

HEALTHY LIVING

Objective: To raise awareness of the importance of diet as part of caring for myself. How to make simple choices that improve health and well-being.

Key Words: coppicing, hollow, trunk, squeezed, paw, bloated, weasel, miserable, determined

Curriculum Links: Citizenship and PSHE at KS1: 1a,b,c. 2 a.c. 3a. Literacy: Drama

Materials needed:

- The Manual or copy of lesson plan
- Silent sitting exercises from the 'Introduction' Manual
- CD player
- CD with music for silent sitting
- CD with music for the song
- Copies of the drama script
- Pull-out Wall Chart between pages 144-145

QUOTATION/THEME FOR THE WEEK

IT IS NOT ONLY
THE FOOD I EAT
THAT NOURISHES
MY BODY AND MIND ...



... BUT ALSO WHAT
I SEE AND HEAR
THAT FEEDS
AND MAKES ME
WHAT I AM

Discuss what this means.
How do we feed our body healthily?
How do we feed our mind?

SILENT SITTING

Steps 1, 2 (See pages 19/20 or page 36 from the 'Introduction' Manual)

Step 5: Think of all the things that make you what you are ...

All the things that make up your body and mind:

- | | |
|--------------------------------|-------------------------------------|
| the food you eat ... | the things you read ... |
| the things you watch on TV ... | the things you listen to: music ... |
| things other people say ... | things you say yourself ... |

Are you taking care that they are all good healthy things?

Take care of yourself because a healthy mind and body are valuable.

Step 6.

STORY TELLING

THE GREEDY FOX

A traditional story

A fox discovered a store of food that some farmers had left in a hollow tree trunk. He was feeling hungry so he squeezed his sleek body through the narrow opening and gobbled the whole lot up.



“That’s better,” he sighed happily as he wiped the last crumb away with his paw. “Now all I need is a good drink of water and I will be the happiest fox in the forest.”

When he tried to wriggle out the way he had come he could not get out. He had eaten far too much. Can you guess what had happened? His stomach had got really big and his body looked bloated.

Only his head and one paw hung out in the fresh air. The rest of him stayed inside the tree.

“The tree has got narrower,” thought the fox feeling suddenly afraid. “Help! Help! Help!” he called. “The tree has got narrower. It is trying to trap me. Oh dear! Oh dear! Help! Help! The tree is shrinking. I shall be squeezed to death.”



Just then a thin weasel came past. “What nonsense you talk, Fox,” he said. “The tree is the same size as it ever was. It’s you that have eaten too much. I would try to pull you out, but there’s no point as you have grown too fat. You will just have to sit there and wait until you get thinner again.”

And that is just what the greedy fox had to do for the next two days. He was so miserable on his own in the tree that he determined to be careful what he ate in future and not to be greedy again. And do you know, I think he always was!



QUESTIONS:

1. Why did the fox squeeze himself into the tree trunk?
2. What happened when he tried to get out again?
3. What did the fox think had happened?
4. How did he feel?
5. Who came along?
6. Was Weasel polite and helpful to Fox?
6. Do you agree that it is important to eat healthy food at regular times?
7. How did you feel when you heard the story?
8. Does it remind you of anything in your own life?

GROUP SINGING

RIGHT ACTION SONG

(music by Sara John and Stuart Jones)

We have learned, we have learned
What the words Right Action say.
We must do what we know is right
Every day and every night.

*Chorus: Think of Love, think of Peace,
Think of Truth in all you do.
Find these values in your heart,
As a new day you start.*

If you use these values true,
Right is all that you can do.
Happiness with all you'll share,
And with these they'll know you care.

Chorus: Think of Love, think of Peace ...

We have learned, we have learned
What the words Right Action say.

GROUP ACTIVITY

1. DRAMA

THE GREEDY FOX

The scene is set in a wood

Cast: 1st Workman
 2nd Workman
 Narrator
 Fox
 Weasel

1st Workman: We've done enough coppicing for today, lads. There is still plenty of food left for lunch tomorrow. Let's leave it in this hollow tree to save carrying it back and forth.

2nd Workman: Good idea. I'll help you carry it over. There's plenty here for all of us tomorrow.

Narrator: The workmen hide the food in the hollow tree trunk and go home. As it gets dark a very thin fox comes along.

Fox: I'm so hungry. I must find some food for dinner tonight. But what can I smell. There is certainly food nearby. Now where is it?
(He looks around sniffing the air).
Here it is in this tree. Now if I can just fit through the narrow opening ...

Narrator: The fox squeezed into the hole and gobbled up all the workmen's lunches.

Fox: *(sighing happily as he wipes the last crumb away with his paw)*
That's better. Now all I need is a good drink of water and I will be the happiest fox in the forest.

Narrator: When he tried to wriggle out the way he had come, however, he could not get out. He had eaten far too much, so that his stomach was really big and his body looked bloated. Only his head and one paw hung out in the fresh air. The rest of him stayed inside the tree.

Fox: Help! Help! The tree has got narrower. It is trying to trap me. Oh dear! Oh dear! Help! Help! Help! The tree is shrinking. I shall be squeezed to death.

Weasel: *(passing by)* What nonsense you talk, Fox. The tree is the same size as it ever was. It's you that have eaten too much. I would try to pull you out, but there's no point as you have grown too fat. You will just have to sit there and wait until you get thinner again.

Narrator: And that's just what the greedy fox had to do. He was completely stuck in the tree and had to stay there for the next two days. And he was so miserable about it that he determined to be careful what he ate in future, and not to be greedy again. And do you know, I think he always was!

QUESTION:

How did you feel when you heard, saw or acted in the drama?

2. FAVOURITE FOOD

Invite the children to talk about their favourite food.

Make a list of them and put them in order, with the favourite one first.

Ask them:

Which foods are both tasty and healthy to eat?

Which foods are tasty but less healthy to eat?

Check your list. Divide the list into two, separating out the healthy foods from the less healthy. For example,

Less healthy

sugary

salty

fatty

e-numbers, etc.

Very healthy

fresh fruit

fresh vegetables

water, etc

Close the lesson: If the teacher wishes, the lesson can be closed by asking the children to form a circle and say, “I will be careful what I eat.”

Extension Exercise / Science link

“You are what you eat” class project.

The children can explore how to make choices in order to live a healthy lifestyle and to eat a balanced diet every day. The topic of healthy eating also includes cleanliness and hygiene when preparing food.

The teacher may wish to demonstrate this whilst cooking a healthy dish with the children.

See Pull-out Wall Chart between pages 144-145