

# HEALTHY FOOD

## 1. Preparing the Lesson Plan

<b>Brief description</b>	<p>The lesson is meant to guide students into making smart choices regarding the consumption of healthy food. A nutritious diet is essential to health. Food contains nutrients (vitamins, minerals, protein, carbohydrates, and fats), which are necessary for our growth and survival.</p> <p>Proper nutrition is especially critical during childhood and it is very important to establish healthy habits at a young age in order to avoid diseases such as: obesity, diabetes, and other health problems.</p>
<b>Age group</b>	<p>The activities planned are recommended for children aged between 11-14.</p>
<b>Learning space</b> In what type of room or space should the activity take place? The classroom, the computer room, the gym, at home, etc.	<p>The activities can be organised in the classroom.</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• <b>Objective 1:</b> understand that nutrition is an important part of keeping one's body healthy.</li><li>• <b>Objective 2:</b> getting familiar with the principles of choosing healthy food .</li><li>• <b>Objective 3:</b> identify the negative impact that food production and consumption has on the environment.</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>- computer</li><li>- smart board/ OHP</li><li>- handouts</li><li>- pictures</li><li>-smart phone</li></ul>

## 2. Developing the Lesson Plan

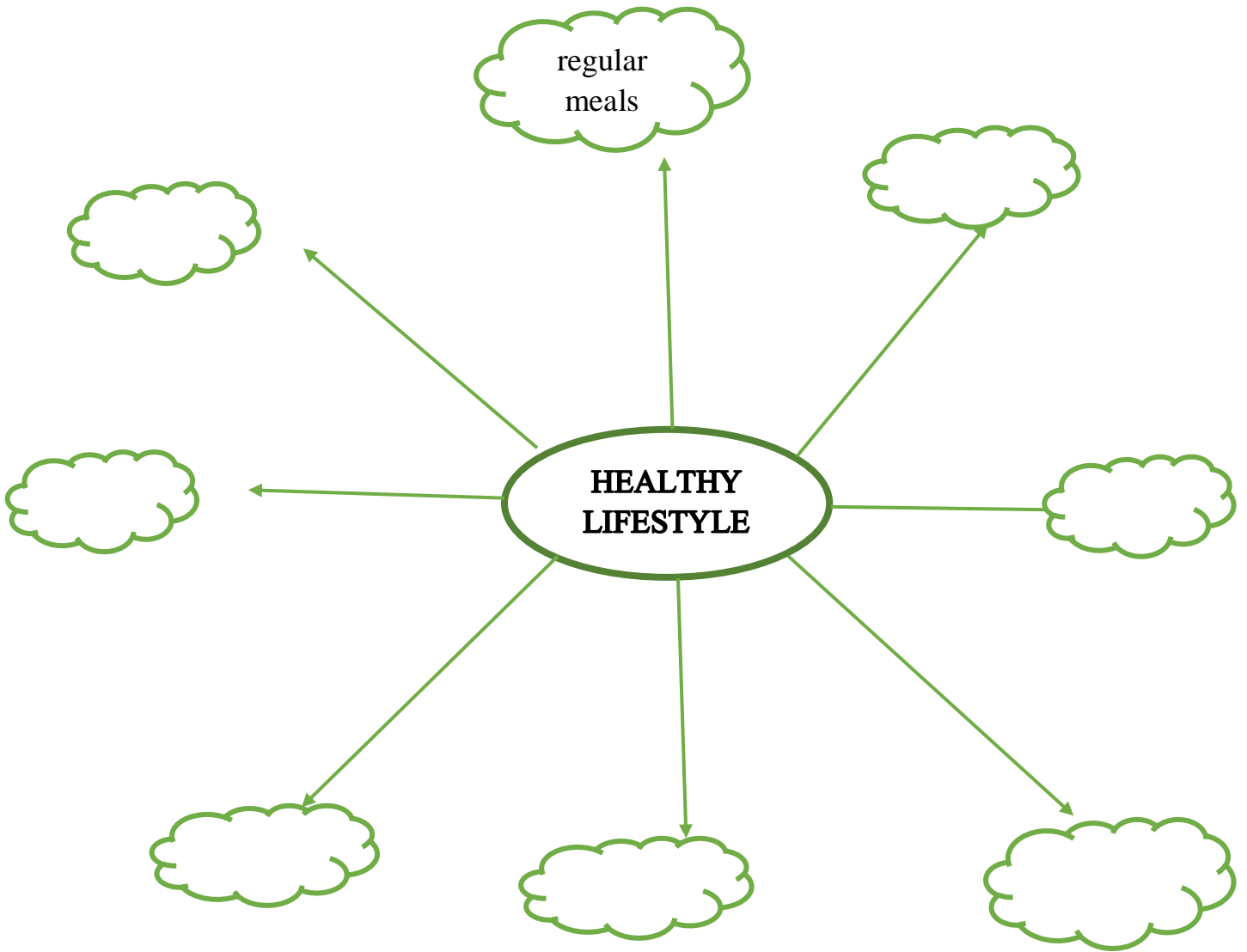
ACTIVITY	DETAILS AND DESCRIPTION	TIME
<p><b>Brainstorming:</b> Healthy lifestyle</p>	<p>Students are divided into groups (4 – 5) and identify as many aspects as they can of a healthy lifestyle using a word web. (see annex 1). After five minutes each group chooses a spokesman to present their ideas. While a group presents, the other groups may complete their list with ideas they haven't written down.</p> <p>Possible ideas students might come up to: exercises every day, regular meals, avoids additives, outdoor activities, plenty of water, 6-8 hours sleep, proper weight, fruit and vegetables, little sugar and salt, good mood, organic food, etc. Most probably all groups will mention the importance of healthy eating and nutrition.</p> <p>After all presentations are finished the teacher summarizes: I see that all of you acknowledge the vital place food and nutrition have in our daily lives so we can now go deeper and find out together WHAT we should eat, WHAT nutrients does our body need and WHAT are the correct combinations for a balanced diet.</p>	<p>10 minutes</p>
<p><b>Discussion:</b> The Food Pyramid</p>	<p>Ask students to give examples of food they think are most nutritious. Possible answers: fruit, vegetables, cereals, fish, dairy products, meat, etc.</p> <p>The teacher explains that a good guide for “smart “eating is The Food Pyramid. The pyramid has four levels and it is designed to make healthy eating easier. It shows the different food groups and how much of each we need to have a healthy diet. Eating the right amount from each food group is called eating a "balanced" diet.</p> <p>The students are projected the pyramid on the white board (annex 2) and they take turns in identifying what's on each level starting from the bottom.</p> <p><b>Answers</b> (from bottom to the top):</p> <ul style="list-style-type: none"> <li>- grains. (wholegrain is best)</li> <li>- fruit and vegetables</li> <li>- dairy products and meat</li> <li>- fats and oil</li> </ul>	<p>10 minutes</p>
<p><b>Answer a quiz:</b> <b>Nutrients and their benefits</b></p>	<p>Students are divided in groups (4 – 5). Each group receives a handout (annex 3) with information covering the following aspects: the nutrients our body needs for optimum functioning, the correct association of the nutrients, their benefits for our body, the importance of colours in our plate. They study the material for three minutes and then each group answers a 10 question quiz. (annex 4). They get one point for each correct answer. The team with most points gets the title of "Healthy and Strong."</p>	<p>15 minutes</p>

<p><b>Discussion: Food and the Environment</b></p>	<p>-The teacher projects on the white board two pictures (annex 5) in order to introduce the next activity.</p> <p>-Students look at the pictures and take turns in answering the following question: “What is the message of these two pictures?”</p> <p>Most probably their answers lead to the conclusion that our eating choices do not only affect our health, but also our planet.</p> <p>- Students watch a video that will show you in what way food and environment are connected. (<a href="https://www.youtube.com/watch?v=Vcl3BQeteCc">https://www.youtube.com/watch?v=Vcl3BQeteCc</a>).</p> <p>Afterwards they answer a few questions:  “What is the food system and why do we need to change it?”  “What are the limitations of our food system?”  “In what way an unhealthy diet (rich in salt, sugar, fats and meat) affects the environment?”</p> <p><b>Conclusions</b> after discussions:  Food production and consumption causes:</p> <ul style="list-style-type: none"> <li>- global warming</li> <li>-decrease of water sources</li> <li>-affects water quality by the use of fertilizers and pesticides</li> <li>- soil pollution</li> <li>- biodiversity loss</li> <li>- great amount of waste</li> </ul>	<p>15 minutes</p>
<p><b>Assessment: Finish the sentences</b></p>	<p>In order to consolidate the knowledge acquired during the previous activities, students finish the following two sentences:  “If I were a type of food, I would be..... because.....  “For a healthy breakfast/lunch/dinner I would have.....  Students think for 2-3 minutes, write down their answers and present them to the class.</p>	<p>10 minutes</p>

### 3. Follow up of the Lesson Plan

<p><b>Follow material and/or homework</b></p>	<p>At home students can make a video in which they prepare a healthy lunch or dinner for a family member. They have to present all the ingredients used, their nutritional content (vitamins, minerals, proteins, etc) and the cooking process. The videos can be examples of good practice for all the students in the school.</p>
<p><b>Blended and remote learning environments</b></p>	<p>The lesson is suitable for online teaching on an educational platform such as Google Classroom and Google Meet. All the annexes can be either shared to the students or posted on Classroom. The questionnaire can be made with Google forms, the brainstorming activity can be answered on a Jamboard. For group work activities Breakout Rooms can be used.</p>

# ANNEX 1



# ANNEX 2



# ANNEX 3

## BASIC STEPS OF NUTRITION

Each level of the food pyramid contains products that give us all the important nutrients that our bodies need for optimum functioning: carbohydrates, vitamins and minerals, proteins and fats.

If we want to have a healthy body, our diet should include the following percentages of nutrients:

- carbohydrates: 40%
- 35%: fruit and vegetables
- 20%: proteins
- 5%: fats

### Proteins

- Proteins are often called the body's building blocks. They help us grow strong and helps us fight infection. Your body uses extra protein for energy.
- The protein foods group includes seafood, fish, lean meat and poultry, eggs, beans and peas, soy products, and unsalted nuts and seeds.
- Protein is also found in dairy products such as milk, butter, cheese, etc.

### Carbohydrates

- Carbohydrates are the body's main source of energy.
- The fruit, vegetables, dairy, and grain food groups all contain carbohydrates. Sweeteners like sugar, honey, and syrup and foods with added sugars like candy, soft drinks, and cookies also contain carbohydrates, **BUT try to get most of your carbohydrates from fruits, vegetables, fat-free and low-fat dairy, and whole grains rather than added sugars or refined grains.**
- Many foods with carbohydrates also supply fiber (eg: fruits, vegetables, nuts, seeds, beans, and whole grains). Eating food with fiber can help prevent stomach or intestinal problems, such as constipation.

### Fats

- Fats give you energy, and they help the body absorb certain vitamins.
- Many foods naturally contain fats, including dairy products; meats, poultry, seafood, and eggs; and seeds, nuts, avocados, and coconuts.
- Certain kinds of fat can be bad for your health—**saturated fats** (cookies, snacks, burgers, sandwiches) and **trans fats** (desserts, microwave popcorn, margarine, frozen pizza)

### How do we combine nutrients?

- |                  |  |
|------------------|--|
| 1. proteins      | 1+2=NO   |
| 2. carbohydrates | 1+3=YES  |
| 3. vegetables    | 2+3=YES  |
| 4. fruit         | 4 – 30 minutes before a meal or 2-3 hours after the meal |

### Did you know that?

- It is important to eat at least 5 different fruits and vegetables daily to get all the necessary nutrients.
- Brightly coloured fruits and vegetables contain the biggest quantities of antioxidants which strengthen our immune system, slow down the aging process and prevent heart diseases.
- Our plate should be as colourful as possible because:
  - RED** – lowers blood pressure;
  - ORANGE** and **YELLOW** – improves eye sight;
  - GREEN** – prevents cancer and improves the immune system;
  - BLUE** and **PURPLE** – contribute to a healthy digestion and reduce inflammations;

## ANNEX 4

### Answer the following quiz:

1. What percent of fruit and vegetables should we eat daily?  
a. 50%      b. 35%      c. 5%
2. Choose the correct combination of nutrients.  
a. proteins and carbohydrates      b. fats and carbohydrates      c. proteins and vegetables
3. When we should eat fruit?  
a. every two hours      b. 30 minutes before the meal      c. only in the morning
4. How many different fruit and vegetables do we have to eat?  
a. 5      b. 2      c. 3
5. Red fruit and vegetables:  
a. are a protein source      b. lower blood pressure      c. increase blood pressure
6. Name two important nutrients our bodies need: \_\_\_\_\_  
\_\_\_\_\_
7. Name two foods that are a healthy source of carbohydrates: \_\_\_\_\_  
\_\_\_\_\_
8. Write one benefit of eating proteins: \_\_\_\_\_
9. Foods like burgers and cookies contain a lot of \_\_\_\_\_
10. Carbohydrates are a source of \_\_\_\_\_ energy for our body.

**GOOD LUCK!**

# ANNEX 5

