

<b>ACTIVIDADE PORTFOLIO DE PRIMARIA</b> <b>C.P.I. DE BEMBIBRE</b> <b>Curso 2010/2011</b>	
<b>TÍTULO DA ACTIVIDADE</b>	<b>KEEPING HEALTHY</b>
<b>IDIOMAS</b>	INGLÉS
<b>DESCRITORES A TRABALLAR</b>	A2: listening, reading, speaking, oral interaction, writing
<b>DESTREZAS QUE SE INCLÚEN</b>	(X) COMPRENDER: comprensión auditiva / comprensión lectora (x) ESCOITAR (x) FALAR: expresión oral / interacción oral (x) LER (x) ESCRIBIR: expresión escrita
<b>OBXECTIVOS</b>	<ul style="list-style-type: none"> <li>- To know that a balanced diet, good sleep and regular exercise help to keep our bodies.</li> <li>- To be aware of the importance of personal hygiene and taking care of our bodies.</li> <li>- To know the food groups and their functions.</li> <li>- To know how to make a balanced meal.</li> </ul>
<b>MATERIAIS</b>	Fruit and vegetables; flashcards or pictures of food; coloured string. Worksheets K-1 – K-17.
<b>DESENVOLVEMENTO DA ACTIVIDADE</b>	What children need to know already. New language. New vocabulary and structures. Unit development: 5 sessions.
<b>AVALIACIÓN: Seguimento</b>	All the Worksheets. Informal observations on children's comprehension, interaction and production during the activities. Skill students should have acquired (content skills and language skills). Self evaluation.
<b>AVALIACIÓN: Nivel de participación</b>	100% except in one of the groups where in oral interaction and speaking one student hardly talks.
<b>IMPACTO PREVISTO</b>	Students know the basic rules for keeping healthy; can recognize the food groups and what nutrients they contain; can identify the kind of food necessary for a wellbalanced diet; can describe the golden rules for healthy teeth. Students can answer questions about hygiene and diet; can express likes or dislikes about food; can elicit information about somebody else's tastes; can name food, drinks and main meals; can match captions with pictures or situations; can speak about how to have healthy teeth.

# Keeping healthy

## Topic: *Keeping healthy*

### Aims

- To know what a balanced diet, good sleep and regular exercise help to keep our bodies healthy.
- To be aware of the importance of personal hygiene and taking care of our bodies.
- To know the food groups and their functions.
- To know how to make a balanced meal.

### Language

- To elicit information about other people's tastes and habits and talk about our own tastes and habits
- To identify and name foods, drinks and main meals in English
- To match captions with pictures or situations
- To talk about likes and dislikes relating to food
- To talk about the main rules for correct hygiene

### Vocabulary and structures

Use words and phrases related to : meals (breakfast, snack, lunch, dinner); food (cereals, fruit, vegetables, milk, ...); nutrients (carbohydrates, proteins, minerals, fibre, vitamins, fat); adverbs of frequency (never, sometimes, often, always); dental care (incisor, canine, molar, dentist, ...); affirmative and negative questions and answers (What do you have for ...? I usually have ...)

### What children need to know already

- The name of some foods and parts of the body
- How to use: I like/I don't like
- The name of the meals
- How to record data on a piechart

### Materials

- Fruit and vegetables; flashcards or pictures of food; coloured string.
- Worksheets k-1-k-17

### Activities

1. My favourite food
2. A balanced diet
3. Keeping fit
4. Take care of your teeth
5. Art
6. Assessment

## **1. MY FAVOURITE FOOD**

Time: 1 hour

Materials: board, exercise books, food flashcards or pictures resource books or pictures

### **1.1 PREPARATION**

Revise or introduce the name of the meals and food vocabulary using pictures or flashcards of food.

### **1.2 WHAT DO YOU HAVE FOR BREAKFAST?**

Ask children to talk about the food they usually eat during the day and the meals they have. Record the answers on the board. At the end of the interview, add the kind of food you usually eat, taking particular care to include the food that the children may lack in their diet (e.g. fruit and vegetables).

### **1.3**

Ask questions to help the children analyse the data from the table: How many children have milk/tea/cereal for breakfast? ...

## **2. A BALANCED DIET**

Time: 3 hours.

Materials: paper, crayons, food pictures. Worksheets k-1-k-5.

### **2.1 PREPARATION**

Collect pictures of food or use food flashcards; make a poster divided into four columns corresponding to the four main food groups and introduce new vocabulary if necessary: bread and cereal group; fruit and vegetables group; meat/fish, dairy products, and eggs group (explain that 'dairy products' include milk, butter, cheese and yoghurt); fats and sweets group.

### **2.2 FOOD GROUPS**

Give out a food card to each child and explain that, in turn, they have to say the name of the food depicted on the card and stick it in one of the four columns.

### **2.3 IS IT HEALTHY?**

Ask the children if they think some foods are 'good' for them and others 'bad': Can a food be good or bad for you? Explain that there are no 'good' or 'bad' foods and say: We should eat a lot of some foods, but we should only eat a little of others. Draw an empty food pyramid on the board. Point to the spaces and explain that they represent the amount of each type of food we should eat. Point to the large space at the bottom and say We should eat a lot of the food here. Then point to the small space at the top and say We should only eat a little of the food here. Pointing to the different sections of the pyramid, ask the children to suggest which kind of food should be put where and write their ideas on the pyramid: What's at the bottom? What's above that? What's at the top? (starting from

the bottom the order should be: pasta, rice, potatoes, bread; fruit and vegetables; dairy products and eggs/meat/fish/nuts; fats and sweets).

## **2.4 THE FOOD PYRAMID**

Ask the children to compare the pyramid drawn on the board with the one on Worksheet k-1. Ask What can you see in the pyramid? What's at the bottom? What's above that? What's at the top? Say: We need to eat a lot of cereals, fruit and vegetables; not too much meat/fish/eggs/dairy products; not too many sweets and fats. Children can fill in the pyramid by inserting the names of the food groups in the right places: bread and cereals; fruit and vegetables; dairy products, meat, eggs, and fish; fats and sweets. Point out that water is an important part of our diet.

## **2.5 MY BODY NEEDS ...**

Use Worksheet k-2 for reference. Organize some games to help the children learn the functions of the nutrients and the foods they can find them in.

- Jump in. Scatter six hoops on the floor and stick labels with the name of the nutrients inside them: carbohydrates – fats – proteins – minerals – vitamins – fibre. Read the functions of the nutrients, one at a time, and explain to the children they have to jump into the hoop with the label of the corresponding nutrient. You can help comprehension by using body gestures: They provide energy, what are they? (carbohydrates). They give you energy and help you keep warm, what are they? (fats). They help you grow, what are they? (proteins). They help build strong bones and teeth, what are they? (minerals). They help to fight germs, what are they? (vitamins). It helps to digest food, what is it? (fibre).
- Where can you find them? Give out food flashcards or pictures and tell the children to place them in the right hoop according to the kind of nutrients they give to our bodies. At the end of the activity, get the children to check if all the foods are in the right hoops.
- Finally give out an enlarged copy of Worksheet k-2 to each child and ask them to draw some of the foods in the column on the right.

## **2.6 DAILY MENU**

- Divide the class into groups of three or four and give a copy of Worksheet k-3 to each group. Explain to the children that they have to agree and create a daily menu, including morning and afternoon snacks, taking into account the table of nutrients and the food pyramid. Tell the children they have to include both water and milk in their menu (milk is needed for strong teeth and bones).
- Ask the children to look at the list of foods on the chart they made in the first activity (MY favourite food) and ask them to identify the foods that come from plants (e.g. bread: wheat, chocolate: cocoa, orange juice: oranges). Write on the board the foods that the children have identified; help the children to find others

and ask them to create a menu based only on foods coming from plants. Tell the children that pulses (beans, peas, lentils, chickpeas) are rich in protein.

## **2.7 HOW DO YOU EAT FRUIT AND VEGETABLES?**

- Bring in a basket of fruit and vegetables; discuss how children eat them: How do you eat fruit and vegetables? Do you wash them before eating? Do you peel them before eating? Do you eat them raw or cooked? Use gestures to help the children understand. Get the children to group fruit and vegetables according to the way they eat them.
- Give each child a copy of Worksheet k-4 and ask them to write the letter W in the square next to the foods they have to wash before eating and the letter P next to the foods that need to be peeled.
- Venn diagram. Give out copies of Worksheet k-5 and explain to the children that they have to trace a line from each vegetable to the appropriate section of the diagram according to the way in which vegetables can be eaten: raw, cooked or both.

## **3. KEEPING FIT**

Time: 1 hour

Materials: Worksheets k-6 and k-7

### **3.1. PREPARATION**

- Get the children to think about they keep healthy. Give them the vocabulary they need. Ask Is sleep important? Is exercise important? Is it important to wash your hands before meals? Is it important to clean your teeth? Use gestures to help understanding. Help the children to sum up the discussion by eliciting five basic rules for keeping healthy. Five golden rules: keep clean; eat healthy food; look after my teeth; exercise; sleep.
- Pre-teach adverbs of frequency: never, sometimes, often, always.

### **3.2. HEALTHY LIFE QUIZ**

Ask the children some questions related to their daily habits (Do you clean your teeth after a meal? Do you sleep for 8-10 hours a night?). Help the children to reply using an adverb of frequency: I always brush my teeth after a meal. Make copies of Worksheet k-6 and cut off the section describing how points are awarded ( put these on one side to give back to the children at the end of the quiz). Give out the Worksheets and go through the questions with the children. Explain anything they don't understand. Help the children to answer the questions by circling A, B, C or D. When they have finished , get the children to work out their score. Ask Are you healtht? What can you do to be more healthy? (Always sleep for 8-10 hours a night, etc.)

### **3.3 I HAVE TO WASH MY HANDS**

Talk about the importance of washing hands, especially in certain circumstances (before eating a meal, after playing outside or going to the toilet, after touching animals). Give out Worksheet k-7: ask children to match the captions with the appropriate pictures and to draw the missing picture.

#### **4. TAKE CARE OF YOUR TEETH**

Time: 2 hours

Materials: Worksheets k-7 to k-13, coloured string

##### **4.1.**

Discuss in English or in mother tongue what children know about teeth, their functions, diseases and dental care.

##### **4.2 SMILE PLEASE!**

Explain to the children that they are going to make a book about teeth and dental care.

Worksheet k-8. Book cover.

Worksheet k-9. Types of teeth. Look for information about milk teeth and adult teeth. Ask the children to read and complete the worksheet by writing in the names of the teeth.

Worksheet k-10. Golden rules! Discuss some basic rules for healthy teeth with the children and ask them to draw a picture of each rule in the tooth shapes on the worksheet.

Worksheet k-11. How often do you follow the rules? Tell the children to look at the cartoons showing the results of poor tooth care. Say Circle the word and colour the picture that shows how often you brush your teeth.

Worksheet k-12. Shining teeth! Read the poem with the children and help them to fill in the gaps using the missing words written along the top and bottom of the tooth shape.

Worksheet k-13. The teeth maze! In this game children have to find the best way out of the maze by choosing the snacks that are most likely to keep teeth healthy: Colour the foods that keep your teeth healthy! Children who do this correctly will finish at What a nice smile!

Show the children how to place the sheets in order, punch a hole in the corner and tie them together with coloured string to make a little book.

My tooth brush. Invite the children to write, in pairs, a simple song about dental care using the words they have learnt.

#### **5. Extensión activity: ART**

Time: 1 hour

Materials: work of art depicting food, e.g. Vertumnus (Autumn) by Giuseppe Arcimboldo (Worksheet k-14), fruit and vegetables

##### **5.1 PREPARATION**

Bring to school a basket containing different kinds of fruit and vegetables (e.g. lemons, grapes, strawberries, apples, etc.)

## 5.2 FOOD IN ART

There is a big choice of paintings you can use to explore different ways of depicting food (e.g. works by artists such as Cezanne, Vermeer, Magritte, Warhol). Among the most famous is the series by Arcimboldo which uses fruit to depict the four seasons. These paintings can be easily analysed or be used as a model for collages. Divide the children into small groups and ask them to create faces using fruit and vegetables as Arcimboldo did.

## 6. ASSESSMENT

- Progress indicators: all the Worksheets
- Worksheet k-15 Healthy food. The children colour the food according to how much of them they need to eat. Colour the food green if you need to eat a lot of it. Colour the food yellow if you need to eat a moderate amount. Colour the food red if you only need to eat a small amount.
- Worksheet k-16. True or false? Go through the sentences with the children. Tell them to write T if they are true or F if they are false.
- Worksheet k-17 I'm healthy when I do this. The children should write a letter in each box A= Always; S= Sometimes; N= Never, according to how frequently the actions listed should be carried out in order to have a healthy lifestyle.
- Informal evaluation: notes made on children's comprehension, interaction, and production during the activities
- Skills children should have acquired
  - Content skills: the child knows the basic rules for keeping healthy; can recognize the food groups and what nutrients they contain; can identify the kind of food necessary for a wellbalanced diet; can describe the golden rules for healthy teeth.
  - Language skills: the child can answer questions about hygiene and diet; can express likes and dislikes about food; can elicit information about somebody else's tastes; can name food, drinks and main meals; can match captions with pictures or situations; can speak about how to have healthy teeth.
- Self evaluation: The following statements can be written into the "I CAN" column :
  - I can recognize what groups foods belong to.
  - I know the guidelines for staying healthy.
  - I can identify which nutrients are in foods.
  - I can talk my personal hygiene and diet.
  - I can say what foods I like or I don't like.
  - I can name the main meals and some foods in English.
  - I can write a healthy, balanced menu.