

NUTRITION UNIT

40 MINUTES/SESSION

STUDENTS AT Y6 LEVEL

SESSION 1 - MY INTAKE

SESSION 2 - HEALTHY OR UNHEALTHY?

SESSION 3 - *REVIEWED* OCT 2017 - CREATE AN INFOGRAPHICS

SESSIONS 4-7 - WORK ON THE INFOGRAPHICS

SESSIONS 8-9 - PRESENTATION & PEER TO PEER ASSESSMENT DAYS

SESSION 10 - SECOND CHANCE

SESSION 11 TALKING ABOUT MY HABITS

SESSION 12 - TIPS FOR A HEALTHY PLATE

SESSION 13 - HOW HEALTHY AM I?

SESSION 14 - SUGAR IS NOT THAT SWEET

SESSIONS 15 - 16 - PERSONAL PORTFOLIO

SESSIONS 17-18 - DESIGN A CAMPAIGN FOR A HEALTHY LIVING

IMPORTANT:

The original plan has been readapted from session 3 onwards (October2017) to this year students which, in general, show a lower language knowledge and a more childish behavior.

S1- MY INTAKE

Start the lesson

Explain that we are about to start a new unit about nutrition.

Find out their previous knowledge.

Ask students to write down on the whiteboard what was their last meal (lunch or dinner)

Once each of them has finished, ask them to talk about it

With this simple activity students check food **vocabulary**.

Continue the lesson with some conversation

Languages structures

Do you think this meal is: healthy/unhealthy/balanced?

Do you know what type of nutrient is ?

Check if they understand the words: balanced and nutrient

End the lesson

Ask them about what would they like to study related to the topic.

Add their suggestions to the unit plan

Why sugar can help on a wound.? (Student Vedat Aksu asked)

LESSON LEARNING OUTCOMES:

Discover what they already know

Give the opportunity to share their questions/interests related to the topic

Familiarize with topic related key words and food vocabulary

Practice some language structure

S2- HEALTHY OR UNHEALTHY?

Start the lesson

Images provided in the lesson are taken: *For a healthy life, designed by Monica Pareja*

While looking at them, introduce these food groups:

- VEGETABLES & FRUITS (minerals and vitamins)
- STARCHES & GRAINS
- PROTEINS
- FATS
- SUGARS
- WATER

ACTIVITIES: sleeping, arguing, laughing, playing pc games, smoking, swimming, running...

Continue the lesson with some conversation

Each student chooses one image and says if it's healthy or not

Language structures:

I	think	this is	healthy	because	eg.: they are full of sugar
		these are	unhealthy	

eg.: Smoking	is	unhealthy	because	it harms your lungs
eg.: swimming		healthy		you stay active

End the lesson:

Students count and say how many times a week do they do exercise

Language support:

Once Twice Three times	a week
Never (0%) Sometimes (25%) Often(50%) Always (100%)	

LESSON LEARNING OUTCOMES:

- Remembers the 5 nutritional groups
- Identifies healthy and unhealthy habits
- Uses the language structures provided or similar ones to talk about his/herself

S3 - REVIEWED October 2017

Adaptation to this year (2017-18) students:

Start the lesson

Ask students to:

Make sentences using the language structure provided in Session2

List the food categories in the whiteboard + examples of each

Continue the lesson

Present the task:

Create an infographics

Topic: nutritional groups

Elicit what infographics means

Show some examples from Internet

Proceed making groups of 3 (if there's cooperative teams done, use those)

Tell them each group will be assessed by another group using a rubric.

Make sure they all know what is a rubric. Talk to their class teacher to find out.

Play their former school mates video bits about a rubric.

S 4,5,6,7 - WORK ON THE INFOGRAPHICS

Show students this webpage + watch the capsules about infographics:

http://www.edu365.cat/capsules/capsula_infografies.html

Ask them to use an app (easl.ly) to prepare their infographics

Note that they'll need an email account so as a teacher you can create 4 different accounts using 4 different gmail users (garciafossas@gmail.com, November2)

Create a rubric together. Since we are tight on time, the teacher guides the creation of the rubric. It is not going to be a team process, it will be created in plenary, if possible in this session.

LEARNING OUTCOMES

- 1 Searches data related to a given topic (images, text,...) to complete a task
- 2 Transforms and organizes data into visual information
- 3 Shows interest/curiosity to use a new application (easel.ly)
- 4 Manages computers and apps efficiently: able to log in, share a file, save images in a folder
- 5 Shows respect to peers work
- 6 Gives advices to enhance peers work
- 7 Accepts peers criticism

Transversals: TIC, social i ciutadana, aprendre a aprendre

Específiques: medi, llengua anglesa, plàstica.

S 8-9 PRESENTATION & ASSESSMENT

Each group shows their infographics and students start assessing them using the rubrics. They also have to give advices or tips to enhance them. The assessing students have to justify or explain the levels they choose for every category.

S 10 - SECOND CHANCE PRESENTATION

Ask which groups have redone their infographics after receiving advices from their mates. We compare them with the first version to see the improvements

INFOGRAPHICS SAMPLES DONE BY STUDENTS

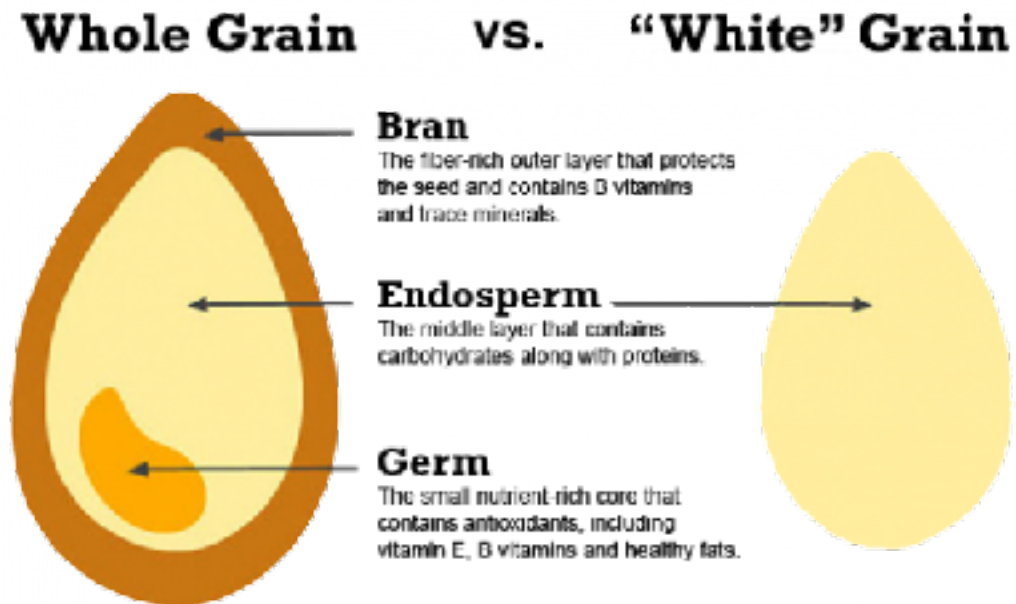
THE 5 NUTRITIONAL GROUPS

▶ **THE GROUPS:** ◀

 <p>VEGGIES + FRUITS They are healthy</p>	 <p>SUGARS They are NOT good</p>
 <p>STARCHES Are so good</p>	 <p>FATS Good in measure</p>
 <p>PROTEIN: meat, fish, eggs nuts, DAIRY: has calcium</p>	

S11 - TALKING ABOUT MY HABITS

Start the lesson asking: WHY SHOULD I EAT WHOLE GRAINS?



Answer:

Whole grains contain the entire grain kernel:

bran: outer shell: fibre, B vitamins and trace minerals

endosperm: provides energy: carbs and protein

germ: antioxidants, vitamin E, B vitamins, healthy fats

Show whole grain samples (flour, oats, pasta, rice, spelt, bread...)



These are the ones we've used

Continue the lesson with some conversation

Use this language support:

How often do I...

Students answer to themselves, then work in pairs.

How often do I	eat fruit? do a sport? eat vegetables? eat sweets? play computer games? get upset? smile or laugh? drink water? sleep 8 hours or more?
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Once Twice Three times	a day
Never (0%) Sometimes (25%) Often(50%) Always (100%)	

End the lesson:

Show the grid and ask them what do they think it is about.

Elicit food from every category

Hand out the grid: Record the servings I eat during a week

	STARCHES & GRAINS pasta, rice, potatoes	FRUITS & VEGGIES	PROTEIN nut, seed pulses, fish, meat	DIARY iogurts, cheese, milk	FATS butter, olive oil, avocado	WATER how many glasses?	SUGARS
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							
COUNT THE SERVINGS I EAT DURING A WEEK							

S 12 - TIPS FOR A HEALTHY PLATE

Start the lesson

Ask students to:

work individually to:

- write down food categories and some examples of each

work in pairs to:

- compare their notes
- share information
- enrich the list

work in groups to:

- prepare a good classification of the 5 food groups + 2 examples of each
- share it

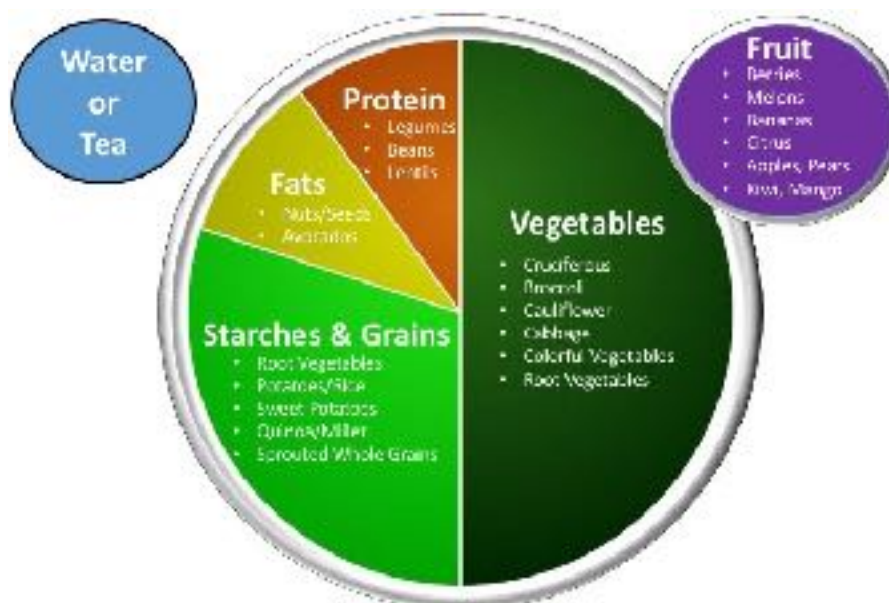
Continue the lesson

Ask to some students what they had (and which amount) for dinner or lunch the previous day.

Draw a diagram of what they say on the whiteboard

Discuss if they think is appropriate or not

Show them the diagram below:



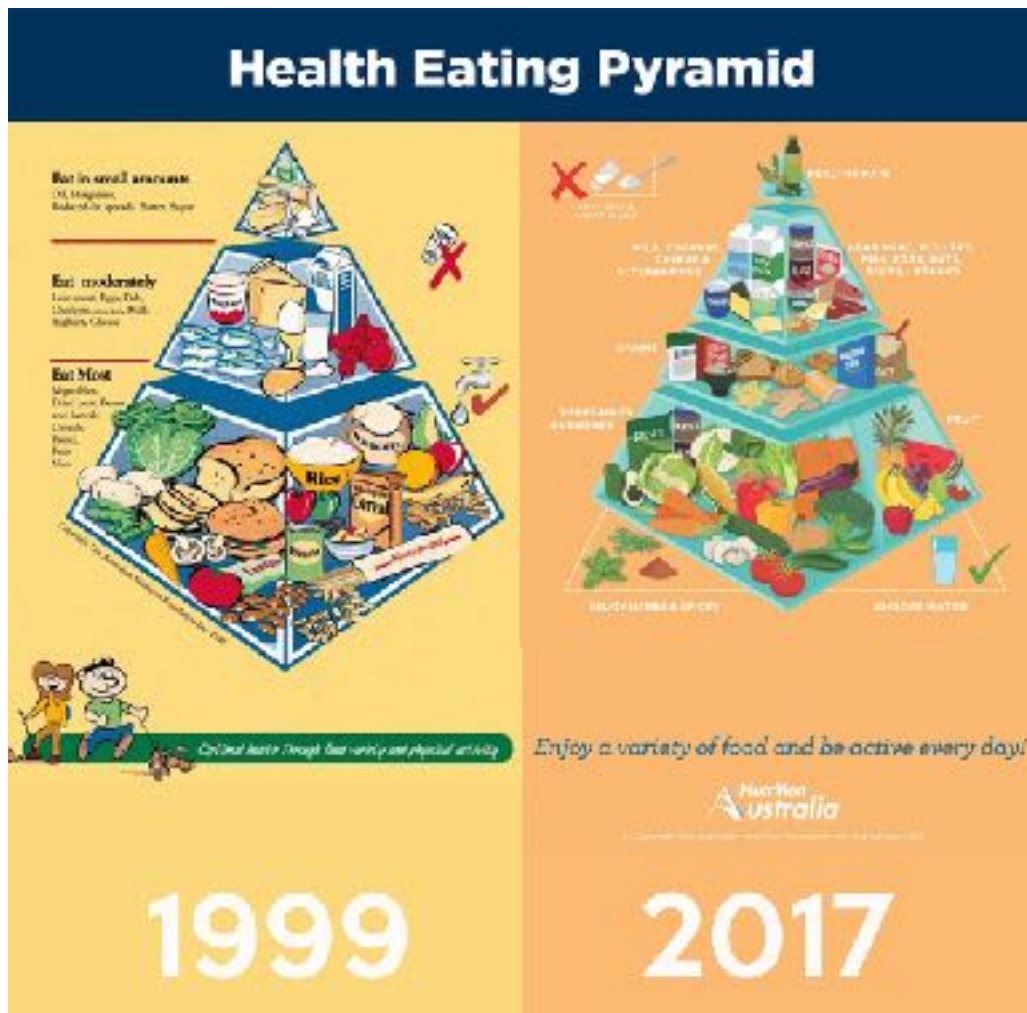
End the lesson

Ask them to transform the examples on the whiteboard into healthier ones

S13 - HOW HEALTHY AM I?

Start the lesson:

Show the HEALTH EATING PYRAMIDS and talk about or elicit the differences between 1999 and 2017



1. Eat mostly plant foods
2. Whole grains are the way to go
3. Get creative with legumes
4. Healthy fats still matter
5. Limit salt and added sugar
6. Drink water & enjoy herbs

But don't forget, it's just a guide.

You have different needs than someone who's training for a marathon.

Continue the lesson with some conversation

Share and compare the “*count the servings I eat*” grid

Discuss:

My diet is balanced/not balanced because...

My diet is	balanced	because I eat	lots of	starches & grains fruits and vegetables protein diary healthy fats unhealthy fats sweets and sugars
	not balanced		some	
		quite a little		
		very little		
		none of		

End the lesson:

Organize base groups

Explain the new task:

To gain consciousness of the amount of sugar on every drink/food

Each group has to choose one drink or food and bring the label next week

S 14 - SUGAR IS NOT THAT SWEET...

REQUIRED MATERIALS to develop the lesson:

Weighing scales
sealable bags/containers
measuring spoon
measuring cup
sugar

Start the lesson:

Watch the video: how is too much sugar for my body?

<https://www.youtube.com/watch?v=sYfw8MgN9tU>

Comprehension check

Continue the lesson:

Ask students to:

- sit in groups
- read the labels they brought
- note down the amount of sugar
- share the info with the other groups

Language structures:

... sweeter than....
The sweetest is...
The less sugary is...

End the lesson:

- classify the labels (from less to more sugar)
- fill the bags or containers with sugar according to each label
- prepare a mural or similar



To know more:

THE SUGARY TRUTH:

<https://www.youtube.com/watch?v=EFInIGx0B5U>

SUGAR IS KILLING US:

<https://www.youtube.com/watch?v=Yda8RtOcVFU&t=2s>

S 15-16 PERSONAL PORTFOLIO

Ask students to create their own portfolio showing the highlights of the unit

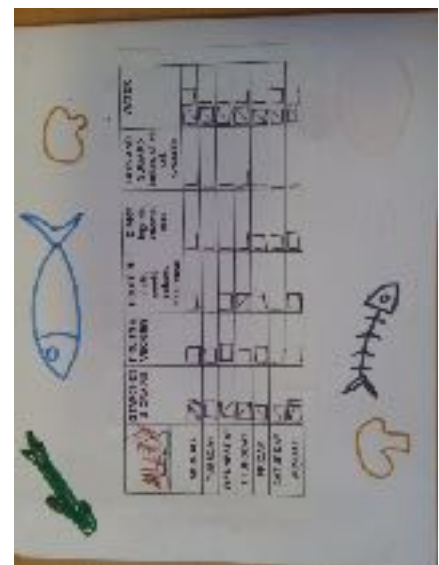
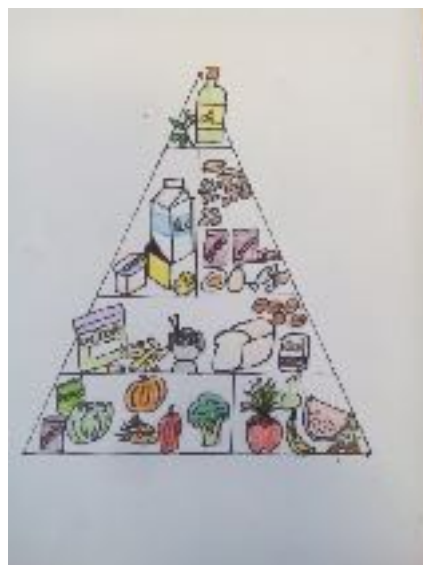
It must include:

- what have I learned
- what have I changed about nutrition
- design a healthy dish with my favorites
- weekly intake grid
- Two or three optional items: information/images/thoughts...

One session to prepare it (+ the time required at home)

One session to do a brief oral presentation

EXAMPLE OF A PORTFOLIO (student: Aleix Gasulla)



S 17-18 FINAL TASK: DESIGN A CAMPAIGN FOR A HEALTHY LIVING

- Problem Based Learning METHODOLOGY - GROUPS OF 4-5 PEOPLE

Sessions required: 3 of 45 min + 2 of 60 minutes

Present the task to the students. Ask them to **design a campaign for healthy living**.

Give them some hints like: USE VISUALS, BE CREATIVE, CATCHY SENTENCES...

Warm up activity:

Brainstorming: mind map creation

Share the maps.

MINDMAP SAMPLES:



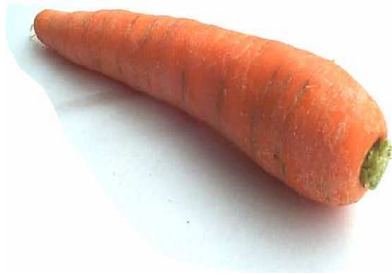
Proceed with group working

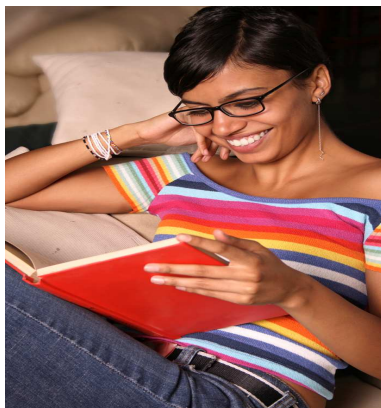
Launch the Campaign

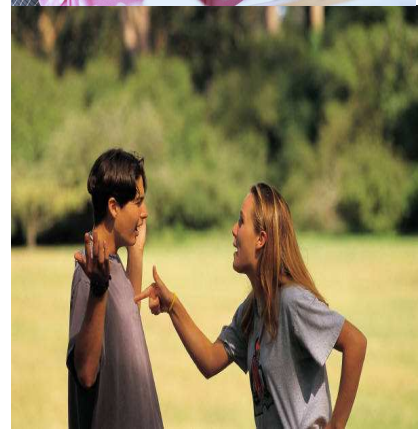
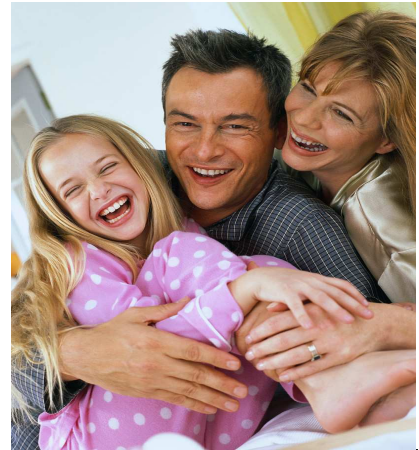
Assessment according to the provided **GROUP OBSERVATION CHECKLIST** (teacher)
and the **SELF-ASSESSMENT SAMPLE** (student)

CAMPAIGN SAMPLES:









SELF-ASSESSMENT DOCUMENT

Name:

Group members:

Please check the following items you feel you successfully completed with your infographics.

Team Work:

_____ I collaborated with my team members.

_____ I reviewed deadlines and worked with the team to complete necessary work for the presentation.

_____ I was supportive of other team members.

Content:

_____ I gave valuable information on my topic.

_____ I used credible sources.

Organization:

_____ I begin work promptly.

_____ I organized ideas in a meaningful way.

_____ I stayed on task and met deadlines needed to complete work for the presentation.

Complete the following statements:

My strengths on this tasks were:

My challenges on this tasks were:

GROUP OBSERVATION CHECKLIST

(Observe group for 5-10 minutes and check all behaviors that were seen or heard)

Group:			
Task Name:		Date:	

When beginning a new task group members ...				
Behavior observed	All members	Most members	Some members	Few members
Agree on an agenda or plan				
Begin work promptly				
Get out project materials				
Figure things out without minimal teacher help				
Share responsibilities and/or assign roles				
Review deadlines				
Stay on task				

When working group members....				
Behavior observed	All members	Most members	Some members	Few members
Have relevant conversations				
Evaluate new information for significance				
Teach each other				
Review each other's work				
Assign overnight/weekend tasks				
Ensure that work is turned in				
Clean up and put away				
Ask for help when needed				
Stay on task				

When discussing project work group members....				
Behavior observed	All members	Most members	Some members	Few members
Ask clarifying questions				
Take turns speaking				
Make decisions collaboratively				
Record decisions and plans				
Share essential information				
Review deadlines				
Stay on task				

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WEBGRAPHY

http://www.edu365.cat/capsules/capsula_infografies.html

<http://theblueroom.bupa.com.au/healthier/healthy-eating/food-pyramid-cutting-through-the-confusion/>

<http://www.healthyfitsquad.com>

<https://wvde.state.wv.us/teach21/PBLTools.html> (for assessment tools)

http://www.xtec.cat/monografics/cirel/pla_le/nile/monica_pareja/

APPS used:

canva, easly.ly or any other online app to create an infographic

Rubistar, to create assessment rubrics (peer to peer, self assessment and teacher-student)