

Ages	Secondary
Grouping	Mixed ability
Date	--/--/----
Duration	1 hour

World Health Day – Lesson plan

Subjects

- Personal and social education

Strands

Active citizenship

- develop respect for themselves and others.

Health and emotional well-being

- display a responsible attitude towards keeping the mind and body safe and healthy;
- develop positive attitudes towards themselves and others;
- understand the relationship between diet, exercise, and good health and well-being;
- understand the range of emotions they experience and how to develop strategies for coping with negative feelings.

Guiding question

What is health and why is it important?

Key Teaching Points

About the Concept

The World Health Organization (WHO) was established in 1948 as a specialized agency of the United Nations to further international cooperation for improved health conditions. Its constitution defined health as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.” The conditions in which people are born, grow, live, work, and age largely influence their health.

Learning Outcomes:

1. understand what health is and the different types
2. recognise the importance of physical health
3. highlight the advantages of healthy eating and exercise.

Differentiation: through peer support and mixed-ability groupings, varied questioning techniques

- Aim ‘what’ questions at lower ability, selecting key information and aim ‘how’ questions at more able to develop discussions on healthy lifestyles and how this is achieved.
- For more able, they can create their own quizzes based on what they have learnt for others to answer.
- For SEN or generally less confident learners, ensure they have a confident learner assessing to work with them on paired tasks, particularly on the leaflet task.

- Encourage SEN pupils to use leaflet template for guidance on what to write while others may want to create their own.
- During the Nutrition: Food Categories task, differentiate by using the primary or secondary resource depending on pupil ability.

Materials

- Books, pens and pencils
- Whiteboards (optional)
- Nutrition: Food Categories Worksheet (primary and secondary)
- Leaflet Suggestive Structure
- Self-Reflection worksheet (homework)

Progression of Learning and Teaching

Introduction: Slide 1 and 2 (5 minutes)

Introduce the title/topic and learning objects for the lesson.

Lesson Starter: Slide 3 (5 minutes)

Ask learners to discuss the following questions: what is 'health' and why is it important we look after it?

Information: Slide 4 (5 minutes)

Give the pupil time to read the slide and understand what health is.

Teaching suggestions: Students can make notes during the reading to summarise key points from the text about health.

Quiz: Slide 5 (5 minutes)

Pupils must complete the quiz which introduces the three different types of health. At this point, you can mention that mental health will be focused on in the homework activities.

Teaching suggestions: Pupils can complete this as a class (using whiteboards) or individually to test individual knowledge.

Discussion: Slide 6 (5 minutes)

Reflecting on those definition and their own health, ask them to share the following: What do you do to stay healthy? This can be as a class or in pairs.

Information: Slide 7 (5 minutes)

Focusing on physical health, students can now go through the information provided on the slideshow.

Teaching suggestions: Students can make notes during the reading to summarise key points from the text about health.

Quiz: Slide 8 (5 minutes)

Pupils must complete the quiz which reflects on what they have just learnt about physical health.

Teaching suggestions: Pupils can complete this as a class (using whiteboards) or individually to test individual knowledge.

Task: Slide 9 (5 minutes)

Focusing on physical health and nutrition, students must now read the short slide on nutrition. Following this, their task is to categorize the food into the correct columns on the worksheet.

Teaching suggestions: There are two worksheets for this task: a primary and a secondary. Use these to differentiate for your students needs and abilities.

Writing Task: Slide 10 & 11 (10 minutes)

First go to Slide 11 to help plan the pupils' writing activity. This is the following discussion task: *based on what you have learnt, what are the advantages of eating healthy and exercise?* Allow students to write down ideas and reflect to have this as guidance for their written task.

Reflecting on what they have learnt and prior knowledge, pupils must now create a leaflet promoting a healthy lifestyle and the importance of it for their peers.

Teaching suggestions: During this, some students could work independently to challenge them whilst others could reflect in a group discussion, taking a think-pair-share approach for extra help. For the leaflet writing task, students have the option of following the suggested leaflet structure for scaffolding or being independent for challenge.

Peer Assessment: Slide 12 (5 minutes)

Ask pupils to read their partner's leaflet and think: how does it persuade you to live a healthy lifestyle? Think about:

- the details and facts about health
- if it highlights the importance
- the persuasive techniques used.

Summary: Slide 13 and 14

Recap the learning objectives with the learners and show them where they could develop their knowledge further.

Assessment Methods

- Think - pair - share
- Peer-assessment
- Feedback from discussions
- Questioning
- Leaflet
- Quizzes
- Informal letter (homework)