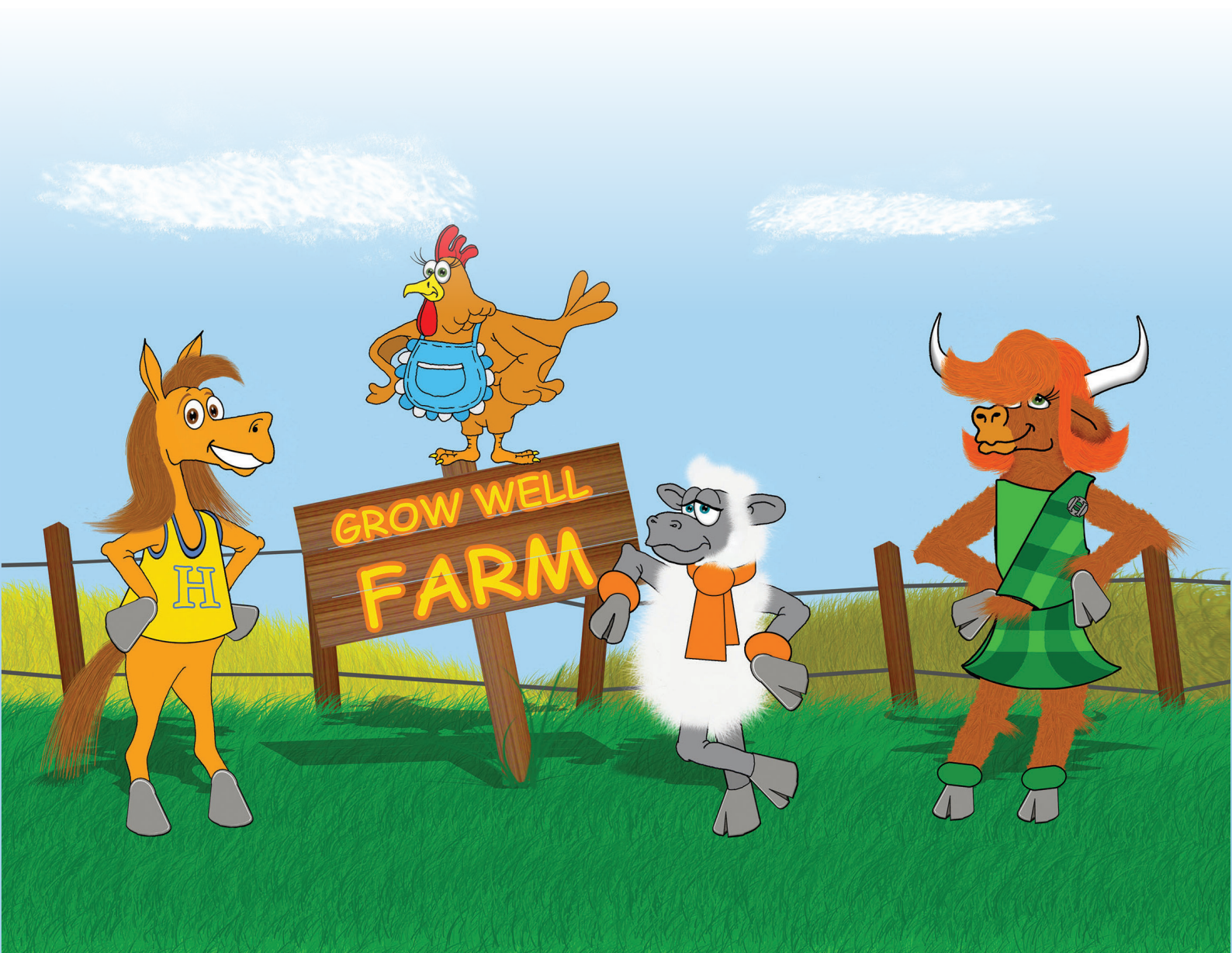




GROW WELL CHOICES EARLY YEARS

SUPPORTING GUIDE



CONTENTS

Section 1 – Overview

- Introduction to Grow Well Choices Early Years Toolkit
- Aim
- Objectives
- Resources needed for each session

Section 2 – Session Plans

- Session 1 – Be Active Together
- Session 2 – Eat Well Together
- Session 3 – Smile!
- Session 4 – Feeling Peckish
- Session 5 – Healthy Balance
- Session 6 – Going to the Games

Section 3 – Appendices

- Appendix 1 – Mapping with Curriculum for Excellence Experiences and Outcomes
- Appendix 2 – Useful links
- Appendix 3 – Parent/Carer involvement
- Appendix 4 – Some questions you may be asked by parents/carers
- Appendix 5 – The Highland Games
- Appendix 6 – The eatwell guide
- Appendix 7 – Snacks traffic lights
- Appendix 8 – Realising the Ambition Statement

SECTION 1

overview

Introduction to Grow Well Choices

Early Years Toolkit

Grow Well Choices Early Years (GWC EY) has been developed with the primary aim of promoting healthy lifestyle choices to children in nursery and Primary 1 by providing a toolkit to support staff to deliver GWC within their early years setting. Grow Well Choices has clear links with Curriculum for Excellence Health and Wellbeing Experiences and Outcomes for pre-school and P1 children.

GWC EY is designed to be delivered over 6 sessions. Each session is based on a chapter from the storybook and includes discussion/interaction, games and suggestions for additional curricular activities. Each of the 6 suggested sessions consists of approximately 10 to 15 minutes of storytelling and discussion/interaction with the remainder of time allocated for games. The extra activities section provides suggestions for additional activities that may be used at any time to enhance the children's experiences. GWC EY is designed to be flexible to suit the needs of early years establishments¹ and the children they support. For example, one session can be delivered as a whole or broken down and delivered throughout the week.

Aim

Grow Well Choices Early Years aims to develop children's understanding of healthy lifestyle choices through education, interactive play and games that promote healthy eating and physical activity.

Objectives

1. To develop children's understanding of:
 - what we mean by a healthy lifestyle and the benefits of making healthy choices
 - healthy eating through introduction to the concept of the eatwell guide, energy balance and choice of snack
 - the importance of oral health
 - the importance of being active
 - the importance of sleep
2. To encourage and promote engagement with families around healthy lifestyle messages relating to nutrition, physical activity, oral health and sleep.

¹ Early years establishments include pre-school and primary 1 education establishments

The Toolkit Includes:

1. This Teaching Guide which includes:
 - An introduction to Grow Well Choices Early Years
 - Resources needed for each session
 - Detailed session plans
 - Alignment to Curriculum for Excellence (Appendix 1)
 - Useful links (Appendix 2)
 - Suggested ways to involve parents/carers (Appendix 3)
 - Parent/Carer questions and answers (Appendix 4)
 - The Highland Games (Appendix 5)
 - The eatwell guide (Appendix 6)
 - Snacks traffic lights (Appendix 7)
2. Games Guide
3. Illustrated storybook to be used at the start of each session (hard copy provided separately but also available electronically)
4. Homelink activity sheets for children to complete at home
5. Progress chart to record children's progress
6. Exemplar letters to parents/carers
7. Flash cards
8. Child led homelink
9. Colouring sheets

**All sections of the GWC EY toolkit can be found on
www.nhsgrampian.org/GrowWellChoices**

Parent/Carer Involvement

It is important to involve parents/carers in the work around Grow Well Choices and encourage support for health and wellbeing within the home and wider family environment. Exemplar letters to parents/carers describing GWC EY and suggested homelink activity sheets are included in this toolkit. The homelink activity sheets summarise the Grow Well Farm story, highlight key health and wellbeing messages covered in each session and provide additional activities for children to complete at home. More suggestions for involving parents/carers are included in Appendix 3.

The Role Of Health Behaviour Change And Grow Well Choices

Behavioural factors have been firmly established as important determinants of health outcomes². As a result, the science of health behaviour change is increasingly valued in public health and educational settings, including those that address these issues with young children³.

We know that improving knowledge and attitudes about health does not always result in the desired behaviour change. However, educational health interventions can be enhanced through the inclusion of effective behaviour change techniques which support individuals to feel skilled and empowered about making practical changes to health-related lifestyle factors. Several evidence-based techniques to support behaviour change are incorporated in the Grow Well Choices Early Year toolkit.

² The Scottish Government (2011) Scottish Health Survey 2010, Annual Report
https://www.webarchive.org.uk/wayback/archive/20160111192529mp_/http://www.gov.scot/Resource/Doc/358842/0121284.pdf

³ National Institute of Health and Clinical Excellence (NICE). (2007). Behaviour change at population, community and individual levels (Public Health Guidance 6). London: NICE, from <http://www.nice.org.uk/Guidance/PH6>

These include supporting children to benefit from:

- Intention formation
- Goal setting
- Self-monitoring of behaviour
- Use of rewards
- Use of environmental prompts
- Social support

These methods help establish motivation, demonstrate how to translate motivation into action, and make use of environmental factors – bringing together three established, effective routes to health behaviour change^{4,5,6}.

It is important that teaching and support staff understand and can help implement these methods where possible. Children should be encouraged to explore personal motivations and develop goals which are relevant to them and their individual circumstances.

While goals should be made as specific as possible, this should take into account individual factors and be kept straightforward. For this age group goals can be represented in pictorial form and displayed. Children should be made aware of cues in the classroom or at home which are associated with GWC, e.g. the homelink activity sheets or other visual stimuli, as these can act as prompts for behaviour. Self-monitoring of behaviour, for example recording tooth brushing, is a very useful tool to help promote awareness of antecedents and consequences of behaviour. However, this too should be appropriate to the age group and, as such, a basic or overall awareness can suffice. Similarly, when the children bring back their homelink activity sheets it is helpful to reflect on the behaviours recorded. This helps offer a form of feedback on behaviour and reinforces feelings of accomplishment that result from making positive changes.

Other Activities In Your Area

There may be several programmes or initiatives running in your area that encourage increased physical activity, playing games and having a healthy lifestyle - some are listed below. These should all be seen as complementing each other and are opportunities to promote healthy lifestyles in various ways.

- Scottish Book Trust (Bookbug)
- Play@Home
- FitStars (Aberdeenshire)
- Local authority sports and leisure programmes
- Active from the start
- Active Schools programmes

4 Abraham C, Michie S. (2008). A taxonomy of behavior change techniques used in interventions. *Health Psychology* 27:379-387

5 Michie S, Abraham C, Whittington C, McAteer J, Gupta S. (2009). Effective techniques in healthy eating and physical activity interventions: A meta-regression. *Health Psychology* 8:690-701

6 Dixon, D., & Johnston, M. (2010). Health Behaviour Change Competency Framework: competencies to deliver interventions to change lifestyle behaviours that affect health and accompanying briefing notes. Report to: Scottish Government Health Directorates, Health Improvement Strategy Division

How The Toolkit Works

Grow Well Choices Early Years consists of 6 session plans. Each weekly session plan details:

1. Aim
2. Related Curriculum for Excellence Experiences and Outcomes
3. Learning intentions
4. Success criteria
5. Assessment
6. Session outline
7. Games
8. Optional additional curricular activities
9. Resources needed to deliver the session

Details of how Grow Well Choices Early Years supports the delivery of Curriculum for Excellence Experiences and Outcomes can be found in Appendix 1.

An illustrated storybook is provided to support delivery of each session. The storybook is divided into 6 chapters, each with an associated session plan. Ideally the questions relating to key messages should be addressed at each session. If time allows, and children's concentration and enthusiasm are sustained, optional additional questions could be used.

The optional additional curricular activities can be delivered during sessions or throughout the week. These activities are designed to be used flexibly and can be adapted as required. To facilitate use of the activities, they have been coded as follows:

- **S** = single session use – these activities are more specific to the session they are detailed in
- **C** = combination session use – these activities remain specific to the session they are detailed in but could be used in more than one session
- **ALL – BUILD UP** = these activities are designed to be started in session 1 and built on throughout the various sessions
- **ALL** = these activities are appropriate for use in any or all of the sessions

The games provided in the Games Guide are suggestions. Not all suggested games need to be played, however, it is recommended that a minimum of two games are included in each session. Games can be used throughout the week to reinforce healthy lifestyle messages. There are suggestions for activities to build on basic games. These progressive activities are designed to make the game more specific to the key messages for the session. Staff should judge if these activities are appropriate based on children's understanding and attention span.

Disclaimer

The aim of Grow Well Choices Early Years (GWC EY) is for children to have fun and be physically active during the games. Please ensure that appropriate measures are in place to ensure safety of the children. It is the responsibility of the early years establishment to ensure the health and safety of children.

Resources Needed For Each Session

Session	Resources
Session 1	<p>Storybook Chapter 1, Appendix 5 of Teaching Guide</p> <p>Games section</p> <ul style="list-style-type: none"> • Large playing area/hall • Traffic Lights – coloured card • Cones <p>Additional activities section</p> <ul style="list-style-type: none"> • Variety of containers and bottles • Magazines, newspapers, photographs, catalogues and books • Paper, material, drawing media, paints, glues and brushes
Session 2	<p>Storybook Chapter 2, Appendix 6 of Teaching Guide</p> <p>Games section</p> <ul style="list-style-type: none"> • Large playing area/hall • Eatwell Guide Game & Relay – eatwell guide mat, plastic food and/or cards with pictures of food • Corners Game – coloured cones/cards x 6 (green, yellow, blue, pink, purple), cards with pictures of food • Food Frenzy – parachute • Cones <p>Additional activities section</p> <ul style="list-style-type: none"> • Variety of containers and bottles • Magazines, newspapers, photographs, catalogues and books • Paper, material, drawing media, paints, glues and brushes
Session 3	<p>Storybook Chapter 3</p> <p>Games section</p> <ul style="list-style-type: none"> • Large playing area/hall • Teeth Attack – coloured card x 2 (green & red), pictures of specified items • Skittles – skittles or empty bottles to represent skittles, one ball or some beanbags per team • Rabbit in a Hole – large hoops (number dependant on class size) • Cones <p>Additional activities section</p> <ul style="list-style-type: none"> • Magazines, newspapers, photographs, catalogues and books • Paper, material, drawing media, paints, glues and brushes • Input from Childsmile team

Session 4	<p>Storybook Chapter 4, Appendix 7 of Teaching Guide</p> <p>Games section</p> <ul style="list-style-type: none"> • Large playing area/hall • Barn Stations – coloured card x 2 (green & red), pictures of specified food/drink • Stop and Go – coloured card x 2 (green & red), pictures of specified food/drink • Food Frenzy – parachute • Beanbag Relay – large hoops x 2 (green & red), beanbags (green & red) (enough per child per team) • Cones <p>Additional activities section</p> <ul style="list-style-type: none"> • Variety of containers and bottles • Magazines, newspapers, photographs, catalogues and books • Paper, material, drawing media, paints, glues and brushes
Session 5	<p>Storybook Chapter 5</p> <p>Games section</p> <ul style="list-style-type: none"> • Large playing area/hall • Healthy Balance Relay – large hoops x 4 per team • Tent Game – parachute, scrunched up scrap paper (to represent breakfast), balls (to represent popcorn) • Tag/Tails – tails per mouse • Cones <p>Additional activities section</p> <ul style="list-style-type: none"> • Magazines, newspapers, photographs, catalogues and books • Paper, material, drawing media, paints, glues and brushes
Session 6	<p>Storybook Chapter 6</p> <p>Games section</p> <ul style="list-style-type: none"> • Large playing area/hall to accommodate parents/carers, Highland Games activities and a picnic/tea party • Toss the Caber – hoops/baskets (number dependant on class size), nets – equal number to hoops/baskets, beanbags/soft balls • Tug-O-War – rope/skipping rope x 1, mat x 1 • Hurdles – mat with Velcro hurdles if available or mat with low obstacles • Cones <p>Additional activities section</p> <ul style="list-style-type: none"> • Food/fruit – for tasting or for tea party/picnic • Materials for making posters and invitations/animal masks for games and picnic – paper, pens, glue, scissors, pictures from magazines or Internet • CD of Scottish music for Highland dancing • Visiting Highland Dancers (children or adults) to demonstrate and encourage children to try traditional Highland dancing

SECTION 2

Session Plans

Session 1 – Be Active Together

Aim: To develop children's understanding of being active and leading a healthy lifestyle

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing – HWB 0-15a, HWB 0-24a, HWB 0-25a, HWB 0-27a, HWB 0-28a, HWB0-30a

Literacy – Lit 0-01c, Lit 0-04a, Lit 0-07a, Lit 0-10a, Lit 0-14a, Lit 0-21b, Lit 0-26a

Numeracy – MNU 0-01a, MNU 0-11a

Expressive Arts – Exa 0-02a, Exa 0-05a, Exa 0-06a

Learning intentions

- Understand what it means to be active
- Understand how you can be active
- Understand how your body reacts and how you feel when you are active

Success criteria

- I can give at least one example of what it means to be active
- I can give at least one example of how I can be active
- I can give at least one example of what my body does when I am active
- I can describe how I feel after being active

Assessment O=Observation P=Photo CW=Completed Work D=Discussion V=Video

Session outline

Children are introduced to 'Grow Well Farm' and the animals that live on it. This session focuses on being active as part of a healthy lifestyle – what children can do to be active, how they feel when they are active and who can help them be active.

Key points for delivery

- Physical activity, especially in the form of play, is important and should be encouraged during the first five years of life
- It is important to spend more time being active and less time in front of a screen (TV, handheld games, computer, etc.)
- Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day
- There are different intensities of physical activity:
 - Low intensity, e.g. walking to school, climbing stairs
 - Medium intensity, e.g. playground games, cycling to a friend's house
 - High intensity, e.g. playing basketball, dancing
- The body changes when being active depending on the level of intensity, e.g. raised body temperature, sweating, heart beats faster

Read Chapter 1, Be Active Together, to the children at the start of the session. You may wish to prompt discussion by asking questions during or after reading the story to the children. The page number in the storybook is given as a guide next to the suggested question(s).

Suggested questions to prompt discussion

Page 7: Has anyone seen or heard of the Highland Games? (See Appendix 5 for more information)

Page 8: What do you do to be active?

- Everyday activity/active living, e.g. walking to nursery, walking to the shops, tidying up after playing, scooter to shops, cycle to friend's house, gardening
- Active recreation, e.g. walking, cycling, active play, dancing
- Sport, e.g. more structured activity such as dancing, swimming, gymnastics, football, rugby, cheerleading
- Other – not sitting in front of TV/screen/computer

Who can help you to be active?

- Parents, family, teachers, friends, pets

Page 9: What happens to our body when we are being active?

- Heart beats fast like Lewis the Lamb
- Lungs work hard
- Breathe fast
- Bones and muscles work hard – get stronger
- Hot and sweaty

Page 10: What did the animals have to drink?

- Water
- Reinforce key message to drink plenty of water when active

What activities were the animals doing on the farm?

- Tug-o-war
- Highland dancing
- Running
- Throwing

After the games:

How do you feel when you are active?

- Happy, hot and sweaty, heart beating fast, thirsty, tired, out of breath, etc.

Remember to hand out this session's homelink activity sheet to the children

Games

The objectives are to:

- reinforce learning about being active and leading a healthy lifestyle
- promote physical activity
- help children to observe changes to their body when being active (e.g. heart beating faster, feeling hot and thirsty)
- support children to recognise that being active can be fun

Suggested games: Intensity Game, Traffic Lights, Duck/Duck/Goose (Lewis/Lewis/Hamish), Actions Game

Please refer to the Games Guide for a detailed explanation of how to deliver the games

Optional additional curricular activities

- Why water? – discuss why we need water, why we need to replace water, children mark on bottles how much they drink in a day, discuss other drinks (S)
- Provide children with a variety of containers to discuss. Compare amounts they would drink and when. Transferring volumes of liquid through free play and adult led opportunities (S)
- Provide images to stimulate ideas for children to create pictures or displays of people being active (S)
- Provide writing and drawing materials to allow children to create a collage of their Highland Games (All)

Resources needed for this session

- Storybook Chapter 1
- Highland Games in Appendix 5
- Games section
 - Large playing area/hall
 - Traffic Lights – coloured card
 - Cones
- Additional activities section
 - Variety of containers and bottles
 - Magazines, newspapers, photographs, catalogues and books
 - Paper, material, drawing media, paints, glues and brushes

Appendix 2 provides useful weblinks and resources related to each of the sessions

Session 2 – Eat Well Together

Aim: To develop children's understanding of healthy eating

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing – HWB 0-15a, HWB 0-25a, HWB 0-27a, HWB 0-28a, HWB 0-30a, HWB 0-32a, HWB 0-35a

Literacy – Lit 0-01c, Lit 0-04a, Lit 0-07a, Lit 0-10a, Lit 0-14a, Lit 0-21b, Lit 0-26a

Numeracy – MNU 0-01a, MNU 0-07a, MTH 0-16a, MNU 0-20a, MNU 0-20b

Expressive Arts – Exa 0-02a, Exa 0-05a, Exa 0-06a

Learning intentions

- Understand that the eatwell guide represents different food groups
- Understand that the size of the segments of the eatwell guide show how much of what we eat should come from each food group
- Work with others to be able to sort a variety of food into the different segments of the eatwell guide

Success criteria

- I can describe the different segments of the eatwell guide and recognise that they are different sizes and colours
- I can give examples of the different food groups that make up the eatwell guide
- I can explain that the different segments of the eatwell guide represent the amounts of certain foods that I should eat to be healthy
- I can work with others to sort a variety of foods into the different segments of the eatwell guide
- I can explain the 'foods high in sugars, fat and salt'
- I can explain how much fluid to consume on a daily basis

Assessment O=Observation P=Photo CW=Completed Work D=Discussion V=Video

Session outline

The animals on Grow Well Farm work together to gather food from the farm to make a delicious meal. The meal has key components from the eatwell guide.

The eatwell guide is fundamental to teaching healthy eating key messages. It is important to gauge how much children know about the eatwell guide before discussing the different segments and how they relate to what children should eat more of and what they should attempt to limit in their diets.

Key points for delivery

- The eatwell guide is used as a visual illustration of the food groups required to achieve a well-balanced and healthy diet
- The eatwell guide is divided into five segments representing five different food groups
- The size of each segment of the eatwell guide represents the average amount of food we need to eat from each food group
- The importance of hydration, drink 6-8 glasses of fluid a day
- If consuming foods and drinks high in sugars, fat and salt have these less often and in small amounts

Read Chapter 2, Eat Well Together, to the children at the start of the session. You may wish to prompt discussion by asking questions during or after reading the story to the children. The page number in the storybook is given as a guide next to the suggested question(s).

Introducing the eatwell guide:

Before you start playing the eatwell guide game, show the children an eatwell guide mat. Explain to them that the eatwell guide is split into five segments to represent the five food groups as follows:

- **Green:** Fruit and vegetables
- **Yellow:** Potatoes, bread, rice, pasta or other starchy carbohydrates
- **Blue:** Dairy and dairy alternatives
- **Pink:** Beans, pulses, fish, eggs, meat and other proteins
- **Purple:** Oils and spreads

Others guidance

- 'Foods high in sugars, fat and salt' – chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream. These foods are not needed in our diet and therefore if included should only be consumed in small amounts
- Hydration – consume 6-8 glasses of fluid on a daily basis

The size of each segment of the eatwell guide represents the average amount of food we need to eat from each food group. We should try to eat:

- plenty of fruit and vegetables – at least 5 a day and variety (eat a rainbow)
- base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible
- some dairy or dairy alternatives (such as soya)
- some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily)
- just a small amount of oils and spreads
- 'foods high in sugars, fat and salt' are unnecessary for a healthy diet and if included should only be done infrequently and in small amounts
- Drink 6-8 glasses of fluid every day, all drinks count, but water and lower fat milk are the best options

Examples of foods from the story could be linked with the explanation. For example Hamish the Horse picks carrots, onions and turnips on the Grow Well Farm - all these foods go in the green segment (fruit and vegetables). Lewis the Lamb helps Hamish the Horse to put potatoes in a sack = potatoes and food such as bread, rice and pasta go in the yellow segment. Hazel the Hen tells us how milk and cheese make our teeth and bones strong and healthy - these foods go in the blue segment. Eggs, meat and other protein food all go in the pink segment. Please see Appendix 6 for the eatwell guide and further links to the Food Standards Agency.

Suggested questions to prompt discussion

Page 14: Can anyone give an example of a fruit and/or vegetable?

Page 15: Why do we need food?

- For energy
- To be able to play
- To be able to grow

After learning about the eatwell guide:

How many segments are there on the eatwell guide?

- five

What colours are on the eatwell guide?

- Green, yellow, blue, pink, purple

Are all the segments of the eatwell guide the same size?

- Point out larger segment = eat plenty of (green, yellow), smaller segment = eat just a small amount of (purple)

Which foods fit into the green/yellow/blue/pink/purple segment of the eatwell guide?

- Use eatwell guide mat (Appendix 6) to identify these foods

What foods do we not need to eat but if we do eat in small amounts?

- foods high in sugars, fat and salt

How many glasses of fluid should we consume daily?

- 6-8 glasses

Point out:

- Heather the Highland Cow produces milk which goes in the blue segment (dairy and dairy alternatives segment of the eatwell guide)
- Hazel the Hen lays eggs which go in the pink segment (beans, pulses, fish, eggs, meat and other proteins segment of the eatwell guide)
- Hazel the Hen eats corn which goes in the yellow segment (potatoes, bread, rice, pasta and other starchy foods segment of the eatwell guide)
- Hamish the Horse loves to eat carrots which go in the green segment (fruit and vegetables segment of the eatwell guide)
- We should have only a small amount of vegetable oils and spreads
- 'foods high in sugars, fat and salt' are not needed in the diet and so if consumed should be limited and consumed less often, e.g. fizzy drinks, sweets, cakes, chocolate, etc.
- We should drink 6-8 glasses of fluid

Remember to hand out this session's homelink activity sheet to the children

Games

The objectives are to:

- reinforce learning about healthy eating
- promote physical activity

Suggested games: Eatwell Guide Game, Corners Game, Food Frenzy, Actions Games

Please refer to the Games Guide for a detailed explanation of how to deliver the games

Optional additional curricular activities

- Supermarket sweep – fill trolley with a healthy meal/with only fruit/with only vegetables/with only starchy foods(S)
- Make a graph/bar chart using fruit or vegetables drawn by children or pictures cut out and stuck on to graph/squared paper – children's favourite fruit and vegetables, draw attention to '5 a day' goal (C)
- Food groups – cut out from magazine or draw foods/drinks for one segment of the eatwell guide – make collage and display (ALL – BUILD UP)
- Fruit/food tasting – discuss how it looks, feels and tastes. Children could bring in fruit from home, possibly bring in a new fruit each week (ALL)
- Draw, join the dots, colour in pictures – food (parts of eatwell guide) and body parts (teeth, heart, bones) (ALL)
- Poster design – children work in pairs or small groups to design a healthy eating poster (ALL)

Resources needed for this session

- Storybook Chapter 2
- Eatwell guide in Appendix 6
- Games section
 - Large playing area/hall
 - Eatwell Guide Game & Relay – eatwell guide mat, plastic food and/or cards with pictures of food
 - Corners Game – coloured cones/cards x 5 (green, yellow, blue, pink, purple, red), cards with pictures of food
 - Food Frenzy – parachute
 - Cones
- Additional activities section
 - Variety of containers and bottles
 - Magazines, newspapers, photographs, catalogues and books
 - Paper, material, drawing media, paints, glues and brushes

Appendix 2 provides useful weblinks and resources related to each of the sessions



Aim: To develop children’s understanding of the importance of good oral health

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing – HWB 0-15a, HWB 0-25a, HWB 0-27a, HWB 0-28a, HWB 0-30a, HWB 0-32a, HWB 0-33a

Literacy – Lit 0-01c, Lit 0-04a, Lit 0-07a, Lit 0-10a, Lit 0-14a, Lit 0-21b, Lit 0-26a

Numeracy – MNU 0-01a, MNU 0-07a, MTH 0-16a, MNU 0-20a, MNU 0-20b

Expressive Arts – Exa 0-02a, Exa 0-05a, Exa 0-06a

Learning intentions

- Understand the importance of keeping my teeth clean and healthy
- Recognise who can help me to keep my teeth clean and healthy

Success criteria

- I can discuss the importance of keeping my teeth clean and healthy
- I can give examples of the different ways I can keep my teeth clean and healthy
- I can describe how to keep my teeth clean and items used to do so
- I can name who can help me to keep my teeth clean
- I can explain how they do this

Assessment O=Observation P=Photo CW=Completed Work D=Discussion V=Video

Session outline

This session focuses on the importance of looking after your teeth.

Key points for delivery

- Brush teeth twice a day for 2 minutes using a fluoride toothpaste
- Brush teeth in a circular motion with a pea sized amount of toothpaste
- Spit don’t rinse after brushing teeth
- Replace toothbrush regularly
- Visit a dentist every 6 months
- The only drinks which are safe for teeth between meals are milk and water
- Try to keep sugary foods and drinks to mealtimes only. Use a straw if having sugary drinks.

Read Chapter 3, Smile!, to the children at the start of the session. You may wish to prompt discussion by asking questions during or after reading the story to the children. The page number in the storybook is given as a guide next to the suggested question(s).

Suggested questions to prompt discussion

Page 18: How many times a day should you brush your teeth?

- Twice

How long should you brush your teeth for?

- 2 minutes

Who helps you to brush your teeth at home?

- Parents/carers/other family members

Page 19: What did Hamish the Horse and the other animals use to drink their fresh fruit juice?

- Reinforce the key point that if having sugary drinks limit them to mealtimes only and use a straw

Page 20: What can you drink that is good for your teeth?

- Water, milk (point out that calcium is good for teeth and bones)

Page 21: Who do you visit to have your teeth checked?

- Dentist

After the games:

Which animal was brushing their teeth at the start of the day?

- Hamish the Horse

What activity was Hamish the Horse and friends practising?

- Tug-o-war

What did Hamish the Horse and friends drink before lunch?

- Fresh fruit juice

Remember to hand out this session's homelink activity sheet to the children

Games

The objectives are to:

- reinforce learning about oral health
- promote physical activity

Suggested games: Teeth Attack, Skittles, Rabbit in a Hole, Duck/Duck/Goose (Lewis/Lewis/Hamish), Actions Games

Please refer to the Games Guide for a detailed explanation of how to deliver the games

Optional additional curricular activities

- Which food has a high sugar content? (S)
- Visit from Childsmile/Toothbrushing team to demonstrate correct and effective brushing of teeth and/or talk to the children about visits to the dentist and keeping teeth healthy (S)
- Food groups – cut out from magazine or draw foods/drinks for one segment of the eatwell guide. Make collage and display (ALL – BUILD UP)
- Fruit/food tasting – discuss how it looks, feels and tastes. Children could bring in fruit from home, possibly bring in a new fruit each week (ALL)
- Draw, join the dots, colour in pictures of food (parts of eatwell guide) and body parts (teeth, heart, bones) (ALL)
- Poster design – children work in pairs or groups to design a healthy eating poster (ALL)

Resources needed to deliver this session

- Storybook Chapter 3
- Games section
 - Large playing area/hall
 - Teeth Attack – coloured card x 2 (green & red), pictures of specified items
 - Skittles – skittles or empty bottles to represent skittles, one ball or some beanbags per team
 - Rabbit in a Hole – large hoops (number dependant on class size)
 - Cones
- Additional Activities section
 - Magazines, newspapers, photographs, catalogues and books
 - Paper, material, drawing media, paints, glues and brushes
 - Childsmile team member

Appendix 2 provides useful weblinks and resources related to each of the sessions

Session 4 – Feeling Peckish

Aim: To develop children's understanding of healthier snacks and the role they play in a healthy diet

You may wish to refer to Appendix 7 for a detailed list of snacks

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing – HWB 0-14a, HWB 0-15a, HWB 0-25a, HWB 0-27a, HWB 0-28a, HWB 0-29a, HWB 0-30a, HWB 0-32a

Literacy – Lit 0-01c, Lit 0-04a, Lit 0-07a, Lit 0-10a, Lit 0-14a, Lit 0-21b, Lit 0-26a

Numeracy – MNU 0-01a, MNU 0-07a, MTH 0-16a, MNU 0-20a, MNU 0-20b

Expressive Arts – Exa 0-02a, Exa 0-05a, Exa 0-06a

Learning intentions

- Understand what a snack is
- Give examples of items that could be eaten as a snack
- Understand the difference between snacks that can be eaten all the time and snacks that should only be eaten occasionally

Success criteria

- I can explain what a snack is and how it differs from a main meal
- I can give examples of items of food that could be eaten as a snack
- I can explain when it is a good time to have a snack
- I can give examples of snacks that I can eat all the time and snacks that I should only eat occasionally

Assessment O=Observation P=Photo CW=Completed Work D=Discussion V=Video

Session outline

This session focuses on healthier snack options and the importance of having three meals and two snacks per day.

Key points for delivery

- Ideally we should aim to have three meals (breakfast, lunch and evening meal) and two snacks (mid-morning and after school) each day (also known as 3+2). This stops us from getting too hungry in between meals and avoids us having too many snacks during the day (grazing).
- Healthier snack options are colour coded on a traffic light system:
 - green snacks or 'super' snacks which can be eaten every day
 - yellow snacks or 'so so' snacks which can be eaten now and again
 - red snacks or 'only so often' snacks which should be limited

Read Chapter 4, Feeling Peckish, to the children at the start of the session. You may wish to prompt discussion by asking questions during or after reading the story to the children. The page number in the storybook is given as a guide next to the suggested question(s).

Explaining snack choices

To explain about the various snack choices we can make, sit the children in a circle with food in the middle (e.g. real food, plastic food, pictures or wrappers). Through discussion the children could sort the food into 'super' snacks (green snacks) or 'only so often' snacks (red snacks). At this stage we do not discuss the 'so so' snacks (yellow snacks) so that the message is kept simple and easy to understand. However, we include the full list of snacks in the homelink worksheet for this session to help parents/carers to make informed decisions around snack provision. Below are some examples of snacks. A full list of snacks can be found in Appendix 7.

'Super' snacks – fresh fruit, raw vegetables, bread, bread rolls, bread sticks, toast with low calorie spread, rice cakes, crackers, crisp bread, plain popcorn, low fat and low sugar yoghurt, glass of semi-skimmed milk, plain cereal (e.g. wheat biscuits, porridge)

'Only so often' snacks – sweets, chocolates, sweetened popcorn, cakes, crisps, ice cream, fizzy drinks, sugar coated cereals

Suggested questions to prompt discussion

Page 23: Where did Lewis the Lamb go today?

- Dentist (reinforcing session 3 oral health key messages)

What were the other animals doing while Lewis the Lamb was at the dentist?

- Cleaning the barn (reinforcing session 1 being active key messages)

Page 24: How did Lewis the Lamb get to the dentist?

- Walked (reinforcing session 1 being active key messages)

Why was Lewis the Lamb so hungry?

- Lewis had been for a long walk so had used up energy and needed some more

Page 25: What did the farm animals have as a snack?

- Hamish the Horse had a carrot
- Hazel the Hen had a slice of toast
- Heather the Highland Cow had a yoghurt
- Lewis the Lamb had plain milk and a pancake

Remember to hand out this session's homelink activity sheet to the children

Games

The objectives are to:

- reinforce learning about healthier snacks
- promote physical activity

Suggested games: Barn Stations, Stop and Go, Food Frenzy, Beanbag Relay, Actions Games

Please refer to the Games Guide for a detailed explanation of how to deliver the games

Optional additional curricular activities

- Make a graph/bar chart to illustrate children's favourite fruit and vegetables, either using fruit or vegetables drawn by children or pictures cut out and stuck on to graph/squared paper. Draw attention to '5 a day' goal (C)
- Food groups – cut out from magazine or draw foods/drinks for one segment of the eatwell guide. Make collage and display (ALL – BUILD UP)
- Fruit/food tasting – discuss how it looks, feels and tastes. Children could bring in fruit from home and possibly bring in a new fruit each week (ALL)
- Draw, join the dots, colour in pictures – food (parts of eatwell guide) and body parts (teeth, heart, bones) (ALL)
- Poster design – children work in pairs or groups to design a healthy eating poster (ALL)

Resources needed for this session

- Storybook Chapter 4
- Snacks traffic lights in Appendix 7
- Games section
 - Large playing area/hall
 - Barn Stations – coloured card x 2 (green & red), pictures of specified food/drink
 - Stop and Go – coloured card x 2 (green & red), pictures of specified food/drink
 - Food Frenzy – parachute
 - Beanbag Relay – large hoops x 2 (green & red), beanbags (green & red) (enough per child per team)
 - Cones
- Additional Activities section
 - Variety of containers and bottles
 - Magazines, newspapers, photographs, catalogues and books
 - Paper, material, drawing media, paints, glues and brushes

Appendix 2 provides useful weblinks and resources related to each of the sessions



Aim: To develop children's understanding of energy balance

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing – HWB 0-15a, HWB 0-25a, HWB 0-27a, HWB 0-28a, HWB 0-29a, HWB 0-30a

Literacy – Lit 0-01c, Lit 0-04a, Lit 0-07a, Lit 0-10a, Lit 0-14a, Lit 0-21b, Lit 0-26a

Numeracy – MNU 0-01a, MNU 0-07a, MTH 0-16a, MNU 0-20a, MNU 0-20b

Expressive Arts – Exa 0-02a, Exa 0-05a, Exa 0-06a

Learning intentions

- Understand why it is important to eat breakfast
- Understand that the body needs energy to function
- Understand that we get energy from the food that we eat
- Understand that it is possible to be active indoors
- Understand why it is important to have a good night's sleep

Success criteria

- I can explain why it is important to eat breakfast
- I can describe how my body feels when I am hungry and what might happen if I take part in an activity without eating first
- I can explain that my body gets energy from the food that I eat
- I can give examples of how I could be active indoors
- I can give examples of how I can get a good night's sleep

Assessment O=Observation P=Photo CW=Completed Work D=Discussion V=Video

Session outline

This session focuses on energy balance, the importance of eating breakfast and having a good night's sleep.

Key points for delivery

- It is important to have breakfast in the morning to set us up for the day ahead
- The body needs energy from food and drink to work well and support play
- Children between the age of 3 and 6 years need about 12 hours of sleep each night

Read Chapter 5, Healthy Balance, to the children at the start of the session. You may wish to prompt discussion by asking questions during or after reading the story to the children. The page number in the storybook is given as a guide next to the suggested question(s).

Suggested questions to prompt discussion

Page 27: What vehicle is on the front of the chapter?

- Tractor

What makes the tractor go?

- Fuel (reinforce that food is fuel for them to be active)

Page 28: When did Hazel the Hen get up?

- Early

Who did not get up along with the other animals?

- Lewis the Lamb

What did the animals do when they got up?

- Ate breakfast

What did the animals do after breakfast?

- Practiced for the Highland Games

Reinforce key messages of balance with sleeping, eating and being active

Page 29: Why was Lewis the Lamb tired?

- He had not had his breakfast because he was not up early with the other animals

Page 31: How many meals did Hamish the Horse say the animals could have in one day?

- Three

After the games:

What did the animals do when it was raining after lunch?

- Play indoors
- Highland dancing indoors

What activities do you do indoors when it's raining?

- Looking for alternatives to TV/screen time

Why did the animals go to bed early?

- More energy for next day
- To aid growth
- For balance

Remember to hand out this session's homelink activity sheet to the children

Games

The objectives are to:

- reinforce learning about energy balance
- promote physical activity

Suggested Games: Healthy Balance Relay, Tent Game, Tag/Tails, Stuck in the Mud, Actions Games

Please refer to the Games Guide for a detailed explanation of how to deliver the games

Optional additional curricular activities

- Look and talk – different foods help to keep different parts of body healthy (S)
- Food groups – cut out from magazine or draw foods/drinks for one segment of the eatwell guide. Make collage and display (ALL – BUILD UP)
- Fruit/food tasting – discuss how it looks, feels and tastes. Children may bring in fruit from home and could bring in a new fruit each week (ALL)
- Draw, join the dots, colour in pictures – food (parts of eatwell guide) and body parts (teeth, heart, bones) (ALL)
- Poster design – Children work in pairs or groups to design a healthy eating poster (ALL)

Resources needed for this session

- Storybook Chapter 5
- Games section
 - Large playing area/hall
 - Healthy Balance Relay – large hoops x 4 per team
 - Tent Game – parachute, crumpled up scrap paper (to represent breakfast), balls (to represent popcorn)
 - Tag/Tails – tails per mouse
 - Cones
- Additional Activities section
 - Magazines, newspapers, photographs, catalogues and books
 - Paper, material, drawing media, paints, glues and brushes

Appendix 2 provides useful weblinks and resources related to each of the sessions

Session 6 – Going to the Games

Aim: To reinforce key healthy lifestyle messages from previous sessions

Related Curriculum for Excellence Experiences and Outcomes

Health and Wellbeing – HWB 0-15a, HWB 0-24a, HWB 0-25a, HWB 0-27a, HWB 0-28a, HWB 0-29a, HWB 0-30a

Literacy – Lit 0-01c, Lit 0-04a, Lit 0-07a, Lit 0-10a, Lit 0-14a, Lit 0-21b, Lit 0-26a

Expressive Arts – EXA 0-01a, EXA 0-05a, EXA 0-06a, EXA 0-08a, EXA 0-10a

Learning intentions

- Understand that the best way to eat a meal/snack is to eat Sociably, Sitting down and Slowly (otherwise known as the 3 S's)
- Understand that there are different ways and different places that we can eat a meal/snack
- Remember why it is important to be active
- Remember why it is important to eat healthily
- Remember why it is important to look after my teeth
- Remember why it is important to have a good night's sleep

Success criteria

- I can demonstrate how to eat a meal or snack by eating Sociably, Sitting down and eating Slowly
- I can give reasons why eating Sociably, Sitting down and eating Slowly is the best way to eat
- I can give examples of different ways and places that I can eat a meal or a snack
- I can give examples of how I can be active
- I can give examples of healthy snacks
- I can give examples of how I can look after my teeth
- I can give examples of how I can get a good night's sleep

Assessment O=Observation P=Photo CW=Completed Work D=Discussion V=Video

Session outline

This session summarises the key messages from previous sessions. It also introduces the concept of eating a meal Sociably, Sitting down and Slowly (3Ss).

Key points for delivery

- It is important to eat Slowly, Sitting down and Sociably
- Remind the children about healthy snack choices
- Remind the children about the key messages of GWC EY, i.e. to stay active, eat well, keep teeth clean and go to their own bed early

Read Chapter 6, Going to the Games, to the children at the start of the session. You may wish to prompt discussion by asking questions during or after reading the story to the children. The page number in the storybook is given as a guide next to the suggested question(s).

Suggested questions to prompt discussion

Page 34: Who woke up the farm animals?

- Hazel the Hen

Where are the animals going today?

- Highland Games

Page 35: What events did the animals take part in?

- Hamish the Horse – tug-o-war
- Hazel the Hen – Highland dancing
- Heather the Highland Cow – tossing the caber
- Lewis the Lamb – running and hurdles race

Page 37: Were all the animals standing up for their meal?

- No (reinforce eating while sitting down)

Did the animals eat alone or together?

- Together (reinforce eating with other people, Sociably)
- Prompt – message is to eat Sitting down, Sociably and Slowly (otherwise known as the 3 S's)

Page 38: All of the animals have made changes. What are they going to continue after the Highland Games?

- Hamish the Horse = eat well
- Hazel the Hen = look after teeth
- Heather the Highland Cow = stay active
- Lewis the Lamb = go to bed early and sleep in his own bed

Remember to hand out this session's homelink activity sheet to the children

Games

The objectives are to:

- reinforce learning about key healthy lifestyle messages - stay active, eat well, keep teeth clean and go to (your own) bed early
- promote physical activity
- have fun playing Highland Games

Suggested Games: Highland Games Circuit, Actions Games

Please refer to the Games Guide for a detailed explanation of how to deliver the games

Optional additional curricular activities

- Activity – plan a tea party/picnic (indoors or outdoors). Children can help plan food and games and, if possible, help to shop for the picnic food (S)
- Children can write/create invitations to ask their parents/carers to come watch their Highland Games and join them at their tea party/picnic (S)
- Children to plan the activities for the Highland Games according to the sports activities they enjoy. Demonstrate to parents/carers the activities children have been involved in, such as examples from sports days and examples of games played through GWC EY (S)
- Children could watch and/or take part in Scottish Country Dancing/Highland dancing, e.g. at their local Highland Games or at another time (S)
- Make animal masks or props to be the characters at Grow Well Farm taking part in their Highland Games (S)
- Children to host and take part in their own Highland Games and tea party/picnic (S)
- Have a picnic or tea party. Encourage the 3 S's – eating Sociably, Sitting down and Slowly (S)
- Award ceremony/prize giving for all children at the end of games. Parents/carers/ local celebrities could be invited to the event (S)
- Fruit/food tasting at picnic – discuss how it looks, feels and tastes. Children could bring in fruit from home (ALL)

Resources needed for this session

- Storybook Chapter 6
- Games section
 - Large playing area/hall to accommodate parents/carers, Highland games activities and a picnic/tea party
 - Toss the Caber – hoops/baskets (number dependant on class size), nets – equal number to hoops/baskets, beanbags/soft balls
 - Tug-O-War – rope/skipping rope x 1, mat x 1
 - Hurdles – mat with Velcro hurdles if available or mat with low obstacles
 - Cones
- Additional Activities section
 - Food/fruit – for tasting or for tea party/picnic
 - Materials for making posters and invitations/animal masks for Games and picnic – paper, pens, glue, scissors, pictures from magazines or Internet
 - CD of Scottish music for Highland Dancing
- Visiting Highland dancers (children or adults) to demonstrate and encourage children to try traditional Highland dancing

Appendix 2 provides useful weblinks and resources related to each of the sessions

A certificate is available to acknowledge children's participation in Grow Well Choices Early Years. This can be downloaded from www.nhsgrampian.org/GrowWellChoices

SECTION 3

APPenDices

Appendix 1 Mapping with Curriculum for Excellence Experiences and Outcomes

Session	Health and Wellbeing	Literacy	Numeracy	Expressive Arts
Session 1 Be Active Together	Main I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a I know that being active is a healthy way to be. HWB 0-27a I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. HWB 0-28a Additional By exploring and observing movement, I can describe what I have learned about it. HWB 0-24a Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a	I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. MNU 0-11a	I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a

Session	Health and Wellbeing	Literacy	Numeracy	Expressive Arts
Session 2 Eat Well Together	<p>As session 1 Main + Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a</p> <p>I know that people need different kinds of food to keep them healthy. HWB 0-32a</p> <p>I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0-35a</p>	<p>As session 1</p>	<p>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a</p> <p>I can share out a group of items by making smaller groups and can split a whole object into smaller parts. MNU 0-07a</p> <p>I enjoy investigating objects and shapes and can sort, describe and be creative with them. MTH 0-16a</p> <p>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. MNU 0-20a</p> <p>I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b</p>	<p>As session 1</p>
Session 3 Smile!	<p>As session 1 Main + Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a</p> <p>I know that people need different kinds of food to keep them healthy. HWB 0-32a</p> <p>I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 0-33a</p>	<p>As session 1</p>	<p>As session 2</p>	<p>As session 1</p>

Session	Health and Wellbeing	Literacy	Numeracy	Expressive Arts
Session 4 Feeling Peckish	<p>As session 1 Main + I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a</p> <p>I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a</p> <p>Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a</p> <p>I know that people need different kinds of food to keep them healthy. HWB 0-32a</p>	As session 1	As session 2	As session 1
Session 5 Healthy Balance	<p>As session 1 Main + I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a</p> <p>Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a</p>	As session 1	As session 2	As session 1

Session	Health and Wellbeing	Literacy	Numeracy	Expressive Arts
Session 6 Going to the Games	As session 5 + By exploring and observing movement, I can describe what I have learned about it. HWB 0-24a	As session 1		I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/ performances. EXA 0-01a
				Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a
				Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a
				I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. EXA 0-08a
				I have opportunities to enjoy taking part in dance experiences. EXA 0-10a

Appendix 2 Useful links

Recommended weblinks/resources to support each session are detailed below.

Session 1 – Be Active Together

- **British Heart Foundation – www.bhf.org.uk**
Who's the link for? – Teachers and parents/carers
What does the link provide? – In the schools section there is information for nursery, primary school and parents regarding physical activity. Some leaflets can be downloaded.
- **Food a Fact of Life – www.foodafactorlife.org.uk**
Who's the link for? – Teachers
What does the link provide? – Select the resources section, select general resources, select 'are you drinking plenty' and there are two documents that teachers may find useful re drinking water.
- **Gov.uk – <https://www.gov.uk/government/collections/physical-activity-guidelines>**
Who's the link for? – Teachers and parents/carers
What does the link provide? – Documents of the physical activity guidelines for under 5's and 5-18 years.

Session 2 – Eat Well Together

- **Food a Fact of Life – www.foodafactorlife.org.uk**
Who's the link for? – Teachers, parents/carers and children
What does the link provide? – Useful resources and activities which can complement the session plus provide extra eatwell guide activities.
Useful sub-sections –
 - www.foodafactorlife.org.uk/section.aspx?t=67&siteId=17§ionId=93
In the 3-5 years section, within the healthy eating subsection there is a list of activities from 1 to 4 which may be beneficial and complimentary to session 2. The activities include: -
 - 1) Activity 1 – 'What foods do you like?'
 - 2) Activity 2 – 'What is the eatwell guide?'
 - 3) Activity 3 – 'Do you need to eat, lots, some, or a little of these foods?'
 - 4) Activity 4 – 'How many fruit and vegetables do you need?'
 - 5) Activity 4 extension – 'What makes a meal?'
 - 6) Plus 6 computer activities
- **Food Standards Agency**
<https://www.gov.uk/government/publications/the-eatwell-guide>
Who's the link for? – Teachers and parents/carers
What does the link provide? – Information about the eatwell guide
- **Netmums – www.netmums.com**
Who's the link for? – Parents/carers
What does the link provide? – Information, plus a 5 a day chart which children could use as an extra task.
Useful sub-sections –
 - www.netmums.com/family-food/healthy-eating/5-a-day
Who's the link for? – Teachers and parents/carers
What does the link provide? – eatwell guide information and pictures.

Session 3 – Smile!

- **Bright Smiles Bright Futures –**
www.colgate.co.uk/app/BrightSmilesBrightFutures/UK/HomePage.cvsp
Who's the link for? – Teachers, children and parents/carers
What does the link provide? – In the program materials sub-section there is a section for teachers, parents and kids. This includes information, stories and games.
- **Childsmile – www.child-smile.org.uk**
Who's the link for? – Teachers and parents/carers
What does the link provide? – Useful videos and information regarding oral health.
- **Colgate games – www.colgate.com/app/Kids-World/US/HomePage.cvsp**
Who's the link for? – Parents/carers and children
What does the link provide? – There is a parents/carers section which provides information, plus there is a games section for children of various ages.
- **Healthy Teeth – <http://healthyteeth.org/>**
Who's the link for? – Parents/carers, teachers and children
What does the link provide? – Includes information for parents/carers and teachers.
Also includes challenges and tasks within which there is a colouring book for children.
- **NHS Grampian Resource Central Dental Section – www.nhsghpcat.org/**
Who's the link for? – Teachers
What does the link provide? – Within the 'browse by subject', select 'Dental/Oral Health' and it shows what is available including leaflets.
- **Teeth TLC – www.teethtlc.com**
Who's the link for? – Parents/carers, teachers and children
What does the link provide? – Nursery section within the 'children and young people' section where there are fun downloads to use with the children in nursery or at home plus useful resources. Additionally there is a 'parents and carers' section.
- **The BDA 3D Mouth – <https://bda.org/>**
Who's the link for? – Teachers and parents/carers
What does the link provide? – recommended by teethtlc.

Session 4 – Feeling Peckish

- **Change for Life –**
Who's the link for? – Teachers and parents/carers
What does the link provide? – Information on snacks.
- **HENRY – www.henry.org.uk**
Who's the link for? – Teachers
What does the link provide? – 3 + 2 message. Useful links section which can be a resource for teachers.

Session 5 – Healthy Balance

- **Food a Fact of Life – www.foodafactoflife.org.uk**
Who's the link for? – Teachers, parents/carers and children
What does the link provide? – Useful resources and activities which can complement the session plus provide extra eatwell guide activities.
Useful sub-sections –
 - www.foodafactoflife.org.uk/section.aspx?t=67&siteId=17§ionId=93
In the 3-5 years section, within the healthy eating subsection there is a list of activities from 1 to 4 which may be beneficial and complimentary to session 2.
- **National Sleep Foundation – <http://sleepfoundation.org/article/sleep-topics/children-and-sleep>**
Who's the link for? – Teachers and parents/carers
What does the link provide? – Information about good sleep.

Other

- **HENRY – <https://www.henry.org.uk/parents>**
Who's the link for? – Parents/carers
What does the link provide? – Useful links section which can be a resource for parents/carers.
- **Scottish Book Trust – <https://www.scottishbooktrust.com/>**
Who's the link for? – Teachers and parents/carers
What does the link provide? – A webpage which will open up stories, songs and rhymes, including healthy eating rhymes.

Appendix 3: Parent/carers involvement

It is important to include parents/carers as much as possible to encourage engagement and to reinforce key messages in the home environment.

Homelink

The homelink is an ideal way to achieve this. It is available in a separate document to download and print for each child. Although provided as one document, it is designed so that two pages can be given to the child/parent/carers each session. One page has an introduction which recaps on the story plus the key messages for that session. This page is for the parents/carers to read and encourage interaction with their child. The other page details activities for the children to complete at home with the help of their parents/carers. Ideally this worksheet should be returned to the nursery/school before the next session of GWC EY so that each child's achievements can be highlighted on the progress chart (provided electronically on www.nhsgrampian.org/GrowWellChoices).

During session 1 you may also suggest that the whole family takes part in healthy goal setting. These goals do not need to be complicated. Perhaps going out for a walk as a family once a week as the physical activity goal and drinking water instead of soft drinks as the healthy snack/drink choice. There is also an alternative child led version of the homelink available. This version is more simplified than the previously mentioned document.

Correspondence

Three letters for parents/carers are included. The first letter explains that the nursery will be running GWC EY and provides a description of the six sessions. The second letter is an invitation for the parents/carers to join in one of the sessions (this is optional). The third is an invitation to attend the award ceremony (this is optional). All letters can be downloaded from www.nhsgrampian.org/GrowWellChoices.

Examples/suggestions for parent/carers involvement

- Letter to explain the GWC EY to the parents/carers
- Homelink activity sheets
- Encourage the whole family to set healthy goals
- Invite parents/carers to join in a session
- Hold an awards ceremony at the end to celebrate the children's achievements
- Hold a Highland Games event at the end to celebrate the children's achievements
- Display details of the work you are doing around GWC EY and/or details on the nursery notice board for parents/carers to see when they drop off or pick up their child

These are only suggestions and each nursery may have their own individual approach for maximising parent/carers involvement.

Appendix 4 Some questions you may be asked by parents/carers

Listed below are some questions staff may get from parents/carers about the Grow Well Choices Early Years.

1) My child is a fussy eater, how can I get him/her to eat a wider variety of foods?

- Keep offering new foods even if your child refuses them at first – many children need to try a food at least 10 times before they accept it!
- Don't offer an alternative if your child refuses a meal – they'll soon learn that they'll get a nicer alternative if they do this
- Don't make a fuss if your child doesn't eat a meal, but give lots of praise when they do
- Don't talk about your child's fussy eating in front of them as this gives them more attention, and children enjoy attention, whether it's good or bad!
- Encourage your child to help you and get involved in food preparation

However if you are concerned that your child's diet is severely limited please discuss this with your health visitor. If the health visitor feels it is appropriate your child may be referred to a community dietitian to discuss this further.

2) Will you weigh/height my child?

No, this is all about healthy lifestyles. However, if you are concerned and would like to have your child's measurements taken, please speak with your health visitor.

3) I think my child is overweight, what should I do?

If you have concerns that your child is overweight you can discuss this with your health visitor. They will be able to weigh and measure your child's height to see if they are growing as they should be. It is important to get a few measurements over time as your child will be going through growth spurts all the time.

If your health visitor thinks your child may be outwith the healthy weight range for their age she or he can support you to make some simple and realistic changes to your child's/family's diet and lifestyle.

In the meantime why not try some of these helpful hints:

- 3 meals, 2 snacks. A daily routine is a very important part of a child's day. Small tummies mean toddlers and young children need to eat smaller amounts of food. Toddlers and young children should be offered 3 meals and 2 to 3 planned snacks each day. This is better than letting your child 'graze' through the whole day and by choosing healthy options, will help ensure your child is getting all the nutrients they need.
- Offer a variety of nutritious snacks. Many snacks can be high in sugars, fat and salt so try to choose healthy snacks such as fruit, vegetables, savoury sandwich, breadsticks, yoghurt... Please see traffic lights snacks sheet (Appendix 7).
- Try to keep sugary foods and drinks to mealtimes only.
- Make meals an enjoyable social occasion! Eat together as a family and give children the same food as the rest of the family but in smaller child-sized portions – use smaller bowls and plates.
- Don't insist that your child clears their plate. Young children are much better than adults at self-regulating their energy intake so learning to eat until they're comfortably full is very important.
- Try to get out and about as a family so that your child learns it is a fun and enjoyable part of growing up.
- Try to reduce the amount of time your child spends watching TV.

4) I have been told my child is underweight, should I still follow the healthy eating advice?

It is still important that your child follows a balanced diet to ensure they are getting all the nutrients, vitamins and minerals that are required for healthy growth and development. However, if you have been told by a health professional that your child is underweight for their age, then certain guidelines will not apply quite so strictly. For example, you may want to give slightly larger portions at meal times, you may want to give extra high calorie snacks between meals, etc. It is important that you discuss any concerns you have with your health visitor or health professional involved in your child's care.

5) I think my child has a food intolerance, what should I do?

It is important not to start restricting your child's diet by avoiding certain foods as this can lead to nutritional deficiencies and poor growth and development. If you are concerned that your child may be intolerant to a particular food it is important to speak to your health visitor or GP so that they can advise you on the best way forward.

6) Is it ok for my child to eat sweets, crisps, cakes, etc when they go to a friend's party?

Yes, this is a natural part of growing up and experiencing new tastes. We all have some higher fat and sugar foods present in our diet, we just need to get the balance right. As long as your child eats a healthy and balanced diet the majority of the time the occasional treat at a party will not affect their health. Try to lead by example, if your child can see that you have a healthy diet the majority of the time then they are more likely to do the same.

7) My child doesn't always eat breakfast, what should I do?

Try to make sure you leave enough time in the mornings so that your child isn't rushing around. Make breakfast time a fun and enjoyable part of the day. Even if your child only has something small at breakfast time this is better than nothing. However, if you can't get your child to eat anything at this time pack them a healthy snack they can have mid morning.

8) My child never finishes a plateful of food, is this ok?

Generally this is ok. Your child is growing more slowly than in the first year of life and doesn't need to eat so much. You can always give a second helping if your child asks for more. Healthy children will not starve themselves and attempts to force/persuade them to eat may backfire. If your child is growing and developing normally then you have no need to be worried.

Appendix 5: The Highland Games

Below is some information regarding the Highland Games which may be helpful during delivery of GWC EY.

The Highland Games

- A mix of sporting, cultural and social entertainment for the whole family
- Traditional event held in the open air in parkland celebrating Scottish culture and heritage
- Celebrated worldwide with more than 60 Scottish Highland Games events held across Scotland every year (running from end of May to mid September), more than 200 games and gatherings across the US and Canada, plus there are also games in New Zealand and Australia
- It's a major part of Scottish summer sport
- Events have hardly changed over the years and range from small communities to larger events, some are new and some have been running well over 100 years

History of the Games

- The origin of the Highland Games predates recorded history so it is not known when it started
- Some say it originates from a clan chieftain holding competitions to pick staff such as strong men for defence, good runners for couriers and a range of entertainers to keep them amused in the winter evenings
- There is a long history of this where it is thought Clans would compete against each other in sporting events
- Today's Highland Games still use items which were used as part of everyday life in the Highlands of old, e.g. round stones for shot putts, Scots pine trunk without its branches for caber

The games consist of:

- Piping
- Highland dancing
- Traditional music
- Sporting activities

Games for strength, stamina, speed

- Senior and junior track and field
 - Heavy events
 - Putting stone
 - Hammer throw
 - Weight for distance
 - Caber toss
 - Throwing weight over the bar
 - Tug-o-war
 - Track
 - Races e.g. 90/100 metres, 400 metres, 800 metres
 - Long jump
 - Triple jump
 - High jump
 - Some have toddlers' races
 - Senior and junior events

Eatwell Guide

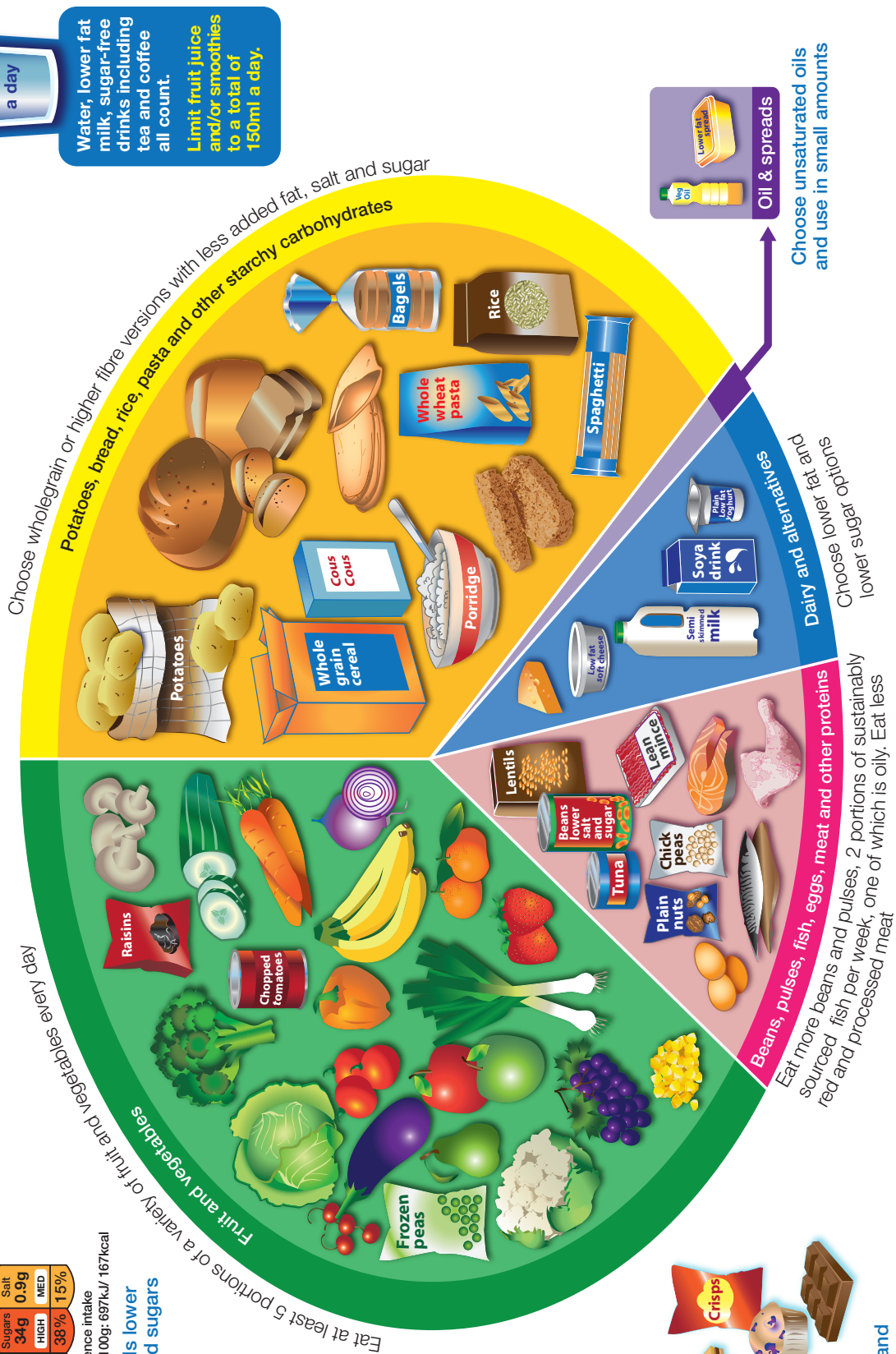
Check the label on packaged foods

Each serving contains					
Energy	Fat	Saturated	Sugars	Salt	
1048kJ 250kcal	5g	1.3g	34g	0.9g	
	LOW	LOW	HIGH	MED	
12.5%	7%	6.5%	38%	15%	

of an adult's reference intake
Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower
in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Eat less often and in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

APPENDIX 7: Snacks traffic lights

Green: 'Super' snacks

Choose these snacks most of the time. They are low in sugar and also low in fat.

- Fresh fruit e.g. apple, banana, oranges, plums, pears, peaches and grapes
- Raw vegetables, e.g. carrot, celery, cucumber, peppers, cherry tomatoes
- Bread, bread rolls, bread sticks, toast with low calorie spread, rice cakes
- Crackers, crisp bread, plain popcorn
- Low fat and low sugar yoghurt
- Glass of semi-skimmed milk
- Plain cereal e.g. wheat biscuits, porridge

Yellow: 'So so' snacks

These snacks can contain high amounts of fat and/or large amounts of sugar as well as salt. You can experiment with making healthier homemade versions of these snacks.

- Nuts, seeds and fruit mix, Bombay mix
- Sandwiches, bagels
- Plain biscuits e.g. digestives, rich tea
- Plain or fruit scones, teacakes, crumpets, muffins and pancakes
- Snack size cheese portions e.g. soft cheese triangles, stringy cheese sticks
- Baked crisps, flavoured rice cakes, cheese dunkers, smoothies, fruit juice

Red: 'Only so often' snacks

These snacks contain large amounts of sugar and/or fat. Save these for the occasional treat.

- Sweets e.g. jellies, pastilles, fruit gums, liquorice, chews, boiled sweets, mints
 - Chocolate, filled chocolate bars, chocolate eggs
 - Chocolate covered biscuits
 - Sweetened popcorn
 - Cakes e.g. mini chocolate rolls, doughnuts, chocolate biscuits, fairy cakes, chocolate crispy cakes, flapjacks, gateaux, apple pies, jam tarts
 - Crisps and other savoury snacks
 - Ice cream, choc ices, ice lollies
 - Fizzy drinks, sugar coated cereal
-
- Cereal bars can be a quick and easy snack, however, some cereal bars can contain a lot of fat and/or sugar. It is a good idea to look at the labels to find the best option.

Appendix 8

Realising the Ambition

Movement and coordination development

The toolkit provides different resources that encourage the child's physical development and coordination. To develop fundamental skills such as throwing and catching, hopping, skipping, stretching, sliding, balancing, and jumping, developing both my fine and gross motor skills.

Promoting my confidence, creativity, and curiosity

The toolkit encourages the child's ideas, allowing the child to make mistakes and supports further suggestions and praise. Story book questions which encourage inquiry, to extend emerging ability to verbalise the children's thoughts and actions.

Significance for routines

GWC sessions involve routines such as mealtimes, rest times and personal hygiene which are used as learning opportunities to support and encourage children to learn necessary skills for life around eating together, sleep and mealtimes.

Parental engagement

The toolkit homelink are used as an opportunity to engage with parents around understanding a child's eating habits. Family learning encourages family members to learn together as a family, with a focus on intergenerational learning. The homelink family learning activities are specifically designed to enable parents to learn how to support their children's learning and healthier choices. Parental engagement is about parents' and families' interaction with their child's learning. It can take place at home, in the setting or in the community. Where it takes place is not important. The important thing is the quality of the parent's engagement with their child's learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.



This publication is available online at www.nhsgrampian.org/GrowWellChoices

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