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| **Stage** **2 Healthy food tastes good!** | **DURATION:** 10 weeks |
| **Unit description, goal task**  In this unit, students will learn vocab related to food in Arabic. They will talk about food they like and dislike. Students will investigate food common to Arabic cooking. They will learn to differentiate between healthy and unhealthy food by exploring the food pyramid.  **Goal task:**  Students will plan and design a healthy Arabic meal and represent it graphically, labelling each component and then will present it to the class.  **Students with prior learning and/or experience:** Students will explore ingredients, tools and techniques used to prepare Arabic food to enable them to be healthy. They will represent their findings graphically, labelling each component and present it to the class. | **Key concept(s)**  Understanding nutrition and the difference between healthy and unhealthy food  Identifying different food items from all food groups  Identifying different ingredients, tools and techniques common to Arabic culture cooking  Expressing likes and dislikes for certain food |
| **Learning intentions**  Students will learn about nutrition  *Students with prior learning and/or experience* | **Success criteria (goals)**   * Name different food items from different food groups * State what food is healthy/unhealthy * Identify food that is common to Arabic cooking * Express preference for different food items * Design and label a healthy Arabic meal * Design and label ingredients, tools and techniques used to make a healthy Arabic meal |
| **Objectives and outcomes (SYLLABUS)**  LAR2-1C, LAR2-2C, LAR2-3C, LAR2-6U, LAR2-7U, LAR2-9U | **Resources**  Flashcards, matching games, bingo, memory game, IWB activities https://youtu.be/RukNHDORZfQ |
| **Suggested vocabulary**  Names of food from all food groups دهون/ بروتينات/ ألبان/ فاكهة وخضار/ نشويات  Techniques: مقلي/ مشوي / مسلوق  . | **Sentence structures**  Healthy and unhealthy food. صحية/ غير صحية صحي/ غير صحي  Express food preference أحب/ لا أحب |

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| **Content** | **Teaching, learning and assessment** |
| **Week1**  **Students interact with the teacher and peers in guided exchanges**  ***Students with prior learning and/or experience*** | * Students watch <https://youtu.be/RukNHDORZfQ> Lebanese Food safari to build the field * In groups, brainstorm a list of food items that are common to the Arab culture and report back to the class * In pairs, talk about which food you like and which you don’t * Name healthy / unhealthy food and say how often you eat it * Match pictures of food common to the Arab culture with their names , glue on a poster and display in class |
| **Week 2**  **Students participate with teacher support that involve following instructions and interacting with peers**  ***Students with prior learning and/or experience***  **Students recognise and reproduce Arabic letter combinations** | * **Assessing prior learning: Show students a food pyramid and ask them to name the food items they see for each group** * **Add names of food not pictured in the pyramid related to each food group (assessment)** * In groups, write the names of all the vegetables you know in English/Arabic and report to the class * Using flashcards, students learn names of vegetables in Arabic * Bingo game- pics of vegetables * Match pictures of vegetables with words * IWB select image and choose the correct name of the vegetable in Arabic * Create a poster with all words and get advanced students to match the words on the poster with pictures of vegetables * **Practise writing names of vegetables in separate letters (assessment)** * **Label pictures of vegetables in Arabic (assessment)** * **Draw a bowl of salad and label the vegetables in Arabic (assessment)** |
| **Week 3**  **Students participate with teacher support that involve following instructions and interacting with peers**  **Students recognise and reproduce Arabic letter combinations**  **Students learn to express preference for a particular food**  ***Students with prior learning and/or experience*** | * Students pair share what their favourite fruit is and report back to the class. Teacher writes names of fruit on the board in Arabic * Use flashcards to learn names of fruit * Bingo game * IWB image select- choose the word that matches the picture of the fruit * **Practise writing names of fruit in separate letters (assessment)** * **Label pictures of fruit in Arabic (assessment)** * Using flashcards of fruit, students learn to say I like /don’t like to express preferences for fruit * Practise tracing, copying sentences about likes and dislikes for different types of fruit * Write your own sentences about fruit you like/ don’t like |
| **Week 4**  **Students initiate interactions and exchange information with peers**  **Students compose simple text using familiar words**  ***Students with prior learning and/or experience*** | * Revision: play racing game. Students in each team listen for their number and race the other team to find the name of the vegetable or fruit that the teacher calls out * Revision: naughts and crosses game using vegetables and fruit words in Arabic * Students create a survey. They choose 2 types of fruit and 2 vegetables. They interact with their peers and ask them if they like them or not. They collect the data and present it in the form of a graph to show class preferences * Students look at pictures of Carbohydrates and name them in Arabic * Ask students to identify which ones are healthy/ unhealthy and why. Let them give you examples of dishes in their culture that are or have a carbohydrate * Using flashcards, Students learn to say healthy/ unhealthy in Arabic for both masc/ femn form   صحي / غير صحي. صحية / غير صحية   * IWB drag the picture of food to the correct category and say if it’s healthy or unhealthy * Trace, copy sentences about healthy/ unhealthy Arabic food and write your own sentence * Write your own sentences about healthy/ unhealthy Arabic food |
| **Week 5**  **Students use some of the vocab learnt so far to create and label a healthy sandwich** | * Use flashcards to learn names of proteins in Arabic * Break words into separate letters * Label pictures in Arabic * Name Arabic dishes that have proteins and express preferences * Revision of all vocab learnt: Groups rotate completing different activities: naughts and crosses game, word bingo, IWB activities, matching games, write in missing letters on laminated sheets * **Draw and label in Arabic a healthy sandwich that you might have for lunch (assessment)** |
| **Week 6**  **Students identify dishes from their culture that are/ have dairy products** | * Put students into groups and tell them that you will be showing them a number of slides with pictures of different foods that are typically eaten for breakfast in Arabic culture vs Western culture. At the end of the presentation, they need to write down as many names of food items as they can. The group that names the most wins a prize. * Which of these food items are or have dairy products? * Students learn to say milk, cheese and butter in Arabic * Students break names of dairy products in separate letters in Arabic * They label pictures of dairy products |
| **Week7**  **Students complete a series of different tasks that will be assessed**  ***Students with prior learning and / or experience***    ***Students with prior learning and / or experience*** | * **Students read items on a shopping list in Arabic and circle the corresponding pictures of the food (assessment)** * **Write your own shopping list in Arabic and English (assessment)** * **Students listen to names of food and number them in the order they hear them in (assessment)** * **Students complete a word search (assessment)** * **Create your own word search and get your partner to solve it (assessment)** * IWB activity sort into 2 categories healthy and unhealthy food and **make a sentence orally (assessment)** |
| **Week 8**  **Students start planning their goal task**  ***Students with prior learning and / or experience*** | * With the class, brainstorm a list of dishes that are common to Arabic culture * Get students to say which ones are healthy and which ones are not * Discuss the main ingredients and cooking technique that make the dish either healthy or unhealthy * Pair up students and get them to choose a healthy Arabic dish * Students start drafting their project |
| **Week 9 and 10**  **Students present their goal task to the class**  ***Students with prior learning and / or experience*** | * Students plan and design a healthy Arabic meal and represent it graphically, labelling each component and then will present it to the class. * Students explore ingredients, tools and techniques used to prepare Arabic food to enable them to be healthy. They represent their findings graphically, labelling each component and present it to the class. |
| **Evaluation**  This could include:   * Teacher reflection on Unit * Was there sufficient time for all activities/learning intentions? * Were students able to demonstrate achievement of the outcomes? * Were the activities/tasks engaging and effective? * Were the resources relevant and stimulating? * Were students interested in the learning? * What worked well? What didn’t work well? * What would I change for next time? * Student self-assessment (Use success criteria as a check list) | |