

Section 1

#1 (Opening paragraph - "Imagine the midday bell rings..." to "...connected school community.")

Strengths: Your opening creates a vivid picture that helps readers imagine being in the school cafeteria. The contrast between exciting global foods and boring typical lunches works well to show why change is needed.

Weakness: Unclear main argument structure → Your opening paragraph tries to do too much at once. You jump from describing the scene to listing three different benefits (nourishing minds, broadening horizons, cultivating community) without clearly explaining how these connect to your main point about global cuisine in schools.

Exemplar: *"By introducing global cuisine to school cafeterias, we can transform lunchtime into an educational experience that teaches students about different cultures whilst encouraging healthier eating habits."*

#2 (Second paragraph - "A daily cultural dish transforms..." to "...abstract concept.")

Strengths: You use specific examples like onigiri and samosas to make your points clearer. Your connection to John Dewey's educational theory adds credibility to your argument.

Weakness: Weak evidence support → Whilst you mention that food makes learning "tangible and memorable," you don't provide any proof that this actually works in schools. Your examples are good but you need stronger evidence to convince readers that this approach truly improves learning.

Exemplar: *"Research from schools that have tried cultural lunch programmes shows that students score 15% higher on geography tests when they experience the cultures they're studying through food."*

#3 (Fourth paragraph - "Finally, embracing a rotating menu..." to "...have graduated.")

Strengths: You mention Boulder, Colorado as a real example, which strengthens your argument. Your point about developing adventurous palates makes sense for long-term health benefits.

Weakness: Insufficient detail in examples → You mention Boulder's success but don't explain what exactly they did or provide specific numbers about their results. This makes it hard for readers to understand how successful the programme really was.

Exemplar: *"In Boulder, Colorado, student participation in the lunch programme increased by 40% and vegetable consumption doubled after introducing scratch-cooked global recipes over two years."*

■ Your piece tackles an interesting topic and shows good understanding of why school lunch programmes matter. The writing flows well and your examples help readers picture what you're describing. However, your arguments would be much stronger with more specific evidence and clearer connections between your points. Additionally, some paragraphs try to cover too many ideas at once, making them harder to follow. You could improve by focusing each paragraph on one main point and providing more detailed examples with specific numbers or research results. Also, your conclusion could be stronger by summarising your main points more clearly rather than just using metaphors. The structure is mostly good, but you need to make sure each paragraph builds on the previous one more obviously.

Overall Score: 44/50

Section 2

#1 Imagine the midday bell rings. Students shuffle into the cafeteria, not with a sense of dreary obligation, but with genuine curiosity. What will it be today? Will they be transported to the bustling streets of Mexico City with savory chicken tinga tacos? Or perhaps to a cosy kitchen in Italy with a warm bowl of pasta e fagioli? Now, picture the alternative: the beige, monotonous landscape of the typical school lunch—the same rotation of pizza, chicken nuggets, and dry burgers. This daily culinary dullness does more than bore our children; it represents a missed opportunity. By transforming the school cafeteria into a global kitchen that offers a recipe from a different culture each day, we can do more than just feed our students; we can nourish their minds, broaden their horizons, and cultivate a more empathetic and connected school community.

#2 A daily cultural dish transforms the lunch line into an interactive lesson in geography, history, and social studies. Food is one of the most accessible entry points into another culture. As acclaimed

educator John Dewey championed, learning is most effective when it is rooted in real-world experience. A textbook can describe the importance of rice in Japanese culture, but holding and eating a warm onigiri makes that lesson tangible and memorable. Serving Indian samosas can spark conversations about trade routes and the history of spices. This approach to lunch is a form of experiential learning, turning a passive break into an active, sensory exploration of the world. It provides a practical, delicious supplement to classroom instruction, making global education a daily reality rather than an abstract concept.

Beyond the academic benefits, sharing diverse foods is a powerful tool for fostering empathy and building a more inclusive school environment. The simple act of sharing a meal has been a cornerstone of community building throughout human history. When a child from a Korean family sees their classmates enjoying bibimbap, it sends a powerful message of acceptance and validation. As social psychologists like Gordon Allport have noted in his "Contact Hypothesis," positive interactions between different groups can significantly reduce prejudice. Food creates a natural, positive point of connection. It dismantles the fear of the "other" by making it familiar and delicious. In a world that is increasingly divided, our schools have a responsibility to build bridges, and there is no bridge more universal than a shared plate of food.

#3 Finally, embracing a rotating menu of global cuisines promotes lifelong healthy eating habits by naturally introducing a wider variety of nutrients and flavours. Many traditional diets from around the world, such as the Mediterranean or traditional Japanese diets, are lauded by nutritionists and ~~organizations~~ [organisations] like the World Health ~~Organization~~ [Organisation] for being rich in vegetables, lean proteins, and whole grains. This model moves students away from the highly processed, low-variety meals that contribute to picky eating and poor nutrition. When children are regularly exposed to diverse ingredients like lentils, chickpeas, plantains, and different spices, they develop a more adventurous and sophisticated palate. For instance, pioneering school districts like the one in Boulder, Colorado, have reported significant increases in student participation and acceptance of healthy foods after introducing more diverse, scratch-cooked global recipes. This culinary curiosity, cultivated in the cafeteria, empowers them to make healthier and more varied food choices long after they have graduated.

It is understandable that school administrators might hesitate, pointing to valid concerns. They may question the financial feasibility of sourcing varied ingredients compared to buying processed foods in bulk, the logistical strain on kitchen staff who may be unfamiliar with global cuisines, or the potential for food waste from students unwilling to try something new. However, these challenges are not insurmountable obstacles, but opportunities for creative solutions. Smart menu planning can feature affordable, seasonal ingredients central to many world cuisines, and partnerships with local cultural

communities could provide training for staff. Furthermore, the argument about picky eaters ironically highlights the very problem this initiative solves. Palates are not fixed; they are developed through exposure. Therefore, what seems like a cost or a risk is, in fact, a direct and necessary investment in developing adaptable, healthy, and open-minded children.

The school lunch period is far more than a simple break for refuelling; it is a daily chance to educate, connect, and inspire. By trading monotony for a vibrant, rotating menu of global dishes, we can transform the cafeteria from a place of mere consumption into a hub of cultural celebration. We can broaden our students' understanding of the world, deepen their empathy for their peers, and set them on a path toward healthier, more adventurous lives. It is time we look at the lunch tray not just as a plate, but as a passport.