

Recommended Teaching Steps
2 sessions (35 - 40 minutes each)

Recommended to teach the core parts marked with ★ first. The parts without ★ can be skipped if there is not enough time.

Activity/Game

Activity/Game 1:

My Living Habits

Students will fill in their living habits, listing out their eating, resting, leisure and exercise habits. Teachers can then guide the students to review whether they live a healthy life style and allocate time appropriately.

Activity 1 Concept

- (1) A healthy life starts with a balanced routine. By reviewing our current habits and ruling out the bad ones, we can lay the foundation for a healthy life.
- (2) Teachers can learn about students' lifestyles for preparation of future teaching.
- (3) By inviting students to give suggestions for teachers, it may help engage students and at the same time help them understand more about teachers' life.

PowerPoint for Teaching



Session 1

- ★ 1. **Warm-up:** Randomly pick one or two students and ask them to talk about their usual schedule. Then, distribute the "My Living Habits" worksheet (**Activity/Game 1**) and ask students to fill in their eating, resting, leisure and exercise habits. Teachers can fill it out together with students.

Recommended time for asking question + distributing and filling in worksheet: about 10 minutes in total

- ★ 2. No need to collect the finished worksheet. Ask students to review their living habits and guide them to discuss along the following questions:
 - Do you eat regularly, taking breakfast, lunch and dinner everyday?
Does your favourite food include vegetable and fruit?
 - Do you have exercise? Will you spend more than 2 hours in exercising everyday?
 - Do you go to bed before 11pm?
 - What leisure activity do you have? How much time would you spend on it everyday?
 - Are your living habits healthy?
 - Do you see any area of improvement in your living habits?
(e.g. increase exercising time, reduce time of playing video games)



- Teachers can consider disclosing their own living habits and say that they may also have areas for improvement, such as long working hours, lack of sleep and exercise, etc. Teachers may ask students to provide suggestions for them.

Recommended time for teaching + interaction: about 5 minutes in total

- After completing the above activities, teachers can bring out the message of “bad habits will affect a healthy life” from some of the students’ habits. Teachers can emphasize that the lack of exercise and sleep, as well as an unbalanced diet will affect one’s health. Teachers then go on to introduce the way to develop a healthy lifestyle - balanced diet and routine, and regular exercise:

- **Balanced Diet**

- Food Pyramid: Follow the “Healthy Eating Food Pyramid” guide as you pick your food. Grains should be taken as the major dietary source. Eat more fruit and vegetables. Have a moderate amount of meat, fish, egg, milk and their alternatives. Reduce salt, fat/oil and sugar, and drink enough fluid. Choose low-fat cooking methods such as steaming, stewing, simmering, boiling or scalding. Also reduce the use of frying and deep-frying.
- Eat the Right Type and Right Amount of Food:
Different foods have different nutritional values. According to the Food Pyramid, we have to eat a variety of foods among all food groups as well as within each group, and a right amount of food in order to get different nutrients and meet our daily needs.
- Malnutrition can harm a person's health: Overnutrition, such as an excessive intake of total fat, carbohydrates and sugar will lead to obesity, overweight and diabetes, which can result in heart disease, kidney disease, stroke and higher risk of other cardiovascular diseases. Undernutrition can impair health and cause illness. Low fruit and vegetable intake increases the risk of stroke, heart disease and cancers. Deficiency of iron, vitamin A, zinc, iodine and other microelements may also lead to nutritional deficiency syndrome.

- **Regular Exercise**

- Can prolong our life, reduce the risk of heart disease, diabetes, high blood pressure, and colon cancer. It can enhance our fitness, control body weight, reduce depression and anxiety, and improve our mental health.
- Physical activity needs not be strenuous to be beneficial. Physical activity equivalent to 150 Calories per day is already associated with health gains. Students can pick the sports they like to achieve the target.

- **Balanced Routine**

- A regular schedule can help us develop good dietary and living habits, which is good for both our physical and mental health.

Teachers can introduce the website of the Student Health Service of the Department of Health and ask students to browse through information of healthy lifestyle at home. [\[Activity/Game 2-1\]](#)

Recommended time for teaching: about 7 - 8 minutes

5. Teachers can further explain the impact of certain bad habits and ask students to avoid them. Teachers can then show the images of their impact on health so as to create a stronger impression to students. **[Activity/Game 2-2]**

- **Smoking:** both active or passive smokers have a higher risk of stroke, heart disease and various cancers than non-smokers. Most of the lung cancer and oral cancer patients are smokers. E-cigarettes are also harmful to health and they heat up and vaporize chemicals, which can produce harmful substances and carcinogens.
- **Drug Abuse:** Drug is extremely harmful to our body. Many drugs are addictive and can affect a person's emotion and behaviour. Drug abuse can result in many sequelae, including brain damage, frequent urination and incontinence, liver and kidney damage, and heart failure, which in severe cases can be fatal.
- **Alcohol Abuse:** Excessive drinking can damage health, especially the brain, heart, liver, pancreas and immune system. It can lead to arrhythmias, cirrhosis and liver failure and increase the risk of cancer. Alcohol is addictive and can lead to a variety of physical and mental health problems, family problems.
- **Video Game Addiction:** Addiction to video game can lead to social alienation and social barriers. It can be harmful to our eyes, spine and wrist.

In general, it is important to "make good habits as part of our lives" and to get rid of "bad habits".

★ 6. Teacher may further explain what "healthy life" means: apart from physical health, it also includes mental health. Hong Kong is a highly developed city and people living here are under high psychological/mental stress. Ask students: what will be the consequences if the stress is not relieved? Let students answer freely.

[Possible answers: mental stress, depression, anxiety etc., people in serious condition may even commit suicide]

For information on maintaining physical health and the impact of bad habits on our body etc., please refer to the "Teacher's Reference" section of this toolkit on pages 29 - 32.

Activity/Game

Activity/Game 2:

The Impact of Bad Habits

[2-1] Visit the website of Student Health Service of the Department of Health

[2-2] Powerpoint showing impact of bad habits on health

Activity 2 Concept

The provision of official source of information will enable students to obtain a holistic picture of the subject more easily. On the other hand, images showing the impact of bad habits on health can create a stronger impression to students.



7. After students' answers, teacher may take out a plastic balloon and ask: would anyone like to inflate this balloon? **[Activity/Game 3]**
8. Instruct the student to inflate the balloon to a critical size (where it will burst if further inflated). Tie the balloon (not too tight), point to it with a sharp object (such as a pen) and ask: what will happen to the balloon if we poke it with something?
9. Teachers then point out that bursting is inevitable under pressure. Ask the student to release some air until the balloon is deflated, and explain that bursting can be avoided if the pressure is relieved timely. Ask students: how can we avoid being "stressed out"? Let students answer freely.

Recommended time for the balloon activity + teaching + students' answers: about 10 minutes in total

For information on maintaining mental health, please refer to the "Teacher's Reference" section of this toolkit on page 32.

10. Ask students: how can we "relieve stress"? Hold the answer until the next session. Ask students to visit the recommended website without telling them what it is about. **[Activity/Game 4]**
- ★ 11. **Summary:** Teachers can summarise and point out that a healthy life should include both physical and mental health. We must learn to cultivate good habits and quit the bad ones to avoid burdening our organs and impacting our health. We should also learn to face and handle stress properly, and understand that stress can be relieved.

Recommended time for website introduction + summary: about 5 - 7 minutes in total

End here for Session 1 for non-consecutive lessons

Activity/Game

Activity/Game 3: Stressed Out!

Teachers may use ordinary plastic "balloons" as a material, and ask students to blow them up and deflate them, showing the benefits and the necessity of relieving stress.

Activity 3 Concept

- (1) To explain that stress can be relieved by inflating and deflating a balloon and let students think about ways to relieve stress through interaction and brainstorming.
- (2) To show students the "power" of stress, and the terrible consequences when it is not properly handled.

Activity/Game 4:

Stress-relieving Light Music

Teachers can search on the Internet for their favourite "stress-relieving light music", and provide the websites for students to browse at home.

Activity 4 Concept

Raise the interest of students and prepare for warming-up in the next session.