How Are You?

Health
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Basic Information

This section details the time allocation for this unit of work, links to other subjects and Assessment for Learning opportunities.

Timings

This unit of work is intended to last about 6 weeks.

The following suggested timings are approximate guides and are dependent on each school’s individual context.

<table>
<thead>
<tr>
<th></th>
<th>No of Hours</th>
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Links to other IPC subjects

ICT & Computing learning goals are included in the subject learning. Links to ICT & Computing, art, geography and science are provided at the end of tasks where appropriate.

Language Arts and Mathematics links

Suggestions of how to include links to Language Arts and Mathematics are provided where appropriate at the end of tasks.
Learning Goals

History Learning Goals

Children will:

1.01 Know stories about a range of people who have lived in a variety of cultures in the past
1.02 Know about a range of events that have happened in the past
1.03 Be able to ask and answer questions about the past
1.04 Be able to use key words and phrases relating to the passing of time
1.05 Be able to order events and objects into a sequence
1.06 Be able to identify differences between their own lives and those of people who have lived in the past
1.07 Be able to find out about aspects of the past from a range of sources of information
1.08 Be able to communicate their historical knowledge and understanding in a variety of ways
1.09 Understand that events and people’s actions have causes and effects
1.10 Understand that the past is represented in a variety of ways

International Learning Goals

Children will:

1.01 Know that children within the class and school have different home countries
1.02 Know the names and approximate locations of the home countries of children within the class (and/or school)
1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
1.04 Be able to respect one another’s individuality and independence
1.05 Be able to work with each other where appropriate

Physical Education Learning Goals
Children will:

1.02 Be able to perform simple activities with control and coordination
1.03 Be able to repeat and develop simple actions
1.05 Be able to apply movements in sequence
    1.07 Be able to observe, copy and develop actions performed by others
1.09 Be able to spend time at ease in water
    1.10 Understand principles of safe activity
    1.11 Understand that exercise has an effect on their body

Science Learning Goals

Children will:

1.01 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
1.02 Be able to pose simple scientific questions
1.03 Be able to identify ways of finding out about scientific issues
1.04 Be able, with help, to conduct simple investigations
1.05 Be able, with help, to gather information from simple texts
    1.06 Know about the basic conditions needed for living things to survive
    1.13 Know the names of the main external body parts of humans and animals
    1.15 Know about the importance of exercise and healthy eating
    1.17 Know about the senses
    1.18 Be able to recognise similarities and differences between themselves and other people
    1.34 Know that darkness is the absence of light

ICT & Computing Opportunities

The table below shows you where you can cover the following ICT & Computing Learning Goals.
<table>
<thead>
<tr>
<th>Task</th>
<th>Goals</th>
</tr>
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<tbody>
<tr>
<td>History Task 3</td>
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<td>1.7</td>
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<tr>
<td>Science Task 8</td>
<td>1.5, 1.6</td>
</tr>
</tbody>
</table>
Assessment for Learning

Are your children busy, or are they busy learning? This is the question that we need to be able to answer throughout each IPC unit – what improvements are being made to children’s learning as a result of studying this theme?

There are **three areas of learning** to reflect on, and **three types of learning** to assess.

**The Three Areas of Learning: Academic, Personal and International**

The three areas include academic, personal and international learning. To reflect on these, you will need access to the IPC Learning Goals for each subject (including International) and the IPC Personal Goals – a list of these can be found in Appendix A of the IPC Implementation File. You can also find a full list of IPC Learning Goals in the Assess section of the Members’ Lounge.

**The Three Types of Learning: Knowledge, Skills and Understanding**

The three types of learning include knowledge, skills and understanding. We believe that differentiating between knowledge, skills and understanding is crucial to the development of children’s learning. We also believe that knowledge, skills and understanding have their own distinct characteristics that impact on how each is planned for, learned, taught, assessed and reported on. The implications of these differences are therefore far-reaching and deserve proper consideration.

**Knowledge** refers to factual information. Knowledge is relatively straightforward to teach and assess (through quizzes, tests, multiple choice, etc.), even if it is not always that easy to recall. You can ask your children to research the knowledge they have to learn but you could also tell them the knowledge they need to know. Knowledge is continually changing and expanding – this is a challenge for schools that have to choose what knowledge children should know and learn in a restricted period of time.

*The IPC does not provide examples of knowledge assessment (tests or exams) as the knowledge content of the curriculum can be adapted to any national curricula requirements.*

**Skills** refer to things children are able to do. Skills have to be learned practically and need time to be practiced. The good news about skills is the more your practice, the better you get at them! Skills are also transferable and tend to be more stable than knowledge – this is true for almost all school subjects.

*The IPC supports skills tracking and assessment through the IPC Assessment for Learning Programme. This programme includes Teachers’ Rubrics, Children’s Rubrics and Learning Advice.*

**Understanding** refers to the development or ‘grasping’ of conceptual ideas, the ‘lightbulb’ moment that we all strive for. Understanding is always developing.

*The IPC units can’t assess understanding for you, but they do allow you to provide a whole range of different experiences through which children’s understandings can deepen.*

*(Please note: as well as the IPC Assessment for Learning Programme, we also offer an online Assessment Tracking Tool, developed in partnership with Classroom Monitor. Please email members@greatlearning.com for more information on how to sign up to this tool.)*
Planning for Assessment

Once you have planned for the different IPC Learning Goals for each subject it is important to plan for assessment opportunities within each unit of work. Assessment needs to be balanced but rigorous to ensure that the children have learned what we planned for them to learn. The diagram below illustrates the processes you may want to use to ensure this happens.

Helping Children Reflect on Their Own Learning

In addition to teacher assessment, it is also vital to include children in reflecting on their learning and setting next steps for improvement. Ask the children to carry out self-assessments throughout each unit (using the Children’s Rubrics to assess skills, and other methods chosen by the school for knowledge and understanding).

They could use the following headings to list/make notes on their newly acquired knowledge, skills and understanding:

- **How Are You?**
- **Identify the IPC Learning Goals that you will assess:**
  - **KNOWLEDGE (K), SKILLS (S), UNDERSTANDING (U)**

- **KNOWLEDGE**
  - Plan for opportunities, such as tests and quizzes, to assess the knowledge IPC Learning Goals covered in your unit.

- **SKILLS**
  - Plan for opportunities to practise and assess a selection of key skills in each unit using the IPC Teachers’ and Children’s Rubrics. Include time to use the Learning Advice to ensure next steps in learning.

- **UNDERSTANDING**
  - Plan opportunities to evaluate children’s learning against the understanding IPC Learning Goals (reflections, journals, presentations, debates, etc.).

- **KNOWLEDGE**
  - Record, track and report knowledge learning in line with your school system. The IPC online Assessment Tracking Tool, developed in partnership with Classroom Monitor will also be able to do this.

- **SKILLS**
  - Record, track and report on children’s progress across Beginning, Developing and Mastering using the IPC online Assessment Tracking Tool, developed in partnership with Classroom Monitor.

- **UNDERSTANDING**
  - Capture and record evidence of children’s deepening understanding. The IPC online Assessment Tracking Tool, developed in partnership with Classroom Monitor will also be able to do this.
understanding – ‘new things I now **know**’, ‘new things that I can **do**’ and ‘new things I am beginning to **understand**’.

Ask the children to evaluate different aspects of their learning – what did they do well, what could improve next time and how, what did they find the most/least interesting? How did they prefer to learn – as an individual/in pairs/small groups/large groups/as a whole class? What was their preferred method of researching and recording - writing/talking/making, etc.? This evaluation aspect will also support the development of the IPC Personal Goals.

**Further Information**

For more information on assessment, and knowledge, skills and understanding, please refer to:

- The IPC Implementation File
- The Assessment for Learning Implementation File
- The IPC Self-Review Process

Or contact the Membership Support team at members@greatlearning.com
The Entry Point

Take the children to an indoor swimming pool – one that has slides, chutes, floats and games. Enjoy a few hours spent there where you can encourage the children to develop their confidence in the water and discover that swimming is a fun physical activity that they can all take part in.

Have swimming races and challenges:

- Obstacle courses with floats
- Diving and retrieving games
- Swimming relays
- Water polo

For some of these activities, you will need to divide the children into groups, according to their swimming skills. There will be some children who are fearful of the water. Ensure that for these children the experience is not overwhelming. You could set aside a quieter part of the pool for them and encourage their parents to come along as helpers.

Ask one of the pool staff to talk to the children about how to stay safe in the water.

**Safety note:** you must follow your school’s safety policy and ensure that the children are supervised at all times when they are in the water.

If it is not possible to arrange a swimming session, you could look at the other options available locally. Try to find an activity that will provide the children with a new experience, something they might not have considered before, e.g. a dance, yoga or trampolining class. Depending on your environment, dry-slope skiing, indoor-climbing or pony-trekking could be possibilities.

Whatever the activity you choose to do, your aim is to show the children that being active is fun and it’s good for our bodies too.
Knowledge Harvest

Sit the children on the floor in a circle and introduce the unit by playing the following game. How are you today? Are you well?

Give me five, if you are well. Are you happy? Give me five, if you are happy. Ask the children to show you how well and happy they are feeling today by counting on their fingers:

- Show me 5 fingers if you feel healthy and happy
- Show me 4 fingers if you feel good
- Show me 3 fingers if you feel just okay
- Show me 2 fingers if you feel a little unwell
- Show me 1 finger if you feel very unwell and unhappy

Hopefully, most of the class are feeling healthy and happy. If any of the children tell you they are unwell and unhappy, take them aside to find out what the problem is.

Tell the children about a time when you were poorly – so poorly you couldn’t get out of bed to come to school! Ask the children:

- Do any of you remember a time when you were poorly?
- What did it feel like?
- Can you remember?

Ask the children to share their stories with the children sitting on either side of them. Why do we get ill sometimes? Invite ideas from the class. They will probably talk about germs, flu bugs, catching a cold, eating/drinking too much (or not enough), not getting enough sleep or exercise, not washing our hands, and so on.

Is there anything we can do to make us more healthy? Ask the children to draw a picture to show one healthy thing they could do, e.g. swimming (recall the entry point), eating the right foods, going to bed early, washing their hands, having an injection against illness, etc.

Display the children’s pictures as the knowledge harvest. Refer back to this regularly during the course of the unit and add new ideas as you discover more about being healthy.
The Big Idea

We are very lucky in this class because we are all healthy. What things make us healthy? We are going to find out because we want to do everything we can to stay healthy.

Explaining The Theme

In Science, we'll be finding out:

- About eating the right foods
- About getting enough exercise
- Why our bodies need sleep
- What happens when we are ill
- How germs get inside our bodies
- How to protect our bodies
- About our senses

In History, we'll be finding out:

- About the doctors who discovered medicines
- About diseases from the past

In Physical Education, we'll be finding out:

- How exercise keeps our body healthy
- What activities we can do to stay fit

In International, we'll be finding out:

- Why some people don't have drinking water
- What hospitals are like
The World Health Organisation (WHO) defines health:

“Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.”

In this unit, we look at the concepts of prevention and cure. At the classroom level, we can talk to the children about cures for illness and ways of preventing them. Some diseases are difficult to prevent while others are relatively easy to keep at bay.

Note: this unit has links with two other IPC units, We Are What We Eat and Shaping Up. One aspect of prevention is inoculation/vaccination. Vaccination was first performed in Europe in 1796 by Edward Jenner, an English doctor, to vaccinate a young boy against smallpox. In 1979, WHO declared that smallpox had been eradicated.

Immunisation – how it works

Immunisation tricks the body into thinking it has an infectious disease so that the immune system produces antibodies to attack it. The vaccine is a harmless version of the germ introduced into the body. A memory of the germ remains so that the body will recognise it in the future and attack it again.

The WHO recommends the following:

- At birth – first Polio vaccine, along with the BCG; plus Hepatitis B in some countries
- 9 months – Measles vaccines
- Before 1 year – Polio vaccine and DPT; plus Yellow Fever in some countries

The more children in a community that are vaccinated, the less likely that any children will get sick. This is called ‘herd’ immunity.

Source: UNICEF website. Follow the link below for more information:

[www.unicef.org/immunization/index_how.html](http://www.unicef.org/immunization/index_how.html)

UNICEF website has information about immunisation.

Know your germs

There are four types of germs:

- Bacteria – these cause sore throats and tonsillitis
- Viruses – these cause flu, measles and chickenpox
- Fungi – these cause athlete’s foot
- Parasites – these cause nausea and diarrhoea
Drug resistance

Drug resistance is when a bacteria, virus or parasite can’t be controlled by antibiotics, antivirals or antimalarials. As a result, infections persist and are spread to others. Drug resistance is now a global problem. The overuse, underuse and misuse of medicines is one cause of the problem but there are other complex causes including the evolution of ‘superbugs’ that are resistant to existing antimicrobials.

A new threat of ‘superbugs’ that are resistant to medicines is a major issue for the international community. These resistant infections can spread rapidly to people worldwide within hours due to global trade and travel. They pose a serious threat to the control of infectious diseases for future generations.

High standards of hygiene in hospitals and other public places such as schools are part of the solution – this is something you can look at in your school.

In 2011, the focus of World Health Day is to prevent the spread of superbug infections. You can find out more about this from the following website:

www.who.int/world-health-day/en

World Health Day focuses on key public health issues that affect the international community.

WHO Global Strategy

The World Health Assembly adopted the WHO Global Strategy on Diet, Physical Activity and Health, in May 2004, recognizing the opportunity for reducing deaths and diseases worldwide by improving diets and increasing levels of physical activity.

“...of particular concern are unhealthy diets, inadequate physical activity and energy imbalances in children and adolescents.” WHO Global Strategy

More recently, WHO have implemented the Commission on Ending Childhood Obesity – with the aim of tackling this worldwide problem through recommendations and interventions. According to the Center for Disease Control and Prevention, childhood obesity has more than doubled in children in the last 30 years. Obese children are more likely to be at risk from cardiovascular disease, due to high cholesterol and high blood pressure. The latest WHO statistics paint a worrying picture, with over 42 million children worldwide considered to be obese in 2013. If current trends continue, this figure is expected to exceed 70 million by 2025.

Recommended levels of physical activity

The World Health Organisation defines fitness as “the ability to perform muscular work satisfactorily”.

The recommended level of physical activity for children aged 5-17 years is 60 minutes of “accumulated activity of moderate to vigorous intensity, including play, games, sports, chores, recreation and physical education in the context of family, school and community”.

To improve cardio respiratory, vascular, metabolic, bone health and muscular fitness most of the activity should be aerobic and “vigorous intensity activities should be incorporated including those that strengthen muscle and bone at least three times a week”. World Health Organisation

Refer to the following websites for further information:
A balanced diet

A healthy diet includes a variety of foods that contain proteins, fats, carbohydrates, vitamins, minerals and fibre to provide energy for the body and building materials for growth and repair.

- **Proteins**: found in milk, meat, fish, cheese, eggs, pulses and nuts; we need proteins to grow
- **Carbohydrates**: our main energy source; found in foods such as potatoes, pasta, rice, noodles, bread and cereals
- **Fats** (e.g. meat, oil, butter, cheese) and **sugars** (e.g. fruit, refined sugar) give us energy
- **Vitamins and minerals**: found in fruit and vegetables; we need to eat at least five portions a day
- **Milk and dairy foods**: (e.g. butter, cheese, eggs) provide calcium to strengthen our bones
- **Water**: we need about 8 glasses a day to keep us hydrated and our bodies working properly

All the above are needed for health, but our bodies can adjust to different levels of each nutrient. The proportion of nutrients in the diet varies widely across the world.
Science Learning Goals

Children will:

1.01 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement

1.02 Be able to pose simple scientific questions

1.03 Be able to identify ways of finding out about scientific issues

1.04 Be able, with help, to conduct simple investigations

1.05 Be able, with help, to gather information from simple texts

1.06 Know about the basic conditions needed for living things to survive

1.13 Know the names of the main external body parts of humans and animals

1.15 Know about the importance of exercise and healthy eating

1.17 Know about the senses

1.18 Be able to recognise similarities and differences between themselves and other people

1.34 Know that darkness is the absence of light
Science Task 1

Learning Goals

1.02 Be able to pose simple scientific questions
1.03 Be able to identify ways of finding out about scientific issues
1.15 Know about the importance of exercise and healthy eating

Research activity

Prior to the task, prepare a snack box. Include some healthy and unhealthy food items and drinks, e.g. apple, large chocolate bar, sugary drink, biscuits, carrot sticks, etc. Include some inappropriate snack food items too, e.g. a raw potato. You are going to pretend that this is your snack box.

Begin the session by inviting the children to open the box to see what you planned to have for your mid-morning snack. Some of the children might show surprise at the unhealthier items in the box! Ask them why they are so surprised. This will lead naturally towards a discussion about what kinds of foods we can eat lots of and those other foods that we should only eat in small amounts. Try not to label the children’s suggestions as simply ‘good’ or ‘bad’.

Ask the children to suggest which of the foods in your box will provide you with the healthiest snack. Can they say why? Which foods should you leave out? Tell them that if they take some foods out you are going to be hungry. Can they suggest a healthy alternative? Talk also about the appropriateness of some foods as snacks, e.g. the raw potato.

Now tell the children that tomorrow you are going to have an especially healthy snack because they are going to choose the snack for you – and they are going to share it with you!

Recording activity

As a class, write or draw a shopping list for the food items and drinks that will be included in your healthy snack. If possible, you should arrange to take the children on a shopping trip to a local store or supermarket to buy all the items they need.

Back in school, store the food in a refrigerator. The next day, the children can divide the food and drink into separate snack boxes – one for each person.
Safety note: you must introduce suitable hygiene precautions and arrangements when handling and serving the snack.

As they eat their snack, the children could reflect on the choices they made. Have they made the right choices? Would they choose to eat this snack again?

Take a digital photograph of your healthy snack box and add it to your knowledge harvest.

ICT link: if a visit to a local store isn’t possible, perhaps the children could help you order the food from an online food store that will deliver to the school?

Technology link: you could use this opportunity to learn more about foods, where different foods come from, and the different food groups. There is a wealth of information available on the internet for this activity, including the following websites:

foodafactoflife.org.uk/sheet.aspx?siteId=14&sectionId=63&contentId=144

Food A Fact of Life provides a wealth of free resources about healthy eating, cooking, food and farming for children and young people aged 3 to 18 years.

nutritionexplorations.org/kids/nutrition-main.asp

Nutrition Explorations website is designed to help children find out about nutrition, food groups and how much they should eat.

nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx

The NHS website has an image of the ‘eat well’ plate, to help children to visualise what a healthy diet/meal should look like.

Discuss the different groups and the importance of a healthy and balanced diet. Children could go on to plan and create their own healthy snacks, such as a fruit salad or smoothie, rice cakes with a soft spread topping, fruit scones and so on. Provide a range of ingredients for the children to explore and choose from, exploring different techniques for preparing and presenting their dishes. Having found out some more about where different foods come from they may be able to source some local ingredients for their dishes.

Note: for further tasks that focus on healthy eating, refer to the IPC unit We Are What We Eat.

Mathematics link: use this opportunity to develop division skills in your maths lessons, e.g. how many drinks cartons will we need to buy to give everyone one glass of juice (if one carton will fill 10 glasses)? Make up other maths problems for the children to solve.

Personal Goals

- Enquiry
- Thoughtfulness
Science Task 2

Learning Goals

1.01 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement

1.02 Be able to pose simple scientific questions

1.03 Be able to identify ways of finding out about scientific issues

1.06 Know about the basic conditions needed for living things to survive

1.13 Know the names of the main external body parts of humans and animals

1.15 Know about the importance of exercise and healthy eating

1.18 Be able to recognise similarities and differences between themselves and other people
**Research activity**

Refer to the healthy snack the children prepared for the previous Science task. Ask the class: how did your body use this snack?

Invite their suggestions and talk about how the body uses food for growth, repair and energy. Tell them to close their eyes and imagine the snack in their stomach being mixed and mashed and liquidised until it was tiny enough to ow into their blood and travel to every part of their body.

Luckily, this was a healthy snack so none of it was turned into fat! But just imagine if we had eaten all of those things we rejected – the huge chocolate bar, the sugary drinks – what would have happened inside our body? The extra food our body didn’t need would have been changed into fat. But this didn’t happen to us because we ran around in the playground, we had an active and busy day at school and our bodies used up all the food we had eaten.

Now ask the children to think about all the different physical activities they have done today. Write down the children’s suggestions on the board:

- Walked to school
- Played football
- Played tag
- Had PE lesson

Etc.

How did this physical activity make us feel? Was it good for us? Why?

Develop the children’s knowledge that we need to exercise to stay healthy and maintain our muscles. Exercise makes muscles work hard and this is good for them.
Recording activity

Next to the activities written on the board, ask the children to write the approximate times spent doing these activities, e.g. PE lesson 30 minutes, played tag 10 minutes, etc. Then show them how they can record this as a chart.

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Time taken in minutes</th>
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</thead>
<tbody>
<tr>
<td>Walked to school</td>
<td>15</td>
</tr>
<tr>
<td>Played football</td>
<td>25</td>
</tr>
<tr>
<td>Played tag</td>
<td>10</td>
</tr>
<tr>
<td>Had PE lesson</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

Ask the children to take the chart home as a home learning task, and complete it for the day’s activities. Tell them to add up the minutes to find the total and enter this in the last column.

The next day, you can discuss the results in groups or as a class. Do you think you get enough exercise? Talk about why exercise is good for us and why we all need to do as much as we can.

The World Health Organisation recommends that children between the ages of 5 and 17 years should do a minimum of one hour’s physical activity each day – and more than this has added health benefits. Foster awareness of this recommendation among the children and parents at your school through initiatives such as a ‘Walk to School Week’.

Give groups of children photographs, cut out from magazines, of people taking part in various physical activities and sports. Can the children think of different ways of organising the pictures into groups? E.g. they might sort them according to the parts of the body being exercised.

Ask the children, individually, to draw pictures showing all the different physical activities they play and enjoy at school and at home. They should annotate the pictures with lines and arrows pointing to the different parts of the body they are exercising while doing each activity.

Personal Goals

- Communication
- Enquiry
- Thoughtfulness
Science Task 3

Learning Goals

1.02 Be able to pose simple scientific questions

1.03 Be able to identify ways of finding out about scientific issues

1.13 Know the names of the main external body parts of humans and animals

1.15 Know about the importance of exercise and healthy eating

1.18 Be able to recognise similarities and differences between themselves and other people

Research activity

Talk about the physical activities the children recorded on their charts from the previous task. Recall the different parts of the body they exercised. Ask them: did you exercise your muscles too?

Demonstrate how muscles work in pairs – one muscle shortens, while the other lengthens – by making a simple model with the children. You will need two rulers, two balloons and masking tape. The following website explains how you make the model:

mylearning.org/learning/investigate/Magic%20Muscles.pdf

My Learning website tells you how to make a model of the muscles in the arm.

Discuss and explain how muscles like to work hard and require glucose and oxygen in increasing amounts during strenuous exercise. (Link to Science Task 1 – which healthy drinks are good for rehydration?)

Try to first experience and then talk about how you feel during and just after exercise, e.g. hotter, tired, relaxed.

Ask the children to find out:

- What happens to your muscles during exercise?
- What do you feel like after exercise?
- Why is it important to warm up and cool down before and after exercise?
- What exercise do you like?
- What could you include in a leaflet to encourage people to exercise?

This research will link to the Physical Education tasks later.
Record the activity

Invite the children to design an ‘Exercise is Good For You’ leaflet advertising how and why we should exercise. They should write about or draw the effects of exercise on the body’s muscles.

The leaflet should be aimed at educating parents and children alike. You can distribute it later at the exit point activity.

Personal Goals

- Communication
- Enquiry
Science Task 4

Learning Goals

1.02 Be able to pose simple scientific questions

1.03 Be able to identify ways of finding out about scientific issues

1.17 Know about the senses

1.18 Be able to recognise similarities and differences between themselves and other people

1.34 Know that darkness is the absence of light

Research activity

We can’t exercise all of the time – to stay healthy our bodies need rest too. It’s only when we are resting that our bodies have time to grow and to repair themselves. Perhaps that’s why we never see ourselves growing!

We all need sleep. Ask the children: how many hours sleep did you have last night? (See Mathematics link below.) Tell them that babies and older people need more sleep than they do. Ask them to try to find out why this is. Some will have younger siblings so they could ask parents and/or grandparents at home.

Note: recent studies recommend that children between the ages of 5 and 11 years should have a minimum of nine hours of sleep each night.

If you didn’t have a clock or TV at home, how would you know when it was time to go to bed? What time will it go dark tonight? Ask the children to find out the answers for themselves as a home learning task. As an extension task, they could also find out why we have darkness.

Ask the children: who found it difficult to sleep last night? Make a list on the board of the things that kept them awake, e.g. loud noises, bright lights, feeling cold, feeling hungry, etc. Tell them these are the things that make us feel alert. But what else do these things have in common?

They are connected with our senses – hearing, seeing, touching, smelling, tasting. (Links to Science Task 8 and the Science Extension Task.)

What things will help us sleep tonight? Think about the senses again, e.g. feeling warm and cosy, hearing no strange noises, having a bedtime drink, turning the lights off, etc.
Recording activity

Ask the children to draw pictures of the things that help them go to sleep at night. They should draw lines to connect the pictures to the senses: hearing, seeing, touching, smelling, tasting. Repeat with the things that might prevent them from going to sleep.

Children can share their pictures and ideas with the rest of the class.

**Mathematics link:** ask the class: I wonder who had the most sleep last night? Give the children, in pairs, a paper clock with hands. Ask them to set it to the time they went to bed, and work out how many hours they slept by counting round the clock. Compile the results for the class as a bar chart. Older children could work out the class average.

**Language Arts link:** ask the children to share favourite bedtime stories. Is there a class favourite? Have a bedtime story-telling session at the end of the school day and read the children’s favourite bedtime story.

**Personal Goals**

- Communication
- Enquiry
- Thoughtfulness
Science Task 5

Learning Goals

1.02 Be able to pose simple scientific questions

1.03 Be able to identify ways of finding out about scientific issues

1.18 Be able to recognise similarities and differences between themselves and other people

Research activity

Even when we eat the right foods, exercise and have lots of sleep – we still get ill sometimes.

Ask the children:

- Have you ever been ill?
- What illnesses have you had?
- What was it like being ill?

The children could ask their parents if they can’t remember themselves. Be sensitive to children who have had serious illnesses.

How did your parents know you were ill? Did the doctor take your temperature or check your pulse?

Show the children where to find their pulse (the pulse in the neck is usually the easiest for younger children to find). The children need to count their pulse for 30 seconds and then double it or count for a whole minute. They should work in pairs for this activity with their partner timing them.

Note: the average pulse rate is between 60 to 80 beats per minute.

The children should record their pulse as the number of beats per minute on a bar chart. Ask them to colour the bar against their name on the class chart. (Links to Physical Education Task 1.)
Recording activity

Ask the children to draw pictures to record what it was like being ill. For example:

When I had a cold / When I had chicken pox / When I had measles:

- I looked like this...
- I felt like this...
- I took care of myself like this...

You could invite the children to role play being doctors and patients. The patients could role play being ill (with accurate symptoms!) and the doctors could record their patient’s pulse.

Ask the children to enter their pulse rate on a class bar chart.

Personal Goals

- Adaptability
- Communication
Science Task 6

Learning Goals

1.03 Be able to identify ways of finding out about scientific issues

1.05 Be able, with help, to gather information from simple texts

1.06 Know about the basic conditions needed for living things to survive

1.18 Be able to recognise similarities and differences between themselves and other people
Research activity

Ask the children to find out if any of the following illnesses can be spread from person to person:

- A cold
- Measles
- Chicken pox
- Tonsillitis
- Head lice
- A verruca
- Diarrhoea
- Mumps
- Influenza (flu)

Ask them:

- Have you or anyone you know had any of these illnesses?
- Do you know what caused this illness?
- How could the germ enter your body?
- Was the germ passed on to anyone else in your family?

The children could find out as a home learning task or by research in class using books and bookmarked websites.

The following website provide a useful starting point:

[kidshealth.org/kid/ill_injure/index.html](http://kidshealth.org/kid/ill_injure/index.html)

KidsHealth website has information for children about everyday illnesses.

Ask the children if they have had any vaccinations (injections) against illnesses? They could ask their parents about these. Some of the parents might be willing to let you see their children's vaccination records so that you can discuss these with the class.

Explain to the class how a vaccination works in the simplest terms. (See big picture.)
Recording activity

Discuss what the children have found out from their research. Together make a list of illnesses that can be spread from person to person. The children could record the list as a spider diagram with pictures, and connecting lines showing how the illness can spread. Highlight those that have vaccines available. Consider a ‘what if...?’ scenario if vaccines were not available.

Children could go on to create their own instructional video or role play to teach another class about the vaccination process. Their video could show how vaccines are given (children can use play syringes to show this) and then ‘zoom into’ the body to show what happens. Children could create their own mock battle between an army of germs and the body’s white blood cells. They could even create their own costumes and props to help bring their role play/video to life. The video/role play could end by showing how the body’s defenses are now improved through the vaccine – so any further ‘invasions’ are quickly defeated. Zoom out of the body to show a happy, healthy patient!

**Language Arts link:** create a ‘Doctor’s Dictionary’ for all the new and difficult vocabulary you will be using in this unit. Be sure to add the names of the illnesses above.

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**Personal Goals**

- Adaptability
- Communication
- Cooperation
- Enquiry
Science Task 7

Learning Goals

1.03 Be able to identify ways of finding out about scientific issues

1.06 Know about the basic conditions needed for living things to survive

1.18 Be able to recognise similarities and differences between themselves and other people

Research activity

Show the children how germs are spread through fun activities. For example, put UV paint (safe for use on the skin) on the hands of a couple of children without the others knowing. Send them back into class with the mission of touching as many of the other children as possible, then turn the lights off and use a UV light to see where the ‘germs’ have spread!

But what do real germs look like? Real germs aren’t bright and luminous – they are so tiny that we can’t see them unless we have a powerful microscope. (See Art link below.)

Ask the children: are there any germs in this classroom? It’s very likely that there are germs on the desktops, door handles, computer keyboard – all the places that we touch. Ask the children: how can we remove the germs? Give them cleaning cloths and warm soapy water to wipe away the UV paint, and clean the desktops! Then show them how to clean their hands thoroughly with anti-bacterial gel and wipes.

But how do the germs get from the desk to the inside of our bodies? Invite their suggestions.

Now ask the children to imagine they have a cold. How can they stop the germs from their cold being passed on to other children in the class? How many ways can they think of?
Recording activity

The children could draw a flow diagram to show how germs are passed from their hands to their mouth, their ears, their nose and their eyes.

For example, they should start with the germs on their hands at the centre of the diagram and then draw arrows leading to their eyes, ears, nose and mouth.

The children should record, as a series of pictures, all the different ways they can stop giving germs to others. These might include: not sharing drinks or food, using tissues only once and then throwing them in a bin. Older children could invent their own health slogans as reminders, e.g. Catch it, bin it, kill it! Coughs and sneezes spread diseases!

Art link: show the children what a microscopic germ looks like. You can source images from reference books and the internet. Enter ‘microscopic germs’ into an internet search engine such as Google (images.google.com).

Use neon safe-for-skin coloured paints to create face masks in the shape of germs for the exit point activity.

ICT link: the children could create a health education leaflet that has top tips on how to stop the spread of germs in their school. The children should learn to use the basic tools to design a page, e.g. choosing their own typefaces for the text, and selecting and pasting any relevant images.

Personal Goals

- Communication
- Enquiry
- Respect
- Thoughtfulness
Science Task 8

Learning Goals

1.02 Be able to pose simple scientific questions

1.03 Be able to identify ways of finding out about scientific issues

1.17 Know about the senses

1.18 Be able to recognise similarities and differences between themselves and other people

1.34 Know that darkness is the absence of light

Research activity

What are our main senses? (Recall that you spoke about the senses in Science Task 4.) Challenge the children to find out what they are, using books, digital resources and the internet.

Divide the children into groups. Each group should investigate one of the senses.

How does this sense work to keep us healthy? For example, our sense of smell tells us when food is stale or bad. Our sense of touch warns us when something is hot. If our senses go wrong can we fix them? (Spectacles, hearing aids.)

The children should also think of ways in which we can protect our senses and keep them healthy.

The following websites provide a useful starting point:

childrensuniversity.manchester.ac.uk/interactives/science/brainandsenses/

Children’s University Manchester website has interactive activities about the senses.

kidshealth.org/kid/closet/experiments/experiment_main.html#cat114

KidsHealth provides some simple experiments to teach children about their senses.
Recording activity

Ask the children to write or draw cartoons to explain what the senses do for us. Older children in the age group could draw annotated diagrams and notes to show how the senses work. In groups, they should tell each other what they have discovered.

They should also report back to the class on what they have found out about the ways in which we can protect our senses. For example:

- We can protect our eyes from the Sun by wearing sunglasses
- We can protect our eyes from chlorine by wearing swimming goggles
- We can protect our eyes by having regular eyesight tests
- We can protect our eyes by not rubbing them with our fingers!

Perhaps they could role play their ideas (as above) for each sense. Provide props such as goggles, sunglasses, spectacles, etc. These will also serve as useful prompts to steer the children’s thinking.

ICT link: ask the children to create a PowerPoint presentation – Our Sensitive Senses. They should source diagrams, photographs (check copyright) and sound effects from the internet to illustrate this.

Personal Goals

- Communication
- Enquiry
- Thoughtfulness
Science Extension Task

Learning Goals

1.01 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement

1.02 Be able to pose simple scientific questions

1.04 Be able, with help, to conduct simple investigations

1.13 Know the names of the main external body parts of humans and animals

1.17 Know about the senses

1.18 Be able to recognise similarities and differences between themselves and other people

Extension activity

Choose one of the senses and help the children to investigate it further. For example, you could look at the eye and how the pupil and iris work.

Hang a black-out curtain over a table in the darkest corner of the classroom. Try to block out as much light as possible. In pairs, invite the children to experience the darkness. Place some paper stickers in different colours (light colours and dark colours) on the inside of the curtain. In pairs, invite the children to explore the darkness. Before they go in ask them to note the size of their pupils. Give them a hand mirror to check.

Once inside, ask them to describe what they can see:

- Can they see anything at first?
- Can they see their own hands?
- How long is it before their eyes adjust to the darkness?
- Can they see any shapes?
- Can they see each other?

When they come out of the darkness, ask them to look at the size of their pupils in the mirror. Have they changed size? Why?

Ask the children to find out more about how the pupil and the iris work and how they adjust to different lighting conditions. Will the pupil appear larger or smaller in bright sunshine?

The following websites provide a useful starting point:
KidsHealth website explains how the various parts of the body work, including the eyes.

The Children’s University of Manchester website has a slideshow presentation, featuring diagrams that show the different parts of the eye – ideal for viewing together in class.

**Note:** your iris (the coloured part of your eye) controls the pupil (the hole in the centre of your eye that looks black). When you go into a dark place, at first you cannot see anything. Your eyes are used to the light outside. The pupils are small, protecting your eyes from the brightness. But in the darkness, your pupils get bigger and bigger to let in the light that filters through the curtains or shines underneath. Now you can see again.

Use a writing frame to help the children make a record of their research.

For example:

**The first thing that happened was..........................................................................................................................**

**Then, .......................................................................................................(say what happened to your pupils)**

**Finally, ...........................................................................................................(say what you could see)**

**I found out that ............................................................................................(say what you learned from this)**

Make a video of the investigation to record the children’s comments and reactions immediately before and after the experiment. Play this back to the class and discuss what happened. Add clips from your video to your Sensitive Senses presentation for use at the exit point.

**Language Arts link:** add the words ‘pupil’ and ‘iris’ to your Doctor’s Dictionary.

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**Personal Goals**

- Communication
- Enquiry
- Thoughtfulness
History Learning Goals

Children will:

1.01 Know stories about a range of people who have lived in a variety of cultures in the past
1.02 Know about a range of events that have happened in the past
1.03 Be able to ask and answer questions about the past
1.04 Be able to use key words and phrases relating to the passing of time
1.05 Be able to order events and objects into a sequence
1.06 Be able to identify differences between their own lives and those of people who have lived in the past
1.07 Be able to find out about aspects of the past from a range of sources of information
1.08 Be able to communicate their historical knowledge and understanding in a variety of ways
1.09 Understand that events and people’s actions have causes and effects
1.10 Understand that the past is represented in a variety of ways
History Task 1

Learning Goals

1.01 Know stories about a range of people who have lived in a variety of cultures in the past
1.02 Know about a range of events that have happened in the past
1.03 Be able to ask and answer questions about the past
1.04 Be able to use key words and phrases relating to the passing of time
1.06 Be able to identify differences between their own lives and those of people who have lived in the past
1.07 Be able to find out about aspects of the past from a range of sources of information
1.08 Be able to communicate their historical knowledge and understanding in a variety of ways
1.09 Understand that events and people’s actions have causes and effects
Research activity

Ask the children to find out about a famous doctor or scientist in medical history, e.g. Edward Jenner (vaccination), Jonas Salk (polio vaccine), Alexander Fleming (penicillin), or Frederick Banting (diabetes).

Link this to Science Task 6, e.g. if you decide to study Alexander Fleming make the connection to the medicine (penicillin) that some of your class may have had for ear or throat infections such as tonsillitis.

Through their research, the children should find out the following:

- Why was this person’s work important?
- How did this discovery help us?
- What was the result?

Some useful websites for background information include:

bbc.co.uk/schools/primaryhistory/famouspeople/edward_jenner/

The BBC Primary History site has an excellent section on Edward Jenner, featuring a video, images, games and background information

tinyurl.com/ma4xcw6

ABPI Schools website features short biographies on Alexander Fleming and Edward Jenner, useful for your own background research.

youtube.com/watch?v=jJwGNPRmyTI

YouTube hosts this simple animation retelling the story of Edward Jenner and his discovery of a smallpox vaccination

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the ‘safety’ tab which brings up the ‘Safety mode’ information. Under this section, select the ‘on’ option, then click ‘save’)

You may want to create your own tailored resources to help the children find out more – such as a timeline of events, which the children work together to organize. Alternatively you could set up your own role play/retelling of the story (see the Milepost1 unit People of the Past and History task 5 for ideas).
Recording activity

Divide the class into groups and ask them to imagine that they are interviewing the doctor/scientist they have explored. (They could imagine this as a modern-day chat show.) The other children in the group can take on the roles of the host/interviewer and other important people that are relevant to the story (colleagues, family, friends, etc.). The children should use what they learned to hot seat these characters, imagining how they would have reacted to the discovery.

Allow time for groups to perform their role-plays. If you wish, choose a confident group to take questions from the audience, to see if they can answer them as the characters they have been playing.

The children’s role plays could be videoed and shown as part of your exit point.

Language Arts link: the children could add any new vocabulary to their Doctor’s Dictionary.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Respect
- Thoughtfulness
History Task 2

Learning Goals

1.02 Know about a range of events that have happened in the past

1.03 Be able to ask and answer questions about the past

1.06 Be able to identify differences between their own lives and those of people who have lived in the past

1.07 Be able to find out about aspects of the past from a range of sources of information

1.09 Understand that events and people’s actions have causes and effects

1.10 Understand that the past is represented in a variety of ways
Research activity

If you don’t think the younger children will find it too scary, you (or a parent or teacher) could walk into the classroom dressed as a Great Plague doctor from one of the 17th century cities in Europe that were most affected (for example, London or Vienna). Invite the children to ask questions to find out who you are and why you are dressed in these frightening clothes. Describe to the children the methods you used to try to cure your patients of the plague!

This research will help the children realise how much we didn’t know in the past, before effective medicines were available. They could look at how the Great Plague was spread and why the plague doctor’s methods didn’t work.

You could link to the spread of germs in Science Task 7. Useful resources include:

historyonthenet.com/Stuarts/plague_doctor.htm

History on the Net features an image and information on the plague doctor and his remedies.

bbc.co.uk/bitesize/ks3/history/tudors_stuarts/the_plague/revision/2/

BBC Bitesize provides useful background information on the Great Plague in London.

historylearningsite.co.uk/plague_of_1665.htm

The History Learning Site provides a detailed overview of the Great Plague, including an excerpt from Samuel Pepys diary. (Note: this site does feature advertising.)

Note: You might want to use another example related to the host country or the children’s home country.

Recording activity

Now you should turn back time – ask the children how the people of the cities affected could have protected themselves from the plague, knowing what we know now. If they were plague doctors what would their advice be? What have they learned about how germs are spread that would help them be a better doctor than the plague doctor?

The children could role play at being the plague doctor and the patient. They could write prescriptions too, after having looked at some real examples.

Art link: research the bird masks doctors wore in the Great Plague and make masks like these for the exit point activity.

Language Arts link: add the word ‘plague’ and its definition to your Doctor’s Dictionary.
Personal Goals

- Adaptability
- Communication
- Enquiry
- Thoughtfulness
History Task 3

Learning Goals

1.02 Know about a range of events that have happened in the past
1.03 Be able to ask and answer questions about the past

1.04 Be able to use key words and phrases relating to the passing of time

1.06 Be able to identify differences between their own lives and those of people who have lived in the past

1.07 Be able to find out about aspects of the past from a range of sources of information

1.09 Understand that events and people’s actions have causes and effects

Research activity

Invite older members of the school community to talk to the class. Ask them to talk about the incidence and effect of diseases which were common ‘then’ and are not ‘now’.

Help the children to prepare a list of questions they want to ask. For example:

- What illnesses did people have then?
- What medicines did you have?
- What were hospitals like?
- What things are different now?
Recording activity

Video record the interview and play it back to the class. Ask the children: what did you learn that you didn’t know before? How and why are things different now?

The children could record the changes that have taken place to improve health conditions in their local area, e.g. new hospitals, doctor’s surgeries, health services, pharmacies and public information.

Help the children to create a ‘Health Then’ and ‘Health Now’ display with the information they have discovered.

Geography link: the children could find out where local health services (such as hospitals) are located in relation to their school on satellite maps. Consider where hospitals are built in the locality – does every city or town need a hospital?

Personal Goals

- Communication
- Enquiry
- Respect
- Thoughtfulness
History Extension Task

Learning Goals

1.02 Know about a range of events that have happened in the past
1.03 Be able to ask and answer questions about the past

1.06 Be able to identify differences between their own lives and those of people who have lived in the past

1.07 Be able to find out about aspects of the past from a range of sources of information

1.09 Understand that events and people’s actions have causes and effects
Extension activity

Ask the children if any of them have ever stayed in hospital. Was it in the host country or the home country? They may wish to share their experience with the class (or they may not). Be sensitive to their response in order to avoid any embarrassment for them.

Talk with the class about what hospitals are for and who works in a hospital, e.g. doctors, nurses, paramedics, chemists, kitchen staff, cleaners, managers, porters, etc.

Work with the children to find out about a famous nurse from the past, such as Mary Secole or Florence Nightingale. Try and introduce a varied range of resources for the children to explore – such as paintings, time-line exercises, maps, videos and books. Help the children to understand the significance of their nurse’s contributions in helping the sick and wounded, and improving healthcare conditions.

Some useful websites include:

bbc.co.uk/schools/primaryhistory/famouspeople/

The BBC Famous People site features biographies of Florence Nightingale and Mary Secole. Each section also has videos and images.

biography.com

The Bio.com website is searchable and provides biographies, images and documentary videos exploring the lives of significant people from the past. Useful for your own background information.

maryseacole.com

The Mary Secole Nursing Centre website provides images, a timeline and a wealth of information on Mary Secole.

Ask the children to imagine that they are going to be presenting an award to their chosen figure, to celebrate what they have achieved – and also make a speech, thanking them for what they have done.

Children should use what they have learned to design a suitable award and write a short speech, reflecting on their chosen person’s life and the significance of what they achieved.
Personal Goals

- Adaptability
- Communication
- Enquiry
- Respect
- Thoughtfulness
Physical Education Learning Goals

Children will:

1.02 Be able to perform simple activities with control and coordination

1.03 Be able to repeat and develop simple actions

1.05 Be able to apply movements in sequence
   1.07 Be able to observe, copy and develop actions performed by others

1.09 Be able to spend time at ease in water
   1.10 Understand principles of safe activity
   1.11 Understand that exercise has an effect on their body
Physical Education Task 1

Learning Goals

1.02 Be able to perform simple activities with control and coordination

1.03 Be able to repeat and develop simple actions

1.05 Be able to apply movements in sequence

1.07 Be able to observe, copy and develop actions performed by others

1.11 Understand that exercise has an effect on their body
Research activity

Remind the children of the earlier Science activities when you looked at why exercise was good for the body, i.e. Science Task 2 and 3.

Plan a fitness programme or ‘Fit Kids Club’ for the class. Include a series of repeated activities that the children can perform in teams. Design it so that a variety of muscle groups are being used. Start slowly, however, always include a warm-up exercise, and add an extra activity each time. Make it as much fun as possible.

Try to practise the programme on a regular basis. Ask the children to measure their improvement in fitness, e.g. they could count the number of repeated actions they can do when they first start the exercise and after they have been exercising for a week, two weeks, or more, etc. You could work together create your own list of success criteria or link to the existing IPC Assessment for Learning rubrics. These can then be used for self and peer assessment by the children.

If you are a non-specialist, there are many children’s fitness DVDs that can help you.

The following websites and video also provide useful reference:

fitfactorkids.com

Fit Factor Kids website has information about its children’s fitness DVDs.

fitkid.co.uk

FitKid website has information on fitness classes and events for children across the UK.

youtube.com/watch?v=Pgyh5mqZc_E&feature=related

YouTube has this fun video: ‘Five-minute workout for kids’ designed for classroom use.

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the ‘safety’ tab which brings up the ‘Safety mode’ information. Under this section, select the ‘on’ option, then click ‘save’.)
**Recording activity**

Video record the children on the first session and subsequent sessions.

Ask the children: do you think you have improved? Children should be able to make reference to the success criteria identified in the research session. Be sensitive to children who may not have experienced as much improvement as others.

Encourage the rest of the school to take on a fitness regime themselves.

**Mathematics link:** the children could draw graphs to show their individual performance records, e.g. counting the number of activities they perform. Demonstrate to older/more able children how to work out the average improvement over the class as a whole.

**Science link:** the children could check their pulses before and after exercise. Is there a difference? Can they find out why?

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**Personal Goals**

- Cooperation
- Resilience
- Thoughtfulness
Physical Education Extension Task

Learning Goals

1.02 Be able to perform simple activities with control and coordination
1.09 Be able to spend time at ease in water
1.10 Understand principles of safe activity
1.11 Understand that exercise has an effect on their body

Extension activity

Recall the entry point activity and try to widen the range and type of physical activities that the children can experience. Include water sports, team games and other activities. Look for activities that improve fitness, stamina, speed and strength.

Try to include an aerobic or vigorous activity such as running, plus a strengthening activity such as gymnastics.

Note: aerobic activities should make up most of the children’s recommended 60 minutes of physical activity each day. World Health Organisation.

If possible, invite a local sports personality to talk to the children or contact them via email – the children could prepare questions they would like to ask and email them.

Maybe one of the parents plays football, tennis or runs regularly. Perhaps they could talk to the children about their fitness routines.

You could also consider setting up a before- or after-school activity club. Find out if the children would be interested in coming to the club and encourage original ideas, e.g. skateboarding, chute ball, etc.

Personal Goals

- Adaptability
- Cooperation
- Enquiry
- Resilience
International Learning Goals

Children will:

1.01 Know that children within the class and school have different home countries

1.02 Know the names and approximate locations of the home countries of children within the class (and/or school)

1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country

1.04 Be able to respect one another’s individuality and independence

1.05 Be able to work with each other where appropriate
International Task 1

Learning Goals

1.01 Know that children within the class and school have different home countries

1.02 Know the names and approximate locations of the home countries of children within the class (and/or school)

1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country

1.05 Be able to work with each other where appropriate
Research activity

Recall Science Task 7 and History Task 2 when you discovered how germs are spread.

Tell the children that germs can also be carried in water. Ask them if the water in the host and/or home country is safe to drink. Pour a glass of water from a tap in your school and ask them if this water is safe.

If it is, tell them that this is not the case in all countries of the world. In some countries, people have to walk for hours to get fresh drinking water. Help the children to find out more about why people in some countries don't have clean water to drink and why they can get ill from drinking water. They should also research any solutions to this problem.

Look also at areas of the host/home country where the local water is not safe, e.g. lakes, rivers or coastlines that are polluted by industry or waste.

The following online resources provide a useful starting point:

wateraid.org

WaterAid website has information and resources for teachers.*

proteachersvideo.com/Programme/49051/lesson-starters-managing-water-in-kenya

ProTeachersVideo is an archive of high quality educational videos. This video focuses on a family in Kenya and how water dominates their daily lives.

youtube.com/watch?v=-0HK7EOq5TI

YouTube hosts this video 'Walk in Agnes' Shoes', which follows a 10-year-old girl in Zimbabwe, who has to collect water everyday for her family.

youtube.com/watch?v=-bEtqZoD4V4

YouTube hosts this World Vision documentary, in which a journalist in rural Africa experiences a typical four-mile round trip to a river to collect water.

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the 'safety' tab which brings up the 'Safety mode' information. Under this section, select the 'on' option, then click 'save')

*The IPC is contributing partner of WaterAid.
Recording activity

Ask the children, in groups, to present what they have found out and any possible solutions to the problems. They could pretend they are TV news reporters. Set up a news desk in the classroom and encourage the children to practise what they are going to say before they ‘go on-air’ – i.e. before you make a video recording of their report. Some of the children could be presenters in the TV studio and other children reporters on location. Include background props and visuals such globes, maps and photographs (check copyright first). You could show the children’s news reports to the parents at the exit point.

Geography link: help the children to locate the countries or regions they are researching on a world map or globe. Label these countries/regions and the host/home countries.

Science link: collect some muddy rainwater from the school grounds and investigate how to filter it using sand.

Safety note: even after filtering, this water will not be drinkable. The following website provides a useful starting point:

wessexwater.co.uk/videoLibrary/vidplay.aspx?id=6457

Wessex Water website has this video that shows you how to filter water using a plastic drinks bottle, sand and cotton wool.

Personal Goals

- Adaptability
- Communication
- Enquiry
- Respect
- Thoughtfulness
International Task 2

Learning Goals

1.04 Be able to respect one another’s individuality and independence
1.05 Be able to work with each other where appropriate

Research activity

Make contact with other IPC schools (through the IPC Members’ Lounge) to find out about health issues in other countries. Decide what you want to ask them and email your questions or talk to them via VoIP such as Skype.

For example, you could consider asking them:

- Where does your drinking water come from?
- What illnesses have the children in your class had?
- Do you have to have injections (vaccinations)?
- Have any of your class ever been to hospital?

Recording activity

Help the children to write down the answers they received from other schools. What can they learn from this research? For example, they might discover that other countries get the same or different illnesses to them. They might also discover that children in other countries have injections too!

They should begin to realise that they will have protection against certain illnesses because of their injections. (Refer back to Science Task 6.)

Personal Goals

- Communication
- Enquiry
- Thoughtfulness
International Extension Task

Learning Goals

1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country

1.04 Be able to respect one another’s individuality and independence

1.05 Be able to work with each other where appropriate
Extension activity

Ask the children if they think everyone in the world has a right to a healthy life style. Recap what this might mean, by re-visited the children’s learning from the course of the unit. For example:

- Healthy diet
- Exercise
- Medical care – hospitals, vaccinations
- Clean water
- Clean living conditions

Consider those people around the world who might not have access to one or more of these. How might these impact on their life?

Do the children think that there are ways they could help?

Focus on an international charity that provides aid to disadvantaged communities around the world. Some examples include:

freethechildren.com

Free the Children is an international charity dedicated to tackling poverty and implementing sustainable development programs (such as ‘Adopt a Village’) to help children become active local and global citizens. The site features photo galleries and teacher resources.

actionaid.org/what-we-do/education

ActionAid are an international charity that work in 45 countries around the world to tackle poverty and injustice.

wateraid.org

Water Aid is an international charity which aims to transform lives by improving water access, hygiene and sanitation in the world’s poorest communities.

With your help, the children should find out more about how these organisations help people – and also how they can help too, by raising funds or helping raise awareness.

Children could set up some fund-raising opportunities as part of your exit point show, to help support your chosen charity.
Personal Goals

- Cooperation
- Enquiry
- Morality
- Respect
- Thoughtfulness
The Exit Point

Perform a show for the parents and other classes in the school – The Fit Kids Show!

The aim is to make the audience aware of the health issues you have researched in this unit. Start the event with your Fit Kids Club exercise programme. Follow it with healthy snacks and drinks to rehydrate the athletes and energise the audience (check out your ideas from Science Task 1 to find suitable foods.) Educate the audience about how vital exercise is to keep our bodies healthy. Explain how your muscle models work (from Science Task 3).

Children, dressed in their pyjamas, could talk about how important it is to get a good night’s sleep – at least nine hours each night. But does the evidence from the children’s research into the sleeping habits of the class reflect this?

Some of the children could dress up as doctors from the Great Plague – they could invite the audience to ask them questions about who they are and why they are part of the show. But they should try not to scare the younger members of the audience away!

One of the children could act as Edward Jenner – or whomever you decided to research for History Task 1. Stage an interview with this eminent doctor and tell the audience why he has inspired your research. Jenner (or his assistant) could pretend to vaccinate a group of children with a plastic syringe. In addition to this, you could also share the children’s chat show videos [from History Task 1].

Show your Sensitive Senses presentation and your special news-desk health reports from around the world (see International tasks).

You can’t end the show without spreading some germs! Dress up some of the children in their neon-coloured painted ‘germ’ masks from the Art link to Science Task 7.

As the Fit Kids finale, get the audience on their feet and ask them to join your class in a two-minute workout. Don’t forget to give them your health education leaflet before they go!

The IPC community would love to see examples of your learning, in any subject, at any stage of the learning process. If you have any pictures or stories you would like to share please visit our Facebook page at https://www.facebook.com/InternationalPrimaryCurriculum, tweet @The_IPC or email stories@greatlearning.com.
Resources

For this unit, you will need some, but not necessarily all, of the following:

**Equipment**

- Healthy food items and drinks
- Cardboard snack boxes
- Neon safe-for-skin paints
- Craft materials for mask-making
- Anti-bacterial wipes
- Cloths and warm soapy water
- Plastic syringes
- Play stethoscopes
- For the water filter: sand, plastic drinks bottle, cotton wool
- PE equipment
- Digital camera
- Camcorder

**Software**

- Maths graphing software for children
- VoIP (Voice over Internet Protocol) software such as Skype
- Presentation software such as Microsoft PowerPoint

**Links**

http://tinyurl.com/ma4xcw6
ABPI Schools website features short biographies on Alexander Fleming and Edward Jenner, useful for your own background research.

http://www.actionaid.org/what-we-do/education
ActionAid are an international charity that work in 45 countries around the world to tackle poverty and injustice.

http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/the_plague/revision/2/
BBC Bitesize provides useful background information on the Great Plague in London.

http://www.channel4.com/history/microsites/H/history/plague/story.html
Channel 4 Learning website explains how the Great Plague was spread; it includes an 'Ask the Expert'- section.

http://www.childrensuniversity.manchester.ac.uk/interactives/science/brainandsenses/eye/
Children's University Manchester website has interactive activities about the senses.

http://www.fitfactorkids.com
Fit Factor Kids website has information about its children's fitness DVDs.

http://www.fitkid.co.uk
FitKid website has information on fitness classes and events for children across the UK.

Food A Fact of Life provides a wealth of free resources about healthy eating, cooking, food and farming for children and young people aged 3 to 18 years.

http://www.freethethechildren.com/
Free the Children is an international charity dedicated to tackling poverty and implementing sustainable development programs (such as 'Adopt a Village') to help children become active local and global citizens. The site features photo galleries and teacher resources.

http://www.historyonthenet.com/Stuarts/plague_doctor.htm
History on the Net features an image and information on the plague doctor and his remedies.

http://www.internationalprimarycurriculum.com/organisation_map.php
International Primary Curriculum website has a clickable map with contact details for all IPC schools.

KidsHealth website explains how the various parts of the body work, including the eyes.

http://kidshealth.org/kid/ill_injure/index.html
KidsHealth website has information for children about everyday illnesses.

My Learning website tells you how to make a model of the muscles in the arm.

http://www.nutritionexplorations.org/kids/nutrition-main.asp
Nutrition Explorations website is designed to help children find out about nutrition, food groups and how much they should eat.

http://www.proteachersvideo.com/Programme/49051/lesson-starters-managing-water-in-kenya
ProTeachersVideo is an archive of high quality educational videos. This video focuses on a family in Kenya and how water dominates their daily lives.

http://www.bbc.co.uk/schools/primaryhistory/famouspeople/edward_jenner/
The BBC Primary History site has an excellent section on Edward Jenner, featuring a video, images, games and background information.

http://www.childrensuniversity.manchester.ac.uk/interactives/science/brainandsenses/eye/
The Children's University of Manchester website has a slideshow presentation, featuring
diagrams that show the different parts of the eye - ideal for viewing together in class.

http://www.childrensuniversity.manchester.ac.uk/interactives/science/brainandsenses/eye/
The Children’s University of Manchester website features an animated video exploring the different parts of the eye.

http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx
The NHS website has an image of the ‘eat well’ plate, to help children to visualise what a healthy diet/meal should look like.

The World Health Organisation website has a Global Strategy on Diet, Physical Activity and Health.

http://www.who.int/dietphysicalactivity/physical-activity-recommendations-5-17years.pdf
The World Health Organisation website has this PDF of the recommendations for levels of physical activity for 5-17-year-olds.

http://www.unicef.org/immunization/index_how.html
UNICEF website has information about immunisation.

http://www.wateraid.org
WaterAid website has information and resources for teachers.

http://www.who.int/world-health-day/en
World Health Day focuses on key public health issues that affect the international community.

http://www.youtube.com/watch?v=jJwGNPRmyTI
YouTube hosts this simple animation retelling the story of Edward Jenner and his discovery of a smallpox vaccination.

http://www.youtube.com/watch?v=-0HK7EQg5TI
YouTube hosts this video ‘Walk in Agnes'- Shoes'-, which follows a 10-year-old girl in Zimbabwe, who has to collect water everyday for her family.

http://www.youtube.com/watch?v=-bEtqZoD4V4
YouTube hosts this World Vision documentary, in which a journalist in rural Africa experiences a typical four-mile round trip to a river to collect water.

Books

