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| Applying modern metaverse enabled pedagogical techniques for civic learning: Supporting K-12 teachers and students.  **WP2:** **A2.1 Identification of traditional effective practices of civic education in primary education** |  | Healthy food vs Junk food | The Buzz Archive  ©https://openlab.citytech.cuny.edu/the-buzz/healthy-food-vs-junk-food/  **TRADITIONAL SCENARIO BUILDING TEMPLATE** |
| SCENARIO PLAN INFORMATIONAuthor: Chrysoula RaptiSubject: This is an interdisciplinary lesson. It combines multiple subjects. Specifically, it combines basic principles of Βiology, Language and Social and Political Education.Topic: Healthy food vs Junk foodAge of students: Grade 6 **Preparation time: 30 minutes**  **Teaching time: 105 minutes** LICENCE Creative commonsKeywords food groups, nutrients, junk food, homemade food, balanced diet, consequences, healthy eating consciousness. TEACHER NOTES  * Add here your comments and evaluation AFTER the implementation of this scenario that might help other teachers use it. |  | *ABSTRACT*Students will distinguish the main food groups as well as the nutrients in food. In addition, will encounter the concept of a balanced diet and its benefits over junk food. Finally, they will learn to support their point of view with arguments.LESSON PLAN METHOD(S) involved (Check more than one, if applicable)  |  |  |  |  | | --- | --- | --- | --- | | x | Face to Face Learning | x | Blended Learning | | x | On-Line Learning | 🞏 | Collaborative learning | | 🞏 | Project-based learning | 🞏 | Inquiry based learning | | x | Peer learning | 🞏 | Hands-on learning | | x | Game based learning | 🞏 | Other |   ***Learning Objectives (use Bloom Taxonomy)***  By completing this learning plan, students will achieve learning outcomes and learn skills such as:   * to activate their critical thinking and relate previous knowledge and experience.   ● to distinguish main food groups.   * to define the nutrients of the foods.   ● to relate the negative consequences of fast food with their physical and psychological well-being.  ● to apprehend the high nutritional value of homemade food.  ● to acquire a healthy eating consciousness.   * to develop their interpersonal relationships. * to justify their point of view with arguments.  *LESSON PLAN ACTIVITIES* Describe here in detail all the activities during the lesson and the time they require. Make sure you properly describe the role of the students and teachers as well as how each activity is linked to the learning objectives of the LP.   |  |  |  | | --- | --- | --- | | Name of the activity | Learning Objectives | Description | | Brainstorming and Introduction to the topic: *Healthy food vs Junk food*. | -To activate their critical thinking and relate previous knowledge and experience. | The students are divided into groups. The teacher uses the [online wheel of names](https://wheelofnames.com/) to separate them randomly.  The teacher writes the following question on the board: *What is the source of the energy we need every day?* The students give answers orally and the teacher records them on the board in the form of key- words. The students conclude that food provides us with energy.  Then, the teacher asks the students: *What is your favourite food?* Students give answers orally and the teacher lists the different types of food on the board in the form of key words. | | What is your favourite food? | -To develop their interpersonal relationships. | Based on the students' answers written on the board about their favourite foods, the teacher distributes a [worksheet](WORKSHEET_FAVORITE%20FOOD.pdf) to each student. After completing it individually, the students are asked to compare their answers. A short discussion per group takes place. | | The world of nutrition in detail. | -To distinguish main food groups.  -To define the nutrients of the foods.  -To acquire a healthy eating consciousness. | The teacher uses a projector to display and explain [two online diagrams](https://trofikaisoma.weebly.com/tauiota-epsilon943nualphaiota-eta-taurhoomicronphi942.html) about the nutrients of the foods and the food groups. Τhen, the students watch two short but explanatory videos about the [Mediterranean Food Pyramid](https://www.youtube.com/watch?v=G6UcWhtNslg) and the [Importance of a balanced diet](https://www.youtube.com/watch?v=cGR-chVKiV8). The teacher asks students questions to reinforce new knowledge, such as:  -*Should we consume all foods with the same frequency?*  *-What does the food pyramid represent?* *Why is it useful?*  At the end of this activity, each student using a laptop is asked to create his/her own online food pyramid through an interactive activity. | | Healthy food vs Junk Food. | -To relate the negative consequences of fast food with their physical and psychological well-being.  -To apprehend the high nutritional value of homemade food.  -To acquire a healthy eating consciousness. | Each student needs a laptop.  The teacher invites the students to read two articles from online newspapers.  One article presents [the statistics from a survey on the dietary choices of young people](https://www.newsbeast.gr/financial/arthro/10466420/enas-stous-treis-ellines-trone-systimatika-exo-eno-oi-neoi-protimoun-ta-nostima-vlavera-ti-deichnei-erevna) and the other [the negative effects of junk food](https://www.ygeiaevexia.gr/diatrofi/diatrofi-kai-tropos-zois/fast-food-kai-epiptoseis-sto-soma).  Then, the students are asked to work in groups and exchange opinions about the articles. Then, the teacher addresses to the students the following questions:  *-How frequent consumption of fast food affects us and in what way?*  *-Do young people choose fast food quite often? If so, why?* | | Α nutritional dilemma needs an answer (reflective activity). | -To justify their point of view with arguments. | The teacher distributes to each student a [worksheet](WORKSHEET_NUTRITIONAL%20DILEMMA.pdf) on which the following dilemma is written. *“Coming home after a long day at school your best friend finds a note from his/her mom: Unfortunately, I will be late getting home from work today. However, I cooked and left your meal and salad on the table! With love, mom!*  *When your friend sees the homemade meal on the table, he/she is disappointed and immediately think of ordering his/her favorite junk food. However, he/she remembers that he/she ordered a burger yesterday. So, he/she calls you and asks for your opinion. What do you advise him/her to do and why? What would you choose? Justify your answer in one paragraph.*  Then, students share their answers. A short discussion takes place. |  *ACTIVITIES SEQUENCE* Describe here in detail the sequence of the activities during the lesson and the time required. You can divide the activities into phases if needed.   |  |  |  | | --- | --- | --- | | Name of the activity | SEQUENCE No | Duration | | Brainstorming and Introduction to the topic: *Healthy food vs Junk food*. | 1 | 10 minutes | | What is your favourite food? | 2 | 10 minutes | | The world of nutrition in detail. | 3 | 25 minutes | | Healthy Food vs Junk Food. | 4 | 30 minutes | | Α nutritional dilemma needs an answer. | 5 | 30 minutes |  *TESTING / ASSESMENT* Students during the course have learned the value of a balanced diet over junk food. Finally, they are asked to answer a nutritional dilemma which is directly related to their lives. Students write their answers on the [worksheets](WORKSHEET_HEALTHY%20vs%20JUNK%20FOOD.pdf) given to them (activity no.4). By justifying their answer with arguments, it becomes clear whether the students have cultivated healthy eating consciousness. *LEARNING RESOURCES/SERVICES/TOOLS* Provide information about any learning resources or services/tool that should support a learning activity.   |  |  |  | | --- | --- | --- | | Name of the activity | Name of learning resource or service/tool | Description of learning resource or service/tool | | Brainstorming and Introduction to the topic: *Healthy food vs Junk food.* | -Whiteboard  -Whiteboard markers  *(Source of the online wheel:*  [*https://wheelofnames.com/*](https://wheelofnames.com/)*)* | The teacher uses the [*online wheel of names*](https://wheelofnames.com/) to separate students into groups randomly.  The teacher writes on the whiteboard the answers that the students give orally. | | What is your favourite food? | -One printed [worksheet](WORKSHEET_FAVORITE%20FOOD.pdf) per student  -Pencils | Each student fills in the worksheet. | | The world of nutrition in detail. | -Teacher’s computer  -Projector  -One laptop per student  (*Sources:*  [*https://www.youtube.com/watch?v=G6UcWhtNslg*](https://www.youtube.com/watch?v=G6UcWhtNslg)  [*https://www.youtube.com/watch?v=cGR-chVKiV8*](https://www.youtube.com/watch?v=cGR-chVKiV8)  [*https://trofikaisoma.weebly.com/tauiota-epsilon943nualphaiota-eta-taurhoomicronphi942.htm*](https://trofikaisoma.weebly.com/tauiota-epsilon943nualphaiota-eta-taurhoomicronphi942.htm)  *Online activity*:  [*https://photodentro.edu.gr/v/item/ds/8521/3550*](https://photodentro.edu.gr/v/item/ds/8521/3550)*)* | Using a computer and a projector, the teacher displays two diagrams and two YouTube videos. Then, each student uses a laptop to complete an interactive online activity. | | Healthy Food vs Junk Food. | -One laptop per student.  (*Sources:*  [*https://www.newsbeast.gr/financial/arthro/10466420/enas-stous-treis-ellines-trone-systimatika-exo-eno-oi-neoi-protimoun-ta-nostima-vlavera-ti-deichnei-erevna*](https://www.newsbeast.gr/financial/arthro/10466420/enas-stous-treis-ellines-trone-systimatika-exo-eno-oi-neoi-protimoun-ta-nostima-vlavera-ti-deichnei-erevna)  [*https://www.ygeiaevexia.gr/diatrofi/diatrofi-kai-tropos-zois/fast-food-kai-epiptoseis-sto-soma*](https://www.ygeiaevexia.gr/diatrofi/diatrofi-kai-tropos-zois/fast-food-kai-epiptoseis-sto-soma)) | Each student reads the two articles. | | Α nutritional dilemma needs an answer. | -One printed [worksheet](WORKSHEET_NUTRITIONAL%20DILEMMA.pdf) per student  -Pencils | Each student writes the answer on the worksheet. | |
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**Worksheet (no.1): What is your favourite food?**

Εικόνα που περιέχει κείμενο, στιγμιότυπο οθόνης, ανθρώπινο πρόσωπο

Περιγραφή που δημιουργήθηκε αυτόματα

**Worksheet (no.2): A nutritional dilemma**

**Εικόνα που περιέχει κείμενο, κατάλογος, φαγητό

Περιγραφή που δημιουργήθηκε αυτόματα**

**Εικόνα που περιέχει κείμενο, τυπογραφία

Περιγραφή που δημιουργήθηκε αυτόματα**