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## The lesson plan of 2<sup>nd</sup> form of junior high school

### The lesson plan of Biology

**The teacher:** Dorota Molendowska

**The subject:** Food – building blocks and a source of energy.

**The length of the lesson:** 45 minutes.

**The general aim:** learning nutritional ingredients and their significance in a proper functioning of an organism.

### The detailed aims presented in an operational form:

- a student can give the names of nutritional ingredients;
- a student can justify the role of nutritional ingredients in proper nourishment;
- a student can point at products in which suitable nutritional ingredients are;
- a student can understand necessity of proper nourishment and its influence on health.

### The cross-circular skills:

- Cooperation in a group;
- Planning and organizing both their own and the group's work;
- Assessment of their own learning and taking responsibility of the others' learning;
- Efficient communication within a group.



**Terms which are to be explained during a lesson:** carbohydrates, proteins, fats, macro-elements, micro-elements, vitamins.

**Methods and techniques of work:** puzzle, a “true-false” game, group work (diversified and uniform), individual and team work.

### **Teaching materials:**

- a text concerning nutritional ingredients;
- cards of individual work of each student;
- badges with the names of groups;
- information concerning nutritional products (cut-outs);
- boards for a “true – false” game and a set of cards thematically connected;
- stands and paper clips;
- evaluation cards;
- foodstuffs.

### **The course of a lesson**

#### **An introductory stage of a lesson**

1. Students sit at appropriate tables and sticks badges suitable for their groups.

#### **The educating game “in a grocer’s”**

Behind the counter there is a shop assistant to whom customers approach one after another (one person from each group) and buy groceries.

**The shop assistant:** “Can I help you, yes please, what can I give you?”

**I Customer:** “Cheese, peas, yogurt, a tin of fish, please.”



**II Customer:** “A bar of chocolate, pasta, a loaf of brown bread, bananas, please.”

**III Customer:** “A tub of butter, oil, cream, seeds of a sunflower, please.”

**IV Customer:** “Parsley, a carton of milk, a carrot, cornflakes, please.”

**V Customer:** “A bottle of mineral water, lettuce, a packet of iodine salt, a roll with seeds, please.”

**The shop assistant:** “Thank you very much. See you later.”

2. Presenting the subject of this lesson and its aims.

### A realization stage

Work with a text concerning nutritional ingredients, their significance and where they can be found – a jigsaw puzzle technique.

**I stage.** A division of the class into five groups, which takes place at the beginning of the lesson.

**II stage.** Students work in so called expert groups. Each group gets a different part of the text (1 – proteins, 2 – carbohydrates, 3 – fats, 4 – vitamins, 5 – water and mineral salts). Students work individually on the text. They are to read the text and understand it, complete a work card, explain doubts and understand the topic well in order to explain the other group. Additionally, to given part of a big chart



they are to write the name of an analyzed nutritional ingredient, its significance and stick cut-outs of products where it is.

The name of a nutritional ingredient	Its significance for an organism (a body)	Where it can be found
Proteins		
Carbohydrates		
Fats		
Vitamins		
Water and mineral salts		

**III stage.** The second division into groups is created in such a way that one representative of the former expert group is a member of a new group. Representatives of the groups give information they have received before (in the former groups).

**IV stage.** Experts go back to their former groups and compare information they have got. They fill in a chart together on the board by sticking parts worked-out by the appropriate groups.



### A summing-up stage

1. Gained knowledge and skills students check by taking part in a “true-false” game. In groups they draw thematic cards and decide on which area a card should be put: “True”, “False” or “No decision”.
2. They draw up a list of the results of the game in order to choose a winner (each correct answer – one point – one clip attached to the stand on the group table).
3. Evaluation.

### Students fill in an evaluation card:

Is the information about nutritional ingredients, their significance necessary to you in your everyday life?

**Yes**

**No**

**I don't know**

Does the gained information help you to make your menu?

**Yes**

**No**

**I don't know**



**Put a mark:** After the lesson I leave the classroom:



4. The summing-up and assessment of students' work by the teacher.

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