

Subject Area: Physical Education	Age Range: Key Stage 3	Topic: Dietary Components	Suggested Length: 3.5 hours approx. (over several sessions)
Learning Objectives <ul style="list-style-type: none"> To make informed choices about healthy, active lifestyles by linking physical activity with diet for personal health and wellbeing (NC 2.5) To learn the skills to use search engines effectively, including choosing key words. To understand that getting information from a number of sources can broaden your knowledge To be able to communicate learning in relevant ways for different audiences To plan and carry out research (PLTS) 			
Key vocabulary audience source argument persuasion appropriate dietary component			
Key questions <ul style="list-style-type: none"> What is the most important component of a healthy diet? What makes an effective and persuasive presentation? 			
Starter (20 mins) Take part in the “Following my hobbies and interests” quiz in the digital literacy resource at http://www.nwlg.org/digitalliteracy . This will introduce students to the art of searching the internet effectively. Students should then <u>continue</u> to investigate the information linked to the “Search Smarter” section, finishing by completing the Web Mastermind Challenge. Key Concepts: <ul style="list-style-type: none"> Effective web searching is a skill Multiple sources add depth to information searches Information should be adapted to suit audience needs. <p>This is ideally a student led activity if computer access allows. It can be done as a whole class activity if resources are limited.</p>			
Main Activity Students are put into groups and given one of the following dietary components and audiences: <i>Dietary components:</i> Fat, carbohydrates, protein, fibre, water, vitamins, minerals <i>Audiences:</i> Primary school children, diet club members, doctors & nurses The students must research their particular component and then produce a presentation for their audience, aimed at proving that their component is the most important part of a healthy diet. Task 1: Collect information to support your claim (40 mins) Working in pairs students should find information about their dietary component, what its uses are, where you can find it and what happens if you don't have it. Learners should: <ul style="list-style-type: none"> Use a variety of search engines Collect data from multiple websites Use advanced search options e.g. AND OR NOT (http://websearch.about.com/od/internetresearch/a/boolean.htm) Record data in their own words, without using cutting and pasting 			

Task 2: Select an appropriate presentation method (10mins)

In their pairs the learners need to decide how best to present their findings, considering the needs of their audience. They should evaluate possible the possible formats (eg: poster, PowerPoint presentation, report, podcast)

Task 3: Create the presentation (60 mins)

Students should work together to create their presentation, taking care to ensure that it is appropriate to their given audience. Learners must ensure that they:

- Introduce their dietary component
- Provide information about its uses, sources etc
- Present their argument for its importance
- Present facts, quotes, data to support their argument (quoting their sources)
- Make final conclusions

Task 4: Present their work to peers (60mins)

Students should give their presentation to the class. They should describe the intended audience and allow for a Q&A session at the end. Those watching the presentation should take notes on both the content and style of the presentation, providing a peer review at the end to support future learning.

Plenary (30 mins)

Hot Seat

Students are picked at random to sit in the hot seat. The rest of the class then ask them three questions about either the selected student's dietary component or any of the other presentations (they may refer to notes they have taken).

As a class, discuss the key question 'What makes an effective and persuasive presentation?' and list the five key points.

Differentiation

Students can choose to create a scripted video presentation.
Students can work in small groups of mixed ability.

Possible next steps for the learning

As a class students can create booklets containing useful information about all of the dietary components, aimed at the different audiences.

Using the information learned from the lessons students could create dietary guidelines for a specific sportsperson, taking into consideration their specific needs.

Resources

Websites such as:

<http://www.brianmac.co.uk/nutrit.htm>

http://www.bbc.co.uk/schools/gcsebitesize/pe/performance/0_performance_nutrition_rev1.shtml

<http://www.hsph.harvard.edu/nutritionsource/index.html>

http://kidshealth.org/kid/stay_healthy/

Access to ICT suite / laptops / computers