**Teachers’ notes**

**Health and Wellbeing Special Dietary Requirements B1.2**

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| **Learning outcomes**Restaurant, People, Eating, Socializing  By the end of the lesson, students will have:   * read about different people’s experiences of having special dietary requirements * discussed their experience of special dietary requirements |

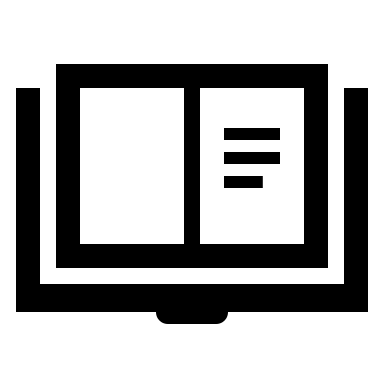
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| **Materials**  Student handout / PPT |

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| **Time** | **Procedure** | **Materials** |
| **5 mins** | * Display and clarify learning outcomes. | **PPT** |
| **25**  **minutes** | * Write ‘special dietary requirements’ on the board and ask students why they think someone might choose not to eat certain foods or be unable to eat them – suggest it could be for health reasons or because they have certain beliefs. They will probably confuse the term with ‘being on a diet’ so it’s important to emphasise the fact that special dietary requirements occur as a result of health issues or holding certain beliefs. Having established this, ask students whether they can think of any – they will probably know some in their first language but not in English. * Explain that they are going to read through different people’s experience of having special dietary requirements. They need to decide whether the experiences have been generally positive, negative or mixed. Do the first one with the whole class as an example. Draw their attention to the Glossary box. * After they have had time to read, put them into small groups / breakout rooms and ask them to discuss their answers. * Conduct whole class feedback.   **[Suggested answers:**  Maria – generally negative but better now she has an EpiPen  Frank – mixed, difficult as a child but better now  Farid – generally positive; however better in Syria than now  Li Hua – negative although good that her friends don’t eat chocolate in front of her  Arsha – positive  Sven – positive  Lena – difficult – had to make big lifestyle changes]   * Put students into pairs / breakout rooms and tell them to match the emboldened words from the text with the definitions to consolidate the new vocabulary. Conduct whole class feedback.   **[Answers:** 1 – c, 2 – e, 3 – d, 4 – a, 5 – b. 6 – f] | **PPT**  **Activity 1 a, b and c** |
| **15-20 minutes** | * Tell students they are going to find out about each other’s experience of special dietary requirements. Before they do, they need to unscramble the questions. Do the first one with students an example. Put them into pairs / breakout rooms to complete the exercise. * Conduct whole class feedback.   **[Answers**  1 Do you know anyone who has a special dietary requirement?  2 Have you tried any alternative milk products?  3 Is there anywhere near you to buy halal meat?  4 Are you allergic to anything?  5 Does your local supermarket sell gluten-free products?  6 Are there any restaurants near you that cater for special dietary requirements?]   * Explain that they are going to interview each other about their experiences. Focus on the fact that these questions are all closed questions i.e. answered with yes or no so they will use these questions to start the conversation but once they have a yes or no answer, they need to think of follow up questions.   e.g. Are you allergic to anything?  > If the answer is ‘yes’ – what are you allergic to? How long have you been allergic? What do you do about it?  > If the answer is ‘no’? – Do you know anyone who is allergic to anything? What are they allergic to?   * Put students into small groups / create breakout rooms to do the activity. * Conduct whole class feedback to get an idea of what they have been discussing and whether anyone in the class has special dietary requirements. | **PPT**  **Activity 2 & b** |
| **10 minutes** | * Conduct a plenary and ask students to discuss the questions.   **[Suggested answers:**   * places can offer gluten-free / vegetarian / vegan options * menus should be labelled in school college cafeterias or restaurants * ensure that staff are well-informed about special dietary requirements and trained what to do if somebody has a bad reaction to something] | **PPT**  **Activity 3** |

**Health and Wellbeing Special Dietary Requirements**

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**Activity 1: Dealing with special dietary requirements**

a Read though different people’s experience of having special dietary requirements. Have their experiences generally been positive ****, negative  or mixed  ? 



I’m **allergic** **to** peanuts. This has caused a lot of problems because I get an allergic reaction even if I’m in the same room as peanuts! My face swells up and it can be difficult to breathe. Unfortunately, there are traces of peanuts are everywhere so it happens quite often but at least I have an EpiPen which I always keep with me so if I do have a reaction, I can inject myself and I quickly feel better. **Maria**



When I was young, I often had terrible stomach aches after eating. I went to see a doctor and it was discovered that I am Coeliac. This means anything I eat has to be gluten-free. It was a nightmare because gluten is in bread, pasta, biscuits and cakes. I used to have lunch at school and couldn’t eat it most of it, so I had to bring my own. Things are much better now; you can get **gluten-free** food in most supermarkets and health food shops and some restaurants even have gluten-free options. **Frank**

My family and I are Muslims, so we’re not allowed to eat pork or drink alcohol. It was easy when we lived in Syria because most of our friends and family were Muslims too. We knew they would only serve us **halal** meat when we visited them and there were a lot of halal butchers and restaurants near our house. Now we live in Spain, it’s not as easy but we’ve discovered an Indian restaurant that serves halal food and there’s a halal butchers in the next town. **Farid**

I’m **lactose intolerant** so have to avoid any food that contains dairy products like yoghurt, cream, cheese and even chocolate. Nowadays, there are alternatives to eating diary products like oat or soya milk but I don’t really like the taste of them. And I really miss eating chocolate. Luckily, my friends and family are thoughtful; they never eat it when I’m around! **Li Hua**

I’m a Hindu and it’s against my religion to eat beef. In fact, I’m **lacto-vegetarian** so I avoid eating any meat or eggs. But It’s not a problem at all because I love vegetables and eat lots of pulses and beans. I prefer spicy food and love experimenting with different flavours. **Arsha**



I decided to become **vegan** a few years ago because I hate the idea of eating any animal products. It’s been remarkably easy because nowadays there are so many vegan options where we live. I’m not sure that’s the case everywhere in the World. **Sven**



I’ve recently been diagnosed with Type 2 **Diabetes**. This means the sugar level in my blood can become really high which is dangerous. It’s been difficult because I’ve had to make big changes to my lifestyle. I have to change my diet to make it healthier and do a lot of exercise. **Lena**

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| **Glossary**  traces of = very small amounts of something to swell up = to become bigger than usual |



b Compare your answers in small groups.

c Match the **emboldened** words from the texts with the definitions.

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| 1 lactose intolerant | a without gluten- a protein in wheat and other grains |
| 2 allergic to | b meat from an animal that has been killed in a certain way that is acceptable in Islamic law |
| 3 vegan | c unable to digest lactose; a type of sugar in milk products |
| 4 gluten-free | d a person who only eats plant-based foods |
| 5 halal  6 diabetes | e causes a rash or other illness when you eat, touch or feel it  f an illness in which the body can’t control the level of sugar in the blood |

**Activity 2: Asking about special dietary requirements**

a Unscramble the questions asking about special dietary requirements.

1 Are / anything / you / allergic to /?

Are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

2 Have / alternative milk products / you / any / tried?

Have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

3 Is / you /anywhere / halal meat / buy / near / there / to ?

Is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

4 Do / you / who / a special dietary requirement / anyone / has / know /?

Do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

5 Does / gluten-free products / sell / supermarket / local / your?

Does \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

6 Are / restaurants / any / cater for / near / there / that / you /special dietary requirements?

Are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

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| **Glossary**  **cater for** - provide what is wanted or needed |



b Work in groups. Ask each other the questions. Then ask one or more follow up questions.

**Activity 3: Reflection**

Discuss the following questions.

What can places such as schools, colleges, the workplace or restaurants do to cater for people who have special dietary requirements?

What experience do you have of catering for people with special dietary requirements?

Is there more or less support where you live now compared to other places you have lived in the past? Why?