

Food issues - online lesson

Important - please read: This lesson has been adapted for teachers providing online classes. The lesson notes are specifically for online lessons and the PowerPoint, is to be used to support your online lesson delivery

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are for guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

Food, school dinners, snacks, healthy living

Aims

- To develop students' reading skills
- To develop students' fluency skills
- To raise students' awareness of food issues

Age/level

Teenagers at CEFR level B2

Time

60 minutes

Materials

1. Snack culture text available on the power point and also here to read online
<https://learnenglishteens.britishcouncil.org/study-break/magazine-zone/snack-culture>
2. PowerPoint presentation for students to follow the lesson
3. Worksheet (pdf file) to be shared with the students at an appropriate stage in the lesson or before the lesson.

Introduction

In this lesson, students do a reading activity where they read a text on the power point slide and then discuss the text in relation to food issues. They do a speaking activity to practise fluency. There are optional tasks based the text to do in class or for homework.

Before the lesson
CHECKLIST

- Always make sure you are familiar with the online platform you are using.
 - Have you tested your microphone and camera to make sure they work? Always do this before the lesson to check for any problems.
 - Do the students need a URL/meeting link to join the online classroom? Do they all have this?
 - Do you know how to ‘mute’ the students’ microphones if you need to?
 - Do you know how to share what is on your computer screen so that the students can see it?
 - Do you know how to use ‘breakout rooms’ if you have this facility? Is this enabled?
 - Do you know that you can use chat box option for students to contribute during the session rather than just speaking on the microphones?
- Make sure you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson
- Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple ‘raise hand’ button that can be used to check if students can see what you are showing on the screen or can hear what you are saying.
- Most online platforms have support videos or tutorials available online. Do you know where to access these?
- Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.
- Email materials (if any) with the students you will use during the lesson (if you can’t transfer them via chat box while delivering the lesson) Highlight that they will read the text during the lesson.

At the start of the lesson
Questions for the teacher before beginning the lesson

Are all of your students in the online classroom? If not, consider a short, warm-up activity until they have all arrived. Don’t wait too long though!

Have you checked that all your students can see and hear you? How do you know? Ask them to type in the chat box, or raise their hand, or say ‘yes’ if they can hear you and see you. If they can’t hear you, ask them to check their audio and video settings.

Can all the students to speak if they need to? Have you muted all their microphones? It is a good idea at the start of the lesson to mute students' microphones to avoid unnecessary noise.

Do the students have their webcams switched on, if they have them?

Procedure

1. Introduce the topic (5-7 minutes)

- Show the students the opening slide with the title.
- Tell them that this lesson is about food issues.
- Then show slide 2 to create interest in the topic

Option 1:

Ask the students to type, using the chat box, their favourite food or the food they last ate; give them two minutes to write their answers (as students will have varying typing speeds).

Option 2:

If all the students have their webcams enabled, ask them to write the word or phrase on a piece of paper (in large writing) and hold it up to their webcam, so you can see all of them

Skim through the list of food items in the chat box or from the words you see on pieces of paper and select 5-6 most common items presented by the students.

You can write the 5-6 food items you selected on the whiteboard or the chat box so that students can see the list. Ask the class which foods are healthy, and which are unhealthy. Can they explain why?

Ask the students to use the 'raise the hand' tab to nominate themselves for responding to your question or nominate a few students yourself.

Inform the students that they will have to unmute their microphone before speaking.

Get a few answers from the students and check with the whole class if they agree or not with the explanations given.

2. Prediction (10 minutes)

- Show the students slide 3.
- Inform the students that they will be reading about 'Food issues' in the UK. Ask them what they know about food in the UK. They can either raise their hands to speak or type in the chat box.
- Ask the students to predict the answers to the two questions on the slide.
- This activity will be conducted as a whole class and the students can type the answers in the chat box or unmute themselves and speak in the microphone. Choose the option that works best for your students.

Answers:

Question 1 = A) About a third, Question 2 = B) crisps

3. Reading for gist (10 minutes)

Show slide 4 to the students

- Inform the students that they are going to read a text which offers information about the snack culture in the UK. Tell them that the text is divided into four paragraphs and they need to remember interesting things about the article.
- Suggest that they can make notes but do not have to write complete sentences.
- Ask students to click on the link to the full article. If they are not able to click on the link, tell them to go to the LearnEnglish Teens website and search for 'Snack culture' (Link: <https://learnenglishteens.britishcouncil.org/study-break/magazine-zone/snack-culture>)

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Alternatively, you could send them a pdf version of the text in advance of the lesson.

- Check that they can all see the text.
- Tell them they should read the entire text first and then re-read to make notes according to the instructions on slide 4.
- Give them time to read the text and make notes
- For the post reading task, show students slide 5 (What do you remember?)

IMPORTANT:

Students should keep the article open as they will need to read it again later

Option 1:

Conduct feedback as a whole group. If you have muted your students' microphones, choose students and unmute them one at a time. Ask them to say one or two things they remember from the text. Try to give as many students as possible a chance to speak.

Option 2:

If you have the option of using 'breakout rooms' (where students work separately in smaller groups), put them into small groups of three to five students. Inform the students that they will work in groups and share one or two interesting things they remember from the article. Set a time limit of three to four minutes for the activity. Monitor the breakout rooms by joining each group for a short period of time to monitor their discussions, assessing if students are on track and/or if they require any support.

Bring everyone back to the main room at the end of the activity.

4. Test your memory (10 minutes)

Show students slide 6.

- Tell them to refer to the notes they made in the previous activity and decide if the six sentences on the slide are true or false.
- Ask them to write their answers for the task (True/False) on a piece of paper.
- Tell students to read the text again to check their answers.
- Once the students have read the article, suggest that they can make changes to their answers if needed.

Option 1

Conduct feedback as a whole group. If you have muted your students' microphones, choose students and unmute them one at a time. Ask them to state true or false by selecting a sentence from the slide. Try to give as many students as possible a chance to speak. You could also ask the students to hold their papers up to the camera. If they do not have a webcam tell them to write their answers in the chat box.

Show students the answers on slide 7

Option 2

After students have read the text again, put them in break out rooms and they can collaboratively discuss if the statements are true or false. Monitor students in each breakout room. Once students have finished, close the breakout rooms and bring everybody back to the main session.

Show answers on slide 7 and let students ask any questions or justify their answers if need be to the whole class.

Answers:

British people eat fewer snacks than other Europeans. FALSE

Crisps are usually made from potatoes. TRUE

There was a competition in the UK to find new tastes for Crisps. TRUE

The winner of the 'Do us a flavour' was squirrel flavour. FALSE

You can buy chocolate at a news agent's in Britain. TRUE

All schools have machines that sell unhealthy snacks. FALSE

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5. Developing fluency (20 minutes)

- Tell the students that they are going to do a speaking task.
- Show slide 8 with a grid of food items; each food item has a topic, which is numbered from one to nine. The images in the grid are numbered and correspond to the topics given below.

1. Your favourite snack, why are they healthy?
2. Food and drink vending machines are helpful, why?
3. Different food every day for school children, good or a bad idea?

	<ol style="list-style-type: none"> 4. How to ensure there is enough food for everyone in the future? 5. Who should solve the hunger problem in the world? 6. Most important mean of the day and why? 7. How can you avoid junk food? 8. Why is chocolate good for health? 9. What are the benefits of eating fruit? <ul style="list-style-type: none"> • Tell the students to make notes about each topic as they will be required to speak about any one of them for a minute. Give them five minutes of preparation time. • Explain that the speaking activity will be conducted in teams; one student will speak from Team A and a student from Team B will also speak on the same topic. • A student from Team A chooses a food item from the grid and speaks for a minute. The rules include no hesitation, deviation or repetition while speaking • Now a student from Team B speaks on the same topic for a minute and the same rules apply. • You can keep a track of the points they score and also make note of any language errors they make so that these can be addressed at the end of this activity. <p>Tip: Teachers who know their students very well may want to discuss food related issues such as obesity and world hunger.</p>
6. Optional follow up (20 minutes)	<ul style="list-style-type: none"> • You can review the ‘interesting crisp flavour’ mentioned in the text. Inform the students that they are going to enter a competition to come up with a new crisp flavour that people in their country would like. They should think of the name, the flavour and why it will be popular. Set the time limit, and then students present their idea to their classmates (use break out rooms for students to plan in groups if possible). • Take a vote (you could use the Poll function if available) on the best new flavour with the condition that the students cannot vote for themselves/their group. • Homework – students can read the other text and answer the questions on the worksheet. Discuss the text and check answers in the next online class.

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