

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Five Ways To Wellbeing	<ul style="list-style-type: none"> <li>Explain what the five ways to wellbeing are.</li> <li>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>	<p>Look at the Five Ways to Wellbeing (from New Economic Foundation) on IWB (slide provided)-</p> <ol style="list-style-type: none"> <li>1. Connect</li> <li>2. Be Active</li> <li>3. Take Notice</li> <li>4. Keep Learning</li> <li>5. Give</li> </ol> <p>Discuss what they are and how they contribute to a healthy lifestyle. Can the children think of ways that they do any of the five ways? Activity- Children to 'pitch' to the class ways in which they feel can best improve wellbeing.</p>	<p>Wellbeing Connect Be active Take notice (mindful) Keep learning (get creative) Give</p>
2	This Will Be Your Life (aspirations)	<ul style="list-style-type: none"> <li>Identify aspirational goals.</li> <li>Describe the actions needed to set and achieve these.</li> </ul>	<p>Introduce the lesson theme of aspirations and goal-setting. What are some of the big decisions you may make in the next ten to fifteen years that will significantly affect your life? What are the realistic dreams (aspirations) you have for your own life and what steps might you take to move towards your goals? What things that you are you doing now, at your age, will help you take those early steps towards these goals?</p> <p>Activity – Children imagine themselves twenty years in the future where they have achieved some great success – not necessarily to have become famous or made a lot of money: they may have reached a personal achievement; been successful in their career so far; done something to raise money for charity, or contributed in some way to making the world a better place. Children consider which achievements they would like to have made. What steps might they have needed to take to reach those achievements? Who will have helped them? What will the challenges have been? In twenty years' time, what advice might they give to someone who was eleven, who wanted to achieve what they have done?</p> <p>Explain how talent is grown and that most skills come from a person working hard at something, from practising it over and over again (e.g. sport skills or a musical instrument) and that sticking at something (persevering) is as important, possibly more important, than having a natural talent, in growing that skill. Most success in any field comes from a lot of practise - working at something - rather than relying on a 'natural talent'. (This links to the Growth Mindset theory).</p> <p>Hand out the '<i>This will be your life</i>' activity sheet. Ask the children to discuss their ideas with a partner first. Encourage them to use active listening skills when doing this (nodding, using eye contact, not speaking too much etc.). Then, working individually, draw or write the steps that could lead them to their great achievement in twenty years' time.</p>	<p>Aspirations Goal setting Perseverance</p>

3	Our Recommendations (healthy lifestyle)	<ul style="list-style-type: none"> <li>Present information they have researched on health and wellbeing issues, outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul>	<p>Ask the children what topical issues are currently affecting young people's health and wellbeing. What stories have you seen or heard in the news about these issues? If we wanted to find out more, what resources could we use to help us do this? Can we also trust what we read on the internet? Can we always trust what we read and see on social media? How can we best make sure that the information we look at is accurate? Where can we find information we can trust about this topic? What kind of people are best placed to advise on issues of health and wellbeing?</p> <p>Activity -Children to research an area affecting people's health e.g.</p> <ul style="list-style-type: none"> <li>The effects of modern technology on sleep quality</li> <li>The amount of sugar in different food / drinks and the impact on dental health</li> <li>High energy drinks, their ingredients and the effects and risks of their use by young people</li> <li>The effects of pollution on health</li> <li>The facilities for undertaking physical activity in the local community</li> <li>Issues around road safety in the local community</li> <li>Local schemes which involve children and young people making a positive contribution to their community</li> </ul> <p>Children put together a presentation to share their own findings and recommendations.</p>	Health Wellbeing Accurate Reliable Sources
4	What's The Risk? (1)	<ul style="list-style-type: none"> <li>Identify risk factors in a given situation.</li> <li>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</li> </ul>	<p>Ask children what is meant by the word 'risk'? Through discussion, draw out the idea that a risk is an action which may have negative consequences but also some possible benefits. How do people decide whether to take a risk or not?</p> <p>Activity- Working in pairs or threes discuss each scenario and decide how risky that situation is on a scale of 1-10, with 1 being very <b>low</b> risk and 10 being very <b>high</b> risk.</p> <p>The children should find that they will have a lot of 'It depends if..' type questions. If not, encourage them to think more widely.</p> <p>After a few minutes ask the children to stop their discussion and explore the idea of 'It depends if..'. They are then identifying the risk factors.</p> <p>Ask the children to note down the 'risk factors' for each scenario and decide the lowest score they can give each scenario and then its highest score. By doing this, they are considering how best to manage and reduce the risk in each situation.</p>	Assessing risk Weigh up Dilemma

5	What's The Risk? (2)	<ul style="list-style-type: none"> <li>Recognise what risk is.</li> <li>Explain how a risk can be reduced.</li> <li>Understand the risks related to growing up and explain the need to be aware of these.</li> <li>Assess a risk to help keep themselves safe.</li> </ul>	<p>Review with the class what is meant by the word 'risk'. Recap the idea that a risk is something which may have negative consequences but may also have possible benefits.</p> <p>How do people decide whether to take a risk or not? This requires weighing up the possible negative consequences and the possible benefits and decide whether one outweighs the other. This can be illustrated by thinking about old-fashioned balance scales – if someone decides the benefits outweigh the negatives, they may decide to take a risk. If they decide the negatives outweigh the benefits, they may decide not to take a risk. If the negatives and benefits are equal, then they may find themselves in a dilemma.</p> <p>Activity 1- Working in pairs, children given 'What's the risk' activity sheet and discuss each scenario and decide how risky that situation is on a scale of 1-10: 1 being very <b>low</b> risk and 10 being very <b>high</b> risk. Children note down the 'risk factors' for each scenario and decide the lowest score they can give each scenario and then its highest score.</p> <p>Explore with the children what the risks are, predicting what could happen, assessing how big a risk it is and how they could minimise it.</p> <p>Activity 2 - On one side of the classroom (or hall) put the sign 'high risk' and on the other side the sign 'low risk'. Ask the children to stand between the signs where they would rate themselves on a range of statements e.g. getting on a bus into town on their own, calling Childline if worried about something. You will find that children will rate themselves differently according to how they perceive each risk.</p> <p>Ask children to explain why they have placed themselves in their chosen position on the continuum.</p>	Assessing risk Weigh up choices Influence
6	Basic First Aid	<ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary?</li> <li>Concepts of basic first-aid. For example, if a person is unresponsive and breathing or unresponsive and not breathing.</li> </ul>	<p>Basic first aid.</p> <p>To teach up to date basic first aid, children will watch video clips from <a href="https://firstaidchampions.redcross.org.uk/">https://firstaidchampions.redcross.org.uk/</a> First Aid Champions provide resources for children aged 5 to 11 and cover the DfE's statutory requirements for basic first aid.</p> <p>Using the <i>First Aid Champions</i> resources within SCARF, this lesson will focus on the unresponsive and breathing, and the unresponsive and not breathing sections. The children complete an initial quiz on their current skill level, then watch a short film teaching the first aid methods, which they can then practice, before completing a quiz which consolidates the learning.</p>	Red Cross First aid Emergency 999 Ambulance Operator Information Serious Scenario Script Role Feelings Panic

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