



Morris The Mankiest Monster

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Morris is a very ranky monster. This book might be the most disgusting book ever, but it is great for starting conversations about hygiene and looking after ourselves.

5 Objectives

Lesson 1:

I can tell you how some diseases are spread and can be controlled.

Lesson 2:

I can tell you the importance of personal hygiene.

Lesson 3:

I can tell you the importance of brushing my teeth in the morning and evening.

Lesson 4:

I can describe the right choices to make to live a healthy lifestyle e.g. healthy food, rest, exercise, brushing teeth, water.

Lesson 5:

I can tell you the consequences of not making the right choices to live a healthy lifestyle. e.g. I will feel unwell, tired, lack of vitamins

Lesson 6:

Reflection and Evaluation

Tags:

healthy, hygiene, teeth brushing, germs

Sensitive Content in This Story

Some children might have poor dental hygiene or similar common physical ailments which others might draw attention to. Before starting, it would be beneficial to encourage the class to be a safe space and draw up a contract so that no specific examples of anyone in the room is used.

Furthermore, some children might not have the facilities to keep their clothes clean at home (e.g. no washing machine) and/or feel self-conscious about their smell or appearance. Teachers should be mindful of how they talk about this sensitive subject, and assure all children that really it's what's on the inside of our bodies that makes us who we are, but that school can help with keeping clean if needed.

It is also really important to be mindful that some of the lessons encourage children to think of healthy and unhealthy things. We want to encourage children to think of things that will make them feel good, but we don't want them to feel bad if they know that they eat a lot of things that can be considered unhealthy. Ensure children recognise that we can have everything in moderation that there are somethings that are better for us in terms of vitamins and minerals.

We should also be mindful that some families may have to eat or do things that cost less money, which might not be the healthiest option, so ensure children are aware of lower cost activities or foods.

Wellbeing skill links

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

Respectful Relationships (s) :		Physical Health and Fitness (S)	
The conventions of courtesy and manners. (Lesson 1)		the characteristics and mental and physical benefits of an active lifestyle (Lesson 5) The risks associated with an inactive lifestyle (Lesson 4) How and when to seek support including which adults to speak to in school if they are worried about their health. (Lesson 1)	
Healthy Eating and Lifestyle (S)(N)		Health and Prevention (S)	
The risks associated with an inactive lifestyle (including obesity) (Lesson 4) About what keeping healthy means; different ways to keep healthy (Lesson 2, 3) The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (Lesson 4) Simple hygiene routines that can stop germs from spreading (Lesson 2)		About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (Lesson 3) About personal hygiene and germs including bacteria, viruses and how they are spread and treated, and the importance of handwashing (Lesson 1, 2, 3)	
Further Skill Coverage:			
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. 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. 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.			

Literacy Links

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

Vocabulary:	Retrieval:	Inference:
Talk about what new words mean, learning new vocabulary to help understand what is being read Make links to words already known	Explain key aspects of fiction, including characters and events Check the text makes sense to them	Make simple inferences on the basis of what is being said and done Infer a character's feelings and talk about it

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:

Do Not Lick This Book by Idan Ben-Barak

The Couch Potato by Jory John

The Tiger Who Came to Tea – lots about food and mentions hand washing/getting clean.

This website could be helpful if you have any children in your class who need more support with their hygiene:

<https://www.bbc.co.uk/bitesize/articles/z7dxjhv>

Support for children on body image:

<https://www.bodyhappyorg.com/>

