

HEALTH AND WELLBEING

LEARNING OBJECTIVES/WALT

- To understand what being healthy means and who helps you stay healthy.

KEY VOCABULARY/LANGUAGE

- I feel healthy because ...
- I am energised because ...
- I feel tired because ...

WHAT YOU WILL NEED

- Lesson plan 1 resources Doc [Link](#)
- Print slides 4-8 1 copy each page
- Speech bubble Print slide 9, 5 x on A3
- 5 x Flipchart paper and pens
- Cellotape or glue
- Slips of pre-cut paper
- Character drawing outline - print slide 10 1 per child
- Pens or crayons for drawing
- Percussion and tuned percussion
- Example outcome on slide 12

LESSON 1 - HEALTH AND WELLBEING - The what and who of health

Lesson Content

EXPLORE DRAMA

Stand in a circle. Ask each class member to think of something they do that helps them be healthy and find an action for it. Go around the circle showing action as you say the healthy thing they do. Get whole group to copy.

E.g. *A good night sleep, Walking to school, Drinking water, Eating all my lunch*

Time guide

10 mins

Outcomes

Idea generation around the topic.
Building confidence to speak and act in the group.

EXPLORE DRAMA - Tableaux - Who helps you stay healthy?

Make 5 groups and give each group a picture (slides 4-8). Using the picture in your group ...

- Make a Tableau - recreate the photograph as a still image with your group
- Practise on a "3,2,1" command moving from a neutral stance into the tableau over those counts. Take a photo
- Hand out one speech bubble print-out per group (slide 9) and a pen.
- Ask who *or what* (in the photograph/tableau) might be saying something? E.g. Dentist might say "This won't hurt" The patient might say "Have I broken my leg?"
- Write this in the speech bubble, and allocate one person in the tableau to hold it over the appropriate person.
- Practise the whole group saying the speech bubble words together on a "3,2,1" command.
- Replace "3,2,1" with a woodblock (or similar) and add a cymbal (or similar) at the end, as a ta-da! prompting the freeze or speaking the sentence.
- If time ... As a whole class look through the speech bubbles and try singing them. (If confident, these sung lines could then be incorporated into the presentation of their tableaux)

20 mins

Stepping into the shoes of healthcare professionals.
Using imagination and empathy.
Generating text and vocabulary around the topic.
Teamwork

EXPLORE - Brainstorm vocabulary

What qualities do you need to have to be a great doctor, nurse, parent, dentist, school cook?

- Sit in a circle, Put the pictures and speech bubbles together (sellotape them together) in the middle of the circle
- Brain storm desired qualities of these people and write them around the speech bubble. If a quality is relevant to more than one add this at the point it is suggested.
- Example vocabulary - honest, empathetic, encouraging, organised, accurate, welcoming, knowledgeable, listener, advocate, curious, kind, caring, trustworthy, smiley, positive.

10 mins

Reinforced learning and development of topic based vocabulary.

IDEATE DESIGN - Character Drawing

- Hand out printed figure outlines (slide 10) and have pens or crayons for drawing.
- Each child draws onto the outline to make a character drawing of the health professional they have been working on in the tableaux. Example on slide 11.

PROMPTS: What does their face look like? Are they smiling? Do they have specific clothes for their job? What colour clothes do they wear? Do they wear anything on their head? Do they have any specific tools or objects that help them do their job of looking after you?

15 mins

Individual responses using imagination, creativity.
Consolidating learning.