

**Schule, Abteilung:** HBLA Sitzenberg, **Jahrgang:** III. Jg.

**Lehrer/in:** DI Nina Maurer

**Schuljahr:** 2017/18

**Gegenstand:** Chemisches und biotechnologisches Laboratorium

**Thema:** Food Safety

<b>Activity type/s</b>	1. Wordle 2. Read the text and summarise the important parts in a mind map. 3. WH-Questions 4. Then students present Wordle to each other and write down the WH questions on the board. Video
<b>Time</b>	11 Students – 4 groups (3, 3, 3, 2) 2 lessons á 50 minutes
<b>Procedure</b>	1. Pre-task a with word cloud. The students search for words they don't know. They should search for words they don't know. 2. Write down the most important words. 3. Hand out the first part of the text and read the first abstract together. Discussion: Do you like to have hair in your soup? Do you like to find a mouse in your burger? Have you ever suffered from food poisoning? 4. Form 4 groups. Group 1 reads part 1, group 2 reads part 2 ... of the text and students summarise the important information in a mind map. The students get back to the text and write down 3 WH-Questions. They provide the correct answer to their questions. Then they present a summary of the text with the help of their mind map to the group. Finally, they get in new groups of four and inform each other about the part of the text they have read. (group change: 2 to 3 times). 5. Write the 12 questions on the board. 6. Students then answer the WH-Questions in English. 7. Watch the video and find the mistakes. The pupils also find mistakes!
<b>Resources</b>	Handout brochure "Fight foodborne bacteria" <a href="http://www.learnnc.org/lp/media/projects/nutrition/COLOR_BROCHURE_04262007.pdf">http://www.learnnc.org/lp/media/projects/nutrition/COLOR_BROCHURE_04262007.pdf</a> <a href="https://www.food.gov.uk/business-industry/food-hygiene">https://www.food.gov.uk/business-industry/food-hygiene</a> <a href="https://youtu.be/IA8IW5abQTg">https://youtu.be/IA8IW5abQTg</a> (video)

discussing  
in groups

working on  
words,  
improving  
word-power

summarizing

reading

writing/  
answering  
questions

creating a  
mind map

exchanging  
information

<b>Content related learning outcome</b>	<p>HACCP – <b>H</b>azard <b>A</b>nalysis <b>C</b>ritical <b>C</b>ontrol <b>P</b>oints is the topic of 6 lessons. Students learn about the importance of hygiene in food production. There are many points they have to take into account to produce safe food. E.g. personal hygiene, waste storage, cleaning and disinfection of the working place and kitchenware, how to prevent the growing of pathogenic bacteria, pest control, food storage, room specifications, ... to check the cleanliness of the kitchen in school, they have to perform some tests at the end of the lesson.</p> <p>So these CLIL lessons are only an introduction to this topic!</p>
<b>Language related learning outcome</b>	<p>Students can read for detail.</p> <p>Students can summarise the most important details of text.</p> <p>Students can apply a wide range of vocabulary when talking about food safety</p>

[https://www.hum.at/images/unterrichtsentwicklung/CLIL/Leitfaden\\_HLFS\\_06112017\\_Version2.pdf](https://www.hum.at/images/unterrichtsentwicklung/CLIL/Leitfaden_HLFS_06112017_Version2.pdf) (pp. 23/24), adapted