



# Nutrition and Environment

## Lesson plan

<p><b>Starter activity</b></p> <p>In pairs, students produce definitions for the following terms:</p> <ul style="list-style-type: none"> <li>• Macronutrient</li> <li>• Micronutrient</li> <li>• Malnutrition</li> <li>• Obesity</li> </ul> <p>Students should give examples of macro- and micronutrients in their responses.</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To define nutrition related terms (macronutrient, micronutrient, malnutrition and obesity).</li> <li>• To explore what makes a good diet and produce a nutritious daily meal plan.</li> <li>• To consider how to reduce obesity from an individual and government perspective.</li> </ul>
<p><b>Main activities</b></p> <p>Students watch the video in Step 1.3 (What is a good diet?).</p> <p>In small groups, students complete the PDF exercise from Step 1.3, using the Eatwell Guide Food Plate for reference. As a class, discuss the answers to each of the questions.</p> <p>Back in their groups and using the knowledge they have gained, ask the students to choose one of the three breakfasts from the exercise and then complete a daily meal plan by designing a balanced lunch and dinner. Groups should draw their meals onto pre-prepared empty plate templates, annotating with nutrition information. Groups can research further into nutrients if needed.</p> <p>Each of the groups presents their lunch and dinner plates, outlining their nutritious benefits with reference to micro- and macronutrients, and explaining the reasons behind their choices.</p>	<p><b>Resources required</b></p> <ol style="list-style-type: none"> <li>1. Devices for watching video and performing research.</li> <li>2. PDF exercise from Step 1.3.</li> <li>3. Copies of the Eatwell Guide Food Plate for reference.</li> <li>4. Blank 'plate' templates on large paper.</li> </ol> <p><b>Assessment for Learning</b></p> <p>Answers to the exercise questions. Completed plate diagrams with nutrition information and discussions. Responses to obesity question.</p> <p><b>Differentiation</b></p> <p><b>SEND:</b> Videos have subtitles. <b>Low ability:</b> Peer-learning. <b>Gifted and Talented:</b> Peer-teaching.</p> <p><b>Plenary</b></p> <p>In pairs, students write a response to the following question:</p> <p><b>What could be done reduce obesity on both an individual and government level?</b></p>