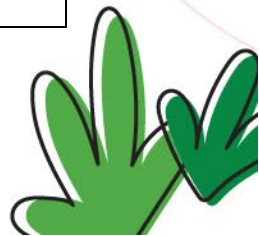
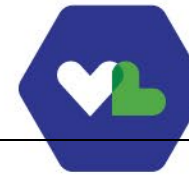




HEALTH, FOOD AND MOVEMENT

<p>Introduction</p>	<p>Moving gives you energy and hanging on the couch makes you tired. Exercising ensures that substances such as endorphins and dopamine's are produced. Many people experience a huge threshold to start moving, while it can be done very easily. Besides exercising enough, a healthy diet is also very important to stay healthy.</p>
<p>Objective / teachers' goal</p>	<p>To make students aware health can be looked at from different angles and how nutrition and exercising have an influence on health. The student is able to give an opinion about their own dietary pattern and can come up with different actions to improve their health.</p>
<p>Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)</p>	<p>Competence in analysing health needs (personal level)</p>
<p>Dimensions (check the dimensions and related aspects below) <input checked="" type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning</p>	
<p>Materials</p>	<ul style="list-style-type: none"> • Smartboard • Appendix 1 (to write down (un)healthy food) • Appendix 2 (empty bingo card)
<p>Approach</p>	<p>Introduction</p> <p>The teacher starts by showing the student a short video: https://youtu.be/TmTCUsDmJEg (only available in Dutch).</p> <p>Summary of the video: this video is part of an initiative of ROC Midden Nederland to support student well-being. The initiative is called 'To feel good' challenge and contains six challenges whereby happiness-psychologist Merijn Ruis gives practical and useful tips for students to enhance their wellbeing. In this clip, students are challenged to exercise more throughout the week. The challenge is to have two extra moments of movement or exercise during the upcoming week. After a day at school or work it's easy to hang on the couch. But it seems that this makes you feel more tired. Exercising makes you feel proud and better about yourself. If you don't like it, realize there are so many different ways of moving. If you think about it, it can be done easily. For example: take the stairs instead of the elevator. It also can help to exercise together or just go out for a walk!</p>





After this introduction video, ask the students the following questions:

- What do you do in terms of exercising/movement?
- What are your motives to exercise?

Assignment 1: Statements

First, the students make pairs. Ask the students to come up with a statement related to health, nutrition and exercising. The statements are collected on a piece of paper, smartboard or something else. Ask the students who is in favour and who is against the statement. Give the students time to come up with pros and cons. Then, the students debate these statements. The teacher leads the conversation.

Examples of statements:

- *Students have to exercise for an hour every day at school.*
- *Energy drinks has to be forbidden.*
- *Parents are obliged to set a good example for their children regarding healthy eating and exercising.*

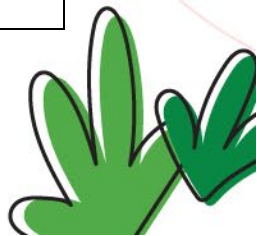
Assignment 2: Healthy and unhealthy food

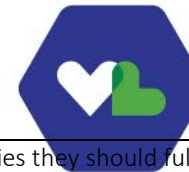
Divide the class into groups of 3 or 4 students. Give each group a pen and paper (Appendix 1). The students make a list of healthy and unhealthy food. What do the students see as healthy and unhealthy? If there are any doubts, ask the students to argue why it belongs in one row (healthy) or the other (unhealthy). Then the students make (for themselves) a list of what they eat during a day and discuss this with each other:

- How was it to make this list?
- What do you notice about your diet?
- What are you satisfied with?
- Are there things you would like to change?
- What could be a first step?

Assignment 3: Bingo card

The students will come up with actions or activities they can do during the week to improve their health regarding nutrition and exercising. These should be small actions that a student could start with the same day. They write down the actions on their bingo card (Appendix 2). Who will manage to make a bingo this week?





	<p>Make agreements about the amount of activities they should fulfil to make a bingo (full card, how many rows or columns etc.)</p> <p>Examples of actions:</p> <ul style="list-style-type: none">• <i>Going to bed at 10 p.m.</i>• <i>Going to school by bike</i>• <i>Eating an apple</i>• <i>Cooking a meal by yourself</i>• <i>Making a walk for at least 20 minutes</i>
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	<ul style="list-style-type: none">• Debate• Individual and group assignment• Bingo card
Duration	About 45-60 minutes
Final goal (learning outcome)	The student is able to give arguments in favour or against a statement about health, and is aware of the importance of exercising and nutrition in health. The student has formed an opinion about their own dietary pattern and has thought of actions to change this if the student wants to.





Dimension/Aspects							
Bodily functions	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
Mental well-being	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
Quality of life	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
Social participation	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
Daily functioning	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
Meaning	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

