



Teacher Resource

School Lunch Rules

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

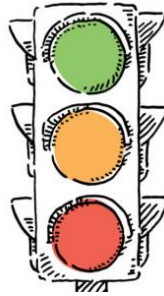
1. What is the main point of the BTN story?
2. What are the different categories in the traffic light healthy eating system?
3. Give an example of a food from each category.
4. What are the healthy eating guidelines in your school? Give some examples.
5. Name three things you learnt watching the BTN story.

Activity: Pre-viewing questions

Before watching the BTN School Lunch Rules story hold a class discussion using the following questions as a guide:

- What do you know about the 'traffic light' healthy eating guidelines in schools?
- List some foods you think are in each of the categories: red, amber, and green.
- Why do you think we have this system?

Green – always on the canteen menu
Amber – select carefully
Red – not recommended on the canteen menu



Activity: Class Discussion

After watching the BTN story students will reflect on the story and then respond to the following:

- What do you THINK about what you saw in this video?
- What did you find surprising or interesting about the story?
- Think of three questions you have about the BTN story.
- Why do you think BTN covered this story?

EPISODE 3

20th February 2024

KEY LEARNING

Students will investigate the Australian Guide to Healthy Eating. Students will promote healthy eating habits in their school.

CURRICULUM

Health and PE – Years 3 & 4

Identify and practise strategies to promote health, safety and wellbeing.

Health and PE – Years 5 & 6

Plan and practise strategies to promote health, safety and wellbeing.

Health and PE – Years 7/8

Investigate and select strategies to promote health, safety and wellbeing.

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities.

Evaluate health information and communicate their own and others' health concern.

Activity: Guide to Healthy Eating

Ask your students if they have heard of the [Australian Guide to Healthy Eating](#). Show them a picture of the guide on your classroom whiteboard, and facilitate a class discussion using the following questions:

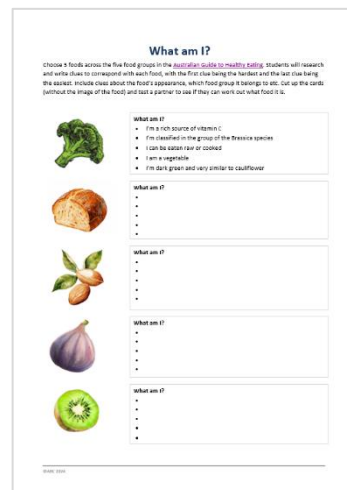
- What are the five food groups?
- Identify some of the foods in each group.
- How many serves do children need from each of the food groups per day?
- Why do we have the Australian Guide to Healthy Eating?
- What sort of food choices do you make?
- What healthier food choices could you make? Identify which foods you should eat more of or cut down on.



Activity: What Am I?

Students will make their own *What am I?* game to learn more about foods in the Australian Guide to Healthy Eating. There is an example at the end of this activity.

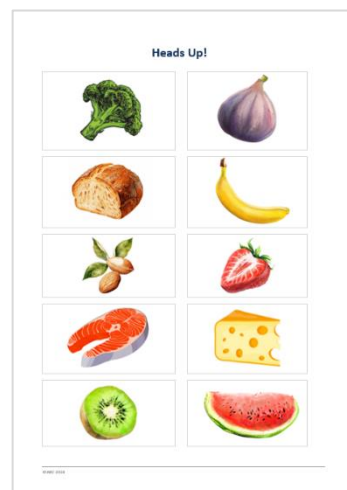
- Choose 5 foods across the five food groups in the [Australian Guide to Healthy Eating](#).
- Research and write clues to correspond with each food, with the first clue being the hardest and the last clue being the easiest. Include clues about the food's appearance, which food group it belongs to etc.
- Cut up the cards (without the image of the food) and test a partner to see if they can work out what food it is.



Activity: Heads Up!

Students will make their own *Heads Up!* game to learn more about foods in the Australian Guide to Healthy Eating. There is an example at the end of this activity. This game can be played in groups or as a whole class.

- Choose a range of nutritious foods from the five food groups in the Australian Guide to Healthy Eating.
- Write or sketch an illustration of each food on pieces of card, post-it notes or sticker labels.
- Each player will choose one card and attach it to their headband without looking at what's on the card. Headbands can be made from a strip of card wrapped around each player's head.
- Players will take it in turns asking yes or no questions of the other players to try and guess which food is on their card.



Activity: Cooking from Scratch

Students will develop and prepare their own nutritious, delicious, and simple recipe, using fresh ingredients and then share with classmates. Working in small groups, students can use the following as a guide:

- Brainstorm some recipes (use cookbooks, magazines, or the internet to find a recipe or use your favourite recipe from home). Your recipe needs to be nutritious, delicious, simple, and fun to make. Try to choose a recipe that includes [seasonal ingredients](#).
- Decide on one recipe that you will prepare and share with the class. Ensure that your recipe is different to other groups and the recipes complement each other. Your class might decide to have an outdoor picnic!
- Plan - What ingredients will you need and where will you get them from? Write a shopping list and budget for your recipe. What tools and equipment will you need?
- Collect your ingredients either from the supermarket, local green grocer, farmers' market or your school kitchen garden.
- Prepare your meal and document the process by photographing each step.
- Share your meal with your class.
- Reflect on the process - What did you enjoy about this activity? What worked well and what was challenging? What would you do differently next time? What new skills did you learn?

Activity – Choose a project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Food Profile

Research one fruit or vegetable that you love! Find out as much as you can about this food and create a profile. Include a recipe that stars your chosen food.

Meal Plan

Create a kid's meal plan (for a day) which includes healthy food/drink options from the [5 food groups](#). Include recommended serving sizes in your meal plan.

Lunch Box Audit

Conduct an audit on your school lunch box. Identify which foods in your lunch box are categorised as green, amber, and red foods.

Design a Poster

Design and create a poster to encourage healthy eating habits in your school. Include in your poster the benefits of healthy eating.

Useful Websites

- [Fairy Bread Guidelines](#) – BTN Newsbreak
- [Right Bite](#) – Government of SA
- [Australian Guide to Healthy Eating](#) – Australian Government 'Eat For Health'

What am I?

Choose 5 foods across the five food groups in the [Australian Guide to Healthy Eating](#). Research and write clues to correspond with each food, with the first clue being the hardest and the last clue being the easiest. Include clues about the food's appearance, which food group it belongs to etc. Cut up the cards (without the image of the food) and test a partner to see if they can work out what food it is.



What am I?

- I'm a rich source of vitamin C
- I'm classified in the group of the Brassica species
- I can be eaten raw or cooked
- I am a vegetable
- I'm dark green and very similar to cauliflower



What am I?

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What am I?

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What am I?

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What am I?

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Heads Up!

