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| Lesson | You Are What You Eat! | 50/60-minute session |
| Learning Outcomes | <ul style="list-style-type: none"> To be able to understand what processed food means To be able to make an informed choice of which processed foods are still healthy To be able to use food labelling correctly to inform healthy food choices Extension – to understand sugar levels in food <i>(Potential links to English, Science & Maths)</i> | |
| Resources Needed | <ul style="list-style-type: none"> Processes of Food Food Cards Food Packaging Labels Teacher Resource Notes | |

Adaption maybe required depending on needs and age.

| | Outline | Resources |
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| Introduction 5mins | <p>Do you know what a processed food is? – Class Discussion</p> <p>Processed foods aren't just microwave or ready meals. A processed food is any food that has ben altered during preparation. This can be as simple as –</p> <ul style="list-style-type: none"> Freezing Canning Baking Drying <p>Not all processed foods are unhealthy, but some can contain high levels of salt, sugar and fat.</p> | |
| Activity 1 – Can you tell a processed food from a natural food? 15mins | <p>Activity</p> <p>Using the cards separate them out into processed and unprocessed (natural) foods. – Class Discussion, feedback from activity</p> <p>Not all processed food is bad some need processing to make them safe, such as milk which must be pasteurised to remove bacteria.</p> <p>Other processed foods contain ingredients such as salt, sugar and fat, which are added to –</p> <ul style="list-style-type: none"> Change the flavour Extend shelf life Change the foods structure – e.g. cakes, bread... <p>This can increase the number of calories.</p> <p>Using the food arrows and number circles, get the students to place them in order of the process and label each one with the correct number of ingredients each food has had added to be created.</p> | Food Cards Processed V Natural Chart Process of Food Teacher Resource Notes |
| Activity 1 Extension – Sugar Levels in Food 5/10mins | <p>Activity</p> <p>Add the sugar cube images to each food in the processes to show how much you think is included.</p> <p>You can then compare this to the Daily Recommended Allowance for children and look at sugar levels in drinks as well as food.</p> <p>https://www.nhs.uk/change4life/food-facts/sugar https://www.nhs.uk/change4life/food-facts/healthier-snacks-for-kids/lower-sugar-drinks-for-kids-stop-tooth-decay</p> | Additional Sugar Images |

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| <p>Activity 2 – Healthy choices & labels 25mins</p> | <p>Activity Do you naturally make the healthy choice? Do you understand the labels on food to be able to make that choice for yourself?</p> <p>When you buy processed foods, you have no control over the amount of sugar, salt or fats included but you can control what you buy.</p> <p>Food Labels not only tell you what is included but also use colour coding – RED, AMBER, GREEN to show what areas it is higher or lower in. You should try to aim for as many greens as possible – Why? – Class Discussion</p> <ul style="list-style-type: none"> • Fats – heart disease, diabetes, increased weight, lack of confidence • Sugar - lower immune system, acne, liver disease, lack of concentration, tooth decay • Salt – higher blood pressure, dehydration, stomach damage <p>Using the food label examples see if you can create a healthy 3 meal (1 day) menu –</p> <ul style="list-style-type: none"> • Breakfast • Lunch • Dinner <p>Think about all the ingredients you would need to make these.</p> <p>https://www.foodfactoflife.org.uk/search-results?q=food+labels</p> | <p>Food Labels from Packaging /Food Label Examples</p> |
| <p>Plenary 5mins</p> | <p>Has this changed your opinion of food?</p> <p>Do you think you would be able to education your parents to make changes so that you eat less unhealthy processed food in the future?</p> | |