

**FOOD AND DIGESTION**  
**LESSON MATERIALS AND PLAN**



**TEACHER'S WORKSHEET**  
**HEALTHY EATING HABIT AND QUESTIONNAIRE**

## Food and Digestion

### Big Question: What is in a slice of bread?

Lesson Objectives		
Science content	Science skills	Transferable skills
<p>State the names of the seven components of a balanced diet and provide examples of foods that are good sources of starch and sugar. Explain how foods can be tested for the presence of starch and sugar.</p>	<p>Describe and record observations systematically.</p>	<p>Support conclusions, using evidence (PLTS). Work with others, e.g. to investigate, experiment (SEAL).</p>

#### Key Words

Balanced Diet; Benedict's solution; Carbohydrate; Diet; Fat; Fibre; Iodine; Mineral; Protein; Starch; Sugar; Vitamin; Water

#### Resources:

Questions and score grid for Healthy Eating Questionnaire.  
Food samples.  
Equipment for starch and sugar food tests.

#### Lesson Plan

##### STARTER

1. Ask students questions from the Healthy Eating Questionnaire. Students record yes/no answers.
2. Read out score for each question, students calculate their total score.
3. Explain what scores mean. Ask students to give indication of score using red, orange and green cards. *[15 mins]*

##### MAIN

1. Discuss certain questions from questionnaire and obtain names of food groups from discussion. E.g. Ask students why they would not score well if they eat chocolate every day – fat content; why they would score well if they eat fruit every day – vitamin content. Write names of food groups on board. Students record in a table with two columns – 'food group' and 'good sources'. Leave 'good sources' column blank to complete later. *[10 mins]*
2. Provide students with method for starch and sugar tests. Explain that they will carry out tests to find out whether certain foods contain these carbohydrates. Ask students to suggest what columns they will need in a results table. Draw table on board for students to copy. *[5 mins]*
3. Students carry out food tests and record results. (Shorten practical if necessary by giving each group of students a different food sample to test and pool results). *[20 mins]*

**PLENARY**

1. Obtain feedback from students. Discuss whether results were as expected.
2. Fill in carbohydrate – starch and sugar – rows in table to show good sources of these groups. Discuss other good sources. *[10 mins]*

**Assessment Opportunities**

Listening and responding to ideas during discussions.  
Observing students during practical, questioning individuals/groups.

**Notes**