

# Integrated Media Literacy Project

## Food Groups Mind Maps (Primary Grades)

### Project Description

Using Google Images (<http://images.google.com>) and Popplet ([www.popplet.com](http://www.popplet.com)), an online brainstorming tool that incorporates images, text, colour and drawings into an online mind map, students can demonstrate their learning on the food groups, and share this learning both at school and at home.

### Before the Project

- Research and Learning: Teachers should review the concept of a mind map or brainstorm with students, as well as the four food groups curriculum they have already shared with students.
- Technical and Media Setup:
  - Teacher should set up a class set of Popplet accounts to allow a quick login, and for potential use in future years. Please note that on networked systems, there may be technical issues with multiple students using the same account (when one student accidentally logs out, all other students are also automatically logged out) so if possible, it's best to create a class set of emails, or use school-assigned email addresses for individual use, and to create a subsequent class set of Popplet accounts. Teachers should retain the passwords of any Popplet account created by students for school use, for maintenance and supervision.
  - Teachers should review the functions, limitations and benefits of both programs before introducing them to the class. For example, for Google Image downloading one needs to click through to the full-sized image to download, rather than saving the thumbnail on the original search results. In Popplet, groups working together on the same Popplet have live updating capabilities – a benefit because of collaborative potential, but also a potential problem with accidental deleting or changing of partners' work.

### First Online Session

- Before starting work on the computers, students should be given a brief reminder of their school's online policies regarding responsible and appropriate web browsing, Internet safety, and listening while instruction is being given.
- Students can then be given kid-safe websites to explore their curriculum online, for example:
  - Health Canada: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>
  - My Food Guide: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index-eng.php>
  - TV Ontario Recipe Game: <http://www.tvokids.com/activities/blackbeardgalleychef>
- Each student should be shown how to create a folder on the desktop, or in a secure area of their computer, and then should take time to create it. This folder will be a place to store

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images downloaded from the Internet that show different foods from each of the food groups, and of the food group chart as a whole.

- Teachers should illustrate Google's image searching options, including the importance of saving full-sized photos to students' individual folders.
- Students should spend the rest of their class time searching for and saving photos, including at least two foods from each food group, and one graph, chart or image of the full food group chart.

## **Second Online Session**

- Teachers can start this session by ensuring that students have completed their image searching, and if not, can provide them with time to do so.
- When this is complete, students should watch and listen to a brief introduction to Popplet given by the teacher. The basic functions should be reviewed:
  - Creating a Popplet;
  - Double clicking to add popples and making changes to that popple's color and size;
  - Typing into the popple to add text;
  - Adding pre-saved images from the computer into a popple;
  - Creating an organized Popplet by grouping popples and assigning them particular colors that match with the four food groups (one colour per food group).
- Students should be paired up in groups and log in with their provided Popplet email and password information.
- Students should begin creating their Popplet with their partners, either working together on one computer or working individually, but collaborating on the same Popplet.
- By the end of this session, students should ensure that their Popplets contain all the images they want to include, and should start to enter words into the picture popples to describe or name the foods. Older primary students can add more information to their Popplets as well, including popples that contain information about the recommended serving numbers and sizes for each food group, and any other information that they have learned in previous classroom lessons or online.

## **Third Online Session**

- Students should login and continue working on their Popplet projects; text and any final information should be added, and the Popplet as a whole should be organized by food groups, with the main food group chart in the center of the mind map.
- Teachers should review each Popplet and then, when students are ready, projects can be shared either to another group, round-robin style with students circulating amongst all the computers, or to the whole class, as time permits. During presentations, or at each computer, each student can suggest an additional food that could be added to the presenters' food group listings.

## **Integrated Media Literacy Project**

- To engage students in reflecting about their online learning, ask students:
  - Do you have access to a computer at home? Were you able to use Popplet at home for practice?
  - Did using Google Images and Popplet help you learn about the food groups? How did it help?
  - Was it easier to remember information about the food groups by using Popplet? Why or why not?

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