Teachers’ Guide (revised 2011)

Healthy Eating: 5-8 years

Contents

Welcome 2
Key Facts 2
Using Food – a fact of life 3
Downloadable resources 4
Key Fact ‘Planners’ 5
Curriculum links 15
The Food – a fact of life resources 16
Sources of further information 20

© Food – a fact of life 2011
Welcome
This guide will help you plan a series of successful lessons exploring healthy eating for children aged 5-8 years. The messages and concepts for this module are derived from the eatwell plate – the UK healthy eating model.

Key Facts
The key messages and concepts are delivered through 3 Key Facts:

- Food is a basic requirement of life.
- People choose different types of food.
- We need a variety and balance of food to stay healthy, as depicted in the eatwell plate.

Why Key Facts?
The 3 Key Facts have been developed to provide a comprehensive and progressive approach to teaching healthy eating. It provides a framework to build upon, ensuring that consistent and up-to-date messages are delivered in school.

Using this framework, children will be gradually introduced to the concepts that food is a basic requirement for life and that we need to eat a balance and variety of food to maintain health. This approach will ensure that children can apply healthy eating to their own lives – now and in the future.

It is recommended that each Key Fact is taught in order – to ensure that there is a clear progression in learning and understanding of fundamental concepts. The Key Facts provide an excellent base for creating your own lessons.

Uses in school
Food – a fact of life provides a comprehensive framework for teaching children about fundamental food and nutrition facts. The activities and resources provided are mapped explicitly to the different curricular requirements around the UK. See page 15 for details.

In addition, the materials support health initiatives for schools throughout the UK, e.g. Healthy Schools Programme, Active Kids Get Cooking, 5 A DAY campaign and Change 4 Life.
Using Food – a fact of life

As described, the teaching and learning for 5-8 year old children about food and nutrition is divided into 3 Key Facts.

For each Key Fact, the following is provided:
- Learning objectives, i.e. what the children should be able to understand;
- Classroom activities, e.g. suggestions for different activities and tasks in the classroom;
- Downloadable resources, e.g. worksheets and planners, PowerPoint presentations, posters and recipes;
- Sources of further information.

Pages 6 to 14 show how each Key Fact can be taught in your school, with ideas for tasks and plenary sessions. These ‘planners’ highlight the most appropriate resources to use – most of which can be downloaded from the Food – a fact of life website.

The Key Fact ‘planners’ and downloadable resources are designed to be flexible and allow you, the professional, to dip-in and use what you feel is best for your school and the children you teach. Feel free to use the Key Fact ‘planners’ in detail or only use the PowerPoint presentations – the choice is yours.

Food – a fact of life fully supports and exploits the appropriate use of ICT in teaching and learning, using a range of interactive activities to enable children to learn about fundamental food and nutrition concepts, as well as PowerPoint presentations that can be used directly in the classroom. However, the Key Fact ‘planners’ also promote and encourage hands-on practical work with food, suggesting different tasting, handling and cooking activities for children.

### Key Fact and Learning Objectives Overview

<table>
<thead>
<tr>
<th>Key fact</th>
<th>Learning objectives</th>
</tr>
</thead>
</table>
| 1. Food is a basic requirement of life. | ▪ To understand that food is a basic requirement of life.  
▪ To understand that we need food to grow, be active and maintain health. |
| 2. People choose different types of food. | ▪ To be able to talk about foods they like and dislike with reasons.  
▪ To understand that we eat different food depending on the time of day, occasion and lifestyle. |
| 3. We need a variety and balance of food to stay healthy, as depicted in the eatwell plate. | ▪ To recognise the 5 groups from the eatwell plate.  
▪ To be able to sort a selection of foods into the eatwell food groups.  
▪ To be able to put together a balanced meal by choosing foods from different food groups.  
▪ To know that everyone should eat at least 5 portions of fruit and vegetables everyday. |
Downloadable Resources
For each Key Fact, a number of downloadable resources have been developed for use in the classroom.

The resources include:

- **Worksheets**: photocopiable masters that can be used by children for a variety of different activities.

- **Cards**: photographs of different foods that can be printed and laminated. These are ideal for sorting tasks.

- **PowerPoint presentations**: if you have an interactive whiteboard, these can be used to introduce many of the Key Facts. They also include a number of questions and tasks – these could be completed by the class. The presentations could also be printed for an attractive display. All PowerPoint presentations can be customised, allowing you to tailor them to the needs of your children.

- **Recipes**: a series of recipes have been supplied to encourage more practical work with food.

- **Interactive activities**: two activities have been provided for children aged 5-8 years. These have been developed for use on interactive whiteboards (for class/group work) or on stand-alone computers (for individual work). The activities are sorting foods into the eatwell plate and creating a Healthier Lunchbox. See pages 18-19 for details.

It would be useful to download the resources in advance, as you might like to laminate some for the future, e.g. food cards, or save others onto CD-ROM, e.g. PowerPoint presentations.

Key Fact ‘planners’ describe the different resources available and give examples of how they can be used. A summary of all the resources provided can be found on pages 16-17.
Key Fact ‘Planners’

How to use the ‘planners’
The ‘planners’ provide guidance for teaching about different food and nutrition concepts in school.

Each Key Fact ‘planner’ is divided into 3 columns, these being:

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>

Learning objectives
These highlight the main learning objectives for each Key Fact. In essence, these are core competences for what children should know and understand at this age.

Activity
This is the main part of the ‘planner’. It details how you, the teacher, can introduce concepts, organise tasks and question children’s understanding.

The text highlights appropriate questions that could be asked, as well as the most appropriate resources to use. These are suggestions only, and should be used in conjunction with ‘tried and tested’ methods you currently use.

Resources
Different Food – a fact of life resources are highlighted for use. The name and type of the resource is provided, along with a number. This is unique for every resource.

For example:
- **When I am Hungry** Worksheet 100
- **The eatwell plate** PowerPoint 102
- **Food** Cards 100

Details about each resource can be found on page 16.

All the resources can be found in the Healthy Eating module on the Food – a fact of life website. In each Key Fact area, you will find a copy of the ‘planner’ as well as the downloadable resources.
### Key Fact 1: Food is a basic requirement of life.

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) To understand that food is a basic requirement of life.</td>
<td>Ask the children the following types of question to get them thinking about food and what they eat or drink.</td>
<td>Board/large sheet of paper and pen/Interactive whiteboard</td>
</tr>
<tr>
<td></td>
<td>- What types of foods do you like/dislike?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What meals do we usually eat during the day? At what times are these meals eaten?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How do you feel when it is nearly lunchtime or other times when you need some food?</td>
<td></td>
</tr>
</tbody>
</table>

Draw a person on the board and write or draw children’s responses on/around him or her. You could use an interactive whiteboard for this.

Continue the questioning:
- Can you think of a time when you were hungry? How did you feel?

Ask children to think about how they feel when they are hungry and what happens to them, e.g. tummy rumbles, feel tired or grumpy, find it hard to work or concentrate. You might wish to talk to them about how they feel when they are ‘full’ or eat too much.

Continue the questioning:
- Why do you think that we get these feelings?

Discuss the children’s answers and explain that our bodies need food to work. Food is a basic requirement. Our bodies tell us that we need something to eat or drink.

Get the children to complete the **When I am hungry** worksheet. Ask them to draw their face when they are hungry and when they have eaten.

**When I am hungry**

Worksheet 100
b) To understand that we need food to grow, be active and maintain health.

<table>
<thead>
<tr>
<th>Set the scene by asking children:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Why do we need food?</td>
</tr>
<tr>
<td>Collect children’s responses in words or illustrations and steer children to thinking about the things our bodies do during the day, e.g. growing, learning, playing and healing. Use the Food – a fact of life PowerPoint to facilitate this session.</td>
</tr>
<tr>
<td>Remind children that we need food to grow, be active and maintain health.</td>
</tr>
<tr>
<td>Ask the pupils to complete the <strong>How does food help my body?</strong> worksheet. Get them to draw/write about how food helps their own body. Ask them to share their work with others. You could make this into a display.</td>
</tr>
<tr>
<td>(For younger children the teacher could write in the words and photocopy so the class can copy underneath. Alternatively, you could write what individuals want to say for them to copy underneath.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food – a fact of life PowerPoint 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does food help my body? Worksheet 101</td>
</tr>
</tbody>
</table>

### Plenary

| Re-cap our feelings when we are hungry and why we need to eat. |
| We need food to grow, be active and maintain health. |
| Ask some of the children to show their work. |

### Further activities

| Develop a school display on food. Get children to use their work from this Key Fact, i.e. When I am hungry. Use the themes ‘to grow’, ‘be active’ and ‘stay healthy’ – food – it’s a fact of life! |
### Key Fact 2: People choose different types of food.

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **a)** To be able to talk about foods they like and dislike, with reasons. | **Introduction**  
Talk to the class about their favourite foods and why they like them.  
Ask the children about foods they do not like and ask for their reasons. Encourage the use of new vocabulary and use of all the senses, i.e. sight, touch, hearing, smell and taste.  
You may wish to use the *I like that* PowerPoint to introduce this Key Fact. If used on an interactive whiteboard, you can record children’s answers.  
Get the children to complete the *Food and drinks I like* worksheet. Children can draw the foods, if appropriate.  
Explain to the children that the food they like now might change as they get older, e.g. what foods do their parents/carers or grandparents like, is it different? | *I like that*  
PowerPoint 101  
Food and drinks  
*I like* Worksheet 102 |
| **b)** To understand that we eat different food depending on the time of day, occasion and lifestyle. | **Talk to the children about what they eat at different times of the day, e.g. breakfast, snacks, lunch, evening meal.**  
Get the children to record what they eat throughout the day by drawing the food and noting the times of day. Use the *Meal Times* Worksheet. You could use the *I like that* PowerPoint to review this learning objective.  
Explain that we need to eat regularly during the day. Ask the children whether they can remember why our bodies need food. We need food so our bodies can grow, be active and stay healthy.  
Discuss what they eat on special occasions e.g. parties, weddings, Christmas, Eid, Hanukah.  
- *Who prepares the special food?*  
- *How and where is it eaten?*  
- *What special occasions can they name?*  
You may wish to bring in some samples of food eaten at special times for the children to taste or involve parents/carers. | *Meal Times*  
Worksheet 103  
*I like that*  
PowerPoint 101 |
| **Plenary** | Ask some children to talk about their favourite foods.

Get children to give examples of words that describe foods, e.g. crunchy, soft, sweet.

Discuss the foods that can be eaten for special occasions. What can they remember? |
| **Further activities** | Children could collage or paint different meals which could then be used for display.

Organise a cooking session, making some fruit kebabs or sandwiches for a party.

Create a display for a special occasion. You could prepare some simple dishes with the children or organise a tasting session. |

**Recipe Cards**

- Fruit kebab
- Sandwich wrap
- Triple decker sandwich
Key Fact 3: We need to eat a variety and balance of food to stay healthy, as depicted in the eatwell plate.

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>
| a) To be able to recognise and name the 5 groups from the eatwell plate model. | Introduction  
Show the children the Eatwell plate Poster or The eatwell plate PowerPoint to introduce the eatwell plate.  
Explain to the children that all foods can be sorted into 5 groups. Name each group, i.e.  
- Fruit and vegetables  
- Bread, rice, potatoes, pasta and other starchy foods  
- Milk and dairy foods  
- Meat, fish, eggs, beans and other non-dairy sources of protein  
- Foods and drinks high in fat and/or sugar  
Discuss the heading for each group.  
- What foods might be in each group?  
- What foods can they name?  
Using the Food Cards, ask the children if they can put the cards into the right groups. Repeat this 5-8 times, ensuring that children understand each group.  
You may wish to use the Eatwell Cards with the children. They show each food group individually. Children could name the foods shown in the photographs,  
Other: A teachers’ guide to the eatwell plate is available to download. This shows you the foods in each group.  
* When looking at this group, you may wish to mention that ‘other non-dairy sources of protein’ are foods that are eaten by people who may or may not eat meat or fish. Alternatives include eggs, nuts, seeds and beans. | Eatwell plate Poster 100  
The eatwell plate PowerPoint 102  
Food Cards 100  
Eatwell Cards 101  
Eatwell plate Guide 100 |
b) To be able to sort a selection of foods into the Eatwell plate food groups.

<table>
<thead>
<tr>
<th>Use the <strong>Make a balanced plate</strong> interactive activity on the whiteboard. Get the children to help sort the foods into the correct food groups. You might like to repeat this 2-3 times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This interactivity could be used by the children, individually or in pairs, in a computer room, is appropriate.</td>
</tr>
<tr>
<td>Arrange the children into groups. Give each group an enlarged photocopy of the Eatwell plate Worksheet and copies of the Food selection Worksheets. Ask each group to cut and stick the foods into the correct areas on the Eatwell plate Worksheet. Children could place the cut outs in position first so they can be checked first.</td>
</tr>
<tr>
<td>If groups finish early, they can draw other foods on to their work.</td>
</tr>
<tr>
<td>You may wish to have the Eatwell plate Poster available as reference.</td>
</tr>
</tbody>
</table>

**Make a balanced plate Interactive activity**

- Eatwell plate Worksheet 104
- Food selection Worksheet 105
- Scissors and glue
- Eatwell plate Poster 100
<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>
| c) To be able to put together a balanced meal by choosing foods from different food groups. | Show children the **Eatwell plate** Poster or **Eatwell** PowerPoint presentation. Ask the children what they notice about the eatwell plate. You may wish to prompt discussion, e.g.  
- Which are the largest groups?  
- Which is the smallest group?  
- What is this trying to tell us?  
Explain that this shows us which sections we should eat more/less from. Check that children can identify which foods they should eat more/less.  
Explain to the children that to stay healthy we have to eat a balance and variety of foods from the 4 main sections of the eatwell plate. We should try not to eat too many of the foods from the 5th group, foods containing fat and foods containing sugar.  
Test children have grasped these ideas by asking questions such as:  
- Would it be healthy if I just ate foods from the fruit and vegetable section?  
No, that is not a balance.  
- Would it be healthy if I always ate one particular food from each group, e.g. peas, chapattis, yogurt, tuna and sweets?  
No, emphasise balance and variety.  
Set the children the challenge of planning a healthy lunchbox using the Eatwell plate.  
Demonstrate this with the **Make a healthier lunchbox** Interactive activity. This takes children through the steps of planning a healthy lunch. Repeat this 2-3 times.  
Get the children to plan their own lunchbox, either using the interactive activity or using **My Lunchbox** Worksheet. | **Eatwell plate**  
Poster 100  
**Eatwell plate**  
PowerPoint 102  
**Make a healthier lunchbox**  
Interactive activity  
**My Lunchbox**  
Worksheet 106 |
Learning objectives | Activity | Resources |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>d) To know that everyone should eat at least 5 portions of fruit and vegetables everyday.</td>
<td>Show children the <strong>Eatwell plate</strong> Poster. Explain that they are going to look at the fruit and vegetable group in detail. Show the children the Fruit and vegetables card from the <strong>Eatwell plate</strong> Cards. Ask the children to say what foods they can see in this group. Discuss with the children what they think should be eaten from this group each day. Tell the children that everyone should eat at least 5 portions* of fruit and vegetables every day. Variety is important. Ask the children what they like in this group and what fruit and vegetables they ate yesterday. Explain to the children that all different types of fruit and vegetables count, for example:</td>
<td><strong>Eatwell plate</strong> Poster 100  <strong>Eatwell Cards</strong> 101</td>
</tr>
</tbody>
</table>

- fresh
- frozen, e.g. frozen peas
- dried, e.g. raisins
- canned, e.g. sweetcorn or carrots
- juice, e.g. orange juice

Draw an imaginary character on the board. Ask the children to help you plan how the character can eat at least 5 A DAY. Note what the character will eat and when.

* As a rule of thumb, a portion is what fits into the palm of a hand.
<table>
<thead>
<tr>
<th>Plenary</th>
<th>Eatwell plate PowerPoint 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the <strong>Eatwell plate</strong> PowerPoint to go over what the children have learned. Use the questions to test their understanding.</td>
<td>Make a balanced plate or Make a healthier lunchbox Interactive activities could be used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further activities</th>
<th>Recipe Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get children to make some of the foods they have planned for their lunchbox.</td>
<td><strong>Fruit salad</strong></td>
</tr>
<tr>
<td>Create displays about the 5 food groups in the classroom.</td>
<td><strong>Scone</strong></td>
</tr>
<tr>
<td>Make a series of different foods to promote the four main food groups, e.g.</td>
<td><strong>Jacket potatoes</strong></td>
</tr>
<tr>
<td><em>Fruit and vegetables: fruit salad.</em></td>
<td><strong>Smoothie</strong></td>
</tr>
<tr>
<td><em>Bread, rice, potatoes, pasta and other starchy foods: scones, jacket potatoes and their fillings.</em></td>
<td><strong>Sandwich wrap</strong></td>
</tr>
<tr>
<td><em>Milk and dairy foods: smoothies.</em></td>
<td><strong>Triple decker sandwich</strong></td>
</tr>
<tr>
<td><em>Meat, fish, eggs, beans and other non-dairy sources of proteins: sandwiches.</em></td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Links

This chart shows the main curriculum links to different subjects throughout the UK. There are also lots of other opportunities in school for cross-curricular links, including geography, history, art and design, health education, numeracy and literacy. *Food – a fact of life* also supports the appropriate use of ICT.

<table>
<thead>
<tr>
<th>Key Fact</th>
<th>England</th>
<th>Wales</th>
<th>Scotland</th>
<th>Northern Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fact 1</strong></td>
<td>Science Sc2 - 1b, Sc2 – 2b, Sc2 – 2c</td>
<td>Science 1.3, 2.4</td>
<td>Health and wellbeing: Physical activity and health Food and health Science Biological systems</td>
<td>Science and Technology Ourselves: d, f</td>
</tr>
<tr>
<td><strong>Fact 2</strong></td>
<td>Science Sc2 – 4b Design &amp; Technology 1c, 1d, 2a, 2b, 2d, 2f, 3b</td>
<td>Science 4.2 Design &amp; Technology 2.1, 2.3, 3.2, 3.3, 3.5</td>
<td>Health and wellbeing: Food and health Nutrition / Food and the consumer Technologies: Food and textiles contexts</td>
<td>Science and Technology Planning: b, f Carrying out and making: g Interpreting and evaluating: a, e Animals and plants: d Properties: a Change: a</td>
</tr>
<tr>
<td><strong>Fact 3</strong></td>
<td>Design &amp; Technology 1c, 1d, 2a, 2b, 2d, 2f, 3b PSHE 1a, 4b, 4c</td>
<td>Design &amp; Technology 2.1, 2.3, 3.2, 3.3, 3.5 PSE Attitudes and others: Respect others</td>
<td>Health and wellbeing: Food and health Nutrition Science Biological systems</td>
<td>Science and Technology Planning: b, f Carrying out and making: g Interpreting and evaluating: a, e Properties: a Change: a</td>
</tr>
</tbody>
</table>
The **Food – a fact of life** Resources

The chart below summarises all the downloadable resources to support the teaching of the Key Facts for children aged 5-7 years. Suggestions for use are also provided.

<table>
<thead>
<tr>
<th>Key Fact</th>
<th>Type</th>
<th>No.</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WS</td>
<td>100</td>
<td>When I am hungry</td>
<td>This is for recording children’s feelings about when they are hungry and just eaten. It is to reinforce that food is a basic requirement. The worksheets could be used for a whole class display, perhaps with images of their favourite foods.</td>
</tr>
<tr>
<td></td>
<td>WS</td>
<td>101</td>
<td>How does food help my body?</td>
<td>This sheet encourages children to think about the different reasons we eat food, e.g. to grow, be active and maintain health.</td>
</tr>
<tr>
<td></td>
<td>PP</td>
<td>100</td>
<td>Food – a fact of life</td>
<td>This presentation reinforces the Key Fact, highlighting the reasons why we eat and shows the different types of foods we need.</td>
</tr>
<tr>
<td>2</td>
<td>PP</td>
<td>101</td>
<td>I like that</td>
<td>This presentation covers the 2 learning objectives for this Key Fact. It encourages children to think about the reasons they like/dislike foods, emphasising the use of sensory vocabulary. In addition, it prompts discussion about when we eat during the day and the types of foods consumed. Lastly, it provides an opportunity to talk about food for special occasions.</td>
</tr>
<tr>
<td></td>
<td>WS</td>
<td>102</td>
<td>Food and drinks I like</td>
<td>A simple worksheet for children to record the types of foods and drinks they like/dislike. Older or more able children can start to give reasons for their decisions.</td>
</tr>
<tr>
<td></td>
<td>WS</td>
<td>103</td>
<td>Meal Times</td>
<td>A fun activity which involves telling the time and recording the different types of foods eaten in the day. Children could compare sheets to see if their friends eat similar foods.</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td></td>
<td>Fruit kebabs</td>
<td>A recipe for simple fruit kebabs.</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td></td>
<td>Sandwich wrap</td>
<td>A recipe for a sandwich wrap.</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td></td>
<td>Triple decker sandwich</td>
<td>A recipe for a triple decker sandwich</td>
</tr>
<tr>
<td>3</td>
<td>P</td>
<td>100</td>
<td>Eatwell plate</td>
<td>A bright poster showing the eatwell plate. Useful for reference.</td>
</tr>
<tr>
<td></td>
<td>PP</td>
<td>102</td>
<td>The eatwell plate</td>
<td>This presentation introduces children to the eatwell plate, using simple quizzes to test their understanding. It also provides simple advice on why they should eat different foods.</td>
</tr>
</tbody>
</table>

**Resource Type Key**

- C – Cards
- G - Guide
- IA – Interactive activity
- P - Poster
- PP – PowerPoint
- R – Recipe sheet
- TG – Teacher Guide
- WS - Worksheet
<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>100</td>
<td>Food Cards A set of cards which show a food and its name. It is a good idea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to laminate these to prolong life.</td>
</tr>
<tr>
<td>C</td>
<td>101</td>
<td>Eatwell Cards Each of the 5 cards shows one of the food groups from the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>eatwell plate. Ideal for children to investigate the foods in each group and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for display.</td>
</tr>
<tr>
<td>G</td>
<td>100</td>
<td>Eatwell plate A comprehensive guide about the eatwell plate for teachers/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assistants.</td>
</tr>
<tr>
<td>WS</td>
<td>104</td>
<td>Eatwell plate A blank version of the eatwell plate. This allows children to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>place food items in the correct place to test their understanding of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>different groups. This sheet should be enlarged to A3.</td>
</tr>
<tr>
<td>WS</td>
<td>105</td>
<td>Food Selection A series of 4 sections of 5 foods which children can use to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>place in the correct groups of the eatwell plate.</td>
</tr>
<tr>
<td>WS</td>
<td>106</td>
<td>My Lunchbox A simple worksheet for children to record their lunchbox ideas.</td>
</tr>
<tr>
<td>IA</td>
<td></td>
<td>Make a balanced plate In this activity, children have to drag randomly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>presented foods into the correct food groups.</td>
</tr>
<tr>
<td>IA</td>
<td></td>
<td>Make a healthier lunchbox In this activity, children have to create a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lunchbox by choosing different foods. At the end, their choices are checked</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for balance and variety.</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>Fruit salad A recipe sheet for fruit salad.</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>Scones A recipe sheet for scones.</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>Jacket potatoes A recipe sheet for jacket potatoes.</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>Smoothie A recipe sheet for smoothies.</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>Sandwich wrap A recipe sheet for a sandwich wrap</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>Triple decker sandwich A recipe sheet for a triple decker sandwich</td>
</tr>
</tbody>
</table>
Interactive Activities

Make a balanced plate

This activity introduces children to the eatwell plate and its 5 food groups.

The aim of the activity is for children to drag the different foods into the correct food groups. A number of different foods are randomly presented each time.

Through using this activity children will recognise the different foods and become aware of the different food groups.

It is suggested that you demonstrate this activity to the whole class at first. Ask children to participate, becoming active learners.

Children then use the activity in small groups or individually.

The balanced plate can be printed out at the end of the activity – useful for displays.
Make a healthier lunchbox

This activity asks children to plan a healthy lunchbox, based on the proportions suggested from the eatwell plate, i.e. we need for have plenty of fruit and vegetables and starchy foods, e.g. bread, rice, potatoes, pasta.

Through a series of stages, children are asked to make different selections for their lunchbox.

Firstly, children decide on the type of bread for their sandwich. Then they are asked whether they would like a filling, e.g. cheese, egg, ham, tuna, hummus. In addition, they are asked whether they would like to add a salad item.

Next, children are given the opportunity to add up to 2 extra items to their lunchbox. Items include yogurt, fruit, vegetables, cheese. This is where children must try to decide what would ensure that their lunchbox has variety and is balanced. Crisps and a cake are also provided. This is to make the teaching point that although these foods are not bad, a lunchbox needs to have balance, i.e. a lunchbox comprising of just cakes and crisps is not balanced.

Lastly, children need to decide whether to include a drink. Options include water, milk or fruit juice.

Simple feedback is provided to the children on their choices. There are no right or wrong answers. However, the feedback encourages children to have a variety of different foods and to make sure that their lunchbox is balanced. It would be a good idea to work through this activity with the children before they use it individually.

The lunchbox can be printed out at the end – useful for displays.
Sources of further information

Agriculture and horticulture Development Board  www.ahdb.org.uk
British Nutrition Foundation  www.nutrition.org.uk
British Potato Council  www.potatoesforschools.org.uk
Dairy Co  www.dairyc.co.uk
Home Grown Cereals Authority  www.hgca.com
Meat and Education  www.meatandeducation.org.uk

Other useful links

Active Kids Get Cooking  www.activekidsgetcooking.org.uk
Association for Science Education  www.ase.org.uk
Dairy Council  www.milk.co.uk
Department of Health  www.dh.gov.uk
Design and Technology Association  www.data.org.uk
Farming and Countryside Education  www.face-online.org.uk
Farms for Schools  www.farmsforschools.org.uk
Focus on Food  www.designdimension.org
Foodlink  www.foodlink.org.uk
Food in Schools  www.foodinschools.org
Food Standards Agency  www.food.gov.uk
Foodforum  www.foodforum.org.uk
Grain Chain  www.grainchain.com
Growing Schools (Department for Education)  www.growingschools.org.uk
Seafish  www.seafish.org.uk
The Growing Schools Garden  www.thegrowingschoolsgarden.org.uk
Think Food and Farming  www.thinkfoodandfarming.org.uk

The Foundation is grateful for financial support from the British Potato Council, Home Grown Cereals Authority, Horticultural Development Council, Meat and Education and Milk Development Council.