

# Change4Life – NHS

## LEARNING OUTCOMES

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



## RESOURCES

- Copies of Resources 1, 2, 3, 4 and 5
- Access to information on cycling on the Change4Life website <https://www.nhs.uk/change4life/activities/sports-and-activities/cycling>

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

## RELATED TOPICS

- NHS.UK website (Theme 9, Topic 6)
- Telephone helplines (Theme 9, Topic 8)
- Information sources (Theme 11, Topic 1)
- Use the Internet to find information (Theme 8, Topic 2)

### HEALTH SKILLS

The *Change4Life* site has information that provides positive support for family health, encouraging parents and carers to take an active role in healthy eating and exercise, for all the family. This topic helps learners understand the range of information and support available for making positive choices about health. It covers this site, One You and also NHS.UK website.

#### Related health information

[www.nhs.uk/](http://www.nhs.uk/)

### FUNCTIONAL SKILLS

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

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

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

#### Functional Skills/Core Curriculum

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

- use a variety of features for finding information **English** E3.12 (L/Rt/E3.5)
- use images to obtain meaning **English** E3.12 (L/Rt/E3.9)
- read and understand information provided in order to decide on appropriate course of action **English** E3.9 (L/Rt/E3.7)
- understand the specialised language relating to health **English** E3.8 (L/Rw/E3.1).

- Look at the home page of the Change4life website. Ask learners what they think is the purpose of this site, and how this might differ from the NHS.UK website site. (It has a family health focus and has a number of tools and ideas based around supporting making healthy choices in diet and exercise.)
- Ask learners if they noticed similar support for making healthy choices on the NHS website. They might mention weight, smoking, alcohol and drugs, and sexual health. You could check this on the NHS website main menu page if you are able.
- You might want to extend the discussion to think about the differences between finding out about illnesses and diseases – poor health – and finding out about making positive choices for health – aiming for good health. Consider why the NHS spends money on trying to persuade people to make healthy choices.

### ACTIVITY 1

#### Explore the *Change4Life* material on taking exercise.

- Look at the home page of the Change4Life website. Discuss the four different options at the top of the page. Ask learners to identify which of the options relate to exercise as opposed to healthy eating choices. Are there any that relate to both? Resource 1 provides a screen shot of the home page of the website but doesn't show everything included on the home page.
- Select the Activities tab at the top of the home page. Point out the four categories of activities provided. Ask learners what kind of information they would expect to find in each section. Please note that Resource 2 provides a screen shot of the Activities page.
- Select one section to look at in more detail. Is this what was expected?
- Confirm that searching for information on complex websites such as this and NHS website is quite a skill and requires some practice. You can find information by trial and error but a few 'tricks' will help, such as thinking carefully about key words and alternative words. Note that you may need to explain what you mean by 'trial and error'.
- Give the learners the opportunity to explore all parts the 'Activities' section. Encourage them to click onto the external links and have a good look around at what information they can find. Discuss which information they think may be useful to them, or that they would like to look at again.

## Support

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

## ESOL

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

## ACTIVITY 2

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

- Now learners can explore the ideas on the whole Change4Life site, including those sections that deal with healthy diet. It is also a good opportunity to try out some of the games and other interactive features.
- As a focus for this activity, use Resource 3A and 3B: Plan your week. There are two planners, one for activities, and one for healthy eating. These will take quite a time to complete and may need a lot of exploration and discussion.

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

## Support

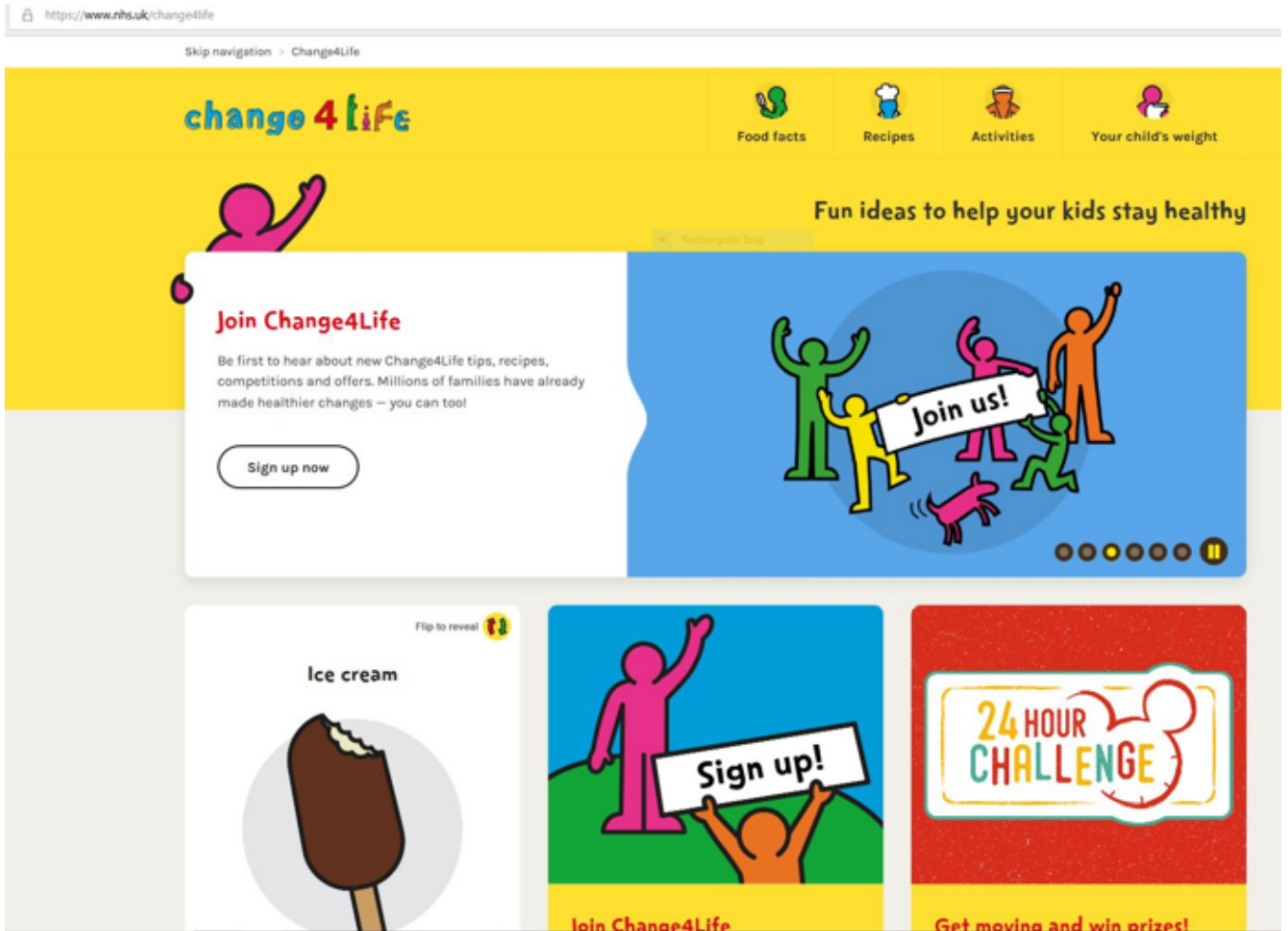
- Learners may need reminding of appropriate reading strategies and may need further support for working through all parts of the site and the reading skills involved.
- Help learners segment difficult words. This may help with pronunciation as well as spelling. For example: 'Bike-ability', 'pro-fici-en-cy'.

## ESOL

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

## Action

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



https://www.nhs.uk/change4life/activities

Skip navigation > Change4Life > Activities

**change 4 life**

Food facts   Recipes   Activities   Your child's weight

10 Minute Shake Ups   Sports and activities   Accessible activities   Train Like A Jedi

## Activities



Kids need to be active for 60 minutes a day. From our fun Shake Up games to information about active hobbies and sports, here's everything you need to get your family moving.

Activities 



**Train Like A Jedi**

Get your kids moving as they learn to master the ways of the Jedi with our fun play along

Activities 



**Sports and activities**

Is your child ready to develop a skill or try a new activity? From swimming to dancing

Shake Ups



**10 Minute Shake Ups**

Have you tried our Disney inspired games? Shake Ups are fun for all the family – and a

activities/accessible-activities

## Plan your week

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

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

## Keep active planner

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

## Healthy eating planner

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



There are no audio scripts for this topic.

## ACTIVITY 2 / Resource 3A

### Keep active planner

[Sample planner]

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

## ACTIVITY 2 / Resource 3B

### Healthy eating planner

[Sample planner]

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

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