

LESSON PLAN

HEALTHY LIFE & FOOD & SPORT

SUSTAINABLE CONSUMPTION AND PRODUCTION IN SOCIAL LIFE

2016-1-PL01-KA219-026190_5

Topic: *Healthy life, food and sport*

Time: 50'

Aims: informing the students, raising their awareness and responsibility towards the importance of adopting a healthy lifestyle;

Students` age: 10-13

Benchmarks:

- 1.2. to explain the differences between the conditions: healthy/physical discomfort/illness;
- 2.2. to be able to take responsible and proper decisions when their health is threatened;
- 2.3. to develop healthy interpersonal and environmental relationships;
- 3.2. to be able to assess the short- and long-term effects of exposure to health risk.

Operational objectives: *At the end of the lesson students have to be able:*

- O1 – to give the definition of a healthy lifestyle;
- O2 – to be aware of the fact that a vicious lifestyle makes us sick;
- O3 – to list the principles of a healthy lifestyle;
- O4 – to draw the `flower of health` consisting of behaviors, demands of a healthy life;
- O5 – to identify the five main categories of food adequate for a healthy diet related to the food pyramid;
- O6 – to embrace a healthy behavior concerning everyday exercise;
- O7 – to promote a healthy eating behavior which is adequate for physical and psychical health.

Lesson type: Communication and acquisition of new knowledge

Didactical endeavor:

- a.) **Teaching techniques/methods:** heuristic conversation, observation, explanation, exercise, brainstorming, clustering, learning through discovery, questioning, simulation, game.
- b.) **Materials:** handouts, flipchart, marker, video and power point presentations, computers connected to the internet, video projector, pictures with food, different food packages/wraps, Styrofoam, drawings exhibition.
- c.) **Class organization:** individual work, pair work, group work, lockstep.



PROCEDURE

STAGES OF THE LESSON	TIME/ OBJECTIVES	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	METHODS MATERIALS	INTERACTION	EVALUATION
Warm - up	2'	T checks if everything and everybody is prepared for the lesson; jots down the absents; prepares the didactical material needed for the teaching activity.	Ss get ready for the lesson; they prepare their materials (book, notebook, pencil case etc)	Conversation	Lockstep	
Review of past material	5' O1 O2 O3 O6 O7	<i>Orally addressed questions:</i> 1.What does <i>`LIFESTYLE`</i> mean? 2.What type of lifestyle do you currently have: healthy or vicious? 3.How important is sport/exercising? 4. What do you understand by the concept „ <i>health</i> ”	Ss answer T`s questions: -`Lifestyle` refers to the way in which we choose to live our everyday life; Maybe we have a healthy lifestyle but we do not always follow all the right steps: - exercising daily means preventing diseases and staying healthy; - the concept `Healthy` refers to physical, psychical, social well-being, voided of disease.	Conversation Brainstorming	Lockstep	T supervises /supplies error correction, makes appreciations, checks the appropriate answers, praises the Ss who get actively involved in the activity, encourages all Ss to participate with opinions
Catching Ss` attention Lead in	5' O1 O2 O3	Didactical game: -order the letters to discover words: <i>FLIE, YHAETL, ODOF, POSRT, ADN</i> The T announces the title of the lesson and writes it on the blackboard: <i>Healthy life, food and sports.</i>	Ss identify the words: <i>Healthy life, food and sport</i> Ss jot down onto their notebooks the title of the lesson, the date of today, and	Didactical game Conversation Questioning	Pair work	T supervises /supplies error correction, makes appreciations, checks the appropriate answers,

<p>Introduction to the new lesson</p>	<p>O5 O6 O7</p>	<p>T announces the lesson objectives that the Ss will have to meet at the end of the class.</p>	<p>they pay attention to the objectives stated by the teacher.</p>			<p>praises the Ss who get actively involved in the activity, encourages all Ss to participate with opinions</p>
<p>Elicitation/ explanation</p>	<p>15' O1 O2 O6 O7 O1 O2 O3 O5 O6 O7</p>	<p>T wants to find out how many things her Ss know about a healthy lifestyle. A brainstorming activity is set up from the word healthy life. Ss have to elicit as many words/ideas as possible related to the topic given by the T.</p> <div data-bbox="514 722 997 1144" data-label="Diagram"> <pre> graph TD HL[Healthy life] --> F[Food] HL --> WU[Why is it useful?] HL --> L[Lifestyle] HL --> ES[Exercise /sport] HL --> FO[Function for the organism] HL --> HI[How is it?] HL --> WI[What is it?] </pre> </div> <p>The T presents a ppt material about:</p> <ul style="list-style-type: none"> - food/alimentation; - physical activity/sports; - wraps/packaging – the visit card of food/alimony; - principles of a lifestyle; 	<p>The Ss provide answers to these questions on the basis of their general knowledge and everyday living.</p> <p>Each S comes in front of the classroom and writes his/her answer on the flipchart.</p> <p>All the Ss copy the answers onto their notebooks.</p>	<p>Conversation Brainstorming Clustering Discovery learning</p> <p>Flipchart, marker Notebooks Laptop/ Computer, Video projector, Ppt</p> <p>Guided observation Conversation Explanation</p>	<p>Lockstep Individual Lockstep Individual</p>	<p>T supervises /supplies error correction, makes appreciations, checks the appropriate answers, praises the Ss who get actively involved in the activity, encourages all Ss to participate with opinions.</p> <p>T asks Ss for questions, helps them understand new word/concepts.</p>

		<p>- the importance of a healthy well being.</p> <p>The T also writes the lesson sketch on the blackboard.</p>	<p>Ss are paying attention to the presentation and the explanations</p> <p>Ss copy the lesson sketch onto their notebooks.</p>	<p>Blackboard, notebooks, pens, pencils</p>		
<p>Practice</p> <p>Production: Immediate creativity</p>	<p>20'</p> <p>O2</p> <p>O5</p> <p>O7</p>	<p>T asks Ss to group in three teams, according to the color of the paper they have chosen (red, yellow or green).</p> <p>Group 1 <u>Learning task:</u> <i>Set out the `Food pyramid`</i> <u>Methods:</u> Ss fill in the handout <i>`What food do I usually consume?`</i> referring to their everyday menu. Annex 1 T asks Ss to think about: <i>In your opinion, for what reasons do people not stick to a balanced alimony diet?</i></p> <p>Group II <u>Learning task:</u> <i>Explain the concept `A</i></p>	<p>Each group solves the task received from the T.</p> <p>- relating to the <i>healthy diet</i> topic, the Ss identify, select and arrange some pictures in the correct order, choosing their correct position in the food pyramid.</p> <p>For doing this they will use the Styrofoam board provided by the T.</p> <p>- Ss store out in two different boxes the healthy and unhealthy food packages. - Ss display their handouts on the Styrofoam board, next</p>	<p>Conversation Exercise Questioning</p> <p>Handout</p> <p>Pictures with food</p> <p>Food packaging</p> <p>Styrofoam board</p>	<p>Group work</p>	<p>T supervises /supplies error correction, makes appreciations, checks the appropriate answers, praises the Ss who get actively involved in the activity, encourages all Ss to participate with opinions.</p>

	<p>O1 O2 O3 O4</p> <p>O1 O2 O4 O7</p>	<p><i>healthy person`.</i> <u>Methods:</u> - T helps Ss fill in the handout <i>`Health flower`</i> with information related to <i>`Traits of a healthy person`</i> Annex 3, checked in front of the class T asks Ss to think about: <i>How much does the surrounding environment in which we live our life affects our health?</i></p> <p>Group III <u>Learning task:</u> <i>Love health, love life!</i> <u>Methods:</u> 1. <i>Name the effects of an unhealthy alimentation/ diet.</i> 2. Jot down onto the flower cards you have received: <i>Everyday habits that contribute to the maintenance/conservation of health hygiene.</i> - T asks Ss to come in front of the class for checking their answers with the guidelines from annex 4: <i>`Attitudes concerning a healthy life`.</i> T asks Ss to think about: <i>Who`s responsibility is the task of improving and protecting our health?</i> From each group, a leader is chosen who will present the activity of the whole group.</p>	<p>to the food pyramid ant, together with the T they check to what extent are the rules of a healthy/balanced alimentation followed. Annex 2 – the guide of a fair alimentation</p> <p>- Ss receive colored cards shaped as flower petals which they have to fit in the <i>`Health flower`.</i> Onto these petals the Ss have to: - jot down pieces of advice, and suggestions they can think of; - identify behaviors for developing and maintaining a healthy body; - list the effects of an unhealthy alimentation; - identify and jot down the habits that contribute to the maintenance of life and health hygiene.</p>			
Evaluation activity	3'	- As homework Ss have to make a poster with the topic <i>`Healthy life, food and sport`</i> The poster will be displayed in school. T praises the most active Ss and jots down appropriate marks	- Ss make the posters	Conversation	Paper sheets Poster exhibition	Possible pair work or individual work – the Ss can choose

HANDOUTS

GROUP 1

Handout: *`The food pyramid definition`*

Fill in the handout *`What food/aliments do I eat?`*

1. Identify, select and arrange the pictures and packages, in the correct order, choosing their correct position in the food pyramid, according to a healthy diet.
2. Store out in two different boxes the healthy and unhealthy food packages.

GROUP 2

Handout: *Explain the concept `a healthy person`*

1. Jot down onto the flower petal shaped cards pieces of advice, suggestions and behaviour, then put the petals on the *`Health flower`*

GROUP 3

Handout: *`Love health, love life!`*

1. Name the effects of an unhealthy alimentation/ diet.
2. Jot down onto the flower cards you have received: *Everyday habits that contribute to the maintenance/conservation of health hygiene.*

ANNEX 1.

What aliments/food do I eat? Refer to your daily menu.

Aliments/food	Breakfast	Lunch	Dinner	Snack	Total number
<i>Fruits and vegetables</i>					
<i>Bread and cereals</i>					
<i>Milk</i>					
<i>Meat</i>					
<i>Others</i>					

ANNEX 2.

The guide of a healthy diet

1. Eat varied aliments;
2. Keep your body weight in normal/healthy limits;
3. Choose a food diet which consists of many fruits, vegetables and cereals;
4. Choose a low cholesterol and low saturated fat diet;
5. Use sugary products with moderation;
6. Use salt with moderation.

For a daily well-balanced diet it is advisable to consume the following p food ortions

Fruits and vegetables: 5

Bread and cereals: 5 or more portions

Milk: 3

Meat: 2

ANNEX 3.

How would you define a healthy person?

Choose at least six statements which you consider to have the most important qualities that a person needs in order to be healthy.

A healthy person:

- Exercises regularly
- Lives in a clean environment
- Avoids cigarettes, alcohol and drugs
- Has a beautiful skin
- Avoids food that has too many food additives
- Eats regularly; doesn't eat snacks
- Has a beautiful silhouette
- Doesn't need medicine
- Can run after the bus without losing his breath
- Goes in outdoor trips
- Has a comfortable house
- Has a good self-image
- Esteems hygiene
- Avoids eating sweets
- Has certain beliefs that help her/him in life
- Doesn't eat excessive amounts of food
- Goes to the doctor regularly
- Never looks depressed
- Successfully manages his/her way out of any difficult situation
- Makes friends easily

ANNEX 4.

Attitudes towards a Healthy Life

1. Healthy and well balanced alimentation
2. Hydration
3. Regular exercises
4. Lots of fresh air and light/sunlight
5. Regular and sufficient sleep hours
6. Harmful substances, risks for your health
7. Healthy relationships
8. Relax for finding you balance
9. Pro-active behavior

LESSON SKETCH

HEALTHY LIFE, FOOD AND SPORTS

HEALTHY: lack of any kind of disease; physical, psychical and social well being

HEALTHY LIFESTYLE: a way of living that helps us enjoy life for as longer as possible and for as fully as possible

ELEMENTS THAT SHAPE YOUR LIFESTYLE:

- normal/correct alimentation and control over your body weight
- optimal amounts of movements and rest
- abdication of vicious: smoking, drinking alcohol, taking drugs, over two hours spent in front of the TV, computer etc.

BENEFITS OF A HEALTHY LIFESTYLE:

- quality life
- active involvement in social life
- harmonious relationships
- peace and contempt inside your family

ROMANIAN TEACHERS:

Maria ȚIFREA & Alexandra URBAN

