**Individual Lesson Plan Format (Primary)**

**Class/Group: ……………………… Lesson: ………………………… Date: ………..…**

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| **Previous Experience** | | | | |
| **Working towards outcomes of a Curriculum for Excellence**  By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. | | | | |
| **Responsibility of all - Literacy/Numeracy/ICT/HWB** (where appropriate): | | | | |
| ***Learning Intentions*** | | ***Success Criteria*** | | |
| We are learning to draw a personal eat-well guide. | | To be able to identify the difference between healthy food and unhealthy food.  To make a list of what we ate on this day and decide if it is healthy or not.  Draw our own eat-well guide and discuss how we can improve our diet to make it healthier. | | |
| **Resources** | PowerPoint including pictures of food.  The NHS Eatwell Guide to show the children an example for them to start their own guide. | | | |
| **Timing** |  | | | ***Assessment methods*** |
| 5-10 mins  15-20 mins  5 mins | **Setting the context/Beginning the lesson (Introduction)**  Start with the PowerPoint with pictures of different foods. Children can put their hand up if they think the food is healthy. Ask questions if the child likes the food that is shown on the PowerPoint. Show an example of the NHS eat-well guide plate.  **Teaching the learning intentions (Development)**  Children go to their desks and on a sheet of paper they will write down a list of what they have eaten in that day. They will write next to the food that they have eaten wither it is healthy or not. If a child’s list consists of a lot of unhealthy food, we will then discuss how to improve choices. If a child’s list consists of healthy food will discuss how they can continue to eat healthy food.  Then we will move on to drawing the eat-well plate.  Group A- get a plain sheet of paper, they have to draw the plate, split the plate up into different categories and then draw the healthy foods that they like into the different categories.  Group B- Get a sheet of paper with the plate split into different categories. This group have to decide where the different types of food go and draw the foods in the categories.  Group C- Get a sheet of paper with the eat well plate on it split into the different categories. This group will also have a sheet of paper with pictures of different foods which fall into the different categories. The children have to cut these out and stick them down in to the category which they think they fit in.  **Ending the lesson (Plenary)**  Ask the children what they think they learned and what they found helpful today. Ask the children if they think we met the success criteria today.  Ask the children what our next steps are going to be and emphasise the importance of the children following the eat-well plate. | | | Observation  Questioning |
| **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** | | | | | | |