



# Food Science and Nutrition: From the Farm to You

## Lesson plan

<b>Starter activity</b>	<b>Learning objectives</b>
<p>Students try to identify key macronutrients and micronutrients from the food label on Step 1.5, and try to guess what the food item is.</p> <p>The teacher then reveals the food item from Step 1.6 of the course.</p>	<ul style="list-style-type: none"> <li>• To identify different macro and micronutrients and explain their functions in the body.</li> <li>• To describe the process of digestion.</li> <li>• To explore a range of different food processing methods.</li> </ul>
<b>Main activities</b>	<b>Resources required</b>
<p>Students use the information in Step 2.7 and 2.8 to create a table that summarises the main functions of each micronutrient in the body.</p> <p>In pairs, students complete the exercise on Step 2.10 to find out what happens to food in the body, then create their own flow diagram of the process.</p> <p>Students make a mindmap of the processing methods listed in Step 1.2 and, in pairs, suggest examples of food that require that method of processing, as well as explaining why it's needed.</p>	<ol style="list-style-type: none"> <li>1. Access to FutureLearn course.</li> <li>2. Devices to watch videos on.</li> </ol> <p><b>Assessment for Learning</b></p> <p>Nutrient table.</p> <p>Digestion flow diagram.</p> <p>Food processing mindmap.</p> <p><b>Differentiation</b></p> <p><b>SEND:</b> Videos have subtitles.</p> <p><b>Low ability:</b> Peer-learning.</p> <p><b>Gifted and Talented:</b> Peer-teaching.</p> <p><b>Plenary</b></p> <p>As a class, watch the video in Step 2.5 on behaviour nudging. Then the class discusses the tactics they've experienced in both health and unhealthy food products.</p>