

*Let's be
healthy!*

DECIDING OUR SCHOOL MENU



Authorship:
Verónica Morante,
Marta Saballs and Lorena Trujillo

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PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Identification of the GEP project:

Title	<i>Let's be healthy! Deciding our school menu</i>
Authorship	Verònica Morante, Marta Saballs i Lorena Trujillo
School	Escola Vila-romà (Palamós)
Students' CEFR Level (A1, A2...)	Movers and Flyers levels(Cambridge for Schools)
Grade	5th Grade
Content area(s)	Natural Science
Number of sessions	9 sessions
Teacher(s) involved	Verònica Morante, Marta Saballs i Lorena Trujillo
Key words	<i>Healthy life, menu, healthy diet</i>

1. OUR PROJECT

Introduction:

The present project is called *"Let's be healthy! Deciding our school menu"* planned in GEP year 2, in Girona Formation, with Núria Ramos as a conductor. The project suits with the Centre School Project and the first year of Magnet School Formation.

The project provide 9 blocks of contents and activities in English for 5th graders stage, in order to foster an important social awareness of our society, as it is being healthy and having correct nutrition habits in childhood.

The project stays in the current curriculum of Education, implementing the CLIL and PBL methodology and the 21st century competencies.

Our goals are:

1. Be aware of the importance of a healthy diet.
2. Advice others on how to improve their diet

To introduce the project to our students we read them a letter written by the nutritionist of the Palamós Hospital, sharing their concerns about the bad habits of the childhood related to healthy life and diets.

In order to provide an enriched solution to the Nutritionist, we will be able to design a healthy food menu for the school canteen taking into an account his considerations and all the knowledge acquired during the project.

Driving question:

“What would happen if we eat junk food every day?”

Final product:

The students in groups will be able to design their own menu for a week and create a menu template for it.

The students will choose the type of presentation for the final product.

At the end they will vote the best menu and the template.

2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1.Be aware of the importance of a healthy diet.	<ul style="list-style-type: none"> ★ 1.1 They can explain the difference between healthy and not healthy food. Using connectors of comparing structures, adjectives, describing language. ★ 1.2 They are able to classify and grouping food.
2.Advice others on how to improve their diet	<ul style="list-style-type: none"> ★ 2.1 They can agree and convince others about their menu. ★ 2.2 They can explain their perfect diet to an expert.

3. CURRICULUM CONNECTIONS

SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum: NATURAL SCIENCE		Foreign language curriculum	
Specific Competences Health and Personal Balance	Key Contents	Key Competences/Dimension	Key Contents

6- To acquire nutritional habits, physical activity and rest habits with scientific knowledges in order to have pshysical benefit.

C8- To make decisions about hygiene and health with scientific knowledge in order to prevent and self-care of diseases.

8- Education towards to health.

1-Oral Communication Dimension:

C1-To obtain basic information.

C2- to plant or product oral texts.

C3- To interact orally.

2. Reading comprehension dimension:

C4- To apply strategies to obtain basic information and to understand written texts.

C6- To use query tools in order to understand the text.

3- Written dimension:

C7- To plan simple text.

C8- To produce simple text in accordance to the communication situation.

1-Oral communication dimension:

- Text of different typology, in different formats and supports.
- Strategies for the comprehension and expression.
- Strategies for the social interaction.
- Lexical: usual vocabulary and specific.
- Oral fluency
- Use of the query tools.

2. Reading comprehension dimension:

- Text of different typology, in different formats and supports.
- Strategies for the comprehension and expression.
- Reading aloud and silent reading
- Textual morphosyntax.
- Semantic component of the language.
- Oral fluency

			<ul style="list-style-type: none"> - Use of the query tools. <p>3- Written dimension:</p> <ul style="list-style-type: none"> - Text of different typology, in different formats and supports. - Resources for production and review in printed and digital support.
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4. 21st CENTURY COMPETENCES

Collaboration	X	Information, media and technology	X
Communication	X	Leadership & Responsibility	X
Critical Thinking and Problem Solving	X	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

- The food pyramid.
- The classification of food groups.
- The Nutriscore.
- Differences between healthy and junk food.
- Healthy diseases: Obesity and Overweight in Childhood.
- Balanced diet.

CONTENT-RELATED SKILLS

- Interpreting the food pyramid.
- Understanding and analysing the composition of some products.
- Comparing healthy food versus junk food.
- Designing and justifying a menu.
- Deciding and convincing the others of which is the best healthy menu for the school.

7. REFERENCES

- Princess Adventure TV videos. (2017, April, 18). *Healthy food vs Junk food Challenge/Sweet vs real food Challenge*. From <https://www.youtube.com/watch?v=7rcZp6IDXCc>
- Answer garden_ *Snacks activity* <https://answergarden.ch/860654>
- <http://popplet.com/app/#/5157232>
- Word Splash_ *New learning* <https://www.wordclouds.com/>
- (2017, December 19th) from <https://www.youtube.com/watch?v=0KbA8pFW3tg>
- Happy Learning English video _ *The Food Pyramid / Education Video for Kids (2017, December 19th)* <https://www.youtube.com/watch?v=0KbA8pFW3tg>
- 5adayTV (2012, April 24th). 5-a-day Fitness. From <https://www.youtube.com/watch?v=gBTvnJpwcKw>
- Roger,G. (2016, April 10). Global obesity Campaign for kids. From <https://www.youtube.com/watch?v=ahXBidlwyBg>
- Ocado supermarkets: <https://www.ocado.com/webshop/startWebshop.do>)
- <https://padlet.com/vmorante/69yzyjzdoah>
- Video: ScisshowKids.(2016, January 13th). The 5 fabulous Food Groups. From <https://www.youtube.com/watch?v=L9ymkJK2QCU>
- Song: Coach Mauk (2017, November 23th). Nutrient Song for Kids. From https://www.youtube.com/watch?v=6ZrNQ3y_q4M
- Popplet link: <http://popplet.com/app/#/5147317>
- Manchester's school website: <http://www.st-kentigerns.manchester.sch.uk/school-menu.html>
- Menu Templates Manchester's schools website: <https://pin.it/sx7ey2iypgaicv>
- Agencia Catalana de Salut Pública:
http://salutpublica.gencat.cat/web/.content/minisite/aspcat/promocio_salut/alimentacio_saludable/02Publicacions/pub_alim_inf/documents_tecnicos_preme/exemples-programacions-menus-2018.pdf

- <http://note.ly/vmorantexteccat>
- Part 1_ <https://www.plickers.com/seteditor/5c5836db97b5ea0004d5fd47>
- part 2_ <https://www.plickers.com/seteditor/5c58399dcae9c70004225372>
- The Nutrition Source: Healthy Eating Plate <https://www.hsph.harvard.edu/nutritionsource/>

8. COMMENTS (optional)

One of the things that we can do for our students in relation to the healthy habits is to guide them in their choices in life.

9. ACKNOWLEDGEMENTS






Our special mention to Núria Ramos and Goretti Blanch for all their patience, encouragement and advices during this two years formation.

Our mention to the Nutritionist who is going to participate in the school activity and engages students to get better healthy habits.

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

Block	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	1.1. Project Presentation	10m	L,S, I	T-S, S-S, WG	PWP	TA
	1.2. Driving question and wall paper 1	10m	L,S, I	T-S, S-S, WG	PWP	TA
	1.3. Video “Healthy food vs Junk food Challenge”	10m	L, S, I	T-S, S-S, WG	PWP, VIDEO	TA
	1.4. Snacks activity	30m	L,S	T-S, S-S, WG	PWP	TA, SA
	1.5. Oral discussion: How can we improve our snack at school?	30m	L,S, I	T-S, S-S, WG	PWP, ANSWER GARDEN	TA, SA
2	2.1. Recall activity: In-out circle about snacks	10m	L, S, I	S-S,SG		PA, TA
	2.2. Five a day activity	10m	L, S,I	T-S, S-S, SG, WG	SONG VIDEO	SA, PA
	2.3. Definitions Quiz	15m	L,S,I,R,W	T-S, S-S, SG, WG	POPPLLET	TA, AT, PA
	2.4. Reading task: “Healthy food vs Junk food”	30m	L,S,I,R,W	T-S, S-S, SG, WG	WORDCLOUD	TA, AT, PA

3	3.1. Words match	10m	L,S,I,R	T-S, S-S, SG, WG		TA
	3.2 Cartoons	30m	L,S,I,R,W	T-S, S-S, SG, WG	VIDEO RECORDER	TA
4	4.1. Recall activity: video cartoons	10m	L,S	T-S, S-S, WG		TA
	4.2. Food pyramid Jigsaw	45m	L,S,I,R,W	T-S, S-S, SG, WG, SW		SA, AT
	4.3. Final activity: oral speech	45m	L,S,I,R,W	T-S, S-S, SG, WG, SW		TA, AT
5	5.1. Warm up activity: recapping concepts	10m	L,S,I	T-S, S-S, WG,	PWP	TA
	5.2. Rolly robin about Food Pyramid Jigsaw	10m	L,S,I	T-S, S-S, SG		TA
	5.3. Global obesity video and worksheet	10m	L,S,I, R, W	T-S, S-S, SG, WG	VIDEO	TA, SA
	5.4. Obesity posters	30m	L,S,I, R, W	T-S, S-S, SG, WG	PWP VIDEO	AT, TA, PA
	5.5. Childhood obesity in Catalonia	30m	L,S,I, R, W	T-S, S-S, SG, WG	VIDEO	TA, AT, PA
	5.6. "5 a day Fitness"	10m	L,S,I,	T-S, S-S,WG	VIDEO	

6	6.1. Kids healthy eating plate poster	20m	L,S,I, R	T-S, S-S, SG, WG	VIDEO POSTERS	PA, TA,
	6.2. Nutriscore activity	20m	L,S,I, R, W	T-S, S-S, SG, WG		SA, TA, AT
	6.3. Online shopping	30m	c	T-S, S-S, SG, WG, SW	INTERNET	PA, TA, AT
7	7.1. Warm up activity: Food groups song and video	10m	L,S,I,	T-S, S-S, SG, WG	SONG VIDEO	SA
	7.2. Foods vocabulary	20m	L,S,I,W, R	T-S, S-S, SG, WG	POPPLLET	SA, TA
	7.3. Menu vocabulary in English	20m	L,S,I,W, R	T-S, S-S, SG, WG	POPPLLET	SA, TA
	7.4. Final product: School Menu Contest	90m	L,S,I,W, R	T-S, S-S, SG, WG	TEMPLATES	TA
8	8.1. Oral presentation school menu	45m	L,S,I	T-S, S-S, SG, WG	PC	TA, PA
	8.2. Debate and School Menu Award	45m	L,S,I	T-S, S-S, SG, WG	PC NOTELY	TA, PA
9	9.1. Nutritionist visit	45m	L,S,I	T-S, S-S, SG, WG		TA
	9.2. Test assessment	30m	L,S,I,R	S-S	PLICKLERS	TA, SA
	9.3. Project conclusions	10m	L,S,I	T-S, S-S, WG		TA

11. SESSION PLANNING (check teacher's document and teaching materials)

Let's be healthy! Deciding our school menu

Authorship: Verònica Morante, Marta Saballs i Lorena Trujillo.

Introduction

The present project is called "Let's be healthy! Deciding our school menu" planned in GEP year 2, in Girona Formation, with Núria Ramos as a conductor. The project suits with the Centre School Project and the first year of Magnet School Formation.

The project provide 9 blocks of contents and activities in English for 5th graders stage, in order to foster an important social awareness of our society, as it is being healthy and having correct nutrition habits in childhood.

The project stays in the current curriculum of Education, implementing the CLIL and PBL methodology and the 21st century competencies.

Our goals are:

1. To be aware of the importance of a healthy diet.
2. To advice others on how to improve their diet.

To introduce the project to our students we read them a letter written by the nutritionist of the Palamós Hospital, sharing their concerns about the bad habits of the childhood related to healthy life and diets.

In order to provide an enriched solution to the Nutritionist, we will be able to design a healthy food menu for the school canteen taking into an account his considerations and all the knowledge acquired during the project.

Block 1: Introduction and Snacking (2 sessions)

The aim of block 1 is to introduce the students to the general idea of the project and present them the letter of the Nutritionist, the driving question and some activities to aboard the concepts and critical thinking skills.

1.1- Project presentation:

We start reading the letter of the Nutritionist. Then we will explain to our students the present project, using a pwp (powepoint) to develop the explanation. We pay special attention to a picture 1 and 2 and we suggest them to describe the 2 pictures showed. First of all, they can do it in pairs and then they can share their ideas with the whole class, following some language for and to, in order to express their ideas.

- Materials for the session:
 - Pwp 1

1.2- Driving question and wall paper 1:

We share with the students the driving question *“What would happen if we eat junk food every day?”* and we show some words and pictures related to the topic and they have to match each one. First we are working in pairs or threes, and then, with the whole class. We suggest them to know the problem that we have to solve or look for a solution.

After, we take some notes about their first considerations just to get their previous knowledge of the topic. Moreover, we take notes about what do they think about what is supposed to do during the project (goals or activities planned). The title of the project is written in a wall paper 1_ *Let's be healthy!* Deciding our school menu with the driving question. We can take notes according to 3 sections: What we know about healthy life? What would we learn about being healthy?

- Materials for the session:
 - Pwp 1,
 - Wall paper 1 *Let's be healthy!* Deciding our school menu
 - Felt-tips and cello tape.

1.3- Watch a video about Junk food and healthy food:

We play a video about a funny challenge between two sisters. They are playing and talking about junk food and healthy food using real food.

- Materials for the session:
 - pwp 1,
 - Princess Adventure TV videos. (2017, April, 18). *Healthy food vs Junk food Challenge/Sweet vs real food Challenge*. From <https://www.youtube.com/watch?v=7rcZp6lDXCs>

After that, we guess what junk food mean and what does healthy food mean. Then, we can recall the 3 questions and we add new ideas about the topic and the problem to settle (the driving question). We engage the students to do the same challenge at home with their family and record it to be shared with the classmates.

1.4- Snacks activity

Firstly, to introduce the topic, we suggest the pupils to show to the class their snacks and decide if their snacks are likely to be junk food or healthy food. They can share their ideas to the class, using an oral tips of language of and for, given in a pwp 1.

Secondly, every student will draw in a small paper their snacks or stick the draft paper of their snacks, with their names in a wall-paper (2), which is divided into 2 sections: Healthy food vs Junk food.

Then, we can observe the results of the wall-paper (2)_ Healthy food vs Junk food and consider some questions to get some general conclusions of the session. We can follow some language of and for in pwp 1.

At the end of the project, the last session, we will suggest to do the same activity in order to compare the results and determinate if students have turned their snacks into a better choice, as it is healthy food.

- Materials for the session:
 - Pwp 1
 - Wall-paper 2_ *Healthy food vs Junk food*

1.5- Oral discussion: How can we improve our snack at school?

First of all, with the whole class, before starting the discussion, we will think about how we can express our opinion in English and we will share it among us (use pwp1). Then, we will write them on the blackboard or pwp1 so it's ready for everyone to use it if needed. Therefore, we will have a vocabulary list and some sentence starters written on the blackboard or pwp 1, such as: "I think it's a good breakfast because...", "We can improve our diet by...", "Yes, I think / No, I don't think...", We can also write YES FOODS.

Then, in groups of 4-5 students, they have to suggest some ideas to improve their snacks. They have to promote better snacks giving ideas of new products or foods as a snack and moreover how to bring them to school by an eco-friendly bag store or packaging. Afterwards, a speaker or speakers of an each group have to share their new ideas to the whole class. We can also create an Answer garden called Snacks activities, and we can visualised the most favourite snack for the student.

In a new wall-paper 3_ *How can we improve our snacks?* We can write down the different suggestions and ideas shared with the class.

- Materials for the session:
 - Pwp 1
 - Wall-paper 3_ *How can we improve our snacks?*
 - Answer garden_ *Snacks activity* <https://answer garden.ch/860654>

***Content/Language of/for block 1:**

Use the Simple present of verb to be, to think, Can/can't, to have, to eat, to put on, to bring. Vocabulary: healthy and junk food, put on weight, trans fats, obesity, sweets, caries, No foods, Yes foods, , healthy problems, Sentences: My snack is a fruit...is a....., Today I have some cookies to eat. I've got a sandwich made of..... I think a/an.....is a good snack because...,I don't think is a good snack because.....,We can improve our diet by eating...We can bring to school aYes snacks are....

***Assessment: PA/SA/TA/AT**

We are going to assess every student their interventions during the block 1, especially in oral interventions during the activities 1.4 and 1.5. We can use the oral rubric to evaluate their interventions and the individual evaluation programme to get some notes. We can also implement the self-assessment using a worksheet where they have to write down some questions of their opinions and knowledges.

- Materials for assessment Block 1:
 - Individual evaluation programme.
 - Oral rubric for the teacher to assess each student.
 - Self-assessment about their snack writing and their improvements.

***Diversity Attention:**

We can engage students to participate in the activities modulating their interventions and guiding their contributions orally speaking. We can adapt the self-assessment worksheet and do it orally and with images of the wall-papers done.

To my dear students from Vila-romà School;

My name isand I work in Palamós Hospital, as a Nutritionist. Do you know who a Nutritionist is? It's a profession that helps people to have a better and healthy diet when they have problems of nutrition.

So, I'm writing to you because I'm really worried about you! Do you want to know why?

Because I've been thinking that you might have a doubts when you want to prepare your snack to bring to school? or maybe you want to know if what you eat is healthy enough for being concentrate and strong for the long day at the school? I'm really concerned if I can help you to choose a better breakfast, snack or meal?

However, do you think, you can help me to design a school healthy menu for you? I have that purpose for you!

So, I encourage you to get information about that and show me what you have learnt during the project.

I will visit you soon! I promise!

Big Regards

XXX

Palamós Hospital, 13th February, 2019.

Let's be healthy!

Deciding our school menu

Junk Food V's Healthy Food



HEALTHY VS JUNK



Let's be healthy! Deciding our school menu

What can we see in this picture?

I can see

I like picturebecause there is/are....

I don't like picture.....because

WHAT WOULD HAPPEN IF WE EAT JUNK FOOD EVERY DAY?

put on weight
trans fats, obesity
sweets, caries
No foods, Yes
foods
junk food



healthy problems

Let's be healthy! Deciding our school menu

WHAT WOULD HAPPEN IF WE EAT JUNK FOOD EVERY DAY?

What we know about the topic?

What would we learn ?

What will we do?



Junk Food V's Healthy Food



- Princess Adventure TV videos.(2017, April, 18). Healthy food vs Junk food Challenge/Sweet vs real food Challenge. From <https://www.youtube.com/watch?v=7rcZp6lDXCs>

Junk Food V's Healthy Food



Snacks activity

My snack is a fruit....is a.....

Today I have some cookies to eat.

I've got a sandwich made of.....

Junk Food V's Healthy Food



Wall-paper2

How many people have brought junk food today?

How many students have brought healthy food today?

.....don't bring any snack today.

Junk Food V's Healthy Food



Wall-paper2

- Which sentence is true today?

Most of the students bring junk food today for a snack.

Most of the pupils bring healthy food today for a snack.

Half class have brought healthy/junk food for a snack today.

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HOW CAN WE IMPROVE OUR SNACK?



I think a/an.....is a good snack because...

I don't think is a good snack because.....

We can improve our diet by eating...

We can bring to school a

Yes snacks are....

NAME:

DATE:

SELF-ASSESSMENT SNACKS

1- Write down your daily snack? _____

2- Draw and colour some classmate's snacks:

3- Which snack do you prefer? _____

4- Which advice can you give to your classmate to improve their snack? _____

ORAL SKILLS RUBRIC_ TERM _____ NAME _____ COURSE _____

	4 EXCELLENT	3 GOOD	2 FAIR	1 NEEDS IMPROVMENT
CONTENT	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of some parts of the topic.	Does not seem to understand the topic very well.
VOCABULARY	Uses vocabulary appropriate for the purpose.	Uses vocabulary (name and adjective) which is quite appropriate for the purpose.	Uses vocabulary (name and adjective) which is not very appropriate for the purpose.	Uses vocabulary (name and adjective) which is not appropriate for the purpose.
USE OF LANGUAGE	Always speaks with large sentences (2+). The sentences are high level (correct tense, subject, adverbs, adjectives..)	Mostly speaks with medium sentences (1-2). The sentences are medium level (counting 2-3 mistakes for tense, subject, adverbs, adjectives..)	Mostly speaks with few sentences (1). The sentences are low level (counting more than 3 mistakes for tense, subject, adverbs, adjectives..)	Rarely speaks with a full sentence (1). The sentence is a very low level (counting more than 5 mistakes for tense, subject, adverbs, adjectives..)
COMPREHENSION	Student is able to accurately answer almost all the questions posed by the teacher about the	Student is able to accurately answer most of all the questions posed by the teacher	Student is able to accurately answer a few questions posed by the teacher about the	Student is unable to accurately answer the questions posed by the teacher about the

	information contained in the text.	about the information contained in the text.	information contained in the text.	information contained in the text.
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Block 2: Junk Food vs healthy food (2 sessions)

The aim of this block contents and activities is to introduce the student into the concepts of junk food and healthy food.

2.1- Recall activity: In-out circle about snacks

In groups of 8 pupils they build an In-circle and an Out-circle and they stand up face to face. They've got one minute to tell ideas of types of snacks to bring to school or for breakfast.

2.2- Five a Day activity:

In order to practise the listening skills we suggest to watch and sing a karaoke song about "5 a day" fruits and veggies. After that, we can ask in the whole group, general questions about the topic, as they are: What do the song recommend us to do?, What does the experts recommend when they say "5 a day?", "Which fruits and veggies are said by the song?" and finally, "Can you remember the advice of the experts written in the song?".

After that, we can suggest an interaction activity, so that, they can make a quick test to their classmates to find out who is following a right "5 a day". The question to be used is going to be built with the help of the students. So, we can use questions like: "Who is following the 5 s day?" "Do you do 5 a day?" Do you eat 5 a day? And we remember the answers they can use: 1-"Yes, I do", 2-"No, I don't", 3-"Yes, sometimes". At the end of the activity we can add to "wall-paper 2, the total students that are in each answer". We can recommend using the question: How many students are for answer 1, 2 or 3?. Then we can write down the expert's sentence of 5 a day.

- Materials for the session:
 - Easy Peasy Plays. (2017, 25th August). No 7 | Assembly songs - Five A Day (healthy eating) - harvest song for schools, children, choirs. from <https://www.youtube.com/watch?v=7eTSDWet1HE>
 - Wall-paper 2_ *Healthy food vs Junk food*

2.3- Definitions Quiz

This activity pretends to introduce the new vocabulary to the students and make them work in teams and communicate. The objective of this Quiz, as well, is to provide the scaffolding to the students for the next activity.

To start with, the teacher explains how students must do the worksheet, showing them one as an example. After that, the students get in groups of 4 or 5 and the teacher gives one worksheet and an English - Catalan dictionary to each group.

They can write down in a worksheet the definitions and after that they can write the words in a Popplet session in order to keep all the definitions on line. Each group will have to write them in a different colour.

When they finish and complete all the gaps, they share orally what they have to the whole class and the teacher corrects it.

- Materials for the session:
 - Worksheet_ *Competition of definitions!*
 - English-Catalan Dictionaries
 - <http://popplet.com/app/#/5157232>

2.4- Reading task: Healthy food vs junk food

The aim of this activity is to read a text using the scaffolding offered in the previous activity.

First of all, the teacher introduces the text to the class following these steps:

1. First of all, we do an "*I wonder*" brainstorming during 5 minutes about the topic showing an image reflecting the title of the text: "Healthy Food vs. Junk Food".

 2. Then, we use the "*Preview and Predict Strategy*", which consists on:
 - Individually: students preview the material (1 minute).
 - Partners: in pairs, students write 3 things they think they will learn about from the text of this unit (5 minutes).
 - 4 person teams: Partners share their list with another pair of students and list is condensed or expanded. Then, they transfer final list to wall-paper. (10 minutes).
 - 4 person teams: They report out findings and post list. (3 minutes).
 - Teacher: read the text while students follow along.

 3. Finally, we represent new learning making a *Word Splash* using the important words and vocabulary, one stands for damages and one stands for benefits. We can print it out also and stick it in the Wall paper 4. We can show an example done of the junk food damages.
- Materials for the session:
 - Wall - paper 4_ *Preview and Predict Strategy*
 - Reading Text_ *Healthy food vs Junk food*
 - Word Splash_ *New learning* <https://www.wordclouds.com/>
 - Junk food damages picture.

***Content/Language of/for block 2:**

Names of veggies and fruits related to healthy food and junk food and questions in present simple like "Do you do 5 a day?" Do you eat 5 a day? Names related to benefits and damages (weight problems, diabetes, no nutrients, vitamins, trans-fats, high blood cholesterol...)

***Assessment: PE/ST/TA/AT**

As teachers, we are going to assess the block 2 using the oral rubric for the personal interventions in the different sessions, as well as their writing contributions in the wall-papers. We will assess their participation in activity 2.2 with the oral rubric too.

By the time, we are going to organize a peer assessment about the vocabulary learnt during block 2. A student 1 asks to student 2 to remember 4 or 5 words done during the block. After that, student 1 asks to the student 2 to make the definition or to relate the vocabulary done in a context. Check the Peer Assessment worksheet 2.

- Materials for assessment Block 1:
 - Individual evaluation programme.
 - Oral rubric for the teacher to assess each student.
 - Peer assessment worksheet 2.

***Diversity Attention:**

They have to participate at least once at each wall-paper and to say 2 words vocabulary minimum.

DEFINITIONS QUIZ

In groups of 4, you'll have 10 minutes to find the translation and the definition of these words using an English dictionary.

First, you'll have one minute to read all the words from the list, and then the countdown starts. Ready? Go!

WORD:	TRANSLATION:	DEFINITION:
Fiber		
Cholesterol		
Disease		
Heart		
Sugar		
Blood		
Trans-fat		
Healthy		

Junk		
Prevent		
Weight		

Junk Food

VS.

Healthy Food



1 - SUMMARY

- List of junk food damages and a list with benefits of healthy food.

2 - DAMAGES OF JUNK FOOD

- Junk food causes **weight problems** and **diabetes**.
- It has **no nutrients** or **vitamins**.
- All packed and fried foods are rich in **trans-fat**. This is the worst kind of fat that results in a number of chronic and heart **diseases**.
- Also causes **high blood sugar** and **high cholesterol**.
- Junk food also contains **added** colours, preservatives and artificial sweeteners.

3 - BENEFITS OF HEALTHY FOOD

- Healthy food are **high in fiber** content.
- Fiber release **energy** slowly and we feel less hungry during the day.
- Have **veggies** either steamed or stir-fried, because they hold all the nutrients intact.
- Healthy food is **not processed** and they are low in calories.
- It helps to **control** your **weight**.
- A healthy diet **prevents heart diseases** and control your cholesterol, blood sugar level and blood pressure.

4 - REFLEXION

- **Healthy food** supplies you with proteins, minerals and essential nutrients.
- Healthy food also supplies lots of **benefits**.
- What do you think about junk food now? Are they worth eating? Absolutely not. But still we eat... and keep eating.

Step 1_ Ask to a classmate (name)_____ to tell you about 4 or 5 vocabulary words done during the block 2.

Question: Do you remember 4 or 5 vocabulary words of the unit? Can you tell me 4 or 5 words about the unit?

1-

2-

3-

4-

5-

Step 2_ Ask to your classmate what does the words mean? Question: What does this word mean? Which is the relation to the unit?

1-

2-

3-

4-

5-

Block 3: Healthy food Cartoon (2 sessions)

The third block of contents has the aim that students get into the vocabulary and the contents and explore deeply more ideas and concepts of the project planned.

3.1- Recall activity: Words match

To be aware of the contents given still now, we suggest the students an interactive activity, in which they've got a paper with a word and they have to look for a partner with the opposite category word and try to guess why is their match done for. We give an example of two words: apple - sugar apple. They are fruits about they are in the opposite side because one belongs to a healthy food and the other ones belongs to a junk food. After their first matching, we will propose a final connection to a concept. They will have to find out the suitable concept behind the vocabulary showed. For instance, the concepts can suit with "5 a day" or healthy food or junk food categories.

- Materials for the session:
 - Words in cards with solutions to be printed.

3.2- Cartoons: assessment activity

We are going to share a cartoon with 6 characters that join 6 different opinions related to a topic: Healthy food vs Junk food. In groups of 5-6, they will have to read, understand and decide the roles in order to perform their opinion.

To introduce the concept cartoon in the lesson, we'll follow these steps:

- First of all, we'll do an "I wonder" brainstorming during 5 minutes about the topic and the characters of the cartoon.

- Each student will decide which character to perform. And then, they will work in groups of each character, so number 1 goes all together to work in the next stages, and so on.
 - Then, we'll use the "Preview and Predict Strategy", which consists on:
 - § Individually: students focus on a character and preview the material, trying to understand the sentence and the opinion. (1 minute).
 - § Partners: in the same character group but in pairs, students write down 2 sentences to add in their dialogue and opinion (5 minutes).
 - § In the same character group but in 4's teams: Partners will share their sentences and opinions with another pair of students of the same character and the sentences will be shared and rewritten. (10 minutes).
 - Finally, in groups of 6 (each pupil with a different character) will have to perform the dialogue with the contributions added during the previous stage.
 - The performance will be share with the classmates and we will record their dialogues and role-playing cartoons.
- Materials for the session:
 - Cartoon.
 - Worksheets Character in Drive.
 - Video recorder.

***Content/Language of/for block 3 :**

Vocabulary is done before. Basic sentences of the cartoon related to give opinions, using a modal verb like, should as obligation, superlative adjectives.

***Assessment: PE/ST/TA/AT**

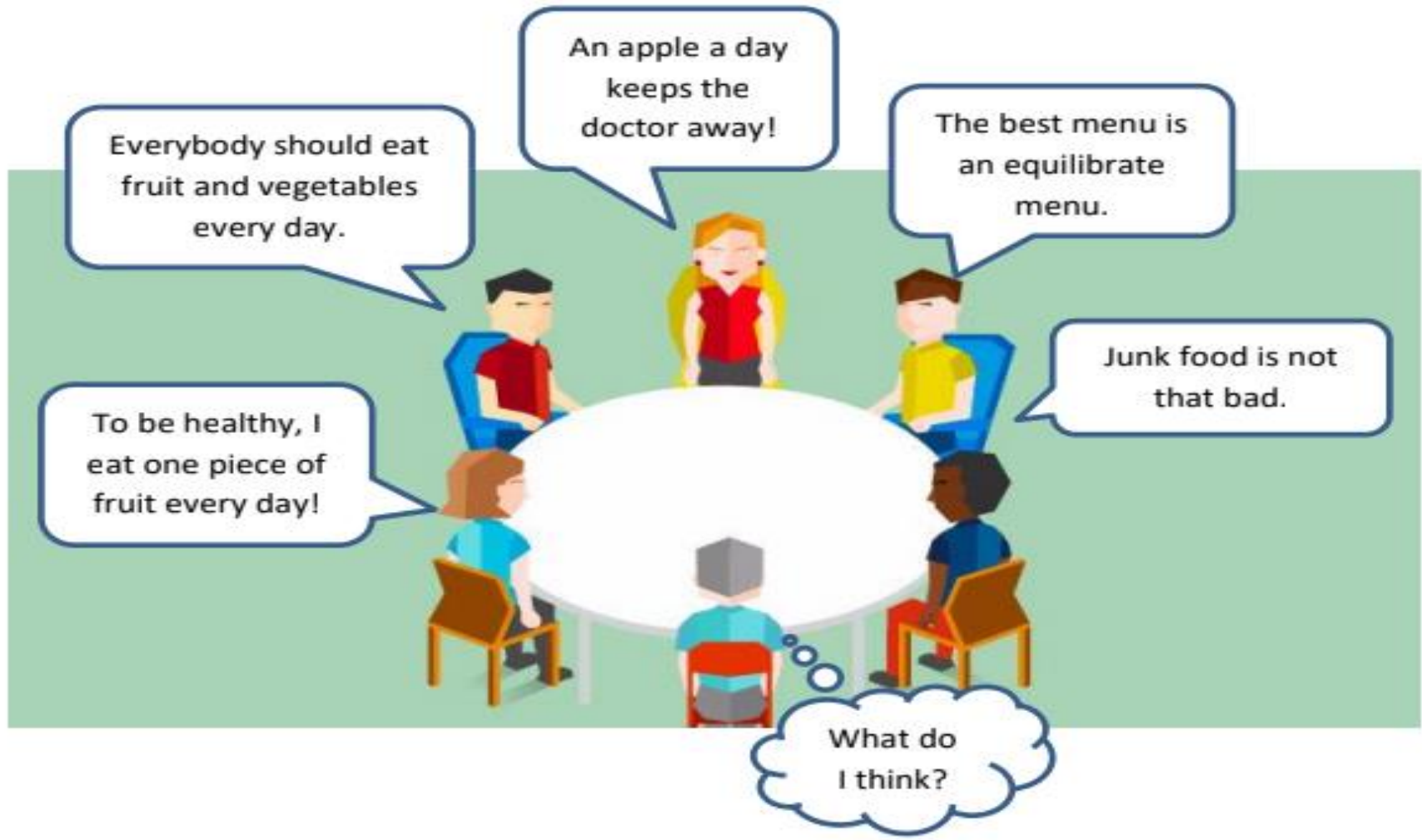
- Materials for assessment Block 3:
 - Individual evaluation programme.
 - Oral rubric for the teacher to assess each student on the activity of the cartoon and their performances.
 - Worksheet character to assess written dimension in Drive.

***Diversity Attention:**

We will suggest doing an easy role, as it is character 3. Their sentences will be supported with some tips, for instance, we can use adjectives instead of superlatives.

RECALL ACTIVITY_WORDS CARDS

JUNK FOOD	HEALTHY FOOD	DAMAGES	BENEFITS
SWEETS	BANANA	WEIGHT PROBLEMS	CONTROL YOUR WEIGHT
COOKIES	ORANGES	DIABETIS	NOT DIABETIS
CHIPS	PATATOES	LOW FIBER	HIGH IN FIBER
HAMBURGER	CHIKEN	HIGH ENERGY	ENERGY SLOWLY
COKE	WATER	NO NUTRIENTS	HIGH NUTRIENTS
SODA	NOT SODA	TRANS-FATS	NOT PROCESSED
KETCHUP	TOMATOES	HEART-DISEASE	PREVENT HEART DISEASES
CRISPY ONION	ONIONS	HIGH BLOOD SUGAR	CONTROL BLOOD SUGAR
CAKE	CARROTS	HIGH CHOLESTEROL	CONTROL YOUR CHOLESTEROL
		ADDED COLOURS	NATURAL COLOUR
		ARTIFICIAL SWEETER	NATURAL SWEETER



Everybody should eat fruit and vegetables every day.

An apple a day keeps the doctor away!

The best menu is an equilibrate menu.

Junk food is not that bad.

To be healthy, I eat one piece of fruit every day!

What do I think?

Character 1_ To be healthy I eat one piece of fruit every day!

Write and add sentences, ideas or opinions

1-

2-

3-

4-

5-

Character 2_ Everybody should eat vegetables and fruits every day.

Write and add sentences, ideas or opinions

1-

2-

3-

4-

5-

Character 3_ An apple a day keeps the doctor away!

Write and add sentences, ideas or opinions

1-

2-

3-

4-

5-

Character 4_ The best menu is an balanced menu.

Write and add sentences, ideas or opinions

1-

2-

3-

4-

5-

Character 5_ Junk food is not that bad.

Write and add sentences, ideas or opinions

1-

2-

3-

4-

5-

Character 6_ What do you think? write an original opinion.

Write and add sentences, ideas or opinions

1-

2-

3-

4-

5-

Block 4: Food Pyramid Jigsaw (3 sessions).

The block 4 is about to understand and manage especially the food pyramid and to practise an oral exposition.

4.1- Recall activity: video cartoons

As a recall activity, we can demand a voluntary group to perform again their dialogues of the cartoons. Moreover, we can visualize some video of the performances and ask them about their new opinions or new thinking skills after the activity done.

4.2- Food pyramid Jigsaw: assessment activity

To introduce the Food Pyramid, we suggest the student to watch a video about that topic, (Happy Learning English. The *Food Pyramid / Education Video for Kids* (2017, December 19th) from <https://www.youtube.com/watch?v=0KbA8pFW3tg>).

After that, in this activity we are going to use the cooperative structure “*Jigsaw*”. In this structure, small groups of students become experts in one aspect of the larger topic being studied, which in this case is about eating healthy.

They then teach this information to another group. The jigsaw requires the participation and cooperation of all students. It also encourages interaction since the goal is to put the pieces of the lesson together and create a whole picture of the topic being studied.

- STEP 1: Divide the class in 5 groups of 5 members each one.
- STEP 2: Each group have to choose one of this topics:
 - ◆ Carbohydrates
 - ◆ Fruits and vegetables
 - ◆ Dairy

- ◆ Proteins
 - ◆ Fats and sweets
- STEP 3: Then, each group becomes experts on this topic by working with information provided by the teacher and also with the information from the video.
- STEP 4: Each expert then returns to a mixed group with members of each of the other expert groups. Students in this group teach one another the information learned in the expert group.
- STEP 5: These new teams are asked to do a final task as a whole group class, which consists in creating a healthy food pyramid, taking into account the topics provided. In that case, each group has to fill each part of the pyramid provided with the name and the foods included.

At the end, they will put together all of their parts and we'll build the whole pyramid.

4.3- Food Pyramid: Oral Speech (assessment)

To finish this block, each group is going to present orally and give their food pyramid to a different grade of the school. As teachers, we will manage to have an appointment with different grades of the school in order to attend the oral exposition of each group of the project. During their training in the class, they will be recorded and evaluate. As teachers, we will use this final activity to assess them with an Oral Rubric.

- Materials for the session:
 - 5 cards with the name of each step of the pyramid
 - Happy Learning English video_ *The Food Pyramid / Education Video for Kids (2017, December 19th)*
<https://www.youtube.com/watch?v=0KbA8pFW3tg>
 - 5 levels of the pyramid in blank
 - Wall paper_ *The Food Pyramid*

***Content/Language of/for block:**

Use the past simple of some verbs and can/could as a modal verb.

***Assessment: PE/ST/TA/AT**

- Materials for assessment Block 4:
 - Individual evaluation programme.
 - Oral rubric for the teacher to assess each student during the oral presentations.
 - Self-assessment test about activity of the Jigsaw.

***Diversity Attention:**

Students will be able to participate at least in one of the activities of the jigsaw and in the oral exposition talking about one topic for 2 or 3 simple sentences.

SELF-ASSESSMENT JIGSAW ACTIVITY

Answer your personal questions about the activity, using the punctuation from 1 to 5, in crescendo. Circle the answer.

1- Do you want to know how much expert are you about the topic chosen? yes or not

2- Which topic did you chose? _____

3- Did you learn something new about the topic chosen? 1 2 3 4 5

4- How did you fell as an expert, telling the information about the topic to your classmates? 1 2 3 4 5

5- Could you teach the information of the topic? 1 2 3 4 5

6- Could you give some interesting contributions of the topic with the new group? 1 2 3 4 5

ORAL SKILLS RUBRIC_ TERM _____ NAME _____ COURSE _____

	4 EXCELLENT	3 GOOD	2 FAIR	1 NEEDS IMPROVMENT
CONTENT	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of some parts of the topic.	Does not seem to understand the topic very well.
VOCABULARY	Uses vocabulary appropriate for the purpose.	Uses vocabulary (name and adjective) which is quite appropriate for the purpose.	Uses vocabulary (name and adjective) which is not very appropriate for the purpose.	Uses vocabulary (name and adjective) which is not appropriate for the purpose.
USE OF LANGUAGE	Always speaks with large sentences (2+). The sentences are high level (correct tense, subject, adverbs, adjectives..)	Mostly speaks with medium sentences (1-2). The sentences are medium level (counting 2-3 mistakes for tense, subject, adverbs, adjectives..)	Mostly speaks with few sentences (1). The sentences are low level (counting more than 3 mistakes for tense, subject, adverbs, adjectives..)	Rarely speaks with a full sentence (1). The sentence is a very low level (counting more than 5 mistakes for tense, subject, adverbs, adjectives..)
COMPREHENSION	Student is able to accurately answer almost all the questions posed by the teacher about the	Student is able to accurately answer most of all the questions posed by the teacher	Student is able to accurately answer a few questions posed by the teacher about the	Student is unable to accurately answer the questions posed by the teacher about the

	information contained in the text.	about the information contained in the text.	information contained in the text.	information contained in the text.
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Block 5: Childhood Obesity and Overweight (4 sessions)

Our intention in this block activity-content is to aware our students of one of the main healthy problem that is Obesity in Childhood.

5.1- Warm up activity: recapping concepts

To introduce the session we can use the pwp1, specially the page number 5 with the driving question and we can refresh the concepts of the wall-paper number 1 writing their new contributions (healthy food, junk food, improving snacks, healthy diet, damages of eating unhealthy food....)

5.2- Rolly robin about Food Pyramid Jigsaw:

In pairs or threes, they have one minute to say names about the different concepts of the food pyramid; for example: foods of first step, second step, third step...

5.3- Global obesity video: assessment

We suggest to our pupils to watch a video about Global obesity in Childhood. (Roger,G. (2016, April 10). Global obesity Campaign for kids. From <https://www.youtube.com/watch?v=ahXBidlwyBq>).

Before the visualization, we can provide them some parts of the text of the video, and they have to read in groups of 4-5 pupils and understand their text. We can provide some roles as: speaker 1 (who reads the text at loud to the group), speaker 2 (who reads the text to the class), reader 1 and 2 (who reads to the group or class), the dictionary boy or girl (who's got the dictionary and search the words needed). Then, a speaker can read at loud their text to the whole class, and make them understand the meaning and the vocabulary.

Finally, we watch the video and we can revise some important ideas related to our driving question of the project. In a wall-paper 5 we can stick the sentences related to a new question: How can we prevent the Obesity in Childhood?

Before they stick their notes, every student of the group can also write them down in a student worksheet. This will be used also for writing assessment.

5.4- Obesity posters.

We provide to the students grouped (4-5 pupils) a poster about obesity. They have to understand the text and prepare the reading of the text. Finally, they will be able to do an oral exposition about the poster to their classmates which one will be recorded to complement the next activity.

The main ideas of the oral exposition will be also written in a small text to stick them in the wall-paper 5. They will be written also in a group worksheet.

To apply this activity we provide them some roles, as we have been promoting the activities done.

5.5- Childhood obesity activity: News in Catalonia.

In groups of 4-5 pupils they have to read an adapted article about childhood obesity in Catalonia. It is an adapted text from a Catalan digital newspaper from Tarragona published last October 2018.

After reading a text they have to rewrite and summarize the main ideas of the text in the worksheet group for assessment. Moreover, they can do graphics, using Excel, of the results. After that, they have to record a video telling us the news rewritten and using the graphics and poster given at the beginning of the session to explain the topic.

Those news and the preventions recorded with the posters will be uploaded in different social networks of the school, as they are Facebook, English blogs, twitter and the school web. Although, the video will be used for the magnet project of the school and will be also used for the hospital sponsorship project.

5.6- "5 a Day Fitness"

To finish with the block or the sessions we can suggest dancing an action song about the "5 a day fitness". They can also be recorded, in groups of 5-6 and dance the different stages of the dance. This can be uploaded in the school blog or any social network. This also can be added in the wall-paper 5. (5adayTV (2012, April 24th). 5-a-day Fitness. From <https://www.youtube.com/watch?v=gBTvnJpwckw>)

- Materials for the session:
 - Pwp1
 - Roger,G. (2016, April 10). Global obesity Campaign for kids. From <https://www.youtube.com/watch?v=ahXBidlwyBq>).
 - Subtext of the video.
 - Student's roles.
 - Wall-paper 5-how can we prevent the Obesity in Childhood?
 - Obesity posters.
 - Adapted text from a catalan digital newspaper.
 - 5adayTV (2012, April 24th). 5-a-day Fitness. From <https://www.youtube.com/watch?v=gBTvnJpwckw>
 - Video camera.

*Content/Language of/for Block:

Present simple, past simple of verbs to be, and vocabulary: obesity, childhood, overweight.

***Assessment: PE/ST/TA/AT**

- Materials for assessment Block 5:
 - Individual evaluation programme.
 - Oral rubric for the teacher to assess each student for the oral contributions of each activity.
 - Group assessment worksheet in Google Drive.
 - Peer assessment: each student of the same group is going to evaluate the oral participation of their classmates during the oral presentations of the posters and the news in Catalonia.

***Diversity Attention:**

The students with some support are going to be able to participate in the oral activities at least speaking one or two sentences written by themselves.

ROLES

SPEAKER 1

SPEAKER 2

READER 1

READER 2

DICTIONARY BOY

DICTIONARY GIRL

The overweight and the obesity affects the 38,9% of the childhood population.¹

On the 12th of October we celebrate the Obesity World Day, an important sickness that has increased the last years in Catalonia.

An a scientific study in 2015 said that the 31% of the childhood population between 6 and 12 years old had this illness. Which 19,1% was overweight and 12,6% was obesity.

A current study from Sant Joan de Déu Hospital says that the quotes has raised up to 38,9%, which ones are 23,3% for overweight and 15,6 % for obesity.

Reasons:

The reasons of obesity and overweight are different; one of the most important is the bad nutrition habits; as it is eating sugar nutrients, eating processed nutrients, high among of alimentation, fast food instead of mediterranean diet and the sedentary lifestyle.

Prevention:

During the school period we have to learn about healthy food habits. We can do regular menus, respecting the structure of the diet as it is starters, main menu and dessert. We can also respect the nature flavour of the aliments instead of adding sauceses. They can eat with autonomy, using feed tools properly. Going to the school canteen is a good decision to have a complete and balanced diet.

¹ Lopez,C. (18 october, 2018). El sobrepès i l'obesitat ja afecten el 38,9% de la nostra població infantil. Notícies Tarragona. From <http://www.noticiestgn.cat/2018/10/18/el-sobrepes-i-lobesitat-ja-afecten-el-389-de-la-nostra-poblacio-infantil/>

Charts and graphics

GLOBAL OBESITY VIDEO ASSESSMENT-group task

Write down different ideas related to the video and the reading about global obesity. Who has written every sentence?

NAME	MAIN IDEAS OF THE GLOBAL OBESITY IN THE WORLD

GLOBAL OBESITY POSTERS ASSESSMENT-group task

Write down different ideas related to the posters about global obesity. Who has written every sentence?

NAME	MAIN IDEAS OF THE GLOBAL OBESITY IN THE WORLD _POSTERS

CHILDHOOD OBESITY IN CATALONIA ASSESSMENT-group task

Write down different ideas related to the posters about global obesity. Who has written every sentence?

NAME	MAIN IDEAS OF THE TEXT_NEWS IN CATALONIA

PREVENT OBESITY



AVOID STRESS

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EAT MORE FRUITS AND VEGETABLES

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GET ENOUGH SLEEP

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GET RID OF BAD HABITS

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STOP EATING FAST FOOD

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DRINK ENOUGH WATER

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DO PHYSICAL EXERCISES

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LESS TV

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FAST FOOD OBESITY Infographic



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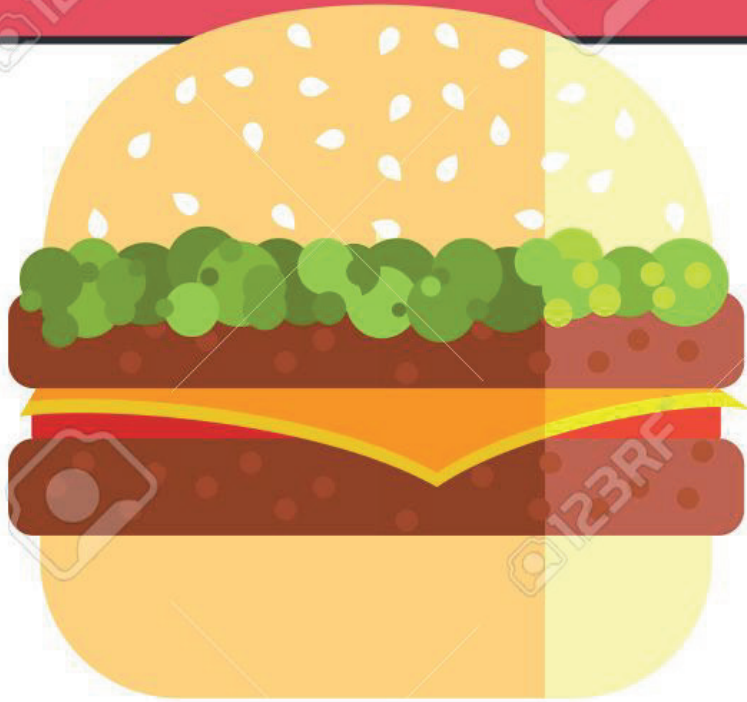
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JUNK FOOD & OBESITY INFOGRAPHIC

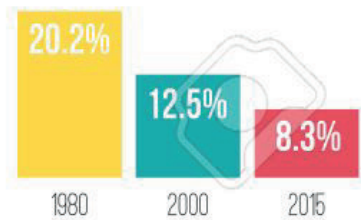


**80% PEOPLE
EAT JUNK FOOD ON A DAILY BASIS**



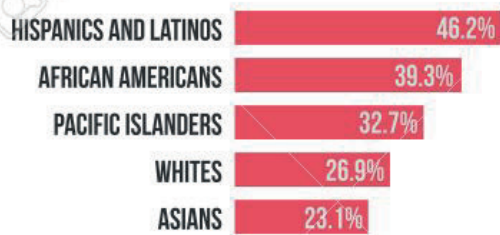
360 000 AMERICANS
DIE EACH YEAR FROM DISEASES
DIRECTLY RELATED TO OBESITY
AND AN UNHEALTHY LIFESTYLE

CHILDREN WALKING TO SCHOOL BY FOOT

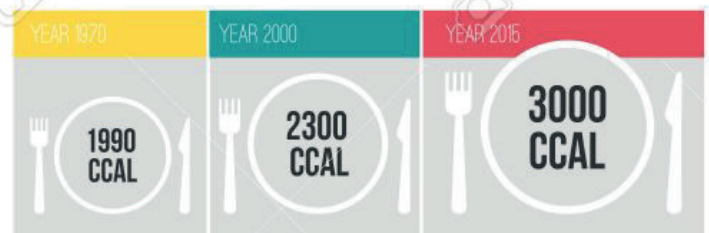


ONLY 19% OF PEOPLE
GET THE RECOMMENDED AMOUNT OF PHYSICAL ACTIVITY

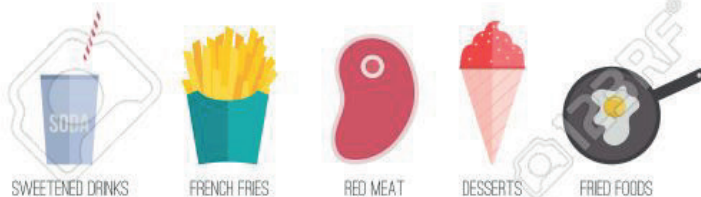
OVERWEIGHT BY ETHNICITY/RACE



CALORIES CONSUMED PER DAY BY ADULTS



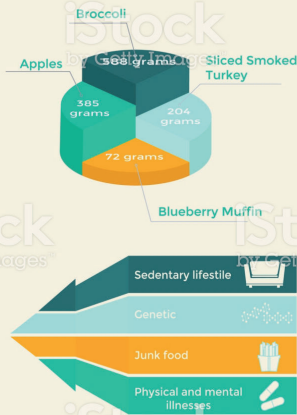
MAIN SOURCES OF EMPTY CALORIES



**EVERY 5TH CHILD IN THE WORLD
IS OVERWEIGHT OR OBESE**

OBESITY INFORGRAPHIC

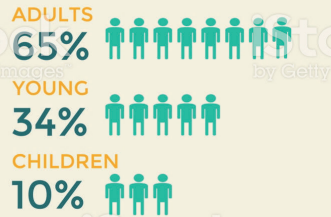
200 CALORIES of Various Foods



Obesity-related diseases

- DIABETES**
800 000 people
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- STROKE**
800 000 people
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt
- CANCER**
800 000 people
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BMI = kg/m^2



Whole Grains
100%



Fruits and Vegetables
75%



Milk and Cheese Products
50%



Meat and Fish Products
25%

BAD HABITS

and unhealthy lifestyle

SWEETS



JUNK FOOD



REST AT HOME



UNHEALTHY DRINKS

CHILDHOOD OBESITY INFOGRAPHIC

STATISTICS

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33% Children and adolescents were overweight or obese



30% Kids eat some type of fast food everyday of the year



25% Obese adults were obese in their childhood



85% Girls aged 12 - 19 don't take proper calcium in their diet

EFFECTS

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-Diabetes

-Cancer

-Heart Disease

-Stroke

-Sleep apnea

-Osteoarthritis



SOLUTIONS

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HEALTHY EATING

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LESS SCREEN TIME

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PHYSICAL ACTIVITY

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SLEEP FULL NIGHT

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Best Childhood Obesity Solutions

EPS 10



LESS SCREEN TIME

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SLEEP FULL NIGHT

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HEALTHY EATING

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PHYSICAL ACTIVITY



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PEER ASSESSMENT

STUDENT NAME:



Task 1- Observe your classmate oral speech about the poster and evaluate his or her performance:

	 Well done!	 Need improvement
Do you understand the reading?		
Does he or she speaks at loud?		
Does he or she use the body language?		

PEER ASSESSMENT

STUDENT NAME:

Task 2- Observe your classmate oral speech about the News in Catalonia and evaluate his or her performance:

	 Well done!	 Need improvement
Do you understand the reading?		
Does he or she speaks at loud?		
Does he or she use the body language?		

Block 6: Nutriscore activity (3 sessions)

The aim of this block is aware our students of the importance of a healthy eating plate and show them how to use the new methodology called Nutriscore.

6.1- Kids healthy eating plate poster

To scaffold the language for the coming activities, we propose to use a visual poster to the whole class. Then, in groups of 4-5 students, they have to prepare one of the topics related to the food composition.

There are seven tips and we can give out each one to the groups, considering their language levels and diversity attention: whole grains, healthy protein, fruits, vegetable, healthy oils, water and stay active.

While the students listen to their classmates, we can suggest a simple peer assessment to give feedback about their expositions.

- Materials for the session:
 - Poster: Kids healthy eating plate.
 - Oral rubric for the teacher to assess their oral contributions.
 - Peer assessment to evaluate their performances.

6.2- Nutriscore activity.

We can inform to the students the new methodology that is going to be used during the current year for the food products. Is a kind of traffic light that informs about the nutritional quality of the products that we will buy in the supermarket. We can use a new written document to follow that explanation.

At the beginning we can show to the students the Nutriscore picture and ask them what they think about the traffic light. Then we can explain what it is used for and we can draw it in the wall-paper 3.

To complement de activity, we can design a magnetic Nutriscore to put it on the fridge.

- Materials for the session:
 - Nutriscore explanation and picture.
 - Wall-paper 3
 - Magnet paper for the Nutriscore.

6.3- Online shopping.

We propose to the students (groups of 4-5) to do a virtual shopping in an English supermarket (ocado group, (<https://www.ocado.com/webshop/startWebshop.do>))

We can surf also at the Sainsburys shops.

They have to buy between 5 and 10 food products for their breakfast and for the afternoon snacks. After that, the worksheets will be split up to other classmates and they have to consider two questions:

- To argue if the shopping is healthy enough according to the concepts done during the project.
- To improve their choices making new suggestions to get a better shopping for their meals.

To guide their peer evaluations we will provide them a rubric to follow and moreover to be aware of their choices about the selected products and the shopping done. The activity is done in a worksheet but it can be also done in a Padlet session adding all the groups improvements.

- Materials for the session:
 - PC/Laptop/Tablet/ Chromebooks and internet

- Online shopping worksheet in Drive
- Online shopping rubrics for peer assessment in Drive.
- Online shopping Padlet: <https://padlet.com/vmorante/69yzvjzdoqh>

***Content/Language of/for block:**

Use of the vocabulary: whole grains, healthy protein, fruits, vegetable, healthy oils, water and stay active, traffic light. As a verb, we will get used to understand the meaning of some verbs as they are: to buy, to shop, in sentences in simple present I/we can buy...

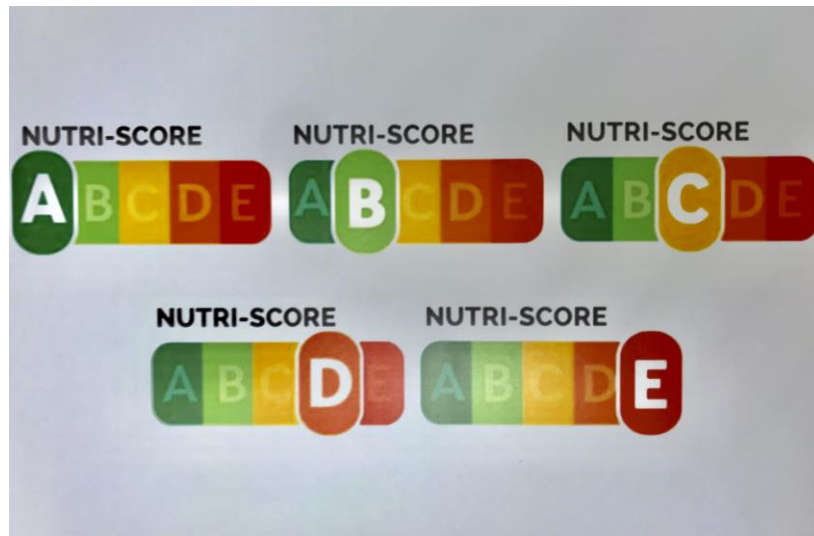
***Assessment: PA/ST/TA/AT**

- Materials for assessment Block 6:
 - Individual evaluation programme.
 - Oral rubric for the teacher to assess each student.
 - Peer assessment to evaluate their performances.
 - Nutriscore magnetic activity.
 - Online shopping worksheets in drive

***Diversity Attention:**

Use the mixed groups and they have to look for at least three products in the list.

NUTRI-SCORE



- What is the Nutri score?

The Nutriscore is a kind of traffic light that uses colours and letters to understand how much healthy is the food we buy at the supermarket. The nutrition score is a graphic included at the back of the food products that classifies the global food into five colours and letters.

It goes from the green one and letter A that shows the healthier ones to the red one and letter E for the less healthy products.

Every food product will have the graphic with correct colour and letter taking into an account different facts: amount of sugar, fats, salt, calories, fiber (roughage), veggies, fruits, protein... The score is calculated by an algorithm of the global product for 100 grams.

- Why can we use the Nutri score?

Because we can compare products and decide which one is the best in nutritional qualities or healthier and we can choose and buy the best one.

Because we can compare the same product of different brands in order to know which one is the best nutrition quality product .

More info in spanish:

<https://www.youtube.com/watch?v=G9r7dAWXud0>

ONLINE SHOPPING

Websites:

<https://www.ocado.com/webshop/startWebshop.do>

<https://www.sainsburys.co.uk/>

Name group:

Shop list and price:

Do you think is that a healthy shopping for your breakfast or snack? why?

How can you improve your shopping? Which products can you change to make a better shopping?

Online Shopping Rubrics

	1	2	3

Kid's Healthy Eating Plate



Eating a variety of foods keeps our meals interesting and flavorful. It's also the key to a healthy and balanced diet because each food has a unique mix of nutrients—both macronutrients (carbohydrate, protein, and fat) and micronutrients (vitamins and minerals).

The **Kid's Healthy Eating Plate** provides a blueprint to help us make the best eating choices.

Along with filling half of our plate with colorful **vegetables** and **fruits** (and choosing them as snacks), split the other half between **whole grains** and **healthy protein**:



The more veggies – and the greater the variety – the better.

Potatoes and French fries don't count as vegetables because of their negative impact on blood sugar.



Eat plenty of fruits of all colors.

Choose whole fruits or sliced fruits (rather than fruit juices; limit fruit juice to one small glass per day).



Go for whole grains or foods made with minimally processed whole grains. The less processed the grains, the better.

Whole grains—whole wheat, brown rice, quinoa, and foods made with them, such as whole-grain pasta and 100% whole-wheat bread—have a gentler effect on blood sugar and insulin than white rice, bread, pizza crust, pasta, and other refined grains.



Choose beans and peas, nuts, seeds, and other plant-based healthy protein options, as well as fish, eggs, and poultry.

Limit red meat (beef, pork, lamb) and avoid processed meats (bacon, deli meats, hot dogs, sausages).

It's also important to remember that fat is a necessary part of our diet, and what matters most is the type of fat we eat. We should regularly choose foods with healthy unsaturated fats (such as fish, nuts, seeds, and **healthy oils** from plants), limit foods high in saturated fat (especially red meat), and avoid unhealthy trans fats (from partially hydrogenated oils):

Use healthy oils from plants like extra virgin olive, canola, corn, sunflower, and peanut oil in cooking, on salads and vegetables, and at the table.

Limit butter to occasional use.



Dairy foods are needed in smaller amounts than other foods on our plate:

Choose unflavored milk, plain yogurt, small amounts of cheese, and other unsweetened dairy foods.

Milk and other dairy products are a convenient source of calcium and vitamin D, but the optimal intake of dairy products has yet to be determined and the research is still developing. For children consuming little or no milk, ask a doctor about possible calcium and vitamin D supplementation.



Water should be the drink of choice with every meal and snack, as well as when we are active:

Water is the best choice for quenching our thirst. It's also sugar-free, and as easy to find as the nearest tap.

Limit juice—which can have as much sugar as soda—to one small glass per day, and avoid sugary drinks like sodas, fruit drinks, and sports drinks, which provide a lot of calories and virtually no other nutrients. Over time, drinking sugary drinks can lead to weight gain and increase the risk of type 2 diabetes, heart disease, and other problems.



Finally, just like choosing the right foods, incorporating physical activity into our day by **staying active** is part of the recipe for keeping healthy:



Trade inactive “sit-time” for “fit-time.”

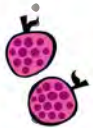
Children and adolescents should aim for at least one hour of physical activity per day, and they don’t need fancy equipment or a gym—*The Physical Activity Guidelines for Americans* suggest choosing unstructured activities for children such as playing tug-of-war, or having fun using playground equipment.

Overall, the main message is to focus on diet quality:

The *type of carbohydrate* in the diet is more important than the *amount of carbohydrate* in the diet, because some sources of carbohydrate—like vegetables (other than potatoes), fruits, whole grains, and beans—are much healthier than sugar, potatoes, and foods made from white flour.

The Kid’s Healthy Eating Plate does not include sugary drinks, sweets, and other junk foods. These are not everyday foods and should be eaten only rarely, if ever.

The Kid’s Healthy Eating Plate encourages the use of healthy oils in place of other types of fat.



About the Kid’s Healthy Eating Plate

The Kid’s Healthy Eating Plate is a visual guide to help educate and encourage children to eat well and keep moving. At a glance, the graphic features examples of best-choice foods to inspire the selection of healthy meals and snacks, and it emphasizes physical activity as part of the equation for staying healthy.

The Kid’s Healthy Eating Plate was created by nutrition experts at the Harvard T.H. Chan School of Public Health, based on the best available science, to enhance the visual guidance provided by the U.S. Department of Agriculture’s MyPlate icon. The Kid’s Healthy Eating Plate reflects the same important messages as the Harvard Healthy Eating Plate, with a primary focus on diet quality, but is designed to further facilitate the teaching of healthy eating behaviors to children.

For more information, visit *The Nutrition Source* (www.hsph.harvard.edu/nutritionsource/kids-healthy-eating-plate).





ORAL SKILLS RUBRIC_ TERM _____ NAME _____ COURSE _____

	4 EXCELLENT	3 GOOD	2 FAIR	1 NEEDS IMPROVMENT
CONTENT	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of some parts of the topic.	Does not seem to understand the topic very well.
VOCABULARY	Uses vocabulary appropriate for the purpose.	Uses vocabulary (name and adjective) which is quite appropriate for the purpose.	Uses vocabulary (name and adjective) which is not very appropriate for the purpose.	Uses vocabulary (name and adjective) which is not appropriate for the purpose.
USE OF LANGUAGE	Always speaks with large sentences (2+). The sentences are high level (correct tense, subject, adverbs, adjectives..)	Mostly speaks with medium sentences (1-2). The sentences are medium level (counting 2-3 mistakes for tense, subject, adverbs, adjectives..)	Mostly speaks with few sentences (1). The sentences are low level (counting more than 3 mistakes for tense, subject, adverbs, adjectives..)	Rarely speaks with a full sentence (1). The sentence is a very low level (counting more than 5 mistakes for tense, subject, adverbs, adjectives..)
COMPREHENSION	Student is able to accurately answer almost all the questions posed by the teacher about the	Student is able to accurately answer most of all the questions posed by the teacher	Student is able to accurately answer a few questions posed by the teacher about the	Student is unable to accurately answer the questions posed by the teacher about the
	information contained in the text.	about the information contained in the text.	information contained in the text.	information contained in the text.

PEER ASSESSMENT

STUDENT NAME:

Task 1- Observe your classmate oral speech about the poster and evaluate his or her performance:

	 Well done!	 Need improvement
Do you understand the reading?		
Does he or she speaks at loud?		
Does he or she use the body language?		

Block 7: Designing a school menu (2 sessions)

The objective of this block is to design a healthy and balanced school menu for our school. In groups they will be able to design a school menu. They will do an oral exposition in order to share the different school menus and finally decide which one is the best choice to being accepted by the school canteen team.

The selected school menu is going to be also presented to a nutritionist of the Palamós Hospital, who is going to visit us at the school and he will appreciate the menu students and he will give us his final considerations of the selected menu.

7.1- Food groups song and video: warm up activity

In groups of 4-5 students, they have to watch a video and listen to a song about the food groups. Meanwhile, they have to take notes and complete a worksheet related to food groups. After that, they can build up a wall-paper-6 to show their examples of the food groups. We can follow the snow bowl dynamic technic (first in groups of 3-4 and then 6-8 and then the whole class) to fill the wall-paper 6.

- Materials for the session:
 - PC/laptop/tablet/ Chromebooks and internet and audio
 - Video: ScisshowKids.(2016, january 13th). The 5 fabulous Food Groups. From <https://www.youtube.com/watch?v=L9ymkJK2QCU>
 - Song: Coach Mauk (2017, November 23th). Nutrient Song for Kids. From https://www.youtube.com/watch?v=6ZrNQ3y_q4M
 - Wall-paper 6

7.2- Foods vocabulary.

This is a pre activity and it's about to know different types of foods that they can use for building their school menu.

They can search in the net food vocabulary, and add all their knowledge in an ICT that covers all the group information.

We are going to use the Popplet ICT, in order to build like a mind map of each type of food founded. The link is <http://popplet.com/app/#/5147317>

7.3- Menu vocabulary in English.

Once they know some vocabulary about foods and the food groups, is time to know the vocabulary related to a menu. In groups of 4-5 pupils, they have to search in the internet the vocabulary in English. They have to use a browse and write words as: Menu Vocabulary in English or school lunch. After that they can take notes and finally we can share their ideas and conclusions about it in the same Popplet ICT <http://popplet.com/app/#/5147317>

- Materials for the session:
 - PC/laptop/tablet/ Chromebooks and internet
 - Popplet link: <http://popplet.com/app/#/5147317>

7.4- School Menu template and final product: School Menu Contest (assessment)

After we have scaffolded the language of, it is turn to build up and design their school menu for 5 days (Monday to Friday), in groups of 4-5 students.

The objective of the project is to design a school menu that is going to be a real menu for 1 week at the school canteen. If they want to participate in the contest, they have the responsibility to do their best in order to design a healthy school menu for the students.

Before then, we can share with them some examples like it is done in a Manchester's school website: <http://www.st-kentigerns.manchester.sch.uk/school-menu.html> and we can show some template examples in Pinterest (School Menu templates): <https://pin.it/sx7ey2iypgaicv>, done by us. We can share also some templates of "Agència Catalana de Salut Pública" in pdf.

Afterwards, they have to use an ICT to design their final project school menu. They can use Google PWP or other ICT used during the project (Padlet or Popplet).

- Materials for the session:
 - PC/Laptop/Tablet/ Chromebooks and internet
 - Kentigerns School website.
 - School menu template in Pinterest: <https://pin.it/sx7ey2iypgaicv>
 - Agencia Catalana de Salut Pública: http://salutpublica.gencat.cat/web/.content/minisite/aspcat/promocio_salut/alimentacio_saludable/02Publicacions/pub_alim_inf/documentos_tecnicos_preme/exemples-programacions-menus-2018.pdf

***Content/Language of/for block:**

Use of the vocabulary related to food groups (mentioned in activities done) and vocabulary of the menu templates. We can add the structure "I like" and "I don't like", " I can remember".

***Assessment: PE/ST/TA/AT**

- Materials for assessment Block 7:
 - Individual evaluation programme.
 - Oral rubric for the teacher to assess each student.
 - Self-assessment/PA /TA

***Diversity Attention:**

We can provide to the students with special needs a Pictionary about foods and menus. We can design one with some pictures taken from the net.

EXEMPLES DE PROGRAMACIONS DE MENÚS

ACTUALITZACIÓ DE 2018

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INTRODUCCIÓ

La població en edat escolar es troba en una etapa important de desenvolupament i d'adquisició d'hàbits, també pel que fa als hàbits alimentaris.

De vegades, tant en l'entorn familiar com a l'escola, els menús es basen, principalment, en preparacions ben conegudes i d'elevada acceptació per part dels infants, amb la finalitat d'agilitzar o fer menys feixuc el temps dedicat a l'àpat. D'aquesta manera, s'exclouen de l'oferta gastronòmica alguns aliments i preparacions saludables amb llegums, verdures, hortalisses, peix, etc., la qual cosa fa disminuir la varietat en l'oferta i limita les possibilitats de degustació i d'acceptació de nous aliments i noves preparacions en la dieta dels infants.

El dinar del menjador escolar pot ajudar a transmetre coneixements bàsics relacionats amb l'alimentació saludable a partir d'una oferta de menús gastronòmicament ben variada, agradable i atractiva. És per això que la inclusió de plats típics de la zona o també propis d'altres cultures, de diferents tècniques culinàries i formes diverses de presentar un mateix aliment, així com la promoció dels aliments locals, de proximitat i de temporada (sobretot les hortalisses, les fruites i el peix), contribueixen al desenvolupament rural i afavoreixen la vinculació entre els àmbits de producció i consum, a la vegada que poden facilitar l'aprenentatge de nous sabors i, en conseqüència, millorar l'acceptació de més aliments.

En els exemples de programació de menús següents es proposen plats, tècniques i combinacions que, en funció de la capacitat i tipologia de la cuina, del pressupost i del nombre de comensals, poden ser útils per incorporar algunes novetats en les programacions més clàssiques.

PROGRAMACIÓ DE TARDOR-HIVERN (I)

	DILLUNS	DIMARTS	DIMECRES	DIJOUS	DIVENDRES
1a setmana	<p>Crema de pastanaga amb rostes ***</p> <p>Rostit de gall dindi amb ceba, patata i pebrot vermell ***</p> <p>Mandarines</p>	<p>Coliflor amb salsa de tomàquet i gratinada amb pa ratllat ***</p> <p>Truita de patata i ceba amb amanida d'enciams variats, ceba tendra i olives ***</p> <p>Llesques de pera</p>	<p>Escudella (galets, cigrons, col, etc.) ***</p> <p>Filet de rosada al forn amb amanida de pastanaga ratllada i col llombarda ***</p> <p>Plàtan</p>	<p>Amanida completa (enciam, tomàquet, remolatxa i blat de moro) ***</p> <p>Paella (verdura i peix) ***</p> <p>logurt natural</p>	<p>Mongetes seques estofades amb bledes i carbassa ***</p> <p>Bunyols de bolets amb pastanaga ratllada ***</p> <p>Taronja</p>
2a setmana	<p>Trinxat de col, patata i all tendre ***</p> <p>Hamburguesa de cigrons amb amanida d'enciam, olives negres i poma ***</p> <p>Pera</p>	<p>Arròs amb salsa de tomàquet ***</p> <p>Botifarra a la planxa amb amanida de pastanaga ratllada i blat de moro ***</p> <p>logurt natural</p>	<p>Bròquil gratinat amb beixamel ***</p> <p>Pollastre al forn amb patates fregides ***</p> <p>Taronja</p>	<p>Llenties guisades amb ceba i pastanaga ***</p> <p>Sèpia al forn amb amanida d'enciam, ravenets i olives ***</p> <p>Macedònia de fruita de temporada</p>	<p>Fideuada ***</p> <p>Ou al forn amb verdures saltades (porro, carxofes, favetes i pastanaga) ***</p> <p>Mandarines</p>
3a setmana	<p>Arròs tres delícies (pastanaga, truita, pèsols) ***</p> <p>Carn magra de porc al forn amb amanida d'enciam, remolatxa i nous ***</p> <p>Plàtan</p>	<p>Macarrons amb salsa de tomàquet i formatge ***</p> <p>Truita de carxofes amb tomàquet amanit ***</p> <p>Mandarines</p>	<p>Llenties guisades amb pastanaga i col ***</p> <p>Filet d'halibut al forn amb verdures saltades ***</p> <p>Taronja</p>	<p>Patata amb col morada i ceba ***</p> <p>Pollastre rostit amb all i llimona amb amanida de magrana i escarola ***</p> <p>Crema catalana</p>	<p>Crema de carbassa ***</p> <p>Mongetes seques guisades amb porro i pastanaga ***</p> <p>Llesques de poma amb suc de llimona</p>
4a setmana	<p>Llesques de patata, tomàquet i ceba al forn ***</p> <p>Broqueta de pollastre a la planxa amb hummus i amanida d'enciam i olives ***</p> <p>Raïm</p>	<p>Llenties amb sofregit de tomàquet i ceba ***</p> <p>Filet de lluç arrebossat* amb amanida de pastanaga i remolatxa ratllades ***</p> <p>Taronja</p>	<p>Crema de porro, nap i moniato ***</p> <p>Arròs amb calamars i pèsols ***</p> <p>Macedònia de fruita de temporada</p>	<p>Cigrons guisats amb all i julivert ***</p> <p>Truita a la francesa amb amanida de daus de pastanaga i blat de moro ***</p> <p>Pera</p>	<p>Sopa de pistons ***</p> <p>Conill amb patates al forn amb amanida d'espínacs, taronja, pipes i ceba tendra ***</p> <p>logurt natural</p>

* Cal evitar els aliments precuinats.

S'ha d'oferir aigua i pa integral i es recomana utilitzar oli d'oliva verge extra per cuinar i amanir. La pasta i l'arròs convé que siguin integrals.

PROGRAMACIÓ DE TARDOR-HIVERN (II)

	DILLUNS	DIMARTS	DIMECRES	DIJOUS	DIVENDRES
1a setmana	<p>Arròs amb bolets ***</p> <p>Conill al forn amb amanida de créixens, pera i cacauets ***</p> <p>Poma</p>	<p>Cigrons guisats amb col i carbassa ***</p> <p>Truita francesa amb amanida d'enciams variats ***</p> <p>Mandarines</p>	<p>Amanida (enciam, tomàquet, pastanaga i olives) ***</p> <p>Canelons casolans* de carn magra amb beixamel ***</p> <p>logurt natural</p>	<p>Sopa minestrone (verdura, mongeta seca vermella i pasta) ***</p> <p>Filet d'halibut al forn amb tomàquet, ceba i patata ***</p> <p>Llesques de pera</p>	<p>Espinacs i moniato saltats amb all i pernil ***</p> <p>Pollastre al forn amb arròs bullit i xampinyons ***</p> <p>Rodanxes de taronja amb canyella</p>
2a setmana	<p>Estofat de pèsols, faves i patata ***</p> <p>Escalopa de vedella* amb amanida d'enciam, remolatxa i blat de moro ***</p> <p>Pera</p>	<p>Coliflor gratinada amb beixamel i formatge ***</p> <p>Gall dindi al forn amb patates fregides ***</p> <p>Macedònia de fruita de temporada</p>	<p>Arròs amb carxofa i sèpia ***</p> <p>Truita de formatge amb tomàquet amanit i olives ***</p> <p>logurt natural</p>	<p>Tirabuixons amb salsa de carbassa, ceba, olives negres i romaní ***</p> <p>Filet de lluç al forn amb amanida d'escarola i raves ***</p> <p>Raïm</p>	<p>Mongetes seques amb salsa romesco ***</p> <p>Ou al forn amb ceba, tomàquet i carbassó ***</p> <p>Taronja</p>
3a setmana	<p>Arròs caldós de peix ***</p> <p>Llom al forn amb amanida d'enciam, pastanaga ratllada i pipes ***</p> <p>Poma al forn amb barret de nata</p>	<p>Macarrons amb salsa de tomàquet i tonyina ***</p> <p>Truita a la francesa amb amanida d'escarola, col llombarda i poma ***</p> <p>Plàtan</p>	<p>Llenties guisades amb verdures ***</p> <p>Croquetes casolanes de pollastre* amb tomàquet amanit ***</p> <p>Taronja</p>	<p>Patata bullida amb col saltada ***</p> <p>Filet de rosada amb salsa d'ametlles ***</p> <p>Mandarines</p>	<p>Crema de porro i carbassa ***</p> <p>Cigrons saltats amb bolets, all i julivert ***</p> <p>Macedònia de fruites del temps</p>
4a setmana	<p>Sopa de galets ***</p> <p>Carn d'olla (pollastre, cigrons i col) ***</p> <p>Macedònia de fruita de temporada</p>	<p>Gratinat de mongetes seques ***</p> <p>Filet de verat fregit (enfarinat) amb amanida d'enciam, blat de moro i olives ***</p> <p>Taronja</p>	<p>Crema de xirivia i xampinyons ***</p> <p>Rodó de gall dindi amb prunes amb flam d'arròs bullit ***</p> <p>Mandarines</p>	<p>Cigrons guisats amb bledes ***</p> <p>Remenat d'espàrrecs i gambetes amb tomàquet a rodanxes ***</p> <p>Raïm blanc i negre</p>	<p>Arròs amb salsa de tomàquet ***</p> <p>Salsitxes a la planxa amb pastanaga i remolatxa ratllades ***</p> <p>logurt natural</p>

* Cal evitar els aliments precuinats.

S'ha d'oferir aigua i pa integral i es recomana utilitzar oli d'oliva verge extra per cuinar i amanir. La pasta i l'arròs convé que siguin integrals.

PROGRAMACIÓ DE TARDOR-HIVERN (III)

	DILLUNS	DIMARTS	DIMECRES	DIJOUS	DIVENDRES
1a setmana	<p>Arròs tres delícies (pastanaga, truita, pèsols) ***</p> <p>Llom de porc al forn amb amanida d'enciam, col tendra, poma, panses i nous ***</p> <p>Taronja</p>	<p>Minestra de verdures (pastanaga, mongeta tendra, porro, carxofa i carbassó) ***</p> <p>Estofat de patates, pèsols i sèpia ***</p> <p>Pera</p>	<p>Llenties guisades amb verdures ***</p> <p>Truita a la francesa amb tomàquet amanit i olives ***</p> <p>Mandarines</p>	<p>Sopa de peix amb pèsols i rostes de pa ***</p> <p>Pollastre rostit amb allada, patates a daus al vapor i amanida d'escarola ***</p> <p>Macedònia de fruita de temporada</p>	<p>Macarrons amb salsa de tomàquet i bolets ***</p> <p>Daus de castanyola fregits (enfarinats) amb amanida d'enciam, remolatxa i blat de moro ***</p> <p>logurt natural</p>
2a setmana	<p>Llacets amb salsa de tomàquet i bròquil ***</p> <p>Truita de formatge amb amanida d'enciams variats i olives ***</p> <p>Bol de poma i pera amb suc de llimona</p>	<p>Cigrons guisats amb espinacs ***</p> <p>Bunyols de bacallà* amb amanida de pastanaga ratllada i blat de moro ***</p> <p>Taronja</p>	<p>Risotto de carbassa ***</p> <p>Pollastre al forn amb amanida d'escarola i tomàquets cirerol (cherry) ***</p> <p>Macedònia de fruita de temporada</p>	<p>Pastís de puré de patata i xirivia gratinat ***</p> <p>Filet de peix espasa al forn amb salsa de tomàquet i olives ***</p> <p>Mandarines</p>	<p>Crema de porro i pastanaga ***</p> <p>Botifarra a la planxa amb mongetes seques ***</p> <p>Raïm negre</p>
3a setmana	<p>Crema de carbassa i moniato ***</p> <p>Filet de rosada arrebossat* amb amanida de col blanca, ceba tendra i olives ***</p> <p>Poma</p>	<p>Tirabuixons amb espinacs tendres i ceba caramel·litzada ***</p> <p>Truita de mongetes seques amb all i julivert amb tomàquet amanit ***</p> <p>Pera</p>	<p>Mongeta tendra saltada amb alls ***</p> <p>Pastís de patata i carn magra picada amb salsa de tomàquet ***</p> <p>Llesques de taronja amb rajolí de mel</p>	<p>Llenties guisades amb verdures ***</p> <p>Broqueta de lluç amb ceba i xampinyons al forn amb patata palla ***</p> <p>Mandarines</p>	<p>Amanida de pastanaga i remolatxa ratllades, blat de moro, ou bullit i maionesa** ***</p> <p>Paella de verdures i peix ***</p> <p>logurt natural</p>
4a setmana	<p>Sopa de verdures amb sèmola ***</p> <p>Rodó de vedella amb puré de patata i amanida de créixens ***</p> <p>Bol de poma i pera</p>	<p>Canelons de col* amb beixamel i formatge ***</p> <p>Gall dindi rostit amb ceba i prunes ***</p> <p>Mandarines</p>	<p>Crema de mongetes seques i carbassa ***</p> <p>Ous al forn amb llesques de patata, ceba i espinacs ***</p> <p>Plàtan</p>	<p>Arròs amb salsa de tomàquet, coliflor i orenga ***</p> <p>Bastonets de lluç al forn amb amanida d'enciam, pastanaga ratllada, blat de moro i pipes ***</p> <p>logurt natural</p>	<p>Amanida amb verat (enciam, ceba, tomàquet, olives, verat) ***</p> <p>Cigrons bullits amb oli, all i julivert ***</p> <p>Taronja</p>

* Cal evitar els aliments precuinats.

** Comercial o elaborada a partir d'ou pasteuritzat.

S'ha d'oferir aigua i pa integral i es recomana utilitzar oli d'oliva verge extra per cuinar i amanir. La pasta i l'arròs convé que siguin integrals.

PROGRAMACIÓ DE PRIMAVERA-ESTIU (I)

	DILLUNS	DIMARTS	DIMECRES	DIJOUS	DIVENDRES
1a setmana	<p>Macarrons amb salsa de tomàquet i formatge ***</p> <p>Pastís de truites amb amanida d'enciam, tomàquet i pastanaga ***</p> <p>Albercocs</p>	<p>Amanida de lleties (tomàquet, pebrot, ceba i blat de moro) ***</p> <p>Sonsos fregits (enfarinats) amb samfaina (albergínia, pebrot i tomàquet) ***</p> <p>Pera</p>	<p>Patata i mongeta tendra saltades amb all i julivert ***</p> <p>Pollastre al forn amb amanida d'enciam i cogombre ***</p> <p>Meló</p>	<p>Gaspatxo (sopa freda de tomàquet) amb rostes ***</p> <p>Arròs de peix ***</p> <p>Gelat de nata i maduixa</p>	<p>Cigrons amb daus de tomàquet amanit amb salsa pesto (alfàbrega, all i oli d'oliva) ***</p> <p>Bunyols de carbassó amb amanida d'enciam i olives ***</p> <p>Macedònia de fruita de temporada</p>
2a setmana	<p>Arròs amb salsa de tomàquet ***</p> <p>Filet de lluç al forn amb amanida d'enciam i blat de moro ***</p> <p>Poma</p>	<p>Bròquil gratinat amb formatge ***</p> <p>Truita de patates i ceba amb amanida de pastanaga ratllada i olives negres ***</p> <p>logurt natural</p>	<p>Amanida de cigrons (enciam, tomàquet, pastanaga i blat de moro) ***</p> <p>Tires de sèpia amb ceba i porro al forn ***</p> <p>Maduixes amb suc de taronja</p>	<p>Espaguetis amb sofregit de tomàquet i ceba ***</p> <p>Pit de pollastre arrebossat* amb amanida d'enciam, ceba tendra, daus de poma i pipes ***</p> <p>Préssec</p>	<p>Crema freda de carbassó i mongeta blanca amb formatge ***</p> <p>Salsitxes a la planxa amb patates fregides i tomàquet amanit ***</p> <p>Meló</p>
3a setmana	<p>Llesques de patata, ceba i tomàquet al forn ***</p> <p>Llibrets de llom* amb amanida de pastanaga ratllada i blat de moro ***</p> <p>logurt natural</p>	<p>Lleties amanides amb salsa vinagreta ***</p> <p>Truita a la francesa amb tomàquet amanit ***</p> <p>Cireres</p>	<p>Fideus a la cassola ***</p> <p>Filet de rosada al forn amb amanida d'enciam i olives ***</p> <p>Síndria</p>	<p>Crema freda de cigrons i porros ***</p> <p>Pizza casolana* quatre estacions (xampinyons, pebrot, tomàquets cirerols o <i>cherry</i> i formatge) ***</p> <p>Macedònia de fruita de temporada</p>	<p>Amanida d'arròs (enciam, pastanaga, tomàquet, ceba tendra) ***</p> <p>Cuixetes de pollastre rostides amb xampinyons saltats ***</p> <p>Plàtan</p>
4a setmana	<p>Tirabuixons de colors amb formatge parmesà ***</p> <p>Croquetes de cigrons amb amanida de tomàquet, cogombre i olives negres ***</p> <p>Meló</p>	<p>Ensalada russa amb maionesa** (patata, pèsols, pastanaga i mongeta verda) ***</p> <p>Rodó de gall dindi al forn amb verduretes (carbassó, pebrot, ceba) ***</p> <p>Bol de poma i plàtan</p>	<p>Gaspatxo (sopa freda de tomàquet) amb rostes ***</p> <p>Broqueta de conill amb patates fregides i amanida d'enciam i blat de moro ***</p> <p>logurt natural</p>	<p>Arròs a la milanesa (ceba, pernil curat, pèsols) ***</p> <p>Filet de lluç a la marinera (gambes i musclos) ***</p> <p>Albercocs</p>	<p>Empedrat de mongetes seques (tomàquet, pebrot, ceba i olives negres) ***</p> <p>Truita de formatge amb carbassó a la planxa i amanida d'enciam ***</p> <p>Maduixes</p>

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** Comercial o elaborada a partir d'ou pasteuritzat.

S'ha d'oferir aigua i pa integral i es recomana utilitzar oli d'oliva verge extra per cuinar i amanir. La pasta i l'arròs convé que siguin integrals.

PROGRAMACIÓ DE PRIMAVERA-ESTIU (II)

	DILLUNS	DIMARTS	DIMECRES	DIJOUS	DIVENDRES
1a setmana	Amanida de llacets (tomàquet, all, orenga i olives negres) *** Filet de lluç al forn amb amanida d'enciam i pastanaga *** Meló	Pèsols amb salsa pesto (alfàbrega, all i oli d'oliva) *** Cuixetes de pollastre amb llimona i patata al forn *** Macedònia de fruita de temporada	Arròs amb salsa de tomàquet *** Seitons fregits (enfarinats) amb amanida d'enciams variats i olives *** logurt natural	Gaspatxo de remolatxa (sopa freda de tomàquet i remolatxa) amb rostes *** Fideuada de peix *** Poma	Crema freda de cigrons (cigrons, cogombre, ceba i llimona) *** Truita de patata i ceba amb tomàquet amanit *** Pera
2a setmana	Arròs oriental (saltat amb porro, carbassó, pastanaga i brots de soja) *** Hamburguesa de vedella al forn amb amanida d'enciam i tomàquet *** Síndria	Amanida de patata (blat de moro, ceba vermella i olives negres) *** Bacallà al forn amb escalivada (pebrot vermell, albergínia i ceba) *** Prunes	Mongetes seques amb salsa vinagreta *** Truita a la francesa amb amanida d'enciam i pastanaga ratllada *** Gelats	Amanida de tirabuixons (tomàquets cirerols (cherry), pèsols, blat de moro, orenga i olives negres) *** Croquetes de peix* amb amanida d'enciams variats *** Meló	Minestra saltada amb all *** Gall dindi al forn amb patates fregides *** Albercoccs
3a setmana	Amanida de patata (tomàquet, ceba tendra, ou dur i olives) *** Filet de limanda fregit (enfarinat) amb amanida d'enciam i cogombre *** Bol de meló amb menta	Pizza casolana* *** Ou farcit amb tonyina i maionesa** amb amanida d'enciam i pastanaga ratllada *** Cireres	Amanida d'arròs (tomàquet, cogombre, ceba tendra, pebrot verd i olives) *** Hamburguesa de cigrons al forn amb carbassó a la planxa *** Síndria	Amanida d'enciam, poma, panses i nous *** Rodó de carn magra picada al forn amb patata al vapor *** logurt natural	Crema freda de mongeta blanca i pebrot escalivat amb rostes *** Cuixetes de pollastre al forn amb amanida d'enciam, pastanaga ratllada i brots de soja germinats *** Plàtan
4a setmana	Tallarines amb carbassó i formatge *** Truita a la francesa amb amanida de tomàquet, cogombre i olives negres *** logurt natural	Amanida d'enciam, pastanaga ratllada, meló i ametlla picada *** Conill rostit amb samfaina (albergínia, pebrot i tomàquet) amb arròs bullit *** Prunes	Amanida de patata, poma, ceba tendra i maionesa** al curri *** Escalopa de vedella* amb xampinyons saltats *** Raïm	Sopa freda de tomàquet i síndria *** Arròs de peix (sèpia, gambes i musclos) *** Préssec	Amanida de lleties (tomàquet, espinacs tendres, pebrot, olives i ceba) *** Filet de sardina al forn amb all i julivert amb patates fregides *** Albercoccs

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PROGRAMACIÓ DE PRIMAVERA-ESTIU (III)

	DILLUNS	DIMARTS	DIMECRES	DIJOUS	DIVENDRES
1a setmana	<p>Macarrons amb salsa de tomàquet i mongetes tendres</p> <p>***</p> <p>Salsitxes de porc a la planxa amb amanida d'enciam, poma i panses</p> <p>***</p> <p>Cireres</p>	<p>Amanida de lleties amb arròs (pastanaga, cogombre, enciam i olives verdes)</p> <p>***</p> <p>Flam de carbassó i formatge amb tomàquet amanit</p> <p>***</p> <p>logurt natural</p>	<p>Entremès (enciam, tomàquet, olives, formatge i nous)</p> <p>***</p> <p>Paella de verdures</p> <p>***</p> <p>Préssec</p>	<p>Cigrons amb salsa pesto (alfàbrega, all i oli d'oliva)</p> <p>***</p> <p>Ou bullit amb maionesa** amb amanida d'enciam i pastanaga ratllada</p> <p>***</p> <p>Síndria</p>	<p>Amanida de patata, remolatxa bullida i salsa de iogurt</p> <p>***</p> <p>Sorell fregit (enfarinat) amb tomàquet amanit i olives</p> <p>***</p> <p>Pera</p>
2a setmana	<p>Crema freda de pastanaga, porro i mongeta blanca</p> <p>***</p> <p>Truita de patata amb tomàquet amanit i olives</p> <p>***</p> <p>Síndria</p>	<p>Arròs amb salsa de tomàquet</p> <p>***</p> <p>Saltat de tires de pollastre al curri amb verdures (carbassó, pastanaga, porro, pebrot)</p> <p>***</p> <p>Raïm</p>	<p>Mongeta tendra amb patata</p> <p>***</p> <p>Filet de verat al forn amb xips de carbassó</p> <p>***</p> <p>Préssec</p>	<p>Canelons* de verdures i formatge amb salsa de tomàquet</p> <p>***</p> <p>Croquetes de cigrons amb amanida d'enciam, ceba i blat de moro</p> <p>***</p> <p>Gelat</p>	<p>Crema tèbia de pèsols amb rostes</p> <p>***</p> <p>Hamburguesa de vedella a la planxa amb patates fregides i rodanxes de tomàquet amanit</p> <p>***</p> <p>Meló</p>
3a setmana	<p>Amanida (enciam, tomàquet, pebrot, pastanaga, ceba, remolatxa i olives)</p> <p>***</p> <p>Arròs a la cassola</p> <p>***</p> <p>Prunes</p>	<p>Mongetes seques amb salsa vinagreta</p> <p>***</p> <p>Truita a la francesa amb amanida de tomàquet, cogombre i olives</p> <p>***</p> <p>Pera llimonera</p>	<p>Espaguetis amb xampinyons saltats i formatge</p> <p>***</p> <p>Filet de salmó al forn amb amanida d'enciam i pebrot escalivat</p> <p>***</p> <p>Síndria</p>	<p>Amanida de cigrons (tomàquet, ceba tendra, julivert i ou bullit)</p> <p>***</p> <p>Bunyols de carbassó amb salsa de pastanaga</p> <p>***</p> <p>Figues</p>	<p>Gaspatxo (sopa freda de tomàquet) amb rostes</p> <p>***</p> <p>Cuixetes de pollastre rostides amb albercocs i motlle d'arròs</p> <p>***</p> <p>logurt natural</p>
4a setmana	<p>Tirabuixons amb tomàquets cirerols (<i>cherry</i>), orenga i formatge fresc</p> <p>***</p> <p>Broquetes de porc a la planxa amb amanida d'enciam, pastanaga i poma</p> <p>***</p> <p>Meló</p>	<p>Amanida d'enciam variat, pera, ceba tendra i avellana picada</p> <p>***</p> <p>Pastís fred de lluç i patata amb maionesa**</p> <p>***</p> <p>logurt natural</p>	<p>Cigrons tebis amb all i julivert</p> <p>***</p> <p>Croquetes de formatge* al forn amb amanida d'enciam, blat de moro i remolatxa</p> <p>***</p> <p>Figues</p>	<p>Amanida d'arròs: enciam, ceba, tomàquets cirerols (<i>cherry</i>) i tonyina</p> <p>***</p> <p>Truita a la francesa amb albergínia arrebossada</p> <p>***</p> <p>Albercocs</p>	<p>Amanida de lleties (tomàquet, ceba tendra, blat de moro, pebrot verd i olives)</p> <p>***</p> <p>Sípia amb pèsols, ceba i tomàquet de pera al forn</p> <p>***</p> <p>Síndria</p>

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PROGRAMACIÓ DE MENÚS VEGETARIANS DE TARDOR-HIVERN

ADAPTACIÓ DE LA PROGRAMACIÓ DE TARDOR-HIVERN III

	DILLUNS	DIMARTS	DIMECRES	DIJOUS	DIVENDRES
1a setmana	<p>Arròs tres delícies (pastanaga, truita, pèsols) ***</p> <p>Seitan al forn amb amanida d'enciam, col tendra, poma, panses i nous ***</p> <p>Taronja</p>	<p>Minestra de verdures (pastanaga, mongeta tendra, porro, carxofa i carbassó) ***</p> <p>Estofat de mongetes blanques i patata ***</p> <p>Pera</p>	<p>Llenties guisades amb verdures ***</p> <p>Truita a la francesa amb tomàquet amanit i olives ***</p> <p>Mandarines</p>	<p>Puré de verdures amb rostes ***</p> <p>Tofu amb allada, daus de patata al vapor i amanida d'escarola ***</p> <p>Macedònia de fruita de temporada</p>	<p>Macarrons amb salsa de tomàquet i bolets ***</p> <p>Daus de formatge fresc arrebossats* amb amanida d'enciam, remolatxa i blat de moro ***</p> <p>logurt natural</p>
2a setmana	<p>Llacets amb salsa de tomàquet i bròquil ***</p> <p>Truita de formatge amb amanida d'enciams variats i olives ***</p> <p>Bol de poma i pera amb suc de llimona</p>	<p>Cigrons guisats amb espinacs i ou bullit ***</p> <p>Bunyols de carbassó amb amanida de pastanaga ratllada i blat de moro ***</p> <p>Taronja</p>	<p><i>Risotto</i> de carbassa ***</p> <p>Seitan a la planxa amb amanida d'escarola i tomàquets cirerols (<i>cherry</i>) ***</p> <p>Macedònia de fruita de temporada</p>	<p>Pastís de puré de patata i xirivia gratinat ***</p> <p>Ou bullit amb salsa de tomàquet i olives ***</p> <p>Mandarines</p>	<p>Crema de porro i pastanaga ***</p> <p>Mongetes seques saltades amb bolets ***</p> <p>Raïm negre</p>
3a setmana	<p>Crema de carbassa i moniato ***</p> <p>Hamburguesa de cigrons* amb amanida de tomàquet, ceba tendra i olives ***</p> <p>Poma</p>	<p>Tirabuixons amb espinacs tendres i ceba caramel·litzada ***</p> <p>Truita de mongetes seques amb all i julivert i tomàquet amanit ***</p> <p>Pera</p>	<p>Mongeta tendra saltada amb alls ***</p> <p>Pastís de patata i mongeta vermella amb salsa de tomàquet ***</p> <p>Llesques de taronja amb rajolí de mel</p>	<p>Llenties guisades amb verdures ***</p> <p>Broqueta de tofu fumat, tomàquet cirerol (<i>cherry</i>) i xampinyons al forn amb patata palla ***</p> <p>Mandarines</p>	<p>Amanida de pastanaga i remolatxa ratllades, blat de moro, ou bullit i maionesa** ***</p> <p>Paella de verdures ***</p> <p>logurt natural</p>
4a setmana	<p>Sopa de verdures amb sèmola ***</p> <p>Remenat d'ou i bolets amb puré de patata i amanida de creïxens ***</p> <p>Bol de poma i pera</p>	<p>Canelons de col* amb beixamel i formatge ***</p> <p>Tofu a la planxa amb tomàquet amanit ***</p> <p>Mandarines</p>	<p>Crema de mongetes seques i carbassa ***</p> <p>Ous al forn amb llesques de patata i tomàquet ***</p> <p>Plàtan</p>	<p>Arròs amb salsa de tomàquet, coliflor i orenga ***</p> <p>Bastonets de formatge fresc arrebossat* amb amanida d'enciam, pastanaga ratllada, blat de moro i pipes ***</p> <p>logurt natural</p>	<p>Amanida variada (enciam, ceba, tomàquet, olives i nous) ***</p> <p>Cigrons bullits amb oli, all i julivert ***</p> <p>Taronja</p>

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S'ha d'oferir aigua i pa integral i es recomana utilitzar oli d'oliva verge extra per cuinar i amanir. La pasta i l'arròs convé que siguin integrals.

PROGRAMACIÓ DE MENÚS VEGETARIANS DE PRIMAVERA-ESTIU

ADAPTACIÓ DE LA PROGRAMACIÓ DE PRIMAVERA-ESTIU III

	DILLUNS	DIMARTS	DIMECRES	DIJOUS	DIVENDRES
1a setmana	<p>Macarrons amb salsa de tomàquet i mongetes tendres ***</p> <p>Tofu a la planxa amb amanida d'enciam, poma i pastanaga ***</p> <p>Cireres</p>	<p>Amanida de lleties amb arròs (pastanaga, cogombre, enciam i olives verdes) ***</p> <p>Flam de carbassó i formatge amb salsa de tomàquet ***</p> <p>logurt natural</p>	<p>Entremès (enciam, tomàquet, olives, formatge i nous) ***</p> <p>Paella de verdures ***</p> <p>Préssec</p>	<p>Cigrons amb salsa pesto (alfàbrega, all i oli d'oliva) ***</p> <p>Ou bullit amb maionesa** amb amanida d'enciam i pastanaga ratllada ***</p> <p>Síndria</p>	<p>Amanida de patata, remolatxa bullida, ceba tendra i salsa de iogurt ***</p> <p>Formatge fresc fregit (enfarinats) amb amanida de tomàquet i olives ***</p> <p>Pera</p>
2a setmana	<p>Crema freda de pastanaga, porro i mongeta blanca ***</p> <p>Truita de patata amb amanida de tomàquet i olives ***</p> <p>Síndria</p>	<p>Arròs amb salsa de tomàquet ***</p> <p>Saltat de tires de tofu al curri amb verdures (carbassó, pastanaga, porro, pebrot) ***</p> <p>Raïm</p>	<p>Mongeta tendra amb patata ***</p> <p>Cigrons amb salsa de tomàquet i xips de carbassó ***</p> <p>Préssec</p>	<p>Canelons de verdures* i formatge amb salsa de tomàquet ***</p> <p>Ou bullit arrebossat amb amanida d'enciam, ceba, blat de moro i pipes ***</p> <p>Gelat</p>	<p>Crema tèbia de pèsols amb rostes ***</p> <p>Hamburguesa de mongetes vermelles a la planxa amb patates fregides i rodanxes de tomàquet amanit ***</p> <p>Meló</p>
3a setmana	<p>Amanida (enciam, tomàquet, pebrot, pastanaga, ceba, remolatxa, nous i olives) ***</p> <p>Arròs amb salsa de tomàquet i cacauets triturats ***</p> <p>Prunes</p>	<p>Mongetes seques amb salsa vinagreta ***</p> <p>Truita a la francesa amb amanida de tomàquet, cogombre i olives ***</p> <p>Pera llimonera</p>	<p>Espaguetis amb xampinyons saltats i formatge ***</p> <p>Tofu fumat al forn amb amanida d'enciam i pebrot escalivat ***</p> <p>Síndria</p>	<p>Amanida de cigrons (tomàquet, ceba tendra, julivert i ou bullit) ***</p> <p>Bunyols de carbassó amb salsa de pastanaga ***</p> <p>Figues</p>	<p>Gaspatxo (sopa freda de tomàquet) amb rostes ***</p> <p>Motlle de lleties amb arròs amb salsa de verdura i fruita seca ***</p> <p>logurt natural</p>
4a setmana	<p>Tirabuixons amb tomàquets cirerols (<i>cherry</i>), orenga i formatge fresc ***</p> <p>Broquetes de tofu a la planxa amb amanida d'enciam, pastanaga i poma ***</p> <p>Meló</p>	<p>Amanida d'enciam variat, pera, ceba tendra i avellana picada ***</p> <p>Pastís fred de truites (patata, carbassó, xampinyons) amb maionesa** ***</p> <p>logurt natural</p>	<p>Cigrons tebis amb all i julivert ***</p> <p>Croquetes de formatge* al forn amb amanida d'enciam, blat de moro i remolatxa ***</p> <p>Figues</p>	<p>Amanida d'arròs: enciam, ceba, tomàquets i cirerols (<i>cherry</i>) ***</p> <p>Truita a la francesa amb albergínia arrebossada ***</p> <p>Albercocs</p>	<p>Amanida de lleties (tomàquet, ceba tendra, blat de moro, pebrot verd i olives) ***</p> <p>Seitan amb ceba i tomàquet de pera al forn ***</p> <p>Síndria</p>

* Cal evitar els aliments precuinats.

** Comercial o elaborada a partir d'ou pasteuritzat.

S'ha d'oferir aigua i pa integral i es recomana utilitzar oli d'oliva verge extra per cuinar i amanir. La pasta i l'arròs convé que siguin integrals.

Block 8: Oral presentation of the school menu and debate (2 sessions)

The objective of this block is to encourage students to do an oral presentation of their menu designed and to engage new critical thinking about the importance of having a healthy meal.

8.1- Oral presentation school menu.

During the session they will have time to prepare their oral presentation in groups and using the ICT of the project.

We will provide them an oral skill rubric to know how they will be assessed by the teachers. The important thing is that every pupil has to talk in English during the oral presentation.

Before starting the orals presentations menu, we can suggest to point out which are the elements to consider a good or a bad menu. So it's time to recall concepts of the project that might help them to make good decisions of the school menu. Moreover, it is time to refresh how to make language questions in English.

We can use and ICT: www.note.ly to write their items for the decision. There is one example to start with: <http://note.ly/vmorantexteccat>.

Although we have done this activity, we provide to the students a worksheet (Menu evaluation rubric for students) to follow every oral presentation of the menu while they tick the items of the menu presented and evaluate it to be the best menu award. They can have one paper per group.

Afterwards, we can start the oral presentations of each group. Every group has got a school menu nickname to refer them. During the oral presentations, they will have the worksheet that helps them to evaluate the classmate's menu.

- Materials for the session:
 - PC/Laptop/Tablet/ Chromebooks and internet.
 - Oral Skills Rubric
 - <http://note.ly/vmorantexteccat>
 - Menu Evaluation Rubric for students

8.2- Debate and School Menu Award.

After all the groups have done their oral expositions, it is time to debate, giving opinions in English and making decisions of the best school menu that we are going to award.

To keep on the debate, we have prepared some cards with sentences to foster their opinions and debate of every round. According to their knowledge and language skills they will get the ones which are totally written, the ones half written and the free ones to write down their original opinions. In groups, they have to understand the cards and decide who is going to engage that role-opinion play.

The session can be implemented following some rounds:

- Round 1: Every group is going to give some oral reasons of why the pupils have to choose their menu and try to convince the others.
- Round 2: Every group has to vote one menu (it is not allowed to vote themselves) and it is a secret choice and the teachers will get their answers.
- Round 3: They have to share their choice and give almost two reasons of their choice, according to the concepts and vocabulary done during the project.
- Round 4: We know the results and we decide the menu to choose for the Nutritionist visit and to present to the school canteen team to be accepted. It is time also to share their opinions of the result if they agree or not and why.

This part should be done individually in order to have a position towards the results.

Finally, we will give a special award to the group, to recognise their hard work on the contest. There are some MEDALS named WELL DONE. This kind of medals could be a good option to give them in real and if it isn't we can print out a coloured paper one.

Observations: In case of a tie, teachers will decide which one is the best healthy option of a menu and in any other cases, teachers will cancel the contest.

- Materials for the session:
 - PC/Laptop/Tablet/ Chromebooks and internet.
 - Round 1,2,3,4 printed cards.
 - School menu group awards

***Content/Language of/for block:**

Use of the vocabulary and adjectives as: balanced diet, superlative adjectives as best choice or menu is...,

Use of the structures with "would like", using because, verb vote, 2our vote goes to...". use of opinion structures as: "I think", "I agree", "I don't agree", "I like", "My favourite".

***Assessment: PE/ST/TA/AT**

- Materials for assessment Block 8:
 - Individual evaluation programme.
 - Oral rubric for the teacher to assess each student.
 - Self-assessment/PA /TA

***Diversity Attention:**

The students with special needs can use some basic words of food and they can use the structure “I like” and “I think” to give their opinions.

We likemenu because it is and.....

We votemenu because it is good for

We agree that menu is the best option because it is

We are withmenu because it is

We feel that menu is a good option because.....

ROUND 1 cards: Every group is going to give some oral reasons of why the pupils have to choose their menu and try to convince the others.

We would like you to choose our menu because it is/ it has got

.....

Our menu is the best choice because it is /has got

.....

The menu that we have designed is a good option because it is/ has got

The best choice you can do is to vote menu because..... and.....

One of the menu that you can vote ismenu because it is /has got..... and.....

Considering that the menu has to be and our menu is the best menu for the school.

(free writing).....

ROUND 2 cards: Every group have to vote one menu (it is no allowed to vote themselves) and it is a secret choice and the teachers will get their answers.

We have decided to vote toMENU

Our vote goes toMENU

The best menu isMENU

The best choice isMENU

The best designed menu of the groups
is.....MENU

ROUND 3: They have to share their choice and give almost two reasons of their choice, according to the concepts and vocabulary done during the project.

We vote to menu because it is.....
.....

We have decided to vote toMENU
because

Our vote goes toMENU for two reasons.....
and

We think that the best menu is.....MENU because
and.....

We think the best choice isMENU for two reasons.....and
.....

The best designed menu is.....MENU because.....and
.....

ROUND 4: We know the results and we decide the menu to choose for the Nutritionist visit and to present to the school canteen team to be accepted. It is time also to share their opinions of the result if they agree or not and why. This part should be individually in order to have a position towards the results.

I totally agree with the result because.....

I think menu is the best choice because.....

I like so much the menu. It is.....

My favourite menu is

I don't agree with the results because I thinkmenu hasn't got.....

I have my doubts about the menu but I accept the results.

..... Menu hasn't convinced me at all because there isn't/aren't any.....

I consider that the results are unfair because the menu..... and also.....

MENU EVALUATION RUBRIC FOR STUDENTS

Group name:

Tick the items to evaluate the menus. Consider that the more items they've got, the better menu is. It will help you to make a final decision of the best school menu.

.....MENU	Tick or Cross
Has it got a balanced diet? fruits, veggies, protein...	
Is it healthy enough?	
Does it respect the structure of a meal?	
Has it got water as a drink?	

Punctuation:/10

.....MENU	Tick or Cross
Has it got a balanced diet? fruits, veggies, protein...	
Is it healthy enough?	
Does it respect the structure of a meal?	
Has it got water as a drink?	

Punctuation:/10

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Does it respect the structure of a meal?	
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Puntuation:/10

.....MENU	Tick or Cross
Has it got a balanced diet? fruits, veggies, protein...	
Is it healthy enough?	
Does it respect the structure of a meal?	
Has it got water as a drink?	

Puntuation:/10

ORAL SKILLS RUBRIC_ TERM _____ NAME _____ COURSE _____

	4 EXCELLENT	3 GOOD	2 FAIR	1 NEEDS IMPROVMENT
CONTENT	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of some parts of the topic.	Does not seem to understand the topic very well.
VOCABULARY	Uses vocabulary appropriate for the purpose.	Uses vocabulary (name and adjective) which is quite appropriate for the purpose.	Uses vocabulary (name and adjective) which is not very appropriate for the purpose.	Uses vocabulary (name and adjective) which is not appropriate for the purpose.
USE OF LANGUAGE	Always speaks with large sentences (2+). The sentences are high level (correct tense, subject, adverbs, adjectives..)	Mostly speaks with medium sentences (1-2). The sentences are medium level (counting 2-3 mistakes for tense, subject, adverbs, adjectives..)	Mostly speaks with few sentences (1). The sentences are low level (counting more than 3 mistakes for tense, subject, adverbs, adjectives..)	Rarely speaks with a full sentence (1). The sentence is a very low level (counting more than 5 mistakes for tense, subject, adverbs, adjectives..)
COMPREHENSION	Student is able to accurately answer almost all the questions posed by the teacher about the	Student is able to accurately answer most of all the questions posed by the teacher	Student is able to accurately answer a few questions posed by the teacher about the	Student is unable to accurately answer the questions posed by the teacher about the
	information contained in the text.	about the information contained in the text.	information contained in the text.	information contained in the text.

Block 9: A Nutritionist visit and Project conclusions (2 sessions)

The importance of having a good translation of the contents and activities done is our main goal of this block. We will have a critical audience of the meal designed so if it is a great opportunity for the students to be able to show off their knowledges.

9.1- Nutritionist visit.

Having finished the contest, and having voted a school menu, the groups have to prepare the visit of a Nutritionist. First of all, we will read again the letter which one we started the project with. Some groups will be proposed to work out the oral presentations of the different wall-papers done during the project, and the award group will be able to explain their menu to the Nutritionist.

We also need some students to develop the introductions of the speech and the conclusion of the speech during the Nutritionist visit. Those are also roles for the students.

During the oral exposition, the Nutritionist will focus on wall-paper 2 and the activity 1.4_Snacks activity. He will ask to the class the same question as we did at the beginning of the project. We will observe the results and they get some conclusions of the whole class taking into an account how many of them have improve their snacks and have turned into healthy snacks or the other way around. Afterwards, the Nutritionist will done his or her verdict and considerations about the school menu selected.

Finally, the school menu will be presented to the Headteacher and the Canteen school team to be considered for a real school menu before the school year ends up. We will give a copy of the student's menu to every classroom of the school and we will invite them to come to celebrate the school menu diet.

9.2- Test assessment.

We've designed a self-assessment test to get rid of their knowledge about the nutrition contents and their healthy stage. The test is individual and they have to answer some questions. This test is an original written document but it is inspired by "Agència catalana de Salut pública".

We can use also an ICT to implement the assessment: www.plickers.com

- Part 1_ <https://www.plickers.com/seteditor/5c5836db97b5ea0004d5fd47>
- part 2_ <https://www.plickers.com/seteditor/5c58399dcae9c70004225372>

9.3- Project conclusions

At the end of the project, after having enjoyed the school menu, all the students will have a final session, to share their evaluations about the process of the project. We can connect their contributions to the driving questions and their feelings and improvements in their daily lives.

We will write down the possible improvements to do a better work, in turns of pedagogical method and teaching-learning process.

- Materials for the session:
 - Wall-papers
 - PC/Laptops and Internet

***Content/Language of/for block:**

We won't use new vocabulary. We can recall the words done and the concepts by the murals.

***Assessment: PE/ST/TA/AT**

- Materials for assessment Block 9:
 - Individual evaluation programme.
 - Oral rubric for the teacher to assess each student.
 - Self-assessment/PA /TA

***Diversity Attention:**

The students with special needs have to do an exposition of at least one part of the murals, and have to do the assessment test with the help of the teacher that can read the questions. We can provide only two answers instead of 4 answers.

TEST ASSESSMENT

Let's be healthy: designing a school menu

Name:

Date:

1- What would happen if we eat junk food every day?

- a- We will be healthy and energetic
- b- We will be happy.
- c- We don't know the consequences.
- d- We can get risk of Obesity.

2- How can we improve our snacks?

- a- We can drink juices.
- b- We can eat sweets and salad food.
- c- We can bring some fruits (1 or 2 pieces).
- d- The best we can do is to eat chips, chocolate or a cake.

3- How many serves a day of veggies and fruits do we advise you to eat to be healthy?

- a- Once a day.
- b- 5 day.
- c- Between 2 and 4 pieces a day.
- d- More than 7 a day.

4- How often do we have to do active things to keep healthy for week?

- a- We can spend 2 or 3 times a week doing active actions.
- b- We can spend 1 day a week.

- c- We can spend less than a day for week.
- d- We have to do active actions every day.

5- Bread, cereal, rice and pasta group is a good source of.....?

- a- Carbohydrate
- b- Vitamin C
- c- Calcium
- d- Don't know

6- Junk food...

- a- has some nutrients and vitamins.
- b- is good for your health.
- c- has no nutrients or vitamins.
- d- is high on fiber.

7- What are the benefits of healthy food?

- a- Healthy food causes weight problems and diabetes.
- b- Healthy food makes you jump higher.
- c- Healthy food contains added colours, preservatives and artificial sweeteners.
- d- Healthy food prevents heart diseases and control your cholesterol, blood sugar level and blood pressure.

8- The smallest step of the Food Pyramid contains...

- a- Fats and sweets
- b- Dairy
- c- Proteins

d- Carbohydrates

9- The five steps of the Food Pyramid are...

a- Fats, sweets, pasta, cereals and fruits.

b- Fats and sweets, proteins, dairy, fruits and vegetables and carbohydrates.

c- Fats and sweets, dairy, milk, fruits, vegetables and carbohydrates.

d- Fats and sweets, meat, fish, vegetables and carbohydrates.

10- Which number and colour is the healthier in the Nutriscore scale?

a- Green A and B

b- Yellow C

c- Red D and B

d- Purple B

DIVERSITY ATTENTION

Every activity of the project must be adapted to reinforce the student knowledge and his or her process of learning. There are some measures to take into account when you implement the project according to universal, additional and intensives measures. We can decide on roles, groups and activities to acquire the knowledge.

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