

BREAD DAY

Bread Day is marked in schools throughout Croatia, on various dates during October. We suggest holding one as a school project, which can integrate various subjects – **an integrated day**.

We have prepared for you **activities for each grade**, ranging in length from 15-minute activities to whole lessons. We hope you will be able to incorporate these activities easily into the specific Bread Day lessons/activities at your school.

1st GRADE (New Building Blocks 1)

The Brilliant Healthy Pizza Activity (vocabulary)

As the part of the integrated day, the first-grade students could **bake their own “Brilliant Healthy Pizza” together with their teachers** (both form and English teacher).

First, in Croatian, students discuss about pizza in general, with their teachers: *Vole li jesti pizzu? Što stavljaju na nju? Otkud potječe to jelo? Koji su sastojci originalne pize, Margherite? Kakva bi to bila zdrava pizza? Žele li svi zajedno s učiteljicama ispeći zdravu pizzu?* Be clear about the fact that an ordinary pizza, if made at home with high-quality ingredients and eaten from time to time and not every day, is a healthy and good meal, too. But it can be made even healthier if we use wholemeal flour, olive oil and some vegetables for a topping.

Since Bread Day is celebrated in October, i.e. rather early at the beginning of the school year, students don't have much previous knowledge of the English food vocabulary. We suggest that the teacher and students really make pizzas so the vocabulary is introduced using realia – the English teacher shows all the ingredients, names them in English and passes them among students who should repeat the words.



For a “healthy pizza” we suggest the following words/ingredients: ONIONS, CARROTS, SPINACH, BROCOLLI (use only flowers), EGGS, CHEESE and TOMATO (use tomato passata rather than ketchup, unless it is home-made). The teacher can bring pastry previously bought at a bakery, so the word pastry won't be used at all since it is possibly too difficult and irrelevant for this age group.

Students are divided into groups. Each group gets its own pizza (pastry), the teacher shows the ingredients and students name them and put them on the pizza.

When the pizzas are finished and put into the oven, students can draw their perfect pizzas while waiting for

them to be done.

Picture created by Brgfx – Freepik.com

Prepared by Natalija Hranjec
and Tina Ivčić



2nd GRADE (New Building Blocks 2)

The Brilliant Healthy Pizza Activity (actions)

As the part of the integrated day, the second-grade students could **bake their own “Brilliant Healthy Pizza”** together with their teachers (both form and English teacher).



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The procedure is the same as with the first-year students, but this time the emphasis is not so much on vocabulary as it is on the actions.

Take the carrot/peppers/tomatoes!

Wash the carrot/peppers/ tomatoes!

Cook the egg!

Cut the carrot/cheese/tomatoes/peppers/egg!

Add some tomato sauce!

Slice the pizza!

While the pizza is being baked, students play the game SIMON SAYS with the actions to memorise them better.

Note: The teacher can also use the activity suggested for the first grade and add some more vocabulary, such as corn, mushrooms, peppers, olives, etc.



3rd GRADE (New Building Blocks 3)

Setting the Table

The teacher talks to students about Bread Day, combining English and Croatian language if necessary. She/he gradually introduces the theme of the importance of setting the table correctly. It's a good opportunity to learn about cutlery and crockery since that subject is rarely mentioned in textbooks.



The teacher brings 4 to 5 sets of realia (plastic cutlery and crockery, or just cutlery and napkins, and students draw plates and glasses themselves) and introduces the new vocabulary (table cloth, plate, spoon, fork, knife, napkin, cup, saucer and glass). The class is divided into 4 to 5 groups – each group is given a cutlery set and a napkin. They need to arrange it correctly and pronounce the name of each piece.

When the setting of the table is finished, the teacher

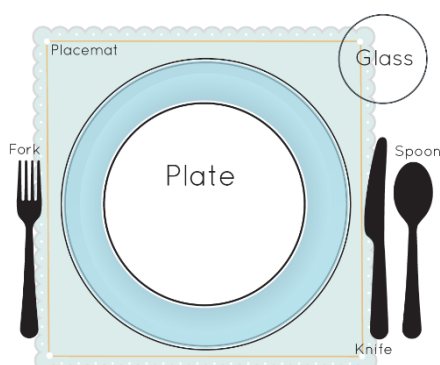
walks around the classroom asking each member of a group to pronounce the word teachers are pointing at.

At the end of the lesson, the teacher can organise a class competition where each group needs to set the table correctly, naming all the vocabulary in the shortest possible time (the teacher measures the time).

4th GRADE (New Building Blocks 4)

Setting the Table (giving directions)

The activities are the same as in the 3rd grade but the emphasis is more on the language of instructions for setting the table.



Put the table cloth on the table.

Put the plate in the middle of the table.

The knife is on the right hand side of the plate.

The fork is on the left hand side of the plate.

Put the spoon next to the knife.

Put the napkin on the plate.

Put the cup and the saucer or the glass above the plate.

At the end of the lesson you can organise a game. Each group of students can think of setting the table in a funny (i.e. incorrect, unusual) way and present it to the rest of the class by instructing them how to set it. The class chooses the funniest one.

5th GRADE (New Building Bridges 5)

Food Pyramid

Since we envisaged Bread Day as an integrated day, and students in the 5th grade learn about the **food pyramid** in science class, the following activity should be both interesting and useful for students.

We suggest watching [a YouTube video](#) that consists of a short introduction to the **food pyramid** and **two educational games**, which can be played as a whole-class activity or a group activity. The video and the games are together 12:07 minutes long. The language is slow and very simple, and the pronunciation is clear. There are no unknown words but the teachers can isolate the five food categories on the board (*grain group, vegetable group, fruit group, milk group and protein group*), either using word cards or by simply writing them down on the board.



Picture by www.nourishinteractive.com

However, teachers need to emphasise that there are different food pyramids and this one is a bit different – it is adjusted to the knowledge of the 5th graders. Meals that are mentioned in the video (breakfast, lunch, snack and dinner) are adjusted to the US context where dinner is the most important meal of the day (this is also taught later in the NBB 5 textbook).

6st GRADE (New Building Bridges 6)

Pastry Recipes

Students learn about various kinds of pastry from several European countries, thus broadening their cultural horizons.



Divide students into groups one lesson ahead and assign each group the name of pastry dishes from various European countries: **apple pie** (the UK), **Danish pastry** (Denmark), **croissant** (France), **fritule** (Croatia) and **Kugelhopf** (Austria/Germany). Their task is to find recipes and pictures for "their" pastry using Internet search engines.

In the next lesson, at school, each group presents their recipe and picture(s) to the rest of the class. Students can vote for the tastiest/most interesting/easiest/the most-difficult-to-make recipe. Volunteers can bring a real example of the pastry to the next lesson or they can make it/bake it together in class.

Prepared by **Natalija Hranjec**
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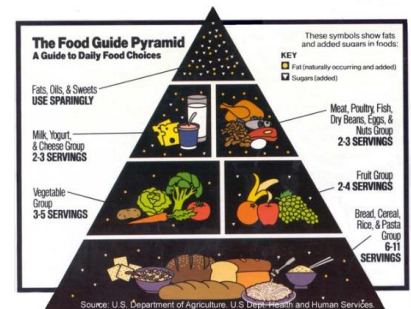


7th GRADE (New Building Bridges 7)

Food Pyramid

This activity is about the **food pyramid** and includes a **YouTube video** and a **quiz**.

Divide students into groups and play them [the YouTube video](#) (duration: 5:35) about the food pyramid. While watching, students should take notes that will help them with the quiz that the teacher has prepared beforehand. The teacher can pre-teach some less-familiar vocabulary first (*kale – kelj*, *potassium – kalij*, *tissue – tkivo*), if necessary. The teacher can either read out the questions or distribute a handout with questions that can be found on (see the next page).



THE QUIZ (questions and answers)

- Which category of food is at the bottom of the pyramid?
(*Bread, cereal, rice and pasta group.*)
- When did the US Department of Agriculture develop the Food Guide Pyramid?
(*In 1992.*)
- What kind of food categorisation was developed in 2011?
(*MyPlate Food Guide.*)
- Name the five categories of food according to MyPlate Food Guide.
(*Fruits, grains, vegetables, protein and dairy.*)
- What is the percentage of the food categories according to MyPlate Food Guide?
(*Fruits – 20%, vegetables – 30%, grains – 30%, protein – 20%*)
- Which 2 categories of food should be the biggest ones on the plate according to MyPlate Food Guide?
(*Grains and vegetables.*)
- What does the glass represent according to MyPlate Food Guide?
(*Dairy.*)
- Why are vegetables good for our health?
(*They are low in calories and have fibre.*)
- Name three dark-green vegetables.
(*Spinach, broccoli and kale.*)
- What nutrients does the fruit contain?
(*Vitamin C, potassium and fibre.*)
- What is the colour of the grain section represented in MyPlate Food Guide?
(*Orange.*)
- What kind of grains are the healthiest?
(*Whole grains.*)
- What category of food helps the body build, maintain and repair tissue?
(*Protein category.*)
- What is calcium in dairy products good for?
(*Healthy bones and teeth.*)
- Which food categories should be found in a snack?
(*Fruit, vegetables and dairy.*)

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Student's Worksheet

THE QUIZ



1 Which category of food is at the bottom of the pyramid?

2 When did the US Department of Agriculture develop the Food Guide Pyramid?

3 What kind of food categorisation was developed in 2011?



4 Name the five categories of food according to MyPlate Food Guide.



5 What is the percentage of the food categories according to MyPlate Food Guide?

6 Which 2 categories of food should be the biggest ones on the plate according to MyPlate Food Guide?



7 What does the glass represent according to MyPlate Food Guide?



8 Why are vegetables good for our health?



9 Name three dark-green vegetables.



10 What nutrients does the fruit contain?



11 What is the colour of the grain section represented in MyPlate Food Guide?



12 What kind of grains are the healthiest?



13 What category of food helps the body build, maintain and repair tissue?

14 What is calcium in dairy products good for?



15 Which food categories should be found in a snack?



8st GRADE (New Building Bridges 8)**Debate: Should School Food Be Healthier?**

Organise a **debate** about school food. Students need to express their opinions on the question whether school food should be healthier than it usually is and in what way.



The class is divided into two teams (for and against). The teacher sets the topic and the rules for the debate (preparation time – 5 minutes; opening statements – 1 minute each team, 2 replies for each team – 4 minutes; conclusion – 1 minute each team). While the teams are preparing for the debate, the rest of the class is writing their opinions on the topic and later on they together decide upon the winner. The teacher monitors and helps. She/he can put some notes/guidelines on the board to help students develop their debate, or give them as a handout.

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- discuss which food is (or is considered to be) healthy and which unhealthy
 - discuss what plays/should play a role in preparing healthy menus for students (the price of ingredients, etc.)
 - discuss if healthier food will really be eaten by students or if they will “skip” it and waste it that way
 - discuss if healthier menus will decrease the growth of obesity among students
 - discuss if it really is such a big problem if one meal a day is not as healthy as it should be
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