

Personal BEST

TEACHERS' NOTES - KEY STAGE 1

INTRODUCTION

Tying in with the 'Change 4 Life' initiative, Personal Best has been written with the aim of promoting a healthy lifestyle and to give its audience some ideas on how and why they should do this.

We follow the fortunes of our heroine Charlie, who eats unhealthily and doesn't do any activity if she can help it!

However, once 'Healthy Week' is underway at school Charlie finds herself on a journey of self- enlightenment which leads her to become the star in the Sports Day inter-house race, the culmination of all the activities of 'Healthy Week' and an event which changes her life forever.

The aim of the play is to leave the audience with a positive message and the tools and knowledge to follow in Charlie's footsteps...

BREAKFAST

It's 'Healthy Week' at school, so rather than eating her normal Coco Pops which are full of sugar, Charlie is looking for a healthier alternative. Her mother produces first Sugar Puffs, then Frosties followed by Cookie Crisp, all of which are full of sugar.



Charlie suggests that her mum help her complete the 'Healthy Week' questionnaire she's been given by school which is all about what makes a good breakfast. Charlie shows her mother something you might have for breakfast and her mother has to say whether it would be a 'good start to the day' or a 'bad start to the day'.

We start with **toast**, which fills you up and doesn't contain much sugar, so *GOOD* as long as you don't put on too many sugary spreads, such as chocolate spread.

Next is **Weetabix**. Charlie's mum isn't sure so Charlie tells her that Weetabix is *GOOD* because it doesn't have much sugar. She tells us we need to look for cereals low in sugar, such as Shreddies, Rice Krispies and All Bran.

Sugar Puffs are next, and as their name suggests they are full of sugar so they are *BAD*,

Finally we have **Porridge** and again Charlie's mum is unsure. Porridge has very little sugar in it so it's *GOOD*. Charlie tells the audience that if you look on the side of the packet it tells you what's in your cereal so she concludes that we all need to take time to find out what is a *GOOD* start to the day or a *BAD* start to the day.



IN CLASS: Take a selection of food packaging and examine the labels, finding the hidden salt and sugar content of each. Discuss which foods make a good breakfast ie, starchy foods such as bread and cereals.

Find healthy alternatives: If you are having bread, try making toast with wholemeal or granary bread, and use just a small amount of low-fat spread (e.g. margarine) or jam.

Discuss what you can do when choosing cereal: try to go for one that contains wholegrains and is lower in salt and sugar. Explore what kinds of fruit you can add to cereals for a great taste! Discuss the fat content in milk and suggest trying semi-skimmed, 1% or skimmed milk, or low-fat yoghurt (but remember 1% or skimmed milk isn't suitable for children under 5).

Suggest washing down breakfast with a glass of 100% fruit juice as this will count as a fruit and veg portion. A glass (150ml) of fruit juice counts as a maximum of one portion of your 5 A DAY.

Make a smoothie in class! Use fresh fruit such as banana and strawberries and some plain low-fat yoghurt or lower-fat milk, or puree a few canned apricot halves with some orange juice. You could also try adding some wholegrain cereal to your smoothie for extra fibre and get the class to try it!

60 MINUTES A DAY

The play encourages children to do 60 minutes of physical activity every day.

As it's 'Healthy Week' Charlie is walking to school, and so are most of the other school children. When she stops briefly for a rest she meets her friend Lewis who exercises regularly at the local Football Academy.

Charlie tells Lewis she doesn't like exercise and Lewis is incredulous. He reckons there must be something she likes doing and asks the audience for some suggestions of what activities Charlie could do for exercise.



That gets Charlie thinking - if she walks to and from school that's 15 minutes each way, which means she's already half way there to her 60 minutes exercise a day without even realising it! Maybe 60 minutes a day wasn't as hard to do as she thought.

IN CLASS: discuss what might be counted towards your 60 minutes a day. It may well be easier than the children think.

Walk to School: it's good for you; exercises your body; works off fat; helps you concentrate and you can meet up with your friends. There are practical aspects which include finding a safe route and especially in the darker months, wearing clothes that show up. You could also discuss starting a 'walking bus'.

Cycle: where practical cycle. You must, however, work out a safe route and have some where to store your bike and safety equipment.

Sport: it's a fun way of exercising. Even if you are not very good at sport it's the taking part that matters! It's fun to play football at whatever level you play, but there are many other sports out there. Get the class to think of as many sports as they can: football, cricket, hockey, netball, basket ball, tennis etc

Dance: join 'dance club' or just make up your own dance.

Other clubs: Beavers, Cubs, Rainbows, Brownies, Guides, Scouts, Boy's Brigade etc all do a lot of physical activity, playing 'dodgeball', ladders etc. and going on local treks. You can exercise whilst having fun.

Just being more active: don't just sit and watch telly or play computer games be more active – dance to the adverts, have a fashion show, if you've got a Wii try Wii Fit etc

At home: daytrips (family Olympics – 3 legged races, egg & spoon, sack race, wheelbarrow race) go for a walk, visit a castle, have a BBQ, go for a bike ride, treasure hunts (in the park, find a buttercup, find a conker etc), 'rounders' in the park, local fairs OR go swimming - it uses every muscle group and is great for cardiovascular fitness. Ask the children what they did at the weekend and count how many minutes of exercise their activities accrued.

Keep a diary: Ask each child to keep a diary of their movement each day and see if they have managed to do 60 minutes physical activity a day over one week. Give them ideas of how they can up their minutes and encourage them to play physical games at break time such as 'It' and 'Stick in the mud'.

Playleaders: Set up a 'Play Leaders' scheme at school with the Year 6 children leading different physical activities at break times for the whole school. They can be sports, such as football, tag rugby or cricket, or just fun activities like Lewis was leading in the play such as using hula hoops, skipping, limbo dancing or even bouncing on space hoppers! Don't forget old favourites such as Hide and Seek, Hopscotch, French Skipping etc.

5 A DAY CHALLENGE

Eating more fruit and veg is important for us all. They are packed with essential vitamins, minerals and fibre which may help reduce the risk of diseases such as cancer and heart disease. So it's important for kids to eat a variety of at least **five portions of fruit and veg** every day. For a child, a portion is about 60g, which is roughly a handful of whatever fruit and vegetables you choose.

Ollie, one of Lewis's friends, runs the fruit trolley at school, which has been set up to encourage everyone to eat more fruit and veg. Ollie has an apple, a carrot, an orange, a bag of sweet corn and some raisins and by using these ingredients he shows us how to eat our five a day.



- **Snack it!** Ollie shows the audience that almost any of the fruit or veg would make a tasty mid-morning snack – the apple, the carrot, the orange or the raisins and would count as one portion towards your five a day.
- **Dip it!** You can also dip the carrot in something tasty like humous, salsa or guacomole.
- **Veg it!** Have a portion of two different veg, such as carrots and sweetcorn, with your chicken for supper. If you're not used to the taste of vegetables then hide it in gravy.
- **Add it!** Cut the veg up small and add them to a sauce, such as Bolognaise or a curry. You'll never know they're there!
- **Sprinkle it!** Add chopped apple, banana or a handful of sultanas or raisins to your cereal in the morning instead of sugar.
- **Drink it!** The apple, the carrot and the orange can all be juiced to make a lovely drink. You can experiment with a mixture of different fruit to make a tasty smoothie.

Ollie sums up: Snack it, Dip it, Veg it, Add it, Sprinkle it and Drink it. He teaches the audience actions throughout this section to remind them of each option.

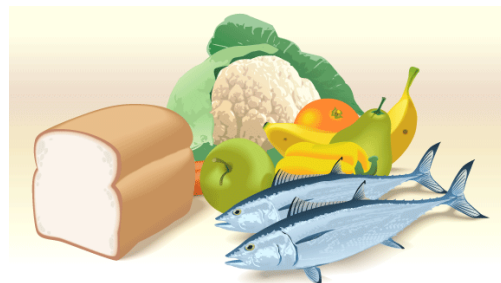
Charlie realises that having her five a day is easier than she thinks: if she has an banana at break and a glass of orange juice and a glass of apple juice she has already notched up three of her five a day, and if she has a school dinner that would be a full house because 'every school dinner contains at least two of your five a day!'

IN CLASS: Discuss how you can get your five portions of fruit and veg a day. Suggest canned and frozen fruit and veg, 100% juice and dried fruit and veg which are often overlooked. They all count towards 5 A DAY as well as fresh produce. See what alternatives the class can come up with to replace chocolate snacks or crisps

A BALANCED DIET

Our bodies need a balanced diet to work properly. Food is our fuel and if we don't put the right fuel inside us we don't work properly.

At school, a special guest has come to talk to the children about healthy eating; it's Kevin Rooney, ex-pupil and local footballing star! He gives the children a run-down on what they need to eat to keep healthy.



Kevin starts by telling the children that some foods are good for you and some you don't need too many of because they are full of sugar, salt or fat. He then shows the children a list of foods and they have to tell him whether they are 'GOOD for you', 'BAD for you' or 'GOOD, but you don't need too many of them'.

Kevin's first food is **sweets**, which of course are 'BAD for you' as they are full of sugar. Sweets are nice for a treat but don't eat too many of them!



Next Kevin shows the children **carrots**. Carrots like all

vegetables and fruit contain hardly any fat and are full of things called Vitamins and Minerals. Vitamins and Minerals help us to heal our wounds, build healthy bones and teeth and keep our brain alert.

Fried **bacon** is next. Kevin reckons it to be 'GOOD, but you don't need too much of it' - Meat is good for you because it contains Protein which helps build up your muscles but you don't want too much fried meat because it contains a lot of fat. Something like Chicken cooked in the oven is a good way of getting your protein without cooking it in fat. Kevin then asks the audience if they can think of any other meats.



We have a **baked potato** next, which is 'GOOD'. Potatoes are full of carbohydrates which give us energy. If you are doing a lot of exercise like football, cycling, dancing or even walking to school and you need your carbohydrates for energy. Other carbohydrates are pasta, bread and rice.

Finally Kevin asks the audience what they think about **coke**, which of course is BAD. Coke like most canned drinks is full of sugar. He asks the audience if they can think of something better for us to drink, such as water, orange juice etc.



Kevin concludes his talk by summing up. What we need for a good diet is some **Protein** to build up our bodies- something like chicken which is low on fat, a lot of **Carbohydrates** like potatoes, rice and pasta for our energy, plenty of Fruit and Veg which is full of **Vitamins and Minerals** and not too much fat, sugar or salt.

SCHOOL DINNERS

All food provided by local authorities must meet national nutritional standards which ensure that children are provided with a healthy, balanced diet and they all need to provide on a regular basis high-quality meat, poultry or oily fish. There must always be at least two portions of fruit and vegetables with every meal and bread, other cereals and potatoes must also be regularly available.

Charlie tries a school dinner and on the menu is chicken, potatoes and peas followed by yoghurt. She works out which foodstuffs give the protein, which the carbohydrate, which the vitamins and minerals.

IN CLASS: Try this experiment to see if a foodstuff contains fat: rub brown paper against the foodstuff and then hold it up to the light. If the paper turns see-through the food has fat in it.

In class the children can cut out paper plate shapes and draw their favourite meals. Which food types do they contain? The children can then draw a balanced meal using foods they like to eat.

A demonstration of how fibre works can be done with a sock, a hard ball and a soft foam ball. Put the hard ball in the sock and squeeze the sock so that the ball moves along. Then try the same thing with the soft ball and compare results.

The more you exercise, the more oxygen you need – which means you have to breathe deeper and your heart has to work harder - and this strengthens your system.

THE PEA CLUB

Two of the school's pupils are performing a special song about healthy eating in assembly during 'Healthy Week'. Dubbed the 'Pea Club' this is the song they sing:

You've gotta get fit, eat healthy
If you wanna stay wise and wealthy.
Good food, exercise and rest
Come on, you know it's for the best.
Just eat a balanced diet
I wanna see you try it.
Work that body, fuel it right
And then make sure you sleep all night.
So come on, be good to yourself, for health!

The words are put up on screen and the audience are taught actions so they can join in. The song is repeated and everybody is encouraged to sing along!

The play concludes with Charlie taking part in sports day for the first time in her life and winning for her house. Having finally taken part she's discovered that she's actually quite a good runner. This inspires her to change her diet and her life and now she runs regularly at a local club with her friends.

AT THE END OF THE PLAY

At the end of the play the actors will hold a short (5-10 minutes) question and answer session with the children which relates to the information and issues discussed in the play. The audience is then invited to ask any other questions they may have regarding any aspect of the production.



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