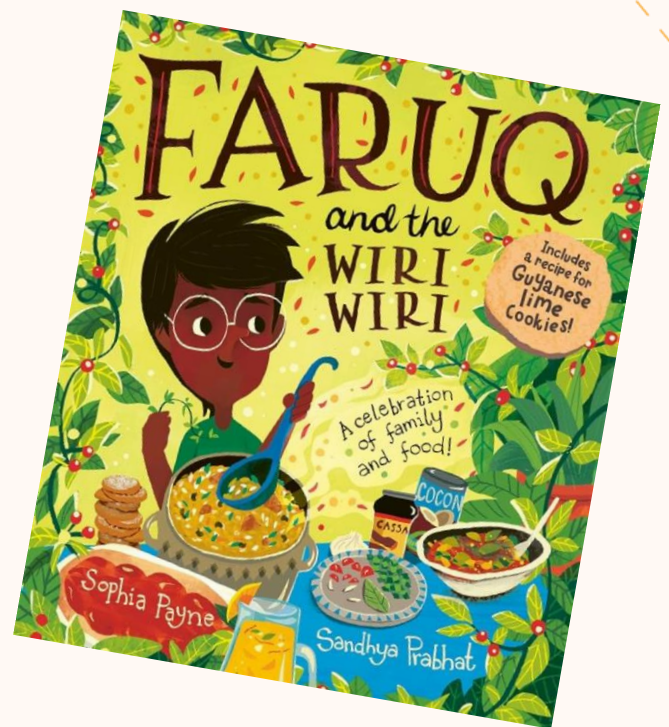


Faruq and the Wiri Wiri

Written by Sophia Payne

Illustrated by Sandhya Prabhat

This story not only celebrates Caribbean culture and food but also tells the tale of Faruq who wants to follow his passion of becoming a chef.



5 Objectives

This Unit covers the following 5 objectives:

Lesson 1:

I can explain how food contributes to a balanced lifestyle.

Lesson 2:

I can tell you some principles of planning and preparing a range of healthy meals.

Lesson 3:

I can make choices about the food I eat and I can tell you what affects the choices I make.

Lesson 4:

I can tell you how drinks contribute to a balanced lifestyle.

Lesson 5:

I can tell you what influences my goals and dreams for the future.

Lesson 6:

Reflection and Evaluation.

Tags:

Balanced Lifestyle, Cultural Heritage, Cuisine, Pressure, Careers, Healthy Eating

Sensitive Content in This Story

This book centres around the pressure Faruq is feeling in needing to become a doctor instead of his dream of becoming a chef. He also wonders if part of the reason he isn't encouraged to be a chef is because he is boy. This could be triggering for children who feel pressured by their families to do certain things or be a certain way. The theme of most of the lessons is around eating healthy which could be sensitive to some children whose parents do not have the resources or time to cook fresh, homemade meals. Healthy eating can also be a sensitive topic for children who struggle with eating certain foods. It is essential that children understand that no food is inherently bad and we can enjoy everything in moderation. Although with good intention, Faruq secretly sneaks off to Mrs Joseph's everyday to learn to cook – this could be a trigger for disclosures. Additionally, Ajee, Faruq's grandmother becomes ill and can no longer cook. Although she does seem fine by the end of the story, this could be triggering for anyone who has experienced a sick relative that has ended badly.

Wellbeing skill links

Through the following 5 lesson plans children will explore the following RSHE statutory (s) and PSHE non- statutory (n) wellbeing objectives.

Healthy Eating (s)	Economic Wellbeing (N)
<p>What constitutes a healthy diet (including understanding calories and other nutritional content). (Lesson 1, 2, 3, 4)</p> <p>The principles of planning and preparing a range of healthy meals. (Lesson 1, 2, 3, 4)</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes(Lesson 3, 5)</p> <p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them (Lesson 5)</p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (Lesson 5)</p>
<p>Further Skill Coverage:</p> <p>All Settle activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>All Training activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p>	

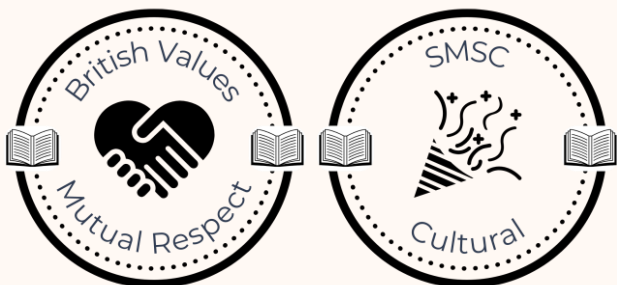
Literacy Links

Through the following 5 lesson plans children will explore the following literacy objectives.

Vocabulary:	Retrieval:	Inference:
<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>Discussing and clarifying the meaning of words</p> <p>Check meanings of words using teacher prepared definitions</p> <p>Explain the meanings of words used in a familiar context.</p> <p>Discuss how adjectives, nouns and verbs have been used to build a picture for the reader</p>	<p>Check the text makes sense</p> <p>Answer basic retrieval questions using evidence in the text</p> <p>Discuss understanding of a text</p> <p>Ask question to improve understanding of a text</p> <p>Know and discuss setting, character and event changes across a text</p>	<p>Draw inferences such as inferring character’s feelings, thoughts and motives from their actions</p> <p>Identify main ideas from a paragraph and summarise</p> <p>Predict what might happen from details stated</p>

SMSC and British Values

Through this unit, children will explore themes within the following Social, Moral, Spiritual and Cultural and British Values areas:



Lesson Content

All five of the lesson plans related to this book follow our STORY structure



S **Settle:** Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.



T **Training:** Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.



O **Objective:** Introduce a wellbeing objective for children to focus on when they are listening to the story



R **Read:** Read the story and discuss the following guided reading questions as a class.



Y **You:** To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

Further Resources

Some other stories we would recommend that are related to this story are:

- Off to the Market: A celebration of markets, cooking, and fresh food
Written and illustrated by Alice Oehr
- Which Food Will You Choose?
Written by Claire Potter, illustrated by Ailie Busby
- The Neighbourhood Surprise
Written and illustrated by Sarah van Dongen
- I love Chinese New Year
Written by Eva Wong Nava, illustrated by Li Xin.
- Miss Dorothy and her Book Mobile
written by Gloria Houston, illustrated by Susan Condie Lamb
- Trombone Shorty
written by Troy Andrews, illustrated by Bryan Collier
- Dressing up the Stars
Written by Jeanne Walker Harvey, illustrated by Diana Toledano



This guide for parents could be helpful if you have any children in your class who need more support with eating healthy and persevering:

- <https://www.nhs.uk/live-well/healthy-weight/childrens-weight/healthy-weight-children-advice-for-parents/>
- <https://www.nhs.uk/conditions/baby/weaning-and-feeding/fussy-eaters/>
- <https://kidshealth.org/en/parents/eating-tips.html>
- <https://www.apa.org/topics/resilience/guide-parents-teachers>