

Teacher's guide



Mindful Eating – Upper Intermediate (B2-C1)

Canva Presentation Link: [@ Mindful Eating](#)

Editable Presentation Link: [@ Mindful Eating](#)

Editable Worksheet Link: [@ Student Worksheet: Mindful Eating](#)

Video Link: [How to Use Mindfulness in Eating – YouTube](#)

Warm up

Part 1. Students discuss questions related to mindful eating. Answers will vary.

Mindful eating is the practice of paying full attention to the experience of eating – noticing the taste, texture, smell, and appearance of your food, as well as your body's hunger and fullness signals. It means eating slowly, without distractions, and being aware of how and why you're eating, rather than eating on autopilot.

Part 2. Students insert vowels into the words that have been removed.

1. Conflicting
2. Intentional
3. Appreciation
4. Urge
5. Binge
6. Savour
7. Awareness
8. Compassion

Part 3. Students discuss what the words mean and how they think they'll be used in the video.

Conflicting – Opposing or not in agreement

Intentional – Done on purpose; planned, not accidental.

Appreciation – Recognising and enjoying the value or quality of something.

Urge – A strong desire or need to do something, often suddenly.

Binge – To eat or drink a lot in a short time, usually in an uncontrolled way.

Savour – To enjoy the taste of something slowly and fully.

Awareness – Knowing and noticing what is happening around you or inside you.

Compassion – A feeling of care and understanding for someone who is suffering or struggling.

Video activity

Part 1. Students watch the video and see how many of their predictions were accurate.

Part 2. Students watch the video again and answer the questions.

Suggested answers:

1. *To become more aware of the thoughts, feelings, and physical sensations that influence our eating, so we can make more intentional decisions and appreciate food and our bodies more.*
(...these lessons can help you bring an awareness to the thoughts, feelings and sensations that drive your food choices...")

2. People often eat because of emotions (like anxiety or grief) or due to external cues such as advertising, packaging, or simply the presence of food.
(“...to eat for emotional reasons like anxiety, sadness or grief...” / “...because of external cues like advertising, the way food is packaged, the time of day or the mere presence of food.”)
3. Take time to check for hunger and eat using all five senses. You should also eat slowly and without distractions.
(“...you'll learn how to check for hunger, how to eat using all five senses...” / “...perhaps you're frustrated with dieting... these lessons... teach us to be present...”)
4. It can make the person enjoy the food more, feel more satisfied, and have a greater appreciation for their body and their food.
(“...a greater sense of appreciation for your body and for the food you eat.”)

Part 3. Students complete the missing parts of the quotes from the video.

Answer Key:

1. Conflicting
2. Awareness
3. Intentional
4. Appreciation
5. Binge

Part 4. Students look at the quote from the video clip and discuss what the quote means to them and how this idea could be applied in other areas of life, not just eating.

Video follow-up

Part 1. Students discuss the questions.

Part 2. Students follow the instructions to practise mindful eating with a short exercise.

Part 3. Using the food they tasted, students list at least three adjectives that describe its taste, texture, and scent. Then, students write a sentence describing their favourite food using at least two sensory adjectives.

Review activity & final thoughts

Part 1. Students use each of the words in a sentence to talk about mindful eating.

Part 2. Students discuss the questions to reflect on what they've learnt during the lesson.