



BUILD A HEALTHY LUNCH BOX

LESSON PLAN

Upper Primary

MAKING HEALTHY LUNCHES AND SNACKS

The aim of this project is to support the Great South Coast Medicare Local strategy of increasing awareness and reducing the prevalence of behaviour leading to overweight and obesity. The project targets and exposes primary school students to key healthy eating messages that enable them to make healthy food choices.

Teacher Background

This lesson plan incorporates *Lunch Box Blitz* resources, including posters and images to support the program's key messages of healthy eating. Reference is made to the *Lunch Box Blitz* newsletters and parent fact sheets as supplementary support materials to the students' families. The lesson plans incorporate:

- curriculum alignment information including reference to the E5 model inquiry model (Engage, Explore, Explain, Elaborate, Evaluate)
- formative and summative assessment advice including questions and activity suggestions for teachers to evaluate the lesson based on learning outcomes (See http://www.det.act.gov.au/__data/assets/pdf_file/0011/297182/Teachers_Guide_to_Assessment_Web.pdf)
- suggestions for introduction questions, prompts and extended activities including ideas for formative and summative assessment.

Links to the Australian Curriculum and the AusVELS

The content of the lesson plans are based on the content descriptors of two learning areas in the Australian Curriculum and the AusVELS:

Health and Physical Education <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10> and Design and Technologies <http://www.australiancurriculum.edu.au/technologies/design-and-technologies/curriculum/f-10>

The content descriptors included in the following tables are the focus of the content delivered in the *Lunch Box Blitz* lesson plans. Extended activities may support additional content descriptors.

The Australian Curriculum refers to a design brief process to facilitate learning activities and outcomes. **Appendix One: The Design Brief process** exemplifies one way the *Lunch Box Blitz* program may be extended.

A 'Snack Bank' of healthy food suitable for snacks could be included in any follow up material as a supplement to the *Lunch Box Blitz* Recipes.

Assessment Advice

The bulleted ideas listed in the **Evaluation of student learning outcomes** could be further developed as assessment tasks if additional time was allocated.

The **extension activities** require additional time to the one-hour scheduled lesson plans and are designed as follow-up ideas for teachers to extend the *Lunch Box Blitz* program.

The lesson plans include discussion questions and activities linked to learning outcomes which are intended to provide informal formative assessment information to teachers. It is incorporated into the lesson plans to check student understanding at each topic section. The activities (including extension activities) provide opportunities for students to practise and improve their learning. Where relevant, reference is made to the E5 Instructional Model as a guide for teachers wishing to integrate into existing programs of work or extend the lesson plan further. Refer to <http://www.education.vic.gov.au/Documents/school/principals/curriculum/e5a1poster.pdf>

Summative assessment includes evaluation questions linked to the learning outcomes and are incorporated at the end of each topic section. It provides teachers with information about student learning and checks how effective the activities have been. Summative assessment may reveal gaps in individual student learning which may be addressed through follow-up questions, extended activities and assessment.

Links to the Australian Curriculum and the AusVELS: Upper Primary

In the *Design and Technologies* curriculum the lesson and extension activities will provide opportunities for students to:

Year level	Australian Curriculum content description
Years 3 and 4	Investigate the suitability of materials, systems , components, tools and equipment for a range of purposes (ACTDEK013) ¹ .
	Critique needs or opportunities for designing and explore and test a variety of materials , components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014) ¹ .
	Select and use materials , components, tools and equipment using safe work practices to make designed solutions (ACTDEP016) ¹ .
Years 5 and 6	Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene (ACTDEK022) ¹ .
	Investigate characteristics and properties of a range of materials, systems , components, tools and equipment and evaluate the impact of their use (ACTDEK023) ¹ .
	Critique needs or opportunities for designing, and investigate materials , components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)
	Apply safe procedures when using a variety of materials , components, tools, equipment and techniques to make designed solutions (ACTDEP026) ¹ .

Links to the Australian Curriculum and the AusVELS: Upper Primary

In the *Health and Physical Education* curriculum the lesson and extension activities will provide opportunities for students to:

Year level	Australian Curriculum content description
Years 3 and 4	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
Years 5 and 6	Yrs 5-6: Plan and practise strategies to promote health, safety and wellbeing (ACPPS054) ¹ .
	Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website on 23/12/14. Licensed under a CC BY NC SA 3.0 Australia licence.

LESSON PLAN

Duration: 60 minutes

Learning objectives:

At the end of this lesson, students will be able to :

- use current food guides (for example; *Australian Guide to Healthy Eating*) and government-endorsed food policies to plan food choices.
- describe how following the *Australian Guide to Healthy Eating* helps to promote health and wellbeing
- describe or demonstrate that they can make foods safely, responsibly and co-operatively
- explain how trying new foods is a challenge that improves wellbeing and increases confidence
- identify criteria for assessing the attributes of a healthy lunch or snack
- create a flowchart of the sequence of steps from choosing, preparing, assembling and storing the components in their lunchbox.

Key messages:

The activities below are designed to reinforce the following key messages:

- Increase healthy snacks (decrease packaged snacks, increase vegetables, keep eating fruit)
- Increase water (decrease sugary drinks)

Resources:

- Lunch Box Blitz card sets
- Lunch Box Blitz posters
- Lunch Box Blitz 'Build your lunch' and 'Build your box' student activity sheets
- Lunch Box Blitz parent tip sheet 4 (recipes)
- Lunch Box Blitz Parent Tip Sheets
- *Australian Guide to Healthy Eating* poster
http://www.eatforhealth.gov.au/sites/default/files/files/public_consultation/n55d_draft_dietary_guidelines_agthe_111212.pdf.
- Posters can be ordered in advance of the lesson from <http://www.eatforhealth.gov.au/guidelines>
- Food safety information
<http://dofoodsafely.health.vic.gov.au/> (teacher resource)
<http://www.health.vic.gov.au/foodsafety/eat-safe.htm> (student resource)

Evaluation of student learning outcomes

At the end of this lesson, students will be able to:

1. Use the *Australian Guide to Healthy Eating* and the *Lunch Box Blitz* resources to plan a healthy lunchbox.
2. Describe the link between following the *Australian Guide to Healthy Eating*, eating a wide variety of food (represented in the *Lunch Box Blitz* card images) and achieving health and wellbeing
3. Describe or demonstrate that they can make healthy food safely, responsibly and co-operatively
4. Explain how trying new foods is a challenge that improves wellbeing and increases confidence
5. Suggest criteria for assessing the attributes of a healthy lunch or snack
6. Create a flowchart of the sequence of steps from choosing, preparing, assembling and storing the components in the lunchbox.

Teacher reflection on lesson effectiveness

At the end of the lesson consider these self-evaluation questions:

1. How accurate were the students with matching-up the *Australian Guide to Healthy Eating* to the *Lunch Box Blitz* resources to plan a healthy lunchbox?
What would need to happen to increase the accuracy of the students matching-up the Australian Guide to Healthy Eating to the Lunch Box Blitz resources to plan a healthy lunchbox?
2. Were all students able to describe the link between following the *Australian Guide to Healthy Eating*, eating a wide variety of food (represented in the *Lunch Box Blitz* card images) and achieving health and wellbeing?
What would need to happen for all students to describe the link between following the Australian Guide to Healthy Eating, eating a wide variety of food and achieving health and wellbeing?
3. *Were all* students able to *describe* that they can make healthy food safely, responsibly and co-operatively?
What would need to happen for all students to describe the link between following the Australian Guide to Healthy Eating, eating a wide variety of food and achieving health and wellbeing?
4. Students are able to identify realistic and appropriate strategies that would encourage them to try new foods.
5. Students are able to nominate their own personal attributes of a healthy lunch and snack (include water as preferred choice and examples of everyday foods and healthy alternatives to sometimes foods)
6. Students are able to *create* a flowchart of the sequence of steps from choosing, preparing, assembling and storing the components in the lunchbox.

Teacher Comments/Notes

A day or two before the lesson have the *Australian Guide To Healthy Eating* poster, and *Lunch Box Blitz* posters displayed around the classroom for students to view.



Making healthy food choices (10 mins)

ENGAGE

Resources required: Lunch Box Blitz posters; Lunch Box Blitz cards; Australian Guide to Healthy Eating poster

Ask students to reflect on their eating patterns by asking:

Think about lunches that you bring to school. What are typical foods that you might find in your lunchboxes?

Ask students to locate any of the food items they find in their lunch boxes on the *Lunch Box Blitz* posters and cards displayed.

Invite students to discuss what they typically find in their lunch box or what they buy for lunch.

- *What foods may appear in a lunchbox that are not shown on the posters? (For example; packaged foods, sweet and snack foods).*
- *Why might this be the case? (Some reasons might include; lack of ideas or time to prepare, easier to buy lunch, simpler to use packaged foods).*
- *What are some healthy everyday foods could be substituted (or that I would be willing to try) in my lunchbox? (Use the food examples shown on the *Lunch Box Blitz* and *Australian Guide to Healthy Eating* posters)*
- *Are these realistic foods that are available to you and that you would eat?*
- *What would encourage you to include these foods?*

Evaluate student understanding by having them complete the following:

- *Complete the sentence... The *Australian Guide to Healthy Eating* and Lunch Box Blitz food (include examples) are everyday foods that I can include in my healthy lunchbox*

OR

- *Draw the everyday foods featured on the *Australian Guide to Healthy Eating* poster and Lunch Box Blitz cards on the *Lunch Box Blitz Build your lunch and Build your box* posters*

Teacher reflection:

*Use Self-evaluation question 1 to check that all students are able to explain the link between the *Australian Guide to Healthy Eating* to the *Lunch Box Blitz* resources to plan a healthy lunchbox.*

How can current food guides be used to plan food choices? (10 mins)

EXPLORE

Resources required: *Australian Guide to Healthy Eating* poster; *Lunch Box Blitz* cards (per group)

Deal out the *Lunch Box Blitz* cards to students and ask them to look at the image and read the nutrition facts on the reverse of the card.

Draw a blank *Australian Guide to Healthy Eating* on a board illustrating the five food group segments on the board. Invite students to locate their *Lunch Box Blitz* card sample in the correct segment.

Discuss:

- How can the *Australian Guide to Healthy Eating* help you work out what foods you can include in your lunchbox?
- How can eating a food from each of the groups make you healthy?

Link the nutritional properties of different foods and eating a wide variety of foods shown on the *Lunch Box Blitz* cards to promoting health and wellbeing; for example, 'Eating cheese makes my bones strong', 'Eating salmon makes me grow' (Meat and Dairy segment of the *Australian Guide to Healthy Eating*)

Evaluate student understanding by having them complete the following:

Complete the sentence (on the board or in workbooks)...

The *Australian Guide to Healthy Eating* and *Lunch Box Blitz* food helps me(grow, keeps me strong, healthy)

OR

Draw a picture of how the *Australian Guide to Healthy Eating* and *Lunch Box Blitz* food helps me...(grow, keeps me strong, healthy)

Teacher reflection:
Use **Self-evaluation question 2** to check that all students are able to describe the link between following the *Australian Guide to Healthy Eating* , eating a wide variety of food (represented in the *Lunch Box Blitz* card images) and achieving health and wellbeing?

Plan and practise strategies to make a healthy lunch (10 mins)

EXPLAIN

Resources required: *Lunch Box Blitz* Parent Tip Sheet 4 *Recipes Lunch Box Blitz* posters; copies of teacher resource: <http://dofoodsafely.health.vic.gov.au/>; and student resource sheets <http://www.health.vic.gov.au/foodsafety/eat-safe.htm>

Discuss:

- *What tools and equipment do you need to prepare your lunch?*
- *What practices (or actions) do you need to prepare your lunch safely?*
- *How can you use tools and equipment safely?*
- *Can you use tools such as knives safely and correctly?*
- *What skills might you need help with? (Who might help you with this skill?)*
- *How do you keep yourself safe when preparing food?*
- *How do you keep yourself clean when preparing food? (tie hair back, wear an apron)*

Assessment activity (also suitable for homework task)

Individually or in teams, students' *create* a poster depicting food safety, hygienic preparation of food, responsible or co-operative preparation of food.

The completed posters could be displayed in the class room.

Teacher reflection:
Use **Self-evaluation question 3** to check that all students are able to *describe* that they can make healthy food safely, responsibly and co-operatively.

Fostering confidence making lunch and trying new food (10 mins)

ELABORATE

Resources required: *Lunch Box Blitz* Parent Tip Sheet 4 Recipes Lunch Box Blitz cards; Teacher and student resource, *Sensory properties of food*: <http://www.foodafactoflife.org.uk/attachments/7749a04a-04ca-45266c6a77ba.pdf>

Optional: obtain the ingredients required to create some of the foods listed on the Lunch Box Blitz recipe cards.

Discuss the following: (choose or sequence accordingly)

- *What do you do when you try a new food?*
- *How do you try a new food for the first time?*
- *What would motivate you to try a new food?*
- *Explain how you feel when you try a new food? (is it a challenge?)*
- *How confident are you about trying new food?*
- *How do you feel once you accept and then eat that food all the time?*
- *How would you promote trying a new food to a friend? (a liked food/a not so liked food/)*
- *Why are some foods easier to try than others?*

Explain how trying new food is a challenge that improves wellbeing and confidence.

Ask students select from the *Lunch Box Blitz* cards the foods they would/would not try.

- *Are there any patterns in the liked/disliked/never tried before foods? Why?* (For example; look for cultural reasons, lack of exposure, food intolerances.)
- *What would make that food more enjoyable for you?* (For example; more exposure, shared experiences with friends, if friends ate the same food?)

Introduce the students to the *Lunch Box Blitz* recipes and discuss any of the ingredients that are liked/disliked/never tried?

As a class, create a table listing each of the selected foods and titling columns 'Appearance', 'Aroma' or 'Odour', 'Texture', Taste'.

Invite students to *write* at least one positive descriptor for each food students have **tasted** at some time.

Note to Teacher: discourage use of subjective terms such as 'yummy' or 'yucky'.

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Extension Activity:

Make selected recipes (use nominated least favoured foods) and taste test with the students.

Use a hedonic scale (scowly face, neutral face, smiley face) to rate the foods.

Encourage students to taste all foods and to use appropriate and objective terms to describe the sensory properties of food (see teacher and student resource).

Consider the school canteen as an appropriate venue to conduct this activity. Discuss processes for safe food handling.

For food safety tips refer to <http://dofoodsafely.health.vic.gov.au/> (for teachers) and <http://www.health.vic.gov.au/foodsafety/eat-safe.htm>

Discuss:

What would make that food more enjoyable for you?

What would make you want to try more 'everyday' foods?

For example; more exposure, shared experiences with friends.

As a whole class, compose a list of all brainstormed ideas into a poster or on the board.

Assessment activity (also suitable for homework task)

Individually or in teams, students' *design* an advertisement or *make* an i-Movie or *role play* the promotion of eating a (not-so-liked) everyday food.

Teacher reflection:
Use **Self-evaluation question 4** to check that all students to identify realistic and appropriate strategies that would encourage them to try new foods.

How do we know when our lunch is healthy? (10 mins)

EVALUATE

Resources required: *Lunch Box Blitz* student activity sheets 1 and 2 (one each per student); teacher resources http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/%28Pages%29/Lunchbox_tips and <http://www.nutritionaustralia.org/national/packing-school-lunchbox>

As a class discuss the criteria for a healthy lunch:

- *How do we know what is a healthy lunch? (What does a healthy lunch look like?)*
- *Name indicators to help us decide that we have a healthy lunch?*

Encourage students to refer to the *Australian Guide to Healthy Eating*, that it contains the food images in the *Lunch Box Blitz* cards

Build your lunch box activity

Introduce the students to the *Lunch Box Blitz* Build your lunch and *Lunch Box Blitz* Build your box student activity sheets.

Ask: *How do we keep our lunches food safe? Why is it important to keep your food safe?* (For example; food needs to be kept cool, fresh and stored in a sturdy, insulated lunchbox container with a frozen or chilled iced water flask

Invite students to complete their *Lunch Box Blitz* Build your lunch and *Lunch Box Blitz* Build your box worksheets.

Compare and *evaluate* based on the principles of the *Australian Guide to Healthy Eating*.

Assessment activity (also suitable for homework task)

Design a poster that includes the following (suggested) criteria: everyday foods presented in the *Australian Guide to Healthy Eating* and *Lunch Box Blitz* cards, package free, water as preferred drink and lunchbox chiller.

Ideas about package free lunches, further recipe ideas and keeping lunches fresh can be found at <http://www.nudefoodday.com.au/> in addition to teacher resource.

Encourage students to elaborate on the selection of foods by including healthy choices not on the worksheets. Students should be able to justify their choices based on the *Australian Guide to Healthy Eating*.

Teacher reflection:
Use Self-evaluation question 5 to check that all students can nominate their own personal attributes of a healthy lunch and snack (include water as preferred choice and examples of everyday foods and healthy alternatives to sometimes foods).

Strategies to make a healthy lunch (10 mins)

Resources required: Lunch Box Blitz Parent Tips sheets and newsletters

Reflect on what has been learned by discussing:

Now that we know what a healthy lunch in top condition looks like, what are the step-by-step actions we need to build our healthy lunch?

(For example; prepare ourselves [wash hands, tie hair, clean apron], collect tools and equipment, prepare, assemble and package ingredients.)

Final Class Activity:

Brainstorm the requirements for a time plan which schedules the step-by-step actions for building a lunch and building a box.

Consider: the menu, ingredients, personal hygiene, the tools and equipment and the processes required to prepare, assemble and package ingredients.

Assessment activity (also suitable for homework task)

Create your own Lunch Box Blitz menu by constructing a time plan and flowchart which schedules the step-by-step actions for a managing the creation of a healthy lunch box.

Encourage students to be creative but realistic in their menu choices.

EVALUATE

Extension activity:

Activate ideas into *Lunch Box Blitz* action over one week, one month: students bring their *Lunch Box Blitz* lunch to school (based on self-determined criteria).

Nominate a whole school approach and celebrate 'Our *Lunch Box Blitz* Lunch Week'.

Teacher reflection:

Use *Self-evaluation question 6* to check that all students are able to *create* a time plan and flowchart of the sequence of steps from choosing, preparing, assembling and storing the components in the lunchbox.

APPENDIX ONE: THE DESIGN BRIEF PROCESS

What are the steps I need to plan and produce a healthy lunch?

Steps in the Design Brief Process

Step 1: Identify solutions	<p>How can I use the <i>Australian Guide to Healthy Eating</i> to help me plan out my <i>Lunch Box Blitz</i> foods?</p> <p>How can the <i>Australian Guide to Healthy Eating</i> help me work out what foods I can include in my lunchbox?</p>
Step 2: Identify process alternatives	<p>Identify lunchbox foods available to me with the foods listed in the <i>Australian Guide to Healthy Eating</i></p> <p>Identify food likes and dislikes and make alternative (healthy) suggestions</p> <p>Identify how I can keep my lunch safe and fresh?</p>
Step 3: Weighing up alternatives	<p>What foods am I prepared to choose from the <i>Australian Guide to Healthy Eating</i>?</p> <p>What (healthy) foods am I prepared to eat from the <i>Lunch Box Blitz</i> and the <i>Australian Guide to Healthy Eating</i></p> <p>How will I transport to and store my food at school?</p>
Step 4: Implementation	<p>Make decisions and plan outlining the foods selected, how they will be prepared, packaged and transported and then stored at school</p>
Step 5: Evaluation	<p>What would I do differently next time?</p>