

Music for Schools presents...

Fit Food Five

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Welcome to Fit Food Five ! This is a collection of five upbeat, popular-style songs suitable for Key Stages 2 & 3 (ages 7 to 14). They are intended to promote a positive message to young people about making healthy eating choices throughout the day, not just within school. Each of these 'healthy' songs are between 3 & 4 minutes long and provide teachers with uplifting new material to perform in concerts or assemblies. Additionally, they can be used within the classroom to help support and enhance work surrounding food nutrition and balanced diets. Consequently, teachers will find this a useful resource, not only within the Music curriculum, but also within Science and PSHE.

Fit Food Five contains a compact disc recording featuring the songs in full version (for learning and rehearsal) and karaoke version (for your own performance).

To protect the CD, it is strongly recommended that you store it in a hard case.

There are lyrics sheets for each song (beginning on page 6) suitable for copying onto overhead transparencies and, from page 34, sheet music for piano/keyboard/guitar if you prefer to perform the music live. N.B. the sheet music is written out in a more simplified form than is heard on the CD.

But **Fit Food Five** is more than just songs! Read on...

Mini-scripts & Question sheets: A collection of short scripts, beginning on page 18 link to the topics from each song, and can be used in a variety of ways. Firstly, they can help introduce classroom discussions about healthy eating, providing brief role-play activities. They can also be used as light-hearted 'starters' to the **questions & activities** that follow each script. Finally, they provide material that can be acted out as part of a larger staged performance.

Performance ideas: **Fit Food Five** can be used as the musical basis of a class assembly (or series of assemblies) or as material for an extended performance to a wider audience. By combining the songs and mini-scripts with pupils' own poems or readings, teachers can compile a larger performance piece focusing on healthy eating issues.

Don't Wanna be a Greasy Chip ! (CD tracks 2 & 8)

Chorus I don't, don't wanna be a greasy chip.
I'm too young to be fried, got my health and my pride.
I've worked so hard in the soil below.
I think I deserve a better way to go.

Verse 1 You can roast me, boil me, you can spoil me.
Grate me, dice me. You can finely slice me.
Bake me in my skin on an open fire,
but please don't put me in the fat fryer.

Chorus again

Verse 2 I can picture a plate of fluffy mashed potato...Oh,
light and steamy, buttery and dreamy.
Add a little pepper to light your fire,
but please don't put me in the fat fryer.

Chorus again

Verse 3 You can slowly cook me in a little stew.
I'll give you fibre, carbohydrate too.
My vitamin C is to be admired.
So please don't put me in the fat fryer.

Chorus I don't, don't wanna be a greasy chip.
I'm too young to be fried, got my health and my pride.
I've worked so hard in the soil below.
I think I deserve a better way to go,
a better way to go, a better way to... go.

Super Fruit & Super Veg (CD tracks 4 & 10)

All Super fruit and super veg
are good for your body, for your heart and head.
Fresh, frozen, canned or dried,
they all count so go for five.
Yes five a day is what they say,
but you can do it in your very own way.
So listen up and we'll educate,
tell you what's inside that five on your plate.

Caller *"First up is vitamin C."*
(soloist)

Group 1 Vitamin C is good for the skin,) (twice)
(half of 'All') helps you to take iron in.

Caller *"Next up is carotene."*

Group 2 Carotene helps you to see,) (twice)
(half of 'All') your body to grow, keeps illness away.

Caller *"Give it up for folate."*

Group 1 Folate helps with your D N A) (twice)
and to make your blood cells every day.

Caller *"Here comes funky fibre."*

Group 2 Fibre helps to keep you clean) (twice)
and regular, know what I mean ?

Caller *"Chiga-chiga-cha. It's carbohydrate."*

Group 1 Carbohydrate, body fuel,) (twice)
it's glucose rich, gives you energy too.

Gimme Five !

Mini-Script

...in which an overly confident teacher embarks on educating his class about the five food groups, but is reduced to angry frustration, and resorts to an early coffee break !

(A classroom setting: pupils look attentively to the front of the class - apart from 'Smiffy'. A teacher, known as 'Sir', looks confident and speaks unnecessarily loudly.)

Teacher OK class, listen please ! The next topic is a complicated one so I need your complete attention... I said, 'complete' attention Smiffy - that means eyes this way, feet on floor, fingers out of nose - thank you, that's better. We have an hour before break in which I am going to tell you *ALL* about *food nutrition* and the five different food groups from which we can make up a healthy, balanced diet. Now this is complicated stuff...

Girl 1 Sir... do you mean like... protein, dairy... that sort of thing ?

Boy 1 Yeh... and fruit, veg, sugars and fats.

Teacher Er... yes! You're on the right lines, good. But there are lots of gaps to fill in so let's not rush ahead, please. Now you mentioned the word 'protein' - let me explain...

Girl 2 Sir... do you mean like... meat, fish, beans and seeds ?

Boy 2 Don't forget eggs !

Girl 3 ...or soya - I'm vegetarian !

Teacher Er... yes ! Yes, that's exactly right. Good, then perhaps I should move on to dairy foods and how these are a particularly important source of er... erm...

Boy 3 ...calcium Sir ?

Girl 1 Yeh ! There's loads of calcium in milk, cheese and yoghurt.

Teacher OK class, OK. I'm very impressed - well done. There is one food group, however, which is particularly complex. I think this calls for a quick game of hangman to give you a fighting chance of guessing ! (draws on the board) So... here we go... 12 letters to guess, only 12 lives for you lot. Good luck... a letter anyone ?

Gimme Five!

Questions & Activities



1) What are the five main food groups ?

2) Which food group do YOU eat from most of all AND which food groups should you eat MORE from ?

3) Count how many people are in your class, then divide your class up into five groups of approximately these proportions:

33% 33% 15% 12% 7%

4) Working together in each group, make up a short 'chant' about the food group you represent, for example:

*"We are dairy - we are dairy,
keep us in the fridge
so we don't get hairy !"*

When these are made up, get all groups together and 'compete' with your chants, just like at a football match ! Why not make your own 'food group badges' ?

5) Can you sort these foods into the food groups they belong to:

*biscuits peanuts onions cornflakes tuna
lemons yoghurt sausages lentils
chocolate eggs apricots burgers cheese*

Snack Attack

Mini-Script

...in which a variety of life-sized, snacky foods try to entice a boy & girl to eat them in a moment of temporary hunger - otherwise known as a 'snack attack'.

(A boy & girl are happily walking along the street. The voice of a hidden announcer is heard. The boy & girl stop suddenly, looking upwards & around, trying to locate where the voice is coming from.)

Announcer *(from off-stage)*

On the third stroke, the time... sponsored by Megasnax... will be 10, 29 and 50 seconds. Beep, beep, beep.

Boy & Girl

(standing still, looking at watches, then feeling stomachs - speaking together)

Hmm, half past ten - I'm hungry !

(Like zombies, with arms outstretched, actors dressed as each snack slowly appear, walking towards the boy & girl as they speak, who look increasingly alarmed as the snacks form a circle around them.)

Crisps Crunch me - munch me - crunch me - munch me !

Fizzy drink Slurp me - burp me - slurp me - burp me !

Cake Bite me - delight me - bite me - delight me !

Chocolate bar Snap me - unwrap me - snap me - unwrap me !

Biscuit Fill your tum with my crumbs! Fill your tum with my crumbs !

Boy

Hey guys, hold on, hold on. Calm down.

Girl

We said we were hungry but we didn't mean *that* hungry !

Snack Attack

Questions & Activities



1) Which food groups do these 'attacking snacks' come from ?

crisps fizzy drink cake
chocolate bar biscuit

2) What healthier snack might the boy & girl have chosen ?

3) Which food groups do each of these snacks come from ?

raisins bread sticks cheese piece of fruit
celery cereal bar banana chips
yoghurt crackers

4) Which of the snacks above have you had before?

5) Think carefully about the times each day that you feel a 'snack attack' coming on. Go through a typical school day, writing down these times and what you did about each 'snack attack'. Compare your notes with friends at school the next day.

Gimme Five! (CD tracks 1 & 7)

$\text{♩} = 150$

Vocals

Gim - me five!

Piano, keyboard or guitar.

f B⁷ B^{b7} B⁷ C⁷

3

Vc. Gim - me five! Gim - me five,

Pno. F⁶ B^{b7} B⁷

5

Vc. — gim - me five, — oh gim - me five!

Pno. B⁷⁺⁶ C^{7(#9)}

8

(shouted) (clap)

Verse 1 "Num - ber one!" Let's talk a - bout pro - tein.
Verse 2 "Num - ber two!" Let's talk a bout veg 'ta - bles. —
Verse 3 "Num - ber three!" Let's talk a - bout star - chy food. (shouted) "What's

Pno. F⁶ B^{b7}