

NATIONAL
GEOGRAPHIC
LEARNING

Imagine

IMAGINE A
BETTER WORLD



STARTER - Unit 5

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IMAGINE WORLD

Imagine Starter - Unit 5 - Imagine a Better World

Project Title: Healthy & Tasty

Essential Question: In which ways is it possible to eat healthy and tasty?

UN Sustainable Development Goal: 3 -Good Health and Well-Being

Learning Goals & Skills

- Identify and name different types of food, including healthy food.
- Identify what is a balanced plate.
- Identify and find similarities or differences between the eating habits of different communities (school, family, and others).
- Discuss and present ways to eat healthy.

Collaborate with peers to create a mural.

Final Product

A mural to be displayed at the school kitchen to teach each other, the kitchen team, and the school community some of the best combinations of healthy and tasty food.

Project Summary

Food is a topic that brings enthusiasm no matter the age. This project's goal is to have students explore in an exciting and smooth way what it means to eat healthy. We know that healthy food might be a hot topic amongst kids, and we want to bring light to the idea that it's possible to eat healthy and tasty. In order to do so, students will have many opportunities to share their food habits and be inspired by each other. They will also interview specialists from their community to collaborate in creating a common understanding of how the school menu can be healthy and tasty. Throughout the investigation, students will create a mural to teach each other, the kitchen team, and the school community some of the best combinations of healthy and tasty food. By the end of this project, students will have an understanding about what healthy food is, and its importance to their food habits. We also want students to recognize their own food taste as well as others' preferences. Lastly, we envision students being able to work collaboratively and creatively to accomplish the different stages of the project.

Lesson by Lesson

Lesson 1

Learning Goals:

- Discuss the concept of healthy eating habits.
- Identify and find similarities or differences between the eating habits of different communities and people.
- Practice critical thinking and collaboration to plan the next steps of the project.

Vocabulary: fruit and vegetables

Instructional Routines:

- Students will activate their prior knowledge by being prompted to think about the concept of healthy eating habits and make connections to their own experience.
- Students will be introduced to the project's essential question and final product: a mural teaching the best combinations of healthy and tasty food to be displayed at the school kitchen area.
- Students will work actively on what they need and want to know to learn more about healthy eating habits and create a mural teaching the best combinations of healthy and tasty food to be displayed at the school kitchen area.
- At the end of the lesson, there will be a reflection moment for wrapping up the learning of the day.

Lesson Preparation:

- **Mystery Box:** In advance, prepare a mystery box with mixed elements, objects, fruit, and vegetables. Students will have to guess what elements food/non-food are and guess what it is by feeling it.
- Images or illustrations of healthy and unhealthy food.

Lesson 2

Learning Goals:

- Identify and name different types of food, including healthy food.
- Identify and find similarities or differences between the eating habits of different communities and people
- Use interviews as a tool for learning about the main concept.
- Practice active listening when collaborating with others.

Vocabulary: vegetables, fruit, whole grains, healthy oils, healthy proteins, and dairy food.

Instructional Routines:

- Students will actively investigate the question “what’s healthy food?”
- Teachers will introduce what healthy food is (suggested source of information)
- Students will interview the kitchen staff to understand what type of healthy food is served at school.
- Based on the discussions of the day, students will wrap up the lesson with a reflection synthesizing their learning and planning the next day.

Lesson Preparation:

- Chart with food categories
- Set up interview with the kitchen staff

Lesson 3

Learning Goals:

- Identify what a balanced plate is.
- Identify and find similarities or differences between the eating habits of different communities and people.

- Discuss and present ways to eat healthy.
- Practice active listening when giving and receiving feedback.
- Collaborate with peers to create a mural.

Vocabulary: To be decided

Instructional Routines:

- Students will actively investigate the question “What is a balanced plate?” and “How to eat healthy and tasty?” ([suggested source of information](#)).
- Students will work collaboratively to plan the mural, deciding what information and types of food and meals they want to add to it.
- Students will give and receive feedback on their ideas.
- Based on the discussions of the day, students will wrap up the lesson by planning the next steps to create the mural in the last lesson.

Lesson Preparation:

Examples and ideas of murals
Art stations with supplies

Lesson 4

Learning Goals:

- Discuss and present ways to eat healthy.
- Collaborate with peers to create a mural.
- Reflect on the learning process.

Vocabulary: To be decided

Instructional Routines:

- Students will create the mural.
- Students will reflect on the project process by looking back at their learning and actions.

Lesson Preparation:

Art stations with supplies

Lesson Plan

Lesson 1

Vocabulary: fruits and vegetables

Instructional Routines:

- Students will activate their prior knowledge by being prompted to think about the concept of healthy eating habits and make connections to their own experience.
- Students will be introduced to the project's essential question and final product: a mural teaching the best combinations of healthy and tasty food to be displayed at the school kitchen area.
- Students will work actively on what they need and want to know to learn more about healthy eating habits and create a mural teaching the best combinations of healthy and tasty food to be displayed at the school kitchen area.
- At the end of the lesson, there will be a reflection moment for wrapping up the learning of the day.

Food is a topic that brings enthusiasm no matter the age. This is a key lesson to spark curiosity from your students about the concepts that will be explored over the course of the discussion. Have your students share and present their ideas and background knowledge. Since it's the first lesson, it's expected that they might need language support to make their thinking visible. If students use their mother language to explain their thoughts, welcome their contribution and model how to use the target language for specific words or sentence frames. Most importantly, have fun and empower your students to learn how to learn and take action in the world!

Step 1: Opening (10 minutes)

Preparation: Food Mystery Box. In advance, prepare a mystery box with mixed elements, objects, fruit, and vegetables. Students will have to guess what elements are food/non-food and guess their name by feeling it.

Invite students to join the circle and tell them that today you'll have a different greeting: a Food Mystery Box Greeting. Inside the box there will be fruit, vegetables, and random objects. Tell students that you will pass around the Mystery Box and they will place one hand inside the box, grab an element and by touching it they will say if that is a type of food or not. If they think that element is a fruit or vegetable, they are welcomed to try to guess the name. Accept answers in their native language, and right after they say it, make sure you say the word in English, asking the child and the group to repeat after you.

Step 2: Provocation - Activating Prior Knowledge (10 minutes)

After the guessing game, ask students why they think they played a game connected to food. Pick 2-3 students to share; any type of answers are welcome. Tell them that you're about to start a project about Food & Eating Habits and the name of the project is Healthy & Tasty.

Ask students if they know what Healthy Food means or if they've heard this word before. Have this word written on a board or poster and have some images of healthy food to support students with a visual cue. At this point, tell students that you have hidden images with examples of healthy food around the classroom. To add some movement, ask students to stand up and try to find these examples, include some images of unhealthy food so they need to decide which are the correct ones. Give students 1 minute to go around the classroom and come back to the circle. Model the expectations of moving around the classroom before they go. When they return, ask them to share what they've found and discuss what is healthy/unhealthy. If students say it in their native language, ask them to repeat after you in English. Use this moment to observe and informally assess students' knowledge and interest about the topic and language use.

Step 3: Introduce the project and final product: (10 minutes)

Tell students something like, *"You know friends, I've been thinking a lot about how eating is a special moment. Raise your hand if you also love your snack, lunch, or dinner time! I came to the conclusion that as a community we need to know more about our eating habits and what are the types of food we need to eat to be healthy. Healthy eating means eating the types of food that gives us nutrients to grow well (use gestures*

to emphasize what you mean). So, I had this idea: what if we create a mural to teach our favorite healthy foods to each other and to our school kitchen team? This way we can tell the cook what our favorite vegetables, fruit or meals are and include them in the school menu. Do you know what a mural is?" At this point, show students some examples of murals and ask them what they notice. This is a very important moment of the conversation, and the examples of murals will support students' understanding of what their final product will be, including what they need to add on it to make it meaningful. Get students excited about the idea, ask them to imagine different amazing Healthy Food Murals for the school kitchen and what they would add: drawings, pictures, collage, etc. This is a very singular moment for each class. As you know your students, use the best ways to get them talking and thinking. You can try to have them take turns and share ideas with their peers, and then discuss together, collective sharing, etc.

Step 4: Taking Action (10 minutes)

One key aspect of projects is having students learning how to plan to take action - learning how to learn. At the beginning of a project, it is essential to have students involved in planning what is needed to take action. For some students, especially those who have not done projects before, it might be a hard task, but as students get used to it, this becomes more natural and they grow their autonomy, planning, and thinking skills. It's important that the teacher values this moment and gets students excited about being part of the planning process.

On an anchor chart write: *"What do we need to learn for creating a Mural to share with each other and the kitchen team, of our favorite healthy food?"* At this point, you might have to model some think-aloud to have students understand what they're expected to answer. This is a high-order thinking activity, and for students who are starting into projects or beginning to learn English, they might not know how to express their thoughts. Sentence starters will be very welcome at this moment. You can say: *"Hmm, I'm thinking here, we need to know examples of healthy food. Also, we need to learn the name in English for the different foods."* Add to the chart, - *what is healthy food? - Name of different foods in English.* At this age, we don't expect kids to be reading, as they're starting the early stage of the literacy process. However, it's important to introduce them to the written culture as well as have their thinking documented... Make their thinking visible! Get students to share their thoughts, accept answers in native language as this is a complex type of sentence and translate it into English inviting the student to repeat after you. According to research, bilingual students use all their repertoire in these types of moments, and it's expected that they will be still developing the academic vocabulary for specific topics like this.

After that, also write on the anchor chart, *"What type of materials do we need for creating a mural? Go through the same process.*

Step 5: Closing: Game (5 minutes)

To wrap up the day, congratulate students for their hard work on taking this challenge and play the game "A Warm Wind Blows". Ask students to stand up, they can make a circle or be spread over the classroom. Whenever they match with your sentence, they need to move to a new spot. Say things like "A warm wind blows for anyone who likes pasta". Then students who like pasta move and those who don't like pasta stay still. Repeat the process for other types of food. If you have students who feel comfortable sharing, have them reciting the verse.

Lesson 3

Vocabulary: vegetables, fruits, whole grains, healthy oils, healthy proteins, and dairy foods

Instructional Routines:

- Students will actively investigate the question "What is a balanced plate?" and "How to be healthy and

tasty? (suggested source of information).

- Students will work collaboratively to plan the mural, deciding what information and types of food and meals they want to add to it.
- Students will give and receive feedback on their ideas.
- Based on the discussions of the day, students will wrap up the lesson planning the next steps to create the mural in the last lesson.

Step 1: Opening (5 minutes)

Invite students to join the circle, have them greet each other and tell them you'll play a memory game. The game works like this, one person starts saying "I went to the supermarket, and I bought a/an (food item)". The next person repeats what the previous person said and adds one more item, and it goes on. Make it a collaborative task instead of a competition. It's not a problem if a student whispers the answer to another as our goal is to build vocabulary.

Step 2: Mini Lesson (10 minutes)

For this mini lesson, you're going to continue to build an understanding about healthy **food habits**. The conversation you have with students here will support them in learning about each other's food habits as well as their own, and then start creating the **Healthy and Tasty Mural**. You may start the lesson referring to the conversation they had with the kitchen staff and what they learned about healthy food. Revisit the main ideas they discussed during the interview and then the categories they explored in the previous lesson, you may use the same chart you've built together.

Tell students that their next step is to agree on what a healthy plate looks like. You may say the following, "Now that you know some types of healthy food and how our school's kitchen team decides on your meal, it's time for you to be the cook and plan what is a healthy and tasty meal for you." Check if students know what 'tasty' means and say that healthy food can be tasty too. Continue saying "According to researchers and scientists a healthy meal should look like this (draw on a chart): a quarter of your meal should be vegetables, another quarter fruits, another quarter whole grains, and the last quarter healthy proteins. Also, water is part of every healthy meal." Now, you're going to model some think-aloud with your students and show them what a healthy and tasty meal would be like for you. Add to each quarter of the meal what you add to the plate. After this, ask students to think what their ideal healthy and tasty meal would look like, give them some thinking time and tell them to show a thumbs up once they have it; finally ask them to turn and talk to their elbow partner about what they would add to their healthy and tasty meal.

Last, ask for some students to share what their balanced plate would look like. If students don't have an example for all categories, that's okay; help them out with a few suggestions.

Step 3: Taking Action (20 minutes)

Tell students that now that they know what a balanced plate would look like it's time to start creating their mural. Ask them if there's anything else they need in order for them to show what their favorite healthy and tasty meal is. Depending on the answers, assess if you'll need to differentiate the task for a few students.

Tell students that they're going to decide what they're going to add to the mural. Ask for suggestions of what the mural can look like and really build on the next steps based on students' suggestions. Also, you're part of the process. If you notice students are going in a completely different direction or they don't know how to do it, prompt them accordingly by giving suggestions. Now it's the time to show some examples of murals and decide with them how they will display their favorite food on it.

Once you have a plan, students may start creating their illustrations at the arts stations.

Once the time is up, remind students to clean up.

Step 4: Closing - Reflection and feedback

For this sharing, students will give feedback on each other's work. Since it might be the first time they have feedback on their ideas, you might consider asking them to come back to the circle to make this a community moment. Explain to them that feedback is when they share something that is strong about someone's work and the next steps for making it even better. Model this by giving a student some feedback. Suggested example: *"I really like how you have vegetables and healthy meat in your plate (warm feedback). I think your next step is to add more whole grains."* Have students in pairs and ask them to give each other feedback. Keep sentence frames and vocabulary available to help with language as needed.

Lesson 4

Vocabulary: vegetables, fruits, whole grains, healthy oils, healthy proteins, and dairy foods

Instructional Routines:

- Students will create the mural.
- Students will reflect on the project process by looking back at their learning and actions.

Step 1: Opening (5 minutes)

Invite students to join the circle, have them greet each other and tell them to share what they will display on the mural. Use this as a moment to assess which students might need some help. Give them a sentence frame for sharing, suggestion: *My favorite healthy and tasty meal is....*

Step 2: Taking Action (35 minutes)

For this lesson, there is no mini lesson as the goal is having students working on their murals. Use this time for the creation process. Make it special and purposeful. Remember to restate to students that the purpose is to create a mural to teach the kitchen team and the school their favorite healthy meal and that eating healthy can be tasty too! When the time is up, ask students to clean up and join the circle for the closing.

Step 4: Closing (5 minutes)

For closing the project, ask students to join the circle and have them discuss what their favorite part of the project was and what they learned about eating **healthy** along the process. Last thing, set up with students a date and a time they will take the mural to the kitchen. This decision should be made according to your teaching context and timeline. Make sure students are present on the day the mural is taken to the kitchen.

Go Beyond!

Here are a few more ideas to go beyond and try other things to make the project even more engaging! Remember that you're welcome to use these suggestions at any point of the project but be mindful that these suggestions don't fit in the 4 original lessons, and you'll need some extra time to do them. Do you have other ideas? Please let us know what you tried and how it worked!

- Have kids go home and interview parents about their favorite healthy food.
- Ask families to send school-healthy food recipes.

- Have an art station inspired by the work of Giuseppe Arcimboldo and create a self-portrait using vegetables.
- Build a project word wall including the vocabulary of the project and students' inputs.
- Have cooking lessons.
- Have other teachers involved in this project and make it interdisciplinary!

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