



SCORING FOR Health



TEACHERS
MANUAL







SCORING FOR Health



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LESSON

1

INTRODUCTION

In this first lesson, the teacher tells the class that the school is participating in the Scoring for Health project. The students learn about what the project involves and what is expected of them over the next 20 weeks.

OBJECTIVES OF THE CLASS:

Let the students know that they will join the Scoring for Health project.
The students know what is expected of them.
Let the students fill out worksheet lesson 1 and bring the filled in worksheet back to school before starting lesson 2.

ESSENTIALS FOR THE LESSON:

Worksheet lesson 1 (kids manual).

TO DO:

Give the information letter of 'Scoring for Health' to the kids. The kids should take the letter home and give it to their parents/guardian.

Introduction

"Playing sports and playing outside is not just fun, but also very healthy! This is pretty important considering that more and more children in England do not exercise enough and eat things that are not really good for them. Your life can be a lot healthier by making better choices in what you eat and what you drink"

- > *Who can name a few top athletes?
What do you think athletes need to do to be as strong as they are?*

"You just mentioned top athletes. Professional footballers know better than anyone that exercise and healthy food are good for them. It allows them to play better, concentrate better on training which should mean that they will score more goals! They do not sit behind the television or PlayStation the entire day with a bag of crisps. The footballers of Montrose FC want to help us to pay more attention to health which is why our school is taking part in the Scoring for Health project."

Programme

"As a class, we will participate in the project over the next 20 weeks. We have a lesson folder containing all kinds of classes about nutrition, health and exercising and we will do various sporting activities."

What are we going to do exactly:

- > *An introductory training session on sports fields where players will be present.*
- > *We are going to test your condition.*
- > *We will get breakfast in class.*
- > *We are going to learn about nutrition.*
- > *We are going to do extra outdoor activities.*
- > *A football player will visit our class to talk about healthy exercising and food.*
- > *A final session in London where you get a prize if you have performed well.*

"Sometimes you must fill in something with your parents/guardian at home and sometimes we will make a worksheet at school. Next, we will choose a goal for the project.
"Think about what goal you would want to achieve with our class after 20 weeks?"

2

CHOOSE GROUP GOAL

In this lesson, the class agrees upon a group goal for the next twenty weeks of the project. This group goal is identified and agreed today and will be taken to the kick-off session next week. The goal will be noted on a statement which will be signed by the student and a football player of Montrose FC. You will work together on that goal until the final clinic. Every week, the teacher and the students will determine by what extent the students have kept to the group goal. The achievement of the group goal will be visualized by means of your own points system.

PURPOSE OF THE LESSON:

- The students will choose a group goal together with the teacher.
- The students understand that they will be evaluated on a weekly basis to see whether they have performed better, on the same level or a bit worse than the group goal states.

ESSENTIALS FOR THE LESSON:

- The quote of the Montrose FC team on the blackboard.
- Choose the group goal worksheet for all students and choose your own point/reward system.

DO:

Hand out parental/guardian letter for the kick-off session. Contact relevant person of the Health Service from your country about the start of the session, explaining how working on the group goal is visualised. Check if students filled in worksheet lesson 1 and discuss the outcomes with them.

Introduction

“Last week, I told you that we are going to participate in the Scoring for Health project with our class. This project is about making children more active and allowing them to eat healthier. The project starts today with the choice of a goal because we want to motivate ourselves and want to make sure that we become a bit healthier within the 20 weeks.”

> **Who remembers what we are going to do in those 20 weeks? Can someone give an example?**

“At school, you must be able to concentrate well for most of the day. It does not work just like that. You have to be able to work quietly; you must not be distracted by all kinds of stuff on your table and you have to be able to sit comfortably. A good work environment is not the only important thing for your concentration. Food, fluids and exercise are three important things that can help you to pay attention too. Those who eat too little on a regular basis, can feel weak and drowsy. Those who eat too much unhealthy food and drink a lot of sugary drinks often suffer from fatigue or irritability. In addition, you must exercise enough to keep your fitness and immune system up to a good standard because then your brain works best and you are fresh enough to concentrate on your activities properly.”

Choose the goal

“We now know that nutrition and exercise are important for concentration and for getting a healthy body. But how are we going to move more and pay more attention to our nutrition? Grab your worksheet. We are now going to set goals ourselves. Soon we will determine the group goal.

Make sure that your goal is feasible and measurable. So, going to the gym together every day is not a feasible goal. And sitting less behind your computer is not measurable. Drinking two glasses of water at school every day, for example, is both feasible and measurable. Every week we are going to determine if we, as a group, completed the goal using a rating of good, mediocre or bad.

Use your own reward system

If we stick to our group goal every week, then at the end of the 20 weeks we will get a nice prize. We will even have the chance to win an extra prize if we are the class that has performed the best in the competition.”

- > *Write down 5 things that you would like to improve for yourself?
Think of healthy food, more exercise, spending less time behind a computer and so on.*
- > *Write down 2 things we could also improve together?*
- > *Which goal is the best? Think about it and write the best one in the final box. When everyone is finished, we can all share our goal and create a group goal together.*

- > *Who wants to tell his/her goal? Why do you think this is a good goal for our class to work on?*

Save the goal

Write the goal down on a piece of paper. You will bring this to the kick-off session. Here your group goal will be written down on a big poster and signed by the teacher and a football player of Montrose FC. Attach the poster to a wall which is visible for the children to remind them about the goal every day.

Examples of goals are:

- During the project walk or cycle to school every day;
- Only eat fruit or vegetables four times a week during the morning break;
- Spend a maximum of 2 hours per day watching TV or sitting behind the computer;
- Arrange to play outside for half an hour with a couple of classmates twice per week;
- Drink at least 4 glasses of water per day, 2 of them at school;
- Eat at least 2 large spoons of vegetables with dinner 6 times per week;
- Do not eat sweets, crisps or biscuits at school;
- Do not drink sweet soft drinks at school;
Just soft drinks without sugar.

Additional

Put the quote from the team of Montrose FC on the Interactive Whiteboard (IWB).




Veggy

START CLINIC

Tell the students what they can expect from the kick-off clinic using the instructions below. It's best to give this information to the students one day before the clinic takes place.

OBJECTIVES OF THE LESSON:

The students know about the starting clinic and what they should bring with them.

DO:

- Go to the sports fields with the students;
- Find out which students are not allowed on the photo;
- BMI calculation of the students;
- Sign contracts.

The kick-off clinic

“Tomorrow we will officially start with the Scoring for health project. Together we defined a group goal last week, which we will work on for the next twenty weeks.”

> **Do you still remember the group goal?**

“ Tomorrow we go to the sports fields in London for the first clinic. This promises to be a fun and sporting morning. Together we have determined which goal we will work on in the classroom. And we are going to put that on paper tomorrow. I (teacher) will put a signature on a statement on behalf of the class. With this, we indicate that we will do our utmost to achieve the goal. One of the Montrose FC-players will also put his signature on the statement and he will be curious about how we are doing.”

> **What do they have to bring and put on tomorrow?**

Put on sports shorts and a T-shirt/sports shirt. They will also receive a Scoring for Health T-shirt (if you are planning to produce and distribute t-shirts to each student).

- Gym shoes with which they can do sports outdoors. So, no ballet shoes or football shoes;
- A sandwich or healthy snack;
- Something to drink, preferably water;
- And of course, a good mood! We are going to make it a beautiful day.

> **Important! Photos are taken during the kick off clinic. Find out in advance if there are students at your school that are not allowed to be photographed.**

Evaluation clinic

“How did you find the sports day at Montrose FC?”

- What did you enjoy the most?
- What went well?
- What did you have to do your best for?
- Have you already tried to work on the group goal? How did it go?”

LESSON

4

COOPER TEST

You tell the students what they can expect from the Cooper Test using the instructions below. It is best to give them the information one day before the test takes place. A staff member or teacher will oversee the Cooper Test

OBJECTIVES OF THE LESSON:

The Cooper Test gives a better understanding of the physical condition of each individual participant.

ESSENTIALS FOR THE LESSON:

Space where the test can be taken.

Preferably during the gym class.

The staff member will view the pitch in advance.

They also provide the necessary material.

DO:

- Let the students fill in their achieved distance and/or rounds in worksheet lesson 4.
- Give an assignment to the students to photograph or draw their breakfast (see lesson 5).

The Cooper Test

“Tomorrow we are going to do the Cooper Test. I will explain it to you. For the Scoring for Health project we are participating in, it is important to know how sporty you are. Because we are trying to become a bit healthier in 20 weeks. At the end of the project, we will run the test again.”

The Cooper Test goes as follows: tomorrow the students will go to a football pitch and run around the pitch for 12 minutes. You must reach the biggest distance within those 12 minutes. For this, you should use a football pitch because you know the measures of a football pitch. The long sides are approximately 100 metres and the short sides are approximately 50 metres and therefore in total once around the pitch is approximately 300 metres.

You can easily measure the distance the students have reached at the end of the 12 minutes. If a child needs to stop at a given moment, they may sit on the bench on the side. Note: there is no right or wrong! The staff member gives the instructions.

> **What do you have to bring and put on tomorrow?**
For the Cooper Test, the students can wear the following:

- Comfortably fitting gym shoes with which they can run outdoors in and gym clothes. No ballet shoes.
- A bottle of water for after the running.

Additional

Put a quote from the football player of Montrose FC on the Interactive Whiteboard (IWB).

HEALTHY BREAKFAST

Lessons 5 and 6 are about breakfasts since breakfast ensures a good start to the day. In this lesson, the students learn what a good and healthy breakfast is and the breakfast habits of the class are looked at. You can teach by following the instructions below.

OBJECTIVES OF THE LESSON:

The students understand what a healthy breakfast is and why they should have one.

ESSENTIALS FOR THIS CLASS:

- Worksheet Healthy breakfast;
- Worksheet 'tips for breakfast';
- Clip about a healthy breakfast (not mandatory).

DO:

- Provide parental letter for the class breakfast;
- Contact the relevant person from the Health Services in your country about the class breakfast.

Your breakfast (this assignment preferably on a Monday)

"Today we are going to do a lesson about breakfast. You will receive a homework assignment that you must carry out tomorrow morning. Write it in your diary so that you will not forget!

Photograph your breakfast tomorrow morning. Put together in the picture what you eat and what you drink for breakfast. So, if that is a cheese sandwich or a cup of milk then you should put both in one photo. Print this photo at home and bring it to school. If this does not work, then your parents can also mail your photo to me".

> Inventory of breakfast habits.

1) *Let the students fill in the entire list (what do you eat for breakfast - workbook lesson 5). After filling in the list you can put it on the IWB and make an inventory of who eats and drinks what. Have the students grab their picture as a reminder. This photo is also used in the next lesson at the school breakfast.*

Tip: put the pictures of the breakfast of the students who have sent it on the IWB and talk about it together.

2) *Discuss 10 healthy breakfasts (please find the 10 healthy breakfasts in the appendices).*

3) *The worksheet is a questionnaire that students can fill out in their workbook lesson 5 – Healthy breakfast.*

4) *Let the students fill out the breakfast worksheet lesson 5 (having breakfast) and bring it back next week to school and discuss the results with them.*

Lesson healthy breakfast

"A good breakfast is very important to feel fit and healthy. Footballers eat a healthy breakfast every morning so that they get enough vitamins and minerals to be able to continue to play well. Besides being healthy, breakfast is also fun in the morning. Together with the family at the table before the busy day starts again. Today you will get to know what you can pay attention to for a healthy breakfast."

Tell students that:

- **A breakfast ensures that your intestines wake up again after a night’s rest.**
- **Having breakfast makes you feel less hungry for sweets, cookies or snacks.**
- **If you do not eat breakfast your blood sugar level decreases, which makes you less able to concentrate on school.**

- 1) **Tell your students to fill out “What do you eat for breakfast – worksheet – lesson 5” and discuss the results with the students.**
- 2) **Discuss different healthy breakfasts with the students (2 pages below you can find 10 suggestions for a healthy breakfast).**

“What should a good breakfast for children contain?”

- **Grain products (wholemeal bread, cereal)**
- **low-fat margarine or margarine**
- **Milk and milk products (half full or low fat)**
- **Meat products (preferably lean)**
- **Fruit**

“We have already looked at how everyone has breakfast, but who meets this good breakfast.”

Compare the breakfasts of the students “What do you eat for breakfast” with the 10 healthy breakfast

“Together we can put together a good breakfast. Who wants to tell the class a first example”

- 3) **After discussing with the students what a good and healthy breakfast is, let the students fill out the quiz in their workbook (worksheet lesson 5).**
- 4) **Remind the students to fill in the breakfast worksheet lesson 5 (having breakfast).**

Tip: tell the students in advance when the school breakfast will take place.

This is provided by the local supermarket. On that day, the students do not have to eat breakfast.

What do you eat for breakfast?

Draw a circle around what you eat. Which group does it belong to? Are you doing a good job, or maybe you can choose something else more often?

Then try something from a different group.

GROUP 1	GROUP 2	GROUP 3
YOU CAN EAT OR DRINK THIS OFTEN	DO NOT EAT OR DRINK THIS TOO OFTEN	EAT OR DRINK THIS AS LITTLE AS POSSIBLE
WHOLE GRAIN BREAD, WHOLE GRAIN BISCUIT, RYE BREAD	BROWN BREAD, WHITE BREAD, CURRANT BUN, BAGUETTE	GROISSANTS
OATMEAL, WHEATIES, MUESLI	CORNFLAKES	BREAKFAST CEREALS WITH SUGAR, SUCH AS CHOCO POPS OR MUESLI
EGG, COTTAGE CHEESE, BANANA, STRAWBERRY, CUCUMBER, TOMATO	APPLE SYRUP	CHOCOLATE MILK, CHOCOLATE PASTE
BUTTERMILK, SKIMMED MILK, SEMI-SKIMMED MILK	CUSTARD	FULL MILK, WHIPPED CREAM, CREAM PUDDING
CHEESE 20+ OR 30+, PROCESSED CHEESE 20+ OR 30+	JAM	BRIE, CHEESE 48+, CREAM CHEESE 48+, CAMEMBERT 45+- CHANGE IT ACCORDING TO YOUR REGION/COUNTRY
PEANUT BUTTER	HAM, CHICKEN BREAST, TURKEY FILLET AS A SANDWICH TOPPING	BACON, SANDWICH SAUSAGE, LIVER SAUSAGE, SALAMI
LOW-FAT MARGARINE	MARGARINE	BUTTER, DAIRY BUTTER, CHOCOLATE BUTTER
ALL TYPES OF FRESH FRUIT, FROZEN FRUIT, TINNED FRUIT IN WATER OR OWN JUICE	FRUIT PUREE WITHOUT ADDED SUGAR	FRUIT IN CAN OR JAR IN SYRUP



10 Healthy breakfasts

Breakfast 1:

- 2 slices of whole grain bread (2 x 35 grams) filled with:
 - Margarine >80% thinly smeared (2 x 5 grams).
 - 1 slice of gold cheese. (20 grams).
- 1 apple (135 grams)
- 1 cup of semi-skinned milk (225 ml).

Breakfast 2:

- 2 slices of dark rye bread (2 x 45 grams) filled with
 - 1 banana (100 grams)
- 1 cup of soymilk (225 ml)

Breakfast 3:

- 2 slices of whole grain bread (2 x 35 grams) filled with
 - Low-fat margarine (2 x 5 grams)
 - Cheese spread 20+ (15 grams)
- 1 mandarin (55 gram)
- 1 cup of semi-skinned milk (225 ml)

Breakfast 4:

- 2 slices of whole grain bread (2 x 35 grams) filled with
 - Low-fat margarine (2 x 5 grams)
 - Tomato (20 grams) + cheese 30+ (20 grams)
- 1 glass of orange juice (150 ml)

Breakfast 5:

- 2 slices of whole grain bread (2 x 35 grams) filled with
 - Low-fat margarine (2 x 5 grams)
 - Boiled egg (50 grams)
- 1 kiwi (75 grams)
- 1 cup of drinking yoghurt (225 ml)

Breakfast 6:

- A plate of oatmeal porridge (250 grams) *
- 1 glass of orange juice (150 ml)
- 1 cup of milk (225 ml)

Breakfast 7:

- Soft cereal with yoghurt (200 grams) *
- 1 glass of orange juice (150 ml)

Breakfast 8:

- 2 slices of whole grain bread (2 x 35 grams) filled with
 - Low-fat margarine (2 x 5 grams)
 - Peanut Butter
- 1 orange (120 grams)
- A cup of semi-skinned milk (225 ml)

Breakfast 9:

- 2 slices of whole grain bread (2 x 35 grams) filled with
 - Low-fat margarine (2 x 5 grams)
 - Poached or scrambled egg
- 1 glass of orange juice (150 ml)
- A cup of semi-skinned milk (225 ml)

Breakfast 10:

- 1 slice of whole grain bread (35 grams) filled with
 - Low-fat margarine (5 grams)
 - Peanut butter (15 grams)
- 1 currant bun (35 gram) filled with
 - Low-fat margarine (5 grams)
- 1 banana (100 grams)
- A cup of semi-skinned milk (225 ml)

There can be variations between all components of breakfast as long as the breakfast contains the following:

- Carbohydrate component (whole grain bread, dark rye bread, crispbread, oatmeal porridge, soft cereal);
- Dairy ingredient (milk, cheese, cheese spread, yoghurt);
- Fruit component (apple, banana, kiwi, orange juice, grapefruit juice);
- Drinks (milk, juice).

Breakfast Quiz

Breakfast is of course very important!

Most people have breakfast with bread, so we made up a small quiz based around that. This quiz is also fun for children that eat something different at breakfast.

Answers in bold are the correct answer, tell your students to circle the correct answer

Question 1

WHICH BUTTER CONTAINS THE LEAST FAT?

- a) margarine
- b) low-fat margarine**
- c) full-cream butter

Question 2

WHICH VITAMINS ARE THERE IN BREAD?

- a) Vitamin B1 and B6**
- b) Vitamin D and B12
- c) Vitamin A and C

Question 3

WHAT IS IMPORTANT TO EAT AT BREAKFAST?

- a) Carbohydrates because they give energy quickly**
- b) Fat because it provides a better resistance for the body
- c) Proteins because they make you wake up faster

Question 4

WHAT IS THERE NOT SO MUCH OF IN BREAD?

- a) iron
- b) carbohydrates
- c) fat**

Question 5

EVERYTHING COUNTED TOGETHER (KNEADING, RISING AND BAKING) HOW LONG DOES IT TAKE TO MAKE A BIG LOAF OF BREAD?

- a) 1 hour**
- b) 45 minutes
- c) More than 3 hours

Question 6

WHICH CHEESE IS THE HEALTHIEST?

- a) 20+ cheese**
- b) 30+ cheese
- c) 48+ cheese

Question 7

WHOLE GRAIN BREAD IS BAKED FROM...

- a) Wheat flour, rye flour, oatmeal
- b) Wholemeal flour
- c) From flour for which the whole grain (corn, germ and bran) is used**

Question 8

WHAT PERCENTAGE OF THE RECOMMENDED DAILY ALLOWANCE DOES A GOOD BREAKFAST AVERAGE?

- a) 10-15%**
- b) 5-10%
- c) 15-20%

Question 9

HOW MANY SLICES OF BREAD SHOULD YOU EAT PER DAY ACCORDING TO THE INFORMATION FROM THE OFFICE FOR NUTRITION?

- a) 1-2 sandwiches per day
- b) 3-5 sandwiches per day**
- c) 6-8 sandwiches per day

Question 10

IF YOU DO NOT LIKE BREAD AT BREAKFAST, BUT YOU WANT TO EAT HEALTHILY, WHAT COULD YOU ALSO EAT?

- a) Crunchy cereal with a full yoghurt
- b) Cereal with low-fat yoghurt**
- c) Only a bowl of yoghurt

LESSON

6

THE CLASS BREAKFAST

The students have learned about what a healthy breakfast contains in the previous class and together with a staff member you will eat together in the classroom and talk about breakfast.

OBJECTIVES OF THE CLASS:

Breakfast with the students and show them what a healthy breakfast includes.

ESSENTIALS FOR THE CLASS:

- Paper plates
- Cutlery
- Cups
- Napkins
- Homemade placemats.

DO:

- Discuss the worksheet “having breakfast- worksheet lesson 5” with the students.
- Tell the students that they need to fill out the questionnaire “Worksheet 7 – Questionnaire sport and physical activity” and bring the completed questionnaire with them for lesson 7.

The class breakfast

“Today we are going to enjoy breakfast together. Are you already hungry? I can imagine that you would like something because you normally eat a lot earlier. Grab your photo of your own breakfast. Later when we are eating, we will compare the breakfast in the photos with what you have in front of you.”

- > *On the IWB, write down what’s on the table. Explain why these products were chosen (because a certain product is lean because there is whole grain in it, because there are good fats in it etc).*

Class conversation

“What differences do you see between your breakfast on the photo and what you are eating now?”

“What do you prefer to eat?”

“What do you like in the class breakfast? And what do you not like?”

“What do you taste now that you really like, but did not think you would?”

“What could you change in your own breakfast?”

HAVE YOU ALREADY DONE SOMETHING ABOUT OUR GROUP GOAL TODAY? WHY DID IT SUCCEED?

Facts about breakfast

- The word breakfast is divided into two parts fast and break. To fast means to go without food. So, breakfast means to break the fast you have been observing since you went to sleep the night before.
- For example, traditional Dutch breakfast mainly consists of a light bread meal.
- In Belgium, breakfast consists of croissants and/or bread.
- Traditional English breakfast includes toast with eggs, slices of bacon, sausages and white beans in tomato sauce.

LESSON

7

PHYSICAL ACTIVITIES AND PLAYING OUTSIDE

In this class, an inventory will be made on the movement behaviour of the students. The students must fill in the questionnaire at home, together with their parents/guardian. This will be discussed in the classroom. A staff member will also give a lesson later in the week about games in the playtime.

Questionnaire sport and physical activity

Teacher: "You will receive a list from me to take home with you, which will be used to analyse how active you are outside of the gym classes. It is important that you fill in the list with your parents or guardian because there are also questions for them. Bring this list back to school in two days."

OBJECTIVES OF THE LESSON:

The students make an Inventory about their own physical activities.

The students discover new forms of games for the playtime.

ESSENTIALS FOR THE LESSON:

- Student should bring Worksheet "questionnaire sport and physical activity" to the lesson.
- Students should play fifteen minutes longer outside.

Discuss the physical activities (preferably two days later)

On the IWB place the inventory "Movement behaviours of students". Calculate the percentages of the students, for example: "What % of the students are taking part in sports activities, on a regular basis" or "how many students are a member at a sports club".

Play Outside

Today, a staff member will let the class move more during a break. The staff member will explain the class what the intention of the activity is. He or she has designed a good game that the students can play together during the break this week. Today, the game is practised and played.



LESSON

8

HEALTHY FOOD

In lessons 8 and 9 the students learn about healthy eating and conscious choices of food. In this lesson, we will discuss the Eatwell Guide, what healthy food is, and which choices can be made. Lessons 8 and 9 are preparatory lessons for lesson 10 when the students will visit the supermarket.

OBJECTIVES OF THE CLASS:

The students develop their knowledge about healthy food.

ESSENTIALS FOR THE CLASS:

- IWB with image of the Eatwell Guide
- IWB with image nutrition of a day
- Worksheet healthy food
- Scale
- 1 bag of lettuce (without the grams visible)
- 1 bag of carrots (without the grams visible)
- 200 grams of cooked pasta (is ± 100 grams of uncooked pasta)
- 3 potatoes
- Measuring cup with cup and water
- Sandwiches and fruit that the students have with them
- (Old) magazines and supermarket leaflets.

TO DO:

- Give a letter to the parents with which they can sign up for the supermarket visit.
- Assignment for next week: Tell the students to bring the food package with them to the next lesson.

Introduction to healthy food, how healthy do you eat?

“If you look at what you eat in a day, there are ingredients that are really helpful for your bodies such as fruit and vegetables as well as ingredients that aren’t good for you. You probably don’t always notice that difference. Moreover, you do not always choose everything yourself, your parents often choose what is on the table. If they do not pay attention to it, then it is more difficult to eat healthy by yourself. If you have a good meal three times a day, then it is fine you occasionally eat a snack or sweet.

- > *What do you think is healthy food?*
- > *What healthy food did you have for dinner last night?*
- > *Who had sweets yesterday? Raise your hand if you did.*
- > *Who ate crisps yesterday? Raise your hand if you did.*
- > *Who drank soft drinks yesterday? Raise your hand if you did.*

Assignment 1

- > *put the Eatwell Guide on the IWB.*
- > *What do you see?*
- > *In which categories can you divide the different boxes?*
- > *What do the lines mean in the middle of the Eatwell Guide?*

“Food and drinks contain all kinds of nutrients that your body needs, such as protein, fats, vitamins and minerals. If you eat according to the Eatwell Guide, your body will get all kinds of nutrients. On the Eatwell Guide, you will see boxes with different types of food and drinks. You need to consume something from every box every day. The larger the box, the more you must take from it; a lot of fruits and vegetables and small amounts of fats and oils. Biscuits, sweets and crisps are not included in the Eatwell Guide. There is not anything nutritious for your body in these products.. But it does not mean that you can never have them again. If you eat well from the Eatwell Guide and you exercise and play outside more often then you can occasionally take an unhealthy snack.

- > *Everyone grab your worksheet; the first assignment is about the Eatwell Guide. Discuss the assignment.*



- Have the students prepare a meal based on the Eatwell Guide from your country, by cutting images from magazines and leaflets. Let the student make a nice collage/composition of the images. The artworks can possibly be hung up.

Assignment 2

- > **Put the collage/composition on the IWB' .**
Discuss with the students:
- > **Do you always eat this way?**
- > **Do you think it is very similar?**
- > **What do you do differently?**

“For children and adults, the amount of vegetables, fruits and other nutrients you need to consume are different. Let’s see how much you actually need to consume within a day. Take your worksheet for this:

Required amount of nutrition per day:

On a daily basis:

- Minimum 5-a-day of fruit and vegetables;
- Have at least 1 portion of carbohydrates with very meal;
- Eat at least 25 grams of unsalted nuts per day;
- Take at least 3 portions of dairy among milk, yoghurt and cheese ;
- On a daily basis, drink 1 – 1.5-litres of fluid, preferably water or tea without sugar;
- Replace butter, hard margarine, and fry and roast fats with soft margarine, liquid fry and roast fat and vegetable oils;
- Limit the consumption of red meat and in particular of processed meat;
- Drink as few sugary drinks as possible.

Weekly:

- eat legumes weekly
- eat fish once a week, preferably oily fish

Discuss with the pupils how many pieces or servings they need to put on their plates. Use a scale for this and the products you have brought along with you. The students can, of course, eat the carrots after weighing!

Ask for example:

- > **How many pieces make 200 grams of fruit?**
- > **How many kilos do these weigh?**
- > **How many grams does this bag of lettuce weigh?**
- > **Does it look like much?**
- > **How many carrots would there be in 150 grams of vegetables?**
- > **How many grams do two slices of bread weigh?**
- > **Weigh 150 grams of pasta. Is it a lot when you put it on a plate?**

When having a portion of fruit, 1 portion is a handful. So this will be different for everyone.

Assignment

Eat vegetables

“We now know how much food we need to get throughout the day to be healthy. Eating vegetables is an important part of that. Many children do not like vegetables and try to eat them as little as possible. Some vegetables appear to be larger when they are raw than when they are cooked. Vegetables that shrink when they come out of the pan are called shrink vegetables. Shrink means ‘to become smaller’ or ‘decrease in size’. A large bag of spinach of 500 grams, for example, shrinks to 250 grams in the pan. That means you have just enough spinach for two persons. It is important to take that into account.”

Some vegetables have a waste factor

- > **What does a waste factor mean? (Vegetables where stem and leaves are not cooked like cauliflower, broccoli and leeks) = Discuss this question with your students.**

“That means, just like shrink vegetables, you would initially think that fewer grams remain. Pay attention to this. The best thing is to weigh cooked / stir-fried vegetables to find out how many grams you have put on your plate.”

- > **Ask the students: Can you think of a way to eat more vegetables when you do not like too many vegetables?**

- sliced cucumber on your bread
- sliced tomatoes on your bread
- take tomato snacks to school
- take carrots to school
- make funny dolls from vegetables and eat it
- Change preparation: stir-fried, cooked, raw

Assignment 3

Fruit and vegetable Quiz

After you have done the three assignments with the students, it is time to test their knowledge about what they have learnt during lesson 8. **Answers in bold are the correct answer.**

Question 1

WHICH VITAMINS ARE PRESENT A LOT IN FRUITS AND VEGETABLES?

- a) All vitamins can be found.
- b) There are hardly any vitamins.
- c) **There is a lot of vitamin C.**

Question 2

IF YOU DO NOT LIKE VEGETABLES, CAN YOU ONLY EAT FRUIT?

- a) Instead of vegetables, you can eat apple sauce.
- b) If you eat more than 5 pieces, you can.
- c) **No, you cannot replace vegetables and fruit for each other.**

Question 3

WHAT IS THE HEALTHIEST?

- a) Brussels sprouts because they have all the substances you need.
- b) **Alternate because all vegetables have different substances.**
- c) Beans because almost everyone likes them.

Question 4

YOU NEED 150 GRAMS OF VEGETABLES PER DAY UNTIL THE AGE OF 12. HOW MANY VEGETABLES IS THAT?

- a) **Three table spoons with cooked vegetables.**
- b) Four vegetable spoons with cooked vegetables.
- c) Two vegetable spoons with cooked vegetables.

Question 5

HOW MUCH ARE TWO PIECES OF FRUIT?

- a) **A pear and a bowl of grapes**
- b) Two pieces of apple.
- c) Two mouthfuls.

Question 6

WHAT IS THE ENERGY BALANCE?

- a) You consume more energy than you get.
- b) You get more energy than what goes out.
- c) **You absorb as much energy as you consume.**

Question 7

HOW MANY MINUTES SHOULD YOU BE ACTIVE PER DAY?

- a) 20 minutes.
- b) **60 minutes.**
- c) 40 minutes.

Question 8

WHICH TYPE OF FAT IS THE HEALTHIEST?

- a) **unsaturated.**
- b) saturated.
- c) oversaturated.

Question 9

WHERE DOES THE C FROM VITAMIN C COME FROM?

- a) Cactus.
- b) Calories.
- c) **Citrus fruits.**

Question 10

WHY IS IT BETTER TO EAT WHOLE GRAIN BREAD THAN WHITE BREAD?

- a) Contains more calories.
- b) Contains more taste.
- c) **Contains more fibre.**

LESSON

9

**CONSCIOUS READING
ABOUT NUTRITION**

In this lesson, the children learn how to consciously read the packaging of food. They learn what exactly is on the packaging and what a healthy choice is. The students themselves have brought their own packaging to discover what is in their food.

OBJECTIVES OF THE LESSON:

The students develop the skill to read the packaging
The students can make a healthier choice.

ESSENTIALS FOR THE LESSON:

- Packaging of food
- Worksheet from lesson 9

TO DO:

Provide the return letter with which the parents can sign up for the supermarket visit.

Packaging, what is actually on it?

“Last week we learned that you can eat healthily with the Eatwell Guide. You need bread, vegetables and fruit every day in order to function properly. But you also eat other products such as biscuits or crackers and you drink juice or milk from a pack. But do you know exactly what you eat and drink? There is a lot of information on food packaging. How do you choose what is right for you? Manufacturers must put the information on what is inside on the packaging and today we will learn what it means to us.”

- > *Let the students put the packaging that they brought on their table.*
- > *What did they bring and what's on the packaging?*
- > *Where can you read what the food or drink contains?*
- > *Have the students search for the nutritional value table: what does it say?*

“Manufacturers must state the information on what is inside on the packaging. This information is mandatory”:

- the name of the product
- the amount of grams, litres or pieces
- which ingredients and additives are in it
- how and until when you can store the product
- manufacturer's data
- nutritional value

Discuss the following questions with the students. They should study the packaging in pairs and write down what's in it.

- > *Which ingredients have been found?*
- > *Why do manufacturers put quantities per package and per portion?*
- > *What is sodium? (a component of salt, we will discuss more about it later)*
- > *How many grams of sodium or sugar are in the food?*
- > *What is energy? (These are the calories that are in it. We will discuss more about this later.)*
- > *Who has a product with a health logo? (we will discuss more about this later)*



Calories, sodium, ingredients

“When exercising, you burn calories. You need calories for all the things you do; it is a kind of petrol that your engine is running on. Calories are also referred to as ‘energy’ on the packaging. This, so called petrol, you will get with everything you eat and drink. But if you consume more calories than you burn with exercising or playing outside, then your body stores them as fat. We write calories as Kcal.”

“Most of the labels contain the word “sodium”. We have just learned that sodium is in salt. You get it in the kitchen, which is white salt from the salt shaker and one gram of sodium equals 2.5 grams of salt. If you come across a label called “sodium”, you must multiply it by 2.5 to get the amount of salt. It is advised not to eat more than 6 grams of salt per day, which can be compared with 2.4 grams of sodium. Consuming too much salt can lead to cardiovascular diseases.”

“Ingredients are the substances that are in the product. The most frequently used ingredient is at the top. Along with the ingredients, the excipients are also stated such as flavouring and colourants.”

- > *Which ingredients were at the top of your packaging?*
- > *Who has a product with more than 300 calories per 100 grams/ml? Do you think that it is too much?*

“The packaging also has a best-before date. This means that the manufacturer promises that the product will be of good quality until that date. The best-before date can be found on products that do not spoil quickly, such as, vegetables in tins, biscuits or flour.

“To be used until” date can also be used. You can only use this product until this date because it will become out of date and rotten after this date. This is for example on meat, fish, chicken or pre-cut vegetables such as lettuce.”

- > *Who has a product with a long shelf life? For example, 2022 or 2023?*

Logos

- > *Put the picture of the logos on the IWB.*

“Nowadays you find logos on more and more packaging. You have already found a logo. Take a look at the IWB. The red symbol is called the “Healthier choice”-symbol[find your own food symbols in your country]. The symbol on packaged food products indicates that they are healthier options and this helps consumers to make informed choices during grocery shopping.

- > *Have the students make a drawing on the worksheet of a product that has been brought along and which has a Healthier choice-symbol?*

Health Quiz

At the end of the lesson, you can let the children take the calorie indicator quiz. *The correct answers are highlighted in bold.*

Question 1

HOW ACTIVE DO YOU NEED TO BE AS A CHILD TO STAY FIT AND HEALTHY?

- a) At least half an hour per day
- b) At least an hour per day**
- c) If you participate twice a week in the gym class at school, that is enough

Question 2

WHAT IS THE BEST WAY TO PREVENT INJURIES FROM THE FOLLOWING THREE OPTIONS?

- a) Only exercise inside
- b) Do not exercise too often
- c) Ensure a good warm-up**

Question 3

WHAT SHOULD YOU DO AFTER A HEAVY SPORTING EFFORT?

- a) Immediately shower
- b) Keep moving at a slower pace and afterwards put on something warm**
- c) Ensure that your muscles quickly become cold again

Question 4

WHAT DO YOU INDICATE WITH KILOCALORIES?

- a) The amount of fat that is in the food
- b) The amount of energy that is in the food**
- c) The weight of the food

Question 5

WHAT DO YOU CALCULATE WITH BMI?

- a) Whether you have diabetes or not
- b) Whether you are moving enough or not
- c) Whether you have a healthy weight or not**

Question 6

WHY IS IT IMPORTANT TO DO A WARM-UP IN SPORTS?

- a) You get a much better technique
- b) It reduces the risk of an injury because you slowly warm muscles up**
- c) A warm-up is not that important

Question 7

WHAT IS LACTIC ACID?

- a) A good breakfast
- b) A waste substance that your muscles form when you exercise intensely**
- c) A substance that ensures that your muscles become smoother

Question 8

IF YOU GET HUNGRY BETWEEN YOUR MAIN MEALS, WHAT IS THE BEST THING YOU CAN EAT AT THAT MOMENT?

- a) Fruit biscuit and fruit**
- b) Potato crisps and lemonade
- c) Soft drink and pizza

Question 9

WHAT IS THE BEST THING YOU CAN DRINK WHEN EATING?

- a) Light soft drink
- b) Fruit juice
- c) Water**

Question 10

WHAT IS MEANT BY VARIED EATING?

- a) *Eat something from a variety of food groups (different parts of the Eatwell guide)*
- b) No more sweets and fries
- c) Eat the same thing every day

Question 11

HOW MANY PIECES OF FRUIT DO YOU NEED TO EAT ON AVERAGE PER DAY?

- a) 1 piece
- b) *2 pieces*
- c) Do not have to eat it every day

Question 12

WHY IS BREAKFAST SO IMPORTANT?

- a) *It starts your digestion and improves your concentration*
- b) So you get enough milk products
- c) It makes your muscles firmer and improves your condition

Question 13

WHY DO YOU BREATHE HEAVIER WHEN YOU MOVE OR EXERCISE?

- a) Because your heart rate is getting lower
- b) To get rid of all the sweat
- c) *Because your muscles need more oxygen*

Question 14

HOW MANY CALORIES ARE THERE IN AN ORANGE?

- a) 10 kcal
- b) *55 kcal*
- c) 200 kcal

Question 15

WHAT FOOD PRODUCTS BELONG TO THE SAME PART OF THE EATWELL GUIDE?

- a) Broccoli, banana, carrot, lettuce and pasta
- b) Bread, butter, potatoes and rice
- c) *Meat, fish, eggs and milk*



LESSON

10

THE SUPERMARKET VISIT

Today the students are going to the supermarket, in groups. They also have a workbook containing instructions that they can carry out across the store. The search is led by an employee of the Health Services from your country; he or she also does the debriefing with the students. The assignment may differ per class. The employee of the Health Services will agree with the teacher in advance on which assignments must be copied from the workbook.

OBJECTIVES OF THE LESSON:

The students use the knowledge they've gained from the previous lessons and put it into practice. The students discover how much they are tempted to buy products. The students can read the packaging and act accordingly.

ESSENTIALS FOR THE LESSON:

Worksheet lesson 10 – children workbook

DO:

- Divide the students and supervisors into groups of 6.
- The employee of the Health Services instructs the students and will explain the rules of the supermarket.

*You can print the workbook or copy from the work folder. The worksheets are NOT in an order. The teacher/supervisor can arrange the worksheets in order per group so that the groups do not stand in each other's way during the assignments. Each group can start with a different part.

“Today, we are going to the supermarket in a group, to do the assignments and have a look around. You will read the packages. What does it say and what does that mean? You can find out what the packaging tells you about your favourite food and drink. Is it healthy and can you consume them often? Or is it something you should only eat or drink occasionally? Meanwhile, you also find out how everything works in a supermarket.”

The rules for the supermarket visit:

- > *You stay close to your supervisor during the entire visit. You already know who this is.*
- > *You do not run in the supermarket.*
- > *You talk at a normal volume.*
- > *All the products that you take off the shelf, should be put back neatly with the right side forward and in the right place.*
- > *If you need to do an assignment with fresh food, you can do this together with your group and your supervisor.*
- > *You are not going to dig in fresh food crates. Other people still have to eat this.*
- > *You do not eat anything unsolicited and all packages must remain closed.*
- > *The supermarket staff are the boss. If they ask or say something, you must listen to what they say.*

LESSON

11

HEALTHY SNACK

In this lesson, the students learn how to choose a healthy snack. During the previous two lessons and the supermarket visit, they learned about healthy food.

OBJECTIVES OF THE LESSON:

The students learn which snacks are healthy
The students know the alternatives for unhealthy products. The students learn how much sugar is present in drinks.

ESSENTIALS FOR THE LESSON:

- Bowl with 30 grams of crisps
- IWB with pictures of snacks
- IWB with pictures of drinks
- ± 200 sugar cubes

Snacks

“The human teeth can take about 7 eating instances a day. This means that when you eat 3 main meals (breakfast, lunch and dinner) you can eat up to 4 snacks. But, what kind of snacks do you actually eat? Healthy? Sweets? Cola, Fanta or Chocolate milk? A lot of snacking is not only bad for your teeth, but also for your health. There is a lot of sugar in sweets and also in soft drinks. Today we are going to see how much sugar you actually consume in a day and how you can choose a healthy snack.”

Let the students bring their own snacks for the playtime.

Make an inventory of who eats what:

- Biscuits and sweets
- Fruit
- Savoury
- Vegetable nibbles

“Because the snacks that you eat should actually be seen as small meals, it is important to choose healthy snacks. Of course, there is nothing wrong with occasionally taking a biscuit or sweet. But alternatives are just as tasty! What could we choose?” Ask the students to name examples:

All fruits, crackers with cheese, breadstick, rice cake, popcorn, salty sticks, cucumber, carrots, pickles, strips of paprika.

Look inside the fridge with your parents tonight.

What could you take with you tomorrow?

Show six photos of snacks on the IWB. Tell them that these are snacks. Show the students a bowl of crisps of 30 grams.

They must compare that amount.

- > *Together with the students, put the snacks in an order ranging from the healthiest to the unhealthiest. Who has the order right on his paper? The order is*
- > *Which snack on the photos do you like the most? Is this a sensible choice?*

Have the students grab their drinks for the break.

Who drinks what? And how much do they drink from this product and from other products?

- Milk or milk products such as chocolate milk
- Water
- Fruit juice
- Soft drink

Sugar cube game

Together with the students, you will do the sugar cube game to make the children aware of the amount of sugar in the drinks.

Make pairs and give each pair 10 sugar cubes. Put the pictures of 7 drinks on the IWB. Name the drink and let the students write down the number of sugar cubes, how much sugar they think the product contains.

1. Semi-skimmed milk (200 ml packet) 2 cubes
2. Chocolate milk (200 ml packet) 6 cubes
3. Cola (33 cl tin can) 7 cubes
4. A light soft drink (33 cl tin can) 0 cubes
(The sweetener in it is not good for children; a maximum of 2 glasses per day!)
5. Fruit juice (200 ml packet) 3 cubes
6. Water (bottle) 0 cubes

- > *Let the students drink an extra glass of water. That is a nice bonus!*

LESSON

12

PLAYING OUTSIDE

In lesson 7, a staff member of the school or club delivered a game activity for half an hour during the playtime. Today the students choose a game from the game book. The staff member comes back to the school to play together with the students during the break.

OBJECTIVES OF THE LESSON:

Students learn to play outside more often and to make use of the learning book. The students discover new forms of games for their playtime.

ESSENTIALS FOR THE LESSON:

- Practise in a gym class and afterwards, plan in the playtime.
- IWB with a quote from the football player of Montrose FC.

DO THIS IN PREPARATION FOR NEXT WEEK:

- Contact the staff member about the Cooper Test;
- Tell the students to fill out worksheet lesson 13 and to bring the workbook along with them for the next lesson.

Circuit discussion and processing

“Recently, together with [name staff member], we played outside for half an hour during the morning break. Today, we are going to see, how we can use the outside play and learning book while playing outside. Think about how you can use the playbook? The games must be performed well for 15 minutes, approximately everyone must be able to participate and it must not require too much stuff and preparation. The games can also be practised in the gym lesson.”

- > *Choose a game that the students want to practise that day, under the supervision of the staff member.*
- > *Choose a fixed day (or two fixed days) on which a playtime game is used.*
- > *The class can create a ‘committee’ that choose and organizes the games every month.*

Play outside

A staff member supervises the class during the break, with the chosen game. The staff member explains, just like last time, what the intention is today. He or she will practice the games along with the students that the students have chosen themselves.

Additional

Put a quote from the football player of Montrose FC on the Interactive Whiteboard (IWB).

LESSON

13

EVALUATION GROUP GOAL

In this lesson, you will have a group discussion with the students about how to achieve the group goal. Did it succeed or not? How did that happen? And how to proceed? Count the points of the group goal with the students.

OBJECTIVES OF THE LESSON:

The students and teacher decide whether the group goal is to be continued for the rest of the year and/or whether another group goal is chosen for the second half. The students know if they worked well on the group goal and what helped. Discuss the results between worksheet 1 and worksheet 13.

ESSENTIALS FOR THE LESSON:

Possibly lesson 2.

Group discussion

“In the recent months, we have worked on our group goal. Actually, we have planned to move and/or eat something healthier all those weeks. Such a challenge is easier, if you do it together and start each day in the same way. The 1st of January, New Year’s Day, is such a well-known moment that many people have intentions to live a healthier life. Usually, this is because, during the holidays in December people eat unhealthy food and drink unhealthy drinks. This is because most people like sweet (Chocolate, sweets, lemonade, cake, ice cream, deep-fried doughnut balls) and salty (crisps/snacks etc) snacks the most. On holiday or at a party, it is allowed and it is not bad for a couple days. But, after all that food, drink and a little exercise, many people want to live healthier again. Because in the end, you feel better when you eat healthily and exercise a lot. You can also start with good intentions at any given time during the year. Good intentions often have to do with ‘bad’ habits/behaviour that someone wants to get rid of. Usually, these intentions are about health. People want to change something that they do unhealthily now and prefer to persevere this change for a long period.”

Let the students talk about good intentions in general.

- > **Who knows about good intentions from his or her environment? (healthy eating, more exercise, brushing your teeth, washing your hands etc.).**
- > **Why do people behave unhealthily? (It is nice, everyone does it, too tired to exercise, too busy, they do not know it is unhealthy, etc.).**

For example, our group goal is also an example of an intention to eat healthier or exercise more. We started with the ‘group goal’ at the start of Scoring for Health. Shall we see how we did all together?

Let the students talk about what they have done with the group goal themselves.

- > **What experiences did they have?**
- > **When did they find it easy to work on the group goal and when did they find it difficult?**
- > **What do we do with the current group goal? Do we continue?**
- > **Do we choose a new group goal? If so, which one then? See lesson 2.**
- > **Make sure that the group goal has been achieved by counting your own point system. The more points (or some other measurement of the group goal) the better, because it means that the group has worked well.**

LESSON

14

COOPER TEST II

In lesson 4, the students ran the Cooper Test for the first time. Now the students will run the Cooper Test again. For the students, the challenge is to improve themselves against the first test and to notice if their condition has improved. It's best to give the information to the students one day before the test takes place.

OBJECTIVES OF THE LESSON:

To measure the condition of each student so that they can compare their physical condition now against what it was at the beginning.

ESSENTIALS FOR THE LESSON:

- A facility where the tests can be taken. Preferably takes place during the gym class.
- The staff member will view the pitch in advance. They also provide the necessary material.

DO:

- Pass the parental letter to the students about the final clinic.
- Contact the relevant person from the Health Services from your country for final details about the sports day.

Group discussion and processing

“Tomorrow we will do the Cooper Test again. We will see if your condition (and therefore also health) has improved compared to the first test. And remember: there is no right or wrong. You just do your best.”

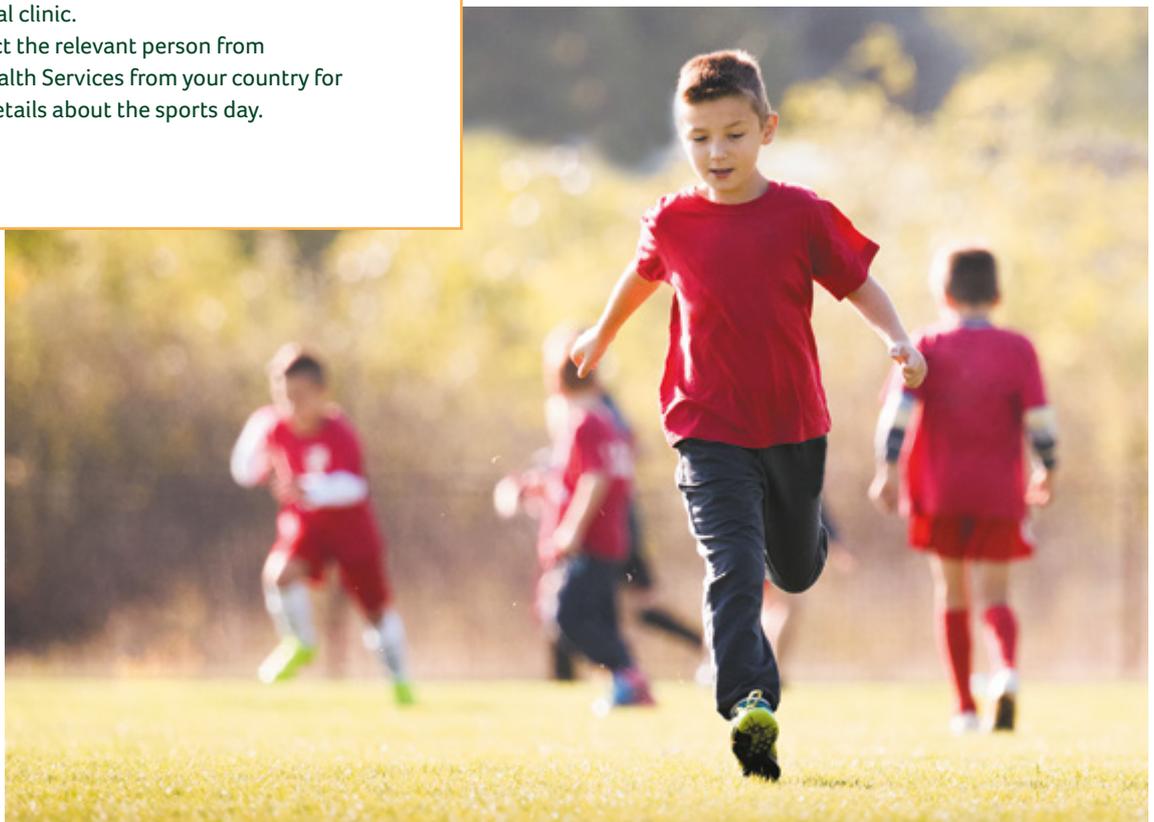
The students will run the Cooper Test under the supervision of a staff member. After the test, there can be a discussion together about / on who has made progress, who has remained the same or if anyone has performed worse than before.

What could be the cause of this?

> What do they have to bring and put on tomorrow?

For the Cooper Test, the students can best wear/bring the following:

- Nice fitting gym shoes with which they can run outdoors and gym clothes. No ballet shoes.
- A bottle of water to drink after running.



FINAL SESSION

In this last lesson of the Scoring for Health project, the final session is already on the program. We will go to a sports facility or big pitch in the city for a morning exercise. There, an announcement will be made about which class has the most points (or another measurement for the best class).

OBJECTIVES OF THE LESSON:

- The students know about the final session and what they need to take with them
- The students can tell how they have worked on the group goal.

ESSENTIALS FOR THIS LESSON:

- Discuss the group goal
- Find out which students are not willing to be on the group picture.
- Bring the filled tubes (in case you used another scoring/reward system, please use that one);
- BMI calculation of the students;
- Scoring for Health diploma.

Group discussion of the final session

“Tomorrow is the final session of the Scoring for Health project. We have enjoyed working on this project for the past 20 weeks. Together, we have tried to develop a healthier lifestyle by exercising more and eating healthier. But we also had a group goal together. Which one of us is going to talk about our group goal tomorrow?”

- > *Talk to the students about who wants to talk about the group goal. But also, discuss what they will talk about. This is on behalf of the class.*
- > *Talk to the students about the project. What did they like? What have they learned that they still think of or act on, on a daily basis? What did they find difficult or did not succeed?*
- > *Fill out the post-questionnaire with the students.*
- > *What should they bring and put on tomorrow?*
 - They should bring a pair of sport shorts and their Scoring for Health T-shirt;
 - Gym shoes with which they can exercise outside. So, no ballet shoes or football shoes;
 - A sandwich or healthy snack;
 - Something to drink;
 - The tube with stones (in case you used another scoring/reward system, please use that one);
 - And of course, a good mood! We are going to make it a beautiful day.
- > **Important! During the final sessions photos will be taken again. Find out if there are students at your school who are not allowed to be photographed.**

ADDITIONAL LESSON - WATER

In the additional lesson (not mandatory), the students will learn more about drinking water on a regular basis.

OBJECTIVE OF THE LESSON:

- The students know how important it is to drink fluids
- The students drink three glasses of water every day at school
- The students keep track of their water intake

ESSENTIALS FOR THIS LESSON:

- Worksheet 'drink water' for every student
- A (plastic) cup for every child

PREFERABLY	(MINERAL) WATER, FRUIT JUICE, MILK
MIDDLE WAY	LIGHT SOFT DRINKS
OCCASIONALLY	REGULAR SOFT DRINKS, SPORTS DRINKS

“Your body consists of between 60 to 70 % of water. This is why it is of great importance to keep your fluid balance up to date, which means that, you must make sure that you drink enough fluid to maintain the 60 to 70%, otherwise you will get dehydrated”

> How many litres of fluid should you drink every day?

“1.5 litres of fluid per day is the recommended amount by the nutrition centre (find the information about this in your own country). Yet there is still a lot of confusion about this. Many people think that they should drink 1.5 litres of water every day which is not true. It is about 1.5 litres of fluid and luckily fluid is much more than just water. For example, think of fruit juice, milk, lemonade, soft drinks and soup. Drinking unhealthily can also be bad for your body. When you drink a bottle of cola per day, you will get enough fluid, but also a lot of sugar and other substances that are not good for you. There are also other drinks that you can drink to keep your fluid balance up to date.”

“For example, did you know that people can live without food for 30 to 40 days, but without water for 3 days at the most? This proves how important water is, for people.”

For example, if we drink too little water/fluid, then the following can happen:

- Fatigue
- Bad resistance
- Headache
- Weight gain
- Backache
- Get angry faster
- Less concentration and therefore remember less

> Who sometimes feels any of these symptoms?

> Why do you think you feel like this?

> Can you drink two glasses of water?

To ensure that we consciously drink more water in the coming weeks, you are all given a worksheet and a cup. Every day you will fill your cup when you arrive in the morning, when you return from the break and when you arrive in the afternoon.



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