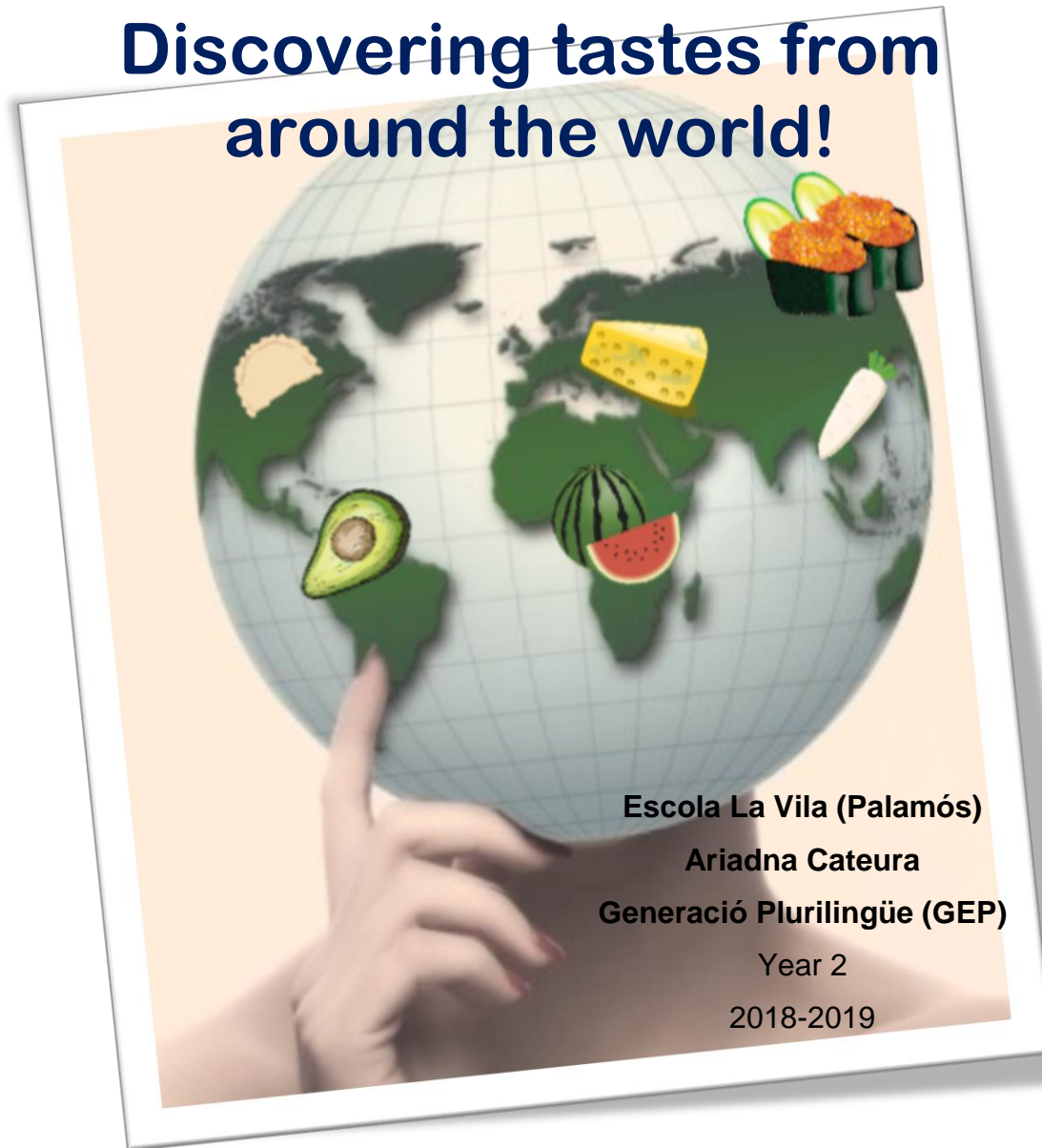


# Discovering tastes from around the world!



# PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

## Identification of the GEP project:

Title	<b>Discovering tastes from around the world!</b>
Authorship	Ariadna Cateura
School	La Vila (Palamós)
Students' CEFR Level (A1, A2...)	A1
Grade	5th (12 students, ½ group)
Content area(s)	Social and Natural science and English
Number of sessions (4, 6 or 9)	4 sessions of 1,30h.
Teacher(s) involved	Ariadna Cateura
Key words	Food and intercultural knowledgment



## 1. OUR PROJECT

**Introduction:** The project is introduced to the students through an activity with real food. They find the classroom with four ingredients on the tables and each student receives a medal with a flag when they enter to the class. They have to decide which medal goes with each ingredient and taste it. It is an activity that introduces the driving question as well so it is the frame to motivate them, be aware of their previous knowledge and give the context as well as the starting point to the project. At the end, a multicultural event with families can be done even it is not specifically planned here.

**Driving question:** How much do we know about the food traditions of our schoolmates?

### Final product:

A multicultural recipe book: A multicultural recipe book with all the recipes from the different cultures of the school.

A new recipe: They have to create a new recipe with some ingredients from another culture they will choose from a variety.

A video: Communicating the creation of their new recipe with some typical food from around the world.

## 2. GOALS

1. Get to know the cultures that coexist in our school.

2. Research about food and recipes around the world.

## 2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)

1.1. They find they way to compile the information of their different origins.  
1.2. They can situate the countries.

2.1. They can surf the internet and find the different recipes they need.  
2.2. They understand the information of the recipe.  
2.3. They use reference tools and strategies to understand the information.  
2.4. They can summarize the information they have found and rewrite it using the



	language of giving instructions and its appropriate connectors. 2.5. They can communicate it to the rest of the class group using the language items of food and recipe vocabulary.
3. Plan and write a recipe for a collaborative multicultural recipe book.	3.1. They are able to recognize the ingredients and relate these to each origin culture. 3.2. They are able to write a recipe following the steps and using the vocabulary presented related to food. 3.3. They are able to revise their creation following a prompt. 3.3. The recipe has a good presentation for the book
4. Create a new recipe with some of the ingredients of the different cultures.	4.1. They are creative enough to invent a new recipe. 4.2. They can plan the recipe using the vocabulary and verbs presented. 4.3. They use reference tools to search new words they need for the video presentation.
5. Make a video explaining the steps to follow to cook their new recipe.	5.1. They can communicate orally the steps to follow to cook their new creation.
6. Work in groups	6.1. They can work in groups properly. (observation evidences)

### 3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum (Interaction with the physical world)		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
C1. To ask questions about the environment using strategies for compiling information and analysing its results to find answers.	- Communication and globalization - Geographical area - Research stages	C1. To get basic information and to comprehend oral texts, simple or adapted. C2. To plan and produce oral short	- Types of comprehension: global, literal and interpretive - Oral production strategies



<p>C3. To interpret the territory from its elements and representations to be able to locate themselves and move around.</p> <p>C12. Participate in society with democratic values to improve the coexistence to promote a fair environment based on solidarity.</p>	<ul style="list-style-type: none"> <li>- Globalization, differentiation and alterity</li> <li>- Political organization (countries)</li> <li>- Democratical values and principles</li> </ul>	<p>and simple texts adequate to the communicative situation.</p> <p>C3. To use oral interaction strategies according to the communicative situation.</p> <p>C4. To apply strategies to get basic information and to comprehend simple written texts.</p> <p>C5. To interpret basic visual, discursive and linguistic features from a well-structured text.</p> <p>C6. To use consultant tools to access to text comprehension.</p> <p>C7. To plan simple texts from the identification of remarkable elements in the situation.</p> <p>C8. To produce simple texts adequate to the communicative competence and with support.</p> <p>C9. To revise the text in order to improve it according to the communicative competence.</p> <p>C12. To use plurilingual strategies to communicate.</p>	<ul style="list-style-type: none"> <li>- Oral interaction strategies</li> <li>- Textual Typology</li> <li>- Lexicon and semantics</li> <li>- Basic morphosyntactic elements</li> <li>- Written comprehension strategies</li> <li>- Strategies for written expression: planning, production and revision</li> <li>- Discourse organization and structure: appropriateness, coherence and cohesion</li> <li>- Planning, management and search for information</li> <li>- Use of LKT (learning and knowledge technologies) resources</li> <li>- Basic cultural and sociolinguistic aspects</li> </ul>
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## 4. 21<sup>st</sup> CENTURY COMPETENCES

Collaboration	<b>X</b>	Information, media and technology	<b>X</b>
Communication	<b>X</b>	Leadership & Responsibility	<b>X</b>



Critical Thinking and Problem Solving		Initiative & Self-direction	X
Creativity & Innovation	X	Social & Cross-cultural	X
Others:			

## 5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	X	Digital competence	X
Mathematical competence	X	Social and civic competence	X
Interaction with the physical world competence	X	Learning to learn competence	X
Cultural & artistic competence	X	Personal initiative and entrepreneurship competence	X

## 6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ul style="list-style-type: none"> <li>- Food vocabulary from around the world</li> <li>- Cooking instructions</li> <li>- The recipe structure and connectors</li> </ul>	<ul style="list-style-type: none"> <li>- Investigating about the origins of the children from our school.</li> <li>- Sharing information about the customs of their original countries.</li> <li>- Researching information about the typical recipes from these countries to create a multicultural recipe book.</li> </ul>



- Analysing and explaining differences between traditional dishes from different countries.
- Planning and writing their new recipes following the right structure.
- Communicating their creations using the appropriate vocabulary and structures.
- Working in groups

## 7. REFERENCES

<https://www.youtube.com/watch?v=r8pwNEkGzPA>

<https://www.youtube.com/watch?v=08D0dBGIzYQ>

[https://tiie.w3.uvm.edu/blog/entry-events-for-project-based-learning/#.XD4g\\_VxKjIU](https://tiie.w3.uvm.edu/blog/entry-events-for-project-based-learning/#.XD4g_VxKjIU)






## 8. COMMENTS (optional)

This unit can be extended with some aspects such as nutrition, composition of food or healthy habits and it can reach its highest point with a multicultural exhibition in the school for all the grades and parents and this would be a real audience as in PBL is considered. However, I have not planned these activities as I am aware that four sessions are not enough to do so with the depth needed.



Skills: R: reading , S:speaking, L: listening, W: writing, I: Interaction  
Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World  
Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

## 10. UNIT OVERVIEW




Session	Activities	Timing	Skills	Interaction	ICT	Assessment
						
1	<b>“Entry event”</b> : Matching ingredients with countries.	30'	S R	SG	-	-
	<b>Driving question jigsaw</b> : <i>How much do we know about the food traditions of our schoolmates?</i> <b>Hypothesizing</b> about the origins of the children.	20'	S W L	WG	-	Initial assessment
	<b>Gathering information through a survey.</b>	20'	S L	S-W(other classes)	-	-





	<b>Drawing conclusions about the survey</b>	20'	L S	WG		-
2	<b>Let's investigate:</b> find a recipe about one of the countries from the survey and fill the multicultural recipe book with the proper information.	50'	W R	SG		-
	<b>Filling a recipe template</b> for a multicultural recipe book.	25'	W	SG		TA
	<b>Revising the recipe</b>	15'	R	SG		SA
3	<b>Presentations</b> in groups of experts.	30'	S L	WG-E		PA
	<b>Kahoot!</b> To revise the content worked until now.	15'	R	S-S		TA
	<b>Fishing game! Pick up an ingredient and create!</b>	45'	R S	SG	-	-
4	<b>Designing our drafts!</b>	10'	S W	SG	-	-



	<b>Making a video</b> explaining the steps to follow for cooking the new recipe!	40'	S	SG		TA
	<b>Video presentations and tasting</b>	20'	L	WG		PA
	<b>Let's make improvement suggestions...</b>	20'	R	Individual work		SA

\*Timing is always flexible and illustrative, depending on the students demands and interests these activities can last more than four sessions.






## 11. SESSION PLANNING

### SESSION 1: Getting to know about our schoolmates.

#### Objectives of the session:

- Check their previous knowledge about their schoolmates traditions and food.
- Make hypothesis.
- Initiate students to the use of surveys as a tool to gather information.
- Draw conclusions from the survey.



	<p><u>Content-obligatory language for the session:</u> Soya sauce is traditionally from Japan, Ginger is traditionally from India, Mango is traditionally from Philippines, Avocado is traditionally from Mexico. For the survey: Can you tell me where are you, or your parents, come from?, There are... from..., It is..., Yes, I have, No I haven't, I am from...., It is ...salty, creamy, spicy, sweet.</p>					
	<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
1.1	<p><b>“Entry event”:</b> The class has 4 tables with 4 different ingredients on. Under the ingredient there is an envelop that they can not open until the teacher asks them to do it. Before entering to the class, the students receive a medal with a flag of a country. When they go in they have to situate themselves next to an ingredient that they think matches with their flags. Once they are all situated, the teacher asks them:  <i>“Do you know the name of this ingredient? Have you ever tasted it before? How does it taste like? Where does it come from? ”</i>                      After that, they have to open the envelopes and see if they are well situated. If not they have to move to the right place.                      They are allowed to tase the ingredient and they are asked about its taste.  <u>Material and language support:</u> Attachment n.1  <i>The information compiled is used as initial assessment for us to know their prior knowledge</i></p>	30'	S	Groups of 3	-	Initial assessment
1.2	<p><b>Driving question jigsaw:</b> In the other side of the flag each of the students has some words to form the driving question. They have to discuss the right order of the question.  <u>Material:</u> Attachment n. 1</p>	5'	R,S	Groups of 3	-	-
1.3	<p><b>Diving question and hypothesising:</b> The driving question is displayed in the digital board and with the same groups they have to list in “Answer garden” all the countries that they think we have students from in our school.                      *We have to detail them that maybe some children have born here but their parents are from another country, and we want to know these as well.  <u>Material and language support:</u> They have a map with the names of the countries in English. Attachment n. 2  <i>The information compiled is used as initial assessment for us to know their prior knowledge</i></p>	15'	S,W	Groups of 3/ Whole group	Answer garden <a href="https://answer-garden.ch/">https://answer-garden.ch/</a>	Initial assessment



1.4	<p><b>Gathering information through a survey:</b> As we need the real information of the schoolmates, they have to go to the other classes and ask them their origin. Each group has some different grades assigned. Before, we design the question together. Each child has a role in their groups: writer, speaker and accountant.</p> <p><a href="#">Materials and language support:</a> Attachment n.3.</p>	20'	S,W	SG	-	-
1.5.	<p><b>Drawing conclusions about the survey:</b> In a big display, through a bar graph, they draw conclusions about the survey. Each one has to produce orally a sentence.</p> <p><a href="#">Materials:</a> Attachment n.4.</p>	20'	S	SG	-	-

## SESSION 2: Let's investigate!






### Objectives of the session:

- To discover culinary traditions from other countries.
- To surf the internet to find the information they need.
- To read and understand the information.
- To recognize the format of a recipe and its common vocabulary and structures.
- To rewrite the information using the right structures and vocabulary following a model.
- To self-assess their work and improve it to always learn and do their best.

Content-obligatory language for the session: First, then, after that, next, finally, cooking verbs, kitchen vocabulary, It is a recipe from...

First, cooking verb + ingredient with kitchen vocabulary.



	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
1.1	<b>Initial reviewing from the previous session:</b> The teacher displays and comment with students a map with a pie chart of their survey from the previous day to introduce the session. Then, through an infographic design, the objectives and assessment criteria are shared with students so they know, after the previous research, what are they asked to do and how. It is a visual tool to facilitate the understanding to everybody, especially to those students that have a visual intelligence. They receive as well language support with the kitchen and cooking vocabulary and a model for the recipe they have to fill. <u>Material and language support:</u> Attachment n.5.	20'	L	Whole group	<a href="https://www.easel.ly/">https://www.easel.ly/</a>	-
1.2	<b>Let's investigate!</b> : Each group pick a flag, without looking, that belongs to a country of a schoolmate. After that, the group has to search on the internet a famous recipe of the country they have (it can be a video, written information...) and put all the information together in a drive document. They have roles to do this task: Researcher, Organizer and text selector. <u>Material:</u> Attachment n.6	30'	R,W	Groups of 3	Google docs	-
1.3	<b>Filling in a recipe template:</b> Once they have the recipe they have to summarize it in steps and ingredients following the model provided and using the vocabulary introduced. They have to fill the model they have in Canva and they can add pictures or change the colours, etc. and share it with the teacher. <u>Material:</u> Attachment n.7	25'	R,W	Groups of 3	<a href="https://www.canva.com/">https://www.canva.com/</a>	Teacher assessment
1.4	<b>Self-assessment checklist:</b> They receive a checklist to revise their work. They have to improve if it is necessary. <u>Material:</u> Attachment n.8.	15'	R, W	Groups of 3	-	Self-Assessment Checklist



## SESSION 3: Recapping!

Objectives of the session:

- To review what they have worked on the previous sessions.
- To reach an agreement about the assessment criteria for the oral presentations to make the aware of these.
- To explain orally their recipe following a model.
- To assess their classmates.

Content-obligatory language for the session: The same as in the previous sessions + 4 new ingredients and its countries origin: Mozzarella cheese (from Italia), rice (from China), cashew (from Brasil) and Papaya (from Hawaii and central America).  
This recipe is from... It is called... To cook this recipe, you need ... The steps to follow to cook the recipe are... (First, then, after that, next, finally)

Activities

*include : Name and description; Assessment tool (if any); Material (including language support)*



1.1 **Settling the assessment criteria:** Using the technique "Snowball" the students individually think about one criterion they think is important to make a good oral presentation. They share it with another child and finally they have to share their agreement with the whole group. The teacher lists the suggestions of all the pairs. A model for the peer-assessment with all their criteria is given to each group to assess the other groups.

10'

S,W

Pairs and  
whole  
group

-

-

1.2 **Oral presentations (4 groups):** They present their recipes explaining where are these from, the ingredients, the steps to follow and other important notes.  
(They have 10 minutes to prepare it in class following the model provided)  
At the end they can see the multicultural book with the recipes they have written and it is exposed in the hall of the school. It is going to become wider and richer with the contributions of other schoolmates.  
[Language support:](#) Attachment n.9.

20'

S,L

Groups  
of 3

-

Co-assess  
ment



1.3	<b>Kahoot!:</b> This is an activity to review some of the vocabulary, structures and content worked in the previous sessions. It is used as teacher and self-assessment, because they become aware of their learning as well as the teacher has the results through The Kahoot results' overview.	15'	R	Pairs	<a href="https://kahoot.it/">https://kahoot.it/</a>	Teacher assessment and self-assessment
1.4	<b>Fishing game! Pick up an ingredient and create!:</b> Though a game they discover an ingredient that they need to include in their new creations (session 4). The students are in a row, the teacher whispers the name of the ingredient to the first student, they have to whisper it until the last one in the row(as in Chinese whispers game), who has a fishing rod. This student has to fish the right image and pass the fishing rod. Through this activity new groups are formed for the next activity. <u>Material:</u> Attachment n.10.	10'	S, L, R	Individually	-	-
1.5	<b>Designing new creations:</b> With the new ingredient they have fished they invent a new recipe (an easy one). A template is provided to each group and they have to fill it once they have the new recipe. For the following session they are asked to bring the ingredients, some kitchenware they need, aprons and whatever they want, because they will have to create a video explaining the process. <u>Material:</u> Attachment n.7	35'	S,W,L, R	Groups of 3	-	-






## SESSION 4: Discovering new tastes!

### Objectives of the session:

- To be original creating a new recipe following the model worked on previous sessions.
- To work on the vocabulary and structures of a recipe and widen it.
- To be able to retell orally the recipe in a video creation.
- To self-assess their creations to be aware of their learning process.

Content-obligatory language for the session: Mozzarella cheese (from Italia), rice (from China), cashew (from Brasil) and Papaya (from Hawaii and central America).



	This recipe is from... It is called... To cook this recipe, you need ... The steps to follow to cook the recipe are... (First, then, after that, next, finally).					
	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
1.1	<b>Putting the final touches on our new creation!</b> At the beginning of the session a video model is shown to the students to let them have an idea about what they have to do as a result. The students have to record a video explaining their new recipe but first they need to finish their drafts and speak about how are they going to organize everything.	10'	S,R,L, W	Groups of 3	-	-
1.2	<b>Video creations:</b> They now have to create the video explaining their new recipe using the materials and real material they have brought. <u>Language support:</u> Attachment n.8.	40'	S,R,L	Groups of 3	4 Ipads Google drive	-
1.3	<b>Video presentations:</b> The four videos are shown to the rest of the class to share their final results and after that as a final event the students display their creations and all of them are allowed to taste these.	20'	L,S	Whole group	-	-
1.4	<b>Let's make improvement suggestions!</b> Through a google form they are asked to self-assess themselves and the project in order to make future improvements. <u>Materials:</u> Attachment n.11. <a href="https://docs.google.com/forms/d/e/1FAIpQLSei97xi41lb0gzGah667rECczWNPBtrcyWYA4m8WiOKlIjJwg/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSei97xi41lb0gzGah667rECczWNPBtrcyWYA4m8WiOKlIjJwg/viewform?usp=sf_link</a>	20'	R,W	Individually	Google forms	Self-assessment Assessment of the implementation

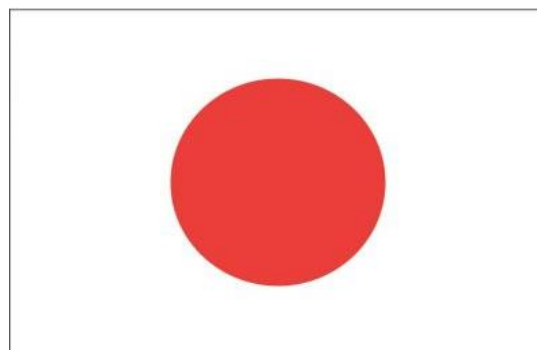




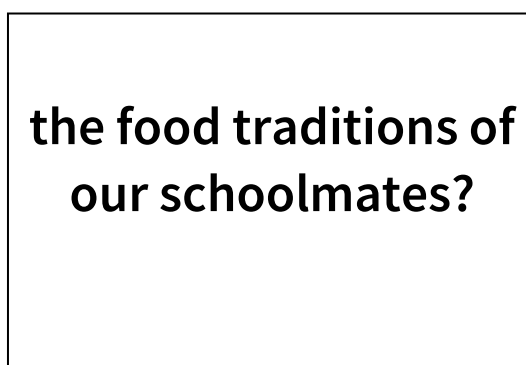
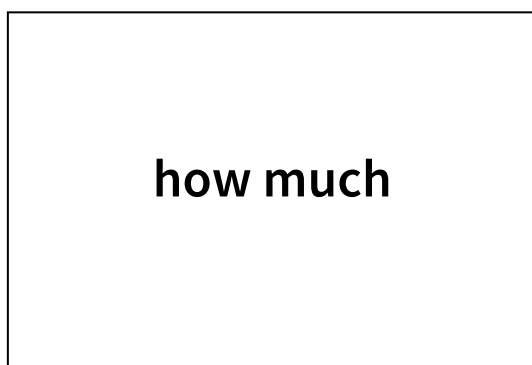
## TEACHING MATERIALS

### ATTACHMENT 1

Medals:



Reverse of the flag:



Information inside the envelopes:

**INDIA**

**JAPAN**

**PHILIPPINES**

**MEXICO**

Language support for tastes:

**SWEET**

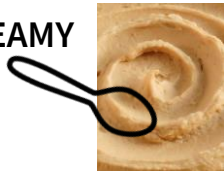


**SPICY**



**It tastes...**

**CREAMY**



**SALTY**



ATTACHMENT 2

In our school there are children from....



**ATTACHMENT 3**

Roles for the survey:

**SPEAKER****WRITER****ACCOUNTANT**

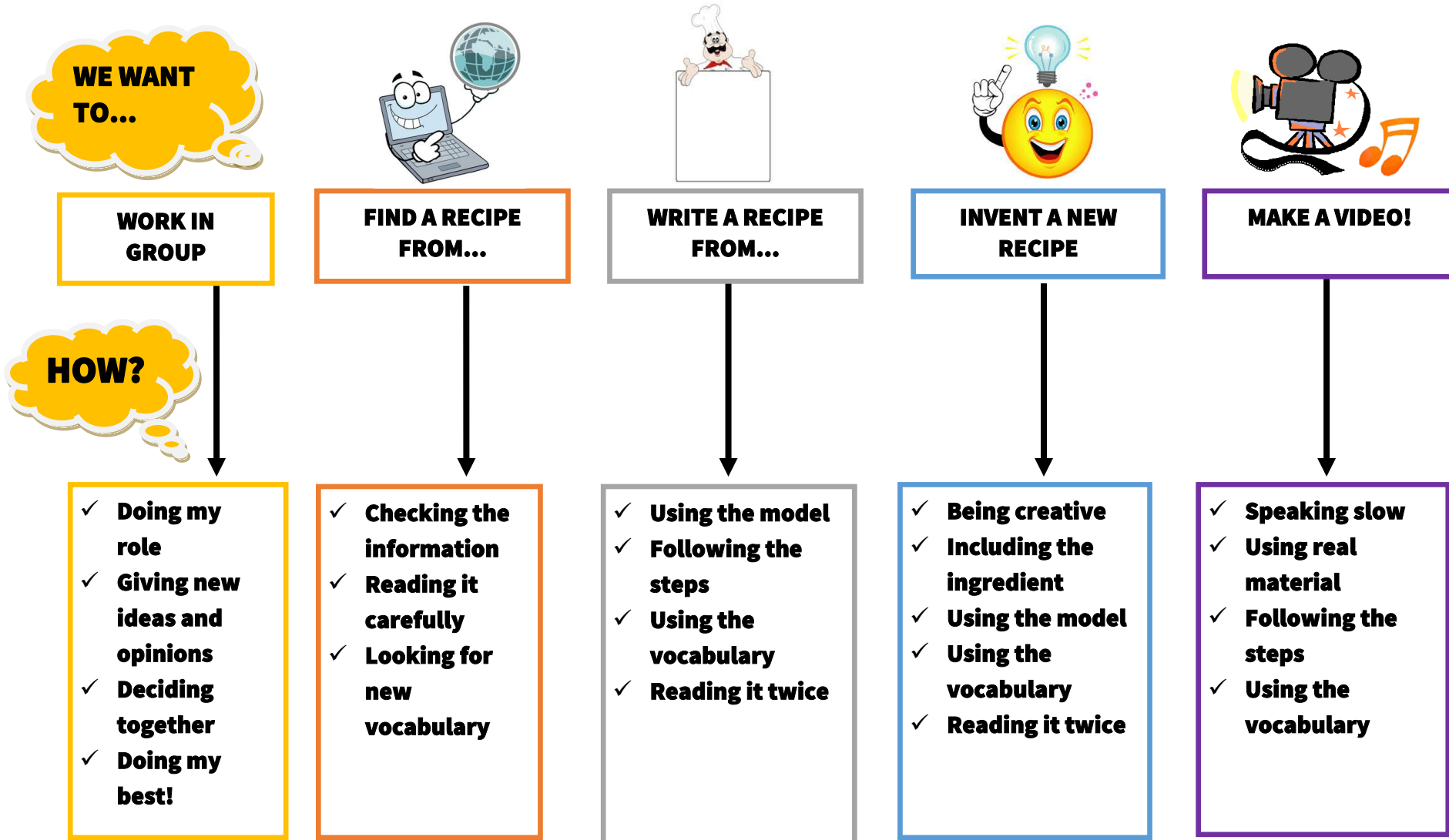
Language support for drawing conclusions:

**ATTACHMENT 4**

In \_\_\_\_\_ grade there are \_\_\_\_\_(number)\_\_\_\_\_ students  
from\_\_\_\_\_ (country)\_\_\_\_\_.

**ATTACHMENT 5:**

Sharing objectives with the students.



Kitchen utensils vocabulary (each group has a copy and they are asked to add anything they need, and they do not have here:



Cooking verbs vocabulary (from esl.com)

# COOKING VERBS

break, melt, spread, layer, roll out

fry, peel, mix, whip, saute, taste

cut, chop, slice, grate

add, pour, pinch, steam, boil

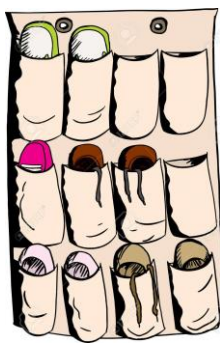
barbecue, roast, bake, stir, weigh

ESL.COM

## ATTACHMENT 6:

Roles for organizing the team work during the research:

### ORGANIZER



### RESEARCHER



### TEXT SELECTOR





## ATTACHMENT 7:

Model of the recipe they have (created with Canva). It can be printed or shared with the students.

**COUNTRY**

WRITTEN BY:

**NAME OF THE RECIPE**

**INGREDIENTS:**

- 
- 
- 
- 
- 

**HOW TO MAKE IT:**

First,

Then,

After that,



Next,

Finally,

**NOTES:**

**ATTACHMENT 8:**

Self-assessment checklist:

A RECIPE FROM...		
Does it have a title?		
Does it have the name of the country and the flag?		
Does it follow the steps of the model?		
Are the utensils written correct? (check the support)		
Are the cooking verbs used correctly? (check the support)		
Is it easy to follow and understand?		
Does it have a good presentation?		
We have done a great team work!		
We have done our best!		

**ATTACHMENT 9:**

Language support for the oral presentations and video creations:

<b>1. Presentation</b>	Hello, we are ( <i>names</i> ) and we are going to present you a recipe from ( <i>country</i> )
<b>2. Ingredients</b>	To cook this recipe, you need ( <i>ingredients</i> )
<b>3. Steps</b>	First,
	Then,
	After that,
	Next,
	Finally,
<b>4. Notes</b>	Some important notes are...
<b>5. Conclusion</b>	We hope you have enjoyed it and thank you for listening

**ATTACHMENT 10:**



**MOZZARELLA CHEESE**



**RICE**



**CASHEW**



**PAPAYA**

**ATTACHMENT 11:** Google form (Self-assessment)

[https://docs.google.com/forms/d/e/1FAIpQLSei97xi41lb0gzGah667rECczWNPBtrcyWYA4m8WiOKILjJwg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSei97xi41lb0gzGah667rECczWNPBtrcyWYA4m8WiOKILjJwg/viewform?usp=sf_link)