UTI Instructions: Dissecting Diets

Warm-Up:
Get students into the appropriate frame of mind by having them read and complete question 1. Allow students about three minutes. It is not important for students to fully complete the question, just that they begin to think about diet.

Have students pair up and compare answers. Students should create a “super” answer that they will share with the class. Allow two or three minutes for this interaction, then collect student attention.

Choose a student to share their response to 1b. Accept the student’s answer. Solicit another different response, making note of the evidence that the students choose to use.

Main Event:
Divide students into six groups. Assign the groups one of question 2, 3, or 4 (two groups per question). Have students work their question for eight to ten minutes. While students are working their question, circulate among groups and encourage additional critical thinking by asking questions that lead to further analysis. Near the end of the time period, teams should elect a spokesperson to represent their teams.

For question 2, have the spokesperson read the critique and the team’s analysis. Other students should pay close attention but not record any response. Have the other team’s spokesperson report their answer. Choose a student from a different team to give a synthesis or comparison of the two responses. Have another student give a final response. Allow students one or two minutes to record the final or best answer.

Repeat this process for the other two questions. In each case, make a point to focus on the evidence and assumptions in the critiques.

Cool-Down:
Have students now answer question 5 individually. This question is an opportunity for the students to demonstrate that they can apply their recent learning to a new problem. Collect student responses.