



مدرسة القديسة مريم الكاثوليكية الثانوية – دبي  
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

**Lesson Plan**

<b>Subject</b>	Science
<b>Class/ Section</b>	Year 8 A - F
<b>Week</b>	Week 2 (5 <sup>th</sup> Sept – 9 <sup>th</sup> Sept)
<b>Work send to students by</b>	Google classroom
<b>Total number of lessons per week</b>	4
<b>Unit/Topic</b>	Food and Nutrition
<b>Key Vocabulary</b>	Nutrients, Nutrition, Kwashiorkor, malnutrition, Balanced diet.
<b>Learning objectives and outcomes</b>	<p><b>Lesson 1</b></p> <p><b><u>Specific Learning objectives</u></b> Recall the different nutrients.</p> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <p>Recall the different types of nutrients in food: Carbohydrate, protein, lipid, sugar, vitamins and minerals.</p> <p>Interpret the nutrition information labels.</p> <p>Describe and interpret results of simple food tests.</p>

<p><b>Tasks</b></p>	<ol style="list-style-type: none"> <li>1. Show the AL video Nutrients which contains footage to illustrate the different nutrients, its uses &amp; sources. Ask the children to write the 5 main nutrients in the note book.</li> <li>2. Do question 3 to describe the importance of water and fibre in our daily diet.</li> <li>3. Ask students to look at the food label (image B/ pg 6) and answer question 6, 7 &amp; 8 in their book.</li> </ol>
<p><b>Assessment Criteria/ Essential questions</b></p>	<p><b>Support</b> Question 1 &amp; 2 helps the children to list all nutrients.</p> <p><b>Stretch</b> Question 6-8 in the students' books helps them identify the importance of food labelling and how to interpret them.</p>
<p><b>Resources</b></p>	<p>Exploring science book 8, AL video Nutrients/ power point, videos of different food tests.</p>
	<p><b><u>Lesson 2 Food test</u></b></p> <p><b><u>Specific Learning objectives</u></b></p> <p>Describe tests for starch, fat and protein</p> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <p>Make careful observation for the test of starch protein and fat Recording their results Draw conclusion from the result</p>
<p><b><u>Tasks</u></b></p>	<p><b>Tasks</b></p> <ol style="list-style-type: none"> <li>1. Show the animation of food test ( Active teach)</li> <li>2. Record the results Worksheet 8A a.4</li> <li>3. Interpret results from a wide range of food tests ( questions 9 and 10 in text book)</li> </ol>
<p><b><u>Assessment Criteria/ Essential questions:</u></b></p>	<p><b>Support</b> Tabulate the result of the food test of starch, protein and fats</p> <p><b>Stretch</b> Question 9 in the student's book helps them to compare different simple food test.</p>

	<p><b>Extend</b>  Test of milk powder which contain different food groups  Question 10 in text book</p>
<p><b><u>Specific Learning objectives:</u></b></p> <p><b><u>Specific Intended Learning Outcomes:</u></b></p>	<p><b><u>Lesson 3:</u></b></p> <p><b><u>Specific Learning objectives:</u></b></p> <p>Recall the good sources of different nutrients.</p> <p><b><u>Specific Intended Learning Outcomes:</u></b></p> <p>List the 7 food groups (Carbohydrates, Protein, Fats and oils, Minerals, Vitamins, Fibre &amp;Water )</p> <p>Explain Factors influencing energy requirements (These include keeping the heart beating and organs functioning, maintenance of body temperature, muscle contraction and growth. However, daily <b>energy</b> requirements vary widely from one individual to the next. This is due to <b>factors</b> such as sex, body size, bodyweight, climate and physical activity levels.)</p> <p>Describe what each nutrient does in the body. Explain how each food group helpful to keep our body fit and what is it used for?</p>
<p><b><u>Tasks:</u></b></p>	<ol style="list-style-type: none"> <li>1. Display the image of the “The eat well plate” on PPT and ask students to construct a table of 7 food groups with its good sources and uses in their notebook.</li> <li>2. Let the students explore the images A/ B/ C /D on Pg 8 -9 to understand how factors change the amount of energy we need.</li> <li>3. Do question 5-8 to describe the factors influencing energy requirements.</li> <li>4. Do question Number 10 to reinforce the knowledge of nutrients and its uses.</li> </ol>
<p><b><u>Assessment Criteria/ Essential questions:</u></b></p>	<p><b>Support</b>  Question 1 &amp; 2 helps the children to list all nutrients and its uses.</p> <p><b>Stretch</b>  Question 5-8 in the students’ books helps them understand how factors change the amount of energy we need.</p> <p><b>Extend</b>  Question 9-11 in the student’s book helps them to compare different nutrients to its uses.</p>

<b><u>Resources:</u></b>	Exploring science book 8, AL video Nutrients/ power point
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<p><b><u>Specific Learning objectives:</u></b></p> <p><b><u>Specific Intended Learning Outcomes:</u></b></p>	<p><b><u>Lesson 4:</u></b></p> <p>Describe the benefits of a balanced diet</p> <p>List the benefits of a balanced diet.</p> <p>Understand that excess food is stored as fat.</p> <p>Explain What is wrong with fast food? (High in unhealthy nutrients such as <b>saturated animal fats, sugar</b> and <b>salt</b>. Fast food usually contains very little fibre, vitamins, minerals or unsaturated vegetable oils, which are important for a healthy diet.)</p> <p>Describe What happens when we don't get a balanced diet?</p> <p>Explain the causes and the effects of some different types of malnutrition.</p>
<p><b><u>Tasks:</u></b></p>	<p><b>1. How healthy is your diet : Activity:</b></p> <p>Ask students few probing questions like below and based on their individual response; let them make a conclusion of how healthy their diet is. Ask them to write their individual findings in their book with the recommendations.</p> <ol style="list-style-type: none"> <li>1. Do you eat fried food every day (this includes chips and crisps)</li> <li>2. Do you eat the fat on meat?</li> <li>3. Do you only ever eat white bread, pasta and rice? (no wholemeal)</li> <li>4. Do you drink fizzy drinks every day? Do you eat less than 5 portions of fruit and vegetables a day?</li> </ol> <p>2. Write at least 5 benefits of a balanced diet in their notebook.</p> <p>3. Do question number 5 to understand that excess food is stored as fat and its known as obesity.</p> <p>4. Show the AL video of malnutrition which contains footage to illustrate the different nutrient (protein, calcium, and vitamin) deficiencies, its symptoms and its cause. Ask the children to write the main nutrient deficiencies with its cause and symptoms in the note book.</p>

<p><b><u>Assessment Criteria/ Essential questions:</u></b></p>	<p><b>Support</b> Question 1 &amp; 2 helps the children to define balance diet and malnutrition.</p> <p><b>Stretch</b> Question 3-5 in the students' books helps them understand the main nutrient deficiencies with its cause and symptoms.</p> <p><b>Extend</b> Question 6 in the student's book helps them to compare <b>Reference Intake (RIs)</b> of different nutrients.</p>
<p><b><u>Resources:</u></b></p>	<p>Exploring science book 8, AL video Nutrients/ power point</p>