



FUTURE CLASSROOMS' LEADERSHIP SCENARIO

MEDITERRANEAN DIET

AUTHOR: ICS "Ignazio Buttitta" di Bagheria – Sicily - Italy **TOPIC: Mediterranean Diet GRADE:** Lower Secondary School **APPROACH:** Cooperative Learning, Laboratory Teaching, Peer Education. **DURATION: 3 weeks**

Summary:

This class is planned by providing laboratory activities using the school's multimedia classroom. The main topics of this lesson are presented to students through educational films and multimedia presentations.

The students will work together using teaching methods such as Cooperative Learning and Peer Education to produce a multimedia digital work.

This class aims to give the student all the tools he needs to think about the lab's experience and what he learned about the lesson's topics, as well as develop problem-solving skills in carrying out activities and in reworking the topics learned.

The topic of the lesson involves different disciplines such as science and technology, in an interdisciplinary perspective.

Learning Objectives, Skills and Competencies:

Skills and Competencies: according to the frame of reference of digital citizens' skills -DigComp2.1:

- Information and data literacy (Surfing, researching and filtering data, information • and digital contents - To predict information and digital contents - To manage information and digital contents)
- Communication and co-working (To interact through digital technologies to share information through digital technologies - to exercise citizenship through digital technologies - To co-work through digital technologies).
- Digital content creation (Developing digital content integrate and rework digital content).
- **Problem-solving** (To solve technical issues Individuate technical needs and answers-Creative use of digital technologies - Identifying digital skills gaps).

















Learning Objectives:

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- Read and analyze texts or tables or labels to reach the information on foods available on the market, to express evaluations and inspire useful behaviors to protect the environment. Know the correct eating habits, correcting the wrong ones;
- To be able to select the healthier foods and proportions to avoid the damages of a wrong diet;
- Use problem-solving skills by direct observation;
- Cooperate to protect the environment.

Learners' role:

According to the teaching methods used (Cooperative Learning, laboratory teaching, active search and Peer Education), the pupil is at the center of the building of his knowledge, producing a digital work using the school's multimedia classroom and a 3D graphics program.

Tools and Resources

In particular, the following will be exploited as technological resources:

- Multimedia classroom
- Digital Board 3.0
- Computer
- 3D graphics programs (Paint3D or 3D Builder)
- graphics programs (Google Presentazioni and Canva)
- Virtual classroom (Google Classroom on Google spacework)

Learning space

The activity is introduced to the pupils by the teachers using the classroom's Digital Board, then the pupils work in the multimedia classroom.















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Future Classroom Scenario Narrative

The teacher introduces the educational path through a direct approach to the topic. It motivates students by reading texts on the subject and by watching educational films and videos, also stimulating the student's curiosity towards the proposed activities. Through practical activities, however, the student becomes aware of the importance of the subject matter. Now we move on to the realization of the digital work, exploiting the pupil's digital knowledge. Students are divided into 4 small groups: a group has the task of creating a summary video to expose the reflections on the learning experience on the subject matter; the other 3 groups realize, in co-working, a 3D multimedia work that concretely represents all the theoretical concepts previously discussed.

Learning Activities

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Warm-up activity	The teacher introduces, according to the food technologies studied
	before, nutrition education. Referring to the 17 Sustainable
	Development Goals of the 2030 Agenda, it's asked to the students
	to reflect on the proper use of the words "education" and
	"nutrition", and the topics related to these words.
	The teacher then, supported by educational videos and a
	multimedia presentation, argues on the concept of the "balanced
	diet", highlighting the link between the latter and human health,
	and the need for a healthy and balanced "lifestyle" (diet).
	At this point, the class is invited to reflect on the individual
	contribution that each one can make to improve their lifestyle.
	This activity will be carried out in one hour.
Collaborative work	Students are divided into 4 small groups and collaborate to carry
	out the task assigned by the teacher, trying to internalize learning;
	The students identified as tutors also guide students in difficulty to
	achieve the tasks.
	This activity will be carried out in one hour.

















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Investigation work	 Students research information on the "Mediterranean Diet" using the Digital Book supplied, and in the school's library, then they research on the web the information requested by the engineer: What is the correct diet in adolescence? What is the structure and characteristics of the food pyramid? What is the Mediterranean diet and what are its characteristic foods of it?
Practice work	The pupils divided into small groups, carry out a multimedia project using the information obtained from the research after analyzing them. With the guidance and coordination of the teacher, the groups confront each other, highlighting the different choices made.
Producing work	 The students divided into small groups to work on the multimedia work assigned to the multimedia computer classroom of the school. The assignments are as follows: Make a summary educational video on the "Mediterranean Diet", representing the main characteristics of the diet itself, using the scheme provided by the food pyramid; Create a "3D Food Pyramid of the Mediterranean Diet" by inserting images and text appropriately selected and researched.
Discussion	hours. Pupils make decisions independently and discuss the choices made, correcting any mistakes and researching again on the subject matter.
Presentations	The students, in small groups, communicate to teachers and classmates, based on the knowledge learned, attitudes, their interests and work projects, the chosen study method and the work done. They reflect on the laboratory experience carried out and reflect critically by formulating hypotheses and judgments on the problems of the subject matter.















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Assessment and feedback	Finally, the work of the individual groups is evaluated using a
	suitably prepared evaluation rubric. Feedback is given to students,
	based on the final result and the entire path of choices undertaken
	to achieve it.

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