



## GRID FOR ACTIVITIES DEVELOPED BY PRE-SERVICE TEACHERS

**TITLE OF THE MODULE:** BREAKFAST FROM AROUND THE WORLD

<b>TITLE OF ADAPTED ACTIVITY</b> Breakfast from around the world
<b>EDUCATIONAL LEVEL FOR WHICH IT IS ADDRESSED TO</b> 4th/5th year of primary school
<b>LANGUAGES CONCERNED IN THE ACTIVITY</b> English
<b>TECHNOLOGIES CONCERNED</b> Mentimeter (Worldcloud), skribble.io (+ whiteboard)
<b>SUBJECTS CONCERNED</b> English
<b>OBJECTIVE/S OF THE ACTIVITY</b> Within the <b>intercultural approach</b> , the aim of the activity is to foster knowledge of different cultures starting from an age-appropriate topic for young learners such as breakfast, encourage curiosity, familiarize students with the use of simple ICT tools, favor a reflection on the similarities and differences between different cultures, and foster intercommunication within the class.

## DESCRIPTION OF THE REAL CONTEXT

**Physical: school, students**

**Academic: description of the subjects in which it is inserted**

Class of about 20 students in an Italian primary school with English taught as a foreign language. The class is equipped with a whiteboard and tablets at the students' disposal. Some students in the classroom might not have Italian origins.

## DESCRIPTION OF THE ACTIVITY

Pre-activity:

The topic is introduced by asking students to fill in a Mentimeter with two or three food they eat for breakfast. The resulting Worldcloud is then projected on the whiteboard. The teacher explains that the bigger the word, the more common the breakfast food, and then asks students some questions such as:

- Which is the most common food for breakfast?
- Which is the least common?
- Please raise your hands if you've written "milk"

Activity 1:

The class is then divided into groups: 4 groups of 3 people + 2 groups of 4 people. Each group is assigned 3 of the 18 countries which they are going to see in the video that they are showed (<https://youtu.be/ry1E1uzPSU0>). A chart is then provided to every group to be filled in with the relevant food for each country as they watch the video. Sample chart:

COUNTRY	FOOD 1	FOOD 2	FOOD 3	FOOD 4
Italy	Bread roll	Jam	-	-
Russia	Rye bread	Sausages	Porridge	-
UK	Sausages	Grilled tomatoes	Eggs	Bacon

### Activity 2:

Groups are then given another chart with 3 countries they were not assigned; they have to fill in the chart by asking questions to the other groups until they find the group that was assigned with the relevant countries. Groups are encouraged to try and guess at least one food by looking at the Worldcloud previously created and now projected on the whiteboard.

Sample questions and answers are provided:

- do you have Japan? Yes, we do / No, we don't.
- do they drink tea for breakfast in Japan?
- what do they eat for breakfast in Japan? they eat white rice and miso soup.

COUNTRY	FOOD 1	FOOD 2	FOOD 3	FOOD 4
Japan				
India				
Germany				

### Activity 3:

(Pre-activity for vocabulary: the teacher asks "Can you guess what a sweet breakfast is? Can you make an example of a sweet breakfast?". Students can answer by looking either at the worldcloud or at their charts. The teacher then explains that "savory breakfast" can be intended as the opposite of "sweet breakfast" and provides examples of savory breakfast from the countries they have seen in the video)

Students are now divided into pairs with a new partner. They're given a list of questions to discuss, such as:

- do you eat rice/sausages/porridge/eggs for breakfast?
- do you prefer a sweet or a savory breakfast?
- do you remember a country that eats a savory breakfast and a country that eats a sweet breakfast?
- what food is new for you?

- what is your favorite country for breakfast?
- what do you want to try?

Every person has then to share with the whole class one fact about their partner, for example:

- Andrea wants to try breakfast in India
- Laura did not know porridge
- Ahmed prefers a sweet breakfast
- Alex eats sausages for breakfast.

### **Homework:**

Students are asked to autonomously research about lunch/dinner in a country they particularly like, and to write a small paragraph (about 4-5 sentences) with pictures. A template for the short text is provided:

*In Italy people usually eat two things for lunch. The first is usually pasta with tomatoes or pesto, but we also eat risotto. The second is usually meat with vegetables like carrots or peas. Sometimes in Italy people eat a dessert, like a cake. After lunch, people usually have a cup of coffee.*

The text has to be sent to the teacher with 2 or 3 pictures of the relevant food.

### Activity 4:

In the beginning of next class, students are asked to draw on the whiteboard using skribble.io as an ICT tool: each student draws one food he or she has researched upon for homework, and the class has to guess what the food is within a time limit, and which country eats that food.

## **TIMING**

**When in the academic year or semester and why**

**Time needed and distribution (class hours, homework)**

These 4 activities have been designed to be carried out over the course of 2 subsequent lessons (2 hours + 1 hour). For the scope of this activity, when to carry it out in the semester; however, it would be useful for the students to have already been familiarized with the vocabulary related to food.

## **ASSESSMENT**

**Impact this activity can have in the final/partial assessment of the subject/s**

This activity is part of the English curriculum; there is no formal assessment on the competences acquired. The teacher evaluates the students by observing the outcome of their activities, but there is no specific final mark for this part.

## **EXPECTED RESULTS**

**Students' motivation and satisfaction, self-confidence, image of teacher's and students' identities, etc.**

This activity is expected to prompt students to reflect on cultures other than their own. The topic, which is very simple and age-appropriate, is expected to enhance motivation and satisfaction in acquiring new knowledge. The intercultural approach has been chosen in order to prompt students to be more open towards other cultures and curious about different habits. The interaction with other students is expected to foster self-confidence as well as a positive attitude towards communication.

