

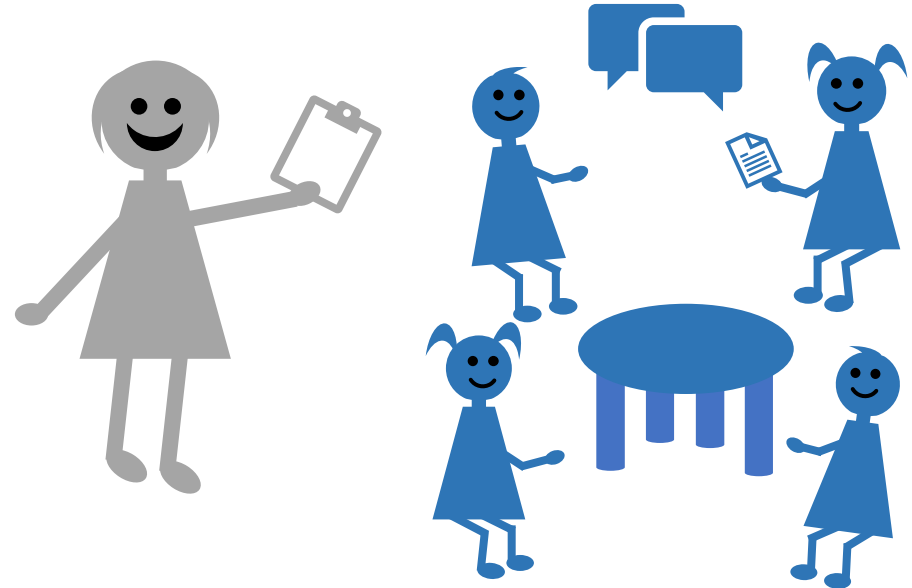
# Getting Healthy, Going Green

This workshop is led by a facilitator (e.g. a teacher) with a group of students (e.g. a class). There are 4 stations, each station discussing a different aspect of health:

1. *Healthy Food – our fuel* (orange)
2. *Healthy Body – our vehicle* (blue)
3. *Healthy Mind – our driver* (purple)
4. *Healthy Environment – our home* (green)

For each station you will need:

- a table
- 3- 5 chairs for the students
- Station card with that station's topic
- Student Card
- Student Notes
- Pen and paper



# Primary Curricular Links

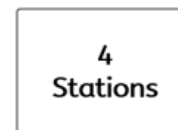
| SESE                                      | Strand                           | Strand Unit                                            |                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------|----------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 <sup>rd</sup> – 6 <sup>th</sup> classes | Living things                    | Human Life                                             | <p>Variety and characteristics of humans - become aware of the names and develop a simple understanding of the structure of some of the body's major external and internal organs</p> <p>Human life processes - develop an awareness of the importance of food for energy and growth need for a balanced and healthy diet<br/>-develop a simple understanding of food and nutrition</p> |
|                                           | Environmental awareness and care | Environmental awareness<br>Science and the environment | <p>Recognise how the actions of people may impact upon environments</p> <p>Recognise and investigate human activities which have positive or adverse effects on local and wider environments</p> <p>Foster an appreciation of the ways in which people use the Earth's resources</p>                                                                                                    |
|                                           | Environmental awareness and care | Caring for the environment                             | <p>Examine a number of ways in which the local environment could be improved or enhanced</p> <p>Examine a number of ways in which the local environment could be improved or enhanced</p> <p>Come to appreciate individual, community and national responsibility for environmental care</p>                                                                                            |

# Primary Curricular Links

| SPHE                                      | Strand                     | Strand Unit                 |                                                                                                                                                                                                                                                                                            |
|-------------------------------------------|----------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 <sup>rd</sup> – 6 <sup>th</sup> classes | Myself                     | Self-identity               | Identify realistic personal goals and targets                                                                                                                                                                                                                                              |
|                                           | Myself                     | Developing self-confidence  | Asking for help when needed                                                                                                                                                                                                                                                                |
|                                           | Myself                     | Taking care of my body      | Understand and appreciate what it means to be healthy and to have a balanced lifestyle<br><br>Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation<br><br>Recognise causes of personal worry and identify appropriate coping strategies |
|                                           | Myself                     | Growing and changing        | Explore how feelings can influence one's life                                                                                                                                                                                                                                              |
|                                           | Myself and others          | My friends and other people | Appreciate the need for and the importance of friendship and interacting with others                                                                                                                                                                                                       |
|                                           | Myself and the wider world | Developing citizenship      | Recognise how each person has both an individual and a communal responsibility to the community<br><br>Appreciate and respect the environment and learn that there is an individual and community responsibility in caring for the environment and protecting it for future generations.   |

# Getting Healthy, Going Green

1. Split the class into 4 groups, ideally with 3-5 students in each. You can double-up the stations if your class is large – i.e. have 8 stations.
2. Assign each group to a station.
3. The groups use the Station cards and Student Notes to discuss the topic at that station.
  - nominate one person in the group to read the student cards to the group
4. After 5-7 minutes, rotate the groups so that each group gets to discuss all 4 topics.
5. Once all groups have visited each station, the facilitator discusses each station topic with the whole class.
6. The facilitator can use their notes to discuss what the groups found out at each station.



# **Station 1**

## **Healthy Food – Our Fuel**

## **Station 1: Healthy Food – Our Fuel**

## ***Facilitator's Notes***

At this station we discuss what we use as fuel for our bodies.

The key message is that small changes to our daily lives by eating healthier, getting our 5-a-day and having treats occasionally will have a big impact on our well-being.

### **Card 1: Fruits and Vegetables**

Which of the fruits have you eaten? Which of the vegetables have you eaten?

How many portions of fruit and vegetables should we have a day?

Does your diet follow the food pyramid?

How often should we have treats?

Are you surprised by the amount of sugar cubes in certain items?

### **Card 2: Food Pyramid**

The Activity Pyramid gives a guide as to how much physical activity we should be getting.

Have the students seen it/heard of it before?

Do they agree it is a good model to work with?

Do they feel they follow it in their everyday lives?

## Station 1: Healthy Food – Our Fuel

### Fruits and Vegetables Listed:

|            |           |            |            |            |            |
|------------|-----------|------------|------------|------------|------------|
| Kiwi       | Orange    | Apple      | Grapefruit | Gooseberry | Pear       |
| Strawberry | Plums     | Cherry     | Raspberry  | Blueberry  | Blackberry |
| Grapes     | Bananas   | Watermelon | Pineapple  | Tomato     | Peas       |
| Broccoli   | Aubergine | Peppers    | Onion      | Beetroot   | Cabbage    |
| Mushroom   | Garlic    | Carrot     | Beans      | Cucumber   |            |

# 1. Healthy Fuel – Our Vehicle

*Student Card*

At this station we discuss what we as humans use for fuel.

## Card 1: Fruits and Vegetables

Can you name all of the fruits and vegetables on the card?

Which of the fruits have you eaten?

Which of the vegetables have you eaten?

Are there any that you prefer or dislike?

## Card 2: Food Pyramid

How many portions of fruit and vegetables should we have a day?

Does your diet follow the food pyramid?

How often should we have treats?

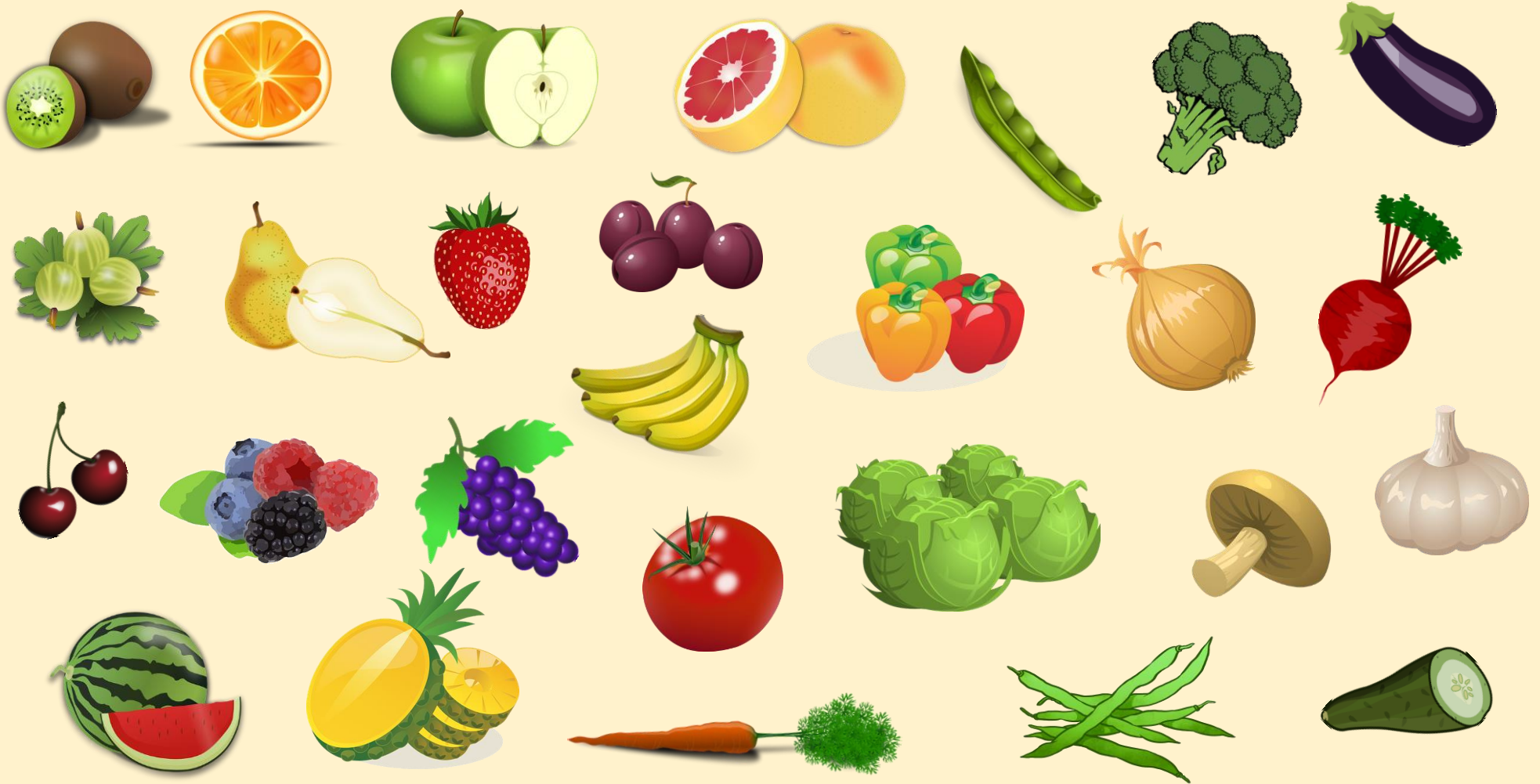
## Card 3: Sugar in Foods

Are you surprised by the amount of sugar cubes in certain items?

# 1. Healthy Food – Our Fuel

*Student Card 1*

## Fruits and Vegetables



# 1. Healthy Food – Our Fuel

## Student Card 2

### The Food Pyramid

#### The Food Pyramid

For adults, teenagers and children aged five and over



Drink at least 8 cups of fluid a day – water is best

[www.healthyireland.ie](http://www.healthyireland.ie)



Not needed for good health.

#### Foods and drinks high in fat, sugar and salt



Most people consume snacks high in fat, sugar and salt and sugar sweetened drinks up to 6 times a day (Healthy Ireland Survey 2016). There are no recommended servings for Top Shelf foods and drinks because they are not needed for good health.

NOT every day

Small or fun-size servings of chocolate, biscuits, cakes, sweets, crisps and other savoury snacks, ice cream and sugary drinks – **not every day, maximum once or twice a week.**



#### 1 serving size is:

In very small amounts

1 portion pack reduced-fat or light spread for 2 slices of bread  
1 teaspoon oil per person when cooking

#### Fats, spreads and oils

Use as little as possible. Choose mono or polyunsaturated reduced-fat or light spreads. Choose rapeseed, olive, canola, sunflower or corn oils. Limit mayonnaise, coleslaw and salad dressings as they also contain oil. Always cook with as little fat or oil as possible – grilling, oven-baking, steaming, boiling or stir-frying.

#### Meat, poultry, fish, eggs, beans and nuts

Choose lean meat, poultry (without skin) and fish. Eat oily fish up to twice a week. Choose eggs, beans and nuts. Limit processed salty meats such as sausages, bacon and ham.

#### Milk, yogurt and cheese

Choose reduced-fat or low-fat varieties. Choose low-fat milk and yogurt more often than cheese. Enjoy cheese in small amounts. Women who are pregnant or breastfeeding need 3 servings a day.

#### Wholemeal cereals and breads, potatoes, pasta and rice

Wholemeal and wholegrain cereals are best. Enjoy at each meal. The number of servings depends on age, size, if you are a man or a woman and on activity levels. Watch your serving size and use the Daily Servings Guide below.\*

#### Vegetables, salad and fruit

Base your meals on these and enjoy a variety of colours. More is better. Limit fruit juice to unsweetened, once a day.

2 Servings a day

50–75g cooked lean beef, lamb, pork, mince or poultry (half size of palm of hand)  
100g cooked fish, soya or tofu  
¾ cup beans or lentils  
2 eggs  
40g unsalted nuts or seeds

3 Servings a day

5 for children age 9–12 and teenagers age 13–18

1 glass (200ml) milk  
1 carton (125g) yogurt  
1 bottle (200ml) yogurt drink  
2 thumbs (25g) hard or semi-hard cheese such as cheddar or edam  
2 thumbs (25g) soft cheese such as brie or camembert

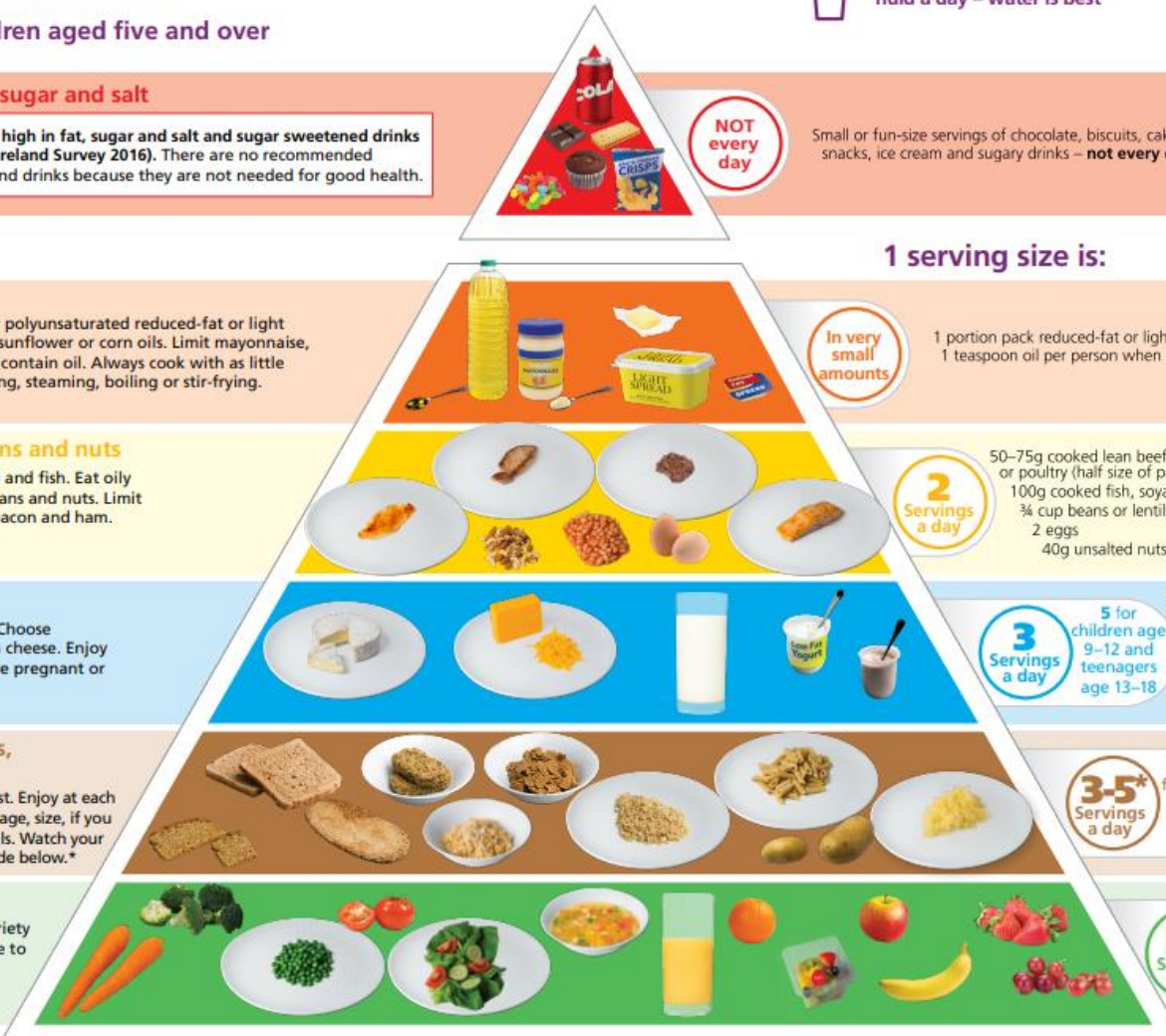
3-5\* Servings a day

Up to 7\* for teenage boys and men age 19–50

2 thin slices wholemeal bread, 1½ slices wholemeal soda bread or 1 pitta pocket  
¾ cup dry porridge oats or ½ cup unsweetened muesli  
1 cup flaked type breakfast cereal  
1 cup cooked rice, pasta, noodles or cous cous  
2 medium or 4 small potatoes, 1 cup yam or plantain

5-7 Servings a day

1 medium sized fruit – apple, orange, pear or banana  
2 small fruits – plums, kiwis or mandarin oranges  
Small fruits – 6 strawberries, 10 grapes or 16 raspberries  
½ cup cooked vegetables – fresh or frozen  
1 bowl salad – lettuce, tomato, cucumber  
1 bowl homemade vegetable soup  
150ml unsweetened fruit juice



Needed for good health. Enjoy a variety every day.

# 1. Healthy Food – Our Fuel

Student Card 3

## Sugar in Foods



# **Station 2**

**Healthy Body – Our  
Vehicle**

## **Station 2: Healthy Body – Our Vehicle**

At this station we discuss how to maintain a healthy body.

### **Card 1: The Human Body**

Six main organs are pictured:

1. Brain    4. Liver
2. Heart    5. Stomach
3. Lungs    6. Intestines/Gut

Can the students name them?

Can the students explain their function? Use the *Students Notes* card for help!

Can the students say how to keep these organs healthy?

What exercises can they do?

### **Card 2: Activity Pyramid**

The Activity Pyramid gives a guide as to how much physical activity we should be getting.

Have the students seen it/heard of it before?

Do they agree it is a good model to work with?

Do they feel they follow it in their everyday lives?

How can they get more activity into their everyday lives?

- e.g. walking/scooting/cycling to school

## **Station 2: Healthy Body – Our Vehicle**

### **Brain** - How can you keep your brain healthy?

Your brain is like the computer of your body. It tells all the other parts of your body what to do, whether you are aware of it or not. How you feel, move, think, work – it's all down to your brain! Eating healthy foods and getting a lot of playtime and exercise helps your brain.

Protect your brain by wearing a helmet when you ride your bike or play other sports that require head protection. Use your brain by doing puzzles, reading, playing music, making art, or anything else that gives your brain a workout!

### **Lungs** - How can you keep your lungs healthy?

Your lungs take the oxygen from the air you breathe in and pass it to your blood. They also take the waste from your blood, like carbon dioxide when you breathe out. Your lungs help you talk, laugh and sing. Exercise is good for every part of your body, and especially for your lungs.

When you take part in vigorous exercise (like biking, running, or swimming, for example), your lungs require more air to give your cells the extra oxygen they need. As you breathe more deeply and take in more air, your lungs become stronger and better at supplying your body with the air it needs to be healthy.

### **Heart** - How can you keep your heart healthy?

All parts of your body need oxygen, taken in from the lungs and delivered to your cells by your blood. Your heart is the muscle that pumps blood all around your body. To keep your heart strong, do things like jumping, running, dancing – any exercise that makes you huff and puff! Eating healthy food like fruit and vegetables also help your heart and keep your blood vessels clear.

Avoid eating too many processed foods and foods containing high levels of saturated fats – cream, biscuits, cakes, crisps, cheese, etc. Follow the food pyramid to help you see the foods that are good to eat to keep you and your heart healthy!

## Station 2: Healthy Body – Our Vehicle

## *Extra Notes*

**Liver** – How can you keep your liver healthy?

Your liver does many jobs! It cleans your blood by taking the vitamins and minerals out and turning it into the good stuff the rest of your body needs. It also takes out the bad stuff and passes it back to your gut in a substance called “bile”. Your liver also stores energy, helps to make your blood clot when you get a cut, helps you process medicines and lots more!

Living healthily is the best way to care for your liver. Being overweight or eating the wrong foods can damage your liver so lots of exercise and healthy foods keep your liver happy!

**Stomach** – How can you keep your stomach healthy?

Your stomach breaks down the food that you eat. It churns the food around making it smaller and smaller, turning into a liquid that your intestines can process. It produces a strong acid that helps to kill bacteria that you may have eaten without knowing.

To help your stomach break down your food, drink plenty of water. Avoid too many fried and greasy foods to make it easy on your stomach.

**Intestines** – How can you keep your intestines healthy?

Your food is passed from your stomach to your small intestine where all the nutrients from your food are extracted. The leftovers are then passed into your large intestine where good bacteria help to digest the food further. The large intestine also absorbs any water and salts, leaving solid waste – your poo!

To keep this whole process working well, eating healthy food is the best thing you can do.

A variety of fruit and vegetables will keep the bacteria in your gut happy, as well as providing your body with the vitamins and minerals it needs. Lots of fibre (vegetables, fruit, brown breads, cereals, etc.) helps the whole process move easier through your system.

## 2. A Healthy Body – Our Vehicle

*Student Card*

At this station we discuss how to maintain a healthy body.

### Card 1: The Human Body

Six main organs of the human body are pictured.

Can you name each organ?

Can you explain what each organ does?

How can we keep each organ healthy and working well?

### Card 2: Activity Pyramid

The Activity Pyramid gives a guide as to how much physical activity we should be getting.

Have you heard of it before?

Can you explain what it is saying?

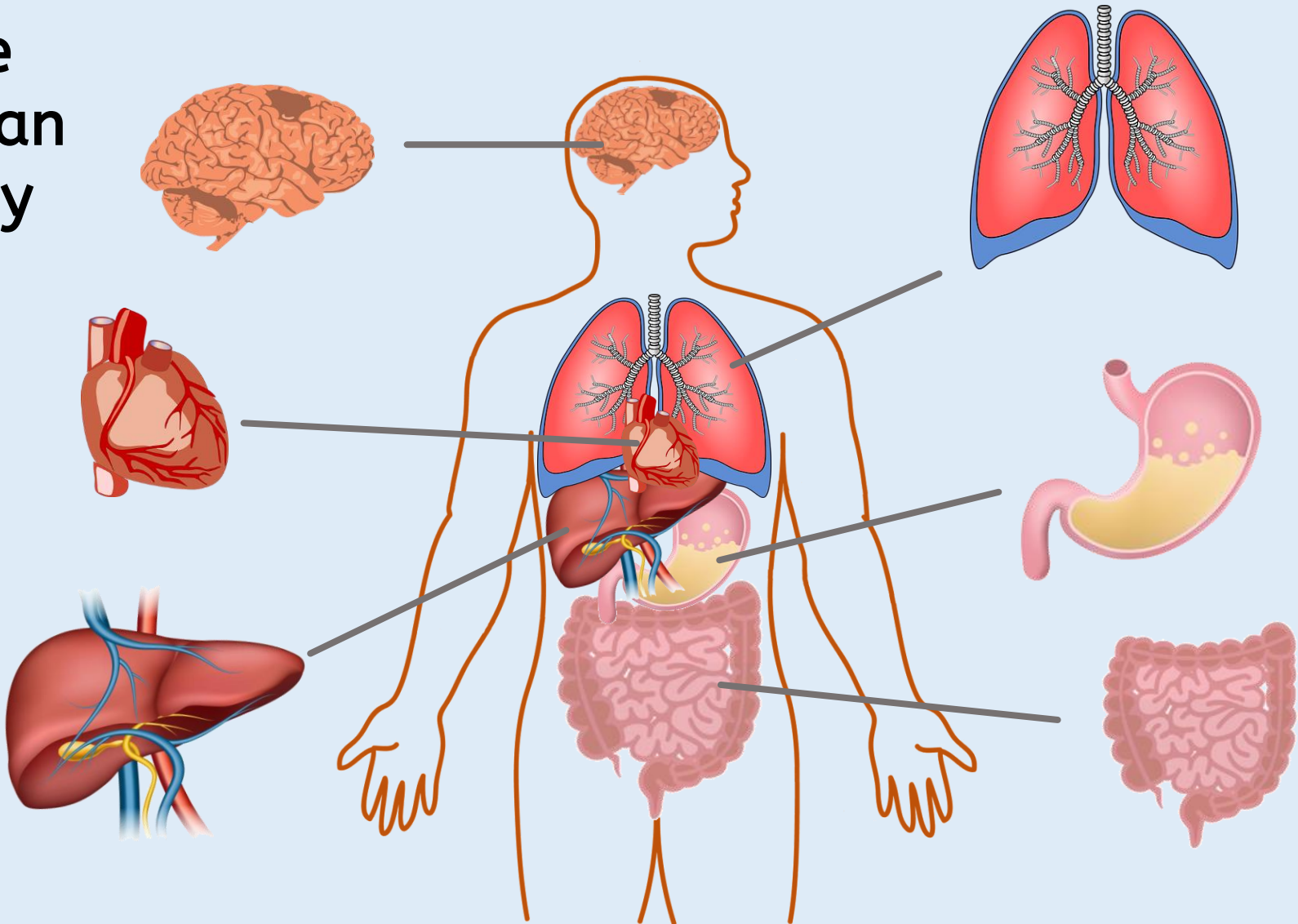
How many minutes physical activity should we get each day?

How can we get more activity into our daily lives?

## 2. A Healthy Body – Our Vehicle

*Student Card 1*

### The Human Body



## 2. A Healthy Body – Our Vehicle

Student Card 2

### The Activity Pyramid

Cut down on sedentary activities

*Limit screen time to a total of 1 hour per day*

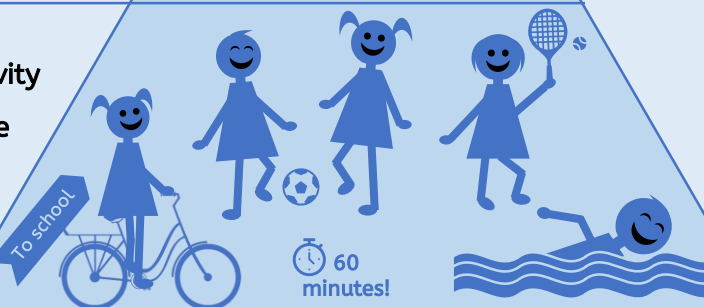
- computer/console games, watching tablets/phones/TV, lounging about



Physical activity

All young people should be active  
at a moderate to vigorous level

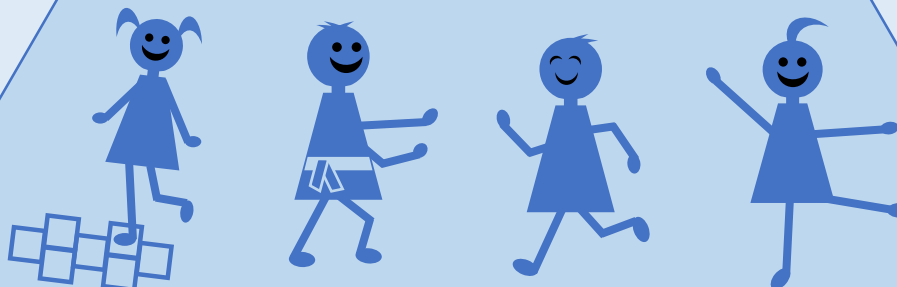
*for at least 60 minutes every day*



Strength and flexibility, bone strengthening

*At least 3 times a week*

- Running, playground activities.  
martial arts, yoga, ballet, gymnastics,  
climbing, jumping, skipping etc.



Be more active every day:

walking/cycling to school,  
games involving moving,  
helping with housework, etc.



# **Station 3**

**Healthy Mind – Our Driver**

### Station 3: Healthy Mind – Our Driver

At this station we will discuss how to have a healthy mind.

Mental health refers to a state of wellbeing in which a person can realise their own abilities, engage in learning, cope with the normal stresses of life, and is able to make a contribution to their community.

Mental health is a combination of both positive feelings and positive functioning.

A healthy mind is about our feelings, our thinking, our emotions and our moods. Looking after our mind is just as important as looking after our physical health.

Do we all have mental health? Yes!

Is our physical health more important than our mental health?

If I want to talk about my mental health do I always have to go to the doctor? -

- No, one way to manage out mental health is to talk to someone we trust.

What are some of the ways of to help your stresses go away?

What ways can you keep your mind healthy?

### 3. A Healthy Body – Our Vehicle

*Student Card*

At this station we discuss how to maintain a healthy mind.

#### Card 1: The Stress Bucket

Imagine there's a bucket you carry with you which slowly fills up when you experience different types of stress.

Sometimes you feel strong enough to carry a lot of stress, but it's important to find activities which help you lighten the load.

**What helps you reduce stress?**

#### Card 2: Minding Your Mental Health

**Do any of these ideas help you keep your mind healthy?**

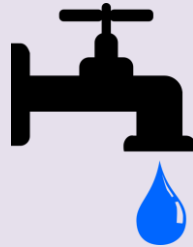
- Talking to friends, family and people you trust
- Taking some time out
- Rest and relaxation
- Doing something you enjoy
- Getting some exercise
- Can you think of any others?

### 3. Healthy Mind – Our Driver

*Student Card 1*

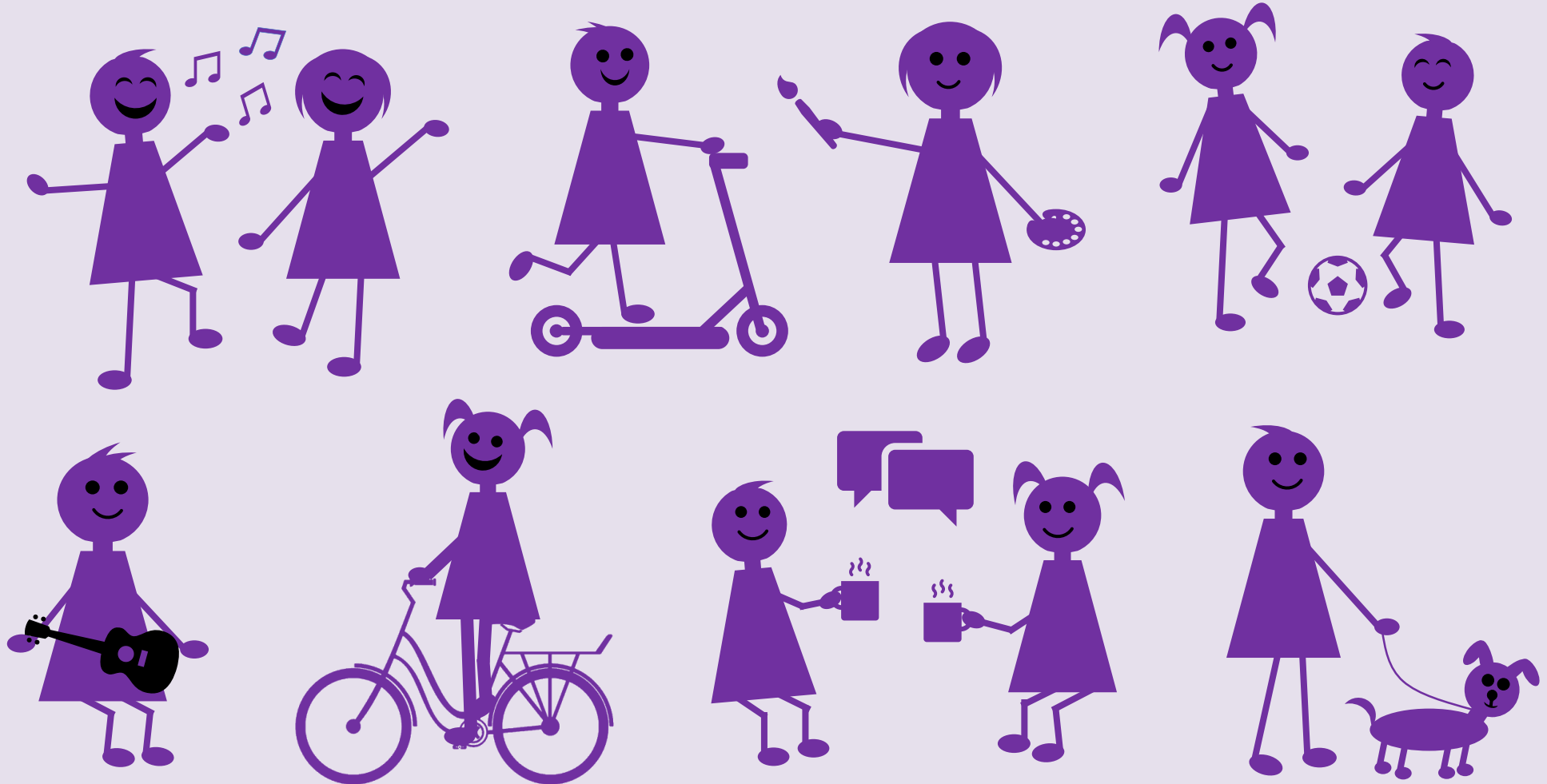
## Stress Bucket

Things that  
make me feel  
stressed are...



Ways to help  
my stresses go  
away are...

## Minding Your Mental Health



# **Station 4**

## **Healthy Environment – Our Home**

## **Station 4: Healthy Environment – Our Home**

At this station we will discuss how we can keep our environment healthy.

### **Your Green School**

Look at what themes the school has already received a Green Flag for and the great work that is currently taking place in the school.

A focus on the current theme can take place.

What do you do in your school to help the environment?

What do you do in your home to help the environment?

Why is it important?

Can you think of other things you can do?

### **How do you picture a Healthy Environment?**

Looking at the pictures...

Which ones are a healthy environment? Why?

What can you suggest to improve the unhealthier images?

- e.g. walking/scooting/cycling more, getting out in nature, saving energy, saving energy, etc.

# Station 4: Healthy Environment – Our Home

*Student Card*

At this station we discuss how to maintain a healthy environment.

## Card 1: Your Green School

Your school is a Green School.

Do you know how many Green flags your school has and what they are for?

What do you do in your school to help the environment?

What do you do in your home to help the environment?

Why is it important?

Can you think of other things you can do?

## Card 2: How do you picture a Healthy Environment?

Looking at the pictures...

Which ones are a healthy environment? Why?

What can you suggest to improve the unhealthier images?

## 4. Healthy Environment – Our Home

*Student Card 1*

### Your Green School



## 4. Healthy Environment – Our Home

*Student Card 2*

### How do you picture a Healthy Environment?



## More information:

### Healthy Food – Our Fuel

Healthy Ireland: Information on the Food Pyramid (Ireland)

<http://www.healthyireland.ie/health-initiatives/heg/>

British Heart Foundation: Good information on salt, sugar and fats in our food (UK)

<https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat>

### Healthy Body – Our Vehicle

Kids Health: How the body works (USA)

<https://kidshealth.org/en/kids/center/htbw-main-page.html?WT.ac=k-nav-htbw-main-page>

Get Ireland Active: Activity Pyramid information (Ireland)

<http://www.getirelandactive.ie/Children/What-do-I-need-to-do->

### Healthy Mind – Our Driver

Anna Freud – National Centre for Children and Families (UK)

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/>

### Healthy Environment – Our Home

Green-Schools: (Ireland)

<https://greenschoolsireland.org>