



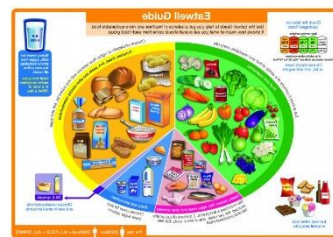
TERRIFIC TEETH

Assembly Time

Watch the PhunkyFoods Top Teeth Assembly on YouTube. (<https://www.youtube.com/watch?v=JoYyqLv9PgI>) The assembly begins with the first verse of a poem written by Pam Ayres and you can find the whole poem below. It's funny but delivers important messages. Have a go at reading out loud.

Healthy Foods for Healthy Teeth

Think back to the blue section of the Eatwell Guide. Essential to looking after our teeth is to eat a healthy, balanced diet including dairy/calcium rich foods such as milk, cheese, yogurt, fromage frais and oily fish and to drink milk and water. What foods do you eat as part of a healthy diet? Think of some healthy foods/dishes you like to eat and that would help build strong teeth. For example, macaroni cheese containing pasta, milk and cheese. Share your ideas with a family member.



Two Minute Challenge

You need to spend at least two minutes brushing your teeth both in the morning and evening. Try setting two-minute challenges for other members of your family so that everyone knows just how long this is. You can time them while you pretend to be brushing your teeth. It might be a game of keepy-uppy with a football in the garden, star jumps or balancing on one leg!

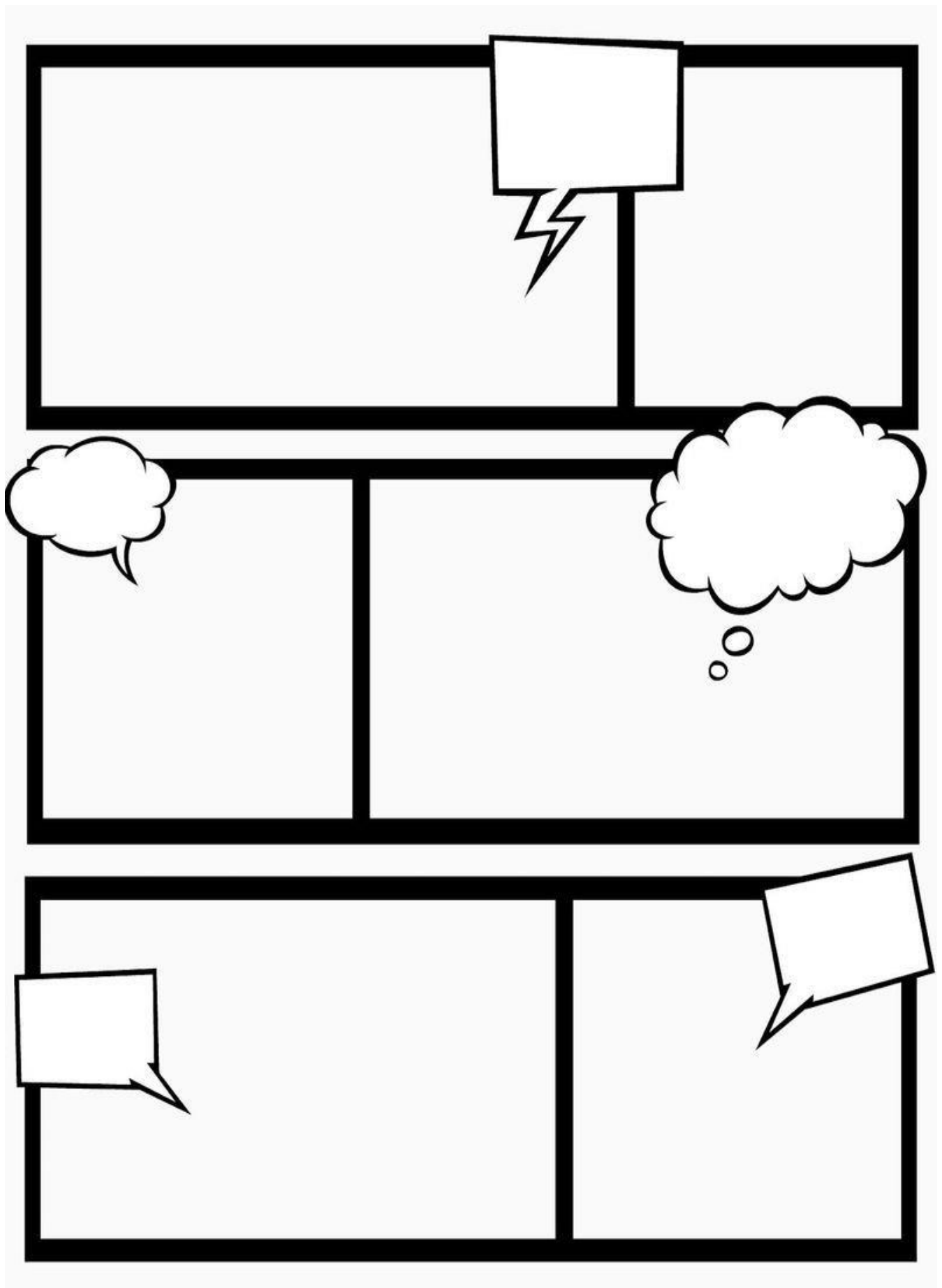
Create a Terrific Teeth Comic Strip

The Top Teeth Assembly outlined how to look after our teeth. The main points are:

- We must brush them at least twice a day, thoroughly.
- We must visit the dentist regularly.
- We must keep foods and drinks containing sugars to a minimum.
- We must reduce the frequency of consuming foods and drinks containing sugar.

Now look at the next page which has boxes for a comic strip. Think of a superhero character and give them a name like Captain Bright Smile, Enamel Man or the Sweet Slayer. He/she is trying to protect children from troublesome teeth and tells them what they need to do. You may also include an enemy such as the Fillings Fiend or the Decay Demon who is tempting children away from the dentist with sweet treats...

Introduce your hero in the first box then decide what the characters would say or think and who would be in each picture. Have fun getting creative!



(URL to article: <https://familyfriendlywork.org/free-printable-childrens-book-template-comic-strip/>)



I wish I'd looked after my teeth.

Oh, I wish I'd looked after me teeth,
And spotted the perils beneath,
All the toffees I chewed,
And the sweet sticky food,
Oh, I wish I'd looked after me teeth.

I wish I'd been that much more willin'
When I had more tooth there than fillin'
To pass up gobstoppers,
From respect to me choppers
And to buy something else with me shillin'.

When I think of the lollies I licked,
And the liquorice allsorts I picked,
Sherbet dabs, big and little,
All that hard peanut brittle,
My conscience gets horribly pricked.

My Mother, she told me no end,
"If you got a tooth, you got a friend"
I was young then, and careless,
My toothbrush was hairless,
I never had much time to spend.

Oh I showed them the toothpaste all right,
I flashed it about late at night,
But up-and-down brushin'
And pokin' and fussin'
Didn't seem worth the time... I could bite!



If I'd known I was paving the way,
To cavities, caps and decay,
The murder of fillin's
Injections and drillin's
I'd have thrown all me sherbet away.

So I lay in the old dentist's chair,
And I gaze up his nose in despair,
And his drill it do whine,
In these molars of mine,
"Two amalgam," he'll say, "for in there."

How I laughed at my Mother's false teeth,
As they foamed in the waters beneath,
But now comes the reckonin'
It's me they are beckonin'
Oh, I wish I'd looked after me teeth.

By Pam Ayres



SUPER SALMON DIP

This fishy dish uses tinned salmon (an oily fish) which contains healthy omega-3 fatty acids. Delicious served with raw veg sticks and/or wholemeal pitta bread. So easy for kids to make ... and learn to love fish!



Skills Check: Follow a recipe; follow food safety & hygiene rules; tidy away; use measuring spoons and cups; use weighing scales; use a tin opener safely; beat ingredients together; mash; use a citrus squeezer; use a sieve; season to taste.

Equipment: Weighing Scales, Tin Opener, sieve, Fork, Spoon, Bowl, Citrus Squeezer.

Allergens*: Fish | Milk

Ingredients (serves 2):

- 100g low-fat soft cheese
- 100g canned pink salmon (in water)
- 1/2 lemon
- 1 tbsp low fat natural yogurt
- Freshly ground black pepper to taste

Method

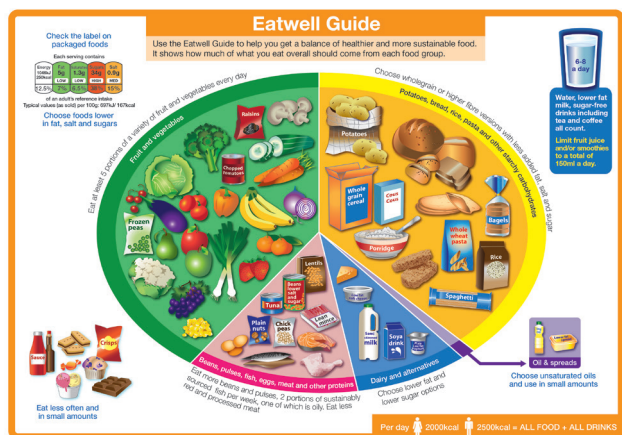
1. Open the tin of salmon and drain. Put the salmon in a mixing bowl and mash lightly with a fork.
2. Spoon the low-fat soft cheese into the bowl with the salmon.
3. Squeeze the juice of 1/2 a lemon into the same bowl.
4. Mix all of the ingredients thoroughly together.
5. Add 1 tbsp low fat yogurt to make the mixture a dipping consistency.
6. Add black pepper to taste and serve with raw vegetable and pitta sticks, or crackers/breadsticks.

*Please note the allergens listed are indicative only. Allergens vary depending on brand; check the labels on the products you use.



SUPER SALMON DIP

Nutrition Information



The Eatwell guide shows the proportions of the main food groups that form a healthy, balanced diet:

- Eat at least 5 portions of a variety of fruit and vegetables every day
- Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible
- Have some dairy or dairy alternatives; choosing lower fat and lower sugar options
- Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily)
- Choose unsaturated oils and spreads and eat in small amounts
- Drink 6-8 cups/glasses of fluid a day

So, thinking about salmon dip ...

Salmon is an excellent source of protein, as well as a range of vitamins and minerals. It is an oily fish and so contains high levels of omega-3 fatty acids. These are healthy fats and are very good for our bodies.

Soft cheese is an excellent source of protein and calcium. Choose reduced fat varieties where possible.

Yogurt is an excellent source of calcium, and a good source of vitamin D for strong teeth and bones.



Energy, sugar, fat and salt per serving

Per 139g serving

ENERGY
581kJ / 138kcal

7%

MED

FAT
5.0g

7%

MED

SATURATES
2.2g

11%

LOW

SUGARS
4.1g

5%

MED

SALT
1.0g

16%

% of an adult's reference intake

Typical values per 100g : Energy 418kJ / 99kcal

Notes

A **traffic light system** is used on nutrition labels to make it easier to see which foods and drinks are lower in calories, fat, sugar and salt. Try and choose more 'greens' and 'ambers' and fewer 'reds', and stick to smaller portions of 'reds'.

Just because a recipe or a food has a red traffic light doesn't mean you shouldn't eat it. Understanding why a food or recipe might have a red light can be helpful. For example oily fish is high in total fat and so any recipe containing oily fish is likely to be 'red' for fat. But it is recommended that we eat oily fish at least once a week because the type of fat it contains is beneficial for our health.

% Reference Intakes are also shown. Reference Intakes are guidelines about the approximate amount of particular nutrients and energy required for a healthy diet (based on an average-sized woman doing an average amount of physical activity). Most children will require less than these Reference Intakes. The contribution of one serving of a food or drink to the Reference Intake for each nutrient is expressed as a percentage

GET PHUNKY IN 15 MINUTES WITH THE PHUNKY15



A series of 15 minute physical activity ideas that you can do in the home with no equipment or apparatus. The children can even do this in their home clothes—no need to get changed. So there really is no excuse, start now, get active, get Phunky with Phunky15.

The warm up...

Baked beans - The children should stand in a space. The adult should call out a 'bean' command for the children to follow such as broad bean – stretch your legs and arms out as wide as you can; baked bean – lie on the floor sunbathing; jelly bean – wobble like a jelly on the spot; chilli bean – shiver and shake on the spot; bean sprouts – stand up as tall and thin as you can.



Main activity...

Ball Catch - Give each child a soft ball. Ask the children to throw their ball in the air and catch it with both hands, with one hand, with their right hand only and with their left hand only. To make the activity more difficult can the children throw the ball into the air with one hand and catch it with the other, try throwing and catching the ball faster and try throwing and catching with one eye closed.

Cool down...

Changing weather - Children should stand in a space. The adult will call out different weather conditions and the children should act it out starting with more severe weather to calmer weather. Tornado (raise your hands above your head with your hands clasped and move round in a circle); Thunderstorm (wave arms and body around energetically) Rain (move arms up and down in front of you wiggling your fingers); Sunshine (start with arms by your sides and slowly raise them with arms outstretched above your head); Breeze (sway from side to side gently).





BREATHING HANDS -15 minute Mindfulness practice

WALT What Am I Learning Today?

- Awareness of rhythm and pace of breathing.
- Notice body sensations and how emotions impact on breathing.

WILF What I am Looking For?

- Describe the pace and rhythm of breathing in and out.
- Notice and be able to describe the physical sensations of breathing eg cold/warm.
- Describe how different feelings can affect breathing.

Guidance and preparation

- The children can sit on their chairs or in a circle.
- Chime bar to signal start and end of the practice.

Resources

- Chime bar (any percussion instrument).

Useful for...

Children noticing emotions and how this affects their breathing.

Activity (10 minutes)

1. Get the children to do 2 slow, deep breaths to settle into their personal space and adult to demonstrate the practice using hands as the breathing ball.
2. Pretend you are holding an imaginary football - breathing in, move your hands slowly towards each other until your fingers touch.
3. Breathing out, move your hands away from each other back to the start.
4. Repeat the movement in time with your breath.
5. Adult to signal the start of 1st practice using chime bar.
6. Children begin by exploring movement of the hands and when ready, match the movement to their breath. Adult to signal end of 1st practice with chime bar.
7. Adult to introduce 2nd practice using same technique and inviting children to explore how different feelings can change the breath.
8. Adult to call out different emotions eg 'angry' 'worried' 'calm' 'happy' and children to explore how each emotion affects their breathing.
9. Adult to signal start of 2nd practice using chime bar, calls out different emotions and children show with their hand movements if their breathing rate changes (eg faster or slower).

Discussion (5 minutes)

- For 1st practice, can you describe sensations of your breathing and what did you notice about your breath?
- For 2nd practice, can you describe how different emotions affected your breathing?
- Can you change how you feel by changing your breath?
- If you can, can you think when this might be useful to use?