$\qquad$

# Exploring Food and Nutrition: Health, Literacy and Math Assignment 

## BACKGROUND

"Imagine a world where children were fed tasty and nutritious real food at school from the age of 4 to 18. A world where every child was educated about how amazing food is, where it comes from, how it affects the body and how it can save their lives." - Jamie Oliver

Nutrition is an important part of our lives, and our food choices have short and long-term impacts on our health. In a world with the convenience of fast food and packaged meals, how can we make sure that we are eating a balanced and healthy diet from a young age? This was the question that celebrity chef Jamie Oliver asked when he started his School Food Revolution, bringing delicious and nutritious meals to schools around the globe.


## PROBLEM TO SOLVE <br> How can we encourage healthy eating in schools?

Your challenge is to create a proposal that answers the problem above. Your proposal must explain the problem and the need for solutions ("Why are we worried about healthy eating in schools? What are the facts?") and must describe one reasonable and achievable solution.

## COMPONENTS

MATH - Your proposal must include an attached infographic with a minimum of two different graphs or charts. Your infographic may examine nutrition breakdowns of different meals, display data about current eating practices in MAPS/ around the world, or show comparisons between types of foods. Remember, your infographic should help your reader to visualize and understand information, and should be directly related to your proposal.

* Make sure to include at least one primary source and one secondary source graph.*

LITERACY - Your proposal should be typed (double-spaced) and should include:
Section 1: Introduction - Problem you are trying to solve and your solution
Section 2: Task Breakdown - How will your solution be accomplished? What are the steps?
Section 3: Benefits - How is your solution beneficial to different groups?
Section 4: Infographic - Make sure it is visually appealing, neat and easy to understand
Section 5: Conclusion - Summarize your solution and its benefits, urge your reader to action
Section 6: Resources - Where did you get your information?

HEALTH - Your proposal should include information about:

- food groups
- macronutrients and micronutrients
- reasons/ factors behind our eating choices
- food labels

You may use information learned in class as well as independent research. Make sure to include all of the books/ websites/ articles you used in your "Resources" section.
$\qquad$
$\qquad$
Exploring Food and Nutrition: Research Sheet

| Resources <br> (author, title, <br> date, source) | What are the facts? | What are the opinions? | I could <br> include this <br> information <br> in section... |
| :--- | :--- | :--- | :--- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

$\qquad$
$\qquad$

## Exploring Food and Nutrition: Infographics Planner

## GRAPH 1

| Title of Graph |  |
| :--- | :--- |
| Type of Graph |  |
| Type of Data | Primary |
| Source | (e.g. M.A.P.S. grade 8 students) |
| Data Inferences <br> (what did I <br> learn and how <br> does this help <br> my proposal?) |  |
| Potential <br> Biases: |  |


| Question: | (e.g. What did you have for breakfast this morning) |  |
| :--- | :--- | :--- |
| Options: | Number of Students: |  |
| (e.g. Fruit) | (e.g. III) |  |
|  |  |  |
|  |  |  |
|  |  |  |

$\qquad$
$\qquad$

## GRAPH 2

| Title of Graph |  |  |
| :--- | :--- | :--- |
| Type of Graph |  |  |
| Type of Data | Secondary |  |
| Data Inferences <br> (what did I <br> learn and how <br> does this help <br> my proposal?) |  |  |
| Potential <br> Biases: |  |  |
| Data Being | (e.g. Sugar in school lunchables) |  |
| Examined: |  |  |
| sourCE |  |  |
| (e.g. Kraft website) | (e.g. Type of Lunch) |  |
|  |  | VARIABLE 2 |
|  |  | (e.g. grams of sugar/ 100 grams) |

$\qquad$
$\qquad$
Proposal Planner

| Section 1: Introduction |  |
| :--- | :--- |
| Summarize <br> problem being <br> solved: |  |
| Proposed solution <br> to the problem: |  |
| Summary of costs <br> of solution: |  |
| Summary of <br> benefits of <br> solution: |  |


| Section 2: Task Breakdown |  |
| :--- | :--- |
| Summarize solution <br> in one sentence <br> (hook): |  |
| Steps of Solution: |  |

$\qquad$ Date: $\qquad$

| Section 3: Benefits |  |
| :--- | :--- |
| Summarize benefits <br> in one sentence: |  |
| Benefit \#1 and <br> proof: |  |

