

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





## Upper Primary Component

The messages for the following Upper Primary lessons are:

15. Be more active
16. Eat more fruit and vegies
17. Eat more breads, cereals, rice, pasta, noodles
18. Eat less fatty foods
19. Wash your hands before you eat
20. Drink lots of water
21. 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 3...</b>	Strands and Links
<p><b>HP 3.1 Individual and Community Health and Safety</b></p> <p>Analyse images of health, develop strategies to promote personal safety and well-being and investigate the health services available to different groups in the community</p> <p><b>HP 3.2 People and Food</b></p> <p>Plan strategies for optimising personal food intake.</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 3.1 Human Development</b></p> <p>Identify the physical, social and emotional changes that occur during puberty and plan actions to manage these changes; explain how taking on different roles affects relationships and behaviours.</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 3.1 Movement</b></p> <p>Safely perform movement sequences incorporating equipment and displaying consistency and control</p> <p><b>PA 3.2 Games</b></p> <p>Perform motor skills proficiently and participate fairly and safely in modified games and sports</p> <p><b>PA 3.3 Fitness</b></p> <p>Actively participate in a range of games, activities and sports that develop aspects of fitness</p> <p><b>PA 3.4 Participation</b></p> <p>Explore influences that affect their own and others' 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.

## Healthy Lifestyle Choices Play/Video

**MESSAGES:**

- Be more active**
- Eat more fruit and vegetables**
- 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 OBJECTIVES:** Communication / Small Group Work

### Focus Question

How can we keep our body healthy?

### Learning Experiences

- As a class, discuss what lifestyle diseases are and how we get these.
- What can the students do every day to help prevent the development of lifestyle diseases? Brainstorm and record students' responses.
- Students in small groups to create a play/video to show to the rest of the class/school how to prevent these diseases occurring.
- Try to instill the positive (and enjoyable!) ways of making healthy lifestyle choices.

### Review Question

What is the best way to get a message across to other students?



## The Australian Guide to Healthy Eating

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

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

### Focus Questions

What type of food should you eat most of?

What type of food should you eat small amounts of?

### Learning Experiences

*Refer to Appendix 1: The Australian Guide to Healthy Eating.*

- Revise *The Australian Guide to Healthy Eating* terminology.
- Students to brainstorm types of foods found in the ‘eat small amounts’, ‘eat moderate amounts’ and the ‘eat most amounts’, sections of *The Australian Guide to Healthy Eating*.
- Each student is given a blank copy of *The Australian Guide to Healthy Eating* plate and pictures of food to sort into its appropriate sections. Display around the room.

OR

- Teacher to draw a class sized *Australian Guide to Healthy Eating* plate. Students to cut and draw pictures of food and place into appropriate section. Display around the room.

### Review Questions

What sections of *The Australian Guide to Healthy Eating* do you eat most from?

What foods are found in the ‘eat most of’ sections of *The Australian Guide to Healthy Eating*?

## Food, to Stay Strong and Healthy

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

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

### Focus Questions

What foods help us to stay strong and healthy?

### Learning Experiences

*Refer to Appendix 1: The Australian Guide to Healthy Eating.*

- Each student is to be given 6 small pieces of paper. Students to write the name of a healthy food that they commonly eat on each of the pieces of paper.
- Discuss with students which foods are healthy for our bodies and record student responses. Explain to students that there are foods that we need to eat lots of and some we only need to eat in small amounts.
- Draw a large *Australian Guide to Healthy Eating* plate. Each student to place his or her six pieces of paper onto the relevant sections of the plate. As a class, students to discuss how balanced their individual eating pattern is and what positive changes they could make.

### Review Questions

Why are some foods better for you than others?

Which sections of the plate do most of the healthy foods come from?

## Looking At My Eating Habits

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

**SKILL OBJECTIVES:**    **Classification / Comparison**

### Focus Questions

What sort of diet do I have?

Do I eat too much fatty food?

How can I change my eating habits?

### Learning Experiences

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

- Students record, into a simple table, their eating habits for three to four days. In the interim familiarise students with the features of *The Australian Guide to Healthy Eating*.

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR
<b>BREAKFAST</b>				
<b>MORNING TEA</b>				
<b>LUNCH</b>				
<b>AFTERNOON TEA</b>				
<b>DINNER</b>				

- Students tally up the number of serves of fat they had each day. A serve of fat is equal to 5 grams of fat or 1 teaspoon of butter or margarine. Also look at the fat content information on packaging or *Appendix 5: Fat Content in Food* for help.
- Students tally up the number of serves of fruit and vegetables, bread and cereals they have for each day. Compare this to the number of serves of fat. Compare actual numbers of serves of each with the recommended serving number (*Refer Appendix 4: Classification and Amounts of fat*).
- In small groups have students compare their diets. Then, they can then peer assess each of their eating habits as very good, good, OK, could be better, and just awful.
- Discuss why fatty foods are bad for you, e.g. builds up and is stored inside your body, sometimes clogging arteries and stopping blood flow; it makes your heart and other organs work harder, leading to lifestyle diseases.
- Discuss with students the need to have a balanced diet that includes a variety of mainly unprocessed, fresh foods.

### Review Questions

Do I eat too many fatty foods?

What foods should I use to replace them?

## Design A Healthy Menu for Weight Maintenance

**MESSAGES:**                    **Be more active**  
    **Eat less fatty foods**  
    **Drink lots of water**

**SKILL OBJECTIVE:**    **Goal Setting**

### Focus Question

What is a healthy weight?

What does 'good weight for height' mean?

### Learning Experiences

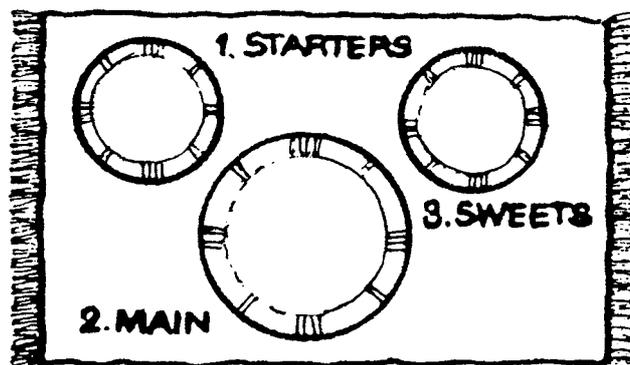
- Students to design a menu and physical activity regime for themselves over three days.
- In pairs one student becomes the health worker and advises their partner of ways to maintain a healthy weight.
- Change roles.

### Review Questions

What can you do to help maintain your weight over the next five years?

Do you think it will be hard to keep a healthy weight when you are older?

Why do people find it hard?



## Healthy Weight

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

**SKILL OBJECTIVES:**    **Goal Setting / Modelling**

### Focus Questions

What are the main reasons for maintaining a healthy weight?

### Learning Experiences

- List some reasons for maintaining a healthy weight (for example, to prevent heart problems, prevent diabetes, prevent high blood pressure, to have a feeling of well being). Brainstorm what can be done in order to maintain a healthy weight (healthy food intake and physical activity). List ways to have a healthy food intake and ways to be physically active.
- In small groups, students to design a scene in plasticine, torn paper collage or cardboard, magazines etc. to depict these identified ways. The modelling medium can be displayed around the room.

### Review Questions

What happens to our bodies when we have an increase of weight?

How can we monitor our weight?



## Substituting Low Fat Ingredients

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

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

### Focus Questions

Why is it important to eat less fatty food?

### Learning Experiences

*Refer to Appendix 8: Low Fat/Low Sugar Recipes and Appendix 5: Fat Content in Food.*

- Select a recipe and copy one for each student/small group.
- Students to read through the ingredients of the recipe and highlight or underline those ingredients which are low in fat.
- Read the list and discuss how simple and easy modification can be. Brainstorm with the students ways to reduce fat, including use of low fat ingredients, cooking methods, and food preparation tips. For example:

Use Low Fat Ingredients		Cooking Method		Eat Less Fat	
<i>Low fat</i>	<i>High fat</i>	<i>Low fat</i>	<i>High fat</i>	<i>Low</i>	<i>High</i>
Skim milk	Full cream milk	Grill	Deep Fried	Skin off chicken	Skin on
Low fat yogurt	Regular yogurt	Steam	Fry	Trim fat off meat	Leave fat on
Low fat mayonnaise	Regular mayonnaise	Coals / barbecue	Fry	Mashed potatoes	Chips

- As a class or small groups, create the recipe and discuss the taste of the low fat food as compared to using regular ingredients.

### Review Question

What is the best way to make sure we buy low fat or fat free ingredients?

List some suggestions.

## Designing Healthy Food Labels

**MESSAGE:** Eat less fatty foods

**SKILL OBJECTIVE:** Designing

### Focus Questions

Do you know of any healthy food labels on some foods?

### Learning Experiences

- Look at the types of food labels available to consumers. Display some of the more common labels and discuss the National Heart Foundation symbol and some of the foods that carry this particular label. (Students could look at products from magazines or packages brought into the classroom).
- Demonstrate to students how to read ingredients on packaging. In particular, explain how Ingredients Listing on the packaging is written with the largest quantity of ingredient placed first, down to the ingredient with the least quantity.
- Discuss the types of fats and sugars on packaging and how it can be disguised, e.g. palm oil, glucose, syrup, molasses, and fructose (*refer Appendix 7: Label Reading for fat and sugar*).
- Students to design their own symbol to put on foods in their local store/school canteen that will promote food that is good for your body (low in fats/sugars).

### Review Questions

How can healthy food labels help us to choose food that is good for us?



## Creating A Pamphlet in Multicultural Languages

**MESSAGE:** Eat less fatty foods

**SKILL OBJECTIVE:** Communication

### Focus Questions

Do you know any language names other than English for “FAT”?

### Learning Experiences

*Teacher Note: Fat, the Video. Explains how Aboriginal people in the Sandover River region regard animal fats for medicinal and other reasons. The video also explains about the effects of fat on the body. Recorded in Anmatyerre language with English subtitles. This resource may be appropriate for some regions.*

- Students to record all of the names that they can think of in any other languages for the word *fat*. The spelling is not important. Create a pamphlet in small groups or individually with the message *Eat less fatty foods*.
- Students can use some, one, or all of the language names discussed.
- The pamphlet should include positive aspects of cutting out fat and simple pictures with minimal written content.
- The pamphlet could contain one simple message about fat or cover some of the other preventable risk factors of lifestyle diseases.

### Review Questions

Are pamphlets a good way to educate people?

Would you read the pamphlet?



## Physical Activity Poster

**MESSAGE:** Be more active

**SKILL OBJECTIVE:** Decision-Making

### Focus Question

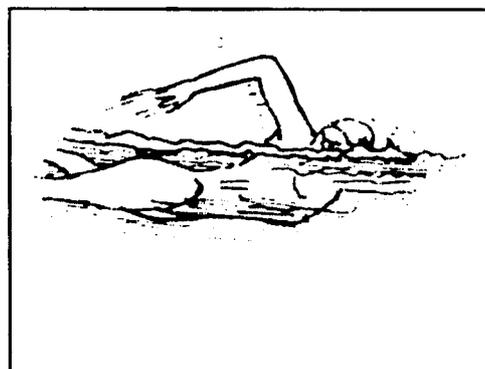
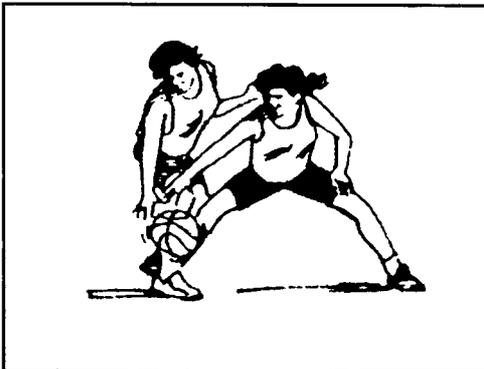
What is physical activity?

### Learning Experiences

- Discuss with students the benefits of physical activity. Brainstorm physical activities which students enjoy and record responses on a blackboard. Students to choose one of the activities from the list and design a poster that emphasises the benefits of the activity.
- Students to write a short sentence highlighting the benefits of the physical activity they have chosen.
- Create a class book or display.

### Review Questions

Do you think your favourite physical activity will change as you get older? Why? Why not?



## Exercise Experiment

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

**SKILL OBJECTIVE:**    **Lifestyle Modification**

### Focus Questions

What happens to your body immediately after physical activity?

What happens to your body in the long term after physical activity?

### Learning Experiences

- Ask students to predict how they will feel after 15 minutes of activity, for example

<b>ACTIVITY</b>	
<u>BEFORE</u> <ul style="list-style-type: none"> <li>• relaxed, normal heart rate</li> <li>• normal breathing, no sweating</li> </ul>	<u>AFTER</u> <ul style="list-style-type: none"> <li>• pumped up, increased heart rate</li> <li>• increased breathing, sweating</li> </ul>

- Take students outside and do 15 minutes of physical activity such as:
  - minor games, relays, dodge
  - running.
- After the students have completed the activities, discuss how they are feeling and the long-term benefits of being active (e.g. maintain healthy weight, feel good, feel healthy).

### Review Questions

Do all people feel the same after activity?

Do all people benefit from activity?

## Chewing, Chomping and Choosing

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

**SKILL OBJECTIVES:**    **Investigating / Ranking**

### Focus Questions

How can we look after our teeth and gums?

Which foods should you eat to keep teeth and gums healthy?

Which foods should you only eat in small amounts to keep teeth and gums healthy?

### Learning Experiences

*Teacher Note: Disclosing solution or tablets suggested for use in this lesson are available from the school oral health team, local dentists, and some pharmacies. The school oral health team could be invited to participate in this activity, and could provide suggestions of suitable foods.*

- Focus on student's knowledge of teeth and gum problems by asking who has lost teeth, has fillings, has bleeding gums, etc.
- Students to demonstrate the many functions of teeth such as smiling, whistling, speaking (e.g. La-la-la) saying tongue twisters then demonstrate functions to do with eating such as biting, nibbling, chewing, grinding etc. Expand on student's vocabulary.
- Discuss care of teeth generally. Using disclosing solution or tablets, compare how thoroughly students are brushing their teeth, before and after brushing.
- Students then consume a variety of foods that include sticky lollies, dried fruits, soft drinks, celery, bread, carrot, apple, dry biscuits, etc. This can be done in groups.
- Students evaluate how their teeth feel using their tongues. Students then rate foods according to how bad they think they are for teeth. Disclosing solution can be used again if desired.
- Students compare their ratings to actual results. Students draw conclusions as to which types of foods and drinks are poor choices and which are better choices for healthy teeth.
- Discuss visiting the dentist or dental therapist and what happens.

### Review Questions

What foods should you eat most of for healthy teeth and gums?

What foods should only be eaten in small amounts for healthy teeth and gums?

What other actions can you take to protect teeth from tooth decay and gum disease?

## Teeth for Life

**MESSAGES:**                    **Eat more fruit and vegetables**  
    **Eat more breads, cereals, rice, pasta, noodles**  
    **Drink lots of water**  
    **Bite then brush**

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

### Focus Questions

How can we look after our teeth and gums?

Which foods should you eat to keep teeth and gums healthy?

Which foods should you only eat in small amounts to keep teeth and gums healthy?

### Learning Experiences

*Teacher Note: The school oral health team could be invited to participate in this activity, and could provide suggestions of suitable foods.*

- Each student is to be given a diagram of teeth and asked to label the different types of teeth, e.g. incisors, molars. Students then state what task each type of tooth does.
- Discuss with students the anatomy of the tooth structure and its formation.
- Using *The Australian Guide to Healthy Eating* plate and relevant notes, students identify those foods that are good sources of calcium. Briefly mention that Vitamin D helps in the absorption of calcium.
- As a class, students compile a list of foods that could be eaten, including main meals, desserts, snacks and drinks.
- As a class, students to discuss how balanced their individual eating pattern is and what positive changes they could make to include more healthy foods in their diets.
- Discuss with students other ways they can care for their teeth and gums such as routinely brushing teeth twice a day and regular visits to the dentist or dental therapist.

### Review Questions

Why are some foods better for your teeth and gums than others?

Which sections of *The Australian Guide to Healthy Eating* plate do most of the good teeth foods come from?

## Healthy Meal Plan

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

**SKILL OBJECTIVE:**    **Goal Setting**

### Focus Questions

What type of meals do you think you should eat to be healthy?

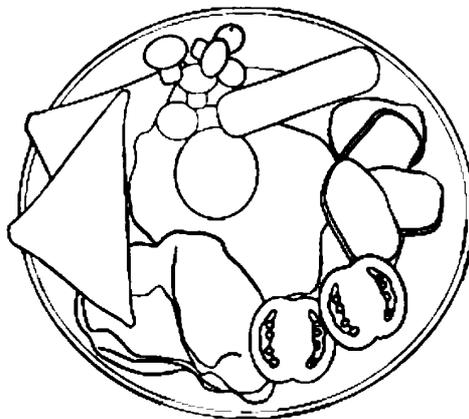
### Learning Experiences

*Refer to Appendix 1: The Australian Guide to Healthy Eating*

- Research the types of foods suitable for healthy eating.
- Students to plan three healthy meals. If necessary, modify some of the meals to reduce the fat/sugar etc. and increase the 'eat most of foods' as a whole class.
- Each student to read through his or her one-day menu and create a shopping list from the plan.

### Review Question

What sections of *The Australian Guide to Healthy Eating* do most of your shopping list items belong?



## Comparing Prices

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

**SKILL OBJECTIVES:**   **Investigating / Interpreting**

### Focus Question

What are some alternatives to fresh food?  
 Are the alternatives as good for you?  
 Are the alternatives cheaper or more expensive?

### Learning Experiences

- Brainstorm a list of foods that are fresh and foods that are processed. Processed foods are foods that have been changed by humans to make them last longer, to make them easier to eat or to change the taste of the food. Processed foods may be frozen foods, dried foods or other packaged or “ready to eat” foods.

E.g.	<u>Fresh</u>		<u>Processed</u>
	<b>Corn on the cob</b>		<b>Creamed corn in the tin</b>
	<b>Steak</b>		<b>Bully beef</b>

- Have students select a fresh food and identify their processed forms. Have students compare the two varieties at the local store.

E.g.

Price of corn on the cob Work out price per weight	\$..... \$..... divide.....grams = \$.....per .....gram
Price of frozen corn Work out price per weight	\$..... \$..... divide.....grams = \$.....per .....gram
Price of canned corn Work out price per weight	\$..... \$..... divide.....grams = \$.....per .....gram
Price of corn chips Work out price per weight	\$..... \$..... divide.....grams = \$.....per .....gram

### Review Questions

What are the differences in price and nutritional value (how good is it for you?) between fresh and processed food?

## Comparing Prices

Price of corn on the cob	\$.....
Work out price per weight	\$..... divide.....grams = \$.....per .....gram
Price of frozen corn	\$.....
Work out price per weight	\$..... divide.....grams = \$.....per .....gram
Price of canned corn	\$.....
Work out price per weight	\$..... divide.....grams = \$.....per .....gram
Price of corn chips	\$.....
Work out price per weight	\$..... divide.....grams = \$.....per .....gram

## Shopping List/Questionnaire

**MESSAGES:**

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

**SKILL OBJECTIVES:** Investigating / Communication / Interpretation

### Focus Question

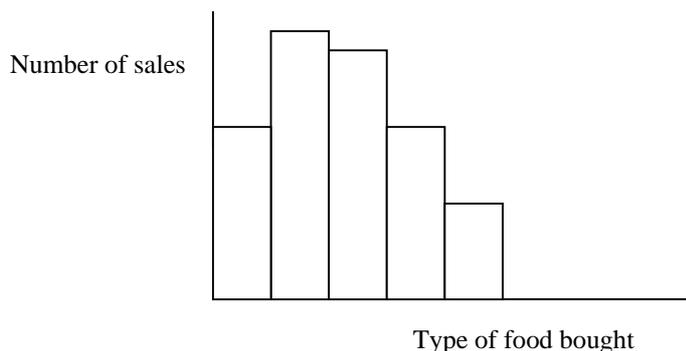
What do you think are the most popular foods bought from the local store or school canteen?  
 How could we find out the most popular foods sold in the local store/school canteen?

### Learning Experiences

- Brainstorm what students think are the most popular foods bought from the local store or school canteen (choose the easiest facility for your school). Construct a small questionnaire for community members or school members. The aim of the questionnaire is to find out the main foods bought from the local store of school canteen.

Questionnaire			
Food bought at the local store or school canteen			
Q1 What foods do you buy the most from the store or school canteen?	1.	2.	3.
Q2 Do you think these foods are good for you?	1. yes	no	don't know
	2. yes	no	don't know
	3. yes	no	don't know
Q3			
Q4			

Using the information from the questionnaire, construct a class graph. Discuss the results of the graph and refer to The Australian Guide to Healthy Eating.



### Review Questions

Where do the most popular foods fit into The Australian Guide to Healthy Eating?  
 Why do you think this is?

## Tuck Shop

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

**SKILL OBJECTIVES:**    **Investigating / Communication / Planning**

### Focus Question

Where do you get your lunch from?

What sort of foods would you like to see sold in the school canteen?

### Learning experiences

- As a class brainstorm what would be needed to set up and run a school canteen for one day?  
Record responses on the board.
  - In groups have students work through a plan of how they could do it. On the board have prompts:
  - Picture what you want to do.
  - As a class prepare and sell lunches to .....(Number of people at our school) on .....day.
  - Look at ways to do it.
  - Brainstorm easy lunches to make.
  - Brainstorm ingredients for easy to make lunch.
  - Arrange the steps of your plan.
  - Lunch???
1. Decide on lunch
  2. Advertise your product
  3. Organise the date
  4. Work out how many people
  5. Work out what needs to be brought and how much needs to be bought
  6. Work out price per person
  7. Collect money
  8. Prepare lunches
  9. Hand out lunches
  10. Clean everything up.
- Now check your plan, did it work?  
Was there enough.....not enough ..... too much.....  
If not, why not?

### Review questions

What part of your plan went well?

What part of the plan could we make better?

## Fun Run

<b>Year</b>	6 to 7
<b>Equipment</b>	Coloured cones to mark the 1km course Large area Stop watch for teacher
<b>Organisation</b>	Mark out the course and instruct the students on where they will be going  You may like to walk the students through the course first, if it is confusing  Have students start together in a group - with faster students at the front to avoid them trampling other students
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students are to run the 1km course in their own time</li> <li>2. The teacher times them at the finish line - to be used to measure continual improvement over the coming weeks</li> <li>3. All students must run as much as they can, and walk only when necessary</li> <li>4. Students are reminded that they may run in their own time, and mustn't feel rushed by other students. They will be competing against their own times over the coming weeks - not against each other.</li> </ol>
<b>Variation</b>	Teacher may like to take students for shorter running exercises (ie. around school oval) to lead up to 1km run.

## Quadrant Dodgeball

<b>Year level</b>	6 to 7
<b>Equipment</b>	Two sponge balls Several cone markers One set of coloured sashes
<b>Organisation</b>	Mark out a large square, with 20-metre sides. Divide the square into 4 quadrants. Divide the class into 2 equal teams and have one team wear the coloured sashes.  Half of each team position themselves in diagonally opposite quadrants. Each team has a ball  Emphasise that players must play fairly and remain loyal to their team.
<b>Description</b>	<ol style="list-style-type: none"> <li>1. On the signal "GO!" each team tries to hit a player on the opposite team, below the waist. One point is scored for every player a team hits</li> <li>2. All hit players must stand outside their quadrant and fetch balls that are overthrown by their team.</li> <li>3. A ball must hit a player directly below the waist to count as a hit. If a thrown ball is caught without it touching the wall or floor, the player may call one of his or her players back into the team.</li> <li>4. Players can move freely from one of their quadrants to the other.</li> <li>5. The team who has the most hits after a certain time wins.</li> </ol>
<b>Variations</b>	Add another ball to the game.

## Shuttle Run

<b>Year</b>	6 to 7
<b>Equipment</b>	4 coloured cones to mark the stations 4 batons to pass between the sprinters Stop watch Whistle for teacher
<b>Organisation</b>	Students to jog around oval once Students to stretch legs as instructed by teacher Mark out the oval with 4 markers at even distances apart.
<b>Description</b>	<ol style="list-style-type: none"> <li>1. In 4 even teams, students stand in 4 stations around the oval.</li> <li>2. The first person in each team runs around the oval passing a baton to the first person in their team at each station.</li> <li>3. This is repeated for the second, third, fourth and fifth people the teams.</li> <li>4. After each student has a turn, he/she sits down out of the way.</li> <li>5. The team to finish with all students sitting on the ground with the first person holding the baton, is the winner.</li> </ol>
<b>Variation</b>	Power walking, running backwards, running as a group (ie. in a conga formation), running in pairs with ankles tied together