**Subject: Eatwell Guide Focus: Balanced diet Group/Class: P4 to P7**

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| **EXPERIENCES AND OUTCOMES** | **SUCCESS CRITERIA** | **SOCIAL TASK** |
| By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating planHWB 2-30a | * To learn that there are 6 different food groups
* To know why each food group is important
* To understand why some food groups are larger segments of the Eatwell Guide than others
* To be able to map your own food choices against onto the appropriate food groups.
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| **SUGGESTED LEARNING AND TEACHING ACTIVITIES** | **RESOURCES** |
| How long to spend on this lesson depends on the prior knowledge among the pupils. The following activities can fit into two sessions. Activity 1 will take about 45 minutes. Activities 2 to 8 will take a further 60 to 90 minutes. Try not to leave more than a few days between the two sessions. Note that this lesson plan would lend itself well to include some physical activity where pupils “run” from one food expert committee to another, possibly competitively in some kind of relay team.1. Show the Eatwell Guide as an ideal “balanced” diet and explain the importance of each group with examples (as outlined in the extra guidance notes). Using pictures of foods from the internet or magazines, get each table to discuss which group each food should go in to. This would be a good place to end session 1. Food standards Scotland has a “click and drag” Eatwell Guide game that can be used to re-enforce the learning from this session.
2. For session 2, start by reminding pupils of the Eatwell guide from session 1. You can do this by getting the whole class to discuss which group a few example foods should go into. Now ask all pupils to write down and/or draws all the foods they eat or drink most often. (aim for at least 12 foods per child). Use 1 piece of paper (or post-it) for each food.
3. Give each table a role as a “Food group expert committee”. (There will be at least 6 of these as there are 6 food groups).
4. Each table needs to learn and use key facts about what their food group is called, what effect it has on our health, and which foods count as examples of their group (See extra guidance notes)
5. Pupils take their personal list of foods to each table. The food group experts now have to collect in the foods that correspond to their group. The pupils continue to visit each food group expert committee, until all 12 foods / drinks have been handed in. Make sure that pupils get a go at being part of the food expert committee, and have a chance to visit each committee’s table to have their personal list of 12 favourite foods categorized.
6. The food expert committees can then put the pictures or names of foods they have been given, on their section of the Eatwell Plate (on the mat if you have one), saying what each one was, and whether there were any that they were unsure about any of them being in the right group.
7. A class based discussion can ensure that all the pupils are agreed on which foods belong to which group.
8. Which food group expert committee has collected the most items? Are the largest groups (Fruit and veg and starchy foods) on the Eatwell Guide also the most popular?

**Extra Guidance Notes:**This lesson (or the equivalent learning) is an essential foundation that needs to be in place before the “Rising Stars” model is taught. Food group expert information is as follows:**Protein expert committee**: Protein helps us grow. Our **muscles** are made of protein. Foods that are high in protein include: All meat and fish, nuts, beans, lentils and eggs. Most people have something from this group at least twice a day.**Fruit and vegetable expert committee**: We need ***a lot*** of these foods to keep us healthy. We also need to eat as ***many different kinds*** as possible. These foods are all the colours of the rainbow. These foods are good for a healthy **heart** and **bowels**. Most people should eat more of these foods.**Dairy expert committee**: Foods in this group are high in **calcium**. This makes our **bones** and **teeth** strong. Foods include milk, cheese and yoghurt. **Starchy food expert committee**: We need to eat ***a lot*** of these foods. Foods in this group include bread, rice, potatoes, pasta and cereals. These are all high in something called “Starch”. They give us energy. Some of these foods also give us “**fibre**” which keeps our **bowels** working properly.**Oils and spreads expert committee:** This group includes what we use to fry food or for putting into salad dressing. It also includes what we spread onto bread or toast. This group gives us the fat we need in our diet to stay healthy. We only need a small amount.**“Eat less often and in small amounts” committee:** To be in this group, you must be high in fat or sugar and not contain much of anything that your body really needs. Examples include sugary soft drinks, crisps, butter, cream, sweets, chocolate, cakes and biscuits. We don’t have to have these foods but it is OK to have them sometimes and in small amounts. These can also be called “***Sometimes foods***”.Note that 5 of the 6 groups above (all except the last one) are “***Everyday foods***” because they give us what we need. Also note that meals need to be broken down to single foods, otherwise some “foods” (eg:pizza or macaronie cheese) will fit into more than 1 food group.**Transition from “Eatwell Plate” to “Eatwell Guide”:** This change was made nationally in 2016 and is starting to take effect in school based education now. The main change is that most of the “*High fat, high sugar foods*” that were in the previous Purple Group of the Eatwell Guide, are now shown outside of the circle, on the bottom right. This is to make is clearer that they do not need to be included. In Highland we call these “*Sometimes foods*” (See Everyday foods and sometimes foods lesson plan for P3). The guide also mentions hydration, food labels and calorie requirements. You can include the hydration message but the labelling and calorie information on the Eatwell Guide are not particularly useful for children.  | View this video before delivering this lesson plan: [Use of Eatwell Guide – Guidance for Teachers](https://www.youtube.com/watch?v=iUfKMmZsW_M)Pictures of Eatwell GuideEatwell Guide Mat (optional)Several downloaded pictures of foods from each of the 5 foods groups (preferably laminated)Eatwell Guide fridge magnets to take home<http://fss-eatwellguide.scot/>for a “click and drag” Eatwell Guide game**Key vocabularly:**Starchy food, Calcium, bones, bowels, stomach, heart, fibre, less often, Eatwell Guide, Sometimes foods. |

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