

AGENTS OF CHANGE



**TEACHER HANDBOOK
AND RESOURCE PACK**

5-7 YEAR OLDS

**TOP SECRET
STUFF INSIDE**

**MISSION
LOADING**



**LEAD AGENT
HANDBOOK**
BALANCED DIET
5-7 YEAR OLDS

**TOP SECRET
STUFF INSIDE**



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 introduce the learners to the Missions.**
- **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 they need to eat foods from the different groups because they help the body to do different things. For example some are better at giving us energy, some are really good for strong teeth and bones.**
- **Talk about the different food groups that make up a balanced diet and identify and name some of the foods in each group.**
- **Talk to them in simple terms about how much and how often they should eat food from the different groups, such as eating lots of fruit and vegetables and a very small amount of fats and oils.**



- **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

SCIENCE

DESIGN TECHNOLOGY: FOOD

HEALTH & WELLBEING

HEALTHY EATING

MISSION OUTCOMES

- To know that humans must eat a balanced diet to maintain good health.
- To name some of the different food groups needed for a balanced diet.
- To be able to select food to create a balanced meal.
- To know that they should eat 5 portions of fruit and vegetables a day.

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/>

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 AND OILS

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 is it important to eat the right amount of different types of food?**
- **What are the 5 different food groups?**
- **Can you name some foods from the carbohydrates group of foods?**
- **Can you name some foods that are from the protein group of foods?**
- **Can you name some foods that are from the dairy and alternatives group of foods?**
- **Can you name some foods that are from the fruit and vegetables group of foods?**
- **Which food group should you eat lots of?**
- **Which food group should you a very small amount of?**
- **How many portions of fruit and vegetables should you eat a day?**
- **Which fruit and vegetables do you like to eat?**
- **Which fruit and vegetables would you like to try?**

MISSIONS

WHICH FOOD GROUP?

Name the food and identify which food group it is from.

BALANCE THE PLATE

Select foods from the different food groups to create a balanced and healthy plate of food.

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 add it to your school dinner?

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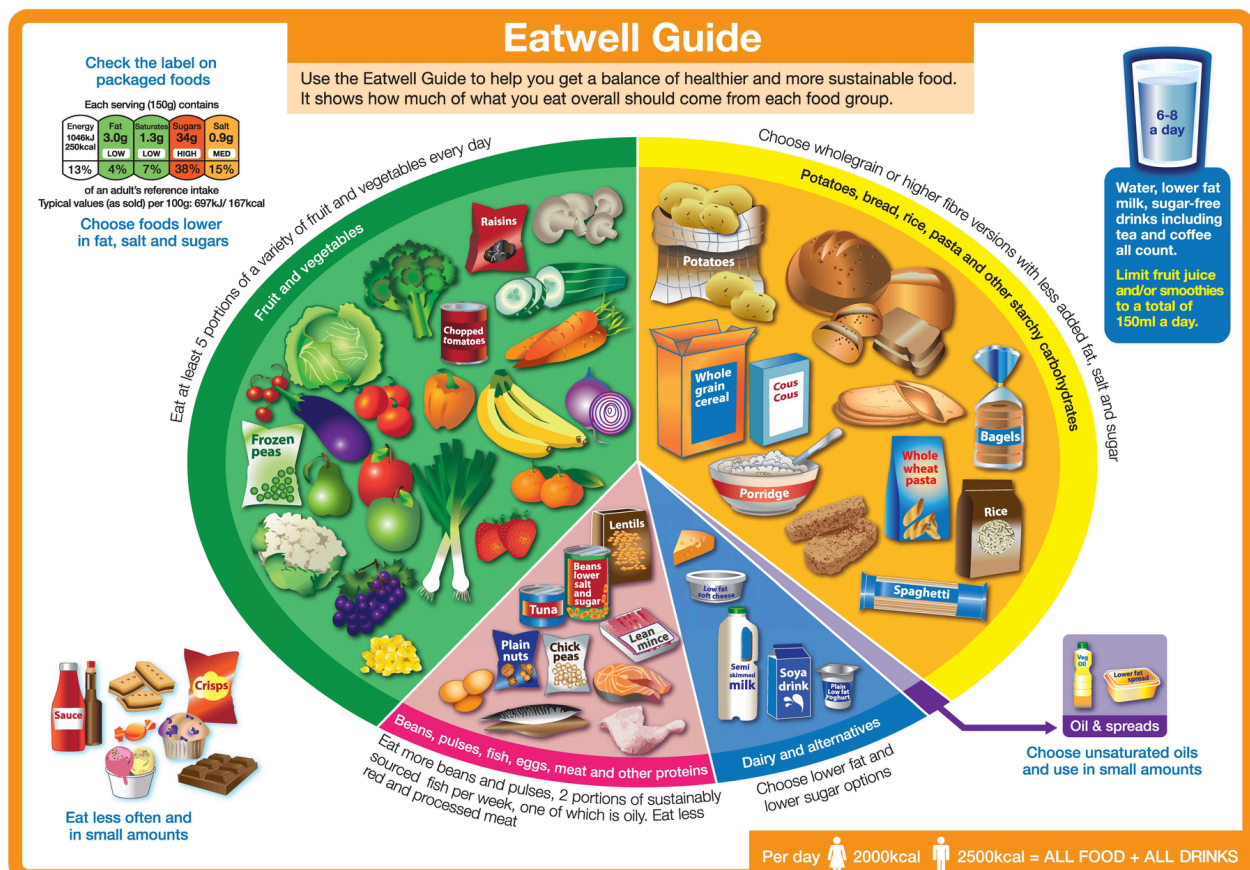
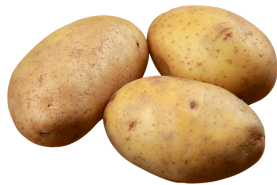


MISSION LOG
BALANCED DIET
5-7 YEAR OLDS



WHICH FOOD GROUP?

Which food group are these foods from? How much should we eat of that food group and how often?



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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BALANCE YOUR PLATE

Using the Eatwell Guide can you create a balanced and healthy meal below. Remember the bigger the section on the guide the more of that food type you should have, so plenty of fruit and veg and only a small amount of oil and spreads!





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



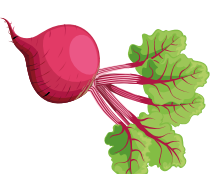
Green Beans



Red Cabbage



Broccoli



Beetroot



Celery



Carrot



Cauliflower



Corn



Onion



Leeks



Parsnip



Spring Onion



Turnips



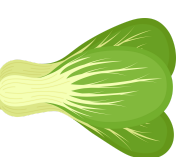
Brussel Sprouts



Spinach



Artichoke



Bok Choy

JUST 1 MORE VEGETABLE

Which vegetables do you like to eat?

Which vegetable would you like to try?

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**LEAD AGENT
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BALANCED BODY
5-7 YEAR OLDS**

**TOP SECRET
STUFF INSIDE**



GUIDE

- Ask the learners if they like to dance.
- Ask them to share their different experiences of dancing, including attending a dance class, dance competitions and dance exams.
- 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 Off to identify who to nominate for your best Breakers Dance Off Performance.
- Upload a video of your best Breaker(s) Dance Off 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 EDUCATION

DANCE

SPORT

HEALTH & WELL-BEING

MISSION OUTCOMES

- To know that being able to balance your body is important in breakdancing.
- To be able to demonstrate controlled balance.
- To be able to copy a dance move.
- To put together a sequence of dance moves.
- To perform a series of dance moves for and an audience.

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

- Can you balance on different parts of your body?
- Can you balance a beanbag on your head and walk, getting faster?
- Can you copy the breakdance move?
- Can you put 3 breakdance moves together?
- Can you perform your breakdance sequence for an audience?
- Can you perform against other breakdance performer(s) in a Breakers Dance Off?

MISSIONS

BALANCING BODY

Circle the different parts of your body that you can safely balance on.

PERFECT BALANCE

Balance a beanbag, quoit or a cone on your head. Move at different speeds.

DANCE MOVE TRAINING

Copy the dance moves in the training video. Put together a sequence of 3 moves and perform them. Included are Top Rock, Helicopter and Jump Out.

BREAKERS DANCE OFF

Perform your sequence of breakdance moves for an audience against other breakdance performer(s) in a Breakers Dance Off. 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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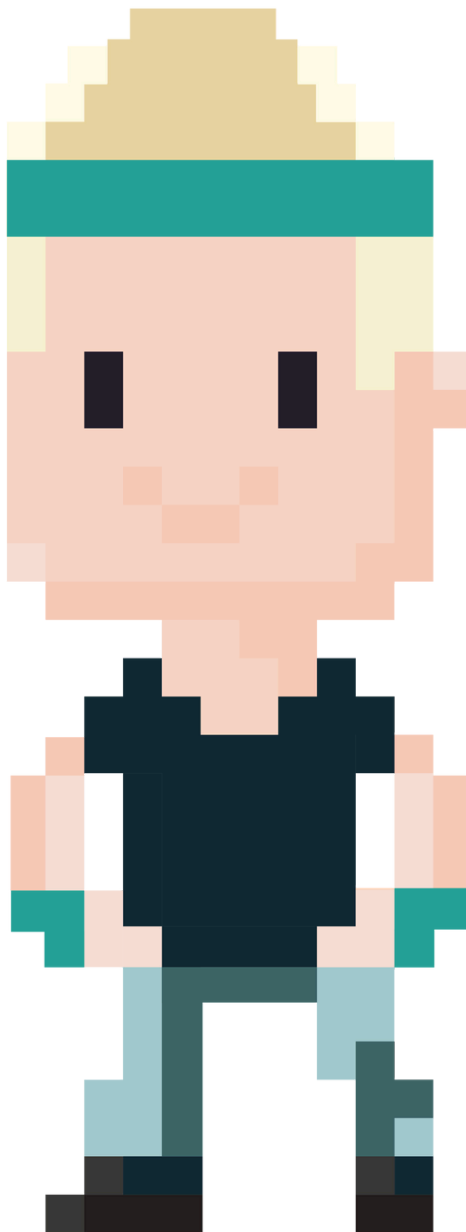
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BALANCING BODY

Circle the different parts of your body that you can safely balance on. Test yourself and see if you can balance on that body part for 30 seconds or even 1 minute!



PERFECT BALANCE

Balance a beanbag, quoit or a cone on your head. Keep a controlled balance to keep it in place for 30 seconds as you undertake different movements. Record what you were able to do in the table below.

	STANDING	CHANGING HEIGHTS	MOVING
			
			
			