

# FOR A HEALTHY LIFE

## Teaching notes

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TEACHING NOTES

LESSON 1 POWERFUL FOOD

SESSION 1 INTRODUCTION

Activity 1- Warm-up

Show the students the set of cards with pictures of different foods and actions on them from the “Healthy- Unhealthy cards”. Ask the children to write down if the pictures are healthy or unhealthy on small whiteboards.

They should also give reasons. Ask them to share their thoughts with the rest of the class. Provide language support:

*“I think ..... is healthy/unhealthy because.....”*

Activity 2- Cause – Effect pattern

Split the class into groups of 4 and give the students WS1. Students focus on the healthy pictures from the previous activity, and they fill in the cause – effect pattern.

Analyse the ideas of the previous activity and sort them in into categories such as “exercise”, “food”, “friendship”, “family”... then let the students think about the effects and causes for a healthy life.

After some minutes, each group chooses a speaker and they tell the rest of the class their sentences and the reasons for it.

Language support:

A healthy life	includes	doing sports
		having a positive attitude
	means	eating well
		not having a sedentary life
		rest

Activity 3- “Tips for being healthy”

Tell the students to read WS2, they continue working in the same groups, but now they decide the “Tips for being healthy”.

The sentences should be different from the previous activity.

Give them time to write their tips and then compare them among the other groups.

Write their tips on a big sheet of paper and displays it in the classroom.

#### Activity 4- Survey: How often do you....?

After setting out the features of what a healthy life implies, hand out WS3 to learners. In groups of 4 students ask each other the questions in the survey to check how healthy they are in their daily life. They write 3 more questions in the survey different from the ones provided.

Encourage them to speak about their lifestyle with their partners in the group, if it is healthy or unhealthy. The language support is provided in the students' sheet.

#### Resources:

- Healthy - Unhealthy cards
- WS1
- WS2
- WS3

TEACHING NOTES	LESSON 1 POWERFUL FOOD
<b>SESSION 2 FOOD ORIGINS AND GROUPS</b>	
<p><b><u>Activity 1- Power Point: “Where does food come from?”</u></b></p> <p>Use the power point presentation “Where does food come from” to introduce the lesson. In each slide ask the following questions and give the students time to answer before checking them in the power point:</p> <ul style="list-style-type: none"> <li>• <u>Slide 2</u>: <i>Where do you usually buy food?</i></li> <li>• <u>Slide 3</u>: <i>Where does food come from?</i></li> <li>• <u>Slide 4 and 5</u>: <i>What part of the plant does the cabbage come from?, What part of the plant does the grape come from? And potatoes?</i></li> </ul> <p>Write on the blackboard the different parts of a plant and ask the students what vegetables they know that comes from the different parts of the plant.</p> <p>Plant leaves: lettuce, greens, cabbage, spinach...</p> <p>Plant flowers: cauliflower and broccoli.</p> <p>Plant roots: onions, carrots, turnips, radishes, potatoes...</p> <p>Plant stems: asparagus, celery and mushrooms.</p> <p>Plant seeds: peas and beans</p> <ul style="list-style-type: none"> <li>• <u>Slide 6, 7 and 8</u>: <i>Where does the ham come from? And the eggs?</i> (make the questions with all the products that appear in the slides)</li> <li>• <u>Slide 9</u>: Read the summary.</li> </ul> <p><b><u>Activity 2- Where does food come from?</u></b></p> <p>Hand out WS4. Before doing the activity show the children some food cards from the “Healthy- Unhealthy cards” and ask them where these products come from, if it is a fruit or a vegetable ask them what part of the plant it is.</p> <p>The language support is provided to do the oral activity. Give time to do the activity individually and correct it in plenary. Students give the answers helped by the language support.</p> <p><b><u>Activity 3 - Can a food be good or bad for you?</u></b></p> <p>Show just the food cards from “Healthy – Unhealthy cards” and stick them on the blackboard. Ask the students to name them (they know the answers because it is a reviewed vocabulary)</p> <p>Write “Can a food be good or bad for you?” on the blackboard. Students discuss the question in groups and then they give their opinions to their partners.</p> <p>Write the language support on the blackboard to help the student with their answers:</p> <p>“I think that.....( eating fruit and vegetables is good)”</p> <p>“Maybe eating .....(too much sugar is not good)”</p>	

Explain that “good” or “bad” food is not a real fact, but while some types of food should be consumed in large quantities other must be consumed in moderation.

Draw an empty food pyramid on the blackboard and explain the internal subdivisions in it (*the section at the bottom corresponds to a type of food that should be consumed in large quantities, the one above should be consumed in not so large quantities, the next one should be consumed in moderation and the section at the top should be consumed in small quantities*)

Tell the students to predict what type of food could be in each section.

Ask:

*What’s at the bottom of the pyramid? Bread, cereal, rice and pasta group*

*What’s above that? Fruit group and vegetable group*

*What’s at the top of the pyramid? Oils and sugar*

*Which is the largest group? Bread, cereal, rice and pasta group*

*Which is the smallest? Oils and sugar*

*What is this trying to telling us?*

Ask for volunteers to sort out the pictures cards into the right section of the pyramid food. Then give the answers to them in plenary.

Remind them that there is something they need for being alive and it is not food, it is water. Add at the bottom of the pyramid a section for including the amount of water the body needs which is 8 glasses. Ask the student before if they know how much water our bodies need every day?

**It is very important to remind the students that water is essential for a healthy diet because our body is made of 70% of water.**

**Activity 4- Food Pyramid**

Give the students a copy of the empty Food Pyramid in WS5. They label the groups in their correct position in the pyramid and write the products in the right section. Students try not to copy from the blackboard. When they finish, they can check their answers. At the bottom of their pyramid there is a section for the water they need to drink during a day (8 glasses).

Explain to the students that the alternatives for the meat and fish group are food such as the beans, lentils, pulses and nuts.

**Language support:**

Rice	belongs to	bread and cereal group
Onion		vegetable group
Leek		fruit group
Cheese		dairy products group
Chip		meat, fish and alternatives group

**Key:**

Bread, cereals, rice and pasta: rice and toast

Fruits: oranges and pears

Vegetables: onions, leeks, carrots and cabbage

Meat, fish and alternatives: bacon, hamburger, ham, tuna and crabs

Dairy products: cheese and yoghurt

Oils and sugar: chips, jam and chocolate cake

**Activity 5- Pyramid displayed**

Divide the class in 5 groups; give to each group some supermarket leaflets. Each group cuts the product of a different food group and glues them in a big pyramid displayed in the class. It is an activity of assessment.

**Activity 6- Record of the servings during a week**

At home during a week students record the food group servings they have in all their meals in WS6. Bring the worksheet to class for the next session.

They colour the squares every time they eat a different product. At the end of the week they can have a good visual support of what they eat most during the week.

**Resources:**

- Power Point: "Where does food come from?"
- Healthy - Unhealthy cards
- WS4
- WS5
- WS6

TEACHING NOTES	LESSON 1 POWERFUL FOOD
<b>SESSION 3 BALANCED DIET (PART I)</b>	
<p><b>Activity 1- Warm-up “Record of the servings you eat during a week”</b></p> <p>Write the following series on the blackboard 8 - 6 - 5 - 3 - 2 - 1 and ask them what the numbers mean.</p> <p><b>Key:</b> The numbers are the amounts of daily servings of water and the food groups: 8 glasses of water 6 servings of bread and cereals group 5 servings of fruits and vegetables 3 servings of meat, fish and alternatives 2 servings of dairy products 1 serving of oils and sugar group</p> <p>Students take their homework “Record the servings you eat during a week”.</p> <p>Split the class in 4 groups and let the children talk about their recordings. In plenary each group answer the following questions: <i>Who eats the most vegetables in your group?</i> <i>Who eats the most of bread and cereals in your group?</i> And so on with each food group. Compare who has eaten the healthiest diet during the week. They check if they have eaten the correct amount of each food group servings during the week. After that have a look at the unhealthiest menus and ask: <i>When do you eat the most of the sugar? During the breakfast or maybe during the snack time? What type of food can you eat instead too much sugar for the snack time/breakfast?</i></p> <p>Give them the language support: I can eat more (fresh fruit)..... instead of (biscuits)..... I can eat less (donuts)..... and more (homemade cakes)..... Give alternatives to have healthier meals Ask the students: <i>Do you think your diet is balanced?</i></p> <p><b>Activity 2 part I- What does a balanced diet mean?</b></p> <p><i>What does a balanced diet mean?</i> Do a brainstorming about it. Then students split in 5 groups and they do a peer dictation. Put 5 definitions of a balanced diet displayed in the corridor and in different places in the class. Then hand out WS7 (first activity) and ask the students to fill the gaps going taking turns to look at the displayed definitions.</p> <p><b>Key:</b> “A healthy balanced diet contains a variety of foods including <b>plenty of</b> fruit and</p>	

vegetables, **plenty of** foods such as bread, pasta and rice, **some** foods such as meat, fish, eggs and lentils and **some** dairy foods. It should also be **low** in oils, salt and sugar, and drinks at least 8 glasses of water.”

### Activity 2 part II- Pie charts

Second activity, go to the computer room, students make a pie chart with their own recordings with the Microsoft word (graphic). It gives them a visual support of their diet during the week.

When they finish and have their pie charts printed students cut and paste them in WS 7, then show them the pie chart of a balanced diet (teacher’s resources).

Ask them if their charts are different or similar.

Ask them questions such as:

*Should you eat more vegetables/meat/cereals/sugar?*

*Should you eat less vegetables/meat/cereals/sugar?*

Let the students discuss how they can improve their eating.

### Activity 3 – Targets for health

After the discussion in the previous activities, students make “target arrows” from an arrow in WS8 and adding feathers (make them from papers of different colours).

Students write their health targets in a small colour paper and then they glue to the arrow. They also write their name in the point. Display the arrows pointing towards a “Target board” (in a class of 25 children maybe 2 Target boards are necessary).

The language support is the same as in the previous activities.

### Activity 4 – Internet game

Try this game in internet to put into practice the learning of the previous session.

<http://www.learntobehealthy.org/kits/Nutrition/Activity3/6020.html>

### Resources:

- WS7
- WS8
- Computers and printer
- Balanced diet. Pie chart.
- Colour papers
- Target board



TEACHING NOTES	LESSON 1 POWERFUL FOOD
SESSION 4 BALANCED DIET (PART II)	
<p><b><u>Activity 1 - Pyramid discussion: The healthiest menu</u></b></p> <p>Show the 9 pictures from “Meal cards”: breakfast, lunch and dinner. Individually students choose the healthiest menu, one card of each meal. Then in pairs students compare their choices and they agree on one menu. Repeat in groups of 4, and then in groups of 8. At the end, the class will have agreed together about the healthiest menu.</p> <p>Language support:  <i>I think the best choice is .... because....</i>  <i>Let's choose .....because .....</i></p> <p>Explain that in each meal the type of food is different.  Hand out WS9. Students complete the activity about the healthiest menu they have chosen in the oral activity.</p> <p><b>Key:</b>  It depends on the student's choice.</p> <p><b><u>Activity 2- Designing a sandwich</u></b></p> <p>Ask the students to think about their favourite sandwich:  <i>What type of bread is it?</i> Free answer  <i>What filling does it have?</i> Free answer</p> <p>Divide the class in 2 halves, one half designs a healthy sandwich the other half an unhealthy one. Hand out WS10. Students read the instructions on it.  Show the children the range of foods they have available to make sandwiches. Write a list on the board.  After doing the activity discuss what makes the difference between the healthy and the unhealthy sandwiches.</p> <p><b><u>Activity 3- Simple sandwich recipe</u></b></p> <p>Project the “Sandwich Recipe”. In plenary, work on the structure of the recipe asking them some questions:  <i>What type of text is it?</i>  <i>How many parts can you distinguish in the text?</i>  <i>Tell me how these parts are organised</i>  <i>What are the main verbs used in the instruction part?</i></p> <p>Ask for a volunteer to read the text in plenary and solve the problems they could have with the vocabulary, writing them on the blackboard. Then, give them WS11 to write down their own recipe of their sandwich from previous activity.  Write the following language support on the blackboard adding the students' suggestions.</p>	

### Word bank

Ingredients	Equipment	Method (verbs)
Whole grain bread	Knife	To spread
White bread	Chopping board	To place
Jam	Spreading knife	To slice
Butter	Fork	To cut
Ham	Plate for serving	To serve
Cheese		
Lettuce		
Mayonnaise		
Boiled egg		
Bacon		
Tomato		
Onion		
Salmon		
Pepper		
Beef hamburger		
Oil		

#### Activity 4 - Let's cook

Bring to the class different type of foods to do 10 sandwiches, could be all the same ingredients or different (but food that does not need to be cooked).

Explain to students that they prepare the sandwiches in the class, but they are recorded by others classmates. So they explain the procedure with the right words while they do it.

Give the students time to practise the vocabulary and sentences (they have the language from the recipe of the previous activity).

You can use a video camera o a digital camera.

When they finish eat the sandwiches. Pay special attention to allergies in the class.

**Resources:**

- Meal cards
- WS9
- WS10
- Sandwich Recipe
- WS11
- video camera o a digital camera.

TEACHING NOTES

LESSON 1 POWERFUL FOOD

SESSION 5 WHAT DOES FOOD GIVE OUR BODIES? (PART I)

**Activity 1 - Warm-up**

Write the word NUTRITION on the blackboard, then ask for 12 volunteers and give one card of “Nutrition name cards” (teaching resources) each showing the headings of different nutrients needed for a balanced diet – proteins, carbohydrates, fats and sugar, vitamins, minerals and fibre, but with the names in 2 halves. Students look for their missing half. Stick them on the blackboard around the word nutrition. Ask the students what they think these words are and if they know anything related with them:

*What are the vitamins/minerals/carbohydrates/?*

*Do you know any food that provides us vitamins/minerals/carbohydrates?*

*Do you know any type of vitamins/minerals?*

*Why are vitamins/minerals/carbohydrates good for your bodies?*

Let the students express what they know about the topic and write their ideas on the blackboard as a mind map around the word nutrition.

Tell them they are nutrients that our bodies need to work properly.

Children are not required to know these at this stage, but many will already be familiar with the terms. They should also begin to understand that different foods provide different nutrients a body needs.

**Activity 2- Which nutrient goes with.....**

Split the class in groups of three and give each group some “Stickers” with the name of the nutrients in them. Each group think about what food group(s) provides us with the nutrient they have in the stickers. They stick them on the right section of the food pyramid displayed in the class (session 2).

Language support

Vegetables Bread and cereals Fruits Meat, fish and alternatives Dairy products Oils and sugar	contain	vitamins minerals proteins fibre carbohydrates fats and sugar
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### Activity 3 – Become a nutrition expert

Divide the class in 6 groups; give each group one nutrient information card. Students read the text accurately and fill in the chart of WS12 about the nutrient the have in the information card. Then each member in the group exchanges their information with their partners and completes the chart with the others nutrients. When they finish they come back to their home groups and check if the information is corrected.

Write on the blackboard the language support:

*Good sources of ..... are .....*

*..... are good for .....*

*There are different types of ....., for example.....and .....*

*A lack of..... produces .....in our bodies.*

*An excess of ..... produces.....in our bodies.*

When the activity finish, display on the wall in the class all the nutrients information cards. So students can read them at any time.

### Activity 4 What does nutrition mean?

Hand out WS13 to students. Read the phrases in plenary and students do the activity individually. It is a summary of what they learn in previous activities. It helps them to remember the meaning of balanced diet and nutrition.

#### **Key:**

- ✓ Nutrition is the study of how the body uses the nutrients we eat from the food to provide energy needed for growth, repair and reproduction.
- ✓ We get these nutrients from carbohydrates, proteins, fats, vitamins and minerals.
- ✓ The foods we eat and drink very day make up our diet.
- ✓ To stay healthy, we need to eat a good balance of the different kinds of nutrients.

### Activity 5- Loop game nutrition cards

Split the class in groups of 8. Cut the “Loop game cards” and give one set of each to the groups. Start the student who’s got the card with a number one. Then continue the game till all the students say their food and the question. It could be an assessment activity.

#### **Key:**

The cards are in the right order before cutting them

### Resources:

- Nutrients name cards
- Nutrients information cards
- WS12 and WS13
- Stickers
- Loop game cards

TEACHING NOTES	LESSON 1 POWERFUL FOOD	
<b>SESSION 6: WHAT DOES FOOD GIVE OUR BODIES? (PART II)</b>		
<u>Activity 1 - Warm-up</u>		
Hand out a set of “Memory cards” for one pair of students. They play the memory game in order to review the last session content, and to keep in mind for the new lesson.		
<u>Activity 2 - Where do nutrients come from?</u>		
Assess the students with WS14. Students put into practice what they learn in the previous lesson. Correct the answers in plenary.		
It is an assessment activity.		
<b>Key:</b>		
	<b>Food group</b>	<b>Nutrients</b>
<b>Rice</b>	bread and cereals	carbohydrates
<b>Oranges</b>	fruits	Vitamin C
<b>Chocolate</b>	oils and sugar	Fats
<b>Whole-grain bread</b>	bread and cereals	Fibre and carbohydrates
<b>Pulses</b>	meat and alternatives	Proteins and mineral: iron
<b>Beef meat</b>	meat and alternatives	Proteins
<b>Milk</b>	daily products	Mineral: calcium
<b>Tuna</b>	fish	Proteins
<b>Potato chips</b>	oils and sugar	Fats
<b>Carrots</b>	vegetables	Vitamin A
<u>Activity 3 - Hot seat</u>		
Seat students in a circle with one chair being designated the “hot seat”. The student in the hot seat portrays a food item in a card (could be from the “Healthy-unhealthy cards”). Other students ask the student on the hot seat questions to find out more about the food item. Write the language support on the blackboard.		
<u>Language support:</u>		
<i>Does it belong to the bread and cereal group/dairy product group?</i>		
<i>Does it give us proteins/minerals/vitamins?</i>		
<i>Does it come from a plant/animal?</i>		
<i>Does it come from the root of a plant/the leaves of a plant?</i>		
<u>Activity 4 - Watching the video</u>		
Students listen to the first 4.22 minutes from the video about what are the nutrients of the food. First, they listen without stops, to have a general idea of what is it about. Ask these questions for the students to focus on:		
<i>What can you do to be healthy?</i>		

*What happens during digestion?*

*What are the main nutrients in a balanced diet?*

Hand out questionnaire WS15A to the half of the class and questionnaire WS15B to the other half. Listen again, but now stop after the answer of each question is listened in the video. Students work in pairs to answering the questions.

- *What happens during digestion?*
- *How many nutrients are in our food?*
- *What do proteins provide to our body?*
- *Name at least 5 types of food containing proteins that you listen in the video:*
- *What do carbohydrates give to the body?*
- *How much water do you have to drink during a day?*
- *What are vitamins?*
- *What do vitamins give our body?*
- *Name any type of mineral you listen*
- *Name two bad fats food and two good fats food*
- *Why does a nutritional balanced diet provide us?*

Later, pairs from each half form groups of four and share their information.

**Resources:**

- Memory cards
- WS14
- WS 15A and WS 15B
- Video. Nutrients

TEACHING NOTES	LESSON 1 POWERFUL FOOD
<b>SESSION 7 DIFFERENT AGES, DIFFERENT NEEDS</b>	
<p><b><u>Activity 1 - Diet through life</u></b></p> <p>Show the power point presentation “Diet through life” where students see the different nutritional needs that people have through their life. Ask these questions to the students as the slides go by:</p> <p>Slide 1: (title)</p> <p>Slide 2: <i>What are the stages in the life of a person?</i>  <i>What do you think is the stage that needs more energy and large quantities of food? Why?</i></p> <p>Slide 3: <i>Do we have the same nutritional needs through the whole life? Why?</i>  <i>What are the factors affecting these changes?</i></p> <p>Slide 4: <i>Where does a baby take their nutrients from?</i>  <i>What is best way of feeding a baby? Why?</i></p> <p>Slide 5: <i>What type of food does the toddler eat?</i>  <i>Do they eat from all group foods? Which ones do they not eat?</i>  <i>Do they eat large quantities? Why?(because they have got small stomachs)</i>  (Focus on the quantities/servings detailed)</p> <p>Slide 6: <i>Do they eat from all group foods?</i>  <i>Are the quantities of food larger than the ones in the toddler stage?</i>  <i>Why do they need larger quantities?</i>  (Focus on the quantities/servings detailed)</p> <p>Slide 7: <i>Do they need a small amount of energy? Why?</i></p> <p>Slide 8: <i>Do the adult need more energy than teenagers?</i>  (Focus on the quantities detailed)</p> <p>Slide 9: <i>Does an old adult need the same quantity of food than an adult?</i>  <i>Why?</i></p> <p><b><u>Activity 2 - Food needs</u></b></p> <p>Hand out WS 16, students complete the chart writing the recommendations for each stage after looking at the power point presentation. If it is necessary, show the PPS again.</p> <p><b><u>Activity 3 - The quickest group</u></b></p> <p>Split the class in 4 groups. Hand out a set of the “Nutrients definition cards” to each group. Students put all the cards upside down. They have 5 minutes to read and match the definitions with their corresponding noun.</p> <p>The quickest group sticks the definitions and the words on the blackboard and says</p>	



“Stop”. The others group stop working. If the matching is correct they are classified as the quickest group if there is a mistake the game continues till other group finish.

#### Activity 4 - Assessment Game

Split the class in 5 groups. Hand out some recipe magazines to each group. Students choose 3 photos of different type of meals (meat, fish, salad, dessert...). They cut the pictures and paste them in a piece of paper, under each picture they describe the type of food that is in the dish, which group they belong to and the nutrients they think these meals can provide to them.

At the end they decide if the meals are healthy or not so healthy and what age group should be appropriate for and why.

#### **Resources:**

- Power Point: “Diet through life”
- WS16
- Nutrients definition cards
- Recipe magazines

## TEACHING NOTES

## LESSON 1 POWERFUL FOOD

## SESSION 8 FROM FOOD TO NUTRIENTS

Activity 1 - "The digestion story"

Read "The digestion story" to the students like a storyteller. Emphasises certain vocabulary and structures and mime as much as possible some actions so that students can understand better the process of the digestion.

This web page shows a virtual digestive system. It is very useful while reading the story <http://www.medtropolis.com/Vbody.asp>

When the story finishes ask some questions for comprehension:

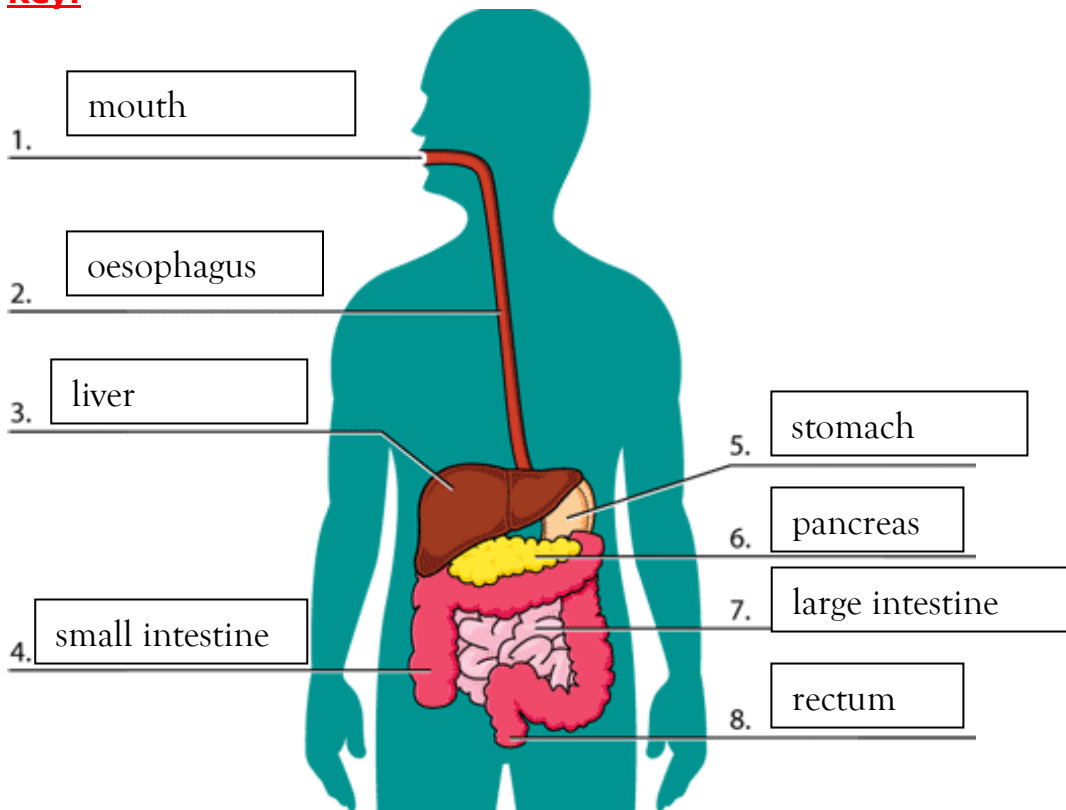
*Why do you think the saliva is quite important in the digestion process?*

*What organs take part in the digestive process?*

*Where do the nutrients break down?*

Activity 2 - Organs in the digestion process

Hand out the students WS17. Ask the students if they recognize any organ in the picture. They label the picture using the word bank.

**Key:**

### Activity 3- Ordering

Retell the story and the students put in order the sentences of the digestive process.

#### **Key:**

1. Food is chewed and mixes with saliva.
2. Food is swallowed and moves through the oesophagus.
3. Food moves into the stomach.
4. Food is broken down into proteins.
5. Food moves into a long tube called the small intestine.
6. Nutrients are absorbed into the blood by the vili in the small intestine.
7. Undigested food moves into the large intestine.
8. Water is removed from the undigested food.
9. Undigested food has turned into a solid waste.
10. Solid waste leaves the body through the anus.

### Activity 4 Quiz

Hand out a set of the “Digestion Quiz” and let them play in pairs or in groups of three. When they finish, make the quiz in plenary.

#### **Key:**

The answer are underlined in the quiz

#### **Resources:**

- The digestion story
- WS 17
- Digestion Quiz

## TEACHING NOTES

## LESSON 2 CONSUMER AWARENESS

## SESSION 9 YOU ARE WHAT YOU EAT

Activity 1 – What affect our food choices?

Tell students to think about what influences them when they buy or eat food, or what influences their parents?

*Why do you choose one food and not a different one?*

*Think about other people in the class, with different needs or health problems..*

If the students do not say all the factors listed below, ask them questions to elicit the information.

Write their brainstorming results on a graphic organizer on the blackboard:



The unit deals with numbers 1, 2 and 3.

Activity 2 – Food choices

Show the students the power point “Food choices”:

Read the bubbles with the statements:

*I can't drink milk*

*I don't eat pork*

*I can't eat peanuts...*

Ask the students why they think these children are saying these statements.

The answers are in the power point.

Explain that some religions don't allow certain types of food to be eaten.

### Activity 3 – Detectives research

Students become detectives in this activity. Focus on the diagram of activity 1, and tell students that they will investigate the factors 1, 2 and 3 (ethical belief, health concerns and religious belief)

Ask them to think about who they know with a special diet because of one of these factors; ask them to think about their family, friends, partners in the school...

Write their answers in 3 columns on the blackboard. If their answers are poor, suggest more possibilities.

Ethical belief	Health concern	Religious belief
Muslim	Allergies	Vegetarian
Jew	Diabetic	....
Hindu	Coeliac	
....	....	

Then split the class into 3 groups and assign each group one factor.

Provide the students some web pages where they can find out the information to complete the chart on WS 18A for the ethical belief group, WS 18B for the health concern group and WS 18C for the religious group.

If there is no information in the web page for completing the chart they use their knowledge to do it.

<http://www.girlshealth.gov/nutrition/foodissues/index.cfm> (food allergies)

<http://www.girlshealth.gov/nutrition/vegetarian/index.cfm> (vegetarian diet)

[http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Vegetarian\\_eating?open](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Vegetarian_eating?open) (vegetarian diet)

<http://www.girlshealth.gov/nutrition/lactose/index.cfm> (lactose intolerance)

[http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Gluten-free\\_diet?OpenDocument](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Gluten-free_diet?OpenDocument) (coeliac diet)

[http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Diabetes\\_and\\_healthy\\_eating?open](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Diabetes_and_healthy_eating?open) (diabetes)

[http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food\\_culture\\_and\\_religion?open](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food_culture_and_religion?open) (religious choice)

Then each group designs a mural with the information obtained and some pictures about the topic (food pictures). Students write sentences about the information obtained, so it is necessary to correct the work before displaying it. At the end students present their work

to the rest of the class.

Language support for the oral presentation:

The (factor) are allowed/not allowed to eat..... so they have a lack of .....

We recommend that you eat a good/low source of/a few.....

You should have a good source of/less source of/fewer...

**Key:**

Example of the information for religious belief:

Factor : Muslim.

Food choices: Prohibited foods are called Haram. Haram includes pork, alcohol and any products that contain emulsifiers made from animal fats, particularly margarines.

Gelatine made from pork or from any other animal. Caffeinated drinks such as coffee may be considered Haram. Muslims fast from dawn until dusk during the Ramadan period (a month).

Lack of nutrients: As they eat other different types of meat their amounts of nutrients are covered.

Recommendations: During the fasting period they might eat at least one serving size of the main important food groups such as vegetables, fruits, meat or fish or carbohydrates in the evening meal.

**Resources:**

- Power point “Food choices”
- WS 18A, WS 18B and WS 18C
- Computers with internet access.

TEACHING NOTES	LESSON 2 CONSUMER AWARENESS
<b>SESSION 10 ADVERTISEMENTS</b>	
<p><b><u>Activity 1- Introduction</u></b></p> <p>Ask the children to name some TV food advertisements. Ask the students:  <i>What are your favourite advertisements? Why?</i>  <i>Do you eat certain foods because of the advertisements you have seen on TV?</i>  <i>Is it a good or bad thing? Why?</i>  <i>What foods are these?</i></p> <p><b>The use of L1 is allowed in the answers</b></p> <p><b><u>Activity 2 – Analysing advertisements on TV</u></b></p> <p>Ask students to think about some advertisements on TV.  Ask them to say the food brands they usually consume and write them on the blackboard.  Ask them why they like to consume them and why they think their parents buy them.  <i>What methods are used in the adverts to persuade us to buy these products?</i>  Write the answers on the blackboard in a concept map.</p> <p><b><u>Key:</u></b></p> <p>Possible answers:  Sweet food  Product containing vitamins and minerals  Product made of real fruit (Sunny Delight)  Food that you can play with  Perfect fit for lunch box  Ready-made meal (colacao with cereals)  Free gifts (baticao)</p> <p>Make them aware that sometimes food advertisements persuade us with factors that are not always related to health.</p> <p><b><u>Activity 3 - Magazine advertisement</u></b></p> <p>Hand out a copy of the Advertisement (teaching resources) to the students or they can share it in pairs (to do the activity it is better if the copies are in colour).  Students look at the advertisement and read it.  Ask the students:  <i>What is the slogan of the advertisement? What does it mean?</i>  <i>What are the ingredients of the product?</i>  <i>Can you know them without reading the ad? Why?</i>  <i>What phrases are used to persuade the consumers? (Analyse them)</i>  Explain the meaning of: “with no fuff or fuss” and “done and dusted”  After analysing the advertisement and clearing up some vocabulary, hand out WS19.</p>	

Students follow the instructions on the worksheet. They work individually.

**Key:**

1. a) T , b) F, c) F and d) T
2. a) The ingredients are finest vegetables, whole grains, tasty sauce, fresh herbs and spices  
b) Thai coconut curry or Moroccan giant couscous.  
c) Yes, it is because it is ready in 4 minutes
- 3 innocent, naturally, interesting, new..
4. Depend on the student
5. Yes, it does because it fits in all the different food choices (vegetarian, religious..)

All the answers could be written by students using the vocabulary from previous sessions

**Activity 4 Create your advertisement**

Ask the children to design and advertisement of a healthy new food product. They create a jingle for it and a slogan.

They think about an attractive and persuasive advert and perform it.

An empty food box could be used as a basis for their new designs which could then be put on display and the children asked to explain them.

Help them with the following questions:

*What information do you want people to know?*

*Who is your advertisement aimed at?*

*How are your products persuading people to buy it?*

*Does it create a sense of health?*

Think about the slogan. Help them to write it using different techniques:

- **Alliteration:**  
Nibble a nectarine  
Bite a banana  
Celery celebration
- **The use of poetry and rhyme:**  
Eat your veg and dance til late  
Fruit and veg will give you wings  
Salt, fat and sugar make you moody.
- **The use of acrostics:**  
Cut -  
Up  
Cucumbers  
Usually  
Make  
Boiled



Eggs taste  
Really great

Students think about the drawings and what they want them to represent.  
Look for some adjectives that help you to describe the characteristics of your product.

When they finish, each student looks for a partner to have some feedback about their creations. Hand out “My partner advertisement” (teacher’s resources) and they complete the sheet assessing the other’s creation. Then they give to the assessed student.

If there is enough time students can perform the advertisement as if they were for TV a broadcast or for a radio programme.

**Resources:**

- Advertisement
- WS 19
- My partner advertisement

## TEACHING NOTES

## LESSON 2 CONSUMER AWARENESS

## SESSION 11 READING NUTRITIONAL LABELS

Activity 1- Introduction

Project the “Label introduction. Mushroom Stir fry”.

Analyse with the students what information is provided on the packaged food:

Ask them to find the following items making the question: *Where is the...?*

- Name of food
- Weight/Volume
- Ingredients (the largest amount of ingredients should be listed first down to the smallest amount)
- Place of origin
- Name and address (if you have any health problem with the food you can write there)
- Storage (where to keep the food)
- Nutrition information. Ask them what nutrients they recognize in the label. Explain the meaning of “calories” (they give energy to our body in order to do exercise).
- GDA - Guideline Daily Amounts (the amounts needed amounts of the different nutrients in an adult diet of 2000 or 2500 calories)

Ask them what they think is the recommended serving size for this food is. In this case it is ½ pack (it is detailed in the GDA).

Activity 2 - Comparing labels

After discussing in plenary the importance of each item, give them WS 20.

Students compare the 2 labels. They should compare the same amount of food.

Activity 3 - GDA

Focus on the GDA (Guideline Daily Amounts). Explain to the students that GDA values are expressed in % based on the daily amounts of nutrients of an adult needs, not a school child.

If they know the % based on their daily amounts of nutrients, they can realize if the food is giving them a low source or a high source of each nutrient in their diets.

Hand out WS 21. Students calculate the GDA based on a school’s children diet.

As it is a mathematical task they need the rule of three, some examples are given to them on the worksheet.

In plenary check the answers. Ask them for the high sources and low sources of nutrients and if it is a healthy food for them and why

**Activity 4 – Serving size**

Star the activity with a question:

*How do you know you are eating the correct amount of a type of food?*

Students check what the correct amount is of three different types of food in the experiment.

Make 5 groups and give each one 6 plastic plates, 1 cup or glass and WS 22.

On two different tables put some scales and a measuring jug on each.

Put the food to be measured on 3 different desks: frozen peas, dry cereals and orange juice.

In turns, 1 member of each group stands up and puts what they think is the estimated serving size of each food in the plate labelled as “Estimate”, then measures it on the scales and writes the amount on the table.

Teacher sticks the food labels of the three types of food on the blackboard

Students look for the recommended serving sizes of each food on the label and measure the three foods putting the amount in the plates labelled as “Recommended” and write the results in the correct table.

Then compare the amounts they write on the Estimate table and the results they write on the “Recommended” table.

Help them by suggesting they can use the size of daily objects, such as a tennis ball, hands, a CD... So they can control the portion of food.

**WS Key:**

A. Accept all reasonable answers

B. Recommended measure table:

- Cereals: 30gr
- Orange juice: 125 ml
- Frozen peas: 80 gr

1. Accept all reasonable answers.

2. Provided the language support if it is needed:

We might eat too much/many....

We might not eat enough.....

3. Help them suggesting they can use the size of daily objects, such as a tennis ball, hands, a CD... So they can control the portion of food easily without using scales.

**Resources:**

- WS 20
- WS 21
- WS 22
- British labels
- Introduction label
- 30 plastic plates, 5 cups/glasses and serving size labels (teacher’s resources)
- 2 bags of frozen peas, 1 packet of cereals and 2 litres of orange juice.

TEACHING NOTES	LESSON 3 KEEP FIT
<b>SESSION 12 WHERE DOES ENERGY COME FROM?</b>	
<p><b><u>Activity 1 - Diamond game</u></b></p> <p>Draw a diamond on the blackboard and ask if they know the name of the shape. Hand out a copy of the Diamond game to each pair of students. The game consists of prioritizing the statements in the diamonds. Each statement is a good idea for a healthy life.</p> <p>Eight cards have a statement on them. They read them and agree a ninth statement for the blank card (e.g. reading nutritional labels, being aware of misleading food advertisements..) Then they arrange the cards in a diamond form discussing each and agreeing the placement as a group.</p> <p>The larger diamond pattern:</p> <ul style="list-style-type: none"> <li>• one card as the most important</li> <li>• two cards as equal and next important</li> <li>• three cards as those that are next most important</li> <li>• two cards again that are less important</li> <li>• one card that is the least important</li> </ul> <p><b>Key:</b> All reasonable answers are acceptable</p> <p>Each pair of students shows and explains their answers to the rest. Provide some language support:</p> <p style="padding-left: 40px;">First, the most important aspect for having a healthy life is.....</p> <p style="padding-left: 40px;">Then.....</p> <p style="padding-left: 40px;">After that.....</p> <p style="padding-left: 40px;">And finally.....</p> <p>When all the groups finish, students glue the cards in a diamond shape on a piece of coloured paper and stick them on the class wall.</p> <p>After the activity they can conclude what they think are the most important aspects for being healthy. One new factor appears, that is “keeping fit” and “doing exercise”</p> <p><b><u>Activity 2 – Energy sources</u></b></p> <p>Give a set of food cards from “Healthy – Unhealthy cards”: cereals, nuts, low fat yogurt, rice, sweets, chocolate and biscuits to each pair of students.</p> <p>Ask them to sort the cards in 2 groups, remind them that the session is about energy. Then they make their predictions about the classification; ask them for the criteria used. Explain that all of them are good sources of energy but 3 of them are <u>quick-energy foods</u>,</p>	

which provide immediate energy to the body keep it working without the digestive system having to work too hard at digesting the food to release the energy, when doing an intense activity.

The others are sustained-energy foods, which provide energy long term while the process of digestion is carried out, when the activity is finished and the body needs to recover from the effort.

Hand out WS 23A and WS 23B. First, they classify the foods according to the explanation given and then complete the text in the second activity in a pair dictation.

Write the two types of food names on the board and stick below each the correct picture cards.

Ask them what they mean, if they understand the explanation, and what is healthier. Explain the difference to the students.

**WS Key:**

Quick-energy foods provide immediate energy to the body without the digestive system having to work too hard at digesting the food to release the energy, when doing an intense activity. They usually have got a lot of calories (chocolate, sweets and biscuits).

Sustained-energy foods provide energy long term while the process of digestion is carried out, when the activity is finished and the body needs to recover from the effort.

The sustained-energy food is healthier because it gives us energy without too many calories (rice, cereals, nuts and low fat yogurt). Remind them that calories make us put on weight as they learnt in the nutritional information cards (home group experts activity)

**Activity 3 – Internet games**

Practise what is done during the previous activities in a challenging and educating web page, where students can check how energy from food is so important for doing activities.

<http://www.activescience-gsk.com/module12/home.html>

**Activity 4 – How fit are you?**

Ask the students to think about the daily actions they do. Show them the “Action cards” so they can recognize some actions they usually do during the day, and they can review the vocabulary of them, but accept any reasonable answers.

After doing the speaking activity in plenary hand out WS 24.

They realise that during the day we are mainly in movement and we consume a lot of energy. Remind them that any activity that makes us use energy is exercise - even tidying the room

Students classify the actions depending on the effort that involve them and the amount of energy needed for doing them. Give an example of each type of activity with the “Action

cards”

Ask the students:

*What activity makes you consume a lot of energy? Why? And a little energy? Why?*

**Key:**

The answer should be something related with the effort, so it could be a good way to connect it with the previous activities about the amount of energy needed by our bodies when moving. The more you move the more you need energy from food.

Then students speak with their partner about how fit they are. The language support is provided in the activity.

**WS Key:**

1. The activities depend on each student.
2. The language support is provided.
3. The language support is provided.
4. Accept all reasonable answers

Resources:

- Diamond game
- WS 23A
- WS 23B
- WS 24
- Coloured paper
- Computers with internet access
- Healthy - unhealthy cards
- Action cards

TEACHING NOTES	LESSON 3 KEEP FIT
<b>SESSION 13 HOW THE BODY WORKS</b>	
<p><b><u>Activity 1 - Warm-up</u></b>  Ask the students to think about what happens in our bodies when they are doing a PE class or when they are practising any vigorous activity.  Then ask them what happens when they finish the activity.  Help them with the new vocabulary that could come up during the conversation.  Ask some questions to elicit the following vocabulary: thirsty, sweat, recovery time, to beat, to breathe, pulse rate, deeply and fit (or keep fit).  Use the “Exercise consequences pictures” to help the students with the meaning of some words.</p> <p><b><u>Activity 2 - Let’s do some exercise!</u></b>  Hand out WS 25. After the discussion in the previous activity they write the sentences.</p> <p><b><u>Activity 3- How the body works</u></b>  Show the power point “How the body works” follow the slides, read the statements and ask the questions in each slide.  Then hand out WS 26 to check the students’ comprehension about the presentation.</p> <p><b><u>Key:</u></b></p> <ul style="list-style-type: none"> <li>a) Our heart pumps blood around our body. T</li> <li>b) Our blood carries carbon dioxide to all the parts of our body that need it. F  Our blood carries oxygen to all the parts of our body that need it</li> <li>c) Our lungs take the carbon dioxide from the air we breathe. F  Our lungs take the oxygen from the air we breathe</li> <li>d) The movement of the blood through the heart and around the body is called circulation. T</li> <li>e) The main organs involved in circulation are the heart and the lungs. T</li> <li>f) Our muscles need carbon dioxide and nutrients to work properly. F  Our muscles need oxygen and nutrients to work properly</li> <li>g) The pulse rate measures the beats of our heart. T</li> </ul> <p><b><u>Activity 4 - The circulation game</u></b>  Label five tables with the following names: lungs, heart, legs, arms and head. Sit down one student at each table, but two at the heart table, one on each side (right and left side of the heart).</p> <p>The rest of the class are given pieces of blue and red cards. The colour red represents oxygen-rich blood, blue represents the carbon dioxide- rich blood.</p> <p>The classroom represents the inside of the body and the labelled tables the organs in it.</p>	

Send one student, who is the blood carrier, first with a red card, starting from the left side of the heart, the student is pumped by the “left side of the heart” student to a part of the body (e.g. legs) to go to taking the red card oxygen-rich blood.

At the legs table, the blood carrier gives the red card to the student at the table, who order to do a physical activity to “waste” the oxygen (run, walk, hop, jump...) and then the student changes the card for a blue one, so now the card is carbon dioxide- rich blood.

Then the blood carrier returns to the right side of the heart where the blood blue card is passed through the volunteer and back to him/her, who is directed to the lungs.

At the lungs table, the blood carrier breaths in deeply and the student at the lungs’ table change the card for a red one, so it becomes once again oxygen-rich blood (red). They then send the student back to the heart where the cycle begins again and they go to another part of the body.

Once the activity is clear, gradually add in more students to carry the blood cards until you have the complete blood cycle going round the classroom. Students start the cycle at different stages.

At intervals, ask the student to stop and question them about what type of blood they are carrying, where it comes from and where they are going to.

At each organ table the blood carriers need to do an activity to “waste” the oxygen they carry (red card). At the legs and arms table could be a physical activity and at the head table could be an easy mathematical operation that the students invent and say to the blood carrier student.

#### Activity 5- Circulation drawing

Hand out WS 27. Students label squares with different parts of the body (e.g. legs, arms, brain...) and draw the pictures of the organ they choose. They also draw the heart and the lungs in the labelled square.

Then they draw the blood direction in colour blue or red depending where it goes.

Students should remember what they have done in the previous activity and draw it.

Help the students showing slide 5 from the PPS “How the body works”, where there is a picture of the circulation system.

It is an assessment activity, because it helps to demonstrate the understanding of the blood circulation.



**Resources:**

- Exercise consequences pictures
- WS 25
- Power point “How the body works”
- WS 26
- Blue and red rectangle cards.
- Body labels
- WS 27

TEACHING NOTES

LESSON 3 KEEP FIT

SESSION 14 EXERCISE AND HEALTH

Activity 1- Warm up

Write on the blackboard the following words: better self-esteem, endurance, speed of reaction, strength and suppleness.

Let the students discuss in groups of 2 or 3 what these words mean and what they are related to. Discuss in plenary.

**Key:**

The five words refer to the benefits of exercise in our bodies.

Activity 2- Guess the benefit

Show the 4 “Activity cards” to the students; stick them on the blackboard. In plenary discuss which activity is better for the 5 benefits of exercise mentioned in the previous activity.

*What is the best activity to have endurance/speed of reaction/strength/suppleness benefit?*

Stick the activity under the correct exercise benefit.

Maybe some of them give us more than one effect, but students think about where it fits best.

In this way, students understand the meaning of each benefit.

**Key:**

Number 1 corresponds to endurance

Number 2 corresponds to strength

Number 3 correspond to speed of reaction

Number 4 correspond to suppleness

All the numbers could be under the better self-esteem benefit.

Once the students know the meaning of each benefit of exercise, they can think about other activities that give them these benefits when exercising.

Language support:

If you	run	you develop more	endurance
	do gymnastics		suppleness
	do weights	you improve your	strength
	play tennis		speed of reaction
			self-esteem

**Activity 3- Effects of exercise**

Hand out one set of cards of the “Effects of exercise” to each group of 4 students. They classify and write them under the correct column in WS 27.

**Key:**

<b>develop more endurance</b>	<b>improve our strength</b>	<b>develop more suppleness</b>	<b>improve our speed of reaction</b>	<b>improve our self-esteem</b>
<ul style="list-style-type: none"> <li>• Our heart and lungs work better.</li> <li>• We don't easily get out of breath.</li> <li>• We recover quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Our muscles grow.</li> <li>• Our bones get stronger.</li> </ul>	<ul style="list-style-type: none"> <li>• We can bend and stretch more easily.</li> </ul>	<ul style="list-style-type: none"> <li>• We can turn more quickly.</li> <li>• We can hit and catch balls better.</li> </ul>	<ul style="list-style-type: none"> <li>• We feel better about ourselves.</li> <li>• We are less likely to have mental health problems.</li> </ul>

Help students with the new vocabulary.

**Activity 4- Assessment game**

Split the class into groups of 3, one student is the teacher (they take turns) and the others are the speakers. When they choose a number from the chart, they have got 4 minutes to speak about this topic and the teacher-student assesses how they do it according to the criteria written on the assessment sheet.

Provide each group with one “Assessment sheet”, 2 dice and a “1 to 24 chart”.

The students play the game, in turns; throw the dice, they agree in which number to choose from the chart. They can do any mathematical operation between the numbers of the dice, in order to obtain a number between 1 and 24. Then they start speaking about the topic and the teacher-student assesses them on 3 aspects, drawing a happy or a sad face on the assessment sheet provided:

1. Speaking about the topic
2. Speaking in English
3. Respecting the turn

At the end, count and write on the board the happy faces of each group, so check who the winner is.

Then ask each group for the sad faces and why they got them. It provides information about the students’ learning process.

During the activity, go around the class listening to each group and taking notes. There is an assessment sheet to write down the observations.

**Resources:**

- Activity cards
- Effects of exercise
- WS 27
- Assessment sheet (student)
- 1 to 24 chart
- Assessment sheet (teacher)

TEACHING NOTES	LESSON 3 KEEP FIT
<b>SESSION 15 FOR A HEALTHY LIFE!!</b>	
<p><b><u>Activity 1- Healthy person</u></b></p> <p>Ask the students to draw a picture of a healthy person. Tell them to bear in mind what we have been learning about having a healthy life; food, environment, exercise, self-esteem.... Display their pictures in the class and ask them to explain how it is possible to tell from their pictures that these are healthy people. Ask them:</p> <p><i>What does a healthy person do?</i>  <i>How does a healthy person look?</i>  <i>How does a healthy person feel?</i></p> <p>Make a list of ideas.</p> <p>Analyse the ideas and sort them into categories, depending on students' answers, for example: food, exercise, friendship, self-esteem...</p> <p>Emphasize the importance of having a healthy body and also a healthy mind, it means physical and emotional well being. Explain to them how each one contributes to being a healthy person.</p> <p>As a group make a picture of a healthy person. Ask the students how they can show this person is healthy, for example: smiling, doing exercise, eating vegetables, with friends around himself/herself...</p> <p>Ask the students to write large statements about being healthy or having a healthy life, thinking about the entire previous lesson about this topic.</p> <p>Help them with the vocabulary that comes up during the discussion and suggests some ideas such as: you are what you eat, an apple a day keeps the doctor away, don't worry be happy, better health better life...</p> <p>It is an assessment activity of the 14 sessions on the project because it helps them to remember what they have learnt during the lessons and bear it all in mind.</p> <p>Moreover it is a collaborative task to put into practice the concepts of emotional health they should have mentioned in previous activities.</p> <p>When they finish hand out the self-assessment sheet. It gives them the opportunity to be aware of their own learning progress.</p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Coloured paper</li> <li>• Large paper for drawing</li> <li>• Self-assessment sheet</li> </ul>	

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