











Theme - PSHE /Science Keeping Healthy		Class: Date:	I know what 'being healthy' means	Teacher:
National Curriculum and PSHE Objectives	Learning Outcome Success Criteria	Teaching and Learning This is designed to be taught in a classroom but a large hall space will work equally well.		
<p>Science 2014 Curriculum KS1</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>PHSE Association Programme of Study</p> <p>What is meant by a healthy lifestyle.</p> <p>How to maintain physical, mental and emotional health and wellbeing.</p> <p>Ways of keeping physically and emotionally safe.</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this.</p>	<p>Intended Learning Outcome</p> <p>I understand what we mean when we say someone is healthy.</p> <p>Success Criteria</p> <p>I can say what a healthy person looks like.</p> <p>I can say how a healthy person feels.</p>	<p>Before the lesson</p> <p>Children at tables in groups of up to six. Download / access to Lesson Plan Support PPT and PPT notes containing embedded images and film (available at www.sharegoodtimesnotflu.co.uk/inschools).</p> <p>Have prepared:</p> <ul style="list-style-type: none"> • Blank A4 sheet for each child • An ordinary pencil and a coloured pencil for each child • Outline human body on the interactive white board, flipchart or large piece of paper for Class Teacher (CT) • On the board, and visible throughout, have the success criteria displayed ready for the plenary <p><i>Negotiate or agree 'ground rules'. If these are already embedded, remind the class about them. If this session is taught by an unfamiliar adult discuss these before the lesson with the CT.</i></p> <p><i>These 'rules' can be prepared beforehand and displayed on the board or on a piece of paper at the beginning of the session if it is felt appropriate or necessary.</i></p> <p>Lesson</p> <p>Starter</p> <p> Baseline assessment to identify children's existing knowledge, understanding, misconceptions.</p> <p>Tell the children you are going to ask them to do some drawing and then some writing. The adults in the room will help them with their writing if they need it. Ask the children to work on their own. Tell them that the purpose of the activity is to find out all their own ideas about being healthy, so you do not want them to share their ideas while they are working. They can share their ideas after they have finished drawing and writing. Tell the children that there are no right or wrong answers, and not to worry about spelling.</p> <p> Ask the children to draw a quick picture of a healthy person. Reassure them that it does not have to be a perfect drawing. Now ask the children to think about what makes a person healthy and keeps them healthy. Ask the children to write around their picture what makes the person healthy and keeps them healthy. Encourage the children to write as many ideas as they can think of. Do not prompt them in any way as that would not give a true baseline. The aim is to gain an insight into the children's existing concept of health, before any further teaching takes place. Tell them that if they need help with their writing to put up their hand and an adult will come and write for them. If asked for help, repeat that you want their ideas about what makes a person healthy and keeps them healthy. If a child says 'I don't know' then say it is perfectly okay to write 'I don't know'.</p>		




Theme - PSHE /Science Keeping Healthy		Class: Date:	I know what a flu vaccination is	Teacher:
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		<p>This is designed to be taught in a classroom but a large hall space will work equally well.</p> <p>? Ask the children to put down their pencils and to show you, with their bodies and faces how healthy people feel. Usually this activity elicits a standing figure, with arms raised away from the body - and a smile! Ask them why they are smiling. Is feeling good about yourself and feeling happy part of being healthy? It is important to do this after the baseline activity, so the children's initial drawings are not influenced by this discussion.</p> <p>? Ask the children to tell you what they have written – collect examples, such as:</p> <ul style="list-style-type: none"> • Food • Exercise • Relationships – draw out links to the previous question • Sleep <p>? What have we all thought most about? What have most of us thought about? Is there anything more we haven't already thought about that we could add?</p> <p>Share “human body” outline on IWB or flip chart - direct pairs to discuss ‘how a person who is not so healthy looks on the outside and feels on the inside.’</p> <p>Children share ideas with you and the class – annotate the Human body outline using words and pictures.</p> <p>Before the plenary activity, introduce Mini-Module Lesson 2 by linking to ‘not so healthy person’ – Next time we will be looking at how people can feel well, or not so well, exploring who can help them and how they do this.</p>		









Plenary
<p>Have you any questions about what we have learned today?</p> <p>Next time we will be looking at how people can feel well, or not so well, exploring who can help them and how they do this.</p> <p>Refer to the success criteria. Let's look at what we have been learning about today.</p> <p>Ask the children to look at their 'healthy person' again and using a different coloured pencil, quickly add anything they think they missed before and correct anything they think they got a bit wrong. Keep as assessment evidence and to inform future lessons.</p> <p>Well done. Good work today!</p>

Theme - PSHE /Science Keeping Healthy		Class: Date:	I know what being unwell or poorly means	Teacher:
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<p>Science 2014 Curriculum KS1 To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>PSHE Association Programme of Study How to maintain physical, mental and emotional health and wellbeing. Ways of keeping physically and emotionally safe. How to make informed choices about health and wellbeing and to recognise sources of help with this.</p>	<p>Intended Learning Outcome I understand how people look and feel when they're not so well and who looks after them.</p> <p>Success Criteria I can explain what it's like to be unwell / poorly. I can explain who helps me when I'm unwell / poorly and what they do to look after me.</p>	<p>Before the lesson</p> <p>Pupils at tables in groups of up to six. Download / access to Lesson Plan Support PPT and PPT notes containing embedded images and film (available at www.sharegoodtimesnotflu.co.uk/inschools).</p> <p>Have prepared:</p> <ul style="list-style-type: none"> • A puppet or toy • Copies of Pupil Worksheet 2 - Ways to feel better, for each group • (optional) Very basic props for example, a stethoscope, a doctor or nurse apron, a scarf (for mum), a hat (for dad), hi-vis jacket for paramedic • On the board, and visible throughout, have the success criteria displayed ready for the plenary. <p><i>Negotiate or agree 'ground rules'. If these are already embedded, remind the class about them. If this session is taught by an unfamiliar adult discuss these before the lesson with the class teacher.</i></p> <p><i>These 'rules' can be prepared beforehand and displayed on the board or on a piece of paper at the beginning of the session if it is felt appropriate or necessary.</i></p> <p>Lesson</p> <p>Starter</p> <p> Introduce a puppet or toy that has been feeling unwell/poorly (avoid words such as 'ill' and 'sick'):</p> <p> What is it like to be poorly and unwell? How might we tell if the puppet/ toy is unwell? What might s/he be feeling on the outside, on the inside? What might s/he be doing or saying? Children may say that the puppet might have 'caught' a cold or flu, if not, add this and introduce the idea that sometimes being poorly is caused by germs and that we will be thinking more about this next lesson.</p> <p> Discuss the difference between a cold and flu. At this stage a simple explanation is enough, for example, flu is like a really bad cold but is more serious and also makes people feel achy, tired and very hot or shivery with a high temperature.</p> <p> In pairs/with talking partners, ask the children to discuss the following questions: What could we do for the puppet? How could we make him or her feel better, or could he/she make him/herself feel better?</p> <p> Split the children into small groups and give out Pupil Worksheet 2. Children create a list of all the ways that they can think of to help the puppet/toy feel well again (this can be images or words).</p>		

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		<p> Return to whole class and share some ideas (you will have already found good examples while walking around earlier). Draw out safe ways for us to help the puppet/toy feel better such as keeping them warm, giving them a drink, telling a story. It's important to correct any misconceptions that we could give them medicine, or that our teacher/parent/carer could give them medicine. Even if it doesn't arise, it should be stressed here that friends, siblings, neighbours etc could help them feel better using words and kindness but not by giving medicines.</p> <p> Who are the people that could 'diagnose' the puppet's illness (find out exactly what is wrong) and help make the puppet feel better? Uncover pictures using the Lesson Plan Support PPT or create a list as children mention key people such as doctor/dentist/nurse.</p> <p> Why would we go to those people? Focus on the fact that they are safe, trusted people. They may be noticeable by the place that they work in or the uniform that they wear or that we know and trust them. They will have done some training in their job so are 'qualified' to decide what medicines we need etc. eg 'I did teacher training, so I am qualified to teach but I couldn't decide what medicine someone needs when they're poorly because I haven't trained as a doctor or nurse.'</p> <p>Bring the puppet/toy back and explain that s/he has actually caught flu. Get the puppet/toy to explain to the children how s/he is feeling and what the doctor has told them is happening to their body.</p> <p>The puppet could say: I feel very poorly, I am achy, tired, very hot and shivery and I have a high temperature.</p> <p>What is happening to their body? I feel like this because my body is fighting flu.</p> <p>Explain that in the next lesson we'll be hearing and talking some more about flu.</p>		

Plenary
<p>Have you any questions about what we have learned today?</p> <p>Next time we are going to learn about germs, how they spread and what we can do about them.</p> <p>Refer to the success criteria.</p> <p>Let's look at what we have been learning about today.</p> <p>Thumbs up go through success criteria asking for thumbs up, down, middle. Alternatively use the optional props ask some children to act out quickly one of the people who can decide what's wrong with us when we're poorly or what we need to make us better.</p> <p>Well done. Good work today!</p>

Theme - PSHE /Science Keeping Healthy		Class: Date:	I know how I can stop myself and other people from catching germs	Teacher:
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<p>Science Curriculum 2014 KS1 To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>PSHE Association Programme of Study What is meant by a healthy lifestyle. How to maintain physical, mental and emotional health and wellbeing. How to manage risks to physical and emotional health and wellbeing. Ways of keeping physically and emotionally safe. How to make informed choices about health and wellbeing and to recognise sources of help with this.</p>	<p>Intended Learning Outcome I understand how I can stop myself and other people from catching germs and that vaccinations can stop people getting flu.</p> <p>Success Criteria I can explain how germs can be spread and how to stop them being spread. I understand how I can help to stop myself from being unwell / poorly. I can explain how and why a flu vaccination is given.</p>	<p>Before the lesson</p> <p>Children at tables in groups of up to six. Download / access to Lesson Plan Support PPT and PPT notes containing embedded images and film (available at www.sharegoodtimesnotflu.co.uk/inschool).</p> <p>Have prepared:</p> <ul style="list-style-type: none"> • Images of bacteria and viruses on the interactive whiteboard (IWB) or on paper (in which case enough to put one of each on each table) - Pupil Information Sheet 1 • (Optional) large cards with the words 'bacteria' and 'virus' - Pupil Information Sheet 2 - Words • (Optional) the puppet/toy used in Mini-Module Lesson 2 • Plain, unbranded packaging for medicines • Box of tissues to demonstrate how to use them correctly • On the board, and visible throughout, have the success criteria displayed ready for the plenary. You may wish to introduce the first two success criteria at the beginning and return to the final objective later on in the session <p><i>Negotiate or agree 'ground rules'. If these are already embedded, remind the class about them. If this session is taught by an unfamiliar adult discuss these before the lesson with the class teacher (CT).</i></p> <p><i>These 'rules' can be prepared beforehand and displayed on the board or on a piece of paper at the beginning of the session if it is felt appropriate or necessary.</i></p> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>It is important throughout to refer to 'children' rather than 'you' / 'us' as some parents might not consent to the vaccination, so not all the pupils will necessarily receive it. It is important that any pupils not receiving the vaccination, or who have not received vaccinations in the past, are not stigmatised in any way.</p> </div> <p>Lesson</p> <p>Starter</p> <ul style="list-style-type: none">  Sit in a circle and begin a round: all children end the sentence 'I know that germs...' this is an opportunity for baseline assessment and allows for the ideas of 'spreading' and 'making us unwell' to arise. Pick out correct facts from children and correct misconceptions.  Show the images of real bacteria and viruses on the IWB or Pupil Information Sheet. Quick thoughts – What are these? Have you ever seen these in real life? Draw out that they are 'germs' and we won't have seen them because they're too small. Explain that the proper names for these are 'viruses' and 'bacteria' – write them up on the board or show on cards.  What can germs do to us, even though they are so small? Children should share that they can make us feel unwell. Explain that one virus causes flu, which we talked about last lesson. It is important to reinforce that not all illnesses are caused by germs. People can be unwell/poorly for lots of reasons: they might not have caught the illness from anyone else and it might not be an illness that can be caught from them but colds and flu are spread by germs passing from person to person. 		

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		<p>This is designed to be taught in a classroom but a large hall space will work equally well.</p> <ul style="list-style-type: none">  Our puppet/toy had flu last lesson. Can you remember how the puppet/toy was feeling? Flu is like a very nasty cold that makes you feel very, very unwell.  How might the puppet/toy have got germs/the flu virus in the first place? Take some ideas quickly.  Can we remember all of the ways that germs can be spread?  Split class into pairs, and give them two minutes to come up with a freeze frame showing a way that germs can be spread CT (and other adult) may need to model this first. Ask half of the class pairs to show their freeze frames and as you tap their shoulders they say what is happening. Then repeat with other half. Sum up all the ways the class has spotted in the freeze frames. <p>Repeat freeze frame showing how we can stop the spread of germs for example, hand over mouth, using a tissue and putting it in the bin, washing hands.</p> <ul style="list-style-type: none">  What were the special ways of using a tissue so that the germs were not spread to others? Take answers. Quick choice of two/three children to stand at front and each to show how to use a tissue when sneezing or coughing so that the germs stay in the tissue and also to show how to correctly dispose of the tissue afterwards and wash their hands.  Return to whole class. Explain that sometimes when germs make us feel unwell, we are given things to take to help us feel better. Show unbranded medicine bottles and packaging. What medicines do we already know?  Refer back to 'safe people' from last lesson. Talk together in your pairs and think of three or four people that they think are safe to give us medicines – get some ideas quickly. Reinforce the message from last lesson that people such as friends' parents and our older siblings are not able to give us medicines.  Did you know that sometimes people can be given things by doctors or nurses, called vaccinations to stop them from getting poorly in the first place? Has anyone ever had a vaccination? What is it? Invite children to share any experiences of vaccinations they have heard of or remember having. Children might immediately think of a needle. This is how we give vaccinations to help stop the spread of flu. It doesn't use a needle. Show an image of the plunger and explain that the vaccine/medicine is inside the tube. The tube has a plunger and will be placed in the child's nose, (show image using 'Share Good Times Not Flu' resources and the plunger pressed). This will happen in both nostrils. Reassure children that this will not hurt and that they can breathe normally all the way through because it just squirts a bit of vaccine in. Flu is like a very nasty cold but it makes you feel very, very ill for a much longer time. Have any of you had flu? Have any of you had a vaccination like this? Share experiences and correct any misconceptions. Alternative: show video clip of someone receiving the vaccination and explain what's happening, as above. <p>This will mean children are much less likely to get flu and as flu is a 'germ' that can be spread – if someone doesn't have it then they cannot spread it to other people.</p>		

Key Stage 1: mini-module lesson 3

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		On a nurse will be coming in to school to give CHILDREN this vaccine so that CHILDREN will not catch the flu germ and THEY will not then spread it to others. THE CHILDREN'S mums, dads, carers will be asked permission for their children to be given the flu vaccination. You may wish to hand out or refer to leaflets and consent forms at this time.		

Plenary

Have you any questions about what we have learned today?

Refer to the success criteria.
Let's look at what we have been learning about today.
 Thumbs up go through success criteria asking for thumbs up, down, middle. CT to use this AfL to plan next steps or to determine whether further clarification or discussion is needed prior to the vaccination.

If time, return to the circle and re-run the round 'I know that germs...'. Can we think of things we didn't think of at the beginning?

Well done. Good work today!