



HEALTH DAY

In the first activity, pupils will learn and review vocabulary related to food.

This activity will increase the pupils' vocabulary related to food and it will enable them to find out how many words they can remember from the previous activity. It will also raise their awareness on the five food groups and the importance of having a well-balanced diet.

LIFE SKILLS This activity will foster cooperative learning, because the pupils will be brainstorming ideas and writing the menus together in small groups. It will also boost their creativity, because they will invent their own dishes and a name for their own restaurants. Finally, this activity will also raise their awareness on the importance of healthy eating, as the pupils will be encouraged to include food from the five food groups on their menus.

ACTIVITY 1: HEALTHY FOOD (ALL LEVELS)

WORKSHEETS 1A & 1B

With this activity, pupils will learn and review vocabulary related to food.

1. Write the following word on the board: "food".
2. Brainstorm ideas in open class in order to see what vocabulary items pupils already know related to food.
3. Then give pupils worksheet 1A+1B for them to unscramble the words. Pupils need to look at the pictures on worksheet 1B by unscrambling the letters on worksheet 1A. (With higher level pupils, you could ask them not to look at the scrambled words to make the activity more challenging).
4. Once pupils have finished, go over the answers (making sure all the pupils have found all the words), answering any vocabulary questions they may have. With weaker groups, you can get pupils to translate them into their mother tongue to make sure they understand what they mean.
5. After that, get them in groups to solve the secret message. In order to do so, they need to copy the letters in the numbered cells above to the cells with the same number. The secret message is: "What's your favourite food?"

Answer key:

- | | |
|----------------|-----------------|
| 1. broccoli | 11. pasta |
| 2. cheese | 12. green beans |
| 3. bananas | 13. rice |
| 4. cauliflower | 14. orange |
| 5. grapes | 15. fish |
| 6. steak | 16. potatoes |
| 7. pineapple | 17. cereal |
| 8. mushrooms | 18. fried eggs |
| 9. yoghurt | 19. bread |
| 10. chicken | 20. milk |

ACTIVITY 2:
FOOD GROUPS
(ALL LEVELS)
WORKSHEET 2

This activity will increase the pupils' vocabulary related to food and it will enable them to find out how many words they can remember from the previous activity.

It will also raise their awareness on the five food groups and the importance of having a well-balanced diet.

1. Tell pupils that there are 5 food groups and ask them if they know what they are (fruit, vegetables, protein, grains and dairy).
2. Elicit examples of food items for each of the food groups to make sure pupils understand what each group refers to. Tell them that in order to have a well-balanced diet, it is important to eat food from all five food groups.
3. Give pupils worksheet 2.
4. They need to look back at worksheets 1A+1B and classify the food items into the five existing groups.
5. Go round helping pupils with vocabulary questions they may have.
6. Finally, go over the answers in open class.
7. As a fun game, you could shout out a word from worksheet 2 and get pupils to tell you the corresponding food group. You could also ask pupils to do the same thing in pairs to test each other.

Answer key:

VEGETABLES

Broccoli
Mushrooms
Cauliflower
Green beans
Potatoes

FRUIT

Pineapple
Banana
Orange
Grapes

PROTEIN

Steak
Chicken
Fish
Fried eggs

GRAINS

Cereal
Rice
Bread
Pasta

DAIRY

Cheese
Yoghurt
Milk

ACTIVITY 3: MY PICNIC BASKET (LEVELS 1-4) WORKSHEETS 3A, 3B

Materials needed:

- scissors
- colouring crayons or pens
- stickers (optional, for decoration)
- 1 copy of worksheet 3A (picnic basket template) per pupil, printed on cardboard; it's a good idea to make the template bigger so pupils have more room
- 1 copy of worksheet 3B (cut-out pictures) per pupil, printed on cardboard
- blue-tack (to stick the food items inside the picnic basket)

Instructions:

1. Tell pupils to imagine they are going on a picnic. They are going to make a picnic basket to put everything they need.
2. Ask pupils to cut out the picnic basket template (worksheet 3A) and the cut-out pictures (worksheet 3B).
3. Pupils could take some time to colour in the cut-out pictures and to decorate their picnic basket as they please. Alternatively, you could also assign this as homework.
4. Finally, pupils choose five of the cut-out food items to put inside their picnic basket without showing anyone. They could use some blue-tack to stick them onto the basket template.
5. Put pupils in pairs and ask them to guess which objects their partner has in the picnic basket by asking questions like:

Pupil A: *Have you got a pineapple?* Pupil B: *No, I haven't* (point awarded to pupil B).

Pupil A: *Have you got some cheese?* Pupil B: *Yes, I have* (point awarded to pupil A).

Make sure to point out the different use of quantifiers depending on the food items. To make it clear for the pupils, you could write the following on the board.

Pupil A: *Have you got **an** orange / **a** pineapple / **a** banana / **a** steak / **a** yoghurt?*

Pupil B: *Yes, I have / No, I haven't.*

Pupil A: *Have you got **some** broccoli / mushrooms / cauliflower / green beans / potatoes / grapes / chicken / fish / fried eggs / cereal / rice / bread / cheese / milk?*

Pupil B: *Yes, I have / No, I haven't.*

ACTIVITY 4: MY HEALTHY RESTAURANT (LEVELS 5-6)

WORKSHEET 4

LIFE SKILLS

This activity will foster **cooperative learning**, because the pupils will be brainstorming ideas and writing the menus together in small groups.

It will also boost their **creativity**, because they will invent their own dishes and a name for their own restaurants.

Finally, this activity will also **raise their awareness on the importance of healthy eating**, as the pupils will be encouraged to include food from the five food groups on their menus.

1. Ask pupils how often they eat out and if they have a favourite restaurant.
2. Then tell them they are now going to design their own restaurant and a set of dishes the restaurant will offer. Show them a finished English menu as an example.
3. Next, divide pupils into small groups and get them to think of possible dishes for their restaurant and a name for the restaurant. They should think of starters, main courses and desserts. They also need to think of a price for each dish. Additionally, you can ask fast-finishers to also come up with a drinks menu.
4. Go round monitoring and helping pupils with any vocabulary questions they may have. Remind them to try to include food from the 5 groups and to keep their dishes healthy! (To motivate higher-level pupils, you could encourage them to come up with really creative dishes. Lower-level pupils can simply combine the words from worksheet 1 to make very simple ones). You should ask them to write their ideas on a separate piece of paper.
5. Then give each group of pupils a copy of worksheet 4 for them to write their final version after you have proofread it. (It's a good idea to print the menu templates on A-3 colour paper so they are posters and feel less like a standard writing task.)
6. Once all the groups of pupils have created their own restaurants and menus, you could put the posters up around the classroom and ask pupils to go round and vote for the one they like best.
7. As a follow-up task, you could also use the posters around the classroom to role-play a restaurant situation, where one pupil is the customer and another one the waiter/waitress. You could write a sample dialogue on the board for the pupils to use as scaffolding. They will only need to replace the underlined words with their own ideas.



Here's an example:

Waiter/waitress: *Good evening, are you ready to order? What would you like to eat?*

Customer: *I'd like a Caesar salad, please.*

Waiter/waitress: *Wonderful. Anything else?*

Customer: *Yes, can I also have a tuna pizza, please?*

Waiter/waitress: *Sure! What about drinks? What would you like to drink?*

Customer: *I'd like some red wine, please.*

Waiter/waitress: *Thank you. I'll be right back.*