

**UNIT 1: THE ORIGIN OF FOOD.
CLASSIFICATION AND FUNCTIONS.**

A. WRITING ACTIVITIES:

A.1) THE ORIGIN OF FOOD

Circle the foods from vegetal origin. This activity could be done with food or packaging brought from home, or cut-outs from magazines.



A.1) THE ORIGIN OF FOOD

Match each food with its origin using narrows. This activity could be done with food or packaging brought from home, or cut-outs from magazines.



Animal origin



Plant origin



Mineral origin



A.2) FOOD GROUPS

Match each food with its group using narrows. This activity could be done with food or packaging brought from home, or cut-outs from magazines.



A.3) THE FUNCTION OF FOOD

Match each food with its function using narrows. This activity could be done with food or packaging brought from home, or cut-outs from magazines.



Energy-producers



Body-regulators



Body-builders



A.4) WHICH FOODS DO WE EAT EVERY DAY AND WHICH ONES WE DO NOT?

Circle the less healthy foods that should only be consumed from time to time. This activity could be done with food or packaging brought from home, or cut-outs from magazines.



A.4) WHICH FOODS DO WE EAT EVERY DAY AND WHICH ONES WE DO NOT?

Match each food with its main CHARACTERISTIC (very salty, very sweet or very fatty) using narrows. If the food has more than one characteristic, you can connect it using 2 or 3 arrows to all of its features. This activity could be done with food or packaging brought from home, or cut-outs from magazines.



Very sweet



Very fatty



Very salty



A.5) COFFEE AND ALCOHOL. DAILY, SOMETIMES OR NEVER?

Circle the healthiest drinks. This activity could be done with food or packaging brought from home, or cut-outs from magazines.



A.5) COFFEE AND ALCOHOL. DAILY, SOMETIMES OR NEVER

Match each drink with its recommended intake. This activity could be done with food and packages that we bring from home, or cut-outs from magazines.



I CAN DRINK AS MUCH AS I WANT



I CAN DRINK DAILY BUT CAREFULLY



I CAN DRINK BUT NOT EVERY DAY AND IN SMALL AMOUNTS



I SHOULD NOT DRINK



A.6) LOCAL FOODS AND SEASONAL FOODS

Match the sentences to explain what we have learnt before.

The seasonal food

local foods

The food from our homeland are also known as

grow and get harvested near to our homes

The food from our homeland are those that

are cultivated depending on the moment in the year

The seasonal food are those that

are more tasty and less expensive

A.7) SEASONAL FOOD, ACCORDING TO THE SEASON IN THE YEAR (Not in Unit 1 of the student)

Material:

- Each country or region should provide seasonal food calendars from their area: fruits, vegetables, fish...
- Photocopies of seasonal calendars (or project them on the screen)
- Photocopies of template 1. SEASONS. One per student.

The seasonal fruits schedule should be brought to the classroom in order to project it onto the screen (or several photocopies instead).

Give every student the photocopy of template 1.- SEASONS and explain what is a calendar of seasonal foods to them.

Ask the students to write down in template 1.- SEASONS, fruits, vegetables and fish that appear in the calendars.

The seasons have the following reference dates:

- Spring: March 21 to June 21.
- Summer: from June 21 to September 21.
- Autumn: September 21 to December 21.
- Winter: from December 21 to March 21.

Finally, we will write (in every season) the number of foods, fruits, vegetables and fish or seafood that are available for our diet and we can call "seasonal food".

This template can also be use to design SEASONAL MENUS in Unit 3.

Template 1. SEASONS



B. INDOOR ACTIVITIES:

PREVIOUS PREPARATION:

In order to learn about the foods, it can be very helpful to have a sample of each in the classroom. Therefore, a few days before we will ask the students to bring empty food containers. In the case of fresh food, we will ask them to bring cut-outs from magazines or printed pictures from their own computers.

Depending on the number of students, we will distribute the pictures, cut-outs or containers that must be brought by each of them.

Specifically, we need:

- Bread and flour
- Rice and pasta
- Legumes
- Cookies and pastries
- Fruits
- Vegetables
- Fats: oils and butter
- Potatoes
- Meat
- Fish
- Eggs
- Dairy: milk, yogurt and cheese
- Drinks: water, juices, soft drinks
- Sweets and chocolates
- Snacks
- Coffee and salt

(Each country or region should review this list of foods and propose the list that suits your area the most).

B.1) "THE MOST NATURAL WAY TO EAT IS TO INCLUDE FRESH, SEASONAL AND/OR NATIVE FOODS IN OUR DIET"

- MATERIAL: Projector or blackboard
- NUMBER OF STUDENTS: 10-12 people
- APPROXIMATE DURATION: 45-60 minutes

CONTENT

The healthiest diet is also the more sustainable.

Everything involving handling, processing, packaging or transportation of food impairs their nutritional proprieties, therefore, if we have the opportunity to consume fresh, seasonal and local products, they should be chosen as the healthier choice, not only for humans but also for the planet, that is to say, the environment.

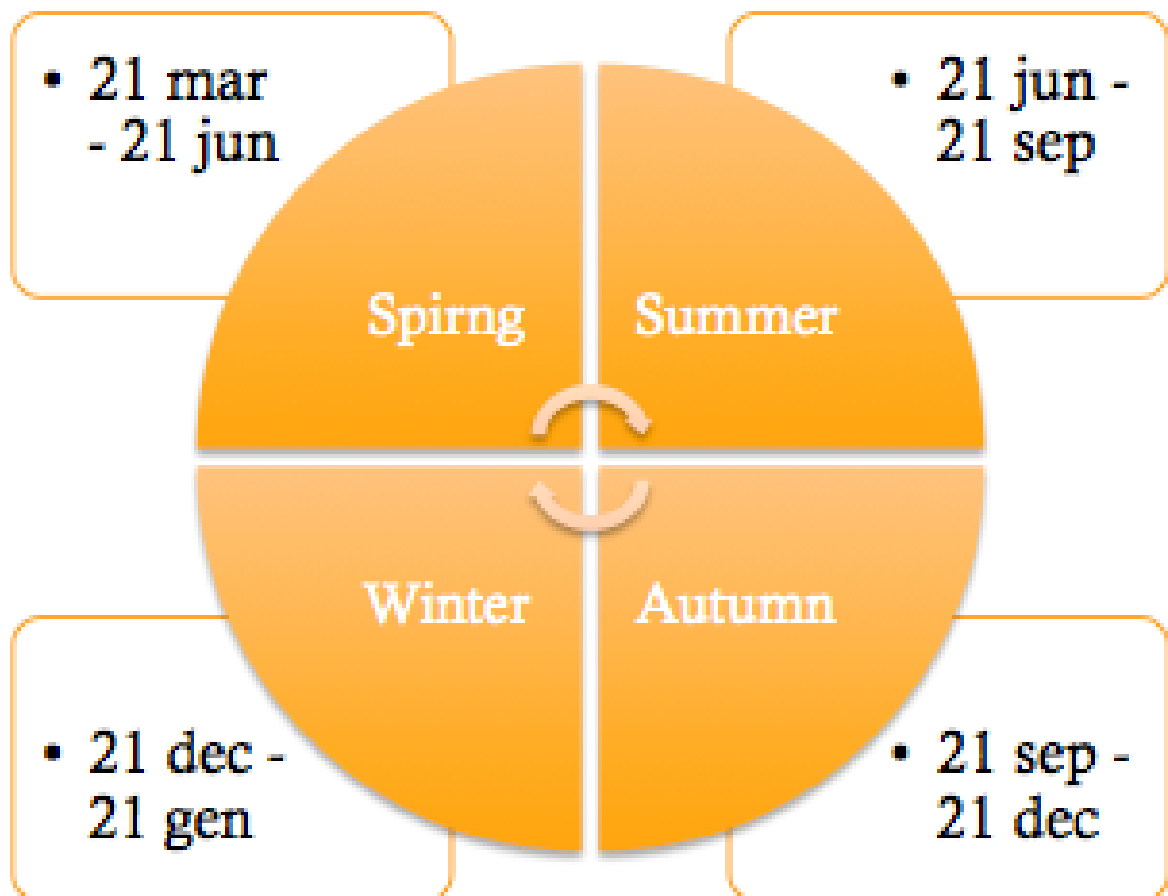
WORKSHOP STEP BY STEP

A very important aspect of a sustainable diet is the seasonal foods.

There are not only seasonal fruits and vegetables; fish and shellfish also have their "preferred" months.

We can project the seasonal calendar or write it on the board. In ATTACHMENTS we have included the Spanish ones but each country should bring their own.

We will divide the students into four groups, one for each season, to put food on the station corresponding to them.



B.2) FOOD GROUPS WITH THE SUPERMARKET GAME



MATERIAL:

Paper
Markers or crayons
Food packaging or food photo cut-outs
A blackboard and chalk

NUMBER STUDENTS: 10-12 people

APPROXIMATE DURATION: 1 hour and a half

CONTENT

Foods are grouped into 6 groups (such as the Wheel of food) plus water:

- vegetables
- fruit
- starch
- fats
- protein
- milk
- Water

SUPERMARKET

We will review the food groups at the same time as we make posters (with the paper and the markers) with the names of the food groups.

We will divide the tables in the classroom into 6 groups and we will leave a poster on each group, plus some space for water.

We select half of the students in the class and ask them to take out all the food from the boxes and organize them in the posters, like a supermarket.

Probably, the main difficulty will be to place the mixed foods in the posters, such as canned juices (are they fruits? or drinks? Do they go with the water?) or pre-cooked dishes (pizza vegetable, half bread, half vegetables), etc.

We will leave all these dubious food aside, to talk about them at the end.

They will also realize that there are foods that are natural but they are not in the Wheel of food because they do not provide us with nutrients themselves, but if we consume them they have functions in our body, such as coffee, tea, salt, etc.

Also, they will find foods that are not recommended for consumption, such as alcohol or sweets and we leave them aside for the end as well.

We will ask the students to do a presentation of their supermarket, explaining in which posters they placed the foods and why.

It is a good moment to explain to them an idea about the food groups, the fact that we probably eat all of them every day, but not in the same quantities. For example, we can drink two glasses of milk per day but when it comes to oil, we try to use only a teaspoon.

Mixed foods that we left aside are manufactured in factories and usually less healthy products, because they are less natural and they have more sugar, more salt and more fat than when we prepare them ourselves.

Now is when the first group of students sits down and we start working with the second group.

First we will ask them to review the "supermarket" posters and correct what they think is not well grouped. Then, they will explain their decisions about it (whether they changed foods from the posters or not).

Then ask them to, within each food group, also separate food types, ie:

- In protein, they should separate meat, fish, eggs, seafood, nuts and vegetables
- In dairy products, they should separate yogurt, milk and cheese.
- In fats, they should separate oils, butter and margarine.
- In starchy foods, they should separate pasta, bread, rice and cereals.
- In fruits and vegetables they do not need to separate anything.
- Once again, they will realize that there are very different foods, such as meat and fish, but at the same time, they are both similar because they are foods with protein.

When explaining dairy, it can be mentioned that yoghurts and cheeses come from milk. In this process, the milk loses water and gains fat (more in cheese than in yogurt).

Finally, we put "the supermarket" food away and everybody sits to discuss the conclusions. They should say these final reflexions or conclusions, we will help them with the questions below.

CONCLUSIONS

- Which foods from the supermarket are NOT NECESSARY for a healthy diet? (Superfluous food: candy, snacks, pastries, cookies, soft drinks...). They should be able to identify them.
- What is the difference between SUPERMARKET AND MARKET? (Manufactured & Natural. With & without packaging containers. With additives & without additives. Etc.)

C. OUTDOOR ACTIVITIES:

C.1) TO VISIT A WHOLESALE FOOD MARKET

The family or the teacher of the centre should undertake this activity.

MATERIAL: Notepad and pen (each student).

NUMBER STUDENTS: 10-12 people (if they go with the teacher).

APPROXIMATE DURATION: a whole morning or afternoon.

ACTIVITY STEP BY STEP:

- Identify the food groups available on the market (meats, fish, fruits and vegetables...) and write them down.
- Point out which ones we usually buy packaged and which ones we normally buy fresh or ready to buy in bulk.
- Within each food group, identify the variety of foods that are available, for example:
 - Group: Meat
 - Varieties: pork, chicken, rabbit, veal, etc.
- Ask the shopkeepers about the origin of their products and how can we obtain them:
 - Where can we buy them
 - How do they bring them
 - How do they clean or prepare them
 - How much of it do they sell
- They can write some notes down or even take pictures, since they need to collect all this information in order to keep it for another day in class, where they can explain what they have seen, developing each of the 4 points above.

C.2) TO VISIT A SUPERMARKET

PREVIOUS PREPARATION

We will make three posters (made of cardboard) in the classroom with the students:

- One yellow that says "energy-producers".
- Another red that says "body-builders".
- And another green that says "body-regulators".

MATERIAL: The three cardboard posters (we should have a yellow one, a red one and a green one.)

NUMBER STUDENTS: 10-12 people.

APPROXIMATE DURATION: a whole morning or afternoon.

ACTIVITY STEP BY STEP:

Identify the groups of food that are available in every supermarket shelf.

We will focus on the shelf's with foods that we want to promote, instead of focusing on all of them (we will not focus on the shelf's that have non-recommended foods).

Now they will have a walk around the supermarket in order to indicate, depending on the primary function of the food, if the shelf should have a poster in red, yellow or green.

CONCLUSIONS:

- Could we only eat body-regulators food? Could we only eat energy-producers? Could we only eat body-builders? No, we need all of them.

C.3) TO VISIT URBAN GARDEN (only if they are available in the country)

MATERIAL: A notebook and a pen

NUMBER STUDENTS: 10-12 people.

APPROXIMATE DURATION: a whole morning or afternoon.

CONTENT:

The aim of this activity is to inform the students of the existence of urban gardens, since these orchards allow the production of seasonal fruits and vegetables that could supply one (or even more than one) family.

ACTIVITY STEP BY STEP:

The group is divided into pairs and each of them will have a task:

Interviews the gardeners, pictures of the garden, write down the food that is being produced in that moment, to list the work that is usually done in the garden, find out how much they produce each week, etc.

Taste the products (if we are allowed) or collect some in order to try it at home or in class.

Finally, they will talk about what they have learnt in the garden (they will discuss it in class).

D. EXTRA ACTIVITIES:

D.1) THE ORIGIN OF FOOD

MATERIAL:

Paper and tape.

Markers or crayons

Food packaging or food cut-outs (each country will have their own ones)

A blackboard and chalk

NUMBER STUDENTS: 10-12 people

APPROXIMATE DURATION: 45-60 minutes

CONTENT:

All foods have animal (from the land or the sea), plant or mineral origin. This source largely determines the nutritional characteristics of the food. In this unit, we are trying to learn how to classify foods by origin, as well as to know the main nutritional characteristics according to their origin.

WORKSHOP STEP BY STEP:

Firstly, we will ask them to think of a food. Then they will write it clearly on a sheet and hold it so that everybody can see it.

Then, in every corner of the classroom, we will place a sheet (using the tape) on the wall saying:

- Land animals
- Marine animals
- Plants
- Minerals

Now we will explain them that these are the possible origin of all foods.

Now, each student should go to the corner where they think their food is from. If anyone stays behind, we will help him/her choose.

When everybody is standing in front of the posters, we will check if they are right. If anyone is wrong, we will take advantage of the opportunity to explain the mistake.

In addition, the teacher will have a list of foods for them to classify.

Food packaging and food cut-outs could also be used.

Probably, the doubts will be about foods like water or salt (from mineral origin), sugar (plant origin), or processed food like nuggets or pizza. All of these will be explained.

We will sit down again and we will write on the board the 4 food groups by origin and examples:

- Land animals: rabbit, chicken, pork...
- Marine animals: hake, salmon...
- Plants: tomato, orange...
- Minerals: water and salt.

Finally, we will mention properties of each of these groups:

- Land animals: a lot of protein, less healthy fats, high in iron, calcium for bones...
- Marine animals: a lot of protein, healthier fats, iron, phosphorus for bones...
- Vegetables: fiber, vitamins...
- Minerals: water and hydration.

D.2) THE BODY-BUILDERS, ENERGY-PRODUCERS AND BODY-REGULATORS GAME

MATERIAL

Blackboard and chalk

Template 2. ROULETTE OF FOOD

NUMBER STUDENTS: 10-12 people

APPROXIMATE DURATION: 45-60 minutes

WORKSHOP STEP BY STEP

We will cut and assemble the ROULETTE OF FOOD from template 2.

The class should be divided into four groups of 4 or 5 students each.

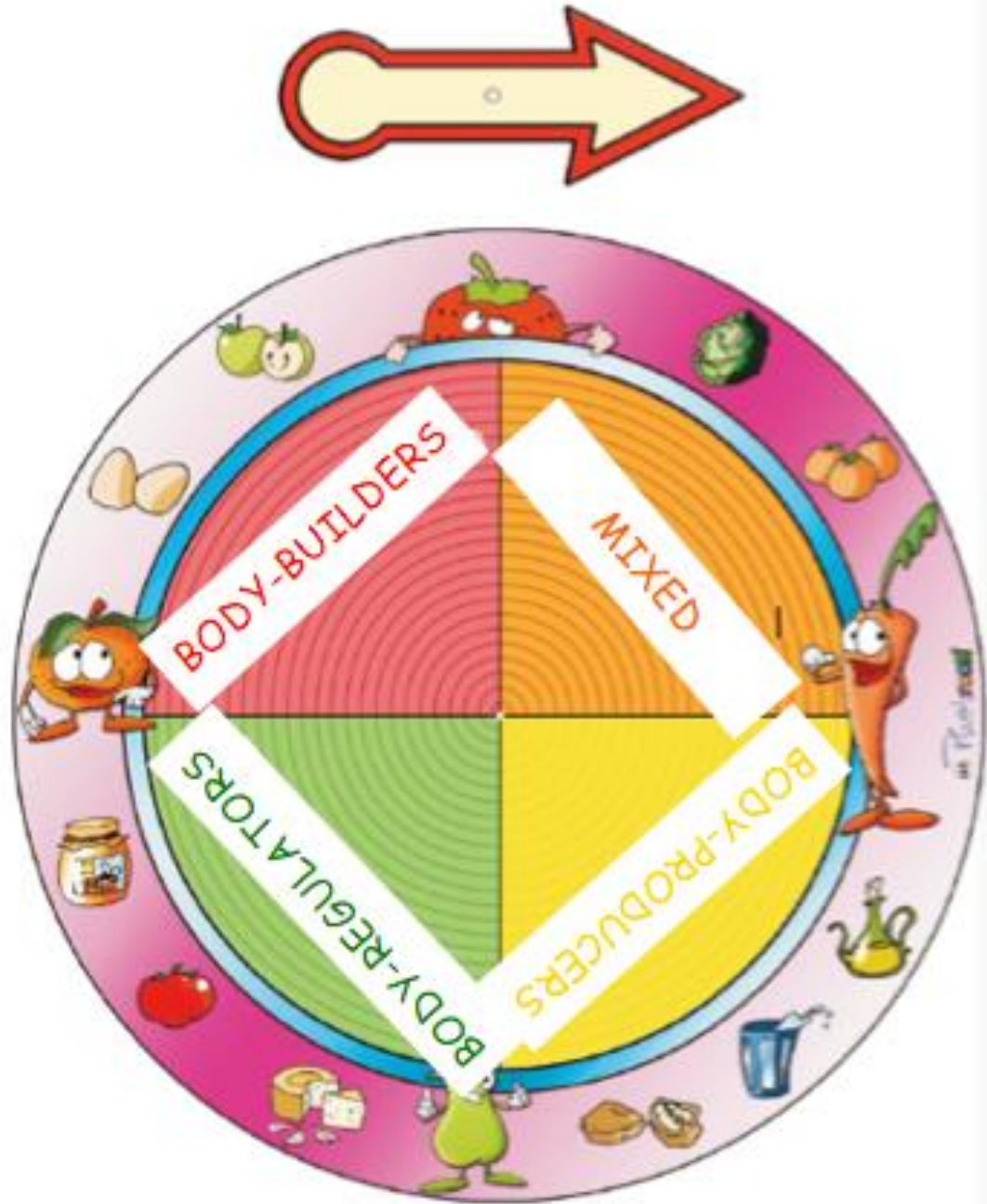
Each team will find a nice name for themselves and we will write it on the board.

Each group will rotate (in turns) the arrow of the roulette and according to the food group that the arrow is pointing to, they will have to give an example of food that belongs to that group. They will have 30 seconds to think about it.

All the foods examples will be written on the board in order to not repeat them.

Whenever someone guesses right, we will write "one point" for that group on the board.

Template ROULETTE 2. FOOD



Partners:

