

Unit 7 – Get Active



GET ACTIVE

Staff information

The main focus of this unit is on building understanding of how keeping physically well also helps to contribute to our mental health. How we feel physically is intimately associated with how we feel mentally. Scientists believe that exercise may actually make brains grow – one experiment found that mice that used running wheels grew 50% more new neurons than mice kept in conditions where there were no running wheels¹. As a consequence, they were better at learning new tasks than mice that had no way of exercising². Exercise and physical activity are clinically proven ways to help our moods. Several scientific studies have shown that regular exercise can be as effective as anti-depressant medication in treating mild to moderate depression, but also that it could help protect people against experiencing depression in the first place³. One study showed that the effects of exercise and activity on mental health were enhanced if taking place outside in green space. The effect of this is greatest on the young or mentally ill⁴.

Key messages to communicate

1. Being active is not only good for the body but also for the mind

Sometimes when we are feeling overwhelmed we can lack motivation to be active. The pupils will consider that being active, despite low motivation, will increase our mood and motivation again. Exercise releases endorphins and dopamine – brain chemicals that affect our mood and make us feel happier. It brings down high levels of stress chemicals such as adrenaline and cortisol⁵.

2. I have a range of hobbies and interests that I enjoy doing

It's not just exercise that has these effects. Finding a range of things we find fun, are good at and give us a sense of fulfilment also helps to heighten our mood. Again, when we are feeling down or overwhelmed we can stop doing these things, when ironically they are the very things that can fill our wellbeing 'tank' again. We are all different in the things that make us feel good: pupils will consider what passions and interests they have that they enjoy and give them a sense of achievement.

3. Doing anything new involves taking a risk

Finding the things that we enjoy will always involve taking a risk as we challenge ourselves to try new things. Challenging ourselves causes mild to moderate stress. This is essential for learning as it stimulates the brain to take in new information. Encouraging pupils to take a risk by challenging themselves to try new activities and experiences will help them to build a more effective stress response system in the future and develop an understanding of their own skills and their ability to cope with setbacks or challenges⁶.



Role Model It

Share with the class any particular exercise, hobby and interest that you do on a regular basis – tell them how often do you do it, how it makes you feel when you don't do it for a while and how, even if you sometimes don't feel like doing something, if you force yourself it ultimately makes you feel better. You can also talk about a time you have taken a risk and tried something new.

Assembly notes

Launch Assembly

Suggested music for children entering: 'Physical' by Olivia Newton-John

The Sid-Shuffle video is at <https://www.youtube.com/watch?v=uMuJxd2Gpxo> and the teaching instructions are at <https://www.youtube.com/watch?v=YSIJRHfpuQw>

Reflection Assembly

Ensure the assembly hall is dark and only lit by a table of candles at the front of the room. Instil a model of quiet as the children enter the hall.

Suggested music for children entering and at end: 'Gymnopedie No 1' by Erik Satie.

The book is *Augustus and His Smile* by Catherine Rayner. It is also available to view on YouTube.

Additional information

TEDx TALKS: Matt Kutts 'Try Something New for 30 Days'
<https://www.youtube.com/watch?v=JnfBXjWm7hc>

Exercise and Mental Health

Morning Exercise <https://www.youtube.com/watch?v=3ZBXldCxZEA>

The benefits of physical activity for a range of factors
<https://www.youtube.com/watch?v=94Q5hPE9AI0>

References

- 1 Jensen, E (2006). *Enriching the Brain: How to maximise every learner's potential*. San Francisco: John Wiley & Sons
- 2 Morgan, N (2007). *Know Your Brain*. London: Walker Books
- 3 Mental Health Foundation (2005). *Up and Running!* London: The Mental Health Foundation

- 4 Barton, J and Pretty, J (2010). What is the best dose of nature and green exercise for improving mental health? A multi-study analysis, *Environmental Science & Technology* 2010, 44 (10), pp 3947–3955
- 5 Sunderland, M (2006). *What Every Parent Needs To Know*. London: Dorling Kindersley
- 6 Perry, B and Szalavitz, M (2006). *The Boy Who Was Raised As A Dog: What traumatized children can teach us about loss, love, and healing*. New York: Basic Books



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UNIT 7

Get Active

**Classroom activities
for Early, First and
Second Level**

Unit 7	Get Active			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Being active is not only good for the body but also for the mind	<i>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a</i> <i>I know that being active is a healthy way to be. HWB 0-27a</i> <i>I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. HWB 0-28a</i>	I can name activities that are good for the mind and body I can explain why being active helps my mind and body I can make healthy choices	<u>Healthy Mind and Body</u> Share and emphasise the health benefits of being active, sleeping well, eating well and drinking water. Take part in some physical activities together as a class. Encourage the children to notice the differences in their body and mind, eg heartbeat, physical body signs, breathing and emotions. <u>Health Passport</u> The purpose of a Health Passport is to encourage children to be more active. As a class, thought-shower 10 achievable targets. Set a timescale that they have to be achieved by. If suitable, this could be a homework focus completed over 4 to 5 weeks. Children should show evidence for their completion of each target. For more information about Health Passports, contact your Active Schools Coordinator. <u>Brain Breaks</u> We are often asked to stay still or be quiet in school. Share the importance of taking movement breaks and how this helps our bodies and minds. Create a class list of brain breaks to be used daily.	<u>Playground</u> Play a new game during break time. Create your own activity in the playground or as a class. <u>Circle Time</u> Individuals should share what they do to keep active. <u>Daily Mile</u> http://thedailymile.co.uk <u>Garbage In. Garbage Out</u> Use a variety of everyday objects to demonstrate this principle, eg toothpaste, shampoo, talcum powder. What happens when we squeeze these – what comes out? Explain that what is put inside comes out. So the things we put in our body and the things we watch and do come back out again. This includes unhealthy food, unkind words etc.

Unit 7	Get Active			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
I have a range of hobbies and interests that I enjoy doing	<i>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a</i> <i>I know that being active is a healthy way to be. HWB 0-27a</i> <i>I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. HWB 0-28a</i>	I enjoy a range of hobbies I am part of a club or a group I know how to recharge my batteries through being active, resting and eating well	<u>Hobbies and Interests</u> What things do you do that keep you active? Taking regular exercise and keeping your body active increases your fitness. As a class, make a graph of the different activities. Why not try some of them out in school? Create a class display that highlights the variety of activities that children regularly take part in. <u>Have Fun</u> Remind the children of the Sid-Shuffle clip from the launch assembly. Learn the steps to do as a class. Afterwards, encourage the children to notice the changes in their mood and emotions. Did you have fun? <u>Doing Things You Enjoy Charges Your Battery (Class Task)</u> Just like a battery, sometimes we all feel like we are running on empty. Doing things you know you enjoy will boost your confidence and recharge your battery. You can demonstrate the idea of recharging using an iPad or other device. Together make a list of all the things you do that charge your batteries. Think of things you enjoy or that help you to relax, have fun or feel better.	<u>Be Active</u> A variety of videos can be found on YouTube for the following: • children's relaxation • children's stretching • children's exercises • children's dancing <u>Extra-curricular Active Schools</u> If applicable, encourage all children in your class to take part in an extra-curricular activity that either parents, teachers or Active Schools run. <u>Try Before You Are 11 ³/₄</u> A checklist of fun activities https://www.50things.org.uk/ You can find information about local groups, clubs or classes at your local library, in local newspapers or magazines, or online.

Unit 7	Get Active			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Doing anything new involves taking a risk	<i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</i> HWB 0-16a	I can try new activities and find out what I enjoy I can learn a new hobby or skill	<u>Try Something New</u> Learning something new, or taking up a new hobby, can boost your self-confidence. Follow your passion by thinking about what you are good at, or things that you have always wanted to try. <u>Circle Time</u> Discuss the difficulties of trying something new. What prevents people from trying? What are people afraid of? <u>Try Something New for 30 Days</u> They say learning a new skill or habit takes 30 days. Why not try something new for 30 days and see what happens? See the TED Talks below for more info. www.ted.com/talks/matt_cutts_try_something_new_for_30_days_Q	<u>Taster Sessions</u> You might want to liaise with your Active Schools Coordinator, specialist teachers or local clubs/groups, and organise taster sessions.

Unit 7		Get Active		Early Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* Do you do any physical activity? Where and how often? * What do you enjoy doing to relax and have fun? * When was the last time you tried something new?	Mind and body, health and wellbeing, brain, endorphins, stress and anxiety, active and activities, clubs and groups, nutrition and balanced diet, rest and sleep, recharge and batteries	* Learners make choices when exploring their body moves during physical activity * Learners show enjoyment and demonstrate cooperation when playing energetically * Learners recognise and describe how they feel when they are physically active, indoors and out, and demonstrate an understanding that physical activity helps them to be healthy	* Books: <i>Augustus and His Smile</i> by Catherine Rayner; <i>Giraffes Can't Dance</i> by Giles Andre * Eatwell Guide http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx * www.foodafactforlife.org.uk	ACTIVE Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I show enjoyment when being active * I can cooperate when being active * I can explain how I feel when I am physically active, indoors and out	Literacy and Language * Listening and talking activities Expressive Arts * Art and design * Drama – role play Health and Wellbeing * Keeping Myself Safe	* Article 31 – You have the right to play and rest.

Unit 7	Get Active			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Being active is not only good for the body but also for the mind	<i>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a</i> <i>I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. HWB 1-27a</i> <i>I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing. HWB 1-28a</i>	I can take part in regular physical activities I can explain the benefits of being active and how this helps our minds and bodies I understand that in order to feel better I do not have to wait to feel better to get active	<u>Healthy Mind and Body</u> Share and emphasise the health benefits of being active, sleeping well, eating well and drinking water. Take part in some physical activities together as a class. Encourage the children to notice the differences in their body and mind, eg heartbeat, physical body signs, breathing and emotions. <u>60 Minute Challenge</u> Children should take part in 60 minutes (one hour) of physical activity every day. It doesn't mean that you have to do it all at once. You can spread this out over a whole day. That makes it really, really easy to achieve then, doesn't it? Keep a daily diary of physical activity. Does it total 60 minutes every day? <u>Health Passport</u> The purpose of a Health Passport is to encourage children to be more active. As a class, thought-shower 10 achievable targets. Set a timescale that they have to be achieved by. If suitable, this could be a homework focus completed over 4 to 5 weeks. Children should show evidence for their completion of each target. For more information about Health Passports, contact your Active Schools Coordinator.	<u>Brain Breaks</u> We are often asked to stay still or be quiet in school. Share the importance of taking movement breaks and how this helps our bodies and minds. Create a class list of brain breaks to be used daily. <u>Daily Mile</u> http://thedailymile.co.uk/ <u>Garbage In, Garbage Out</u> Use a variety of everyday objects to demonstrate this principle, eg toothpaste, shampoo, talcum powder. What happens when we squeeze these – what comes out? Explain that what is put inside comes out. So the things we put in our body and the things we watch and do come back out again. This includes unhealthy food, unkind words etc.

Unit 7		Get Active		First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
I have a range of hobbies and interests that I enjoy doing	<i>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a</i>	I take part in a range of hobbies and activities	<u>Hobbies and Interests</u> What things do you do that keep you active? Taking regular exercise and keeping your body active increases your fitness. As a class, make a graph of the different activities. Why not try some of them out in school? Create a class display that highlights the variety of activities that children regularly take part in.	<u>Be Active</u> A variety of videos can be found on YouTube for the following: • children's relaxation • children's stretching • children's exercises • children's dancing
	<i>I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. HWB 1-27a</i>	I am part of a club or a group at school	<u>Have Fun</u> Remind the children of the Sid-Shuffle clip from the launch assembly. Learn the steps to do as a class. Afterwards encourage the children to notice the changes in their mood and emotions. Did you have fun?	<u>Fun Things That Don't Cost Money</u> Consider putting together a class list of Fun Things to Do That Don't Cost Money. Aim for something similar to the list here http://www.lifehack.org/articles/money/this-list-50-low-cost-hobbies-will-excite-you-2.html
	<i>I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing. HWB 1-28a</i>	I know how to recharge my batteries through being active, resting and eating well	<u>Doing Things You Enjoy Charges Your Battery (Class Task)</u> Just like a battery, sometimes we all feel like we are running on empty. Doing things you know you enjoy will boost your confidence and recharge your battery. You can demonstrate the idea of recharging using an iPad or other device. Together, make a list of all the things you do that charge your batteries. Think of things you enjoy and things that help you to relax, have fun or make you feel better.	<u>Try Before You Are 11 ¾</u> A checklist of fun activities https://www.50things.org.uk/ You can find information about local groups, clubs or classes at your local library, in local newspapers or magazines, or online.

Unit 7		Get Active		First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Doing anything new involves taking a risk	<i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</i> HWB 1-16a	I can try new activities and find out what I enjoy I can learn a new hobby or skill	<u>Try Something New</u> Learning something new, or taking up a new hobby, can boost your self-confidence. Follow your passion by thinking about what you are good at, or things that you have always wanted to try. <u>Circle Time</u> Discuss the difficulties of trying something new. What prevents people from trying? What are people afraid of? <u>Try Something New for 30 Days</u> They say learning a new skill or habit takes 30 days. Why not try something new for 30 days and see what happens? See the TED Talks below for more info. www.ted.com/talks/matt_cutts_try_something_new_for_30_days_Q	<u>Taster Sessions</u> You might want to liaise with your Active Schools Coordinator, specialist teachers or local clubs/groups and organise taster sessions.

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Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* Do you do any physical activity? Where and how often? * What do you enjoy doing to relax and have fun? * When was the last time you tried something new?	Mind and body, health and wellbeing, brain, endorphins, stress and anxiety, active and activities, clubs and groups, nutrition and balanced diet, rest and sleep, recharge and batteries	* Learners make choices when exploring their body moves during physical activity * Learners show enjoyment and demonstrate cooperation when playing energetically * Learners recognise and describe how they feel when they are physically active, indoors and out, and demonstrate an understanding that physical activity helps them to be healthy	* Books: <i>Augustus and His Smile</i> by Catherine Rayner; <i>Giraffes Can't Dance</i> by Giles Andre * Eatwell Guide http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx * www.foodafactforlife.org.uk	ACTIVE Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community
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		* I show enjoyment when being active * I can cooperate when being active * I can explain how I feel when I am physically active, indoors and out	Literacy and Language * Listening and talking activities Expressive Arts * Art and design * Drama – role play Health and Wellbeing * Keeping Myself Safe	* Article 31 – You have the right to play and rest.

Unit 7		Get Active		Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Being active is not only good for the body but also for the mind	<i>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.</i> HWB 2-25a	I can take part in regular physical activities indoors and outdoors I can explain the benefits of being active on a daily basis and how this helps our mind and body	<u>Healthy Mind and Body</u> Share and emphasise the health benefits of being active, sleeping well, eating well and drinking water. Take part in some physical activities together as a class. Encourage the children to notice the differences in their body and mind, eg heartbeat, physical body signs, breathing and emotions. <u>60 Minute Challenge</u> Children should take part in 60 minutes (one hour) of physical activity every day. It doesn't mean that you have to do it all at once. You can spread this out over a whole day. That makes it really, really easy to achieve then, doesn't it? Keep a daily diary of physical activity. Does it total 60 minutes every day?	<u>Brain Breaks</u> We are often asked to stay still or be quiet in school. Share the importance of taking movement breaks and how this helps our bodies and minds. Create a class list of brain breaks to be used daily.
	<i>I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.</i> HWB 2-27a	I can try to achieve a good balance of sleep, rest and physical activity	<u>Health Passport</u> The purpose of a Health Passport is to encourage children to be more active. As a class, thought-shower 10 achievable targets. Set a timescale that they have to be achieved by. If suitable, this could be a homework focus completed over 4 to 5 weeks. Children should show evidence for their completion of each target. For more information about Health Passports, contact your Active Schools Coordinator.	<u>Daily Mile</u> http://thedailymile.co.uk/
	<i>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.</i> HWB 2-28a			<u>Garbage In, Garbage Out</u> Use a variety of everyday objects to demonstrate this principle, eg toothpaste, shampoo, talcum powder. What happens when we squeeze these – what comes out? Explain that what is put inside comes out. So the things we put in our body and the things we watch and do come back out again. This includes unhealthy food, unkind words etc.

Unit 7	Get Active			Second Level
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I have a range of hobbies and interests that I enjoy doing	<i>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.</i> HWB 2-25a <i>I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.</i> HWB 2-27a <i>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.</i> HWB 2-28a	I take part in a range of hobbies and activities I am part of a club or a group at school I know how to recharge my batteries through being active, resting and eating well	<u>Hobbies and Interests</u> What things do you do that keep you active? Taking regular exercise and keeping your body active increases your fitness. As a class, make a graph of the different activities. Why not try some of them out in school? Create a class display that highlights the variety of activities that children regularly take part in. <u>JASS (Junior Award Scheme for Schools)</u> The Bronze and Silver Award Schemes have different challenges and target-setting opportunities. <u>Doing Things You Enjoy Charges Your Battery (Class Task)</u> Just like a battery, sometimes we all feel like we are running on empty. Doing things you know you enjoy will boost your confidence and recharge your battery. You can demonstrate the idea of recharging using an iPad or other device. Together, make a list of all the things you do that charge your batteries. Think of things you enjoy or that help you to relax, have fun or make you feel better.	<u>Have Fun</u> Remind the children of the Sid-Shuffle clip from the launch assembly. Learn the steps to do as a class. Afterwards, encourage the children to notice the changes in their mood and emotions. Did you have fun? <u>Fun Things That Don't Cost Money</u> Consider putting together a class list of Fun Things to Do That Don't Cost Money, similar to the list here http://www.lifehack.org/articles/money/this-list-50-low-cost-hobbies-will-excite-you-2.html <u>Try Before You Are 11 ¾</u> A checklist of fun activities https://www.50things.org.uk You can find information about local groups, clubs or classes at your local library, in local newspapers or magazines, or online.

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Unit 7	Get Active			Second Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* Do you do any physical activity? Where and how often? * What do you enjoy doing to relax and have fun? * When was the last time you tried something new?	Mind and body, health and wellbeing, brain, endorphins, stress and anxiety, active and activities, clubs and groups, nutrition and balanced diet, rest and sleep, recharge and batteries	* Learners make choices when exploring their body moves during physical activity * Learners show enjoyment and demonstrate cooperation when playing energetically * Learners recognise and describe how they feel when they are physically active, indoors and out, and demonstrate an understanding that physical activity helps them to be healthy	* Books: <i>Augustus and His Smile</i> by Catherine Rayner; <i>Giraffes Can't Dance</i> by Giles Andre * Eatwell Guide http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx * www.foodafactforlife.org.uk	ACTIVE Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community
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UNIT 7 Get Active



Home Activity

When we feel 'down', being active is sometimes the last thing on our mind. However, in order to help us feel better, we need to live a well balanced and healthy life. When we adopt an active lifestyle, fuel our body with proper nutrition and respect our bodies by allowing time to rest and relax, it can help to lead a longer, healthier and more fulfilling life.

We have learned that:

- Being active is not only good for the body but also for the mind.
- I have a range of hobbies and interests that I enjoy doing.
- Doing anything new involves taking a risk.

Take the 30 Day Challenge (P1–P7 Task)

As a family, set yourselves a challenge to improve your health and wellbeing for the next 30 days.

It is said that 30 days is enough time to create a new habit that you want to incorporate into your daily routine, or even to subtract a habit that hasn't been good for your health or wellbeing. The best part of the '30 Day Challenge' is that making small changes one at a time is much more sustainable over the long-term than trying to overhaul all of your habits and routines at once.

Here is a list of some '30 Day Challenge' ideas that might get you started in thinking about what you are going to do.

- Quit a bad habit that bothers you, eg nail biting
- Spend more time outside
- Give up television or social media
- Complete an act of kindness everyday
- Exercise for 30 minutes every day
- Give up an unhealthy habit, eg sweets
- Try a new club, activity or sport

Please return your home activity to school so you can share your ideas with your class. Some examples will be chosen to share at our Sharing Assembly.

Name:.....

Class:.....

TIME FOR REFLECTION



GET ACTIVE

I have learned that this
is important because ...

MY ACTION PLAN

To help me, I am going to ...

Parent and Carer Leaflet



GET ACTIVE

'To keep the body in good health is a duty ... otherwise we shall not be able to keep our mind strong and clear.'

Buddha

Promoting Emotional Health & Well-being

Parent and Carer Leaflet



GET ACTIVE

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Buddha

Promoting Emotional Health & Well-being

Get Active

Looking after the body and mind is important for our health. Taking part in regular exercise, or being active in other ways, brings many benefits to our physical health as well as our mental wellbeing.

Through this unit, the children will learn that in order to help us feel resilient, we need to live a well balanced and healthy life. When we feel 'down', being active is sometimes the last thing on our mind. However, when we adopt an active lifestyle, fuel our body with proper nutrition and respect our bodies by allowing time to rest and relax, it can lead to a longer, healthier and more fulfilling life.



In this unit Skipper is feeling 'down' and as a result he doesn't feel like doing anything. When his friend encourages him to go for a cycle run, Skipper learns that having a range of hobbies and interests that we enjoy doing helps us to feel better. Trying a new activity involves taking a risk, but with practice it also helps to build our self-confidence.

In this unit, we will be learning that:

- Being active is not only good for the body but also for the mind.
- I have a range of hobbies and interests that I enjoy doing.
- Doing anything new involves taking a risk.

Talk It Over:

Share with your child the activities and hobbies you enjoy doing that help you when you are feeling low.

Home Activity:

Introduce the 'Do Something New for 30 Days Challenge' to your family. Together, identify something new you are going to do to improve your health.

Key Book: *Augustus and His Smile* by Catherine Rayner

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