

# **Kirklandpark Primary**

## **Health Month 2024**



### **Primary 1-3**

### **Activities**

K.P. Global Goals

Health Month 2024

Healthy Non - Sporty Activities

1. Sustainable Cities (11) Gregor
2. Life Below Water (14) Fiona
3. Quality Education (4) Lisa
4. Zero Hunger (2) Sarah
5. Good Health and Wellbeing (3) Alan
6. No Poverty (1) Shona
7. Climate Action (13) Claire
8. Clean Water (6) Emma
9. Partnerships for the Goals (17) Heather
10. Life on Land (15) Paula.

K.P. Global Goals

Health Month 2024

Sporty Activities

1. Bleep Test - Lisa
2. Hungry Hippo Game - Alan
3. Yoga - Fiona
4. Relay Races - Emma
5. Skipping - Sarah
6. Loop and Scoop - Shona
7. Daily Mile - Gregor
8. Fitness - Claire
9. Circuits - Paula
10. Shooting Hoops - Heather

**Claire McCormick**

**Fitness**

Focus: Fitness

Equipment: Timer if you wish.

Task:

- Introduce/recap with the children why it is important to stay fit and healthy, how do we do that?

- Show the children different exercises we can do to help with our fitness and discuss what parts of our body they work. Draw attention to the correct motion when doing these to ensure we do not injure ourselves:

- Squats
- Jumping jacks
- High knees
- Sit ups
- Plank

Sticky Toffee Fitness

- Children move around the room in different ways:

- Walk
- Jog
- Side step
- Hop
- Jump
- Frog jump
- Hands and feet

- When you say 'Sticky Toffee' children must stop and carry out one of the previously mentioned exercises until you call out a new way to move around. They should do this exercise between 30-40 seconds.

- After, discuss their heart rate, temperature, etc.

**Climate Action**

Focus: Climate Action

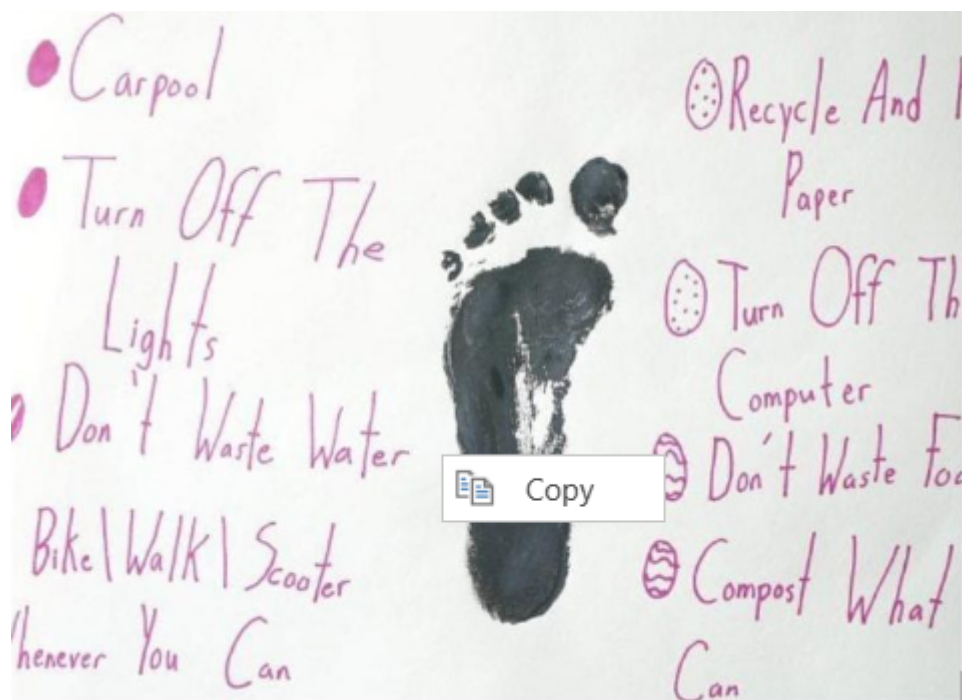
Equipment: CTouch, paper, cut and stick labels for poster (P1)

Task:

- Introduce climate change by choosing a video/videos from the NASA website appropriate to your age and stage. Each age should be able to learn what climate change is and about air pollution at a minimum. Discuss how these will affect our way of living, health etc.

Activity:

- Brainstorm ways to reduce carbon footprint on board. Then children create Carbon Footprint posters. They can draw round their feet and colour rather than paint print.
- There are other activities here if you wish to build it into your month in a more lengthy way:
- <https://www.weareteachers.com/climate-change-activities/>



Cut and stick these on your poster:



Lisa Brown	
Fitness	Quality Education
<p>Focus: Fitness</p> <p>Equipment: <a href="https://www.youtube.com/watch?v=L9OTnZI9gYo">https://www.youtube.com/watch?v=L9OTnZI9gYo</a></p> <p>Fitness Activity: Bleep Test</p> <ul style="list-style-type: none"> <li>- I have attached a link to a clip you can use however there are online versions as apps which you may wish to download so you don't need to rely on internet connections.</li> <li>- The children run on the beep and have to make it to the other side before the next beep.</li> <li>- They then wait and run on the beep if they don't make the beep they are out.</li> </ul>	<p>Global Goal: Quality Education</p> <p>I have kept this to a circle time activity to stick to the 10/15 minute time scale.</p> <p>Begin discussion with some question prompts. I have popped some below you may wish to use:</p> <ul style="list-style-type: none"> <li>• What are the most important things we learn through education?</li> <li>• Is education the same now as it was in the past?</li> <li>• Is education the same all over the world?</li> </ul> <p>Watch Quality Education video:  <a href="https://www.bing.com/videos/riverview/relatedvideo?q=Clean%20Water%20and%20Sanitation&amp;mid=F9AF3D6E2AAA8AA49D22F9AF3D6E2AAA8AA49D22&amp;ajaxhist=0">https://www.bing.com/videos/riverview/relatedvideo?q=Clean%20Water%20and%20Sanitation&amp;mid=F9AF3D6E2AAA8AA49D22F9AF3D6E2AAA8AA49D22&amp;ajaxhist=0</a></p> <p>It would be great if we could link this to Walk to School week (JRSO plug) which takes place this year between the 20th-24<sup>th</sup> May (more info will come on that).</p> <p>Discuss the differences on our journey to school compared to those in the video.  How does their morning routine differ from that of the children in the video?  How would they feel walking a long way to get to school?  Would they be able to do their work or be tired?</p> <p>Journey to School:  <a href="https://www.bing.com/videos/riverview/relatedvideo?q=my%20journey%20to%20school&amp;mid=3A843FCE2BBE2CF34B183A843FCE2BBE2CF34B18&amp;ajaxhist=0">https://www.bing.com/videos/riverview/relatedvideo?q=my%20journey%20to%20school&amp;mid=3A843FCE2BBE2CF34B183A843FCE2BBE2CF34B18&amp;ajaxhist=0</a></p> <p>I know on the shared planner Fiona mentioned tying in writing to this area. If you wanted to do a written follow up she had suggested a diary entry from another child's perspective.</p>

Paula Kinnear

Circuits

Focus: Circuits

Equipment:

- Stopwatch,
- Circuit cards

(I have these in a folder in my class), 6/8 cones, 2 skipping ropes or use the lines in the hall, 1 bench, 6/8 beanbags, 3/4 footballs, recording sheet(optional).

Instructions:

1. Split the class into small groups depending on how many circuits you want to do. No more than 3 or 4 at each station.
2. Place a circuit card at each station with the resources needed.
3. Go over each station with the children.
4. Use a stopwatch and explain to the children that they will spend 1 minute at each station.
5. If you wish, the children can record how many they did at each station.
6. Once children have been at each station, depending on the time left, you might want to do it again and this time the children have to try and beat their score.

Life on Land

Global Goals 15 – Life on Land

Watch the video below and discuss. How can we look after life on land?

<https://uk.video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=global+goals+Life+on+land+video&type=E211GB105G0#id=5&vid=96100242db0753a70750f1011470d0b8&action=view>

Food Chains

Introduce vocabulary like producer, consumer, predator, prey. Discuss the terms carnivore, omnivore and herbivore.

Watch the video:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-the-food-chain/zbr8d6f#:~:text=A%20food%20chain%20shows%20how%20energy%20is%20passed,the%20plant%20is%20eaten%20by%20a%20living%20creature.>

This short film describes food chains, explaining what consumers and producers are, and what can happen if a food chain is disrupted.

It explores common food chains and explores how the 'circle of life' operates in nature.

It looks at what happens if one part of a food chain is taken away, and also explains the position of humans in the food chain.

Points for discussion: . What is a food chain? · Where do humans fit into food chains? · What is a producer? · What is a consumer? · What happens if you remove part of a food chain?

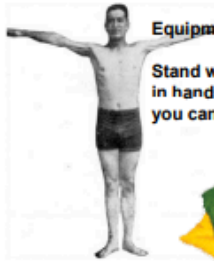
Create a simple food chain. Worksheets attached for P1-3.

P3-Research one endangered animal and create a fact file.

P1 and P2 - Pointillism Animal Art (EXA 1-03a) Pointillism Art Gecko -Learn about the technique of pointillism and create animal artwork using the technique.

Use the gecko template to draw on black sugar paper.

# Bean Bag Hold



Equipment = 6 Bean Bags, 1 Timer

Stand with legs apart. Hold bean bags in hands with arms out. Time how long you can do it for!



# Roll A' Ball



Equipment = 6 footballs or netballs

Stand with legs apart. Move the ball around your waist moving your hips at the same time. Count how many times you do this.



# Star Jumps

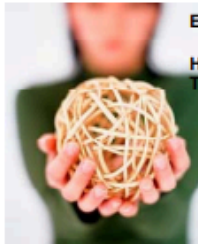


Equipment = 2 Mats

Jump on the mat making a star shape with your body. Count how many you can do.



# Football Hold



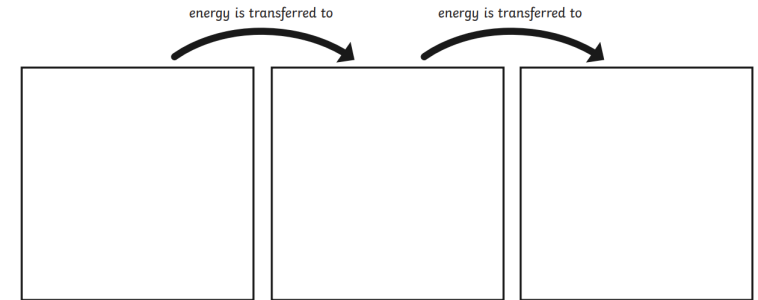
Equipment = 6 footballs or netballs.

Hold the ball out in front of you. Time how long you can hold it for!



## Food Chain Sorting Activity

Use the cards to fill in the food chain below.



**Shona Watson**

**Scoops and Balls**

Focus – Hand eye coordination

Equipment – Scoops & balls

Explanation of task/activity (including challenges):

- Primary 1 Class – Practise using the scoop to throw the ball up into the air and catch it again using the scoop.
  - Then ask the children to see how many loops and scoops they can get in 1 minute.
  - Challenge 1– Ask the children to see how many loops and scoops they can get in 1 minute. Did they beat their last score?
  - Challenge 2 – In pairs (Using one scoop and one ball) Take turns where one person throws the ball using their hand and one person scoops the ball. They can let the ball bounce before scooping if that is easier. Start off close together and as the children get more confident they can move further apart.
  - Primary 2 & 3 Class
  - Work with a partner. 2 scoops and 1 ball between 2.
- Using the scoops practise throwing and catching the ball. First begin with each child throwing the ball with their hand to their partner and their partner tries to scoop it. They can let the ball bounce before scooping if that is easier. Their partner then throws the ball with their hand and their partner catches it with the scoop. As they get more confident they can move further apart.

**Poverty**

Focus – Global Goals (No Poverty)

Equipment – I will email a copy of the equipment.

Powerpoint – What is Poverty?

True/False Quiz

What will you change?

Details of Activity/Lesson:

Talk through the slides from the Powerpoint. You may need to skip/simplify some points for P1.

Activity Primary 1

Ask the children – What are they grateful for?

What things can they do to help people living in Poverty? (Possible answers in sheet A Better Future which is enclosed.

Activity Primary 2/3

· Ask the children – What are they grateful for?

· What things can they do to help people living in Poverty? (Possible answers in sheet A Better

Future which is enclosed.

· True/False Quiz which is enclosed. You can pick and choose the questions most suited to the ability of your class.



Heather Smith	
Shooting Hoops	Gender Equality
<p>Focus: Shooting Hoops</p> <p>Resources – netballs/large soft balls, netball stands and nets or basketball hoops in hall/MUGA</p> <p>Instructions</p> <p>Split class into small teams – one team for each netball/basketball goal.</p> <p>Each team has a large ball.</p> <p>Children pass the ball as quickly as they can along their team then take turns to try to score a goal. These are a few variations children could try.</p> <p>The aim is to try to work together as a team and score as many goals as possible. (see PowerPoint)</p> <p>Activity #1</p> <ul style="list-style-type: none"> <li>• Stand in a line with your team</li> <li>• First person in the team passes the ball under their legs to the person behind</li> <li>• The next person passes the ball over their head to the person behind</li> <li>• Keep passing over and under till the ball reaches the last player</li> <li>• This player then runs to basketball/netball hoop, tries to shoot a goal, then returns to start of team and passes ball under legs. Continue passing and shooting ball till all players have had a turn.</li> </ul> <p>Activity #2</p> <ul style="list-style-type: none"> <li>• Stand in a line with your team</li> <li>• First person in the team throws the ball to the next person in the line.</li> <li>• Continue passing the ball till it thrown to the last player</li> <li>• This player then runs to basketball/netball hoop, tries to shoot a goal, then returns to start of team and throws ball to next player. Continue passing and shooting ball till all players have had a turn.</li> </ul> <p>Activity #3</p> <ul style="list-style-type: none"> <li>• Can you think of your own ideas for passing the ball?</li> <li>• How can you make the activity more challenging or easier?</li> <li>• What do you need to do to work well together?</li> </ul>	<p>Discussion about stereotypes and differences – whole class</p> <p>Read and discuss PowerPoint slides: (this contains some sensitive info about determining sex of boy and girl – use your professional judgement on use of this with your class)</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>· differences between boys and girls</li> <li>· what are gender stereotypes?</li> <li>· We are all individuals. We are all different and special. We are all unique.</li> </ul> <p>Possible follow up activities:</p> <p>1. Stereotypical Toys</p> <p>Show children a selection of stereotypical girls’ and boys’ toys (or show some pictures)</p> <p>Ask children who toys are for? If they respond ‘for girls’ or ‘for boys’ – ask why?</p> <p>Discuss how there are so many different toys in the world for us to enjoy – there is no such thing as ‘boys’ things’ and ‘girls’ things’ – just as we are all different, the toys we all like are different. It’s OK to like some toys instead of others – but they can always pick any toys that they like regardless of the colour, what they are made of, whether they look ‘boyish’ or ‘girly’ etc. Is it fun/interesting – is all that matters!(Children could sort toys in groups then feedback on choices and reasons for, or this could be teacher led discussion depending on stage.)</p> <p>2. Blether Stations – about Gender Equality</p> <p>Group children and distribute blether station discussion pointer cards. Children discuss and record ideas, rotate round a few stations, then feedback to whole class. For younger classes a few of the discussion cards could be used one at a time by whole class following a think, pair, share model.</p> <p>3. Watch video clip on You Tube</p> <p>Gender Equality video from Norwegian experiment. Although not in English and only with subtitles, this visual is really clear and perfectly captures the inequalities girls can face in equal pay. (You will need to read subtitles for younger children) <a href="https://www.youtube.com/watch?v=hLr2GNRnmXM">https://www.youtube.com/watch?v=hLr2GNRnmXM</a></p> <p>Discussion following video:</p> <ul style="list-style-type: none"> <li>· Were the girls and boys treated the same?</li> <li>· Was it fair that the girls received less sweets as a reward than the boys? If not why not?</li> <li>· Should girls be treated differently than boys?</li> </ul> <p>4. Global Goals you tube clip</p> <p>Another video that may be of use to watch explains the global goal about gender equality in simple terms for Primary aged children. <a href="https://www.youtube.com/watch?v=-hc0kZh6CnM">https://www.youtube.com/watch?v=-hc0kZh6CnM</a></p>

Gregor Muircroft	
Daily Mile	Sustainable Cities
<p>Focus: Walking</p> <p>Equipment: Recording sheet</p> <p>Activity:</p> <ul style="list-style-type: none"><li>- Take part in a daily mile activity (14 trips around the MUGA or 12 counting the journey from the school)</li><li>- Discuss how taking part in the daily mile makes the children feel. For example, if they felt out of breath, tired, energised etc.</li><li>- Record using the sheet provided in the email.</li></ul>	<p>Focus: Sustainable Cities</p> <p>Equipment:</p> <ul style="list-style-type: none"><li>- Video clips (please find via email)</li></ul> <p>Activity:</p> <ul style="list-style-type: none"><li>- Watch the video and discuss the importance of recycling and keeping our space free from litter.</li><li>- Help look after our playground by designing a poster that we can display in school.</li></ul>

**Fiona Mackenzie**

**Yoga and Meditation**

Focus: Yoga

Equipment:

- PowerPoint
- Yoga Cards
- Audio Clips
- Meditation Script

Activity:

- As part of my lesson for 'Health Month', I have created a PowerPoint for yoga and guided meditation.
- Within this, it has information for the pupils about the benefits of yoga, which can be linked to Emotion Works as a strategy to regulate your feelings.
- The presentation also has links to audio files, videos and yoga pose cards.
- Please let me know if you want a full copy of the yoga cards (45 in total), to use these at a later date as the file was too large to send via email.

**Life Under Water**

Focus: Life Under Water

Equipment:

- Rainbow Fish Book or Video Youtube
- Hula Hoops
- Post it notes
- Art Powerpoint (please check resources via PP)

Activity:

- My health lesson, linking to Global Goal- Life Below Water, is based on the book 'The Rainbow Fish'.
- It explores the themes of friendship and inclusion, celebrating that we are all unique (HWB 0-47a/HWB 1-47a).
- Creating a Venn diagram using hoops, pupils can note down similarities and differences, placing these in the hoops
- I have also created a PowerPoint with examples of different arts and crafts you can complete within your class, to display as part of our Global Goals topic. This should be a nice link into exploring the goal further, looking at different marine life, plastic pollution and overfishing.

## Warrior

Virabhadrasana II



## Warrior

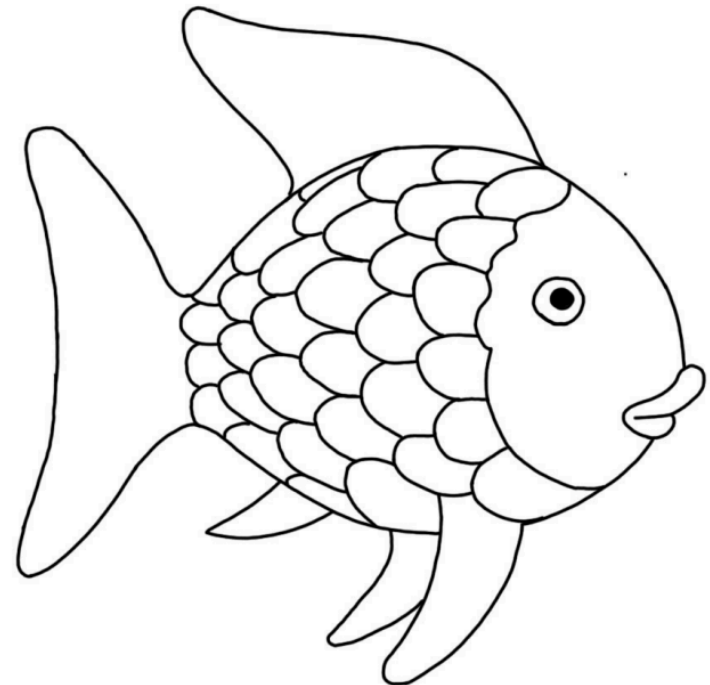
Virabhadrasana II

Stand with your legs spread wide apart. Turn the toes of your right foot outwards and turn your left foot slightly inward.

Bend your right knee and lift your arms parallel to the ground with palms facing down.

Look at your right hand and feel the strength of a warrior inside you.

Stay in the pose for five long deep breaths. Then switch sides.



## Alan Marshall

### Hungry Hippos

Resources: 5 hula hoops, 4 boogie boards, as many tennis or small balls or bean bags that you can find.

#### Instructions

1. Split your class into 4 equal groups. One for each corner. \*Children with long hair need to tie their hair up as it can get caught in the wheels which is very painful. (Trust me, from experience!)
2. Each group gets a hula hoop and a boogie board.
3. In the centre of the hall is the fifth hula hoop with all the balls or bean bags,
4. When the whistle blows 1 member of each group uses the boogie board to get to the centre hula hoop and collect 1 ball or bean bag and take it back to their group's hoop. (They seem to find it most comfortable lying on their tummies and using their arms to move themselves around, although this is not the only way to use the boogie boards) (Only 1 person from each group can go at any given time.)
5. The next person has their turn repeating the above action, and the next person, then the next, and so on and so forth until the whistle goes to stop the game.
6. Once the balls or beanbags are all taken from the central hoop the game gets more exciting as the groups can now steal from the other team's hoops. This can be a little frantic but lots of fun.
7. Once the whistle goes to end the game they have to return to their own hoops and for the scores to be counted, how many balls or bean bags they have. \*If they have a ball or bean bag in their hand when the whistle goes it is exempt and cannot be included in the scores.
8. The winning group is the group that has the most balls or bean bags in their hoop.

### Good Health and Wellbeing

Understand Goal 3: Good Health and Wellbeing (Primary)

Copy and paste the link into your search engine to watch the Youtube video and then discuss.

<https://www.youtube.com/watch?v=JMfDkjO2ZcE>

#### Discussion:

Rather than spending lots of government money on medicines and care for minor illnesses, we could all try and live a healthier, fitter life, which will make us strong and able to fight all the little bugs and germs without having to resort to going to the doctors or taking medicines. The money saved from treating little bugs and germs with doctor appointments and medicines could go to helping other people who are really very ill and need lots of health care and attention. This is expensive. That would make lots more sense, don't you think?

\*What things to you think we could all do to keep ourselves healthier and fitter?

\*Chat with your partner and write/draw down on your whiteboard what things we could all do that would make us feel healthier and fitter.

\* Mime one of your points – Can someone come out and mime one of their ideas for us to guess?

\* Write up lots of ideas on the board - eat healthier foods, do more exercise, brush your teeth regularly, get enough sleep, shower and wash regularly.

\*Acknowledge that all these are about physical health, what about mental health as well.

What could we do to help that? – read a book, listen to music, do some art, play with your pets, hug a friend, helping others. All of these are important to making ourselves feel better inside.

\* Complete the Bee Healthy sheet (courtesy of Millie Kinnear) draw, colour and label 4 activities that you could do to make yourself healthier and fitter either physically or mentally or both.

\*This topic will link well into your Health and Well Being topic of substance misuse and medicines and the rules we use around these.

\*To challenge the P3's you might want to talk about how we know if someone is healthy or unhealthy. What signs tell us that someone is unwell? What signs tell us that someone is fit and healthy? They could maybe draw a comparison between the two with the same person looking and behaving a certain way to demonstrate their level of health. (Just an idea.)

**Emma Ferrie**

**Relay Races**

Focus: Relay Races

Equipment:

- Bean Bags
- Batons
- Spoons

Activity:

- Class should be split into teams (maximum of 6 teams)
- Challenges:
  1. Free running race
  2. Bean bag race
  3. Batton race
  4. Egg and spoon race

**Clean Water and Sanitation**

Focus: Clean Water

Equipment:

- Video from Global Goals Website

Activity:

- Use the video to explain what clean water and sanitation is. Discuss why we need clean water.
- Explore why we should save water and talk about how not everyone in the world has access to clean safe water.
- In groups of 3 or 4 choose a way to save water and create a drama performance to show it.
- Link to life under water and create a poster about saving the whales.

Sarah Clarke	
Skipping	Zero Hunger
<p>Focus: Skipping</p> <p>Equipment:</p> <ul style="list-style-type: none"><li>- Skipping ropes</li><li>- Hoops</li></ul> <p>Activity:</p> <ul style="list-style-type: none"><li>- Complete a warm up and stretches.</li><li>- Demonstrate skipping technique landing on two feet.</li><li>- Demonstrate skipping on alternative feet.</li><li>- Challenge/development (skipping backwards)</li><li>- Children can choose how many they would like to skip out of the ones demonstrated.</li></ul>	<p>Focus: Zero Hunger Global Goal 2</p> <p>Equipment:</p> <ul style="list-style-type: none"><li>- Global Goals Video</li><li>- Paper</li></ul> <p>Activity:</p> <ul style="list-style-type: none"><li>- Show the video linked to global goal 2 zero hunger.</li><li>- Discuss the purpose and need for food banks.</li><li>- Create a poster for a local foodbank.</li></ul>