



# your body *matters*



**Lesson plans and Activities – Primary Stage 6**

**Nourishing Body & Mind for a Healthy Life**

A Primary Health and Wellbeing Curriculum Pack

Revised Version 2023



## Lesson 6.1

<b>Session title</b>	<b>Healthier Diet</b>
<b>HWB Organiser(s)</b>	Food and Health
<b>Experiences and Outcomes</b>	<b>HWB 2-30a</b> <i>By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.</i>
<b>Learning Intentions</b>	We are learning about maintaining a healthy diet.
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• I can identify foods according to the 5 food groups in the Eatwell Guide.</li> <li>• I can define a "composite dish" and place its components within the 5 groups of the Eatwell Guide.</li> <li>• I can discuss healthy choices I can make to improve my diet and give examples.</li> <li>• I can show an understanding that the total amount of foods and drinks consumed is known as "the diet".</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Teacher notes A &amp; B</li> <li>• A collection of food packaging or a selection of food cards</li> <li>• Activity sheet 20 &amp; 21</li> <li>• Information sheet 25 &amp; 26</li> </ul>

### Activities

#### ***I can identify and classify foods and composite dishes according to the five food groups in the Eatwell Guide model***

- **Whole Class/Group Activity:** Review the children's knowledge of the Eatwell Guide and the messages associated and knowledge of which foods belong to each group (this could be done as a quick-fire quiz etc). Reinforce the nutrients and dietary benefits of the five main food groups, addressing any misconceptions that the children may have (using the teaching notes as support if required).
- **Whole Class/Group Activity:** Divide the children into groups. Ask the children to think about the 'composite' dishes (recipes/dishes that comprise more than one food group) that they eat e.g., complex sandwiches, lasagne, Shepherd's pie, and pizza. Encourage the group to make a note of these and write down the component parts of each dish or food and which group the components of each dish belong to e.g., Pizza = base (potatoes, bread, rice, pasta and other starchy carbohydrates), meat (beans, pulses, fish, eggs, meat and other proteins), vegetables/tomato sauce (fruit and vegetables), cheese (dairy and alternatives).

#### ***I can understand that the total amount of foods and drinks I consume is called my diet***

- **Individual Activity:** : inform the children that they are going to keep a diary of everything that they eat and drink for two days. Diaries can be kept over one day but provide a more accurate picture of the child's diet if completed over two. Explain to the children how they should complete their food diary, using information sheets 25 & 26 as guidance. Ask the children to think about how the foods they eat have been cooked (oven, fried etc) when they are completing their diaries. Provide each child with a double-sided diary sheet (activity sheet 20). When the children's diaries are complete, provide each child with a copy of activity sheet 21 and then using information sheets 19 & 20 as a guide help the children to analyse their diaries by counting the number of times that they have eaten foods from each of the five food groups.  
\*Children should focus on eating a balanced diet including the 5 main food groups. Given the high energy requirements of children and to aid healthy growth and development, additional portions of the three main food groups "fruit and vegetables", "potatoes, bread, rice, pasta and other starchy carbohydrates" and "beans, pulses, fish, eggs, meat and other proteins", should be encouraged
- **Whole Class/Group Activity:** Using the diary examples provided (information sheets 19&20), highlight the differences between the balanced and not so balanced diary. Discuss any changes that could be made of the two people to help them eat a more balanced diet e.g. having a baked potato instead of potato smileys, having scrambled egg on a roll instead of square sausage.

***I can discuss the healthy choices I can make to improve my diet changes and give examples***

- **Individual Activity:** Encourage the children to consider their own food diary. Are they eating more from one group and not enough from the others? Can they see anything that they have eaten that they could change to make it a more balanced diet (e.g., eating natural yoghurt as a dessert instead of ice-cream)? Remind the children to consider the way the foods they eat are cooked (have they been fried in fat, grilled, baked, steamed, boiled?)\*. Ask the children to write down any changes that they think they could have made to their food diaries to make it more balanced (these should be written in a different colour pen so that they can clearly see where they could make changes).

\*Frying adds fat to foods compared to grilling or baking. A note to be careful not to over boil vegetables as some of the water-soluble vitamins such as Vitamin B and C can leach into the water (water may turn green when boiling broccoli or orange when boiling carrots). Steaming, microwaving or stir frying are better options than boiling and do not add any fat to foods.

**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 - 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:** *In pairs ask the children to devise a menu showing food and drinks for a day that meets the proportions shown in the Eatwell Guide and encourage the children to look at the percentages of food groups in their menus to make sure that it provides a healthy balance.*

Activity Sheet 20

# Food Diary

Name: \_\_\_\_\_

Time of day	Meal or snack?	What did you have?	What were the composite dishes made from?

## Food diary - (Example of a balanced diet)

### Completed diary

Time	Meal or snack?	What did you have?	What were the composite dishes made from?
8.15am	meal	Small glass of orange juice, bowl of cornflakes with milk, slice of toast	
10.am	snack	An apple, a packet of crisps, a carton of milk	
12.15pm	meal	Bowl of vegetable soup, tuna salad sandwich, yoghurt, grapes and pineapple	Tuna salad sandwich Tuna fish, salad, 2 slices of brown bread
3.30pm	snack	Banana	
5.pm	meal	Brown rice, chicken and lentil (dhal) curry, apple-pie and ice-cream	Chicken and lentil curry Chicken pieces, lentils, tomatoes (sauce) Apple pie. Stewed apples, pastry
7.pm	snack	Slice of wholemeal toast and butter	

### Completed diary

Food Group	Fruit and vegetables	Potatoes, bread, rice, pasta or other starchy carbohydrates	Beans, pulses, fish, eggs, meat and other protein foods	Dairy or dairy alternatives	Unsaturated oils and spreads
Food	Glass orange juice Apple Vegetable soup Grapes Pineapple Banana Stewed apple	Cornflakes Slice toast Brown bread (sandwich) Brown rice Slice toast	Tuna Chicken Lentils	Milk (with cereal) Milk drink Yoghurt	Packet of crisps Ice-cream
<b>Total</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>

## Food diary - (Example of a not so balanced diet)

### Completed diary

Time	Meal or snack?	What did you have?	What were the composite dishes made from?
8.15am	snack	Roll and square sausage	
10.am	snack	Mars bar, packet of crisps, fruit shoot	
12.15pm	meal	Macaroni cheese, potato smiles, grapes	Macaroni Cheese Pasta, cheese sauce
3.30pm	snack	Fruit shoot and packet of crisps	
5.pm	meal	Chicken nuggets, chips, beans. Chocolate mini-roll and ice-cream	
7.pm	snack	Slice of toast (white) and chocolate spread	

### Completed diary

Food Group	Fruit and vegetables	Potatoes, bread, rice, pasta or other starchy carbohydrates	Beans, pulses, fish, eggs, meat and other protein foods	Dairy or dairy alternatives	Unsaturated oils and spreads
Food	Grapes	Roll Potato smiles Pasta (macaroni) Chips Slice toast	Square sausage (grilled) Chicken nuggets Beans	Cheese	Tomato Ketchup Mars bar Packet of crisps x2 Fruit shoot x2 Cheese sauce Potato smiles Chicken nuggets Chips Chocolate miniroll Ice-cream Chocolate spread
<b>Total</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>

Activity Sheet 21

# Analysing my food diary

Food Group	Fruit and vegetables	Potatoes, bread, rice, pasta or other starchy carbohydrates	Beans, pulses, fish, eggs, meat and other protein foods	Dairy or dairy alternatives	Unsaturated oils and spreads

Lesson 6.2	
Session title	Healthier Decision Making
HWB organiser(s)	Mental, emotional, social and physical wellbeing      Food and Health
Experiences and Outcomes	<b>HWB 2-37a</b> <i>I can understand how advertising and the media are used to influence consumers.</i>
Learning Intentions	We are learning to make informed choices.
Success Criteria	<ul style="list-style-type: none"> <li>• I can discuss the importance of making informed decisions about matters that impact my health</li> <li>• I have participated in a group debate</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Teacher Notes K</li> <li>• Information sheets 27-31 photocopied onto card and divided in two..</li> </ul>
<b>Activities</b>	
<p><b><i>I can show an understanding of the various roles the media plays in my life</i></b></p> <ul style="list-style-type: none"> <li>• <b>Whole Class/Group Activity:</b> Begin the lesson by writing the following statements onto the board: <ol style="list-style-type: none"> <li>1. Sales of sweets and chocolate to children should be banned.</li> <li>2. There should be a legal requirement that would ban manufacturers from adding sugar to drinks aimed at children.</li> <li>3. It is too dangerous for children to play outside unsupervised.</li> <li>4. Children should not be allowed to leave the school grounds at break and lunch times.</li> <li>5. Pupils who bully others should always be punished.</li> </ol> </li> <li>• <b>Individual Activity:</b> Have a secret ballot with the class on whether they agree or disagree with the statements on the board. Give the children a small piece of paper each and ask them to write the numbers 1 to 5 down one side of the paper. Then ask them to read the statements on the board and to write 'I agree' or 'I disagree' next to the corresponding number on the piece of paper. Make sure that they keep their answers secret from each other and do not write their names on the papers. Collate the results of the ballot while the class are busy with the next activity or give the task of collating the results to 2-3 children.</li> <li>• <b>Whole Class/Group Activity:</b> Divide the class into groups and explain that they are going to prepare for a debate on the statements. Distribute the prepared cards (information sheets 21-25) so that one group is working from one half of an information sheet i.e. for each information sheet, one group should be given a card with the arguments 'for' the statement (the top half of the information sheet) and one group should be given the arguments 'against' the statement (the bottom half of the information sheet). Inform the groups that the information on the sheet will help them to prepare an argument for a debate. For each statement, there will be one group arguing 'for' the statement and one group arguing 'against' the statement; they can make up additional arguments if they wish but they must act like they agree/disagree with the statement (even if that's not how they really feel!). The debate could take part on a different day to allow the groups to have time to research their argument using the internet, books, or magazines and newspapers.</li> </ul> <p><b><i>I can discuss the importance of making informed decisions about factors that impact upon my health</i></b></p> <ul style="list-style-type: none"> <li>• <b>Whole Class/Group Activity:</b> Invite and encourage one group at a time, have a set period (e.g. 3 minutes) for the group arguing in favour of the statement to state their argument and then for the group arguing against the statement to state their argument. There could also be time for questions from the audience. After each short debate allow a show of hands for those agreeing or disagreeing with the statement. Compare these results with the results from the secret ballot to see if the debates have altered the children's views.</li> </ul>	
Useful websites: N/A	
<p><b>Extension/take-home:</b> <i>Look at statements made by food companies/health products and the media, investigate the validity of these statements through neutral sources of information e.g. food standards agency website, local dietician. What conclusions and decisions have the children come to?</i></p>	

## For:

### Sale of sweets and chocolate to children should be banned

Your group are going to debate 'for' this statement. You must support the statement in everything that you say in the debate and argue as if you believe it to be right – even if you do not really believe that it is!

You will have to debate against the other group who will be arguing 'against' the statement. Try to think of as many reasons why this statement is a good idea so you can use them in your debate. For example:

- Children should not be able to buy these foods without supervision because they are not healthy in large amounts and children cannot be trusted to buy sweets and chocolate.
- Children under the age of 18 cannot buy cigarettes or alcohol because they can be damaging to health. Sweets and chocolate are also damaging to health and the sale of them should also be controlled for children.
- If these foods are not as easily accessible then children will spend their pocket money on other things like toys and games that they can play with their friends; not only are they eating less sweets, they would be more active!

## Against:

### Sale of sweets and chocolate to children should be banned

Your group are going to debate 'against' this statement. You must argue against the statement in everything that you say in the debate and argue as if you believe it to be wrong – even if you do not really believe that it is!

You will have to debate against the other group who will be arguing 'for' the statement. Try to think of as many reasons why this statement is a bad idea so you can use them in your debate. For example:

- Children should be allowed to make their own choices and should be trusted to be responsible for their own diet rather than forced into not buying these foods.
- Banning the sale of foods like sweets and chocolate to children creates the impression that they are unhealthy but they are not; the message of eating them as a part of a balanced diet should be promoted instead.
- Chocolate and sweets are not as dangerous to health as alcohol or cigarettes so adults would buy them for children if they asked, even if they didn't know the child. Therefore, banning their sale to children is pointless as children would still be able to get them easily.

## For:

### There should be a legal requirement that would ban manufacturers from adding sugar to drinks aimed at children

Your group are going to debate 'for' this statement. You must support the statement in everything that you say in the debate and argue as if you believe it to be right – even if you do not really believe that it is!

You will have to debate against the other group who will be arguing 'against' the statement. Try to think of as many reasons why this statement is a good idea so you can use them in your debate. For example:

- Children's oral health in Scotland is very poor and banning added sugar in drinks would reduce tooth exposure to acid attacks and decay.
- Children often do not realise the amount of sugar that is in drinks or that there is added sugar in them, banning added sugar would prevent children from drinking drinks they do not realise are unhealthy.
- It would make manufacturers think about the products they are selling to children and how they affect their health; hopefully they would then change some other products to make them better too.

## Against:

### There should be a legal requirement that would ban manufacturers from adding sugar to drinks aimed at children

Your group are going to debate 'against' this statement. You must argue against the statement in everything that you say in the debate and argue as if you believe it to be wrong – even if you do not really believe that it is!

You will have to debate against the other group who will be arguing 'for' the statement. Try to think of as many reasons why this statement is a bad idea so you can use them in your debate. For example:

- Children should be allowed to make their own choices to drink drinks with added sugar, banning them would remove this choice.
- Drinking milk and water all the time would be boring and it's better to have variety!
- It's ok to drink drinks with added sugar occasionally if they are taken with a meal; it's the frequency and timing of drinking them that is important, not the drink itself.
- Banning sugar in drinks is not the answer to improving oral health, diet fizzy drinks are still bad for teeth because they are acidic and that is what increases the risk of tooth decay.

## For:

### It is too dangerous for children to play outside unsupervised

Your group are going to debate 'for' this statement. You must support the statement in everything that you say in the debate and argue as if you believe it to be true – even if you do not really believe that it is!

You will have to debate against the other group who will be arguing 'against' the statement. Try to think of as many reasons why this statement is a good idea so you can use them in your debate. For example:

- Road-traffic accidents involving children are one of the biggest causes of child admission to hospital for children over the age of 12. If teenagers can't keep themselves safe on the roads, how can we expect younger children to play safely outside?
- Ensuring that children must be supervised all the times when playing will mean spending more time with their family and carers, and play with them more!
- There are plenty of indoor activities that children can have fun with instead of being outside and they can still be physically active e.g. video dance routines, dance or activity games on games consoles.

## Against:

### It is too dangerous for children to play outside unsupervised

Your group are going to debate 'against' this statement. You must argue against the statement in everything that you say in the debate and argue as if you believe it to be wrong – even if you do not really believe that it is!

You will have to debate against the other group who will be arguing 'for' the statement. Try to think of as many reasons why this statement is a bad idea so you can use them in your debate. For example:

- If children are always supervised and led by adults, they will not learn how to develop their own games or how to invent their own play.
- There might not always be someone available to supervise children, should the children then be made to stay indoors on a hot day?
- There are more accidents that happen in the home and indoors involving children under the age of 12, than accidents involving children outside. We cannot supervise children every minute of the day!

## For:

### Children should not be allowed to leave the school grounds at break and lunch times

Your group are going to debate 'for' this statement. You must support the statement in everything that you say in the debate and argue as if you believe it to be right – even if you do not really believe that it is!

You will have to debate against the other group who will be arguing 'against' the statement. Try to think of as many reasons why this statement is a good idea so you can use them in your debate. For example:

- Children would not be able to leave the school to buy foods and drinks high in fat and/or sugar for their meals and snacks; they would have to eat the healthier options in the school.
- Children would play more with each other and develop greater social skills with their peers.
- Risk of accidents or injuries by children running out in front of cars and vehicles would be greatly reduced on nearby roads.
- The school could organise activities to make the children interested in being more active at break and lunchtime.

## Against:

### Children should not be allowed to leave the school grounds at break and lunch times

Your group are going to debate 'against' this statement. You must argue against the statement in everything that you say in the debate and argue as if you believe it to be false – even if you do not really believe that it is!

You will have to debate against the other group who will be arguing 'for' the statement. Try to think of as many reasons why this statement is a bad idea so you can use them in your debate. For example:

- Children should have the choice to buy their snacks and meals out with school – it provides competition to keep the school meals interesting.
- Keeping children inside the school grounds at lunchtime will prevent them from being able to go home and spend social time eating lunch with their family.
- If parents and carers know that their children might be crossing roads by themselves during school time then this will encourage them to teach their children about safety on the roads. This will help to prevent road accidents at all times, not just during the school day.
- Children should be trusted to be sensible and safe.

## For: Pupils who bully others should always be punished

Your group are going to debate 'for' this statement. You must support the statement in everything that you say in the debate and argue as if you believe it to be true – even if you do not really believe that it is!

You will have to debate against the other group who will be arguing 'against' the statement. Try to think of as many reasons why this statement is a good idea so you can use them in your debate. For example:

- Bullies should be made to pay for their actions against other pupils and punishment acts as their payment.
- If pupils know that there is a punishment for bullying it would act as a deterrent and there would be less bullying.
- Punishment for bullying could allow the person who is being bullied to decide on the punishment.

## Against: Pupils who bully others should always be punished

Your group are going to debate 'against' this statement. You must argue against the statement in everything that you say in the debate and argue as if you believe it to be false – even if you do not really believe that it is!

You will have to debate against the other group who will be arguing 'for' the statement. Try to think of as many reasons why this statement is a bad idea so you can use them in your debate. For example:

- Punishment could be seen as a form of bullying itself!
- It's more important to find out why the bully is bullying and to try to sort out the reasons, so that it doesn't happen again.
- It would be better for the bully to hear how their actions have affected the other person and to apologise to them.
- It would be better to encourage the bully to make friends with other children in school, which might make them feel better and not bully other children.

## Lesson 6.3

<b>Session Title</b>	<b>Food Hygiene</b>
<b>HWB organiser(s)</b>	Food and Health
<b>Experiences and Outcomes</b>	<b>HWB 2-33a</b> <i>Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to my health and wellbeing.</i>
<b>Learning Intentions</b>	We are learning about cleanliness, hygiene and safety.
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• I can discuss what microbes need to multiply</li> <li>• I can demonstrate an understanding of food hygiene</li> <li>• I can give examples of food hygiene in practice</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Teacher notes E</li> <li>• Activity Sheet 22 &amp; 23</li> </ul>

### Activities

\*Note This lesson should be started prior to a visit to the school kitchen\*

#### ***I can discuss what microbes need to multiply and give examples***

- **Whole Class/Group Activity:** Generate a whole class discussion by asking the children to think about the following: What is food poisoning? How do you think you would feel if we had food poisoning? What are the symptoms? Remind the children to consider everything that they know about bacteria as a cause of food poisoning. Encourage the children to share their thoughts. Explain that they are now going to investigate some of the ways we can become ill from bacteria in food.
- **Whole Class/Group Activity:** Divide the class into groups. Provide groups of children with a Food Standards Scotland Fast Facts sheet (linked below) about a type of bacteria, transmission and prevention of infection) and activity sheet 22 to complete. All groups should present to the rest of the class what they learn about the risk of infection from the bacteria on their information sheet.

#### ***I can show an understanding of food hygiene and give examples of food hygiene in practice.***

- **Individual Activity:** Provide children with activity sheet 23. Ask the children to identify areas in the kitchen that are 'hot spots' where infections could be transmitted (e.g., where foods like raw meat come into contact with other foods) and actions or practices shown that could be a potential risk of infection (e.g., using the same chopping board for multiple foods, cleaning cloths lying close to food preparation). At this stage reinforce the risks associated with cross-contamination, the risk from unclean surfaces and from poor personal hygiene.
- **Whole Class/Group Activity:** Encourage the children to share the 'hot spots and risks that they have identified; relate these to the learning on individual bacteria earlier in the session e.g., transmission and prevention of infection. Prepare the children for their visit to the school kitchen to see how these risks are reduced in practice to prevent illness.
- **Whole Class/Group Activity:** Kitchen visit. Take the kitchen layout pictures when visiting the school kitchen. In the kitchen, encourage the children to find out about the practices and actions that are used in personal hygiene, food preparation and cooking and kitchen hygiene that would reduce the risks associated with the 'hot spots' they have identified. Encourage the children to write them down. Following the kitchen visit, collate the information the children gather about:
  1. Foods most associated with risk of infection.
  2. Actions and practices that transmit infection.
  3. Practices that can reduce the risk and prevent infection.
- Review the practices used in the school kitchen. How would these practices transfer to the home? (e.g. without different coloured chopping boards what could be done to reduce cross-contamination?)
- **Individual Activity:** Encourage the children to draw up a ten point chart of important kitchen practices to prevent infection in the home. Invite the children to share their charts with the rest of the class.

**Useful websites:**

- <https://www.foodstandards.gov.scot/education-resources>  
Food Standards Scotland - educational resources and games to help aid learning:
- <https://www.food.gov.uk/consumer-advice/food-hygiene>  
Food Standards Agency - food hygiene advice for cooking at home:
- <https://www.foodstandards.gov.scot/consumers/food-safety/foodborne-illness>  
Food Standards Food Standards Scotland – causes of foodborne illnesses

Food Standards Scotland - downloadable fact sheets

- <https://www.foodstandards.gov.scot/publications-and-research/publications/fss-fast-facts-campylobacter>  
Fast Facts – Campylobacter
- <https://www.foodstandards.gov.scot/publications-and-research/publications/fss-fast-facts-stec>  
Fast Facts – STEC
- <https://www.foodstandards.gov.scot/publications-and-research/publications/fss-fast-facts-listeria>  
Fast Facts - Listeria
- <https://www.foodstandards.gov.scot/publications-and-research/publications/fss-fast-facts-salmonella>  
Fast Facts – Salmonella
- <https://www.foodstandards.gov.scot/publications-and-research/publications/fss-fast-facts-norovirus>  
Fast Facts – Norovirus

**Extension/take home:**

Activity sheet 22

## Food Hygiene

What is the name of the bacteria that causes illness?

What illness can result from ingesting the bacteria? What are the symptoms of infection?

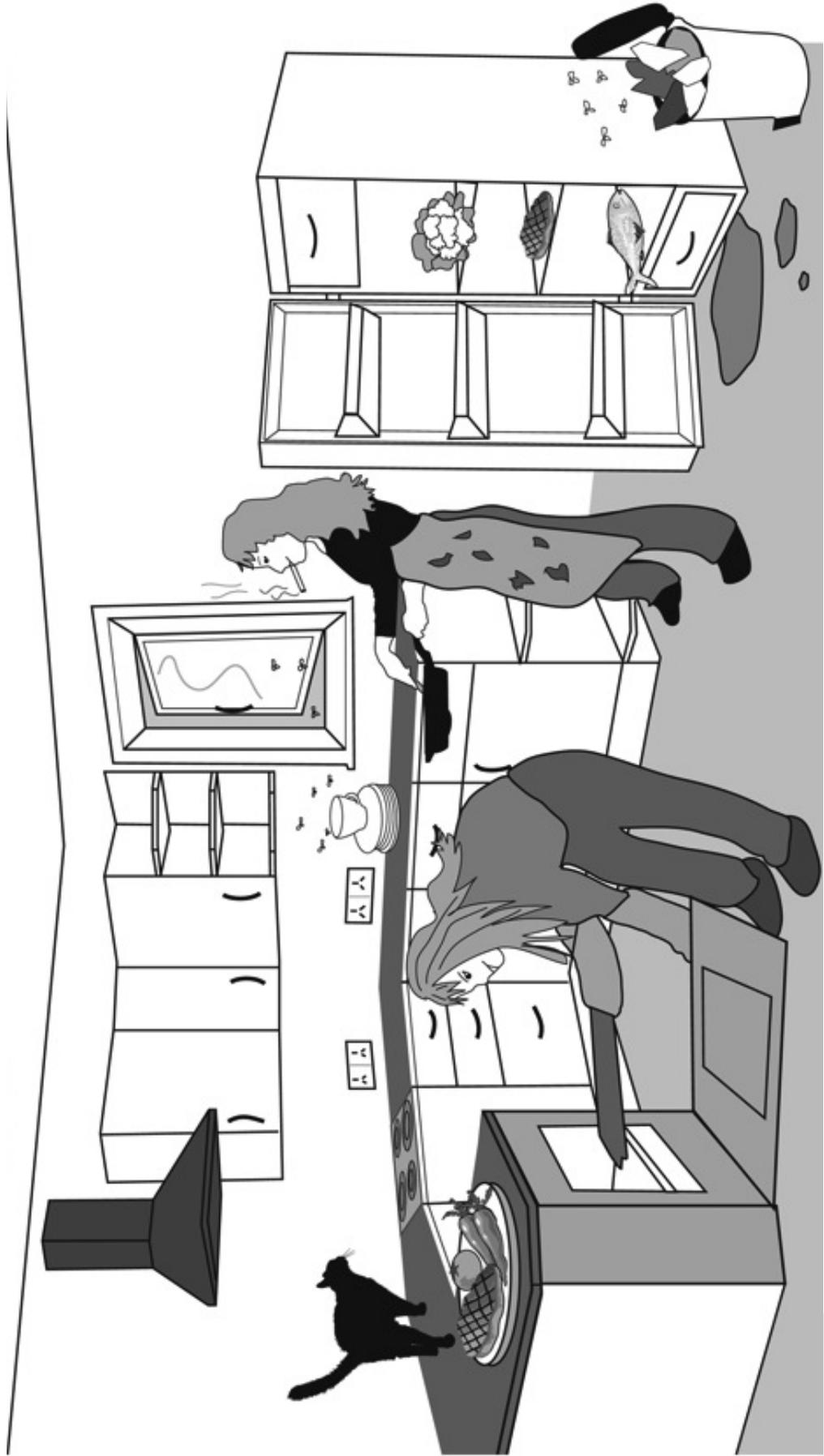
What are the most likely sources of infection?

What actions and practices are likely to transmit infection?

List the practices that could be used to prevent infection:

*matters*

# Kitchen Hot Spots



## Lesson 6.4

<b>Session Title</b>	<b>Global Health; Fairtrade</b>	
<b>HWB Organiser(s)</b>	Mental, emotional, social and physical wellbeing	
<b>Experiences and Outcomes</b>	<b>HWB 2-01a</b> <i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i>	<b>HWB 2-13a</b> <i>Through contributing my views, time and talents I play a part in bringing about positive change in my school and wider community.</i>
<b>Learning Intentions</b>	We are learning about Fairtrade and the relationship between consumers and producers.	
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• I can define the term 'Fairtrade'.</li> <li>• I can explain the relationship between consumers and producers.</li> <li>• I can give examples of the inequalities faced by workers in the production process.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Teacher notes H</li> <li>• Coloured pencils (4 different colours)</li> <li>• Scissors</li> <li>• Activity sheet 24 &amp; 25 divided into 4 cards</li> <li>• Information sheet 32</li> <li>• Multiple photocopies of the cash</li> </ul>	

### Activities

***I can show an understanding of the relationship between consumers and producers, and the inequities that some producers experience in the global market***

- **Whole Class/Group Activity:** Ask the children if they know what "raw" materials are. Highlight the many raw materials that are grown in different places all over the world. All of these raw materials can be manufactured or processed and sold as products e.g. cotton can be processed and manufactured into clothing and sugar can be processed into sweets. Using teacher notes H as a guide, work with the class to map out the different countries involved in growing some of the world's raw materials e.g. sugar cane, rice, and cotton. Explain to the children that when developing countries grow raw materials (e.g. cotton, sugar) and make them into products (e.g. clothes, sweets) they are made to pay large amounts of money to sell these products in richer countries, such as the USA, UK or other European countries. For many developing countries these taxes are too high for them to sell their products profitably and so it is cheaper to only export raw materials rather than to export products. Richer countries then make these raw materials into products and sell them at a much higher price to consumers. Even when developing countries export their raw materials, the Governments of richer countries and the shipping companies make it difficult by imposing quotas of maximum and minimum transport amounts which developing countries must meet in order to be allowed to export their goods.
- **Whole Class/Group Activity:** Divide the class into three groups and one pair. The groups will be named sugar cane farmers, sugar beet farmers, or sweet manufacturers. The pair will be the shippers. Try to ensure that the groups have an equal number of children in them. If there are uneven numbers, the largest group should be the sugar cane farmers. Distribute an activity card (from activity sheet 26 & 27) to the appropriate group. Ask each group to read their card. If they have any questions these should be answered privately without the other group's knowledge. As the teacher, you will act as the bank to the sweet manufacturers who will bring 5 sugar cane/beet pictures to exchange for 10 pictures of a sweet. When the sweet manufacturers have coloured the sweets in, as the bank you will purchase this produce (on behalf of your customers) at a cost of 5 sweets for £20.

- Hand out resources to the groups/pair:

Group Task	Resources
Sugar cane farmers	Sugar cane pictures, 1 pair of scissors, 1 colour pencil
Sugar beet farmers	Sugar beet pictures, 2 pairs of scissors, 2 colour pencils
Shippers	Money pictures, 3 pairs of scissors
Sweet manufacturers	Money pictures, Sweet pictures, 3 pairs of scissors, 4 colour pencils

Try not to engage in discussion about why the groups have different quantities of resources, just reinforce the roles of each group in the activity when children ask about this issue. During the activity some children may feel unfairly treated – try not to enter into a discussion and encourage them to continue. The activity should end when one of the farming groups has emptied its pile of stock or when the sweet manufacturers have made a substantial amount of money (by exchanging coloured pictures of sweets for money from the bank). At the end of the game, ask the sugar cane farmers how much money they have made, then ask the beet farmers, the shippers and the sweet manufacturers. Is it fair to trade in this way? Did the children feel fairly treated? Compare some of the things that the children are discussing to the experiences of farmers in poorer, Southern countries.

***I can discuss the impact that trade has on the health of workers in other parts of the world***

- **Whole Class/Group Activity:** Discuss with the children all the things we use money to buy (particularly things that might affect their health). Write a list of all of these things on the board (e.g. clothes, food, transport, medicines) and use it to guide the next part of the discussion. If we do not have access or cannot buy these things what might happen? E.g. we would get cold/wet, we would be hungry, we could not travel to find food/medical care/school, we would get ill, we would not be able to go to school and get an education. Put a price next to the list of items that we use money to buy (use information sheet 30 as a guide). Tell the groups that the money they made during the game was a year's wage and has to be used to buy everything that they will need to stay healthy for the year. In their groups, ask the children to decide how they would spend the money earned during the game. As a class, discuss the ways in which each group decided to spend their money. Did any group have money left over? Were there any items that they couldn't afford? How would the items that they chose to purchase benefit their health? How would their health be affected through not having items they could not afford? Explain to the children that if people in developing countries do not get paid a fair price for their work and the raw materials they produce then they are not able to afford some of the most basic items and therefore can suffer poor health as a result.

**Useful websites**

- [www.fairtrade.org.uk](http://www.fairtrade.org.uk)  
Fairtrade Foundation – information on campaigns, producers, suppliers in the UK, and news about fair trade
- <https://schools.fairtrade.org.uk/>  
Fairtrade Foundation - school resources
- [www.who.int/en](http://www.who.int/en)  
World Health Organisation - information and links to a variety of global and international health issues

**Extension/take home:** Encourage the children to look out for fair trade products at home or when shopping and feedback to the class.

## Activity sheet 24

# Role Card: Sugar cane farmers

Your role as sugar cane farmers is to produce sugar cane (pictures) to sell to the shipper. You must sell your sugar cane to the shipper before it goes off – you don't have a lot of time to spare!

The shipper can refuse to buy the sugar cane from you if it is not up to a high quality. Therefore, it is important to make sure that your sugar cane is up to a high standard so you do not spend your time as farmers in producing cane that will be wasted.

To produce sugar cane of a high standard, you must cut out and colour in your cane pictures carefully (not going over the lines!).

You need to make some money from your sugar cane sales to buy next years crop and farm help. If you do not make enough money your farm will fail, you will be unemployed and unable to make money.

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# Role Card: Sugar beet farmers

Your role as sugar beet farmers is to produce sugar beet (pictures) to sell to the shipper. You must sell your sugar beet to the shipper before it goes off – you don't have a lot of time to spare!

The shipper can refuse to buy the sugar beet from you if it is not up to a high quality. Therefore, it is important to make sure that your sugar beet is up to a high standard so you do not spend your time as farmers in producing beet that will be wasted.

To produce sugar beet of a high standard, you must cut out and colour in your beet pictures carefully (not going over the lines!).

You need to make some money from your sugar beet sales to buy next years crop and farm help. If you do not make enough money your farm will fail, you will be unemployed and unable to make money.



## Activity sheet 25

# Role Card: Shippers

Your role as the shipper is to buy sugar cane and sugar beet from the farmers, and to transport it to the sweet manufacturers.

You can refuse to buy sugar cane or sugar beet from the farmers if it is not of a high standard (if the colouring of the pictures is not done neatly!).

When you are selling the beet or cane on to the sweet manufacturers you must make a profit.

You must buy and sell goods at prices set by the bank:

Buy	Sugar cane	X 5 = £1 X 10 = £2 X 18 = £3 X 25 = £4	Sell	Sugar cane	X 5 = £4 X 10 = £10 X 18 = £20 X 25 = £30
Buy	Sugar beet	X 3 = £1 X 5 = £2 X 10 = £3 X 15 = £4	Sell	Sugar beet	X 3 = £5 X 5 = £12 X 10 = £25 X 15 = £32

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# Role Card: Sweet Manufacturers

Your role as the sweet manufacturer is to buy the sugar cane/beet from the shipper and to turn it into sweets.

In order to do this you must take your sugar cane/beet to the Bank and it will be transferred into materials for you to make your sweets with.

Once your sweets are made (coloured in neatly) you can sell these onto the Bank for a price of 5 sweets for £20.

## Prices of goods to purchase

Using the wages that your group earned this year, you must decide what provisions you would like to purchase for the year. Remember that in order to work you must be healthy. Therefore, it is important to purchase things that will help you and your family to stay healthy before spending on luxury items.

Item	Price per person (£)
Water piped close to housing for a month	£1
Water piped into housing for a month	£4
Basic food for a month (Rice/potatoes, fruit and vegetables)	£2
Enhanced food for a month (Greater variety and luxury items e.g. chocolate)	£6
Basic clothing for a year (Two shirt, two trousers/skirts, one jumper)	£10
Enhanced clothing for a year (Variety of choice of clothes, waterproof jacket)	£20
Basic housing for a month (One room and kitchen)	£4
Enhanced housing for a month (Toilet indoors, multiple rooms and kitchen)	£8
Public transport for a month	£2
Personal transport for a year (Own car)	£55
Shoes for a year	£3
Medicine for a week	£5
Medical or Hospital visit (1 day)	£20
Fuel for tractor/farm vehicles for a month	£3
Maintenance of farm vehicle (breakdown repair)	£10
Education for 1 child for a year	£10
Dental care for 1 person for a year	£20

## Lesson 6.5

<b>Session Title</b>	<b>Media and Self-Esteem</b>	
<b>HWB Organiser(s)</b>	Mental, emotional, social and physical wellbeing	Food and Health
<b>Experiences and Outcomes</b>	<b>HWB 2-04a</b> <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>	<b>HWB 2-37a</b> <i>I can understand how advertising and the media are used to influence consumers.</i>
<b>Learning Intentions</b>	We are learning about the impact the media can have on health and body image.	
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• I can define 'body image'.</li> <li>• I can give examples of ways in which the media can impact my body image.</li> <li>• I can discuss the ways I can maintain a positive body image.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Teacher Notes K</li> </ul>	
<b>Activities</b>		
<p><b><i>I can show an understanding of the various roles the media plays in my life</i></b></p> <ul style="list-style-type: none"> <li>• <b>Whole Class/Group Activity.</b> Ask the children to make a list of the roles the media play in their lives e.g. internet, advertising (TV and online), social media, music downloads, video gaming with friends etc.</li> </ul> <p><b><i>I can understand the concepts and contributors to my Body Image including how the media affects this</i></b></p> <ul style="list-style-type: none"> <li>• <b>Whole Class/Group Activity:</b> Ask the children to discuss as a class or in small groups what the term body images mean, how they would describe a positive image and negative body image</li> <li>• <b>Individual/Group Activity:</b> Using magazines or an internet search ask the children to collect pictures or photographs of people they would consider to be "beautiful or perfect", both male and female images. Once the choices, are made ask the children to explain why they have chosen that person.</li> <li>• <b>Group Activity:</b> Using before and after photoshopped, airbrushed or filtered (i.e., Instagram, snapchat/Tik Tok etc) images, ask the children to discuss the difference between each of the pictures, i.e., retouching or airbrushing skin, colour of eyes changed, spots or blemish removal, wrinkles reduced, body altered (longer legs, larger chest, more defined abdominal muscles), teeth whitened, fat removal (waist or thighs slimmed down). Have the children feedback to the class and compare answers. The children should conclude that the images we see in the media are not always a real representation of the person in the image.</li> </ul> <p><b><i>I can highlight the positive and negative influences that the media has on my behaviour and how I feel about myself</i></b></p> <ul style="list-style-type: none"> <li>• <b>Whole Class/Group Activity.</b> Ask the children to list the positive and negative effects that the media can have and how this makes them feel e.g., Music: Positive - enjoyment, opportunities to dance and sing, sharing with friends. Negative - inappropriate language in lyrics, gang culture, behaviours from the artist and unrealistic body image.</li> <li>• <b>Individual Activity:</b> Ask the children to think about people in the media they admire, giving out pieces of paper, ask them to divide the sheet into three columns. In the first column list all the people they admire. In the next column they should consider why they admire them (do they have a particular skill or ability? Or is it their looks or style?). Finally in the last column, the children should consider things they don't know about that person i.e. how many siblings they have, their favourite food, their likes and dislikes, if they are having a good day or a bad day, their hobbies, where they live, if they have a car etc. These ideas can be fed back to a whole class discussion and explored further emphasising that we are only seeing one side to this person. Encourage the children to look at a variety of different role models and different aspects of their lives which promote positivity and success.</li> </ul>		

**I can discuss what makes my body unique and I can make a positive statement about my body**

- **Individual Activity:** Ask the children to draw pictures of themselves. Around the picture the children should write things they like about their body and what makes them unique. The children should be encouraged to share a few of the statements with a large group or class and explain their choices. Some examples could be curly hair, eye or skin colour, freckles, tall or short, strong legs, bendy fingers, long eyelashes. This activity could also be done with children pointing out or discussing things they like about themselves instead of drawing.

**I can discuss the importance of building self-esteem and identify activities that can help do this**

- **Whole Class activity:** Using a large outline of a house, give every child a post it and ask them to write a statement about something that helps them feel good e.g., going for a walk, visiting a relative, cooking, shopping, winning at a game. Ask the children to stick their post it onto the house like a brick. The task is complete once they have 'built' a house. Ask the children to look at all the examples and encourage them to choose two as a personal target for the week to help their self-esteem and confidence
- **Individual Activity:** On a sheet of paper ask the children to complete the following statements about themselves:
  - I like myself because....
  - I am great at....
  - People say I am good.....
  - I consider myself a good....
  - I feel good when I.....
  - I've been successful at....
  - My goals for the future are.....
  - I know I will get my goal because I am.....

**Useful websites**

- <https://www.childline.org.uk/info-advice/you-your-body/>  
*Childline UK - information on body image*
- [www.b-eat.co.uk/](http://www.b-eat.co.uk/)  
*Beat Eating Disorders – information and support for young people experiencing an eating disorder*
- <https://www.nhsinform.scot/illnesses-and-conditions/mental-health/eating-disorders/>  
*NHS Inform – information on eating disorders*
- <https://learning.publichealthscotland.scot/course/view.php?id=622>  
*Description should read Public Health Scotland- Challenging Weight stigma learning hub*

**Extension/take-home:**



