

Erasmus + KA1 project “Implementing CLIL in project work” “My Healthy Plate”

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Age group/form	16 students from 6th form. Level of English Pre-intermediate to Intermediate	
Time (min)	80 min	
Integration of subjects	Social studies and English	
Timetable fit	The main theme learners are working on at the moment is healthy food; they have learnt a lot about the food theme in the previous lessons and now will get acquainted with the healthy plate components and food categories.	
Aim	To introduce the healthy food plate using task based approach and develop reading and speaking skills.	
Objectives	1) to organise students project-work in pairs and groups; 2) to introduce new vocabulary through guessing and inferencing strategies; 3) to practice skimming and scanning strategies in reading 4) to develop students' speaking skills by giving presentations	
Real life context and culture	Culture of healthy eating is very important. The Healthy Eating Plate provides detailed guidance, in a simple format, to help people make the best eating choices. It is developed with the latest science-based recommendations on healthy eating habits and aims to provide an easy-to-understand visual representation of a balanced and healthy diet.	
Planned results	Content	Learners understand the healthy plate components and can differentiate the categories of food.
	Language	Learners have enriched vocabulary and terminology on various food categories.
	Communication	Learners have improved communication in groups and presentation strategies
	Cognition	Learners can apply inferencing and guessing strategies

In what way CLIL is implemented in project work?

Students are using authentic materials in English to investigate the healthy plate components and then to develop a micro-project - presentation about their healthy plate components.

Procedure

Pre-task (warm-up)

Activity1- brainstorming from the video.

Students brainstorm what products they usually have on their plate every day and study the names of food categories. Teacher shows a short video with the presentation of My Plate and students get the blank sheet to draw the plate components in pairs.

Support materials 1: video from the internet, blank paper-handout 1

Tasks (main part)

Activity2- Pair work on food vocabulary. Teacher makes pairs, gives students exercises on the vocabulary they have already learnt. Students work in pairs and write the names of fruit and vegetables according to the colour. Then the teacher starts a class discussion. Have each student list his or her favourite fruit and vegetable. Ask the students how much of their plates are normally taken up by fruits and vegetables. Students get the questions about fruit and vegetables to discuss in pairs or groups.

Peer- assessment: students exchange their works and correct the spelling of the words in the tables (task 2); finally they discuss the answers to the given questions and get the correct answers.

Scaffolding1: teacher asks students in each group to read out the names of vegetables and fruit they have written in pairs.

(Handout 2 –task 2 and task 3)

Activity 3- skimming and scanning the text.

Students get worksheets with the text about grains, read it out and do True/False exercise. Then they have to correct all the False sentences.

Peer- assessment: students exchange their works and discuss the differences; finally they receive answers and check their works

(Handout 3 – task 4)

Activity 4- Pair work on food vocabulary. Teacher explains the task and gives the worksheet about dairy and protein products. Students work in pairs, discuss and draw an X through the food that doesn't belong in each row, and circle protein or dairy to indicate which food group is best represented in that row. Then they write healthy examples of their favourite proteins and dairy products.

Formative assessment: teacher asks students in each pair to explain their guesses, comments and gives students the correct answer.

(Handout 4 – task 5)

Activity 5- Group work or pair work making a healthy plate and a short presentation of it

Students get the task to create their healthy plate using the information they have learnt about healthy food and pictures of different food. Teacher gives each group or pair A-4 paper to do the task or students can use a plate from handout 1, and then they present it.

Peer-assessment of presentation

(Handout 1; A4 paper)

Post task (revision and reflection)

Activity 6- Self-assessment: students answer the questions:

What have I learned today? What new words do I remember? What categories of food do I know?

Teacher gives her feedback for the lesson and guides the self-assessment.

Resources

My Plate worksheet <http://hubpages.com/education/plate-coloring-page>

Texts : adopted materials from:

<http://www.learningzonexpress.com/media/wysiwyg/documents/EnergyEverydayforEveryone/MyPlateLessonPlans.pdf>

Video: Choose My Plate Dietary Guidelines: <https://www.youtube.com/watch?v=-J1hmmy1OB4>

Presentations: A-4 paper and pictures/photos of food

Handout1

Task1. Warmer. Divide the plate into the correct parts and write the names of food categories for each part.

Handout 2

Task 2. Vocabulary and speaking. Work in pairs and write as many fruit and vegetables for each colour in the table.

<i>Green</i>	<i>White</i>	<i>Red</i>	<i>Yellow/Orange</i>	<i>Blue/Purple</i>

Task 3. Discuss the following tips in pairs or in groups:

- » Do you choose fresh, frozen, canned, or dried fruits and vegetables? Which forms are the best?
- » Do you prefer eating red, orange, or dark green vegetables, such as tomatoes, sweet pepper, and broccoli? What colour vegetable is the best for your health?
- » Do you use fruit as snacks, salads, or desserts. Why is fruit a good dessert choice?
- » Do you usually choose whole or cut-up fruits more often than fruit juice? What is better and why?
- » Do you check juice labels to ensure that they are 100% juice?

Handout 3

Task 4. Reading-skimming and scanning. Read the text and write if the sentences below are True or False (correct all False sentences):

Grains are a part of a special type of a plant. A whole grain is made up of three parts. There is the outside part (bran), the middle part (endosperm) that gives the new plant energy, and the inside part (germ) that becomes the new plant. When we eat foods with grains in them – bread, cereal, rice, and pasta – at least half of it should have the whole grain in it. For example, when we eat whole grain bread, there are all three parts of the grain in the bread. But, when we eat white bread, only the middle part of the grain is in it. Foods made from grains (wheat, rice, and oats) help form the **basis** of a good diet. They **provide** vitamins, minerals, carbohydrates, and other substances that are important for good health. Grain products are low in fat, unless fat is added in processing, in preparation, or at the table. **Grains:** Bread, cereal, rice, wheat, barley, buckwheat, bulgur, pasta. Whole-grain products such as whole-wheat bread, oatmeal, and brown rice are recommended because they have more fiber and help you feel full.

1. A whole grain is made up of two parts.
2. When we eat whole grain bread, there are all three parts of the grain in the bread.
3. When we eat white bread, only the inside part of the grain is in it.
4. Grains provide vitamins, minerals, carbohydrates etc.
5. Bran is rich in vitamin C.
6. Grain products are oats, rice, wheat, buckwheat etc.
7. Whole-grain products have little fibre and help you feel full.

Handout 4

Task 5. Vocabulary Draw an X through the food that doesn't belong in each row, and circle protein or dairy to indicate which food group is best represented in that row.

milk	rice	cheese	yogurt	These foods are examples of: Protein/Dairy
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grapes	fish	beans	ham	These foods are examples of: Protein/Dairy
egg	tofu cheese	corn	sunflower seeds	These foods are examples of: Protein/Dairy
low- fat frozen yogurt	cheddar cheese	low-fat cottage cheese	hummus	These foods are examples of: Protein/Dairy

Write or draw your answers to the following questions:

What is your favourite healthy source of protein?	What is your favourite healthy source of dairy?
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