

Appendix 3: Activity Sheets

Nutrition

- Fruit and veg I like to eat – early stage 1, stage 1
- Sleepover Sammy – early stage 1, stage 1
- Amazing apples – early stage 1, stage 1
- Lunchbox Ideas – stage 1
- Food rewards – stage 1, 2, 3
- Eating more fruit and vegetables – stage 1,2,3
- Designer fruit and vegetables – stage 2
- Vendor Bendor – stage 2, 3
- Canteen Blitz – stage 2,3

Physical Activity

- Times gone by – early stage 1, stage 1,2,3
- How to be active – early stage 1, stage 1,2,3
- Active family and friends – early stage 1, stage 1, 2, 3
- Let's Get Active – early stage 1, stage 1, 2, 3
- Over the Hurdles – stage 2, 3
- Fitness Tips – stage 2,3
- Family Survey – stage 3
- Fit Feet – stage 3

Advertising and Television

- The TV ads hunt – early stage 1, stage 1, 2, 3
- School Newsletter Articles – stage 1, 2, 3
- Location, Location, Location – stage 2, 3
- Crime Interview – stage 2, 3
- Food for Thought - Class Debates – stage 3
- Advertising Tricks – stage 3
- Food Advertisements – stage 3



Fruit and veg I like to eat

Name 4 fruit and vegetables you like and do not like.

Describe the colour, smell, taste and texture (what it feels like).

Fruit I like

Fruit Name	Colour	Smell	Texture	Taste

Vegetables I like

Vegetable Name	Colour	Smell	Texture	Taste

Fruit and veg I don't like to eat

Fruit I don't like

Fruit Name	Colour	Smell	Texture	Taste

Vegetables I don't like

Vegetable Name	Colour	Smell	Texture	Taste

Sleepover Sammy



Sammy is a baby animal found on a school safari. The class will need to look after him. Today is your turn to take Sammy home and share your meals with him. Ask your parents to help you write down what Sammy ate, and bring him back on the next school day.

○ What did you and Sammy eat for after school snacks?

Draw a picture here

Draw a picture here

Dinner? _____

Draw a picture here

Breakfast?

What was the healthiest thing that Sammy ate? _____

Challenge

On the back of this page, draw another really healthy meal for Sammy



AMAZING APPLES

○ Your uncle is an apple grower and has asked you to make a poster so that he can sell more apples to kids. Draw the design for the poster here:

Apples are _____

You should eat apples because _____

○ Show your teacher your poster. You might like to do a bigger poster to pin up in the classroom or at the school canteen.

Challenge

Choose your favourite fruit or vegetable and invent a character that can appear in TV ads to tell people that this is a yummy and healthy food to eat. Draw your character on a sheet of paper with a message that they can say about the fruit or vegetable.

Lunchbox Ideas

Healthy Lunchbox

High Calcium Food -
Milk, cheese,
yoghurt, calcium
fortified soy milk.



Drinks - water,
milk, 100% juice



Yummy Fruit - fresh or
frozen. Like strawberries,
melon balls, apples, tinned
fruit.



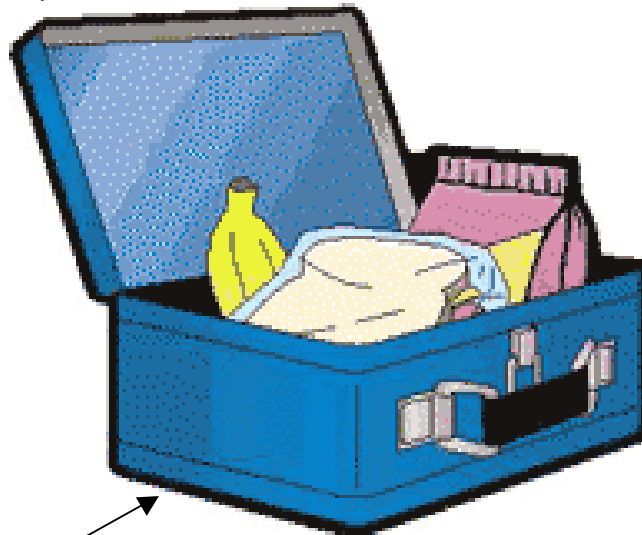
**Fresh crunchy
raw vegetables**
- baby tomatoes,
celery sticks,
cucumber cubes



Protein - either
on its own or in a
sandwich or roll.
Like egg, cheese
lean ham, tuna,
yoghurt, fruche,
baked beans.



Carbohydrate - to power you through
the day! Rolls, bread, fruit bread, pita
bread, noodles, rice, scone.



Other lunchbox ideas:

- ✓ Dip and raw vegetables, quiche, zucchini slice, club sandwiches
- ✓ Keep lunchbox out of the sun
- ✓ **KEEP LUNCHES COLD!** in a 'fridge bag', with frozen drinks & food
- ✓ Tell mum or dad what you do and don't enjoy eating
- ✓ Have lots of variety
- ✓ Make time to eat at recess and lunch so you get plenty of energy to play and concentrate



FOOD REWARDS

- ★ Keep a record of the types of “rewards” that are used in your family for things well done; e.g. lollies for finishing vegetables or money for duties done at home such as making your bed.

- ★ Think of non-food rewards that could be used in place of the food some of the related rewards: e.g. swap lollies for your favourite book; do an activity that you really enjoy, like craft or going to the park.

- ★ Then keep a record of the rewards used over a week and how often the food rewards are used.

- ★ What are some of the ways you like to be rewarded for your efforts at home that are not food related?

EATING MORE FRUIT AND VEGETABLES



To eat the recommended 2 serves of fruit and 5 serves of vegetables each day, you need to include them at most meals and snacks over the day, for example:

- ★ Fruit with breakfast
- ★ Vegetables/salad or fruit at snack time
- ★ Vegetables / salad added to sandwiches / pita bread / rolls at lunch time
- ★ Fruit with lunch
- ★ Vegetables / salad with the main meal at dinner
- ★ Fruit as dessert

Write down what you ate yesterday and see whether you met most of these guidelines; if not, think of what you could change.

1 serve of fruit = 2 small pieces of fruit OR
1 medium piece OR
1 cup of tinned fruit

1 serve of vegetables = 1 cup of salad vegies OR
½ cup of cooked vegies

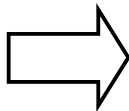


Designer fruit and vegetables

○ Fruit and vegetables come from different parts of a plant. Can you guess which fruit and vegetables are listed below? Add other fruit and vegetables not listed.

Leaves	S_i_a_h _____ B_k Ch_y _____ L_tt_e _____
Fruit	B_n_n_ _____ A__le _____ W_t__m__on _____ O_an__ _____
Flower	Br__co__ _____ A__ich_ke _____ Br_ss__ sp__ __ts _____
Stem	C_l_r_ _____ As_a_a_us _____ Rh_ba__ _____
Roots	P_ta_o _____ C_rr__ _____ T_r_ _____
Seeds	P__s _____ B_a_s _____

○ Design and draw a new plant that grows fruit and vegetables on each part of it. Use the information above to give you ideas.



Adapted from *Tooty Fruity Veggie Teacher's Guide*.
Stage 2. Health Promotion Unit,
Northern Rivers Area Health Service, 2003.



VENDOR BENDER

- Design a healthy food vending machine that could be placed in a school or workplace. Make sure to include foods from all food groups. Consider design factors: Will you need refrigerated and heated sections? Does food need to be replaced regularly? How will you make food look appealing? Do some foods need to be in packaging to keep them from drying out or making a mess?

Challenge

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



Canteen Blitz

Your teacher will provide you with a copy of the school canteen menu. Your mission is to judge the canteen foods and report your findings.

1. Next to each food on your canteen menu indicate if the food is a:
 - Bread, cereal, rice, pasta or noodles
 - Vegetables, legumes
 - Fruit
 - Milk, yoghurt, cheese
 - Meat, fish, poultry, eggs, nuts, legumes
 - Extra foods (biscuits, cakes, dessert, soft drinks, chips, pies, sausage rolls, lollies and chocolate)

You may need to use more than one of these to describe each food

2. Circle the foods that you think are healthy choices.
3. What food do you think is the healthiest food on the canteen menu?

Why did you choose this food?

4. Choose 3 healthy foods on the canteen menu that you would eat.

5. Imagine that you are the canteen supervisor at the school canteen for a day. Invent a meal deal that is tasty and healthy. Try to include two or more food groups, especially grains, fruit and vegetables. The less fat and sugar the better!

Draw and label your creation to show all of the ingredients.

Think of a catchy name for your invention

Challenge

- Write a letter to the canteen telling them how they 'rated'. Include a neat copy of the new invention, suggesting it for the menu.
- Make a poster showing your healthy food creation. You could include a slogan or mascot to help advertise your food.

Adapted from *Healthy Bodies, Happy Kids*. Practical strategies aimed at reducing the risk of obesity in Australian children. Middle Primary. Sandy Tasker, Ready – Ed Publications, W.A. 2003.

TIMES GONE BY



Ask your grandparents/ older friends/ neighbours:

- ★ What did they do in their “leisure” time?
- ★ Did they all eat dinner together?
- ★ Did they have a TV?
- ★ Did they cook / do chores when they were kids?
- ★ Did they get driven to school?

In class, talk about the differences between what they did and what you do.



HOW TO BE ACTIVE

Cut out pictures from magazines of people being physically active and make a class collage.

List ways you can be physically active:

- ★ As a member of a team
- ★ With one or two other people
- ★ On your own
- ★ Helping around the house
- ★ Walking up stairs

Add these messages to the collage!



Active family and friends

Find two people at home or that you visit on the weekends.

Ask them to help you write their favourite physical activity down.

Draw a picture of them doing their favourite physical activity in the box.

Name: _____

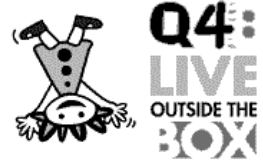
Favourite physical activity: _____

Name: _____

Favourite physical activity: _____

Put a tick next to the exercise that you also like to do.

Let's Get Active!



○ How do your friends keep fit and healthy? Write the name of two friends and ask them what their favourite exercise is. Write or draw their answer.

Name: _____

Name: _____

○ Use this graph to find out the most favourite exercise in your class. Colour in the number of boxes after your teacher counts the number of hands up:

12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
0	Running	Sports	Walking	Bike riding	Swimming	Other

Challenge

What was the most popular activity? _____

Write down three other types of physical activity that your class might like: _____



OVER THE HURDLES

○ Many students do not participate in enough sport because they think that there are “hurdles” in the way. See if you can jump these sporting hurdles by writing a solution below:

1. “I am no good at throwing and catching”

2. “I am not allowed to do any dangerous sports”

3. “I don’t like team sports”

4. “Some exercise activities are too expensive”

5. “My parents work and they can’t take me to after-school training”

Challenge

Think of some other “hurdles” – reasons why students may not want to join sports clubs or do exercise. Write these down on a separate sheet with a space underneath. Swap with a partner and write solutions for these hurdles.



Fitness Tips

Find someone you know who likes to be active. It may be family, a friend or a neighbour that you know well.

Interview them about their fitness knowledge.

Person interviewed: _____

What kind of sport or physical activity do you do? _____

How often do you do this activity? _____

What special training do you do? _____

Why do you like this physical activity / sport? _____

Describe how physical activity makes you feel _____

What advice would you give someone who wanted to try this physical activity or sport? _____

Draw a picture of this person doing their physical activity or sport



Would you like to try this sport or physical activity?

Why / Why not? _____



Family Survey – Take home sheet

- Your task is to design a survey to find out about the physical activity interests of a family member or friend outside of school. Try to have someone in mind as you write your questions that will provide this information.

You will need to include at least 5 questions. Try to find out about the different types of physical activity that the person does, their favourites, the reasons for participating and any challenges that they face. Include *who, what, when and why* questions.

Write your questions on the first line for each number and the answers on the second line.

1.	_____

2.	_____

3.	_____

4.	_____

5.	_____

Interview your chosen person and record their answers.

Make sure that you thank the person that you surveyed. Ask them to sign here as a record of their participation.

Signed: _____



Fit Feet

You have been asked to create a “walk to school” flier for the students in your area that attend your school. If you live too far from school and usually catch a bus or travel by car, look at a map of the local area around your school and choose a nearby street.

- In the space below, draw a “birds eye” map of the **safest** route that can be taken. Use a lead pencil to draw the streets and a bright colour to mark out the path that needs to be walked on. Include pictures of parks, major buildings, main roads and other landmarks that you pass along the way. Also show where there are student-crossing areas.

Create a key to show any symbols that you have used.



The TV ads hunt

There are many ads on TV selling foods that can be dangerous to the health of young children if they try to buy all of the unhealthy foods that are shown. Your job is to find these ads and lock them away! You can do this with a grown-up at home.

○ Watch 3 food ads during kid’s TV programs and then fill in the chart.

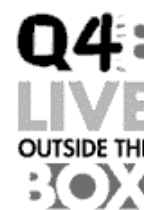
What is the ad for?	Does it have a jingle? (song)	Are there children in the ad?	Are there any animals or cartoons?	Can you get a toy or game with the food?	Do you like this ad?

○ Draw a picture of the ad you liked the best:

Challenge

Do you think it is good to show so many ads like these? _____

Why / Why not? _____



Q4: Live Outside the Box School Newsletter Articles

Develop these information sheets in the classroom to put in your school newsletter:

Fruit & Vegetable Ideas

Brainstorm ways to eat more fruit and vegetables at home. Then write this up (with illustrations) so it can go in the School Newsletter or as a flyer to go home.

Some examples to get started:

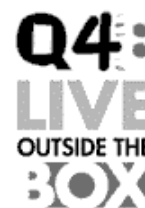
- Stew some apples and make a crumble for dessert
- Grate some vegetables into bolognaise sauce
- Have chopped watermelon and kiwi fruit in a container in the fridge
- Make a big pot of pumpkin soup
- Mashed potato & sweet potato mixed together

Get Active Ideas

Brainstorm ways to be more active. Then write this up so it can go in the School Newsletter or as a flyer to go home.

Some examples to get started:

- Turn off the TV and go for a walk
- Use the stairs instead of the lift
- Do some housework
- Walk or ride your bike to the shop
- Join a sports team



LOCATION, LOCATION, LOCATION

Many supermarkets rely on “product placement” to entice shoppers to purchase certain brands of food. The position of products on the shelf can influence how often shoppers see them and want to buy them.

○ Go on a shopping investigation, and complete the questions below:

1. Write down some items that are placed on shelves so that children can easily see them and may ask parents to buy them.

2. There are often items placed together, such as chips and salsa, so that customers are encouraged to buy both. Can you find any other “go – together” products?

3. Write down any displays or specials of “unhealthy” foods that catch your eye.

4. Foods placed on the shelves at the checkouts are often called “impulse purchase” products. What do you think this means?

5. Write down three foods that you see at these “impulse purchase” areas.

6. If you wanted to promote healthy foods to customers, what changes would you make to the way that the store is set out?

7. On the back of this page, draw a checkout that has a range of **healthy** “impulse purchase” items.



Crime Interview

You are Detective Sergeant Ad-Fighter and you have just made an arrest. The suspect is a junk food advertisement (choose one from a magazine, junk mail or newspaper). Your mission is to interview the suspect, answering these questions below, to find out if they might be talking kids into eating more “junk food”.

1. Who do you think this advertisement has been made for (who will be looking at this advertisement and wanting to buy the product – children, teenagers or adults)?

2. Which parts of the advertisement are making you want to buy it (e.g. happy customers, exciting colourful pictures, free things)?

3. Does the advertisement have any of the following? (circle)

Bright colours a slogan cartoon character famous person

4. Why do you think this food is unhealthy?

5. Is there anything in this advertisement that you think is **not true**?

Do you think this is a “guilty” product? If you would like to make an arrest, please sign here:

Thank you. You have saved the day by wiping out another dangerous perpetrator!

Adapted from *Healthy Bodies, Happy Kids*. Practical strategies aimed at reducing the risk of obesity in Australian children. Middle Primary. Sandy Tasker, Ready – Ed Publications, W.A. 2003.



FOOD FOR THOUGHT

○ Hold class debates on topics related to *Q4: Live Outside the Box*.

Topics could include:

1. “Should fast food advertising be banned during children’s viewing hours?”
2. “School time should not be wasted on physical activity”
3. “Computer games are turning our generation into couch potatoes”

Discuss the potential outcomes of both sides of these arguments.



Advertising Tricks

○ The people who make advertisements for big companies are very clever at making you want to buy their products. Here are a few ways that advertisers try to make things look good.

Describe advertisements that are currently on television that use the following strategies to make things look good:

1. Making you think that if you buy the products you will be happy or popular:
2. Offering you free things or a competition:
3. Telling you that another similar product is not as good:
4. Singing a song or jingle that gets 'stuck in your head':
5. Making the product seem like a mystery so that you buy it to find out more:
6. Using a famous person to tell you how good the product is:

Can you think of any other ways big companies try to encourage you to buy their products?

FOOD ADVERTISEMENTS



Select 3 food related TV or magazine advertisements. List the TV ads or glue the magazine ads to the back of this page.

Answer the following questions:

What is being advertised?

What are they trying to do?

How are they trying to do this?

Did the advertisement succeed in changing what you want?

Are the products necessary?
