



Year 3, Spring 2

Healthy Me!



Friday 11th March

L.O: To express my thoughts and worries about the crisis in Ukraine

# What to Do If You Are Upset by the News



## What to Do If You Are Upset by the News

The news is important. It lets us know what is happening in the world.

However, sometimes, we see things in the news that are upsetting.

This can make us feel lots of different emotions.

**Angry**

**Worried**

**Anxious**

**Scared**

**Confused**

**Upset**

Some of the things you hear in the news might make you feel worried, upset or scared. It is normal to feel these emotions. Adults can get upset about events in the news too.



## Could This Happen to Me?

The reason these stories are in the news is because they don't happen very often.

Even though lots of people may be talking about what has happened, events like this are rare.

Talking to someone you trust can help you to feel safe and help you think of things you can do if you feel worried or upset in the future.

There are lots of people who are able to help.



## Who Could I Talk To?



Discussing events that have happened in the news with a trusted adult can help you to understand what has happened and how you're feeling.

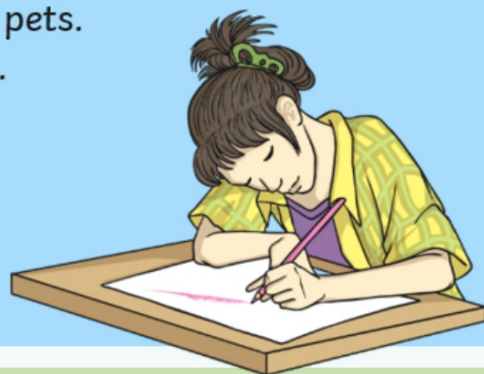
Parents, guardians, family members and adults at school are all people you can talk to if you're feeling upset. Drawing or writing about your worries might also help you to understand your emotions.

Remember: try to avoid listening to, or spreading, rumours in person or online.

## What Could I Do?

If you're feeling upset, you could also try one of these activities:

- Make a list of things that make you feel happy or safe.
- Spend time with your family, friends or pets.
- Look at some photos of happy memories.
- Watch your favourite film.
- Play a favourite game.
- Listen to music.
- Draw a picture.
- Read a book that you enjoy.



Sometimes, worrying or feeling upset can make it difficult for you to sleep. Using mobile phones, games consoles or watching TV can keep you awake. Spend some time before bedtime doing something relaxing that does not involve a screen, such as reading a book or listening to music. A good night's sleep can help make you feel less anxious.

## How Can I Help?

If there has been a disaster or a tragic event, there will often be an appeal to help people who are affected.

Depending on what has happened, you might want to organise a fundraiser to raise money for an appropriate charity or write a letter saying thank you to people who have helped out, for example the emergency services.





Tuesday 1st March

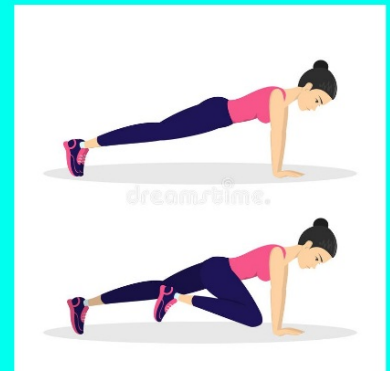
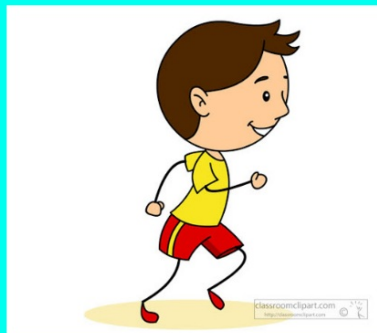
LO - To understand how exercise affects

my body



Connect us

Play Jigsaw Jino says...

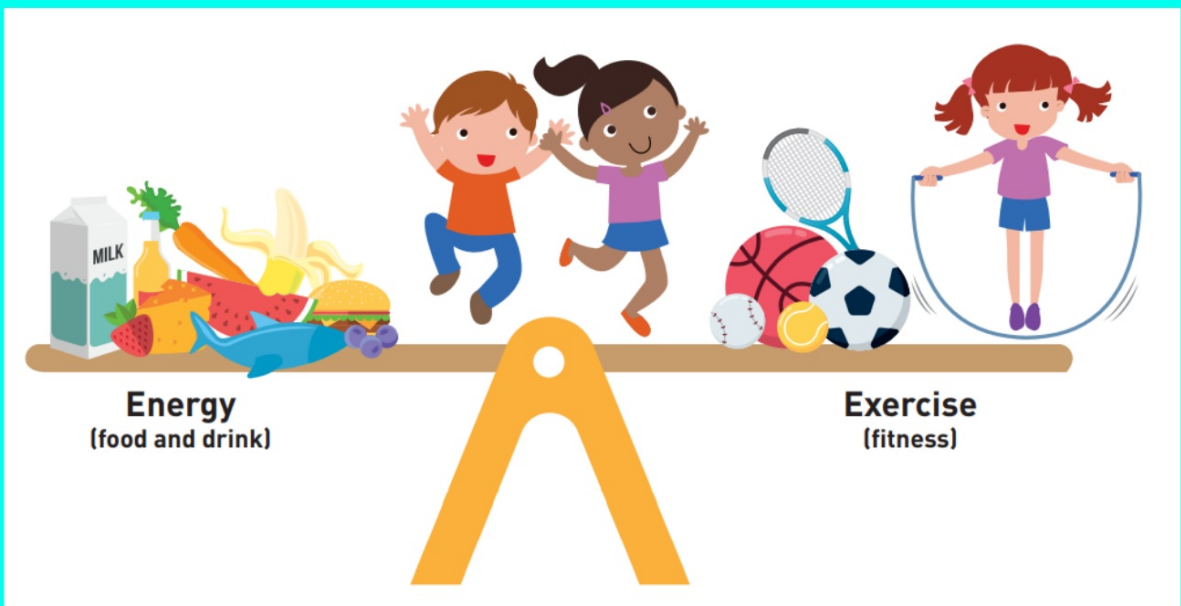


What other exercises could we include in our game?

Open my mind

How many different  
sports or physical  
activities can we think  
of?

Tell me or show me



What is this showing us?

Tell me or show me

What might happen if a person took in too much energy and didn't exercise enough?

How about if a person exercised too much but didn't take in enough energy?

Can a person put their 'see-saw' back into balance if they have tipped one way or another?  
How could they do this?

Let me learn



A large, empty, rounded rectangular box with a pink border, intended for a response or note.



Help me reflect

I understand how exercise affects my body  
and know why my heart and lungs are such  
important organs

I can set myself a fitness challenge





Friday 18th March

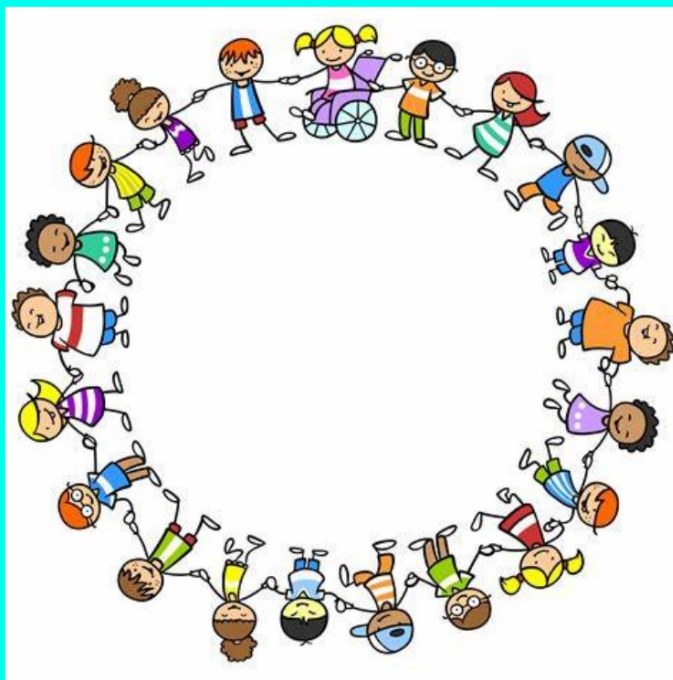
Handwriting

Friday 18th March

LO - To know the effects of foods on  
my body.



Connect us



Play switch using food and drink

e.g. switch places if you like... switch places if you don't like...

Tell me or show me

Our bodies need energy from food and drink but we have to make sure that we take in the right amounts so our bodies stay healthy and in balance.

What are calories?

Tell me or show me

Do you remember looking at food packaging in  
D and T?

These have the amounts of calories written on  
it, so this can help us with choosing healthier  
options.


Tell me or show me

How much energy is in each of these?  
What about sugar and fat?



**Nutrition Information (AVERAGE)**  
Servings per package: 12  
Serving size: 30g (2/3 metric cup)


	quantity per serving	% daily intake per serving	per serve with 1/2 cup reduced fat milk	quantity per 100g
<b>ENERGY</b>	490 kJ	6%	780 kJ	1640 kJ
<b>PROTEIN</b>	1.7 g	3%	6.9 g	5.7 g
<b>FAT, TOTAL</b>	0.4 g	0.5%	2.4 g	1.2 g
- SATURATED	0.1 g	0.4%	1.4 g	0.3 g
<b>CARBOHYDRATE</b>	26.2 g	8%	33.2 g	87.4 g
- SUGARS	9.7 g	11%	16.7 g	32.4 g
<b>DIETARY FIBRE</b>	0.5 g	2%	0.5 g	1.7 g
<b>SODIUM</b>	99 mg	4%	167 mg	330 mg



**Nutrition Information**

	per 100g	(%RI*)
<b>ENERGY</b>	1604kJ	378kcal
<b>FAT</b>	0.9g	0.2g
of which saturates	0.2g	
<b>CARBOHYDRATE</b>	84g	8.0g
of which are sugars	3.0g	
<b>FIBRE</b>	7.0g	
<b>PROTEIN</b>	1.1g	
<b>SALT</b>		
<b>VITAMINS:</b>		
<b>MINERALS:</b>		

Per 100g	Per 25g(1/4) Pack
2172kJ	543kJ(6%*)
521kcal	130kcal(6%*)
31g	7.7g(11%*)
2.5g	0.6g(3%*)
53g	13g
0.4g	<0.1g(<1%*)




	Typical values as consumed	100g contains	One large orange
<b>Energy</b>		170kJ	340kJ
		40kcal	80kcal
<b>Fat</b>		<0.5g	<0.5g
<b>Carbohydrate</b>		8.2g	16.4g
<b>Sugars</b>		8.2g	16.4g
<b>Fibre</b>		1.2g	2.4g
<b>Protein</b>		0.8g	1.6g
<b>Salt</b>		<0.01g	<0.01g



**Nutrition Information**

	Per 100g	74g (2 tubes)
<b>Energy</b>	384kJ/91kcal	284kJ/67kcal
<b>Fat</b>	2.7 g	2.0 g
of which saturates	1.8 g	1.3 g
<b>Carbohydrate</b>	12.0 g	8.9 g
of which sugars	10.8 g	8.0 g
<b>Protein</b>	3.7 g	2.8 g
<b>Salt</b>	0.15 g	0.11 g



**Nutrition Information**

	Per 100 g
<b>Energy</b>	1990 kJ
	474 kcal
<b>Fat</b>	19 g
of which Saturates	5.2 g
<b>Carbohydrate</b>	68 g
of which Sugars	38 g
<b>Fibre</b>	2.7 g
<b>Protein</b>	5.4 g
<b>Salt</b>	0.74 g

Tell me or show me

Remember this?

We need to try limit the amount of sugary foods we eat every day to stay healthy and keep our bodies in balance. We should try to choose foods and treats that are sugar free or have labels that say 'no added sugar'.



Tell me or show me

Children your age should have no more than

24g of sugar (this does not include natural sugars in foods such as milk, fruits and vegetables).

The average calorie intake should be between 1500 and 1750 per



Stop and think about how you are thinking and feeling right now.



Let me learn



35g of sugar

15g of sugar

30g of sugar

20g of sugar

8g of sugar

22g of sugar

14g of sugar

17g of sugar

11g of sugar

Can you match  
the food item to  
the sugar  
content?

Are you surprised by some of the amounts of sugar in some of the foods?

Let me learn

In your book, answer these:

What does that teach us about making healthier choices?

What can we do to check the amount of sugar in some foods before we eat them?

Are there healthier 'swaps' we could make for some of these foods?

Is it still OK to eat high sugar foods sometimes?

*Reflect*

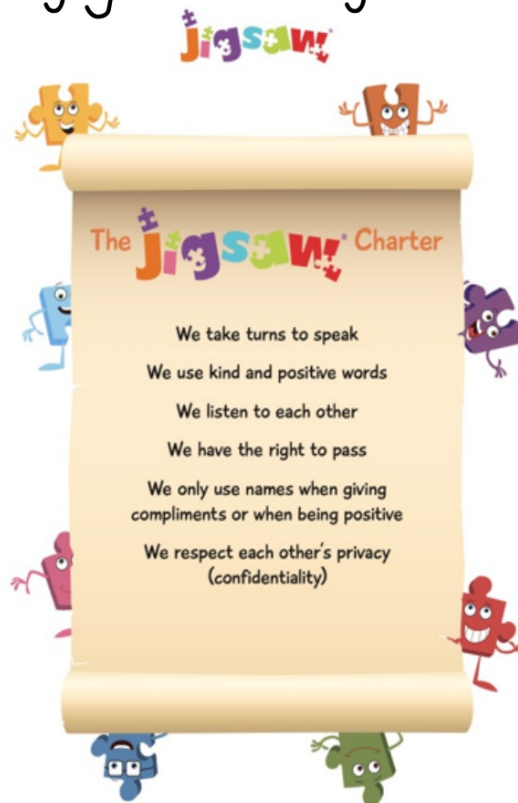
I know that the amount of calories, fat and sugar I put into my body will affect my health

I know what it feels like to make a healthy choice



Friday 25th March

LO - To identify how I feel towards drugs



Recap

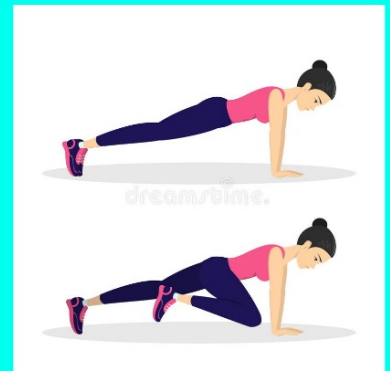
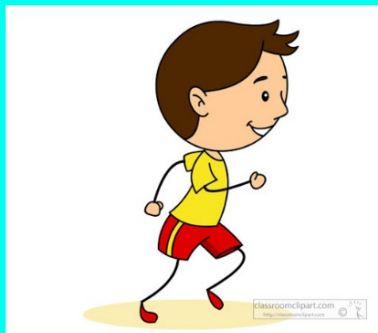


To be happy and healthy, we should...



Connect us

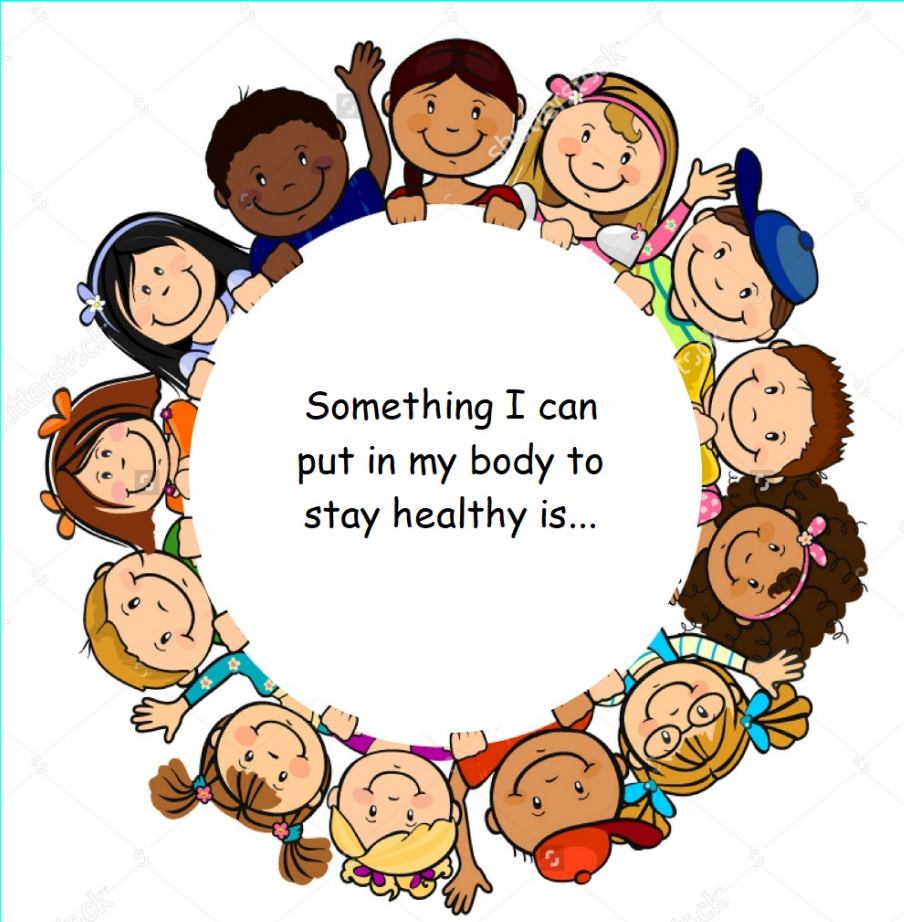
Play Jigsaw Jino says...



What other exercises could we include in our game?

Open my mind

Circle time

A group of approximately 15 diverse cartoon children of various ethnicities and ages are sitting in a circle, holding hands. They are looking towards the center of the circle. The children have different hair colors, styles, and clothing. The background is a light blue grid pattern.

Something I can  
put in my body to  
stay healthy is...

*Tell me or show me*

For this lesson, each of you will be working **independently**.

I am going to read a story, and every now and then I will stop and ask you to draw a picture. I won't be giving you ideas, and I don't want you to look at anyone else's work.

At the end of the story, there will be two questions to answer.



1. One day, Laura and Callum were walking home from school together. As they walked through the park, Callum noticed a bag underneath a bench, so they went over to have a look: inside the bag were some drugs.

2. Laura said to Callum, "Who do you think this bag belongs to?"

3. Callum said, "Laura, what you do think they were going to do with this bag of drugs?"

4. Laura said to Callum, "What shall we do with the drugs?"



If you think yes, draw or write an example of a drug being good for you.

Can a drug be good for you?



If you think no, draw or write why not.

What would you do if you found a bag with drugs inside it?

Draw and/or write what you would do.

What do you  
know about  
drugs?

Print for books



Is this a drug?





Are these drugs?



Is this a drug?



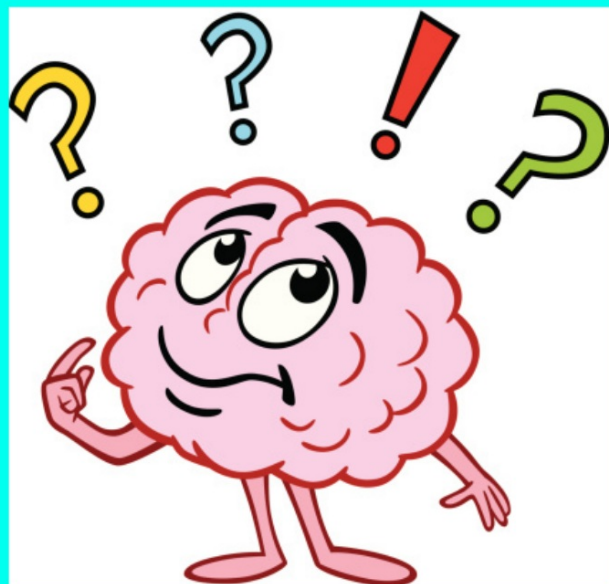
Is this a drug?



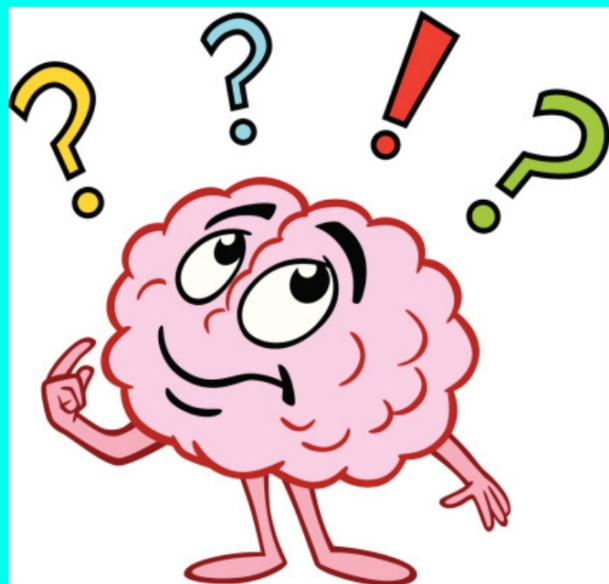
Is this a drug?



How might we know when a drug is a medicine we need to take?



How might a person know when a drug is not a medicine not safe to take?



*Let me learn*

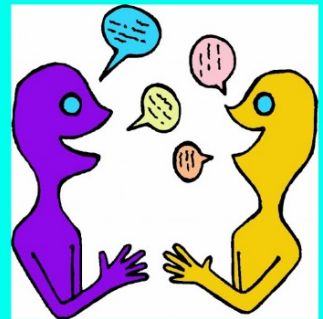
In pairs, choose and highlight 5 words that describe your feelings about drugs.



Now, work with your partner to add another word to the list.

Talk to your partner about what you have learnt today.

How many of these words can you use?



healthy

unsafe

drugs

safe

attitude



Friday 2nd April

LO - To know how to keep myself safe.



Connect us

Listen and think...



Show me how you feel when listening to this music.

Tell me how you felt whilst listening.

Connect us

Listen and think...

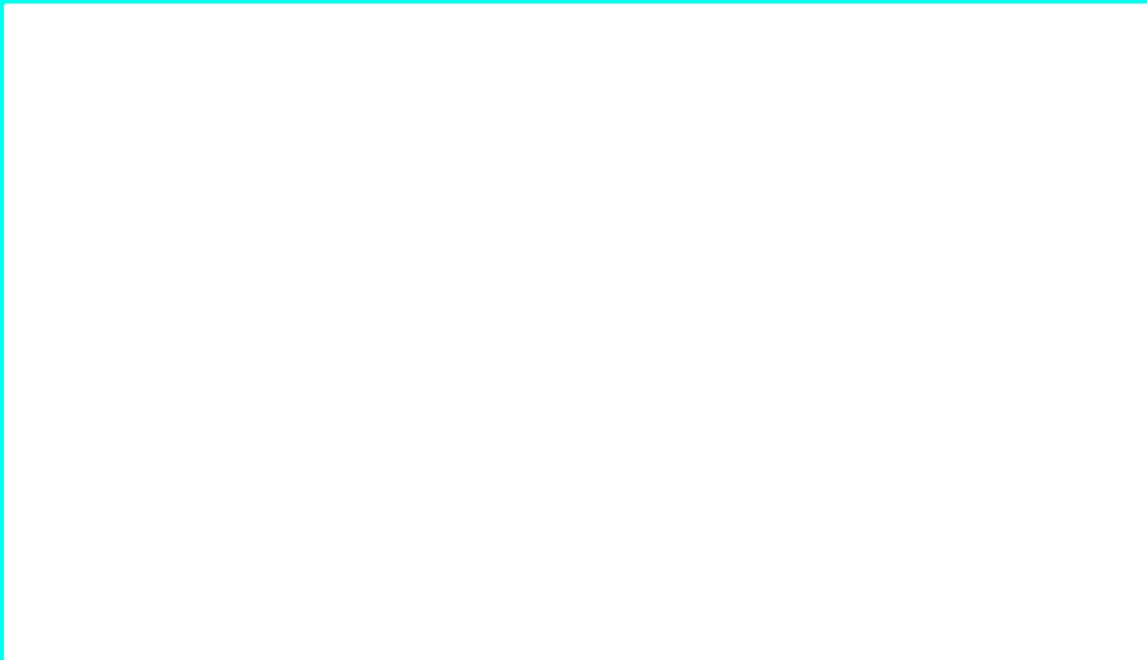
Some people find this kind of music a bit scary and they feel uncomfortable or anxious when they listen to it.

How can you express how being scared or anxious feels for you?

*Open my mind*

**Pictionary**

Who would like to draw something that is dangerous/not safe for us to guess?



What does emergency mean?

Were any of the situations that we drew emergencies?

Tell me or show me



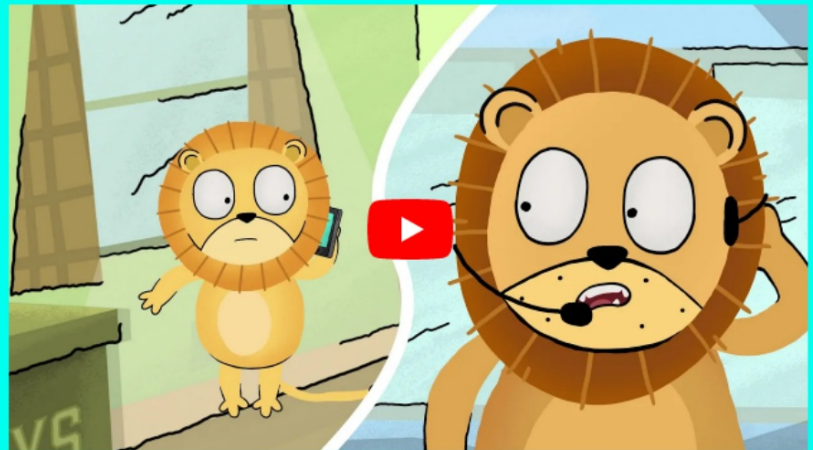
class list

For each situation we thought of, which emergency service would we need?



How would the emergency services know that you needed help?

How do we contact them in an emergency?





*Let me learn*

Let's make a list of things we have to keep safe from.  
Remember write a line miss a line!

Things	People	Places

Were our ideas real or pretend? If any were pretend, let's remove them from the list.

Why might these people, places or things be unsafe?

What sorts of thoughts/feelings might you experience when scared or anxious?

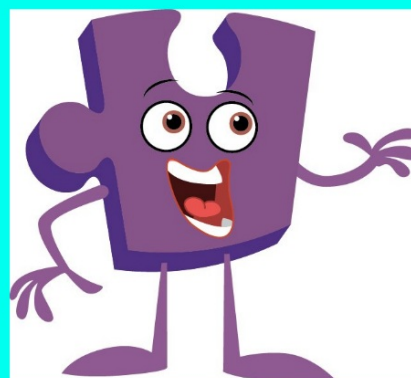
Sometimes, we can cause hazards, but sometimes they are caused by someone else.

Here are some strategies that we can use if we find ourselves in a dangerous or unsafe situation:

- Don't look
- Hide yourself
- Run away
- Say 'No'
- Keep away
- Don't touch
- Tell someone you trust
- Call the emergency services

On your missed line on your list, add which strategy Jigsaw Jino could use to keep himself safe in each situation or place.

- Don't look
- Hide yourself
- Run away
- Say 'No'
- Keep away
- Don't touch
- Tell someone you trust
- Call the emergency services

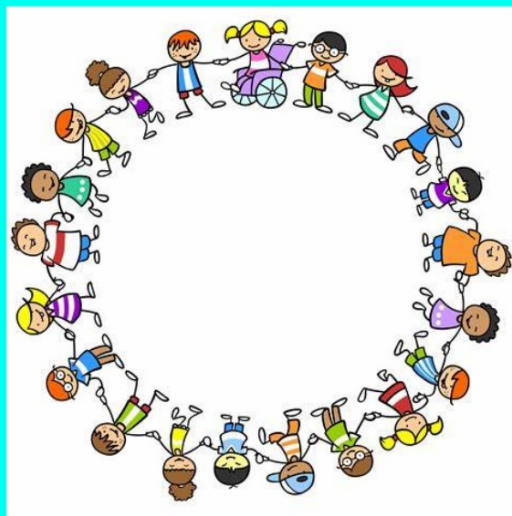


Friday 8th April

LO - To take responsibility for my safety.



Connect us



Play switch

e.g. switch places if you think it is unsafe to...

- climb a ladder
- cross the road
- play football

Connect us

How do you feel when you  
get scared or anxious?

Open my mind

How do you know the child in the picture is frightened?

Are there things we feel when frightened that don't always show in our bodies or faces?





Tell me or show me

I am going to read a very short story which you need to listen to very carefully.

Put up your hand at the point in the story when it becomes unsafe for Mika.

Tell me or show me

Mika and his friends were playing in the garden. It was a hot day; the sun was beating down. Mika said, 'I'm going inside to get a drink.' Joanna said, 'Don't go in Mika, it will spoil the game. Look, there's a bottle of water in your garden shed. You can have that.' Mika looked towards the garden shed they were playing next to, and sure enough there was a bottle of clear liquid on one of the shelves. It certainly looked like water. Mika went to get the bottle. It didn't have a label and the seal had been broken, but he thought it would still be OK. He felt a bit funny inside. His Mum had told him to stay out of the shed because there were things in there he shouldn't touch. Just to be sure Mika took a sniff, it did smelt a bit odd.

Tell me or show me

When did Mika's body and thoughts tell him it was unsafe?

What should he have done?



## Let me learn

You are going to get a story template

You need to:

- identify the point, or points, in the story when the situation starts to feel unsafe. This can be marked on the template by putting arrows or stars at the place(s) in the story.
- The advice they would offer the children in the story can also be written on the template in the appropriate boxes.

At the end we are going to feedback to the class to reflect and discuss each of the scenarios.

## Let me learn

Things the children could say...

People who could help...

A group of friends are playing outside. One of them says he is bored and wants to explore a nearby building site. The building site isn't locked but it does have warning signs saying 'Danger Keep Out'. One of the children says that the signs are just put there to scare people away and there is nothing dangerous inside. Ben isn't sure he wants to go in. His friends start daring each other to be the first inside.

Things the children could do...

Our best piece of advice is...

Tuesday 5th April

LO - To understand and appreciate my  
body



Connect us

Return to the fitness challenge from lesson 1.

How much more can you do now?

What achievements have you made?

**Healthy Me**  
My Fitness Challenge Chart - Ages 7-8 - Piece 1

Name				
Age				
Class				
Now I can...	How many? How far? How long?	I want to be able to...	How many? How far? How long?	How did I feel when I achieved my challenge?

Did I achieve my fitness challenge? .....

Open my mind

Do you think the facts are true or false?

### Facts about the human body

2. Your brain is active and thinks more at night than during the day

12. An average person has 100,000 hairs on his/her head. Each hair grows about 12.7cm every year

4. Your brain is 80% water

1. The eyeball of a human weighs approximately 28 grams

3. The tongue is the strongest muscle in the human body

5. Men get hiccups more often than women

8. A sneeze is faster than 100 miles per hour

9. Fingernails grow nearly 4 times faster than toenails

10. In one day, your heart beats 100,000 times

6. When you are born, you have 300 bones in your body, but as an adult you have only 206 bones. This happens because many of them join together to make a single bone

7. It takes food only seven seconds to go from the mouth to the stomach

11. Your skeleton keeps changing every 10 years, that means your bodies keep renewing themselves so every 10 years you have a new skeleton



Tell me or show me

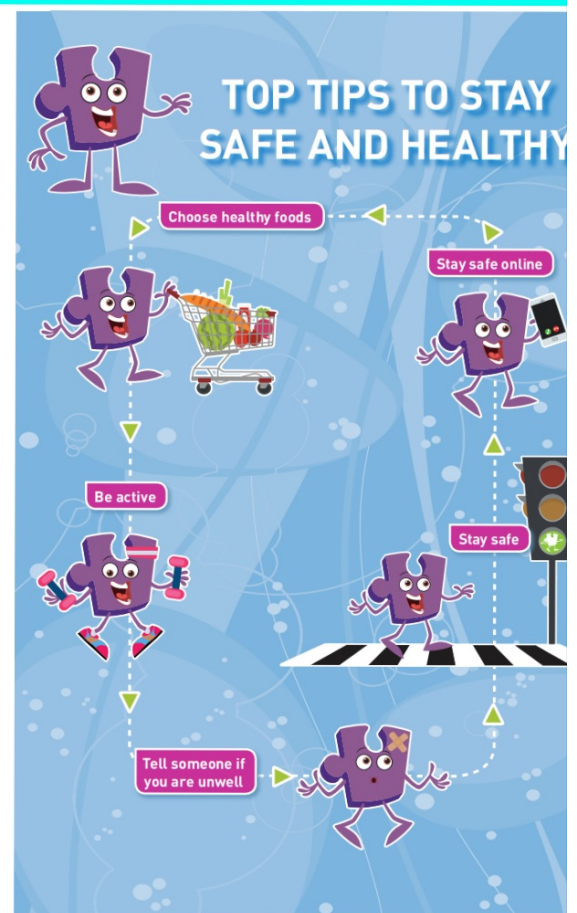
This is an infographic (like a poster) and it uses simple images and text to give others important information.

What makes it easy to understand?

Could it be improved?

Is there enough text?

Could the text be more helpful?



Let me learn

In pairs, you are going to make your own infographic about keeping safe and healthy.

Use your work in your book to help you!

The target audience is children aged 7 - 8 years old.

The infographic should offer at least 4 'Top Tips' about staying safe and healthy.

