

Year 12 A2A Healthy Eating January 2019 Template
Healthy Eating and Goals

Understanding Self and Others	Working With Others	Speaking and Listening	Negotiation	Compassion and Empathy	Body Language - Verbal and Non-Verbal
<ul style="list-style-type: none"> ▪ Explain their ideas, and responses to an issue. ▪ Recognise their feelings. ▪ Play with others. 	<ul style="list-style-type: none"> ▪ Find a partner, sit with them and work with them. 	<ul style="list-style-type: none"> ▪ Demonstrate active listening skills. ▪ Ask questions for clarification. 	<ul style="list-style-type: none"> ▪ Negotiate with one another. ▪ Speak in front of a group. 	<ul style="list-style-type: none"> ▪ Demonstrate compassion, empathy and tolerance. 	<ul style="list-style-type: none"> ▪ Recognise simple body language. ▪ Understand verbal and non-verbal communication.
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> ▪ Speak using the assertive 'I'. ▪ Know that it is OK to make mistakes. ▪ Say 'No' and mean 'No'. 	<ul style="list-style-type: none"> ▪ Recognise their likes and dislikes. ▪ Think about and verbalise what is important to them when making choices. ▪ Demonstrate making simple choices. ▪ Begin to think about how to make safe choices. 	<ul style="list-style-type: none"> ▪ Understand the concept of risk. ▪ Know who and how to tell. ▪ Begin to recognise how other factors can influence choice. 	<ul style="list-style-type: none"> ▪ Begin to understand that sometimes people persuade you to do things you don't want to do. 	<ul style="list-style-type: none"> ▪ Demonstrate making simple choices. ▪ Begin to think about why they made a particular choice. 	

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Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	<ul style="list-style-type: none"> Letter writing
Mathematics links	<ul style="list-style-type: none">
Computing links	<ul style="list-style-type: none"> Research on being healthy
Other links	<ul style="list-style-type: none"> PE, Healthy Schools, Global links, DT (Healthy food), Science.
Possible Experiences including visits/visitors/other:	
Consider what could augment your planning to really enthuse the children in your class:	
<ul style="list-style-type: none"> 	
Display/Resources:	
Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:	

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	<p>PSHE: Healthy Eating/Lifestyle.</p> <ul style="list-style-type: none"> What is good health? Why is it important to take responsibility for our own health? Who can help us stay healthy? 	<p>Resources</p> <ul style="list-style-type: none"> Letter from aliens. Lesson 2 - How can we be healthy (this document has three identical tables on for note taking - it can be chopped into three) iPads or laptops (one between two or three if possible) <p>Introduction</p> <p>Tell the children that you have received a letter from some strange aliens from outer space. Tell them that they come from</p>	<p>Children's notes and/or drawings Class letter back to aliens</p> <hr/> <p><u>KS1</u> Children can: Making choices</p> <ul style="list-style-type: none"> begin to understand that they can make 	

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	<ul style="list-style-type: none"> • Why is it important to stay healthy? • What is a balanced diet? • How can we prevent the spread of germs? • Why is exercise important? • In which ways can we stay healthy? • What makes us unhealthy? • Which factors can help us live a healthy lifestyle? • How can we set goals to achieve good health? • How can we manage our bodies? • How can a healthy lifestyle help the society we live in? • How can we help others stay healthy around the world? • (Global links) 	<p>far, far away and that they want help from the children as they want to find out all about being healthy, personal hygiene and exercise.</p> <p>Show the class the letter ('Lesson 1 - letter from aliens.' Feel free to edit this!) on the whiteboard and ask for volunteers to read it, or read it to them.</p> <p>Ask children if they know how we could help. Suggest to them that, as a class, we could write a letter back to the aliens telling them all about being healthy.</p> <p>Ask for a few suggestions about being healthy and note them on the whiteboard.</p> <p>Activity</p> <p>Initial whole class discussion about being healthy.</p> <p>Children then to work in pairs - draw/ write about healthy/ exercise etc.</p> <p>(If some of the children will struggle to read and write, they could draw pictures related to the notes that are on the board e.g. eating fruit or exercise activities)</p> <p>Come back together as a class and try to write the letter to the aliens as a class, using the children's notes or drawings.</p>	<p>choices that will affect their health</p> <ul style="list-style-type: none"> • recognise the signs that people are healthy. <p>Understanding and recognising</p> <ul style="list-style-type: none"> • understand that their bodies can do many things when they are healthy • understand that their body requires certain things to keep healthy. <p>Influences on health</p> <ul style="list-style-type: none"> • begin to understand that there are many influences and dilemmas that affect a healthy lifestyle. <p>Maintaining health</p> <ul style="list-style-type: none"> • begin to understand that they can take responsibility for being healthy • begin to understand that there is a need for maintenance of a healthy lifestyle. 	
2	<p>Values: Inspiration:</p> <ul style="list-style-type: none"> • What is enthusiasm? • Who are our positive role models? • What makes a positive role model? 	<p>Resources</p> <ul style="list-style-type: none"> - Powerpoint (email attachment: 'Lesson 2 - We Can Be Heroes') - A5 card for My Hero poster (one for each child) <p>Introduction</p> <p>Introduce idea of being inspirational, having enthusiasm and being a positive role model. Discuss their meanings with the class, and the idea of having a hero, or being a hero to someone else. Show the PPT and work through the slides, discussing the quotes and encouraging the children to think about what the quotes may mean. Emphasise the fact that they can be heroes too, and that</p>		

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		<p>they can inspire other people by the way that they behave, or how hard they work, or through showing kindness.</p> <p>Ask the children to think about people who inspire them and people who are heroes to them. In talk pairs, they can discuss this and then report back to the class. Ask the children why that person is their hero</p> <p>Activity</p> <p>Explain to the children that we will be designing a poster about our hero. Model a poster on the board - it could say My Hero at the top, and then the children could draw a picture of their hero and write some words about why that person is their hero. Discuss using words such as 'brave', 'kind' and so on. The more able could write a few sentences to go with the picture.</p>		
3	<p>What are your strengths? What are you good at? What would you like to be good at?</p>	<p>Resources</p> <ul style="list-style-type: none"> - A cuddly toy or hand puppet. - Circular bits of card or 'I can' tokens (1 for each child). <p>Activity</p> <p>Arrange the cuddly toy so she is all curled up and looking shy. Introduce her to the class and explain she really wants to meet them but today she is feeling sad because she doesn't think she can do things and she isn't a good learner. Explain that you think she is a very good learner and she is good at lots of things in class, but today she can only think of the things she is not very good at. Explain that it might help if the children tell the cuddly toy some of the things that they can do.</p> <p>The children take it in turns to say 'I can...'. Help the children with ideas if they get stuck. Write all the things that the children can do (or get the children to write them) on 'I can' tokens and give them to the children to. Open the 'I can' tin. Children take it in turns to pick a token and read what it says (with help if necessary). All the children who can do the thing written on the token should stand up. Make cuddly toy stand up if she can do the thing written on the token.</p> <p>Tokens can go in PSHE book or on display.</p>	<p>'I can' tokens</p> <hr/> <p>Children can:</p> <ul style="list-style-type: none"> • Learn new skills • Be creative and imaginative • Show kindness towards others 	
4	<ul style="list-style-type: none"> • What is perseverance? 		<p>Children can:</p>	

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	<ul style="list-style-type: none"> • Why is it important never to give up? • What obstacles do you face in life and how can you overcome them? • What is frustration and how can we deal with it? 	<p>Activity Tell the children that we will be thinking about going for goals and perseverance. Explain that goals are something that you really want to achieve or become better at. For example, getting better at spelling or football or maths, or perhaps learning to play the guitar or learning how to do tricks on their skateboards. Show children the video, that they watched in assembly with Mr Slater, which shows Derek Redmond injuring his hamstring during his race in the 1992 Barcelona Olympics https://www.youtube.com/watch?v=IpQLkxqIKA Explain that Redmond showed perseverance in order to make sure he still finished the race that he worked so hard for. Now watch https://www.youtube.com/watch?v=qFn-C7aXNNO</p> <p>Main activity Explain that the secret of achieving your goals is being clear about what you want and then working hard and keeping going, even when it seems tough or boring or just too much. Explain that, if you give up, you will never achieve what you want. Ask the children to sit in a circle for a circle time discussion. Ask the children to think about something they really want to achieve. Give them some thinking time, then begin the circle time discussion. When the children give their goal, ask them how they could achieve it and explain that perseverance will help them to succeed, because if they never give up, then they cannot fail.</p>	<ul style="list-style-type: none"> • Take responsibility for actions (learning) • Be flexible when achieving and setting goals. • Be tolerant of frustration • Enjoy and celebrate achievements. • Show the ability to bounce back from a setback. • Overcome obstacles <p>Children can: Persevere when tasks are difficult</p>	
5	<ul style="list-style-type: none"> • What are goals and why do we set them? • How do we achieve our goals and targets? • Why should we be flexible when aiming to achieve our goals? • Why is it important to take responsibility for our learning and goals? • How can we learn new skills? 	<p>Resources - Cuddly toy or hand puppet - 'Steps for success list' on board (see document attached to email 'Lesson 5 - Steps for success') - Circular bits of card or 'I can' tokens (1 for each child). - Lined paper - Paper for drawings.</p> <p>Introduction Explain that it will soon be the cuddly toy's birthday and she is sad because she doesn't think that anyone will be giving her a party. Say that the toy has to go and put her away.</p>	<p>Children's drawings or writing about party. 'I can' tokens.</p> <hr/> <p>Children can:</p> <ul style="list-style-type: none"> • Set long and short term goals. • Use steps to achieve their goals. • Know their own strengths • Take responsibility for own goals. 	

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	<ul style="list-style-type: none"> • Why is it important to learn new skills? <p>How can we celebrate our achievements in a positive way?</p>	<p>Ask the children how they can make the toy happy. Note down any suggestions then show the 'Steps for success list' on the board. Run through the questions with the class.</p> <p>When choosing an idea, agree on arranging a birthday party for the toy.</p> <p>Explain that now we have thought of what we want to do, we need to do some hard work. The first step is to really think about our goal. Write the goal on the board: 'To give the toy a birthday party'. Ask the children to sit quietly and think about what it will look like when they reach the goal.</p> <p>Encourage their thinking by saying: 'Imagine you are in the room on the day of the toy's birthday. Think about what you can see. Think about what you can hear. Think about what you are doing. Think what the toy is doing. Think about what the toy is wearing and what she looks like. Perhaps she is smiling and looking happy. Think about what you are doing. Think about what you are thinking. Think about how you are feeling.' Talk about what the party will be like. Write down the ideas.</p> <p>Activity</p> <p>Get the children to draw or write about (on lined paper) what they think the party will be like. Write what they have learned to do in the session (e.g. 'I can sit quietly and think' and 'I can set a goal' on some 'I can' tokens and show them to the children. Add them to the PSHE book or display.</p>		
6				