

# Teacher's Guide



FUNDACIÓN  
**EROSKI**  
contigo



SCHOOL OF  
NUTRITION



Energy to grow



## Breakdown

### ENERGY TO GROW

Educational Programme on food and healthy living.

#### EXPLANATION

**The basic purpose of this teaching unit is to raise awareness amongst pupils and their families regarding the importance of following a balance diet and leading a healthy lifestyle.**

The Teaching Unit has been created in order to be worked on across different areas of the curriculum and includes activities which respond to all the key competencies.

It combines a range of knowledge, abilities and skills to help pupils avoid behaviour involving risk and take steps to develop and strengthen responsible behaviour and healthy lifestyles by learning about their own bodies.

**Aimed at:** Primary Education, particularly 4th- and 5th-year pupils.

**Number of regular classroom sessions:** ten.

**Three workshops held outside the regular classroom:** one in an Eroski store, another on the facilities of a local food producer and the third one in a cookery class.

## Breakdown

### TEACHING OBJECTIVES:

1. To encourage **healthy** eating **habits** and **lifestyles**.
2. To raise awareness regarding the **benefits** of adopting these values.
3. To learn about and understand the **food pyramid** and integrate it into the pupils' daily lives.
4. To acquire knowledge about the **food groups** in order to follow a balanced diet.
5. To learn to **construct a healthy diet**, based on the Mediterranean diet.
6. To appreciate **local food products** as a guarantee of food quality.
7. To raise awareness amongst pupils regarding **other situations** which children their age living in different social environments experience.
8. To encourage a **sustainable attitude** towards the planet and **healthy lifestyles**.
9. Learn to live in a healthy way to care for our hearts and prevent heart disease.
10. Bring back cooking and learn about the benefits of creating a weekly menu.

## Breakdown

### CONTRIBUTION TO THE DEVELOPMENT OF KEY COMPETENCIES:

“The term ‘key competencies’ is to be adopted, as defined by the European Union. It is considered that “key competencies are those that all individuals need for personal achievement and development, as well as for active citizenship, social inclusion and employment”.

### 1. LINGUISTIC COMMUNICATION:

- Extending and applying vocabulary related to food and healthy diets.
- Writing a recipe correctly in terms of form and content.
- Checking reading comprehension by solving activities on healthy diets.
- Discussing healthy habits.
- Effectively understanding an expository text.

## Breakdown

### 2. MATHEMATICAL COMPETENCIES AND BASIC COMPETENCIES IN SCIENCE AND TECHNOLOGY:

- Understanding numerical proportions in a recipe.
- Handling measurements of volume and weight by understanding a recipe.
- Interpreting numerical data on food labelling.
- Understanding the importance of looking after your health and having a balanced diet.
- Knowing and applying habits that are healthy for your body.
- Identifying the basic characteristics of a balanced diet, including physical activity.
- Awareness of the characteristics of one's own diet.
- Showing healthy eating habits.

### 3. DIGITAL COMPETENCY:

- Using new technology to obtain and manage information on the subject being addressed.
- Consulting available sources of information, such as the Internet and cookbooks, to perform activities.
- Identifying and interpreting the information on food labels.
- Understanding, analysing and interpreting the information in a recipe.

## Breakdown

### 4. LEARNING TO LEARN:

- Developing strategies in order to make decisions rationally and critically using the information provided on healthy habits.
- Acquiring tools to express knowledge, ideas and opinions, etc., orally and in writing.
- Interpreting information from different sources: numerical data, labels, etc.

### 5. SOCIAL AND CIVIC COMPETENCIES:

- Developing the social skills required to make healthy choices.
- Raising awareness of the need to create healthy habits in everyday life.
- Spreading the word about healthy habits with the people around us.

## Breakdown

### 6. SENSE OF INITIATIVE AND ENTREPRENEURIAL SPIRIT:

- Acquiring responsibility in order to eat properly and autonomously.
- Participating in the correct choice of food to eat.
- Developing a critical attitude to strengthen one's own personality and avoid negative influences.
- Encouraging the adoption and internalisation of good healthy habits.

### 7. CULTURAL AWARENESS AND EXPRESSIONS:

- Finding out the dietary and cultural characteristics of other regions and countries.
- Developing creativity and a sense of aesthetics.
- Raising gastronomic awareness: new flavours, smells, textures, etc.
- Appreciating local cuisine and traditions as an essential part of our culture.

## Contents

- Food groups.
- Concept of a “healthy diet”.
- The food pyramid.
- Food nutrition information labelling.
- The nutrition traffic light.
- The Mediterranean Diet.
- The consequences of a poor diet.
- Local food products.
- Protected Designations of Origin.
- Malnutrition: overnutrition, dietary deficiency and undernutrition.
- Sustainability.
- Sustainable food production.
- A sustainable diet.
- Looking after the heart.
- The weekly menu.



## Activities

All the activities in this Teaching Unit are based on developing core competencies and try to identify with the pupils' everyday lives and interests. They necessarily involve reflection and cooperative work, and there exist several solutions and ways of performing them.

### SESSION 1

#### MEET TIX&LOY

INITIAL QUESTIONNAIRE. \*Photocopies.

### SESSION 2

#### THE FOOD PYRAMID AND THE FOOD GROUPS

- THE FOOD PYRAMID AND THE FOOD GROUPS. \*\* Group photocopies.
- BUILD A THREE-DIMENSIONAL FOOD PYRAMID. \*Card and paint/coloured pens.

### SESSION 3

#### FOOD AND HEALTHY LIVING

- TEXT 1: THE IMPORTANCE OF A HEALTHY DIET. \*Photocopies.
- TEXT 2: THE CONSEQUENCES OF A POOR DIET. \*Photocopies.

### SESSION 4

#### NUTRITION INFORMATION LABELLING

- COLOUR IN THE NUTRITION TRAFFIC LIGHT. \*Photocopies or interactive digital whiteboard.
- LET'S COMPARE. \*Photocopies.

### SESSION 5

#### THE MEDITERRANEAN DIET

- COLOUR IN THE COUNTRIES THAT EAT THE MEDITERRANEAN DIET. \*Photocopies.

### SESSION 6

#### LOCAL FOOD PRODUCTS

- CLASSIFY THE TYPES OF LOCAL FOOD PRODUCT. \*\*Group photocopies.
- YOU'RE THE CHEF TODAY. \*Sheet of paper.
- EXTENSION ACTIVITY: BECOME A CHEF
- \* Card, plastic bag and coloured pens.

### SESSION 7

#### NUTRITION IN THE WORLD

(In collaboration with UNICEF)

- CONTINUE THE STORY... \*Photocopies.



### SESSION 8

#### HOW I EAT AND LOOK AFTER THE WORLD

(In collaboration with the WWF)

- SUPPORT SUSTAINABILITY. \* Sheet of paper and coloured pens.



### SESSION 9

#### I LOOK AFTER MY HEART

(In collaboration with the Spanish Heart Foundation)

- TRUE OR FALSE.
- A NEW SCHOOLMATE. \*Paper and pencil.
- MURAL. \*Coloured card and felt-tip pens.



### SESSION 10

#### CLASS CHEF

- Interactive game to create a balanced weekly menu. \*Computer.



### WORKSHOP 1

#### EROSKI SUPERMARKET

- TODAY WE WILL PERFORM A BALANCED SHOP.

### WORKSHOP 2

#### LOCAL FOOD PRODUCTS

- ONSITE VISITS (Selected geographical areas).
- NEW DIGITAL PLATFORM WITH VIDEOS AND ACTIVITIES.

### WORKSHOP 3

#### PRODUCTS FROM MY LAND

- CLASS CHEF.
- CREATE A BALANCED 3-COURSE MEAL WITH CHEFS FROM THE BASQUE CULINARY CENTER.

## Methodology

The methodology is chiefly fun, participatory and experimental. Pupils do small group projects on food which encourage constructive, cooperative, responsible attitudes. The methodology also involves interaction between pupils and their real environment.

## Resources

- Teaching guide for teachers.
- Pupils' guide: worksheets.
- Interactive resources: Fundación EROSKI's School of Nutrition website [www.escueladealimentacion.es](http://www.escueladealimentacion.es)

## Classroom management

Regular classroom, an Eroski supermarket and the facility of a local food producer.

## Attention to diversity

A varied methodology to adapt to diversity in the classroom has been aimed at.

The teacher, the person who knows his/her group the best, can adapt the contents, activities and methodology to the pupils.

## Evaluation

An initial evaluation is performed in the first session in order to find out what pupils already know about the subject.

The tasks carried out as part of the trip to an EROSKI supermarket will help teachers evaluate the accomplishment of the objectives set out in the Teaching Unit.

*\*The pupils must be completely familiar with the programme material in order to teach the programme properly.*