

## CLIL LEARNING UNIT – Lower Secondary School

<b>Title</b>	<b>The balanced diet</b>	<b>Class 2<sup>nd</sup></b>	
<b>Subject(s) involved</b>	English, Technology	<b>Number of lessons 7</b>	
<b>Teaching aims</b>	Learning the components of a balanced diet and understanding if a food is healthy or not		
<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:</i> 1 the food nutrients 2 how a balanced diet is composed	
	What learners will be able <b>to do</b> by the end of the unit	<i>Learners will be able to:</i> 1 recognize if a certain food is healthy or not 2 read food labels on packages 3 eat healthily 4 write a recipe	
	What learners will be able <b>to be aware of</b> by the end of the unit	<i>Learners will be able to be aware of the differences between healthy food and unhealthy food and its relevance to our lives</i>	
<b>Content</b>	CLIL theme with possible crosscurricular links	Science: food and nutrition History: the diet in the past and in other countries Physical education: energy through food	
<b>Communication</b>	Language <b>of</b> learning	Vocabulary: the food nutrients, the verbs related to cooking Structures comparatives and superlatives, adverbs of time Functions: reading a food label, writing a recipe	
	Language <b>for</b> learning	Vocabulary: the food nutrients, verbs related to cooking Structures: comparatives and superlatives, adverbs of time Functions: recognizing the food nutrients	
<b>Cognition</b>	Thinking skills development	Knowledge/rememering (remembering the verbs related to cooking) Comprehension/understanding (understanding if a diet is balanced and healthy)	

## CLIL LEARNING UNIT – Lower Secondary School

	(LOTS and HOTS)	Application/applying (creating a schedule for a balanced diet)
<b>Culture</b>	Awareness of topic relevance to daily life	Learning the cultural diversity through what the different people eat and learning what it is important to eat and what less
<b>Materials and resources</b>	Pc, internet, videos on Youtube, books, Power Point presentations	
<b>Assessment</b>	Formative: on-going process Oral questions, public readings and games Summative: written and oral tests Written test, the writing of a recipe on a word document or a Power Point	

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

- ACTIVATION
- FIND OUT (INPUT)
- 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. An example follows:

## CLIL LEARNING UNIT – Lower Secondary School

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### LESSON PLAN

Lesson 1

Title

what are the food groups?

Timing 1 h

<p><b>Activation of the unit</b></p>	<p><i>How we create interest and raise motivation</i></p> <p><i>The teacher asks the learners to associate orally some foods to their main food nutrient (for example: bread – carbohydrates, fish – proteins, meat - proteins, ...) (SPEAKING)</i></p> <p><i>The learners and the teacher read a Power Point document (attachment: Tec_1) that explains what the food groups are and learn about the pyramid of food (READING AND WRITING)</i></p>	<p><b>Interactive Pattern*</b></p>	<p><b>Resources and Materials</b></p>
<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, ...)</i></p> <p><i>The learners read the sentences one by one and write the keywords that the teacher indicates, creating a word bank (READING AND WRITING)</i></p>	<p><b>W and I</b></p>	<p><b>Pc, Power point document</b></p>

### LESSON PLAN

Lesson 2

Title

let's start

Timing 1 h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i></p> <p><i>The learners in pairs repeat what they read and saw during the last lesson looking at the word bank as scaffolding (SPEAKING)</i></p>	<p><b>Interactive Pattern*</b></p>	<p><b>Resources and Materials</b></p>
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## CLIL LEARNING UNIT – Lower Secondary School

<b>Core activities</b>	<i>A short description of each activity (sequencing, classifying, sorting...)</i>	<b>W, G, P and I</b>	<b>Pc, Internet, word bank</b>
<b>Sort out (input processing)</b>	<p><i>The learners in groups play games (attachments: Tec_2 and Tec_3) on the pc (match the food with the group “healthy” or “less healthy”, match the food with the food group) and they answer a food quiz</i>  <a href="http://www.bbc.co.uk/northernireland/schools/4_11/uptoyou/healthy/quiz.shtml">http://www.bbc.co.uk/northernireland/schools/4_11/uptoyou/healthy/quiz.shtml</a></p> <p><i>At home, they have to write a food diary of 2 days (attachment: Tec_4), one on Sunday and one during the week (RESEARCH AT HOME)</i></p>		

### LESSON PLAN

Lesson 3

**Title What is a food label like?**

Timing 1 h

<b>Lead in of the lesson (warm up)</b>	<p><i>How we create interest and raise motivation</i></p> <p><i>The teacher tells the names of some foods and the learners, in groups, have to say if it is healthy or less healthy. They earn a point for every correct answer (SPEAKING)</i></p> <p><i>The learners write their food diary on an excel document and with the teacher they discuss and decide if it represents a balanced diet or not. After the explanation of 2/3 food diaries they make a comparison among them (READING AND SPEAKING)</i></p>	<b>Interactive Pattern*</b>	<b>Resources and Materials</b>
<b>Core activities</b> <b>Sort out 2 (input processing 2 if necessary)</b>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i></p> <p><i>The teacher and the learners watch a video</i>  <a href="https://www.youtube.com/watch?v=RxjgPwrVFXQ">https://www.youtube.com/watch?v=RxjgPwrVFXQ</a></p>	<b>W, G and I</b>	<b>pc, excel document, food diary, word</b>

## CLIL LEARNING UNIT – Lower Secondary School

	<p><i>that explains how a food label is composed and the teacher freezes the frames to make the learners read and repeat the most important things (LISTENING COMPREHENSION). The learners add the new words to the word bank</i></p> <p><i>At home the learners have to collect some food labels, in Italian and if possible in English (RESEARCH AT HOME)</i></p>		<b>bank, internet</b>
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### LESSON PLAN

Lesson 4

**Title      The preservation of food**

Timing 1 h

<b>Lead in of the lesson (warm up)</b>	<p><i>How we create interest and raise motivation</i></p> <p><i>The teacher list orally some words taken from the word bank and the learners, in groups, have to say if it is a word included in a food label or not. They earn a point for every correct answer (SPEAKING)</i></p>	<b>Interactional Pattern*</b>	<b>Resources and Materials</b>
<b>Sort out 3 (input processing 3 if necessary)</b>	<p><i>The teacher and the learners look at the food labels that all the learners have brought from home and they make a comparison between an Italian label and an English one (found on internet if nobody of the learners has one) (attachment: Tec_5) (READING)</i></p> <p><i>The teacher and the learners watch a video (<a href="https://www.youtube.com/watch?v=roggwivq8r8">https://www.youtube.com/watch?v=roggwivq8r8</a>) that explains the different kinds of preservation of food and the teacher freezes it to make the learners read and repeat one by one the most important things and to write the keywords to the word bank (LISTENING COMPREHENSION, READING AND WRITING)</i></p>	<b>W, G, P and I</b>	<b>Food labels brought by the learners, internet</b>

## CLIL LEARNING UNIT – Lower Secondary School

**Lesson 5**

**Title            how to write a recipe**

**Timing 1 h**

<b>Lead in of the lesson (warm up)</b>	<p><i>How we create interest and raise motivation</i></p> <p><i>The teacher and the learners look at a form with the most important cooking verbs (attachment: Tec_6) and in pairs they try to guess the meaning with the help of the drawings next to every word. Then they add the new words to the word bank (READING, WRITING)</i></p>	<b>Interactional Pattern*</b>	<b>Resources and Materials</b>
<b>Sort out 4 (input processing 4 if necessary)</b>	<p><i>The teacher and the learners watch a video (<a href="https://www.youtube.com/watch?v=VrTiHccfTqU">https://www.youtube.com/watch?v=VrTiHccfTqU</a>) that explains how to write a recipe (the sections, the most important words) (LISTENING COMPREHENSION)</i></p>	<b>W, P and I</b>	<b>Internet, form of cooking verbs, word bank</b>

**Lesson 6**

**Title            now we write a recipe**

**Timing 1 h**

<b>Lead in of the lesson (warm up)</b>	<p><i>How we create interest and raise motivation</i></p> <p><i>The teacher and the learners look at a form with the most important cooking verbs (attachment: Tec_6) and in pairs they try to guess the meaning with the help of the drawings next to every word. Then they add the new words to the word bank (READING, WRITING)</i></p>	<b>Interactional Pattern*</b>	<b>Resources and Materials</b>
<b>Output (speaking/writing/presentation of individual or groupwork/product)</b>	<p><i>The learners have to write a recipe on a word or a power point document, using the words and the structures seen during the last lesson. They can do it in pairs, but in this case they will have to write 2 recipes or a more difficult and complex recipe (attachment: Tec_7)</i></p>	<b>W, P and I</b>	<b>Internet, form of cooking verbs, word</b>

## CLIL LEARNING UNIT – Lower Secondary School

		<b>bank</b>
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<b>Assessment</b>	<i>Summative assessment of the whole learning unit Types of written / oral tests  The learners have to prepare a balanced diet of a week (attachment_Tec_8)</i>
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*\*Whole class: W, groupwork: G, pairwork: P, individual work: I*