

## **LESSON PLAN**

### **Water as a fountain of life**

### **HEALTHY LIFE & FOOD & SPORT**

#### **FALL FOR WATER**

**2018-1-FR01-KA229-048322\_**

**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 caused to lack of water.

**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 caused by dehydration 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
<b>Warm - up</b>	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	
<b>Review of past material</b>	5` O1 O2 O3 O6 O7	<i>Orally addressed questions:</i>  1.What does `LIFESTYLE` 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 „health”	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
<b>Catching Ss` attention</b>	5` O1 O2	Didactical game: -order the letters to discover words: <i>FLIE, YHAETL, ODOF, POSRT, ADN</i>  The T announces the title of the lesson	Ss identify the words: <i>Healthy life, food and sport</i>	Didactical game  Conversation	Pair work	T supervises /supplies error correction, makes appreciations,

<p><b>Lead in</b></p> <p><b>Introduction to the new lesson</b></p>	<p>O3</p> <p>O5</p> <p>O6</p> <p>O7</p>	<p>and writes it on the blackboard: <i>Healthy life, food and sports.</i></p> <p>T announces the lesson objectives that the Ss will have to meet at the end of the class.</p>	<p>Ss jot down onto their notebooks the title of the lesson, the date of today, and they pay attention to the objectives stated by the teacher.</p>	<p>Questioning</p>		<p>checks the appropriate answers, praises the Ss who get actively involved in the activity, encourages all Ss to participate with opinions</p>
<p><b>Elicitation/ explanation</b></p>	<p>15'</p> <p>O1</p> <p>O2</p> <p>O6</p> <p>O7</p> <p>O1</p> <p>O2</p> <p>O3</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="512 829 991 1258" data-label="Diagram"> <pre> graph TD     HL[Healthy life] --&gt; Q1[What is it?]     HL --&gt; Q2[How is it?]     HL --&gt; F[Function for the organism]     HL --&gt; E[Exercise /sport]     HL --&gt; L[Lifestyle]     HL --&gt; Q3[Why is it useful?]     F --- Food[Food]     </pre> </div> <p>The T presents a ppt material about:</p> <ul style="list-style-type: none"> <li>- food/alimentation;</li> <li>- physical activity/sports;</li> </ul>	<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</p> <p>Brainstorming</p> <p>Clustering</p> <p>Discovery learning</p> <p>Flipchart, marker</p> <p>Notebooks</p> <p>Laptop/ Computer, Video projector, Ppt</p> <p>Guided observation</p>	<p>Lockstep</p> <p>Individual</p> <p>Lockstep</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>

	O5 O6 O7	<p>- wraps/packaging – the visit card of food/alimony; - principles of a lifestyle; - 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>Conversation Explanation</p> <p>Blackboard, notebooks, pens, pencils</p>	<p>Individual</p>	
<p><b>Practice</b></p> <p><b>Production: Immediate creativity</b></p>	20'  O2 O5 O7	<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><b>Group 1</b> <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><b>Group II</b> <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. 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><b>Group III</b> <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>			
<b>Evaluation activity</b>	3'	<p>- 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</p>	- 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`How do I keep myself hydrated?*

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, love water!`*

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.**

<b>Aliments/food</b>	<b>Breakfast</b>	<b>Lunch</b>	<b>Dinner</b>	<b>Snack</b>	<b>Total number</b>
<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**