

*Creating an ECO online Natural Fit Virtual Programs to Prepare Students for
boosting 21st century Skills 4 the Future (UNITY)*

2021-1-SE01-KA220-SCH-000032448

*STE(A)M-focused PBL for transferring 2021st skills for fighting against
climate change*

LESSON PLAN 9: Let's eat healthy!

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Lesson procedure:

Date:	__/__/__
Teaching staff:	Mr/Mss/Ms
Term:	2022-2023
Week:	1
Year Level:	Primary/low secondary
Time/length	Project day (one school day)
Key Learning Area:	Use of soft skills for climate change and blending interdisciplinary subjects, including science, math, art and social studies
Topic/focus:	Healthy diet
Lesson Name: Let's eat healthy!	
Foreseen Outcomes:	
At the end of this lesson, students will be able to:	
<ul style="list-style-type: none"> ✓ define Healthy eating pyramid ✓ define types of nutrients ✓ describe healthy food production process ✓ define Sustainable food production ✓ describe Family farming ✓ design posters and recipes, relevant to topic, ✓ improve their social skills, including group communication, interaction and discussion, improve their soft skills such as design thinking, critical thinking, decision making, efficient use of resources. 	
Lesson Description:	
This lesson shall demonstrate:	
<ul style="list-style-type: none"> ● What is Healthy eating pyramid? ● What type of nutrients exist? ● How does the healthy food production process work? ● What is Sustainable food production? ● What is Family farming? ● What are the main differences in food production in the past and now? ● What are Eco raised beds? 	
Prerequisites to this lesson plan (not applicable):	

Length (Lesson procedure):

This lesson is organized as a school project day and will take 6 hour, which also includes interdisciplinary learning.

Depending on how to implement the planned lesson, the teacher will need some ICT materials (computers, tablets, etc.) and other materials for the Eco raised beds. The teaching staff shall follow the following steps to implement the lesson successfully:

Step 1. Lead in:

Teacher greets the students, and asks them to think about the production of healthy food. After collecting the feedback from the students, the teacher asks for grouping in accordance with the students' learning intelligence and or learning style. Here, teacher group students as:

- ✓ Group A: 2-3 students, having science learning interest/intelligence/capability/style
- ✓ Group B: 2-3 students, having technology learning interest/intelligence/capability/style.
- ✓ Group C: 2-3 students, having engineering (creativity) learning interest/intelligence/capability/style.
- ✓ Group D: 2-3 students, having art learning interest/intelligence/capability/style.
- ✓ Group E: 2-3 students, having math learning interest/intelligence/capability/style.

Note: As grouping the students, the number of students can change according to the class-size.

Lesson standard:

- ✓ The lesson is standardized around STEAM focused PBL for transferring 2021st skills for fighting against climate change. Here, we focus on understanding the importance of producing healthy food and how to use it in everyday life.
- ✓ Through creating and performing, students will gain knowledge about how producing healthy food is important for human existence.
- ✓ Regarding this, it can be expected that understanding of the topic will lead students to produce their own healthy food in the future.

Common Core State Standards:

The teacher shall connect and correlate the lesson with the national syllabus and or program, which shall incorporate the lesson with the national curriculum.

Enduring Understandings:

The students will understand the core ideas and philosophy behind healthy food production. Also they will find out what can be done for people to produce more healthy food. Students will understand their role of doing it in everyday life. The learning outcomes of the lesson shall be used by the students in their future life and incorporated in their local communities. Besides, the lesson is connected with following areas:

- ✓ soft skills development,
- ✓ interdisciplinary learning,
- ✓ blended/hybrid learning,

The lesson will also answer the following questions:

- ✓ Is the lesson transferable for skills development?
- ✓ Can it be teachable over and over again?
- ✓ Does it connect to real-life issues?

Essential Questions:

- What is Healthy eating pyramid?
- What type of nutrients exist?
- How does the healthy food production process work?
- What is Sustainable food production?
- What is Family farming?
- What are the main differences in food production in the past and now?
- What are Eco raised beds?

Before the lesson implementation, the teaching staff shall brainstorm the above questions with the colleagues at the same school.

Case section:

The teacher shall follow the following steps:

1. Teacher writes healthy food on the board and reads it to the students. Then he/she asks them to think and tell them how important it is to produce healthy food.
2. Teacher asks students to brainstorm what would happen if we stop doing it. Students can give their answers freely by raising their hand.

'Step 1. Lead in'. Each question is asked to the students who are grouped from A to E. Each group should have a tablet or a computer.

Questions for group A (Science-minded students):

- ✓ What is Healthy eating pyramid?
- ✓ What are nutrients?
- ✓ What type of nutrients exist?
- ✓ What is the percentage of each nutrient if we want to have a healthy diet every day?

Questions for group B (Technology-minded students):

- ✓ Name several products that belong to 7 basic nutrients.
- ✓ How does the healthy food production process work?
- ✓ What are the most common products that are made within healthy food production?

Questions for group C (Engineering-minded students):

- ✓ Research food production in the past and nowadays. What are the main differences?
- ✓ What is Family farming?
- ✓ What machines can help us in healthy food production?

Questions for group D (Art-minded students):

- ✓ Can you design a poster and a slogan to promote Healthy food production?

- ✓ Can you design a healthy food basket model?
- ✓ Research the internet and find recipe videos for healthy meals.

Questions for group E (Math-minded students):

- ✓ Research the internet and find the calories chart.
- ✓ Using the chart create a breakfast, lunch and dinner meal up to 1000 calories.
- ✓ Create an Excel chart of each meal.

When all groups are done each group presents their findings to the rest of the class. Students from other groups when each presentation is over are free to ask questions.

'Step 2. Make it real''

Using the knowledge gained students will make a School garden. For the garden students will use ECO raised beds. Making Eco raised bed Each class can decide how many raised beds they will make depending on the ground they have available at school. When done, students can plant different vegetables into their school garden. [Eco raised beds](#)

Skill focus:

During the lesson, Cognitive Skills, Decision Making, Problem solving, Creative Thinking and Interpersonal Skills will be the focus.

Content:

The content of the unit is based on the disciplinary or topic-area concepts. Building Knowledge through learning by doing.

Assessments:

Describe the diagnostic, formative, and summative assessments employed in this lesson to gauge student learning.

Evidence of Student Learning:

Provide a list of the process documentation that you plan to acquire during the course of the lesson. These may include photographs of students engaged in learning, drafts of student work, quotes from students, interviews of students, video, etc.

Texts/Resources:

The collection of short and extended works aligned to the standards and content. Examples: materials for the eco raised beds.

Learning Activities:

A series of tasks the student will engage in over the lesson. The activities are based on what students need to understand and be able to do for the performance and are aligned to the defined standards "Let's eat healthy!" and the essential questions defined under **Case section**.

Practice:

Teacher will deeply explain the roles and importance of the environmental impact of producing healthy food. Here, the teacher shall elaborate or describe the lesson using these prompts provided.

The teachers shall create a flexible learning environment for the students. Here, the teacher uses:

Warm-up: ask about the questions and make the students ready for learning for the topic-specific

subject.

Practice: The teacher sets-up demonstration/modeling (I do-we do-you do)
Studio/Rehearsal/Workshop (students engage in creating/planning/refining).

Clean-up: During the procedure, the teacher walks around the class and observes the students on what they need and control. If the students have questions, the teacher answers them.

Presentation of Work

Suggested Extensions:

From the vegetables produced in the Eco raised garden beds students can prepare healthy juices or shakes.