

# PROJECT: FOOD PYRAMID SURVEY

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**OBJECTIVES**

- consider the importance of a balanced diet
- conduct an interview and give advice

**MATERIALS** photocopies of pages 35 and 36, one of each per pupil, scissors, glue

**LANGUAGE** beans, bread, cheese, egg, fats, fish, fruit, meat, milk, nuts, rice, sweets, vegetables; breakfast, dinner, lunch, snacks; nutritionist, serving  
What did you have for (lunch)? Eat more (fruit and vegetables). Eat less (fats).

## GETTING STARTED

Elicit names of different meals from the pupils and write the words on the board, e.g. *What meal do you eat (in the morning)?*  
*What do you eat between meals?* Write meals on the board (breakfast, lunch, dinner, snacks). Talk about mealtimes.

Ask: *What time do you have (lunch)?* Elicit typical foods, e.g. *What do you usually have for (dinner)?*

## PROJECT

### 1. Read and put in the correct place.

Give each pupil a photocopy of Task 1. Pupils look at the pictures on the daily food pyramid. Explain that the items at the bottom of the pyramid should be eaten more often while the items at the top of the chart should be eaten with less frequency. Explain the meaning of serving (a portion of food or liquid sufficient for one person). Remind pupils that if they eat, for example, a large portion of spaghetti, it would count as two or three servings of pasta. Pupils cut out the text boxes on the right and stick them onto the food pyramid in the correct places.

**Answers:**

1 Fats and sweets 2 Milk, yogurt and cheese 3 Meat, nuts, fish, beans and eggs 4 Vegetables 5 Fruit 6 Bread, cereal, pasta and rice

### 2. Read and match.

Remind pupils that they need food in order to grow, for energy and to stay healthy. Explain that in order to have a balanced diet we should eat items from each of the five food groups every day. In pairs, pupils match the food groups with the descriptions.

**Answers:** 1 e 2d 3a 4c 5b

### 3. Imagine you are a nutritionist. Interview a friend or family member.

Give each pupil a photocopy of Task 3. Write *nutritionist* on the board and elicit the meaning (a person who gives advice on the right kind of food for good health and growth). Tell the pupils to imagine they are nutritionists. At home, they interview a friend or family member and find out what they ate the previous day.

Pupils ask questions, e.g. *What did you have for (breakfast)?* and complete the chart.

#### 4. Analyse the data.

The following class, pupils work in groups of two or three to analyse and compare their results. First they analyse the food record and tick which food groups the meals are examples of, e.g. if the person has juice and toast for breakfast, they tick *bread* and *fruit*. They then add up the total servings for each column and compare the totals with the recommended servings on the food pyramid.

#### 5. Give some advice.

Pupils work together to make a list of recommendations for their friends or family members, e.g. *Eat less (meat and sweets). Eat more (vegetables).*

More advanced pupils can make recommendations such as:

*He has/doesn't have a balanced diet.*

*He eats a lot of (fish), but he doesn't eat enough rice and pasta.*

*He should eat (more fruit).*

### FOLLOW-UP ACTIVITIES

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- O Pupils look at the interview questions and reflect on their own eating habits. They note down what they eat in a typical day and reflect on whether their diet reflects the recommendations on the pyramid. What can they do to improve?
- O Bring in different packets of food with nutrition labels. Explain that these labels include information on serving size, calories, nutrients and fats. Ask them to compare two of their favourite foods and decide which one is healthier.

#### Weblinks

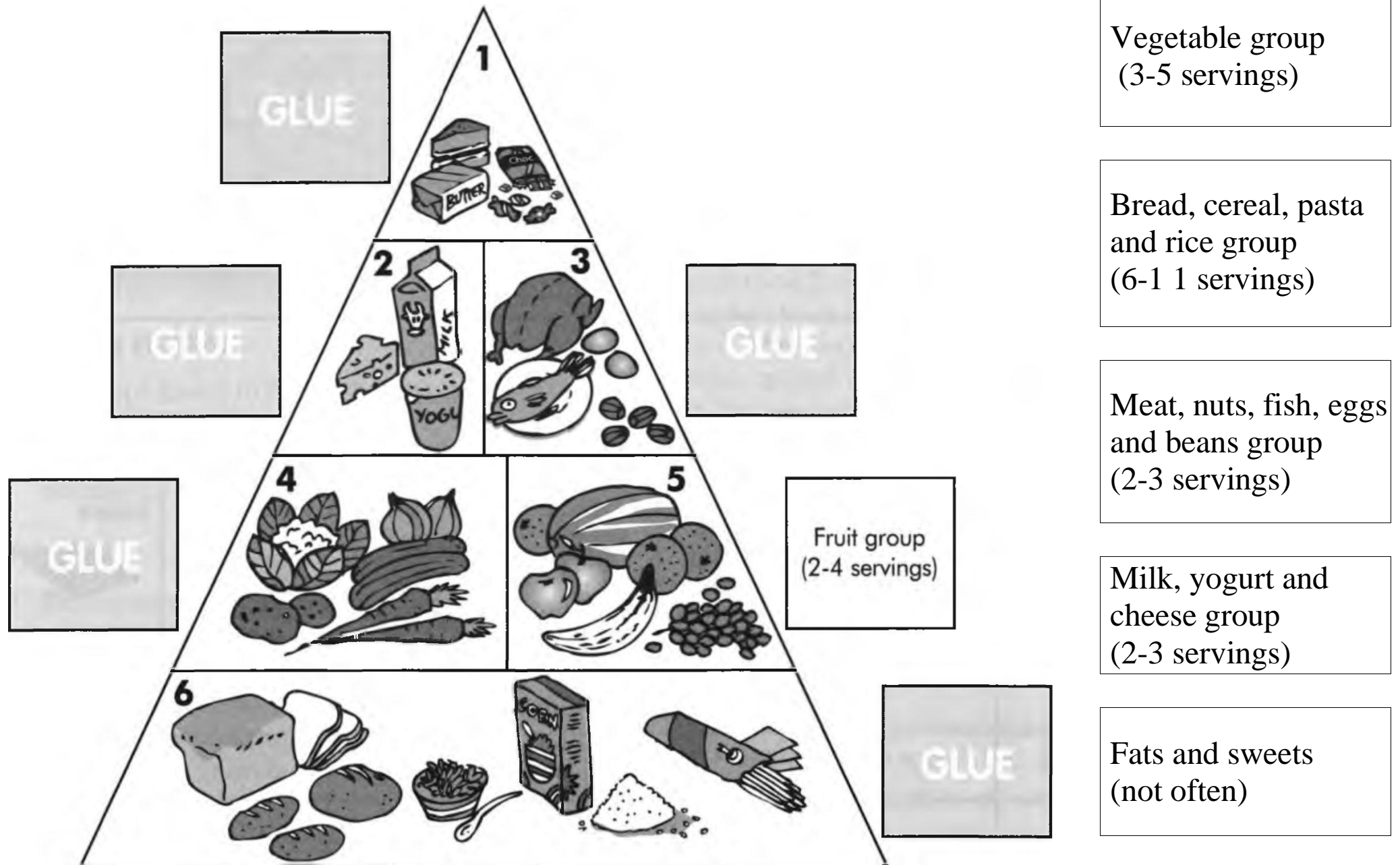
[http://kidshealth.org/kid/stay\\_healthy/food/pyramid.html](http://kidshealth.org/kid/stay_healthy/food/pyramid.html)

Information on food groups and daily servings.

<http://teamnutrition.usda.gov>

Select: *My Pyramid for Kids* for a variety of nutrition activities for class.

# 1. Read and put in the correct place.



## 2. Read and match.

1. bread and grains

2. fruit

3. meat, nuts, fish, beans  
and eggs

4. vegetables

5. milk and cheese

a

This group provides protein and iron to build strong muscles.

b

This group provides calcium for strong bones and teeth.

c

This group gives us vitamin A and keeps our skin healthy.

d

This group contains fibre and provides vitamin C to keep us healthy.

e

This group provides carbohydrates to help us learn, sleep and keep our bodies moving. Fibre helps our digestion.

**3. Imagine you are a nutritionist.**

**Interview a friend or family member.**

	<b>What did you have for ...?</b>
breakfast	
a morning snack	
lunch	
an afternoon snack	
dinner	
an evening snack	

4. Analyse the data.

	bread, pasta, cereal and rice	vegetables	fruit	meat, fish, nuts, beans and eggs	milk, yogurt and cheese	fats and sweets
<b>breakfast</b>						
<b>morning snack</b>						
<b>lunch</b>						
<b>afternoon snack</b>						
<b>dinner</b>						
<b>evening snack</b>						
TOTAL SERVINGS						

5. Give some advice.

*My advice for* .....

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