

Warm Up and Concentration Games:

Name Game:

The children form a circle and say their name and the name of a fruit or vegetable. If they cannot think of a fruit or vegetable they must put their hands on their heads. As the game progresses the children must pick up speed. The winner is the child that remembers to say a different fruit or vegetable each time. An alternative to make the game more difficult is to get the children to add an action to saying their name + fruit/vegetable e.g. wave hands in air. The winner in this game is the child that says their name, a different fruit or vegetable and also adds a new action each time.

Character Walks:

As a warm up activity the Teacher asks the children to walk around the room as the following characters remembering to incorporate their signature signs (e.g. Raz kiss fingers): Raz, Tom, Charlie, Rocco, General Junk, Miss Demeanour and Master Diaster.

Freeze in Role:

Children walk calmly and quietly around the room making sure that no one touches and that all are going in all different directions. On the instruction "Freeze as" followed by one of the Food Dudes/ Junk Punks, each child must quickly adapt the characteristic pose of the character that the teacher has just named, and then freeze. You could decide to take digital photos of the poses, print them out and discuss them.

Who likes Fruit and Vegetables?

All sit in a circle. Choose one child to stand in the middle and take their chair away. The person in the middle makes a statement such as "Change places if you like strawberries". The seated members of the group must swap seats with someone else if the question relates to them. The person in the middle has to find a seat too! The result is that there is always someone left without a seat. They then make another such as "Change seats if you like carrots" and the game continues.

Fruit Salad

The children sit in a circle. Choose 4 or 5 fruits and round the circle giving each child the name of a fruit in order e.g. banana, pear, apple, orange, kiwi.... Choose someone to stand in the middle and take his/her chair away. This child then calls out the name of a fruit. The children who are that fruit must change seats while the person in the middle tries to find a seat too. Whoever is left over is the child in the middle. Carry on using different combinations of fruit. The child in the middle can also say fruit salad and everyone must change seats.

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding

Strand unit: Exploring and making drama

Infant Classes: Children can develop the ability to play in the role of Food Dudes as an integral part of the action of trying to combat the Junk Punks. Through this the children could develop awareness of tension in the drama.

First and Second Classes: Children can experience how context is built and a drama reality created through the use of space and objects. For example, chairs arranged in specific manner with added props can become "The Dude Den" and the area where the bin is located can become "Planet Junk".

Third and Fourth Classes: Children can understand the relationship between the role of the Food Dudes and their characters and develop the ability to hold on to either role or character for as long as the dramatic activity requires. A child could be asked to concentrate, with the group, on convincing General Junk that children in general want the life force to be strong and will therefore eat lots of healthy food.

Fifth and Sixth Classes: Children can help to plan dramatic activity to include the particular tension and suspense between the Food Dudes and the Junk Punks. The children could write their own short drama on this action, which could be written in different genres e.g. comedy/tragedy/fantasy. Through this the children would become comfortable with script and understand the basic processes by which script becomes action. For example by asking the who, what, where, when and why questions in creating the action of the Food Dudes versus the Junk Punks.

Strand unit: Reflecting on drama

Infant Classes: Can share insights gained while experiencing the drama. How did he/she feel when playing the role of Food Dude/Junk Punk?

First and Second Classes: Can develop the ability to use reflection on the dramatic action between the Food Dudes and Junk Punks to create possible alternative courses for the action. The children could speculate whether they could have persuaded the Junk Punks to eat healthy food if they told them the benefits of it. The children could then reflect on what comprises a healthy lunch.

Third and Fourth Classes: Can experience the relationship between story, theme and life experience. Why is it important to eat healthy food? Do they eat healthy food? Is it difficult to have a healthy diet with so much junk food available?

Fifth and Sixth Classes: Can experience the relationship between story, theme and life experience to a greater degree. Do the children know any of the side effects of an unhealthy diet? How can these side effects be avoided/reduced? The children could then share insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people. Is society to

blame for an increase in unhealthy lifestyles or are individuals responsible for their own health?

Strand unit: Co-operating and communicating in making drama

Infant Classes: The children can develop the ability, out of role, to co-operate and communicate with others in helping to shape the drama by deciding and taking turns with who plays Junk Punks/Food Dudes.

First and Second Classes: The children can develop the ability, out of role, to co-operate and communicate with others in helping to shape the drama by deciding where "Planet Junk" and "The Dude Den" will be. What props could be used to animate the characters of the Food Dudes/Junk Punks? They could then re-enact for others in the group the scene that has been made in simultaneous small-group work.

Third and Fourth Classes: The children can develop, in role, the ability to co-operate and communicate with others in helping to shape the drama. For example, the children, as the Food Dudes, could provide suggestions as to how to combat the Junk Punks and keep the life force strong.

Fifth and Sixth Classes: The children can develop, in role, the ability to co-operate and communicate with others in helping to shape the drama. The children could contribute ideas as to how, as The Food Dudes, they could encourage other children to eat healthily. The children could then enact spontaneously for others in the group this scene, or share with the rest of the class a scene that has already been made in simultaneous small-group work.