

## CLIL LEARNING UNIT – Lower Secondary School

<b>Title</b>	Food and diet	<b>Class</b>	II
<b>Subject(s) involved</b>	SCIENCE AND ENGLISH	<b>Number of lessons</b>	10
<b>Teaching aims</b>	To teach the fundamentals of nutrition and the importance of a healthy diet; the differences among cultures concerning eating habits and diet.		
<b>Learning outcomes</b>	What learners will be able <b>to know</b> by the end of the unit	<i>Learners will be able to know about the fundamentals of nutrition and health diet; essential nutrients need for health; the efficacy of vitamins and minerals; how personal, cultural and ethnic features shape individual's nutritional practices.</i>	
	What learners will be able <b>to do</b> by the end of the unit	<i>Learners will be able to locate information for nutrition in packaged food; Design a personal self-care pyramid; Develop focused questions regarding nutrition;  Recognize the need for a healthy diet to prevent diseases.</i>	
	What learners will be able to <b>be aware of</b> by the end of the unit	<i>Learners will be able to be aware of a healthy diet and healthy attitudes and Behaviors.</i>	
<b>Content</b>	CLIL theme with possible Cross-curricular links	<i>The Mediterranean diet and the American and the Anglo-Saxon diet. Knowledge of different eating habits according to different cultures and countries.</i>	

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<b>Communication</b>	Language <b>of</b> learning	Vocabulary: food, drinks, nationalities, micro language (proteins, carbohydrates, amino acids) Structures: -ing form; comparatives; superlatives, I think, I believe, in my opinion, according to, I agree, I don't agree, I think so, I don't think so. Functions: talking about like and dislike, making comparisons Expressing opinions, expressing agreement and disagreement.
	Language <b>for</b> learning	Vocabulary: food and drinks Structures: present and past tenses, comparatives and superlatives. Functions: to be able to talk about daily routines, habits; to be able to talk about past events, to be able to make comparisons.
<b>Cognition</b>	Thinking skills development (LOTS and HOTS)	Knowledge of an appropriate model of health care. Knowledge of theories of self care and health promotion. Openness to self-examination of beliefs and values.
<b>Culture</b>	Awareness of topic relevance to daily life	Understanding of the impact of lifestyle on health, and the ways one can modify lifestyle to affect diseases/promote health.
<b>Materials and resources</b>	Sway presentation; worksheets; pictures; videos.	
<b>Assessment</b>	Formative: on-going process, discussions in class, group work  Summative: types of written and oral tests: written test	

Each Learning unit will be divided in single lessons. The steps to follow during the learning unit are the following:

- ACTIVATION
- FIND OUT (INPUT)

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- SORT OUT (INPUT PROCESSING)
- OUTPUT (SPEAKING AND WRITING TO PRESENT THE NEW PRODUCT/INDIVIDUAL/GROUPWORK)
- ASSESSMENT (SUMMATIVE ASSESSMENT OF THE UNIT)

These steps will be developed during a certain number of lessons each teacher will plan.

### LESSON PLAN

Lesson 1 /10

Title: Breakfast

Timing 1h

<b>Activation of the unit</b>	<i>How we create interest and raise motivation: The teacher shows some pictures of the main meals of the day then she asks the following questions: what are the main meals of the day? What do you think is the most important meal of the day? Why? What do you usually have for breakfast? How many times a day do you eat? The teacher uses the students' answers to focus on the importance of each meal and a balanced diet too. Then she shows a food pyramid to see if students know what group each food belongs to.</i>	<b>Interactional Pattern *</b>	<b>Resources and Materials</b>
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<p><b>Core activities</b> <b>Find out (input)</b></p>	<p><i>A short description of each activity (observing, reading, selecting information, note taking, researching, ...) The students observe a food pyramid and they individuate the most common groups of foods, each belonging to a macro category. Then they focus on the food they eat every day and more often. As a homework activity students have to take pictures of their main meals and put them together in a map using an app called Popplet.</i></p>	<p><b>Group discussion and pair work</b></p>	<p><b>Pictures and video</b></p>
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### LESSON PLAN

Lesson 2 /10

**Title: breakfast in the world**

Timing 1h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation The teacher shows a video focusing on different kinds of breakfast all over the world, and another one focusing on some of the healthiest foods. The teacher asks the students some questions about their eating habits focusing on breakfast.</i></p>	<p><b>Interactional Pattern *</b></p>	<p><b>Resources and Materials</b></p>
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<b>Core activities</b>  <b>Sort out (input processing)</b>	<i>A short description of each activity (sequencing, classifying, sorting...) According to the previous activity concerning the breakfast, the teacher writes on the blackboard the typical foods Italians have in the morning and invites the students to make a comparison among different kinds of breakfast in the world and theirs. Which breakfasts are healthier in your opinion? Why? What are the healthiest food in your opinion? What do you think a balanced breakfast should be made of? Students discuss their answers and individuate the healthiest food for a balanced breakfast. Before the end of the lesson the teacher shares a worksheet with some questions already discussed in class and a chart to complete at home concerning the main meals of the day. The students have to fill in the chart recording their meals in a week as a homework.</i>	<b>Group work</b>	<b>Pictures Worksheet 1</b>
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### LESSON PLAN

Lesson 3 /10

**Title: Meals of the day and foreign eating habits**

Timing 1 h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher asks the students to focus their attention on lunch and dinner. What do you usually have for lunch and dinner? Take the chart and let's talk about lunch. What do Italians typically have for lunch and dinner? What about the time? What time do you have lunch and dinner? What about the other countries, like USA and U.K. And Canada?</i></p>	<p><b>Interactional Pattern *</b></p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>  <b>Sort out 2 (input processing 2 if necessary)</b></p>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i></p> <p><i>Students are invited to compare the paper they had to fill in where they have recorded their meals during the week. On the worksheet there are some questions previously discussed. The answers and the results of the work are discussed in class in a spider-gram on the blackboard where the teacher writes the words lunch and dinner and the foods the students normally have for lunch and dinner. Then they focus on what, in their opinions, are the healthy and unhealthy foods. Taking a look at some pictures, they discuss about Anglo-Saxons eating habits.</i></p>	<p><b>Group work</b></p>	<p><b>Pictures</b></p>

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### LESSON PLAN

Lesson 4 /10.

Title: Carbohydrates

Timing 1 h

<b>Lead in of the lesson (warm up)</b>	<i>How we create interest and raise motivation The teacher shows some pictures of foods containing carbohydrates, proteins and sugars and asks the students if they can recognize the carbohydrates. The students point out the images that in their opinion correspond to the foods containing carbohydrates. The teacher asks the students if they know what carbohydrates are useful for.</i>	<b>Interactional Pattern *</b>	<b>Resources and Materials</b>
<b>Output (speaking/writing/presentation of individual or groupwork/product)</b>	<i>The teacher focuses on the carbohydrates and explains how carbohydrates are turned into energy. The teacher asks some questions about eating habits: when do you eat carbohydrates? How many times in a week? The teachers focus on the process of digestion of the carbohydrates.</i>	<b>Individual work</b>	<b>pictures</b>

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Lesson 5 /10.

**Title: Proteins**

**Timing 1 h**

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation: The teacher shows some pictures of carbohydrates, proteins and sugars and asks the students if they can recognize the proteins. The students point out the images that in their opinion correspond to the foods containing proteins. What do you think proteins are useful for?</i></p>	<p><b>Interactional Pattern *</b></p>	<p><b>Resources and Materials</b></p>
<p><b>Output (speaking/writing/presentation of individual or groupwork/product)</b></p>	<p><i>The teacher focuses on the foods containing proteins and explains how proteins are digested. The teacher asks some questions about eating habits: when do you eat proteins? How many times in a week? The teachers focuses on the process of digestion of the proteins. The students have to do a true false exercise.</i></p>	<p><b>Group work and pair work</b></p>	<p><b>pictures and worksheet 2</b></p>

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Lesson 6/10.

**Title Fats**

Timing 1 h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation The teacher shows some pictures of different foods including some containing fats and asks the students if they can recognize the fats. The students point out the images that in their opinion correspond to the foods containing fats. The teacher draws a spider-gram and focus on fat foods.</i></p>	<p><b>Interactional Pattern *</b></p>	<p><b>Resources and Materials</b></p>
<p><b>Output (speaking/writing/presentation of individual or groupwork/product)</b></p>	<p><i>The teacher focuses on the fats and asks the students what fats can be considered healthy and unhealthy. The teacher asks some questions about the students eating habits: when do you eat foods containing fats? How many times in a week? How often do you go to a fast food restaurant? The teachers focus on the differences between saturated and unsaturated fats.</i></p>	<p><b>group discussion and individual work</b></p>	<p><b>pictures and videos</b></p>

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Lesson 7/10.

**Title: Junk food**

**Timing 2 h**

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation The teacher shows some pictures of different junk foods belonging to the American tradition. She/he addresses the students some questions such as: do you know these foods? Have you ever eaten them? Where do you usually eat them? Do you like them? Why do you think they are so tasty? What about the cost? The students discuss about all these issues.</i></p>	<p><b>Interactional Pattern *</b></p>	<p><b>Resources and Materials</b></p>
<p><b>Output (speaking/writing/presentation of individual or groupwork/product)</b></p>	<p><i>The teacher gives the students some information about some foods typical of the American tradition. To involve the students she asks some questions as: do you know where the name hamburger comes from? Who invented it? How about the hot dog? After discussing about the ingredients of these foods the teachers asks the students to focus on the differences between American diet and Mediterranean diet. What do you think are the main differences between the American and the Mediterranean diet? The teacher shows a typical Mediterranean menu and encourages the students to find out the differences. The students have to answer some questions concerning the information given.</i></p>	<p><b>group discussion and individual work</b></p>	<p><b>pictures</b></p>

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Lesson 8/10.

Title Vitamins and minerals

Timing 1 h

<b>Lead in of the lesson (warm up)</b>	<i>How we create interest and raise motivation The teacher shows some pictures of different foods. The students point out the images that, in their opinion, contain vitamins and minerals. The teacher asks the students if they know some vitamins and what they are useful for.</i>	<b>Interactional Pattern *</b>	<b>Resources and Materials</b>
<b>Output (speaking/writing/presentation of individual or groupwork/product)</b>	<i>The teacher focuses on different kinds of vitamins and minerals and asks the students if they know what these minerals and vitamins are useful for. The she/he explains why vitamins and minerals are important. The teacher asks some questions about eating habits: when do you eat foods containing vitamins and minerals? How often in a week? The students have to answer some questions and fill in worksheet n.3.</i>	<b>Group discussion and pair work</b>	<b>pictures and worksheet 3</b>

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Lesson 9/10.

**Title HYGIENE AND HEALTHY HABITS**

Timing 1 h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher asks the students some questions concerning their habits. Do you wash your hands before eating? How often do you wash your hands in a day? What do you use to wash your hands? How often do you do exercises? Do you think that sport is useful for your health? Why? How about drinking water? Do you think that drinking a lot of water is a healthy habit?</i></p>	<p><b>Interactional Pattern *</b></p>	<p><b>Resources and Materials</b></p>
<p><b>Output (speaking/writing/presentation of individual or groupwork/product)</b></p>	<p><i>The teacher focuses on the importance of hygiene. She/he shows some pictures where the main steps of hygiene are displayed. Then she focuses on the importance of water. The students have to complete worksheet n.4.</i></p>	<p><b>Group discussion and pair work</b></p>	<p><b>pictures and worksheet n. 4</b></p>

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**Lesson 10/10.**

**Title: A HEALTHY Diet**

**Timing 1 h**

<b>Lead in of the lesson (warm up)</b>	<i>How we create interest and raise motivation The teacher asks the students some questions concerning their eating habits. How often do you go to a restaurant? What are your favorite foods?</i>	<b>Interactional Pattern *</b>	<b>Resources and Materials</b>
<b>Output (speaking/writing/presentation of individual or groupwork/product)</b>	<i>The students have to answer a survey about their eating habits and discuss their answers in group. The teacher focuses on the importance of a healthy diet. She/he shows some pictures of healthy and unhealthy food. The students have to locate nutrition information on package foods and discuss if these foods are healthy or unhealthy. Then they have to design their personal self-care pyramid, fill in a table and create the perfect dish using a tool on a website.</i>	<b>Group work Individual work</b>	<b>pictures, food packages, worksheet n. 5</b>

**Lesson 10/10**

<b>Assessment</b>	<i>Summative assessment of the whole learning unit Types of written / oral tests Written test at the end of the module</i>
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*\*Whole class: W, groupwork: G, pairwork: P, individual work: I*