

Junior Primary

Healthy Bodies Happy Kids



Practical strategies
aimed at reducing the
risk of obesity in
Australian children.

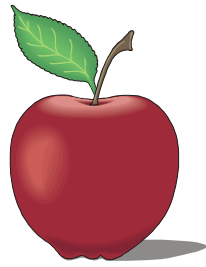


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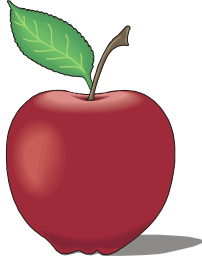
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Books In The Series

This health series will provide comprehensive, up-to-date information, a range of ideas that support a “whole school” approach to health promotion, specific activity suggestions and “hands-on” investigations in the following components of the series:

The Resource Book

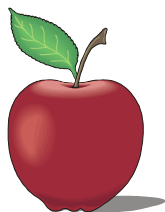
- Factual and statistical information on:
 - diet** - requirements, recent food trends, labelling requirements, allergies and deficiencies;
 - body systems** - digestion, cardiovascular responses, health problems;
 - exercise** - benefits, programming, variety and alternatives in exercise for students;
 - self-esteem** - peer pressure, mental illnesses, eating habits, body, facilitating positive perceptions;
 - media** - guidelines, viewing strategies, analysis, use of positive media exposure.
- Indoor and outdoor games with a “health” theme.
- Curriculum integration ideas.
- A list of songs, poems and references for stories that promote health.
- Whole-school projects and parent involvement.
- Canteens - ideas on how to work with the school canteen to encourage healthy food choices.
- References for healthy meals and snacks.
- Websites, addresses and contact details of nationwide health organizations.

BLM Activity Books

Adopting an integrated approach, activity ideas provided will draw on and cultivate skills in language, numeracy, science, society and environment and the arts. The focus of the workbooks will be practical learning experiences using resources from students’ existing surroundings.

Books will:

- Comprise Junior (Years 1 - 3), Middle (Years 4 - 5), Upper (Years 6 - 7) books.
- Be theme-based books with age-appropriate mascot characters that enhance visual appeal and student motivation.
- Contain sections on:
 - Diet;
 - Body systems related to diet and exercise;
 - Exercise and leisure for fitness;
 - Self-esteem for a positive body image and a constructive attitude towards self-management in health;
 - Media analysis - recognition of marketing techniques and how to avoid them.
- Incorporate practical, inquiry-style activities based around relevant, real-life situations and using easily obtained resources such as junk mail and the newspaper.
- Include “Take Home” activity sheets that can be used as homework and as a means of eliciting parental support and awareness of health issues.
- Provide Internet links that are “student-friendly”.



Meet the Mascots

Welcome to your special Healthy Safari. These friendly people will be taking you on a fun-filled trip to learn all about being healthy and happy.

Colour in your new friends and read all about how they can help you:



Brave Breado

Brave Breado is the leader of the gang. He eats lots of bread to give him lots of energy. He also likes rice, spaghetti and he always eats some cereal or toast with his breakfast. All these foods are in a special food group called the **grain group**.



Fearless Fruity

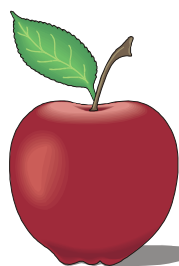
Fearless Fruity knows all about the plants that you can see on the safari. She likes to eat things from plants, too, like fresh fruit and vegetables. All **fruit and vegetables** are in a food group too. She loves carrots, tomatoes and bananas.



Driver Dairy

Driver Dairy drives the safari truck across the country. He likes to keep his bones and teeth strong by eating food from the **dairy group**, like milk, cheese and yoghurt.

Draw your favourite fruit here:



Healthy Eating

Activities 1-6

Teachers' Notes

Understandings

By completing activities in this section, students will develop the understanding that:

- Food can be categorised into certain groups, and a balance of these foods will provide the nutrients required for healthy living.
- Food can be prepared and served in many different ways, influenced by taste preferences, family and culture, so that nutritional needs are met.
- Some foods are best to be consumed only in small quantities, as they are high in fat, sugar or salt content, and these nutrients are only needed in the body in minimal amounts.
- It is difficult to eliminate these "eat least" foods completely. A diet that includes a *range* of fresh foods, *mainly* from the "eat most" and "eat moderately" groups, will promote health when integrated with an *active lifestyle*.

Resource Book Reference

Further information can be found in the Resource Book on the following pages:

- Nutrients and Their Role: p 10

Suggested Flow of Activities

- Initiate the unit by reading a book to the class that involves food, for example "*The Very Hungry Caterpillar*" by Eric Carle (1969). Use the story to lead into a discussion about food. Brainstorm with students a list of the foods that they think are "healthy" and "unhealthy" and talk about *how* they know about these foods.
- Introduce the students to the characters in the activity pages by reading the descriptions with them and prompting a list of examples for each food group.

Materials Required for Activities

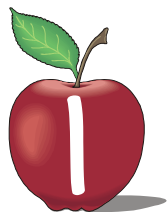
- **Activity 1:** Students bring lunchboxes into the classroom. These could be opened and displayed at the front so that foods inside are not touched. Selected students could then approach the front and help to answer the worksheet questions.
- **Activity 2:** One small piece of fruit on a paper plate or serviette for each student. Can be different types or the same type.
- **Activity 3:** A small toy animal such as a lion, tiger or elephant.
- **Activity 4:** A copy of the canteen menu for each pair of students, or, brainstorm canteen meals with the class and write them on the board.

Answers for Activity Sheets

- Most of these activities are open ended, and answers will vary.

Some Suggested Classroom Activities for "Healthy Eating" Section

- Plant a vegetable garden with the class in a small, protected patch on the school grounds. Seek advice from the school gardener on choosing and maintaining fertile soil, access to watering, selecting in-season plants, etc. Students can participate fully in the planting process and can be rostered in pairs to check the progress. Photos, illustrations, written recounts and measuring of seedlings from week to week can enhance the meaningfulness of the garden's growth.
- Using a large range of fruit and vegetables, ask students in small groups to categorise them in different ways, e.g. colour, part of the plant (leaves, stalk, roots, fruit), texture (crunchy, soft, juicy), and report their findings back to the class.



Lunchbox Look

The safari team have just started a new tour, when suddenly they find some strange-looking coloured boxes under a tree. It's the lunchboxes from your class!

- ① **Brave Breado** finds some *bread and grain* foods. Draw some of these from your class:

- ② **Fruity** counts all the pieces of fruit. My class has _____ pieces of fruit. Draw your favourite fruit.



- ③ **Driver Dairy** wants you to write the names of the children who have dairy foods.

- ④ **Oily Onlooker** wants to know if this class are healthy eaters.

Draw a picture of something that you like to eat that is healthy.





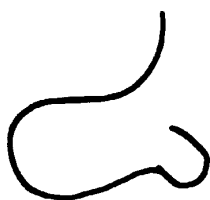
Sense Safari

The safari team give you a piece of fruit on a plate. You need to help them find out about it by using your senses.

What kind of fruit is on your plate? _____



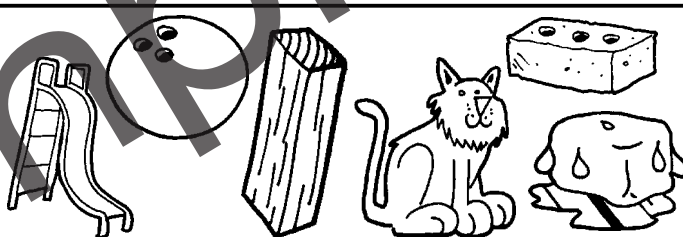
What does the fruit **LOOK** like?
Draw it here:



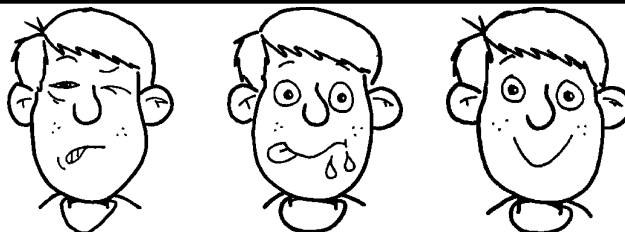
Colour in the face that shows how you feel when you **SMELL** the fruit.



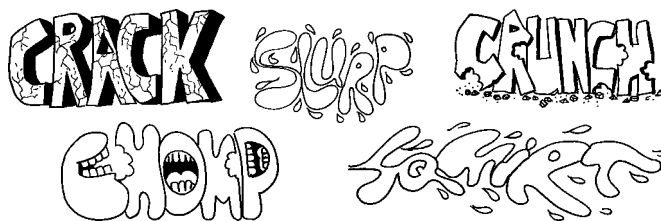
Circle the pictures that describe how your fruit feels.



Circle the face that describe how the fruit tastes.



Tick how the fruit sounds when you bite into it.



Talk with your class about what they found.

► Challenge:

Which sense do you think is the most important when you eat? _____

Explain why: _____



Sleepover Sambo

Take Home Sheet

Sambo is a baby animal found on the safari that needs to be looked after by the class. Today it is your turn to take Sambo home and share your meals with him. Ask your parents to help you write down what Sambo ate, and bring him back on the next school day.

① What did you and Sambo eat for after school snacks?

② What did you and Sambo eat for dinner?

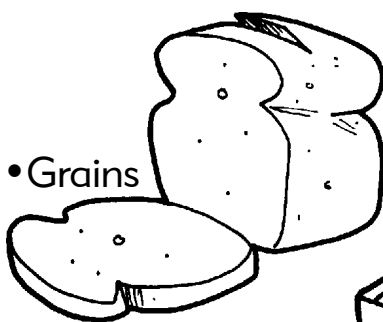
③ What did you and Sambo eat for breakfast?

Draw a picture here.

Draw a picture here.

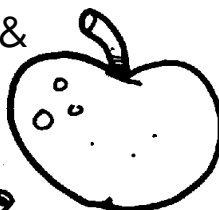
Draw a picture here.

④ Colour in the food groups that Sambo ate.

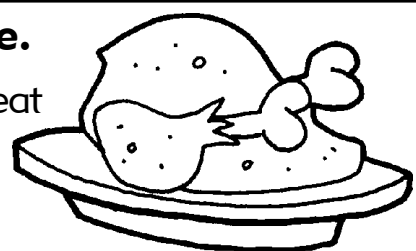


• Grains

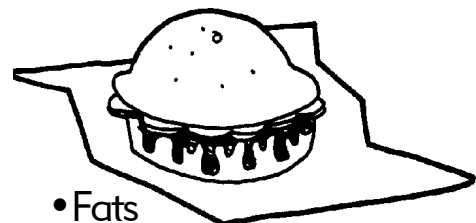
• Fruit & Veg



• Meat



• Dairy



• Fats

⑤ What was the healthiest thing that Sambo ate? _____

► Challenge: On the back of this page, draw another really healthy meal for Sambo.