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*A Guide To Conducting Successful Nutrition Education Activities for Aboriginal People*

Health Department of Western Australia (1995) *Kids in the Kitchen Cookbook*  
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Department of Education, Employment and Training (DEET)  
*NT Curriculum Framework*

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## Letter to Teachers

Dear Teachers

Welcome to the **NT Hunting for Health Challenge – We can ALL be healthy**. This is a package of Healthy Lifestyle lesson plans for primary school aged children in the Northern Territory.

There are seven healthy lifestyle messages to promote. These messages aim to reduce lifestyle-related diseases. The messages are:

1. **Be more active**
2. **Eat more fruit and vegies**
3. **Eat more breads, cereals, rice, pasta, noodles**
4. **Eat less fatty foods**
5. **Wash your hands before you eat**
6. **Drink lots of water**
7. **Bite then brush**

For each message, there is a choice of lesson plans for junior, middle and upper grades. Early childhood has modified lesson plans focusing only on three main messages.

### Preventable Chronic Diseases (Lifestyle Diseases)

Throughout the **NT Hunting for Health Challenge**, reference is made to the term *Preventable Chronic Diseases* or *Lifestyle Diseases*. This refers to those diseases affecting the health of Australians as a result of poor diet, lack of physical activity and other poor lifestyle behaviour choices. The most common lifestyle diseases in the Northern Territory are:

- Heart disease
- Hypertension (high blood pressure)
- Diabetes (type II)
- Kidney disease
- Dental caries and gum disease
- Some cancers

The food we eat, what we drink and how active we are contribute to the development of lifestyle diseases. Highly processed and fast foods often contain high levels of fat, salt or sugar and may be low in fibre making them poor choices. Fresh and minimally processed foods are encouraged throughout this Challenge, in particular, eating fruit and vegetables, bread and cereals including rice, oats, pasta, and noodles, as part of a healthy lifestyle.

Physical activity as an enjoyable, everyday part of life is also encouraged. To promote participation, students are encouraged to take physical activity regularly, rather than seriously.

Oral health is promoted by good individual health and well being; eating healthy foods and drinks; tooth-brushing twice a day; and regular check-ups with the oral health team visiting the school. The Challenge encourages good oral health habits. It is recommended that, within each food activity involving eating, the drinking of water and brushing of teeth be incorporated.

The lessons in this pack are designed to complement the NT Curriculum Framework and therefore can fit in with your current health program.

## Working Within The NT Curriculum Framework

The **aims** of the NT Hunting for Health Challenge are to:

- Develop an appreciation for maintaining a healthy body
- Recognise the risk factors that can increase chances of developing lifestyle related diseases
- Identify the risk factors that can be modified
- Identify illnesses that are considered lifestyle disease
- Make informed decisions based on practical activities that relate to diet, physical activity, tooth brushing etc.
- Develop an understanding that the lifestyle decisions they make each day have an impact on their future health.

Lessons are divided into four sections: **Early Childhood; Junior; Middle; and Upper Primary**. Teachers are encouraged to consider the developmental needs of their learners when choosing the level at which to work at. The **NTCF Outcomes** for each section can be located at the beginning of each set of lessons.

The **EsseNTial Learnings** lay the foundation for ‘connected life-long learning’ and are essential in preparing students for complex future life roles. The NT Hunting for Health Challenge works towards demonstration of:

### *Inner Learner 4*

**Inner Learner 4** focuses on developing skills in assessing students’ own well-being and encourages students to take action for healthy living.

The NT Hunting for Health Challenge – We can ALL be healthy, offers teachers a great opportunity to use a **cross curricula approach** that covers all Learning Areas. The matrix on page viii outlines the Learning Areas of the NT Curriculum Framework (NTCF).

**Assessment** techniques are included on page ix. It is recommended that teachers consider the NTCF Outcomes in order to decide which assessment strategies will enable them to make judgements and gather evidence about the quality of learning (emerging, solid or comprehensive). Using a variety of strategies will allow teachers to collect more accurate data.

*“I’ve already got too much curriculum to address!”*

**HOW CAN I COVER MANY OUTCOMES WITH ONE LEARNING EXPERIENCE?**

The *NT Hunting for Health Challenge - We can ALL be Healthy*, offers teachers the opportunity to gain proficiency with the new NT Curriculum Framework. The Challenge can be used as content theme around which teachers can program a term’s work. The following matrix outlines an across-curriculum approach that could be adopted over an entire term.

<b>LEARNING EXPERIENCE</b>			
This learning experience will give the students opportunities to demonstrate their understanding of the following Strands within the various Learning Areas:			
<b>LEARNING AREA</b>	<b>STRATEGIES</b>		
	<i>NT Hunting for Health Challenge Lesson Pack</i>	<i>Geography of the NT Challenge Route e.g. Land use      Climate      Importance of water Vegetation &amp; soils      Mapping exercises</i>	<i>Environmental Science e.g. Relationships between living things &amp; environment Systems      Habitats      Strategies</i>
<b>Health and Physical Education</b>	<ul style="list-style-type: none"> <li>▪ Promoting Individual and Community Health</li> <li>▪ Enhancing Personal Development and Relationships</li> <li>▪ Participation in Physical Activity and Movement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promoting Individual and Community Health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promoting Individual and Community Health</li> </ul>
<b>Studies of Society and Environment</b>	<ul style="list-style-type: none"> <li>▪ Social Systems and Structures</li> <li>▪ Environments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Social Systems and Structures</li> <li>▪ Environments</li> <li>▪ <i>Indigenous Perspectives (Cross-curricula)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Social Systems and Structures</li> <li>▪ Environments</li> <li>▪ <i>Indigenous Perspectives (Cross-curricula)</i></li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>▪ Listening and Speaking</li> <li>▪ Reading and Viewing</li> <li>▪ Writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening and Speaking</li> <li>▪ Reading and Viewing</li> <li>▪ Writing</li> <li>▪ <i>Literacy (Cross-curricula)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening and Speaking</li> <li>▪ Reading and Viewing</li> <li>▪ Writing</li> <li>▪ <i>Literacy (Cross-curricula)</i></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>▪ Number Sense</li> <li>▪ Measurement and Data Sense</li> <li>▪ Spatial Sense</li> </ul>	<ul style="list-style-type: none"> <li>▪ Measurement and Data</li> <li>▪ Spatial Sense</li> <li>▪ <i>Numeracy (Cross-curricula)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Measurement and Data Sense</li> <li>▪ Spatial Sense</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>▪ Working Scientifically in Key content Areas of:               <ul style="list-style-type: none"> <li>- Life and Living</li> <li>- Natural and Processed Materials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Working Scientifically in Key content Areas of:               <ul style="list-style-type: none"> <li>- Life and Living</li> <li>- Natural and Processed Materials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Working Scientifically in Key content Areas of:               <ul style="list-style-type: none"> <li>- Life and Living</li> </ul> </li> </ul>
<b>The Arts</b>	<ul style="list-style-type: none"> <li>▪ Creating Arts Ideas</li> <li>▪ Arts Skills and Processes</li> <li>▪ Art Responses and Analysis</li> <li>▪ Arts in Context</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creating Arts Ideas</li> <li>▪ Arts Skills and Processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creating Arts Ideas</li> <li>▪ Arts Skills and Processes</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>▪ Designing</li> <li>▪ Producing</li> <li>▪ Critiquing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Designing</li> <li>▪ Producing</li> <li>▪ Critiquing</li> </ul>	
<b>Languages</b>	<ul style="list-style-type: none"> <li>▪ Listening</li> <li>▪ Speaking</li> <li>▪ Reading and Viewing</li> <li>▪ Writing</li> </ul>		
<b>Other Structural Components</b>			
<b>Indigenous Language and Culture</b>	People and Kinship Country / Land	Natural Environment	
<b>English as a Second Language</b>	Communication Socio-cultural Understandings	Language Structures and Features Learning-how-to-learn	

## Assessment Suggestions

These are suggestions only; there are many more valid assessment techniques. It is recommended that teachers consider the NTCF Outcomes in order to decide which assessment strategies will enable them to make judgements and gather evidence about the quality of learning (emerging, solid or comprehensive). Using a variety of strategies will allow teachers to collect more accurate assessment.

Assessment Strategies	Date used
<b>Grid</b> – For the collection of brief notes on specific areas, create your own grid.	
<b>Parents, carers and professionals</b> – Record information from various people who know the student well.	
<b>Time sampling</b> – Use this to record behaviour difficulties. Record the frequency of behaviour difficulties including time and triggers.	
<b>Portfolio</b> – Collect and analyse samples of work and assess against specific criteria or developmental continua.	
<b>Running record</b> – This is a formal assessment with great detail of an incident, account or behaviour.	
<b>Photograph, tape record or video</b> – For a permanent record of work, this can be a useful technique.	
<b>Rating scale</b> – To record behaviour or skill on a scale to judge the degree to which a child possesses certain skills, use this method.	
<b>Reflective diary</b> – This is a detailed and often daily observation record that could be used if a child's learning or development causes concern.	
<b>Anecdotal records</b> – Brief, informal style of assessment.	
<b>Checklist</b> – A list of behaviours and skills that are categorised into related areas for observing specific skills.	
<b>Developmental continua</b> – A description of expected sequence of development.	
<b>Event sampling</b> – This is a detailed study of a particular behaviour, its duration and the sequence of events surrounding it.	
<b>Marking criteria</b> – Negotiate a marking criterion before work begins with the class.	
<b>Talk/Conference/Interview</b> – Talk to individual children or small groups to collect information regarding skills, knowledge and strengths.	
<b>Peer/Self assessment</b> – Provide the students with a negotiated list of criterion to assess themselves or peers.	
<b>Book work</b> – Mark bookwork to assess understanding of a specific lesson.	
<b>Written test</b> – Students answer specific questions related to work completed.	



# Early Childhood Strategies





## Early Childhood Component

The messages for the following Early Childhood lessons are:

1. Stay healthy
2. Be more active
3. Eat more fruit and vegies, breads and cereals

Classes requiring extension may focus on the following messages in addition to the above:

1. Bite then brush
2. Wash your hands before you eat
3. Drink lots of water

A list of possible links to the NT Curriculum Framework is provided below. The Outcomes chosen by an individual teacher will depend on the emphasis taken and should reflect ONLY the Outcomes that will be directly monitored and for which EVIDENCE OF LEARNING will be gathered, assessed and reported.

Strands and Links	Learners within <b>KGP 2...</b>	Learners within <b>KGP 3...</b>
<b>Promoting Individual and Community Health</b> <b>Links:</b> <b>EsseNTial Learnings:</b> In 4 <b>Learning Areas:</b> SOSE, Technology and Design <b>Perspectives:</b> Literacy, Numeracy	<b>HP KGP2.1 Individual and Community Health and Safety</b>  Demonstrate self-care skills, identify ways of staying safe and indicate people who can help to keep us safe and well  <b>HP KGP2.2 People and Food</b>  Participate in activities associated with food.	<b>HP KGP3.1 Individual and Community Health and Safety</b>  Describe and demonstrate actions and identify the people and products needed to maintain and promote health and safety  <b>HP KGP3.2 People and Food</b>  Prepare and try a variety of foods and discuss ways to group them.
<b>Enhancing Personal Development and Relationships</b> <b>Links:</b> <b>EsseNTial Learnings:</b> In 4 <b>Learning Areas:</b> SOSE, The Arts <b>Perspectives:</b> Literacy, Numeracy, Vocational Learning	<b>PD KGP2.1 Human Development</b>  Discuss the physical stages of growth and development, identify the groups they belong to and demonstrate appropriate social conventions in these groups.	<b>PD KGP3.1 Human Development</b>  Describe how people change as they grow older and demonstrate skills needed to initiate and maintain relationships in various groups.
<b>Participating in Physical Activity and Movement</b>	<b>PA KGP2.1 Movement</b>  Move around a structured environment and perform simple whole body movements  <b>PA KGP2.2 Games</b>  Participate in organised activities where equipment is shared  <b>PA KGP2.3 Fitness</b>  Participate in a variety of fun activities that encourage cardiovascular endurance  <b>PA KGP2.4 Participation</b>  Participate in a range of physical activities.	<b>PA KGP3.1 Movement</b>  Demonstrate simple movement patterns using various parts of the body  <b>PA KGP3.2 Games</b>  Display confidence and safe practices in sharing equipment and playing games  <b>PA KGP3.3 Fitness</b>  Identify their feelings during and after activities and games in a range of environments  <b>PA KGP3.4 Participation</b>  Discuss ways to ensure all the class is included in games and activities.

Bolded outcomes are covered in the activities provided in NT Hunting for Health Challenge. The remainder of the Outcomes will require further exploration.

## What does being healthy look like?

For children, health is a vague concept.

- Discuss with students how they feel when they are not well e.g. tired, don't feel like moving much, their head hurts, they feel hot, lips crack.
- Discuss with students how they feel when they are "feeling good", when they are healthy, e.g. running and playing, laughing, their head doesn't hurt, their teeth don't ache, they feel like they can do anything, they want to play with their friends.
- Introduce the concept that sometimes our body also show signs that we are not healthy, e.g. runny noses, aching teeth, sore eyes, pale colouring, dull hair, and dry lips.
- Draw the outline of a face and body on the board. Divide the face and body in half vertically. Write the headings Good Health and Poor Health. Draw in the feature from head to toe indicating signs of good or poor health, i.e.
  - Shiny hair / dull hair
  - Bright, clear eyes / dull, red eyes
  - Good complexion / pale complexion
  - Good teeth / holey teeth
  - Good breath / smelly breath
  - Shiny, moist lips / cracked, dry lips
  - Body in proportion / body fat or thin
  - Sores that heal / sores that don't heal
  - Feel like moving around / don't feel like moving around
- Tell students that they need good food and exercise every day so that they can grow, move (energy) and be healthy.

## Why does the body need food and water?

- Discuss with students the importance of food and water ie so that they can grow, move and be healthy. Focus **on food as a source of energy** that 'fuels' the body and helps it to work properly. Water should be seen as an essential nutrient, as approximately 70% of the body is water, therefore we need to keep replenishing it.
- Explain to the students that all food is '**trapped sun's energy**'. We eat this 'trapped energy' so that our bodies can grow, move and be healthy (function properly).

**This activity would blend with looking at the produce in vegetable gardens or fruit trees.**

## Energy Flow Chart

The class could construct a large wall mural, depicting the flow of energy. Start with a big sun at one end and, at the other end of the mural, small drawings of the students doing the exercise they enjoy the most, picnicking with family and friends, and doing everyday things. In between, there could be examples of farms and how they grow plants and animals to 'trap energy' for us to eat. There can be pictures of the students preparing and eating healthy snacks and foods.

## Having a healthy body and mind prevents disease and illness

- Draw outlines of each of the children's bodies.
- Discuss what makes bodies and minds healthy, e.g. eating the right foods, exercise, and love and attention. In the case of food and exercise, stress the importance of moderation.
- Discuss how doing simple things each day can help to keep us healthy, such as brushing our teeth twice a day, washing hands before eating and after going to the toilet, showering/bathing regularly. Role-play some of these actions.
- Students create a collage (class or individual) by collecting pictures and examples of what their bodies and minds need to remain healthy. Magazines and supermarket catalogues are good sources of these.
- Include the message on the collage *We Eat Food To Grow, Move, and Be Healthy*.

## Be A Food Star

*Refer to Appendix 2: The Food Star for information and blank reproducible.*

- Introduce the concept of the Food Star.
- Students to brainstorm types of foods found in the various sections of the *Food Star*. Foods that do not fit inside the Food Star should be placed outside the Star and referred to as "treat" or "sometimes" foods. Often, treat foods are sticky and sweet, and are therefore not very tooth-friendly. Treat foods should not be eaten every day or only in small amounts. Foods inside the *Food Star* however can be eaten every day.
- Each student is given a blank copy of the *Be a Food Star* worksheet and pictures of food to sort into its appropriate sections. Display around the room; OR
- Teacher to draw a class sized *Food Star*. Students to cut and draw pictures of food and place into appropriate section. Display around the room.

## Food Classification

*Teacher Note: To grow, move and be healthy, we need to eat different foods each day. However, young children may not classify foods according to the traditional food groups. Allow children to create as many and varied food groupings as they like. This encourages choosing a wide variety of foods in a way children understand. This also allows for different cultural food choices.*

- Students examine a large picture book, e.g. the *Hands on Food* big book, or supermarket fliers to identify the large range of food and fluids that we can eat and drink. (Be aware not to confuse non-food items in the supermarket fliers!)
- Photos, packages, magazine pictures, real food are collected to display foods that the students choose to eat each day
- The class sorts these using as many categories as possible, e.g. colour, size of food, texture, taste of food, shape of food, when it is eaten, where it is bought.
- Students each state which of these foods they usually eat each day. Tally these daily food choices on a class chart. Highlight the variety eaten.

## Try New Foods

Refer to Appendix 1: *The Australian Guide to Healthy Eating* and Appendix 2: *The Food Star* for information and blank reproducible sheets

- Look at the *Food Star* poster from the *Hands On Food* kit or the food guide poster *The Australian Guide to Healthy Eating*. Discuss that the guide helps us to choose which foods are good to eat from all the many foods that are available.
- Indicate the proportions of each of the sections on the guide using terms like: eat a lot of; eat some of; eat a little bit; treat or sometimes foods
- Discuss the importance of eating a variety of foods, especially more Fruit (fresh, canned, dried), Vegetables (fresh, cooked), Bread (including rolls, muffins, crumpets, cracker biscuits) and Cereals (including rice, pasta, oats, rye).
- Bring in samples of foods depicting each food group, e.g. fruits, vegetables, bread and cereals. Be sure to include some of the more unusual fruit and vegetables as well. Accompany food with cups and jugs of icy cold water to drink and refresh the taste buds.
- After washing their hands, have the students' look, feel and taste the various foods. (Be aware of hygiene requirements!) Introduce descriptive words for different flavours, textures, chewing actions, etc.
- Discuss which food groups on the *Food Star* or *The Australian Guide to Healthy Eating* that the various foods go into.
- After eating, students brush their teeth.
- Students learn songs and rhymes about food, teeth and personal hygiene, e.g. The Toothbrush Song (Playschool) or The Shower Block video.

## Food Preparation

- Introduce students to a variety of foods from each food group each week (see above). Be sure to explore a range of foods in each group and accompany the activity with drinks of water. Before each food activity, encourage children to wash their hands.
- Select a number of easy recipes from *Appendix 8: Low Fat/Low Sugar Recipes* or other suitable children's healthy foods cookbook and, once a week, over the duration of the Challenge, involve the children (and parents) in the preparation of a recipe. Before each food activity encourage children to wash their hands.
- Discuss with children why the food prepared is a healthy choice. After eating, students brush their teeth.

## Fat, Salt and Sugar in Foods

*Teacher Note: do not attempt this lesson until after students have been involved in food preparation activities in which they have observed sugar, fat and/or salt being incorporated into the making of the product, e.g. muffins. Young children do not think of food in its different ingredients, but rather as a completely different food in itself. Young children need many opportunities to observe and be involved in the transformation of foods from one state to another as occurs in cooking, and observing ingredients being “hidden” inside other foods.*

- Discuss the fact that we make food choices every day and how these choices can lead to healthy bodies (fruit and vegetables, breads and cereals) or sick bodies (too much fat, sugar and salt).
- Discuss how we need to eat lots of some foods and less of others. Base this discussion on identifying fats, sugar and salt as foods that must be taken in moderation.
- Students give examples of the foods they have eaten in which they “hid” salt, sugar or fat (margarine, butter, and oil).
- Divide the class into ‘food detective’ groups that are going to hunt down and sort out foods. These are either foods or drinks we should eat/drink lots of or, foods and drinks we should eat/drink very little of. Each group should be given a different colour set of dots with either ‘smiley faces’ or ‘sad faces’ to be used in the classification process.
- With these examples teachers/students can:
  - a. Record students' preferred breakfast, snack, lunch and dinner foods and drinks on a wall sized bar chart.
  - b. Classify foods into *The Australian Guide to Health Eating* or *Food Star*

## Healthy Teeth - Terrific

- Arrange an excursion to introduce students to the oral (dental) health team visiting the school or local dental service. Take photographs of the students in the surroundings, co-operating with staff, using the equipment etc. Arrange for dental staff to demonstrate good ways to brush teeth.
- On return to class, have students practice the techniques and take photographs of students cleaning their teeth.
- Work with students to arrange photos in correct sequence for brushing teeth and visiting the dental health team.
- Construct a class book of the photographs, incorporating simple text, or create a room display.

## Physical Activities

Your normal physical activity program, e.g. The Health Hustle, can be dove tailed into the Challenge and recorded on the Poster.

## We Can Be Active Every Day

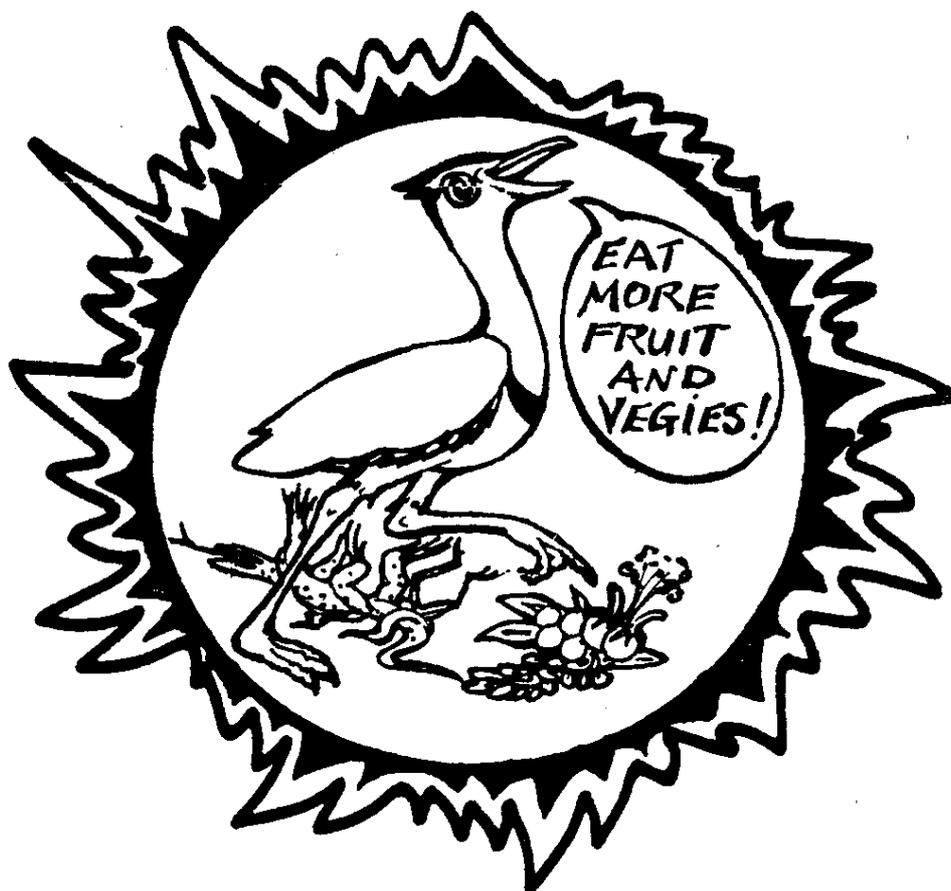
- Discuss how physical activity can simply mean:
  - walking or bike riding to school or the shops with mum and/or dad rather than being driven in the car.
  - taking the stairs rather than the lift or escalator in shops or buildings.
  - walking the dog each day.
  - playing chasey, or kick-to-kick at a picnic.
  - use some time each day, during your holidays and weekends, to go swimming, walking, and do some sort of activity rather than just watching TV and videos or playing computer games.

Have students plan their week, into a table, by scheduling in some sort of activity each day. This is also a great opportunity to look at the days of the week and their names. Students may use pictures or diagrams rather than text.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Walk to and from school	Play footy with my friends	Walk the dog with mum and/or dad				

- Discuss with students the importance of activity. Focus on how it keeps the heart pumping properly, critical organs working, muscles tight and therefore our bones strong and posture upright.
- Demonstrate how to take a pulse and how this shows how hard the heart is working to pump blood around the body. Talk about resting heart rate versus activity heart rate.
- Use parent helpers to take the pulse rate of groups of students as they undertake different levels of activity, e.g. sitting, walking, skipping, hopping, running on flat land and running up and down stairs.
- Record the heart rates on a wall-sized bar chart according to activity.
- Discuss how, by being active, we get blood to flow to our extremities (toes, fingers, nose, ears) and ensure that the energy we get from food is taken to all our organs, muscles and bones to keep them working and healthy.
- Discuss how drinking water before and after activity helps the blood to flow around our bodies and replaces the water lost through sweating.

**Lesson Plans and  
Suggestions for  
15 minutes of  
Physical Activity  
For  
Junior Primary  
Classes**





## Junior Primary Component

The messages for the following Junior Primary Lessons are:

1. Be more active
2. Eat more fruit and vegies
3. Eat more breads, cereals, rice, pasta, noodles
4. Eat less fatty foods
5. Wash your hands before you eat
6. Drink lots of water
7. Bite then brush

A list of possible links to the NT Curriculum Framework is provided below. The Outcomes chosen by an individual teacher will depend on the emphasis taken and should reflect ONLY the Outcomes that will be directly monitored and for which EVIDENCE OF LEARNING will be gathered, assessed and reported.

Learners within <b>Band 1...</b>	Strands and Links
<p><b>HP 1.1 Individual and Community Health and Safety</b></p> <p>Apply basic elements of health care and explain the importance of achieving a balance between the dimensions of health; identify health-care providers and services in the community and describe their role in keeping us healthy and safe</p> <p><b>HP 1.2 People and Food</b></p> <p>Identify a variety of foods and their benefit to individual health and well-being.</p>	<p><b>Promoting Individual and Community Health</b></p> <p><b>Links:</b></p> <p><b>EsseNTial Learnings:</b> In 4</p> <p><b>Learning Areas:</b> SOSE, Technology and Design</p> <p><b>Perspectives:</b> Literacy, Numeracy</p>
<p><b>PD 1.1 Human Development</b></p> <p>Compare people at different stages of development, identify the qualities of healthy friendships and participate in activities that encourage cooperation.</p>	<p><b>Enhancing Personal Development &amp; Relationships</b></p> <p><b>Links:</b></p> <p><b>EsseNTial Learnings:</b> In 4</p> <p><b>Learning Areas:</b> SOSE, The Arts</p> <p><b>Perspectives:</b> Lit, Num, LT, Vocational Learning</p>
<p><b>PA 1.1 Movement</b></p> <p>Use simple movement sequences individually, in groups or teams</p> <p><b>PA 1.2 Games</b></p> <p>Demonstrate basic motor skills in using equipment safely in a variety of play activities and games</p> <p><b>PA 1.3 Fitness</b></p> <p>Compare aspects of both short and continuous periods of exercise on self and others</p> <p><b>PA 1.4 Participation</b></p> <p>Identify ways of increasing own participation in physical activity.</p>	<p><b>Participating in Physical Activity and Movement</b></p> <p><b>Links:</b></p> <p><b>EsseNTial Learnings:</b> In 4</p> <p><b>Learning Areas:</b> SOSE, Technology and Design, The Arts</p> <p><b>Perspectives:</b> Literacy, Numeracy, Environmental</p>

Bolded outcomes are covered in the activities provided in NT Hunting for Health Challenge. The remainder of the Outcomes will require further exploration.

## What Are Lifestyle Diseases?

**MESSAGES:**

- Be more active**
- Eat more fruit and vegies**
- Eat more breads, cereals, rice, pasta, noodles**
- Eat less fatty foods**
- Wash your hands before you eat**
- Drink lots of water**
- Bite then brush**

**SKILL OBJECTIVE:**     **Decision-Making**

### Focus Questions

What does being sick mean?

How do you know when you are sick?

What do you think is meant by “lifestyle diseases”? Can you name some of these?

### Learning Experiences

*Refer to Letter to Teachers at start of package for background to this activity.*

- Discuss what being sick means. Focus on the fact that the body is sick when all, or just part of it, does not work properly.
- Brainstorm how one feels when they are sick.
- Students draw a picture of how they look when they are sick. Have them caption it with -  
*When I feel sick I...*
- Students list as many sicknesses as they have heard of.
- Brainstorm how one can avoid getting sick. Introduce the idea that you can prevent some sickness by eating the right foods and exercising.
- Discuss how lifestyle can affect our health, e.g. lifestyle diseases.
- Introduce the major messages by preparing one class-sized chart per message on which the students collect and paste pictures exemplifying each message. This can be done over the entire period of the Health Challenge.
- Why not display the charts in the library throughout the Challenge and invite other students in the school to contribute pictures?
- Encourage students to include pictures of themselves and their families following the messages.

### Review Questions

What can happen to you if you do not look after your body carefully?

How can you look after your body and keep it healthy?

## The Australian Guide to Healthy Eating

**MESSAGES:**                    **Eat more fruit and vegetables**  
    **Eat more breads, cereals, rice, pasta, noodles**

**SKILL OBJECTIVES:**    **Decision-Making / Classifying**

### Focus Questions

What guides can we use to help us choose the right types of foods to eat?  
 How do these food guides work? (*See Appendices 1 and 2 for background reading*)  
 What varieties of food should you eat a lot of?  
 What type of food should you eat small amounts of?

### Learning Experiences

*See Appendix 1: The Australian Guide to Healthy Eating or Appendix 2: The Food Star*

- Each student is given a blank copy of *The Australian Guide to Healthy Eating* (also known as “the plate”) or the *Food Star* and pictures of food to sort into the appropriate sections.
  - Display around the room.
- or
- Teacher draws a class-sized “plate”; students cut out or draw pictures of food and place into appropriate section of *The Australian Guide to Healthy Eating* or the *Food Star*. Display.

### Review Question

What sections of *The Australian Guide to Healthy Eating* or the *Food Star* should you eat most from?



## Healthy Snacks

**MESSAGES:**                    **Eat more fruit and vegetables**  
    **Eat more breads, cereals, rice, pasta, noodles**  
    **Eat less fatty foods**  
    **Drink lots of water**

**SKILL OBJECTIVES:**    **Decision-Making / Class Books**

### Focus Questions

What are some healthy snacks?

### Learning Experiences

- Brainstorm the snacks that students like to have. Show students a range of snack foods. Using two hoops, ask students to classify the snack foods into “Healthy” and “Not So Healthy”. Discuss the reasons for choice. For further classification, place into *The Australian Guide to Healthy Eating* or the *Food Star* classification. (See Appendices 1 and 2 for information).
- Students to paint a picture of a healthy snack. Create a class book, read together and display.

### Review Question

Why should we eat more fruit and vegies, breads and cereals?



## The Australian Guide to Healthy Eating

**MESSAGES:**

- Be more active**
- Eat more fruit and vegies**
- Eat more breads, cereals, rice, pasta, noodles**
- Eat less fatty foods**
- Drink lots of water**

**SKILL OBJECTIVE:**     **Decision-Making**

### Focus Questions

What does being healthy mean?

How can what we eat affect our health?

### Learning Experiences

*See Appendix 1: The Australian Guide to Healthy Eating or Appendix 2: The Food Star*

- Prepare a very large blank plate of *The Australian Guide to Healthy Eating* or the *Food Star* for use with students.
- Discuss how we need to eat lots of some foods and less of others. Base this discussion on identifying fats, sugar and salt as foods that should be taken in moderation.
- Discuss the fact that we make food choices every day and how these choices can lead to healthy bodies (fruit and vegetables, breads and cereals) or sick bodies (too much fat, sugar and salt).
- Students to draw, colour and cut out examples of their favourite breakfast, snack, lunch and dinner foods and drinks.
- Using the quizzes in *Appendix 5: Fat Content in Food* and *Appendix 6: Sugar Content in Food Quiz*, discuss the fat and sugar content (and salt, if possible) of each of their favourites. Discuss healthy food options they might like to try.
- With these examples teachers/students can:
  - Record students' preferred breakfast, snack, lunch and dinner foods and drinks on a wall sized bar chart.
  - Classify foods into *The Australian Guide to Healthy Eating* or the *Food Star*

### Review Questions

What foods are good for our bodies?

What foods should we eat less of?

What simple changes could you make to the snacks you eat?

## Bite Then Brush

**MESSAGE:**                      **Bite then brush**

**SKILL OBJECTIVE:**            **Decision-Making**

### Focus Questions

How do our teeth help keep us healthy?

How do we keep our teeth healthy?

### Learning Experiences

- Ask students to roll their tongues around their mouth to feel their teeth. Using a mirror, students then try to see their teeth. Students try to guess which of their teeth are choppers, chewers, crushers and tearers.
- Students put a piece of crunchy food such as an apple into their mouths and try to identify which teeth do which jobs.
- Discuss how the tongue helps to move the food, mixing it with saliva (spit), and moving it around the mouth so that the teeth can get at it.
- Discuss the role of teeth in breaking down large pieces of food into smaller ones in preparing food for the body to use. This is important preparation for the digestion of food.
- Brainstorm other functions of teeth including helping us to speak, whistle, sing and smile.
- Do rhymes and song activities that illustrate how teeth are used, e.g. *Going Down the Food Tube (Wiggles)*, *Hands on Food Kit*.
- Discuss how a person feels when their teeth are not healthy, e.g. tooth ache, bleeding gums, wobbly teeth, sore mouth where teeth have fallen out, bad breath, not feeling hungry.
- Explain how germs on the teeth (plaque) feed on sugary food and make acid. The acid can make holes in the teeth, causing tooth decay, bleeding gums and bad breath.
- Students brainstorm how they can keep their teeth healthy by:
  - eating tooth-friendly foods especially milk, cheese, yoghurt, crunchy fruits and crunchy vegetables
  - brushing teeth twice a day
  - visiting the dentist or dental therapist regularly
  - not eating too many sweet or sticky foods, and
  - drinking less soft drink, cordials, sports drinks and flavoured milks.
- Demonstrate the correct brushing technique or invite the local dental clinician to demonstrate technique. If possible, establish teeth brushing as part of the classroom routine.

### Review Questions

Can you demonstrate the correct tooth brushing technique?

What are your favourite tooth-friendly foods?

## Avoiding Lifestyle Diseases

**MESSAGES:**

- Be more active**
- Eat more fruit and vegies**
- Eat more breads, cereals, rice, pasta, noodles**
- Eat less fatty foods**
- Drink lots of water**
- Wash your hands before eating**
- Bite then brush**

**SKILL OBJECTIVES:**    **Communication/ Shared Book/ Group Working**

### Focus Questions

*Refer to Letter to Teachers at start of package and various Appendices: Keep it simple for years 1/2. Focus on a lifestyle disease familiar to students eg. diabetes, tooth decay.*

Does everyone get lifestyle diseases?

What are lifestyle diseases?

### Learning Experiences

- Students name some common lifestyle diseases.
- Students think about people they know who have some of these lifestyle diseases and how it affects these peoples lives, e.g. taking medication every day; having to leave their community for treatment; not being able to do or eat what they used to.
- Students create a shared book and in groups, illustrate the factors to help us avoid getting lifestyle diseases; one message per group. Display after re-reading.
- Messages to be illustrated (put into students' own language).
  - I.     Be more active
  - II.    Eat more fruit and vegies
  - III.   Eat more breads, cereals, rice, pasta, noodles
  - IV.    Eat less fatty foods
  - V.     Drink lots of water
  - VI.    Wash your hands before you eat
  - VII.   Bite then brush

### Review Questions

Do you know anyone with a lifestyle disease?

What do you think someone with a lifestyle disease would look like?

## Body Shape

**MESSAGES:**                      **Be more active**  
    **Eat less fatty foods**

**SKILL OBJECTIVE:**      **Classification**

### Focus Questions

What is a healthy weight?

What do people with a healthy weight look like?

### Learning Experiences

- Obtain a child's healthy weight for age chart from the school or community nurse. Discuss this chart with your students.
- Students collect pictures of people from magazines of all different shapes and sizes.
- Brainstorm the criteria that students can use to classify people's weight, e.g. rolls of extra flesh, tight clothing, legs joining together, too wide for their height, puffy face, OR, bones sticking out of their skin, gaunt faces, too skinny for their height, big tummies, skinny legs and arms.
- Students classify each person as being either 'healthy weight', 'over weight' or 'under weight'.
- Complete a class chart of unfinished sentences that highlight the meaning of having a healthy weight, e.g.
 

When I have a healthy weight....	my clothes fit just right.
When I have a healthy weight...	I don't puff after going up stairs.
When I have a healthy weight...	I can last a whole game of football.

### Review Questions

What is a healthy weight for me?

How can I keep to a healthy weight?

## Drawing Body Types

**MESSAGES:**                    **Be more active**  
   **Eat less fatty foods**

**SKILL OBJECTIVES:**    **Communication / Comparisons**

### Focus Questions

What can we do to make sure that we have a healthy weight for our bodies?

### Learning Experiences

- Students collect pictures from magazines of people who have a healthy weight.
- Students then draw a person in their family with a healthy weight. (Alternatively, the students could just use two people from their magazine hunt).
- Discuss with the class what we look like when we have a healthy weight. How would we feel etc?
- On the other side of the paper, students draw a made-up person with an unhealthy weight.
- Discuss the differences. Discuss the factors that lead to being overweight, e.g. too much high fat/sugar foods, too much food and not enough exercise. Highlight the extra work that the heart and muscles have to do when we have too much weight on our bodies.

### Review Questions

Why is it important to eat well and be active even when you are very young?

Do you think that it will be hard to keep a healthy weight when you are older? Why/why not?

## Healthy Weight Identification

**MESSAGES:**                    **Be more active**  
   **Eat less fatty foods**

**SKILL OBJECTIVES:**    **Decision-Making / Group Collage**

### Focus Questions

What would you look like if you had a healthy weight?

How would you feel?

### Learning Experiences

- Students, in small groups, to trace around one of the group members, collage the outline with pictures cut from magazines of people who have a healthy weight or things that lead to maintaining a healthy weight.

### Review Question

What can you do everyday to help your weight to stay healthy?

## Popular Activities Picture Graph

**MESSAGE:** Be more active

**SKILL OBJECTIVE:** Decision-Making

### Focus Questions

How can we exercise our heart, lungs and muscles?

Why is physical activity important to us all?

### Learning Experiences

- Give all students three paper squares. Create a graph to display the class selections of popular activities (do this on the blackboard with Blue-Tac).
- Discuss the more popular activities and the less popular selections.

### Review Questions

How often do you need to do some physical activity?

Is playing at lunch break being active?



## Physical Activity Diary

**MESSAGE:** Be more active

**SKILL OBJECTIVES:** Decision-Making / Recount

### Focus Questions

What is exercise/physical activity?

What are some of the activities that you do?

### Learning Experiences

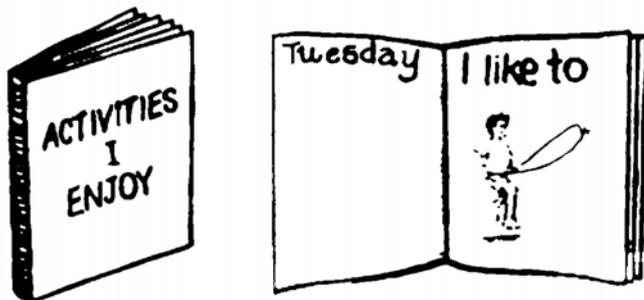
- Students are given booklets to fill in. The booklets need only four pages folded in half and stapled. Everyday, at the same time, students to draw all the exercise/activity that they have participated in either that day or the previous day, depending on students' age.
- Each page is headed accordingly with the corresponding day and date.

### Review Questions

What day do you do the most/least activity?

What is your favourite kind of activity?

Why do we need to be active?



## Low Fat Class Cooking

**MESSAGE:** Eat less fatty foods

**SKILL OBJECTIVES:** Goal Setting / Following Directions

### Focus Questions

What is fat?

Why is eating too much fat bad for us?

### Learning Experiences

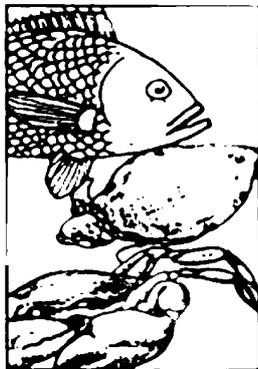
*Refer to Appendix 8: Low fat/Low sugar recipes*

- Cook a recipe of a food that is low in fat.
- A class big book could be completed at a later lesson or after the cooking.

### Review Questions

What are some unhealthy fatty foods you could cut out of your diet?

What foods could you eat instead of those fatty foods?



## Food Diary / Identify High Fat Food

**MESSAGE:**                    **Eat less fatty foods**

**SKILL OBJECTIVE:**    **Decision-Making**

### Focus Questions

What happens when we eat too much fat?

Discuss how fat is stored when not used.

### Learning Experiences

- Create a food diary for one week.
- As a small group, go through the diary and circle all the foods high in fat. (For the lower grades, drawing the food for one full day is sufficient, e.g. yesterday's food is drawn).
- Discuss as a class some of the more common high fat foods eaten by the class. List alternative foods that could be eaten with a lower fat content.

### Review Questions

Do you think it would be hard to cut out unhealthy fatty foods?

## Listening Activity

**MESSAGES:**

- Be more active**
- Eat more fruit and vegies**
- Eat more breads, cereals, rice, pasta, noodles**
- Eat less fatty foods**
- Drink lots of water**

**SKILL OBJECTIVE:**     **Decision-Making**

### Focus Questions

What is a healthy weight?

What can people do to stay a healthy weight?

### Learning Experience

- Obtain a child's healthy weight for age chart from the school or community health nurse.
- Discuss why it is important to have a healthy weight.
- Brainstorm ways of keeping a healthy weight.
- During discussion regarding eating habits, focus on moderation rather than denial. With exercise, encourage including it into everyday activity.
- Create and tell a story of 'a day in the life of little Sammie'. In your story, include many situations where Sammie had to make decisions about what to eat, whether to walk or ride in a car. Include usual and not so usual scenarios such as a birthday party where food decisions have to be made. Offer positive pastimes that involve recreational activity and eating fresh, low fat foods. Offer negative pastimes and foods.
- Throughout the story, students must tick a Thumbs Up or Thumbs Down tally sheet that counts decisions or behaviours that are healthy versus unhealthy.
- Compare tallies.
- Have students create and tell their own stories to the class, encouraging them to make them as unhealthy or as healthy as they like. The rest of the class can show thumbs up or thumbs down as they listen to the story being told.

### Review Questions

What do I need to do to have a healthy weight?

## Posters

**MESSAGE:**                    **Be more active**

**SKILL OBJECTIVE:**        **Decision-Making**

### Focus Questions

What does “Be more active” mean?

Why should I be more active?

### Learning Experience

- Discuss examples of how students are active.
- Discuss why being active is important. Focus on the need to have a good blood flow and its importance in keeping a healthy body.
- Students draw posters advertising the *Be more active* message. Encourage students to draw funny, colourful cartoons and to invent catchy phrases, e.g. *Take your Heart for a Walk* or, *Walk Don't Ride To Put Health On Your Side!*

### Review Questions

How could I become more active?

How could my family become more active?

## Activity Diary

**MESSAGE:**                    **Be more active**

**SKILL OBJECTIVES:**    **Record Keeping and Analysis**

### Focus Questions

Do you have to exercise hard to stay healthy?

Does exercise/activity have to be boring to be good for you?

### Learning Experiences

- Discuss examples of how students are active.
- Discuss why being active is important. Focus on the need to have a good circulation and its importance in keeping a healthy body.
- Students keep a diary of how active they have been over the weekend.

ACTIVITY	DAY ONE	DAY TWO
Before Breakfast		
Morning		
Afternoon		
Evening		
Night		

- On review of the diaries, award each student with a Thumbs Up certificate for having been active for at least 30 minutes each day.
- Students that were not very active can work in pairs with those who were and collaboratively come up with a plan on how they can be more active next weekend.
- Discuss ways they can be more active at school.

### Review Questions

What do I already do that keeps me active?

Do I need to be more active?

What could I do to become more active?

## The Good Food Shop

**MESSAGE:**                      **Eat less fatty foods**

**SKILL OBJECTIVE:**        **Classification**

### Focus Questions

What is fat?

Where is it in foods?

Why is eating too much fat bad for us?

### Learning Experience

*Refer to Appendix 1: The Australian Guide to Healthy Eating, Appendix 2: The Food Star and Appendix 5: Fat content in Food*

- Look at the *Australian Guide to Healthy Eating* or *the Food Star* and discuss the types of foods that should be eaten each day.
- Discuss that food is made up of different parts or components (nutrients) that the body needs to grow, move and be healthy. One of these parts is fat.

*Teacher note: In small amounts, fat is very important for the body as it gives us a concentrated form of energy, and is necessary for healthy structure and functioning of cell membranes, including eye and brain functioning. The best types of fat are mono or polyunsaturated fats, found in plant sources.*

- Brainstorm what different types of fats there are:
  - Animal source fats, e.g. meat and dairy foods
  - Plant source fats, e.g. olive oil, canola oil, avocados and nuts.
- Brainstorm how we can tell if there is fat in a food, both visible and hidden fats, e.g.
  - can see the fat
  - it feels greasy on hands or mouth
  - it leaves a greasy mark on paper
  - it is stated in the recipe.
- Discuss why too much fatty food is bad for you.
- Have students create models of many types of foods, fresh and processed. Display the models and packages around the room. Some empty processed food packaging can also be brought into class. *Teacher note: canned and frozen fruit and vegetables are good to eat and low in fat*
- Prepare a large number of happy and sad faces on pieces of cardboard. Happy foods are those low in fat; sad faces are those high in fat. Working in small groups, the students go collaboratively from food to food putting a happy or sad classification on it according to fat content.
- Create a 'good food' shop and a 'bad food' shop by dividing the foods according to classification by the students.

### Review Questions

What are the types of food I should try to eat more of?

What foods should I eat less of?

## Memory Game

**MESSAGE:**                    **Eat less fatty foods**

**SKILL OBJECTIVES:**    **Classification / Decision Making**

### Focus Questions

What is fat?

Where is it in foods?

Why is eating too much fat bad for us?

### Learning Experiences

*Refer to Appendix 1: The Australian Guide to Healthy Eating, Appendix 2: The Food Star and Appendix 5: Fat content in Food*

- Look at *The Australian Guide to Healthy Eating* or the *Food Star* and discuss the types of foods that should be eaten each day.
- Discuss that food is made up of different parts or components (nutrients) that the body needs to grow, move and be healthy. One of these parts is fat.

*Teacher note: In small amounts, fat is very important for the body as it gives us a concentrated form of energy, and is necessary for healthy structure and functioning of cell membranes, including eye and brain functioning. The best types of fat are mono or polyunsaturated fats, found in plant sources.*

- Brainstorm what different types of fats there are:
  - Animal source fats eg. meat and dairy foods
  - Plant source fats eg. olive oil, canola oil, avocados and nuts.
- Brainstorm how we can tell if there is fat in a food, both visible and hidden fats eg
  - can see the fat
  - it feels greasy on hands or mouth
  - it leaves a greasy mark on paper
  - it is stated in the recipe.
- Discuss why too much fatty food is bad for you.
- Have students create models of many types of foods, fresh and processed. Display the models and packages around the room. Some empty processed food packaging can also be brought into class. *Teacher note: canned and frozen fruit and vegetables are good to eat and low in fat.*
- Stack a tray with about ten food samples (use the student's models). With students in small groups, walk around the class showing the tray to each group for only a limited time.
- After this, have the students list as many low fat foods as they can.
- Repeat the activity by changing the foods displayed on the tray.

### Review Questions

What are the types of food I should try to eat more of?

What foods should I eat less of?

## Food Celebrity Heads

**MESSAGES:**                    **Eat more fruit and vegies**  
    **Eat more breads, cereals, rice, pasta, noodles**

**SKILL OBJECTIVE:**    **Classification**

### Focus Questions

What are some examples of fruit and vegies, breads and cereals that I should eat?

### Learning Experience:

- Discuss the importance of eating a balanced diet that focuses on fruit and vegetables, breads and cereals.
- Create some head bands on which to attach labels of different types of foods.
- Divide the class into small groups and get each student to have a turn at being the Celebrity Food. That student must guess the food they are by asking the rest of the group questions that will clarify their 'identity'. They should not guess until they have asked enough questions.

e.g.    Am I good for you?

Am I in a tin?

Am I a fruit?

### Review Questions

What can I do to include more fruit and vegies, breads and cereals into my diet?

How can I help my family to include more fruit and vegies, breads and cereals into their diet?

## Luncheon for Parents/Grandparents

**MESSAGES:**                    **Eat more fruit and vegies**  
**Eat more breads, cereals, rice, pasta, noodles**

**SKILL OBJECTIVES:**   **Critiquing, Designing and Producing**

### Focus Questions

How can I spread the 'Eat More Fruit and Vegetables, Breads and Cereals' message?

### Learning Experiences

*Refer to Appendix 1: The Australian Guide to Healthy Eating and Appendix 2: The Food Star*

- Discuss the importance of eating a balanced diet that focuses on fruit and vegies, breads and cereals.
- Students are to prepare a healthy luncheon to be shared with parents.
- Each plate of food should have an *Australian Guide to Healthy Eating* plate or the *Food Star* next to it indicating (use adhesive dots) where in the plate/star most of the ingredients came from.

*Have fun and Bon Appetite!!!*

### Review Questions

What can I do to include more fruit and vegies, breads and cereals into my diet?

How can I help my family to include more fruit and vegies, breads and cereals into their diet?

## Water, Wonderful Water

**MESSAGE:**                    **Drink lots of water**

**SKILL OBJECTIVE:**    **Investigating**

### Focus Questions

Why do we need to drink lots of water?

### Learning Experiences

- Brainstorm all the various places that water comes from, e.g. rain, bore, rivers, ocean, bottled water, water tanks, out of the taps, dams.
- Brainstorm what things need water to survive, e.g. fish, animals, plants and humans.
- Discuss why humans need to drink water every day by focusing on those functions of the body that are visible to students, e.g. perspiration (sweat), saliva (spit), mouth feeling dry, tears, running noses, watery eyes, going to the toilet.
- Discuss how the body needs to replace the water that is lost from it, but also that water helps with functions we can't see, such as making blood, moving blood around the body, moving food through the body, regulating body temperature, keeping us feeling energetic and healthy.
- Water should be seen as an essential nutrient, as approximately 70% of the body is water, therefore we need to keep replenishing it.
- Identify how we feel if we do not have enough water to drink, e.g. mouth dry, lips dry, headache, not feeling like doing much (lethargy), difficulty concentrating and dizziness. Discuss the idea that the body enjoys plain water.
- Demonstrate to students how sugar can be "hidden" in water by dissolving teaspoons of sugar in hot water whilst students count the teaspoonfuls. Discuss that soft drinks and sport drinks are poor alternatives to water because of their high sugar content. Repeat that the body enjoys plain water to help it function properly.
- Students identify ways they can increase their consumption of water each day, e.g. glass of water in the morning, before and after activity, with a snack or meal, as ice cubes, instead of soft drinks.

### Review Questions

How does water make me feel healthy?

What can I do to include drinking more water into my day?

How can I get my family to drink more water?

## Interview of Store Manager

**MESSAGES:**

- Eat more fruit and vegies**
- Eat more breads, cereals, rice, pasta, noodles**
- Eat less fatty foods**

**SKILL OBJECTIVES: Investigating / Communication**

### Focus Question

What does your local store manager do?

### Learning Experiences

Organise to interview the local store manager, invite him/her into the school. As a class prepare questions prior to the visit. Write each question on a separate page for students and have students record the answers from the store manager. Students can illustrate the pages and staple them together to make a class book.

What do you sell in your Store?	Where does the food come from?
Who helps you run the store?	How does food get delivered to the store?
Feelings: Do you like being a store manager?	How often do you get new food into the store?

### Review Questions

What are two things about the manager that you did not know before?

## Store Visit

**MESSAGES:**

**Eat more fruit and vegies**  
**Eat more breads, cereals, rice, pasta, noodles**  
**Eat less fatty foods**

**SKILL OBJECTIVES: Classification / Communication**

### Focus Question

How does your local store keep different types of food?

### Learning Experiences

As a class, discuss different ways food is kept. Have students give examples of at least four different ways to store food.

Each student needs to list the ways to store food with a space to list two foods that are stored in that way.

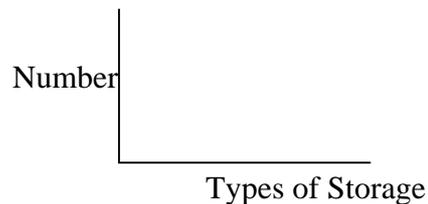
Organise a class visit to the local store where students can complete their sheet.

E.g.

<i>How is food stored?</i>	
<b>Storage</b>	<b>Food</b>
<b>Canned</b>	
<b>Dried</b>	
<b>Fresh</b>	
<b>Frozen</b>	

With this information the class can create a picture graph comparing storage and food groups.

E.g.



### Review Question

Why does your local store keep foods in different ways/places?



## The Man from Mars

<b>Year level</b>	1 to 3
<b>Equipment</b>	Four cone markers or witches hats
<b>Organisation</b>	<p>Mark out the boundaries of the play area. Select one player to be the "Man from Mars" who stands in the middle of the play area.</p> <p>All other players start behind one of the endlines</p>
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Have the children line up along the line an arms length apart.</li> <li>2. Start jogging on the spot and keep your feet moving for the entire game</li> <li>3. On the signal "GO" the endline players sing " Man from Mars, Man from Mars, may we chase you to the stars?"</li> <li>4. The Man from Mars replies by saying. "Yes, If you: ... are wearing glasses" ... are wearing white shoes" ... are wearing the colour blue" ... have freckles" ... have a white shirt" ... have blonde hair" and so on</li> <li>5. Players that are "called in" chase the Man from Mars and try to tag him or her. If they do not tag him or her, they become the Man from Mars.</li> <li>6. The game then starts again.</li> </ol>
<b>Variation</b>	For a large class, start with 2 Men from Mars

## Hickory, Dickory Dock!

<b>Year level</b>	1 to 3
<b>Equipment</b>	None
<b>Organisation</b>	<p>Have the children form a large circle, spaced an arms length apart facing inward.</p> <p>Number them off in 3's.</p> <p>Ask them to remember their numbers.</p>
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The children start jogging on the spot and keep their feet moving during the whole game.</li> <li>2. When teacher calls "Hickory Dickory Dock, the mouse ran up the click, the clock struck 2!" All the twos run around the outside of the circle in a clockwise direction.</li> <li>3. As soon as the players are back to their original positions, the rhyme is sung again, and the teacher calls another number.</li> </ol>
<b>Variations</b>	<ol style="list-style-type: none"> <li>a. Have the runners run in an anticlockwise direction</li> <li>b. Have runners weave in and out of the circle</li> <li>c. For large classes, form two circles.</li> </ol>

## The Rainbow Game

<b>Year level</b>	1 to 3
<b>Equipment</b>	Coloured cones or witches hats
<b>Organisation</b>	<p>Mark out a large circle playing area</p> <p>Form 6 equal teams and give each team a colour of the rainbow.</p> <p>Have the students standing in a space in the circle.</p>
<b>Description</b>	<ol style="list-style-type: none"> <li>1. On the signal "rainbow!" everyone runs around the circle so that all the colours are mixed up.</li> <li>2. On the signal "Freeze!" all students freeze where they are and close their eyes.</li> <li>3. Without opening their eyes, using only their voices, they must find the other students with their colour.</li> <li>4. When another player of the same colour is found, the two link arms to stay together. Together, the students then continue calling for other people in their group.</li> <li>5. When everyone is together, they sit cross-legged and open their eyes.</li> </ol>
<b>Variations</b>	<p>Instead of colours, give everyone a number 1 through to 6. Then have the players, still keeping their eyes closed, use sign language to find players the same number.</p>

## Tag Em'

<b>Year</b>	1 to 3
<b>Equipment</b>	Nil
<b>Organisation</b>	<p>Define an area, not too big so that no one can rest long</p> <p>Change taggers frequently</p> <p>Have two concurrent games: 1 girls, 1 boys</p>
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Select one person to be the tagger.</li> <li>2. The rest of the group runs within the defined area to avoid being tagged.</li> <li>3. The person tagged becomes the new tagger.</li> </ol>
<b>Variation</b>	<p>Giants and Dwarfs – The 'giant' faces away from the line of dwarfs who try to sneak up on the giant. When the teacher calls 'GO' the dwarfs turn and run as the giant tries to tag them. If they are tagged, they become giants if not, the game starts again.</p> <p>Frost n Thaw – A tag game where 1, 2, or 3 students are 'frost' and the same numbers are 'thaw'. The 'frost's' run around tagging runners who, on being tagged must stand still, frozen. The 'thaws' run around trying to release everyone who is frozen.</p>

# Skipping

<b>Year</b>	1 to 3
<b>Equipment</b>	Short and long ropes
<b>Organisation</b>	Students separated at a safe distance
<b>Description</b>	Students practice hopping on one leg on the spot and changing the leg after two hops.
<b>Variation</b>	<ol style="list-style-type: none"> <li>1. As above but pretending they are turning the rope.</li> <li>2. Place rope on the ground and hop back and forth over it.</li> <li>3. Holding the rope, have students turn the rope over, catching it under their foot. Change feet.</li> <li>4. Turning the rope, instead of catching it with the foot, jump over it.</li> <li>5. Try jumping two turns of the rope and so on.</li> <li>6. To get them used to timing, have students turn a large rope for a skipper.</li> <li>7. Allow students to try jumping a long rope, even just one turn, one turn will become two.</li> <li>8. Wriggle long ropes on the ground and have students jump across them without being 'stung'.</li> </ol>

## Stuck in the Mud

<b>Year</b>	1 to 3
<b>Equipment</b>	nil
<b>Organisation</b>	<p>Define an area, not too big so that no one can rest long</p> <p>Change taggers frequently</p> <p>Have two concurrent games: 1 girls, 1 boys</p>
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Select a few students to be the taggers.</li> <li>2. The rest of the group runs within the defined area and tries to avoid being tagged.</li> <li>3. Once tagged, a person stands still and must freeze with their legs apart - stuck in the mud.</li> <li>4. A person can only be 'unstuck' by someone who is running free. They must crawl under the stuck person's legs without getting tagged to unfreeze them. The 'unstuck' person can then go back into the game.</li> </ol>
<b>Variation</b>	Run in pairs and have two sets of legs to crawl under to unfreeze those 'stuck in mud'.

## End Line Ball

<b>Year</b>	1 to 3
<b>Equipment</b>	Two to four balls (playground or volleyballs work best)
<b>Organisation</b>	<p>Divide class into two teams. (Putting two squads together is probably the easiest way to get teams.) Pick a group leader for each team.</p> <p>Each team should be on a half court. They have to stay on their own half court.</p> <p>The group leader will need to pick two people to go down to the other end to be catchers. The catchers have to stay behind the end line. They cannot go into the other team's half court.</p>
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The object of the game is for the players on one half court to throw to their catchers on the other end. Every time the catcher gets the ball their team scores a point. After they score a point, the catcher should try to throw the ball back to their teammates.</li> <li>2. The other team can try to block the throw on both ends as long as they stay on their half court. The other team will also have two catchers.</li> <li>3. The first team to 20 points wins. You can make up new teams after the first game or have one team win two out of three games.</li> </ol>
<b>Variation</b>	Vary the number of catchers or have teams switch half courts after each game.

# Recycle

<b>Year</b>	1 to 3
<b>Equipment</b>	2 tumbling mats Soft balls (ie. fleece balls, puff balls, foam balls) Several cones
<b>Organisation</b>	<p>Divide the gym in half with the cones.</p> <p>Set a tumbling mat on its end and make it into a circle so it looks like a barrel with the top open; this is called the 'recycling bin'.</p> <p>Set one 'bin' on each side of the gym. (For first graders put the bin about four metres from the cones. For third graders the bins should be about eight to ten metres from the cones. Distances can be varied according to age and skill level)</p> <p>Next, divide the class into two teams and send one team to each side of the gym.</p> <p>Spread out as many soft balls as you can on the gym floor. Try to put about half of the balls on each side.</p> <p>Talk to the students about recycling and why it is important. (ie tell them that the cones in the gym/oval are made from recycled milk jugs.)</p>
<b>Description</b>	<ol style="list-style-type: none"> <li>1. To play the game, the students try to recycle their balls by throwing them from their side of the gym to the recycling bin on the other side of the cones.</li> <li>2. After they have been throwing for a couple of minutes you signal them to stop.</li> <li>3. Count the balls in each bin to find out which team did the best job recycling.</li> <li>4. Remind the players that their job is to recycle and not to try to keep the other team from recycling. They must pick up balls off the floor and not knock them down out of the air. They can not block the recycling bin.</li> </ol>

## Sharks and Barracudas

<b>Year</b>	1 to 3
<b>Equipment</b>	nil
<b>Organisation</b>	<p>All of the students will come to the centre of the gym.</p> <p>The students will form a circle and count off by twos. Once that is done the teacher will select a leader for each group. One group will be the 'sharks' and the other will be the 'barracudas'.</p> <p>Each group will go to the end line at each end of the gym.</p>
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The object of the game is for one group (the sharks) to sneak up on the other group (the barracudas), who try to get away without being tagged by the sharks.</li> <li>2. The game starts out with the sharks sneaking up really slowly behind the barracudas who will be jogging on the spot, and have their backs to the sharks.</li> <li>3. Once the barracuda leader senses the sharks are getting close enough to be caught, he or she yells out: "Here come the sharks!"</li> <li>4. The barracudas take off and try to catch as many sharks as possible. Each shark that is tagged now, becomes a member of the barracudas.</li> <li>5. Now it is the barracudas turn to sneak up on the sharks. Once the shark leader feels that the barracudas are close enough he or she yells out: 'Here come the barracudas'. The sharks turn around and chase the barracudas, tagging as many as they can.</li> <li>6. The ones that are tagged now become sharks.</li> <li>7. While each group ran to catch the other members of the other group, they now have to skip to tag the other group.</li> </ol>
<b>Variation</b>	The teacher can also modify different techniques for chasing and tagging.