**Individual Lesson Plan Format (Primary)**

**Class/Group:** Level 2  **Lesson:** Nutrition **Date: ………..…**

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| **Previous Experience** | | | | |
| **Working towards outcomes of a Curriculum for Excellence**  HWB 2-30a  HWB 2-32a | | | | |
| **Responsibility of all - Literacy/Numeracy/ICT/HWB** (where appropriate): IT | | | | |
| ***Learning Intentions*** | | ***Success Criteria*** | | |
| How to make healthy food choices  How and why in different stages of life a person’s nutritional needs can change | | Know the foods and proportions of the eat well plate  Plan a healthy eating plan  Know in what circumstances may a person’s nutritional needs change and why | | |
| **Resources** | Power-point, paper, pencils, computers | | | |
| **Timing** |  | | | ***Assessment methods*** |
| 1 minute  10 minutes  10 minutes  15 minutes  20 minutes  7 minutes  5 minutes | **Setting the context/Beginning the lesson (Introduction)**  Share the learning intention  Question game (everyone stands up- there is a true, not sure and false sections across the classroom. Ask 1 person from each section to explain their answer. Tell them the answer and why)   1. The maximum amount of sugar an 11 year old should consume daily is 40g (FALSE it’s only 30g of sugar) 2. Eating vegetables will improve your health (TRUE- they contain lots of nutrients) 3. Processed foods are as healthy as fresh foods (FALSE- processed foods, e.g. microwave meals or tinned food. Manufacturers often add sugar, salt or fat to make the food taste better or to extend the shelf life) 4. When women are pregnant they should consume lots of caffeine, e.g. from coffee, tea, chocolate and energy drinks (FALSE- They shouldn’t have more than 200mg a day, because it can result in babies having a low birthweight, which can increase the risk of health problems in later life for the child) 5. Bread, rice, potatoes, pasta and other starchy foods should make up 33% of your diet (TRUE- We consume so much of it because it’s a good source of energy and nutrients.   **Teaching the learning intentions (Development)**  “Does anyone know any of the names of the food groups?” and “What percentage of our diet should be made up with …..?”  (1. Fruits and vegetables- 33%  2. Bread, rice, pasta, potatoes and other starchy foods- 33%  3. Meat, fish, eggs, beans and other non-dairy sources of protein- 12%  4. Milk and dairy foods- 15% 5. Foods and drinks that are high in fat or sugar- 7%)  Individually create a healthy eating plan for breakfast, break, lunch and dinner  (higher level- include exact proportions)  “In what stages of life could someone’s dietary needs change?” (Teenage/puberty, pregnant, elder)  IT- In pairs research the different dietary requirements your may have  **Ending the lesson (Plenary)**  Class discussion of the facts that were found  Discussion of examples of the healthy eating plans | | | Good way of assessing their existing knowledge,  Finding out what the children already know.  Can they apply their knowledge to everyday life?  What new facts did they learn?  Did they come up with adequate examples? |
| **Success Criteria Results** | | | | **Next steps for the children** | | |
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| **EVALUATING MY PRACTICE** | | | | | | |
| **Going well (what worked and why?)** | | | | **Areas for development (what didn’t work and why?)** | | |
| **Next Steps for Me** | | | | | | |