

# Fit and healthy for the future

Part of preparing yourself for the future, and building resilience to cope with challenges, is making sure your mind and body are fit and healthy. This means that you are strong and ready to deal with things that come your way. Use the activities below to learn how to become fit and stay healthy.

**This document is separated into a session plan for 11-14-year-olds and another for 14-18-year-olds with alternative activities. Educators are encouraged to adapt all activities to the needs of their specific learners.**

Recommended ages: 11-14



Suggested timing: 45 minutes



## Learning objectives

Learners will:

- think about how "fit and healthy" includes your happiness and wellbeing
- identify things that make your happy and healthy
- evaluate how to make balanced choices
- think about how different things impact how fit and healthy you can be

## Starter activity: The big picture



Start by asking learners what "healthy" and "fit" mean to them. Discuss their definitions together.

What parts of health can they identify? Please encourage them to think about healthy choices, relationships, ideas and opinions etc.

What things do we need to be fit enough to deal with? Encourage them to think about being ready to deal with challenges and strong enough to cope with difficult situations.

Ask learners to create a 'big picture' of fitness and health, which includes as many of their parts of health as possible. They could draw the outline of a body, with a mind and heart inside it, and label each part of health and fitness that they discussed.

Ask learners why it is important to look at the big picture when it comes to fitness and health?

## Core activity: Healthy choices



Sometimes, things that make us happy can be unhealthy for us. It is important to understand how to make balanced decisions.

Guide learners to look at the examples below and evaluate whether the good outweighs the bad. To help learners visualise, you could ask them to make a pro and cons list for each of the examples.

After they've presented their pro and con, ask them if they can think of any way they can adjust the example to make it more balanced. For example, if the example is eating sugary food, with the pro that it makes them happy, and the con that it's bad for their body, the balance could be that they eat less sugary foods, but still have some as a treat now and then.

1. Eating sugary food and drink
2. Spending lots of time without talking to anyone you care about
3. Doing some exercise every day
4. Using social media

Encourage learners to present more examples to evaluate, use things from their big picture to help them.

Ask them how they will use what they have learned in their daily lives?

### **Extension activity: Big picture revisited**

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Go back to your big picture and add things around the outside that also impact your health, such as the place or country you live, the things you see online, the relationships you have with others.

You could extend this activity by giving reading the following examples and asking learners to judge the impacts this might have on the individuals' health, and what they could do react to it, using their decision-making skills from the activity above.

- Jay's sports practice has been postponed for the next month
- Jay's parents work long hours every day (think of how that affects the parents and Jay)
- The supermarket where Sam lives sells unhealthy food at a much lower price than fruit and vegetables
- Sam lives in a home without a garden or parks nearby
- Mina has no friends at school and has to spend most of the time alone

Encourage learners to think about what choices the people have, and what things they can and cannot control, to support their health and the health of others.



## Fit for the future

Part of preparing yourself for the future, and building resilience to cope with challenges, is making sure your mind and body are fit and healthy. This means that you are strong and ready to deal with things that come your way. Use the activities below to learn how to become fit and stay healthy.

Recommended ages: 14-18



Suggested timing: 45 minutes



### Learning objectives

Learners will:

- think about how "fit and healthy" includes your happiness and wellbeing
- identify things that make your happy and healthy
- evaluate how to make balanced choices
- reflect on how easy or difficult it is to be fit and healthy where they live

### Starter activity: The big picture



Start by asking learners what "healthy" and "fit" mean to them. Discuss their definitions together.

What parts of health can they identify? Please encourage them to think about healthy choices, relationships, ideas and opinions etc.

What things do we need to be fit enough to deal with? Encourage them to think about being ready to deal with challenges and strong enough to cope with difficult situations.

Ask learners to create a 'big picture' of fitness and health, which includes as many of their parts of health as possible. They could draw the outline of a body, with a mind and heart inside it, and label each part of health and fitness that they discussed.

When they have identified the personal picture of health, ask learners to think about the wider world. Around the outside of their image have them draw or write other things that impact their health, such as where they live, the country or big social problems, the internet and school.

Ask learners why it is important to look at the big picture when it comes to fitness and health?

### Core activity: Healthy choices



Sometimes, things that make us happy can be unhealthy for us. It is important to understand how to make balanced decisions.

Guide learners to pick from the example below and evaluate whether the good outweighs the bad. To help learners visualise, you could ask them to make a pro and cons list for each of the examples.

After they've presented their pro and con, ask them if they can think of any way they can adjust the example to make it more balanced. For example, if the example is eating sugary food, with the pro that it makes them happy, and the con that it's bad for their body, the balance could be that they eat less sugary foods, but still have some as a treat now and then.

Remind learners that different things make different people happy so that answers will be personal to them, but that doctors and scientists help us to know what things are good and bad for your health.

- Eating sugary food and drink
- Spending lots of time without talking to anyone you care about
- Doing some exercise each day
- Using social media

It is important to remember the big picture of health and how other things can affect our choices.

Extend this activity by reading the following examples and asking learners to judge the impacts this might have on the individuals' health, and what they could do react to it, using their decision-making skills from the activity above.

- Jay's sports practice has been postponed for the next month
- Jay's parents work long hours every day (think of how that affects the parents and Jay)
- The supermarket where Sam lives sells unhealthy food at a much lower price than fruit and vegetables
- Sam lives in a home without a garden or parks nearby
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Encourage learners to think about what choices the people have, and what things they can and cannot control, to support their health and the health of others.

### **Extension activity: Community health map**



Encourage learners to think about their community and what it looks like. Is it easy to be healthy where you live?

As learners to research their local area and draw a map of their community. This could be the streets around their school or house. Things they might plot on the map

are:

- free open green spaces and parks
- the distance of important places like doctors, busy roads, school etc.
- shops that sell affordable healthy food
- shops or restaurants that sell unhealthy food
- anything else that learners identify as healthy or unhealthy for different reasons

Think about the activity they did around making choices, what can they do or help others in the community to do, to stay healthy and fit for the future?