pack (continued)</b>	
<p>Review the various policies and planners about school canteens and models such as the Healthy Eating Pyramid.</p> <p>Students design their lunch pack based on the brief and specifications above. They also design a Nutrition Information Panel for their lunch pack (information to support this activity is available from relevant websites referred to in this resource). They should write 5–6 criteria that will be used to evaluate the success of the healthy lunch pack.</p> <p>Students evaluate using the established criteria and record any modifications from the established design. The teacher and other members of the class can then provide feedback about the different lunch packs. Students suggest modifications to the lunch pack, based on the feedback.</p>	<p><i><b>Producing</b></i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...implement a range of production processes accurately, consistently, safely and responsibly.</li> <li>...produce products using complex tools, equipment, machines, materials and ingredients</li> <li>...clearly explain decisions about the suitability of materials/ingredients/system components.</li> <li>...make products that meet the quality, aesthetic, functionality and performance requirements outlined in the design brief.</li> </ul> <p><i><b>Analysing and evaluating</b></i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...use the evaluation criteria they have previously developed and critically analyse processes, materials/ingredients, system components and equipment used, and make appropriate suggestions for changes to these that would lead to an improved outcome.</li> <li>...relate their findings to the purpose for which the products and systems were designed.</li> </ul>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
<b>ACTIVITY 6 – Promoting healthy choices at the school canteen</b>	
<p>Students are given the task of promoting healthy choices at the school canteen, working individually or in teams. The target group for the promotion could be primary school or secondary school students or their families. Once a target group is identified, students think of a strategy they could use for their promotion, for example poster, pamphlet, section of the school website or newsletter item, special promotions at the school canteen, such as a breakfast, picnic lunch, special offers.</p> <p>There is a range of great resources that students can access for ideas. For example:</p> <p>Build a Healthy, Active Australia initiative website:  <a href="http://www.healthyactive.gov.au">www.healthyactive.gov.au</a></p> <p>Fresh for Kids: <a href="http://www.freshforkids.com.au">www.freshforkids.com.au</a></p> <p>Centre for Health Promotion (South Australia): <a href="http://www.chdf.org.au">www.chdf.org.au</a></p> <p>Go for 2&amp;5: <a href="http://www.gofor2and5.com.au">www.gofor2and5.com.au</a></p> <p>‘Go for your life’:  <a href="http://www.goforyourlife.vic.gov.au">www.goforyourlife.vic.gov.au</a></p> <p>Kids Food Club: <a href="http://www.kidsfoodclub.org">www.kidsfoodclub.org</a></p> <p>Meerilinga Young Children’s Foundation Association:  Lunchbox World:  <a href="http://www.lunchboxworld.meerilinga.com.au">www.lunchboxworld.meerilinga.com.au</a></p> <p>Australian School Canteen Association  <a href="http://www.asca.com.au">www.asca.com.au</a></p> <p>New South Wales School Canteen Association: <a href="http://www.healthy-kids.com.au">www.healthy-kids.com.au</a></p> <p>Queensland Association of School Tuckshops: <a href="http://www.qast.org.au">www.qast.org.au</a></p> <p>Tasmanian School Canteen Association:  <a href="http://www.tased.edu.au/tasonline/tasca">www.tased.edu.au/tasonline/tasca</a></p> <p>Victorian School Canteen Association:  <a href="http://www.vcsa.org.au">www.vcsa.org.au</a></p> <p>Western Australia School Canteen Association:  <a href="http://www.waschoolcanteens.org.au">www.waschoolcanteens.org.au</a></p>	<p><b>Health and Physical Education</b></p> <p><i>Health knowledge and promotion</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...identify and describe strategies that address current trends in the nutritional status of Australians.</li> <li>...analyse and evaluate factors that affect food consumption in Australia.</li> </ul> <p><b>Interpersonal Development</b></p> <p><i>Working in teams</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...work collaboratively, negotiate roles and delegate tasks to complete complex work in teams.</li> <li>...achieve agreed goals within set timeframes.</li> </ul> <p><b>Communication</b></p> <p><i>Presenting</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>...select suitable resources and technologies to effectively communicate.</li> <li>...use subject specific language and conventions in accordance with the purpose of their presentation to communicate complex information.</li> </ul>

## › Activity worksheet 2.1: What's on the label?

Nutrition information on food products is important to assist us in making healthy choices. In Australia, foods must be clearly labelled in accordance with the requirements of the Australia New Zealand Food Standards Code, unless they are unpackaged foods, or foods made and packaged for you on the spot.

All manufactured foods have a nutrition information panel, so you can make a comparison between them. There are very few exceptions such as very small packages and foods like herbs and spices, tea, coffee and foods sold unpackaged (if a health claim is not made) or foods made and packaged on the spot for you.

The following information from Food Standards Australia New Zealand (FSANZ) describes what a food label must show.

### **Nutrition information panel**

Nutrition information panels provide information on the levels of energy (kilojoules), protein, total fat, saturated fat, carbohydrate, sugars and sodium, as well as any other nutrient about which a claim is made on the label.

### **Percentage labelling**

Packaged foods carry labels that show the percentage of the key or characterising ingredients in the food product, for example the amount of strawberries in strawberry yoghurt; the amount of milk in ice-cream; the amount of pork in pork sausages. This information enables you to compare similar products.

### **Name or description of the food**

Foods must be labelled with an accurate name or description, which must not mislead consumers. For example, if a food is described as strawberry yoghurt, it must contain strawberries.

### **Food recall information**

Labels must have the name and Australian business address of the manufacturer or importer, as well as a code for the date of production. This makes food recalls easier and quicker to carry out.

### **Information for allergy sufferers**

Any ingredients or parts of the food that are known to cause allergic reactions must be declared on the label, however small the amount. Examples are nuts, seafood, fish, milk, gluten, eggs and soybeans. The declaration is usually in the ingredients list. If the food contains unpasteurised milk, unpasteurised egg, aspartame, quinine, caffeine, guarana, royal jelly or other allergens, there must also be a warning statement on the label.

### **Date marking**

Foods with a shelf life of less than two years must have a 'best before' date. It may still be safe to eat those foods after the date, but they may have lost quality and some nutritional value. Foods that should not be eaten after a certain date for health and safety reasons must have a 'use-by' date.

### **Ingredients list**

Ingredients must be listed from greatest to smallest amount by weight. Water must also be included.

### **Labels must tell the truth**

Food manufacturers must label their products with an accurate minimum weight measure. Other information on labels should not be misleading to consumers.

### **Food additives**

All additives to foods must be there for a good reason, approved by FSANZ for safety and be used in the lowest possible quantity. Examples of additives are emulsifiers, thickeners, preservatives, colouring agents, flavouring agents. Food additives must be identified by a number and included in the ingredients list. A full list of additives and their numbers can be found at: [www.foodstandards.gov.au](http://www.foodstandards.gov.au).

### **Legibility requirements**

Labels must be easy to read and in English. Warning statements must stand out.

### **Storage requirements**

Some foods need special storage, for example refrigeration at or below 5°C, in order to stay safe. Manufacturers must include this information on the label.

### **Country of origin**

Food products must state the country where the food was made or processed. If a product is labelled 'Product of Australia', it must be made in Australia from Australian ingredients. If the label is 'Made in Australia', the food is made here but with some ingredients imported from another country.

Source: Consumer Affairs Victoria 2004, *Consumer Stuff – A Resource for Teaching and Learning about Health and Wellbeing*, Consumer Affairs Victoria.

## Activities

1. Access the Food Standards Australia New Zealand website at: [www.foodstandards.gov.au](http://www.foodstandards.gov.au) and locate the poster '*Food Labels – What do they mean?*'

(What's in food? > Food labelling > Poster: Food Labels – What do they mean?).

This can be located at the link:

[www.foodstandards.gov.au/\\_srcfiles/final%20FSANZPosterV2.pdf](http://www.foodstandards.gov.au/_srcfiles/final%20FSANZPosterV2.pdf).

2. Working in teams of 3 or 4 students, each team chooses an item of food (manufactured food) that is sold at the school canteen. Ideally, a variety of different food items should be selected. Examine the product's label. On a large piece of paper, place the label or a copy of the label in the centre and indicate and briefly describe the different components.
3. In relation to each of the items chosen for (2) above, what other information is on the packaging? How is this used to promote this product? Brainstorm and discuss the various ways that this product is promoted.

## › Activity worksheet 3.1: What's that I'm eating?

There is a lot of information that appears on food labels. At first this may seem confusing, but when you know how to read them, you will find that the label is the best source of information about a product.

One of the important parts of a food label is the nutrition information panel. Nutrients are displayed in a standard format that provides the amount per serve and per 100 grams (or 100 ml of liquid) of the food.

Nutrition information panels provide information on the amount of energy (kilojoules), protein, total fat, saturated fat, carbohydrate, sugars and sodium (salt), as well as any other nutrient about which a claim is made (for example fibre, iron, calcium).

### Nutrition information panel

Servings per package: 6 Serving size: 150 g
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	Quantity per serving	Quantity per 100 grams
Energy (kJ)	840 kJ	560 kJ
Protein	3.9 g	2.6 g
Fat – total – saturated	8.4 g 3.45 g	5.6 g 2.3 g
Carbohydrate – total – sugars	96 g 36 g	64 g 24 g
Dietary fibre	3.6 g	2.4 g
Sodium	450 mg	300 mg

Look at the labels from food or drink items sold at the school canteen. Examine the nutrition information panel. Divide the labels between the students. Focus on one aspect, for example energy content or dietary fibre. Rank the food/drink labels from highest to lowest (say per serving) for the characteristic selected. The class could line up across the room creating a visual representation. As a class, discuss the ranking for the different nutrients or other characteristics.