

Montgomery

House system

Term Three
Week Eight
15th – 19th June



Kindness Calendar. Healthy Eating

Monday	Kind to me	What does it mean to eat healthy? Although we know that certain foods are good for us, and other foods are bad for us, how much do we really understand? Today, take a look at the NHS Eatwell Guide to learn more about a healthy, balanced diet
Tuesday	Kind to others	Whether because of allergies, ethical concerns, sustainability, culture, and many other reasons, all over the world, people eat different kinds of food. Look into at least three alternative diets (vegan, dairy-free, paleo, or anything else) and write down three things that make the diet unique.
Wednesday	Kind to the world	Fast food is amazingly convenient and is usually very tasty. But do you know that eating it more than once a week is considered bad for you? Today, google your favourite fast food meal and find out how it compares to the Eatwell Guide you looked at on Monday
Thursday	Kind to me	Healthy eating has an enormous effect on your mental wellbeing. If you eat healthy, your mood and energy levels improve, and you think much more clearly. Today, record everything that you eat and drink to see if you're getting all the nutrition you need from the Eatwell Guide. Make sure you don't miss anything, even if it is a little snack or a glass of water.
Friday	Kind to others	What did you learn from recording your food and drink yesterday? Did you miss out on anything important? Did you eat too much of something? For today, improve your diet based on what you learned yesterday. You do not need to achieve this balance with every meal, but try to get the balance right over the whole day.

What will be your resilience move this week?

Basics

- Good Housing
- Money to live
- Being safe
- Transport and getting to places
- Healthy diet
- Exercise and fresh air
- Enough sleep
- Play and hobbies
- Not being judged

Belonging

- Find somewhere you feel like you belong
- Find your place in the world
- Spend time with good people and in good places
- Keep relationships going
- More healthy relationships the better
- Take what you can from relationships where there is some hope
- Get together with people you can rely on
- Responsibilities & obligations. For example: looking after your brother/sister or going to school
- Focus on good times and places
- Understand what has happened in your life
- Predict a good experience of someone or something new
- Make friends and mix with other people

Learning

- Make school or college work as well as possible
- Engage mentors
- Plan out your future
- Organise yourself
- Highlight achievements
- Develop life skills

Coping

- Understand right from wrong
- Be brave
- Solving problems
- Focus on the good things in life. Put on your Positivity Glasses!
- Find time for your interests
- Calming down and making yourself feel better
- Remember tomorrow is another day
- Lean on others when necessary
- Have a laugh

Core self

- Instil a sense of hope
- Understand other people's feelings
- Know and understand yourself
- Take responsibility for yourself
- Find time for your talents
- There is existing help and solutions for problems, use them

Noble truths



Accepting



Conserving



Commitment



Enlisting

Blackpool Council



Adapted from Hart & Blincoe with Thomas 2007 www.boingboing.org.uk. Co-designed with Marton Primary's Resilience Committee



British Values

15th-21st June

Individual Liberty

As we get older, we will take more responsibility for the money we have. We will need to make decisions on what we spend, thinking carefully about what is important.

Think about our own experiences of handling money as we grow up.
Did we receive pocket money when we were younger?
Do we now?
Do we receive money a different way e.g. from having a job?

Talk about how some young people don't receive any pocket money and will just receive the things they need as and when they need them, with treats for special occasions.

Which of these do you think may help young people learn about how to be responsible for money?

Aside from pocket money and lessons in school, what other ways do you think young people can learn about money? What age do you think young people are ready to start learning about money?

How should we learn to manage our money?

A mother from Northumberland recently spent £100 on a second-hand vending machine to provide an opportunity for her children to learn about money, after tiring of them arguing over snacks and other items during lockdown. Mother of four, Sarah Balsdon, was getting so fed up with her children's constant arguments, she and her husband, Kyle, came up with the idea to provide them in a limited and controlled way, whilst helping the children learn how to manage money. The vending machine was filled with the family's favourite treats and toys. The children, Shannon, aged nine, Lucy, eight, Jack, five, and Elijah, two, were told that they would be paid to do extra schoolwork and help with chores around the house. While healthy snacks were free, they could spend their housework income in the vending machine.

This week's news story: www.bbc.co.uk/news/business-52820814

This week's useful video: <https://cnb.cx/3dqZISB>

HOUSE

CHALLENGE

Lots of fast food restaurants are now re-opening - What would be your ultimate fast food?

Your challenge this week is to design your own burger or pizza!

Please send responses to r.hegarty@Montgomery.fcat.org.uk



House Points Weekly Totals



1st-40 PTS **Blue House**
2nd- 30 PTS **Green House**
3rd-20 PTS **Orange House**
4th-10 PTS **Purple House**

212 pts



10

244 pts



40

266 pts



30

226 pts



20

The leader board

UPDATE



5050



3680



3490



3110