



A Healthy Diet

Age: Secondary

Level: A1+-A2

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters their responsibility for positive personal health choices.

Learning Outcome: S.D1.S2.LO1 Recognize healthy living as a balance of diet and exercise

Standard for Global Skill: Student acquires the skills to be a questioning citizen.

Global Skills: S.D3.S4.LO3 Distinguish true/false information

S.D3.S4.LO6 Assess reliability of information sources

Sustainable Development Goals: 4: Quality Education, 3: Good Health and Well-Being

Part 1 (15 mins)

A. Ask students to look at the two infographics. Explain that they were designed to give people a visual representation of the proportions of different types of foods they should eat in order to have a healthy diet. My Plate represents US dietary guidelines and can be found at choosemyplate.gov, while the Food Dome represents dietary guidelines in Arab countries. It can be found on the website of *The Arab Center for Nutrition*.

When checking the answers to the exercise, ask students to refer to the two infographics and explain why an answer is true or false. Point out that although there are some differences between the two charts, there are more similarities, even though the charts come from different parts of the world and different cultures. This is a good opportunity to help students understand that people of different cultures have many similarities.

Answer Key:

1. T (The category headings are different, but the food categories are the same.)
2. T (The Food Dome has a category for sports and activities.)
3. T (In both infographics, protein is a smaller category than vegetables.)
4. T (My Plate shows meat, and the Food Dome shows fish and eggs. The category labels are different, but all of the foods contain protein.)

5. F (Potatoes are in the Cereals and their products group. This is because potatoes are very high in carbohydrates, like grains and cereals.)
6. F (In the Food Dome, grains are the largest category.)
7. F (Both infographics recommend small amounts of dairy products.)
8. T (The Food Dome includes common types of exercise.)

To make sure students understand both infographics, write the following questions on the board and have students discuss them as a class. Ask students to discuss them first in pairs and then as a whole class.

1. In what ways are the two infographics similar? In what ways are they different?
2. Why is Dairy the smallest group in each infographic?
3. Why does the Food Dome include sports and activities?
4. How can the My Plate infographic help you?

Answer Key:

1. They are similar because they both have the same five basic food groups. They are different because the Food Dome includes sports and activities. The groups are called different things in each infographic, e.g. *Grains* in the My Plate and *Cereals and their products* in the Food Dome. The *Cereals* group is larger in the Food Dome than in the My Plate infographic. In the My Plate infographic, *Vegetables* is the largest group.
2. Because we should eat fewer dairy products than other types of food. Some dairy products have a lot of fat in them.
3. Because it shows that sports and physical activities are important for a healthy lifestyle, as well as the foods we choose.
4. It can help us to choose healthy foods and understand what we need to have a healthy diet.

Part 2 (15 mins)

A. Ask students to look at the photo. Explain that some of the ingredients can be seen clearly, but they should try to imagine what other ingredients might be in the casserole. Explain that casseroles are dishes that usually contain a number of different ingredients and are baked in the oven. Give them a few minutes to make a list of ingredients, but do not check the answers at this point.



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- B.** Tell students they are going to hear a conversation about the casserole and they should listen and check their answers to activity A. Once you have checked the answers, ask them to listen again and then list the ingredients in the Colombian and Chinese dishes that are mentioned.

Answer Key: Ingredients in the casserole: chicken (protein); rice (grains); broccoli, mushrooms (vegetables); butter (dairy); **Ingredients in Colombian dish:** rice (grains); chicken (protein); peas, carrots (vegetables); **Ingredients in Chinese dishes:** rice (grains), vegetables; meat (protein)

Laura: Dan, this is really good! What do you call it?

Dan: It's chicken casserole. This is my grandmother's recipe.

Mei: I love it! What's in it?

Dan: It's really easy to make. The main ingredients are chicken and rice, and there are other vegetables.

Laura: The green vegetable is broccoli, right?

Dan: Yes, it has broccoli and mushrooms. It also has a little butter.

Mei: Does it have milk?

Dan: No. Just water to cook the rice.

Laura: We have a similar dish in Colombia. It has rice, chicken, peas, and carrots.

Mei: In China, we eat a lot of dishes with rice, vegetables, and different kinds of meat.

Dan: I guess rice is an important food in a lot of countries.

- C.** Have students work in small groups. Ask them to read and answer the questions. If necessary play the audio again. Monitor and help students when necessary.

Part 3 (20 mins)

- A.** Explain to students that they are going to make an infographic similar to My Plate, but they are going to show what they think the typical diet in their country actually is, not give recommendations for what it should be. Tell them to first make a list of the food groups in order of largest to smallest, according to the amounts of each food group people typically eat. Then they should divide their circle into five sections of different sizes and label the sections with the names of the food groups. This will give them a graphic representation of the average diet in their country, which will help them

answer the discussion questions. Tell them to remember to add common types of exercise around the graph.

- B.** For question 1, have students hold up their infographics so their classmates can see them. Find out if there is general agreement on the distribution of the food groups in the typical diet. If there is a lot of disagreement, allow students to try to convince each other to change their graphs. For question 2, ask if there are changes people could make in typical national dishes to make them healthier if necessary. For question 5, ask why it is important to think about food and exercise together. Explain that just exercising or just eating healthy food is not enough. For a healthy lifestyle, it is important to combine the two.

Extension

- A.** Remind students that all information on the internet is not equal. Explain that it is important for them to consider where information comes from before they form an opinion about whether it is probably true or not. Ask them to read the text and decide which sources they can probably trust and which may have false information.

Answer Key: 1. true 2. false 3. false

- B.** Give students a few minutes to scroll through the websites that come up in their search. Remind them to look at the URL endings and consider the source. If necessary, explain that *Ad* means that the site is an advertisement and that they need to be very careful about believing what they read on ad sites, as these are designed to sell products.

Ask students to use information from the websites they looked at in B to write a quiz with five multiple-choice questions. Tell them to make a note of the answers on a separate paper. Refer them to the sample quiz question below and ask them which answer they think is correct (C). Remind them to choose websites that they think will have true information. The quizzes can be written in class or for homework. Finally, ask them to exchange quizzes with a partner and answer the questions. Encourage students to show their partners where they found the information.

Sample quiz question: How many minutes of exercise should teenagers do every day?

A. 30 B. 45 C. 60