

## Lesson 2: The food pyramid

**Children will learn to:** identify and describe food groups and what you need to eat to have a healthy, balanced diet; recognize and understand the role of nutrients in food; plan a healthy picnic

**Main outcome:** Children plan, draw and write about a healthy picnic

**Cognitive skills:** predicting, matching, reasoning, deciding, planning, justifying

**Main language:** *I think it's in the ... group. You need to eat most / a lot / some ... / You should only eat very little ... / You get ... from ... / We've got ... because ...*

**Main vocabulary:** *grains, dairy products, meat and beans, vegetables, fruit, cereals, fats, oils, sweets, sugar, starch, proteins, vitamins, calcium, iron, fibre, carbohydrates, fat, minerals, food pyramid, nutrient, energy, digest, mineral, body cell, red blood cell, organs, oxygen, lung, bones, teeth, weight, heart disease, healthy, balanced, picnic*

**Materials:** Worksheet 1: Nutrients and food groups (copy for each child); Worksheet 2: The food pyramid puzzle (copy for each child); pictures or photos of food as per Lesson 1, Worksheet 1 (optional); scissors; glue; coloured card; completed example of the food pyramid puzzle (optional)

### Revision activity

- Ask *Can you name ten foods which come from animals? / Can you name ten foods which come from plants?* and listen to the children's response.
- Divide the class into pairs. Children play a game of 'word tennis'. One child mimes serving the ball and names a food which is imported to their country, e.g. *Bananas!* Their partner mimes returning the ball and names the country it is imported from, e.g. *Ecuador!* After a 'rally' of 4-6 turns children change roles and repeat.

### Introduction and setting objectives

- Ask, for example, *What food do you need to eat to have a healthy diet?* Listen to the children's response. Use this to establish that we need to eat food from different food groups every day to give us the nutrients we need to be healthy. Explain that 'nutrients' is the name we use for chemical substances in food which our bodies need to stay healthy, to grow, to have energy and to protect us from disease.
- Say *In this lesson we're going to learn to identify and describe key nutrients in food and learn about food groups. We're also going to do a puzzle to make the food pyramid.* Draw the shape of a pyramid on the board. Explain that the food pyramid is a way of showing the food groups and how much we need to eat of each one to stay healthy. Say *We're also going to use what we learn about food to plan a healthy picnic for our e-zines (or magazines).*

### Suggested lesson procedure

#### Activity 1

- Show children pictures or photos of food as per Lesson 1, Worksheet 1. Alternatively, elicit and write a list of the foods from Lesson 1 on the board (butter, oil, yoghurts, bananas, ice cream, eggs, nuts, bread, chicken, potatoes, sausages, carrots, beans, fish, pasta, meat, milk, cheese, apples, rice).
- Divide the class into pairs. Ask the children to look at the pictures, photos or list of words with their partner and to try and divide them into different food groups, as many as they think they need. Elicit or give an example to start them off, e.g. *Bananas and apples are in the food group called 'Fruit'.*
- Children work with their partners and divide the food into food groups.
- Ask different pairs to take turns to report back on the food groups they have identified. Do not expect children to have identified all the food groups correctly yet. Be ready to accept their provisional groupings and encourage them to explain and justify these where possible. For example, children may put dry beans in the vegetable group, put fish in a separate group from meat and put eggs with other products from animals such as milk.
- Use the children's responses to establish that there are in fact six food groups: Grains; Fruit; Vegetables; Meat and beans; Dairy products; Fats, oils and sweets. Explain vocabulary as necessary and write the names of the food groups on the board.

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- Ask children to work with their partner and (re-) assign the food in the pictures or list to each group.
- Check the answers, e.g. *We think rice is in the grains group.* (Grains: *rice, bread, pasta*; Fruit: *bananas, apples*; Vegetables: *potatoes, carrots*; Meat and beans: *meat, fish, sausages, chicken, beans, nuts, eggs*; Dairy products: *milk, yoghurts, ice cream, cheese*; Fats, oils and sweets: *butter, oil*).

### Activity 2

- Repeat or remind children of the meaning of 'nutrients'. Ask children, e.g. *What nutrients are there in different foods which keep us healthy?* As children answer in their first language, re-cast and introduce the words in English: *proteins, carbohydrates, calcium, iron, vitamins, fat, fibre*. Write the words on the board and get children to repeat them with you.
- Ask children questions about the nutrients in turn, e.g. *Do you know, or can you guess, what do proteins do? / What does calcium do?* Listen to the children's responses. Use these as an opportunity to introduce vocabulary as necessary, e.g. *energy, body cell, bones, teeth, digest, mineral, red blood cell, weight, heart disease, oxygen, lung*.
- Say *Let's play a team game to identify the role of different nutrients.* Divide the class into two teams. Explain that you are going to say a sentence to describe a nutrient and the teams will take turns to identify which one it is. Explain that the teams are only allowed one answer each time and if it isn't correct, the other team can try and answer instead.
- Demonstrate the game by reading one of the sentences from Worksheet 1 part 1 substituting 'This' or 'These' for the name of the nutrient. Children from one team identify the nutrient and score a point for their team, e.g. *These contain sugar, fibre or starch and are your body's main source of energy. / Carbohydrates!*

- Read all the sentences on Worksheet 1 in turn in the same way. If the first team answers incorrectly, the second team can attempt an answer instead. The team with most points at the end of the game is the winner. (See Activity 3 below for key).

### Activity 3

- Give a copy of Worksheet 1 to each child. (Please note there are two pages to Worksheet 1).

- Read the names of the nutrients in part 1. Ask the children to draw lines to match the nutrients to the descriptions. Draw their attention to the example.
- Children work individually and match the nutrients and descriptions. They then check their answers in pairs.
- Check the answers with the whole class by asking individual children to take turns to read the sentences about each nutrient.

### Key:

1. c; 2. g; 3. a; 4. f; 5. d; 6. b; 7. e

- Read the names of the food groups in part 2. Ask the children to read the descriptions of the food groups and write the names in the spaces provided. Draw their attention to the example.
- Children work individually, read the descriptions and write the names of the food groups.
- Check the answers with the whole class.
- Ask additional questions to establish how much food you should eat from each food group as follows: *Which food group do you need to eat most food from every day? (Grains); Which food groups do you need to eat a lot of food from every day? (Fruit and Vegetables); Which food groups do you need to eat some food from every day? (Meat and beans, Dairy products); Which food group should you only eat very little food from? (Fats, oils and sweets).*
- Ask additional questions about all the nutrients in turn, e.g. *Which food groups do you get calcium from? (Dairy products, Grains, Vegetables).*

### Key:

1. Meat and beans; 2. Vegetables; 3. Grains;  
4. Fats, oils and sweets; 5. Dairy products; 6. Fruit

### Activity 4

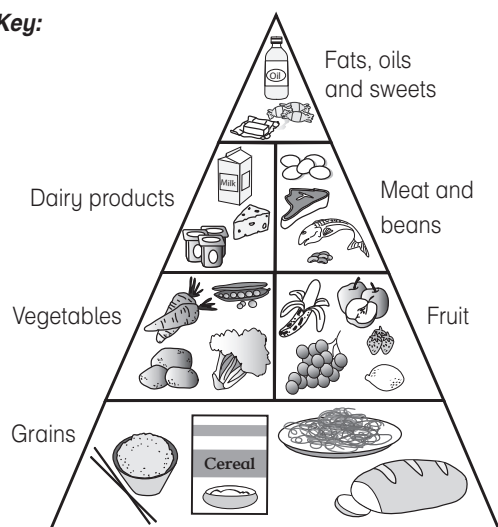
- Give a copy of Worksheet 2 and a sheet of coloured card to each child. Make sure that scissors and glue are also available.
- Show the children an example of a completed food pyramid puzzle if you have prepared one. Explain that children should cut out the food pyramid puzzle pieces and stick them on coloured card to make the food pyramid. Explain that they should then colour the sections of the pyramid different colours. Ask children

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to label the food groups and the foods in each group by drawing label lines to each section of the food pyramid and writing the names on the coloured card.

- Children work individually to cut out, make, colour and label the food pyramid puzzle.
- When they are ready, say true/false sentences about the food pyramid. Children look at the food pyramid puzzle they have made and respond *Yes!* or *No!*, e.g. *You need to eat a lot of fats. (No!). Eggs are in the Meat and beans group. (Yes!).* If time, you can also ask children to prepare similar true/false sentences and take turns to say them to the class and respond in the same way.
- At the end, elicit or explain that in addition to a healthy, balanced diet based on the food pyramid children also need to drink a lot of water. Make the point that water is important for many reasons. For example, water helps carry nutrients from food around our bodies. Water also helps us digest food and regulates our body temperature.

### Key:



### Activity 5

- Divide the class into their project groups, and within their groups, into pairs. Explain that the children are going to plan, draw and write about food for a healthy picnic based on what they have learnt about nutrients and food groups for their e-zine (or magazine).
- Elicit or give examples of the kinds of food that would be healthy to have on the picnic, e.g. *It would be healthy to have chicken and lettuce sandwiches. It would be healthy to drink water, milk or natural fruit juice. It would be healthy to have raw carrots*

*and apples.* Encourage children to give reasons, e.g. *... because you need to eat a lot of / some ...; ... because you get ... from ...*

- Children work with their partner and plan a healthy picnic based on what they have learnt about nutrients and food groups.
- When they are ready, children take turns to tell each other about the picnic they have planned in their project groups. Use this as an opportunity to get children to justify their choices, e.g. *We've got a pasta salad because you need to eat most food from the Grains group and a lot of food from the Vegetables group* and to agree on any changes or improvements before they prepare their healthy picnic for their e-zine (or magazine).
- *Either* give out A4 paper for children to draw a picture and write a list of what they plan to take on the picnic *or* children work at their computers and write about and illustrate their picnics with photos. These can be completed either as homework or in a follow-up lesson as necessary.

### Learning review

- Briefly review learning by asking the children *What have we done today? What have you learnt? How did the food pyramid puzzle help you learn about food you need to eat? What did you think about when planning your picnic? What did you enjoy most / find most interesting / difficult?*

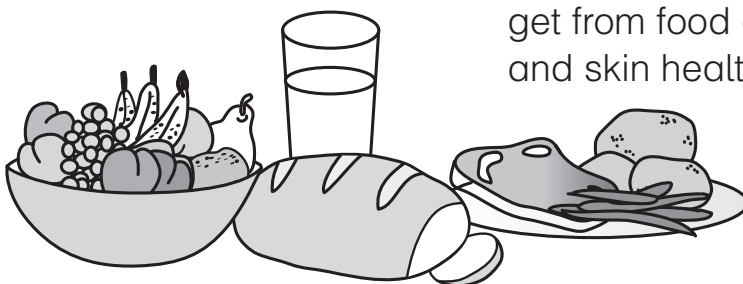
### Optional extra

Children work in pairs and prepare and write 2-4 quiz questions on separate pieces of paper based on nutrients in food, food groups and the food pyramid, e.g. *What do proteins do? How many food groups are there? Which foods give you calcium? Which food group does cheese belong to? Which food group should you eat most of every day?*, etc. Collect the pieces of paper and put them into a bag or hat. Divide the class into two teams. Children from each team take turns to take a piece of paper from the hat or bag, read and answer the question and score points for their team. The team who answers most questions correctly is the winner.

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### 1. Match the nutrients and descriptions.

- 1 Proteins
- 2 Vitamins
- 3 Carbohydrates
- 4 Fibre
- 5 Iron
- 6 Calcium
- 7 Fat
- a ... contain sugar, fibre or starch and are your body's main source of energy.
- b ... is a mineral and helps you to build strong bones and teeth.
- c ... give you energy and help your body cells to grow.
- d ... is a mineral and helps your red blood cells carry oxygen to your lungs and organs.
- e ... is a source of calories and too much can lead to weight problems or heart disease.
- f ... is a type of carbohydrate and helps you to digest food.
- g ... help your body use the energy you get from food and keep your hair, eyes and skin healthy.

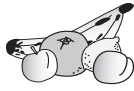


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### 2. Read and write the names of the food groups.



Fats, oils  
and sweets



Fruit



~~Meat and beans~~



Dairy products



Grains



Vegetables

#### 1 Meat and beans

This group includes meat, fish, chicken, eggs, nuts and dried beans. You get protein, iron and vitamins from the food in this group. Some meat is high in fat and dried beans are high in fibre. You need to eat some food in this group every day.

#### 4 \_\_\_\_\_

The food in this group includes things such as butter, mayonnaise, chocolates, toffees and soft drinks. These foods are high in calories due to the amount of fat or sugar they contain. They do not give you many vitamins or minerals. You should eat very little of the foods in this group.

#### 2 \_\_\_\_\_

This group includes all kinds of vegetables such as potatoes, spinach, carrots and broccoli. Vegetables are very good for you and an important source of vitamins, iron, calcium, carbohydrates and fibre. They are also low in fat and calories. You need to eat a lot of food in this group every day.

#### 5 \_\_\_\_\_

The foods in this group include milk, cream, cheese, yoghurt and ice cream. They are an important source of calcium and also provide some protein and vitamins. Some milk products are high in fat but it is often possible to buy skimmed milk or low-fat yoghurts. You need to eat some food in this group every day.

#### 3 \_\_\_\_\_

This group includes bread, breakfast cereals, rice and pasta and is the most important source of carbohydrates. You also get vitamins, calcium, iron and fibre from the foods in this group. You need to be careful about extra calories in sugar and fat which is sometimes added to bread and cereals. You need to eat most food from this group every day.

#### 6 \_\_\_\_\_

This group includes all kind of fruit such as oranges, apples, strawberries and pears. Fruit is an important source of vitamins, fibre and natural sugar. Fruit is also low in calories. It is important to eat a variety of fruit including dried fruit such as prunes or raisins which are high in fibre. You need to eat a lot of food in this group every day.

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Worksheet 2 The food pyramid puzzle

