

For:

School council

✓ Principal and school leaders

✓ Teachers

Canteen staff

✓ Students

School community

'Go for your life'

Healthy Canteen Kit

student learning
activities



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› Introduction

School canteens and other school food services are important educational resources. They have an important role in the provision of food to students and the school community as well as being an integral part of the school environment.

The school canteen should reflect the educational goals of the school and support and complement student learning. When consumed daily, the food provided through the school canteen may comprise a third of a student's total daily intake and have a significant influence on their health and nutrition.

It is important that parents, teachers and students work together to support a whole-school approach to building a school culture in which students actively choose nutritious foods and a healthy lifestyle.

The *'Go for your life' Healthy Canteen Kit* contains the following resources to assist schools to develop healthy canteens and other food services:

- *'Go for your life' Healthy Canteen Kit – School Canteens and Other School Food Services Policy* explains the guiding principles, including food selection, food categories, food safety, and the role of the school council in developing a school food service policy.
- *'Go for your life' Healthy Canteen Kit – Food Planner* assists schools and canteens to make appropriate healthy food choices.
- *'Go for your life' Healthy Canteen Kit – Getting Started* provides advice about how to establish a healthy school food service. It includes healthy fundraising ideas, frequently asked questions and a sample canteen policy.
- *'Go for your life' Healthy Canteen Kit – Student Learning Activities* provides a suite of learning activities for each of the six levels of the Victorian Essential Learning Standards (VELS) for Years Prep to 10.
- *'Go for your life' Healthy Canteen Kit – Canteen Manual* provides practical information for canteen managers and school personnel to assist with the management and day-to-day running of the school canteen.
- *'Go for your life' Healthy Canteen Kit* CD-ROM provides an electronic copy of the entire kit.
- *At a glance planner* provides a quick reference in poster form to assist with healthy food choices.
- A poster to promote healthy food choices to students.

A whole-school approach to healthy eating

A health promoting school is one that promotes and supports healthy practices. It regards the health of the students and the broader school community as a priority. This is reflected through the school's curriculum, environment and links with the local community.

The school food services and curriculum relating to healthy eating should complement each other. Ideally, positive peer pressure within the education setting will help create a culture in which nutritious foods and a healthy lifestyle are actively chosen and permeate the whole school environment and impact on the family.

'A health promoting school is a place where all members of the school community work together to provide students with integrated and positive experiences and structures that promote and protect their health. This includes both the formal and informal curricula in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health'. (World Health Organization, 1996)

The Health Promoting Schools Framework provides a useful model for schools to promote and protect the health of students. The framework highlights the importance of the relationships between:

- curriculum, teaching and learning
- school organisation, ethos and environment
- community links and partnerships.

The *'Go for your life' Healthy Canteen Kit – Student Learning Activities* contains learning activities that are designed to support a whole-school commitment to move towards a healthier school environment.

The activities are based on a number of standards of the Victorian Essential Learning Standards (VELS). Fundamental to the Essential Learning Standards is the integrated focus on the three strands – Physical, Personal and Social Learning, Discipline-based Learning, and Interdisciplinary Learning – to develop deep understanding in learners that can be transferred to new and different circumstances.

While the learning activities are suitable for students at Levels 1–6 of the Essential Learning Standards, teachers may need to adapt the activities to suit their particular local circumstances and the needs of individual students.



› Level 1: Lunches to grow and go

In these activities, students examine the foods that they eat and decide which ones can help them to grow and be healthy. They group foods into categories and explain to others their reasons for the groupings. Students consider the tools used in the kitchen and discuss safety rules for handling food and utensils. Students sample various foods and use appropriate vocabulary to describe the feel, taste, smell and sound of the different foods. They demonstrate the ability to make healthy food choices in a wide variety of circumstances. Students also prepare foods for large groups and retell the steps involved.

Overview of activities

These activities are designed to be undertaken over a 2–3 week period, along with an ongoing weekly lunchbox activity and Teddy Bear project. The activities culminate in a class Teddy Bears' picnic.

- Activity 1: What foods do you eat?
- Activity 2: Grouping foods
- Activity 3: Kitchen tools
- Activity 4: Safety rules
- Activity 5: Taste testing
- Ongoing weekly activity: Healthy lunchbox
- Ongoing activity: Sharing healthy foods (the travelling Teddy Bear project)
- Activity 6: Teddy Bears' picnic

Teaching and learning sequence

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 1 – What foods do you eat?	
<p>Discuss with students what foods they eat on a regular basis.</p> <p><i>Possible questions</i></p> <ul style="list-style-type: none"> • Why is it important to eat a variety of different foods? • What would happen if you only ate one type of food all the time? <p>Highlight the need for a variety of foods to be healthy and to grow.</p>	<p>English</p> <p><i>Speaking and listening</i></p> <p>Students:</p> <p>...ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion...</p> <p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. As students work towards the achievement of Level 3 standards in this dimension they:</p> <p>...explore basic health needs that must be met to maintain or promote their health and to help them grow and develop.</p> <p>...are introduced to basic principles of living an active and healthy life.</p> <p>...begin to learn about the importance of eating a variety of foods.</p> <p>...learn about how foods differ in look, taste, feel and smell.</p> <p>...begin to understand how good food choices contribute to an active and healthy life.</p>
ACTIVITY 2 – Grouping foods	
<p>Students cut pictures from magazines and brochures showing foods with which they are familiar. Students are asked to group the foods, stick them onto paper and explain how they have grouped the foods. For example, all round foods, all fruits, foods I like, foods I dislike, healthy, unhealthy, etc.</p>	<p>Mathematics</p> <p><i>Number</i></p> <p>Students:</p> <p>...form small sets of objects from simple descriptions.</p> <p>...make simple correspondences between those two sets.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 3 – Kitchen tools	
<p>Students close their eyes and are asked to visualise the tools that are used in the kitchen. Students draw a picture or find pictures in magazines or newspapers of that tool. Using a modelled-writing approach, students write a sentence to describe what the tool is and what it is used for.</p> <p>Extension activity</p> <p>Students learn about how to set a table with the correct placement of utensils and the fact that different utensils are used for different meals and by different cultures.</p>	<p>English</p> <p><i>Writing</i></p> <p>Students:</p> <p>...write simple texts about familiar topics to convey ideas of messages.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 4 – Safety rules	
<p>Ask students to make suggestions about what they should do before handling or cooking foods, for example washing hands, washing foods such as fruit and vegetables, cleaning kitchen tools, benches, etc.</p> <p>Students make a poster highlighting one food safety rule, either on paper or electronically, including the rule and a relevant picture. These can be displayed around the classroom and referred to during practical food handling activities.</p>	<p>English</p> <p><i>Speaking and listening</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...contribute relevant ideas during class or group discussion. <p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. As students work towards the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. ...are introduced to basic principles of living an active and healthy life. ...begin to learn about the importance of eating a variety of foods. ...learn about how foods differ in look, taste, feel and smell. ...begin to understand how good food choices contribute to an active and healthy life. <p>Communication</p> <p><i>Presenting</i></p> <p>Standards for assessing and reporting on student achievement in this dimension are introduced at Level 4. As students work towards the achievement of Level 4 standards in communication they:</p> <ul style="list-style-type: none"> ...begin to use visual aids such as photographs, objects and drawings to assist them to communicate more effectively.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 5 – Taste testing	
<p>Discuss the safety rules developed during the previous session and ensure that students are prepared to handle food in an appropriate way.</p> <p>Provide (or have students bring) a range of everyday foods into the classroom that could be described in different ways. Have a couple of volunteers blindfolded and provide them with a sample of food*. Ask the students to describe how the food feels, smells and tastes.</p> <p>Record the words used to describe each sense and ask other students to suggest different words that could be used to describe food and build a vocabulary list.</p> <p>Continue this activity with students working in pairs – one blindfolded and the other choosing a food product* for their partner to investigate. Once both students in the pair have had a turn, ask students to draw a picture of the food and describe to the rest of the class what it feels, smells, tastes and sounds like (when eaten).</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. As students work towards the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. ...are introduced to basic principles of living an active and healthy life. ...begin to learn about the importance of eating a variety of foods. ...learn about how foods differ in look, taste, feel and smell. ...begin to understand how good food choices contribute to an active and healthy life. <p>English</p> <p><i>Speaking and listening</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...contribute relevant ideas during class or group discussion... <p>Communication</p> <p><i>Presenting</i></p> <p>Standards for assessing and reporting on student achievement in this dimension are introduced at Level 4. As students work towards the achievement of Level 4 standards in communication they:</p> <ul style="list-style-type: none"> ...respond in both formal and informal settings to a variety of stimuli. ...communicate their ideas on a single topic or personal experience. ...begin to use visual aids such as photographs, objects and drawings to assist them to communicate more effectively.

*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
ONGOING WEEKLY ACTIVITY – Healthy lunchbox	
<p>Develop a set of pictures that show examples of foods that could be eaten for lunch in a wide range of situations.</p> <p>Suitable pictures can be obtained from the Fruit + Veg program at: www.health.vic.gov.au/nutrition/child_nutrition/fv.htm, from ClipArt or from magazines.</p> <p>These pictures can then be laminated and have either Velcro dots or magnets placed on the back to enable students to attach them to a class lunchbox mural.</p> <p>Each week a student is chosen to be in charge of the lunchbox. Each day the student must select foods that would make them healthy and help them to grow. They then stick the pictures onto the lunchbox mural.</p> <p>Choose one day of the week to be food focus day. On this day the lunchbox must be suited to a particular outing or event, for example a picnic, going to the football, a birthday party, going to visit Nan, sports day, buying lunch from the school canteen, etc.</p> <p>On food focus day ask all the students to complete Activity worksheet 1.1: Lunchbox focus. Students draw or stick pictures to reflect selected foods that reflect the focus. They can take their worksheet home to share new ideas with their parents. Each lunchbox can be on display for the week and then saved in a class book.</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. As students work towards the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. ...are introduced to basic principles of living an active and healthy life. ...begin to learn about the importance of eating a variety of foods. ...learn about how foods differ in look, taste, feel and smell. ...begin to understand how good food choices contribute to an active and healthy life. <p>Design, Creativity and Technology</p> <p><i>Investigating and designing</i></p> <p>In Design, Creativity and Technology, standards for assessing and reporting on student achievement in this section apply from Level 3. As students work toward the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...identify ideas, problems, needs, wants and opportunities. ...identify the human, material, equipment, and/or energy resources available to meet the idea, problem, need, want or opportunity. <p>Thinking Processes</p> <p><i>Reasoning, processing and inquiry</i></p> <p>Reasoning, processing and inquiry Standards for assessing and reporting on student achievement apply from Level 3. As students work toward the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...explore a wide variety of familiar contexts. ...begin to look for simple patterns in their observations by classifying familiar items and by looking for similarities and differences.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ONGOING ACTIVITY – Sharing healthy foods	
<p>Bring a class Teddy Bear in and introduce students to Harrison the Healthy Bear (students may like to rename their class bear). Harrison will spend one night at the home of each student in the class and students record in a diary the foods that Harrison ate while at their home (this should reflect the same foods that the student ate). The bear can also spend time at the teacher's home and the principal's home, and attend other special events that take place within the school, for example Grandparents Day, the school fete, etc. Photos could be taken of each student with the bear and added to the diary. Students could also illustrate the foods that were eaten the night before.</p>	<p>English</p> <p><i>Writing</i></p> <p>Students:</p> <p>...write personal recounts and simple texts about familiar topics to convey ideas or messages.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 6 – Teddy Bears’ picnic	
<p>Students are placed in small groups and take on various roles to plan and conduct a Teddy Bears’ picnic for the class.</p> <p>Students and teachers may like to discuss and negotiate a suitable menu or try ideas from the Fruit + Veg program at: www.health.vic.gov.au/nutrition/child_nutrition/fv.htm, for example Pita Rolls and Fruity Cones.</p> <p>Two groups could work on food preparation – one on the main course and one on the dessert. (Parent helpers would be very useful.)</p> <p>One group could work on refreshments and a final group on setting up tables, chairs, etc.</p> <p>During the food preparation, take photos of each step.</p> <p>After the picnic is over, give students a small black and white copy of the photos. Ask them to place the photos in order and write a basic sentence describing what is happening in each step.</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. As students work towards the achievement of Level 3 standards in this dimension they:</p> <ul style="list-style-type: none"> ...explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. ...are introduced to basic principles of living an active and healthy life. ...begin to learn about the importance of eating a variety of foods. ...learn about how foods differ in look, taste, feel and smell. ...begin to understand how good food choices contribute to an active and healthy life. <p>Interpersonal Development</p> <p><i>Working in teams</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...describe basic skills required to work cooperatively in groups. ...contribute to the development of positive social relationships in a range of contexts. <p>English</p> <p><i>Writing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...write personal recounts about familiar topics to convey ideas or messages.

Additional suggestions to support ongoing activities

- Make lunchbox mobiles. Students use a lunchbox template and hang various healthy food choices from it for display in the classroom. Students may draw pictures or find them in magazines and brochures.
- Use the story of the Three Bears as a stimulus to discuss breakfast choices. The bears chose porridge to help them 'grow and go'.
- Survey the students' likes and dislikes regarding breakfast foods.
- Provide students with noodle boxes and ask them to build a healthy meal to place in their noodle box. Use plastic foods, plasticine, products such as Superlite or Model Magic which harden naturally or Fimo, which must be baked in an oven.
- Give students the opportunity to role play a supermarket, food court or salad bar, with the focus on choosing foods that make them 'grow and go'.
- Listen to the Wiggles 'Fruit Salad' song on their *Live Hot Potatoes* CD.

› Activity worksheet 1.1: Lunchbox focus

1

Our food focus is:



2

› Level 2: Tasty treats for every day

In these activities students learn about the Everyday, Select Carefully and Occasionally foods. Students review the contents of their own lunch and the lunches available at the school canteen, making statements about the level of healthy and non-healthy foods available and recommending changes to increase the levels of healthy foods being offered. Students demonstrate their ability to make wise food choices about the content of their own lunch on healthy lunchbox day.

Overview of activities

The activities are designed to be undertaken over a 2–3 week period, and encourage students to focus on making wise choices. A range of teaching strategies such as class discussions, working in small groups/pairs and undertaking practical experiences are utilised.

- Activity 1: Being healthy
- Activity 2: Everyday, Select Carefully and Occasionally foods
- Activity 3: Food groups
- Activity 4: Sorting lunches
- Activity 5: The Very Hungry Caterpillar
- Activity 6: Fruity kebabs
- Activity 7: A healthy lunchbox day

Teaching and learning sequence

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 1 – Being healthy	
<p>Students are asked to think about what makes them healthy and brainstorm these ideas as a class. Physical, social and emotional health issues should arise throughout this discussion. It is important to highlight the fact that food is only one aspect of being healthy, but it will be the main focus for this activity.</p> <p>Ask students to act out how they feel when they have eaten, and then how they feel when they have not eaten anything and are very hungry.</p> <p>Discuss the differences in how they feel.</p> <p>Students consider why we need to eat food. They develop a class list then working with a partner decide on the two or three most important reasons for why we eat, for example to grow, to have energy, to be healthy, etc.</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the <i>Health knowledge and promotion</i> dimensions are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> ...learn to make healthy food choices according to healthy eating models. ...consider the factors that influence their choice of foods. ...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life. <p>English</p> <p><i>Speaking and listening</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. ...listen to others and respond appropriately to what has been said.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 2 – Everyday, Select Carefully and Occasionally foods	
<p>Discuss how often students do things, for example:</p> <ul style="list-style-type: none"> • every day (brushing teeth, bathing/ showering) • sometimes (going to a friend’s house, playing computer games) • occasionally or not at all (going on holidays, visiting the zoo, etc.). <p>In a similar way foods fit into different categories: Everyday foods (that you should eat the most of), Select Carefully foods (eat in moderation) and Occasionally foods (eat in small amounts).</p> <p>As a ‘think, pair, share’ activity, ask students to think about trying to be healthy and decide on one food that they think they should have every day, one they should select carefully and one that would be eaten only occasionally.</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the <i>Health knowledge and promotion</i> dimensions are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> ...learn to make healthy food choices according to healthy eating models. ...consider the factors that influence their choice of foods. ...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life. <p>English</p> <p><i>Speaking and listening</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. ...listen to others’ and respond appropriately to what has been said.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 3 – Food groups	
<p>Draw a large pyramid on the floor as per the Healthy Living Pyramid (masking tape or chalk could be used). See the Healthy Living Pyramid available on www.nutritionaustralia.org</p> <p>Label each section clearly, with eat most (that is, Everyday foods), eat moderately (that is, Select Carefully foods) and eat only occasionally and in small amounts (that is Occasionally foods). Provide a selection of foods, plastic foods or pictures of foods that students can use to place in the relevant categories. Encourage students to ask each other for directions when not sure where to place items.</p> <p>Discuss with the class the following questions:</p> <ul style="list-style-type: none"> • What foods do you think belong in the Occasionally category? • Why do you think that? • What do you think would happen if you only ate foods from this category? • Which categories do you think would be Everyday foods? • Why do you think that? • Why is the pyramid a good way of showing which foods you should have more or less of? <p>Have students complete their own version of the Healthy Living Pyramid using Activity worksheet 3.1 – The Healthy Living Pyramid. Students cut and paste matching words, pictures and categories.</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> ...learn to make healthy food choices according to healthy eating models. ...consider the factors that influence their choice of foods. ...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life. <p>English</p> <p><i>Speaking and listening</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. ...listen to others and respond appropriately to what has been said.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 4 – Sorting lunches	
<p>Ask students to place the contents of their lunchbox on their table and sort the foods into Everyday, Select Carefully and Occasionally foods. Students count how many items they have that fit into each category. As a group, construct a class pictograph representing the foods in each group. Make a general statement about the level of Everyday foods compared with the Occasionally foods.</p> <p>Provide each student with a picture or label of a food available at the school canteen and have them physically group themselves according to Everyday, Select Carefully and Occasionally foods. Again, make a general statement about where the majority of the foods fit in.</p> <p>Discuss with the class:</p> <ul style="list-style-type: none"> • whether or not the canteen should make any changes to the canteen menu • whether there should be more or less of particular foods so students can be healthy. <p>As a class undertake a shared writing experience, making recommendations to the canteen about their findings.</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> ...learn to make healthy food choices according to healthy eating models. ...consider the factors that influence their choice of foods. ...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life. <p>Mathematics</p> <p><i>Measurement, chance and data</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...collect simple categorical and numerical data (count of frequency) and present this data using pictographs and simple bar graphs. <p>Thinking Processes</p> <p>Standards for assessing and reporting on student achievement are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> ...practise ordering and sequencing their ideas. ...begin to classify concepts, objects and ideas using given criteria and describe, compare and contrast these classifications. <p>English</p> <p><i>Writing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...write short sequenced texts that include some related ideas about familiar topics. ...write texts that convey ideas and information to known audiences.

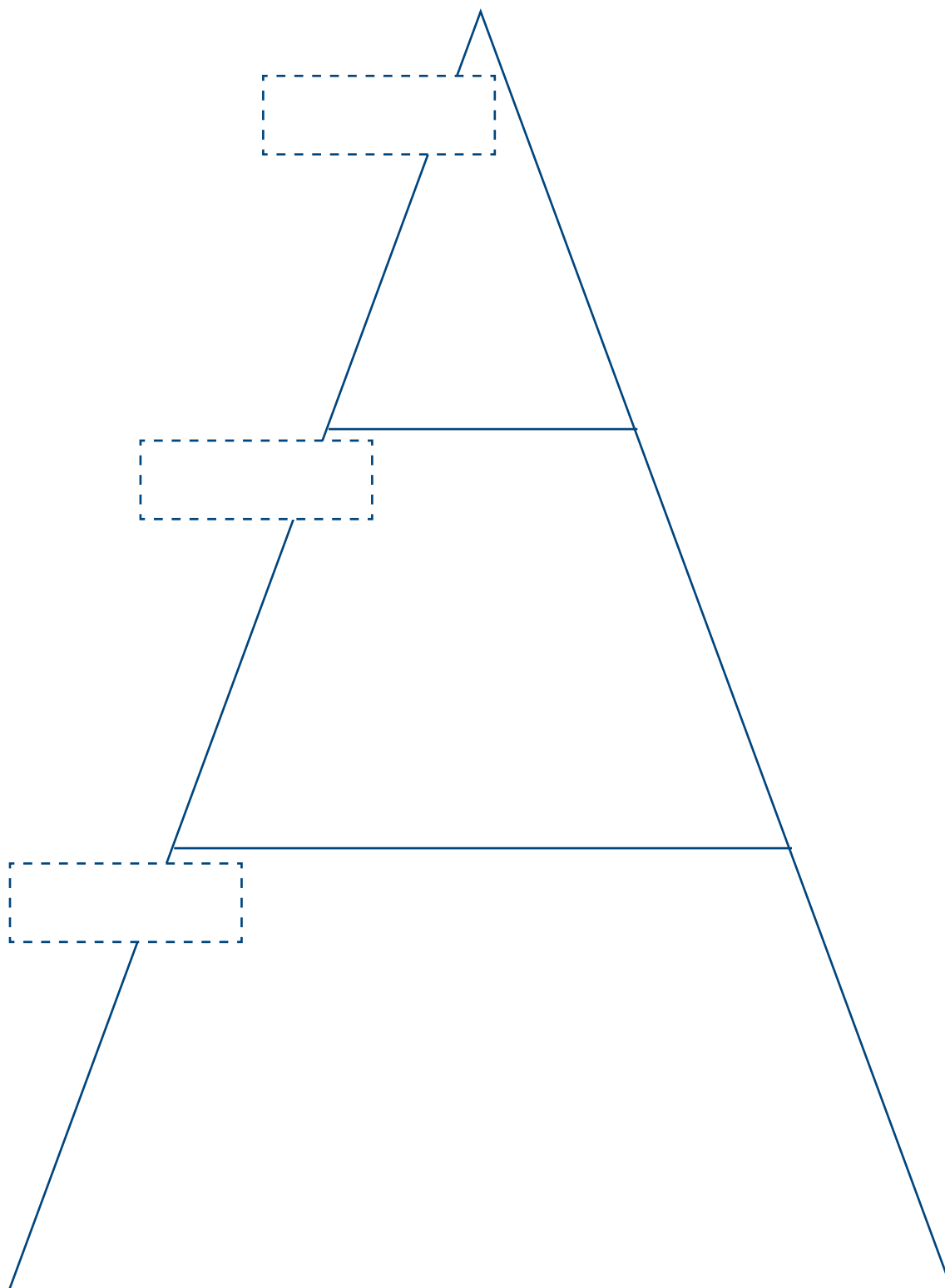
ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 5 – The Very Hungry Caterpillar	
<p>Read students the story of <i>The Very Hungry Caterpillar</i> by Eric Carle. Make a list of the foods and quantities eaten by the caterpillar. Group the foods into the Everyday, Select Carefully and Occasionally categories.</p> <p>Discuss with students if the order of the foods that the caterpillar eats should be changed so that the caterpillar is eating large amounts of Everyday foods and less of the Select Carefully or Occasionally foods.</p> <p>Students may rewrite or create new illustrations for their version of the food in order to make the caterpillar healthier.</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> ...learn to make healthy food choices according to healthy eating models. ...consider the factors that influence their choice of foods. ...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life. <p>Reading</p> <p>Students:</p> <ul style="list-style-type: none"> ...respond to short imaginative and informative texts with familiar ideas and information, predictable structures and a small amount of unfamiliar vocabulary.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 6 – Fruity kebabs	
<p>Ask students to suggest rules that should be followed when preparing food. Make a list of students' ideas and ask why these ideas are important.</p> <p>Download the recipe for Fruity Kebabs, available from page 28 of the Fruit + Veg program at: www.health.vic.gov.au/nutrition/downloads/fv/recipes30.pdf.</p> <p>Students work in small groups to construct their own Fruity Kebab, ensuring that they follow the food handling rules that were discussed at the beginning of the lesson.</p> <p>Students explain to others in their group the feel, smell, taste and sound of the different ingredients used in the recipe.</p> <p>Students can write and illustrate a procedural text as their writing task, using the steps they followed in constructing their Fruity Kebab.</p>	<p>Health and Physical Education</p> <ul style="list-style-type: none"> Standards are introduced at Level 3. <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> ...learn to make healthy food choices according to healthy eating models. ...consider the factors that influence their choice of foods. ...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life. <p>Interpersonal Development</p> <p><i>Working in teams</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...share resources fairly. <p>English</p> <p><i>Writing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...write short sequenced texts that include some related ideas about familiar topics. ...use appropriate structures to achieve some organisation of the subject matter.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 7 – A healthy lunchbox day	
<p>Ask students to consider what kinds of foods should be in a healthy lunchbox.</p> <p>Healthy lunchbox ideas are available in the Fruit + Veg program at: www.health.vic.gov.au/nutrition/child_nutrition/fv.htm.</p> <p>Students design a poster to promote a healthy lunchbox day, including the types of food that would be suitable.</p> <p>Conduct a healthy lunchbox day and repeat Activity 4, constructing a new pictograph that represents Everyday, Select Carefully and Occasionally foods.</p> <p>Compare the two graphs and discuss which kind of lunchbox is better for students' health. Discuss with students the fact that they can make some choices regarding their food intake and that physical activity is essential for health in addition to good food choices.</p> <p>As a conclusion to the activity, students cut and paste examples from magazines and brochures that display healthy choices and unhealthy choices. Students stick these pictures onto large pieces of butcher's paper as a class mural and explain to the rest of the class one of the healthy choices they have selected and what makes it a healthy choice.</p>	<p>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Standards for the Health knowledge and promotion dimension are introduced at Level 3. At Level 2 students:</p> <ul style="list-style-type: none"> ...learn to make healthy food choices according to healthy eating models. ...consider the factors that influence their choice of foods. ...begin to recognise the importance of variety and frequency of food consumption for an active and healthy life. <p>Mathematics</p> <p><i>Measurement, chance and data</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...collect simple categorical and numerical data (count of frequency) and present this data using pictographs and simple bar graphs. <p>English</p> <p><i>Speaking and listening</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. ...listen to others and respond appropriately to what has been said.

› Activity worksheet 3.1: The Healthy Living Pyramid

2


















Cut out and paste them in the correct places.

EAT MOST	EAT IN MODERATION	EAT IN SMALL AMOUNTS
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Cut out the pictures and paste them into the right part of the pyramid.

2



3

› 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:</p> <ul style="list-style-type: none"> ...cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. <p>Health and Physical Education <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. <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:</p> <ul style="list-style-type: none"> ...listen attentively when required and learn to respond and interject appropriately. ...ask clarifying questions where meaning is unclear.

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> 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> 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> 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> 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</p> <p>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

3

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:				
Name: Age:				
Name: Age:				
Name: Age:				

3

› 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

3

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	

3

› 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?

.....

.....

.....

.....

.....

3

› 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.

3

› Activity worksheet 7.2: Planning the process

Savoury

Name of food:

Ingredients used:

.....

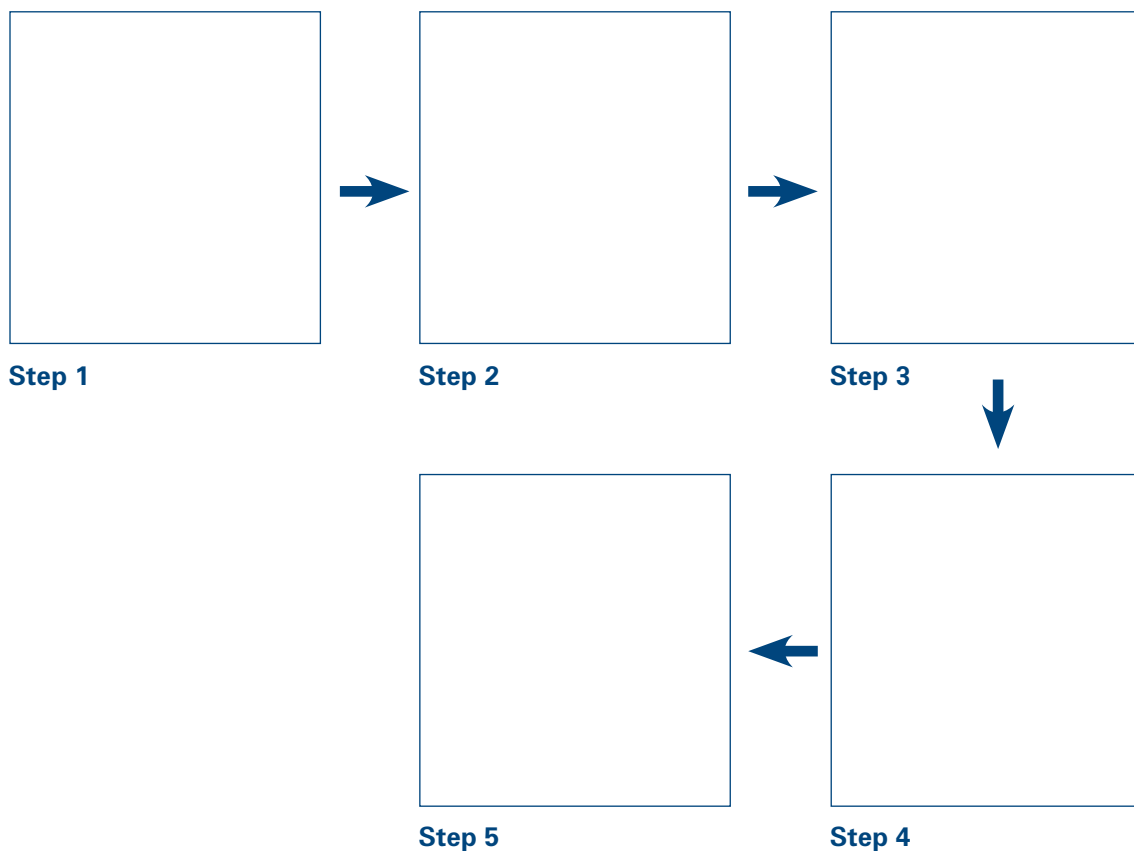
.....

Cost:

Assembling the food

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

3



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

.....

.....

.....

Sweet (fruit, yoghurt, etc.)

Name of food:

Ingredients used:

.....

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?

.....

.....

3

Drink

Name of food:

Ingredients used:

.....

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?

.....

.....

› 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:

3

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.



› 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

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</p> <p><i>Health knowledge and promotion</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...analyse and explain physiological, social, cultural and economic reasons for food choices and analyse and describe food selection models. <p>Thinking Processes</p> <p><i>Reasoning, processing and inquiry</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...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>Creativity</p> <p>Students:</p> <ul style="list-style-type: none"> ...generate imaginative solutions when solving problems. ...demonstrate creativity in their thinking in a range of contexts. <p>Design, Creativity and Technology</p> <p><i>Investigating and designing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...research and collect data in response to design briefs.

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

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

› Activity worksheet 1.2: Comparing two Australian food models

Australian Guide to Healthy Eating model and the
Healthy Living Pyramid

4

› 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?
	Animal foods
	Plant foods

› 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

› 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

.....

.....

.....

.....

.....

.....



› 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'

5

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' Healthy Canteen Kit – Food Planner 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</p> <p><i>Health knowledge and promotion</i></p> <p>Students:</p> <p>...analyse a range of influences on personal and family food selection and identify major nutritional needs for growth and activity.</p> <p>Thinking Process</p> <p><i>Reasoning, processing and inquiry</i></p> <p>Students:</p> <p>...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</p> <p><i>Listening, viewing and responding</i></p> <p>Students:</p> <p>...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> Students: ...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> <p>Producing Students: ...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> <p>Analysing and evaluating Students: ...select appropriate equipment and techniques to safely test and evaluate the performance of their products/systems.</p> <p>Thinking Process <i>Creativity</i> Students: ...apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions.</p> <p>Interpersonal Development <i>Working in teams</i> Students: ...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> <p>Personal Learning <i>Managing personal learning</i> Students: ...complete competing short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation.</p>

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)

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		

Continuum for Activity 1

Everyday

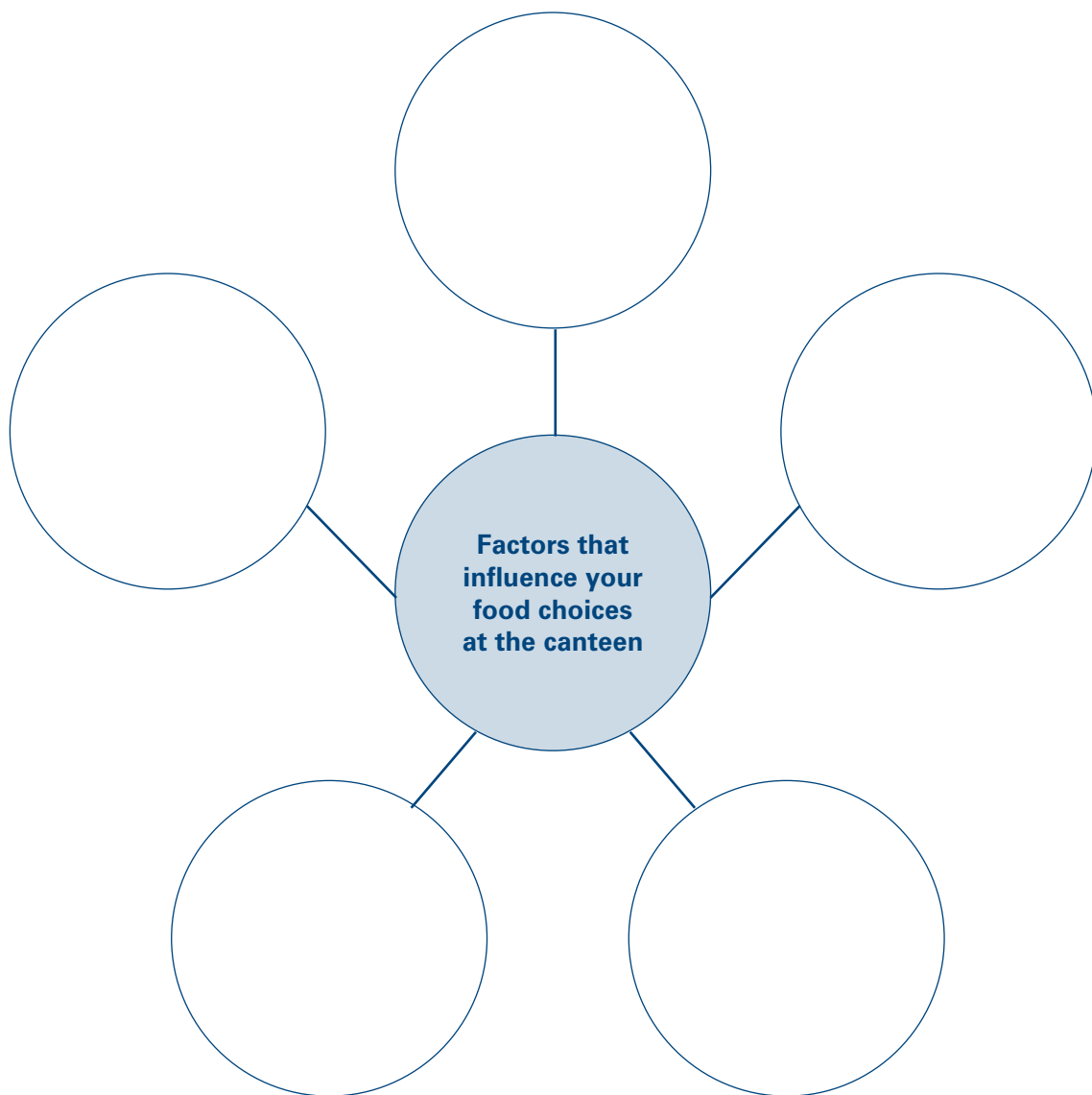
Select Carefully

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.



› 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
ACTIVITY 1 – Thinking about food choices	
<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>Health and Physical Education</p> <p><i>Health knowledge and promotion</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...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>Communication</p> <p><i>Listening, viewing and responding</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...consider alternative views, recognise multiple possible interpretations, and respond with insight. <p><i>Presenting</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...use subject-specific language and conventions in accordance with the purpose of their presentation.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 1 – Thinking about food choices (continued)	
<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
ACTIVITY 2 – What’s on the label?	
<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 back-ground information and complete the activities on Activity worksheet 2.1: What’s on the label?</p>	<p>Health and Physical Education <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>Interpersonal Development <i>Working in teams</i></p> <p>Students: ...work collaboratively, negotiate roles and delegate tasks to complete complex work in teams.</p>
ACTIVITY 3 – What’s that I’m eating?	
<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 Activity worksheet 3.1: What’s that I’m eating?</p>	<p>Health and Physical Education <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>Interpersonal Development <i>Working in teams</i></p> <p>Students: ...work collaboratively, negotiate roles and delegate tasks to complete complex work in teams.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 4 – Cooking challenge	
<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>Interpersonal Development <i>Working in teams</i> Students: ...work collaboratively, negotiate roles and delegate tasks to complete complex work in teams. ...achieve agreed goals within set timeframes.</p> <p>Design, Creativity and Technology <i>Investigating and designing</i> Students: ...identify considerations and constraints within a design brief. ...justify their preferred option, explaining how it provides a solution to the problem, need or opportunity. ...make critical decisions on materials/ ingredients, system components, and techniques based on their understanding of the properties and characteristics of materials/ ingredients. ...plan a realistic and logical sequence of the production stages, incorporating time, cost and resources needed for production.</p>

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 5 – Designing a healthy lunch pack	
<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"> • a carbohydrate food such as bread, a roll, flat bread, fruit bread or crackers • fresh fruit • crunchy vegetables • a protein food such as slices of lean meat, hard-boiled egg or peanut butter* • a dairy food such as cheese, milk or yoghurt • a drink <p>Students need to use a model such as the Healthy Eating Pyramid and/or incorporate the ideas of the 'Go for your life' Healthy Canteen Kit – Food Planner 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"> • find out what foods are currently on sale in the school canteen • what foods are popular with students. <p><i>(continued over page)</i></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 and describe strategies that address current trends in the nutritional status of Australians. ...analyse and evaluate factors that affect food consumption in Australia. <p>Interpersonal Development</p> <p><i>Working in teams</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...work collaboratively, negotiate roles and delegate tasks to complete complex work in teams. ...achieve agreed goals within set timeframes. ...develop and implement strategies for improving their contributions to achieving team goals. <p><i>Investigating and designing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...identify considerations and constraints within a design brief. ...undertake research relevant to the design brief. ...locate and use relevant information to help their design thinking and identify the needs of a variety of client/user groups. ...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. ...make critical decisions on materials/ ingredients, system components and techniques based on their understanding of the properties and characteristics of materials/ ingredients. <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
ACTIVITY 5 – Designing a healthy lunch pack (continued)	
<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>Producing</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...implement a range of production processes accurately, consistently, safely and responsibly. ...produce products using complex tools, equipment, machines, materials and ingredients ...clearly explain decisions about the suitability of materials/ingredients/system components. ...make products that meet the quality, aesthetic, functionality and performance requirements outlined in the design brief. <p><i>Analysing and evaluating</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...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. ...relate their findings to the purpose for which the products and systems were designed.

ACTIVITIES	KEY ELEMENTS OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
ACTIVITY 6 – Promoting healthy choices at the school canteen	
<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: www.healthyactive.gov.au</p> <p>Fresh for Kids: www.freshforkids.com.au</p> <p>Centre for Health Promotion (South Australia): www.chdf.org.au</p> <p>Go for 2&5: www.gofor2and5.com.au</p> <p>‘Go for your life’: www.goforyourlife.vic.gov.au</p> <p>Kids Food Club: www.kidsfoodclub.org</p> <p>Meerilinga Young Children’s Foundation Association: Lunchbox World: www.lunchboxworld.meerilinga.com.au</p> <p>Australian School Canteen Association www.asca.com.au</p> <p>New South Wales School Canteen Association: www.healthy-kids.com.au</p> <p>Queensland Association of School Tuckshops: www.qast.org.au</p> <p>Tasmanian School Canteen Association: www.tased.edu.au/tasonline/tasca</p> <p>Victorian School Canteen Association: www.vcsa.org.au</p> <p>Western Australia School Canteen Association: www.waschoolcanteens.org.au</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 and describe strategies that address current trends in the nutritional status of Australians. ...analyse and evaluate factors that affect food consumption in Australia. <p>Interpersonal Development</p> <p><i>Working in teams</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...work collaboratively, negotiate roles and delegate tasks to complete complex work in teams. ...achieve agreed goals within set timeframes. <p>Communication</p> <p><i>Presenting</i></p> <p>Students:</p> <ul style="list-style-type: none"> ...select suitable resources and technologies to effectively communicate. ...use subject specific language and conventions in accordance with the purpose of their presentation to communicate complex information.

› 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.

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 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.

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		
	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.

Support materials

Websites

The Better Health Channel: www.betterhealth.vic.gov.au

The Australian Consumers' Association's *Choice* magazine: www.choice.com.au

The Australian Guide to Healthy Eating: www.health.gov.au/pubhlth/strateg/food/guide

The Australian School Canteen Association: www.asca.com.au

Build a Healthy, Active Australia: www.healthyactive.gov.au

Centre for Health Promotion (South Australia): www.chdf.org.au

DietClub: www.dietclub.com.au

Food Standards Australia New Zealand (FSANZ): www.foodstandards.gov.au

Foodwatch: www.foodwatch.com.au

Formula for Life: www.formulaforlife.com.au

Fresh for Kids: www.freshforkids.com.au

Go for 2&5: www.gofor2and5.com.au

'Go for your life': www.goforyourlife.vic.gov.au

Healthy Eating Club: www.healthyeatingclub.com.au

Kids Food Club: www.kidsfoodclub.org

Meerilinga Young Children's Foundation Association:

Lunchbox World: www.lunchboxworld.meerilinga.com.au

New South Wales School Canteen Association: www.healthy-kids.com.au

Nutrition Australia: www.nutritionaustralia.org

Queensland Association of School Tuckshops: www.qast.org.au

Tasmanian School Canteen Association: www.tased.edu.au/tasonline/tasca/

Victorian School Canteen Association: www.vcsa.org.au

Western Australian School Canteens Association: www.waschoolcanteens.org.au

Woolworths Nutrition Page: www.woolworths.com.au/dietinfo/index.asp

Books

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

VHETTA; Sanitarium Nutrition Service 2005, *Food Challenges*, Victorian Home Economics and Textiles Teachers' Association (VHETTA) and Sanitarium Health Food Company.

› Useful websites

Fruit + Veg program

www.health.vic.gov.au/nutrition/child_nutrition/fv

The Fruit + Veg program is an initiative of the Victorian Government Department of Human Services. The aim of the Fruit + Veg program is to increase the consumption of fruit and vegetables by primary school children and their families.

The Public Health Nutrition website has a wealth of information and ideas related to healthy eating in general, and the importance of consuming fruit and vegetables in particular. The site provides an outline of the program and its objectives; resources and recipes to inspire children to eat healthier foods; suggested activities for promoting healthy eating in schools and community groups; kits, recipes, posters, stickers and brochures; healthy eating information and ideas for school canteens; ideas for teachers, school canteens and retailers to work together in increasing the consumption of vegetables and fruit. It also provides links to other Internet resources for healthy eating and promoting healthy lifestyles.

You can download sections of *Kids in the Kitchen Teacher's Manual* as well as colourful Fruit + Veg stickers that you can print off. Information and ideas for canteens and other school food services are contained in a 12-page booklet, *Linking Schools with Fruit and Vegetable Retailers*. The booklet outlines some ideas and approaches for teachers, school canteens and retailers to work together to increase the consumption of vegetables and fruit. Many of the suggestions have been contributed by retailers and schools participating in the Fruit + Veg program.

Fresh for Kids

www.freshforkids.com.au

The Fresh for Kids website was developed as an educational resource for students and teachers. It is an exciting, innovative and interactive site. Make this one of the first sites you visit. Targeted at primary students, the site has a range of interactive games and easy to understand information on a comprehensive range of fruits and vegetables. The content provided makes this site valuable for secondary students also.

Click on number 4 on the remote control for 'Fresh for Kids News' for information about the site and associated activities. Also at remote 4 is a section containing recipes and snack ideas for school canteens.

Click on number 7 on the remote control to take you to 'Canteen Stuff'. Here you will find case studies of school promotions of healthy eating, promotional resources (such as ideas for competitions), canteen promotion signs (that you can download), seasonal guides and much more.

Go for 2&5

www.gofor2and5.com.au

Phone: 1300 135 030

The 'Go for 2&5' campaign is a federal, state and territory health initiative. This website provides a great deal of information about the benefits of fruit and vegetables. It has a range of quick and easy recipes as well as tips about how to incorporate more fruit and vegetables into a person's daily food intake. The recipes are suitable for school canteens and most are also easy enough for students to prepare. The 'News' section provides articles and other items that support or expand on the 'Go for 2&5' message.

Click on the 'Go for 2&5' campaign to read the campaign overview and to view the campaign television commercials. You can also download the Department of Health and Ageing consumer information pamphlet.

Eat Smart Play Smart – National Heart Foundation of Australia

www.heartfoundation.com.au

Phone: 1300 362 787

The National Heart Foundation website provides comprehensive information about nutrition and diet, prevention and treatment of heart disease, the benefits and risk of consuming various foods, healthy recipes and the tick program as well as statistics on disease. It has a 'Kids' section which provides information on its various health promotion campaigns and a 'Teaching Resources' section.

'Eat Smart Play Smart' is a comprehensive teacher resource package which provides curriculum material for use in nutrition education at primary school and at home. It includes lots of useful information for the teacher and school community (including the canteen), a range of recipes, learning activities and a set of student worksheet templates.

Tooty Fruity Vegie

www.ncahs.nsw.gov.au/tooty-fruity/

The Tooty Fruity Vegie project is a two-year health promotion program aimed at increasing fruit and vegetable consumption among primary school children in the Northern Rivers region of NSW. The project uses a whole school approach in implementing a range of evidence-based school and community strategies promoting fruit and vegetable consumption in 10 selected schools.

Go to the 'School Environment' section on the website to download the *Canteen Handbook* that includes sample menus, recipes, ideas for marketing and promotion and how to recruit volunteers and build a volunteer team. You will also find a number of school case studies. In the 'Classroom Environment' section you will find a number of educational activities for the primary school classroom which encourage the consumption of fruit and vegetables.

Centre for Health Promotion

www.chdf.org.au/icms_wrapper?page=354

The Centre for Health Promotion is based in South Australia and promotes children's health in the school community. It focuses on healthy eating and physical activity and provides professional development curriculum resources, grants, communication networks and information.

The Centre for Health Promotion website has a good selection of fact sheets on nutrition and a number of articles answering common questions about the dietary guidelines for Australians as well as the *Australian Guide to Healthy Eating*. The online magazine 'Virtually Healthy' is an excellent source of useful articles about nutrition in schools.

Click on 'Enjoy Healthy Eating', then go to the 'Healthy School Canteens' section. This includes excellent information and ideas for foods to offer before school, recess and lunch. It also includes food ideas from South Australian schools, and the *South Australian School Canteen Manual*.

Formula for Life

www.formulaforlife.com.au

The Formula for Life website provides a good source of information about vegetables, healthy eating and living, and nutritional information. There are also over 100 recipes that promote healthy eating. The vegetable section provides a wealth of information on vegetables from artichokes to zucchini, including nutrient content, availability, varieties, selection, storage and preparation.

The 'Healthy Living' section provides information on diet-related diseases and details the associated risks of and preventative measures applicable to those diseases. It stresses the importance of healthy eating and an active lifestyle. The food section describes food groups, foods and substances to limit, as well as information on Recommended Dietary Intakes (RDI) and nutrients.

This site is developed and supported by Queensland vegetable growers. It has been endorsed by a number of reliable nutrition and medical organisations including Nutrition Australia, the Australian Medical Association and the Gut Foundation. It is suitable for upper primary and secondary school students.

Healthy Eating Club

www.healthyeatingclub.com

The Healthy Eating Club website features information on nutrition and diet. It contains excellent articles and fact sheets ranging from allergies and intolerances to weight loss, as well as healthy eating tips and recipes. Students can assess their diet and lifestyle using a number of downloadable tools such as the Healthy Living Pyramid and the daily food variety questionnaire. Teachers can register to receive the Healthy Eating Club newsletter online.

Dole 5 a Day

www.dole5aday.com

The Dole 5 a Day website comes from the United States of American website and the 'Kids' section is easy for younger students to understand. It provides games, a cookbook, music and information on healthy eating.

There is a teachers' section that has classroom resources and advice on how to use the 'Kids' section. Have a look at the 'Nutrition Adventures' tool kit that can be downloaded.

The 'School Food Service' section provides information and some creative ideas for provision of healthy foods in schools.

'Go for your life'

www.goforyourlife.vic.gov.au

The 'Go for your life' website is sponsored by the Victorian Government. It contains a vast array of information on healthy eating, active living and promoting stronger communities. The site has specific information, tip sheets and frequently asked questions for different age groups. You can subscribe to the monthly email newsletter.

The Better Health Channel

www.betterhealth.vic.gov.au

The Better Health Channel website has a great selection of healthy recipes, tips for healthy living and a list of hyperlinks to a number of health-related websites. The 'Healthy Eating' section provides food facts, recipes, information on fruits and vegetables in season, and a monthly planting guide for growing produce.

In the 'Health Tools' section there is a health calculator that can be used to calculate Body Mass Index (BMI) and a variety of quizzes on exercise and fitness, healthy eating, healthy lifestyles, body systems and health conditions. The quizzes are suitable for upper primary and secondary school students.

Nutrition Australia – Nutrition in Schools Advisory Service

www.nutritionaustralia.org

The Nutrition Australia website has a great range of articles and fact sheets on a variety of nutrition issues. Students are able to email questions and receive answers. Click on 'Nutrition for all Ages' then 'Nutrition in Schools' to find out details of the Pyramid Award System for Healthy Tuckshops.

Victorian Health Promoting Schools Association

www.ahpsa.org.au

The Victorian Health Promoting Schools Association website describes what a Health Promoting School (HPS) is. It provides a number of case studies of both primary and secondary schools, outlining their actions and successes in improving health promotion outcomes. The site provides a HPS contacts database where schools that have worked on particular health focuses can be found. Links, organisations, services, Department of Human Services regional health promotion officers contact list and publications are listed. There are also reports on research conducted nationally and statewide.

The Australian Guide to Healthy Eating

www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-strateg-food-guide-index.htm

The *Australian Guide to Healthy Eating* website has a comprehensive guide to this food selection model. It contains illustrations as well as downloadable PDF files giving further information regarding the specifics of using the model to monitor and evaluate food intake. Go to: [www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-publicat-document-fdeduc-cnt.htm/\\$FILE/fdeduc.pdf](http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-publicat-document-fdeduc-cnt.htm/$FILE/fdeduc.pdf) to access *Australian Guide to Healthy Eating – Background Information for Nutrition Educators*. The manual has been written for people who educate others about eating for good health, including teachers and health professionals. The manual provides background information on the rationale used in developing the manual and how to make the best use of it in the classroom, as well as menu development and evaluation.

Resources used by other state education departments

New South Wales – Canteen Menu Planning Guide:

www.schools.nsw.edu.au/studentsupport/studentwellbeing/schoolcanteen/cmpg_ck.php

Queensland – Healthy Food and Drink Supply Strategy for Queensland Schools:

www.education.qld.gov.au/schools/healthy/food-drink-strategy.html

South Australia – Children’s Health and Development Foundation: **www.chdf.org.au/**

Tasmania – Tasmanian School Canteen Handbook:

www.discover.tased.edu.au/hpe/cmh/Default.htm

ACT – Health Promoting Schools:

www.activated.det.act.gov.au/hps/resources/foodnutrition.htm#schoolcanteen

Western Australia – Western Australian School Canteens Association Inc:

www.waschoolcanteens.org.au/pages/nutritional/01-nutritional.htm

Other useful websites and organisations

Build a Healthy, Active Australia initiative: www.healthyactive.gov.au

The Australian Consumers' Association's *Choice* magazine: www.choice.com.au

The Australian School Canteen Association: www.asca.com.au

DietClub: www.dietclub.com.au

Food Standards Australia New Zealand (FSANZ): www.foodstandards.gov.au

Foodwatch: www.foodwatch.com.au

Meerilinga Young Children's Foundation Association: Lunchbox World
www.meerilinga.org.au/Nutrition/LunchBoxWorld.aspx

Victorian School Canteen Association: www.vsca.org.au

Queensland Association of School Tuckshops: www.qast.org.au

Tasmanian Department of Education:
www.education.tas.gov.au/school/educators/health/school_canteen_handbook

New South Wales School Canteen Association: www.healthy-kids.com.au

Western Australian School Canteens Association: www.waschoolcanteens.org.au

Melbourne Market: www.marketfresh.com.au

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

Sanitarium: www.sanitarium.com.au

Dietitians Association of Australia: www.daa.asn.au

Food Safety Victoria: www.health.vic.gov.au/foodsafety

Public Health Nutrition Information – Department of Human Services:
www.health.vic.gov.au/nutrition

Victorian Home Economics and Textiles Teachers' Association: www.vhetta.com.au

Books

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

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

VHETTA; Sanitarium Nutrition Service 2005, *Food Challenges*, Victorian Home Economics and Textiles Teachers' Association of (VHETTA) and Sanitarium Health Food Company.

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