



Food Education Standard #6: We can make positive and informed food choices.

Food for Thought: Foods that Fuel Your Brain

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

Learning + Food Objectives:

Students investigate “power foods” for the brain and share those effects as part of the Food for Thought #BrainSuperFoods Exhibition.

Common Core Standards:

Common Core English Language Arts

Creating a final project to present to class from research

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.



MATERIALS NEEDED

- Student Worksheet (Attached below)
- Student access to laptops and headphones
- “Top 5 Foods for Brain Health” by Cognitive FX Team - <https://www.cognitivexusa.com/blog/top-5-foods-for-brain-health>
- “How Are Foods Affecting Your Brain” infographic by Healthy Living Daily - <https://healthylivingdaily.net/how-are-foods-affecting-your-brain-infographic/>
- “The Periodic Table of Superfoods” by Fine Dining Lovers - <https://www.finedininglovers.com/article/periodic-table-superfoods>

CLASSROOM PROCEDURE

INTRODUCTION (10 minutes)

1. Direct students to the Bell Ringer section of the student worksheet and ask a volunteer to read the directions aloud.
 - a. A digital option is to have food images on the screen and asking students to post to Jamboard or the Waterfall Chat (answers are typed in in the chat, but students don't hit enter until directed by the teacher).
 - b. Food images to print or list nuts, blueberries, avocado, eggs, broccoli, corn, beets, fish, cherries, oatmeal, rice & cheeseburger, candy bar, fried chicken, dark chocolate, pizza.
2. After they complete the steps of the bell ringer, ask them to turn and talk to a neighbor to discuss how they distinguished between good and bad foods.
3. Bring the class back together and explain that they will learn more about the effects certain foods have on the brain.

INSTRUCTION (90 - 100 minutes)

1. Explain that today's lesson will focus on learning more about foods that boost their brain power.
2. Direct students to the *Brain Foods Article Note Catcher* section of the student worksheet and point out the texts that the class will be using for this lesson.
3. Explain that the class read the "Top 5 Brain Foods/100 Brain Foods A to Y List" article and complete the section together.
4. Tell students to count off by 2's. 1's review the first image and 2's review the second image and read the second article.
 - a. Image 1: "The Periodic Table of Superfoods "
 - b. Image 2: "How Are Foods Affecting Your Brain" Infographic
5. On their own, students will reflect on what they see in the image using the left side double Venn Diagram.
 - a. Label the left side "My Image # ___" and label the right side "Other Image # ___."
 - b. On their own, students will fill out the left side of the Venn Diagram.
6. Tell students to form jigsaw groups where at least 2 people had image 1 and the others had image 2.
 - a. As a group, students should finish the right side of the Venn Diagram as they discuss their assigned articles. While the outer parts should reflect differences between the two images, the middle should hold 1 similarity between the two images.
7. Bring the whole class back together to introduce the group project: *Food for Thought #BrainSuperFoods Exhibition*.
8. Ask for student volunteers to read through the steps and to review the list of resources.
9. Use this time to discuss your grading process and the logistics for exhibition day.
10. Allow time for students to work on their projects. Inform them that they will have about 10-15 minutes at the beginning of the next class session to do any final preparation.
11. Groups will set up and present their campaigns to each other at various stations or one exhibit at a time before the entire class.
12. Encourage students to take notes on the projects – things that stand out to them using the table at the end of the student worksheet.

13. After presentations, as a class, discuss/create a plan to share the exhibits with the entire school.

CLOSING (teacher discretion, 10 minutes)

1. In the last 10 minutes of class (after the presentations), have students document their key learnings in the *Food for Thought #BrainSuperFoods Exhibition Observations table*.
2. Collect the table at the end of class.

ADDITIONAL RESOURCES

- See included resources list in Student Worksheet section

RECIPE FROM VIDEO

Below is the recipe aligned with this lesson. Pilot Light Anywhere lessons are designed to be able to be delivered from a remote setting; however, this recipe can be demoed by the teacher virtually/in person, sent home to families, or used for reference.

Brain Salad

Serves 1-2

Materials:

1. Knives, cutting boards
2. Large mixing bowls
3. Plates, forks, knives, napkins, spoons, paper towels
4. All food ingredients to be used (as discovered while watching videos or reading information):
 - a. broccoli
 - b. cauliflower
 - c. Brussel sprouts
 - d. beets
 - e. sunflower seeds
 - f. pumpkin seeds
 - g. walnuts
 - h. almonds
 - i. quinoa (cooked)
 - j. Avocado
 - k. Coconut oil
 - l. hard boiled eggs (sliced or diced)
 - m. celery
 - n. extra virgin olive oil
 - o. balsamic vinegar or red wine vinegar
 - p. Leafy greens (spinach or containers of "Spring Mix" type greens)
 - q. Salmon (optional and if practical - and always be conscious of students with allergies).

Directions:

1. Have students in table groups of 4 or 5 students.
2. Each table is given an opportunity to come to the center table to get ingredients for their Brain Salads.
3. Students can take whatever they wish but encourage each group to add at least three items to the salad that they have never tried before.
4. For salad dressing, olive oil or coconut oil can be used as well as the balsamic vinegar. Some people mix olive oil with a touch of red cider vinegar to make a salad dressing (show how this is done if necessary). Encourage students to mix and match as they experiment with creating their salad.
5. Enjoy!

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



Foods for Thought: Foods that Fuel Your Brain

Bell Ringer

Directions: Respond to the following questions. Be prepared to share your answers with a classmate.

Question	Answer
Of the 16 food images on the chart paper/screen, list the ones that are good for your brain.	
How did you decide which foods were good for your brain and which ones weren't? How do you know?	

Brain Power Foods Resources

1. [Best Brain Food for Kids](#) (slideshow/digital article)
2. [Foods Linked to Better Brain Power](#) (university website article)
3. [Brain Fuel: 5 Groups for Successful Students](#) (university website article)
4. [9 foods to supercharge your brain](#) (school website article)
5. [What are Superfoods?](#) (article)
6. [5 Ways to Eat Your Way to a Healthy Brain](#) (article)
7. [Top 5 Brain Foods/100 Brain Foods A to Y](#) (article)
8. [8 Brain Food Snacks to Boost Your Kid's Memory](#) (article)
9. [8 foods to boost your brain power and keep your mind sharp](#) (article)
10. [Food for Thought: What Happens to the Brain When We Eat Foods High in Fat and Sugar?](#) (article)
11. [How Are Foods Affecting Your Brain Infographic](#) (image/infographic)
12. [Antioxidants Superfood Chart](#) (image)
13. [The Periodic Table of Superfoods](#) (image/poster)
14. [Brain SuperFood](#) (image)
15. [Nourish Your Brain](#) (image/poster)
16. [The Brain Food Pyramid](#) (image/poster)
17. [12 Healthiest Foods to eat in the Morning](#) (video)
18. [The Best Brain Foods that Helps Increase Your Memory](#) (video)
19. [How the food you eat affects your brain](#) (video)

Food for Thought: Foods that Fuel Your Brain



- 20. [How Food affects your brain](#) (video)
- 21. [The 10 Best Foods to Boost Brain Power and Improve Memory](#) (video)

Brain Foods Article Note Catcher

Directions: Fill in the chart below with the key details of each section and based on the chart in the concluding paragraphs. Be sure to include a minimum of 2 ideas per section/box.

Introductory Paragraphs	
<i>The Essentials</i>	
<i>The Top 5 Foods that Support Overall Brain Health Are</i>	
<i>100 Top Foods List</i>	
Concluding Paragraphs	
Finish this sentence: <i>My big takeaway from this article and the list is that</i> _____	

Food for Thought: Foods that Fuel Your Brain



Analyzing Images

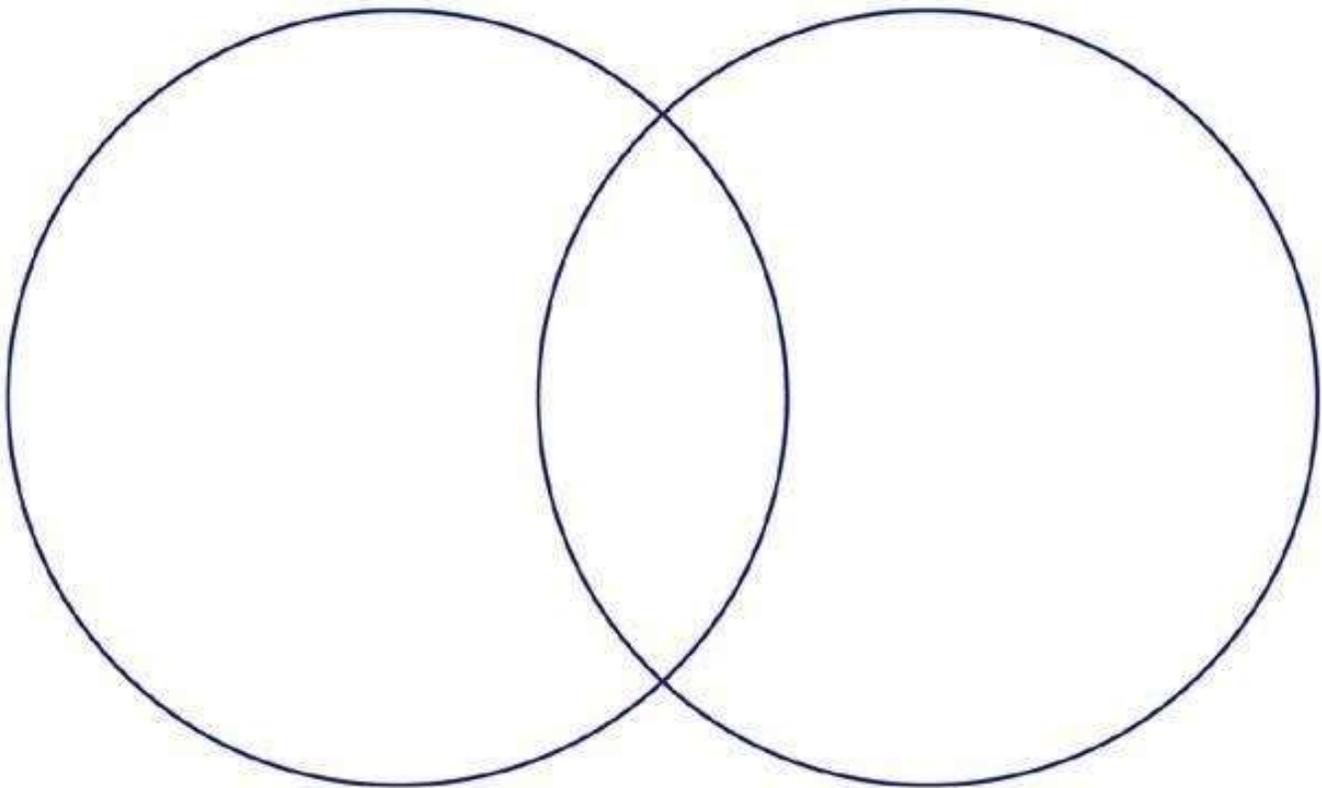
Directions: Follow the steps below.

Step 1: On your own, label the left side "My Image #___" and label the right side "Other Image #___" While the outer parts reflect differences between the two images, the middle should hold 1 similarity between the two images.

Step 2: On your own, reflect on your assigned image using the left side Venn Diagram.

Step 3: With your group, finish the right side and middle of the Venn Diagram

- Image 1: [The Periodic Table of Superfoods](#)
- Image 2: [How Are Foods Affecting Your Brain Infographic](#)



Food for Thought: Foods that Fuel Your Brain



Food for Thought #BrainSuperFoods Exhibition.

Directions: Decide on the format for your project. Then, use the space provided to begin brainstorming how you will complete the project. Other things to know about this project or other things to do:

- Group members will need to divide these tasks before creating the campaign. Doing this will give you a good foundational understanding of your topic:
 - Watch & take notes on 2 or more brain food videos.
 - Review & take notes on 1-2 additional brain food images.
 - Read & take notes on 1 additional article.
- You will have ___ days to research and work on the components of the project before projects are presented during the exhibition.

Project Format Options: Decide on 1 or more of the options below for your project. Inform your teacher of your choice.

Writings: These options should make use of facts from articles, images and videos from the resource list. Choose 1 of these options: Blog Entries (2-3 entries) or Report/Research Paper (2-3 pages).

Recordings: These options should make use of facts from articles, images and videos from the resource list. Choose 1 of these options: Podcast (3-5 minutes) or Curated Playlist (maximum of 5 songs) + 1-2 paragraph written summary of your piece OR a recording of your summary.

Visual Arts: These options should make use of facts from articles, images and videos from the resource list. Choose 1 of these options: Photography (2-3), Mural/Paintings/Drawing (1 large or 2 small), Infographics (at least 1 detailed infographic), Diorama (digital or made using a box), Sculpture (1), iMovie/Film (3-5 minutes). Your visual arts piece should include a 1-2 paragraph summary of your piece OR a recording of your summary.

Performing Arts: These options should make use of facts from articles, images and videos from the resource list. Choose 1 of these options: Commercial, Rap, Skit, Open Mic/Spoken Word. Your performing arts piece should include a 1-2 paragraph summary of your piece OR a recording of your summary.

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Food for Thought #BrainSuperFoods Exhibition Observations

Directions: Use the spaces below to write down things that stand out to you about the Food for Thought #BrainSuperFoods Exhibition projects you examine during the Exhibition.

Things I Noticed About My Classmates' Exhibits (projects)