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Lesson plans and Activities – Primary Stage 2

Nourishing Body & Mind for a Healthy Life

A Primary Health and Wellbeing Curriculum Pack

Revised Version 2023



Lesson 2.1

Session Title	Eating for health
HWB Organiser(s)	Food and Health
Experiences and Outcomes	HWB 1-30a <i>By investigating the range of foods available I can discuss how they contribute to a healthy diet</i>
Learning intentions	We are learning about varieties of food and how they help us to maintain good health
Success Criteria	<ul style="list-style-type: none"> • I can demonstrate an understanding of the variety of foods required to be active and maintain health • I can discuss the main food groups on the Eatwell Guide • I can describe why it is important to eat 5 portions of fruit and vegetables a day
Resources	<ul style="list-style-type: none"> • Teacher notes A & B • Eatwell Guide Poster • A4 or A3 sheet of paper/coloured pens/pencils
Activities	
<p><i>I can show an understanding that a variety of foods are required to be active and maintain health</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Divide the class into groups (4-5 children per group). Set the groups a task, to list as many healthy foods and drinks they can in a set time (e.g., 3 minutes). At the end of the time, provide each group with a coloured pen/pencil. Select one group and ask them to circle one food on their list and read it out. If the other groups have the same item on their list, ask them to circle it and mark a point for their group. However, if none of the other groups have the food on their list, the first group gain three points. Move onto the second group and again ask them to circle a food on their list and repeat the process. The teacher can scribe the items on the board/sheet of paper. Tally the results at the end and congratulate the groups on their efforts. • Group Activity: Divide the class into groups. Ask the children to think about what is it about foods/ drinks that make us healthy? (e.g., provide us with vitamins and minerals, help us grow, water keeps us hydrated, strong muscles and bones. Encourage them to share their suggestions and write them up on the board. • Whole Class/ Group Activity: Display the Eatwell Guide poster on a table, wall or floor. Ask the class if anyone has seen this before. Explain to the children that all foods can be grouped into five groups on the poster (see list below). In their original groups, ask the groups to put the foods on their list into the correct section on the Eatwell Guide. Then, encourage the groups to write down why we eat these foods from each of the sections. <ol style="list-style-type: none"> 1. Fruit and vegetables 2. Potatoes, bread, rice, pasta and other starchy carbohydrates 3. Beans, pulses, fish, eggs, meat and other proteins 4. Dairy and alternatives 5. Oils and spread • Whole Class/ Group Activity: Encourage the groups to feedback from the activity. Use the feedback to discuss why we eat different foods from each group. Each group provides different things to keep our body and mind healthy. e.g., foods that help us grow, foods that give us energy, foods that give us most vitamins and minerals and foods that help us repair after injury and protect us from many diseases. 	

I can show an understanding that eating at least 5 portions of fruit and vegetables every day contributes to a healthy diet

- **Whole Class/ Group Activity:** In their groups, ask the children to discuss what they know about the fruit and vegetable group, do they know how much fruit and vegetables we should eat each day? Why is it important to eat this? Do they notice anything about the fruit and vegetable group from the Eatwell Guide? Bring the groups back together and ask them to share their ideas. Round off the session by emphasising that to be healthy and lead a healthy life, it is important to eat a variety of foods and a balance of different foods from the five main food groups.

Useful websites:

- <https://www.nhsinform.scot/healthy-living/food-and-nutrition>
NHS Inform Food and Nutrition - information on healthy eating, food labelling, food safety and hygiene
- <https://www.nutrition.org.uk/life-stages/children/>
British Nutrition Foundation - specific section with information on nutrition and diet for children.
- <https://www.foodafactoflife.org.uk/>
Food A Fact Of Life - provides nutrition information for teachers and educational resources.
- <https://www.foodstandards.gov.scot/education-resources>
Food Standards Scotland - educational resources and information on healthy eating.
- <https://www.bbc.co.uk/teach/class-clips-video/science-ks1-keeping-my-body-healthy/zk4dwt>
BBC Teach – Keeping my body healthy - Includes animation, discussion points and suggested activities.

Extension/take-home: Encourage the children to work with parents/carers to keep a food diary for a week.

Lesson 2.2 (1)

Session Title	Effort and Relaxation	
HWB Organiser(s)	Mental, emotional, social and physical wellbeing	Physical Education, physical activity and sport
Experiences and Outcomes	HWB 1-15a <i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health</i>	HWB 1-27a <i>I am aware of the role physical activity plays in keeping me healthy and know that I need to sleep and rest and look after my body</i>
Learning intentions	We are learning about the benefits of relaxation	
Success Criteria	<ul style="list-style-type: none"> • I can define relaxation. • I can name at least one benefit of relaxation. • I can give examples of things you can do to relax. 	
Resources	<ul style="list-style-type: none"> • Teacher Notes I 	
Activities		
<p><i>I can define relaxation and name at least one benefit of relaxation</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Using a PE lesson, ask the children to share how they are feeling at the end of the activity. Are they breathless? Can they feel their heartbeat? Are they sweating? Are their arms or legs tired? Encourage the children to suggest ways which could help them combat these feelings: a relaxation activity. Inform the children that you will be talking them through a relaxation activity. Ask the children to lie on the floor, to close their eyes and to feel the floor at all the points that their body touches it (e.g., under their head, shoulders, arms, under their back, bottoms, legs and heels), let all their muscles be relaxed. Keeping their eyes shut, ask them to breathe in through their nose and out through their mouth, breathing should be soft and steady. Alternatively, you could ask the children to listen to some soothing, peaceful music. <p><i>I can give examples of things you can do to relax</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Encourage the children to share how their bodies and minds are feeling after the relaxation activity. Are they still breathless, has their heart rate slowed down? Encourage the children to think about other times when relaxation can help us feel better e.g., if we are worried about something, going to the dentist. Stress the importance of the need to look after our bodies by taking time out to relax. 		
<p>Useful websites:</p> <ul style="list-style-type: none"> • https://blogs.glowscotland.org.uk/gc/pepassglasgow/ PEPASS – resources to support learning for physical education, physical activity and sport in schools. • https://www.nhsinform.scot/healthy-living/keeping-active NHS Inform - Information on the health benefits of exercise and ideas on how to keep active. • https://www.youtube.com/user/cosmickidsyoga Cosmic Kids on You Tube - Yoga, mindfulness and relaxation for kids. Interactive adventures which build strength, balance and confidence. 		
<p>Extension/take-home: : Encourage the children to practice the relaxation exercise at home with their parents/carers..</p>		

Lesson 2.2 (2)

Session Title	Effort and Relaxation in the classroom	
HWB Organiser(s)	Mental, emotional, social and physical wellbeing	
Experiences and Outcomes	HWB 1-15a <i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health</i>	HWB 1-07a <i>I am learning skills and strategies which will support me in challenging times, particularly in relation to loss and change</i>
Learning intentions	We are learning about the benefits of relaxation	
Success Criteria	<ul style="list-style-type: none"> • I can define relaxation. • I can name at least one benefit of relaxation. • I can give examples of things you can do to relax. 	
Resources	<ul style="list-style-type: none"> • Teacher Notes I 	
Activities		
<p><i>I can show an understanding of the importance of relaxation by giving examples of benefits gained from relaxation</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Divide the class into groups, provide with a sheet of paper and encourage each group to reflect on the previous PE lesson. On one side of the paper write down how they felt after the activity and on the other side how did they feel after taking part in the relaxation activity. • Individual Activity: Set the children a mental challenge e.g., crossword, word finder. When the children are beginning to be visibly affected ask them how they are feeling. Are they frustrated, bored or tired? Tell them how they look; are they sitting up straight or slumped at their desks? Encourage the children to think why they feel like this? Their brains are working hard, just like their bodies did in PE, and that makes them feel tired. Help the children to associate their feelings of mental tiredness to a need to 'time-out' and relax. • Whole Class/Group Activity: Take the children through a short relaxing exercise. Encourage the children to share how they feel after taking part in the activity. Explain that they have now relaxed their brains and are ready to start work again. 		
<p>Useful websites:</p> <ul style="list-style-type: none"> • https://www.youtube.com/user/GetSomeHeadspace <i>Headspace on You Tube – free short, guided meditation for all ages..</i> • https://www.youtube.com/user/cosmickidsyoga <i>Cosmic Kids on You Tube - Yoga, mindfulness and relaxation for kids. Interactive adventures which build strength, balance and confidence..</i> • https://www.savethechildren.org.uk/what-we-do/coronavirus-information-advice/relaxation-exercises-to-do-at-home-with-your-kids <i>Save the children ideas for relaxation with children</i> 		
<p>Extension/take-home: Encourage the children to think about what they do at home to help them relax and feedback to the class.</p>		

Lesson 2.3

Session Title	Healthier food choices
HWB Organiser(s)	Mental, emotional, social and physical wellbeing
Experiences and Outcomes	HWB 0-04a <i>I understand that my feelings and reactions can change depending on what is happening within and around me. This helps me understand my own behaviour and the way others behave.</i>
Learning intentions	We are learning that who I am with, and what I talk about, affects my feelings.
Success Criteria	<ul style="list-style-type: none">• I can talk about how mealtimes make me feel.• I can share an example of things said at mealtimes.• I can talk about the choices I have with food.
Resources	<ul style="list-style-type: none">• Teacher Notes A, B, F• A4 sheet of paper for each child• Coloured pencils/crayons
Activities	
<p><i>I can understand that we eat different foods depending on the time of day, occasion and lifestyle.</i></p> <ul style="list-style-type: none">• Individual Activity: Provide each child with a sheet of paper and ask them to create a day to illustrate a mealtime they may experience (breakfast, lunch, dinner) and the people they are eating with. Encourage the children to use speech bubbles in their drawings to highlight what everyone is eating and what they are saying about the food e.g., are they encouraging them to eat their vegetables, eat more slowly etc. <p><i>I can show an understanding of the variety of people who can influence my food choices</i></p> <ul style="list-style-type: none">• Whole Class/Group Activity: Pair up the children and ask them to share and talk about their drawings, who are they eating with, where and what was said to them. Discuss these influences as a class, creating speech bubbles on the board when the children report what was said to them at recent mealtimes and who had said these things. Using these suggestions to help them, ask the children to carry out role plays of the people who influence them at mealtimes, what the meal is that they are having and what these people say to them. As a class, talk about the role play and the influence others have on what they eat. Were the situations that they were acting out ones in which the children had a choice over what they could eat? If not, how could they influence the people around them to make these choices healthier e.g., asking parents/carers to make healthy, realistic swaps. Examples of swaps could be smaller fun sized chocolate bars, baked crisps or popcorn, making chips from potatoes, having fruit or vegetables as a snack. These swaps are also beneficial for oral health.	
Useful websites:	
Extension/take home: .	

Lesson 2.4

Session Title	Food with Others		
HWB Organiser(s)	Mental, emotional, social and physical wellbeing	Food and Health	Relationships, sexual health and parenthood
Experiences and Outcomes	HWB1-01a <i>I am aware of and able to express my feelings and am developing the ability to talk about them</i>	HWB 1-29a <i>I enjoy eating a diversity of foods in a range of social situations</i>	HWB 1-45a <i>I know there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults</i>
Learning intentions	We are learning about special events in our lives		
Success Criteria	<ul style="list-style-type: none"> • I can discuss who is part of the special occasion. • I can discuss how I feel at the special occasion. • I can discuss what I eat at the special occasion. • I can find foods on the Eatwell Guide. 		
Resources	<ul style="list-style-type: none"> • Teacher Notes A & B 		
Activities			
<p><i>I can discuss and give an example a special time I have enjoyed with my family/friends</i></p> <ul style="list-style-type: none"> • Individual Activity: Ask the children to think about memories of occasions that they have enjoyed with their family, friends or carers (Christmas, a wedding, Eid celebrations, birthdays, holidays or days out). Make a class list of all the occasions that the children have shared. Encourage the children to share what makes their times special? E.g., spending time with family, visiting friends or relations, playing with friends or extended family, wearing different clothes, putting up decorations or balloons, giving gifts, having different foods to eat, going on a journey to find a special place (at the seaside or in the country). • Individual Activity: Children could draw a picture of foods they have had at these celebrations (drawing on a paper plate). This is then a good visual for children to share with peers and to link to the Eatwell Guide. <p><i>I can identify and discuss the feelings and emotions I experience when spending occasions with family, friends or carers</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Divide the children into groups and ask them to share and discuss the feelings and emotions they may experience associated with these special occasions. Ask each group to select one occasion and the group will mime this along with the associated feelings to the rest of the class who will attempt to guess the occasion and feeling e.g., crying with happiness at a wedding, feeling happy at giving a gift or being surprised at receiving a gift, joy of seeing distant friends or relatives, blowing out birthday candles, playing outdoors with family, eating special foods. Explore different relationships with food and how this might feel different for others. For example, some neurodiverse people may find celebration events stressful, and this may also be associated with food. <p><i>I can show an understanding of the different types of food we eat depending on the occasion</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Ask the children to share examples of the types of foods that they have eaten at occasions, exploring cultural foods. Display the Eatwell Guide poster and ask the children to identify which food group the items are from. Ask the class how healthy they think the foods on their list are. Explain that it is acceptable to eat high fat or high sugar foods for celebrations and occasions as long as they are not eaten every day or in large quantities. Highlight “fun foods”, exploring food and feelings of pleasure as well as a way of nourishing our bodies. 			

Useful websites:

- <https://peacepathway.org/>
PEACE – Pathway for Eating disorders and Autism developed from Clinical Experience:

Extension/take-home: Ask the children to bring a picture or an item to class that reminds them of an occasion or time that they have had with their family, friends or carers to share with the class and discuss the feelings and emotions associated with it.

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Lesson 2.5

Session Title	Who makes our environment healthy?	
HWB Organiser(s)	Mental, emotional, social and physical wellbeing	Planning for choices and changes
Experiences and Outcomes	HWB 1-16a <i>I am learning to assess and manage risk to protect myself and others, and to reduce the potential for harm when possible</i>	HWB 1-20a <i>I can describe some of the kinds of work that people do and I am finding out about the wider world of work</i>
Learning intentions	We are learning how to keep our environment tidy and healthy	
Success Criteria	<ul style="list-style-type: none"> • I can explain how to risk assess a situation • I can discuss the role of various people in my community • I can give examples of what people do to keep my environment tidy and healthy 	
Resources	<ul style="list-style-type: none"> • A3 sheet of paper for each group 	
Activities		
<p><i>I can show an understanding that I have a responsibility to help keep my environment tidy and healthy and identify ways that can help this</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Read the children the following scenario: "Darren is 8 and his sister, Charlene, is 6. One lovely afternoon in the summer they went to the park with their [parent/carer] and their gran/grandfather. When they arrived at the park, they saw that there were no other children on the rides and slides. "Great" said Darren, "nobody's on the [ask the children to suggest an item of play equipment]" and he ran over to play. Charlene was excited too, her favourite [ask the children to suggest an item of play equipment] was free and she ran to play too." Ask the children to share the feelings and emotions Darren and Charlene may experience when they get to the play park and have their pick of activities. Now, finish off the story: "As the children got closer to the [items of play equipment] Charlene saw there was broken glass all over the ground and Darren saw there was a lot of dog dirt next to the [play equipment]." Now ask the children to share the feelings and emotions Darren and Charlene may be experiencing now because the play equipment is broken, there is rubbish lying around, broken glass and dog dirt on the ground. • Individual Activity: Ask the children to think about the park, is it safe and healthy? List what could happen to children using the park? Encourage the children to share what they have listed. Children could carry out a role play of their own situations after hearing the case study and suggest how they would deal with it. • Whole Class/Group Activity: Divide the class into groups and ask them to make a list of the people who's responsibility it is to ensure that the play park is safe and healthy for the community. Children should think about being responsible citizens e.g., picking up litter, cleaning up after dogs, not vandalising play equipment. Explore impact on the environment if litter is left lying around and items are not recycled. <p><i>I can discuss the various roles of people that work in my community and give an example</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Divide the class into groups and ask them to make a list or draw other places they go to (e.g., classroom, dining hall, playground, home, shops). Then ask the children to list the people who make these places safe and healthy. Encourage each group to share their ideas and display them on the wall. Ask the children to suggest some ways in which they can also help to keep their environments clean, safe and healthy. Explore ways in which we can live sustainably and be kind to the environment e.g., reduce, reuse, recycle. 		
Useful websites:		
Extension/take-home:		

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