

Creative Seeds

UNIT 7: FOOD FOR THOUGHT

Theme: Healthy Lifestyle



Unit 7 Overview: *Food for Thought*

Theme: Healthy Lifestyle

Welcome to Unit 7, Food for Thought—a unit that highlights the importance of making healthy choices for a better life. In this unit, students will explore the benefits of healthy eating and exercise while learning how to express their opinions and offer advice. Through debates and writing tasks, students will develop their argumentation and communication skills, focusing on practical ways to promote a healthy lifestyle.

Speaking Focus: Argumentative Speech

Students will prepare and deliver an argumentative speech on the topic: Should junk food be banned in schools? They will learn how to structure a balanced argument, present persuasive points, and support their opinions with evidence. This activity enhances critical thinking, persuasive language, and confident public speaking.

Writing Focus: Email of Advice

Students will write an informal email offering advice to a friend about adopting a healthy lifestyle. They will practise giving suggestions and using informal email structure, including appropriate salutation, body, and closing. This skill helps students write clearly and connect with their audience in a friendly tone.

Learning Objectives

By the end of this unit:

- Students will be able to deliver a well-structured argumentative speech with persuasive points and supporting evidence.
- Students will be able to write an informal email offering advice using appropriate structure and tone.
- Students will be able to reflect on the importance of healthy choices and motivate others to adopt a healthy lifestyle.

We hope this unit inspires students to think critically about health-related issues, speak passionately about their opinions, and write with a supportive and encouraging voice.

Let's make healthy choices together!

Part 1: Speaking – Argumentative Speech

1.1 Warm-Up: What is Argumentative Speech?

Argumentative speech is all about **presenting your point of view** on a topic and then **giving good reasons** to support it.

Think of it like this:

- You have an **opinion** (what you think or believe).
- You want to **persuade** someone (convince them) that your opinion is strong or valid.
- You need **reasons** (facts, examples, or explanations) that back up your opinion.

(A) Argument or Not?

For each situation below, decide if someone is using **argumentative speech**. Put a tick (✓) if they are, and a cross (X) if they are not.

Situation 1. A student tells their friend about their favourite dinosaur, explaining why the T-Rex was the most fearsome because of its powerful bite and size.

Is this argumentative speech? _____

Situation 2. A student is describing to their classmate what they did during their summer holidays, listing all the places they visited.

Is this argumentative speech? _____

(B) My Opinion, My Proof!

For each statement, first, decide if you **Agree** or **Disagree** with the opinion. Then, read the three reasons and **tick** (✓) the one that you think is the **strongest and most relevant reason** to support an argument.

Statement 1: "All students should learn to code (computer programming)."

My Opinion: (Circle one) Agree / Disagree

Tick the best reason:

A) _____ Coding is boring for some people.

B) _____ Learning to code helps develop problem-solving skills and prepares students for many future jobs.

C) _____ My older brother knows how to code.

1.2 Before We Start: Choose Your Side

Topic: Should junk food be banned in schools?

First of all, you need to decide which side you will argue for. Remember, in an argumentative speech, you must take a clear stand!

My Chosen Side (Tick one):

_____ **Yes, junk food should be banned in schools.**

_____ **No, junk food should NOT be banned in schools.**

1.3 Building Your Introduction

Your introduction is like the first impression you make. It needs to grab attention, tell us what you're talking about, and clearly state your opinion!

Introduction Paragraph

Part 1: Hook - Start with a Fun Fact!

_____ (BAN/NO BAN) Some studies show children who eat a lot of unhealthy foods can sometimes find it harder to concentrate in class.
_____ (BAN/NO BAN) Research suggests that when certain foods are completely forbidden, children might want them even more and eat them excessively outside of school.

Part 2: Introduce the Topic - clearly tell your audience what your speech is about.

Today, I want us to think about _____
_____.

Part 3: Your Stance - Clearly state your opinion.

I firmly believe that... / I am strongly convinced that... / My stance on this issue is clear that... / Considering all factors, it is evident that... / It is hard to deny that ...
/ I strongly oppose the idea that ... / I question whether ...

1.4 Body Paragraph 1 – Your First Strong Reason

Choose the reason you can explain most clearly and support with the best examples.

Body Paragraph 1

Part 1: Topic Sentence - State your first main reason why you hold your stance.

Firstly, ... / One important reason is that ... / A key point is that ...

_____Health / _____Focus and learning / _____Healthy habits/ _____Responsibility

/ _____Education is better than banning / _____Freedom of choice

Part 2: Explain Your Reason – How does this help students? How does this cause a problem?

This allows students to ... / This affects students by ... / As a consequence, ... / In

this way, ... / Students are more/less likely to ... / This helps students become...

Part 3: Give Examples - Specific examples can make the explanation clearer.

For instance,... / This can be seen when .../ A good example of this is ...

Part 4: Link Back - Briefly connect this reason back to your main stance.

_____ Therefore, this shows that healthy habits should be encouraged in schools.

_____ This clearly supports my view that students need more opportunities to exercise.

_____ Overall, this supports the idea that school rules can have a positive effect on students.

1.5 Body Paragraph 2 – Your Second Strong Reason

Choose another strong reason that is different from your first one and can also be explained clearly with good examples.

Body Paragraph 2

Part 1: Topic Sentence - State your second main reason why you hold your stance.

Secondly, ... / In addition, ... / A further reason is that ...

_____Health / _____Focus and learning / _____Healthy habits/ _____Responsibility

/ _____Education is better than banning / _____Freedom of choice

Part 2: Explain Your Reason – How does this affect students in the long term? How does this influence the school environment?

This can have a positive/negative effect on ... / Students may become more/less likely to ... / This may lead to ... / In the long term, ...

Part 3: Give Examples - Specific examples can make the explanation clearer.

To illustrate, ... / For example, .../ To cite an instance, ... / By way of illustration, ...

Part 4: Link Back - Briefly connect this second reason back to your main stance.

_____ This also supports my view that a complete ban is not the best solution.

_____ Overall, this strengthens the argument that schools should encourage healthier choices.

_____ For this reason, my opinion remains that education is better than strict control.

_____ Therefore, this further shows that junk food should be banned in schools.

1.6 Closing Speech

1. Restate your stance
2. Summarize your 2 points
3. End with a final thought or call to action

Closing Speech

Part 1: Restate Your Stance

In conclusion, ... / To conclude, ... / Overall, ... / All in all, ...

Part 2: Summarize Your Main Points - Briefly remind the audience of your reasons.

This can help students by ... / These points show that ...

Part 3: Final Thought / Call to Action

So, ... / Let's ... / We should ... / That is why ...

1.7 Class Showcase

Present your speech to the class.

Performance Checklist: Do a self-evaluation and tick the right box.

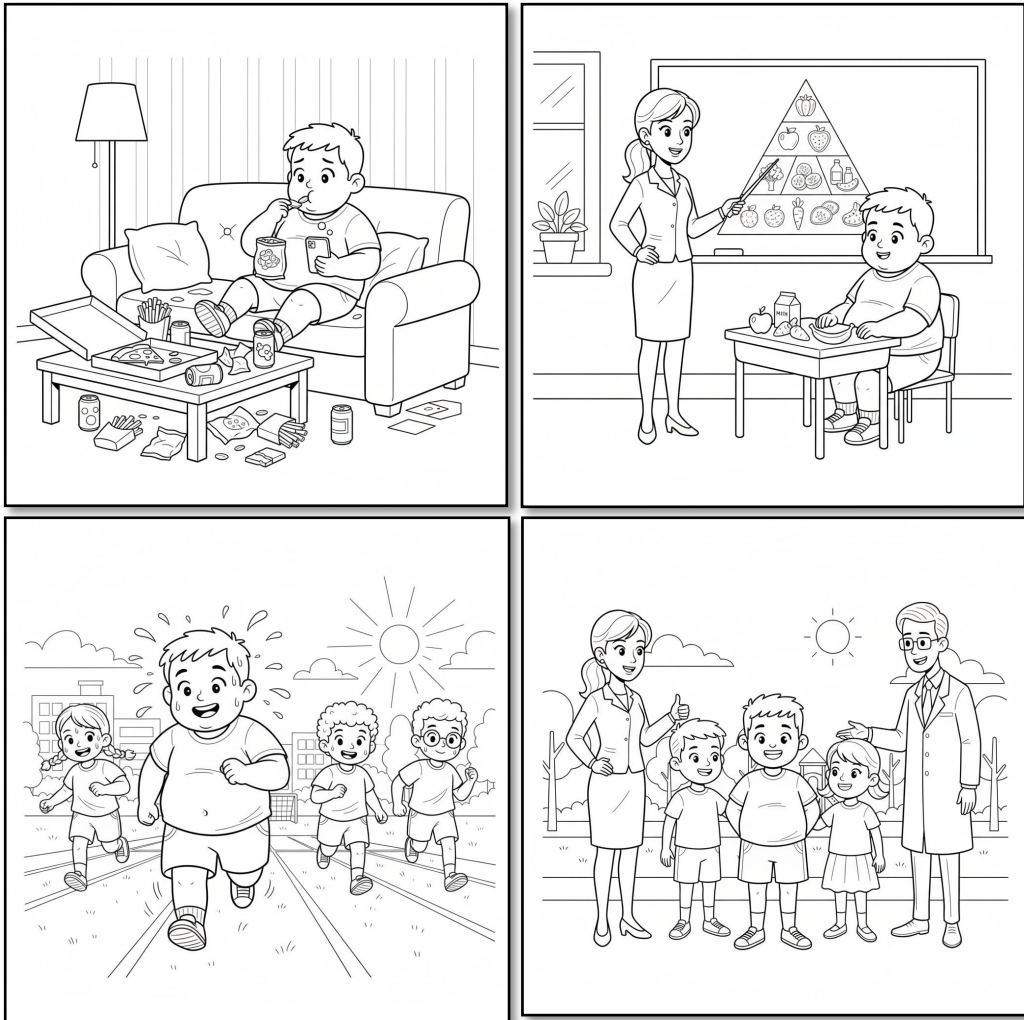
	Myself
Did I speak clearly and loudly enough?	
Did I maintain a steady pace without rushing?	
Did I use proper body language?	
Did I make eye contact?	
Did I smile and appear friendly?	
Did I speak confidently?	

Part 2: Writing – Email of Advice

2.1 An Email of Advice

What does a healthy lifestyle mean? A healthy lifestyle is about making good choices every day. This includes eating balanced meals, exercising regularly, getting enough rest, and taking care of both your body and mind. Sometimes people need support and advice to build healthier habits. In this task, you will write an informal email to a friend to give advice on how to live more healthily.

Healthy and Unhealthy Lifestyle



2.2 Let's Discuss!

Let's dive into an exciting discussion to prepare for your writing task!

- What healthy changes could the person make?
- How might the person feel before making healthy changes?
- How might the person feel after following good advice?
- What advice would you give to a friend who wants to become healthier?

2.3 Format of an informal email

For an email of advice to a friend, students can use this simple format:

To:	()
Subject:	()
Greeting ()	
Opening ()	
Body	
Closing sentence ()	
Sign-off ()	
Sender's name ()	

Read the phrases and sentences below. Choose the correct ones for each part of the email. Write the letter in each blank in the template.

A	Best wishes,
B	Hello Tom,
C	I hope you can try these ideas.
D	Some Tips for You
E	Sally
F	I'm glad you want to improve your lifestyle. Here is some suggestions for you.
G	sallycms@icerocket.com

2.4 Write an Email

Use the guiding questions to help write each part of our informal email of advice.

Email content:

- What is your email address?
- Does your subject clearly show that you are giving advice?
- Who are you writing to?

Opening

- How can you greet your friend in a friendly way?
- Why are you writing this email?
- How can you show that you care about your friend?

Body Paragraph 1 – Advice about food and drinks.

- What unhealthy eating or drinking habit does your friend have?
- What should your friend eat or drink more of?
- What should your friend eat or drink less of?
- Can you give one or two examples of healthy food?

To:

Subject:

A large rectangular box with rounded corners and a double-line border, containing 12 horizontal lines for writing.

Email content:

Body Paragraph 2 – Advice about sleep, exercise or daily routine.

- Does your friend get enough rest?
- What happens if your friend sleeps too late?
- What healthy routine could your friend develop?
- What kind of exercise could your friend do?
- How will this help your friend?

Closing

- How can you show that you hope your advice is useful?
- How can you encourage your friend?
- Can you say that small changes can make a big difference?
- How can you end in a warm and supportive way?

Sign-off

- What friendly sign-off can you use?

2.5 Final Checklist

Proofread the story and check the box.

- Sentences begin with a capital letter.
- Full stops, commas, and question marks are used correctly.
- The email format is correct: subject, greeting, body, sign-off, and name.
- The tone is friendly, caring, and supportive.
- Advice is given clearly using suitable phrases.
- Healthy lifestyle ideas are included.
- Sentences are complete — no fragments or run-on sentences.
- Connectors are used to organise ideas clearly.
- All words are spelt correctly.