

# Healthy Choices

Grades  
1–3

**A Positive Approach to Healthy Living**  
• Self-management • Diet • Exercise



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# HEALTHY CHOICES

## Foreword

Living in a modern technological society can have detrimental effects on our health. On average, we are less active and consume far more fast food than is recommended by health experts. These kinds of habits are causing health problems like obesity and diabetes to develop much earlier in life than ever before. It is up to adults to guide and encourage children to live in a healthy way.

**Healthy Choices, 1–3** aims to increase students' awareness of healthy lifestyles, helping them to develop positive habits that will stay with them into adulthood.

The book is divided into four sections:

- A Healthy Lifestyle
- A Healthy Diet
- Exercise and Fitness
- Self-Management

Other titles in this series are:

- *Healthy Choices, 4–5*
- *Healthy Choices, 6–8*

## Contents

### Teacher Notes

<i>Teacher Information</i> .....	iv – vi
<i>Assessment Forms</i> .....	vii – viii
<i>Glossary of Terms</i> .....	ix – xiii
<i>Student Forms</i> .....	xiv – xix

<b>A Healthy Lifestyle</b> .....	<b>2–21</b>	<b>Exercise and Fitness</b> .....	<b>44–63</b>
<i>What Is a Healthy Lifestyle?</i> .....	2–3	<i>What Is Exercise?</i> .....	44–45
<i>Healthy Choices</i> .....	4–5	<i>What Exercise Do You Do?</i> .....	46–47
<i>How Healthy Is My Life?</i> .....	6–7	<i>Why Should We Exercise?</i> .....	48–49
<i>Trying to Be Healthy</i> .....	8–9	<i>Why Is Exercise Good for Us?</i> .....	50–51
<i>Older Person Interview</i> .....	10–11	<i>A Daily Fitness Routine</i> .....	52–53
<i>A Healthy Family Party</i> .....	12–13	<i>Put More Movement in Your Day</i> .....	54–55
<i>A Healthy Advertisement</i> .....	14–15	<i>Lance Armstrong</i> .....	56–57
<i>What Can Unhealthy Living Do to Us?</i> .....	16–17	<i>Famous Sporting Personality</i> .....	58–59
<i>Health Problems</i> .....	18–19	<i>Exercise in the “Olden Days”</i> .....	60–61
<i>Healthy Lifestyle Role-Play</i> .....	20–21	<i>Grandparent Interview</i> .....	62–63
<b>A Healthy Diet</b> .....	<b>22–41</b>	<b>Self-Management</b> .....	<b>64–83</b>
<i>What Is a Healthy Diet?</i> .....	22–23	<i>Why Do We Sleep?</i> .....	64–65
<i>My Diet</i> .....	24–25	<i>Diet, Relaxation and Exercise</i> .....	66–67
<i>Benefits of a Healthy Diet</i> .....	26–27	<i>Healthy Lifestyle Diary</i> .....	68–69
<i>Choosing Healthy Food</i> .....	28–29	<i>I’m Bored!</i> .....	70–71
<i>How Does Our Body Work?</i> .....	30–31	<i>Don’t Worry!</i> .....	72–73
<i>Body Acrostic</i> .....	32–33	<i>I’m Happy Being Me! – 1</i> .....	74–75
<i>Water and the Body</i> .....	34–35	<i>I’m Happy Being Me! – 2</i> .....	76–77
<i>Nutritional Information Panels</i> .....	36–37	<i>Are You SunSmart?</i> .....	78–79
<i>Label Investigation</i> .....	38–39	<i>Food Commercials</i> .....	80–81
<i>Junk Food Meals</i> .....	40–41	<i>My Goal Tower</i> .....	82–83
<i>Healthy Snacks</i> .....	42–43		

## CHOOSING HEALTHY FOOD

### Indicators

- Identifies foods which are healthier than others.
- Identifies unfamiliar foods.

### Teacher information

- Given the opportunity, children are willing to try most things once. Some healthy foods may not have been tasted by them because their parents don't like them and don't prepare them.
- The United States is lucky enough to have access to a variety of multicultural dishes because of the make-up of our society. Chinese vegetables are commonplace in fruit markets and supermarkets. Italian, Thai, Chinese, Mexican and Mediterranean meals of many types are available to most American families. Students have many opportunities to expand their tastes.
- Read the instructions with the students. View and discuss the meals or snacks in each group.
- Students color the healthier choices in each group. Discuss reasons for choosing and not choosing specific meals or snacks.
- Students complete Question 2 independently.

### Additional activities

- Hold a sampling day of unfamiliar healthy foods. Students bring a small quantity of foods which others may not have tried. Include foods such as almonds, asparagus, eggplant, honeydew melon, star fruit, sun-dried tomatoes, mushrooms, celery, avocado, cottage cheese, etc. Students taste them and give their opinions. Be sure to tell the students that people prepare foods differently, and when prepared in another way it may not taste the same. Encourage them to sample foods that they don't like at a later date because they may decide they like them after their taste buds have developed further.
- Students draw and label their favorite food from another country. Discuss how healthy or unhealthy these are and how to make these meals more healthy. Even meals which may be considered unhealthy are okay to eat occasionally.
- Invite parents to bring a dish for the students to sample on a Multicultural Day.

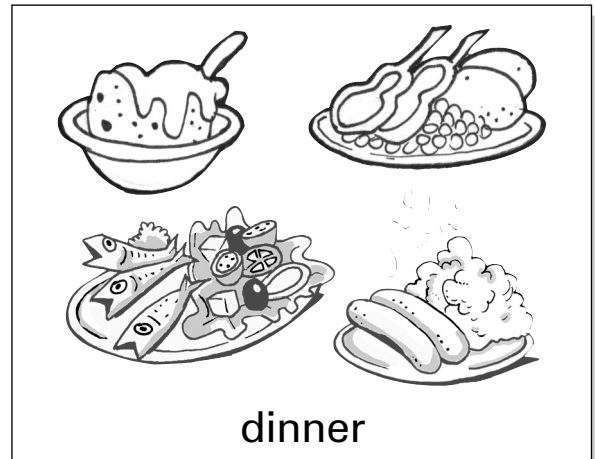
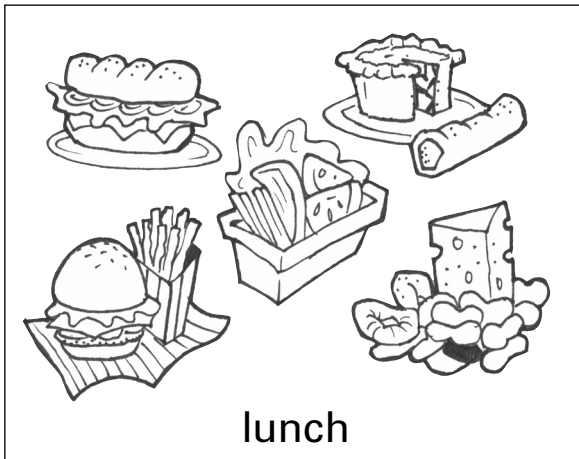
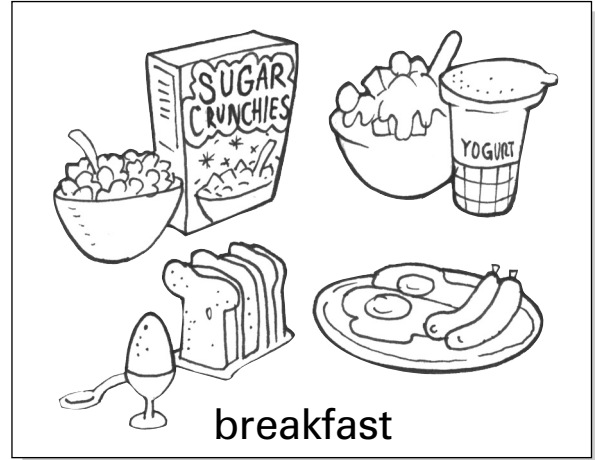
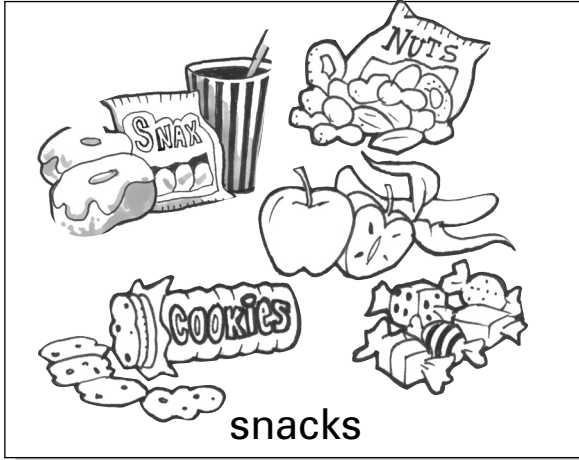
### Answers

1. (a) The students should have colored the apple and the nuts.  
 (b) The students should have colored the toast and boiled egg, and the fruit and yogurt.  
 (c) The students should have colored the sandwich, the lunch box with the salad, and the nuts, cheese and dried fruit.  
 (d) The students should have colored the fish and salad, and the meat and veggies.  
 (Sausages are usually high in fat content.)
2. Teacher check

# Choosing Healthy Food

We need to make healthier food choices to improve our fitness and health.

1. Color the better food choices in each group.



2. In the box below draw some healthy foods which you have not eaten but would like to try.

### HEALTH CHALLENGE

Ask Mom or Dad to buy a small quantity of one of the new foods above for you to try. Eat it and report back about how it tasted.

