

AGENTS OF CHANGE



**TEACHER HANDBOOK
AND RESOURCE PACK**
3-5 YEAR OLDS

**TOP SECRET
STUFF INSIDE**



**LEAD AGENT
HANDBOOK**
BALANCED DIET
3-5 YEAR OLDS



GUIDE

- **Play the video to introduce a Balanced Body and Balanced Diet through the theme of Breakdancing.**
- **Use the Lead Agent Background Intelligence to support discussions about a balanced diet and eating food and introduce the learners to the Missions.**
- **Talk to the learners about their experiences of food and eating.**
- **Talk to the learners about what they eat and what food enables them to do - grow, stay healthy and well, and give them energy to move and play.**
- **Explain that we need to eat lots of different foods.**
- **Look at the Eat Well Guide - name the different foods and talk about foods they like to eat.**
- **Focus on fruit and vegetables, talk to the learners about their favourite fruit and vegetables and which they would like to try.**
- **Use the 'Ask your Agents' questions below to scaffold the learning of your Agents.**
- **Complete the 'Missions'.**



LINKED SUBJECT AREAS

PSED

HEALTH & WELLBEING

MISSION OUTCOMES

- To know that they need to eat food to grow, move and stay healthy and well.
- To name some foods from the different food groups.
- To be able to say which foods they like to eat and which they would be willing to try.

LEAD AGENT'S BACKGROUND INTELLIGENCE

BALANCED DIET

A diet that contains an adequate amount of nutrients for the body to remain healthy, helping to provide energy and maintain a balanced immune system.

THE EATWELL GUIDE

Is a visual representation of a healthy balanced diet, recommended by the NHS. It divides the food and drink we consume into 5 main groups (fruit and vegetables, carbohydrates, proteins, dairy and alternatives and fats and oils). The guide shows you what proportion you should eat of these groups.
<https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

A healthy balanced diet for children aged from one to four years is based on the four food groups: potatoes, bread, rice, pasta and other starchy carbohydrates • fruit and vegetables • beans, pulses, fish, eggs, meat and other proteins • dairy and alternatives.

Between the ages of two and five years, children should make a gradual transition to follow the balance shown in the Eatwell Guide.



FRUIT AND VEGETABLES

Fruit and vegetables are a good source of vitamins, minerals and fibre. They should make up over a third of our food each day, with the NHS recommending at least 5 portions per day. Fresh and frozen products are great sources, and try to limit dried, juiced, or tinned in syrup or brine due to the sugar and salt content.

CARBOHYDRATES

Can be fibrous, starch or sugar rich sources. Starches and sugars are digested to provide energy. It is important to choose wholegrain options, such as grains, brown rice, bread or pasta to maintain healthy blood sugar levels.

PROTEINS

Protein supports growth and repair in the body. Examples include fish, meat, poultry and pulses (beans, peas and lentils). The NHS recommend that 2 portions of fish are eaten weekly, one of which should be oily, like salmon, sardines or mackerel.

FATS

They are essential for many bodily functions including helping to protect your organs and absorb nutrients from your food. Fats are high in energy and should be eaten in small amounts.

NUTRIENTS

A chemical compound such as proteins, fats carbohydrates, vitamins and minerals, that are found in food. These chemical compounds are used by the body for energy, growth and repair.

VITAMINS

A nutrient that your body needs in small amounts to function and to stay healthy.

MINERALS

Elements found in food that your body needs to develop and function.

ASK YOUR AGENTS

- **Why do we need to eat food?**
- **What does food help us to do?**
- **Which food do you like to eat?**
- **Which fruit and vegetables do you like to eat?**
- **Which fruit and vegetables would you like to try?**
- **Can you eat a rainbow - different coloured fruit and vegetables?**

MISSIONS

THE EAT WELL GUIDE

Ask the learners to find a given food; name a food; find foods they like to eat; find foods they would like to try.

JUST 1 MORE VEGETABLE

Select vegetables you like to eat and 1 more that you would like to try. Even better if you taste some too! Maybe you could try as a snack or as part of a school dinner?

I CAN EAT A RAINBOW!

Circle (or mark) the different coloured fruit and vegetables you eat. A great activity for home and school.

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MISSION LOG
BALANCED DIET
3-5 YEAR OLDS



EATWELL GUIDE

Ask the learners to find a given food; name a food; find foods they like to eat; find foods they would like to try.



JUST 1 MORE VEGETABLE

Use the pictures to help you talk about which vegetables you like to eat. Then choose 1 more that you would like to try. Even better if you taste some too! Maybe you could try them as a snack or as part of a school dinner?



Asparagus



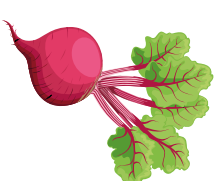
Green Beans



Red Cabbage



Broccoli



Beetroot



Celery



Carrot



Cauliflower



Corn



Onion



Leeks



Parsnip



Spring Onion



Turnips



Brussel Sprouts



Spinach



Artichoke



Bok Choy

ICAN EAT A RAINBOW!

Circle, mark or colour in, the different coloured fruit and vegetables you eat. You could add your own too.



AGENTS OF CHANGE



**LEAD AGENT
HANDBOOK
BALANCED BODY
3-5 YEAR OLDS**

**TOP SECRET
STUFF INSIDE**



GUIDE

- Ask the learners if they like to dance.
- Ask them to share their different experiences of dancing.
- Ask them to show you the dance moves they like to make.
- Tell them that there are different types of dancing including breakdancing.
- Play the video to be introduced to breakdancing and learn about a balanced body and a balanced diet.
- Complete the Missions including the Breakers Dance.
- Upload a video of your best Breakers Dance performance to
- <https://www.rethinkfood.co.uk/enter-now/>
- NB. Use the 'Ask your Agents' questions below to scaffold the learning of your Agents.



LINKED SUBJECT AREAS

PHYSICAL DEVELOPMENT

PHYSICAL WELL-BEING

HEALTH & WELL-BEING

MISSION OUTCOMES

- To be able to balance on different parts of the body with some control.
- To be able to move and freeze.
- To be able to copy a dance move.
- To perform a dance move to a small group.

LEAD AGENT'S BACKGROUND INTELLIGENCE

BREAK DANCING

Breakdancing originates from the streets of New York in the 1970s. It has evolved into an official competitive dance sport known as '**Breaking**'. With fixed rules and a set of key movements. It will be part of the Paris 2024 Olympic Games. Key actions in Breakdancing include - freeze, move, swing, spin, swipe, hop. Which are used within different moves including Top Rock, Helicopter, Baby Freeze and Jump Out.

BALANCE

The ability to maintain equilibrium when stationary or moving.



ASK YOUR AGENTS

- **Do you like to dance?**
- **Can you show me some dance moves?**
- **Can you move to the music?**
- **Can you freeze when the music stops?**
- **Can you balance on different parts of your body?**
- **Can you copy the breakdance move?**
- **Can you perform your dance moves to a small group?**

MISSIONS

BALANCING BODY

Point to and name the different parts of your body?
Can you safely balance on different parts of your body?

MOVE AND FREEZE

MOVE when the music is playing and FREEZE when it stops.

DANCE MOVE TRAINING

Copy the dance moves in the training video and perform them to a small group: Top Rock, Helicopter, Baby Freeze and Jump Out.

BREAKERS DANCE

Perform your breakdance moves for a small group. Dance on your own, in pairs or a group. Upload your best Breakers Dance performance to <https://www.rethinkfood.co.uk/enter-now/>

INCLUSIVE MOVES

Here are some examples of how to adapt the breakdancing moves to make them more accessible for those who are physically challenged. By incorporating these adjustable techniques into breakdancing training and performances, individuals with physical disabilities can fully participate in the art form and experience the joy of creative expression through dance.

BREAKDANCING MOVE: TOP ROCK

Upper Body Emphasis: Modify the traditional footwork of Top Rock to focus more on upper body movements. Dancers can use arm gestures, torso rotations, and hand placements to create dynamic and visually engaging sequences. This allows individuals with lower body disabilities to participate fully in the dance.

Seated Variations: Develop seated variations of Top Rock moves that can be performed from a chair or wheelchair. Dancers can use their upper body and arms to execute variations of the footwork, such as arm crosses, torso twists, and shoulder rolls. Seated variations provide accessibility for individuals with limited mobility or who use mobility aids.

Creative Floorwork: Incorporate creative floorwork elements into the Top Rock routine that can be adapted to different mobility levels. These could involve crawling, rolling and sliding movements that allow individuals to express themselves and contribute to the overall choreography.

Partner Support: Implement partner-assisted techniques. This can involve holding hands, providing stability, or guiding movements to facilitate the execution of top rock moves.

BREAKDANCING MOVE: HELICOPTER

Upper Body Emphasis: Focus on upper body movements such as arm rotations and torso twists to create a modified version of the Helicopter. Individuals can sit or lie down and use their arms to generate spinning motions, creating a visually impressive effect while remaining seated or reclined.

Seated Variations: Develop seated variations of the Helicopter move that can be performed from a chair or wheelchair. This might involve modified leg movements and rotations that can be executed while seated, such as kicking the legs out to the side or swinging them in circular motions.

Floor-based Techniques: Adapt the Helicopter move to be performed on the floor, allowing individuals with disabilities to engage in the movement while lying down. This could involve rotating the body in a circular motion while lying on the back or stomach, using the arms and legs to create momentum and spin.

Partner Support: Explore partner-assisted techniques where individuals can perform the helicopter with the support of a partner. The partner can assist in generating momentum by holding onto the dancer's legs or providing guidance and stability through movement.



BREAKDANCING MOVE: BABY FREEZE

Modified Baby Freeze: Develop a modified version of the Baby Freeze that can be performed with support from the upper body. This might involve leaning against a wall, using a chair or wheelchair for stability, or incorporating props such as cushions or pads to provide support while balancing on one arm.

Seated Baby Freeze Variations: Create seated variations of the Baby Freeze move that can be performed from a chair or wheelchair. This could involve balancing on one arm while lifting the legs or incorporating creative arm and hand movements to mimic the pose of the traditional Baby Freeze.

Floor-based Techniques: Adapt the Baby Freeze move to be performed on the floor while lying down or seated. This could involve balancing on one arm while lifting the legs off the ground, using the support of the other arm or the torso to maintain balance and stability.

BREAKDANCING MOVE: JUMP OUT

Upper Body Emphasis: Focus on upper body movements such as arm swings, shoulder rotations, and torso twists to create a modified version of the Jump Out. Individuals can stand or sit and use their arms to generate dynamic and expressive movements, mimicking the energy of the traditional Jump Out.

Seated Variations: Develop seated variations of the Jump Out move that can be performed from a chair or wheelchair. This might involve modified arm movements and gestures that can be executed while seated, such as raising the arms overhead, twisting the torso, or clapping the hands in rhythm.

Floor-based Techniques: Adapt the Jump Out move to be performed on the floor engaging in the movement while lying down or seated. This could involve explosive arm movements and dynamic gestures performed from a seated or reclined position, creating a visually striking variation of the traditional Jump Out.

Partner Assisted: Explore partner-assisted techniques where individuals can perform the Jump Out with the support of a partner. The partner can assist in generating momentum by holding onto the dancer's hands or providing guidance and stability throughout the movement.

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MISSION LOG
BALANCED BODY
3-5 YEAR OLDS

**TOP SECRET
STUFF INSIDE**

**MISSION
LOADING**



BALANCING BODY

Name and point to the different parts of your body. Can you safely balance on them?

