## Chapter 3: Personal Health and Physical Development

# **Healthy Food**

#### Approach: Team

## Level: Year 4 and year 8

*Resources:* 2 answer sheets (as pictured), one A4, the other A3; 24 pictures of food items.

Questions/instructions	% re. 	sponses			% resp	oonses
Show the students the small (A <sup>4</sup> ) food pyramid.		<b>y8</b>	Λ	Eat least:	<b>y4</b>	<b>y8</b>
Here is an outline of a food $\wedge$				biscuits	76	78
pyramid.As a group, talk about all you know about it,				cake	87	93
then I'll write what you				chocolate	92	93
agree are the most impor-				fish & chips	30	75
tant ideas on this sheet.				muesli bar	34	9
Allow about two minutes				potato chips	64	84
Identifing 3 lev	vels:			Eat moderately:		
eg. eat least, eat moderately, eat most			<u> </u>	cheese	70	78
all identified corre	ectly 29	65		chicken	69	78
partly cor	rect 44	21		flavoured milk	44	69
		14		hamburger	50	64
incorrect 27 14 meat pie				78	78	
Here are some food pictures and	-			nuts	56	48
a large food pyramid. I want you to talk about where you think	6.23	1	clugenness 🛵	pizza	61	55
each picture should go on the	- <b>M</b>	·	Construction of the local division of the lo	sausages	74	92
pyramid. You all need to agree on	(			yoghurt	56	75
the best place. Do <i>one</i> picture at a time, and take turns putting	-	٢_		Eat most:		
them on the pyramid - but don't	والمنافق	14		apple	81	92
stick them down until I tell you.						68
But before you place each label,				banana	82	93
think about where the food should go and agree as a group	-			bread fruit		89
before you put it on the pyramid.	A more			rice with vegetables		86
Don't stick the labels down until		·		salad	86	92
I tell you.	<u>_</u>	1		salad roll	84	90
Give students the large food	600			sandwiches	76	84
pyramid (A <sup>3</sup> ). Allow enough time for students to	C. H.A.			sushi	42	61
place cards.	1.11.15		See 1			
Some of the labels have a blue			18.8 St.	Number correct:	_	
dot on them. As a group talk		•		21-24	7	17
about why you have placed these labels where they are on the	dian.			17-20	55	69
pyramid. You can change the	Server 1	1		13-16	21	9
place of a label if the whole				9-12	10	2
group agrees. You have a couple of minutes to 5-8					6	2
talk about those labels and then I'll ask why you 1-4					1	1

#### **Commentary**

Most teams at both levels were able to use the food pyramid idea quite effectively. The food item causing most confusion was the muesli bar (note especially the year 8 result). The muesli bar, nuts and fish & chips tended to be classified too low on the pyramid, while flavoured milk and sushi tended to be classified too high.

## Giv ру

### All pla

gr ta chose to place them where they are.

## Allow time for discussion

Point to each of the labels with blue dots asking this question each time:

Why have you placed this label here?

Tell students to stick the labels onto the chart. They can share the job by taking turns.