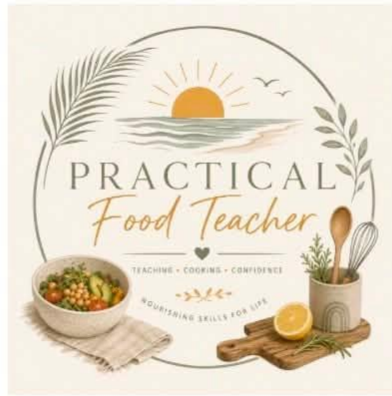




MINI CHALLENGE

Feed Yourself for a Week

A three-lesson food literacy challenge built around budgeting, nutrition, practical skills, and independence.

DURATION	3 lessons	SUGGESTED LEVEL	Years 8 to 10
BUDGET	\$50 for 5 days	PRACTICAL LIMIT	\$5 or less per serve

The challenge

Your mission

You have \$50 and need to feed yourself for five days. You have access to a fridge, microwave, and basic kitchen equipment. Create a realistic food plan that is affordable, nutritious, practical, and achievable.

Students must

1 PLAN FIVE DAYS

Breakfast, lunch, dinner and one snack each day.

2 SHOP SMART

Create a priced shopping list with quantities and remain under \$50.

3 CHOOSE CAREFULLY

Consider food groups, nutrition, food safety, and food waste.

4 MAKE ONE MEAL

Choose a realistic meal that costs \$5 or less per serve.

5 CALCULATE

Work out the total recipe cost and cost per serve.

6 EVALUATE

Reflect on the budget, choices, challenge, and learning.

The bigger message

“If you left school tomorrow, would you know how to feed yourself?”

Learning framework

Learning intention

- We are learning to plan, cost, prepare and evaluate realistic meals within a fixed budget and set of constraints.

Success criteria

- I can create a complete five-day meal plan with variety across food groups.
- I can produce an accurate shopping list with quantities and prices under the assigned budget.
- I can select a practical meal that costs \$5 or less per serve.
- I can prepare food safely and document the final product.
- I can calculate total cost and cost per serve.
- I can explain the trade-offs I made and identify realistic improvements.

Key knowledge and skills

Food literacy	Meal planning, shopping decisions, label and price comparison, basic nutrition.
Numeracy	Adding item costs, working within a budget, recipe costing, and cost per serve.
Practical skills	Safe preparation, time management, portioning, and use of basic equipment.
Sustainability	Reducing waste, reusing ingredients, and selecting practical quantities.

Assessment evidence

- Completed five-day meal plan
- Itemised shopping list with quantities, prices, and final total
- Chosen recipe with yield, total cost, and cost per serve
- Practical production plan or workflow
- Photograph or digital evidence of the finished meal
- Written reflection responding to the five evaluation questions

Teacher preparation

- Set access to supermarket catalogues or online price research.
- Print or allocate one Food Literacy Card per student or group.
- Confirm available equipment, ingredients, and lesson practical procedures.
- Provide costing support, calculators and a sample worked cost-per-serve calculation.
- Decide whether pantry staples are free, costed, or supplied by the school, then state this clearly.

LESSON 1 | PLAN

Research prices, nutrition, and meal ideas. Build the five-day plan and shopping list.

Learning intention: We are learning to make realistic food choices within a fixed budget.

- Launch with the bigger question and unpack the \$50 constraint.
- Allocate a Food Literacy Card and identify the added constraint.
- Research current prices and compare value, quantity, and leftovers.
- Draft five days of breakfast, lunch, dinner and one snack.
- Create an itemised shopping list and total the cost.
- Teacher checkpoint: meals are complete, practical and under budget.

PORTFOLIO EVIDENCE

- ☐ Five-day meal plan
- ☐ Shopping list with quantities and prices
- ☐ Budget total and constraint notes

LESSON 2 | CREATE

Prepare the chosen meal within the budget and assigned constraint.

Learning intention: We are learning to safely produce an affordable meal suitable for a teenager.

- Confirm that the meal costs \$5 or less per serve.
- Complete mise en place and follow the production plan.
- Apply safe hygiene, food handling, and equipment procedures.
- Prepare, portion, and present the meal.
- Photograph the finished product and record any changes made.

PORTFOLIO EVIDENCE

- ☐ Chosen recipe and workflow
- ☐ Practical observation
- ☐ Photograph of finished meal

LESSON 3 | EVALUATE

Finalise costing, document the product and reflect on the learning.

Learning intention: We are learning to use evidence to judge whether a food plan is realistic and successful.

- Calculate total recipe cost and cost per serve.
- Review the five-day plan against nutrition, practicality, waste, and budget.
- Complete the reflection questions using specific evidence.
- Share one successful choice and one change for next time.
- Return to the bigger question and complete an exit response.

PORTFOLIO EVIDENCE

- ☐ Final recipe costing
- ☐ Completed reflection
- ☐ Exit response to the bigger question

Food Literacy Cards

Cut out, shuffle and allocate one card to each student or group.

\$35 BUDGET BUDGET BLOWOUT Your total food budget is reduced to \$35.	EQUIPMENT LIMIT NO OVEN You do not have access to an oven.
DIETARY CHOICE VEGETARIAN Every planned meal must be vegetarian.	FOOD LIMIT FUSSY EATER Choose three foods that cannot appear in the plan.
TIME LIMIT BUSY STUDENT Every meal must take less than 15 minutes to prepare.	WASTE LIMIT ZERO WASTE Use every major ingredient at least twice.
NUTRITION FOCUS HIGH PROTEIN Include a protein-rich food at every main meal.	SERVING TWIST FAMILY DINNER One dinner in the plan must feed four people.

Evaluation questions

1. Was \$50 enough? Use evidence from your plan.
2. What was the hardest part of the challenge?
3. What would you change if you completed the challenge again?
4. Did you make healthy choices? Explain with examples.
5. What did you learn about feeding yourself?

Final exit prompt

If you left school tomorrow, would you actually know how to feed yourself?
Explain one skill you now feel more confident using.