

Keep Healthy Be Active



Teacher's notes
Key Stage 4/S3-S4



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**Learning about cancer
and lifestyle choices**

www.cancertalk.org.uk

Key Question:

What are the different food groups?

Learning Objectives

English Curriculum

Science: 5e
English: 2.3a, b, l
PSHE: 1.2a, 2.2a
Mathematics 4: 4a

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to Enjoy and Achieve.

Welsh Curriculum

English: Writing – skills – 1, 5, 7, 8, 9. Range – 1, 2.
Science: skills – communication – 1, enquiry and practical skills – 2. Range – Organisms and Health – 5.
PSE: Skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.
Mathematics: skills – communicating mathematically. Range – handling data.

Links can also be made to the 'Children and Young People: Rights to Action' government programme for young people, especially in the following areas: Core Aim 3: The Best Possible Health, Free from Abuse, Victimization and Exploitation.

Scottish Curriculum for Excellence

Curriculum for Excellence (CfE) aims to provide teachers with more freedom, greater choice and opportunity for children and young people aged 3-18 to learn through a coherent curriculum, challenging teachers to improve learning, attainment and achievement by thinking differently and encouraging them to plan and act in new ways to ensure pupils achieve on a broad front, not just in terms of examinations. For more information, see www.ltscotland.org.uk/curriculumforexcellence/index.asp

This lesson is beyond the level of the CfE draft experience and outcomes, the senior level will be released alongside the final experiences and outcomes in 2009.

Northern Irish Curriculum

Language and Literacy:

- Objective 1: writing and presenting for a specific purpose and audience.
- Objective 2: explore the communication techniques in informative writing.

Mathematics and Numeracy: applying mathematical skills to real life situations:

- Objective 1: explore issues relating to personal health.

Art and Design:

- Objective 1: explore issues relating to personal health.
- Objective 2: investigate the use of visual language.

Science and Technology: Organisms and Health: Healthy Body and Mind:

- Objective 1: explore the physical and biological effects on personal health.

Learning for Life and Work: Personal Health: explore the concept of health in the development of a whole person.

Personal Development: develop an understanding of how to maximise and sustain their own health and well-being.

Home Economics: Healthy Eating.

Lesson Plan

Monitoring of learning – how will you know that the children have learnt what you intended?

- Pupils can identify the different food groups as outlined on the 'eatwell plate' and can categorise food and drinks accurately.
- Pupils know the proportions of each of the food groups that they should be consuming each day. (It may be useful to consider the Food Standards Agency's food competency framework: www.eatwell.gov.uk).
- Pupils understand and can explain the difference between saturated and unsaturated fats.

Preparation of resources

- magazine pictures and blu tack
- eatwell plate resource sheet
- access to food books and internet (be sure to brief pupils on health and safety issues surrounding internet use)
- food diary resource sheet.

Support focus

Teacher _____

LSA _____

Starter (10 minutes)

Organise the class into small groups and hand each group a selection of food/drink pictures cut out from magazines etc. Pupils should organise the food into different categories and come up with their own titles for each category (such as 'fruits', 'desserts', etc). They should be able to explain why they have chosen to include each picture in that category and share their results with the class.

Introduce the following headings:

- carbohydrates/fibre (provides the body with energy/ fibre makes us feel more full, keeps bowels healthy)
- proteins (helps build and repair cells and muscles)
- fats (gives the body energy for growth). Note, you may wish to mention that if a person does not receive enough energy from their carbohydrates and fat intake, then protein can also be used as an energy substitute, in which case this is in preference to tissue/growth repair
- calcium (creates strong bones and teeth and helps the nerves and the muscles in the body work)
- vitamins and minerals (protect the body from illness).

Post lesson assessment notes

Without explaining what each of the headings mean, write them on the board and ask pupils to organise their photo sets into the five categories. Ask someone from each group to come and blu tack a picture against the correct heading and ask them to explain why they have included them in that category. Do other pupils agree with them? Amend as appropriate and discuss definitions of each of the terms to ensure pupils are clear of their meanings. Are there any foods/drinks which could span the two categories?

Main (40 minutes)

Show pupils the resource sheet of the eatwell plate. The eatwell plate makes healthy eating easier to understand by showing the types and proportions of foods we need to have a healthy and well-balanced diet. The eatwell plate can be downloaded from www.eatwell.gov.uk.

The following data is recommended average daily intake percentages for an adult – this is everything consumed during the day, including snacks:

Bread, rice, potatoes, pasta and other starchy foods	33%
Fruit and vegetables	33%
Meat, fish, eggs, beans and other non-dairy sources of protein	12%
Milk and dairy foods	15%
Foods and drinks high in fat and/or sugar	8%

Ask the pupils various questions such as, which foods are high in carbohydrates, etc and why bread, cereals, etc are vital and should form a large part of the daily diet and why fats and sugars should just be a tiny part of the average food consumed? Do pupils know the difference between healthier fats and fats that are not so healthy? Introduce the terms saturated and unsaturated fats. Saturated fats raise cholesterol and can block arteries to the heart. Fats are higher in energy per gram than carbohydrate or protein and so eating foods high in fat makes it easier to get more energy than we need. Ask pupils if they know any foods high in saturated fats: sausages, pastry, cakes and biscuits, cream, lard, etc.

Do pupils know of any examples of unsaturated fats which contain essential fatty acids, which are a source of energy? Oily fish, nuts and seeds, avocados, olive oil spreads. Can pupils name any oily fish – give examples such as sardines, mackerel, etc. Oily fish in particular contain omega 3 fats. How many portions of fish should we have per week? and how many of these should be oily? (Two portions of fish a week, including one of oily fish).

Post lesson assessment notes

Extension: you may wish to introduce the term 'omega 3 fats' and ask pupils to research. To summarise, there are three types of fat: saturated, monounsaturated and polyunsaturated. Can pupils name sources of each of the fat types? Why is omega 3 an important part of a balanced diet?

Split the class into small groups and allocate each group a different food type from those listed above, such as 'fruit and vegetables' etc. Ask the pupils to come up with an informative poster for other pupils in the school which will answer the following:

- 1) Examples of foods in that category
- 2) Why the food group is an essential part of a healthy, balanced diet?
- 3) Roughly how much of that food group should be eaten each day?

Please note that the government does not recommend portions/numbers of servings for any foods apart from fruits and vegetables (at least five portions of a variety of fruit and vegetables a day) and fish (two portions a week, one of which being oily), as there is no evidence to make such recommendations at a population level.

- 4) Ways to include the food group in the daily diet? (such as smoothies, carrot sticks at snack time, pureed fruit as a yoghurt topping, etc).

You may wish to model an example based around one of the categories – you could use fibre as a separate example. Fibre is easy to include in your diet:

- 1) It is found in cereals, wholemeal bread, rice, pasta, fruit and vegetables.
- 2) Fibre helps you digest food and is important for healthy bowels. It helps prevent constipation.
- 3) Most people don't get enough fibre – we can get fibre through eating whole foods such as fruit and vegetables, grains, nuts and seeds, amongst others. About 18g per day should be eaten by adults (there are currently no recommendations for children). What is 18g? Perhaps show pupils a Weetabix bar or similar and ask pupils to estimate how much fibre is in one 'bar'. Look on the packet.
- 4) Eat wholemeal bread instead of white bread, eat cereal for breakfast, have carrot sticks at break time, etc.

You may also wish to define soluble and insoluble fibre:

Soluble: found in fruit, vegetables, oats, beans and pulses. Fermented in the colon, etc.

Insoluble: wholegrain, wheatgerm, bran – absorbs water in the bowel and creates soft stools that are easy to pass.

Post lesson assessment notes

Pupils could use the internet to investigate – perhaps using the sites listed below, but they need to make sure they don't simply copy the information and must make sure they use language appropriate for the audience. Review research and editing skills with the pupils.

Plenary (10 minutes)

Pupils should present their posters and talk through the content with the rest of the class. The rest of the class should comment. Have the questions been answered? Are the posters clear, colourful and informative? Is the information concise and easy to understand at a glance? Is there any other information which should be included? The posters could be displayed around school and pupil feedback welcomed. Based on feedback and self evaluation, amends could be made.

Homework: Ask pupils to keep a food diary for a week, noting down everything they eat and drink under the following headings: breakfast, lunch, dinner/supper, snacks. Emphasise the importance of including drinks as they too can contain fruit and sugar intake, which can be especially high in some fizzy drinks. Furthermore, can pupils categorise the food into types – carbohydrates, proteins, etc? Are they eating a balanced diet? Discuss this in the next lesson. Are the class eating healthily as a whole? You could conduct an overall class survey to find out.

You could also mention that if the amount of energy consumed is the same as the energy used up, this is called energy balance, but if energy consumed increases and activity does not, weight gain will increase as a result and vice versa.

Extension: Pupils could try and construct a pie chart, like the healthy eating plate, based on their own daily/weekly food intake and consider their own diet more broadly as a result. Does their diet, for example, fall in line with government recommendations? What, if anything, could be done to improve diet?

Evaluative notes

Further information

Why Bother?

www.whybother.org.uk/lifestyle/my-diet.html

Macmillan's website for young people with information on healthy eating and downloadable recipes.

Lifebytes

www.lifebytes.gov.uk/eating/eat_menu.html

Part of the Wired for Health government website for KS3 pupils.

Food Standards Agency

www.food.gov.uk/foodlabelling/

Information about food labelling.

www.eatwell.gov.uk

www.eatwell.gov.uk/healthydiet/eatwellplate/

Information on healthy eating, including the eatwell plate.

Evaluative notes

Key Question: What are our recommended five portions of fruit and vegetables a day?

Learning Objectives

English Curriculum

Design and Technology (KS3): 1.2b, 2c, e, 3h, i
English: 1.4c, 2.2a, f, h, j, k, l, 2.3a, b, l
PSHE: 1.2a, b, c, 2.2a, 3d

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to Enjoy and Achieve, Learning to Achieve Economic Well-being, Learning to make a Positive Contribution.

Welsh Curriculum

English: Writing – skills – 1, 2, 3, 4, 5, 6, 7, 8, 9. Range – 1, 2, 3, 4. Oracy – skills – 1, 5. Range – 4, 5.

PSE: skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.

Design and Technology: Designing – all. Making – all. Range – food (KS3).

Links can also be made to the 'Children and Young People: Rights to Action' government programme for young people, especially in the following areas: Core Aim 3: The Best Possible Health, Free from Abuse, Victimisation and Exploitation.

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Northern Irish Curriculum

Language and Literacy:

- Talking – including debate, presentations and group discussions.
- Writing – and presenting in different media for different audiences and purposes.
- Using a range of techniques to convey information creatively and appropriately.
- Objective 1: develop the ability to use language effectively in communicating with others.
- Objective 2: explore persuasive communication and how meanings are changed when texts are adapted to different media.

The Arts: Art and Design:

- Objective 1: explore issues related to personal health.
- Objective 2: investigate and respond to the use of visual language, logos and catchphrases in advertising.

Science: explore physical and biological effects on personal health.

Healthy body and mind.

Technology and Design:

- Design: identifying problems; investigating, generating, developing, modelling and evaluating design proposals.
- Objective 1: respond to personal design challenge in relation to their own lifestyle.
- Abide by health and safety rules.
- Objective 2: design cost effective and appropriate solutions to meet the specific needs of diverse and local groups.

Learning for Life and Work: personal Development: Explore the concept of health as the development of a whole person.

Home Economics: Healthy Eating.

Personal Development: develop an understanding of how to maximise their own health and well-being.

Lesson Plan

Action points from previous lessons – note any management or teaching issues to which you referred in the previous lesson's evaluation.

Monitoring of learning – how will you know that the children have learnt what you intended?

- Pupils can explain the importance of eating five portions of fruit and vegetables a day.
- Pupils can create and market a smoothie product which displays the features of instructional writing as based on the model.
- Pupils are aware of how language can be manipulated to persuade the audience? Can they give examples?

Preparation of resources

- magazine pictures
- carrot and example fruits and vegetables (be aware of allergies)
- eatwell plate resource sheet
- SuperSarnie resource sheet.

Support focus

Teacher _____

LSA _____

Starter (10 minutes)

Hand out examples of food and drink advertising, for both 'healthy' and 'unhealthy' foods/meals (examples from magazines/internet or even TV adverts). How are the products marketed? Ask pupils to highlight any persuasive text that would encourage them to purchase the product. What about the images and captions used? Discuss.

Everyone knows that cakes, sweets and ice-cream eaten in large quantities should not form part of a balanced diet. How are they marketed to persuade people to buy them? Is it harder to market what are generally classed as 'healthy', or 'unhealthy' products? Why? (Discuss the fact that most people like unhealthy foods, so that is an advantage, yet, in contrast, healthy products are good for us, so should technically be easy to market).

Post lesson assessment notes

Main (40 minutes)

Refer pupils back to the resource sheet from lesson 1 and discuss the food types – refer to the government's eatwell website: www.eatwell.gov.uk

Explain that not all the foods you think are unhealthy, actually are. Likewise, some seemingly healthy options are not as good for you as you may think. Discuss a balanced diet based on the work in the last lesson. Looking back at the board, are there any food pictures they may wish to move? Would they like to create a new column for foods which are ok to be consumed in moderate amounts? Also, highlight the fact that an excess of any food, whether deemed healthy or not, can actually be detrimental. Equally, small amounts of food like cake and biscuits can be included in a balanced diet.

Explain that the government recommends five portions of fruit and vegetables a day. Do any of the pupils know what constitutes a portion? For an adult, 1 medium apple, 1 banana, 2 plums, half a grapefruit, a cereal bowl of salad, 4 sticks of celery, 2 broccoli spears, etc. Fruit juices and smoothies only count as one portion, regardless of how many drinks are consumed. The same applies to beans and pulses, regardless of the varieties eaten. For children it is suggested that an average portion size is about the size of your palm.

You may also wish to point out that tinned foods (in water) are a convenient and cheap way to get a portion of fruit/veg, and in some cases can be fresher than produce which has been stored for several days.

Ask pupils why it is so important to have a diet high in fruit and vegetables? Why do they think that some children eat as little as two portions a day? Discuss the reliance on ready meals, frozen foods, the time factor of preparing fresh fruit and vegetables, etc. What impact will poor diet have on the children? (Make reference to obesity, cancer and heart disease).

Please note however, that the government does not recommend portions/numbers of servings for any foods apart from fresh fruits, vegetables and fish, as there is no evidence to make such recommendations at a population level.

Emphasise the importance of 'eating a rainbow', i.e. including fruit and vegetables from different colour groups. Each colour includes different properties essential for a healthy body.

Post lesson assessment notes

Extension: pupils may construct a diagram which clearly signposts the recommended daily portions of fruit and vegetable intake – this could be used as a display.

Note: while salads are healthy, adding too much oily dressing, mayonnaise or houmous, which may contain high levels of fat and salt can counteract the healthy effects. Also warn pupils that low fat dressings, although a ‘healthier’ option, can still contain high levels of fat – so labels should be read carefully. For example, 85% fat free actually means 15% fat, which is quite a lot.

Ask pupils to work in groups to design their own healthy smoothie, to be marketed to primary school children. Investigate current smoothies on the market, such as Innocent Smoothies, PJ Smoothies and supermarket own brands, etc. Perhaps bring in some examples for pupils to sample and to examine packaging, etc.

Now, based on their research, they need to think about the fruit they will include in their own product and about the colour it will be, etc. They should then come up with a name for their smoothie, design the bottle label and write a description for the back. Pupils should be constantly mindful of their audience.

Use the SuperSarnie resource sheet which has an example of persuasive advertising language. What has been done to make the sandwiches sound appealing? Use of short sentences and adjectives: delicious, nutritious, mouth-watering, etc.

Based on the example modelled, pupils should plan out their smoothie and ensure the wording is short, yet effective.

Their completed work should include the following:

- ingredients list
- bottle and label design
- new name for the smoothie
- logo design
- text – what the product is and a short paragraph of accompanying persuasive text.

Pupils should also come up with a jingle which will be instantly associated with their smoothie. It could rhyme, play on words, use alliteration, etc. They could also come up with a TV advert to market their final product. Current TV adverts can be watched and then pupils can create and record their own, based on this format.

Plenary (10 minutes)

Discuss the smoothies that the groups have come up with and comment. Would they really sell? How effective is their name/jingle and logo? Other pupils should give comments. Take a vote for the favourite and perhaps the class could make up the smoothie and try it out (allergies permitting.)

Do pupils think that by marketing fruit as a smoothie drink, increased numbers of children are likely to have more of their five portions a day? Discuss. Is there anything else which could be done to support the work?

Further information

Why Bother?

www.whybother.org.uk/lifestyle/my-diet.html

Information on nutrition and healthy living recipes for young people.

BBC

www.bbc.co.uk/health/healthy_living/nutrition/index.shtml

Information on all aspects of nutrition. Good background information for teachers and older children.

Wired for Health

www.wiredforhealth.gov.uk

The government website for children and young adults with information on healthy living and active lifestyles. There are also lesson plans for teachers.

Healthy Schools

www.healthyschools.gov.uk

Background information for teachers on healthy eating.

School Food Trust

www.schoolfoodtrust.org.uk

Information for schools, parents and young people on how to improve the quality of school lunches and snacks.

BBC

www.bbc.co.uk/food/recipes/mostof_cookingwithchildrenhugh.shtml

Recipes to try out with young people.

Key Question: What health problems can result from an unbalanced diet?

Learning Objectives

English Curriculum

Design and Technology: 1.2b, 1.3c, 1.4a, b, 3

PSHE: 1.2a, b, 2.2a, 3b, d, e

Science: 1a, 5e

English: 1.2a, 2.3a, b, l

ICT: 2.3a

Mathematics: 1.4b, 2.1c

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Welsh Curriculum

PSE: skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being

Design and Technology: Designing – all. Making – all. Range – food (KS3).

English: Writing – skills – 1, 5, 7, 8, 9. Range – 1, 2.

Science: skills – communication – 1. Enquiry and practical skills – 2. Range – Organisms and Health – 5.

Mathematics: skills – communicating mathematically. Range – handling data.

Links can also be made to the 'Children and Young People: Rights to Action' government programme for young people, especially in the following areas: Core Aim 3: The Best Possible Health, Free from Abuse, Victimisation and Exploitation.

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Northern Irish Curriculum

Language and Literacy:

- Talking – debate and group discussions.
- Writing – for different audiences and purposes.
- Objective 1: develop the ability to use language effectively in communicating with others.
- Objective 2: to explore the power of a range of communication techniques used to inform.

Mathematics and Numeracy – the application of mathematical skills to real life and work situations:

- Objective 1: explore issues related to personal health.

The Arts: Art and Design:

- Objective 1: explore issues related to personal health.
- Objective 2: investigate and respond to the use of logos and catchphrases in advertising.

Science: explore physical and biological effects on personal health:

Healthy body and mind.

- Objective 2: investigate how the media help inform the public about science and science related issues.

Technology and Design:

- Design: identifying problems; investigating, generating, developing, modelling and evaluating design proposals.
- Objective 1: respond to personal design challenge in relation to their own lifestyle.

Learning for Life and Work: Personal Development:

- Explore the concept of health as the development of a whole person.
- Investigate the influences on physical and emotional/mental personal health.

Home Economics: Healthy Eating:

- Personal Development: develop an understanding of how to maximise and sustain their own health and well-being.

Lesson Plan

Action points from previous lessons – note any management or teaching issues to which you referred in the previous lesson's evaluation.

Monitoring of learning – how will you know that the children have learnt what you intended?

- Are pupils able to name and explain some of the health conditions that may develop as the result of an unbalanced diet?
- Can pupils produce a factual leaflet to accurately explain diet related health conditions in language appropriate for their peers?
- Do pupils understand the food labelling system used by supermarkets and will this help them to make informed food choices in the future?

Preparation of resources

- food wrappers and packaging
- bowel cancer resource sheet.

Support focus

Teacher _____

LSA _____

Starter (10 minutes)

Hold a quiz with the pupils to test their food knowledge. They should scribe down answers on mini whiteboards/ scrap paper:

- How many servings of fruit and vegetables should we have each day? (five)
- How much cheese makes up one portion of our dairy intake? (a matchbox sized chunk, but mention that 1/3 of the piece of cheese is pure, saturated fat – what impact may this have on the daily diet?) (You may also wish to mention that we are recommended to have three portions of dairy foods/day. Ask pupils to name other calcium sources.)
- Name two pieces of fruit or veg which are the following colours:
 - red (tomato, pepper, strawberry, raspberry, etc)
 - purple (beetroot, cabbage, blueberry, grapes, blackberry, etc)
 - green (broccoli, spinach, sprout, kiwi, apple, lettuce, etc)

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- yellow (sweetcorn, banana, pepper, melon, pineapple, etc)
- orange (orange, satsuma, pepper, carrot, pumpkin, papaya, etc)
- white (swede, radish, onion, parsnip, coconut flesh, etc).
- Name two fun ways of increasing our fruit and vegetable intake (smoothies, colourful fruit salads, vegetable sticks with dips, different flavoured vegetable mash, etc).
- Name three foods which are high in fibre (wholemeal bread, porridge, Weetabix, etc).

Pupils should then use information from the previous two lessons to come up with extra questions of their own to test the class. Make sure they know the answers to their questions though!

Please note however, that the government does not recommend portions/numbers of servings for any foods apart from fresh fruits, vegetables and fish, as there is no evidence to make such recommendations at a population level.

Main (40 minutes)

Recap how important it is that everyone maintains a balanced diet, or they could develop certain health-related problems. Ask pupils if they can name any problems or illnesses that may develop as a result of poor diet? List answers on the board. You may also wish to refer to the BBC website: www.bbc.co.uk/schools/gcsebitesize/science/aqa/human/dietandexerciserev4.shtml

Now write the following headings on the board and explain briefly what they mean: obesity, cancer, heart problems, anorexia, bulimia. (Be sensitive to any pupils in the class who may have direct experience of some of these illnesses/conditions and reinforce that these illnesses do have other contributing factors and are not just as a result of poor diet.)

Background notes for teachers

Obesity

According to the Food Standards Agency, obesity is defined as 'putting on weight to the point that it could seriously endanger their health. This is caused by a combination of eating too many calories and not doing enough physical activity'.

To explain this to the class, use some props – perhaps examples of food, or photos. Explain that you need food for energy, but if you eat and don't exercise, then the energy isn't used up and is stored under the skin as fat. This will eventually lead to weight gain, which in turn may cause other health problems, such as diabetes.

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You may also wish to mention that a government commissioned study (Foresight Report) published in October 2007, revealed that half of adults and a quarter of children will be overweight by 2050. The impact this will have on the economy will be huge, as obesity is projected to cost the country £45 billion by 2050.

Cancer

Cancer is not a single disease with a single cause or type of treatment. In fact there are as many cancer types as there are types of human cells – just over 200. There has been suggestion that bowel, stomach and lung cancer, in particular, may develop as a result of an unbalanced diet and that a balanced diet would help us avoid about a third of all cancers. (Eat more starchy foods, high fibre foods, whole grain bread. Cut down on processed red meats such as, ham, corned beef, etc and highly salted foods etc.)

Note: you may wish to emphasise the difference between processed red meats and lean red meats, which are an important source of iron, zinc and vitamins B and D. Ask pupils to name different red meats such as beef, lamb and veal. Is pork red or white? The National Pork Board advertises pork as ‘the other white meat’, but it is still often considered a red meat. Why might people want to promote it as a white meat? (Traditionally seen as healthier.)

Heart problems

A diet high in saturated fats can cause high cholesterol levels which may block the arteries and increase the risk of heart attacks and heart disease. A diet high in salt may also increase the risk of developing high blood pressure and people with high blood pressure are three times more likely to have a stroke than people with normal blood pressure.

You may wish to show pupils pictures of blocked arteries, or, using a model, demonstrate blocked arteries and the resulting pressure.

Note: you may need to define what cholesterol is, what causes it to increase in our blood and the difference between dietary cholesterol and the relationship with saturated fat.

Also, ask pupils if they can name any salty foods? (such as bacon) How can you sometimes tell if a food is really salty? (it makes you thirsty) What is the difference between added salt in foods (such as in many ready meals) and naturally salty foods?

Too much salt is bad for you, so why do some food companies add so much to their products? (cheap flavour

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enhancer). Some pubs and restaurants offer free salted peanuts and other salty nibbles to their customers. Ask pupils to discuss what the reasons for that may be (if you are thirsty, then you'll order more to drink, etc).

Anorexia Nervosa/ Bulimia

Anorexia is an eating disorder where people are terrified of putting on weight. It is most common amongst teenage girls, although anyone can develop anorexia. Anorexics severely limit and reduce their food intake to an unhealthy and often dangerously low level. Bulimia is a similar disorder and is characterised by over-eating followed by cycles of ridding the body of excess, usually through vomiting or taking laxatives.

Discuss why pupils think anorexia and bulimia may develop – why might media images of models, film stars, etc affect the perception of what a healthy weight is? What can be done to challenge this and how can well-balanced diets be promoted without leading to eating disorders?

Pupils should work in pairs to produce a factual A4 leaflet aimed at young adults, on one of the above listed food-related problems. First of all, look at the example resource sheet for bowel cancer and discuss the features of information reports: precise factual statements, general opening statement, aspects of subject and conclusion, technical terminology, impersonal formal style, etc.

Pupils should refer to the checklist to ensure that their own leaflets cover the same points.

Extension activity: Hand out a selection of food wrappers and packaging to pupils and ask them to examine them carefully. What do they notice? List all ideas on the board. Someone should mention the 'traffic light' coding system. Do any of the pupils know what this means? What do they think the colours stand for?

Explain that:

- Red means the food is high in something and therefore shouldn't be eaten in large quantities – only as an occasional treat.
- Amber is ok to have most of the time, as is neither too high nor too low in nutrients.
- Green means go for it – the more green lights, the healthier the choice!

Not all supermarkets use the traffic light coding system and have developed their own methods to display nutritional information – what might be the reasons for this? Ask pupils to re-examine all the wrappers and organise

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according to whether they think the product is healthy or not. Foods could be ranked in order from the most to the least healthy (when consumed as part of an overall balanced diet).

Pupils should then examine the coding system and choose the labelling style that they think is the most effective. Why? Are there any labelling styles that could be construed as misleading? Why? (For example, data is given per 100g and not for the full amount of the product, all weights and amounts are sometimes written in the same sized boxes, etc.) Also, explain that the numbers and percentages displayed on packaging generally refer to the guideline daily amounts for adults – you may wish to go into the impact this may have on children’s choices.

Why might manufacturers employ certain methods to display amounts of fat, saturates, sugar and salt, etc on their products? Why may simply listing grammes on packaging be of little use to consumers? (Because they can’t envisage the amount and are also unsure as to how much of their daily intake of that particular food stuff it relates to. Also, portion sizes stated on boxes are not entirely accurate. Cereals for example are often listed in 30g portions – most people will eat more than this in one serving. Perhaps have different sized portions of cereals on the table and pupils should try and estimate the weights.)

When a product is labelled as 90% fat free, is this a good or bad thing? (emphasise that 10% fat content is still high).

Based on the packaging they’ve studied, ask pupils to design their own labelling code for a certain food product, aimed at teenagers (crisps, sweets, etc). As a class, discuss what information should definitely be displayed for the consumer, and what may be helpful, but not necessarily essential. List ideas on the board. Pupils should then set about designing easy to understand and visually appealing code systems.

Do pupils think the food coding system is good or bad? By looking at the codes, do pupils think this will help them lead a healthier lifestyle and help protect themselves against diet-related problems? Look over the new coding systems that the pupils have designed. Are they easy or difficult to understand? The class could take a vote as to the system they like the best.

Note: As of January 2008, the Food Standards Agency has commissioned a review of labelling and the promise of a single, simple food labelling scheme will form the

centrepiece of the government’s campaign against rising obesity levels in the UK.

Plenary (10 minutes)

Pupils should examine the leaflets and using peer assessment, check whether the criteria for producing factual reports has been adhered to. Are there any improvements that could be made to the leaflets? If so, what? Perhaps look over the example for obesity (resource sheet 4) and pupils then compare their own articles with it. How similar/different are they?

Further information

Macmillan Cancer Support

www.macmillan.org.uk/Get_Support/What_is_cancer/What_is_cancer.aspx
The charity’s definition of cancer.

Food Standards Agency

www.eatwell.gov.uk
www.eatwell.gov.uk/healthydiet/eatwellplate/
Information on healthy eating, including the eatwell plate.

Somerfield

www.somerfield.co.uk/foodanddrink/healthyeating/index.asp
The supermarket’s coding system and explanation on package labelling.

Teachernet

www.teachernet.gov.uk/wholeschool/obesity/
Information on obesity and what can be done to tackle the issue in schools.

School Food Trust

www.schoolfoodtrust.org.uk
Information for schools, parents and young people on how to improve the quality of school lunches and snacks.

Key Question: What is a cigarette?

Learning Objectives

English Curriculum

PSHE: 1.2a, b, 2.2, 3b, d, e

Citizenship: 2

Science: 5e

English: 1.4c, 2.1.

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to Stay Safe, Learning to make a Positive Contribution, Learning to Enjoy and Achieve, Learning to Achieve Economic Well-being.

Welsh Curriculum

English: Oracy – skills – all. Range – all.

Science: skills – communication – 1. Enquiry and practical skills – 2. Range – Organisms and Health – 5.

PSE: skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.

Links can also be made to the 'Children and Young People: Rights to Action' government programme for young people, especially in the following areas: Core Aim 3: The Best Possible Health, Free from Abuse, Victimisation and Exploitation.

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Northern Irish Curriculum

Language and Literacy: expressing meaning, feelings and viewpoints:

- Talking – to include debate, role play, presentations and group discussions.
- Objective 1: all.
- Objective 2: use drama to explore others' needs and rights.
- Explore the power of a range of techniques to inform and persuade.
- Consider how meanings are changed when texts are adapted to different media.

The Arts: drama – adopt a role, take part in improvisation, evaluate their own and others' work:

- Objective 1: all.
- Objective 2: explore how drama is used to educate about and resolve issues of social concern.
- Explore the effects of the media.

Science: Healthy Body and Mind:

- Objective 1: explore physical, chemical and biological effects on personal health.
- Objective 2: investigate how the media help inform the public about science and science-related issues.

Learning for Life and Work: personal development:

- Personal Health: investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.
- Personal Development: develop an understanding of how to maximise and sustain their own health and well-being.

Lesson Plan

Monitoring of learning – how will you know that the children have learnt what you intended?

- Pupils can name some of the components of a cigarette.
- Pupils can explain why smoking is detrimental to their health.
- Pupils can explain why different companies and groups of people hold conflicting views about smoking.

Preparation of resources

- cigarette (or picture of a cigarette).

Support focus

Teacher _____

LSA _____

Starter (15 minutes)

Show pupils a cigarette. Pass it round and let pupils examine it. Break it in half and examine the contents. Ask pupils if they know what each of the components are and explain. (Alternatively, show pupils a picture of a cigarette).

Other than tobacco, do pupils know of any other chemical ingredients in a cigarette? List suggestions on the board.

Ask pupils to estimate how many different ingredients there are in a cigarette, to the nearest thousand and have a class vote. Explain that there are over 4000 and list a few:

- ammonia (used in floor and toilet cleaners)
- arsenic (used in rat poisons)
- benzene (dyes, synthetic rubber)
- butane (explosive gas)
- cadmium (batteries)
- cyanide (deadly poison)
- lead (poisonous in high doses)
- nicotine (poison)
- polonium (radioactive element that causes cancer).

Have pupils ever heard of any of the above chemicals? They could conduct research using the internet to find out how they are used.

Post lesson assessment notes

Also list some more surprising ingredients:

- chocolate
- vanilla
- honey.

What might be the reason for their inclusion? Discuss (mask the taste and smell, make them seem more appealing to the palate, etc).

Why don't tobacco companies advertise all of these ingredients? Discuss making reference to the BBC website which presents different views: www.bbc.co.uk/worldservice/sci_tech/features/health/tobaccotrial/inacigarette.htm

Main (35 minutes)

Why do people start smoking? Discuss (look cool, rebel, peer pressure, see famous people smoking, family members smoke and they appear healthy, unaware of the long-term risks).

Explain that cigarette manufacturers constantly need to recruit new smokers and this is becoming increasingly difficult due to: advertising restrictions, anti-smoking government campaigns, and the nationwide smoking ban (in public places) introduced into Scotland in 2006 and England, Northern Ireland and Wales in 2007. Set up a debate:

Should 'Super Smokes' be allowed to sell cigarettes aimed at teenagers?

Super Smokes: A tobacco company, marketing a new 'low-tar' cigarette, aimed at the upper teenage market. The cigarettes are being sold as a 'healthier' alternative to regular cigarettes and come in smaller packets, handy to carry in a bag. The packets also have various eye-catching designs.

People Against Tobacco (PAT): A volunteer group who were key in lobbying for the smoking ban. They believe in freedom of fresh air and that everyone has the right to enjoy a night out to a restaurant etc, without being exposed to the dangers of passive smoking when choosing to dine in outdoor seating areas. PAT is lobbying for smoking to be banned in all public areas, whether indoors or out.

Smoking forum: A group of doctors and professors who have done medical research into the effects of smoking, the chemicals in cigarettes and associated health risks. They present the facts in a non-biased way.

Post lesson assessment notes

Lung cancer sufferers: A group of people who have developed cancer as a direct result of smoking. Most of the group started as young adults and have been life-long heavy smokers. They talk about their experiences and why they are against a new brand of cigarettes aimed at the young market.

Group of teenagers: A group of 18-year old friends, some studying for 'A' Levels, others at college and a couple doing apprenticeships (you may want to change the scenario based on the class). Some are for the new cigarettes, others are against.

Split the pupils into groups and give them time to do suitable research (you may wish to do this over two lessons). The groups should come up with arguments, based on facts where possible, as to why the introduction of a new brand of cigarettes is either good or bad. Pupils should use a range of sources to conduct their research.

Have the debate, discussing correct debate etiquette beforehand and ensure that all groups have the chance to present their case, before the 'chamber' opens up for questions.

Plenary (10 minutes)

Pupils take a final vote – should 'Super Smokes' be allowed to market a new brand of cigarettes to teenagers? Pupils should vote on behalf of themselves, not their allocated group. Did any pupils find it difficult to represent a group that they did not necessarily believe in? How did this make them feel?

Further information

Why Bother?

www.whybother.org.uk/lifestyle/smoking.html

Information for young people about smoking on Macmillan Cancer Support's Why Bother? website.

Tobacco on Trial

www.bbc.co.uk/worldservice/sci_tech/features/health/tobaccotrial/index.shtml

A debate on smoking with views from various representative groups.

Kids Against Tobacco Smoke

www.roycastle.org/kats/

A website for children and teenagers with all the latest information on smoking and its dangers. An area for teachers too.

Wired for Health

www.wiredforhealth.gov.uk

A government website with suggested lesson plans and activities for all key stages. Smoking is covered.

Evaluative notes

Key Question:

What happens when we smoke?

Learning Objectives

English Curriculum

PSHE: 1.2a, b, 2.2, 3b, d, e
Citizenship: 2.1
English: 2.3b, l
Science: 5e

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to Stay Safe, Learning to make a Positive Contribution.

Welsh Curriculum

English: Writing – skills – 1, 2, 3, 4, 5, 6, 7, 8, 9.
Range – 1, 2, 3, 4.

Science: skills – communication – 1, enquiry and practical skills – 2. Range – Organisms and Health – 5.

PSE: Skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.

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Northern Irish Curriculum

Language and Literacy: expressing meaning, feelings and viewpoints:

- Talking – to include debate, role play, presentations and group discussions.
- Writing and presenting in different media and for different audiences and purposes.
- Objective 1: all.
- Objective 2: explore the power of a range of techniques to inform.

Science: Healthy Body and Mind:

- Objective 1: explore physical, chemical and biological effects on personal health.
- Objective 2: investigate how the media help inform the public about science and science-related issues.

Learning for Life and Work: personal development:

- Personal Health: investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.

Lesson Plan

Action points from previous lessons – note any management or teaching issues to which you referred in the previous lesson's evaluation.

Monitoring of learning – how will you know that the children have learnt what you intended?

- Pupils can explain why smoking is detrimental to their health, giving accurate examples.
- Pupils can name and explain some smoking-related diseases.
- Pupils can produce pamphlets for a specific audience which include the conventions of informative text styles and appropriate language.

Preparation of resources

- diagram of the human body
- resource sheet for lung cancer
- variety of smoking-related disease information.

Support focus

Teacher _____

LSA _____

Starter (5 minutes)

Ask pupils to work in pairs and compose a list of the benefits of not smoking. Discuss. Include facts such as, saving money, brighter complexion, less likely to develop illnesses, etc. You may also want to point out that after 48 hours there is no nicotine left in the body.

Main (45 minutes)

Using a picture/model of the body, explain to pupils what happens after a cigarette has been lit:

- Less oxygen to the lungs.
- Nicotine is addictive. (What does addictive mean? Can pupils give any examples of other addictive substances?). Explain that nicotine makes the heart beat faster and this raises blood pressure.
- Tar from the cigarette enters the lungs.
- The tar narrows the airways in the lungs and destroys air sacs, whilst also clogging arteries.

Post lesson assessment notes

Extension: you may wish to discuss the chemical and irreversible changes that occur when a cigarette is lit.

Do pupils know of any other health issues that may arise out of smoking? List ideas on the board, e.g. respiratory problems, coughs, heart problems, cancer (lung, mouth, nose and throat being the most commonly linked to smoking).

Working in groups, give each set a smoking-related disease to research using a variety of sources – books, internet, NHS leaflets, etc. First of all, have a look at the resource sheet for lung cancer. Discuss the features of informative text and display the following points:

- Tells the reader what he or she needs/wants/would like to know.
- Supplies answers to who, what, when, where, how?
- Appears balanced and fair.
- Offers a selection of relevant, unbiased facts/balanced range of opinions from different sources.
- Engages reader because lively, clear and interesting.
- Sufficient information.

Using the list and working in pairs, can pupils highlight parts of the lung cancer resource sheet which illustrate the above points? Discuss.

Pupils now should come up with their own pamphlet designed to inform other teenagers, based on the model: what is it? who gets it? what causes it? symptoms and treatment. Ensure that pupils keep referring to the checklist discussed earlier and check that all features of informative writing are included. Use peer assessment. Any jargon should be clearly explained and any facts and figures sourced and cross-referenced.

Plenary (10 minutes)

How might these pamphlets be used to persuade other pupils to:

- a) not start smoking?
- b) quit if they already smoke?

Pupils share their leaflets and discuss.

Post lesson assessment notes

Further information

Why Bother?

www.whybother.org.uk/lifestyle/smoking.html

Information for young people about smoking on Macmillan Cancer Support's Why Bother? website.

Tobacco on Trial

www.bbc.co.uk/worldservice/sci_tech/features/health/tobaccotrial/index.shtml

A debate on smoking with views from various representative groups.

Kids Against Tobacco Smoke

www.roycastle.org/kats/

A website for children and teenagers with all the latest information on smoking and its dangers. An area for teachers too.

Wired for Health

www.wiredforhealth.gov.uk

A government website with suggested lesson plans and activities for all key stages. Smoking is covered.

Evaluative notes

Key Question:

How do I become fit and healthy?

Learning Objectives

English Curriculum

PSHE: 1.2a, b, 2.2a, b, 3b, d, e

English: 1.4, 2.2j, k, l, 2.3a, b, h, i, l

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to Enjoy and Achieve, Learning to Stay Safe, Learning to make a Positive Contribution.

Welsh Curriculum

PSE: Skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.

English: Writing – skills – 1, 2, 3, 4, 5, 6, 7, 8, 9.

Range – 1, 2, 3, 4. Oracy – skills – 1, 2, 4, 5.

Mathematics: skills – communicating mathematically.

Range – handling data.

Links can also be made to the 'Children and Young People: Rights to Action' government programme for young people, especially in the following areas: Core Aim 3: The Best Possible Health, Free from Abuse, Victimisation and Exploitation, Core Aim 4: Play, Leisure, Sporting and Cultural Activities.

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Northern Irish Curriculum

Language and Literacy:

- Expressing meaning, feelings and viewpoints.
- Talking – debate and group discussions.
- Writing and presenting for different audiences and purposes.
- Objective 1: develop the ability to use language effectively in communicating with and relating to others.
- Objective 2: explore a range of techniques to persuade.

Mathematics and Numeracy: the application of mathematical skills to real life situations:

- Objective 1: opportunities to explore personal health.
- Objective 2: analyse and interpret information patterns relating to local and global trends.

Science and Technology:

- Organisms and health – healthy body and mind.
- Objective 1: explore physical effects on personal health.

Learning for Life and Work: Personal Development:

- Objective 1: explore the concept of health as the development of a whole person.
- Objective 2: investigate the influences on physical and emotional health.
- Develop an understanding of how to maximise and sustain their own health and well-being.

Physical Education:

- Objective 1: experience and evaluate the health and fitness benefits of a range of different physical activities, including their physical, social and psychological well-being.

Lesson Plan

Monitoring of learning – how will you know that the children have learnt what you intended?

- Pupils can understand and explain the need to exercise from a physical health point of view.
- Pupils can produce a piece of persuasive writing based on the model demonstrated for a specific audience.

Preparation of resources

- sporting images resource sheet
- pens, pencils, rulers, graph paper (access to ICT suite)
- fruit and vegetables resource sheet
- books, internet, etc (remember to go over health and safety issues before using the internet).

Support focus

Teacher _____

LSA _____

Starter (10 minutes)

Show pupils various different sporting images using the resource sheet. Ask pupils to come up with a list of words that they associate with each sport. Discuss. Why do certain sports have a particular image associated with them? Is this good or bad? Discuss.

Main (40 minutes)

Ask pupils the following question: Why is physical activity good for you? Come up with a class list including:

- strengthening the heart
- expanding the lungs
- boosting energy
- improving fitness
- lowering risk of obesity
- boosting immune system, etc.

Explain that the government are encouraging children to do more exercise and that children should be doing at least an hour a day of moderate physical activity. Ask the questions, Why do you think children and young people aren't doing enough exercise? and, what could be done to persuade them? Discuss and come up with a list (such as, lack of PE time at school, less opportunity to play outside, boring,

Post lesson assessment notes

PE kit is embarrassing to wear etc. Explain how physical exercise can easily be incorporated into the daily routine, such as getting off the bus a stop early, taking the stairs instead of the lift, etc).

Link back to the lessons on diet and explain that with the growing obesity epidemic, if more people don't take up sporting activities on a regular basis, then the results could be catastrophic – i.e. if you eat and don't exercise, then energy isn't used up and is stored under the skin as fat. This will eventually lead to weight gain and other associated problems.

How then could young people be encouraged to pick up good sporting habits from a young age? Should alternative sports such as frisbee, golf, etc be introduced to schools – would that have an impact?

Now model persuasive text to the pupils using the 'fruit and vegetables' resource sheet. Ask pupils to identify the following features: introductory statement, back up argument, reiteration, using logical connectives: 'this shows', 'however', 'because' and putting forward one point of view.

Explain that pupils are going to produce their own promotional leaflet to encourage more children to do sport. Allocate each pupil with a sport to promote. Using books and the internet, they should conduct research. They should include the aforementioned features in their writing as well as diagrams and pictures. Can they think of a catchy slogan for their campaign?

Plenary (10 minutes)

Check the leaflets and have pupils read out extracts. Have they managed to write a persuasive piece of text? If so, how? If not, what could be done to improve it?

Post lesson assessment notes

Further information

Why Bother?

www.whybother.org.uk/lifestyle/exercise.html

Information on the importance of keeping fit from Macmillan Cancer Support's website for young people.

Wired for Health

www.wiredforhealth.gov.uk

The government website for children and young adults with information on healthy living and active lifestyles. There are also lesson plans for teachers.

Healthy Schools

www.healthyschools.gov.uk

Background information for teachers on healthy eating and PE.

Sport England/ Scotland/ Northern Ireland/ Wales

www.sportengland.org/

www.sportscotland.org.uk/

www.sportni.net/

www.sports-council-wales.org.uk/

Information on sporting programmes across the UK.

BBC

www.bbc.co.uk/health/healthy_living/fitness/motivation_young.shtml

Information for young people on the reasons why sport is sometimes unpopular.

Youth Sports Trust

www.youthsporttrust.org/

Information on how children and young people can get into sport.

Sports Academy

<http://news.bbc.co.uk/sport1/hi/academy/default.stm>

A BBC site with tips and advice on how to play sport like the sporting heroes!

Evaluative notes

Key Question:

How do people in other countries keep fit?

Learning Objectives

English Curriculum

English: 2.1a, 2.1b, 2.1d, 2.1e

PSHE: 1.2a, 2.3c, 3d

PE: 1.1b, 1.2, 1.3, 1.4, 2.3c, 2.4, 2.5

Links can also be made to the 'Every Child Matters' government programme for young people, especially in the following areas: Staying Healthy, Learning to stay safe, Learning to make a Positive Contribution, Learning to Enjoy and Achieve.

Welsh Curriculum

PSE: Skills – developing thinking – all, developing communication – all, working with others, improving own learning. Range – health and emotional well-being.

Physical Education: – competitive activities – skills – all, range – all.

English: Writing – skills – 1, 2, 3, 4, 5, 6, 7, 8, 9, range – 1, 2, 3, 4. Oracy – skills – 1, 2, 4, 5.

Links can also be made to the 'Children and Young People: Rights to Action' government programme for young people, especially in the following areas: Core Aim 3: The Best Possible Health, Free from Abuse, Victimisation and Exploitation, Core Aim 4: Play, Leisure, Sporting and Cultural Activities.

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- Writing and presenting for different audiences and purposes.
- Objective 1: develop the ability to use language effectively in communicating with and relating to others.
- Objective 2: explore a range of techniques to inform.

Science and Technology:

Organisms and health – healthy body and mind.

- Objective 1: explore physical effects on personal health.

Technology and Design:

- Objective 1: abide by health and safety rules when using equipment.

Learning for Life and Work: Personal Development:

- Objective 1: explore the concept of health as the development of a whole person.
- Objective 2: investigate the influences on physical and emotional health.

Physical Education:

- Objective 1: all.
- Objective 2: all.
- Plan and participate in a balanced programme of physical activity that helps sustain a healthy and active lifestyle.

Lesson Plan

Action points from previous lessons – note any management or teaching issues to which you referred in the previous lesson's evaluation.

Monitoring of learning – how will you know that the children have learnt what you intended?

- Pupils can identify the origins of certain sports.
- Pupils can justify their reasoning as to which activities constitute a sport.
- Pupils can work together to produce a new sporting event, based on those already known to them.

Preparation of resources

- a selection of different sporting images
- planning resource sheet
- sports equipment (be aware of health and safety issues before any PE lessons).

Support focus

Teacher _____

LSA _____

Starter (5 minutes)

Show pupils some different sporting pictures which reveal only a small part of the sport (so perhaps just a tiny part of a golf club can be seen, or the corner of a frisbee). Can they name all of the sports? Do pupils know where any of the sports depicted originate from? Such as, karate (Japan), golf (Scotland), volleyball (USA), ski-ing (Norway), etc. Pupils could play a 'Question of Sport' style game, whereby they locate photos of sporting personalities and other people in the class have to guess who they are.

Extension: Would pupils class activities such as snooker, sumo, boules, etc as sports? If not, what would they call them? You could present pupils with the official definition of sport from The Council of Europe:

'Sport' means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competitions at all levels. Does this change their opinion in any way?

Post lesson assessment notes

Main (45 minutes)

Working in small groups, pupils could be set their own challenge to come up with a new competitive sporting game that has two teams, is easy to understand and fun. It should appeal to teenagers who may not necessarily enjoy sport. They should use the resource sheet to help them plan the game.

Once groups have completed the resource sheet, they should discuss the practicalities of their new game and amend. They could construct questionnaires and interview their target audience to see whether it would be successful or not. They should then prepare a small presentation to explain their game to the rest of the class. They should ensure they clearly explain what the game is, how it's played, and what equipment is needed. They may also wish to give a small demonstration.

Plenary (10 minutes plus additional lesson for playing the game)

Other pupils should be given the opportunity to ask questions about the presentations and the feasibility of the sport. A class vote could then be conducted as to the game the class likes best. This could then be played and evaluated:

- did the game proceed as planned?
- did any of the rules have to be amended?
- did the game create ample opportunity to exercise?
- what could be done to improve the game in the future?

Based on feedback, the game could be amended and official rules drawn up.

Post lesson assessment notes

Further information

Why Bother?

www.whybother.org.uk/lifestyle/exercise.html

Information on the importance of keeping fit from Macmillan Cancer Support's website for young people.

Wired for Health

www.wiredforhealth.gov.uk

The government website for children and young adults with information on healthy living and active lifestyles. There are also lesson plans for teachers.

Healthy Schools

www.healthyschools.gov.uk

Background information for teachers on healthy eating and PE.

Sport England/ Scotland/ Northern Ireland/ Wales

www.sportengland.org/

www.sportscotland.org.uk/

www.sportni.net/

www.sports-council-wales.org.uk/

Information on sporting programmes across the UK.

BBC

www.bbc.co.uk/health/healthy_living/fitness/motivation_young.shtml

Information for young people on the reasons why sport is sometimes unpopular.

Youth Sports Trust

www.youthsporttrust.org/

Information on how children and young people can get into sport.

Sports Academy

<http://news.bbc.co.uk/sport1/hi/academy/default.stm>

A BBC site with tips and advice on how to play sport like the sporting heroes!

Evaluative notes

Notes

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