

SENSE		TITLE		TIMING	
		Food for the brain		 45 minutes	
AUTHORS		KEY WORDS		LANGUAGE	
Petra Lewalder		Food, eat, drink, body, brain, health		English	
LEVEL		GROUP LEVEL		AGE	
A2-B1		Secondary Education (High School)		14-16	
COMPETENCES					
•	Global	•	Oral Production		
•	Oral Comprehension	•	Written Expression		
•	Oral Expression	•	Written Comprehension		
OBJECTIVES					
COMMUNICATIVE		• Students present a brochure or folder			
FUNCTIONAL		• Students evaluate online information after research			
CULTURAL		• Students use diverse websites for research • (See info on annex 1)			
METHODOLOGY		• Students work in groups of 2-4 • Students do research on their own			
TECHNIQUES		• Students practice research skills and note-taking			
RESOURCES		• Annex 1 • Internet			
ICT TOOL		• Dict.cc / internet research/ canva or other for timeline/ diary or other note app			

DESCRIPTION OF ACTIVITIES		
Appetizer	10'	Activity 1
		Teacher shows a common saying at the board: "The way we eat together reflects how we live together" Students reflect on it, come to the board and add comments, ideas, etc. on this statement. Students awareness on table manners is raised by discussing the answers and comments given. Optional : Use mentimeter or other to create a word cloud on the topic
Salad	5'	Activity 2
		Summing up of results (1-minute-echo by students) and introduction to task (see annex 1) handed out to the students.
Main Dish	5'	Activity 3
		Individual and group (3-4 students) research according to the task (see annex 1)
	5'	Activity 4
		Students collect results on the board – heading: "Top Brain Foods."
Dessert	5'	Activity 5
		Homework task: You are what you eat – write a "food diary" about what and how much you eat and drink every day. Don't skip on anything in your mouth and be true to yourself – it's for you only.



Attribution: Original activity from Erasmus + LANSEN Project

Artificial intelligence aided

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ANNEX 1

Feed Your Brain! – Project Materials (Year 10) - Student Research Worksheet

Name: _____ Class: _____ Date: _____

Project Goal: Research healthy foods that help teenagers concentrate during a long school day and create a brochure for other students.

Step 1 – Research: Use the following reliable websites:

Britain:

NHS – Healthy Eating: <https://www.nhs.uk/live-well/eat-well/>

NHS Healthier Families: <https://www.nhs.uk/healthier-families/>

British Nutrition Foundation: <https://www.nutrition.org.uk/>

CDC School Nutrition: <https://www.cdc.gov/school-nutrition>

Nutrition.gov: <https://www.nutrition.gov>

Johns Hopkins Medicine:

<https://www.hopkinsmedicine.org/health/wellness-and-prevention/schoolaged-child-nutrition>

<https://www.nelft.nhs.uk/eating-for-energy-a-guide-to-nutrition-for-adolescents-and-teens>

United States:

CDC School Nutrition

<https://www.cdc.gov/school-nutrition>

[Nutrition.gov](https://www.nutrition.gov) (US Department of Agriculture)

<https://www.nutrition.gov>

Johns Hopkins Medicine – School Nutrition

<https://www.hopkinsmedicine.org/health/wellness-and-prevention/schoolaged-child-nutrition>

Step 2 – Answer the Research Questions

1. Why does the brain need energy from food?
2. Which nutrients help concentration and memory?
3. List 5 brain-friendly foods for students:
4. Healthy snacks for school:
5. Foods or drinks students should avoid during school:
6. Why is drinking water important for concentration?

Step 3 – Plan Your Brochure

Write ideas for your brochure sections:

Title: _____

Top 5 Brain Foods: _____

Healthy Snack Ideas: _____

Example School Day Meal Plan: _____

Tips for Better Concentration: _____

ANNEX 2

Grading Rubric – Brain Food Brochure Project

Criteria	Excellent (4)	Good (3)	Basic (2)	Needs Improvement (1)
Research Quality	Very detailed research, excellent understanding	Good research, mostly clear	Limited research	Very little research
Use of Reliable Sources	Very detailed research, excellent understanding	Good research, mostly clear	Limited research	Very little research
Content & Accuracy	Very detailed research, excellent understanding	Good research, mostly clear	Limited research	Very little research
Creativity & Design	Very detailed research, excellent understanding	Good research, mostly clear	Limited research	Very little research
English Language	Very detailed research, excellent understanding	Good research, mostly clear	Limited research	Very little research

Total Points: _____ / 20