

# GRUP D'EXPERIMENTACIÓ PER AL PLURILINGÜISME

## **HEALTHY FOOD**

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Àrea: Science, Primary education.

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Video link: <https://youtu.be/rvIhH68W-Bc>



## **HEALTHY FOOD**

Material elaborat durant la realització de la formació adreçada als docents que implementen el pilotatge del GEP (Grup d'Experimentació per al Plurilingüisme) durant el curs 2015-2016, realitzada amb el/la formadora del [OUP](#)

SG de Llengua i Plurilingüisme  
Servei de Llengües Estrangeres

*Març, 2017*



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## Ten tips for learning success

1. Distinguish healthy food and junk food.
2. Identify some of the food properties of each food group (pyramid).
3. Explore the use of minerals and vitamins that vegetables and fruits give us, and how they help us to fight diseases.
4. Explore the use of carbohydrates and how they give us energy.
5. Explore the use of dietary fibres.
6. Explore the use of proteins and how our muscles can grow stronger.
7. Explore the consequences of an abuse of fats in food and drinks.
8. Explore the importance of drinking the right amount of water.
9. Learn about the three parts of total health: physical health, mental and emotional health and family and social health.
10. Cooperate in groups to present healthy habits to the rest of the school.

# GRUP D'EXPERIMENTACIÓ PER AL PLURILINGÜISME

## Food properties

Watch the following video about healthy food and pay attention to the different types of food and their properties.

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

## Activities

### Explicit

Literal or explicit comprehension, identifying content

Stage 1 Explicit Questions,

1. Answer these True / False questions:

Water contains fats. T/F

Eggs contain proteins. T/F

A toast with butter gives you carbohydrates and fats. T/F

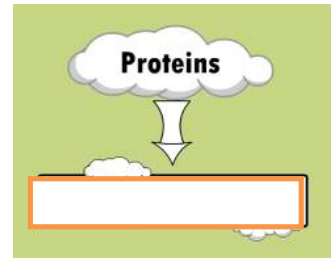
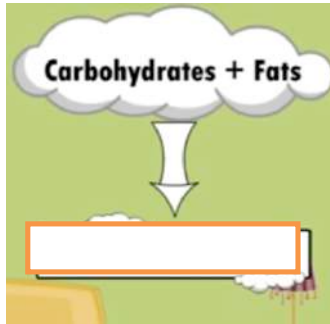
2. Write each word to its corresponding picture.

Proteins - Fats- Carbohydrates - Fibres -Minerals- Vitamins



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3. Write the following words under their corresponding cloud.



## Implicit

### Stage 2: Implicit Questions

1. In groups of three, discuss:

Why does the boy run fast when he eats a toast with butter?

Personal ideas

Discussing

Asking

I think...

(yes) I agree..      What do you think?

In my opinion...

(no) I disagree...      What's your opinion?

2. In groups of three, write down your answer as a group.

Why does he grow in muscles (get stronger) after drinking some milk?

We think that the boy gets stronger because...

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3. Individually, draw a flying disease and answer the following question:



Flying disease pic.

**What does he eat to fight against diseases (the little flying creatures)?**

To fight against the

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### Referential

#### Stage 3: Reflective / Evaluative Questions

1. GROUP DISCUSSION Directions: In groups of 2, 3 or 4 discuss the following points. Take notes during the discussion and remember the 3 best ideas from your group conversation.

"If you only eat fats you won't have a balanced diet".

Group notes: \_\_\_\_\_

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2. How can we grow stronger? What types of food do we need? Write down your group answer.

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3. In groups of three discuss. Think about your diet. Discuss what meals (foods) do you like and which ones you don't. Give your impression about every meal from your group members and tell them if their meal is appropriate or inappropriate.

(yes) I like...

I love...

My favorite meal is...

(no) I don't like...

I hate...

Personal ideas

Discussing

Asking

I think...

(yes) I agree..

What do you think?

In my opinion...

(no) I disagree...

What's your opinion?

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(yes) That meal is appropriate because...

(no) That meal is not appropriate because...

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## Revision

Draw your favorite meal and name what kind of food property brings each ingredient. For example: milk with cereals would be proteins and fibres.



My favorite meal:



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## Extension

Watch the following video, then read:

<https://www.youtube.com/watch?v=Orj7p3KQcyQ>

**Calories:** This tells you how much energy you will get from one serving of this food. If you don't use up that energy, it gets stored as fat.

### Calories from Fat:

This tells you how much energy of that food comes from fat. Your heart likes foods lower in fat.

**Total Fat** is the amount of all the different kinds of fat in one serving. Your body needs some fat. Avoid foods high in saturated fats and look for zero Trans fats. These fats are not good for your heart.

Cholesterol and sodium (salt) tells you how much of that nutrient is in one serving. Pick foods that are low in cholesterol and sodium. Look for 5% or less!

## Nutrition Facts

Serving Size 1 cup (228g)

Servings Per Container 2

### Amount Per Serving

**Calories** 250      **Calories From Fat** 110

### % Daily Value

**Total Fat** 12g      **18%**

Saturated Fat 3g      **15%**

Trans Fat 3g

**Cholesterol** 30mg      **10%**

**Sodium** 470mg      **20%**

**Total Carbohydrate** 81g      **10%**

Dietary Fiber 0g      **0%**

Sugars 5g

### Protein

Vitamin A      **4%**

Vitamin C      **2%**

Calcium      **20%**

Iron      **4%**

The % (**Percent**) **Daily Value (DV)** is a number on the label given in percentages. These percentages are the amount of a certain nutrient that a person will eat in one serving. (based on 2000 calorie diet)

**Fiber:** This tells you how much fiber is in one serving. Fiber helps your food move through your body easily. Foods with 4 grams or more is high in fiber and good for you!

**Sugars** is the total amount of natural sugar and added sugar that is in the one serving. Our body does not need too much sugar. Sugar can add a lot of calories that we don't need.

**Protein** is very important because it is the building blocks for all cells. Read carefully. High protein foods can be high in fat.



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## Activity 1

Read the following food label and, in groups of three, answer these questions:

- What's the total amount of calories?
- Does it contain cholesterol?
- How many proteins does it have in total?
- Based on a 2000 calorie diet, how many servings could you take before reaching the fat percentage limit (65 g 100% of daily fat)?

<b>Nutrition Facts</b>			
Serving size 28g			
Servings Per Container about 6			
<b>Amount per Serving</b>			
Calories 170		Calories from Fat 130	
<b>% Daily Value*</b>			
<b>Total Fat</b> 15g			23%
Saturated Fat 1g			5%
Trans Fat 0g			
Monounsaturated Fat 9g			
<b>Cholesterol</b> 0mg			0%
<b>Sodium</b> 160mg			7%
<b>Total Carbohydrate</b> 6g			2%
Dietary Fibers 3g			12%
Sugars 2g			
<b>Protein</b> 6g			
Vitamin A 0%		<b>Calcium</b> 6%	
Vitamin C 0%		Iron 6%	
* Percent Daily Values are based on a 2.000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.			
	Calories	2.000	2.500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

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### Activity 2

#### Before doing this activity

Students will have to bring to school cut-out food labels from packaged food items that are in their home. (Best if they're in English and with their parents' permission, of course).

In pairs, students will trade food labels with their classmates so that each pair has 2 food labels.

A. In pairs, complete the following table:

	Write in the name of the Food Labels you are using
Name of Food Label A	
Name of Food Label B	

c. Now, choose and circle Label A or B considering which one fits best in each question.

Remember:

 **most**  **Least (has less)**

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- |                                      |   |   |
|--------------------------------------|---|---|
| 1. most sodium per serving?          | A | B |
| 2. most carbohydrates per serving?   | A | B |
| 3. most saturated fat per serving?   | A | B |
| 4. least sugar per serving?          | A | B |
| 5. more calories from fat?           | A | B |
| 6. more fat per serving?             | A | B |
| 7. has less sodium?                  | A | B |
| 8. least amount of cal. per serving? | A | B |
| 9. most protein per serving?         | A | B |
| 10. most total fat per serving?      | A | B |
| 11. most Vitamin A?                  | A | B |
| 12. most Calcium?                    | A | B |

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c. Discuss with your pair what food item is healthier and justify your answer here.

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# GRUP D'EXPERIMENTACIÓ PER AL PLURILINGÜISME

## Project: collaborative problem solving

### Session 1

Students will be divided in groups of four. Each group will compare different meals or items and state which ones are healthier according to their labels.

Name of the group: \_\_\_\_\_

Coordinator-leader	
Research-Runner	
Writer-recorder	
Conclusion Summarizer	

What is your duty?

Coordinator-leader: moderates discussions, keeps the group on task, assures work is done by all, and makes sure all have opportunity to participate and learn.

Research-Runner: gets needed materials and is the connection between groups and between their group and the instructor.

Writer-recorder: takes notes of the group's discussion and prepares a written conclusion.

Conclusion Summarizer: restates the group's conclusions or answers.

Now, talk in your group and decide what two-four items or meals you would like to compare.

Use sentences like:

Personal ideas

Discussing

Asking

I think...

(yes) I agree.. What do you think?

In my opinion...  
opinion?

(no) I disagree... What's your

Asking for your classmates opinion:

What do you think? What's your opinion?

Answering:

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(yes) I think that meal is appropriate because...

(no) In my opinion that meal is not appropriate because...

(yes) I like...                      I love...                      My favorite meal is...

(no) I don't like...                      I hate...

Choosing:

We could compare these two meals: \_\_\_\_\_ and \_\_\_\_\_

We could compare this meal, \_\_\_\_\_ with this one, \_\_\_\_\_

Why don't we compare a \_\_\_\_\_ with a \_\_\_\_\_ ?

After discussing, write down the items or meals you are going to compare and state whether they are for breakfast, snack, brunch, lunch, dinner or to drink.

Examples:

Compare 2 to 4 items of different meals

Toasts, jam, nocilla, nutella Cereal boxes (breakfast)

Cookies (snack)

Pasta (lunch)

Pizza (lunch)

Lettuce, croquets (dinner)

Soup (dinner)

Yogurts (snack)

Compare drinks

Coke, 0 coke, Fanta (drinks)

Milk, Diet milk, colacao, cacaolat, ... (Breakfast meal)

Lunch, dinner..?	Item 1	Item 2	Item 3	Item 4

You will have to bring that item food label to class.

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## Session 2

Read the food label and write down the most important data for each item or meal. Remember to do the math so that you calculate the amount per 100 grams.

1. \_\_\_\_\_

Per each 100 grams	Number of...
Calories	
Carbohydrates	
Fat	
saturated fat	
Sugar	
Cholesterol	

2. \_\_\_\_\_

Per each 100 grams	Number of...
Calories	
carbohydrates	
fat	
saturated fat	
sugar	
cholesterol	

3. \_\_\_\_\_

Per each 100 grams	Number of...
Calories	
carbohydrates	
fat	
saturated fat	
sugar	
cholesterol	

4. \_\_\_\_\_

Per each 100 grams	Number of...
Calories	
carbohydrates	
fat	
saturated fat	
sugar	
cholesterol	

According to the data, discuss which one is healthier and why. Write down your decision.



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We think the item number \_\_\_ is the healthiest because \_\_\_\_\_

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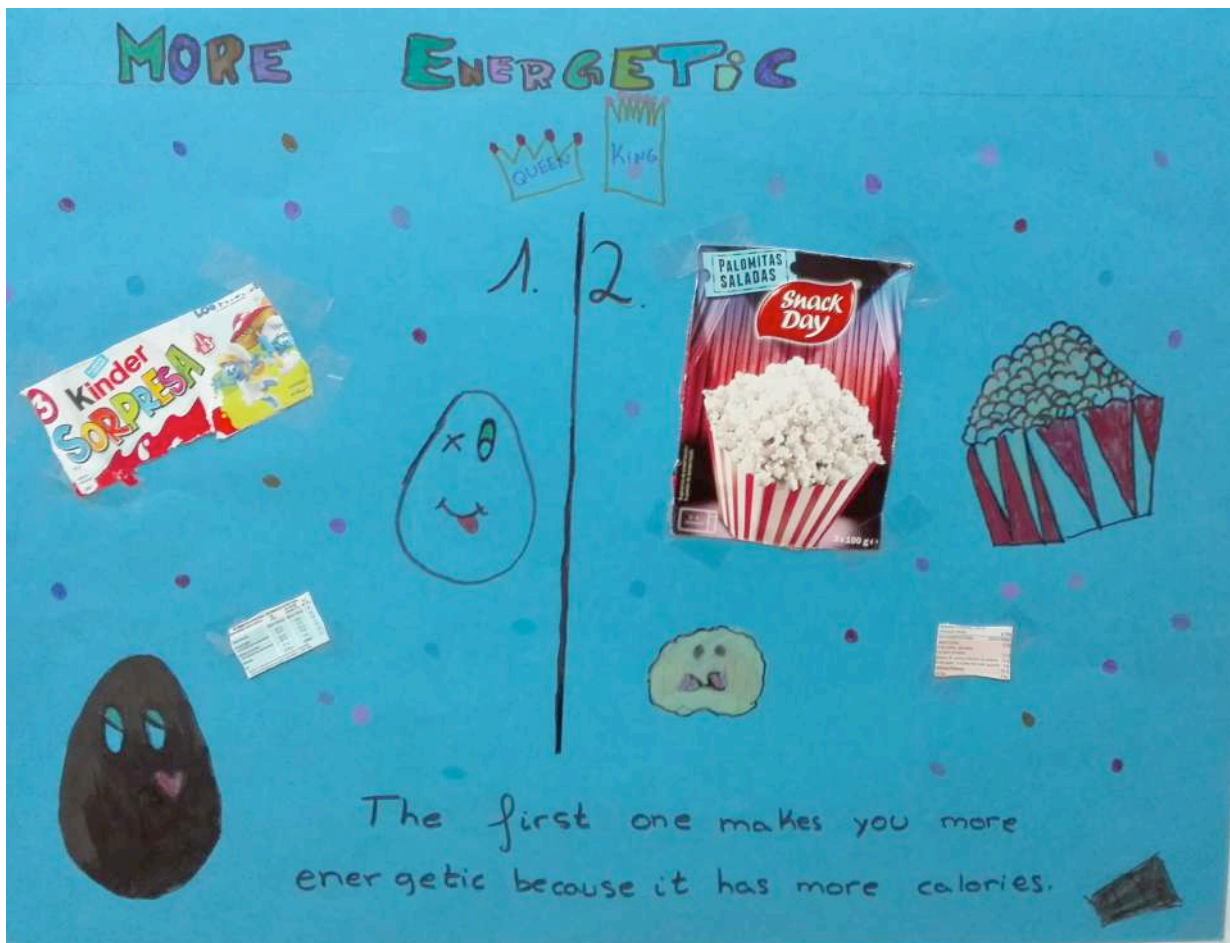
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Glue the food labels or items onto a big poster and make it visual. Decide who is going to talk about each item and prepare your presentation for the next session.

Example:

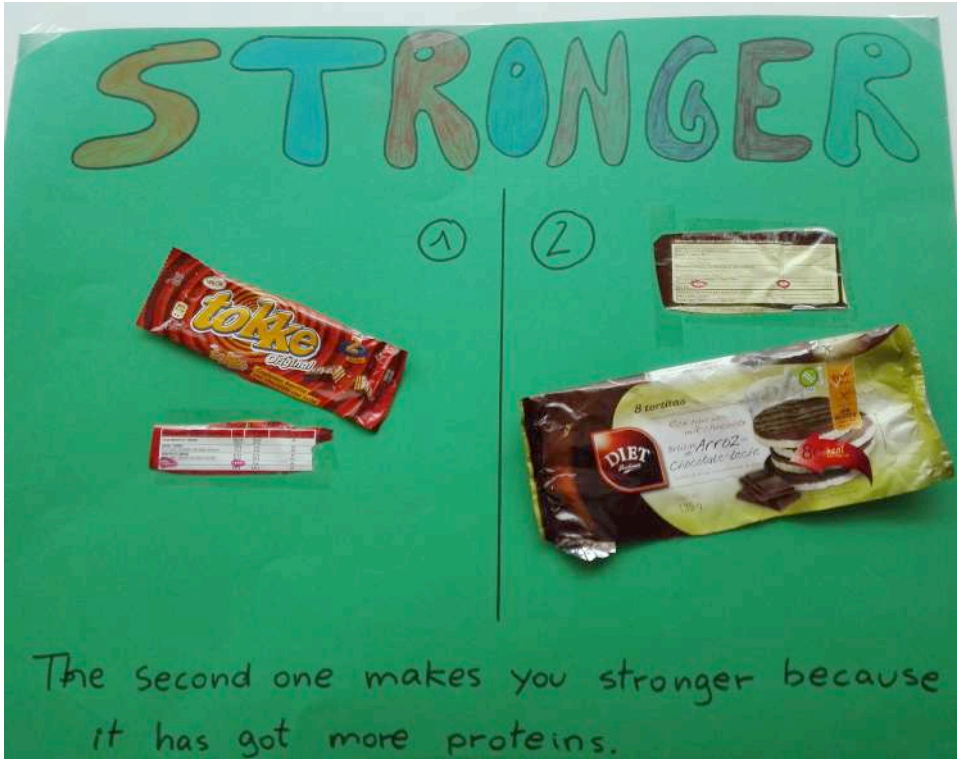
**Which one makes you more energetic?**





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Which one makes you stronger?



Which one makes you fatter?



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## Assessment

### RUBCRIC ASSESSMENT

#### INDIVIDUAL WORK

CATEGORY	4- I'm an expert 😊😊😊	3- I'm skilled 😊	2- I'm a learner 😊	1-I'm a rookie 😞	student score	teacher score	Average
<b>I can distinguish healthy food and junk food</b>	I identify all the food types and I can relate them to healthy or not healthy categories	I identify some of the food types and I can relate them to healthy or not healthy categories	I identify one healthy type of food and one that is not	I know there is healthy and unhealthy food but I do not know which one goes in each group			
<b>I can understand the use of carbohydrates and calories</b>	I know the right amount of calories that a food item should give me according to my size.	I can find how many calories a food item has in total by its label.	I can find how many calories a food item has in each serving by its label.	I don't know what the calories are for.			
<b>I can think of a balanced diet meal</b>	I can describe a healthy diet meal, identifying each type of food and what amount should be served per day.	I can describe a healthy diet meal, identifying some of the food categories and an approximate amount that should be served per day.	I can distinguish between a healthy menu that is balanced and another one that is not.	I just love to eat, I don't know if it's balanced or not.			
<b>Total points</b>							

MY PERSONAL SCORE IN INDIVIDUAL WORK IS

\_\_\_\_\_

MY TEACHER SCORE IN INDIVIDUAL WORK IS

\_\_\_\_\_

MY FINAL SCORE IN INDIVIDUAL WORK IS

\_\_\_\_\_

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## GROUP WORK

CATEGORY	4- We're experts 👍😊👍	3- We're skilled 😊	2- We're learners 😊	1- We're rookies 😞	student score	teacher score	Average
<b>Presentation Content</b>	The presentation includes all information relevant to the topic in an organized fashion.	The presentation includes most of the relevant information but it is not well-organized.	Does not have all of the relevant information in the presentation.	The presentation is lacking in elements required.			
<b>Participation</b>	I have participated in all parts on the project in a positive way.	I have participated in most of the parts of the project but not always positively.	I have not participated as much as I was supposed to.	I did not participate in my group.			
<b>Creativity</b>	Clear evidence of effort put forth. The project is extremely neat, organized, attractive, colorful, and very creative.	There is evidence of effort. The project is neat, colorful, organized, and creative.	There is some evidence of effort, the project is organized but not neat or creative or it may be creative, but not neat or organized.	There is little to no effort, and the project is not organized, neat or creative.			
<b>Total points</b>							

MY PERSONAL SCORE IN GROUP WORK IS

\_\_\_\_\_

MY TEACHER SCORE IN GROUP WORK IS

\_\_\_\_\_

MY FINAL SCORE IN GROUP WORK IS

\_\_\_\_\_

# GRUP D'EXPERIMENTACIÓ PER AL PLURILINGÜISME

## Checklist

In this unit you have...

