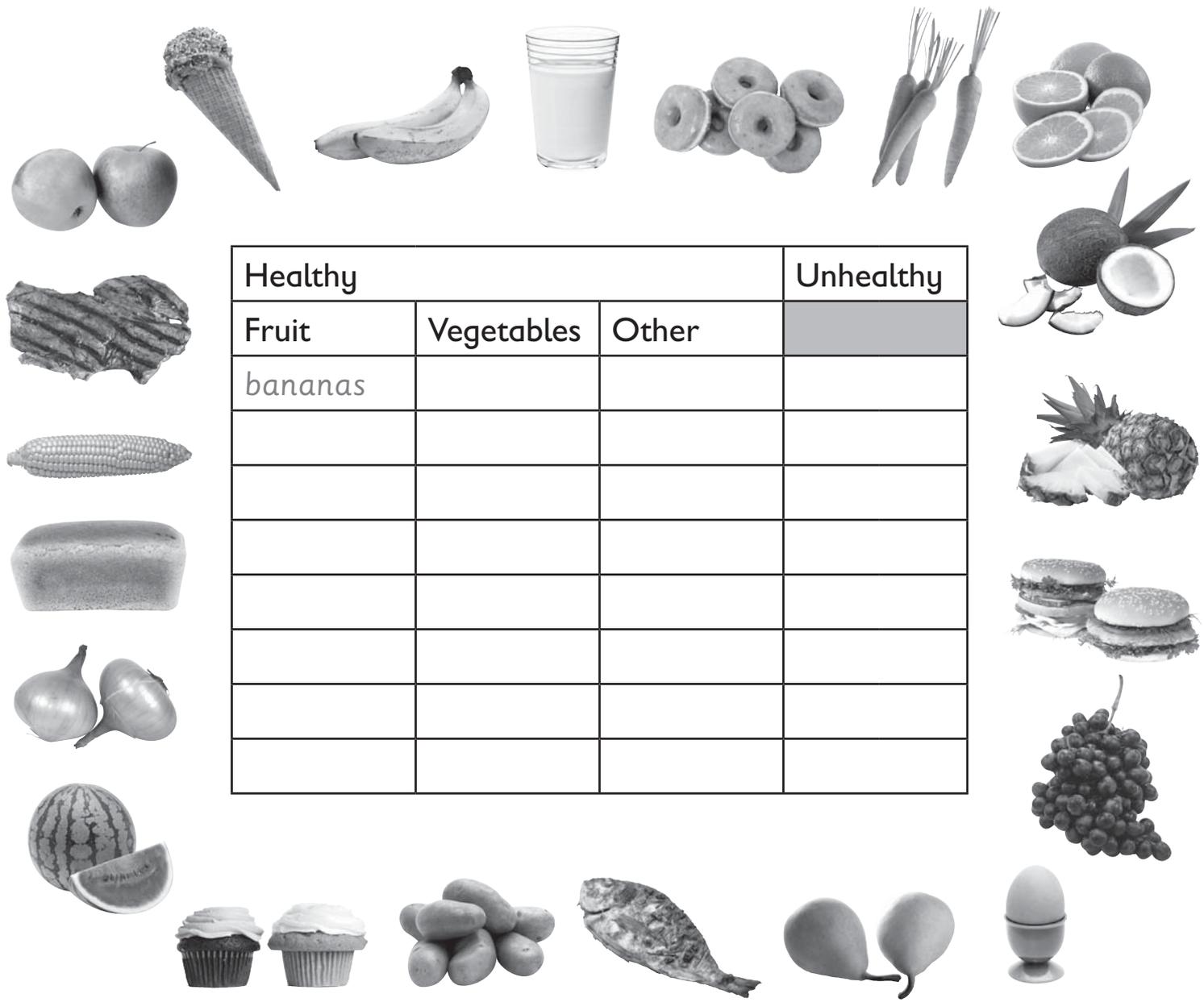


# Food technology

## Healthy or unhealthy?

1 Put the food in categories.



Healthy			Unhealthy
Fruit	Vegetables	Other	
bananas			

2 Circle the foods you like to eat.

# Food technology

## Food diary



1 What did you eat yesterday?  
Complete the diary.

Day/Date:

.....  
.....  
.....

Breakfast:

.....  
.....  
.....

Lunch:

.....  
.....  
.....

Dinner:

.....  
.....  
.....

# Food technology

## LESSON TOPIC

Healthy eating

## LESSON TITLE

Healthy or unhealthy?

## CONTENT FOCUS

Which foods are healthy or not healthy?

## COMMUNICATION FOCUS

Wh- questions:

*What's your favourite food?*

*Who's got the healthiest food diary?*

## COGNITION FOCUS

Classifying foods

Evaluating a food diary

**Level:** 2

**Age range:** 7–8

**Time:** 45–60 minutes

## Materials:

Worksheets 1 and 2

## Before class

Photocopy the worksheets, one per pupil.

## In class

### Warmer

**A class survey.** 10 minutes

- Conduct a small class survey. Ask: *What's your favourite food?* Pupils think and write the food item down or draw a picture of it. Ask pupils to say or show their favourite foods. Supply the words in English as necessary. Make a tally on the board.



- Ask the following questions referring to the tally chart on the board: *How healthy are we? Do we like the right foods? Is (ice cream) healthy or unhealthy?*

## Worksheet 1 – Healthy or unhealthy?

### Classifying and recording new information

**1 Categorise the foods in the photos.** 5–10 minutes

- Distribute worksheet 1. Elicit the names of the foods in the photos. Write the names on the board (alternatively, ask more able pupils to write the names for you).
- Pupils categorise the food items into healthy (fruit, vegetables or other) or unhealthy.
- They check their answers with a partner.

### Key:

Healthy			Unhealthy
Fruit	Vegetables	Other	
bananas	carrots	bread	burgers
apples	onions	eggs	cakes
coconuts	potatoes	fish	doughnuts
grapes	sweetcorn	meat/steak	ice cream
oranges		milk	
pears			
pineapples			
watermelons			

### Personalisation

**2 Circle the foods you like to eat.** 10–15 minutes

- Pupils circle the five foods they most like to eat.
- They compare their answers in small groups.
- Ask: *Have you circled more foods in the healthy or the unhealthy column?*
- In their groups, pupils discuss who has got the healthiest eating habits and who has got the least healthy.

## Worksheet 2 – Food diary

### Personalisation

**1 What did you eat yesterday?** 20–30 minutes

- Distribute worksheet 2.
- Elicit that this is a diary entry and that it is about food.
- Write: *Breakfast; Lunch; Dinner* on the board. Draw pictures for each meal according to what you ate yesterday. Elicit the vocabulary and write any new or difficult words on the board.
- Ask several pupils: *What did you eat yesterday for breakfast?* Write or draw their responses on the board.

- Pupils complete the diary individually, then they compare with a partner.
- Ask pupils to tell you if they think their partner's food diary is healthy or not. Ask them why this is.

### **Follow-up (optional)**

**A class poster.** 15–20 minutes

- Food diaries could be illustrated and made into a class display.