
A HEALTHY LIFESTYLE

Relationship between diet, health and physical activity

(LESSON PLANS)

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UNIT 1: A HEALTHY LIFESTYLE

SUBUNIT: A BALANCED DIET

LESSON 1: CALORIES – INTAKE VS. OUTPUT

This lesson is based on listening exercises.

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Topic: Balancing energy intake and output		KEY SKILLS: <ul style="list-style-type: none">• Reading comprehension• Listening comprehension
Subject: PE, Health studies, cross curricular		
Level: 2 nd cycle of ESO		
Timing: 1 h		
Aims: <ul style="list-style-type: none">• An introduction to a healthy, balanced diet.• To provide students with tools to start reflecting whether their diet and lifestyles are healthy.		
TEACHING OBJECTIVES	LEARNING OUTCOMES Pupils will be able to...	COMMUNICATION
A.CONTENT	A.CONTENT	<ul style="list-style-type: none">• Language of learning <i>Obesity, calorie (Kcal), intake/output, fast food, snack, burn up</i>• Language for learning <i>I didn't know that...</i> <i>(This information) is new / interesting.</i> <i>I already knew that...</i>• Language through learning
Calorie intake and output. Kilocalories as a unit of measure. Connection between diet and physical activity. Fast food.	Start to analyse if their lifestyles are healthy. Identify obesity as a problem of modern societies. Establish a relationship between diet and physical activity (input and output)	
B.COGNITION	B.COGNITION	
Listening comprehension skills (target listening)	Ask and report Recall previous knowledge and learn new facts Identify relevant information Take and compare notes	
CULTURE: <ul style="list-style-type: none">• Be more critical of modern societies' unhealthy habits.		
ASSESSMENT CRITERIA: Pupils should be able to: <ul style="list-style-type: none">• 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.		

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LESSON 2: PROJECT – BALANCING DIET AND PHYSICAL ACTIVITY

In this lesson students calculate their calorie intake and output.

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Topic: Balancing energy intake and output		KEY SKILLS: <ul style="list-style-type: none">• Extracting information from tables• ICT skills
Subject: PE, Health studies, cross curricular		
Level: 2 nd cycle of ESO		
Timing: 1 h		
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.		
TEACHING OBJECTIVES	LEARNING OUTCOMES Pupils will be able to...	COMMUNICATION
A.CONTENT	A.CONTENT	<ul style="list-style-type: none">• Language of learning kiloJoules (kJ), weight, expenditure, balancing, food label, food and physical activity vocabulary, vocabulary from previous lesson• Language for learning 'Chart', contents of the substitution table (comparing, hypothesising)• Language through learning Any food or drink and physical activity vocabulary students might need (they can use the Internet or a dictionary)
Food and physical activity vocabulary Recommended daily intake	Give examples of the relative energy values of common foods and of common physical activities Give their recommended daily intake	
B.COGNITION	B.COGNITION	
Reuse vocabulary and concepts from previous lesson Show how to calculate energy intake and output	Gather information to be used in subsequent activities Reflect on individual eating habits Read information from a detailed table and apply it. Calculate an individual figure for daily energy intake and output Calculate recommended energy intake and compare it with actual intake. Make calculations and comparisons in a group and discuss their implications.	
CULTURE: Compare eating habits with classmates'		
ASSESSMENT CRITERIA: Pupils should be able to: <ul style="list-style-type: none">• 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.		

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LESSON 3: HEALTHY BREAKFASTS 1

This lesson is based on the promotion of healthy breakfasts.

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Topic: introduction to healthy breakfasts		KEY SKILLS: <ul style="list-style-type: none">• ICT skills• presentation skills• Group work• Creativity
Subject: PE, Health studies, cross curricular		
Level: 2 nd cycle of ESO		
Timing: 1-2 h plus homework		
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	LEARNING OUTCOMES Pupils will be able to...	COMMUNICATION
A.CONTENT	A.CONTENT	<ul style="list-style-type: none">• 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
Importance and benefits of a healthy breakfast Health campaigns	Identify healthy and unhealthy food choices Gather data	
B.COGNITION	B.COGNITION	
Presentations	Analyse adverts Extract information from PowerPoint Think of an idea for an advert	
CULTURE: <ul style="list-style-type: none">• Breakfasts link with academic results• Health campaigns• Full English Breakfast		
ASSESSMENT CRITERIA: Pupils should be able to: <ul style="list-style-type: none">• 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.		

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LESSON 4: OBESITY – A SERIOUS PROBLEM

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

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Topic: Causes and consequences of teenage obesity		KEY SKILLS: <ul style="list-style-type: none">• Communication• Critical thinking• Working with others
Subject: PE, Health studies, cross curricular		
Level: 2 nd cycle of ESO		
Timing: 1 h		
Aims: <ul style="list-style-type: none">• 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	LEARNING OUTCOMES Pupils will be able to...	COMMUNICATION
A.CONTENT	A.CONTENT	<ul style="list-style-type: none">• Language of learning Obesity, "<i>it's the government's fault</i>", "<i>They should...</i>"• Language for learning Questions "In your opinion, which is..." Language for giving reasons, for (dis)agreeing and making suggestions• Language through learning There is scope for a lot of language through learning in these activities. A dictionary or the Internet should be available.
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	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: <ul style="list-style-type: none">• 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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LESSON 5: FOOD GROUPS

This lesson is based on the Eatwell plate.

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Topic: Food groups		KEY SKILLS: <ul style="list-style-type: none">• Analysis• Application and transfer of knowledge
Subject: PE, Health studies, cross curricular		
Level: 2 nd cycle of ESO		
Timing: 2 h		
Aims: <ul style="list-style-type: none">• 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	LEARNING OUTCOMES Pupils will be able to...	COMMUNICATION
A.CONTENT	A.CONTENT	<ul style="list-style-type: none">• Language of learning Food groups, foods Starchy, wholegrain, meal, low fat, lean, amount, readymade foods, composite foods• Language for learning Comparing (see teaching notes)• Language through learning
Food groups Composite foods Eatwell plate, food pyramid Healthy snacks	Prepare healthy menus Analyse if menus are balanced	
B.COGNITION	B.COGNITION	
Encourage students to think about their diet and how to improve it	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		

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LESSON 6: WHAT DO YOU KNOW ABOUT NUTRIENTS

This lesson is based on a PowerPoint presentation on the basics of nutrition.

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Topic: micro and micronutrients		KEY SKILLS: <ul style="list-style-type: none">• Note taking• Summarizing• Creativity
Subject: PE, Health studies, cross curricular		
Level: 2 nd cycle of ESO		
Timing: 2h		
Aims: <ul style="list-style-type: none">• To introduce macronutrients and micronutrients.• To develop academic skills such as note taking.• Production of a poster		
TEACHING OBJECTIVES	LEARNING OUTCOMES Pupils will be able to...	COMMUNICATION
A.CONTENT	A.CONTENT	<ul style="list-style-type: none">• Language of learning Nutrients vocabulary, food vocabulary, source and function, found in, provide, is needed, it causes, etc.• Language for learning Language to compare notes and to write the poster (see students' worksheet)• Language through learning
Functions and sources of macro and micronutrients	Identify the sources and main functions of macro and micronutrients	
B.COGNITION	B.COGNITION	
Note taking	Extract key information and make notes Use notes to create an informative poster	
CULTURE: examples of diets from different parts of the world		
ASSESSMENT CRITERIA: Pupils should be able to: <ul style="list-style-type: none">• 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.		

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LESSON 7: NUTRIENTS AND EATWELL PLATE REVISION

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

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Topic: revision		<ul style="list-style-type: none">• Classification• Reasoning• Creative thinking
Subject: PE, Health studies, cross curricular		
Level: 2 nd cycle of ESO		
Timing: 1 h		
Aims: <ul style="list-style-type: none">• To revise vocabulary and concepts.• To recognise the nutrients found in each food group.		
TEACHING OBJECTIVES	LEARNING OUTCOMES Pupils will be able to...	COMMUNICATION
A.CONTENT	A.CONTENT	<ul style="list-style-type: none">• 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
Eatwell plate and nutrition revision	Revise, recall what they have learnt	
B.COGNITION	B.COGNITION	
<ul style="list-style-type: none">• Categorisation• Reasoning	<ul style="list-style-type: none">• Classify foods according to food groups and nutrients• Be able to give reasons for their classification• Be able to express (dis)agreement	
CULTURE: Foods typical of a British diet. Eatwell plate		
ASSESSMENT CRITERIA: Pupils should be able to: <ul style="list-style-type: none">• 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. Page | 9

Topic: Sum up activity on healthy eating		KEY SKILLS: <ul style="list-style-type: none">• ICT• Table/graph analysis• Writing• Drawing conclusions
Subject: PE, Health studies, cross curricular		
Level: 2 nd cycle of ESO		
Timing: 2 h (plus homework)		
Aims: <ul style="list-style-type: none">• 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	LEARNING OUTCOMES Pupils will be able to...	COMMUNICATION
A.CONTENT	A.CONTENT	<ul style="list-style-type: none">• 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
Conclusion writing	Draw tables and pie charts Write a conclusion	
B.COGNITION	B.COGNITION	
<ul style="list-style-type: none">• 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	
CULTURE: To encourage children to make informed choices To promote a lifelong healthy lifestyle		
ASSESSMENT CRITERIA: Pupils should be able to: <ul style="list-style-type: none">• 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

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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