



LIFE PROCESSES

Resource Pack

*Exploring a science unit
through the multiple
intelligence s*

Unit 7

**Investigating nutrition
through the intrapersonal
intelligence**



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This unit explores the different ways in which living things eat and drink – focusing on human diet.

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LEARNING INTENTIONS FOR THIS UNIT

To review key ideas from units 1, 2, 3, 4, 5, 6
To explore and investigate eating personal eating habits, with the aim of improving diet

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Activity Page: Lesson One

1. Place the seats into a circle.
2. Remind students of rules for circle time.
3. Give each student a pen, 3 slips of paper, and something to press on.

a) Warm-up Activity: The X=Y Challenge

This is a game where the students are asked to find ways in which two dissimilar objects/ items/ ideas can be similar. It develops divergent thinking and promotes creativity. The aim is simple: each student has to say why something (X) is like something else (Y). No answers may be repeated. The challenge is for there to be no passes for two rounds in a row. A pass is what someone says when they can't think of a response.

Round one: Why is a tiger like a rose?

Round two: Why is a tadpole like an acorn?

b) Lesson: *To understand the implications of nutrition for the human body.*

Each student will be required to do an investigation regarding their eating habits. The task, below, should be read to them:

Keep a diary for a week of all the things you eat and drink. Investigate and analyse your habits and design a ten point plan to help improve your diet. Your diary should include a table or graph (pictograms accepted), a guide for others so that your investigation methods can be duplicated, and should also include information on which foods are good and which are not so good for growing children.

Round One: Each pupil responds by completing this sentence: "How do I feel about this investigation?"

Round Two: Each pupil writes down three questions they would like to ask about this mini-project.

Round Three: Place four mini hoola-hoops in the centre of the circle. Ask each student, one, by one, to stand, read one of his/her questions aloud, then to place the slip of paper into one of the hoola- hoops. The next student must decide whether his/her question should be placed with the one before (because it has some sort of connection), and then to explain the reason and to place the slip question into the appropriate hoola-hoop. Along the lines of "My question is I think it belongs with because".

They write three questions so that there is a greater chance of each person contributing at least one without too much duplication.

Round Four: Discuss the reasoning for the groupings.

Round Five: Provide an example of an investigation (Do boys eat more fruit than girls?) and brainstorm the steps that would be needed to complete the investigation. Explain that each investigation begins with a "How do I ..." construction. Their diaries should start with that vital investigation question. Challenge the students to have a pass- less round of interesting investigation questions for their diaries.

Round Six: Ask the students to predict what they think their investigations will reveal about their eating habits.

Round Seven: Give each student a sheet of paper. Tell them you will re-read the task a few times. Their job is to record your words IN PICTURES only. They then turn to a partner and read the task from their comic representation.

Round 8: Students then pair up to write a set of personal instructions they will need to follow in order to complete the assignment.

Students have one week to complete the task. Parents should be advised as they will find the result most enlightening.

Circle Time Activity Page: Lesson Two:

a) Warm-up Activity

Play the Captain to the Moon Game. This is where you mention an object you intend taking to the moon. Each student has to say what object he/she would take. The aim is for you to say “Yes, you can” to their suggestions. The challenge is to work out, without telling anyone, why you say “Yes, you can” to some and “No, you can’t” to others. Then to maintain a “Yes, you can” response. You as the teacher may only say “Yes, you can” if the response has any connection to the living processes. Therefore, your objects must be living things. If someone says apple, the next response may not be apple; the next response must be linked to apple, without apple being mentioned again. No two people may repeat a response. Apple ... seed? Yes. Apple ...orange? No (no direct link to apple). The links are apple + living process (seed, tree, rain...)

b) Lesson

Each student shares his / her diary with one trusted other person.

Round One: “What I was interested to discover, by doing this diary, was”

Round Two: “What I actually found out at the end was ...”

Round Three: “Something I never knew before was”

Round Four: “The things I am going to change are”

Rounds Five and Six: “If I had to throw a healthy party, my menu would be”

Students can then create party invitations, with accompanying menus, decorated attractively.

Now that the units have come to an end, an ideal review opportunity is for the students to create a mindmap about the living processes, containing everything they have learned in the last seven units.

