

# ERASMUS+ project

## ”Keep fit and be healthy”

### 2017-2019

## CLIL LESSONS

### Participating schools:

ZÁKLADNÍ ŠKOLA, Liberec, The Czech Republic

OSG DE MEERGRONDEN, Almere, The Netherlands

TAKE IONESCU SCHOOL, Râmnicu-Vâlcea, Romania



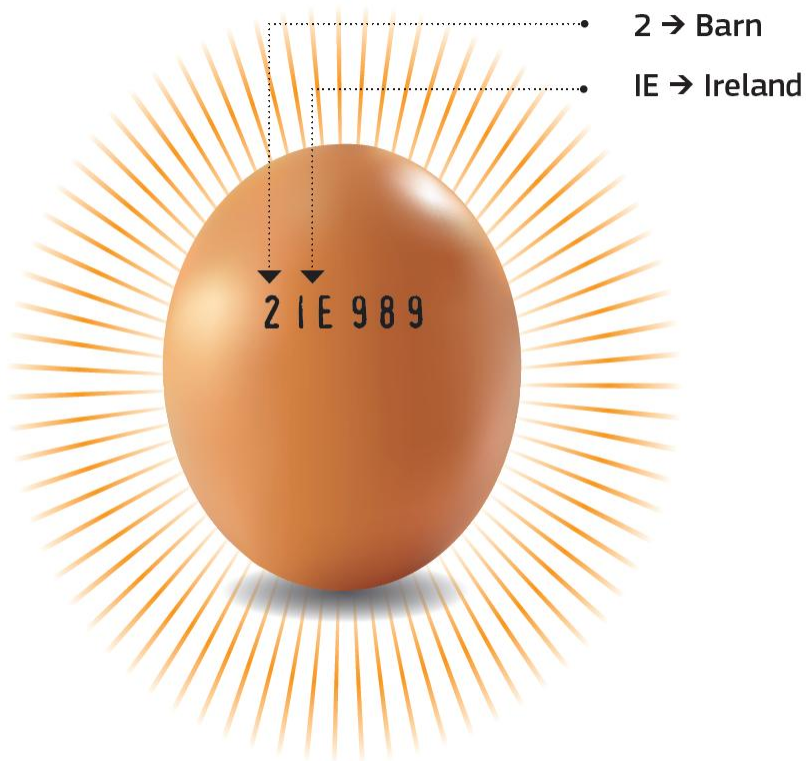
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## CLIL 1 (BIOLOGY/CIVIC EDUCATION)

*This is a class A egg, an egg produced on the farm of an EU farmer and sold to you in a shop or market. To ensure that all agricultural products grown and produced in Europe are of high quality and good to eat, the EU has put animal welfare, labelling, traceability and quality schemes in place. Information which identifies an egg size and method of production can be found on the egg itself and on its packaging.*



All Class A eggs in the EU must be marked with:

- ▶ a code to identify the method of production;
- ▶ the country of origin;
- ▶ the farm where they were produced;





## That's a lot of information for each egg! Can you help crack the code?

1. The code starts with a number to identify the method of production:

**0**  
*Organic eggs*

**1**  
*Free range eggs*

**2**  
*Barn eggs*

**3**  
*Eggs from caged hens*

2. Two letters then follow; they denote the country of origin.

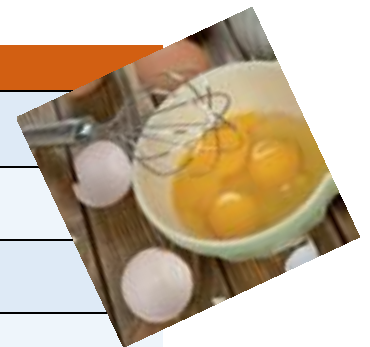
Which countries are used in the examples? What two letters would identify your country?

3. Finally, and most importantly, the number of the registered farmer who produced the egg is stamped on the egg and on its packaging.

What is the registration number of the farmer in the example above? What reassurance does the EU farmer give us by the use of this coding system? Why do you think we have food traceability schemes and food labelling systems throughout the EU? How important is it to you that each stage of the food chain — from farm to fork — is captured by the EU food traceability and labelling systems? Look at an egg or an egg carton at home and see if you can decipher its traceability code.

4. Eggs are very nutritious and one of nature's most versatile foods. Think of as many ways as possible to cook with an egg and if possible give the EU country most associated with a cooking method.

<i>Egg dishes</i>	<b>EU COUNTRY</b>
<i>omlette</i>	<i>France</i>



5. Can you think of other EU-produced agricultural food products that have traceability and labelling schemes in place?

Look in the fridge tonight and make a list of the fresh farm-produced foodstuffs you find that are quality assured by the EU and its farmers.

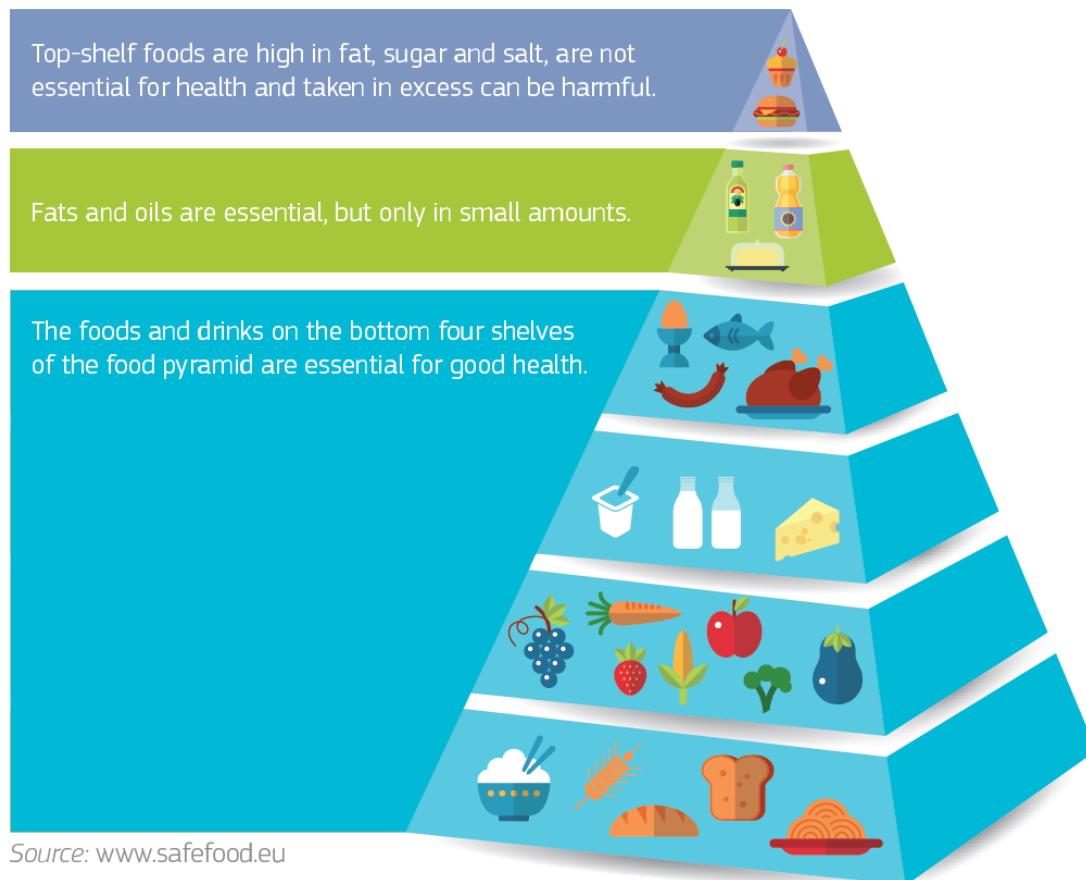
Resources: [https://ec.europa.eu/agriculture/teachers-pack/index\\_en](https://ec.europa.eu/agriculture/teachers-pack/index_en)



## CLIL 2 (BIOLOGY/CIVIC EDUCATION)

The EU supports its farmers in producing high-quality food for us. Our food needs to be of high quality to supply the important nutrients that our bodies need to be healthy.

1. **What do you know about healthy eating? This is a food pyramid and it shows the different types of foods and the quantities of each group that we need to be healthy.**



Take a **critical look** at the pyramid. Are you surprised by any of the food and drinks found at the top of the pyramid?

The second 'shelf' from the bottom shows fruit and vegetables. Did you know that it's recommended to eat at least five portions of different coloured fruit and vegetables a day in order to stay healthy? The EU helps to fund schemes in schools that provide children with fresh fruit and vegetables to encourage them to develop good eating habits.

For more information, visit:

[http://ec.europa.eu/agriculture/sfs/index\\_en.htm](http://ec.europa.eu/agriculture/sfs/index_en.htm)

Written by Vaduva Catalin, Take Ionescu School, Ramnicu Valcea, Romania, as an outcome of Erasmus+ project „Keep fit and be healthy“ 2017-2019



## 2. Let's look at food choices for families like yours around the world



Peter Menzel, from the book, "Hungry Planet: What the World Eats."

Can you give two examples of the food the family in the picture bought from the four food groups below?

<b>MILK AND DAIRY PRODUCTS</b> PROVIDE: CALCIUM, PROTEIN AND VITAMIN A	<b>FRUIT AND VEGETABLES</b> PROVIDE: VITAMIN A AND C
1.	1.
2.	2.
<b>MEAT, FISH AND ALTERNATIVES</b> PROVIDE: PROTEIN, IRON AND B VITAMINS	<b>GRAINS</b> PROVIDE: CARBOHYDRATE, IRON AND B VITAMINS
1.	1.
2.	2.

Do you think the family food choices for the week are balanced, healthy choices?



3. **Make a list of what you ate yesterday and then divide the foods you ate into the four food categories above. Discuss your food choices with a partner. Were they nutrient rich? Could you have made some better choices?**
4. **Divide the class into seven small groups. Each group suggests a healthy meal plan for a different day of the week for the family in the picture using the food they purchased. Include meal plans for breakfast, lunch and dinner for the whole family. Discuss choices with the other groups.**



Resources: [https://ec.europa.eu/agriculture/teachers-pack/index\\_en](https://ec.europa.eu/agriculture/teachers-pack/index_en)



## CLIL 3 (P.E.)

### Nadia Comăneci Gymnast

Nadia Comăneci is a Romanian retired gymnast and a five-time Olympic gold medalist, all in individual events. Comăneci is the first gymnast to be awarded a perfect score of 10.0 at the Olympic Games, and then, at the same Games, she received six more perfect 10s en route to winning three gold medals. Nadia Comaneci was born on 12th November, 1961, in Onesti, Romania. She took up gymnastics aged six, becoming one of the first students at a school founded by coach Béla Károlyi. In 1975, 13-year-old Comaneci won gold in every event at the European Championships except the floor exercise.

A year later in Montreal, she became the first gymnast in Olympic history to be awarded the perfect score of 10.0 for her performance on the uneven bars. She went on to record the perfect 10.0 six more times and became the youngest all-around Olympic gold medallist ever. Comaneci weighed just 39 kg at the time... Comaneci thrilled the world at the 1976 Olympic Games in Montreal, Canada, where, at only 14, she became the first woman to score a perfect 10 in an Olympic gymnastics event. She received seven perfect scores and won three gold medals—for the uneven bars, balance beam and individual all-around—and a bronze medal for her floor exercise. As part of the second-place Romanian national team, she won silver. Comaneci's performance at the 1976 Olympics redefined both her sport and audiences' expectations of female athletes.

Four years later at the 1980 Moscow Olympics, Comaneci earned two more gold medals and two silver to bring her Olympic total to nine medals—five gold, three silver and one bronze. In 1996, Comaneci was inducted into the International Gymnastics Hall of Fame.

After her retirement, Comaneci was rarely allowed to travel outside her country. She defected to the United States in 1989. Since then, she has been married to the 1984 Olympic gold medallist Bart Conner, a gymnast she first met in the 1970s.

In 1999, Comaneci received a World Sports Award of the Century after being elected "Athlete of the Century" during a gala in Vienna, Austria. She was honored by ABC News and Ladies Home Journal as one of the 100 Most Important Women of the 20th Century.

Nadia captured the hearts and minds of the world with her daring and perfection. Nadia Comaneci will always live in the Romanians hearts as well as worldwide countless fans, as the QUEEN OF THE INTERNATIONAL GYMNASTICS!

#### Awards

Gold Medal @ Artistic Gymnastics Floor Exercises, Moscow 1980

Gold Medal @ Artistic Gymnastics Balance Beam Women, Moscow 1980

Silver Medal @ Artistic Gymnastics Individual All-round Women, Moscow 1980

Silver Medal @ Artistic Gymnastics Team Competition Women, Moscow 1980

Gold Medal @ Artistic Gymnastics Individual All-round Women, Montreal 1976

Gold Medal @ Artistic Gymnastics Balance Beam Women, Montreal 1976

Gold Medal @ Artistic Gymnastics Uneven Bars Women, Montreal 1976

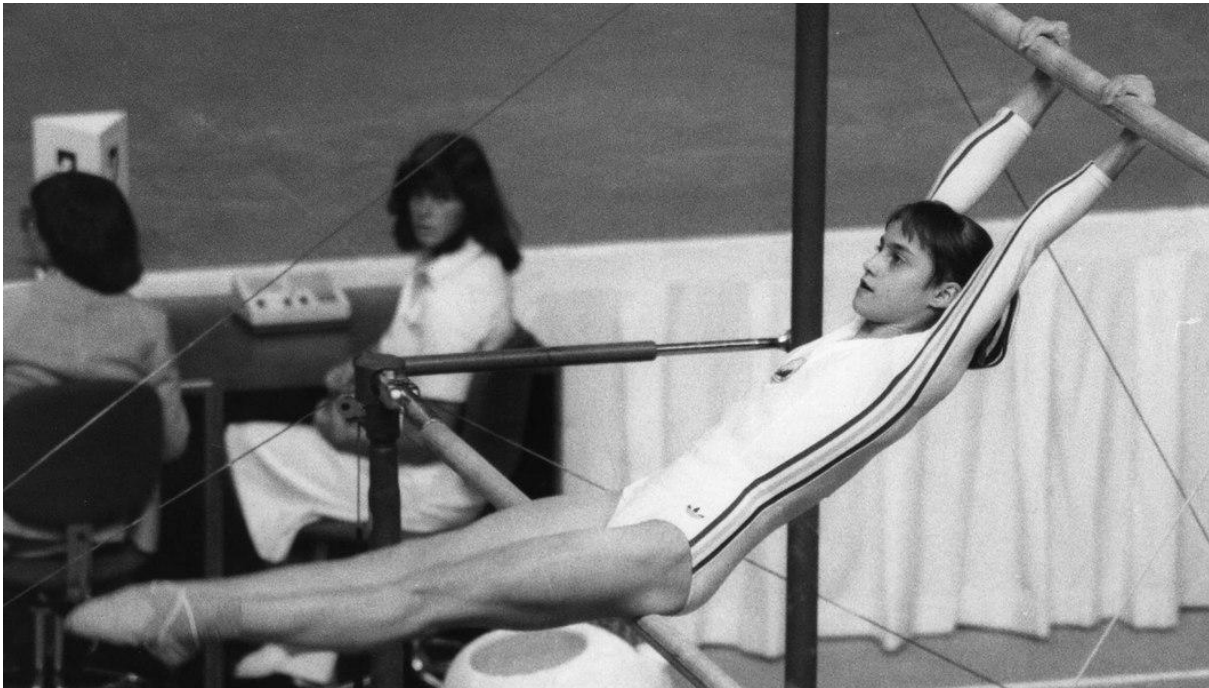
Silver Medal @ Artistic Gymnastics Team Competition Women, Montreal 1976

Bronze Medal @ Artistic Gymnastics Floor Exercises Women, Montreal 1976

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## Activities

- Students are asked to watch the video and then present in a few sentences the facts that impressed them (Listening skill, Speaking skill):  
[https://www.youtube.com/watch?v=VcsWIF0vFcQ&feature=player\\_embedded](https://www.youtube.com/watch?v=VcsWIF0vFcQ&feature=player_embedded)
- Students are provided with the information about Nadia Comaneci, the sports person in the video and they will read the text ( Reading skill )
- In pairs, students will write down 2 true sentences and 2 sentences containing false information about Nadia's career and life. The slips of paper will be gathered from all the pairs and then, in turns, students choose in turns, randomly and decide together which are true and which are not. ( Integrated skills )
- "An interview with Nadia " is a writing task which can be done in groups : designing 10 questions about her routine, training sessions, competitions, team work, free time, happy moments, sad moments in her life, etc and offering suitable answers, as well . ( Integrated skills )
- Practising grammar : Type 2 Conditionals - Ask students to write 4 sentences ( 2 in the affirmative, 2 in the negative ) as if they were Nadia ( If I were Nadia, I would spend eight hours in the gym daily/ I would not have a lot of free time ).



## CLIL 4

### (PE, ENGLISH, GEOGRAPHY, SCIENCE, MATHS)

**Activity 1: Warm-up:** Students stand in a circle and start waving their arms and moving their legs, in turns, faster and faster, when the teacher says so.

**Activity 2: Geography relay race :** Students are split in three teams ( 8 students/team), they are asked to stand in a row. Each team has to get, in turns, to a bowl containing 8 flags, the exact number of the students. When they hear the teacher's whistle, the first competitor in each team starts running until they get to the bowl from where they have to pick a slip of paper with the flag of a country belonging to the EU. Then, they run back to their team, pass the flag to the next competitor, who has to run back to the bowl, tell the teacher the corresponding country and capital city. If they answer correctly, they can pick another flag and continue the "relay race ". If the answers are wrong, they have to run back to the third competitor, who will have to provide the right information. The team who finishes all the 8 flags first is the winner!

**Activity 3: Letter competition :** Each competitor from each team has to run to a flipchart and write the first letter of an eight-letter word, related to healthy lifestyle and run back to the second teammate who should write the second letter, and so on (Team1:L-E-M-O-N-A-D-E, Team 2: C-U-C-U-M-B-E-R, Team 3: A-V-O-C-A-D-O-S ). The team who finishes the word first is the winner.





**Activity 4: The Maths Song** : The students are asked to make a circle and sing " Let's get fit " song which starts out with a message about staying healthy and fit and having fun counting to 100 together. This count to 100 song includes some creative and fun new exercises and some physical education positions that are required in PE. Students seem to love the energy of the music that is great for motivating children to move with energy and enthusiasm, too.

**Activity 5: Chill out!** : Students stand in a circle and listen to the teacher's counting: 1,2,3. When they hear number 3, they have to look right or left at the same time. If they look at each other, they should drop down onto the ground. The others form another circle and do the same, until one student is left! It's fun and a great way to relax after so much physical activity! Then, each student gets a healthy treat and a glass of lemonade!

The activities can be adapted and made more difficult, according to the students' age and level. This CLIL is suitable for 10-11- year-olds.



Resources: [www.jackhartmann.com](http://www.jackhartmann.com)

<https://www.youtube.com/watch?v=QbHobZOKY5w>

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## CLIL 5 (English & Gastronomy)

### MEDITERRANEAN TOMATO SALAD

SERVES 6

#### INGREDIENTS

½ red onion  
500g tomatoes (mixed colours)  
2 Tablespoons lemon juice  
1 clove garlic  
Salt  
3 Tablespoons olive oil  
1 red pepper cut into bite-sized pieces  
1 lebanese cucumber thinly sliced  
1 cup kalamata olives, pitted  
¼ cup fresh dill  
¼ cup fresh mint



#### DIRECTIONS

Cut tomatoes into bite-sized pieces. Set aside in a bowl.

Place lemon juice, crushed garlic, and a pinch of salt in a large bowl. Drizzle in the olive oil while whisking continually until combined.

Slice onion into slivers or medium dice size.

Add red onion, red pepper, cucumber, olives, dill and mint to the dressing and toss to combine. Set aside to marinate for 10 minutes.

Add tomato and toss gently to combine.

Taste and season with more salt as needed.

Use a slotted spoon to transfer the salad to a serving platter leaving the juice behind. Serve immediately.

**Activity 1:** The students were split in groups and then, they were explained that each group will make a different dish, under the careful guidance of some specialists from SanoVita company and their Czech and Romanian teachers and were asked to get ready for it properly ( washing their hands, putting on aprons and hair nets ).

**Activity 2:** The students got the recipe in English, then they were asked to translate everything in their mother tongue and to identify all the ingredients. They were also advised to multiply the quantities in order to get 20 servings.



**Activity 3:** They were encouraged to communicate in English and got the specialised advice whenever they needed it. ( they had different tasks in the team, one of them cut the tomatoes, somebody else squeezed the lemon and crushed the garlic, another one sliced the onion and finally, we got the awesome salad !)

**Activity 4:** After they finished their dish, they had to present it to the rest of the group and to explain how exactly they prepared it .

**Activity 5:** Last but not least, it was feast time! We tasted all the dishes made by all the 5 groups!  
Yummy!





## CLIL 6 (English & Gastronomy)

### SMASHED POTATOES

SERVES 6

#### INGREDIENTS

18 small potatoes  
1–2 Tablespoons Olive oil  
1 Tablespoon Rosemary  
Salt to taste



#### DIRECTIONS

Boil potatoes whole in a large pot until tender. Drain well.

Line a baking tray with baking paper. Place potatoes on the tray and using the base of a glass carefully smash the potato by pressing down on it until flattened but still in one piece. Drizzle olive oil over the potatoes, and top with herbs and salt.

Bake at 230°C for 15 – 20 minutes or until golden brown and crisp.

You may vary this recipe using different herbs and spices to flavour the potatoes.

- Garlic and thyme
- Paprika
- Oregano

**Activity 1:** The students were split in 5 groups and then, they were explained that each group will make a different dish, under the careful guidance of some specialists from SanoVita company and their Czech and Romanian teachers and were asked to get ready for it properly ( washing their hands, putting on aprons and hair nets ).

**Activity 2:** The students got the recipe in English, then they were asked to translate everything in their mother tongue and to identify all the ingredients. They were also advised to multiply the quantities in order to get 20 portions.

**Activity 3:** They were encouraged to communicate in English and got the specialised advice whenever they needed it ( they boiled the potatoes, smashed them with a glass and finally spiced them and baked the tasty “ smashed potatoes”). They had lots of fun, as well!

**Activity 4:** After they finished their dish, they had to present it to the big group and to explain how exactly they prepared it .

**Activity 5:** Last but not least, it was feast time! We tasted all the dishes made by all the 5 groups! Yummy!

Written by Marina Sacerdoteanu, Take Ionescu School, Ramnicu Valcea, Romania, as an outcome of Erasmus+ project „Keep fit and be healthy“ 2017-2019





## CLIL 7 (English & Gastronomy)

### CURRIED VEGETABLE PASTIES

MAKES 23

#### INGREDIENTS

1 onion, finely diced  
4 cloves garlic, crushed  
2 celery stalks, finely diced  
1 capsicum finely diced  
1 teaspoon ground ginger  
1 teaspoon ground coriander  
2 teaspoons curry powder  
½ teaspoon ground cumin  
½ teaspoon turmeric  
1 teaspoon salt or to taste  
2 x 400g cans lentils, drained and rinsed  
400g can crushed tomatoes  
165 ml or 2/3 cup coconut milk  
1 cup frozen peas or green beans



#### PASTRY:

3 cups whole wheat flour  
3 cups fine rolled oats  
1 teaspoon salt  
1 cup oil  
1 ½ cups water



#### METHOD

##### **PASTRY:**

Place whole wheat flour, rolled oats and salt in a large bowl and mix well. Add in oil and 1 cup of water. Mix together. Add as much of the remaining ½ cup of water as is needed to bring the dough together without it being too moist or sticky. If it becomes too moist you may add a little more flour until the dough is to a consistency that you can roll out. Set aside to rest while you make the filling.

##### **FILLING:**

In a medium sized saucepan with a small amount of oil or water, sauté onion, garlic, celery and capsicum along with the ginger, coriander, curry powder, cumin, turmeric and salt. You may need to deglaze the pan with a little water from time to time so the vegetables don't burn.





After the vegetables have cooked and spices are fragrant, add in lentils, crushed tomatoes and coconut milk. Bring to the boil, reduce heat and allow to simmer uncovered for 10 minutes. Stir in peas or beans.

**PASTY:**

Divide the pastry into more manageable amounts to work with such as three or four segments. Roll out between two sheets of baking paper. Using a 14.5 cm diameter round bowl as a guide, cut out circles of dough. Place a spoonful of filling on one half of the circle. Fold over the other half and press the edges together with a fork. Prick the top of the pastie with the fork to make holes to vent the steam.

Place on a baking tray lined with baking paper. Bake at 180 C for 20 – 30 minutes or until done. May be eaten hot or cold.



**Activity 1:** The students were split in groups and then, they were explained that each group will make a different dish, under the careful guidance of some specialists from SanoVita company and their Czech and Romanian teachers and were asked to get ready for it properly ( washing their hands, putting on aprons and hair nets ).

**Activity 2:** The students got the recipe in English, then they were asked to translate everything in their mother tongue and to identify all the ingredients

**Activity 3:** They were encouraged to communicate in English and got the specialised advice whenever they needed it. ( they had different tasks in the team, two of them made the pastry, somebody else dealt with the filling and finally, the whole team took care of the baking ! ) Lots of fun, obviously!



**Activity 4:** After they finished their dish, they had to present it to the rest of the group and to explain how exactly they prepared it .

**Activity 5:** Last but not least, it was feast time! We tasted all the dishes made by all the 5 groups! Yummy!



## CLIL 8 (English & Gastronomy)

### CITRUS SORBET

SERVES 4

#### INGREDIENTS

1 cup frozen mango chunks  
1 frozen banana, chopped  
Juice of two oranges  
Juice of one lemon  
Zest of one orange  
Zest of one lemon  
Pinch of ginger (optional)



#### DIRECTIONS

Place all ingredients into a food processor and blend until smooth and creamy. Serve immediately.

May be stored in the freezer for several hours, stirring periodically to keep an ice-cream consistency.

**Activity 1:** The students were split in 5 groups and then, they were explained that each group will make a different dish, under the careful guidance of some specialists from SanoVita company and their Czech and Romanian teachers and were asked to get ready for it properly ( washing their hands, putting on aprons and hair nets ).

**Activity 2:** The students got the recipe in English, then they were asked to translate everything in their mother tongue and to identify all the ingredients. They were also advised to multiply the quantities in order to get 20 portions.





**Activity 3:** They were encouraged to communicate in English and got the specialised advice whenever they needed it ( some squeezed the lemons and grated them, others squeezed the oranges and got their zest and together they finally had the creamy citrus sorbet! It was such a great fragrance around this group!)

**Activity 4:** After they finished their dish, they had to present it to the big group and to explain how exactly they prepared it .

**Activity 5:** Last but not least, it was feast time! We tasted all the dishes made by all the 5 groups! Yummy!





## CLIL 9 (English & Gastronomy)

### DESSERTS

#### Jaffa Nut Chews

Makes 30 balls

#### INGREDIENTS

½ cup tahini  
½ cup honey  
2 teaspoons vanilla essence  
6 teaspoons orange zest  
½ cup carob powder, sifted  
1 cup chopped almonds  
4 Tablespoons desiccated coconut



#### DIRECTIONS

Combine wet ingredients in a saucepan.

Stir the carob powder through the mixture.

Cook the mixture. Once it starts to stick on the bottom, continue cooking for a further 30 seconds then stop. Add the chopped nuts to the mixture. Allow the mixture to cool for 5-10 minutes, until it can be formed into balls without sticking to your hands.

Roll the balls in coconut and serve.

Note: Cooking is the key to this recipe. The tahini thickens when cooked which gives the mixture a chewy consistency when cool.

Variations: Try other variations of flavour such as peppermint, almond essence or lime. You may also vary the nuts – Brazil nuts, hazelnuts or pecans.

**Activity 1:** The students were split in 5 groups and then, they were explained that each group will make a different dish, under the careful guidance of some specialists from SanoVita company and their Czech and Romanian teachers and were asked to get ready for it properly ( washing their hands, putting on aprons and hair nets ).

**Activity 2:** The students got the recipe in English, then they were asked to translate everything in their mother tongue and to identify all the ingredients. They were also advised to double the quantities in order to make 60 Jaffa Nut balls.



**Activity 3:** They were encouraged to communicate in English and got the specialised advice whenever they needed it ( some students combined the ingredients, then the mixture got a chewy consistency and together they finally rolled the balls in coconut flakes !) It was the “sweetest” group!

**Activity 4:** After they finished their dish, they had to present it to the big group and to explain how exactly they prepared it .

**Activity 5:** Last but not least, it was feast time! We tasted all the dishes made by all the 5 groups! Yummy!



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## CLIL 10

### Mini-Dictionary of Cooking Terms

Many terms are used exclusively in cooking, so we need to know what they mean in order to understand basic recipes.

**Al dente:** Pasta cooked until just firm. From the Italian "to the tooth."

**Bake:** To cook food in an oven, surrounded with dry heat; called roasting when applied to meat or poultry.

**Baking powder:** A combination of baking soda, an acid such as cream of tartar, and a starch or flour (moisture absorber). Most common type is double-acting baking powder, which acts when mixed with liquid and again when heated.

**Baking soda:** The main ingredient in baking powder, baking soda is also used when there is acid (buttermilk or sour cream, for example) in a recipe. Always mix with other dry ingredients before adding any liquid, since leavening begins as soon as soda comes in contact with liquid.

**Barbecue:** To cook foods on a rack or a spit over coals.

**Baste:** To moisten food for added flavor and to prevent drying out while cooking.

**Batter:** An uncooked pourable mixture usually made up of flour, a liquid, and other ingredients.

**Beat:** To stir rapidly to make a mixture smooth, using a whisk, spoon, or mixer.

**Blanch:** To cook briefly in boiling water to seal in flavor and color; usually used for vegetables or fruit, to prepare for freezing, and to ease skin removal.

**Blend:** To thoroughly combine 2 or more ingredients, either by hand with a whisk or spoon, or with a mixer.

**Boil:** To cook in bubbling water that has reached 212 degrees F.

**Bone:** To remove bones from poultry, meat, or fish.

**Bouquet garni:** A tied bundle of herbs, usually parsley, thyme, and bay leaves, that is added to flavor soups, stews, and sauces but removed before serving.

**Braise:** To cook first by browning, then gently simmering in a small amount of liquid over low heat in a covered pan until tender.

**Bread:** To coat with crumbs or cornmeal before cooking.



**Broil:** To cook on a rack or spit under or over direct heat, usually in an oven.

**Brown:** To cook over high heat, usually on top of the stove, to brown food.

**Caramelize:** To heat sugar until it liquefies and becomes a syrup ranging in color from golden to dark brown.

**Core:** To remove the seeds or tough woody centers from fruits and vegetables.

**Cream:** The butterfat portion of milk. Also, to beat ingredients, usually sugar and a fat, until smooth and fluffy.

**Cube:** To cut food into small (about 1/2- inch) cubes.

**Cut in:** To distribute a solid fat in flour using a cutting motion, with 2 knives used scissors-fashion or a pastry blender, until divided evenly into tiny pieces. Usually refers to making pastry.

**Deep-fry:** To cook by completely immersing food in hot fat.

**Deglaze:** To loosen brown bits from a pan by adding a liquid, then heating while stirring and scraping the pan.

**Dice:** To cut food into very small (1/8-to 1/4-inch) cubes.

**Dollop:** A spoonful of soft food such as whipped cream or mashed potatoes.

**Dot:** To scatter butter in bits over food.

**Dredge:** To cover or coat uncooked food, usually with a flour, cornmeal mixture or bread crumbs.

**Dress:** To coat foods such as salad with a sauce. Also, to clean fish, poultry, or game for cooking.

**Drippings:** Juices and fats rendered by meat or poultry during cooking.

**Drizzle:** To pour melted butter, oil, syrup, melted chocolate, or other liquid back and forth over food in a fine stream.

**Dust:** To coat lightly with confectioners' sugar or cocoa (cakes and pastries) or another powdery ingredient.

**Fillet:** A flat piece of boneless meat, poultry, or fish. Also, to cut the bones from a piece of meat, poultry, or fish.

**Fines herbes:** A mixture of herbs traditionally parsley, chervil, chives, and tarragon, used to flavor fish, chicken, and eggs.



**Flambé:** To drizzle liquor over a food while it is cooking, then when the alcohol has warmed, ignite the food just before serving.

**Flute:** To make decorative grooves. Usually refers to pastry.

**Fold:** To combine light ingredients such as whipped cream or beaten egg whites with a heavier mixture, using a gentle over-and-under motion, usually with a rubber spatula.

**Glaze:** To coat foods with glossy mixtures such as jellies or sauces.

**Grate:** To rub foods against a serrated surface to produce shredded or fine bits.

**Grease:** To rub the interior surface of a cooking dish or pan with shortening, oil, or butter to prevent food from sticking to it.

**Grill:** To cook food on a rack under or over direct heat, as on a barbecue or in a broiler.

**Grind:** To reduce food to tiny particles using a grinder or a food processor.

**Julienne:** To cut into long, thin strips, matchsticklike in shape.

**Knead:** To blend dough together with hands or in a mixer to form a pliable mass.

**Macerate:** To soak in a flavored liquid; usually refers to fruit.

**Marinate:** To soak in a flavored liquid; usually refers to meat, poultry, or fish.

**Mince:** To cut into tiny pieces, usually with a knife.

**Parboil:** To partially cook by boiling. Usually done to prepare food for final cooking by another method.

**Poach:** To cook gently over very low heat in barely simmering liquid just to cover.

**Purée:** To mash or grind food until completely smooth, usually in a food processor, blender, sieve, or food mill.

**Reduce:** To thicken a liquid and concentrate its flavor by boiling.

**Render:** To cook fatty meat or poultry—such as bacon or goose—over low heat to obtain drippings.

**Roast:** To cook a large piece of meat or poultry uncovered with dry heat in an oven.

**Sauté or panfry:** To cook food in a small amount of fat over relatively high heat.

**Scald:** To heat liquid almost to a boil until bubbles begin to form around the edge.

**Sear:** To brown the surface of meat by quick-cooking over high heat in order to seal in the meat's juices.

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**Shred:** To cut food into narrow strips with a knife or a grater.

**Simmer:** To cook in liquid just below the boiling point; bubbles form but do not burst on the surface of the liquid.

**Skim:** To remove surface foam or fat from a liquid.

**Steam:** To cook food on a rack or in a steamer set over boiling or simmering water in a covered pan.

**Steep:** To soak in a liquid just under the boiling point to extract the essence—e.g., tea.

**Stew:** To cook covered over low heat in a liquid.

**Stir-fry:** To quickly cook small pieces of food over high heat, stirring constantly.

**Truss:** To tie whole poultry with string or skewers so it will hold its shape during cooking.

**Whip:** To beat food with a whisk or mixer to incorporate air and produce volume.

**Whisk:** To beat ingredients (such as heavy or whipping cream, eggs, salad dressings, or sauces) with a fork or whisk to mix, blend, or incorporate air.

**Zest:** The outer, colored part of the peel of citrus fruit.



**KEEP FIT & BE HEALTHY!**



## CLIL 11 (HEALTH EDUCATION) AMAZINGLY DELICIOUS FRUIT SNACKS



**Activity 1:** Various pieces of fruits ( such as slices of orange, lemon, zest, coffee beans, ginger, melon, grapes , etc ) will be wrapped up in aluminium foil and put into a bowl. Students will be blindfolded in turns and will be asked to smell, feel or even taste the “ surprise ” treat. They will say sentences in order to characterize that item ( It smells/ feels/taste like...) and then they will say what it is. If they are right, they will get them as a reward.



**Activity 2:** Students are split in groups of 4-5, depending on the size of the class. Each group will be get a different photo of a fruit “ snack ” , easy to be made. They will be provided with the fruit in the photo, kitchen cutlery, all the required material and gloves in order to work properly. A time limit will be set to finish this activity. It is meant to be a fun, team-building group work!



Written by Marina Sacerdoteanu, Take Ionescu School, Ramnicu Valcea, Romania, as an outcome of Erasmus+ project „Keep fit and be healthy“ 2017-2019



**Activity 3:** Students are asked to present the final product in front of their classmates ( the “ingredients” and how they did it). Then, they will give a name to their recipe and will suggest when & where they can be served ( for example, the fruit skewers could be served in the summer, as a dessert at a picnic )



**Activity 4:** All the fruit final products will be displayed and ... admired ! Students share with each other ideas and suggestions and take photos of the fruit snacks in order to do a PPT as a future task. And then, they will have amazingly delicious fruit snacks by sharing their final products! It proved to be a successful way of socializing, communicating effectively, even falling in love with eating fruit presented in such a way!





## CLIL 12 (Biology)

The teacher asks students to pick out a strip of paper from a bowl on which there are questions about their lifestyle that they are supposed to ask their partner. He/she will answer briefly. The questions are:

1. Do you find it hard to relax after school?
2. Have you ever skipped meals? (breakfast, lunch, dinner)
3. Do you eat lots of raw fruit and vegetables?
4. Do you always eat vegetables?
5. Do you eat a balanced diet?
6. Do you put on weight easily?
7. Have you ever played in a team?
8. Have you ever played tag rugby?
9. Do you like playing badminton?
10. Do you like playing tennis?
11. Have you ever done zumba?
12. Have you ever danced hip-hop?
13. Have you ever eaten (Irish lamb) stew?
14. Have you ever made a potato salad?
15. Have you ever baked a pie?
16. Have you ever drunk rice/soy milk?
17. Have you ever cooked broccoli?
18. Have you ever eaten lemons?
19. Have you ever been afraid of the dentist?
20. Have you ever had tired eyes? When?
21. Do you always eat breakfast?
22. Do you take plenty of exercise daily?
23. Do you get 8 hours of sleep?
24. Have you ever swum in the morning?
25. Do you go to school on foot? Why?
26. Do you drink a lot of water every day?
27. Do you drink fruit juice/fruit smoothies?
28. Do you ever drink/eat straight from the fridge?



Next, in groups of four, students pick out a problem from a set offered by the teacher and work out as many solutions as possible. The problems are:

1. I'm really overweight! I've cut out breakfast and all fatty foods, but I just can't seem to lose weight. I'm desperate. 😞 Please help!
2. I sit at a desk all day, but I always seem to feel tired! 😞 Any suggestions?
3. I'm always stressed out! I study long hours and find it hard to relax when I get home. What can I do? 😞 Can you help me, please?
4. I have too much homework to do and I sometimes have to skip my sport training to do it all. I'm afraid I'll have to give up sport altogether soon. 😞 Can you help?
5. I have a big problem. Well, I don't mind that much, but my parents and teachers tell me off because I bite my nails a lot. Please help! 😞
6. I always struggle to remember what I've eaten over the course of a day and I feel guilty for overeating (I do this while checking my phone or sitting in front of the computer). 😞 Any advice?
7. I joined the gym lots of times, I took up different sports and I started different diets lots of times... I always quit and never lose weight...Help! I'm under stress. 😞

Possible solutions:

- ✓ Turn off the TV
- ✓ Put down/away your phone
- ✓ Don't eat in front of the computer (It's about connecting your senses when you are eating so that you can give it full attention)
- ✓ Keep motivated (when you are under stress, motivation is lost after 2-4 weeks)
- ✓ For emotional eaters: don't go into a downward spiral of negative thoughts and overeating
- ✓ You should smell the food, taste it, feel the texture
- ✓ Stop when you are no longer hungry
- ✓ Popcorn – a healthy snack, a delicious answer to curbing those hunger cravings
- ✓ Use your senses to be aware of the food you are eating
- ✓ Small changes make a big difference
- ✓ Make smart choices
- ✓ Stress is damaging in the short term, raising your blood pressure and subduing your immune system. Over a long period, it can increase the risk of heart attack or stroke.



## CLIL 13

### (P.E.) - outdoor sports and activities, extreme sports

The lesson starts with a listening and reading activity of a short text about outdoor sports and activities from the CLIL section of the Romanian students' 5<sup>th</sup> grade textbook. It is followed by a brief discussion on location of such sports and activities (on land, in the air, on water) and an explanation of a few items of protective gear needed for these activities (helmet, goggles, gloves, wetsuit, waterproof clothes, life jacket).

Extreme sports are recreational activities perceived as involving a high degree of risk. These activities often involve speed, height, a high level of physical exertion and highly specialised gear. Sometimes they also involve spectacular stunts.

The students see a movie about extreme fishing and after they watch it, they answer a few of the teacher's questions:

Name of river....., Why people do this activity, It is good for..., New York City is close to..., The belt helps him stay in the water...etc.

Further discussion: extreme fishing – San Diego, California. The sharks are very strong. How long does it take to catch one? 30'. How long is it? 1.5m. Do they eat it? No. What do they do? They put it back in the water.

Protective gear used:

- Flippers to swim
- A mask to see
- A snorkel to breathe
- A speargun to catch fish.

What names of sports can you think of? Can you think of a sport whose name starts with the same letter as your name?

Where do we play sports? Remember?

Where do we play football? On a football pitch. We play tennis, volleyball, handball, basketball on a court. We go swimming at the pool. We do karate, martial arts, judo at the gym. We do athletics on a stadium, on a running track.

Where do we usually go climbing?/do bungee-jumping?/go canoeing/waterskiing/windsurfing?



## List of extreme sports



While attempting a forward loop in overpowered storm conditions off the coast of Cantabria, Spain, a windsurfer jumping waves gets catapulted into a high double flip

- BASE jumping
- BMX
- Bodyboarding
- Bungee jumping
- Canyoning
- Cave diving
- Climbing
- Extreme pogo
- Extreme skiing
- Extreme ironing
- Freediving
- Freeflying
- Freeride
- Freerunning
- Freeskiing
- Freestyle scootering
- Freestyle skiing
- Hang gliding
- Ice climbing
- Ice yachting
- Inline skating
- Kite ice skating
- Kitesurfing
- Land windsurfing
- Longboarding
- Mixed Martial Arts
- Motocross
- Motorcycle sport
- Motorcycling
- Motorsport
- Mountainboarding
- Mountaineering (mountain climbing)
- Mountain biking
- Off-roading
- Paragliding
- Parkour
- Rafting
- Rallying
- Rock climbing
- Sandboarding
- Sand skiing
- Skateboarding
- Ski jumping
- Skydiving
- Skysurfing
- Snowboarding
- Snowskating
- Snowmobiling (Snocross)
- Speedflying
- Speedriding
- Speed skiing
- Street luge
- Surfing
- Underwater diving
- Wakeboarding
- Water skiing
- Waveski
- Whitewater kayaking
- Windsurfing
- Wingsuit flying
- Zorbing





Protective gear:

- helmet,
- pads (elbow pads, shoulder pads, shin pads, knee pads),
- mouth guard,
- goggles,
- wetsuit,
- ski suit,
- gloves,
- life jacket,
- waterproof clothes.

It protects our head, hands, eyes, it keeps us warm, it keeps the water out, it keeps us safe if we fall in the water etc.


Recommended reading for fun: extreme ironing (the teacher provides the text).



## CLIL 14 (P.E.) I love Sports

- I. Read the article and list the points *for* and *against* swimming.

**SWIMMING IS GREAT!**  
by Sheila Thompson, Toronto, Canada



Do you know the saying "like a duck to water"? That's me! Swimming is definitely my favourite sport. I love splashing around in the water, and I believe I'm not the only one.

Swimming is a very popular sport for various reasons. To start with, swimming is good exercise because it keeps you fit and healthy. It is good fun, too, as you can play lots of games in the water with your friends. Another good thing about swimming is that it is cheap. All you need is water and a swimming-costume!

On the other hand, learning to swim can be hard work because you must practise a lot. You need to spend lots of hours in the water before you learn to swim well. Also, swimming can sometimes be tiring. For example, professional swimmers need to push themselves to do their best. However, it is definitely worth it in the end.

All in all, although swimming can be hard work, I think it is a great way of exercising for everyone. It's an enjoyable sport for all the family, from children to grandparents.

II. Answer the questions:

1. Which paragraph mentions the points for swimming ?
2. Why is swimming fun ?
3. Why can swimming be hard work ?
4. Can you swim ?
5. What is the writer's opinion ?

III. Talk about the qualities of a sport and give reasons for your opinion.

Resources: Virginia Evans- Jeany Dooley Targets



## CLIL 15 (P.E.)

### FAMOUS CZECH SPORTSPERSON - ESTER LEDECKÁ



**Ester Ledecká** (\* March 23, 1995 Prague) is a Czech snowboarder and Alpine skier. At the Winter Olympics in 2018 in Pyongyang, she won two gold medals when she first won super G in alpine skiing and a week later dominated the parallel giant slalom on the snowboard. As the first athlete in Olympic history, she won two disciplines with different equipment in one Winter Olympics. After Afise Rezcov she became the second Olympian, who won the gold medal in two different sports, and the first woman to have done it in one Winter Olympics. She is also the first Czech Alpine skier to win Olympic gold and the first Olympic champion in history, starting in ski and snowboard disciplines. In snowboarding she is also a world champion in parallel and giant parallel slalom.

Interesting facts:

She didn't go to primary and secondary school – her parents educated her at home. She only took her exams once a year. Her father Janek Ledecký is a famous Czech musician, composer and singer. Her grandfather Jan Klapáč is an ice hockey world champion (1972).

Answer the questions:

1. How old is she?
2. Which sports does she compete in?
3. What medals did she win in the Winter Olympics in Pyongyang?

Resources:

[https://www.obrazky.cz/?q=ester+ledecka#utm\\_content=lista&utm\\_term=ester%20ledecka&utm\\_medium=link&utm\\_source=search.seznam.cz&id=0863b14b74aceb1c](https://www.obrazky.cz/?q=ester+ledecka#utm_content=lista&utm_term=ester%20ledecka&utm_medium=link&utm_source=search.seznam.cz&id=0863b14b74aceb1c)



## CLIL 16 (P.E.)

### FAMOUS CZECH SPORTSPERSONS - VĚRA ČÁSLAVSKÁ

Věra Čáslavská (May 3, 1942 Prague - August 30, 2016) [1] was a famous Czech gymnast, a coach and a prominent sports official, a seven-time Olympic champion, a four-time World Champion, eleven-time European Champion and a four-time Athlete of the Year of Czechoslovakia. After the Velvet Revolution, she worked as a chairwoman of the Czechoslovak Olympic Committee in 1990-1996, and in 1995-2001 she also became a member of the International Olympic Committee. She was one of two gymnasts in history, who managed to win gold medals in two Summer Olympics. She also won the World Championship in 1966 and European championships in 1965 and 1967. For over forty years, she has already held a record in absolute number of individual gold medals in gymnastics. Between 1964 and 1968 he wasn't defeated in any big race.

Interesting facts:

She won 3 gold Olympic medals in Tokyo 1964.

She won 4 gold and 2 silver Olympic medals in Mexico 1968.

She worked as an adviser for the president of the Czech Republic Václav Havel.

In 2015 she called for solidarity with refugees from war affected countries.



Answer the questions:

1. How old was she when she won gold medals in Mexico?
2. How old was she when she died?

Find the verbs in past simple: \_\_\_\_\_

Find the sentence in present perfect: \_\_\_\_\_

Recources:

[https://www.obrazky.cz/?q=v%C4%9Bra+%C4%8D%C3%A1slavsk%C3%A1#utm\\_content=lista&utm\\_term=v%C4%9Bra%20%C4%8D%C3%A1slavsk%C3%A1&utm\\_medium=link&utm\\_source=search.seznam.cz&id=c81a4dbab90ce1ce](https://www.obrazky.cz/?q=v%C4%9Bra+%C4%8D%C3%A1slavsk%C3%A1#utm_content=lista&utm_term=v%C4%9Bra%20%C4%8D%C3%A1slavsk%C3%A1&utm_medium=link&utm_source=search.seznam.cz&id=c81a4dbab90ce1ce)



## CLIL 17 (P.E.)

### FAMOUS CZECH SPORTSPERSONS - ZUZANA HEJNOVÁ

**Zuzana Hejnová** is a Czech athlete, whose specialization is running **400m hurdles**. She is a bronze medalist from London 2012 and a double world champion from the World Championship 2013 in Moscow and 2015 in Beijing.

She is a multiple winner of the Diamond League meetings and in 2013, she has entered 13 races on 400 metres track without being defeated. She became the best athlete of Europe in 2013 in Tallinn, Estonia.

She was born in 1986 in Liberec and her mum Alena Hejnová works as a primary teacher in our school. Zuzana sometimes visits our school and meets our students. In cooperation with her parents she established an athletic club for kids in our school.



Answer the questions:

1. How old is she?
2. What medal did she win in the Olympics in London?
3. When did it happen?
4. How many times did she become the world champion?
5. What does the word **hurdles** mean?

Resources:

[https://www.obrazky.cz/?q=zuzana+hejnov%C3%A1#utm\\_content=lista&utm\\_term=zuzana%20hejnov%C3%A1&utm\\_medium=link&utm\\_source=search.seznam.cz&id=63eb7fe5e58194eb](https://www.obrazky.cz/?q=zuzana+hejnov%C3%A1#utm_content=lista&utm_term=zuzana%20hejnov%C3%A1&utm_medium=link&utm_source=search.seznam.cz&id=63eb7fe5e58194eb)



## CLIL 18 (BIOLOGY) COUNTING CALORIES?

1. Class discussion or discussion in groups:  
A: Is counting calories a good way to keep healthy? Give the reasons.  
B: What risks can we expect?  
C: Can you rely on the information written on the label of the food?  
D: Is low-fat and fat-free food always healthy?
2. Read the information on the website:  
<https://www.drugs.com/cg/counting-calories.html>  
Discuss the questions again.
3. According to the text create a suitable and healthy menu for a man and a woman.
4. Do Kahoot quiz: <https://create.kahoot.it/details/counting-calories-quiz/409efeed-1a42-441a-9b21-c7c640f004b9>
5. Do Kahoot survey:  
<https://create.kahoot.it/details/counting-calories/3a1d954c-9ba0-43d5-839f-2c43cc43f191>

Resources:

<https://www.drugs.com/cg/counting-calories.html>



## CLIL 19 (BIOLOGY) HOW OUR BODY WORKS

1. Human body needs five things: carbohydrates, protein, fibre, vitamins and minerals. Food such as bread, pasta, potatoes, cereals and rice give us energy and contain carbohydrates. Complex carbohydrates should be the largest part of a meal, especially breakfast because we need lots of energy to start the day. Never skip breakfast! Carbohydrates should be about 35 per cent of our diet.
- 

2. What about sugar? Do we need it? Yes, it's also a carbohydrate so it gives us energy. It isn't bad for your health. However, you shouldn't eat a lot of it. Sugar should be only about 2 per cent of your diet. It's dangerous when it is more than 5 per cent. Sugar contains lots of calories and if you don't use them, your body stores them as a fat. Be careful – fat shouldn't be more than 20 per cent of your diet.
- 

3. Protein comes from meat, fish, eggs and cheese. It helps to build your body. It's very important for kids and teenagers because their bodies are growing. However, meat and cheese contain a lot of fat so it's not necessary to eat too much of such things. Vegetarians get a lot of protein from beans, soya, lentils or tofu. Protein should cover between 15 – 18 per cent of your diet.
- 

4. Fruit and vegetables provide us with fibre, vitamins and minerals. Most teenagers don't eat enough fruit and vegetables but they are very important. They contain Vitamin C, that helps your body to fight infections like flu and cold. Fruit and vegetables contain sugar, too, but you also get vitamins and minerals. It's better to get sugar from fruit and vegetables than from biscuits, cakes, chocolate and soft drinks.
-



**Teachers' notes:**

A: Cut the parts of the text, display them in different places in the classroom. Divide the students in pairs or groups of three and start a running dictation.

B: Divide the class in four groups, provide each group with one text and give them a worksheet with the questions. They have to ask other groups in order to answer the questions.

1. **What five things do our bodies need?**
2. **Why do we need carbohydrates?**
3. **What part of our diet should be carbohydrates?**
4. **What kind of food provides us with carbohydrates?**
5. **Why do we need sugar?**
6. **Does sugar contain vitamins?**
7. **Why shouldn't we eat too much sugar?**
8. **How much sugar should we have in our diet?**
9. **Why do we need protein?**
10. **How much protein should we have in our diet?**
11. **Which food contains protein?**
12. **Why is protein important for teenagers?**
13. **How do vegetarians get protein?**
14. **Which food provide us with fibre, vitamins and minerals?**
15. **Why is vitamin C important?**
16. **Why is it better to get sugar from fruit than from chocolate?**

C: Go to **kahoot.it** or **kahoot.app**, sing in, enter a pin and play the game:

<https://create.kahoot.it/details/how-our-body-works/e9f2636d-0776-4515-bdaa-89796c7700cd>

D: True/false sentences:

- |   |          |          |
|---|----------|----------|
| 1. <b>Sugar contains vitamins.</b>                                    | <b>T</b> | <b>F</b> |
| 2. <b>Fruit and vegetables provide us with vitamins and minerals.</b> | <b>T</b> | <b>F</b> |
| 3. <b>Protein helps us to fight infections.</b>                       | <b>T</b> | <b>F</b> |
| 4. <b>Bread, pasta and potatoes contain carbohydrates</b>             | <b>T</b> | <b>F</b> |
| 5. <b>Sugar is bad for you.</b>                                       | <b>T</b> | <b>F</b> |
| 6. <b>Vitamin C helps your body to grow.</b>                          | <b>T</b> | <b>F</b> |
| 7. <b>Carbohydrates provide energy.</b>                               | <b>T</b> | <b>F</b> |
| 8. <b>Sugar has lots of calories</b>                                  | <b>T</b> | <b>F</b> |
| 9. <b>Meat, cheese and fish contain protein.</b>                      | <b>T</b> | <b>F</b> |
| 10. <b>Vegetarians get protein from bread.</b>                        | <b>T</b> | <b>F</b> |

Sources: Project 4, second edition, OUP

Written by Mgr. Zuzana Jedličková, Základní škola, Liberec, Broumovská 847/7, as an outcome of Erasmus+ project „Keep fit and be healthy“ 2017-2019.





## CLIL 20 (BIOLOGY) HUMAN BODY

1. Flashcards – internal organs, vocabulary ( brain, heart, lungs, esophagus, stomach, liver, gallbladder, kidneys, small and large intestine, bladder, skin, bones, muscles, e.t.c.), explain the function of the organ. For making flashcards use the internet or this presentation:



# Human Body and illnesses

Erasmus+ KA2  
"Keep fit and be healthy"



Co-funded by the  
Erasmus+ Programme  
of the European Union

2. Play Kahoot quiz:

<https://create.kahoot.it/details/human-body/aabb7ad8-020e-44f1-b6e7-17443ce01ef8>



3. Body parts idioms:  
(put the parts of the body in the sentences and make idioms)

**Chin, arm, arm, heart, tongue, head, blood, leg, leg, foot, heels,**

- a/ It made my \_\_\_\_\_ boil, when he lied to me. I was so angry.  
b/ I learnt the poem by \_\_\_\_\_. Now I know it.  
c/ I paid an \_\_\_\_\_ and a \_\_\_\_\_ for this jacket. It was extremely expensive.  
d/ They fell in love in summer and they're still \_\_\_\_\_ over \_\_\_\_\_.  
e/ I'll \_\_\_\_\_ the bill and you can pay next time.  
f/ You'll never escape the long \_\_\_\_\_ of the law. The police will catch you!  
h/ Her name is on the tip of my \_\_\_\_\_.  
i/ Keep your \_\_\_\_\_ up and everything will be OK.  
j/ You aren't serious, you're pulling my \_\_\_\_\_!

Solution:

- a/ blood  
b/ heart  
c/ arm, leg  
d/ head, heels  
e/ foot  
f/ arm  
h/ tongue  
i/ chin  
j/ leg



## CLIL 21 (MATHS)

**Subject:** Ratio, fractions, scale of the map

**Task:** Try to solve the given tasks, do not forget to write the answers.

- 1) Athletes should keep the principles of healthy eating, so a snack in the form of vegetable salad with chicken was prepared for them. The recipe is for four people. Create a recipe for the entire football team of eleven players and two substitutes. (Use the ratio.)

The recipe:

2 pieces of cucumber  
400 g chicken breast  
2 pieces of pepper  
4 tablespoons of frying oil  
6 pieces of tomatoes  
4 tablespoons of olive oil  
2 pcs of iceberg lettuce  
(a little) salt and pepper  
fresh or dried basil to taste

- 2) Of course, the greatest reward for athletes is the joy of winning, but the winners also receive financial rewards. Calculate how much money each individual medalist received if the total amount of \$ 450,000 was split in 3: 2: 1 (gold: silver: bronze)?

- 3) On the Europe map in the atlas, measure the distance from Greek Athens (= the cradle of the Olympic Games) to the cities in which the Olympic Games were or will be held in 1992, 2012 and 2024. The Olympic flame had (will have in 2024) to cover this distance.



*Zmašlák, Vronka, Šusták*

**Keep fit and be healthy**

**Subject:** Ratio, fractions, scale of the map

**Task:** Try to solve the given tasks, do not forget to write the answers.

- 1) Athletes should keep the principles of healthy eating, so a snack in the form of vegetable salad with chicken was prepared for them. The recipe is for four people. Create a recipe for the entire football team of eleven players and two substitutes. (Use the ratio.)

The recipe:

2 pieces of cucumber	$2:4 = 0,5$	$0,5 \cdot 13 = 6,5$
400 g chicken breast	$400:4 = 100$	$100 \cdot 13 = 1300$
2 pieces of pepper	$2:4 = 0,5$	$0,5 \cdot 13 = 6,5$
4 tablespoons of frying oil	$4:4 = 1$	$1 \cdot 13 = 13$
6 pieces of tomatoes	$6:4 = 1,5$	$1,5 \cdot 13 = 19,5$
4 tablespoons of olive oil	$4:4 = 1$	$1 \cdot 13 = 13$
2 pcs of iceberg lettuce	$2:4 = 0,5$	$0,5 \cdot 13 = 6,5$
(a little) salt and pepper		
fresh or dried basil to taste		

Solution:

The recipe for football team with two substitutes  
is 6,5 pieces of cucumber  
1300 g chicken breast  
6,5 pieces of pepper  
13 tablespoons of frying oil  
19,5 pieces of tomatoes  
13 tablespoons of olive oil  
6,5 pcs of iceberg lettuce



- 2) Of course, the greatest reward for athletes is the joy of winning, but the winners also receive financial rewards. Calculate how much money each individual medalist received if the total amount of \$ 450,000 was split in 3 : 2 : 1 (gold : silver : bronze)?

Solution:  $\frac{450\,000}{30} : 6 = 75\,000$

$$75\,000 \cdot 3 = 225\,000$$

$$75\,000 \cdot 2 = 150\,000$$

$$75\,000 \cdot 1 = 75\,000$$

Third, second and first medalist gets in proportion  
3 : 2 : 1 rewards 75 000 \$, 150 000 \$ and 225 000 \$.

- 3) On the Europe map in the atlas, measure the distance from Greek Athens (= the cradle of the Olympic Games) to the cities in which the Olympic Games were or will be held in 1992, 2012 and 2024. The Olympic flame had (will have in 2024) to cover this distance.

Solution:

$$1992 - \text{Barcelona} - 187\,500\,000 \stackrel{1}{=} 187\,500 \stackrel{1}{=} 1875 \text{ km}$$

$$2012 - \text{London} - 240\,000\,000 \stackrel{1}{=} 240\,000 \stackrel{1}{=} 2400 \text{ km}$$

$$2024 - \text{Paris} - 2100\,000\,000 = 2100000 = 2100 \text{ km}$$

The distance from Athens to Barcelona is 1875 km,  
to London is 2400 km and to Paris is 2100 km.



## CLIL 22

### Moviemaker

This project is about keep fit and be healthy.

Assignment:

In a group of four students you are going to make a video to promote healthy food or sports.  
The video will last one to four minutes maximum. All group members have to take part in the video.

The items you can choose from are:

- 1 Food
- 2 Sport
- 3 English proverbs about food or sport

The form of your video:

- Stop motion/animation
- Promotion for healthy food and/or sports
- Short story
- Instruction video
- Documentary

The video you make can be informative, funny, advertising, confronting...

Use your mobile phone to make the video and use a free app for editing. Use youtube to download and share the video with teachers and use a hidden address (verborgen).

#### *Step 1*

Make a group of four. Discuss what item you choose and pick some ideas. Make a powerpoint to show how you will plan and schedule your video moments.

#### *Step 2*

Show your plan to one of the teachers. Then make your video.

#### *Step 3*

Come back with your results and start editing.

#### *Step 4*

Download your final result on youtube and share the address.



## 1. Food

Some ideas to express in your video:

- Food pattern of students
- Food and sports
- Food and health
- Positive and negative sides of food
- Show what we eat in one day
- Eating behaviour
- Healthy diets
- Unhealthy diets/habits

Maybe you can get some products in school to tape.

Examples 1: put on table all kind of food you eat one day and count the calories (use: [www.calorielijst.nl](http://www.calorielijst.nl)). Show differences in healthy and unhealthy diets.

Example 2: show differences in cultures in food patterns.

Example3: make a humoristic advertisement for bad food products (caricature).

Examples on youtube:

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

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

<https://www.youtube.com/watch?v=arKj1xgWHZo>

<https://www.youtube.com/watch?v=WPmnMqOD8Ek>

<https://www.youtube.com/watch?v=T6zvJlIbR6A>

## 2. Sport

Some ideas to make a sport video:

- Promote your favourite sport (basketball, soccer, dance, athletics)
- Make a funny video about an absurd sport
- Make an instruction video
- Give a demonstration and put it on video

You can use the PE hall and material. Ask the teacher (Maarten Massink) to help you.

Examples on youtube:

<https://www.youtube.com/watch?v=AY5AILaXDdA>

<https://www.youtube.com/watch?v=IXkw6pPVLnA>

<https://www.youtube.com/watch?v=QWJlrDPMtx8>

## 3. English proverbs

Make a video expressing English proverbs concerning food or sports

You can use internet site 'expressions with food' of 'engelsespreekwoorden'

<https://www.myenglishteacher.eu/blog/expressions-with-food/>

<https://www.ef.nl/leermiddelen-engels/engelse-spreekwoorden/>



## CLIL 23

### Aim

You want to convince teenagers to eat healthier

### Process

1. Do some research: find credible sources on healthy eating. Look for facts and figures.
2. Decide what the focus of your campaign will be. You can opt to pick one specific type of healthy food that you are going to promote. You can go for a more general approach. You can set up a campaign to dissuade teenagers from eating unhealthy foods. It's up to you!
3. Think of a way to set up your campaign. Things to consider:
  - \* Language: you want to use positive adjectives for healthy food and/or negative adjectives for unhealthy food. Since you want to be persuasive, exaggerate!
  - \* Form: Do you want to make a flyer, a poster, a TV commercial, an animation video?
  - \* Audience: Your audience is made up of your peers: teenagers. Keep this in mind. What content is suitable and relatable for teenagers? What kind of language is suitable?
4. Make the actual product 😊

### Final product

Up to you, but it has to be some kind of physical product (i.e. a poster, a leaflet) or something that is available digitally (i.e. a commercial, an animation)

### Time available

3 hours





## CLIL 24 (History)

### Lesson plan H3T/V3P

**Subject:** Historical diseases and health

**Goals:**

**Product goals:**

- 1: Students learn what caused historical diseases and how they were eventually defeated.
- 2: Students learn the differences between our world and that of the past in health and medicine.

**Proces goals:**

- 1 Students do research together and have to work together to come to conclusions.

**Language goals:**

- 1 Students have to present their findings to the group.

Time/Phase	Students	Teacher	Material
<p>Total: 60 min</p> <ul style="list-style-type: none"> <li>- Introduction about old diseases and Dutch cursewords. What are we going to do? (10min)</li> <li>• Divided in groups they work on answering questions (25 min)</li> <li>• Working on presentations (15 min)</li> <li>• Evaluation (5-10min with possible overtime)</li> <li>• Preface (2 min)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, answering questions</li> <li>• Using laptops they answer the questions               <ul style="list-style-type: none"> <li>• If a group is finished early they can answer a bonus question</li> </ul> </li> <li>• Each groups makes a presentation</li> <li>• Listening and answering questions</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Goals of the lesson, plan.</li> <li>• Walking around, checking, helping out where needed</li> <li>• Ask questions if needed</li> <li>• Control time</li> <li>• What is left to do?</li> <li>• You can finish at home.</li> <li>• Next lesson presentations. 5 min. Per group.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Questions per group, laptops</li> </ul>



## CLIL 25

### Keep fit and be healthy in P.E. lesson

Strengt hand coördination in legs

#### **Athletics**

Lesson serie on athleticjump: high jump, long jump, triple jumpandpolevault

#### **Aim of lessons**

Figure out the relation between different ways of athletic jump and personal performances (strength in legs) and coördinating qualities (skills in pole vault and triple jump).

#### **Afterwards in reflection answer the following questions**

- What was your best performance in A,B, C or D for high jump, long jump, pole vault and triple jump?
- What did your learn from it considdering strength in legs (running speed and power tojump)?
- What did you learn from learning coördination (technique skills) in pole vault and triple jump?
- Would you like to learn more about athletics skills in jumping?

We reflect on it in active reviewing after lesson. The results in performances (A to D) are taken in administration.

After this in next class the student can choose to focus on the triple jump, and try to improve and make a video report about it. Example video:

<https://www.youtube.com/watch?v=j3bliOyi6wY&feature=youtu.be>



## CLIL 26

### (P.E.)

#### Program h/v unit

#### KLAS 3 TTO

TERM	DOMAIN	ACTIVITY
<b>1</b>	Atletics	<b>3000 meter</b>  On a track, you practise running in a steady pace. You'll be marked for running in a steady pace and your final time.
	Games	<b>Soccer/ hockey</b>  You choose between hockey or soccer and practise teamplay 6:6 or 5:5 or 4:4. You try to improve your teamplay in your group of choice. You will be marked for your cooperation and skills in teamplay (positioning)
	Games	<b>Basketball</b>  You will improve your skills in fixed teams. You will play 5:5 on half court and the right of way. Accents are the (individual) skills (scoring on the move, "cut in", rebound). You will be marked for your skills and the involvement in the game.
	Reflection	You'll give feedback at the previous term.
<b>2</b>	Games	<b>Volleyball</b>  You will play 4:4. Accents are the dig and playing the ball in three times before the ball crosses the net. You'll be marked for you (individual) skills and cooperation in the game.
	Games	<b>Badminton</b>  You will play the double. You will improve your (individual) skills and tactics, so you will be able to participate in the badminton tournament. Accents are the different strokes and the cooperation with your teammate.
	Gymnastics	<b>Choice gymnastics / freerunning</b>  You can choose from the activities above. You improve from one level to another. By choosing the right activities you will be able to participate in the gymnastics / freerun tournament. You will film your initial and final level and will give feedback by answer questions.



	Self -defence	<b>Fencing</b> You will learn the rudiments of fencing. You will practise singular and composed attacks and parries. Accents are riposte, counter-riposte, counterattack, the advance and retreat footwork. You will be marked for your individual skills and as a referee.
<b>TERM</b>	<b>DOMAIN</b>	<b>ACTIVITY</b>
	Atletics	<b>Triple jump</b> You will learn the hop-step-jump; the rhythm of the triple jump. You will be marked for your distance and technique.
	Reflection	You'll give feedback at the previous term.
<b>3</b>	Games	<b>Softbal</b> You will improve your skills. You will play 4-base softball (in fixed groups; 9:3) and perform different tasks, such as referee, pitcher, catcher, inner field and outer field. You will be marked for your individual skills and involvement (positive coaching peers) in the game.
	Games	<b>American Football</b> You will learn the rudiments of American Football. You will play in teams of 5 or 6 and in homogeneous or heterogeneous settings (flag or tackle). You will be marked for your skills and involvement in the game. You will play all the positions.
	Games	<b>Cricket/rounders</b> You will learn the rudiments of the <b>international game</b> cricket. You will play all the positions, such bowler, catcher, baser, fielder. You will be marked for your skills and involvement in the game.
	Atletics	<b>Javelin</b> You will learn to throw the javelin from standing position and after a three step. You will be marked for your distance and throwing technique.
		<b>Tournament obligation</b> You will participate in one or more intra or interscolair tournaments.
	Reflection	You'll give feedback at the previous year.

Film images can support your independent learning process.



## CLIL 27 (ECONOMICS)

### **Assignment Year 3 economics „The Eastern Market.”**

#### Assignment.

You are a project leader for Unilever and you receive your data from various sources. Your boss, the regional manager of Eastern Europe, tasks you with launching a new health conscious product for the Eastern market. He says: “People in Eastern Europe are making more and more money every year! ....ehh I think.”

#### Steps:

1. Launch a product that fits in the category “Keep fit and be healthy”.
  - Choose the Romanian or the Czech market (tell me WHY you chose that market)
2. Mention 2 positive economic indicators (these are called opportunities, describe them)
3. Mention 2 worrying/ negative economic indicators (these are called threats, describe them)
4. Write a conclusion.
5. Hand in the assignment digitally → I will check for plagiarism.

Write short report (2 A4's Maximum, 1,5 A4 minimum NOT including front page).

Hand in before 24<sup>th</sup> of May digitally.

#### **Point division:**

Front page + Title	1 point
Product idea	2 points
Opportunities	2,5 points
Threats	2,5 points
Conclusion	2 points

**Good luck!**



## STUDENTS' ASSIGNMENTS – CLIL 27

### Light Ice Cream Pints for the Czech Market

Vine Mekking and Amira Radwan– Eastern European Marketing Project Leader - Unilever

Keep Fit and Be Healthy without any significant change to your life style

At 140-160 calories per serving, these flavors are the lightest way to enjoy all the euphoria of Ben & Jerry's — including all those funky chunks and whirly swirls. Fewer calories and less fat than regular ice cream!



#### The Product

There is a significant opportunity to expand the market for Ben & Jerry's into Czech Republic. We propose to launch the product of Ben&Jerry's "light" as this product will very much add to the existing lifestyle and imagination of the younger public in the Czech Republic. It gives them the idea of living the good life they want, by using high quality brand products having a healthy touch. Keep Fit and be Healthy without a significant change to your life style. As the product is already fully available for production and distribution, it can be rolled out quite fast and we can use the existing logistics and marketing displays are available already.



Unilever had decided not to roll out this product to the Czech market because of the costs due to missing infrastructure. The Unilever market share has increased since, costs are reduced and existing marketing material could easily be updated to the Czech language and to reflect the Czech Life Style. Focus first instance should be to deploy into sport facilities, another booming market to stress the “fit and healthy” lifestyle.

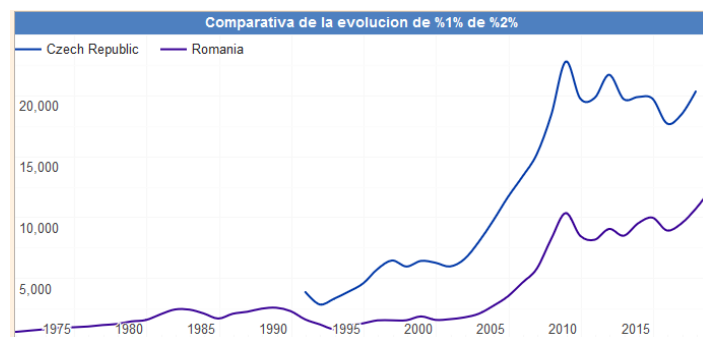
## Market Analysis

Analyzing the Romanian and Czech market we need to look at different statistics.

### *The Positive Economic Indicators:*

1. Research shows that the market in the Czech republic is changing from production to high level services and knowledge industry fast, faster than any other country in Eastern Europe.

2. A lot of countries are investing in Czech, the economy is growing every year since 2017 (over 4% a year). Inflation is not growing in the same way (only 2%), so people have more money to spend.

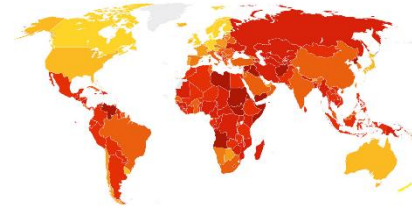


3. Romania has about 20 million inhabitants, but only a GDP of \$153,5 billion, which is lower than the GDP in Czech. Czech's GDP is around \$187 billion, despite the fact Czech only has about 10 million inhabitants. The Czech GDP per Capita is 220% over the Romanian GDP per capita.
4. A big part of the country is highly educated due to their changed service market, which makes them more and more conscious of living a healthy live. They are more and more interested in keeping healthy, also because of the increasing cost for health care. This makes Czech a great market to launch luxury products that are in line with trying to live healthy and still enjoy the good things in live more and more.



### ***The Negative Economic Indicators:***

1. Threats in the country might include the fear of corrupt government and companies, which can be overcome by using the existing companies that we already use in the country for the more common products. Czech and Romanian Corruption Ratios are similar (Czech 49 vs Romania 47). Latest trends are showing a higher decline in Czech compared to Romania, due to political stability.
2. Another threat for the future can be that the costs for retirement and health care are increasing, so costs for employees will increase in the coming years. Still, this will not be of great impact in the first years to come. Minor differences between Czech and Romania however (79,2 vs 75,2)
3. Diabetics ratio in Romania a pretty low compared to many other Eastern European countries.



### ***In Conclusion:***

1. Economical and Market analysis are indicating the greatest opportunities are in Czech. More money to spend, increased need for “healthier” life style and product attractiveness to the younger population.
2. The Negative indicators are in decline, which means the impact they have are declining as well, due to increased political stability
3. As negative indicators are similar across Czech and Romania, but positive indicators are significantly better for Czech, the Czech market should be targeted
4. Launching Ben&Jerry’s “light” fits the current market and product strategy for Unilever to increase penetration of existing products into market’s with low or no product presence.
5. Unilever has the ability to make use of existing logistical infrastructure, hence additional costs are “limited”.
6. Unilever Ben&Jerry’s “light” has been successfully launched in many countries and developed marketing material is market or culture independent and could easily be used with minor costs for translations.





Co-funded by the  
Erasmus+ Programme  
of the European Union

**Proposal for a new product to launch for the Romanian market:  
the 'Nutrition Watch'.**

24.05.2019



- **Irina Soare, project leader Unilever**



### **Proposal:**

In the category 'Keep fit and be healthy', I came across a product that caught my attention which would totally be suitable for the eastern European market, the Romanian market to be precise. The product I'm talking about is ultra-modern and up to date with the latest technology. Middle-class Romanians tend to eat a myriad of food, but also have the desire to stay healthy. They dance, do sports and often hike through the mountains, since the Romanian landscape is very mountainous. What those people need is the 'Nutrition Watch'; a watch that scans your food, counts the calories that this food contains and sums it all up throughout the day. This helps people to realize what they, how much they eat and could stimulate portion control. When people are about to reach their maximum intake which aligns with the recommended daily intake. In relation to their height, body weight, age and activity throughout the day, they will receive a notification to remind them to slow down and take it easy. An additional function of this watch is that it can also measure your heart rate and warns you, whenever it rises too fast.

### **Why the Romanian market?**

The Romanian market is best suited for this product, since Romanians are very much into a healthy lifestyle; this makes it appealing for them to buy such a product like our 'Nutrition Watch'. Romania also has quite some inhabitants, which leaves us with a bigger market. This way we can sell more watches and thus make more money. The surrounding countries have to deal with large numbers of people living in poverty, in Romania this is moderate due to a relatively large working class. Also, we have a foreman in our company who speaks Romanian and is willing to take the lead in this project. He will be useful for our commercial campaign and is able to negotiate on our behalf. He knows the country and its businesses well, so that he can make a good deal for us and more profit can be made.

### **Pros and cons:**

#### **Pros:**

Even though Romania is part of the European Union, it's still a semi-periphery country. However, we can use this in our advantage. A major opportunity for our department is that the costs of living in Romania are very low. Unlike most other European countries, Romania has an aberrant currency compared to the common Euro; they have the Ron. Because 1 Ron is worth less than 1 Euro, they can keep their prices low in comparison to the western countries (i.e Switzerland). That's why many foreigners want to retire or spend the summer there, since everything is relatively cheap. Perhaps this even stimulates travelers to buy our product in Romania during their visit. Another positive factor is that the minimum salary in Romania has been constantly increasing in the past couple of years (almost 8% from 2019 onwards), as they slowly but surely overcame the crisis of 2008. This implies that the spending power of the average Romanian increases and they'll be able to afford more expensive products which makes room for our product on the market. The fact that Romania has access to the sea, and thus is not landlocked, keeps the import costs low, since our product will be made in China to reduce the production costs. With this, we save a lot of money.



### **Possible threats:**

However, it's not all fun and games, there are also cons regarding Romania. For instance, Romania's economy will cool off near the end of the year 2019 which could influence the market, investments, currency, etc. Fortunately, this decline in economic growth is not an astronomical amount and will most likely not do much harm since this is happening in the surrounding countries as well which reduces the chance of more competition on the market. A more serious factor, however, is that there is a demographic decline, which indicates that the birth figures are dropping and more and more young, educated people emigrate to countries with more opportunities and can offer them more. This could be worrying in the long run, since people with a large spending power are our target. However, it will take a while before this will have a noticeable impact on the sales.

### **In a nutshell:**

Considering all the positive and negative factors mentioned above, I think we should give it a chance and launch our product. The demand is there, the wages are rising and the production and transport costs are relatively low. We have a thought-out campaign strategy and our foreman has plenty of connections that he can approach. The risks are well considered, but given the fact that there are more legitimate pros than cons, I give a positive advice to the regional manager of Eastern Europe to launch this product for the Romanian market.



## CLIL 28 (BIOLOGY)

### Erasmus project „Keep fit and be Healthy”

During the previous and this school year the pupils of two year 3 classes participated in this project. As world wide health problems due too besity are growing, it is important to educate the learners about healthy lifestyle. Our regular curriculum in year 2 already puts emphasis on knowledge about food and digestion but now during this project we seeked out the relation between eating habits and activity. During a couple of lessons we let the pupils determine their own BMI (body mass index) as a rough measure of healthy weight. We studied together different food labels as this would give you an idea about the energy intake. Together with showing them why and how the amount of needed energy differ per person, we focussed on activity level andused energy. Knowing that a balance between these two is important. As a “final product” the students had to make their own healthy menu for 2 or 3 days that seems fit for their activity demand. Their reasoning behind their choices proofs their awareness about the balance between intake and needed for the output.

The project has once more showed that teenagers, in general, are not aware of the impact of their eating habits. We hope by letting them compose a menu that fits them, awareness increased. We all surely enjoyed working on it.

Attached you will find a few examples of menus.

Hans Heslinga – biology teacher

Meergronden, Almere, The Netherlands



## STUDENTS' ASSIGNMENTS – CLIL 28

### My healthy food plan no.1

#### First day:

Breakfast= Greek yogurt with red berries.  
Lunch= Toast with avocado and cream cheese.  
Dinner= Grilled salmon with mashed potatoes.  
Snacks during the day= Dark chocolate 90%.  
Drink of the day= Water  
KCAL= 1.468  
Food Group= Dairy, Fruits, Grains, Vegetables and Protein.



#### Second day:

Breakfast= Oatmeal with almond milk and honey.  
Lunch= 2 boiled eggs with 1 brown toast.  
Dinner= Spaghetti with spicy gamba's.  
Snacks during the day= Different nuts like pistachios or walnuts.  
Drink of the day= Soya milk.  
KCAL= 1.595  
Food Group= Grains, Dairy, and Protein.

#### Third day:

Breakfast= Self Made pancakes with bananas.  
Lunch= Risotto with mushrooms.  
Dinner= Salad with tuna and vegetables (lettuce, cucumber, tomatoes and olives).  
Snacks during the day= Oven baked chips.  
Drink of the day= Fresh orange juice.  
KCAL= 930,2  
Food group= Dairy, Fruits, Grain and Vegetables.



**The reason** why I chose this diet is, because most of the times when I wake up I am very hungry so I want something that fills my stomach and also is healthy. For lunch I chose a heavier meal because during the day I work or I go to school so I want a meal that really fills up and at the same time is healthy because of less salt. For the evening I chose a light meal, because I want to go to bed with a good and light feeling so I don't want my stomach to be full when I go to sleep.



## Food plan no. 2

### Day 1:

Breakfast – 7 tablespoons of Greek yoghurt with 50 gr strawberries and 30 gr pecannuts

- Food groups – dairy, fruits and proteins
- Kcal – 934
- Reason: This breakfast is healthy, delicious and because of the protein and fiber you don't get hungry very quickly

Lunch – omelet of 2 eggs, cherry tomatoes, mushrooms, cottage cheese and jus d'orange

- Food groups – Protein, vegetables and fruit, dairy
- Kcal – 350
- Reason: with all the lunches we made sure every food group is present so that you will get enough energy

Diner – Mexican bean dish with brown rice and extra vegetables. With a glass of water your meal is complete

- Food groups – Protein, grain and vegetables
- Kcal – 240
- Reason: for all the diners there is a replacement for the meat so there is no shortage of the proteins

Snack of the day – Our advice is to have some fruit or nuts – around 200 kcal

Total amount – 1724 kcal



### Day 2:

Breakfast – boiled eggs with avocado and a cup of green tea

- Food groups – Protein and vegetables
- Kcal – 433
- Reason: It's very delicious and contains 2 of the food groups

Lunch – lentil soup with tomato paste and onion with milk and wholegrain bread

- Food groups – Grains and vegetables, dairy
- Kcal – 485
- Reason – most of the food groups are present and it makes sure you are full



Diner – wok dish with vegetables and falafel. With some water

- Food groups – grains, vegetables and proteins
- Kcal - 518

Snack of the day – a handful of almond – 630 kcal

Total amount – 2066 kcal



### Day 3:

Breakfast – Water and oatmeal porridge (apple, cinnamon, milk and linseed)

- Food groups – Grains, Dairy, Fruits and Spices
- Kcal – 330
- Reason: perfect start for an active day. Contains fiber, vitamins and proteins. This meal prevents long-term hunger.

Lunch – sweet pepper spread with cashewnuts (+ garlic, parsley, citron, olive oil and pepper) with some citron water.

- Food groups: vegetables, protein
- Kcal – 743
- Reason: it's so delicious and healthy!

Diner – falafel with steamed vegetables and rice. With a glass of water

- Food groups – vegetables, grains and proteins
- Kcal – 518
- Reason: it has a replacement for meat so you don't have a shortage of meat

Snack of the day – you can eat the cashew nuts or you make a boiled egg – 77 kcal

Total amount – 1668 kcal





## Food plan no.3

### Biology assignment. What to eat in 2 days. Reshum H3T

Disclaimer: This is specially made for girls with the age around 15 yearsold

#### **Day 1:**

##### Breakfast:

Oatmeal and berries -> 1 cup of skimmed milk  
½ cup of instant oatmeal  
¼ cup of fresh berries of your choice

Drink: tea of your choice

Snack: apple

##### Lunch:

Chicken pita sandwich -> 2 cooked skinless and boneless chicken breasts  
½ teaspoon of chopped chives  
¼ cup of non-fat yogurt  
½ small cucumber (diced)  
1 piece of pita bread  
Salt and pepper for the taste

Drink: water

Snack: carrot(s)

##### Dinner:

Healthy quesadilla -> 2 finely chopped tomatoes  
½ cup of finely chopped onion  
3 table spoons of chopped cilantro  
1 minced fresh hot green pepper (if you want)  
1 minced garlic clove  
Juice of half a lime  
Salt for the taste  
Flour tortillas  
2 cups shredded Cheddar  
For serving and if you want: guacamole  
Drink: healthy juice of your choice

#### ***Why did I choose these meals:***

I chose the oat meal and berries for breakfast, because there's a lot of grain and proteins in it. Which will give you enough energy for in the morning. It also includes milk, which is good for your bones and the berries are also healthy and full of energy.

I chose the chicken pita sandwich for lunch, because it first of all sounds delicious and it's also healthy. Because there's some meat and bread included, which is important according to the food groups and you didn't have that yet with breakfast.





I chose a healthy quesadilla for dinner, because that's delicious too and it has enough vegetables in it and it also has no meat. Because there's already meat in your lunch. So that it's balanced and you have everything eaten throughout the day.

## **Day 2:**

### Breakfast:

Healthy banana pancakes -> 2 ripe bananas

2 eggs

1 teaspoon of vanilla extract

½ cup of oats (70 g)

1 teaspoon of cinnamon

Drink: fresh orange juice

Snack: granola bar

### Lunch:

Tomato and herbomelete ->1 chopped tomato

3 eggs

2 table spoons of chopped fresh herbs of choice

1 table spoon of olive oil

Salt and pepper for the taste

Drink: water

Snack: pure chocolate (it's healthy!)

### Dinner:

Tomato and bread salad with chicken ->3 cups of tomatoes (diced)

¾ cup red onion (finely sliced)

3 table spoons of capers

3 handfuls fresh parsley (chopped)

A handful fresh basil (finely chopped)

3 table spoons balsamic vinegar

½ cup of extra-virgin olive oil

4 cups of Italian baguette (cubed)

4 cloves of garlic (finely minced)

¾ cup grated fresh Parmesan

Salt and pepper

2 teaspoons of lemon juice

2 boneless and skinless chicken breasts

1 sprig of fresh rosemary (finely chopped)

Drink: soda of your choice (because being too healthy isn't healthy either ;))

### ***Why did I choose these meals:***

I chose the healthy banana pancakes for breakfast, because I think that this meal fits best for in the morning. It's also healthy, because it has the oats in it again and bananas which contain a lot of proteins. And it's made even more delicious with a bit of cinnamon and vanilla extract added.



I chose the tomato and herbomelete for lunch, because this meal includes herbs of choice. And all the other meals didn't, while this is also important according to the food groups. It also contains eggs which are very healthy too.

I chose the tomato and bread salad with chicken for dinner, because there hasn't been a meal yet that consists of only salad, while this is also very healthy and important for your system to take in. You won't have to worry about you not being full after this, because there's chicken included which will fill your tummy. And if you still have your doubts about it, you can put in some more chicken or bread.

**This was my food assignment. I hope you enjoyed and learned from it 😊**

# ERASMUS+ project

## ”Keep fit and be healthy”

### 2017-2019

## CLIL LESSONS

Written by:

**Czech teachers - Základní Škola Broumovská, Liberec:**

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- Pavel Hatrik - Maths
- Dana Chlumská - Maths/English

**Dutch teachers - OSG De Meergronden, Almere:**

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- Alfons Vergouw - English
- Maarten Massink - P.E.
- Aaltsje Hefting - English
- Ischa Klaassen - History
- Zoe Heukels - English
- Ingrid Dofferhoff - History

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