

**SUPER
HEALTHY ME!**



Contents

Teacher Resources:

| | |
|--|-----|
| Teacher Information | 1.1 |
| Why be a healthy school? | 1.2 |
| Healthy Living & the National Audit Tool | 1.3 |
| Food Group Wall Chart | 1.7 |
| Session plan | 1.8 |

Pre Workshop & Performance Activities:

| | |
|----------------------------|-----|
| Fun Food Facts | 2.1 |
| Food Chart Display | 2.2 |
| Food Sums | 2.3 |
| A Healthy Plate | 2.4 |
| 7 Ways to be a Super Human | 2.5 |
| Healthy Vs Unhealthy | 2.6 |
| What have you remembered? | 2.7 |

Post Workshop & Performance Activities:

| | |
|----------------------|-----|
| Quick Quiz | 3.1 |
| Healthy Food | |
| Super Human Smoothie | 3.2 |
| Riddles | 3.3 |
| 5 a Day Mnemonic | 3.4 |

A Healthy Body

| | |
|------------------------------|-----|
| Healthy Harry | 3.5 |
| Professor Plum's Experiments | 3.6 |
| Activity Chart | 3.9 |

A Healthy School

| | |
|-----------------------|------|
| School Rules | 3.11 |
| Dear Headteacher..... | 3.12 |
| Picture Template | 3.13 |
| Letter Template | 3.14 |

Bigfoot Competition

| | |
|-----------------------------------|-----|
| KS1 - My Healthy Lunch Box | 4.1 |
| KS2 - Professor Plum's Restaurant | 4.2 |

Teacher Information

Dear Teachers,

We hope you are looking forward to the forthcoming '**Healthy Living**' assembly and workshops.

Within this resource pack you will find lots of information regarding the various factors that need to be considered when addressing the complex and substantial topic of **Healthy Living**. The pack contains a variety of fun games and activities, as well as a number of interesting facts, which are designed to help contextualise this subject and aid your students understanding of what it means to be healthy and what we need to do in order to live a healthy lifestyle. The pack is divided into two sections, pre workshop activities and post workshop activities, and whilst it would be fantastic for the students to know a little about **Healthy Living** prior to the workshops, it is not fundamental.

You will also find information regarding how Bigfoot's **Healthy Living** programme has been designed in accordance with the National Healthy Schools Programme Audit Tool. We have provided a comprehensive breakdown of where and how this programme conforms to the audit tool and, therefore, helps schools to monitor the effectiveness of our work regarding specific National Healthy Schools Status criteria.

We have included lesson plans for the workshop which should give you an insight into the work our facilitators will be doing on the day. Please note, however, that the content of each workshop may vary slightly in practice due to differing ages of the group, available space and workshop length.

The workshop has been designed to include all types of learning as creatively as possible and in a safe learning environment. We try to encourage teacher involvement where appropriate so that you can become familiar with the techniques for future use in the classroom. All tasks/exercises can be adapted to suit the needs of your group. If you would like any suggestions as to how to do this then please approach us on the day. Also, if you feel there is any information about your class that you wish to impart to the drama facilitators that may be useful, please do so.

Prior to the day of the workshops, it would be extremely helpful if the following items could be made available:

- 1 Paper and pencils
- 2 CD player

Please note that these items are not essential but would, however, enrich certain elements of the work planned.

If you would like us to clarify any of the activities and/or tasks included in the pack, or indeed, if you would like any further ideas for pre or post workshop activities, please do not hesitate to call us.

We look forward to working in your school!

Lizzie Howard
Bigfoot Arts Development Co-ordinator
t 0207 9525 550 e lizzie@bigfoot-theatre.co.uk

Leonie Dodd
Bigfoot Healthy Living: Writer, Director & Lead Facilitator
t 0207 9525 550 e Info@bigfoot-theatre.co.uk

Gail Clark
Senior Manager
t 0207 9525 543 e gail@bigfoot-theatre.co.uk

Why be a Healthy School?

The subject of healthy living is extensive and covers all areas of a student's physical and mental wellbeing. A healthy school not only focuses on the student's attitude towards learning and how this can be enhanced, but also how their own ethos encourages a positive and healthy environment in which to teach and learn. It is a school's responsibility to ensure that all students feel valued and respected. Therefore, everything, from providing the school with clean and tidy facilities, to treating students with care and respect, needs to be considered.

This programme aims to encapsulate the main principles that STUDENTS need to think about with regard to how they can help make their school a better and more successful place to learn, grow and develop.

There are a number of specific areas of the National Curriculum that the Healthy Living programme addresses, both in the assembly and workshop, and in this pack. You will find below a list of statements from the National Curriculum that are referenced in this Programme (for ease they have been divided into PSHE, Science and Design and Technology subject areas)

National Curriculum Relevant Statements:

PSHE

- Rules for, and ways of, keeping safe, and about people who can help them to stay safe.
- To take part in a simple debate about topical issues
- To listen to other people, and play and work cooperatively
- That family and friends should care for each other.
- To take part in discussions with one other person and the whole class
- How to make simple choices that improve their health and well-being
- To maintain personal hygiene
- To realise that people and other living things have needs, and that they have responsibilities to meet them
- To contribute to the life of the class and school
- Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse).
- What improves and harms their local, natural and built environments and about some of the ways people look after them
- To recognise choices they can make, and recognise the difference between right and wrong
- How to set simple goals

SCIENCE

- That humans and other animals need food and water to survive
- That taking exercise and eating the right types and amounts of food helps to keep us healthy.
- Care for the environment.
- Recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to • reduce risks to themselves and others.

PHYSICAL EDUCATION

- How important it is to be active
- To recognise and describe how their bodies feel during different activities.

Healthy Living Programme & National Audit Tool

'Be as participative as possible- involving pupils, parents, teachers and others in the wider school community' (Department of Health on how to gain evidence to achieve Healthy School status, 2005)

There are many factors that need to be considered when promoting what it means to live a healthy lifestyle. The National Healthy Schools Programme aims to encourage schools to reassess and develop how they promote the health and well being of their pupils, whilst placing a student's mentality, as well as physical well being, at the core of their learning.

This programme has been designed in accordance with the National Healthy Schools Programme Audit Tool, which clarifies the minimum evidence required for schools to obtain National Healthy Schools Status. This programme aims to assist in fulfilling specific criteria recommended by the audit tool by concentrating on the importance of; a balanced diet, regular exercise, enough sleep, an effective hygiene regime, consistent health checks, drinking the recommended intake of water, and maintaining a happy and positive attitude. Students are encouraged, using the vehicle of drama, to discuss, experiment, and explore, how and why all the above factors are so necessary to our wellbeing.

The aims of the National Healthy Schools Programme are as follows:

- to support children and young people in developing healthy behaviours
- to help raise pupil achievement
- to help reduce health inequalities; and
- to help promote social inclusion

The National Healthy School Status; A guide for Schools (Department for Health, 2005) states that;

'A Healthy School promotes the health and well-being of its pupils and staff through a well planned, taught curriculum in a physical and emotional environment that promotes learning and healthy lifestyle choices.'

A Healthy School, and one that achieves Healthy School status, meets the criteria in four core themes;

- personal, social & health education (including sex and relationship education & drug education)
- healthy eating
- physical activity
- emotional health and well- being (including bullying)

As is evident from the above list, these four core criteria are extremely diverse, and it goes without saying that not all elements of these topics can be addressed substantially, and with sensitivity, within one programme. However, elements of each have been taken and developed in order to provide students with a comprehensive insight into how important our health and well- being is, and to generate awareness regarding what they can do to help their community achieve this.

Bigfoot do offer a range of programmes that can help address more sensitive and controversial issues such as bullying, sex & relationships, drugs awareness, transition, and road safety; please ask for more details.

Healthy Living Programme & National Audit Tool

National Audit tool:

To become a Healthy School, you need to evidence how you have met criteria in the above four core themes that make up the Healthy Schools Status. Across the four core themes, you will need to provide evidence as to how the whole school approach has been used in the process, and you must demonstrate that you have met the criteria in a number of fields.

The National Audit Tool clarifies the minimum evidence required for schools to obtain National Healthy Schools Status and helps schools determine if they are ready to apply for it and/or the areas they need to develop in order to then be able to apply for Healthy School Status.

This programme directly references a number of the fields from each of the four core criteria (detailed in the National Audit Tool) and can, therefore, assist your school in its aim to achieve Healthy School status.

Criteria & Minimum Evidence:

1 Personal, social and health education (including sex & relationship education and drug education):

| Criteria | Minimum Evidence |
|--|---|
| 1.1 Uses the PSHE framework to deliver a planned programme of PSHE, in line with relevant DfES/QCA guidance Ofsted self evaluation | <ul style="list-style-type: none">• Programme of study (PoS), and supporting schemes of work clearly reflect the QCA PSHE framework <p>References are included in the pack- Why be a healthy school & Workshop Plan, to support this</p> <ul style="list-style-type: none">• Schemes of work also include the involvement of outside agencies. <p>Bigfoot is an outside agency providing a specialist service on behalf of the school</p> |
| 1.7 Involves professionals from appropriate external agencies to create specialist teams to support PSHE delivery and to improve skills and knowledge | <ul style="list-style-type: none">• The roles of such professionals are planned into the schemes of work and their contribution evaluated <p>Bigfoot's specialist services adhere to curriculum guidelines and are evaluated by its staff, and also school students and staff</p> |

Healthy Living Programme & National Audit Tool

2 Healthy Eating

| Criteria | Minimum Evidence |
|---|---|
| <p>2.7 Has a school lunch service that meets or exceeds current DfES standards for school lunches Ofsted self evaluation 6a</p> | <ul style="list-style-type: none"> • There is appropriate guidance (promoting healthier options) given to pupils/parents who have packed lunches <p>The programme, assembly, workshops and pack, focus on developing an awareness of healthy food and drink options available and the importance of eating a nutritious, balanced diet.</p> |
| <p>2.9 Ensures that pupils have opportunities to learn about different types of food in the context of a balanced diet (using the balance of Good Health), and how to plan, budget, prepare and cook meals, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables.</p> | <ul style="list-style-type: none"> • The curriculum and/or out of hours activity incorporates age and ability appropriate lessons on a balanced diet, planning, budgeting, preparing and cooking meals. <p>The programme, assembly, workshops and pack, focus on developing an awareness of healthy food and drink options available and the importance of eating a nutritious, balanced diet.</p> <ul style="list-style-type: none"> • The curriculum considers the emotional aspects of food, the nature of eating disorders, the role of the media and is appropriately connected to aspects of Emotional health and well- being. <p>The programme, assembly, workshops and pack, focus on developing an awareness of healthy food and drink options available and the importance of eating a nutritious, balanced diet.</p> |

3 Physical Activity

| Criteria | Minimum Evidence |
|---|---|
| <p>3.5 Consults with pupils about the physical activity opportunities offered by the school, identifies barriers to participation and seeks to remove them</p> | <ul style="list-style-type: none"> • Pupils say they are consulted about what types of physical activities they would like to be offered to them <p>Bigfoot encourages students and staff to share their opinions openly and to partake in whole class and smaller group discussions regarding options available. This is further promoted in the pack- Dear Head Teacher....</p> |

Healthy Living Programme & National Audit Tool

4 Emotional health & well being

| Criteria | Minimum Evidence |
|---|---|
| 4.3 Has clear, planned curriculum opportunities for pupils to understand and explore feelings using appropriate learning and teaching styles | <ul style="list-style-type: none">• The school links opportunities to understand and explore feeling to the PSHE curriculum and its Schemes of Work <p>A variety of learning styles are addressed to ensure students can engage with, and develop strategies for, exploring their feelings and opinions</p> <ul style="list-style-type: none">• Pupils can describe how they learn to explore feeling <p>A variety of learning styles are addressed to ensure students can engage with, and develop strategies for, exploring their feelings and opinions</p> |
| 4.8 Provides opportunities for pupils to participate in school activities and responsibilities to build their confidence and self esteem | <ul style="list-style-type: none">• The school has regular celebration activities and displays reflecting achievement <p>Bigfoot's Healthy Living programme aims to provide a forum in which ALL students can explore, discover, develop, and learn whilst celebrating and achieving their full potential.</p> |

Food Group Wall Chart Resource

| Food Group | % of daily diet | Food Sources | What it does in the body |
|--------------------|---------------------|--|---|
| Carbohydrates | 6-11 servings daily | Wholemeal bread, pasta, potatoes | Energy |
| Fruit & Vegetables | 5-9 servings daily | Oranges, Cucumber | Fights illness, like colds |
| Protein | 2-3 servings daily | Meat, Chicken, Eggs, Beans, Fish, Nuts | Building material for the body- Muscles |
| Dairy | 2-3 servings daily | Milk, Cheese, Yoghurt | Growth & Strong bones |
| Fats and Sugar | Use sparingly | Sweets, Cakes, Crisps | Unhealthy- rot teeth |

Healthy Living KSI Workshop Programme

Please note: The creative activities included below will be adapted depending on the age and ability of the group, as well as time allocated for each workshop.

| THEME & TIME ALLOCATED | CREATIVE ACTIVITIES | INFORMATION TO RELATE | LEARNING OBJECTIVES |
|---|---|---|---|
| 5 Minutes | <p>Entering the Space and Welcome</p> <p>Nina Simone 'I'm feeling good' playing on CD. Follow actions and dancing of facilitator (out of role) into circle. Keep doing warm-up dance in circle until end of song.</p> | | To outline Rules and expectations |
| <p>5 Minutes</p> <p>How many types of fruit and vegetable do we know?</p> <p>To be healthy we need to exercise</p> | <p>Name game (in circle): Fruit and Vegetable alphabet (Leonie Lemon) See list</p> <p>Physical warm-up:</p> <p>To be healthy we have to exercise:</p> <ul style="list-style-type: none"> • Small as a pea/ Tall as a Carrot/ Wide as a Melon • Skinny as a bean • Chicken Head • Milk shake • Lovely bendy Banana • Fish hands • Spaghetti Arms | <p>There is such a wide variety of different fruit and vegetables to try why stick just to apples, oranges and bananas. Try something new as often as you can.</p> <p>Exercise can be fun like this game and dancing like we did earlier!</p> | <p>Listening skills</p> <p>To introduce the concept of healthy foods whilst exercising and warming up the space.</p> <p>To establish group energy and enthusiasm</p> <p>Movement and co-ordination skills</p> |
| <p>5 Minutes</p> <p>How does it feel to be fit and healthy?</p> <p>How does it feel to be weak and ill?</p> <p>What can we do to be healthy?</p> | <p>Frozen pictures & Miming: (In a circle all the different ways we can be healthy)</p> <ul style="list-style-type: none"> • Washing your hands • Washing your whole body • Washing your hair • Drying yourself with a towel • Eating your breakfast • Brushing your teeth • Drinking some water • Sleeping • Eating something healthy? (take suggestions) Apple, Tomato • Doing some exercise? (take suggestions) Riding your bike/ Bouncing on a bouncy castle/ swimming/running on the spot/ skipping | <p>Don't we all prefer to feel fit, happy and healthy? So lets think about how we can make sure we are fit, happy and healthy!</p> | <p>Exploring physicality and movement</p> <p>To explore, through tableau and mime, what we must do in order to be healthy and physicalise these activities as a group.</p> <p>To establish focus</p> |
| <p>10 Minutes</p> <p>What are our favourite fruits?</p> <p>What do they taste like?</p> | <p>Percussion instruments and a Rhyme: Percussion fruit to shake along to rhyme. What fruit is it? Each of the different fruits say their bit separately and choose a rhythm for their fruit:</p> <p>I love my fruit I really do It keeps me healthy through and through Our favourite fruit is it tastes so.....</p> | <p>Fruit is very good for you and it tastes so lovely. Eating lots of fruit is good for our bodies and keeps us healthy.</p> | <p>To reflect on what they already know and explore this through song</p> <p>Co-operation and communication</p> <p>Co-ordination and rhythm</p> |

Healthy Living KSI Workshop Programme

| THEME & TIME ALLOCATED | CREATIVE ACTIVITIES | INFORMATION TO RELATE | LEARNING OBJECTIVES |
|--|---|--|---|
| <p>25 Minutes</p> <p>How can Harry be healthier?</p> | <p>Meet 'Healthy Harry' Puppet: (Puppet doesn't talk)</p> <p>Harry;</p> <ul style="list-style-type: none"> • Rubs eyes, falls asleep, snores • Sneezes, coughs, he is miserable • Can't jump up and down for long, runs out of breath • Doesn't concentrate when you are talking to him looks away, hasn't eaten any breakfast • Holds the side of his mouth. He has toothache. Hasn't brushed his teeth • Has sweet wrappers and crisp packets in his pocket and a fizzy drink. • Has dirty hands. • Is Harry constipated?! • Child helps him clean hands with tissue and cover nose and mouth when sneezes and coughs. • Gives Harry apple. Tells him why he should eat fruit to fight colds. • Gives Harry bottle of water. • Gives Harry brown bread sandwich tells him why he should eat him. Fibre and energy. • Packet sweets and crisps tells him why he shouldn't them. • Etc. etc..... | <p>Healthy Harry points to cover in role-play. Children volunteer to operate another child puppet who tells Harry what he can do to be more healthy.</p> | <p>Problem solving</p> <p>Discussion and debate</p> <p>To engage the students in a group discussion to reflect on what they have seen and heard in the assembly</p> <p>To encourage participation regarding do's and don't as to how to keep safe, clean, happy and healthy</p> |
| <p>5 Minutes</p> <p>What things are unhealthy to eat?</p> | <p>Song: with clapping and actions (3 x inc. quietly and loudly)</p> <p>Ay O a big green apple Ay O a bendy banana Ay O a crunchy carrot Gonna make us fit and healthy Yey!</p> <p>Ah O too many sweets Ah O too many crisps Ah O too much chocolate Gonna make us very unhealthy Uh!</p> | | <p>To recap on what they have learnt and emphasise this in a fun and creative way</p> |
| <p>5 minutes</p> <p>Reflection and evaluation</p> | <p>Plenary (Into a circle):</p> <p>Students contribute one thing they have learnt today. Can't say something that has already been said. 'Tell your friends and family when you go home today.'</p> <p>Clapping and Bowing</p> <p>(Nina Simone 'I'm feeling good' plays again as they leave)</p> | <p>Tell us one thing you have learnt today. Can't say something that has already been said. Tell your friends and family when you go home today all the things that you learnt today.</p> <p>Introduce competition</p> | <p>To reflect and evaluate the session and what they have learnt</p> |

Healthy Living KS2 Workshop Programme

Please note: The creative activities included below will be adapted depending on the age and ability of the group, as well as time allocated for each workshop.

| THEME & TIME ALLOCATED | CREATIVE ACTIVITIES | INFORMATION TO RELATE | LEARNING OBJECTIVES |
|--|---|---|---|
| 2 Minutes | Entering the Space and Welcome Nina Simone 'I'm feeling good' playing on CD. Follow actions and dancing of facilitator (out of role) into circle. Keep doing warm-up dance in circle until end of song. | | To outline Rules and expectations |
| 5 Minutes How many types of fruit and vegetable do we know? | Physical warm-up: <ul style="list-style-type: none"> Funky Chicken Pass the eyeball Name Game: Fruit and Vegetable alphabet – Can't repeat something that has already been said (eg. Leonie Lemon) | There is such a wide variety of different fruit and vegetables to try why stick just to apples, oranges and bananas. Try something new as often as you can. | To introduce the concept of healthy foods whilst exercising and warming up the space. To establish group energy and enthusiasm |
| 5 Minutes How does it feel to be fit and healthy? How does it feel to be weak and ill? How does it feel to be positive and friendly? Why is it important to brush your teeth, drink enough water, get enough sleep? | Frozen pictures- tableaux: Happy Sad Strong healthy person Weak ill person Move around the room Fit healthy alert energetic happy – quickly sparkling eyes Feeling ill got a cold – miserable drooping shoulders sneezing 10 seconds to smile, say hello and shake everyone's hand in the room (being positive) 10 second Tableau: (in 5's) A toothbrush A glass of water A bed with someone sleeping in it for 10 hours | Don't we all prefer to feel fit, happy and healthy? So lets think about how we can make sure we are fit, happy and healthy! | To introduce the technique of tableau through individual representation Exploring physicality and expression Exploring physicality and movement To explore what it means to be healthy/unhealthy and how we can show this physically To establish group cohesion and experiment with group tableaux |
| 3 Minutes What are all the components of healthy living? | Mnemonic re-cap: The – Teeth (brush them) Best – Breakfast (eat cereal) Way – Water (drink water) Ever – Exercise (lift arms up and down like lifting weights) To – Tip top/tidy condition (wash hands and face) Super – Sleep (pretend to sleep and snore) Humans – Healthy Eating (eat an apple) (Positive thinking do this all with a big smile on your face) | See opposite column | To reflect on what they already know/ have seen in the assembly Co-operation and communication Demonstrate knowledge Problem solving |

Healthy Living

KS2 Workshop Programme

| THEME & TIME ALLOCATED | CREATIVE ACTIVITIES | INFORMATION TO RELATE | LEARNING OBJECTIVES |
|--|---|--|---|
| <p>5 Minutes</p> <p>The importance of a positive mental attitude</p> <p>What do we mean by a healthy balanced diet?</p> <p>What different jobs do different food groups do?</p> | <p>Yes Let's: (being positive) In two's- A and B A has an idea they are going to mime out eg. Lets fly in a hot air balloon B always says no and they don't do it. A thinks of another idea. Lets pretend to be dogs. B says no. and so on. Swap over. How does that feel? Now B always says yes and you mime out whatever you said. Now swap over. How does that feel?</p> <p>Processed food – slump thumbs down Freshly made food – energetic thumbs up Fish; bright idea light bulb goes off on head</p> <p>Next stage call out type of food, not food group i.e. tuna, apple, chicken, carrot, mackerel, grapes, cheese, smarties, sweet corn, melon, pizza from the packet, home-made pizza</p> | <p>How does that feel? Boring, sad, miserable.</p> <p>How does that feel? Exciting, fun</p> <p>Conclusion: see how much more fun life is if you say yes to things and not always no. Be positive not negative.</p> <p>Food group game. Re-cap a balanced diet and add others: Food groups and action</p> | <p>To introduce simple improvisation techniques</p> <p>Working with a partner</p> <p>Co-operation and communication</p> <p>Developing imagination and improvisation skills</p> <p>To encourage students to generate and share ideas in a positive and constructive way.</p> <p>Demonstrate knowledge</p> <p>Physicalisation knowledge</p> |
| <p>5 Minutes</p> <p>What are vitamins and minerals?</p> <p>What do they do?</p> <p>Why is fibre important in our diet?</p> <p>Why are vitamins and minerals important?</p> | <p>Group Discussion: (circle time)</p> <p>Vital Vitamins Vitamin A: Eyes healthy Night blindness – Carrots Vitamin B: (13 kinds) good for healthy brains – Fish Vitamin C: against illness colds – Oranges, Kiwi Vitamin D: against soft bones (rickets), nails and teeth – Eggs, Sunlight Vitamin E: helps heal scars – Green leafy vegetables</p> <p>Minerals Calcium: healthy teeth and bones – Milk, Cheese, Yoghurt Iron: healthy blood (tired all the time if lack iron) – Red meat (Bread, Eggs, Dark Green vegetables)</p> <p>Fibre:(constipated) – Brown Wholemeal Bread, Fruit and vegetables</p> | <p>See opposite column</p> | <p>Listening skills</p> <p>Discussion skills</p> <p>Demonstrate knowledge</p> <p>To engage students in a group discussion and share expertise and knowledge</p> |

Healthy Living

KS2 Workshop Programme

| THEME & TIME ALLOCATED | CREATIVE ACTIVITIES | INFORMATION TO RELATE | LEARNING OBJECTIVES |
|---|---|---|--|
| <p>30 minutes</p> <p>Why should we eat healthy food?</p> | <p>Role-play & Improvisation: Healthy Eating Superheroes</p> <p>Students are put into pairs- each with costume pieces. Each are given roles by the facilitator They refer to chart.</p> <p>What is their illness? What do they need to eat to get the right nutrients? What is the result?</p> <p>T.V. Advert The students create, in groups, a Healthy Food advert. Within the adverty they must answer the following;</p> | <p>Vitamin superhero saves child who eats unhealthily and is suffering the consequences of being deficient in that vitamin. They refer to chart.</p> <ul style="list-style-type: none"> • What is their illness? • What do they need to eat to get the right nutrients? • What is the result? • What type of food is it? Carbohydrate? Protein? Fruit? Veg? • Why is this food healthy? Vitamins? Minerals? Fibre? • How is it good for the Human Body? Builds bones? Good for skin? Etc. | <p>To understand basic acting rules</p> <p>Identify and understand the role of an audience</p> <p>Working in small groups</p> <p>Decision making</p> <p>Discussion and debating skills</p> <p>To put what they have learnt thus far into context i.e. of a superhero scenario, and a television advertisement.</p> <p>To work together to establish simple role play and improvisation techniques and skills</p> |
| <p>5 Minutes</p> <p>Reflection and evaluation</p> | <p>Plenary (Into a circle):</p> <p>Clapping and Bowing</p> <p>(Nina Simone 'I'm feeling good' plays again as they leave.)</p> | <p>One thing you have learnt today. Can't say something that has already been said. Tell your friends and family when you go home today what you have learnt. Explain competition.</p> | <p>To reflect on and evaluate the session</p> |

Fun Food Facts

Below is a list of interesting facts about our bodies and the food and drink we consume. How much did you already know? Have you learnt anything new? Try telling a friend or family member one or more facts that you remember- are they surprised?

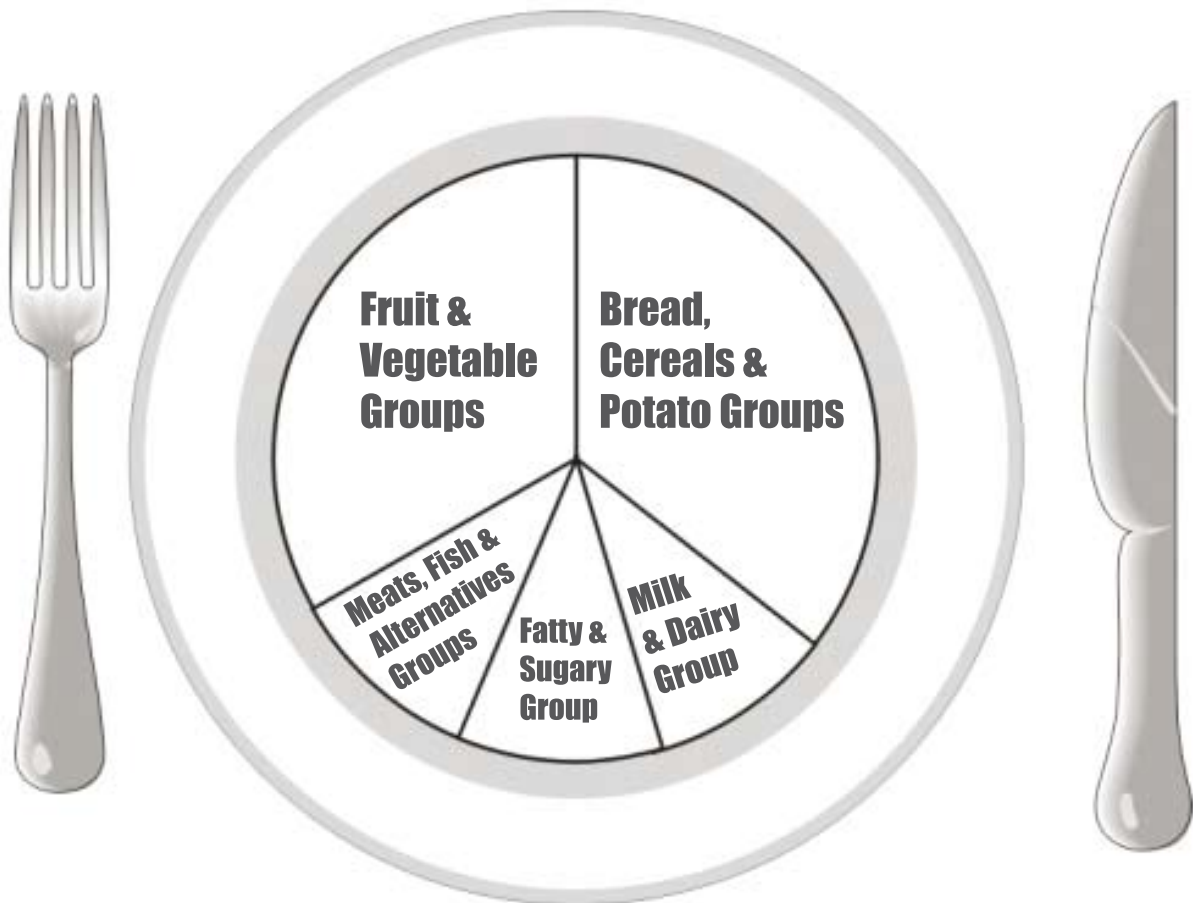
- Tomato is a fruit because it has seeds in it
- 1 apple tree can produce 400 apples every year
- I'm sure you all know that lilies are flowers but did you know an onion is a lily?
- Oily fish can help protect your body from heart disease
- Most cows make more milk when they listen to music!
- Children have a full set of 20 milk teeth and adults have 32 permanent (big) teeth.
- Most adults have 206 bones but babies are born with 300-350 bones.
- Wild animals do not get tooth decay because they do not usually have sugar in their diet. However, recently bears in the wild have been found to have bad teeth as they eat lots of sugary berries.
- Too much salt can also cause problems with the heart in some people when they get older.
- Fruits, vegetables and fibre help fight cancers
- Drinking too many fizzy drinks can stop calcium going into your bones- it even takes calcium out of your bones, making them weaker.
- If you eat a small piece of cheese after meal times it can help protect your teeth from tooth decay as it is a good source of calcium.
- Our teeth's favourite drink is milk and water.
- Carrots really are good for our eyes! Colourful fruit and vegetables contain something called carotenoids. Carotenoids are good for our eyes and stop us getting cataracts (our eyes going foggy!)
- Sports people eat lots of starchy foods so that they can run and race for longer WWF wrestlers eat lots of protein to help their muscles grow and stay healthy, as well as lots of carbohydrates to give them lots of energy.
- Fat gives us lots of energy, but some fats are good, and others are bad for you. The bad fat is called Saturated Fat. Too much of any type of fat makes us become overweight.
- Fibre is good for us as it helps us get rid of all the waste in our bodies regularly (this means it helps us to 'poo' every day)
- 50-70% of our body is made up of fluid.
- Antioxidants, found in fruit and vegetables, help protect our bodies from infections

Food Chart

It is very important to eat the correct foods in the correct quantities. It is also important for us to eat a variety and combination of different foods each day to help our bodies function properly. The diagram below shows you how much of each of the 5 food types you should eat each day.

Using the diagram below as a guide, create your own food chart as a class for your display board. Each student should choose, or be given, a different food to draw or make using coloured tissue paper and/or fabrics. The pictures should be displayed together using different colours and section sizes to represent each food group in the chart.

Alternatively, each table could be given a different category to represent as they choose using pens, paper, fabric, or modelling clay. These can be displayed together as a chart, or in different sections of the classroom.



Food Sums

In order to make sure our bodies have the correct amount of carbohydrates, protein, iron, vitamins and minerals, energy and fibre, we have to carefully monitor what we eat. Using the information below (or the Food Chart shown previously for KS1) draw on the diagram opposite one item from each of the 5 categories in the correct section of the plate in order to show how much you should eat.

Bread, Cereal + Potatoes = Energy

The best form of carbohydrate is starch, so you should eat lots of starchy foods every day.

FOOD = All sorts of bread, chapatis, potatoes, cereals, pasta, rice and noodles.

Fruit + Vegetables = Fights disease and Healthy Bodies

You should eat at least five portions of fruit and vegetables a day.

FOOD = Fresh, frozen or canned vegetables and fruit, dried fruit, fruit juice, beans and pulses (e.g. peas, chick peas and lentils).

Meat + Fish + Alternatives = Growth & Repair

You should have some of these foods every day.

FOOD = Meat (e.g. lamb, beef, pork) poultry (e.g. chicken), offal (e.g. liver) fish, eggs, nuts, beans and pulses (e.g. peas, chickpeas and lentils).

Milk + Dairy = Strong Bones & Teeth

You should have some of the foods from this food group everyday.

FOOD = Milk, cheese, yoghurt and fromage frais.

Fat + Sugar = Too Much Energy & Rotting Teeth

Foods containing fat and sugar should only be eaten in small amounts and not too often, and should be saved for treats.

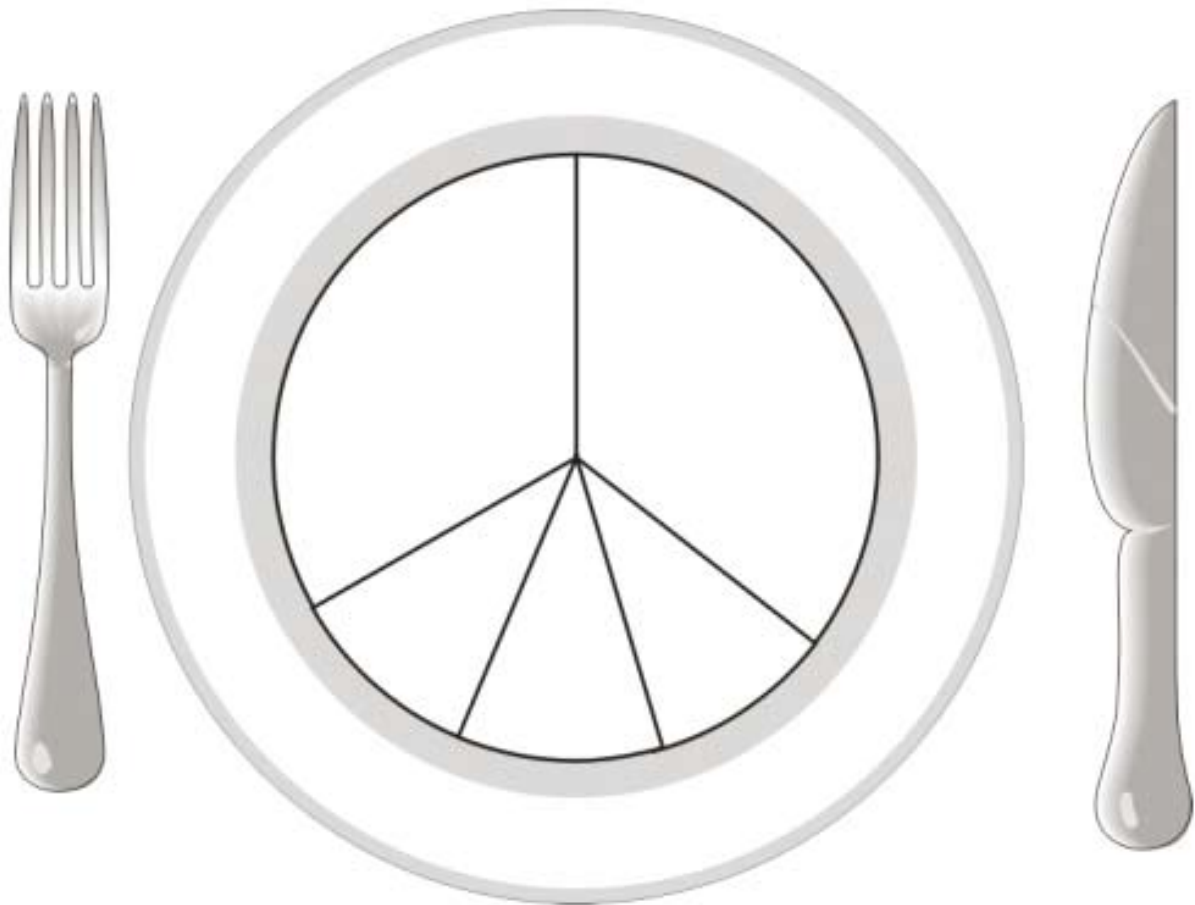
FOODS WITH FAT = cream, butter, margarine, low-fat spreads, crisps, cooking oil, mayonnaise and oily salad dressings.

FOODS WITH SUGAR = biscuits, cakes, puddings, ice cream, chocolate, sweets, crisps and sugary drinks.

Healthy Food Plate

CLUES:

- 1 Gives us energy
- 2 Fights disease
- 3 Helps us grow and repair
- 4 Gives us strong bones and teeth
- 5 Provides too much energy & Rots our teeth



7 Ways to be a Super Human!

In order to make sure we are doing everything possible to keep happy and healthy, we need to think about doing the following things every day:

- **Brushing our Teeth**
- **Eating Breakfast**
- **Drinking enough Water**
- **Doing a regular exercise**
- **Being hygienic at all times**
- **Getting enough sleep**
- **Eating a balanced & nutritious diet**

The boxes below contain simple rules to remember for each task. By reading the rule, can you guess what task, from the above list, is being written about? Draw a picture of your answer in each box.

Think about the 5 food groups and choose carefully!

50-70% of our body is made of fluid. We must drink at least 5 cups per day.

You must do this at least twice a day.

This is especially important after you have used the toilet- ALWAYS use soap!

Your body needs at least 10 hours of this each night!

By doing this your heart beats faster- it is VERY good for you

This should be full of fibre, such as cereal or toast

KS2 Extension:
Write, in the space provided, a reason as to why it is important to follow this rule.

Healthy Vs Unhealthy

There are many different things we need to think about when being healthy- it is not just a case of eating fruit and vegetables and playing sport everyday- although these things do help!!

We need to:

- Be good to our bodies
- Be kind and thoughtful towards others
- Treat our home and school with respect
- Keep safe
- Exercise as much as possible

Look at the list below and decide whether the statement written is healthy or unhealthy.

| ACTIVITY | HEALTHY | UNHEALTHY |
|---|---------|-----------|
| Playing Football | | |
| Eating a big bar of chocolate | | |
| Putting rubbish in the bin | | |
| Arguing with your mum | | |
| Sharing your sweets | | |
| Drinking a glass of water | | |
| Visiting your family | | |
| Being driven to school | | |
| Reporting dangerous behaviour | | |
| Crossing the road at a pedestrian crossing | | |
| Not washing your hands after using the toilet | | |
| Tidying up after yourself | | |
| Playing near a busy road | | |
| Talking with friends | | |
| Eating an apple | | |
| Leaving your toys on the floor | | |
| Going to the doctor when feeling unwell | | |
| Shouting | | |
| Dropping litter | | |
| Walking to school | | |

TEACHER NOTE:

You may want to do this activity individually, in small groups, or as a whole class. You can discuss the answers together and encourage the students to think about why each activity is considered healthy or unhealthy.

What have you remembered?

There is lots of information to think about when helping ourselves to become healthier. We have so far learnt about what foods and drinks we should be consuming, as well as how we can be kinder to our minds and bodies. But how much can you remember? Carry out the tasks below to test whether you know what it takes to be healthy and what you need to learn more about.....

Food & Drink

Answer the questions to discover the benefits of eating a balanced diet:

- What two groups of food do we need to eat the most of?

(CLUE: B....., C..... and P..... AND F..... and V.....)

.....
.....

- What foods are bad for us?

(CLUE: S.....and F.....)

.....
.....

- What do we need to eat a lot of to give us energy?

(CLUE: B....., C..... and P.....)

.....
.....

- What foods give us strong bones and teeth?

(CLUE: D.....)

.....
.....

- What does meat and fish do for our bodies?

(CLUE: Helps us G..... and R.....)

.....
.....

What have you remembered?

Being Kind To Your Body

Fill in the gaps:

Your body needs at leasthours sleep a night.

You should drink at least 5 glasses of.....a day.

When washing your hands, always use.....

To make your heart beat faster, you need to.....

You should your teeth..... a day.

..... is the most important meal of the day; make sure you eat lots of fibre!

Healthy Mind

Within this word search are 6 things you need to have OR do in order to be healthy - Can you find where they are?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| F | I | B | R | E | K | Z | T | S | N |
| A | F | B | G | B | M | V | I | U | P |
| D | D | Y | D | R | S | Q | G | B | C |
| R | S | T | A | J | H | L | V | U | L |
| I | Z | D | C | P | F | O | E | Y | K |
| N | E | X | E | R | C | I | S | E | K |
| K | H | K | B | J | V | K | K | X | P |
| W | N | B | J | L | F | Q | H | L | W |
| A | V | J | E | X | T | Q | O | M | D |
| T | F | M | F | C | O | Y | L | L | A |
| E | E | N | G | H | E | U | B | N | I |
| R | E | F | H | B | W | I | J | K | R |
| A | S | W | A | S | H | W | E | C | Y |
| T | R | K | Y | R | I | H | L | I | P |
| A | C | G | M | E | R | Y | U | I | O |

WORDSEARCH CLUE: Fibre, Sleep, Exercise, Wash, Dairy, Drink water

Quick Quiz

How much information have you remembered from Professor Plum's assembly?
Answer the following questions to find out if you are an Excellent Expert or a Silly Scientist.....!!

- 1 What has Professor Plum been studying?
How to become a S..... H.....
- 2 Professor Plum had two specimens in the assembly. Specimen one was U.....
and specimen two was H.....
- 3 Specimen one was yawning a lot. What was wrong with them?
- 4 What healthy food did specimen two eat for breakfast?
- 5 What did specimen two do to stay fit and active?
- 6 By drinking lots of fizzy drinks, what had specimen one done to their teeth?
- 7 Specimen one was coughing and sneezing- what were they not eating enough of?
- 8 What should you use if you have a cold?
- 9 According to Professor Plum, by not washing your hands you spread.....?
- 10 What is much better for you than shop bought ready made food?
- 11 Can you write down next to each word what it stands for?
The –
Best –
Way –
Ever –
To –
Be –
Super –
Humans –
- 12 What was Professor Plum's rap about?

Super Human Smoothie

According to Professor Plum, in order to be a successful super human, it is important that your body is stocked up with a combination of fibre, vitamins and minerals. This can be achieved by eating five portions of fruit and/or vegetables a day (5 a day).

BUT, it can often be very hard to sit down and eat 5 portions of fruit in one day when you are busy working and playing at school and at home.

Try this simple smoothie recipe and learn a fun and tasty way to give our bodies the vitamins, minerals and fibre they need to work properly.

Banana, Strawberry & Pineapple Smoothie

Makes 2 servings

Approximately 5 minutes preparation and making time

Ingredients:

- 1 very ripe, medium banana, peeled
- 3/4 cup pineapple juice
- 1/2 cup lowfat vanilla yogurt
- 1/2 cup strawberries, stem removed and rinsed

Utensils Needed:

- Measuring Cups
- Blender or Food Processor
- 2 (12-ounce) Glasses
- Straws or Long-Handled Spoons

Method:

- 1 Break the banana into small pieces and put in the blender with pineapple juice, yogurt, and strawberries. Secure lid and blend until smooth.
- 2 Divide shake between two glasses and serve immediately.

Why these ingredients are good for you

Bananas:

- One medium banana counts as one serving of your 5 A Day.
- Bananas are a good source of vitamin C, fibre, and potassium.

Pineapples:

- Pineapple juice is a refreshing way to get lots of Vitamin C.
- When you drink one small glass of pineapple juice, you get one serving of your 5 A Day.

Healthy Riddles

It can be very confusing trying to remember what we need to eat and drink in order to help different parts of our bodies stay healthy and strong. Try these riddles and test whether you can work out each answer from the clues given.

Who am I?

I grow on a tree
I need to be peeled to be eaten
I am referred to as a citrus fruit
I contain lots of Vitamin C
I am the same colour as my name

Who am I?

I am very small and come as part of a group
People love the taste of me in chocolate and crisps
If you eat me between meals I will rot your teeth
I give you lots of energy very quickly

Who am I?

You need me to work and play
I come in the nutrients of the food you eat
You get a big rush of me when you eat sugar
You need to replace me when exercising by eating more
I am measured in calories

Who am I?

I love calcium
I need lots of milk and dairy to keep healthy and strong
You destroy me if you eat too much sugary foods or drinks
I help you to eat

Who am I?

I like lots of iron
My favourite food, like my colour, is red meat
I carry oxygen around the body to stop you getting tired
I am pumped by the heart

Who am I?

You need to eat lots of me in a good diet
I come in two forms- starch and sugar
I am found in bread, cereal, and potatoes
I give you the best form of energy there is

Orange, Sugar, Energy, Teeth, Blood, Carbohydrates

5 A Day Mnemonic

We now know that fruit and vegetables are very important for our bodies, and that we need to eat 5 portions a day, but how many different types of fruit and vegetables can we think of? Write as many different fruit and vegetable names as possible in the box below:

In order to remember everything we need to do to be a Super Human, Professor Plum taught us about creating a mnemonic. Do you remember what a mnemonic is? Well it's a sentence that can help us remember important information because the first letter of each word of that sentence is the same as the thing we have to remember.

Like this:

The - Teeth (brush them)
Best - Breakfast (eat cereal)
Way - Water (drink water)
Ever - Exercise (lift arms up and down like lifting weights)
To - Tip top hygiene (wash hands and face)
Be - Be positive
Super - Sleep (pretend to sleep and snore)
Humans - Healthy Eating (eat an apple)

So that we can remember all the different yummy fruit and vegetables we need to eat as part of our 5 a Day, create your own mnemonic using one of the fruit or vegetables you thought of in the above box, and say why it is good for you, why you like eating it, what it looks like and/or where it comes from. You may also like to add pictures to decorate your mnemonic and then display it in the classroom

For Example:

Apples grow on trees
Pick your own, or buy them from shops
People enjoy apples as they are crunchy and juicy
Leave the stalk!
Eating apples help keep you healthy

Healthy Harry

Professor Plum has taught us what we need to do in order to be a Super Human:

- The - Teeth (brush them)
- Best - Breakfast (eat cereal)
- Way - Water (drink water)
- Ever - Exercise (lift arms up and down like lifting weights)
- To - Tip top hygiene (wash hands and face)
- Be - Be positive
- Super - Sleep (pretend to sleep and snore)
- Humans - Healthy Eating (eat an apple)

Healthy Harry, a school child like you, has heard all about being a Super Human and has decided to change his old habits in order to become healthier. Using the comments below, draw a picture of what healthy Harry may have looked like before he became healthy and what he looks like now. How can you show the changes in Harry? What are the main differences? Does he look happier now or before?

Before

After

Professor Plum's Experiments

Professor Plum invites you to test your knowledge as scientists and explore for yourself how exciting it can be to discover how our bodies work!

Below is a collection of Professor Plum's most favourite experiments. On your own, or in small groups, discover how important soap is, why we need to wash to prevent us from smelling, how quickly fizzy drinks can decay our teeth, and how we can check that we are drinking enough water and eating enough fibre!

WARNING: The results of these experiments may shock you! Only carry them out in a safe and clean environment and under the supervision of an adult.

Bucket of Bacteria! (Or why you get smelly if you don't wash!!)

You need an adult to help you with this experiment and it will take 3 to 4 days to complete.

You will need:

- 1/2 cup of water
- saucepan
- small heat-proof bowl
- 4 packets of unflavoured gelatine
- mixing spoon
- glass jar with lid
- cotton bud

Make the gelatine

- 1** Bring the water to the boil in the saucepan, then, after it cools for a few minutes, pour carefully into the bowl.
- 2** Sprinkle the packets of gelatine into the bowl and stir until the powder dissolves.
- 3** Pour the mixture into the jar, screw the lid on tightly, and set the jar on its side in a safe spot where it won't roll. Wait for about 4-5 hours for the gelatine to set.

Find some bacteria!

- 4** Take off your shoes and socks and rub the cotton swab between your toes. Or how about a swab from your mouth or hands? Do you think you could collect bacteria from just-washed hands?
- 5** Now brush the swab across the gelatin in four long, separate strokes, then close the jar again and leave it in a warm, dark place for a few days.

Smell the bacteria!

- 6** When you check your experiment, you won't see the bacteria, but you will see lines in the gelatine. The gelatine is what the bacteria have been eating. Now open the jar and stand back! The contents of the jar will smell terrible!

Clean up!

- 7** When you are finished, dump the gelatin down the drain, followed by a rinse of hot water. Wash your hands and the inside of the jar thoroughly with soap and water.

Professor Plum's Experiments

Dare you discover.....how soap works?

You will need:

- Cooking Oil
- Soap
- A hand!

- 1 Pour a little cold cooking oil into the palm of your hand and rub it in using your fingers.
- 2 Place your hand under the running tap, rubbing the water over your hand with your fingers. Does it feel slimy?
- 3 Lather up some soap and use your fingers to rub the soap over your hand. Place it under the running tap. Does your hand feel slimy now?

Now for the science part!

Cooking oil contains chemicals that don't mix with water so rinsing your hands in water won't remove the oil. Soap is made of molecules with two ends. One end mixes with the water and one end mixes with the oil. So the soap attaches the water to the oil and washes the oil from your hand. Now you know why it is so important to wash your hands with soap. It is the only way you are going to get them really clean!

Purple Poo and Pink Pee!

Are you eating enough fibre?

Fibre keeps our digestive system working healthily so we get all the goodness from our food. Here's an experiment you could try to see if you are eating enough fibre.

- 1 Eat some yummy purple beetroot. If your poo has a purple colour to it 12 hours later you have digested your beetroot really well and you know your digestive system is working really well.
- 2 If you don't see any purple poo for a few days maybe you should be eating some more fibre! Eat some more fruit or vegetables or wholemeal bread perhaps.

Oh yes, and you may find that your wee turns a bit pink too!!

Watery Wee!

Are you drinking enough water?

If your wee is very yellow then probably not. Drink a glass of water. How yellow is your wee next time you go to the toilet? It should be lovely and watery and clear!

Turquoise Teeth or Bluetooth!

Are you brushing your teeth properly?

How about using some 'disclosing tablets'? You must ask Mum or Dad first and get them to help you. You have to be 7 years old or over to use them. You can buy them from high street chemists. After you brush your teeth chew a disclosing tablet. The blue dye of the tablet only sticks to plaque so you can see where you need to brush again to get rid of all the plaque. Plaque is bad for teeth. Brush your teeth until the blue stain is removed.

Professor Plum's Experiments

Exercise your brain, head and mind!

It's not just your body that needs to exercise your brain does too. You can exercise your brain by doing things differently.

For example:

- Brush your teeth with the hand that you do not normally use
- Eat some spicy foods that you have not tried before
- Learn some card tricks or try juggling
- Take a new route to your friend's house

Egg in a bottle!

Do you want to see what acid erosion can do to an egg?

WARNING: This experiment may make you stop and think before you reach for a can of fizzy drink ever again!

You will need:

- A fresh egg
- Some vinegar
- A glass
- A bottle with a wide neck

- 1 Soak the egg in the glass of vinegar for two days. The egg will look the same but the shell will be thinner and softer.
- 2 You can now carefully squeeze the egg into the bottle! Ask your friends to guess how you did it!

Now the science part! The acid in the vinegar has dissolved some of the calcium in the egg shell so that it loses its hardness. Unfortunately acid can also weaken teeth in a similar way. Fizzy drinks are very acidic which makes them very bad for your teeth. So, if you want strong, healthy teeth, stay away from fizzy cans of pop!

Extension Experiment:

Calcium carbonate, the thing that makes the egg shell hard, also keeps our bones hard too!

- 1 Take some thin chicken bones and drop them in vinegar for a day. Take them out and they'll be soft just like the egg shells were.
- 2 Now you can tie them in a knot, just like a piece of string.
- 3 Now leave them sitting out on the table and they'll get hard again!

Where's the Starch?

We need to eat a lot of starch in order to have the correct amount of useful energy in our bodies, but what foods contain starch?!

You will need:

- waxed paper
- tincture of iodine (this can be found in a first aid kit or the local pharmacy)
- different kinds of food such as:
 - Cut potatoes
 - Cut apples
 - Orange segments
 - Bread
 - Crackers
 - Cheese

- 1 Place the foods on the waxed paper.
- 2 Place a drop of the tincture of iodine onto each food.
- 3 The foods containing starch will turn purple where the iodine touches them.

Activity Chart

It is important to keep your heart as happy and healthy as possible. Some things that you do will make your heart beat faster than others. Active things that make your heart beat faster are good for you. You should try to do as many active things as possible in a day.

Try this quiz to see if yesterday you were **very active, a little bit active, not very active, or not at all active....**

The higher your score, the more active you are. If your score is very low, you need to be more active during the day. What can you do to be more active? Can you swap any of the not very active activities for active ones? Can you do anything extra to make sure that you do as many active tasks in a day as possible?

| ACTIVITY | YES | NO |
|---|-----|----|
| 1 Did you walk/ride a bike to school? | | |
| 2 Did you watch television for more than two hours? | | |
| 3 Did you play a sports game? (football/bat & ball/netball) | | |
| 4 Did you play chase at lunch/break time? | | |
| 5 Did you spend your break/lunch time sitting down? | | |
| 6 Did you do PE (dance/play a game/do aerobics)? | | |
| 7 Did you go out to play after school? | | |
| 8 Did you sit indoors and read for more than two hour? | | |
| 9 Did you walk/ride a bike home from school? | | |
| 10 Did you go to the shops in the car? | | |
| 11 Did you offer to help clean/tidy around the house? | | |
| 12 Did you offer to help clean/tidy up at school? | | |

Activity Chart

Points

Use the chart to see how many points you got for each answer to the questions. Now add up your score and use the information below to see whether you are Very Active, Active, Not Very active, or Not At All Active.

| Question | YES | NO |
|----------|-----|----|
| 1 | 2 | 1 |
| 2 | 1 | 2 |
| 3 | 2 | 1 |
| 4 | 2 | 1 |
| 5 | 1 | 2 |
| 6 | 2 | 1 |

| Question | YES | NO |
|----------|-----|----|
| 7 | 2 | 1 |
| 8 | 1 | 2 |
| 9 | 2 | 1 |
| 10 | 1 | 2 |
| 11 | 2 | 1 |
| 12 | 2 | 1 |

SCORE: 22 - 24 Very Active

Well done! You obviously make sure that you are exercising whenever you can and take every opportunity to keep your heart healthy and active!

SCORE: 18 - 21 Active

Very good! You exercise regularly every day and try to be as active as possible. Think about whether you could do any thing else to be more active- walk to school? Help out with the housework at home? Play a game of catch at break?

SCORE: 14 - 17 Not Very Active

Okay! You could probably make a lot more effort though each day to more active. If it's hard to find time outside school time to play a game, or do some physical work, why not join a sports team at school and/or play a running game at break or lunch with your friends?

SCORE: 12 - 13 Not At All Active

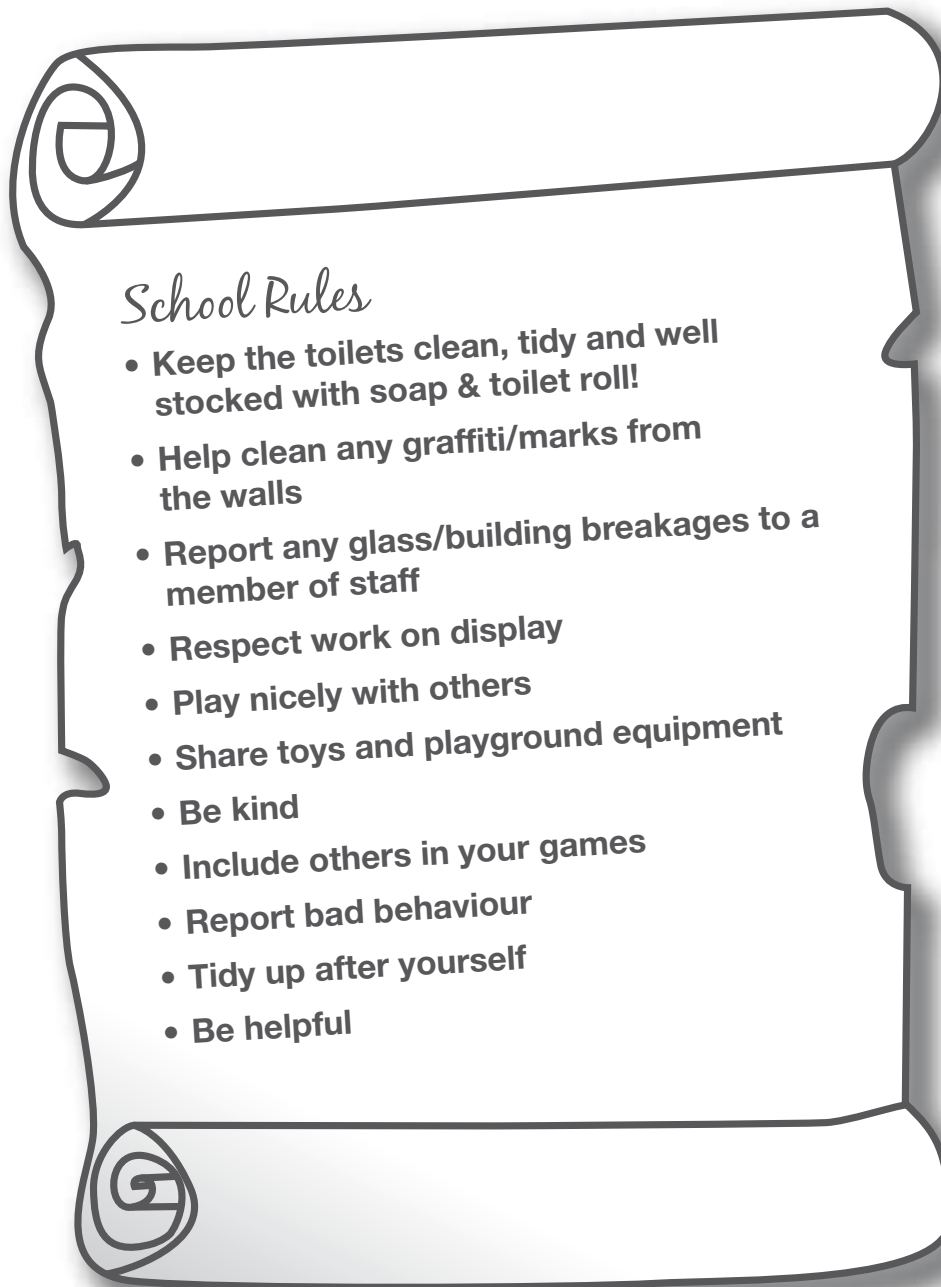
Oh dear! It seems you're not active at all during the day! It is very important to do regular exercise each day- this doesn't have to be hard work- it can be extremely fun!! Ask your teacher to help you think about what activities you could do at school and/or at home to make sure you are keeping your heart fit and healthy!

School Rules

We can all help make our school a better place to work and play. Below is a list of things that we need to do in order to make our school a happy and enjoyable place to be. Can you think of any others?

Choose one point from the list that you think is most important (or use your own idea) and design a poster to remind people about what they need to do to keep the school clean, tidy, and enjoyable for everyone!

Make your poster as colourful and eye catching as possible so that people can easily read it around the school.



Dear Head Teacher.....

We all want our school to be as fantastic as possible- but what can we do to help?

Follow the steps below to ensure that your school:

- Listens to your views
- Respects your work
- Helps you eat a balanced diet
- Is clean & Tidy
- Allows you to be active

Can you think of any other ways that your school could be better? Discuss these ideas and, using the templates over the page, either;

- Draw a picture showing your Head Teacher what you would like to change in your school
- Write a letter saying how your school could be improved

STEP ONE Set up a school Council

Does your school have a school council? If not, set one up!

- Ask your class teacher and/or head teacher to help you set up a school council
- Start by having short, weekly meetings in class where you can share and discuss ideas.
- Set up an election so that one or two students from each class are elected to be part of the school council (this can change each term)
- Have a small aim at first- For example, set up a suggestion box or a notice board for the school.
- Make sure you continue having short weekly meetings with everyone in your class
- Put up posters and reports detailing what you have discussed in your meetings so that everyone in the school can read it.

STEP TWO Organise a Display Team

Is your work displayed around school? Putting your work on display will make the walls look nicer, and show everyone what you have been doing.....

- Ask your class teacher to help you set up a display team
- The display team are responsible for making sure everyone's work is on display.
- Offer the work you are most proud for display

STEP THREE Design a New Menu

What do you eat at school? You should have the choice of lots of yummy, healthy food!

- Keep a diary of all the food you eat in one day- is it healthy? If not, what can you do to change it?
- If you don't like the food on offer at school, why not design a healthy new menu and show your ideas to your teacher and/or head teacher? You should do this as a group or class so that everyone's ideas are shared.

STEP FOUR Clean Up!

Is your school clean & tidy?

- Check your school for graffiti- can you set up a cleaning team to help clean any dirty areas?
- What areas of your school, if any, scare you and/or are dangerous? Why? Discuss this in class to see what you can do to make it better.
- Is there a lot of litter in and around your school? If so, write a school policy/design a poster encouraging others not to drop their litter.

Dear Head Teacher.....

This is a picture of how I think our school could be better:

A large, empty rounded rectangular box with a thin black border, intended for a student to draw or write their ideas for how the school could be better.

Dear Head Teacher.....

We are writing to tell you about how we can help make our school better.....

- What needs to change and why

- What can be done

- Next steps....

We hope you can help us!

Best Wishes,

KSI Competition

Professor Plum has taught us how important it is to eat a balanced and healthy diet each day- especially at lunch time. In the box below, draw what you think should be in a healthy lunch box. Think about what foods and drinks are good for your body, and what are not so good. Try to make all the food as exciting and interesting as possible - how many different foods can you think of?

Name:

Year Group:

School:

My Healthy Lunch Box



Photocopy this sheet and distribute to your class.

**Please return all completed competition entries to Lizzie Howard at:
Bigfoot Arts Education, The Devas Club, 2A Stormont Road, Battersea, London SW11 5EN**

KS2 Competition

In order to make sure we eat enough vitamins and minerals, Professor Plum has created a group of Vitamin Heroes who protect children from eating unhealthily and becoming ill from the effects of not eating enough vitamins and minerals.

To help the Vitamin Heroes in their mission to tell all children what they need to do to be real life Super Humans, Professor Plum has asked that you design a comic strip on the sheet provided to show what happens when you don't eat the right vitamins or minerals, what you can do to make it better, and the end result.

Use the information in the chart below to help you understand the name of each superhero, why you need them for your body, and what foods they fight with.

| SUPER HERO | WHAT DO THEY DO? | WHAT FOOD DO THEY FIGHT WITH? |
|----------------|--------------------------------------|---|
| VITAMIN A MAN | KEEP EYES HEALTHY | CARROTS |
| VITAMIN B GIRL | KEEPS BRAINS WORKING WELL | FISH |
| VITAMIN C GIRL | FIGHTS ILLNESS LIKE COLDS | ORANGES, KIWI |
| VITAMIN D BOY | KEEPS BONES, NAILS AND TEETH STRONG | EGGS, SUNLIGHT |
| VITAMIN E MAN | KEEPS SKIN HEALTHY HELPS HEALS SCARS | GREEN LEAFY VEGETABLES |
| CALCIUM GIRL | KEEPS TEETH AND BONES HEALTHY | MILK, CHEESE, YOGHURT |
| IRON WOMAN | KEEPS BLOOD HEALTHY | RED MEAT |
| FIBRE BOY | KEEPS DIGESTION HEALTHY | BROWN WHOLEMEAL BREAD, FRUIT & VEGETABLES |

Example Comic Strip:

| | | |
|--|--|---|
| | | |
| Help! Help! My eyes! I can't See!! | Ta- Da!!!! Vitamin A Man to the rescue!!! | What's wrong little girl? Why are you stumbling around the classroom? |
| | | |
| I can't see! 'I know what you need..... some carrots!' | Munch..... crunch munch crunch..... | Wow! I can see again! Thanks Vitamin A Man!! |

KS2 Competition Super Heroes.....

Name:

Year Group:

School:

| | | |
|--|--|--|
| | | |
| | | |

| | | |
|--|--|--|
| | | |
| | | |

Photocopy this sheet and distribute to your class.

Please return all completed competition entries to Lizzie Howard at:
Bigfoot Arts Education, The Devas Club, 2A Stormont Road, Battersea, London SW11 5EN