

EARLY YEARS PACK

Welcome to your Facts4Life Early Years Pack

What is Facts4Life?

Facts4Life is a health resilience programme that provides opportunities to learn more about physical and mental health. The resource is written by experienced educators and is designed to harmonise with a range of existing curriculum areas including The Early Learning Goals.

What does Facts4Life do?

Facts4Life teaches a new way of thinking about our health which challenges commonly held beliefs about illness and builds resilience. We do this by exploring three key ideas:



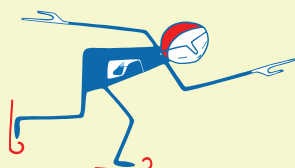
Riding the Ups and Downs

Sometimes we feel well, sometimes not.
That's normal.



Keeping Balanced

We often don't recognise that most of the time, most of us get better from most illnesses without medical help.



Smoothing the Path

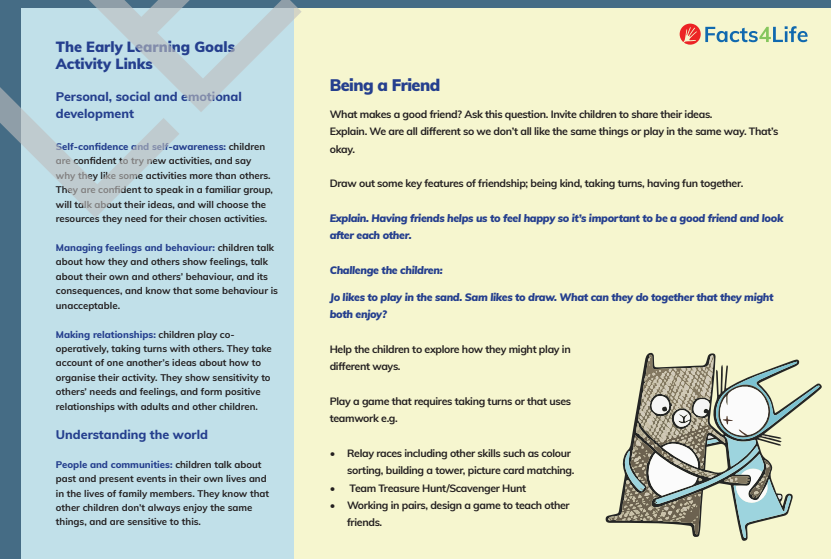
We can learn to take greater responsibility for our health and respond positively to life's challenges.

Using the resources

There are a variety of activity cards within this pack that can be used in any order to suit what is happening with your group.



The front of the card is aimed at the children. It shows an image and any relevant key questions.



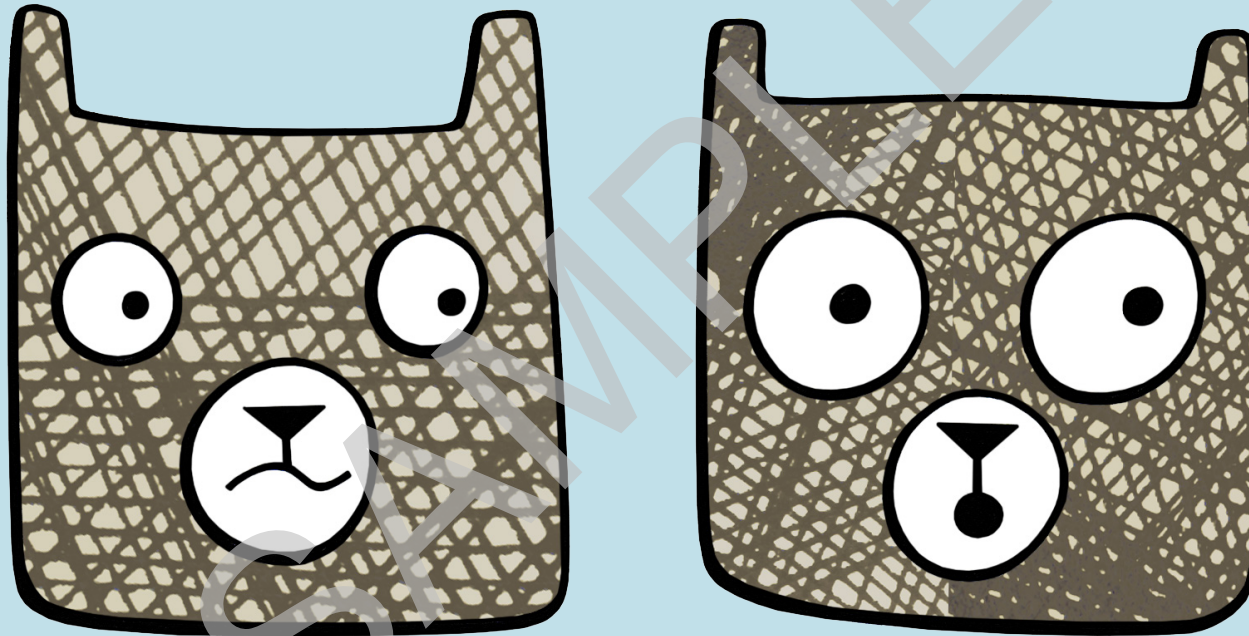
The back of the card details links to The Early Learning Goals followed by the activity instructions.

Any necessary resources to support the activity cards are included with this pack but feel free to supplement in any way that suits you and your setting.

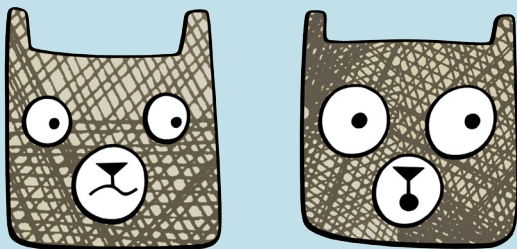
You may wish to view further Facts4Life materials on the website www.facts4life.org.

Here, you will also find links to display materials should you wish to use them.

Oh dear! I'm feeling....!



What helps us to feel better when we are feeling wobbly?
Who can help us when we are having a wobble?



The Early Learning Goals - Activity Links

Communication and language

Understanding: They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

Making relationships: They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Oh dear! I'm feeling....!

Invite children to imagine what the character on the card might be feeling.

Why might the character be feeling this way? What might have happened to cause this feeling?

...I wonder if teddy is feeling wobbly about... who to play with today... something that happened at home... something that was said ... etc.

When you are feeling wobbly, like when you are worried or scared about something, where in your body do you feel it?

Help the children to think about the bodily sensations experienced when we are feeling anxious, e.g. Tummy ache, headache, heart pounding, rapid breathing, shaking.

Explain. Everyone feels wobbly sometimes, its normal to feel all sorts of different emotions. We have ups and downs and that's OK.

Note – we cannot help the emotions that we feel; they are an automatic response to triggers. We can help children to manage the behaviour that may accompany these emotions.

What helps us to feel better when we are feeling wobbly?

What helps us to feel better? Share ideas.

Try out some of the activities from the 'Mindful Me' poster; any of these activities can help children to regulate themselves when they are experiencing tricky emotions.

Who can help us when we are having a wobble?

Help the children to identify trusted adults who they can talk to when they are feeling wobbly.

Why do we need sleep?

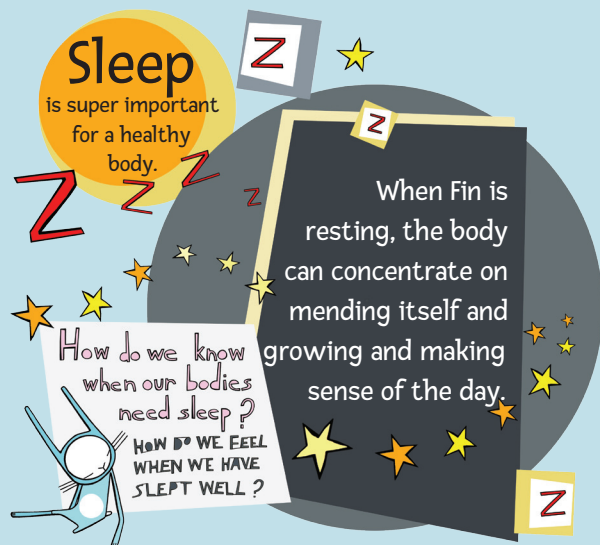


How do we know when our bodies need sleep?

How do we feel when we have slept well?

What happens when we haven't had enough sleep?

What sorts of things can help us to have a good night's sleep?



The Early Learning Goals - Activity Links

Communication and language

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Physical development

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

How do we know when our bodies need sleep?

Ask this question. Invite children to share their answers.

How do we feel when we have slept well?

Invite ideas.

What happens when we haven't had enough sleep?

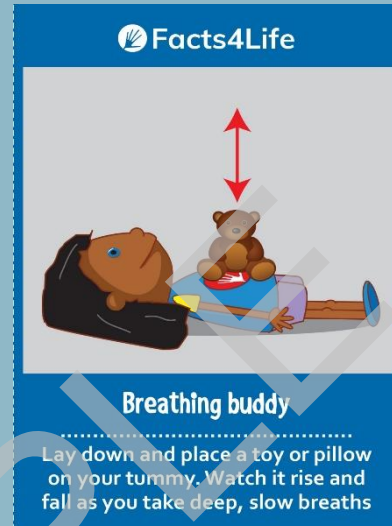
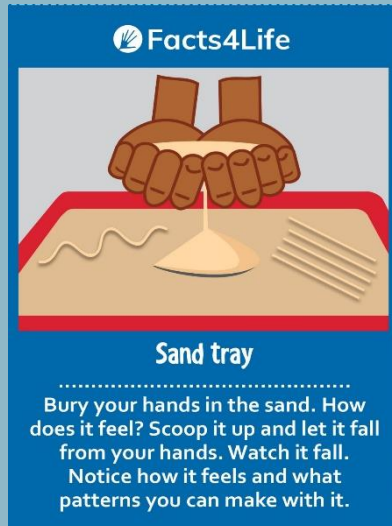
Invite ideas. Refer to the book. Explain that when we sleep, our brains can work on their sleep time jobs to help us be healthy. Whilst we sleep, our bodies are busy mending and growing and our brains are making sense of all that we have seen, heard, felt, smelled and tasted. If we don't get enough sleep, it's hard for our bodies to get everything done to help us. We might feel grumpy, we might find it hard to concentrate, our reactions might be slower, we might find it hard to be patient and friendly, we're more likely to feel hungry as our bodies want the energy that they've missed out on by not resting enough.

What sorts of things can help us to have a good night's sleep?

Invite ideas. Help the children to separate out the things that can help us to sleep and the things that can delay or disrupt our sleep. To explore this theme further, share the 'Sleep Well Boo' story from the website.

Examples from our Mindful Me & Healthy Me
Activity Posters (also available as individual cards)

Mindful Me Activity Poster



Healthy Me Activity Poster

www.facts4life.org

Smoothing the Path

Sitting for long periods of time isn't good for our bodies or our brains. Break up sessions of inactivity with a few minutes of moves to help boost energy and mood.

