

Food, Mood and Health Game Lesson Plan

Topic Aims

- To develop an understanding of the importance of adopting a healthy lifestyle.
- To understand why pupils make certain choices about their health.
- To encourage pupils to make positive decisions about their own wellbeing.

Cross Curricular Links

- ICT: Online research, software presentation tools
- Home Economics: Creation of healthy balanced recipes
- Maths/Numeracy: Budgetary control for healthy balanced recipes
- Drama/Theatre: Dramatic group work.

Prior Pupil Knowledge

- Literacy skills
- Awareness of different types of food groups
- Effective group and pair working
- ICT knowledge

Resources Required

- Food, Mood and Health Game: adequate number of copies of the game
- Computers for ICT research
- Magazines
- DVD/Video Clips featuring health and wellbeing issues
- Worksheets (optional) – differentiated where necessary
- Scenario matching cards (optional) – differentiated where necessary

Lesson Overview

Lesson 1: Topic Introduction

Lesson 2: Class Discussion and Presentations

Lesson 3: Food, Mood & Health Game

Lessons 4-6: Hot Topics Explored

Lesson 7: Understanding Lifestyle Choices

Lesson 8 & 9: Group Work

Lesson 10: Evaluation and Peer Assessment

Lesson Plan

<p>Lesson 1: Topic Introduction</p>	<p>Introduce pupils to topic areas such as body image, healthy eating, bullying and emotional wellbeing. Identify and make use of resources e.g. magazines featuring airbrushed photographs or video clips.</p> <p>Split pupils into small groups and provide each group with a picture resource to aid discussion e.g. an airbrushed photograph or an illustration of fast food. Ask pupils to create mind maps showing what they know and feel about the image.</p> <p><i>KS 2</i> <i>Pupils to undertake the task by creating a poster based on what they know about the picture resource.</i></p> <p><i>KS 3&4</i> <i>Ask the groups to move around the classroom to review other groups' mind maps and add their own comments.</i></p>
<p>Lesson 2: Class Discussion & Presentation</p>	<p>Groups present their work from the previous lesson to the class and teacher for discussion and feedback. Pupils' work to be displayed in the classroom to aid with further reflection. Allow time at the end to introduce the Food, Mood & Health game to the class for the next lesson.</p> <p><i>KS 2</i> <i>Each group is paired with another group. Groups teach each other about their mind map topic. Groups give feedback on what they liked or disliked about other teams' presentation using two stars and a wish.</i></p> <p><i>KS 3&4</i> <i>Groups take turns to present to the class. Class to be given the opportunity to ask questions and discuss the topics together. Teacher to give feedback to the individual groups.</i></p>

<p>Lesson 3: Food Mood & Health Game</p>	<p>Rules of the game are explained. Pupils are divided into groups to play the board game. Allow time at the end of the lesson to sign-post the “hot topics” for further discussion, which are highlighted by pupils playing the game. Class teacher also to observe “hot topics” during the game.</p> <p><i>KS 2</i> <i>“Hot topics” identified by class teacher observation during gameplay, based on those areas which provoked most pupil discussion and attention. If necessary, a confidential box to be provided for pupils to place suggestions in if a topic interests or worries them.</i></p> <p><i>KS 3&4</i> <i>Pupils vote on topics which they feel merit further discussion. Class teacher also to observe gameplay in order to identify those topics which prompt most discussion and need to be further explored. Class teacher to select particular cards from the game to prompt discussion. Useful cards to prompt discussion include:</i></p> <ol style="list-style-type: none"> <i>1. Do you agree with this statement: if someone is getting bullied because they are overweight, they should lose weight?</i> <i>2. When people look at airbrushed pictures of fashion models, how do you think it makes them feel about themselves?</i> <i>3. True or false: It’s harder to make healthy food choices if you don’t have much money.</i>
<p>Lessons 4-6: Hot Topics Explored</p>	<p>Each lesson to focus on one of the “hot topics” identified by playing Food, Mood & Health game. Class to examine each “hot topic” in depth by:</p> <ul style="list-style-type: none"> - Invite specialist support into the classroom, e.g. school nurse, mental health counsellor - Show segments of DVD’s depicting the particular “hot topic” and how the issue was resolved, e.g. Jayne’s story - Use of ICT resources to aid understanding of topic - Use of worksheets or scenario matching cards, appropriate for Key Stage, to further develop understanding of topic.

<p>Lesson 7: Understanding Lifestyle Choices</p>	<p>Pupils to learn about factors which impact upon lifestyle choices, e.g. money, time and availability of resources.</p> <p><i>KS 2</i> <i>Different fruits and vegetables presented and tasted by the pupils. Pupils to discuss how the food tastes, smells and feels, and what goodness it provides for their body. Pupils to work in pairs to research where they can buy this food in their area and how much it costs.</i></p> <p><i>KS 3&4</i> <i>The healthy eating aspect of the game is discussed and pupils create a recipe for a healthy balanced meal. Pupils to be given a budget and must only use foods readily available locally. If resources/time allow the class vote for their favourite recipe to be cooked in a future Home Economics lesson.</i></p>
<p>Lesson 8 & 9: Group Work</p>	<p>Pupils return to groups from lesson 1, select one of the “hot topics” and create a piece of group work to highlight what they have understood about the topic.</p> <p><i>KS 2</i> <i>Pupils prepare posters based on one aspect of the topic. Work to be displayed around the classroom/dining room/corridors to encourage pupils to think about their emotional and physical wellbeing. Alternatively, pupils create and perform a dramatic piece around their topic to perform to the class or at an assembly.</i></p> <p><i>KS 3&4</i> <i>Pupils use online research and software to create a presentation to give to the class. Alternatively, they create quizzes to explore why pupils make certain choices about food and health. Alternatively, they create a dramatic piece around their chosen topic.</i></p>

Lesson 10: Evaluation and Peer Assessment	<p>Groups present their individual work to the class for evaluation by peer assessment.</p> <p><i>KS 2</i> <i>Pupils evaluate each other's work using "2 stars and a wish" format to show what they liked and what they feel needs improvement. Alternatively, less able pupils use a smiley face system to express how they feel about what was presented.</i></p> <p><i>KS 3&4</i> <i>Pupils use their quizzes for peer assessment. If presentations/dramatic pieces were created in previous lesson, pupils use feedback forms to evaluate each other's presentations.</i></p>
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