Lesson Plan: Dissecting Diets

General Description
In this activity, students practice making comparisons and evaluating claims regarding different suggested dietary plans. This activity could be done in any of three ways: (1) students do the activity independently, (2) students do the activity independently then create "best responses" with team members that are then reported to the class, or (3) students do the activity in teams. Some or all of the activity could be done outside of class time. Because of the variation in possible administration strategies, no UTI guidelines accompany this activity. General principles for use in a classroom include: students generating answers to peers’ questions, discussion leaders answering a question with a question, student-student and small group interactions, and discussion leaders focusing student attention on evidence.

Objectives
1. Students should gain familiarity with three recommended diets and recognize patterns in both similarity and difference.
2. Students will practice identifying claims about scientific principles (in this case, the dietary recommendations).
3. Students will generate multiple reasonable explanations for the same observation.
4. Students will practice evaluation of evidence.

Concepts
1. In science, claims should be supported by valid, reliable evidence.
2. Often multiple explanations exist for a single observation. The most acceptable explanation is founded on better evidence.
3. There are general principles of an appropriate diet; the specifics differentiate the recommended plans.

Time
50 minutes

Prerequisite Skills
None

Materials
Students handouts