

E-lesson inspirations

Title: Teach every child about food (TED talk, 2010)

Internet source: http://www.ted.com/talks/jamie_oliver.html

Overview: The talk focuses on obesity and other food related problems. Jamie argues passionately and convincingly that we need to educate our children and ourselves about the long-term consequences of what we eat.

Topic: obesity, food education, food and health

Level / context: upper-intermediate to advanced, secondary school, tertiary, adult

Duration: 22 mts

Extras: subtitles and transcript in English and other languages, 'click on phrase in transcript and start viewing from there' option

PRE-VIEWING ACTIVITIES

'Initials' Put the initials 'J_____ O_____ ' on the board, and ask students to guess who you're thinking of by giving clues (e.g. male / 37 years old / British / has published books / creative in the kitchen / passionate about cooking / chef etc.)

'Food chunks' Put '_____ food' on the board, and ask students to come up with as many adjectives as they can which go with 'food'. You can add/elicite ideas (e.g. fast -, slow -, local -, tasty -, home-made -, nutritious -, low-fat -, junk -, healthy -, comfort -)

'Food education' Put 'Food Education' on the board. Tell your students that this is the name of a new subject which will be introduced at their school. They have 5 minutes to decide *what* content it should include and *how* it should be taught.

'Change topic, change direction' Put the following on the board: 'Topic 1: Healthy food
Topic 2: Junk food'. Do a brainstorm chain (the next student in the circle or in the row has to say a word or an expression). There are two rules: 1/ if someone calls out 'change topic', the one to continue needs to move to the other topic. 2/ if someone calls out 'change direction', the chain reverses direction. You can't change topic or direction if it's your turn to say a word.

'Word detectives'1 Tell students that they are detectives investigating a mystery. The mystery has to do with 'food'. Give each student a 'clue' i.e. a card with a word. Tell them that they need to become experts on this word: find out everything they can about it. They can do this using handheld devices or dictionaries in class, or as an out-of-class assignment. Demonstrate with one or two examples. (e.g. *meaning(s), common collocations, usage, pronunciation*). After they have done their task, they present their words in class. Here is list of words from the transcript: profound / lifespan / landscape / paranoid / disease /

sweep / massive / healthcare / tip /ripe / preventable / succeed / judge / rant / ambassador / tight / epitome / fizzy / tangible / responsibility / magic / sustainable.

WHILE VIEWING ACTIVITIES

‘Word detectives’2 If you’ve done the ‘Word Detectives1’ activity, ask each student to listen for their word and note down the context in which it appears. Alternatively, you can give all the students the list of words and ask them to note down all the contexts. Here are the contexts for the words suggested: profoundly believe / shorter lifespan / paranoid about death / diet-related disease / sweeping the world / massive problem / healthcare bills / tipping point / ripe for picking / preventable disease / succeed in life / judging the circumstances / crack into my rant / food ambassador, I offer myself as their ambassador / tight budgets / epitomizes the trouble / fizzy pop / tangible change / corporate responsibility / magic wand / sustainable funding

POST-VIEWING ACTIVITIES

‘Word detectives’3 Check the contexts for the words given.

‘Plan a food lesson’ Show the image below and ask students to recall what was happening at this point in Jamie’s story. Then ask them to plan a lesson to educate kids about food.



‘Gandhi story’ Tell your students the story below. Stop before the last two lines. Invite them to finish the story before you tell them the ending. Then ask them to make a link between the story and Jamie Oliver’s talk.

“The Little Boy and Sugar”

One day a mother came to Gandhi with her little boy for help. She asked Gandhi, Please, Bapu, will you tell my little boy to stop eating sugar. He simply eats too much sugar and will not stop. Gandhi told the mother to leave and come back with the boy in three days. The mother

returned with her son and said to Gandhi. We have come back as you asked, Gandhi turned to the boy and said, "Young boy, stop eating sweets. They are not good for you." The mother then asked Gandhi, "Bapu, why didn't you tell my son that when we first came to see you? Why did you ask us to leave and come back in three days? I don't understand." Gandhi said to the woman, "I asked you to return with the boy in three days, because [stop here]

Ending: ... three days ago, I, too, was eating sweets. I could not ask him to stop eating sweets so long as I had not stopped eating sweets."

