

The background features several stylized pear slices with faces, some with green outlines and others with pink. There are also green hills, a red line, and a yellow dotted line. A small pink heart is visible near the bottom right.

Eat Your Words Ith D' Fhaclan

Healthy Eating Through Storytelling
Ithe Fallain Tro Aithris Sgeulachdan

A cross curricular, Curriculum for Excellence, resource for Primary Teachers
linking Health and Wellbeing with Expressive Arts
Goireas thar-churraicealaim, Curraicealam airson Sàr-mhathais, do Thidsearan
Bun-sgoile a' ceangal Slàinte is Mathas leis na h-Ealain Fhaireachail



Introduction

Throughout 2009/10 school year, the Eat Your Words initiative ran in over ten primary schools within Highland, led by NHS Highland and The Highland Council. Eat Your Words provided pupils and staff in nursery through to p.7 the opportunity to explore the theme of healthy eating by participating in creative storytelling and story making. The cross curricular initiative enabled pupils to explore the experiences and outcomes within Expressive Arts and Health and Wellbeing within Curriculum for Excellence.

This DVD and accompanying booklet provides staff and pupils with the opportunity to view the stories, at any time, for continuing to explore themes around Healthy Eating through storytelling and story making.

Within the DVD two storytellers: Margot Henderson and Lilian Ross (see biographies on both storytellers later in this booklet), tell stories to camera that they especially adapted or created for the Eat Your Words initiative. Each of the stories link to themes around healthy eating, some of the stories have activities linked to them – the activities can be found within this booklet. Whilst some of the ideas have been developed from existing and well known traditional stories and activities, the ideas developed for this project were created specifically by Lilian and Margot.

Whilst the pack is aimed at the Early, First and Second stages of learning within Curriculum for Excellence, each story and accompanying linked activities can be adapted and developed to use with earlier or later stages also.

Curriculum for Excellence experiences and outcomes have been highlighted within the pack. Throughout the activities, various other experiences and outcomes, not detailed within this resource, may be covered or touched upon, in some situations, the pupils may determine how the lesson develops, however, the pack offers a main focus for each lesson. Teachers may choose to use the Curriculum for Excellence links provided in this pack as their assessment focus, but should feel free to include others where they see appropriate.

For further information about this DVD resource or the Eat Your Words initiative please contact: Lynn Johnson, Arts Links Officer, Highland Council, Education Culture and Sport, Eden Court, Bishop's Road, Inverness, IV3 5SA, lynn.johnson@highland.gov.uk, 01463 732651.





Foreword

I'm extremely grateful to storytellers, Margot and Lillian for bringing their creativity to this project, and to Lynn Johnson (Arts Links Officer, Highland Council) without whom this idea would never have come to fruition. As a Dietitian, I know all about how the food we eat affects our health and wellbeing. I also know that most children in Scotland eat too much added sugar, saturated fat and salt, and not enough fruit, vegetables, high fibre cereals and oily fish.

Schools however, can be a very positive influence on children's eating habits. School food is now far more nutritious than it was at the end of the 20th century thanks to both new legislation, and the excellent work our Highland Council's School Meals Service. Schools across Highland have also been asked to prioritize "Health and Wellbeing" within the Curriculum for Excellence, and the "Food and Health" outcomes and experiences are an important part of this.

There is a role for rational, logical learning about what constitutes a "Balanced diet". This booklet makes reference to the "Rising Stars" initiative which is a good example of such an approach, in particular because it links what we should eat to what we actually eat. However, food has too much social, emotional and cultural meaning for our choices to be determined in a purely rational way. We need to feel differently about food at an emotional level.

Using the story telling medium can help change feelings and attitudes to food. It also avoids the trap of us, as adults, telling children what they should and should not eat. The stories give children the space to think differently about foods, and to be "tempted" into delicious food that happens to be healthy. This is often more effective than trying to persuade someone to eat a food because it is healthy.

Using storytelling is not a substitute for learning about nutrition and the effects of different foods on the body. That needs to be taught too. However, because story telling has the potential to change feeling and attitudes, it means that what children learn about nutrition, is far more likely to lead to changes in food choice.

Dave Rex,
Specialist Dietitian for Health Promoting Schools, NHS Highland.

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Activities Introduction

Healthy Eating Storytelling Activities for Teachers to use in Class **Food For Thought**

Both Lilian Ross and Margot Henderson have suggested some supporting activities that Teachers can do in the classroom alongside using this DVD resource. In some cases specific activities have been suggested to link with particular stories, these have been detailed next to each story later in this pack. A number of activities have also been suggested as either warm-up activities or follow-up activities to using the DVD – these are listed below.

All activities, approach the theme of healthy eating through a range of creative activities incorporating storytelling, poetry, songs, games and drawing. This allows for a blend of receptivity and enquiry, imparting information and discovery learning. It offers a multi sensory approach, providing a variety of stimuli for children to accommodate individual learning styles. The activities encourage children to explore what is familiar yet can be seen afresh and what can be newly discovered.

The activities can be adapted for specific year groups so that they will be age appropriate. Most activities are suitable for all age groups but the content or approach to the material will be age appropriate. The difference is not so much in what you might use but how you might use it.



Curriculum for Excellence and Using this Pack

Curriculum for Excellence experiences and outcomes which the Eat Your Words initiative connect to have been highlighted below.

Throughout the activities, however, various other experiences and outcomes, not detailed within this resource, may be covered or touched upon. In some situations, the pupils may determine, how the lesson evolves, the pack, however, offers a main focus for each lesson. Teachers may choose to use the Curriculum for Excellence links provided in this pack as their assessment focus, but should feel free to include others where they see appropriate. It is recommended that Teachers show only one or two stories from the DVD per lesson plus the accompanying recommended activities with one or two of the general activities.

Curriculum for Excellence, experiences and outcomes

Expressive Arts

My learning in, through and about the expressive arts:

- Enables me to experience the inspiration and power of the arts
- Recognises and nurtures my creative and aesthetic talents
- Allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities
- Provides opportunities for me to deepen my understanding of culture in Scotland and the wider world
- Is enriched and enhanced through partnerships with professional arts companies, creative adults and cultural organisations
- I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 0-01a-EXA 2-01a
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a – EXA 2-05a
- I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a
- I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and other's work. EXA 0-15a – EXA 2-15a

Health and Wellbeing

- Together we enjoy handling, tasting, talking and learning, about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a
- By investigating the range of foods I can discuss how they contribute to a healthy diet. HWB 1-30a
- By applying my knowledge and understanding of current healthy eating advice, I can prepare healthy foods to meet identified needs. HWB 3-30a
- I know that people need different kinds of food to keep them healthy. HWB 0-32a
- Through exploration and discussion, I can understand that food practises are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a



The Four Capacities within Curriculum for Excellence

Eat Your Words connects to the four capacities within Curriculum for Excellence in the following areas:

Successful Learners

With:

- Enthusiasm and motivation for learning
- Openness to new thinking and ideas

And able to:

- Think creatively and independently
- Learn independently and as part of a group
- Link and apply different kinds of learning in new situations

Confident Individuals

With:

- Self respect
- A sense of physical, mental and emotional wellbeing

And able to:

- Pursue a healthy and active lifestyle
- Be self-aware
- Assess risk and make informed decisions

Responsible Citizens

With:

- Respect for others

And able to:

- Make informed choices and decisions



Activity 1



Favourite Fruits p1 - 5

Ask the children which is their favourite fruit and why.

From the answers, make up some verses. These can be said or sung with actions.

Here are some examples

*If I was a fruit, I would be sweet
I would be an orange
Full of energy and vitamin C
and I'd be good for you*

*If I was a fruit I would be sweet
I'd be a banana
Wrapped in my skin
Like a crescent moon
and I'd be good for you*

*If I was a fruit, I would be sweet
I'd be a pineapple
With spiky skin and a pointy crown
and I'd be good for you*

*If I was a fruit, I would be sweet
I would be a be a...
(...2 lines describing the fruit
how it tastes, how it looks...)
and I'd be good for you*

This can begin as a whole class activity then set the children the task as an individual writing exercise, taking the form of the verse and letting the children fill in the blanks with their own descriptions.



Activity 2

Fruit Bowl p1 - 7

This is an optional warm up game where the group stands in a circle. The group chooses 6 or 7 fruits and the children round the circle take on being one e.g. apple, orange, pear, plum, strawberry, banana, apple, orange...etc. The teacher then calls out the name of a fruit and those children have to run to change places. When the teacher calls out 'Fruit Salad' everyone has to change places. You could make up variations where the children have to say something about the fruit, its qualities or attributes, or change the game to 'Soup Bowl' using vegetables.

Activity 3



'What Am I?' Riddles p1 - 7

This is designed to focus on the school menu and to encourage the element of choice and to encourage interest in and understanding of what's on the plate and how it got there.

Choose an item on the school menu and make it into a poem
The poem takes the form of a riddle, so others can try to guess what it is.

You can start with a simple one:

*I am round
I grow in the ground
I sometimes have eyes
and sometimes make fries*

(You guessed it. A potato!)

Then try one that takes more thought to make and to guess:

*We are tumbled and jumbled and jiggled about
We are sliced and diced and made to look nice.
We grow from the ground, one long and one round.
One has leaves like flower petals
The other is a finger, pointing down.*

(cabbage and carrot = coleslaw)



Activity 4



Poems on A Plate P4 - 7

You might want to try some other ways of looking at what's on the menu:

How Did I Get Here...

Write a poem about the life cycle or journey of a fruit or vegetable.

This is a simple and creative way to help children be more aware of what they are eating, to understand more about the growing of food, how it helps us grow, the aliveness of food, how it helps us feel alive and the processes involved in food preparation.

*'I grew from a seed
a bud on a tree
a blossom
a stem
in sun and rain
I grew ripe and round
Then fell to the ground...and then?...(apple)*

*'A farmer planted a seed
in a newly ploughed field
I grew in the dark
Under the ground
I grew tender leaves
reaching up for the sun
I grew in the soil
through wind and rain*

*Then the farmer came
and gathered my grain...and then...(bread)*

The teacher can provide a few lines as a starting point and the children continue the journey or the children can write a beginning and pass it on for another child to continue.





Activity 5



Finding Food in Fairy Tales P1 - 7

To stimulate remembering, discussion, story making, storytelling, creative writing and creative thinking about healthy options.

Ask the children to think of any Fairy Tales they know that have food in them. Ask them to name the story and the food. Some examples might be:

Snow White - an apple

The Three Bears - porridge

The Princess and the Pea - a pea

The 3 Wishes - a fish

Hansel and Gretel - the cottage made of sweets

What others can you think of?

Tell the original story. The teacher could tell the story or it could be done in a story circle with a talking stick or talking stone.

Then invite the children to re-tell the story putting a twist in the tale, to include a healthy eating message. (You might want to use one of the recorded stories as an example.)

This allows the children to work with a structure they know, to have the fun of changing the story and it means they are taking the initiative to create the healthy message themselves rather than being given it.

Activity 6

Herring Song P1 - 7

(a traditional Scottish song)

You can make a right song and dance of it with actions.

*Fit'll we dee wi the herring's eyes?
We'll mak them intae puddings an pies.
Herrings eyes, puddings an pies,
an all manner o things.*

*Fit'll we dee wi the herring's heids?
We'll mak them intae loaves o breid.
Herrings heids, loaves o breid , herring's eyes...
an all manner o things.*

*Fit'll we dee wi the herring's bones?
We'll mak them intae brushes an combs.
Herring's bones, brushes an combs, herring's heid...
an all manner o things.*

*Fit'll we dee wi the herrings fins?
We'll mak them intae needles an pins
Herring's fins, needles an pins, herring's bones...
an a ll manner o things*

*Fit'll we dee wi the herrings tails?
We'll mak them intae fishin boat sails
Herring's tails, fishin boat sails
an all manner o things*

*Of all the fish that live in the sea
The herring it is the one for me*

*Singing fa la la li do
Fa la la li do
Fa la la li do li day*



Goldilocks P4 - 7



The traditional story of Goldilocks told with a twist in the tale about cereals and food for growth

Notes from Dave Rex, Specialist Dietitian for Health Promoting Schools, NHS Highland:

“Contrary to popular belief, to meet the Scottish dietary targets, we should actually be increasing our intake of bread, potatoes, cereals and other starchy foods. In recent years, we have reduced our intake of starchy foods and replaced them with sugary soft drinks! High fibre cereals are particularly nutritious and help prevent constipation. In particular, oats are very much part of the food culture in Scotland and porridge and oatcakes provide children with energy that is released slowly.”





A Rainbow Coloured Day, P1 -2

Storyteller: Lilian Ross

Iris is chosen to do a very important job. The Queen of the Fairies asks her to be “Rainbow Fairy”. This means Iris has to make sure the Rainbow is in the sky at just the right time. Iris has to wear special cloths and eat special food to help her do this very important job. But Nosey fairy meddles with the rainbow and gets into a lot of trouble!

Activity

Provide the children with paper plates and draw fruit and vegetables on to the plate in the shape of a rainbow.

Alternatively, use cut out pictures of fruit and vegetables from clip art or magazines. Discuss and display on the classroom wall.

Notes from Dave Rex, Specialist Dietitian for Health Promoting Schools, NHS Highland:

“This story encourages children to eat the full rainbow of colours found naturally in fruits and vegetables. These natural pigments help protect our health. Encourage pupils to include fruits and vegetables from each colour of the rainbow.”



The 3 Wishes P1 – 7



Storyteller: Margot Henderson

A fun folk tale about a magic fish.

Notes from Dave Rex, Specialist Dietitian for Health Promoting Schools, NHS Highland:

“As with the “Salmon of Wisdom” story, you could link this to a promotion of fish options on the school menu.

Oily fish is a very nutritious food that is often overlooked by children. Oily fish is by far the best source of essential omega 3 fats that play a key role in brain development and function. It is also the best dietary source of vitamin D which is really important for bone health and is linked with reducing the risk of bowel cancer. Vitamin D is the “sunshine vitamin” so we don’t get much of it in Scotland unless we eat oily fish. Fish is also rich in Zinc which is important for mood and concentration. The school meals service in Highland has salmon on the school menu. At the time of writing, the menu includes “salmon nibbles” and “salmon kebabs”. Why not link this story to a promotion of these items on the school menu. Some schools have had fish tasting days. Speak to your cook and see if you can plan a promotion together.”

Rosey Parker Investigates, P4 – 7

Storyteller: Lilian Ross

Scene: - School

In the morning the children are lethargic sleepy, dreamy, and slow to respond. But as the day goes on they all behave in an erratic way: They just can't sit still. At other times the children go from being perfectly happy to grumpy and very stripy. The Headmaster decides to call in an undercover detective; a child named Rosie Parker. Her mission is to find out what is causing this strange behavior. Suspects include teacher Mr Wiseman and dinner lady Pru Crumble.

Activity

Invite the children to write a recipe for a “new” drink using fruit and vegetables. Give each drink a fun name. Choose one or two to actually make and try in class. Discuss and display recipes on wall.

Notes from Dave Rex, Specialist Dietitian for Health Promoting Schools, NHS Highland:

“Some soft drinks can cause problems with concentration and behaviour. Artificial colours and preservatives used in many soft drinks are the main culprit. Many of the drinks contain a lot of added sugar. One 500ml bottle of several brands contains about 12 teaspoons of sugar, but very few, if any, vitamins or minerals. Pure juice and smoothies are high in natural sugars but have vitamins and minerals too. For healthy teeth, the best “between meal” drinks are semi-skimmed milk and water. But pure juice and smoothies can count for 1 of your “5 a day” and are fine with a meal.”



Hansel and Gretel, P5 - 7

The traditional story of Snow White told with a twist in the tale about what's in sweetsies and who wants you to eat them

Notes from Dave Rex, Specialist Dietitian for Health Promoting Schools, NHS Highland:

"Children's food preferences are shaped for advertising and marketing. The foods and drinks promoted the most tend to be exactly the foods we already eat too much of. It is important to make children resilient to these messages, especially when they are harmful to health. This story should help children think about the hidden motivation of people who want you to eat more sweets! One could develop a follow-on piece of work where pupils look at television and magazine adverts for high fat or high sugar foods, and get them to think through the motivation behind these adverts. Poor foods make good products!"



The Salmon of Wisdom, P5 – 7

Storyteller: Margot Henderson

A traditional Celtic tale about eating the salmon and how fish is good for you.

Notes from Dave Rex, Specialist Dietitian for Health Promoting Schools, NHS Highland:

“Oily fish is a very nutritious food that is often overlooked by children. Oily fish is by far the best source of essential omega 3 fats that play a key role in brain development and function. It is also the best dietary source of vitamin D which is really important for bone health and is linked with reducing the risk of bowel cancer. Vitamin D is the “sunshine vitamin” so we don’t get much of it in Scotland unless we eat oily fish. Fish is also rich in Zinc which is important for mood and concentration. The school meals service in Highland has salmon on the school menu. At the time of writing, the menu includes “salmon nibbles” and “salmon kebabs”. Why not link this story to a promotion of these items on the school menu. Some schools have had fish tasting days. Speak to your cook and see if you can plan a promotion together.”



Snow White, P5 – 7

The traditional story of Snow White told with a twist in the tale about ‘real food’ fruit and fresh vegetables.

Notes from Dave Rex, Specialist Dietitian for Health Promoting Schools, NHS Highland:

“Most children in Scotland do not eat the recommended minimum of 5 portions of fruit and vegetables a day. A portion is roughly a handful (no matter the age of the child). For an adult this is 80g, but for a primary school child it is more like 50 to 60g. The average intake of fruit and vegetables in Scotland is about 3 portions a day, but some children eat hardly any.”

Storyteller Biographies



Lilian Ross

Lilian Ross was born and brought up on a farm in “The Singing Lands” of Buchan Aberdeenshire. A native Doric speaker Lilian is a tradition bearer, who learned her craft as a child at the fireside listening to songs and stories.

‘Storytelling, song and poetry have been passions all my life. I pay tribute to the folk of my childhood who sang and recited to me as a bairn. It is to them, the storytellers, singers, music writers, and great collectors of our finest stories, songs and music we owe the rich treasure that is our oral tradition.

I believe storytelling and story making is key to fostering creativity and encouraging children to develop their skills in communication, expression and self worth. In addition to being entertaining cultural experiences, storytelling can support a number of curriculum areas and class projects not least the Scots Language section of the Curriculum for Excellence”

As well as telling stories, Lilian is a singer and writer of short prose, poetry and song lyrics. She has just released a Scots book and C.D. of children’s rhymes and playground songs titled “Yokie Tonsils”.

Lilian has built up a portfolio of storytelling, song and creative writing work including regular and repeat bookings with schools in Highland, live entertainment performances, national organisations, government bodies and independent companies.

Working to the highest standards, Lilian is Disclosure Scotland checked and registered with the Scottish Storytelling Centre, Scottish Book Trust and Live Literature Scotland.

“I first met Lilian a few years ago. She is a brilliant story-teller, and an open, gentle, bonnie and charming performer of her work. Her own language and form of Scots was new to me, and has really stuck in my mind -- as she has too! I have never forgotten several of her more colourful phrases, which I found personally inspiring”.



Storyteller Biographies



Margot Henderson

Margot Henderson is a Poet, Storyteller and Community Artist. Over the last 25 years she has worked throughout the UK with schools and community groups on creative arts projects, devising performances and workshops to link with the curriculum.

For many years she was an Artist Educator for the Tate Gallery and the Barbican. She was Storyteller in Residence for Coral Arts Environmental Theatre Company for 3 years.

Since returning to Scotland in 2002 she has been Storytelling Fellow for Aberdeen and Writer in Residence for Cromarty Arts Trust. She tells a range of traditional stories and creates her own work for commissions and residencies. She has recorded several cds of poems, stories and songs and produced 3 collections of poems.





Acknowledgements

Storytellers:

Lilian Ross and Margot Henderson

Project Co-ordination:

Dave Rex, Specialist Dietitian for Health Promoting Schools, NHS Highland.
The Pines, Drummond Road, Inverness, IV2 4NZ. Tel: 01463 720065

Lynn Johnson, Arts Links Officer, Highland Council, Education,
Culture and Sport, Eden Court, Bishop's Road, Inverness, IV3 5SA.

Email: lynn.johnson@highland.gov.uk

Tel: 01463 732651



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