

CONBAT+



CONTENT BASED TEACHING ConBaT+ A healthy diet

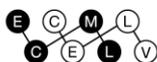
For the Teacher

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EMPOWERING LANGUAGE PROFESSIONALS
VALORISER LES PROFESSIONNELS EN LANGUES
SPRACHLEHRENDE IN IHRER ROLLE STÄRKEN


European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum





A HEALTHY DIET

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INTRODUCTORY INFORMATION

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INSTITUTE: Teacher Training School, University of Turku, Finland

TARGET GROUP:

11-15 year old

Elementary school students studying English as a foreign language or students in bilingual education where English is used as the medium of instruction, 5-6 grade elementary or even higher

SUBJECTS:

- Health education
- Biology

AIMS:

1. To learn about a healthy diet
2. To learn vocabulary and phrases concerning diet and food
3. To effectively use all the languages coexisting in the community in a meaningful way
4. To use ICT in a meaningful way

KEY COMPETENCIES REGARDING:

COMMUNICATION IN LANGUAGE(S):

- Noticing similarities and differences between names of food between one's own L1 and L2
- Discussing with parents/family the cultural significance of food
- Writing down a typical recipe in one's own L1 and bring it to school
- Improving reading competencies in English as a foreign language
- Learning English vocabulary related to food and diet
- Learning special vocabulary concerning cookery
- Learning about the other L1s in class
- Learning about the possible similarities and differences in eating and dishes at home vs. elsewhere

LEARNING TO LEARN:

- Looking for information
- Timing oneself
- Making a presentation



CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS
CONBAT

A HEALTHY DIET

DIGITAL COMPETENCES:

- Creating a wiki
- Using on-line dictionaries
- Looking up and using www-sites

SOCIAL AND CIVIC COMPETENCES:

- Working with a partner
- Working in various settings cooperatively

TIMING OF THE OVERALL ACTIVITIES:

5 x 45 minutes



1. WHAT WE EAT

Timing: 2 x 45 minutes

Material required: Copies of the text to everybody, notebooks, copies of the charts, computers with Internet

Grouping:  - - -

Focus on content:

- Nutrients
- Healthy food
- What and how people eat in different places of the earth

Focus on languages:

- Writing and following a set of instructions (recipe)
- Similarities between the names of foods and ingredients (eg. spices)



WORKSHEET 1

a) Introduction: grammar and structures

Discuss the theme (healthy food) using questions in the present and past tense:

What do you like **best**?

Do you ...

When **did** you...

Did you...

Have something for breakfast/lunch/dinner...

Better than, as good as, I like ... best, I like... more than...

What would you like to have for...

b) Content and writing

Read the following text:



FOOD

We, like all living things, must have food to make us grow, to keep healthy, and to stay alive. All food that we eat comes from plants or animals. Everything that we do takes some energy. We get the energy that we need from the food that we eat. Some foods give you more energy than others. Muscles use energy and the brain uses it. Even when resting we use energy

Your body uses food in many ways. It gives you energy and material for growth, repair of wounds and staying healthy. Foods contain useful nutrients and other things which the body cannot use. There are five types of nutrients:

CARBOHYDRATES, FATS, PROTEINS, VITAMINS, and MINERALS.

Carbohydrates are found in sugary foods such as sweets, honey, jam and in starchy foods such as bread, potatoes and rice. Carbohydrates are our main source of energy.

Fatty foods contain butter and cream which come from animals, and oils such as olive, sunflower and maize seed oil which come from plants. Fatty foods supply (=give) twice as much energy as carbohydrates. The body can store this energy.

Meat, cheese, eggs, milk, beans and peas are **protein** foods. You need proteins for growing, for recovering from illnesses. Even healthy adults need protein for rebuilding their bodies.

Vitamins and **minerals** are important for good health but they do not give you energy as fats, sugars and starches do. Some minerals and vitamins are needed to make your bones and teeth strong. Others are needed for blood, healthy skin, gums and to make your muscles and nerves work properly.

- The teacher reads & explains difficult words.
- In pairs choose eight new words from the text. Write a dialogue/story using these new words.
- Explain/ retell the text in your own words to your partner.

c) Chart



Draw a chart in your notebook. You can use the given model. In the chart, add translations in your mother tongue and in another foreign language that is spoken in your classroom. Ask your classmates. Add translations in a third language you know.

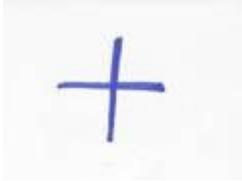


A HEALTHY DIET

	Mother tongue _____	Language 2 _____	Language 3 _____
Nutrient			
Carbohydrate			
Fat			
Protein			
Vitamin			
Mineral			
Starch(y)			
Rice			
Source			
Energy			
Fatty			
Maize			
Oil			
Seed			
Beans			
Peas			
Potatoes			
Rice			
Gums			
Muscle(s)			
Nerve(s)			



d) Recipe



In small groups look for a traditional recipe to present to the class. Every group looks for a recipe on a different continent. Make a neat wall poster of your recipe. Draw or find a picture from the internet to go with it. Try to explain it to your classmates using words in the language of the people who prepare this dish. Look for these words on the Internet. Explain them to your classmates.

Assessment:

- Charts



2. DIET

Timing: 3 x 45 minutes

Material required: Copies of the text for everybody, notebooks, copies of the charts, computers with Internet

Grouping: - - - - - - - - -

Focus on content:

- Nutrients
- Healthy food
- What and how people eat in different places of the earth

Focus on languages:

- Writing and following a set of instructions (recipe)
- Similarities between the names of foods and ingredients (eg. spices)



WORKSHEET 1

a) Read the following text

DIET

The different kinds of food that you eat make up your diet. The foods that you eat can be put into five groups:

MILK, MEAT and FISH, GRAIN AND CEREAL, VEGETABLE and FRUIT and OTHERS.

Foods in the **milk group** give you proteins, fats, sugars, and some vitamins and minerals.

A lot of protein is found in foods in the **meat and fish group**. You should eat some of these foods each day. Beans, peas and nuts contain proteins also.

Foods in the **grain and cereal group** give you lots of energy because they contain starch. These foods also have some vitamins in them.

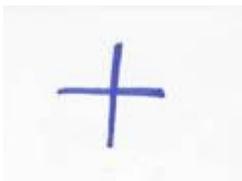
Many vitamins and minerals are found in foods that make up the **vegetable and fruit group**. Be sure to eat several foods from this group each day.

The foods that you cannot place into any of the above mentioned groups belong to the **others group**.

b) Understanding the text: In pairs answer the following questions:

1. Why would eating too much of one kind of food not be good for you?
2. Make a meal plan (breakfast, lunch, dinner) that contains foods that you like the most.
3. Plan a healthy breakfast, lunch and dinner.
4. How do your plans in 2 and 3 differ?
5. What kinds of foods would you put into the others group?

c) Food diary



Keep a diary of what you eat during a week. Draw a chart in your notebook or use the one provided for you (glue it in your notebook).

In the comments column you can write about your own feelings (if you liked the food, if it looked/smelled good, if it was healthy/unhealthy etc).



You can write the names of dishes and your comments in your mother tongue or English. When discussing the chart, you can use any language but make sure everybody understands you.

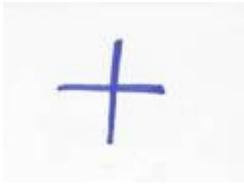
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Comments
Breakfast								
Lunch								
Dinner								
Snacks								

After you have kept a food diary for a week, discuss what you ate during your week.

Suggestions for discussion topics:

- What was your favourite meal and least favourite, if any?
- How were your meals different?
- Did you eat healthily?
- Did you pay more attention to what snack you ate after you had read about healthy food?
- Did your parents get involved? How?

d) Recipe



What is your favourite dish at home?

Write down the recipe in your mother tongue. You may need to interview your (grand)parents for this assignment.

Try to explain the dish to your classmates without using English. Also take a picture of the dish or try to find one on the net.

Resources:

<http://www.mybook2cook.com/>

<http://www.healthyalberta.com/HealthyEating/320.htm>

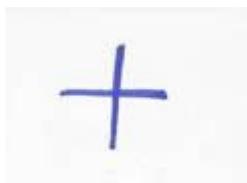
<http://www.cooksillustrated.com/recipes/>

e) Class projects

In pairs or with the whole class:



1. Make a plurilingual recipe wall of all the recipes. Use your mother tongues and/or English.



2. Make a plurilingual international cookery book. Publish it on the web or more traditionally on paper. You can even use it to raise funds for your class!

Resources:

Free software (www-sites) for publishing your cookery book on the web :

<http://www.wikispaces.com/>

<http://pbworks.com/academic.wiki>

Tutorial on-line



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www.britishcouncil.org/etwinning-tutorial-on-wikis.doc

Assessment:

- Presentation (recipe/s from home)

Eating log (charts used every day)