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| **GENERAL INFORMATION AND PROFILE** | | | | | | | |
| **Content/Language** | | Nutrition and health | | Science + English | | | |
| **Age** | | 12-14 | | | **Date** |  | *(to be completed by teachers)* |
| **Language level** | | **A1/A2** | | | **Lesson length** | 4 lessons | |
| **Rationale**  *(links to previous content and language* | | *(to be completed by teachers)* | | | | | |
| **Materials needed** | | Food and drink packaging, small transparent plastic bags, small urine containers (see pictures bellow), scales | | | | | |
| **OUTCOMES**  4 Cs integrated focus (Coyle, 2006; Coyle, Hood & Marsh, 2010) | | | | | | | |
| **Main teaching aims** | | | | | | | |
| **Content** | | | Learners can:   * Recall the main nutrients in food and drinks * Understand and explain the effects of taking too much salt, food or fat | | | | |
| **Cognition** | | | Learners can:   * Understand the nutrients information provided on food and drinks packaging and link it to their health * Use a scale to weigh * Use a liquid meter * Create a poster or wall mural | | | | |
| **C**  **o**  **m**  **m**  **u**  **n**  **i**  **c**  **a**  **t**  **i**  **o**  **n** | Language **of** learning | | Learners can:   * Recognise and use vocabulary linked to food, nutrients, drinks, … * Recognise and use vocabulary related to the percentages, grams/per gram, kcal… | | | | |
| Language **for** learning | | Learners can:   * Ask and answer questions about quantities, percentages… * Explain the healthy amount of nutrients that we should take every day and the effects of having too much salt, sugar or fat on a daily basis | | | | |
| Language **through** learning | | Learners can:   * Suggest designs and presentation formats * Produce slogans * Debate why the mentioned nutrients are present in such big quantities in food and drinks popular among youngsters. | | | | |
| **Culture** | | | Learners can:   * Understand the importance of a healthy eating and a sensible choice of the amount of snacks and junk food. * Be aware of how and why the food and drink industry provides nutritional information the way they do. * Disseminate healthy eating habits in a clear, simple way. | | | | |
| **PROCEDURE: Stage, teacher and student activity** | | | | | | | |
| **Lead-in** | | | During this research task you will find out how much fat, sugar and salt you can find in different types of food and drinks and understand its impact in our health in a simple, clear way. | | | | |
| **Presentation** | | | **Warm up:**  Learners brainstorm about:  - the dangerous effects in our health of taking high amounts of fat, sugar and salt  - the sensible amount of fat, sugar and salt we should consume  - where and how can they find information about these nutrients in food and drinks popular among pupils. | | | | |
| **Guided practice** | | | * Learners look for the amount of sugar, salt and fat recommended by the health authorities. * Learners look for food labels of different types of food and drinks which contain a high amount of these nutrients: popular soft drinks and boxes of cookies, chocolate bars, different types of cakes, chips, junk food in general. * Pupils will carry out a real measurement in the laboratory of the amount of sugar, fat and salt in each of them. * Learners prepare the bags of sugar, salt and the fat container with the amounts shown in the selected food and drink packaging. * Design posters or a big wall mural to show the result of their research (see pictures below). * Pupils think of slogans and catchy sentences to be written on the posters or the wall mural. | | | | |
| **Free production** | | | * Making of the posters and displaying them on the classroom or/and the school wall:   - On one poster pupils will show the daily amount of sugar, salt and oil recommended per day by experts, so everybody at school are able to compare it with the real quantities found on food and drinks which will be displayed on some other posters (see photos below).  -The slogans and sentences will alert the school community against the abuse of these nutrients.  \*This than can be placed in the school hall as a kind of health advertisement. | | | | |
| **EVIDENCE AND ASSESSMENT** | | | | | | | |
| **Success criteria** | | | **Language** | | | | **Content** |
| Learners can:   * Memorise and use names of nutrients * Ask and answer the questions:   *- What is the maximum daily amount of sugar/salt/fat recommended by nutritionists?*  *-What are the consequences of taking too much sugar/salt /fat?*   * Produce catchy phrases or slogans. | | | | Learners can:   * Understand the nutritional information provided on food and drink labels * Observe, analyse and show the result of the research |
| **Assessment** | | | **Formative**  Observation:   * Ongoing feedback while performing the activity * Reviewing and checking the pupils' choice of products and the label understanding, their performance in the lab, while designing the posters… | | | | **Summative**   * Individual participation in oral interaction * Group interaction and individual contribution to the posters/wall mural |
| **NEXT STEPS** | | | | | | | |
| **Content** | | | Students can take pictures of their daily meals, collect information about the amount of food, and make an estimation of the amount of the different nutrients along the day.  Learners can create a "healthy day proposal" which includes a menu and physical exercise. | | | | |
| **Language** | | | Discover and recycle Language related to healthy eating habits | | | | |





