

HEALTH WARRIORS



TEACHER BOOKLET

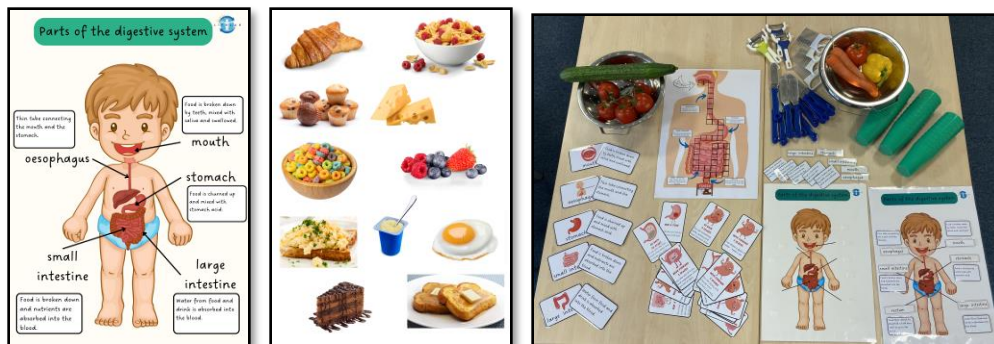


Module 3A : Health Detectives Mission Digestion Lesson Plans

Health Detectives – Mission ‘Digestion’

Module Overview

In this mini module, pupils become ‘Health Detectives’ through a variety of enquiry based and cross-curricular challenges that develop their understanding of diet, nutrition and the digestive system.



Curriculum and Assessment

Coverage and Opportunities

All Early LifeLab activities are designed to be rich and cross-curricular and hands-on wherever possible. The content of the activities in this module is centered around the health-related objectives within the Key Stage 2 programme of study for science:

- describe the simple functions of the basic parts of the digestive system in humans
- Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.

Implementing recommendations from the Education Endowment Foundation – Improving Primary Science Guidance Report. Link to full report [here](#) or scan this QR code



Developing pupils’ scientific vocabulary – laminated keyword bank provided:

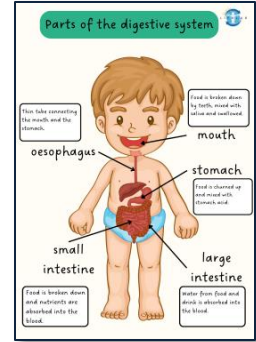
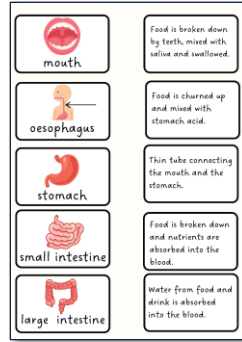
- Healthy, unhealthy, diet, food, fruit, vegetables, drink, fat, sugar, salt, water, carbohydrates, protein, fibre, mouth, tongue, teeth, oesophagus, stomach and small and large intestine
- **Relate Learning to relevant, real world contexts** – Sessions about nutritional snacks encourage children to think about what they eat and how snacks fit into the Eatwell Guide. They think about healthy snacks based on what is realistic in their own lives. The session on UV helps them to think about sunshine and the ways in which they protect their skin, and why they should.
- **Guide pupils to work scientifically** - We focus on science enquiry and working scientifically. Detailed assessment criteria for the elements of working scientifically covered by this module are included in the overview document and assessment spread sheet.
- Our central themes are **identifying and classifying, comparative tests, research, observation** and **pattern seeking**.

List of resources by session

All resources provided, unless specified

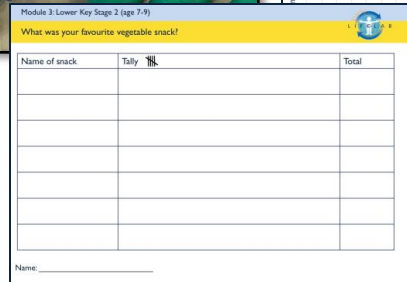
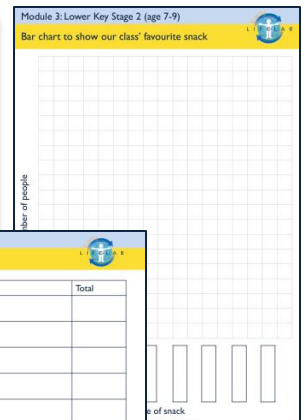
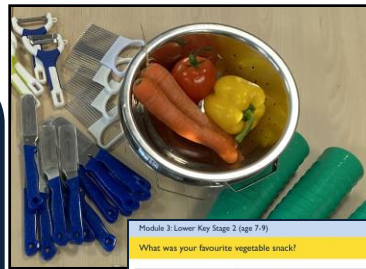
1. Healthy way to start the day

- Laminated A3 digestive system and labels
- Art supplies to make models of the digestive system – clay, paint
- Digestive system games (board game, matching pairs game cards)



2. The power of vegetables

- Food preparation equipment
- Vegetables (supplied on request)
- Recording sheets (bar chart and tally chart sheets 'Our favourite snack')



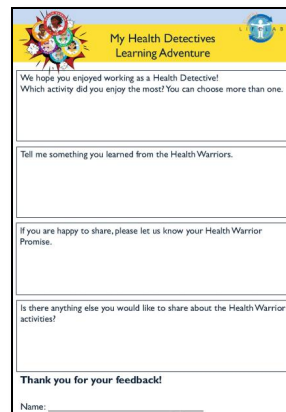
3. Health Warrior Promise

- 'My Health Warrior Promise' banner
- Health Warrior Promise cards
- How? What? Speech bubbles



Welcome to the Health Warrior Team!

- Evaluation sheets



I. Healthy way to start the day

Introduction

Watch Ace introduce Mission Digestion - link to the video on Teacher PowerPoint.

Show a selection of food images (PowerPoint) that might be used as breakfast (both healthy and unhealthy).

Ask the children to vote - which option they think would make a good breakfast. Select a volunteer to explain some votes – e.g. if croissant has a lot of votes, ask someone to explain why they think it might make a good breakfast. What do the children think is important? Do they mention any food groups/ingredients?

Main

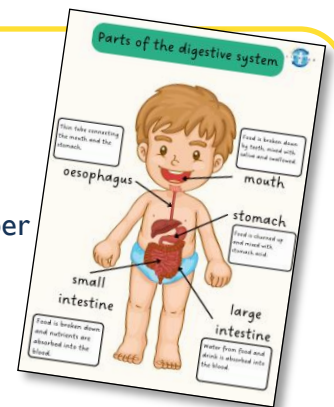
Watch BBC a short video on BBC Teach

<https://www.bbc.co.uk/teach/class-clips-video/articles/zk7rkmn>

PowerPoint slides with organs and their functions. Can the children remember any organs names and their functions?

Main activity:

In groups or in pairs children label the digestive system with organ name and function, using the laminated A3 sheet and labels.



- **Art activity (optional):**

Children work in groups to create parts of the digestive system using air dry clay (provided). They then display it in order and talk through the journey of the food through the digestive system. Labels with names and functions provided, or alternatively as an extension children could create their own labels.

- **Games:** The labels can also be used as a matching pairs game (match the organ to its function). Also provided – a board game to play in small groups.

Plenary

PowerPoint slide with the Eatwell guide. Discuss various food groups and how much of each food group is recommended to consume.

Revisit the breakfast foods slide from the beginning of the lesson.

What do the children think would be a good option for breakfast? Refer to the Eatwell Guide slide and talk about the importance of overall balance throughout the day/week.

Thinking about our own health.

How easy is it to change or improve a health/diet habit? Is there anything about your own health behaviours that you would like to change?

2. The Power of Veg

Introduction

Start with the food group recap - Eatwell Guide slide. Ask the children what they remember about fibre from the video (*fibre helps food to move through the digestive system, particularly in the small and large intestines*). Which foods contain fibre? Note that vegetables are high in fibre. When can they eat vegetables? How can they increase their fibre intake easily – have vegetables as snacks? How do pupils feel about vegetables as snacks? What vegetables do you already eat as snacks? What snack vegetables would they would like to try?

Main

Set a new ‘Health Warriors’ challenge:

What snack vegetable is most popular in your class? (or year group, or school!). Act as scientists to collect data and present it in a bar graph.

Ideally, it would be great for pupils to have the chance to prepare the vegetables themselves (food preparation equipment is included). Suggested vegetables include: carrots, cucumbers, peppers, celery, cherry tomatoes. Small, reusable plastic cups are provided so that pupils can try one of each item in their own cup.

Health and Safety: Check for allergies and take precautions accordingly.

Food hygiene guidance should be followed according to your school’s policy

If preparing your own vegetables, you may find these videos helpful:

General tips: <https://www.youtube.com/watch?v=myJSPhAQNZ4>

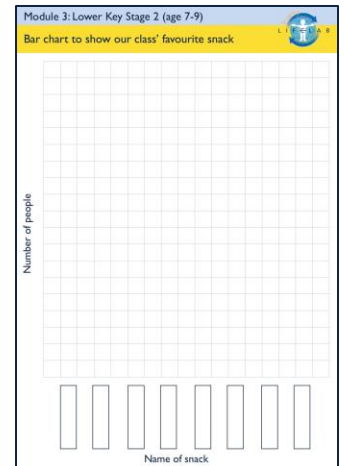
A data collection sheet and bar graph template are included, but you may wish to design your own.

Module 3: Lower Key Stage 2 (age 7-9)

What was your favourite vegetable snack?

Name of snack	Tally	Total

Name: _____



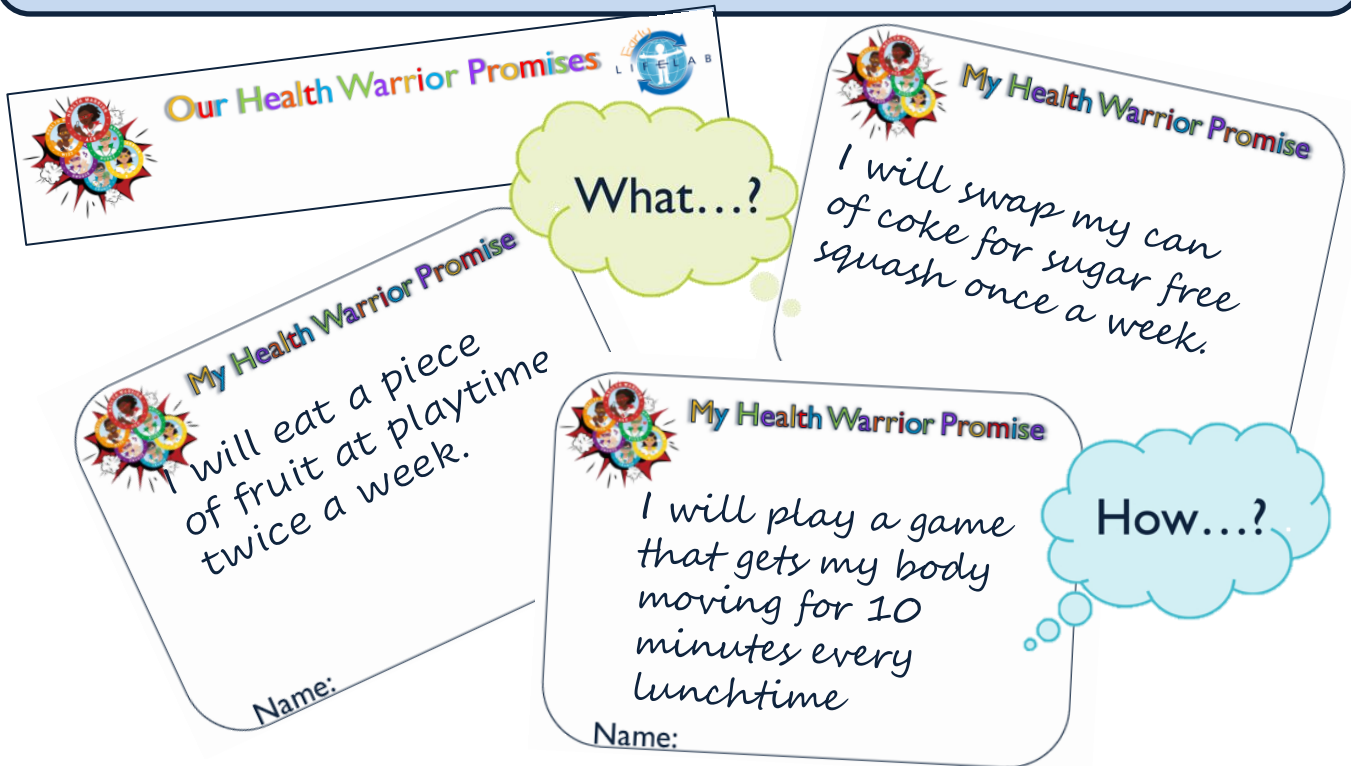
Plenary

Share the outcome of the data collection, and reassure pupils that everyone has different likes/dislikes.

Recap the importance of fruit and vegetables in the diet, and how fibre is necessary for the digestive system.

3. Healthy Conversation Skills

My Health Warrior Promise display enables the implementation of the Healthy Conversation Skills training that all staff involved in the module should receive. They have been designed as a fun, accessible way in which children can begin to feel ownership of their own health decisions.



Encourage pupils to think about a short, measurable and realistic change (health promise) they could make to improve their health. These could be related to diet e.g. 'swapping a sausage roll at break time for carrot sticks twice a week', but can relate to any other aspect of health; exercise, sleep, use of technology, mental health etc.

Children to write down their promise - promise cards are provided. You may choose to make a class display with the cards or children could take them home. The display will enable the children to review their promise – refer to them to check how they are doing, have they been able to implement the change or does the promise need adapting to be more realistic/achievable?

Early LifeLab aims to empower children to make healthy choices. We recognise that children need plenty of support to make these choices.

The premise of identifying one's own solutions informs the underlying philosophy of 'Healthy Conversation Skills', an approach to supporting change utilising a range of behaviour change techniques known to be effective in promoting and maintaining lifestyle changes. We have adapted Healthy Conversations Skills for children, and all teaching staff involved in the Early LifeLab project receive training.

In this way, small realistic steps towards change can be planned and reviewed by children, alongside a teacher.

Welcome to the Health Warrior Team!

Introduction

- Watch **You are Health Warriors** video (link in PowerPoint or access via www.lifelabonline.org)

As a class, recap what the children learned during this module.

Main

As a class, discuss:

- What was the children's favourite activity? Why?
- What did they learn? Did anything they found out surprise them?

Children complete Health Warrior Evaluation worksheet
"My Health Detectives Learning Adventure".

My Health Detectives Learning Adventure	
We hope you enjoyed working as a Health Detective! Which activity did you enjoy the most? You can choose more than one.	
Tell me something you learned from the Health Warriors.	
If you are happy to share, please let us know your Health Warrior Promise.	
Is there anything else you would like to share about the Health Warrior activities?	
Thank you for your feedback!	
Name: _____	

Plenary

Children reflect on their Health Promise.

How did they get on with their promise?

What was difficult/easy?

Did they have to adapt the promise to make more realistic or achievable?

Children are encouraged to continue to reflect on their Health Warrior Promises and make healthy choices.

We hope your class enjoyed Early LifeLab Health Detectives 'Mission Digestion' Module!

We appreciate any feedback about the resources – **please fill out a short feedback form here [Teacher feedback form](#) or scan this QR code**



Thank you!

