

Our Work with Children

We use a wide range of positive techniques and strategies designed to enable children to develop the confidence and thinking skills needed to make informed health choices.

"I now know how to look after myself"



"I now think when I get older I want to stay healthy"



"it helps me know about my body"

"I liked it when we talked about drugs because I can talk with my mum and dad about it"



"I now take more seriously the harm of drugs"

"The role play helps you think how to stand up for yourself"

Our Research

Life Education Centres' programmes are regularly evaluated and measured by professional internal and external assessors against specific learning targets. In this way we are able to conduct an on-going review of our effectiveness.

Our Reputation

"Of particular help to us is the properly crafted evaluation report in the form now before us. This is of great value, not only to the Ribble Valley Crime Reduction Partnership in underlining how well the money is being spent, but also to Government Office North West, proving the effectiveness of Life Education Centres."

Bill Alker, Policy and Development Officer,
Ribble Valley Borough Council

"The very high quality of teaching that the Life Education Educator demonstrates contributes to the LEA's inset programme through the modelling of good practice. Feedback from schools indicates that the quality of learning reflects the quality of teaching. My own daughter who experienced the Life Education programmes can still recall the learning points eight years later."

June Sanderson, PSHCE Inspector/Adviser,
Education Bradford

"LEC has become a well established partner for the National Healthy School Standard in Leicester."

"The interactive lessons for children are stimulating with scope for discussion and the development of positive messages around PSHE, Citizenship and Drug Education. Children feel more confident and assertive, having the necessary knowledge, skills and understanding to tackle the challenges that they face in their developing lives."

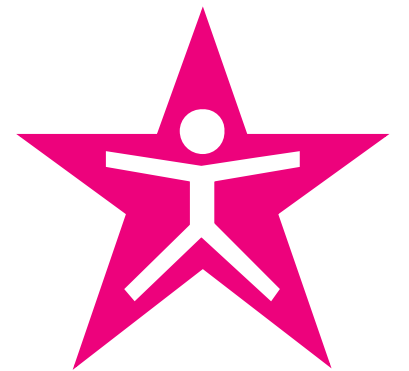
John Whitby, National Healthy School Standard
Co-ordinator for Leicester City

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Life Education Centres:
*helping children make
healthy choices*

An introduction to our
work with schools

Our Work with Schools

Each of the Life Education Centres programmes is designed to enhance the work conducted in schools with individual class groups. Annual visits by our mobile classroom help children build on the knowledge, skills and attitudes they will have acquired in moving to their next year group. The programmes are based on best practice as prescribed by Government departments and promote positive health and drug education.

Our Work with Teachers

The teacher accompanies their class for the duration of the programme. This adds value to the visit by ensuring that follow-up work carried out will be informed by the children's reactions and responses during the programme.

Our Approach

To assist in the achievement of learning outcomes for health promotion, drug education and citizenship through delivery of exemplary programmes that support recognised best practice in primary drug education and as an integral part of the national drug prevention strategy.



Programmes Themes

★ Foundation Stage

Children find out about all the things their bodies need to stay healthy and happy, and about the important role friends and family play in their lives. They begin to explore how they can help themselves to stay healthy by eating and sleeping well, doing exercise, using medicines safely, looking after their personal hygiene and recognising and managing different feelings they have.

★ Key Stage 1

In addition to reinforcing messages about choices around physical health, there is a more in-depth exploration of feelings and relationships, especially within the peer group, through activities and role-play around teasing and bullying. They continue to develop their understanding of the importance of healthy eating, exercise, rest and the need to use medicines safely.

★ Key Stage 2

Further exploration of the different aspects of physical and emotional health and well-being including increasingly in-depth examinations of drugs – medical, legal and illegal – their use and effects, and the reasons why people choose to use them. Strategies for recognising and managing influences are explored. Skills to assist the development of assertiveness and operating effectively within the peer group are practised through a variety of drama techniques.

Teachers' Comments

Newton Primary School, Cambridgeshire

"Life Education is a really good part of their personal, social and healthy education and we are trying to make sure we have it in our school on a regular basis. The programme offers information in a stimulating and fun way".

Ingrow Primary School, Bradford

"We noticed some children had experienced the Life Education Centres programme in other schools on previous years. Those children were more informed and knowledgeable."

Ashton-on-Trent Primary School, Derbyshire

"LEC should be part of every school's curriculum planning. It reinforces the way they can look after themselves and makes their Science and PSHE more relevant to their lives in and out of school".

North Grecian Street Primary School, Salford

"The five day visit of the mobile classroom gave us superb learning experiences which were stimulating and relevant. The cosy enclosed classroom environment packed full of high-tech resources combined with the educator's outstanding teaching skills made a great impact upon the understanding of health issues of all our children".

Hartwell Primary School, Northamptonshire

"They have a better awareness of the dangers (of drugs). They gained the confidence to stand up for themselves – confidence that they have the strategies to use".

Delivery Methods & Techniques

- **holistic health education programmes to support healthy lifestyles** – we provide programmes that specifically support schools in fulfilling the aims of the Government's strategy for drug and health education.
- **positive teaching techniques & strategies** – using age appropriate programmes, we demonstrate teaching techniques, proven in supporting the development of positive attitudes, communication and assertiveness skills, as well as knowledge and understanding of the human body, how it works and what affects it.
- **trained educational practitioners** – we employ skilled Educational practitioners who undergo an intensive twelve week training period designed to develop their ability and experience in the use of modern educational techniques and who demonstrate an empathy with the physical, social and emotional needs of children and young people.
- **a unique and stimulating learning environment** – our mobile classroom, is designed to give a positive and memorable experience by using a number of unique electronic devices including an anatomical body, electronic body systems and an interactive talking brain.
- **support for the National Healthy Schools Standard** – a visit from the mobile classroom will support quality standards and coherence within a school's curriculum content and policy development, therefore assisting in accreditation to the standard.
- **integrated support of school work** – an INSET session enables familiarisation of teachers with the programmes, an overview of key principles of effective drug education and provides an opportunity to assess children's prior learning experiences to tailor the visit to the school's needs.
- **support and guidance for teachers in drug education** – the teachers' involvement provides an opportunity to gain further insight into the positive teaching techniques demonstrated and allows the monitoring of the class responses to inform future school work.
- **parental involvement** – Through a range of universal and targeted approaches, we actively encourage the involvement of families in our work. This helps to ensure that the messages children learn both at school and in our mobile classroom are consistent with those experienced in their home life.