

Table 1. Food Literacy Measure for Upper Primary and Junior Secondary Students (based on the Food Literacy Model)

The Food Literacy Measure covers five sections

1. Meal Planning and Evaluation
2. Food Shopping and Storage
3. Food Hygiene and Safety
4. Kitchen Know How
5. Meal Preparation and Cooking

Meal Planning and Evaluation		
Basic	Intermediate	Advanced
I know what foods are good for me	My family chooses good food	I can recognise good food advertised or shown on television
<p>Activity 1.¹ <i>What's for lunch?</i> Over one school week, students <i>match</i> the contents of their lunchbox with the Guidelines. <i>Make suggestions</i> for improving the sensory and chemical properties of the food.</p>	<p>Activity 1.¹ <i>What's for dinner?</i> Over one week, students <i>write down</i> what they ate for their evening meal. <i>Evaluate</i> each meal with the Guidelines. <i>Justify</i> reasons which account for variations in the family meals (family likes and dislikes, traditional/indigenous foods, dietary modifications such as vegetarianism) (see p. 9²). <i>Make suggestions</i> for improving the sensory and chemical properties of the food presented (does it take into account family members likes and dislikes? resource availability? (For example, amount of money allocated to food, food availability, seasonal variation),</p>	<p>Activity 1.¹ <i>TV Cooking Food Show Watch</i> <i>Choose</i> a Cooking Food Show on television and <i>evaluate</i> the meals constructed by the presenters. <i>Match</i> these with the Guidelines. <i>Make suggestions</i> for improving the sensory and chemical properties of the food presented.</p> <p>Activity 2 <i>Food Ad Watch Survey</i> Over two evenings (4-6pm or 6-8pm) in one school week, students' record the type of food advertised in their nominated time slot. In MS Excel or MS Word or iPad Pages™, students' create a table which names and describes the food advertised, the frequency of the advertisement in the time slots. At school, students <i>collate</i> the results, <i>create</i> a histogram and <i>make observations</i>. <i>Evaluate</i> the results making comparisons with the recommendations made in the Guidelines. <i>Provide</i> reasons for the frequency of recommended and limited foods and outline the impacts the messages conveyed have on health.</p>

	health and dietary requirements?	
I can plan a week's meals that I like to eat and match with the Guidelines.	I can plan a week's meals that my family likes to eat, match with the Guidelines and considers my family's resources (time, energy, skills and money), dietary and cultural food decisions.	I can plan a week's meals that my family likes to eat, matches with the Guidelines and considers my family's ethical food decisions.
<p>Activity 1 Recipe Challenge Students conduct a 'Think, Pair and Share' <i>Think</i> – Students' investigate and evaluate recipes from web (www.kidspot.com.au , http://www.freshforkids.com.au/) cookbooks, family recipes, supermarket magazines and plan one week's evening meals that they would like to eat and match with the Guidelines. Students' <i>pair up</i> with a friend and swap two recipes that they would like to try. Students' <i>justify</i> their two selected recipes. <i>Celebrate</i> and <i>Share</i> a bank of recipes and <i>create</i> a class cook book.</p> <p>Optional activity – Students' <i>choose</i> a 'Recipe of the Week' from the class cookbook. Students' <i>make</i> a shopping list and <i>arrange to go shopping</i> with their parents to buy the ingredients (online or in person), <i>discuss</i> transport home and storage of the food, <i>select</i> and safely <i>use</i> appropriate tools, utensils and equipment, prepare ingredients (<i>'mise-en-place'</i>) and <i>cook</i> the meal.</p>	<p>Activity 1 Family meal Investigation Students conduct a <i>Vox Populi</i> survey 'Investigation of my family meals'. Step 1: Student brainstorm Teacher or facilitator encourages students to <i>brainstorm</i> survey questions. Ask students to <i>reflect</i> on the meals their family ate last week (use findings from previous activity) and <i>give</i> reasons and <i>predict</i> why they think their family chose those meals. Examples of 'brainstorming questions' could include: Why did my family choose those meals? Who chooses those meals? How are those meals prepared? What</p>	<p>Activity 1 Food Ethics Teacher or facilitator conducts a <i>Vox Populi</i> survey on food ethics. Visit http://3things.org.au/resources/fair-food <i>View</i> some of the videos on this site. <i>Conduct</i> a debate on the following suggested topics 'Caged eggs should be banned' 'Imported food should be restricted so that consumers buy local food products'</p> <p>Practical activity for home and family involvement Visit http://meatlessmondays-australia.com/ Students <i>trial</i> a meat free Monday. <i>Pool</i> results and <i>plan</i> an inter-class Meatless Monday challenge.</p> <p>Activity 2 Plate Waste survey Class or School Activity: Over one week, each class collects and measures the lunchbox food and packaging waste produced by each class. <i>Plan</i> a reduce, recycle and reuse campaign and register the school for Nutrition Australia's Nude Food Day http://www.nudefoodday.com.au http://foodwise.com.au/foodwaste/household-food-waste-landing-page/</p>

<p>Students <i>evaluate</i> the sensory (appearance, texture, aroma, taste) and chemical (Use www.foodchoices.com.au – free downloadable dietary analysis software) properties of the meal.</p> <p>Students and parents <i>evaluate</i> the pre- and post meal cleaning-up.</p> <p>Suggestion: <i>Create</i> an ‘Evaluation of my selected meal’ Table and <i>record</i> the outcomes of each of the steps. <i>Include</i> a parent comment box.</p> <p><i>Share</i> and <i>celebrate</i> student achievements.</p>	<p>factors influence meal selection?</p> <p>Step Two: Parent survey Students’ <i>compare their predictions</i> with their parents in a survey.</p> <p>Step Three: Vox Populi Results and Class Evaluation <i>Create</i> a class ‘mind map’ that <i>pools</i> students’ survey results. The mind map will include factors including resource availability (time, money, skills, energy), likes and dislikes, who’s home to eat the meals, dietary requirements of family members.</p>	
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1. Guidelines based on the Australian Dietary Guidelines 2013 www.eatforhealth.gov.au
2. ‘Eating for Healthy Children’ Brochure