**LESSON PLAN**

**Teacher: *Lăcrămioara Marinela Rotaru Anghelescu***

***School: Colegiul Tehnic “Lațcu Vodă” Siret***

***Topic: The role of fruits and vegetables in maintaining health***

***Grade:*** *10 /* 2nd year of highschool

***Duration:*** *50 minutes*

***Aim:*** Acknowledge the role of fruits and vegetables in a balanced diet

***Specific skills:***

1. Gathering data from various sources with the purpose of learning new information about the importance of a balanced diet in a healthy life

2. Identifying the nutritive principles present in various groups of food

3. Processing the outcome obtained from the research and formulating the conclusions

4. The making and then application of algorithms that should identify and solve the problem

5. Achieving intra, inter and transdisciplinary connections

***Students will be able:***

1. To identify the main types of nutrients

2. To describe the role of every type of nutrients present in the human body

3. To identify the nutrients present in fruits and vegetables

4. To compare different types of food in order to justify their addition to people’s diet

5. To analyse the consequencesof a high intake of fruits and vegetables on health condition

***Material resources***

-Various fruits and vegetables

-Worksheets 1, 2, 3

-Nutritional guides on paper as well as online

***Methods of learning***

* Learning through discovery
* Independent and guided observation
* Conversation
* Explanation
* Comparison
* Questioning / Problem solving

***Stages of the lesson***

1. Organizing students in groups  
2. Ice break

Each student has to say his/her name and specify a fruit or vegetable.

Eg: If I were a fruit, I would be …….

3. Announcing the topic and aims  
Each group of students is given a task.

4. Running the lesson

4.1.The teacher gives each group of students the worksheets and asks them to fill them in.

The students fill in the worksheets by identifying:

- the macronutrients (proteins, carbohydrates, lipids) and

- the micronutrients (vitamins, minerals, fibres) that are present in food

4.2. Starting from the answers given on the worksheets, the teacher guides the discussion in order to reveal the role of each nutrient in the organism.

4.3. The students describe the purpose of each group of nutrients:

– proteins with a role in cellular construction and in assuring the function of the organism (proteins, enzymes, hormones, coagulation factors, antibodies, etc.)

- carbohydrates with a mainly energetic role

- lipids which take care of the depositing, forming the cellular membrane

- hormones, minerals and vitamins with a role in forming structures (eg. bones), in the functioning of cells,and in the chemical reactions

- fibres which adjust the intestinal transit and the absorption of lipids

4.4. The teacher gives each group of students two vegetables and two fruits, as well as the nutritional guides and asks them to establish their composition and nutritive value.

The students use the guides and discover the nutrients present in the respective fruits and vegetables as well as their energetic value; then they fill in a worksheet for every fruit/vegetable. One student from each team is going to present the results.

4.5. The teacher leads the discussions so that thestudents will identify the importance of including fruits and vegetables in everyone’s diet. The students use the new information to describe the role of fruits and vegetables in alimentation.

Including fruits and vegetables in everyone’s dietensures a high level of water, minerals and vitamins, ensures the necessary fibre intake, lowers the caloric density of food and thus they decrease the risk of obesity, ensures the diversity of the menu etc.

5. **Evaluation**

The teacher presents two menus with a different content of fruits and vegetables and asks the groups of students to choose the healthier of them and then to support their choice.

The students analyse the menus with the help of everything they learned throughout the lesson and support their choice with solid arguments.