

# WHAT IS NUTRITION ?

## YOU ARE WHAT YOU EAT

CLIL SCIENCE 2016/17

2B

(6 LESSONS)

SILVIA ONOFRI

## 4 CS PLANNING GRID

CONTENT	COGNITION	CULTURE	COMMUNICATION
<ul style="list-style-type: none"> <li>● To acquire abilities in dealing with a scientific content in the English language</li> <li>● Nutrition</li> <li>● Nutrients</li> <li>● Macronutrients / Micronutrients</li> <li>● Nutritional pyramid</li> </ul>	<ul style="list-style-type: none"> <li>● Brainstorming</li> <li>● Identify / Recollect information already studied in science</li> <li>● Recognize a nutritional facts label</li> <li>● Match words with pictures</li> <li>● Filling in tests</li> <li>● Questionnaire</li> <li>● Pop quizzes</li> <li>● Final CLIL test</li> </ul>	<ul style="list-style-type: none"> <li>● Recommended healthy nutritional tips against :</li> <li>● Overwhelming modern junk food</li> <li>● Bad daily nutritional habits</li> </ul>	<ul style="list-style-type: none"> <li>● Scientific vocabulary</li> <li>● Videos, songs to learn properly</li> <li>● Memorize / Remember scientific items or terms.</li> <li>● Frontal lessons</li> <li>● Pair work</li> <li>● Group work</li> </ul>

# WHAT NUTRITION IS

## THE PROCESS OF TAKING IN NUTRIENTS FROM THE FOOD YOU EAT

During the morning curricular timetable six lessons have been devoted to a CLIL SCIENCE topic : **nutrition** and **nutrients**. The lessons have provided an overview of nutrition, that is, the process of taking in nutrients from food, by looking at the six classes of nutrients.

The six classes of nutrients can be easily divided into two main subcategories, **macronutrients** and **micronutrients**, and .... **water**.

**a.Macronutrients** : carbohydrates, lipids, proteins ;

**b.Micronutrients** : vitamins, minerals ;

**c.Water**.

1. The communicative aim of this scientific morning CLIL course is to help students acquire abilities in dealing with a scientific content in the English language, to acquire a scientific vocabulary and be able to communicate fluently by using scientific terms and items properly.

At the same time the intervention of an English native speaking teacher has helped the students to work in a familiar English context by using brainstorming, by recollecting scientific information already studied, by recognizing a nutritional facts label, by answering questionnaire and solving pop quizzes.

2. The cultural purpose implicitly encoded in the CLIL course has been that one of warning students against overwhelming modern junk food and their usual bad daily nutritional habits.



University of Michigan  
Integrative Medicine

<http://www.med.umich.edu/umim>



# Healing Foods Pyramid™

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## NUTRITIONAL PYRAMID



## NUTRITIONAL PYRAMID

For further information on available nutrients from vegetables and fruit, see the 'eat your rainbow' video at the following link :

<https://www.youtube.com/watch?v=1u5HOURq7kQ>

# TABELLA RIASSUNTIVA : AUTOVALUTAZIONE DEGLI ALUNNI DELLA CLASSE 2B

CLASSE 2B 15 ALUNNI HANNO COMPILATO IL TEST		Molto bene	Bene	Con qualche difficoltà	Con molte difficoltà
	Conosco l'argomento sulla nutrizione		<b>10</b>	<b>5</b>	
	So parlare di macronutrienti e micronutrienti	<b>2</b>	<b>6</b>	<b>7</b>	
	So fare domande per approfondire l'argomento e/o avere chiarimenti	<b>2</b>	<b>9</b>	<b>4</b>	
	So comprendere le informazioni riportate in un video o veicolate da foto ed immagini (piramide alimentare)	<b>1</b>	<b>8</b>	<b>6</b>	
	So leggere l' "etichetta" che riporta i valori nutrizionali di un alimento.	<b>6</b>	<b>8</b>	<b>1</b>	
CLASSE 2B 15 ALUNNI HANNO COMPILATO IL TEST		Molto bene	Bene	Con qualche difficoltà	Con molte difficoltà
	Conosco l'argomento sulla nutrizione		66%	34%	
	So parlare di macronutrienti e micronutrienti	13%	40%	47%	
	So fare domande per approfondire l'argomento e/o avere chiarimenti	13%	60%	27%	
	So comprendere le informazioni riportate in un video o veicolate da foto ed immagini (piramide alimentare)	6%	54%	40%	
	So leggere l' "etichetta" che riporta i valori nutrizionali di un alimento.	40%	54%	6%	

## CONCLUSION

The lessons have been an interesting, educational experience. Students have improved their English language through a new scientific topic learning. They have felt at ease with the *new matter* showing a natural confidence in their foreign language abilities.