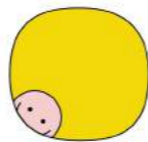


LITTLE LUNCH

A Teacher's
Guide



AUSTRALIAN CHILDREN'S
TELEVISION FOUNDATION



Overview

This multi-touch book is designed to support the integration of the Little Lunch App and Little Lunch children's television series into your teaching and learning practice.



CYBERSAFETY & the Little Lunch App

The Little Lunch App provides a great opportunity for teachers to educate their students about cybersafety and digital storytelling.



Use of the Little Lunch App in schools should be in accordance with each school's cybersafety policy.

Videos created using the app are by default saved locally to the device's 'Camera Roll' and are not publically viewable. If schools with the necessary parent permissions wish to share or upload student videos online, it should be in accordance with the school's own cybersafety policy.

We would recommend that any student videos that are shared or uploaded online by teachers:

- Have necessary parent permissions
- Do not identify students by name
- Avoid showing identifiable school uniforms

Teachers can model good cybersafety practice when using the app with students. It provides the opportunity to discuss the difference between private and public content, digital footprints, permissions required, asking for consent of participants, and being safe online.

Check out Little Lunch App resources at www.actf.com.au/education for more details.

About the Series

26 x 12 minutes

A mockumentary, scripted comedy series for 6-12 year olds

Little Lunch is a comedy series where every episode takes place during that highly anticipated school day break – morning snack time!

That 15 minutes when teachers are not close by, it's just you and your friends, and school yard politics, rumours, competitions, mysteries, and fun. It's all too short, but tomorrow there is always another 'little lunch' and another story to be re-told.

Little Lunch tackles the big issues in the school playground. It's recognisable, relatable, funny, moving, and positive. And whilst some of the issues might seem small to adults, they loom large for kids. It's comedy with a big heart.

Little Lunch is inspired by the original "Little Lunch" book series written by Danny Katz and illustrated by Mitch Vane.



[Click here to view the trailer](#)

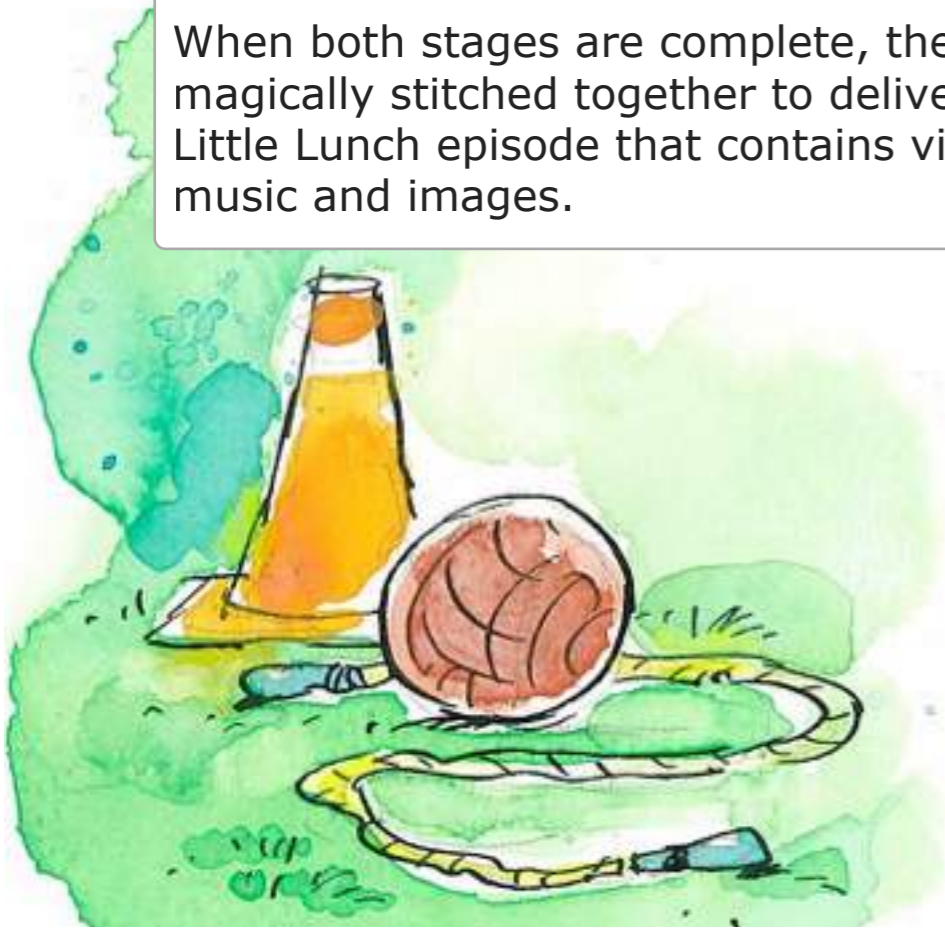
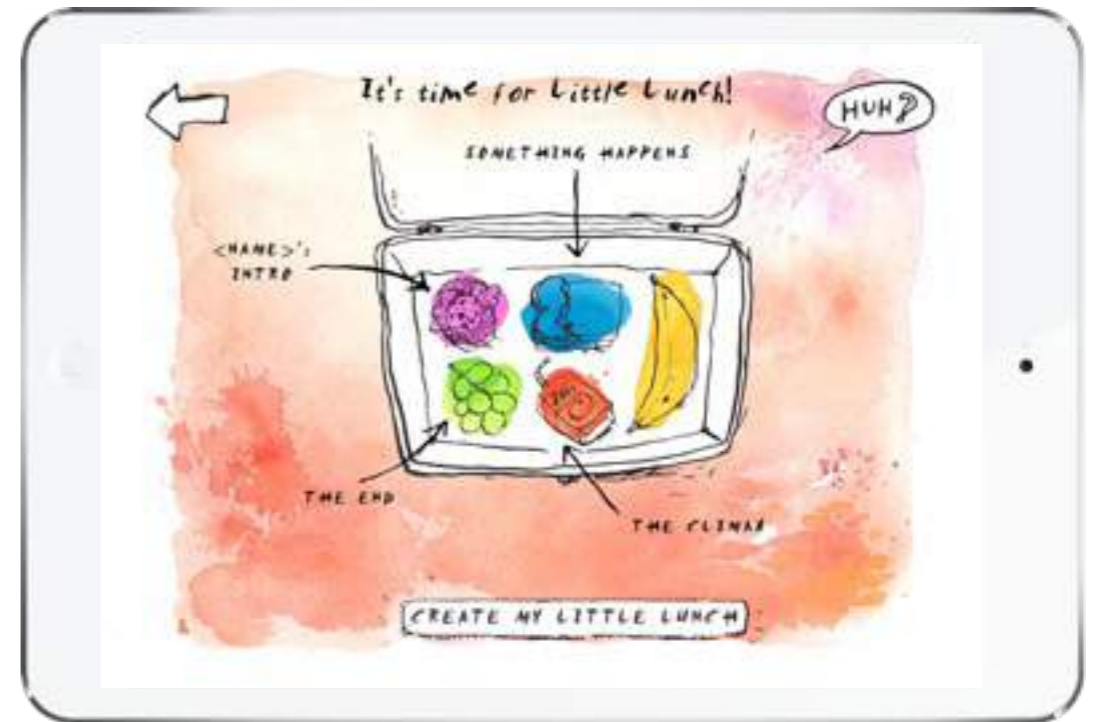
About the App

Based on the original TV series, the *Little Lunch* tablet app allows young people to create their very own episode of *Little Lunch*.

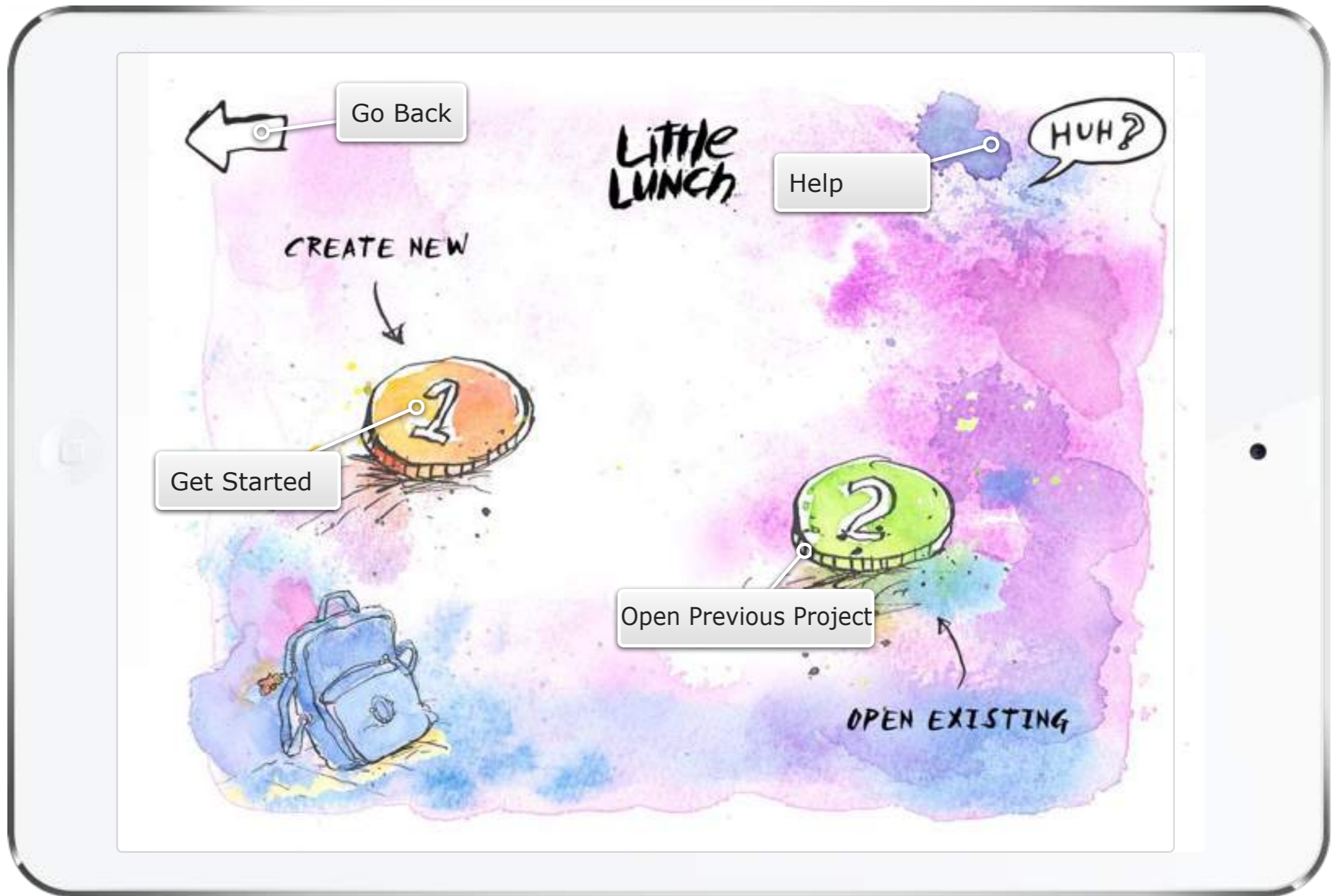
In Stage One of the app, the user is guided through a series of interactive steps that helps the user to establish their story.

In Stage Two, the user eats their way through their 'story arc' inspired lunch box, filming 5 scenes that will make up their story.

When both stages are complete, the creative content is magically stitched together to deliver a personalised *Little Lunch* episode that contains video effects, credits, music and images.



APP QUICK-START



Touch the Labels

Using this Multi-touch Book

Throughout this book you will see the below icons providing more information or a usable classroom resource.

Lesson Ideas



Curriculum Links



App or Series Information



Classroom Presentation





The App — Stage One

The Story

This section allows users to begin planning their Little Lunch story via a series of interactive provocations — Who, When, Where.

The 'Before You Begin' screen also encourages users to think about and develop the What, Why, How of their story, before recording their film in Stage Two.

Who, When, Where?



Creating with ICT: Composing texts through speaking, writing and creating

Generate ideas, plans and processes,
use ICT to prepare simple plans to find
solutions or answers to questions.

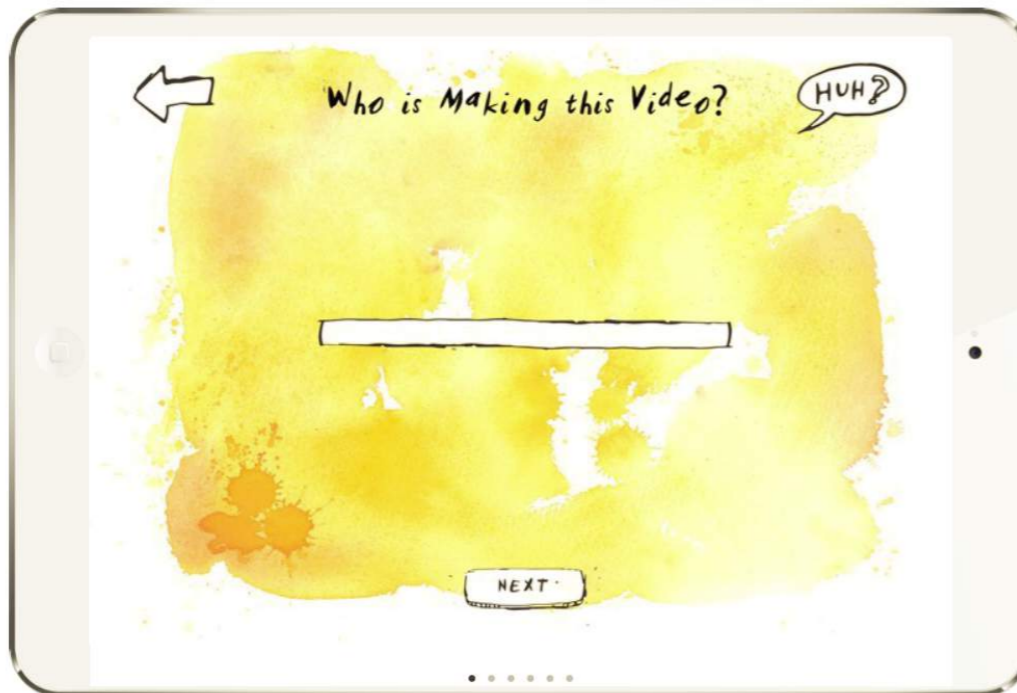
View [HERE](#)



The **Who** section will ask users who is making the film, who stars in the film (their cast), and what the name of their main character is, prompting them to take a photo.

The **When** section asks users to specify when the event happened, by selecting one of three interactive clocks marked **Beginning**, **Middle** or **End** that will encourage users to play with 'time'.

The **Where** asks users to draw a picture (using their finger) of where, during little lunch, the event took place.



.....
Image Gallery

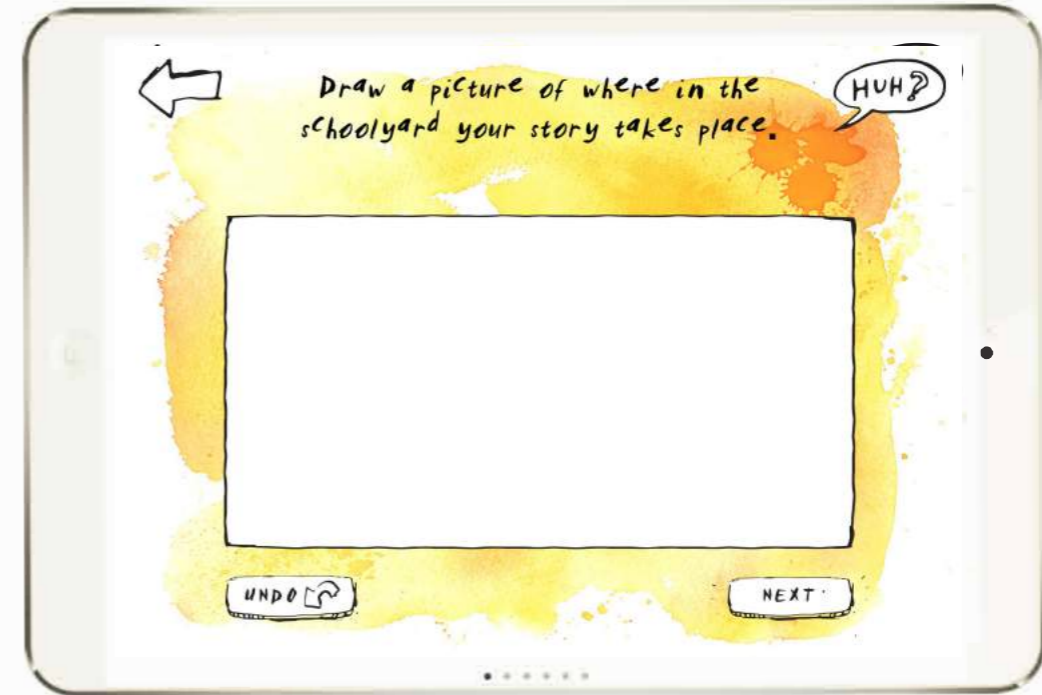
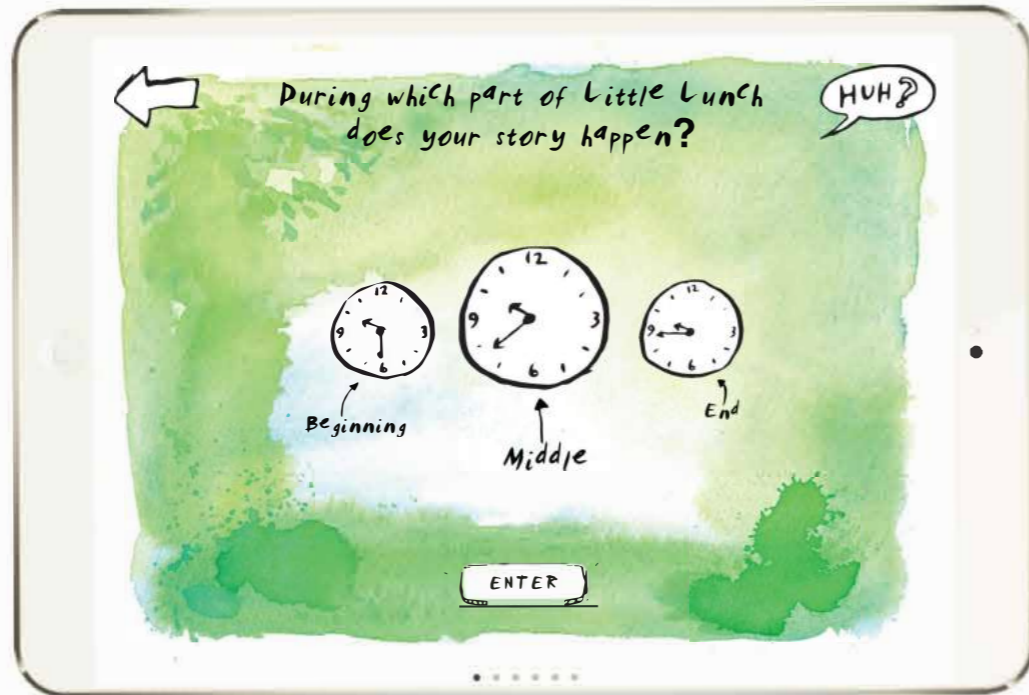
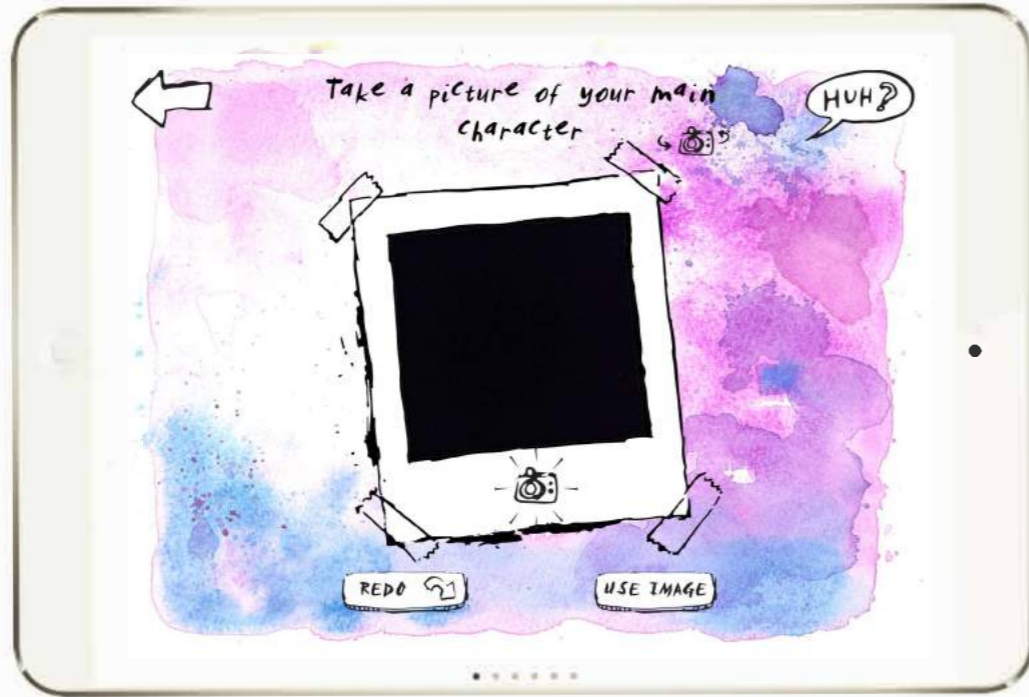


Image Gallery

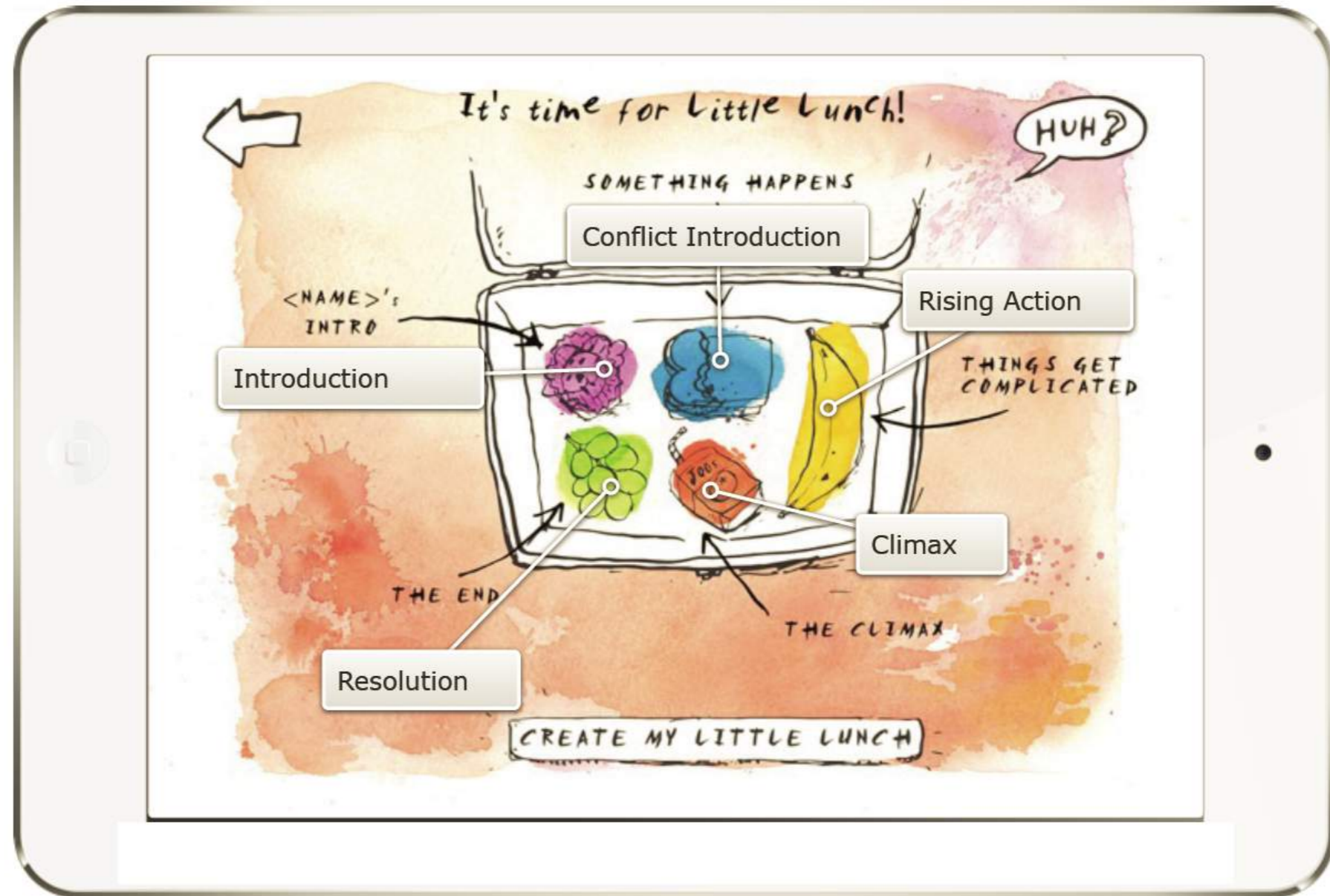
What, Why, How?



See PowerPoint presentation.



Literacy
Creating with ICT:
Composing texts
through speaking,
writing and creating
Compose spoken,
written, visual and
multimodal learning area
texts.
View [HERE](#)




- 1. Introduction:** Who is your main character and how do we get to know them?
- 2. Conflict Introduction:** What happened during little lunch and how did it all begin?
- 3. Rising Action:** How does it become a tricky situation?
- 4. Climax:** What is the turning point of your story?
- 5. Resolution:** Do things sort themselves out or does it just end in a big mess?



The **Before You Begin** screen which appears at the start of the app is designed to prompt the user to plan or script their *Little Lunch* story using a basic story arc - introducing the **What**, **Why** and **How**.

Stage One is intended to provide a fun, creative environment designed to introduce users to the basic principles of storytelling and guide them in creating a clear narrative for their film.





The App - Stage Two

The Film

Structured around a basic five step story structure, Stage Two provides users with the tools to film their own Little Lunch episode - visually executing the Who, When, Where, What, Why and How of their story.

Each scene can be set in the past (a flashback) or the present, allowing the user to play with the concept of time. The user can also choose to add a voiceover narration to any of their scenes.

Character's Intro



Introducing Characters

Write a conversation between two characters. Do not include any pronouns. The goal is to communicate what type of character they are. Get the students to read their conversation out loud and see if the other students can guess the type of character.

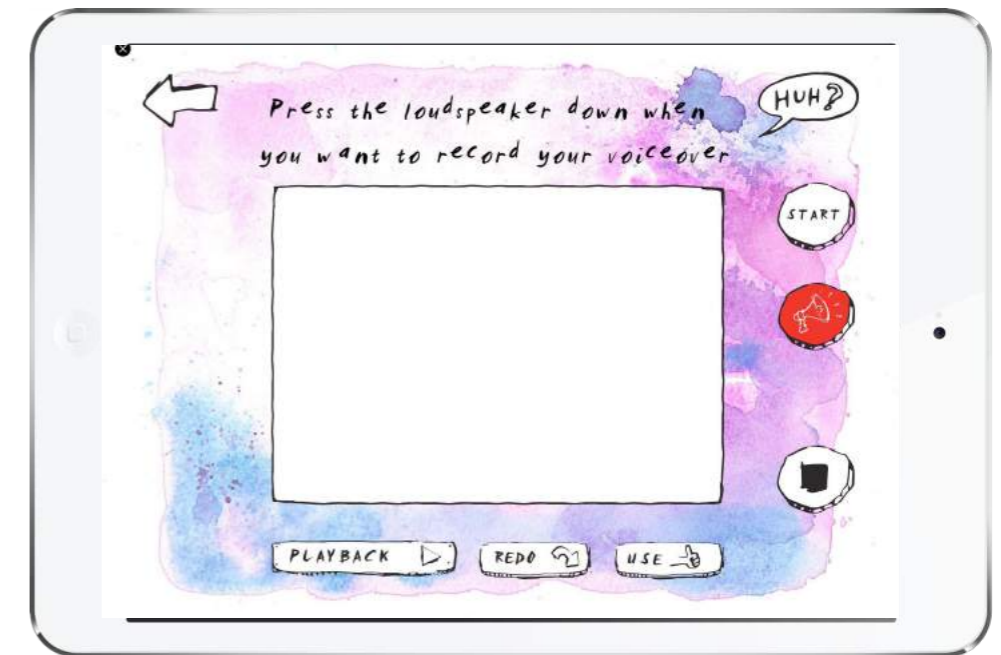
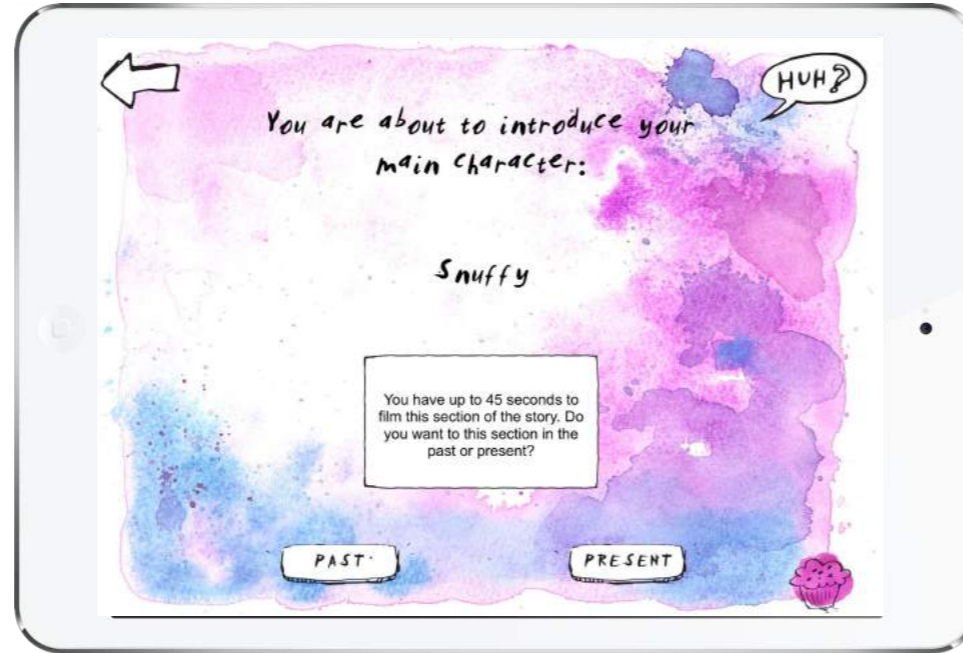


Image Gallery

Something Happens



What happened?

Conflict comes in many forms. Get students to brainstorm all the possible things that could happen in the following scenarios:

- Playing a game of football.
- Having a new best friend.
- Going on an excursion/field trip.
- A substitute teacher turns up to class.
- OR think of your own.

You might even like to watch an episode of *Little Lunch* for inspiration!

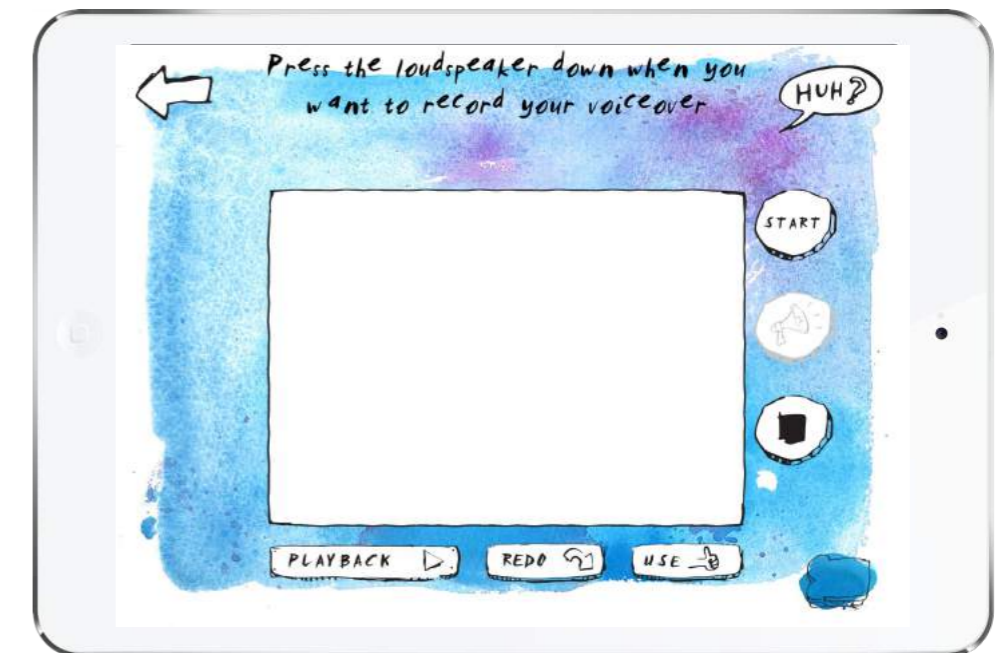


Image Gallery

Things Get Complicated



Things are heating up!

How is the conflict dealt with? Students could complete this simple activity:

X is facing this conflict. So X did _____ which lead to _____. They then did _____ therefore _____ happened.

Prompts such as 'therefore' and 'so then this ...' can help students structure rising action.

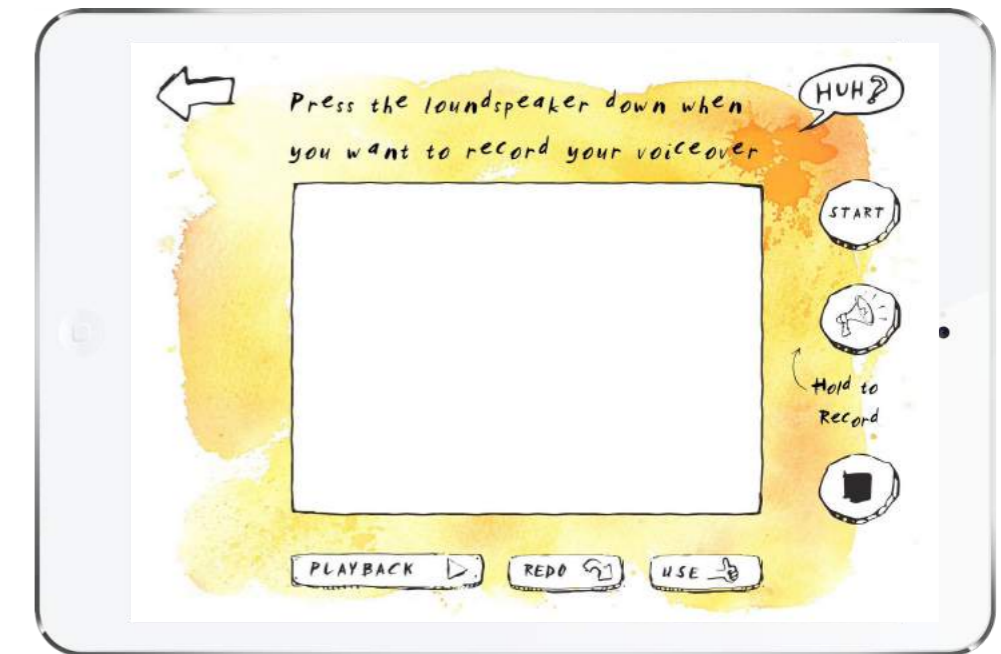
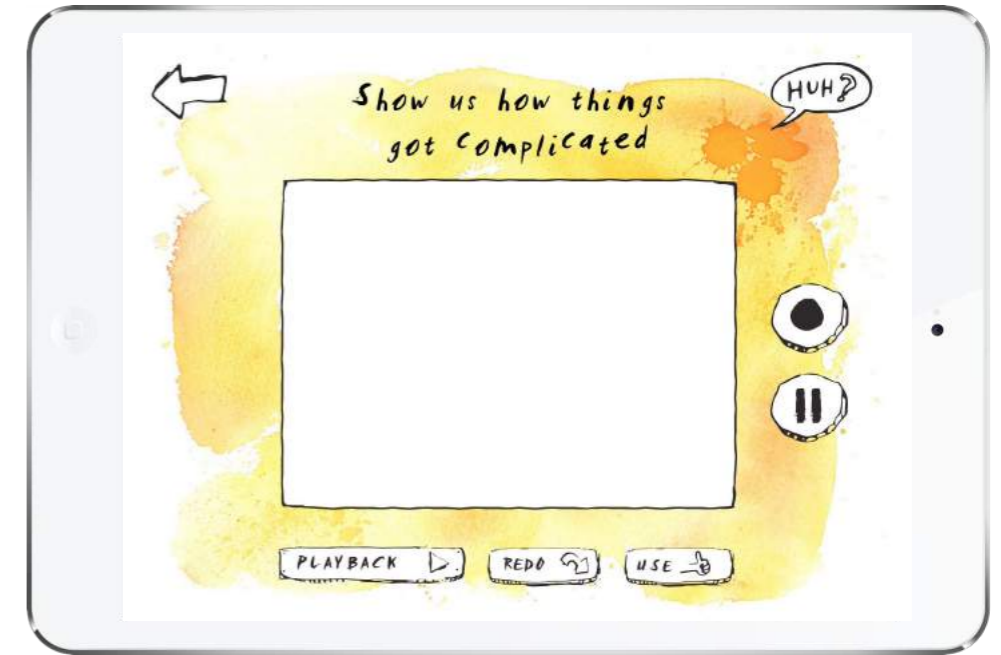
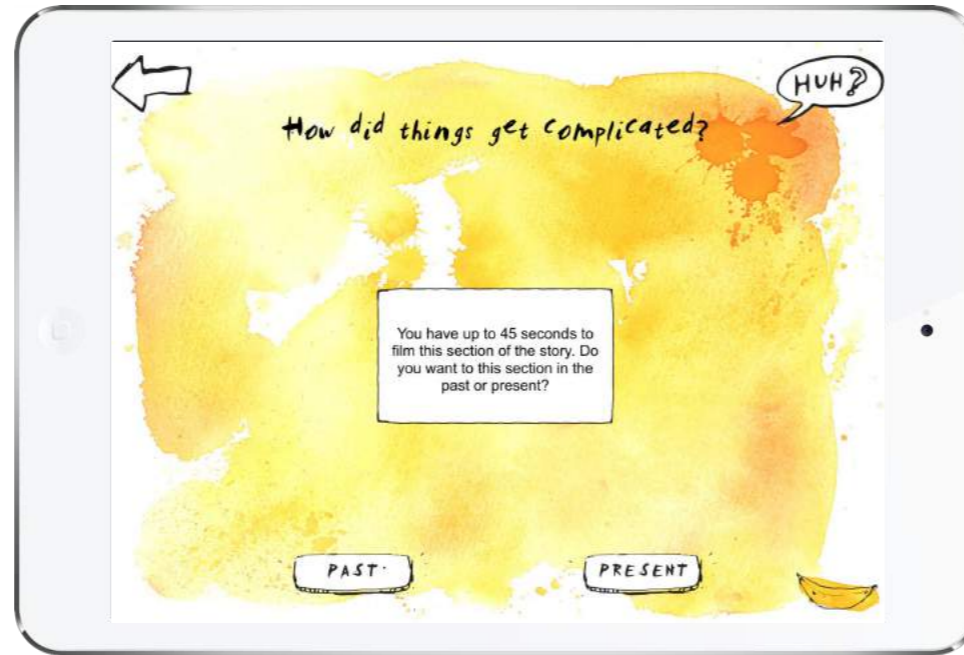


Image Gallery

The Climax

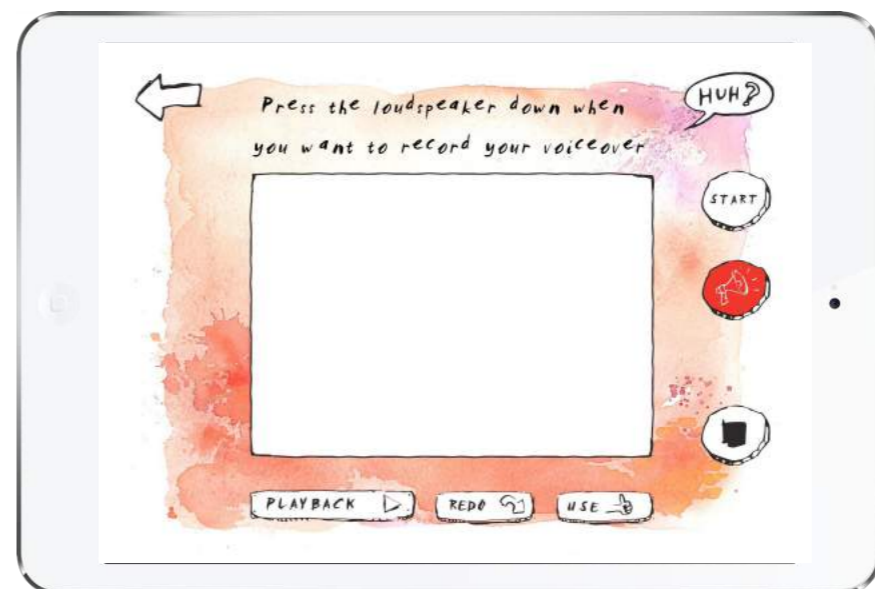
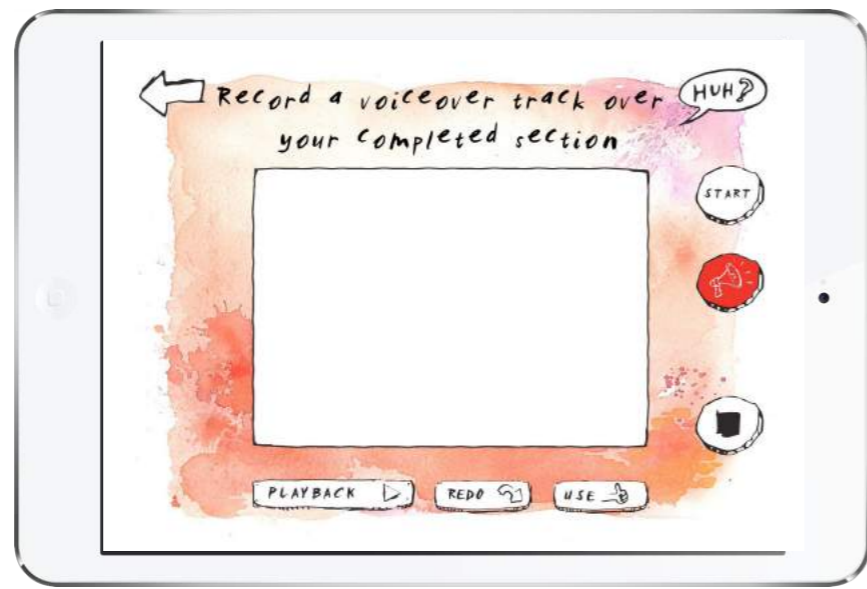
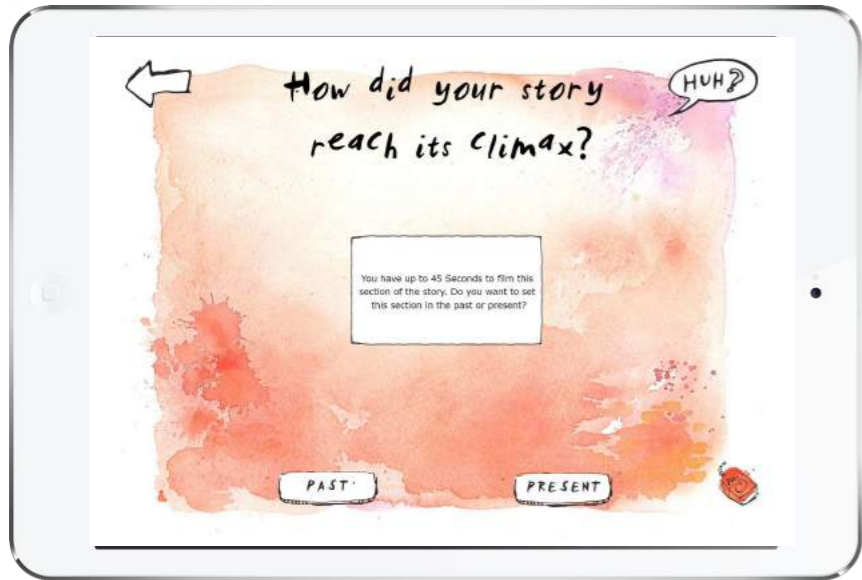


Image Gallery

The End



Communicating with ICT: Understand computer mediated communications

Understand that messages are recorded, viewed or sent in computer mediated communications for others to receive.

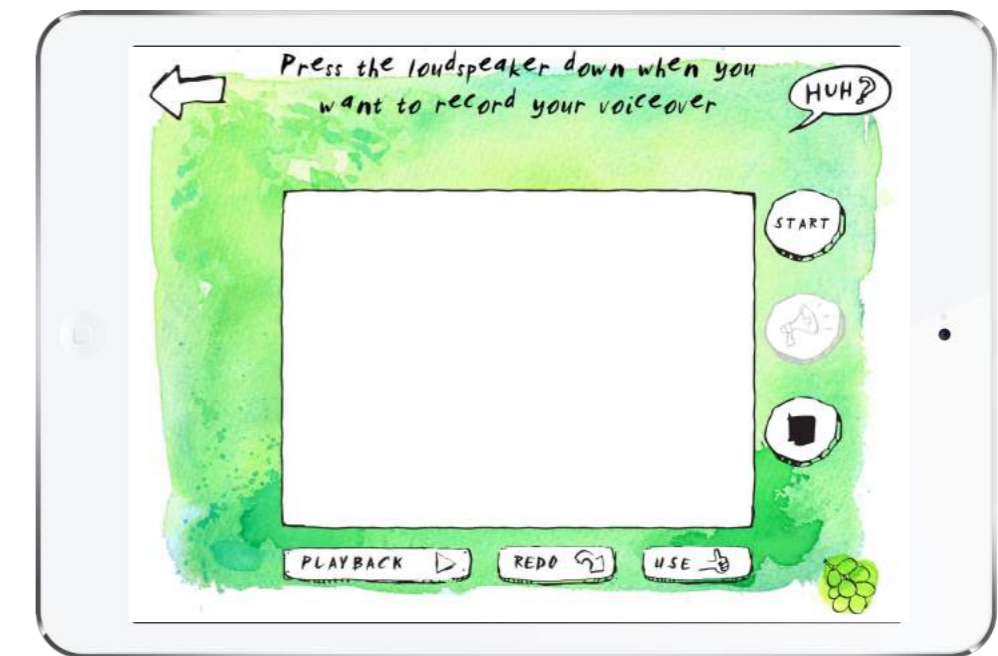
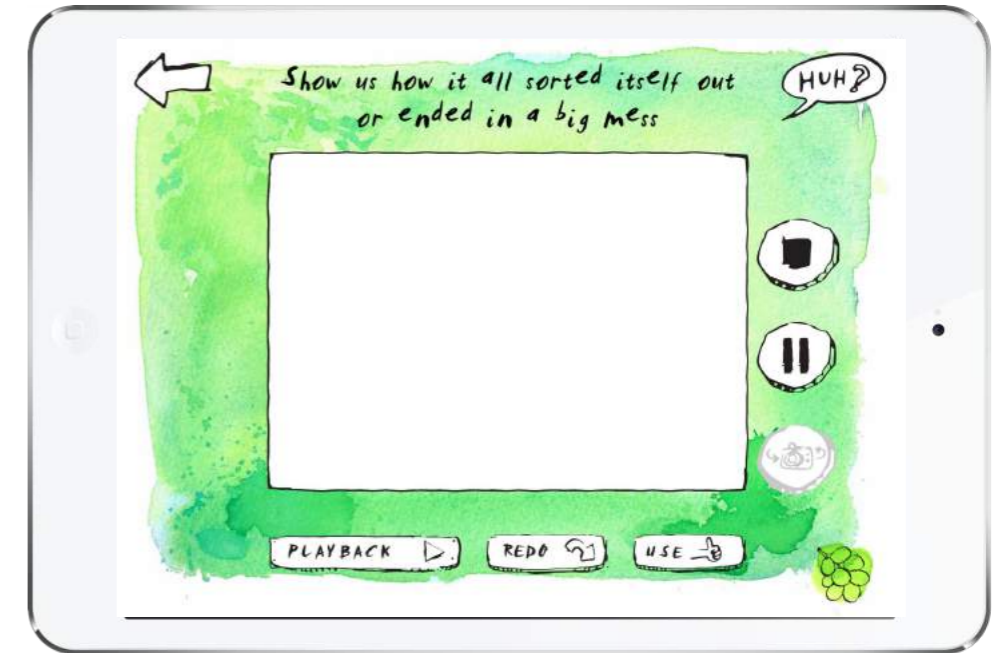
View [HERE](#)



The End!

Encourage your students to let their main character be the one to resolve the problem - there's no point having some other character com in and sort everything out!

Also encourage students to avoid the "Paper Dragon" ending. This is where the conflict was big and dramatic but actually turned out to be small and of no consequence.



Create and Share



Communicating with ICT: Understand computer mediated communications

Understand that messages are recorded, viewed or sent in computer mediated communications for others to receive.

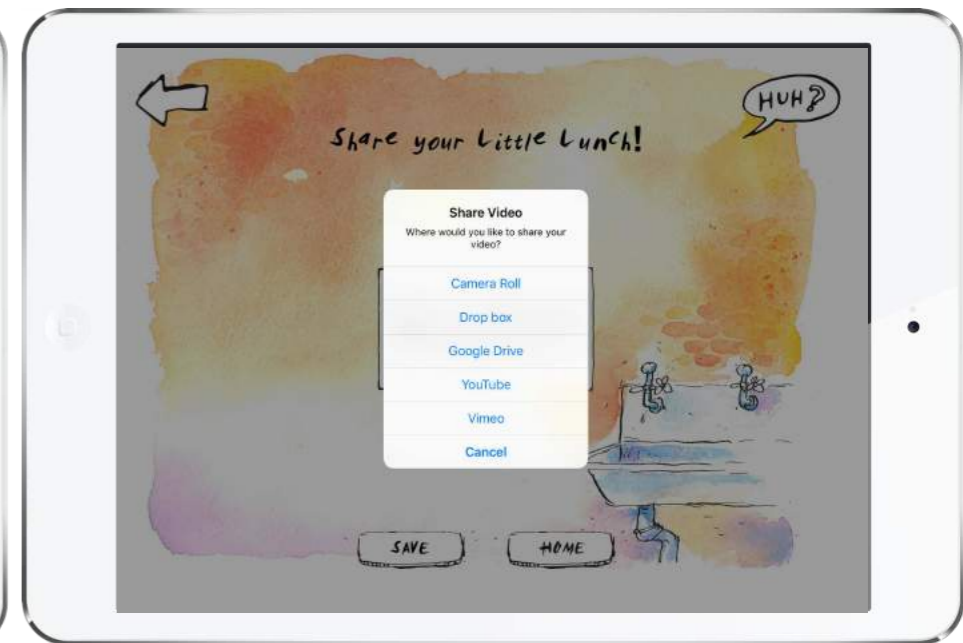
View [HERE](#)



Once the user has completed all five scenes of their film, a **CREATE MY LITTLE LUNCH** button will appear to magically stitch all of the content together.

On playback, the user can choose to return to their project to **EDIT** any content created in Stage One or Stage Two of the app.

When the film is complete, the user can opt to **SAVE** the film to their camera roll, or share directly to an app installed within their device such as Dropbox, YouTube or Vimeo.





TV Series – Episode Guide

Episode 1: THE PRINCIPAL'S OFFICE

Unable to control his impulses, Rory bites Melanie on the hand. When he is punished and sent to the Principal's office, the other kids feel sorry for him and try to cheer him up. As the children discuss Rory's behavioural issues with the interviewer, they reveal they understand that Rory never means to be naughty; he just can't help it.

Tags: Values, identity, bullying, stereotypes, storytelling, rules.



Episode 2: THE DRESS UP DAY

On Dress-Up-As-What-You-Want-To-Be-When-You-Grow-Up-Day, Battie dresses up as Stretcho, his very own made up super hero. Melanie has tried to come as a vet, but as she forgot to tell her Mum in advance, doesn't have a proper uniform and has had to accessorize with her pet dog. Usually, Battie is very scared of dogs, but maybe being dressed as Stretcho will for once make him brave.

Tags: Costumes, identity, stereotypes, imagination, self-awareness, storytelling.



Episode 3: THE YA YA

The children discuss that Atticus has been acting strangely all week and that it might have something to do with his parents going away. Atticus confesses that he is upset because he is starving. His Ya-Ya (grandmother) has been looking after him and cooking weird food that Atticus hates, as well as sending disgusting lunches with him to school. But he is surprised to discover that not everyone thinks his Ya-Ya's cooking is so horrible.

Tags: Family, identity, behaviour, culture and tradition, self-awareness.



Episode 4: THE MONKEY BARS



Tamara is very good on the monkey bars because she uses them every day. Melanie is not very good on the monkey bars because Tamara never lets her on them. When Melanie demands a proper turn on the monkey bars, Tamara is outraged. A battle of wills begins: who can hang on the monkey bars the longest? It's a very tough competition, made harder by the delicious sausage sizzle cooking across the playground.

Tags: Identity, behaviour, health and fitness, social management, interpersonal relationships, competition.

Episode 5: THE TOP OF THE FIREMAN'S POLE

After Mrs Gonsha bravely rescues a tiny boy from the top of the playground equipment, she can't get down herself. The children slowly realise that Mrs Gonsha isn't stuck, but she's too scared to move because she's terrified of heights. Somehow, they must think of a way to make her overcome her fear and get her down to safety.

Tags: Problem solving, interpersonal relationships, coping with challenges, heroes, social awareness.



Episode 6: THE LOST AND FOUND BOX

Debra-Jo is very upset when she loses her glasses so the children take her to the Lost and Found box to look for them. Debra-Jo, who does not normally lose things, is horrified to see the huge mound of abandoned clothes, toys and lunchboxes, but the other kids are overjoyed as they discover all their long-lost own belongings.

Tags: Responsibility, values, interpersonal relationships, coping with challenges, self-management.



Episode 7: THE MILK BAR

Rory has forgotten his lunch, again, and the other children have had enough. They refuse to give him any more of their food. Rory is starving and, in desperation, decides to go to the milk bar. Knowing he is breaking a big school rule, he must convince the other kids to keep his secret from Mrs Gonsha.

Tags: Responsibility, sharing, values, rules, peer pressure, belonging.



Episode 8: THE GIRLS TOILETS



Debra-Jo and Tamara each enter the school talent quest but discover to their horror that they are performing the same song. Scared of being outdone by the other, they ask Melanie to choose who will be better. Melanie refuses to pick a side, so Debra-Jo and Tamara stop speaking to her, and each other.

Tags: Behaviour, gender perspectives, problem solving, interpersonal relationships, social awareness, social management.



Episode 9: THE KISS-CHASEY OVAL

Tamara unexpectedly wants to play kiss chasey but the only person she wants to chase and kiss is Battie. When Battie refuses to play, Tamara tries to find a different way to get his attention. After Battie casually mentions that he enjoys watching the Olympics, Tamara hosts her own Olympic games in the playground.

Tags: Competition, emotions/feelings, health and fitness, behaviour, social management, self-awareness, interpersonal relationships.



Episode 10: THE THING IN THE SAND

Melanie thinks she discovers a possum's head in the sand pit, and refuses to believe that it's actually Rory's craft project made out of a pine-cone and toilet paper. When Debra-Jo realises that Melanie is mourning her pet rabbit, who died while they were away at camp, she talks the other children into giving the possum-pinecone a funeral, so Melanie can say goodbye.



Tags: Behaviour, values, responsibility, coping with challenges.

Episode 11: THE BAND

Bored during a rainy little lunch, Atticus starts a band and makes Battie reluctantly join too. Soon, the other kids are excitedly part of the band too as Atticus seconds Melanie as a stylist, Tamara as a choreographer and Debra-Jo as head of marketing. Battie's only hope of getting out of the band is Rory, who he can always count on for disrupting any activity.

Tags: Rules, behaviour, responsibility, interpersonal relationships, costumes, music, dance, leadership.



Episode 12: THE BEEP TEST

Debra-Jo cannot understand how Tamara's favourite day of the year could be when the class does the beep test fitness assessment, but it is. On beep test day, Tamara is very excited, but after she sprains her ankle and can't join in, she decides to be Debra-Jo's beep test coach instead. Debra-Jo, who hates the beep test, and did not ask for a coach, takes part – with surprising results.



Tags: Health and fitness, behaviour, coping with challenges, interpersonal relationships, determination, achievement.

Episode 13: THE JOKE COMPETITION

On a very hot day, Atticus decides to distract everyone one with a joke telling competition. While everyone takes turns to take the stage and tell a joke, Melanie panics at the thought of getting up in front of everyone. But, sick of being left out of fun things because of her shyness, she slowly and determinedly forces herself to tell a joke.

Tags: Interpersonal relationships, social management, comedy, social awareness, identity, self-awareness.



Episode 14: THE OLD CLIMBING TREE

Battie loves the old climbing tree in the playground where he goes to sit and think. Debra-Jo thinks that the old climbing tree is dangerous and should be chopped down. The children are divided and form camps to embark on a campaign to get their way. And some campaigns are a bit sneakier than others...



Tags: Student wellbeing, social management, coping with challenges, politics, behaviour, environment, rules, peer pressure.

Episode 15: THE OVAL

Most days, Rory kicks the ball over the fence, hits the council windows and is promptly sent to sit in the Principal's office. Today, he is trying very hard not to do that, by kicking the ball to the other kids instead. But after the kicking game becomes really, really boring, Rory is forced to devise an elaborate and confusing ball game that will keep everyone's attention.

Tags: Rules, behaviour, social management, sport.



Episode 16: THE PAVLOVA

For the birthday party of Max and Elsa, the weird twins, Mrs Gonsha makes a pavlova, which looks delicious. When Tamara burns her hand on the sparklers and Mrs Gonsha takes her to sickbay, the children can't help but sample the pavlova. Imagine their surprise when it is the most disgusting thing that they have ever eaten.

Tags: Behaviour, identity, interpersonal relationships, peer pressure.



Episode 17: THE GERMBLOCK

Melanie is very upset when Tamara “germblocks” Melanie, the rule that forces someone to be isolated if they have done something disgusting. Tamara has accused Melanie of not washing her hands after going to the toilet, a claim which seems unlikely to Atticus and Debra-Jo, who decide to investigate what really happened.



Tags: Peer pressure, bullying, interpersonal relationships, behaviour, social management, exclusion.



Episode 18: THE GRANDPARENTS DAY

After last year's Grandparent's Day was a disaster, Mrs Gonsha is determined to make this year's celebration a great success. She has asked Battie's grandfather, a renowned inventor, to be the guest of honour. Battie has been bursting with pride, but when the day arrives, he goes into hiding with a painful secret. He doesn't know how to tell Mrs Gonsha that his grandfather is in hospital and won't be able to come.



Tags: Family, identity, interpersonal relationships, coping with challenges, social awareness.

Episode 19: THE CAKE STALL

When Melanie decides to have a cake stall to raise money for homeless puppies, she asks Debra-Jo and Tamara for help. After Mrs Gonsha rewards the girls, Atticus gets jealous and sets up a rival fundraiser; Battie's Dad has diabetes, which seems like a worthy cause. The children's fundraising efforts quickly deteriorate into a food fight that unfortunately finds its way to Mrs Gonsha's face.



Tags: Behaviour, social awareness, values, problem solving, interpersonal relationships, respect.



Episode 20: THE WALK-A-THON

The children face the difficult task of finding the right partner to be their walking buddy for the walk-a-thon. Tamara, determined to find the companion who will allow her to do the most laps, decides to interview for the position. Atticus, tired of being partnered with Rory who always seems to get them disqualified, seems like the perfect candidate.



Tags: Health and fitness, achievement, interpersonal relationships, behaviour, values, social management.



Episode 21: THE WINDY DAY

During a very windy little lunch, Mrs Gonsha insists the wildly behaving class comes inside to do some yoga. Debra-Jo is horrified at the thought of exercise during playtime but Mrs Gonsha is determined to get the children to calm down and be tranquil. The yoga works and before long the class is quiet and relaxed. Maybe too relaxed, as Mrs Gonsha discovers after she falls asleep.



Tags: Behaviour, health and fitness, interpersonal relationships, wellbeing.



Episode 22: THE BODY BUS

After the kids see a health van parked in the playground, rumours fly about what it's doing there. Debra-Jo begins to act very strangely, and tries to create reasons for her to suddenly leave school. When she finally confesses to Mrs Gonsha that she thinks she might have headlice, and that the health van might expose her, Mrs Gonsha expresses surprise: there is no health van. So what is the mysterious bus in the playground?



Tags: Health and fitness, coping with challenges, self-management, behaviour, problem solving, interpersonal relationships.

Episode 23: THE ELECTION

When Rory announces that he wants to be the Prime-Minister, Mrs Gonsha suggests that they have their own election. Debra-Jo runs against Rory, and Tamara, eager to run on a platform about sport, joins the campaign trail too. The three candidates must convince the entire class to vote for them and, just when Debra-Jo is looking like a shoo-in, she makes an unpopular election promise.

Tags: Identity, politics, roles, responsibility, self-management, social awareness, election, interpersonal relationships, leadership.



Episode 24: THE CORRIDOR OUTSIDE 6E

When Max and Elsa, the weird twins, suddenly leave class without a note, everyone speculates as to why they disappeared. Before long, a ridiculous rumour chain is circulating. Battie, who knows the real reason the twins left, can't get the others to listen to him, but when Rory announces there has been a murder and seals off a crime scene, he can't take it any more.



Tags: Behaviour, social awareness, stereotypes, family, problem solving, investigation.



Episode 25: THE GAP BEHIND THE DUMPSTER

Atticus decides to start a secret club with Rory, but after Rory invites everyone else to join, Atticus gets cross. Atticus insists on making strict rules for the club, but when everyone keeps breaking them, he loses his temper and kicks everyone out. It's only when he's all alone that Atticus remembers he actually hates strict rules himself, and he goes off to find his friends.

Tags: Place and space, self-awareness, belonging, inclusivity, rules, social management, interpersonal relationships.



Episode 26: THE RELATIONSHIP

Rory is bewildered and confused when he finds out a grade six girl likes him. Although Battie and Atticus give some advice about what to do next, the boys decide they really need to ask the girls for help. Tamara and Melanie are excited for Rory but Debra-Jo can't understand why she feels so cross about it. And after Debra-Jo agrees to help Rory practise kissing, Rory can't understand what he feels at all.

Tags: Science, behaviour, gender perspectives, interpersonal relationships, feelings/emotions, social awareness, self-awareness.



Credits

Little Lunch: A Teacher's Guide (Multi-touch Book)

Produced by the Australian Children's Television Foundation with

Gabriel C.D.



The Little Lunch App

Produced by the Australian Children's Television Foundation with Sandpit.

The Little Lunch T.V. Series

A Gristmill Production in association with ABC3, Australian Children's Television Foundation, Screen Australia and Film Victoria.

Little
LUNCH



AUSTRALIAN CHILDREN'S
TELEVISION FOUNDATION
www.actf.com.au/education