

Little changes to eat better

GEP1: 2021-22



Institut Pedraforca
Noèlia Arco Casals

TASK 1 : INPUT & COOPERATIVE /COLLABORATIVE LEARNING IN CLIL



Materials en el marc de la formació del programa GEP pertanyen a l'autor/a amb una [llicència creative commons CC BY-NC-SA](#): Reconeixement - No Comercial - Compartir Igual.

| | |
|---|---|
| TITLE OF THE LESSON OR TOPIC | Little changes to eat better |
| AUTHORSHIP | Noèlia Arco Casals |
| SCHOOL | Institut Pedraforca |
| COURSE / YEAR / GRADE | First course of CFGM Nursing assistant care, Subject: Education for Health |
| TIMING | 2 hours |
| COLLABORATION WITH... | There's no language teacher in vocational training |
| OBJECTIVES OF THE SESSION | Remember basic vocabulary about food groups, elaborate recommendations for improving our feeding habits and create an infographics with them |
| SHORT DESCRIPTION OF THE SESSION | <p>(The descriptions of the activities below should contain: dynamic instructions with collaborative and cooperative activities, (with the timing), type of input, questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement all materials used and linked)</p> <p>Note: GEP activities are occasional in the course. They don't have any English subject in the cycle.</p> |



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Checklist:

1. dynamic instructions with collaborative and cooperative activities, X
2. with the timing, X
3. type of input, X
4. questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement X
5. all materials used and linked X

| | |
|---------------------------------|--|
| S E S S I O N | Activity 1 <p>1. The teacher explains The Food Wheel and Food Groups (Presentation 1). Students do “Activity 1” in pairs (collaborative activity). At the end we correct the activity.</p> <p>2. 10 min (presentation) + 25 min (activity+correction)</p> <p>3. Input: visual, spoken and written</p> <p>4. “Activity 1” asks explicit information</p> <p>5. Presentation 1 (https://view.genial.ly/61bcbd5a74907f0e36a53b46/presentation-presentation-1)</p> <p>Activity 1 https://docs.google.com/document/d/1MPrT4RIO0CcFyXjr3h9AvjATghRod8uBquNW0wLLMBQ/edit?usp=sharing</p> |
|---------------------------------|--|



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| 1 | Activity 2 | <p>Brainstorming to introduce the next activity:</p> <p>1. Students have to do a list about “5 things we can do to improve our eating”. They work in groups of three (cooperative activity, with these roles: secretary, speaker and timer/moderator). The teacher give them “5 Top ground rules” (https://view.genial.ly/619a938eca8c850d8af730c2/interactive-content-5-top-ground-rules) to work in a cooperative way. Then every group have to share their ideas and the teacher writes all of them in the blackboard.</p> <p>2. 10 min (thinking and writing) + 15 min (sharing)</p> |
| | | |
| S E S S I O N 2 | Activity 1 | <p>1. The teacher share some Recommendations for healthy eating (Presentation 2). Students summarize it in “10 little changes to eat better”, with some MORE (eating some foods for example, doing something...) and some LESS...and taking into account the list of ideas from the last activity. The groups are the same than the last activity (cooperative activity, with the roles: secretary, moderator, linguistic corrector)</p> <p>2. 8 min (presentation) + 12 min (thinking and writing)</p> <p>3. Input: visual, spoken and written</p> <p>4. Explicit and implicit information</p> <p>5. Presentation 2 (https://view.genial.ly/61c1b734713adb0de9028db5/presentation-presentation-2)</p> |
| | Activity 2 | <p>1. Students have to create an infographics with the “10 little changes to eat better”, with genially for example. The groups are the same than the last activity (cooperative activity, with the roles: secretary, computer technician, linguistic corrector)</p> <p>2. 40 minutes</p> |



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| | 5. Vocabulary and grammar support (https://docs.google.com/document/d/1n19Od0q1744hAZwx2nPgsANvRn-3jRq2SZI3qJpRsq/edit) |
| In terms of academic content, what are the students learning and what are they learning to do? | They are learning health prevention, to improve habits of lifestyle and to promote health in the subject Education for Health |
| In terms of language, what are the students practicing or learning to do? | They are learning/remembering basic vocabulary about food and healthy eating |
| In what way is this lesson plan a good example of what we learnt in the GEP course modules? | There are collaborative and cooperative activities, like the kind of activities learnt in GEP course |
| Other important information | |

ANNEXES (materials, handouts, pictures, worksheets, language support, etc.)

Session 1- Activity 1

Presentation 1



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The Food Wheel

The Food Wheel and Food Groups



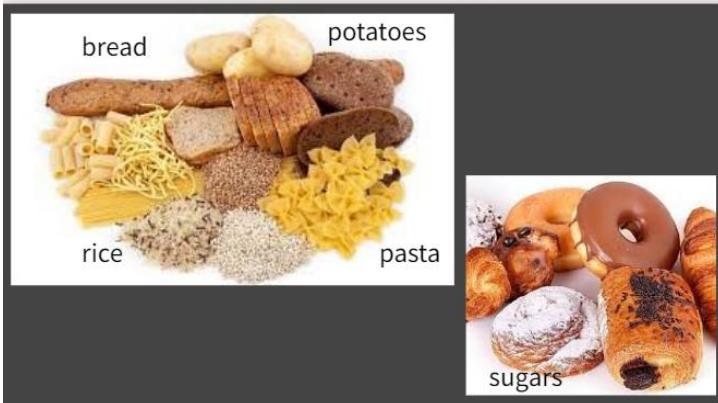
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Group I. Cereals, tubers, sugars



Main nutrients are carbohydrates

It is better to eat wholegrain or high fibre cereals than white or refined carbohydrates

Group II. Fats and oils



Main nutrients are fats

Better insaturated fat than saturated ones



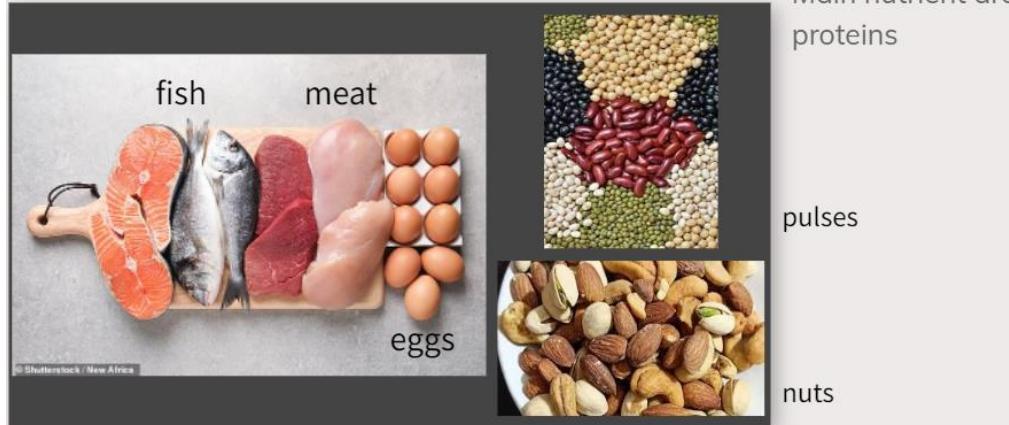
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Group III. Proteins: animal proteins/ vegetable proteins



Group IV. Dairy products



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Group V. Vegetables



Main nutrients are vitamins, fibre and mineral salts

Group VI. Fresh fruits



Main nutrients are vitamins, fibre and mineral salts



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Activity 1

Activity 1: Food Groups

Relate one word to one picture and then write them into the Food Groups:

| | | | | | |
|----------|-------------------|-------|-----------|--------|--------|
| pulses | whole grain pasta | milk | olive oil | fish | apples |
| cheese | potatoes | nuts | yoghurt | butter | sugar |
| red meat | tomatoes | bread | eggs | rice | |



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FOOD GROUPS:

| Carbohydrates | Fats and oils | Proteins |
|----------------|---------------|--------------|
| | | |
| Dairy products | Vegetables | Fresh fruits |
| | | |

Activity 2- 5 Top ground rulesTemplate adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>

Session 2 - Activity 1

Presentation 2

RECOMMENDATIONS FOR A HEALTHY LIFE

**Eat more fruits
and vegetables**



At least 3 pieces of fruit a day and
vegetables twice a day



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Water is the best drink



6 to 8 glasses every day

Try to avoid sugary soft and fizzy drinks

To reduce packaging, drink tap water

REDUCE SUGAR!

*Max. recommended by OMS:
25g sugar/day (6 sugar cubes)*



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Eat more vegetable proteins: pulses



3-4 times a week

Eat more vegetable proteins: nuts



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More active and social life



At least 30 minutes of moderate physical activity, at least 5 days a week, if possible in company and outdoors

Better wholegrain than refine



Choose wholegrain bread, because unrefined varieties are nutritious



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Better unsaturated fats than saturated fats



Reduce salt



Ultraprocessed foods contain a lot of salt for example



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Less ultra-processed food



It contains sugars, fats, salt

Less red meat



Once or twice a week at the most



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Do not skip breakfast



Thank you

Adapted mostly from:

Small changes to eat better.

https://salutpublica.gencat.cat/web/.content/minisite/aspcat/promocio_salut/alimentacio_saludable/02Publicacions/pub_alim_salu_tothom/Petits-canvis/materials/fulletCanviAngles-copy.pdf



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Activity 2- Vocabulary and grammar support

Vocabulary and Grammar support

You can use this vocabulary to build sentences in the infographics:

- More... / Less...
Ex. More water, less beer
- Eat more...
Ex. Eat more vegetables
- Reduce...
Ex. Reduce alcohol
- Do...
Ex. Do exercise
- No...
Ex. No drugs
- It's important...
Ex. It's important to brush your teeth after every meal
- Better...than...
Ex. Better late than never
- You should... (for advices)
Ex. You should sleep enough hours every night



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| SELF ASSESSMENT CHECKLIST | |
|--|---------------|
| Task 1 : Input & Cooperative /Collaborative learning in CLIL | YES/NO |
| 1. Students are presented with multimodal and varied input (spoken, written, visual, hands-on...) | Yes |
| 2. The input presented is used to help learners understand ideas and construct meaning | Yes |
| 3. The input is presented at the right cognitive level and the right language level , i.e. it is neither too challenging in terms of content nor too difficult in terms of language. | Yes |
| 4. Students are helped in some way to understand , i.e. input is made comprehensible | Yes |
| 5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning. | Yes |
| 6. Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create... | Yes |



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| 7. A variety of collaborative learning strategies are used throughout the session. | Yes |
| 8. At least one of the activities presented requires cooperation among students. | Yes |
| 9. Students are explicitly taught how to work in groups (or pairs). | Yes |
| 10. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided. | Yes |
| 11. At least one ICT tool is used to promote learning . | Yes |



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