The main themes of this unit are dealing with substances that can have negative effects on the body; understanding that bacteria and viruses affect health and exploring the different stages of human development.
Teaching approaches

Using the Media

Use moving images to help children begin to understand how other age groups, issues and groups are represented in the media. For example, consider how teenagers or different races are represented.

This visual focus can enhance the children’s ability to question and reflect in the classroom. It can also develop an awareness that material for advertising and promotion is deliberately constructed to serve a variety of motives.

Thinking Frames

Use thinking frames as a scaffold to support the children’s thinking:
- Talk through the options one at a time.
- Identify the pros and cons of each.
- Weigh up options.
- Make a decision.
- Talk about what was learned.

Over time, create a range of contexts for children to practise their decision-making skills in. Withdraw the frame as the children’s thinking becomes more natural.

Questionnaires

These are effective ways of exploring and gathering real data on a particular topic. Questionnaires are a common feature of everyday life. It is important that the children become familiar with the format, and the way in which questions are phrased, to explore the effectiveness of such a data collection exercise. Encourage the children to learn about the different types of questions and to develop in themselves a questioning attitude.

Open-ended Statements/Questions

These are useful for allowing the children to gather their own thoughts and for you to ascertain what viewpoint or opinion the children already hold. This can often provide the starting point for exploration of the topic. Why not try some of these:
- One thing I know about drugs is ...
- A smoker is someone who ...
- Addiction is ...
- People who take drugs are...
Key Experiences in maintaining a healthy lifestyle and coping safely with their environment

Building on Key Stage 1
Strategies and skills for keeping themselves safe and healthy:
- knowing what to do or from whom to seek help when feeling unsafe;
- being aware of different forms of bullying and developing personal strategies to resist unwanted behaviour;
- exploring the rules for and ways of keeping safe on the roads;
- knowing about potential dangers and threats in the home and environment;
- developing simple safety rules and strategies to protect themselves from potentially dangerous situations; and
- identifying ways of protecting against extremes of weather.

Working at 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,* and recognising how responsibilities change as they become older and more independent.

Moving towards Key Stage 3
Personal Development Key Concept: Personal Health
Personal Development Key Concept: Relationships
Home Economics Key Concept: Independent Living

Progress in learning
- I know I have a responsibility to develop healthy habits.
- I can talk about the harmful effects of smoking and drinking alcohol.
- I know that all medicines are drugs but not all drugs are medicines.
- I know how to care for the different parts of my body.
- I am aware of the changes that take place throughout life.
- I can talk about and identify the changes that take place in the male and female body during adolescence.
- I can use appropriate terminology.
- I am beginning to show an understanding of more than one point of view.
- I can work with my peers to reach agreements.
- I can learn from and build on my own and others’ ideas and experiences.
- I can show understanding of more than one point of view.
- I can show that I can work in different roles in a group.
- I can show that I can take responsibility for appropriate tasks.

* Decisions about whether these topics should be taught or not must be agreed with parents and governors.
Learning intention:
**Understand and value the elements that contribute to a safe and healthy lifestyle.**

**Learning together**

Actively involving children in the learning process ensures that there are opportunities for them to take responsibility for and become more involved in their learning. This process engages the children, develops their responsibility, boosts their confidence and enhances their self-esteem.

To check where the children are in their understanding, consider using a **K-W-L grid** on right. Ask them to write what they think they already know about a particular topic or issue in the ‘K’ column. Encourage them to think about the gaps in their knowledge by filling out what they want to know in the ‘W’ column. (If they are working in groups, they may wish to use a Post-It style activity before writing their combined ideas onto the grid).

Once the class has completed the topic, ask the children to reflect on their learning by returning to the grid to fill in the final column. Here they can confirm the accuracy of their first two columns and compare what they have learned with their initial thoughts on the topic in the ‘K’ column.
Thinking Skills and Personal Capabilities by the end of Key Stage 2

Managing information

- Be able to ask deeper and wider questions to clarify a task and to plan and set goals;
- Begin to challenge conventions and assumptions;
- Be able to classify, compare and evaluate information and to select the most appropriate methods for a task;
- Develop methods for collating and recording information and monitoring progress on a task;
- Have a sense of audience and purpose.

Thinking, problem solving and decision-making

- Understand more than one point-of-view;
- Examine options and weigh up pros and cons;
- Try alternative problem-solving solutions and approaches;
- Use different types of questions systematically and with purpose.

Being creative

- Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;
- Use all the senses to stimulate and contribute to ideas.
- Experiment with different modes of thinking (for example visualisation);
- See opportunities in mistakes and failures;
- Learn from and build on their own and others’ ideas and experiences;
- Value other people’s ideas;
- Experiment with objects and ideas in a playful way.

Self-management

- Evaluate what they have learned and compare their approaches with others;
- Make links between their learning in different contexts;
- Become more self-directed by working on their own or with a group;
- Learn ways to manage their own time;
- Seek help from a variety of sources;
- Work towards personal targets identified by themselves or jointly with the teachers;
- Be more confident in their knowledge of personal strengths and weaknesses.

Working with others

- Become more independent in their social and interpersonal skills;
- Show that they can work in different roles in a group and take responsibility for appropriate tasks;
- Be willing to help others with their learning;
- Understand and learn to respond to feedback;
- Work with their peers to reach agreements and begin to manage disagreements.

Thinking, problem solving and decision-making

- Understand more than one point-of-view;
- Examine options and weigh up pros and cons;
- Try alternative problem-solving solutions and approaches;
- Use different types of questions systematically and with purpose.

Being creative

- Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;
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- Evaluate what they have learned and compare their approaches with others;
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- Seek help from a variety of sources;
- Work towards personal targets identified by themselves or jointly with the teachers;
- Be more confident in their knowledge of personal strengths and weaknesses.
Across the Curriculum: Connecting the learning

Thinking Skills and Personal Capabilities

Planning and organising how to go about a task. Making decisions as a group. Delegating clear roles and responsibilities.

Healthy Breaks

Making healthy choices at break time. Having water available throughout the day.

Assessment for Learning

Identifying what they will be learning. Explaining the reason for the learning and sharing this with the children.

Words and phrases I will hear and use

Feeling good

Consequences

Balance

Healthy lifestyle

Choices and decisions

Disease

Taking responsibility

Excess
Learning activities

**Activity 1**
**Feeling the air in our bodies**
Children experience a method of relaxation and reflect on what we take into and put onto our bodies.

**Activity 2**
**Smoking: What do you think?**
Children explore the effects of smoking through the use of a questionnaire.

**Activity 3**
**Don’t make it a habit**
The options and consequences of choices are explored.

**Activity 4**
**Alcohol**
Some of the issues and public images around alcohol are clarified.

**Activity 5**
**What is a drug?**
Children discuss the safe use of medical drugs.

**Activity 6**
**Keeping clean**
The importance of good personal hygiene is explored.

**Activity 7**
**Infection and body protection**
Children develop understanding about how bacteria and viruses affect health.

**Activity 8**
**Growing and changing**
The different stages of development from birth to old age are explored.

**Activity 9**
**Growing up**
Children find out about how the body grows and develops from childhood through to adolescence.
Learning activity 1: Feeling the air in our bodies

CORE CONCEPT
Our heart is an organ, which pumps blood around our bodies. Our lungs take in oxygen, which the blood carries around our bodies.

SUGGESTED SUCCESS CRITERION
We will list and know the effect that certain things have in and on our bodies.

WHAT YOU NEED
- Space for movement and to lie down
- A speaking object
- Letter to Parent(s)/Carer(s) (Resource A)
- Visualisation Script (Resource B)

WHAT TO DO
- Let’s Move
- Visualise It
- Round

POINTS TO NOTE
The relaxation exercise is best done with the children lying down, so the hall is likely to be more suitable. Put a Do Not Disturb sign on the door. If the children are not experienced in doing relaxation exercises, they may take some time to settle. While not necessary for the lesson, it could be useful if the children had some understanding of the respiratory and circulatory systems. Also, before you begin any of these activities, forward a copy of Resource A to the children’s parents/carers to inform them about the learning that will be taking place as part of this unit.

Let’s Move

Ask the children to stand up and feel their chests to try to find their hearts. Next, ask them to jump high twenty times. Ask them again if they can find their hearts. (They could also feel their pulse in their arms or necks).

Ask the children:
Can you feel your hearts more easily now?  
(To jump we needed more energy so our heart had to pump faster and stronger to give us energy).

Do you notice any change in your breathing? What changed?

Explain to the children that when lots of energy is needed, the heart must send blood full of oxygen around our bodies. When we breathe, we put oxygen into our bodies, through our lungs. If we are doing something that needs a lot of energy, our heart is busier pumping and the lungs are busier putting oxygen into the blood.

Explain to the children that they are going to do a relaxation exercise. Invite them to find a space on the floor where they are not within touching distance of anyone else. Ask them to lie on their backs on the floor, hands by their sides, feet slightly apart – relaxed. You may wish to put on some relaxing music. When they are settled, read the script provided in Resource B slowly, with pauses.

Allow the children time to adjust after this relaxation exercise.

Seat the children in a circle and pass the speaking object around. Ask the children to complete the sentence: I need air because ______.

Next, ask them to name anything, besides air, that goes into or onto their bodies. List these on the board. Ask them to classify the items under the following headings:
- Necessary and/or good for you;
- Unnecessary but not unhealthy;
- Unhealthy for you but not necessarily dangerous; and
- Risky and dangerous.

Ask the children to give reasons for their classification and discuss.
Learning activity 2: **Smoking: What do you think?**

**CORE CONCEPT**
Smoking has consequences. It is useful to have children reflect on these.

**SUGGESTED SUCCESS CRITERIA**
We will talk about the effects of smoking. We will collate and record information and monitor progress on a task.

**POINTS TO NOTE**
Make sufficient copies of Resource C. In the second part of this activity, the children interview people. A useful interactive resource entitled ‘Asking People’ - how to ask for information and use questionnaires is available on [www.ltscotland.org.uk](http://www.ltscotland.org.uk), see resource section for further details. Allow sufficient time for the interviews to take place.

Amend Resource D: Questionnaire if required.

**WHAT YOU NEED**
- Statements (Resource C)
- Questionnaire (Resource D)
- A range of knick knacks for the ‘Pick a Metaphor’ evaluation session

**WHAT TO DO**
- Let’s Talk
- Survey
- Pick a Metaphor

**Let’s Talk**

Write the word **smoking** on the board. Ask the children to tell you what they know about cigarettes and why people smoke them. List these as statements on the board. Ask them to read over them and decide if all of them are statements of **fact** or if some of them are **opinions**. It is likely that some of the statements will be in the nature of opinion (for example, it makes a person look cool).

Since these opinions can highly influence a person’s decision to smoke, it is important that they are challenged. Refer to work that may have already been carried out in the Indigo Unit (Learning Activity 1: I know I think).

Next, divide the children into pairs. Distribute copies of Resource C, and ask them to talk about the effects that cigarette smoking has on a person. Next ask them to cut out the statements and to rank them from what they think to be the worst to the least effect. Discuss each group’s results and talk about any commonalities.
Explain to the children that you would like them to do a survey of people’s experiences of, and opinions about, smoking. Distribute copies of Resource D to the children. Read the questions with them and explain that they should use the questions to talk with a grown-up about smoking. It could be parents, aunts, uncles, grandparents or known neighbours. They can do more than one interview but no more than three. Explain that they have one week to complete this assignment.

To give the children an idea of how to conduct the interview using the questionnaire, have some volunteers from the class role play the situation. You may need to coach them. It could be useful to review the guidelines for listening (see Green Unit: Working at Harmony, Activity 1: Taking Time to Listen).

When they have completed all interviews, ask the children to develop a method for collating the class’ findings. Present the findings. Use a suitable method to record the information about the numbers of people who did and didn’t smoke and those who have given up smoking. Highlight any patterns, for example the gender of smokers/non-smokers. Collate in a suitable format the following information: reasons for smoking; reasons for giving up smoking, reasons for beginning to smoke, feelings about smoking, and messages for young people. Discuss the children’s observations, feelings and opinions about the results of the questionnaire.

Finally, ask the children to analyse the findings and to come to a conclusion about whether to smoke. Present this to the class in the form of a report.

**Survey**

**Pick A Metaphor**

Set items such as pictures, small toys, play money, figurines, etc. in the middle of the room. Ask each child to choose at least one item that they think best represents their experience with the questionnaire, working with each other, their level of participation or what they have learned. Ask each child to share this with the group. Allow the children to keep the object as a reminder of what they said.

**Extension**

Using information from the questionnaire, ask the children to work out the average cost of smoking 20 or 40 cigarettes a day for a week/month/year/an average lifetime.

In groups draw a full sized body outline. Use a variety of materials to illustrate the effect that cigarette smoking has on the body. Attach the cards from Resource C to the correct parts of the body and display.
Learning activity 3: Don’t make it a habit

CORE CONCEPT
It’s reasonable to assume that all children will be offered a cigarette during their childhood or adolescence. They need to be prepared for this situation, as habits can be difficult to change.

SUGGESTED SUCCESS CRITERION
We will examine options and debate the pros and cons.

POINTS TO NOTE
Ensure that the children clearly understand the difference between addiction and the simple habits that they and others may have. Breaking an addiction is much more difficult than breaking a habit. Also, make sufficient copies of Resource E.

WHAT YOU NEED
- Thinking Frame (Resource E)
- A Bad Habit (Resource F)
- A speaking object for circle work

WHAT TO DO
- Making Choices
- Let’s Talk
- Poetry

Making Choices

Distribute copies of the Thinking Frame (Resource E).

Tell the children that Sam has a problem. He has been offered a cigarette and he doesn’t know what to do. Ask them to think about how he might feel. What might he say or do? Ask them to list their suggestions in the ‘possible options’ section of Resource C. Next, ask the children to:
- consider each of the options;
- think about the pros and cons of each; and
- summarise and record these on the thinking frame.

Then, talk about the consequences (pros and cons) of each of the options. Explain that it is the importance of these consequences that will shape their thinking and lead them to choose the best option. Next, ask the children to share their thinking with the wider group. Encourage them to listen to the views, opinions and justifications of others.

Finally, ask the children to make the decision that they think is best for Sam. As an extension role-play some of the solutions offered.

**Let’s Talk**

Discuss how they might respond to some of the reasons people give for smoking:
- It makes me feel cool.
- My friends smoke.
- It doesn’t do me any harm.
- I like to be one of the crowd.

Ask the children to draw a picture of a ‘cool’, healthy person who lives life to the full. Do cigarettes feature?

**Poetry**

Ask the children what a habit is. Brainstorm some good habits and list these, for example washing hands before eating, playing games, getting enough sleep or brushing teeth. Ask the children to list some unhealthy/bad habits, for example staying up too late, eating too much chocolate, or watching television for prolonged periods of time. Read the poem A Bad Habit (Resource F). Use the following questions to stimulate discussion:
- What did you think of the poem?
- Is Mike happy about his habit?
- How do you know?
- Do you think it would be easy for Mike to break the habit?
- Who or what could help him? How?

If appropriate, refer to the results from the smoking survey (Activity 2) and talk about how many people find it difficult to give up smoking.

**Extension**

Ask the children to try to give up something that is important to them for a week, for example eating sweets or watching a favourite T.V. programme. Ask them to keep a daily record, and then review their experience the following week.
Learning activity 4: Alcohol

CORE CONCEPT
Children see or hear about alcohol use and misuse. Advertisements present alcohol positively. It is important that children have an opportunity to clarify some of the issues about alcohol.

SUGGESTED SUCCESS CRITERIA
We will talk about the effects of alcohol and the media's influence.
We will classify, compare and evaluate information.

POINTS TO NOTE
Explain to the children that it is taking excess alcohol and not drinking small amounts that cause the problem for adults. Make sufficient copies of Resource G and cut up a set for each group.

WHAT YOU NEED
- Magazines containing advertisements, pictures or stories about alcohol
- Paper
- Scissors
- Glue
- Dangers of Drinking Cards (Resource G)

WHAT TO DO
- Collage
- Alcohol and the Media
- Diamond Ranking

Collage

Divide the children into groups of two or three. Distribute paper, scissors, glue and magazines to each group. Ask them to cut out pictures and words associated with alcoholic drinks and to make a collage of these. Place all of the collages together either on the floor or on a wall space and invite the children to look at the completed collages. Next, ask the children to say what springs to mind when they view the full picture of the collage. Talk about any differences and/or similarities between their own collage and those of other groups. Use the following questions to prompt discussion:

- What image of alcohol do you see in the collages? Is it a positive/negative image? Why?
- Who takes alcohol? What age group does it appeal to most?
- When do they consume alcohol?
- What effect is the alcohol having on any persons included in the collages?
- Do you know anything about alcohol that isn’t shown in the collages?
Alcohol and the Media

Play an appropriate advertisement that promotes alcohol. Alternatively, use a magazine advertisement. View the advertisement and talk about how it helps to sell the product.
- What age group do they think the ad is aimed at?
- Why do they think the makers of the ad might be keen to appeal to this audience?

Focus on the sound (if media): How would they describe the music? What feelings does it suggest? Also, examine the images used in the advertisement: Are they true to life? How does the advertisement reflect what they have been learning about alcohol? Is there anything the advert doesn’t tell them that they would want/need to know? You could also use the questions suggested for the discussion of the collages.

Divide the children into small groups. Distribute sets of cards from Resource G to each group. Read through the cards with the children and give any explanations if required. Ask each group to fill in their own danger(s) in the final box. Next, ask the children to prioritise the card statements from the most serious danger to the least serious danger. To do this, ask them to create a diamond shape on their table by placing their first priority card at the top, followed by two in second place in the second row, three in third place, a further two and then the card that represents the lowest priority at the bottom. Remind the children to strive for a consensus of opinion amongst their group. This may involve discussion and justification on the order of cards. When completed, ask the children for their top priorities and record these on the board. Encourage them to justify why they chose the card as top priority and to talk about how they reached decisions as a group. Talk about any commonalities or differences between the groups’ top priority cards.

Finally, ask the children to evaluate the activity by choosing one of the following statements:
- The most important thing I have learned today is _____.
- One thing that still puzzles me is _____.
- What I enjoyed most about this activity was _____.
Learning activity 5: What is a drug?

CORE CONCEPT
All medicines are drugs, but not all drugs are medicines.

SUGGESTED SUCCESS CRITERIA
We will know that medicines need to be used with care.
We will demonstrate strategies to resist experimenting with dangerous substances.
We will understand the different roles in a group and take responsibility for appropriate tasks.

POINTS TO NOTE
The List and Sort activity allows everyone to contribute to the discussion. Refer to CCEA’s Drugs Guidance for Schools in Northern Ireland (2004) section 1 for further information. See Resource section for further details.

WHAT YOU NEED
- Paper
- Empty containers from some over-the-counter medicines (for example aspirin, cough mixtures, etc)

WHAT TO DO
- List and Sort
- Rules Around Drugs
- Role Play
- Newsletter

List and Sort

Distribute paper to each child. Ask them to think back to the last day/week/month/year and recall any medicine they took because they were injured or sick. Then, ask them to draw and label this on one side of the paper. On the other side of the paper, ask them to draw and label one other medicine that they have heard about or seen.

Next, ask the children to partner up and share their information with each other. Then, ask them to form groups of four (two partners together) and again share their information – this might lead to some suggestions being replicated. Next, ask them to appoint a reporter and recorder. Ask the recorder to list the range of medicines they identified. Finally, ask the reporter from each group to report back what their group’s findings were. List these on the board and discuss. Sort these items into two categories: those that can be bought over-the-counter in a pharmacy or supermarket (for example paracetemol or aspirin) and those that can only be got with a prescription from a hospital (for example antibiotics, tranquillisers or inhalers).
**Rules Around Drugs**

Explain to the children that all medicines are drugs. All drugs affect the body, and there are rules about how to use them. Read the rules from some over-the-counter medicines. Ask the children why they think we need prescriptions to get some medicines or why only particular people may handle them. Ask the children who these people might be and where these drugs can be found. Write on the board: **All medicines are drugs, but not all drugs are medicines.** Ask the children what this might mean.

Next, explain that a **drug is any substance that, when taken, has the effect of changing how a person's body works and/or how a person acts, feels, sees or thinks.**

Ask them to call out the names of any drugs people might use that are not medicines. Encourage them to think about everyday substances such as:
- tea and coffee;
- tobacco and alcohol;
- volatile substances such as correcting fluids/thinners, gas lighter fuel or aerosols;
- controlled drugs such as cannabis or ecstasy; and
- other substances.

Use the following questions for discussion:
- **How do these substances affect people?**
- **Who uses these substances?**
- **Why?**
- **What are the rules for controlling them?**

**Role Play**

Explain to the children that someday someone might try to persuade them to experiment with drugs. What would they say? Elicit examples from the children and write them on the board. Using the examples, organise a role play to help the children practise what they would do in the situations. Talk with the children about telling a trusted adult if they find themselves in these kinds of situations.

**Newsletter**

Fair group children into five groups. Tell them that they are going to create a newsletter about medicines. Each group will contribute to a different page of the newsletter. Agree with the children the size and scale of the newsletter (an A3 sized page per group would suffice). Remind them to include a visual and information to answer the question.

Next, ask the groups to assign the roles and responsibilities needed to work together to create their own section. Write out the key question (see table below) for each group and ask them to begin the process by having a thought shower about what to include in their section.

**Question Example**

<table>
<thead>
<tr>
<th>Question</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 Where can we get medicines?</td>
<td>supermarket, hospital, chemist</td>
</tr>
<tr>
<td>Group 2 Who can give us medicines?</td>
<td>doctor, nurse, mum, pharmacist</td>
</tr>
<tr>
<td>Group 3 How can we take medicines?</td>
<td>injections, solutions, pills</td>
</tr>
<tr>
<td>Group 4 How should we store medicines?</td>
<td>out of reach, in a sealed container</td>
</tr>
<tr>
<td>Group 5 What are the rules about medicines?</td>
<td>only take drugs prescribed by a doctor, etc.</td>
</tr>
</tbody>
</table>

Display a Graffiti Board (a sheet of paper where all ideas are welcomed) to gather suggestions for the name of the newsletter. Follow this with a ‘Dot Vote’ where the children receive one dot to place beside the name that they think is most suitable for the newsletter. Then, gather the sections together and create a front page (with name) for the newsletter. Have each group showcase another group’s section. This can highlight any questions or clarifications that are required.

Finally, show and tell others about the newsletter by including it as part of an assembly or open day/night.
Learning activity 6: Keeping clean

CORE CONCEPT
Personal hygiene can be a very sensitive subject. An awareness of why we need to wash our bodies regularly and establish a routine for washing should encourage the development of healthy habits.

SUGGESTED SUCCESS CRITERIA
We will list what is essential for good personal hygiene. We will show that they can work in different roles in a group and take responsibility for appropriate tasks. We will listen to and respond to feedback.

POINTS TO NOTE
Make sufficient copies of Resource H so that each child receives a card. Read through the Teacher Prompts (Resource I) prior to the activity to familiarise yourself.

Allow the children access to suitable resources for example, leaflets, books and the internet to research their topics.

WHAT YOU NEED
- Body Cards (Resource H)
- Teacher Prompts (Resource I)
- Team Challenge (Resource J)
- Magazines
- Art materials
- Access to computers

WHAT TO DO
- Team Challenge
- Two Stars and a Wish
- Personal Promise
- Review

Team Challenge

Using Resource H, shuffle and deal the cards, giving one to each child. Then, establish groups by asking the children to move around and find other children with the same card.
Tell the children that their card will be the subject of their group’s work.

Next, distribute a copy of Resource J to each group to set the team challenge. The challenge for each group is to: **Create a guide that includes five tips or hints that would enable someone to take care of** (their card topic).

Make a clock visible to the class and remind the children of the timescale set. Also remind the children of the rules for working with others in a group. Make sure that everyone’s ideas are listened to and that everyone has a role to play and a responsibility to carry out.

Encourage the children to use their own and others’ ideas to identify and locate various sources of information. And as a group to compare and evaluate the selected information.

When completed, ask each group to present their guide to the rest of the class. As each group delivers their presentation, encourage the children to ask questions. In summing up each group’s presentation, you may need to give supplementary advice (see Resource I).

**Two Stars and a Wish**

Place each of the group’s work around different tables in the room. Ask each group to review each others’ presentation by writing down two things they liked and then expressing a wish – something that they think would enhance the guide. Rotate until all groups have had an opportunity. Then, ask the groups to return to their own guide, read through the comments and discuss what others have indicated.

Finally, ask the groups to make a list of stars and wishes for their group’s work and indicate in a short written evaluation about how they intend to enhance their work next time. Display all of the guides (with peer assessment) under the heading **Keeping Clean and Healthy**.

**Personal Promise**

Talk about how as they mature they have a responsibility to look after their personal hygiene and to keep themselves healthy. Then, invite the children to make a private promise to themselves about an area of personal hygiene that they could improve upon. Explain that they should not discuss their private promise with anyone else.

Next, ask the children to silently complete the following sentence in their heads: **One thing I will try to improve on for the next week is _____**. Then, remind them during the week about their promise.

**Review**

Use the following questions to prompt discussion about the activities:

- What have you learned about personal hygiene?
- Did you find this way of working useful?
- How will you apply what you have learned?
- How well did we meet our success criteria?

Finally, ask the children to close their eyes and respond silently to the question: **Did you find this type of learning useful?** If their answer is ‘yes’, ask them to keep your eyes closed and smile. If their answer is ‘no’, ask them to keep their eyes closed and frown.

**Clean and Healthy**

**Personal Promise**

Talk about how as they mature they have a responsibility to look after their personal hygiene and to keep themselves healthy. Then, invite the children to make a private promise to themselves about an area of personal hygiene that they could improve upon. Explain that they should not discuss their private promise with anyone else.

Next, ask the children to silently complete the following sentence in their heads: **One thing I will try to improve on for the next week is _____**. Then, remind them during the week about their promise.
Learning activity 7: Infection and body protection

CORE CONCEPT
It’s important for children to understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed.

SUGGESTED SUCCESS CRITERIA
We will understand how bacteria and viruses that cause disease are spread. We will manage information and report back to peers.

POINTS TO NOTE
Make one copy of Resource K. Enlarge each section for ease of reading. The Mime activity will take a number of rehearsals, both as individual groups and together as a whole class. Jigsaw is an alternative way of transferring a large amount of factual information. Bacteria and viruses are also called microbes, germs or bugs.

WHAT YOU NEED
- Information (Resource K)

WHAT TO DO
- Jigsaw
- Mime

Jigsaw

Divide the class into five ‘home groups’ and position each around a table. Then, distribute a copy of one section from Resource K to each group. Ask each group to read through and familiarise themselves with the statements on their section. Check that all of the groups understand the information given to them.
Next, ask each group to negotiate and select the most appropriate way of sharing this information with the rest of the class. They might, for example, wish to create a mind map of the information, draw the information using suitable graphics, or use a mnemonic to help others remember the facts. Allow the groups time to create and rehearse this, and during this time be alert for any inaccuracies or omissions.

Next, ask one member (at least) to remain with the home group, and redistribute members of each of the groups amongst the other tables (use a numbering system to aid this). Allow time for the static home group member to share the information with the newly formed group.

When completed, ask the children to return to their home group and share their new information with the rest of the group in turn. Encourage the children who are listening to ask clarifying questions. Remind the children that they are putting together the ‘whole picture’. Finally, gather each group’s teaching aids and read the original information on Resource K. Evaluate this activity using the ‘Fist-to Five’ approach. To do this, have the children use one of three hand gestures:
- full hand up with all fingers and thumb if they are very confident that they now know and understand a great deal more about infection and body protection;
- hand up with three fingers extended if they feel they had partial success in meeting what was to be learned, but would need to clarify some information; or
- just fist extended if they consider they have found out little or nothing new about infection and body protection.

Together, debrief the effectiveness of the different learning styles used by the groups. What might have hindered progress, and how they could prevent future obstacles?

**Mime**

Fair group the children into four groups, and make one group larger than the others. Then, name each group one of the following: **Body** (make this the largest group), **Antibodies, Eating Cells** and **Virus**. Ask the Body group to stand and together make the outline shape of a body. Ask the Antibodies group to sit inside this shape, the Eating Cells group to kneel inside the body shape and the Virus group to sit outside of the Body group.

Begin the narration by saying: **A virus enters the body** (ask the Virus group to enter the body shape). Next say: **The body wants to get rid of the virus and so makes special chemicals called antibodies** (ask the Antibodies group to spread their hands/fingers and lay them on the heads of the Virus group members). Then say: **An eating cell surrounds the virus** (ask the Eating Cell group to get up and fold their arms loosely around a Virus group member). Next say: **The eating cell swallows the virus** (ask each Virus to curl up and crouch beside an Eating Cell). Finally say: **The germ is destroyed** (the Virus group slinks out of Body group). When the mime is finished, hold a debrief in order to gauge the children’s level of enjoyment, participation and understanding.
Learning activity 8: Growing and changing

CORE CONCEPT
Using role play to explore how different age groups behave enables children to develop empathy and an understanding of the needs and pressures associated with each stage of development.

SUGGESTED SUCCESS CRITERIA
We will talk about the changes that take place from birth to old age.
We will understand that there is more than one point of view.
We will challenge conventions and assumptions.

WHAT TO DO
- As If
- The Show
- Debrief

As If
Call out an age-group category and ask the children to respond as if they are that age. Change categories and actions at a given signal. For example, ask the children to move, stand, eat, smile, drink, wave and cry as if they are a baby, a child, a teenager, an adult or a senior citizen. At certain points, Freeze Frame the action by asking them to physically hold their pose in a snapshot representation of that age category. Approach a few children and ask a relevant question, to which they must answer as if they are in that age group, for example:
### Age Group | Sample Question | Possible Answer
--- | --- | ---
Baby | Why are you crying? | I want my bottle.
Child | Where are you going? | I’m going to school.
Teenager | What are you listening to? | I’m listening to pop music.
Adult | What are you doing? | I’m cooking a meal.
Senior citizen | Why are you standing there? | I’m taking a rest.

Alternatively, ask the children to each choose their own age group category. Freeze Frame the action and ask the same question to the different categories. For example, in response to the question *Where are you going?*, they might respond as follows: Baby – I’m going to sleep; Child – I’m going to school; Teenager – I’m going to the shops; Adult – I’m going to work; Senior citizen – I’m going to download some music onto my ipod. Finally, reflect on the roles that the children have been playing. Ask questions to allow the children to think through their actions and answers and to challenge their own and others’ attitudes. Challenge any stereotypical responses by asking questions such as, ‘Would all senior citizens do this?’ (Refer to Indigo Unit, Learning Activity 1: I know I think) for further information.

### The Show

Invite a panel of volunteers, selected/nominated by you and/or the class to star in *The Show*. Then, ask each of the panel members to represent a different age group, and ask the rest of the class to participate in *The Show* as the audience. Invite one child to be the main interviewer or host. Then, instruct the host to ask each panel member to explain why she or he is in the news. For example, each panel member might respond in character with:

- I’m an adult and I am getting married next month.
- I’m a teenager and I’m starting post-primary school.
- I’m a child and I’m learning how to play the piano.

Next, ask the host to ask each panel member to take the ‘hot seat’ and ask for a comment on another age group. For example, the host might ask: **John, you are a senior citizen. What do you think of young people (teenagers, adults and babies)?** Encourage the audience to participate by asking clarifying questions such as:

- Why do you say that?
- How would things be different if...?
- Do all people your age feel/do/act like this?
- Do you think it is ok to feel like this?

The answers the panel member offers should be appropriate to the age group they are representing.

### Debrief

Hold a debrief afterwards to focus on the nature of the body language used and why the children decided to depict the age group in the way they did. Ask them to use the answers given to judge whether or not one age group has fixed ideas about the other. Encourage them to challenge their own and others’ attitudes and perceptions in relation to different age groups. Then, ask the children if this illustrated the growth and development that takes place during a lifetime. If so, how?
Learning activity 9: Growing up

CORE CONCEPT
Children experience a range of life changes as they grow. As changes occur physically, socially and psychologically, they learn to adapt to social and cultural changes around them. A focus on some of these changes advances the development of self-knowledge and self-esteem in children.

SUGGESTED SUCCESS CRITERIA
We will recognise and sequence the stages of development of the human baby from conception to birth. We will identify and name the changes that take place in both males and females during adolescence.

POINTS TO NOTE
There is a great deal of power in language, and being unfamiliar with the biological terms for the body can put children at a disadvantage. To give children this vocabulary, we recommended that you use everyday situations to include words for the body and bodily functions naturally and without undue emphasis. If using an outside speaker and agencies, it is essential that you make them aware of, and familiar with the, your school’s RSE policy. Also, refer to Resource L to familiarise yourself with the stages of development.

WHAT YOU NEED
Teacher’s Information (Resource L)
Timeline Cards (Resource M)
Scenarios (Resource N)

WHAT TO DO
- Changes
- New Life Timeline
- Child-to-Teenager Timeline
- What’s the Problem?

Changes

Talk with the children about the changes that occur from birth to old age. (If appropriate, refer back to the activities explored in Activity 8). Talk about and decide on an appropriate format to show/list the major changes that occur from:
- conception to birth;
- a baby to a child;
- a child to a teenager;
- a teenager to an adult; and
- an adult to a senior citizen.

Ask the children what stage of development do they think has the biggest change.

**New Life Timeline**

Talk with the children about a bird's nest. (If possible show the children pictures of a nest or bring in a real one). Look at the bird's nest up close. Ask the children what it's made of and how the mother bird made it comfortable for the eggs to hatch. Show how this experience is similar to the experience they had before they were born. Explain to the children that they spent about nine months cradled in their mother's womb (uterus). The womb prepared a soft lining to keep them comfortable. It did this by becoming softer and thicker. This lining kept them safe and snug. Tell the children that they needed around nine months to grow completely and to be strong enough to live outside the womb.

Next, divide the children into small groups, and distribute a copy of Resource M to each group. Ask each of the groups to read the cards, highlight any new words, draw the measurements indicated and match each with the corresponding picture card. Conclude by talking about the sequence of development.

**Child-to-Teenager Timeline**

Focus on the changes that occur at the child-to-teenager stage of development. Tell the children that this stage is called **adolescence**.
Talk with them about how not only do physical changes occur at this stage but also many emotional/psychological and social changes occur as they develop. Together, make a list of these changes. Refer to the Teacher’s Information and categorise the changes into those they can and can’t see. See example below:

**Changes we can see** (occur on the outside/physical)

<table>
<thead>
<tr>
<th>Male</th>
<th>Both</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testes develop.</td>
<td>A growth spurt takes place.</td>
<td>Breasts develop.</td>
</tr>
<tr>
<td>A boy’s voice may become more husky as a</td>
<td>We may become more clumsy.</td>
<td>Menstruation begins.</td>
</tr>
<tr>
<td>prelude to it breaking in a year or two.</td>
<td>We grow more body hair.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is an increase in sweat production.</td>
<td></td>
</tr>
</tbody>
</table>
Changes we can’t see (but we know they are happening)

<table>
<thead>
<tr>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>- There are changes in moods and quick changes of temperament.</td>
</tr>
<tr>
<td>- We develop strong feelings about many different things.</td>
</tr>
<tr>
<td>- We worry over appearance, especially the unfamiliar body changes.</td>
</tr>
<tr>
<td>- We become much more idealistic and aware of external issues.</td>
</tr>
<tr>
<td>- The influence of friends and groups increases (peer pressure).</td>
</tr>
<tr>
<td>- We work towards more independence from the family.</td>
</tr>
</tbody>
</table>

Reinforce and emphasise that these changes all occur at a time that best suits their own body. No two people change in exactly the same way at the same time.

What’s the problem?

Divide the children into small groups and distribute a scenario to each group. Use either those suggested in Resource N or take examples from the children’s experiences. Ask each group to assume the role of Agony Aunt/Uncle. Encourage them to talk about the worry from their scenario and to suggest possible solutions to alleviate the problem. Ask the children to record their answer using either video (tv show) or voice record (radio show). Listen to each others’ replies and suggest whether the solution would be good advice and whether it would be helpful to the needs of a developing person during adolescence.

Finally, remind the children that they should talk about any issues they are facing during this stage of development. Remind them of the member of staff designated for Pastoral Care and or Child Protection. Also, display contact details of regional and national organisations that can offer help and advice.
Resource A
Personal Development and Mutual Understanding Yellow Unit

Learning activity 1: Feeling the air in our bodies

Letter to Parent(s) / Carer(s)
Dear Parent(s)/Carer(s)

We are beginning our next unit of learning in **Personal Development and Mutual Understanding**. This unit of work is concerned with Health, Growth and Change. During this unit, the children will have opportunities to learn about the importance of good personal hygiene, dealing with substances such as nicotine and alcohol and personal safety in relation to the correct use of medicines.

In line with our school’s Relationship and Sexuality Education Policy, the unit will also provide children with opportunities to understand the changes that take place in both males and females during growth to adulthood. It is important that they learn the appropriate vocabulary for discussing aspects of life related to sexuality, growing up and their body’s physical changes so that they can communicate about themselves. Our focus on these aspects of your child’s health, growth and changes is to help them to develop self-knowledge and self-esteem.

The following are suggested activities, which you might like to undertake at home with your child.

Talk to your child about ways she or he can stay healthy in relation to:
- good hygiene practice – care of skin, nails, teeth, hair, etc;
- talking about problems/worries that they may have; and
- safety around taking medication and precautions to be taken around unknown substances.

Please contact me if you wish to become familiar with the content of the activities being explored in class or if you require a copy of our Relationship and Sexuality Education Policy.

Yours truly,

Class Teacher
Learning activity 1: Feeling the air in our bodies

Visualisation Script
As you lie in a relaxed position on the floor, close your eyes (if you feel comfortable doing so) ... Stretch your hands forward a bit ... and relax ... Stretch out your feet ... and relax ... Notice where your body presses against the floor ... your head ... your back ... your bottom ... the backs of your legs ... your heels ... Now just notice your breathing ... your chest rising and falling ... The next time you breathe out, breathe out as much as you can ... Let your body take care of breathing in ... Do this three times ... The next time you breathe in, just pay attention to the air entering your body ... through your nostrils ... going quickly down your windpipe ... your ribs expanding ... your lungs filling up ... Place your hands on your chest to get a sense of that ... feel the fresh air coming in ... then the old air going out ... up your throat ... out through your mouth or nose ...

Now, just focus on your breathing again ... your chest rising and falling ... Notice the floor beneath your body ... Keeping your eyes closed ... curl your body up into a ball ... In this shape, imagine that you are a seed in the ground ... Because you are getting air, food and water, you begin to grow towards the light ... first you uncurl ... then slowly you get into a position from which you can rise ... As you grow, you send a little shoot up through the ground ... this is followed by a second shoot ... Then the stem begins to move upwards towards the sun ... slowly at first ... then more quickly ... until you are standing tall, your leaves reaching for the sunshine ... As you stand there, a gentle breeze lightly moves your leaves ... The breeze gets stronger and your leaves begin to be blown about ... The wind is now storm force ... but your roots are strong and keep you in one place even though the wind begins to pull you up and down ... Your stems and leaves are blown from side to side ... and up and down ... and all around ...

Suddenly the wind stops and slowly ... slowly ... you sink to the ground ... (Pause for a moment) ... notice your breathing now ... is it slower or faster? ... Put your hand on the middle of your chest ... can you feel your heart beating? ... Try to picture your heart, the strongest muscle in your body ... during your every activity it pumps blood to the lungs to pick up oxygen ... Then it pumps this oxygen-rich blood to all areas of your body, including your brain ... Your blood also brings nutrients from your food to all parts of your body ... oxygen and food giving life ... Try to imagine your heart pumping blood, carrying oxygen and food to all parts of your body ... (Allow 30 seconds for this)

Now bring your attention back to your breathing ... Notice the rise and fall of your chest ... Feel the ground beneath you ... when you are ready, slowly open your eyes.
Resource C
Personal Development and Mutual Understanding Yellow Unit
Learning activity 2: Smoking: What do you think?

Statements
<table>
<thead>
<tr>
<th>Skin wrinkles on the face, particularly around the lips.</th>
<th>Hair smells of smoke and can become discoloured.</th>
<th>Heart needs to pump harder. There is greater risk of heart disease and high blood pressure.</th>
<th>Fingers become stained where the cigarette has been held.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lungs are damaged when tar remains on the lining of the lungs.</td>
<td>Taste buds are deadened, which leads to food not tasting as it should.</td>
<td>Nose becomes stuffy. The body is more prone to coughs and infections.</td>
<td>Teeth are stained and breath smells of smoke.</td>
</tr>
<tr>
<td>Clothes smell of stale smoke. Clothes could get burned.</td>
<td>Smoke goes into the lungs; they receive less oxygen and are damaged.</td>
<td>Cigarettes have cancer-causing chemicals.</td>
<td>Unborn babies can be harmed if mothers smoke when pregnant.</td>
</tr>
</tbody>
</table>
Learning activity 2: Smoking: What do you think?
Questionnaire on Smoking

Are you:  Male □  Female □

1. Do you smoke?
   Yes [Please go to question 2]  No [Please go to question 5]

2. Why do you smoke?

3. On average, how many cigarettes do you smoke per day? ___________________________

4. Have you ever tried to give up? Why do you think you were not successful? [Please go to question 8].

5. Have you ever smoked?
   Yes [Please go to question 6]  No [Please go to question 9]

6. Why did you give it up?

7. Was it difficult to give up?

8. Why did you begin smoking?

9. How do you feel about smoking?

10. What would you say to young people about smoking?

Thank you for taking the time to answer these questions.
Resource E
Personal Development and Mutual Understanding Yellow Unit

Learning activity 3: Don’t make it a habit

Thinking Frame
Sam is with a group of friends. One member of the group has a packet of cigarettes. Sam is offered a cigarette. What can Sam do? What are his options?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3.</td>
</tr>
<tr>
<td>2.</td>
<td>4.</td>
</tr>
</tbody>
</table>

What are the **pros** and **cons** of each option?

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Think about the pros and cons. Weigh up the options. Now make a **decision** for Sam.

Do you think it is a good decision for Sam? Why/Why not?
Learning activity 3: Don’t make it a habit

A Bad Habit

By Michael Rosen
Cigarette, Mike?” they say,  
‘I don’t smoke,’ I say.  
‘Haven’t you got any bad habits?’ they say,  
‘Yes,’ I say, ‘I chew bus tickets’.  
I can’t stop it.  
The conductor gives me my ticket  
and before I know I’ve done it  
I’ve rolled it up  
and I’m sucking on it like a cigarette.  
I hold it with my fingers.  
I roll it.  
I flick it.  
I hold it in my lips.  
But there’s a snag with my bus-ticket cigarettes:  
they go soggy  
they go gooey  
and I nibble  
and I bite  
and I chew –  
my bus tickets get shorter and shorter  
and before I know I’ve done it  
all I’ve got is a ball of soggy paper  
rolling round my mouth.  
Disgusting.  
Smokers buy pills to stop their filthy habit.  
All I’ve got is bus inspectors.  
You see, once, not long ago,  
I was on a bus  
and my ticket was in a ball  
and suddenly – above me –  
there’s the inspector  
‘tickets, please,’ he says,  
and there’s me – nibble, nibble, nibble  
on the mushed up ball of paper in my mouth.  
He wants to see my ticket.  
Of course he can see my ticket  
if he doesn’t mind inspecting  
a little ball of mush.  
So I say, ‘Yes, you can see my ticket,’  
and I stuck my finger in my mouth  
and hauled out the blob.  
He looks at it.  
He looks at me.  
It’s sitting there on the end of my finger  
‘What’s that?’ he says,  
‘My ticket,’ I said  
‘What did you have for breakfast?’ he says,  
‘Corn Flakes’, I said.  
Mmm,’ he says,  
‘did you ever think of having a slice or two of toast  
as well, old son,’ he says  
‘and maybe you won’t be so tempted by our tickets  
And he left it at that.  
But it’s very hard to break the habit,  
even after a warning like that.  
Got any ideas?
Dangers of Drinking Cards
| Drinking alcohol over a long period of time causes liver damage. |
| Drinking even a small amount of alcohol can affect how people drive, cycle or walk. |
| Drinking too much alcohol may result in people doing things they wouldn’t do if sober. |
| Drinking too much alcohol can make people sick. |
| Drinking a small amount of alcohol slows down your reactions. |
| Drinking too much alcohol causes blurred vision. |
| Drinking too much alcohol costs a lot of money. |
| Drinking too much alcohol slurs speech. |
Resource H
Personal Development and Mutual Understanding Yellow Unit

Learning activity 6: Keeping clean

Body Cards
<table>
<thead>
<tr>
<th>Feets</th>
<th>Teeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nose</td>
<td>Whole Body</td>
</tr>
<tr>
<td>Hands</td>
<td>Hair</td>
</tr>
<tr>
<td>Ears</td>
<td>Clothes</td>
</tr>
</tbody>
</table>
Resource 1
Personal Development and Mutual Understanding Yellow Unit

Learning activity 6: Keeping clean

Teacher Prompts
**Teeth**

- Brush your teeth regularly, at least twice a day and after eating if possible.
- Use a good toothbrush, as brushing keeps gums healthy.
- Avoid eating too much sweet food as sugar attacks teeth.
- Have a regular dental check-up.
- Don’t bite hard nuts or sweets, as this could break or chip your teeth.

**Plaque** is a coating on the teeth caused by bacteria, which are ever-present in the mouth. Bacteria cause plaque to build up constantly on the teeth. Plaque cannot always be seen, but disclosing tablets (available from the chemist), will highlight plaque.

**Hair**

- Brush your hair daily to keep it tidy, to make it shine and get rid of dead cells.
- Wash it at least once a week but more often if it is greasy or oily.
- Rinse all shampoo out of your hair, as otherwise hair looks dull and feels sticky.
- Keep your hair tidy, and if it is long tie it back when reading or writing to keep it out of your eyes.
- Treat dandruff, lice or other hair problems promptly.

**Dandruff** comes from the dead skin cells on the scalp and is not caused by dirt. A special shampoo will help clear it. Brushing also helps, as it sweeps out the cells as they die.

**Lice** do not come from dirt, and they love clean heads of hair. Anyone can get them. A special lotion and shampoo will kill them. It is also necessary to use a fine-toothed comb to remove the dead lice and the nits (eggs).
Hands
- Wash your hands regularly, especially before eating, after going to the toilet, playing with pets, gardening, or being at the rubbish bin, etc.
- Keep your fingernails short, as dirt gathers under long nails.
- Keep fingernails clean by using a nailbrush or nail file.
- Clean and cover cuts and grazes to prevent germs from entering your body.
- Wear gardening gloves when weeding to protect your hands from thorns and germs.

Ears
- Wash your ears with water to keep them clean.
- Dry them well to prevent rash or redness developing.
- Don’t put anything into your ears as you could perforate the eardrum.
- There is a wise saying: **Put nothing smaller than your elbow into your ear.**
- Dry your ears well after swimming to prevent them becoming waterlogged.
- Always tell an adult about pain or discomfort in your ear, as you may have an ear infection.

Feet
- Wash and dry your feet very well every day, especially between the toes.
- Change your socks every day.
- Cut or file your nails to keep them short, because long nails trap dirt and spread germs.
- Cut your nails straight across to prevent them becoming ingrown.
- Don’t wear shoes that are too small as they may cramp and damage your toes.

Clothes
- Change your socks and underwear daily.
- Change out of your uniform after school and hang it up to keep it fresh and clean.
- Put dirty clothes in the laundry basket to make housework easier.
- Hang up your clothes when you take them off to prevent them from creasing.
Nose
• Blow your nose when mucus gathers to prevent it from dripping.
• Dispose of used tissues to prevent spreading bacteria.
• Wash used handkerchiefs as soon as possible.
• Cover coughs and sneezes as coughs and sneezes spread diseases.
• Never pick your nose because this can cause germs to spread.

Whole Body
• Wash all your body in a shower or bath at least twice a week.
• Wear light clothes in warm weather to keep cool and fresh.
• Wear warm clothes in cold weather to stay warm and well.
• Avoid injury to your head, limbs or organs.
• Keep yourself safe and well.
• Eat fresh food, fruit and vegetables to keep yourself healthy.
• Exercise regularly.
Team Challenge
Your challenge is to create a guide which contains five tips or hints that would enable someone to take care of their ................. (your topic).

This guide should be useful for other members of the school, parents and adults as well as being helpful to a person who is visiting a Health Centre.

**Your guide should:**
- be pleasing to look at;
- contain something visual;
- be easy to use even if the reader is not very good at reading;
- contain at least 5 tips showing how to take care of _____; and
- give information about places or people who can provide help or support.

**Remember:**
1. Choose how you will present the information.
2. Allocate roles and distribute responsibilities.
3. Make sure your guide can be accessed easily and can be added to as things change.

**Time:**
You have _____ minutes to complete this challenge and be ready to tell, show and talk about the guide.

There will be a brief amount of time at the end of your presentation for members of the class to ask you questions.

**Remember Your Working Together Skills**
Don’t forget to think about **HOW** you work together as well as **WHAT** you end up with!
Remember: When you are planning, think about how long something might take. Plan what you need to do straight away and what you will need to do later.
**Group 1**

**Bacteria**
- Bacteria are in the air, the soil, the garden and water and can only be seen through a microscope.
- Bacteria live in our stomach, nose, and mouth and on our skin and hair.
- Bacteria that live in our mouths can cause teeth to become rotten and gums to be sore.
- Bacteria can cause a tummy bug.
- Sometimes bacteria cause disease and infections such as pneumonia, sore throats, boils and pimples.
- Some bacteria are useful. For example, some are used in the making of cheese and yogurt as well as in a powerful medicine called penicillin.

**Group 2**

**Viruses**
- Viruses are even smaller than bacteria.
- Viruses are spread through the air. For example, a sneeze can send millions of tiny microbes travelling through the air.
- Viruses are spread by body contact. For example, verrucae are passed on from person to person.
- Viruses are spread by food. Cooking food well kills most harmful bacteria.
- Animals and insects carry viruses.
- Viruses are spread through water. This is more of a problem in developing countries where many people may have to use water straight from a well or river. This water, unlike ours, isn’t filtered.
- Diseases caused by viruses include the common cold, flu, mumps, chicken pox and measles.
**Group 3**

**Vaccinations**

- A vaccination is a special kind of injection.
- When you have a vaccination a tiny amount of the virus that causes the disease is injected into your body. Your body then makes the antibodies to fight the diseases.
- Many people get vaccinations when they are young so that they can’t get infectious diseases like mumps or measles.
- If you are vaccinated against measles and then ‘catch’ the virus, your body makes the antibodies for that virus so quickly that they destroy the virus without you even knowing about it.
- When vaccinated against a disease, you are more likely to be immune to that disease.

**Group 4**

**What does the body do?**

- The body fights viruses and bacteria and protects you from the diseases they carry.
- White blood cells come upon invading germs and attack and destroy them.
- Antibodies are another kind of cell, which kills germs, by surrounding them and eating them up.
- When an antibody comes in contact with a germ it sticks to it and swallows it up.
- Antibodies and white blood cells travel around the body in the blood stream.

**Group 5**

**What can we do?**

- Hygiene: wash your hands with soap and water after going to the toilet, playing with pets and after emptying litter trays.
- Keep cuts and scratches covered. Germs can enter the body through them.
- Coughs and sneezes spread diseases. Cover your mouth when you cough and use a handkerchief when you sneeze.
- Keep pets’ food and drink bowls separate from household ware. Do not let pets lick your face.
- Cook food thoroughly. Keep food covered from flies. Wash fruit and vegetables before eating.
The information given in this option should be simple and appropriate to the children’s developmental level. The following may give you some direction. The headings are for your guidance rather than for use with the class.
**Introduction**

You are part of the world of nature. You see how things grow and change in the natural world. You know how a seed goes through many changes to become a flower. Can you recall any of the changes that happen in the nine months it takes a fertilised egg to grow into a baby that is ready to be born?

Once born, compared to most of the world of nature, we grow very slowly. Most other mammals can stand and run within twenty minutes of being born. It took you at least a year. Because of this you had time to learn and develop safely and healthily. From photos, you can see how you grew since you were born. This didn’t happen overnight and we didn’t see it happen.

We grow fastest as a baby. In the first year a baby triples in size. If this were to happen every year, by the time the baby was three he or she would weigh the same as a fully grown adult!

How tall you grow depends on chemicals that move around your body. These are called hormones. Hormones are like messages from the brain. The growth hormone reaches every cell in your body. This is what makes cells grow so that your body can grow.

**Growing Up**

Young people grow in other ways too. They grow up to be men and women. Hormones cause these changes in the body too. At a certain age, a special hormone travels around the body. This special hormone starts the changes that turn boys into men and girls into women.

Girls usually start to change at an earlier age than boys. Most of the important changes take place in girls between the ages of nine and 18, and in boys between the age of 11 and 18. Boys usually experience a growth spurt from the age of 12 and by the time they are 14 they may be taller and weigh more than girls. Have you noticed this? A group of boys and girls may be the same age but they are different heights. We all grow differently. At 10, many girls will be taller than boys of the same age. But the boys grow faster as teenagers and many catch up and overtake the girls in height.

**Changing**

As well as growing taller, other changes happen too. The body’s shape changes, for instance. If it didn’t, it would grow bigger but keep the baby shape it started with. Can you imagine what that would look like?

A girl’s hips get wider. Can you guess why this may be? A girl’s hips get wider because she may be a mother when she is grown up and nature is preparing her for this. The hips have to be wider to hold the womb and carry the growing baby inside the woman. A girl’s breasts develop. Once again nature is preparing for motherhood. A mother can feed her baby with milk from the breasts.

A boy changes shape too. His body becomes more muscular and strong. His shoulders broaden. A boy’s penis grows too. He is changing into a man.

**Menstruation**

A girl begins to menstruate and this is called ‘getting her periods.’ This is another way nature prepares for a baby. Every month an egg travels down a tube into the womb. The womb prepares a special lining in case there is a baby. The womb does this every month. When there is no baby, the lining dissolves, mixes with a little blood and leaves the body through the vagina. A period lasts for about three to five days, and
a girl will need to wear special towels (pads) to protect her clothing while she has her period. Menstruation can begin at any time from 9-18 years old. It is normal for a girl’s period to be irregular during the first years.

**Voice Changes**

A girl’s voice begins to sound more like a woman’s. A boy’s voice becomes lower. He begins to sound more like a man.

**Changes in Friendship Patterns**

Boys become interested in girls and girls get interested in boys. They begin to share more of the same interests. Establish with the children the ‘gender composition’ of their friendships. A pattern is likely to emerge where the majority of friends that children of this age have are same sex friends. Ask the children why they think this is. Why do they think this might change?

**Mood Changes**

As boys and girls grow and change, they may find that their moods change quickly. One moment they may feel very happy and the next they may feel lonely and sad. The special hormone that is travelling around the body is part of the reason this happens. Feelings and emotions may change too. This is because young people are growing up. It wouldn’t do for the body to grow up and the mind and feelings to stay the same as a child’s. These changes are exciting but sometimes they can leave people feeling confused.

**Body Hair**

Boys, of course, start to get hair on their face. Eventually they will need to shave unless they want to grow a beard. Boys also grow hair on their chest and legs. In both boys and girls, hair grows under their arms. Hair also grows around a boy’s penis and a girl’s vagina. These areas are called the pubic areas and the hair is known as pubic hair.

**Skin Changes**

In boys and girls, skin becomes more oily. They also perspire more. Because the skin will be more oily and the body will perspire more, it is also a time to remember to wash well all over daily. (You may wish to talk about personal hygiene during puberty in more detail). During this important time, you will need the right food, exercise and sleep to grow properly. These are some of the changes that happen when you are growing up. They are all part of nature’s wonderful plan to turn you into a man or woman.
Resource M
Personal Development and Mutual Understanding Yellow Unit
Learning activity 9: Growing up

Timeline Cards
In the first four weeks, you changed rapidly. Your heart began to beat. You were still very tiny – just 2mm long.

At six weeks you were the size of a baked bean. You would have fitted neatly on a 1p piece.

At five months you probably could have fitted into the palm of a grown-up’s hand. You were about 25cm long.

Your mum could feel you moving by now.

At six months you were growing bigger. You could hear your mum’s heartbeat, voice, music and other sounds.

As the day of your birth drew near, you had grown so much you had less room to move around.

Now you practised breathing. There was no air in the womb, only liquid. Sometimes you swallowed the liquid and this gave you hiccups.

Every day you grew a little more – your heart and lungs and stomach were developing and maturing.

After nine months you were ready to be born. As you were welcomed into the world, you were ready to begin another wonderful adventure.
My adolescent has become very shy. She was not like this when she was younger. What can I do?

My daughter has developed a crush on a celebrity and has posters plastered all over her walls. What can I do?
My son has developed some spots around his forehead and nose. What should he do?

Help! After my son’s sports activities, he is refusing to shower. He smells of sweat. How can I convince him to shower?

My daughter has become so moody recently. She flies off the handle at almost anything. What can I do?

My child has become so self-conscious. He is constantly checking himself in the mirror and changing his clothes. What can I do?

My son seems to not have a mind of his own. He wants to be with his friends all of the time, wear the same clothes and do the same things. We don’t seem to talk now. What can I do?
Suggested stories

Browne, A. Changes (Farrar Straus Giroux: 2002) 0 37441177 8
Chambers, A. The Present Takers (Red Fox: 1994) 0 09999160 8
Hall, C. M. Food Tourism Around the World (Butterworth-Heinemann Library: 2003) 0 43115126 1

Suggested resources

Invite a guest speaker such as a local beautician, beauty counter assistant or hairdresser to talk about the importance of looking after skin, hair, nails, etc.

Invite a local/regional voluntary facilitator from an organisation such as:
- Breakthru’ Project, Dungannon, or
- Aisling Centre, Enniskillen.

For further contacts see Appendix 11 in the following publication:
Drugs: Guidance for Schools in Northern Ireland (CCEA: 2004) 1 85885652 3

Invite a Healthcare professional such as a pharmacist or school nurse to help facilitate some of the learning. Ensure all external organisations or facilitators are validated and are aware of your school’s procedures and policies.

For further contacts see Appendix 11 in the following publication:
Relationships and Sexuality Education Guidance for Primary Schools (CCEA: 2001)

Ideas for Connecting the Learning CCEA
- A Journey Through the Year

Refer to resource books and leaflets about alcohol, tobacco and healthy habits, available from the Health Promotion Agency, your local Health Centre and charitable organisations.

Each of the ELBs has an adviser/office responsible for assisting schools in developing a drugs education policy.

Useful websites

Regional alcohol and drugs website for professionals in Northern Ireland
www.drugsprevention.net

Health Promotion Agency for N.I.
www.healthpromotionagency.org.uk

Wired for Health
www.wiredforhealth.gov.uk

Interactive body site
www.bbc.co.uk/science/humanbody/

Childline’s Kid Zone
www.childline.org.uk

NSPCC’s Take Care Pack: Self-awareness and Personal Safety Issues in the Primary Curriculum (store code: 0181)

Asking People developing skills in gaining information from people
www.ltscotland.org.uk/informationliteracy (ages 9-11)

Website dedicated to children’s queries around their health and well-being
www.kidshealth.org/kid/grow

A website dedicated to Media Education, which provides opportunities to analyse and evaluate not only film but also a wide range of media
www.filmeducation.org/resources.html

Become part of the Smokebusters initiative. Follow links from
www.ulstercancer.org/campaigns

DES’ and Department of Health’s interactive web-based resource aimed at Key Stage 2 pupils
www.galaxy-h.gov.uk/

The National Health Promoting Schools website has information and resources to help schools take positive steps towards better health and well being. Follow the link for children
www.healthpromotingschools.co.uk

Regional alcohol and drugs website for professionals in Northern Ireland
www.drugsprevention.net

Health Promotion Agency for N.I.
www.healthpromotionagency.org.uk

Wired for Health
www.wiredforhealth.gov.uk

Interactive body site
www.bbc.co.uk/science/humanbody/

Childline’s Kid Zone
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