

GROWING UP - Year 6

6.5.2- Nutrition and Healthy Lifestyle

Topic: Healthy Eating, Exercise and Personal Hygiene

1. Lesson Description and Knowledge of Class Profile

Since my class uses Sequence and Precision at a Use First Level, followed by Technical Reasoning and Confluence at a Use as Needed Level, I will try to involve all students by asking them what they understand by Healthy Eating, what it means to them to keep healthy and how they take care of themselves now when they are still young.

I will help my students appreciate and understand the importance of such a topic for their entire life. I will also provide them with hands-on opportunities at working in different groups to reach the same goal.

Objective A

- i) To make children aware what their body needs as regards nutrition so as to keep healthy;
- ii) To know what types of exercises they need to practise;
- iii) To learn the importance of keeping oneself clean and to sleep for a certain number of hours to maintain a physically healthy body.

Objectives: One for each of the three Groups

- i) To help children select which food is healthy and which food is less healthy to eat;
- ii) To plan what one can eat at different times of the day;
- iii) What one can do to lead a healthy lifestyle starting from a young age, (exercise, sleep and personal hygiene).

Resources:

Food Pyramid charts, many different pictures all related to the topic of Healthy Eating and Healthy Lifestyle.

Introduction:

In the introduction I will explain to children why we emphasis Healthy Eating is essential for everyone; why we consider fresh food more healthy, and when prepared and cooked at home is far better than when bought ready

made and pre-cooked. Along with these facts the importance of daily exercise would be explained. Personal hygiene and good sleep will also be tackled.

Planned Tasks and Activities :

The class is divided into 3 equal groups and according to their Learning Patterns. The students are chosen in such a way that their 4 learning patterns balance out each other's; say, someone who is a Use First in 'Sequence' is grouped with someone who has Avoid or Use As Needed in 'Sequence'; and so on. Each group is given a task where they have to cooperate on an individual level, but also they have to collaborate and work together as a team to give a final product.

Task1: Objectives

The first group is given the task to select the right kind of food they would prepare for their family.

They have to classify and analyse what is healthy and what is less healthy to eat, the students will invent ideas and plan meals to eat at different times of the day.

Having organised and arranged these meals through pictures they can explain why they chose the particular foods in that order or sequence and they may also modify the 'menus' shown should the need arise. The more the team can imagine and create different combinations of healthy 'menus' the better.

Here the 4 LML Patterns are incorporated within the task, since the group members have mixed Learning Patterns and each will benefit from the others

Activity 1

Imagine you are parents and you have to prepare different meals for your family, starting from breakfast, mid-morning snack, lunch at midday, afternoon tea and dinner.

Select the right type of food for the whole family, considering different ages, young to old, not so healthy persons, e.g. having cholesterol, diabetes, high blood pressure, overweight etc.

Processing:

- a) What food did you decide to prepare for the different times of the day?
- b) Was it easy to invent the meals?
- c) Did you find it difficult to solve this task?
- d) Who could produce the most simple or most complicated meals?

Task 2: Objectives

The second group has to identify the right type of food that is good for their health and the less healthy food they should avoid.

After having grouped and separated what is good food from the food to be avoided, they can start arranging and classifying the different foods in their respective categories.

To help them to carry out this task, the children should refer to **the Food Pyramid chart** each one assembled during the previous lesson. The chart will help them to compile the pictures of the different foods under proteins, fats and carbohydrates etc., thus demonstrating that they have understood that food is made up of a number of complex things joined together.

Here again the 4 LML patterns are applied.

Activity 2

The students involved in this activity will have to select the different types of food that we should eat to keep us healthy and food that we should avoid because it is not so healthy.

In this task, the children have to imagine they are nutritionists or dieticians, thus they have to select different types of food and sort them out to illustrate which are the foods that have the most protein, fats, carbohydrates, vitamins, minerals like calcium in milk, and fibre. They should also group the less healthy food aside, such as fast food, fatty food, sweets and packets of snacks, etc.

As nutritionists they can suggest what they could eat most to keep them healthy all year round.

Processing:

- a) Was it difficult to decide together to separate the healthy foods from the less healthy foods?
- b) Were you able to classify them in the different categories according to whether they fall under proteins, fats, carbohydrates etc.?
- c) Was this task interesting?

- d) Did you learn anything from this exercise and would you pass on to others what you have learnt today?

Task 3: Objectives

During this task the students have to imagine they are a sports trainer or coach. They have to suggest to their trainees what food they should avoid to remain healthy and fit for the sports they are practising.

This group also has the task to explain that practising sports is very important for all people of all ages. They will demonstrate using pictures that any type of exercise is very healthy for anyone to avoid certain illness, like heart attacks and obesity.

Other points they should name are the need of personal hygiene and cleanliness and good sleeping hours. These last suggestions are as important for the body to stay healthy as all the other things mentioned above.

Activity 3

In this activity the students have to apply their knowledge regarding the types of food that should be avoided because it is not so healthy. They should be able to conclude that too much of unhealthy food is very risky to health in general.

This group has to suggest ways how different people have to take care of their health by practising different types of sports or light exercises. They have to illustrate their ideas by finding suitable pictures of people of different ages doing all types of sports.

Another activity is to use pictures that show good personal hygiene habits and good sleep hours that are so beneficial to keep a person in good health.

Processing:

- a) What do you think are the good points of this activity?
- b) What message would you pass on to other people in your family or friends about what you have just learnt?
- c) What do you think are the positive points that you could keep and use in the future?
- d) Do you think that the earlier you start practising these habits the easier it is for you to keep up with this kind of lifestyle?

Goals and Achievements

The main aim of this lesson is to instil in this group of Year 6 students (their final year in the primary school) that if they take good care of their health from a young age they will have the advantage of enjoying a healthy life for many more years to come.

Other good points are that this lesson can be passed on at home to their parents and maybe relatives as well. Through this lesson they can build an image that being healthy and staying healthy is only one's own responsibility and it also depends on one's will to stay in good health irrespective of what others do or think.

Closure

Students are encouraged to practise what they have learnt throughout this session, as it is not a one off lesson but it is a life long lesson.

Follow up Lesson and Activities

As a final task the students are given a handout where they have to fill in what they have eaten at different times of the day for a whole week. The filled out sheet will then be discussed in class the following lesson to see what progress in their eating habits and general lifestyle they have achieved.