

I love candy! And they keep telling me not to eat it!

Developer: Teachers at Vikingaskolan (Contact through Johan Krantz and Per-Magnus Persson)

Institute: Vikingaskolan

Country: Sweden

Subject: Biology, Chemistry, Domestic Science

Grade level: 7-8

Objectives/competencies: Students are expected to be able to:

- Seek and select appropriate information related to the study of caries, nutrition (GI, obesity) from books, computers networks and web pages.
- Explain the advantages and disadvantages of different diets, relating the explanation to the chemical compositions of different foodstuffs.
- Explain the role of carbohydrates in human metabolism and relate it to the role of fats and proteins. Explain the difference with respect to human metabolism between polysaccharides on the one hand and mono- and oligosaccharides on the other hand.
- Plan a healthy diet, a healthy meal and prepare such a meal.
- To cooperate with partners in the group in planning a diet, a meal and preparing this meal.
- To design and carry out experimental determinations of the chemical compositions of different foodstuffs.
- Decide, with reasons, what is a healthy diet and what place refined sugar can have in this diet.

Curriculum content: Characteristics of different foodstuffs, human metabolism, diet and human health.

Kind of activity: Library search, work in the domestic science room, laboratory investigation, group discussion to make a justified socio-scientific decision

Anticipated time: 6 lessons.

Abstract:

Candy is something many children and youngsters love. At the same time it is responsible for caries, obesity and indirectly for a sizeable portion of the mortality due to cardiovascular diseases. Students should attain a level of knowledge which permits them to lead informed discussions which can underpin their choice of diet and the place candy has in it. They should also be informed what “feeling peckish” means in physiological terms and to what decisions, better for their health, it could lead. They should learn about diets which are both healthy and tasty and learn to prepare meals which can qualify as healthy and tasty.

Attached files		
1.	Student activities	Describes the scenario in more detail and the tasks the students should perform
2.	Teaching guide	Suggests a teaching approach
3.	Assessment	Gives suggested formative assessment strategies
4.	Teacher's notes	States the chemical, physical and biological concepts.