

HEALTH AND WELLBEING

LEARNING OBJECTIVES/WALT

- Learn how substances affect their bodies.
- Things that you put in your body or onto your body can affect how you feel

KEY VOCABULARY/LANGUAGE

- STEM SENTENCE - *I am feeling so i need to keeps me healthy*
- Energy
- Carbohydrate
- Balanced diet

WHAT YOU WILL NEED

- Lesson plan 2 resources doc [Link here](#)
- Healthy dressing up props in a box ready, list on slide 21
- Musical instruments or percussion

LESSON 2 - HEALTH AND WELLBEING - Put it on!

Lesson Content	Time guide	Outcomes
EXPLORE DRAMA - Chair exercise explorative debate (slide 1) This warm up can be accompanied by the teacher (or chosen students) on simple percussion instruments - e.g. a tambourine or maracas. The students then move when they hear the instrument playing, and stop when it silences. - All stand in a space in the room - Move around the room full of energy - you are filled with enthusiasm maybe just eaten some sweets! (if playing an instrument, play a fast rhythm) - Your energy drops and you feel tired and need to rest - show resting and tired sluggish movement. - Walk around the room all at the same pace (playing an instrument at a steadier pace) - Observe how you don't need to stop and rest. You feel good, sustained and you are preserving your energy, moving for longer.	5 mins	Fun physical exploration of energy levels Establishing idea that your energy levels can change over the day. Establishing idea of longevity and sustained energy being better than yo yoining energy.
EXPLORE - BBC Bitesize video Slide 3 - video link (3.37 mins) After video ... Ask questions (slides 4-10) Which food won the race and why? (sweet potato releases energy gradually) Who stopped first and why? (Choc bar then pineapple - they are high in sugar energy then burn out) Should we all only eat sweet potatoes? (no - balanced diet) Car analogy - food is fuel; the right foods will make you run for longer	8 mins	Comprehension of facts in the video Reinforce learning with discussion
EXPLORE - Healthy dressing up What else do we need to be healthy...we have thought about what to put IN our bodies but what we can put ON our bodies to keep us healthy - Create a circle. In the middle of the circle place all the props randomly spaced (slide 11) - Choose a person for each of the 4 scenes to stand in the middle to be the "actor" to be dressed. - ASK - What does this person need to stay healthy and decide as a group which props this person needs (use slides 12 - 19 to set up and check each scene)	15 mins	Memorable, physical and visual learning
IDEATE MUSIC - Create a song/sung-advert to promote a way of looking after yourself - In groups choose 1 prop (from exercise above) that you want to promote: sun cream, water bottle, veg etc - Step by step instructions and example on slide 20	30 mins	Reinforce learning with memorable song
EVALUATE - Group discussion Would this song persuade you to do these things to keep healthy? How could you make the song more persuasive and memorable? Who are the people that keep us healthy? And what keeps us healthy? Should we only eat sweet potatoes?	2 mins	Secure understanding of ideas around topic