



your body matters



Lesson plans and Activities – Primary Stage 3

Nourishing Body & Mind for a Healthy Life

A Primary Health and Wellbeing Curriculum Pack

Revised Version 2023



Lesson 3.1(1)

Session Title	The Eatwell Guide
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 the Eatwell Guide
Success Criteria	<ul style="list-style-type: none">• I can demonstrate the purpose of the Eatwell Guide• I can describe the parts of the Eatwell guide and give examples• I can identify which foods to 'eat more' and 'less of'
Resources	<ul style="list-style-type: none">• The Eatwell Guide Poster• Activity sheet 1-6 for each group (A3 size)• Food cards• Teacher notes A & B
Activities	
<p><i>I can demonstrate the purpose of the Eatwell Guide, can give examples of the different food groups and identify which foods I should eat more or less of</i></p> <ul style="list-style-type: none">• Whole Class/Group Activity: Using the Eatwell Guide poster, draw an outline of the guide on the Smart Board note board, or on a large sheet of paper that can be revisited in the next session. Title each of the food groups. Without going into detail or naming foods. Show the children the Eatwell Guide poster to revisit the food groups. Explain to the children that all foods can be sorted into five groups: *<ol style="list-style-type: none">1. Fruit and vegetables2. Potatoes, bread, rice, pasta and other starchy carbohydrates3. Dairy and alternatives4. Beans, pulses, fish, eggs, meat and other proteins5. Oils and spreads<p>*The group named "Foods high in fat, salt and sugar" sits out with the Eatwell Guide but should still be discussed.</p>• Whole Class/Group Activity: Using the school lunch menu, ask the children to identify opportunities to try new fruit and vegetables throughout the week. <p>Remove the poster from sight.</p> <ul style="list-style-type: none">• Whole Class/Group Activity: divide the children into groups. Encourage the groups to think about the Eatwell Guide and draw it. Prompt discussion by asking questions such as; which is the largest and smallest group? Bring the groups back together and encourage them to share their drawings. Ask the class why some food groups are larger than others. Explain that the Eatwell Guide shows which food group we should eat more or less of compared to the others.	

Useful websites:

- <https://www.nhsinform.scot/healthy-living/food-and-nutrition>
NHS Inform - information on healthy eating, food labelling, food safety and hygiene.
- <https://www.nhsinform.scot/healthy-living/food-and-nutrition>
British Nutrition Foundation - specific section with information on nutrition and diet for children.
- <https://www.nhsinform.scot/healthy-living/food-and-nutrition>
NHS Inform – information on nutrition 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/zk4dwtv>
BBC Teach – Keeping my body healthy - includes animation, discussion points and suggested activities.

Extension/take-home: Provide the children with an Eatwell Guide outline and encourage them to work at home with their parents/carers to cut out and stick pictures of foods that they can find in magazines and papers into the correct groups.

Lesson 3.1 (2)

Session Title	The Eatwell Guide: 5-a-day
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 the Eatwell Guide
Success Criteria	<ul style="list-style-type: none"> • I can describe why it is important to eat a variety of fruit and vegetables • I can suggest ways I can reach the 5-a-day target
Resources	<ul style="list-style-type: none"> • Teacher Notes A • Activity sheet 1-6 • Pictures or samples of tinned, frozen, dried fruit/vegetables • Pens/pencils

Activities

I can show an understanding of the importance of eating a variety of fruit and vegetables in the diet, and identify ways to help me reach a minimum of 5 a day

- **Whole Class/Group Activity:** Display the Eatwell Guide poster from the previous session and highlight today's lesson will explore the fruit and vegetable group in more detail. Divide the children into groups and ask them to discuss how many portions of fruit and vegetables we should eat every day and why it is important to do so. Bring the class back together and ask them to share their discussions, reinforcing that we should all try to eat at least 5 portions of fruit and vegetables every day to help keep us healthy.
- **Individual Activity:** Ask the children to list the fruit and vegetables they like to eat. Encourage the children to share what is on their lists. Ask the children if anyone has included frozen, canned, or *dried fruit/veg, or juice (fruit or vegetable). It may be helpful to have some pictures or samples of these foods to show the children. Highlight that fruit and vegetables do not always have to be fresh and there are other ways to eat them. Highlight importance of eating fruit and vegetables across the week and not in one day.
- **Individual Activity:** Distribute Activity sheet 6 to all children. Ask the children to think about how they can achieve the 5-a-day target**; what time of the day could they eat a portion of fruit or vegetables. Activity sheet 6 can be used to help the children plan when they can eat fruit/veg to help them meet the minimum of a 5-a-day target or to assess how many pieces they have eaten today/on an average day. The clocks on the activity sheet should be filled in with mealtimes, following discussion about the importance of eating meals at regular times e.g., the importance of eating breakfast before the start of school to give us energy for the day, the importance of eating lunch in the dining hall or at home rather than out in the street or on the playground.
- **Whole Class/Group Activity:** using school lunch menu to identify opportunities to try new fruit and vegetables throughout the week.y.

*Dried fruits and raisins are not recommended as a snack between meals due to their high sugar content and the risk of tooth decay.

**It's important to be realistic with 5-a-day. Not all children will have been exposed to fruits/vegetables, but it is important to encourage children to try fruit/vegetables within the school environment where they can.

Useful websites:

- <https://www.nhsinform.scot/healthy-living/food-and-nutrition>
NHS Inform - 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.

Extension/take-home: *Using a weekend, encourage the children to keep a record of the fruit and vegetables they have eaten. Remember to include fresh, frozen, canned and dried.*

Fruit and Vegetables



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Activity Sheet 2

Potatoes, bread, rice, pasta or other starchy carbohydrates



Beans, pulses, fish, eggs, meat and other proteins

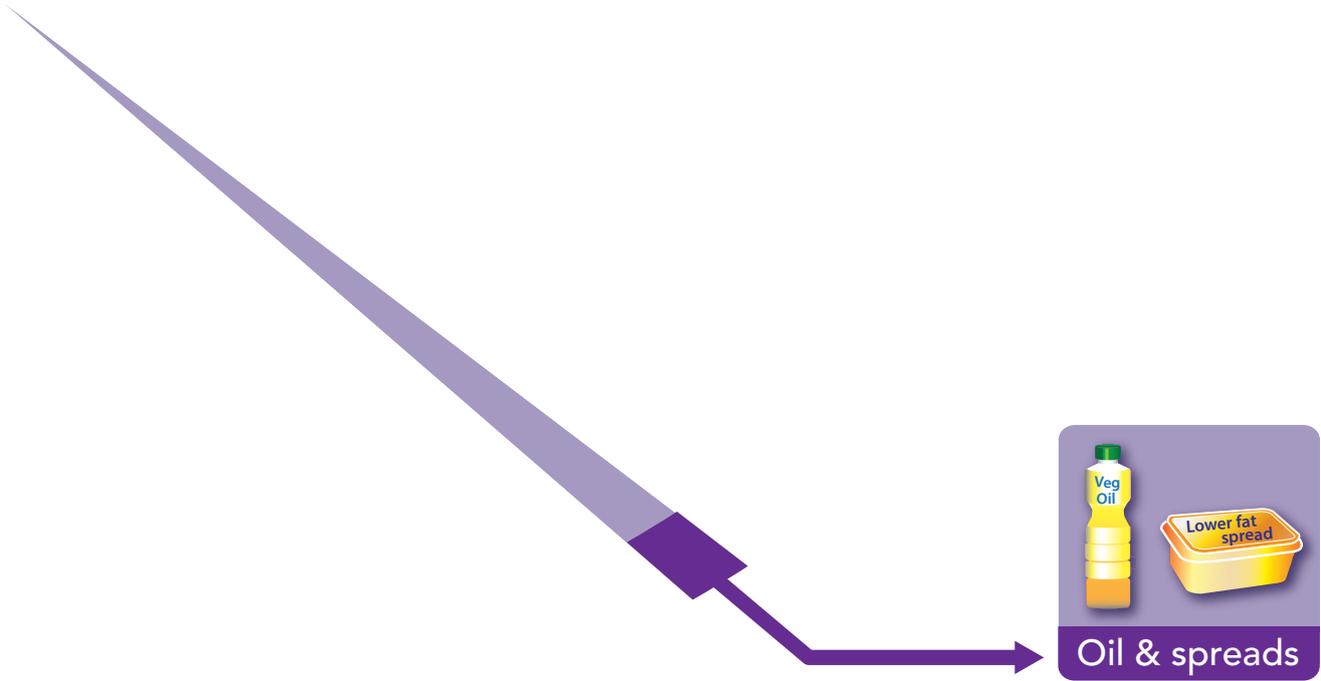


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Dairy or alternatives



Oils and spreads



Choose unsaturated oils
and use in small amounts

matters

Activity Sheet 6

Let's all get our 5-a-day!



Breakfast



Lunch



Dinner



Breaktime

Lesson 3.2

Session Title	Keeping My Body in Balance
HWB Organiser(s)	Physical education, physical activity and sport
Experiences and Outcomes	HWB 1-27a <i>I am aware of the role of physical activity plays in keeping me healthy and know that I also need sleep and rest to look after my body</i>
Learning Intentions	We are learning about the importance of rest and sleep while being active
Success Criteria	<ul style="list-style-type: none"> • I can say why my body needs rest. • I can share ideas of how to rest after being active. • I can discuss ways my body can get energy. • I can say why sleep is important.
Resources	<ul style="list-style-type: none"> • Teacher Notes I • Public Health Scotland Physical Activity Guidelines • Activity sheet 7
Activities	
<p><i>I can discuss the importance of rest and sleep in an active life</i></p> <ul style="list-style-type: none"> • Individual Activity: Distribute small blank cards to each child. Ask the children to write down the task/activities they do on a school day (from when they wake to bedtime). Collect all the ideas and organise them as a timeline (they can be pinned to the wall or stuck on a large sheet of paper). Explore Public Health Physical Activity Guidelines for children and young people (5-18 years). Highlight different ways that we move our body every day. • Whole Class/Group Activity: Talk with the children about which things on the timeline they do for themselves and those that others help with. Also discuss the variety of things/activities that help to keep them healthy e.g., physical activity, healthy snacks, balanced meals, oral health practices. Reinforce with the children that they have responsibility to look after themselves and to help those that help them. Look at the times on the timeline when the children are active and when they eat meals. Reinforce that usually the children should be eating meals three times a day and that they should be active between meals as much as they can be. There may be other factors that influence mealtimes which arise at certain times of year (e.g., periods of religious fasting) this should be acknowledged. Emphasize the importance of movement through the day and avoiding prolonged periods of sedentary activities and behaviours. • Individual Activity: Ask the children to complete activity sheet 7, drawing pictures of themselves when they are using up energy (being physically active); have used up their energy (are feeling tired, hungry); and when they are redressing the balance (eating healthily, sleeping). Explore Intuitive Movement and how it keeps our bodies moving. • Whole Class/Group Activity: Talk through the three aspects of the activity sheet and the drawings the children made. Discuss that being very active means that our body uses up energy and gets tired. When they feel like this, ask the children what they can do to make our body balanced again and to make them feel good? For example, eat healthy foods, sleep, relax, and watch TV. Ask the children how they feel after a meal? Write their feelings up on the board. Explain that when we eat our body stores up energy so that you can use it to; run, chase, swim, climb, dance, play with your dog. Reinforce the message that the importance of being active but also the importance of rest and sleep in an active life. Acknowledge different feelings around food and movement and be mindful of how this may feel different for neurodiverse pupils. This may link to body image and self-esteem. 	
<p>Useful websites</p> <ul style="list-style-type: none"> • https://www.pathsforall.org.uk/pfa/health-walks/walking-and-young-people.html <i>Paths for all tools and tips for young people and families.</i> • https://blogs.glowscotland.org.uk/gc/pepassglasgow/ <i>PEPASS – resources to support learning for physical education, physical activity and sport in schools.</i> 	
Extension/take-home:	

Activity Sheet 7

Keeping a balance

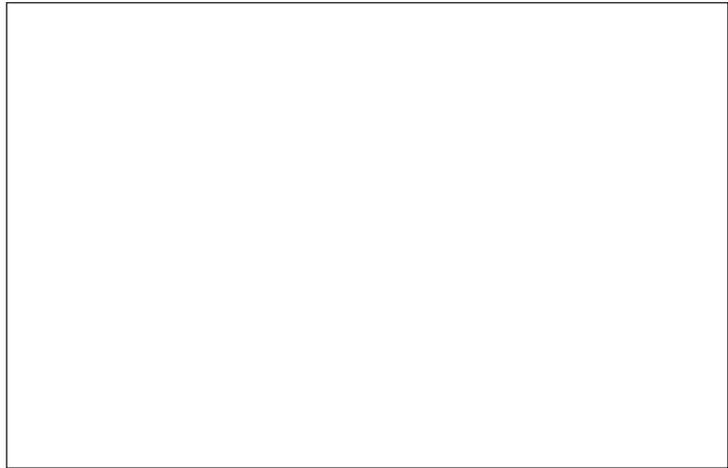
This is me using up all of my energy

How are you using up energy?

I am

Word box

running	climbing
swimming	playing with friends
chasing	playing sports
walking	playing with my dog
dancing	playing games
doing chores	



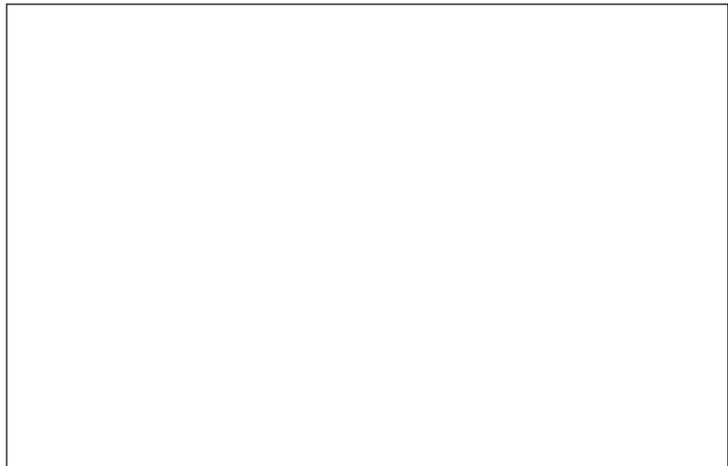
This is what I look like when I have used up all of my energy

How do you feel?

I feel

Word box

sweaty	dizzy
exhausted	puffed out
thirsty	happy
hot	out of breath



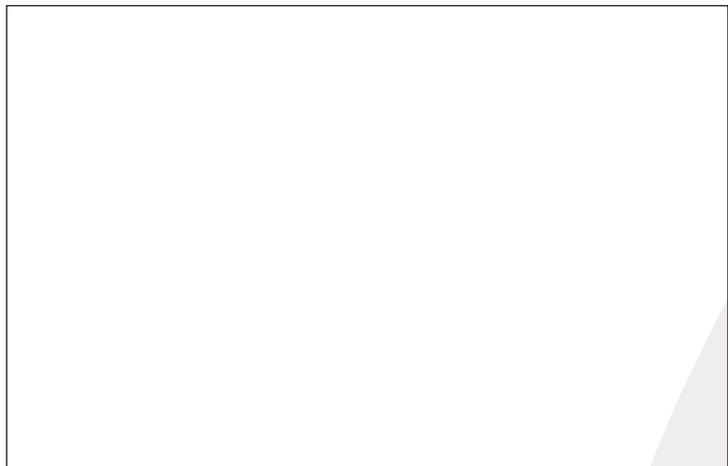
This is me putting my body back into balance

What are you doing?

I am

Word box

eating	drinking water
resting	relaxing
sleeping	watching TV
reading	



Lesson 3.3

Session Title	Oral Health	
HWB Organiser(s)	Mental, emotional, social and physical wellbeing	Food and Health
Experiences and Outcomes	HWB1-15a <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 1-33a <i>I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and can apply this knowledge in my everyday routines such as taking care of my teeth.</i>
Learning Intentions	We are learning to care for our teeth	
Success Criteria	<ul style="list-style-type: none"> • I can discuss the different things I can do to keep my teeth healthy • I can identify and discuss different types of teeth • I can discuss teeth and their function • I can say who can help me care for my teeth 	
Resources	<ul style="list-style-type: none"> • Teacher notes J • Hand out 1 • Information sheet 2 (enlarged, if possible, to A3 or A2 poster size) 	

Activities

I can discuss the different things that I can do to keep my teeth healthy

- **Whole Class/Group activity:** Share a short story with the children about a brother and sister who visit the dentist and are told they have healthy teeth.
- **Individual Activity:** Ask the children to draw what they think healthy teeth in a healthy mouth look like.
- **Whole Class/Group Activity:** Encourage the children to share and discuss their drawings. Remember fillings don't always indicate an unhealthy mouth, it could indicate that children are attending the dentist and decay may have been caught early. Likewise black teeth may also be as a result of trauma like a tooth knock. Be sensitive to children's experiences. Highlight to the children that teeth don't have to be straight, shiny and even to be healthy. Refer back to the story and inform the children that the brother and sister didn't have straight teeth.
- **Individual Activity:** Using their drawings, ask the children to draw or write around their healthy mouth what things they can do to keep their teeth healthy and what other people can help them to keep their teeth healthy (this should include, brushing, visiting the dentist, restricting sugary foods and drinks to mealtimes).
- **Whole Class/Group Activity:** Encourage the children to share their ideas on what they can do and who can help them to keep their teeth healthy. Remind the children their adult teeth are the only set they will have for the rest of their lives..
- **Whole Class/Group Activity:** Have children discuss their personal experiences at the dentist and share their routine at home – trying to encourage children to share and learn that we all experience the same things when visiting the dentist/have issues with our teeth.

I can identify the different types of teeth I have and show an understanding of their function

- **Whole Class/Group Activity:** Divide the class into groups and provide each group with a copy of information sheet 2. Ask the children to look at the teeth in the drawing, making notes of how they are different, shapes, size etc. Encourage the children to use their tongues and feel about their own mouths and the different teeth they have. Then provide each group with a selection of cards with the name of the different teeth (incisors, canine, premolars, molars). Encourage the children to work in their groups and discuss what they think the teeth are called, placing the cards they have been provided with next to the teeth. Ask the groups to share decisions and highlight the correct answers. Next provide each group with a selection of cards with the following words (biting, ripping and tearing, chewing and grinding). Ask the children to discuss what function each of the teeth has when we eat food, using the words on the cards to match the teeth. Encourage the group to share their efforts and highlight the correct answers..

Useful websites

- www.child-smile.org.uk

Provides resources, fact and information for professionals working in health, education, community, voluntary sectors who work together to improve child oral health.

Extension/take-home: *Involve the Oral Health Team in your area to develop the children's knowledge of the structure of teeth and the nature of tooth decay.*

TEARING

CUTTING

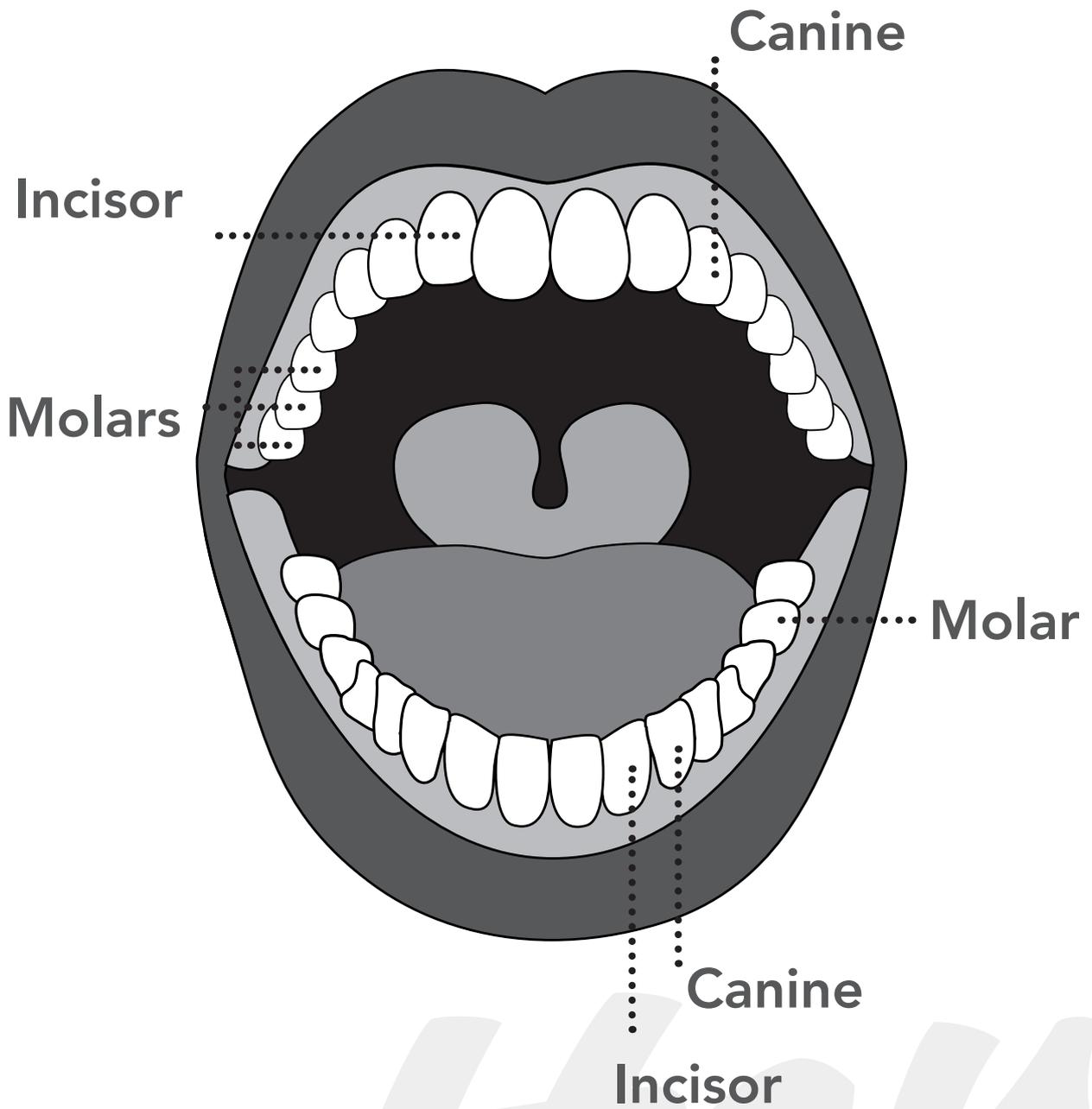
CRUSHING

GRINDING

CHEWING

RIPPING

Oral health



matters

Lesson 3.4

Session Title	People Who Influence Us
HWB Organiser(s)	Mental, emotional, social and physical wellbeing
Experiences and Outcomes	HWB 1-04a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i>
Learning Intentions	We are learning about people who can influence my choices
Success Criteria	<ul style="list-style-type: none"> • I can say what a 'choice' is. • I can give examples of choices I make each day. • I can say what 'influence' means. • I can give examples of how adults may influence my choices. • I can give examples of how peers may influence my choices. • I can give examples of how companies may influence my choices.
Resources	<ul style="list-style-type: none"> • Teacher Notes F • Activity sheet 8
Activities	
<p><i>I can show an understanding of the variety of people who can influence my choices in life.</i></p> <ul style="list-style-type: none"> • Individual Activity: Ask the children to write a list about the choices they make every day e.g. what to eat at breakfast/lunch/dinner, who to eat with, who to play with, what to play, what to wear, to complete a task when asked by an adult or friends, help people in need (family members, other pupils, teachers), what music to listen to, sharing toys. Encourage the children to feedback their answers and group similar choices together under headings (e.g. choices about food, choices about clothes, choices about music etc). • Whole Class/Group Activity: Divide the class into groups and provide each group with a heading you have identified. Encourage each group to discuss who they think might influence them when making choices about what heading/topic they have been given. Ask them to note down their ideas about why these people might try to influence their choices. For example, if discussing food choices, they may be influenced by their own preferences, parents trying to get them to eat healthier foods, or if discussing choices about playtime they may be influenced by their peers encouraging them to join in favourite games, toy manufacturers or celebrities encouraging them to buy certain products. <p><i>I can discuss a variety of ways that people influence me</i></p> <ul style="list-style-type: none"> • Individual Activity: Encourage the children to complete Activity Sheet 8 for one of the people/companies in the table their group created, to illustrate some of the things the children have heard this person/company say, whether or not the children feel that the person/company is successful in influencing their choice, and to determine whether the influence that the person/company has is of benefit to them (i.e. encourages them to make a choice that is healthier for them). • Whole Class/Group Activity: In their groups ask the children to role play the influence that this person/company has on their food choices. Do the children listen to the influence? Is this influence likely to change the choices they make? Invite the groups to act out their role play. Discuss with the children if their role plays have changed their ideas of who has the most influence on their choices. Are there some people who they should listen to more than others? Is the influence always for their benefit or are there other reasons why these people try to influence them? How might the product affect their health? Would it help them to keep or stay healthy? 	
Useful websites: N/A	
Extension/take-home:	

Activity Sheet 8

People who influence us

..... tries to influence the
..... choices that I make.

Draw a picture of how this person/company tries to influence your choices.
In speech bubbles show what they say to try to influence your choices.

Does this change the choices that you make? Why?

What is positive about this influence on your choice?

What is not so good about this influence on your choice?



Lesson 3.5

Session Title	Keeping Well and Preventing illness (can be completed over 2 lessons)		
HWB Organiser(s)	Mental, emotional, social and physical wellbeing	Mental, emotional, social and physical wellbeing	Food and Health
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 health and wellbeing.</i>	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 1-33a <i>I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and can apply this knowledge in my everyday routines such as taking care of my teeth.</i>
Learning Intentions	We are learning about bacteria and viruses		
Success Criteria	<ul style="list-style-type: none"> • I can highlight parts of the body most at risk from being infected. • I can describe what the immune system is and how it works. • I can give examples of symptoms that I experience when I am sick. • I can give examples of things I can do to prevent getting sick. 		
Resources	<ul style="list-style-type: none"> • Teacher notes E • Activity sheet 9 • Word-bank 1 cards (different from cards 2&3) • Word bank 2 cards (different from cards 1 & 3) • Word bank 3 cards (different from cards 1 & 2) <p>N.B. Word-bank cards may not be required, if the children are already familiar with the words on the cards. Body blank with Word-bank cards 1&2 mapped out from the previous session</p>		
Activities	<p><i>I can highlight parts of the body most at risk from being infected. I can describe what the immune system is and how it works</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity. Divide the class into two groups: two armies, one red and one white. Give each child either a red or white piece of paper. Ask the children to imagine they are an army of cells (white-armoured knights) inside all the areas of their body. This army of cells is known as the immune system. Ask them to imagine there is a red army that tries to attack the body. These armies are so small the eye cannot see them. The red army is made up of two types of soldiers: viruses and harmful bacteria that can make the body unwell. (It may be worth noting, that there are lots of different types of bacteria, not all of them are harmful but the ones that can make us unwell do so by attacking the white army in the body). Ask the children if they know where the bacteria or viruses could come from? In order to make the body unwell the red army firstly has to enter the body. The body has many barriers (e.g. the skin, mucus in our nose and mouth) to prevent this from happening, but there are weak points in and on the body at which bacteria and viruses are likely to enter. 		

- **Whole Class/Group Activity:** In their armies, using Activity Sheet 9 and the word bank cards, if required, ask the children to map out the 'weak' areas of the body, these are the sites of possible infection. Can they think of ways that the red army (bacteria and viruses) could get into the body? Where do they think the red army would attack?
- **Whole Class/Group Activity:** Bring the groups back together and encourage them to share their body maps. Once all groups have shared, explain to the children that when the red army (bacteria or virus) attacks and enters the body it can infect it and sometimes make us ill or unwell. Not every attack by the red army will lead to an infection because the white army often defeats the small/weak invading red army without even knowing there was a battle: the red army is so outnumbered that they are almost defeated instantly. But, sometimes the battle involves greater numbers or stronger soldiers from the red army. When this happens, the white army of the immune system may find it hard to defeat the invading red army. The white army will never give up! They use various tactics and ways of fighting the red army in an attempt to win the battle. We can sometimes tell where the "battleground" is because it affects the way our body feels. The battle between the two armies can make us feel ill or unwell.

I can give examples of symptoms that I experience when I am sick.

- **Individual Activity:** Ask the children think of a time when they were unwell, how did their bodies feel, encourage them to write down the symptoms they experienced. Highlight to the children that symptoms are what we feel when we are unwell e.g. sore head, feeling sick. Invite the children to share their lists.
- **Whole Class/Group Activity:** Ask the children to go back into their groups and write down on their body maps some of the symptoms they have highlighted.

I can give examples of things I can do to prevent getting sick

- **Individual Activity:** Ask the children to write down or draw things we can do to reduce the risk of getting ill.
- **Whole Class/Group Activity:** Divide children into groups and ask them to share their ideas with their peers. Encourage each group to share what they have come up with. Emphasise the importance of hand washing in the prevention of illness and show the class the hand-washing poster showing the places that are most often missed when washing hands. .

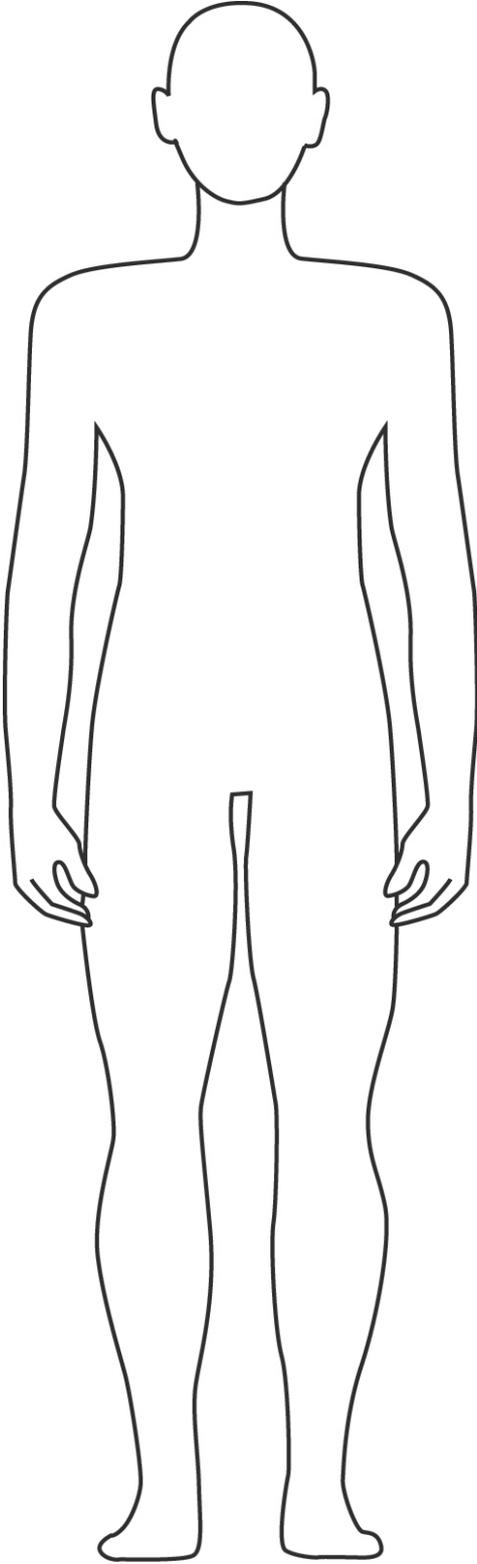
Useful websites:

- <https://www.food.gov.uk/consumer-advice/food-hygiene>
Food Standards Agency information on food hygiene and safety.
- <https://youtu.be/N9hCY-MldMA>
NHS Scotland on You Tube - How to wash your hands.

Extension/take-home: To investigate bacterial presence on the hands and the importance of hand washing, access an ultraviolet box or handheld lights. These can often be accessed through your local Health Improvement Team or School Nursing Services.

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Body



Body Areas

Eyes

Skin grazes

Open wounds

Throat

Kidneys

Teeth

Stomach

Lungs

Ears

Mouth

Nose

Body Areas

Pain

Diarrhoea

Vomiting

Redness

Swelling

Pus

Mucus

Cough

**High
temperature**

Decay

Swollen glands

Prevention

**Hand
washing**

Cover food

Clean grazes

Clean cuts

**Cover open
wounds**

**Keep kitchen
clean**

**Store food
correctly**

**Cook food
correctly**



matters

