

Change4Life

LEARNING OUTCOMES

- To understand what *Change4Life* offers
- To use the *Change4Life* site information to know about and support family and personal health



RESOURCES

- Copies of Resources 1, 2, 3, 4 and 5
- Copies of pdf called 'Cycling Safety Tips' available from the expanded 'Staying safe on your bike' section
http://www.nhs.uk/Change4Life/Documents/pdf/297010_Bike4Life_TIPS_acc.pdf
- Ideally, Internet access, using a whiteboard or large screen for demonstration and at least one computer with access per two learners.

It is advisable to check web addresses etc. before the session

RELATED THEMES

NHS Choices website (pages 73–81)

Telephone helplines (pages 91–109)

Information sources (pages 227–232)

Use the Internet to find information (File 1, pages 335–344)

HEALTH SKILLS

The *Change4Life* site has information that provides positive support for family health, encouraging parents and carers to take an active role in healthy eating and exercise, for all the family. This theme helps learners understand the range of information and support for making positive choices available on this site and also NHS Choices.

Related health information

www.nhs.uk/

www.bbc.co.uk/lifestyle

SKILLS FOR LIFE

In order to be able to make use of the *Change4Life* and NHS Choices information, learners need to be able to:

- understand how to use the format and features of a website
- how to use word and graphical clues to locate information
- read in detail and understand information on health issues.

Note: the reading level of the site is around Level 1. Entry 3 readers can be supported to access the information, but it would be unrealistic to give these activities to learners below Entry 3.

Core curriculum

This theme will contribute to learning in the following curriculum areas:

- use a variety of features for finding information (L Rt/E3.5)
- use images to obtain meaning (L Rt/E3.9)
- read and understand information provided in order to decide on appropriate course of action (L Rt/E3.7)
- understand the specialised language relating to health (L Rw/E3.1).

- Hand out Resource 1 or look at the *Change4Life* site online, opening the 'Make a Change4Life' screen. Ask learners what they think is the purpose of this site, and how this might differ from the NHS Choices site. (It has a family health focus and has a number of tools and ideas based around supporting making healthy choices in diet and exercise.)
- Ask learners if they noticed similar support for making healthy choices on the NHS Choices site. They might mention weight, smoking, alcohol and drugs, and sexual health. You could check this on the NHS Choices main menu page if you are able.
- You might want to extend the discussion to think about the differences between finding out about illnesses and diseases – poor health – and finding out about making positive choices for health – aiming for good health. Consider why the NHS spends money on trying to persuade people to make healthy choices.

ACTIVITY 1

Explore the *Change4Life* material on taking exercise.

- Looking again at the main menu page on Resource 1, ask learners to identify which of the options relate to exercise as opposed to healthy eating choices. How can they tell this? The specific titles are: 'Up and about....get moving' and '60 active minutes...it all adds up'. Which words here give you the clue that this is about exercise? Do the graphics give clues? Confirm with learners that sometimes when you are looking for information, especially in an internet search, you may not be able to find the specific word you are looking for, but may need to think around the topic for other words, e.g. 'active', or 'moving'.
- Now look at Resource 2, the menu page from 'up & about'. Look at each of the different sections. What information would you expect to find there? Ask learners how they have come to this conclusion.
- Select one section to look at in more detail. Is this what was expected?
- Confirm that searching for information on complex websites such as this and NHS Choices is quite a skill and requires some practice. You can find information by trial and error but a few 'tricks' will help, such as thinking carefully about key words and alternative words. Note that you may need to explain what you mean by 'trial and error'.

Support

- Note the use of idiomatic language and that not all learners will understand, for example, the difference between 'chilling out' and 'vegging out'.
- You may need to explain some of the more technical language, e.g. 'burns calories' and implicit knowledge of how the body works, e.g. that raising the heartbeat and pumping blood around the body is a good thing.
- It may need to be pointed out to learners that on these pages, the graphics support the text very well. In other texts, the graphics can similarly be used to support scanning.
- Scanning may be a new skill to learners. Show them how this can be done by giving a word card (e.g. 'hay fever') and demonstrating how to scan through the list to find a match. Scanning depends on learners having a reasonable visual image of the word they are looking for.
- Support learners with strategies to recognise and visualise key words. Use cards or personal notebooks to record key words. Ask learners to decode the initial sounds at the beginning of words.

ESOL

- Be aware that this site uses a lot of quite colloquial or idiomatic language, e.g. 'kids', 'chilling out' 'vegging out', 'workout', 'nod off' and so on. Not all learners will be familiar with these terms and they may need some explanation.
- Some of the language and ideas in this site are fairly culturally specific, e.g. playing I-spy, and may need explanation.

ACTIVITY 2

Read *Change4Life* information in more detail

- This activity is based on *Bike4Life* in 'Up & About', but you could use any one of the other sections or topics, so long as it contains a longer pdf document. The focus is on a staged approach to tackling a longer document, by focussing first on getting the gist, next focussing on getting specific information from a part of the text (e.g. from a couple of bullet points or short paragraphs), and then looking in more detail at a full document. Here, learners are asked to make an index for the longer document; this involves reading and understanding most of the document in order to determine what it is about. Note that some (but not all) of the pdfs on the site already have an index of some sort.
- You will need to print off sufficient copies of the pdf for learners to have at least one copy between two.
- Ask learners to look at the '60 active minutes section' – Resource 2. Scan through the text on the page – is there something here about cycling? Actually it's called *Bike4Life* – the graphic helps and you need to know that cycling and biking mean the same thing here.
- Now look at the *Bike4Life* menu page – online or Resource 3. If online, demonstrate how the 'Read more on' facility works. Ask learners to read the text, by skimming through it quickly. Explain that this means you do not have to read every word, just look through it quickly to get the main idea.

- After a minute or two, ask questions about what they have found by skimming. Confirm that in order to answer these questions, you do not have to read every word. You need to use the format and features of the page, for example the use of headings and standard web page features such as links to other sites.
- Now ask learners to look at Resource 4, which is the set of tips about staying safe on your bike. Ask them to read the set of numbered tips and say how many of them are about the special clothing you might need in order to be safe when you ride a bike. To answer this question, you need to read the text carefully, though you might do this by scanning for words to do with clothing. However you do need to read each tip in some detail in order to be sure.
- Now give learners a copy of the Cycling Safety Tips pdf from the site: http://www.nhs.uk/Change4Life/Documents/pdf/297010_Bike4Life_TIPS_acc.pdf
- Ask them to read the leaflet in pairs and write an index for the pages. This should have the page number, a title for the page and a brief summary of what is on the page. For example: Page 2/ Teaching kids to ride/ 8 steps or tips to help you teach your own children to ride a bike. This activity requires learners to read and understand text in order to determine its content and purpose.

What is the page about? Which section is about safety? Which section is about looking after your bike? Where would you find out more about cycle routes?

Support

- The reading level required for this activity is around Level 1 although learners at Entry 3 can be supported by paired reading and can be given additional support with technical language.
- The readability level of the 'Tips' leaflet is at about Level 1. Though it is well-designed, note that the text is quite dense and could be off-putting to less confident readers. You may need to support learners by pairing them with a more confident reader, or by presenting it as a group activity, modelling the process of determining the leaflet's purpose with the whole group. Working in this way can help to build learners' confidence in tackling longer pieces of text.
- Support learners with writing tasks if necessary.

ESOL

- Be aware that this site uses a lot of colloquial language, e.g. 'kids', 'safety gear', 'pit stop', 'lose the pedals' and so on. Not all learners will be familiar with these terms and they may need some explanation.
- Learners may like to hear the connection between the words 'cycling' and 'biking' – both derive from 'bicycle' and that 'biking' is often used in connection with motorbikes.

ACTIVITY 3

Read information in detail in order to develop a family fitness plan

- Now learners can explore the ideas on the whole site, including those sections that deal with healthy diet. It is also a good opportunity to try out some of the games and other interactive features.
- As a focus for this activity, use Resource 5A and 5B: Plan your week. There are two planners, one for activities, and one for healthy eating. These will take quite a time to complete and may need a lot of exploration and discussion.

Have a look at the rest of the site. You can look at any part of it. Have a go at some of the games!

Support

- Learners may need reminding of appropriate reading strategies and may need further support for working through all parts of the site and the reading skills involved.
- Help learners segment difficult words. This may help with pronunciation as well as spelling. For example: 'Bike-ability', 'pro-fici-en-cy'.

ESOL

- Be aware of colloquial and idiomatic usage as well as culturally-specific aspects of the advice.

Action

- Learners can use other websites to find recipes and healthy eating ideas. These can be compiled into a healthy eating recipe book.
- Learners can compile an activity guide for their local area, with specific ideas that reflect local facilities and locations.

change 4 life Eat well Move more Live longer

Join

Home Why Change4Life? **Change4Life for my kids** Change4Life just for me My local area Links & resources Partners & supporters

- ▶ up & about
- ▶ 60 active minutes
- ▶ 5 A DAY
- ▶ meal time
- ▶ snack check
- ▶ me size meals
- ▶ cut back fat
- ▶ sugar swaps
- ▶ active holiday planner

Healthy Eating tips - Make a change for life

Making a Change4Life doesn't need to be difficult. With a little help, it can be really rewarding and fun! Here are some suggestions for small, easy steps you can make to help put you and your family happily on your way.

Here are some great ways to Change4Life. Try them all!

up & about
get moving...

60 active minutes
it all adds up

5 A DAY
it's easier than you think

meal time
yummy, healthy food

snack check
stay in control

	Mon	Tue	Wed	Thu
Me				
Jane				
Jim				
John				

me size meals
stay in control

cut back fat
give fat the elbow

sugar swaps
tasty alternative

FREE dance classes
[Book yours now for the weekend of 6th-7th March](#)

Exercise for kids – Mythbusters!
[Myths about food and exercise that aren't true](#)

Healthy Eating tips for Mum's to be
[Advice, tips and hints for mums to be](#)

Exercise for kids - the early years
[A healthy head-start for toddlers and pre-school kids](#)

Find family meals - Join Change4Life
[Free personalised action plan when you join...](#)

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change 4 life Eat well Move more Live longer

Home Why Change4Life? **Change4Life for my kids** Change4Life just for me My local area Links & resources Partners & supporters

up & about

- Quick tips
- Ideas
- Tool: Use your feet
- Games
- Questions & answers
- ▶ 60 active minutes
- ▶ 5 A DAY
- ▶ meal time
- ▶ snack check
- ▶ me size meals
- ▶ cut back fat
- ▶ sugar swaps
- ▶ active holiday planner

up & about

Modern life can be pretty comfy – sofas, TVs, computer games – there’s just so much to keep kids sat down. But bodies weren’t designed to sit down all the time – they need to walk, jump, run and MOVE to be healthy, grow properly and use up the right amount of energy.

Of course it’s important to relax, but there’s a difference between chilling out and vegging out. The fact is that kids who are inactive don’t burn off enough energy and store up fat in their body - yuk. Up & about is all about trying to get kids moving whenever they can during the day. Simply being up, about and moving burns calories and helps fend off diseases like type 2 diabetes, heart disease or cancer. Just getting kids up off the sofa will help. So if they’ve been sitting for a while, get them up to jump around for a bit. You could try limiting the time they spend in front of the TV or computer too!

And if you can walk to school, or anywhere else you need to go, then do that instead of the car – it’s better for the environment and you and the kids. If it’s too far to walk the whole way, try getting the bus but get off one or two stops earlier and walk the last bit. It’s about making small changes to your life to help your kids be more active and stay healthy.

Why get fit?

Activity raises kids’ heartbeats and helps pump blood around their bodies. It’s like a mini workout for their lungs and muscles! It also decreases their chances of getting life-threatening diseases.

A good dose of fresh air and exercise also helps us all sleep better. So tiring out kids with activity every day will help them nod off at a good hour and make them feel alert for the next day.

Other experiences of family activities & getting up and about

Lisa writes down ideas when she thinks of them

“Our kitchen drawer is full of ideas which makes life SO much easier for when Jack and Chloe say they’re bored or I think they’ve been watching too much telly”

Emily and Sam get fit by walking to the shops:
 “It can sometimes be a bit of a pain to leave the car at home and walk to the shops, but we somehow manage it! We play I-Spy on the way which makes the time fly past, and we have fun too.”

Quick tips
get up and about

Ideas
try something new

FREE dance classes
[Book yours now for the weekend of 6th-7th March](#)

Swim4Life
[Have a good splash about!](#)

Bike4Life
[Bike your way to a Change4Life](#)

Play4Life
[Playtime in good and bad weather](#)

Walk4Life
[Get the whole family walking](#)

Join Change4Life
[Free personalised action plan when you join...](#)

Early Years
[A healthy head-start for toddlers and pre-school kids](#)

Bike4Life

Cycling, whether it's a day to day activity, or an occasional adventure, is a great way to help keep you and the rest of the family healthy. Getting on your bike more often can help you on the way to making the small changes that can bring short and long term benefits to your health, the environment, and your purse.

Cycling is something that really is so simple. All you need is a roadworthy bike and some basic safety gear and then all it takes is just a little bit of practice!

Cycling can be enjoyed by most people whatever their age. But by encouraging kids to cycle from an early age and getting them to take their 'Bikeability' test, you will equip them with a skill for life.

Cycling is something the whole family can enjoy

Most of us played on bikes when we were growing up, and we can all remember how much fun it was. Today, there are often concerns about safety but with a bit of planning, it is often possible to find routes that avoid busy roads. There are so many choices for places your bike adventure might take you! You could visit a play-park, the funfair, the beach or perhaps the cinema. If the weather's nice maybe you could even take a picnic. If it's less sunny, a nice warm café or family-friendly pub will do the trick for a quick pit stop.

[Read more on](#)

How to buy and look after a bike

Buying a bike needn't be as costly as you might think! There are all sorts of bikes available and the choice can seem overwhelming, but the general rule is to choose a bike that suits the places you will be cycling in.

[Read More on How to buy and look after a bike](#)

Staying safe on your bike is easy

Staying safe on your bike is not as tricky as it might seem. Follow these simple rules to help you and your children stay protected and be prepared.

[Read More on Staying safe on your bike is easy.](#)

Other useful links

www.bikeability.org.uk

www.britishcycling.org.uk

www.cyclingengland.co.uk

www.ctc.org.uk

- tips, safety, local routes, activities and events, cycle training and more!

www.roadsafetygb.org.uk

www.sustrans.org.uk

- find the closest cycle route to your home.

talesoftheroad.direct.gov.uk

- safety tips for the road.

Staying safe on your bike is easy

Staying safe on your bike is not as tricky as it might seem. Follow these simple rules to help you and your children stay protected and be prepared.

- 1.** Make sure the bike fits. Your child must both be, and feel, fully in control of their bike. They should be able to put both feet on the ground when they're first starting to learn.
- 2.** Helmets are a must. Long-sleeve tops and trousers offer added protection, as do elbow and knee pads.
- 3.** Be seen to be safe. Ensure maximum visibility on the road with light-coloured clothing. Fluorescent clothing is even better, especially in dim light and definitely at night.
- 4.** When riding at night a working white front light and red back light, plus a red rear reflector are required - it's the law!
- 5.** To help prepare your children, encourage them to take part in Bikeability. Bikeability is the new name for the Cycling Proficiency test and gives kids the skills and confidence they need to ride on roads. Many schools offer this to kids from Year 4 onwards.

More information about Bikeability courses in your local area can be found by visiting www.bikeability.org.uk.

For more information about cycling safely on the road [download the 'Cycling Safely Tips' PDF guide here.](#)

[Close](#)

Plan your week

Try to get into the habit of planning your week every week. If you get stuck for ideas have a look at all the suggestions on the *Change4Life* site.

You could use the planners for the whole family, or just for yourself.

Keep active planner

Day of the week	Family activity
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Healthy eating planner

Day of the week	Breakfast	Mid-day meal	Evening meal	Snacks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

There are no audio scripts for this theme.

ANSWERS

ACTIVITY 3 / Resources 4

Activity 2 / Resource 4

Tips about clothing: tips 2 and 3. Tip 4 is about special equipment but this isn't clothing.

ACTIVITY 3 / Resource 5A

Keep active planner

[Model answer taken from the Change4Life site.]

- Monday:** Walk to Nursery
- Tuesday:** Walk home from the playground
- Wednesday:** Bus to supermarket (get on two stops down the road). Play I-spy as we go
- Thursday:** Jack's friends over for tea - do treasure hunt in the garden
- Friday:** Play catch in the garden with kids
- Saturday:** Jack & Dad to wash car. Have picnic in park
- Sunday:** Put on dance DVD after breakfast. Get the kids to lay the table before dinner

Healthy eating planner

[Model answer]

Day of the week	Breakfast	Mid-day meal	Evening meal	Snacks
Monday	porridge with fruit	sandwich with wholemeal bread and cold chicken low-fat yogurt	home-made vegetable crumble thin pancakes with fruit	banana
Tuesday	wholemeal toast with peanut butter or honey	sandwich, with wholemeal bread and low-fat cheese and tomato low-fat fromage frais	spaghetti Bolognese made with low-fat mince and added grated carrot home-made bread pudding with fruit	dried fruit

Who works in the NHS?

ANSWERS AND AUDIO SCRIPTS

ANSWERS

Day of the week	Breakfast	Mid-day meal	Evening meal	Snacks
Wednesday	sugar-free cereal with fruit	sandwich with wholemeal bread and egg fruit scone	fish pie with mashed potato and vegetables fruit with low-sugar jelly	nuts
Thursday	toasted muffin with low-fat spread	oat cakes with low-fat cheese fresh fruit	home-made curry with low-fat meat and vegetables, rice bananas with low-fat custard	low-sugar muesli bar
Friday	fruit smoothie	home-made pizza slices low-fat yogurt	low-sugar baked beans and baked potatoes fruit flan	fruit
Saturday	wholemeal toast with an egg (boiled or scrambled)	home-made chunky vegetable soup toasted fruit loaf	home-made pizza with low-fat cheese and toppings fresh fruit salad	vegetable sticks (e.g. carrot)
Sunday	sugar-free cereal with fruit	low-sugar baked beans on toast low-fat fromage frais	roast chicken and vegetables apple pudding with low-fat custard	home-made low-sugar biscuits or bread sticks