Appendix P

## The Lunch Lady – Culminating Activities

[**http://www.thelunchlady.ca/**](http://www.thelunchlady.ca/)

The lunch lady is a company that provides a prepaid lunch service to schools. Many busy families utlilize this device in communities across Ontario. The Lunch lady complies with PPM150, The Food and Beverage Policy, and therefore offers healthy alternatives to traditional lunch menus.

**Learning Goal**: Students will apply their nutrition knowledge and awareness of PPM150 to complete one of the following culminating activities.

**Option 1a: Organic versus Inorganic**

The Lunch Lady is looking for menu suggestions for the new school year. She has considered using more organic foods but is uncertain whether it would be beneficial to her customers and business.

Create a table to outline the advantages of organic versus inorganic products.

Create a school lunch menu that is a) 100% completely organic and

b) PPM150-friendly

**Option 2: Allergy/ Food Sensitivity Recipe Makeover**.

Canada's new food allergen labelling regulations come into force on **August 4, 2012.** The Lunch Lady has seen an increase in demand for products that address individual food sensitivities and allergies.

* A food allergy causes **an immediate reaction**.
* A food sensitivity causes **a delayed reaction** where it may take up to 3-7 days for your body to feel the effects.
* **A food intolerance** is a food sensitivity that **does not involve the individual's immune system**. Unlike food allergies, or chemical sensitivities, where a small amount of food can cause a reaction, it generally takes a more normal sized portion to produce symptoms of food intolerance.

Create a table (see below) to outline three different allergens or items that stimulate an food reaction. Provide two examples of foods or beverages that contain the allergic ingredient and two examples of similar foods or beverages that the Lunch Lady could use instead to avoid a reaction. Keep in mind, the alternative must still comply with PPM150.

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| --- | --- | --- |
| Food Sensitivity/Allergen | Food/Beverage that contains the allergen… | Substitute food/beverage that does not contain the allergen… |
| - | -  - | -  - |
| - | -  - | -  - |
| - | -  - | -  - |

Submit a recipe that the Lunch Lady could alter to show the before (with the allergen) and after (without the allergen). The recipe must comply with PPM150.

**Option 3: Design a vending machine**

The Lunch Lady has received the contract to fill the school vending machines. Part of the vending machine will be refrigerated for beverages. Another section is for snacks and it will not be refrigerated. Survey your classmates to determine what type of snacks and beverages would be popular. Choose 3 beverages and 3 foods to be sold in the PPM150 compliant machines.

Create a bristol board vending machine with the product labels and nutrition facts neatly displayed for each item (3 beverages and 3 snacks).

**Option 4: Social Media Campaign**

The lunch lady wants to reach her customers using social media and now you can follow her on Facebook and twitter. You have noticed that students are tweeting about the food that is available at local plaza and she's concerned about losing customers and the health of her students.

Create a communication campaign plan that uses social media to connect your peers to the issue of healthy eating in support of PPM150. Submit a paper copy of your campaign.

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| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge of facts and terms related to nutrition** | -demonstrates limited knowledge of facts and terms | -demonstrates some knowledge of facts and terms | -demonstrates considerable knowledge of facts and terms | -demonstrates thorough knowledge of facts and terms |
| **Understanding of PPM150 guidelines** | -demonstrates limited knowledge of guidelines | -demonstrates some knowledge of guidelines | -demonstrates considerable knowledge of guidelines | -demonstrates thorough knowledge of guidelines |
| **Inquiry skills –** planning, selecting strategies and resources, analysing and interpreting information | -demonstrates limited evidence of research | -demonstrates some evidence of research | -demonstrates considerable evidence of research | -demonstrates thorough evidence of research |
| **Communication of information and ideas** | -communicates information and ideas with limited clarity | -communicates information and ideas with some clarity | -communicates information and ideas with considerable clarity | -communicates information and ideas with thorough clarity |
| **Overall Level** |  | | | |