

# Food too bad for prison



## Learning objectives

By the end of this session you will be able to:

- Use phrasal verbs related to food.
- Talk about your opinion regarding food.
- Discuss the punishment / reward relationship people have with food.

Match the phrasal verbs to the meanings.

Students should match these common phrasal verbs to their meanings, you can include more verbs and check with comprehension questions before moving on to the next task.

- |            |   |
|------------|---|
| 1. Pig out | A. to unwillingly eat only a small amount of food because you are feeling sick, not hungry or don't like the food |
| 2. Dig in  | B. to start eating  |
| 3. Whip up | C. to eat a lot of food   |
| 4. Pick at | D. to prepare a meal very quickly   |

- |            |   |
|------------|---|
| 1. Pig out | C. to eat a lot of food   |
| 2. Dig in  | D. to prepare a meal very quickly   |
| 3. Whip up | B. to start eating  |
| 4. Pick at | A. to unwillingly eat only a small amount of food because you are feeling sick, not hungry or don't like the food |

Complete the questions with the phrasal verbs and answer the questions.

To double-check comprehension ask students to complete these questions with the expressions from the previous activity. Encourage students to enter into conversation about these questions, ask them to give examples, and ask follow-up questions to continue the conversation.

- When you have surprise visitors, what is something you can \_\_\_\_\_ quickly?
- What is your favourite food to \_\_\_\_\_ on?
- What things do you like to \_\_\_\_\_ when you are bored?
- Do you wait for everyone to join you before you \_\_\_\_\_ to your meal? Why / why not?
  
- When you have surprise visitors, what is something you can WHIP OUT quickly?
- What is your favourite food to PIG OUT on?
- What things do you like to PICK AT when you are bored?
- Do you wait for everyone to join you before you DIG IN to your meal? Why / why not?

Read the quotes below, what do you understand by them and to what extent do you agree or disagree?

Ask students to reflect on these quotes, students should give their opinions and follow up their opinions with reasons and examples. As an extension activity students can share common phrases or sayings from their country that relate to food.

“One cannot think well, love well, sleep well, if one has not dined well.”  
— Virginia Woolf, *A Room of One's Own*

“After a good dinner one can forgive anybody, even one's own relations.”  
— Oscar Wilde, *A Woman of No Importance*

“There are people in the world so hungry, that God cannot appear to them  
except in the form of bread.”  
— Mahatma Gandhi

- How important is food in your culture?

Discuss the question

This question can start a debate about food and culture, as well as the origins of traditions related to food, ask students to give examples and talk about food and traditions.

- How important is food in your culture?

Look at the pictures below and answer the questions.

These pictures show foods and snacks from around the world, they are not meant to be judgemental just a way to start a conversation and spark interest. The conversation should be followed up by the questions below and should be kept lighthearted.



Balut - top left

Chapulines - top right

Fried Seahorse - bottom left

Fried Tarantula - bottom right

- What do you think of these foods?
- Would you try them? Why or why not?
- What strange / exotic food do you have in your country?

Watch the video <https://www.youtube.com/watch?v=a5NI5Rp3oXs> and answer the questions.

Ask students to watch the video and take notes about the video and the issues raised. Students should be focused on what nutraloaf is, why it was invented and what the controversy is surrounding it.

- What is the video about?
- Would you like to try nutraloaf?

### Discuss

Students should start getting prepared for the debate by discussing these questions, the questions are difficult so students should try to explain their ideas as best as they can. Students should back up their opinions with reasons and examples.

- What is the relationship between reward and punishment and food like between you / your culture / your childhood?
- Do reward / punishment food relationships lead to obesity in adulthood?

### Debate

In groups, students should debate the ethics behind using food as a punishment, give students time to prepare their arguments. Set the ground rules for the debate and encourage students to participate.

Should food be used as a punishment?

- Group A: The food is technically edible, so what's the problem?
- Group B: People have a right to tasty food.