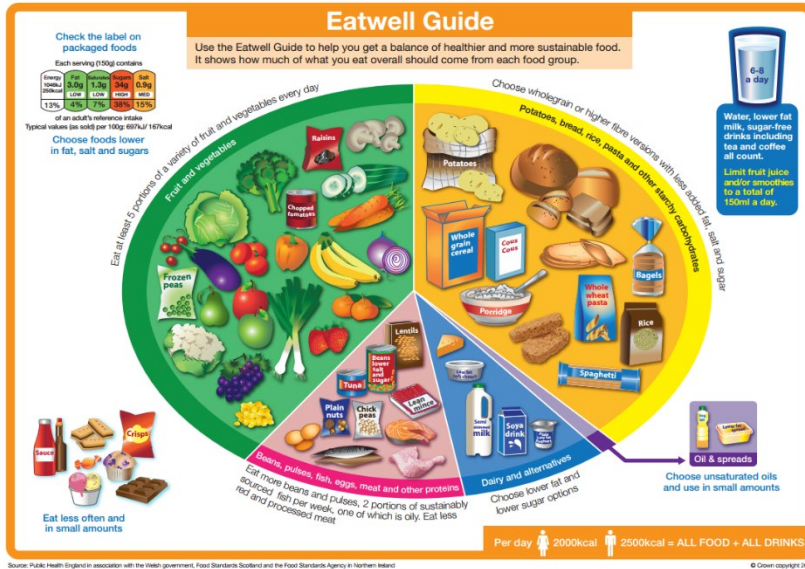


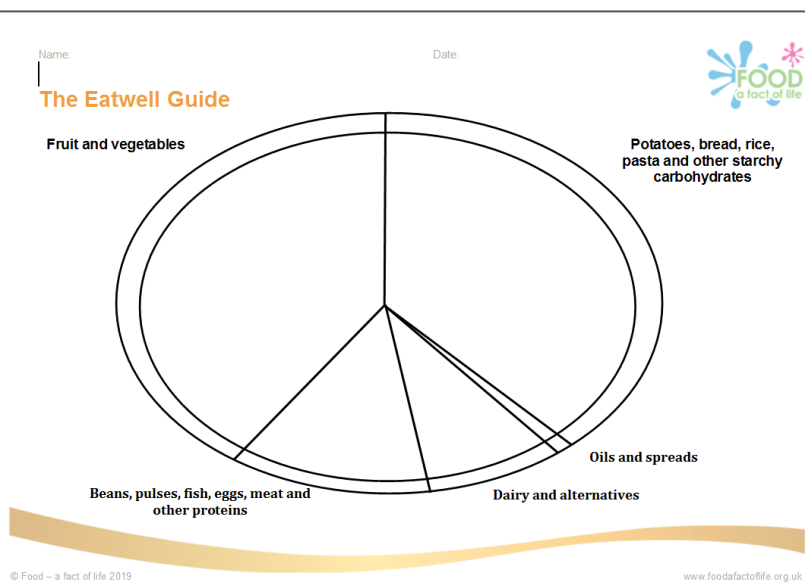
Resources used in both lessons

Original Eatwell plate for Step 3 of non-CLIL lesson (Step 6 in CLIL lesson)



Taken from: <https://www.nhs.uk/Livewell/Goodfood/Documents/The-Eatwell-Guide-2016.pdf>

Blank Eatwell plate worksheet for Step 4 of non-CLIL lesson (Step 7 in CLIL lesson)



Taken from: <https://www.foodafactoflife.org.uk/11-14-years/healthy-eating/eat-well/>

Nutrient research worksheet**(for Step 7 in non-CLIL lesson/Step 10 in CLIL lesson)**

Food groups	Main nutrients in food groups	What does each nutrient do for us?	Example foods and their nutrients, e.g. <i>Spinach – vitamins and minerals</i>
Fruit and vegetables			
Carbohydrate-rich foods			
Protein-rich foods			
Dairy and alternatives			
Oils and spreads			

Resources for CLIL lesson only

Vocabulary matching worksheet for Step 2 of CLIL lesson.

(N.B: Teachers to insert culturally appropriate pictures in right-hand column).

Match the words to the right pictures. Join them with a line.

mushrooms	
cheese	
salmon	
porridge	
lentils	
cucumber	
strawberries	
yoghurt	
sardines	
cereals	
aubergines	
chickpeas	

Language frame (for Step 12)

1. Language for giving opinions

I think we **should** eat lots of vegetables.

We **must** think carefully about what we eat and how much.

We **mustn't** eat lots of ice cream.

We **must** eat a little from each food group.

We **shouldn't** eat lots of biscuits

2. Talking about quantities

Eating **lots of** fruit is good for us.

I think we should eat **lots of protein and vitamins**.

We **mustn't** eat **lots of** carbohydrates and fat, like pizza.

Maybe we should only eat **a few** biscuits/ cakes/ noodles/ potatoes...

We need to eat just **a little** meat/ fish/ bread/ sugar...