

Middle Primary

# Healthy Bodies Happy Kids

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



Written by Sandy Tasker. Illustrated by Terry Allen. © Ready-Ed Publications - 2003  
2nd Edition published by Ready-Ed Publications (2004) PO Box 276 Greenwood Perth Western Australia 6024  
Email: [info@readyed.com.au](mailto:info@readyed.com.au) Website: [www.readyed.com.au](http://www.readyed.com.au)

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ISBN 1 86397 533 0



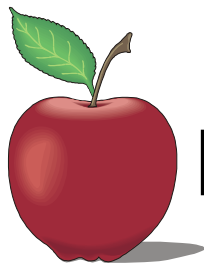
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# Books In The Series

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:

## Teachers’ Resource Book

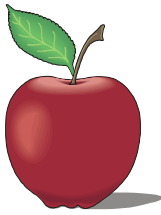
- Factual and statistical information on:
  - diet** - requirements, recent food trends, labelling requirements, allergies and deficiencies;
  - body systems** - digestion, cardiovascular responses, health problems;
  - exercise** - benefits, programming, variety and alternatives in exercise for students;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

## Student 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:

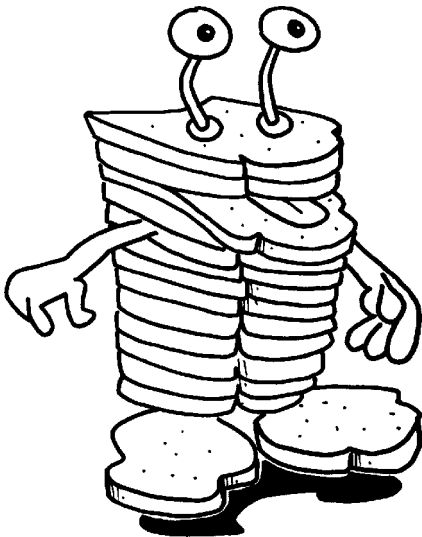
- Comprise Junior (Years 1 - 3), Middle (Years 4 - 5), Upper (Years 6 - 7) books.
- Be theme-based books with age-appropriate mascot characters that enhance visual appeal and student motivation.
- Contain sections on:
  - Diet;
  - Body systems related to diet and exercise;
  - Exercise and leisure for 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 long time ago in a faraway galaxy, a group of stranded aliens stumbled across a beautiful blue planet. The creatures on this planet called it "Earth". In next to no time, the aliens began to realise that they shared some of the healthy habits of these earthlings.

**Colour in these new friends and read their stories:**



## Grainoz

Grainoz is from the planet Carbo. On Carbo, there are many crops that grow and produce their food, such as wheat and rice. Carbolings eat many things made from these crops, like bread, cereal and pasta.

**What else do you think Carbolings eat?**

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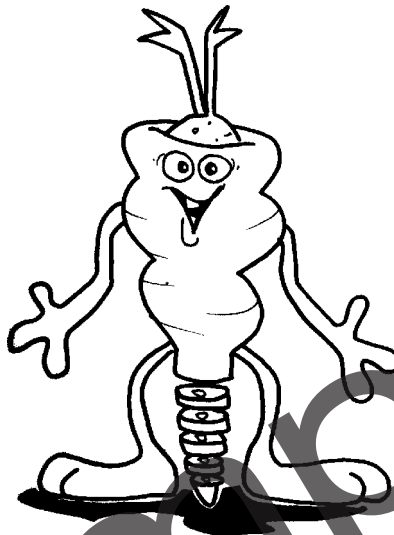
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## VitaVeg

VitaVeg comes from the planet Salad. Saladians never get sick because they get lots of vitamins and minerals from the fruit and vegetables that they eat. When VitaVeg came to Earth, she was very pleased to see that there was also food for her here.

**Write some fruits that she might enjoy:**

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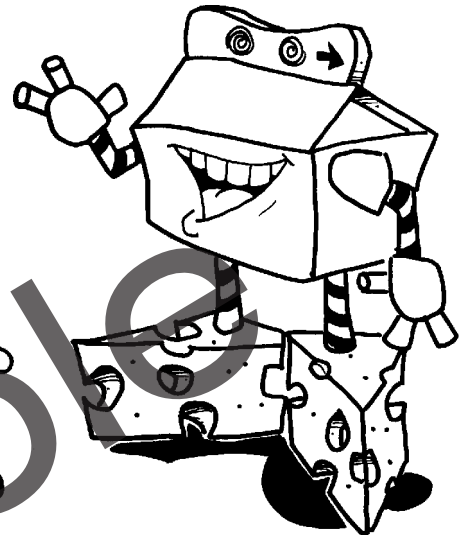
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## Milkette

Milkette only has one kind of animal on her planet – the cow! Cows are very special to Milkette and her friends and they look after them very carefully so that they can provide milk that can be made into dairy foods, like cheese and yoghurt. Because of all the dairy foods that Milkette eats, her bones and teeth are strong and healthy. Do you know the special nutrient in milk that keeps our bones strong?

**Ca** \_\_\_\_\_



# Healthy Eating

## Activities 1-7

### Teachers' Notes

#### Understandings

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

- There is a range of food choices available from canteens, restaurants and supermarkets. The key is to recognise and select the healthiest foods that are also **preferred** by the customer.
- People eat foods for many other reasons than hunger. It is important to identify the reason behind eating, as there may be alternative responses available.
- Categorising healthy foods such as plants (fruit, vegetables and grains) may help to encourage a varied, balanced diet.
- Fresh foods are often cheaper, more attractive, healthier and tastier than frozen or processed foods.
- A person's diet will not be all good or all bad. The key is to tip the balance with more "healthy" foods and moderation of "unhealthy" foods.

#### Resource Book Reference Page

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

- Nutrients and Their Role: P 10
- Labelling Requirements: P 13

#### Suggested Flow of Activities

- Introduce the five food groups via the alien characters. Brainstorm examples of each group on the board. Ensure students have a sound understanding that as long as foods containing fats, oils and sugars are only consumed in small amounts, they are acceptable as part of a healthy diet.
- Liaise closely with the canteen staff prior to carrying out Activity 1. Confirm that they are happy to have students analyse the menu and offer suggestions. Discuss the healthy choices that are available and ask canteen staff to promote these.
- Collect and display a range of print media such as posters, restaurant menus, empty food boxes and junk mail around the classroom to familiarise students with issues on packaging, labelling and advertising. Encourage students to bring in examples.
- Make sure you have parents "on side". A short parent meeting will outline the content of this unit and reassure parents that you are not judging their habits, simply encouraging students to take an analytical stance on the choices available at home.
- Try to make lessons on food as "hands on" as possible. Providing students with opportunities to experience healthy foods with all of their senses will increase their likelihood of wanting to choose these foods as part of their daily diet.

#### Materials Required for Activities

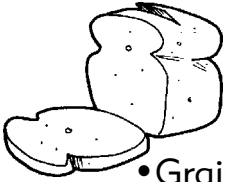
- **Activity 1:** Photocopy of school canteen menus for each student.
- **Activity 2:** International restaurant leaflets or menus.
- **Activity 4:** A range of fresh fruit and vegetables or large posters.  
Index cards for students to design their information cards on.
- **Activity 5:** Supermarket flyers (food only).



# Canteen Blitz

Your teacher will be providing you with a copy of the school canteen menu. Your mission is to judge the canteen foods and report your findings back to base.

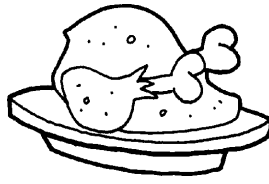
- 1 Use the symbols below to place next to each food on your canteen's menu. You can use more than one symbol for each food.



•Grains



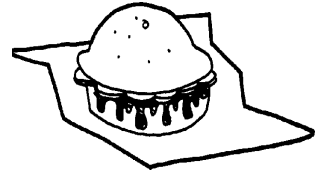
•Dairy



•Meat



•Fruit & Veg



•Fats

- 2 Draw a 😊 next to the foods that you think are **healthy** choices and a ☹️ next to foods that are less healthy.

- 3 What food do you think is the healthiest food on the canteen menu?

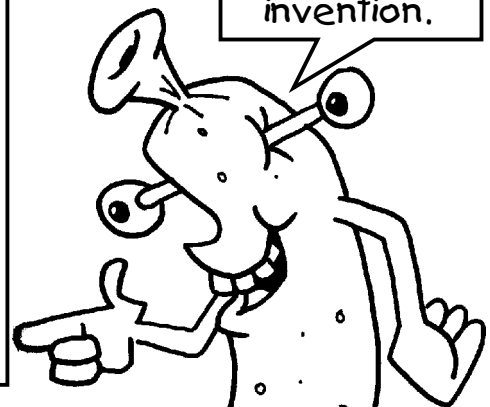
Why did you choose this food?

- 4 Choose 3 healthy foods on the canteen menu that you would eat.

- 5 Imagine that you are head chef at the school canteen for a day. Invent a fantastic snack or lunch idea that is tasty and healthy. Try to include **two or more food groups**, especially grains, fruit and vegetables. The less fat and sugar, the better!

Draw and label your creation to show all of the ingredients.

Think of a catchy name for your invention.



► **Challenge:** Super students who finish all their work can write a letter to the canteen telling them how they "rated". Include a neat copy of the new food invention, suggesting it for the menu.



# Alien 'All You Can Eat'

When the alien mascots arrived on Earth, they decided to go to an International Food Hall so that they could sample foods from all over our world.

1 How much does your class know about international foods? Survey your classmates to find out some foods from these countries:



2 Write any others here:

Country:

Food:

\_\_\_\_\_

\_\_\_\_\_

3 Why do you think we have so many restaurants with foods from other countries?

\_\_\_\_\_

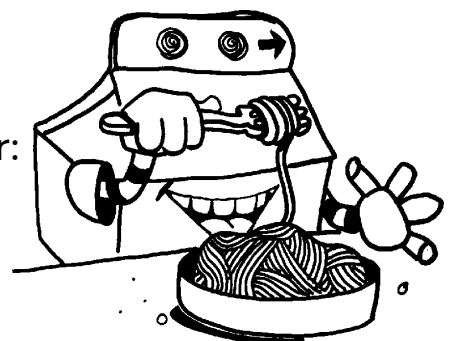
\_\_\_\_\_

4 Draw your favourite food from another country here:

5 Is this a healthy food? Explain your answer:

\_\_\_\_\_

\_\_\_\_\_





# Why Did I Eat That Chocolate Bar?

Some people are attracted to the fridge like a magnet. There are many reasons why people eat apart from just being hungry.



1 Colour in the fridge magnets that show reasons why you have eaten in the last week.

2 Which of these do you think are good reasons to eat?

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3 Choose one that is not a good reason to eat and explain why this could be a problem:

Reason for eating: \_\_\_\_\_

Is not a good reason because: \_\_\_\_\_

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► Challenge: If someone wanted to eat because they felt sad, what could they do instead? \_\_\_\_\_