

Upper Primary

Healthy Bodies Happy Kids

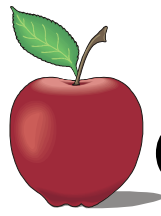


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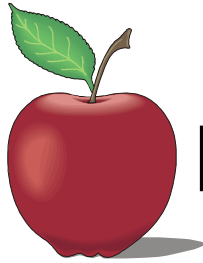
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Books In The Series

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

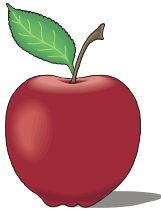
- Factual and statistical information on:
 - diet** - requirements, recent food trends, labelling requirements, allergies and deficiencies;
 - body systems** - digestion, cardiovascular responses, health problems;
 - exercise** - benefits, programming, variety and alternatives in exercise for students;
 - 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

A group of friends in a local neighbourhood like to hang out together on the weekends. They all have a common interest in keeping fit and healthy, although they know that there is more than one way to do this. Which one do you think you would be most like?



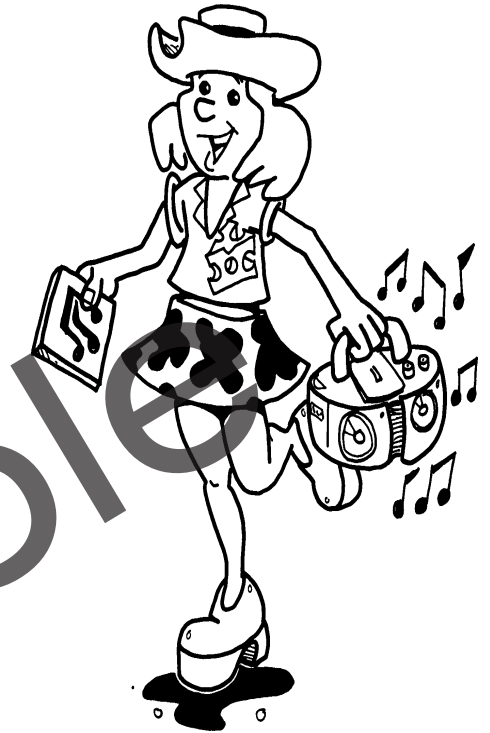
Breadbasket

Breadbasket is a star player in his local basketball team. He is a fair and friendly player who makes sure all his teammates have a go. He needs lots of energy for his games, so he eats a lot of breads, pasta and rice, which provide him with essential carbohydrates.



Vitafit

Vitafit also loves outdoor sport, although she prefers to compete individually in athletics events rather than in a team. Part of her healthy diet includes at least seven serves of fruit and vegetables a day. Not only does the natural sugar in fruit give her a quick energy boost for her races, she stays well throughout the year as her vitamin intake repels colds and flu.



Dancing Dairy Queen

Dancing Dairy Queen is never seen without her CD collection. She finds that dancing is the best way to combine her love of music with the need to stay fit. Dancing Dairy Queen makes sure that she drinks a moderate amount of milk (usually one glass a day) as well as a few small serves of cheese and yoghurt, so that her bones are given the calcium they need to stay strong so that she can dance on into her nineties.

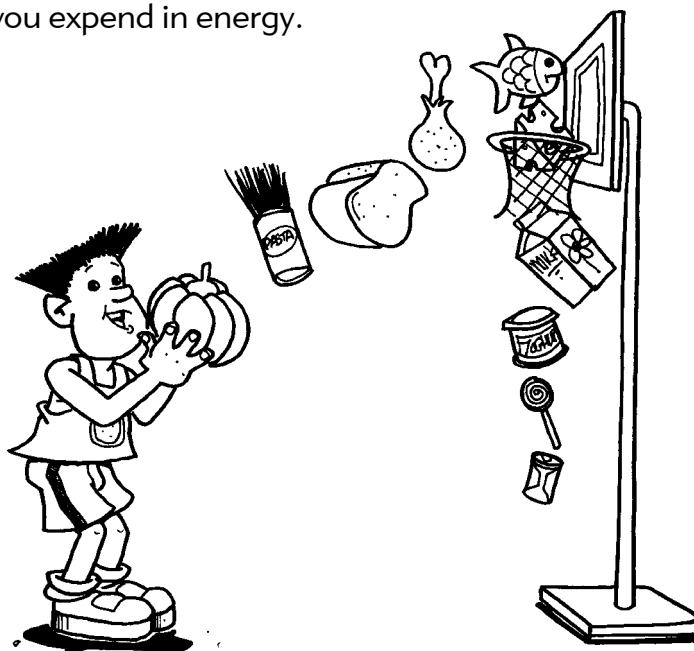
A Healthy Diet

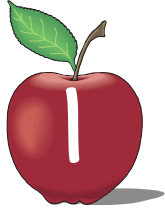
To work well, your body needs to receive a healthy mix of foods. Some types of food are essential for health, but are only needed in very small amounts – too much can have the opposite effect and cause health problems. Other types of food are required in large quantities – so much that we may not be eating enough of them every day.

To achieve the best balance for your body, nutritionists suggest you follow guidelines like those detailed by the *Australian Guide to Healthy Eating*. These guidelines recommend that we eat foods from the five food groups every day.

- Eat most of – Fruit, Vegetables, Grains, Legumes and Pastas. These foods should make up most of what you eat every day. They are low in fat and packed with vitamins, minerals and fibre, and they are also the foods that fill you up the most! Grains include foods such as rice, wheat, and barley. They can be eaten in their natural state, or made into foods such as breads or breakfast cereals. Legumes (such as beans and peas) are a good source of protein and iron, which is useful if you do not eat much meat.
- Eat moderately of – Meat, Fish, Nuts and Dairy. These foods should make up about a quarter of your foods every day. Meat and fish are an excellent source of protein and iron, while nuts and seeds are high in fibre. Dairy foods provide valuable calcium for your bones and teeth.
- Eat small amounts of – Fats, Oils and Sweets. These foods are high in ingredients which are not good for your body. In small amounts, however, they are not a problem.

However, just balancing the types of foods you eat is not enough to ensure good health. During digestion, food is transformed into fuel for the body. The amount of fuel supplied by a food is measured in kilojoules – the energy that food produces when it's digested. When you walk, sit, breathe, watch TV and even sleep, you use up kilojoules because your body is using energy. If you are exercising, you are obviously using a lot of kilojoules at once. To avoid putting on weight, the amount of kilojoules you consume in food should match the amount of kilojoules you expend in energy.



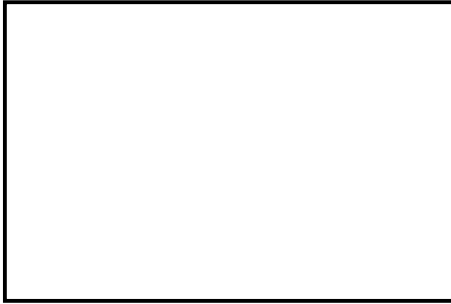


A Taste for Life

Over the years, you would have grown to like more foods. Your tastebuds are “growing up” and learning to adjust to new experiences. The best thing about this is that you have more chances to eat a wide range of healthy foods.

Name one food that you have always liked _____

- ❶ Draw and label a picture of a food that you don't like now, but think that you will like in the future.



- ❷ What is it about this food that you don't like?



- ❸ Breadbasket loves to eat Japanese food. What is your favourite **international** food?

- ❹ Talk to your partner. In the strawberry shapes below write down five **healthy** foods that you **both** like.



- ❺ Think of one of your favourite **healthy** foods. Imagine that you are writing for a food magazine promoting this food. Focusing on the taste, smell, appearance and health benefits, write a paragraph that convinces readers to try or eat this food more often.

► **Challenge:** Find someone else who has finished. Read out your paragraph without saying what the food is. See if your partner can guess the food.



Read Before You Eat

In this activity, your teacher may wish you to work in small groups, so that you can share your ideas.

- ① Look at the labels and packages of several empty food containers. What sort of information is available that tells you about the nutritional value of the food?

What kinds of packaging seem to include a lot of information?

Are there any foods that you can see, or know of, that do not seem to provide you with enough information?

- ② Why might these things be important for a person to know?

• Ingredients: _____

• Address of manufacturer: _____

• Use-by-date: _____

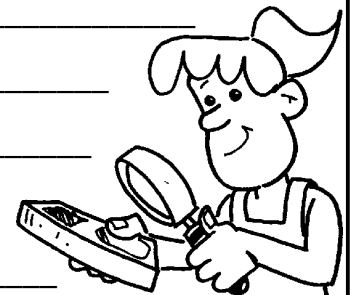
• Country of origin: _____

- ③ Vitafit is a highly qualified food label critic and has discovered that some of the words and phrases printed on packaging might be misleading. The following phrases are meant to make the product sound healthy. Try to figure out how each one might be tricking the customer.

A children's yoghurt "made with real fruit": _____

A meat pie that has "reduced fat": _____

A pizza that is "all natural": _____



► **Challenge:** Imagine that there is a law that states that all foods high in fat must show a warning on their packaging (similar to the warnings now found on cigarette packets). Design a warning panel that you think people should read: