



your body *matters*



Lesson plans and Activities – Primary Stage 7

Nourishing Body & Mind for a Healthy Life

A Primary Health and Wellbeing Curriculum Pack

Revised Version 2023



Lesson 7.1

Session title	Health and Wellbeing in school
HWB organiser(s)	Mental, emotional, social and physical wellbeing
Experiences and Outcomes	HWB 2-11a <i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help encourage learning and confidence in others.</i>
Learning Intentions	We are learning to apply our prior learning in health and wellbeing to design and carry out a campaign.
Success Criteria	Could be individualised by learners/groups according to class teacher's priorities but could include: <ul style="list-style-type: none"> • I can select and justify my choice of health and wellbeing topic • I can select and justify my choice of advertising technique • I can work effectively in collaboration with others
Length of time	Campaign planning can be conducted over a period of two/three weeks with implementation over one week or on set day(s)
Resources	<ul style="list-style-type: none"> • Teacher Notes I & K • Lesson Plans 7.2 & 7.3 support this activity and should be delivered prior to or during the project time.

Activities

I can show an understanding of what I can do to keep healthy and safe

- **Whole Class/Group Activity:** Set the class a project to plan, design and conduct a campaign for a week to promote healthier choices to other pupils and/or teachers. The class should decide which topic (nutrition or physical activity) they would prefer to focus on; or perhaps the class could be split in two so that both topics are covered. The children should conduct a small investigation to find out where they should focus their campaign for the greatest impact i.e., which issue relating to nutrition or physical activity they should focus their campaign on to most benefit the school. E.g., healthy tuck options, uptake of after school clubs etc and eating breakfast. You might also consider national health campaigns e.g. Nutrition and Hydration Week. You may wish to gain the support of the schools HWB co-ordinator for advice or access to information to direct the focus of the campaign. If the school has conducted a needs assessment recently the children could use the results to inform them of aspects of the subject that are most in need of some intervention or campaign. School caterers may be able to provide uptake of school meal numbers. Alternatively, the children could conduct their own investigation by monitoring uptake or constructing a questionnaire. For example, the class may want to investigate the choice of foods children bring for snacks and why they make this choice. This may help them to determine if children are not choosing healthy options because they don't know what they taste like, they do not like them, or because they do not prepare their own packed lunch etc.
- Determined by the results of an investigation, or through democratic decision making, the children should focus their planning on one aspect of healthy nutrition or physical activity promotion e.g.
 - Encouraging pupils and staff to eat school lunches
 - Encouraging pupils and staff to eat packed healthy lunches if they do not attend school lunches
 - Encouraging pupils to eat breakfast, either at home or at the breakfast club
 - Encouraging pupils to become involved in physical activity opportunities in the school

When planning the campaign try to encourage the children to look at all aspects of and methods of promotion. Encourage the children to think about different ways that they could get their message across e.g. taster sessions, posters, leaflets, mentoring younger pupils doing a school assembly or drama production for other classes/parents, a fun parent's night. Ask them to consider:

- Who else would need to be involved as partners? e.g. school caterers, active schools, oral health
- Is there a particular audience that they are targeting?
- How are they going to get their message across or advertise events that they are organising?
- What kind of language should they use on any posters/leaflets?

Useful websites:

- <https://www.childrenshealthscotland.org/services/schools/>
Children's Health Scotland – resources for schools

Extension/take-home: *Encourage the children to share their campaign work in the school newsletter or wider community media avenues. Design take-home leaflets/menus that can be distributed in school newsletter etc.*

Lesson 7.2

Session Title	Staying active in my community
HWB Organiser(s)	Physical education, physical activity and sport
Experiences and Outcomes	HWB 2-26a <i>I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.</i>
Learning Intentions	We are learning about sport and leisure opportunities available in our local community.
Success Criteria	<ul style="list-style-type: none"> • I can discuss the opportunities available in my local community. • I can locate and map activities in my local area. • I can explain how I can find information about the opportunities. • I can speak about my personal interests and achievements
Resources	<ul style="list-style-type: none"> • Teacher Notes I • Body maps • Computers for internet search if required
Activities	
<p><i>I can discuss the variety of leisure opportunities available to me in my local community</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Divide the children into groups and ask them to come up with a list of activities that they know of that are available in their local community (e.g. Scouts, Brownies, football, dance etc). Groups could use the internet to support their search. Ask them to consider the following: what is the name of the activity, can anyone join this activity, are there age restrictions, can boys and girls attend etc. Encourage each group to share their lists of activities. Create a class map of all the leisure opportunities that the children can be involved in. Encourage the children to look at the activities and consider trying something new that they are interested in. Encourage them to think about activities/clubs/groups they might like to be involved in when they go to secondary school. <p><i>I can discuss my own leisure interests and the positive effects these have on my mental and physical health</i></p> <ul style="list-style-type: none"> • Individual activity: Encourage the children to think about the clubs/groups or activities they engage in and how it makes them feel. Use a body map and encourage children to think about the positive mental and physical affects the activity has on their bodies. Display the body maps next to the map of the leisure activities the class have come up with. 	
<p>Useful websites:</p> <ul style="list-style-type: none"> • https://www.youthscotland.org.uk/programmes/ Youth Scotland – resources to support young people into sport • https://sportscotland.org.uk/schools/ Sport Scotland – information and resources for schools • https://blogs.glowscotland.org.uk/gc/pepassglasgow/ PEPASS – resources to support learning for physical education, physical activity and sport in schoolst 	
<p>Extension/take home activities: Encourage the children to bring to class any information leaflets they have accessed in their local community that promotes leisure activities that children can join.</p>	

Lesson 7.3

Session Title	Media and Advertising
HWB Organiser(s)	Mental, emotional, social and physical wellbeing
Experiences and Outcomes	HWB 2-04a <i>I understand that my feelings and reactions can change depending on what is happening within and around me. This helps me to understand my own behaviour and the behaviour of others</i>
Learning Intentions	We are learning about advertising and the impact it can have on our health and wellbeing
Success Criteria	<ul style="list-style-type: none"> • I can identify examples of influential advertising • I can describe potential impacts of advertising • I can share my own experiences with advertising
Resources	<ul style="list-style-type: none"> • Teacher Notes K • Prepare some examples of TV adverts for products that could have an effect either positively or negative on health, particularly those adverts aimed at children and young people • Collection of magazine or paper adverts for products that could impact upon health aimed at children or young people • Collection of products or packaging aimed at children, especially those that use collectable/vouchers/free gifts to draw the consumer • Activity sheet 26 for each pupil
Activities	
<p><i>I can show an understanding of the various techniques that are used by advertisers and the media to influence my choices in life</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Show the children the examples of adverts aimed at children that you prepared earlier (e.g., confectionery, computer games). During the video encourage the children to note down the product name and whether they think that the product would have a positive, negative or neutral effect on their health (you may wish to use activity sheet 26 for this purpose). • Whole Class/Group Activity: Once the children have viewed the examples, divide the children into small groups to discuss and write down some things that they have noticed about each of the adverts: <ol style="list-style-type: none"> 1. What kind of product was being advertised? 2. Did the adverts make them want to buy or try the product? 3. Why do they think the advert made them want to use the product? 4. Did the entire group agree on whether the product would have a positive, negative or have no effect on their health? 5. How many in the group agreed? <p>Collate all the comments that the children make about the adverts. Discuss as a class the effects that they think these products will have on their health and talk about some of the techniques that they have noticed being used in the adverts to promote the products e.g. warm and sunny climate, attractive people, fun activities, celebrities</p>	

- **Whole Class/Group Activity:** Display the selection of magazines, papers and or adverts/packaging.
 1. Do these adverts have the same effect as the TV adverts? If they see these products in the shops does the packaging make them want to buy them?
 2. Why do these adverts make the product appealing? Are the techniques used the same as in TV adverts?
 3. How many of these products would have a positive or negative effect on health?
 4. Do they think that these products should be advertised to children?
 5. How do they feel about products that use incentives (vouchers, free gifts, sports equipment for schools)?
 6. Do they think that schools should take part in these schemes?
- **Individual Activity:** Ask the children to make a list of all the tricks that advertisers use to try to make us want to buy their products. Are the same techniques used to market healthy foods? If not, why not? (This may be a good opportunity to talk about the large amounts of money that are spent on products produced by large companies compared to the relatively tiny budgets available from Governments and small companies trying to promote a health and wellbeing). Encourage the children to share their lists.
- **Individual Activity:** Using the techniques and strategies employed by advertising companies, ask the children to design a poster to advertise a healthy product. The product can be one that the children have designed themselves or one that they are aware of but that is not currently advertised. Display the posters across the school.

Useful Websites:

Extension/take home:



Activity sheet 26

Media, advertising and health

After viewing the examples of advertisements your teacher has prepared, write down the name of the product that is being advertised and check the appropriate box to show whether you think the product would have a good, bad or no effect on your health.

Advert Number	Product name	Good effect	Bad effect	No effect
1				
2				
3				
4				
5				
6				
7				
8				
9				

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