A HEALTHY LIFESTYLE

Relationship between diet, health and physical activity

(LESSON PLANS)

Elisenda Fenés Folch

October-December 2009
UNIT 1: A HEALTHY LIFESTYLE

SUBUNIT: A BALANCED DIET

LESSON 1: CALORIES – INTAKE VS. OUTPUT

This lesson is based on listening exercises.

<table>
<thead>
<tr>
<th>Topic: Balancing energy intake and output</th>
<th>KEY SKILLS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: PE, Health studies, cross curricular</td>
<td>• Reading comprehension</td>
</tr>
<tr>
<td>Level: 2nd cycle of ESO</td>
<td>• Listening comprehension</td>
</tr>
<tr>
<td>Timing: 1 h</td>
<td></td>
</tr>
</tbody>
</table>

Aims:
- An introduction to a healthy, balanced diet.
- To provide students with tools to start reflecting whether their diet and lifestyles are healthy.

**TEACHING OBJECTIVES**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>A.CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start to analyse if their lifestyles are healthy.</td>
<td>Calorie intake and output. Kilocalories as a unit of measure. Connection between diet and physical activity. Fast food.</td>
</tr>
<tr>
<td>Identify obesity as a problem of modern societies. Establish a relationship between diet and physical activity (input and output)</td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATION**

- Language of learning
  - Obesity, calorie (Kcal), intake/output, fast food, snack, burn up
- Language for learning
  - I didn’t know that...
  - (This information) is new / interesting.
  - I already knew that...
- Language through learning

CULTURE:
- Be more critical of modern societies’ unhealthy habits.

**ASSESSMENT CRITERIA:** Pupils should be able to:
- Use their previous knowledge of the topic. Identify and learn new knowledge.
- Select key information from the listening.

**TASKS PLANNED:** brainstorming, reading comprehension, completing grid with previous knowledge and knowledge acquired during activity, reporting findings, listening comprehension

**RESOURCES:** worksheets. Script provided for the listening activity.
UNIT 1: A HEALTHY LIFESTYLE

SUBUNIT: A BALANCED DIET

LESSON 2: PROJECT – BALANCING DIET AND PHYSICAL ACTIVITY

In this lesson students calculate their calorie intake and output.

<table>
<thead>
<tr>
<th>Topic: Balancing energy intake and output</th>
<th>KEY SKILLS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: PE, Health studies, cross curricular</td>
<td>• Extracting information from tables</td>
</tr>
<tr>
<td>Level: 2nd cycle of ESO</td>
<td>• ICT skills</td>
</tr>
<tr>
<td>Timing: 1 h</td>
<td></td>
</tr>
</tbody>
</table>

Aims: To introduce or revise vocabulary about food and physical activities

To calculate own energy intake and output and realise whether it is balanced or not.

<table>
<thead>
<tr>
<th>TEACHING OBJECTIVES</th>
<th>LEARNING OUTCOMES</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.CONTENT</td>
<td>A.CONTENT</td>
<td></td>
</tr>
<tr>
<td>Food and physical activity vocabulary</td>
<td>Give examples of the relative energy values of common foods and of common physical activities</td>
<td></td>
</tr>
<tr>
<td>Recommended daily intake</td>
<td>Give their recommended daily intake</td>
<td></td>
</tr>
<tr>
<td>B.COGNITION</td>
<td>B.COGNITION</td>
<td></td>
</tr>
<tr>
<td>Reuse vocabulary and concepts from previous lesson</td>
<td>Gather information to be used in subsequent activities</td>
<td></td>
</tr>
<tr>
<td>Show how to calculate energy intake and output</td>
<td>Reflect on individual eating habits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read information from a detailed table and apply it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calculate an individual figure for daily energy intake and output</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calculate recommended energy intake and compare it with actual intake.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make calculations and comparisons in a group and discuss their implications.</td>
<td></td>
</tr>
</tbody>
</table>

CULTURE: Compare eating habits with classmates

ASSESSMENT CRITERIA: Pupils should be able to:

• Reason why and if their diets are balanced and if they do enough physical activity.

TASKS PLANNED: completing chart, calculations, comparison, short writing. (ICT) poster.

RESOURCES: Worksheet plus tables. Use of word processor and Internet recommended.

Elisenda Fenés Folch
Institut Marta Mata (Salou)
UNIT 1: A HEALTHY LIFESTYLE

SUBUNIT: A BALANCED DIET

LESSON 3: HEALTHY BREAKFASTS 1

This lesson is based on the promotion of healthy breakfasts.

<table>
<thead>
<tr>
<th>Topic: introduction to healthy breakfasts</th>
<th>KEY SKILLS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: PE, Health studies, cross curricular</td>
<td>• ICT skills</td>
</tr>
<tr>
<td>Level: 2nd cycle of ESO</td>
<td>• presentation skills</td>
</tr>
<tr>
<td>Timing: 1-2 h plus homework</td>
<td>• Group work</td>
</tr>
<tr>
<td></td>
<td>• Creativity</td>
</tr>
</tbody>
</table>

Aims: To remind students of the importance of breakfast, and that a poor breakfast is related to not paying attention in class and fatigue.

To gather data about their daily breakfast habits.

### TEACHING OBJECTIVES

#### A.CONTENT

- Importance and benefits of a healthy breakfast
- Health campaigns

#### B.COGNITION

- Presentations

#### LEARNING OUTCOMES

- Identify healthy and unhealthy food choices
- Gather data
- Analyse adverts
- Extract information from PowerPoint
- Think of an idea for an advert

#### COMMUNICATION

- Language of learning
  - Food vocabulary, adjectives (delicious, disgusting, healthy), fry-up; language in adverts and PowerPoint
- Language for learning
  - Giving opinion (I love, I don’t like, Even if I liked, etc.); presenting information
- Language through learning
  - Any language needed for their Power Points

### CULTURE:

- Breakfasts link with academic results
- Health campaigns
- Full English Breakfast

### ASSESSMENT CRITERIA:
Pupils should be able to:

- Create and present an idea for an advert promoting healthy breakfasts

### TASKS PLANNED:

- Reading, talking and vocabulary exercises, multimedia (commercials, slides)
- Comprehension and note taking, imagining a commercial and presenting idea, understanding instructions for final report

### RESOURCES:

- Worksheets, videos, slides. Use of computers for slides recommended.
UNIT 1: A HEALTHY LIFESTYLE

SUBUNIT: A BALANCED DIET

LESSON 4: OBESITY – A SERIOUS PROBLEM

This lesson is based on a ranking exercise of the causes of teenage obesity.

<table>
<thead>
<tr>
<th>Topic: Causes and consequences of teenage obesity</th>
<th>KEY SKILLS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject:</strong> PE, Health studies, cross curricular</td>
<td>• Communication</td>
</tr>
<tr>
<td><strong>Level:</strong> 2nd cycle of ESO</td>
<td>• Critical thinking</td>
</tr>
<tr>
<td><strong>Timing:</strong> 1 h</td>
<td>• Working with others</td>
</tr>
</tbody>
</table>

**Aims:**
- To give students the opportunity to reflect on the growing problem of teenage obesity and to examine some of its possible causes and consequences.

### TEACHING OBJECTIVES

**A.CONTENT**

- Causes and consequences of obesity in teenagers
- Give examples of causes and consequences of teenage obesity
- Give examples of actions to be taken

**B.COGNITION**

- Further practice of target listening skills
- Strategy development
- Problem-solving
- Sensitising students about obesity problem
- Establish a ranking of causes
- Give reasons
- Suggest actions
- (Implement action)

**CULTURE:** Teenage obesity: an increasing problem in modern societies.

**ASSESSMENT CRITERIA:** Pupils should be able to:
- Write a short statement giving reasons for own decision
- Write suggestions

**TASKS PLANNED:** Discuss topic, watch video; ranking; justify responses; make suggestions; follow-up activity.

**RESOURCES:** Video. Enough copies of cards for each student. Copies of the Speaking and Writing guide.

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SUBUNIT: A BALANCED DIET

LESSON 5: FOOD GROUPS

This lesson is based on the Eatwell plate.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Food groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>PE, Health studies, cross curricular</td>
</tr>
<tr>
<td>Level</td>
<td>2nd cycle of ESO</td>
</tr>
<tr>
<td>Timing</td>
<td>2 h</td>
</tr>
</tbody>
</table>

**Aims:**
- To consider what makes up a healthy meal
- To understand that a balanced diet helps us stay healthy
- To understand that the body requires different food groups, in different proportions
- To recognise the Eatwell plate and food pyramid
- To know how they can be used with composite foods

**TEACHING OBJECTIVES**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils will be able to...</td>
<td>Language of learning</td>
</tr>
</tbody>
</table>

**A.CONTENT**

- Food groups
- Composite foods
- Eatwell plate, food pyramid
- Healthy snacks

- Prepare healthy menus
- Analyse if menus are balanced

**B.COGNITION**

- Apply knowledge
- Analyse menus
- Transfer knowledge of the Eatwell plate onto the food pyramid

**CULTURE:** The Eatwell plate and food pyramid

**ASSESSMENT CRITERIA:** Participation of the students in the different activities, completion of worksheets, preparation and analysis of menus

**TASKS PLANNED:** video visualisation and discussion, PowerPoint presentation, application of knowledge, analysis.

**RESOURCES:** video, PowerPoint presentation, worksheets, teaching notes
UNIT 1: A HEALTHY LIFESTYLE
SUBUNIT: A BALANCED DIET

LESSON 6: WHAT DO YOU KNOW ABOUT NUTRIENTS
This lesson is based on a PowerPoint presentation on the basics of nutrition.

<table>
<thead>
<tr>
<th>Topic: micro and micronutrients</th>
<th>KEY SKILLS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: PE, Health studies, cross curricular</td>
<td>• Note taking</td>
</tr>
<tr>
<td>Level: 2nd cycle of ESO</td>
<td>• Summarizing</td>
</tr>
<tr>
<td>Timing: 2h</td>
<td>• Creativity</td>
</tr>
</tbody>
</table>

Aims:
• To introduce macronutrients and micronutrients.
• To develop academic skills such as note taking.
• Production of a poster

<table>
<thead>
<tr>
<th>TEACHING OBJECTIVES</th>
<th>LEARNING OUTCOMES</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.CONTENT</td>
<td>A.CONTENT</td>
<td>• Language of learning</td>
</tr>
<tr>
<td>Functions and sources of macro and micronutrients</td>
<td>Identify the sources and main functions of macro and micronutrients</td>
<td>Nutrients vocabulary, food vocabulary, source and function, found in, provide, is needed, it causes, etc.</td>
</tr>
<tr>
<td>B.COGNITION</td>
<td>B.COGNITION</td>
<td>• Language for learning</td>
</tr>
<tr>
<td>Note taking</td>
<td>Extract key information and make notes</td>
<td>Language to compare notes and to write the poster (see students’ worksheet)</td>
</tr>
<tr>
<td>Use notes to create an informative poster</td>
<td>• Language through learning</td>
<td></td>
</tr>
</tbody>
</table>

CULTURE: examples of diets from different parts of the world

ASSESSMENT CRITERIA: Pupils should be able to:
• Take notes and complete them with the help of a partner, using the appropriate language.
• Produce a poster on a nutrient.

TASKS PLANNED: warm up activities, note taking and comparing, poster production

RESOURCES: PowerPoint presentation on nutrition. Note sheet. Material for the poster (pictures of food, large sheets of paper, felt tip pens, glue, etc.), unless the poster is done as an ICT project.
# UNIT 1: A HEALTHY LIFESTYLE

## SUBUNIT: A BALANCED DIET

### LESSON 7: NUTRIENTS AND EATWELL PLATE REVISION

This lesson is based on an odd-one-out game.

<table>
<thead>
<tr>
<th>Topic: revision</th>
<th>Subject: PE, Health studies, cross curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level: 2nd cycle of ESO</td>
<td>Timing: 1 h</td>
</tr>
<tr>
<td>Aims:</td>
<td></td>
</tr>
<tr>
<td>• To revise vocabulary and concepts.</td>
<td>• Classification</td>
</tr>
<tr>
<td>• To recognise the nutrients found in each food group.</td>
<td>• Reasoning</td>
</tr>
<tr>
<td>• Creative thinking</td>
<td></td>
</tr>
</tbody>
</table>

## TEACHING OBJECTIVES

### A. CONTENT

**Eatwell plate and nutrition revision**

Revise, recall what they have learnt

### B. COGNITION

- Categorisation
- Reasoning

- Classify foods according to food groups and nutrients
- Be able to give reasons for their classification
- Be able to express (dis)agreement

## COMMUNICATION

- **Language of learning**
  Macro and micronutrients, Eatwell plate related vocabulary, foods
- **Language for learning**
  Expressing opinion, agreement and disagreement
- **Language through learning**
  Other foods students may think of

## CULTURE:

Foods typical of a British diet. Eatwell plate

## ASSESSMENT CRITERIA:
Pupils should be able to:

- Complete the worksheets correctly
- Use the language provided to give opinion and reach an agreement with a partner on task 2
- Be able to give reasons for their classification criteria on task 5

## TASKS PLANNED:

double puzzle and odd-one-out, classification (optional)

## RESOURCES:

Worksheets

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LESSON 8: HEALTHY BREAKFASTS 2

This lesson is based on a survey the students have been asked to carry out throughout the term.

<table>
<thead>
<tr>
<th>Topic: Sum up activity on healthy eating</th>
<th>KEY SKILLS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: PE, Health studies, cross curricular</td>
<td>• ICT</td>
</tr>
<tr>
<td>Level: 2nd cycle of ESO</td>
<td>• Table/graph analysis</td>
</tr>
<tr>
<td>Timing: 2 h (plus homework)</td>
<td>• Writing</td>
</tr>
<tr>
<td></td>
<td>• Drawing conclusions</td>
</tr>
</tbody>
</table>

Aims:
- To encourage children to make informed choices
- To write a conclusion
- To use ICT (spreadsheets and text editors) and Internet, as well as online dictionaries.

### TEACHING OBJECTIVES

#### A.CONTENT

**Conclusion writing**
- Draw tables and pie charts
- Write a conclusion

#### B.COGNITION

- Use acquired knowledge to write a concluding report
- Analyse own eating habits
- Interpret tables
- Use knowledge and skills acquired to:
  - Draw conclusions and give reasons for them
  - Assess own eating habits and the usefulness of the activity

### LEARNING OUTCOMES

Pupils will be able to...

### COMMUNICATION

- Language of learning
  - Survey, data collection, pie chart, draw conclusions, (all language acquired during the lesson)
- Language for learning
  - (See students' worksheet)
- Language through learning

### CULTURE:
- To encourage children to make informed choices
- To promote a lifelong healthy lifestyle

### ASSESSMENT CRITERIA:
Pupils should be able to:
- Distinguish a balanced breakfast from one that is not balanced.
- Analyse their breakfast habits and change them if necessary.
- Use spreadsheets to create tables and pie charts.
- Write a text summarising their conclusions on their eating habits using the writing guide.

### TASKS PLANNED:
- Tables, graphs, lists and concluding report

### RESOURCES:
- Worksheet with writing guide, computers (spreadsheet, word processor)
Examples of HOT

Project - Balancing diet and physical activity: application and analysis

Diamond: analysis, synthesis

Healthy breakfast survey: analysis, synthesis

Examples of scaffolding

Diamond:

1. in discussion we activate previous knowledge
2. tasks are broken down in small chunks
   a. brainstorming of ideas/discussion
   b. ranking of causes
   c. giving reasons
   d. suggesting action
   e. implementing action
3. think aloud, verbalise (work in pairs, writing short statements)
4. cooperative learning
5. visuals (ranking in shape of diamond), language support (substitution tables, sentence starters, writing frame)
6. strategies (from thinking of a problem to giving and implementing solutions)
7. modelling (substitution tables, cards)

Examples of formative assessment

Project - Balancing diet and physical activity

Odd-one-out

Report on breakfast survey

Posters on nutrients

Examples of language for

Language frames, substitution tables, PowerPoint plus note sheet, writing guide.
Note use of CALP in written activities and of BICS in spoken ones.

Examples of ICT

Nutrients posters, tables