



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

SCENARIO PLAN INFORMATION

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Subject: This is an interdisciplinary lesson. It combines multiple subjects. Specifically, it combines basic principles of Biology, Language and Social and Political Education.

Topic: Healthy food vs Junk food

Age of students: Grade 6

Preparation time: 30 minutes

Teaching time: 105 minutes

LICENCE (??) [SELECT LICENSE]



KEYWORDS

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.

Junk Food V's Healthy Food



©<https://openlab.citytech.cuny.edu/the-buzz/healthy-food-vs-junk-food/>

TRADITIONAL SCENARIO BUILDING TEMPLATE

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)

<input checked="" type="checkbox"/>	Face to Face Learning	<input checked="" type="checkbox"/>	Blended Learning
<input checked="" type="checkbox"/>	On-Line Learning	<input type="checkbox"/>	Collaborative learning
<input type="checkbox"/>	Project-based learning	<input type="checkbox"/>	Inquiry based learning
<input checked="" type="checkbox"/>	Peer learning	<input type="checkbox"/>	Hands-on learning
<input checked="" type="checkbox"/>	Game based learning	<input type="checkbox"/>	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: <i>Healthy food vs Junk food</i> .	-To activate their critical thinking and relate previous knowledge and experience.	The students are divided into groups. The teacher uses the online wheel of

		<p>names to separate them randomly.</p> <p>The teacher writes the following question on the board: <i>What is the source of the energy we need every day?</i> 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.</p> <p>Then, the teacher asks the students: <i>What is your favourite food?</i> Students give answers orally and the teacher lists the different types of food on the board in the form of key words.</p>
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 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.	<p>-To distinguish main food groups.</p> <p>-To define the nutrients of the foods.</p> <p>-To acquire a healthy eating consciousness.</p>	<p>The teacher uses a projector to display and explain two online diagrams about the nutrients of the foods and the food groups. Then, the students watch two short but explanatory videos about the Mediterranean Food Pyramid and the Importance of a balanced diet. The teacher asks students questions to reinforce new knowledge, such as:</p> <p><i>-Should we consume all foods with the same frequency?</i></p> <p><i>-What does the food pyramid represent? Why is it useful?</i></p> <p>At the end of this activity, each student using a laptop is asked to create his/her own online food pyramid</p>

<p>Healthy food vs Junk Food.</p>	<p>-To relate the negative consequences of fast food with their physical and psychological well-being.</p> <p>-To apprehend the high nutritional value of homemade food.</p> <p>-To acquire a healthy eating consciousness.</p>	<p>through an interactive activity.</p> <p>Each student needs a laptop.</p> <p>The teacher invites the students to read two articles from online newspapers.</p> <p>One article presents the statistics from a survey on the dietary choices of young people and the other the negative effects of junk food.</p> <p>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:</p> <p><i>-How frequent consumption of fast food affects us and in what way?</i></p> <p><i>-Do young people choose fast food quite often? If so, why?</i></p>
<p>A nutritional dilemma needs an answer (reflective activity).</p>	<p>-To justify their point of view with arguments.</p>	<p>The teacher distributes to each student a worksheet on which the following dilemma is written. <i>"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!</i></p> <p><i>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.</i></p> <p>Then, students share their answers. A short discussion takes place.</p>

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: <i>Healthy food vs Junk food</i> .	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
A 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 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: <i>Healthy food vs Junk food</i> .	-Whiteboard -Whiteboard markers (Source of the online wheel: https://wheelofnames.com/)	The teacher uses the online wheel of names 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 -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=G6UcWhtNslq https://www.youtube.com/watch?v=cGR-chVKiV8 https://trofikaisoma.weebly.com/tauiota-epsilon943nualphaiota-eta-taurhoomicronphi942.htm Online activity: 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.

<p>Healthy Food vs Junk Food.</p>	<p>-One laptop per student.</p> <p>(Sources:</p> <p>https://www.newsbeast.gr/financial/arthro/10466420/enas-stous-treis-ellines-trone-systimatika-exo-eno-oi-neoi-protimoun-ta-nostima-vlavera-ti-deichnei-erevna</p> <p>https://www.vgeiaevexia.gr/diatrofi/diatrofi-kai-tropos-zois/fast-food-kai-epiptoseis-sto-soma)</p>	<p>Each student reads the two articles.</p>
<p>A nutritional dilemma needs an answer.</p>	<p>-One printed worksheet per student</p> <p>-Pencils</p>	<p>Each student writes the answer on the worksheet.</p>

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Worksheet (no.1): What is your favourite food?



ΔΡΑΣΤΗΡΙΟΤΗΤΑ 1

Το αγαπημένο σου φαγητό

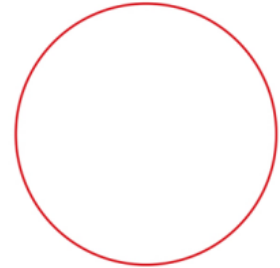
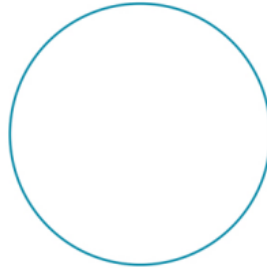
Στον πίνακα έχουν γραφτεί διάφορα
τρόφιμα που σας ήρθαν στο μυαλό.
Στον χώρο δίπλα αντίγραψε τα τρόφιμα
που σου αρέσουν.

_____	_____
_____	_____
_____	_____
_____	_____



Σύγκρινε τις προτιμήσεις σου με αυτές των συμμαθητών σου.
Είναι ίδιες ή διαφέρουν;

Ζωγράφισε στον αριστερό κύκλο το αγαπημένο σου φαγητό και στο δεξί κύκλο το φαγητό που δεν σου αρέσει. Κάτω από κάθε φαγητό γράψε τους λόγους για τους οποίους σου αρέσει ή όχι, αντίστοιχα



Μου αρέσει γιατί _____

Δεν μου αρέσει γιατί _____

Worksheet (no.2): A nutritional dilemma

Όνοματεπώνυμο:

Ημερομηνία: Τμήμα:

Έκθεση 5η
Διατροφή

Η Μαργαρίτα Φακή, επιστρέφοντας ένα μεσημέρι από το σχολείο, κουρασμένη και πεινασμένη, βρίσκει ένα σημείωμα της μητέρας της, δίπλα στο στρωμένο τραπέζι.



Η όρεξη της Μαργαρίτας, μόλις είδε τις φακές, κόπηκε και άρχισε να σκέφτεται πώς θα παραγγείλει φαγητό με delivery από κάποια πizzeria. Όσο ξεφύλλιζε όμως το φυλλάδιο με τα φαγητά, της ήρθαν στο μυαλό όσα συζητήσαν το πρωί στο σχολείο για την υγιεινή διατροφή...

Αν ήσουν στη θέση της Μαργαρίτας, τι θα επέλεγες τελικά; Θα προτιμούσες το φαγητό της μαμάς ή θα επέλεγες να παραγγείλεις φαγητό από έξω; Εξήγησε γιατί, αναφέροντας τα θετικά και τα αρνητικά σε κάθε περίπτωση και...

Καλή σου όρεξη!!!



A sheet of white lined paper with orange corners, placed on a light gray background. The paper has horizontal lines for writing. The lines are evenly spaced and cover most of the page. The orange corners are in the top-right and bottom-left corners.