



SCRIPTS OF THE LESSONS

CONCERNING

HEALTHY EATING

SPAIN – Ceuta

Subject: It`s lunchtime!

Timing: 10 sessions of 50 minutes approximately

Presentation:

In this unit our intention is to make students get familiar with the words used for foodstuff and drinks, similarities and differences in eating schedules between English speaking countries and our own country, and the students' likes and preferences for food.

Objectives:

- To identify, memorize and say the names of food and drinks.
- To speak of likes and preferences through questions & answers.
- To read a story in which food is included (Little Red Riding Hood).
- To recognize and pronounce English words used in their mother tongue.
- To respond physically to daily commands. // To recognize and name colours.
- To learn eating schedules and habits and their names. // To sing songs.

Contents:

Vocabulary:

Food: sandwich, tomato, apples, cherries, ham, jam, etc.

Drinks: water, lemonade, orange juice, soda, etc.

Meals: breakfast, lunch, supper, dinner.

Functions:

To express: "Do you like.?" ; "It`s lunchtime!" ; "What's your favourite food?" ; "I love. ; I hate." "Who likes.?"

Grammar:

Verbs: like, hate, love.

Verbs in -ING: picking.

Wh-questions: What, Who, How many.

Phonetics: The sound / h / in ham and the sound /dʒ/ in jam.

Procedures:

Oral communication (Listening-Speaking)

Say and ask the food they like and they don't. Listen about the eating schedules in England. Say and ask their favourite food. Say the name of food and their corresponding colour. Sing a song.

Written Communication (Reading-Writing)

Read a text about food and answer easy questions. Colour a drawing following instructions. Find food words in a puzzle. To have a multicultural party on food.

Attitudes:

Curiosity and respect for some socio-cultural aspects of the countries where the foreign language is spoken. (food, drinks, parties, etc.).

Comparison of the most relevant aspects of everyday life in the countries where the foreign language is spoken with the corresponding ones of the first language.

Cross-Curricular aspects:

Respect and tolerance toward other cultures.

Activities:

As communication is our main aim, we'll practise the four skills which will lead us to communicative competence (also called 5th ability). The activities will be initial, formative and final. We'll also consider special necessities students, for whom we'll have reinforcement and expansion activities.

Materials:

Use of authentic materials; cassette for songs & listening; use of computer; blackboard; visual support; reference books and tales.

Methodology:

As mentioned before, the tasks will be communicative and will take place in the English classroom. As for grouping, students will be divided into pairs, small groups, the whole class, depending on the planned activity.

Assessment:

The evaluation process will be continuous and progressive. Some of the activities done in class will be assessed by the teacher through direct observation. Others will be done through the use of other adequate methods like the follow-up of individual and group assignments.

ESTONIA

Subject: Food and Meals.

Timing: two lessons

Age of students: 14 (7th grade)

Objectives:

The aim of the lessons is to explain students the importance of healthy eating habits and give practical hints how and what should change in our traditions.

Details:

1. The frequency of meals

1.1 The necessary vocabulary is learned first.

1.2. The traditions of meals in Estonia and in Great Britain.

The girls read the text "Meals in Estonia"

The boys read the text "Meals in Great Britain".

The discussion (both parts give a survey of their topic and then they compare the traditions of having meals in these two countries).

The conclusion: the children give the plan of a day + meals (when, where)

2. What do you eat for breakfast, lunch, dinner and supper? What do the Estonian people eat?

2.1. The questionnaire (the real situation)

2.2. The discussion: Do we eat healthy food? What is junk food?

Why are unhealthy things so tasty? What is junk food?

What healthy food can you cook (give a recipe)?

3. What is the nourishment pyramid? (the slides about the healthy food and where we should place them in the pyramid (we used the computers to put together the pyramid).

4. The conclusion of the topic is individual project work.

The situation: you are the owner of a café and you have to make up a healthy menu for one day (at least four meals: salads, soup, main dishes, dessert, drinks).

The menu should be in the form of a posters and they would be put in the English classroom.

The owners have to present their menus as best ones to get more customers. And of course it must be done in English.

These lessons were carried out in the first term and the photos of the menus are added to the Comenius project.



MENU

BREAKFAST

- YOGURT 65p
- CEREAL £1.00
- GREEN TEA £1.90
- FRUIT SALAD £1.15
- BOILED EGGS WITH SALAD £2.50

LUNCH

- SANDWICH £1.50
- CAKE £1.10
- 200g JUICE £2.80
- FISH £2.00
- RICE 90p
- BANANA

DINNER

- SOUP £1.00
- BUNS 40p
- POTATOS £1.50
- CHICKEN £2.80
- SOUR CREAM WITH TOMATO AND CUCUMBER £2.00
- MILK £1.00
- FRUIT SALAD WITH COTTAGE CHEESE £1.50

SUPPER

- TEA £1.90
- BUNS 40p
- PEAR 85p

Menu

Breakfast

2 Whole wheat bread with turkey ham and
tomato.
Milk
Apple



Lunch

Chicken soup with vegetables
Banana



Dinner

Grill fish with roots and boiled potatoes
Milk

Dessert: Custard with strawberry



Supper

Apple pie
Vernisade
Mandarin



Alice Anderson

TURKEY

Subject: **Healthy Feeding.**

Timing: 40 minutes

Grade: 9th

Aim: To learn “Basic Nutrition Rules”

Methods: Explaining, question-answer, discussion.

Objectives:

1. To remember organic and inorganic compounds,
2. To learn about anorexia and bulimia,
3. Nutritional claims evaluating ability,
4. Basic rules about nutrition.

Details:

Nutritional Claims

You learned behavior and metabolism of both organic and inorganic compounds in ninth grade biology lessons. And also you learned some details about allowable daily intake, total amount and proportions in body mass of these molecules.

And you also learned that although they are extremely underweight, anorexics usually see themselves as obese and bulimia is another eating disorder on the rise in the United States that the bulimic individual indulges in eating binges, usually involving large quantities of carbohydrate-rich junk food, and then induces vomiting or uses laxatives in an effort to purge the body of the food so as not to gain weight.

Human nutrition probably enjoys more public concern but suffers from less public understanding than any other area in biology. Every day claims are made about new miracle diets to lose weight “effortlessly” or about a new “vitamin” that will prolong life or cure a terrible disease. What should you believe? How can you evaluate nutritional claims intelligently?

There are two things to keep in mind when you analyze nutritional claims:

1. Your diet should include a variety of foods eaten in moderation;
2. Unless you have an unusual problem, the food in normal diet should not be considered extraordinarily harmful or beneficial.

Following dietary guidelines, is a list of recommendations from the Surgeon General’s report on Nutrition and Health. It is intended to provide guidance for developing eating habits and other behaviors that effect good nutrition.

Dietary Guidelines

Fats and cholesterol: Reduce consumption of fat (especially saturated fat) and cholesterol. Choose foods, relatively low in these substances, such as

vegetables, fruits, whole grain foods, fish, poultry, lean meats, and low fat dairy products. Use food preparation methods that add little or no fat.

Energy and weight control: Achieve and maintain a desirable body weight. To do so, choose a dietary pattern in which energy (caloric) intake is consistent with energy expenditure. To reduce energy intake, limit consumption of food relatively high in calories, fats, and sugars and minimize alcohol consumption (for adults). Increase energy expenditure through regular and sustained physical activity.

Complex carbohydrates and fiber: Increase consumption of whole grain foods (like bread) and cereal products, vegetables (including dried beans and peas), and fruits.

Sodium: Reduce intake of sodium by choosing foods relatively low sodium content and limiting the amount of salt added during food preparation and at the table.

Alcohol: To reduce the risk for chronic disease, do not take alcohol, or take alcohol only in moderation (no more than two drinks a day), if at all. Avoid drinking any alcohol before or while driving, operating machinery, taking medications, or engaging in any other activity requiring judgment. Avoid drinking alcohol during pregnancy.

Fluoride: Community water systems should contain fluoride at optimal levels for prevention of tooth decay. If such water is not available, use other appropriate sources of fluoride.

Sugars: Those who are particularly vulnerable to dental caries (cavities), especially children, should limit their consumption and frequency of use of foods high in sugars.

Calcium: Adolescent girls and adult women should increase consumption of foods high in calcium, including low fat dairy products.

Iron: Children, adolescents, and women of bearing age should be sure to consume foods that are good sources of iron, such as lean meats, fish, certain beans, and iron-enriched cereal and whole grain products. This issue is of special concern for low income families.

From the Surgeons General's Report on Nutrition and Health, U.S. Department of Health and Human Services, DHHS publication No. 88-50211, Washington, DC 20402: U.S. Government Printing Office, 1988.

Check your knowledge:

1. Can you control your nutrition and still enjoy desserts?
2. How does what you eat affect your health?
3. Do you hear any correlation in between diet and cardiovascular disease?

POLAND

Subject: Healthy eating.

The main aim:

- ***To know the pyramid of healthy eating.***

Operative aims:

Knowledge: *Student:*

- Knows what makes people healthy;
- Knows the main ingredients of food;
- Can tell why certain ingredients are so important for the people and their health;
- Can tell which products have certain ingredients;
- Knows some advice of healthy eating and knows who prepares it;
- Knows what a dietetics is;
- Knows the examples of healthy eating.

Activities: *Student:*

- Can analyse the pyramid of healthy eating ;
- Can do the crossword;
- Can build the pyramid of healthy eating from the given products;
- Can tell which products should not be eaten often.

Attitudes: *Student:*

- Can use in practice the knowledge about healthy eating.

Raising aims:

Student:

- Shows his/her emotions during the meeting;
- Can appreciate the work of other students;
- Can work in a group.

Methods of work:

- oral – speech, talk,
- visual – slide show, explanation,
- the method of practical exercises.

Forms of work:

- individual,
- group,
- the whole class.

Didactic materials:

Crossword, pyramid of healthy eating, organic food, pieces of paper with the names of products and ingredients, tables with some advice of healthy eating, forms of work.

I Procedure of the lesson:

1. Telling the subject and the aims of the lesson.
2. Doing the crossword „associations” – secret word: **ZDROWIE (HEALTH)**

1				Z	U	P	Y				
2		S	Ł	O	D	Y	C	Z	E		
3				R	Y	B	Y				
4			O	W	O	C	E				
5	W	A	R	Z	Y	W	A				
6				P	I	E	C	Z	Y	W	O
7	N	A	P	O	J	E					

ASSOCIATIONS – WORDS NEEDED

1. **POMIDOROWA, OGÓRKOWA, ROSÓŁ** - (broth, borsch etc... hot liquid - **SOUP**)
2. **CUKIERKI, CIASTKA, LODY** - (candies, cakes, icecreams - **SWEETS**)
3. **KARP, ŚLEDŹ, DORSZ** - (carp, cod, herring - **FISH**)
4. **JABŁKO, GRUSZKA, ŚLIWKA** – (apple, pear, plum - **FRUIT**)
5. **MARCHEWKA, SELER, PIETRUSZKA** – (carrot, cellery, parsley - **VEGETABLES**)
6. **CHLEB, BUŁKI, ROGALE** – (bread, rolls, croissants - **BAKERY**)
7. **SOK, KOMPOT, HERBATA** – (juice, compote, tea - **DRINKS**)

3. The speech about the importance of healthy eating.

The health, intelligence and fitness of children depend on what they eat. The organisms of young children need the food which is valuable and prepared properly. The first and very important meal is breakfast, which the children should have before going to school. It should consist of carbohydrates (bread, cereal), animal proteins (milk, ham, egg, cheese), minerals and vitamins (vegetables, fruits). Such a meal will give the child the energy it needs and will improve its concentration while learning. After three or four hours it is very important for the child to have the second breakfast. The best solution are sandwiches together with fruits and juice. The best idea is to use the bread from the whole grains together with products containing proteins as well as meat, eggs, cheese or fish. It is good to add to it some vegetables eg.: lettuce, cabbage, peppers, cucumber, tomatoes, radish, chives. We can also add some fresh fruits. The child also needs dairy products – yogurts, cheese, milk shakes. The child should drink about 800 ml to one litre of liquids per day. It is best when it will be fruit juice, vegetable juice, mineral water.

Sweets, which the children like so much, contain a lot of calories and fat. Additionally, they are not valuable food as there are any minerals or vitamins in them. Sweets can be replaced in our daily menu by biscuits with sesame seeds, dried fruits, nuts, cakes with fruits, jelly or wholemeal grain cakes with seeds, nuts or dried fruits.

4. Telling students about eating recommendations prepared by the World Health Organization (WHO). In Poland similar recommendations were prepared by Komitet Żywienia Człowieka Polskiej Akademii Nauk, Instytut Żywności i Żywienia and Polskie Towarzystwo Nauk Żywnościowych. The presentation of the recommendations on the board.

Here is some advice:

1. Eat regularly minimum three meals every day.
2. The food you eat every day should be various and it should consist of both plant and animal products.
3. Eat bread, grains, fruits and vegetables every day. It is best to eat raw vegetables or cook them for a short time.
4. At least two or three times a day you should drink milk or eat dairy products such as cheese, yogurt or kefir. These should be low fat products.
5. Eat less meat and meat products. It is enough to eat them two or three times per week. Choose the meat which is not fat. In the other days eat fish, or beans.
6. Eat less fat. Use plant oil or olive oil instead of animal fat to prepare your food.
7. Avoid eating salt. One spoon of salt eaten in the products every day is enough for you. Don't add salt to your meals.
8. Eat less sugar and sweets. Instead of sweets, eat more fruits and vegetables.
9. Be active. This will help you get rid of the calories that you do not need. Remember that being active can sometimes replace taking medicines. However there is no medicine that can replace being active.

5. Learning about ingredients – telling students what is the function of different ingredients and where they can be found (proteins, sugar, fat, minerals and vitamins). Students work in 5 groups – each group presents different ingredient that can be found in food.

Proteins – are one of the most important ingredients in our food. The human body consists of proteins in about 20 %. They are the main ingredient needed for our body to grow. They can also be found in many compounds that regulate the metabolism in our bodies and play an important role in the immunological system (enzymes, hormones). What is more, they provide the body with the energy. The protein, which is the best for us is the one which can be found in chicken eggs. Other valuable proteins can be found in –

meat, poultry, fish, eggs, milk and dairy products as well as plant proteins which are in soya bean, beans and nuts.

Carbohydrates – are the most important source of energy for our bodies. They cover from 40 to 80 percent of our daily need for the energy. This depends on the economic status and culture we live in. The diet which is rich in carbohydrates can reduce the likeliness of obesity, diabetes, heart diseases, the cancer of bowel and breast. The main sources of carbohydrates are: bread and grain products, potatoes, sweet reed and sweet roots, beans, vegetables, fruits, dairy products. Therefore, dishes which are rich in carbohydrates are usually made of plant products. They also have minerals, vitamins and antioxidants.

Fat – are the third group of ingredients in the food which are the source of energy for our bodies. They are the part of tissues of the body and are responsible for storing the minerals and vitamins, which can be dissolved in fat. These are vitamins A, E, D and K. Fat is a source of concentrated energy for the body. The fat in food can be divided into the visible and invisible one. Invisible fat can be found in such products as: cheese, meat, eggs and sweets. Still people eat more and more bad fat which are in such products as: crisps, chips, crackers, hamburgers.

Minerals – these are 22 elements needed for the body to exist and function properly. They can be found in our body in the forms of different compounds and minerals and are about 4% of our weight. There are seven main elements (**macro-elements**), which are in the large quantity. These are: *calcium, potassium, sodium, magnesium, chlorine, sulphur, phosphorus*. Elements in small quantity (**micro-elements**), are: *borer, chrome, zinc, tin, fluoride, iodine, cobalt, silicon, copper, manganese, molybdenum, nickel, selenium, vanadium, iron*. There can also be found *aluminium* and *cadmium*. Minerals build bones and other tissues in the body (compounds of calcium, phosphorus and sulphur). They also take part in regulating the balance of acid in blood and tissues and membrane of the cells (sodium, potassium, magnesium, calcium, chlorine, phosphorus and sulphur). The natural sources of minerals are: salt, olives, poultry, meat, liver, kidneys, lungs, heart, sea food (especially oysters), salmon, wheat sprouts, yeast, pumpkin seeds, eggs, low fat milk, mustard, sea fish, tea, whole grains, nuts, seeds, onion, grains, figs, almonds, bananas, leaf vegetables, beetroots, plums, soya bean, beans.

Vitamins – are substances that are responsible for the metabolism in the body. Their characteristic is similar to enzymes'. There are two groups of them. It depends on the fact if they can be dissolved in water (vitamins from group B and vitamin C) or in fat (vitamins A, D, E, K, F). They can be found in food, but some of them are also created in the body by some bacteria which are in the digestive system. The lack or low level of vitamins can be the cause of many different illnesses. They can be found in grains, meat, yeast, nuts, yolks of eggs, beans, milk, raw fruits. There is also a lot of them in raw vegetables.

6. The summary of the work of different groups of students.

All products are different because of the ingredients they contain. That is why we should eat various meals. Healthy eating is about the proper behaviours due to some rules about what we should eat. These rules can be seen in the pyramid of healthy eating, as different products are placed on different floors there due to their importance for our health.

7. Discussion about „**Pyramid of healthy eating**” explaining the word „**dietetics**” appendix 1.

Dietetics – learning about the rational eating habits. It is about the roles of different ingredients in digestion and metabolism on the level of the cells, organs and the whole body.

8. Task for students: to make on the sheet of paper the pyramid of healthy eating – work in groups. Appendix 1 (cut from magazines and leaflets the pictures of different products, students prepare it at home)

9. Competition – in groups, the students match the vitamins and minerals with the products. Appendix 2

10. Mini competition prepared for the lesson about healthy eating – appendix 3

11. Preparing in groups the menu of breakfast and the second breakfast.

The example of menu:

I BREAKFAST:

- drink a glass of juice
- add some tomato, radish or chives to your ham and cheese sandwich
- add some cut bananas or strawberries to the cereal

II BREAKFAST

- eat a vegetable salad
- eat an apple, an orange some plums or kiwis
- add some lettuce, tomato or sprouts to your sandwiches.

The teacher writes the best menus on the boards, the students decorate the boards.

10. Telling about the rules of hygiene while preparing food and eating it. How should we behave while eating? (washing hands before eating, napkins, our behaviour).

11. Preparing and eating sandwiches – appendix 2. The teacher decide if to do this exercise or not.

12. Revision:

The competition for the best menu prepared due to the „pyramid of healthy eating”- homework.

Prepared by: Mrs Anna Wójcicka, Mrs Lidia Michalska





The pyramid of healthy eating



- 1. Eat bread and grains at least five times a day.*
- 2. The carbohydrates that are in it will give you the energy and the fibre will regulate the work of your bowels.*
- 3. Four portions of vegetables and three portions of fruits eaten every day will give your body the vitamins, minerals and fibre that it needs.*
- 4. Two glasses of milk, one of which can be replaced by cheese, will give you enough proteins and calcium.*
- 5. The rest of proteins needed can be taken from one portion of fish, poultry beans or meat.*
- 6. Avoid drinking alcohol. Eat less sweets, eggs, offal and animal fat.*
- 7. Plant oils and margarines are recommended.*



COMPETITION: „WE GROW UP HEALTHILY AND HAPPILY”

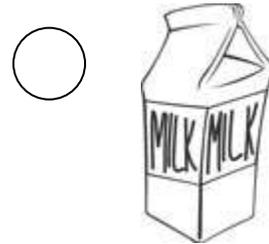
SURNAME NAME

1. Put the meals in the correct order.

<input type="radio"/>	tea
<input type="radio"/>	dinner
<input type="radio"/>	breakfast
<input type="radio"/>	the second breakfast
<input type="radio"/>	supper

2. Which vitamin is there in?

yeast, grains, peanuts, cheese, eggs
 carrot, tomato, butter, milk
 fish, egg, milk, cheese
 currant, lemon, kiwi, apple



3. Vegetable mix.

Put the letters in the correct order to make the names of vegetables.

NOINO
 SNAEB.....
 EGABBAC.....
 OTAMOT.....
 OTATOP.....
 REPPEP



4. Underline the products which should be eaten by a child for the second breakfast.

crisps
 apple
 sandwich
 chocolate bar
 banana
 doughnut



lollipop
yogurt
fruit juice
coca cola

5. Put the appropriate vitamins in the boxes.

Your teeth and bones grow when you eat in the spring.

Vitamin helps you avoid cold.

You are clever, fit and willing to work thanks to vitamin

Vitamin make us have healthy eyes, hair and bones.

6. Match the words with the groups of products

FAT

FISH, BEANS, MILK, MEAT,
EGGS, HAM

CARBOHYDRATES

GRAINS, SWEETS, FRUITS,
RICE, FLOUR, BREAD

PROTEINS

OIL, FAT, BUTTER,
MARGARINE, CREAM

7. Why should we drink milk and eat dairy products?



SCORE

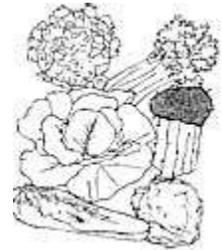
PLACE



COMPETITION: „WE GROW UP HEALTHILY AND HAPPILY”

1. What should a child eat during a day?

1. _____
2. _____
3. _____
4. _____
5. _____



2. Add the names of meals to these dishes.

- cereal with milk - _____
- pudding, fruit - _____
- vegetable soup, potatoes, meat, vegetables - _____
- cottage cheese, vegetables, bread, tea - _____
- sandwich, apple, fruit juice - _____



3. Match the beginnings of the sentences with the endings.

Vegetables and fruits	Are necessary for your body to grow.
Proteins	Are the source of energy and help your body take vitamins from food.
Bakery products	Are the source of vitamins and minerals.
Fat	Are the source of energy for your body.

4. Match the words to these groups of products:

proteins, CARBOHYDRATES, fat

beans, milk, fish, eggs , meat have _____ .

oil, fat, cream, butter have _____ .

sugar, fruits, sweets, flour, grains have _____ .

5. Write what a healthy food is.

6. How often should we eat these products? Put „x” in the right place

	Avoid	Eat rarely	Eat often	Eat every day
milk				
chocolate				
crisps				
yogurt				
vegetable soup				
apples				
ham				
wholemeal bread				
fish				
coca cola				

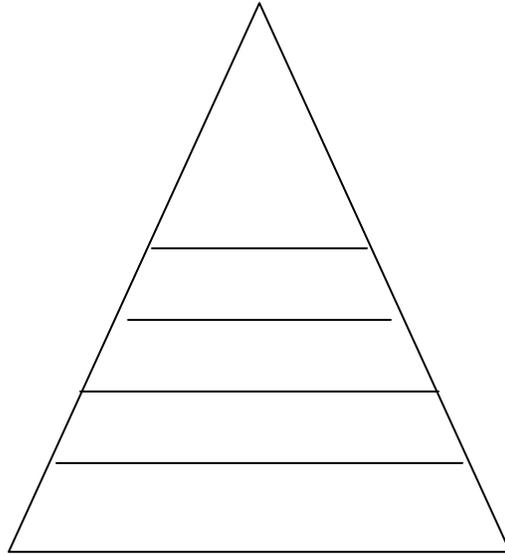
7. In which products is there vitamin? :

- A - _____, _____, _____
 B - _____, _____, _____
 C - _____, _____, _____
 D - _____, _____, _____



8. Put the following products in the correct place in the “pyramid of health”.

- # fish # oil # meat # beans, vegetables, fruits
 # wholemeal bread, grains , rice , pasta # poultry
 # milk, kefir, cheese, yogurt



9. Which ingredient is necessary for the body to grow?

Score -..... pts. place