

ARTS IMPACT PROJECT BASED LEARNING UNIT PLAN

Theater and STEM Infused PBL Unit

The Appeal of Food

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Grade Level: Fourth – Fifth Grade

Project Idea:

To share their research on healthy v.s. “junk food,” students will take that knowledge and create their own dynamic packaging for a healthy food. Students will then create a short video promoting healthy food choices in the style of a high-energy Super Bowl commercial.

Driving Question:

How can we make healthy food as appealing as junk food?

Unit Summary (Completed at end of project. Use for sharing out public product.)

Students will explore the risks/benefits to eating healthy food and eating highly processed “junk food”. By using the science unit of “The Chemistry of Taste”, students will analyze and research the effects specific ingredients (ie, salt and fat) in processed food have on the body and brain. Students will research the tools of marketing and promotion that go into the influential packaging that snack food companies use to sell their products. They will create their own dynamic packaging for a healthy food. and a short video “Super Bowl-style” commercial to promote the healthy food choice.

Learning Targets and Assessment Criteria

Target: Understands/researches the difference between healthy and unhealthy snack choices.

Criteria: Reports to the class (with group) the contrary effects healthy/unhealthy food choices have on the the body and brain.

Target: Understands the effect of product design on food choices.

Criteria: Creates packaging for a healthy food that has dynamic design; persuasive text/catch phrases; appealing character/mascot.

Target: Designs a persuasive commercial for a healthy food.

Criteria: Uses humor, exaggeration, funny voices, energy, and emotion in a videotaped presentation to make their product appealing to an audience.

Vocabulary

Arts:

Character
Commerical
Exaggeration
Physical Choice
Vocal Choice

Arts Infused:

Action
Senses

STEM:

Chemistry of Taste
Dynamic Design

continued

Materials

Resources (Websites, experts, texts)

Pure Foods experts
Packing from Hot Cheetos, Takis, other junk food
Production Notes – video deconstructing a McDonalds commercial
Super Bowl commercials

Museum Artworks or Performance

Seattle, WA

Book-It Theater
Living Voices
Seattle Children’s Theatre

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Recycled boxes, adhesive fun foam, cellophane, fadeless art paper, colored card stock, bold Sharpies, glue sticks, scissors, iPads, Spark software, Class assessment worksheet

English Language Arts:

Catch Phrase

Persuasive Language

21st Century Skills:

Creative Thinking

Critical Thinking

Communication

Standards to Drive the Inquiry

Arts

WA Arts Learning Standards

For the full description of each anchor standard and the grade level performance standards, see:

<http://www.k12.wa.us/Arts/Standards>

Media Arts

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Performance Standard (MA:Cr1.1.5: Envision original ideas and innovations for media artworks, using personal experiences and/or the work of others.

Anchor Standard 2: Organize and develop artistic work.

Performance Standard (MA:Cr2.5.a): Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.

Anchor Standard 3: Refine and complete artistic work.

Performance Standard (MA:Cr3.1.5.a): Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.

(MA:Cr3.1.5.b): Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.

Theater

Anchor Standard 1: Generate and conceptualize artistic work

Performance Standard (TH:Cr1.1.4): b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.

Performance Standard (TH:Cr1.1.5): b. Propose design ideas that support the story and given circumstances in a drama/theatre work.

Anchor Standard 2: Organize and develop artistic work

Performance Standard (TH:Cr2.1.4): a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.

Performance Standard (TH:Cr2.1.5): a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.

Anchor Standard 3: Refine and complete artistic work

Performance Standard (TH:Cr3.1.4): a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.

Performance Standard (TH:Cr3.1.5): a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Performance Standard (TH:Pr6.1.4): a. Share small-group drama/theatre work, with peers as audience.

Performance Standard (TH:Pr6.1.5): a. Present drama/theatre work informally to an audience.

English Language Arts

Common Core State Standards in ELA

For a full description of CCSS Standards by grade level see: <http://www.k12.wa.us/CoreStandards/ELAstandards/>

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4-LS1-1)

W.5.1.a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-PS4-2),(4-LS1-2)

Science, Technology, Engineering

Next Generation Science Standards

<http://www.nextgenscience.org/search-standards>

3-5-ETS1-1 Engineering Design: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Engineering Design: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Engineering Design: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

4-LS1-2 From Molecules to Organisms: Structures and Processes: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-PS3-1 Energy: Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun. (Examples of models could include diagrams, and flow charts.)

Scientific and Engineering Practices

Asking Questions and Defining Problems

Engaging in Argument from Evidence

Constructing Explanations and Designing Solutions

21st Century Skills

<http://www.p21.org/our-work/resources/for-educators>

- Creative Thinking: *Gathers ideas; considers and tries multiple solutions; and makes artistic choices*
- Critical Thinking: *Asks clarifying questions; uses evidence to question or explain creative choices; constructs meaning*
- Communication: *Actively listens; expresses ideas – visually/physically/verbally; responds to others*

Teacher Project Planning

(Questions for teachers.)

1. *What will the entry event be to launch this unit?*

Offer a buffet of healthy (whole) foods and junk (processed) food. Students choose three food items. Students write their three food choices and explain why they chose those foods.

2. *What resources might we need?*

(Experts, fieldtrips, texts, websites, data, equipment, materials)

Beecher's Cheese Pure Food Workshop. Experts in marketing and/or advertising. Film makers with commercial experience.

3. *What is the duration of this unit?*

1 trimester

4. *What will be group work?*

Nutritional research, market analysis, commercial – audience and performers

What will each individual student do?

Nutritional research, writing persuasive text, designing and creating dynamic packaging

5. *What will the formative assessments/moments for reflection be?*

(Journal entries, plans, outlines, rough drafts, sketches, turn and talk, physical brainstorm, idea mapping, diagramming)

Surveys of students' snack choices, data charts of compare/contrast benefits/costs of healthy vs. unhealthy snack choices, rough drafts of persuasive text/catch phrases to sell the snack food

6. *What will the summative assessment/ public product be?*

(Performance, exhibition, publication, public presentation, website, instillation)

Super Bowl Commercials for a healthy snack

Facilitating Student Understanding of the Problem

(Questions to guide student inquiry.)

1. *What do we know about this problem before we begin?*
2. *What do we need to learn in order to solve it?*
3. *Where will we look for resources?*
4. *Who is our audience? Who will be helped by our solution?*
5. *How will we share our solution?*
6. *How will we assess our own learning?*

PBL Unit Outline of Inquiry

(Begin each step with a question. Follow that with a brief description of what students do to address the question.)

1. Why do we like junk food?

- The students will explore and analyze this question through the “Chemistry of Taste” science unit.
- The students will compile and present data on what specific foods/ingredients that the body craves and why (appeal to the five senses, brain science, physiological needs, emotional connections to food, etc).

Student reflection and assessment: Researches the contrary effects healthy/unhealthy food choices have on the the body and brain.

2. What’s problematic with eating junk food?

- The students will work in groups to analyze and research the specific ingredients in a single processed food (e.g. Doritos or any snack food).
- The students will continue their research and focus on the adverse effects chemicals, preservatives, additives, etc. have on the body and health in general.

Student reflection and assessment: Researches (with group) the contrary effects healthy/unhealthy food choices have on the the body and brain.

3. What are healthier choices and benefits?

- The students (as a whole class) will brainstorm a list of healthier foods options. Groups will then pick a healthy food and research the ingredients. They will compile data on the health benefits to eating well.
- The student groups will prepare a comparison chart of the adverse effects and the benefits of the two foods they have researched.

☑ Student reflection and assessment: Researches (with group) the contrary effects healthy/unhealthy food choices have on the the body and brain.

4. When we know the pros and cons of food choices, why do we continue to choose junk food?

- The students will share out the data they have compiled on their various foods (both good and "bad") with the whole class.
- The students will address the question, "What makes food healthy and why do we crave certain foods?" *Prompt: Using the knowledge from the "Chemistry of Taste" unit, what do we know about ourselves and why we crave certain things (like salt, fat, etc). Knowing that a particular food may be bad for us, why do we still eat it?*

☑ Student reflection and assessment: Reports to the class (with group) the contrary effects healthy/unhealthy food choices have on the the body and brain.

5. What makes an effective, dynamic visual design (food packaging)?

- The students (with guidance by the teacher) will bring various packages and containers of some favorite processed foods. The focus should be on colorful, dynamic packaging that is designed to catch the eye.
- The students (in groups/individually) will research the elements of marketing and promotion used by companies to sell their products, especially with young people in mind. Questions to address:
 - What makes persuasive text in food packaging? What words and/or catch phrases are used? Why do they work?
 - What characters or mascots are used to persuade us to buy? Why are they effective? (humorous, cool, dynamic, hip, etc.)
 - Is there a celebrity endorsement? Why does he/she convince us to buy the product?
 - What visual arts concepts are at work (color, shapes, composition, etc.)?
- The students have a class share of what they have discovered.

☑ Student reflection and assessment: Researches food packaging, focusing on dynamic design; persuasive text/catch phrases; appealing character/mascot.

6. How can you make your own persuasive food packaging for a healthy food?

- The students (individually or in groups) will create “persuasive packaging” for a healthy food of their choice (carrots, apple slices, spinach, etc).
Prompts: Using what we have learned about persuasive packaging, how would you package and sell a healthy food as if it were a processed snack food? What colors would you use? Would you design a logo? A mascot or cartoon character? Develop a catch phrase?
- The students will design and construct a packaging presentation for a healthy food.
- The students will share their final products in a “healthy food” show-and-tell.

☑ Student reflection and assessment: Creates packaging for a healthy food that has dynamic design; persuasive text/catch phrases; appealing character/mascot.

7. What makes an effective commercial?

- The students will watch several dynamic, energetic commercials for snack foods. The “Super Bowl-style” commercials would be very appropriate. The teacher will lead a discussion about what makes these commercials effective and persuasive.

Prompts: What makes an effective commercial? Why does the commercial make you want to buy the product? What does the commercial do to your senses? Make you hungry/thirsty? Is there a mascot/cartoon character? How does it convince you to consume the product? Is there a celebrity? Kids, like you? How do they convince you?

- The students will work in groups, as a production team, and create a commercial for one of their packaged healthy foods. They will storyboard ideas, create a script, decide on performers and crew, shoot the video, edit and present.

Student reflection and assessment: Uses humor, exaggeration, funny voices, energy, and emotion in a videotaped presentation to make their product appealing to an audience.

Public Product/Sharing

Who is our audience?

Peers, entire school (students and faculty), families

Begin with a question, followed by the description of the culminating event that shares the learning from the PBL unit.

How do we share what we have learned with our community?

Final share out can include:

- “Super Bowl-style” commercials for promoting healthy foodchoices
- kid-chef healthy cookbook
- making vegetable soup for the class
- students create posters/pamphlets for healthy food choices and distribute them throughout the school (during lunch?)

ARTS IMPACT LESSON PLAN Theater and STEM Infused PBL Unit

Fourth – Fifth Grade: *The Appeal of Food*

CLASS ASSESSMENT WORKSHEET

The following assessment checklist can be used along with other assessment tools developed teachers and students.

Disciplines	STEM	STEM/VISUAL	THEATER	Total
Concept	Chemistry of Taste	Packaging	Commercial	3
Criteria	Reports to the class (with group) the contrary effects healthy/unhealthy food choices have on the the body and brain.	Creates packaging for a healthy food that has dynamic design; persuasive text/catch phrases; appealing character/mascot.	Uses humor, exaggeration, funny voices, energy, and emotion in a videotaped presentation to make their product appealing to an audience.	
Student Name				
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Total				
Percentage				

What was effective in the unit? Why?

What do I want to consider for the next time I teach this unit?

What were the strongest connections between arts discipline and STEM?

Teacher: _____

Date: _____

ARTS AND STEM INFUSED PBL UNIT: *The Appeal of Food*

Dear Family:

We are engaged a theater-infused project based learning unit in which we are trying to solve this challenge:

Driving Question:

How can we make healthy food as appealing as junk food?

- We asked why the body and brain find particular foods “irresistible.”
- We discovered through the science unit “The Chemistry of Taste,” that different foods have different effects on our health.
- We explored the harmful effects highly processed “junk foods” can have on the body, and contrasted those with the beneficial effects of eating healthy foods has
- We created our own dynamic packaging and “Super Bowl-style” commercials to promote a healthy food. We shared our commercials with our peers to help promote healthy choices in our diet.

At home, you could extend the learning by looking at the ingredients of some of your favorite foods.