

## LESSON PLAN

<b>Titolo del modulo/lesson</b>	Healthy Eating made simple
<b>Livello</b>	pre-intermediate
<b>Classe</b>	2AL, 2BL, 2CL
<b>Materia</b>	Science, Latin, English
<b>Contenuto</b>	Food and health
<b>Tempi</b>	6 Hours
<b>Autori</b>	Pezzella M.(English), Bonfante M.E.(Science), Sinigaglia D.(Science)
<b>Prerequisiti disciplinari</b>	Biomolecules: general structure and functions
<b>Obiettivi disciplinari: Conoscenze</b>	<b>To Know</b> what a balanced diet is like, what the five core food groups are, how much of each food group should make up a healthy plate.
<b>Obiettivi disciplinari: Abilità</b>	<b>To be able to</b> Identify the five core food groups Understand that eating a variety of food from different food groups each day is important for good health Identify what a main meal looks like healthy/unhealthy To raise students' awareness of healthy and unhealthy eating habits;
<b>Prerequisiti linguistici</b>	Vocabulary related to food and eating habits
<b>Obiettivi linguistici: competenze</b>	Speaking, Reading, Writing Listening Vocabulary related to Unhealthy and Healthy
<b>Materiali</b>	Worksheets, videos, exercises on line
<b>Sitografia bibliografia principale</b>	HealthyEating_E3-L1_Lesson_Plan.pdf (ESOL Nexus) Generalizations: Science by Keith Kelly (One Stop Clil)

## PHASE 1: WARMING UP

**Objectives:** to raise students' awareness of healthy and unhealthy eating habits;

### Task 1:

- a) In small groups ask students to talk about films/ books they know which show people's eating habits in an English-speaking country. Elicit students' ideas from each group.
- b) Show students 3 videos respectively from: Harry Potter (<https://youtube/brPSNWgy5Pk>), Big Bang Theory (<https://www.youtube.com/watch?v=t9vH543EYQI>) and Grey's Anatomy (<https://youtu.be/WP5Tyh8AlGI>) Over Size Me extract from Michael Moore's documentary film (<https://youtu.be/hOtrBjidIGk>) and ask students if the video clips prove their ideas or not.

### Task 2 : Speaking

Whole class- Students are asked to look at the words in the worksheet and to say if they can foresee the topic of the lesson.

## PHASE 2: INTRODUCTION AND PRACTISE

### Task 1 Reading

Give students the Gabriel Antoinette adapted from the Guardian website (<https://www.theguardian.com/lifeandstyle/2011/apr/17/teens-adolescents-food-eating-cooking>).

Tell students they have five minutes to read the text.

Ask them to mark the foods in the list in the worksheet as **HEALTHY**/ **UNHEALTHY** while reading. Let them compare their lists in pairs and then check with the class.

**HOMEWORK:** Divide the class into two main groups **H** (HEALTHY) and **U** (UNHEALTHY) .In smaller groups (3-4) ask students to make a short video (not more than 1 minute) with their idea of what a HEALTHY / UNHEALTHY diet is like. The videos should include a slogan or a caption.

## PHASE 3 PRACTICE AND CONSOLIDATION

### Task 1 : check homework

Show the students' videos and ask them to choose the best ones according to the given grid

- Captivating caption or slogan
- Which video best shows the key ideas of the previous lesson

Collect responses from the class. Reward winners with a "healthy" treat (ex: apple)

**Homework:** ask students to log on to the link [https://quizlet.com/\\_33u1qs](https://quizlet.com/_33u1qs) and do the activities flashcards and spell.

### Task 2 : Reading and Speaking (photocopy/attachment How to read food labels)

Students are asked to read “How to read food labels”, to do the Exercises 6 and 7 (attachment) and check them in pair.

The teacher places a box containing a range of labels (attachment) on the teacher’s desk. After that, in pair, students have to pick a label from the box.

Ask them to elicit the main information in order to understand if the food is healthy or not.

Final task: in pair students are asked to compare their labels explaining if a food is healthier and why.

Suggested answer: It’s low in total fat (less than 3g/100g), low in saturated fat (less than 1.5g/100g), low in sugar (less than 5g/100g), quite low in sodium (0.26g/100g). Look at sodium rather than ‘equivalent salt’. Sodium is the part of salt that causes health problems.

**Homework:** Students complete the given table .

### Task 3 Speaking

Ask students to talk about their eating habits using the table completed as homework to explain if their favourite food is healthy or not.

## **PHASE 4: SUMMING UP**

### Task 1 : Reading and Writing

Give students the photocopy of the text “Things we need to eat to stay healthy” and ask them to fill in the gaps.

### Task 2: Speaking

Through the tool “padlet” (<https://it.padlet.com>) the teacher displays some pictures of healthy and unhealthy foods. Students are asked to rearrange them in descending order from the healthiest to the unhealthiest.

Log on to the [link](https://padlet.com/sinigagliadaniela/gcaythdrq1d3) to find the Padlet (<https://padlet.com/sinigagliadaniela/gcaythdrq1d3>)