

Unit Context



This unit of work focuses on developing children's awareness, knowledge and understanding of the importance of being healthy and of the range of factors which contribute to maintaining their health. As well as physical health, children's emotional health plays

a key part in their overall health and wellbeing and therefore work within this unit should sit alongside and complement learning within the Myself and My Relationships units. Teaching and learning around healthy lifestyles plays an important role in the government strategy to promote healthy weight in children. This is supported by the Department Of Health 'Change 4 Life' campaign which includes a range of programmes and materials to support families and schools. Healthy Eating and Physical Activity are two key themes in the National Healthy Schools Programme and curriculum work on healthy lifestyles makes a major contribution to delivering on these themes. The Physical Education and Sport Strategy through the Schools Sports Partnerships (SSPs) has raised the profile of physical activity within and outside the school curriculum. Learning within this unit will increase children's understanding of the health benefits of regular physical activity and will support the aim of the SSPs which is to increase the number of children engaging in physical activity throughout the school day including lunchtimes, playtimes and after school.

Unit Description

This unit places particular importance on the understanding of what our bodies need to be healthy and what activities children need to do to maintain a healthy body. It is designed to help children understand the healthy choices available to them and equip them with the skills to make their own decisions to keep themselves healthy and follow a healthy lifestyle. The children will explore, through a variety of activities, how, in order to keep healthy, they will need a balanced diet, rest, sleep and regular exercise.

Notes for Staff

Work in this unit should be supported by the provision of an enabling environment which includes outdoor provision and opportunities for physical activity, play and snack time. This unit can also be supported by a visit from the Life Education Centre, an interactive classroom which engages children in health issues and teaches them to make informed choices about healthy lifestyles.

It is sometimes the case that children know which are healthy choices and yet are not able to make these in their everyday lives for a variety of reasons. It is important to recognise that at this age parents will make some choices about the children's lifestyles (for example use of free time, food choices) and therefore the emphasis needs to be on choices children can make, whilst recognising that some responsibility remains with adults. For this reason the unit also looks at the advantages of a healthy lifestyle, such as having the energy to participate in favourite activities. Food costs and availability will also have an influence.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment during practitioner directed activities.

Activity 1.2 Use the children's response to this Draw and Write activity to assess their understanding of what it means to be healthy and different ways in which they can care for their bodies.

Activity 3.5 Use the children's response to the lunchbox activity to assess their developing understanding of what constitutes a balanced diet.

Activity 6.1 Use the children's response to the scenarios to assess their ability to make personal choices to help maintain and/or improve their health.

The following are suggested contexts for your setting's continuous provision. These contexts provide opportunities for practitioners to assess how children are transferring their knowledge, skills and attitudes acquired in teacher directed activities to their self initiated play/independent learning.

Learning Expectations

This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related **Early Learning Goals**:

The Prime Areas

Physical Development

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Observe children while they:

- Respond to an activity which reflects a theme introduced through the use of fiction **e.g. *I Will Not Ever NEVER Eat a Tomato*** – observe children as they use the role play café and create and serve different meal options.
- Engage in other role play situations such as greengrocers, teddy bears dentist/doctors.
- Play actively outdoors e.g. using small and large play equipment.
- Socialise and talk about food during snack time.

Out of School Learning

Invite parents/carers to access the website www.nhs.uk/Change4life and discuss the section 'Change4Life for my kids' with their children. Each of the eight suggestions contains ideas to encourage families to lead a healthy lifestyle e.g. 'Meal Time' has a recipe book with simple, healthy ideas for meals and snacks and 'Up and About' has tips for including more physical activity every day. Encourage the children to identify an area that they would like to work on with their parents/ carers or wider family.

Sensitive Issues



Sensitive issues to be aware of are marked in the **Points to Note** column with this symbol.

In particular in this unit, when teaching about healthy lifestyles it is important to be sensitive to the lifestyle choices of different families. Sometimes messages being promoted in the classroom may not be reflected in the children's experience at home *e.g. the food they eat, bedtimes and opportunities available to engage in physical activity*. It is important for teachers to help children understand that some illnesses and medical conditions are not caused by making unhealthy choices and therefore we should never judge people to be unhealthy or make insensitive comments about their size or appearance.

As adults, we need to be aware that being healthy is a continuum and we can always be healthier, although children of this age may find this concept hard to grasp. The Change4Life website section "smallsteps4life" encourages children to take up a challenge either individually or as a whole class. You may like to consider using this to reinforce the work in this unit.

When running a food tasting activity, staff need to be aware that there may be some foods which some children will not be able to taste, due to *e.g. religious/cultural beliefs or allergies*. Parents and carers must be informed of food tasting and cooking activities in advance.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide.

Linked Units

BG F My Body and Growing Up



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5. To understand the importance of sleep for our bodies.

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6. To begin to understand how to make choices which promote healthy living.

Section A - Staying Healthy

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To understand some of the things needed to have a healthy body.	To be able to: <ul style="list-style-type: none"> talk about what being healthy means explain how my body needs sleep, exercise and food in order to be healthy 	1.1 In a Circle Time activity introduce the idea of ' <i>being healthy</i> '. Ask the children to describe how we can look after our bodies and keep ourselves well. Use a large speech bubble with the sentence stem, <i>I can look after my body and be healthy by...</i> to collect the children's views on what ' <i>being healthy</i> ' means to them.	<ul style="list-style-type: none"> See Teaching Guidance for information on Circle Time. Activities 1.1 and 1.2 provide an opportunity to explore a range of ways in which we can keep our bodies healthy such as <i>eating the right types and quantities of food, exercising, resting, cleaning our teeth and doing activities that make us feel good about ourselves</i>. Physical play can be a form of exercise for young children.
		1.2 Invite the children to draw and write about things that help to keep their bodies healthy and help them to feel happy and good about themselves. A	<ul style="list-style-type: none"> See Teaching Guidance for information on Draw and Write.
		1.3 In small groups, design a large 'Healthy Day Clock'. Ask the children to think about the order of their day and what they may be doing at particular times of the day to look after their bodies and keep themselves healthy. Provide the children with questions such as the following: <ul style="list-style-type: none"> <i>What is your first meal?</i> <i>When do you clean your teeth?</i> <i>When do you exercise?</i> <i>When do you go to sleep?</i> <i>When do you wash your hands?</i> <i>When do you rest or go to sleep?</i> <i>When do you play?</i> <p>Provide the children with their own 'Healthy Day Clock' and symbols depicting healthy practices and invite them to place the symbols on the appropriate places on the clock.</p>	<ul style="list-style-type: none">  Be sensitive to the needs of children who, due to home circumstances, may not always be given breakfast. Where appropriate include the school's whole school approach to promoting health and wellbeing by including activities such as breakfast clubs and 'Take Ten'. Display a large 'Healthy Day Clock' in the classroom. Encourage the children to add small drawings as they begin to think more about their daily healthy practices.

Section B - Healthy Eating

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
2. To be able to name and talk about foods they like and dislike.	To be able to: <ul style="list-style-type: none"> name and express opinions about different foods know that different people like different foods 	2.1 Using the website www.foodafactoflife.org follow the links to 3-5 Years, Healthy eating, Activity 1: What foods do you like? As a class and in small groups, complete the suggested activities to explore children's views, opinions and experiences of different foods. Set up a tasting session using foods explored in this activity.	<ul style="list-style-type: none"> For a further resource, download the A-Z poster and activity ideas sheet from www.foodafactoflife.org.uk. This poster could support cross curricular links with Literacy. Before any tasting session be sure to send a letter home to parents and carers to check for allergies or religious/cultural reasons for not being able to taste certain foods.
3. To understand why different foods and drink are important in order for our bodies to stay healthy and well.	To be able to: <ul style="list-style-type: none"> recognise the Eatwell plate and which foods belong to each group use the words lots, some and a little to describe the amounts of food that should be eaten from each food group to help us stay healthy talk about how different types of food do different jobs for my body name different fruits and vegetables and tell you why they are good for my body <i>e.g. vitamins</i> say what sort of foods need to go into a lunchbox to make it healthy 	3.1. Using the website www.foodafactoflife.org follow the links to 3-5 Years, Healthy eating, Activity 2: What is the Eatwell plate? As a class and in small groups, complete the suggested activities to explore the Eatwell plate which introduces the children to the fact that we need to 'eat' different foods to stay 'well' and healthy. Make a large table sized version of the Eatwell plate that can be displayed in the classroom. Provide examples of real food for children to sort into the different food groups. Discuss in simple terms, why foods from the different food groups are good for us <i>e.g. they give us energy so that we can play and move around.</i>	<ul style="list-style-type: none"> Activities 2.2 – 2. 6 on the website www.foodafactoflife.org.uk provide opportunities to introduce in simple terms why foods from the different food groups are good for us <i>e.g.</i> <ul style="list-style-type: none"> <i>they give us energy;</i> <i>they help different parts of our body to grow such as skin, bones, teeth, nails, hair and muscles;</i> <i>they help us to stay well and prevent some illnesses;</i> <i>they provide us with fibre and water.</i> It is advisable not to label foods as either 'good' or 'bad' but to promote instead an understanding of the importance of having a balanced diet which includes a balance between healthy meals and snacks which have a high fat or sugar content. Ensure that you are aware of and follow appropriate food safety and hygiene guidance.


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>3.2. Using the website www.foodafactoflife.org.uk follow the links to 3-5 Years, Healthy eating, Activity 3: Do you need to eat lots, some or little of these foods? As a class and in small groups, complete the suggested activities to reinforce what types of foods belong to the four food groups and explore how much of these foods we should eat each day to stay healthy and well.</p> <p>3.3. In Circle Time read the story, I Will Not Ever NEVER Eat a Tomato. Stop the story as Lola encounters the foods she does not like to eat and ask the children why it would be better for Lola to like these foods e.g. <i>they give us energy, they help us to grow, they give us vitamins which help to keep us healthy</i>. Afterwards, ask the children to complete the sentence stem, <i>We need food and drink because.....</i></p> <p>3.4. Using the website www.foodafactoflife.org.uk follow the links to 3-5 Years, Healthy eating, Activity 4: How many fruit and vegetables do you need to eat each day? As a class and in small groups, complete the suggested activities to reinforce awareness of different types of fruit and vegetables and how it is important to eat these foods regularly to maintain good health. Involve the children in designing a fruit and vegetable food diary and encourage the children to keep a daily log of when they eat these foods.</p> <p>3.5 In small groups, read the story, Lunch Boxes. Provide the children with four lunchboxes, each containing either only fruit, sandwiches, sweet biscuits or drinks. Encourage the children to discuss whether or not these are healthy lunches. Ask the children to make up four healthy lunchboxes using the food provided and to explain why their lunchbox is healthy. As a follow on from this activity, use the interactive game, 'Make a healthy lunchbox!' from www.foodafactoflife.org.uk. In pairs the children can create their own healthy lunchbox and print out the results to show to the class. A</p>	<ul style="list-style-type: none"> • See Teaching Guidance for information on Circle Time. • Involve the children in making fruit and vegetables from paper mache and other media and set up a role play greengrocers in the classroom. • Provide opportunities for children to sow, grow and harvest their own fruit and vegetables at the school. See the Growing Schools website under Sources of Information and Support. •  This activity reinforces the message that our meals need to contain a balance of different foods. However, be sensitive to the fact that some children's packed lunches may not always contain a healthy balance of foods. • There are links between this activity and the Cambridgeshire PSHE Service 'Lunchbox Challenge' resource for key stage 2 children – for further information see unit HL 5/6 Healthy Lifestyles.

Section C – Exercise, Physical Activity and Rest

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
4 To understand what exercise is and why it is good for us.	To be able to: <ul style="list-style-type: none"> name some different physical activities that I can do at home and at school make up a game that will give my body some exercise talk about what happens to my body when I exercise (<i>e.g. my heart beats faster, my breathing becomes harder, my body sweats, I feel happy</i>) talk about why it is important to exercise (<i>e.g. body becomes stronger, my muscles grow</i>) 	4.1 In Circle Time, encourage the children to reflect on what they have learnt so far about being healthy. Ask the children if they can think of anything else that humans need to do to stay healthy. Establish that exercise is important and explain to the children that people exercise when they do a physical activity. In pairs, ask the children to make a list of all the different kinds of physical activity that they do at or outside of school <i>e.g. running, dancing, walking the dog</i> . Ask each pair to mime one of their physical activities for the class to guess. Read the story, Being With You This Way and ask the children to identify the different types of physical activities that are being shown in the story.	<ul style="list-style-type: none"> See Teaching Guidance for information on Circle Time. Ensure that the children have an understanding of the broad range of activities that include exercise other than specific sports <i>e.g. walking the dog or playing 'catch' and other playground games</i>. Also exercise such as walking and playing in the park are free and do not require membership to gyms or other sports facilities.
		4.2 In small groups, ask the children to consider physical activities that people can do on the spot <i>e.g. star jumps or jogging</i> . Invite the children to do one of these activities together for one minute. Afterwards, ask the children to identify what they could feel happening to their bodies <i>i.e. their hearts beat faster; they become hotter, possibly thirsty and tired</i> . Explain that humans need exercise to keep their bodies healthy and to make sure that they are fit and strong. Ask the children to recall some of the playground games that they play at breaktimes and lunchtimes and discuss how these games are providing them with exercise. Provide an opportunity for the children to play one or two of these games. Afterwards, return to the circle and ask the children what was happening to their bodies and how they knew that the games were providing them with some exercise. Provide the children with a range of small play apparatus and invite them to work together to devise a new playground game which helps to exercise their bodies.	<ul style="list-style-type: none"> Using the website www.greatgrubclub.com follow the links to the 'Move It' section for suggested playground games and other physical activities ideas. Invite the children to choose a game and to play it with a group of friends. Encourage them to include this game as a physical activity during their breaktimes. This has links with Take 10 (or other similar programmes such as Wake and Shake or Buzz Time). For Take 10 resources, see www.take10.net under Publications.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
5. To understand the importance of sleep for our bodies.	To be able to: <ul style="list-style-type: none"> describe my bedtime routine talk about why sleep is important (<i>e.g. my body grows and heals faster, it stops me from feeling tired, it helps me to think and concentrate</i>) 	5.1 In Circle Time , read the story, I Am NOT Sleepy And Will Not Go To Bed . Ask the children to identify some of the things that Charlie and Lola did in the story to help them get ready for bed. Explain to the children that bedtime is an important time when we slow down and get ready to go to sleep. Explain that everybody has a bedtime routine where they do things to get ready to help themselves calm down and get ready to go to sleep. Invite the children to talk about some of the things they do as part of their own bedtime routines <i>e.g. having a bath or wash, changing into pyjamas, cuddling a favourite toy, listening to a bedtime story or music</i> . Invite the children to draw and label pictures of their bedtime routines.	<ul style="list-style-type: none"> Children will have different bedtimes so try and avoid a definite time for bed. Focus instead on helpful strategies for slowing down and ensuring a good night's sleep.
		5.2. In Circle Time, introduce the children to a puppet, Sammy. Explain that Sammy wants to know more about sleep including when is the right time to go to sleep. Refer back to the 'Healthy Day Clock' (activity 1.3) and ask the children to identify for Sammy appropriate times for going to sleep and waking up. Explain that Sammy also wants to know why sleep is important. Encourage a class discussion on the importance of sleep including how it is important for body growth <i>e.g. muscles and bones, healing, restoring energy</i> and helping us to concentrate and feel well and good about ourselves. Explain that recently Sammy is unhappy because she/he is tired all the time because he/she can not go to sleep. Describe Sammy's bedtime routine and how it includes activities such as <i>playing on the computer, drinking fizzy drinks and jumping up and down on the bed</i> . Invite the children to talk to Sammy and explain why his/her bedtime routine may be stopping him/her from getting to sleep. Invite the children to suggest some ideas for a bedtime routine that would help Sammy to slow down so that she/he could fall asleep. Finally, play a bedtime song or lullaby and invite the children and Sammy to lie down to listen to the music. Afterwards discuss why this music might help people to fall asleep and invite the children to talk about lullabies or bedtime music that they may listen to at home.	<ul style="list-style-type: none"> See Teaching Guidance for information on using Puppets.

Section D - Choosing a Healthy Lifestyle

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To begin to understand how to make choices which promote healthy living.	To be able to: <ul style="list-style-type: none"> • assess a situation and make a choice that will help to keep me healthy • choose one thing that I could do to improve my health (e.g. <i>do more physical activity, go to bed earlier, clean my teeth twice a day</i>) 	6.1. In small groups, read the scenarios (Resource 1) to the children. Each scenario involves a character making a healthy or unhealthy choice. Invite the children to consider what choices they would make if they were in these situations. Encourage the children to consider reasons for their choices. Where the children have chosen the healthy options help them to talk about the factors which make it a healthy as opposed to an unhealthy choice. At the end of this activity, invite the children to think about one thing that they could do to help maintain or improve their health. <i>e.g. cleaning teeth after breakfast and before bed, trying to eat an extra piece of fruit each day, trying to walk to places more often.</i> Encourage the children to talk about their choice and help them to set a personal target. A	<ul style="list-style-type: none"> • See Resource 1 for Scenarios: Healthy Choices. •  Ensure that the children set themselves achievable targets taking into account their individual capabilities and abilities and different family circumstances etc.

Resources to Support this Unit

The following resources are included in the HL F Resource Pack linked to this unit:

1. Scenarios: Healthy Choices

These resources are directly referenced within this unit:

Lunch Boxes Althea

I Will Not Ever NEVER Eat a Tomato Lauren Child

I Am NOT Sleepy And Will Not Go To Bed Lauren Child

Bein' With You This Way W.Nikola-Lisa

Food a Fact of Life www.foodafactoflife.org.uk
3-5 Years, Healthy eating, Activities 1-5

The Great Grub Club www.greatgrubclub.com
Move It – Playground games and other physical activity opportunities

These may also support work on this unit:

I Don't Want to Go to Bed Tony Ross

Wibble Wobble Miriam Morris and Joanna Mockler

Fit and Well (My Healthy Body) Veronica Ross

Get Some Rest! (Look After Yourself) Angela Royston

Peace At Last Jill Murphy

The Baby Who Wouldn't Go to Bed Helen Cooper

Nighty Night Colin McNaughton

Kiss Good Night, Sam Amy Hest

Goodnight Harry Kim Lewis

Oliver Who Would Not Sleep Mara Bergman and Nick Maland

Eat Your Peas Kes Gray and Nick Sharratt

Oliver's Vegetables Vivian French

Oliver's Fruit Salad Vivian French

Eat Well (Safe and Sound) Angela Royston

Sources of Information and Support

Life Education Centres (LEC) www.lifeeducation.org.uk
(National Coram Life Education website)
Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

The Nursery LEC programme addresses the five physical needs of healthy food and drink, air, exercise and sleep and the importance of personal hygiene.

The Reception LEC programme addresses the five physical needs of healthy food and drink, air, exercise and sleep, the importance of personal hygiene and activities they can do.

Cambridgeshire Community Services, Dental Service, Oral Health Department, or your local Oral Health Promotion Service.
This service offers 'TEETH MATTER', a free educational programme for Foundation and Keystage 1 and 2 children. Oral Health Educators use a range of teaching methodologies and props to teach important messages about dental care and diet.
Tel: 01223 723128 to arrange a visit.

Adviser for Physical Education, Cambridgeshire Advisory Service (or your local P.E. Adviser) www.pe.ccceducation.net
For P.E. advice. Under 'Useful Links' you can find Schools Sports Partnerships.

Food a fact of life www.foodafactoflife.org.uk
Devised by the British Nutrition Foundation, this programme provides a progressive approach to teaching from 3 - 16 years about healthy eating including the Eatwell Plate, cooking, food and farming.

The Great Grub Club www.greatgrubclub.com
Set up by the World Cancer Research Fund UK to help make food systems, food and physical activity essential parts of school life and learning.

Change 4 Life www.nhs.uk/Change4Life
An initiative by the Government designed to help families eat well, move more and live longer and happier lives. Includes the Small Steps for Life programme, which is about schools taking on challenges to encourage children and families to eat well, get active and feel good.
smallsteps4life.direct.gov.uk

Food Standards Agency www.food.gov.uk
Food Standards Agency's consumer advice and information site. Its aim is to help consumers make healthy choices.

Food for life www.focusonfood.org
A campaign to raise the profile and importance of food education which focuses on the making and cooking of food to enable children to learn about the social importance of food.

British Heart Foundation www.bhf.org.uk/teachers

This contains an extensive list of resources for schools, children and young people; many of which are free to download or to order with suggested donations. These include: Active Schools Resource Pack; The Big Heart Book; Artie Beat books and The Big Food Challenge.

School Food Trust www.schoolfoodtrust.org.uk
An independent organisation set up by the DfES, to help deliver school food standards, develop food skills amongst children and young people, and bring longer term improvements to their health and education.

Growing Schools www.growingschools.org.uk
Growing Schools is a government programme which aims to encourage and inspire all schools (nursery, primary, secondary and special) to use the outdoor classroom, both within and beyond the school grounds, as a context for learning across the curriculum.

Health Matters Education www.healthmatterseducation.co.uk
A cross curricular resource designed to inspire and motivate children about the importance of a healthy, active lifestyle. It includes a wide range of resources, materials and activity ideas to promote healthy eating and physical activity. It is approved by the Change 4 Life programme and the Association for Physical Education.

National Health Service www.nhs.uk
For information about healthy lifestyles including the symptoms, diagnosis and treatment of illnesses.
This service carries out the National Childhood Measurement Programme for all children in Reception and Year 6.
For local Cambridgeshire services and contacts www.cambridgeshire.nhs.uk.

NHS Choices www.eatwell.gov.uk
Guidance on healthy eating for families

Cambridgeshire Healthy Schools Programme
The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact.
For Cambridgeshire schools contact the PSHE Service

Outdoor Education Adviser Service
Cambridgeshire schools - Refer to CCC portal resource id 279. For advice and guidance about planning and organising visits and out of school learning opportunities see Evolve website www.cccpccvisits.org.uk
For national information and guidance about organising visits and off site learning, see www.oeapeg.info. To find your local Outdoor Education Adviser visit www.oeap.info

Cambridgeshire Primary Personal Development Programme
Healthy and Safer Lifestyles 3 • HL F Healthy Lifestyles

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Click on the title of the resource you require.

Resource 1 - Scenarios: Healthy Choices

Sammy has been running around outside in the garden and he is feeling really hot. His mum says 'Would you like to drink something?' Sammy says

- a) 'Yes, please'.
- b) 'No, thank you'.

Which option would you choose and why?



Anna has been playing in the sand tray. When she has finished playing, Anna decides

- a) to wash her hands.
- b) not to wash her hands

Which option would you choose and why?



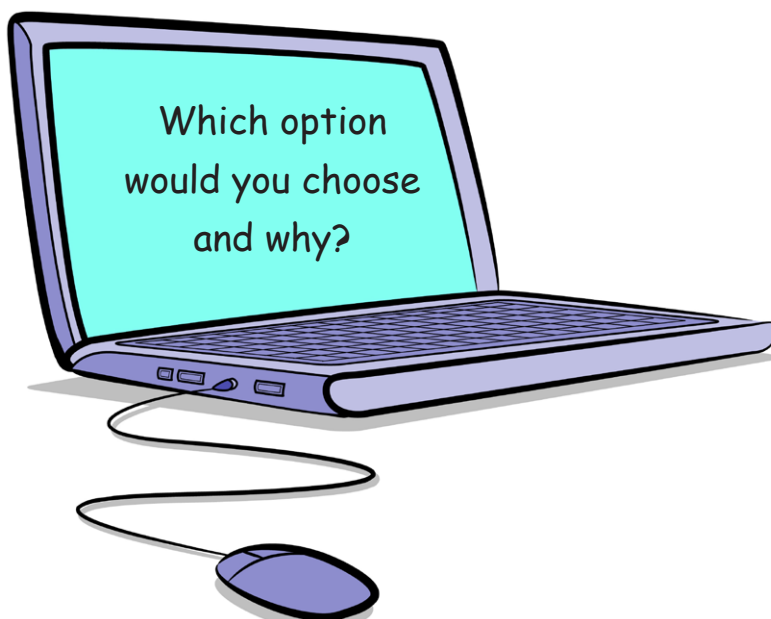
Freddie has a sandwich, a drink, some crisps, and a chocolate bar in his lunchbox. His Mum says he can choose one more thing to eat for his lunch. Freddie chooses

- a) some crisps.
- b) an apple or another piece of fruit.



Joanna has been playing on the computer for a long time. Her friend from next door asks Joanna if she would like to play outside with her. Joanna decides to

- a) play outside with her friend.
- b) stay inside and play on the computer for a longer time.



Colleen's Nana gives Colleen a bag of sweets. Colleen says, 'Thank you', and

- a) eats all the sweets.
- b) eats two sweets and puts the bag away so that she can have some sweets tomorrow.



Which option would you choose and why?

Andre is getting ready for bed. He decides to

- a) brush his teeth.
- b) not brush his teeth today.

Which option would you choose and why?



Mia is having her dinner. Mia has broccoli on her plate. Mia has not tasted broccoli before so she decides

- a) to try the broccoli to see what it is like.
- b) not to eat the broccoli because she has not eaten it before.



Which option would you choose and why?

Carly is joining in a playground game with the lunchtime play leaders. They are doing star jumps to warm up their bodies. Carly decides to

- a) do one star jump.
- b) do lots of star jumps and stop when she is tired.



Which option would you choose and why?

Class: _____ Teacher: _____ Term: Autumn/Spring/Summer

Healthy and Safer Lifestyles 3 HL F Healthy Lifestyles					R	A	G	Notes
Section A - Staying Healthy								
1. To understand some of the things needed to have a healthy body.								
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2. To be able to name and talk about foods they like and dislike.								
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