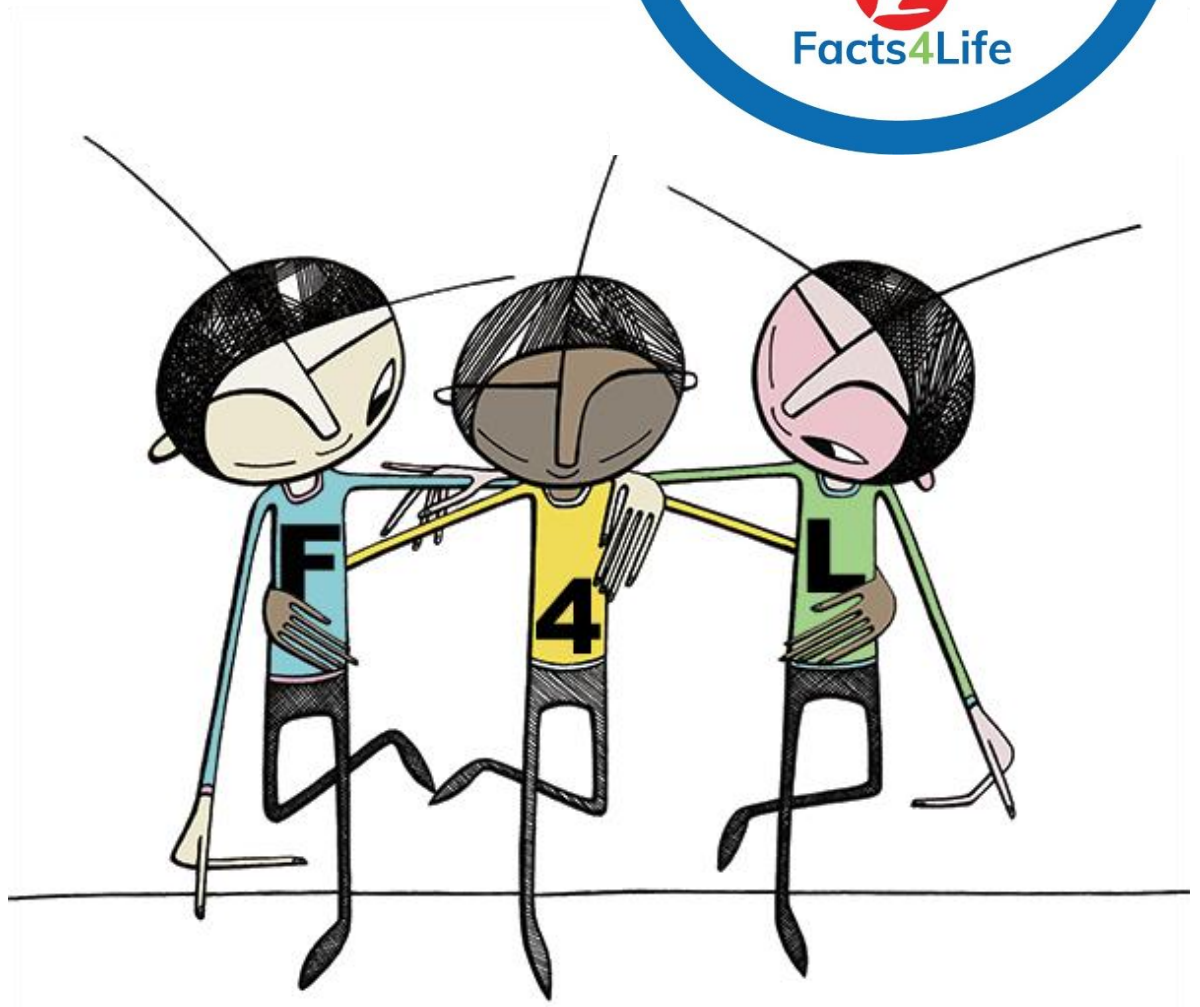
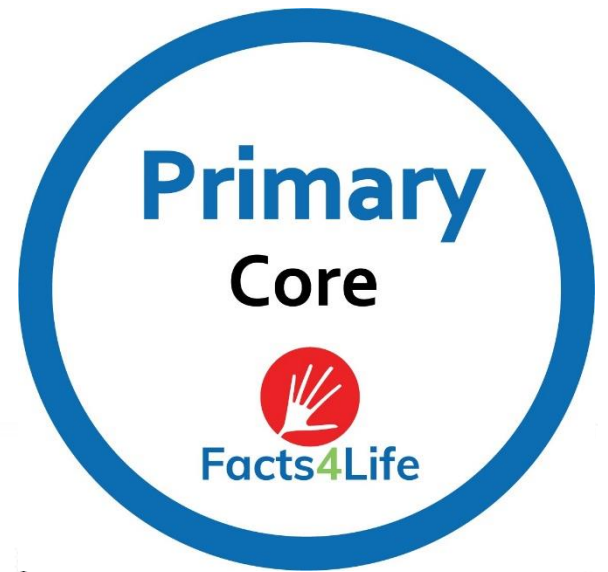


Study Notes

Course



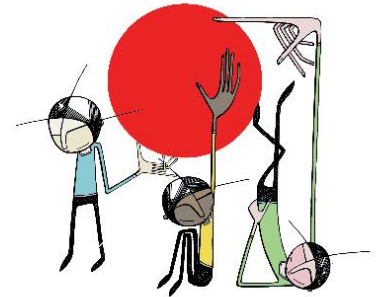
Facts4Life Digital Training

Primary Core

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Course Study Notes

Topic 1 – Introduction: Facts4Life Philosophy

Learning Recap

In this first topic, you met our directors, John and Hugh, and learnt how Facts4Life is a **universally relevant health resilience program** you can use to support **your students' health and wellbeing**.

You were also introduced to our **expert curriculum developers**, Kelly Green and Pete Kirby, experienced teachers who will guide you throughout your **Facts4Life Digital Training**.

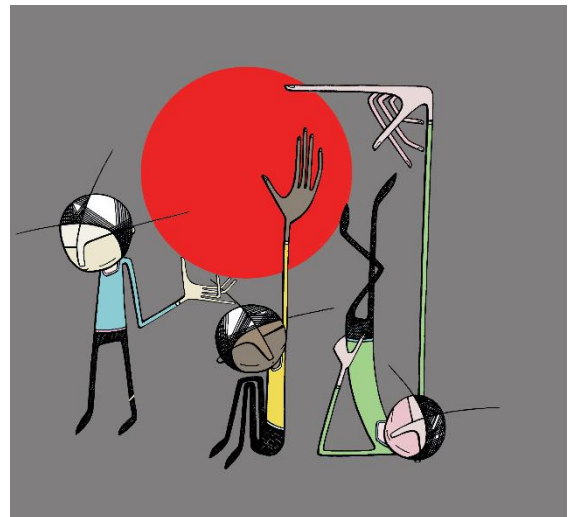
Resources

- [About Facts4Life](#)
- [Facts4Life Approach – Video](#)
- [Course Support and FAQs](#)
- [Teacher's Book](#)

Summary

What is Facts4Life?

Facts4life is a unique collaboration between health and education, which improves the lives, life skills, and health of children. It's a universally relevant health resilience programme.



Founded by practising GP Dr Hugh van't Hoff, Facts4Life's health education curriculum and resources have been developed by a team of experienced teachers who are experts in supporting you in building health resilience and health management skills in your students.

During your training, you will learn the key ideas, philosophy, and methodology behind the wide range of Facts4Life resources for primary schools – which you can use right away in your classrooms.



Use your Facts4Life curriculum and resources to help children understand illness as a normal part of life. Through teaching healthy life skills, behaviours, and strategies for riding the ups and downs of health, students feel more confident in managing minor illnesses themselves and experience reduced anxiety, with increased resilience and wellbeing.

By the end of the Facts4Life Digital Training – Primary course, you will be fully trained to deliver Facts4Life’s innovative health education curriculum and feel confident discussing medical ideas with children and young people.

Who is Facts4Life for?

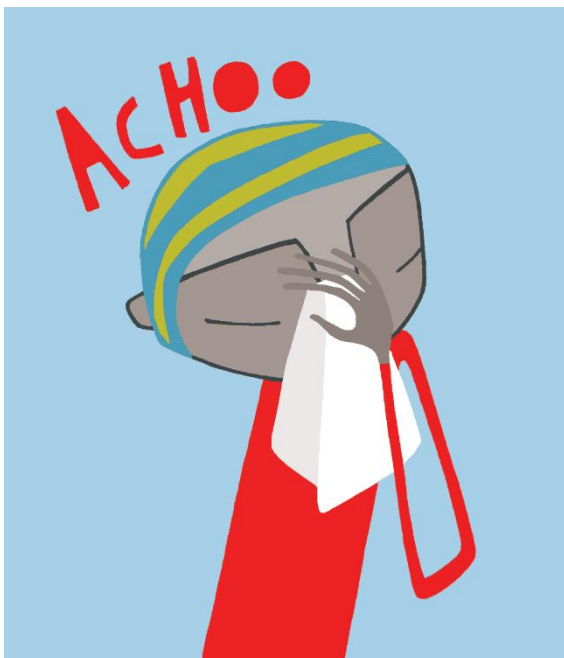
Facts4Life education is relevant for all ages, from the cradle to the grave – it's universally applicable. Facts4Life provides resources and training for Early Years Settings, Primary Schools, Secondary Schools, Carers, Families, Parents, and Guardians.

Your Facts4Life digital training is tailored to support you in teaching our health education curriculum in primary schools using resources for children in key stage 1 and key stage 2.

Where did the idea come from?

Hugh’s experience as a GP made our founder and director realise that there was a gulf in understanding between his medical knowledge of health and illness and the patients he was seeing in his daily practice.

Hugh realised that medical professionals and the public don’t share the same language, but it was possible to educate people to increase their understanding of ways to self-manage minor illnesses, adopt healthy behaviours, and develop strategies to support health and wellbeing.



Hugh wanted to share key insights – like the **Most Idea (Most of the time, most people get better from most illnesses without the need for medical intervention)** – that could be used to simplify the complex insights of general practitioners.

Why do schools need Facts4Life?

Schools need Facts4Life health education as there is currently no provision for children’s developmental needs in this area that provides students with the opportunity to explore illness.

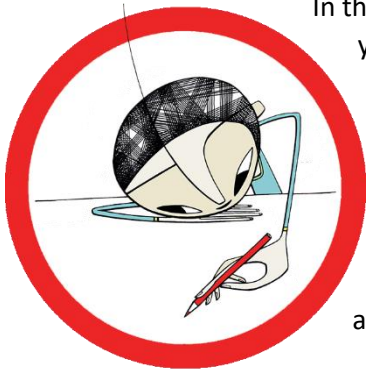
The need has only grown larger in recent years, with the COVID-19 pandemic increasing rates of general and health-related anxiety in children.

An increasing number of children, parents, guardians, carers, and teachers are worried about what symptoms and signs of illness mean – and want to learn when it’s appropriate to seek medical advice or when and how you can self-manage minor illnesses at home.

Now, more than ever, there is a pressing need for you (and us all) to empower children by teaching an age-appropriate understanding of illness.

Topic 2 – Baseline Assessment: Draw & Write Classroom Activity

Learning Recap



In this second topic, you learned how to **conduct a baseline assessment** of your students' understanding of **health and illness**.

Pete and Kelly taught you about the **Most Idea: most of the time, most of us get better from most illnesses without medical intervention**.

We showed you how to **explain this concept age-appropriately** to the children you work with. You learned how to use a **Draw & Write Classroom Activity** to assess your students' **health literacy** levels before and after delivering the **Facts4Life health education curriculum**.

Resources

- [Facts4Life Draw & Write – PowerPoint](#)
- [Facts4Life Draw & Write – Activity Sheet](#)
- [Facts4Life Draw & Write Instructions – Teacher's Book \(Page 28\)](#)
- [Most Idea – PowerPoint](#)

Summary

Use the Facts4Life Draw & Write Activity to conduct a baseline assessment of your students' current knowledge and understanding of health and illness.

It will help guide you in determining what to cover in your lesson plans and provide a starting point for your Facts4Life health education curriculum.

At the end of the term or academic year, either redo the activity with the same group of children or ask your students to add to their first activity sheet using the knowledge they have learned using a different colour pen.

This allows you to compare their work from the beginning of the assessment period to its completion. You can then show your students their progress and how much they have learnt.

This baseline assessment activity works particularly well with Key Stage Two without modifications. For Key Stage One, you can use picture cards on the Facts4Life website to help aid conversations about health in your class.

The Facts4Life Draw & Write Activity is an excellent way of introducing your students to the **Most Idea: most of the time, most of us get better from most illnesses without medical intervention**. This key idea is fully explained in the next topic, [Understanding Illness: The Clinical Iceberg](#).



Facts4Life Draw & Write Activity Teacher Instructions

Teacher's Book – p28

- 1) Hand out the [Facts4Life Draw & Write – Activity Sheet](#) to your students or a piece of paper.
- 2) If using a piece of paper, ask your students to turn their paper to landscape (widest side at the bottom) and fold their piece of paper in half.
- 3) First, ask your students on one side of the activity sheet or piece of paper to draw someone who is well and the factors contributing to someone being healthy (they can draw and/or write around the healthy person if they prefer).
- 4) On the other side, ask your students to draw someone who is unwell. They need to draw and/or write around the unwell person the factors that are contributing to them feeling unwell. How they are unwell is up to them. It could be mentally, emotionally, physically, or a combination.
- 5) Next, look at your class drawings together and discuss them with your students.
- 6) What did your students draw or write around the outside of the healthy person? You'll probably find, as we usually do, that the children will reference sleep, diet, exercise, relationships, friendships, and connection with others. These are all the things that will be taught in the Facts4Life health education curriculum – so you can encourage your students by letting them know they are on the right track.
- 7) Take another look at your class's drawing of a well person. Have they drawn someone who is smiling? Children often associate good physical health with positive emotional states, like happiness. You can use this as a springboard to discuss the benefits of maintaining healthy behaviours to support health and wellbeing.
- 8) Now, ask your class to look at their drawings of the unwell person. How have they portrayed this? The students have probably shown them with sad faces. Increasingly, in training sessions, we find that people and children are identifying mental ill health. Discuss with your class the list of factors that they have identified.
- 9) You are now ready to introduce your students to the **Most Idea – most of the time, most of us get better from most illnesses without medical intervention** (covered in the next topic).

Years 3 & 4: Baseline Assessment

Facts4Life Survey – children to complete the simple survey to measure their understanding and perceptions of health before the project begins. Repeat the survey at the end of the project to measure the impact.



Outcomes

Children will be able to share their understanding of what healthy and ill looks like.

Key questions

What does healthy look like?
What does ill look like?

Think about inside and outside the body, physical health and mental health.

Main Activities

Baseline Draw & Write Activity

A draw and write activity is a method of assessing what children already know about a topic and allows them to convey their knowledge and understanding using words and pictures.

Give each child a piece of paper divided in half down the middle. On one half of the paper ask them to draw a picture of a person who is healthy and well, both physically and mentally. Ask them to draw or write some of the things that are helping to make that person feel healthy and well.

On the other half of the paper, ask the children to draw someone who is unwell – this can be physically or mentally unwell. They must show what condition that person has (in other words, how they are unwell). Again, ask them to draw or write some of the things which are making or causing that person to feel unwell.

N.B. It is important that you don't explain anything beyond the instructions above as you are using the activity to gauge the children's understanding of what it means to be healthy or unwell.

Repeat the activity at the end of the Facts4Life intervention for a direct comparison of the children's pre and post knowledge and understanding. You can do this by giving children their original drawing/writing and asking them to add what they have learnt using a different coloured pen.



Topic 3 – Understanding Illness: The Clinical Iceberg

Learning Recap

In this topic, you'll **expand your learning** about the **Most Idea** through the concept of the **Clinical Iceberg** with Dr Hugh van't Hoff.

Hugh explains that **most illnesses are invisible to medical professionals** because the illnesses they see represent the more **serious end of any illness** or condition, metaphorically, **the tip of the iceberg** (a small proportion). Most people with a particular condition or illness (like flu, COVID-19, or low mood) can look after themselves and naturally heal; **we can usually treat illnesses at home**.

Only a tiny proportion of people require medical help – and it's an even smaller number who need hospitalisation (the tip of the iceberg). Use this metaphor to **help your students feel more confident about managing minor illnesses themselves** and **reduce health-related anxiety**.



Resources

- [Clinical Iceberg – Poster](#)
- [Clinical Iceberg – PowerPoint](#)
- [Clinical Iceberg – Teacher's Notes](#)

Summary

Most of the time, most people get better from most illnesses on their own without any need for medical intervention. This is because, generally, the body is remarkably resilient and able to heal when we are compromised in some way through illness or injury. A bruise or scar is a good example of the body self-healing over time.

A useful way of exploring the **Most Idea** is to use a visual metaphor called the **Clinical Iceberg**. The Clinical Iceberg is a way of conceptualising how a population experiences illness.

The small proportion of the iceberg above the surface represents the number of people who are visible to the medical profession. For example, in the case of COVID-19, only a small number of people experiencing these illnesses will need to see a GP – and an even smaller number of people will need hospital treatment.

The vast majority of people with symptoms of illness are 'underneath the surface' (like the bulk of an iceberg) and do not require to be seen by a medical professional.

People experience the same illness differently. For example, about 30% of people with COVID-19 are entirely asymptomatic, so this group is represented at the bottom of the iceberg (the largest part). Another proportion of people, roughly another third, are symptomatic but not particularly ill. Another third might be ill enough to take their beds but not need medical intervention. Therefore, less than 10% of COVID-19 cases will be visible (or above the surface) to the medical profession.

Our position in the iceberg isn't fixed. Wherever we are in the Clinical Iceberg, we have the potential to adopt healthy lifestyle behaviours, which will positively influence our health in the future.

The Clinical Iceberg

People experience the same illness differently.
Some people may be very unwell, some may not
have symptoms

**Proportion of people with
a particular illness that
require medical
treatment**

**Proportion of people
with a particular
illness that can
manage their
condition
at home**

Topic 4 – Three Key Messages: Balance Ball Activity

Learning Recap

In this topic, you learned **Three Key Messages** to share with your students about our **health**.

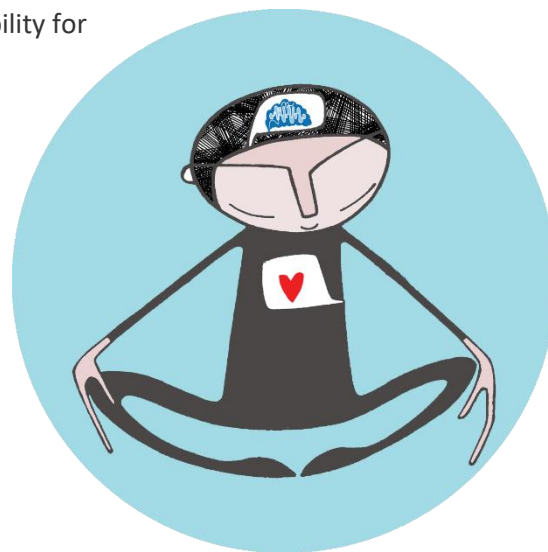
Riding the Ups and Downs – sometimes we feel well, sometimes not. That’s normal.

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.

Resources

- [Three Key Messages – Animation](#)
- [Three Key Messages – Teacher’s Notes](#)
- [Three Key Messages – PowerPoint](#)
- [Balance Ball Activity](#)



Summary

There are three key messages that underpin Facts4Life’s Philosophy.

The first Key Message is called **Riding the Ups and Downs**. Life is never a smooth journey. With our physical, mental and emotional health, there are ups and downs – times when we feel fit, healthy, and happy – and times when we feel unwell, low in mood or anxious. Our health is in a constant state of flux between these ups and downs – nobody always has perfect health. So, we must recognise that illness is a normal part of our life.

Our second Key Message is called **Keeping Balanced**. When we feel well, the systems in our body (e.g., immune, digestive, respiratory) and bodily processes are in balance. When we are unwell, these become unbalanced. However, our bodies usually heal by themselves and can restore equilibrium. You can illustrate this idea with your students by using the **Balance Ball Activity** on the next page.

Our third Key Message is called **Smoothing the Path**. There are things we can do ourselves to smooth out any Ups and Downs in our health – to maximise the Ups (being well) and minimise the Downs (being unwell). This includes things like eating a healthy diet, exercising, and sleep hygiene – all core tenets of a Healthy Lifestyles curriculum. Traditionally, health education has been built on the assumption that if we tell children what’s healthy for them or unhealthy for them, they will adopt healthy behaviours. But we’re much more complex than that. Social, emotional, and psychological factors drive our human behaviour. Facts4Life helps you support your students in exploring and building an understanding of the complexities behind our health behaviours.

Balance Ball Activity



The ball represents the body; the children's hands on the ball represent different systems of the body.

1. Using a balance ball, ask each child to hold the ball above their heads together.
2. The ball represents the body, and the children represent the different systems of the body.
3. Ask your student to imagine they have an illness or health challenge of some kind, like a tummy bug.
4. Explain that when we have a tummy bug, different systems in our bodies are affected, like our immune and digestive systems.
5. Now, ask the children representing the affected system to each take a hand off. For example, if a child represents the digestive or immune systems, their hand will come off.
6. Help them see that the ball may wobble a little but doesn't fall. Explain that this is how our body works. We can handle a setback to our health and manage these different challenges without losing our balance. **Keeping Balanced** is how we stay well.
7. Ask them to imagine someone who is experiencing a serious illness that affects multiple systems at the same time. Get them to each take a hand off one at a time until the ball falls down. Explain that when we are really unwell, we might need medical help because more systems are compromised, and we do then need medical intervention to regain balance.
8. Now finish the activity by concluding with the **Most Idea: most of the time, most people will get better from most illnesses without that medical intervention.** Ensure your students are left with the positive message that it's rare for us to become seriously unwell (e.g., for the balance ball to drop) and need professional medical help.

Topic 5 – Exploring Illness: Bingo Classroom Activity

Learning Recap

In this topic, you learned how to **illustrate the Ups and Downs of Life** to your students through a fun **Facts4Life game – Bingo!**

Spark discussions about illness through this classroom activity so the children you support can **learn about a range of symptoms and conditions**. It helps introduce the idea of **illness** as something we have all experienced and a **normal part of life**. We also introduced the concept of **The Range of Normality**, which is how we all experience health differently.

Edit your **customisable Facts4Life Bingo Cards** to tailor them to the needs and experiences of your class. You can **simplify it for younger and SEN students** or **add illnesses to the activity** they may have experienced themselves.

Resources

- [Bingo Card – Activity Sheet](#)
- [Bingo Classroom Activity – PowerPoint](#)

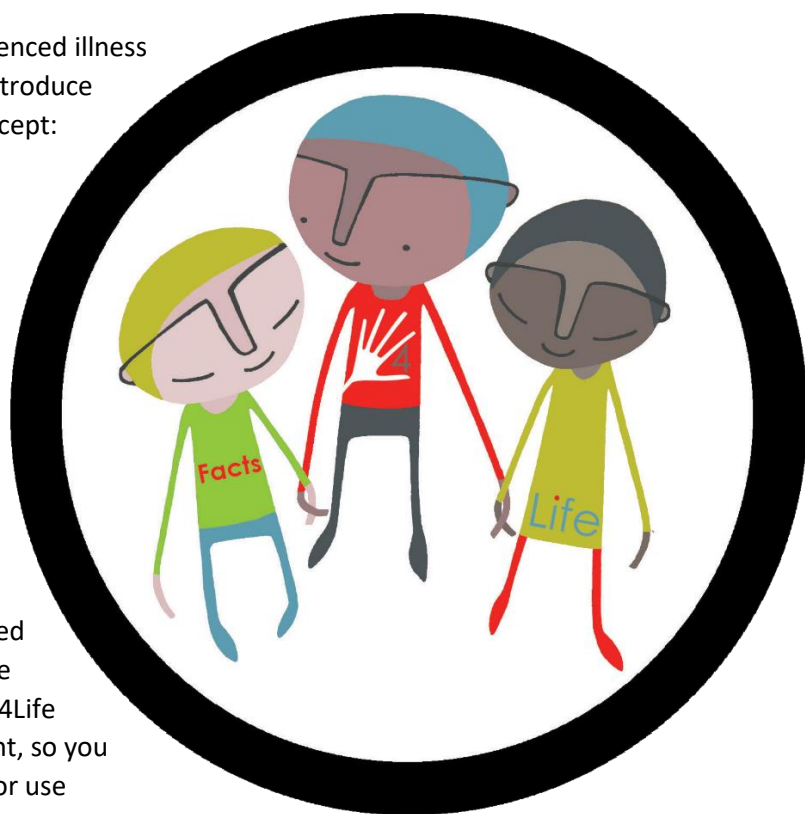
Summary

To illustrate the principle of Riding the Ups and Downs, you can do a simple and fun activity with your class: **Facts4Life Bingo!** Use this activity to spark discussions on a range of health conditions and symptoms.

It underlines the idea that we have all experienced illness in one form or another. Use this activity to introduce your students to a new health education concept: **The Range of Normality** (the next topic).

Take chickenpox, for example. Some people may have a very mild infection with only a few spots. Others may be moderately unwell, with more spots and symptoms. Some may be very poorly, be very spotty, and have a high temperature (a fever). A very small number of people may need medical intervention.

Download your own health education **Facts4Life Bingo Card** from the Facts4Life website for your students. Your health-themed template has 12 health statements, which are symptoms, conditions, or illnesses. The Facts4Life Bingo – Activity Sheet is an editable document, so you can simplify it to adapt for younger children or use conditions your class may have experienced themselves.



Facts4Life Bingo Activity



- 1) Give every student a [Facts4Life Bingo Card](#).
- 2) Encourage the class to ask each other whether they've ever had a symptom, condition or illness listed on their bingo card and your [Facts4Life Bingo PowerPoint Presentation](#).
- 3) If they find someone who has experienced one, they can tick it off the list!
- 4) If someone says they haven't, they have to move on and find someone else to ask.
- 5) The game continues until the first person manages to tick off all 12 statements (who wins).
- 6) When the game ends, discuss with your class how we all experience health differently.

| | | |
|---------------------------------------|-------------------------------|--------------------------------------|
| Has ever had a cold | Has ever had a sore throat | Has ever had/or has asthma |
| Has ever felt upset | Has ever had chicken pox | Has ever broken a bone |
| Has ever had a nervous tummy | Has ever had a cut or a graze | Has ever been stung by a bee or wasp |
| Has ever felt anxious about something | Has ever had a headache | Has ever had a nosebleed |

Topic 6 – Range of Normality: I Like Bananas Classroom Activity

Learning Recap

In this topic, you learned a **fun circle-time game** to teach your students about a **core Facts4Life concept** about health – **The Range of Normality**. We all experience illnesses differently.

By learning how to facilitate this **classroom activity**, **I like Bananas**, you can teach your students to understand how **everyone is different, like our experiences of health**.

You can **help young children understand that when it comes to our health, there is no fixed ‘normal’; instead, there is a Range of Normality, a health spectrum that we all fit into**. It's a fantastic tool to **spark discussions about health topics in your classroom** – including **diet, allergies, and phobias** – which your students will all enjoy.



Resources

- [Range of Normality: I like Bananas – Classroom Activity: Teacher’s Instructions](#)

Summary

You can use a circle time game called I Like Bananas to explore the range of normality with your class. To play it, arrange your class in a circle and choose someone to start and say the name of a fruit or vegetable they like. Or you can start the game yourself by saying: “I like bananas”.

It’s now the turn of the next person in the circle. If they like bananas, they say, “I like bananas”, and the turn to speak moves on to the next person until it reaches someone who doesn't like bananas. That person then says, “I don't like bananas, I like ...”, and they then say another fruit or vegetable they do like. For example, grapes! Carry on the game by continuing to take turns around the circle – the aim is to see if you can find a fruit and vegetable that everyone likes.

It doesn't really matter whether you manage to find a fruit or vegetable that everyone likes. The point of the circle game, I Like Bananas, is to show your students the range of normality within the class by using the example of different experiences of taste. The fact that someone may like bananas and someone else dislikes bananas doesn't mean one is normal and the other is not. It just means we have a range of normality within the class, like for our experience of health.

It's also an excellent game for sparking interesting conversations on food intolerances, allergies, or even phobias.



I Like Bananas – Classroom Activity: Teacher Instructions



1. Ask your students to sit in a circle for the game.
2. A person starts the game by stating a fruit or vegetable they like.
3. The person next to them repeats the statement if they share the opinion, and so on. If a person does not like the named fruit, they say, “I don’t like ... , I like ...”, completing the statement with a fruit they like.
4. The game continues in this way until a fruit or vegetable is found that is liked by all, or not, as the case may well be! This illustrates the range of normality to the children. We may have tastes in common or do not – something which is completely normal.

Topic 7 – Three Key Messages Revisited: Teacher’s Book

Learning Recap

In this topic, we **recapped** the **Three Key Messages** you learnt in **Training Session 4: Riding the Ups and Downs, Keeping Balanced, and Smoothing the Path**.

We showed you where you could find these in your **Teacher’s Book** and **Assemblies** for each concept you can deliver to your students.

Resources

- **Teacher’s Book – PDF (Page 3)**
- **Assemblies (full list available in Additional Resources – Primary)**
 - **Riding the Ups and Downs: Jamie Goes On A Journey – Assembly**
 - **Riding the Ups and Downs: Dame Tanni Grey Thompson – Assembly**
 - **Keeping Balanced: Immune System Learning – Assembly**
 - **Keeping Balanced: Bella’s Bouncy Birthday – Assembly**
 - **Smoothing the Path (30 Day Challenge) – Assembly**
 - **The Five Ways to Wellbeing: Introductory Story – Assembly**

Summary

Recap your knowledge of the Facts4Life **Three Key Messages** to share with your students on page 3 of your **Teacher’s Book**.

Riding the Ups and Downs – Sometimes we feel well, sometimes we don’t; 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 – There are things that we can do to positively influence the way we experience the Ups and Downs of life and our health.

You can find assemblies on our website on these Three Key Messages under **Additional Resources**.



Topic 8 – 30 Day Challenge

What you'll learn

In this topic, you learned how to **support your students** to take part in the **Facts4Life 30 Day Challenge**. It's a way of **helping children** focus on particular **health behaviours** over time.

Roll out the challenge in your class - or even across the whole school! You can also **ask colleagues and families at home to take part** too!

At the end of the challenge, **students are awarded certificates** depending on their level of success, which **encourages children to take ownership of their health behaviours**.



Resources

Find all Facts4Life 30 Day Challenge resources in [Additional Resources – Primary](#)

- [30 Day Challenge – Activity Booklet](#)
- [30 Day Challenge – Gold Certificate](#)
- [30 Day Challenge – Silver Certificate](#)
- [30 Day Challenge – Bronze Certificate](#)
- [30 Day Challenge: Getting Started – Blog 1](#)
- [30 Day Challenge: How Did You Do? – Blog 2](#)
- [Smoothing the Path \(30 Day Challenge\) – Assembly](#)



Summary

Facts4Life is a very practical approach to building health resilience in children. You will move from giving students a basic understanding of health to changing attitudes and influencing their health behaviours. Our 30 Day Challenge focuses attention on specific health behaviours over time.

Facts4Life's 30 Day Challenge can be taken on by a class, a year group, or even a whole school – and in some cases, schools have involved staff and families at home, too.

You can find the instructions in the [30 Day Challenge – Activity Booklet](#).

Focus on one particular or a range of health behaviours, and over 30 days, seek to reinforce those behaviours by inviting children to tick the box on the challenge. If they feel they've achieved it, there's space for an adult to confirm their successful achievement of that challenge over the period.

At the end of those 30 days, you can see how many days the children have been successful. This translates to awarding the students bronze, silver, or gold certificates, depending on the child's success. It's an excellent way of maintaining attention on learning about healthy behaviours in class, learning that can be reinforced over time.



Topic 9 – Facts4Life Resources: Online Tour

Learning Recap

In this topic, you **learned how to navigate the Facts4Life website and locate resources** to maximise your digital training membership.

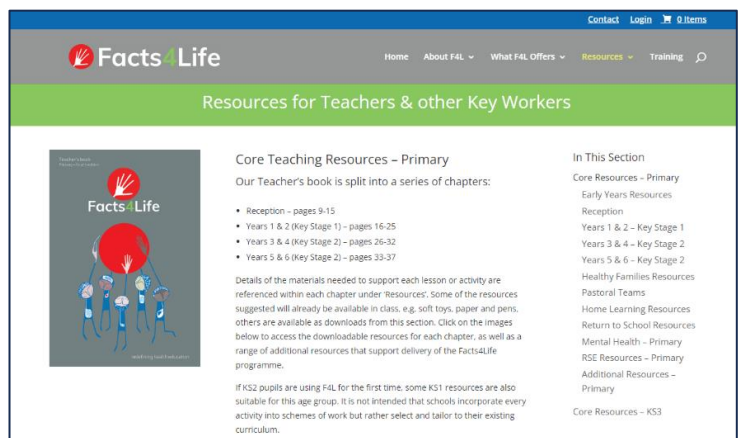
Our expert trainer, Kelly Green, showed you how to find **health education resources** you can use with families at home that link with topics covered in our curriculum **to reinforce students' learning**.

Kelly also showed you how **to extend children's learning** by showing you **bonus materials to complement core resources** through our **Fact Files, Classroom Activities, Games, Activity Sheets, Songs, Videos, Assemblies, and more!**

Resources

- [Primary Core Teaching Resources](#)
- [Additional Resources – Primary](#)
- [Mental Health Resources – Primary](#)
- [Facts4Life Fact Files](#)
- [Website Overview](#)

Summary



You learned in this training video how to log in to our website and where you will find the different resources that you'll need to implement the curriculum.

On the homepage of the [Facts4Life website \(www.facts4life.org\)](http://www.facts4life.org), you'll see that you need to log in to view the different resources. Once you've logged in, some quick links in the menu bar will take you through to the website's different sections.

Have a look at the [For Parents, Carers & Families](#) page. Here, you can find a collection of different resources that you can use with families at home. These resources link with the health topics covered by the Facts4Life curriculum – offering lots of opportunities for reinforcement at home.

Facts4Life also has a dedicated [Mindfulness](#) section on the website, with a whole collection of mindful activities and mindfulness practice audio files you can use with your students.

Head over to the [Resources](#) page, where they're grouped by age or key stage.

Click on [Primary](#) to access all the resources in your [Facts4Life Digital Training – Primary](#) package.

Give yourself time to explore the vast primary school health education resource collection on the Facts4Life website. We regularly create new resources, but we'd also love to hear your ideas for new ones. Please email info@facts4life.org if you have an idea or need for a new resource.

Topic 10 – Reflection and Next Steps

Learning Recap

In this topic, you received the opportunity to **reflect on what you have learnt** in your **Facts4Life Digital Training – Primary course**.

Once you finish this final topic, **you will be a trained practitioner of the Facts4Life approach**. Congratulations!

You can **take this opportunity to consider and discuss** with your colleagues **how you could implement Facts4Life health education** activities, assemblies, resources and materials **in your curriculum**. Finally, spend some time **familiarising yourself with the wide range of resources** available to you on the Facts4Life website. You are now ready to teach the **Facts4Life health education curriculum** – and improve your students' health, wellbeing, and resilience!

Resources

- [Reflection and Next Steps - PowerPoint](#)



Summary

You've now had the chance to hear about the Facts4Life philosophy and the key concepts about health to share with your students. You'll also now be familiar with the Facts4Life resources that you can use straight away in your classroom.

Take the opportunity to reflect on what you learned during your Facts4Life Digital Training – Primary course and how you can implement Facts4Life health education in your school.

To complete your training, answer the following questions (if you're working with a group of colleagues, you can break into discussion using these questions as prompts):

1. How do you see the Facts4Life ideas and materials best fitting into your current curriculum?
2. Secondly, what do you think will be the benefits for children in adopting the Facts4Life approach to their health?

This concludes your Facts4Life Digital Training – Primary course. Please feel free to contact us if you have any queries or need further advice. We're constantly revising our materials, so keep an eye out for additional resources on the website. Let us know how you get on! Follow us on [Twitter](#), [Facebook](#), and [LinkedIn](#) – and join the Facts4Life online community.

Well done! You are now trained to deliver Facts4Life health education in primary schools.

Now that you've completed the course, we would really appreciate your feedback. Let us know what you enjoyed and if there is anything else you would like to see included. Our survey is very short, and your feedback will be really useful in helping us build future content. [Click here to let us know what you thought of your course.](#)

Training Resources A-Z

A

- [About Facts4Life](#)
- [Additional Resources – Primary](#)

B

- [Balance Ball Activity](#)
- [Bingo Card – Activity Sheet](#)
- [Bingo Classroom Activity – PowerPoint](#)

C

- [Clinical Iceberg – PowerPoint](#)
- [Clinical Iceberg – Teacher’s Notes](#)
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D

- [Draw & Write – PowerPoint](#)
- [Draw & Write – Activity Sheet](#)
- [Draw & Write Instructions – Teacher’s Book \(Page 28\)](#)

F

- [Facts4Life Fact Files](#)

K

- [Keeping Balanced: Immune System Learning – Assembly](#)
- [Keeping Balanced: Bella’s Bouncy Birthday – Assembly](#)

M

- [Mental Health Resources – Primary](#)
- [Most Idea – PowerPoint](#)

P

- [Primary Core Teaching Resources](#)

R

- [Range of Normality: I like Bananas – Classroom Activity: Teacher’s Instructions](#)
- [Reflection and Next Steps - PowerPoint](#)
- [Riding the Ups and Downs: Jamie Goes on a Journey – Assembly](#)
- [Riding the Ups and Downs: Dame Tanni Grey Thompson – Assembly](#)

T

- [Teacher’s Book – PDF](#)
- [The Five Ways to Wellbeing: Introductory Story – Assembly](#)
- [Three Key Messages – Animation](#)
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- [Smoothing the Path \(30 Day Challenge\) – Assembly](#)

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- [30 Day Challenge – Activity Booklet](#)
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- [30 Day Challenge – Bronze Certificate](#)
- [30 Day Challenge: Getting Started – Blog 1](#)
- [30 Day Challenge: How Did You Do? – Blog 2](#)



Course support and FAQs

If you need course support for your Facts4Life digital training – or have any questions about Facts4Life’s curriculum and resources – please visit [Facts4Life Course Support & Digital Training FAQs](#). Alternatively, you can contact our friendly course support team by emailing info@facts4life.org.

Who is this course for?

This course has been designed for **teachers, support workers, and educational practitioners** who work with **primary school children in Reception, Key Stage 1, and Key Stage 2**.

Whether you’re an experienced education professional looking for a **fresh approach to supporting the health education needs of your pupils** or a new teacher needing vital resources to support your students’ health literacy, we’ve got you covered.

Facts4Life resources have been specifically designed by experienced teachers to **complement existing learning plans** and **bolster new educational practitioners’ teaching toolkits**.

What will I learn?

In your Facts4Life digital training course, you will learn **core concepts about our health to teach children to improve their health literacy, wellbeing, and confidence in managing their health**.

Our expert trainers and speakers will guide you through the Facts4Life health education curriculum, designed to fit flexibly into your lesson plans.

You’ll learn fun classroom activities and games to help cement your students’ learning, receive downloadable **activity sheets** for your students to use, and **have access to our library of a wide range of resources**, such as assemblies, songs, videos, and more.

Which learning style should I choose?

Bitesize mini-sessions – Created with a busy educational practitioner in mind, our **short bite mini-sessions are designed to be flexible**, enabling you to **learn at your own pace** and easily find resources when needed.

Seminar – This training format is ideal for use in protected time or for CPD facilitators wishing to **train large groups to deliver health education training in one go**. Use it to bring teams together, share knowledge, and define new approaches in your school to health education.

Where can I find further technical or course-related support for Facts4Life Digital Training?

Please get in touch with our friendly course support team by emailing info@facts4life.org.

