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KIDS
IN CLOUDS

TEACHING SCENARIO FOR IMPLEMENTATION OF THE INTERDISCIPLINARY PROJECT FOR STUDENTS

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Project title:	Eat well, Live well
Correlating subjects:	Biology – English language
Key terms:	Food groups and nutrients – Energy needs – Breakfast habits – Healthy eating

Activity title:	Biology class: Food groups and nutrients
Activity duration (min):	30 minutes
Detailed activity description:	

At the start of the class, instruct students to use the link <https://www.menti.com/3bje7ufqc3> to access Mentimeter for a brainstorming activity (using a word cloud) with the whole class, on the topic of food groups and nutrients. Students are asked the question: “What do we need to eat? Give examples of food groups and nutrients.”



What do we need to eat? Give examples of food groups and nutrients.

Their answers (up to 3 per pupil) appear on the white board for everyone to see. Discuss students’ answers with the whole class. Give students the opportunity to explain their opinions. Leave the slide on, for the end of the next activity. Don’t close the slide, or you will lose everything that was typed in.

Now instruct the students to use the link <https://app.wizer.me/learn/7321T2> to access the interactive Wizer.me worksheet.



Students have to connect food groups and nutrients to the correct pictures on the screen. Students can work by themselves or in groups of 2 or 3.

Hand out a written version of the Wizer.me worksheet if you wish students to keep it in their copybooks. Discuss students' answers with the whole class, and instruct students to write down the correct wording on the printed worksheet. Homework will consist in learning the content of this document.

Finally, go back to the word cloud on the Mentimeter slide and work with the students on which words or phrases were relevant. Get them to explain what they have learnt.

Activity adaptation for students with difficulties

Activity adaptation for gifted students and those willing to learn more

Activity title:	Biology class: Daily energy needs
Activity duration (min):	60 minutes
Detailed activity description:	
<p>At the start of the class, instruct students to use the link https://www.menti.com/qdjtp7gkfj to access Mentimeter for a brainstorming activity (using a word cloud) with the whole class, on the topic of daily energy needs. Students must answer the question: "Why do we need to eat? What are the nutrients used for?"</p>	
	
<p>Why do we need to eat? What are the nutrients used for?</p>	
<p>Their answers appear on the white board for everyone to see. Discuss students' answers with the whole class. Give students the opportunity to explain their opinions. Leave the slide on, for the next activity. Don't close the slide, or you will lose everything you typed in.</p>	



Why do we need to eat? What are the nutrients used for?

Their answers appear on the white board for everyone to see. Discuss students' answers with the whole class. Give students the opportunity to explain their opinions. Leave the slide on, for the next activity. Don't close the slide, or you will lose everything you typed in.

Instruct the students to use the link <https://view.genial.ly/628d34dd86041e0018b96b92/presentation-why-do-we-eat> to access the interactive presentation in Genially. The presentation shows various documents which they need to read and understand. Then, hand out a printed worksheet (Annex 1) which the students need to complete using the information displayed on the Genially presentation. Students can work by themselves or in groups of 2 or 3.

With the whole class, review their work and give them the correct answers which will constitute their lesson for the day – the document must be kept in their copybooks and learnt for the next class.

Finally, go back to the word cloud on the Mentimeter slide and work with the students on which words or phrases were relevant. Get them to explain what they have learnt.

Activity adaptation for students with difficulties

Activity adaptation for gifted students and those willing to learn more

Activity title: English Language Class: What is your favourite meal?

Activity duration (min): 60 minutes

Detailed activity description:

Start the lesson with the picture of food groups from the first biology class's wizer.me exercise (don't show the words) <https://app.wizer.me/learn/7321T2> .



Instruct students to discuss the picture, name the foods they know in English. Write their answers on the board.

Now show on the board the title of the new document you are going to study (adapted from a British Council online exercise):

My favourite meal, by Jonathan Jones

Discuss with students what they see, what they think his favorite meal is and what it consists of. Write down the students' answers on the board.

Now project the text from the Wizer.me document on the board <https://app.wizer.me/learn/72NASI> and hand out the printed version, so that students work actively on their reading skills. Students must read the text and underline or circle the words they understand.

Then instruct students to connect to the Wizer.Me document by clicking on the link <https://app.wizer.me/learn/72NASI>. They will have to :

(1) write the correct food next to the the matching picture.

- (2) sort the food into 2 categories: what Jonathan has on weekdays and what he has on weekends.
- (3) fill in the blanks to explain what a typical English breakfast is.
- (4) think about how to use adverbs of frequency to talk about habits
- (5) talk about their own breakfast habits by answering some questions.

Then get together with the class to discuss students' findings.

Hand out a printed document (Annex 2) which sums up the vocabulary (with a mind map) and the grammatical aspect of the lesson, which the students have to keep in their copybooks and learn for the next class.

If there is some time left, ask students to write, in their copybooks, a few sentences about their food habits for breakfast (a similar activity to the last one on Wizer.me). If this writing exercise cannot be finished in class, it can be given as homework.

Activity adaptation for students with difficulties

Activity adaptation for gifted students and those willing to learn more

Activity title:	English Language class: What do you eat every day?
Activity duration (min):	60 minutes
Detailed activity description:	
<p>First, check that the vocabulary learnt previously is known.</p> <p>Project pictures of meals on the board and ask students to name the foods they see, and which meal those foods correspond to (breakfast, lunch, snack, dinner).</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;">    </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;">    </div>	
<p>Next, show the class the Telegraph article extract "Royal chef reveals the Queen's favorite meals" (Annex 3). Ask students to study the document and discuss their findings: what type of document, the title, the author and the publish date. What do they think the article is about?</p>	
<p>Hand out a printed copy of the article. Students must read the article and circle words they know. Instruct students to connect to Wizer.me by clicking on the link https://app.wizer.me/learn/XD3CKY.</p>	



Students will have to:

- (1) write the name of the food items the Queen eats according to the article (exercise adapted from the English textbook E for English 6e)
- (2) sort out the food items according to when the Queen eats them.
- (3) then sort out what food items the Queen has for breakfast, talking about her habits (using the adverbs learnt previously)
- (4) Fill in blanks to complete a short text about the Queen's food habits or preferences.

Discuss their findings and the correct answers.

Ask students to have another look at the mindmap in Annex 2. Working in pairs, they will discuss what they like to eat.

Then instruct them to write, in their copybooks, a few sentences to describe their food habits using adverbs of frequency. Example: « For breakfast, I like ... », « I always have... », « For lunch, I like ... » « For the afternoon snack, I like ... » « For dinner, I like ... », « I sometimes have ... ».

If there is not enough time to finish this activity in class, it can be given as homework.

Activity adaptation for students with difficulties

Activity adaptation for gifted students and those willing to learn more

Activity title:	Biology Class: A healthy breakfast
Activity duration (min):	60 minutes
Detailed activity description:	
<p>The idea here is to understand what a balanced diet is in terms of quality (what food to eat) and quantity (how much and how often). Start the lesson by showing 2 posters which are part of governmental awareness campaigns (Annex 4). Discuss the posters with the students. Are some of the official recommendations surprising? Obvious?</p> <p>Hand out a two-page printed document (Annex 5), adapted from the biology textbook Nathan SVT cycle 4. Students will work individually or in pairs to study the documents and answer the questions. They will learn the role of the various food groups, why we need to eat them, but also how much is recommended. Then they will study two canteen meals from two different countries. And lastly they will work on a case study to try and suggest a balanced diet for a teenager depending on their energy needs and physical activity.</p> <p>Discuss their findings with the whole class.</p> <p>Homework (linked to the previous English language classes) – answer the following questions – don't forget to explain and justify your answers:</p> <ol style="list-style-type: none"> 1. Remember the document « Jonathan's favourite meal »? Read again about the breakfast that Jonathan has at the weekend and compare the food items with the official daily recommendations. 2. Remember the document «Royal chef reveals Queen's favourite meals»? Read again about the meals the Queen usually has, and compare them in terms of quality and quantity with the official daily recommendations. 	



Activity adaptation for students with difficulties
Activity adaptation for gifted students and those willing to learn more

Activity title:	Final task 1
Activity duration (min):	Not included in the 4 hours of teaching
Detailed activity description:	
<p>World Food Day is celebrated annually on October 16 to enlighten people about the importance of eating healthy and ensuring proper intake of nutrition (amongst other things). For this occasion, instruct students to design a healthy and balanced menu for teenagers.</p> <p>This can be presented as a competition, it can be hand written, with drawings or pictures, or created using Adobe Express https://www.adobe.com/fr/express/ or Flipsnack https://www.flipsnack.com/fr/ (with interactive elements as an option).</p> <p>The best menu will be subsequently offered in the school canteen.</p>	
Activity adaptation for students with difficulties	
Activity adaptation for gifted students and those willing to learn more	

Activity title:	Final task 2
Activity duration (min):	Not included in the 4 hours of teaching
Detailed activity description:	
<p>Students will be offered breakfast in school. They will get to decide, with their biology teacher, the menu for a healthy and balanced breakfast. The menu will be written in their native language and in English, using Adobe Express https://www.adobe.com/fr/express/ or Flipsnack https://www.flipsnack.com/fr/ (with interactive elements as an option) in order to make their menu more attractive.</p>	
Activity adaptation for students with difficulties	
Activity adaptation for gifted students and those willing to learn more	



Annexes

Annex 1

Why do we eat ?

Worksheet

Study the 6 documents in the Genially presentation and answer the following questions :

Doc. 1 : What is your answer ? :

.....

Doc. 2 : What is your answer ? :

.....

Doc. 1, 2, 4 and 5 : explain what parameters influence individual energy needs :

The energy needs of a human body vary according to

- internal factors (.....,) and
- external factors (.....,) .

Doc. 3 : What is thermoregulation ?

The body's internal must remain **constant**, through the process of thermoregulation.

This is why you sweat to your body when it is too hot outside, and in the same way your body produces heat to when it is too cold outside.

Doc. 3 : What is basal metabolism ? Circle the correct answers :

Basal metabolism is the minimum / maximum energy your body uses

in order to run / live

and to perform basic functions such as:

breathing / swimming / brain activity / heart rate / muscle movement /
school work

Doc. 6 : How is our food intake linked to our daily needs ?

The food you eat provides that are turned into the that your body needs to perform all functions from the most basic like breathing to more complicated (and physical) activities.



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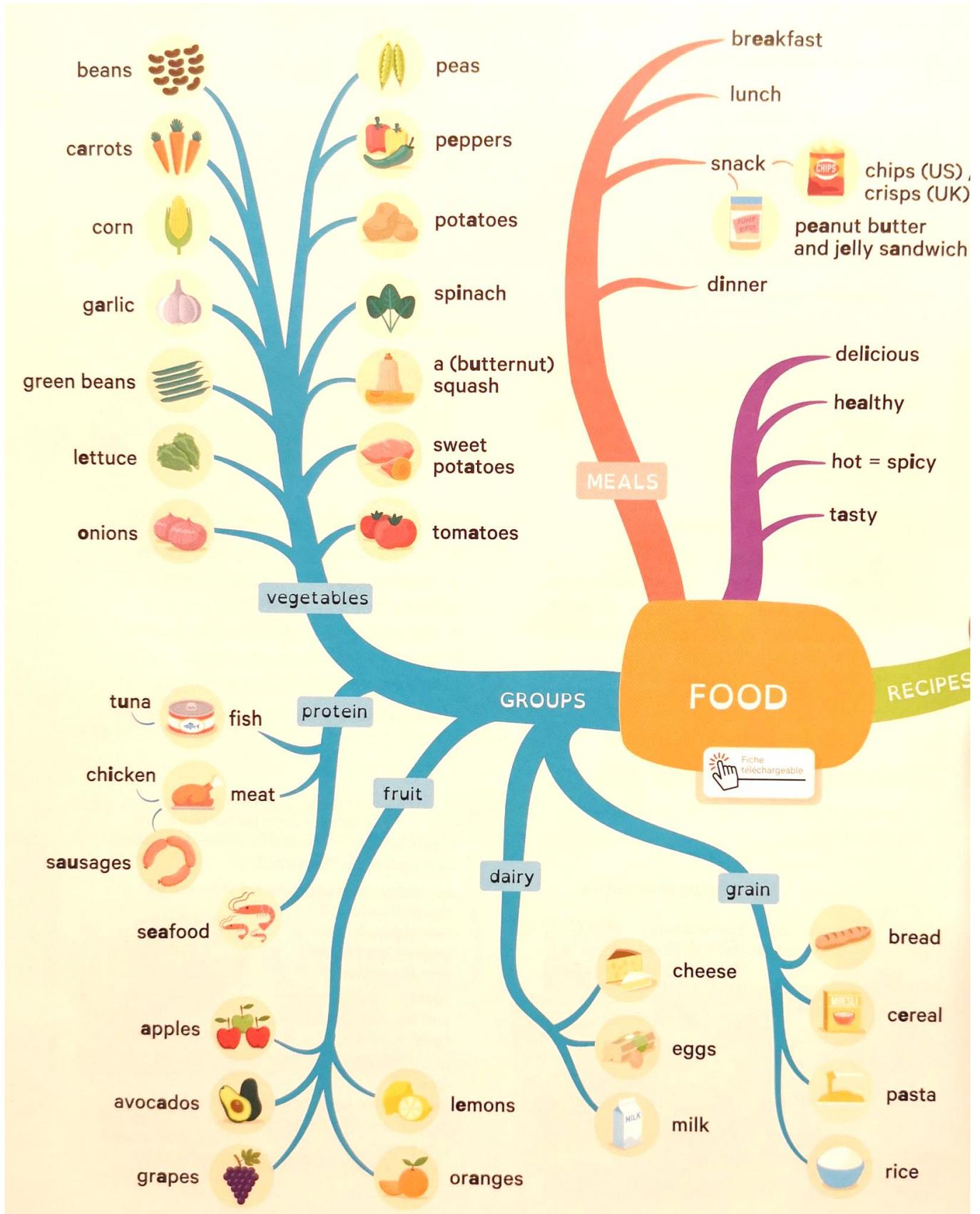
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Homework :

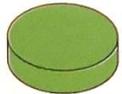
Doc.4 : Using squared paper, draw a graph showing how energy needs change with age for women and men.

Annex 2: Vocabulary and grammar



Talking about frequency

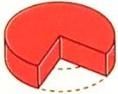
When you wish to indicate how often (how frequently) something is done, you can use an adverb of frequency:



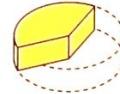
I **always** have milk with my cereal.



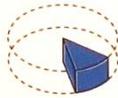
I **usually** eat lots of fruit.



I **often** have a snack at 3 pm.



I **sometimes** have eggs
on Saturday mornings.



I **hardly ever** eat tuna.



I **never** eat meat.

Generally, in English, adverbs of frequency are placed just **before** the verb (except for **BE**).

Notice that when using the adverb **never**, the sentence is already negative, and so there is no need to add more negation ("~~I don't never eat meat~~").

Annex 3:

The Telegraph

Royal chef reveals the Queen's favourite meals



By Richard Alleyne, 31 May 2012

Darren McGrady, a former royal chef, [...] reveals that Her Majesty eats four modest meals a day, hates potatoes, loves jam pennies [...].

For breakfast she likes Corn Flakes or Special K, with a spoonful or two of apricots, prunes or some macadamia nuts [...] or [...] strawberries.

Sometimes she will have a boiled egg, or just toast and marmalade, with Darjeeling tea.

The Queen usually eats breakfast alone at 9am [...].

A typical lunch, served at 1pm, would be fish [...] on a bed of wilted spinach or with courgettes.

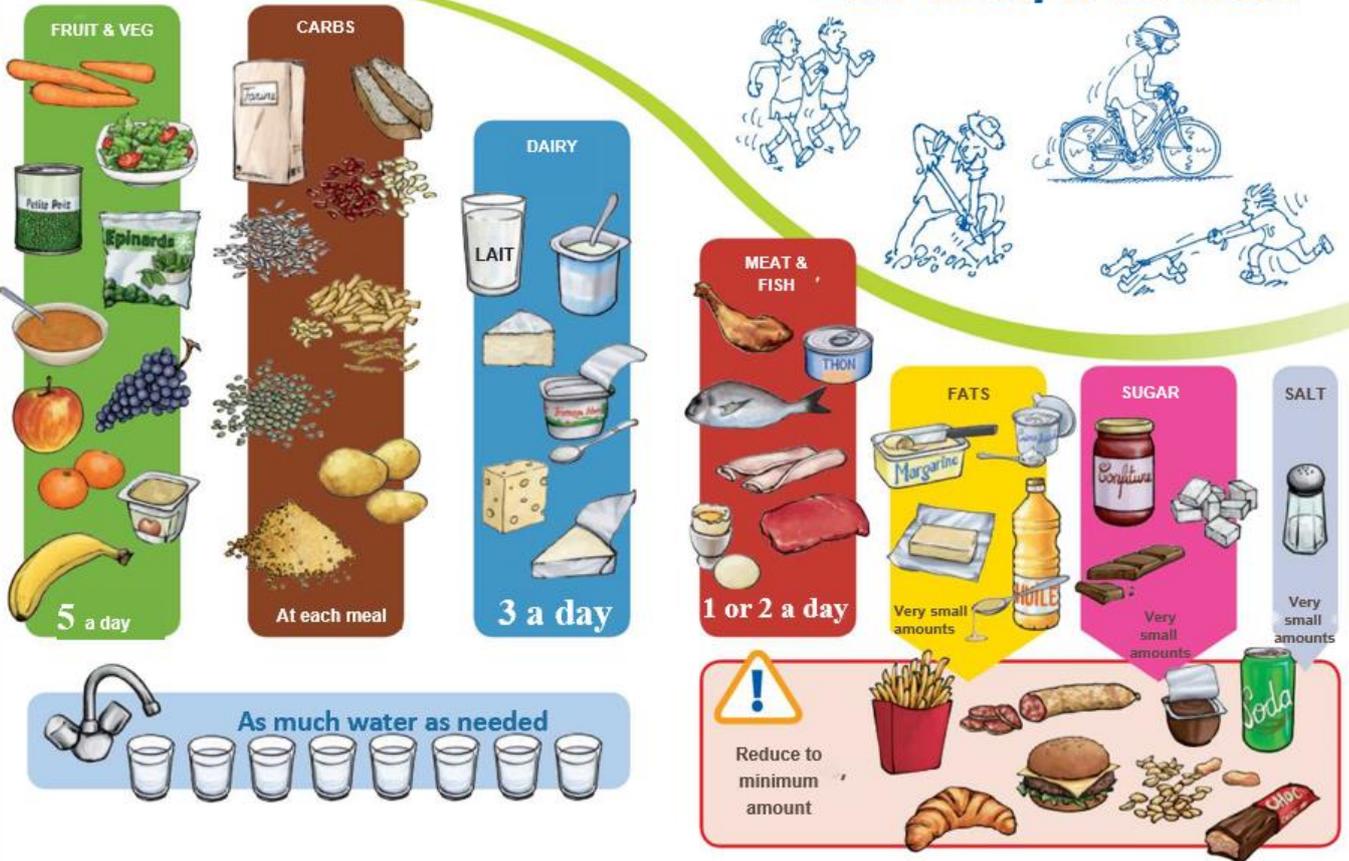
Then there would be afternoon tea of cakes, scones and sandwiches [...] with Earl Grey tea.

[...] Then for dinner there would be game or fish such as pheasant [...] or venison or salmon [...].

<https://www.telegraph.co.uk/news/uknews/9301975/Royal-chef-reveals-the-Queens-favourite-meals.html>

Annex 4 (see in the supporting documents folder for an editable version):

Eat well, live well !



FRUIT & VEG
5 a day

CARBS
At each meal

DAIRY
LAIT
3 a day

MEAT & FISH
1 or 2 a day

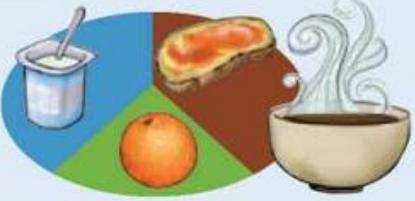
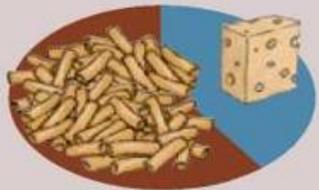
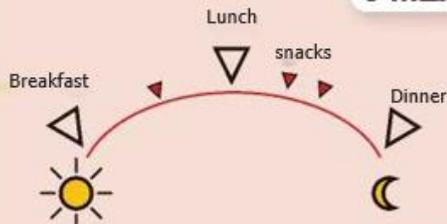
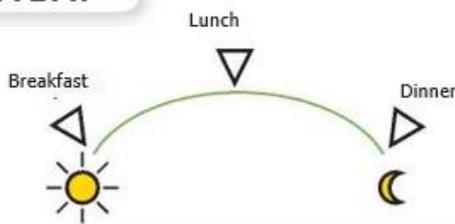
FATS
Very small amounts

SUGAR
Very small amounts

SALT
Very small amounts

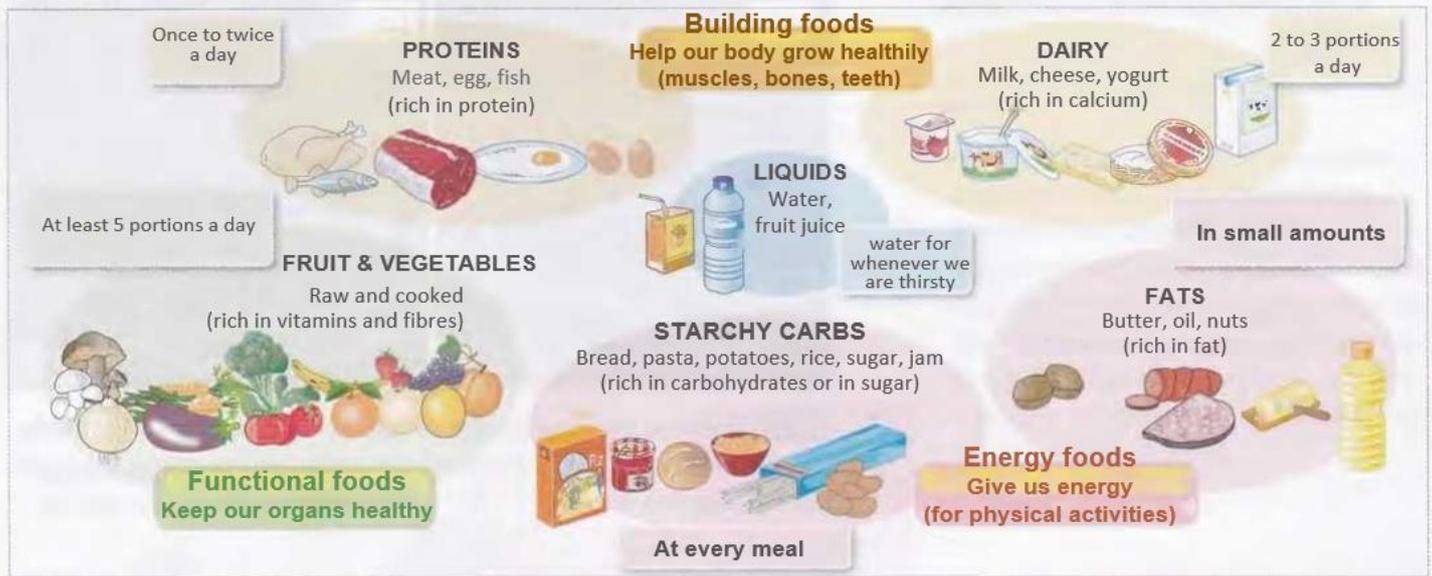
As much water as needed

Reduce to minimum amount

 <p><input type="checkbox"/></p>	 <p><input checked="" type="checkbox"/></p>
BREAKFAST	
	
LUNCH	
	
DINNER	
3 MEALS A DAY	
	
BE ACTIVE	
	

Annex 5 (see in the supporting documents folder for an editable version):

Understanding the qualitative value of a balanced diet



Doc. 1 Five food groups and daily intake recommendations

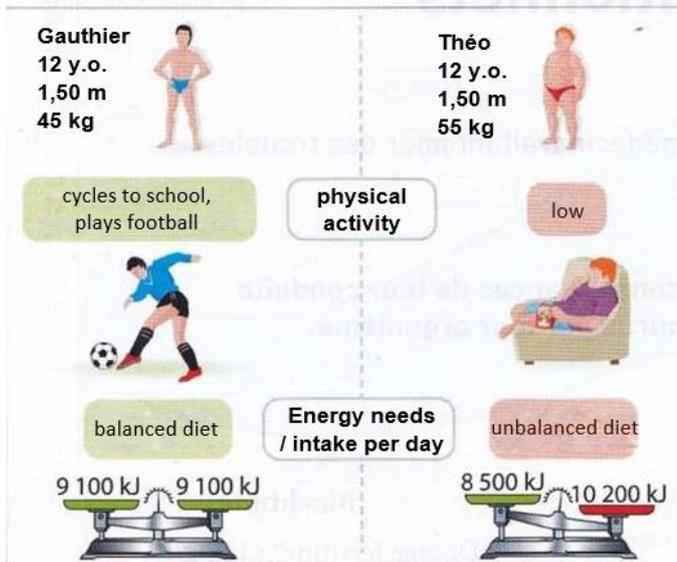


Doc. 2 School canteen meals showing different food diets.
A) Greece B) Finland

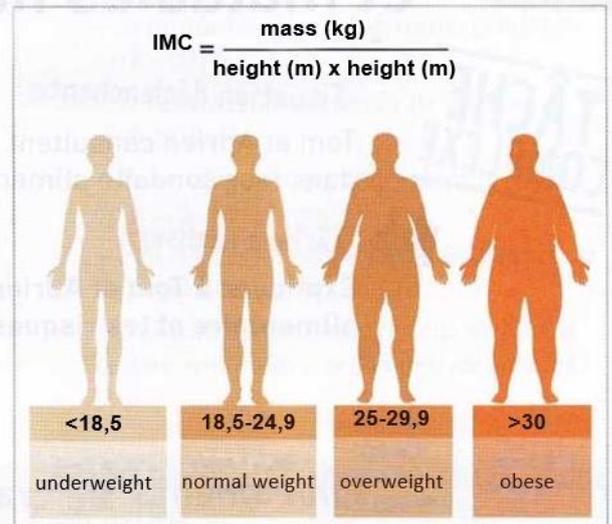
Question

- 1 Draw a table listing the food present in those two meals and match each item with the food group it belongs to. Do the meals actually follow nutritional value recommendations?

Understanding the quantitative value of a balanced diet



Doc. 3 Diet and lifestyles.



Doc. 4 Calculate your BMI (Body Mass Index) and find out your weight status category.

Theo and Gauthier have had the same activities and eaten the same meals during the day, for a total of 7,100 kJ.

For dinner, Gauthier's father suggests they can pick and choose from the food available (see opposite pictures).



Doc. 5 Nutritional value of Theo and Gauthier's dinner.

Definitions

- Building foods: necessary for the formation of our body framework and the development of the muscle mass.

Questions

- Q Doc. 3 et 4. Calculate Theo's and Gauthier's BMI (Body Mass Index) and explain their weight status.
- Q Doc. 3. What lifestyle habits can Theo change in order to have the right balance between his energy needs and intake?