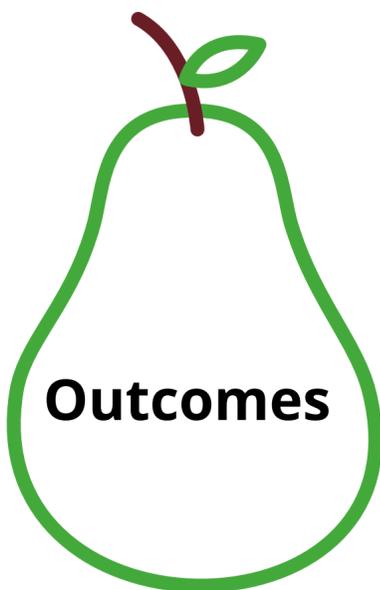
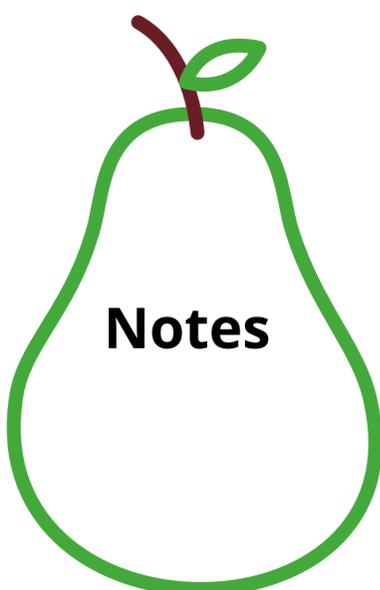


- To achieve a better understanding of the Eat Well Guide and know how to apply it to making healthy food choices.



- To know the sections of the Eatwell Guide.
- To identify tips for healthy eating and how this can be achieved.
- To have a better understanding of the impact of healthy eating.



Session Plan: Approximately 60 mins duration

Note: All practical resources required for this session can be provided upon request, simply contact:

healthyschools@everyonehealth.co.uk

Healthy Eating

KS4



Introduction

5 mins

Teachers Notes

Explain that the focus of the session will be on healthy eating- to refresh the students' knowledge of the Eatwell Guide and to explore what it means to eat healthily.

Ask the following questions to see how much knowledge the students have on the Eatwell Guide (all answers will be revealed through the presentation)

- What is the Eatwell Guide Plate?
- Who is it for?
- What does each colour on the plate represent?
- How many portions of fruit and veg should be eaten each day?
- Can you give some examples of foods that are carbohydrates?
- Are eggs a protein or dairy food?
- Which important mineral is provided by dairy foods?
- Which are the best type of oils for cooking?
- How often should foods high in fat, salt and sugar be eaten?

Slide
2

Activity 1

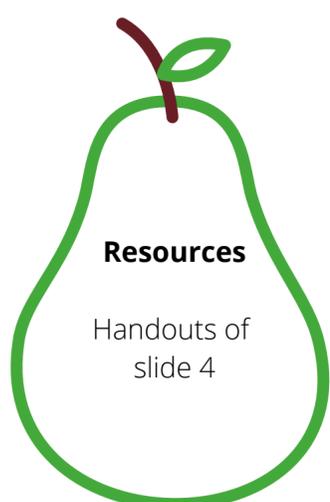
Eat well models
10 mins

Discuss what the students can see in the Eat Well Models from around the world. Are they different? Why? Are there any similarities? Discuss what the differences are between the 3 Eat Well Models from the UK. (Slide 4) What has changed over the years? Size of sections/food groups? Name of the model? Content?

Ask the students if they can account for the changes. Eg: Health issues/ Obesity/ Coronary Heart Disease

Clarify that the current healthy eating model in the UK is the Eatwell Guide. (Slide 5)

Slide
3-5





Activity 2

Healthy Eating Tips
20 mins



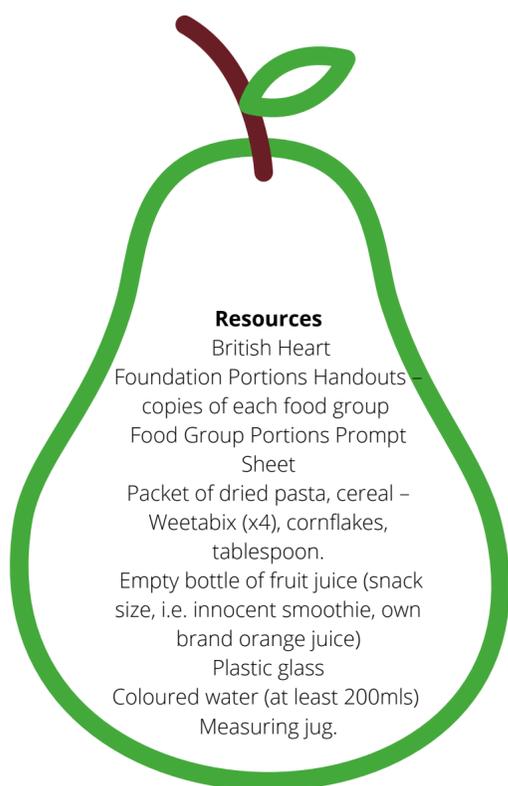
Talk through the presentation with the class. Question the students on how much they had remembered from the work they have done before.

Following the presentation ask the students in pairs to write down 8 Healthy Eating Tips to encourage people to make healthier choices. Ask for pairs to feedback to the group.

Compare the students' tips with those listed on slide 18. Were there any matches? Anything missing or different?

Activity 3

Portion Sizes
10 mins



Ask the students what they understand about the term: “portion size”.

Explain that they will look at portion sizes for carbohydrates.

As there will not be enough time to investigate all the food groups refer the students to the portion handouts on the tables.

Ask the students what they think makes a portion of cereal (cornflakes and Weetabix) Take suggestions – are the students' estimates correct? (Reference the BHF Carb Portion Handout – Cornflakes 3tbsps, Weetabix 1 whole biscuit)

Do the same for dried pasta (BHF Carb Portion Handout – dried pasta – 1 handful)

Question the students why one 150ml glass of fruit juice or smoothie counts as a portion per day? (Due to the lack of fibre and nutrients lost in the process so only 1 of 5 a day)

Ask for a volunteer to pour the amount of juice that they would drink into a glass (this could be plain water or water coloured with food colouring). Then ask them to pour the liquid into a measuring jug and see how it compares with the 150ml glass recommendation. Are the students surprised by any of these portion sizes?

Healthy Eating KS4

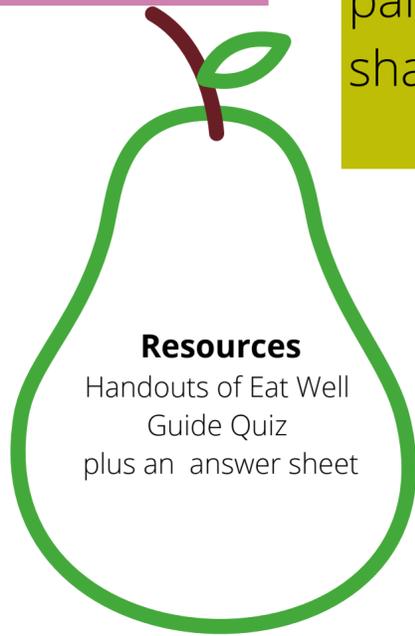


Activity 4

Quiz
10 mins

Conclude if time allows with a quiz to see how much the students have learnt?
Organise the students to complete the quiz in pairs before gathering the class together to share the answers.

Slide
19-28



Recap
5 mins

Ask the students if they can identify something that they have learnt from the session/will try at home/or will pass on to others?

