

11

HEALTH AND WELLBEING - Put it ON!



YEAR GROUP:
R/1 KS1



DURATION:
1 hour



LEARNING OBJECTIVES – students will learn...

- 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*



WHAT YOU WILL NEED

- Lesson 2 resources doc
- Seasons props in a box ready see list in activity 1 section list also on slide 11
- Musical instruments or percussion

WARM UP

7 MINS

Energy levels warm up

These can be accompanied by the teacher (or chosen students) on simple percussion instruments - eg 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 (if playing an instrument, play a fast rhythm)
- Your energy drops and you need to rest - show resting
- 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 have preserved your energy

ACTIVITY 1 / EXPLORE

10 MINS

BBC bitesize video - food race (3.37 mins) slide 3 on resources doc

After video ... Ask - slides 4 - 10 prompts

- 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 ones will make you run for longer

Healthy dressing up

What else do we need to be healthy ... we have thought about what to put IN our bodies but what can put ON our bodies to keep us healthy

Create a circle

In the middle of the circle place all the props randomly spaced



Choose 1 person for each of the 4 scenes to stand in the middle to be the "actor" in the scene

ASK - What does this person need to stay healthy?

Decide as a group which props this person needs to stay healthy

Get pupils to “dress” the actor in the middle for each scene

→ Summer beach person

- a Bottle of suncream,
- sun hat,
- water bottle
- sunglasses

→ Winter scene

- raincoat,
- Hat
- Scarf
- gloves
- Welly boots

→ Person playing hockey or football

- Shin pads
- Mouth guard
- Warm clothes to put on after
- First aid box/kit

→ A person who is feeling unwell

- Medicine box with a name on it (Mr Nobody/ Joe Blogs/ Mrs N.E.One)
- Calpol
- Thermometer
- Water bottle
- Blanket
- Book
- Vegetable soup - box with veg on

Create a song/sung-advert to promote a way of looking after yourself

- In your groups choose 1 prop (from exercise above) that you want to promote: sun cream, water bottle, vegetable, a hat etc
- Recalling the speech bubble exercise, the groups each write one simple sentence, this time to promote their prop eg. "I won't get hurt if I'm kicked" (shinpads)
- Write each line on the board: they are now song lyrics.
- As a group add melody lines to each line

Link to Toolbox tutorial: how to compose a song

- Add percussion to the sung lines to punctuate - mark these on the lyrics, and annotate the melody with a wavy line
- Sing the whole song together
- Each group makes a tableau to illustrate their line
- Sing the whole song now with each group creating their tableau on their line

Link to Toolbox Extension Tutorial - Staging your song video KG from Droxford**Group discussion**

- Would this persuade you to do these things to keep healthy? Would it persuade you to wear a sun hat etc?
- How could you make this more persuasive and memorable?
- Who are the people that keep us healthy?
- What keeps us healthy?
- Should we only eat sweet potatoes?

