

Proudly supporting  
youth social action



Department for  
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Ormiston Trust  
Improving life chances

# Learning about Healthy Habits as part of Youth Social Action




## Staff Guide and Lesson Plans Key Stage 1



The #iwill Fund is made possible thanks to a £54 million joint investment from The National Lottery Community Fund and the Department for Digital, Culture, Media and Sport (DCMS) to support young people to access high-quality social action opportunities. Ormiston Trust acts as a match funder and awards grants on behalf of the #iwill Fund.

# An Overview of Our Youth Social Action Resources


## 1 YSA Implementation Guide



Inspire Explore Plan Act Reflect


A comprehensive guide to support the leaders and teacher through the Youth Social Action Process.

## 2 Implementation Model Guide



These guides will support the leaders in exploring different models which can be adopted to implement YSA into the school.

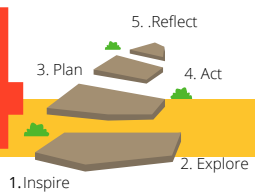
## 3 Skills Guides



Problem Solving Teamwork Reflection Communication


Skills guide focusing on our key skills such as Problem Solving, Teamwork, Reflection and Communication.

## 4 5- Step Process



The 5 step process consists of: 1. Inspire, 2: Explore, 3: Plan, 4: Act and 5: Reflect. This is a core part of the YSA process guiding the young people through the project.


## 5 Curriculum Guides



Poverty Climate Change Inclusion & Diversity Healthy Habits Mental Health KS4 only

Comprehensive guides to support the teaching of YSA through Poverty, Climate Change, Inclusion and Diversity, Healthy Habits and Mental Health

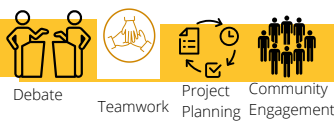
## 6 Passports



KS1 2 3 4 5

Passports for each key stage supporting and guiding the young people through their journey of YSA.


## 7 Additional Guides



Debate Teamwork Project Planning Community Engagement


Detailed guides are available to support teaching additional skills such as Debate, Teamwork, Project planning and Community Engagement.

## 8 Additional Guides



Additional resources to be developed are:

## 9 Case Studies




The main aim of the case studies are to provide the users with an overview of YSA projects with lessons learnt to support. These are projects within our core and external schools.

## 10 Online Resources




All our resources are available on line free of charge.

## 11 Whole School Quality Assurance



The quality assurance document supports the leaders with the assessment of YSA practise within their educational setting. Allowing them to reflect and plan next steps.

## Next Steps



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# Engaging Young People in Social Action

## Social action teaching in the primary classroom

Youth social action is when Young peoples/students work together to tackle common challenges that directly impact their lives and/or other people's lives in their community/city/world.

One aspect of quality social action teaching is developing a culture of asking 'effective' questions related to the study topics in the classroom. A good way to start is to simplify the planning of activities by engaging young people with simple resources that introduce them to the focus area and raise their awareness of how this affects their lives. As a rule of good practice, teachers should try to structure the activities that teach social action skills in a child-led manner by getting Young people to think about the problem they want them to think about rather than by telling them. This way, Young peoples take ownership of their learning and are more likely to develop the intended skills.

With very young people, this work and attitude to learning can become part of the learning culture by getting young people used to making observations about the outside world:

- 'What is special about my school?'
- Who are the people working in my school?
- What do they do for us?

Look at what they are willing to investigate to inform their social action planning. This could start by taking notes of what problems they notice and allowing them to explore further and act. This way of educating young people promotes 21st-century knowledge and skills and builds their social-emotional competencies.

# Using the 5 step Process to Support Thinking in Youth Social Action

**WHY?**

What problem do I see or feel?

**now what?**

What have I achieved through this? What can I further?

*What*

How can I discuss this problem with my class?

**L**earner

*When*

When can I do this?  
In school? Out of school? Who can help/support me?

*How?*




How can I change this?  
What knowledge and skills do I need to learn?

## Delivery of Youth Social Action

The social action project can be delivered through your school's curriculum design. It can link to a specific subject area or be undertaken during enrichment/pastoral time, combining this as an extra-curricular activity. In the second section of the guide, you will find a progression of activities that can be used to teach the skills that Young people need, either to get involved with an existing social action project linked to the focus area or to develop their own. Below are three tables outlining how the teaching of skills and the realisation of the social action project could be mapped out over an academic year.

This guide is based on the **#WeWill** process enabling young people to learn transferable skills through social action. This process follows three key steps. Each process can be repeated by making further progress on the chosen area or starting a new topic. Section one of the guide focuses on giving the teachers/adults involved the information needed to deliver the overall topic.

### Key Stage 1 - Three step process

	Young people are engaged in a theme related to the focus area of the social action project.
	Look at existing practices, and investigate deeper into the cause of the project
	Young people plan a project showcasing the skills, which they have learnt.

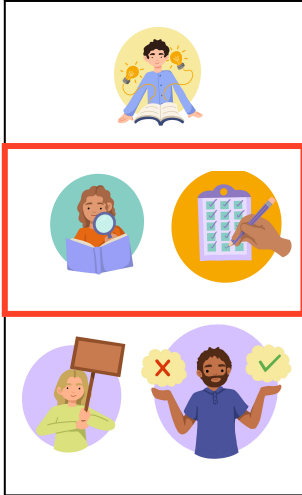
The resources below are to support the teaching of the skills needed so young people can carry out their own social action projects. It should

- Introduce young people to the subject of Inclusion and Diversity
- Go through the process of understanding social action by analysing an approach already taken
- Inspire young people to interact within a school, community, or city
- Support the delivery of step 2 of the process explore and learn

Each lesson plan lightly integrates learning or practice of a specific life/employability skill such as oracy, teamwork, reflection and problem-solving. In addition, each lesson links learning to potential youth social projects that other young people have delivered to make a difference. The lessons are typically provided during step 1&2 of the Ormiston youth social action 3-stage process, which differs from at Key Stage 1, 2, 3 and 4.

It is essential that the teacher (any adult supporting the learning) emphasises the key skills that are being covered at each stage. The skills are transferable and can be applied across a range of different subjects and contexts. Below are examples of possible delivery methods. The resources are adaptable and can be taught in line with your curriculum model.

## Step 2 - Explore and Plan



The young people will learn about social issues as part of the curriculum, researching the issues they care about and existing potential situations. Discussions around possible plans of action that the young people might deliver to address problems are starting to emerge.

## Social Action Curriculum Integration Map


The following curriculum maps provide links to integrate the topic of Health within the National Curriculum at Key Stage 1. It can be read to obtain an overview of the links made with the topic of Health in the National Curriculum or be used to inform the planning of activities that will teach social action skills or inform future social action planning. or be used to inform the planning of activities that will teach social action skills or inform future social action planning. of activities that will teach social action skills or inform future social action planning.

### Suggested links for integration with curriculum designs at Key Stage 1


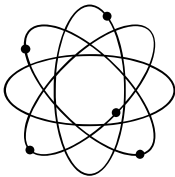


#### Key Stage 1 - Year 1

<p><b>Reading</b></p> 	<p>Explore picture books and develop identification of fruits and vegetables. Some possible texts could include:</p> <p><b>'It all starts with a seed...how food grows'</b> by Emily Bone  <b>'Oliver's Vegetables'</b> and <b>'Oliver's Fruit Salad'</b> by Vivienne French  <b>'Kew: Lift and Look Fruit and Vegetables'</b> by Tracy Cottingham  <b>'Goodnight, Veggies'</b> by Diana Murray  <b>'Peter Rabbit'</b> by Beatrix Potter</p>
<p><b>Science</b></p> 	<p>Possibility to integrate some work on seasonal fruits and vegetables when learning about seasonal changes. This could be done through making observations in nature and exploring how fruits and vegetables grow or by growing their own garden.</p>
<p><b>PSHE</b></p> 	<p>Learn about health and handwashing with the <b>Health Matters</b> series books.</p> <p>Recognise feelings and emotions with <b>'We Feel Happy'</b> by Katie Abbey or <b>'The Colour Monster'</b> by Anna Llenas</p>
<p><b>Art &amp; DT</b></p> 	<p>Use watercolour pencils to create a fruit and veg still life artwork.</p> <p>Use cross-sections of vegetables and fruits to make prints and play recognising which is what?</p>



<p><b>P.E.</b></p> 	<p>Introduce the role of physical activity in health during PE lessons. <b>'The Burpee Bears'</b> by Joe Wicks is a great book for 3 and 4+ to learn how to exercise, healthy tips and meals recipes. A great text to introduce any project linking to physical education.</p>
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## Key Stage 1 - Year 2

<p><b>Reading</b></p> 	<p>Work on text types and write an instruction text for handwashing. Teach the use of commands when writing a healthy recipe e.g. 'mix the ingredients together'; 'add the seasoning', etc.</p>
<p><b>Science</b></p> 	<p>Introduce Young peoples to mindfulness. <b>'All that We Feel'</b> by Anna Bjarkvik, and other titles part of the <b><i>Mindfulness for Young people</i></b> series can be used as a resource.</p>
<p><b>PSHE</b></p> 	<p>Explore the question 'Where does food come from?' when learning about food chains and different sources of food. There are possibilities to make other links on the importance exercise, eating a variety of foods and keeping good hygiene.</p>
<p><b>Art &amp; DT</b></p> 	<p>Explore different recipes of dishes and work out 'Which recipe would make a healthy meal?' Cook a meal and invite parents or people in the community to share a healthy meal together.</p>

# The Project Planning Process for Primary School Young People

By this stage, young people would have completed a series of activities, introducing them to social action around the focus area.

The skills developed through the progression of activities will help the child understand how to approach social action planning. Young people would naturally want to engage with the social action enterprise. So to plan for this effectively, we have provided guidance below to help practitioners guide Young people through managing their projects step by step. The process steps on the next pages should support the teachers in facilitating the planning and monitoring of the progress of projects. If young people need additional resources to reinforce some skills, please refer to the skills guides. The skills guide has other resources that young people can share at the start or end of a lesson.



## Process steps for Key Stage 1





**Engage:** The activities on the topic of health would have inspired Young peoples to carry out a social action project. The teaching should now centre the work on one area of social action that will inform teacher’s planning for the rest of term/year, depending on how this is delivered (refer to section 1.1)

**Skills developed:** *developing empathy, social-emotional competence, thinking in groups and communicating ideas.*

## Process steps for Key Stage 1

 	<p><b>Assess formatively</b> Based on the activities Young peoples have completed, decide on an area that Young peoples want to further investigate.</p>	<p><b>Connect to others</b> Help young people to connect with people from the school/community or external partners to obtain more information or discuss ways the Young peoples can help.</p> <p><b>Skills developed</b> <i>teamwork, communicating.</i></p>	<p><b>Explore and gather information</b> Plan for opportunities for Young people to explore ways they could solve the problem identified. This will involve preparing resources for them to explore and learn from.</p>	<p><b>Review</b> With the help of the teacher Young peoples should review what other information they have found out, and how it will help them to create a change.</p> <p><b>Skills developed</b> <i>applying learning, problem-solving, communicating, sharing ideas.</i></p>
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 	<p><b>Outline planning</b> Teachers should generate 'steps to success' with the Young peoples so they can understand and see how their project can be carried out to completion. Next, Young peoples should work in their groups to outline a plan of their social action project. Again, this could either be organised for different groups to propose a plan for one social action project, or different groups creating different plans that will be used to work on different tasks feeding into the social action project.</p> <p><b>Skills developed</b> <i>planning, listening to others, presenting ideas.</i></p>	<p><b>Doing and making</b> The making should be spread over several sessions whether this includes writing, doing D&amp;T, IT, Science work, etc. We recommend blocking a longer slot each of the days when Young peoples are working on this so that they have enough time to complete each part.</p> <p><b>Skills developed</b> <i>21st century skills, social-emotional development.</i></p>	<p><b>Delivering</b> Young peoples should be given the opportunity to reflect on the previous series of sessions and before delivery some planning may need to be done to make sure the next part will produce the best outcomes.</p> <p><b>Skills developed</b> <i>21st century skills, social-emotional development.</i></p>	<p><b>Sharing and celebrating</b> This part is to celebrate and reflect on their achievements. It could involve showcasing their work with the school and community as well.</p> <p><b>Skills developed</b> <i>social-emotional development, growth-mindset, presentation, oracy-skills development.</i></p>
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## Healthy Habits and Youth Social Action

In addition to valuing the diversity in our students, the choice of learning that we get students involved with can also reflect this diversity. Working on a social action project that provides students with new learning outcomes can be a starting point. Generally, the more we move away from a monoculture of learning to create learning opportunities producing a range of outcomes. This enables us to tap into students' interests and skills, giving them a sense of ownership in the work they get involved in.

**If working on a social action project on Healthy Habits, giving Young people more freedom to choose and lead the work, and letting them see where it takes them, will provide the best outcomes.** In terms of teaching and learning outcomes, it helps teachers develop ways of teaching subject-based skills and knowledge in a much more engaging way, ultimately motivating students even more to learn.

**Below are steps to explain how to use a theme of Healthy Habits to structure the social action project**

**1**

Start with a question that serves as a focal point for the learning that will take place. Why is it important to learn about being healthy?

**2**

Provide exploration routes for the students to shape their thinking around the question. This can take the form of a trip, an afternoon exploring resources or watching a documentary.

**3**



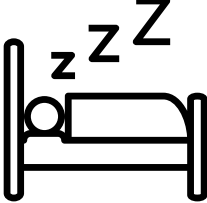

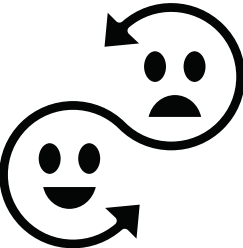
Get the students to gather up in groups linked to their area of interests around the topics and create opportunities for them to investigate further.

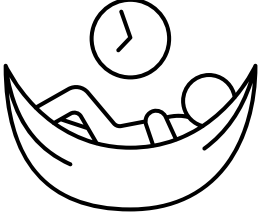
**4**

Their investigation may lead to the identification of problems that can open the premisses of a future social action project or the actual knowledge that they develop and will continue to grow.

Through further investigation can be used as educational training for them to build their own action projects in the school/community.

## Understanding a Child's Health as an Interaction of Different Factors

<p><b>Physical Exercise</b></p> 	<p>Young People and young people need to do two types of physical activity each week: aerobic exercise and exercise that strengthen their muscles and bones. The NHS guidelines recommend at least 60 minutes of moderate or vigorous intensity activity per day across the week.</p> <p>Across the week, this needs to be various types and intensities of physical activity to develop movement, skills, muscles, and bones.</p>
<p><b>A Healthy and Nutritious Diet</b></p> 	<p>Young People need to eat a variety of food, including fruits and vegetables, starchy foods, dairy, protein, and fat. As an estimation, adolescents and adults should have a water intake of 2.5 litres daily. The intake for a child of 9 to 13 is 1.5 litres and 1.1 litres for 4 to 8 years old. Fruits and vegetables contribute to 30% of this water intake.</p>
<p><b>Sleep</b></p> 	<p>Lack of sleep increases the risk of obesity, type two diabetes, attention and behaviour problems, and poor mental health. Young people ages 6 to 12 need 9 to 12 hours of sleep. Teenagers aged 13 to 18 need 8 to 10 hours a night.</p>
<p><b>Stable Home Environment</b></p> 	<p>A stable home environment enables Young people and young people to form positive, trusting relationships that contribute to social and emotional development. Schools and education bodies have a key role in linking with parents/carers when this needs to be met.</p>
<p><b>Emotional Support</b></p> 	<p>Social and emotional development characterises itself by a child's ability to understand the feelings of others, control their feelings/behaviours, get along with other Young people, and build relationships with adults. Parents have a key role in this, and teachers have direct access to a child's life's different facets and needs.</p>

<p><b>Relaxation and Breaks</b></p> 	<p>As for adults, regular breaks promote self-regulation and switch off the stress response. Exposure to stress can affect the digestive system, disrupt hormonal balance, and affect the gut and immune systems.</p>
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## **Mental Health: A Context on The Mental Health Crises.**

This section provides contextual information on mental health. Dealing with mental health is an issue that is given serious national and international priority. The Organisation for Economic Cooperation and Development (OECD) and the Good Childhood Report (2021) reported that the UK has the highest mental health problems among economically well-off countries. A ratio of one to six Young people/adolescents experiences serious mental health problems – one to five adults, which costs more than 100 billion pounds every year in the UK. This is estimated to reach 16 trillion dollars globally by 2030. 75% of serious mental health problems are in place before age 18.

## **Research on Prevailing Contextual Factors of Mental Health Problems in Young People and Adolescents.**

Novel studies have proven that associations between family relationship experiences and Young people's behaviours and outcomes are not due to common genes shared between biological parents and Young people but other factors, including economic disadvantage, economic stress, adults' mental health, parenting behaviour, inter-parental conflicts, and domestic violence as well as parental separation.

These studies emphasised the important role of parents and carers in influencing a child's outcomes. The internalising symptoms of anxiety and depression experienced by young people and adolescents communicate the externalising problems expressed through school conduct and behaviour. They potentially also lead to neurodevelopmental disorders, impacting social competence, academic attainment, and mental health into adulthood.

## **Interparental Conflict and Young People's Mental Health**

The relationship quality between parents or carers significantly affects Young people's mental health and development. Young people and adolescents who witness frequent and poorly resolved conflict between parents are more likely to experience significant mental health problems, do less in school, engage in substance misuse and criminality, and initiate and experience conflict and violence in their future interpersonal relationships.

Supporting parents and adults to manage conflict and animosity in their relationships substantially enhances mental health and other outcomes for Young people and adolescents, as well as improving adult mental health, promoting positive parenting practices, reducing adult substance misuse, reducing intergenerational interpersonal violence 'cycles', and improving physical health and wellbeing. Interventions that promote positive inter-parental relationship dynamics may promote positive mental health, education and long-term outcomes for Young people and adolescents.

## Health and The Natural World

Ecological health is a term that refers to the link between human health and that of the natural world. The state of nature defines the quality of our soil, water, air, and the health of the animals that directly interact with our health. From an educational viewpoint, a fundamental understanding of the relationship between our health and nature is essential to understanding human health and the environment. The examples below can inform planning and illustrate this concept within schools.

### Some Facts

The population of insect pollinators is in decline. Many of our crops depend on pollinators, which is proportioned at three out of four quarters of our dependent crops. Because the largest-producing crops in the world harvest food that is not dependent on pollinators, the global proportion of crop production reliant on pollinators represents one-third.

Rates of soil depletion exceed replenishment rates, which makes fertile soil an endangered ecosystem. The minimal soil depth for agricultural production is 15 cm (150 millimetres). It takes approximately 500 years to replace 2.5 cm of topsoil lost to erosion (25 millimetres of topsoil).



The role of bees, wasps, and butterflies pollination in food production.



The link between farming systems and the physical properties of soil.



The role of the weather and seasons in harvesting nutritional food.



Clean water and preservation of human health and biodiversity.



## Health and Nutritional Food Value

Increasing evidence in research links farm management, soil, and plant health together. However, their relationships to food crop nutritional quality and human health are less understood. Studies comparing organic farming to conventional practices shed light on these links. More recent evidence advances that organically grown foods contain higher health-promoting phytochemicals. Still, because of the overlap between management practices in farming, it isn't easy to make broader generalisations. **However, the interactions between the environment and the species/varieties of crops may exert stronger effects on the quality of the food produced and human health. Management practices that enhance plant, soil and human health remain a leading goal for a sustainable food production system.**

The UK's 'five-a-day' guidelines state that everyone should eat at least five portions of fruit and vegetables daily. These guidelines clearly state that it should include a variety of vegetables and fruits, not concentrating on an intake of extra-sweet fruits or liquid juices, which will add to the daily sugar intake.

Another reason for eating various vegetables and fruits is that our microbiome gut bugs feed on plant-based fibre. A diverse and balanced gut microbiome is a complex interconnected system with a direct role in our immunity. By providing our microbiome, we are directly strengthening the immune system. Scientists have recently begun to look at the importance of a healthy microbiome to our mental and physical health. This link can hardly be overstated.

Young people can work to create their list of fruits and vegetables following a palette of colours, a rainbow, or another type of table/diagram. They can develop adjectives to describe those categories linking to their shape, tastes, look, colour, etc. This can also inform vocabulary for a piece of writing, e.g., a poem, a story, or a speech on healthy eating.

<p><i>Reddish Purple'</i> beetroot, radish, tomato, rhubarb, red pepper, cabbage, raspberry...</p>	<p><i>Funny-looking'</i> mushrooms, purple carrots. aubergines, blueberries, olives, purple potatoes.</p>
<p><i>'Round'</i> artichokes, brussel sprouts, cabbage, broccoli, garden peas, green peppers...</p>	<p><i>'Sweet'</i> apricots, carrots, sweet potato, oranges, butternut squash, pumpkin...</p>
<p><i>Plain'</i> chickpeas, cauliflower, turnips, lentils, and potatoes..</p>	<p><i>'Yellow'</i> sweetcorn, yellow peppers, lemons, summer squash, pineapple, pears...</p>

Table 1. Organising fruits and vegetables with adjectives.

## Health as a Social Value in Schools

This section of the guide provides teachers and school leaders with guidelines to understand the changes teaching the social value of Health can bring to how Young peoples experience their lives. Schools would already have some knowledge of health education through the teaching of Personal Social and Health Education (PSHE); however, for social action education, here we encourage educators to approach any learning on the topic of Health in an integrated way within the school community so that Young peoples can understand the interrelationships between their health, through what they do daily within the school community and outside this environment.

## Health as a System

Quality health education teaches Young people how **to understand Health in terms of systems that can be seen in nature with replicated functioning in our human bodies.** This terminology of systems is semantic to explain the interdependent relationship of Health with what an adult/child is exposed to daily.

**To embed an understanding of the social value of Health, we encourage teachers to link the teaching on Health to what can be seen in and out (inside us/in our community and out in nature/the world). This can be initiated through questions such as:**

- *'What is a healthy system?'*
- *'Are our food cycles healthy?'*
- *'What does it mean to have healthy relationships?'*
- *'Is my school a healthy system?'*

Young people should investigate the interrelationship between nutrition, physical exercise, and emotional/mental well-being when approaching different factors contributing to human health. Diagrams can be useful tools to initiate discussions on these relationships:

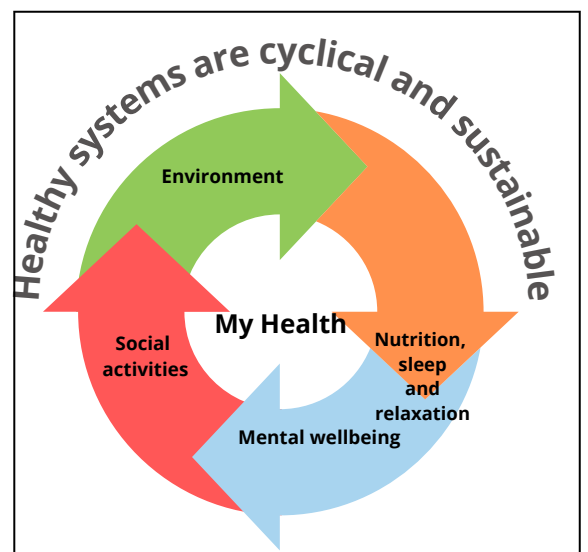


Figure 1 - Healthy cycles in health education

As for physical health, health education also relates to the mental well-being of adults and Young people within schools. Progressively, schools are realising that mindfulness and similar meditative sessions can positively impact the well-being of young people and adults. Incorporating short mindfulness sessions within the day's timetable can positively affect young people's and staff's health.

Staff should understand the fundamental interrelations between interparental relationships, relationships built in schools with teachers, as well as the importance of play and friends to promote young people's social-emotional development as well as mental health and well-being.

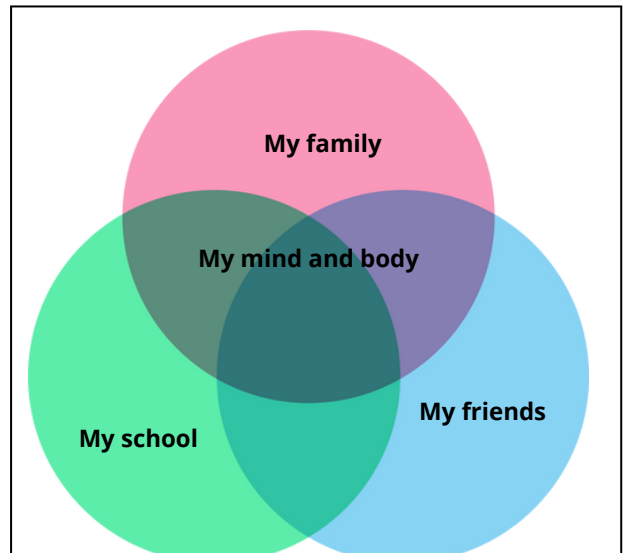


Figure 2 - Health in my relationships

Health can also become part of the learning culture of schools. Each school should have developed characteristics of learning behaviours that reflect the education the children are receiving. Healthy and happy learning can inform these. Below are statements that can be used to develop an understanding of what beneficial learning looks like:

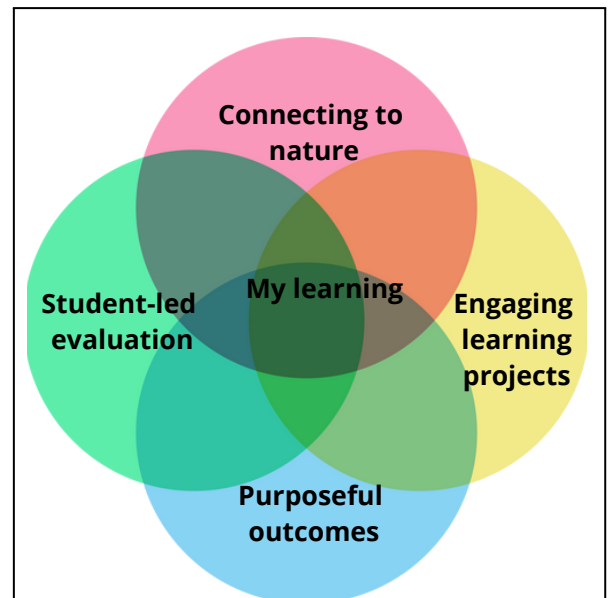


Figure 3 - Health in learning

### **My rights: a healthy mind and a healthy body**

'I feel happy and healthy in my mind when:

- I enjoy keeping fit and active
- I have the right to be me and feel confident
- I can manage my emotions and feelings
- I know how to stay healthy and safe.'

## Criteria for Healthy Living

Teachers and young people should work together to develop their criteria for healthy living/being in the class/school community. Below is an example of statements created by a school where health was at the heart of what the school valued. As a result, the value of health permeated through life and the learning that took place.



### 1. My Health

- I am well:
- When I am valued
- When I learn new things
- When I stand up for what I believe in
- When I realise my potential
- When I care for others
- When I am creative and imaginative
- When I connect to nature
- When I have time to think, reflect or pray

### 2. Our Health

My team is well:

When everyone has a say

When we break down a big challenge into smaller tasks

When we have good communication

When we show leadership to guide the team to its goal

When everyone enjoys the experience

When we find the right pace

When we see the need and respond to it.



### 3. Planetary Health

The world will be well:

When we have happy, healthy communities.

When we are fair and value everyone.

When we live in peace.

When all our energy and water are clean.

When there is no waste or pollution.

When food and farming are organic.

When the biodiversity of nature thrives.

When we all grow as leaders.



To help practitioners teach the skills necessary for social action planning around Health, we have set out in Section 2 a progression of four activities for key stage 1. We have carefully centred the activities for each key stage so that whilst learning social action skills, they can explore and deepen their understanding of what makes them well and what contributes to good health. It also engages Young people in tasks that require them to take action to explore what they can do to improve their wellbeing. Some of the components of the learning intentions and skills set out draw on National Curriculum guidance for teaching PSHE and other subjects in primary schools.

To approach social action at the primary level, we have ensured that the activities proposed are child-led. This will empower them to have a tangible realisation of the roles they can take to transform their school/community/city. Below, we provide more guidance on approaching social action project teaching in the primary classroom.


## Teaching Activities

The resources below support the teaching of the skills needed so young people can carry out their social action projects on health. It should:

- Introduce the young people to the subject of **health**.
- Go through understanding what social action is by analysing an already taken approach.
- Inspire young people to act within a school, community, or city.

The teacher (any adult supporting the learning) must emphasise the key skills covered at each stage. The skills are transferable and can be applied across different subjects and contexts. Below are examples of possible delivery methods. The resources are adaptable and can be taught according to your curriculum model.

## Over view of the Teaching Activities

Lesson 1 - What Helps Me Feel Well?	
<b>Learning Objective</b>  To demonstrate the benefit of participating in a group mindfulness session.	<b>Skills Objective</b>   Team work: I can work with others in the local community and help with Youth Social Action
<b>Outcomes</b> Young peoples can think about how certain activities/events/actions lead to certain emotions. They are beginning to value acknowledging their feelings and understanding how they link to emotional health. They are developing a sense that choosing certain activities over others can have an impact on how they feel and how they can make others feel by involving them in games/activities. They understand the value of engaging other people in social actions around health.	

## Lesson 2 - When Is Food Giving Me Energy?

### Learning Objective

To learn about healthy food, including fruits and vegetables.

### Skills Objectives



Using communication skills I can explain to others the importance of remaining healthy.

**Outcomes** To make links between healthy food and feeling healthy. To develop curiosity around the topic of health and food. To be able to explain to other peers the importance of healthy eating. To explore how to act through snack changes.

## Lesson 3 - What Can My Body Do With Energy?

### Learning Objective

To identify the role of energy in my body.



### Skills Objectives

Using effective communication, I can link the different factors affecting my health

**Outcomes:** They can explain what they need to do to be healthy and how this helps them have energy.

## Lesson 4 - How Can I Share What I Have Learnt About Health With My Family/People Important In My Life

### Learning Objective

To demonstrate an understanding of how to remain healthy.




### Skills Objectives

Using different methods of communication skills I am able to present my findings to my family and friends.


**Outcome:** To plan for a health-related project, guided by the teacher.

# KS1 Lessons: What Does It Mean To Be Healthy?

## Lesson 1: What Helps Me Feel Well?

<p><b>Learning Objective</b></p> <p>To demonstrate the benefit of participating in a group mindfulness session.</p>	<p><b>Skills Objective</b></p>  <p>Team work: I can work with others in the local community and help with Youth Social Action</p>
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**Outcomes** Young peoples can think about how certain activities/events/actions lead to certain emotions. They are beginning to value acknowledging their feelings and understanding how they link to emotional health. They are developing a sense that choosing certain activities over others can have an impact on how they feel and how they can make others feel by involving them in games/activities. They understand the value of engaging other people in social actions around health.

	<p><b>National Curriculum:</b> PSHE Name and identify feelings English (spoken language) Use relevant strategies to build vocabulary</p>
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Time	Teaching Content	Support
40 min.	<p>This activity should be adapted to the Yr1/2 class taught. Before starting the activity, the topic of emotions can be introduced by doing some work using the book 'The Color Monster' by Ana Llenas. This book explains how our mind can fill with different emotions and how each emotion can be self-identified and 'put away'. The book uses colours to make emotions visual, which can be a useful resource for young people with special needs.</p> <ul style="list-style-type: none"> <li>Plan for a session where Young people are introduced to mindfulness and how different practices can help them to achieve this. Mindfulness is the ability to pause during the day and let our minds be in the present moment.</li> </ul>	Sensory props are useful to engage in vocabulary building.



	<ul style="list-style-type: none"> <li>• Activities involving breathing are a very good way to achieve this state of mind, and young people love getting involved in developing narratives and props to practise mindfulness. Below is a list of ideas developed by teachers:</li> <li>• Open your hands out; imagine that in your left hand, you have a strawberry and, in your right hand, a candle. First, smell the strawberry, then blow out the candle. This will make you breathe in and out. You can repeat this 3-5 times.</li> <li>• Collect leaves on your way to school or at home, and practise 'leaf blowing': put the leaves in front of your mouth and gently breathe in/out on them like a soft and gentle breeze. This is a very good activity to introduce breathing practices, and Young people can do it together.</li> <li>• Sit around and breathe in a circle by listening to a mindfulness story. There are lots of mindfulness CDs and podcasts for Young people available online.</li> <li>• Breathe whilst listening to the echoing sound of a music bell/singing bowl, nature/bird sound.</li> </ul>	<p>The mindfulness session could also take place in a natural area within or outside school.</p>
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	<p><b>Independent work</b></p> <p>Make the class lead a short mindfulness assembly and involve the rest of the school in this. If this is commonly practised in the school, then young people could film a 1-minute video on mindfulness and share this with another school or other school community partners.</p> <p><b>Tips:</b> There are a number of books linking poetry to emotions. The mindfulness session could also take place in a natural area within or outside the school.</p>	
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## Resources

	<p>'The Color Monster' by Ana Llenas.</p>
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# Lesson 1: What Helps Me Feel Well?

"Promise me you'll always remember: you're braver than you believe and stronger than you seem, and smarter than you think."

**Christopher Robin.**



1

**Learning Objective**

To demonstrate the benefit of participating in a group mindfulness session.

**Skills Objective**



I can work with others in the local community and help with Youth Social Action

2



**National Curriculum:** PSHE Name and identify feelings English (spoken language) Use relevant strategies to build vocabulary

3



The Color Monster' by Ana Llenas.

Yellow for happiness,  
Blue for sadness,  
Red for anger,  
Black for fear,  
Green for calm.

5

Do a mindful colouring activity from your passport.

6

Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

In our school, you can talk to..... (please include pictures)

7

**you can do it!** What will you change?

4

**Open your hands out, imagine:**

In your left hand you have a strawberry and in your right hand, a candle.

First, smell the strawberry, then blow out the candle. This will make you breathe in and out.

Repeat this 3-5 times.



8



**childline.org.uk** - 0800 1111 (free 24hr) confidential listening  
**samaritans.org** - 116 123 (free 24 hr) confidential listening  
**studentsagainstdepression.org** - resources to move away from depression  
**youngminds.org.uk** - mental health info and guidance  
**youthaccess.org.uk** - young people's info, advice and counselling  
**themix.org.uk** - essential support for under 25s

If you have a **mental health crisis** and **don't know whom to contact**, call **NHS 111**. Call 111, free from any phone, 24 hours a day, seven days a week, and speak to a highly trained adviser supported by healthcare professionals.

## Lesson 2: When Is Food Giving Me Energy?

### Learning Objective

To learn about healthy food, including fruits and vegetables.

### Skills Objectives



Using communication skills I can explain to others the importance of remaining healthy.

**Outcomes** To make links between healthy food and feeling healthy. To develop curiosity around the topic of health and food. To be able to explain to other peers the importance of healthy eating. To explore how to act through snack changes.




**National Curriculum:** Science Describe the importance of exercise, eating the right amounts of different types of food, and hygiene

Time	Teaching Content	Support
40 min.	<p>Plan for a carousel session where Young peoples can taste the flavour of different foods and learn more about the other food groups. If this is already an area where young people feel confident, an alternative would be to explore in which seasons fruits and vegetables grow.</p> <p>The teaching of food groups and nutrition is normally approached in Science at Lower Key Stage 2 (Year 3), however, younger Young people can be initiated to the concept of food groups and a balanced diet by doing explorative work on food through their senses (taste, smell, and colour). Foods can be sorted in coloured groups; for example, fruits and veg can be organised on a rainbow to talk about the '5 a day', etc.</p>	<p><b>Check for any allergies or food sensitivities before planning the tasting session.</b></p> <p>Young peoples can be given a table to judge the different types of food they taste (sweet, juicy, giving energy, fat, etc.)</p>

	<p>Through the session, make the Young peoples reflect on how certain foods make them feel well more than others; how some foods are essential to feeling energy; how water is important to stay hydrated, etc. In order to apply their learning, Young peoples could later experiment by adding a fruit portion to their snack/lunches or adding an extra snack in the afternoon and report how they feel. Year 2 could make some healthy fruit kebabs, or salads to share with other Young peoples in the school.</p>	
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## Resources

	<p><b><i>Taste Education</i></b> proposes activities for young people to discover fruits and vegetables through their 5 senses.</p>
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# Lesson 2: When Is Food Giving Me Energy?

"Promise me you'll always remember: you're braver than you believe and stronger than you seem, and smarter than you think."

**Christopher Robin.**



**Learning Objective**

To learn about healthy food, including fruits and vegetables.

**Skills Objectives**

Using communication skills I can explain to others the importance of remaining healthy.

**Outcomes** To make links between healthy food and feeling healthy. To develop curiosity around the topic of health and food. To be able to explain to other peers the importance of healthy eating. To explore how to act through snack changes.



**National Curriculum:** Science Describe the importance of exercise, eating the right amounts of different types of food, and hygiene

Using your senses to discover different foods:

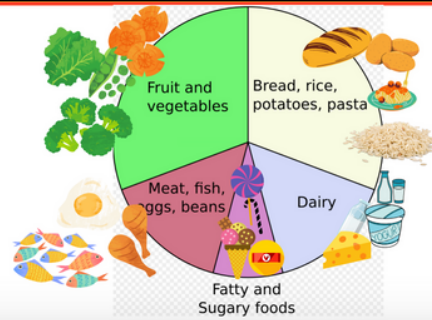


Let's taste some food.

small shiny smooth  
 colourful **See** round uneven big squelchy crunchy **Hear** crispy rustly loud  
 stinky leafy strong  
 fresh **Smell** rich zesty floral sweet  
 dry waxy crinkly  
 soft **Touch** leathery ridged bumpy spongy  
 bitter watery earthy  
 salty **Taste** sharp sour tart sweet

Use these words to describe what you see, hear, smell, touch and taste.

- What does it look like?
- What does it remind you of?
- Does it look similar to anything else?
- How does it feel to you?
- Can you describe what it sounds like?
- How are these different?
- How does it taste?
- What sounds can you hear?



## Lesson 3: What Can My body Do With Energy?

**Learning Objective** To identify the role of energy in my body.

**Skills Objectives** Using effective communication, I can link the different factors affecting my health




**Outcomes:** They can explain what they need to do to be healthy and how this helps them have energy.

**#WeWill** Learn & Explore (2)

**National Curriculum:** Science Describe the importance of exercise, eating the right amounts of different types of food, and hygiene

Time	Teaching content
40 min.	<p>Plan a Yoga/Dance session in collaboration with the PE teacher to explore another aspect of health: physical activity. By the end of the session, Young people should be able to explain what they need to do to be healthy by drawing on prior learning. They should also be able to explain the role of energy and give examples of ways they can stay healthy.</p> <p><u><a href="#">Cosmic Kid is an easy video for young Young people to follow.</a></u></p> <p>Children can be provided with copies of Yoga cards or photos of people doing the shapes.</p>
40 min.	<p>The particularity of doing Yoga instead of Dance is that it is not something that Young peoples often come across in the curriculum, and it facilitates the mindful exploration of our bodies as opposed to dance sessions which can often lose individual Young people in a group. During the session, teach Young peoples different Yoga shapes/postures linked to the different parts of their bodies and then make them plan a sequence of shapes that they can present to their peers. Ask formative questions through the session such as, how did it make you feel? What have you learnt that you didn't know before? How has food and water intake helped you to feel energised through the activity? Why is energy important?</p>

## Resources

	<p>Yoga cards can be useful. There are lots of websites or sets to introduce Young people to Yoga online. Some packs can be purchased others are freely available.</p>
	<p>For Year 1 Young people, the book <b>'Yoga Babies'</b> by Fearne Cotton for toddlers can help to introduce Yoga.</p>
	<p>Yoga relaxation for Cosmic Kids</p>

## Lesson 4: How Can I Share My Health Knowledge With My Family?

### Learning Objective

To demonstrate an understanding of how to remain healthy.

### Skills Objectives



Using different methods of communication skills I am able to present my findings to my family and friends.

**Outcome:** To plan for a health-related project, guided by the teacher.



**National Curriculum:** Design and Technology

Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.

Time	Teaching content	Support
Adapt timing and spread between 2 to 3 sessions	<p>This is the final activity and should be scaffolded over 2-3 sessions. The aim is to make Young people experience working on a mini-social action project informed by all the learning they have done through the previous activities. The activity will involve planning, preparing, and serving a healthy recipe to a group of Young people or adults in the school community.</p> <p><b>Session 1 (30-40 minutes)</b></p> <p>The teacher proposes 2-3 healthy recipes for Young people to decide between. Young peoples could read it together and create an ingredients/shopping list over the session. Note that a raw recipe might be more appropriate for a year 1 group (e.g., fruit salad) as chopping and mixing already require a lot of fine motor skills. A year 2 group could attempt a cooked meal with extra supervision to manipulate utensils (e.g., cooking soups).</p>	<p>The recipe chosen could use specific fruits or vegetables that the Young people have learnt about in class. This reinforces the use of vocabulary.</p>



<p>Adapt timing and spread between 2 to 3 sessions</p>	<p><b>Session 2 (a whole day or half a day in a small group)</b></p> <p>Organise the session over a day where young people can be taken in small groups out of the class to take part in the cooking. A risk assessment will need to be carried out before starting the cooking activity. Considering when the food will be served will also need to be done in advance. If preparing a raw recipe, then session three might need to take place on the same day or the day after if food cannot be kept in the fridge for more than 24 hours. Refer to food hygiene guidelines if unsure.</p> <p><b>Session 3</b></p> <p>Organise a session where Young peoples can serve the food to their family/visitors. Young peoples could write invitations for this and forward them to their families. young people should have an opportunity to reflect on their progress and the impact of the work they have produced.</p>	<p>The recipe chosen could use specific fruits or vegetables that the young people have learnt about in class. This reinforces the use of vocabulary.</p>
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# Lesson 3: What can my body do with energy?

# Lesson 4: How can I share my health knowledge with my family?

1

"Promise me you'll always remember: you're braver than you believe and stronger than you seem, and smarter than you think."

**Christopher Robin.**



2

**Learning Objective**

To identify the role of energy in my body.

**Skills Objectives**



Using effective communication, I can link the different factors affecting my health

**Outcomes:** They can explain what they need to do to be healthy and how this helps them have energy.



**National Curriculum:** Science Describe the importance of exercise, eating the right amounts of different types of food, and hygiene

3

## Lets Yoga!



4

**Session 1 (30-40 minutes)**

**Teacher guidance**

The teacher proposes 2-3 healthy recipes for children to decide between. Pupils could read it together and create an ingredients/shopping list over the session. Note that a raw recipe might be more appropriate for a year 1 group (e.g., fruit salad) as chopping and mixing already requires many fine motor skills. A year 2 group could attempt a cooked meal with extra supervision to manipulate utensils (e.g., cooking soups).

5

**Session 1 (30-40 minutes)**

**Teacher guidance**

The teacher proposes 2-3 healthy recipes for children to decide between. Pupils could read it together and create an ingredients/shopping list over the session. Note that a raw recipe might be more appropriate for a year 1 group (e.g., fruit salad) as chopping and mixing already requires many fine motor skills. A year 2 group could attempt a cooked meal with extra supervision to manipulate utensils (e.g., cooking soups).

6

**Session 2 (a whole day or half a day in a small group)**

**Teacher guidance**

Organise the session over a day where children can be taken in small groups out of the class to take part in the cooking. Before starting the cooking activity, a risk assessment will need to be carried out. Considering when the food will be served will also need to be done in advance. If preparing a raw recipe, session three might need to occur on the same day or the day after if food cannot be kept in the fridge for more than 24 hours. Refer to food hygiene guidelines if unsure.

7

**Session 3**

**Teacher guidance**

Organise a session where pupils can serve the food to their family/visitors. Pupils could write invitations for this and forward them to their families. Children should have an opportunity to reflect on their progress and the impact of the work they have produced.

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The #iwill Fund is made possible thanks to a £54 million joint investment from The National Lottery Community Fund and the Department for Digital, Culture, Media and Sport (DCMS) to support young people to access high-quality social action opportunities. Ormiston Trust acts as a match funder and awards grants on behalf of the #iwill Fund.