**Unit Title:** Knowing and Growing

**Sub Theme:** My Body

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<tr>
<th>Thinking Skills and Personal Capabilities: Thinking, Problem-Solving and Decision-Making</th>
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| Curriculum Objective: | To develop the young person as an individual |
| --- |

| Key Elements: | Personal understanding, personal health, moral character |
| --- |

| Attitudes and Dispositions: | personal responsibility, concern for others, commitment/determination/resourcefulness, openness to new ideas, self-belief, curiosity, flexibility, tolerance, integrity/moral courage, respect |
| --- |

| Learning Experiences: | investigating and problem-solving, linked to other curriculum areas, relevant and enjoyable, active and hands-on, offers choice, challenging and engaging, supportive environment, positive reinforcement, ongoing reflection, enquiry based |
| --- |

The Thematic Units connect the Learning for Life and Work subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address the key elements and statements of the Northern Ireland Curriculum.

Each Thematic Unit contributes to the statutory requirement for Learning for Life and Work and also links to other Areas of Learning. In addition, there are opportunities to develop learners’ Thinking Skills and Personal Capabilities, incorporate Assessment for Learning principles and make connections to the Cross Curricular Skills.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.
Statements of Minimum Requirement

These are the Statements of Minimum Requirement that are addressed in this unit:

- **Personal Development**
  - **Personal Health**
  - Explore the concept of Health as the development of a whole person

- **Personal Development**
  - **Personal Health**
  - Investigate the influences on physical and emotional/mental personal health

- **Personal Development**
  - **Personal Health**
  - Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse

- **Personal Development**
  - **Self-awareness**
  - Explore and express a sense of self

- **Local and Global Citizenship**
  - **Human Rights and Social Responsibility**
  - Investigate key human rights principles

- **Home Economics**
  - **Home and Family Life**
  - Investigate the changing needs of family members at different stages of the life cycle

- **Personal Development**
  - **Personal Health**
  - Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour

- **Home Economics**
  - **Healthy Eating**
  - Explore ways to achieve a healthy diet.

- **Personal Development**
  - **Personal Health**
  - Develop strategies to promote personal safety
Guidance for Relationships and Sexuality for SLD

Special schools and mainstream schools (inclusion) have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. This can be done by giving the young people accurate information and by supporting them in understanding respect for themselves and others.

Some parents and carers of children with special educational needs may find it difficult to accept their children’s developing sexuality. However, it is important not to marginalise sex and relationship education and to recognise its role in helping children to make positive decisions in their lives.

Learners and parents should be consulted about the relationship and sexuality programmes to ensure that they are culturally and religiously appropriate and acceptable. They may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education.

All staff, including support assistants, allied health personnel (such as physiotherapists, speech and language therapists and occupational therapists) and teachers should follow the school’s sex and relationship education policy. However, any person who has a learning difficulty cannot give informed consent to any form of sexual activity with any person.

Some learners may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. They may need explicit teaching and help in developing skills to reduce the risks of being abused and exploited, and to learn what types of behaviour are (and are not) acceptable.

The information provided within these Thematic Units is designed to protect and educate young people who have a learning disability.
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<tr>
<td><strong>What does my body look like?</strong></td>
<td>... develop an awareness of the make-up of a human body.</td>
<td>Create a large body outline on a large sheet of paper. You can do this by either drawing around one learner as he or she lies on a piece of paper, projecting a shadow onto the wall and tracing it, or by enlarging one of the bodies in Resource 1. Then use this outline as a visual aid for exploring body parts with the class.</td>
<td>Sequencing, ordering, classifying and making comparisons</td>
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**Resource 1: Body Outlines**

Photocopy Resource 2 onto flexible card and give a copy to each learner along with nine brass fasteners. Ask them to colour each body part in a different colour, for example:
- upper arms = blue
- forearms and hands = red
- torso = yellow
- legs and feet = purple
- upper legs/thighs = green
- head = orange

During the assembly of their 2D body, guide your learners in an exploration of the body parts by:
- ordering the parts from top of head to feet;
- selecting the parts you name aloud; and
- making comparisons between arms and legs, etc.

**Resource 2: Jointed Body**

**Resource Sheet in this booklet**

**Online Activity (OA) or PowerPoint Activity (PP) available from www.nicurriculum.org.uk**

Skills tabs printed in **yellow** are Cross Curricular Skills

Skills tabs printed in **orange** are Thinking Skills and Personal Capabilities
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<tr>
<td><strong>What does my body look like?</strong></td>
<td>Learners will have opportunities to ...</td>
<td>Using Resources 3-5 and/or OA: Parts of the Body, work with your learners to match and pair the different parts of the body. For Resource 5, you will need to copy the cards to carded paper and cut them out before providing them to your learners.</td>
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<td></td>
<td>... develop an awareness of the make-up of a human body.</td>
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<td>Resource 3: Parts of the Body 1</td>
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<td>Resource 4: Parts of the Body 2</td>
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<td>Resource 5: All About Bones</td>
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<td>OA: Parts of the Body</td>
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</table>
### Key Question

**How do I feel about my body?**

... develop a healthy body image.

### Learning Intention

Learners will have opportunities to...

### Possible Learning, Teaching and Assessment Activities

To familiarise your learners with their bodies, provide as many as you can with handheld mirrors. Ask them to look at themselves and choose a few to describe to the class what they see. Some ideas to discuss include:

- face shape;
- hair colour and length;
- eye colour;
- eyelash length or colour;
- teeth;
- freckles;
- dimples; and
- earlobes (attached or detached?).

Explain that bodies are alike in lots of ways but they can also be different. Explain that this is okay and normal. Then, instruct everyone to look at their body parts and ask for a show of hands in response to body questions. Suggestions include:

- Who feels that their body is quite tall?
- Who can feel a muscle in their arm?
- Who has long fingers?
- Who has very short fingernails?
- Who has longer fingernails with some white showing at the tips?
- Who can see a small scar from an old injury?
- Who can see a freckle/mole/birthmark on their skin?
- Who can feel a strong, hard bone in their body? Where?
- Who is double jointed?

- **A collection of handheld mirrors**

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**Skills and Capabilities**

Make predictions, examine evidence and distinguish fact from opinion.
### Key Question
How do I feel about my body?

### Learning Intention
Learners will have opportunities to...

... develop a healthy body image.

### Possible Learning, Teaching and Assessment Activities
Using Resource 6 to record their findings, help your learners to compare how they are alike and different to their classmates. Discuss the results.

#### Resource 6: Knowing Me, Knowing My Friends

For one week, dedicate 10 minutes each day to Body Image Circle Time. This should be a guided exploration of their feelings about their bodies. Give each day a different focus, for example:

- **Monday** = learners state one thing they like about the appearance of the person seated on their right;
- **Tuesday** = learners complete the phrase: "One part of my body I really like is ...";
- **Wednesday** = learners complete the phrase: "When I want to relax my body I ...";
- **Thursday** = learners complete the phrase: "One thing I do to take care of my body is ..."; and
- **Friday** = learners complete the phrase: "One thing about my body that I would like to improve is ..."

For the Friday example, handle the topic with care so that each learner’s self image is maintained. Responses might include wanting to run a mile or colour one’s hair pink. You can follow this up by helping your learners to set simple targets and goals for body improvement, for example:

- I want to improve my skin so:
  - I will drink more water;
  - I will stop touching my face unnecessarily; and
  - I will eat more fruit and vegetables.

For one week, have your learners start each day by making a positive statement about themselves.
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<tr>
<td>How do I feel about my body?</td>
<td>Learners will have opportunities to ... ... develop a healthy body image.</td>
<td>You can make links to Art and Design by allowing your learners to create a self-portrait using art materials or a digital camera. Learners can use any materials available (for example the back of old rolls of wallpaper, etc.).</td>
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<td>• Art materials</td>
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<td>What senses does my body have?</td>
<td>... try out alternative approaches.</td>
<td>Use Resources 7-9 with your learners to help them identify our five main senses and the main body parts associated with them.</td>
<td>Generate possible solutions, try out alternative approaches and evaluate outcomes</td>
</tr>
<tr>
<td>Use interactive activities with your learners to explore how the five senses work. For example, consider the activities and experiments for each sense that are described in Resource 10.</td>
<td>Resource 10: Sensory Activities and Experiments</td>
<td>OA: Sense Activities</td>
<td></td>
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<td>Encourage your learners to use their senses to make choices about what they like and dislike. For example, discuss as a class the foods they prefer the smell of, the musical instrument they prefer the sound of, sounds they dislike, etc. Create a display to record your findings.</td>
<td>Allow your learners to play Five Senses Lotto either on their own or in groups.</td>
<td>Resource 11: Five Senses Lotto</td>
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<td><strong>How does my body change?</strong></td>
<td>... develop an awareness of in what ways bodies change over a lifetime.</td>
<td>Using Resources 12 and/or 13, allow your learners to sequence drawings of humans in chronological order. Allow your learners to sequence pictures of the opposite gender as well as their own.</td>
<td><strong>Sequence, order, classify and make comparisons</strong></td>
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<td>Using the time lines from the last activity as a stimulus, investigate how the body changes over time. Use the following focused questions to prompt discussion:</td>
<td><strong>Communication -</strong> Use evidence from texts to explain opinions</td>
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<td>− What are the features of a baby?</td>
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<td>− What are the features of a young person?</td>
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<td></td>
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<td>− What are the features of an elderly person?</td>
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<td>Explain to your learners that although our bodies change in many ways over our lives, there are also some things that always stay the same. Use Resource 14 to help your learners think about and identify those physical characteristics that stay the same and those that change.</td>
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<td>Ask your learners to bring in four or five photographs of themselves from home. These must be from a range of periods in their life. Then, make a classroom timeline display with the photos that depicts the learners from the time they were babies to the present day.</td>
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- A selection of photographs from home
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<tr>
<td><strong>How does my body change?</strong></td>
<td>... develop an awareness of in what ways bodies change over a lifetime.</td>
<td><em>You can make links to Art and Design by creating a collage of pictures of people at different times of life (for example a baby, children, teenagers, adults and old people).</em></td>
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<td><em>Visit a day nursery and old people’s home to explore the differences between young and old.</em></td>
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<tr>
<td>How does puberty affect my body?</td>
<td>Learners will have opportunities to ...</td>
<td>As a class, investigate the changes that take place during puberty as well as the items girls and boys need as their bodies change. It’s important to allow your learners to complete the resources about the opposite sex as well as their own.</td>
<td>Make predictions, examine evidence and distinguish fact from opinion</td>
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- **Resource 15: Girls Growing Up**
- **Resource 16: Boys Growing Up**
- **Resource 17: Items for Teens**

Use the following PowerPoint presentations with all of your learners to provoke questions and discuss concerns they might have.

- **PP: Becoming a Teenager**
- **PP: Periods Can Be a Pain**
- **PP: Erections**

Using Resources 18–21, allow your learners to create stories related to the physical changes that occur during puberty. There are three different books:
- My Private Female Body
- My Private Male Body
- My Private Period

Each is provided as an illustrated and an unillustrated version. Print yourself an illustrated copy and then make enough copies of the unillustrated version for each learner in your class. Use Resource 18 to practise folding the book in advance. On the day of the activity, model the folding process for your learners so they can follow you through the steps. Help them if they need it.
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<tr>
<td>How does puberty affect my body?</td>
<td>... develop an awareness of the body changes that occur during puberty.</td>
<td>Read aloud your version one page at a time, allowing your learners to see the illustrations. Then ask your learners to draw their own picture for that page. Pace the lesson and time the discussion about the events on each page to suit your learners.</td>
<td>DRAFT</td>
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<tr>
<td>Differentiation</td>
<td>You can enlarge the books to A3 if they are too small for some learners to handle. If you have learners who are unable to draw, copy and cut out the illustrations and ask them to put the images in the correct sequence and paste them in their book.</td>
<td></td>
<td>DRAFT</td>
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</table>

- Resource 18: Book Assembly Instructions
- Resource 19: My Private Male Body
- Resource 20: My Private Female Body
- Resource 21: My Private Period
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<tr>
<td>Why should I keep my body clean?</td>
<td>Learners will have opportunities to ...</td>
<td>As a class, discuss the different liquids that sometimes come out of our bodies. Use the body outlines in Resource 1 for reference. For example, point to the eyes and ask your learners: What might happen when we are very unhappy? When they reply ‘cry’, ask them: What liquid comes out of our eyes when we cry? Make your way around the rest of the body. Body parts and associated liquids include: - eyes/tears - nose/mucus and blood - mouth/saliva - skin/sweat - urethra/urine - vagina/mucus and menstrual blood - penis/urine and semen - anus/diarrhoea - breasts/breast milk. When they have identified all the liquids, discuss why it is important to clean up these body liquids so we have good personal hygiene or ‘keep clean’ (for example they make us smelly, they could be unpleasant to look at, etc.). Then explore the best ways to keep clean in each instance. For example, when our nose is runny or we sneeze, we wipe it with a tissue. Throughout the discussion, give the information in a clear, factual way to minimise embarrassment for all taking part.</td>
<td>Communication - Contribute comments, ask questions and respond to others’ points of view</td>
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Resource 1: Body Outlines
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<tr>
<td><strong>How can I keep my body clean?</strong></td>
<td>... become aware of the products we use to keep our bodies clean.</td>
<td>As a class, discuss the parts of the body that we clean (teeth, hair, private areas, etc.). Then, provide each learner with a copy of Resource 22. Ask the class a series of questions about what each product is used for. For example, ask: Which product would you use to shave your face? Allow them to use the icons on the sheet to help them answer.</td>
<td>Examine options and weigh up pros and cons</td>
</tr>
</tbody>
</table>

**Resource 22: Products that Help Us Keep Clean**

Place a collection of personal hygiene items* (like those shown in Resource 22) in a shopping bag (you may be able to get your chemist to donate these). Sit your class in a circle and invite each learner to come up, take one item from the bag, and recite the following:

- **I went to the chemist and I bought** [product]. **I might use it like this** [showing action], and **I might use it** [every day/week/month, etc].

You may need to demonstrate this once for the class.

**Extension Work**

- Have each learner take a product from the bag, place it on the table and say: **I went to the shop and I bought** [their product and all the other products on the table]. Repeat until all of the items are out of the bag.

- Have each learner mime using one of the products and have the rest of the class guess which product it is. You might want to separate into boy and girl groups for this game.

- Provide types of products in multiple brands and allow your learners to play matching and sorting games with them individually and in groups.

• A collection of hygiene items in a bag
**Key Question**

**Learners will have opportunities to...**

**Possible Learning, Teaching and Assessment Activities**

**Skills and Capabilities**

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<tr>
<td>How can I keep my body clean?</td>
<td>... become aware of the products we use to keep our bodies clean.</td>
<td>* Be aware of safety issues when handling these products with your class. For example, ensure the razor has a safety cover or blade removed. Be vigilant regarding learners who may try to drink the liquids or use any of the products in an inappropriate way.</td>
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<td></td>
<td>Ask your learners to think about how and when they use these products at home and the things they do to keep their bodies clean. Allow them to complete Resource 23 to record their habits and think about ways to improve their cleanliness. You can also share the presentation listed below to familiarise them with good showering and dressing habits and use Resource 24 to reinforce the showering routine.</td>
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<td>Resource 23: How Clean Is My Body?</td>
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<td>Resource 24: Cleaning My Body in the Shower</td>
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<td></td>
<td>PP: Rules for Showering and Dressing</td>
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| **How do I keep my body safe?** | ... investigate ways of keeping themselves safe. | Explain to your learners that in addition to keeping our bodies clean, we also must try to keep our bodies safe. One way to do this is to try to avoid dangerous places and activities. Together, talk about staying safe. You can use the following focused questions to prompt discussion:  
  - Why do we need to keep our bodies safe?  
  - Can you think of anything your parents tell you not to do because it’s unsafe/dangerous?  
  - What about places? Can anyone think of places where they feel safe? What about places that make you feel unsafe/worried? Are there any places you are not allowed to go to on your own or that you don’t like going to by yourself?  
  - What do you do when you feel unsafe? Who do you ask for help?  
Use the following Resources 25–27 to further reinforce the idea of safe and unsafe places and activities.  
- Resource 25: Where Do You Feel Safe?  
- Resource 26: What Would You Do? 1  
- Resource 27: What Would You Do? 2 | **Make links between cause and effect**  
**Communication** - Listen to and take part in discussions, explanations, role-plays and presentations |
### Key Question

**How do I keep my body safe?**

... investigate ways of keeping themselves safe.

### Learning Intention

Learners will have opportunities to...

### Possible Learning, Teaching and Assessment Activities

Explain to the class that sometimes to keep our bodies safe, we have to say no when someone asks us to do something. Sometimes we say no because what they want us to do is unhealthy. Sometimes we say no because what they want us to do is very unsafe. Sometimes we say no because what they want us to do is very wrong. Use the following focused questions to help prompt discussion:

- Can you think of times when you had to say no to someone?
- How did you say no? Did you say “No, thank you” or “No!”?
- What are some situations where you would say no politely? What about situations where you would have to shout it?
- How does it make you feel to say no to someone? Is it ever scary to say no to somebody?

Use the following resources to explore situations that require us to say no and the appropriate ways to say no.

- **Resource 28: No Thanks or NO!**
- **Resource 29: Ways of Saying NO!**
- **Resource 30: No or Go Safety Quiz**
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<tr>
<td>How do I keep my body safe?</td>
<td>... investigate ways of keeping themselves safe.</td>
<td>Another way to keep our bodies safe is by understanding the difference between good secrets and bad secrets. Explain to your learners that some secrets are okay because they are happy secrets that we only keep for a short time. They are like keeping surprises, and when we finally tell a happy secret, we and the people we tell feel excited and pleased to hear the news. However, other secrets are not happy secrets; they’re bad secrets. Explain that nobody should ask us to keep a bad secret. Bad secrets make us feel uncomfortable, afraid, worried and unsafe. Explain that sometimes when someone asks us to keep a bad secret, they also threaten us or promise us something great (a bribe) if we promise to keep the bad secret. Perhaps invent an example to help illustrate a bad secret. Using Resource 31 allow your learners to consider different types of secrets.</td>
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<td>As a class, discuss good touch and bad touch. Explain that they can keep their bodies safe by never keeping a secret about bad touch. Use the presentations below to remind them of which parts of their body are private and should only be seen and touched by themselves and a few key people. Perhaps create lists of people they feel they can tell bad secrets to if they need help.</td>
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**Resource 31: Secrets**

**PP: My Body Parts**

**PP: Good Touch, Bad Touch**
### Key Question

How can I keep my body healthy?

### Learning Intention

Learners will have opportunities to...

... develop the ability to make choices that promote physical well-being.

### Possible Learning, Teaching and Assessment Activities

Explore what your learners currently do to keep their bodies healthy. Talk through each of the points on Resource 32 together.

- **Resource 32: I Care for My Body By ...**

Discuss ways that the learners could improve the healthiness of their lifestyles. Mention the following areas:

- diet;
- physical activity;
- use of drugs and alcohol;
- care of our teeth; and
- care in the sun.

Use the pictures in Resource 33 to prompt responses from your learners, where appropriate, or as a visual aid in discussions. You could also use them as a game by challenging your learners to find the unhealthy people in the pictures.

- **Resource 33: Picture Cards: Healthy And Unhealthy People**

Resource 34 and the presentation below compare the human body’s physical needs to a machine that needs to be looked after. Use the ideas in both to prompt discussion.

- **PP: How My Body Works**
- **Resource 34: Keeping In Working Order**

### Skills and Capabilities

- Justify methods, opinions and conclusions
- Communication - Use evidence from texts to explain opinions
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<tbody>
<tr>
<td>How can I keep my body healthy?</td>
<td>Learners will have opportunities to ... ... develop the ability to make choices that promote physical well-being.</td>
<td>Investigate healthy lifestyle choices using Resource 35. Give each learner a copy of the lifestyle cards and the girl or boy template.</td>
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<td><img src="Resource35.png" alt="Resource 35: Staying Healthy" /></td>
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<td>Allow your learners to try the interactive PowerPoint quiz about health and growth.</td>
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<td><img src="PPYourDiet.png" alt="PP: Your Diet" /></td>
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<td>Have your learners think about what they normally eat at different mealtimes, record the results in Resource 36 and consider what they could improve in their diets.</td>
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<td><img src="Resource36.png" alt="Resource 36: Food Groups in My Diet" /></td>
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<td>Show the PowerPoint presentation to highlight some of the things we need in order to look after our mental health.</td>
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<td><img src="PPINeedToBeAble.png" alt="PP: I Need to Be Able to..." /></td>
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<td>Use the PowerPoint presentation and the various interactive activities to focus further on healthy choices we can make.</td>
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<td><img src="PPHealthyChoices.png" alt="PP: Healthy Choices" /></td>
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<td></td>
<td><img src="OAWaystoStayHealthy.png" alt="OA: Ways to Stay Healthy" /></td>
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<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
<td>Skills and Capabilities</td>
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<tr>
<td><strong>How can I pick healthy foods?</strong></td>
<td>... compare their approach with others and in different contexts.</td>
<td>Ask the class to think of some healthy food choices. Use Resource 37 to focus on the major food groups that our bodies need and why. Resource 38 highlights that different proportions of the food we eat should come from particular food groups.</td>
<td>Make connections between learning in different contexts</td>
</tr>
</tbody>
</table>
| |  | **Resource 37: Eating for Living**  
**Resource 38: Food Groups** | Communication - Communicate information, ideas, opinions and feelings |
| |  | Have your learners think about the foods they ate yesterday and record their answers on Resource 39. Discuss which of these were healthy choices. In Resource 40, they have an opportunity to think about how to improve someone’s diet by including healthier foods. | |
| |  | **Resource 39: What Did I Eat Yesterday?**  
**Resource 40: Healthier Choices** | |
| |  | As an extension activity, you could investigate together the types of food a sportsperson would eat. Ask focused questions, such as:  
− What foods would be bad for them?  
− What foods would be good for them?  
− What should they drink? | |
<p>| |  | Involve all of your learners in a practical cooking exercise. Focus on healthy cooking for different occasions, such as a picnic, school lunch or winter dinner. Use recipe books and websites to find suitable recipes. Emphasise that the principles of making healthy choices apply to different types of meals. | |</p>
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
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</thead>
<tbody>
<tr>
<td>How can I keep my teeth healthy?</td>
<td>... develop practical skills in the care of teeth.</td>
<td>Explore together the need to look after our teeth. Discuss what teeth are for and why they are important. Ask your learners to decide which of the people in Resource 41 are caring for their teeth.</td>
<td>Make links between cause and effect</td>
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<td>Resource 41: How Can We Care for Our Teeth?</td>
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<td>Discuss together what the dentist does and what types of food and drink are bad for our teeth. Use Resource 42 to introduce the names of products we can use to help clean our teeth. The matching activities in Resources 43 and 44 develop the theme.</td>
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<td></td>
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<td>Resource 42: Name the Products</td>
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<td></td>
<td></td>
<td>Resource 43: Caring for Your Teeth</td>
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<td></td>
<td>Resource 44: What’s Good for My Teeth?</td>
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<tr>
<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
<td>Skills and Capabilities</td>
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</tbody>
</table>
| **How can I exercise to keep healthy?** | Learners will have opportunities to ... ... identify and manage factors influencing their participation in physical activity. | Discuss how different people in the class exercise. Explore various ways they like to keep fit by asking how many of them enjoy the activities listed in Resource 45. Ask if they enjoy any other sports or hobbies, or belong to any clubs. **Resource 45: My Exercise**

*You can make links to Using Mathematics by: Creating pictograms or other charts to show the results.*

Use Resource 46 to investigate with your learners how we can access information about exercise, for example by contacting the leisure centre, reading brochures, using the internet or asking a PE teacher. **Resource 46: How Can I Find Out About Exercise?**

Discuss together ways that we can include exercise in our daily lives by incorporating it into everyday activities. Use Resource 47 or 48 to focus on some ideas. **Resource 47: A Cheat’s Guide to Exercise! (Matching)** **Resource 48: A Cheat’s Guide to Exercise! (Writing)**

Develop an exercise schedule for each learner. | Use different types of questions |
### Key Question
How can I keep my mind healthy?

### Learning Intention
Learners will have the opportunity to...

... develop the ability to make choices that promote emotional well-being.

### Possible Learning, Teaching and Assessment Activities

<table>
<thead>
<tr>
<th>Use Resource 49 to prompt a discussion about what we can do to help keep our minds healthy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resource 49: Healthy Heads!</strong></td>
</tr>
<tr>
<td>Explore ways in which your learners can keep their brains active, such as creating or doing puzzles and memory games, playing computer games, talking with family and friends, composing songs or creating stories in groups.</td>
</tr>
<tr>
<td>Use <a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a> to make puzzles, such as mazes and wordsearches, for the class. Alternatively, use Literacy Activity Builder by Granada Software to create your own game.</td>
</tr>
<tr>
<td>Focus together on different emotions and how our feelings can have an impact on the healthiness of our minds. Ask, for example, if they think it is good to worry all the time.</td>
</tr>
<tr>
<td>Cut out the pictures in Resource 50 and stick them onto the blackboard or a large sheet. Discuss the emotion each picture shows in turn. Encourage them to give examples of times when they felt each of these emotions. Note their ideas beside the relevant picture(s).</td>
</tr>
<tr>
<td><strong>Resource 50: Some of My Emotions</strong></td>
</tr>
</tbody>
</table>

### Skills and Capabilities

- Generate possible solutions, try out alternative approaches and evaluate outcomes. 
- **Communication - Present ideas in a variety of forms and formats**.
### Key Question

**How can I keep my mind healthy?**

... develop the ability to make choices that promote emotional well-being.

### Learning Intention

Learners will have opportunities to...

### Possible Learning, Teaching and Assessment Activities

Explore together the idea that if we can recognise when our friends are feeling bad, we can try to help them.

Give your learners an opportunity to work through the two interactive activities. Use the PowerPoint and Resource 51 to focus on how we interpret feelings from facial expressions, gestures and sounds.

- **OA: Emotions**
- **OA: Feelings**
- **PP: Recognising Feelings**
- **Resource 51: What My Face Looks Like**

You can also allow them to play the interactive game at [www.bttbetterworld.com/pg/developing_skills/free_resources/Making_Faces/home.ikml](http://www.bttbetterworld.com/pg/developing_skills/free_resources/Making_Faces/home.ikml). It involves selecting appropriate facial features to reflect particular feelings.

Alternatively, play 'emotions charades' together. Assign an emotion to each learner, then have them take turns to act out their emotions for the others to guess.

Focus on strategies that we can use to try to help ourselves to feel better. Play the song 'My Favourite Things' from *The Sound of Music*, and encourage them to think of their own favourite things. Suggest that they could think about these things when they feel sad.

*You can make links to Art and Design by: Making posters to display 'favourite things'.*
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can I keep my mind healthy?</strong></td>
<td>... develop the ability to make choices that promote emotional well-being.</td>
<td>As an extension activity, show your learners the sample completed ‘worry workout’ in Resource 52 about having to speak in assembly. Then talk together about things that worry them. Use the blank worksheet to help them work through any specific worries they may have.</td>
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<td></td>
<td></td>
<td>Resource 52: The Worry Workout!</td>
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<td>Ask some focused questions based on the following:</td>
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<td>– Do the same things make everyone feel (angry/frightened/sad/happy)?</td>
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<td>– What can we do to make us feel less (sad/angry/frustrated)?</td>
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<td></td>
<td>– What can we do to make us feel more (happy/relaxed)?</td>
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<td>If possible, an outside visit from a reflexologist or aromatherapist would be a good follow-on from this exercise.</td>
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<tr>
<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
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<tr>
<td>Will using drugs and alcohol keep me healthy?</td>
<td>Learners will have opportunities to ...</td>
<td>Focus together on the dangers of smoking and drinking too much alcohol. Work through Resources 53 and 54.</td>
<td>Make predictions, examine evidence and distinguish fact from opinion</td>
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<td>... develop skills to assist them in making informed decisions.</td>
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<td>Resource 53: Smoking and the Body</td>
<td>Communication - Listen to and take part in discussions</td>
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<td>Resource 54: Alcohol and the Body</td>
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<td>Expand your discussion about drugs and alcohol to include the rules of consumption, helpful drugs and how to deal with pressures to take drugs or alcohol. Use the following focused questions to prompt discussion:</td>
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<td>- When can a person legally buy alcohol?</td>
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<td>- How much is a unit of alcohol?</td>
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<td>- How many units of alcohol can an adult woman drink safely every week?</td>
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<td>- How many units of alcohol can an adult man drink safely every week?</td>
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<td>- Are there times when we should take drugs, for example prescription drugs?</td>
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<td>- Should we take drugs that the doctor has prescribed for someone else?</td>
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<td>- What should we do if someone we know offers us drink or drugs?</td>
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<td>Explore the effects that misuse of drugs and alcohol can have on people and their friends and families. You may find it useful to describe particular scenarios and incorporate circle time activities or role plays. You could also use TV adverts and extracts from programmes or films as a focus.</td>
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<td>You could make links to Art and Design by: Making posters warning of the dangers of using drugs, smoking, drinking etc.</td>
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<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
<td>Skills and Capabilities</td>
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<tr>
<td>Will using drugs and alcohol keep me healthy?</td>
<td>... develop skills to assist them in making informed decisions.</td>
<td>Use the internet to investigate responsible use of drugs and alcohol further. For example, <a href="http://www.healthyschools.gov.uk">www.healthyschools.gov.uk</a> has lots of information for teachers and links to many online games and activities.</td>
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<td>To follow up this topic, invite speakers from local community groups and use resources from the learning section on the Channel 4 website (<a href="http://www.channel4learning.net">www.channel4learning.net</a>).</td>
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<td>Establish together what ‘rights’ are. Use Resource 55 to help the learners interpret some of the themes of this unit in terms of their rights to life and well-being.</td>
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<td><a href="#">Resource 55: My Body Rights</a></td>
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Knowing and Growing
Thematic Unit
My Body
Resources
Body Outlines [1 of 2]
Parts of the Body 1

Draw a line to show where each part is on the body.
Parts of the Body 2

Draw a line to show where each part is on the body.
All About Bones (1 of 2)

Copy the sheets to card and cut them out. Then, pair the clue card with the bone card that it describes.

- supports your arms
- allows the leg to bend
- the bone in the middle of your back
- has sockets for your leg bones
- protects the lungs and other organs
- protects your brain
pelvis
rib cage
patella

spine
clavicle
skull
Knowing Me, Knowing My Friends (1 of 2)

Fill in the table to find out ways in which you are similar and different to your friends.

<table>
<thead>
<tr>
<th>Name</th>
<th>Boy or Girl</th>
<th>Eye Colour</th>
<th>Hair Colour</th>
<th>Skin Colour</th>
<th>Tall or Short</th>
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# Knowing Me, Knowing My Friends [2 of 2]

Fill in the table to find out ways in which you are similar and different to your friends. Circle the correct answer.

<table>
<thead>
<tr>
<th>Name</th>
<th>Boy or Girl</th>
<th>Eye Colour</th>
<th>Hair Colour</th>
<th>Skin Colour</th>
<th>Tall or Short</th>
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<td>Green, blue or brown</td>
<td>Yellow, red, black or brown</td>
<td>Dark or fair</td>
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Mayer Johnson PCS Symbols © Mayer Johnson LLC (Contact Widgit Software www.widgit.com)
My Body’s Senses

Which sense are these people using? Draw a line from the picture to the correct sense.

- Touch
- Hear
- Taste
- See
- Smell
What is the Sense? 1

Label the body parts using the parts listed below.

- eyes
- hand
- ears
- mouth
- nose
What is the Sense? 2

Complete the statements using the words below.

my ears can ...

my mouth can ...

my hands can ...

my eyes can ...

my nose can ...

see

hear

touch

taste

smell
### Sensory Activities and Experiments (1 of 2)

Using the activities below, explore with your learners how the five senses work. You can make links to *Using Mathematics* by creating graphs and charts for many of these.

<table>
<thead>
<tr>
<th>Smell</th>
<th>The Sniffing Sleuth</th>
<th>Tired or Wired?</th>
<th>A World of Smells</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide a selection of items with distinctive scents. With their eyes closed or</td>
<td>Provide a selection of aromatherapy oils dabbed onto cotton wool. Allow your</td>
<td>Take the class outside to explore smells. Together, name all the smells you</td>
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<tr>
<td></td>
<td>blindfolded, allow your learners to either name the item or describe the smell</td>
<td>learners to smell each and decide if the scent makes them feel sleepy and</td>
<td>notice and classify them as pleasant/unpleasant, strong/weak, natural/artificial,</td>
</tr>
<tr>
<td></td>
<td>using a selection of adjectives (pleasant/unpleasant, strong/weak, etc.).</td>
<td>relaxed or awake and energised. Which do they prefer?</td>
<td>etc.</td>
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<td></td>
<td>Suggested items include pine, oranges, a flower, chocolate syrup, garlic, a lemon,</td>
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<tr>
<td></td>
<td>toothpaste, blue cheese, crisps, ground coffee, an onion, mustard, cinnamon, and</td>
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<td>a boiled egg yolk.</td>
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<tr>
<td>Sound</td>
<td>Sound Seekers</td>
<td>Blindman’s Buff</td>
<td>Keeper of the Keys</td>
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<td>Either inside or outside, situate your learners in a circle. Then ask them to sit</td>
<td>Select two learners and blindfold one. Stand the other about five metres away</td>
<td>Sit your learners in a circle and sit one blindfolded child on a chair at the</td>
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<tr>
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<td>very still and to listen carefully. In turns, have each learner try to describe a</td>
<td>and have him or her clap. The blindfolded learner then follows the direction of</td>
<td>centre. At his or her feet, lay a set of keys. Allow those in the circle to</td>
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<td>sound they hear around them. Once they’ve described it, see if the rest of the</td>
<td>the sound. Repeat a few times, having the clapping learner move to a new</td>
<td>take turns trying to sneak up and take the keys. The learner in the chair must</td>
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<tr>
<td></td>
<td>group can identify it.</td>
<td>location and clap each time.</td>
<td>try to stop the thief by listening for their movements.</td>
</tr>
<tr>
<td>Sight</td>
<td>Mime Time</td>
<td>Copy Cats</td>
<td>Shadow Shapes</td>
</tr>
<tr>
<td></td>
<td>Mime an everyday action and have your class guess what you are doing. Give your</td>
<td>Stand your class in pairs facing each other. One learner is the leader. The</td>
<td>Ask your learners to gather a selection of objects. Using a torch or other</td>
</tr>
<tr>
<td></td>
<td>learners turns to mime as well.</td>
<td>partner has to follow the leader’s actions exactly and simultaneously, like a</td>
<td>strong light source, cast each object’s shadow onto the wall. Allow your learners</td>
</tr>
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<td>reflection in a mirror.</td>
<td>to experiment with shadows. Can they pair objects to create new shadow shapes?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Touch

**Secret Sack**
Place a selection of items with very different textures into a sack. Allow your learners to reach into the sack without peeking, feel the object and describe it to the class. Is it rough, smooth, hard, heavy, fluffy, etc? Can they guess what the object is by only touching it?

You could also do this with items of clothing by blindfolding your learners and letting them pull an item from the sack and try to identify it. Classmates can offer clues if they get stuck.

**Touch Test**
Some areas of the body are more sensitive to touch because the skin there has more receptors. For example, fingers, cheeks, palms and feet are more sensitive than upper arms, thighs and calves.

Pair up your learners. Blindfold one learner in the pair. Then provide each pair’s partner with a few objects, such as a tennis ball, pine cone and a rubber. Have the partner gently rub one of the objects on a less sensitive area, like the upper arm or calf. Can the blindfolded partner tell what the item is? Next have the partner rub it on a sensitive area, like the fingers. Can they name the item now?

**Messy Guessy**
Provide a range of foods (for example jelly, cornflour, dough, uncooked pasta, cooked pasta, pineapple rings, rice, marshmallows, etc. In turns, blindfold each of your learners and allow them to feel the food and describe how it feels. Offer your learners a few adjectives for each food, if necessary.

## Taste*

*For all taste activities, do not include foods or foods with ingredients to which your learners are allergic.

**Taste Test**
Gather a selection of pureed baby foods (this way the textures are similar and the main differences are taste). Pureed bananas, peas, apples, strawberries or carrots would work well. Allow your learners to taste one and guess what flavour it is. You could list the flavours on the board to help them or bring in the non-pureed counterparts as visual clues. You could also explore how important smell is to our sense of taste by having each learner pinch their nose closed for the first taste. Can they taste any flavour this way? Then allow them to take a second taste without pinching their nose and guess the flavour.

**My Favourite Tastes**
Create themed taste sessions and allow your learners to determine if they like or dislike the foods. As a class, record their opinions in a graph or tabular display to discover which foods are liked most and least. Themes might include fruits, vegetables, unfamiliar/exotic foods, beverages, etc.

**Sorting it Out**
Gather a selection of two categories of food. In turns, allow your learners to taste the foods with eyes closed to attempt to determine which category the food belongs to. You could sort tastes into sweet/savoury, fruit/vegetable, bitter/salty, etc.
**Five Senses Lotto (1 of 9)**

**Instructions:**
Copy and laminate each lotto board and card before use.

Either pile the cards on the table or place them in a bag.

Each player or group then chooses a board.

Each player/group picks a card and decides if the sense card corresponds to a picture on their lotto board. For example, if they pick a taste card, is there a picture on their board of someone eating? If there’s a match, then they cover the picture with the card. If not, the card is returned to the bottom of the pile or the bag.

**Differentiation:**
You can also use this activity to reinforce and develop an understanding of Makaton by giving your learners opportunities to use the appropriate sign when a card is selected.
Five Senses Lotto (2 of 9)

SENSES LOTTO 1

[Images of various activities representing the five senses]
Five Senses Lotto (3 of 9)

SENSES LOTTO 2
Five Senses Lotto (4 of 9)

SENSES LOTTO 3

[Images of various activities representing the five senses]
Five Senses Lotto (5 of 9)

SENSES LOTTO 4
Five Senses Lotto (6 of 9)

SENSES CARDS (A)
Five Senses Lotto (7 of 9)

SENSES CARDS (B)
Five Senses Lotto (8 of 9)

SENSES CARDS (C)
Five Senses Lotto (9 of 9)

SENSES CARDS (D)
Male Picture Time Line

Cut out the pictures below and put them in order from youngest to oldest. Label with one of the words listed.

- man
- baby
- boy
- old man
Female Picture Time Line

Cut out the pictures below and put them in order from youngest to oldest. Label with one of the words listed.

old woman
baby
young girl
woman
**The Same ... Or Change?**

What things about your body change and what things stay the same as you grow up?

<table>
<thead>
<tr>
<th>Stay the same</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- teeth
- eye colour
- height
- hair colour
- shoe size
- skin colour
## Girls Growing Up

How does your body change as you grow? Look at these pictures. What will you need as you grow?

<table>
<thead>
<tr>
<th>Change</th>
<th>I will need ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>My breasts develop.</td>
<td></td>
</tr>
<tr>
<td>I start to sweat.</td>
<td></td>
</tr>
<tr>
<td>My body hair grows.</td>
<td></td>
</tr>
<tr>
<td>My periods start.</td>
<td></td>
</tr>
</tbody>
</table>

- sanitary towel
- bra
- deodorant
- razor

Cut and paste your answer in the space.
How does your body change as you grow? Look at these pictures. What will you need to use as you grow?

<table>
<thead>
<tr>
<th>Change</th>
<th>I will need ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>My body hair grows.</td>
<td></td>
</tr>
<tr>
<td>I start to sweat.</td>
<td></td>
</tr>
<tr>
<td>My body shape changes.</td>
<td></td>
</tr>
<tr>
<td>My voice changes.</td>
<td></td>
</tr>
</tbody>
</table>

- To use a razor
- To use deodorant
- To buy new clothes
- To talk
Items for Teens

Decide whether the items are needed by a teenage girl or boy or both. Circle your answer.

<table>
<thead>
<tr>
<th>Item</th>
<th>Girl</th>
<th>or</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Razor</td>
<td>📌</td>
<td></td>
<td>📌</td>
</tr>
<tr>
<td>Bra</td>
<td>📌</td>
<td></td>
<td>📌</td>
</tr>
<tr>
<td>Deodorant</td>
<td>📌</td>
<td></td>
<td>📌</td>
</tr>
<tr>
<td>Sanitary towel</td>
<td>📌</td>
<td></td>
<td>📌</td>
</tr>
<tr>
<td>Perfume</td>
<td>📌</td>
<td></td>
<td>📌</td>
</tr>
<tr>
<td>Aftershave</td>
<td>📌</td>
<td></td>
<td>📌</td>
</tr>
</tbody>
</table>
Figure 1: Print out the required book sheet. Cut out along outer edge, copy and enlarge (if necessary) and place it face up on the table.

Figure 2: Make a crease along the length of the page in the centre (from x to x).

Figure 3: Make three concertina folds along the width of the paper, following the printed lines.

Figure 4: Cut through the double thickness of the paper in the mid-section (along the dotted line) until the points of the scissors meet the black dots.

Figure 5: Lay the paper flat on the table.

Figure 6: Fold the sheet along your initial crease (from x to x).

Figure 7: Stand the sheet up and push in the two ends to make a cruciform shape.

Figure 8: Fold the four flaps together to make a book shape, ensuring that the title page is on the outside.
This morning when I woke up I had a wet sticky patch on my pyjamas. I thought I had wet myself. When I told Dad he said: "It's okay. Now that you are growing up, liquid sometimes comes out of your penis. It's called semen. If it happens in your sleep, it is called a 'wet dream'. He left a box of tissues beside my bed so I can clean myself when it happens again.

Yesterday when I was at the cinema I could feel my penis go hard and stick out. I put my hand on it and rubbed it, it felt nice. When my Dad notices, he said: "That is private touching. You mustn't do that in front of other people."

When I got home Dad said, "Men and boys sometimes like to touch their own penis and testicles. If you want to do this make sure you are in private, like alone in your bedroom.

My body is growing up into a young man. My little book about "My Private Male Body"
Knowing and Growing

Thematic Unit

My Body

My Private Male Body (2 of 2)

This morning when I woke up I had a wet sticky patch on my pyjamas. I thought I had wet myself. When I told Dad he said: “It’s okay. Now that you are growing up, liquid sometimes comes out of your penis. It’s called semen. If it happens in your sleep, it is called a ‘wet dream’. He left a box of tissues beside my bed so I can clean myself when it happens again.

Yesterday when I was at the cinema I could feel my penis go hard and stick out. I put my hand on it and rubbed it, it felt nice. When my Dad notices, he said: “That is private touching. You mustn’t do that in front of other people.”

When I got home Dad said, “Men and boys sometimes like to touch their own penis and testicles. If you want to do this make sure you are in private, like alone in your bedroom.

My little book about “My Private Male Body”

Now that I have more body hair I will sweat more. It is important for me to wash often to keep clean. I can use a deodorant to help me stay fresh and smell nice all day.

Growing up is a young man’s job. I am happy to be growing up into a young man.

I have some hairs under my arms. My Mum says now that I am growing up I will get hairs between my legs and on my face. She says she will buy me a razor if I don’t want to have a beard. My voice is breaking because I am growing up. Daddy says my voice was high and funny, it was high and funny. It was high and funny.

This morning when I was singing, my voice sounded funny. My Dad says my voice is breaking because I am growing up. Daddy says my voice is breaking because I am growing up.

If some semen comes out of your penis, clean it up with a deodorant and wash down the toilet. Put the tissues in the box and in the bedroom. My Private Male Body.
Knowing and Growing

Thematic Unit

My Body

My Private Female Body (1 of 2)

Now that I have more body hair, I will sweat more. It is important for me to wash often to keep clean. I can use a deodorant to help me stay fresh and smell nice all day.

Yesterday at the park I was showing my new bra to my friend. When my Mum noticed she said: "You don't do that. It is private. Your underwear and the parts of your body underneath are private."

When we got home Mum explained: "Sometimes girls like to look at and touch private parts of their own body because it can feel lovely. This is fine, but it is private.

So if you want to do this you must go somewhere private, like alone in your bedroom with the door closed. Then no one will come in and disturb you. This is private touching."

My mum says when my breasts grow a little bigger, she will take me to buy a bra.

Now that I am growing up I will get more hair here and also under my arms. My mum says I have seen some little hairs. It is part of growing up.

I am excited about all the changes taking place in my body. I am happy to be growing into a young woman.

Mum's little book about "My Private Female Body"
My Private Female Body (2 of 2)

Now that I have more body hair, I will sweat more. It is important for me to wash often to keep clean. I can use a deodorant to help me stay fresh and smell nice all day.

| Underarms and some on the legs and between my legs. Some girls get more hair here and also grow a little bigger. She will now that I am growing up! I will have seen some little hairs. Mum says this happens to all girls: it is part of growing up. Mum says it is lovely.
| Yesterday at the park I was showing my new bra to my friend. When my Mum noticed she said: “You don’t do that. It is private. Your underwear and the parts of your body underneath are private.”
| When we got home Mum explained: “Sometimes girls like to look at and touch private parts of their own body because it can feel lovely. This is fine, but it is private.”

So if you want to do this you must go somewhere private, like alone in your bedroom with the door closed. Then no one will come in and disturb you. This is private touching.”

<table>
<thead>
<tr>
<th>My Private Female Body</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>My little book about</th>
</tr>
</thead>
</table>

| Mum says when my breasts grow a little bigger, she will take me to buy a bra. |
| The bath I noticed two bumps around my nipples. Mum says these are my breasts. When I was in the bath I noticed two bumps. Mum says when I was in the bath I noticed two bumps. When I was in the bath I noticed two bumps. |
| Sometimes girls like to look at and touch private parts of their own body because it can feel lovely. This is fine, but it is private. |

I am excited about all the changes taking place in my body. I am happy to be growing into a young woman.
I opened the packet. I tore off the little paper strip. I stuck the pad into the clean pants and then I put them on.

I washed my hands in the basin. Then I took my soiled pants and washed them in cold water. I needed some help with this so I asked my Mum. Then I went back to playing outside.

Later, when I needed to go to the toilet again, I changed my soiled pad for a clean one. I took the soiled pad and placed it in a special bin. Then I washed my hands.

My period will last for a few days. I am very pleased that I have had my period. It is a sign that I am growing up into a young woman. I will have a period every month.
I opened the packet. I tore off the little paper strip. I stuck the pad into the clean pants and then I put them on.

I washed my hands in the basin. Then I took my soiled pants and washed them in cold water. I needed some help with this so I asked my Mum. Then I went back to playing outside.

Later, when I needed to go to the toilet again, I changed my soiled pad for a clean one. I took the soiled pad and placed it in a special bin. Then I washed my hands.

My period will last for a few days. I am very pleased that I have had my period. It is a sign that I am growing up into a young woman. I will have a period every month.

I can keep a record like this about my period and how I am feeling. This will help me to know about my body and what to expect.
Products that Help Us Keep Clean

- nail brush
- sanitary towel
- toothbrush
- deodorant
- dental floss
- mouth wash
- shampoo
- face cloth
- cotton buds
- toilet paper
- razor
- dandruff shampoo
- nail file
- toothpaste
- moisturiser
- aftershave
**How Clean Is My Body?**

Answer these questions about your body hygiene.

<table>
<thead>
<tr>
<th>Do you ...</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>
| ... brush your teeth in the morning? | ![AM](image)
| ... brush your teeth at night? | ![night](image)
| ... have a bath/shower regularly? | ![bath](image)
| ... wash hands after using the toilet? | ![handwash](image)
| ... use deodorant? | ![deodorant](image)
| ... change your underwear every day? | ![underwear](image)
| ... change your socks every day? | ![socks](image)

Count the number of times you answered YES.

I scored ______ out of 7.

This is...

- Good
- Bad
- OK

I can keep my body cleaner by ___________________________

_________________________

_________________________
Cleaning My Body in the Shower

Cut out the following strips and put them in order to show the steps you follow in the shower:

- I let the water fall all over my face and body.
- I raise my arms and let the water go under my arms.
- I rub shampoo into my hair then rinse it off.
- I wash under my arms with soap.
- I wash my chest and back with soap.
- I wash my private areas with soap.
- I wash my legs and feet with soap.
- I must let the water fall all over my body and rub myself down so there is no soap on me.
Where Do You Feel Safe? (1 of 2)

Cut and paste the places into where you feel they should go.

<table>
<thead>
<tr>
<th>Places I feel safe</th>
<th>Places I would feel unsafe (especially if I was on my own)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Where Do You Feel Safe? (2 of 2)

- home
- shopping centre
- town
- youth club
- park
- school
- cinema
- on the street at night
- at a concert
- leisure centre
- bus station
- at the seaside
What Would You Do? 1

Look at these situations. What would you do if it happened to you?

- you met a cross dog on the street
- you got lost in town
- a stranger was knocking on your door
- someone tried to give you something you knew was wrong
- a stranger wanted you to get in their car

---

Mayer Johnson PCS Symbols © Mayer Johnson LLC (contact Widgit Software www.widgit.com)
What Would You Do? 2

Look at these situations and think about what you would do. Draw a line to your response - some situations may have more than one response.

- you met a cross dog on the street
- a stranger was knocking on your door
- you got lost in town
- someone tried to give you something you knew was wrong
- a stranger wanted you to get in their car

- tell mum or dad
- say no
- shout for help
- go to the police
## No Thanks or NO!

What would you say in these situations? Tick if you would say **NO, THANK YOU** or shout **NO**!

<table>
<thead>
<tr>
<th>Situation</th>
<th>No, thank you.</th>
<th>No!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like something to drink?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get into my car and I’ll give you a lift.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hi girl. Come with me and I’ll get you some sweets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you need help with your homework?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to touch you.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ways of Saying NO!

If someone asked you to do something wrong, how would you say NO? Circle the **good ways** for saying **NO** in green and the **wrong ways** in red.

- use a loud voice
- use your body language
- tell someone
- laugh
- say it quietly
- do not tell anyone
- look at the person
- be confident
- walk away

Resource 29
No or Go Safety Quiz (1 of 2)

Read these situations and decide if you would give them the RED card for no, or the GREEN card for go by colouring the card. Or if you like, hold up a RED or GREEN card.

- Someone you don’t know tells you to get into their car.
- Your friend asks you to come to their birthday party.
- Your uncle invites you on a trip to the zoo.
- You have to walk home alone at night.
- Someone offers you a cigarette when you are out.
- The doctor asks you to take your top off so he can examine you.
- A stranger offers you a drink from a bottle you haven’t seen before.
- Your brother and his friends want to take you to the cinema.
No or Go Safety Quiz (2 of 2)
Not all secrets are bad. Do you know the difference? Look at each box below. Is it a secret to keep or should you tell a grown up that you trust?

- **Your friend is sad, but she doesn’t want you to tell her mum.**
- **A surprise birthday party is being planned, but you are told not to tell the birthday boy.**
- **Your mum is going to have a new baby, but she asks you not to tell your grandparents until everyone arrives for Sunday dinner.**
- **Someone touches you, you feel uncomfortable, and they say if you tell you will be in trouble.**
- **Someone has cut themselves and has asked you not to tell anybody.**
- **You catch your older sister smoking behind the school and she says if you don’t tell Dad she’ll clean your room.**
I Care for My Body By ...

Circle the best ways to look after your body.

- sleeping well
- eating fruit and vegetables
- smoking
- keeping clean
- visiting the doctor
- drinking water
- watching a lot of TV
- exercising
- drinking a lot of alcohol
- visiting the dentist
- taking drugs
- taking medicine
Picture Cards: Healthy and Unhealthy People (2 of 3)
Picture Cards: Healthy and Unhealthy People (3 of 3)
Cars need to have their oil checked.

Cars need to be washed.

Cars need to be filled with good quality fuel.

Cars need to go to the garage when they are not working well.

Do you get the right amount of sleep?

Do you visit the doctor when you are sick?

Do you keep your body clean?

Do you eat well?

Do you brush your teeth?

Do you exercise every day?
To stay healthy we need to take care of our mind and our body.

This is called mental and physical health.

Look at the worksheet and choose the ideas which will help you stay healthy.
Staying Healthy (2 of 4)

- eat plenty of vegetables
- have good friends
- drink lots of beer
- ask for help when needed
- eat lots of chips
- play a game you enjoy
- eat lots of sweets
- listening to relaxing music

- get plenty of exercise
- eat plenty of fresh fruit
- get plenty of sleep
- smoke cigarettes
- get outside in the air
- do what you can yourself
- eat lots of pizza
- talk about your feelings
- stay awake late at night
Stick on all the ideas which will help to keep you healthy.
**Staying Healthy (4 of 4)**

Stick on all the ideas which will help to keep you healthy.
# Food Groups in My Diet

Tick the foods you usually eat at these mealtimes.

<table>
<thead>
<tr>
<th>Meal</th>
<th>Food Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Bread, rice and pasta</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>Snacks</td>
<td></td>
</tr>
</tbody>
</table>

I need to eat more: ____________________________________________
I need to eat less: ____________________________________________
**Eating for Living (1 of 2)**

What do different types of food do for our bodies? Look at the table and answer the questions.

<table>
<thead>
<tr>
<th>Food Type</th>
<th>How It Helps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread, pasta, cereals and rice</td>
<td>give us energy.</td>
</tr>
<tr>
<td>Meat, chicken, fish and eggs</td>
<td>help build muscles and keep blood healthy.</td>
</tr>
<tr>
<td>Dairy foods</td>
<td>help our teeth and bones.</td>
</tr>
<tr>
<td>Fruit</td>
<td>helps skin and helps us keep a healthy weight.</td>
</tr>
<tr>
<td>Vegetables</td>
<td>help our bones, teeth and eyes.</td>
</tr>
</tbody>
</table>
Eating for Living (2 of 2)

Resource 37

1. What food type helps bones?
   An example is _____________________________

2. What food type helps muscles?
   An example is _____________________________

3. What food type helps teeth?
   An example is _____________________________

4. What food type gives energy?
   An example is _____________________________

5. What food type helps eyes?
   An example is _____________________________
Food Groups

This chart shows what type of food we should eat if we want to have a healthy diet.

1. Name the biggest group.

2. Name the smallest group.

3. Name a food you like to eat from each of the groups.

Fruit & Vegetables
Bread, Pasta, Rice & Potatoes
Milk & Dairy Products
Fatty & Sugary Foods
Meat, Fish & Eggs
What Did I Eat Yesterday?

Can you remember everything you ate yesterday? Write or draw what you ate in the table below. Circle the healthy foods you ate in **GREEN** and the unhealthy foods in **RED**.

<table>
<thead>
<tr>
<th>Meal</th>
<th>Foods I Ate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>AM</td>
<td></td>
</tr>
<tr>
<td>Breaktime</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Supper</td>
<td></td>
</tr>
<tr>
<td>Snacks</td>
<td></td>
</tr>
</tbody>
</table>
Bob needs to lose some weight. Look at what he eats every day and suggest something healthier for him to eat.

<table>
<thead>
<tr>
<th>Bob’s diet</th>
<th>Healthier choice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td></td>
</tr>
<tr>
<td>bacon</td>
<td>eggs</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
</tr>
<tr>
<td>burger</td>
<td>chips</td>
</tr>
<tr>
<td><strong>Dinner</strong></td>
<td></td>
</tr>
<tr>
<td>chips</td>
<td>pizza</td>
</tr>
<tr>
<td><strong>Snacks</strong></td>
<td></td>
</tr>
<tr>
<td>chocolate</td>
<td>sweets</td>
</tr>
</tbody>
</table>
How Can We Care for Our Teeth?

Who’s making the better choice? Circle your answer.

1. Sam visits the dentist every six months.
2. Tom drinks cola.
3. Adam brushes his teeth twice a day.
4. Mark eats sweets at break.

Adam hates the dentist and will not go.
Jill drinks water.
Bob does not brush his teeth.
Alan eats fruit at break.
Name the Products

Write the names of these products. What are they for? Which ones do you use?

Word Bank

<table>
<thead>
<tr>
<th>floss</th>
<th>toothpicks</th>
</tr>
</thead>
<tbody>
<tr>
<td>toothbrush</td>
<td>toothbrush</td>
</tr>
<tr>
<td>electric toothbrush</td>
<td>mouthwash</td>
</tr>
</tbody>
</table>
Caring for Your Teeth

Complete these sentences by matching them to the correct words.

1. Brushing our teeth gets rid of

2. We should brush our teeth in the morning and

3. We should visit the dentist every

4. We can clean between our teeth by

5. We can keep our teeth nice by eating

6. Every three months we should change our
What’s Good for My Teeth? (1 of 2)

Look at the pictures and decide if each thing is good or bad for your teeth. Cut and stick them into the correct box.

<table>
<thead>
<tr>
<th>Lifestyle choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of happy tooth]</td>
</tr>
</tbody>
</table>

| ![Image of happy tooth] | ![Image of sad tooth] |
What's Good for My Teeth? (2 of 2)

![Illustrations of various food items and symbols related to dental health]

- Images of fruits, vegetables, milk, water, and food items like cookies, bread, and ice cream.
- Symbols for dental hygiene, such as a toothbrush and floss.

Mayer Johnson PCS Symbols © Mayer Johnson LLC (Contact: Widgit Software www.widgit.com)
My Exercise

Circle the activities you enjoy.

- swimming
- curling
- walking
- football
- golf
- dancing
- bowling
- cycling
- athletics

My favourite way to exercise is ________________________________

Choose the correct word:
When we exercise our heart beats faster/slower.
When we exercise we breathe faster/slower.
When we exercise our muscles work harder/less hard.
Exercise helps to keep us unhealthy/healthy.
How Can I Find Out About Exercise? (1 of 4)

Can you help these people find the information they are looking for?

I would like to exercise. I like indoor activities. I like working with others. I like water.

I think this person should _____________________________

They could do this at _____________________________

The opening hours are _____________________________

The price is _____________________________

The contact details are _____________________________

I found this information from (circle the answer or write your own)

making a call _____________________________

visiting _____________________________

a newspaper advert _____________________________

a website _____________________________
I would like to exercise. I like indoor activities. I like working with others. I like music.

I think this person should ________________________________

They could do this at ________________________________

The opening hours/times of classes are ____________________

The price is ________________________________

The contact details are ________________________________

I found this information from (circle the answer or write your own)

making a call  ________________________________

visiting ________________________________

a newspaper advert ________________________________

a website ________________________________
I would like to exercise. I like outdoor activities, working with others and the countryside.

I think this person should ________________________________

They could do this at ________________________________

The opening hours are ________________________________

The price is ________________________________

The contact details are ________________________________

I found this information from (circle the answer or write your own)

- making a call
- visiting
- a newspaper advert
- a website
I would like to exercise. I like indoor activities. I would like to build muscles.

I think this person should ________________

They could do this at ________________

The opening hours/times of classes are ________________

The price is ________________

The contact details are ________________

I found this information from (circle the answer or write your own)

- making a call
  - ________________
- visiting
  - ________________
- a newspaper advert
  - ________________
- a website
  - ________________
A Cheat’s Guide to Exercise! (Matching) (1 of 2)

Look at these pictures. How could these people include exercise in their daily lives without going to the gym? Cut and paste the correct pictures into the spaces.

- Using a lift
- Getting windows cleaned
- Using a car wash
- Calling a taxi
- Playing football on the games machine
- Paying a gardener

Better choice
Better choice
Better choice
Better choice
Better choice
Better choice
A Cheat’s Guide to Exercise! (Matching) (2 of 2)

- play outside
- clean own windows
- walk
- use stairs
- do own gardening
- wash car
| Using a lift       | This person could
|-------------------|-------------------|
| Getting windows cleaned | This person could
| Using a car wash  | These people could
| Calling a taxi    | This person could
| Playing football on the games machine | This person could
| Paying a gardener | This person could

Look at these pictures. Can you think of ways these people could include exercise in their daily lives without going to the gym?
Healthy Heads!

Circle the things you think would help you to keep your mind healthy.

- playing with friends
- eating sweets
- doing puzzles
- doing art or crafts
- worrying about things
- fighting and arguing
- talking
- drinking fizzy drinks
Some of My Emotions

happy
sad
angry
frightened
relaxed
frustrated
What My Face Looks Like

Complete the faces to show how you look when you are happy, laughing, sad, crying and scared.

- Happy
- Laughing
- Crying
- Sad
- Scared
My worry
Talking in assembly

Why am I worried about it?

I’m embarrassed
I can’t remember what to say
People will laugh at me

What could happen?

My face will go red
I’ll get upset
I’ll get upset

What will help me?

I could write down what I have to say and read it out.
I can practise and the staff will help me.

Can this happen?

Yes!

Now I feel ...

I’m embarrassed
I can’t remember what to say
People will laugh at me

My face will go red
I’ll get upset
I’ll get upset

I could write down what I have to say and read it out.
I can practise and the staff will help me.

Yes!

Now I feel ...
The Worry Workout! (2 of 2)

Why am I worried about it?

What could happen?

What will help me?

Can this happen?

Now I feel ...

Yes!
Smoking and the Body

What happens to the body when people smoke?

Ideas Bank

- lung cancer
- smelly hair
- stained fingers
- heart disease
- bad breath
- throat cancer
Alcohol and the Body

What happens to the body when people drink too much alcohol?

Ideas Bank

difficulty in walking
headaches
liver damage
heart disease
feel sick
My Body Rights

What rights do you have about your body?

The right to a name
My name is ...

The right to a life
I enjoy life by ...

The right to health care
The people who help keep me healthy are...

The right to play
In my free time I like ...

The right to protection
People I trust to keep me safe are ...

The right to protection from drugs
I only take medicine from ...