

Part 16: Processed or unprocessed?

Age 10-11

THEMATIC STATEMENT

God is a Wise Creator

God can heal through miracles, but he also heals through foods from his garden, which build our immune system. As we show wisdom in choosing the right foods, we can live a healthier life and live a long time.

AIM

To emphasize the health benefits of natural foods and to encourage students to choose food for health.

OBJECTIVES: The student will -

Knowledge & Understanding Objectives

- understand the difference between good fats and bad fats.
- understand the problem with eating too much sugar and salt.
- understand the problems caused by some food additives.
- understand that chemicals can have good or bad effects on our health.

Skills & Processes Objectives

- define 'processed' and 'unprocessed'.
- define the word 'chemical'.
- read and analyze food labels.
- explain the problem with certain food additives.
- design a weekly meal planner.

Attitudes & Values Objectives

- show wisdom and responsibility.
- make well-reasoned choices.
- advise others in making healthy food choices.

BIBLE STORIES AND KEY PASSAGES

1	Genesis 1 - God created food for us. Exodus 15:26 - If you pay attention to my commandments, I will put none of these diseases upon you. I am the Lord who heals you.
2	Leviticus 11 - Health laws that God gave to the Israelites. 2 Kings 5 - Naaman was healed by obeying instructions.
3	1 Corinthians 10:23 - All things are lawful but not all things are expedient – (As Christians we have freedom to choose, but some choices will benefit us more than others.)

	1 Corinthians 7:23 - We have been bought with a price, the blood of Jesus – therefore we are precious to God, so why not look after ourselves?
--	--

MEMORY VERSES

1	Proverbs 3:5-6 - Trust in the Lord with all your heart and lean not on your own understanding. In all your ways acknowledge him and he will make your paths straight.
2	Proverbs 3:7-8 - Do not be wise in your own eyes, fear the Lord and shun evil. This will bring health to your body and nourishment to your bones.
3	Proverbs 2:11 - Discretion will protect you, and understanding will guard you.

ACTIVITIES

week	Learning and Teaching Activities
1	<p>Discussion: What is healthy food? What is junk food? What makes food healthy or unhealthy? What do we mean by ‘processed’ and ‘unprocessed’ food? What information do we need to know about food products?</p> <p>Activity Sheet 16a - What are chemicals? Discussion based on Activity sheet 16a: What is a chemical? Does an apple contain chemicals? Are all chemicals in food safe? What's wrong with refined sugar and refined salt? What are good fats and bad fats and where do they come from?</p> <p>Activity Sheet 16b - Be a detective Students can collect labels and packaging of processed foods, particularly junk foods. They can use the decoding chart on the last page of this book to identify food additives and discover their level of safety.</p> <p>The periodic table Students can look at the periodic table and find some of the minerals needed by our body (e.g. calcium, magnesium and phosphorus for bones; iron for the blood).</p>
2	<p>Activity Sheet 16c - Our bodies and their marvellous defence mechanisms</p> <p>How much fat? Use a hot iron and brown paper (from a brown paper bag) to demonstrate the fat content some of the following foods: a slice of bread; a piece of lettuce; a piece of chocolate; a French Fry; a potato crisp, a slice of cheese.</p> <p>Place the food in between 2 sheets of brown paper and press with a hot iron. Allow time for any water content to dry. For foods containing fat, a fat stain will be left on the brown paper. The larger the stain, the more fat the food contains.</p> <p>How much salt and sugar? Students can read ingredients on food packets and work out which products have highest sugar and salt content. Which is the healthiest breakfast cereal?</p>

	<p>Make a table Students can classify processed foods into:</p> <ol style="list-style-type: none"> 1. Fatty foods 2. Sugary foods 3. Salty foods 4. Foods with artificial colourings and flavourings <p>Discuss good fats and bad fats. e.g. Why the fat in avocado is good, but the fat in French Fries is bad?</p> <p>Make a list of healthy snacks Ask students for suggestions. Use the recipe section and make some healthy snacks.</p> <p>Make some popcorn Discussion: Why does the corn pop? Popcorn can be a healthy or unhealthy snack, depending on what you add to it. What would make it an unhealthy snack?</p> <p>States of matter Students can observe changes in states of matter when cooking. e.g.</p> <ul style="list-style-type: none"> • Solid to liquid (melting butter) • liquid to solid (boiling an egg) • liquid to gas (boiling water)
3	<p>Activity Sheet 16d – My personal eating plan Students can take a personal record of the food they might eat in a typical day. They can suggest how they may improve their diet.</p> <p>Interviews Ask students to prepare a questionnaire and then interview another class members to find out what this person eats and drinks in an average day. They can then write a report, outlining the good things about the person’s diet, and also give some suggestions as to how the diet could be improved.</p>

ASSESSMENT TASKS

1	What are chemicals? - Activity Sheet 19a
2	Describe the process of making popcorn
3	Write some suggestions for improving a diet – Activity Sheet 19d

RESOURCES AND EQUIPMENT

<ul style="list-style-type: none"> • a selection of food and food packets/wrappers - both healthy food and junk food • samples of sugar, salt and different kinds of fats • an iron and some brown paper • a copy of the periodic table

SUPPORTING BIBLICAL DOCUMENTS

Themes for Christian Studies Level 7 God is Wise

INTEGRATION WITH KEY LEARNING AREAS

Literacy – problem solving; writing observations and reports

Maths – calculating and comparing salt and sugar content of breakfast cereals