

Table 2. Food Literacy Checklist for Children and Adolescents (based on the Food Literacy Model)

The Food Literacy Checklist covers five sections of the food literacy tasks which are listed in the order required to produce a meal. Each section includes two questions that may be used independently, or in combination with other sections, or worked through in total.

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

Explanatory Notes for Food Literacy Checklist

Section	Qn	Checklist activity	Supplementary Notes
1. Meal Planning and Evaluation	1.	Meal planning hypothetical	Sample questions based on Food Literacy Model.
	2.	Lunchbox evaluation	Use images of the foods to help participants with task
2. Food shopping and storage	3.	Storing food safely	Basic – one suggestion (frozen drink) Intermediate – 2 suggestions (frozen drink, insulated container, store in a cool place choose foods less likely to deteriorate) Advanced – at least 3 suggestions including suggesting substitute foods less likely to deteriorate and maintain dietary requirements (eg. Baked beans or peanut paste instead of egg and lettuce)
	4.	Making the most of my money	Based on the concept that \$100 equates to \$60 (Eat most Fruit and Vegetables, wholegrain cereals and breads), \$20 milk and milk products (Eat moderately), \$20 meat and meat equivalents (Eat moderately), participants need to correctly match the proportions for the four food groups. <i>Participants to justify as a check to ascertain guessing.</i>
Food hygiene and safety	5.	Getting ready to cook	<i>Allow 5 minutes for students to create their poster. Other suggestions could be a spot the difference</i> Include ‘getting ready to cook’ from Food Skills Rating Checklist and embed this into the Food Literacy Checklist <i>Checks and wears clean apron free of grease and grime.</i> <i>Hair tied back, nails clean and trimmed (no nail polish)</i>
	6.	Keeping kitchens and workspaces clean	Order of washing up (based on Food Skills Rating Checklist). 1. Scrape and pre-rinse dishes, utensils, equipment. 2. Stack dishes, utensils, equipment on adjacent work area to sink. 3. Wipe and clean down work area with clean sponge and hot water. 4. Fill sink with hot soapy water. 5. Wash dishes (cleanest dishes first eg, glasses, cutlery, cups, sauces, plates, preparation dishes, saucepans) 6. Rinse dishes and place neatly on draining board. 7. Dry dishes etc thoroughly with a clean, dry tea towel. 8. Store dishes, cutlery and equipment in correct locations.

Kitchen know how	7.	Sequencing food preparation and cooking tasks	<i>Sequence</i> tasks in the correct order 1. Wash and dry hands. 2. Put on apron and tie back hair (if applicable). 3. Read recipe. 4. Collect tools and equipment. 5. Collect ingredients. 6. Measure ingredients. 7. Set oven temperature. 8. Prepare ingredients.
	8.	Tools and equipment	<i>Use</i> the document “Tools and Equipment –“Match it!” – <i>correctly identify and describe</i> the use (function) of each of the kitchen utensils – 1. Grater. 2. Whisk. 3. Vegetable peeler. 4. Utility knife. 5. Egg lift. 6. Spatula. 7. Measuring cups. 8. Metal skewer. 9. Sieve. 10. Wooden spoon.
Meal Preparation and Cooking	9.	Healthy meals in 20 minutes	<i>Create</i> a recipe suitable for a family of four that meets dietary recommendations and can be prepared in 20 minutes on a stove top or make use of the microwave. Ideas – stir fry meat and vegetables, vegetable pasta, BBQs/grills and salad, stuffed potatoes (use microwave oven) and salad.
	10.	Adapting meals to suit available equipment and conditions	Case study scenario. There is a temporary disruption to the gas supply to your home. This means that your gas cooker is not available. You have the following electrical appliances; however you can only use a maximum of two of these appliances! A microwave oven, an electric frying pan, an electric BBQ, a rice cooker, a slow cooker, a hot blender (Thermomix™). <i>Create</i> a vegetarian meal (eggs permitted) suitable for your family. <i>Name</i> your two selected appliances and how you would use them to create your meal.

Table 2. Food Literacy Checklist (Ten Questions)

	Advanced (3)	Intermediate (2)	Basic (1)
Meal planning and evaluation 1. Case study hypothetical. <i>A new family has just moved in next door to you. Your family is keen to invite the family over for a meal to welcome them.</i> Write down some important questions that your family would need to consider and would need to ask the new neighbours that would help guide your menu for the day.	Sample Questions include: Family considerations <i>How will the foods our family eats differ to those of our new neighbours?</i> <i>What ethical decisions do we need to make about the food we eat?</i> <i>How will we know our welcome meal has been successful?</i> To neighbours <i>Do you have any foods you cannot eat?</i>	Sample Questions include: Family considerations <i>Who will prepare the food?</i> <i>How will we budget for the food?</i> <i>How will we prepare and cook the food?</i> <i>How will we store the food?</i> To neighbours <i>What are the ages of children?</i> <i>Are there any special diets?</i>	Sample Questions include: Family considerations <i>What date and time?</i> <i>What shall we make?</i> <i>What foods do we enjoy?</i> To neighbours <i>What foods they like to eat?</i> <i>What time of the day?</i> <i>What date?</i> <i>How many people?</i>
Meal planning and evaluation 2. Lunchbox evaluation <i>Think about the food in your lunchbox – does it contain 1 serve protein food?, 1 large or 2 small pieces of fruit?, 2 serves vegetables?, 1 serve milk or milk equivalent?</i>	<i>Correctly matches recommendations with lunch box contents.</i> <i>Makes suggestions to improve lunchbox contents to fulfil recommendations.</i> <i>Identifies and suggests food substitutes for vegetarian protein alternative.</i>	<i>Correctly matches recommendations with lunch box contents.</i> <i>Makes suggestions to improve lunchbox contents to fulfil recommendations.</i>	<i>Correctly matches recommendations with lunchbox content.</i>
Food shopping and storage 1. <i>Storing food safely</i> <i>How do you keep your lunchbox food safe on a hot day?</i>	<i>Makes three suggestions – must include food safe substitute that aligns with dietary recommendations.</i>	<i>Makes two suggestions</i>	<i>Makes one suggestion (eg. frozen drink)</i>

Food shopping and storage 2. <i>Making the most of my money</i> <i>Imagine</i> you have \$10 to spend on groceries. In \$1 amounts how much would you spend on Dairy products, Meat and meat equivalents (fish, poultry, eggs, tofu), Fruit and Vegetables, Breads and Grains (pasta, cous cous, rice). <i>Explain</i> your reasons.	<i>Correctly allocates three to four</i> food groups.	<i>Correctly allocates two</i> food groups.	<i>Correctly allocates one</i> food group
Food Hygiene and Safety 1. <i>Getting ready to cook</i> <i>Draw and label</i> a picture of a chef showing examples of good hygiene. <i>Include</i> as many features that you can think of, such as the appearance of the person and the clothes they might be wearing.	<i>Includes 5+ features</i> <i>Checks and wears</i> clean apron free of grease and grime. Hair <i>tied</i> back, nails clean and trimmed (no nail polish)	<i>Includes 3-4 features</i>	<i>Includes 1-2 features</i>
Food Hygiene and Safety 2. <i>Keeping kitchens and workspaces clean</i> <i>Sequence</i> washing up and cleaning tasks in correct order.	7+ tasks correctly sequenced	4-6 tasks correctly sequenced	3 or less tasks correctly sequenced
Kitchen know how 1. <i>Sequencing</i> food preparation and cooking tasks You have been given a list of tasks but they seem to be placed in the wrong order. <i>Sequence</i> the following list of eight tasks in correct order (see Notes)	7+ tasks correctly sequenced	4-6 tasks correctly sequenced	3 or less tasks correctly sequenced
Kitchen know how 2. Tools and equipment Tools and equipment Match it! exercise <i>Identify</i> and <i>correctly match</i> the ten tools with their function	7+ items correctly identified with their function.	4-6 items correctly identified with their function	3 or less items correctly identified with their function

(Worksheet)			
<p>Meal Preparation and Cooking</p> <p>1. Healthy meals in 20 minutes</p> <p><i>Create a recipe suitable for a family of four that meets dietary recommendations and can be prepared in 20 minutes on a stove top or make use of the microwave oven.</i></p>	<p><i>Suggests a suitable recipe that can be cooked in 20 minutes.</i></p> <p><i>Suggests appropriate ingredients that meets dietary recommendations</i></p> <p><i>Constructs a method outlining sequence of food preparation tasks</i></p>	<p><i>Suggests a suitable recipe that can be cooked in 20 minutes.</i></p> <p><i>Suggests appropriate ingredients that meets dietary recommendations (meat or meat equivalent etc)</i></p>	<p><i>Suggests a suitable recipe that can be cooked in 20 minutes.</i></p>
<p>Meal Preparation and Cooking</p> <p>2. Adapting meals to suit available equipment and conditions</p> <p>Case study scenario.</p> <p>There is a temporary disruption to the gas supply to your home. This means that your gas cooker is not available. You have the following electrical appliances; however you can only use two of the following appliances: microwave oven, an electric frying pan, an electric BBQ, a rice cooker, a slow cooker.</p> <p><i>Create a vegetarian meal (eggs permitted) suitable for your family. Name your two selected appliances and how you would use them to create your meal.</i></p>	<p><i>Suggests a suitable vegetarian recipe.</i></p> <p><i>Names appliances.</i></p> <p><i>Explains how they would use each of the two appliances in the construction of the meal.</i></p>	<p><i>Suggests a suitable vegetarian recipe.</i></p> <p><i>Names appliances.</i></p>	<p><i>Suggests a suitable vegetarian recipe.</i></p>