

Teaching Pack



www.MyFriendBoo.com

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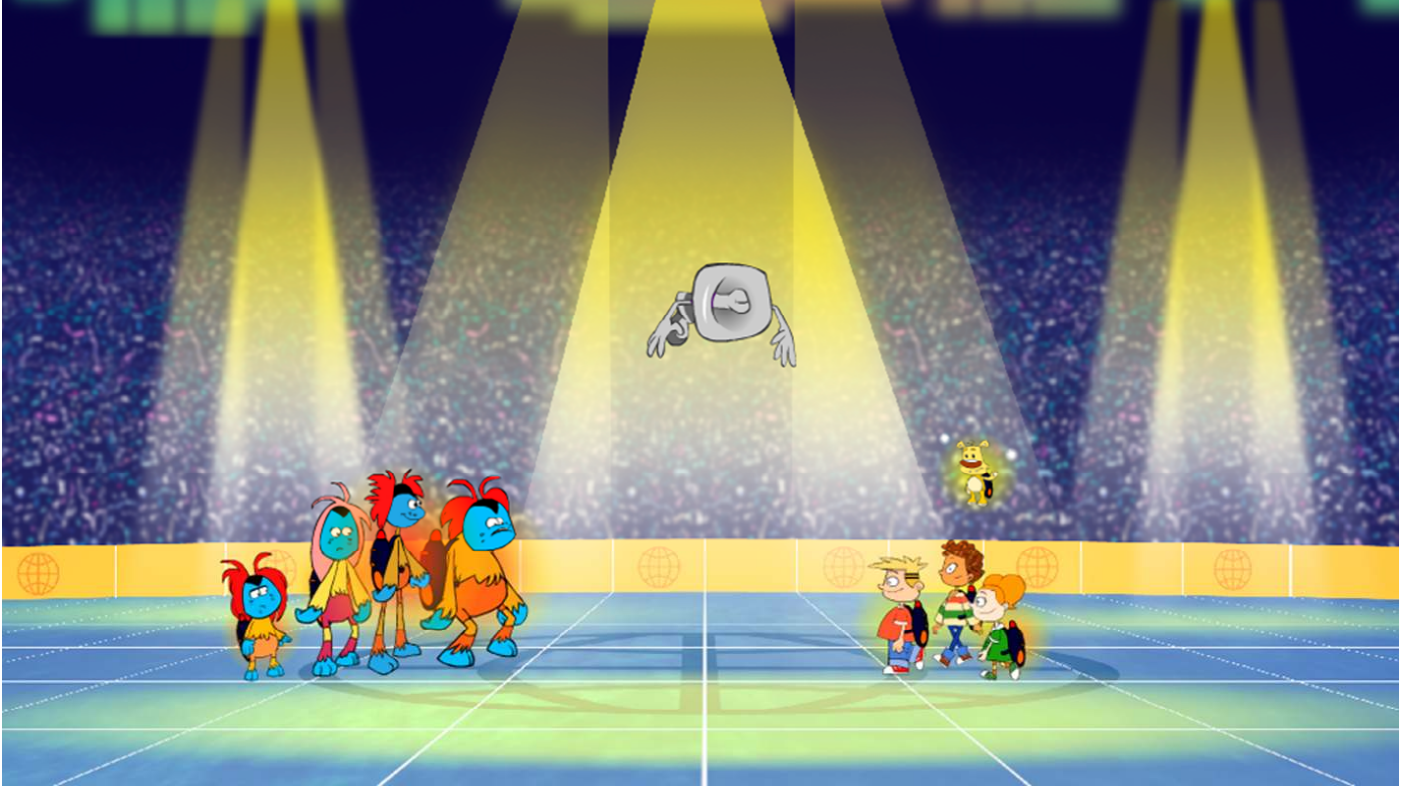
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Many thanks to all the partners of the project ACTIVE and all those who have provided with their support and ideas to realise this existing project.

The ACTIVE project coordinator

Lesson 1 - Breakfast

'Worldenball'



Lesson 1 - Breakfast

'Worldenball'

Read this section before starting your lesson in order to familiarize yourself with the issues of this lesson plan.

Breakfast is the most **important meal of the day**, yet it is the meal that is most often skipped. To really enjoy breakfast, it is important to appreciate flavours and tastes, eating together and taking the right time.

Eating a regular breakfast can have a **positive effect on the cognitive functioning of children**, in particular memory, academic performance, school attendance rates, psychosocial function and mood. Breakfast eaters are more likely to have an **overall better and balanced diet**, as well as a micronutrient, macronutrient and a fiber intake that is well within current dietary recommendations. Ready-to-eat cereals for example are a rich source of these nutrients and should be included as part of a healthy breakfast.

Eating a regular breakfast is significantly and positively associated with **calcium intake**. Calcium intake is a critical nutritional issue for children and adolescents because bone calcium accretion is highest during adolescence. (A significant number of children do not meet the Adequate Intake recommendations for calcium!!).

Skipping breakfast is a common behavior observed in overweight or obese children and adolescents; it may also be related to dieting and eating disorders. Skipping breakfast has also been associated with increased snacking or higher intakes of high-fat snacks later in the day.

Breakfast skippers are often less likely to engage in physical activity, this may contribute to weight gain. Children and adolescents who eat breakfast are more likely to have a healthy body weight.

The eating patterns of parents are directly associated with both the unhealthy and healthy dietary patterns of children and adolescents. For example, parents who eat breakfast often have children who eat breakfast.

Want to read more about this issue? See: *Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents*. (Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. J Am Diet Assoc. 2005 May;105(5):743-60)

In case you have other questions:

<http://www.animate-eu.com/active/> (section "eat")

A balanced breakfast should include:

- 1) A milk or a dairy product (such as milk, yogurt or low fat cheese)
- 2) Cereal, bread or biscuits, i.e. a source of carbohydrates to give us the first burst of energy we need for the day
- 3) Fruit (or juices with no-added sugar) to give us vitamins, fiber and water. This is also a source of one of your "five a day" (at least 5 portions of fruit or vegetables a day)

See the following UK NHS campaign for more details: www.5aday.nhs.uk/topTips/default.html

Introduction

Start the lesson by asking pupils "how many of you have eaten breakfast this morning?" From this question you will get a percentage of yes and no.

Discuss the kind of breakfasts that pupils have eaten with the class: "If you did eat breakfast, what did you eat?" Collect the answers on the blackboard, marking with a cross the number of times a particular food type has been eaten. It is important to collect the answers without making any judgment on what the children have eaten, it is important to "fuel" the children's involvement.

Viewing the animation

Watch the episode with your group or, if it is not possible, distribute Worksheet 1 & 2 (available at the end of the lesson). The worksheet outlines the storyline of the episode and provides images and stills from the episode. Children can either read the storylines themselves (depending on their age) or follow the story read out by the teacher.

Activity 1 – Brainstorming: about breakfast

Objective: Involve all the children in order to create awareness about the importance of eating breakfast

After viewing the cartoon or reading the story, teachers can ask the children for their feedback. Here are some questions to stimulate the discussion:

- Do you like the same breakfasts that Ben, Lucy and Jaq ate?
- Which characters are you most like at breakfast time?
- What do you usually eat for breakfast?
- And where do you eat it? (At home, in the car/bus driving to the school, in a café or bar....)
- With whom do you usually eat breakfast?
- Do you talk with your family at breakfast time?
- Do you eat your breakfast in front of the TV?
- Do you like having breakfast or you are too sleepy to enjoy it?

It is important to involve all children in this activity, even those children who usually skip breakfast by asking them why (maybe because they don't think the breakfast choices offered to them are yummy enough; or perhaps because they don't have enough time, or appetite; or maybe they have no company at breakfast time?)

Also ask the children if they have a different kind of breakfast on the weekend (usually more time for them and their parents!)

Finally ask them: "What happened to Lucy when she didn't eat breakfast? Do you know why?"

Activity 2 – Drawing: why should you eat breakfast?

Objective: promote breakfast to children who usually don't eat it.

Material: Worksheet 3, drawing material

Show worksheet 3 to the children and then stick it on a wall.

Ask "When you don't eat breakfast, which of these pictures looks most like you? Draw the picture in your book".

Younger children (5-6 yrs) can be asked only to draw a picture of themselves at breakfast time. Older children can be asked to find the corresponding adjectives to the pictures or they can write captions.

Activity 3 – How many kind of breakfast?

Objective: show that it is possible to eat almost everything at breakfast time, but in moderation, and it is always easy to find something yummy. It can be fun to vary breakfast choices, and to discover new tastes.

Material: Drawing material, posters

Divide the children into 4 groups (groups can be less depending on the number of children and/or the breakfast types outlined on the board from the introductory session). Breakfast-skippers should be distributed in all groups!).

Each group should make a poster (drawing, cutting photos from newspapers...) which shows images of the breakfast type of their group.

Groups could for example be:

- Actual sweet breakfast (i.e. what the children really eat e.g. biscuits, cakes, sweet cereals...)
- Ideal sweet breakfast (i.e. what sweet foods they would really like to eat at breakfast time)
- Actual savory breakfast (i.e. what the kids really eat e.g. bread, toast, ham, cheese...)
- Ideal savory breakfast (i.e. what savory foods they would really like to eat at breakfast time)

Suggestion: why don't you organize a "special breakfast-day" in your classroom? Children from each group can bring a food from their poster and children can have breakfast together. Parents can also stop by if they want too!

Activity 4 (home activity)– Breakfast Recipes

Objective: make parents or carers aware of the importance of breakfast

Material: Worksheet 4

Read through Worksheet 4 (see at the end of the lesson) with the class and give a copy to all children to take home.

The worksheet provides some suggestions for breakfast recipes that they can prepare with their families on the weekend, for example.

Alternatively, teachers can use these recipes and others (proposed by the children or their parents) to produce a "Class Breakfast Recipe Book"

Activity 5 – Breakfast in the ages

Objective: make parents or carers aware of the importance of breakfast

Each child is invited to ask their parents, older family members or carers what they ate for breakfast when they were young and report back to the class. The class can see how much (if at all) eating patterns and products have changed over the years. Perhaps these recipes can be recreated at home at a family breakfast all together?

On another day parents or carers can allow (for one time only) their children to decide what the family eats for breakfast- even if it is a little crazy...!!

Children are requested to draw a picture or write a short report about both activities and discuss them in class.

Activity 6 – Take home messages

Material: Worksheet 5

Print worksheet 5 and distribute it to parents—or discuss its content in a dedicated meeting for teachers and families.

Worksheet 1

Introduction to the Series

One day Ben, his little sister Lucy and Jaq his best friend, are playing in their attic which is full of old junk when they find a very scruffy and old looking toy dog and a broken fairground carousel.



Suddenly, something very unusual and magical happens - the little toy dog comes alive and starts to talk and walk around and the broken fairground carousel starts to twirl around and around it goes!



The toy dog introduces himself as Boo and using the magic carousel Boo takes the children on lots of adventures to weird and wonderful places where they will learn lessons about the importance of water, whilst having a lot of fun!

Character Biographies



BEN is eight years old and is very active, good at sport and loves to skateboard. He's practical and considerate and is the leader of our little group. He's great at getting everyone to rally together to get things done and to think of himself as a bit of a 'cool dude' but he's easily embarrassed by his Little Sister, Lucy who follows him and his friend Jaq around.

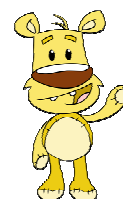


JAQ is Ben's best friend and is also eight years old. She's kind hearted and is very knowledgeable about all kinds of issues. She likes to listen to music, ride her bike and loves food!



LUCY is Ben's little sister, she's five years old and quite precocious. She likes to hang around with her big brother and his friend, she thinks of herself as being 'very grown up' and certainly doesn't like being told what to do. She's enthusiastic about practically everything, very inquisitive, has no fear and just doesn't know when to shut up. She has a great knack for accidentally stirring up/ causing trouble and embarrassing her Big Brother.

BOO is a toy dog. He's bit tatty and worn BUT when he becomes a 'real' character he's transformed. Boo is fast-talking and a little bit out there but lots of fun. He has something of the circus ringmaster or a vaudevillian comedian about him (as per his Victorian origins).



Worksheet 2

'Worldenball' – Storyline and Stills

Jaq and Ben are eating breakfast. Lucy joins them, and she's very excited - it's the weekend, it's sunny outside and she wants to go out to play. Ben and Jaq also want to go out and play but they want Lucy to have breakfast first, because they think she needs it. But Lucy doesn't want, she has no patience: she wants only to go out and play! They'd better have a word with Boo about this!



They go and see Boo up in the attic. Lucy turns the magical key and Boo yawns himself to life. Ben tells Boo that Lucy wants to go play outside but without eating breakfast. Boo tells them he knows just the place to take them... They hop on the carousel and off they go!

The carousel lands on a games court. Boo tells the children they're on planet Zoraffina and the creatures around them are called Zoreffatrons. They are big monsters and although a little grumpy they are really quite harmless and they speak a language that sounds like 'belaboolahbulahbulah.' The

Zoreffatrons have invented some of the best games in the universe, but they are not particularly good at playing them... Boo then gives the children some strange looking back packs which are actually energy packs (showing the quantity of energy everyone has got) and explains that they are going to play in the next tournament of Worldenball. The children are really excited! Lucy looks up, points and asks how are they ever going to get the balls in those nets as they are far too high! Boo explains that the floor is made of bouncy soft material so they can jump up! They give it a quick go - wow this is like a trampoline!



The game is about to begin. The Zoreffatrons all look very fierce, and the children watch as they 'fuel up' on fizzy drinks and crisps - their energy levels shoot up!



The game starts and the Zoreffatrons are winning by a margin. Ben plays exceptionally well, passes to Jaq, who scores. They're neck and neck until Lucy has the ball. It looks like a very easy shot and she's hugely confident, suddenly, her energy glow falters. She can't jump very high and misses the net as the half time bell sounds. She's very disappointed, and complains of feeling tired, but the others are magnanimous - it's because she hasn't eaten breakfast! They don't know how on earth they're going to beat the Zoreffatrons though. Boo tells them not to worry, he has a

secret weapon. Magically a big box appears and inside it's full of fruit, little sandwiches and water. Lucy thinks they should have fizzy drinks and chocolate so they play as well as the Zoreffatrons. Jaq tells her that the fizzy drinks and sweets only give you short bursts of energy and that the energy you get from fruit and sandwiches lasts longer. Lucy eats some fruit and drinks some water - she feels better now! At the beginning of the second half, the Zoreffatrons are winning again, but then suddenly their energy glows flicker on and off. In the end they have no energy at all. It's the last throw of the game and Lucy has the ball - after eating some fruit and one little sandwich she has plenty of energy this time - she throws the Worldendball and they win the match!

Clutching their cup, they make their way back to the carousel. Boo tells them that the Zoreffatrons never learn, they invent the best games in the world but never win any because of their terrible diet!

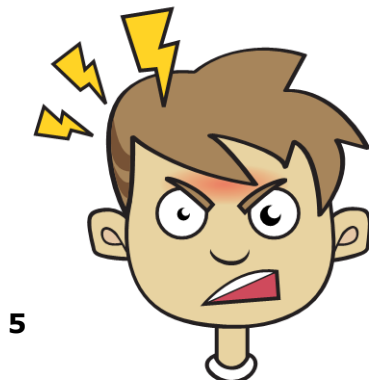
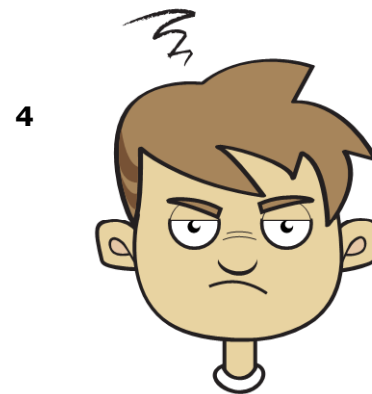
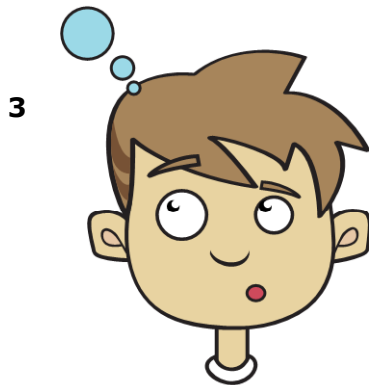
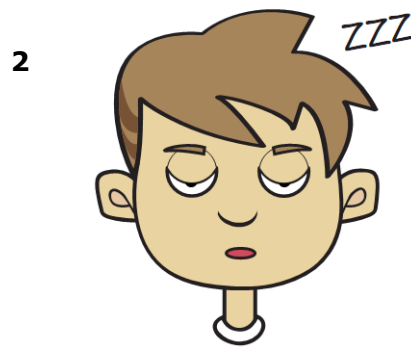
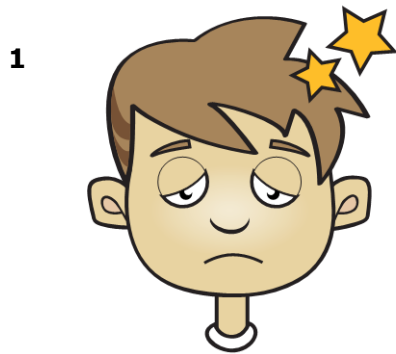


Worksheet 3

Lesson 1—Activity 2

NO—BREAKFAST FACES

1. Does your head feel as if it is about to burst?
2. Do your eyes feel heavy?
3. Having problems concentrating?
4. Are you feeling a little grumpy?
5. Are you feeling argumentative?
6. Do you feel sick?



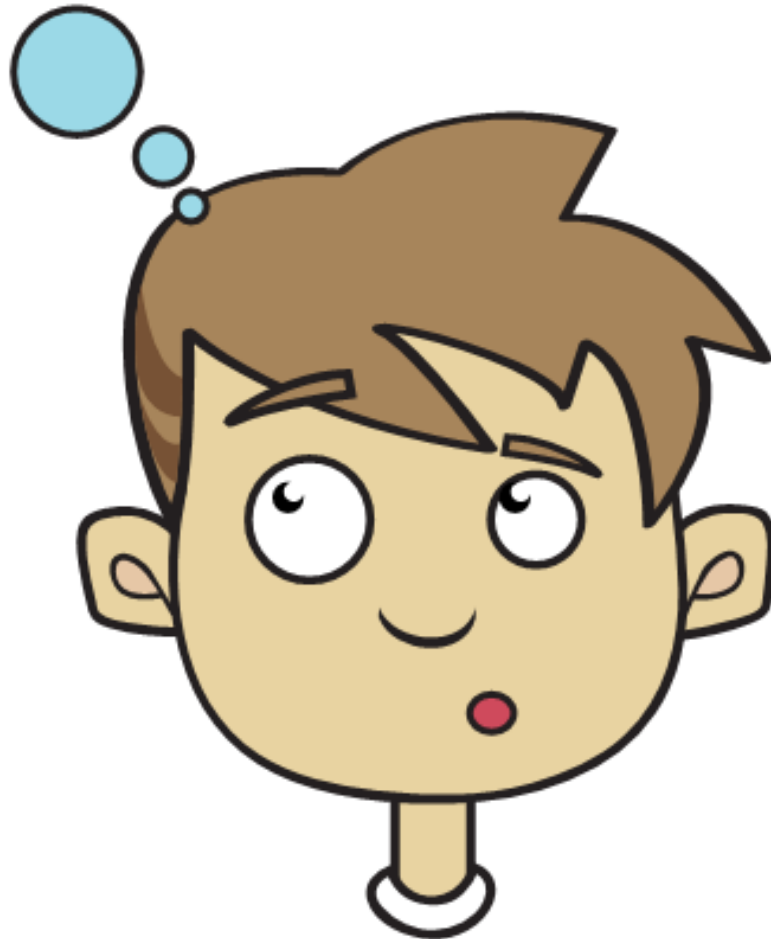
NO-BREAKFAST FACE 1



NO-BREAKFAST FACE 2



NO-BREAKFAST FACE 3



NO-BREAKFAST FACE 4



NO-BREAKFAST FACE 5



NO-BREAKFAST FACE 6



Worksheet 4

Lesson 1—Activity 4

Recipes for a yummy, out of ordinary but quick breakfast!!!

PARISIAN WAY: a crepe with a thin coat of jam or a dusting of sugar or pieces of fruits with yogurt and an orange juice

HAM... MY PASSION: a slice of toasted bread with a thin coat of low fat cheese and a slice of ham + a low fat milk glass or a fresh juice



LET'S DIVE IN!!! : scrambled egg with a slice of toasted bread + fruit juice or a fresh orange juice

I HAVE NO TIME..!: a cereal bar and a glass of milk or juice

STRAWBERRY YOGURT CRUNCH: 1 container low fat vanilla yogurt; 1/2 a cup of strawberries; 1/4 a cup of bran cereal. Combine all ingredients in a bowl. Serve immediately.

PEACH ALMOND and VANILLA CEREAL: 1 cup of high-fibre cereal; 1/2 a cup of vanilla milk (or regular milk if you don't have vanilla); 1/4 a cup of fresh or frozen peaches; 1 tablespoon of toasted almonds. Add the cold cereal to a bowl. Pour in vanilla milk; Sprinkle peaches and almonds over the top. Enjoy!



BANANA-BLUEBERRY SHAKE : 1/2 a cup of blueberry ice cream ; 1/2 a medium banana peeled and cut into chunks ; 1/2 a cup of orange juice (preferably freshly squeezed). Place all ingredients in a blender and process until smooth. Pour into glasses. Enjoy!

Worksheet 5

Lesson 1—Activity 6

TAKE-HOME MESSAGE



Find a day, perhaps during the weekend if you have more time, to make a fun and appetizing breakfast for your children. Try cooking together or preparing a “mini-buffet” where everybody can find something they like.

In the morning: switch off the TV and get together around the table to eat breakfast.



Sometimes just waking up a bit earlier takes away the hurry and stress and helps to build an appetite (even among the most lazy of us!). If you prefer to prepare the night before and have few minutes to spare after preparing the kids school bags, set the breakfast table, too.

It is easy to turn breakfast into a good habit for you and your family. Make it a daily institution!



Remember that children are more likely to have breakfast if they see their own parents doing the same (parents are the best models for their children). So tuck into a bowl of cereal and a glass of juice!

Lesson 2 - Movement

'Zeno's Birthday'



Lesson 2 - Movement

'Zeno's Birthday'

Read this part before starting your lesson in order to familiarize yourself with the issues of this lesson plan.

Our body needs a **balance** between intakes and expenditures:

Energy coming from foods will be used both for living and for everyday activities. If we are very active, we need more energy to move.

If we overeat and we don't move enough, our intakes will become fat, so it is of utmost importance to lead a **healthy, active lifestyle**.

For how long do we need to exercise to burn what we have just eaten?

Food	Quantity (g)	Energy (Kcal)	Standing still (min)	Walking (4 km/h-min)	Cycling (22km/h-min)	Ironing (min)
2-4 biscuits	20	83	75	28	7	21
1 jam snack	35	125	114	42	11	32
1 croissant	40	164	149	55	15	42
Ice cream	150	330	300	110	30	85

*N.B: Teachers should stress on the right message to children: you don't have to move just to burn calories but you can **move because it is fun!***

Activities carried out in gyms or sport centres are not enough to teach our children the importance of physical activity. They should take the stairs, walk to school (and everywhere they need to), do every playground activity they like (football, dancing, running, etc...). These activities are cost nothing but are priceless in order to lead them to an active lifestyle. Moreover, there isn't any "ideal sport" for children: the only important thing to grow up healthy is not to be lazy!

In a questionnaire we made to test children behaviour, many children said they love to play in the open air, but there is still a significant amount of them who dislike outdoor activities. These children are exactly the target of the "move" cartoon.

72% of children who answered our questionnaire watch cartoons with friends. This value could be considered positive and negative at the same time, because it is in any case a social activity, but on the other hand it means that part of the time with friends is not used for activities more "physical".

For this reason in all the scripts "movement" is performed with friends, to show how enjoyable and easy it can be.

TRY THIS!

Here is a way to see if your body is getting a good workout. If you can talk while doing a physical activity, you're probably moving at a pace that's right for you. If you are too breathless to talk, slow down. And if you can sing, you may not be working hard enough: so get moving!

Introduction

Start the lesson by asking pupils how many of them practice "sport", without any comment. From this question you will get a percentage of yes and no. Then, ask the children what it means for them "to do a moving activity" and collect the answers on the blackboard, marking with a cross the number of times that children do an activity in movement. It is important to collect the answers without making any judgment on what the children do, it is important to "fuel" the children's involvement.

Viewing the animation

Watch the episode with your group or, if it is not possible, distribute Worksheet 1 & 6 (available at the end of the lesson). The worksheet outlines the storyline of the episode and provides images and stills from the episode. Children can either read the storylines themselves (depending on their age) or follow the story read out by the teacher.

Activity 1 – Brainstorming: Movement

Objective: Involve all the children in order to create awareness about the importance of physical activity

After viewing the cartoon or reading the story, teachers can ask the children for their feedback. Here are some questions to stimulate the discussion:

- What do Jaq and Lucy think about movement at the beginning of the cartoon? Have you the same opinion?
- Which characters are you most like when you have to "move"?
- How many ways have Lucy, Jaq and Ben found to move? And how many ways can you find?
- After playing at home (i.e. with a videogame or watching TV) are you more tired than if you play in the playground?
- And how do you feel in these situations? Bored or happy?

Activity 2 – Moving is fun!

Objective: promote movement in children who usually don't do it.

Material: Worksheet 7

Teacher shows a blank "Active-Pyramid" where children have to draw some activities that they usually do in the day or those they would like to do. Sections of the pyramid are labelled as follows: at bottom "Do Plenty", in the middle "Do More", at the top "Do Less".

Examples for teachers:

- Do Plenty: take the stairs. Walk or ride your bike, play outdoor in playground. Light activity to do every day
- Do more: swimming, volleyball, skating, tennis. Intense or leisure activities to do 3 to 5 times a week
- Do less: watching tv and playing videogames

Activity 3 – Drawing: How to be active?

Objective: Explain to children how easy it is to be active.

Material: Worksheet 8 and 10, drawing material

After reading Worksheet 8, the teacher can ask children to do a “rule book” of their own, making drawings or a poster all together. As homework children have to do at least one of these activities during the following week, especially if never tested, and then tell the rest of the class what they have felt when they were doing it. Those children who do the most can win the “Active Degree” - see Worksheet 10

Activity 4 (home activity) – Do you and your family move enough?

Objective: make parents or carers aware of the importance of movement .

Material: Worksheet 9, Worksheet 10

Give the score card of worksheet 9 to children and families and ask to fill it at home. The aim of this activity is to find out if they “move” for at least 30 minutes every day. At school children can make a special “Active” ranking (children could become ACTIVE champions and win the degree expressly conceived in “ACTIVE” style!!!) - see worksheet 10

Activity 5 – Movement across the ages

Objective: make parents or carers aware of the importance of movement .

Each child is invited to ask their parents, older family members or carers what they did for sports or leisure activity when they were young and report back to the class. The class can see how much (if at all) playing patterns have changed over the years. Perhaps these old-fashioned plays can be recreated at home all together?

Children are then requested to draw a picture or write a short report about these activities

Activity 6 – Take home messages

Material: Worksheet 11

Print worksheet 11 and distribute it to parents—or discuss its content in a dedicated meeting for teachers and families.

Worksheet 6

'Zeno's Birthday'– Storyline and Stills

Jaq and Lucy are watching television. Ben enters and asks if they'd go and have a kick about with him as it's sunny outside. They're not interested, they want to watch television. They don't like exercise, it's really boring! Ben asks if they'll come with him to have a word with Boo. At least that idea gets them off their feet with enthusiasm!

When they wake Boo, he's really glad they woke him up, because he's late! Ben tries to ask him a question (about exercise) before he goes, but Boo doesn't give him an opportunity. He's distracted "C'mon we're late and we have to go..." Boo says, Ben can ask his question on the way. They step on to the carousel and off they go.

They land on a cloud. They're in Magikos, a magical place where anything can happen! Boo explains that one of his friends, Zeno, is having a very special birthday party and they're all invited. Lucy and Jaq jump together onto a beautiful big cloud. It's so springy and comfortable they jump up and down on it, laughing all the time.



Ben picks up a big piece of cloud and moulds it into a ball and throws it to Lucy. They're playing ball games on the clouds! Boo cleverly makes a hoop out of a cloud and they throw the cloud balls through it.

Boo suddenly realizes the time and says they'd better stop playing in these clouds and get on their way! . Suddenly, a huge slide appears which will take them back to earth. Lucy absolutely loves slides, and this is by far the biggest that she has ever seen.



She slides down with an excited wheeeee and lands on a beautiful beach. The others quickly follow. They all take in the scenery; beautiful clear sea, the most unusual coloured rocks, stones and plants, and in the distance, on top of high rock Zeno's house. It's very quirky, with high gem stone encrusted turrets that make it glisten and sparkle in the sunlight.

When they arrive at the bottom of the rock, they see that the lift going up to the house isn't working. They'll have to take the stairs. They shouldn't worry, it's much more fun! Zeno says he'll race the kids upstairs! He runs before her and they all run after him. They arrive a bit breathless but exhilarated. They say that taking the stairs was far more fun than the elevator! They all wish Zeno a happy birthday and Boo gives him his present; Zeno invites them in for some rainbow cakes, Zeno's speciality!



The carousel, the kids and Boo returns to the attic. They all agree that it was a brilliant party!

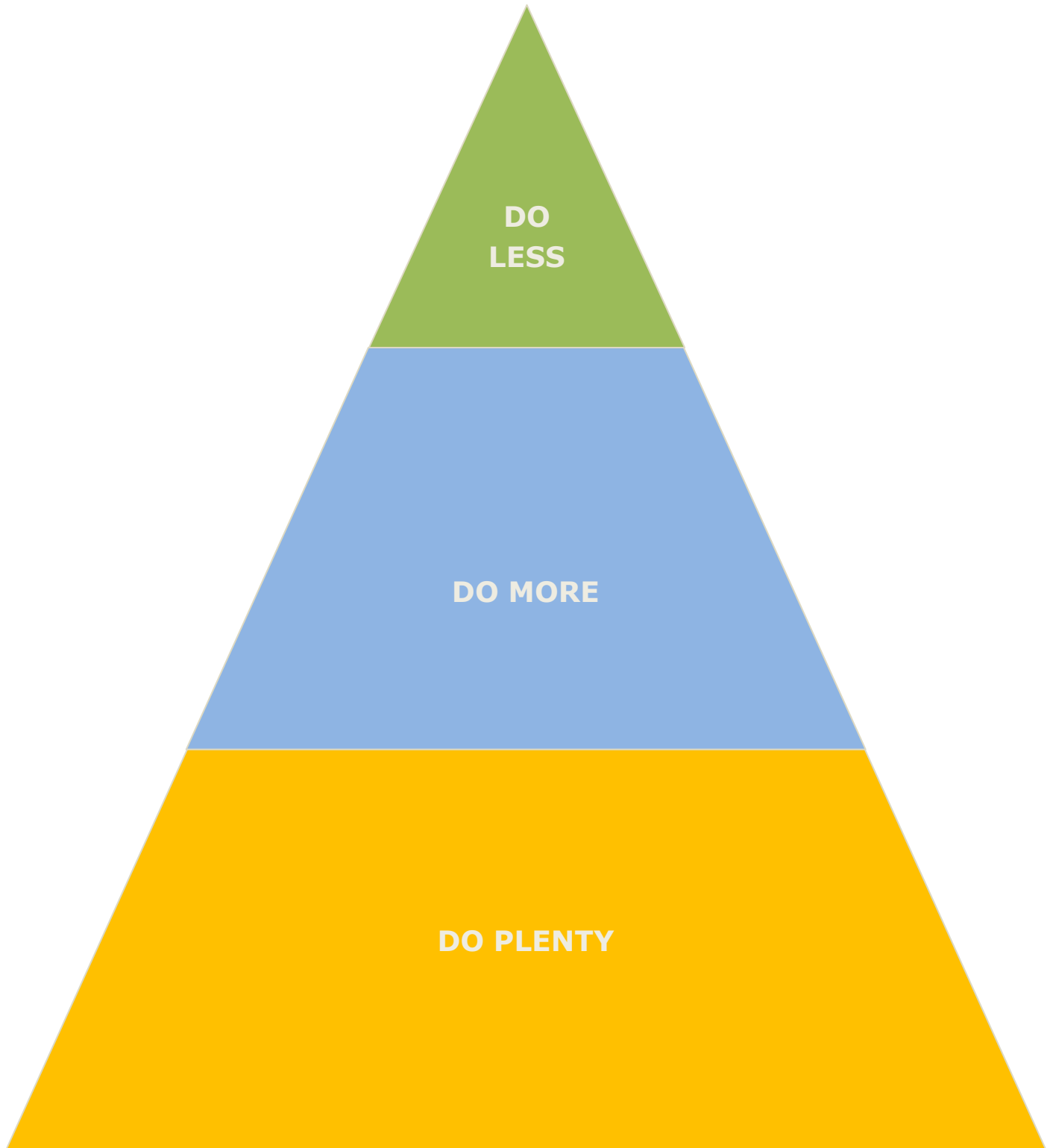


Boo asks Ben what was the question he wanted to ask him before they left. Ben explains that he wanted to go outside for some exercise but the girls said it that exercise was boring. Lucy says, exactly! Look how boring exercise is compared to the day they've just had. Boo laughs and says they haven't stopped exercising since they left the house. All that dancing and jumping up and down on the clouds, playing football, hoola hooping, walking, running and collecting things on the beach, it's all exercise, even taking the stairs. Exercise doesn't have to be boring, it's just a matter of moving and

doing the things you enjoy.

Worksheet 7

Lesson 2—Activity 2



Worksheet 8

Lesson 2—Activity 3

10 top tips for getting active

1) **Get on your feet**

Put one foot in front of the other and get walking. Your feet can take you on all kinds of adventures to see the world outside of the TV.

2) **Skate away**

Try putting on some in-line skates, with the right protection- helmets are essential- you can learn a new skill outside.

3) **Step by step**

Don't be tempted to take the easy option of the lift. Take the stairs and by doing this simple activity regularly you will be giving your body some of the movement it needs.

4) **Walk the Dogs**

Whether it is your dog or maybe you help out a neighbour, dog-walking is fun and a great activity for keep you active.

5) **Don't stop the music**

Find your favourite tunes and dance, dance,dance.

6) **Two wheels are better than four**

As long as you wear a helmet and pay attention to the rules of the road, cycling is an excellent way to get around while also keeping your body fit and active.

7) **Helpful activities**

Gardening, mowing the lawn, and cleaning the car are all good ways to move. Maybe you will earn some pocket money!



8) **Help the Baby Sitter**

Small children move really quickly and keeping an eye on them can be quite a challenging activity.

9) **Swim, Swim, Swim**

Not only is swimming really fun but it is an excellent activity for moving and staying fit.

10) **Find a ball and hit it, kick it, throw it around with your family or friends**

Most ballgames require high activity levels. Everyone can find some kind of ball game (tennis, basketball, football, handball..)to enjoy. You don't have to be a sports star, just have fun!



Worksheet 9

Lesson 2—Activity 4

Do you and your family move enough?

YOU:

WEEKDAY	PHYSICAL ACTIVITY	HOW LONG?	HOW MUCH FUN?
MONDAY			😊 😐 😞
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

One of your parents/carers:

WEEKDAY	PHYSICAL ACTIVITY	HOW LONG?	HOW MUCH FUN?
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

Rules to remember:

- You must get at least thirty minutes of moderate activity each day
- You must get at least 15 minutes of more intense activity three times a week

Worksheet 10

Lesson 2—Activity 3 and 4

MY FRIEND BOO CERTIFICATE OF ACTIVITY







CONGRATULATIONS!

This is to certify that

.....

has learned important lessons about keeping
active and fit and will continue to partake in
regular activities that strengthen our bodies and
minds.

Signature

Date









Worksheet 11

Lesson 2—Activity 5

TAKE-HOME MESSAGE



Children look up to parents and learn from them.

Many children, just as adults do, lead a quite sedentary lifestyle and don't move enough.

Children learn from parents, so parents should be the first to give a good example!!

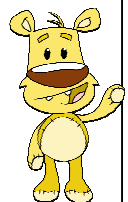
Special Activities for Active Parents:



Don't be like Homer Simpson! Take your child out (at least in the week end): you can go by bicycle or go to the Local Natural Science Museum to see dinosaurs...). Last thing: even if your child is not a sport champion try to involve him/her in some sports to do together.

Of course you too can do movement with your child, but also you can teach him/her how to cook a healthy but yummy cake, or dance, or...whatever! Everything that keeps children off the sofa or in front of TV/PC is good.

Even if it makes your life slightly more complicated (at the beginning), give your children a good example and teach them to appreciate the pleasure of walking in all the ways: walk the stairs, walk to school, and walk to the shops. When taking the car park a little away from your destination. Make movement a daily institution.



And remember, even if it's raining you can do something fun (like splashing in puddles!). It is easy to turn lazy days into a good habit for you and your family.

Remember that children are more likely to have an active lifestyle if they see their own parents doing the same (parents are the best models for their children). So let's go (on foot) and buy a new pair of trainers!

Lesson 3 - Snacks

'A little bit of everything'



Lesson 3 - Snacks

'A little bit of everything'

Read this part before starting your lesson in order to familiarize yourself with the issues of this 3rd lesson plan.

- For a balanced diet you need to have **five meals a day**: breakfast, a morning and afternoon snack, lunch and dinner.
- Having a **snack is a healthy habit**: do not skip it. Eating all day long, however, is very wrong.
- Consider the snack as a mini-meal and, therefore, it has to grant from 5 to 7% of the daily intake of energy (about 120, 150 kcal depending on daily physical activity). Remember: chose your **snack according to your hunger** and not to your feelings, especially if you are bored or angry!
- The snack is only to "recharge" your batteries. You do not have to feel "full" or, on the contrary, to starve until the next meal. Always put **a couple of hours between the snack and the meal**.
- **Vary your snack** as much as you can: a portion of fresh fruit, a fruit shake, a yogurt, a sweet or savoury snack or a couple of biscuits... sometimes also carrots or cherry-tomatoes. Remember that potatoes are not vegetables, so if we eat chips or potatoes we are not eating a portion of vegetables!!
- Do not forget that on pre-packed snacks there is a **nutritional label**. For example a sweet pre-packed snack can count between 120 and 200 calories. Read the label carefully in order to know what you are going to eat.
- **Enjoy your snack**. Do not eat it while you are either studying or watching tv or using a computer.
- **Be active**: walk, run, take stairs instead of the lift, play in open air in order to keep fit.
- **Variety is the most important thing**: eating the same thing even an healthy one, every day, is not always positive because it can become a boring habit and turn children away from this healthy food!

In case you have other questions: <http://www.animate-eu.com/active/> (section "eat")

Introduction

Start the lesson by asking pupils "how many of you have one or more snacks in the day?" From this question you will get a percentage of yes and no.

Discuss the kind of snacks that pupils usually eat with the class: "If you ate a snack yesterday, what did you eat?" Collect the answers on the blackboard, marking with a cross the number of times a particular food type has been eaten. It is important to collect the answers without making any judgment on what the children have eaten, it is important to "fuel" the children's involvement.

Viewing the animation

Watch the episode with your group or, if it is not possible, distribute Worksheet 1 & 12 (available at the end of the lesson). The worksheet outlines the storyline of the episode and provides images and stills from the episode. Children can either read the storylines themselves (depending on their age) or follow the story read out by the teacher.

Activity 1 – Brainstorming: Snacks

Objective: Involve all the children in order to create awareness about snacks

After viewing the cartoon or reading the story, teachers can ask the children for their feedback. Here are some questions to stimulate the discussion:

- Did you like the snack that Lucy and her friends made?
- Which character did you like most?
- What do you usually have as snack?
- How many snacks do you usually have in a day?
- Where do you usually have a snack? (At home, at school, in a café ...)?
- Do you eat your snacks in front of the TV?
- When you have a heavy afternoon snack do you have manage to eat dinner too?

It is important to involve all children in this activity. Aim of these questions should be to let the children to understand the importance of having two light snacks a day, varying often them.

Finally ask them: "in your opinion, after that big peace of chocolate cake would Jaq have eaten her dinner?"

Activity 2 – Drawing: what kind of snack?

Objective: promote light snacks everyday, and that every kind of snack can be ok in moderation. Teachers should stress how fun it can be to vary your snack choices, that way you can discover new tastes.

Material: Drawing material, big paper sheets

Divide children into 4 groups (groups can be fewer depending on the number of children and/or the snack types outlined on the board from the introductory session). Each group should make a poster (drawing, cutting photos from newspapers...) which shows images of the snack type of their group.

Groups could for example be:

- Actual sweet snacks (i.e. what the kids really eat e.g. biscuits, cakes, sweet cereals...)
- Ideal sweet snacks (i.e. what sweet foods they would really like to eat as snack)
- Actual savoury snacks (i.e. what the kids really eat e.g. bread, toast, ham, cheese...)
- Ideal savoury snacks (i.e. what savoury foods they would really like to eat as snack)

Please, suggest to the children that they draw single portion of food, not for example an entire cake. Children could also draw images of foods or cut them from newspaper and make a pyramid of frequencies: at the base fruits, then yogurt, light sandwiches, bread, ice cream, on the top sweet snacks, chips, cakes..., never sodas.

Suggestion: why don't you organize a "special snack-day" in your classroom? Children from each group can bring a food from their poster and children can have snack together. Parents can also stop by if they want to! Pay attention to portions....!

Activity 3 – Become a "snack-expert"!!

Objective: encourage kids to try different snacks

Material: Worksheet 13 and 14

The class commitment for this week is to eat a snack at school (or at home if not possible at school) which is selected from the list in the worksheet. Children should vary their snacks during the week. At the end of the week children will vote for the best 'healthy-but-yummy' snack and will become "snack-experts".

NOTE: Children shouldn't have their snack taken from a vending machine, at least not for that week. Teacher should stress on how fun and healthy it is to taste different foods, having a varied diet also for snack time.

Activity 4 – Snacks across the ages

Objective: make parents or carers aware of the importance of healthy snacks

Each child is invited to ask their parents, older family members or carers what they ate as snack when they were young and report back to the class. The class can see how much (if at all) eating patterns and products have changed over the years. Perhaps these snacks can be tasted at home at a “family snack” all together?

On another day parents or carers can allow (for one time only) their children to decide what the family eats as snack. Even if it is a little crazy...!!

Children are requested to draw a picture or write a short report about both activities

Activity 5 – Take home messages

Material: Worksheet 15

Print worksheet 15 and distribute it to parents—or discuss its content in a dedicated meeting for teachers and families.

Worksheet 12

'A Little Bit of Everything' – Storyline and Stills

The kids and Boo are on the beach. Boo is sitting in a deckchair underneath a huge parasol, sipping a fruit juice cocktail drink. There is a small picnic basket beside him. Ben and Jaq are playing football nearby. Lucy is sitting on a towel/ picnic mat showing Boo some shells and stones she's collected.



Ben runs towards Boo, and makes a beeline for the picnic basket. Boo languishes on his chair and takes a loud slurp from his drink, as Ben and Jaq open the basket. Ben takes out a packet of crisps, as Jaq takes out a massive chocolate cake.

Jaq is about to start tucking into the chocolate cake whole – her mouth wide open...when a shocked Lucy says 'You won't be able to fit in any supper if you eat all that'. Wanna bet? I'm starving! Lucy tells Ben and Jaq that they should eat fruit, like her. It's not fair, the two of them are always telling her what to do and to eat healthy things and Jaq is eating cake and Ben is eating crisps! Ben tells Lucy that it is ok to have treats sometimes.



Jaq says to Boo that she thought a little bit of everything was good for you. Boo confirms that it is. It's good to have snacks in between meals to keep your energy up. Of course,, not a gigantic piece of cake! As long you eat at least five portions of fruit and vegetables a day, the odd treat won't do you any harm. Remember: potatoes are not a vegetable! The important thing is to vary your diet. It's a bit like my shells, says Lucy, they're brilliant because they aren't the same. Exactly!



Worksheet 13

Lesson 3—Activity 3



Worksheet 14

Lesson 3—Activity 3





CONGRATULATIONS!

This is to certify that

.....

has learned important lessons about snacking and
will continue to snack on healthy and varied
snacks with the occasional treat!

Signature _____ Date _____





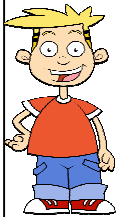
Worksheet 15

Lesson 3—Activity 5

TAKE-HOME MESSAGE

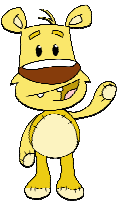


Snacks, as with breakfast, should be a moment for “edutainment”, to have a pleasant but instructive activity for children and families. Having the opportunity to eat an afternoon snack with parents shows a good habit and could be also fun, so why don’t do it all together, at least at weekends?



You and your children could, for example make a cake and then eat it all together!

Kicking a football about or some dance steps, and then a good snack with your family...is there anything better?



Remember: sodas and sweet drinks are very harmful for your children: teach them to drink just water. Lead by example, starting with yourself.

