

Healthy Bodies Happy Kids



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



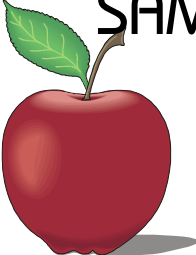
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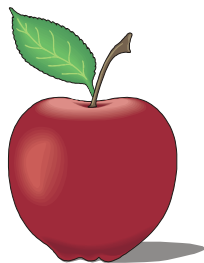
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Books In The Series

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

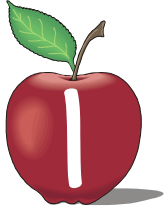
- Factual and statistical information on:
 - diet** - requirements, recent food trends, labelling requirements, allergies and deficiencies;
 - body systems** - digestion, cardiovascular responses, health problems;
 - exercise** - benefits, programming, variety and alternatives in exercise for students;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



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.





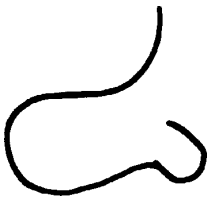
Sense Safari

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.

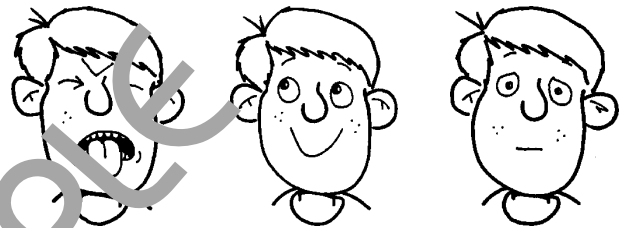
What kind of fruit is on your plate? _____



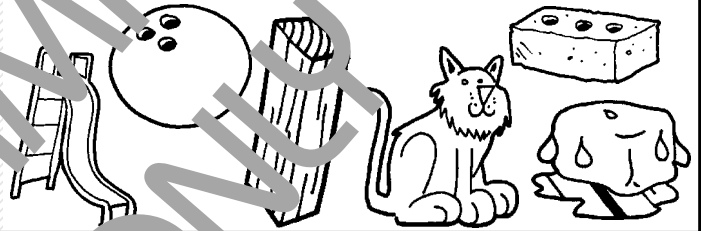
What does the fruit **LOOK** like?
Draw it here:



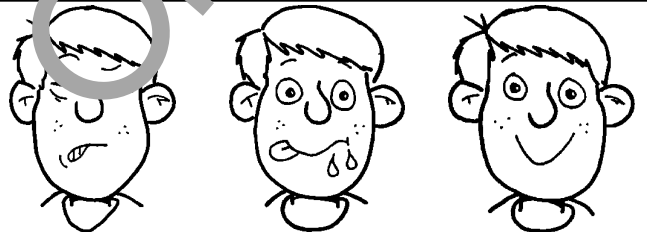
Colour in the face that shows how you feel when you **SMELL** the fruit.



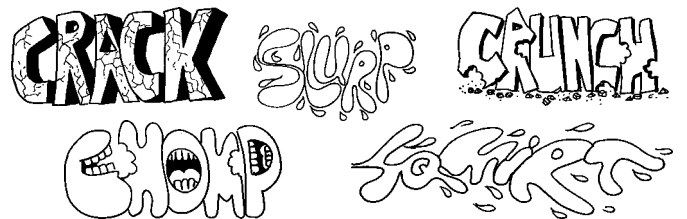
Circle the pictures that describe how your fruit feels.



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?

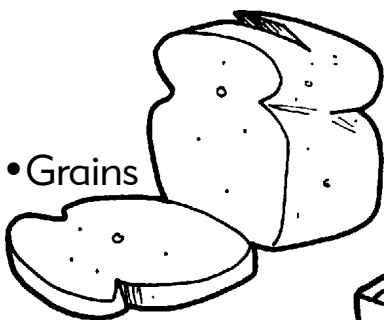
③ What did you and Sambo eat for breakfast?

Draw a picture here.

Draw a picture here.

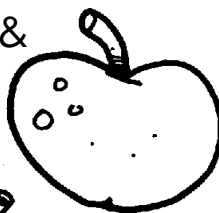
Draw a picture here.

④ Colour in the food groups that Sambo ate.

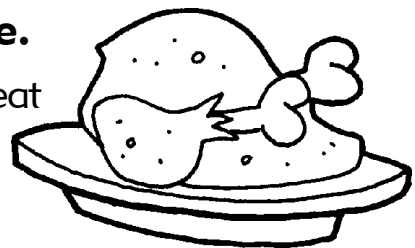


• Grains

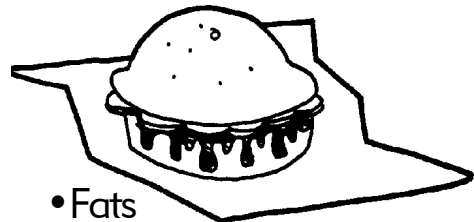
• Fruit & Veg



• 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.



Safari Survival

Your class is going on a safari for two days. You need to take the healthiest foods from your canteen so that you are fit and strong on your trip.

① Draw foods from these groups that you will take.

② What is your favourite canteen food? _____

③ Is it healthy? _____

④ What food group does it belong in? (Circle the right ones.)

•Grains	•Fruit & Veg	•Dairy	•Meat	•Fats

► Challenge: Use some paper canteen bags and draw a colourful picture of a healthy canteen food on the front, so children will want to eat it. You can write a sentence about how this food is good for you.

