

# PERANGKAT PEMEBALAJARAN KURIKULUM 2013 (Lesson Plan)

CLASS : IXa BAHASA INGGRIS

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PENDIDIKAN PROFESI GURU DALAM JABATAN
PENDIDIKAN GURU BAHASA INGGRIS SMP
UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
2021

### **LESSON PLAN**

School : SMPN 1 Banggai Tengah

Subject : Bahasa Inggris

Class/Semester : IX/I

**Material** : Nutrition Facts

Academic Year : 2021/2022

Time Allocation : 2 x 30 minute

#### A. MAIN COMPETENCE

KI 1 : Concerning and practicing the value of the religion

KI 2 : Exploring the attitude(honest, discipline, responsibility, care, cooperation, piece, responsive and active)and shows the attitude as problem solver in the country in effective interaction in social society and take position ourselves as a reflection of the nation in the association world.

KI 3 : Understand, apply, analyze, and evaluate factual knowledge, conceptual, science, technology, art, culture, and humanities with human insight, national, state, and civilization related phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.

KI 4 : Try, process, and serve in the concrete real and abstract domains associated with the development of the independently learned in school and home, and was able to use the method according to the rules of science.

### **B. BASIC COMPETENCE AND INDICATORS**

Basic Competence	Indicators
<b>3.3.</b> Membandingkan fungsi sosial, struktur	3.3.1. Describe the social function of
teks, dan unsur kebahasaan beberapa teks	giving and asking for information
khusus dalam bentuk label, dengan meminta	related to choosing healthy and safe
dan memberi informasi terkait	drugs/food/beverage.
obat/makanan/ minuman, sesuai dengan	
konteks penggunaannya	3.3.2. Read a variety of information
	including the original name, trade
	name of the drug, description, volume
	of ingredients, how to use, how to store, and expiration date.
	store, and expiration date.
	2.2.2 Identify days as /foods /dainlys that
	3.3.3. Identify drugs/foods/drinks that
	are healthy and safe, to avoid negative
	effects, and get the best results
4.3 Menangkap makna secara kontekstual	4.3.1 Students can arrange random
terkait dengan fungsi sosial, struktur teks,	text structures about beverage labels
dan unsur kebahasaan teks khusus dalam	accurately.
bentuk label pendek dan sederhana, terkait	
obat/makanan/ minuman	4.3.2 Students are skilled in finding
	information in simple beverage labels
	accurately.

### C. LEARNING OBJECTIVE

Students are able to

- 1. name the beverages (C1)
- 2. apply linguistic elements (word meaning) according the nutrition fact (C3)
- 3. apply the social function (benefit) properly (C3)
- 4. compare which beverage is healthier (C5)

#### D. LEARNING MATERIAL

### **READING LABEL**

Nutrition Facts is detailed information about a food's nutrient content, such as the amount of fat, sugar, sodium and fiber it has.

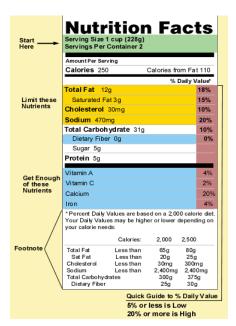
### Why is a healthy diet important?

- > Better school performance
- Developmental growth
- ➤ Helps manage weight and prevents overweight and obesity
- > Reduces the risk of chronic disease
- > Reduces the risk of early mortality

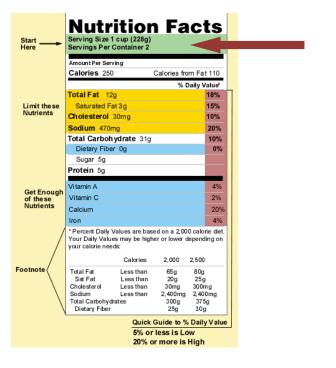
#### **Nutrition Facts Label**

- ➤ Use food labels to help you make better food choices
- Check for calories
- Look at the serving size and how many servings you are actually consuming
- > Choose foods with lower calories, saturated fat, trans fat, and sodium
- > Check for added sugars using the ingredients list

### Reading Labels



### **Servings per Container**



How many calories would you consume if you eat the whole package?

▶500 calories

How many grams of fat?

▶24 grams

### **Portion vs. Serving**

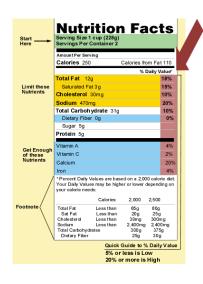
# Portion- amount of a food item you eat at one time

- •Amount served in a restaurant
- •Amount offered in packaged foods
- •Amount you choose to put on your plate

### Serving- a unit of measure listed on a food product's Nutrition Facts panel

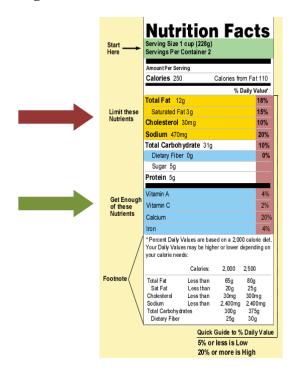
- •It tells the amount of calories and other nutrients in that particular serving of food
- •Examples: cup or ounce

### Percent Daily Value (% DV)



- Shows how a food fits into a daily diet
- Based on 2000 calorie diet
- Interpreting Percent Daily value
- 5% is Low
- 20% is High

### **Highs and Lows**



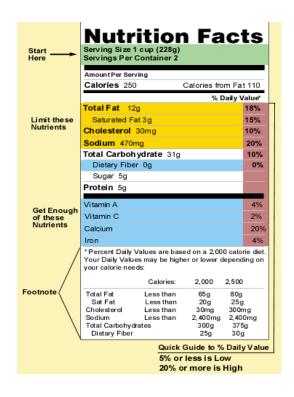
### Get enough of these nutrients:

Dietary Fiber, Vitamin A, Vitamin C, Calcium, Iron

### **Limit these nutrients:**

Fat, Cholesterol, Sodium

### **Interpreting the Label**



## Which nutrients have high values?

▶ Fat, sodium, and calcium

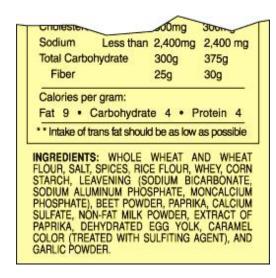
### Which nutrients have a low value?

► Vitamin A, Vitamin C & Iron

## What nutrient is this food lacking?

▶ Dietary Fiber

### **Ingredients List**



- Ingredients are listed in order from most to least
- · Avoid added sugars
- What about this ingredient list makes this food appear to be a healthy choice?

"Whole wheat" as a first ingredient

Label 1 Label 2





Amount Per Serving	Per Servina	Per Bottle
Calories	15	30
	% Daily \	/alue**
Total Fat 0g*	0%	0%
Sodium 60mg	3%	5%
Total Carbohydrate 3g	1%	2%
Sugars 2g		
Protein Og		- 8
Vitamin E	15%	30%
Niacin	15%	30%
Vitamin B6	15%	30%
Vitamin B12	15%	30%
Not a significant sour from fat, saturated fat cholesterol, dietary fil A, vitamin C, calcium	t, trans f ber, vita	at, min

### E. LEARNING METHOD

Approach : Scientific approach Model : Question and answer

### F. MEDIA/TOOLS, MATERIALS

### Media/Tools:

✓ Final exam paper

### **G.LEARNING SOURCE**

### **Learning Source:**

- ✓ Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, Think Globally Act Locally, SMP/MTs Kelas IX, edisi revisi 2018
- ✓ Student worksheet

### H.LEARNING ACTIVITIES

First Meeting (2 x 40 minutes)

No	Activities  Pre Interactional activity	Description Comp or PP	oonent 4c Level HOTS	Time
1.		The teachers says greeting to greet the students in classroom (Integration (Integra	grity)	15 minu tes
		> Student respond the teacher's greeting (Integ	grity)	
			pendently idence, ious)	
		➤ Sing Indonesia Raya anthem (Nation	onalist)	
		The teacher checks students' (Disci	pline)	
		The teacher remind the student to:  1) Wear a mask to protect yourself and others and stop the spread of COVID-19  (Disci Integration Inte	pline and rity)	
		2)Clean your hand often, either with soap and water for 20 second or hand sanitizer that contain at least 60 % alcohol.		
		3)Stay at last 6 feet from other who don't live with you 4) Get a COVID-19 vaccine when available to you		
		Teacher states the learning objectives (Appe	erception)	
		The teacher pays attention to students' preparedness for the learning process and		

		conditioning the student attention  The teacher asks questions related to the material that has been studied at the previous meeting.  The teacher conveys an outline of the scope of the material and gives an explanation of the activities that will be carried out by students to solve problems or assignments.  (Apperception)	
		<ul> <li>Student are shown a picture of Nutrition Fact</li> <li>Student trying to define</li> </ul>	
2.	Main	Nutrition Fact  The teacher explain about	30
	activity	Nutrition Fact  Students observe a bottled	minu tes
		drink label that is displayed by the teacher through PPT and determine the problem of the drink;	
		<ul> <li>Students observe another bottled beverage label;</li> </ul>	
		> Student analyze what they know, what they need know, and what needs to be done to solve the problem of the label observed packaged drinks;	
		Learners share tasks to discover what they need to know;	

	>	Students write the contents of packaged drinks into the diagram;	
		Student look for information / conduct investigations (meanings of words, benefits, the amount they need and the amount of content) related to the facts in two labels from various sources (books, internet, etc.)	
	>	Students consult the investigation to the teacher if there are obstacles;	
	>	Students associate (compile a summary of their decisions) choose a good and safe drink) and the reasons based on the data found on the labels of the drinks he looked at;	
	>	Students analyze and evaluate answers to problems exist as well as the process of solving the problem; and	
	>	The teacher provides reinforcement related to problems in drinking, as well as providing advice on why they should read the label before consuming it.	
3.	Post >	Students together with the teacher conclude the day's activities;	15 minu tes
	>	Teachers and students reflect on learning	

>	teachers and students do learning reflection		
>	The teacher close the learning activity by inviting students pray before ending the lesson.	(Religious)	
>	The student respond the teacher greetings.		

### I. ATTACHMENT 1 (ASSESSMENT INSTRUMENTS)

### a) ASSESSMENT OF SPRITUAL AND SOCIAL ATTITUDES OBSERVASI

NO Students N Kelas IX	Students Name		Behavior Aspect Assessed			Total Score	Attitude	Score Code	
	Keias IAa	Co	Но	Re	Di	Ac	Score	score	Code
1.									
2.									
3.									
4.									
5.									

### Information:

- Co : Cooperate

- Ho : Honest

- Re : Responsible

- Di : Discipline

- Ac : Active

### Note:

1. Aspects of behavior are assessed by criteria:

100 = Very good

75 = Good

50 = Enough

= Less

2. Maximum score = number of attitudes assessed multiplied by the number of criteria =  $100 \times 5 = 500$ 

- 3. Attitude score = total score divided by the number of attitudes assessed = 375:5=75,00
- 4. Value / predicate code:

75,01 - 100,00 = Very good (VG)

50,01 - 75,00 = Good(G)

25,01 - 50,00 = Enough(E)

00,00 - 25,00 = Less(L)

Acknowledged by Principal

Muslim Likabu, S.Pd

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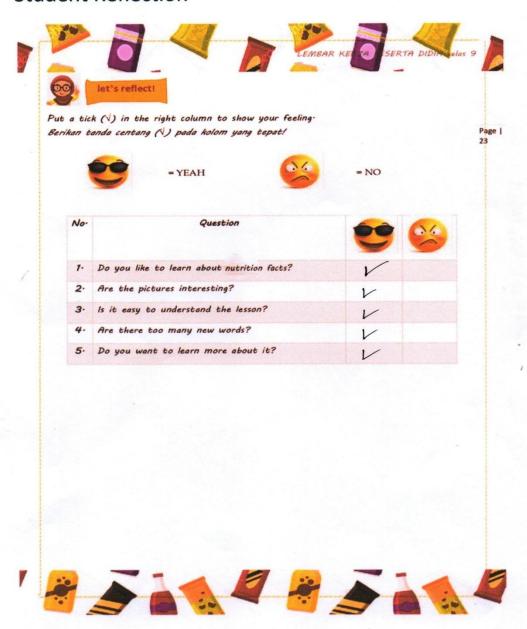
Timbong, 03 December 2021

**English Teacher** 

Enrimon Piisi, S.Pd

NIP. 19870903 201101 1 007

### **Student Reflection**



### **Teacher Reflection**

### **Nutrition Facts**

### 1. did I change from the original materials? Why?

At the next meeting I will choose the label of soda and milk as a teaching medium without changing other content, this can increase knowledge about nutrition in milk, and can make children prefer drinks that contain vitamins and minerals.

### 2. Are the materials you have developed appropriate to your students? Or are they only appropriate to a certain group of students in your class?

In my opinion, these materials are appropriate, but they still need to be further developed to make it more optimal. such as changing drink labels to milk, to see the nutrition facts.

### 3. What do you like most about the materials you develop? Why?

I really like the part where students can choose the right drink based on the Nutrition Facts such as vitamins and minerals in the drink

#### 4. From 1-10, how do you rate your materials? Why?

7, because I still have to develop my lesson plans to make it easier for students to understand. I still have to make instructions that are easier for students to understand on the LKPD