**Key message:** Understand and apply knowledge of the role of different food and drinks in the diet.

**Objectives**
- Explain the principles of *The eatwell plate*, highlighting the role of flour and other grains in the diet, e.g. wholegrains.
- Name the main nutrients provided by starchy foods made from cereals.
- Discuss the concept of energy balance and the role of flour based dishes in a balanced diet and how needs change through life.
- Identify and discuss how lifestyle and culture can affect the choice of cereal based products and dishes.

**Resources**
- The eatwell plate PowerPoint presentation
- My diet worksheet
- Matching dishes to the country PowerPoint
- Life stages and energy balance PowerPoint presentation
- Life stages and energy balance worksheet
- Nutritional analysis software, such as [http://explorefood.foodafactoflife.org.uk/](http://explorefood.foodafactoflife.org.uk/).

**Introduction**
- Ask all the pupils to stand. You will be asking them a number of questions about healthy eating tips and their diet. If they did achieve a healthy eating tip, they stay standing – if not, they sit down. Remind pupils that they should be honest!
  - Did you have breakfast?
  - Did you have 5 a day?
  - Did you have a wholegrain food?
  - Did each meal have a starchy food?
  - Did you have an oily fish?
  - Where you active yesterday? (played sports)
  - Did you drink plenty, at least 8 drinks?
- Congratulate any pupils still standing. You can extend this by adding extra questions, perhaps around different foods, having a school lunch or drinking water.
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Activity ideas

- Introduce pupils to *The eatwell plate* – the UK’s healthy eating model. Using the presentation, ask pupils to identify or suggest different foods for each of the food groups. Challenge them to think about their own diets in comparison to *The eatwell plate* and surrounding guidelines. Use the My diet worksheet to support.

- Using the Matching dishes to the country PowerPoint, ask pupils to identify the starchy carbohydrate within each dish – there may be more than one. In addition, challenge them to see if they can identify the flag of the country the dish comes from – there are four options for each dish. You may wish to organize this as a test or simply ask pupils to put their hands up for each flag (if they believe it is correct).

- Explain to the pupils that individuals at different life stages have different requirements for energy. Why do they think this might be? *(Age, gender, body composition and level of activity.)* Quiz pupils on which stages they believe there might be different requirements, as well as their reasoning.

- Using the Life stages and energy balance PowerPoint presentation, go through the different stages. The presentation also introduces the concept of energy balance, explaining how energy intake and energy expenditure can affect our body weight. To help pupils, use the Life stages and energy balance worksheet so that they can consolidate the important factors.

Round up

Recap the learning with the pupils:

- *The eatwell plate* – what are the proportions on the plate and name the food group sections?
- Name different examples of starchy carbohydrates.
- What is the role of starchy carbohydrates in the diet?
- How do energy requirements change throughout the lifecycle?
- What happens if energy intake exceeds energy expenditure over a period of time?

Extension ideas

- Choose a country and design a traditional menu. The pupils could also use Explore Food to calculate the energy and nutrients provided by the recipes.

Fact file

Grain-based foods like bread and breakfast cereals contain carbohydrate and also some protein, vitamins, minerals and fibre. That's why they are good to eat because they supply energy. In the UK, we eat more than 12 million loaves of bread every day!