

Health and Fitness

★ ACTIVITY 1A: HEALTHY LISTENING □

AIMS: To introduce food vocabulary • To give opinions about likes and dislikes • To discuss merits of types of food
LANGUAGE: *Who likes ...?*
 • *Fruit, vegetables, apples, cereal, yoghurt, milk, rice, eggs, pasta, beans, fish, salad, bread, crisps, cake, sweet drinks, pizza, chocolate, chips* • *Healthy/ unhealthy*
 • *Yes/No* • *What do you eat lots of? I eat lots of ...*
TIMING: 20-30 mins
GROUP: Class/Ind
WHAT YOU NEED:
 Photocopy 1 per child. Cassette (tapescript p.92). Pens. Pictures or realia of *chocolate, apples, pencils, children, books* to illustrate lots of.

WHAT YOU DO:
1 Show the children the chocolate and the apple or the pictures of them. Then hold up the chocolate and ask *Who likes chocolate?* Children put their hands up. Do the same with the apple.
2 Using pictures, teach *lots of apples, chocolate, pencils, children and books*.
3 Now hold up the apple and say *healthy*. Write on the board and underline the *h*. Now do this with the chocolate and say that it is *unhealthy* to eat lots of chocolate. Write on the board and underline *u*.
4 Give out photocopy 1 to each child and elicit the names of the foods there. Hold up your copy and point to individual things and say *What's this?* Help them with the answers where necessary.
5 Read out all the names of the foods on the page and point to them as you do so. Make sure everyone can see.

6 Point to *healthy/unhealthy* on the board. Tell the children they are going to listen to a list of *healthy* foods. As they hear the name of a food they should find it on the page then write *h* (for *healthy*) in the box by it. Tell the children you will play the cassette three times.
7 Play the cassette, pausing at the pause marks (/ /) so that the children can identify the food and write the letter.
8 Point to one type of food on the photocopy and ask them to put their hands up if they eat lots of this food. Do this with several of the pictures. Say that they are healthy foods and very good for you.
9 In pairs children ask their partners *What do you eat lots of?* and Child B should answer *I eat lots of ...*

FOLLOW-UP ACTIVITY:
 Make a class/individual collage with pictures of healthy foods and label each example.

★★ ACTIVITY 1B: A LOT OF/A LITTLE OF ... □

AIMS: • To introduce food vocabulary • To give opinions about likes and dislikes • To discuss eating styles • To introduce *healthy and unhealthy*
LANGUAGE: As Activity 1A plus *What do you like? I like ...*
TIMING: 15-20 mins
GROUP SIZE: Ind/Pairs
WHAT YOU NEED:
 Photocopy 1 per child. Cassette (tapescript p.92). Pens. Pictures/realia of *chocolate, apples, pencils, children, books* to illustrate lots of and some.

WHAT YOU DO:
 See Activity 1A Step 1.
2 Using pictures elicit *lots of apples, chocolate, pencils, children and books*. Do the same with *some*.
3 Hold up the apple and say *It's good to eat apples. It's healthy to eat apples. It's healthy to eat lots of apples*. Now do this with the chocolate and say *It's unhealthy to eat lots of chocolate. You can have some chocolate but not lots of chocolate*. Write *healthy and unhealthy* on the board and underline the *h* and the *u*.
4 Give out photocopy 1 to each child and elicit the words for these foods. Hold up your copy and point to individual things and say *What's this?* Let them answer or you tell them what it is.

5 Read out all the names of the foods on the page and point to them as you do so.
6 Explain that they are going to listen to a list of healthy foods. When they hear the name of a food they must write *h* (for *healthy*) in the box next to it. Play the cassette three times, pausing (/ /) for the children to write the letter. (See tapescript 1A.)
7 Put the children in pairs. Child A asks *What do you like?* Child B: *I like ...* Then swap roles.

FOLLOW-UP ACTIVITY:
 The children draw two circles. They then draw healthy foods in one circle and unhealthy foods in the other circle.

★★★ ACTIVITY 1C: DAILY MENUS □

AIMS: To use food vocabulary
 • To introduce *healthy and unhealthy*
LANGUAGE: *Lots of/some*
 • *It's healthy/unhealthy to eat lots of ...* • *Who likes ...? Every day I eat ...* • *Crisps, biscuits, chips, sweet drinks, apple, pizza, fruit, cereal, salad, beans, water, bread, yoghurt, chocolate*
TIMING: 15-20 mins
GROUP SIZE: Ind/Pairs
WHAT YOU NEED:
 As Activity 1B plus pictures or realia of food.

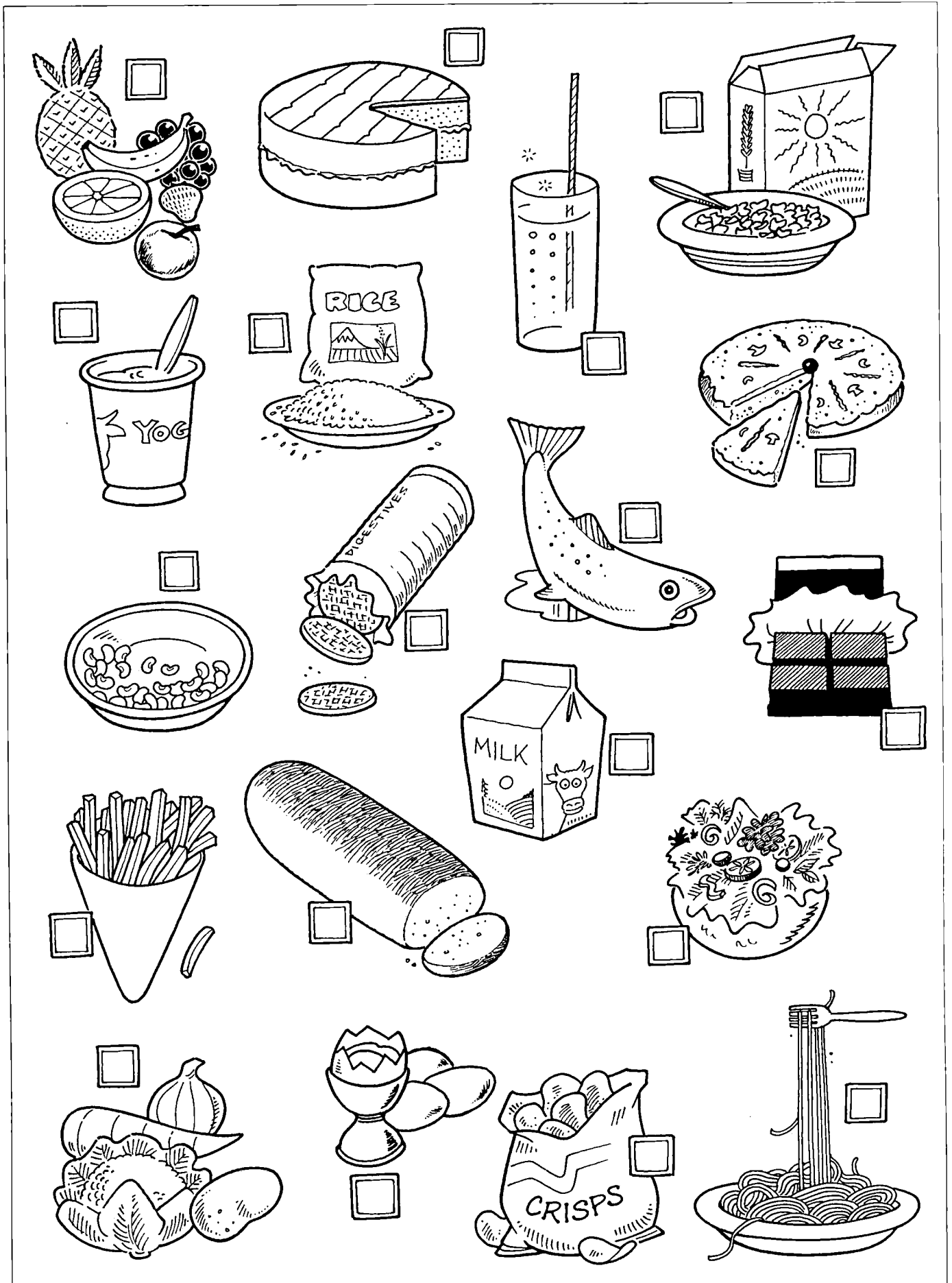
WHAT YOU DO:
 See Activity 1B Steps 1-4.
5 Tell the children they are going to listen to a list of food that two different children eat in one day. They have to write 1 next to the food that the first child describes and write 2 next to the food that the second child describes. Tell the children you will play the cassette three times.
6 Then ask the children what food child number one ate. Then do the same for child number two. Ask the children to look at these foods and decide if child number one eats healthy or unhealthy food. Do the same

with child two. (Child one eats unhealthy food and child two eats healthy food.)
7 In pairs children look at the pictures of food and say *It's healthy to eat lots of ...* or *It's unhealthy to eat lots of ...* They could make a list of healthy foods.
8 When they have finished let some pairs read out their 'healthy daily diet'.

FOLLOW-UP ACTIVITY:
 Do a 'Healthy Diet' class survey. Ask the class, e.g. *Do you eat apples? Do you eat carrots?* Count hands and write the results on the board. The children copy the results.

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★ ACTIVITY 2A: MAKE A JOINTED PUPPET

AIMS: To make a jointed puppet
• To listen to instructions • To identify language for parts of the body

LANGUAGE: Arm, leg, body, head, foot, hand • Cut, stick, move • What's this? It's a/an ...

TIMING: 30-35 mins

GROUP SIZE: Ind/Class

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Tags/string and split pin x 13 for each puppet. Colours. Hole-punch. A ready-made jointed puppet and a puppet cut out but not assembled.

WHAT YOU DO:

1 Show the children your puppet and explain that they are going to make a jointed puppet. Show the joints and explain what *jointed* means using the ready-made puppet.

2 Give each child photocopy 2 and let them cut out the parts of the puppet carefully.

3 Give the children the tags/string (x 13) for each joint.

4 With your unassembled puppet show the children how to 'joint' the puppet. Each joint should be hole-punched and then the string or tag used to connect them. Children make their puppets.

5 When all puppets are finished hold yours up. Move a part of the body e.g.

arm/hand/foot and ask *What's this?* Let the children answer *It's a/an ...*

6 Tell the children to hold up their puppets and move different parts of the body as you call them out e.g. *head, leg* etc. Let the children take it in turns to call out a different part of the body.

7 The children then colour their puppets. The puppets can be kept in English books/files for future use.

FOLLOW-UP ACTIVITY:

Make a display of puppets when they have been coloured.

★ ★ ACTIVITY 2B: PUPPET SIMON SAYS

AIMS: To listen to instructions
• To use language for parts of the body • To play a game with a puppet

LANGUAGE: Body, head, arm, leg, foot, hand, joint, shoulder, knee, ankle, elbow, wrist, neck, hip • Bend

TIMING: 30-35 mins

GROUP: Ind/Class

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Tags/string and split pin x 13 for each puppet. Colours. Hole-punch. A ready-made jointed puppet and a puppet cut out but not assembled.

WHAT YOU DO:

1 Show the children your puppet and explain that they are going to make a jointed puppet. Introduce *neck, shoulder, elbow, wrist, knee* and *ankle*. Show the joints on the ready-made puppet and explain that joints help parts of our bodies move, showing them what you mean.

See Activity 2A Steps 2-4.

5 When all puppets are finished hold yours up and ask the children to tell you which part of the body you are moving, e.g. *arm/hand/foot* etc. Now point to the joints and ask the class to name them.

6 Tell the children to hold up their puppets and move different parts of the body as you call them out, e.g. *head, leg* etc. Let individual children do this around the class.

7 Now play *Simon Says* with the puppets. Using your puppet say *Simon says bend your arm/bend your leg* etc. If you say *Simon says bend your leg* the children should make their puppets bend a leg, but if you say only say *Bend your leg* they shouldn't and are out if they do so. The winner is the last puppet still in the game. Play the game again and let individual children call out the instructions.

8 Children colour the puppets at home or in class. The puppets can be kept in English books/files for future use.

FOLLOW-UP ACTIVITY:

Play *Simon Says* with the class and not the puppets.

★ ★ ★ ACTIVITY 2C: BODY PARTS AND SPORTS

AIMS: To make a puppet • To use language for parts of the body
• To link body parts and sports
• To introduce the vocabulary of sports

LANGUAGE: Head, body, legs, arms, foot, hands, face • Football, tennis, swimming, netball, baseball, volleyball • Joint, neck, shoulder, elbow, wrist, hip, knee, ankle

TIMING: 30-35 mins

GROUP SIZE: Ind/Group

WHAT YOU NEED:

As Activity 2B plus some pictures of sports e.g. *tennis, football, swimming, netball, baseball, volleyball*.

WHAT YOU DO:

See Activity 2B Steps 1-4.

5 When all puppets are finished hold yours up and ask the children to tell you which part of the body you are moving e.g. *arm/hand/foot* etc. Now point to the joints and ask the class to name them.

6 Tell the children to hold up their puppets and move different parts of the body as you call them out, e.g. *head, leg* etc. Let individual children do this around the class.

7 Using the pictures of the sports teach the names for them.

8 Now using your puppet to demonstrate, say a sport and ask the children to move their puppets as though they were playing that sport e.g. *tennis* (they should bend one elbow and put the arm in the air then bring it down quickly, like a serve in tennis). Do

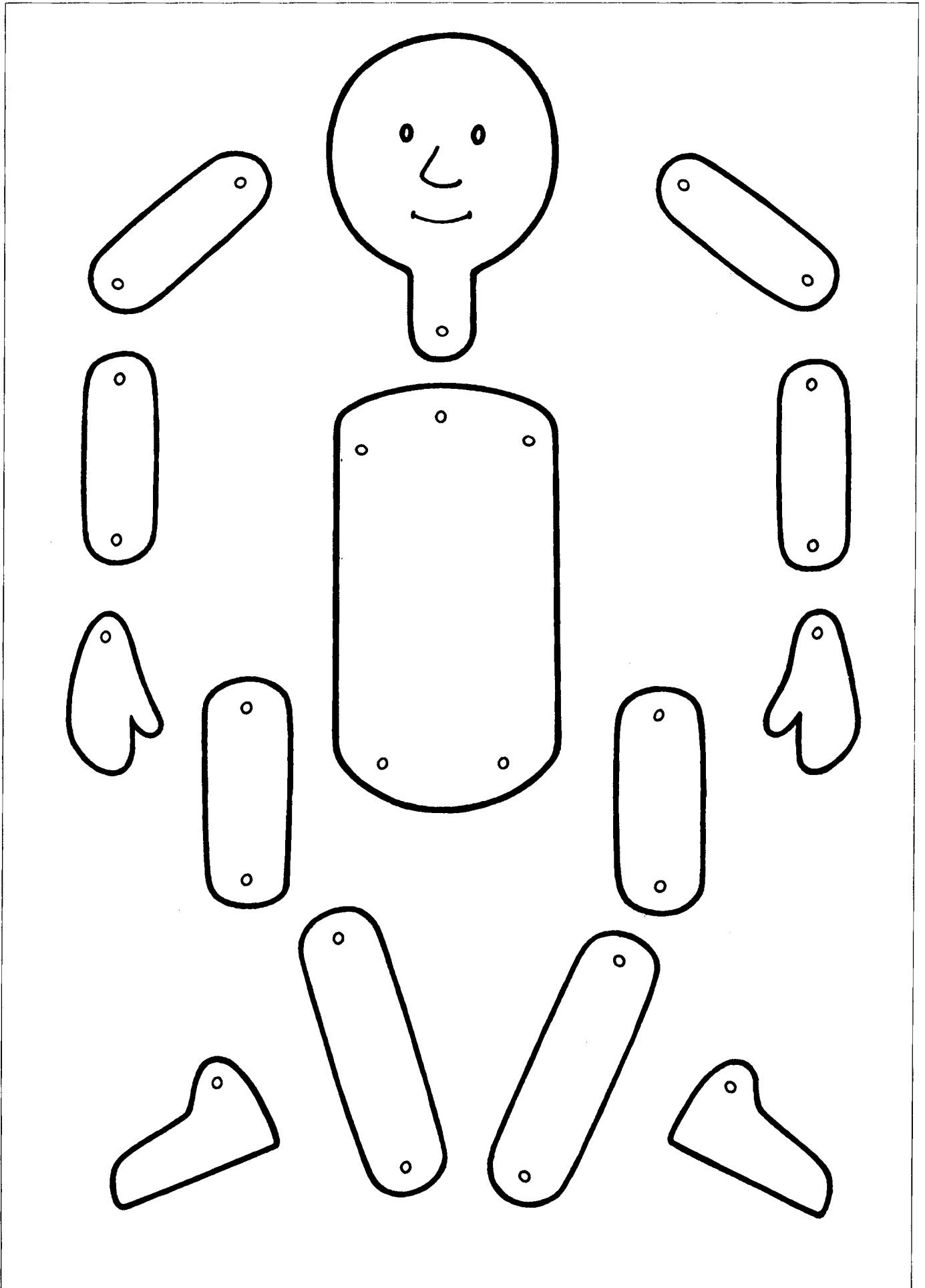
this with other sports, and let individual children call out a sport and move round the class so that all the children do this at least once. It doesn't matter if a sport is repeated. Now let the children play this in groups of four for a few minutes.

9 Children colour the puppets at home or in class. The puppets can be kept in English books/files for future use.

FOLLOW-UP ACTIVITY:

Create a display for each of the sports, e.g. *football, tennis, swimming* etc.

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★ ACTIVITY 3A: BODY SNAP

AIMS: To use language for parts of the body • To play a game
• To introduce the language for games

LANGUAGE: *Arm, hand, face, foot, head, ear, knee, thumb, body*
• *Snap, It's my/your turn, I win!*
• *What is it? It's a ...*

TIMING: 15-25 mins

GROUP SIZE: Pairs

WHAT YOU NEED:

Photocopy 3 per child. Scissors. Envelope for each child to keep their cards in. One set of cards cut out for you to use as a model.

WHAT YOU DO:

1 Give out photocopy 3 to each child and let them cut out all the cards.

2 When they have finished hold up each card separately and ask *What is it?* (*hand/arm* etc). Teach the word if it is new to them.

3 Show them how to play *Body Snap* in pairs. Use a child to help you model the game. You both have your cards on the table face down in one pack. When it is your turn, turn over one card and put it on the pile in the middle of the table that you both make. As you turn the card you say what it is, e.g. *head, hand*. If the card on the top of the pile in the centre of the table is exactly the same as the one you are turning over, the first of the two players to

shout *Body Snap* picks up all the cards on the table. If they both say it together they share the cards. The winner is the player left with all the cards.

4 Let the class play in pairs for about 5-10 minutes until they have all won at least one game each. When they have finished make sure they take their time to carefully separate the cards again so that each child has a complete set each.

FOLLOW-UP ACTIVITY:

Play *Body snap* in groups of four or six which makes it fast and exciting. They have to concentrate even more!

★★ ACTIVITY 3B: BODY PELMANISM

AIMS: To introduce new language for parts of the body
• To play a game

LANGUAGE: *Arm, hand, face, foot, head, ear, knee, thumb, body*

TIMING: 20 mins

GROUP Pairs

WHAT YOU NEED:

Photocopy 3 per child. Scissors. Envelope for each child to keep their cards in. One set of cards cut out for you to use as a model.

WHAT YOU DO:

See Activity 3A Steps 1-2.

3 Show the children how to play by modelling the game with a pupil. One complete set of cards is spread out on a table face down. Take it in turns to turn over two cards. If the two cards are of the same thing e.g. *arm* and *arm* then the player keeps that pair of cards. If the player does not turn over a matching pair then the cards have to be turned back over and the player has to try again next time. The winner is the player with most of or all the cards.

4 Put the class into pairs and let them play the game once or twice.

FOLLOW-UP ACTIVITY:

Let the children make new pairs of cards by cutting out different body parts from magazines, e.g. *eyebrows, lips, ears, chins, thumbs, toes* etc.

★★★ ACTIVITY 3C: BODY JOINTS PELMANISM

AIMS: To use language for parts of the body • To introduce connecting parts of the body
• To play the game

LANGUAGE: *Arm, hand, face, foot, head, ear, knee, thumb, body, finger, elbow*

TIMING: 20-25 mins

GROUP SIZE: Pairs

WHAT YOU NEED:

Photocopy 3 per child. Scissors. Envelope for each child to keep their cards in. One set of cards cut out for you to use as a model.

WHAT YOU DO:

See Activity 3A Steps 1-2.

3 Now draw a large stick person on the board and label *arm, hand, foot, leg, elbow, finger, head, face* and *body*. Point out how there is a connection between the following because they 'join': *face and head, head and body, body and arm, body and leg, arm and hand, hand and finger, leg and foot, arm and elbow, leg and knee*.

4 Check understanding by asking *Do the hands and the feet join?* (*No.*) *Do the fingers and the hand join?* (*Yes.*)

5 Show the children how to play the game by modelling it with a pupil. One complete set of cards is spread out on a table face down. Take it in turns to turn over two cards

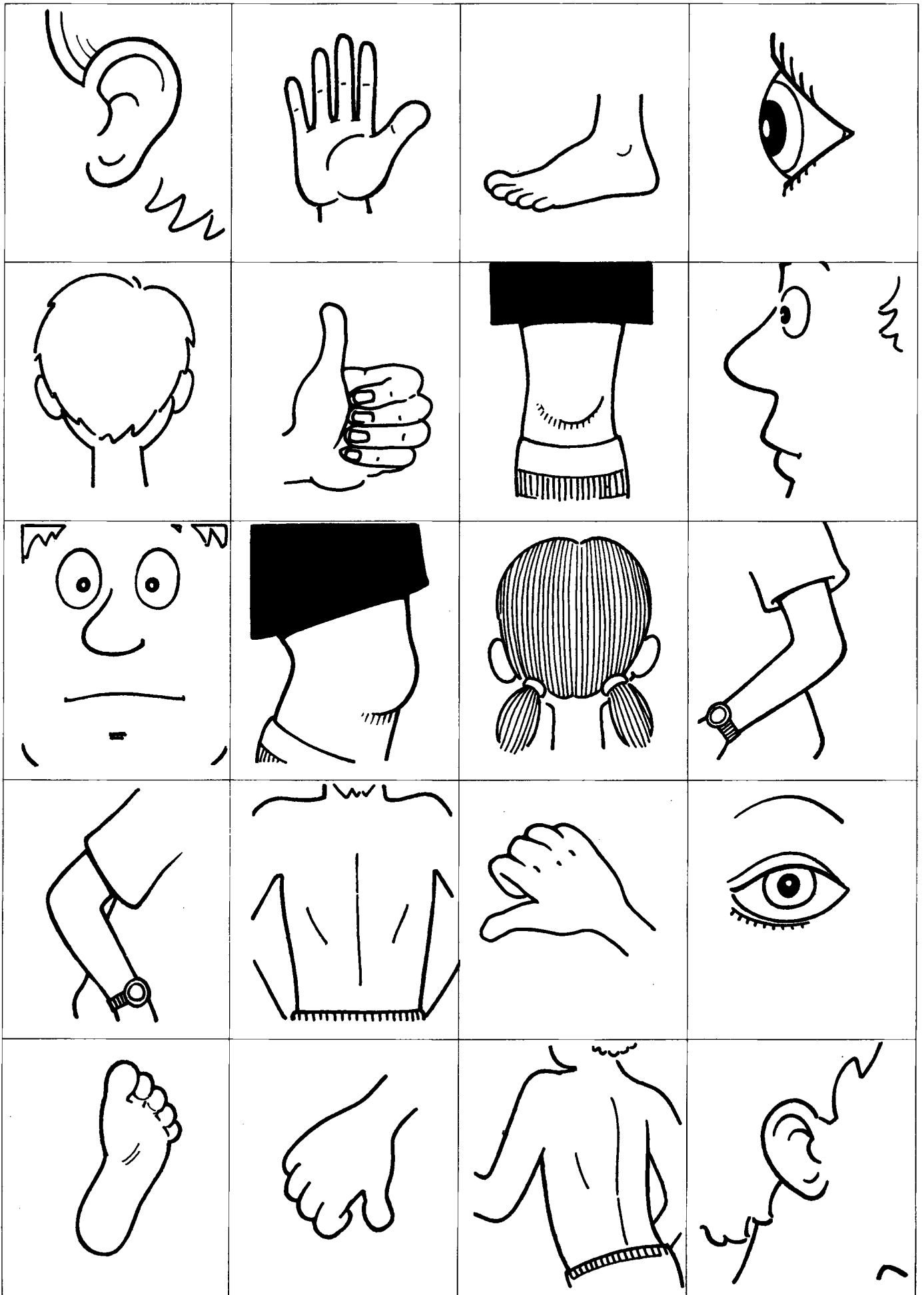
saying what each card is as you turn it over. If the two cards are a 'joining' pair, e.g. *elbow and arm* or *body and leg* then the player keeps that pair of cards. If the player does not turn over a 'joining' pair then the cards have to be turned back over and the player has to try again next time. The winner is the player with the most of or all the cards.

6 Split the class into pairs and let them play the game once or twice.

FOLLOW-UP ACTIVITY:

Extend the game by adding more cards and playing for longer.

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★ ACTIVITY 4A: THE BODY SONG □

AIMS: To use language for parts of the body • To sing a song
LANGUAGE: *Head, shoulders, knees, toes, eyes, ears, mouth, nose*
TIMING: 20-30 mins
GROUP SIZE: Class
WHAT YOU NEED:
 Photocopy 4 (top) per child. Cassette (tapescript p.92). Pictures of parts of the body/whole body so all the new vocabulary is visible. (Practise miming the song before you do it in class. You must touch the part of the body that you are singing about as you sing.)

WHAT YOU DO:
1 Using the pictures elicit the vocabulary for parts of the body. Now ask a volunteer to come to the front of the class. Point to parts of his/her body and elicit the vocabulary.
2 Give out photocopy 4 (top) to each child. Tell the children that you are going to sing a song about the body. Point to the parts of the body on the page and ask the class *What is it?* Elicit the vocabulary for each part of the body.
4 Play the song on the cassette.
5 Now let them sing the song and touch the part of the body they are singing about as they sing.

FOLLOW-UP ACTIVITY:
 Introduce the children to a new verse, e.g. *Arm, wrist, elbow, hand, elbow, hand Arm, wrist, elbow, hand, elbow, hand Finger, nail, knuckle and fist Arm, wrist, elbow, hand, elbow, hand*
 Split the class into two groups. One group sings verse one and the other group sings verse two. As one group sings the other group has to touch the parts of the body.

★★ ACTIVITY 4B: SING THE BODY SONG AND WRITE ANOTHER VERSE □

AIMS: To use language for parts of the body • To introduce new vocabulary • To sing a song • To identify parts of the body • To write a new verse
LANGUAGE: *Head, shoulders, knees, toes, eyes, ears, mouth, nose*
TIMING: 30-35 mins
GROUP SIZE: Class/Group
WHAT YOU NEED:
 As Activity 4A plus pens/pencils. Paper.

WHAT YOU DO:
 See Activity 4A Steps 1-5.
6 Now ask the children to look carefully at the song and ask them to tell you what each verse looks like/how it is written. (There is basically a list of four parts of the body repeated for two lines then there are four more parts of the body and then the first four repeated again.)
7 In groups of four to five, children now write another verse. They will need to ask you for vocabulary. If you wish, you can give each group a particular part of the body to use, e.g. *head, legs, thumbs* etc.
8 Let each group practice their verse and then sing to the whole class.

FOLLOW-UP ACTIVITY:
 Make a copy of all the new verses in one song and call it *Class Body Song* and let the children illustrate this.

★★★ ACTIVITY 4C: FITNESS QUIZ □

AIMS: • To carry out a personal fitness quiz • To encourage children to think about their fitness
LANGUAGE: *When do you ...? Do you ...? Drinks, vegetables, fruit, sports, snacks, sleep*
 • *Sometimes, never, always*
TIMING: 30-40 mins
GROUP SIZE: Ind
WHAT YOU NEED:
 Photocopy 4 (bottom) per child. Pictures of *drinks, vegetables, fruit, sports, snacks, sleep*.

WHAT YOU DO:
1 Using the pictures elicit *drinks/sugary drinks, vegetables, fruit, sports, snacks* and *sleep*.
2 Now tell the children they are going to do a fitness quiz about themselves. Tell them it is interesting and fun too! Give out photocopy 4 (bottom).
3 Introduce *never, sometimes* and *always* by writing all the days of the week on the board and showing the pictures for sports. Explain that *never* would be no sports a week (put crosses in every day), *sometimes* means two or three times a week (put ticks in two or three days and crosses in the others) and that *always* is every day (put ticks in every day).
4 Model what they have to do by

answering at question three about yourself on the board. Show the picture and ask yourself out loud *When do you play sports? Never, sometimes, always*.
5 Read through the questions together as a class to see if the children understand them. Then tell them that you can come and help them with a question if they get stuck. Tell them that this is not an exam but is for fun and to find out about themselves!
6 Tell them to answer the questions.
7 Now show them how to work out their scores. They have to add all these numbers up and then find the information on the right of the quiz that corresponds to their total.

FOLLOW-UP ACTIVITY:
 Make a 'Keep Fit' poster for the classroom.

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The Body Song

Head, shoulders, knees and toes, knees and toes
 Head, shoulders, knees and toes, knees and toes
 And eyes and ears and mouth and nose
 Head, shoulders, knees and toes, knees and toes



FITNESS QUIZ

- When do you eat vegetables and fruit?
 A never B sometimes C always
- When do you have sugary drinks?
 A never B sometimes C always
- When do you play sports?
 A never B sometimes C always
- When do you watch TV?
 A never B sometimes C always
- When do you eat snacks?
 A never B sometimes C always
- Do you sleep 8-10 hours at night?
 A never B sometimes C always
- When do you think about how fit you are?
 A never B sometimes C always

SCORES: WRITE YOUR SCORE

1	A2	B4	C6	___
2	A6	B4	C2	___
3	A2	B4	C6	___
4	A6	B4	C2	___
5	A6	B4	C2	___
6	A2	B4	C6	___
7	A2	B4	C6	___

What is your total score ___
 Now look at the answers below:

28-42 You keep fit! Well done!
 14-28 Do more exercise and eat more carefully!
 0-14 Oh dear! You need more fruit, vegetables and lots more exercise!