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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



SCENARIO PLAN INFORMATION

Author(s): Harris Pericleous and Rhiannon Bland
Subject: Science
Topic: Healthy Eating
Age of students: 10
Preparation time: 1 hour
Teaching time: 60 minutes

LICENCE (??) [SELECT LICENSE]



KEYWORDS

Add here 5 keywords that you think best describe your learning plan. Other teachers will find your learning plan based on these keywords, so please try to be as accurate as possible.

TRADITIONAL SCENARIO BUILDING TEMPLATE

ABSTRACT

This is part of a series of 'Healthy Eating' lessons within the science curriculum. The children will have already learnt about the digestive system.

LESSON PLAN METHOD(S) INVOLVED (Check more than one, if applicable)

<input checked="" type="checkbox"/>	Face to Face Learning	<input type="checkbox"/>	Blended Learning
<input type="checkbox"/>	On-Line Learning	<input type="checkbox"/>	Collaborative learning
<input type="checkbox"/>	Project-based learning	<input type="checkbox"/>	Inquiry based learning
<input type="checkbox"/>	Peer learning	<input type="checkbox"/>	Hands-on learning
<input type="checkbox"/>	Game based learning	<input type="checkbox"/>	Other

In case of Other, please elaborate:

LEARNING OBJECTIVES (use Bloom Taxonomy)

By completing this learning plan, students will achieve learning outcomes and learn skills such as:

- 5Bp.01 Know that animals, including humans, need an adequate, balanced diet in order to be healthy.

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.

TEACHER NOTES

- ✓ Add here your comments and evaluation AFTER the implementation of this scenario that might help other teachers use it.

Name of the activity	Learning Objectives	Description
Introduction	5Bp.01 Know that animals, including humans, need an adequate, balanced diet in order to be healthy.	<p>Refer the students back to the lessons on predators and prey. Ask them what predators eat. Then ask them if they know what other animals such as goats, sheep and giraffes eat. Revise the terms 'herbivore', 'omnivore' and 'carnivore'.</p> <p>Show Slideshow B11 and discuss where the different animals get their food.</p> <p>Ask the students about what they eat every day and what they think are <i>healthy</i> foods. Include local foods in this discussion. Remind students that water is also an essential part of any balanced diet, as animals cannot live without water.</p>
Main	5Bp.01 Know that animals, including humans, need an adequate, balanced diet in order to be healthy.	<p>Show the class a poster of a food pyramid (or refer to the pyramid in the Student's Book). Introduce the words '<i>carbohydrates</i>', '<i>fruits and vegetables</i>', '<i>proteins</i>', '<i>vitamins and minerals</i>', '<i>fats</i>' and '<i>fibre</i>' as you do this. Let the students look at the pictures and say which foods provide each of these nutrients. Then explain how the pyramid diagram works: it shows the foods we should eat the most of in the bigger sections at the bottom and the foods that we should eat the least of in the smaller sections at the top. For example, we should eat more carbohydrates, fruit and vegetables than fats and proteins.</p> <p>Show the class another diagram, for example a diagram of a healthy plate of food. This diagram shows the quantities of different foods that we should eat in a different way, like a pie chart in mathematics. The circle (plate) is divided into sections, a half and two</p>

		quarters. It shows that half of what we eat should be fruit and vegetables, a quarter of what we eat should be proteins and the other quarter should be carbohydrates.
Plenary	5Bp.01 Know that animals, including humans, need an adequate, balanced diet in order to be healthy.	Let the students look at the pictures in the Student's Book and discuss and answer the questions.
<i>Add rows if needed</i>		

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
Introduction	1	15 minutes
Main	2	40 minutes
Plenary	3	5 minutes
<i>Add rows if needed</i>		

TESTING / ASSESMENT

Verbal questioning and feedback in lesson. Checking answers to their questions.

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
Activity 1 Introduction	PowerPoint	
Activity 2 Main	Collins science student book.	
Activity 3 Plenary	Collins science student book.	
<i>Add rows if needed</i>		

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(Game of healthy eating plate with correct amount of ratios of the food pyramid Please provide the pdf content of student book and powerpoint)