

A Day of Meals

Subject: Physical Education and Health, Science

Date:

Length of Session:
2 days at 45 minutes each

Prior Learning: This lesson could be part of a wider discussion on healthy lifestyles that includes diet, physical activity and emotional wellbeing, but prior knowledge is not necessary.

Learning Objective: Students will identify the nutrients necessary for a healthy diet and will build a daily meal plan based on their findings.

Success Criteria: Students should provide a written explanation along with their meal plan to justify their choices.

Suitable for students ages 11-14 and a great addition to a wellness programme.

Resources: PCs with internet connection, paper and pens

Vocabulary:

Nutrition	Protein
Malnutrition	Fat
Nutrients	Vitamins
Calories	Minerals
Diet	Digestion
Carbohydrate	Amino acids

Organisation: If technology allows, students should work on their own PCs to research nutrition.

Support Staff

Activities:

Support staff may work with groups of students to ensure understanding of research and required tasks.

Britannica® School resources/links:

Food and nutrition article: <http://school.eb.co.uk/levels/intermediate/article/274373>

Malnutrition article: <http://school.eb.co.uk/levels/intermediate/article/275642>

MyPlate food diagram: <http://media1.school.eb.co.uk/eb-media/86/150486-004-29999174.jpg>

View this lesson plan in Britannica School here:

<http://school.eb.co.uk/levels/intermediate/lessons/view/3124>

Time:

Teacher's Activity:

Students' Activities:

Day 1

15 minutes	Direct students to a relevant nutrition guideline (like a food pyramid: http://bit.ly/1A0oivr). Note student responses on board or ask student to take notes.	Students should study the guideline diagram and share some of their favourite foods in each grouping.
30 minutes	Direct students to GDA requirements for men and women (example: http://www.foodlabel.org.uk/label/gda_values.aspx). Ask students to find typical values for their chosen favourite foods.	Note percent of favourites foods in the relevant GDA categories. Lead a discussion about students' reactions to these findings.

Day 2

20 minutes	Help students with understanding of article, and lead full discussion if necessary/desired.	Students should read the Britannica article on food and nutrition and any other related articles to understand the important components of a healthy diet. A full class discussion on these ideas may be necessary depending on prior discussion.
25 minutes	Help students as necessary with design. Encourage students to be honest and choose foods they would enjoy eating themselves.	Students should design a day's worth of meals that follow the GDA requirements and include nutrients from the food pyramid. Students should also explain whether they should include their favourite foods or not and why. Stretch students by asking them to justify their choices, using information from their research.

Plenary: Students could design healthy snacks to work into their meal plans (perhaps using the snacks they eat at home as inspiration). Stress that they should include foods they would like to eat.

Differentiation: Support options: Students who need additional support may want to find Britannica material at Reading Level 1 and use the features such as the read aloud and double click dictionary to help better understand the articles. Working in pairs may also help support these students, as would breaking the discussion into smaller groups to ensure everyone has a chance to contribute.

Extension activity: Students could calculate the percentage of the GDA of each of their meal items, based on the nutritional guidelines available (these might be found on a food company's website, for example).

Assessment Opportunities: Students could be assessed on their written explanation that accompanies their meal plan as it includes the justification for their choices, based on their research.