

Healthy eating



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ENVI-MOBILE: Integration of mobile learning into environmental education fostering local communities' development

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Activity No. 1

Part of the lesson: **EVOCATION**

The aim of the activity: Learning about the proper diet.

STEP 1.

Brief description of the activity:

Brainstorming on eating habits at breakfast before going to school.

Divide the classroom in the groups or 4 - 5 students.

Provide students with the breakfast menu table in ANNEX 1. Ask each student to indicate what he/she had for breakfast. Ask students to fill the column "**food name**" with the name of the food they had.

Instruction (what you need to tell the students):

What did you have for breakfast? Work in groups of 4 - 5 students and fill the two columns table from ANNEX 1. If you don't know the name of the food you had, just describe, what it contained. Do not fill the last column "SCORE" now.

STEP 2.

Brief description of the activity:

Students read voluntarily their breakfast menu. Teacher makes notes about the most frequent food for breakfast.

Instruction (what you need to tell the students):

Now share the information you wrote.

Tools for the activity (everything you need to take to the classroom): Form from ANNEX 1 for each group, pen or pencil, blackboard/ flipchart, crayons or markers

Estimated time (max. 40 min.): 10 minutes

Activity No. 2

The aim of the activity: Understanding the food pyramid

STEP 1.

Brief description of the activity:

The teacher displays a food pyramid, like the one in Annex 2, found on internet, or draws his/her own pyramid.

Discuss with the students the meaning of the pyramid. Each shelf contains types of foods and the number that represents the healthy quantity. Higher scores are assigned to more healthy food, because you can eat more of these. For instance chocolate is high in fat and so you need to eat it moderately (score 1), while vegetables and fruits are healthy and you can eat as much as you want (score 5).

The teacher can also help with YouTube video like the one in NOTES, explaining food pyramid through cartoons, explaining the nutritional property of each food category.

Instruction (what you need to tell the students):

Discuss:

What can you see on the picture?

Have you heard about the food pyramid?

What does this pyramid describe?

Work in groups and answer these questions.

STEP 2.

Brief description of the activity:

Evaluate students eating habits.

Each group is provided with the pyramid image (or the pyramid is displayed on the interactive board). Then they evaluate each item of the menu and write it on the column **score** of Annex 1.

The rule for calculation is described in ANNEX 1.

Food from bottom of pyramid means healthier habits but keep in mind that each type of food has its good nutrition properties. So it is always better to eat different types of food.

In doing this work, students realize that the indicated foods cannot be classified to a single level of the pyramid (for example, cookies could contain butter or not, fresh juice and industrial juice, jams with different fruit content. . .). So breakfast menu could be formed based on a conscious knowledge of the nutritional characteristics of the product, seasonality, production area and the production process (industrial, biological...). These features can be identified by reading the product information. The teacher can show some labels taken from the internet and explain its meaning (nutritional values, origin, seasonality, organic...).

Instruction (what you need to tell the students):

Work in groups. Try to evaluate each item of the menu and write its score. The rules for calculation of score are described in ANNEX 1.

Part of the lesson:
APPRECIATION

Activity No. 2

Part of the lesson:
APPRECIATION

STEP 3.

Brief description of the activity:

Discuss on students findings. Teacher asks questions or writes questions down on a table during STEP 2.

Instruction (what you need to tell the students):

What did you find out? Did your breakfast include all the nutrients? How much cereals do you eat per day? What category of food pyramid was dominating your breakfast?

Tools for the activity (everything you need to take to the classroom): Pen, food pyramid on paper or on interactive board, ANNEX 1, ANNEX 2

Estimated time (max. 40 min.): 20 minutes

Notes: For STEP 1 you can use the videos on YouTube, like:

<https://www.youtube.com/watch?v=Q413VcqOlyU> (Food and its groups for kids)

<https://www.youtube.com/watch?v=UMbJcY6Sz-l> (food pyramid song)

Activity No. 3

Part of the lesson:
REFLECTION

The aim of the activity: Rethink oneself eating habits.

STEP 1.

Brief description of the activity:

Each student reflects on which eating habit he is willing to change to increase his score, taking into account also the other aspects of the food.

Instruction (what you need to tell the students):

Which eating habits are you willing to change to improve your food balance diet? Take into account also the other aspects of the food.

In Annex 1, write down your resolutions concerning your eating habits that you would take to change.

STEP 2.

Brief description of the activity:

Anyone who wants can read what they wanted to change and explain why. The teacher underlines the importance of food with high score, but underlines also the importance of eating food with different nutritional characteristics. So if students indicate only fruits and vegetable they get high score but it's not a good choice for their health.

Tools for the activity (everything you need to take to the classroom): Pen and ANNEX 1, 2

Estimated time (max. 40 min.): 10 minutes

SOURCE: ENVI-MOBILE / envi.stromzivota.sk

Annex 1 - Breakfast Menu

FOOD NAME	NAME OF THE PERSON	SCORE FOR DAY - PORTIONS					
		0. LEVEL	1.LEVEL	2. LEVEL	3.LEVEL	4.LEVEL	5.LEVEL

PLEASE NOTE: How to calculate the "score" column:

Use table from ANNEX 2. Food pyramid displays how much of concrete type of food you should eat daily, or what is the maximum amount of concrete type that you should eat.

For example: If you had 2 bread slices with butter and 4 cheese slices, with the glass of milk for breakfast, then:

2 bread slices = $2 \times \frac{1}{6}$ of the daily recommended consumption of cereals = $\frac{2}{6}$ of cereals

Butter = $\frac{1}{2}$ of daily recommended consumption of fats = $\frac{1}{2}$ of fats

Cheese = $2 \times \frac{1}{3}$ of daily consumption = $\frac{2}{3}$ of milk proteins

Milk = $\frac{1}{3}$ of daily consumption of milk proteins

TOGETHER: $\frac{2}{6}$ cereals + $\frac{1}{2}$ fats + complete recommended daily consumption of milk proteins

NOTE:

Zero level of the pyramid = cereals, rice, potatoes

1st level = fruits and vegetables

2nd level = proteins, milk and dairy products

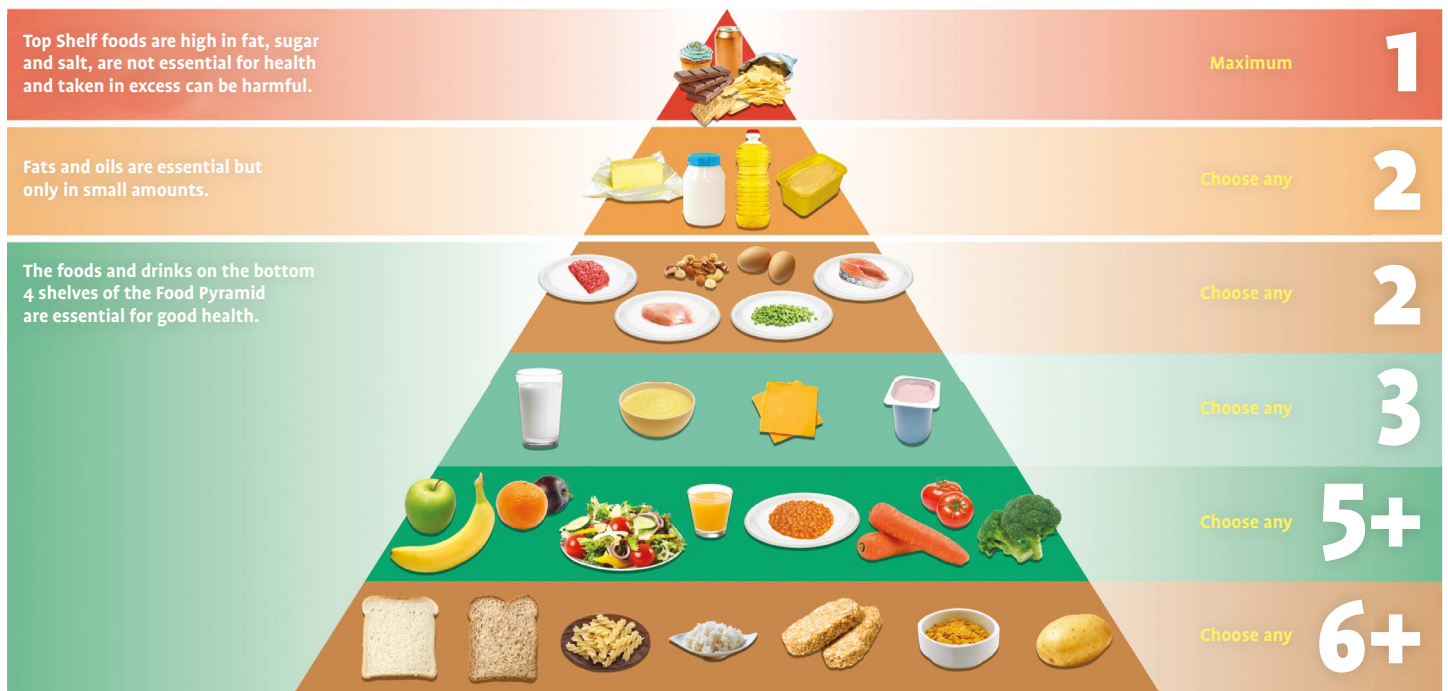
3rd level = proteins, poultry

4th level = fats and oils

5th level = high energy foods - chocolates, alcohol, smoked meat and products/sausages, red meat

MY NOTES or WHAT I WANT TO CHANGE:

Annex 2 - Food pyramid



SOURCES:

(http://www.safefood.eu/SafeFood/media/SafeFoodLibrary/Images/Healthy%20Eating/Food%20and%20Diet/H7168-SAFEFOOD_Food-Pyramid-Graphic_A4.pdf)

EN: http://blog.zelenyivot.sk/wp-content/uploads/2015/04/USDA_Food_Pyramid.gif?f2098c

SK: https://sk.wikipedia.org/wiki/V%C3%BD%C5%BEivov%C3%A1_pyram%C3%ADda

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