

Spotlight Session 2 Plan - Scotland



Title	Chartwells Spotlight Session 2	Term:	Date:
	Digestion		

Curriculum for Excellence Links:

This session links the Health and Well-being, Sciences, and Numeracy curriculum areas, promoting interdisciplinary learning. It is designed to help learners understand how their bodies process food and make informed, healthy lifestyle choices.

Health and Well-being

- By investigating the range of foods available I can discuss how they contribute to a healthy diet. (HWB 1-30a)

Sciences

- Biological systems – Body systems and cells – By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy (SCN 1-12a)

Numeracy and Mathematics

- Numbers, Money, and Measurements: Learners will explore numeracy concepts through activities like calculating recommended nutrient intakes and understanding portion sizes. (MNU 2-07a and MNU 2-20a)

Key Vocabulary	Key Concepts	Key People
Types of teeth – molar, incisor, pre-molar, canine, saliva, enzymes, taste buds. Digestion – Digestive system, enzymes, mouth, oesophagus, stomach, small intestine, large intestine. Balanced Diets – Balance, fibre, carbohydrates, fruit, vegetables, beans, pulses, legumes, seeds, nuts, protein, fat.	Health and Wellbeing: Understanding how nutrition and oral health impact well-being. Science and Technology: Describe the digestive system and how food is broken down for nutrients.	Presenter (Katy Ashworth) Nutritionist Chef Dental hygienist – if talking in more depth about oral health

If you feel unsure on any of these topics, here are some links that may help you have wider conversations with your pupils during discussions:

Oral Health

<https://www.nhs.uk/live-well/healthy-teeth-and-gums/taking-care-of-childrens-teeth/>

<https://www.bbc.co.uk/bitesize/articles/z8784xs#zmqtrd>

Digestion

<https://www.bbc.co.uk/bitesize/articles/zr84g7h>

<https://www.bda.uk.com/resource/fibre.html#:~:text=Fibre%20is%20essential%20for%20your,%20diabetes%20and%20bowel%20cancer.>

Healthy Balanced Diets

https://assets.publishing.service.gov.uk/media/5ba8a50540f0b605084c9501/Eatwell_Guide_booklet_2018v4.pdf

<https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eating-a-balanced-diet/>

<https://www.nutrition.org.uk/creating-a-healthy-diet/a-healthy-balanced-diet/>

Resources Available for Activities:

We have prepared a range of different activities which are ready for you to use. You will be able to choose the activities (and activity level) that will fit your pupils the best to help engage them in learning about their digestive system.

Paper-based Activities

- Teeth/ Oral Health/ Taste Buds (4 options for different learning styles)
- Digestive System Basic Organs (3 options for different learning styles)
- Healthy Diets and Foods High in Fibre (3 options for different learning styles)

Practical Activities

- Seeing your taste buds (permission from parents required)
- Eggs in acid
- Digestive system visual experiment
- Taste testing high fibre foods

Knowledge Retention Quizzes

- Basic – Teeth Quiz, Organ Identification Quiz and Highest Fibre Content Quiz
- Advanced – Recap of Part 1, Part 2 and Part 3 with expansion into new topics

Recommended Session Structure

Spotlight Session 2: The Digestive System



Objective: Can I investigate the foods that will support my digestive system?

Part 1

Engage the pupils in a short discussion around what they know about their digestive system, and what foods they think can help support their digestive health.

- **Engage Pupils with a Video:** Show Part 1 Video
- **Recommended Activity:** Taste Buds Experiment (we recommend that a letter is sent home to get parent/carer to get consent for the food colouring experiment)
 - The mouth is the first stage of the digestive system, and is the only stage of the digestive system that we can see with our eyes. Beyond aiding with digestion, the taste buds that are present on our tongue help us detect different flavours, including sweet, salty, savoury/umami, sour and bitter.
 - In this activity, your pupils should be able to highlight their taste buds and be able to inspect them using a mirror.
 - If this activity is not appropriate, please use the quiz on teeth, or the worksheet for teeth. Or these can be used as follow up activities!

Part 2

- **Engage Pupils with a Video:** Show Part 2 Video
- **Recommended Activity:** Organ identification quiz
 - Recap the basic organs that are important for digestion with this quiz, this will be important to reinforce your pupil's knowledge.
 - Discuss the route our food takes through our body and remind them that all these organs have an important role in processing our food so that we can absorb the energy and nutrients our food contains.
 - After this, test the knowledge they have learnt using one of the worksheets for the digestive system.
- **Recommended Activity:** Worksheet for the digestive system
 - Provide Pupils with the worksheet where they will correctly label the parts of the digestive system. Key vocabulary is listed on the worksheets, to different learning levels, and scalable options are available too.
 - Answers to written questions should involve the following themes:
 - The digestive system is important because it helps break down food into nutrients our body can absorb. These nutrients give our body energy, fuel us, help us grow, and keep us healthy.
 - A balanced diet helps the digestive system because it gives the body nutrients to help provide us with the energy and fuel we need to grow. Eating foods high in fibre is important as it helps prevent constipation and feeds the good bacteria in our digestive system.
- **Engage Pupils with a Video:** Show Part 3 Video
- **Recommended Activity:** Fibre Identification Quiz
 - **Discuss Quiz:**
 - Gather ideas from pupils on how they could improve their fibre intake at lunchtime, record them on the interactive whiteboard (IWB).
 - Note: Children between 5 and 11 years old need 20g of fibre per day. Easy ways to increase their fibre levels is by having wholegrain carbohydrates, vegetables and fruit.
 - All information is recorded in portion sizes that would be offered to them at lunch time, for example, 1 of their 5 a day would be 60g of a vegetable. This can be used to show how eating vegetables and wholegrains can easily help you reach your fibre target!
- **Recommended Activity:** Practical Activity – Tasting - Please be aware of any allergies or intolerance and avoid those foods
 - Before the activity begins, remind the pupils that it is okay if they don't like any of the ingredients, and that no-one is going to force them to try anything. However, it is really important that we actively try new foods, as our taste buds change with time, and foods they used to not like may taste different now.
 - It is okay to not like a food, but it is not okay to put other pupils off trying the food because of our personal opinion.
 - If you plan this activity in advance, you may be able to source some of the ingredients through the catering team at the school.
 - We recommend that you pick foods from different groups for your pupils to try (pick at least 3 ingredients):
 - **Beans and pulses:** Baked beans, chickpeas, peas
 - **Seeds:** Sunflower seeds or pumpkin seeds
 - **Vegetables:** Broccoli, carrots, sweetcorn
 - **Carbohydrates:** Wholegrain pasta, wholegrain rice, wraps (cut into small pieces)
 - Ask the pupils to evaluate the tastes and flavours of the foods. We recommend letting pupils sip water between each food they taste to clear their palate.
 - Provide our sensory evaluation sheet to ask pupils to explain the look, smell, taste and texture of what they try. Recommend 1 per pupil.
 - Alternative activity is 'Worksheet for Healthy Diets'

Plenary

- Record any worksheets in their books (or you can use the worksheets as follow up activities)
- Discuss as a class: "What can we do to increase the amount of fibre we eat during lunchtime to help support our digestive system?"