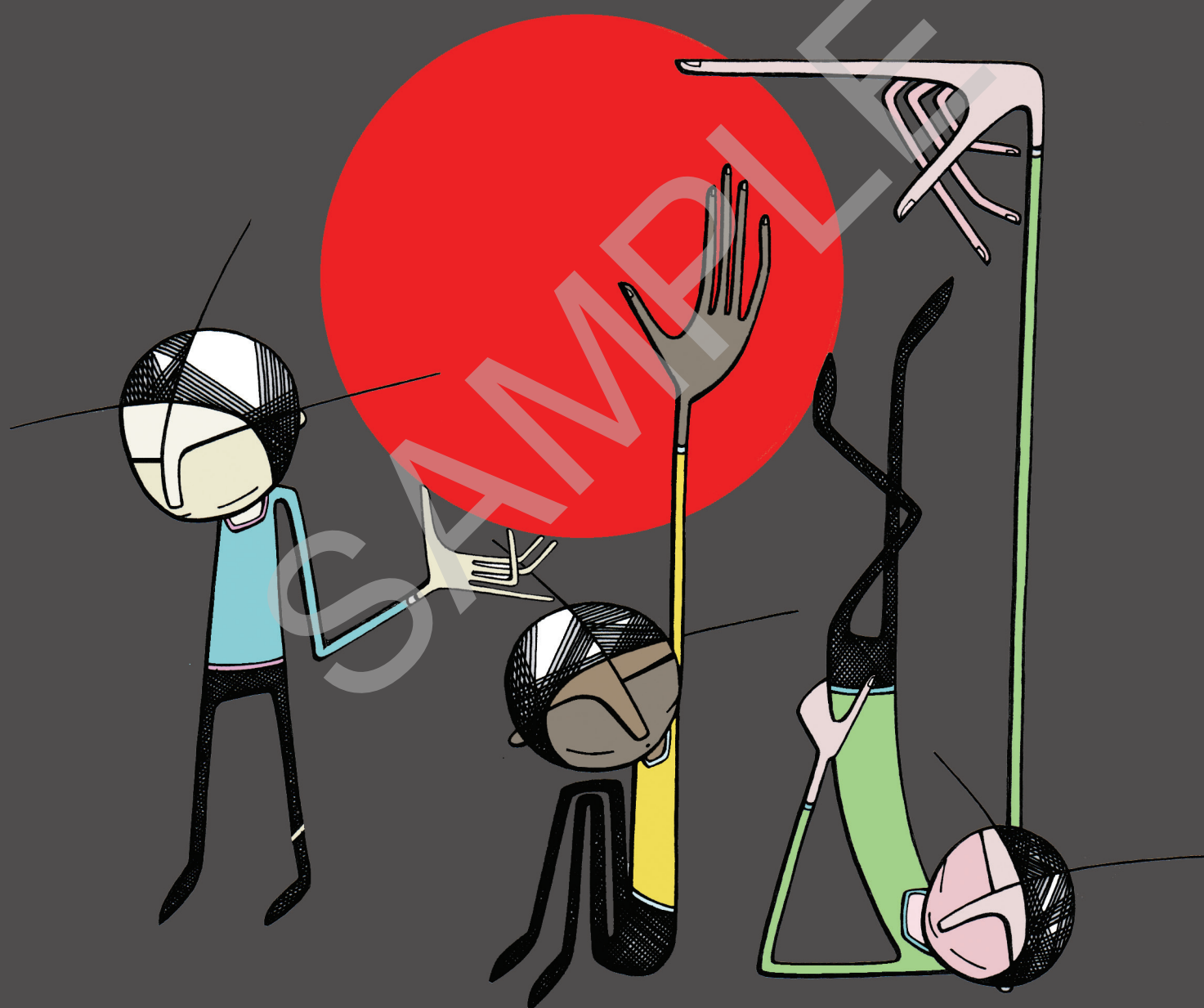


Facts Life



Aims of the Resource



To help children to explore physical and mental health and illness, encouraging greater understanding and personal responsibility.

Objectives:

To enrich children's knowledge and understanding of key aspects of illness:

- illness as a normal part of life affecting us all
- maintaining balance in the body (homeostasis)
- causes of illness including genetics, chance events, lifestyle choices
- features of a range of illnesses they wish to learn about (e.g. common childhood illness, anxiety, asthma, illness through injury, heart disease, cancer, dementia)

To develop attitudes and skills that enable children to:

- manage illness effectively, reducing fear and stigma
- take personal responsibility for their own health to help avoid certain conditions and illnesses
- make choices that support a healthy lifestyle

To promote behaviours that enable children to:

- engage in the 5 ways to wellbeing: connect, be active, keep learning, take notice, give
- eat healthily
- sleep and rest well

Facts4Life Materials

Facts4Life materials comprise the following:

- Teacher's Book (containing overview and teaching guidance and plans)
- Pupil materials (see resource section of the Facts4Life website)
- Assembly materials

Additional useful links and materials will also be found in the resource section of the website.

Background Information for Teachers

Key Messages

Using the metaphor of life as a journey, there are three key messages underpinning this teaching resource:

Riding the ups and downs

As we journey through life, our state of health is constantly changing because of the challenges we meet and how we respond to them. Rather than being either 'ill' or 'well', we move along an undulating path with high points (when we are more well) and low points (when we are less well). Everyone's journey will be different, but it is in our power to minimise the 'downs' and maximise the 'ups'. It is a normal part of life to be ill from time to time.

Keeping balanced

Throughout life, our bodies are constantly meeting challenges which knock us off-balance. A variety of processes in our bodies respond to these challenges. For example, a pulled muscle leads to inflammation which helps it to heal. A viral infection may lead to fever which helps to kill the virus. In this way, we 'loop back' into a balanced state again. We call this homeostasis. By and large we are very successful at responding to challenges – most of the time, most of us get better from most illnesses without help. This is of equal relevance to our physical and mental health, which are, of course, interconnected.

Smoothing the path

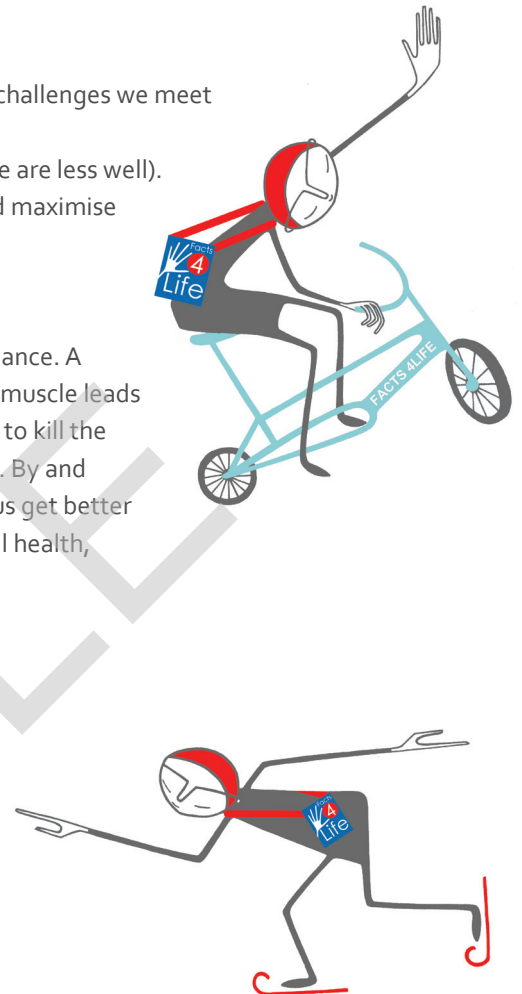
How our bodies respond to challenges will depend on a number of factors, many of which we can control. For example, we can exercise so that our heart is strong and keep our stress levels down through getting enough rest and relaxation. We can help our bodies to 'loop back' by equipping ourselves with certain things – a bit like putting ball bearings in a wheel so it can roll along smoothly. We can choose to eat healthily and ensure we have enough rest, recuperation and contact with those who support us.

N.B. There are assembly materials in the resources section of the F4L website that can be used to introduce and develop these 3 key messages.

Facts4Life in the Curriculum

Flexible Delivery - the resource has been designed to be used flexibly within the curriculum. It may be taught within an hour's PSHE or Lifeskills lesson. It can also be used within tutor periods in shorter bite-sized chunks. Teachers may wish to deliver as a continuous sequence of lessons or plan to incorporate within a longer scheme of work.

- Cross-Curricular Themes – there are many areas of the curriculum which link with this Facts4Life resource. Opportunities are many and varied, but here are a few examples:
- English – creative writing on impact of illness within the family
- Geography and environmental issues – how pollution affects health, the benefits of greenspaces. Global differences in illness and Influencing factors
- History – study of the Black Death in medieval society and comparison with more recent illnesses e.g. HIV, Ebola
- Maths – Analysis of statistics on illness, deaths in childbirth etc.
- PE – construction and analysis of a personal exercise regime for different members of the community
- Philosophy, Ethics, RE – link between poverty and illness, decisions about who to treat and what treatments to give, availability of free healthcare
- Science - connects with balancing gut bacteria, respiration and vaccination in biology. Also medicinal research and discovery in chemistry
- Technology – comparison of modern day and Victorian cookery and relative health values



Module

Outcomes

Pupils will understand that:

1.	Ground Rules Introduction - Riding the Ups and Downs	<ul style="list-style-type: none">• We all get ill; that's normal• Normal covers a huge range• The biggest influences of our health are non-medical
2.	Keeping Balanced - What is Homeostasis?	<ul style="list-style-type: none">• Our bodies are great at restoring balance (homeostasis)• Most people get better from most illnesses most of the time
3.	Smoothing the Path	<ul style="list-style-type: none">• There are simple things we can do to help our bodies to restore balance• Healthy behaviours help to maintain or restore better health
4.	Feelings	<ul style="list-style-type: none">• People experience highs and lows in life; this is normal• There are ways that we can help to manage the lows
5.	Wellbeing	<ul style="list-style-type: none">• The 5 Ways to Wellbeing is a model for supporting wellbeing• We can take better care of our own wellbeing
6.	Risk and Responsibility - Chance or Choice?	<ul style="list-style-type: none">• Illness is a normal part of life• Some illness is a chance occurrence• People manage illness differently
7.	Riding the Ups and Downs in the Community	<ul style="list-style-type: none">• We can interrogate local data to shape theories about the health of the community
8.	Researching a Medical Condition	<ul style="list-style-type: none">• We can use statistical information to theorise about the likelihood of health issues• Illnesses may have preventable causes
9.	Smoothing the Path across the Community	<ul style="list-style-type: none">• We can use our knowledge of illness to help shape health promotion strategies• We can help to bring about positive change by influencing education, attitudes and behaviours

Module 1: Introduction - Riding the Ups and Downs

Outcomes

Pupils will understand that:

- We all get ill; that's normal
- Normal covers a huge range
- The biggest influences of our health are non-medical

Resources

- ▶ Module 1 PowerPoint
-
- Facts4Life True or False Quiz

Main Activities

Teacher guidance

This first module introduces the key concepts of Facts4Life. By the end of this session, the main points to emphasise are that:

- normal covers a huge range of variation
- illness (physical and mental) is a normal part of life as we live in a constant state of flux
- the most influential factors of health are non-medical

Ground Rules/ Group Agreement

▶ Module 1: Ground Rules

Explain that the next series of lessons will focus on matters of health which can be a personal and sensitive issue. We therefore need to establish an agreed set of rules for how we all support each other.

Example

The following are suggested rules although it is more meaningful for the group to establish their own. You may wish to adapt the module slides accordingly.

1. Be responsible for your own learning
2. Respect others' opinions and accept that views and experiences will differ
3. Only one person speaking at a time
4. You have the right to pass
5. Listen to who is speaking
6. Talk about yourself and let other people talk for themselves
7. Observe confidentiality
8. Be thoughtful, considerate and non-judgmental always

Additional rules may be added or existing ones adapted to achieve consensus.

It is advisable to revisit the ground rules at the start of every lesson to enable pupils to feel safe and therefore able to contribute to discussions and activities and gain more from the sessions.

It is very important to consider the timing of sessions as they may raise issues that need addressing afterwards.

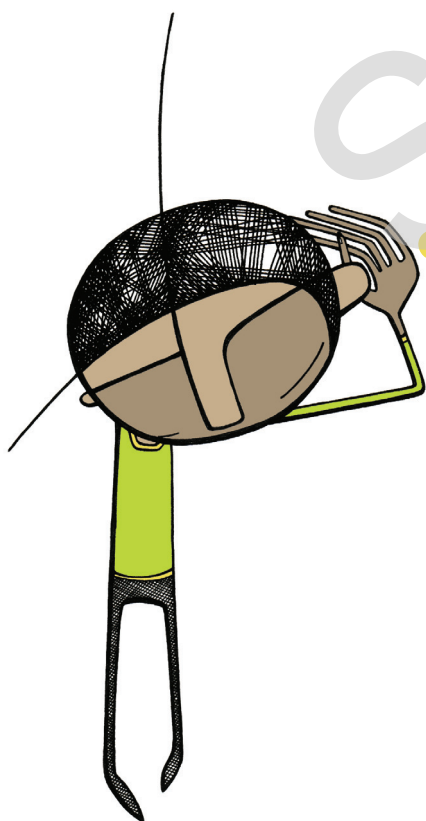
Activity: Facts4Life True or False Quiz

Ask pupils to complete the Facts4Life True or False quiz sheet. The questions are aimed to challenge pupils' attitudes and perceptions about health and illness.

When they have all completed the sheet go through the questions. Where were the common misconceptions and false perceptions? Discuss as appropriate.

N.B. The key messages to come from the quiz are that

- Illness is a part of life
- Illness doesn't always require a medical intervention
- Most pupils display healthy behaviours (e.g. smoking rates are falling amongst young people)
- Lifestyle choices are the major determinant in preventing most illnesses, e.g. smoking, alcohol, obesity-related illnesses



FACTS



Main Activities

Activity: Quadrant draw and write task

▶ Module 1: Quadrant Task

Ask pupils to fold a blank piece of paper into quarters. Ask pupils to draw or write in each quadrant as follows:

- Quadrant 1 - draw a tree
- Quadrant 2 - draw an iceberg
- Quadrant 3 - write in words or numbers, the number of bugs in your gut
- Quadrant 4 - write down the three main things that pupils think will determine the overall health of a country

Explain that you will come back to look at each quadrant, either in this module or in future modules.

Themes headlines

Show slides with 3 key themes – leading into following activity (based on riding the ups and downs)

Activity: Human Bingo using a range of experiences & ailments

▶ Module 1: Human Bingo

You each have a bingo card showing 12 illnesses.

Take turns to ask a partner if they have had or currently have one of the illnesses, e.g. have you ever had chickenpox? If they answer yes then tick that illness and you may continue to ask about each of the others. If they answer no then you must stop asking and swap roles so that they are now asking you. When you have both answered no to each other then move on to another person and repeat.

If you tick all of your illnesses, shout 'Bingo!' and the game ends.

Discuss the range and commonality of the group. Invite pupils to share any funny stories. Also aim to bring out that everyone in the group has experience of illness and getting better – that we are able to ride the ups and downs.

Revisit the first quadrant task

▶ Module 1: Quadrant Task - Draw a Tree

Ask pupils to look at their drawings of a tree. How many have drawn a tree with roots? Discuss how the tree could represent our health: the roots can represent our mental health (invisible and under the ground) and the shoots above the ground (what everyone can see) can represent our physical health. We ride the ups and down throughout life with both our physical and mental health – we are doing it all the time.

Discuss how we ride the ups and downs across a range of areas of our life:

▶ Riding the Ups and Downs

- Physical and mental health
- Bereavement
- Financial management
- Relationships

Module 4: Feelings

Outcomes

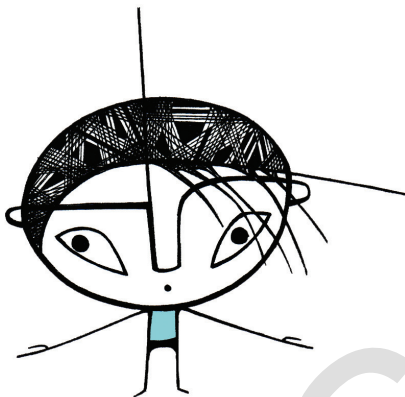
Pupils will understand that:

- People experience highs and lows in life, this is normal
- There are ways that we can help to manage the lows

Resources

▶ Module 4 PowerPoint

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Module 4: Liam's Story



Main Activities

Teacher guidance

In this module, the pupils will build on the personal responsibility theme from the last session. Pupils will consider how different experiences and events can impact upon their emotional state and will explore possible strategies to manage various challenges in their lives.

Activity: What might make a person feel.....?

▶ Module 4: When do we feel like this?

If the 'What might make a person feel...?' activity hasn't been done at the end of the previous module, it can be done here as a starter for this module. Alternatively, if it has been done, you can repeat it here looking at three different emoticons.

Feelings Graph Activity

▶ Module 4: Feelings Graph

This activity builds on the theme of 'riding the ups and downs' and introduces pupils to the idea of how this relates to 'smoothing the path.'

Demonstrate how you would draw a feelings graph of your day (this could be completely fictitious) showing the various highs and lows that occurred (these can be emotional highs and lows or physical highs and lows).

▶ Module 4: Liam's Story

Using Liam's Story, pupils can draw a 'graph' to represent his feelings for a day. A point high on the y axis represents a positive feeling, and a point low on the y axis represents a more negative feeling. Link the graph to the core themes by explaining that if we can recognise our emotions and understand why we feel certain ways, we can help ourselves better.

Smoothing the path: discuss possible strategies that Liam could have used to deal with the ups and downs of his day and maybe ways he could have prevented or eased some of the lows.

▶ Module 4: My Story

Ask pupils to reflect on their last day or so – the highs and lows. Are there ways you could have prevented or eased some of the lows? Don't ask pupils to share their personal highs and lows (some may be keen to do this but others may have lows that are difficult, uncomfortable or challenging). If you want to discuss in the third person issues that may have arisen then this is a good opportunity to do so.

Module 6: Risk and Responsibility - Chance or Choice?

Outcomes

Pupils will understand that:

- Illness is a normal part of life
- Some illness is a chance occurrence
- People manage illness differently

Resources

 Module 6 PowerPoint

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Module 6: Chance Cards

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Module 6: Challenging Perceptions Guidance Notes (see KS3 Resources on F4L website)



Main Activities

Teacher guidance

This module explores the part that chance plays in our experience of health. By the end of the session the pupils should understand that sometimes people become ill or are born ill for all sorts of reasons and sometimes for no apparent reason at all. Emphasise that while chance events or occurrences cannot always be avoided, a diagnosis will not determine a set experience. Individuals will experience their lives differently, regardless of mental and physical constraints and humans have the ability to be remarkable in the apparent face of adversity.

Activity

Activity to explore a range of illness experienced or known about in the community. Hands up if you know someone who has or has had

- Stroke
- Anxiety
- Chickenpox
- Asthma
- Heart disease
- Broken bone etc.

The activity illustrates the commonality of a range of health related issues.

Activity

 **Module 6: Chance**

The purpose of this activity is to highlight the importance of choice as opposed to chance in relation to health.

Chance cards are distributed randomly or hidden under a chair/desk before the lesson. Students with cards can either come to the front of the group in turn to read their 'chance card' out, inviting a whole class discussion or they can work in small groups.

The chance cards show a range of health issues. Those without cards have no known health issues at this point in time.

The cards should provoke a discussion on whether or not life choices and risk taking have had an impact on the diagnosis, or if it is pure chance that they have this health problem. Some health issues are exacerbated by poor lifestyle choice while some might be reduced or avoided by positive lifestyle choice. On the other hand, some illnesses and conditions are the result of pure chance.

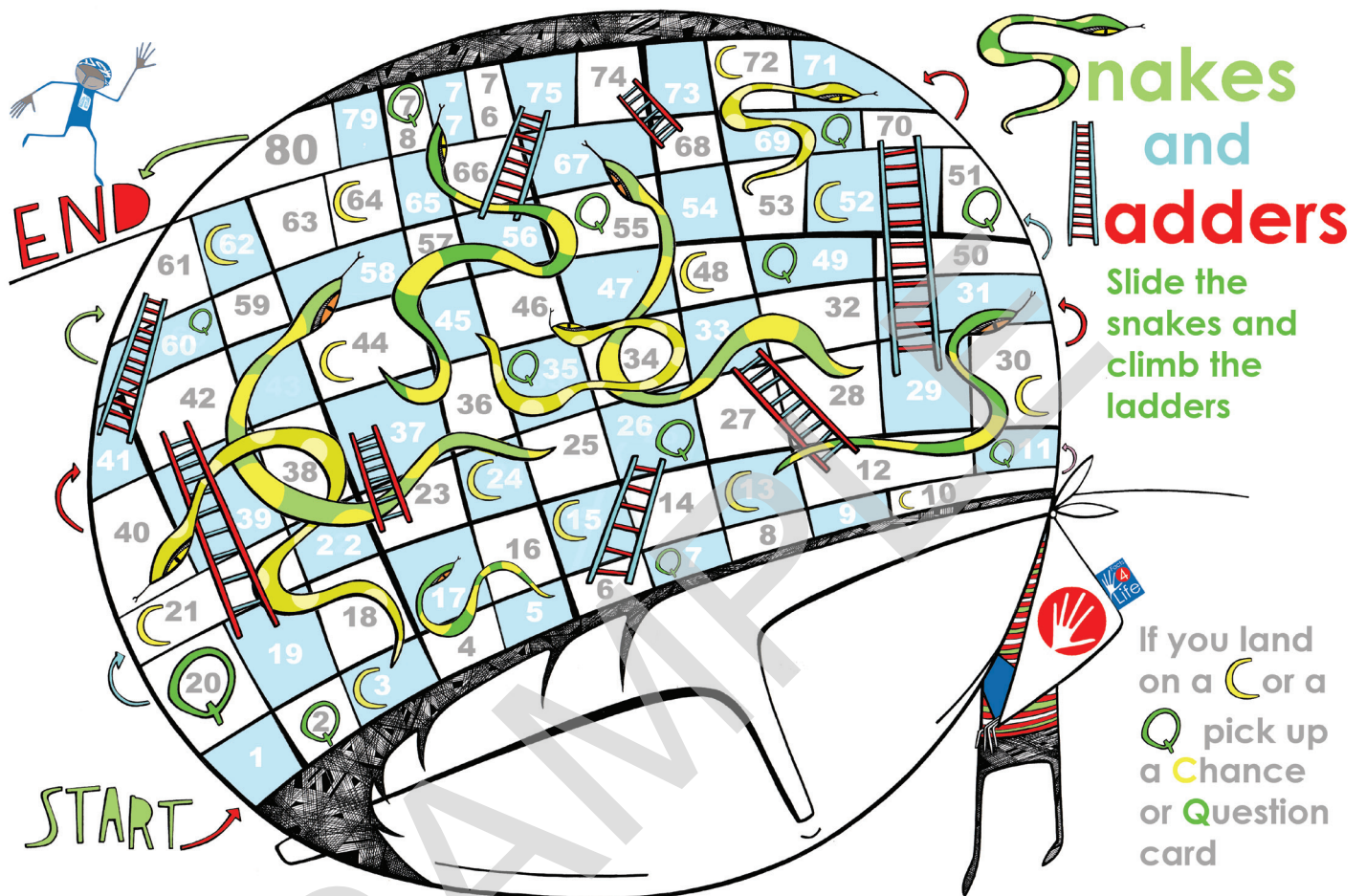
The chance cards

- Why did this happen to you?
- Are there possible factors that could increase or decrease your chance of getting this health condition?
- What impact would this have on your life?

These can be looked at either as a whole class or in chance card groups. Present findings to the group. Share the risk factors using the slide.

Facts4Life Game

This game can be used as an extension activity to support the key themes. Copies of the game can be downloaded from KS3 Resources on the F4L website.



Sample Game Cards

CHANCE

Positive

You always eat a healthy breakfast.

Move forward one space.

QUESTION

Most primary school pupils in Gloucestershire have been seriously bullied in the past year.
True or False?

False

In 2016 81% of Y4 and Y6 pupils in Gloucestershire reported that they've either never been bullied in the last year or only had one or two incidents of bullying.

CHANCE

Negative

You keep forgetting to wash your hands before you eat.

Move back two spaces.