

# Inspioráid Éicea-Scoileanna Maireachtáil fholláin

(saol sláintiúil a bheith agat)



Áis  
Teagaisc



KEEP  
NORTHERN  
IRELAND  
BEAUTIFUL



ECO-SCHOOLS



(saol sláintiúil a bheith agat)

# Contents

Healthy Living: Introduction 03

Case Study: Holy Family Primary 04

Curriculum Links and Skills 09

Primary Activity Ideas 10

Post-Primary Activity Ideas 12

Other Links 14

Click on the link to go to the page

Click on the banner within this document (top left) to return to the Contents page





(saol sláintiúil a bheith agat)

“ IS É ATÁ I GCEIST LE MAIREACHTÁIL FHOLLÁIN NÁ BHEITH AG DUL AMACH AGUS AG SÚGRADH LE CAIRDE, BIA SLÁINTIÚIL A ITHE AGUS DUL AMACH AS AN TEACH AGUS ACLÁIOCHT A DHÉANAMH. TÁ SÉ TÁBHACHTACH GO DTUGAIMID AIRE DÁR GCORP LE NACH MBEIDH FADHBANNA SLÁINTE AGAINN AGUS MUID NÍOS SINE. MOTHAÍMSE AR DÓIGH NUAIR A BHÍMSE SLÁINTIÚIL AGUS BÍMSE IONTACH SÁSTA LIOM FÉIN! ”

LEAH GREGG, P.7 HEAD GIRL AND CHAIRPERSON OF THE ECO-COMMITTEE, HOLY FAMILY PRIMARY

## Intreoir

A bhúiochas leis na meáin agus leithéidí an chócaire teilifíse, Jamie Oliver, is beocheist anois sláinte na bpáistí s'againn. Leoga, táthar ag tuar go mbeidh ionchas saoil níos ísle ag an ghlúin daoine óga atá ag fás aníos anois ná mar atá ag a dtuismitheoirí. Baineann ár sláinte ní amháin lenár bhfolláine fhisiceach fhadtréimhseach ach le tosca mothúchána agus sóisialta chomh maith – sonas ginearálta, muinín agus ag an dearcadh a bhíonn againn ar an saol. Tá nasc soiléir ann fosta idir an tsláinte agus an ghnóthachtáil oideachasúil. Cuireann drochshláinte as don rathúlacht san oideachas agus bíonn tionchar láidir ag an ghnóthachtáil oideachasúil ar ionchais shóisialta agus eacnamaíochta, mar aon leis na roghanna a dhéantar maidir le sláinte.

## Tús Maith, Leath na hOibre

Go hidéalach, le go mbeidh siad sláintiúil, bíonn teaghlach, baile, scoil, cairde, áit éigin le bheith ag súgradh, todhchaí rompu agus rochtain ar chóir leighis agus ar sheirbhísí tacaíochta de dhíth ar pháistí agus ar dhaoine óga. Bíonn ról suntasach ag scoileanna maidir leis na torthaí seo a sheachadadh. Tá scoileanna ríthábhachtach maidir le sláinte agus folláine daoine óga agus an mhórfhobail a chur chun cinn.

Thig leo:

- Struchtúr, comhsheasmhacht agus deiseanna faoi choinne teagmhálacha agus rannpháirtíocht shóisialta a chur ar fáil do dhaltáí.
- Tacaíocht mhothúchána a sholáthar agus timpeallacht thacúil shábháilte a chruthú ina mbeidh páistí muiníneach le foghlaim a dhéanamh.
- An dea-shláinte a chur chun cinn go gníomhach tríd an churaclam agus tríd an dóigh a reáchtáiltear an scoil, ó thaobh cultúir agus ó thaobh éitis de.
- Tionchar a bheith acu ar chaighdeán an bhia sa bhialann agus roghanna níos sláintiúla a sholáthar do dhaltáí i siopaí sólas nó i meaisíní díola.
- Daltáí agus baill foirne a spreagadh le bheith níos gníomhaí go fisiceach, ar scoil agus lasmuigh di.

- Ról a bheith acu maidir le daltaí a fheistiú leis an eolas, na scileanna agus an meon ála níos fearr a bheith acu sa todhchaí.

Le roinnt smaointe a thabhairt duit ar dhóigheanna le tabhairt faoi thopaic na Maireachtála Folláine i do scoil féin, tá cás staidéar san áireamh i gcaibidil na topaice seo arb é is aidhm leis inspioráid a sholáthar, teagmhálacha faoi choinne eagraíochtaí a mbíonn ról acu i gcur chun cinn na Maireachtála Folláine agus naisc chuig Curaclam Thuaisceart Éireann a bheadh úsáideach ag scoileanna agus Plean Gníomhaíochta Maireachtála Folláine á réiteach acu. Is féidir topaic na Maireachtála Folláine a úsáid mar cheann de na trí thopaic a chlúdaítear faoi choinne Dhámhachtain na Brataí Glaise.





(saol sláintiúil a bheith agat)

## Case Study

|   |                                      |
|---|--------------------------------------|
| School: <i>Holy Family Primary, Belfast</i> | Teacher: <i>Sarah Louise Magee</i>   |
| No. of pupils: <i>Approx 440</i>            | Eco-School status: <i>Green Flag</i> |

### Background Information

#### Q: Why did you choose Healthy Living as an Eco-Schools topic? What was your Action Plan?

A: Holy Family Primary School is an inclusive school which welcomes children from all faiths, traditions and cultures and is located in an inner city housing area of Belfast. We are a vibrant school community which has a tradition of action in environmental matters. We have been designated as an outstanding Global School due to our many international links (such as with St. Paul's in Uganda) and we are working towards achieving Fair Trade Status for our school and are aiming to become a Rights Respecting School (UNICEF).

Teaching children about Healthy Living is very important. At Holy Family we have a healthy eating policy- crisps and chewing gum are not allowed in the school at any time. Free fruit is provided for P.1-3 and the older children also bring a piece of fruit to be eaten at break time. The school has installed a filtered water system which the children can access at any time and

children are encouraged to take a filled water bottle into class at the start of the day. Moreover, the school shop, which the children run themselves at break-time every day, sells only healthy products.

Our Eco-Schools Action Plan is included in our School Development Plan and pupils on the Eco-Committee take responsibility for leading some actions. This Excerpt outlines previous Healthy Living actions.

Receiving a Green Flag *Right*.



### Holy Family Primary Healthy Living Action Plan

| Action   | Target/measure  |
|--|---|
| Introduce the Lunch Munch Bunch Awards   | ■ An increase in healthy lunches as seen through results book                       |
| Create a central display to promote award  | ■ Display in hall   |
| Expand and give prefects control of fruit shop and profits to be used in Eco-Schools           | ■ Prefects in control of shop- finance file and buying produce                      |
| School buddies put in place for KS1 children projects  | ■ Buddies in yard on daily basis  |
| Organise a fitness and health promoting activity sessions as prize for Lunch Munch Bunch Award | ■ Fitness sessions enjoyed and children take away key messages about healthy living |
| New signs in school to promote healthy eating and a healthy attitude to food                   | ■ Buddies put up signs in agreed areas  |
| Introduction of new play equipment in to P.2 yard  | ■ Play equipment built  |



## Case Study

### Q: How do you integrate Healthy Living into the curriculum?

A: In order to be healthy, children and young people ideally need a family, a home, a school, some friends, somewhere to play, a future and access to treatment and support services. Schools play a significant role in delivering these outcomes. Therefore, aspects of Healthy Living are integrated into a range of subjects across the curriculum. For example, our school includes education on healthier eating and basic food safety in the curriculum and the pupils are involved in various physical activities as part of their Physical Education and within after school clubs which also allow pupils to develop their talents and improve self-esteem.

### Q: How do you co-ordinate with other teachers to ensure a whole school approach?

A: Our very practical, whole school involvement in Eco-Schools is clearly evident in the daily running of school which is now built into the fabric of school life. Through the Eco-Club and Eco-Committee the Healthy Living strand is monitored, reviewed and promoted. Moreover, we have helped to create an environment which encourages a positive attitude to exercise, eating and a healthy mind. In addition, the Eco-Committee is representative of the school community with a teacher, support staff, pupils, governor and parents all represented. Pupils have a report book in which they collect ideas from class members before a set meeting. Our Eco-Board is used to keep all of our staff up-to-date on eco-issues.

### Q: How did you encourage pupil participation? How did they have ownership of the project?

A: Our Lunch Munch Bunch Award encourages pupil participation in healthy eating. There is a system for monitoring whether children eat a balanced lunchtime diet and drinking water is easily available throughout the day. The best class wins a healthy prize. Our Fruit shop has been turned into a pupil-run enterprise where pupils decide upon the product, source and buy the product and calculate finances. The profits are used to fund the Lunch Munch Bunch Award prizes and are ploughed into sustainable projects. Our pupils, across the year groups, were also involved in developing our school's Eco-Code.

### ECO-CODE

- R**ecycling our paper and card
- E**nergy monitors reducing the energy we use
- S**paces for all kinds of wildlife to inhabit
- P**lanting flowers and trees to attract insects and animals
- E**ating fruit and exercising to keep healthy
- C**ommunity awareness through posters and litter picks
- T**ogether we are making our school community more environmentally friendly!

**We RESPECT our environment.**



Lunch Munch Bunch Awards display *Left.*

| Afterschool clubs                              |                                     |
|--|-------------------------------------|
| Body and Mind/ Basketball for KS1 and KS2      | Drums club KS2                      |
| Irish Dancing for KS1 and KS2                  | Traditional Group KS2               |
| Drama for KS1 and KS2                          | Recorder club KS2                   |
| Judo for all children from the local community | Cookery club for KS2                |
| Hip-Hop KS2                                    | Computer/ iPad club for KS1 and KS2 |
| Netball for KS2                                | Eco Council for KS2                 |
| Choir for KS2                                  | Gymnastics KS2                      |
| Bodhran club KS2                               | Bjembe                              |
| Gymnastics KS2                                 | Saturday School for KS1&2           |
| Girls soccer KS2                               |                                     |



## Case Study

### During Implementation of Eco-Schools Inspiration case study

#### **Q: How will pupils/whole school benefit from the Eco-Schools Inspiration project?**

A: The pupils, staff and parents of our school have all actively participated in the Healthy Living project for Eco-Schools Inspiration. Children have been taking part in various healthy eating, exercise and mind activities in the classroom, school and at home. These activities will encourage the children to be engaged in active learning activities. Pupils have come forward with their own ideas on how everyone in the school community can live healthier. Moreover, the project will also help us in renewing our Eco-Schools Green Flag. The school has taken part in various Healthy Living activities and many of these will continue past the end of this project. Here are some of the project outcomes:

- Staff and children tasted fruit and vegetables that they had never eaten before;
- More children are taking part in afterschool activities such as drama, Judo, Irish Dancing etc.;
- Staff and children appreciate and value the importance of physical activity;
- Children and staff have a better knowledge and understanding of the importance of drinking water throughout the school day;
- Staff and children have incorporated body and mind exercises into the classroom to help improve concentration, attention, motor skills, energy levels and listening skills;
- Children are engaging in additional fitness exercises with the purchase of a new fitness coach for years 2-5 and have spoken positively about the new Zumba and dance lessons;
- Children have a greater awareness of whom they can speak to when they feel worried or upset;
- Children enjoy keeping fit in the playground by joining in skipping games and have accomplished the basic skipping skills and learned tricks with the purchase of Dan the Skipping Man.

**Several children took a trip to the school canteen to help prepare a healthy snack (fruit salad) and taste a range of fruit and vegetables. The results of the tasting helped with our Tutti-Frutti Tuesday at our Fruit Tuck Shop** *Above Right.*

#### **Q: What is your overall aim and what actions are you going to take?**

A: We want to develop happy healthy children who thrive. We aim to promote healthy eating, exercise and a healthy mind amongst the children, staff and parents at our school. We aim to engage all our children in healthy eating activities and encourage them to participate in sporting activities during the school day. We also encourage them to take up new hobbies outside of the school day. We want to develop our children's confidence and self-esteem by celebrating all their successes, efforts, talents and uniqueness. We want our children to feel reassured by making them aware of the adults they can speak to when they are worried or concerned no matter how big or small the issue maybe.



We are implementing many actions to help accomplish our aim. These include a Fruit Naming and Tasting Day; 'Tutti-Frutti Tuesday' day where the tuck shop will sell a range of fruits that were tried and tasted during the fruit tasting day. Children will sell tutti-frutti skewers and tutti-frutti cups with a wider range of fruits such as strawberries, blackberries, grapes, kiwis, melon, pineapples etc. Staff will choreograph a range of brain gym/ movement/ dance exercises to get children mentally and physically active during the school day. In addition, children will take part in a skipping fun day and both pupils and staff will take part in a Zumba fun day. Furthermore, children from p1-7 will design a health poster promoting healthy eating, exercise and a healthy mind; both KS1 and KS2 will take part in an interactive healthy lunchbox assembly.



## Case Study

### Q: How are you going to spend the £500 funding?

A: We are going to purchase many items with the Eco-Schools Inspiration funding to improve our work on the Healthy Living topic. We are purchasing a fruit tuck shop trolley that can be wheeled outdoors to the tuck shop area. It has a bright coloured fruit picture on the side, bright coloured trays, wash area and preparation area. The children are struggling to carry the boxes and only have a small table to work on so we thought this would be a great buy. We are also investing in a fruit stop and a water stop sign for the fruit tuck shop area to make the tuck shop area more presentable and visually stimulating.

In addition, we are purchasing fruit for the Fruit Naming and Tasting Day and to sell on Tutti-Frutti Tuesday as well as a range of skipping ropes, a worry box and a bright ideas box. Additional school money will be spent on a new fitness coach to provide additional Physical Education to primary 2-5.



### Q: Are you going to receive any support or resources from parents, staff or outside agencies?

A: We are linked with so many organisations we couldn't possibly list them all here! In terms of Healthy Living there are a few key organisations we have been working with. We have linked up with Action Cancer who are providing 20 of our parents with a healthy lunchbox session and who have visited our pupils. Action Cancer delivered a Health Action Heroes Puppet Show and a Whole School Health promotion project provided by Action Cancer included all year groups.

For example:

- P1 and P2- Genevieve the Goat story, healthy eating and exercise
- P3 and P4- Fun Fitness – keeping fit and healthy
- P5- Sun Scientists - care in the sun
- P6 and P7- smoking and cancer awareness

In addition, we are linked with Barnardo's to improve pupil self-esteem, confidence and individuality. Furthermore, a Barnardo's Counsellor – Time for Me is available for P1-7 children and parents. We are also running the Barnardo's Ready to Learn programme and Parent-Infant Programme. In total, we run 12 parenting classes on top of the clubs for our pupils.



**Tutti-Frutti Tuesday preparations.** Top Right. We hired a fitness coach as part of our Eco-Schools Inspiration work. Above We had visitors from Cancer Focus. Right





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## Case Study

### Reporting on impact of action(s)

**Q: Did you encounter any problems and, if so, how did you overcome them?**

A: The Lunch Munch Bunch Awards were difficult to monitor as each class has a different number of children attending lunches each day of the week. The Eco-Committee representative collects the scores for their class. However, it is difficult to find a winner as many classes are performing at an equal level. It requires a high level of trust and we have decided to monitor healthy eating on random days rather than on a daily basis.

**Q: Is there any advice you could offer to schools undertaking the Healthy Living topic? Do you have any useful suggestions for other teachers embarking on the topic?**

The Healthy Living topic has been fun and engaging. It has brought together staff, children, teachers and the local community services. The children thoroughly enjoyed participating in fun, interactive and engaging fitness activities, healthy eating activities and games. I found it extremely useful getting the whole school involved by asking staff and children to brainstorm fun healthy living activities that can be done in school. We aim to develop many more ideas such as a Walk/Scoot/Cycle to School Day, Skipping Day, Buddy Day, Walk in the Park Day etc. to promote Healthy Living in our school.

Healthy Living incorporates many areas of the curriculum and it is therefore essential to liaise with Area of Learning coordinators such as P.E., S.E.N., Extended Schools and R.E. to delegate the workload and ensure support as it can be difficult to maintain a high awareness level of healthy living due to the demands of the curriculum. We found it useful to hold a meeting with teaching and other staff to discuss the topic actions to ensure a whole school approach and to share out duties. It would be beneficial to brainstorm ideas and learn about staff and parents' talents to help deliver the programme at the initial stage of tackling a new Eco-Schools topic.



**Q: Has doing this topic driven other Eco-Schools ideas? What are your future plans regarding Eco-Schools?**

A: Yes, we are very interested in purchasing cyclepods to promote healthy exercise to and from school. We are also going to invest additional money into a highly skilled skipping coach who will come into school and teach a range of skipping skills and tricks according to year group abilities. We are also interested in developing learning in the outdoors and therefore aim to grow our own fruit and vegetables in the school grounds. We would like to incorporate a range of staff, children and parents in this process. We are also interested in recycling our food waste in a class compost bin, which will then be transported to the central composter located in the school playground. Moreover, we have recently purchased and assembled a new shed for the school. During the spring/summer months we aim to improve the presentation of our school and garden with equipment received from Belfast City Council. We would like to take part in the BIG Spring Clean Up, Cash for Clobber and many more additional green activities listed on the Eco-Schools website.



Celebrating achievements and talents in school. *Top Right.*  
Buddy bench *Bottom Right.*







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# Curriculum Links and Skills

The Healthy Living topic allows you to incorporate and promote **Thinking Skills & Personal Capabilities** and **Cross-Curricular Skills** into your lessons.

## World Around Us Suggested Learning Intentions

(taken from W.A.U. strands on Northern Ireland Curriculum website)

### Strand 1: Interdependence

'How lifestyle choices can affect the health of themselves and others (S&T); how people used to live, including roles and responsibilities in society, and how this has shaped our lives today (H); to be aware of how modern technology has influenced design and production of everyday objects (S&T); how advances in technology have changed the ways we live, work, travel and use our leisure time (G).'

### Strand 2: Movement and Energy

'That the human body has joints to help it move (S&T); that the journey of a product can affect the environment both locally and globally (G); about the goods that are imported and/or exported by our country and other countries (G); that people move for economic or social reasons and this has an impact on localities (G).'

### Strand 3: Place

'About the lifestyles of people in the past in a variety of places (H); about the position of the major organs in the body and their importance for life (S&T); that there are differences between rural and urban lifestyles (G).'

### Strand 4: Change Over Time

'To understand the importance of developing a healthy lifestyle (S&T); about how developments in technology have affected life now and in the past (H); some of the major changes in the past which have affected our lives today (H).'

### Managing Information

Example: Suggest and design ways of recording and presenting observations such as block graphs, labelled pictures, drawings, bar charts, pictograms, diagrams, databases, spread sheets etc. when, for example, observing the growth of plants in the vegetable garden.

### Thinking, Problem-Solving and Decision-Making

Example: Design and carry out fair tests, examine the quality of the evidence and make links between possible causes and effects when, for example, testing the acidity of fruit or the effect of exercise on heart rate.

### Using ICT

Example: Design presentations using PowerPoint or other software on the importance of exercise, the food groups etc.

### Being Creative

Example: Create games, artwork or songs to encourage exercise or healthy eating. Display or perform these in school.

### Working with Others

Example: Pupils explain and justify their actions, choices, methods and conclusions thus extending their use of historical/geographical and scientific language and thinking. For example, pupils may undertake individual research on a topic such as healthy minds and then disseminate their summarised information to the rest of their class.

### Self-Management

Example: Pupils become more self-directed by working on their own, managing their time and working towards personal targets when, for example, completing a homework project on healthy eating.

### Using Mathematics

Example: Choose the appropriate materials, equipment and mathematics to use in a particular situation e.g. creating and delivering a healthy break survey in class or around the school.

### Communication

Example: Listen to and take part in discussions e.g. the benefits of eating a healthy and balanced diet.



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# Primary Activity Ideas

## Language & Literacy

### Writing

- Create presentations on a Healthy Living theme such as friendship and conflict resolution.
- Write a report or article on, for example, healthy minds or the problem of unhealthy breaks and a lack of exercise.
- Write in different styles within the Healthy Living topic e.g. journey of a food product or write a food diary or exercise diary.

### Talking & Listening

- Perform poetry about exercise, foods etc.
- Interview locals about health problems in the area. Carry out interviews with staff of organisations such as Public Health Agency.
- Participate in group and class discussions. Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals.
- Invite local athletes or sportspeople into assembly to talk to children about the benefits of being active and what it takes to be an athlete.

### Reading

- Find out about the impacts of a lack of exercise or eating too many fatty foods by gathering articles, searching the web etc.
- Follow instructions on food products on how to cook/store/freeze them.
- Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention such as scientific articles and reports.

## Religious Education

- Creation story- what plants and animals humans were meant to eat as outlined in the Bible.
- The different foods eaten by other religions and faiths.
- Compare our lifestyles to other faiths.

## Mathematics & Numeracy

### Number

- Apply knowledge of percentage calculations to problem solving e.g. percentage reduction or increase in healthy school meals consumed.
- Discuss and be able to assess "value for money" in relation to shopping, e.g. when purchasing fruit and vegetables. Solve numerical problems relating to money and purchasing food.
- Undertake counts of food waste/hours of exercise etc.

### Measures

- Undertake monitoring of healthy breaks etc.
- Record measurements of length when for example, measuring a plot of the school ground for creating a vegetable patch or for exercise/climbing equipment.
- Read and interpret simple graphs and apply knowledge to solve related problems e.g. obesity statistics or pie charts on food groups.

### Shape & Space

- Pupils walk 2d shape outlines placing cones at the corners using their knowledge of the properties of squares, larger rectangles and triangles.
- Discuss shape of food packaging etc.

### Handling Data

- Apply findings through graphs, diagrams, charts etc. Insert data into a prepared relevant computer database and interrogate.
- Discuss examples of data represented in newspapers, magazines and multimedia sources.
- Carry out a simple class/school food survey.



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# Primary Activity Ideas

## The World Around Us

### Geography

- Use maps to calculate journeys of pupils and of products-use an online map to work out the mileage.
- Categorise different fruits and vegetables and discover their country of origin.
- Discuss real walks the pupils take (e.g. walking to or around school) and model how to describe a journey referencing landmarks, directions etc.
- Investigate foods from around the world. Have a tasting session.

### History

- Research how lifestyles differed in the past through topics such as the Victorians.
- Create a report/presentation on how eating habits have changed over time.

### Science & Technology

- KWL exercise on Healthy Living.
- Keep a food diary.
- Set up a smoothie and juice bar.
- Run a children-parent cookery club to find out how easy it is to cook healthy and tasty meals. Create a healthy meal recipe book.
- Categorise different types of food under the "Eat Well Plate".
- Recognise and identify parts of the human body and investigate the senses.
- Create a report on a Healthy Living issue e.g. effects of drugs.

## Personal Development & Mutual Understanding

- Understand health and safety on site.
- Actively taking care of self and others.
- Apply findings to the wider community.
- Encourage healthy habits.
- Engage in healthy food cookery classes.

## The Arts

### Art & Design

- Look at and talk about the work of local artists who paint pictures of food etc.
- Design Healthy Living posters and leaflets e.g. the perfect sandwich.
- Have a school poster competition with the aim of designing posters to promote active and sustainable methods of travel to school.
- Make 3d models of parts of the human body.
- Make maps of pupil journeys to school in the style of an artist e.g. Hundertwasser.

### Music

- Create musical sound story e.g. on a journey.
- Perform/compose a sound picture e.g. sounds we hear in the supermarket.
- Compose a Healthy Living rap.

### Drama

- Use drama to begin to explore their own and others' feelings about issues, and by negotiating situations both in and out of role e.g. a proposed change to school meals.
- Make a class fruit (or other foodstuffs) shop and engage in shop role play as part of structured play.

## Physical Education

- Prepare for outdoor work.
- Take part in physical tasks.
- Keep an exercise diary.
- Before-school exercise classes.
- Encourage parents and pupils to walk, cycle or scooter to school.
- Create a physical activity alphabet focusing on the first letter of each word.
- Have a morning/afternoon/day of action e.g. Skipping Day/Cycle on Wednesday (COW day).



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# Post-Primary Activity Ideas

## Environment & Society

### Geography

- Use maps to calculate journeys of pupils and of products- use an online map to work out the mileage.
- Categorise different food groups and discover their country of origin.
- Study farming types. Look at food that is produced, processed and traded in ways which provide social benefits, contribute to local communities or economies and protect surrounding plants and wildlife.
- Research the global impact of food.

### History

- Research how lifestyles differed in the past through topics such as the Victorians.
- Create a report/presentation on how eating habits have changed over time.

## Religious Education

- Creation story- what plants and animals humans were meant to eat as noted in Genesis.
- Compare our lifestyles and foods we eat to that of other faiths.

## Language & Literacy

### English/Irish Medium with Media Education

- Carrying out an awareness raising campaign, identifying and describing issues such as alcohol, smoking, drugs.
- Write a newspaper article about the measures and initiatives that your school has adopted to encourage more active forms of transport to your school and how you are encouraging healthy habits.

### Modern Languages

- Make and maintain links with other International Eco-Schools.
- Learn names of foods/parts of the body in a modern language. Discuss/taste traditional dishes from other countries.

## Learning for Life & Work

### Local & Global Citizenship

- Actively engage and participate in a local project/issue.
- Research the local and global implications of lifestyle choices.

### Education for Employability

- Pupils manage and run a healthy food tuck shop.
- Invite representatives of the community to take part in lessons to include non-teaching staff, parents, former pupils, local role models, entrepreneurs and particularly employers.

### Personal Development

- Manage own personal health and safety in field and lab, sharing ideas and working as a team.
- Encourage healthy habits- discuss drug and other substance abuse.

### Home Economics

- Seasonal food discovery for Northern Ireland/UK.
- Prepare and plan healthy meals using locally sourced products.
- Study issues faced by consumers/diet related health issues.



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# Post-Primary Activity Ideas

## The Arts

### Art & Design

- Communicate graphically, producing engaging presentations e.g. posters, murals.
- Have a school poster competition with the aim of designing posters to promote healthy living such as being active and using sustainable methods of travel to school.

### Drama

- Use drama to begin to explore their own and others' feeling about issues, and by negotiating situations both in and out of role e.g. a proposed change to school meals.
- Use the Healthy Living theme to develop a range of drama strategies.

### Music

- Compose and perform music in response to Healthy Living issues and in response to observations. Compose a Healthy Living rap.

## Mathematics

- Undertake counts of portions of fruit and vegetables, hours of exercise etc.
- Solve numerical problems relating to money and purchasing food.
- Record measurements of length/area when for example, measuring a plot of the school ground to place exercise equipment.
- Apply findings through graphs, diagrams, charts etc.
- Discuss examples of data represented in newspapers, magazines and multimedia sources which focus on a Healthy Living issue such as heart disease.

## Science & Technology

- Carry out a survey such as healthy eating on campus.
- Recognise, identify and describe parts of the human body.
- Create a report on a Healthy Living issue e.g. effects of drugs.
- Keep food and/or exercise diaries.

## Physical Education

- Take part in responsible outdoor practical work.
- Keep an exercise diary.
- Before-school exercise classes.
- Develop an outdoor gym
- Encourage pupils to walk, cycle etc. to school.



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## Useful links

[Translink Travel Challenge](#)



[Eco-Schools delivery partners](#)



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