

Lesson Plan:

Health & Sports

Part One: Physical Activity



I think it is important for young people to embrace the ideas behind CSV's Health and Sports lesson plan. A healthy lifestyle is an important part of anyone's life. Healthy living fuels good performances in both physical and mental activity. So just dive in!

Tom Daley – British Olympic Diver and BBC Young Sports Personality of the Year

Aim

- To consider what constitutes a healthy lifestyle and why maintaining a healthy lifestyle is important.

Objectives

- To discuss the benefits of a healthy lifestyle
- To draw on prior knowledge and experience to discuss what prevents people from taking part in physical activity.
- To keep a log of physical activity and diet in order to assess what changes could be made to improve individual lifestyles.
- To sort information under different categories.

Additional Resources

- Physical Activity Log Sheets

CSV Make a Difference Day 2011

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Just go to www.csv.org.uk/difference or call 0800 284533.

Suggested Teaching Method

1. What does being 'fit and healthy' mean?

Ask students what we mean by the term 'fit and healthy'. Brainstorm what makes a person 'fit and healthy'. Ideas might include eating a balanced diet, taking exercise, physical activity, rest and relaxation, drinking water, etc. Each idea should be explained and clarified. Time should be allowed for other class members to agree / disagree and explain their point of view.

2. How fit and healthy am I?

Split students into small groups. Each group should list everything they consider to be physical activity. They should be as specific as they can, for example instead of just saying 'sport', they should list individual sports. Ideas should be shared with the rest of the class. Questions may be raised over the validity of some activities, for example darts, snooker – do these really count as exercise/sport?

3. How much physical activity should I be doing?

Explain that it is recommended that young people should take part in 30 - 60 minutes of moderate physical activity every day. This means that they should feel out of breath. Ask students to think back over the past three days and write down what physical activity they have taken part in over that period. They can share these in small groups or with the rest of the class. Ask for a show of hands for who thinks that they fulfill the recommendations - they could share what activity they have taken part in. Ask for a show of hands of who would consider themselves fit and healthy. Why? Why not?

4. What are the effects of being inactive? What are the benefits of participating in physical activity?

Ask students to research what the benefits of exercise are and the effects of being inactive and report back to the rest of the class.

5. Explain that levels of obesity and participation in physical activity have decreased in the UK. Why might this be?

In pairs students should list as many reasons as they can think of as to why people might not be active. They should draw on their own experience. Ideas could include: people work long hours and so don't have time, they watch TV, play games consoles, spend hours on the internet etc. Ask the class how they think these barriers could be overcome. What small changes might be made to increase levels of activity? Examples could be walking to school, playing games at break time, going to after school sports clubs.

6. How can we make physical activity fun and 'cool'?

Explain that the class will be thinking of ways to have fun whilst taking part in physical activity. They will be thinking of games that could be played in the playground or indoors at lunch, break or after school in order to create a book of games that promote physical activity. Split the class into groups. Give each group three sheets of paper. One sheet should have the heading 'games to play alone', 'games to play in pairs' and 'games to play in groups'. They should list as many games as possible that they know involving physical activity. Each group should share their list with the rest of the class and a class list is created. Check if all of the class knows the rules of the games and how to play. Ask students to explain the games. Ask students why they think playing games may work better than structured exercise for encouraging physical activity.

7. Creating games in order to enhance physical activity

Split the groups into pairs. Each pair selects one game or is allocated a game and they need to write down and draw step-by-step instructions for playing the game. Ask some of the pairs to share their instructions to ensure that they are clear. Other members of the class may suggest amendments to make them clearer.

Optional: students could play the games after being given the instructions. A hall or outdoor space would be needed.

8. Encouraging other young people to lead more active lifestyles

Using what they have learnt from the lesson and their game lists and instructions, ask students to design a poster or an informative leaflet to encourage other young people to lead more active lifestyles. They should think about the small changes they could make to their lives and the benefits of these. They must include at least three interesting facts, images or symbols, a catchy slogan and instructions for one of the games. The posters / information sheets could be used to create a display in the classroom or put up by exits to the playground to give ideas for activities and things to do in the playground. This could lead on to playground activity leader schemes, whereby students take the lead in organising games in the playground.

As an extended activity, interested students could research Junior Sports Leaders Awards and how and why older people should keep active.

Homework

- Using the **Physical Activity Log Sheets**, keep a record of all the physical activity you have taken part in over a week. When the logs are complete, students should consider whether they are active enough and what they could do to improve. Using their log sheets, they should set themselves a small challenge for the following week such as 'I will walk to school at least twice'.

Volunteering Ideas

For CSV Make a Difference Day, how about encouraging the class to set up, run and evaluate their own volunteer project? Here are some activity ideas:

- Organise a football tournament, and invite parents, carers and local sports teams
- Sponsored dance-a-thon. Help children realise they don't have to do conventional sports to keep fit
- Volunteer in the school PE department after school – children can help itemize equipment, repair damaged equipment and design new activities with their PE teacher
- Organise walk to school squads – fit exercise into the daily routine and teach others about road safety
- Organise a teachers versus students' sports tournament – a great way to motivate students into action!

Lesson Plan:

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Part Two: Sports Volunteering



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Tom Daley – British Olympic Diver and BBC Young Sports Personality of the Year

Aims

- To understand and discuss the role of volunteering in sport and the Olympics and Paralympics
- To find out how the Olympics have changed over time.

Objectives

- To sort information under different categories
- To use prior knowledge and experience and relate it to the topic.

Additional Resources

- Olympic Factsheet

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Suggested Teaching Method

1. What is volunteering?

Split the class into 5 small groups. On five large pieces of paper write the following headings: 'What is volunteering?', 'Who volunteers?', 'Why do they volunteer?', 'Where does volunteering take place?', 'What do volunteers do?'. Each group should be given one of the sheets of paper. Allow 1 minute for the groups to write as many ideas as they can for their question. When the time is up they need to pass their sheet to the group to their left. This should continue until every group has had all the questions. Stress that it does not matter if answers are repeated. Then feedback some of the ideas to the rest of the class and use the ideas to come up with a class definition of volunteering.

2. Why volunteer?

Display these statistics about sports volunteering: "**There are six million sports volunteers in England. They give over one billion hours each year to sport**". Ask the students what they think a sports volunteer might do. Give some examples of some of the roles sports volunteer might hold - referee, coach, marshal, administrative, first aid (potentially research St. John Ambulance role in the UK Olympics), etc. Why do they think sports volunteering attracts so many people (especially since so much of their valuable work goes unnoticed)? Highlight the fact that sports volunteers don't necessarily take part in the sport. Extra research into sports volunteering may be needed.

3. Why volunteer for the Olympic Games?

Explain that the 2012 Olympics and Paralympics will need around 70,000 volunteers for them to run smoothly. Why do they think that events such as the Olympics rely on volunteers and why might someone want to volunteer at the Olympics? Read through the Olympic volunteer case study found at:

<http://onyourmarks.london2012.com/Content/DisplayDocument.aspx?documentId=460>

Students should write up the main reasons for people volunteering at the Olympics. Ask the class to put the reasons in order of importance; starting with what they think the main reason is for people volunteering for the Olympics. Think back to sports volunteers in general. Do they think the reasons for volunteering are the same? What about for volunteering overall? What would they say the main reason for volunteering might be? Encourage the students to think about why they might want to volunteer or why they have volunteered in the past. What do they think the main reasons for not volunteering might be? How could these be overcome?

4. How have the Olympics changed?

Split class into small groups or pairs. Give each group the **Olympic Factsheet**. Each group should read through each fact and decide which heading it is most likely to go under. The headings are: The Ancient Olympic Games, The Modern Olympic Games (1896), The Olympic Games at Present. Some may go under more than one. Once the quiz is complete, go through the right answers. Ask the students which they find most surprising. What are the things which have stayed the same / similar throughout the Olympics games? What are the biggest changes? Why do they think these changes may have occurred? Explain that the modern Olympic Games rest on a set of values. Students should use the London 2012 website to research the Olympic values: <http://www.london2012.com>

How might these values be said to encourage volunteering? What are the aims of the 2012 Olympics? How do the aims fit in to the values? Why do the students think there is a focus on young people? Do they think this is a good idea?

5. How can you encourage young people to volunteer for the Olympics?

Split the class into small groups. Tell the class that they are responsible for creating a volunteer recruitment campaign aimed at their age group in order to encourage volunteering for the 2012 Olympics. They need to target as many people as possible regardless of whether they like sport or not. How would they persuade people to get involved? What arguments would they use? They may want to focus on the skills or social aspects. What might the impact of the Olympics be on the present and future – new facilities for all? Bringing people together? Each group should conduct some further research about the Olympics and volunteering in order to get more facts and persuasive arguments. They should then create a TV advert that they will present to the rest of the class promoting volunteering for the Olympics. The class should assess how effective the advert is and why. If possible, groups could film their adverts.

6. Will you volunteer?

Ask students whether they would consider volunteering themselves and what kind of volunteering they might do. Do they think the Olympics will have much effect on levels of volunteering in the UK? How can volunteering be made to appeal further to young people?

Homework

- Research an area that interests you such as sport, music, animals. What kind of volunteering opportunities are there in that area and how would you go about volunteering in it? Students should report back their findings. They may want to think about volunteering opportunities that they could create in school to address certain needs or issues.
- Research the Paralympics and focus on specific sports and the achievements of disabled athletes.

Volunteering Ideas

For CSV Make a Difference Day, how about encouraging the class to set up, run and evaluate their own volunteer project? Here are some activity ideas:

- Organise mini Olympics events e.g. involving local primary and special schools
- Run a school sports club. Think about different roles that need to be fulfilled that are not necessarily sports based, e.g. someone to create publicity, raise funds etc
- Practice volunteering for the 2012 Olympics by assigning organisation roles to children for their mini-Olympics event.

Lesson Plan:

Health & Sports

Part Three: Healthy Eating

CSV 
MAKE
A DIFFERENCE
DAY



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Aims

- To understand the importance of healthy, balanced diets.

Objectives

- To reflect on what is eaten in an average day
- To name the main food groups and give examples of types of food in each food group
- To be able to define what is meant by a balanced diet
- To assess own diet and set realistic and manageable targets to improve diet and health
- To explain how a healthy diet contributes to overall health.

Additional Resources

- Food Diary Sheet
- Food Groups Sheet

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Suggested Teaching Method

1. What do we eat and drink?

Ask students to list what they ate and drank the day before using the **Food Diary Sheet**. They should try and remember everything, including drinks of water.

2. Healthy or Unhealthy?

In pairs, students should discuss the items on their list. They need to decide which items of food and drink on their lists they consider to be healthy and which they consider to be unhealthy and why. They should shade unhealthy food in red and healthy in green. Ask each pair to share what they have decided and list the items in a table on the board. Ask the rest of the class whether they agree or disagree and why. Explain that healthy food can become unhealthy depending on the way it is cooked. Ask the class to think of some examples to illustrate this.

3. What is a balanced diet?

Explain that part of being healthy is eating a balanced diet. Ask students if they know what this means. A balanced diet is a combination of all the food groups. Give each student a **Food Groups Sheet** and go through each of the food groups. Ask the class for examples of what might go under each heading. Individually, students should go through their list of what they ate the previous day and use it to fill in the 'food groups' worksheet by sorting the food under the appropriate heading. They should think about what was in the food and how it was cooked. Once they have completed this, ask the class whether they think they have a balanced diet. Ask why a balanced diet is important for our health.

4. How can I improve my diet?

Ask students to look at their sheets and decide whether there is a food group that they don't eat much from (other than fats and sugars!). Ask them to think about what one thing they can do to instantly improve their diet. This could be eating breakfast cereal in the morning to eating one piece of fruit every day. They should try and make it a realistic target. Explain that small changes can make a big difference. Revisit the targets the following week to see how the students are feeling and doing in terms of leading healthier life styles. Students should try and keep a diary, using the diary sheet of everything they eat and drink in a week, so that they can assess whether improvements should be made. The diaries can be kept to themselves.

5. Does advertising affect what we eat?

Ask students whether they think food advertising on TV influences what they eat and drink, and why this is the case. Watch a set of adverts that have been recorded (many are available online). How many promote a healthy lifestyle? How many promote an unhealthy lifestyle? How do they do this? Which are more appealing and why? Who do students think is more likely to be influenced by the advertising? Do they think that adverts featuring unhealthy products should be banned? Further research could be conducted into the junk food advertising debate, leading on to debating activities and letter writing activities or a class debate, with two sides taking opposing views.

6. What happens if we don't eat a balanced diet?

Ask the class what they think happens if we don't eat a balanced diet; list down some ideas. Explain that poor diets lead to illness and poor health. They may want to think about the effects of a poor diet that are not necessarily physical. Research could be conducted into the effects of poor diets and possibly into the obesity issue in the UK. Ask students what sort of initiatives they are aware of that are trying to tackle obesity in the UK and what is causing the problem.

Ask students who or what they think is to blame for the problem. In groups, students should think of healthier alternatives to snacks and junk food. They could then create a display to be put in the school canteen which would inform students of healthier alternatives and also inform about the dangers of an unhealthy diet.

Homework

- Students fill in their food diaries for a week and assess their eating habits. They should then set themselves a goal to help improve their diet.

Volunteering Project Challenge!

- How would students promote healthy eating to other young people? In small groups, students should plan a campaign that will promote healthy eating. They need to think about who they would target and how and what suggestions/advice they would give to promote healthy eating. They could look for healthy recipes for alternatives to food that is traditionally unhealthy and produce a healthy newsletter for parents and students to read containing advice and recipes.

Volunteering Ideas

- Run a healthy snack bar
- Organise a healthy eating day at school
- Start a health newsletter
- Find / create and distribute healthy recipes and ideas.

Additional Resource: Health & Sports



Food Diary Sheet

Fill in everything you eat and drink on each day – use another sheet if necessary.

Day	Breakfast	Lunch	Dinner	Drinks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Additional Resource: Health & Sports

Food Groups

Are you eating a balanced diet? Fill in this sheet using your list of foods that you ate the previous day. Try to organise the food under the correct heading.

You should eat a variety of foods from the following four groups:

- Milk and dairy products

- Bread, cereals and potatoes

- Fruit and Vegetables

- Meat, fish and other alternatives

You should eat food from this group occasionally:

- Food containing fat and sugar

Think about!

- Do you eat a balanced diet?
- Which food group does not feature very well in your diet?
- What one thing could you do to improve your diet?

The one thing I will do everyday to improve my diet is

Additional Resource:

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Olympic Games Factsheet

- A.** The Olympics are held in Olympia, Greece.
- B.** Women are not allowed to take part.
- C.** The Paralympics are held after the Olympic games take part. These are for athletes with a disability.
- D.** The top three athletes in each event are given Gold, Silver and Bronze medals.
- E.** The Olympics are a religious celebration, honouring the Greek god Zeus.
- F.** Athletes took part alone, rather than in teams.
- G.** Winners received silver medals and olive branches.
- H.** Athletes from 14 countries took part.
- I.** The Games take place every four years.
- J.** No women were allowed to enter the competition.
- K.** Athletes compete naked.
- L.** The games are held in Athens.
- M.** Hundreds of countries from all over the world take part.
- N.** Winners are awarded crowns of leaves.
- O.** Athletes compete in teams.
- P.** Thousands of fans from all over the world attend the games to cheer on the athletes from their country.
- Q.** Women take part.

Additional Resource: Health & Sports



Physical Activity Log Sheet

Fill in all the physical activity you do on each day – use another sheet if necessary.

Day	Activity
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	