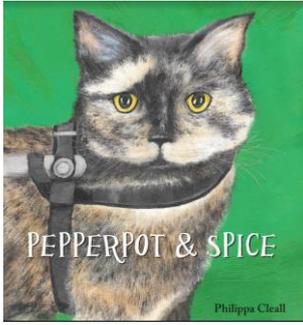


Pepperpot & Spice – Teacher Notes



Pepperpot & Spice has been written as a picture book for **Early Stage 1 – Stage 2** (Kindergarten to Year 4) students to enjoy. It is the third book in the *Pepperpot* series and explores the themes of **healthy living**, **friendship** and **disability** as Pepperpot needs to make some lifestyle changes to improve her health and encounters a very different friend who assists her when she runs into danger out in the neighbourhood.

Exploring this rhyming text and its illustrations with students in your class will allow for teaching opportunities linked to the Health and Physical Education Curriculum focus area of *Being Healthy, Safe and Active*.

Exploring themes from the text that relate to healthy living

Healthy Food Choices

Explain: At the beginning of the book we can see that Pepperpot has been eating foods that are not very healthy for her.

Activity: Provide students with a copy of the first two illustrated pages and ask them in pairs to write down the names of her foods and list some reasons why they might not be healthy for her to eat. Discuss responses as a group.

Ask: What would be healthier foods for Pepperpot's meals?

Explain: The vet has explained to Grandma that Pepperpot should eat healthy foods and not eat too much food. Discuss what can happen when animals (& people) regularly eat too much food. (Conditions like obesity, heart disease, diabetes, etc)

Activity: Students could then be given an activity where they need to list some unhealthy snack foods children might eat then list healthy snack alternatives. Discuss student responses.



Exercise

Explain: Both the vet and Pepperpot realise that she will need to start doing some exercise.

Ask: What was the reason Pepperpot decided to start exercising? (Discuss the balance between eating and exercise. Ask students, do people who do lots of exercise need to eat more food?)

Explain: Pepperpot decided she was too unfit to run around the block straight away. Discuss with students fitness activities that involve gentle exercise and activities that involved high levels of fitness. (This could be a paired/small group activity where students come up with a list of gentle vs vigorous exercise activities). Students could also come up with a list of fitness activities that involve wheels.

Safety in the Neighbourhood

Ask: What dangers was Pepperpot uncertain about when she started walking around the block? Discuss.

Ask: How can children walking home from school or playing in the neighbourhood be safe? Discuss potential dangers with strangers and pets on the loose and safety strategies.



Exploring themes relating to friendship and disability

Safe friends

Explain: When Pepperpot was swooped by the magpie she needed help.

Ask: Who did Pepperpot think might be able to help get her safely home?

Explain: A safe friend is a friend who we can trust and will help us and continue to be our friend through good times and bad times.

Activity: Ask students to write down the name of someone who is one of their safe friends (this could be someone their own age or an older person) and list ways this friend makes them feel safe.



A safe friend ...

This friend is safe and trustworthy because...

- They help me with _____
- They listen to me
- They don't make fun of me
- We laugh together



Friends who are different

Explain: *Two-Wheel Spice* is a neighbour that Pepperpot had not been friends with before.

Ask: Is Spice a safe friend? How can we see this in the story?

Ask: What are some reasons that people might be uncertain about being friends with someone who has a disability? Discuss answers.

(Discussion could include thinking about ... will we have any of the same interests? Do they think differently to me? Can they still play with their disability?)

Discuss: How can we include and be a friend to someone who is different?

Explain: In the story we can see that Spice is *clever* because he has an innovative bird-frightening device and he is *brave* because he offers to walk Pepperpot home. **Discuss** that people with disabilities need to be treated with respect even though they are different. Explain that if we get to know them we might find out that they could be a good friend and can do some amazing things we cannot do.

Activity: Ask students to write a narrative about meeting a new friend with a disability who helps them when they get into danger. Discuss ideas about what the dangers could be and what different disabilities their new friend could have before they start writing. (For younger students this activity could be scaffolded or told through drawings that are labelled afterwards).

Developing innovative thinking

Activity: Ask students to draw or make a new device they could wear to protect them from magpies. Ask students to label the features of their design and explain how these would help if a magpie attacked.

