First, we will work on the **nutritional pyramid**. The nutritional pyramid may help us choose a variety of nutrients and a healthy diet. According to scientific research, our daily diet should include the food at the bottom and distribute the consumption of the rest of the food at the top of the pyramid. This way, we are supposed to consume daily: bread, pasta and cereals. Then we should eat a variety of vegetables and fruit and some food of animal and vegetable origin, such as milk, meat and eggs. Sweets and food containing fat at the top of the structure should be rationalised, in few times a month.

Now, we propose an attractive activity to introduce young learners to the concept of the food pyramid and to recognise the different food groups. It will help them understand the importance of a balanced diet to keep healthy. The different colours and shapes of the puzzle pieces will help them to work out their correct place. We can either have the children work on the floor or fix the pyramid to a wall.

a. With students arranged in groups, we will give them a puzzle piece. A student from each group will put the puzzle piece in the corresponding place. As they do so, we can ask them for the name of the food in their piece. Once the puzzle is completed, students say which food they like and which food they don’t like.

b. Later on, we can explain that the pyramid shows how much we should eat of each food. It’s an opportunity to introduce students to two new concepts: “a lot” and “a little”. Then, while we are naming the food items displayed on the pyramid one by one, students will tell us how much we should eat them, using the new quantity expressions.

c. Once the pyramid is complete, we can also play a guessing game. We describe one of the food pieces on the pyramid (its colour, shape, size...) for students to guess which one we are thinking about.

d. Now, it’s time to foster students’ creativity and act as if they were cooks. They will draw pictures with their ideal meal, taking into account the food pyramid.

Within this type of activities, we can practice and introduce different language items, such as:

1. **food vocabulary**: cereals group (bread, crackers, pasta, rice); vegetable group (tomato, carrot, lettuce); fruit group (strawberry, apple, orange); daily products (milk, yoghurt); meat (chicken, burger, fish); and sweets (chocolate, sweets)

2. **the meals**: (breakfast, lunch, dinner)

3. **the colours**

4. **shapes** (circle, square, triangle)

5. **sizes** (big, small)

6. **quantity**: (a lot, a little)

7. **habits** (I eat...I don’t eat...every day)

**Healthy game.** Here we have another motivating activity. We will go to the playground to play a game dealing with healthy and unhealthy food. We will need chalks of different colours, a big die and flashcards dealing with food.

We will draw a track on the floor, and divide it into squares. Then, students will decide which squares should have a pick-up-a-card sign on them. They can decide what the sign should be and draw it using chalks. When the track is ready, they can start the game. They throw the big die in turns and move along the track. If they land on a pick-up-a-card sign they must take one of the flashcards. If that flashcard shows a picture of healthy food, they can move forwards one square; but, if it shows a picture of unhealthy food, they have to move one place backwards. The winner of the game will be the first group to reach the end of the track.

**We are little cooks!** After learning about the benefits of healthy food, and of fruit especially, we are ready for a healthy recipe: fruit salad. We will encourage students to use all the vocabulary they have learnt like the names of the fruits and colours, and prepare delicious salads with different fruits and vegetables (that must be prepared previously). They are little cooks so they will wear a white paper cook hat and apron. When they finish, they will share and taste the salads from their partners and we will give them a cook.