

HEALTH AND WELLBEING

1. WHAT DO YOU EAT ?

Food and Health - Nutrition

HWB 2-30a

The first four activities in 'Getting in Shape' (Upper Stages / Early Secondary) provide a good beginning to the study. Pupils note their favourite foods and learn about how the food we eat is categorised into the five food groups. Here it may be appropriate to raise awareness of the effects of chemicals in food and drinks (caffeine, vitamin supplements).

Reflect on our individuality, diversity and freedom of choice and discuss how pupils can deal with the influence of peers and the media in relation to food choice.

HWB 2-30a / HWB 2-31a

Pupils choose a nutritionally well-balanced school meal from a menu, stating their reasons for the various food choices. Identify the relevant food groups. Prepare / design a nutritionally well-balanced packed lunch following current food safety guidelines. Reflect on the move from primary to secondary school and the greater freedom to choose what they eat.

HWB 3-36a

Encourage pupils to read and make use of nutrition information and food allergy advice on labels, to help make informed choices about food to achieve a healthy, varied diet.

HWB 3-31a

We have different nutritional needs depending on our age and lifestyle. Ask pupils to select foods based on their nutritional value for different people at different life stages. Keep in mind: deficiency diseases; personal dietary needs; diet for sportsmen / women.

Cooking skills :

Discuss the impact on long term health of the barriers people face to cooking freshly prepared meals, and the consequent reliance on pre-packaged meals. Look at a specific food product (e.g. wheat) and discuss its uses. Make bread, cakes: discuss the processes involved; are they reversible?

Investigate the different processes involved in converting milk to: cream/butter/cheese/ yoghurt.

Investigate the components of common food products:

wheat => flour => bread

wheat => flour + sugar => biscuit

Physical Education, Physical Activity and Sport - Physical Education

HWB 2-21a / HWB 3-21a / HWB 4-21a / HWB 2-22a / HWB 3-22a / HWB 4-22a

Plan and devise a well-researched exercise programme designed to strengthen the upper limbs, and compare with one designed for the lower limbs.

2. WHY DO WE EAT ?

Food and Health - Nutrition

HWB 3-34a / HWB 4-34a / HWB 2-36a / HWB 3-36a / HWB 4-36a

Read and make use of nutrition information and food allergy advice on labels. This may assist in making informed choices about food to help achieve a healthy, varied, balanced diet.

HWB 2-32a / HWB 3-32a

Discuss the nutritional and cultural needs of different groups in the community.

Investigate food products specifically designed for the above groups and compare with what is available for communities in developing countries: understanding the link between income and diet (see Why are People Hungry Unit 3 of 'Making A Meal Of It', Oxfam); how food availability affects diet e.g. location of shops.

Food and the Consumer

HWB 2-34a

Raise awareness of the kind of food which individuals can and cannot eat. Make references to food preferences, allergies and intolerances, religious beliefs, culture and cost.

Be aware of the relationship between food and feelings (mood) e.g. comfort eating.

HWB 2-37a / HWB 4-37a

Extend responsibility for health and wellbeing into making more personal decisions about: eating and drinking / peer pressure and media influence / body image.

Discuss peer pressure as a factor influencing food choices. With food as a focus, conduct a review of media influence and discuss any positive and negative impacts of advertising campaigns.

LITERACY AND ENGLISH

2. WHY DO WE EAT ?

Listening & Talking - Tools for Listening and Talking

LIT 2-02a

Link with the Rowett Research Institute text by John Boyd Orr (from the 'RATIONAL Food' resource). Discuss the influences that encouraged certain food choices.

Describe a diet with reference to nutritional value.

Give a description of a nutritionally-balanced diet with reference to the Eatwell plate.

3. WHERE DOES OUR FOOD COME FROM ?

Listening and Talking - Finding and Using Information

LIT 2-04a

Pupils present information about a particular food product they have investigated. Present findings of a group investigation into how products are advertised.

4. A BALANCED SUSTAINABLE LIFESTYLE

Listening and Talking - Finding and Using Information

LIT 2-06a / LIT 3-06a / LIT 4-06a

Can pupils display an ability to differentiate between healthy and not-so-healthy lifestyles ?

Describe a programme of change from 'imbalanced lifestyle to balanced. (See 'Getting in Shape' (Upper Stages / Early Secondary), Activity 17).

Writing - Creating Texts

LIT 2-28a

Plan a nutritionally balanced menu. Keep a food and physical activity diary. Plan and prepare a leaflet to advertise the menu and eating experience of a restaurant.

3. WHERE DOES OUR FOOD COME FROM ?

Food and the Consumer

HWB 2-35a

Consider the miles food has travelled and how food journeys are made: is there a local alternative? What are the environmental implications of food miles?

See Scotland's Global Footprint - Learning for Sustainability, Unit 4 Food

<http://www.ltsotland.org.uk/sustainabledevelopment/findresources/globalfootprint/index.asp>

Explore Sustainable Development: see 'Food & Farming - Local & Global'.

Understanding the link between income and diet : see 'Why are People Hungry, Unit 3 of 'Making A Meal Of It', Oxfam.

Discuss the variety of produce in our supermarkets which has been brought from overseas, and the implications in terms of food miles.

Consider growing your own food (look at the 'Dig for Victory' campaign during WWII).

Discuss seasonality of local food and the benefits of supporting the local food economy.

Investigate the effects of political decisions, trade sanctions and war on different countries; link to Fair Trade foods.

4. A BALANCED SUSTAINABLE LIFESTYLE

Physical Education, Physical Activity and Sport - Physical Education

HWB 2-28a / HWB 3-28a / HWB 4-28a

The essential knowledge of the importance of diet in optimising health and fitness.

Investigate how technology has influenced the amount of physical exercise we take.

Discuss the advantages / disadvantages of exercise machines.

Explore food and health as part of a dance project:

- individuals who make unhealthy lifestyle choices, 'couch potatoes', as opposed to those who take regular exercise and a balanced diet

- how do they feel, move, respond to others?

Food and Health - Nutrition

HWB 2-30a / HWB 3-30a

Encourage the extension of responsibility for health and wellbeing into making more personal decisions about eating and drinking.

Consider also medical conditions e.g. diabetes, food intolerances.

Discuss balanced diets, including the health benefits of fruit and vegetables.

Keep a diary of physical activity.

Reflect on individuality, diversity and choice.

Describe current guidelines regarding a balanced diet: '5 a day' portions of fruit and vegetables / the constituents of a balanced diet / the importance of fluid.

HWB 2-34a

Discuss the nutritional needs of different cultures (globally) in broad terms and compare with pupils' own personal needs.

Discuss the way people eat with reference to different religious beliefs, cultures and customs, developing the ability: to be aware of the pressures placed on individuals to conform to a fashion norm e.g. to look super-slim; to feel comfortable with their own particular, unique shape; to make personal dietary choices e.g. vegetarianism, veganism.

HWB 3-34a / HWB 4-34a

Taking responsibility for health from a viewpoint of knowledge and understanding of many aspects of nutrition, including: the need for a balanced diet; taking appropriate action when health and wellbeing are not in balance; awareness that overall feelings of wellbeing can be enhanced by good nutrition and physical activity.

Investigate the barriers people face to eating a balanced diet and the possible consequences of an unbalanced diet.

Discuss how pupils can set good examples for their peers and younger siblings.

Describe the decisions they must make to live within physical and nutritional balance: pupils make their own choice of school meal / individual activity level / pupils and parents make suggestions about food provision in schools.

SCIENCES

1. WHAT DO YOU EAT ?

Materials - Chemical changes

SCN 3-18a

Investigate the pH of various fruits: compare with the pH of milk / investigate the effect of pH of foods and drinks on tooth enamel, erosion / digestion - pH of stomach acid / carbohydrates: starch / amylase

4. A BALANCED SUSTAINABLE LIFESTYLE

Biological Systems - Body Systems and Cells

SCN 2-12a

Find out about the health argument for reducing salt intake; look at these websites:

- www.saltsense.co.uk

- the Food Standards Agency (www.foodstandards.gov.uk and www.eatwell.gov.uk)

What do they have to say about salt in our diet? Why do health groups want us to reduce our salt intake? What action is being taken? What can you do?

Investigate the contents of common food products, using food packaging and labels; (see the 'Rowett Food Wheel' at www.rowett.ac.uk/eduweb/).

ENTERPRISE

SUSTAINABLE DEVELOPMENT EDUCATION

INTERNATIONAL EDUCATION

Getting in Shape : Upper Stages

NUMERACY AND MATHEMATICS

1. WHAT DO YOU EAT ?

Number, Money and Measure - Ratio and Proportion

MNU 3-08a

What is the best buy? Compare the cost of purchasing a can of Im Bru with that of a 2 litre bottle. Do a similar comparison with coffee; baked beans (single can and 4-pack).

3. WHERE DOES OUR FOOD COME FROM ?

Information Handling - Data and Analysis

MNU 2-20b

Through an investigation of food miles show the location and distance travelled to Britain for various common fruits and vegetables.

Create a database showing the pH of common (and some exotic) fruits, from lemon (pH 2.0 to 3.0 acid) to black olives (pH 6.0 to 7.0 neutral).

RELIGIOUS AND MORAL EDUCATION

1. WHAT DO YOU EAT ?

Christianity - Practices and Traditions

RME 2-03b

Look at foods consumed at particular religious festivals e.g. Easter. Investigate the types and origins of spices used in hot-cross buns. Look at religious beliefs surrounding dietary preferences (rules regarding what and when to eat). Discuss reasons why some people become vegetarian or vegan.

2. WHY DO WE EAT ?

Development of Beliefs and Values

RME 3-09b

Consider religious and moral reasons for food choices.

3. WHERE DOES OUR FOOD COME FROM ?

Development of Beliefs and Values

RME 2-09c / RME 3-09c

Investigate how animals are raised on farms and consider if conditions and treatment are appropriate.

EXPRESSIVE ARTS

1. WHAT DO YOU EAT ?

Music

EXA 2-17a

Compose a short piece of music to accompany a food promotion song.

Select appropriate music to accompany your favourite meal in a restaurant. Explain your choice of music, and the instrument you would choose for a live performance.

Drama

EXA 2-14a

Promote a new or existing food product.

Design and act out a short television advertisement (think about the product and the target market).

Improvise a 'Can't Cook, Won't Cook' type show: participants illustrate the making of a healthy meal; audience gets involved by giving the various improvisations a score; could be undertaken as a comedy or a tragedy

Improvise a 'You Are What You Eat' concept: pies, beans and chips, as opposed to raw carrot and bean salad.

2. WHY DO WE EAT ?

Art & Design

EXA 2-06a / EXA 3-06a / EXA 4-06a

Choose appropriate media to design food packaging, and devise images to attract the consumer.

Music

EXA 2-17a

Compose a short piece of music to accompany an advertisement about a new food product.

Drama

EXA 2-12a / EXA 3-12a / EXA 4-12a

Use photographs to explore situations involving difficulties surrounding body image. Explore feelings, emotions, and possible relationships between characters.

3. WHERE DOES OUR FOOD COME FROM ?

Art & Design

EXA 2-06a / EXA 3-06a / EXA 4-06a

Design a tractor / piece of machinery of the future.

Create a fantasy face in the style of Arcimboldo.

4. A BALANCED SUSTAINABLE LIFESTYLE

Music

EXA 2-18a / EXA 2-19a / EXA 3-19a

Investigate how music can help us to relax.

Listen to a range of music to determine individual preference.

Drama

EXA 2-12a / EXA 3-12a / EXA 4-12a

Consider issues of overweight (obesity) and underweight: bodyweight / body image becomes important to young people of this age group, and is suitable for sensitive exploration through drama.

SOCIAL STUDIES

1. WHAT DO YOU EAT ?

People, Past Events and Societies

SOC 2-06a

Investigate the contribution of John Boyd Orr to nutrition education. See RATIONAL Food produced by the Rowett Institute. www.abdn.ac.uk The 'Getting in Shape' (upper stages/early secondary), Activity 7, teaches about the work of Dr.Boyd Orr.

People in Society, Economy and Business

SOC 2-20a

Investigate 'globalisation' of food through trade, tourism and aid; give examples of sustainable development relating to food production; link to: Fair Trade foods / food & water provision in developing countries / effects on the populations of nutritional deficiencies

Sort into categories e.g. 'wants' and 'needs' / 'necessity' and 'requirement'.

3. WHERE DOES OUR FOOD COME FROM ?

People in Society, Economy and Business

SOC 2-16c / SOC 2-19a

Discuss the way people eat (with reference to different cultures and customs).

Develop the ability to realise the pressures placed on individuals to conform to a fashion norm, e.g. to look super-slim. Encourage pupils to assess the claims of food manufacturers regarding 'health promoting' foods.

SOC 2-20a

Pupils should recognise how we are linked to different countries (e.g. food miles) and are interdependent. Which factors increase or decrease supply, which affect demand: foods in season / natural disasters / transport links / war ? Investigate national or global food shortages and the impact on price.

Discuss the 'globalisation' of food through trade, tourism and aid; give examples of sustainable development relating to food production. Link to: Fair Trade foods / food & water provision in third world countries / effects on the populations and the effects of poor diet e.g. Kwashiorkor, Marasmus - how to solve the problem?

4. A BALANCED SUSTAINABLE LIFESTYLE

People, Place and Environment

SOC 2-08a / SOC 3-08a / SOC 4-08a

Look at the changing needs of society and how the farmer has responded to these e.g. organic produce; see 'The Future of Farming' from MDEC.

'Food And Farming - Local And Global' by Tide, available from MDEC, covers these issues: Who grows our food? / Is it sustainable? / The impact of Fair Trade / Global interdependence

/ Food miles.

TECHNOLOGIES

1. WHAT DO YOU EAT ?

Technological Developments in Society

TCH 2-02a / TCH 3-02a / TCH 4-02a

Look at whole food products and compare with processed. Investigate the stages of production for a typical ready-made meal. What does 'organic' mean?

Investigate Aberdeen City Council policy on waste and recycling (contact Waste Aware Grampian 0845 600 5333 / www.wascot.org.uk).

Craft, Design, Engineering and Graphics Contexts for Developing Technological Skills and Knowledge

TCH 3-15a

Produce a graph to demonstrate the popularity of certain foods and drinks, and compare with national preferences. Show the nutritional composition of food, in terms of percentages of the five food groups.

Food miles: create a database to calculate food miles travelled for popular fruits and vegetables. See 'Scotland's Global Footprint - Learning for Sustainability' Unit 4 : Food. This document, by WWVF, can be downloaded from the Learning and Teaching Scotland website at: www.ltsotland.org.uk/sustainabledevelopment/findresources/globalfootprint/teachers/index.asp

Estimate the activity levels required to burn off specific high fat / sugar / salt content foods; see the British Nutrition Foundation websites: www.foodafactoflife.org.uk 'Energy Balance', an interactive presentation / www.nutrition.org.uk - follow links to Teacher Centre / BNF Food Cards / Nutrition Cards.

2. WHY DO WE EAT ?

Business Contexts for Developing Technological Skills and Knowledge

TCH 3-06a

Create a database to record the meal preferences of pupils, and match to reasons for choice.

4. A BALANCED SUSTAINABLE LIFESTYLE

Food and Textiles Contexts for Developing Technological Skills and Knowledge

TCH 4-11c

Discuss the nutritional needs of different groups in the community: infants / young children / pregnant women / the elderly. See 'Getting in Shape' (Upper Stages / Early Secondary) Activities 14 - 17. Look at how products for these groups are marketed.

Examine functional foods and research the health benefits attributed to this type of food product. Investigate how products have been 'designed' to suit consumer preferences.