

# Healthy Lunch Foods at School - Session 2

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## Introduction

The *Healthy Lunch Foods at School* unit provides a learning context for students who are recent arrivals to Australia to develop Health and Physical Education and English learning area outcomes. Matching, sorting and modelled strategies of interaction are used to support students to make informed decisions about food and nutrition for a healthy lifestyle.

Students' understandings of Standard Australian English are supported through vocabulary exercises associated with food groups and health concepts and the speaking and listening protocols modelled and practised in the session.

Where possible, teachers should build on students' existing understandings about food and nutrition concepts.

## Outcomes

### Health and Physical Education

Knowledge and Understandings: *Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.*

To demonstrate achievement toward this outcome, students should be able to:

- Sort common foods into food groups
- Match printed labels of food names with the right food
- Match the food groups with the Go, Grow and Glow groups

### English

Conventions: *Students use the conventions of Standard Australian English with understanding and critical awareness.*

To demonstrate achievement toward this outcome, students should be able to:

- Use the correct vocabulary for food names and food group names
- Understand the terms "Go, Grow & Glow" in relation to food choices
- Take turns when speaking
- Use correct syntax for matching the food to its group
- Introduce themselves to their interpreter

## Background information

Many refugee families have not encountered bringing lunch to school in their home countries. Refer to the background paper on school lunches for more information.

## Assessment

Students learning will be assessed through teacher observation.

## Lesson Plan for Session 2

### Introduction

- Sitting in a large circle on floor
- Help children find their interpreter, reorganise class to suit interpreters
- Reintroduce names of presenters
- Looking at their lunches, drawing them and then sort into food groups

### Ground rules

- Repeat from last week
- Only speak when asked a question
- Teacher can use small soft animal to throw to person who is speaking

Find out what students have learnt from the first session about food and food groups giving everyone a food (or food card) and asking students to say its name and the correct food group and then place in correct food group poster on the floor.

1. Go through today's activity while sitting in the group on floor.
2. Each child will draw each food that they had for lunch on separate cards. For example, if it was a sandwich, they will need to draw bread separately, topping or filling separately, drink separately and so forth.
3. Show your cards on which you have drawn lunch items and use them to model what to do. Stress that foods have to be drawn separately, for example if a child has brought a rice dish with meat; draw rice on one piece of paper and meat on another piece of paper.
4. Ask children to draw their lunch at their desks.
5. When finished drawing, come back as a class and one by one sort drawings of foods into food groups. Add the sometimes food group for extra foods (that is ice-cream, lollies, soft drinks, chocolate and so forth).
6. As a class, discuss: What food groups have been missed? Which ones have a lot of food? Which ones have less food? Comment on or ask what food groups they need to eat more of.
7. Sing the "Go, Grow and Glow" song (decide beforehand what foods to add in spaces).

### Summary

- Point out that they looked at their own lunches today. Next time they will be talking about what is a healthy lunch, how can we change our lunches if we need to so that the children will go, grow and glow.
- Ask children to please thank their interpreters.

### Resources required

- Common foods in a box, see attachment "Foods to bring"
- Printed labels of those foods (remember to use a font that is close to what is used in the class room, Modern Victorian Cursive or Comic Sans)
- Food cards
- "Go, Grow and Glow" song
- Labels of these words "Go", "Grow" and "Glow"
- Blank posters with printed food group labels at the top (vegetables, cereals, fruit, milk products, meat & fish & poultry & eggs & nuts & legumes, drinks, sometimes foods)
- Stickers for encouragement
- Cards on which you have drawn lunch items separately. See above.
- Paper for children to draw foods on (A4 pages cut into 6 pieces works well)

### Evaluation

- Participation in class activities
- Photograph the drawn food cards on the posters
- Foods correctly categorised