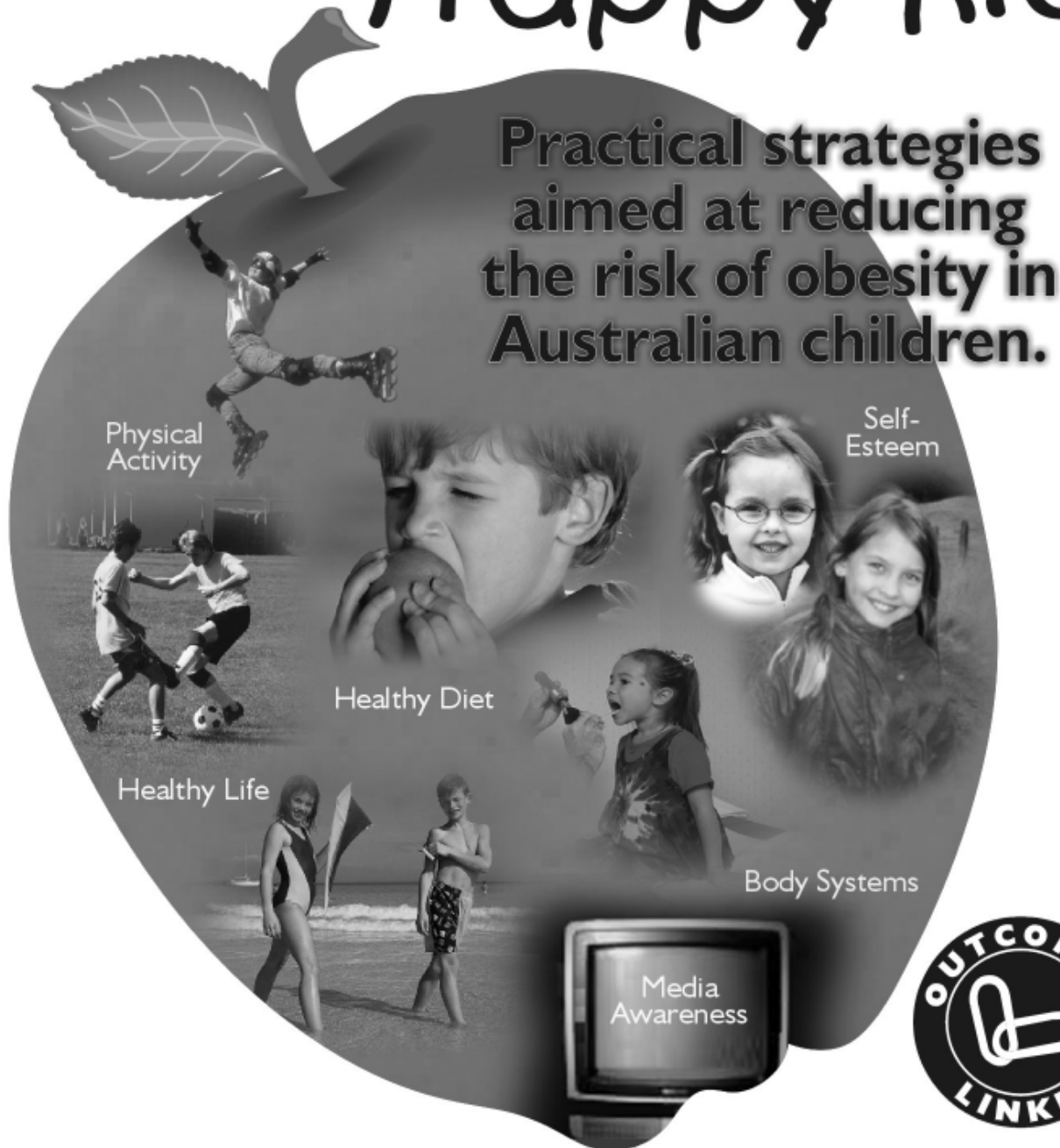


SAMPLE ONLY

Healthy Bodies Happy Kids

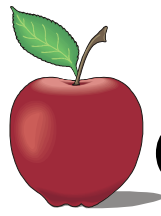


Written by Sandy Tasker. Illustrated by Terry Allen. © Ready-Ed Publications - 2003
2nd Edition published by Ready-Ed Publications (2004) PO Box 276 Greenwood Perth Western Australia 6024
Email: info@readyed.com.au Website: www.readyed.com.au

COPYRIGHT NOTICE

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes. However, this permission is not transferable and applies only to the purchasing individual or institution.

ISBN 1 86397 534 9



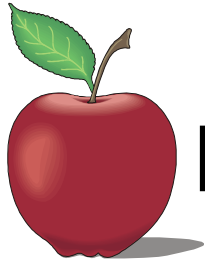
Contents

Information on the Series

Purpose	2
Information about the "Healthy Bodies, Happy Kids" Website	2
Books In The Series	4
Links to State Curriculum Documents	5
States' Curriculum Strands Grid	6

Student Activities

Meet The Mascots	7
Teachers' Notes: Healthy Eating: Activities 1 - 5	9
Student Information Page: A Healthy Diet	11
Student Information Page: Nutrients	12
Activity 1: A Taste for Life	14
Activity 2: How Fat Is That?	15
Activity 3: Read Before You Eat	16
Activity 4: Vendor Bender	17
Activity 5: Shopping Guide - Take Home Sheet	18
Teachers' Notes: Body Systems: Activities 6 - 7	19
Student Information Page: The Circulatory System	20
Activity 6a: Down The Tube	22
Activity 6b: Down The Tube	23
Activity 7: A Plan For Healthy Blood	24
Teachers' Notes: Exercise and Physical Activity: Activities 8 - 12	25
Student Information Page: Physical Activity	27
Student Information Page: Road Safety and Exercise	28
Activity 8a: Exercise-Wise	29
Activity 8b: Exercise-Wise	30
Activity 9: New Sport Club	31
Activity 10: Over the Hurdles	32
Activity 11a: Fit Feet: Part 1	33
Activity 11b: Fit Feet: Part 2	34
Activity 12: Family Survey - Take Home Sheet	35
Teachers' Notes: Self Esteem - Activities 13 - 19	36
Activity 13: Balancing Out the Blues	37
Activity 14: Go for Goal	38
Activity 15: What do You Value?	39
Activity 16: Magazine Mayhem	40
Activity 17a: MEreal Cereal	41
Activity 17b: MEreal Cereal	42
Activity 18: Stamp Out Judgement	43
Activity 19: Someone Special - Take Home Sheet	44
Teachers' Notes: The Media - Activities 20 - 24	45
Activity 20: 'AD' It Up	46
Activity 21: Grossology - The Study of Food Photography	47
Activity 22a: What a Character!	48
Activity 22b: Your Character Becomes a Star	49
Activity 23: Fact or Attract?	50
Activity 24: Location, Location, Location - Take Home Sheet	51



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, and 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”.

Nutrients

Different foods also supply different needs of the body, such as fuel for repairing damage, for keeping warm, or keeping your heart pumping. The substances within foods that supply these needs are called nutrients. There are six types of nutrients: proteins, carbohydrates, minerals, vitamins, fats and water.

Protein

Protein gives your body the materials to build up, maintain and repair your body's muscles and organs. It also helps in making haemoglobin, the part of red blood cells that carries oxygen around your body. Protein makes antibodies, cells that fight off infection and disease. Protein is found in meat, fish, eggs, dairy foods, beans and nuts.

Carbohydrates

Carbohydrates supply energy to your body. There are two different types of carbohydrates: sugars and starches. Sugars (also known as simple carbohydrates) can be found in many fruits, as well as in high-fat foods such as chocolate. Sugars are absorbed into your blood very quickly to provide a fast energy boost. Starches (complex carbohydrates) take longer to be digested, so they release energy over a longer period of time, giving you more stamina. They are found in bread, cereals, pasta and vegetables.

Minerals

Minerals are basic building blocks essential to our body's health. They include things like zinc, iron, calcium and copper - which you probably think of in relation to mining, not eating! We need small amounts of these substances for a range of functions, from building bones to transmitting nerve impulses. Minerals are found in small amounts in a wide range of foods, from meat to fruit to dairy products. For children and teenagers, it is especially important to make sure you receive enough calcium, the mineral that strengthens bones. The bones you are building during these years have to last for the rest of your life, so if you don't have enough calcium now you could end up with bone problems when you are an adult. Drinking lots of low-fat milk, or eating other dairy products such as cheese or yoghurt, is the quickest way to meet your daily calcium needs, though leafy green vegetables and canned fish with bones (sardines and salmon) are also good sources of calcium.

Vitamins

Vitamins are similar to minerals, in that they are important for a wide range of functions in our bodies. They help us grow and develop, help blood clot when you get a cut, help to make energy, and are even involved in giving us colour vision. Vitamins are also found in a range of foods, especially fruits, vegetables and dairy products.



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?

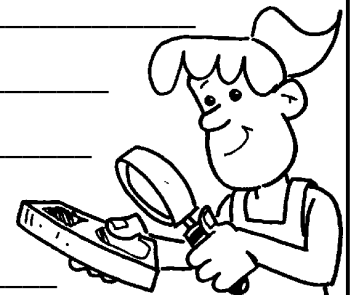
- Ingredients: _____
- Address of manufacturer: _____
- Use-by-date: _____
- Country of origin: _____

- 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.

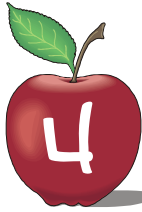
A children's yoghurt "made with real fruit": _____

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:

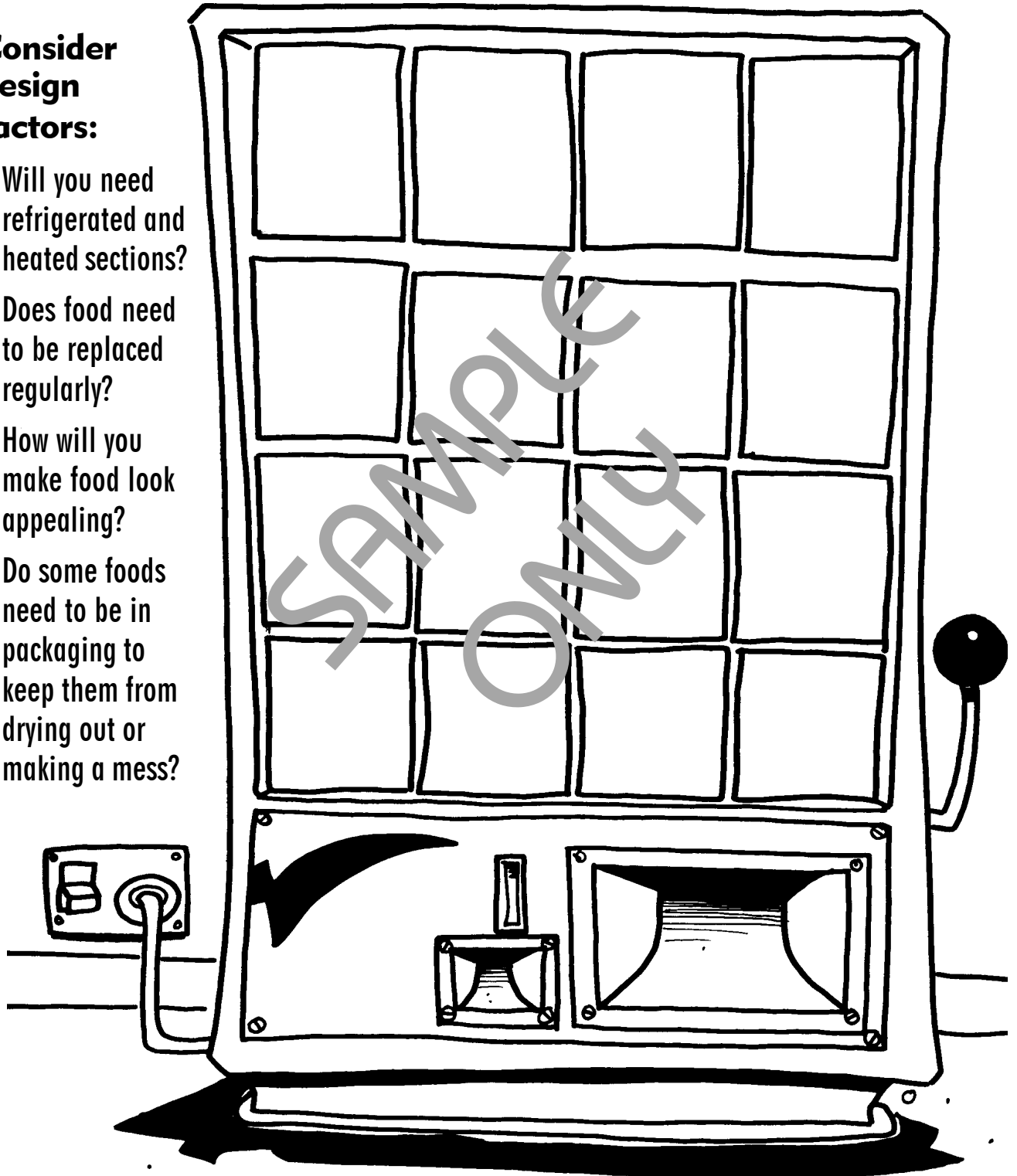


Vendor Bender

Design a healthy food vending machine that could be placed in a school or workplace. Make sure to include foods from all food groups.

Consider design factors:

- Will you need refrigerated and heated sections?
- Does food need to be replaced regularly?
- How will you make food look appealing?
- Do some foods need to be in packaging to keep them from drying out or making a mess?



► **Challenge:** Create a survey (3 - 7 questions) to test how successful your vendor will be. Conduct the survey with several classmates. Write a paragraph on any changes that you may need to make.



Down The Tube

You are the senior rides designer for a big theme park. Your task is to design a roller coaster ride that helps kids to learn about the digestive system. Each part of the ride will look, sound and act in a way that makes the riders believe that they are a piece of food going through the digestive system.

Use the information below to draw and label each section. (By the way, your budget is unlimited!!)

Teeth

- 1 Digestion begins in the mouth, where the **teeth** reduce food into small portions that are easy to swallow. The chemicals in saliva start to break the food down and the tongue assists in moulding the food into a ball and pushing it down the throat.

Oesophagus

- 2 The **oesophagus** is a smooth tube that moves in waves of muscle contraction, called peristalsis, down into the stomach. This movement is involuntary (we do not think about it), and resembles the action of squeezing toothpaste out of the tube.

Stomach Walls

- 3 The **stomach walls** contract, moving food around as juices break food down into smaller parts. The walls of the stomach are like elastic, and can expand a great deal when a lot of food is eaten.