

# LESSON A

Teacher's notes



## Key info

<b>Duration:</b>	60 minutes
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. Watch a video about why food is important</li> <li>2. Compare healthy and unhealthy food</li> <li>3. Talk and find out about eating habits</li> <li>4. Give advice to others about healthy eating</li> </ol>
<b>Resources:</b>	<i>Now I Know</i> , Level 4 - Lifebabble – Food and Eating Right BBC video
<b>Prepare</b>	<ul style="list-style-type: none"> <li>• <b>Pre-lesson student's worksheet</b> (optional, but supports Ss with the vocabulary and ideas in the lesson)</li> <li>• <b>Student's worksheet</b> (1 per student) - distribute before the lesson</li> <li>• <b>A Pen or a pencil</b> – make sure students have them at hand</li> </ul>
<b>Post lesson</b>	Video or poster about eating habits or healthy eating
<b>Big Live Lessons</b>	<i>BIG Live Lessons</i> follow the same lesson structure as <i>Live Classes</i> , however some activities have been amended to fit the lesson format. See below for more details.

## Lesson procedure

### Warm-up

Duration	Description	Class teacher's role
5 mins	T introduces herself, check students have necessary equipment and explains how we will work together	Monitor
	Schools say hello one at a time and students introduce their teacher	Encourage class to say <i>hello</i> into microphone and introduce you to the other classes
	T explains lesson objectives and other instructions	Clarify any misunderstandings

### Presentation, Practice and Production

Duration	Description	Class teacher's role
15 mins	<b>Student's worksheet</b> Teacher revises food (the same from your pre lesson worksheet) and we do activities to revise and clarify meaning and pronunciation of these vocabulary items. Make sure volunteers come up to the microphone to answer.	Students listen, T can clarify any misunderstandings and encourage students to take part in the activities
	<b>Student's worksheet – Task 1: what 2 snacks do they like</b> <b>BBC video</b> Watch the video and while watching connect the people to the snacks. We will play the last part of the video twice. Some words can be used twice. The S's should connect the pictures to the snacks using arrows on the worksheet.	Have a Ss ready to come to microphone to ask and answer. Have students note down what they hear
	<b>Task 1 feedback.</b> Teacher calls on different classes to share their answers. Make sure volunteers come up to the microphone to answer.	Have a student by microphone ready to share what they learned in task 1
	<b>Student's worksheet Task 2: Task 2: Answer the True / False questions</b> Watch the first part of the video again and answer the	Monitor Have a student by microphone ready to share what they learned in task 2

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	T/F questions Teacher calls on different classes to share their answers	
20 mins	<b>Student's worksheet – Task 3 – fill in the gaps.</b> Students read the sentences and fill the spaces with the words in the box. Teacher calls on different classes to share their answers.	Monitor and support with the reading task. Have a student by microphone ready to share what they learned in task
	<b>Task 4: Listen to the rap and complete the gap!</b> Ss watch the video and do <b>Student's worksheet – Task 4</b> – listening for missing words from the box, while watching. We will listen for the answers twice if necessary. Then volunteers come up to the microphone to answer and check.	Monitor and have student ready to come to microphone.
10 mins	<b>Task 5: Eating Habits Survey Breakout Rooms.</b> Students will ask and answer questions to the other classes about Eating habits (this was also in the pre task activity) They also have the possibility to ask another questions of their own choice.	Have a students ready to come to microphone to ask and answer. Have students note down what they hear
	<b>Task 5 feedback.</b> Teacher calls on different schools to share what they learned	Have a student by microphone ready to share what they learned in task 5
10 mins	<b>Language focus: Should shouldn't</b> Teacher will focus on the use of should/shouldn't for giving advice. Language practice: Should shouldn't - In pairs students can practice using this form and feedback. This is a speaking activity.	T can clarify any misunderstandings and encourage students speak in pairs. Sts feedback answers to the microphone
	<b>Student's worksheet – Task 6: Healthy Food Healthy Mood!</b> . Language practice: Should shouldn't - <b>Looking at the Eatwell poster</b> In pairs students can practice using this form and feedback. This is a speaking activity.	Monitor and have student ready to come to microphone to feedback on Task 6.

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### Wrap up

Duration	Description	Class teacher's role
5 mins	Revisit lesson objectives. Have we achieved them?	Monitor
	Video challenge – T explains post-lesson task – a video about your eating habits or a poster giving advice about healthy eating. Can be posted in the Facebook group so other students can watch (and learn!).	Monitor, clarify any misunderstandings
	Schools say goodbye one at a time into the microphone	Encourage Ss to say goodbye

### Lesson glossary

Food

Global Citizenship

Culture

Giving Advice

Sustainable healthy eating

### Follow-up alternative video tasks

- **Record** a video of your class doing the rap.
- **Talk about:** Food in your country
- **Teach:** The community how to make or cook something (recipe or traditional dish)

**Post** your video on our 'Pearson and BBC Live Classes' Facebook group and watch the videos created by other schools. How many languages can we learn?!

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## Pearson and BBC Live Classes Facebook community

Join *Live Classes* project group on Facebook and encourage your students to do the same.

The *Live Classes* project does not end after the lesson, it actually begins here! **Join our closed Facebook group** to give yourself and your students a great opportunity to interact in the global community with your friends from other parts of the world. **The group is available to Live Classes participants only.** It is moderated by our well-experienced team to make sure it generates plenty of opportunities to use the English language outside the class, following the group rules and conditions. **To join the group, search for 'Pearson and BBC Live Classes' on Facebook.**

## General teacher guidelines

### Classroom setting

Arrange your class in such a way your students all sit in front of the screen, either together as a group or at their desks. Make sure they will be able to stand/sit down, when needed, work in pairs or come closer to the microphone.

You can also ask one of your "tech-students" to support you as there will be times when he needs to click something.

### Microphone

We want to hear what your students have to say and the other students around the world do too! Therefore, there are times in the lesson where students can share their thoughts using the microphone (laptops have one built-in, for a desktop you may need to get an external one), either as a whole class (saying hello, goodbye, shouting a one-word answer) or individually (giving a longer answer, sharing their thoughts).

**The trainer will have schools' microphones** muted but will unmute them at different times in the lesson one at a time (see lesson plan) - please encourage your students to take part and have individual students ready to share their thoughts using the microphone.

### Monitoring understanding

The trainer will grade his language and explain instructions carefully, but he can't monitor the understanding of all pupils - therefore, feel free to clarify / explain / use students' L1 whenever you feel necessary.

### Breakout rooms

During the lesson you will be groups with a different group(s) to discuss the task together.

Once you get to the room you need to:

- you may need to unmute the microphone (click an icon in the bottom left corner)
- support your students in discussing the task
- monitor the activity, taking turns
- clarify/repeat what the other school said if it is unclear for your students

### BIG LIVE LESSONS

*BIG Live Lessons* are based on the above lesson structure. Some activities have been amended to fit the lesson format.

#### Teachers are asked to:

- share **Student worksheet** in a digital format with the students before the lesson
- attend a *BIG Live Lesson* with their students to follow up on the lesson and monitor students' performance

#### Students are asked to

- have their worksheets ready – printed out or available in a digital format
- have a piece of paper, a pen and a pencil

