

# Health Matters - Year 7



## Theme Assembly

**THEME:** Health Matters

**ASSEMBLY TITLE**

Addicted - Kaspar

**INTENDED OUTCOMES**

For students to consider the consequences of addictive behaviours and potential risks to their health

**RESOURCES**

Recommended resource for this assembly:

Secondary assemblies for SEAL - 40 ready to deliver assemblies on inspirational people

Brian Radcliffe - Optimus Education 2008

Pages 121-124

**ASSEMBLY PRESENTATION**

The assembly describes the consequences of addiction to computer games and is presented as a dramatised interview based on an article from The telegraph magazine (October 2007).

The assembly describes what can happen and also then looks at solutions or alternatives and enables students to reflect on their own experiences.

**REFLECTION**

What is addiction?

How can addiction affect us?

How in control are we of our own lives?

# Addicted

## Kaspar



### Key Stage 4 and 5

**SEAL Key Aspect:** Managing feelings

#### Summary:

In this assembly students are encouraged to consider the addictive effect of computer gaming. Strategies to tackle such addiction are explored.

#### Resources:

- Two readers.

**Taken by:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Given to:** \_\_\_\_\_

**Comments:**

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## Engagement

### Leader

I'd like you to meet Kaspar. This dramatised interview is based on an article from the *Telegraph magazine* (20 October 2007).

### Reader 1

I was about 10 when I first became interested in computers. I just thought they were really fun.

### Reader 2

Were you good at gaming from the start?

### Reader 1

Yes, that's one reason why I got so involved. I became very popular because of my skill. That was important to me.

### Reader 2

So gaming was something you did with other people?

### Reader 1

Most of the time no. I learned alone in my bedroom at home. By the age of 13 I was spending four hours a day on my own on the computer. I was able to impress others in school because of what I'd discovered.

### Reader 2

Did your school work suffer?

### Reader 1

Not noticeably. I could get by quite easily but I doubt if I was reaching my potential.

### Reader 2

When did the addiction really take hold?

### Reader 1

By the time I was 16 I was spending every penny on new games and the latest software. I must admit that, when I ran out of my own money, I stole from my parents' wallets. I stopped reading and playing sport. My schoolwork did begin to

## Addicted

suffer then. By the age of 17 I'd lost touch with most of my real friends and spent all of my time in online gaming groups. I gained quite a reputation and people looked up to me.

### Reader 2

What kind of games were you playing?

### Reader 1

They were either war games or violent urban games like Carmageddon. I was shooting people's heads off or running them down in my car.

### Reader 2

What was your parents' reaction to your gaming?

### Reader 1

My parents could see early on how involved I was but they didn't try to intervene. They were very patient with me and I love them to bits for that. Eventually we clashed and I ended up having a real physical fight with my dad.

### Reader 2

Do you admit that you were an addict?

### Reader 1

No doubt about it.

## Reflection

### Leader

Addiction is a powerful force. You may think you have it under control but it changes your life.

First, it stops you doing the things you really need to do. For some people this means that they forget to eat, drink and sleep or go for long periods

without these essentials. For most people it interferes with the necessary routines of school and work. Absences become more common and there's little energy to devote to learning. Creativity and enquiry are replaced by drop-down menu options.

Second, an addiction breaks down what is a fundamental part of being human, that is the ability to make real relationships with real people. It becomes essentially a solo, private activity. This means it's impossible to become a fully developed human being with normal mental, emotional and social understanding. Virtual experience replaces real encounters.

Third, life is lived in order to get the adrenaline rush. Real life seems dull and ordinary by comparison. Gratification is harder and harder to attain.

All of this applies to computer gaming.

(Pause)

And I think there are some of you here today who have to admit that you're an addict.

(Pause)

Computer gaming is a very real issue for today's society, and we don't fully know what sort of effect it has on our lives. It appears to affect boys more than girls and the younger you get involved the more chance there is that it will prevent normal brain development. Most worrying is the possibility that gaming, by encouraging a focus on what's going on here and now, the buzz of the moment, leads to the underproduction of chemicals that help the brain to process the consequences of what we do. There's a fear that killing and maiming in a computer game can spill

## Addicted

over into real violence against real people. It's just that the gaming addict has lost the ability to tell the difference.

### Response

This is serious stuff but, as with any addiction, there are steps that we can take to tackle the issues. These are just a few of them.

#### Reader 1

Accept you have a problem. This has to be the first step. It was with Kaspar.

#### Reader 2

Discover other ways to get the blood pumping and adrenaline rushing. Sport can give a real high, as can travel. Developing a close relationship can be mind blowing. Kaspar is now involved in both tennis and swimming.

#### Reader 1

Eat and drink properly.

#### Reader 2

Structure your day so there is variety and you're able to meet essential deadlines.

#### Reader 1

Be with people. Enjoy their company. Contribute something to their lives. Tell both your parents and friends that they are to tell you if they sense you're again showing signs of your addiction.

### Meditation/prayer

Think about the words of this response. Make it your own prayer if you wish.

*Do I have control over how I spend my time or do my addictions have control over me?*

*(Pause)*

*Am I exploring new relationships or am I tempted to retreat into isolation?*

*(Pause)*

*What sort of a brain am I allowing to develop?*

*(Pause)*

*May I take steps to retain my freedom.*

*(Pause)*

*May I have the courage to protect the freedom of my friends.*

*Amen*

### Leading questions

1. Are all computer games bad?
2. What might be some of the beneficial effects?
3. Which games are potentially the most dangerous and why?

### Something to do

Ask students to collect reviews of the current most popular computer games.

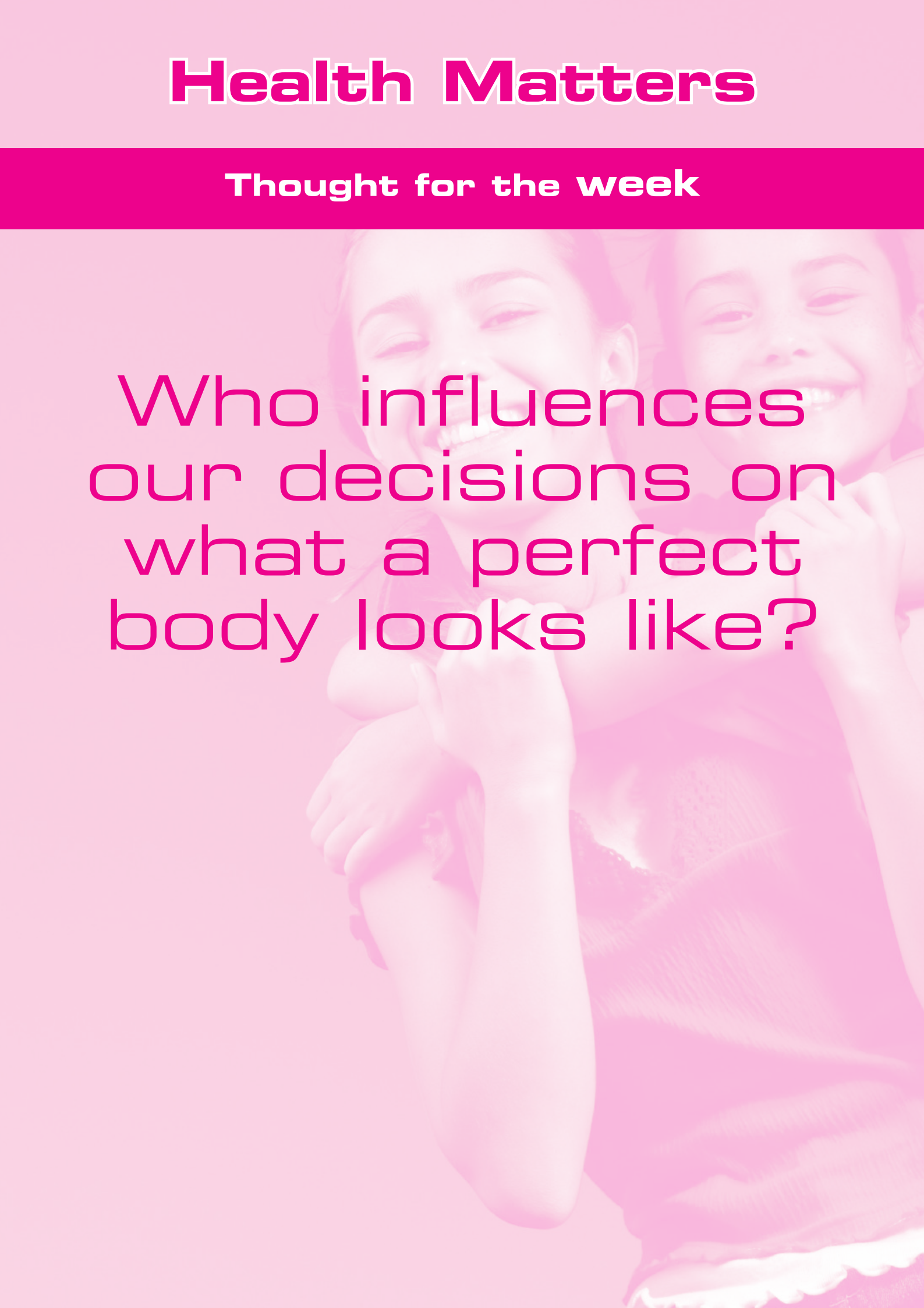
In groups write an alternative review for a game, warning users of the potentially dangerous effects the game may have.

Create a simple warning strapline to be placed on the game.

# Health Matters

Thought for the week

Who influences our decisions on what a perfect body looks like?



# Health Matters

Thought for the week

You are what  
you eat.

A photograph of two young women with dark hair, smiling warmly and embracing each other. They are wearing dark-colored tops. The image is overlaid with a semi-transparent pink filter. The text 'You are what you eat.' is centered over the image.

# Health Matters

Thought for the week

Food makes  
me feel . . .

A photograph of two young women with dark hair, smiling and hugging each other. They are wearing dark-colored tops. The image is overlaid with a semi-transparent pink filter. The text 'Food makes me feel . . .' is centered over the image.



# Health Matters


Thought for the week



Change is  
normal.  
Having people  
you trust to  
talk to makes  
change easier.

# Health Matters

Thought for the week

A photograph of two young girls with dark hair, smiling and laughing joyfully. They are wearing light-colored, patterned dresses. The girl on the left is holding the hand of the girl on the right. The background is a soft, out-of-focus outdoor setting.

I am  
continually  
changing  
emotionally and  
physically.  
Is this exciting?

# Health Matters

Thought for the week

I only have one  
body. Do I look  
after it?

A photograph of two young women with dark hair, smiling and hugging each other. They are wearing dark-colored tops. The image is overlaid with a semi-transparent pink filter.

## Health Matters Year 7

### Resources to source prior to teaching theme

Lesson Number	Description (eg. book/dvd)	Title	Author/Publisher
Lesson 1 and throughout	Teenage magazines	Mizz, Bliss Cool Kidz, Teen Vogue	
Lesson 2	Food4Thought pack	BHF Food4Thought Pack	Available from British Heart Foundation 14, Fitzhardinge Street, London W1H 6DH. Telephone Number 020 7935 0815
Lesson 3	Health leaflets	General selection, eating disorders, obesity	
Lesson 5	Recommended not imperative Resource pack and DVD Resource books From family planning association on male and female bodies	Living and Growing 4 Girls - a below the bra guide to the female body 4 Boys - a below the belt guide to the male body	Channel 4 Family planning association (Sexual health teams)
Lesson 6	Teenage magazines Food4Thought pack	BHF Food4Thought Pack	Available from British Heart Foundation 14, Fitzhardinge Street, London W1H 6DH. Telephone Number 020 7935 0815

## Kaleidoscope - Related Aspects - Health Matters Year 7 - Summer Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P1.2.a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.</p> <p>P1.2.b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.</p> <p>P2.2.a use knowledge and understanding to make informed choices about safety, health and wellbeing.</p>	<p>E 1.2.b Learning how to manage money and personal finances.</p> <p>E 1.2.d Becoming critical consumers of goods and services.</p> <p>E 3.g personal budgeting, money management and a range of financial products and services.</p>	<p><b>Be Healthy</b> Physically healthy. Mentally and emotionally healthy. Sexually healthy. Healthy Lifestyles. Choose not to take illegal drugs. <b>Enjoy and Achieve</b> Achieve personal and social development and enjoy recreation.</p>	<p><b>1 PSHE</b> 1. uses the PSHE framework to deliver a planned programme of PSHE, in line with DCSF/QCA guidance <b>2 Healthy Eating</b> 9. ensures that CYP have opportunities to learn about different types of food in the context of a balanced diet (using the Eatwell Plate) and how to plan, budget, prepare and cook meals, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables.</p>	<p>Self awareness Manage feelings Motivation</p>	<p>1 I know that I am a unique individual, and can think about myself on many different levels (eg. Physical characteristics, personality, attainments, attitudes, values, etc.) 9 I understand why feelings sometimes take over or get out of control and know what makes me angry or upset 10 I can be assertive when appropriate 13 I can express my emotions clearly and openly to others and in ways appropriate to situations 17 I understand how health can be affected by emotions and know a range of ways to keep myself well and happy 24 I know how to bring about change in myself and others 30 I can take responsibility for life, believe that I can influence what happens to me and make wise choices.</p>	<p>I know when and how I learn most effectively I can understand that I might have mixed feelings I understand the importance of feelings shaping my behaviour I can identify how I am feeling. I know that laughter is good for us as well as fun. I understand that different people laugh at different things. I can work out how friendly people appear to be through their facial expressions. I can work out how friendly people appear to be through their use of body language.</p>	<p>Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily. Article 13 - Children have the right to get and to share information, as long as the information is not damaging to them or to others. Article 24 - Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P2.2.e know when and how to get help</p> <p>P3.c physical and emotional change and puberty</p> <p>P3.e facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.</p> <p>P3.f how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise</p>							<p>Article 33 - The government should provide ways of protecting children from dangerous drugs.</p>

# Overview of Lessons

**Theme: Health Matters-My Body, My Choices** | **Year: 7**

Lesson Title	Intended Learning Outcomes
1. Body Image	<ul style="list-style-type: none"> <li>I can understand that identity is affected by a range of factors. (SEAL 1,17,) (PSHE 1.1a)</li> <li>I can identify some factors which contribute to a healthy lifestyle.(SEAL 30)</li> <li>I can identify the factors which influence my choices about following a healthy lifestyle. (SEAL 30) (PSHE 1.2a)</li> </ul>
2. Healthy Eating and Exercise	<ul style="list-style-type: none"> <li>I can understand what a healthy diet consists of and what the consequences are of not following a healthy diet.(SEAL 17) (PSHE 3f, 1.2a)</li> <li>I can recognise that a healthy lifestyle and well being of myself and others depends on information and making responsible choices. (PSHE 1.2.a)</li> </ul>
3. Healthy Bodies, Healthy Minds	<ul style="list-style-type: none"> <li>I can understand what a healthy weight is and what the consequences are of not following a healthy diet. (SEAL 24,) (PSHE 3f, 1.2a 2.2a)</li> <li>I understand how health can be affected by emotions and know a range of ways to keep myself healthy (SEAL 17)</li> </ul>
4. Puberty: Everybody Changes	<ul style="list-style-type: none"> <li>I can understand that during adolescence, there will be physical and emotional changes. (SEAL 9,10) (PSHE1.2c, 3.c)</li> <li>I can understand how to manage these changes in a positive way.(SEAL 17) (PSHE 4.d)</li> </ul>
5. Puberty: How Our Bodies Change	<ul style="list-style-type: none"> <li>I can understand that during adolescence, there will be physical and emotional changes. (SEAL 9,10) (PSHE1.2c, 3.c)</li> <li>I can understand how to manage these changes in a positive way.(SEAL 17) (PSHE 4.d)</li> </ul>
6. Assessment: Teenage Magazine	<ul style="list-style-type: none"> <li>I can understand what constitutes a healthy body image.(SEAL 17) (PSHE 2.2a)</li> <li>I can identify what constitutes a healthy lifestyle.(PSHE 3f)</li> <li>I am aware of how magazines can influence teenagers.(SEAL 13) (PSHE1.3b)</li> </ul>
<p><b>End of Theme Product/ Project Outcome:</b> Teenage magazine or webpage</p>	

**THEME:** Health Matters: Body Image

**LEARNING INTENTION/'I'**

I can understand that identity is affected by a range of factors.  
I can identify some factors which contribute to a healthy lifestyle.  
I can identify the factors which influence my choices about following a healthy lifestyle.

**VOCABULARY**

Healthy lifestyles, peers, role model, body image, celebrities, influences: positive and negative, media, changes.

**RESOURCES**

- PowerPoint - Health Matters
- Magazines (people/fashion, lifestyle related)
- DVD Healthy Lifestyles - You tube - <http://www.youtube.com/watch?v=J1etOIoM2uA>

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Complete the 'Guess who' task from the power point. Students to write three words to describe themselves, teacher then collects these in and reads some out, class to try and guess who these words describe.

Explain to class that in this unit of work, they will be looking at healthy lifestyles, so that they can make informed decisions for present and future life.

Explain that over the next few weeks they will be working to produce a teenage magazine or a website page which will be launched on the school website for other students to download and to provide students with a source of information about healthy lifestyles.

Ask students what they think constitutes a healthy lifestyle and what this may entail - brainstorm and display answers.

Why is there concern at present about healthy lifestyles? (Answers may include problems of obesity, eating disorders, unhealthy young people, cost to the National Health Service etc).

Watch the You tube clip - 'Healthy lifestyles' - discuss what key elements are referred to (exercise, healthy eating, puberty and lifecycle - pregnancy).

**Core Activity**

**Activity 1**

Look at various magazines aimed at promoting lifestyles.

Discuss in groups: What are the magazines promoting? How do the magazines want people to feel about themselves? How do you think it does make people feel? How does the media affect us?

Show the students websites:

[kidshealth.org/teen/exercise](http://kidshealth.org/teen/exercise)

<http://www.foodafactoflife.org.uk/>

Give them chance to explore the websites and to brainstorm ideas for their own magazine.

Ask the students to get into mixed gender groups of between 4-6, These will be the groups they work with to produce their magazine. Highlight the core group skills and get them to think about the roles they will need to have in their group -

eg. editor, researchers, designers, journalists etc.

Ask each group to think of a name for their magazine/ group.

The students can begin to brainstorm ideas for articles and fact sheets, games, features that they will begin to research and may like to include in their ultimate magazine.

**Activity 2**

Explain that we are going to think about body image. Students then to look at the images of the celebrities on the power point (Posh Spice, Dawn French, Atlas from the Gladiators, Jessica Simpson, Johnny Depp, Marilyn Manson. What do their body images say about them and do you think it matters how they are perceived? Discuss in groups or pairs.

In pairs, students then collect pictures/ images of different body shapes and add a positive speech or thought bubble 'I feel.....' to portray them in a positive way. This may be kept for later as a feature for their magazine.

**Activity 3**

Students to discuss the two scenarios on the power point, depending on the class these could be discussed in pairs, groups or as a whole class.

**Reflective learners**

Assess themselves and others identifying opportunities and achievements



**Plenary**

Why might body image need to be an aspect or a feature of their magazine/webpage?

How could they present the idea of body image within their magazine/webpage?

Students to write down three good things about themselves on a piece of paper they can keep to help them to build more self-confidence and esteem.

**KEY QUESTIONS**

How healthy am I?

How have I changed, what other changes might I go through?

Who/what influences my views on healthy lifestyles?

Do the magazines represent real life?

Do the images in the magazine have a positive or negative influence on the reader? Why?

**AFL**

Through use of key questions and students' response to them, particularly regarding the understanding of what constitutes a healthy lifestyle and the recognition of positive and negative influences.

Think, pair, share activity.

**DIFFERENTIATION**

English - the study of persuasive/informative texts and ability to respond critically to such texts.

**CROSS CURRICULAR OPPORTUNITIES**

Art

Design

Literacy

**NOTES**

If students have been involved in SEAL/Rainbow scheme of work last year, ask them to recall the work they did in the 'Good to be me' unit.

Ensure key message 'Its good to be me' is reinforced, emphasized and highlighted throughout the lesson, especially in the plenary. Be observant for sensitivities in individuals and maintain an atmosphere of non-judgement and acceptance.

# Health Matters - Body Image

## Health Matters! Body image



### Lesson 1



## Guess who?

### • Task.....

On your piece of paper write down three words that would describe what you look like to a stranger.

Do not show anyone the pieces of paper!!

## It's all about me!!

- Did you guess them all right?
- Did people work out who you were by your description of yourself?
- If they did guess it was you why do you think they guessed you right, if they didn't get you why not?

## In this unit...

- Over the next few weeks we will be working towards producing a teenage magazine about healthy lifestyles.
- We will be looking at what makes a healthy lifestyle and how we keep our bodies fit and well.
- What do you think you need to do to lead a healthy life style?

How healthy are you?

Why do you think there is concern at present about healthy lifestyles?

## Youtube Clip

- Healthy Lifestyles
- <http://www.youtube.com/watch?v=J1etOloM2uA>

What do you think about how these people look? Who do you think looks the best and why?



# Health Matters - Body Image

## Our bodies

- Do you think each of the celebrities are happy with their bodies or would they change anything if they could?
- How might it feel to be each of the celebrities and have their body features?
- What do their body images say about them?
- Do you think it matters how they are perceived?

## Activity

- In pairs from magazine groups collect pictures/images of different body shapes from magazines
- Write a positive thought or speech bubble for each to promote the importance of feeling good about yourself.

## Scenario 1

- Joy is unhappy about her weight. She is always comparing herself to images of people she sees in her favourite magazine and wishes she looked more like them. Her mum tells her that she looks healthy and not to worry but she is still not happy. What advice would you give to Joy?

## Scenario 2

- Ralph enjoys sports and cycling but he is unhappy with his body. He looks at images of his heroes such as David Beckham and Bruce Lee and wishes he looked more muscular. Although he likes sports he gets embarrassed when he has to get changed for PE as he doesn't want the other boys to see him and poke fun at him. He has seen adverts for things he can take to make him gain more muscles. What advice would you give him?

## And finally.....

- On your piece of paper write down three good things about you. It could be things that people have complimented you about or things that you are happy with.
- It could be physical features or aspects of your personality.
- For example do you have nice hair or eyes. Or maybe you are artistic or funny.
- Keep this piece of paper to yourself and keep it safe. Look at it next time you feel unhappy about yourself .

**THEME:** Health Matters: Healthy Eating and Exercise

**LEARNING INTENTION/’I’**

I can understand what a healthy diet consists of and what the consequences are of not following a healthy diet.

I can recognise that a healthy lifestyle and well being of myself and others depends on information and making responsible choices.



**VOCABULARY**

Role model, body image, influences: positive and negative, media, junk food, fast food, convenience foods, eating habits.

**RESOURCES**

- Healthy Eating and Exercise - PowerPoint.
- BHF Food 4 Thought pack (available from British Heart Foundation, 14, Fitzhardinge Street, London W1H 6DH. Telephone number: 020 7935 0815).
- www.youtube.com - ‘supersize me’

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Get the students to play ‘Jeopardy’. What makes for a healthy lifestyle, how magazines can affect our body image and how we feel about ourselves? (for how to play the game see the notes section)

Explain that one of the elements we discovered last week for having a healthy lifestyle is being aware of our diet, eating healthily and exercising.

Highlight and show the students the websites: [kidshealth.org/teen/exercise](http://kidshealth.org/teen/exercise) and [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

**Core Activity**

Show a clip of the film ‘Supersize me’ which exposes Macdonalds and the effects of over eating fast food.

Ask the students to think about the effects of a poor diet.

Put students into mixed gender and mixed ability groups of 4 or 5.

Give each group a card from the British heart foundation Food 4 Thought pack that gives information about different meals (or look at internet website - [junkmonkeys.tv](http://junkmonkeys.tv)). Each group studies their card and then presents the information to the rest of the group .This can be in the form of a presentation of facts, or a talk about the findings . The group has to then explain why their food is healthy or not. The students can answer some or all of the following questions as appropriate to the class. Did their audience think beforehand that the food was healthy? How do the advertisers portray this food? Were there any surprises about the healthiness of the foods shown?

Show the power point of the components of a healthy diet.

Explain that often celebrities are used to promote foods or drinks that are not always healthy - show the BHF advert sheets to illustrate this, and/ or walkers crisps packet, coke can etc. Discuss the image that the advertisers are trying to show.

Individually or in pairs from their magazine group, design a magazine advert of a healthy food or drink that is represented and promoted by a celebrity of your choice. Use magazines or the internet to find images. Think about the image you are trying to promote and how it needs to look in order for other teenagers to want to buy it.

**Plenary**

Share the magazine adverts. What messages do the adverts give; health, body image? etc. Describe the product and the advertising techniques.

From this lesson if you could change one thing about your own eating habits ....what would it be?

**KEY QUESTIONS**

- Which foods are good for me and which are not?
- What change could you make to your own eating habits?
- What is a balanced diet?

**AFL**

Through students’ responses and outcome of the advert/poster they have designed.

**DIFFERENTIATION**

By grouping

**CROSS CURRICULAR OPPORTUNITIES**

English - the techniques the media uses to influence people.

**NOTES**

In the game 'Jeopardy', students get one minute thinking time on what they remember from last lesson on the topic, then they have got to say how many points they could give on that topic i.e. hands up if you can say 5 things, 6 things etc. When only a few hands are left pick a student, see how many they can say and then ask if anyone can beat it. If someone thinks they can beat it the original student you selected gets to choose whether to give their points and win a house point if they can do the amount they bided or challenge the other student to do their points. If the new challenger gets them all right they get the house point, if not the original contender gets the point for doing nothing!! Or adapt to focus on healthy foods etc to introduce this lesson.

Sensitivity needs to be shown in this lesson to students who are concerned about their own body image.

# Health Matters - Healthy Eating and Exercise

## Health Matters Healthy eating and exercise

### Lesson 2



## Review of healthy lifestyles so far

Key focus areas for this session:

- Diet
- Healthy eating
- Exercise

## Useful websites to explore

- [Kidshealth.org/teen/exercise](http://Kidshealth.org/teen/exercise)
- [www.Foodafactoflife.org.uk](http://www.Foodafactoflife.org.uk)
- <http://junkmonkeys.tv>

## Youtube clip

- Show clips from 'Supersize me' which exposes MacDonalds and the effect of over eating fast food or junk food.
- [www.youtube.com](http://www.youtube.com) – supersize me

## What are the effects of a poor diet?



## A healthy balanced diet

Eating the right balance of a wide range of foods provides most people with the energy and nutrients that they need to stay healthy.

A balanced diet, together with regular physical activity, can help people to maintain a healthy weight and may reduce their chance of developing diet related illness, such as obesity.



[www.Foodafactoflife.org.uk](http://www.Foodafactoflife.org.uk)

# Health Matters - Healthy Eating and Exercise

## The guide for a balanced diet

All around the world people choose to eat different foods for many different reasons.

The eatwell plate provides guidance in the UK on how everyone can achieve a balanced diet.

### The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



www.Foodafactoflife.org.uk

## Components of a Healthy diet

- Carbohydrates
- Fats
- Protein
- Vitamins
- Minerals

## Components of a Healthy diet

Food group	Food Source	Benefits
Protein		
Carbohydrates		
Fats		
Vitamins		
Minerals		

## Advertising with celebrities



Celebrities are often used to promote unhealthy food and drink

What image are they trying to promote?

Task: For your magazine, individually or in pairs design an advert of a healthy food or drink that could be represented by a celebrity of your choice. Think about the image you are trying to promote and how it needs to look for other teenagers to want to buy it.

**THEME:** Health Matters: Healthy Bodies, Healthy Minds

**LEARNING INTENTION/’I’**

I can understand what a healthy weight is and what the consequences are of not following a healthy diet.

I understand how health can be affected by emotions and know a range of ways to keep myself healthy.



**VOCABULARY**

Diet, nutrition, balanced diet, anorexia, bulimia, obesity, health problems.

**RESOURCES**

- Healthy Bodies, Healthy Minds - PowerPoint
- Health leaflets from GP surgery
- Weight and body mass index chart as a handout (from PowerPoint)

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Students to play ‘Just a minute’ (where they have to talk for one minute with no repetition or hesitation) on what they learnt about last lesson.

Students to play ‘Just a minute’ on what they know about the importance of eating a sensible diet.

**Core Activity**

Recap on last week about how if you eat certain foods there can be bad side effects and discuss figures on Obesity from the PowerPoint.

Highlight the opposite types of eating disorders Anorexia and Bulimia. Discuss different eating disorders by going through the PowerPoint and including lots of class discussions. This could be teacher led or in groups depending on the class. The students could write down as a group what they know about each eating disorder and then feed back with the teacher filling in the gaps supported by the PowerPoint.

Students to use the height and weight chart to see if Joy’s weight is in the healthy zone (they will more than likely check their own if they know their height and weight but students have not been asked to do this to avoid pressure of sharing this with others in the group).

Remind students of the websites: [kidshealth.org/teen/exercise](http://kidshealth.org/teen/exercise) and <http://www.foodafactoflife.org.uk>  
In their magazine/website page groups, give them chance to explore the websites and to brainstorm ideas for their own magazine.

In their magazine groups/pairs or individually students to complete a fact file on eating disorders. This should be kept in a safe place as it can be used as part of their final magazine task.

**Plenary**

Students share their fact files or articles and reflect on the questions below.

**KEY QUESTIONS**

- What is a healthy diet?
- What could happen if I don’t eat properly?
- What is an eating disorder and what are the effects of this?

**AFL**

- Students having clear success criteria which are reflected in their leaflets.
- Peer questioning to edit and develop their work.

**DIFFERENTIATION**

Be aware of need to explain language and vocabulary and to differentiate for all learners.  
Students can work in differentiated groups to discuss eating disorders.  
By outcome of the fact file.

**CROSS CURRICULAR OPPORTUNITIES**

Food technology can link with the practical application of a healthy diet.

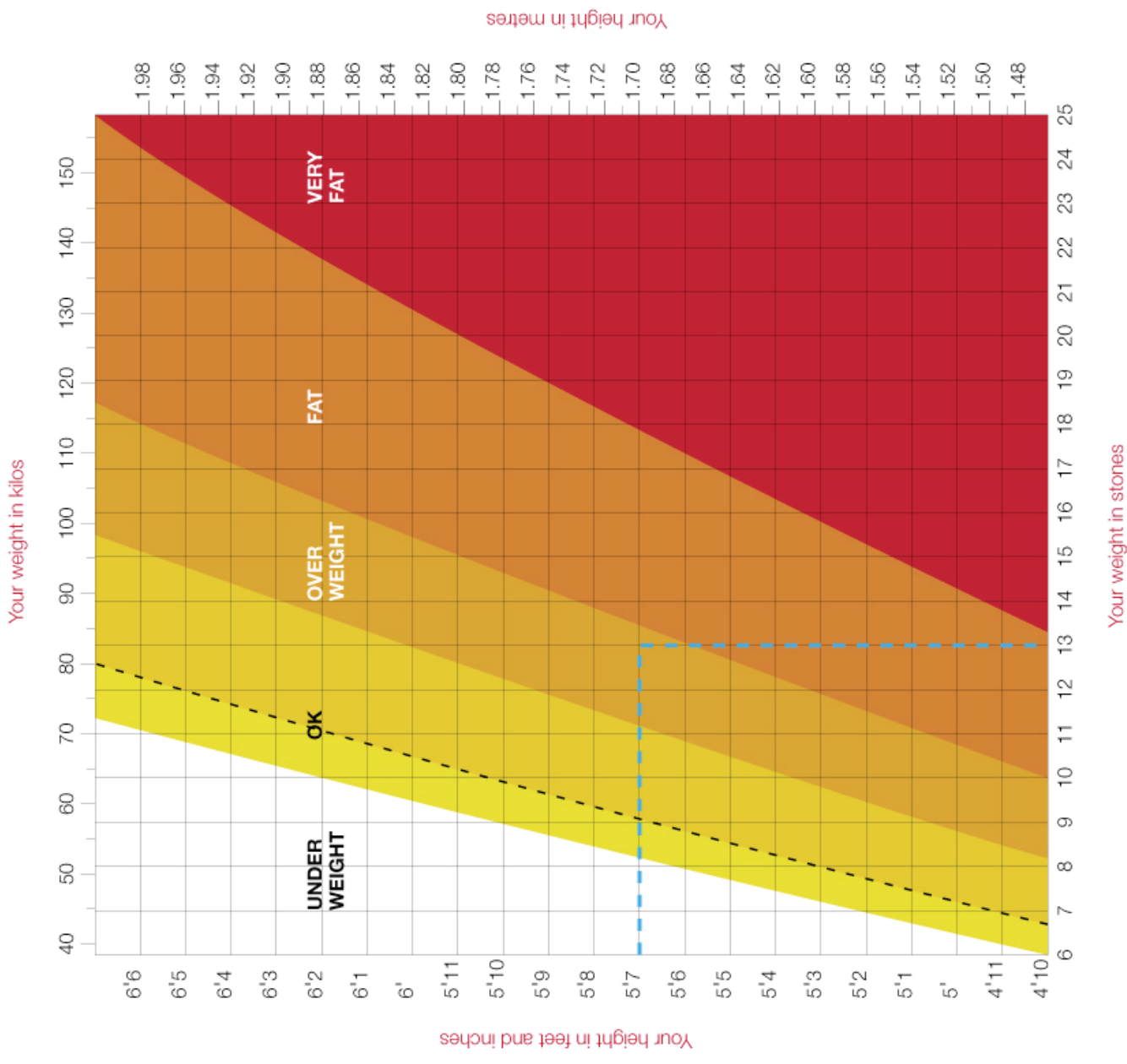


**NOTES**

The plenary activity is to aid recall. By each student sharing their memory of points covered in the lesson with other students, it is intended to jog their memory about other points that were discussed. The starter and plenary activity should make progression from the lesson easy to assess.

Be observant for sensitivities in individuals throughout this lesson and within the unit so that all students feel secure, supported and comfortable. Use ground rules to ensure a supportive environment is established and that students are considerate and thoughtful to all. Ensure that information on local help centres is provided for the students.

[www.I-EAT.org.uk](http://www.I-EAT.org.uk) (Bournemouth, Poole, Dorset)



# Health Matters - Healthy Bodies, Healthy Minds

## Health Matters! Healthy Bodies, Healthy Minds

### Lesson 3



## Obesity

Slides from  
[www.foodactoflife.org.uk](http://www.foodactoflife.org.uk)



### Body weight

Body weight is determined by energy intake from food and energy output, i.e. energy needed for basic body processes (such as keeping the heart beating) and for physical activity.

If a person regularly takes in even a little more energy from their diet than they need, they will start to gain weight and eventually become overweight.

Carrying too much extra weight as fat may impair health

[www.foodactoflife.org.uk](http://www.foodactoflife.org.uk)



### Obesity around the world

The World Health Organisation (WHO) projected in 2005 that there were approximately 1.6 billion overweight adults (age +15) and 400 million obese adults.



WHO estimated at least 20 million children under the age of 5 years were overweight in 2005.

[www.foodactoflife.org.uk](http://www.foodactoflife.org.uk)

### Obesity in Britain

Over the last 25 years the number of adults who are obese is almost four times as great.

Two thirds of UK adults are now considered overweight. Of these, 22% of men and 23% of women are considered obese.



[www.foodactoflife.org.uk](http://www.foodactoflife.org.uk)

### Fat storage

It is normal to store fat during growth, particularly during infancy and adolescence. It is therefore difficult to measure obesity in children.

The NHS data (2005) shows the number of obese children has tripled over the last 20 years. At least 10% of six-year-olds and 17% of 15-year-olds are now obese.

Childhood obesity is a strong indication that the child will be obese as an adult and is likely to lead to health risks in later life.

[www.foodactoflife.org.uk](http://www.foodactoflife.org.uk)



# Health Matters - Healthy Bodies, Healthy Minds

## Health problems associated with obesity

People who are obese are more likely to suffer from:

- coronary heart disease;
- type 2 diabetes;
- gall stones;
- arthritis;
- high blood pressure;
- some types of cancers, i.e. colon, breast, kidney and stomach.



[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

## Health issues and weight loss

Most of the health problems associated with obesity decrease through weight loss.

People who are very overweight find it more difficult to be physically active and this may add to their health problems.



[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

## The role of physical activity

Many people in the UK have very inactive lifestyles – few people have physically active jobs or participate in significant amounts of physical activity out of work.

Lack of activity is an important factor in the increasing incidence of obesity. Walking or cycling instead of using a car, going to exercise classes and taking part in team sports such as football can all help a person maintain a healthy body weight by increasing energy output.



[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

## The role of food

All diets containing more energy than a person needs can cause weight gain. Fat provides just over twice as much energy per gram (37kJ/g) as carbohydrate (16kJ/g).

It is recommended that:

- about 50% of our energy intake should come from carbohydrate.
- no more than 35% of our energy intake should come from fat.
- about 15% of our energy intake should come from protein.

[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

## A lifestyle change

After a person discovers they are overweight or obese their lifestyle will need to change to reduce weight.

Many factors lead to a person becoming overweight or obese.

Doctors or dietitians can provide information on lifestyle changes that can lead to weight loss. This can be a good opportunity to make general improvements to their diet and physical activity levels.



[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

## Childhood obesity

Children who are very obese are not put on specific slimming diets.

Guidelines to help children maintain a healthy weight include:

- 60 minutes of physical activity each day;
- at least 5 portions of fruit or vegetables a day;
- eat less fat;
- child sized portions of food at each meal;
- swap high sugar food and drinks to low sugar alternatives.

[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

# Health Matters - Healthy Bodies, Healthy Minds

## Overweight but not obese

Being overweight (BMI 25-30), but not obese, is still a risk to health. People in this range should not gain anymore weight and ensure they participate in physical activity and eat a balanced diet to become a healthy weight.

In many countries, there are cultural pressures for people, especially women, to be slim. People may try to lose weight even though they are in the normal weight range for their height or only slightly overweight.

Severe weight loss may lead to development of an eating disorder, e.g. anorexia nervosa or bulimia.

[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

## Measuring body weight

Comparing weight relative to height is a quick and easy way of finding out if someone is a healthy weight for their height.

A useful way to judge if a person is overweight or obese is to calculate their body mass index (BMI). BMI should only be used for adults, i.e. after 18 years of age when growth has stopped.

[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

## Body mass index

BMI is worked out by:

$$\frac{\text{weight (kg)}}{\text{height (m)} \times \text{height (m)}}$$

The BMI can be compared with the following ranges:

Recommended BMI range	
Underweight	less than 18.5
Normal	18.5 - less than 25
Overweight	25 - less than 30
Obese	30 - 40
Very obese	over 40

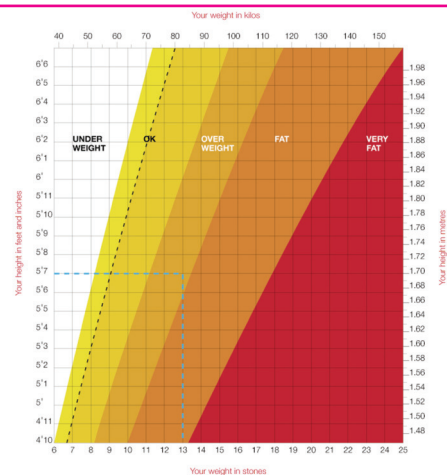
[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

## A difficult decision

- In our first lesson you were asked to give Joy advice as she was unhappy with her body and wished she looked like the people she saw in her magazine.
- Joy has been looking at ways to make herself thinner and has been on a diet that restricts the amount of calories she eats a day. Within a few weeks she lost some weight but now her mum is worried that she is getting too thin. Her mum has given her some information on eating disorders and asked her to look at this before continuing on her diet.

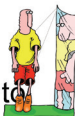
## Am I normal?

- After reading the information that her mother has given her Joy has decided to check her weight to see if she is in the healthy range.
- Joy weighs 9 stone and is 5'5. Look at the chart and see if she is in the healthy zone.



# Health Matters - Healthy Bodies, Healthy Minds

## anorexia



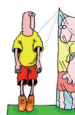
- People who are anorexic are addicted to losing weight, dieting and sometimes excessive exercising.
- Anorexics usually keep their excessive dieting a secret and sometimes wear baggy clothes to hide their weight loss.
- Anorexia is a dangerous illness as reducing the amount of food you eat puts parts of your body, especially your heart under lots of strain, and can be life threatening.

## anorexia



- Many anorexics find that their hair is limp and lifeless and may fall out as they are lacking in vitamins.
- Skin may become pale and look dull.
- They will often be tired as they are not getting enough energy to lead a healthy lifestyle.

## bulimia



- Like anorexia bulimia is an illness relating to weight loss.
- People with bulimia may eat lots of high calorie food such as cake and chocolate but then make themselves sick after eating it.
- The side effects of this illness are limp hair, bad nails, bad teeth as the stomach acids when you are sick makes teeth rot.

## bulimia



- More serious side effects can in serious cases include heart problems. This is caused by the strain on the heart by not getting enough energy to keep it working properly.
- Bulimia can also be life- threatening.

## Your task



- As part of your final magazine, design a fact file on eating disorders and keeping healthy.
- It will need to include information about
  - What are eating disorders?
  - Why might they occur?
  - Symptoms
  - Where to get help

## Fact file- Eating disorders Example format

What?	Why does it happen
Symptoms	How to get help
	How to support a friend

**THEME:** Health Matters: Puberty - Everybody Changes

**LEARNING INTENTION/'I'**

I can understand that during adolescence, there will be physical and emotional changes.  
I can understand how to manage these changes in a positive way.

**VOCABULARY**

Changes, bereavement, puberty, adolescence, resilience, cells, masturbating, acne, hormone, infertility, immaturity, menstruation, periods, inventory.

**RESOURCES**

- Every body changes power point
- Puberty Quiz
- Puberty quiz - answers
- 'Changes' handout

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Take the opportunity to highlight ground rules linked to confidentiality, peer support and empathy. Talk to the students about part of a healthy lifestyle being about adapting to the changes our bodies go through. Go through starter questions and activity on the power point using think, pair share to encourage the students to begin to identify the changes that may occur for them.

Tell students that there are different sorts of changes we experience. Many are a natural part of growing up and maturing and are shared by everyone e.g. going to a new school, bodily changes, forming new relationships. Other changes are sometimes sudden and unexpected e.g. (take care here if any of your students have recently undergone any of the following and omit if necessary) family break up, bereavement, falling ill.

Advise them not to worry too much about things they cannot change.  
Reassure students that most young people face similar difficulties or issues.

**Core Activity**

Distribute paper for them to write down any questions anonymously, whilst completing the puberty quiz. Collect the questions and read. Note any questions that are appropriate to answer in a whole group situation that won't be covered in the answers to the puberty quiz.

Go through the quiz answers and any of the questions students have written.

Ask students to define puberty and adolescence. Discuss answers.

Ask group to identify the feelings they have about the associated change.

Say that it is all a challenge but it helps to know what to expect and to be able to ask questions about concerns.

In pairs students explore the website: [www.kidshealth.org/kid/grow/body\\_stuff/puberty](http://www.kidshealth.org/kid/grow/body_stuff/puberty)

Ask them to explore the idea of a teenage problem/agony aunt/uncle page for their magazine. What types of problems might teenagers write in about? How can these problems be responded to sensitively?

Give students a post it each - boys one colour post-it, girls another. Boys to write a question they think might be asked. Girls do the same. Then put all questions into a box and share them out between the magazine groups. Discuss who might be best to answer them. Does it matter if it is a boy or a girl? Decide on a couple of questions per pair to write up in a problem page format.

**Plenary**

Share ideas and reflect on how the pairs/ groups have worked together.  
What are the most important pieces of information that teenagers need, that could be covered as articles in a magazine?

**KEY QUESTIONS**

- How have you previously coped with change?
- What is puberty?
- What is adolescence?
- What are the changes experienced by boys and girls in adolescence?
- Can you name how you felt?

**AFL**

Through student responses, their questions and the changes sheet.



**DIFFERENTIATION**

Some students will feel more anxious than others discussing this subject, ensure that you don't make them feel 'put on the spot' and keep to the anonymity when answering their written questions.

**CROSS CURRICULAR OPPORTUNITIES**

Science - puberty

**NOTES**

Be aware that research shows that girls' self esteem takes a dip at puberty but both sexes need to have their confidence bolstered at this time.

If students have covered the unit on 'Good to be me', lesson 1 in year 6 Rainbow scheme, remind them of how they classified worries.

Understanding that most young people face similar problems normalises the situation and eases anxiety.

When asking students to write questions, to preserve anonymity, it is useful to tell them that if they do not have any questions, to write down 'no questions'.

NB. Ask students to bring in magazines for the following week.



# Health Matters - Everybody Changes

## Health Matters! Everybody Changes

### Lesson 4



## Starter task

- What kind of changes have you experienced in your life already?
- What changes do you think you will experience in the near future?
- Complete the changes handout. Discuss in pairs
- Feedback



## Change is natural

- In our lives we will all experience change, it's a natural part of life. We see changes all around us for example when spring changes into summer.
- Some changes we can predict, we know they will happen like the changes of the seasons. Other changes may happen much more suddenly like winning the lottery.



## Coping with change

- As we are all different the way we cope with change also differs.
- Some people are good with dealing with changes others find it harder to adapt.
- For example when some people move they find it easy to settle into a new area and a new house, other people find it much harder.
- When have you been good at coping with change in your life?



## Joy's experience

- When Joy started secondary school she found it hard to settle in and make new friends as many of her friends from primary school had gone to different schools.
- She coped by talking to her older sister who was already at her new school who gave her some tips about settling into the school and helped to look out for her in the first few weeks.

## Ralph has noticed some changes

- Ralph has started to become more conscious about his body. He has noticed that parts of his body are changing.
- For example he has noticed that his body is becoming more hairy and he has started to get a few spots on his face.
- He has found out at school that these changes are normal and down to puberty .
- Go through the following questions on puberty and test your knowledge, how clued up are you on the changes your body goes through?

# Health Matters - Everybody Changes

1, Puberty is:

- a, a time when the body changes
- b, a group of cells that travel around my body
- c, the name of a part of the body

2, The length of puberty in the average girl is:

- a, 2 years
- b, 3 years
- c, 4 years
- d, different for different people

3, The length of puberty in the average boy is:

- a, 2 years
- b, 3 boys
- c, 4 years
- d, different for different people

4, If a boy has a wet dream, it means:

- a, he is masturbating
- b, he is able to become a father
- c, it is a way of releasing sexual tension

5, Acne may be caused by:

- a, too much fat and sugar in the diet
- b, poor hygiene
- c, hormone imbalance

6, The amount of blood lost during an average period is:

- a, 1-2 teaspoons
- b, 2-6 teaspoons
- c, 7-9 teaspoons
- d, a cupful or more

## Health Matters - Everybody Changes

7, A girl's period will come regularly every 28 days:

- a, true
- b, false

8, Masturbation:

- a, can stunt your growth
- b, can lead to infertility
- c, does not have any harmful effects

9, A person sweats more because:

- a, their sweat glands begin working
- b, they take more exercise
- c, they get embarrassed easily

To be 'normal', you have to look like everybody else.

- a, true
- b, false

### The Answers

1. Puberty is: **a time when the body changes**
2. The length of puberty in the average girl is: **different for different people**
3. The length of puberty in the average boy is: **different for different people**
4. If a boy has a wet dream, it means: **it is a way of releasing sexual tension**

### The Answers

5. Acne may be caused by: **too much fat and sugar in the diet & hormone imbalance**
6. The amount of blood lost during an average period is: **2-6 teaspoons**
7. A girl's period will come regularly every 28 days: **false**
8. Masturbation: **does not have any harmful effects**

### The Answers

9. A person sweats more because: **their sweat glands begin working**
10. To be 'normal', you have to look like everybody else: **false**

# Changes

Your life is a chronicle of successes, one after another, year by year. The things you've accomplished could fill a book. Look back now at the child you were and the young adult you are becoming. Remember some of the many things you've learned and achieved and write down the most memorable here:

**One change I experienced before the age of 5:**

**One change I experienced between the ages of 5-10:**

**One change I've experienced in the last year:**

**One change I expect to experience before I'm in year 11:**

Compare the changes with a partner.

How did you both feel when these changes were happening?

What /who helped you cope with them?

Discuss in pairs and feedback.

# Puberty Quiz

Work in pairs to answer the questions below. Put a tick by the right answer.

1.	<b>Puberty is:</b> <ul style="list-style-type: none"><li>• a time when the body changes</li><li>• a group of cells that travel around my body</li><li>• the name of a part of the body</li></ul>
2.	<b>The length of puberty in the average girl is:</b> <ul style="list-style-type: none"><li>• 2 years</li><li>• 3 years</li><li>• 4 years</li><li>• different for different people</li></ul>
3.	<b>The length of puberty in the average boy is:</b> <ul style="list-style-type: none"><li>• 2 years</li><li>• 3 boys</li><li>• 4 years</li><li>• different for different people</li></ul>
4.	<b>If a boy has a wet dream, it means:</b> <ul style="list-style-type: none"><li>• he is masturbating</li><li>• he is able to become a father</li><li>• it is a way of releasing sexual tension</li></ul>
5.	<b>Acne may be caused by:</b> <ul style="list-style-type: none"><li>• too much fat and sugar in the diet</li><li>• poor hygiene</li><li>• hormone imbalance</li></ul>
6.	<b>The amount of blood lost during an average period is:</b> <ul style="list-style-type: none"><li>• 1-2 teaspoons</li><li>• 2-6 teaspoons</li><li>• 7-9 teaspoons</li><li>• a cupful or more</li></ul>
7.	<b>A girl's period will come regularly every 28 days:</b> <ul style="list-style-type: none"><li>• true</li><li>• false</li></ul>
8.	<b>Masturbation:</b> <ul style="list-style-type: none"><li>• can stunt your growth</li><li>• can lead to infertility</li><li>• does not have any harmful effects</li></ul>
9.	<b>A person sweats more because:</b> <ul style="list-style-type: none"><li>• their sweat glands begin working</li><li>• they take more exercise</li><li>• they get embarrassed easily</li></ul>
10.	<b>To be 'normal', you have to look like everybody else.</b> <ul style="list-style-type: none"><li>• true</li><li>• false</li></ul>

# Puberty Quiz - Answers

Work in pairs to mark the answers below

1.	<b>Puberty is:</b> <ul style="list-style-type: none"><li>• <b>a time when the body changes</b></li><li>• a group of cells that travel around my body</li><li>• the name of a part of the body</li></ul>
2.	<b>The length of puberty in the average girl is:</b> <ul style="list-style-type: none"><li>• 2 years</li><li>• 3 years</li><li>• 4 years</li><li>• <b>different for different people</b></li></ul>
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4.	<b>If a boy has a wet dream, it means:</b> <ul style="list-style-type: none"><li>• he is masturbating</li><li>• he is able to become a father</li><li>• <b>it is a way of releasing sexual tension</b></li></ul>
5.	<b>Acne may be caused by:</b> <ul style="list-style-type: none"><li>• <b>too much fat and sugar in the diet</b></li><li>• poor hygiene</li><li>• <b>hormone imbalance</b></li></ul>
6.	<b>The amount of blood lost during an average period is:</b> <ul style="list-style-type: none"><li>• 1-2 teaspoons</li><li>• <b>2-6 teaspoons</b></li><li>• 7-9 teaspoons</li><li>• a cupful or more</li></ul>
7.	<b>A girl's period will come regularly every 28 days:</b> <ul style="list-style-type: none"><li>• true</li><li>• <b>false</b></li></ul>
8.	<b>Masturbation:</b> <ul style="list-style-type: none"><li>• can stunt your growth</li><li>• can lead to infertility</li><li>• <b>does not have any harmful effects</b></li></ul>
9.	<b>A person sweats more because:</b> <ul style="list-style-type: none"><li>• <b>their sweat glands begin working</b></li><li>• they take more exercise</li><li>• they get embarrassed easily</li></ul>
10.	<b>To be 'normal', you have to look like everybody else.</b> <ul style="list-style-type: none"><li>• true</li><li>• <b>false</b></li></ul>

**THEME:** Health Matters: Puberty - How Our Bodies Change

**LEARNING INTENTION/’I’**

I can understand that during adolescence, there will be physical and emotional changes.  
I can understand how to manage these changes in a positive way.

**VOCABULARY**

Changes, puberty, adolescence, resilience, cells, masturbating, wet dreams, acne, hormone, menstruation, periods, penis, testicles, uterus, fallopian tubes, ovary, ovum.



**RESOURCES**

- [www.kidshealth.org/grow/bodystuff/puberty](http://www.kidshealth.org/grow/bodystuff/puberty)
- [www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers](http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers)
- Living and Growing - Resource pack and DVD, Channel 4
- '4 Girls - A below the bra guide to the female body' - Family Planning Association ISBN 1899194363
- '4 Boys - A below the belt guide to the male body' - Family Planning Association ISBN 1899194606
- How Our Bodies Change - PowerPoint presentation

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Jigsaw/sorting/labelling function activity. Give students a picture of the female uterus and a picture of the male penis. Give them labels of the specific parts and the function of these male and female sexual organs to match or place on the pictures in the relevant space. This could also be done as a jigsaw activity where students have to join the pictures together and then add the labels.

**Core Activity**

Show the PowerPoint presentation of the male and female reproductive system. Explain and recap on the functions of the various parts of the reproductive system for boys and girls. Alternatively, use the interactive pictures on the followig website [www.kidshealth.org/kid/grow/bodystuff/puberty](http://www.kidshealth.org/kid/grow/bodystuff/puberty)

Go to the teen section and follow the link to the body and then the body basics library. There are interactive diagrams which will then highlight the web pages for students to provide them with a further source of information.

In pairs, students explore the websites [www.kidshealth.org/grow/bodystuff/puberty](http://www.kidshealth.org/grow/bodystuff/puberty) and [www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers](http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers)

In their magazine groups, ask them to develop two information pages for their magazine/webpage that will provide up-to-date information for other teenagers on how the male and female bodies develop and change in puberty.

The information page may have:

- A definition of puberty and adolescence
- Information about menstruation/periods
- Information about bodily changes
- Information on diet and exercise to keep you healthy in adolescence
- Emotional changes

**Plenary**

Students share their information sheets.  
Any questions raised can be answered at this point.

**KEY QUESTIONS**

- What is puberty?
- What is adolescence?
- What are the changes experienced by boys and girls in adolescence?
- What questions will other teenagers need to know?

**AFL**

Success criteria and outcome of information page on puberty and adolescence

**DIFFERENTIATION**

Pupils working in pairs to support each other in research and design.  
By outcome.

**CROSS CURRICULAR OPPORTUNITIES**

Science - puberty

**NOTES**

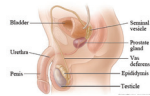
Have a questions box available where pupils can place questions that they would like answered or worries and concerns that they have. Ensure it is set up in a safe way so that students feel able to share their thoughts.



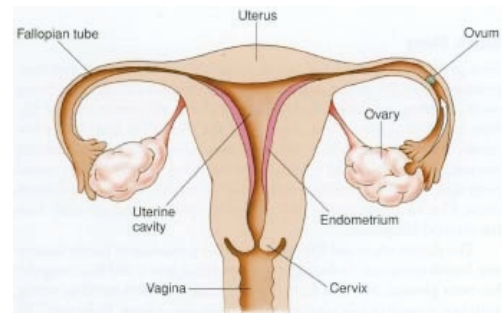
# Health Matters - Puberty: How our Bodies Change



## Health matters! How our bodies change Lesson 5



## The Female Body

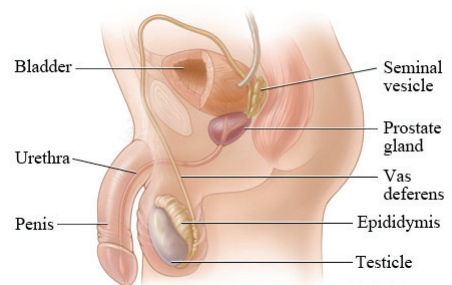


## The female body

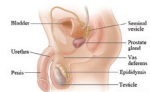


- Inside the ovaries there are up to 2 million eggs that will be released monthly when a girl reaches puberty.
- When a girl reaches puberty she produces an ovum (egg) every month. This is released at ovulation into the fallopian tube to begin its journey to the uterus or womb.
- Every month the womb prepares to receive a fertilised egg by thickening the lining of the womb. If the egg isn't fertilised the lining breaks up and is released a small amount of blood with the egg. This is called menstruation.
- [http://kidshealth.org/teen/your\\_body/body\\_basics/female\\_repro.html](http://kidshealth.org/teen/your_body/body_basics/female_repro.html)
  - (Demonstration/ interactive diagram using the web link above)

## The Male Body

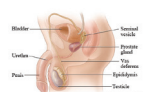


## The male body



- When a boy reaches puberty (between ages 12-15) he will begin to produce sperm. These are made in the testes and are necessary to fertilise an ovum. Sperm are released during sexual intercourse.
- Sperm cells are produced continuously in tiny coiled tubes in the testes ( testicles)
- They are squeezed from the testes into the epididymis where they mature for two weeks
- The testes are held in a bag of skin called the scrotum behind the penis.

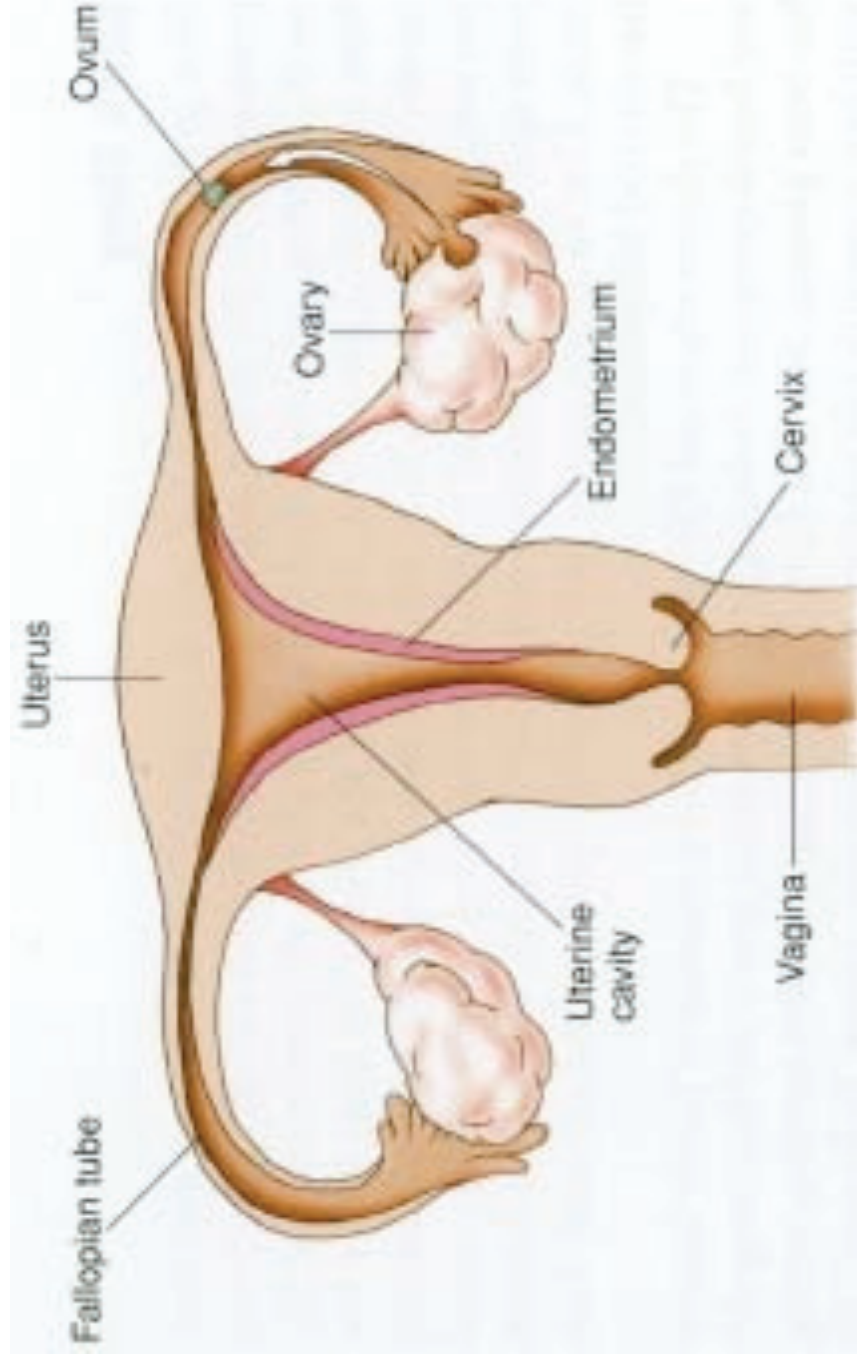
## The male body



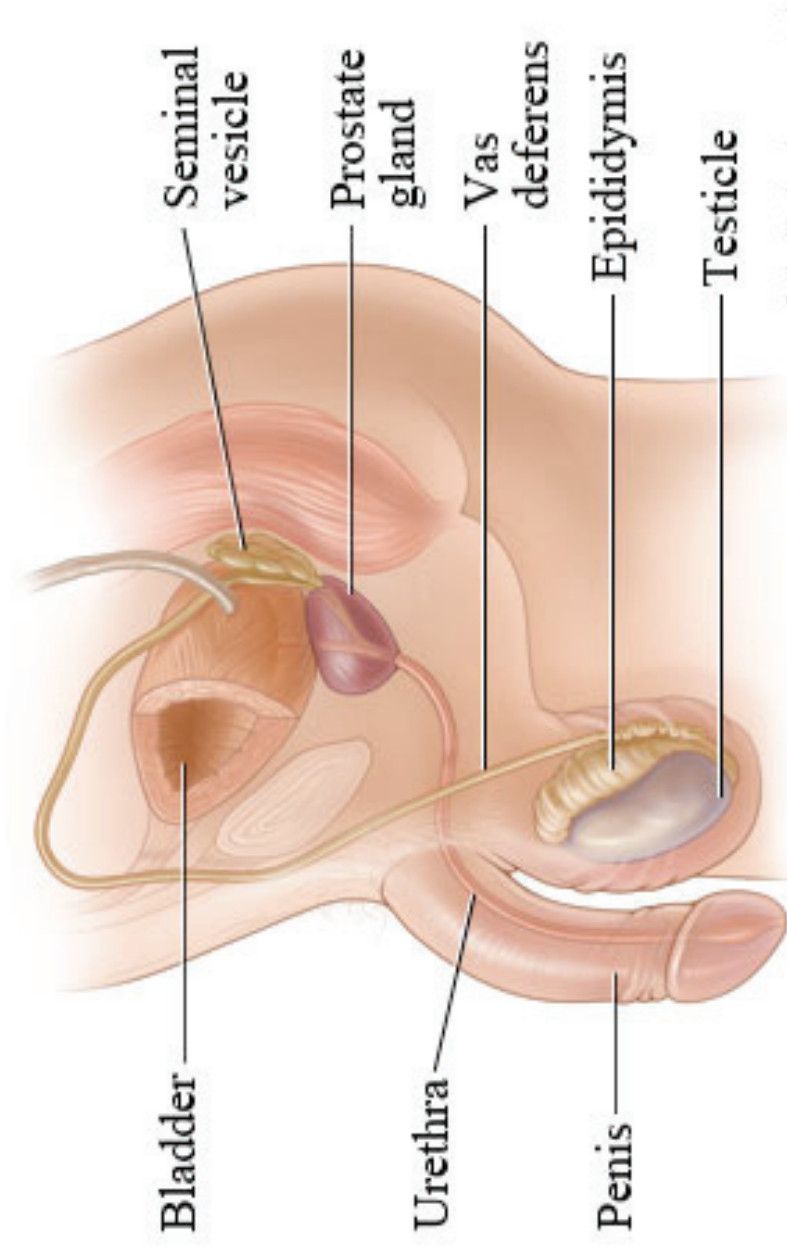
- The testes produce sperm throughout a mans life. Several million are produced every day.
- During sexual excitement the sperm mix with a milky liquid called semen.
- Semen is released from the body through masturbation, wet dreams and sexual intercourse. All of this is completely normal.
- Semen is never released with urine.
- Explore the link below to show interactive diagram

[http://kidshealth.org/teen/your\\_body/body\\_basics/male\\_repro.html](http://kidshealth.org/teen/your_body/body_basics/male_repro.html)

# The Female Body



# The Male Body



**THEME:** Health Matters: Assessment - Teenage Magazine

**LEARNING INTENTION/'I'**

- I can understand what constitutes a healthy body image.
- I can identify what constitutes a healthy lifestyle.
- I am aware of how magazines can influence teenagers.

**VOCABULARY**

Healthy body image, healthy lifestyle, target audience, collaborative group work skills, balanced diet, puberty, eating disorders, obesity.

**RESOURCES**

- PowerPoint
- Teenage magazines suitable for this age group
- Tips from the Food Standards agency, British Heart Foundation resources
- Computers or laptops (if required), paper for magazine or laptops
- Self assessment sheets.
- SEAL and Collaborative group work - Reading 5.4.2 group work self review sheet Year 7

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Remind students of the assessment task and the criteria for assessment:

In magazine groups:

Collate and finalise the work on your group magazine from previous weeks which includes:

- Body image positive message pictures
- Healthy food/drink advert with celebrity
- Fact file: Eating disorders
- Problem page - agony aunt/uncle
- Puberty information sheet

Work as a group to select, edit, and present your magazine as a finished piece of work.

Recap group work skills - teaching the key skills of group work needs to be a priority - listening skills, problem solving, social skills, negotiation.

Explain that the main purpose of this lesson is the completion of their magazine.

**Core Activity**

Students complete their magazines or webpage using articles, leaflets, posters from previous sessions

Students will need to have agreed or to agree a name for their magazine or webpage.

Each student writes an editors note which discusses the contents, the focus and the intended outcome of the magazine. This can be used for assessment as well as an introduction to the magazine.

**Plenary**

Allow each group to look at another group's magazine and make constructive comments - what had the group done well, what could they do even better.

Ask students to feed back about:

1. What they have learnt about healthy lifestyles?
2. What they have learnt about working as a group?

Students use the SEAL self review sheet to identify how they worked as a group.

Students complete self assessment sheet. For each section they have to give a brief example of how they met those particular criteria. Teacher uses students' self assessment sheets to help with assessment.

**KEY QUESTIONS**

- What have you learnt about healthy lifestyles?
- What have you learnt about working in a group?

**AFL**

Group reflection, discussion.



**DIFFERENTIATION**

Use of computers or laptops.

By outcome.

**CROSS CURRICULAR OPPORTUNITIES**

English - the study and writing of persuasive/informative texts.

ICT

P.E.

**NOTES**

It is important to emphasise to the students the importance of being able to work effectively in a group situation - not only for their school work but for their future life also.

Ideally an additional lesson would enable each magazine group to share their magazine with at least one other group. In this presentation you will be able to evaluate the overall quality of the magazine, presentation skills and group work abilities. This would also enable peer assessment and evaluation.

Reminder - Electronic versions could be placed on the school website. Hard copies can be displayed on year group notice board or other appropriate areas.

# Health Matters - Magazine Task

## Health Matters! Magazine task

### Lesson 6



## The Task

- Over the last few weeks you have been finding out about how to keep your body healthy and have been producing features for a teenage magazine.
- You have been asked to think about what makes a healthy body and what changes you and your body may go through.
- Your task is to pull this all together in a magazine providing information and advice to other teenagers using the knowledge you have gained.



## The task

- We will assess the quality of your magazine and your skills to work as a group and communicate with each other.
- You will be asked to self assess your own learning.



## The magazine

Your magazine will include:

- Body image – positive messages page
- Healthy food/drink advert
- Fact file: eating disorders
- Problem page/s
- Puberty information sheet
- Extra features eg. Quizzes, questionnaires, articles
- Your own editors note.



## Magazine Task

- Select which pieces you include
- Work on the overall presentation (front cover design etc)
- Add an editors note from each journalist in the group.



## Reading 5.4.2

### SEAL and collaborative group work

Collaborative small-group work has a very important part to play in the development of social and emotional skills. Not only is it an effective pedagogical approach that can encourage the explicit and focused learning of the skills but also it provides an opportunity for the pupils to practise social and emotional skills as they learn the knowledge, skills and understanding associated with other subject areas.

The Year 7 resource provides a number of small-group challenges. These provide examples of how collaboration might be used to promote a range of skills. The approach is consistent with *Pedagogy in Practice: Unit 10: Group work*. SEAL challenges rely upon pupils working collaboratively to either develop a product or prepare and deliver a presentation. Written instructions are provided with clear and explicit criteria for successful completion of the task. They are written carefully to allow sufficient flexibility for pupils to be creative and take joint responsibility for their work. Pupils are encouraged to use their strengths and preferences and this requires the group to discuss, plan and negotiate together.

#### *An example of how collaborative group work might be used*

Collaborative group sessions will usually start with a short starter activity to encourage thinking or prepare the pupils for learning. The topic for the group work will then be introduced. This might involve pair work, another type of activity or it might involve reminders about learning from a previous session (e.g. a community of enquiry, see Reading 5.4.3, or an experiential learning opportunity). Reminders about the process of group work and the skills of working together will be given at an appropriate level depending upon skills and experience of the pupils. Key attributes of an effective group might be displayed on a poster in the classroom or written up on the flipchart or whiteboard.

A challenge sheet will be distributed to groups so that they can read and discuss it before the teacher questions the class to check their understanding and agree what the success criteria for the challenge might be. These will usually be written up on the flipchart or whiteboard with additional criteria about the quality of the group processes. It will be important to emphasise the time that will be allowed for both preparation and presentation.

The groups will work independently, supported by adults, when requested. Facilitative questioning might sometimes be necessary to help the group work effectively. If agreement cannot be reached in a group the facilitator will encourage the group to negotiate and come up with their own solutions. Sometimes it will be necessary for the group to fail to complete a challenge. In most cases additional time should not be provided so that pupils are faced with the consequences of their actions.

An opportunity should be given for all groups to present their work. Groups should give feedback to each other. Inexperienced groups might provide two positive things about the work while more experienced groups, where trust has been developed, might provide two positive

aspects and an area for improvement. Reference to the agreed criteria should be the focus of the feedback. Groups should also give feedback about their own work including about how well the group worked together.

After some selected challenges it will be important for time to be provided for more detailed reflection about the quality of their group processes. This might involve the use of a self-assessment tool about the effectiveness of group processes. Two examples are provided below.

### Group work self-review (version 1)

1 = not really 10 = all the time

	Not at all						Very successful			
How successful were we with the challenge?	1	2	3	4	5	6	7	8	9	10
How well did we keep going to get the challenge done?	1	2	3	4	5	6	7	8	9	10
Did we listen to everyone's view/point?	1	2	3	4	5	6	7	8	9	10
How well did we express our ideas?	1	2	3	4	5	6	7	8	9	10
Did we develop ideas even if they were not our own?	1	2	3	4	5	6	7	8	9	10
How well did we stand up for what we believed in?	1	2	3	4	5	6	7	8	9	10
Did we discuss different viewpoints before making a decision?	1	2	3	4	5	6	7	8	9	10
How well did we negotiate and resolve any disagreements?	1	2	3	4	5	6	7	8	9	10
How well did we allocate roles and responsibilities?	1	2	3	4	5	6	7	8	9	10
Did we make everyone feel comfortable and valued in the group?	1	2	3	4	5	6	7	8	9	10

We were really good at:

We could work on next time:



## Collaborative group work self-review sheet Year 7

	Fully disagree	Partly disagree	Not sure	Partly agree	Fully agree
We all felt good about being in our group.	1	2	3	4	5
We planned to challenge well and agreed what we needed to do first and what to do next.	1	2	3	4	5
We thought about the decisions we made and thought through the consequences of our ideas.	1	2	3	4	5
Everyone had their say in the group and was listened to.	1	2	3	4	5
We chose an idea that everyone was happy with even when people had different ideas.	1	2	3	4	5
Everyone understood their roles.	1	2	3	4	5
Everyone carried out their roles.	1	2	3	4	5
When we didn't understand something we felt okay about asking a person to explain again.	1	2	3	4	5
When we didn't agree with each other we gave each other a chance to explain why they didn't agree.	1	2	3	4	5
It felt okay when we didn't agree with each other.	1	2	3	4	5
We spoke to each other in a way that helped us to make good choices.	1	2	3	4	5
We spoke to each other in a way that made us feel comfortable and was appropriate to use at school.	1	2	3	4	5

## References

Department for Education and Skills (2004) *Pedagogy in Practice: Unit 10: Group Work*. London.

# KALEIDOSCOPE

## SS3

**Certificate of Achievement**

**Health Matters  
Year 7**

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**has successfully completed the  
programme of study on Health Matters**

**signed** \_\_\_\_\_

**date** \_\_\_\_\_

Photocopy/print, then cut here



**Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students**



## Health Matters Resources

Body Image; Puberty; Healthy Eating; Eating Disorders; Drugs; Tobacco; Alcohol; Sex; Contraception; First Aid; STI's; HIV; First Aid

Organisation	Contact Details	Resource
<b>A Chance 2 talk</b>	<a href="http://www.achance2talk.com">www.achance2talk.com</a>	Childline website covering Bullying; Neglect; Alcohol; Family Relationships; School Gangs; Racism; School; Puberty; Relationships; Sex; Drugs; Pregnancy.
<b>Alcohol Concern</b>	<a href="http://www.alcoholconcern.org.uk">www.alcoholconcern.org.uk</a> 020 7928 7377 <a href="mailto:contact@alcoholconcern.org.uk">contact@alcoholconcern.org.uk</a>	The national agency on alcohol misuse for England and Wales. Provides general information about alcohol, and can help put you in touch with your nearest alcohol advice centre.
<b>AVERT</b>	<a href="http://www.avert.org">www.avert.org</a>	An international HIV and AIDS charity based in the UK.
<b>BBC</b>	<a href="http://www.bbc.co.uk/one/1ife">www.bbc.co.uk/one/1ife</a>	Information for teenagers about personal issues such as relationships, puberty and health, careers. The site is focused for a teenage audience aged 13 - 17 years
<b>British Red Cross Life. Live it</b>	<a href="http://www.redcross.org.uk">www.redcross.org.uk</a>	Resources to help teach first aid. No experience necessary, Include: free sample PowerPoint presentations, video clips, activity cards, homework sheet, interactive quiz. Introduction to the topics: staying safe, treating an unconscious casualty, making an emergency call, performing CPR, treating bleeds, treating shock.
<b>Brook</b>	<a href="http://www.brook.org.uk">www.brook.org.uk</a> helpline 0800 0185 023	Brook provides free and confidential sexual health services and advice for young people under 25 and has a range of publications.
<b>Centre for HIV and Sexual Health</b>	<a href="http://www.sexualhealthsheffield.nhs.uk">www.sexualhealthsheffield.nhs.uk</a> 0114 226 1900	Sheffield based service that operates nationally offering training and publications around sexual health, self esteem.
<b>Channel 4 PHSE resources</b>	<a href="http://www.channel4.com/learning">www.channel4.com/learning</a> <a href="http://www.4learningshop.co.uk/C4Shop">www.4learningshop.co.uk/C4Shop</a>	Educational DVDs and CD-Roms
<b>Children with Aids Charity</b>	<a href="http://www.cwac.org">www.cwac.org</a>	
<b>Children First - Great Ormond Street Website</b>	<a href="http://www.childrenfirst.nhs.uk/teens">www.childrenfirst.nhs.uk/teens</a>	Teen section covers health matters including healthy eating, first aid, puberty, mental health.
<b>Comic Company</b>	<a href="http://www.comiccompany.co.uk">www.comiccompany.co.uk</a> 0208 5 168 168	Range of resources for sale to promote good food, fitness, health and activity.
<b>Drink Aware</b>	<a href="http://www.drinkaware.co.uk">www.drinkaware.co.uk</a> <a href="http://www.drinkawaretrust.org.uk">www.drinkawaretrust.org.uk</a>	Resources and information about alcohol consumption . * Under 18s website - for teenagers

Organisation	Contact Details	Resource
<b>Drug Education Forum</b>	www.drugeducationforum.com	Brings together national organisations from health, education, police and voluntary sectors that deliver or support the delivery of drug education for children and young people.
<b>Drug Scope</b>	www.drugscope.org.uk	Independent organisation providing information about drugs, influencing policy.
<b>Eatwell</b>	www.eatwell.gov.uk	Healthy eating tips for all ages from the Food Standards Agency.
<b>Family Planning Association</b>	www.fpa.org.uk	SRE Publications and teaching packs
<b>Food Standards Agency</b>	www.food.gov.uk	
<b>Frank</b>	www.talktofrank.com Free Helpline 0800 776600	Confidential drugs information and advice, Advice on giving up smoking. A-Z of drugs on website
<b>Gasp</b>	www.gasp.org.uk 0117 955 0101	A wide range of stop smoking educational leaflets, books, activity packs, training materials, displays, DVDs, posters, models, carbon monoxide monitors, testing equipment and promotional items.
<b>Go Smoke Free</b>	www.gosmokefree.nhs.uk	NHS website to support people to stop smoking. Information about second hand smoke and leaflets.
<b>Hastings and Rother health promotion resources</b>	www.harhealthpromotion.co.uk 01424 735678	Healthy lifestyles leaflets for sale produced by NHS Primary Care Trust
<b>Health Promotion Resources and Information - Milton Keynes PCT</b>	www.hp-publications.nhs.uk 01908 217121	Health promotion and health education leaflets and posters for sale
<b>Know Your Units- NHS Choices</b>	www.units.nhs.uk	This site provides advice and information on alcohol units, and how alcohol affects the body. It is the home of the Drink Check unit calculator tool which enables you to assess your drinking.
<b>Like it is</b>	www.likeitis.org.uk	Website for 11-15 year olds, providing advice on issues such as contraception, periods, teenage pregnancy, sex and sexuality.
<b>Need 2 Know</b>	www.need2know.co.uk	Information portal for teenagers with an online magazine and signposting to other useful websites. Sections include health, relationships, money, travel and the law.
<b>NHS Choices Homepage</b>	www.nhs.uk	

Organisation	Contact Details	Resource
<b>No Smoking Day</b>	<a href="http://www.nosmokingday.org">www.nosmokingday.org</a>	Information and downloadable resources
<b>ROSPA</b>	<a href="http://www.rospace.com">www.rospace.com</a>	Promotion of safety in all areas of life - downloadable and purchasable material.
<b>Sex Education Forum</b>	<a href="http://www.ncb.org.uk/sef">www.ncb.org.uk/sef</a>	A collaboration of more than 50 organisations. Its website has access to a range of publications and free factsheets, as well as details of helplines for young people and events for professionals.
<b>Sexwise - Ruthinking</b>	<a href="http://www.ruthinking.co.uk">www.ruthinking.co.uk</a> Helpline: 0800 28 29 30. Open from 7am -12.00am every day	For young people aged 12-18. The website gives information on contraception, sex and relationships.
<b>St John's Ambulance</b>	<a href="http://www.sja.org.uk">www.sja.org.uk</a>	Resources and online first aid advice.
<b>Tacade</b>	<a href="http://www.tacade.com">www.tacade.com</a> 0161 836 6850	Publisher of PSHE resources including drug, alcohol, tobacco and sexual health issues, risk taking, gambling.
<b>Teachers TV</b>	<a href="http://www.teachers.tv">www.teachers.tv</a> on the following TV channels: Sky Guide 880 Virgin TV 240 Freeview 88 (4-5pm) Tiscali TV 845	Teachers TV is a free-to-air channel available on digital satellite and digital cable television 24 hours a day, seven days a week and on Freeview from 4-5pm daily. 1500 video 15-minute CPD offerings packed with useful information, exciting pupil programmes for use in class, and a daily education news summary. Over 1500 videos available online and download great resources including lesson plans, worksheets etc.
<b>Teenage health website</b>	<a href="http://www.teenagehealthfreak.org">www.teenagehealthfreak.org</a> <a href="http://www.doctorann.org">www.doctorann.org</a>	
<b>Teen Weightwise (British Dietetic Association)</b>	<a href="http://www.teenweightwise.com">www.teenweightwise.com</a>	
<b>Terrence Higgins Trust</b>	<a href="http://www.tht.org.uk">www.tht.org.uk</a> Helpline: 0845 12 21 200 Open 10am-10pm Mon-Fri	Offers information, advice and support through the helpline to anyone living with HIV or concerned about any sexual health issues.
<b>Viewtech</b>	<a href="http://www.viewtech.co.uk">www.viewtech.co.uk</a>	Distributor of educational and training programme material on videocassette, DVD and CD-ROM
<b>YoungMinds</b>	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>	National charity committed to improving the mental health of children and young people, the site provides access to downloadable booklets aimed at young people. The subjects include bullying, depression, mental illness in the family, self-injury, and sexual abuse.

## Local Organisations

Organisation	Contact Details	Resource
<b>Bournemouth Theatre in Education</b>	<p>www.bournemouth.gov.uk/ Education/TIE/ Bournemouth Theatre in Education Oakmead College of Technology Duck Lane, Bournemouth BH11 9JJ Phone: 01202 774660 tie@oakmead.bournemouth.sch.uk</p> <p>East Dorset www.eddaas.org.uk 01202 311600 Parentline: 01202 311600</p>	<p>Programmes of live performance and participatory drama, storytelling, forum theatre, community plays, publications, courses, workshops and training courses for pupils, students and teachers. Wide range of topics such as child protection, drugs awareness, tackling racism, homophobia and bullying. Promoting positive attitudes and behaviour; enabling understanding and awareness of sensitive citizenship issues such as anti-racism and multi-cultural understanding;</p> <p>Advice and information for adults around drugs and alcohol for people in East Dorset.</p>
<b>Drug &amp; Alcohol Advisory Service</b>	<p>www.F-risky.co.uk 07770 266366</p>	<p>NHS Bournemouth and Poole website for information on all aspects of sexual health. Text or phone for confidential advice and information on sexual health, or email from website.</p>
<b>F risky</b>	<p>45 Bargates, Christchurch, BH23 1QD 01202 477354</p>	<p>Young People's Advice Centre</p>
<b>Ladders</b>	<p>www.lifeeducationdorset.org.uk 01305 871050 info@lifeeducationdorset.org.uk</p>	<p>Provides drug prevention and health education mainly to primary school children</p>
<b>Life Education Wessex</b>	<p>01202 720910 07763101440 listeningear@fsmail.net Kings Park Annexe, Station Approach, Boscombe BH1 4NB</p>	<p>Counselling Service-individual and group, for young people, families and adults working with young people. Parenting courses. Training courses on anger management; grief and loss; self harm; eating disorders</p>
<b>Listening Ear</b>	<p>Bournemouth 01202 443035 Poole 01202 711538 Salisbury Area: 01722 425154 Kennet, West Wiltshire and North Wiltshire Areas: 01249 812821</p>	
<b>NHS School Nursing Teams</b>	<p>Bournemouth and Poole: The Junction, 266 Holdenhurst Road, Bournemouth BH8 8DD. 01202 729219 Dorset: Jimmy Dean, Public Health Promoter (Sexual Health) 01305 361362</p>	<p>Support and advice for teachers around SRE</p>
<b>NHS Sexual Health Team</b>		

Organisation	Contact Details	Resource
<b>Safe Schools and Communities Team Dorset</b>	Dorset 01202 222844 ssct@dorset.pnn.police.uk	Pan Dorset partnership between Dorset Police and the three local authorities with the aim of preventing/reducing anti-social behaviour, crime and wrong doing. It provides advice, support and interventions in the areas of alcohol and drug misuse, anti social behaviour, offensive weapons, personal safety, internet safety and bullying.
<b>Safer Schools Wiltshire</b>	saferschools@wiltshire.gov.uk	
<b>ShADOWS Dorset</b>	01258 488486 shadows.admin@eddaas.org.uk	Drugs and Alcohol Outreach Service for under 18s.
<b>Solomon Associates</b>	www.solomonassociates.co.uk 01725 518760 forest@solomonassociates.co.uk	Theatre in education.
<b>Stop Smoking Service</b>	Bournemouth and Poole www.quitwithus.nhs.uk 01202 541507 Dorset www.dorsetsmokestop.co.uk* 0800 00 76653 Wiltshire 01380 733891 www.wiltshirepct.nhs.uk	* information for schools
<b>Sussed - Advice and Information for Young People. Bournemouth</b>	01202 574308 (advice/info) 01202 575096 (health)	For young people 11- 25. Information and advice centre providing counselling and support in the following areas: Health, relationships, contraception, sexual health, alcohol/drugs, housing, employment, benefits, and family.
<b>The Junction</b>	235, Holdenhurst Road, Bournemouth 01202 396009	Young People's Advice Centre
<b>Treads</b>	30A Salisbury Street, Blandford DT11 7AR Tel/Fax: (01258) 455448	Blandford Youth Advice and Information Centre
<b>Waves</b>	Waves Project, 52 St Mary Street, Weymouth, Dorset DT4 8BJ 01305 768 768	Information, Advice and Guidance for under 20's on relationship difficulties, problems at home, bullying, drug and alcohol issues, applying for benefits, finding safe accommodation.
<b>Yadas</b>	Bournemouth 01202 319191 Poole 01202 741414 www.eddaas.fsnet.co.uk	Young persons drug and alcohol advice for Bournemouth and Poole.