

TOPIC 2.2:	Balanced Diet (Learning outcomes by syllabus reference: OB1 and OB2)
HOW MANY LESSONS?	3 – 4 lessons

KEYWORDS / TERMS TO BE TAUGHT			
Carbohydrates	Fibre	Starch	Constipation
Protein	Vitamins	Minerals	Calcium
Iron	Pyramid	Fat	Water

KEY CONCEPTS IN THE LESSON (OBJECTIVES)		
<i>What students must know or be able to do</i>	<i>What students should know or be able to do</i>	<i>What students could know or be able to do</i>
<p>To recall that a balanced diet is important for health</p> <p>To identify the six constituents of a balanced diet and give the function of each</p>	<p>To label a food pyramid</p>	<p>To be able to compare and contrast different diets</p>

SEQUENCE OF LESSON
<ol style="list-style-type: none"> 1. Introduce the concept of a balanced diet. Seek level of prior knowledge of class. This could be facilitated by using the <i>Balanced Diet Introduction</i> PowerPoint. 2. Analyse typical diets using volunteers in the class. Discussion of key vocabulary 3. Review – whole class discussion / dissemination of ideas / extra information. Possibility of using <i>Graphic Organisers</i> located in the Toolkit section of this resource pack to facilitate student understanding 4. Further class work/homework – see <i>Balanced Diet Worksheet</i>. Devise extension activities as required

1. DIFFERENTIATE BY CONTENT (In what ways can I vary the content of what I am teaching?)		
<i>(A) Complexity of content: (concrete, symbolic, abstract)</i>		
<i>Concrete</i>	<i>Symbolic</i>	<i>Abstract</i>
Real materials associated with food e.g. fruit, sweets, food packaging A 3-dimensional food pyramid could be constructed in consultation with woodwork teacher	Food pyramid and other images	The interaction of lifestyle, age and diet in healthy living
<i>(B) Variety of resources</i>		
As listed above. Also potential use of the Internet and/or school or community library for further exploration of material related to diet		
<i>(C) Variety of learning environments</i>		
Classroom, school laboratory, computer room/library in school		

2. DIFFERENTIATE BY PROCESS (How will I teach the lesson?)
<p>Sequence of lesson as laid out above</p> <ul style="list-style-type: none"> ➤ Introduction – using concrete material or a general class discussion ➤ Divide class into groups. Differentially support groups through assisting students in discussing and analysing their own diets and drawing conclusions as appropriate and encouraging students to extend their thinking and language use ➤ Possible use of <i>Graphic Organisers</i> information sheet located in the Toolkit section of this resource pack to reinforce content and facilitate student understanding

3. DIFFERENTIATE BY OUTCOME / PRODUCT (How will the student demonstrate understanding?)
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See *Worksheets*, *Classroom Activities* and *Experiments* sections of this resource pack.

- Students may use a food diary to assist them to analyse their own diet
- Whole class review work completed at end of class
- Homework: *Balanced Diet Worksheet* if not used for class work
- Specify time to be allocated to this work at home

FINALLY - ANY OTHER POSSIBILITIES FOR THIS LESSON?

- Collage of scenes showing different types of food
- Dramatisation, e.g. possible use of role play to highlight the importance of a balanced diet
- Other activities, e.g. create a menu containing balanced meals
- Internet search for material on a healthy lifestyle?
Suggested Internet links include www.kidshealth.org,
www.safefoodonline.com, www.juniorscience.ie, www.scoilnet.ie
and www.skool.ie
- For advice on enhancing curricular access through the use of mobile ICT, see www.laptopsinitiative.ie
- Visit to a local vegetable garden or shop
- Highlight problems associated with diet and how they can be overcome with a balanced diet
- Cross-curricular links: Geography, SPHE, Home Economics, Mathematics