

Drama Project 5

Project theme: Healthy Eating

Level: Primary 4

Suggested time: 30 – 40 minutes (for each lesson)

Drama skills/techniques adopted:

Miming, Short Scene, Still Image, Thought Tracking, Paired Improvisation and Writing-in-role

Prior knowledge:

Students have learnt to:

1. use simple past tense to talk about past events
2. countable and uncountable nouns
3. vocabulary on food items
4. phrases of quantity: a packet of... / a can of... / a bar of...

Learning objectives:

By the end of the project, students will be able to:

1. use the simple present tense to give advice
2. classify food items into food groups and know more about healthy eating
3. write a story with a lesson on healthy eating

Expected learning outcomes:

By the end of the project, students are expected to:

- A. use appropriate stress and intonation to convey intended meanings and feelings
- B. identify the features of a text which indicate writers'/characters' attitudes and feelings when reading a variety of text types
- C. organise and express their own ideas and feelings
- D. understand the roles and responsibilities of a team member and the importance of teamwork
- E. explore and respect different views, values and cultures

Lesson plans

Lessons 1-2

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Riddles on food items</p> <ol style="list-style-type: none"> Teacher asks students <i>What is your favourite food? / What do you like to eat or drink?</i> Students can have a short discussion and share among their peers first. Then, teacher shows some riddles on PowerPoint and asks students to guess the food. (Teacher can ask more able students to read aloud the riddles or invite groups to take turns and read aloud.) Teacher goes through the vocabulary with PowerPoint. <p>Activity 2: Grouping of food</p> <ol style="list-style-type: none"> Teacher shows students PowerPoint with an empty food pyramid. Teacher asks students what that is. Teacher distributes the food cards to students. Each student gets a food card. Teacher asks them to walk around and look for peer who is holding a food card of the same food group (Grain products, Fruit and vegetables, Dairy products, Meat and fish, Salty food, fried food and sugary food). Students who have the same type of food stay together. Teacher walks around the classroom and invites the students to read out their word cards. Teacher introduces the five food groups to the class using the descriptions below. <p>Grain products You need to eat lots of these. They are good for you because they give you energy. They help you run and jump.</p>	<p><u>Language form</u></p> <ul style="list-style-type: none"> vocabulary on food items vocabulary on food groups <p>Vocabulary building</p> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information and ideas <p><u>Generic skills</u></p> <ul style="list-style-type: none"> collaboration skills communication skills critical thinking skills 	<p>PowerPoint of food riddles and food pyramid (Appendix 1)</p> <p>PowerPoint of food riddles and food pyramid (Appendix 1)</p> <p>Word and Picture Cards of food items and food groups (Appendix 2)</p>	<p>C, D & E</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p><u>Fruit and vegetables</u> They have lots of vitamins and minerals. They keep you healthy. It is better not to make them into juice. Too much juice is bad for you because it is often high in sugar.</p> <p><u>Dairy products</u> They are good for you because they make your bones and teeth strong. It is a good idea to have these in low-fat and low-sugar.</p> <p><u>Meat and fish</u> They help your body grow and repair. They also keep your blood healthy. However, it makes you fat if you eat too much of meat.</p> <p><u>Salty food, fried food and sugary food</u> You need to eat a little of them to keep your body work well, but don't eat too much. It is bad for you. Eating too much of them makes you fat.</p> <p>4. Teacher shows the food pyramid to students again. Teacher invites students to come out and put their food cards on the food pyramid. Teacher goes through the answers with students. (If time allows, students can read aloud the vocabulary items or come up with more food items and put into different food groups in pairs or groups.)</p>			

Lesson 3

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Task introduction</p> <p>1. Teacher tells students that they are going to explore about healthy eating using process drama and reinforce the rules first. Tell students <i>Today we are going to do a drama project about healthy eating. In this project, you will be in different roles and do different activities.</i></p> <p><i>Rule 1: Respect.</i></p> <p><i>Rule 2: Keep your hands and legs to yourself.</i></p> <p><i>Rule 3: Do your best. Be responsible.</i></p> <p>Activity 2: Objects of character</p> <p>1. Teacher tells students <i>You are a primary 4 student. One day your class teacher told you that there would be a new student. His name is Peter. On his first day of school, Peter tripped over and fell down. His belongings were dropped on the floor. Your class teacher and a few students helped him to pick up his things. What did you see?</i></p> <p>2. Teacher can print out picture cards or put real objects of the following items into a bag for the activity. Teacher can put anything that helps to construct the character of the new student Peter.</p> <ul style="list-style-type: none"> ➤ Coke/ soft drinks ➤ Chips ➤ Cookies/chocolate ➤ Candies ➤ A few books <p>Activity 3: Group discussion on the character Peter</p> <p>1. Teacher writes the name Peter on the board and invites students to think and create the character of Peter together. For</p>	<p><u>Language form</u></p> <ul style="list-style-type: none"> • vocabulary items on food items • I guess Peter is ... (adjective) because he ... (give examples/guesses) <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • collaboration skills • communication skills • critical thinking skills • creativity <p><u>Listening skills</u></p> <ul style="list-style-type: none"> • identify information in a spoken text <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • present information, ideas and feelings clearly and coherently 	<p>Picture Cards or realia</p>	<p>C & E</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>example, based on the objects they see, they can make sensible guesses like <i>Peter is fat because he eats a lot of chips. Peter has a lot of friends because he shares his snacks with his friends.</i></p> <p>(Teacher can give out A3 paper for students to draw/write about Peter in pairs or in groups and present to the class.)</p>			

Lessons 4–5

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Still Image and Thought Tracking</p> <p>1. Teacher shows a few pictures of Peter (an obese boy) and invites students to form groups (3–4 students) and act out a day of Peter at school. Teacher recalls the discussion on Peter from the previous lesson and asks students to form still image of Peter’s day at school. Students have 5 minutes to discuss and work in groups.</p> <ul style="list-style-type: none"> ➤ Lunch time (two groups) ➤ P.E. lessons (two groups) ➤ Recess (two groups) <p>2. Teacher gives out the following guiding questions for students to brainstorm ideas.</p> <ul style="list-style-type: none"> ➤ Who are in the Still Image? ➤ Where are they? ➤ What are they doing? ➤ How do they feel? Why? <p>3. Reflection Teacher can ask students some high order thinking questions:</p> <ul style="list-style-type: none"> ➤ What problems might obese people face? ➤ What do you think are the qualities of a good friend? 	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> • reinforce students with 5W1H questions <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • collaboration skills • communication skills • critical thinking skills • creativity <p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> • participate actively and work with others to complete a task, respecting their rights 	<p>PowerPoint (Appendix 3)</p>	<p>A, C, D & E</p>



Activity 2: Teacher Narration and Paired Improvisation

1. Teacher revises the grammar items (quantifiers for countable nouns/ uncountable nouns) with students first. Then, teacher teaches some sentence patterns for describing eating habits and giving advice.

e.g.

I ate a lot of sweets.

You ate too many sweets.

You should eat fewer sweets.



2. Teacher tells the class that Peter has a body check at the clinic and they are going to do a role-play. In pairs, one member will play the role of Peter and another one will play the role of the doctor. After a few rounds, students swap roles and practise the targeted sentence patterns. Peter talks about his eating habits using the sentence pattern:

➤ I love eating _____ and _____.

➤ I eat _____ every day/meal/night.

The doctor will comment on Peter's diet and give advice.

➤ You need to eat fewer/more/less/more...

3. Assignment:
Teacher asks students to design a healthy dinner for Peter.

PowerPoint
(Appendix 3)

Worksheet
(Appendix 4)

Lessons 6–7

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>DC Activity 1: Short Scene</p> <ol style="list-style-type: none"> Teacher recaps the drama and asks students what happened to Peter after visiting the doctor at the clinic. Teacher Narration: Teacher tells students <i>You are Peter. Now that you want to tell your story to promote healthy eating. You had very bad eating habits before. You were always sick too. What did you do at that time to become healthier? Did you get any suggestions or advice from anyone? What did you go through?</i> Teacher provides writing time and rehearsal time to students. Each group will have 10 –15 minutes to brainstorm and rehearsal for the scene. In groups of 4 or 5, students have to make a 30-second short scene about what Peter went through to become a healthy person. Each student has to say at least two lines in the short scene. <p>Guiding questions for the students:</p> <ol style="list-style-type: none"> Who are in the scene? Where are they? What are they doing? How do they feel? <p>(Teacher can give out cue cards or sample sentences to weaker students.)</p> <p>DC Activity 2: Writing-in-role</p> <ol style="list-style-type: none"> Teacher recaps the short scenes presented by different groups and writes down their ideas on the blackboard. Teacher says, <i>You're Peter. To promote</i> 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information and ideas <p><u>Writing skills</u></p> <ul style="list-style-type: none"> write a short scene about what happened to Peter after visiting the doctor <p><u>Generic skills</u></p> <ul style="list-style-type: none"> creativity critical thinking skills communication skills <p><u>Language form</u></p> <ul style="list-style-type: none"> text types: Story <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas 		<p>A,B,C, D & E</p>

DC=Drama conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p><i>healthy lifestyle, write a story about what you went through to become a healthy person for the school magazine.</i></p> <p>2. Teacher encourages students to use ‘good for’ or ‘bad for’, ‘too much’ or ‘too little’, ‘ought to/ need to/ should’ in their writing.</p> <p>(If time allows, teacher can conclude the topic and tips on healthy eating and raise awareness of the health conditions of students nowadays. Teacher can ask students to reflect on their own eating habits and invite them to make a change in order to stay healthy.)</p>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> • write a story about what Peter went through to become a healthy person in order to promote healthy eating <p><u>Language focus</u></p> <ul style="list-style-type: none"> • features of a story • use the simple past tense for story writing <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity • problem-solving skills • critical thinking skills 		

Appendix 1

CAN YOU GUESS THE FOOD?



ARE YOU READY?



WHAT AM I?

- I am green in colour.
- I look like a little tree.
- I am a kind of vegetable.
- I am crunchy.
- I am healthy for you.
- What am I?



I AM BROCCOLI!



WHAT AM I?

- I am oily and salty.
- I am not healthy for you.
- I am usually being cut into slices.
- I am crunchy.
- What am I?



I AM CHIPS!



Appendix 1

WHAT AM I?

- I am white in colour.
- I give you energy.
- People usually eat me with chopsticks.
- I am uncountable.
- I am part of a piece of sushi.
- What am I?



I AM RICE!

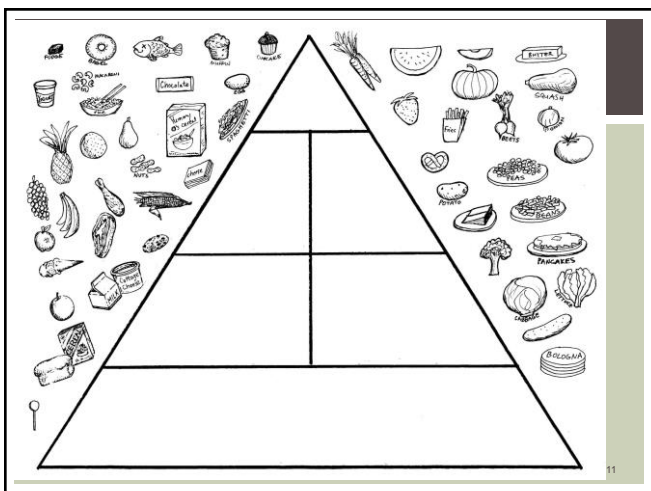


WHAT AM I?

- I am healthy for you.
- People often eat me in the morning.
- I am on the top and at the bottom of sandwiches.
- What am I?



I AM BREAD!



Vocabulary about food



grain products



rice



noodles



spaghetti



macaroni

Appendix 2



bread



fruit and vegetables



cherries



grapes



lychees



tomatoes

Appendix 2



lettuce



broccoli



peas



meat and fish



pork



beef

Appendix 2



chicken



fish



dairy products



milk



cheese



yoghurt

Appendix 2



junk food



sugary food



chocolate



ice cream



fried food



French fries

Appendix 2



fried chicken



salty food



potato chips



sausages

Appendix 3

Healthy Eating (Drama)

IN THIS DRAMA PROJECT, YOU WILL:

- ◆ learn vocabulary about food
- ◆ classify food into different groups using a mind map
- ◆ learn about healthy eating through drama activities such as Still Image, Thought Tracking, and Short Scene

2



Activity 1

Still Image + Thought Tracking

Still Image

Do you remember Peter? You need to act out a day of Peter.

Time Frame:

Lunch time (2 groups)

P.E. lessons (2 groups)

Recess (2 groups)

- 3-4 students in a group
- Discuss in 5 minutes
- Still image

Still Image

Brainstorm ideas:

- Who are in the still image?
- Where are they?
- What are they doing?
- How do they feel? Why?

Appendix 3

Reflection

- What problems might obese people face in their life?
- If you know an obese child, do you want to make friends with him/her? Why?
- What are the qualities of a good friend? Why?

Revision on Grammar Items

A LOT OF / **A FEW** APPLES



A lot of / **a few** apples







A LOT OF / **A LITTLE** WATER



A lot of / **a little** water




Appendix 3

A lot of	A few	A little
countable 	countable 	
uncountable 		uncountable 

Key structure

I ate	a lot of	broccoli. / <u>cherries</u> .
	a few	<u>cherries</u> .
	a little	fish.





Key structure

You ate	too many	sweets.
	too much	salty food.

You need to eat	fewer more	<u>sweets</u> .
	less more	meat.

When we give advice, we suggest food types, not specific food items.

Activity 2

Teacher Narration + paired improvisation

Teacher Narration

Peter has a body check at the clinic.
 He has some health problems.
 He tells his doctor what he always eats.
 The doctor gives him some advice.

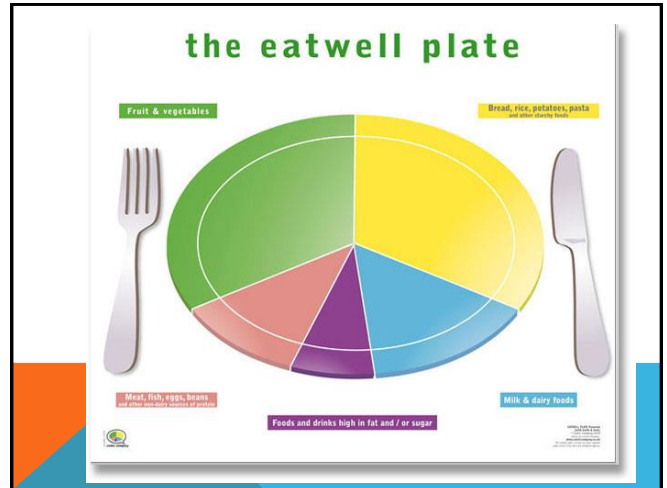
Paired Improvisation

- ◆ Work in pairs. You will get a role card from the teacher.
- ◆ One of you will play the role of Peter and the other one will be the doctor.
- ◆ Peter will talk about his eating habits.
- ◆ The doctor will comment on Peter's diet and give advice.

Appendix 3

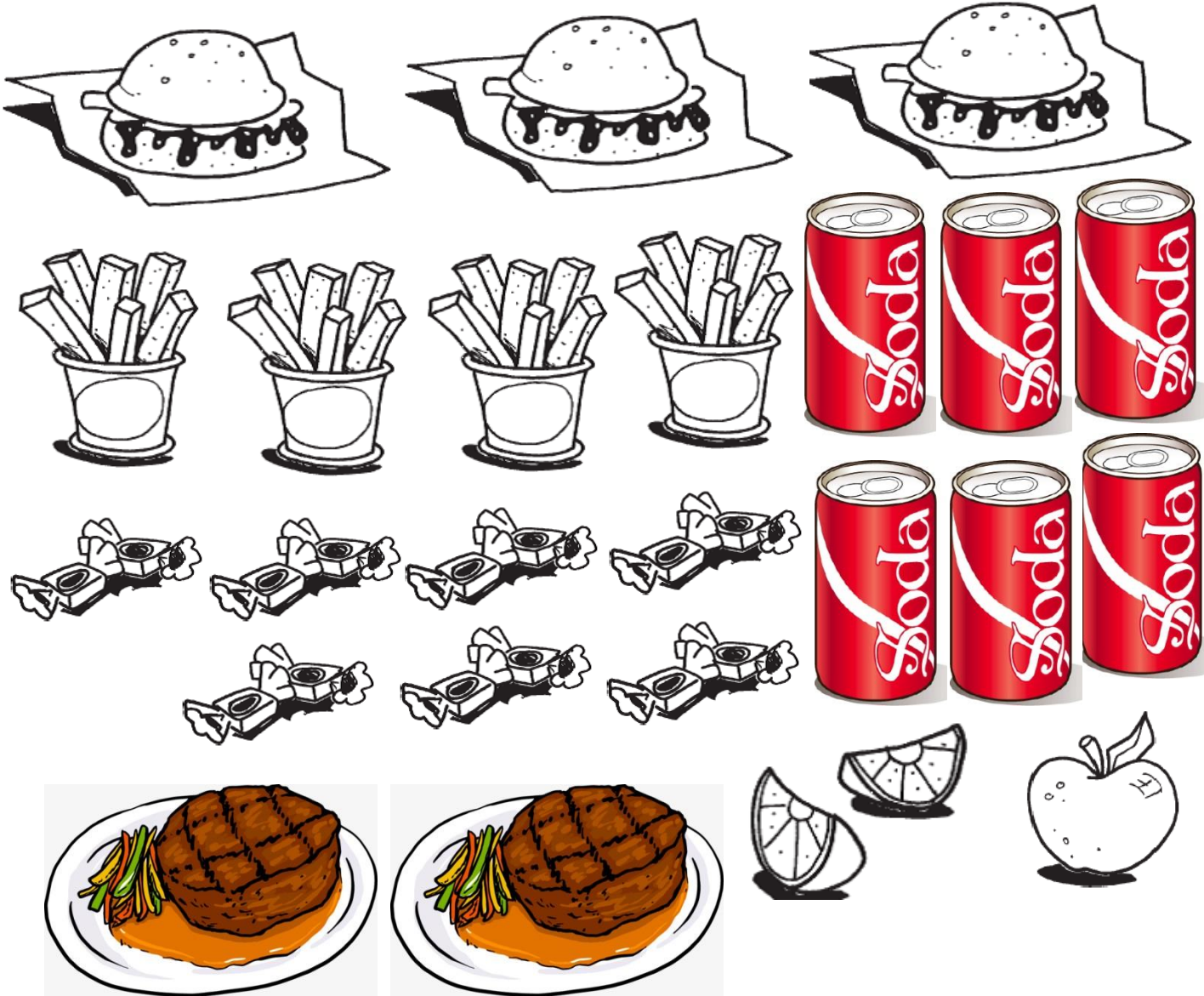
Assignment

After hearing the advice from the doctor, Peter decided to lead a more healthy lifestyle.
Please design a balanced meal (e.g. dinner) for him.



Role Card 1: Peter

You are now visiting the doctor. Use 'a lot of' / 'a few' or 'a little' to describe what you usually eat and drink in a day.



I eat/drink _____ (a lot of/ a few/ a little) _____.
(meat/vegetables/sweets/fruits/fries/soda)

Role Card 2: Doctor

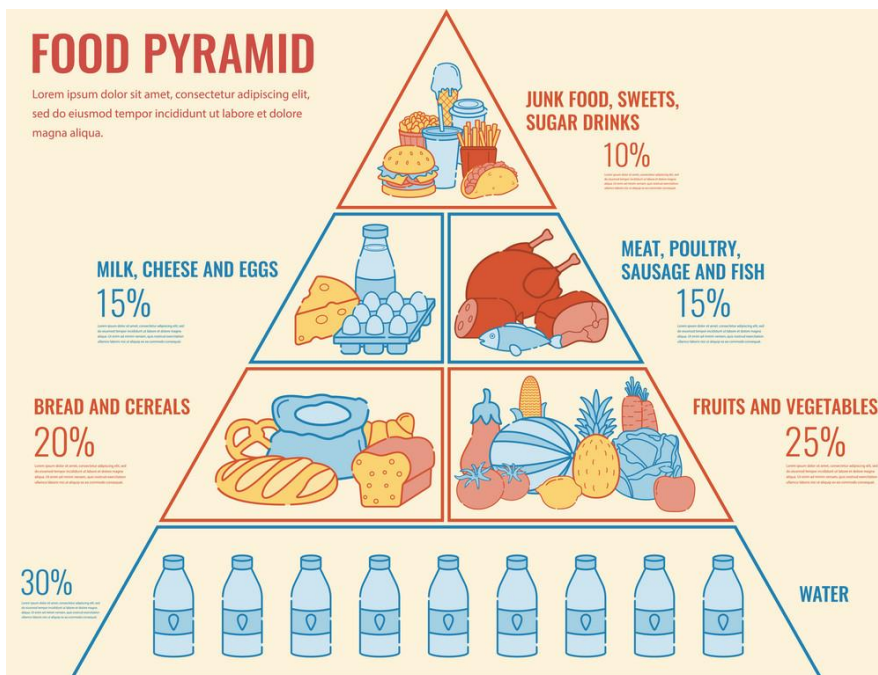


You will comment on Peter's diet using 'too much' / 'too many' / 'too little' and give him advice using 'more' / 'fewer' / 'less'.

Problem: You ate/drank _____

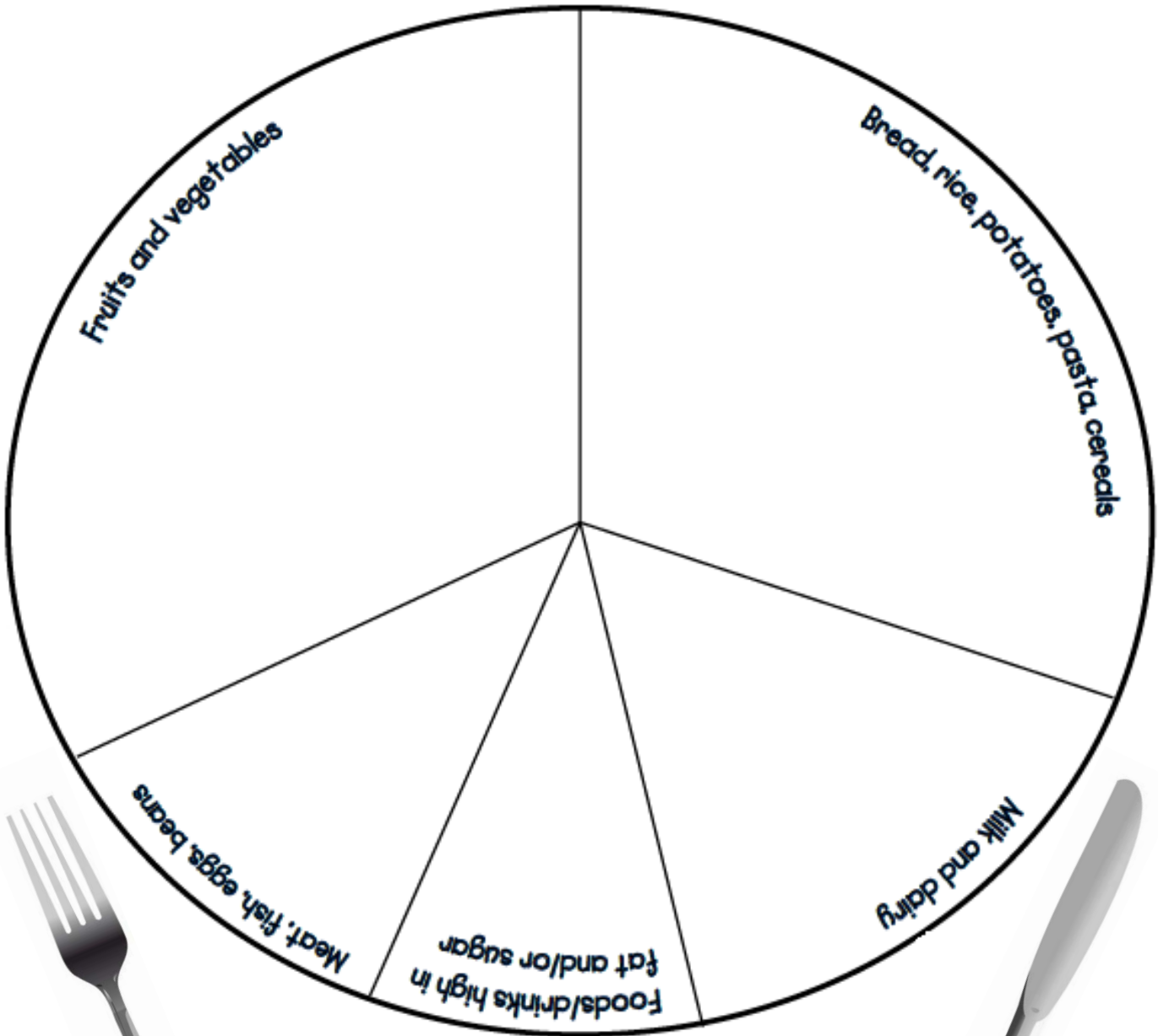
Suggestion: You should eat/drink _____

(meat/vegetables/sweets/fruits/ oily food/
sweet drinks)



Plan a HEALTHY meal

Can you plan a healthy dinner for Peter?
Draw and write down the food names on the plate below.



Appendix 7

Story Planning Sheet

Use the following mind map to plan your story. Jot down keywords and phrases in the boxes.

