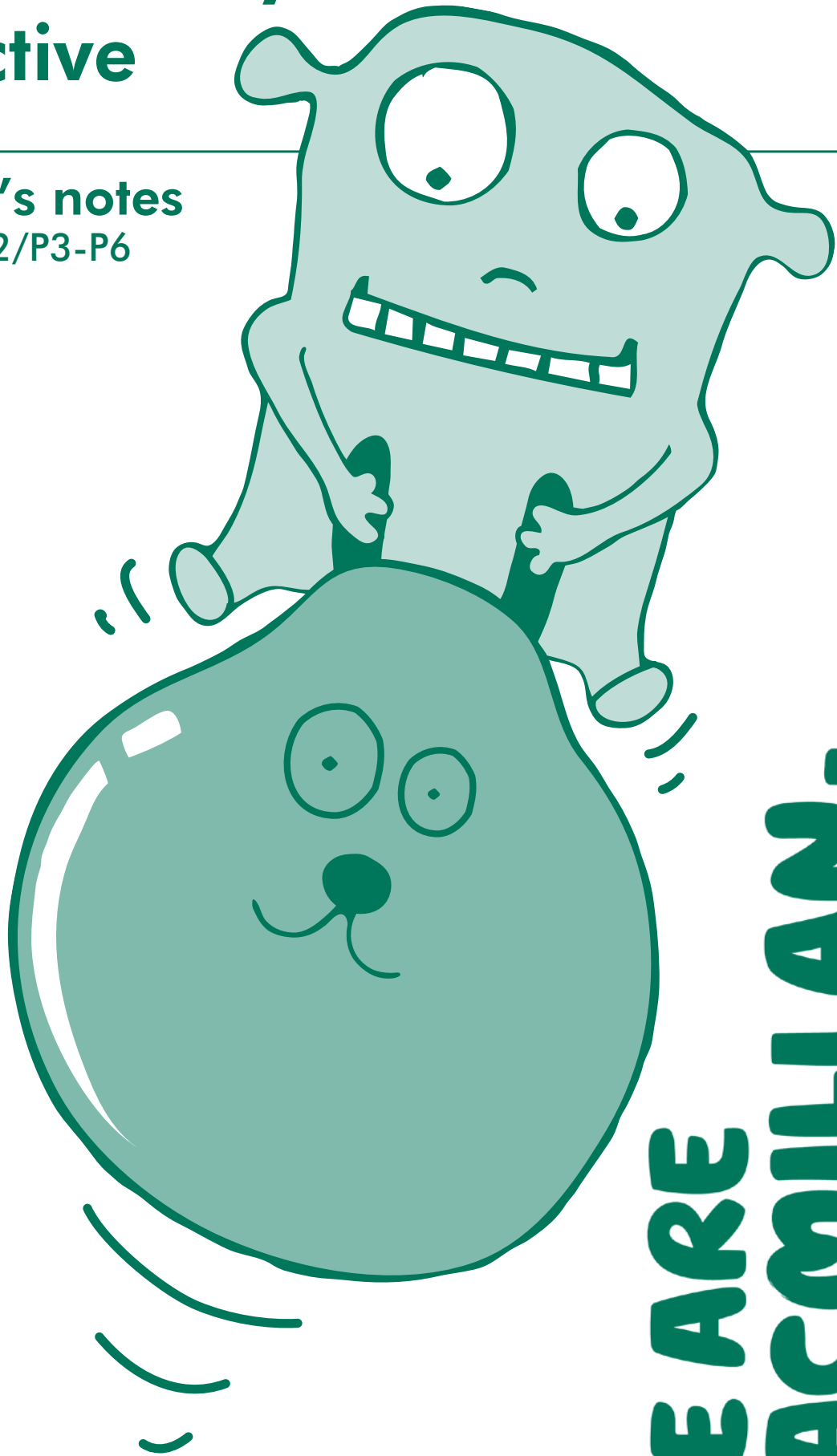


Keep Healthy Be Active

Teacher's notes
Key Stage 2/P3-P6



Learning about cancer
and lifestyle choices

www.cancertalk.org.uk

**WE ARE
MACMILLAN.
CANCER SUPPORT**

Key Question:

What are the different food groups?

Learning Objectives

English Curriculum

Science: Sc2, 2b

English: En3, 1a, 2a, 2b, 2c

PSHE and Citizenship: 3a

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to Enjoy and Achieve.

Welsh Curriculum

English: skills – 1, 3, 4, 5, 7, 8, 9. Range – 1, 2, 4.

Science: Interdependence of organisms

Skills – communication – 1, 2. Range – 2.

PSE: skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.

Links can also be made to the 'Children and Young People: Rights to Action' government programme for young people, especially in the following areas: Core Aim 3: The Best Possible Health, Free from Abuse, Victimisation and Exploitation.

Scottish Curriculum for Excellence

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This lesson links well with the CfE at the second level within:

Health and Well-being

- Food and Health.

And may, depending on the emphasis and delivery of the session, have links to other areas of the curriculum including:

- Literacy – Listening and talking
 - Tools for listening and talking
 - Understanding, analysing and evaluating.
- Numeracy – Number, Money Measure
 - Fractions, decimal fractions and percentages.
- Expressive Arts
 - Art and Design.

Northern Irish Curriculum

Language and Literacy (reading and writing):

- Using a range of sources to find, select and use ideas and information to investigate a topic.
- Participate in modelled, shared and independent writing.

Personal Development and Mutual Understanding:

- Strategies and skills for keeping themselves healthy and safe.
- Recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene.

The World Around Us: Science and Technology.

Lesson Plan

Monitoring of learning – how will you know that the children have learnt what you intended?

- Children can identify the different food groups as outlined on the 'eatwell plate' and can categorise food and drinks. It may be useful to consider the Food Standards Agency's food competency framework (for children and young people) www.eatwell.gov.uk

Preparation of resources

- magazine pictures
- eatwell plate resource sheet
- access to food books and internet (be sure to brief pupils on health and safety issues surrounding internet use)
- food diary resource sheet.

Support focus

Teacher _____

LSA _____

Starter (10 minutes)

Organise the class into small groups and hand each group a selection of food and drink pictures cut out from magazines etc. Pupils should organise them into different categories and come up with their own titles for each category (such as 'fruits', 'desserts', etc). They should be able to explain why they've chosen to include each picture in that category and share their results with the class.

Introduce the following headings:

- Fruit and vegetables
- Bread, rice, potatoes, pasta and other starchy foods
- Milk and dairy foods
- Meat, fish, eggs, beans and other non-dairy sources of protein.
- Foods and drinks high in fat and/or sugar

Write them on the board and ask pupils to organise their photo sets into the five categories. Someone from each group should stick a picture against the correct heading and explain why they have included them in that category. Do other pupils agree with them? Amend as appropriate and discuss. Can pupils name all the products? Are they able to recognise the difference between raw and cooked food?

Post lesson assessment notes

Main (40 minutes)

Show pupils the resource sheet of the eatwell plate. The eatwell plate makes healthy eating easier to understand by showing the types and proportions of foods we need to have a healthy and well-balanced diet. The eatwell plate can be downloaded from www.eatwell.gov.uk.

Ensure pupils understand the concept of a pie chart and what each section represents in terms of quantity.

Ask pupils to identify which of the foods belong to which of the headings. How do they know? What are the clues?

Continue to ask the pupils various questions such as, why bread, cereals, etc are a vital part of the daily diet and why fats and sugars should only be eaten in small quantities.

Split the class into small groups and allocate each group a different food type, such as 'fruit and vegetables'. Ask the pupils to come up with an informative poster to show other children in the school. The poster should answer the following:

- 1) What foods would you find in that category?
- 2) Why is that food group an essential part of a healthy balanced diet? (or if writing about 'food and drinks high in fat and/or sugar', why the amount should be limited.)
- 3) Roughly how much of that food group should be eaten each day? (make reference to the eatwell plate resource sheet.)

The government does not recommend portions/numbers of servings for any foods apart from fruits and vegetables (at least five portions of a variety of fruit and vegetables a day) and fish (two portions a week, one of which being oily), as there is no evidence to make such recommendations at a population level.

- 4) How can you include the food group in the daily diet (meals and snacks)? (eg smoothies, carrot sticks, etc)

You may wish to model an example based around one of the categories – eg fruit and vegetables:

- 1) Examples include bananas, apples, pears, strawberries, mango, carrots, onion, cabbage, leeks, etc.
- 2) Fruit and vegetables contain fibre which helps you digest food and is important for healthy bowels.
- 3) Most people don't get enough fibre – we can get fibre through eating whole foods such as fruit and vegetables, grains, nuts and seeds amongst others.

Post lesson assessment notes

- 4) Fruit and vegetables also provide essential vitamins to help the immune system fight illness and diseases.
- 5) Blend fruit together to make a smoothie, puree fruit to make sauces to go on yoghurt, chop up raw vegetables and use them in dips, etc.
- How can you reach five-a-day? What counts? (www.eatwell.gov.uk/healthydiet/nutritionessentials/fruitandveg/)

Ask pupils to research the topic using books and the internet. Refresh research skills with the children to ensure they don't simply copy information and that they use language appropriate for the audience.

Plenary (10 minutes)

Pupils should present their posters and talk through the content with the rest of the class. Ask the class to comment.

Homework: Ask pupils to keep a food diary for a week, noting down everything they eat and drink under the following headings: breakfast, lunch, dinner, supper, snacks. Emphasise the importance of including drinks, as they too can contain fruit and sugar intake, which can be especially high in some fizzy drinks. Ask pupils to colour code each item of food. This can then be used against the eatwell resource sheet to check if they are eating a balanced diet.

Further information

Why Bother?

www.whybother.org.uk/lifestyle/my-diet.html
Macmillan's website for young people with information on healthy eating and downloadable recipes.

Cancer Research UK

<http://info.cancerresearchuk.org/youthandschools/gamesandpuzzles/fruitandveg/>
An interactive online fruit and vegetable game for children to play.

BBC

www.bbc.co.uk/northernireland/schools/4_11/uptoyou/index.shtml
Information on a balanced diet, along with games and quizzes.

Food Standards Agency

www.eatwell.gov.uk
www.eatwell.gov.uk/healthydiet/eatwellplate/
Information on healthy eating, including the eatwell plate.

Evaluative notes

Key Question: How can we get our recommended five portions of fruit and vegetables a day?

Learning Objectives

English Curriculum

Science: Sc2, 2b

Design and Technology: 1, 2f

English: En3 1, 2

PSHE and Citizenship: 3a

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to Enjoy and Achieve, Learning to Achieve Economic Well-being.

Welsh Curriculum

English: Writing – skills – 1, 2, 3, 4, 5, 7, 8, 9. Range – 1, 2, 3, 4, Oracy – skills – 1, 7. Range – 4, 5.

Science: Interdependence of organisms

Skills – communication – 1, 2. Range – 2

PSE: Skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.

Design and Technology: Designing – all. Making – all. Range – food.

Links can also be made to the 'Children and Young People: Rights to Action' government programme for young people, especially in the following areas: Core Aim 3: The Best Possible Health, Free from Abuse, Victimisation and Exploitation.

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- Food and Health.

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- Literacy – Listening and talking
 - Tools for listening and talking
 - Understanding, analysing and evaluating.
- Literacy – Writing
 - Organising and using information.
- Expressive Arts
 - Art and Design.

Northern Irish Curriculum

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- Using a range of sources to find, select and use ideas and information to investigate a topic.
- Participate in modelled, shared and independent writing.

Personal Development and Mutual Understanding:

- Strategies and skills for keeping themselves healthy and safe.
- Recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene.

Art and Design:

- Use a range of media, materials, tools and processes in order to realise personal ideas and intentions.

The World Around Us: Science and Technology.

Lesson Plan

Action points from previous lessons – note any management or teaching issues to which you referred in the previous lesson's evaluation.

Monitoring of learning – how will you know that the children have learnt what you intended?

- Children can explain the importance of eating five portions of fruit and vegetables a day.
- Pupils can create a smoothie advert displaying the features of instructional writing as based on the model.

Preparation of resources

- magazine pictures
- blu tack
- carrot and example fruits and vegetables (be aware of allergies)
- eatwell plate resource sheet
- smoothie recipe resource sheet.

Support focus

Teacher _____

LSA _____

Starter (10 minutes)

Hand out one picture of food per pupil (collect pictures from magazines/newspapers/internet, etc). Ask pupils to group themselves together depending on the categories introduced in the last lesson. How have they decided to organise themselves? Can they justify their reasoning? Once children have sorted themselves into groups, they should sit down.

Now split the board in two and label the columns: 'healthy' and 'unhealthy'.

Ask pupils to stick their food picture in the appropriate category, using blu tack. Don't tell them if they are right or wrong.

Main (40 minutes)

Refer pupils back to resource sheet from lesson 1 (the food plate) and discuss the food types. Explain that not all foods you think are unhealthy, actually are. Likewise, some seemingly healthy options are not as good for you as you may think. Discuss a balanced diet based on the work in the

Post lesson assessment notes

last lesson. Looking back at the board, are there any food pictures they may wish to move? Would they like to create a new column for foods which are ok to be consumed in moderate amounts? Also, highlight the fact that an excess of any food, whether deemed healthy or not, can actually be detrimental. Equally, small amounts of food like cake and biscuits can be included in a balanced diet.

A balanced diet is getting the right variety of foods in the right amount. What is the right amount? Again refer back to the healthy eating plate on resource sheet from the previous lesson and use the government guidelines, as part of the eatwell website: www.eatwell.gov.uk.

Explain that the government recommends five portions of fruit and vegetables a day. Do any of the pupils know what constitutes a portion? For an adult, it is 1 medium apple, 1 banana, 2 plums, half a grapefruit, a cereal bowl of salad, 4 sticks of celery, 2 broccoli spears, etc. Fruit juices and smoothies only count as one portion regardless of how many drinks are consumed. The same applies to beans and pulses, regardless of the varieties eaten. (Check pupils understand what pulses are – show some examples of lentils, etc.) For children, it is suggested that an average portion size is about the size of your palm.

Please note however, that the government does not recommend portions/numbers of servings for any foods apart from fresh fruits, vegetables and fish, as there is no evidence to make such recommendations at a population level.

Also emphasise the importance of 'eating a rainbow', i.e. including fruits and vegetables from different colour groups. Each colour includes different properties essential for a healthy body. Bring in examples of fruit and vegetables for the children to examine, sample (allergies permitting) and name. Try to include some more unusual examples, such as artichoke, papaya, etc.

Extension: pupils may construct a diagram which clearly signposts the recommended portions of fruit and vegetables – this could be used as a display.

Ask pupils why it is so important to have a diet high in fruit and vegetables? Why do they think that some children eat as little as two portions of fruit and vegetables a day?

Ask pupils how fruit and vegetables could be made cool? What would be fun ways of getting children to eat their five portions? Model an example with the children. For example – hold up a carrot. Ask pupils what could be done to make

Post lesson assessment notes

it more appealing, such as carrot sticks, slicing in other ways, eating them with houmous, etc. What about fruit?

You may also wish to mention, that while salads are healthy, adding too much oily dressing, mayonnaise or houmous, which contain high levels of fat and salt, may counteract the health effects.

Ask pupils to work in groups to design their own healthy smoothie. First of all, they need to think about the fruit they will include and about the colour it will be. They should then come up with a name for their smoothie, design the bottle label and write a description for the back.

The resource sheet has an example of a smoothie recipe (further recipe ideas can be downloaded from the Why Bother? website) and pupils should have a go at writing their own based on the model. Refresh the features of instructional text with the children to ensure that they are clear about what is required: tell someone how to do something, heading, diagram, list, chronological order, linking words connected with time, bullet points, etc.

They should plan out their smoothie and ensure they are following the correct criteria for writing a recipe, by checking against the guidelines.

Plenary (10 minutes)

Discuss the smoothies that the groups have come up with and comment. Would they really sell? How effective is the name and logo? How appetising does the recipe sound? Take a vote for the favourite and perhaps the class could make up the smoothie and try it out (allergies permitting.)

Do pupils think that by marketing fruit as a smoothie drink, increased numbers of children are likely to have more of their five portions a day? Discuss. Also, link back to pupils' food and drink diaries in lesson 1, to see if they consumed their five portions of fruit and vegetables each day.

Further information

Why Bother?

www.whybother.org.uk/lifestyle/my-diet.html

Information on nutrition and healthy living recipes for young people.

BBC

www.bbc.co.uk/health/healthy_living/nutrition/index.shtml
Information on all aspects of nutrition. Good background information for teachers and older children.

BBC

www.bbc.co.uk/northernireland/schools/4_11/uptoyou/

Information on healthy living and diet for primary pupils, with background for teachers.

Wired for Health

www.wiredforhealth.gov.uk

The government website for children and young adults with information on healthy living and active lifestyles. There are also lesson plans for teachers.

Healthy Schools

www.healthyschools.gov.uk

Background information for teachers on healthy eating.

School Food Trust

www.schoolfoodtrust.org.uk

Information for schools, parents and young people on how to improve the quality of school lunches and snacks.

BBC

www.bbc.co.uk/food/recipes/mostof_cookingwithchildrenhugh.shtml

Recipes to try out with children.

Evaluative notes

Key Question: What health problems can result from an unbalanced diet?

Learning Objectives

English Curriculum

PSHE and Citizenship: 3a

Science: SC2 2b

Design and Technology: 1, 3

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to Enjoy and Achieve, Learning to Stay Safe.

Welsh Curriculum

Science: Interdependence of organisms.

Skills – communication – 1, 2. Range – 2.

PSE: skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.

Design and Technology: Designing – all. Making – all. Range – food.

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 - Tools for listening and talking
 - Understanding, analysing and evaluating.
- Literacy – Writing
 - Organising and using information
 - Tools for writing.
- Numeracy – Number, Money Measure
 - Fractions, decimal fractions and percentages.

Northern Irish Curriculum

Personal Development and Mutual Understanding:

- Strategies and skills for keeping themselves healthy and safe.
- Recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene.

Art and Design:

- Use a range of media, materials, tools and processes in order to realise personal ideas and intentions.

The World Around Us: Science and Technology.

Lesson Plan

Action points from previous lessons – note any management or teaching issues to which you referred in the previous lesson's evaluation.

Monitoring of learning – how will you know that the children have learnt what you intended?

- Pupils are able to name some of the health conditions that may develop as the result of an unbalanced diet.
- Pupils understand the food labelling system used by supermarkets and this will help them to make informed food choices in the future.

Preparation of resources

- food wrappers and packaging
- mini whiteboards.

Support focus

Teacher _____

LSA _____

Starter (10 minutes)

Hold a quiz with the children to test their food knowledge. Pupils should scribe down answers on their mini whiteboards.

- How many servings of fruit and vegetables should we have each day? (Five)
- How much cheese makes up one portion of our dairy intake? (a matchbox sized chunk) (You may also wish to mention that we are recommended to have three portions of dairy foods/day.)
- Name two pieces of fruit or veg which are the following colours:
 - red (tomato, pepper, strawberry, raspberry, etc)
 - purple (beetroot, cabbage, blueberry, grapes, blackberry, etc)
 - green (broccoli, spinach, sprout, kiwi, apple, lettuce, etc)
 - yellow (sweetcorn, banana, pepper, melon, pineapple, etc)
 - orange (orange, satsuma, pepper, carrot, pumpkin, papaya, etc)
 - white (swede, radish, onion, parsnip, coconut flesh, etc).
- Name two fun ways of increasing our fruit and vegetable intake (smoothies, colourful fruit salads, vegetable sticks with dips, different flavoured vegetable mash, etc).

Post lesson assessment notes

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- Name three foods which are high in fibre (wholemeal bread, porridge, Weetabix, etc).

Pupils may also wish to come up with some extra questions of their own to test the class. Make sure they know the answers to their questions though!

Please note however, that the government does not recommend portions/numbers of servings for any foods apart from fresh fruits, vegetables and fish, as there is no evidence to make such recommendations at a population level.

Main (40 minutes)

Recap how important it is that everyone maintains a balanced diet, or certain health-related problems could develop as a result. Ask children if they can name any problems or illnesses that may develop as a result of poor diet? List answers on the board.

Now write the following headings on the board and explain briefly what they mean: obesity, cancer, heart problems. (Be sensitive to any pupils in the class who may have direct experience of some of these illnesses/conditions. Reinforce that these illnesses do have other contributing factors and are not just the result of a poor diet.)

Background notes for teachers

Obesity

According to the Food Standards Agency, obesity is defined as 'putting on weight to the point that it could seriously endanger health. This is caused by a combination of eating too many calories and not doing enough physical activity'.

To explain this to the children, use some props – perhaps examples of food, or photos. Explain that you need food for energy, but if you eat and don't exercise, then the energy isn't used up and is stored under the skin as fat. This will eventually lead to weight gain, which in turn may cause other health problems, such as diabetes.

Cancer

Cancer is not a single disease with a single cause or type of treatment. In fact there are as many cancer types as there are types of human cells – just over 200. There has been suggestion that bowel, stomach and lung cancer, in particular, may develop as a result of an unbalanced diet and that a balanced diet would help us avoid about a third of all cancers. (Eat more starchy foods, high fibre foods, whole grain bread. Cut down on processed red meats such as, ham, corned beef, etc and highly salted foods, etc.)

Note: you may wish to emphasise the difference between processed red meats and lean red meats, which are an important source of iron, zinc and vitamins B and D. Ask pupils to name different red meats such as, beef, lamb and veal. Is pork red or white? The National Pork Board advertises pork as 'the other white meat', but it is still often considered a red meat. Why might people want to promote it as a white meat? (Traditionally seen as healthier.)

Heart problems

A diet high in saturated fats can cause high cholesterol levels, which may block the arteries and increase the risk of heart attacks and heart disease. A diet high in salt may also increase the risk of developing high blood pressure and people with high blood pressure are three times more likely to have a stroke, than people with normal blood pressure.

Note: you may need to define what cholesterol is and what causes it to increase in our blood.

You may wish to show pupils pictures of blocked arteries, or, using a model, demonstrate blocked arteries and the resulting pressure.

Also, ask pupils if they can name any salty foods? (such as bacon). How can you sometimes tell if a food is really salty? (it makes you thirsty). What is the difference between added salt in foods (such as in many ready meals) and naturally salty foods?

Too much salt is bad for you, so why do some food companies add so much to their products? (cheap flavour enhancer).

Hand out a selection of food wrappers and packaging to pupils and ask them to examine them carefully. What do they notice? List all ideas on the board. Someone should mention the 'traffic light' coding system. Do any of the pupils know what this means? What do they think the colours stand for?

Explain that:

- Red means the food is high in something and therefore shouldn't be eaten in large quantities – only as an occasional treat.
- Amber is ok to have most of the time, as is neither too high nor too low in nutrients.
- Green means go for it – the more green lights, the healthier the choice!

Not all supermarkets use the traffic light coding system and have developed their own methods to display nutritional information – what might be the reasons for this? Explain that

the numbers and percentages displayed on the packaging generally refer to the guideline daily amounts for adults and not for children – you may wish to go into this in more detail.

Note: As of January 2008, the Food Standards Agency has commissioned a review of labelling and the promise of a single, simple food labelling scheme will form the centrepiece of the government's campaign against rising obesity levels in the UK.

Ask pupils to re-examine all the wrappers and organise according to whether they think the product is healthy or not. Foods could be ranked in order from the most to the least healthy (when consumed as part of an overall balanced diet).

Plenary (10 minutes)

Do pupils think the food coding system is good or bad? Could it be misleading in any way? (Perhaps mention that the codes are based on a certain weight of the product and not the weight of the whole box/container, so people could actually be consuming more salt and fat than they actually think). By looking at the codes, do pupils think this will help them to lead a healthier lifestyle? Can pupils think of any other ways that nutritional content could be displayed? Perhaps the class could come up with their own 'child friendly' coding system.

Further information

Macmillan Cancer Support

www.macmillan.org.uk/Get_Support/What_is_cancer/What_is_cancer.aspx

The charity's definition of cancer.

Food Standards Agency

www.eatwell.gov.uk

www.eatwell.gov.uk/healthydiet/eatwellplate/

Information on healthy eating, including the eatwell plate.

Somerfield

<http://www.somerfield.co.uk/foodanddrink/healthyeating/index.asp>

The supermarket's coding system and explanation on package labelling.

Teachernet

www.teachernet.gov.uk/wholeschool/obesity/

Information on obesity and what can be done to tackle the issue in schools.

School Food Trust

www.schoolfoodtrust.org.uk

Information for schools, parents and young people on how to improve the quality of school lunches and snacks.

Evaluative notes

Key Question: What is a cigarette?

Learning Objectives

English Curriculum

PSHE and Citizenship: 3a, 5d
Science: Sc2: 2g, Sc3: 2b, 2g
English: En1: 4

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to Stay Safe, Learning to make a Positive Contribution.

Welsh Curriculum

English: Oracy – skills – all. Range – all.

Science: Interdependence of organisms.

Skills – communication – 1, 2. Range – 3.

PSE: skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.

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This lesson links well with the CfE at the second level within:

Health and Well-being

- Substance Misuse

And may, depending on the emphasis and delivery of the session, have links to other areas of the curriculum including:

- Literacy – Listening and talking
 - Tools for listening and talking
 - Understanding, analysing and evaluating
- Expressive Arts
 - Drama

Northern Irish Curriculum

Personal Development and Mutual Understanding:

- Strategies and skills for keeping themselves healthy and safe.
- Recognise and value the options for a healthy lifestyle.
- Learn about the harmful effects of tobacco, to themselves and others.
- Examine ways in which conflict can be caused by words, gestures or actions.

The Arts – Drama:

- Develop their understanding of the world by engaging in imaginative role play situations:
- Explore the subject of smoking using drama, to begin to examine their own and others' feelings about the issues.
- Develop skills appropriate to the audience.

The World Around Us:

- Interdependence – how our bodies work.

Lesson Plan

Monitoring of learning – how will you know that the children have learnt what you intended?

- Pupils can name some of the components of a cigarette.
- Pupils can explain why smoking is detrimental to their health.

Preparation of resources

- cigarette (or picture of a cigarette).

Support focus

Teacher _____

LSA _____

Starter (15 minutes)

Show pupils a cigarette. Pass it round and let children examine it. Break it in half and examine the contents. Ask pupils if they know what each of the components are and explain. (Alternatively, show pupils a picture of a cigarette).

Other than tobacco, do pupils know of any other ingredients in a cigarette? List suggestions on the board.

Ask pupils to estimate how many different ingredients there are in a cigarette, to the nearest thousand and have a class vote. Explain that there are over 4000 and list a few:

- arsenic – found in rat poison
- butane – a gas, used in explosives
- cadmium – used in batteries
- cyanide – deadly poison.

Also, list some more surprising ingredients:

- chocolate
- vanilla
- honey.

What might be the reason for their inclusion? Discuss (mask the taste and smell, make them seem more appealing to the palate, etc).

Why don't tobacco companies advertise all of these ingredients? Discuss, making reference to the BBC website which presents different views: www.bbc.co.uk/worldservice/sci_tech/features/health/tobaccotrial/inacigarette.htm

Post lesson assessment notes

Main (30 minutes)

Ask pupils the following question: 'Why would anyone ever start smoking?' Children work in groups and come up with a list. Share ideas as a class (look cool, rebel, peer pressure, see famous people smoking, family members smoke and they appear healthy, unaware of the long-term risks).

Extension: even knowing all of the above facts, why do you think people still choose to smoke? Discuss.

Gather the class together and set the scene for a role play: It's the start of the summer holidays – you and three/four friends have gone round to another friend's house. One person has stolen a packet of cigarettes from their mum's handbag and is offering them around. Continue the play.

Before splitting the pupils into groups, ensure that their sketches consider the following – how they would feel in such a situation if:

- a) they were offering the cigarette?
- b) being offered the cigarette?

They should also use any facts they've learned in today's lesson and create a three-minute sketch which is as believable as possible.

Children should rehearse their sketches and amend to make as realistic as possible.

Plenary (15 minutes)

Pupils present their role plays. How believable were they? What could have been done differently? Use peer assessment to discuss and list ideas. Also use the opportunity to discuss feelings and emotions experienced in each role. If this were a real scenario, do they think they would react any differently? Why/why not?

Post lesson assessment notes

Further information

Why Bother?

www.whybother.org.uk/lifestyle/smoking.html

Information for young people about smoking on Macmillan Cancer Support's Why Bother? website.

Tobacco on Trial

www.bbc.co.uk/worldservice/sci_tech/features/health/tobaccotrial/index.shtml

A debate on smoking with views from various representative groups.

Kids Against Tobacco Smoke

www.roycastle.org/kats/

A website for children and teenagers with all the latest information on smoking and its dangers. An area for teachers too.

Wired for Health

www.wiredforhealth.gov.uk

A government website with suggested lesson plans and activities for all key stages. Smoking is covered.

Evaluative notes

Key Question: What happens when we smoke?

Learning Objectives

English Curriculum

PSHE and Citizenship: 2a, e, 3a, 5d

English: En3: 1, 2

Science: Sc2: 2g

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to Stay Safe, Learning to make a Positive Contribution.

Welsh Curriculum

English: Writing – skills – 1, 2, 3, 4, 5, 6, 7, 8, 9.

Range – 1, 2, 3, 4.

Science: Interdependence of organisms.

Skills – communication – 1, 2. Range – 3.

PSE: skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.

Links can also be made to the 'Children and Young People: Rights to Action' government programme for young people, especially in the following areas: Core Aim 3: The Best Possible Health, Free from Abuse, Victimisation and Exploitation.

Scottish Curriculum for Excellence

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This lesson links well with the CfE at the second level within: Health and Well-being

- Substance Misuse

And may, depending on the emphasis and delivery of the session, have links to other areas of the curriculum including:

- Literacy – Listening and talking
 - Tools for listening and talking
 - Understanding, analysing and evaluating

Northern Irish Curriculum

Personal Development and Mutual Understanding:

- Strategies and skills for keeping themselves healthy and safe.
- Recognise and value the options for a healthy lifestyle.
- Learn about the harmful effects of tobacco, to themselves and others.
- Examine ways in which conflict can be caused by words, gestures or actions.

Language and Literacy:

- Reading: consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader.
- Writing: for a variety of purposes and audiences, selecting, planning and using appropriate style and form.

The World Around Us:

- Interdependence – how our bodies work.

Lesson Plan

Action points from previous lessons – note any management or teaching issues to which you referred in the previous lesson's evaluation.

Monitoring of learning – how will you know that the children have learnt what you intended?

- Pupils can explain why smoking is detrimental to their health, giving accurate examples.
- Pupils can name some smoking-related diseases.

Preparation of resources

- mini whiteboards
- diagram of the human body
- resource sheet for lung cancer
- variety of smoking-related disease information.

Support focus

Teacher _____

LSA _____

Starter (10 minutes)

Ask pupils to work in pairs and on their mini-whiteboards come up with a list of the benefits of not smoking. Discuss. Include facts such as, saving money, brighter complexion, less likely to develop illnesses, etc. You may also want to point out that after 48 hours there is no nicotine left in the body.

Main (40 minutes)

Using a picture/model of the body, explain to pupils what happens after a cigarette has been lit:

- Less oxygen to the lungs.
- Nicotine is addictive. (What does addictive mean? Can pupils give any examples of other addictive substances?). Explain that nicotine makes the heart beat faster and this raises blood pressure.
- Tar from the cigarette enters the lungs.
- The tar narrows the airways in the lungs and destroys air sacs, whilst also clogging arteries.

Post lesson assessment notes

Do pupils know of any other health issues that may arise out of smoking? List ideas on the board, e.g. difficulty in breathing, coughs, heart problems, cancer (lung, mouth, nose and throat being the most commonly linked to smoking).

Working in groups, give each set a smoking-related disease to research using a variety of sources – books, internet, NHS leaflets, etc. First of all, have a look at the resource sheet for lung cancer. Discuss the features of informative text and display the following points:

- Tells the reader what he or she needs/wants/would like to know.
- Supplies answers to who, what, when, where, how?
- Appears balanced and fair.
- Offers a selection of relevant, unbiased facts/balanced range of opinions from different sources.
- Engages reader because lively, clear and interesting.
- Sufficient information.

Using the list and working in pairs, can pupils highlight parts of the lung cancer resource sheet which illustrate the above points? Discuss.

Pupils should now come up with their own A4 fact sheet (of about 300 words), based on the model: what is it? who gets it? what causes it? symptoms and treatment. Ensure that pupils keep referring to the checklist discussed earlier and check that all features of informative writing are included. Use peer assessment.

Plenary (10 minutes)

How might these fact sheets be used to persuade other pupils to:

- a) not start smoking?
- b) quit if they already smoke?

Pupils share fact cards and discuss.

Post lesson assessment notes

Further information

Why Bother?

www.whybother.org.uk/lifestyle/smoking.html

Information for young people about smoking on Macmillan Cancer Support's Why Bother? website.

Tobacco on Trial

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Wired for Health

www.wiredforhealth.gov.uk

A government website with suggested lesson plans and activities for all key stages. Smoking is covered.

Evaluative notes

Key Question:

How do I become fit and healthy?

Learning Objectives

English Curriculum

PSHE and Citizenship: 3a

ICT: 2a

Science: Sc2, 2h

Mathematics 4: 1f, 1g, 2a, 2b, 2c

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to Enjoy and Achieve, Learning to Stay Safe, Learning to make a Positive Contribution.

Welsh Curriculum

PSE: Skills – developing thinking – all, developing communication – all, working with others, improving own learning.

Range – health and emotional well-being.

English: Writing – skills – 1, 2, 3, 4, 5, 6, 7, 8, 9. Range – 1, 2, 3, 4. Oracy – skills – 1, 2, 4, 5.

Mathematics: skills – communicating mathematically. Range – handling data.

Links can also be made to the 'Children and Young People: Rights to Action' government programme for young people, especially in the following areas: Core Aim 3: The Best Possible Health, Free from Abuse, Victimisation and Exploitation, Core Aim 4: Play, Leisure, Sporting and Cultural Activities.

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This lesson links well with the CfE at the second level within: Health and Well-being

- Mental, emotional, social and physical well-being.
- Physical education, physical activity and sport.

And may, depending on the emphasis and delivery of the session, have links to other areas of the curriculum including:

- Numeracy – Information Handling
 - Data and Analysis.
- Technologies
- Literacy – Listening and talking
 - Tools for listening and talking.
 - Understanding, analysing and evaluating.
- Expressive Arts
 - Art and Design.

Northern Irish Curriculum

Personal Development and Mutual Understanding:

- Strategies and skills for keeping themselves healthy and safe.
- Recognising and valuing the options for a healthy lifestyle, including physical activity.
- Recognising what shapes positive mental health.

Language and Literacy:

- Reading: consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect reader.
- Writing: for a variety of purposes and audiences, selecting, planning and using appropriate style and form.

Mathematics: handling data – collect, classify, record and present data drawn from a range of meaningful situations, using graphs, tables, diagrams and ICT software.

The World Around Us:

- Interdependence – how our bodies work.

Lesson Plan

Monitoring of learning – how will you know that the children have learnt what you intended?

- Pupils can understand and explain the need to exercise.
- Pupils can produce a piece of persuasive writing based on the model demonstrated.

Preparation of resources

- pens, pencils, rulers, graph paper (access to ICT suite)
- fruit and vegetables resource sheet
- books, internet, etc (remember to go over health and safety issues before using the internet).

Support focus

Teacher _____

LSA _____

Starter (10 minutes)

Ask children the following question: Other than a balanced diet, what else can keep you fit and healthy? Ask pupils to discuss with a partner and list answers on the board.

Someone should mention exercise. Ask pupils to state their favourite method of exercise and do a class count of what the favourite sport is. Record a tally on the board.

Main (40 minutes)

Look at the data recorded on the board and ask pupils if there is a visually more appealing way the data could be displayed? Ask pupils to come up with a bar graph, reminding children of how to construct a graph – e.g. title, labelling the axes, key, etc.

Note – this task could also be done using a simple Excel programme.

Look at the data and comment. Ask the pupils various questions which require them to interpret the graphs.

Post lesson assessment notes

Ask pupils the following question: Why is physical activity good for you? Come up with a class list including:

- strengthening the heart
- expanding the lungs
- boosting energy
- improving fitness
- lowering risk of obesity
- boosting immune system, etc.

Refer back to the food lessons and refresh the work on obesity – i.e. if you eat and don't exercise, then energy isn't used up and is stored under the skin as fat. This will eventually lead to weight gain and other associated problems.

Explain that the government is encouraging children to do more exercise and that children should be doing at least an hour a day of moderate activity. Ask the questions: Why do you think children aren't doing enough exercise? and, what could be done to persuade them? Discuss and come up with a list (such as, lack of PE time at school, less opportunity to play outside, boring, etc).

Now model persuasive text to the pupils using the 'fruit and vegetables' resource sheet. Ask pupils to identify the following features: introductory statement, back up argument, reiteration, using logical connectives: 'this shows', 'however', 'because' and putting forward one point of view.

Explain that pupils are going to produce their own promotional leaflet to encourage more children to exercise (and remember that exercise can include activities such as household chores and walking to school, etc). They should include the aforementioned features in their writing as well as diagrams and pictures. Can they think of a catchy slogan for their campaign?

Note – this may take more than one lesson.

Plenary (10 minutes)

Check the leaflets and have pupils read out extracts. Have they managed to write a persuasive piece of text? If so, how? If not, what could be done to improve it?

Post lesson assessment notes

Further information

Why Bother?

www.whybother.org.uk/lifestyle/exercise.html

Information on the importance of keeping fit from Macmillan Cancer Support's website for young people.

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The government website for children and young adults with information on healthy living and active lifestyles. There are also lesson plans for teachers.

Healthy Schools

www.healthyschools.gov.uk

Background information for teachers on healthy eating and PE.

Sport England/ Scotland/ Northern Ireland/ Wales

www.sportengland.org/

www.sportscotland.org.uk/

www.sportni.net/

www.sports-council-wales.org.uk/

Information on sporting programmes across the UK.

BBC

www.bbc.co.uk/health/healthy_living/fitness/motivation_young.shtml

Information for young people on the reasons why sport is sometimes unpopular.

Youth Sports Trust

www.youthsporttrust.org/

Information on how children and young people can get into sport.

Sports Academy

<http://news.bbc.co.uk/sport1/hi/academy/default.stm>

A BBC site with tips and advice on how to play sport like the sporting heroes!

It's up to you

www.bbc.co.uk/northernireland/schools/4_11/uptoyou/healthy/foodfitness.shtml

Information for primary children on fitness.

Evaluative notes

Key Question:

How do people in other countries keep fit?

Learning Objectives

English Curriculum

PSHE and Citizenship: 3a

Physical Education: 1a, b, 4c, 7

Geography: 2c

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Welsh Curriculum

PSE: Skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.

Physical Education: competitive activities – skills – all, range – all.

Geography: locating places, environments and patterns.

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Language and Literacy:

- Reading: consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect reader.
- Writing: for a variety of purposes and audiences, selecting, planning and using appropriate style and form.

The World Around Us: Geography.

Physical Education: games skills, types of games, playing and adapting games.

Lesson Plan

Action points from previous lessons – note any management or teaching issues to which you referred in the previous lesson's evaluation.

Monitoring of learning – how will you know that the children have learnt what you intended?

- Pupils will be able to identify the origins of certain sports.
- Pupils will understand that different countries play different sports and will safely play a game from Japan.

Preparation of resources

- a variety of sporting images
- buckets x 2 (or netball posts)
- selection of red and white beanbags
- red and white team markers.

Be aware of health and safety issues when playing this game.

Support focus

Teacher _____

LSA _____

Starter (10 minutes)

Show pupils some different sporting pictures. Can they name any of the sports? Try to pick some less common activities, such as frisbee, etc. Do pupils know where any of the sports depicted on the pictures originate from? Such as, karate (Japan), golf (Scotland), volleyball (USA), ski-ing (Norway), etc. Further, can pupils name any personalities who play/have played these sports? Can pupils play any of these sports themselves?

Main (40 minutes)

Tell pupils they are now going to have a go at a sport developed in Japan, for elementary school students, called 'tama-ire' (pronounced 'ta-ma-ee-ray'). Explain that it is a competitive game, usually played during sports day. Before explaining the rules and playing the game, point out the location of Japan on a world map. Do children know of any other famous Japanese sports? (Judo, karate, sumo, amongst others.)

Post lesson assessment notes

Extension

Show pupils a picture of sumo and ask them to debate whether they think it is a sport? If they don't think it's a sport, what would they call it? What makes sumo different from other sports?

Tama-ire

Split the class in two – a red and a white team. Have two goals. Ideally, they should be buckets on about 2m high poles, but you could use netball posts with a bucket (or similar) attached to collect the beanbags.

Place a selection of 100 red and white beanbags in the centre of the hall/playground. On the whistle, pupils should rush and collect the beanbags and shoot them into the buckets. The first team to successfully shoot all the correctly coloured beanbags is the winner. Pupils can shoot as near to, or as far from the goals as they like and can shoot whilst moving. Piggy backs are not permitted! Fallen beanbags can be re-used.

Alternatively, if playing to a time-limit, you could have the pupils shoot as many beanbags as possible within three minutes.

The number of people in a team is flexible and a series of small matches could be played in a mini tama-ire style competition.

Extension

Pupils could record their pulse rates pre and post exercise, study what a pulse rate is and how it can indicate our state of health.

Plenary (10 minutes)

What did pupils think of the game? What did they find easy? What was difficult? How would they play differently? (Perhaps suggest role allocation, so some children are shooters, others gather up beanbags that have missed the goal posts, etc.) If there's time, play the game again. Is performance improved?

Perhaps have a look at other sporting games from around the globe. Children could investigate, present the information, and play the games they most like the sound of.

Finally, ask pupils to explain why exercise is good for you as a whole and not just for your health (e.g. it's fun, therefore improves mood, it's a good chance to meet with friends, etc).

Post lesson assessment notes

Further information

Why Bother?

www.whybother.org.uk/lifestyle/exercise.html

Information on the importance of keeping fit from Macmillan Cancer Support's website for young people.

Wired for Health

www.wiredforhealth.gov.uk

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www.sportscotland.org.uk/

www.sportni.net/

www.sports-council-wales.org.uk/

Information on sporting programmes across the UK.

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Information on how children and young people can get into sport.

Sports Academy

<http://news.bbc.co.uk/sport1/hi/academy/default.stm>

A BBC site with tips and advice on how to play sport like the sporting heroes!

It's up to you

www.bbc.co.uk/northernireland/schools/4_11/uptoyou/healthy/foodfitness.shtml

Information on fitness for primary children.

All Japan Tamaire Association (AJTA)

www.tamaire.jp/TamaireENG.htm

An explanation of the game in English along with the comprehensive explanation of the rules.

Evaluative notes

Notes

Schools and Youth Team

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www.cancertalk.org.uk