



**LET'S TALK ABOUT ...
THE MEDITERRANEAN DIET
TEACHING MATERIALS**

The driving question: "WHAT THE MEDITERRANEAN DIET IS?"

The scenario will need 3 hours.

Teacher could adapt the activities (order and number) according to the deeper study of the scenario. All the videos from YouTube are consulted in February 2021.

Activities can be done in groups (pairs ) or individual . Teacher could propose the way of work.

The activities proposed for each session will be the below:

Scenario Overview

Session	Activities	Content-obligatory Language// Solving equations	Timing	Skills Reading Writing Listening Speaking Interaction Drawing ICT Calculating Underlining	Interaction T-S S-S	Assessment Peer assessment Self-assessment Teacher assessment ...
1	Introducing topic	Introducing the topic (The Mediterranean diet))	5'	L/S/I	T-S	
	Read/Explain introductory text. Solving doubts.	Energy. Healthy diets. Mediterranean diet. Cell activity. Obesity.	5'	R/S/L/IN	T-S	
	Previous activity and self-assessment.	Energy. Heat. Balanced diets. Products used in the Mediterranean diet. Overweight and obesity. Fast food. Countries that use the Mediterranean diet.	10'	R/W	S	S A
	Explain the table "Obesity rates by country 2020", and how to understand and how to do a bar diagram.	Obesity. Bar diagram. Countries. Population.	10'	S//D	T-S	
	Activity 1. Do the obesity rate bar diagram for 7 more countries from the table (different that the ones that appear). Student can choose the countries.	Obesity. Bar diagram. Countries. Population.	12'	R/S//IN/D/C	S-S	T A
	Activity 2. Answer the questions.	Obesity. Countries. Diets. Fast food. Foods. Comparisons.	5'	R/W/IN/S	S-S	T A
	Activity 3. Calculate percentage of obese people in different countries. Teacher should explain the equation.	Percentage. Obesity. Population.	7'	R/W/IN/S/C	T-S S-S	T A
	Summarize contents.	Heat. Balanced diet. Obesity and	6'	L/S/IN	T-S	

	Discussion in class.	overweight. Foods.			S-S	
2	Explain the text "The healthy eating pyramid" with the support of the "food pyramid picture". Solving doubts. Optional the video from YouTube: : https://www.youtube.com/watch?v=0KbA8pFW3tg	Heat. Balanced diets. Obesity. Foods. The healthy pyramid diet.	5'	S/IN/L	T-S S-S	
	Activity 4. Optional the video from YouTube: https://www.youtube.com/watch?v=YiDNBbk2oAA In activity 4, the part :." according to the video "Balanced diet", describe what the contribution to each nutrient in our body is. (Green Optional)" do if the previous video is seeing.	Foods. The healthy pyramid diet.	5'	IN/S/W	S-S	T A
	Activity 5.	Foods. The healthy pyramid diet.	5'	W/IN/S	S-S	T A
	Activity 6.	Foods. Ingredients. The healthy pyramid diet. Describing recipes. Giving reasons.	15'	W/S/IN	S-S	T A P A'
	Activity 7.	Foods. Ingredients. Describing recipes.	10'	S/R/IN	S-S	T A P A'
	Read/explain the text "The Mediterranean diet". Solving doubts. Optional the video from YouTube: https://www.youtube.com/watch?v=o5aof7UI3yg	Foods Aliments. Mediterranean diet. Mediterranean countries. Healthy diets.	10'	IN/S/W	S-S	
	Activity 8.	Foods Aliments. Mediterranean diet. The healthy pyramid diet.	5'	W/R/IN/S	S-S	T A
	Summarize contents. Discussion in class.	Foods Aliments. Mediterranean diet. The healthy pyramid diet.	5'	S/IN	T A S-S	
	Activity 9. Scale-up activity. Optional activity. Students can do the activity at home.	Foods Aliments. Mediterranean diet. The healthy pyramid diet.		W/R	S	T A
3	Revision of the aspects worked in the previous days.	Foods Aliments. Mediterranean diet. The healthy pyramid diet. Obesity and overweight.	5'	IN/S	T-S S-S	
	Activity 10	Foods Aliments. The healthy	10'	IN/S/W	S-S	T A

	pyramid diet.				P A*
Explain "Nutritional information" and "Kcal food table" and activity 11. Optional the video from YouTube: https://www.youtube.com/watch?v=Gmh_xMMJ2Pw	Foods Aliments. The healthy pyramid diet. Heat (Kcal). Diet healthy week program. Nutrition information.	5'	IN/S	T-S S-S	T A P A*
Activity 11. Students have to prepare a healthy week diet. If not finished in class, students could finish the activity at home. And can continue with the activity 12.	Foods Aliments. The healthy pyramid diet. Heat (Kcal). Diet healthy week program.	25'	R/S/IN/W/C	S-S	T A
Activity 12.	Giving opinions. Foods Aliments. The healthy pyramid diet. Heat (Kcal).	5'	IN/S/W	S-S	T A
Summarize contents. Discussion in class. Student' self-assessment can be finish at home.	Foods Aliments. The healthy pyramid diet. Heat (Kcal). Mediterranean diet. Obesity and overweight...	10'	S/IN	T S S-S	

T = Teacher

S = Student

T A = Teacher assessment.

P A* = All the activities in pairs are assessed in **peer assessment (corrected by different partners/groups in class. A group corrects the work done by other group, following the teacher instructions). For example, teacher can project the answers in a PowerPoint (or similar) and each group assesses the work done by other group.**

S A* = All the activities are assessed in **self-assessment**

Activities can be done in groups (pairs) or individual.

Comments:

- Form heterogeneous groups to observe diversity.
- Foment team work (cooperative work)
- Foment creative thinking.
- Encourage and promote students to express themselves and their ideas.
- Introduce texts and activities positively.
- Provide positive feedback during the student' learning process.
- Provide grammar help (scaffolding) and examples.
- Promote student' critical thinking when offering a solution/answer to a problem (by asking questions about the solution proposed).
- Teacher should help students trying not to use the L1.
- Teacher should provide additional resources, solutions or options to students, if needed.
- Teacher should propose scaled activities according to the student' typology. Important is to proposed scale-up activities.
- Teacher should use a language understandable for students, using words, sentences and constructions according to the student's level (content and language).
- Optional to change partners day by day. It could help students to work with different kind of people. In this case, students will need one "peer assessment table" for each partner.
- Optional videos can help students to understand better the topics.

ACTIVITIES RESOLUTION

Each activity has the punctuation (For teacher assessment)

Activity	Instructions	Solutions
Read/Explain the introductory text "How can we (or any living organism) obtain the heat needed to live? The cell activity"	Read/Explain the text and solve doubts. Possible discussion.	
Previous activity	Each student has to answer the questions in order the teacher to know the previous knowledge about energy of each of them.	Given in the student' worksheet. Self-assessment.
<p>FROM ACTIVITY 1 UNTIL ACTIVITY 11, WORK IN PAIRS (POSSIBLE INDIVIDUAL WORK ACCORDING TO THE TEACHER). TEACHER COULD MAKE THE GROUPS (MIXING STUDENTS WITH DIFFERENT ENGLISH AND/OR TECHNOLOGY LEVELS (HETEROGENEOUS GROUPS))</p> <p>IN ACTIVITY 7, GROUP IN PAIRS INTERACTS WITH OTHER GROUP IN PAIRS (POSSIBLE INTERACTION BETWEEN INDIVIDUAL STUDENTS).</p> <p>ACTIVITY 9 (OPTIONAL) AND ACTIVITY 12 SHOULD DO INDIVIDUALLY.</p>		
Explain the "obesity rates by country 2020" table. Adapted table in order to make easy calculations. Real table is just for adult obese people (in % obese rate") Solving doubts.	Explain the text. Solving doubts. Possible discussion.	
Activity 1	Explain how to do a bar diagram, and solve doubts. Students have to do the bar diagram for 7 more countries. They can use Excel or similar software.	Lots of possibilities.
Activity 2	Students should answer the questions according to the previous bar diagram and their previous knowledge about diets in the world. Possible discussion.	Lots of possibilities.
Read/Explain the text "obesity and overweight". Solving doubts.	Explain the text. Solving doubts. Possible discussion.	
Activity 3	Calculate percentages of obese people in some countries, according to the adapted previous table. Explain students not to put decimals in the answers. Explain to students how to express % in moodle (British way, % not with comas but with points) Example: 36.20 % correct, 36,20 % not correct; and numbers without points examples: 10824 people ok, but 10.824 not correct)	<p>Obese people in Canada: $29,40 \cdot \frac{37.742.154}{100} = \mathbf{11.096.193}$</p> <p>Obese people in Greece: $24,90 \cdot \frac{10.423.054}{100} = \mathbf{2.595.341}$</p> <p>Obese people in Morocco: $26,10 \cdot \frac{36.910.560}{100} = \mathbf{9.633.656}$</p> <p>Obese people in Ecuador: $19,90 \cdot \frac{17.640.543}{100} = \mathbf{3.510.468}$</p>
Read/Explain the text "The healthy eating pyramid". Solving doubts. Optional video: https://www.youtube.com/watch?v=0KbA8pFW3tg	Explain the text. Solving doubts. Possible discussion.	
Activity 4	Write two products from each level of the healthy eating pyramid.	Multiple possible answers.

Activity 5	Write some products we have to eat the most and less according to the healthy eating pyramid.	The most: Products from the base and first levels from the pyramid. The less: Products from the top of the pyramid. Lots of possibilities.
Activity 6	Students have to write their favourite food, ingredients (level of pyramid of each one), and recipe.	Multiple possible answers.
Activity 7	Explain to the partners the food written in activity 6. <i>HELP: "HOW TO GIVE OPINIONS?" and "HOW TO DESCRIBE"</i>	Lots of possibilities.
Read/Explain the text "The Mediterranean diet". Solving doubts. Optional video: https://www.youtube.com/watch?v=o5aof7UI3yg	Explain the text. Solving doubts. Possible discussion.	
Activity 8	Students have to compare products from the Mediterranean diet and products from the healthy eating pyramid.	Lots of possibilities.
Activity 9 Scale-up activity	Students have to search for some information about the Mediterranean diet, and write a description. Students can do that at home.	
Activity 10	Students have to write three typical foods from their country, with ingredients, think about the health of the food, and relate it to the Mediterranean diet	Lots of possibilities.
Explain the table "Kcal. food table"	Explain the table. Solving doubts. Possible discussion.	
Activity 11	Students have to prepare a healthy week program diet for a teenager. Work can be finish at home. In this case, activity 12 should be finish at home as well.	Multiple possible answers.
Activity 12	After finishing activity 11, students have to answer question 12.	Possible answer: "In my opinion, the diet program from activity 11 is not possible for an athlete teenager because an athlete need a hyper caloric diet to play sport. An athlete needs to expend more calories to do that."
Final discussion	Discuss with all the class the main ideas about the topic. Teacher should encourage students to participate. If not, teacher should propose ideas.	

ANSWERS OF OPTIONAL ACTIVITIES FROM VIDEOS

Video: "The food pyramid"



Optional activities about the video (17 Points):

1. (1 Point) Why eating healthy foods are fundamental for our existence? **Allows growing, being strong and being healthy.**
2. (1 Point) We have to eat lots of foods from the first step (top) of the pyramid? Why do you think so? **No, just a little quantity. They contain an high number of calories and they make us fatter, ...**
3. (1 Point) What products can we find in the second step of the pyramid? How many portions of products from this step we have to eat in a week? **Proteins (meat, fish and eggs). We have to eat that every single day (in a week minimum 7 portions)**
4. (1 Point) Is better to eat meat than fish or eggs (true/false) **False**
5. (1 Point) What kind of products can we find in the third step of the pyramid? **Dairy products (milk, butter, cheese, yogurts, etc.)**
6. (1 Point) How many times we have to eat dairy products in a day? **From 1 to 3 times a day.**
7. (1 Point) What kind of products can we find in the fourth step of the pyramid? **Vegetable and fruits**
8. (1 Point) Eating foods from the fourth step of the pyramid is important? Why? **Yes because give us vitamins and minerals**
9. (1 Point) How many times doctors recommend eating fruits and vegetables in a day? (Just write the number) **5 times**
10. (1 Point) What is the general name of the products from the last step (base)? **Carbohydrates**
11. (3 Points) Write three products from the base of the pyramid. **Cereals, bread, pasta, rice, potatoes.**
12. (4 Points) What are the extra four advises of doctors and nutritional experts about how to have a healthy way of life? **Try to eat at the same time every day, eating with family, drink water, play some kind of physical exercise.**

Video: "Balanced diet"



Optional activities about the video (13 Points):

1. (7 Points) According to the video, write the seven types of foods we need to eat. **Proteins, fats, water, carbohydrates, dietary fibres, minerals, vitamins**
2. (1 Point) What carbohydrates and fats provide us? **Energy**
3. (1 Point) What proteins provide us? Proteins help in growth and repair of body. **Proteins are body building foods.**
4. (1 Point) What minerals and vitamins provide us? **Protection against some diseases.**
5. (1 Point) What dietary fibres can provide us? **Dietary fibres help to get rid of undigested food.**
6. (2 Points) What water can provide us? **Water helps us to get rid of liquid waste (by sweat or urine) and also helps to absorb the dissolved nutrients.**

Video: "Why is the Mediterranean diet good for your heart?"



Optional activities about the video (19 Points):

1. (2 Points) What benefits the Mediterranean diet provide us? **Lower rates of heart diseases, stroke and type 2 diabetes.**
2. (5 Points) What's in the Mediterranean diet? (minimum 5 products) **Plenty of fruits and vegetables, fish (white and oily), wholegrain cereals, rice, beans and pulses, unsalted nuts and seeds, small amount of lean meat and low-fat dairy, olive oil, fresh herbs, onion, garlic.**
3. (1 Point) Is the wine used necessarily in the Mediterranean diet? **No, it's optional**
4. (1 Point) How many units per week you can drink some alcohol (like wine) to not become unhealthy? **No more than 14 units per week.**
5. (2 Points) Mediterranean diet is just good for the food and drink? If not, write other benefits. **No. Lifestyle habits (such as eating slowly and with others, leading a more relaxed way of life, and doing regular physical activity).**
6. (1 point) Benefits of the Mediterranean diet are linked to a single food? **No, they are the result of eating the diet as a whole.**
7. (3 Points) In which products from the Mediterranean diet we can find unsaturated fats? **Olive oil, nuts, oily fish.**
8. (1 point) What could be the benefits in the use of unsaturated fats? **Unsaturated fats can help to lower the cholesterol level, reducing the risk of a heart attack and stroke.**
9. (1 Point) Eating too much salt is good for our health? **No, because some studies show that too much salt can cause high blood pressure.**
10. (2 Points) The Mediterranean diet is good in fibre? **What are the benefits of eating fibre? Yes. Benefits are associated with lower levels of heart diseases, the soluble fibre can help to lower the cholesterol levels.**

Video: "How to create a healthy plate"



Optional activities about the video (20 Points):

1. (1 Point) What is the plate method? **It's a healthy eating plan that works for everybody.**
2. (5 Points) In what the plate method consists? **In using a 7-inch plate for children and a 9-inch plate for adults; divide the plate in half and fill one of them with vegetables. Then, fill ¼ with whole grains or starches, and in the other ¼ add some lean proteins.**
3. (5 Points) Write 5 products that you can put in the part of vegetables.
4. (2 Points) It's possible to add bread or tortilla? What we have to do to add these foods?
5. (3 Points) What kind of drinks the video propose to complete our meal? Write three. **Coffee, tea, a glass of milk, water...**
6. (1 Point) From how many ounces of milk could affect our blood sugar? (Just write the number) **From 8 ounces.**
7. (3 Points) How can we incorporate a soup in the diet? **Following the same idea, fill in a pot with low sodium broth and lots of healthy vegetables, and some lean beef (not too much, just ¼ of the pot).**

TEACHING ACTIVITIES' ASSESSMENT (RUBRIC)

Activity	Punctuation
1	/7
2	/3
3	/8
4	/10
5	/5
6	/20
7	/10
8	/5
9 (OPTIONAL)	/10
10	/15
11	/20
12	/5
TOTAL	/187 /108

TEACHING SPEAKING ASSESSMENT (RUBRIC)

What to assess (student :)	1	2	3	4
Interacts with partners and in class				
Proposes solutions				
Gives ideas/opinions				
Respects the ideas proposed by partners				
Good level of English				
Good level of contents (in speaking activities)				
Follows the rules				
Cooperates in activities (working in groups)				
Facilitates conversations				
Brings material				
TOTAL (Final punctuation)	/40			

FINAL ASSESSMENT

I suggest as a final assessment: 80% T.A. (Teacher assessment) + 20% S.A. (Self-assessment) + 10% P.A. (Peer assessment)

Suggestion for future development and expression of the scenario

I suggest expanding the scenario with other type of diets around the world (healthy and unhealthy) and the importance of the sport to achieve a correct way of live.