



Szkoła Podstawowa  
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# Lesson plans on healthy eating habits

## Introduction

### Importance of a healthy eating habits

There is no doubt that a healthy diet is an absolute prerequisite to a healthy lifestyle. But what exactly does that mean and why is healthy eating so important?

A properly balanced diet helps prevent many diseases, however bad eating habits, on the other hand, can lead to serious illnesses.

The following lesson plans have been designed to provide young people with this basic, yet extremely important information about healthy eating habits and a balanced diet.

## LESSON 1

### FRUITS: HEALTHY SWEETS.

**Target Group:** 1<sup>o</sup> ESO (12-13 years old)

**Duration:** 1 hour

#### OBJECTIVES

- Compare the nutritional benefits of fruits with processed sweets containing additives.
- Analyze food labels to identify harmful additives and their potential health risks.
- Understand the role of fruits as a natural and healthier alternative to processed snacks.
- Develop critical thinking about food choices and their impact on well-being.

#### KEY COMPETENCIES

- Digital Competence: Use apps (e.g., Yuka) to scan product barcodes and evaluate additives.
- Scientific Competence: Analyze and interpret data about nutrients and additives.
- Social and Civic Competence: Promote healthy eating habits and their societal benefits.
- Learning to Learn: Develop strategies to assess food products independently.

#### CONTENTS

- Additives in Processed Foods: Types, dangers, and common examples.
- Nutritional Benefits of Fruits: Vitamins, fiber, and absence of harmful additives.
- Critical Comparison: Processed sweets (e.g., Kinder Delice, Conguitos) vs. natural fruits (e.g., apple, peach)

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## METHODOLOGY

- Hands-On Analysis: Active engagement with real food products and nutritional data.
- Collaborative Learning: Group work for discussions and data sharing.
- Visual and Digital Tools: Use of apps and online resources to support analysis.
- Reflection-Based Learning: Encourage students to derive conclusions from their observations.

## ACTIVITIES

### **Warm-Up** (10 minutes)

#### **Introduction:**

- Discuss the difference between natural and processed foods.
- Show the comparison slide (from the PowerPoint) highlighting the nutritional benefits of fruits and additives in sweets .

### **Main Activities** (40 minutes)

#### *Activity 1*

##### Additives Analysis (20 minutes):

- Materials Needed: Processed snacks (e.g., Kinder Delice, Conguitos), Yuka app, food label list, and worksheet from the document .
- Instructions: ■ Students scan the barcodes of processed snacks using the Yuka app. ■ Fill out the table with the additives, their dangers, and diseases they may cause. ■ Check if the additives are listed on the product labels and compare with the classroom list.

#### *Activity 2*

##### Fruit Nutrient Analysis (10 minutes):

- Materials Needed: Internet access or pre-prepared fact sheets about apples and peaches.

- Instructions: ■ Research the nutrients in an apple and a peach. ■ Complete the worksheet to explain why these nutrients are healthy.

### Activity 3

Class Discussion (10 minutes):

- Share group findings about additives and fruit nutrients.
- Discuss conclusions: Why are fruits a better alternative to processed sweets?

### EVALUATION

- Participation: Engagement in activities and group discussions.
- Accuracy: Completeness of the additive analysis and nutrient explanation worksheets.
- Reflection: Quality of conclusions shared in the class discussion.

### MATERIALS

1. PowerPoint Slide: Comparison of fruits and processed snacks .
2. Worksheet: Provided document for additives and nutrient analysis .
3. Food Products: Kinder Delice, Conguitos, apples, and peaches.
4. Yuka App: For barcode scanning and additive information.
5. Stationery: Pens, paper, and markers





## LESSON 2

### HEALTHY EATING

**Target Group:** 1° ESO (12-13 years old)

**Duration:** 1 hour

#### 1. OBJECTIVES

- Understand the importance of healthy eating for physical and mental well-being.
- Identify the main food groups and their nutritional value.
- Develop the ability to create a balanced meal plan.
- Encourage critical thinking about food choices and their impact on health.

#### 2. KEY COMPETENCIES

- Linguistic Competence: Improve vocabulary related to food and nutrition.
- Learning to Learn: Develop skills to analyze and apply healthy eating principles.
- Social and Civic Competence: Understand the societal impact of healthy eating habits.
- Digital Competence: Use technology to research and plan meals.

### 3. CONTENTS

- Food Groups: Proteins, carbohydrates, fats, vitamins, minerals, and water.
- Balanced Diet: Proportions of different food groups according to nutritional guidelines (e.g., the food pyramid or plate).
- Healthy Eating Habits: Importance of breakfast, hydration, and portion control.
- Critical Thinking: Evaluating processed vs. natural foods.

### 4. METHODOLOGY

- Interactive Approach: Encourage active participation and discussion.
- Visual Aids: Use diagrams, charts, and videos to explain concepts.
- Collaborative Learning: Group work to foster teamwork and peer learning.
- Practical Application: Hands-on activities like creating meal plans or analyzing food labels.

### 5. ACTIVITIES

#### **Warm-Up (10 minutes)**

- Brainstorming: Ask students to name their favorite meals and discuss if they think these are healthy.
- Interactive Quiz: Use a digital tool like Kahoot! to test prior knowledge about food groups.

#### **Main Activities (40 minutes)**

##### *1. Mini-Lecture with Visual Aids (10 minutes):*

- Explain food groups, the benefits of healthy eating, and examples of balanced meals.
- Show a short video about healthy eating habits.

##### *2. Group Activity: Food Plate Creation (15 minutes):*

- Divide students into small groups.
- Provide food cards (images or names) and ask them to assemble a balanced meal on a printed plate template.

##### *3. Label Reading (10 minutes):*

- Distribute labels from real food products (e.g., cereal, snacks).
- Teach students to identify nutritional information and recognize healthy choices.

#### 4. Class Discussion (5 minutes):

- Reflect on what they learned.
- Share one change they will make to improve their eating habits.

## 6. EVALUATION

- Participation: Engagement in discussions and activities.
- Group Work: Collaboration during the food plate activity.
- Individual Reflection: Written or oral reflection on their takeaway from the lesson.
- Quiz: Answers from the Kahoot! or an alternative interactive tool. 7.

## MATERIALS

- Printed Materials: Food cards, plate templates, and food labels.
- Visual Aids: Food pyramid/poster, projector, or digital slides.
- Digital Tools: Kahoot! or a similar quiz platform.
- Stationery: Markers, colored pencils, and scissors.



## LESSON 3

### What should you eat to be healthy.

**The main goal:** shaping proper eating habits.

**Specific objectives:**

- the student is able to name the principles of healthy eating,
- the student is able to name the main nutrients that should be on the student's menu,
- the student is able to place nutrients in the food pyramid,
- the student is able to read tables of the caloric content of individual products,
- the student is able to read the composition of products, including substances which are harmful to health.

**Methods:** talk, discussion, presentation,

**Forms:** individual and group work

**Teaching aids:** boards, foliograms, sheets of paper, cardboard, markers, video file, power point presentation "Is your food healthy?"

Course of classes

**Initial phase:**

1. The teacher asks a question that is the topic of the lesson: What should you eat to be healthy ?
2. Students answer (the teacher tries to tell students how to eat to be healthy).
3. The teacher asks the second question: Why do we need to eat?
4. Children answer this question (the teacher tries to make children answer gave examples from everyday life).

**Lesson implementation phase:**

1. The teacher divides students into groups of four, distributes cards and markers, asks for the selection of the group leader.
2. Teacher at the moment when children are preparing to work in groups shows a slide with an uncompleted food pyramid. Then he/she asks the students to complete their worksheets and sort the basic groups of nutrients.

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3. Students check their answers with the video.

4. Students watch the same film again on their tablets and their task is to watch the film carefully and mark the correct answers to the watched part of the film.

<https://youtu.be/0KbA8pFW3tg>

5. Students answer questions in pairs.

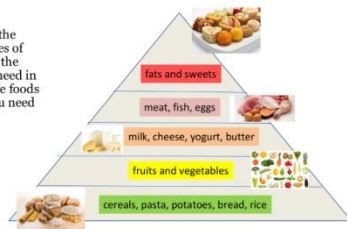
Summary:

The students talk about their eating habits in their country: in Hungary, Poland and Spain.

The lesson can be adapted to different age group.

### The food pyramid

The food pyramid shows the quantities and the varieties of foods to eat. The foods at the bottom are the ones you need in bigger quantities while the foods at the top are the ones you need in smaller quantities.

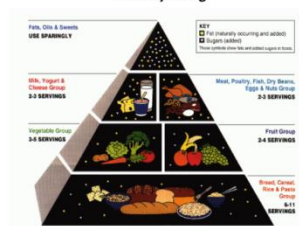


### Is your food healthy?

Eating habits



### Healthy Living



Look at the food pyramid above and answer the questions below with a short answer. Your answer will be 'Yes, they should' or 'No, they should not'.

- 1) Should people eat many servings of fat daily? \_\_\_\_\_
- 2) Should people eat 3-4 servings of vegetables daily? \_\_\_\_\_
- 3) Should people eat 2-4 servings of bread, cereal etc. daily? \_\_\_\_\_
- 4) Should people eat a dozen servings of meat daily? \_\_\_\_\_
- 5) Should people eat a few servings of fruit daily? \_\_\_\_\_



## LESSON 4

### Tell me what you eat and I will tell you who you are.

#### Objectives:

Presenting the principles of healthy eating and encouraging students to experiment with cooking, which can lead to introducing healthy dishes into the family menu. Implementing "healthy" shopping. Acquiring the ability to read the information on food labels.

#### Methods:

- informative: talk, problem-based,
- activating: crossword puzzle, brainstorming,
- practical: dessert tasting.

#### Teaching aids:

- clippings of food product advertisements from the press,
- advertising brochures,

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- a crossword puzzle for each student,
- emblems - apples, plums, pears and cherries,
- dessert for everyone (prepared by parents),
- food products, e.g. from the school shop: chewing gum, a carton of drinks, crisps, jam, tablecloths for tables.

## Lesson progress

### Introduction

1. Organizational and cleaning activities.
2. Students review press clippings with advertisements for various foods. The teacher asks them to pay attention to whether the advertised foods are "healthy foods" or whether they are mostly artificial, "cluttering" the stomach, and not providing essential valuable nutrients, and are only beautifully packaged. Students briefly share their impressions after watching the advertisements.
3. Brainstorming - the teacher asks the question "*What do we eat and what kind of food are we encouraged to eat?*" Students list the dishes and products most often eaten by their families. The teacher draws attention to the fact that both children and adults, succumbing to advertising, fashion, and convenience, eat more and more chips, candies, hamburgers, Coca-Cola and similar "pseudo-foods".
4. The teacher formulates and writes the topic of the lesson on the board.

### Implementation

1. Distribution of crossword puzzle cards. Students solve the crossword puzzle on their own.
  - 1/ There are 2 main types of rational nutrition (rules).
  - 2/ There is no life without it (water).
  - 3/ They contain many vitamins (vegetables).
  - 4/ Destroyed by freons (ozone).



- 5/ Children's disease caused by vitamin D deficiency (rickets).
  - 6/ The least abundant meal (dinner).
  - 7/ Providing food for the cell (nutrition).
  - 8/ "New from old" (recycling).
  - 9/ E.g.: A, B, C, D, PP (vitamins).
  - 10/ Necessary for breathing (oxygen).
  - 11/ They immunize us against diseases (vaccines).
  - 12/ Type of food based on origin (plant).
  - 13/ Night butterfly (moth).
2. Reading the crossword clues and the main clue - healthy food. Students define the concept of "healthy food", the teacher helps and guides.
  3. Group work (division according to the drawn fruit emblems) - students, based on their own experience, provide the principles of healthy eating and examples of healthy dishes. Team leaders present the group's work. The class, under the guidance of the teacher, applauds the best ideas.
  4. Work in the same groups - students define the principles that should be followed when buying food products. Students read out their ideas, the teacher writes these principles on the board, e.g.:
    - ✓ avoid buying cheap products from an unknown manufacturer,
    - ✓ avoid buying overly packaged products,
    - ✓ avoid buying processed products offered at bazaars,
    - ✓ check the production date and expiration date,
    - ✓ do not buy artificially colored, sweetened, preserved food.
  5. Group work - each team receives a food product (chewing gum - team I, a drink in a carton - II, crisps - III, jam - IV). The students' task is to decipher the packaging (read the expiration date, the composition of the product...):



- students present the results of their work, try to explain what the letter E and three numbers that appear on some

products mean;

- the teacher informs: some food additives can improve its appearance, taste, change its colour, consistency, smell, extend its shelf life. In other words: deceive the sense of smell. In 1989, EEC countries introduced a code marking for synthetic food additives. The composition given on the packaging also increasingly often includes information consisting of the letter E and three numbers on Polish products.

- the teacher presents to students a list of some additives to consumed products, signaled on the packaging of food products

### **Conclusion**

1. Role-play. Two students (prepared earlier by the teacher) play roles in front of the class. One student is a healthy eating boy, the other is a boy who loves sweets and fast food. Each presents arguments "for" their own culinary preferences, taking into account health, environmental and moral aspects, as well as arguments "against". Volunteer students can suggest arguments. The game aims to learn about different dietary methods and develop the ability to lead a discussion, find arguments for their thesis.

2. Tasting - students quickly arrange the desks into a large table, cover it with a tablecloth and eat a dessert prepared by their parents (two willing mothers prepare a dessert in the school kitchen during the classes, e.g. fruits - bananas, tangerines, apples, kiwi... with whipped cream and shavings of whole milk chocolate). There can also be a tasting of fruit brought and washed by the students.

3. Verbal assessment of the students' work during the classes.

4. Homework: Think about how you can understand the well-known Polish proverb: "Every country has its customs, every cottage has its customs."



## LESSON 5

### The digestive system and the importance of healthy eating.

**The aim and task system of the lesson:** Start the lesson by associating skills in connection with healthy eating and the digestive system and learning the parts of the human digestive system. Understanding how food travels through the human digestive system, and what is the role of each part. Separating the three major parts and identifying, which organ belongs to the foregut, midgut, and hindgut part. Developing social and cooperation skills between the students of the different countries through group work. Strengthening the competence of individual information search on the internet with the usage of electronic devices, like tablets or smartphones. Understanding the connection between the human teeth structure and our diet. Analysing pictures of the human digestive system and its organs. Examining the way of the food as it goes

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through the digestive system. Acquiring the importance of enzymes in the process of digestion. Creating a poster of the food pyramid to improve fine motor movements. Comparing the different food pyramids to understand the changes in the lifestyle of the human species. Revising the parts of the human digestive system with online LearningApps task.

**Didactic tasks of the lesson:** Developing digital competence, the usage of the internet, and information searching. Practising social skills through pair and group work. Cooperating with others in a multicultural environment. Revising with online tasks. Improving fine motor movements with poster making.

Time	Aims	Procedure	Classroom organization and Interactions	Materials and Tools	Comments
1 minute	Creating a welcoming environment.	The teacher greets the students and they introduce themselves.	Frontal Individual		
3 minutes	Preparing for the curriculum of the lesson. Associating topics in connection with healthy eating and the human digestive system. Checking the	The teacher asks the students to search the online Mentimeter tasks based on the QRcode. The learners type in their answers on the website.	Frontal Individual Digital platform	Appendix 1&2 – self-made Mentimeter task  Mobile phone or Tablet Laptop	



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Time	Aims	Procedure	Classroom organization and Interactions	Materials and Tools	Comments
	<p>previous knowledge of the learners.</p> <p>Using digital skills.</p> <p>Analysing the answers together.</p>				
3 minutes	<p>Clarifying the topic with a self-made presentation based on the National Curriculum of Hungary.</p> <p>Improving association skills and giving illustrations with a GIF (Graphics Interchange</p>	<p>The students listen to the teacher's presentation. The teacher encourages the learners to name the organs of the digestive system out loud by looking at the presentation's picture.</p> <p>The teacher describes each organ with better-known terms (e.g. <i>"The pharynx is the scientific name of the throat"</i>).</p>	<p>Frontal</p> <p>Individual</p> <p>Verbal</p>	<p>Appendix 3, 4, 5 6– self-made presentation</p> <p>Laptop</p>	

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Time	Aims	Procedure	Classroom organization and Interactions	Materials and Tools	Comments
	<p>Format) and a picture of the digestive system.</p> <p>Checking the main parts of the human digestive system and naming its parts.</p> <p>Widening the scientific vocabulary of the students.</p>				
2 minutes	<p>Revising the parts, of the first part of the human digestive system, the foregut.</p> <p>Analysing the parts of the</p>	<p>The students have to recall the names of the different organs that are part of the foregut by looking at the picture</p> <p><i>(mouth / oral cavity, salivary glands, throat / pharynx, esophagus,</i></p>	<p>Frontal</p> <p>Individual</p> <p>Verbal</p>	<p>Appendix 7 – self-made presentation</p> <p>Laptop</p>	

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Time	Aims	Procedure	Classroom organization and Interactions	Materials and Tools	Comments
	foregut.	stomach).			
5 minutes	<p>Checking and widening the knowledge of the students.</p> <p>Developing social skills through group work.</p> <p>Improving digital competence by individual online searching for information.</p>	<p>The learners have to search for specific answers based on questions.</p> <p>Surfing on the internet is encouraged.</p> <p>To finalize the correct answers, the teacher shows the solutions.</p> <p><i>(Salvia has an enzyme the amylase that dissolves carbohydrates (starch). Humans have 20 primary and 32 permanent teeth. The tooth's parts: crown, neck root. Tooth types: incisors, canines, molars. Based on our lifestyle we are omnivores. Pre-digestion happens in</i></p>	<p>Group work</p> <p>Verbal</p> <p>Digital</p> <p>competence – internet usage</p>	<p>Appendix 8 – self-made presentation</p> <p>Mobile phone or Tablet Laptop</p>	

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Time	Aims	Procedure	Classroom organization and Interactions	Materials and Tools	Comments
		<i>the foregut).</i>			
2 minutes	Illustrating and understanding the parts of the second part of the human digestive system, the midgut. Understanding the importance of the enzymes produced by the liver, the pancreas, and the gallbladder.	The students have to recall the names of the different organs that are part of the foregut by looking at the picture <i>(liver, pancreas, gallbladder, small intestine: duodenum, jejunum, ileum).</i>	Frontal Individual Verbal	Appendix 9 – self-made presentation Laptop	
5 minutes	Checking and widening the knowledge of the students. Developing social skills through group work.	Surfing on the internet is encouraged. To finalize the correct answers, the teacher shows the solutions. <i>(The pancreas helps in the digestion of carbohydrates,</i>	Group work Verbal Digital competence – internet usage	Appendix 10 – self-made presentation Mobile phone or Tablet Laptop	

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Time	Aims	Procedure	Classroom organization and Interactions	Materials and Tools	Comments
	Improving digital competence by individual online searching for information.	<i>proteins, and fats. The liver helps in the digestion of fat-soluble vitamins (D, E, K, A). The gallbladder helps in the digestion of carbohydrates and proteins. The most digestion takes place in the jejunum.)</i>			
2 minutes	Illustrating and understanding the parts of the third part of the human digestive system, the hindgut. Understanding the structure and functioning of the hindgut.	The students have to recall the names of the different organs that are part of the foregut by looking at the picture  <i>(large intestine: cecum, appendix, colon, rectum, anal canal, anus).</i>	Frontal Individual Verbal	Appendix 11 – self-made presentation Laptop	
2	Checking and	Surfing on the internet	Group work	Appendix 12	

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Time	Aims	Procedure	Classroom organization and Interactions	Materials and Tools	Comments
minutes	widening the knowledge of the students. Developing social skills through group work. Improving digital competence by individual online searching for information.	is encouraged. To finalize the correct answers, the teacher shows the solutions. <i>(Water and vitamin absorption, and elimination of body waste take place in the large intestine. Haemorrhoids are a very typical disease of the rectum. It is caused by a sitting lifestyle and a fibreless diet.)</i>	Verbal Digital competence – internet usage	– self-made presentation Mobile phone or Tablet, Laptop	
3 minutes	Summarizing and revising the whole digestive system. Working in groups, so students can help each	The students are working in groups. Every group has a picture of the digestive system. They have to identify every organ of the digestive system, the foregut, the midgut, and the	Group work Verbal	Appendix 13 – self-made presentation Appendix 23 – printed picture	

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Time	Aims	Procedure	Classroom organization and Interactions	Materials and Tools	Comments
	other. After the group work is finished the teacher shows the answers so the groups can self-check their work.	hindgut. Also, they have to decide the function of the different parts.		Laptop	
5 minutes	Individuals search on the internet about the food pyramid. Creating a poster to demonstrate the food pyramid while practicing fine motor movements.	The students search the structure and ingredients of the food pyramid. They create a poster about the food pyramid in group work.	Group work Creating poster Digital competence – internet usage	Paper, pens, pencils, Laptop	
5 minutes	To avoid the formation of	The learners present their posters. They talk	Group work and	Appendix 14,15–	Self-made posters of

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Time	Aims	Procedure	Classroom organization and Interactions	Materials and Tools	Comments
5	<p>misconceptions the teacher shows the old and newest food pyramid. Students practice speaking out loud in front of the public. Talk about the possible reasons, why the food pyramids can be so different on the internet.</p>	<p>about their perspectives about the food pyramid they chose to illustrate. The teacher shows two food pyramids. The old and the newer versions to compare them together with the students. The pupils are reasoning their point of view about the changes in the food pyramid's nutrient distribution.</p>	<p>Individual work</p> <p>Presenting the poster</p> <p>Analysing the changes in the food pyramids' structure</p>	<p>self-made presentation</p> <p>Laptop</p>	<p>the students</p>
6 minutes	<p>Playful revising in pairs with the usage of the self-made LearningApps task.</p>	<p>The students scan the QRcode of the game and they solve questions based on what they learned during the lesson.</p>	<p>Pair work</p> <p>Digital competence – LearningApps</p>	<p>Appendix 16, 17, 18, 19, 20, 21 – self-made presentation</p> <p>Mobile phone or</p>	

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Time	Aims	Procedure	Classroom organization and Interactions	Materials and Tools	Comments
				Tablet, Laptop	
1 minute s	Highlighting positive experiences to create memories. Rewarding students verbally. Farewells.	The teacher evaluates the work of the students and asks them to rate the lesson on the website of Mentimeter.	Individual Digital competence - Mentimeter	Appendix 22 – self-made Mentimeter Tablets or Smartphones , Laptop	

Appendix 1:

2:

<https://www.menti.com/alh6yadrefs6>

<https://www.menti.com/alxmdzmqx5k4..>

Appendix





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Join at menti.com | use code 85 34 95 6



## What comes to your mind about healthy eating?

0 responses



Join at menti.com | use code 6283 6313



## What comes to your mind about the digestive system?

0 responses



Appendix 3

Appendix 4

## Healthy Eating & the Digestive System

### Mentimeter

- <https://www.menti.com/alh6yadrefs6>
- <https://www.menti.com/alxmdzmqx5k4>

Appendix 5  
the answers)

Appendix 6 (before showing



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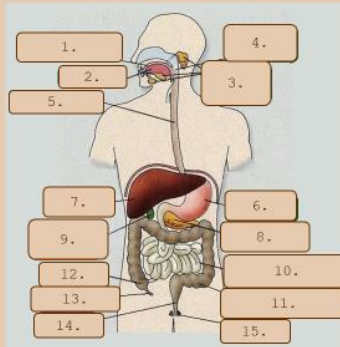


## Digestive System

The Way of the Food

### Main Parts of the Digestive System

- Foregut
- Midgut
- Hindgut



Appendix 6 (after showing the answers)

Appendix 7



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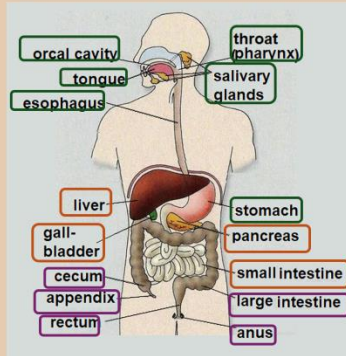


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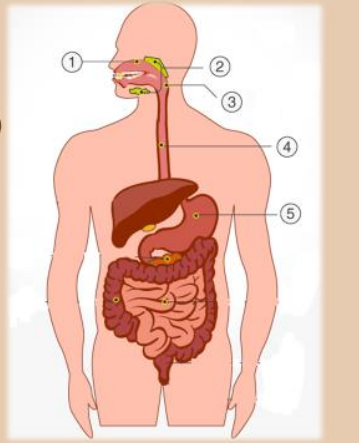
## Main Parts of the Digestive System

- Foregut
- Midgut
- Hindgut



### Foregut

- 1) Mouth / Oral cavity (Cavum oris)
- 2) Salivary glands
- 3) Throat / Pharynx
- 4) Esophagus
- 5) Stomach



Appendix 8

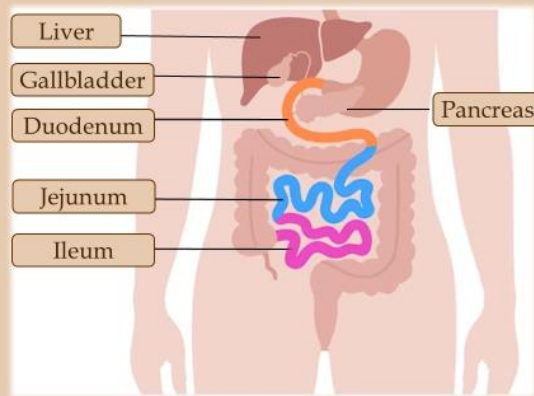
Appendix 9

## Foregut - Questions

- 1) Is there an enzyme in the saliva? If so, what is its main task?  
Amylase → carbohydrates (starch)
- 2) How many primary teeth (milk teeth) do we have? How many permanent teeth do we have?  
20 primary teeth & 32 permanent teeth
- 3) What are the main parts of a tooth?  
Crown, neck, root
- 4) What types of teeth are in the human mouth?  
Incisors, canines, molars
- 5) What kind of lifestyle does this tooth structure indicate? Omnivorous
- 6) Does digestion take place in the foregut? Yes, it does.

## Midgut

- Small intestine
  - Duodenum
  - Jejunum
  - Ileum



Appendix 10  
the answers)

Appendix 11 (before showing



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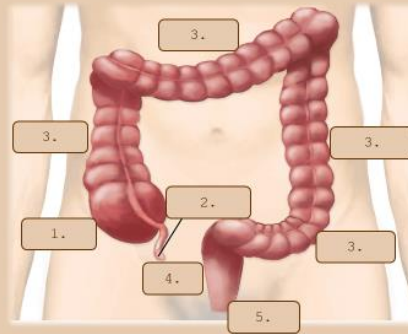


## Midgut - Questions

- 1) What nutrients does the pancreas digest?  
Carbohydrates, proteins and fats.
- 2) What nutrients does the liver digest?  
Fat soluble vitamins (D, E, K, A)
- 3) What nutrients does the gallbladder digest?  
Carbohydrates and proteins
- 4) In which part of the small intestine does the most digestion happen?  
Jejunum

## Hindgut

- Large intestine
  - Cecum
  - Appendix
  - Colon
  - Rectum
  - Anal canal
  - Anus



Appendix 11 (after showing the answers)

Appendix 12



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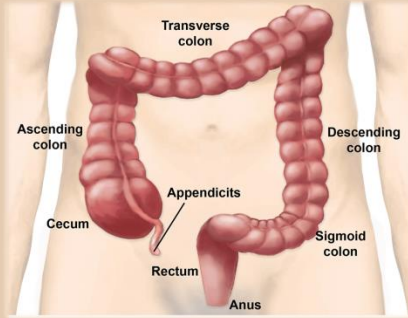


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## Hindgut

- Large intestine
  - Cecum
  - Appendix
  - Colon
  - Rectum
  - Anal canal
  - Anus



## Hindgut - Questions

1) What happens in the large intestine?

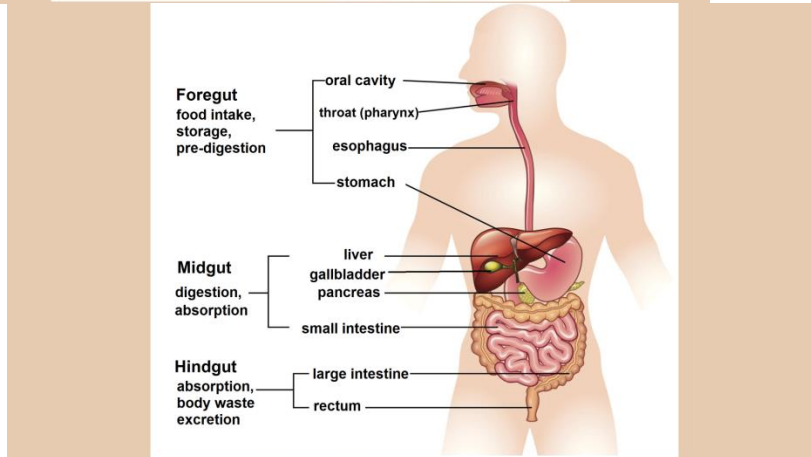
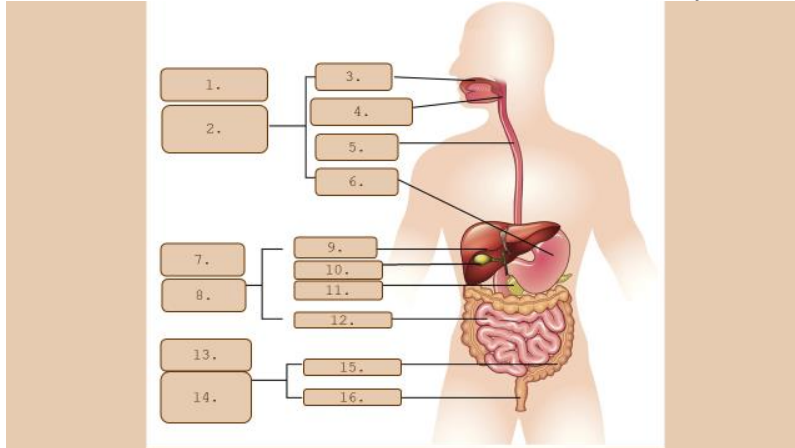
Water and vitamin absorption, elimination of body waste.

2) What disease can the rectum have? Why does it occur?

Haemorrhoids. Lifestyle (sitting, avoiding fibers).

Appendix 13 (before showing the answers)

Appendix 13 (after showing



Appendix 14

Appendix 15





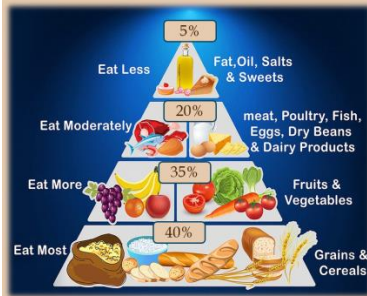
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### Food Pyramid / Healthy Eating Pyramid / Nutrition Pyramid



### Food Pyramid / Healthy Eating Pyramid / Nutrition Pyramid



Let's play!

- <https://learningapps.org/watch?v=p6pw22ona24>



What kind of lifestyle do humans have based on our diet?

**A** herbivorous (plant eater)

**B** decomposers

**C** carnivorous (meat eater)

**D** omnivorous

Appendix 18

Appendix 19



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How do we say "throat" in a more scientific way?

A gallbladder

B pancreas

C pharynx

D esophagus

Which organ connects the throat to the stomach?

A appendix

B throat (pharynx)

C esophagus

D salivary glands

Appendix 20

Appendix 21

**What part does the small intestine belong to?**

**A** hindgut      **B** midgut

**C** oral cavity      **D** foregut

**What should we eat the least?**

**A** grains      **B** fruits and vegetables

**C** sugars      **D** proteins

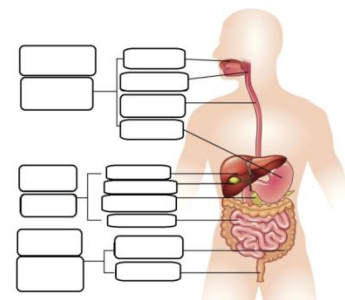

Appendix 22: self-made Mentimeter, <https://www.menti.com/alzmbgzmuhu9>.

### Appendix 23

Join at mentimeter | use code 71 06 53 9

How did you like the lesson?

0 responses





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## LESSON 6

### Healthy eating, fruit and vegetables, vitamins.

The aim and task system of the lesson:

- **attitude for improvement:**
  - raising awareness in connection with healthy eating and the importance of fruit and vegetables in the diet due to their fibre, mineral and vitamin contents
  - emphasizing the health risks of not having enough vitamins in one's diet
- **skills and competences for improvement:**
  - reading
  - speaking and vocabulary
  - cooperative skills
  - digital skills

**Didactic tasks of the lesson:** practice, revision, introducing new curricular elements

Time	Aims	Procedure	Classroom Organization and Interactions	Materials and Tools	Comments
5 mins	warmer (to revise and introduce vocabulary on the topic of eating and diets)	<p>T and SS greet each other.</p> <p>T: <i>“Let’s play a chain game with food and drinks.”</i> (T tells the name of a kind of food or drink and passes a soft ball to a S, who tells the name of another kind of food or drink starting with the last letter of the previous word, then S passes the ball to a volunteering student.)</p> <p>Optional extra: after a few rounds the chain game can be combined with a memory game (T tells the name of a kind of food or drink</p>	frontal work	soft ball	The second activity is suggested to stronger groups, it requires a lot more concentration and verbal memory than the first activity.

Time	Aims	Procedure	Classroom Organization and Interactions	Materials and Tools	Comments
		<p>and passes a soft ball to a S, who repeats the previously told word and tells the name of another kind of food or drink starting with the last letter of the T's word, then S passes the ball to a volunteering student. The next S has to repeat all of the previous words in the same order plus he/she adds the next word to the word-chain, etc.)</p>			
5 mins	revising vocabulary, brainstorming	<p>T divides the blackboard / smartboard into two columns: <i>healthy diet</i> vs <i>unhealthy diet</i> and SS collect at least 10 words and expressions into each column (food and</p>	frontal work	blackboard / smartboard	<p>T makes sure that there are a lot of fruits and vegetables in the <i>healthy diet</i> column</p>



Time	Aims	Procedure	Classroom Organization and Interactions	Materials and Tools	Comments
		drinks)			
5 mins	speaking and pre-reading activity	T: <i>"I can see the names of several fruits and vegetables in the healthy diet column. Do you know that you have to eat five portions of them a day if you want to be healthy? Can you tell me why they are so important in one's diet?"</i>	frontal work		To elicit the answer that they are rich in minerals, fibres and vitamins.
5 mins	speaking and pre-reading activity	T: <i>"Let's focus on vitamins now. Do you know that they belong to two major categories: vitamins which your body can store and vitamins which your body can't store? Can you give examples for both categories?"</i> T divides the board into two columns and	frontal work	blackboard / smartboard	To elicit answers such as vitamin A, D, E for the first category and vitamin B, C for the second category.





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Time	Aims	Procedure	Classroom Organization and Interactions	Materials and Tools	Comments
		lists the major vitamins in the correct columns.			
15 mins	speaking and reading for specific information	SS form five groups. Each group is given one vitamin (A, D, E, B, C). T: <i>“With the help of the Internet, find different types of food that contain your group’s vitamin. List them in your exercise books. Find out which parts of your body need that vitamin and what happens if your body lacks it. Take notes into your exercise books.”</i>	groupwork	blackboard / smartboard notebooks/tablets Internet exercise books	
10 mins	speaking cooperation	Each group has to create a word-cloud about the sources of their vitamin. They have to send the picture of their word-cloud to	groupwork	notebooks/tablets Internet exercise books <a href="https://wordart.com/">https://wordart.com/</a>	

The document was developed as part of the Erasmus+ Project "Sport – Active and Healthy".

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Time	Aims	Procedure	Classroom Organization and Interactions	Materials and Tools	Comments
		<p>the T and at the beginning of the next lesson, each group presents their picture to the others with a short description of their vitamin (focusing on their searches considering which parts of the human body need that vitamin and what happens if the body lacks it.)</p>			

