

Getting in Shape : Middle Stages

HEALTH AND WELLBEING

1. WHAT DO YOU EAT ?

Food and Health - Nutrition

Discuss and collect ideas :

- what do you eat ?
- when do you eat ?
- Survey likes and dislikes e.g. vegetables, fruit and milk :
- what do you have for a snack ?
- why do you like these things ?

Include the Eatwell Plate as a method of categorising the constituents of food.

2. WHY DO WE EAT ?

Food and Health - Nutrition

Plan a blind tasting event for pupils. Describe the taste with reference to aroma and texture. Plan a jingle to advertise a new product e.g. a smoothie. Introduce the concept of prevention of illness and prevention of tooth decay.

Food and the Consumer

Discuss the advertising of food and drink aimed at children. Contrast and compare pupils' daily routine with children elsewhere and identify everyday links with Scotland and other countries e.g. the food we eat. Examine the food which has been brought from elsewhere, and identify the origin of selected packaged and canned foods. Direct links with a partner school could be developed.

3. WHERE DOES OUR FOOD COME FROM ?

Food and the Consumer

Investigate the distance certain foods have been transported (food miles) and the method(s) of transport used to get to the consumer. Consider the environmental implications of this and if there are possibilities of sourcing the food locally. Growing your own could also be an option.

4. A BALANCED SUSTAINABLE LIFESTYLE

Physical Education, Physical Activity and Sport

- Physical Activity and Health

Having an active lifestyle is important as part of a balanced lifestyle. Explore how pupils feel during and after exercising and playing sport. Pupils will become aware that overall feelings of well-being can be enhanced by good nutrition and physical activity.

EXPRESSIVE ARTS

1. WHAT DO YOU EAT ?

Art and Design

Draw, paint, model, construct fruit / vegetables from observed objects either whole or cut (compare with still life studies by famous artists). Use drawings to inform designs for smoothie packaging, and an advertising campaign.

Make detailed drawings of fruit and vegetables using pen / pencils, then using paints. Draw other food products e.g. cereal packets and tinned products, and compare with the works of Andy Warhol.

Music

Compose or choose music to help promote a food product. Consider different types of café / restaurant and choose appropriate background music.

Drama

Design an advertisement for a food product; consider the target market.

2. WHY DO WE EAT ?

Art and Design

Design a carton and logo for a new food product. Design posters to promote well-balanced diets using collage, paint or print.

LITERACY AND ENGLISH

1. WHAT DO YOU EAT ?

Listening and Talking - Finding and Using Information

Discuss the information gathered from a survey of height and shoe size. Consider the idea that we are made differently.

Discuss also:

- the necessity of good body and oral hygiene
- the importance of a varied diet e.g. 5-a-day and the Eatwell Plate, introducing the proportions we should eat for a healthy diet
- changes in the body when taking exercise e.g. take pulse rate when sitting and compare with the rate when exercising
- look at good manners relating to food.

Discuss the school lunch menu with the school cook and raise awareness of possible restrictions on the provision of school meals i.e. cost, government legislation.

2. WHY DO WE EAT ?

Writing - Tools for Writing

Design a media campaign to 'sell' a food-related product e.g. smoothies. Discuss what makes packaging appealing to consumers. Look at some examples and what advertisers do to make products appealing to children e.g. colour, the use of cartoon characters. Prepare a text for a simple drama to advertise a food product, promote a well-balanced diet, or lunch. Leaflets could be designed to advertise the menu and the experience of a themed restaurant, perhaps linked to a film or television programme e.g. *Ratatouille*.

3. WHERE DOES OUR FOOD COME FROM ?

Listening and Talking - Understanding, Analysing & Evaluating

Think about and discuss what pupils expect to find on a farm and compile questions for a farm visit. These could include: the type of work done; which crops are grown; which animals are kept and why.

Reading - Finding and Using Information

Look at different food labels to find out where the product ingredients originated.

4. A BALANCED SUSTAINABLE LIFESTYLE

Writing - Tools for Writing

Encourage pupils to prepare a presentation about themselves to include their home, local environment, diet, exercise, recycling habits and ambitions. Suggest they include aspects of their life which they think could be improved.

Their written accounts could be used as a very good basis for a personal shield or coat of arms as a visual narrative of themselves.

ENTERPRISE

SUSTAINABLE DEVELOPMENT EDUCATION

INTERNATIONAL EDUCATION

SCIENCES

2. WHY DO WE EAT ?

Biological Systems - Body Systems and Cells

Describe how the body loses water through perspiration and the need to replenish fluid. Link this to our daily water requirements and the benefits of drinking water for keeping up energy and concentration, and during exercise. Think about how much people need to drink each day.

Discuss the importance of physical activity and encourage pupils to set targets for increasing physical activity. Combine this with an exercise diary. Pupils can see if they can increase their level of physical activity from one week to the next.

3. WHERE DOES OUR FOOD COME FROM ?

Planet Earth - Biodiversity and Interdependence

The needs of plants : investigate a variety of different flowering plants looking closely at the external features and identify roots, stem, leaves, buds and flowers.

Observe the movement of coloured water or food colouring through a cut celery stem. Investigate plant growth under different conditions e.g. dark / light; warm / cold; more / less water. Where possible visit an allotment or greengrocer to see a range of plants that are grown for food or show pictures of plants being grown for food.

4. A BALANCED SUSTAINABLE LIFESTYLE

Planet Earth - Biodiversity and Interdependence

Investigate natural food dyes e.g. cabbage.

TECHNOLOGIES

1. WHAT DO YOU EAT ?

Technological Developments in Society

Design a fruit smoothie (other products could be used). Look at tools used to make a smoothie; compare juicers with older ways of extracting juice e.g. squeezing an orange.

2. WHY DO WE EAT ?

Technological Developments in Society

Pupils could design a new food-related product. It might be possible to visit a factory or, where this is not practical, watch a DVD to show how a product is made.

Look at the information provided on food labels.

3. WHERE DOES OUR FOOD COME FROM ?

Technological Developments in Society

Discuss the work of the farmer to produce food and the equipment which has been designed to assist. Compare farm machinery from the past with modern farm equipment.

Look at the development of machinery to enable greater efficiency on the farm.

Compare electrical gadgets in the kitchen with the hand-held equipment available 100 years ago.

4. A BALANCED SUSTAINABLE LIFESTYLE

Technological Developments in Society

Show awareness for the need to conserve materials used, and describe how resources can be saved by reducing waste and reusing materials whenever possible.

NUMERACY AND MATHEMATICS

2. WHY DO WE EAT ?

Information Handling - Data and analysis

Collect information about the types of playtime snacks which are eaten by pupils. Show this information on a graph and compare the number of fruit and vegetable snacks with that of crisps and sweets. This information could be used to set a class target for increasing the number of occasions fruit and vegetable snacks are chosen.

3. WHERE DOES OUR FOOD COME FROM ?

Number, Money and Measure - Number & Number Processes

Investigate the distance food has had to travel from source to supermarket.

SOCIAL STUDIES

1. WHAT DO YOU EAT ?

People in Society, Economy and Business

What people eat - discuss what the pupils eat; look at :
- which foods they would need to live healthily and which foods they particularly like but could easily live without
- compare pupils' wants with what the body actually needs. Are wants and needs in balance ?

2. WHY DO WE EAT ?

People in Society, Economy and Business

Discuss and describe guidelines for a healthy lifestyle e.g. daily activities, 5-a-day, Eatwell Plate and drinking water. Consider why these guidelines are not always followed.

3. WHERE DOES OUR FOOD COME FROM ?

People, Place and Environment

Investigate how common foods are produced e.g. milk, beef, vegetables.

Investigate the ingredients of some common food products and trace back to source e.g. pizza.

Organise a farm visit to discover how animals are reared :

- compare how the animals are kept with how a pet is looked after
- construct simple food chains from evidence on the farm.

RELIGIOUS AND MORAL EDUCATION

1. WHAT DO YOU EAT ?

World Religions Selected for Study - Practices and Traditions

Investigate Christmas, Easter and Harvest Thanksgiving and how they are celebrated, including the food served.

3. WHERE DOES OUR FOOD COME FROM ?

World Religions Selected for Study - Practices and Traditions

Dishes and special artefacts used at festivals and explain how they are used in different religions e.g. Diwali, Eid, Ramadan.

4. A BALANCED SUSTAINABLE LIFESTYLE

World Religions Selected for Study - Practices and Traditions

Design a menu for a special occasion e.g. a wedding; account for any special dietary needs.