

CHECK IT OUT!

HEALTH

Age 9 – 11
Key Stage 2

Series Producer: Henry Laverty

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BBC TWO Northern Ireland

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In this programme Christine goes to Portadown to meet two families involved in swimming and other forms of sport. In Belfast she has a chat with dentists, visits a healthy tuck shop run by children, and sees what children are eating in a school canteen.

Contents

1. Key Issues

2. Preview

- Key words
- Healthy Eating
- Matching Activity (Nutrients)

3. Activities (after viewing the programme)

- Exercise
- School Dinners
- Menus
- Food Diaries

4. Activities (to do at home)

- True/False Quiz

5. Games

6. More to explore

- Digesting Food
- Effects of Exercise on the Body
- Storing Food Safely
- Foreign Food
- Food Chains
- Food Hygiene
- Dental Health
- Harming our Bodies
- Personal Hygiene
- Organisations

KEY ISSUES

This programme explores a range of different issues relating to health and exercise. It considers the key elements for a good diet and healthy eating, and looks at ways we can improve these. It encourages pupils to reflect on their own health and what kinds of things might improve their diet and general well-being.

PREVIEW

It is suggested that this section is completed prior to viewing the programme.

Key Words

The following key words may need to be clarified:



BALANCED DIET

FITNESS

HEALTHY

EXERCISE

STRENGTH

NUTRIENTS

MUSCLES

STAMINA

HYGIENE

GROWTH

DEVELOPMENT

PREVIEW Contd...**Healthy Eating**

With the class, discuss why we need food, e.g:

- to grow
- to repair our bodies
- for energy

Discuss why we need energy and where we get energy from.

Explain that food is made up of different things called nutrients. Nutrients have special jobs to do to keep us healthy. Sometimes several nutrients work together to do a job properly.

There are 5 types of nutrients:

- carbohydrates
- fats
- proteins
- vitamins
- minerals

These nutrients, along with fibre and water are essential to our bodies. Give pupils the opportunity to find out more about each nutrient. The class could for example make their own information leaflets showing foods which are a good source of each type of nutrient. The Matching Nutrients worksheet could also be completed.

Afterwards revise some of the issues with pupils, ensuring they understand the importance of a balanced diet.

MATCHING NUTRIENTS ACTIVITY - Worksheet

Draw a line to match up each nutrient with the description on the left which best describes its role.

These do most of the repair work to our body cells and they also help us grow. They are found in eggs, milk, meat, poultry, fish and cheese.

These are found in all sorts of foods. They are only needed in small amounts but they are extremely important. They are found in fruit, vegetables, eggs and milk.

These give us most of our energy. They are found in bread and potatoes.

This helps to keep our digestive system healthy and is found in vegetables, cereals, grains and fruits.

These give us energy and help keep us warm. They are found in butter and meat.

Vitamins and Minerals

Carbohydrates

Proteins

Fats

Fibre

MATCHING NUTRIENTS ACTIVITY - Worksheet - ANSWERS -

These do most of the repair work to our body cells and they also help us grow. They are found in eggs, milk, meat, poultry, fish and cheese.

These are found in all sorts of foods. They are only needed in small amounts but they are extremely important. They are found in fruit, vegetables, eggs and milk.

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Vitamins and Minerals

Carbohydrates

Proteins

Fats

Fibre

ACTIVITIES (after viewing the programme)

Exercise

After watching the programme ask the pupils to suggest different ways of taking exercise. Pupils could then discuss their favourite kinds of exercise. Encourage them to explain why they like particular activities.

Ask pupils to try to compile a list of reasons why it is advisable to start exercising early. They may work in small groups to complete this activity. During a report back session the teacher may summarise the main points on the board.

Ideas that may be suggested are:

- to develop strength
- it's easier to get fit in later life if you start early
- to develop stamina
- develop muscles
- have more energy
- to keep healthy

Pupils could make posters to encourage others to participate in various forms of exercise.

They should discuss who they are trying to encourage to play the sport/do the exercise and also remember to advertise the "fun" element.

School Dinners

It may be possible to invite a cook from the school canteen to speak to pupils about how and why the menus in school dinners are chosen. The cook may like to point out the importance of budgeting and methods of cooking which are used.

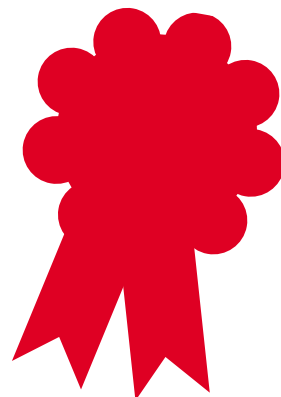
Pupils could undertake a project to help encourage other children in school to choose the healthier options available for their school dinner. They could try to persuade the children by talking to them in assembly, putting up posters or producing information leaflets.

Menus

Ask the children to create their own exciting healthy menus. The healthiest and most creative menu could be awarded a special certificate. (This could be awarded in assembly so that the rest of the school are made aware of what the class is doing). The menus could be displayed in the classroom.

It is advisable that the children examine a variety of menus first so that they are familiar with the layout. Emphasise the need for good presentation. Each meal must include starter, main course and dessert. Pupils should use books, magazines and other media to help them create their menus.

CONGRATULATIONS



The menu planned by

was judged to be the healthiest and
most creative.

Signed.....

Date.....

ACTIVITIES (to do at home)**Food Diaries**

Ask pupils to each keep a food diary for 5 school days. These should be completed every evening at home with an adult so that they may have the opportunity to discuss why certain food was chosen and how the food was cooked. After 5 days pupils could pair up and compare what food and drinks they have consumed. They may like to contribute what they have learned to a class discussion. This discussion might include the differences in types of food they eat at home and in school, and what kind of snacks and drinks they take.

Pupils could also think about why certain kinds of food are chosen, e.g.

- for convenience
- as a treat
- as a healthy option
- just for a snack

GAME**TRUE/FALSE QUIZ**

	TRUE	FALSE
1. Carbohydrates are a good source of energy	<input type="checkbox"/>	<input type="checkbox"/>
2. Raw foods should be stored above cooked foods in the fridge	<input type="checkbox"/>	<input type="checkbox"/>
3. Too much alcohol can have a bad effect on your liver	<input type="checkbox"/>	<input type="checkbox"/>
4. You must take a form of exercise at least twice every day for one hour each time	<input type="checkbox"/>	<input type="checkbox"/>
5. It is best to eat a variety of foods	<input type="checkbox"/>	<input type="checkbox"/>
6. Always wash your hands before preparing food	<input type="checkbox"/>	<input type="checkbox"/>
7. Eggs should be eaten before the sell-by-date	<input type="checkbox"/>	<input type="checkbox"/>
8. Vitamins easily turn into fat	<input type="checkbox"/>	<input type="checkbox"/>
9. Rubbish bins should be emptied before you go on holiday	<input type="checkbox"/>	<input type="checkbox"/>
10. Your heart beats more slowly during exercise	<input type="checkbox"/>	<input type="checkbox"/>

Allow pupils to discuss the questions and decide if the correct answer is true or false. Groups of three are probably best to allow for a majority vote.

True/False Quiz - Answers

TRUE/FALSE QUIZ	TRUE	FALSE
1. Carbohydrates are a good source of energy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Raw foods should be stored above cooked foods in the fridge	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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MORE TO EXPLORE**Digesting Food**

Give pupils something to chew and swallow. Discuss with the class what happened while they were doing this. Give pupils a brief explanation of what occurs inside the body. Use a diagram if possible.

Ask the children to fill in the missing words on the worksheet.

HOW WE DIGEST OUR FOOD - Worksheet

- We _____ our food to break it down into small bits.
- We produce _____ to help us swallow our food.
- The small bits of food go down a tube into our _____
- The food that is not absorbed then moves to our _____
- Anything that is still not digested moves to the _____ where it stays until we go to the toilet.

WORDS**small intestine****stomach****chew****large intestine****saliva**

MORE TO EXPLORE - Contd...**HOW WE DIGEST OUR FOOD - ANSWERS**

- We **chew** our food to break it down into small bits.
- We produce **saliva** to help us swallow our food.
- The small bits of food go down a tube into our **stomach**
- The food that is not absorbed then moves to our **small intestine**
- Anything that is still not digested moves to the **large intestine** where it stays until we go to the toilet.

WORDS**small intestine****stomach****chew****large intestine****saliva**

MORE TO EXPLORE - Contd...**Effects of Exercise on the Body and Heart Beat Experiment**

Discuss with the class what happens when they exercise. Responses such as the following are acceptable:

- *"my heart beats faster"*
- *"I get hotter"*
- *"I sweat"*
- *"I breathe faster"*

Discuss the importance of the heart as an organ and why and how we can look after it.

To show the pupils what happens to the heart rate during exercise carry out the Heart Beat experiment. For this experiment you will ideally need a stopwatch, but a clock or watch with a second hand would also do. The results can be recorded in a table such as the one displayed below.

Pupils should work in pairs. One pupil sits quietly while the other takes their pulse for 1 minute and records the result on the table.

The pupil then records what they think the person's pulse will be after 1 minute of exercise.

The first person jogs on the spot for 1 minute, then sits down and the second person takes their pulse again and records the result on the table.

Pupils should then change over and repeat the experiment.

Name	Number of heart beats in 1 minute		
	Before Exercise	What you think it will be after exercise	After Exercise

MORE TO EXPLORE - Contd...**Storing Food Safely**

Ask the pupils to draw and label each food in the fridge and to think about where it should be stored:

raw mince; steak and kidney pie (cooked); cooked ham; eggs; apples; bananas; sausages; cheese; butter; baked beans (open); milk; cooking chocolate; frozen peas.

ICE BOX

FRIDGE - Top Shelf

FRIDGE - Bottom Shelf

VEGETABLE BOX

MORE TO EXPLORE - Contd...**Foreign Food**

Ask the pupils to list various foods, and then on a world map locate the countries from where each food comes. Examples of food could include bananas, cocoa, tea, rice, etc.

As individuals or in pairs ask the pupils to choose a food they like which comes from a foreign country and find out as much as they can about the food, such as:

- why does the food grow in that particular country?
- could the food be grown in Northern Ireland? Why? Why not?
- how is it grown, harvested and processed?
- how does it reach this country?

Food Processing

Discover the various ways food is processed and look for examples at home, such as: raw; frozen; canned; carton; packet; vacuum-packed; glass jars.

Food Hygiene

Investigate how to handle foods safely and compile a set of guidelines. The Health Education Authority produces a useful activity pack on food hygiene. See the Teacher Resources section of their website to order copies.

Dental Health

Invite a dental nurse into school to talk about dental health.

Harming our Bodies

Look in detail at the negative effects of smoking, drinking too much alcohol and taking harmful drugs. On an outline of the body find the organs that could be damaged.

Personal Hygiene

Discuss personal hygiene with the class.