

Understand the three main food groups

Subject(s): Health Studies

Year(s): 7-9

Learning intention(s):

Students acquire an understanding of the main Food Groups, Food Guidelines and the relationships between food and healthy living.

Mapping to curriculum:

Strands

Food and Nutrition for Health

- Healthy Communities and Environment

Sub strands

- 7.1 Healthy eating habits and values
- 8.1 Principles of Healthy Eating and diets
- 9.1 Health and diet-related diseases
- 9.14 Promoting healthy communities

Learning outcome(s):

- 7.1.4.1 Make informed decisions regarding food choices and their health and well-being
- 8.1.2.1 Describe the guidelines for healthy eating and drinking in Solomon Islands
- 9.1.4.2 Establish personal goals that identify positive eating habits and physical activity levels and use these to maintain a healthy lifestyle
- 9.14.3.1 carry out or participate in a community health project eg reduction of plastic litter, improve sanitation and water supplies.

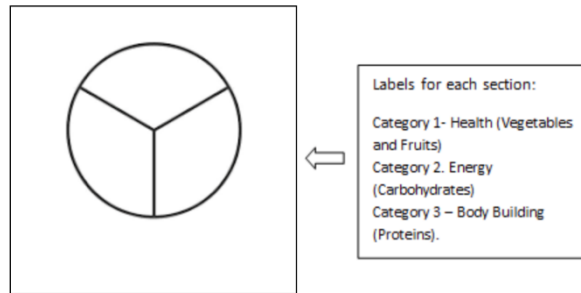
Lesson Instructions

Materials

- Handout on three Food groups from the Fiji Food Guidelines Book (copy for Teacher).
- Copy of Manual '3 Food Groups – Fiji's Guide to Healthy Eating' produced by the Fiji National Food and Nutrition Centre (optional)

Before the class, the teacher prepares a diagram/table showing the three main food groups (copy available on the second-last page of this activity document).

- Start a class discussion about the three main Food Groups:
 - what are the main groups?
 - what are some common foods found in each group?
 - how does each food group contribute to a healthy diet?
 - why is it important to maintain a healthy diet and/or lifestyle?
- Ask students to draw a circle in their exercise books and divide it into three sections as follows OR provide the circle handout (available on the last page of this activity document).



- In each section, students list different foods. Use a different color pen/pencil to show the food they eat the most (tick or color) and with another color show the food they eat the least (tick or color).
- Write 2 short paragraphs in your exercise book about any proposed change(s) you want to make to your diet and the reasons for wanting to make such a change.

Extension

- The teacher facilitates a class discussion about the types of foods that students commonly eat at home.
- Students are asked to draw a table or circle in their books, divide it into three sections and to label each section as follows:
 - Category 1 – Health (Vegetables and Fruits)
 - Category 2 – Energy (Carbohydrates)
 - Category 3 – Body Building (Proteins).
- Ask students to list as many foods as possible under each category. The teacher records the responses on the board.
- From the responses, the teacher facilitates a class discussion using the following prompts:
 - What are some common patterns of eating among the students' families
 - What are some reasons that some foods are more commonly eaten than others?
 - If the student had a chance to change some of the eating patterns at home, how would they do this?
 - What would the change look like and how can it affect the family's health and wellbeing?

Learning Resources

3 Food Groups

Fiji's Guide to Healthy Eating

Health

Energy

Body Building

Eat a variety of foods from each group every day

Protects the body from diseases

Provides energy to the body

Helps build and repair the body

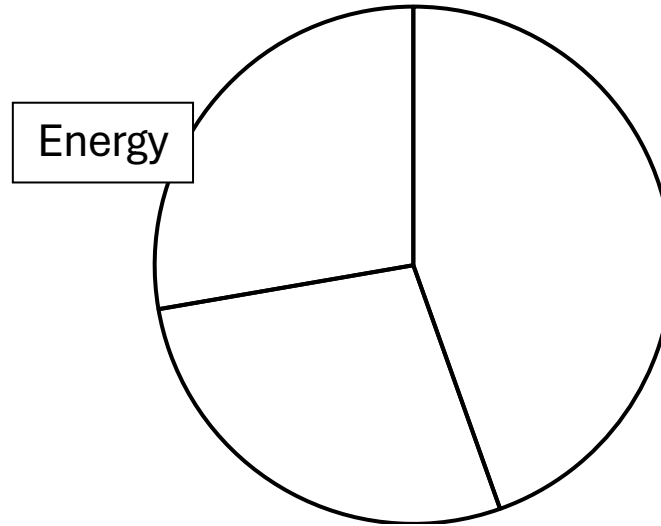


MINISTRY OF HEALTH & MEDICAL SERVICES
Shaping Fiji's Health



The 3 Food Groups

Name: _____



Health

Body Building