



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

## #ChargeYourBrainCampaign: How Food Powers the Brain

**Grade Levels & Subjects:** Grades 9 - 12 English Language Arts

### Learning + Food Objectives:

Students will explore how people can adjust their eating habits to receive the optimal benefits of “power foods” for the brain through the creation of a #ChargeYourBrain Campaign

### Common Core Standards:

Common Core English Language Arts

Creating a final project to present to class from research

#### CCSS.ELA-LITERACY.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

#### CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.



### MATERIALS NEEDED

- Student Worksheet (Attached below)
- Access to laptops and headphones for each student
- “What are Superfoods?” article by Christopher Wanjek - <https://www.livescience.com/34693-superfoods.html>
- “Brain Fuel: 5 Food Groups for Successful Students” article by WGU - <https://www.wgu.edu/blog/brain-fuel-5-food-groups-successful-students1712.html#close>

- “Foods Linked to Better Brainpower” by Harvard Health Publishing - <https://www.health.harvard.edu/healthbeat/foods-linked-to-better-brainpower>

## CLASSROOM PROCEDURE

### INTRODUCTION (10 minutes)

1. Insert Instruct students to form a trio.
2. Explain that they will complete the bell ringer together and then, afterwards the class will debrief their responses.
3. As a group, jot down everything you know about the brain- what it looks like, what it does, what system of the body it belongs to, etc.
4. Then, choose 2 of the most interesting facts. Write those on a sticky note and post it in the designated spot.

### 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 *What Are Superfoods activity* of the student worksheet. Point out the texts that the class will be using for this lesson along with other resources for the project.
3. Explain that the class read “What are Superfoods?” article together and complete the corresponding activity.
4. Next, direct students' attention to the resource table and help them to access the 2 articles for sustained silent reading listed below.
5. Have students count off by 2's. 1's will read the first article and 2's read will read the second article. Students should take notes using the *Article idea web*.
  - a. Article 1: “Brain Fuel: 5 Groups for Successful Students”
  - b. Article 2: “Foods Linked to Better Brain Power”
6. Now, tell student to form jigsaw group for the *Plus 1 Reading Protocol* activity. Read through the steps of the protocol and review the Brain Fuel & Brain Power article table and the reflection questions.
  - a. Explain that you will keep track of the time and let them know when it's time to transition to the reflection.
  - b. Groups should have a mix of 1's and 2's for a richer discussion.
7. Bring the class back together to introduce the group project - *#ChargeYourBrainCampaign: How Food Powers the Brain*.
  - a. Ask for student volunteers to read through the project directions and formatting options.
  - b. Remind students that they should make use of the resource list provided on the student worksheet.
  - c. Be sure to discuss presentation logistics and grading policies the day before the presentations.
8. Allow time for students to voice questions or concerns before they begin working on their projects.
9. Inform students that they will have about 10-15 minutes on presentation day to get ready.
10. As groups present their campaigns, encourage students to make note of key ideas or campaigns that really stood out to them.
11. As a class after the presentations or during the next class, develop a plan to share with the school.

**CLOSING (teacher discretion, 10 minutes)**

1. Direct students' attention to the exit activity in the student worksheet - *How I Fed My Brain in the Past vs. How I Plan to Feed My Brain in the Future.*
2. If necessary, do a sample response as a class before having them complete the activity on their own.

ADDITIONAL RESOURCES

- See resources list included in the student worksheet

## RECIPE

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):
  - broccoli
  - cauliflower
  - brussel sprouts
  - beets
  - sunflower seeds
  - pumpkin seeds
  - walnuts
  - almonds
  - quinoa (cooked)
  - avocado
  - coconut oil
  - hard boiled eggs (sliced or diced)
  - celery
  - extra virgin olive oil
  - balsamic vinegar or red wine vinegar
  - leafy greens (spinach or containers of "Spring Mix" type greens)
  - 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.

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



## #ChargeYourBrainCampaign: How Food Powers the Brain Student Worksheet

As a group, jot down everything you know about the brain- what it looks like, what it does, what system of the body it belongs to, etc. Then, choose 2 of the most interesting facts. Write those on a sticky note and post it in the designated spot.

### #ChargeYourBrainCampaign: How Food Powers the Brain List of Texts

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. [Food for Thought: What Happens to the Brain When We Eat Foods High in Fat and Sugar?](#) (article)
10. [8 foods to boost your brain power and keep your mind sharp](#) (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)

# #ChargeYourBrainCampaign: How Food Powers the Brain



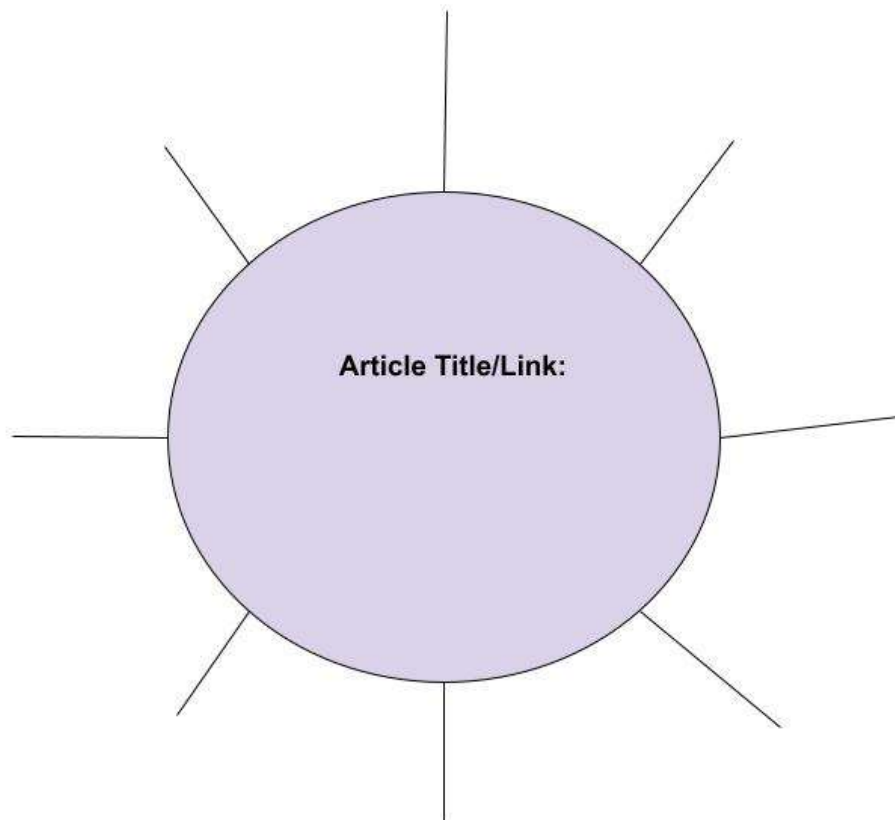
19. [How the food you eat affects your brain](#) (video)
20. [How Food affects your brain](#) (video)
21. [The 10 Best Foods to Boost Brain Power and Improve Memory](#) (video)

## Article Idea Web

**Directions:** Silently read your assigned article. Then, write key ideas from that article in the Idea Web.

Article 1: [Brain Fuel: 5 Groups for Successful Students](#)

Article 2: [Foods Linked to Better Brain Power](#)





## Plus 1 Reading Protocol

**Directions:** In jigsaw groups, each student will share 1 big idea from your assigned article with your peers. Then, as papers are passed around, each person in the group has a turn to add 1 idea until the last student row is completed. When students have their own papers back, they should do the final reflection row.

Article 1: [Brain Fuel: 5 Groups for Successful Students](#)

Article 2: [Foods Linked to Better Brain Power](#)

**Round 1:** After writing the title of your article, the 1st student will share 1 key idea from their text while others write a question, comment or idea . (1-2 minutes)

**Round 2:** Then, after the 1st student’s time is up, everyone in the group passes their paper to the right. The next student in the group shares 1 key idea from their article while others write a question, comment or idea on the paper in front of them. (2 minutes)

**Round 3:** Repeat the previous step - with students adding 1 new idea from their article each time the paper is passed to the right. Students should write a question, comment or idea on the paper in front of them. (2 minutes)

**Round 4:** This is the final round with the 4th student adding a question, comment or idea to the paper in front of them. (2 minutes)

**Round 5:** Pass the paper back to the original student for review. Read all of the ideas, comments and questions added by your classmates. Then, answer the final reflection on your own. (3 minutes)

### *Plus 1 Reading Protocol: Brain Fuel + Brain Power articles*

Ideas from Student 1	Article #:	
Ideas from Student 2	Article #:	
Ideas from Student 3	Article #:	
Ideas from Student 4	Article #:	
Ideas from Student 5	Article #:	



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## Plus 1 Protocol Reflection

Directions: Use the *Plus 1 Reading Protocol: Brain Fuel + Brain Power* notes to reflect on your group discussion.

What were some of the similarities and differences between the two articles?  
What is 1 conclusion you can draw based on these?

## #ChargeYourBrainCampaign: How Food Powers the Brain Project

Directions: Decide on the format for your *#ChargeYourBrainCampaign: How Food Powers the Brain* 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 **3 or more** brain food **videos**.
  - Review & take notes on **3 or more** 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 campaigns are presented to the class.
- The class will then decide on the schedule for sharing all the campaigns with the entire school community.





## Project Format Options

**Ad Campaign:** Create posters or flyers (digital and hard copy) to advertise the benefits of brain power foods and engage your school community in 1 other way (announcements during the school day, using schoolwide tv network/radio, regular posts to school website or social media accounts). *Please note: For this option you will need to coordinate with your teacher and office staff to gain access/get approval to use school wide media platforms.*

**Brain Food Taste Test:** Find participants who are willing to taste test 6-8 brain foods from the list & then, answer survey questions about their experiences. Then, create a report of those results with illustrations, charts or other diagrams. *Please note: You don't have to provide the food to your participants or be present when they taste them. They can provide feedback via video call, in writing or via phone. If you need help figuring out how to format your report, look at samples on [templates.google.com](https://templates.google.com)*

**Brain Food Media Evaluation:** Group members investigate which brain foods have the most media coverage (news shows, articles, social media, billboards, magazine ads, etc). Then, you create a report or several essays about the results with visuals (infographics, diagrams or drawings). *Please note: You are not required to share your social media or online account information with the class but you may wish to save/copy images or ads you deem relevant to your project. If you need help figuring out how to format your report, look at samples on [templates.google.com](https://templates.google.com)*

**Brain Food Social Media Profile:** Create a Facebook, Instagram, Snapchat or TikTok profile for 2-3 brain foods. Create at least 2-3 posts on that profile, including feedback (comments, likes, hearts, etc). Think about what they would say or post to convince people that they're good for their brains. *Please note: You don't need to have any social media accounts to create a mock profile. Simply base your creation off the basic design or layout of these platforms.*

**Mix It Up!:** Decide on a unique way to combine the preceding formats that includes a written component.

**Make It Up!:** Propose a totally new project idea not listed above and get it approved by your teacher. Your idea must include a written component.

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## Exit Ticket: How I Fed My Brain in the Past vs. How I Plan to Feed My Brain in the Future

**Directions:** Reflect on what you read, watched, and discussed today using the double Venn Diagram. Label the left side "Before" and the label the right side "After." While the outer parts reflect differences, add at least 1 eating habit that you will keep.

