CLIL Module Plan

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School Grade	○ Primary	◉ Middle	○ High		
School Year	◉ 1	○ 2	○ 3	○ 4	○ 5
Subject	Scienze	**Topic**	HEALTHY EATING. "BAD" and "GOOD" NUTRIENTS.		
CLIL Language	◉ English	○ Deutsch			

Personal and social-cultural preconditions of all people involved	The classes involved in this project include students coming from small villages located in the Val Rendena. For all students Italian is the mother tongue. Some of them had CLIL experience before starting this module. There are learners with special needs: DSA law 170/10. The lessons take place in the school class, in the science laboratory and in the computer class. There are 2 teachers: 1 content science teacher with two year CLIL experience and 1 language english co-teacher with two years CLIL experience. Student group profile: Average CEFR Level – A1 Teacher and co-teacher: Average CEFR Level – B2 for Science teacher, C1 English teacher.

Students' prior knowledge, skills, competencies	**Subject**	**Language**
	Students start studying nutrition in the primary school and so they are familiar with content of the module. They are able to write and read many kinds of food but they show difficulties to remember the name of nutrients and in which food these are contained. Few of them can explain their function in the human body.	Student group profile: Average CEFR Level – A1 but there aren't students who had any linguistic certificate. There aren't students recently migrants so for all Italian is the mother tongue.

Timetable fit	◉ Module	Length The learning unit includes 8 lessons and 22 activities each one of 1-2h.

Description of teaching and learning strategies	Some topics are teaching with the support of whiteboard, technology gamification, tools such as padlet and/or mentimeter to stimulate students to partecipate. It used activating prior knowledges using questions with "might", create and activate interest using pictures and realia about subject. Content and language scaffolding researces such as discuss using chunks, listen and complete charts, use T-charts, carrol diagrams, line graphs, tables, word banks, glossaries, dictionary are also used. Inquiry Based Science Education (IBSE) approach is used in science laboratory for the science experiments where students are helped completing lab report assay. Task-Based Learning, Project-Based Learning, Cooperative Learning and Flipped Classroom are also used. It use promoting peer to peer interaction and communication during the lesson to involve students, teachers and work groups. Usually students are asked to recap or to solve some worksheets to check their comprehension of the subject using researces of thinking skills of recalling and predicting, such as K-W-L chart. Differentiating measures and additional forms of consolidation of outcomes are used. The unit expecte both content and language learning outcomes, using formative assessment and communication skills, cognitive skills, practical skills but also performance assessment finding out what learners know about the topic, what language related the topic learners already know. The learning activities are connected to expected learning outcomes. ICT learning tools such as video and worksheets on video are used. Time managing is planned. Design task is also used.

Overall Module Plan

Unit: 1 Nutrients: how they are made and health effects. **Unit length:** 20h	**Lesson 1** The main nutrients present in each food.
	Lesson 2 Nutrients and their functions in the human body.
	Lesson 3 Carbohydrates or carbs. Experiment for complex carbs. "Good" and "bad" carbs.
	Lesson 4 Proteins. Insulin: how is made and works. Diabetes.
	Lesson 5 Fats. Cholesterol: HDL and LDL.
	Lesson 6 Vitamins and Minerals.
	Lesson 7 Summary nutrients revision. Food Labels. Daily values.
	Lesson 8 Summative and formative assessment.

CLIL Lesson Plan

Unit number	1	**Lesson number**	1	**Title**	The main nutrients present in each food.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	1h	The first lesson activate prior knowledges using questions with "might. Create and activate interest using pictures and realia about food. Stimulate students to partecipate using tools such as padlet and/or mentimeter. Develop and speak about the topic of healthy eating. Identify the name of different common types of food using word banks, glossaries, dictionary: link. Classify different foods in nutrient types charts. List the different nutrient types. Associate each food with its main	After activating, Activity 1: Work in pairs, look at images of different types of food and try to classify them in a nutrients chart.	**Skills** L S R W **Key vocabulary** Carbohydrates, fats, proteins, vitamins, minerals, water. Bread, pasta, rice, potato, cereals, spelt, wheat, barley, rye, beans, red meat, chicken, fish, lemtils, nuts, butter, olive oil, cheese. Name of common fruit and vegetable.	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• Activity 1.pdf	The student can identify the name of different common types of food using word banks, glossaries, dictionary. Can classify different foods in nutrient types charts. Can recall subject specific vocabulary. Can list the different nutrient types. Can associate

		food with its main nutrient. Read and discuss using chunks. Listen and complete using charts. Familiarise with K-W-L chart not filling out the L part. Develop the thinking skills of recalling and predicting. The unit expecte both content and language learning outcomes, using formative assessment and communication skills, cognitive skills, practical skills but also performance assessment finding out what learners know about the topic, what language related the topic learners already know.		**Communicative structures** Do you know some nutrients? What might a nutrient be? Do you know that there are different types of nutrients? Why is an apple (X) an example of carbs (Y)? What might happen if we didn't eat? What might healthy eating be? Do you think it is important to eat healthy? What kind of nutrient is water? In which foods water is contained? Where do you think beans go in a nutrients chart? Are oranges minerals or carbohydrates? Are you sure they are proteins?...			associate each food with its main nutrient. Can read and discuss using chunks and appropriate structures. Can listen and complete using charts. Can complete K-W-L chart not filling out the L part. Can speak about the topic of healthy eating. Can develop the thinking skills of recalling and predicting. Can demonstrate reasoning.
2	1h	Develop and speak about the topic of healthy eating. Identify the name of different	Activity 2: a) Listen and complete the following chart.	**Skills** L S R W	☐ Whole class	• Activity 2.pdf	The student can identify the name of different

		common types of food using word banks, glossaries, dictionary: link. Classify different foods in nutrient types charts. List the different nutrient types. Associate each food with its main nutrient. Read and Discuss using chunks. Listen and complete using charts. Develop the thinking skills of recalling and predicting.	b) Using the following chunks, write a text about one of the main nutrients and tell your classmates about it. Filling gap: "We can find_____in foods such as_____"	**Key vocabulary** Carbohydrates, fats, proteins, vitamins, minerals, water. Bread, pasta, rice, potato, cereals, spelt, wheat, barley, rye, beans, red meat, chicken, fish, lemtils, nuts, butter, olive oil, cheese. Name of common fruit and vegetable.	☐ Group work ▣ Pair work ▣ Individual work			common types of food using word banks, glossaries, dictionary. Can classify different foods in nutrient types charts. Can recall subject specific vocabulary. Can list the different nutrient types. Can associate each food with its main nutrient. Can read and discuss using chunks and appropriate structures. Can listen and complete using charts. Can speak about the topic of healthy

				Communicative structures Do you know some nutrients? What might a nutrient be? Do you know that there are different types of nutrients? Why is an apple (X) an example of carbs (Y)? What might happen if we didn't eat? What might healthy eating be?			eating. Can develop the thinking skills of recalling and predicting. Can demonstrate reasoning.
3	1h	Read and Discuss using chunks. Listen and complete using charts. Familiarise with word banks. Develop the thinking skills of recalling and predicting.	Worksheet consolidate knowledge after lesson 1: Fill gap using chunks and word banks.	**Skills** L S R W **Key vocabulary** Food/Nutrient/Need to grow/ protein/ free / carbohydrates / need for survival / body / large / fruit / butter / energy / small / energy / bread/ calories / nutrients / fats / meat / micronutrients / water /	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• worksheet consolidate knowledge 1.pdf • lesson 1.pdf	The student can identify the name of different common types of food using chunks, word banks, glossaries, dictionary. Can read and discuss using chunks and appropriate structures. Can classify different foods in nutrient types charts. Can recall subject specific vocabulary.

				Communicative structures Do you know some nutrients? What might a nutrient be? Do you know that there are different types of nutrients? Why is an apple (X) an example of carbs (Y)? What might happen if we didn't eat? What might healthy eating be? Do you think it is important to eat healthy? What kind of nutrient is water? In which foods water is contained? Where do you think beans go in a nutrients chart? Are oranges minerals or carbohydrates? Are you sure they are proteins?...			Can list the different nutrient types. Can associate each food with its main nutrient. Can listen and complete using charts and chunks. Can speak about the topic of healthy eating. Can develop the thinking skills of recalling and predicting. Can demonstrate reasoning.
4	1h	Develop and speak about the topic of healthy eating. Identify the name of different common types of food using word banks, glossaries, dictionary: link. Classify different foods in nutrient types charts. List the	Activity: Create posters for each main nutrient and attack the pictures foods in their rispective nutrient poster wall. Matching pictures and	**Skills** L S R W	☐ Whole class ▣ Group work ☐ Pair work ☐ Individual work	• Schermata 2022-03-21 alle 18.22.17.jpeg • 1_work group_poster.pdf	The student can identify the name of different common types of food using word banks, glossaries,

		different nutrient types. Associate each food with its main nutrient. Read and Discuss using chunks. Listen and complete using charts. Do T-charts. Familiarise with K-W-L chart not filling out the L part. Develop the thinking skills of recalling and predicting.	name tags food. Insert pictures and associated tags in the right poster.	**Key vocabulary** Carbohydrates, fats, proteins, vitamins, minerals, water. Bread, pasta, rice, potato, cereals, spelt, wheat, barley, rye, beans, red meat, chicken, fish, lemtils, nuts, butter, olive oil, cheese. Name of common fruit and vegetable. **Communicative structures** Where do you think _____ go in a nutrients poster? Are _____ minerals or carbohydrates? Are you sure they are proteins? Why this food is putted in the carbs poster? Why _____ is putted in the _____poster?			dictionary. Can create a poster matching chunk cards. Can classify different foods in nutrient types charts. Can recall subject specific vocabulary. Can list the different nutrient types. Can associate each food with its main nutrient. Can read and discuss using chunks and appropriate structures. Can listen and complete using charts. Can speak about the topic of healthy eating. Can

							develop the thinking skills of recalling and predicting. Can demonstrate reasoning.

CLIL Lesson Plan

Unit number	1	**Lesson number**	2	**Title**	Nutrients and their functions in the human body.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**
1	2h	Classify different foods in nutrient type function charts. List the different nutrient type functions. Associate each nutrient with its main human body function. Read and Discuss using chunks	video: link activity after video: puzzle matching nutrients-human-body functions-good sources	**Skills** L | S | R | W **Key vocabulary** cell/body fluids/health/moving trought the gut/to provide energy to store energy/ to insulate/ protein Carbs/fibre/vitamins/minerals/fats vegetables/bran/salt/milk/calcium/liver/iron/fruit juice/dairy products/fish/meat/eggs/pulses/cereals/bread/rice/butter/oil and nuts **Communicative structures** Which nutrient is used to.....? In which food are vitamins found? How the basic nutrients affect your body? What might the function of proteins be? What might the function of_____be? What might different body functions be? Why is an apple (X) an example of carbs (Y)? What might happen if we didn't eat? What might healthy eating be? Do you think it is important to eat? Why _____is a good nutrient? Which is the main functions of proteins?Which is the main functions of _____?	☑ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• lesson 2_activity 1.pdf • Schermata 2022-03-21 alle 18.22.17.jpeg • work group 2_nutrients-functions-sources.pdf link

		chunks. Listen and complete using charts. Complete T-charts. Develop the thinking skills of recalling and predicting.				

CLIL Lesson Plan

Unit number	1	**Lesson number**	3	**Title**	Carbohydrates or carbs. Experiment for complex carbs. "Good" and "bad" carbs.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	1h	Create model of carbs and understand they are made of different number of molecules of glucose and other sugars. Know carbohydrates are the major source of energy for the body. Know there are two major types of carbohydrates —simple and complex. Know foods where simple and complex sugars are	Presentation on carbs. Activity after presentation to consolidate knowledges: fill gap sentences choosing words in a box.	**Skills** L S R W **Key vocabulary** Monomer, polimer, glucose, fructose, sucrose, starch. Complex and simple carbs. Fiber. White bread, pastries, good and bad carbs, simple and complex carbs. Unrefined and refined grains, whole grains. Starchy veggies, beans, lentils, peas,f ruit and veggles, candies, sodas, sugary cereals, white bread, brown rise, quinoa, oats, donuts, scones, cupcakes.	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• carbs lesson.pdf • lesson_Carbohydrates.pdf • activity on carbs.pdf	Can create model of carbs and can understand they are made of different number of molecules of glucose and other sugars. Can know carbohydrates are the major source of energy for the body. Can know there are two major types of carbohydrates —simple and complex. Can know foods

		sugars are found. Experiment the presence of starch in food using colorimetric test. Know why a food can be a good carbs. Be aware refined sugars should be limited. Classify food containing good and bad carbs. Identify good and bad carbs functions.		**Communicative structures** Do you know carbs? What might a good carbs be? Do you know that there are different types of carbs? Why is an apple (X) an example of a good carbs (Y)? What might healthy eating be?			know foods where simple sugars are found. Can know why a food can be a good carbs. Can be aware refined sugars should be limited. Can classify food containing good and bad carbs. Can experiment the presence of starch in food using colorimetric test.
2	1h	Learning by doing. Cognitive LOTS: Creative biomolecules models. Genres: report-science. Realized carbs is made of different number of molecules of glucose and	Creating model biomolecules using sample materials.	**Skills** L S R W **Key vocabulary** Monomer, polimer, glucose, fructose, sucrose, starch. Complex and simple carbs. Fiber.	☐ Whole class ☒ Group work ☒ Pair work ☐ Individual work	• IMG_model molecule glucose starch.jpeg	Can create model of carbs and understand they are made of different number of molecules of glucose and other sugars. Can know there are two major types of

		other sugars. Create model of carbs and understand they are made of different number of molecules of glucose and other sugars. Know carbohydrates are the major source of energy for the body. Know there are two major types of carbohydrates —simple and complex. Know foods where simple sugars are found. Know why a food can be a good carbs. Be aware refined sugars should be limited. Classify food containing good and bad carbs.		**Communicative structures** Do you know that there are different types of carbs? Why is an apple (X) an example of a monomer carb (Y)? What might polimer be? Which carb is a monomer? Which carb is a polimer? Which carbs are simple? Which carbs are complex?			carbohydrates —simple and complex. Can create model of simple and complex carbs such as glucose, fructose, sucrose, starch and fiber.

3	2h	Carry out investigation doing experiments. Explain why accepte or rejecte an hypothesis using data from the lab experiment. Do summary of the data – averages, highest, lowest, etc. to help the reader understand the results. List one thing learned and describe how it can be applied to a real-life situation. Discuss possible errors that could have occurred in the collection of data (experimental errors). Evaluation cognition filling lab report. Cooperative	Experiment in class with different foods. Investigate for complex carbohydrates using their reaction with iodine. Elaborate a lab report to consolidate the knowledge (with chunks and filling gaps). Use of informational video to understand the steps of the experiment.	**Skills** L S R W **Key vocabulary** simple and complex carbs good and bad carbs glucose, fructose, sucrose and starch iodine **Communicative structures** What might question(s) be you trying to answer? Which are your preliminary observations or background information about the subject? What do you need in the lab? How your procedure should be written so than anyone else could repeat the experiment? When can you accept or reject an hypothesis? How it applies to a real-life situation? What do you conclude?	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• lesson experiment carbs.pdf • lesson lab report.pdf • lab report.pdf carbs experiment: link video 1: link link video 2: link	Can carry out investigation. Can investigate for complex carbohydrates using their reaction with iodine. Can explain why accepte or rejecte an hypothesis using data from the lab experiment. Can do summary of the data – averages, highest, lowest, etc. to help the reader understand the results. Can list one thing learned and describe how it can be applied to a real-life situation. Can discuss possible errors that

		Cooperative learning. Interpreting informations, commenting. Creative models. Observing using sense. Learning by doing. Inquiry based science education.					could have occurred in the collection of data (experimental errors). Can evaluation cognition filling lab report. Cooperative learning. Interpreting informations, commenting. Creative models. Observing using sense. Learning by doing. Inquiry based science education.
4	1h	Know the 4 functions of nutrients Know which are the essential nutrients Being able to associate each type of food with its higher nutrient Estimate daily	TEST 1: answers to healthy eating questions using chunks, T-charts, Tables, rearrenge steps, matching cards.	**Skills** L S R W	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• Test 1 - CLIL SCIENCE.pdf	test 1 Can list the 4 functions of nutrients. Cal tell which are the essential nutrients. Can associate each type of food with its higher

energy requirement for a teenager Know what is meant by a balanced diet Match different type of food with their higher nutrients Match nutrient-function and source Draw the molecules of a simple and a complex carb Know the differences between good and bad carbs Experience the presence of starch in foods Know refined and un-refined carbs using T-charts Know which carbs contain high and low fibre

Key vocabulary
Monomer, polimer, glucose, fructose, sucrose, starch. Complex and simple carbs. Fiber. White bread, pastries, good and bad carbs, simple and complex carbs. Unrefined and refined grains, whole grains. Starchy veggies, beans, lentils, peas,f ruit and veggles, candies, sodas, sugary cereals, white bread, brown rise, quinoa, oats, donuts, scones, cupcakes.

Communicative structures
Do you know carbs? What might a good carbs be? Do you know that there are different types of carbs? Why is an apple (X) an example of a good carbs (Y)? What might healthy eating be?

nutrient. Can estimate daily energy requirement for a teenager. Know what is meant by a balanced diet. Can match different type of food with their higher nutrients. Can match nutrient-function and source. Can draw the molecules of a simple and a complex carb. Know the differences between good and bad carbs. Can do experiment for the presence of starch in foods.. Know refined and un-refined carbs. Can

							use T-charts. Know which carbs contain high and low fibre.

CLIL Lesson Plan

Unit number	1	**Lesson number**	4	**Title**	Proteins. Insulin: how is made and works. Diabetes.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	2h	Learn what proteins are and how to include them in their diet. Know there are different type of proteins: hormones, antibodies, enzymes.. Identify the 20 types of amino acids and recognize that 9 of them are essentiall Classify animal from vegetable proteins. Realized that vegetable	video about proteins types and functions worksheet on the video activity group on protein types	**Skills** L S R W **Key vocabulary** animal and vegetable proteins aminoacids essential aminoacids, animal proteins, (meat, fish, eggs) and vegetable proteins (legumes, seeds, nuts). tissues, muscles, bones, immune system,	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• PROTEINS worksheet.pdf • IMG_5397.jpeg • IMG_5396.jpeg • 01_02 Types of proteins (with pictures).pdf • 01 Proteins pt 1.pdf link video: link	Can tell what proteins are and how to include them in their diet. Can know there are different type of proteins Can identify the 20 types of amino acids and recognize that 9 of them are essentiall Can realized that vegetable based proteins nutritionally is inferior

		Vegetable based proteins nutritionally is inferior compared with animal based proteins Know the risk of falling short on essential amino acids		**Communicative structures** What do proteins provide? Which are protein rich dishes? Which are the differences of animal and vegetable proteins functions? How many aminoacids exist? What might "essential" mean?			is inferior compared with animal based proteins Can know the risk of falling short on essential amino acids

2	2h	Realize proteins are made of long chains of amino acids. Create the insuline model: two chains of 21 and 30 aminoacids. Identify essential and non essential aminoacids. Know the meaning of essential and non essential aminoacids.	group activity: Create insulin structure model Cut and assemble the two chains of the insulin protein Colour essential amino acids Link the two chains together	**Skills** L S R W **Key vocabulary** protein structure aminioa acids essential and non essential aminoacids functions **Communicative structures** How many aminoacids exist? What might "essential" mean? How many essential aminoacids in insulin model? What might "insulin" work?	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• 02 Protein pt 2.pdf • 02_01 Protein Structure.pdf • 02_02 Insulin protein structure.pdf • IMG_5303.jpeg • IMG_5316.jpeg • IMG_5304.jpeg • IMG_5315.jpeg • Color the essential amino acids in the insuline protein structure.pdf • IMG_20220314_095243.jpg • IMG_20220314_095243.jpeg	visual spatial assessment: Can create the insuline structure model. Can realize proteins are made of long chains of amino acids. Can identify essential and non essential aminoacids. Can create a insuline model
3	2h	Know how insulin works. Know the right level of glucose in the blood. Identify	First cut out the paragraphs. Then watch the video and put the	**Skills** L S R W	☐ Whole class ☑ Group work ☐ Pair work	• IMG_5478.jpeg • IMG_5477.jpeg • 03 Insulin and diabetes.docx • 03 Insulin and diabetes.pptx	Can tell how insulin works. Can know the right level of glucose in

		blood. Identify the differences between the type 1 and type 2 diabetes. Match right informations to the correct type of diabetes. Explain why blood glucose concentration started to decrease in a glicemy graph. Know insulin is released, causing glucose to move into the cells of muscles and the liver.	and put the paragraphs into the correct order. After that, stick the paragraphs in your exercise book VIDEO: DIABETES - HOW YOUR BODY GETS ENERGY link link VIDEO: WHAT HAPPENS IN DIABETES? link link Match the information below to the correct type of diabetes.	**Key vocabulary** diabetes type I and type II insulin glicemy **Communicative structures** How insulin work? Do you need insulin to get glucose into your body's cells? Why blood glucose concentration started to decrease? What might Insulin caused into the cells of muscles and the liver? Which person has type 1 diabetes? What might the organ that make insulin be? What might happen in the presence of insulin?	☐ Individual work	• 03_01 How insulin is made and works.docx • 03_03 Diabetes worksheet.pdf VIDEO: DIABETES - HOW YOUR BODY GETS ENERGY link link VIDEO: WHAT HAPPENS IN DIABETES? link link	the blood. Can identify the differences between the type 1 and type 2 diabetes. Can match right informations to the correct type of diabetes. Can explain why blood glucose concentration started to decrease in a glicemy graph. Can know insulin is released, causing glucose to move into the cells of muscles and the liver. Can explain why we need insulin to get glucose into body's cells.

CLIL Lesson Plan

Unit number	1	**Lesson number**	5	**Title**	Fats. Cholesterol: HDL and LDL.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**

1	2h	Learn that fats are also called lipids, provide us energy and help with the absorption of vitamins. Classify unsatured, satured and trans fat. Know healthy fats include monounsaturated fats and polyunsaturated fats . and that unhealthy fats include saturated fats and trans fats. List foods where you can find healthy and unhealthy fats. Realize satured fats can cause heart diseases and heart attacks.	Activity: Match type of fat with its food. Complete worksheet after videos: List foods where you can find healthy fats: Monounsaturated Fats, Polyunsaturated Fats and Trans-Fats. Activity: Color-coding fats.	**Skills** L S R W **Key vocabulary** Unsatured, satured and trans fats. Herring, fried chicken, soy oil, palm oil, coconuit oil, avocados, canola oil, sesame oil, sunflower oil.. **Communicative structures** What might fats be? Why not all fats are good? Which foods are healthy fats? Which foods are unhealthy fats?	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• 01_02 Healthy_Eating_Fats-Research.pdf • 01_03 Fats homework.pdf • Satured vs. unsatured fats.jpg • 01 Fats (1).pdf • 01_02 Color-coding fats.pdf • 01_01 FATS.pdf link link link	Can tell that fats are also called lipids, provide us energy and help with the absorption of vitamins. Can classify unsatured, satured and trans fat. Can tell healthy fats include monounsaturated fats and polyunsaturated fats . and that unhealthy fats include saturated fats and trans fats. Can list foods where you can find healthy and unhealthy fats. Can list foods where you can find healthy fats: Monounsaturated Fats, Polyunsaturated Fats and Trans-Fats.
2	2h						

		Know cholesterol is a waxy fat-like substance that your body produces naturally. Realized that without it we cannot make hormones and cortisol which helps control inflammation and make vitamin D Classify the foods that can icrease level of cholesterol. Connect satured and trans fats with high levels of cholesterol.	worksheet after videos: good and bad cholesterol. Complete T-charts: good vs bad cholesterol, using chunks. Associate bad cholesterol to risk diseases and to their meaning using pictures and chunks. Know guidelines for heart-healthy living: ways to decrease bad cholesterol and increase good cholesterol. Fill gaps with the missing words: as there are no visible symptoms of high cholesterol, it is important to...	**Skills** L S R W **Key vocabulary** Unsatured, satured and trans fats. Cholesterol, waxy fats, hoirmones, cortisol, inflammation. **Communicative structures** Which cholesterol is considered the good cholesterol? What might protection agaist atherosclerosis be believed? What is good cholesterol? Which is the major function of High HDL cholesterol? Which is the major function of High LDL cholesterol?	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• Satured vs. unsatured fats.jpg • 01 Fats (1).pdf • Good and bad cholesterol.pdf link link	Can tell cholesterol is a waxy fat-like substance that your body produces naturally. Can realized that without it we cannot make hormones and cortisol which helps control inflammation and make vitamin D Can classify the foods that can icrease level of cholesterol. Can connect satured and trans fats with high levels of cholesterol. Can complete T-charts: good vs bad cholesterol, using chunks. Can associate bad cholesterol to risk diseases and to their meaning. Know guidelines for heart-healthy living: ways to decrease bad

							cholesterol and increase good cholesterol. Can fill gaps with the missing words: as there are no visible symptoms of high cholesterol, it is important to...

CLIL Lesson Plan

Unit number	1	**Lesson number**	6	**Title**	Vitamins and Minerals.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	2h	Know types of vitamins. Find out what happens if you have too much, or not enough, of each vitamin. Know foods containing the different types of vitamins. Know major vitamins functions in human body. List major minerals. Know why we use minerals for. Know good food source of major minerals.	Activity: Vitamin Overload! Research the following vitamins. Find out what happens if you have too much, or not enough, of each vitamin listed. Record your findings on the table below. Then write 2 or more foods containing the vitamin. Activity: Vitamins Posters. Name of vitamis, Its use, Where it Comes From , What happens Activity: Essential Vitamins are the ones that our body cannot make itself. We must get these vitamins from foods! This is why it's so	**Skills** L S **R** **W** **Key vocabulary** Vitamin A, Retinol, retinal, beta carotene, vision, immunity, blindness, bone fractures, milk, eggs, dark green leafy and yellow/orange vegetables. Vitamina D, bone growth absorption of calcium, osteomalacia, sunlight, fortified milk, fatty fish, liver. Vitamin E, antioxidant. Vitamin K, B1, B2, B3...C. Energy metabolism.	☐ Whole class ▣ Group work ☐ Pair work ☐ Individual work	• Types of vitamins_table.jpg • Vitamin Overload.docx • Vitamins Poster Instructions.docx • VITAMINS.pdf	Can know types of vitamins. Can find out what happens if you have too much, or not enough, of each vitamin. Can know foods containing the different types of vitamins. Can know major vitamins functions in human body. Can list major minerals. Can know why we use minerals for. Can know

			This is why it's so important to eat foods that have essential vitamins. These include:	**Communicative structures** What we use vitaminA for? What might good source of vitaminA be? What might major functions of vitaminA be? Which are the vitamin A deficiency effects? Which are the toxicity effects of vitamin...? Which kind of food contains vitamin...?			for? Can know good food source of major minerals.

2	2h	Know essential minerals food with daily value (%) Classify minerals/what we use it for/good sources	Match each minerals with food sources and daily value Create a poster matching minerals/what we use it for/good sources chuncks	**Skills** L S **R** **W** **Key vocabulary** calcium, magnesium, phosphorus, potassium, sodium, chloride, sulfur, iron, copper, zinc **Communicative structures** What we use calcium for? What might good source of calcium be?	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	• Essential minerals.jpg • Minerals chart.jpg	Can know essential minerals food with daily value (%) Can classify minerals/what we use it for/good sources Can match each minerals with food sources and daily value Can create a poster matching minerals/what we use it for/good sources chuncks

CLIL Lesson Plan

Unit number	1	**Lesson number**	7	**Title**	Summary nutrients revision. Food Labels. Daily values.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**As**
1	2h	summarize nutrients types and functions crating a lapbook of these and a puzzle	summary nutrients revision lapbook summary six nutrients puzzle	**Skills** L S R W **Key vocabulary** 3 types: Complex (starch), simple (sugars), and fiber. common sources: grains (wheat, oats, rice), legumes (peas, beans, and lentils), vegetables, fruit, and grain based products (bread, cereals, pasta). stores energy needed for many body functions Animal fats (butter, lard) =	☐ Whole class ▣ Group work ☐ Pair work ☐ Individual work	• summary_SixNutrientsPuzzle.pdf • summary nutrients revision before test.pdf • IMG_5639.jpeg	car lap nut ass eac nut wit and typ sur and nut typ fun

				bad Vegetable fats (olive oil) = good help make bone, muscle, skin, and blood. common sources: meat, nuts, milk products, grains, legumes, eggs and tofu. found in fruits, vegetables, and enriched grain products. Vitamin A - carrots, spinach, and broccoli			
				Communicative structures Do you remember the 3 types of carbs, their functions and common sources? Do you remember the types of proteins, their functions and common sources?....			

2	2h	read and interpret FACTS LABELS investigate the amount of added sugar in our diet investigate nutrition energy in food know daily value and percent daily value and changes on the new nutrition and supplement Facts Labels	experimental activity: investigate the amount of added sugar in our diet create food labels lapbook, each group explain food label to other groups investigate nutrition energy in food	**Skills** L S R W **Key vocabulary** Added sugar, healthy eating and food labelling Facts Labels Daily value and percent daily value **Communicative structures** Which foods had more added sugar than the RDA? Which foods should you not eat more than one serving of? Do you eat a lot of added sugar? Why is sugar added to food? How many grams of added sugar are in this food?	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	• IMG_5646.jpeg • 4o Food labels and sugar.pdf • 6o Nutrition Energy in Food.pdf • Daily Value.pdf • 01_02 Whats_New_on_the_Nutrition_Facts_Label_KEY.pdf • 02_02 Navigating_the_Nutrition_Facts_Label_handout.pdf • 02_03 Foldable_Notes_Cutout_page.pdf link	car int FA LA cre lab kn val pe val cha the nu su Fa car inv nu en fo
3	2h	List eating habits in	Work in pairs: Ask	**Skills**		• eating_habits_and snacks student_pages.pdf	Ca ea

habits in the morning: breakfast and school snacks
Learn how we use calories
List some tips for healthy eating habits in the morning

pairs. Ask questions to complete the gaps in your cards. Work in pairs: make a list of the foods and drinks you have at breakfast time. Write the two most important nutrients for each food and drink. Answer the following questions and report orally. Use table shows calories burnt per hour. Work in a group of four people: Use the information from all the module PARTS to plan your breakfast and morning snack.

L | S | R | W

Key vocabulary
additives
available
balanced
breakfast
concerned
digestive system
habits
hidden
nutrients
processed
reassembled
shrimp
starch
storage
wholemeal
worn
yolk

- ☐ Whole class
- ☑ Group work
- ☑ Pair work
- ☐ Individual work

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				Communicative structures Do you have breakfast ? What do you have for breakfast ? What food do you have during your school break ? Who chooses and prepares your morning meals ? Do you ever eat any fruit in the morning ? What might a healthy breakfast be?		

CLIL Lesson Plan

Unit number	1	**Lesson number**	8	**Title**	Summative and formative assessment.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	2h	Learn both content and language: answers to healthy eating questions and use conditional forms to make hypothesis. Explain what, how and why they learnt it. Carry out investigations doing experiments, measuring, drawing. Cooperative and collaborate to explain their considarations on learned subjects in a peer to peer way and in a small group to class way.	K_W_L_CHART Group presentation on favorite learned subject. Complete lab report of experiment, doing it. Test: Answers to healthy eating questions using scaffolds: chunks, T-charts, Tables, rearrenge steps, matching cards.	**Skills** L S R W **Key vocabulary** all words that are used **Communicative structures** questions on the all activities that are made	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• lab report.pdf • KWL-chart.png • Test 1 - CLIL SCIENCE_.pdf • Test 2 - CLIL SCIENCE_.pdf	Can answer to healthy eating questions and use conditional forms to make hypothesis. Can explain what, how and why they learnt it. Can carry out investigations doing experiments, measuring, drawing. Can cooperative and collaborate to explain their considarations on learned subjects in a peer to peer way and in a small group to class way. Can

							class. Way. Can do presentation on favorite learned subject. Can compile a K_W_L_CHART. Can complete lab report of experiment, doing it. TEST 1: can answers to healthy eating questions, can use scaffold chunks, T-charts, Tables, rearrenge steps, matching cards. TEST 2: can answers to healthy eating questions, can use scaffold chunks, T-charts, Tables, rearrenge steps, matching cards.