Name:	Date:	

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

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.

Exploring Food and Nutrition: Research Sheet			
Resources (author, title, date, source)	What are the facts?	What are the opinions?	I could include this information in section

Date: _____

Name: _____

Name [.]	Date [.]	
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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 (what did I learn and how does this help my proposal?)	
Potential Biases:	

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

GRAPH 2		
Title of Graph		
Type of Graph		
Type of Data	Secondary	
Data Inferences (what did I learn and how does this help my proposal?)		
Potential Biases:		
Data Being Examined:	(e.g. Sugar in school lunchables)	
SOURCE	VARIABLE 1	VARIABLE 2
(e.g. Kraft website)	(e.g. Type of Lunch)	(e.g. grams of sugar/ 100 grams)
(e.g. Kraft website)	(e.g. Type of Lunch)	(e.g. grams of sugar/ 100 grams)
(e.g. Kraft website)	(e.g. Type of Lunch)	(e.g. grams of sugar/ 100 grams)
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Date: _____

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Name:	Date:	
	Proposal Planner	
Section 1: Introduction		
Summarize problem being solved:		
Proposed solution to the problem:		
Summary of costs of solution:		
Summary of benefits of solution:		
Section 2: Task Brea	ıkdown	
Summarize solution in one sentence (hook):		
Steps of Solution:		
Costs (money, labour, etc.) and potential problems:		

Transition sentence:

Name:	Date:
Section 3: Benefits	
Summarize benefits in one sentence:	
Benefit #1 and proof:	
Benefit #2 and proof:	
Transition sentence:	
Section 5: Conclusion	on
Re-explain problem and solution (1-2 sentences)	
Emphasize the benefits and urge reader to action:	
Leave us with a question/ something to think about:	