La santé physique et mentale

Presentation of resources

Please note that some of our dossiers include activities based on authentic resources, carefully selected from the Internet. These resources consist of videos, articles or charts available from various websites, and links are provided. You may want to save copies of the videos and take screen shots of written material. However, should you notice that a link no longer functions, please contact us at [info@powerlanguage.net](mailto:info@powerlanguage.net).

This dossier contains:

PART 1: L’ALIMENTATION

1. Qu’est-ce que tu as mangé pour le déjeuner Animations 1 & 2

A scribe animation, available in 2 formats: audio with illustrations and text and audio with illustrations and no text, presenting two teenagers, Clémence and Baptiste, discussing what they had for lunch.

Script available on the Scripts PowerPoint.

After viewing the animation without text first, learners are asked to tick the 12 items which Baptiste/Clémence had to eat/drink (page 3) and then write down what they had for each category in the table on page 4.

See Activities Word document (pages 2/3/4)

Please note that answers to the activities appear at the end of the Activities Word document.

Learners can then watch the animation again, with text this time, to confirm/correct their initial answers.

1. Les 7 grands groupes d’aliments

See Activities Word document (pages 5/6/7/8)

Ask your learners to discuss if they know any food groups and which ones.

After discussing, they can look at the pyramid and try to match the descriptions and frequency recommendations to the illustrations on the pyramid.

Learners are then asked to reflect on a few questions related to each food group and provide answers, before watching the 7 familles d’aliments PowerPoint to verify their answers.

* 7 familles d’aliments PowerPoint

This PowerPoint contains:

* **Slide 3:** A recap of the main sections, with hyperlinks.
* **Slide 4:** A simple presentation of the 7 food groups.
* **Slides 5 to 6:** A presentation of food group number 1: Water and non-sugary drinks.
* **Slides 7 to 9:** A presentation of food group number 2: Starchy foods.
* **Slides 10 to 11:** A presentation of food group number 3: Fruit and vegetables.
* **Slides 12 to 13:** A presentation of food group number 4: Milk and dairy products.
* **Slides 14 to 15:** A presentation of food group number 5: Meat, fish, eggs and tofu.
* **Slides 16 to 17:** A presentation of food group number 6: Fats.
* **Slides 18 to 19:** A presentation of food group number 7: Sugar and high-sugar content foods.

Once each section has been presented, get learners to complete the activities and quiz from les 7 familles d’aliments - Activités PowerPoint.

* Les 7 familles d’aliments - Activités PowerPoint.
* **Slides 3 to 6:** Find the hidden dairy products! An activity for learners to find which dishes contain dairy products, with answers.
* **Slides 6 to 8**: A word search, to recap some of the vocabulary from the 7 food groups, with answers.
* **Slides 9 to 25:** A set of 5 simple riddles, with answers.
* **Slides 26 to 30:** A 10 question quiz, recapping on information related to the 7 food groups.

1. Maintenant, à vous…

Activities Word document (pages 9/10)

Learners are asked to go back to the information about Clémence and Baptiste’s lunch, see if they can classify the different foods within the 7 food groups and then discuss whether their lunch is balanced and healthy.

Once they’ve done that, learners could reflect on their own meals. You could organise the class into 3 groups:

* Le petit déjeuner
* Le déjeuner
* Le dîner

Each group will discuss and make notes of what they normally eat/drink for that particular meal.

From the information gathered, learners can try and create a “7 food group” pyramid that reflects what they eat, placing the food group which is most consumed at the base, up to the least consumed at the top, and then compare their pyramid with the recommended/ideal “7 food group” pyramid.

From there, they can comment on what they should change to their eating habits so that their meals are healthier.

*Qu’est-ce qu’il faut changer ? / Qu’est-ce qu’on doit changer ?*

Each group can present their findings to the class - the class tells them what they need to change:

*Pour être en bonne santé, il faut/ vous devez …. manger plus de … manger moins de… boire plus de… boire moins de…*

1. L’île déserte

Speaking/writing activity

Learners are asked to choose one food item to take with them on a desert island, present and justify their choice.

PART 2 : L’EXERCICE PHYSIQUE ET LA SANTÉ PHYSIQUE ET MENTALE

In this section, learners will reflect on sport, physical activity and mental health.

1. Les sports – speed game

Activities Word document (pages 11/12)

Looking at an illustration with 16 symbols for sports, learners compete to try and say/write as many sports as they can within 2 minutes, revising expressions such as *jouer à/au*… or *faire du/de la/des*….

They are also asked to write down 3 other types of physical activity.

Discussion: learners are asked to discuss why they think physical activity is good for their health and write down 3 reasons which come to mind.

They then have to explain their reasons to the class.

1. L’activité physique, ça sert à quoi ? Animation 3

Activities Word document (pages 13/14/15/16)

<https://www.groupe-uneo.fr/prevention-sante/uneo-prevention/enfant-et-ado/l-activite-physique-chez-l-enfant-et-l-adolescent-un-equilibre-a-trouver/les-effets-du-sport-expliques-aux-enfants>

A simple video, with text, explaining the benefits of physical activity on the body (muscles, lungs, heart, brain, kidneys).

After the first viewing, learners are asked to complete a vocabulary activity linked to body parts.

Watching the animation a second time, they can try and write a summary for each illustration provided and reorganise the illustrations in chronological order.

1. La santé des jeunes – les experts sont inquiets

Activities Word document (pages 17/18/19)

In this section, learners are asked to reflect on why experts might be concerned about young people’s physical and/or mental health.

Working in small groups, can they write down 2 reasons and then discuss with the class.

Following the discussion, they can explore this site: <https://www.sport-sante.fr/>

In the « Conseils » section, then « Santé » section, they can read the following document:

Les enfants ont perdu près de 25% de leur capacité cardio-vasculaire.

and answer a 10 question True or False activity (in English), using elements from the text in French to justify their answers.

DISCUSSION: learners are asked to reflect on what they read. Are they surprised?

What bits of information seemed most important or interesting?

If young people do less exercise, what do they do instead?

Ask them to write down a list of popular activities which have replaced physical activity.

1. La santé des jeunes – et vous ?

Activities Word document (pages 20/21/22)

Learners are now encouraged to reflect on their own practices: are they very active? Do they spend a lot of time in front of screens? Are they balanced?

After they’ve discussed, they can watch the video:

Pour s’amuser, l’écran, c’est bien, le sport, c’est mieux.

<https://www.youtube.com/watch?v=NSw26JMM_6s>

Watch the video a first time without the sound. Learners watch the 3 sequences, each one presenting 2 young people in different situations.

In small groups, they can describe and discuss what they’ve seen.

What are the youngsters doing? What are the contrasts? Is there a message? What might the message be?

Learners can write down their observations and ideas in the table provided.

Once all the descriptions/ideas have been discussed as a class, learners can now watch the video again, this time with sound.

Again, they can jot down what they understood in the table provided, taking note of what activity each teenager was doing and what physical impact each activity had on them.

Over to you…

Learners, in pairs or small groups, are now asked to imagine a 4th sequence with 2 other young people.

One of them practises his/her favourite physical activity, the second one his/her favourite sedentary activity

Following the model of the video, learners can present the 2 activities and give arguments showing the advantages/disadvantages for physical health and mental health.

This could be presented as an animation or a cartoon strip.

1. Pour s’amuser…

Activities Word document (pages 23/24/25)

7 short fun activities (play on words, riddles, charades…) on the theme of food and sports.

Learners are then encouraged to try and make up a few activities of their own, to test their peers.

Answers

Answers to all activities are provided on the Activities document.

Activities Word document (pages 26/27/28/29/30/31/32/33/34/35)