The main themes of this unit are:
- exploring the work done by important parts of our bodies and the need to keep them fit and healthy;
- how something which is good or ok, can be harmful when taken in excess; and
- finding out how to make responsible choices and decisions, and facing up to increased responsibilities.
Teaching approaches

Stop and Think!
Take regular breaks to encourage the children to STOP and THINK about their thinking. Ask them to consider how they:
- come up with ideas;
- solve problems; and
- make decisions.

Allow them to share their ideas with each other. Let them make a note of what thinking strategies work best for them.

Purpose and Audience
Develop the children’s understanding by asking them to create flyers, presentations or posters for a specific purpose and audience. Changing the format of the information they have received allows children to demonstrate their level of understanding. They must relate their learning in a different format by creating flyers, for example about a health or safety issue.

Make it Relevant
Share with the children not only WHAT they are going to learn and HOW they will do it, but also WHY they are learning about it and WHEN they are going to use the knowledge, skills and attitudes.

When learning is related to their everyday lives, children’s curiosity is aroused; they engage more and persevere with the learning process.

Games
Cooperative games help children to think together as a team, experience working with others and develop leadership skills. They emphasise participation, challenge and fun. They also offer a fast and practical way to solve problems.

Use cooperative games as an introduction to the learning, during the process or as a closing activity to sum up the learning that has taken place. It is crucial to reflect afterwards, ask questions and relate the purpose of the game to what the children have been learning in class.
Key Experiences in developing strategies for keeping themselves healthy and safe

Building on Foundation Stage

Explore and discuss the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments:
- being aware of how to care for their body in order to keep it healthy and well;
- recognising and practicing basic hygiene skills;
- realising that growth and change are part of the process of life and are unique to each individual;
- exploring appropriate personal safety strategies;
- beginning to realise the importance of road safety;
- understanding that many substances can be dangerous; and
- knowing the safety rules that apply when taking medicines.

Working at Key Stage 1

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;
- being aware of the stages of human growth and development;
- recognising how responsibilities and relationships change as people grow and develop;
- developing personal strategies to resist unwanted behaviour;
- knowing about potential dangers and threats in the home and the environment, and
- developing simple safety rules and strategies to protect themselves from potentially dangerous situations.

Moving towards Key Stage 2

How to sustain their health, growth and well being and coping safely and efficiently with their environment:
- understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene;
- knowing about the harmful effects to themselves and others of tobacco, alcohol, solvents and other illicit and illegal substances;
- knowing how the body grows and develops;
- being aware of the physical and emotional changes that take place during puberty;
- recognising how responsibilities change as they become older and more independent;
- becoming aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches;
- developing a pro-active and responsible approach;
- knowing where, when and how to seek help; and
- being aware of basic emergency procedures and first aid.

Progress in learning

- I know how important it is to keep myself healthy now.
- I recognise how the brain can help keep me safe.
- I can name some of the different categories of food.
- I can sort foods according to the different categories.
- I understand that some things, if taken in excess, can be harmful.
- I am beginning to think through my decisions.
- I can suggest possible solutions to a problem.
- I can show the ability to learn from modelled activities.
- I know I should never touch or play with sharp objects.
- I can tell you how I can keep safe in unfamiliar places.
- I can identify and record the different ways I am changing and growing.
- I am more aware of the responsibilities needed to care for a young baby.
Learning intention:
Recognise and begin to appreciate a lifestyle that is both healthy and safe.

What does keeping healthy and safe mean? Why are we learning about this?
Describe the big picture of the topic and share the overall learning intention.
Clarify what keeping healthy and safe means, and explain the importance of learning more about this.

Learning together

Have the children agree on the design of what they are going to learn about a healthy, safe person, by asking:
- What way are we going to do this?
- What are the steps to discovering this learning?
- What will we need?
- How will we show our learning?
- Can we break the learning up into smaller pieces?

Remember to evaluate:
- How are we doing?
- How can we improve what we are doing?
Use peer assessment, two stars and a wish (see Active Teaching and Learning Methods for Key Stages 1 and 2).
Reflect on the learning.
- What have we learned?
- What skills did we use?
Thinking Skills and Personal Capabilities by the end of Key Stage 1

Managing information

Ask more focused questions about the task, clarify purpose and what needs to be done;
Recognise where similar tasks have been done in the past;
Use their own and others’ ideas to identify, locate and select various sources of information;
Set goals for their work, break tasks into smaller parts and plan their next steps;
Record information in a variety of formats; and
Begin to identify audience and purpose when communicating.

Thinking, problem solving and decision-making

Show their ability to organise and summarise to show understanding;
Sequence, order and rank information along different dimensions;
Identify similarities and differences by making simple comparisons and connections;
Begin to test predictions and to look for evidence;
Make decisions and generate options;

Being creative

Show curiosity when approaching new tasks and challenges;
Have experiences with all the senses;
Listen to and share ideas and experiences;
Generate as many ideas as possible, building and combining ideas;
Take time to use the imagination. Enjoy the unexpected, unusual and surprising; and
Experiment and investigate real life issues.

Working with others

Develop further habits of collaborative learning;
Become more adept at turn-taking, sharing and cooperating when working in a group or team;

Self-management

Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved;
Check work routinely for accuracy and precision;
Persist with tasks until an appropriate endpoint, with teacher prompting;
Seek help from other people;
Work towards personal targets identified by teacher; and
Develop an awareness of what they enjoy, what they find difficult, their personal strengths and limitations.
Across the Curriculum: Connecting the learning

Using ICT

Creating and editing text and combining an image to advertise Super Smoothies
Comparing their work with others and talking about ways to improve it

Using Mathematics

Collecting and disseminating real data using maths and ICT in Personal Development and Mutual Understanding for learning and teaching
See Useful websites in Resource Section.

Thinking Skills and Personal Capabilities

Use a range of strategies to show thinking through a difficult problem

Words and phrases I will hear and use

Bacteria
Immunisation
Control
Encourage
centre
Situation

Potential danger

Harmful

Harmful

Situation

Control

Encourage

Immunisation

Bacteria

Potential danger
Learning activities

Activity 1
Healthy heart and lungs
Exploring the functions and importance of the heart and lungs through movement and discussion.

Activity 2
Control centre
Using drama to find out how the brain is like a control centre.

Activity 3
My body needs food
Identifying the different types of food groups and the need for a balanced diet.

Activity 4
Too much of a good thing
Focusing on the effects of eating or drinking to excess.

Activity 5
Do I want to smoke?
Reflecting on the consequences of choosing to smoke.

Activity 6
Injections
Identifying childhood illnesses and exploring safety with regard to syringes.

Activity 7
I change as I grow
Focusing on the range of life changes during their development.

Activity 8
Babies’ needs
Raising awareness of the needs of a newborn baby.

Activity 9
Things we say and the way we say them
Talking about the different names for parts of the body.
Learning activity 1: Healthy heart and lungs

CORE CONCEPT
Encourage children to be heart healthy from an early age. Make them aware of the importance of taking enough exercise and eating a healthy diet. Warn them of the dangers of smoking and drinking. This will enable them to make informed lifestyle choices later in life.

SUGGESTED SUCCESS CRITERION
We will discover that our heartbeat and breathing increase when we do physical activities.

POINTS TO NOTE
It is good practice to inform parents of the purpose and content of this unit, before starting. Give each child a copy of the Letter to Parent(s)/Carer(s) (Resource A) to take home. Amend it if necessary.

The British Heart Foundation has additional materials available which deal specifically with keeping a healthy heart. You can access these at www.bhf.org.uk

WHAT YOU NEED
- Letter to Parent(s)/Carer(s) (Resource A)
- Hall or other large space
- Magazines

WHAT TO DO
- Warm-up
- Let’s Talk
- Breathing
- Cool Down

Carry out the following activities in a large open space, such as the hall or playground.
Warm-up

Begin with a simple warm-up exercise. Ask the children to move around the room. Explain that when you shout, ‘Touch hands!’ they must stop, find the child closest to them and stand in front of them. They must make eye contact and then hold both their hands out in front and clap their partner’s hands. Repeat this and after a while, change the instruction to, ‘Touch elbows!’ ‘Touch knees’ or ‘Touch wrists.’

Let’s Talk

Ask everyone to sit down. Recall the body parts mentioned in the game and suggest other parts of the body that could be included in this game. (Try out their suggestions later as part of a cool down.) Next, ask them to consider which body parts would be impossible to touch, for example internal organs. Invite the children to mention any internal organs that they know about.

When the heart is mentioned, ask them if they know where their heart is. Inform them that their heart is located in their chest. Ask them to stand up and feel their chest to find their heart. At this point, most of the children will be unsure of where their heart is.

Next, ask them to jump up and down twenty times. Then, ask them feel their chest again to find their heart. This time most of the children will be able to feel their heart. Allow them a few minutes to feel their own and their friend's hearts. Explain that what they feel is their heartbeat. If you want, you could also have the children feel their pulse on their wrist or the side of their neck. Ask the children why they can feel their heart now, when they couldn’t a few minutes ago. Explain that jumping is a very big movement and we need a lot of energy to do it. When we jump, our heart has to pump faster and stronger to give us enough energy.

Ask the children what other activities they need a lot of energy for. Their answers might include:
- playing football;
- skipping;
- doing homework; and/or
- waving.

Explain that when they play football, their legs and feet need a lot of energy. The heart has to work hard to pump blood to their legs and feet. Next, ask the children to complete the following statements:
- If I am skipping my heart needs to pump lots of blood to...
- If I am working out a difficult maths problem my heart needs to pump lots of blood to...
- If I am waving my heart needs to pump lots of blood to...

Include the other activities mentioned by the children. Next, ask them what they think helps the heart muscle bring the energy to the places where it's needed. Tell them that just as a car needs petrol to drive, our bodies need energy (food and oxygen) to move. The heart pumps blood all around our body all day long, and at times of exercise it needs to work harder.
Learning activity 1: Healthy heart and lungs (continued)

Breathing

Ask the children if they noticed a change in any other part of their bodies when they jumped. Point out that their breathing, which is controlled by the lungs, changed. Ask them to lie down on their backs and simply notice their breathing.

You could say, ‘Lie down on your back and be very quiet. Notice your breathing. Notice the air going in and out of your nose or mouth. Don’t try to change it, just notice it. Put your hand on your chest or tummy and see what happens when you breathe. Now, roll on to your side and stand up very slowly. Now we are going to jump up and down 20 times again. Ready, steady, go! (Count aloud to twenty.) Now lie down again. Put your hand on your tummy. Is your breathing different now? How is it different? See how long it takes for your breathing to get back to normal. What about your heart beat - is it changing?’

Ask the children to slowly roll onto their side and sit up slowly. They will have noticed that with increased activity their breathing is deeper and their heart activity increases. Explain that when lots of energy is needed the heart must send blood full of oxygen to all parts of the body. When we breathe, we put oxygen into our blood through our lungs. Blood full of oxygen is bright red. When that blood has done its job and given the oxygen to our muscles it is dark red and it comes back to the heart. The heart then has to send the blood to the lungs for more oxygen. It comes back with more oxygen and is ready to be pumped around the body for another job. So when we jump up and down, our heart is busy pumping blood around our body and our lungs are busy putting plenty of oxygen into our blood.
Complete the activity by trying out some of the children’s suggestions for the game used in the warm up activity. Back in the classroom, use reference books to show the children pictures of the heart and lungs. Ask them to draw a picture of a healthy heart and lungs. Next, ask them to draw or list all the different forms of exercise that they know about.

Alternatively, distribute magazines and have the children create a collage of exercise pictures. Ask them to draw a circle of stars around their favourite form of exercise and beside it write/draw one thing that they promise to do more of each day to improve their health.
**Learning activity 2: Control centre**

**CORE CONCEPT**
The brain is the control centre for the body. Messages pass to and from the brain to all other body parts.

**SUGGESTED SUCCESS CRITERION**
We will recognise the importance of the brain as a control centre.

**POINTS TO NOTE**
Consider asking the children to learn the lines of the play to prepare for performing it.

**WHAT YOU NEED**
- Control Drama (Resource B)
- Joystick or another control symbol
- Five large sheets of paper
- Art materials

**WHAT TO DO**
- Brain Control
- Drama

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**Brain Control**

Ask the children what they think a control centre is. From their experience of watching films, they may be able to give many examples. Go on to explore control centres in machines. Ask the children:
- What makes a car go in the right direction?
- What happens in the cockpit of a plane?
- Where is the control centre of your computer?
Next, ask them where they think the control centre is in our bodies. Listen to their suggestions. Then tell them, ‘The control centre for our bodies is our brain. We have five senses: sight, hearing, taste, smell and touch. (Children have explored the senses in Years 1 and 2 and will be familiar with them.) The job of our senses is to send messages to the brain about what is in the world, and the job of the brain is to send messages back to all the parts of the body to tell them what to do. The messages are sent to the brain and from the brain along nerves.’

Ask the children what messages the brain would send, and to what body parts if:
- your ears send a message to your brain that the front doorbell is ringing;
- your taste buds in your mouth send a message to your brain that the milk you’re drinking is sour;
- your nose sends a message to the brain that there is a burning smell coming from the toaster;
- your eyes send a message to the brain that they are sore and tired; and
- your hands send a message to your brain that the plant has sharp spikes.

(These examples are oversimplified and therefore inaccurate in terms of perception. However the complexity of perception is not what we are trying to teach).

Divide the class into five groups. Ask each group to create a 3D representation of one of the following - heart, lungs, brain, feet and/or eyes. Provide the children with a range of classroom art materials to assist them.

Drama

Ask for five volunteers to take part in a role-play. Allocate the roles of the brain, heart, lungs, eyes and feet. Distribute a copy of Resource B: Control Drama to each volunteer. Give the joystick to the child playing the brain, and have them sit in an elevated position. Ask the other four children to stand on the floor. Attach the appropriate 3D representation (created in the previous activity) to volunteers to identify them. For example, attach the heart to the child playing the heart and the brain to the child playing the brain and so on.

Explain to the volunteers that in the drama, a child is walking to the bus stop. On the way s/he sees the bus coming and has to run to catch the bus. The only rule is that all parts of the body must wait until the brain instructs them about what to do. They are not to communicate with each other. Ask the children to mime actions to represent the activity of the body part, for example:
- feet (marching);
- heart (arms bent with closed fists, pumping up and down);
- lungs (arms wide, then pulled to chest); and
- eyes (scanning room with head movement).

Perform the play a number of times with different volunteers. Ask the children in their groups, to come up a new scenario and to script this using the same body parts.

Finally, organise the children into groups. Allocate a body part to each group. Have them design a poster to describe their body part and its main functions. Encourage them to include drawings and list ways they can keep the body part healthy and fit for the future.
Learning activity 3: My body needs food

CORE CONCEPT
In order to keep the different parts of the body and vital organs healthy, we need to have a regular intake of a healthy balanced diet.

SUGGESTED SUCCESS CRITERIA
We will know the different food categories.
We will reflect on our diet and focus on ways to improve it.

POINTS TO NOTE
Up to date diet advice is available from the Health Promotion Agency. Logon to www.healthpromotionagency.org.uk

A child friendly version of the Food Plate is available on the Food a Fact Of Life website. Logon to www.foodafactoflife.org.uk

This activity links with the Healthy Breaks campaign.

WHAT YOU NEED
- David’s Day (Resource C)
- A range of foods from the different food groups
- Paper plates
- Supermarket advertising leaflets
- Glue
- Scissors

WHAT TO DO
- Introduction
- Super Smooth Food
- David’s Day

Introduction
Place a range of foods in an open space. Make sure that all the children can clearly see them. Invite volunteers to take it in turn to:
- select an item;
- describe it;
- say what type of meal it could be part of (breakfast/dinner/tea/supper); and
- say whether they have tasted/enjoyed eating it.

Talk about the range of foods available and explore different ways of grouping foods. Invite the children to suggest different ways to sort the food. Sort the foods according to their criteria. The children’s suggestions might include by colour, by textures, fresh versus tinned, from plants, from animals and/or from the sea.
Next, invite the children to suggest why our body needs food. Their answers might include:
- to satisfy hunger;
- for energy;
- to help us grow; and/or
- for protection and healing.

List their answers on the board and discuss each one in more detail. You could use the following questions to expand the discussion:
- How does our body know it is hungry?
- Does our mood change when we are hungry?
- What foods give us energy?
- Can you give examples of starchy and sugary foods?
- Which parts of our body are growing now?
- What types of foods help our body to grow?

- Which foods contain protein?
- Which foods help our body to fight disease and help us to heal?
- How many fruits and vegetables can you name?

Talk about the importance of drinking milk as it gives us energy, helps us to grow and is good for protection and healing. Inform the children that milk is very important in our diet and that is why it is the first food given to babies. Go on to talk about how some foods, like sweets or biscuits, are not very good for us. They give a quick energy hit but don’t provide any real fuel for our bodies. Inform the class that we shouldn’t include very many sweets in our diets. Finish off by telling them that different foods do different jobs. No single food can supply all the nutrients that the body needs.

**Super Smooth Food**

Logon to the Food a Fact of Life website. You can access this at www.foodafactoflife.org.uk/

Navigate to the Make a balanced plate activity. Follow the link for healthy eating and then click on interactive activities. Work together to complete the interactive activity.

Organise the children into pairs or small groups. Give each pair or group a paper plate (previously divided into the different food groups) and supermarket leaflets. Ask them to find a variety of foods for each of the different sections of the food plate and to stick them onto the correct section. When the children are finished, look at their food plates and correct any mistakes. Display the food plates in the classroom.

Explain that to stay healthy, we need different amounts of each food group. Talk about the fruit and vegetable food group. Ask each child what his/her favourite fruit and vegetable is. Use a tally sheet to record their answers. Use this information to come up with a variety of smoothie recipes, using the top five favourite fruits. Vote on which recipes to make in class. Have a tasting session to find out which combination is the most popular. Ask the children to come up with name for the smoothie and use ICT to design a flyer advertising the smoothie and its recipe.

**David’s Day**

Give each child a copy of Resource C: David’s Day. Read through the table showing the different meals and the types of food eaten by David. Ask the children to draw the food in the correct section of the food plate. Next, organise the children into pairs. Ask them to discuss David’s diet and to:
- record what they think is positive about his diet;
- what they think is missing; and
- recommend how David could make his diet healthier.

Next, ask the children to write down what they eat on a typical day. Have them record this in the My Food Day table. Invite them to draw the food on their food plate. Finish the activity by inviting each child to complete the following statements:
- The most important thing I learned about eating healthily was....
- What I found interesting about this was...
- One thing that still puzzles me is...
CORE CONCEPT
Energy-giving foods are good when taken in moderation, but if taken in excess they cause an imbalance in the diet.

Encouraging children to eat healthy, balanced diets helps them form good habits for life and protects them from heart disease and other conditions in the future.

SUGGESTED SUCCESS CRITERION
We will explore how some energy-giving foods can be harmful if taken in excess.

Let’s Talk

Ask the children to name the foods that are generally eaten at birthday parties. List these on the board. Ask them to recall the Food Plate and to consider if the food eaten at a party is a balanced meal. It’s likely that they will conclude that party food is energy-giving food. Ask the following questions:
- Do children at birthday parties have a lot of energy? Why?
- What happens if you eat a lot of party food?
  Do some children do that?
- Have you ever felt sick after a birthday party?
  Why do you think this might have happened?
- What do you think might happen if you only ate party food?
  Why do you think this?

Explain that sometimes a food is good when you eat a little of it. For example, a bar of chocolate can give you energy. If you went on a very long walk, you might bring a bar of chocolate to give you energy on the way. However, it wouldn’t be a good idea to eat four bars of chocolate as you would probably feel sick. That’s because your body would be missing out on the other foods that it really needs to stay fit and healthy. It would not have had a balanced meal. So some foods are good if you eat them occasionally, but bad if you eat them too much. Use balance scales to visually show the children how the body requires a balance. Explain what the term, ‘everything in moderation’ means. Ask the children for other examples of foods or drinks that are ok if eaten in moderation, but bad if eaten all the time.

**Responsible Grown Ups**

Inform the children of the effects of drinking too much alcohol. Explain that alongside a balanced diet a small amount of alcohol will not damage an adult body.

However, if alcohol is taken in excess the body will eventually become unbalanced. Use the balance scales to demonstrate this to the children. Continue by telling the children that if alcohol is continuously taken in excess, the messages going to and from the brain get mixed up. If the control centre (explored in Learning activity 2) is not working well then an adult could be in danger. Ask the children to complete a poster that highlights how, **too much of a good thing is a bad thing**. Guide the children by giving them the following examples:

- too much party food… this child is sick;
- too much television… this boy is tired; and
- too much alcohol… this person is drunk.

**Too Much Sugar**

Ask the children to bring in empty food packets from home. Look at and read the labels indicating the food contents. Talk about the variety of formats in which food contents can be displayed. Explain how the food contents are listed in order of quantities. List different names that are used for sugars, for example sucrose, glucose or fructose. Ask the children to find these in the food packets and group together foods where these sugars are present. Explain that too much sugar in the diet can also lead to an imbalance. Ask the children to suggest the consequences of having too much sugar in their diet.

**Extension Work**

Research and set up a healthy food tuck shop. Compile a healthy eating recipe book. Invite the children to bring in recipes from parents and grandparents.
Learning activity 5: Do I want to smoke?

CORE CONCEPT
Smoking involves consequences, some of which are perceived by children as being positive and others as negative.

It is important to reflect on the negative consequences of smoking before children reach an age when they can decide to take up the habit.

SUGGESTED SUCCESS CRITERIA
We will generate options and make decisions.
We will learn from a modelled thinking activity.

POINTS TO NOTE
This activity links with the Green Unit 4: Friendships.

Research shows that preventative education is only effective if it is undertaken at least two or three years before the likely age of experimentation.

Teachers should adjust this activity to best suit the needs of their pupils.

WHAT YOU NEED
- Nancy and Note To Nancy (Resource D)

WHAT TO DO
- What Do I See?
- SOCS
- Note To Nancy
- Review

WHAT DO I SEE?
Give each child a copy of Resource D: Nancy and Note to Nancy. Ask them to look closely at the picture. This is a very good opportunity to clarify the difference between facts and assumptions. First, ask the children to tell you what they see in a strictly factual way first by using the words, ‘What I see is...’ Then, invite the children to interpret the picture by asking, ‘What do you think is happening here?’ Instruct the children to answer using the words, ‘I think...’ In this way, they own their personal interpretation of the picture. However, it’s most likely that the children will draw the same conclusions.
Finally, tell the class that the girl’s name is Nancy and that this is the first time anyone has ever offered her a cigarette. Ask them if they think this sort of scenario happens where they live and allow a few children to share short anecdotes.

Ask the children to close their eyes for a minute and imagine how Nancy feels. Then, ask them to think about and answer these questions:
- Why do you think the people are offering the cigarettes to Nancy?
- What do you think is going on in Nancy’s head?
- How do you think she feels?
- What do you think is happening in her body?
- What decision does she have to make? Are they easy decisions to make?

Ask the children to go back to the picture of Nancy and write some text in the speech callouts and the thought bubble. Remind them to think about what you have just discussed.

**SOCS**

Write the letters S, O, C, S on the board. Draw a pair of socks as a visual reminder. Explain to the children that this is a mnemonic that they can use to help them think clearly when they are faced with a tough situation.

Write the word **Situation** on the board. Ask the children to help you clarify Nancy’s situation. In this case, Nancy has been offered a cigarette. Next, write the word **Option** on the board. Ask the children what options are open to Nancy in this situation. They will probably suggest that Nancy could say yes and take the cigarette or that she could say no and refuse the offer. Write the words **yes** and **no** on the board.

Then, ask the children to imagine all the thoughts that might go through Nancy’s head if she were to say yes to the offer. Invite them to share their ideas and list these under the word **Consequences**. Next, ask the children to imagine all the thoughts that might go through Nancy’s head if she were to say no to the offer. Invite them to share their ideas and list these under the word **Consequences**. Finally, ask the children how many of them think that Nancy will say yes and how many think that she will say no. Finally, ask the children what they think the best solution for Nancy is. Write this beside the word **Solution** to complete the SOCS mnemonic.

**Note To Nancy**

Ask the children to refer back to Resource D: **Nancy** and **Note To Nancy**. Have them complete the note to Nancy, and give her some advice on how to handle the situation she is in now. Display the notes in a prominent position in the classroom with some key facts about the dangers of smoking and the strategy used for thinking through the difficult situation. Teachers may consider using the Smokebusters Club for further resources. (See Resource section for further details).

**Review**

Ask the children for feedback on whether they think the SOCS way of thinking is useful and when else they might use this kind of thinking in the future.
Learning activity 6: Injections

CORE CONCEPT
Our immune system helps to protect us from disease.

As a result of the development of immunisation, many childhood illnesses (which were common one or two generations ago) can be avoided today.

SUGGESTED SUCCESS CRITERIA
We will understand the purpose of planned inoculations.
We will recognise the safety needed with regard to needles/syringes.
We will record information in a variety of ways.

POINTS TO NOTE
If possible, schedule this activity so that it takes place when the school medical team are administering immunisation injections.

WHAT YOU NEED
- Nikki’s Story [Resource E]
- Survey Form [Resource F]
- Picture Stories [Resource G]
- Posters from health centres showing childhood illnesses and immunisation programs

WHAT TO DO
- Story
- Survey
- Group Picture Story

Story

Read Resource E: Nikki’s Story aloud to the children.
Use some of the questions below to initiate a discussion about the story:

- What was the name of the disease that Nikki got? How did she get it?
- How did she feel? What symptoms did she have?
- Why was she so cranky? Name all the things she was not allowed do.
- What was her Mummy worried about?
- Why did Michael not get measles?
Allow time for the children to talk about times when they or someone they know had an injection. Ask them to think about the people who gave these injections, for example doctors, nurses and/or dentists. Emphasise how people need to take care when handling needles/syringes.

**Survey**

Have the children complete a survey of childhood illnesses. Give each child a copy of Resource F: Survey Form. Ask them to take this home and complete it. They will need help from family members. The child completes the first section, a parent completes the second section and a grandparent or a person who is significantly older than the child’s parents completes the third section. Discuss the children’s findings back in class and ask them what they have learned. Use appropriate ICT software to record and graph the information gathered.

**Group Picture Story**

Organise the children into small groups. Give each group one of the Picture Stories from Resource G. Ask them to work together to create a story about the illustration. Have them use the questions to prompt their thinking and encourage discussion.

When groups have completed this task, invite them to show their picture to the rest of the class and to read their story aloud. Highlight the message that they should never touch or play with syringes, broken glass or other sharp objects. Discuss why picking up used needles or syringes is dangerous. Inform them of the danger of pricking yourself or someone else and catching infections.
Learning activity 7: I change as I grow

CORE CONCEPT
All living things are constantly changing. As we grow, we are continually changing in our appearance, activities, likes, dislikes, relationships and experiences.

SUGGESTED SUCCESS CRITERION
We will explore changes in nature and reflect on some of the ways in which we have changed.

POINTS TO NOTE
You may need to give parents/carers advance notice if you are going to complete the 'Myself As A Baby' Task. They may need to find/gather objects from when the child was a baby.

WHAT YOU NEED
- Blank pages
- Markers and pencils

WHAT TO DO
- Mime
- Thought Shower
- Myself As A Baby
- Fact File

Mime

Ask the children to find a space and to curl up on the floor. Ask them to listen to the words you say and to mime the actions.
I want you to imagine that you are a tiny seed that has just been planted in a pot. The soil is just right. It is moist and warm. You begin to grow. Gradually, you peep up above the surface. The sun is shining outside. You feel its heat. You get bigger and bigger and bigger. After some time you are fully-grown. The people in the house admire you. They see how much you have grown. Flowers begin to form. They get bigger and open a little bit. Then they open a little bit more. Soon you have a number of beautiful flowers. You are given enough water to grow and you enjoy your warm position on the windowsill. You can feel the heat of the sun. You feel proud. You are a beautiful plant.

Ask the children to slowly sit down on the ground again and think about the words you have just said. Ask them how the plant changed and what it needed to grow. Tell them that humans have basic needs, for example food, shelter, warmth and love. (This concept will be further developed in Learning activity 8: Babies’ needs.) Compare and contrast human needs with the plant's needs. Ask the children to consider if our needs change as we grow up.

Organise the children into pairs. Ask them to discuss the following questions:
- Do all living things change and grow? How?
- Does everybody grow at the same time and in the same way?
- Can you think of any living thing that never changes?
- Does growing ever stop? What happens then?
Learning activity 7: I change as I grow (continued)

Thought Shower

Distribute blank pages and markers. Ask the children to work individually and create a mind map of all of the ways they are changing and growing. Have them draw a picture of themselves in the centre of the mind map, with the title, I am changing and growing.

Have a thought shower session to assist the children's thinking. For example, ask them to list:
- things they can do now that they couldn’t do last year/when they were a toddler/when they were a newborn baby; and
- changes in their abilities, likes, dislikes, fashions, responsibilities, relationships and physical characteristics.

Explore their wishes and worries about changes that might happen in the future. Have the children privately record these (they could be included as part of their memory box, see next activity). Display the completed mind maps in the classroom and take time to have a gallery session. Highlight any similarities and differences.

Myself As A Baby

Encourage the children to collect items from when they were babies. Examples of items include cards, photographs, clothing, footwear and/or stories from parents and/or grandparents. Ask them to bring these items to class in a box. They could decorate the box as a memory box. Invite them to share their memorabilia with the class during show and tell sessions. Talk about the significance of some seemingly very simple items and what they mean to both the parents and child. Be sensitive to the children’s varying situations.
Fact File

Encourage the children to investigate their early growth and development by asking their parents/guardians questions at home. They can use some or all of the following questions:
- Where was I born? What day of the week was it?
- What did I weigh when I was born?
- What did the doctor/nurse say when I was born? How did s/he know I was a boy/girl?
- How did mum/dad feel when they saw me born? What did s/he say to me? If you could have talked what might you have said to Mummy?
- What did I eat and drink when I was a baby? What was my favourite food then? Has that changed?
- What was my favourite toy? Has this changed?

Collate the answers into a fact file using ICT. The children could include this information in their memory boxes.

Finally ask the children to answer the following questions:
- Would you like to be a baby forever?
- Why?/Why not?
- What is positive about growing up?
Learning activity 8: Babies’ needs

CORE CONCEPT
Appreciating the range of needs of a new baby helps children to understand that they require a great deal of attention and care.

SUGGESTED SUCCESS CRITERION
We will be aware of the responsibilities required to look after a young baby.

WHAT YOU NEED
- Group Work (Resource H)

WHAT TO DO
- Care Of Newborn Babies
- Life Cycles

POINTS TO NOTE
An ideal introduction or conclusion to this activity would be the Feelings of Exclusion activity (media clip 1.1) from Interactive Sarah and the Whammi, Unit 1: Family Matters. You can access this from the Personal Development and Mutual Understanding section of www.nicurriculum.org.uk

Care Of Newborn Babies
Remind the children of the plant’s needs, for example warmth, food, shelter and light and how these needs compare with human needs. Show them some photos of babies and talk about the needs of a newborn baby. Inform them that babies need:
- love and attention;
- to be fed regularly;
- suitable clothing;
- regular sleep in a comfortable basket/pram/cot;
- constant attention;
- to be kept clean (nappy changed and careful bathing); and
- medical check-ups.

Divide the class into groups. Ask them to research one or two of the needs of a baby. Distribute copies of the relevant section of Resource H: Group Work to each group. Ask them to create a leaflet that will help new parents care for a newborn baby.

The questions used in Resource H will help generate discussion about the care of newborn babies and guide the creation of their leaflet. Encourage the children to talk about their own experience of babies, for example in their families, their baby cousins, neighbours’ or friends’ babies. Recommend that they include this valuable personal information in their leaflet.

The following questions will encourage the children to talk about babies they know:
- Do you know any babies?
- Have you ever played with a baby?
  What type of games did you play? How old was the baby?
- Do you think they might like to play different games as they grow older?
- Did you have to look after the baby? How did you do this?
- Did the baby stay in your house? Where did it sleep?
- What did the baby like to do? How did the baby let you know when it wasn’t happy?

When groups have completed this task, invite them to show their leaflet to the rest of the class.

Life Cycles

Talk with the children about the cycle of birth, growth and development. Relate this to seasonal new life and growth for example, the tadpole and frog life cycle or the chrysalis and butterfly life cycle. Ask the children to draw pictures and write a short poem relating the experiences of the life cycle for example, from darkness to light, from tiny seed to blossoming flower or from baby to responsible adult.
Learning activity 9: Things we say and the way we say them

CORE CONCEPT
There is a great deal of power in language. Not being familiar with the biological terms for the body can put children at a disadvantage. To give children this vocabulary, we recommend that the teacher use everyday situations to include words for the body, and bodily functions (naturally and without undue emphasis).

SUGGESTED SUCCESS CRITERION
We will name the external parts of the male and female body and what they do.

POINTS TO NOTE
The language used in this activity will be at the discretion of the teacher, in accordance with the school’s own Relationships and Sexuality Education Policy.

WHAT YOU NEED
- Suitable story and or factual information books

WHAT TO DO
- Things People Say
- The Way We Say It

let the cat out of the bag
raining cats and dogs
Talk with the children about the meaning of familiar phrases and the humorous picture they can create in the mind, for example:
- to let the cat out of the bag;
- to be raining cats and dogs;
- to be the apple of someone’s eye;
- to have ants in your pants;
- to have one’s heart in one’s mouth; and
- to have a hair raising experience.

Ask the children what they think each one means and why people would use such sayings. Talk about the different interpretations the children have come up with and how this can lead to confusion or misunderstandings.

Talk with the children about how we can have different ways of talking about parts of the body. Stomach for example is the correct term we would use if describing it to the doctor or nurse, however sometimes we use the words tummy or belly. Reinforce with the children that it is important to use terms that everyone recognises so that we don’t confuse people or make fun about that part of the body. When we visit the doctor, it is better to use body part words to tell him/her what is wrong with us.

Things People Say

The Way We Say It

Talk with the children about the way we talk to babies. Ask the following questions:
- If a well-meaning adult is talking to you like a baby, how do you feel?
- How do you feel if a person calls you a kid?
- Do you dislike being called a kid? Why?
- If a respected newsreader from the television spoke as if s/he were talking to a small child or baby, what would the effect be?

Go on to ask the children what they say when:
- they need to go to the toilet;
- their stomach is upset and they feel they are going to be sick;
- they are feeling hot and bothered; and
- they want to tell the doctor that they have a pain in their tummy.

Explain what is acceptable in each instance.

Use appropriate stories, pictures and incidental teaching moments during the school year to talk about the names we use for:
- the place where a baby stays for nine months before being born;
- the part of a body where a baby is joined to its mother before being born;
- the parts of a mothers’ body that feed the baby after it is born;
- the part of the body that passes the waste part of food;
- the part of a boy’s body that passes urine; and
- the part of a girl’s body that passes urine.
Letter to Parent(s) / Carer(s)

Learning activity 1: Healthy heart and lungs
Dear Parent(s)/Carer(s)

As part of our programme of learning in the Personal Development and Mutual Understanding area of the curriculum, we will be focusing on developing skills and strategies for keeping healthy and safe. The aim of this unit of work is to provide children with opportunities to:

- make responsible and healthy choices, with a focus on healthy heart and lungs;
- appreciate and recognise the responsibilities required to look after new babies;
- name the external parts of the male and female body; and
- recognise that growing up brings increased and changing responsibilities for themselves and others.

An important element of this work is that children get similar messages at home and in school. I hope that you will find and take opportunities in everyday situations to help your child recognise different aspects of this work. You can support the learning in a number of ways, for example:

- by teaching them that as they grow in size they also grow in many other ways;
- by encouraging them to become more independent by looking after their belongings, tidying up their toys or helping around the house;
- by discussing with them, their early days as a baby, and encouraging him/her to ask questions about the place, date, time and weight; and
- by discussing the time and attention needed to take care of a newborn baby.

I will keep in touch with you about other aspects of this learning throughout the school year. A copy of the materials being used is available in school. Please feel free to contact me to discuss these materials, or to talk to me about any concerns that you may have.

Thank you for your cooperation.

……………………………………
Class Teacher
Resource B
Personal Development and Mutual Understanding Yellow Unit

Learning activity 2: Control centre

Control Drama
**Brain:** Lungs! Breathe in oxygen for the blood. We are going on a walk.

**Lungs:** Yes, Boss.

**Brain:** Heart! Pump lots of blood down to the feet. They have a lot of walking to do.

**Heart:** Yes, Boss.

**Brain:** Feet! Start walking to the bus stop.

**Feet:** Yes, Boss.

**Eyes:** Brain! The bus is coming around the corner now.

**Brain:** Thank you, Eyes, for that message. Now we all need to work a bit harder here. Feet! Speed it up! Move as fast as you can! Heart! Pump more blood down there to the feet. Lungs! Breathe in more oxygen!

**Feet, Lungs and Heart:** Yes, Boss.

**Eyes:** The bus has stopped. We are right beside it.

**Brain:** Thank you, Eyes. Now find an empty seat!

**Eyes:** Yes, Boss.

**Brain:** Feet! Stop running now and climb up the three steps. Then wait.

**Feet:** Yes, Boss.

**Brain:** Eyes! Have you found an empty seat?

**Eyes:** Yes, at the very end on the back seat.

**Brain:** Thank you, Eyes. Feet, turn to the right. Take ten steps forward. Then turn around, bend your knees and sit down. Then you can take a rest.

**Feet:** Yes, Boss.

**Brain:** Heart! Take it easy for a few minutes. Lungs! Take it easy. You don’t have to breathe quite so deeply for a while. Eyes! Do your job. Watch out for the shopping centre and let me know when we are near it!

**Eyes:** Yes, Boss.
# Learning activity 3: My body needs food

<table>
<thead>
<tr>
<th>Meal</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Cereal with milk</td>
</tr>
<tr>
<td>Snack</td>
<td>Chocolate bar and fizzy drink</td>
</tr>
<tr>
<td>Lunch</td>
<td>Ham sandwich, milk and bun</td>
</tr>
<tr>
<td>Snack</td>
<td>Crisps and yogurt</td>
</tr>
<tr>
<td>Dinner</td>
<td>Chicken, potatoes and water</td>
</tr>
<tr>
<td>Supper</td>
<td>Toast and tea</td>
</tr>
</tbody>
</table>

## Review

<table>
<thead>
<tr>
<th>Positive</th>
<th>Missing</th>
<th>1 change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
David’s Food Plate
**Learning activity 3: My body needs food**

<table>
<thead>
<tr>
<th>Meal</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>Supper</td>
<td></td>
</tr>
</tbody>
</table>

**Review**

- Positive
- Missing
- 1 change
My Food Plate
Learning activity 5: Do I want to smoke?
Note To Nancy
Resource E
Personal Development and Mutual Understanding Yellow Unit

Learning activity 6: Injections

Nikki’s Story
Nikki was five when she got measles. She was the fifth child in her class to get it that week. It started with a hard dry cough and watery eyes. Her mum thought it was just a cold at first until she talked to some of the other mums and heard that there was an outbreak of measles in the class.

Mum told Nikki to stay indoors so she would not pass it on to other children. That night Nikki woke up with a nightmare. She was so hot that her Mummy had to sponge her down with water to cool her. The next day spots began to appear. The first ones were at the back of her neck. Soon they spread right across her tummy and down to her feet. There were spots inside her mouth too and she couldn’t eat. Nikki felt miserable.

The doctor called later that day and he told Nikki that she definitely had measles. He told her to rest and not to go out to play for a week. Nikki wanted a medicine to cure the measles but the doctor said that there was none. The measles would just go away after a week. He gave her mum a prescription for a cough medicine.

The rest of that week was terrible. Nikki’s body felt sore and itchy and she was very cranky. She was angry that she had to stay indoors, and wasn’t allowed to hold her little brother. She didn’t want to eat or drink but her mum spent lots of time trying to coax her into taking little glasses of water.

All the time her mum worried that her little brother, Samuel, would get the measles too. Luckily he didn’t.

Towards the end of the week, Nikki began to feel better and the spots began to away. Her cough stopped too. She was able to go out to play. A few days later she returned to school but six children were still off sick in her class.

Now Nikki is a mummy and has children of her own. She knows the importance of giving children vaccines for infectious diseases. She was able to bring each of her children to the doctor when they were the right age to get a vaccination for the measles and mumps. Hopefully she will never have to worry about her children getting these diseases and being sick for a long time. She explained it all to her daughter Cora, ‘I wish they had that vaccine when I was a baby. I remember clearly that the measles were really terrible.’
Learning activity 6: Injections

Survey Form

- mumps
- measles
- tetanus
- Polio

Resource F
Personal Development and Mutual Understanding Yellow Unit
Were you sick when you were a child?

(Child) My name is ___________ and I have had these diseases:
- measles
- mumps
- German measles
- polio
- whooping cough
- diphtheria
- tetanus
- tb

(Parent) My name is ___________ and I have had these diseases:
- measles
- mumps
- German measles
- polio
- whooping cough
- diphtheria
- tetanus
- tb

(Grandparent) My name is ___________ and I have had these diseases:
- measles
- mumps
- German measles
- polio
- whooping cough
- diphtheria
- tetanus
- tb

Complete this bar graph in class using the information from the survey. You can do more graphs for other illnesses.
Picture Stories
Picture Story 1

What do you think this picture is about? Give it a title.

Who are these people and what place are they in?

What are these people doing?

What do you think they will do?

What would you do if you were in this picture?

What might happen next?

Do you think anything has been left out of this picture?

What do you think each of the people is saying?
Resource G
Personal Development and Mutual Understanding Yellow Unit

Learning activity 6: Injections

Picture Stories
**Picture Story 2**

What do you think this picture is about? Give it a title.

What do you think each of the people is saying?

Who are these people and what place are they in?

What might happen next?

What are these people doing?

What would you do if you were in this picture?

What do you think they will do?

Do you think anything has been left out of this picture?
Resource G
Personal Development and Mutual Understanding Yellow Unit

Learning activity 6: Injections

Picture Stories
What do you think this picture is about? Give it a title.

Who are these people and what place are they in?

What are these people doing?

What do you think they will do?

Do you think anything has been left out of this picture?

What would you do if you were in this picture?

What might happen next?

What do you think each of the people is saying?
Resource G
Personal Development and Mutual Understanding Yellow Unit

Learning activity 6: Injections

Picture Stories
Picture Story 4

What do you think this picture is about? Give it a title.

What do you think each of the people is saying?

Who are these people and what place are they in?

What might happen next?

What are these people doing?

What would you do if you were in this picture?

What do you think they will do?

Do you think anything has been left out of this picture?
Group Work

Learning activity 8: Babies’ needs
<table>
<thead>
<tr>
<th>Babies need to be kept clean and safe</th>
<th>Babies need regular feeding</th>
<th>Babies need regular sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When do babies need their nappies changed?</td>
<td>• What do babies like to eat?</td>
<td>• Describe where a baby sleeps.</td>
</tr>
<tr>
<td>• What would you need to do when bathing a baby? Should you use shampoo?</td>
<td>• How many times does a baby take a bottle/breast feed each day?</td>
<td>• Do babies sleep a lot?</td>
</tr>
<tr>
<td>• How would you make sure a baby is kept safe?</td>
<td>• Is there a special way to clean a baby’s bottle?</td>
<td>• Do babies have a regular bedtime like you?</td>
</tr>
<tr>
<td></td>
<td>• Do babies have teeth?</td>
<td>• How might you help a baby go to sleep?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Babies need lots of love and attention</th>
<th>Babies need medical check-ups</th>
<th>Babies need suitable clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Suggest a game that a baby might like to play.</td>
<td>• How do you know a baby is growing?</td>
<td>• What do babies wear?</td>
</tr>
<tr>
<td>• Describe a toy that a baby would like to play with.</td>
<td>• How can you prevent a baby from getting childhood illnesses?</td>
<td>• What do babies need in hot/cold/wet weather?</td>
</tr>
<tr>
<td>• What might you say to a baby?</td>
<td>• What would you do if a baby becomes unwell?</td>
<td>• How do you stop a baby from getting dribbles on their clothes?</td>
</tr>
<tr>
<td>• Would a baby like hugs, kisses, cuddling or holding?</td>
<td></td>
<td>• What do babies wear in bed at night?</td>
</tr>
</tbody>
</table>

Create a leaflet to give tips to a new parent about the care needed by a newborn baby. Include information that they can easily read, diagrams and/or pictures. Give your leaflet a catchy title.
Suggested stories

Hewitt, S. My Heart and Lungs (Qeb My Body) (2008 Library Binding) 1595665544
Sheldon, A. Big Sister Now: Story About Me and Our New Baby (2005 Magination Press) 1591472431
Tofts, H. I Eat Vegetables! Things I Eat (2001 Zero to Ten) 1840890282

Useful websites

Active Teaching and Learning Methods for Key Stages 1 and 2 2007 CCEA
www.nicurriculum.org.uk
British Heart Foundation's Artie Beat Club
www.bhf.org.uk
Census at School
www.censusatschool.ntu.ac.uk
Health Promotion Agency for N.I.
www.healthpromotionagency.org.uk
Healthy Kids website
www.healthykids.org.uk
Nutrition Foundation website
www.foodafactoflife.org.uk
Phunky Foods website
www.phunkyfoods.com
Topics related to Personal and Mutual Understanding
www.directgovkids.co.uk
Smokebusters Club
www.nhssbtcg.co.uk/smokesbusters.php

Suggested additional resources

Safe and Sound, Ideas for Connecting Learning ICLI Years 3 and 4, CCEA
Wetton, N. Health for Life Ages 4-7 (2000 Nelson Thornes) 0174233876
Interactive Sarah and the Whammi (2008 CCEA) Available from www.nicurriculum.org.uk Follow links from Personal Development and Mutual Understanding section
I am, I know, I can (2005 Tacade) www.tacade.com