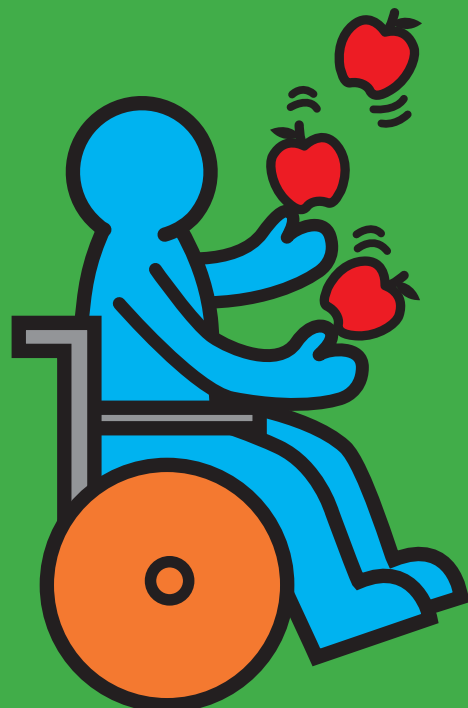


Theme ⑤:
Healthy body and healthy
eating



Theme 5

Introduction

This theme examines not only the importance of a healthy body but also healthy eating.

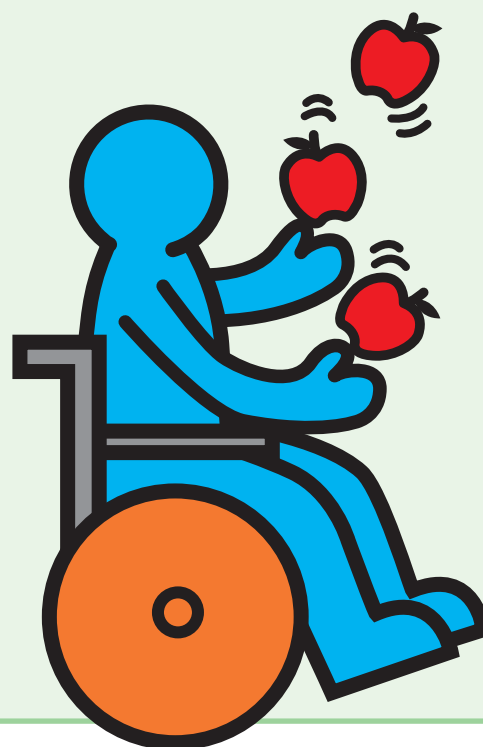
A healthy body is not just about being fit - in reality it is a combination of many factors, of which exercise is a small part. A healthy body is achieved not only with physical wellbeing but also with a healthy mental and spiritual attitude. The way to good health and a healthy body is directly related to what is put into that body and how it is treated. Eating well is an essential part of being healthy, and can help us perform well and feel our best.

Materials in this theme aim to support teachers educate our young people around these issues, giving suggestions in a cross curricular way, which could be incorporated into lessons.

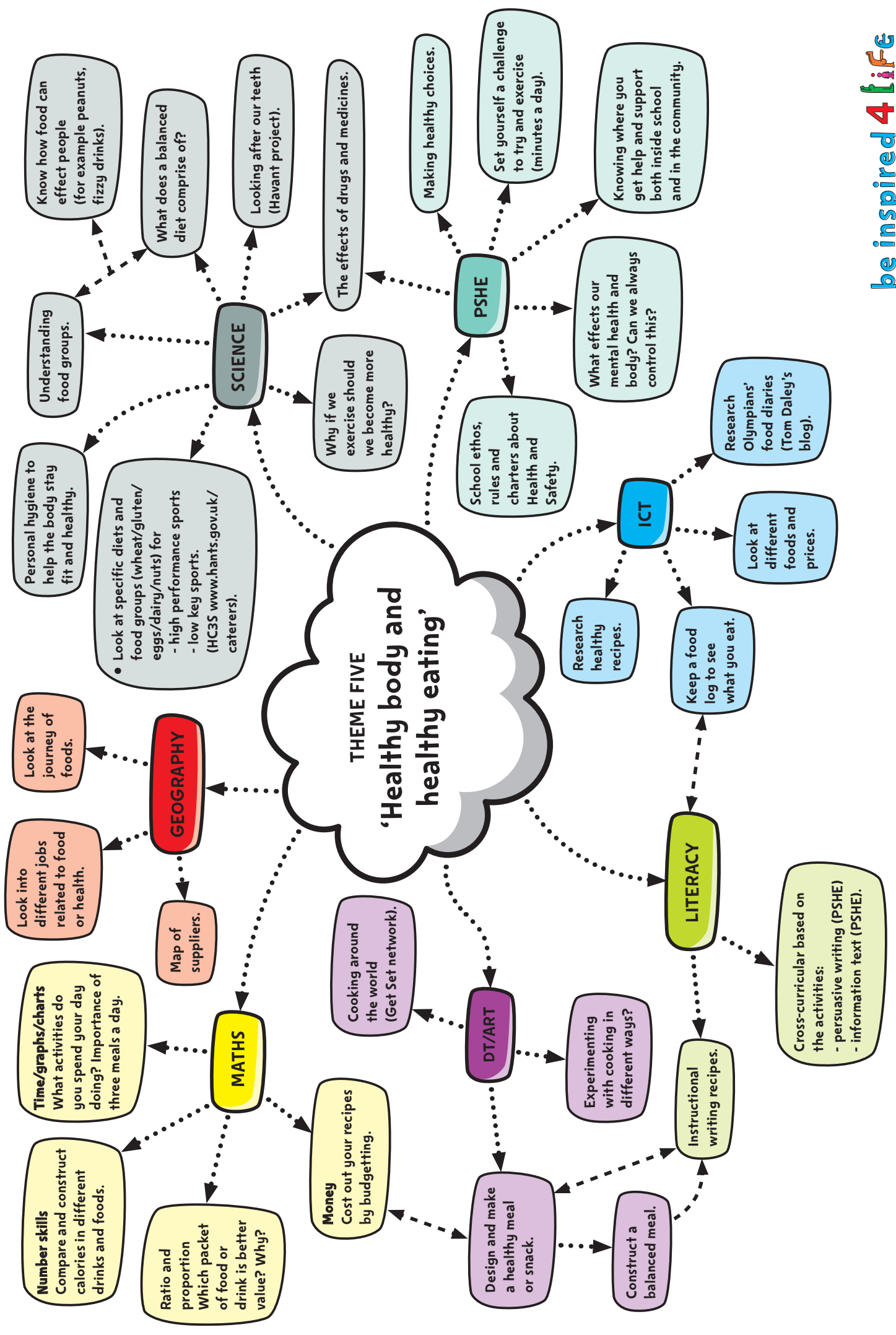
The resources firstly focus on the healthy body element, looking at what we put into our body and linking this with drug education, the importance of dental hygiene and also staying hydrated. Popular drinks are examined for their nutritional content and their effect on dental health. There are also website and book suggestions that could enhance classroom practice.

Resources to support the healthy eating strand of this theme include lesson plans on food groups, snacks and fluids, cultural influences on food, supporting websites, healthy recipes and a book and website list.

Activities to enhance learning are also included. Pupils would benefit from the opportunity to follow the recipes and create their own healthy dish. Food tasting sessions also provide a way for this theme to be demonstrated practically. There are also activities in the accompanying challenge booklet, for our young people to complete, to support the materials covered in the theme.



THEME FIVE
'Healthy body and healthy eating'



Introduction to the food groups and healthy eating

What are the benefits of healthy eating? (PSHE)

- Nutrition, life process, food for activity and growth, importance of a varied diet for health (science, life processes and living things).
- The main food groups are carbohydrates, proteins and fats.

Nutrient groups	What they are needed for?	Examples of foods
Carbohydrates	Energy	Pasta, rice, potatoes, cereals Fruit, vegetables
Proteins	Building the body (for example muscles, skin, hair, nails) and repair	Meat: beef, pork, lamb and chicken Fish: tuna and salmon. Eggs Pulses: baked beans, kidney beans, lentils and chick peas
Fats	Energy and insulation Skin health and brain health	Dairy products Meat Fish Vegetable oils (olive oil) Nuts and seeds

The Eatwell Plate, how do we balance these food groups?

What is a healthy balanced diet?

Food is very important for all age groups to provide us with enough energy and appropriate nutrients to maximise health. The Eatwell Plate is a government initiative designed to help individuals to visualise what a balanced diet looks like for each meal and to guide individuals to hopefully incorporate the same balance of foods into everyday eating practises.



Balanced healthy eating for good health

We must consume food from all the food groups to achieve the right balance of good health and obtain all nutrients in the correct amounts that we need to maximise our health. Consuming this variety of food will help us maintain a healthy body weight, and prevent/reduce a number of diet related diseases including heart disease, some cancers, osteoporosis and diabetes.

It is important to vary your dietary intake choosing food from all food groups, although not necessarily at every mealtime, but balanced over the whole day and over the week.

The Eatwell Plate is a relatively easy model to understand, it graphically quantifies what your plate should look like at each meal, breaking the plate into various segments, showing how much of each food group is required.



Food group	What these foods are for
Fruits and vegetables	Vitamins, fibre and energy
Bread, cereals and potatoes	Fibre and energy
Dairy products, milk, cheese, yoghurt	Calcium for bones, protein for building
Meat, fish and alternatives such as beans and pulses	Protein for building muscles and repairing the body
Foods that contain fat and foods that contain sugar	Energy and for function of the body and brain function (note that there are good fats and bad fats)
Food and drinks containing sugar	Should be minimal as sugar is bad for teeth

Healthy eating and the Eatwell Plate

Suggested lesson plan outline

Learning outcomes

- To understand that we need to eat a balanced diet to keep us healthy
- To know about the Eatwell Plate and how this contributes to a healthy diet
- To understand the importance of portion sizes

Resources

- Picture of the Eatwell Plate
- Supporting information for teachers on the Eatwell Plate and a balanced diet available at:
www.nhs.uk/Livewell/Goodfood/Pages/Goodfoodhome.aspx and
www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx
- Supporting information on portion size at:
www.nhs.uk/change4life/pages/kids-portion-sizes.aspx and
www.teenweightwise.com/making-changes/portion-sizes.html

Key points and introduction

Begin by asking pupils to list what they think a healthy or balanced diet means. Following on from this, discuss why we need food and why it is important to eat healthily.

The Eatwell Plate

The Eatwell Plate explains that different foods help our bodies in different ways. No one food can provide us with all that we need to stay healthy, which is why it is important to eat a range of foods. Ensuring we eat a balanced diet will help us take in all the nutrients we need to stay healthy.

Using the Eatwell Plate, describe the need for the different types of food and the proportions needed.

Suggested activities

Five a day shopping planner

www.nhs.uk/Tools/Pages/5aday.aspx

Video on how to eat five a day

www.nhs.uk/Livewell/Goodfood/Pages/Vitamins.aspx#Thanks

Using food models and/or pictures of food, ask pupils to put into correct group of Eatwell Plate.

Portion sizes

Discuss why its important not to eat too much and the effect that this can have on our bodies.

Other suggestions to support the Eatwell Plate

Play the interactive online games on the 'Food - a Fact of Life' website

www.foodafactoflife.org.uk/Activity.aspx?siteId=15§ionId=64&contentId=55

Make a balanced plate by matching foods to the groups and the Alisha and Ronnie meals to make a balanced diet.

1

A large sized version of the plate with replica foods may be borrowed from:

NHS Hampshire Resource and Campaigns Service
4th Floor, Aldershot Centre for Health
Hospital Hill, Aldershot GU11 1AY

Tel: 01252 335133

Email: resource@hampshire.nhs.uk

Website: www.healthresources.hantspct.nhs.uk



What is a portion?

(From the Cook & Eat toolkit)

It is recommended that you eat five portions of fruit and vegetables a day. Which of the following can be counted as one of those portions?

	Yes	No
A jacket potato	<input type="checkbox"/>	<input type="checkbox"/>
2 medium plums	<input type="checkbox"/>	<input type="checkbox"/>
An apple	<input type="checkbox"/>	<input type="checkbox"/>
A medium glass of orange juice	<input type="checkbox"/>	<input type="checkbox"/>
3 heaped tablespoons of tinned sweetcorn	<input type="checkbox"/>	<input type="checkbox"/>
1 tablespoon raisins	<input type="checkbox"/>	<input type="checkbox"/>
1 handful of grapes	<input type="checkbox"/>	<input type="checkbox"/>
12 chunks of canned pineapple	<input type="checkbox"/>	<input type="checkbox"/>
3 heaped tablespoons of cooked kidney beans	<input type="checkbox"/>	<input type="checkbox"/>

Food is your bodies fuel

- We eat lots of different foods to grow, be active and be healthy.
- We buy food from many different shops, but all food comes from plants and animals.
- Most plants and animals are changed to make familiar foods, for example wheat into bread.
- It is important you know where your food comes from.
- To know that your body needs a variety of foods.
- To understand your school meals are served as full meal to provide foods from each of the groups, as shown on the Eatwell Plate.
- Stay fit, keep healthy, enjoy your school lunches.








How do different food groups HELP us?

Look at our meals. Can you work out how the different foods in our meals help our bodies?

Write or draw each of the foods on our plates in the right box below. I have already written my apple in the right place to start you off...



Meal	General good health	Energy	Healthy bones and teeth	For growth and repair
 Olivia				
 Mixer				
 Searcher	apple 			
 Pedal				

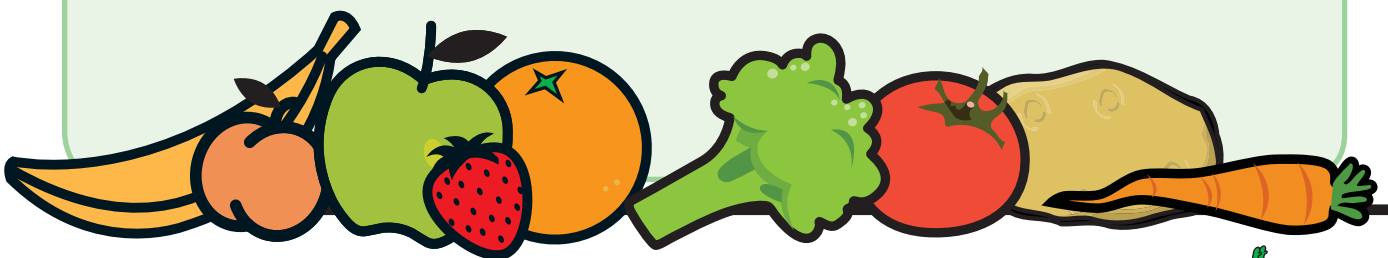
A - Z of fruit and vegetables

Fruit

Apples	Figs	Mango	Plums
Apricots	Gooseberries	Melon	Raspberries
Banana	Grapefruit	Nectarines	Redcurrants
Blackberries	Grapes	Orange	Satsuma
Blackcurrants	Kiwifruit	Peaches	Strawberries
Blueberries	Lemon	Pear	Watermelon
Cherries	Limes	Pineapple	

Vegetables

Asparagus	Cucumber	Peas	Tomato
Aubergine	Fennel	Potato	Turnip
Beans	Garlic	Pumpkin	Yam
Broccoli	Green pepper	Shallots	
Brussels Sprouts	Leek	Spinach	
Cabbage	Lettuce	Squash	
Carrot	Mushroom	Swede	
Cauliflower	Onion	Sweet corn	
Courgette	Parsnip	Sweet potato	



Calendar of seasonal fruit and vegetables

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Apples	•	•	•							•	•	•
Apricots					•	•	•	•				
Artichokes						•						•
Asparagus				•	•	•						
Aubergine							•	•	•	•		
Beetroot	•	•	•								•	•
Blackberries									•			
Blackcurrants						•	•	•				
Broad beans					•	•	•	•	•			
Broccoli	•	•	•	•	•	•	•	•	•	•	•	•
Brussels sprouts	•	•	•							•	•	•
Cabbage (green)	•	•	•	•	•	•	•	•	•	•	•	•
Cabbage (red)	•	•								•	•	•
Cabbage (white)	•	•	•							•	•	•
Carrots	•	•	•	•	•	•	•	•	•	•	•	•
Cauliflower			•	•	•	•	•	•	•	•	•	•
Celery	•	•							•	•	•	•
Cherries					•	•	•					
Courgettes						•	•	•	•			
Cucumber						•	•	•	•	•		
Figs									•	•		
French beans							•	•	•	•		
Grapes									•			
Gooseberries					•	•	•					
Kale/curly kale	•	•	•	•					•	•	•	•
Leeks	•	•	•	•				•	•	•	•	•
Lettuce	•	•	•	•	•	•	•	•	•	•	•	•
Marrows									•	•		
Mushrooms									•	•	•	
Onions	•								•	•	•	•
Parsnips	•	•	•						•	•	•	
Pears	•								•	•	•	•
Peas					•	•	•	•	•	•		
Peppers								•	•	•	•	
Plums								•	•			
Potatoes	•	•	•	•	•	•	•	•	•	•	•	•
Pumpkins									•	•	•	•
Raspberries								•	•	•	•	
Rhubarb	•	•	•	•	•	•	•	•	•	•		
Runner beans							•	•	•	•		
Shallots	•	•										•
Spinach	•								•	•	•	•
Spring greens		•	•	•								
Squash	•	•	•								•	•
Strawberries						•	•	•	•			
Swede	•	•	•						•	•	•	•
Sweetcom							•	•	•	•	•	•
Tomatoes						•	•	•	•	•	•	
Turnip	•	•					•	•	•	•	•	•
Watercress	•	•	•	•	•	•	•	•	•	•	•	•

Food diary



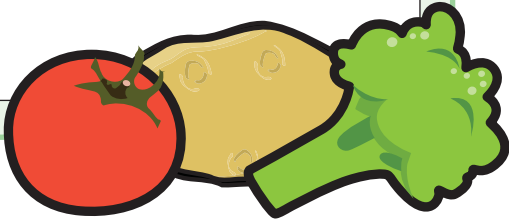
Day

Write down everything you eat and drink. Write each food you eat in the correct section
For example, if you ate toast, write toast in section for bread, other cereals and potatoes.

Time	Bread, rice, potatoes, pasta and other starchy food	Fruit and veg	Meat, fish, eggs other non dairy sources of protein	Milk and dairy foods	Fatty and sugary foods
Breakfast					
During morning					
Lunch					
During afternoon					
Evening					
During evening					

Fruit and vegetable diary

	Fruit	Vegetables
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		



Bugs in food

(From the Cook & Eat toolkit)

What causes food poisoning?

- Most food poisoning is caused by germs
- Germs are also called bugs or bacteria
- Most bugs are harmless, but some can cause illnesses
- These bugs are so small that you cannot see them

Where do these bugs come from?

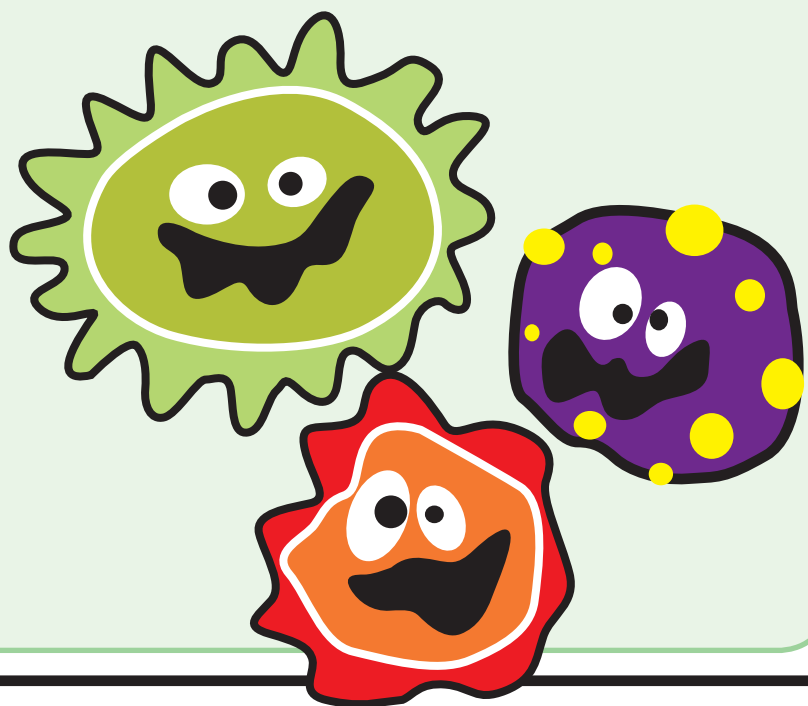
Bugs are found everywhere, but especially on:

- raw food
- people
- insects
- rodents
- pets
- rubbish
- waste food.

How do bugs survive in food?

Bugs require special conditions to survive and grow in numbers in food, these are:

- warmth – not too hot, not too cold
- food
- moisture
- time.



How can we control bugs in our food?

The best way to control bugs in our food so they do not make us ill is to remove the conditions they need to survive and grow. We can do a number of things:

1 Prevent contamination

Ensure that ready to eat food is separated from raw food during preparation and storage. Practice good hygiene in the kitchen and always wash your hands before handling food.

2 Control growth

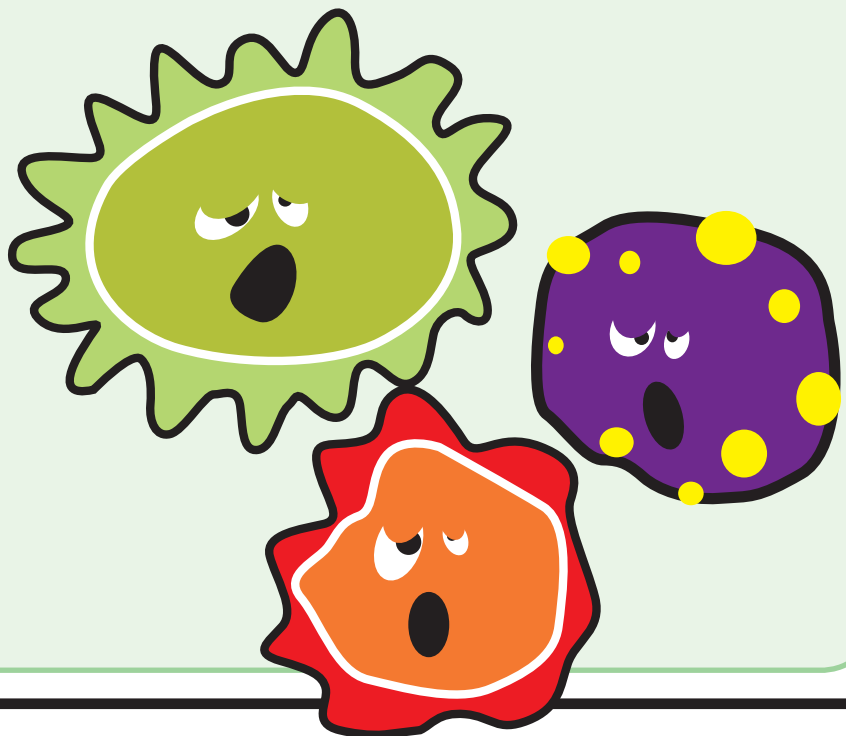
Store food in a refrigerator operating at 5°C or colder. This helps to stop any bugs in the food from increasing in numbers – they will be too cold to grow.

3 Destroy the bugs

If bugs are in food, they can be destroyed by thorough cooking – the bugs will become sleepy if the temperature of the food increases. As the food gets hotter, the bugs start to die.

4 Control temperature and time

Keep food hot or cold. Do not leave foods out at room temperature. When preparing food, keep it at room temperature for the shortest time possible. Serve hot foods quickly.



Drinks and teeth

Suggested lesson plan outline

Learning outcomes

- To understand why we need to drink regularly.
- To know how much we need to drink and recognise the signs of dehydration.
- To know how to choose healthier drinks.

Resources



For supporting information, see www.nhs.uk/Livewell/Goodfood/Pages/water-drinks.aspx

Key points and introduction

It is important to ensure that we drink enough fluids as our bodies need fluids to work properly and to avoid dehydration. Water is the best choice – it has no calories and contains no sugars that can damage teeth.

Most of the chemical reactions that happen in our cells need water in order to take place. We also need water so that our blood can carry nutrients around the body. However, we lose water all the time, through evaporation when we breathe and sweat. If the temperature rises or we do more activity, this increases the amount of water we lose. We also lose water when we urinate as urine is mainly water.

To stay healthy, it is important to replace the water we lose. We can do this by drinking regularly. In climates such as the UK's, we should drink about 1.2 litres (six to eight glasses) of fluid every day to stop us getting dehydrated. In hotter climates, the body needs more than this. We also need more fluid when we exercise. We also get some fluid from the food we eat.

When our bodies do not have enough water, we can become dehydrated. One of the first signs of dehydration is feeling thirsty. If you think you may not be getting enough fluids, check if you have any of these other common signs of dehydration:

- dark-coloured urine and not passing much urine when you go to the toilet
- headaches
- confusion and irritability
- lack of concentration.

Suggested activities

- How much water are you drinking? Complete record of water intake and discuss (see below for template of table).
- Design a poster to promote water as a drink.
- Design a bottle label/marketing for a new brand of bottled water.

- Healthier choices for drinks:
 - Water is the best choice as it has no calories and contains no sugars that can damage teeth.
 - Milk is a good source of calcium and is a mineral that helps build and maintain healthy bones. It also contains vitamins and other minerals, and does not cause tooth decay. For a healthy choice, choose semi-skimmed, 1% fat or skimmed milk. Limit your intake of flavoured milks, milkshakes, condensed milk and milk-based energy or malt drinks because these contain added sugar, which is bad for teeth.
 - Fruit juice and fruit smoothies contain a variety of vitamins that are good for our health. Fruit juice also contains sugar that can damage teeth. It is best to drink it with a meal because this can help protect teeth. When you buy fruit juice, check the labels carefully and choose 100% fruit juice with no added sugar. These drinks count as one of your five a day. Watch out for 'juice drinks' which can contain as little as 5% fruit juice and a lot of added sugar, and do not count as one of your five a day
 - Fizzy drinks, squashes and juice drinks contain lots of sugar and very few nutrients, so keep them to a minimum. Their high sugar content means they are high in calories, and foods that are high in calories can contribute towards becoming overweight. Cutting down on these drinks is a good way to reduce the number of calories you consume, while not missing out on any nutrients.
 - Energy drinks often contain high levels of caffeine. They are often high in sugar and can therefore damage teeth. They may also contain other stimulants and sometimes herbal substances.
 - Sports drinks can be useful when you are doing endurance sports and need an energy boost. However, they are no different to any other sugary soft drink, which means they are high in calories and contribute to tooth decay. Unless you are taking part in endurance sports, water is the healthier choice and the best way to replace water that you have lost.

Suggested activities

- Look at labels of a variety of drinks to calculate how much sugar is in each drink.
- Ask pupils to put bottles of soft drink in order of sugar content.
- Use real sugar to demonstrate how much sugar is contained each drink.



How much water are you drinking?

Fill in the chart below, colour a square **blue** for every cup of water.

Day	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
1 cup							
2 cups							
3 cups							
4 cups							
5 cups							



Snacks

Session plan and learning aims

1. To discuss healthy snacks and drinks and why they are important.
2. To discuss fruit and vegetables, the five a day concept.
3. Practical to make fruit smoothies and fruit kebabs.
4. Tasting, group feedback and discussion.

Healthy snacks

Snacks are good for keeping our energy levels up but unhealthy snacks, such as sweets, biscuits and chocolate and sugary drinks, contain a lot of sugar which is bad for our teeth. (Science, life processes and living things).

- **Group task:** brainstorm what is a healthy snack and what is an unhealthy snack? Write up on the board. How many can they come up with?

Fruit and vegetables

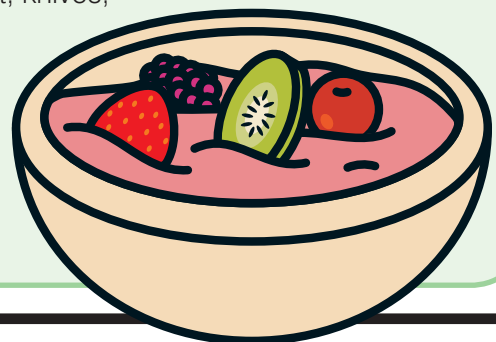
Fruit and vegetables are very important for keeping healthy as they contain vitamins and fibre (PSHE).

- We should aim for five portions per day.
- One portion is the size is what will comfortably fit into your hand, for example one medium apple, one medium banana, two satsumas, two broccoli florets, one cereal bowl of salad, one handful of grapes, or seven cherry tomatoes.
- How can we incorporate five a day? Get the children to write down as many ways they can think of to incorporate fruit and vegetables into their day.
- Discuss as a group. For example, chopped fruit on cereal, yoghurt for breakfast, fruit as snacks, salad for lunch, chopped vegetables for snacks and vegetables for dinner.

Recipes

Fruit smoothies and fruit kebabs (see recipes section).

- **Skills**
Chopping fruits, measuring liquids, weighing and measuring ingredients.
- **Equipment needed**
Hand held blender and container, measuring jugs, fruit, knives, chopping boards, kebab sticks, cups and plates.
- **Eating and discussion of recipes**
What did they do? Did it make fruit more interesting?
Could they make it at home? Would it make eating five a day easier?



Weekly record – are you getting your five a day?



Fill out the chart below to see how you score for fruit and vegetables!

Colour in one square **green** for a portion of vegetables or salad.

Colour in one square **red** for a portion of fruit.

Day	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
One portion							
Two portions							
Three portions							
Four portions							
Five portions							
Target reached!							

Swapping to healthier snacks

Here are some ideas of healthier snacks. Can you think of any more?

Instead of:	Try:	Or:
Donut	Current bun, wholemeal scone	
Biscuits	Fruit load, rice cakes, grapes or berries	
Ice cream	Lower fat frozen yoghurt, pieces of fruit with lower fat yoghurt, ice lolly made with frozen fruit juice	
Fizzy cola	Unsweetened fruit juice diluted with water or sparkling water, milk or fruit smoothies	
Milk shake	Home made fruit smoothie based on milk, banana and other fruits	
Crisps	Rice cakes or breadsticks with lower fat cream cheese	
Sweets	Handful of dried fruit like raisins, ice cubes or ice lolly made from frozen fruit juice	
Chocolate	Banana, (for children over five) handful of unsalted nuts, fresh or canned fruit in lower sugar jelly	
Chocolate biscuits	Oatcakes, unsalted or unsweetened popcorn	
Cake	English-style breakfast muffin, raisin bread, fruit scones	

Foods and religions

There are many different types of religions in the UK and each of these have different dietary requirements. The people from different religions follow these guidelines with varying degrees of commitment. In the table below are a list of the top six religions in the UK, the different dietary guidelines they follow in day to day life and as part of religious festivals throughout the year.

Religion	Day to day requirements	Festival	Foods eaten
Buddhism	Refrain from meat, vegetarian diet is desirable. Moderation in all foods. Fasting required of monks.	Vesak	Pale white rice dishes.
		Sangha Day	Water chestnuts, dumplings, beans, peas and pulses.
Christianity	No food is forbidden. Omnivores eat both animal and plant foods. Others can be vegan, vegetarian or eat free range foods only.	Easter	Lamb, hot cross buns and chocolate eggs.
		Christmas	Turkey, sprouts, mince pies, pigs in blankets and Christmas pudding.
Hinduism	Beef is not allowed. All other meat and fish are avoided. Alcohol is avoided. Fasting days.	Diwali	Sheera - fudge. Kheer - milky rice pudding Mixed vegetable curries.
		Holi	Gujia - Indian sweet dish. Thandai - cool drink made from poppy seeds.
Judaism	Pork and shelf fish not allowed. Meat and dairy at same meal are not allowed. All meat must be kosher.	Hanukkah	Potato pancakes, deep fried doughnuts and dairy products
		Passover	Matzo - unrisen bread, lamb and greenery.
Muslim	Pork and some birds not allowed. Meat must be Halal. Alcohol is not allowed. Tea and coffee are avoided.	Ramadan	Is a fast during the days of light. The five foods groups are eaten and fruit is recommended
		Eid ul Adha	Mutton (sheep). Haleem a lentil based curry. Biryani a spicy rice dish
Sikhism	Beef and pork avoided. Meat must be killed with one blow to the head. Alcohol is avoided.	Diwali	Burfi - colourful square sweets. Kheer - a rice pudding made from milk, sugar and rose essence.
		Baisakhi	Grains, beans, lentils and vegetables.

Food for all

It is important to ensure that you can cater for all the children in your care. Some children may have specific food-related customs that you need to observe. Below is a guide to some of the differences in food choice commonly observed by those from different religious and cultural groups. There may be individual differences in food choices between families, and those providing child care should not make assumptions about anyone's food preferences. It is important to find out about each child from his or her parent or guardian.

In the chart below, 'It varies' means that some people within a group would find these foods acceptable.

	Jewish	Hindu	Sikh	Muslim	Buddhist	Rastafarian
Eggs	No blood spots	It varies	Yes	Yes	It varies	It varies
Milk/ yoghurt	Not with meat	Yes	Yes	Yes	Yes	It varies
Cheese	Not with meat	Yes	Yes		Yes	It varies
Chicken	Kosher	It varies	It varies	Halal	No	It varies
Mutton/ lamb	Kosher	It varies	It varies	Halal	No	It varies
Beef and beef products	Kosher	No	No	Halal	No	It varies
Pork and pork products	No	Rarely	Rarely	No	No	No
Fish	With fins and scales	With fins and scales	It varies	It varies	It varies	Yes
Shellfish	No	It varies	It varies	It varies	No	No
Butter/ ghee	Kosher	Yes	Yes	Yes	No	It varies
Lard	No	No	No	No	No	No
Cereal foods	Yes	Yes	Yes	Yes	Yes	Yes
Nuts/ pulses	Yes	Yes	Yes	Yes	Yes	Yes
Fruits/ vegetables	Yes	Yes	Yes	Yes	Yes	Yes
Fasting	Yes	Yes	Yes	Yes	Yes	Yes

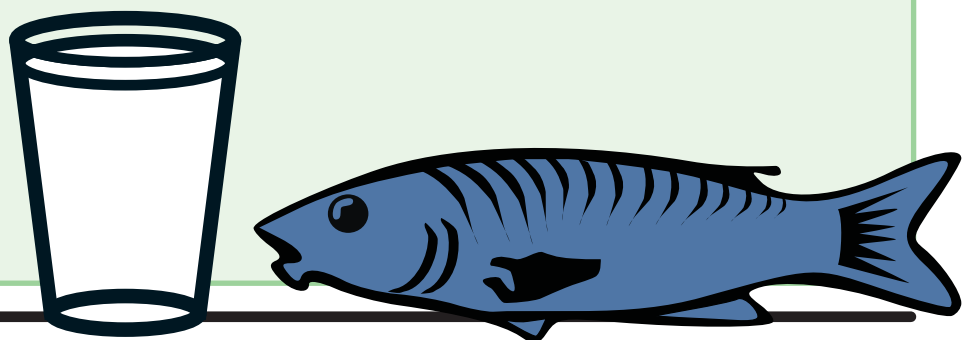
1. Strict Hindus and Sikhs will not eat eggs, meat, fish, and some fats.
2. Some Rastafarians are vegan.
3. Jains have restrictions on some vegetable foods. Check with the individuals.
4. Fasting is unlikely to apply to young children.

What are Halal foods?

Halal is a term describing foods that it is lawful for Muslims to consume, according to Islamic dietary laws found in the Quran.

Foods that are definitely Halal include milk, honey, fish, fresh or naturally frozen vegetables, fresh or dried fruits, legumes and many nuts (including peanuts, cashews, hazelnuts, walnuts), grains (such as wheat, rye, barley, rice and oats).

Cows, sheep, goats, deer, chickens, ducks and game bird meats are Halal, as long as they are slaughtered according to Islamic rites. The Halal slaughtering process (zabihah) consists of killing the animal quickly with a sharp knife while the name of Allah is muttered. The quick slaughter ensures that the animal's death is not filled with unnecessary pain.



Lesson planning ideas around substance misuse

The following pages are suggested lesson plans to support the health and wellbeing of our young people from Key Stage 1 – 4.

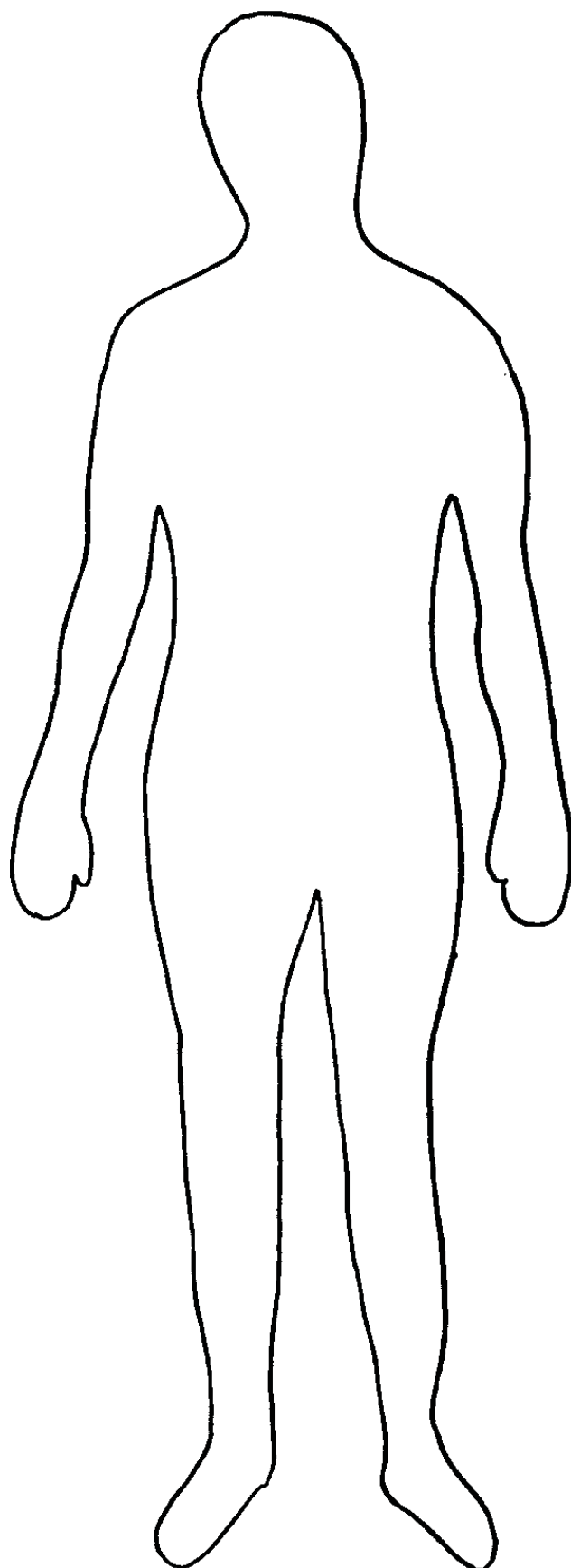
The lessons address key aspects around substance misuse and are examples taken from the Primary and Secondary Hampshire Drugs Planning guidance.



Year: R		Theme: Being healthy and safe		Session: 2.1	Suggested time: 30 minutes
Learning outcomes: Pupils can:		<ul style="list-style-type: none"> describe when they need medicine. 		Learning objectives: <ul style="list-style-type: none"> Think about being well and unwell. Talk about medicines. 	
Activities:		<ul style="list-style-type: none"> Read <i>SPOTS!</i> and talk about story. Discuss characters in story and how they feel when they are well/unwell and relate to children's personal experience. What happens when you are poorly? 		Possible extension/differentiation: Through levels of questioning.	
Reflection:		<ul style="list-style-type: none"> What would you do if you came across a medicine? Only adults give you medicines. 			
Vocabulary:		Well, unwell, medicine, dose, doctor, prescription, label.		Resources: <i>SPOTS!</i> big book, Oxford Reading Tree (ISBN: 0 19916 291 3) Pictures of characters in story from <i>Teacher's guide</i> (ISBN: 0 19916 032 5)	
Links to other curricular areas:		Literacy.		Assessment:	

Year: R	Theme: Being healthy and safe		Session: 2.2	Suggested time: 60 minutes
<p>Learning outcomes: Pupils can:</p> <ul style="list-style-type: none"> describe when they need medicine. 				
<p>Activities:</p> <ul style="list-style-type: none"> Draw round a child in the class – discuss about what goes on or in the body. Sorting activity (medicines/non medicines) – range of medicine bottles with safety caps, prescription medicine, cream, suntan lotion and other creams, etc. Teach that only adults can give you medicines. Who can give you breakfast, playtime snack, packed lunches, medicines. Could friends do this? 				
<p>Reflection:</p> <ul style="list-style-type: none"> What would you do if you came across a medicine? Only adults give you medicines. 				
<p>Vocabulary: Well, unwell, medicine, dose, doctor, prescription, label.</p>				
<p>Links to other curricular areas: Literacy.</p>				
<p>Learning objectives:</p> <ul style="list-style-type: none"> Understand about being well and unwell. To be able to sort a range of medicines. 			<p>Grouping: Whole class</p>	
<p>Possible extension/differentiation: Through levels of questioning.</p>			<p>Resources: Large sheets of paper for body outline. Range of medicine bottles (empty). Visit a Chemist for empty bottles. Hoops for sorting.</p>	
<p>Assessment:</p>				

Year: 1	Theme: <i>Caring for myself</i>		Session: 1.1	Suggested time: 90 minutes
<p>Learning outcomes: Pupils can:</p> <ul style="list-style-type: none"> explain why only some substances should go <i>into</i> or <i>onto</i> the body. 				
<p>Activities:</p> <ul style="list-style-type: none"> Recap on <i>Being healthy and safe</i> from Year R. Recap on the term <i>medicine</i> and introduce the term <i>substance</i>. Teacher to show two or three substances and discuss with class whether they go <i>into</i> or <i>onto</i> the body (<i>Deep Heat</i>, cough medicine, liquid soap). Children, in small mixed-ability groups, collect ideas about what can go on their body and what can go in their body, using body outlines to draw ideas. Share group ideas through a short in-role presentation. One child from each group takes on role of doctor or nurse, being questioned by teacher as patient. <i>Circle time</i> activity – large body outline in centre, individual children to place pictures of substances and/or empty medicine containers either in the body or outside the body. Class to discuss their choices. 				
<p>Reflection:</p> <ul style="list-style-type: none"> Which substances can be harmful? What do we mean by <i>harmful</i>? 				
<p>Vocabulary: Substance, medicine, body, into, onto, harmful.</p>				
<p>Links to other curricular areas: Drama.</p>				
<p>Learning objectives:</p> <ul style="list-style-type: none"> Think about what can go on their body and in their body, and that some substances can be harmful. 		<p>Grouping: Whole class</p> <p>Mixed-ability groups</p> <p>Whole class</p> <p>Whole class</p>		
<p>Possible extension/differentiation:</p> <p>Through questioning.</p> <p>Through choice of pictures/objects and questioning.</p>		<p>Resources: A3 body outlines for group ideas. Large body outline, draw around a child. Examples of substances in clean, empty containers. Empty medicine containers. Copy of Year R <i>Being healthy and safe</i>.</p> <p>Assessment: To be able to explain whether a substance should only go <i>into</i> or <i>onto</i> the body.</p>		



Year: 1 Theme: <i>Caring for myself</i>		Session: 1.2	Suggested time: 90 minutes
Learning outcomes: Pupils can: <ul style="list-style-type: none"> describe why we need medicines and that these are all drugs. 		Learning objectives: <ul style="list-style-type: none"> To know about medicines and begin to understand that all medicines are drugs, but not all drugs are medicines. 	
Activities: <ul style="list-style-type: none"> Recap 1.1 with class – teacher to make list of substances that can go <i>into</i> our bodies and those that can go <i>onto</i> our bodies. Use list to identify which ones are medicines – teacher to highlight medicines identified by children. Teacher to introduce the term <i>drug</i> – explain that a medicine is a drug that helps your body fight illness. Teacher holds up photo cards of drugs (see sheet) and explains that these are all drugs. Ask children to identify which ones do not help our bodies to fight illness. Children to record on worksheet drugs that are harmful and those that help you when you are unwell. Situation scenarios – sitting in a circle, teacher to set scenarios and choose children to act them out. Children to decide outcomes and give reasons for their opinions. Teacher to reinforce that all household products, including medicines, can be harmful if not used properly. 		Grouping: Whole class Individual Whole class	Possible extension/differentiation: Give reasons why these are harmful. Differentiate worksheet.
Reflection: <ul style="list-style-type: none"> Ask children when a drug can be harmful. Discuss how some people need medicine to maintain a healthy lifestyle. 		Resources: Photo cards – drug pictures from <i>Awareness pack P92</i> , by Phillip Green, Hope Education. Worksheet. Scenarios.	
Vocabulary: Substance, medicine, body, into, onto, harmful, drug.		Assessment: Assess children's understanding of drugs from the worksheet.	
Links to other curricular areas: Drama.			

Caring for myself

Scenarios

Sit class in a circle and read one scenario at a time. Children think about choices and discuss as a class. Then decide on outcome/consequences for choices and why.

1 Katie and her friend find some things that look like sweets. Katie thinks they would be good to eat.

2 Jake and his friends are pretending to be doctors. Jake knows where mummy and daddy keep the medicines and he thinks it would be a good idea to get some to play with.

3 Amy's younger brother has found some bottles under the sink and is opening them.

4 After playing football with his friends, George coughs a couple of times. He sees Sam's inhaler by his bag and thinks this would help him feel better.

Year: 2 Theme: My body is important

Session: 1.1

Suggested time:
120 minutes

<p>Learning outcomes:</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • take responsibility for keeping themselves safe. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> • Value their body and monitor what they put into it, as all substances can be harmful if not used properly. • Know that they have rights over their own bodies. 	<p>Grouping:</p> <p>Whole class</p>	<p>Possible extension/ differentiation:</p> <p>Children that are able to express themselves in writing to do first activity this way.</p>
<p>Activities:</p> <ul style="list-style-type: none"> • As a class, children sort the drugs/medicines into <i>over-the-counter</i> and <i>prescribed</i> (discuss these terms if unknown). Discuss how we can sort these items. Do they understand the difference between <i>over-the-counter</i> and <i>prescribed</i>? Discuss dosage and how we know who needs medicine. • Focus on labels and prescriptions. Talk about the procedure for obtaining a prescription. Look at labels on medicine, thinking about instructions, dosage and safety message. (Most labels are produced by computer therefore this could be completed as an ICT lesson focused on the typing of the label.) • Read the story <i>Six dinner Sid</i>. Discuss what would have happened to Sid if he had not been caught out by the vet. Talk about who looks after animals and where they go when they are unwell. Compare this with where we go when we are unwell. <p>Reflection:</p> <ul style="list-style-type: none"> • Who should give you medicine? • What happens if you take the wrong dosage? • Where should medicines be kept? • How can we tell if a medicine/drug is prescribed? 	<p>Grouping:</p> <p>Pairs</p> <p>Whole class</p> <p>Whole class</p>		
<p>Vocabulary:</p> <p>Medicine, dose, prescription, substance, harmful, un-harmful.</p>	<p>Resources:</p> <p>Medicine chest with a range of empty bottles/containers/packets of drugs and medicines (over-the-counter and prescribed). Make sure these are empty and thoroughly washed.</p> <p>Range of labels, prescription examples. Outline of label.</p> <p><i>Six dinner Sid</i>, by Inga Moore (ISBN: 0 75000 304 9).</p>		
<p>Links to other curricular areas:</p> <p>Literacy.</p>	<p>Assessment:</p> <p>Use drawings/writing to assess children's knowledge of what can go into their bodies.</p>		

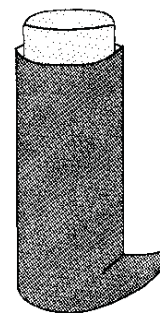
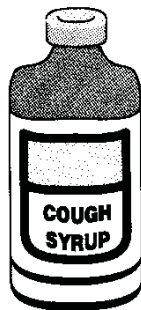
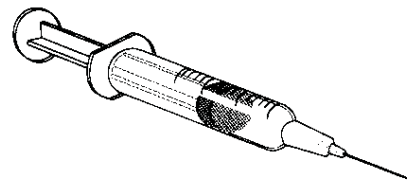
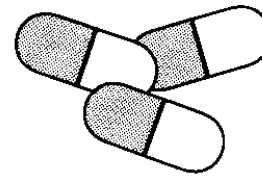
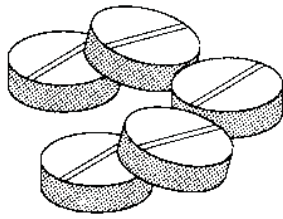
A selection of drugs

Include (empty) examples of the following:

- inhaler
- sea sickness pills
- wine bottle
- throat sweets
- pain relief aerosol
- aspirin packet
- cough mixture
- cider can
- ointment tube
- cigarette packet
- coffee jar
- coca cola can
- *Smarties* tube
- extra strong mints
- three or four bottles/packets of prescribed medicines.

Year: 2 Theme: My body is important		Session: 1.2	Suggested time: 120 minutes
<p>Learning outcomes:</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • give a reasoned description of how to control disease. 		<p>Learning objectives:</p> <ul style="list-style-type: none"> • Know that some people need drugs to lead a normal life and that some drugs can prevent the development of diseases, eg: immunisation. • Know that some diseases are infectious and can be controlled. 	
<p>Activities:</p> <ul style="list-style-type: none"> • Class discussion about children in the class that have parents who rely on using drugs. Maybe invite a parent visitor in to talk to the class. Emphasise that some people need drugs to lead a normal life. • Discuss immunisation – what is it? Discuss that they may have had injections when they were young to prevent childhood illnesses or before going on holiday. • Visit/get information from a school nurse/doctor's surgery about the need for immunisation. • Children design a poster promoting the need to get immunised. <p>(Depending on the time of the year, these activities could link to charity events such as <i>Red Nose Day</i>.)</p>		<p>Grouping:</p> <p>Whole class</p> <p>Whole class</p> <p>Whole class</p> <p>Pairs</p> <p>Possible extension/differentiation:</p> <p>Extension: Use symbols within the poster.</p>	
<p>Reflection:</p> <ul style="list-style-type: none"> • Why do some people need drugs/medicines regularly? • Why do we need to have injections? • What might happen if we don't have these injections? 		<p>Resources:</p> <p>Child/adult who takes medicines regularly. Information about immunisation from doctor's surgery. Use NHS ResponseLine (Tel: 08701 555455) and request free leaflets. Nurse or charity worker to visit to talk about need for immunisation/drugs.</p>	
<p>Vocabulary:</p> <p>Drug, medicine, injection, disease, immunisation, infectious, risk, prescribed, controlled.</p>		<p>Assessment:</p>	
<p>Links to other curricular areas:</p> <p>Literacy, geography (going on holiday).</p>			

Year: 3	Theme: Keeping safe in school		Session: 2.1	Suggested time: 45 minutes
<p>Learning outcomes: Pupils can:</p> <ul style="list-style-type: none"> understand that some people need and use drugs for their own health and that all medicines are drugs. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> To know safety rules relating to medicines and drugs. (These can be linked to school rules.) 			
<p>Activities:</p> <ul style="list-style-type: none"> Recap how drugs affect your body. Does anyone know a drug that can have a positive effect on your body? Record ideas on the board. Read / have <i>asthma</i>. With a partner, discuss the picture and what it might be. Make notes about how the boy used drugs to keep him healthy. Share ideas with the class. Alternatively, invite an asthmatic person in to talk about how they keep their condition under control. Who else uses drugs to keep them healthy, eg: diabetic, epileptic, allergy sufferers, travel sickness. Share the pictures used for pairing and discuss what they might be. 	<p>Grouping:</p> <p>Whole class</p> <p>Pairs – see resources</p> <p>Whole class</p> <p>Whole class</p> <p>Whole class</p>	<p>Possible extension/differentiation:</p> <p>Fact page: <i>Handy health hints for an asthmatic.</i></p> <p>Children research how an asthmatic might keep themselves healthy in school, eg: remembering to take inhalers to PE.</p>		
<p>Reflection:</p> <ul style="list-style-type: none"> How are these drugs used differently from alcohol and tobacco? Medication is prescribed in a given amount and needs to be taken at set times. 			<p>Resources:</p> <p>See attached book list.</p> <p>Pair cards – each child has a card and they match the two halves of the item from the medicine cabinet.</p>	
<p>Vocabulary:</p> <p>Asthma, diabetes, epilepsy, allergy, medication, prescribed.</p>		<p>Assessment:</p> <p>Teacher observation and questioning.</p>		
<p>Links to other curricular areas:</p> <p>Science.</p>				



<p>Inhaler</p> <p>used by people with asthma</p>	<p>Syringe</p> <p>used by doctors, nurses and dentists to give injections</p>
<p>Capsules</p> <p>one way of swallowing medicine</p>	<p>Tablets</p> <p>one way of swallowing medicine</p>
<p>Medicine</p> <p>used when people have a cough</p>	<p>Cream</p> <p>used on sores on the skin</p>
<p>Tablet bottle</p> <p>keeps tablets safe and dry</p>	<p>Ampoule</p> <p>stores liquids used for injections</p>

Year: 4 Theme: Keeping safe outside school		Session: 3.1	Suggested time: 45 minutes
<p>Learning outcomes: Pupils can:</p> <ul style="list-style-type: none"> • know about people who need and use drugs for their health • understand that some people use drugs to appear grown-up and confident • discuss their feelings about the <i>world of drugs</i>. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> • To understand that some people need to take drugs to keep healthy (legal drugs) but that other drugs can affect how people think and behave. 		
<p>Activities:</p> <ul style="list-style-type: none"> • Recap on people who need drugs to stay healthy (if covered in Year 3). If not covered, refer to <i>Keeping safe in school</i> and <i>In someone else's shoes</i> in Year 3 programme. • <i>Circle time:</i> <ul style="list-style-type: none"> – change places game – statements describing opinions about drugs on cards. One child selects a statement and reads it out. If children agree with the statement they should change places – lay two hoops in circle labelled <i>drugs</i> and <i>not drugs</i>. Pass items from drug selection round circle to music. When music stops, child with item selects which circle to put it in, if not sure ask the group. 	<p>Grouping: Whole class</p>	<p>Possible extension/differentiation: Display most popular reasons.</p>	
<p>Reflection:</p> <ul style="list-style-type: none"> • Discuss the question: <i>Why do people take drugs that aren't for their health?</i> (include tobacco and alcohol). Record ideas in preparation for next session. 	<p>Pairs Whole class</p>	<p>Resources: Changing places game – statements on cards describing opinions about drugs. Selection of empty packets/bottles, eg: throat sweets, cigarettes, paracetamol, coffee, cough medicine, alcopops, cider. <i>Getting it Right</i> session 7 – <i>The medicine chest</i></p>	
<p>Vocabulary: Drug, health, opinion, misuse, choice, legal.</p>	<p>Assessment: Through choices made in changing places game.</p>		
<p>Links to other curricular areas: None.</p>			

Statements for circle time

Opinions about drugs

- Alcohol should be drunk (used) by all adults.
- People can have fun without using drugs.
- It is OK not to use drugs.
- Boys and men should drink alcohol even if girls and women do not.
- Following your own beliefs and culture is more important than using drugs.
- Drugs can be misused.
- The only way to use drugs is sensibly and responsibly.
- I do not want to use drugs if it means ending up in trouble.
- People who get drunk are stupid.
- It is grown-up to be seen using drugs when you are young.
- It is OK to use drugs now and again.

Year: 5 Theme: Risks and pressures		Session: 1.1 Suggested time: 60 minutes
<p>Learning outcomes:</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • give three positive reasons why someone should not start smoking. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> • 1c – To face new challenges positively by collecting information, looking for help, and taking action. • 3d – Which commonly available substances and drugs are legal and illegal, their effects and risks. 	
<p>Activities:</p> <ul style="list-style-type: none"> • Individually, using pens, pupils make a spider diagram around the word <i>drugs</i>. • In pairs and in pencil, share ideas and add more information. • Pairs form fours and collect more ideas, again in pencil. (This will enable the teacher to assess each pupil's knowledge through his or her comments written in pen.) • As a class, the teacher collects all ideas together onto large sheet of paper. • Teacher introduces focus on <i>smoking</i>. In pairs, pupils work through the true/false sheet. • Go through the answers as a class. Ask the pupils, "<i>Were there any surprises?</i>". • Discuss. 	<p>Grouping:</p> <p>Individually Pairs Fours</p> <p>Whole class Pairs</p> <p>Whole class</p> <p>Whole class</p>	<p>Possible extension/differentiation:</p> <p>Further independent research.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> • Ask the children for reasons why they would choose not to start smoking. Each needs to think of three reasons that they feel works for them. 	<p>Resources:</p> <p>Large sheet of paper – collected ideas to be kept for future reference. Smoking fact sheets for the teacher. True/False sheet.</p>	
<p>Vocabulary:</p> <p>Tobacco, tar, legal/illegal, alcohol, nicotine, addiction, substance, carbon monoxide, lung cancer, cigarette, any other drug that is necessary.</p>	<p>Assessment:</p> <p>The information shared by pupils and the discussion they had. Pupils sharing what they have learnt.</p>	
<p>Links to other curricular areas:</p> <p><i>Getting it Right</i> session 23 – <i>Up in smoke</i>.</p>		

Smoking – the facts

- Tobacco smoke contains a mixture of over 2,000 chemicals. Many of these chemicals can damage your health.
- Smokers are 25 times more likely to die of lung cancer than people who don't.
- Tobacco smoke contains substances which irritate the cells in the air passages. The cells respond by producing mucus to try to protect themselves. Smokers cough to try to clear the irritants and the extra mucus.
- Smoking also causes other lung diseases, such as bronchitis and emphysema.
- Smoking causes heart diseases. Smokers are more likely to die from a heart attack than non-smokers.
- Smoking affect people's skin appearance. Their face has more lines. It also affects people's breath. Their clothes start to smell and their fingers and nails may get stained yellow. Their teeth may also become yellow.
- The chemicals in cigarette smoke stop taste buds from working properly so good food tastes different.
- If a pregnant woman smokes, she risks damaging her baby. Women who smoke give birth to smaller babies.
- Breathing in cigarette smoke is called *passive smoking*. The smoke from other people's cigarettes can damage your body.
- It is currently illegal for anyone to sell tobacco to someone who is under 16. From 1 October 2007, the age limit was raised to 18.
- It is illegal to advertise cigarettes on television.
- All cigarette packets and advertisements have to carry a government health warning.
- Since 1 July 2007, it is against the law to smoke in an enclosed public space. This includes platforms within railway stations.

Year: 6	Theme: <i>Taking responsibility for my own safety</i>		Session: 1.3	Suggested time: 60 minutes
<p>Learning outcomes:</p> <p>Pupils can:</p> <ul style="list-style-type: none"> state at least five facts about the possible consequences of drinking alcohol. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> 3d – Which commonly available substances and drugs are legal and illegal, their effect and risks. <p>Activities:</p> <ul style="list-style-type: none"> Introduce focus: <i>effects of alcohol</i>. How would you know if someone has drunk a little alcohol? How would you know if someone has drunk a lot? Share experiences/ideas. In pairs, collect one alcohol fact card. Read, discuss and identify a possible consequence or danger. Record ideas on A4. Collect another card and repeat. (Teacher to ensure use of 1 to 14 cards across class pairs.) Class discussion and general class list to be written on the board of agreed dangers of alcohol. Teacher to discuss any misconceptions the children have (refer to fact sheet about alcohol – Year 5, Session 1.4 – <i>Some possible effects of alcohol</i>). Children to create a brief video (TV advert) promoting the dangers of alcohol to others – stressing the key points that have been discussed in class. Teacher to stress the importance of the layout of the poster to get key facts across. Talk to partner about posters and advise each other. <p>Reflection:</p> <ul style="list-style-type: none"> Look at videos – possibly display them on the board and discuss the key points they come across. What have they learnt about the dangers of alcohol? Discuss. Children to state five facts about the dangers of alcohol to a friend. <p>Vocabulary:</p> <p>Alcohol, lager, spirits, legal, beer, wine.</p>		<p>Resources:</p> <p>Sets of alcohol effects cards. Self-assessment sheets to determine what children know about alcohol. Materials to create videos.</p> <p>Assessment:</p> <p>This can be achieved:</p> <ul style="list-style-type: none"> through the comments children write on their self-assessment sheet through talking to the children as they design and talk about their posters. 	<p>Links to other curricular areas:</p> <p>Science, English, ICT.</p>
<p>Learning objectives:</p> <ul style="list-style-type: none"> 3d – Which commonly available substances and drugs are legal and illegal, their effect and risks. 		<p>Grouping:</p> <p>Pairs</p> <p>Whole class Individual</p> <p>Pairs</p> <p>Whole class</p>	<p>Possible extension/differentiation:</p> <p>Link: <i>Getting it Right</i>, lesson 24 – <i>It's in a bottle</i>.</p> <p>Use of ICT to create videos, eg: on <i>Microsoft Publisher</i> and <i>Textease</i>.</p>	



Alcohol – the facts

Alcohol is a depressant drug which slows down body reactions and the working of the brain.	Alcohol is made by fermenting fruits, vegetables or grains and includes beers, lagers, wines, spirits and ciders.
As the body breaks down alcohol, liver cells are damaged and die.	The first part of the brain that alcohol affects controls our social behaviour.
Alcohol affects your balance which would make walking along a white line difficult.	Alcohol sometimes makes it difficult to speak clearly.
Alcohol slows down all the nerve messages as they pass around the body.	Alcohol makes the blood vessels near your skin bigger so you lose more body heat.
Alcohol makes some people feel aggressive.	If a pregnant woman drinks alcohol it affects the foetus (unborn baby).
Alcohol makes you less hungry as it depresses your appetite.	Some people can become addicted to alcohol and feel they need to drink a lot. This is expensive.
Alcohol upsets the water balance in your body so you become dehydrated.	Alcohol affects your ability to assess risks and make sensible choices.

Year: 4 Theme: Keeping healthy

Session: 1

Suggested time:
45 minutes

Learning outcomes:

Pupils can:

- demonstrate an understanding about other things taken into their bodies accidentally and on purpose, and how their bodies react to them.

Learning objectives:

- To understand the important and beneficial part which drugs have played in society.

Activities:

- Put children into groups through jigsaw activity (see resources).
- In groups, using large sheets of paper, brainstorm answers to the following questions:
 - *Can you name some drugs?*
 - *Can you name groups of people who use drugs?*
 - *Why do people use drugs?*
- Match a selection of scenarios about a wide age range of people with illnesses and the drugs they use to help them. Children to discuss the consequences of the drugs these people choose to take (see resources).

Grouping:

Whole class
Groups

Possible extension/differentiation:

Role play: telephone call to the emergency services explaining incorrect medicines have been taken.
Local chemist visit.

Reflection:

- Teacher to make some mismatches with the cards, eg: young child with a cold and adult medicine. Consider why the medicine would be inappropriate for the child. Discuss the procedure to follow if medicines are accidentally taken.

Vocabulary:

Drugs, medicines, accidentally, reaction, consequences, affects.

Resources:

Jigsaw activity, to establish groups of four. Provide each with a jigsaw piece. Child to complete a picture by joining up with three other children.
Scenario pack – one set of cards per group.

Links to other curricular areas:

Science.

Assessment:

Correct matching of scenario cards.



<p>A five-year-old is complaining of a temperature.</p>	<p>Mum gives her child <i>Junior Calpol</i>.</p>
<p>A 21-year-old man has a headache after a busy day at work.</p>	<p>He buys Aspirin from the chemist.</p>
<p>A 10-year-old has a pain in his shoulder after falling over.</p>	<p>Mum gives him one <i>Junior Aspirin</i>.</p>
<p>A 68-year-old has an itchy eye.</p>	<p>The doctor prescribes drops.</p>
<p>A 35-year-old man always feels sick on coaches.</p>	<p>He takes tablets before he travels.</p>
<p>A hay fever sufferer is sneezing a lot.</p>	<p>He swallows tablets from the chemist daily.</p>

Year: 5 Theme: Risks and pressures		Session: 1.1 Suggested time: 60 minutes
<p>Learning outcomes:</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • give three positive reasons why someone should not start smoking. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> • 1c – To face new challenges positively by collecting information, looking for help, and taking action. • 3d – Which commonly available substances and drugs are legal and illegal, their effects and risks. 	
<p>Activities:</p> <ul style="list-style-type: none"> • Individually, using pens, pupils make a spider diagram around the word <i>drugs</i>. • In pairs and in pencil, share ideas and add more information. • Pairs form fours and collect more ideas, again in pencil. (This will enable the teacher to assess each pupil's knowledge through his or her comments written in pen.) • As a class, the teacher collects all ideas together onto large sheet of paper. • Teacher introduces focus on <i>smoking</i>. In pairs, pupils work through the true/false sheet. • Go through the answers as a class. Ask the pupils, "<i>Were there any surprises?</i>". • Discuss. 	<p>Grouping:</p> <p>Individually Pairs Fours</p> <p>Whole class Pairs Whole class</p> <p>Whole class</p>	<p>Possible extension/differentiation:</p> <p>Further independent research.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> • Ask the children for reasons why they would choose not to start smoking. Each needs to think of three reasons that they feel works for them. 	<p>Resources:</p> <p>Large sheet of paper – collected ideas to be kept for future reference. Smoking fact sheets for the teacher. True/False sheet.</p>	
<p>Vocabulary:</p> <p>Tobacco, tar, legal/illegal, alcohol, nicotine, addiction, substance, carbon monoxide, lung cancer, cigarette, any other drug that is necessary.</p>	<p>Assessment:</p> <p>The information shared by pupils and the discussion they had. Pupils sharing what they have learnt.</p>	
<p>Links to other curricular areas:</p> <p><i>Getting it Right</i> session 23 – <i>Up in smoke</i>.</p>		

Smoking – the facts

- Tobacco smoke contains a mixture of over 2,000 chemicals. Many of these chemicals can damage your health.
- Smokers are 25 times more likely to die of lung cancer than people who don't.
- Tobacco smoke contains substances which irritate the cells in the air passages. The cells respond by producing mucus to try to protect themselves. Smokers cough to try to clear the irritants and the extra mucus.
- Smoking also causes other lung diseases, such as bronchitis and emphysema.
- Smoking causes heart diseases. Smokers are more likely to die from a heart attack than non-smokers.
- Smoking affect people's skin appearance. Their face has more lines. It also affects people's breath. Their clothes start to smell and their fingers and nails may get stained yellow. Their teeth may also become yellow.
- The chemicals in cigarette smoke stop taste buds from working properly so good food tastes different.
- If a pregnant woman smokes, she risks damaging her baby. Women who smoke give birth to smaller babies.
- Breathing in cigarette smoke is called *passive smoking*. The smoke from other people's cigarettes can damage your body.
- It is currently illegal for anyone to sell tobacco to someone who is under 16. From 1 October 2007, the age limit was raised to 18.
- It is illegal to advertise cigarettes on television.
- All cigarette packets and advertisements have to carry a government health warning.
- Since 1 July 2007, it is against the law to smoke in an enclosed public space. This includes platforms within railway stations.

Year: 6	Theme: <i>Taking responsibility for my own safety</i>		Session: 1.3	Suggested time: 60 minutes
<p>Learning outcomes:</p> <p>Pupils can:</p> <ul style="list-style-type: none"> state at least five facts about the possible consequences of drinking alcohol. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> 3d – Which commonly available substances and drugs are legal and illegal, their effect and risks. <p>Activities:</p> <ul style="list-style-type: none"> Introduce focus: <i>effects of alcohol</i>. How would you know if someone has drunk a little alcohol? How would you know if someone has drunk a lot? Share experiences/ideas. In pairs, collect one alcohol fact card. Read, discuss and identify a possible consequence or danger. Record ideas on A4. Collect another card and repeat. (Teacher to ensure use of 1 to 14 cards across class pairs.) Class discussion and general class list to be written on the board of agreed dangers of alcohol. Teacher to discuss any misconceptions the children have (refer to fact sheet about alcohol – Year 5, Session 1.4 – <i>Some possible effects of alcohol</i>). Children to create a brief video (TV advert) promoting the dangers of alcohol to others – stressing the key points that have been discussed in class. Teacher to stress the importance of the layout of the poster to get key facts across. Talk to partner about posters and advise each other. <p>Reflection:</p> <ul style="list-style-type: none"> Look at videos – possibly display them on the board and discuss the key points they come across. What have they learnt about the dangers of alcohol? Discuss. Children to state five facts about the dangers of alcohol to a friend. <p>Vocabulary:</p> <p>Alcohol, lager, spirits, legal, beer, wine.</p>		<p>Grouping:</p> <p>Pairs</p> <p>Whole class</p> <p>Individual</p> <p>Pairs</p> <p>Whole class</p>	<p>Possible extension/differentiation:</p> <p>Link: <i>Getting it Right</i>, lesson 24 – <i>It's in a bottle</i>.</p> <p>Use of ICT to create videos, eg: on <i>Microsoft Publisher</i> and <i>Textease</i>.</p>
<p>Learning outcomes:</p> <p>Pupils can:</p> <ul style="list-style-type: none"> state at least five facts about the possible consequences of drinking alcohol. 		<p>Resources:</p> <p>Sets of alcohol effects cards.</p> <p>Self-assessment sheets to determine what children know about alcohol. Materials to create videos.</p>		<p>Assessment:</p> <p>This can be achieved:</p> <ul style="list-style-type: none"> through the comments children write on their self-assessment sheet through talking to the children as they design and talk about their posters.
<p>Links to other curricular areas:</p> <p>Science, English, ICT.</p>				



Alcohol – the facts

Alcohol is a depressant drug which slows down body reactions and the working of the brain.	Alcohol is made by fermenting fruits, vegetables or grains and includes beers, lagers, wines, spirits and ciders.
As the body breaks down alcohol, liver cells are damaged and die.	The first part of the brain that alcohol affects controls our social behaviour.
Alcohol affects your balance which would make walking along a white line difficult.	Alcohol sometimes makes it difficult to speak clearly.
Alcohol slows down all the nerve messages as they pass around the body.	Alcohol makes the blood vessels near your skin bigger so you lose more body heat.
Alcohol makes some people feel aggressive.	If a pregnant woman drinks alcohol it affects the foetus (unborn baby).
Alcohol makes you less hungry as it depresses your appetite.	Some people can become addicted to alcohol and feel they need to drink a lot. This is expensive.
Alcohol upsets the water balance in your body so you become dehydrated.	Alcohol affects your ability to assess risks and make sensible choices.

Alcohol and the law

Age	The law
Under 5	It is illegal to give an alcoholic drink to a child under five <i>except</i> in certain circumstances, eg: under medical supervision.
Under 14	A young person under 14 cannot go into the bar of a pub unless the pub has a <i>children's certificate</i> . If it does not have one, they can only go into parts of licensed premises where alcohol is <i>either</i> sold but not drunk (eg: an off-licence or a sales point away from the bar), or drunk but not sold (eg: a garden or family room).
14 or 15	14 and 15-year-olds can go anywhere in a pub, but cannot drink alcohol.
16 or 17	16 and 17-year-olds can buy (or be bought) beer or cider as an accompaniment to a meal, but not in a bar (ie: only in an area specifically set aside for meals).
Under 18	Except for 16 or 17-year-olds having a meal in a pub (see above), it is against the law for anyone under 18 to buy alcohol in a pub, off-licence, supermarket or other outlet; or for anyone else to buy alcohol in a pub for someone who is under 18. Staff serving alcoholic drinks in pubs and shops can ask for <i>proof of age</i> if the person purchasing it looks under 21.

NB: Any landlord can set their own limitations, such as not allowing 14 and 15-year-olds to go everywhere in a pub, or not selling alcohol to anyone under 18, wherever they may be.

<p>Learning outcomes:</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • give advice to others who are in a different situation • show an awareness of organisations available to help and support. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> • 3f – That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. • 4a – That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view. • 4g – Where individuals, families and groups can get help and support.
<p>Activities:</p> <ul style="list-style-type: none"> • Teacher in role as anxious parent, using a prop to separate <i>teacher</i> from <i>parent</i> – saying that he/she is very stressed and anxious because his/her daughter is taking drugs and does not know what to do. Pupils to ask parent questions about the situation. This could be carried out as a <i>chat show</i> with guests. • Teacher to come out of role. Brainstorm advice that could be given to that person. Where can they go for help? Who can they ask for help? Discuss and list on the board. Show an OHP/photocopy of a problem and discuss possible answers/advice. Teacher explains how the answer needs to be supportive and positive (see resources). • Different problems. In pairs, ask pupils to discuss one problem and produce a written response. Pupils to share first example with another pair, then to complete three more responses to problems. • Hot-seat one or two pupils (as if <i>they</i> have one of the problems on the problem page list). What advice would you give them? 	<p>Grouping:</p> <p>Whole class</p> <p>Pairs</p> <p>Whole class</p> <p>Whole class</p> <p>Possible extension/differentiation:</p> <p>Look at web page for the <i>National Drugs Helpline: www.ndh.org.uk</i> and click on <i>Mates</i>. Look at some of the problems/solutions that are listed.</p> <p>NB: teacher to do this first before the lesson to check the resources are appropriate for their class.</p> <p>Look at <i>Childline: www.childline.org.uk</i>.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> • Discuss the different agencies available to young people if they need help. <p>Vocabulary:</p> <p>Peer pressure, help, drug, saying “No”.</p>	<p>Resources:</p> <p>Problem on OHP/copies to share with children as an example. Sheet of problems for children.</p> <p>Assessment:</p> <p>Observation of children's responses.</p>
<p>Links to other curricular areas:</p> <p>ICT, science, English.</p>	

Possible OHP problem to offer children:

“My friends are bullying me at school because I won’t take drugs. What can I do?”

Teacher support – possible response:

It may be helpful to talk to an adult – someone who you find it easy to talk to and trust, whether that is a relative, friend or teacher. You could try speaking to your friends about the dangers of drugs and making them aware of the risks involved, but if your friends still persist, maybe you should think about changing your friends. If they cannot respect your choice not to take drugs, then you have to ask yourself whether you really want them as friends!

Problems that need solving by a Year 6 agony aunt/uncle

Try your best to give positive, clear advice to the problems below.

- *“How can I get my friend to stop taking drugs?”*
- *“My brother spends most evenings in the park smoking with his mates. My parents don’t know about this, what should I do?”*
- *“My friend is seriously ill in hospital from sniffing solvents. I did it too, but I’m OK. I feel I am to blame – help!”*
- *“My boyfriend and I have been going out for a year, but he takes drugs. I have asked him to stop and he promised he would but last week I caught him doing it again. Can I really trust him? What should I do?”*
- *“My dad comes home drunk from the pub every weekend. I know it is affecting his health. Where can I get advice to help him help himself?”*
- *“When we go out, my girlfriend smokes. I have asthma and it makes me cough. I really like her and don’t want to offend her. What do I do?”*

To support our young people to eat more healthily, the next few pages are tried and tested recipes that our young people may wish to try out. (For the younger children guidance will be needed.)



Food recipes

(From the Cook & Eat toolkit)



1 Chicken and salad wrap (Serves 8)

Ingredients

336g cooked chicken – cut into strips
112g mayonnaise – reduced fat
½ iceberg lettuce – shredded
2 tomatoes – thinly sliced
8 slices cucumber – thinly sliced and quartered
8 tortilla wraps

Method

- Place the tortillas on a flat surface, spread with mayonnaise.
- Divide the shredded lettuce, tomato, cucumber and 42 g of chicken across the tortilla, (1/3 of the way down the tortilla, leaving edges clear).
- Roll the tortilla, tucking in the side edges, keeping the filling in.
- Cut the tortilla in half at an angle, serve 2 halves per person.

2 Leek and potato soup (Serves 4)

Ingredients

300 ml/10 fl oz vegetable low salt stock
1 large potato – washed, peeled and diced
1 leek – washed, trimmed and sliced
1 onion – peeled and sliced
200ml/7fl oz semi skimmed milk
1 tbs sunflower oil
Ground black pepper to season

Method

- Place potato, leek and onion in a large saucepan.
- Add stock and ground black pepper to season.
- Put a lid on the pan, bring to the boil, reduce heat and simmer gently for 20 minutes, stirring occasionally.
- Blend soup mixture, add milk, check seasoning.
- Serve hot with crusty bread.



3 Sweet potato and lentil curry (Serves 4)

Ingredients

- 1 tbsp vegetable oil
- 283g/10oz onions, peeled and chopped
- 2 tspn curry powder
- 3 tspn tomato puree
- 680g/1½ lb sweet potato – washed, peeled and diced
- 85g/3oz lentils
- 400g/15oz chopped tomatoes
- 1pt low salt vegetable stock

Method

- Place oil in a medium size saucepan, sauté onion and sweet potato for 5 - 10 minutes.
- Add curry powder and cook gently for 3 minutes, stirring continuously.
- Add tomato puree, chopped tomatoes, lentils and vegetable stock.
- Bring to boil, reduce heat, cover pan with a lid, simmer for 15 minutes until sweet potato is soft when a fork is pushed through it.
- Serve with rice.

4 Pizza base (Makes 10 small pizzas)

Ingredients

- 450g/1lb bread mix white
- 113g/4oz wholemeal bread mix
- 420ml/14fl oz warm water

Method

- Mix all ingredients together to form dough.
- Cut into evenly sized pieces for the group.
- Roll out each piece with rolling pin and pat on a floured surface into circles approx 12mm/ ½ inch thick.
- Place raw dough on an oiled baking tray, allow to prove (warm place for dough to rise/double in size).
- Bake dough in a hot oven (gas 5 / 375°F / 180°C) until dough sounds hollow when tapped.
- Spread pizza base with tomato sauce.

- Cover with any of the following or with your choice of topping - cheese, sweet corn, mushrooms, pineapple, ham, tuna.
- Return topped pizza to the hot oven, cook until cheese has melted, serve hot or cold with salad.
- Salad suggestion - lettuce, tomatoes, cucumber, carrot, onion. Wash salad items, chop, slice or dice, serve.



5 Basic Tomato Sauce

Makes enough sauce for ten small pizzas.

Makes 300 mls (11 fl oz).

Can be used in many recipes. Excellent with any type of pasta.

Freezes well.

Ingredients

2 tbsp sunflower oil

1 large onion - peeled and finely chopped

1 clove garlic-peeled and finely chopped

2 x 400g / 150z tins chopped tomatoes

2 tbsp tomato puree

1 tsp dried chopped basil

Ground black pepper (seasoning)

Method

- Heat oil in saucepan.



- Saute onions and garlic (gently cook without colouring them).
- Add tinned tomatoes, tomato puree, basil and seasoning.
- Bring to the boil.
- Reduce heat and simmer for 15-20 minutes (have pan partially covered to reduce sauce slightly).
- Add ground black pepper (seasoning).
- Liquidise for a smoother texture if required.

6 Bolognaise (Serves approx. 6 - 10)

Ingredients

1 small onion – finely chopped

225-250g/9oz lean minced beef

1 large carrot – washed, peeled and grated

Half the quantity of basic tomato sauce (See recipe 5)

½ tsp oregano

Ground pepper (seasoning)

Method

- Place minced beef in a saucepan and brown over a medium heat (drain off any fat from mince).
- Add chopped onion and grated carrot to meat, cover to soften over a low heat for 5 – 7 minutes.
- Add tomato sauce and oregano, bring to boil then reduce heat.

- Season with ground black pepper.
- Simmer for 25 – 30 minutes stirring occasionally.
- Serve hot with cooked pasta or a jacket potato, salad or steamed vegetables.

Pasta

283g/10oz spaghetti or pasta of your own choice

60ml/1pt water

- Boil water in a medium saucepan, add pasta, reduce heat, boil gently until pasta is tender, drain serve hot.



7 Fruit kebabs (Makes approx. 20)

Ingredients

1 large melon

2 medium oranges

Half a bunch of red seedless grapes

Half a bunch of white seedless grapes

2 medium bananas

4 medium red apples

25 wooden skewers



Method

- Wash grapes and apples.
- Peel melon, oranges and bananas.
- Cut all fruit into bite size chunks.
- Wash skewers (fruit will be easier to slide onto wet skewers).
- Place fruit chunks onto skewers, placing even quantities of each type of fruit on each skewer.
- Place on a tray and store in fridge until ready to serve.

Drinks recipes

(From the Cook & Eat toolkit)



1 Banana smoothie (Serves 4)

Ingredients

600ml/1 pint semi skimmed milk
3 small bananas

Method

- Peel and chop bananas.
- Place ingredients in liquidiser.
- Blend and serve.

2 Pink orange smoothie (Serves 4)

Ingredients

500ml/17fl oz orange juice (half large carton)
57g/2oz raspberries
57g/2oz blueberries

Method

- Wash fruit.
- Place all ingredients in liquidiser.
- Blend and serve.

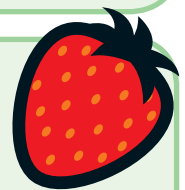
3 Strawberry surprise (Serve 4 - 6)

Ingredients

10 strawberries (other soft fruit could be used)
600ml/1 pint semi skimmed milk
2 small cartons low fat strawberry yoghurt (use same flavoured yoghurt as soft fruit)

Method

- Wash strawberries and remove green tops.
- Slice strawberries and put in blender.
- Add milk and yoghurt to blender.
- Blend and serve.



4 Tropical treat (serves 4)

Ingredients

2 bananas
1 large mango
500ml/17fl oz orange juice (half large carton)

Method

- Wash and peel mango, peel banana.
- Chop fruits into small chunks.
- Place fruit in a blender.
- Add orange juice.
- Blend and serve.

Uncramble the proteins

Can you unravel the letters to spell these vegetarian sources of protein?

Answer

Gegs

Slintel

Sneab

Tuns

Esheec

Jumbled countries

Can you unravel the letters to spell the country where each of these dishes is popular?

Answer

Paella is made with rice and shell fish and comes from

snipa

Spaghetti bolognese is a tasty dish from

layti

Roast beef, Yorkshire pudding, potatoes and vegetables is a favourite Sunday lunch in

genanld

Moussaka is a lovely meal from

eegrec

Couscous comes from this hot country

croocom

Free resources from the NHS Hampshire Resource Service



NHS Hampshire Resource and Campaigns Service has health improvement resources to support Theme 5 of the Olympics project – Be Inspired 4Life.

Below are some examples of resources to borrow from the many available.

Healthy eating

- Replica food models – Eatwell Plate mats, (all stages).
- Change4Life resources including recipe cards, (KS1, KS2 and KS3).
- Grab 5 teaching pack, (KS2).
- Healthy lunchbox information, (KS1 and KS2).
- Healthy eating postcards, leaflets and posters.

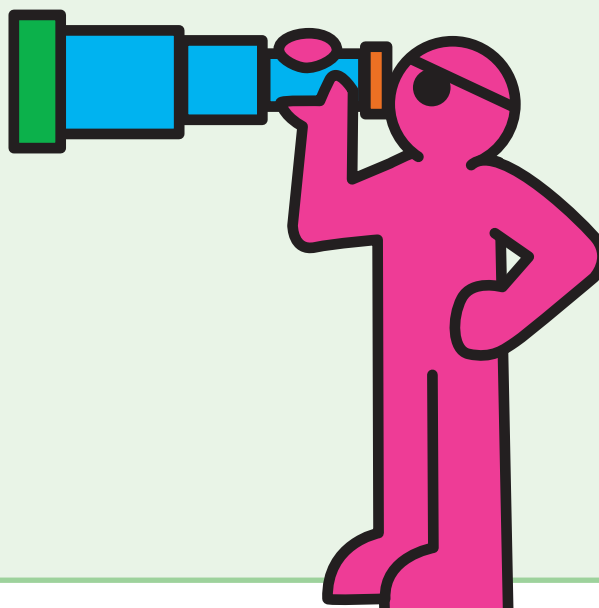
Healthy bodies

- Light box and hand gel for hand hygiene activities, (all stages).
- Some of your bits ain't nice DVD, (KS2 and KS3).
- Anatomical models of body parts including teeth, lungs and heart, small skeletons, bones, ears, eyes, torso, (all stages).
- Drugs case, (KS3 and KS4).
- Respect it (alcohol) teaching pack, (KS3 and KS4).
- Drunk and Dangerous glasses, (KS3, KS4 and KS2 with care).
- Puffing poisons, (KS2, KS3 and KS4).

To see the full catalogue, please visit www.healthresources.hantspct.nhs.uk

You can register (if not already) to borrow/order free materials.

For more information email resource@hampshire.nhs.uk or call **01252 335133** to discuss your requirements.



Book suggestions

Delicious – Cooper, Helen – KS1

Cat, squirrel and duck like making their favourite pumpkin soup. But disaster strikes when there are no ripe pumpkins and they must find another soup they all enjoy. Fantastic illustrations.



Vegetable Glue – Chandler, Susan – KS1

A girl tells how eating your greens is very important - quirky and funny.

Full, Full, Full of Love – Cooke, Trish – KS1

Warm story of Jay going to Sunday lunch at Grannie's with all the family and wonderful descriptions of the food.

Flabby Cat and Slobby Dog – Willis, Jeanne – KS2

Looks at the power of exercise! Cat and dog eat all the time and become lazier and lazier. Then they discover exercise.

Who ate all the pies? – Pielichaty, Helena – KS2

Holly loves football but she also likes to eat what she wants. Overweight Holly is worried she is letting the team down.



Bitter Chocolate – Grindley, Sally – KS2

Pascal and his friend Kojo work on a chocolate plantation as child slaves. Both have lead difficult lives and this follows Pascal's story, full of courage and determination. Ends on a note of hope.

Fat Boy Swim – Forde, Catherine – KS3

Jimmy is overweight and bullied at school. He decides to learn to swim and also that he wants to be a chef.



These are a few suggestions for stories linked to the Olympic values. The School Library Service (SLS) will be producing a more comprehensive list for September 2011.

There are also lots of wonderful non-fiction books available so do contact your local SLS Centres (Basingstoke, Farnborough, Waterlooville, Fareham and Calmore) for more suggestions and to look at a wider range. If you would like to order any of the titles please contact the SLS Bookshop in Winchester on **01962 826660**.

For any comments or advice please contact Bridget Rowley, Area Schools Librarian on

bridget.rowley@hants.gov.uk

Useful websites

Healthy eating and food

Food in the life of a training athlete:



www.olympics.org.uk/chillzone/howmuchdoyouknow.aspx

Becoming more healthy:



www.nhs.uk/Change4Life/Pages/change-for-life.aspx

Becoming more healthy with lunch boxes:



www.myschoollunch.co.uk/hampshire

Find out about Tom Daley's food diary:



www.tom-daley.myschoollunch.co.uk/hampshire

Keeping the body healthy:



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

Videos, recipes and interactive games about healthy eating for children aged 3 to 16:



www.foodafactoflife.com

Cooking and recipes for children:



www.kidshealth.org/kid/recipes/index.html#cat20186

or www.kidshealth.org/kid then click 'cooking and recipes'.

Information about portion control:



www.nhs.uk/Change4Life/Pages/kids-portion-sizes.aspx

People, places and ideas to help keep us healthy:



www.kidshealth.org/kid/feel_better/index.html#cat20186

(check the content is suitable first).

Scenarios about alcohol – good discussion points:



www.talkaboutalcohol.com/YoungPeople/ChallengeZone/challengeZoneFlash32.aspx

or www.talkaboutalcohol.com/YoungPeople/ChallengeZone/challengeZoneFlash33.aspx

Information and advice on your five a day:



www.nhs.uk/5aday

Advice and information to help promote healthy eating in schools:



www.schoolfoodtrust.org.uk

Healthy body

Being good to your body:



www.kidshealth.org/kid/stay_healthy/index.html#cat119 or
www.kidshealth.org/kid then click on 'staying healthy'.

Know how the different parts of the body work:



www.kidshealth.org/kid/htbw/htbw_main_page.html#cat120
or www.kidshealth.org/kid then click on 'how the body works'.

Keeping the body healthy:



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

Find out about Tom Daley's food diary:



www.tom-daley.myschoollunch.co.uk/hampshire

To support teachers with all aspects of sex and relationships education:



www.getiton.nhs.uk

School food trust:



www.schoolfoodtrust.org.uk

Change 4 Life:



www.nhs.uk/change4life/Pages/change-for-life.aspx

British Heart Foundation - hosts some excellent free teaching resources:



www.bhf.org.uk

WCRF's Great Grub Club:



www.greatgrubclub.com

