

Year 1

## Healthy bodies, healthy minds

### Lesson 3: Looking after our bodies



#### Lesson context and overview

This is the third of three lessons teaching pupils all about their bodies, and everything their bodies can do for them. This lesson follows on from lesson 1, investigating ways in which we can keep our bodies healthy.

#### Curriculum links

##### Physical health and mental wellbeing: Physical and health fitness

Pupils will learn:

- the characteristics and mental and physical benefits of an active lifestyle
- what constitutes a healthy diet.

##### Physical health and mental wellbeing: Health and prevention

Pupils will learn:

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skins cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flowing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

#### Resources

Presentation slides

Photographs of the full-size body outlines from previous lessons in the centre of a large sheet of paper (one sheet for each small group)

'Healthy choices' items (e.g. soap, sun cream, trainers, piece of fruit, toothbrush, pillow or pyjamas, bottle of water)

Old magazines, pictures, photos and images of healthy choice items

#### Key vocabulary

health, healthy choices

#### Learning objectives

We will be learning about:

- why it is important to look after our bodies
- different things we can do to look after our bodies.

#### Learning outcomes

We will be able to:

- explain why it is important to look after our bodies
- describe some different ways we can look after our bodies.

#### Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons.

## Starter/baseline activity

Introduce pupils to the objectives and the key vocabulary for the lesson. Remind pupils of learning from previous lessons around our bodies and why they are amazing. Organise pupils into small groups and give each group a large sheet of paper with photographs of the body outlines in the centre. Ask how people can look after their bodies, and encourage pupils to draw or write their ideas around the photographs.

Take some feedback from groups, and explain that to take care of our bodies we need to make healthy choices about different things that we do.

## Core activities

1. Put the healthy choices items you have collected into an empty cardboard box with holes cut into the side, or under a cloth/in a bag. Explain that you have some objects that help people to make healthy choices. Individually or in small groups, ask pupils to come up and feel the objects without looking and try to guess what they are. (Alternatively, you could set up boxes on each table for pupils to work in groups to decide on the items.)

Once objects have been identified, ask pupils if they know how each object helps people make a healthy choice. For example:

**Sun cream:** using sun cream helps to prevent skin getting damaged by the sun.

**Piece of fruit:** eating fruit gives our bodies some of what they need to grow and be healthy.

**Soap:** using soap when washing our hands helps to stop illnesses spreading from one person to another.

**Toothbrush:** using a toothbrush and toothpaste to clean our teeth twice a day helps our teeth to stay strong

**Pillow:** when we sleep, our bodies to grows stronger. Sleep also helps us to feel good and think clearly.

**Trainers:** being active helps to keep our heart and bones healthy.

**Bottle of water:** our bodies need water to survive. Water does not contain sugar which can harm our teeth.

2. Organise pupils into groups. Give each group one of the healthy choice items and a large sheet of paper. Explain that you would like them to create a poster showing pictures and drawings of their item and how it is used, along with some words to explain why using it is a healthy choice. Children can draw their own pictures or use images from magazines.

Ask the groups to show their poster and read the words to the class.

## Extension activity

1. Plan a fruit tasting session with some common and more exotic fruits for pupils to try. Pupils could contribute to a tally chart showing the popularity of different fruits.
2. Set a homework task for pupils to create a photo/picture diary of any healthy choices they make over the course of a week. Can they include everything the class have discussed?

## Plenary

Ask each group to return to the draw and write activity they completed at the beginning of the session – is there anything they would like to add based on what they have learnt in the lesson?

Ask pupils to identify one healthy choice that they would like to make over the next week.

## Assessment

Use the draw and write activity to assess pupils' understanding of the learning objectives. The healthy choice posters can be used to assess pupil's understanding of things that keep them healthy and how by writing pupil's names under their contribution.