

Healthy Kids

Inside Outside

Starring



Mia & Kes

Teacher's Notes

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Poems

The following poems were included in the *Healthy Kids – Inside Outside* CD-ROM with permission.

The Jealousy Monster

Look Out for the Jealousy Monster

Who Cares?

from the book *Everyone I See is Luckier than Me* by Clare Bevan, published by Hodder and Stoughton Limited.

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I'll Always Love You by Bruce Lansky, from the book *Sweet Dreams*, published by Meadowbrook Press.

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Overview

Contexts for Learning

Healthy Kids – Inside Outside is a fun, interactive CD-ROM filled with activities delivered in a distinctive comic-book style. It is aimed at middle primary school for pupils working at levels B–C of the Health Education 5–14 guidelines, and Key Stage 2 of the National Curriculum for PSHE.

The main emphasis of the product is positive health education, based on three interconnected strands of health education:

- physical health
- emotional health
- social health.

The aim of the CD-ROM is to help pupils acquire the relevant knowledge and understanding, not just of the human body and how it works but also the social and emotional factors that influence health. The aim is also to encourage pupils to make informed choices and make appropriate decisions that help to ensure a healthy lifestyle.

Topics Covered

The CD-ROM is divided into seven topics of study. Each is delivered in a comic-book style.

Physical health

- Diet – Making a Meal of it
- Sleep – Sleepy Sisters
- Teeth – Flick and the Tooth Test
- Keeping Fit – Get Fit with Mysterious Mr Mee

Emotional health

- Positive Relationships and People Who Help Us – Baby Bud's Party
- Positive Relationships and People Who Help Us – Phil's First Day

Social health

- Safety in the Community – Little Mo and the Journey for the Magic Wand

System Requirements

Healthy Kids will run on a Macintosh or a Windows machine.

Macintosh

The minimum system requirements are:

- Power Macintosh
- MacOS 8.1 or higher
- Monitor resolution of 800 x 600 or greater with thousands of colours
- At least 32 Mb of available RAM.

You can find out how much unused memory is available by selecting **About This Computer** in the Apple menu.

Windows

The minimum system requirements are:

- PII 400 MHz processor or faster
- Windows 98, NT, 2000 or a later system
- 64 Mb of RAM
- Monitor resolution of 800 x 600 or greater with 16-bit colour
- Sound card and speakers/headphones.

If your system is relatively old, you may find that some sections of *Healthy Kids* run rather slowly. To obtain the best performance, your system should be set to display thousands of colours or 16-bit colours.

Please note that for some activities you may have to adjust the mouse speed settings.

It is possible to run *Healthy Kids* directly from the CD-ROM, but you may obtain better performance, especially on older systems, if the software is installed on the hard drive of your computer.

Installation

The *Healthy Kids* application is designed to run from the CD. If you want to install it on your hard drive or on a network, just copy all the files from the CD to the folder you want to run it from.

Note: please ensure you have a network licence before installing *Healthy Kids* on a network. Contact Customer Services for assistance.

Installing on:

- **Power Mac**

Copy the CD to your hard disc by dragging the CD icon to the folder you want to run it from.

- **Windows 98 and 2000**

1. Right click on the CD icon and select **Open**.
2. Select all the files on the CD.
3. Open the folder you want to copy the files to on your hard disc or network.
4. Drag all the files from the CD to the folder on your hard disc or network.

Starting Instructions

Power Mac

1. Insert the *Healthy Kids* CD.
2. If the directory window doesn't open, double-click the CD icon to open it.
3. Double-click the **Healthy Kids** program.

Windows 98 and 2000

If you have Auto-start set up on your machine, the application should run automatically when you insert the CD.

Otherwise:

1. insert the *Healthy Kids* CD
2. double-click on the **My Computer** icon
3. double-click on the icon for your CD drive
4. double-click on the **Healthy Kids.exe** icon.

Physical Health

Information for Teachers and Parents

DIET – MAKING A MEAL OF IT!



Overview

This module aims to support children's understanding of what individuals need to be healthy, including the importance of a varied diet and the reasons why we eat.

Balanced Diet

Teaching points

1. The importance of a varied diet.
2. How fruit and vegetables can be integrated into recipes and the daily diet.
3. The importance of foods and the moderation of foods that are high in fat and sugar.

Activities

- Children select items from a recipe and the nutritional value of each of their ingredients is highlighted before the trip to the supermarket. As each item is selected a food fact is revealed.
- At the supermarket you must travel around the aisles and collect your shopping.

Why We Eat

Teaching point

4. To provide children with reasons why we eat.

Activity

- Children access information about why we need energy for movement and to maintain a healthy body.

Hygiene

Teaching point

5. Hygiene requirements of safe food preparation when working in the kitchen.

Activity

- The mouse pointer magically changes into your hands and you prepare the food that you have collected from the supermarket to make the recipe. To begin you must always wash your hands at the sink.

Curriculum Links

5–14 Guidelines: Health Education

Strand: Physical Health

Level B

- Show their knowledge and understanding of what individuals need to do to keep healthy.

Level C

- Show their knowledge and understanding of what they do to keep healthy, for example the effect of regular exercise, leisure activities, choosing nutritious food.

National Curriculum: PSHE

Pupils should be taught:

- how to make simple choices that improve their health and wellbeing.

National Curriculum: Science

Pupils should be taught:

- that humans and other animals need food and water to survive
- that taking exercise and eating the right types and amounts of food helps humans to keep healthy.

General Activity Ideas

A balanced diet

- Translate this activity on the CD-ROM to a group session using real food items, empty packets or pictures. Practise sorting these into five sets representing the five food groups. Produce a large chart or display of the results.
- Look for opportunities to discuss food such as ice cream, eggs or baked beans and to point out common misconceptions, e.g. spaghetti hoops are not a vegetable! Select the items for this activity carefully as many foods are made up of ingredients from more than one food group. See composite foods below.
- Try a simple survey of how many portions of fruit and vegetables individuals are eating each day. Try this for the other food groups to see if they are getting the balance right. Discuss how they could improve their choices to get a healthier variety and balance of foods. Make a reminder chart of the rules to remember from the activity and suggestions to help.
- There is room for all foods in a balanced diet but we should have more foods from some food groups than from others. Make up a poster or display to tell others about eating healthily. Produce a blank chart to take home to fill in with parents. Do they know about the five food groups and getting the balance right?

Composite foods

- You could take this further by discussing some more simple composite foods such as pizza, which might contain cheese, tomato and the pizza base or shepherd's pie, which could have meat, vegetables and potato; these have components from more than one group.

Further Information Sources

For more information on the balance of good health and facts about healthy eating, visit the healthy eating links section on Wired for Health: www.wiredforhealth.gov.uk

Physical Health

Information for Teachers and Parents

SLEEPY SISTERS



Overview

This part of the CD-ROM aims to support children's understanding that individuals need sleep to be healthy.

The Sleep Cycle

Teaching point

1. What happens when we sleep?

Activity

- Mia's sister (Tia) insists on staying up late to play. Mia eventually goes to sleep and the user learns about the sleep cycle and what happens to her body during sleep. The user can click on Mia's body for information about sleep.

Sleep and Health

Teaching point

2. The importance of sleep.

Activity

- This part of the game reports back to the user, with animations, on the consequence of going to bed early or late.

Curriculum Links

5–14 Guidelines: Health Education

Strand: Physical Health

Level B

- Show their knowledge and understanding of what individuals need to do to be healthy.

Level C

- Show their knowledge and understanding of what they do to keep healthy, for example effect of regular exercise, leisure activities, choosing nutritious food.

National Curriculum: PSHE

Activities are aimed at Key Stage 2 pupils, and cover aspects of the personal, social and health education (PSHE) and citizenship set out in the National Curriculum, the framework for PSHE and citizenship and the National Healthy School Standard.

General Activity Ideas

Why we sleep

- Discuss with the class what things they think humans need. Use the given answers and develop them, ensuring that the children are aware of the areas covered in the following suggested teaching points:
 - Our body cannot stay active for too long; muscles and other parts get tired and need regular rest.
 - At regular times during the day our body needs to rest. You feel drowsy and you may feel the need to sit quietly or lie down.
 - Our main resting period is when we sleep.
 - Sleep is most important for our brains. Without sleep you cannot think clearly, it is difficult to concentrate and you can get confused.
 - Lack of sleep can affect our mood – we can become bad-tempered. If you have difficulty sleeping, it is called insomnia.
 - Worrying about problems sometimes causes sleeplessness.
 - The amount of sleep we need depends on age.
 - A healthy routine before going to bed involves washing and cleaning teeth.

Worksheets

Complete the following worksheets:

Things we need to survive (1.1)

Sleep wordsearch (1.2a and answers on 1.2b)

Sequence to make a good bedtime routine (1.3)

When we sleep

- Explore with the children what habits they have before they go to sleep. Ask them what things they like to do before they go to bed. Use the given answers and develop them, ensuring that the children are aware of the following.
 - There are certain obstacles to a good sleep: noise, anxieties, excitement, room temperature, caffeine. So, for example, drink hot milk and honey as a bedtime drink and avoid scary or exciting movies last thing at night.
 - Try to follow a good sleeping pattern by going to bed early and waking early.
 - If you are unable to sleep because you are excited there are strategies to help you. You can calm down by thinking simple repeated thoughts, for example: sheep jumping over a gate (no need to count), or waves lapping against the seashore on a hot summer's day. Don't worry if these thoughts don't work straight away; try them night after night and your unconscious brain will soon get the message.
 - Above all don't panic. Our own bodies will make sure that we get all the sleep we need. The body has a built-in clock that gives us a daily rhythm of exercise, resting, eating and sleeping and is kept in time with the outside world by daily changes such as sunlight/darkness and heat/cold.

Worksheets

Complete the following worksheets:

Sleep diary (1.4a and 1.4b)

*New pyjamas (1.5)

*Activities we can do well when we are fully awake (1.6)

Bedtime story (1.7)

Sort good/bad bedtime habits (1.8)

Can't get to sleep (1.9).

**good for younger pupils*

Dreams

- Describe dreams orally, pictorially or in writing.
- Complete a dream diary immediately after waking up.
- Discuss why we dream. Some suggested teaching points are:
 - Dreaming is an essential part of sleep.
 - There are many ideas about what dreams are and why they are important to us.
 - Nightmares are not a result of overeating, or drinking too much caffeine. They usually happen when something very worrying affects our dreams. They can be frightening and make you fearful of sleeping again but the answer is to face up to it and not let the thought of a dream worry you.
 - You will not ever be hurt if you don't wake during a dream about falling to the ground.

Worksheets

Complete the following worksheet:

*Peaceful/bad dream drawing (1.10).

Play 'Let's go to sleep' game (1.11).

**good for younger pupils*

Physical Health

Information for Teachers and Parents

FLICK AND THE TOOTH TEST



Overview

The activities contained in this part of the CD-ROM cover aspects of oral hygiene.

Types of Teeth

Teaching points

1. We have three types of teeth: incisors for biting and cutting, canines for tearing, and molars for chewing and grinding.
2. Teeth have two parts, the root and the crown, and are made up of enamel, dentine and pulp.
3. Teeth can decay if they are not looked after.

Activities

- Drag 'n drop the three different teeth types (molars, incisors, canine) onto the correct place in a jaw.
- Use a magnet to catch the different swirling parts' names (enamel, dentine, pulp, root, nerve) of a tooth and drop them onto the correct place in the tooth diagram.

Oral Hygiene

Teaching points

4. Sugary snacks and fizzy drinks cause plaque, which causes decay.
5. Teeth should be brushed twice a day using a fluoride toothpaste.

Activity

- Mia defends her teeth against the evil sweets and cakes. After each meal the teeth are brushed clean.

Curriculum Links

5–14 Guidelines: Health Education***Strand: Physical Health******Level B***

- Show their knowledge and understanding of what individuals need to do to be healthy.

Level C

- Identify ways of reducing risks of infection, e.g. oral hygiene.

National Curriculum: PSHE

Pupils should be taught:

- how to make choices that improve their health and well-being
- to maintain personal hygiene
- the names of the main parts of the body.

General Activity Ideas

We have three types of teeth: incisors for biting and cutting, canines for tearing and molars for chewing and grinding

- Discuss the importance of looking after teeth. This could include:
 - the importance of brushing teeth properly to prevent tooth decay and gum disease
 - the effect of sugary foods and drinks on dental health
 - the importance of using fluoride toothpaste
 - the importance of regular dental check-ups
 - the use of a suitable toothbrush
 - the use of dental floss or dental tape.
- Discuss the functions of teeth and gums, the purposes of different types of teeth and the differences between milk teeth and adult teeth.
- Investigate teeth using dental mirrors.
 - In pairs, children should look inside each other's mouth using a dental mirror. They should look for each type of tooth and then sketch what they see. The teacher should demonstrate how to use the mirror before asking children to complete the task.

Teeth have two parts, the root and the crown, and are made up of enamel, dentine and pulp***Worksheets***

Make a model of a tooth (2.1a and 2.1b)

- Children complete a model of a tooth.
 - Cut out parts from the worksheet.
 - Colour the dentine yellow and the pulp grey. Add the nerves using red pencil.
 - Stick the dentine on top of the pulp.
 - Stick the enamel on top of the dentine.
 - You should be able to lift the flaps and see the structure of a tooth.

Teeth can decay if they are not looked after

- Invite a dental hygienist into school to talk to the children about tooth decay and how to look after your teeth.
- Give each child a toothbrush worksheet and ask them to record every time they brush their teeth over a one-week period.

Investigate and identify foods that cause decay

- Make a collage of foods that are high in sugar. Cut out pictures or labels and stick onto a large bin shape.
- Using Kidpix Studio, design a germ that attacks teeth and causes plaque.
- Teeth should be brushed twice a day using fluoride toothpaste.
- Ask children to bring a toothbrush to school. Discuss the importance of the condition of a toothbrush.
- Use disclosing tablets and practise cleaning teeth, using the correct motions. Sketch the teeth after taking the disclosing tablet.
- Ask the children to bring their own toothbrush to school. Get each child to observe a friend's mouth, then give everyone a disclosing tablet to take. Before they clean their teeth properly they should observe their friend's teeth again after taking the tablet. Record both observations by sketching.
- Fluoride experiment
 - Cover half an egg with a thin layer of fluoride toothpaste, and leave the other half without. Draw a mark on the unprotected side of the egg so that you can identify each part later. Put this into a jar of vinegar (an acid) and leave there for one to two days. When these are taken out of the jar, look at the egg. You should find the unprotected half is much softer than the half that is covered in toothpaste, as the vinegar has removed the calcium from the shell.
- Design a poster promoting good oral health habits, such as healthy foods, brushing teeth regularly or visiting the dentist.
- Pupils can be asked to discuss the reasons why it is important to keep clean.
- Pupils can draw pictures of what they need and what they do to keep clean.

Worksheets

What do our teeth do? (2.2)

Play the game 'Dangerous Decay' (2.3a, cards on 2.3b and 2.3c)

Further Information Sources

Websites

The British Dental Health Foundation website provides further information various aspects of dental health and oral hygiene: www.dentalhealth.org.uk

Books

Green, J., *Open Wide!, My First Trip to the Dentist*, New Experiences Books, Wayland Publishers Ltd, 1999.

Rowan, K., *I Know Why I Brush My Teeth*, Sam's Science Books, Walker Books Ltd, 1999.

Smith, A., and Tatchel, J., *Flip Flap Body Book*, Usborne Publishing Ltd, 1998.

Physical Health

Information for Teachers and Parents

GET FIT WITH MYSTERIOUS MR MEE



Overview

This topic covers good reasons to exercise, why we exercise and the importance of doing a well-balanced and varied amount of exercises. There are two main activities described below.

Benefits of Exercise

Teaching point

1. To understand that to keep fit we must take regular exercise and to look at the kinds of benefits we gain from exercise.

Activity

- Play six games recommended by Mr Mee to improve Mia and Kes's fitness. The games are table tennis, tig, skipping, running, swimming and football. After each game, the fitness benefits are explained. This information is used in the next activity.
Please note that for some activities you may have to adjust the mouse speed settings.

Fitness Programme

Teaching point

2. In order to keep the whole body fit you must undertake a balanced fitness programme covering aerobic exercise, strength and flexibility training.

Activity

- Create a fitness schedule for each week in a month to try and get fit enough to make the school team. A well-balanced, varied schedule must be created to reach this goal.

Curriculum Links

5–14 Guidelines: Health Education

Strand: Physical Health

Level B

- Show their knowledge and understanding of what individuals need to do to be healthy.

Level C

- Show their knowledge and understanding of what they do to keep healthy, for example the effect of regular exercise, leisure activities, choosing nutritious food.

National Curriculum: PSHE

Pupils should be taught:

- how to make the right choices that improve their health and wellbeing.

General Activity Ideas

Good reasons to exercise

These suggested lessons focus on the benefits of regular exercise to our overall wellbeing. Consideration is given to mental wellbeing as well as physical.

- Discuss, in a circle, how exercise can help us to forget our worries. Introduce the notion of 'stress'.
- Make a list of the games where people need to work together, for example football, basketball, cricket, 'doubles' games, water polo.
- Discuss the idea of working as a team.

Before and after exercise

- To look at why we should prepare for exercise by warming up and the changes that our body experiences during a warm-up: increased heart rate; increase in body temperature; loosening of joints and muscles.
- Using the pupil recording worksheet, the class should work in small groups of three or four recording their pulse before and after a warm-up. This can be extended for older pupils by asking them to take their temperature under the arm, also before and after a warm-up.
- Discuss common problems that result from not warming up properly, e.g. pulling your hamstring; tight muscles. Pupils can devise their own simple warm-up and cool-down, which should include movement, stretching and warm-up games to last around 10–15 minutes.

What happens in our bodies when we exercise?

- Talk about the position of the heart, lungs and major muscles in the body.
- Using a picture of the human body, label the position of the heart, lungs and some of the muscles.
- Discuss the heart and its location within our body, its parts and its role in the circulatory system. Children should work in pairs measuring their resting pulse and also the time it takes to return to their resting pulse after vigorous exercise.
- When we breathe we are exchanging carbon dioxide for oxygen. Children can measure their lung capacity by expelling water from an upturned two-litre bottle using a straw. Older children can work out how to measure their exact capacity by calibrating the bottle.
- Note which foods contain large or small amounts of energy measured in kilojoules. The foods that provide the most energy should also be noted, as they may also be high in sugar. Collect food packaging to discuss their calorific content. Children should try to work out how many kilojoules of energy is in their snacks in one day. Discuss if it is above or below average.

Are you doing enough?

- In order to keep fit we must take regular exercise, at least 1–2 hours every other day for children over 7 years of age. Pupils should keep a diary of every kind of exercise they undertake in a week and for how long they do each exercise.
- To keep the whole body fit you must undertake a balanced fitness programme. In order to do this, three main areas of exercise should be undertaken:
 - aerobic exercise
 - strength training
 - flexibility training.
- Pupils sort the entries in their diary into these three categories, along with the time spent on each activity. Is their weekly exercise balanced and does it equal the 7–14 hours recommended. Discuss. Pupils should then devise a balanced programme that covers each of these three areas.
- In order to take exercise you do not have to participate in sports. Look at alternatives to sports. Pupils should work in small groups and compile a list of 'non-sports' that get them out of puff or sweating. Create a poster to 'advertise' these alternatives around the school. Create a slogan to promote non-sports.

Worksheets

Complete the following worksheets:

School exercise diary (3.1)

Aerobic, muscle strength or flexibility? (3.2)

Ways to keep fit at school

- The school day is a great opportunity to get most of the exercise we need to get fit. Children should note the times they spend taking exercise in school for one week. Compare this to the weekly quota of 7–14 hrs. Older pupils can work this out as a percentage. This should show pupils that they might not need to do too much additional exercise to reach the weekly figure of 7–14 hours.
- Discuss with pupils the games that they already play. As a class play some of the games mentioned.

Further Information**Government recommendations for exercise**

For primary aged pupils the recommendations for physical activity are: children and young people should aim to participate in activity of at least a moderate intensity for one hour every day. Children and young people who currently do little activity should participate in physical activity of at least moderate intensity for at least half an hour a day.

Subsidiary recommendation: at least twice a week, some activities should help enhance and maintain muscular strength and flexibility, and bone health.

Emotional Health

Information for Teachers and Parents

BABY BUD'S PARTY



Overview

Kes gets a new baby brother and has to deal with some conflicting emotions.

This topic provides opportunities to cover aspects of emotional health. In particular it focuses on learning about feelings, family and friendship as well as learning how to recognise and manage emotions.

A Sense of Belonging

Teaching point

1. We belong to various groups and communities, such as family and school.

Activity

- Children match party invitations to family and friends in order to introduce the user to members of family and community.

Jealousy

Teaching point

2. Exploring the emotion of jealousy and learning how to recognise and manage this emotion.

Activity

- At the party Kes tries unsuccessfully to find someone to play with and ends up sulking on the stairs. Here we meet the animated 'jealousy monster'.
- The user can join the party singsong of 'I'll Always Love You' which is presented in karaoke style with words and music.

Curriculum Links

5–14 Guidelines: Health Education

Strand: Emotional Health

Level B

- Recognise a range of feelings that they and other people experience at different times, e.g. fear, excitement
- Communicate with others through a developing vocabulary relating to emotions and feelings, e.g. being able to talk in simple terms about how they feel
- Recognise the value of family and friendship

Level C

- Use personal and interpersonal skills to relate to each other
- Showing ways of making and keeping friends, e.g. playing together
- Recognise how circumstances can change emotions.

National Curriculum: PSHE

Pupils should be taught:

- to take part in discussions with one other person and with the whole class
- to take part in a simple debate about topical issues
- that they belong to various groups and communities, such as family and school
- that family and friends should care for each other
- to listen to other people, and play and work co-operatively.

General Activity Ideas

Most extension work for this activity will be discussion-based, drawing on experiences of pupils or characters in stories where appropriate.

- Useful questions:
 - How would/do you feel?
 - How can we help each other?
 - What makes us get angry/fed up/sad?
 - What makes us feel better/happy/loved/cared for?
- Kes and the jealousy monster could be used to talk about friendships and jealousy. Is 'the grass always greener'? Encourage pupils to think about the good things they are lucky enough to have.

Useful questions:

- Have you ever been jealous of someone?
- What did it feel like?
- What could you say to someone who was feeling jealous and upset?

Emotional Health

Information for Teachers and Parents

PHIL'S FIRST DAY



Overview

This topic provides opportunities to cover aspects of emotional health, and how to deal with certain situations. The activities aim to support learning about how to be a good friend, bullying, and the roles that school staff play in caring for pupils. Activities occur throughout a normal school day.

The topics covered in Phil's First day are listed in more detail below.

Bullying

Teaching point

1. To provide children with strategies to deal with bullying incidents.

Activity

- At playtime the new boy Phil is being bullied. The aim of the game is to pop enough correct balloons to burst the bully's bubble. The classroom assistant is available to sort things out in the end.

Friends

Teaching points

2. The characteristics of a friend.
3. How to make and keep friends.

Activities

- Pupils play 'Who wants to be a good friend?' game.
- In the afternoon lesson complete an online worksheet to give details about a friend and choose a design for the layout (there is an option to print this out).

People Who Care

Teaching point

- To make children aware of the ways people care for them in their school.

Activities

- The user meets certain staff and selects from a variety of answers what that person does. In the morning the user meets Jimmy the Janitor, at the canteen Gladys the Catering Assistant and at hometime Cathy the Cleaner.

Curriculum Links

5–14 Guidelines: Health Education

Strand: Emotional Health

Level B

- Identify the ways in which people care for them.

Level C

- Show safe ways of dealing with a range of situations, particularly those that may present risk, e.g. bullying.

National Curriculum: PSHE

Pupils should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- to recognise, name and deal with their feelings in a positive way
- to recognise choices they can make, and recognise the difference between right and wrong
- to realise that people and other living things have needs, and that they have responsibilities to meet them
- to recognise how their behaviour affects other people
- to identify and respect the differences and similarities between people
- that family and friends should care for each other
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying
- to consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues).

General Activity Ideas

The CD-ROM activities are designed to initiate discussion with pupils about their feelings and those of others. The discussion can be extended to include other scenarios that could evoke similar feelings, as appropriate.

- Most extension work for this activity will be discussion based, drawing on experiences of pupils or characters in stories where appropriate. Discuss feelings of anger and jealousy with the class and individuals. Talk about feelings and emotions when you do something out of the ordinary and how you can make new friends. Introduce the idea of positive steps to help avoid upset and unhappiness.

- Useful questions

This could be carried out during circle time.

- How do you feel when you do something or go somewhere new for the first time?
 - How did you feel on your first day of school? Have you ever moved to a new area or school?
 - How do you feel when someone new joins the class?
 - What is it like to be left out?
 - How do you make new friends?
 - How do you feel when you meet a new friend?
 - Do you approach people first, or do you wait for them to talk to you?
 - Do you like meeting new people or do you prefer to stick to your old friends?
 - How would you feel if a new pupil became friendly with your friends? Would you be jealous or happy to have someone new in your group?
 - Have you ever been bullied? If so, how did it feel?
 - Have you ever bullied someone else? If so, how did this make you feel? Why did you do it?
 - Would you help someone if you saw them being bullied?
 - What could you do to help?
- Devise a welcome procedure to help new pupils to settle in school. This could include allocating a 'buddy', writing a welcome letter, drawing maps and plans, devising a school tour, making a photo montage of people or places in school and simple school rules.
 - Create a wall display of the 'people who help us' and around each person is a list of things the pupils can do to help these people help the pupils. The people who help us could include teacher, dining staff, janitor, cleaner, playground supervisor, but the pupils may well come up with others.
 - After teacher-led discussion with the pupils, a bank of statements is created that are in effect rules for behaviour in the dining hall. A wall frieze of a perfect dining hall scene is created, based on the statement bank. The statements are then reproduced to add to the frieze with an arrow pointing to where the 'rule' can be seen to be being complied with. There could also be thought bubbles from the dining staff reinforcing the ways in which each of these 'good behaviours' helps them.
 - In groups, the pupils create a 'people who help us' snap game. They must create cards with the images and names of the agreed 'people who help us' (three of each person) and then three different cards for each 'person who helps us', each of which has a different statement about a way in which that person helps. They can then play each other's game: the cards are all mixed and it is only a 'snap' when an image and a statement are matched.

Further Information Resources

For more background information and facts about mental health issues, visit the teachers' website Wired for Health: www.wiredforhealth.gov.uk/teaching/ment/intro.html

For a number of useful links on mental health, visit the mental health section in Wired for Health: www.wiredforhealth.gov.uk/teaching/ment/links.html

For more on positive steps, see the Mental Health facts section in Wired for Health: www.wiredforhealth.gov.uk/teaching/ment/fact.html#4

Social Health

Information for Teachers and Parents

LITTLE MO AND THE JOURNEY FOR THE MAGIC WAND



*Little Mo and the Journey
for the Magic Wand*

Overview

The activity is designed to initiate discussion and provide a fun way to remind us of the rules for crossing the road safely. It encompasses the Green Cross Code, safe places to cross the road and the different kinds of road crossings, including pedestrian crossings. In addition, this activity covers other aspects of social health: strategies for what to do when you meet a stranger, procedures to follow when dialling 999, and sorting items of litter for recycling.

Road Safety

Teaching points

1. To provide strategies for crossing the road safely.
2. To make children aware of the different roles that people play in the community.
3. To make children aware of different road types and potential hazards that pedestrians can meet.

Activities

- The user must choose a safe place to cross the road, following the Green Cross Code. If unsuitable places to cross are chosen, the user is given feedback on why these are not correct.
- At the first place to cross, users are taken through the Green Cross Code to reinforce the key learning points. A drag-and-drop exercise putting the steps in the correct order must be completed before children can carry on playing the game.
- To cross the road correctly, children must use the left and right arrows to represent looking left and right, and wait for the traffic sounds to stop. They will only be able to cross when the traffic sounds stop and it is so quiet that bird sounds can be heard. Cross by using the left and right arrows first, then use the cross button.

Stranger Danger

Teaching points

4. To make children aware of how important it is to act upon feelings when they feel unsafe.
5. To develop children's skills and abilities to recount incidents.

Activity

- This game is to support classwork on the potential dangers of strangers. At one point during the game the children will meet a stranger – either a man or a woman. This activity focuses on the ability to recall what the stranger looked like. The stranger draws up in a car and asks the children if they would like to go for a drive. Mia and Kes respond negatively and say the teacher has told them never to go with strangers. A memory game to recall the features of the stranger then begins. Children select options to change eye, hair colour, etc. to get an exact match.

Recycling Litter

Teaching point

6. To make children aware of the responsibilities to maintain a clean and healthy environment.

Activity

- The children sort various items of litter into recycling bins – aluminium, paper, plastic and glass.

Emergencies

Teaching point

7. To provide pupils with strategies to help them know what to do in an emergency.

Activity

- Children come across a house on fire and play an interactive game where they must dial 999 and give certain information.

Curriculum Links

5–14 Guidelines: Health Education

Strand: Social Health

Level A

- Show simple ways of avoiding incidents, e.g. approaches by people they do not know, crossing the road safely.

Level B

- Identify ways in which they can contribute to keeping their environment clean, safe and healthy
- Show ways of getting help, e.g. in the event of an accident.

Level C

- Show an understanding of how they can contribute responsibly to their community, e.g. avoiding creating litter.

National Curriculum: PSHE

Pupils should be taught:

- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

National Curriculum: Science

Pupils should be taught to:

- recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

General Activity Ideas**Road safety****Road types and potential hazards**

- Discuss potential hazards children face going to their local shopping centre. Consider main roads, dual carriageways, etc. Highlight the importance from the driver's point of view of road users being seen. Discuss the responsibility the individual has when using the road. Discuss road signs – which ones are important and why?
- Look at road signs in the local environment, discuss different shapes to identify the type of message, use the Highway Code for Young Road users to sort into three categories:
 - information
 - instructions
 - warnings.

Worksheet

Complete the road safety worksheet (4.1a and answers on 4.1b).

Strategies for crossing the road safely

- Discuss who can help you cross the road safely.
- Discuss the Green Cross Code and other methods of crossing the road safely, e.g. light-controlled crossings, subways and footbridges.
- Create a dramatised TV advert with each strip of the Green Cross Code. Children work in small groups and the school video could be used to record the adverts and show to other classes.

Worksheet

Complete the Green Cross Code worksheet (4.2).

Stopping distances of vehicles

- Discuss the importance of judging the speed of vehicles and realising the stopping distances required.
- Invite the Community Police to give a talk to pupils.
- Involve the children in role-play and discuss how situations could be avoided.

Personal safety

- Children should learn strategies and skills to deal with personal safety. Complete a local area study and identify safe and unsafe routes. The teacher can prepare a map of the local area showing the school, nearest shopping area, woods, etc. On the map, the children mark safe areas with a green circle and unsafe with a red circle. Individually they draw a map indicating the route taken from home to school.
- Do the same as above and mark any phone boxes you pass.
- Write about safe or unsafe places near your home.

- Sketch a danger caution sign found in your local area. List other danger signs, e.g. playpark cable boxes, pylons, substations, railways.
- Make children aware of how important it is to act upon feelings when they feel unsafe.
- Discuss people who can help us at home, at school and the shops.

Worksheet

Play the Home Safe game (4.3).

Maintaining a clean and healthy environment

- Interview other children and adults (tapes and video recorders could be used) to get thoughts and ideas on what needs to be changed. This could be done as a homework exercise. For example, make designs to show how the local shopping area could be changed to make it more pleasant.
- Draw recycling bins for glass/paper/plastic and metal. Make a list on each bin of what would go in it.
- Observe types of litter in the playground. Record the findings. Tabulate the information and create a bar graph.
- Discuss the effects of and ways to discourage vandalism. In groups children design posters advertising the shopping centre. On completion groups swap posters and vandalise them using graphite. Discuss the resulting feelings arising from individuals with the whole class.
- Collect articles, pictures, etc. of incidents of vandalism.
- Link a clean environment to preventing illness and promoting wellbeing. Take part in a local campaign to improve the environment and raise awareness in the children of the benefits of doing so.

Stranger danger

- Recount fictitious or real scenarios and ask children questions about the same. For example, a stranger approaches a child to ask for directions. Study the photo of picture of a man or women for x seconds and then give oral/written descriptions.
- Recall the sequence of events.
- Record vehicle registration numbers.
- Write short newspaper reports of various incidents.
- Discuss and write ideas from children on the blackboard. Role-play ways of saying 'no'. Have an action box in the classroom to give the children an opportunity to voice concern on a one-to-one basis with the teacher.

Getting help

- Through role-play practise calling the emergency services; talk about what you would need to know if you were the controller. Use telephones for props. Discuss the dangers of hoax calls.

Worksheets

Complete the following worksheets:

Using the telephone (4.4a and 4.4b)

Emergency services wordsearch (4.5a, and answers on 4.5b).

Fire safety

- Visit the local fire station. The firemen may re-enact real-life scenarios with the children to give them hands-on experience of what to do in the event of a fire.
- Use a storybook about fire or discuss any personal experiences of fire.

Worksheet

Complete the fire brigade worksheet to show the correct sequence (4.6a, and answers on 4.6b).

Further Information Resources

There are many excellent resources that can be used to support work in the classroom. Many are available free of charge or on loan from, for example:

- Local Road Safety Officer
- Health Promotion Unit
- Fire Safety Officer
- Police Schools' Liaison Officer

Books

Lindon, J., *Too Safe for Their Own Good? Helping Children Learn about Risk and Lifeskills*, National Early Years Network, 1999

Collins, M., *Keeping Safe: A Programme of Safety Education for Young Children*, Forbes Publications, 1995