



## SUSTAIN LESSON PLAN

### Let's play with food

<b>Topic</b>	Let's play with food
<b>Teacher's Name, Institution and Country</b>	Serafina Turdo – "Maggiore Guida" School, Partinico, Italy
<b>Target Group</b>	<b>Grade:</b> II-III grade <b>Age:</b> 7-8 years old
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Encourage a critical and analytical approach to food</li> <li>- Get to know the origin and transformation of common-use food</li> <li>- Learn how to arrange a balanced daily diet</li> <li>- Discover the raw ingredients from which food we eat is made, go back to its origin and to the areas where raw ingredients are produced</li> </ul>
<b>Key Competences</b>	<ol style="list-style-type: none"> <li>1. <i>Communicative Competence in the Mother Tongue</i></li> <li>2. <i>Mathematical Competence and Key Competences in Science and Technology</i></li> <li>3. <i>Learning to Learn</i></li> <li>4. <i>Social and Civic Competences</i></li> <li>5. <i>Cultural Awareness and Ability of Expressing</i></li> </ol>
<b>Duration</b>	2 hours
<b>Sustainable Development Themes</b>	<ol style="list-style-type: none"> <li>1. <i>Biodiversity</i></li> <li>2. <i>Production and Consumption</i></li> <li>3. <i>Healthy Life</i></li> <li>4. <i>Local and Global Responsibility</i></li> </ol>
<b>Materials and Resources Used</b>	<p>-Activity Sheets:</p> <p>Questionnaire (Annex 1)</p> <p>Food-card (Annex 2)</p> <p>Sheet 1- <i>What is it made from?</i> (Annex 3)</p> <p>Sheet 2- <i>Food Pyramide</i> (Annex 4)</p> <p>-1 small box to put the Food-cards in</p> <p>-2 empty shoe boxes (one for each team)</p>



	-x white paper sheets -Crayons or markers
<b>School Subjects associated</b>	-Italian language (terminological analysis related to agri-food industry) -Science (food education, health education) -Arts and images (graphic skills) -Social Education (learn how to work in team, to exploit resources for a better development of shared resources, to communicate)
<b>Method</b>	Collaborative learning Learning by playing
<b>Evaluation</b>	Collective evaluation of the work carried out by the two teams through reading and a shared analysis of the game result arranging a collective debate + Sheet 2- <i>Food Pyramide</i> (Annex 4)

### **PRELIMINARY INFORMATION:**

In 2015 Milan will host the Universal Expo. “Feeding the Planet, Energy for Life” will be the leitmotif, the key discussion themes will concern food-related issues and future generations’ way of eating. It’s up to each educator to tackle these themes with their students in order to lay the foundations for a correct food education.

“Let’s play with food” aims to build with students a path enhancing food quality, highlighting how food is processed before reaching our table. The activity will be a chance to critically think about food and our awareness about what we eat.

Recommended reading:

<http://www.eufic.org/article/en/expid/food-based-dietary-guidelines-in-europe>

### **I. Introduction**

The teacher introduces the activity by informing the students about what they are going to do. Students will build the various steps of the activity through their active



contribution. First, each child will be able to talk about himself describing his food preferences to a schoolmate.

Then children will be called to work in a group and finally they will confront with each other mutually assessing their knowledge during a non-formal and collective learning moment.

## II. Learning Process

1- Questionnaires: children are divided in pairs and invited to answer to the questionnaire provided by teachers (Annex 1). Each child in turn asks a schoolmate the questions and writes down his answers.

2- Food-Cards making: each child has to set up some cards (Annex 2) containing the name and drawing of the food described in the schoolmate's questionnaire.

3- Food-Cards collection: the teacher collects all the cards in a small box.

4- Distribution of the students into two teams: I suggest to prepare as many paper slips as the children are, then to write down on half of them the name of a fruit type (e.g. apple), on the other half the name of another fruit (e.g. orange). Children will be asked to catch a paper slip, to read it and to reach the team corresponding to the selected fruit type.

5- Drawing of the team logo: each team will design a logo for its group and will paste it into a box provided by the teacher.

6- I step of the game: the teacher gives x Sheet 1- What is it made from? (Annex 3) to both teams, takes the small box of the cards produced after the questionnaire, catches the cards one by one showing it to the class and tells the students what food type is written on it. For instance if the written food type is PIZZA the teacher will ask the two teams: "What are the basic ingredients to make Pizza?"

7- II step of the game: the two teams will have to write on the Sheet 1- What is it made from? (Annex 3) which are the basic raw materials/ingredients composing the chosen



dish (e.g. pizza: flour, yeast, tomato). Each filled-in sheet will be put inside the box of the team it belongs to.

### **Conclusion**

End of the game: each team will assess the files produced by the other team with the teacher. This reflection and collective assessment moment will help children to better understand which are the raw ingredients composing the food we eat every day and which are the processing steps that take it to our dining table.

In the closing step of the activity the teacher will present the *Food Pyramid* to the class, the food composing it and its function in structuring day by day a balanced and healthy diet.

### **III. Evaluation**

A collective evaluation of the work will be carried out by the two teams through reading and a shared analysis of the game result arranging a collective debate.

Children, guided by the teacher, will place the food identified during the activity on the Sheet 2- *The Food Pyramide* (Annex 4)

#### **Reflection:**

In order to better evaluate the activities a moment of open discussion will be carried out with children in order to understand whether they enjoyed the activities or not.

The activity could be proposed to teachers of other classes as well, in order to test its potential follow-up.