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Introduction

The Healthy Habits for Healthy Kids series was created to provide educators and parents with simple activities that help students learn to make healthy food choices, appreciate the importance of daily exercise and develop healthy habits they will maintain throughout their lifetimes. Students who are healthy are better able to learn and be successful.

The activities in this book help students understand where the foods they eat come from and why nutritious food choices are beneficial to them. The objectives outlined by the USDA Food Guidance System formed the foundation upon which the activities in this book are based. The book has been adapted to more closely reflect the Australian Dietary Guidelines (2013) and Australian Guide to Healthy Eating. Each of the five food groups is explored in depth. The goal is to build an understanding of the need to incorporate fruits, vegetables, whole grains and cereals, protein (lean meats, poultry, eggs, nuts etc.) and dairy into our daily diet. Students will also explore “sometimes” foods, or treats, and develop a greater understanding of why enjoying those foods in moderation is important to their health.

Physical fitness is also of the utmost importance for growing children, and it is suggested that they get at least 60 minutes per day of moderate to vigorous activity. At school and at home this can be difficult, since there is always so much to do. Still, knowing how important physical fitness is, we have to try! We have provided a variety of effective suggestions for exercises that can be done in the classroom. They can be completed in short increments on a daily basis. In addition to the obvious benefits of physical activity, the inclusion of purposeful physical activity at strategic times of the day can release tension and energise both students and teacher.

In recent years, the Australian Curriculum: English has been developed and is being implemented in many schools. These standards aim to prepare students for university and careers, with an emphasis on real-life applications. Coupled with Health and Physical Education, they support a whole-child approach to education – one that ensures that each student is healthy, safe, engaged, supported and challenged in their learning. The Healthy Habits for Healthy Kids series was developed to support a whole-child approach to education and can be used to support such health and nutrition policies as the NSW Department of Education Nutrition in Schools Policy (<https://education.nsw.gov.au/policy-library/policies/nutrition-in-schools-policy>).

How to Use This Book

Healthy Habits for Healthy Kids, Middle Years was developed to provide busy teachers and students with an easy-to-use curriculum to learn more about personal nutrition, health and fitness. We want students to embrace making healthy food choices and getting exercise every day, knowing that healthier students make better learners.

Getting Started

- Share the Healthy Habits Pledge (page 6) with students and discuss each line. Challenge students to learn the pledge and share it with family members. The goal here is to inspire the whole family to focus on good nutrition and support healthy habits.
- Post the pledge in the classroom and review it from time to time as students gain more insights into their personal health.
- Introduce daily exercise and breathing activities in class. On pages 9–10 you will find suggestions for breathing exercises and movements that students can do for a minute or two at different times during the day. Display a clock with a second hand or keep a timer handy for these sessions. Use the physical activities to start the day and/or to transition from one activity to another. Throw in an extra session on tough days, or use more than one when weather conditions inhibit outdoor activity. These short, physical exercise breaks are a positive way to settle students for their day’s work. And don’t forget those breathing exercises! They can be done at any time of day and can help refocus or calm students as needed.

Introduction *(cont.)*

How to Use This Book *(cont.)*

Getting Started *(cont.)*

- Gather and display reference materials for the classroom on topics of nutrition, fitness and overall health. Resources might include library or trade books, magazines, posters and kid-friendly materials printed from government websites (see page 3). If appropriate, save links to relevant websites in a dedicated folder on classroom computers.
- Encourage students to start collecting packaging and nutritional labels from food products. Explain that they will be learning to read them and using them for comparisons. Establish an area in the classroom where these can be stored or displayed.

The Student Pages

Student pages present health-related information and activities. Discuss the information together as a class. Share information. Most activities require no more than writing implements and classroom research materials. Devote a certain amount of time each day or week to these activities. The more regular they are, the more important they will be for students.

You might consider interspersing the Healthy Foods activities with Healthy Habits activities to give students a balanced approach. As the teacher, you know how much information your students can absorb at a time. It is also important to be sensitive to the dietary needs and family eating habits of your students.

There are three aspects to this book. The first section, Healthy Foods, focuses on the five food groups as described in government materials such as *eatforhealth.gov.au*. The goal here is to educate students about healthy foods – what they look like, where they come from, what nutrients they provide and how they can be incorporated into one's diet. A list of common foods in the food groups is found at the beginning of each section. Have students think about the foods they eat regularly, the foods they have not heard of before and healthy foods they would like to try. Provide resource materials for students to learn about foods that are new to them. Encourage students to think about ways they can make healthy food choices each day. Students will also learn about nutrition, including kilojoules, carbohydrates, protein, vitamins and minerals, and the roles these nutrients play in overall health.

In the Healthy Habits section, students are introduced to concepts such as food safety, germ prevention, dental care, physical fitness and other ways to stay safe and healthy.

You are encouraged to incorporate journalling alongside the activities. The Food and Fitness Journal (the journal is available for download at go.hbe.com.au; follow the instructions on the first left-hand page of this book) gives students the opportunity to express their thoughts about the information presented in the activities and class discussions. It can be used for reflective writing, sorting or summarising information, or to check for understanding.

Download and reproduce copies of the journal (go.hbe.com.au) for each student. You may wish to have students add pages to the journal throughout the year as new food and fitness topics arise. Students can add notebook paper to their journals, or you can reproduce extra copies of the blank journal page that is also provided at go.hbe.com.au. Additional activities are also available. The Healthy Habits classroom poster is available for purchase at www.hbe.com.au.

Internet Resources

These sites provide useful, age-appropriate information to aid you in embarking on a year filled with active, healthy students. Let's move!

eatforhealth.gov.au: Australian Dietary Guidelines

This Department of Health site offers resources and information about the five main dietary guidelines utilised in Australia. The guidelines cover physical activity, healthy eating and good nutrition.

<https://www.eatforhealth.gov.au/>

eatforhealth.gov.au: Australian Guide to Healthy Eating

eatforhealth.gov.au provides a visual representation to the five food groups; this is a great resource to use alongside Nutrition Australia's Healthy Eating Pyramid.

<https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>

Fresh for Kids

This site offers resources for kids and teachers, including informative pages on specific fruits and vegetables.

<http://www.freshforkids.com.au>

Grains and Legumes National Council

This site provides useful information on the health and nutritional benefits of grains and legumes in Australia.

<https://www.glnc.org.au/>

Healthy Kids: Home

This colourful site offers a wide range of resources for parents, educators and schools.

<http://healthy-kids.com.au/>

Healthy School Canteens

This NSW Department of Education site offers a wide range of resources for schools looking to make their school canteens healthier.

<https://healthyschoolcanteens.nsw.gov.au/>

Nestlé Healthy Active Kids

This site offers resources and information for parents, educators and schools, as well as a Kids' Corner with games and activities.

<https://www.healthyactivekids.com.au/>

Nutrition Australia

This site offers plenty of information on the five food groups and Healthy Eating Pyramid at both a national and state level.

<http://www.nutritionaustralia.org/>

Nutrition Australia: Food and Fitness for Children

This subsection of Nutrition Australia provides information and advice on helping young students to be healthy, active members of their communities.

<http://www.nutritionaustralia.org/national/resource/food-and-fitness-children>

Stephanie Alexander

Chef and author Stephanie Alexander is passionate about raising children and young adults with an appreciation for and understanding of fresh food. This led her to establish the Stephanie Alexander Kitchen Garden Foundation (<https://www.kitchengardenfoundation.org.au/>), which leads schools around Australia in pleasurable food education.

<http://www.stephaniealexander.com.au/>

Health and Physical Education

The activities in *Healthy Habits for Healthy Kids, Middle Years* can be used to meet the following Australian Curriculum: Health and Physical Education standards for Years 5 and 6 and Years 7 and 8. For more information about the Australian Curriculum, go to <https://www.australiancurriculum.edu.au/>.

Reference: Australian Curriculum, Assessment and Reporting Authority (ACARA), 2014. *Health and Physical Education, Years 5 and 6 and Years 7 and 8*. [online] Available at: <https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/> [Accessed: 13/10/2017].

Australian Curriculum: Health and Physical Education (Years 5 and 6)
ACMPMP064: Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing
ACPPS058: Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities
ACPPS053: Investigate community resources and ways to seek help about health, safety and wellbeing
ACPPS059: Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments
ACPPS057: Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours
ACMPMP067: Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities
ACPPS054: Plan and practise strategies to promote health, safety and wellbeing (ACARA, 2014)
Australian Curriculum: Health and Physical Education (Years 7 and 8)
ACPPS074: Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing
ACMPMP083: Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans.
ACPPS077: Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities
ACPPS072: Practise and apply strategies to seek help for themselves or others
ACPPS076: Evaluate health information and communicate their own and others' health concerns
ACMPMP086: Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACARA, 2014)

Another useful resource for educators is the following extract from Quality Area 2 of the National Quality Standard as published in the *Guide to the National Quality Framework* (2018). Please note that the information is current at time of publication but may be subject to further updates from ACECQA.

Children's Health and Safety
2.1: Each child's health and physical activity is supported and promoted.
2.1.1 Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.2: Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3: Healthy eating and physical activity are promoted and appropriate for each child.
2.2: Each child is protected.
2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. (Australian Children's Education and Care Quality Authority, 2011-2018)

Reference: Australian Children's Education & Care Quality Authority (ACECQA), 2011–2018. *National Quality Standard and Operational Requirements: Quality Area 2 – Children's Health and Safety*. [online] Available at: <http://files.acecqa.gov.au/files/NQF/Guide-to-the-NQF-3-Guide-to-the-NQS-Part-A.pdf>. [Accessed 24/10/2017].

Australian Curriculum: English

The activities included in *Healthy Habits for Healthy Kids, Middle Years* can be used to meet the following Australian Curriculum, Assessment and Reporting (ACARA) English content descriptions for the middle years. For more information about the Australian Curriculum, go to <https://www.australiancurriculum.edu.au/>.

Reference: Australian Curriculum, Assessment and Reporting Authority (ACARA), 2014. *English (Years 5, 6, 7 and 8)*. [online] Available at: <https://www.australiancurriculum.edu.au/f-10-curriculum/english/> [Accessed: 24/10/2017].

Australian Curriculum: English (Year 5)
ACELA1829: Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations
ACELA1500: Understand that the pronunciation, spelling and meanings of words have histories and change over time
ACELY1703: Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACARA, 2014)
Australian Curriculum: English (Year 6)
ACELT1614: Analyse and evaluate similarities and differences in texts on similar topics, themes or plots
ACELA1830: Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words
ACELY1709: Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
ACELA1526: Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words
ACELA1525: Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACARA, 2014)
Australian Curriculum: English (Year 7)
ACELY1725: Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas
ACELA1539: Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them
ACELY1804: Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning
ACELY1723: Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACARA, 2014)
Australian Curriculum: English (Year 8)
ACELY1736: Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate
ACELA1543: Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication
ACELY1734: Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view.
ACELY1810: Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACARA, 2014)