

Healthy eating video podcast guide



Introduction

The *Healthy Eating* video podcast has been designed to provide general healthy eating information based around *The eatwell plate* and the 8 tips for eating well. It is primarily aimed at students aged 11-14 years of age, however, may be suitable for slightly younger or older students, depending on their ability.

The 10 minute video podcast can be used in a variety of ways and in conjunction with a variety of resources available from foodafactoflife.org.uk and nutrition.org.uk

It is usually helpful to show students the video podcast in its entirety followed by general discussion. A second viewing can be focused on one or more sections. There are four short sections in the video podcast and these are show in the table below with links to some resources which can support the teaching of these key points.



Overview of the video podcast content

Section/content	Topics	Resource and information links	Key questions
Investigation of healthy eating 00:00- 01:18 mins	Healthy eating, variety, amount and frequency, preconceived ideas	Nutrition information Video clips: Facts behind the headlines Online tutorial	What is a healthy diet?
The eatwell plate 01:19 – 06:36 mins	UK healthy eating model, special dietary needs, food groups, food choice	Online tutorial IWB activities True or False? What's the question? Food connection	Who is <i>The eatwell plate</i> suitable for? How can you achieve The eatwell plate?
8 tips for eating well 0:6:37-08:50 mins	Starchy foods, fruit and vegetables, fish, saturated fat, sugar, salt, activity, energy balance, hydration, breakfast	Online tutorial	Suggest practical ways to achieve the 8 tips for eating well.
Benefits of healthy eating 08:51-10:00 mins	Diet related diseases, common deficiencies in young adults, health benefits	Diet related health issue Nutrition information on diet through life	What are the benefits of eating healthily?

Support resources

The following activities could be used prior to showing the video podcast, in order to identify gaps in student knowledge. Alternatively, these could be used as a revision activity, drawing out specific teaching points from the video podcast.

Healthy eating online tutorial

The online tutorial should take students approximately ten minutes to complete. Students are taken to a menu page where they can choose to explore either *The eatwell plate*, or the 8 tips for eating well. Once each pathway has been attempted, the student can then choose to exit the tutorial and print out their results.

Interactive Whiteboard (IWB) activities

True or false? is a one page activity designed to be used at the start of a lesson, or as a quick revision of the themes in the new video podcast. Ten statements are on the board, and the students must decide if they are true or false and drag them into the correct area. The second page in the notebook provides the answers.

What's the question? is a slightly longer IWB activity designed to take about 15-20 minutes. Up to five groups of students can take turns to select an answer and determine an appropriate question. These questions have been based directly on the video podcast *Healthy eating*.



The IWB activity *Food connections* is a whole class activity where the class is divided into two teams. Each team takes turns to select a letter and answer a food related question to create a connection across the board. The questions are based on the food groups across *The eatwell plate* and the Food Standards Agency (FSA) Core Food Competences.

Teacher notes are available for both *What's the question?* and *Food connection*. The notes provide guidance on the functionality of the activity and the answers.

Curriculum and competences links

England	Scotland	Northern Ireland	Wales	FSA Core Food Competences
<p>Design and technology Key Stage 3</p> <p>The study of making in food should include: healthy eating models relating to a balanced diet, the nutritional needs of different groups in society and the factors affecting food choice and how to take these into account when planning, preparing and cooking meals and products.</p> <p>Science Key Stage 3 3.3 Organisms, behaviour and health conception, growth, development, behaviour and health can be affected by diet, drugs and disease.</p>	<p>Health and wellbeing</p> <p>I am developing my understanding of the nutritional needs of people who have different conditions and requirements. HWB 3-32a</p> <p>Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health. HWB 3-34a</p>	<p>Learning for Life and Work Key Stage 3 Home Economics Healthy Eating Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.</p> <p>Science Key Stage 3 Organisms and health Health, body and mind Explore physical, chemical and biological effects on personal health, for example, inherited characteristics, exercise and nutrition, misuse of chemicals, loud sound etc.</p>	<p>Design and technology Key Stage 3</p> <p>Making - Food Pupils should be given opportunities to: apply current healthy eating messages in relation to the nutritional needs of different groups in society and consider issues of sustainability in order to make informed choices when planning, preparing and cooking meals or products</p> <p>Science Key Stage 3 Interdependence of organisms Range Pupils should be given opportunities to study: how food is used by the body as fuel during respiration and why the components of a balanced diet are needed for good health.</p>	<p>Diet and Health</p> <p>By the age of 11 or 12, pupils should: know that a variety of food is needed in the diet because different foods provide different substances for our health, namely nutrients, water and fibre.</p> <p>By the age of 14, pupils should: know that food provides energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. pregnancy, infant feeding.</p>