

LESSON PLAN

Kianna Jones – 1603365

TOPIC: Introduction to Nutrition		CLASS: Introduction level	
DATE: 02/08/19	LENGTH OF LESSON: 30 minutes	NO IN CLASS: 8	
ABILITY/SPECIAL EDUCATIONAL NEEDS: The class will be at an introduction level, will ask the class if they can see the PowerPoint – font size			
AIM OF LESSON To outline the importance of nutrition and healthy eating plus identifying the key nutritional term and guidelines			
LEARNING OBJECTIVES – The Learners Should Be Able To: - To recognise the key nutritional terms and the essential micro and macronutrients - To identify the National nutrition guidelines - To describe (explain extension task) the importance of healthy eating and identify a healthy diet			
PREVIOUS KNOWLEDGE: None required			
ANTICIPATED DIFFICULTIES: Time Management, (30 minutes lesson) Technical issues (Printed handouts), disinterest, Create a Plan B			
RESOURCES/ EQUIPMENT REQUIRED: PowerPoint, pen and paper, handouts, laptop or phone for the online quiz			
HEALTH & SAFETY: No bags, wires of the floor, class size, risk assessment			

PROFESSIONAL STANDARDS

Please note **WHEN and **HOW** relevant professional standards occur and are met:**

(Include detail of standard, not just a reference number)

The UK Professional Standards Framework for teaching and supporting learning in higher education will be demonstrated within this lesson plan. There are three different aspects to the framework, these include 'Area of Activity', 'Core Knowledge' and 'Professional Values'.

Areas of Activity

(A1) Design and plan learning activities, (A2) Teach and/or support learning and (A3) Assess and give feedback to learners.

I will plan and design (A1) a lesson plan using PowerPoint which will include different learning activities which will include the 'Eatwell Guide' as the student will need to complete the 'Eatwell Plate' from what they are learnt for the lesson and therefore I will be (A2) teaching and supporting the learning by assess the student understanding and continuously giving the (A3) feedback throughout the PowerPoint lesson.

Core Knowledge

(K1) the subject material, (K4) The use and value of appropriate learning technologies, (K5) methods for evaluating the effectiveness of teaching.

The lesson will start with outlining the aims and objectives of the lesson and then going into research about the subject (K1) I will be using technologies such as a PowerPoint, YouTube video and also a Kahoot Quiz (K4) and in order to evaluate the effective of the teaching I will be handing out an evaluation form for the student to fill in my the end of the lesson (K5).

Professional Value

(V1) Respect individual learners and diverse learning communities

The lesson will include different activities including group or partner work to define nutrition and eating healthy and therefore using different teaching and supporting and approaches that will consider the needs of the individuals and learning communities (V1).

CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and **WHEN and **HOW** they are met:**

Cross – cutting themes include:

- Physical activity
- Eating habits
- Obesity
- Illnesses such as heart disease and some cancers

These aspects are mentioned within the PowerPoint of the ‘Eatwell Guide’ slide however I will not be setting out to teach these topics.

LESSON DETAIL:

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION		PowerPoint Lesson Introduce myself and the topic – nutrition – aims/ objectives	5 minutes
DEVELOPMENT	What is Nutrition? What is Healthy Eating?	Discuss in small groups or pairs what you think nutrition and healthy eating is? (volunteer answer) – (extension task for those who can explain?) Introduce the ‘Eatwell Guide’ with a YouTube video	20 minutes
	Principles of nutrition – key terms	Discuss in your pairs, what are the macro and micronutrients, and why are they different?	
	Provide the key terms	Macronutrients and Micronutrients Displayed in two different tables (facts) – Teacher Talk	
	Healthy Eating Guidelines	Bullet-point – key tips – Teacher Talk	
	The Eatwell plate		
PLENARY / CONCLUSION	Show/handout completed Eatwell plate	Blank template, working individually or in pairs complete the ‘well plate’ to identify what they have learnt	
	Check the students’ knowledge /Check Objectives/ Feedback	Quiz online including 7 questions- Kahoot to promote engagement and encourage participation	
	Any Questions?	Self-evaluation sheet	5 minutes

ASSESSMENT STRATEGIES USED (WHEN and HOW):

Quiz at the end including 7 questions on Kahoot, to identify if the objectives have been met and the learners have understood.

INFORMAL LESSON EVALUATION:

(This section should be completed straight after the lesson)

Lesson evaluation sheet – handout

Kianna Jones
1603365
Micro-teaching



An Introduction to Nutrition

What is nutrition and why is it important?

Aim

- To outline the importance of nutrition and healthy eating plus identifying the key nutritional terms and guidelines



Learning Objectives

- To recognise the key nutritional terms and the essential micro and macronutrients
- To identify the National Nutrition Guidelines
- To describe the importance of healthy eating and identify a healthy diet



Introduction

What is Nutrition ?

In small groups or pairs, what do you think nutrition is ?



Nutrition

What is Nutrition ?

“Nutrition is energy that is obtained from food consumed or the process of consuming the proper amount of nourishment and energy”.

- An example of nutrition is the nutrients found in fruits and vegetables.
- An example of nutrition is eating a healthy diet.

Good nutrition is very important within a healthy lifestyle. Therefore, combined with physical activity, diet will help individuals to reach and maintain a healthy weight, reduce your risk of chronic diseases and improve your overall health.

(Yourdictionary, 2019)

(HHS.gov, 2019)



Healthy Eating

What is Healthy Eating?

In small groups, or pairs what you think healthy eating is?

Healthy Eating

What is Healthy Eating?

Eating a healthy and balanced diet is very important in order to maintain good health. Therefore, eating a wide variety of foods in the right proportions, and consuming the right amount of food and fluids.

In addition, the statement 'diet' has become often known as cutting back and restrictions of food in order to identify physical change.

However, the statement 'diet' is in fact, the food intake and habits that are current for any individual.

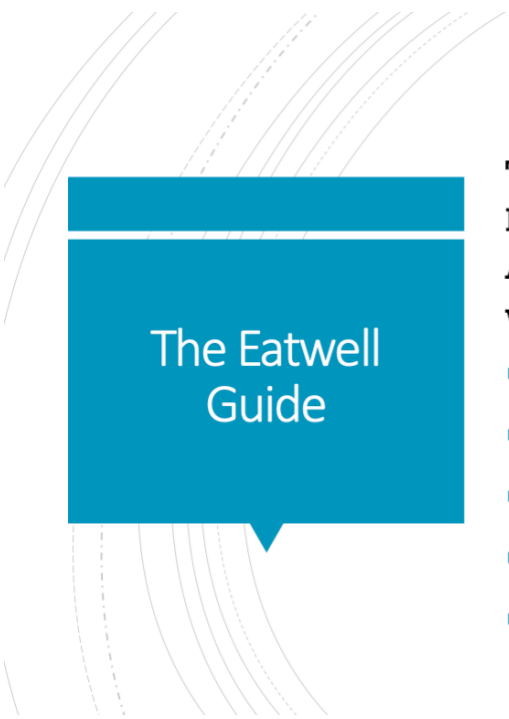
<https://www.youtube.com/watch?v=7MIE4G8ntss>

(nhs.uk, 2019)

The Eatwell Guide

The Eatwell Guide is a policy which was created by the Government to use as a tool in order to define the recommendations on eating healthily and achieving a balanced diet. The guide states that a healthy diet should now include more fruit, vegetables and starchy carbohydrates, and fewer sugary foods and drinks.

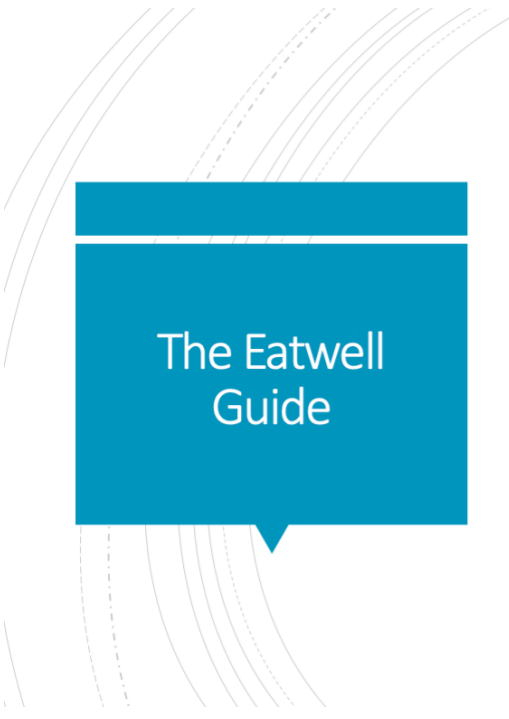
(GOV.UK, 2018)



The Eatwell Guide

The Eatwell Guide will help you to achieve a balance of healthier and more sustainable foods. Also, it shows how much you should eat and from what food groups. The food groups include:

- Fruit and vegetable
- Starchy Carbohydrates
- Dairy and alternatives
- Meats and other proteins
- Unsaturated oils

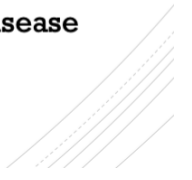


The Eatwell Guide

The Eatwell Guide helps individuals to understand what a healthy balanced diet looks like and evidence shows that individuals should continue to base their meals on starchy carbohydrates, such as wholegrain, and eat at least 5 portions of fruit and vegetables each day.

Also, cutting back on foods and drinks that are high in saturated fat, salt, sugar and calories would improve our diets, helping to reduce obesity and the risk of serious illnesses such as heart disease and some cancers.

(GOV.UK. 2016)



Principles of Nutrition

In order to promote and also maintain health, your diet (the foods and fluids which you consume) must contain suitable amounts of all the essential nutrients. These nutrients include:

- **Macronutrients**
- **Micronutrients**

Discuss in your pairs, what are the macro and micronutrients, and why are they different?

Principles of Nutrition

Macronutrients

(Needed in larger amounts)

- Protein
- Fats
- Carbohydrates (and fibre)
- Water

Micronutrients

(Needed in smaller amounts)

- Vitamins
- Minerals



Protein
Fats
Carbohydrates

Macronutrients

(Needed in larger amounts)

Protein	Fats	Carbohydrates
- Protein is essential for growth, maintenance and repair of body tissue. - There are risks to consuming too much protein and these include: kidney and liver damage	- People believe that fat is bad for you, however not all fats are bad and as a result some are essential for protection of internal organs, growth and development 1g of fats will provide 9kcal	- The main function of carbohydrates is to provide energy. - As a result 50 % of energy should be provided by carbohydrates

Vitamins and
Minerals

Micronutrients

(Needed in smaller amounts)

Vitamins	Minerals
- Vitamins are chemicals found naturally in foods, with the exception of vitamin D which is manufactured through sunlight on the skin. - Vitamins can not be made in the body and must be provided by the diet.	- Minerals include calcium and iron amongst many others and are found in: meat, cereals, fish, milk and dairy foods, fruit and vegetables and nuts - Minerals are essential for 3 main reasons: building strong bones and teeth, controlling body fluids and turning the food you eat into energy

(Nhsinform.scot, 2019)

The UK National Food Guide

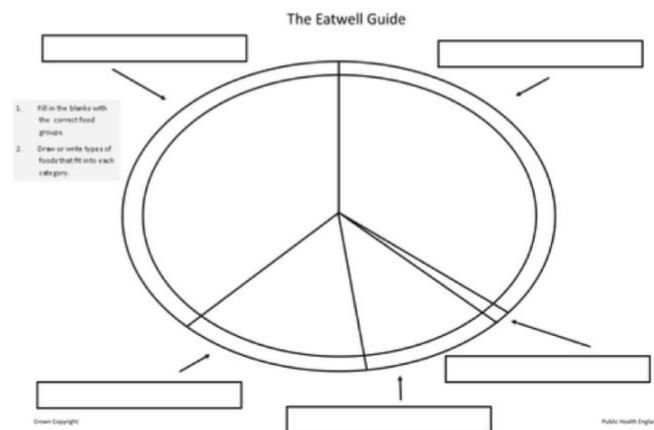
Healthy Eating Guidelines

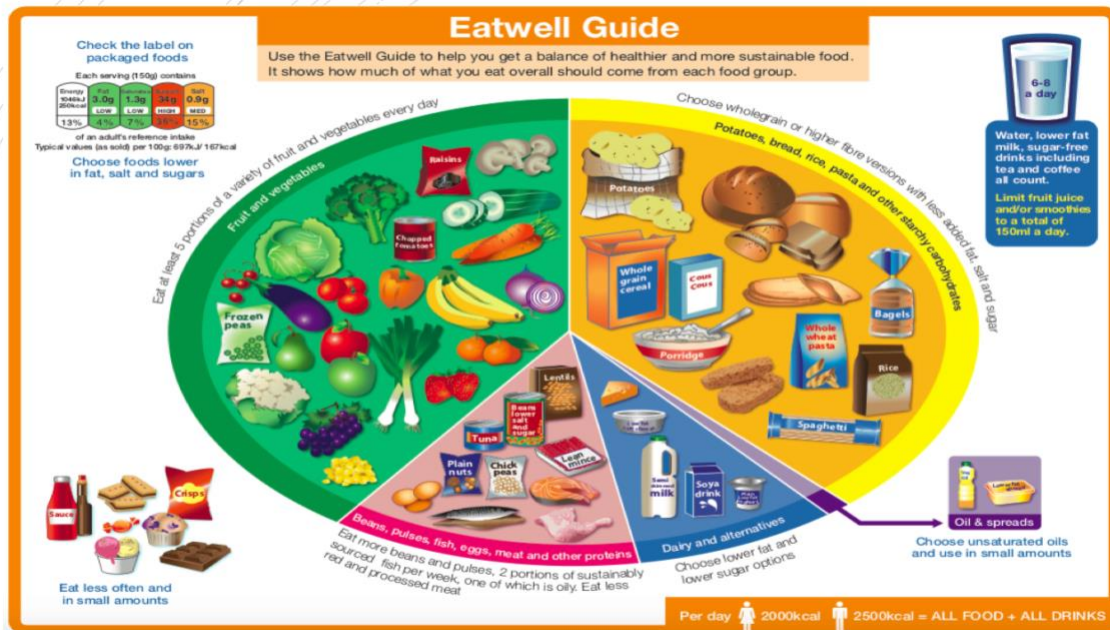
- Eat at least 5 portions of a variety of fruit and vegetables every day.
- Drink 6-8 cups/glasses of fluids a day – water, lower fat milk, sugar free drinks including teas and coffee
- Eat less red and processed meat
- Recommended daily energy requirements for men are 2500kcal and for women 2000Kcal

Activity

'The Eatwell Guide'

The UK National Food Guide





Source: Public Health England in association with the welsh government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

QUIZ

- <https://create.kahoot.it/details/introduction-to-nutrition/932e42f3-b9f4-4706-81e5-bdc06fb64053>

Reference List

- GOV.UK. (2016). New Eatwell Guide illustrates a healthy, balanced diet. [online] Available at: <https://www.gov.uk/government/news/new-eatwell-guide-illustrates-a-healthy-balanced-diet> [Accessed 24 Sep. 2019].
- GOV.UK. (2018). The Eatwell Guide. [online] Available at: <https://www.gov.uk/government/publications/the-eatwell-guide#history> [Accessed 24 Sep. 2019].
- HHS.gov. (2019). *Importance of Good Nutrition*. [online] Available at: <https://www.hhs.gov/fitness/eat-healthy/importance-of-good-nutrition/index.html> [Accessed 30 Sep. 2019].
- nhs.uk. (2019). Eat well. [online] Available at: <https://www.nhs.uk/live-well/eat-well/> [Accessed 30 Sep. 2019].
- Nhsinform.scot. (2019). Vitamins and minerals. [online] Available at: <https://www.nhsinform.scot/healthy-living/food-and-nutrition/eating-well/vitamins-and-minerals> [Accessed 25 Sep. 2019].
- Yourdictionary. (2019). Nutrition dictionary definition | nutrition defined. [online] Available at: <https://www.yourdictionary.com/nutrition> [Accessed 30 Sep. 2019].
- World Health Organization. (2017). *Nutrition*. [online] Available at: <https://www.who.int/topics/nutrition/en/> [Accessed 19 Sep. 2019].

The Eat Well Handout - for learners to complete

Handout at the end of the lesson – feedback from learners

Evaluation form

Were the objectives of the lesson identified and were these met?

Was the delivery effective and clear? Handouts were used, were these useful?

What aspects of the lesson did you find useful?

What could have been done different from the lesson?

What could be improved?

Any Comments?

Thank you for your feedback.

<https://www.youtube.com/watch?v=7MIE4G8ntss>

<https://create.kahoot.it/details/932e42f3-b9f4-4706-81e5-bdc06fb64053>

Scanned Feedback – Observation forms and lesson assessment form



Vidyaloka Group of Institutions
Vidyaloka Group of Institutions
Vidyaloka Group of Institutions

Date: 27/10/2019

Student Teacher Name: Kamesh Kumar

Establishment: WTO (N.T.C.) Roorkee

Context of observation
(e.g. class, ability, number of students; topic; main activities and organisation; other features)

Dit + Number

Grade Descriptors: (When compared with an experienced teacher)

V-G - Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

G - Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

S - Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

U - Needs attention through further development and improvement

	V	G	S	U
A. SUBJECT KNOWLEDGE				
1. accuracy of knowledge of subject matter				
2. understanding of context e.g. scheme of work, programme of study				
B. LESSON PLANNING AND PREPARATION				
1. detail and structure of plan				
2. clarity and suitability of learning objectives				
3. consideration of SP/LDs, anticipated difficulties, health and safety, etc.				
4. resources selected, prepared, organised				
5. consideration of professional standards				
6. consideration of appropriate cross-cutting enhancement themes				
7. consideration of active learning, learner engagement and skills development				
C. TEACHING				
1. lesson start, e.g. outlining content, aims and objectives				
2. presentation: instructing, explaining, demonstrating				
3. effective questioning				
4. choice and variety of task/activities				
5. variety and suitability of teaching strategies/methods/approaches				
6. use of emergent technologies				
7. pace of lesson, use of time				
8. lesson ending, e.g. summarising, recapping key points, etc.				
D. CLASS MANAGEMENT AND CONTROL				
1. presence and voice projection				
2. transitions - smooth				
3. awareness, vigilance and intervention				
4. use of praise and encouragement				
5. management of tasks/learners/work groups				
E. MONITORING AND ASSESSING STUDENTS' PROGRESS				
1. monitoring understanding and progress during lesson				
2. suitability of assessment strategies/methods/approaches				
3. assessing achievement of learning objectives				
4. giving feedback and setting targets for progress				
F. EFFECTIVENESS				
1. in setting high expectations for work				
2. in conveying enthusiasm and challenging students				
3. of students' engagement and learning in this lesson				

Observer Signature: [Signature]

(M.S. L. K. G.) 01/10/19

General Notes and Comments:
Planning and Preparation

A lesson plan was provided that had a clear objective + lesson objectives. Good level of clarity + clear subject knowledge too.

The lesson was delivered with confidence & clarity. Good use of emergent Tech in providing the information. Later you used other teaching strategies, good work on this was done by the students. Great use of activity to check knowledge + understanding. Good use of activity to check understanding. Good use of activity to check understanding.

Plenary/Conclusion

A highly effective plenary. Good use of whole class discussion.

TARGETS FOR IMPROVEMENT

A subject confident lesson that was very well planned + researched. The use of the resources provided to support the learning was good.

Evaluation form

Were the objectives of the lesson identified and were these met?

Was the delivery effective and clear? Handouts were used, were these useful?

The subject was well organised and delivered.
Useful to know how ~~the~~ our body receive
The nutrients

What aspects of the lesson did you find useful?

The text Guide

What could have been done different from the lesson?

N/A

What could be improved?

N/A

Any Comments?

Well done For The Great Work

Thank you for your feedback.

Evaluation form

Were the objectives of the lesson identified and were these met?

Very clear and well listed

Was the delivery effective and clear? Handouts were used, were these useful?

Yes

What aspects of the lesson did you find useful?

The video and quiz are nice / fun way to make sure you remember everything you taught us

What could have been done different from the lesson?

nothing, you did very well
it's all clear and engaging

What could be improved?

Any Comments?

Well done!

Thank you for your feedback.

Evaluation form

Were the objectives of the lesson identified and were these met?

yes in a very clear way

Was the delivery effective and clear? Handouts were used, were these useful?

very useful

What aspects of the lesson did you find useful?

graphic, quiz

What could have been done different from the lesson?

What could be improved?

I personally think it was a really good presentation

Any Comments?

Well done ☺

Thank you for your feedback.

Evaluation form

Were the objectives of the lesson identified and were these met?

Yes, very well

Was the delivery effective and clear? Handouts were used, were these useful?

- Really clear, knew exactly what was going on

What aspects of the lesson did you find useful?

- The quiz really tested if/when I was listening

What could have been done different from the lesson?

- Maybe good example of food (e.g. high in protein)

What could be improved?

—

Any Comments?

- Very good use of time/pace

Thank you for your feedback.

Evaluation form

Were the objectives of the lesson identified and were these met?

Yes, objectives were clearly met.

Was the delivery effective and clear? Handouts were used, were these useful?

*Clear use of language and explaining aspects of nutrition
Handouts supported the students learning.*

What aspects of the lesson did you find useful?

The quiz, a grounding for the subject taught.

What could have been done different from the lesson?

*Maybe more questioning to the students in order for them to learn
whilst you teach. An opportunity to correct wrong answers.*

What could be improved?

/

Any Comments?

*Really Interesting teaching
Well done!*

*Use of 3 different technologies - video, powerpoint
was great! quiz*

Thank you for your feedback.

Evaluation form

Were the objectives of the lesson identified and were these met?

Yes and very informative structure

Was the delivery effective and clear? Handouts were used, were these useful?

Very clear. Handouts accompanied the lesson and were easy to follow.

What aspects of the lesson did you find useful?

Learning about the cat
Well guide.

(finding out what is helpful for
iron deficiency)

What could have been done different from the lesson?

What could be improved?

Any Comments?

Very well structured and informative.
Was great to learn about
Micro and Macro nutrients.

Thank you for your feedback.