

SESSION 1

Meet Tix&Loy

TEACHER'S GUIDE



FUNDACIÓN
EROSKI

contigo



SCHOOL OF
NUTRITION

1/

Meet Tix&Loy



SCHOOL OF
NUTRITION

Energy to grow

Energy to grow



Breakdown

SESSION SUMMARY

- Introduction “Energy to grow.”
- Meet Tix and Loy.
- Fill in the initial questionnaire.
- First conclusions.

CONTENTS

The difference between healthy and UNHEALTHY living habits.

SPECIFIC OBJECTIVE

- To encourage healthy eating habits and lifestyles.
- To make pupils think about their healthy habits.

KEY COMPETENCIES

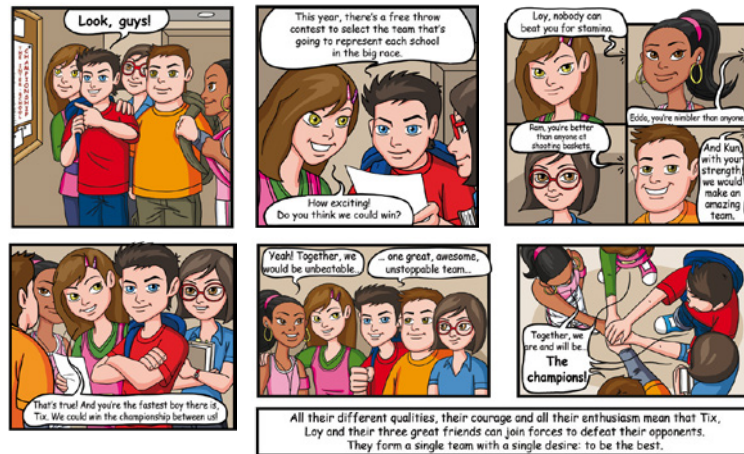
1. Linguistic communication.
2. Mathematical competencies and basic competencies in science and technology.
4. Learning to learn.
5. Social and civic competences.

Two comic strips about the adventures of the characters who are going to take the pupils through the Teaching Unit have been created to help the children get to know them better.

SESSION 1 MEET TIX&LOY

ENERGY TO GROW
EDUCATIONAL PROGRAMME ON FOOD AND HEALTHY LIVING

The Inter-school Championship

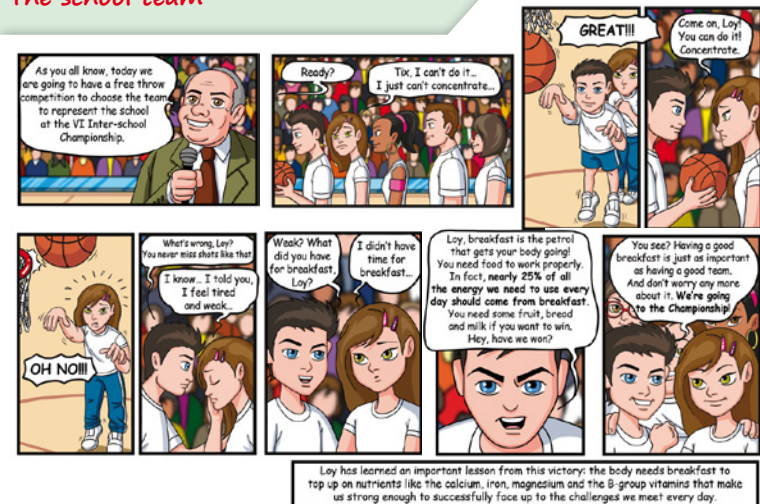


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SESSION 1 MEET TIX&LOY

ENERGY TO GROW
EDUCATIONAL PROGRAMME ON FOOD AND HEALTHY LIVING

The school team



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Questionnaire

This questionnaire provides an initial assessment so that you can find out what pupils already know about nutrition, a balanced diet and active leisure habits.

The pupils should fill in the questionnaire in the classroom on their own.

After completing the survey, the teacher can ask questions to get everyone thinking about whether they eat a balanced diet, if their habits are healthy, how they can improve in this aspect, etc.

Questionnaire

1. Do you do any sport? What sport? How often a week?

2. What do you usually do at the weekend?

3. Use your memory... What did you eat yesterday?

We need to know:

- Breakfast: ☐ I didn't have breakfast. ☐ _____

- Mid-morning snack: ☐ I didn't have a mid-morning snack. ☐ _____

- Lunch: _____

- Tea: ☐ I didn't have tea. ☐ _____

- Supper: _____

4. Imagine that today you could have your favourite things for lunch. What would you have?

- First course: _____

- Main course: _____

- Dessert: _____

5. Name your 5 favourite things to eat:

6. Name 5 things that you do not like eating:

7. What do you drink when you have lunch and supper?
Do you drink it every day or only at weekends?

8. Where do you have lunch?

☐ School canteen.

☐ At home.

☐ Somewhere else: your grandparents' house, a friend's house, a restaurant, a bar...

9. Do you eat alone or with other people?

If you eat with other people, who

do you eat with?

10. Tick how often you eat the following kinds of food:

	NEVER	NOT VERY OFTEN	ALMOST ALWAYS
Vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eggs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bread, cereals, pasta, rice...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Milk, cheese, yoghurt...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sugary food, pastries...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Questionnaire

11. If you like eating sweets and salty snacks, when do you eat them?

☐ Every day.

☐ At the weekend.

What kind of sweets and salty snacks do you eat? You can tick more than one box.

☐ Crisps, corn puffs...

☐ Gumdrops

☐ Cake and pastries

12. What do you think a healthy diet is?

13. Do you know what the food pyramid is? Can you tell us what it is for?

Thanks for answering the questions. You've done great.

Now you can learn and have a great time with us.

Up for it?

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This activity is suitable for Language courses.

At this age children do not reflect on their lifestyle or question their habits. This activity aims to make students aware of how important it is to have a healthy lifestyle and reflect on whether they can improve aspects of their daily lives or can help other classmates improve their lifestyle.

1. Description of your character

The teacher will indicate that the students are going to do the activity in pairs.

Students will develop a description of an invented character detailing what their healthy and/or unhealthy lifestyle habits would be.

Conviene que incluyan información acerca de las actividades en el tiempo libre, deporte/s que practica durante la semana, la frecuencia. Con la que come diferentes alimentos, el cumplimiento o no de una dieta sana, su estado emocional, etc.

Activities
Meet Tix&Loy

1 Let's create a friend for Tix and Loy

Describe what their healthy and/or unhealthy habits would be.

Daily routine.

Free time activities.

Sport/s they practice during the week and frequency.

Eating habits.

Their emotional state (If they are happy, if they get along well with their family, with their friends, their general mood, etc.)

Don't forget to read and review the description once finished to correct or improve any aspects of your character.

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Pupil notebook

2. Presentation of your character

At the end of the writing exercise the students will present their new characters to their classmates.

3. Which character do you most identify with?

Before the end of the session it is suggested that the students reflect individually on which character created they most identify with and why, what aspects they believe they can improve upon in their lifestyle, their eating habits, their freetime, etc.

