

# Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning



<b>Course Title:</b> Healthy Lifestyles		<b>Level of Learning:</b> Differentiated to meet individual learner levels	<b>Length of Session:</b> 2 hours
<b>Course length:</b> 20 hours		<b>Start Date:</b>	<b>End Date:</b>
<b>Date and Time:</b> 3.20–5.20 p.m.	<b>Location:</b> Primary School		<b>Age range of children:</b> 6–11 years
<b>ECM Outcome:</b>	Stay safe <input type="checkbox"/> Be healthy <input checked="" type="checkbox"/> Enjoy and achieve <input checked="" type="checkbox"/> Make a positive contribution <input type="checkbox"/> Achieve economic wellbeing <input type="checkbox"/>	<b>Curriculum Focus: (WFL)</b>	Sustainable development: <input type="checkbox"/> Community cohesion: <input type="checkbox"/> Arts and culture: <input type="checkbox"/> Health and wellbeing: <input checked="" type="checkbox"/>
<b>Programme aims:</b>  To introduce and explore the principles of a healthy lifestyle. To help raise children’s achievement in school by promoting learning as a family activity. To support achievement and progression for adult learners.		<b>Programme outcomes:</b> Learners will be able to: <ul style="list-style-type: none"> <li>• participate in a group setting looking at how to lead a healthy lifestyle.</li> <li>• demonstrate an awareness of the barriers to leading a healthy lifestyle.</li> <li>• demonstrate an awareness of healthy lifestyles, healthy eating and physical activity.</li> <li>• understand the impact that leading a healthy lifestyle can have on their own and their children’s life and wellbeing.</li> </ul>	

## Assessment and IAG

Course to include IAG, skills and knowledge check relevant to course content and SfL screening as appropriate to individual learners using e.g. Smart Move Skills Check <http://www.toolslibrary.co.uk/standard.htm>

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1	<p>Course content and introduction</p> <p>Group ground rules</p> <p>Enrolment and paperwork</p> <p>Completion of healthy lifestyles questionnaire</p> <p>What is a healthy lifestyle?</p>	<p>Learners will be introduced to the course and its content through the Course Information sheet. Roles and responsibilities will be outlined and learners will be informed of the accreditation and progression opportunities the course offers. As a group learners will agree ground rules.</p> <p>Enrolment forms will be completed as part of the introduction to the programme and to Family Learning. Progression tracking within FLIF will be explained to the learners and permission forms completed.</p> <p>Learners will complete a Healthy Lifestyles questionnaire to establish their understanding of the principles of healthy living for themselves and their family at the start of the course. The information from this initial assessment will establish ILP learning target(s).</p> <p>Learners will understand the meaning and benefits of a healthy lifestyle.</p> <p>Learners will understand the factors that affect a healthy lifestyle and the barriers to making lifestyle choices.</p> <p>Learners will consider and suggest improvements to their own lifestyle.</p> <p>Learners will develop a range of ball skills through participating in sports activities including group games</p>	<p>Course information sheets</p> <p>Healthy lifestyles questionnaire</p> <p>Enrolment forms</p> <p>Pens</p> <p>Discs, bibs and soft ball</p>	<p>Participation in ice breaker activity</p> <p>Question and answer</p> <p>Whole/small group work and discussions</p> <p>Completion of initial assessment</p> <p>Completion of individual activities including worksheets</p>	<p><b>For children</b></p> <p><b>Science</b> 4a, 5a</p> <p><b>PSHE</b> 1b, 1d, 2a, 2c, 3a, 4b</p> <p><b>Generic Outcomes</b></p> <p>Develop listening skills</p> <p>Build confidence and self esteem</p> <p>Develop interpersonal skills</p> <p>Explore new ideas</p>



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2	Healthy eating	<p>Using a range of practical resources including the food mat and food models, learners will Identify the five food groups that are required to maintain a balanced diet and recognise which foods belong to each food group.</p> <p>Using the games sheets, learners and their children will plan a healthy meal to show an understanding of why each food group is important for health.</p> <p>Learners will develop a range of ball skills through participating in sports activities including group games.</p> <p>Learners will establish personal learning targets.</p>	<p>Food Mat Food Models Games Sheets Pens</p> <p>Discs, bibs and footballs</p> <p>ILPs</p>	<p>Question and answer</p> <p>Whole/small group work and discussions</p> <p>Completion of individual activities including worksheets</p>	<p><b>For children</b></p> <p><b>Science</b> 1a, 2a, 3a, 4a, 5a</p> <p><b>PSHE</b> 1b, 1d, 2a, 2c, 3a, 4b</p> <p><b>Generic Outcomes</b></p> <p>Develop listening skills</p> <p>Develop oral communication skills in different settings</p> <p>Develop skills for making choices</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p>



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3	Blast off with breakfast	<p>Learners will understand the importance of eating breakfast and eating regularly.</p> <p>Learners will understand why 5-a-day is important and how this can be incorporated easily into a healthy lifestyle.</p> <p>Learners will develop a range of ball skills through participating in sports activities including group games.</p> <p>Learners will have the opportunity to review personal learning targets.</p>	<p>Pens and Paper Food plates</p> <p>Discs, bibs and Footballs</p> <p>Parachute</p> <p>ILPs</p>	<p>Question and answer</p> <p>Whole/small group work and discussions</p>	<p><b>For children</b></p> <p><b>Science</b> 1a, 2a, 3a, 4a, 5a</p> <p><b>PSHE</b> 1b, 1d, 2a, 2c, 3a, 4b</p> <p><b>Generic Outcomes</b></p> <p>Develop listening skills</p> <p>Develop oral communication skills in different settings</p> <p>Develop skills for making choices</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p>



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4	Fats and sugars	<p>Learners will understand the difference between healthy and unhealthy fats.</p> <p>The potential health risks associated with eating a diet high in fat and sugar will be demonstrated using the heart and artery models</p> <p>Using a range of matching exercises and sorting games learners and their children will identify healthy and unhealthy fats and foods high in sugar and fat.</p> <p>Learners will develop a range of ball skills through participating in sports activities including group games.</p> <p>Learners will have the opportunity to review personal learning targets</p>	<p>Heart and artery models</p> <p>Food models</p> <p>Fat game</p> <p>Sugar game</p> <p>Discs, Bibs, Footballs</p> <p>ILPs</p>	<p>Question and answer</p> <p>Whole/small group work and discussions</p>	<p><b>For children</b></p> <p><b>Science</b></p> <p>1a, 2a, 3a, 4a, 5a</p> <p><b>PSHE</b></p> <p>1b, 1d, 2a, 2c, 3a, 4b</p> <p><b>Generic Outcomes</b></p> <p>Develop listening skills</p> <p>Develop skills and knowledge for supporting children's learning</p> <p>Develop oral communication skills in different settings</p> <p>Develop skills for making choices</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p>



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5	Smoothies	<p>Learners and their children will have the opportunity to design and make fruit smoothies to try together.</p> <p>The importance of fruit in the diet will be explained and learners and their children will have the opportunity to try a range of different fruits perhaps not encountered previously.</p> <p>Learners will develop a range of ball skills through participating in sports activities including group games.</p> <p>Learners will have the opportunity to review personal learning targets.</p>	<p>Smoothie maker</p> <p>Ingredients to make smoothies</p> <p>Range of fruit</p> <p>Cutlery and glasses</p> <p>Pens and paper</p> <p>Discs, Bibs, Footballs</p> <p>ILPs</p>	<p>Question and answer</p> <p>Whole/small group work and discussions</p>	<p><b>For children</b></p> <p><b>Science</b> 1a, 2a, 3a, 4a, 5a</p> <p><b>PSHE</b> 1b, 1d, 2a, 2c, 3a, 4b</p> <p><b>Generic Outcomes</b></p> <p>Develop listening skills</p> <p>Develop oral communication skills in different settings</p> <p>Develop skills for making choices</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p>



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6	The benefits of physical activity	<p>Learners will understand the benefits of participating in regular physical activity through measuring pulse rates.</p> <p>Learners will develop a range of ball skills through participating in sports activities including group games.</p> <p>Learners will have the opportunity to review personal learning targets.</p>	<p>Worksheets, pens and pencils</p> <p>Stopwatches</p> <p>Discs, bibs and a range of sports equipment</p> <p>ILPs</p>	<p>Question and answer</p> <p>Whole/small group work and discussions</p>	<p><b>For children</b></p> <p><b>Science</b> 1a, 2a, 3a, 4a, 5a</p> <p><b>PSHE</b> 1b, 1d, 2a, 2c, 3a, 4b</p> <p><b>Generic Outcomes</b></p> <p>Develop listening skills</p> <p>Develop numeracy skills</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p>



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7	Smoking	<p>Learners will understand the effect that smoking has on the human body and recognise the harmful substances that are contained in cigarettes.</p> <p>Learners will identify ways to help people stop smoking</p> <p>Learners will develop a range of ball skills through participating in sports activities including group games.</p> <p>Learners will have the opportunity to review personal learning targets.</p>	<p>Artery Model Worksheets Pens and Pencils</p> <p><b>Optional additional resources:</b></p> <p>Tar Jar Poisonous Substances Board Artery Model</p> <p>Discs, bibs and a range of sports equipment</p> <p>ILPs</p>	<p>Question and answer</p> <p>Whole/small group work and discussions</p>	<p><b>For children Science</b> 1a, 2a, 3a, 4a, 5a</p> <p><b>PSHE</b> 1b, 1d, 2a, 2c, 3a, 4b</p> <p><b>Generic Outcomes</b></p> <p>Explore new ideas</p> <p>Develop skills for making decisions</p> <p>Develop listening skills</p> <p>Develop skills for making choices</p> <p>Develop skills for working in a group</p>



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8	Healthy packed lunches	<p>Learners and their children will have the opportunity to make a healthy packed lunch using a variety of sorting cards to establish what is healthy and should be included and what is not and hence excluded.</p> <p>Learners will develop a range of ball skills through participating in sports activities including group games.</p> <p>Learners will have the opportunity to review personal learning targets.</p>	<p>Lunchboxes Sorting Cards</p> <p>Discs, bibs and a range of sports equipment</p> <p>ILPs</p>	<p>Question and answer</p> <p>Whole/small group work and discussions</p> <p>Completion of individual activities including sorting cards</p>	<p><b>For children</b></p> <p><b>Science</b> 1a, 2a, 3a, 4a, 5a</p> <p><b>PSHE</b> 1b, 1d, 2a, 2c, 3a, 4b</p> <p><b>Generic Outcomes</b></p> <p>Develop listening skills</p> <p>Develop skills for making choices</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p>



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9	Walk or run test	<p>Learners and their children will participate in a walk or run within a designated area and using a pedometer will measure the steps taken.</p> <p>Learners will have the opportunity to review personal learning targets.</p>	<p>Pedometers Watches Worksheets</p> <p>ILPs</p>	<p>Question and answer</p> <p>Whole/small group work and discussions</p> <p>Completion of individual activities including worksheets</p>	<p><b>For children Science</b> 1a, 2a, 3a, 4a, 5a</p> <p><b>PSHE</b> 1b, 1d, 2a, 2c, 3a, 4b</p> <p><b>Generic Outcomes</b></p> <p>Develop listening skills</p> <p>Develop numeracy skills</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p>
10	Evaluation and celebration at Middlesbrough Riverside Football Stadium	<p>Learners and their children will participate in a Celebration Event together.</p> <p>Learners will be given the opportunity to evaluate the course and demonstrate the knowledge gained on the importance of following a healthy lifestyle by completing an end of course assessment.</p> <p>Information, advice and guidance will be included to establish possible progression opportunities for all learners.</p>	<p>Evaluation Form</p> <p>End of course assessment</p> <p>Evaluation Forms</p>	<p>Question and answer</p> <p>Whole/small group work and discussions</p> <p>Completion of individual activities including worksheets</p>	<p><b>Generic Outcomes</b></p> <p>Build confidence and self esteem</p> <p>Gain information, advice and guidance about progression opportunities and the world of work</p>

