** LESSON PLAN **

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| **SCHOOL** |  |
| **THEMATIC AREA**  | HEALTH |
| **TEACHER** | Frieda Heutink |
| **SUBJECT**  | A healthy breakfast |
|  **AGE GROUP**(approximately) | 9-10 years  |
| **TIME REQUIRED** | 4 hours lesson, 1 hour breakfast |
| **PLACE** | Classroom |
| **LESSON OBJECTIVES** | * Pupils think about what they eat for breakfast
* Pupils realise that having breakfast is very important for functioning during the day
* Pupils know the consequences of having no breakfast
* Pupils know what is a healthy breakfast
* Pupils know where they can read about the ingredients of healthy food
* Pupils learn how to implement data in charts by using ICT
* Pupils learn how to read and interpret chats
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| **REGULAR LESSONS YOU CAN USE** | * English, for translation (one hour/lesson)
* Biology and/or Lessons in healthy behaviour (two hours/lessons)
* Mathematics, for reading and interpreting charts (one hour/lesson)
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| **CLASS ORGANISATION** | * Pupils work individually
* Pupils work in pairs
* Pupils work in groups
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| **MATERIALS** | * Different packaging of foods
* List of healthy foods
* List of unhealthy foods
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| **ICT TOOLS** | * Internet
* ICT for creating charts
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| **PROCEDURE** | * Pupils fill in a survey of what they eat for breakfast
* Pupils summarize all the data of the survey
* Pupils learn how to implement data in a chart
* Pupils study the list of healthy and unhealthy foods
* Pupils try to find how many kcal a child of your age needs every day
* Use the packaging’s and try to find out how many kcal the foods contains
* Try to find out how many kcal your breakfast contains
* Compare the healthy breakfast with the unhealthy one.
* Why is the unhealthy breakfast unhealthy?
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| **EVALUATION** | For the teacher:* You carried out all the lessons in the regular curriculum. Not additional to the daily activities.
* In the English lessons you can skip the lesson about food because you already teached this during this “healthy breakfast project”.
* In the mathematics lessons you can skip or shorten the lesson about charts. Or just a short repeat is enough.

For the pupils:One month later: fill in the survey again and compare both surveys. Is there a (positive) difference between both? |
| **ATTACHEMENTS** | * See the summary of the data of the survey in the charts.
* Pictures of the breakfast
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