



BUILD A HEALTHY LUNCH BOX

LESSON PLAN

Lower 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

The 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 how 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: Lower Primary

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

Year level	Australian Curriculum content description
Foundation to Year 2	Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)
	Use materials , components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)
	Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)
	Sequence steps for making designed solutions and working collaboratively (ACTDEP009)
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)
	Select and use materials , components, tools and equipment using safe work practices to make designed solutions (ACTDEP016)

Links to the Australian Curriculum and the AusVELS: Lower 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
Foundation	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Identify actions that promote health, safety and wellbeing (ACPPS006)
Year 1 and 2	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)
	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)
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)

Note: * Australian Curriculum uses the term 'Foundation' to represent Preparatory level

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 :

- recognise healthy food
- describe how eating a variety of food keeps them healthy and makes them grow
- group food into categories
- suggest tools, equipment and skills required to make lunch and snacks
- suggest how to store and carry food so that it is fresh, safe and hygienic

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>

Evaluation of student learning outcomes

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

1. Match the food items to the *Lunch Box Blitz* cards to the *Australian Guide To Healthy Eating*
2. Suggest additional/alternative food items depicted in the *Australian Guide to Healthy Eating poster* and described in the fun fact information on the *Lunch Box Blitz cards*
3. Link and group the eating of foods featured in the *Lunch Box Blitz* cards and poster to a well-balanced lunch
4. List the use of tools, equipment and skills needed to prepare the lunch
5. Sequence the events in the construction of a healthy lunch.
6. Suggest how the food can be stored and then carried to, and stored at school.

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 *Lunch Box Blitz cards* to the *Australian Guide to Healthy Eating poster*?

What would need to happen to increase the accuracy of the students matching-up of the *Lunch Box Blitz cards* with the *Australian Guide to Healthy Eating poster* ?

2. The students were able to nominate ('x' number) of alternate food items.

What would need to happen to increase the number of alternate food items?

3. How accurate were the students with grouping the *Lunch Box Blitz* cards and poster to a well-balanced lunch?

What would need to happen to increase the students' accuracy of grouping the resources to construct a well-balanced lunch?

4. Were the students able to list the tools equipment and skills needed to prepare the lunch?

What would need to happen to increase the students' accuracy of ...

5. Were the students' able to sequence the events in the construction of a healthy lunch?

What would need to happen to increase the students' accuracy of ...

6. How appropriate were the suggestions for storing and transporting their lunchbox to school?

What would need to happen to increase the students' appropriateness of ...

Teacher Comments/Notes

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

What is a healthy lunch? (10 mins)

ENGAGE

As a class discuss:

What everyday foods might be included in a healthy lunch?

What other foods might be included in lunches?

What other everyday foods/snacks might be included in lunches to make them healthy?

What differences might there be between these foods?

What does a healthy lunch look like? (10 mins)

EXPLORE

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

Choose one of the following activities:

Card Match Up (small groups)

Place the *Australian Guide to Healthy Eating* poster on the floor and deal out the *Lunch Box Blitz* cards to students. Ask the students to place their *Lunch Box Blitz* cards on the food groups.

Review and discuss students' placement of *Lunch Box Blitz* cards.

OR

Find your lunch box partners (whole class)

In an open space in the classroom, shuffle and deal out the *Lunch Box Blitz* cards to students.

Ask them to find other students to create a healthy lunch box group.

Review and discuss with the students why their lunchboxes are healthy.

As a whole class, discuss: *How many everyday foods do you think a healthy lunchbox might have?*

This activity can have a time limit for added fun!
Can be done silently; students use the visual *Lunch Box Blitz* pictures to sort cards.

Teacher reflection:
Use **Self-evaluation question 1** to check that *all* students have completed and responded to questions.

What does a healthy snack look like? (15 mins)

EXPLAIN

Resources required: *Lunch Box Blitz* posters; *Lunch Box Blitz* cards; *Lunch Box Blitz* Parent Tip Sheet 4 Recipes

Check student's prior knowledge by asking:

- What foods in the *Lunch Box Blitz* cards might be suitable to have as snacks?
- What are examples of snack foods that people might have in their lunchboxes? Do they match with the *Lunch Box Blitz* cards?
- What better food could be used as snacks and could be included instead?

Refer to the *Lunch Box Blitz* Poster set and match the foods shown in the *Lunch Box Blitz* Posters with the foods represented in the *Australian Guide to Healthy Eating* poster.

Discuss some of the *Lunch Box Blitz* snack recipes and ask students if they have eaten any of these foods and what they liked about them.

(Pita Bread Chips and Salsa, Mexican popcorn, Guacamole, Fruit kebabs, Muesli bars, Tzatziki, Hummus, Ham and vegie slice)

Talk about different foods they think would be a healthy lunch box snack.

Ask students: *What would encourage you to eat food like this?*

Brainstorm activity:

How can you keep your lunch fresh, cool and in best condition at school?

What type of container would you carry it to school in?

What are the features of a lunch box container that will keep the contents fresh, cool and in best condition?

Extension Activity:

Make the food described in the recipes together as a class activity. Consider the school canteen as an appropriate venue to conduct this activity. 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>. (for students).

Teacher reflection:

Use Self-evaluation question 2 to check that all students are able to nominate ('x' number) of alternate food items.

How do we build a healthy lunch? (15 mins)

ELABORATE

Resources required: *Lunch Box Blitz* student activity sheets 1 and 2 (one each per student).

Explain to students that they are going to create a picture of a healthy lunch box choosing from the *Lunch Box Blitz* Build your lunch (ingredients) and cutting and pasting them on the *Lunch Box Blitz* Build your box (lunch food representing a selection of each of the five food groups and water the preferred choice) activity sheet.

Explain that the food selected needs to be food that they would like to try, eat and enjoy.

Invite students to share their posters and to explain why they chose the items. Display students' posters.

Teacher reflection:

Use Self-evaluation question 3 to check that all students are able to accurately group the *Lunch Box Blitz* resources to construct a well-balanced lunch?

How do we make our healthy lunch? (10 mins)

Brainstorm and create a class flow chart of the process of producing a healthy lunchbox on the board.

Note to teacher: *Prompt* discussion on the storage of fresh food at home, selection of everyday foods to make a healthy snack/lunch and build a healthy lunchbox, tools and equipment, sequence of building a healthy snack and transporting and storing a healthy lunchbox at school.

OR

Brainstorm and create a pictorial checklist that contains all the core items that should be included in a healthy lunch box.

Have students create their own flow chart or checklist using words or images to be used for assessment.

EVALUATE

Teacher reflection post activity:

Use Self-evaluation questions 4, 5 and 6 to check that students are able to...

- *list* the tools equipment and skills needed to prepare the lunch?
- *sequence* the events in the construction of a healthy lunch?
- *suggest* safe storage and transport of a healthy lunch?

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>What foods do I need to include in my lunchbox?</p> <p>How do I group food?</p> <p>What tools and equipment do I need?</p> <p>What skills do I need?</p>
Step 2: Identify process alternatives	<p>What are the steps involved in making a healthy lunch?</p> <p>How long will it take me?</p> <p>Who can help me?</p> <p>How do I transport or carry food safely and hygienically?</p>
Step 3: Weighing up alternatives	<p>Responses in Step 2 will generate alternatives.</p> <p>Why might my alternatives be different to another student's?</p>
Step 4: Implementation	<p>Make decisions and a plan outlining sequencing of steps in creating the lunch</p>
Step 5: Evaluation	<p>What would I do differently next time?</p>