** 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 |
| **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) |
| **CLASS ORGANISATION** | * Pupils work individually * Pupils work in pairs * Pupils work in groups |
| **MATERIALS** | * Different packaging of foods * List of healthy foods * List of unhealthy foods |
| **ICT TOOLS** | * Internet * ICT for creating charts |
| **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? |
| **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 |