***What if you stopped eating sugar***

LESSON PLAN

**Topic:** ***What if you stopped eating sugar?***

**Aims:**

**-** raise awareness of the amount of sugar in food, its influence on health

- extend students’ vocabulary to talk about health risks and other issues connected with . e.g. bad breath, anxiety, blood pressure.

- develop students’ writing skills through writing a paragraph (using vocabulary) about one negative aspect of sugar

- encourage peer feedback and correction on writing

- development of students’ oral fluency as well as their ability to work together

**Age / level:** 12-14 year-olds

**Time**: 3 lessons (3×45 minutes)

**Materials:**

The teachers uses a picture related to quantity of sugar in drinks: <https://www.flickr.com/photos/aryaziai/8744716953>

# Film: <https://www.youtube.com/watch?v=Z5aYq0ASSHU>

# WORKSHEET 1

# WORKSHEET 2

# dictionaries

# for creating a poster: sheet of paper size A0, crayons, felt tips, pens

**Procedure:**

**LESSON 1:**

**Lead in** (15 minutes**)**: vocabulary warm – up

The teacher gives students WORKSHEET 1 and they work together on exercise 1 – the teacher explains in English meaning of words and students try to guess the meaning in their mother tongue.

Then students together with the teacher work on exercises 2-4; matching adjectives, synonyms and antonyms to given phrases

**Speaking** (5 minutes):The teacher asks students to predict the topic of the lesson.

The teachers uses a picture related to quantity of sugar in drinks: <https://www.flickr.com/photos/aryaziai/8744716953>

The teacher and students discuss the picture.

The teacher writes the title on the board and discusses it with students.

The teacher asks students if they like sweets, how often they eat them, if there is a reason according to them to limit the quantity of sugar in their diet. How much sugar according to them there is in e.g. fizzy drinks. Is there any sugar in bread? Do they get sweets as presents? Is there a reason to give up on sugar? They learn some vocabulary to talk about the key reasons: obesity, addiction to sugar, other health problems caused by it.

R**eading and listening** (10 minutes)

Watching a film:

# <https://www.youtube.com/watch?v=Z5aYq0ASSHU>

(in settings choose English subtitles generated automatically)

Students watch the film and read the text. The teacher stops the film from time to time, repeats new vocabulary and explains if necessary.

While watching the film students are asked to number the possible effects of giving up sugar – exercise 5 WORKSHEET 1

**Vocabulary focus** (15 minutes):

The teacher gives the students WORKSHEET 2 and asks students to work together. They may use dictionaries if necessary. They categorize the words and phrases under headings given. Then they write opposite meanings to given phrases.

**LESSON 2:**

**Lead in** (10 minutes):

**Speaking**: The teacher asks questions concerning the vocabulary from the previous lesson and writes down on the board all key words

Students watch the film once more and do exercise 6 at WORKSHEET 1 – true / false statements

**Project** (35 minutes):

**Writing**: Students decide on the poster they are going to create, distribute responsibilities, prepare all vocabulary and phrases needed basing on worksheets from the previous lesson, they write short passages on given topic

WORKSHEET 1 – **WHAT IF YOU STOPPED EATING SUGAR FOR ONE WEEK**

1. Find the meaning of words:

disease - ……………… sharp eyesight - ……………… cells - ………………

stroke - ……………… trigger - ……………… diabetes - ………………

blood vessels - ……………… cancer - ……………… blood pressure - ………………

2. Match phrases with adjectives: ***fat, smelly, nervous, smart/clever/inteligent***

increase brainpower - ………………… weight gain - …………………

terrible breath - ………………… mood swings - …………………

3. Match phrases with similar meaning:

addiction eat too much

overeat skin disease

excessive amount dependence

acne too much

4. Match words with opposite meaning:

less worse

better higher

increase more

lower decrease

5. Number the effects of giving up on sugar according to the film:

less bad cholesterol ….. saving money ….. good sleep …..

healthy heart ….. loss weight ….. increase brainpower

your skin will look younger ….. better mood ….. lower risk of Alzheimer disease …..

no addiction ….. lower risk of cancer ….. better breath …..

lower risk of diabetes ….. fewer visits to a doctor ….. sharper eyesight …..

6. Read the statements and decide whether they are **TRUE** or **FALSE**:

Sugar is more addictive than cocaine …….

Sugar is food for bacteria which cause terrible breath …….

If you eat sugar you are a better student …….

If you eat sugar your skin looks younger …….

If you have acne stop eating sugar …….

Sweet drinks may cause heart attack …….

You are not likely to have depression if you eat sugar …….

If you eat a lot of sugar you are more likely to overeat …….

Eating no sugar you see your doctor and dentist more often …….

Eating no sugar you have more money …….

WORKSHEET 2

1. Work in pairs or small groups. Check the meaning of the words and phrases in the box and decide together which heading they should go under. Write your ideas in column NO SUGAR.

|  |
| --- |
| lose weight, better mood, avoid addiction, better breath, acne disappears, good sleep, sharper eyesight, blood pressure decrease, increase of brain power, less chance of diabetes, lower risk of heart attack, increase of immunity, saving money, lower risk of cancer |

|  |
| --- |
|  NO SUGAR EATING SUGAR |
| How does it affect your brain? |  |  |
| How does it affect your skin? |  |  |
| How does it affect your heart? |  |  |
| How does it affect your health and wellbeing? |  |  |

2. Now think about opposite meaning to given phrases and write them in column EATING SUGAR