



Training Booklet for Teachers

Topic 6 – I live in a healthy way







Unit 1 Delicious food, healthy food

Goals

The students learn to

- describe their favorite food.
- estimate which foods are healthy or less healthy according to the food pyramid.
- find out which ingredients are required to cook a certain dish.
- find out how much the ingredients for a meal cost in local shops and markets.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students think of their favourite dishes for each meal of the day. On a sheet of paper, they draw four fields that show their favourite food for breakfast, lunch, dinner and as a snack.	The teacher gives instructions and hands out paper, if required. He/she might also draw the table as an example.
	Group work	The students form groups of four. Each student shows and describes his/her favourite food. Then they compare and note similar kinds of food.	The teacher walks around and listens to the conversations.
Step 2 60 minutes	Alone / plenary discussion	The students study the food pyramid. They read the information on the food pyramid or they listen to the teacher who explains the categories of food. Then the students think about their eating habits and how they fit into the food pyramid.	The teacher gives instructions and explains the food pyramid. He/she answers the questions concerning the pyramid posed by the students.
	Pair work	The students discuss with a partner about the foods represented by the icons. Then they sort the icons in the illustrated food pyramid to the corresponding place.	The teacher explains the task and asks the students not to scroll to the food pyramid at the beginning of this step.
	Alone / plenary discussion	The students learn more about a well-balanced diet and healthy lifestyle. They receive additional information about the food groups (by clicking on the "+" besides each food group). They can read the information or listen to the teacher who gives a presentation about this topic.	The teacher explains the task and lets the students read the information or he/she provides the information about a well-balanced diet by giving a presentation. He/she encourages the students to ask questions if something is not clear.

	Alone	The students look at their favourite dishes they presented in “step 1”. They compare their foods with the food pyramid and evaluate how healthy their favourite meals are.	The teacher gives instructions and assists the students who need help.
Step 3 60 minutes	Alone	The students think of their favourite healthy dish and all its ingredients. They write the name of this dish on a sheet of paper and draw all the ingredients. They take a photo of their drawing. They search for and write down the recipe of their favourite dish.	The teacher gives instructions and helps the students individually to find the recipe if they require help.
	Alone	The students make a shopping list with the ingredients for their favourite healthy dish. They calculate the required amount for four persons. They research the prices of the ingredients and write them down beside each item. Then they calculate the price of the whole dish. Eventually, they post their shopping list with the amounts and prices.	The teacher explains how to make the shopping list, calculate the amounts and find out the prices. He/she uses the example on the CORE edX tool to illustrate the task. Then he/she walks around and assists the students individually.
	Group work	The students read the recipes and shopping lists of their colleagues. They can give feedback and make comments on how to modify the dish.	The teacher assists the students in submitting the recipes and lists. He/she can also post comments online.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students’ performances.



Unit 2 Clean is beautiful

Goals

The students learn to

- find information about germs and know what kinds of germs exist.
- understand what kinds of illnesses germs might cause.
- provide reasons why washing their hands is important.
- know how to keep themselves clean and to care about their hygiene.

Step	Setting	Activity	Teacher's role
Step 1 30 minutes	Alone or pair work	The students read the information on bacteria, viruses and fungi. Then they read the statements about these microorganisms and assign the icons to the corresponding statements. They research additional information about bacteria, viruses and fungi on the internet, in order to assign the right icon to the corresponding statement.	The teacher can give a brief presentation about bacteria, viruses and fungi and how they are related to our life and health. He/she supports the students in researching information and provides additional explanations.

	Alone	The students imagine how bacteria, viruses and fungi might look. They make a drawing of each of these kind of micro-organisms on a sheet of paper. Then they take pictures of their drawings.	The teacher explains the task and points out that they can use their fantasy to draw bacteria, viruses and fungi.
	Pair or group work	The students find a partner or form groups. Each presents his/her drawings of the microorganisms and tells what he/she found out about them. Then they discuss about the harm these micro-organisms can cause but also about their potential benefits. They also exchange ideas about how they can protect themselves from sickness.	The teacher gives instructions. Then he/she walks around, looks at the drawings and listens to the discussions. He/she provides explanations, if there are questions or if some things are not clear.
Step 2 45 minutes	Plenary discussion	The students spread glitter or another material over a ball. They stand in a circle and throw it to each other so that each of them has the chance to catch it. Then they look at their hands and discuss what the material sticking at their hands might represent. Afterwards, they wash their hands.	The teacher brings a ball and a material like glitter that sticks to the ball. He/she then gives instructions on what to do with the ball and moderates the discussion about the “dirt” on the hands and handwashing.
	Alone / plenary discussion	The students study the five handwashing steps. They read about why it is important to wash the hands and in which situations they should wash them. They can also watch the video about the importance of handwashing, or the teacher can provide the relevant information in a presentation. Afterwards the whole class might go out and wash their hands according to the instructions they read.	The teacher gives instructions. He/she gives (additional) explanations on how to wash hands and why and when it is important to wash our hands. He/she might also demonstrate how to wash hands.
	Alone	The students think of reasons why and when they wash their hands. They write these reasons down into the CORE edX tool or on a piece of paper. Then they submit their notes.	The teacher explains the task and might make some examples. He/she assists students individually.
Step 3 45 minutes	Alone	The students think of their daily routines of personal hygiene, starting in the morning. They think of occasions and different parts of their body they wash and clean in the course of the day. Then they write down their daily routines of keeping themselves clean.	The teacher gives instructions and gives examples of what to think of in matters of personal hygiene (show-ering, brushing teeth etc.). Then he/she walks around and provides help if needed.
	Alone or pair work	The students look at the symbols and arrange them into groups. Each group represents body parts that are washed/cleaned with the tools the students choose. Then they take a screenshot of their order. The students can do this task alone or with a partner.	The teacher gives explanations and can give an example to show how to form a group. He/she then walks around and assists the students individually.
	Alone or group work	The students look at the symbols and how they grouped them. Then they write down sentences describing which part of the body they wash/clean in which situation and why. Then they count the number of sentences. If they are in a group, they compare the number of sentences. They also discuss which grooming activities they find the most important and why.	The teacher gives instructions and provides an example of how such a sentence could be worded. Then he/she walks around, assists students individually and listens to the group discussions.

Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.
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Unit 3 The risks of drugs and alcohol

Goals

The students learn to

- provide reasons why they agree or disagree with certain statements about drugs and alcohol consumption.
- assess reasons why somebody may or may not take drugs.
- make a distinction between internal and external factors that cause people to drink alcohol or take drugs.

Step	Setting	Activity	Teacher's role
Step 1 30 minutes	Alone	The students read the statements on drugs, alcohol and addiction. If they agree with the statement, they click on it and press submit. If they agree with further statements, they repeat this action.	The teacher explains the task and assists the students, when they have difficulties choosing and submitting the statements.
	Alone	The students read the statements on drugs, alcohol and addiction as well as the additional information. They choose one or more statements and write why they agree or disagree with this statement.	The teacher gives instructions and might make an example by agreeing or disagreeing with one of the statements. He/she then walks around and assists the students individually.
	Plenary discussion / group work	The students discuss together, as a whole class, in groups or in pairs, why they have agreed or disagreed with certain statements. They also reflect on how they would change the statements so that they could agree. Then they write down their opinions and post it on the edX online platform. They can read and comment on their colleagues' posts.	The teacher moderates the discussion and asks follow-up questions, if it takes place in a plenary. If the discussion takes place in groups, then the teachers give instructions, walk around and listen to the discussions.
Step 2 60 minutes	Alone	The students read the story of Ibrahim experiencing peer-group pressure.	The teacher gives instructions.
	Alone	The students think of the options Ibrahim has and what the consequences of choosing each option might be. They write down the options and the resulting consequences on a sheet of paper or into the field on the CORE edX tool. Then they think about whether they have found themselves in similar situations and how they dealt with it.	The teacher explains the tasks and gives an example by providing an option Ibrahim has and the consequence this choice might result in. He/she then assists the students individually.

	Group work / plenary discussion	The students form groups of four. They discuss together the choices Ibrahim has. They think of two scenarios: one where Ibrahim joins his friends in smoking and one where he declines to smoke hashish. They perform a role-play, acting out each scenario in front of the class. Then the students discuss Ibrahim's reaction and how it reflects his values and beliefs.	The teacher gives clear instructions on how to prepare the role-play. He/she assists the groups in creating the play. After the play he/she moderates the discussion and asks follow-up questions.
	Alone / pair work	The students think about how they should act in situations of social pressure. They think of strategies that can help them to make smart decisions and do the right thing. They also reflect who might help them in such situations. They write down their thoughts and post them on the CORE edX tool.	The teacher encourages the students to think about situations where they experience group pressure and to think of strategies to deal with them. He/she might comment on the posted strategies online.
Step 3 30 minutes	Alone	The students imagine a situation where a group of friends are drinking alcohol and he/she is invited to join them. The students draw two separate columns on a piece of paper, one to write down internal and the other external factors to join the group. Then they think which internal and external pressure might lead them to drinking alcohol in such a situation. They write down these causes in the respective column.	The teacher gives instructions and explains the differences between internal and external factors. He/she can hand out sheets of paper. Then he/she walks around and assists students individually.
	Group work	The students form groups of four. They discuss their reactions and provide reasons for their decisions. They also reflect on what consequences their decision has on themselves and their values, particularly with respect to their relations with their friends.	The teacher gives clear instructions for the discussions and concerning the questions they should address. He/she then walks around and listens to the discussions.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.