

TEACHING PROJECT

DATA:28.03.2016
SECONDARY SCHOOL”Mihai Eminescu” Roman
CLASS:a IV-a A
CURRICULAR AREA:Consiliere și orientare
DISCIPLINE:Educație pentru sănătate
LEARNING UNIT:Sănătatea corpului tău
THEME:*Eat responsibly!*
LESSON TYPE:teaching and learning



OBJECTIVES OF REFERENCE

- 1.4. to describe the benefits of a healthy and responsible consumption;
- 2.1.to recognize healthy behaviours and risk behaviors;
- 2.4. to apply the correct hygienic-sanitary norms;
- 2.8. make correct use of notions regarding the quality of food products
- 2.10. to find their own solutions for solving the age-specific health

OPERATIONAL OBJECTIVES

At the end of the time students will be able:

- O1. to recognize damaging healthy foods/health
- O2. to understand it in terms of healthy food
- O3. to list the products that belong to each step, from the food pyramid
- O4. to compile a menu with healthy foods
- O5. to be able to identify, from a variety of foods, a food not to be consumed
- O6. adopt a behavior that promotes healthy lifestyle choices
- O7. collaborate with colleagues in group

RESOURCE AND TIME MANAGEMENT:

- **PROCEDURAL RESOURCES:**conversation, the explanation, exercise, debate, observation, its clusters are, Venn diagram, game, independent work.
- **MATERIAL RESOURCES:** food, plates, chips, worksheets
- **Human resources:** class with 25 students

FORMS of ACTIVITY: individual STUDENTS, in pairs;

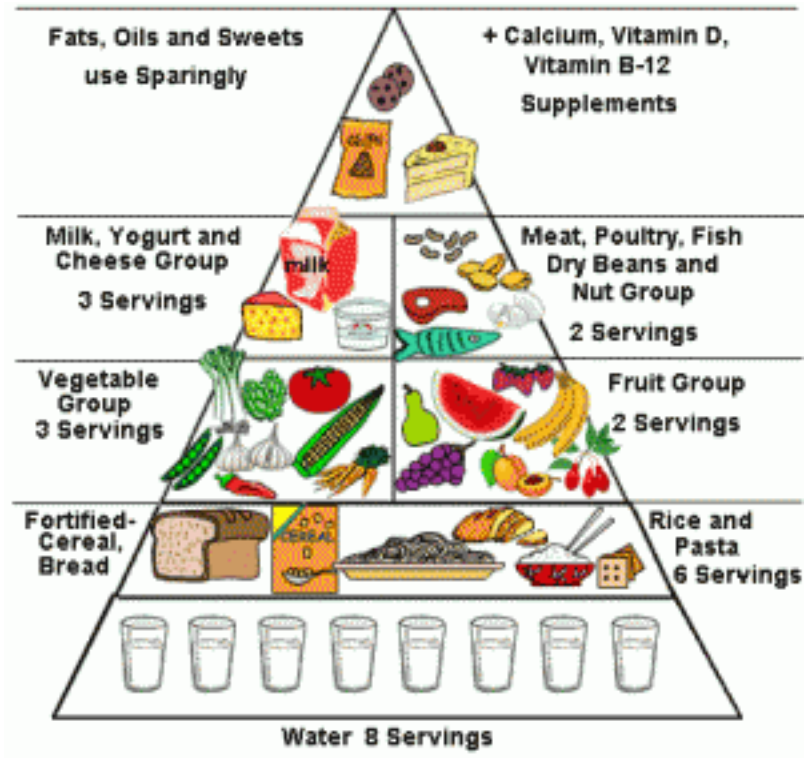
| NO. | LESSON MOMENTS | OB. | THE INFORMATION CONTENT OF THE LESSON | TEACHING STRATEGIES |
|-----|--|----------------------------|---|---|
| 1. | Organizational time | | Preparation for deployment is performed in optimal conditions of the lesson by establishing peace, correcting students ' position in the banks and prepare teaching material. | |
| 2. | Grab attention | O2 | Students are presented a Power Point with imagines with food. Discussing on the edge of this presentation . | Exposing The Conversation |
| 3. | The announcement of the theme and goals | | It announces that students will learn what it means to eat responsibly and that until the end of time will be able to recognize healthy foods/health damaging, to understand and to use it in terms of healthy food, to recognize products that belong to each step, from the food pyramid, and thus creating a behavior that promotes healthy lifestyle choices. | The conversation |
| 4. | Getting performance | O3 O7 O2 O1 O6 | <p>Divide the class into 6 groups of 4 students and it works Factsheet No. 1 ("Fill the basket!"). Will be found for each group of food presented under the basket, products of the same group and will be in the cage. It informs the students that during the lesson will discuss all food groups until the end of the activity will complement the healthy food Pyramid (see annex No. 1)</p> <p>Cereals .Suitable images can be found on the Panel and it will complete the first stage of the pyramid (basis). Identify the most important staple food of this group (bread) and reconstruct images from "bread"-ploughing, sowing, harvesting and threshing, grinding, kneading, baking, fighting for sale (annex 2). Shows some nutritional information about bread: bread is a staple food of man. Its content consists of:- carbohydrates-70-80% of the daily requirement; - vegetable protein-7-12%; -grease in small quantities; -dietary fiber; -B group vitamins and vitamin E ; -vitamins and minerals</p> <p>Students are presented with different elements of this group: unprocessed cereals (wheat, corn, oats, rice, rye) and products derived therefrom (flour, oatmeal cereal, pasta, bread and other foods made from cereals). Students will recognize and associate products with cereals. It then fills in the information sheet No. 2</p> | Conversation Exercise Exercise Exercise The Explanation Bunch Meets Method |

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| | | <p>O7 ("bunch meets cereal"). Vegetables. Fruit .</p> <p>O8 It completes the second stage of the pyramid with the appropriate images.</p> <ul style="list-style-type: none"> • Read some nutritional information about vegetables and fruit: <p>O3 • Vegetables are foods of vegetable origin.</p> <ul style="list-style-type: none"> - They contain: <p>O2 • water-the highest proportion; protein-in very small amount (1%); fat-very underrepresented; carbohydrates-in small quantities; cellulose-a substance that forms the fibrous mass in the gut, regulates intestinal movements and thus prevent constipation; vitamins-a very important source; minerals</p> <ul style="list-style-type: none"> - The fruits are rich in water, carbohydrates, cellulose, mineral salts, vitamin C; - protein content of the fruit is generally reduced ; - fats are found in significant proportion only in oily fruits-nuts, walnuts, almonds, peanuts ; - carbohydrate content is lower in blueberries, currants, and higher in the banana and dried fruits (prunes, raisins, figs, dates); - the fibrous material is present in apples, quince, cherry, pear, apricot, peach, grapes; <p>O1 vitamins are found in a significant proportion in fresh fruit, especially vitamin C rich in this vitamin are: măceșele, strawberries, strawberries, lemons, oranges, Grapefruits, mandarins, raspberry</p> <p>It bears some discussion related to fruit and vegetable consumption (how to consume? In what state? etc.).</p> <p>The front is carried out Venn diagram about vegetables and fruit (annex 3).</p> <p>It presents the exhibition of students achieved practical skills and education in plastic that contains exhortations of students to eat fruits and vegetables, so to eat healthy .</p> <p>O1 It complements information sheet No. 3 vertical-</p> <p>O2 drawing A-B being the main source of what is thought</p> <p>O5 "wealth" which fruits and vegetables contain</p> <p>O7 (vitamins).</p> <p>Milk and milk products. It will fill the next rung of the pyramid with the appropriate images.</p> <ul style="list-style-type: none"> • Shows some nutritional information about products: • Milk is one of the most complete foods, which, | <p>Explanation The Conversation Debating</p> <p>Conversation Venn Diagram</p> <p>Exercise</p> <p>The Explanation</p> |
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| | | O3 | in particular, the proteins and calcium and phosphorus content, growth, strengthen bones and teeth. | The Conversation Debate |
| | | O2 | <ul style="list-style-type: none"> Contains mineral salts (calcium, phosphorous, sodium, iron) and vitamins (A, D, B, C), fat, protein and carbohydrates. <p>Milk products increase body resistance against microbes and viruses and toxic substances.</p> <p>The class is divided in 6 groups. Each group will receive a bowl with a milk product and a fact-sheet (sheet No. 4).</p> <p>Members of each group will recognize the product, they will taste and will determine after which properties will complete the sheet. At last, a member of each group will present the results of the study class and you will note in the table in front of the class (annex 4).</p> | Exercise |
| | | O6 | Be completed on an individual sheet No. 5, will decipher a hidden message: "DO NOT CONSUME MILK bitter, RANCID or VISCOUS LOOKING!". | Explanation The Conversation Debate |
| | | O7 | <p>Meat. The fish. Eggs. Dried leguminous vegetables. Seeds .</p> <p>With the help of suitable images will fill the next rung of the healthy food pyramid.</p> <p>It offers some nutritional information about products in this category :</p> | |
| | | O3 | <ul style="list-style-type: none"> Meat and fish contain : <ul style="list-style-type: none"> -proteins-which ensures the growth and development of the organism and increases its resistance against diseases ; - fats-which ensures the body's energy needs; - all vitamins except vitamin C; -minerals-iron, phosphorus, potassium and iodine ; The egg contains proteins, minerals (phosphorus, nitrogen) and all vitamins except vitamin B2 and c. | Exercițiul |
| | | O2 | <ul style="list-style-type: none"> Legumes and seeds are foods high in protein and very healthy because it does not contain animal fats. Foods from the diet are vegetarians at your disposal: walnuts, hazelnuts, sesame seeds, sunflower, soy, peas, beans, lentils. <p>It complements information sheet No. 6: exercise no. 1 legumes and seeds-identification of products from a grid .</p> | Explanation The Conversation Debating |
| | | O5 | <p>Fat. Sweets .Identify the appropriate images and completed the last step pyramid .</p> <ul style="list-style-type: none"> Shows some nutritional information about foods | |

| | | | | |
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| | | O6 O7 O3 O2 O1 O5 O6 O7 | <p>from this group:</p> <ul style="list-style-type: none"> • There is animal fat (from the egg, sour cream, cheese, Speck) and vegetable (oil, margarine, nuts, seeds). • You must eat fat, but not in large quantities because they are stored in the body and fatten. • By burning fats in the body, it causes a great deal of energy . A wide role of fats is to carry some vitamins from the gut up to law enforcement agencies who need them. • Sugar and sugar products (sweets) are an important source of energy Sugar and sugar products (sweets) are an important source of energy . Sugar contains 100% carbohydrate and is a food shown to people with great power (athletes, adolescents, workers performing heavy work, etc.). Consumed in excess, sugar and sugar products determines weight gain. • Make a poster for the project “ EAT RESPONSIBLY !” | Exercise |
| 5. | Inverse connection assurance | O1 O2 O3 O6 | <p>Give a brief overview of the lesson with a few questions: „How should we eat responsibly ?” „List some healthy food! "</p> | The conversation |
| 6. | Ensuring the retention and transfer | O4 O5 O1 O6 | <p>Students solve assessment sheet (Sheet No. 8) which will have created a healthy menu for a day. At the end of the lesson is presented an exhibition of "funny snacks".</p> | Independent work |
| 7. | Evaluation | | <p>To make general appreciations on the activity and identifies students who actively participated and gave correct answers.</p> | |

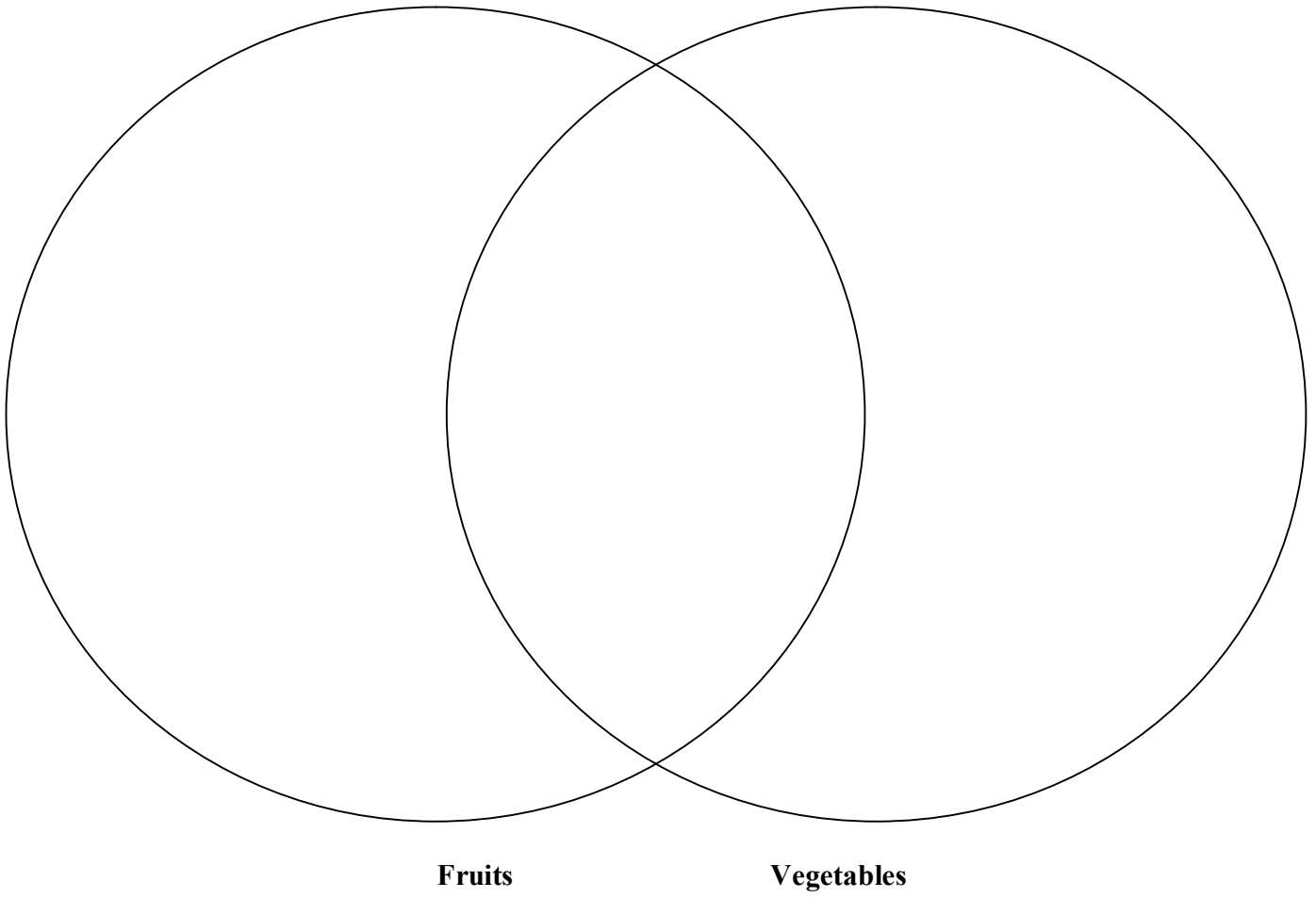
Annex No. 1



Annex No. 2-Way bread



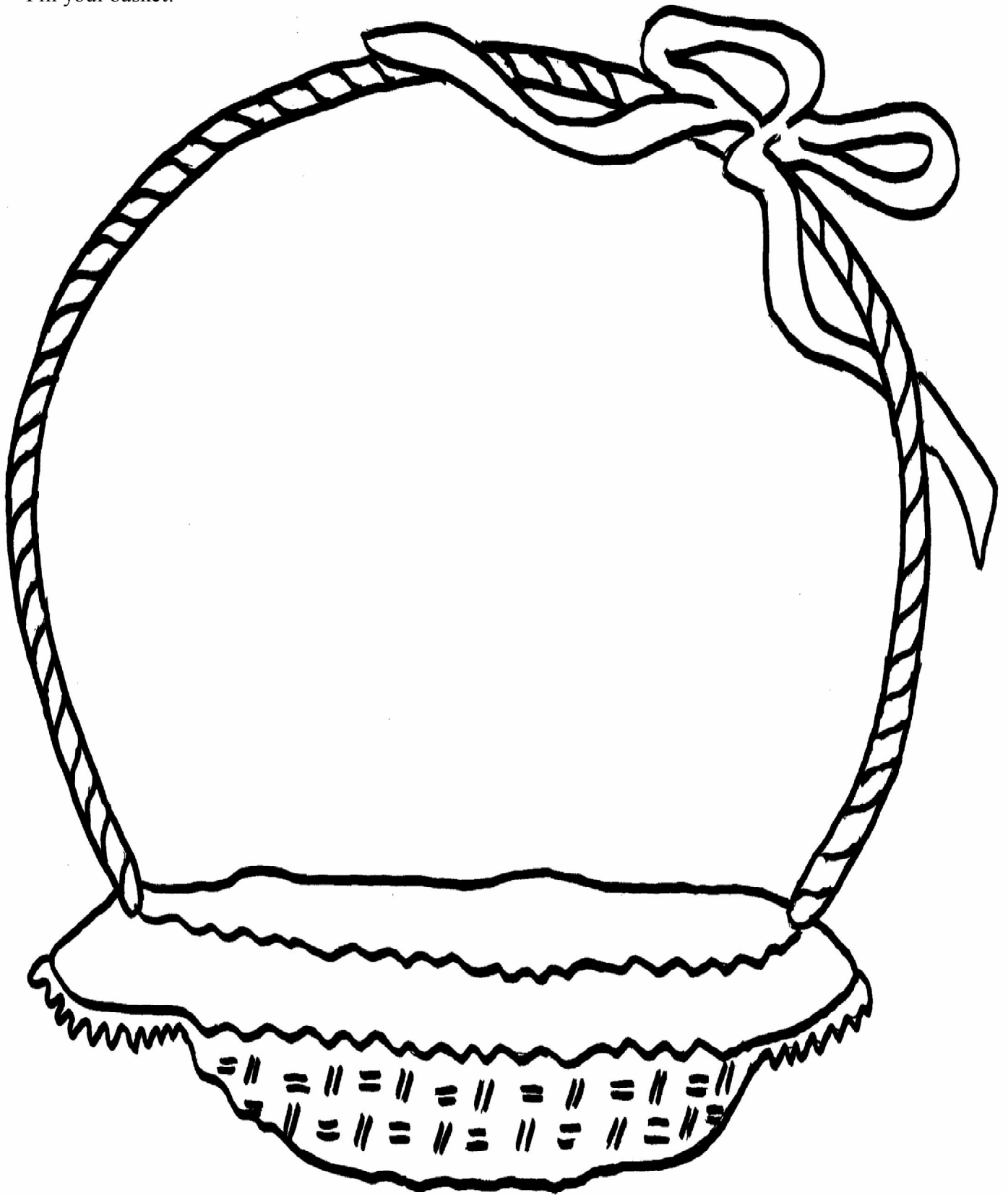
Anexa No. 3
Venn Diagram

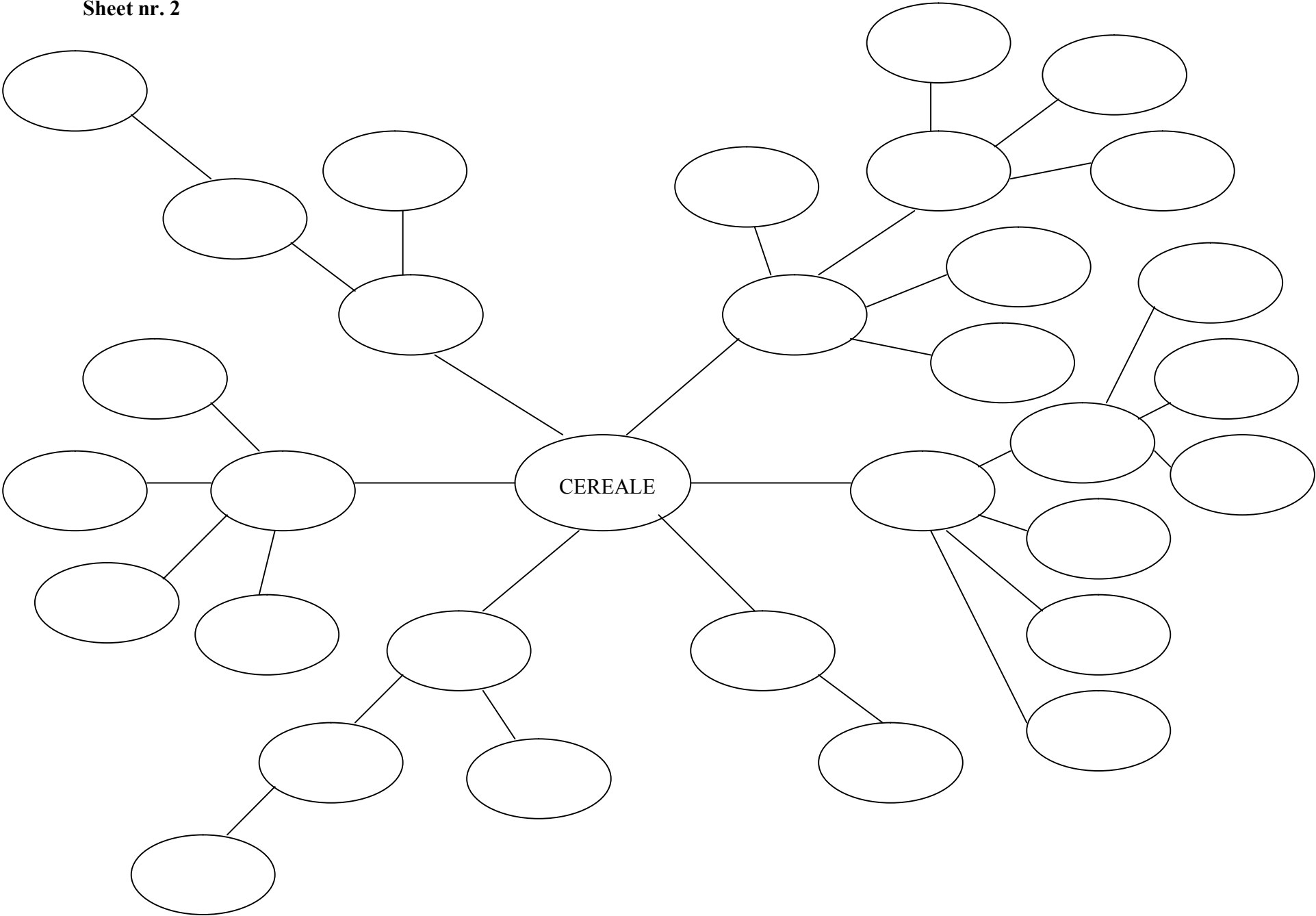


Annex No. 4

| PRODUCT | STATE OF AGGREGATION | COLOR | TASTE |
|----------------|-----------------------------|--------------|--------------|
| Sweet milk | | | |
| IaurtYogurt | | | |
| Cream | | | |
| Cheese | | | |
| Cheese | | | |
| Butter | | | |

Sheet nr. 1
Fill your basket!





Fişa nr. 5

Speller message "hidden", replacing the numbers with letters. Comply with what you will learn, for your sake!

| | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|---|----|---|----|----|---|----|---|----|----|----|----|---|----|----|----|----|----|---|----|----|----|
| 9 | 15 | 3 | 10 | 9 | 13 | 15 | 8 | 1 | 7 | 1 | 11 | 14 | 5 | 3 | 15 | 6 | 15 | 13 | 14 | 1 | 8 | 1 | 12 |
| 12 | 2 | 9 | 3 | 5 | 4 | 13 | 1 | 15 | 3 | 15 | 1 | 13 | 11 | 5 | 3 | 14 | 16 | 2 | 13 | 3 | 10 | 13 | |

A = 1; Â = 2; C = 3; D = 4; E = 5; G = 6; L = 7; M = 8; N = 9; O = 10; P = 11; R = 12; S = 13; T = 14; U = 15; V = 16

Sheet nr. 5

Speller message "hidden", replacing the numbers with letters. Comply with what you will learn, for your sake!

| | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|---|----|---|----|----|---|----|---|----|----|----|----|---|----|----|----|----|----|---|----|----|----|
| 9 | 15 | 3 | 10 | 9 | 13 | 15 | 8 | 1 | 7 | 1 | 11 | 14 | 5 | 3 | 15 | 6 | 15 | 13 | 14 | 1 | 8 | 1 | 12 |
| 12 | 2 | 9 | 3 | 5 | 4 | 13 | 1 | 15 | 3 | 15 | 1 | 13 | 11 | 5 | 3 | 14 | 16 | 2 | 13 | 3 | 10 | 13 | |

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Sheet nr. 5

Speller message "hidden", replacing the numbers with letters. Comply with what you will learn, for your sake!

| | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|---|----|---|----|----|---|----|---|----|----|----|----|---|----|----|----|----|----|---|----|----|----|
| 9 | 15 | 3 | 10 | 9 | 13 | 15 | 8 | 1 | 7 | 1 | 11 | 14 | 5 | 3 | 15 | 6 | 15 | 13 | 14 | 1 | 8 | 1 | 12 |
| 12 | 2 | 9 | 3 | 5 | 4 | 13 | 1 | 15 | 3 | 15 | 1 | 13 | 11 | 5 | 3 | 14 | 16 | 2 | 13 | 3 | 10 | 13 | |

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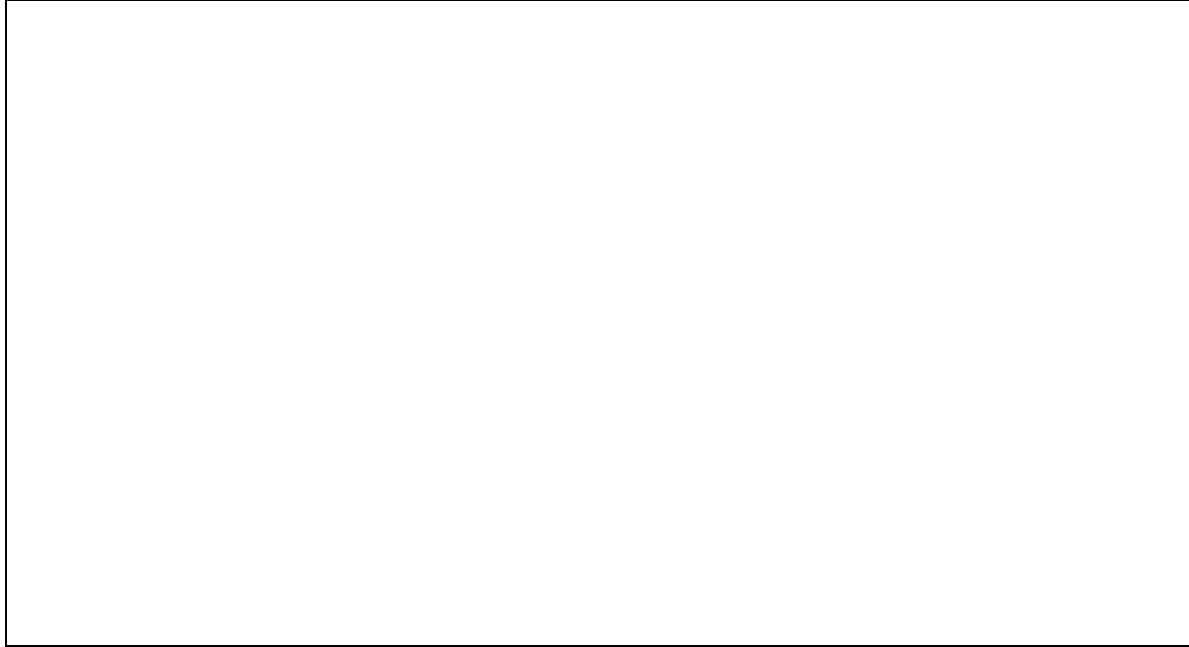
Sheet nr. 6

Search in the following grid name some legumes and seeds and circle them:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| S | U | S | A | N | X | A | C | B | F |
| W | A | B | M | E | T | I | S | L | A |
| L | A | L | U | N | E | D | O | K | S |
| I | H | V | Z | L | G | A | I | U | O |
| N | R | J | M | A | Z | A | R | E | L |
| T | U | A | N | U | C | I | O | G | E |
| E | Z | S | O | I | A | J | W | B | X |

Sheet nr. 7

Make a poster for the project “ EAT RESPONSIBLY”



Sheet nr. 8

Compose a healthy menu for tomorrow!

masa de dimineață
breakfast
masa de dimineață

gustarea de la ora zece
gustarea de la ora zece
snack

masa de prânz
lunch
masa de prânz

gustarea de după-amiază
gustarea de după-amiază
snack

dinner

cina
cina