**Teachers’ notes**

**Health and Wellbeing Eating Trends B1.3**

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| **Learning outcomes**Vegan, Vegetarian, Vegetables, Fruits  By the end of the lesson students will have:   * found out about and discussed their classmates’ food preferences * listened to people explaining why they are vegetarian or vegan |

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| **Materials**  Student handout / PPT  Link to audio with tapescript <https://learnenglishteens.britishcouncil.org/skills/listening/advanced-c1-listening/teens-going-veggie>  All images from www.pixabay.com |

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| **Time** | **Procedure** | **Materials** |
| **5 minutes** | * Display and clarify lesson objectives. | **PPT** |
| **10**  **minutes** | * Begin the lesson by trying to elicit the words in the box in Activity 1a i.e. *processed. organic, fussy, on the go, vegetarian, vegan, ready meal* – one way of doing it could be to weave the words into a story. Then tell students to do the activity either individually or in pairs. Conduct whole class feedback checking understanding of each of the words. Also explain that vegetarians are sometimes called veggies.   **[Answers:** 1. fussy 2. ready meal 3. vegetarian, vegan 4. organic 5. processed  6. on the go] | **PPT**  **Activity 1a** |
| **20 minutes** | * Tell students they are now going to find out more about each other’s eating preferences. Elicit examples of the questions they are going to ask using the prompts on the handout e.g. How often do you eat on the go? Which do you prefer, eating out or eating at home? Encourage them to ask open rather than closed questions and explain that once they have asked their question, they should then ask an additional question to get more information. Do a few examples. * **In a face to face lesson**: If possible, assign each person a different question to ensure a good spread. In a bigger class, more than one person will have the same question. The students should mingle around the room and speak to as many people as possible, asking them their question. Give them a time limit and keep moving them onto other people by clapping or giving a different sign.   **In an online lesson:** Create breakout rooms with groups of students and tell each student to choose 3 of the questions – they should then ask the other people in the breakout room their questions.   * Conduct whole class feedback to get a picture of their eating preferences. In particular focus on whether or not there are any vegetarians or vegans in the group. | **PPT**  **Activity 1b** |
| **20**  **minutes** | * Follow on from the previous activity by asking what reasons people have for being vegetarian or vegan. If you know that some of your students are vegetarian or vegan you could begin by asking them what their reasons are. Make a note of any answers on the board. Tell students they are going to listen to 5 young people talking about why they are vegetarian or vegan. Explain that as they listen, they should make a note of the reasons given and compare them with the list on the board. Then play the audio for the first time.   **[Suggested answers:**  Speaker 1 – *read an article about the (health benefits)*  Speaker 2 – *environmental concerns – good for animals and the planet*  Speaker 3 – *following a celebrity who is vegetarian*  Speaker 4 – *family is vegetarian*  Speaker 5 – *doesn’t like the way animals are treated*]   * Tell students they are going to listen to the audio again to decide whether the statements are true or false. Before they listen, ask them to read through the statements so they know what they are listening for. Play the audios.   **In a face to face lesson:** give students time to check their answers in pairs then conduct whole class feedback and discuss the answers.  **In an online lesson:** conduct whole class feedback.  **[Answers**  1. Speaker 1 thinks her hair and skin have improved since becoming a vegetarian. **True**  2, She thinks it’s easy to be vegetarian because she does most of the cooking at home. **False (it’s difficult because her mother does most of the cooking)**  3. Speaker 2 decided to become vegan after reading posts and watching videos on social media. **True**  4. Before he became vegan, he had no idea what to eat. **False (he did a lot of research online before changing his diet)**  5. He misses eating meat. **False (he misses eating chocolate and fried eggs)**  6. Speaker 3 became a vegetarian because a lot of her friends were writing about it on Instagram. **False (she was following a celebrity on Instagram who was vegetarian)**  7. She takes vitamins every day because her diet is quite unhealthy. **True (she doesn’t like fruit or vegetables)**  8. Speaker 4 has been vegetarian for most of his life. **True (his family has always been vegetarian)**  9. Speaker 5 became vegan because she was very unhappy with the way animals are treated to produce food. **True**  10. She felt very tired so included eggs in her diet to increase her protein levels. **False (she eats lots of nuts, seeds and pulses to increase her protein levels]** | **PPT**  **Activity 2 a & b** |
| **5 minutes** | * Conduct a plenary and ask students to reflect on the questions. | **PPT**  **Activity 3** |

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**Activity 1: Food preferences**

a Put the words in the box in the gaps to finish the sentences.

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| **processed organic fussy on the go vegetarian vegan ready meal** |

1. My little brother always eats the same food and won’t try anything new or different. He’s a very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eater.

2. When we are feeling lazy, we just heat up a supermarket \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ instead of cooking something ourselves from scratch.

3. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doesn’t eat meat or fish but will eat dairy products such as cheese and milk. A \_\_\_\_\_\_\_\_\_\_\_\_\_ will only eat plant-based food so no diary or eggs.

4. The farmer who lives close to us only produces \_\_\_\_\_\_\_\_\_\_\_ food. He never uses chemicals on the fruit and vegetables he grows.

5. \_\_\_\_\_\_\_\_\_\_\_\_ food has chemicals to improve the flavour. The food also lasts longer than fresh food because of the chemicals in it.

6. I’m really busy and generally don’t have time to stop, sit down and eat. I often just eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ whilst I am working or on a journey.



**b Find out who:**







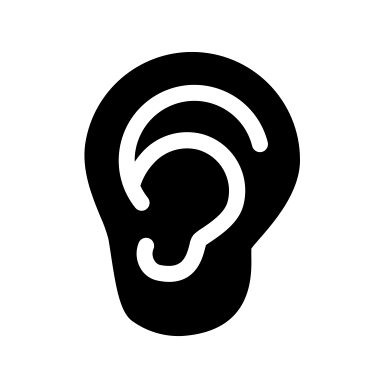






**Activity 2: Being vegetarian or vegan**

a Why do you think people decide to become vegetarian or vegan?

Listen to the speakers – do they mention any of your ideas?

b Listen to 5 teenagers talking about becoming vegetarian or vegan. Are the statements **True** or **False**?

1. Speaker 1 thinks her hair and skin have improved since becoming a vegetarian. **True / False**

2. She thinks it’s easy to be vegetarian because she does most of the cooking at home. **True / False**

3. Speaker 2 decided to become vegan after reading posts and watching videos on social media. **True / False**

4. Before he became vegan, he had no idea what to eat. **True / False**

5. He misses eating meat. **True / False**

6. Speaker 3 became a vegetarian because a lot of her friends were writing about it on Instagram. **True / False**

7. She takes vitamins every day because her diet is quite unhealthy. **True / False**

8. Speaker 4 has been vegetarian for most of his life. **True / False**

9. Speaker 5 became vegan because she was very unhappy with the way animals are treated to produce food. **True / False**

10. She feels very tired on a vegan diet so now includes eggs to increase her protein levels. **True / False**

**Activity 3: Reflection**



Do you know anyone who is vegan or vegetarian? How easy / difficult was it for them to change what they eat?

Have you ever thought of becoming vegan or vegetarian? Why? Why not?

Would it be easy to become vegetarian or vegan in your household? Why?

Are there many vegetarians or vegans in the country where you live now or in other countries you know?

Why do you think vegetarianism and veganism are popular in some countries and not others?