

# The Character Curriculum

Flourishing for Life



<p><b>Y1: Healthy me</b> L2 - Healthy eating</p>	<p><b>Learning objective:</b></p> <ul style="list-style-type: none"> <li>- Identify healthy snacks.</li> </ul>	<p><b>Key vocabulary:</b> Snack, healthy, unhealthy, fat, sugar, labels <b>Key virtues:</b> Judgement, motivation, respect, self control</p>
<p><b>Resources:</b></p> <p>Snack images (resource 2, one set per pair)</p>	<p><b>Statutory links:</b> Health Education (2020) Pupils should know:</p> <ul style="list-style-type: none"> <li>- What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>- The principles of planning and preparing a range of healthy meals.</li> <li>- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	
<p><b>Key questions:</b></p> <p>What snacks do you have?</p> <p>Give examples of a healthy/unhealthy snack?</p> <p>How do you know if a snack is healthy?</p> <p>How can food labels help us?</p> <p>Why should we choose healthy snacks?</p> <p>What virtues do we need to choose healthy snacks?</p>	<p><b>Learning activities:</b></p> <p><b>Starter:</b> Sorting snacks</p> <p>Give children the pictures of different snack items (resource 2). Clarify what a snack is, if appropriate.</p> <p>In pairs, ask children to sort the food into groups of their choosing. They may choose to sort them into: foods they like/don't like, colours, how you eat them etc. Encourage children to justify their sorting.</p> <p>As a class, discuss the following questions:</p> <ul style="list-style-type: none"> <li>- Do you have snacks? If so, when?</li> <li>- What are your favourite snacks?</li> <li>- Do you think about if your snacks are healthy? Why?</li> </ul> <p><b>Activity 1:</b> Healthy or unhealthy?</p> <p>Display the pictures of the snacks that the children have been sorting on the board. Which snacks are healthy? Which snacks are unhealthy? How do you know? You might want to try and put them on a continuum from least healthy to most healthy.</p> <p>Explain that unhealthy snacks have high levels of fat, sugar or salt – things that we only need in small amounts. Sometimes we can look at the labels to help us. Show an example of the traffic light labelling and highlight that if there is red, it is generally not a good sign!</p>	

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There is an explanation and example of traffic light labelling of food here: [https://www.nhs.uk/change4life/food-facts/food-labels?gclid=Cj0KCQjwu6fzBRC6ARIsAJUwa2SSJ3Hh4IFGN9NLRIYRoY3Glep3-GT5TKrRV4Rp9makN9ChKgGhjM4aAgeKEALw\\_wcB&gclsrc=aw.ds](https://www.nhs.uk/change4life/food-facts/food-labels?gclid=Cj0KCQjwu6fzBRC6ARIsAJUwa2SSJ3Hh4IFGN9NLRIYRoY3Glep3-GT5TKrRV4Rp9makN9ChKgGhjM4aAgeKEALw_wcB&gclsrc=aw.ds) [accessed 20.05.2020].

- Why is it important to choose healthy snacks?
- What virtues do you think we need to choose healthy snacks?

## **Activity 2:** Design a healthy snack

The healthiest snacks are fruits and vegetables. They can be colourful, exciting and tasty.

Explain that children have to design a healthy snack that they would like to eat. There are ideas for inspiration here: <https://www.nhs.uk/change4life/food-facts/healthier-snacks-for-kids/fruit-and-veg-snacks> [accessed 20.05.2020].

Children should draw a labelled picture of their snack. They could come up with a name, short description and list some of the benefits of eating it.

## **Plenary:** 5 fingers

Draw an outline on the board of a hand and ask the following questions:

- Thumb: What have you learnt in this lesson?
- Pointing finger: What virtues have you used today?
- Middle Finger: Did you find anything difficult today?
- Ring Finger: Who did you help today?
- Pinkie Promise: What will you make sure you remember from today's lesson?