

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Derek Cooks Dinner! (Healthy Eating)	<ul style="list-style-type: none"> Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body. Explain what is meant by the term 'balanced diet'. Give examples what foods might make up a healthy balanced meal. 	<p>Show the picture of Harold the giraffe, Derek the penguin and Kiki the kangaroo. Explain to the children that you have received an email/letter from Derek the penguin asking for advice. Show the children the email and read it together. Derek wants to make a healthy, balanced meal but that's also suitable for a party.</p> <p>Discuss what Derek means when he says a 'balanced meal'. Review the different food groups using the Eat Well Plate. Think about how different foods do different jobs in our body. This helps us to understand why we all need to eat a variety of foods.</p> <p>Activity - Children to work together to come up with a meal plan for Derek's party meal. The children will then reply to Derek with their ideas via letter/e-mail.</p> <p>Review and reinforce the notion of a balanced diet including a variety of food groups.</p>	Balanced diet Proteins Muscles Dairy Teeth Bones Starchy Carbohydrates Energy Fruit & veg Healthy
2	Poorly Harold	<ul style="list-style-type: none"> Explain how some infectious illnesses are spread from one person to another. Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses. Suggest medical and nonmedical ways of treating an illness. 	<p>Start by showing a photo of Harold poorly in bed. Use as stimulus to discuss what might be the matter with Harold.</p> <p>Can the children think of a time when they have not been well? What helped them feel better? What is a medicine? Discuss how medicines can be helpful but also harmful, including discussions around dose, correct type, taking medicine only when it is needed, safe storage etc.</p> <p>How can medicines help people feel better? Some people may need medicines every day to help keep them healthy, but we may not always need medicine to feel better, sleep, rest etc.</p> <p>Lead the discussion to thinking about how we can prevent getting ill. Wash hands before meals and after toilet, use a tissue when sneezing, put hand over mouth when coughing etc. Discuss why the government uses stay healthy campaigns. A healthy nation = a healthy workforce, not so as many people requiring NHS treatment etc.</p> <p>Activity - Children to work in groups and make use of media to come up with their own campaign to stay healthy e.g. video/ simple animation/radio advert/jingle.</p> <p>Recap that sometimes we do feel unwell but there are ways that we can prevent illness by ensuring that we have good personal hygiene. If unwell, medical drugs can sometimes help but we do not always need a medicine to feel better – there are alternatives.</p>	Infection Cleanliness Hygiene Rest Sleep Water Medicine Drug Dose Safety Instructions

3	Body Team Work	<p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain). Describe how food, water and air get into the body and blood.</p>	<p>. Start the lesson by asking the children what important jobs key organs have (heart, brain, lungs, stomach, intestines etc.) Which do they think is the most important part of the body? (They are all important and depend on each other to work properly. They work as a team) Activity 1 - Complete the <i>Body team work</i> Activity sheet. Children write a sentence for each of the named body organs saying what the organ does and what it needs from other parts of the body to work properly. Activity 2 - What other internal body parts can the children think of? (e.g. muscles, bones etc.) What are their jobs and what do they need from other parts of the body? As a class, decide on a sound and an action for each body part. For example, for the heart, draw a big circle in the air to show the blood being pumped around the body and make a quiet swooshing sound as the action is performed. In groups, children to make up an action and sound effect for different body parts. Then, ask one or two 'teams' to demonstrate their body functions. The rest of the class have to identify which organ is being represented by which child and explain what its function is</p>	Internal Organs
4	For Or Against?	<p>Develop skills in discussion and debating an issue. Demonstrate their understanding of health and wellbeing issues that are relevant to them.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Empathise with different viewpoints. <p>Make recommendations, based on their research.</p>	<p>Begin the lesson with some key questions: What choices do we make about our everyday health and wellbeing? Do we always make the best choices? Do people always have the same opinions about what are the best choices? Present the children with the statement: Children should not be allowed to go on a computer, tablet or 'phone, or watch TV, for at least an hour before bedtime. Ask the children to discuss the statement, thinking of arguments both for and against Activity- Everyone sits in a circle. Pass a suitable object around the class and ask the children to say 'I agree.../I disagree.../I neither agree nor disagree...with the statement...because...' Review the arguments and come up with a list of top tips for helping children to stay safe and healthy regarding using computers/tablets/phones/TV.</p>	<p>Debate Discussion Continuum Courteous Respectful Justify</p>

5	I Am Fantastic!	<ul style="list-style-type: none"> <input type="checkbox"/> Identify their achievements and areas of development. <input type="checkbox"/> Recognise that people may say kind things to help us feel good about ourselves. Explain why some groups of people are not represented as much on television/in the media. 	<p>Children to think about; something you are really good at, something you have <i>achieved</i>, something you could <i>improve</i> on. Share ideas.</p> <p>Do people sometimes think they are better at things than they really are? Be honest, do you sometimes think you are better at something that you really are?</p> <p>Read the U Factor story to the class. Discuss that sometimes people might think they are better at something than they actually are because others try to make them feel good by telling them something that might not be true – for example, saying they are brilliant at drawing when they might not be. Similarly, someone might think they are fat because most of the bodies they see on television, in films, in magazines, on social media are of thin or very thin people. They compare their <i>normal</i> size body with a very thin one and think they are fat when they might not be. Make a class list of the groups of people who are often overlooked (missed out) by programme makers. (Suggestions will ideally come from the children, and could include – disabled, ethnic minorities, transgender, women in certain roles, the socially disadvantaged.)</p> <p>Activity – Children to complete the Achievement Audit worksheet, taking time to think about the things that they worked hard at to improve.</p> <p>Finish by asking the children to think of 3 goals or ambitions they have and share them.</p>	<p>Goals Ambitions Improve Achieve</p>
6	Body Team Work	<ul style="list-style-type: none"> <input type="checkbox"/> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain). <input type="checkbox"/> Describe how food, water and air get into the body and blood. 	<p>Start the lesson by asking the children what important jobs key organs have (heart, brain, lungs, stomach, intestines etc.) Which do they think is the most important part of the body? (They are all important and depend on each other to work properly. They work as a team)</p> <p>Activity 1 - Complete the <i>Body team work</i> Activity sheet. Children write a sentence for each of the named body organs saying what the organ does and what it needs from other parts of the body to work properly.</p> <p>Activity 2 - What other internal body parts can the children think of? (e.g. muscles, bones etc.) What are their jobs and what do they need from other parts of the body?</p> <p>As a class, decide on a sound and an action for each body part. For example, for the heart, draw a big circle in the air to show the blood being pumped around the body and make a quiet swooshing sound as the action is performed. In groups, children to make up an action and sound effect for different body parts. Then, ask one or two 'teams' to demonstrate their body functions. The rest of the class have to identify which organ is being represented by which child and explain what its function is.</p>	<p>Internal Organs</p>

7	Top Talents	<ul style="list-style-type: none"> <input type="checkbox"/> Explain some of the different talents and skills that people have and how skills are developed. <input type="checkbox"/> Recognise their own skills and those of other children in the class. 	<p>Start the lesson with a discussion about talents. What do we mean by talent? Does everyone have the same talent? Which part of the body controls our talents?</p> <p>Discuss how talent is grown and that most skills come from a person working hard at something, from practising it over and over again (e.g. sport skills or a musical instrument) and that sticking at something (persevering) is as important, possibly more important, than having a natural talent, in growing that skill.</p> <p>Activity 1 - Watch the Harold, Kiki and Derek profile film clips. What are the individual qualities that Harold, Kiki and Derek have? Which of the three characters are the children most like and why? What are the special skills that Harold, Kiki and Derek have?</p> <p>Explain that there are lots of different ways we can be talented or skilled. Discuss what these might be and write them on the whiteboard. Then explain that those skills can be grouped into different categories (linguistic, logical, physical, etc). Reflect upon and discuss which different areas the children feel their talents/skills lie in.</p>	<p>Goal-setting Talents Skills Intelligence</p>
			<p>Activity 2 - Ask the children to select a talent or skill that they are most proud of. Explain that they will take part in a silent 'Top Talents' Show by briefly miming their talents/skills and the other children will have to guess their talent.</p> <p>Finish by explaining the concept of goal-setting to develop skills and talents. Have a closing circle where the children take turns to say one skill that they have that they'd like to develop and one thing they can do to help them in achievement their improvement goal.</p>	

7	Getting On With Your Nerves (Optional)	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate how working together in a collaborative manner can help everyone to achieve success. <input type="checkbox"/> Understand and explain how the brain sends and receives messages through the nerves. 	<p>Start the lesson with some key questions about what our bodies need to be healthy and what can cause it harm.</p> <p>Play the children the Feel Good Groove song and do the actions to go with it. At the end, discuss how our bodies knew what to do for the actions to the song. Our brain sent messages to different parts of the body via nerves.</p> <p>Activity - Sending and receiving messages challenge. Play the Brain Chain Challenge, which involves getting the children to stand in lines and work as a team to demonstrate how signals are transmitted through motor nerves and sensory nerves from the brain to different body parts.</p> <p>Using a stop-watch, time how long it takes for the messages to pass forwards and backwards. Can the children improve on this time somehow? What could we do to be more efficient? Review what has been learnt, including: In order for the 'system' to work properly, it needs full cooperation and team work. Everybody is just as important as everybody else.</p>	<p>Collaboration Cooperation Teamwork</p>
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			<p>When everyone works together with a positive attitude and motivation, they can achieve great things.</p> <p>Messages are travelling to and from the brain all the time.</p> <p>Messages in our body go faster than we could ever achieve – at top speeds of approximately 400km per hour or 250 miles per hour</p>	
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