



Make It Happen For You:  
Thematic Unit

Home Economics:  
**Eating For Health**

Learning for Life and Work (MLD)

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# Unit Title: Make It Happen For You

## *Sub Theme: Home Economics – Eating for Health*

**Thinking Skills and Personal Capabilities:** Managing Information

**Curriculum Objective:** To develop the young person as an individual

**Key Elements:** Personal health, mutual understanding, personal understanding, media awareness, ethical awareness, economic awareness

**Attitudes and Dispositions:** Personal responsibility, concern for others, openness to new ideas, curiosity, respect, tolerance, resourcefulness, self belief, flexibility

**Learning Experiences:** Investigating and problem solving, linked to other curriculum areas, relevant and enjoyable, media rich, skills integrated, active and hands on, offers choice, challenging and engaging, varied to suit learning style, enquiry based, ongoing reflection

The Thematic Units connect the *Learning for Life and Work* subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address, interpret and develop the Northern Ireland Curriculum's key elements and Statements of Minimum Requirement.

Each Thematic Unit contributes to the statutory requirement for *Learning for Life and Work* and also links to other Areas of Learning. In addition, there are opportunities to develop learners' *Thinking Skills and Personal Capabilities*, incorporate *Assessment for Learning* principles and make connections to the *Cross-Curricular Skills*.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.

## Statements of Minimum Requirement

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These are the Statements of Minimum Requirement that are addressed in this unit:

### Home Economics

#### Healthy Eating

Explore ways to achieve a healthy diet – an understanding of current dietary recommendations

### Home Economics

#### Independent Living

Develop a range of skills to promote independence through planning, managing and using resources, for example cooking for and managing self

### Home Economics


#### Healthy Eating

Develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare and cook healthy snack dishes

### Home Economics

#### Healthy Eating

Develop the practical skills in the safe use of a range of utensils and appliances in the preparation and cooking of healthy meals

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What do you eat?	... examine current, personal eating habits.	<p>Ask your learners to complete a one week food diary to identify current personal eating habits. Make sure they update their diaries each morning in class by adding what they've had for breakfast. Repeat the process after lunch to include everything they have eaten during school hours. They can record what they eat for their evening meal as homework to provide a valuable link between school and home. This will also keep parents up-to-date with activities in the classroom. Beginning the diary mid-week ensures that your learners continue to update it over the weekend.</p> <p> <b>Resource 1: My Food Week</b></p>	<p>Use a range of methods for collating, recording and representing information</p>
		<p>Use Resource 2 to focus on the data gathered from the food diaries. Use the completed diaries to highlight:</p> <ul style="list-style-type: none"> <li>– meal sizes: different meals for different times, for example how breakfast differs from dinner or what a snack is;</li> <li>– common food choices;</li> <li>– peculiar/different food choices;</li> <li>– favourite foods; and</li> <li>– how often they eat particular foods.</li> </ul>	<p><b>Communication –</b> Listen to and take part in discussions</p> <p><b>Communication –</b> Communicate information</p> <p><b>Using Mathematics –</b> Identify and collect information</p>



Resource Sheet in this booklet




Online Activity (OA) or PowerPoint Activity (PP) available from [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)

Skills tabs printed in **yellow** are Cross-Curricular Skills


Skills tabs printed in **orange** are Thinking Skills and Personal Capabilities

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<b>What do you eat?</b>	... examine current, personal eating habits.	<p>You can make a connection to Using Mathematics by creating a bar chart of your learners' favourite foods, meals, snacks, etc.</p> <div data-bbox="884 413 940 485"></div> <p><b>Resource 2: Class Food Survey</b></p>	<p><b>Using Mathematics –</b> Read, interpret, organise and present information in mathematical formats</p>


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
Why do you eat what you eat?	... explore what influences choice.	<p>Explore with your learners why we eat what we eat. Use the food diaries to show what your learners eat over the course of a typical week.</p> <p>Use the mind-map in Resource 3 and the interactive whiteboard to record your learners' suggestions. Include the following suggestions (prompt as necessary):</p> <ul style="list-style-type: none"> <li>– it's what we're given – it's in the house;</li> <li>– it's what we've time for – to make, to eat;</li> <li>– it looks good;</li> <li>– it tastes good;</li> <li>– it's what our friends eat;</li> <li>– it's what the shops sell; and</li> <li>– it's not very expensive.</li> </ul> <p>Investigate these suggestions further by asking your learners to form pairs/groups and select one of their suggestions. Encourage them to explore what the suggestion means to them. Ask each group to present their main findings to the rest of the class. Together identify the most common reasons why we eat what we eat. Ask them to consider:</p> <ul style="list-style-type: none"> <li>– Who makes food choices for you?</li> <li>– Will this always be the case?</li> <li>– Does the time it takes to make/prepare your meal affect what you choose to eat?</li> <li>– Are fast/convenience foods good/bad?</li> <li>– Does the appearance of your food influence whether you want to eat it?</li> </ul> <p> <b>Resource 3: Why Do We Eat What We Eat?</b></p>	<p>Ask focused questions</p> <p>Use own and others' ideas to locate sources of information</p> <p><b>Communication –</b> Contribute comments, ask questions and respond to others' points of view</p> <p><b>Communication –</b> Communicate information</p> <p><b>Using ICT –</b> Research, select, process and interpret information</p>


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<b>How do I achieve a balanced diet?</b>	... investigate the components of a healthy, balanced diet.	<p>The Food Standards Agency advocates a UK healthy eating model using the EatWell Plate. There are many websites that provide downloads and information on the Eatwell Plate.</p> <p>You can find a comprehensive and progressive approach to teaching the topic of healthy eating using an easy to follow framework at: <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a>. In the 8–11 section click on the healthy eating link to find '5 Key Facts'. Key Fact 2 provides resources and activities about healthy eating using the Eatwell Plate. The 8–11 years age group on this site may be of particular interest to your learners (though you might like to look at the 3–5 and 5–8 years sections to provide differentiation and the 11–16 section for extension activities). The section includes detailed teaching plans with:</p> <ul style="list-style-type: none"> <li>– learning objectives;</li> <li>– classroom activities;</li> <li>– resources to download; and</li> <li>– further sources of information.</li> </ul> <p>Click on the 'Play Interactive Games' link in the 8–11 section of the website. Give your learners the opportunity to play the 'Make A Balanced Plate' interactive game. This allows them to become familiar with the five food groups and the proportion of each group needed to achieve a healthy, balanced diet.</p> <p>There is a list of resources to download on the Key Fact 2 page of the website. Download, print and laminate the 100 food cards to give to your learners. Ask them to arrange these cards into the correct food groups on the Eatwell Plate.</p>	<p>Select, classify, compare and evaluate information</p> <p>Use own and others' ideas to locate sources of information</p> <p><b>Communication –</b> Contribute comments, ask questions and respond to others' points of view</p> <p><b>Communication –</b> Communicate information</p> <p><b>Using Mathematics –</b> Use mathematical knowledge and concepts accurately</p> <p><b>Using ICT –</b> Access and manage data and information</p> <p><b>Using ICT –</b> Research, select, process and interpret information</p>




Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What does five-a-day mean?	... clarify what we mean by five-a-day.	<p>Discuss with your learners what 'five-a-day' means. Using real food packaging, examine the five-a-day logo. Explore:</p> <ul style="list-style-type: none"> <li>– How much fruit/vegetables are in a portion?</li> <li>– Can fruit or vegetables be hidden?</li> <li>– Is there a nutritional difference between fresh, frozen or tinned?</li> </ul> <p>Review your learners' food diaries to ascertain how many portions of fruit and vegetables they eat daily.</p> <p>The following links provide interactive games and resources promoting a balanced diet:</p> <ul style="list-style-type: none"> <li>– <a href="http://www.dairycouncilofca.org/Tools/MyPyramid">www.dairycouncilofca.org/Tools/MyPyramid</a></li> <li>– <a href="http://www.nutritionexplorations.org/pdf/kids/shoppinglist.pdf">www.nutritionexplorations.org/pdf/kids/shoppinglist.pdf</a></li> </ul> <p>Another useful website with downloads for Eatwell Plate resources is: <a href="http://www.comiccompany.co.uk">www.comiccompany.co.uk</a></p> <p> Resource 4: The Eatwell Plate</p>	<p>Select, classify, compare and evaluate information</p> <p>Use own and others' ideas to locate sources of information</p> <p><b>Communication –</b> Contribute comments, ask questions and respond to others' points of view</p> <p><b>Using Mathematics –</b> Use mathematical knowledge and concepts accurately</p> <p><b>Using ICT –</b> Access and manage data and information</p> <p><b>Using ICT –</b> Research, select, process and interpret information</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What should I avoid?	... develop an understanding of healthy eating choices.	<p>Having established that healthy eating involves a variety of foods from different sources, discuss with your learners what foods we ought to cut down on or avoid altogether. Many learners will be aware of the Foods Standards Agency advice to reduce our salt, sugar and saturated fat intake.</p> <p>Together with your learners discuss the harmful effects that too much salt, sugar and fat can have on our health. <a href="http://www.chewonthis.org.uk">www.chewonthis.org.uk</a> is an excellent website to reinforce the information your learners have about salt, sugar and fat. There are appropriate activities and worksheets that enable them to explore the reasons for their choices. This knowledge allows your learners to make informed judgements about what is good/bad for them.</p>	<p>Select, classify, compare and evaluate information</p> <p><b>Communication –</b> Contribute comments, ask questions and respond to others' points of view</p> <p><b>Using ICT –</b> Access and manage data and information</p> <p><b>Using ICT –</b> Research, select, process and interpret information</p>



Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What is meant by various food terms?	... explore the terms and investigate the differences.	<p>Discuss with your learners the meaning of the terms:</p> <ul style="list-style-type: none"> <li>– junk food;</li> <li>– fast food;</li> <li>– processed food; and</li> <li>– convenience food.</li> </ul> <p>Together with your learners find a definition of the word 'junk'. Then use the internet to find pictures of food from well-known producers. Ask your learners to decide which term best describes the food. Use Resource 5 to categorise the food your learners have selected.</p> <p>Explore the relationships between these terms pointing out that the terms are rarely exclusive. Encourage your learners to find further pictures or provide food/packaging to create a 3-D Venn diagram representation of which term(s) describe each item.</p> <p> <b>Resource 5: Food Terms</b></p>	<p>Select, classify, compare and evaluate information</p> <p>Use own and others' ideas to locate sources of information</p> <p><b>Communication –</b> Communicate information</p> <p><b>Using Mathematics –</b> Use mathematical knowledge and concepts accurately</p> <p><b>Using ICT –</b> Access and manage data and information</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What can I do to eat healthily?</b></p>	<p>... agree targets to improve their diet.</p>	<p>Some of your learners may enjoy meals from fast food chains. Allow them to investigate these companies' own websites and examine their menus and ingredients.</p> <p>Explore <a href="http://www.fastfoodnutrition.org">www.fastfoodnutrition.org</a>, which gives the fat and salt content of every meal from the most popular outlets. This website makes clear comparisons between fast food chains and highlights the healthier options.</p> <p>Revisit <b>Resource 1: My Food Week</b> and ask your learners to suggest ways they could improve their own diet. Ask each of your learners to set one target for the week ahead that will improve their diet. For example:</p> <ul style="list-style-type: none"> <li>– drink one glass of water per day;</li> <li>– drink fizzy drinks only at the weekend; or</li> <li>– eat one more piece of fruit/vegetable per day than at present.</li> </ul> <p>Record these targets on Resource 6 and update daily. Alternatively give your learners the opportunity to create, illustrate and fill in their own charts.</p> <p>Ask your learners to set a new target each week for a period of six weeks. Build in a reward system appropriate to your class/school. Try to create rewards that reflect a healthy lifestyle. At the end of the six week period ask your learners to reflect on which targets were the easiest to meet and which they found difficult. Let them decide which targets they could incorporate into their daily routines.</p> <p> <b>Resource 6: Today I Will ...</b></p>	<p>Plan and set goals and break tasks into sub-tasks</p> <p><b>Communication –</b> Contribute comments, ask questions and respond to others' points of view</p> <p><b>Using Mathematics –</b> Use mathematical knowledge and concepts accurately</p> <p><b>Using ICT –</b> Access and manage data and information</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What can I do to eat healthily?</b></p>	<p>... agree targets to improve their diet.</p>	<p>As an extension activity for learners showing a particular interest in healthy eating, explore the internet.</p> <ul style="list-style-type: none"> <li>– <a href="http://www.bhf.org.uk">www.bhf.org.uk</a> (British Heart Foundation) focuses on prevention of heart disease through a healthy diet. There are also suggestions for 'Healthy eating on a budget'.</li> <li>– <a href="http://www.mysupermarket.com">www.mysupermarket.com</a> provides opportunities for those learners with good mathematics skills to compare prices across the range of supermarkets. It enables them to compare healthy options by providing data on calorie, fat, salt and sugar content of own brands.</li> </ul>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What can I make for myself?</b></p>	<p>... take part in practical sessions to develop skills.</p>	<p>Together with your learners devise a menu of healthy snacks or lunches for the week:</p> <ul style="list-style-type: none"> <li>– discuss the ingredients and equipment needed;</li> <li>– plan a shopping trip; and</li> <li>– carry out food preparation.</li> </ul> <p>Start small. Prepare the snacks/lunches in the classroom, only progress to using the Home Economics room if required.</p> <p>Throughout the practical sessions ensure your learners are aware of healthy, safe practice including:</p> <ul style="list-style-type: none"> <li>– hygiene (washing hands, cleaning surfaces, etc);</li> <li>– food storage (temperature; raw/cooked meats);</li> <li>– safe use of equipment (microwave, etc); and</li> <li>– safe techniques (cutting, slicing, grating, etc).</li> </ul> <p>Also make your learners aware of the importance of presentation – place-setting, portion size, colour, etc. Finally ensure that your learners eat their snack/lunch together to highlight that mealtimes are sociable occasions. Encourage good table manners.</p> <p>Provide opportunities for your learners to practise cooking skills. You can find simple snack and lunch suggestions in Resource 7. Print Resource 7 and allow your learners to ‘tick off’ the snacks they have made.</p> <p> <b>Resource 7: Snacks And Lunches I Can Make</b></p>	<p>Plan and set goals and break tasks into sub-tasks</p> <p><b>Communication –</b> Contribute comments, ask questions and respond to others’ points of view</p> <p><b>Using Mathematics –</b> Work systematically and check work</p> <p><b>Using ICT –</b> Access and manage data and information</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
How can I influence others to eat more healthily?	... investigate current practices and make suggestions for improvement.	<p>Identify existing healthy eating policies within the school. Use the internet to find government and health trust initiatives, for example Save our Smiles, Five-a-day, Food4Thought, Healthy School Dinners.</p> <p>Together discuss how the class can make a difference to healthy eating options in the school. They may wish to open a healthy snack-bar or designate one day/week for healthy packed lunches. Encourage them to devise an achievable project and discuss how to implement it with the appropriate members of staff/management.</p> <p>With your learners discuss their families' food choices by asking the following questions:</p> <ul style="list-style-type: none"> <li>– Who decides what food to buy?</li> <li>– Who shops for it?</li> <li>– Who cooks it?</li> <li>– How often do you eat out/takeaways?</li> <li>– How often do you eat convenience/processed foods?</li> </ul> <p>Once your learners have grasped the principles of a healthy diet, encourage them to participate in food preparation at home. They could take part in shopping and cooking for the family once a week.</p>	<p><b>Communication –</b> Communicate with a sense of audience and purpose</p> <p><b>Communication –</b> Adapt ways of speaking to audience and situation</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What have I learned?</b></p>	<p>... evaluate what they have learned.</p>	<p>Give your learners the opportunity to take part in the quiz in Resource 8 to evaluate what they have learned about healthy eating and the five food groups. Call out the questions, and give the learners time to answer in groups.</p> <p>Alternatively, they can access the online Yes/No quiz about healthy eating options.</p> <p> <b>OA: Healthy Eating Quiz</b></p> <p> <b>Resource 8: Food Quiz</b></p>	<p>Select, classify, compare and evaluate information</p> <p><b>Communication –</b> Communicate information</p> <p><b>Using Mathematics –</b> Use mathematics to solve problems and make decisions</p>



# Resources



## My Food Week

### Resource 1

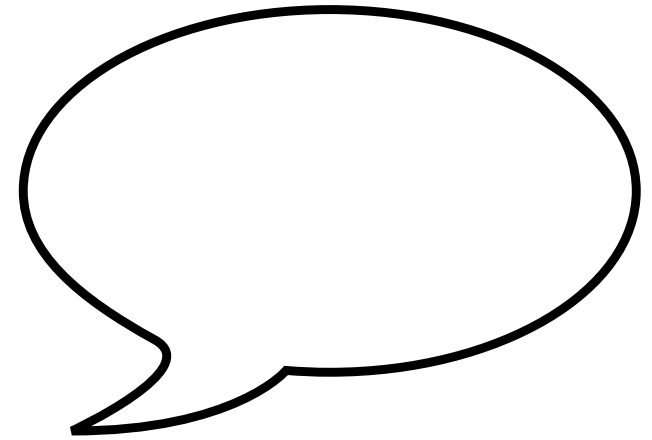
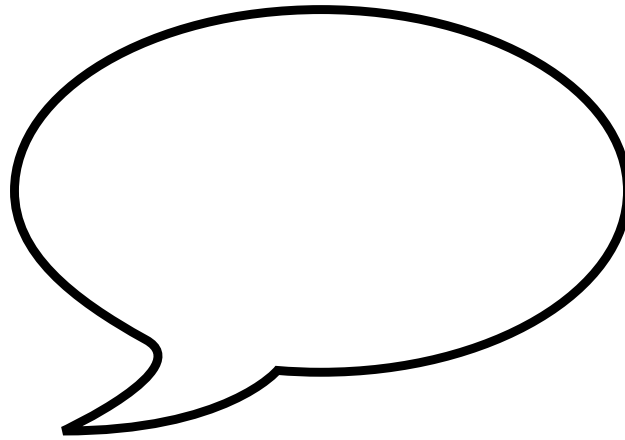
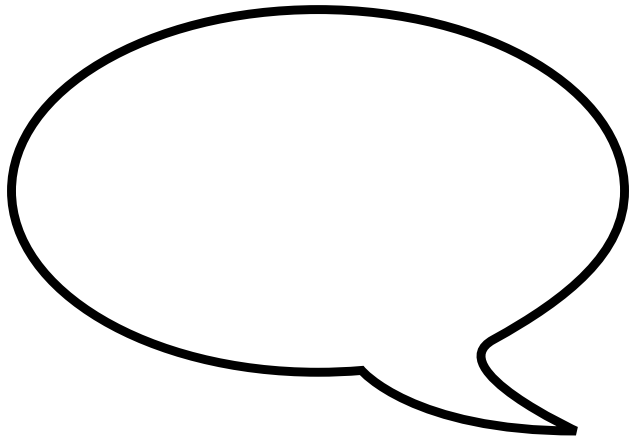
Day	Breakfast	Break	Lunch	Dinner	Snacks
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

## Class Food Survey

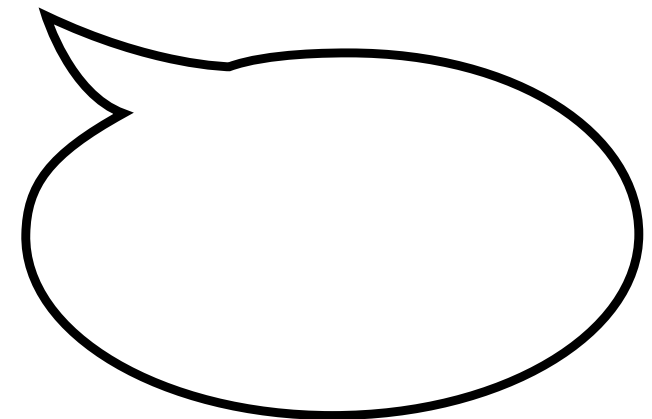
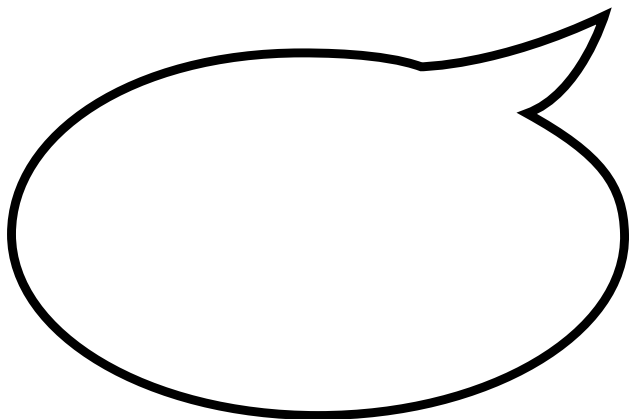
### Resource 2

Use the questions below to extract/enhance the information from the food diary:

1. What is your favourite food?
2. Which is your favourite meal?
3. What is your favourite snack?
4. How often do you eat this snack?
5. How many in the class usually eat cereal for breakfast?
6. How many in the class have eaten out or had a takeaway in the past week?
7. Has anyone missed a meal during the week? If so, which meal?
8. Is there any food that you dislike so much you won't eat it at all?



Why do we eat what we eat?



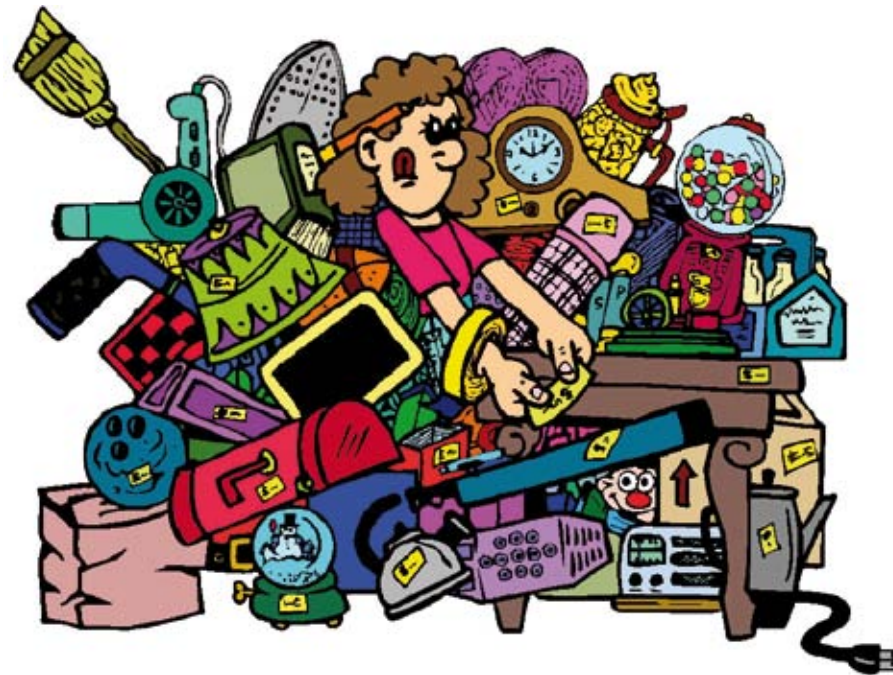
## The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Department of Health in association with the Welsh Assembly Government, the Scottish Government and the Food Standards Agency in Northern Ireland.

# Junk Food



# Fast Food





# Convenience Food



# Processed Food



## Today I will...

## Resource 6

Write your target in the box and tick the days when you achieve it.

DAY	TICK
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

## Snacks and Lunches I Can Make

## Resource 7

### Soup:

Tinned soup and a bread roll	<input type="checkbox"/>
Homemade soup and a bread roll	<input type="checkbox"/>

### Sandwiches:

Ham salad	<input type="checkbox"/>
Chicken salad	<input type="checkbox"/>
Tuna and sweetcorn	<input type="checkbox"/>
Egg and onion	<input type="checkbox"/>

Own choice: \_\_\_\_\_

### On toast:

Baked beans	<input type="checkbox"/>
Melted cheese	<input type="checkbox"/>

### Toasties:

Ham and cheese	<input type="checkbox"/>
Cheese and tomato	<input type="checkbox"/>
Ham and pineapple	<input type="checkbox"/>

Own choice: \_\_\_\_\_

### Eggs:

Boiled	<input type="checkbox"/>
Poached	<input type="checkbox"/>
Scrambled	<input type="checkbox"/>

### Sausage roll

<input type="checkbox"/>
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### Baked potato with topping

<input type="checkbox"/>
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### Fruit salad

<input type="checkbox"/>
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### Smoothie

<input type="checkbox"/>
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Questions	Answers
1. What two words are the key to a healthy diet?	Variety, balance
2. Name the five food groups on the Eatwell Plate.	Fruit and vegetables Bread, rice, potatoes, pasta Meat, fish, eggs, beans Milk and dairy products Foods and drinks high in fat and/or sugar
3. Give six examples of the fruit and vegetable group.	<i>Examples:</i> Banana, apple, orange, carrot, pea, spinach
4. How many portions of fruit and vegetables should you eat per day?	Five
5. What fraction of your daily food intake should come from the fruit/vegetable group?	One third
6. Which other food group should you eat something from at every meal?	Bread, rice, potatoes, pasta
7. Which food group is a good source of calcium?	Milk and dairy products
8. Which food group is a good source of protein?	Meat, fish, eggs, beans
9. Which food group should we only eat a little of?	Foods and drinks high in fat and/or sugar
10. Give two examples of composite foods.	<i>Examples:</i> pizza, shepherd's pie

## Food Quiz (2 of 2)

## Resource 8

Questions	Answers
11. Pick one of your composite foods and list the ingredients and the food groups they are from.	<p><b>Example: Shepherd's pie:</b></p> <p><i>onions, carrots:</i> Fruit/vegetables</p> <p><i>mashed potatoes:</i> Bread, rice, potatoes, pasta</p> <p><i>minced beef:</i> Meat, fish, eggs, beans</p> <p><i>cheese on top:</i> Milk and dairy products</p> <p><i>oil for frying:</i> Food high in fat</p>
12. Why should we cut down on the amount of saturated fat we eat?	Too much saturated fat can increase the amount of cholesterol in the blood, which increases your risk of developing heart disease.
13. Name four foods that contain saturated fat.	<i>Examples:</i> cakes, pies, biscuits, sausages, cream, butter, lard and hard cheese
14. Name four foods or drinks that have a high sugar content.	<i>Examples:</i> fizzy drinks, cakes, biscuits and pastries
15. Why should we cut down on sugary foods and drinks?	Sugary foods and drinks are often high in calories and could contribute to weight gain. They can also cause tooth decay, especially if eaten between meals.
16. Why should we cut down on the amount of salt we eat?	Eating too much salt can raise your blood pressure, and people with high blood pressure are more likely to develop heart disease or have a stroke.
17. How can salt be 'hidden' in the food we eat?	It is already in the food we buy, such as breakfast cereals, soups, breads and sauces.
18. How much water should we try to drink each day?	Six to eight glasses to prevent dehydration. When the weather is warm or when we are active, we may need more.



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