

Title of lesson: Food for Thought
Aim of lesson: To understand how food effects our minds.
Lesson Objectives (<i>up to 3 – e.g. one from each activity</i>): <ul style="list-style-type: none"> To understand how diet culture is portrayed in the media. To understand what's in our food. To understand how food affects your mind.
Length of lesson: 60mins (extendable to 90mins)
Resources needed: Introduction: Giant dice (or some other device to randomly generate numbers 1-6) What's in a drink? Sugar, 5 transparent plastic cups, 5 different soft drinks/ energy drinks (plus measuring scale & sharpie for set-up)
Key Vocabulary: Diet, Balanced diets, Health, Dehydration, Media culture, Nutrients, Vitamins

Timing (mins)	Activity	Outcome
5 mins	Slides 1 and 2 Introduction: discuss the learning objectives. Any questions?	Introduction
10 mins	Slide 3 Dice game as icebreaker Each student answers one question from number 1 to 6 (randomly generated)	Icebreaker
5 mins (15mins)	Slides 4 and 5 Diet Culture In groups of 2 or 3 discuss What is Diet Culture and when the students have experienced examples of it. If running a 90min session feedback and discuss examples from half the group.	Understanding what Diet Culture is and when the students might have experienced examples of it. To understand the importance of doing proper research about food.

10mins	<p>Activity (Slides 6-7) Preparation required</p> <p>What's in a Drink? (slide 6):</p> <p>Split the class into 5 groups and give each group a bottle. Let them discuss how much sugar they think is in their drink and write a number down on a piece of paper. Have each group announce to the class their estimate.</p> <p>Reveal the real amount for each drink one group at a time, then show the cups of sugar to the class. Compare the original estimates to the real amount.</p> <p>Discussion (slide 7): What does sugar do to your body? How might it impact your everyday life?</p>	<p>In this activity, your class will discover how much sugar is in the soft drinks they enjoy.</p> <p>Setup: Check the back of each bottle and find how much sugar is in it, then sharpie out the number. Note the amount down for each drink. Pour that much sugar into a plastic cup for each drink, labelling each cup.</p>
5 mins (15 mins)	<p>Slide 8</p> <p>Food and the brain In groups of 2 or 3 discuss How does food affect the brain and what foods make students feel good or other otherwise.</p> <p>If running a 90min session feedback and discuss examples from half the group.</p>	<p>Understanding about opioids and how that they come from the food not from the act of eating.</p>
20 mins (30 mins)	<p>Activity (slides 9 to 25) Fake news</p> <p>Present each headline to the students and assign one side of the room as TRUE and one side as FALSE. Students should move to the side of the room they think corresponds to the headline.</p>	<p>To promote critical thinking about how food is portrayed in the media</p>
5 mins	<p>Slide 26</p> <p>Lesson conclusion: get the students to reflect on what they have learnt.</p>	<p>Students learn about food and the relationship they have with it whilst encouraging them to challenge previous conceptions.</p>

Thank you for taking part! This lesson was compiled for you by:

Students from Dulwich College, JAGS, Kingsdale Foundation School, St Saviour's & St Olave's School and St Thomas the Apostle School and Sixth Form College.