

WHAT DID YOU EAT?

THIS TOPIC IS IN SIX PARTS

Part 1 WHY FOOD?

A review of the nutritional and social aspects of food.

Part 2 WHAT ARE YOUR EATING HABITS?

Students survey their eating habits and food intake.

Part 3 DIET AND HEALTH

Discussion of the results of part 2.

Part 4 WHAT DO STUDENTS EAT?

Collation of class information, collection of food labels and exchange of information with other schools.

Part 5 EATING HABITS – A COMPARISON

Discussion of the information collected.

Part 6 INFORMATION SECTION

Information and data on diet and disease; nutritional values of common breakfast foods.

This topic may be used to complement work on health and nutrition.

The topic focuses on the nutritional aspects of food and looks at links between diet and health.

Students start by surveying what they eat for breakfast and during the school day. This information is collated by the class and exchanged with schools in other countries. The information collected should enable students to make comparisons and hence reflect upon their own diet.

The work is suitable for lessons in chemistry, biology and home economics. It may be extended to link with studies in foreign languages.

THE AIMS OF THIS TOPIC ARE:

- To revise and extend work on diet and nutrition.
- To enable students to reflect upon their own diets by comparing them with those of students in other countries.
- To create awareness of the links between diet and good health.
- To raise students' awareness of the lifestyle and traditions of people in other countries.
- To raise students' confidence in using a variety of languages.

PRIOR KNOWLEDGE AND SKILLS

The material is intended for students aged 13 to 17.

Students should understand how proteins, fats, carbohydrates, vitamins and minerals contribute to a balanced diet and their importance for growth and good health. They should be able to identify the nutrients in common foods and recognise those rich in dietary fibre.

INSTRUCTIONS FOR TEACHERS

REQUIREMENTS

Before beginning the lesson:

- Copy the student pages for the class.
- Make a few copies of the Exchange Form. A transparency for overhead projection would be useful for part 4.
- Collect labels from foods and drinks, for example, milk, bread, flour, margarine, cooking oil, jam, Coca Cola, Fanta etc., as well as foods typical of your region.

When you have received Exchange Forms from other schools:

- Copy the Exchange Forms you received and the class' own Exchange Form for analysis.
- Copy the map of Europe if required.

TEACHERS NOTES

Part 1 Why food?

This introduces the topic with a review of the nutrients in food.

The data on ice cream consumption is interesting and should signal to students the differences in eating habits between regions or countries. If the figure do indeed show a pattern, it seems that countries with cold climates consume more.

Part 2 What are your eating habits?

Part 2 is intended for individual work by students. Although the survey includes the whole day, the focus of the topic is on breakfast.

Encourage students to collect labels from foods. These may be used when completing the questionn-aire and exchanged with schools in other countries.

Questionnaire A

This is worded so that students may insert data for 'today' or 'yesterday'. Students taking 'today' as the example, may begin to fill in the questionnaire during the lesson and then complete it at home.

Questionnaire B

This is intended as a quick dietary analysis and teachers may wish to limit the list students give to foods eaten for breakfast. The nutritional data given in part 6 is for common breakfast foods. Additional information from food labels and other food tables may be helpful.

Part 3 Diet and health

This activity follows the work done in part 2. The class may be divided into groups to discuss the questions, with a spokesperson from each group reporting the groups' answers to the class towards the end of the lesson.

Part 4 What do students eat ?

This part involves exchanging information with other schools. The class will need to enter information based on the discussion questions in part 3 on the Exchange form. The information must provide an overall impression of the diets and concerns of class members. Teachers may find collating information from the whole class too time consuming and prefer to select a 'typical' student to provide his/her individual answers on the Exchange form instead.

If the class contains ethnic or religious groups with different dietary habits, you may wish to provide Exchange forms representing each group.

Part 5 Eating habits - a comparison

This discussion activity enables students to compare their eating habits with those of students in other countries and to recommend possible changes in their own diet.

Part 6 Information section

The information may be used as needed with parts 2, 3 and 5.

- Diet and disease: notes on obesity, tooth decay, heart disease, high blood pressure and cancer including cancer of the breast and of the oesophagus .
- Nutritional value of foods per 100 g: data on common foods eaten for breakfast.



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