

Healthy Eating

An active, experiential approach

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The Drugs Question

This is a topic that needs to be revisited, possibly every year to keep issues fresh. The challenge is to keep it new and interesting . Pupil voice contributed the following comment during an interview with a group of young people from various year groups. They said that they were fed up with learning about drugs. They made the very interesting point that “Most of us wouldn’t dream of doing something stupid, like take drugs, smoke or have sex under age, but it seems like the whole of PSE is directed at these problems, which actually only affect a few, and these people aren’t going to change their minds because of a lesson in school”

I have written a story, “Consequences” an altered version of a real situation which still haunts me, followed by a visualisation, thought sharing and a traffic lights exercise .

Because the main issue is peer group pressure I hope it is a lesson which all pupils will feel gives them thinking and discussion time on something that everyone is affected by.

Consequences

The phone rang. Drat thought the teacher immersed in her marking. The summons to the deputy heads office was urgent, an emergency the secretary said. She set off quickly wondering what the problem was .

There, standing inside the office was a pupil, a girl, ashen faced. The teacher wondered if she was going to be ill, perhaps there was a family crisis.

The Deputy head took the teacher aside and told her there was a problem, a police investigation, the teacher was asked to take the pupil to her office until she was called for her interview. She was not to have contact with anyone else. Not knowing what the issue was the teacher knew better than to ask and took the girl, obviously very distressed to her office .

By now the girl was very tense, she sat on the chair she was offered very stiffly her hands kneading the tissue in her fingers.

The teacher picked up her pen to continue her marking, she was hoping if she could get through this set of books that it would lessen the workload at home that evening . She already had three lessons to prepare and some forms to fill in on target grades.

The girl sat, staring into space, a single tear rolled down her face. The teacher put down her pen, sighing inwardly. “I

can't just ignore this poor girl she thought”

“Listen said the teacher I don't know what is going on, its not my place to ask, but you seem very upset. Do you want to tell me what is upsetting you so much?.”

The girls eyes spilled over and tears streamed down her face

“My Mum” she sobbed into her hands, rocking backwards and forwards . “She will be so disappointed in me, I have let her down so badly. She was always warning me to be careful, always worrying about me and the thing is Miss, the worst thing is, she trusted me - and well, I trusted me too. I can't believe I'm in this mess. I just never thought about what I was doing”.

“I'm not sure I understand”.

“Well, there were these boys you see , older than us about 19 they were. They kept driving past us in their car and tooting their horn. My mate she is real pretty , long blonde hair and all that, she waved at them . Well, then they stopped , and asked us if we wanted to go for a ride, she really wanted to .I wasn't sure...”

“Did you know them ?”

“No”

“You got in the car with them ?”

The girl cried so much she could not speak. Dabbing her eyes, she nodded her head.

The teacher was amazed. “How could anyone in this day and age get in a car with a stranger ?” she thought . She looked at the distraught girl. The first term of year nine she was, a nice girl, never been in any trouble. She really didn’t need anyone to tell her that what she had done was risky. The tears and the rocking showed she would have done anything to re write her story.

The teacher was almost afraid to hear the rest. Her mind was racing, what horrors had the girls endured? Don’t be silly she reminded herself She wouldn’t be sitting here, apparently in deep trouble if she was a victim.

“What happened?” she asked very quietly, beginning to guess.

“We drove off, they were laughing , so was my mate. She was loving it”

“But you weren’t ?”

“I was scared”

“Scared ?”

“They were drinking, they had cans with them, I didn’t know how much they had, then they offered us some

stuff.”

“Stuff ?”

“White powder, they told us to rub it on our gums”

“And did you ?”

“Yes.”

The teacher waited until the fresh outburst of sobs subsided

“I didn’t feel anything though, it just tingled a bit.”

“You wish you hadn’t done it don’t you ?”

The girl nodded looking down at her hands, still twisting the tissues

“So much. I cant believe I was so stupid. They are ringing my mum now. She is going to be so upset. She trusted me”.

“So why did you ? it sounds as though your instincts were telling you not to do this”

The girl nodded, sniffing.

“So why did you go against your instinct ? why did you get in the car and then take the stuff?”

Ask the class to discuss in the circle or in groups why they think she did it.

Why do they think the other girl got in the car ?

What kind of person do the class think this girl is ?

What kind of person do they think the other girl is ?

Why did the boys give the white powder to the girls?

You could ask the class to write their ending to the story before reading the rest.

“It was my friend. I am not blaming her, I could have said “no” and gone away. She was so cool. I couldn’t believe

she wanted to be friends with me. I am a bit quiet. I look okay but I am not stunning like her. I am shy and she isn't. It was great that she wanted to hang out with me. I was in with everyone after that. I felt accepted, popular. That's why I got in the car and took the stuff. I didn't want her to think I was boring. I thought if I didn't do what she wanted that I would lose her - and all the others.

Now there's been other stuff, she says we're just having a laugh, I didn't do anything myself, Miss, honestly, I didn't, but I was there when she did so I've got the blame too. She asked me to carry stuff, so I did. No one is going to believe me, that all I did was stand there and put stuff in my bag.

They will have rung my mum by now. Since my dad left there's only her and me and my little brother. She worries about us so much".

"You've never been in trouble at school before, have you?"

"I got a detention in year seven once for not doing my homework"

The teacher looked sadly at the crying girl, she seemed so thoroughly to have learned her lesson. It was as though she had suddenly woken up and seen what she had been doing. She hoped all that would be taken into account.

The phone rang and she jumped

"Your mother's here. You are wanted at the deputies office.

I will walk you down. You are not allowed to talk to anyone until you have been interviewed.”

She stood up “Thanks for listening to me, Miss.”

The door of the deputies’ office closed. The teacher stood there looking at it for a while, haunted by the remorse and regret the girl felt.

She never saw her again.

Visualisation and thought sharing.

The following visualisation which is quite long and detailed could be shared afterwards by asking the pupils to answer the questions as a written exercise and placing the paper folded in four in the middle of the room. The teacher could then summarise the answers on an overhead to share with the class the following week. I have set the questions out on a separate sheet so that you can photocopy it for pupils.

Confidential feelings visualisation

Close your eyes or find a place on the floor to look at without being distracted

Think of a time when you were tempted to do something your instincts told you was a bad idea.

What did you do ?

How did you feel?

Imagine being asked tomorrow to do something you didn't want to do, by someone you wanted to like you

What would be the consequences of saying yes

How would you feel afterwards ?

Imagine yourself saying no , how would you do that ?

What would be the consequences of saying no

How would you feel?

Traffic lights for the consequences story.

Read each point. Give pupils a moment to think, then ask them to vote. Red disagree . Green agree. Amber not sure. These are opinions, not right or wrong. Pupils should be prepared to justify their vote, class discussion can follow from exploring why pupils voted the way they did.

What happened to the girl was her own fault

What happened to her was her parents fault

What happened to her was her friends fault

Her friend was a good mate

Getting in the car was a foolish thing to do

She knew what she was rubbing into her gums

She should have obeyed her instinct

Being present when her friend did something wrong makes her guilty, too

Holding stuff for her friend makes her guilty

She deserved her punishment

She had learned her lesson

Everyone of this age knows what is right and wrong where

drugs, smoking alcohol and stealing are concerned

The hardest thing about staying out of trouble is what your friends think of you.

The secret of staying out of trouble is learning to handle peer group pressure.

Healthy Eating

Healthy eating

The aim of this unit is to provide our young people with information, but also to help them examine the choices they make and why they make them and give them the information they need to make healthier choices.

We need to remember that they have been learning about healthy eating since infant school – I have seen it in action, first hand while showing PGCE students round our campus primary schools. Our pupils know their stuff - they are not living by it!

Our challenge is to raise their awareness through engagement and affective lessons that make them think and persuade them to make changes to the way they live, bearing in mind that in year eight they don't do the shopping and are not too fussed about how they will look and feel when they are forty! What we need to focus on is how they look and feel now .

We will look at what food does when we eat it . We will learn about the sugar rush, how unhelpful that is and how switching to low GI makes for great fuel

We will look at the role of fibre, passing sponge chunks through a pair of tights as opposed to something more solid such as dried peas.

A key part of the work will be looking at ingredients. Comparing the ingredients for example in a value fruit or toffee yoghurt with those in a natural live yoghurt. Comparing the ingredients of pasta sauce with passata, a fun cereal with a whole wheat one.

What we can hope to achieve by the end is that pupils are more aware of what they eat. That they will look at ingredients and choose healthier versions of their favourite foods.

It is important that this course is done without criticism or judgement of them or their families lifestyle but that we also look honestly at the problems – processed food laden with fat and sugar is cheap! It does not cost more to eat healthily if you have plenty of pulses, rather than expensive protein but that is not reality !

What we can do is help our kids

- To find out how much sugar salt and fat they eat
- To eat breakfast
- To choose healthy cereals
- To drink water instead of pop
- To choose healthy snacks
- To know how to make a healthy lunch box
- To know how to choose main meals with fewer additives
- To be aware of the importance of *balance* in their diet
- To be aware of the importance of exercise
- To become aware of how emotion affects eating

An important method will be sending the children shopping in the classroom. Any packets that you can save to this end will be useful — the only problem being that teachers tend to make healthy choices!

We will be able to build on this work by looking at body image and the role of advertising and then move onto information about drugs, alcohol and smoking, laying the foundation for more hard hitting and in depth work on this in year ten

Important links can be made with work on food waste, fair trade and food in the developing world.

Links can also be made as we look at human rights and capitalism and the role of legislation in protecting us and how all this relates to food in the western world.

Year eight: healthy eating: lesson One

Fuel

Aim:

- To raise awareness of the effect of too much salt, sugar and fat in the diet
- To generate distaste for the amount of salt fat and sugar that they are eating each day

Outcome :

- changed attitude towards fat sugar and salt in their own daily diet
- Knowledge of what they should be aiming for each day in their consumption of these things.

Resources :

CD player

Party music

Calm music

Chairs in a circle

9 envelopes or gift bags or boxes with labels inside

9 A4 envelopes labelled and with several copies of care instructions inside either in envelopes or folded up.

OHT or copies of how we ate in the past

OHT or cut up card for sugar facts

Article on Hispanic children

Felt tips

True/false cards

Wine glass, sugar and teaspoon

This is what you do

1. Class come in to work in a circle to lively music creating a party atmosphere
2. Teacher has a series of envelopes, gift boxes or gift bags in the front of the class. Tells pupils to imagine it is their birthday and each box contains a gift.
3. Pupils volunteer to come up one by one to see what is inside
One contains a Car, a supercar eg a Maserati
The other a motorbike eg a Harley Davison
A bicylce - a really high powered mountain bike

A rabbit
A guinea pig
A dog
A kitten
A horse
A baby brother or sister

The boxes contain these as pictures or simply written on paper.

4. Visualisation

Put on quiet background music

Class are invited to close their eyes or look at a spot on the floor where they will not be distracted.

They watch the breath

When calm begin...

Ask the class to imagine that they each have one of these gifts .

They choose which one .

picture what it looks like

where you keep it

how you will look after it

imagine themselves playing with it and enjoying spending time with it

and how they feel about it

pause ...

Come back into the classroom

5. On the floor are A4 envelopes labelled for each object car, baby etc. Pupils are to come up to theirs and take out the envelope or folded paper inside and return to the circle without looking at the paper.

When everyone is seated back in the circle

To the class you say that the envelope contains some care instructions for the object or pet something you have to do or give it and we are going to look at our envelopes/ paper together.

All open the envelopes the instructions are printed on the next page so that you can copy them and cut them up

Care instructions for your car
put fourteen teaspoons of sugar in the petrol tank

Care instructions for your motorcycle
Put nine teaspoons of sugar in the petrol tank

Care instructions for your bike
Rub five teaspoons of salt into the gears and flywheel.

Care instructions for the guinea pig
Add seven teaspoons of sugar to its water bottle

Care instructions for the rabbit
Add five teaspoons of salt to its dried food mix

Care instructions for the dog
Stir half a bottle of cooking oil in to its meat and stir it in well.

Care instructions for the cat
Add a quarter of a bottle of cooking oil to its meat and stir it in well

Care instructions for the horse
Add half a pound of sodium ,glucose and fructose to its feed”

Care instructions for the baby
Add a dessert spoon of sugar to its bottle and several drops of blue food colouring, then stir two teaspoons of salt into its jar of baby food, together with three drops of red and green food colouring”.

Take feedback - with luck pupils will be shocked and disgusted

6.What do they think the point is ?

Its about what we put into our bodies every day

Look at this:

Ask :Who had a chocolate bar today ?

Take a wine glass and spoon into it nine teaspoons of of sugar .
Offer it to a child to eat , they should be revolted.

This is what is in a single Mars bar !

Who had a fizzy drink today - coke perhaps ?

Add another nine spoons of sugar . This is what is in a bottle of non diet coke

This is what you were asked to put in your marvellous car or motorbike - would you do that ? why not ?

Who had to give sugar to a living thing ?

Take feedback and feelings about it

Imagine that your baby brother or sister is a toddler . how much sugar is the baby taking in, in sweets, ice cream,(a portion of plain vanilla ice cream has two teaspoons of sugar) ketchup and fruit juice or other drinks like ribena which are marketed as health drinks .

What should we give babies and toddlers to drink ? Water and maybe a little diluted fruit juice. Right from when we are very young manufacturers persuade us to develop a sweet tooth. Alcopos were developed recently to get young teens to drink alcohol

Are diet drinks the answer ? aspartamine is really bad for us .

7.What is the effect of too much sugar salt and fat on us ?

Lets look at sugar in our diets

Give out charts for the food Patterns of the past or put up on the OHT

Ask who can work out how much sugar was eaten in the three phases

Where did it come from ?

The following can be put on OHT or hand outs for pupils to help them absorb the information. Alternatively you can make this kinaesthetic by printing it on to card which pupils come to the middle and pick out in turn to read to the class. Each point can then be discussed before moving on.

- **Hunter gatherers** ate no added sugar
- **Peasant** farmers ate 5 g of sugar a day - mostly from honey, a luxury
- Today our sugar comes from **sugar beet** and **cane**, none of which is necessary .
- We get all the sugar we need from fruit and vegetables and **carbohydrates** which are turned into **glucose** as they are digested so that they can then become energy for our bodies to use.
- We feel tired wobbly and hungry when our blood sugar drops and we need more
- If we eat a chocolate bar the sugar shoots up and our bodies do not know what to do with it, its far too much.
- If we then run and do a lot of sport, it is burned up, otherwise we release **insulin** to get rid of it and so it is turned into fat
- We are producing too much insulin too often and this is thought to be causing the huge rise in **diabetes** today.
- We are raising our blood sugar but not giving ourselves vitamins and minerals to grow think and repair ourselves
- We get hungry too fast and eat more sugar which makes us overweight and lacking in energy

- If we eat food that is digested slowly, releasing glucose steadily over several hours, we have lots of energy can concentrate well and are not fidgety with a body desperate to run off all that sugar.
- The glucose in this type of food does not turn to fat.
- A mars bar and a whole wheat peanut butter sandwich could have the same calories but very different effects ! - only one of them will lead to being overweight!

Today we eat 20g - about 20% of our daily diet is sugar

A lot of it hidden in savoury foods - canned vegetables, baked beans peanut butter curry and other cook in sauces processed meat some chicken flavoured corn snacks

What did our chart say had happened to Aborigines who became town dwellers?

8. Use the hidden sugar chart and the following to make a worksheet or overhead

How much sugar do we eat every day ?

Write a Food diary for the previous day up until this lesson write down everything you ate and drank

Look at the hidden sugar chart and work out how many teaspoons of sugar you ate in the last 24 hours.

Sugar has 110 calories an ounce how many calories from sugar have you eaten in a week ?

How can you reduce your sugar intake ?
Cut it out in tea and coffee and soft drinks
Stop putting it on cereal
Have sweets once a week

Work out how much you would reduce your sugar intake and calories in a week

Why do we eat it ? - its addictive!
What is it like when we give it up ? – hard we really miss it
What is it like after a while ?

Quote from a seventeen year old who lost several stone by converting to healthy eating and taking regular exercise

“You have to keep on with it until you get used to it . Everything tastes horrible at first. After a while I put some Fanta in my mouth and thought, yuk! why did I ever drink this? and spat it out“

9.Look at the article about the Hispanic children in America children.

Print this up for pupils, highlighting the important parts for them
Ask class to work in pairs, underlining with felt tips the issues that concern them

Feedback

What were the worrying issues?

What would the class change about their diet ?

What advice would they give the parents when their children beg for the bad food?

10.Plenary

True/ false exercise

- Sugar is a necessary food for humans
- Hunter gatherers had lots of sugar
- Peasant farmers had 5 g of sugar a day
- We have 10% of our diet made up of sugar
- Hidden added sugar in processed foods is a problem
- Our bodies convert carbohydrate into glucose which gives us energy
- Sugar has 110 calories an ounce
- There are seven teaspoons of sugar in a Mars bar
- There are five teaspoons of sugar in a Coke
- Low Calorie Diet drinks are the answer
- You can acquire a taste for sweet things so you want more
- You can train yourself to get used to sugarless food
- We need to add refined sugar to our food
- We have enough naturally occurring sugar from carbohydrate and fruit
- We should not eat too much dried fruit – there is as much sugar in one date as a whole punnet of berries
- Ribena is a good drink for babies and toddlers
- Honey is good for babies and toddlers
- Dipping a dummy in honey is a good idea to keep a baby quiet
- Eating food which releases glucose into the bloodstream quickly is a good idea to keep energy up
- Eating food which releases glucose into the blood stream slowly is a good idea

Year eight healthy eating lesson two

Fuel - Low GI and fibre

Aim:

to understand how fibre affects our digestive health

Outcome :Knowledge of the digestive system through multi sensory activity. Changed pattern of eating.

Resources:

Most of these could be dispensed with . You could ask the children to imagine what you are doing - obviously it would not be as effective or as fun, it depends how much time you have to prepare.

- Entry music
- CD player
- Quiet music for the lesson
- Chairs in circle
- Several pairs of old tights with legs cut off
- Sponge cut up into lumps
- Dried peas or chick peas or other pulse
- A whole wheat loaf not in a packet to make sure you cannot squash it easily
- A white loaf of the least expensive sort in plastic wrapper that will squash easily
- Two cardboard boxes to represent two stomachs !
- Either the food to go in them or labels to use instead
- Rubber gloves for villae, plus bowl and water to pour over them (not essential)
- Pictures of the vitamins and food groups for pupils or on OHP
- Picture of the digestive system

This is what you do

1.The tights activity

In front of class have some legs of old tights and some cut up bath sponge and some dried beans or peas. A whole wheat loaf and a loaf of white processed bread.

Explain to the class

- These tights are our intestines. we are going to use them to see what happens when eat !

- How much do we have ?
- How long does it take for food to pass through ? What happens when it does ?
- What happens when it goes too slow - constipation tummy ache feel bad.
- What happens when it goes too fast ? diarrhoea - food isn't absorbed
- What makes it go fast or slow ? - the food we eat

We need **fibre**. Fibre means food that isn't broken down too easily. It is important that some survives the entire journey through our bodies. Why ?

Look at this:

- Feed chopped sponge into the tight.
- This is white bread. It is very soft the muscle walls of the intestine find it hard to push it through.

Squeeze the tight like the action of the muscles in the gut - don't push it - gut cant do this it just squeezes it. See how it is difficult to move

- Now put in dried pulses into a tight tied at one end so they don't fall out and squeeze it .

Squeeze it. See how it moves forward easily. This is brown bread full of fibre. The muscle walls can grip it to push it through

- Now put some dried pulses into the sponge tight. The fibre added to the food helps it go through.

Squeeze the tight with the fibre added . See how it pushes the sponge through

- Take loaf of white bread. Give it to a child to squeeze and squeeze it see how small it becomes.

- Take wholemeal loaf and give it to another child - cant squash it so flat.

What is the brown part ? the husk what does it contain ? vital vitamins
When all the husk is removed there is very little left for the intestine to extract to repair and re build the body.

Look at potatoes, apples, pears, whole wheat pasta, and brown rice raisins and prunes if we keep the skin on we give ourselves all of the nutrients and fibre to keep the gut healthy and toned like any other muscle

2.Digestion game

Here is a cardboard box to represent the stomach. We will call it Fred!

- Blue tak on a label
- Inside we are going to put some white bread and jam for breakfast and nothing to drink
- biscuits and chocolate bars on the way to school and at break
- We are going to wash it all down with sugary drink which is drunk at break
- Lunch will be chips and more chocolate bars and cola

3.Here is another other cardboard box which we will call Elsie!

Blutak on a label

- We will put in a glass of water which Elsie drinks as soon as she wakes up
- porridge for breakfast with fruit juice and a cup of tea
- An apple and a pear for break and a bottle of water
- meat and cheese or egg or peanut butter wholemeal sandwiches or pitta bread for lunch with more of water and a banana for pudding

The first box breaks everything down quickly

The second box will take two or three hours

Show the children two labels one for quickly and one for slowly ask them which goes on which box

The following exploration about the digestive processes for the two

could be done as a series of questions which the children ask Fred and Elsie . You could put the questions on card

4.What happens when it leaves the stomach ?

- It is now a pulp and it squirts bit by bit into the small intestine
- It is six metres long
- Which tights need to go with Fred's stomach?
- place tights with sponge
- How is Fred feeling during the morning ?
- Most mornings he doesn't have any breakfast at all, just chocolate bars on the way to school.
- Has he had any drink?
- How is that going to make him feel ? – headachey
- What vitamins and minerals has he had to help him grow and fight off illness?
- Is he going to feel hungry and tired at all ?
- Might he find it hard to sit still and concentrate in class ?
- How much glucose is in Fred's blood - is it the right amount ?
- No its flooded
- What will the body do with it ? - panic
- The pancreas will produce insulin to get rid of it and will have to keep doing it because it keeps getting more !
- What illness might it trigger ?

5.Pick up some rubber gloves. Inside the small intestine, the walls are covered with tiny finger like villae like these rubber gloves .It creates a huge surface area. As they sway backwards and forwards the food pulp flows over them and is absorbed into the bloodstream where it is whisked off to work. You could pour water over the gloves over a bowl at this point if you wish. How many nutrients are passing through the villae into Fred's system ? how many from Elsie's

All the substances that cannot be used, the fibre , pass onto the large intestine where they will be disposed of as faeces. Does Fred have much fibre? Did he have much water ? quite a lot in his sugary drinks but he still might suffer from constipation and other bowel problems later through eating like this every day.

The large intestine is just 1.5 meters long. All the surplus water is reabsorbed into the body and the waste becomes more solid.

6.What is happening to Elsie ?

Elsie's food passes into the stomach where it is digested slowly and so turned into glucose slowly.

How is Elsie feeling ?

Is she tired or fidgety ?

Has her pancreas had to release insulin to get rid of excess glucose ?

What happens as her food is passed into her small intestine

Can it move quickly through? Why ?

As the food passes over the villae are there nutrients that the body can use ?

Are there all the vitamins there from A to C?

Are all the food groups there ?

When it gets to the large intestine is there water to keep the faeces soft and comfortable to pass ?

Will Elsie get constipation

Will she feel not too good because food stays in her intestines too long, decaying and producing more bacteria?

Does Elsie feel tired and hungry all the time ?

Does she get fat ?

7.Choosing good and bad meals

Give each group of children two carrier bags or boxes or sandwich bags to use as stomachs

With it comes lots of cards with food on it .

Ask groups to sort out a good days meals to put in the stomach and a bad choice of food.

Share with the class and give reasons why

Plenary

Sentence stems

Fibre in food

is.....

Examples of high fibre food

are.....

Eating food with fibre in is good because

Eating too much sugar is a problem because

Eating food which is released slowly into the blood stream is good because

A good breakfast is

Some good snacks are

A good lunch is

Water coca cola fanta Dr Pepper

flavoured water ribena squash

Fruit juice tea coffee water water water water
water

Apple banana pear orange raisins

 salted peanuts mars bar

 healthy breakfast bar pop tarts porridge

natural bio yoghurt value yoghurt

 canned vegetables frozen vegetables

fresh vegetables tomatoes salad mayonnaise

 salad cream ketchup fish fingers

 potatoes smash crisps potato shapes

 oven chips baked potatoes

 roast potatoes chips

White rice brown rice brown pasta

brown bread

White bread baked beans peanut butter

chocolate spread honey jam butter margarine

Olive oil sunflower oil nuts

Sausages burgers chicken roast beef fish

Eggs cheese cream

Biscuits cakes pastry sponge pudding

Custard ice cream chocolate sauce

Sweets chocolate rice cakes canned fruit

Year eight: Healthy Eating: Lesson Three

Fat and salt

Aim:

To look at the effect on Fat and salt on our diets. To assess the effect of the lessons on the pupils eating habits

Outcome:

knowledge of the role of fat and salt in the diet

Knowledge of the content of fat and salt in supermarket products

Resources :

- Examples of food packets and tins
- Calorie sheets
- Fat and salt charts
- 1 $\frac{3}{4}$ oz of salt in a clear plastic bag
- portion of lard (hard fat, as we get from meat)

This is what we do

Anonymous thought sharing circle (would make a good starter)

Have on the board OHP or written out for pupils to fill in (on next page) please ask the pupils to fill it in, fold it in four and place it in the middle. You may wish to feedback to the whole class but this is probably most useful for us, with a general feedback next lesson. Let the class know that only you will see it and you will get more honest answers.

Anonymous thought sharing circle

Please answer the following questions anonymously. Please give reasons for your answer

Have you found the last few lessons useful and or interesting ?

Have you discussed them at home or with anyone else ?

Have the last few lessons on healthy eating affected you in any way?

Have you changed the way you eat at all as a result of the last few lessons ?

Do you have any questions about healthy eating?

1. Introduce the lesson:

We have been looking at healthy eating. We have looked especially at the effect of sugar and fibre on our diets and well being . Today we are going on to look at fat and salt, food additives and calories

You have been looking at the sugar we eat each day especially the hidden sugar, and the huge amounts in chocolate bars and fizzy drinks.

- Why did we get asked to put nine teaspoons of sugar, as opposed to any other amount ? into our Harley Davison(chocolate bar)

Why did we get told to put 18 teaspoons of sugar, rather than any other amount , into our Maserati ?(chocolate bar plus drink)

What about the salt we rubbed into the bike ? It's the amount of salt we eat every day .

What about the oil we had to stir into the cat and dog food ? It's the amount of oil used to make a jar of mayonnaise. Mayonnaise is mainly oil and egg yolk – however ,as you will see its not just fat that is bad but the kind of fat !

2. What have you eaten in the last 24 hours ?

Write a careful list

How much sugar, fat and salt is that ?

The government is asking us to limit our salt intake to 6g a day

Look at the salt and fat in crisps, compare brands

Look at the fat and salt tables

Are you within the recommended amounts ?

Show bag of salt and tub of fat to give pupils an idea of how much the amounts look like

Why are they bad ? furr up arteries like a kettle

Explain, showing how hard fats unsaturated are the big problem – fat that sets like the lard. Best fat is olive oil. High in calories at 225 calories an ounce but although the mediterraneans eat a lot they have little heart disease or cancer - diet related diseases.

Fat which helps the brain work

Omega 3 are fish oils found in oily fish – really good for us . recent research shows that they help the neurons in the brain to fire well. What happens when a car needs a de coke? Or a kettle furs up ? Omega three keeps the electrical connections in the brain working well we concentrate better and we learn better . Thought to help dyslexics. Can be bought as a dietary supplement. Supplements take about three months to work

Use the product charts which follow and the packets and laminated wrappers available to help pupils look at what they are eating and how they can improve their diets

Look at products available and see how much sugar and salt is in them and how much fat

How can we cut it down?

Design a good days food and compare it with what you ate

Help ful DVDs to watch are “ Jamie’s kitchen” and “Supersize me”.

**This would be a good point to go on to
Drugs, alcohol and cigarettes.**

Product chart : (Crisps, snacks, other foods)

Product name : fat content : Salt: Calories:

Product chart : (soft drinks, biscuits, sweets, other foods)

Product : Sugar content ; Calories :

Food diary for the past twenty four hours

Food/Drink: fat : sugar: salt: fruit/veg: calories:

Totals:

I could improve my diet by

