



Nourishing with Nutrients

Grade Levels & Subjects: Grades 6–8 English Language Arts

Learning + Food Objectives:

Students will learn how food impacts health by researching the importance of a specific nutrient group and presenting to the class.

Common Core Standards:

Common Core English Language Arts

Writing/Speaking and Listening – Research and Presentations

[CCSS.ELA-LITERACY.W.6 - 8.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[CCSS.ELA-LITERACY.SL.6 - 8.5](#)

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



MATERIALS NEEDED

- Pilot Light Video: “The Six Essential Nutrients” <https://vimeo.com/511758352>
- Student Worksheet (Attached below)

CLASSROOM PROCEDURE

INTRODUCTION (5 minutes)

1. Have teacher show an example of a nutrition label. Ask students to brain dump anything they know about nutrition labels in their student worksheet.

2. Have 3–5 students share out something they know about nutrition labels.

INSTRUCTION (45 minutes)

1. Today we will be learning about 6 different types of nutrients, and we will also be practicing creating effective presentations of information.
2. Show the nutrition introduction video: “The Six Essential Nutrients” (<https://vimeo.com/511758352>)
3. Separate class into 6 groups, one for each nutrient group [carbohydrates, lipids (fats), protein, vitamins, minerals, water].
4. Let students know they will be putting together a short presentation (slideshow, Jamboard or other presentation method) about their nutrient group including:
 - Defining the nutrient group
 - Explaining the role/importance of the nutrient group in their body
 - Explaining what happens if not enough of that nutrient group is consumed
 - Giving examples of foods that would fall in that category
5. Explain to students that their goal is to present the information in a creative way that their classmates will remember. (Optional: teacher can use rubric centered on grade level presentation standards.)
6. Put each group in a breakout room/group.
7. Give group 15–20 minutes to put together a presentation. Teacher should check in with each group to ensure the objective is clear and to monitor time usage.
8. Bring students back together.
9. Explain that each student will be turning in an introduction to nutrients Jamboard (or other written method) on each of the nutrients based on the presentations from each group. Their final product should be in their own words with different examples of the nutrients than the ones in their peers’ presentation.
10. Have each group present to the class.
11. Give students time to create their Jamboard and complete the reflection at the bottom of the student document.

CLOSING (teacher discretion)

1. Share out reflections from student worksheet.

ADDITIONAL RESOURCES

- Introduction to Nutrient Groups:
 - “6 Essential Nutrients and Why Your Body Needs Them” by Healthline - <https://www.healthline.com/health/food-nutrition/six-essential-nutrients#fats>
 - “How the Six Basic Nutrients Affect Your Body” by Bestie - https://www.youtube.com/watch?v=inEPIZZ_SfA

- How to eat balanced meals:
 - “The Nutrition Source” by Harvard School of Public Health - <https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/>
 - “Changing Your Diet: Choosing Nutrient Rich Foods” by American Academy of Family Physicians - <https://familydoctor.org/changing-your-diet-choosing-nutrient-rich-foods/>

RECIPE

Below is the recipe for a video that contains ingredients from every nutrient group. Teacher could ask students to identify each of the nutrient groups in this video/recipe.

Easy Chicken Enchiladas by Chef Kristin Koury: <https://vimeo.com/416129906>

Serves 6-8

Ingredients:

- 2 cups chicken, cooked and shredded (from a roasted chicken from the store, roasted whole chicken leftovers, or cooked chicken breasts or legs and thighs)
- 2 ea 16oz jars of salsa (tomatillo salsa, red salsa, or canned enchilada sauce)
- 1½ cups shredded cheese (use whatever you have on hand: Chihuahua, mozzarella, cheddar, Monterey jack or a combination)
- ½ cup sour cream or yogurt
- 8 large tortillas
- (Optional toppings): cilantro, green onions, jalapeno slices, chopped tomatoes, avocado slices, shredded lettuce

Materials:

- Oven
- Large mixing bowl
- Large spoon
- Sheet tray
- 9x13 baking pan and foil

Directions:

1. Preheat the oven to 350F.
2. Combine shredded chicken, 1 jar salsa, 1 cup of cheese, and sour cream/yogurt in a large bowl and mix.
3. Pour ¼ of a jar of salsa in the bottom of the 9x13 pan.
4. Put a few spoons of salsa onto the sheet tray. Place one tortilla on top of the sauce and wet the tortilla (this makes it easier to roll – you may need to add more salsa as you go).

5. Place $\frac{1}{4}$ cup of chicken mix on the tortilla with your hands and spread down the middle. Roll and place in a pan. Repeat.
6. Top rolled tortillas with remaining salsa then sprinkle with $\frac{1}{2}$ cup of cheese.
7. Cover with foil and bake for 15 minutes. Remove foil then bake for an additional 10 minutes.
8. If using, garnish enchiladas with cilantro, green onions, jalapeno slices, avocado slices, chopped tomatoes, and/or shredded lettuce. Serve and enjoy!

The student worksheet below can be printed or copied onto any online learning platform.

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You will be learning how food impacts health by researching the importance of a specific nutrient group and presenting to the class.

Brain Dump!

Below, jot down anything you know about nutrition labels. Use the example to help you brainstorm.

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Group Research

My group is presenting on the nutrient group: _____

Remember to include:

- *Defining the nutrient group*
- *Explaining the role/importance of the nutrient group in their body*
- *Explaining what happens if not enough of that nutrient group is consumed*
- *Giving examples of foods that would fall in that category*

Research

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Link to group product: _____

Final Product

Once all the groups have presented, compile a product that includes definitions, roles and examples of the six essential nutrient groups.

Link to final product: _____



Reflection

Now that you have been introduced to the six nutrient groups, consider your own diet. Think about the following: Which nutrient groups do you consume regularly? Which nutrient groups do you need to consume more of? What foods could you add to your diet to help you eat a more nutrient balanced diet?

Write a reflection about your own diet below: