

Juodšilių „Šilo“ gimnazija, Lithuania  
X Liceum Ogólnokształcące im. KEN, w  
Krakowie, Poland  
Istituto Superiore „San Pellegrino“, Italy  
Gymnasio Iolkou, Greece  
SU Konstantin Konstantinov, Bulgaria



„Healthy body, healthy mind, healthy environment“  
(Project No. 2020-1-LT01-KA229-078107\_1)

## Lesson plans

2022

In order to promote students' awareness related to health, mental and physical health promotion, addiction prevention and sustainable consumption and to ensure the continuity of the project, all partner schools involved in the project „Healthy body, healthy mind, healthy environment“, funded by the Erasmus+ programme of the EU, created 10 lesson plans related with the project topics. The lesson plans are recommendations and can be changed, adapted to students of different ages or different subject classes. Lesson plans are published on the Erasmus+ project results platform.

#### Lesson plans topics

1. Modern behavioural addictions. Part 1
2. Modern behavioural addictions. Part 2
3. Emotional health
4. The importance of emotional health
5. Awareness of a balanced diet and a healthy lifestyle
6. Balanced diet and healthy lifestyle - create your own weekly diet
7. Food Pyramid
8. Organs and Tissues of the Immune System
9. Sustainable consumption
10. Sustainable consumption - More than 3 Rs/Circular Economy



Erasmus+



<b>LESSON PLAN</b>	
<b><i>Content</i></b>	Modern behavioural addictions
<b><i>Teaching forms</i></b>	Group work, analysis of information sources Film, popular science article
<b><i>Teaching methods</i></b>	Analysis and processing of source content, confronting the content with one's own observations and experiences
<b><i>Teaching resources</i></b>	Media with Internet access, device for playing a movie from the Internet
<b><i>Aim of the lesson</i></b>	Students learn about the essence and mechanisms of behavioural addictions. Students practise the ability to select media content.
<b><i>Expected results</i></b>	Students know different types of behavioural addictions and understand the risks associated with them as well as the proper functioning of the psyche. They can apply the acquired knowledge to practice.

<b><i>the course of the lesson</i></b>	
<b><i>Introductory activities</i></b>	Students watch the movie "Behavioral Addictions for Beginners" (dr Robert Lefevres, YouTube) <a href="https://www.youtube.com/watch?v=wZk8QxrKDY&amp;t=104s">https://www.youtube.com/watch?v=wZk8QxrKDY&amp;t=104s</a> and then, in a casual manner, they briefly report their impressions, feelings and associations to the rest of the class. The teacher defines the aims of the lesson and divides the students into 6 groups. Students take their seats, each group has access to the Internet.
<b><i>Teaching and learning activities</i></b>	Students will read the sections of the article "An Overview of Behavioral Addiction" by Elisabeth Hartney <a href="https://www.verywellmind.com/addictive-behaviors-4157291">https://www.verywellmind.com/addictive-behaviors-4157291</a> (the teacher points out that the article is posted on a reliable website, that the author has titles that prove appropriate education, and finally that its content was also consulted with a doctor). Everyone reads the introduction, and then each group reads one of the sections of the article:  Group 1. What Is a Behavioral Addiction?

	<p>Group 2. Signs You Have a Behavioural Addiction Group 3. Types Group 4. Consequences Group 5. Treatment Group 6. Coping with a Behavioural Addiction</p> <p>In the groups, the proper content is analyzed, an attempt is made to relate it to one's own experiences and observations. Then representatives of the groups present the most important content of the article to the rest of the class, adding their own comments. Then, in a short discussion, students choose the most common behavioral addictions in our social environment. They will most likely be:</p> <ul style="list-style-type: none"><li>- Internet addiction (computer and telephone)</li><li>- addiction to various types of video games</li><li>- excessive exercise addiction</li><li>- food addiction</li><li>- shopping addiction</li><li>- addiction to tattoos and other ways to modify your body.</li></ul> <p>Members of each group randomly choose one of the above-mentioned types of addictions to be researched and later on presented in a form chosen by them (independent group work outside lessons - using the project method). The result of this work may be a multimedia presentation, a poster, an article to be uploaded on the Internet, a school newspaper/newsletter, a short psychodrama form, etc. The teacher agrees with each group about the topic and the way of its implementation.</p>
--	---

**Useful links:**

<https://www.youtube.com/watch?v=wZk8QxrKDY&t=104s>

<https://www.verywellmind.com/addictive-behaviors-4157291>



<b>LESSON PLAN</b>	
<b><i>Content</i></b>	Modern behavioural addictions part 2
<b><i>Teaching forms</i></b>	Group work, analysis of information sources, presentations and other forms of presenting projects implemented in teams
<b><i>Teaching methods</i></b>	Analysis and processing of source content, confronting the content with one's own observations and experiences, asking questions and looking for answers
<b><i>Teaching resources</i></b>	Media with Internet access, device for playing a movie from the Internet
<b><i>Aim of the lesson</i></b>	Students learn about the essence and mechanisms of behavioural addictions. Students practise the ability to select media content. Students are looking for solutions in the field of addiction prevention.
<b><i>Expected results</i></b>	Students know different types of behavioural addictions and understand the risks associated with them as well as the proper functioning of the psyche. They can identify risk factors and protective factors against behavioral addictions. They can apply the acquired knowledge to practice.

<b><i>the course of the lesson</i></b>	
<b><i>Introductory activities</i></b>	The teacher defines the aims and the course of the lesson
<b><i>Teaching and learning activities</i></b>	<p>Individual groups of students present the results of their work on one of the topics:</p> <ul style="list-style-type: none"> <li>- Internet addiction (computer and telephone)</li> <li>- addiction to various types of video games</li> <li>- excessive exercise addiction</li> <li>- food addiction</li> <li>- shopping addiction</li> <li>- addiction to tattoos and other ways to modify your body.</li> </ul> <p>The teacher divides the class into 4 groups. Each group is given a brief description of a person's addiction history. Having read the story, the group analyses the situation and tries to find an answer to</p>

	<p>the question why the person became addicted and what factors contributed to it. During this work, groups use the Internet to search for additional materials on addiction risk factors. The teacher constantly checks whether the content used is reliable and, if necessary, recommends its verification.</p> <p>Each group creates a list of the characteristics of the person and the external situation that were conducive to addiction in a given case. Then a representative of each group reports on the results of the team's work.</p> <p>The teacher poses the question: how can we protect ourselves from addiction? What traits of our personality and behaviour will be conducive to low susceptibility to addiction?</p> <p>Students make suggestions which are written on the board or in a document presented on the screen.</p>
<i>Evaluative activities</i>	The end result of the lesson is a list of risk factors and protective factors (example attached).

**Useful links:**

<https://pubmed.ncbi.nlm.nih.gov/26690626/>

**Addicts' stories**

**Wiktorija** is 16 years old, she lives in a small town with her parents and a younger brother. There is a calm atmosphere in the house, there are no quarrels, financial conditions are average. One day Wiktorija accidentally came across an article on the Internet about harmful substances contained in various food products. The article caused her fear - how is it possible to expose yourself to the harmful effects of so many chemicals and even poisons while eating normal meals? She was very concerned about the statement that you should only eat products that contain no more than two ingredients. As she searched for more information on the subject, she became convinced that she needed to completely change her eating habits. She told her parents that from now on she would buy her own products and prepare her own meals. She visited only health food stores, and there she made a selection of what, in her opinion, was suitable for eating. She became an active member of healthy eating groups on Facebook and Instagram. At the same time, she was increasingly limiting the variety of her diet. Planning her menu, shopping and preparing her own meals, and continuing to study various materials on the subject began to take up more and more of her time, and she began to run out of time for other activities. Her academic performance and social relations deteriorated, as after a while she could talk almost exclusively about food.

**Eliza** is 15 years old and lives with her mother and a sister. For as long as she can remember, her sister has been her role model because in the opinion of those around her, she always did everything better. In primary school, Eliza did very well, but at school she did not feel very well because she had no close friends and envied the groups of girls who spent their breaks together, laughing,

talking and fooling around. She decided that she would do anything to belong to such a group in high school. And she did it! As early as October she had five friends and they all spent time together at school and often after school and on days off. Eliza knew, however, that she had to be in touch with the group all the time - girls were demanding and it was enough to leave them once, not go to a meeting, not answer messages - and she might have a serious problem with further acceptance from other friends. She didn't want to miss any messages, and she felt like she had to answer them immediately. Her smartphone began to accompany her always and everywhere - during lessons, during meals, in the bathroom. When she had to turn off the notifications (e.g. in class), she had the feeling that at that very moment a message must have arrived and she had to check it. She didn't turn off her phone even when she went to sleep.

**Oskar** is 17 years old, lives with his parents and a younger brother in a big city. Until recently, he was a rather self-satisfied boy, he had good academic results, a nice group of friends with whom he met after school. At the beginning of the school year he met a girl who he liked and got interested in, they met several times and it seemed that a lasting and deeper relationship would develop between them, at least Oskar wanted it very much. Meanwhile, one day the girl told him that they would not meet again; and Oscar started seeing her with another boy. He wondered what was so different between them that the girl had chosen the other boy? After analysing, he came to a conclusion that probably nothing - except that the other boy looked very muscular and athletic. Oskar was determined: I will be like him or even better and then we'll see! He started going to the gym, at first 2-3 times a week, but since he couldn't see satisfactory results in the mirror, he increased the frequency to a daily and longer portion of strength training. Still dissatisfied with the effects, he asked the trainer what he was doing wrong and the latter advised him on protein supplements that he could supply. So Oskar exercises several hours a day, eats supplements, and has stopped even thinking about the girl for whom he started doing it. He simply cannot refrain from constant physical effort aimed at improving his body.

**Mateusz** is 16 years old. She lives with his parents, grandmother and older sister, who is already a student and is rarely at home. He was always a bit of a shy boy, he felt better keeping to himself, he didn't meet with his friends outside of school hours. No one approached him, and he was afraid that if he did, he would be pushed away and even ridiculed. He liked sitting at home alone, listening to music, reading books. His mother and grandmother constantly encouraged him to go out, meet his friends, invite someone to his house. Once he tried - and a friend who visited him showed him an online game in which he could create his own character with any character traits he wanted, and then experience various adventures and complete missions and tasks together with other players, even from the most remote corners of the world. Mateusz liked it very much, because he started to do well with the game quite quickly and gain new levels and skills. It was playing that he experienced real emotions that he lacked in real life. At some point, he decided that he was more himself in the game than in the real world. He began to spend more and more time in the game world. Everything else was less and less important, and he looked down on people who did not understand his fascination. However, when one day his computer crashed and he was unable to connect to the game world, he felt very bad. He was furious and desperate at the same time, he couldn't find a place to stay, he was desperately looking for someone to fix the problem immediately.

**Table****Risk factors and protective factors against behavioural addictions**

Risk factors	Protective factors
pessimism	realism and optimism
low self-esteem	high self-esteem, adequate self-esteem
shyness	openness to others
sense of external control	sense of internal control
feeling helpless	ability to find solutions to problems
inability to cope with problems and stress	stress management skills
unfulfilled need to be accepted	a feeling of being accepted
lack of broad interests and various forms of activity	wide and varied interests and activities
apathy, retrospective direction of reflection	curiosity about the world, prospective direction of thinking



<b>LESSON PLAN</b>	
<b><i>Teacher</i></b>	English teacher
<b><i>Class</i></b>	9 (15-16 years old)
<b><i>Module</i></b>	-
<b><i>Content</i></b>	Emotional health
<b><i>Teaching forms</i></b>	Group work Role-play Simulation
<b><i>Teaching methods</i></b>	Interactive/participative methods Cooperative learning
<b><i>Teaching resources</i></b>	Animation loaded and ready to play Feelings worksheet Activity sheets BINGO cards
<b><i>Aim of the lesson</i></b>	-define emotional health -identify changes that occur during adolescence related to emotional health
<b><i>Expected results</i></b>	-children will be given consistent and accessible language to talk about emotional health -children will know who the trusted adults in their life are -children will gain the skills and techniques to be good listeners

<b><i>Articulation of the lesson</i></b>	
<b><i>Introductory activities</i></b>	<p>1.Today we are going to talk about our emotional health</p> <p>2.What do we mean when we talk about emotional health?</p> <p>3.Explain that its different to our physical health because we don't see it.</p> <p>4.Brainstorm: hands up- ideas /words (feeling down, angry, stressed, happy, confident, etc.)</p>
<b><i>Teaching and learning activities</i></b>	<p>1.Showing animation “Mental health”;<b>(video)</b></p> <p>a) ask students what they noticed in the animation</p> <p>b) clarify “small every feelings”. Are there any other examples that the students can dive?</p> <p>c) clarify that these feelings change according to what is happening in our day</p> <p>d)watch the animation again and answer the questions <b>(worksheet)</b></p> <p>2. <b>BINGO worksheet</b></p> <p>Talking:</p> <p>a)sentence with activities in BINGO</p> <p>b) ask friends who did they do these activities with?</p> <p>3. Four corners.</p> <p>a) in each corner of the room put a poster saying: FRIENDS, FAMILY, TEACHERS, ADULTS AT SCHOOL</p> <p>b) ask students to go to a particular corner depending on who they address in order get help</p> <p>c) ask students to share their experience</p>
<b><i>Evaluative activities</i></b>	<p>Recap what we learnt today about the following:</p> <ul style="list-style-type: none"> <li>*what is emotional health?</li> <li>*talking about emotional health</li> <li>*being a good listener</li> <li>*who to talk to about our feelings</li> </ul> <p>Final activity : answer the questions</p>

## **Useful links:**

### **1. BINGO worksheet**

<https://www.youngminds.org.uk/media/nteg4ubx/hy-wellbeing-bingo.pdf>

### **2. Animation “Mental health”(video)**

<https://www.youtube.com/watch?v=DxIDKZHW3-E>( video, animation)

### **3. Comprehension Questions (after watching video) Worksheet**

#### **Sasha’s story**

- 1.What are positive emotions?
2. What are negative emotions?
3. What are you worrying about?
4. What does Sasha do to make her feel better?

#### **Andre’s story**

- 1.What impact do negative thoughts have on your concentration?
2. Do you think your friends understand you?
- 3.Who gave the children advice?
4. When did Andre feel better?

#### **Both stories**

How to help people to feel better?



<b>LESSON PLAN</b>	
<b><i>Teacher</i></b>	Moral education (ethics) teacher
<b><i>Class</i></b>	10 (16-17 years old)
<b><i>Module</i></b>	-
<b><i>Content</i></b>	The importance of emotional health
<b><i>Teaching forms</i></b>	Lecture with practical task, video viewing ( <a href="https://fb.watch/g4IcCLf28z/">https://fb.watch/g4IcCLf28z/</a> )
<b><i>Teaching methods</i></b>	Survey Individual work A web of thoughts Creating a diagram
<b><i>Teaching resources</i></b>	Smart board, sheets of paper, pens, class individual progress tracking binders (envelopes)
<b><i>Aim of the lesson</i></b>	To introduce the importance of emotional health and ways and means to nurture and improve it
<b><i>Expected results</i></b>	Students will learn to self-assess their emotional health with the help of educational methods. If necessary, will be able to help himself and others. During the lesson, will receive useful tips on how to improve the quality of your life.

<i>Articulation of the lesson</i>	
<i>Introductory activities</i> <i>Ižanga</i>	Lesson rituals Introduction to the purpose of the lesson and the benefits of the practical task
<i>Teaching and learning activities</i>	Creating an emotional diagram Video Watch ( <a href="https://fb.watch/g4IcCLf28z/">https://fb.watch/g4IcCLf28z/</a> ) Practical task: 1. After reviewing the material, greeting the psychotherapist, doctor of sciences, students in pairs try to be advisors to each other on how to deal with their emotions, what helps them feel good, safe and meaningful in their lives. 2. Students write down their insights, observations, emotional self-evaluation indicator from the chart created by the class on the sheets that I keep in the envelopes for monitoring their educational progress. 3. The current emotional state is visualized by the created sign. 4. Summary of the lesson, self-evaluation.
<i>Evaluative activities</i>	Assessment is informal. Forms – public praise or thanks, constructive remark, cumulative score.

**Useful links:**

<https://fb.watch/g4IcCLf28z/>

<https://www.hrhintonline.lt/kas-yra-emocine-sveikata>

<https://pagalbasau.lt/>



<b>LESSON PLAN 1 (1 hour class)</b>	
<b><i>Teacher</i></b>	Food science - English
<b><i>Class</i></b>	4th (age 16/17) - B1 CEFR level
<b><i>Module</i></b>	Awareness of a balanced diet and a healthy lifestyle
<b><i>Content</i></b>	Diet education seen through the scientific, historical and cultural aspects connected to the personal and collective relationship with food. The consciousness of the importance of the “food-health” connection through the adoption of healthy and correct behaviour.
<b><i>Teaching forms</i></b>	Direct instruction: frontal lesson Indirect forms: autonomous work of students (group work, pair work, individual work)
<b><i>Teaching methods</i></b>	Cooperative learning, flipped classroom, class discussion, small group instruction, audio visual method
<b><i>Teaching resources</i></b>	Chromebook laptop, IWB, presentation and graphic software, Google suite
<b><i>Aim of the lesson</i></b>	The students will become aware of the good habits linked to a right diet that guarantees a healthy lifestyle; they will recognise the consequences of a bad diet and the

	importance of food as an instrument of meeting and interchange among different people.
<b><i>Expected results</i></b>	First approach to a gradual change in our own lifestyle through the creation of a personal alimentary diary.

<b><i>Articulation of the lesson</i></b>	
<b><i>Introductory activities</i></b>	<p><i>Introductory part of the lesson.</i></p> <p>A brief excursus on the principles of a healthy diet, also connected to age, to caloric needs and to illnesses caused by a bad alimentation.</p> <p><i>Raising a problem. Are we really sure we are eating properly?</i> Survey about the respective food habits</p>
<b><i>Teaching and learning activities</i></b>	<p><i>Work Preparation</i></p> <p>Preparation for the classroom with Chromebook.</p> <p>Nutritional science teacher introduction and brainstorming (15 minutes)</p> <p><i>Work in groups.</i></p> <p>Preparation: desks are paired and roles such as referent/facilitator, notetaker (notes the arising ideas), timekeeper and resource manager are assigned (15 minutes)</p> <p>Debate: how to create a food diary template</p> <p><i>Report of each group</i></p> <p>Each group presents the debate results and prepares its own food diary proposal (15 minutes)</p> <p><i>Analysis of results:</i></p> <p>Check of the different diaries and choice of the most suitable template to transpose in a google module</p>
<b><i>Evaluative activities</i></b>	<p>Questions for reflection:</p> <ul style="list-style-type: none"> <li>- Evaluation through the monitoring of the debate group pair work (see grid attached)</li> </ul>

<b>Homework</b>	<b>Individualised work</b> Each student fills in its personal food diary
-----------------	---

ATTACHMENT 1 - Grid pair work observation

BEHAVIOURS	GROUP 1	GROUP 2	GROUP 3	GROUP 4
Contribution to the discussion				
Respect for the speech turns				
Willingness to share the material				
Voice Volume				
Continuous participation				
Performance of the chosen role				
Problem solving				

**Healthy Food for Life** [www.healthyireland.ie](http://www.healthyireland.ie) 

### The Food Pyramid

For adults, teenagers and children aged five and over

**NOT every day**  
Foods and drinks high in fat, sugar and salt  
Most people consume snacks high in fat, sugar and salt and sugar sweetened drinks up to 6 times a day (Healthy Ireland Survey 2016). There are no recommended servings for Top Shelf foods and drinks because they are not needed for good health.

**in very small amounts**  
Fats, spreads and oils  
Use as little as possible. Choose mono or polyunsaturated reduced-fat or light spreads. Choose rapeseed, olive, canola, sunflower or corn oils. Limit mayonnaise, coleslaw and salad dressings as they also contain oil. Always cook with as little fat or oil as possible – grilling, oven-baking, steaming, boiling or stir-frying.

**2 Servings a day**  
Meat, poultry, fish, eggs, beans and nuts  
Choose lean meat, poultry (without skin) and fish. Eat oily fish up to twice a week. Choose eggs, beans and nuts. Limit processed salty meats such as sausages, bacon and ham.

**3 Servings a day**  
Milk, yogurt and cheese  
Choose reduced-fat or low-fat varieties. Choose low-fat milk and yogurt more often than cheese. Enjoy cheese in small amounts. Women who are pregnant or breastfeeding need 3 servings a day.

**3-5 Servings a day**  
Wholemeal cereals and breads, potatoes, pasta and rice  
Up to 7\* for teenage boys and men age 19-50  
Wholemeal and wholegrain cereals are best. Enjoy at each meal. The number of servings depends on age, size, if you are a man or a woman and on activity levels. Watch your serving size and use the Daily Servings Guide below.\*

**5-7 Servings a day**  
Vegetables, salad and fruit  
Base your meals on these and enjoy a variety of colours. More is better. Limit fruit juice to unsweetened, once a day.

\*Daily Servings Guide – wholemeal cereals and breads, potatoes, pasta and rice Serving size guide

## **GUIDE TO STAY HEALTHY**

1. Check your weight and keep yourself always active.
2. Eat more fruit and vegetables
3. Eat more whole grain cereals and legumes.
4. Drink lots of water every day.
5. Fats: choose the most suitable and reduce the quantity.
6. Sugar, sweets and drinks: less is better.
7. Salt? A reduced quantity is recommended.
8. Alcoholic drinks: as little as possible.
9. Have a varied diet.
10. Follow seasonality and sustainability.

### **Useful links:**

<https://www.cucinarefacile.com/uncategorized/il-decalogo-di-chi-ama-stare-bene/23405>

<https://alimentazioneostenibilita2etg.wordpress.com/2017/05/19/food-pyramid-2/>



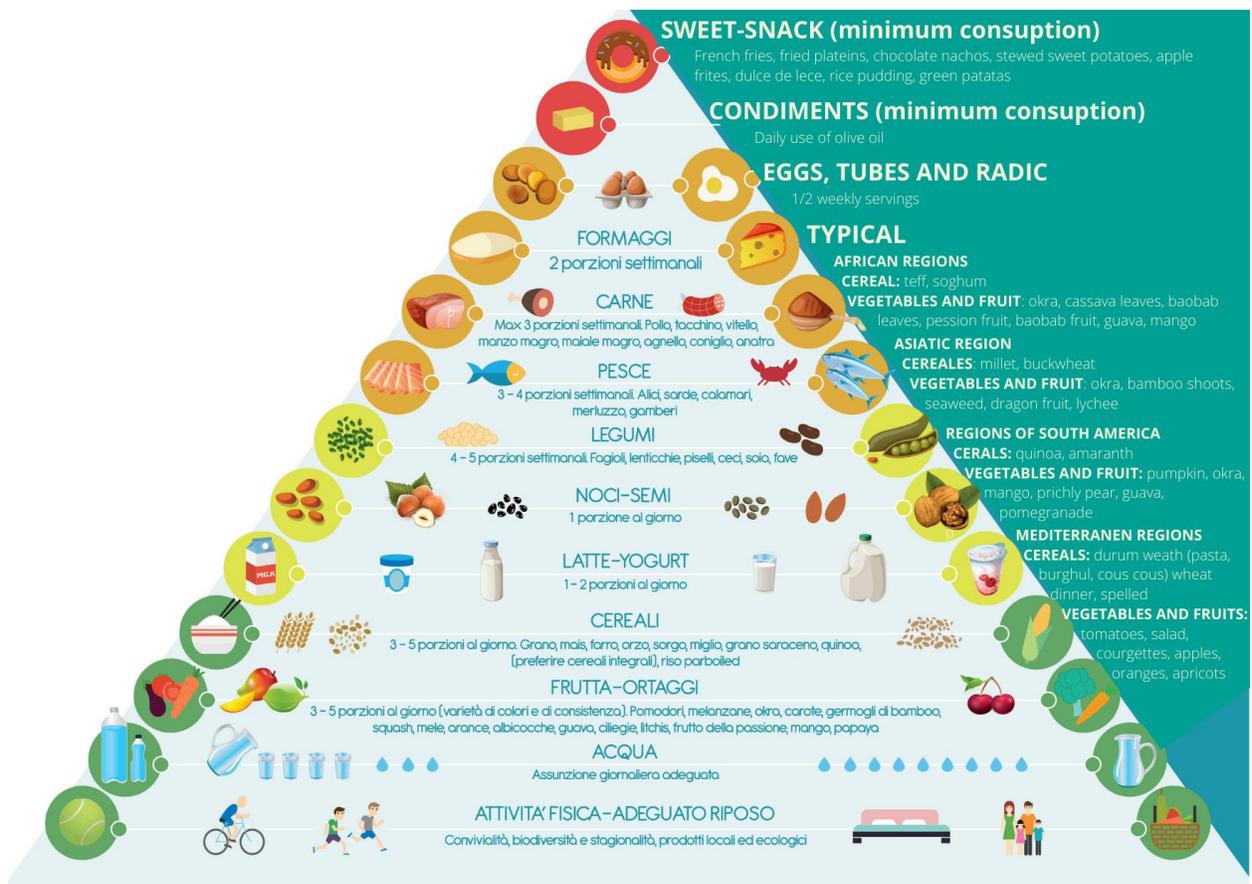
<b>LESSON PLAN 2 (1 hour class)</b>	
<b><i>Teacher</i></b>	Food science - English
<b><i>Class</i></b>	4th (age 16/17) - B1 CEFR level
<b><i>Module</i></b>	Balanced diet and healthy lifestyle - Create your own weekly diet
<b><i>Content (what learners will be able to know by the end of the module)</i></b>	From awareness of the meaning of healthy and sustainable diet to application in daily life through the adoption of healthy and correct eating habits. Building a personalized diet.
<b><i>Teaching methods</i></b>	Direct teaching method Other learning strategies: personal work (group work, work in pairs, individual work)
<b><i>Teaching strategies</i></b>	Cooperative learning, flipped classroom, class debate, small group instruction, audio visual method
<b><i>Teaching materials (ICT learning)</i></b>	Computer chromebook, IWB, softwares, google suites
<b><i>Aim of the lesson</i></b>	The pupil builds his own weekly diet based on the foods available in his region, but which respect the proportions of the food pyramid. Knowledge of typical local products and their food properties.
<b><i>Expected results</i></b>	Effective change in eating habits also in the name of environmental sustainability

<b><i>Articulation of the lesson</i></b>	
<b><i>Warm-up activities</i></b>	<p><i>Introductory part of the lesson.</i></p> <p>Analysis of food diaries compiled by students.</p> <p>Analysis of the correct food pyramid with particular attention to the portions for each food. (Picture 1)</p>
<b><i>FIND-OUT</i></b>	<p><i>Raising a problem.</i></p> <p>Can we follow a healthy diet while respecting the traditions of our region and the food it offers us?</p> <p>Can we also take into account our tastes and preferences?</p>
<b><i>SORT OUT AND OUTPUT</i></b>	<p><i>Preparation for the work</i></p> <p>Preparation of the classroom with chromebooks.</p> <p>Introduction by the nutrition science teacher and brainstorming (15 minutes):</p> <p>What is a cross-cultural pyramid? (Picture 2)</p> <p><i>Work in groups.</i></p> <p>Preparation of the tables for group work and assignment of the roles of referent/ moderator, synthesizer (notes the ideas that emerge), time controller, organizer of the material (15 minutes).</p> <p>Discussion on how to create a personalized diet based on the principles set out, drawing ideas from the cross-cultural pyramid.</p> <p><i>Individual work</i></p> <p>Each student creates their own weekly diet (15 minutes)</p> <p><i>Analysis of results.</i></p> <p>Review of the different food choices (15 minutes)</p>
<b><i>Reflection and assessment</i></b>	<p>Evaluation of each student's weekly diets based on consistency with the food pyramid and cross-cultural pyramid.</p>
<b><i>Homework</i></b>	<p><i>Individual work</i></p> <p>Apply the diet in daily life for 1 month and then check in class</p>

Picture 1



Picture 2



**Useful links:**

<https://www.flickr.com/photos/trcanje/9705085932>

<https://images.app.goo.gl/KAYJy3RgrL1PVz7r8> (translated by students)



<b>LESSON PLAN</b>	
<b><i>Teacher</i></b>	Biology/english teacher
<b><i>Class</i></b>	8
<b><i>Module</i></b>	Biology/english
<b><i>Content</i></b>	Food Pyramid
<b><i>Teaching forms</i></b>	Group work, analysis of information sources. Performs an experiment that proves the students the purpose of the food pyramid and discuss how many servings of each food should be eaten a day.
<b><i>Teaching methods</i></b>	Discuss Food pyramid - a general guide that lets you choose a healthy diet that is right for you. Brainstorm the students if they ever think about what they are putting in their bodies before they eat something. Students guess that in order to be healthy what more of certain foods and less of others children should be eating.
<b><i>Teaching resources</i></b>	Materials: · Picture of food pyramid · Picture of apple and candy bar · Envelopes with pictures of 20 foods for each student · Pictures of different foods in each group
<b><i>Aim of the lesson</i></b>	identify and describe food groups what you need to eat to have a healthy, balanced diet; recognize and understand the role of nutrients in food; plan a healthy picnic

	introduce the six food groups of the food pyramid. The six food groups will be discussed so the students are aware of what foods are healthy and unhealthy.
<b>Expected results</b>	Children plan, draw and write about a healthy picnic Cognitive skills: predicting, matching, reasoning, deciding, planning, justifying To learn What types of food are healthy and why.

<b>Articulation of the lesson</b>	
<b>Introductory activities</b>	<ul style="list-style-type: none"> <li>• Ask, for example, What food do you need to eat to have a healthy diet? Listen to the children’s response. Use this to establish that we need to eat food from different food groups every day to give us the nutrients we need to be healthy. Explain that ‘nutrients’ is the name we use for chemical substances in food which our bodies need to stay healthy, to grow, to have energy and to protect us from disease.</li> <li>• Say In this lesson we’re going to learn to identify and describe key nutrients in food and learn about food groups. We’re also going to do a puzzle to make the food pyramid. Draw the shape of a pyramid on the board. Explain that the food pyramid is a way of showing the food groups and how much we need to eat of each one to stay healthy. Say We’re also going to use what we learn about food to plan a healthy picnic for our e-zines (or magazines).</li> </ul>
<b>Teaching and learning activities</b>	<p>Activity 1</p> <ul style="list-style-type: none"> <li>• Show children pictures or photos of food Worksheet 1 Alternatively, elicit and write a list of the foods on the board (butter, oil, yoghurts, bananas, ice cream, eggs, nuts, bread, chicken, potatoes, sausages, carrots, beans, fish, pasta, meat, milk, cheese, apples, rice).</li> <li>• Divide the class into pairs. Ask the children to look at the pictures, photos or list of words with their partner and to try and divide them into different food groups, as many as they think they need. Elicit or give an example to start them off, e.g. Bananas and apples are in the food group called ‘Fruit’</li> <li>• Children work with their partners and divide the food into food groups.</li> <li>• Ask different pairs to take turns to report back on the food groups they have identified. Do not expect children to have identified all the food groups correctly yet. Be ready to accept their provisional groupings and encourage them to explain and justify these where possible. For example, children may put dry beans in the vegetable group, put fish in a separate group from meat and put eggs with other products from animals such as milk.</li> <li>• Use the children’s responses to establish that there are in fact six food groups: Grains; Fruit; Vegetables; Meat and beans; Dairy products;</li> </ul>

Fats, oils and sweets. Explain vocabulary as necessary and write the names of the food groups on the board.

Ask children to work with their partner and (re-) assign the food in the pictures or list to each group. • Check the answers, e.g. We think rice is in the grains group. (Grains: rice, bread, pasta; Fruit: bananas, apples; Vegetables: potatoes, carrots; Meat and beans: meat, fish, sausages, chicken, beans, nuts, eggs; Dairy products: milk, yoghurts, ice cream, cheese; Fats, oils and sweets: butter, oil).

Activity 2 • Repeat or remind children of the meaning of ‘nutrients’. Ask children, e.g. What nutrients are there in different foods which keep us healthy? As children answer in their first language, re-cast and introduce the words in English: proteins, carbohydrates, calcium, iron, vitamins, fat, fibre. Write the words on the board and get children to repeat them with you.

• Ask children questions about the nutrients in turn, e.g. Do you know, or can you guess, what do proteins do? / What does calcium do? Listen to the children’s responses. Use these as an opportunity to introduce vocabulary as necessary, e.g. energy, body cell, bones, teeth, digest, mineral, red blood cell, weight, heart disease, oxygen, lung. • Say Let’s play a team game to identify the role of different nutrients. Divide the class into two teams. Explain that you are going to say a sentence to describe a nutrient and the teams will take turns to identify which one it is. Explain that the teams are only allowed one answer each time and if it isn’t correct, the other team can try and answer instead. • Demonstrate the game by reading one of the sentences from Worksheet 1 part 1 substituting ‘This’ or ‘These’ for the name of the nutrient. Children from one team identify the nutrient and score a point for their team, e.g. These contain sugar, fibre or starch and are your body’s main source of energy. / Carbohydrates! • Read all the sentences on Worksheet 1 in turn in the same way. If the first team answers incorrectly, the second team can attempt an answer instead. The team with most points at the end of the game is the winner. (See Activity 3 below for key).

Activity 4 • Give a copy of Worksheet and a sheet of coloured card to each child. Make sure that scissors and glue are also available. • Show the children an example of a completed food pyramid puzzle if you have prepared one. Explain that children should cut out the food pyramid puzzle pieces and stick them on coloured card to make the food pyramid. Explain that they should then colour the sections of the pyramid different colours. Ask children to label the food groups and the foods in each group by drawing label lines to each section of the food pyramid and writing the names on the coloured card. • Children work individually to cut out,

	<p>make, colour and label the food pyramid puzzle. • When they are ready, say true/false sentences about the food pyramid. Children look at the food pyramid puzzle they have made and respond Yes! or No!, e.g. You need to eat a lot of fats. (No!). Eggs are in the Meat and beans group. (Yes!). If time, you can also ask children to prepare similar true/false sentences and take turns to say them to the class and respond in the same way. • At the end, elicit or explain that in addition to a healthy, balanced diet based on the food pyramid children also need to drink a lot of water. Make the point that water is important for many reasons. For example, water helps carry nutrients from food around our bodies. Water also helps us digest food and regulates our body temperature. Key: Activity 5 • Divide the class into their project groups, and within their groups, into pairs. Explain that the children are going to plan, draw and write about food for a healthy picnic based on what they have learnt about nutrients and food groups for their e-zine (or magazine). • Elicit or give examples of the kinds of food that would be healthy to have on the picnic, e.g. It would be healthy to have chicken and lettuce sandwiches. It would be healthy to drink water, milk or natural fruit juice. It would be healthy to have raw carrots and apples. Encourage children to give reasons, e.g. ... because you need to eat a lot of / some ...; ... because you get ... from ... • Children work with their partner and plan a healthy picnic based on what they have learnt about nutrients and food groups. • When they are ready, children take turns to tell each other about the picnic they have planned in their project groups. Use this as an opportunity to get children to justify their choices, e.g. We've got a pasta salad because you need to eat most food from the Grains group and a lot of food from the Vegetables group and to agree on any changes or improvements before they prepare their healthy picnic for their e-zine (or magazine). • Either give out A4 paper for children to draw a picture and write a list of what they plan to take on the picnic or children work at their computers and write about and illustrate their picnics with photos. These can be completed either as homework or in a follow-up lesson as necessary.</p>
<p>Evaluative activities</p>	<p>Briefly review learning by asking the children  What have we done today?  What have you learnt?  How did the food pyramid puzzle help you learn about food you need to eat?  What did you think about when planning your picnic?  What did you enjoy most / find most interesting / difficult?  Children work in pairs and prepare and write 2-4 quiz questions on</p>

separate pieces of paper based on nutrients in food, food groups and the food pyramid,

What do proteins do?

How many food groups are there? Which foods give you calcium?

Which food group does cheese belong to?

Which food group should you eat most of every day?,

Collect the pieces of paper and put them into a bag or hat. Divide the class into two teams. Children from each team take turns to take a piece of paper from the hat or bag, read and answer the question and score points for their team. The team who answers most questions correctly is the winner.

Review with the students what the food pyramid is, what the six food groups are and, how many servings you should consume a day.

Give each student an envelope with twenty pictures of different foods. Have them categorize them into the right food group without making any errors.

## THE HEALTHY EATING PYRAMID

Department of Nutrition, Harvard School of Public Health



### Useful links:

<https://www.hsph.harvard.edu/nutritionsource/healthy-eating-pyramid/>

<https://www.youtube.com/watch?v=0KbA8pFW3tg>

<https://www.youtube.com/watch?v=tsgyWIsYvxs>

[https://www.liveworksheets.com/worksheets/en/Science/Food\\_groups/Food\\_groups\\_lf811269ri](https://www.liveworksheets.com/worksheets/en/Science/Food_groups/Food_groups_lf811269ri)

[https://www.liveworksheets.com/worksheets/en/Science/Food\\_groups/Food\\_group\\_fb2223366tn](https://www.liveworksheets.com/worksheets/en/Science/Food_groups/Food_group_fb2223366tn)



<b>LESSON PLAN</b>	
<b><i>Teacher</i></b>	Biology/English language
<b><i>Class</i></b>	8
<b><i>Module</i></b>	Biology/english
<b><i>Content</i></b>	Organs and Tissues of the Immune System
<b><i>Teaching forms</i></b>	Group work, analysis of information sources. Discuss and explain the locations and functions of organs and tissues associated with the immune system?
<b><i>Teaching methods</i></b>	Students work in small groups to choose a particular condition (illness, injury, etc.) 2. Each group investigates which organs and tissues of the immune system are involved in defenses against that condition. 3. Groups present their findings to the class in a creative format such as an educational brochure, skit or TV presentation.
<b><i>Teaching resources</i></b>	Prior to the start of the lesson, enlarge the “Organs of the Lymphatic/Immune System” worksheet and laminate. Also laminate the “Organs” cards. Place the “Organs of the Lymphatic/Immune System” worksheet onto the board or a wall.
<b><i>Aim of the lesson</i></b>	Identify the organs and tissues of the body associated with the immune system, and specify their locations and functions
<b><i>Expected results</i></b>	After this lesson, students will be able to: <ul style="list-style-type: none"> <li>• The students will be able to explain the functions of the immune system.</li> <li>• The students will be able to explain the role of leukocytes.</li> </ul>

	<ul style="list-style-type: none"> <li>• The students will be able to explain the four types of immunity.</li> <li>• The students will be able to describe the four types of pathogenic organisms.</li> </ul>
--	---

<b><i>Articulation of the lesson</i></b>	
<b><i>Introductory activities</i></b>	<p><i>Introductory part of the lesson</i></p> <p><i>Answer the questions</i></p> <ul style="list-style-type: none"> <li>• Think about the last time you were sick.</li> <li>• How did you feel?</li> <li>• What did you do to get better?</li> </ul> <p><b>Warm up by asking students:</b></p> <ul style="list-style-type: none"> <li>• What do you know about the immune system?</li> </ul>
<b><i>Teaching and learning activities</i></b>	<p>Begin the lesson with a review of the “Organs of the Lymphatic/Immune System”. Show the students the “Organs of the Lymphatic/Immune System” and the “Organs” cards. Hold up one card, say what organ it is, and have the students tell you where on the diagram it belongs. Once all of the organs have been placed onto the diagram, the teacher will review what the students know about the lymphatic system. From that discussion, the teacher should introduce the immune system.</p> <p>The teacher should hand out the “Our Immune System” worksheet. If it is possible, project the “Our Immune System” worksheet onto the board using a projector or put into a PowerPoint document and project so that the teacher can point while they explain. As the teacher explains, the students should fill in the blank spots on their worksheet. From this activity, the students will learn about the functions of the immune system.</p> <p>The immune system is made up of special cells, tissues, organs, and proteins that all work together to help the body maintain good health and to protect the body from harmful substances.</p> <p>Harmful substances that can affect the body include:</p> <p><b>Pathogens:</b> disease-producing microorganisms</p> <p><b>Allergens:</b> substances that cause allergic reactions</p> <p><b>Toxins:</b> poisonous, harmful substances</p> <p><b>Malignant Cells:</b> life-threatening, cancer-causing cells</p> <p>If bacterium does get into the body, the immune system works to destroy it.</p> <p>Immune response is what we call the immune system attacking foreign substances/ bacteria/ illnesses that may enter the body. Leukocytes, or white blood cells, are stored in the thymus, spleen, and bone marrow. They are also housed in lymph nodes.</p>

Leukocytes travel around the body through the lymphatic vessels and blood vessels.

The two main groups of leukocytes are: **phagocytes** and **lymphocytes**.

**Phagocytes:** absorbs invading bacteria; neutrophil is a common phagocyte that helps to fight bacteria.

**Lymphocytes:** allows the body to remember invaders that had entered the body and helps the body destroy those invaders.

**B Lymphocytes:** secrete antibodies (tell the T lymphocytes what invaders to destroy)

**T Lymphocytes:** produced by the thymus gland; helps to destroy the invaders.

Humans have four types of immunity:

**Natural:** the immunity that a fetus receives from its mother.

**Innate:** the immunity we are born with. We cannot contract some of the diseases that affect animals, even if we come in contact with that disease. For example, feline leukemia or distemper.

**Adaptive:** the immunity we receive through vaccines. For example, measles immunization or flu shot.

**Passive:** the immunity borrowed from another source. For example, breast milk antibodies help to protect a baby in his/her early life. Younger children need to build up immunity to germs. As we get older, our body becomes immune to more germs.

To build upon the immune system, the teacher should introduce how the immune system attacks an invader. The teacher should hand out the “How the Immune System Works” information sheet. The teacher and students will both have a completed copy of “How the Immune System Works” information sheet. If it is possible, project the “How the Immune System Works” information sheet onto the board using a projector or put into a PowerPoint document and project so that the teacher can point while they explain. As the teacher explains, the students should fill in the blank spots on their worksheet. From this activity, the students will learn how the immune system attacks invaders.

Next, the teacher should introduce “Pathogenic Organisms”. If it is possible, project the “Pathogenic Organisms” worksheet onto the board using a projector or put into a PowerPoint document and project so that the teacher can point while they explain. While the teacher explains, the student will fill in the boxes. From this activity, the students will learn about some of the pathogenic organisms that can affect the body. The teacher should explain that “pathogen” means germ. Pathogens enter the body and make you sick. This is why it is important that hands are always washed. Examples of pathogens include:

- **Virus:** very small; consist of DNA with protein-coated covering; live by invading other cells; examples include: measles, common cold, hepatitis, and the flu.
- **Bacteria:** small microorganisms; examples include: tuberculosis, typhoid fever, tetanus, and cholera.

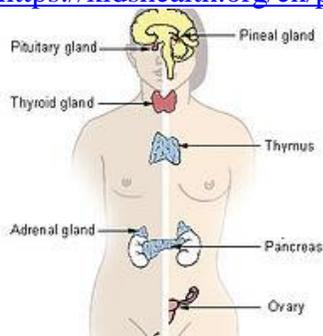
	<ul style="list-style-type: none"> <li>• <b>Parasites:</b> organisms that live off their hosts (body they are in); examples include: scabies, sleeping sickness, and malaria.</li> <li>• <b>Fungi:</b> microorganisms; examples include: fungal meningitis, thrush, and ringworm.</li> </ul> <p>Once the worksheet and information sheet explained, the students will break into pairs. Each student will be given an “Under the Microscope” worksheet and pictures. The pictures are of each organism mentioned on the “Pathogenic Organisms” worksheet. The students need to look at the picture and the name of the pathogen and then decide which column it belongs in. The students will cut and glue only the pictures into the correct column. (the names are used only to help the students identify which pathogen it is) Then, the students will discuss with their partner their observations about the pictures they saw “under the microscope. For the first 10 minutes, the students will not be allowed to use their worksheets. For the last 5 minutes, the students should be allowed to use their worksheets”. Allow the students about 15 minutes to work together. Reconvene when 15 minutes is over and review the activity.</p>
<p><b><i>Evaluative activities</i></b></p>	<p>The final assessment will be for the students to answer the question: Think about what you learned about today in class. What is the function of the immune system? How is immune system similar to the lymphatic system? What cells “tell” the body there are invaders? What cells attack the invaders? What is a pathogen? How many groups of pathogens are there?</p> <p>Students use the drag and drop interactive to self-evaluate their ability to identify parts of the body associated with the immune system.</p>

### Useful links:

<https://www.elementaryschoolscience.com/human-body-lesson-immune-system>

[Medical Terminology for Healthcare Professionals by Ann Ehrlich and Carol L. Schroeder. © 2012](#)

<https://kidshealth.org/en/parents/immune.html>





Erasmus+



<b>LESSON PLAN</b>	
<b><i>Teacher</i></b>	
<b><i>Class</i></b>	Erasmus+ European students, aged 13-17, non-native speakers of English
<b><i>Module / Subject</i></b>	Healthy Mind – Healthy Body – Healthy Environment
<b><i>Content</i></b>	Sustainable consumption
<b><i>Teaching forms</i></b>	Group work, analysis of information sources  Quiz: Are your own habits sustainable?  Workshop: Techniques to achieve sustainable consumption
<b><i>Teaching methods</i></b>	Group work – Collaborative Learning Use of Internet sources Problem solving Use of web tools 2.0 to create a quiz
<b><i>Teaching resources</i></b>	<a href="https://www.skopelossiffy.com/siffy2017">https://www.skopelossiffy.com/siffy2017</a> <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>
<b><i>Aim of the lesson</i></b>	To explore the possibility of sustainability in everyday life To realise the damage each one of us causes to earth through our reckless behaviour
<b><i>Expected results</i></b>	Upon completion of this lesson, students will be able to: <ul style="list-style-type: none"><li>• identify their daily mistakes in wrong consuming habits</li><li>• understand their power to change their own bad</li></ul>

	<p>habits</p> <ul style="list-style-type: none"> <li>• Disseminate good consuming practices to their family and friends</li> <li>• Develop empathy for the destruction caused to the environment by irresponsible consumption</li> </ul>
--	--

<i>Articulation of the lesson</i>	
<i>Introductory activities</i>	<p><i>Introductory part of the lesson.</i></p> <p><i>Brainstorming</i></p> <p>What is sustainability? Provide a definition</p> <p>Why is it of the utmost importance nowadays?</p> <p>Ss take notes of the results</p> <p><i>Raising a problem</i></p> <p><a href="https://www.skopelossiffy.com/siffy2017">https://www.skopelossiffy.com/siffy2017</a></p> <p>Watch the video and take down the mistakes we make when treating mother earth and the results of such a behaviour.</p> <p>How are we going to manage to achieve a more sustainable way of life?</p> <p>Ss suggest and write down ideas</p> <p>How can we convince others to follow our example?</p> <p>Ss discuss their family's habits that they consider sustainable and unsustainable.</p> <p>Ss take notes of the results</p>
<i>Teaching and learning activities</i>	<i>Preparation for the research</i>

	<p>The teacher guides the students through the material in <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a> and facilitates their research.</p> <p><i>Work in groups.</i></p> <p>Ss are asked to create a quiz about sustainable habits using a web tool 2.0 of their choice</p> <p><i>Research</i></p> <p>The quiz is distributed to all the students of the school who have to complete it</p> <p><i>Analysis of results</i></p> <p>Ss analyse the results of the quiz and decide whether there is a need for further action</p>
<p><b><i>Evaluative activities</i></b></p>	<p>Questions for reflection:</p> <p><i>The first level of achievement</i></p> <p>With the help of the teacher, Ss prepare a list of sustainable habits that anyone can follow and prepare a poster for the school corridors and/or classrooms.</p> <p><i>The second level of achievement</i></p> <p>Ss link the results of the quiz and make an infographic depiction</p> <p><i>The third level of achievement</i></p> <p>Ss decide whether the results are satisfactory and arrange further activities to inform local society about the need of conscious and responsible consumption habits.</p>

**Useful links:**

<https://www.skopelossiffy.com/siffy2017https://sdgs.un.org/goals>

<https://www2.deloitte.com/uk/en/pages/consumer-business/articles/sustainable-consumer.html>

<https://theconversation.com/5-ways-to-shift-consumers-towards-sustainable-behaviour-120883>

[https://ufmsecretariat.org/wp-content/uploads/2019/11/UfM\\_PUBLICATION\\_EducationSCBL.pdf](https://ufmsecretariat.org/wp-content/uploads/2019/11/UfM_PUBLICATION_EducationSCBL.pdf)



Erasmus+



<b>LESSON PLAN</b>	
<b><i>Teacher</i></b>	
<b><i>Class</i></b>	Erasmus+ European students, aged 13-17, non-native speakers of English
<b><i>Module / Subject</i></b>	Healthy Mind – Healthy Body – Healthy Environment
<b><i>Content</i></b>	Sustainable consumption - More than 3 Rs/Circular Economy
<b><i>Teaching forms</i></b>	Group work, analysis of information sources Workshop: Techniques to implement more Rs in your life
<b><i>Teaching methods</i></b>	Group work – Collaborative Learning Use of Internet sources Problem solving Use of web tools 2.0 to create a comic strip
<b><i>Teaching resources</i></b>	The Internet
<b><i>Aim of the lesson</i></b>	To explore new ways to achieve sustainable habits
<b><i>Expected results</i></b>	Upon completion of this lesson, students will be able to:  To find ways of reusing and recycling materials  To describe and identify the causes/sources of air, water, soil pollution and the effects they have upon the environment  To create their own plan concerning the ecological stability of their environment with wider implementation of ‘More than 3 Rs’  To approach sustainability issues in a creative and imaginative way

<b><i>Articulation of the lesson</i></b>	
<b><i>Introductory activities</i></b>	<p><i>Introductory part of the lesson</i></p> <p><i>Brainstorming</i> What are the 3 Rs? What do you know about them?</p> <p>What is circular and what is linear economy and how are they connected to the Rs?</p> <p><i>Raising a problem</i> Do you think that these 3 Rs are enough to ensure a sustainable future for our planet or we need more?</p>
<b><i>Teaching and learning activities</i></b>	<p>Preparation for the research</p> <p>Work in groups</p> <p>Research</p> <p>Analysis of results</p>
<b><i>Evaluative activities</i></b>	<p>Questions for reflection:</p> <p><i>The first level of achievement</i> With the help of the teacher, students prepare a long list of all possible Rs that can be added to the Reduce-Reuse-Recycle motto on the worksheet.</p> <p><i>The second level of achievement</i> Students write down examples of each R they have written down. For instance, repair an item of clothing instead of throwing it.</p> <p><i>The third level of achievement</i> The students realise that in order to achieve sustainability and promote circular economy we have to develop skills that we do not consider important, such as stitching/weaving/mending/darning, etc.</p>

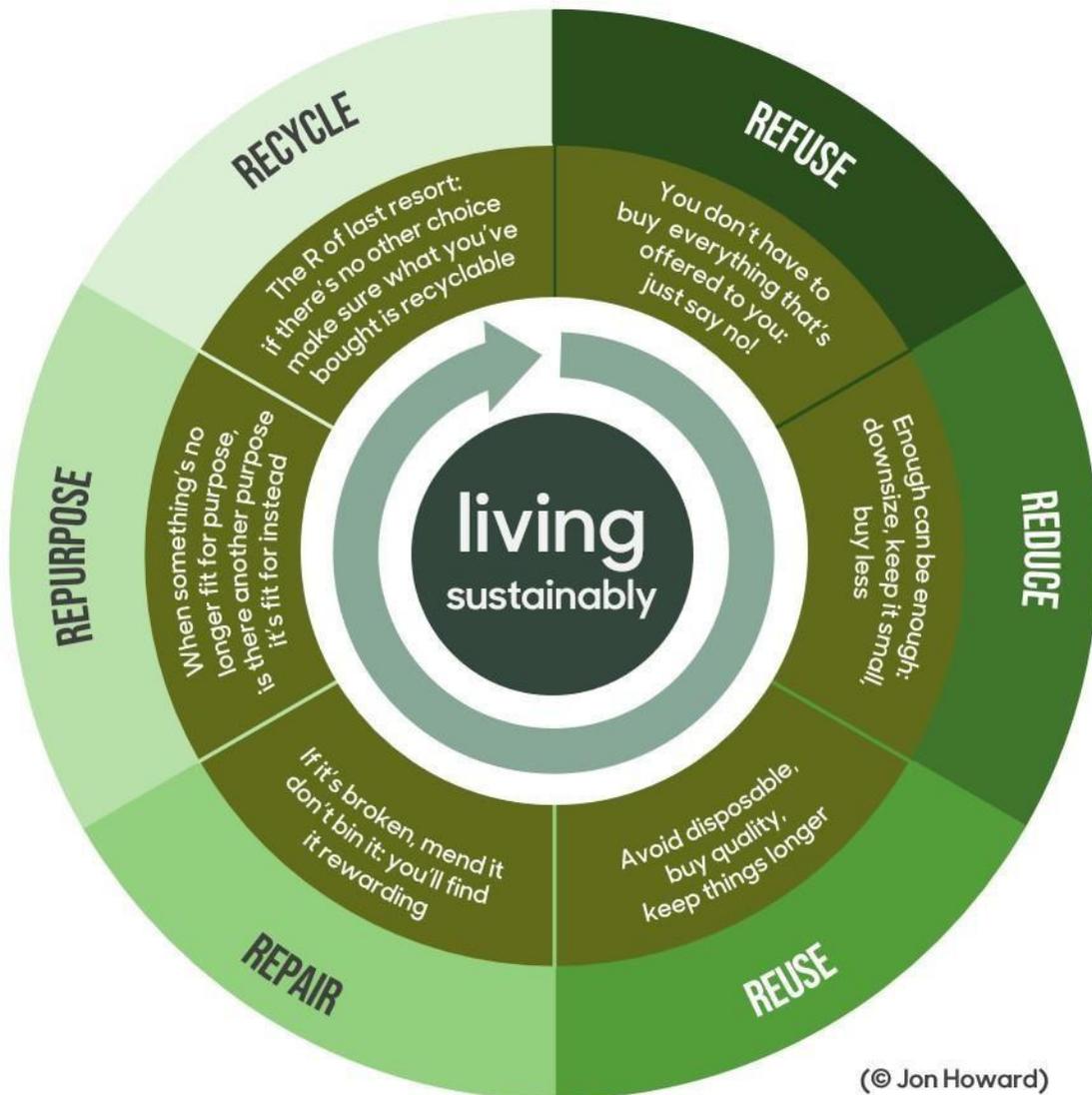
## Useful links:

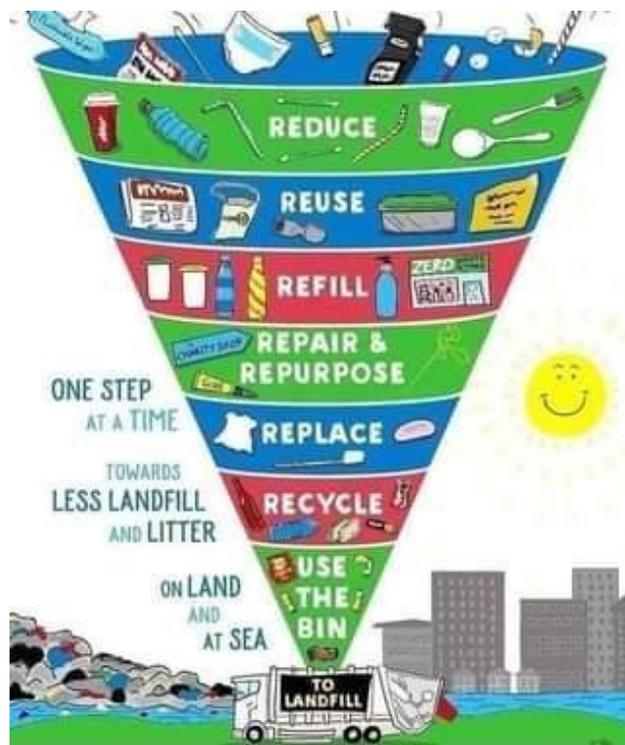
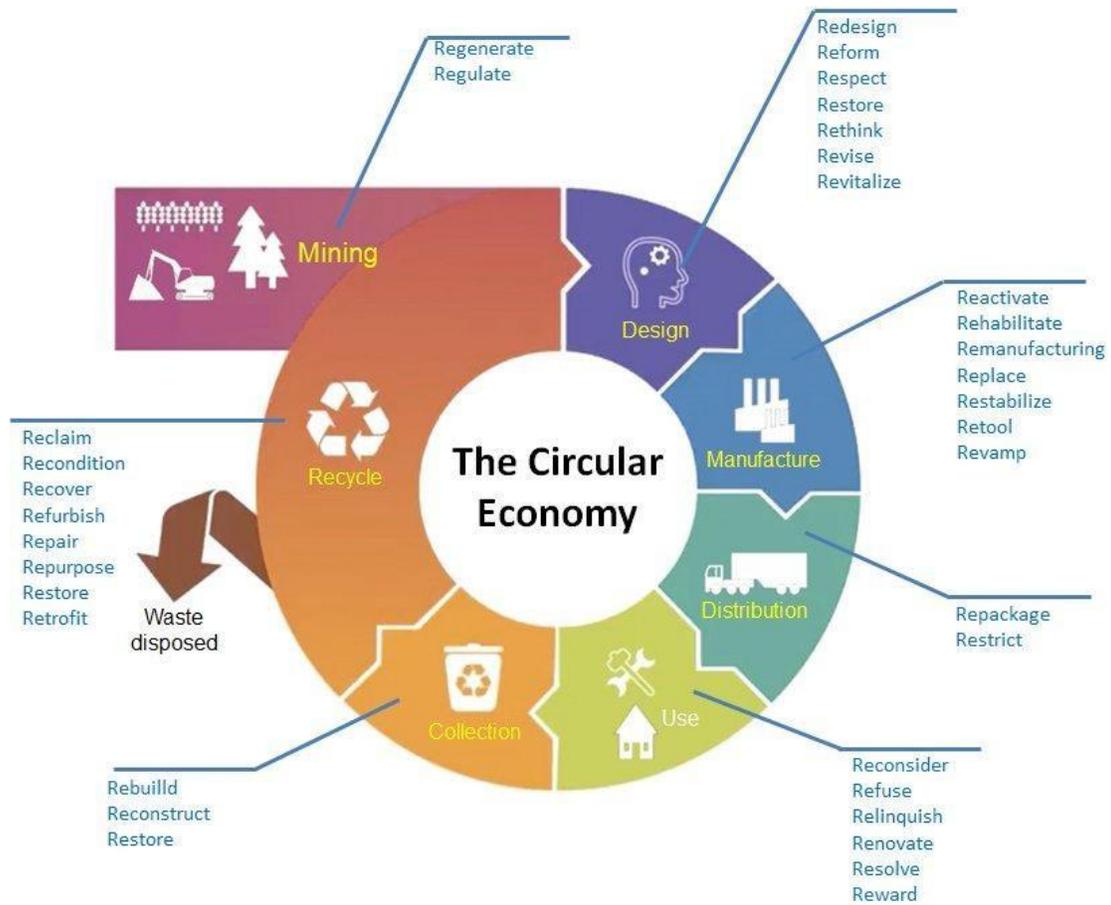
<https://www.somethingshappening.co.uk/post/why-there-s-more-than-3-rs-in-sustainability>

<https://www.gdrc.org/uem/waste/more-3r.html>

<https://www.seversondells.com/blog/recycling>

<https://www.ecoschools.global/>





*Rethink*  
your choices

*Refuse*  
single use

*Reduce*  
consumption

*Reuse*  
everything

*Refurbish*  
old stuff

*Repair*  
before you  
replace

*Repurpose*  
be creative,  
reinvent

*Recycle*  
last option

