

# 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 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.

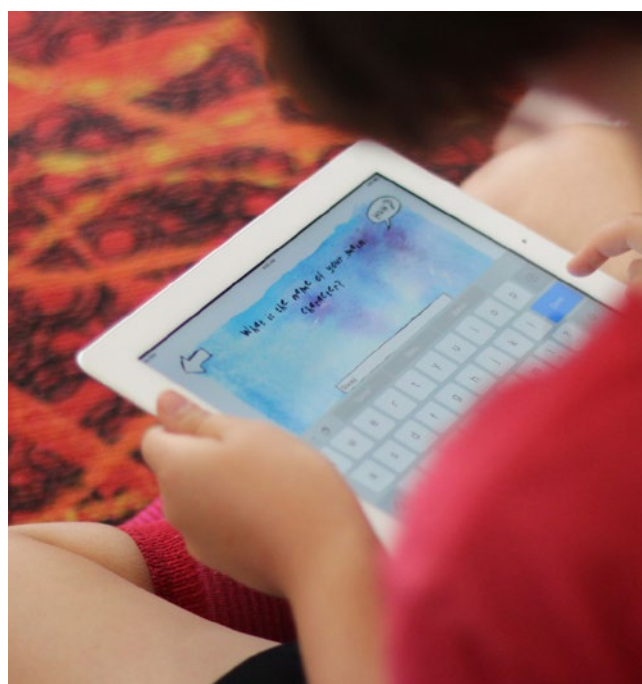
Videos created using the app are by default saved locally to the device’s ‘Camera Roll’ and are not publically viewable. If schools with the necessary parent permissions wish to share or upload student videos online, it should be in accordance with the school’s own cybersafety policy.

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 [actf.com.au/education/resources/id/10324/](http://actf.com.au/education/resources/id/10324/)



# 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.



**Little Lunch App**

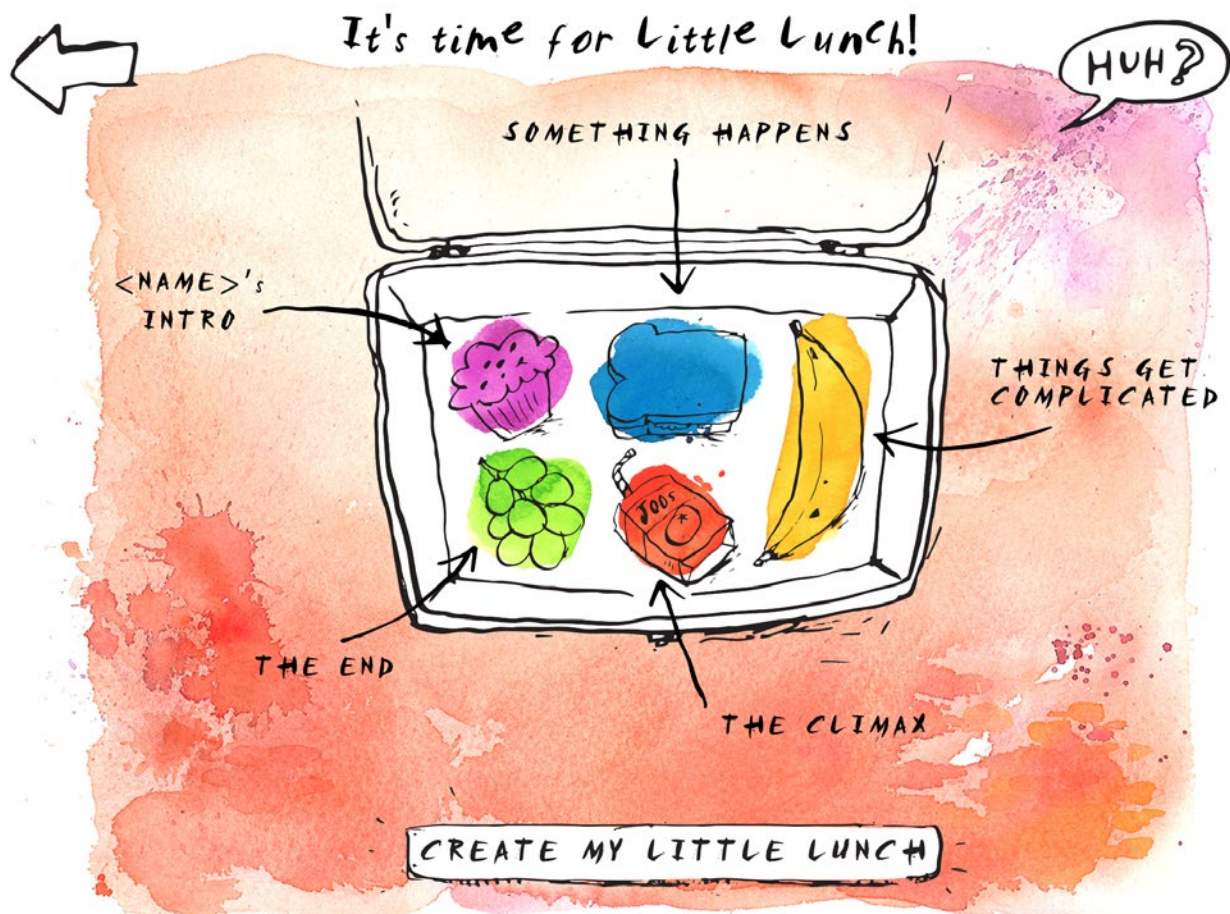
# About the App

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.

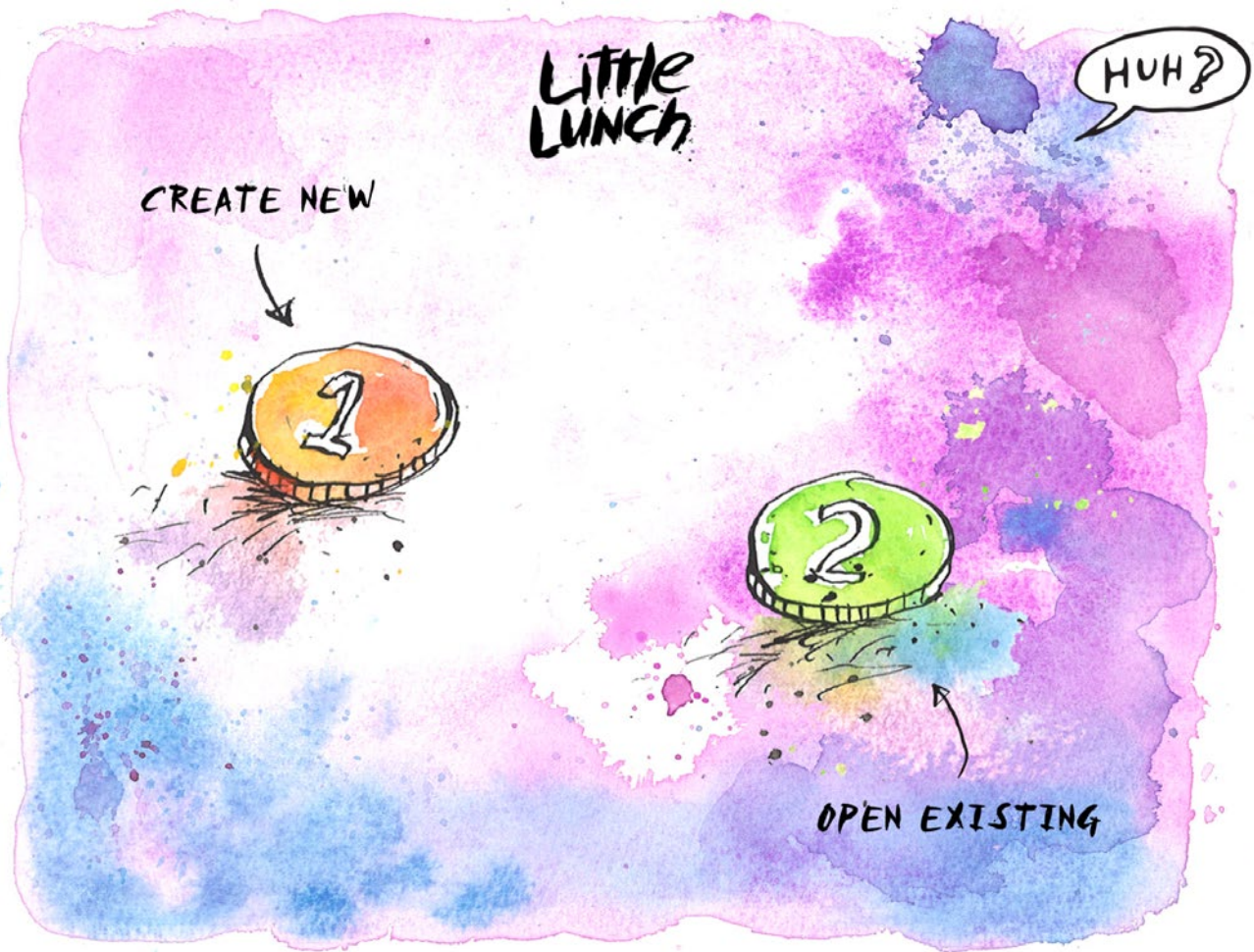
When both stages are complete, the creative content is magically stitched together to deliver a personalised Little Lunch episode that contains video effects, credits, music and images.



Little Lunch App

LITTLE LUNCH

# APP QUICK START



Little Lunch App

# 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

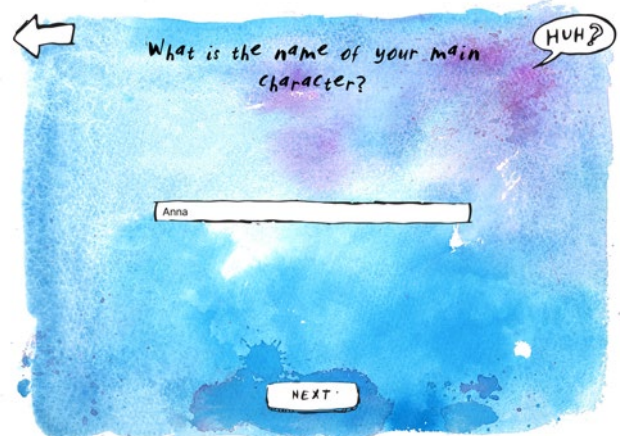
### Creating with ICT: Composing texts through speaking, writing and creating

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

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.



# LITTLE LUNCH

← Take a picture of your main character HUH?

REDO USE IMAGE

← Who stars in your Little Lunch film? HUH?

NEXT

← During which part of Little Lunch does your story happen? HUH?

Beginnings Middle End

ENTER

← Draw a picture of where in the schoolyard your story takes place. HUH?

UNDO NEXT

## What, why, how

Literacy

Creating with ICT:

Composing texts through speaking, writing and creating

Compose spoken, written, visual and multimodal learning area texts.



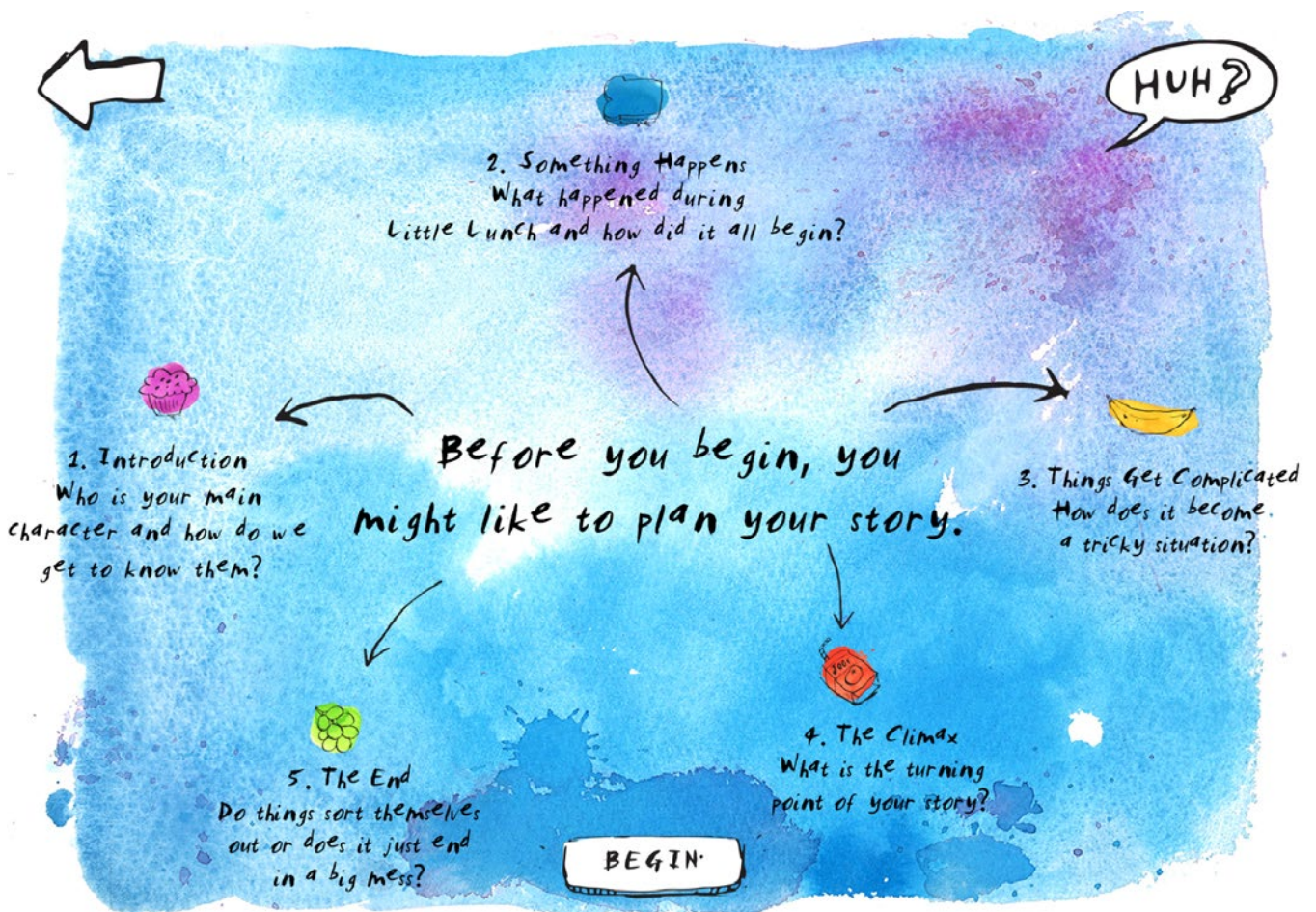
1. **Introduction:** Who is your main character and how do we get to know them?
2. **Conflict Introduction:** What happened during little lunch and how did it all begin?
3. **Rising Action:** How does it become a tricky situation?
4. **Climax:** What is the turning point of your story?
5. **Resolution:**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

Little Lunch App



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.

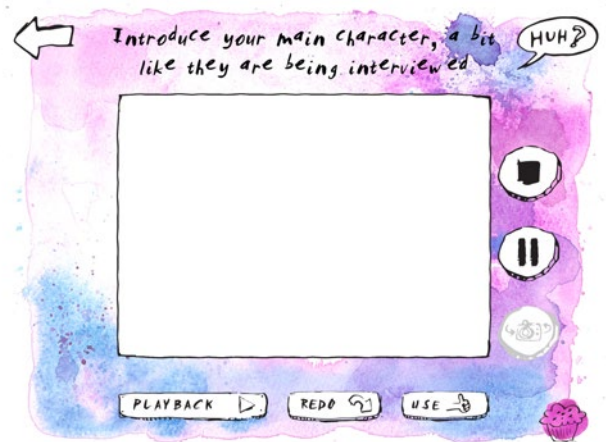
Each scene can be set in the past (a flashback) or the present, allowing the user to play with the concept of time. The user can also choose to add a voiceover narration to any of their scenes.



# 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.



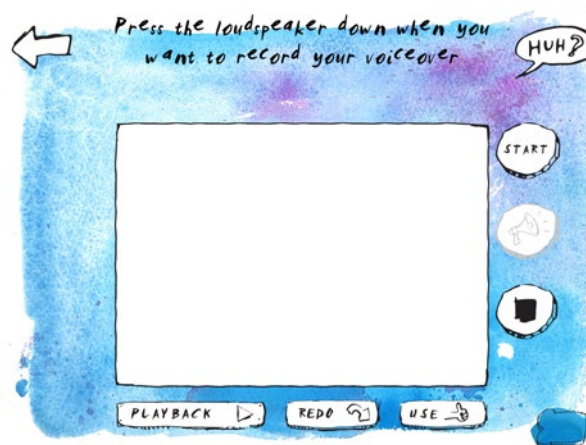
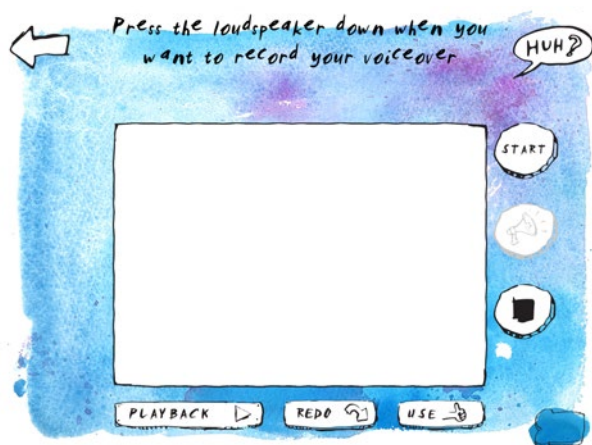
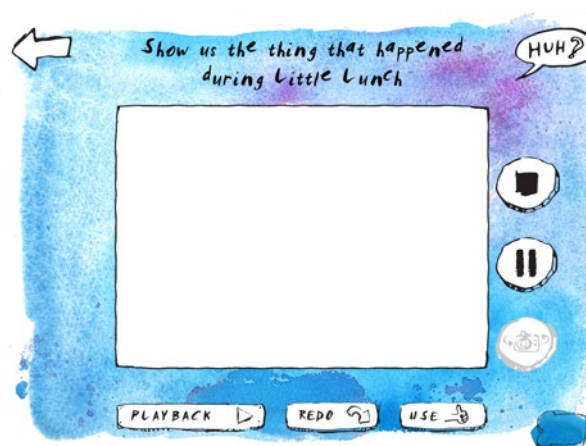
## Something Happens

### 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!



# Things Get Complicated

## Things are heating up!

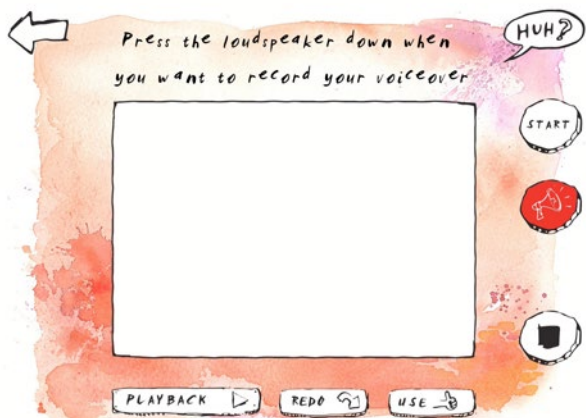
How is the conflict dealt with? Students could complete this simple activity:

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.



## The Climax



## The End

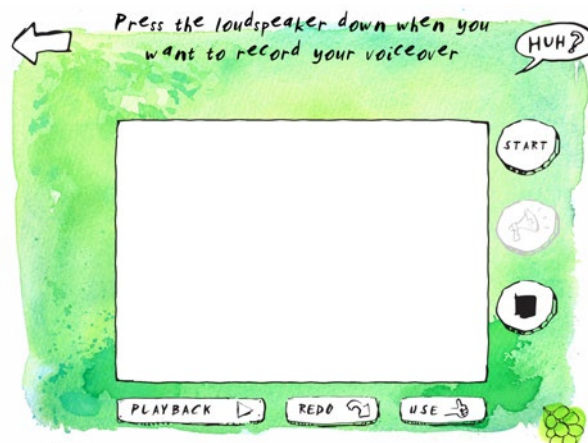
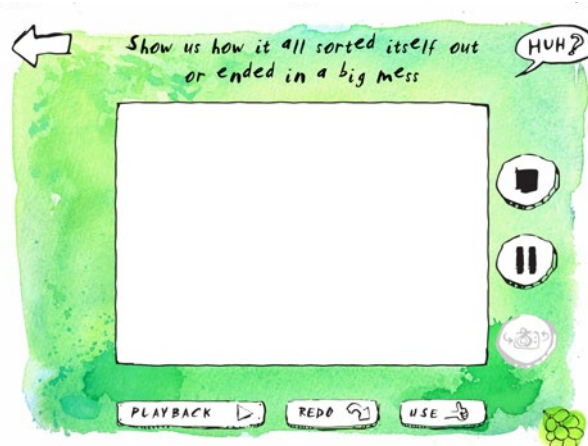
### Communicating with ICT: Understand computer mediated communications

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

### 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

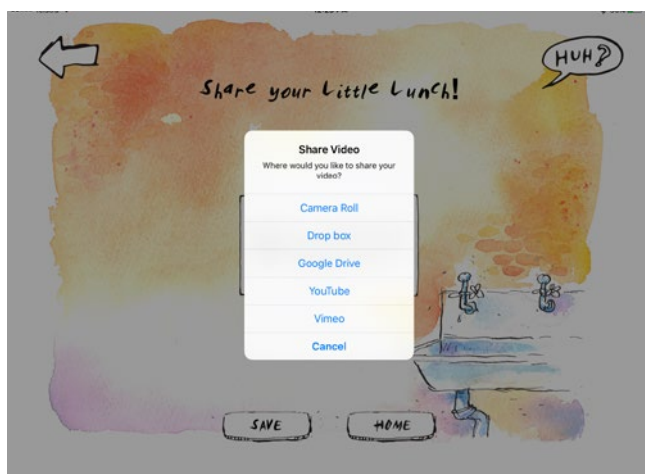
### Communicating with ICT:

#### Understand computer mediated communications

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

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.





# Curriculum links

## General Capabilities

Critical and Creative Thinking

Digital Literacy

Literacy

English

## Year 3

### [AC9E3LA03](#)

describe how texts across the curriculum use different language features and structures relevant to their purpose

### [AC9E3LA05](#)

identify the purpose of layout features in print and digital texts and the words used for navigation

### [AC9E3LA09](#)

identify how images extend the meaning of a text

### [AC9E3LE05](#)

create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts

### [AC9E3LY02](#)

use interaction skills to contribute to conversations and discussions to share information and ideas

### [AC9E3LY07](#)

plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume

## Year 4

### [AC9E4LA02](#)

identify the subjective language of opinion and feeling, and the objective language of factual reporting

### [AC9E4LA05](#)

identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout

**AC9E4LA09**

understand past, present and future tenses and their impact on meaning in a sentence

**AC9E4LA10**

explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts

**AC9E4LE05**

create and edit literary texts by developing storylines, characters and settings

**AC9E4LY07**

plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume

## **Year 5**

**AC9E5LA03**

describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts

**AC9E5LA07**

explain how the sequence of images in print, digital and film texts has an effect on meaning

**AC9E5LE03**

recognise that the point of view in a literary text influences how readers interpret and respond to events and characters

**AC9E5LY05**

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas

**AC9E5LY06**

plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation

## Year 6

### AC9E6LA03

explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features

### AC9E6LA06

understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups

### AC9E6LE02

identify similarities and differences in literary texts on similar topics, themes or plots

### AC9E6LE05

create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices

### AC9E6LY01

examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created

### AC9E6LY04

select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings

### AC9E6LY05

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources

### AC9E6LY06

plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features