



Teacher Resource

School Lunches

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 was the main point of the BTN story?
2. Name three countries that have free school lunch programs for students.
3. The former premier from which state was going to introduce free lunches for students if he won the election?
 - a. NSW
 - b. Queensland
 - c. Tasmania
4. What are the pros and cons of the government providing free school lunches to all students?
5. Do you think free school lunches is a good idea? Why or why not?

Activity: Class Discussion

Discuss the information raised in the BTN School Lunches story. Focus the discussion on the pros and cons of free school lunches. Students will respond to the following:

- What are the pros and cons of free school lunches? Record the information on a T Chart.
- Do you think free school lunches is a good idea? Explain your answer.
- Why do you think BTN covered this news story?



Activity: Comprehension

After watching the BTN School lunches story students can answer one or more of the following comprehension questions, for example:

- What are some keywords from the BTN story?
- What did you learn from the story? Write a summary.
- What is the purpose of this news story? To entertain, persuade, inform, explain or describe?

EPISODE 30

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KEY LEARNING

Students will investigate pros and cons of free school lunches. Students will prepare a debate about the topic.

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: Class Debate

Debating is an activity that helps students improve a range of skills including public speaking, communication skills, research skills, persuasion, confidence, teamwork and critical thinking. Use the following guide to help plan a classroom debate.

Before starting this activity watch the BTN Classroom and BTN Newsbreak stories which cover the topic about free school lunches.



BTN Newsbreak – [Free School Lunches](#)

Brainstorm

As a class brainstorm a list of pros and cons about the topic, using a T-chart to record your student's responses.

Pros

- Stops lunchbox competition.
- Makes sure kids get healthy foods.
- Saves families time, and calmer in the morning.
- It will save families money.
- Fussy eaters might try new foods being offered.
- The more kids involved in the program the cheaper lunch will be.
- Reduces issues for students with allergies.
- Kids might come to school more, looking forward to school lunch.
- Improvement in behaviour because students are eating better foods, not getting a sugar rush.

Cons

- Very expensive for the government.
- The money could be spent on other important things.
- Kids might not like the food.
- There might be food wastage.
- Not all schools have kitchens or dining areas so it will be challenging to get started.
- It takes a lot of organisation by the school.

Classroom Debate

Divide your class into groups of 6. Each group will then be divided into 2 teams, one representing the affirmative and the other the negative. The team arguing for the topic is called the affirmative and the team arguing against is called the negative, and the team that's judged to make the best argument wins!

For each team there is a 1st speaker, 2nd speaker and 3rd speaker, each with a special role. Below is a list showing the order of speakers and their responsibilities. Each speaker will prepare a 1–2-



To learn more about how debates work watch the BTN High [School Debating](#) story.

minute speech. Working together as a team students will choose their 3 best points to argue during the debate, work out their roles and what points each speaker will cover.

Role and order of speakers	Responsibilities
1st Affirmative (captain)	<ul style="list-style-type: none">• Introduce the team and define the topic• Present your team's main points• Argue the Affirmative team's first point
1st Negative (captain)	<ul style="list-style-type: none">• Introduce the team• Rebut the argument of the 1st Affirmative• Present your teams main points• Argue the Negative team's first point
2nd Affirmative	<ul style="list-style-type: none">• Rebut the argument of the 1st Negative• Argue the Affirmative team's second point
2nd Negative	<ul style="list-style-type: none">• Rebut the argument of the 2nd Affirmative• Argue the Negative team's second point
3rd Affirmative	<ul style="list-style-type: none">• Rebut the argument of the 2nd Negative• Give a summary of your teams' main points• Give a strong final statement supporting your team's argument
3rd Negative	<ul style="list-style-type: none">• Rebut the argument of the 3rd Affirmative• Give a summary of your teams' main points• Give a strong final statement supporting your team's argument

Below is a guide for students when writing their speech and tips for debating.

Writing your argument

- Who is your audience? For example, are you directing your argument at kids, teachers, or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority? Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.

Tips for debating

- Develop good eye contact with the audience.
- Speak clearly and not too quickly. Your speech should be interesting and convincing.
- If you are using cue cards, try not to read directly from your cue cards word for word. Use them to remember main points.
- Use language that is easy to understand.

Guide for giving feedback

- Was the information clear and accurate?
- Were the arguments logical?
- Were the counter arguments accurate and relevant?
- Comments about the presentation style (tone of voice, body language, enthusiastic, convincing).

Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- Did my opinion change?
- What did you learn from this activity?

Activity: Public Opinion

Students will interview a range of people to find out the different attitudes and feelings people have towards the free school lunches.

Students will use the following as a guide during the interview process:

- Determine who you will interview, for example, family and/or friends.
- Prepare for your interview by writing some questions that you will ask your interviewee. Write open-ended questions. Open-ended questions have no right or wrong answer and can't be answered with a 'yes' or 'no'.
- Ask if they think free school lunches is a good idea and ask them to explain their answer.
- Think about ways to record peoples' responses – written, audio or video.

Do you think free school lunches is a good idea? Why or why not?

Activity: "How to make your lunch" tutorial

Students will create a 2–3-minute procedural video tutorial on making their own lunch for school. The target audience for this tutorial is for students in years 4-6. Students will improve their communication skills by using clear and simple instructions as well as develop their skills in video production.



Begin by having a class discussion about what makes an effective tutorial. Students' tutorials should include clear and simple step-by-step instructions that are delivered in a fun and engaging way.

Students can use the following as a guide when creating their tutorial.

Brainstorm

Brainstorm healthy lunch ideas and list the ingredients you will need to prepare your school lunch (to be made at home to bring to school in your lunchbox). You will need to organise with your parents' what ingredients you will need before filming the tutorial. Make a list of all the materials you will need during the filming of your tutorial. Discuss with your parents if you need supervision during any of the steps.

Script

Write a script to help you plan what you will talk about during your tutorial. You may want to use a storyboard to help you plan and outline what you will film. Practise your script and time it to ensure it is roughly within 2-3 minutes.

Filming

Use a smartphone or tablet to film your tutorial. You may also like to use a tripod to keep your camera steady. Watch this [BTN Explainer](#) to learn more about filming tips, like how to frame your shots and what the rule of thirds is.

Filming tips:

- Use a stable surface or tripod
- Make sure you have good lighting not too dark or bright.
- Film in a quiet place

Editing

Use iMovie or another free movie editor to edit your tutorial. Add titles for each step, transitions and music if you would like.

Useful Websites

- [School Lunch Rules](#) – BTN
- [Australian Guide to Healthy Eating](#) – Australian Government 'Eat for Health'
- [Queensland Labor promises free lunches for state school students, if re-elected on October 26](#) – ABC News
- [Free School Lunches](#) – BTN Newsbreak
- [School Lunches](#) – BTN