

# PrimaryTimes

KEEPING THE TEACHER INFORMED

## Warm up your winter with our wonderful activities!

This Pearson Primary Times issue is very rich: we have interesting articles about different aspects of teaching today and each article can be used not only to keep up with the latest issues, but can also give teachers new ideas and points of view to enrich their lessons.

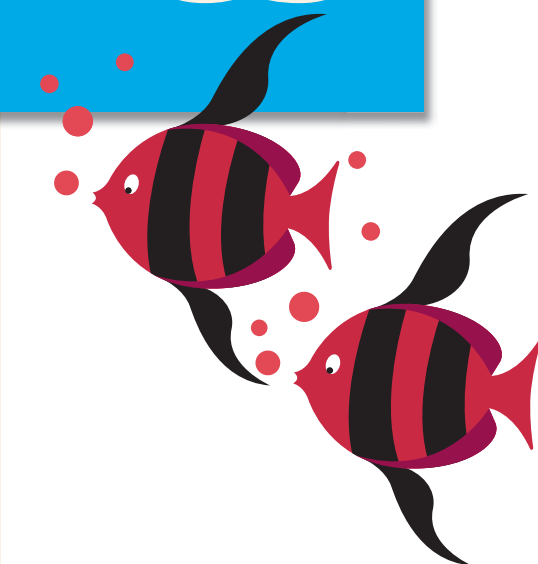
The article about festivals around the world, for example, gives teachers and pupils information about different cultures, so why not use it as a cue to invite your own newcomers to describe something traditional from their country of origin – not only festivals, it could also be a dish or an unusual everyday habit (this would be a great cooperative learning exercise). Both this article and the one about *Educazione Alimentare* (as we promised in issue 43, we look at healthy habits this time, see also page 2) feature links to Internet websites: this is an example of digital learning and it could also be used as homework for children to do with the help of their parents, thus consolidating the good habit of having young learners learn with their families!

As far as younger children are concerned, we have our usual – but always new – two-page Kids' Corner, in which teachers will find nice, easy activities related to the theme of winter. Kids' Corner is not only dedicated to our youngest learners, it can also help with older children when a lesson is almost finished and their attention is starting to fade, or on one of those days – and we all know they happen – when children don't seem able to concentrate at all. Using simple hands-on activities is a good change of perspective for kids and they will not even realise that they are using English, thus learning in an easy, fun way!

The new *Indicazioni Ministeriali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione* have given us a lot to write about, as the new keywords such as *educazioni*, *competenze*, *inclusione* have a number of implications and scope for a variety of points of view, but we believe that what makes Pearson Primary Times a successful magazine is the fact that we care about what you care about, so don't hesitate to write us if there is any topic you would like us to talk about, and we'll do our best to please every one of you!

There is one last thing that we, the editorial staff, would like to say to 'our' teachers, and it is THANK YOU! Thank you for writing us, letting us know if there is a topic that you would like us to write about, thank you for having your children participate in our class and school projects, thank you for sending us DVDs of your pupils performing our scripts (such as those in *Theatreworld*), thank you for helping us do (we hope) good work!

Giulia Abbiati  
Pearson Italia  
Primary ELT



### Index

|  |    |
|--|----|
| La psicomotricità e la danzavimovimento creativa | 2  |
| Kids'Corner                                      | 4  |
| Jump Ahead from Primary to Secondary             | 6  |
| Winter Festivals                                 | 7  |
| Healthy eating, healthy living!                  | 11 |
| Worksheet 1 - Food pyramid                       | 13 |
| Worksheet 2 - Food pyramid                       | 14 |
| Class project                                    | 15 |

# La psicomotricità e la danzamovimento creativa

Per una buona "educazione trasversale"

Carla Lucchesi e Claudia Vigneti



Da diversi anni ci occupiamo di bambini e ragazzi all'interno di diversi contesti, sia istituzionali come le scuole, sia privatamente. I nostri interventi di ri-abilitazione, di prevenzione e sostegno al disagio partono dal recupero del corpo e del suo movimento come strumento di sviluppo psicologico, cognitivo, affettivo e relazionale dell'individuo. L'esperienza accumulata negli anni di pratica ci ha permesso di osservare quanto le difficoltà di apprendimento e i disagi dei bambini e dei ragazzi si appianino o trovino soluzioni inaspettate quando gli stessi siano sollecitati attraverso il coinvolgimento del corpo e attraverso la comunicazione non verbale. In particolare, noi facciamo riferimento alla pratica psicomotoria di Bernard Aucouturier, alla psicomotricità funzionale o psicocinetica di Jean Le Boulch, alla Danza Movimento Creativa nata dalla "danza libera" di Rudolf Von Laban. Queste metodologie ritengono il corpo e il suo movimento lo strumento essenziale per "conoscere di sé" e degli altri; per comunicare, relazionarsi e imparare partendo dal proprio movimento spontaneo e personale. Esse sostengono che, grazie a un atteggiamento ludico e creativo, caratterizzato dalla ricerca del "piacere del movimento", l'individuo scopre in modo autentico le realtà interiori ed esteriori. Nella nostra esperienza con i bambini e i ragazzi, abbiamo avuto conferma di quanto il corpo sia per loro il canale preferenziale per comunicare, per adeguarsi all'ambiente, per predisporre all'apprendimento.

Constatiamo quanto gli obiettivi e i fini di tali metodologie corporee, in sinergia tra loro, corrispondano agli obiettivi specifici di apprendimento, rispetto alle competenze chiave definite dalle "educazioni trasversali" e relativi soprattutto all'area della salute e del benessere

(sia per i piani personalizzati rivolti alle scuole dell'infanzia, sia per quelli rivolti alle scuole primarie).

La Psicomotricità e il Movimento Creativo infatti sviluppano l'autonomia, prevengono il disagio e promuovono il benessere; favoriscono nuove strategie di apprendimento non lineare, stimolano a muoversi spontaneamente e in modo adeguato da soli e in gruppo; aprono alla possibilità di decentrarsi per accedere al pensiero operatorio, sviluppano le abilità comunicative e facilitano le abilità di integrazione tra diversi linguaggi (verbali, visivi, sonori, gestuali).

Utilizzando il corpo, sperimentandolo con creatività e movimento, il nostro obiettivo è fare di esso realmente un corpo sicuro per i bambini e i giovani ragazzi; un corpo capace di sentire, pensare, agire, relazionarsi e apprendere; un filo conduttore; un linguaggio comune capace di creare unità e integrazione con se stessi e con il gruppo.

Il corpo è infatti il primo e fondamentale strumento attraverso il quale apprendiamo di noi e "della vita". Attraverso di esso sviluppiamo il nostro sentire e con la crescente percezione sviluppiamo il senso di chi siamo; impariamo a conoscere, a comunicare, a rapportarci con la realtà a diversi livelli: emotiva, fisica, psichica e spirituale. È evidente, quindi, quanta importanza esso acquisti all'interno di un sistema educativo che voglia realmente accompagnare e facilitare i minori nel proprio percorso di crescita.

Come genitori, insegnanti ed educatori impegnati in tale processo, stiamo assistendo in questi anni a un crescente fenomeno: l'aumento considerevole di bambini e giovani con difficoltà di comportamento e apprendimento, di vario genere.

Con i "nuovi bambini" sembra non funzionino più i tradizionali metodi per favorire la conoscenza insieme ai processi che la sottendono, come avveniva fino a circa venti anni fa. Si parla sempre più sovente di "crisi del sistema scolastico" e in realtà stiamo assistendo a una crisi molto più globale, che coinvolge contemporaneamente il piano economico, sociale, culturale e politico.

A noi piace pensare che la CRISI non sia un problema, bensì un'ottima occasione e opportunità, in termini psicologici ed evolutivi; un invito al cambiamento, per scoprire nuove soluzioni, modificare atteggiamenti, cambiare strumenti e metodologie; insomma un invito a ri-formarsi.

Noi crediamo e sappiamo che in ambito educativo, per un armonico sviluppo dell'individuo nel suo processo evolutivo, conoscere attraverso una reale esplorazione è ciò che serve. Il bambino, infatti, ha un corpo in continua ricerca di spazio in cui potersi muovere liberamente e sperimentare, soprattutto attraverso il gioco.

Se guardiamo bene, vediamo invece che nella quotidianità il corpo dei bambini è stato privato di "autonomia creativa", intesa come capacità di muoversi deliberatamente, per iniziativa personale, come risposta a un bisogno proprio. Purtroppo anche gran parte del tempo libero dei bambini è occupato da intrattenimenti e giochi che impongono l'immobilità come la TV, la play station e il computer. Essi hanno momenti molto ridotti per abbandonarsi a giochi creativi, dove la fantasia e l'immaginazione possano portarli a vivere storie originali.

La scuola inoltre è ancora molto orientata allo "stare seduti" e il processo educativo punta ancora molto a sollecitare e utilizzare gli aspetti cognitivi logico-sequenziali dell'individuo a dispetto di quelli più creativi ed esperienziali, che favoriscono una tipologia di pensiero divergente.

È evidente che per i bambini di oggi occorre recuperare strumenti di conoscenza più vicini al loro naturale modo di essere. Le stesse ricerche scientifiche vanno nella direzione della creatività e delle tecniche attive per facilitare i processi di apprendimento.

Grazie alle nostre esperienze professionali all'interno delle scuole, come psicomotricista – Carla, e come esperta in Danza Movimento Creativa – Claudia, abbiamo constatato che il fornire un setting capace di promuovere l'esperienza e la conoscenza di sé attraverso il corpo, l'incontro con l'altro e il gruppo, risulti uno

spazio-tempo realmente nutriente. I bambini e i ragazzi lo dimostrano apertamente. Provano gioia quando possono manifestarsi nelle loro personali abilità e confrontarsi, imparando attraverso l'esperienza concreta e creativa, accettando anche i limiti personali, i quali possono diventare punti di partenza su cui riflettere. Inevitabilmente, ciò sollecita positivamente anche la loro autostima.

Lavorando con le classi, abbiamo permesso ai bambini e ai ragazzi di comprendere che la differenza individuale esiste, ma non è da considerarsi un limite, bensì un'opportunità per tutta la scolaresca coinvolta. La stessa integrazione può essere possibile, grazie al lavoro corporeo.

Guidate dai fondamenti teorici delle nostre pedagogie e dall'esperienza professionale, riteniamo che in questo modo il corpo dei bambini sarà stimolato a diventare una base sicura su cui fare affidamento nel passaggio tra i diversi ordini di scuola e soprattutto nella vita.



*Carla Lucchesi (Psicopedagogista, Psicomotricista e Terapista NPEE) e Claudia Vigneti (Psicologa, Formatrice, esperta in Danza Movimento e attività creative-ludico-motorie) collaborano realizzando laboratori per bambini e insegnanti nelle scuole dell'infanzia, in quelle primarie e secondarie di primo grado. Potete contattarle ai seguenti indirizzi:*

[carla.lucchesi@centro-gea.it](mailto:carla.lucchesi@centro-gea.it)

[claudia.vigneti@email.it](mailto:claudia.vigneti@email.it)

[www.centro-gea.it](http://www.centro-gea.it)

This section is  
dedicated to very  
young learners...



# Kids' Corner

Giulia Abbiati

## Activity 1 Hand tree .....

### What you need:

- an A4 sheet of white cardboard
- one plastic plate
- brown paint
- blue paint
- cotton wool
- glue

### What you do

1. Have the children paint the upper part of the A4 sheet of cardboard blue.
2. Let it dry.
3. Pour the brown paint onto the plastic plate, then ask pupils to put their hand and part of their arm into it and to press it onto the white cardboard so that half the hand is on the upper, blue part of the sheet of paper.
4. Decorate the branches of the tree (the fingers) with cotton wool.
5. Glue some little balls of cotton wool into the sky.



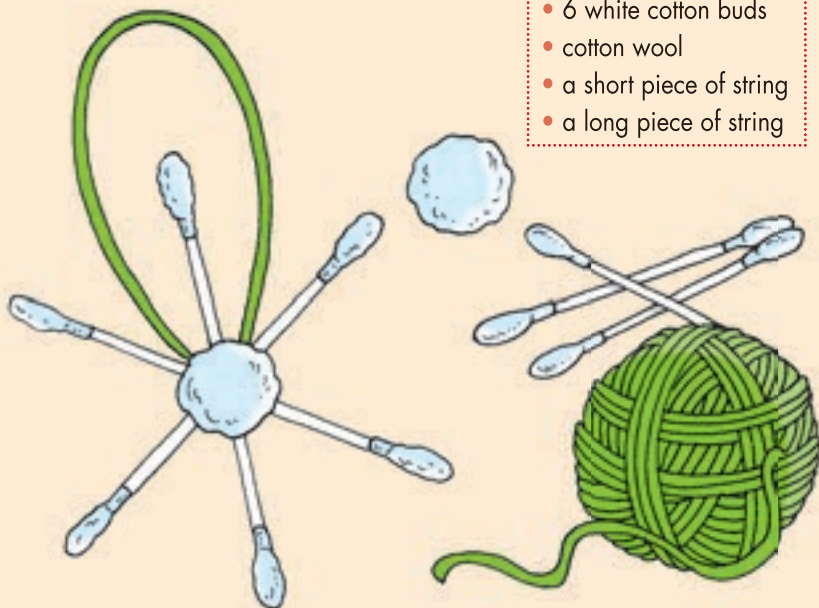
## Activity 2 Cotton buds snowflake .....

### What you do

1. Use the short piece of string to tie the 6 cotton buds together around their middle point.
2. Put a little ball of cotton wool around the middle of the snowflake.
3. Tie the long piece of string around the middle of the snowflake and use it to hang the snowflake to your door or Christmas tree!

### What you need:

- 6 white cotton buds
- cotton wool
- a short piece of string
- a long piece of string



### Activity 3 Snowman bookmark with your name .....

- What you need:**
- a piece of blue cardboard (about 2,5 x 10 cm)
  - an A4 sheet of white cardboard
  - black cardboard
  - pencil
  - scissors
  - glue
  - coloured felt-tip pens

#### What you do

1. On the white sheet of cardboard using the pencil, draw as many circles as the letters in your name plus a bigger one (for the head of the snowman), then cut them out.
2. Use the coloured felt-tip pens to write the letters in your name in the white circles (one letter for each circle). Be careful not to use the bigger circle!
3. On the big circle, draw and colour two eyes, a mouth and a nice, orange, carrot nose for your snowman. You can add details like button eyes and little stones for a mouth, just like a real snowman.

4. Glue the head of your snowman onto the top part of the blue cardboard. Then glue the letters of your name in the correct order, top to bottom, onto the blue cardboard.
5. On the black cardboard, draw and cut out the shape of a nice top hat, then glue it onto your snowman's head.
6. Use your snowman as a bookmark and... enjoy your reading!



### Activity 4 Welcome winter class mobile .....

- What you need:**
- a long piece of wood
  - an A4 sheet of white cardboard for the class
  - an A4 sheet of white cardboard for each child
  - pencil
  - scissors
  - coloured felt-tip pens
  - cotton wool
  - three pieces of string for the class
  - a piece of string for each child

#### What you do

Note for the teacher: this is a class activity. Where indicated, the teacher should make his/her part of the mobile, but it can also be made by all the children or a group of them.

#### For the teacher

1. On the white sheet of cardboard, write and colour Welcome Winter. Punch two holes in the cardboard and thread two of the strings through them, then use these to hang the cardboard onto the wood. Tie the other piece of string to the piece of wood, to hang from a wall in the class at the end.
2. Punch a few holes in the cardboard, you can then hang some of the kids' crafts there, the rest can be hung from the piece of wood.

#### For the children

3. On the white cardboard draw and colour something related to winter (a scarf, a hat, a pair of gloves, boots...), then write your name on it.
4. Cut out your winter item and punch a hole in the top of it.
5. Thread the string through the hole and tie it to the Welcome Winter cardboard or to the piece of wood.



# Jump Ahead from Primary to Secondary

**Jump Ahead** is designed as a bridge from Primary to Secondary school. It prepares children for the different teaching and learning they will find when they move ahead with their education, as advised by the new *Indicazioni Nazionali per la scuola dell'infanzia e del primo ciclo*.

The numerous exercises bring together the language items which children have learned during the last three years of Primary education, and include revision of lexical sets, grammar and language.

**Jump Ahead** is divided into six units and each unit includes these sections:

**Words in action** revises the vocabulary covered during previous school years.

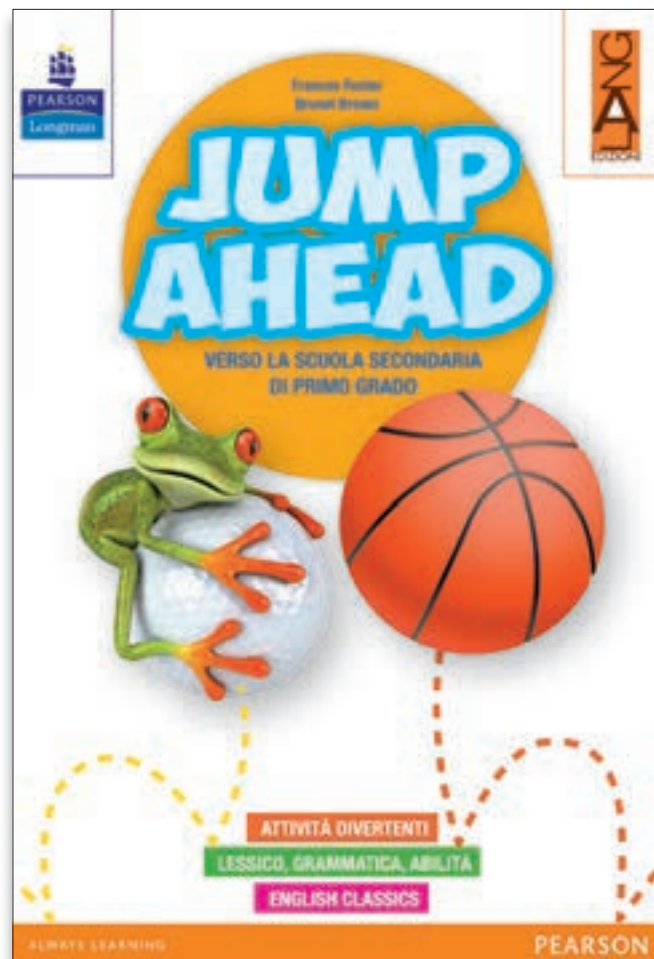
**Grammar in action** offers the student the opportunity to re-visit some of the rules of English grammar. In this section the learner will also find **Look and think**, where children are asked to complete the principal grammar rules, making learning a genuinely active experience.

**Skills in action** includes consolidation activities covering *writing, listening and reading*.

**English classics** are reading (and recorded) texts inspired by famous classics with linked language exercises. The texts encourage the children to become familiar with such classics as *The Canterville Ghost*, *The Adventures of Tom Sawyer*, *Robinson Crusoe*, *Tarzan of the Apes*, *Frankenstein* and *Gulliver's Travels*. Each text is accompanied by a **Help box**, a short glossary of new words.

The **Attenzione** box highlights important differences between the use of certain expressions in Italian and English.

The **Glossary** at the end of the book serves as a useful reference for children as they work through the exercises. The **Multi-ROM CD** which accompanies **Jump Ahead** includes all the recorded exercises, together with a text file with model answers to all the language tasks.



# Winter Festivals

Sarah Gudgeon

When we think of winter festivals in Italy and England we automatically think of Christmas, but in an ever increasing multi-cultural context, with children in our classes from different religions and backgrounds, it might be time to broaden our knowledge. This article takes a look at four major celebrations around the world: **Hanukkah** which is celebrated by the Jewish community; **Al-Hijrah** which marks the Muslim New Year; **Chinese New Year**; and of course, the **Christian Christmas**. There is a lot of information in this article and suggestions for further activities but why not make the most of the non-Italian students in your class as well and ask them for some input? They can provide personal tales of how they celebrate with their families and friends and can help out with pronunciation. Inclusion of non-Italian students in this way will make them feel valued and enable them to offer a valid contribution to the school community.

**HANUKKAH** is known as 'The Festival of Lights'. It is an eight day celebration which takes place between the end of November and the end of December to mark the time when Jews regained control of Jerusalem over 2500 years ago after it had fallen under the rule of the Syrian king Antiochus. The king had tried to make the Jewish people worship Greek gods but they refused and

after a three year war they were able to reclaim their temple. However, it was in bad condition and needed a lot of cleaning up. They lit the *Menorah* (a lamp) and even though there was only one small jar of oil, enough to keep it alight for just one day, it stayed lit for eight days. Jewish people saw this as a sign of God's presence in the temple, so every year during Hanukkah they light one candle on the *Hanukiah* (an eight-stemmed candelabrum) every evening.

Jewish people say special prayers and exchange presents with family and friends during this holiday. They also give *Hanukkah gelt* to the children. *Gelt* is Yiddish (the language spoken by Jews from central and eastern Europe and their descendants) for money and the children sometimes receive chocolate coins too. The children also play with a *dreidel* (spinning top) and there is a famous song called '*Dreidel, Dreidel, Dreidel*' too. Why not listen to it with your class? You could even make a dreidel from cardboard. Look at this website for instructions:

<http://www.activityvillage.co.uk/make-a-dreidel.htm>

If you want to try some typical Hanukkah food then give this recipe from the *about.com* website to your students and ask them to make it at home - under the strict supervision of their parents or another responsible adult. This is also a great opportunity for students to share their new knowledge with their parents; they can tell them about the festival of Hanukkah while they are cooking together and also teach them some culinary vocabulary.





## Potato Pancakes (*latkes*)

### INGREDIENTS

- 5 potatoes
- 2 onions
- 3 eggs
- 1 tsp. salt
- 1/4 tsp. pepper
- between 1/4 to 3/4 cup flour
- oil for frying

### PREPARATION

1. **Peel** potatoes. Place in a bowl of cold water so they won't turn brown.
2. When ready to prepare the *latkes*, **drain** the potatoes. Place potatoes and onions in a food processor fitted with a knife blade. **Pulse** until smooth. Drain mixture well.
3. **Pour** potato mixture into a large bowl. Add **beaten** eggs. Add salt and pepper. Add enough flour so that the mixture holds together.
4. Pour 1 inch of oil into a large, deep frying pan. **Heat** the oil over medium-high heat.
5. Carefully drop 1/4 cup of the potato mixture into the hot oil.
6. Flatten the pancake slightly so the centre will cook.
7. Fry for several minutes on each side until golden brown and cooked through.

### GLOSSARY

|               |                    |
|---------------|--------------------|
| <b>peel</b>   | = pelare           |
| <b>drain</b>  | = scolare          |
| <b>pulse</b>  | = passare al mixer |
| <b>beaten</b> | = sbattute         |
| <b>pour</b>   | = versare          |
| <b>heat</b>   | = riscaldare       |

To further develop digital literacy skills ask the children to use a search engine to find some more Jewish recipes or alternatively, encourage cooperative learning by asking any Jewish children in the class to share their favourite recipes.

**AL-HIJRA** is the name given to the Muslim new year and it is on the first day of the month of Muharram. The date for 2013 is the 4<sup>th</sup> of November. This day celebrates the *Hijra* in 622 CE (CE is Common Era, a way of talking about dates without using AD, which refers to Christianity, the years are equivalent to those

referred to as AD) when the Prophet Muhammad moved from Mecca to Medina and set up the first Islamic state. Muslims don't outwardly celebrate this day with special rituals as they do with *Eid-ul-Fitr* and *Eid-ul-Adha*; it is more a day for spiritual reflection. Muslims still follow the same rules that were established in 622 CE so they might use the day to think about their own behaviour in accordance with these rules and maybe to think about some 'New Year Resolutions'.

Get your year 4/5 students to complete a fact file about the Muslim new year. Read out the answers, ie. 'The name of the Muslim New Year is ...', and get them to fill in the table. They could even do a research project on *Eid-ul-Fitr* and *Eid-ul-Adha* as well and build up a portfolio of the different Muslim festivals. This will help to improve their digital literacy skills, something that will be important when they make the transition to the *scuola secondaria di primo grado*.



Name of Muslim New Year:

Month:

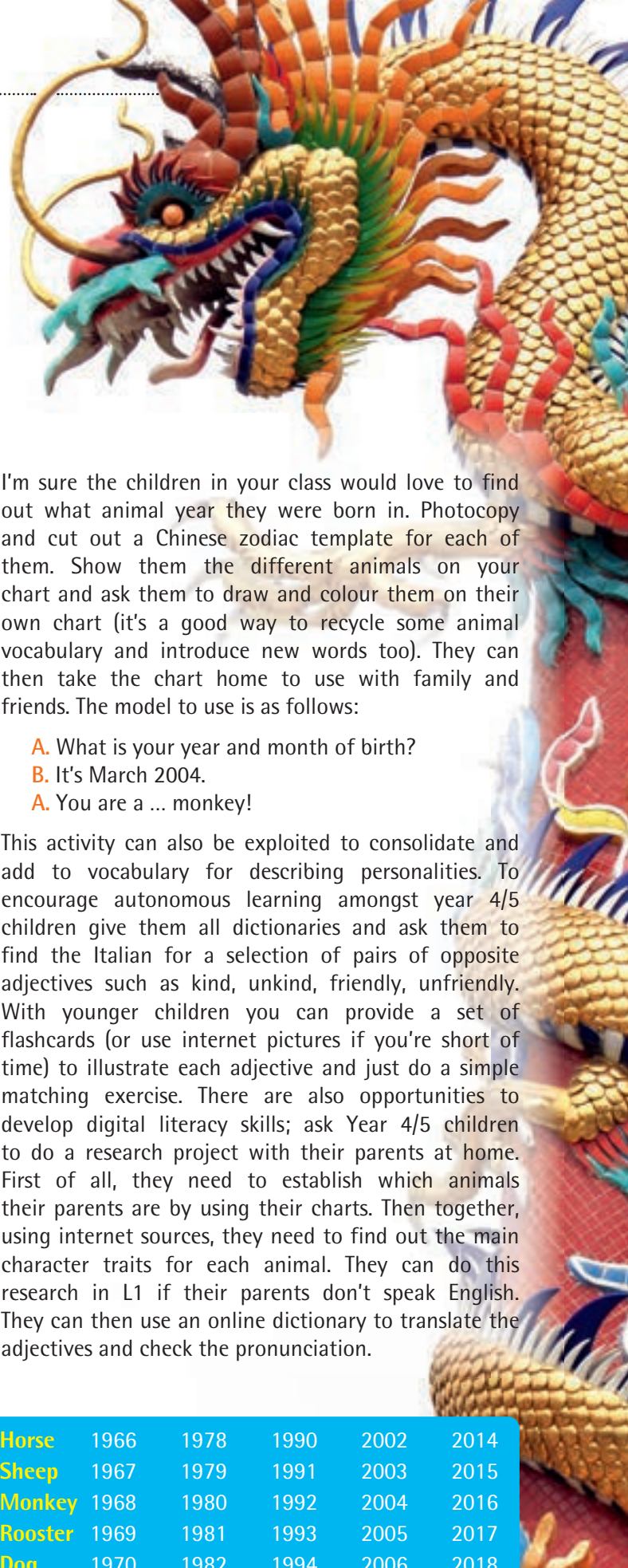
2013 Date:

What does it celebrate?

What do Muslims do then?

Other festivals:

**CHINESE NEW YEAR** is celebrated between the 21<sup>st</sup> January and the 21<sup>st</sup> February. Each year is the year of one of twelve animals and it is said that people born in that year will have particular character traits. For the Chinese community the New Year symbolises new life and is the time for ploughing and sowing crops. Before the start of the celebrations, which last fifteen days, they clean their houses to sweep away any bad luck. They then put their brooms away again as they want to make sure they don't accidentally sweep out any good luck during the celebrations. On New Year's Eve they decorate their houses with good luck phrases such as 'health', 'happiness' and 'wealth' and wear new red clothes. Red is the colour of fire and is said to scare away evil spirits which is also the reason why they let off fireworks at midnight. On New Year's Day, children can expect to find a red envelope filled with money and sweets under their pillow and then the celebrations end with a lantern festival and a dragon dance.



I'm sure the children in your class would love to find out what animal year they were born in. Photocopy and cut out a Chinese zodiac template for each of them. Show them the different animals on your chart and ask them to draw and colour them on their own chart (it's a good way to recycle some animal vocabulary and introduce new words too). They can then take the chart home to use with family and friends. The model to use is as follows:

- A. What is your year and month of birth?  
 B. It's March 2004.  
 A. You are a ... monkey!

This activity can also be exploited to consolidate and add to vocabulary for describing personalities. To encourage autonomous learning amongst year 4/5 children give them all dictionaries and ask them to find the Italian for a selection of pairs of opposite adjectives such as kind, unkind, friendly, unfriendly. With younger children you can provide a set of flashcards (or use internet pictures if you're short of time) to illustrate each adjective and just do a simple matching exercise. There are also opportunities to develop digital literacy skills; ask Year 4/5 children to do a research project with their parents at home. First of all, they need to establish which animals their parents are by using their charts. Then together, using internet sources, they need to find out the main character traits for each animal. They can do this research in L1 if their parents don't speak English. They can then use an online dictionary to translate the adjectives and check the pronunciation.



|               |      |      |      |      |      |                |      |      |      |      |      |
|---------------|------|------|------|------|------|----------------|------|------|------|------|------|
| <b>Rat</b>    | 1960 | 1972 | 1984 | 1996 | 2008 | <b>Horse</b>   | 1966 | 1978 | 1990 | 2002 | 2014 |
| <b>Ox</b>     | 1961 | 1973 | 1985 | 1997 | 2009 | <b>Sheep</b>   | 1967 | 1979 | 1991 | 2003 | 2015 |
| <b>Tiger</b>  | 1962 | 1974 | 1986 | 1998 | 2010 | <b>Monkey</b>  | 1968 | 1980 | 1992 | 2004 | 2016 |
| <b>Rabbit</b> | 1963 | 1975 | 1987 | 1999 | 2011 | <b>Rooster</b> | 1969 | 1981 | 1993 | 2005 | 2017 |
| <b>Dragon</b> | 1964 | 1976 | 1988 | 2000 | 2012 | <b>Dog</b>     | 1970 | 1982 | 1994 | 2006 | 2018 |
| <b>Snake</b>  | 1965 | 1977 | 1989 | 2001 | 2013 | <b>Pig</b>     | 1971 | 1983 | 1995 | 2007 | 2019 |

**Now onto CHRISTMAS.** Christmas is a holiday that we all love here in Italy but how much do we actually think about its true significance anymore? We tend to get so caught up in Christmas preparations that we don't stop to think about what it's supposed to be a celebration of. For Christians, the 25<sup>th</sup> of December is the day that the birth of Jesus, the son of God, is celebrated. His mother Mary was visited by the Angel Gabriel to tell her that she would have a baby boy called Jesus. Mary, who was an ordinary girl, was shocked by the appearance of the angel but accepted her fate as 'God's servant'.

Later, Mary and her husband Joseph travelled from their home in Nazareth to Bethlehem to register for a census which had been ordered by the Roman Emperor. Jesus was born in a stable in Bethlehem because there was no room at any of the inns. Afterwards he was visited by a few wise men from the East who had followed the Star of Bethlehem and they brought gifts of gold, frankincense and myrrh. Shepherds also visited the baby Jesus as they had been told of his birth by angels whilst they were out watching their flock. Christians believe that Jesus' humble beginnings show that God wanted him, to be closer to humans and their pain. They also believe that God sacrificed his only son to save mankind - but that would bring us on to Easter, a Spring Festival!



Christians celebrate this holiday in many ways, by going to mass, having lunch with friends and family, decorating their homes and of course exchanging cards and presents. There are lots of beautiful hymns that are sung at this time of year such as *Away in a Manger* and *O Little Town of Bethlehem*, plus lots of non-religious songs. Why not download the music and lyrics and organise a Christmas concert or take the children carol singing in the local square with some volunteer parents as chaperones? You can try this website:

[www.carols.org.uk](http://www.carols.org.uk)

The period before Christmas is known as Advent and many people use advent calendars to count down the days until the 25<sup>th</sup>.

Why not get the children in your class to make an advent calendar? Before they do it, elicit all the things that they associate with Christmas (angels, bells, Christmas trees, presents etc) and ask them to draw one of these things in each 'window' on their advent calendar. They could also write the word under the picture. Below is a Template (1). Give one for each child and then get them to stick it onto card so that it's a bit stronger.

Template (1)

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Template (2)

|    |    |    |    |    |
|----|----|----|----|----|
| 18 | 24 | 12 | 1  | 8  |
| 7  | 11 | 4  | 13 | 19 |
| 23 | 25 | 21 | 3  | 2  |
| 22 | 5  | 17 | 14 | 9  |
| 15 | 10 | 6  | 16 | 20 |

Once they've done all their pictures (Template 1), get them to draw a Christmas scene on Template (2) and then randomly write the numbers 1-25 on it, with one number per 'window'. They need to cut around each 'window' and then press the flaps back down. Finally, they have to stick template (2) over template (1). Their calendar is ready.

Sarah Gudgeon teaches both children and adults in a private language school in Milan. She is co-author of *On Holiday* with Geronimo Stilton, *English Roundabout* and *Primary Teaching Files* 1, 2, 3 and 4, 5 LANG-Pearson Longman.

# Healthy eating, healthy living!

Giulia Abbiati

Statistics show that of those who contract the habit of eating, very few survive.

G.B. Shaw

Most people, and most children, love eating. But do they really know what they are eating? Are they aware of their daily diet? Maybe some of them are, but children don't really consider what they eat much, unless it is something they really don't like. It is difficult, and very self-defeating, to force kids to eat something they don't like, but what if they are made aware of how good and healthy food can be?

Eating healthily does not only depend on WHAT you eat, but also on HOW you eat it. Eating quickly, standing instead of sitting, or eating while watching TV without paying any attention to the food on your plate are habits that are becoming more widespread, but they are bad habits as they make people eat carelessly and without really appreciating food.

Food is not only the fuel that allows us to play, work, have fun... in a word, live. It is also something that makes life better when it tastes good and when it makes us feel better.

Eating a sandwich standing alone in the kitchen is something that may happen, but it should never become a habit, above all where children are concerned. Meals, at least dinner, should be family moments, moments where people can speak about their day, about their wishes and plans and so on.

Another big mistake that we sometimes make, mainly because of a lack of time, is skipping meals, particularly breakfast, which is the most important meal of the day, above all for children, who have the whole day ahead of them! So allow yourself some time to sit down and have a tasty breakfast!

A good way to introduce the subject would be by inviting the children to speak about their eating

habits: Do they eat with their families or alone? Do they watch TV while eating? Do they eat sitting at the table or on the couch?

The pupils could also be invited to each make a list of Dos and Don'ts (DO eat regularly, sit at the table, chew well... DON'T skip meals, watch TV, play while eating...) and then the lists can be compared and combined. Once there is one agreed list, it could become a poster for the class.



Of course, we are not here to speak about mistakes – not only at least! – but also to help children to learn how to eat healthily. So the first step could be to show them a food pyramid like the one in the picture and to explain to them, in an easy, funny and interactive way, the differences between various kinds of food.

## Vegetables and Fruit (vitamins)



We all know that children don't usually love fruit and vegetables. Why? Mainly because the taste is not as 'child friendly' as chocolate or cakes. Ask the children in your class to write at least five different fruits and five different vegetables (in English) then give a prize to the longest list and/or to the one with the least spelling mistakes, and/or even to the one with the strangest items.





## Fats

Fats are an essential part of our everyday diet, but we should never eat too many of them. List the fats we usually eat (oils, butter...) and ask the children to try and guess (or say if they know) where fats come from (oil from olives or seeds or peanuts, butter from milk and so on...).

## Dairy Products

We are talking about milk, yoghurt and cheese. Most children drink milk and eat cheese almost every day, but do they really know where they come from? Why not take some time to show them a couple of videos? There are a few links to YouTube videos here, but you can also search for 'milk from cow to table' (or 'yoghurt' or 'cheese') and choose different videos. You will of course need to translate these videos for the children, but it will be a good exercise for them to listen to English.

## Meat and beans (proteins)

How many different kinds of meat do we eat? It sometimes depends on our religion: if we are not religious, then it only depends on our taste, but if we're Jewish or Muslim, for instance, we won't eat pork. It would be interesting to do a class survey and then to make a chart or a diagram (have the children do it, of course) of the kinds of meat that they eat and of the substitutes (like beans, soya and so on) and why they do/don't eat some things. Today there are more and more vegetarians and vegans, including children: this could be a further discussion topic if the teacher feels confident enough and if the class is a well prepared one!

## Fish (proteins and some healthy fats)

A nice exercise is asking the children to list as many fish as they know in Italian (as most children don't know many in their own language, you could add some names at the end) and then have them look up their English names in the dictionary and copy them. Children will revise the alphabet, learn the important habit of using a dictionary and add some new vocabulary!

## Bread, pasta, rice (carbohydrates)

This category is also called 'cereals' and includes wheat, rice, oats, barley, bread and pasta. It sometimes includes potatoes.

As we in Italy love pasta and bread, ask the children to make their favourite pasta (it could be *al pomodoro*, *alla carbonara*, *al pesto*...), at home with the help of their parents, and then take a picture of it and write the recipe (you can help translate the difficult parts). Then the class can make a big poster with all the recipes and pictures. If there are children from other cultures in your class you can ask them to do the same with rice (which is commonly used in India, China, Sri Lanka...) or with cous cous, pita or any other cereal that children like.





## WORKSHEET 1

# Food pyramid

1. Draw a line and colour the food pyramid.
2. Copy the words.



fruit and vegetables



fats



fish



bread, rice, pasta



dairy products



















































meat and beans

3. Colour the healthy food green and the unhealthy food red.



# Food pyramid

1. Colour and complete the weekly chart. Find out how healthy you are!

|   | Sunday  | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  | Saturday  |
|---|---|---|---|---|---|---|---|
| Cereals<br>                |    |    |    |    |    |    |    |
| Meat<br>                   |    |    |    |    |    |    |    |
| Fish<br>                   |    |    |    |    |    |    |    |
| Fats<br>                 |  |  |  |  |  |  |  |
| Dairy Products<br>       |  |  |  |  |  |  |  |
| Fruit and vegetables<br> |  |  |  |  |  |  |  |

**Cereals** 0-2 stars a week: not very healthy; 3-4 stars a week: healthy; 5-7 stars a week: very healthy!

**Meat** 5-7 stars a week: not very healthy; 3-4 stars a week: healthy; 0-2 stars a week: very healthy!

**Fish** 5-7 stars a week: not very healthy; 0-2 stars a week: healthy; 3-4 stars a week: very healthy!

**Fats** 5-7 stars a week: not very healthy; 3-4 stars a week: healthy; 0-2 stars a week: very healthy!

**Dairy Products** 5-7 stars a week: not very healthy; 0-2 stars a week: healthy; 3-4 stars a week: very healthy!

**Fruit and vegetables** 0-2 stars a week: not very healthy; 3-4 stars a week: healthy; 5-7 stars a week: very healthy!

**Teacher's Notes:** this is only a game and therefore it won't be as accurate as a detailed survey would be. Remember to explain to your pupils that it all depends on how much you eat of each kind of food, not only on how often! It also depends on the specific type: milk is OK every day, cheese is better only 3/4 times a week. Hamburgers are different to chicken and eating 3 bananas would not make a healthy lunch!

### My favourite fairy tale

Summarising a story is quite a difficult task, even for adults. But using pictures to help can make it easier and can demonstrate the competences that children have achieved. This is a project for small groups, but with younger children it can also become a class project.

Divide the class in small groups and tell them a few (4/5) classic fairy tales (for example Little Red Riding Hood, Cinderella, Sleeping Beauty, The Three Little Pigs...) and ask each group to pick their favourite story. Once they have decided (and this decision is already an important task, as they almost certainly won't agree and will have to find a way to choose), they have to draw six pictures illustrating the tale they have chosen. They have to find the most important things that happen in the story to be sure that, once it is illustrated, everything is clear.

The children then make a poster with their drawings, or a small book with a drawing on each page (the teacher can help them staple the pages together).

Older children will be asked to talk about their pictures. Teachers should help by writing key words on the blackboard, such as stepmother, stepsister, coach...

The children should write the correct sentence, with the help of their teachers, under the relative picture.

Younger kids can be asked to write very simple descriptions like 'Cinderella' or 'Cinderella at the ball'.

#### Useful sentences for teachers

- Now we'll make 4/5 groups of children.
- Group 1, group 2, group...
- Every group chooses its favourite story, Little Red Riding Hood, Cinderella, Sleeping Beauty, The Three Little Pigs, The Little Mermaid...
- Be quiet, please.
- In group ..., who wants Cinderella? Who wants Sleeping Beauty? ...
- So, group ... chooses Cinderella, group ... chooses Sleeping Beauty...
- Do you remember this story?
- What happens in this story?
- Draw six pictures to tell your story.
- Make your fairy tale poster.

All the written language must be in English and physically written by the children. Teachers are asked not to correct or re-write the sentences produced by the children. The first 120 children who take part in this project will receive a small present as a token of our appreciation for the time and effort taken in the preparation of the materials. Send the project material together **with three copies** of the completed project form to:

Pearson Primary Times, Class Projects - Issue 46  
Pearson Italia S.p.A. - Via Archimede, 51 - 20129 Milano

The material should arrive in our offices by **15<sup>th</sup> December 2013**. We may publish extracts from some of the projects in future issues of **Pearson Primary Times**. All the materials submitted become property of Pearson Italia S.p.A. and reproduction rights are reserved.



THIS FORM MUST BE COMPLETED AND INSERTED IN THREE COPIES INTO THE PACK OF THE PROJECT MATERIALS.

46

Name of school \_\_\_\_\_

Address \_\_\_\_\_ CAP \_\_\_\_\_

City \_\_\_\_\_

E-mail \_\_\_\_\_ @ \_\_\_\_\_

Name and surname of teacher \_\_\_\_\_

Class/es presenting materials \_\_\_\_\_

Number of children presenting materials \_\_\_\_\_

Impegno di riservatezza e trattamento dei dati personali

Pearson Italia S.p.A., titolare del trattamento, la informa che i dati da lei forniti ci permetteranno di dare esecuzione alle sue richieste e di farla partecipare alle nostre attività. Con il suo consenso, Pearson potrà tenerla aggiornata periodicamente sulle proprie attività, inviarle saggi gratuiti, newsletter e materiale connesso alla attività didattica. Potrà inoltre invitarla a esprimere le sue valutazioni e opinioni partecipando alle ricerche di mercato realizzate per conto di Pearson. Il conferimento dei dati è facoltativo ma la mancanza delle informazioni potrà impedire l'accesso a tutti i servizi disponibili. I dati saranno trattati, anche con strumenti informatici e automatizzati, da responsabili e incaricati e non saranno comunicati a terzi né diffusi, ma potranno essere messi a disposizione delle altre società appartenenti al Gruppo Pearson per il perseguimento delle medesime finalità. Esercitando i diritti previsti dalla vigente normativa, ogni interessato può chiedere l'accesso ai dati o la loro integrazione, correzione, modifica e può opporsi al loro trattamento o chiederne, nei limiti previsti dalla vigente normativa, la cancellazione nonché prendere visione dell'elenco aggiornato dei responsabili nominati, scrivendo via e-mail a [info@pearson.it](mailto:info@pearson.it) oppure in forma cartacea a Pearson Italia S.p.A. via Archimede 51 - 20129 Milano tel. 02.74823.1 fax 02.74823.278 all'attenzione del responsabile del trattamento dati.

Presa visione dell'informativa, dichiarando di essere maggiorenne, consento al trattamento dei miei dati per le finalità descritte nell'informativa.

☐ SÌ ☐ NO

N.B. Se non barra la casella SÌ perde l'opportunità di partecipare alle nostre iniziative e ricevere il nostro materiale informativo.

Firma \_\_\_\_\_ Data \_\_\_\_\_



# Noi con voi



Prosegue il progetto di formazione online avviato nella primavera del 2013, con sei webinar e 2500 insegnanti collegati dal proprio computer. A partire dal mese di ottobre, formatori qualificati ed esperti di didattica sono tornati ad affrontare i temi caldi della scuola che cambia, in un nuovo ciclo di seminari via Web, con riflessioni e proposte operative aggiornate alle nuove Indicazioni nazionali.

Tutti i corsi sono gratuiti e prevedono il rilascio dell'attestato di partecipazione.

Dei sei seminari realizzati nel primo quadrimestre sono disponibili i materiali e le registrazioni video all'indirizzo [www.pearson.it/materiali-webinar-primaria](http://www.pearson.it/materiali-webinar-primaria)

## CONCETTI DI BASE, ABILITÀ, COMPETENZE COSTRUIRE UNITÀ DI COMPETENZA NELLA SCUOLA PRIMARIA

LISTEN AND SPEAK SUCCESSFULLY. A PRACTICAL APPROACH TO TEACHING THE SKILLS OF LISTENING AND SPEAKING IN THE PRIMARY CLASSROOM

## UNA SCUOLA DAVVERO INCLUSIVA. FARE SCUOLA IMPARANDO A CONDIVIDERE E VALORIZZARE LE DIFFERENZE

MAKING THE MOST OF VISUALS. THERE IS CLOSE CONNECTION BETWEEN VISUAL INFORMATION AND THE SPOKEN WORD

## COOPERARE PER APPRENDERE. PROMUOVERE PROCESSI DI FORMAZIONE COLLABORATIVI ED EFFICACI A SCUOLA

THE MULTISENSORY APPROACH: WATCH, LISTEN, AND LEARN.  
PRACTICAL IDEAS FOR USING VIDEO AND AUDIO IN THE ENGLISH CLASSROOM

Il calendario del secondo semestre sarà disponibile su [www.pearson.it](http://www.pearson.it)

### IMPORTANT NOTICE

Pearson Primary Times is only distributed through a free subscription service and during seminars and conventions for teachers of English.



In caso di mancato recapito inviare al cmp/cpo di Roserio (MI), per la restituzione al mittente previo pagamento resi

Pearson Italia S.p.A.

Via Archimede, 51 - 20129 Milano  
per informazioni:  
Tel. 02 74823327  
Fax 02 74823362

E-mail: [primarytimes@pearson.it](mailto:primarytimes@pearson.it)

[www.lang-longman.it](http://www.lang-longman.it)

PEARSON  
**PrimaryTimes**

#### Contributors

Giulia Abbiati, Sarah Gudgeon, Carla Lucchesi, Claudia Vigneti

#### Editor

Barbara Piola

#### Design

Tatiana Fragni

#### Layout and graphics

Davide Protto

#### Illustrations

Federica Orsi

#### Quality controller

Marina Ferrarese

#### Photographic sources

Photos: p2 tl Samuel Borges; p2 tc Sergiy Bykhunenko; p2 tr Katarzyna Leszczynska; p3 Stefano Lunardi; p7 t marilyna; p7 tr juicybits; p7 bl Norman Armonn; p7 br blackoakstudio; p8 tc voltan1; p8 bl szefei; p9 bl TAN YEN CHUNG; p9 r bangkaewphoto; p10 tr Studio-Annika; p11 c Okea; p11 br 3sbworld; p12 tl Nagy-Bagoly Ilona; br Jose Manuel Gelpi Diaz

#### Printed

Tipografia Gravinese, Torino

#### LIBRI DI TESTO E SUPPORTI DIDATTICI

Il sistema di gestione per la qualità della Casa Editrice è certificato in conformità alla norma UNI EN ISO 9001:2008 per l'attività di progettazione, realizzazione e commercializzazione di prodotti editoriali scolastici, lessicografici, universitari e di varia.



Tutti i diritti riservati.

© 2013, Pearson Italia, Milano-Torino

Le fotocopie per uso personale del lettore possono essere effettuate nei limiti del 15% di ciascun volume/fascicolo di periodico dietro pagamento alla SIAE del compenso previsto dall'art. 68, commi 4 e 5, della legge 22 aprile 1941 n. 633.

Le fotocopie effettuate per finalità di carattere professionale, economico o commerciale o comunque per uso diverso da quello personale possono essere effettuate a seguito di specifica autorizzazione rilasciata da CLEARedi, Centro Licenze e Autorizzazioni per le Riproduzioni Editoriali, Corso di Porta Romana 108, 20122 Milano, e-mail [autorizzazioni@clearedi.org](mailto:autorizzazioni@clearedi.org) e sito web [www.clearedi.org](http://www.clearedi.org).

Per i passi antologici, per le citazioni, per le riproduzioni grafiche e fotografiche appartenenti alla proprietà di terzi, inseriti in questo fascicolo, l'editore è a disposizione degli aventi diritto non potuti reperire nonché per eventuali non volute omissioni e/o errori di attribuzione nei riferimenti.

46

PEARSON Primary Times è pubblicato tre volte all'anno, in primavera, autunno e inverno. Gli insegnanti che desiderano ricevere la rivista in abbonamento gratuito possono inviare il tagliando compilato via posta o via fax al seguente indirizzo: Pearson Italia S.p.A. - PEARSON Primary Times - Via Archimede, 51 - 20129 Milano - Fax 02 74823362

Nome

Cognome

Indirizzo privato

CAP

Città

Provincia

E-mail

Indirizzo della scuola

CAP

Città

Provincia

Libro in adozione

Vorrei ricevere la visita di un agente/concessionario a scuola

☐ SÌ

☐ NO

Impegno di riservatezza e trattamento dei dati personali

Pearson Italia S.p.A., titolare del trattamento, la informa che i dati da lei forniti ci permetteranno di dare esecuzione alle sue richieste e di farla partecipare alle nostre attività. Con il suo consenso, Pearson potrà tenerla aggiornata periodicamente sulle proprie attività, inviarle saggi gratuiti, newsletter e materiale connesso alla attività didattica. Potrà inoltre invitarla a esprimere le sue valutazioni e opinioni partecipando alle ricerche di mercato realizzate per conto di Pearson. Il conferimento dei dati è facoltativo ma la mancanza delle informazioni potrà impedire l'accesso a tutti i servizi disponibili. I dati saranno trattati, anche con strumenti informatici e automatizzati, da responsabili e incaricati e non saranno comunicati a terzi né diffusi, ma potranno essere messi a disposizione delle altre società appartenenti al Gruppo Pearson per il perseguimento delle medesime finalità. Esercitando i diritti previsti dalla vigente normativa, ogni interessato può chiedere l'accesso ai dati o la loro integrazione, correzione, modifica e può opporsi al loro trattamento o chiederne, nei limiti previsti dalla vigente normativa, la cancellazione nonché prendere visione dell'elenco aggiornato dei responsabili nominati, scrivendo via e-mail a [info@pearson.it](mailto:info@pearson.it) oppure in forma cartacea a Pearson Italia S.p.A. - Via Archimede, 51 - 20129 Milano - tel. 02.74823.1 - fax 02.74823.278 all'attenzione del responsabile del trattamento dati.

Presa visione dell'informativa, dichiarando di essere maggiorenne, consento al trattamento dei miei dati per le finalità descritte nell'informativa.

☐ SÌ ☐ NO

N.B. Se non barra la casella SÌ perde l'opportunità di partecipare alle nostre iniziative e ricevere il nostro materiale informativo.

Firma

Data

