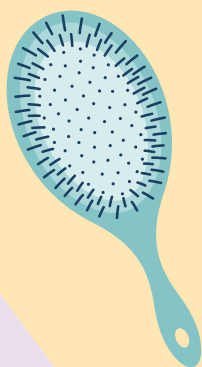


Teacher resources:

# The body and healthy habits



**Trinity Stars**

**YOUNG PERFORMERS AWARD**



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## Useful materials

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# Introduction

**Topic:** The body    Healthy habits

**Suitable for:** Early years    Primary school

**Language used:**

Healthy, unhealthy, I (don't) brush my teeth, I (don't) comb my hair, I (don't) wash my face, I (don't) wash my hands, I (don't) drink water, I (don't) exercise, I (don't) eat fruit, I (don't) eat breakfast, I (don't) sleep; up, down; so do you; show, know.

**Useful materials:** Flashcards or drawings of parts of the body, musical instruments, colouring pens, card, scissors.

Here are some flexible and engaging activities for all Trinity Stars levels. They are designed to encourage five key skill areas that match with early years and primary education curriculums:



**Communication**



**Teamwork**



**Understanding**



**Creativity**



**Movement**

Teachers can choose and adapt activities based on the needs and learning goals of the children they are working with.





# Activity 1:

## Body parts game

**Aim:** To help children learn body parts through movement, building vocabulary and encouraging creativity.

**Skills developed:**



**Communication:** Learning and saying parts of the body.



**Understanding:** Connecting words and movements to specific body parts.



**Movement:** Showing how we can move body parts.

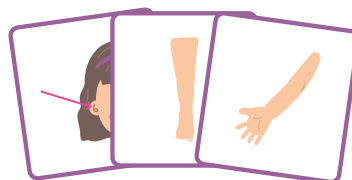


**Creativity:** Exploring ways to move the body.

**Materials needed:** Flashcards (see [pages 13-14](#)).

### How to play:

- 1 Set out the included body parts flashcards one at a time while saying the names of the body parts. The children repeat the names after you.
- 2 Hold up two cards and say the name of one. Ask the children to point to the correct card.
- 3 Hold up a flashcard and ask the children to say the body part aloud.
- 4 Call out a body part and have the children point to that part on their own bodies.
- 5 Use flashcards or call out body parts and teach movements, like 'move your arm up' or 'move your head down'. Encourage the children to follow along.
- 6 Let the children call out body parts and movements (up or down) for the others to follow, keeping the game fun and interactive.





# Activity 2:

## Getting to know our body

**Aim:** To help children recognise body parts, learn pronunciation and build vocabulary.

**Skills developed:**



**Communication:** Learning and pronouncing body parts.



**Understanding:** Connecting body parts to images.



**Movement:** Demonstrating understanding through physical actions.

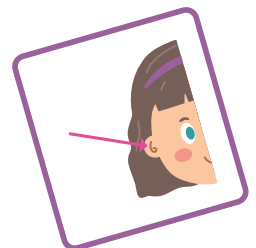


**Creativity:** Expressing body parts through movement.

**Materials needed:** Flashcards (see [pages 13-14](#)).

### How to play:

- 1 Introduce vocabulary:** Show the included flashcards or drawings of body parts. Say and point to each one clearly. The children repeat after you. This helps them link the images to the correct names.
- 2 Match the body part:** Place the flashcards or drawings around the room. Call out a body part and have the children go to the correct picture, reinforcing the connection between words and images.
- 3 Take turns:** Once all the body parts have been called, let each child take turns leading the activity by calling out the body parts while the others go to the correct images.
- 4 Add movement:** When the children reach the image, encourage them to show movement that represents that body part in their own creative way.





# Activity 3:

## Healthy habits game

**Aim:** To help children learn verbs related to healthy habits, encouraging them to express ideas and explore performance.

**Skills developed:**



**Communication:** Expressing healthy habits through actions and movement.



**Understanding:** Recognising and demonstrating healthy habits.



**Movement:** Physically expressing different healthy habits.









**Creativity:** Interpreting ways of carrying out healthy habits.



**Teamwork:** Working together to perform and present ideas.

**Materials needed:** Flashcards (see [pages 15-16](#)).

### How to play:

-  1 Create or use the two sets of flashcards included:
  - Healthy habits (eg brushing teeth, washing hands, drinking water)
  - Unhealthy habits (marked with a cross)
-  2 Show the healthy habit flashcards and say each habit aloud. Have the children repeat the habit after you.
-  3 Show a flashcard, demonstrate the associated action and say the habit. Have the children mimic the action and say the habit together.
-  4 Show a flashcard without saying the habit. Let the children guess what it is and act it out.
-  5 Let children take turns calling out the habit on a flashcard while the others act it out. This keeps the game interactive and engaging.
-  6 Show flashcards with unhealthy habits and say each one, using negative sentences like 'I **don't brush my teeth.**' Have the children repeat.





Activity 3

- 7 Show the unhealthy habits and have children act out the consequences:
  - Not brushing teeth (cover your teeth with lips to suggest missing teeth)
  - Not combing hair (make messy hair gestures)
  - Not washing hands (act sick)
  - Not drinking water (act thirsty)
  - Not exercising (walk out of breath)
  - Not sleeping (yawn and stretch)
- 8 Divide the class into two groups. Each group takes a flashcard (healthy or unhealthy) and acts out the habit while the other group guesses.
- 9 Repeat as a class. One child picks a flashcard and says the habit. The rest of the class responds with the action and repeats the sentence.





# Activity 4: 'The star' says

**Aim:** To help children understand body parts, follow instructions and take the lead.

**Skills developed:**



**Communication:** Listening to instructions and responding.



**Understanding:** Learning body parts and following directions.



**Movement:** Imitating the leader's actions.



**Creativity:** Using imagination as leaders in a game.



**Teamwork:** Working together as a class.

## How to play:

- 1 Say: 'The star says, put your hands on your head' and have the children follow. Repeat with different body parts to build understanding.
- 2 Repeat the activity. This time add the negative structure: 'The star says, don't put your hands on your head.' Encourage children to remain still if instructed not to act.
- 3 Let the children take turns leading the game, making it more interactive and engaging.
- 4 Include healthy and unhealthy habits in the game. For example, 'The star says, brush your teeth' or 'The star says, don't sleep.'
- 5 Give the children encouragement when they lead the activity to keep it dynamic and engaging.







# Activity 5: 'Being healthy' song

**Aim:** To help children learn healthy habits, develop language skills and practise rhythm and pronunciation.

**Skills developed:**



**Communication:** Awareness of rhythm, tune and pronunciation through the 'Being healthy' song.



**Understanding:** Recognising and understanding vocabulary related to healthy habits.



**Movement:** Showing an understanding of longer sentences in English through actions.



**Creativity:** Expressing personal healthy habits and encouraging others to be healthy through actions, language and movement in imaginative ways.



**Teamwork:** Working together to perform and contribute.

**Materials needed:** Flashcards (see [page 15](#)).

## How to play:

- 1 Create or use the flashcards included showing different healthy habits, such as 'I brush my teeth', 'I wash my hands', 'I drink water', 'I eat fruit', and 'I have a bath'.
- 2 Show a flashcard, say the sentence and demonstrate the action. Have the children repeat the sentence and the action to show understanding.
- 3 Sing the 'Being healthy' song to the tune of 'Frère Jacques'.
- 4 Sing the song again, but this time include actions and encourage the children to join in.
- 5 Divide the class into two groups, each facing the other. Assign alternate lines of the song to each group. Encourage expressive voices and actions during their performance.
- 6 Repeat the song using the other healthy habits introduced earlier, such as 'I brush my teeth'. Then divide the class into groups again, allowing them to perform different verses of the song.

### Being healthy:



I wash my hands,

I wash my hands,

So do you,

So do you.



We are healthy,

We are healthy,

Be healthy too,

Be healthy too.





# Activity 6:

## 'I'm healthy and I know it' song

**Aim:** To help children take ownership of their healthy habits, personalise their language and practise rhythm, pronunciation and choral performance.

### Skills developed:



**Communication:** Awareness of rhythm, tune and pronunciation in the 'I'm healthy and I know it' song.



**Understanding:** Recognising and understanding vocabulary related to healthy habits.



**Movement:** Showing understanding of sentences through actions.



**Creativity:** Expressing healthy habits and encouraging others to be healthy through actions, language and movement in imaginative ways.



**Teamwork:** Working together to perform and contribute.

**Materials needed:** Flashcards (see [page 15](#)).

### How to play:

- 1 Create or use the flashcards included showing healthy habits, such as 'I brush my teeth', 'I comb my hair', 'I wash my hands', 'I drink water', 'I eat fruit', and 'I have a bath'. These will be used to sing the 'I'm healthy and I know it' song.
- 2 Show a flashcard, say the sentence and demonstrate the action related to the healthy habit. Have the children repeat the sentence and action to show understanding.
- 3 Sing the following song to the tune of 'If you're happy and you know it'.
- 4 Sing the song again, adding actions. Encourage the children to join in with both singing and movement.

### I'm healthy and I know it :

I'm healthy and I know it  
I brush my teeth  
Brush, brush  
I'm healthy and I know it  
I brush my teeth  
Brush, brush  
I'm healthy and I know it  
And my healthy body shows it  
I'm healthy and I know it  
I brush my teeth  
Brush, brush.





Activity 6

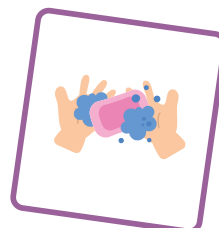
- 5 Repeat the song using other healthy habits from the flashcards, such as 'I **comb** my hair' or 'I **wash** my hands'.
- 6 Divide the class into small groups, giving each group a healthy habit flashcard. Have each group perform the song, incorporating their assigned healthy habit with expressive voices and actions.

### Silver and Gold Awards



#### Further exploration:

Silver and Gold Awards – encourage children to create their own healthy habit songs, using ideas like 'go to sleep early', 'eat fruits and vegetables', or 'do exercise'. They can also use musical instruments to accompany their performances.





# Activity 7:

## Healthy and unhealthy habits

**Aim:** To encourage imaginative play by acting out healthy and unhealthy habits.

### Skills developed:



**Communication:** Expressing ideas through dialogue and role play.



**Understanding:** Responding creatively to a story.



**Movement:** Using space and physical actions in a role play.



**Creativity:** Creating scenarios related to healthy habits.



**Teamwork:** Working together in pairs and groups to act out roles and scenes.

### How to play:

**1** Set up a role-play scenario around a child's typical day, incorporating healthy habits like brushing teeth, washing hands and eating fruit.



**2** The teacher tells a story about a child's day, mentioning the following healthy habits:

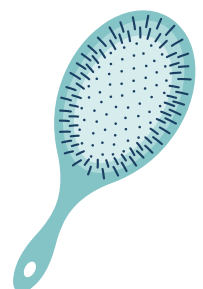
- Brush your teeth
- Wash your face
- Comb your hair
- Wash your hands
- Eat breakfast
- Do exercise
- Drink water
- Eat fruits and vegetables
- Go to sleep early

**3** Role-play scenarios:

- Act as the narrator while the children act out healthy habits in the story.

**Story exploration 1:** Guide the class through the story, encouraging them to follow along with actions and words that match the habits.

**Story exploration 2:** Repeat the story, but this time the character resists doing the healthy habits. Have the children act out frustration through gestures and facial expressions.





Activity 7

- 4 Divide the children into pairs, assigning one as the adult and the other as the child. They role-play a day of healthy habits.
- 5 Have the pairs swap roles and perform the role-play again, focusing on habits they don't want to do. Encourage the children to express resistance through movement and expressions.
- 6 Invite the children to perform their scenes, using gestures, facial expressions and movement to bring their characters to life.

### Silver and Gold Awards



#### Further exploration:

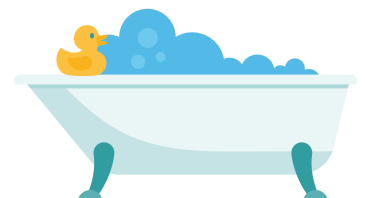
In pairs or small groups, children can explore the consequences of not following healthy habits. For example, what happens if someone doesn't brush their teeth or eat healthy food?

### Gold Award



#### Further exploration:

For a more advanced role-play, divide the children into small groups and give them the title 'At the Doctors'. Let them create their own role-plays based on this theme.





## Suggested resources with the theme of the body and healthy habits:

### Nursery rhymes and poems



- ★ 'No harm done' – Anonymous
- ★ 'Two little eyes' – Anonymous
- ★ '1, 2, 3, 4, 5, once I caught a fish alive' – Anonymous
- ★ 'Tommy thumb, where are you?' – Anonymous
- ★ 'Ten little fingers' – Anonymous
- ★ 'Simon says' – Anonymous
- ★ 'This is the way' – Anonymous
- ★ 'The elephant goes like this and that' – Anonymous

### Songs



- ★ 'Head, shoulders, knees and toes' – Traditional
- ★ 'If you're happy and you know it' – Traditional
- ★ 'Hokey cokey' – Traditional
- ★ 'We all clap hands together' – Traditional
- ★ 'Hokey cokey' – Traditional
- ★ 'Tooty ta' – Traditional
- ★ 'Brush, brush, brush your teeth' (to the tune of 'Row, row, row your boat') – Traditional adaptation
- ★ 'Here we go round the Mulberry bush' – Traditional
- ★ 'One finger, one thumb keep moving' – Traditional

### Stories



- ★ *Hello, World! My Body* – Jill McDonald
- ★ *Healthy Habits: Kangaroo's Guide to Keeping Fit* – Lisa Edwards, Sian Roberts
- ★ *The Berenstain Bears Visit the Dentist (First Time Books)* – Stan and Jan Berenstain
- ★ *The Children's Book of Healthy Habits (Star Rewards – Life Skills for Kids)* – Sophie Giles, Kate Davies

