

HEALTHY ME

LEARNING OUTCOMES

Having completed this badge members will:

- demonstrate basic hygiene;
- demonstrate knowledge of healthy foods;
- demonstrate knowledge of healthy foods;
- identify the social dangers to a healthy body.

BADGE REQUIREMENTS

1. Know basic hygiene.
2. Explore the five food groups and recommended quantities to maintain good health.
3. Know the importance of fitness and participate in an exercise program.
4. Identify some dangers that prevent having a healthy body.

Note to leaders

Children with allergies

Food allergies can be a major concern to members. Allergy information given by parents on the *Individual Record Form* (Caring for Kids 1) must be noted by Leaders.

Foods of concern may include nuts, eggs and dairy. When planning activities that include treats or cooking, members with specific allergies must be given an alternative food which they can tolerate.

Food preferences

In multi-cultural Australia some members may have varied dietary needs, e.g. vegetarian, halal, gluten free, non-dairy. When considering daily dietary requirements for these members, substitute with appropriate foods.

Exercise program

Leaders may want to start the exercise program component from **Badge Requirement 3** in the first week of badge work to take advantage of the full time frame. The suggested amount of exercise should take no more than 11 minutes of parade time each week (see **Leader's Resource 5**).

ADVENTURERS SUNBEAMS

healthy me



CATEGORY

Life to the Max

TIME FRAME

Five weeks

AIM

To understand the need for basic hygiene, nutrition and fitness.





Teaching ideas



1. Know basic hygiene.

Clean hands

Discuss with members the times and places when we need to clean hands. Answers should include:

- after going to the toilet;
- after patting animals;
- after playing;
- before preparing food;
- before eating.

Ask members why it is important to have clean hands. Hands transfer dirt and germs from one thing to another very easily.

Handout 1 may be used to reinforce this teaching.

Foot care

Ask members why it is important to care for our feet, and how to do that.

Discuss the following statements:

- sweaty feet become smelly feet;
- dry between your toes;
- wash your feet every day;
- wear shoes that fit;
- wear clean socks;
- wash sneakers regularly.

Games

1. The Leader calls out the statements randomly and members do the following actions (in a style similar to 'Captain's coming').

STATEMENT	ACTION
Sweaty feet become smelly feet	Hold nose, say 'phew!'
Dry between your toes	Sit on floor, pretend to dry toes
Wash your feet every day	Pretend to soap hands, wash feet
Wear shoes that fit	Pretend to put on shoes, 'try them out'
Wear clean socks	Pretend to put on socks
Wash sneakers regularly	Take off shoes, sniff and 'faint'

2. Copy, enlarge and cut out the 'footprint' statements on **Leader's Resource 1**. Place several copies of each statement randomly on the floor. Call out a statement and members run to find the appropriate footprint/s. Repeat, using different statements. Optional – remove some footprints to reduce the choices. (This type of game could also be used for clean hands.)

Assess knowledge of the foot care statements by asking members to repeat them without looking.

Teaching ideas



TEACHING
IDEAS

Body and hair care

Members may not agree, but it is a good idea to bathe or shower every day. Children's hair needs washing once or twice weekly. Brushes and combs should also be washed regularly.

Ask members to discuss what products they use to keep their body and hair clean and sweet smelling. Products may include:

- soap
- shower gel
- shampoo
- conditioner
- moisturiser
- talc
- deodorant
- pumice stone

Pharmacies may be able to supply sample sachets of personal cleansers to give to members. Be aware of any members who have skin allergies.

Having clean hair does not exclude anyone from contracting head lice. Regular checks should be done at home for immovable white specks attached to strands of hair, especially behind ears, in the nape and crown areas of the head. Members should be aware that any constant itching in the hair should be checked. Don't assume it is head lice as sweating and skin allergies may cause the same feeling.

Regular brushing and combing of hair avoids knotting and tangling, and keeps hair healthy.

Game

Using a supply of different personal cleansing products play Kim's Game. The number of products remembered can be graded by members' age, e.g. **7-8s** 10 products, **9-10s** 15 products.

Nail care

Nail facts

- constantly grow
- build-up of dirt under nails can cause germs
- need to be trimmed
- should not be nibbled

Members brainstorm ideas of how to care for nails and the things we need to do. Write the members' ideas on a whiteboard or flipchart.

Use the top section of **Handout 2** to reinforce these ideas. Answers for the jumbled word puzzle are: Dirty, germs, long, scratch, brush, scrub, clippers, nibble, habit, stop.

Oral hygiene

Explain the concept of 'oral hygiene', i.e. cleanliness of teeth, gums and tongue. Discuss the following points with members.



Teaching ideas

Care of teeth

- brush teeth with a 'soft' toothbrush
- brush teeth at least twice a day – after breakfast and before bed
- avoid sugary lollies and drinks
- use a straw rather than a pop-top bottle (straws take sweet drink away from teeth; sweet drink can cause damage to tooth enamel)
- drink plenty of water
- visit the dentist every six months for a check-up
- eat foods that 'clean' teeth, e.g. apple, carrot sticks, celery sticks
- floss between the teeth
- eat at meal times, including morning and afternoon tea – don't graze all day long.

Care of gums

- need to be massaged
- a soft toothbrush cleans gums as well as teeth
- brushing too hard can cause gums to recede from the teeth allowing food and bacteria to lodge in the cavity formed

Care of the tongue

- gently brush to remove unwanted residue
- can be a cause of bad breath
- a gargle of salty water cleanses away any impurities
- drink plenty of water

Complete the 'Oral hygiene' section of **Handout 2** while members sample some healthy treats such as a drink of water, apple quarters, carrot sticks and celery sticks.

Nasal care

Discuss with members the reason why it is important to breathe through the nose.

1. Explain the purpose of the fine hairs in the nose. (*The fine hairs filter the air going into the nose, catching any dirt and dust. When this builds up the natural instinct is to sneeze and the dirt and dust is removed.*) Ask members what would happen if this dirt and dust entered the lungs. (*It would soon cause sickness.*)

To keep the nose clean it is important to use a tissue or handkerchief. A tissue is very useful as we use it once and throw it away (with all the germs). Handkerchiefs are softer on the nose but can carry germs. Handkerchiefs need to be washed thoroughly.

When blowing the nose be very careful to only blow out one nostril at a time. To blow both nostrils together can cause damage to the ears.

2. The nose warms cold air as it passes through the nostrils which stops cold air reaching the throat. If cold air hits the throat and tonsils it may cause a sore throat.

If possible present each member with a pocket-pack of tissues.

Teaching ideas



TEACHING
IDEAS

Ear care

Wax is a natural substance to clean ears. Wax can build up and block the ear canal. Never poke any hard object inside the ear to remove wax. Excess wax can be removed by using drops to soften the wax twice a week. This allows the wax to exit the ear on its own. Alternatively a doctor can irrigate the ear canal using water and a syringe.

Always wash well behind the ears. If skin behind the ears becomes dry apply moisturising cream or oil.

Members may use **Handout 3** to record their personal health care activities over a period of two weeks.



2. Explore the five food groups and recommended quantities to maintain good health.

Survey the types of foods members usually eat. Use **Handout 4** for members to complete a personal survey of a typical day's food intake.

Name: 'Sample survey'		
Personal Food Intake Survey		
	Food Eaten	Food Groups
Breakfast	Orange juice Weetbix Toast Boiled egg Milk	Cereals
		4-5 serves
Snack	Wholemeal muffin Popper juice	Vegetables, legumes
		2 serves
Lunch	Ham and tomato sandwich Apple Water	Fruit
		3 serves
Snack	Cheese dip with cracker Cordial	Milk, yoghurt, cheese
		3 serve
Dinner	Stir fry beef Rice Mixed vegetables Ice cream Water	Lean meat, fish, poultry, nuts and legumes
		3 serves
Supper	Milo	Extra foods – cakes, biscuits, lollies, ice cream, soft drink
		2 serves

After completing the survey ask members to underline the foods belonging to specific food groups (see **Leader's Resource 2**). For example, the Leader says 'Cereals' and members should underline all of the 'cereal' foods that they may have listed on the survey: bread (toast, sandwich, roll), breakfast cereals (cornflakes, weetbix, etc.), wraps, rice, noodles and/or pasta. After underlining the first group tally how many foods are underlined and write the number in the food group box. Repeat with the other food groups.



Teaching ideas

TIP: Use a different colour to underline each food group. Some items listed may have multiple groups, e.g. a ham and tomato sandwich is made from meat, vegetable and bread with a little butter.

Display the food group charts on **Leader's Resource 2** and **Leader's Resource 3**. Discuss with members how close their daily food intake survey numbers were to the recommended servings, where they need to increase or cut down, and how variations day to day may affect their daily intake.

Display samples of what a good daily intake of the food groups should be (based on 8-11 years). Allow members to sort the foods into the specific food groups.

Ask members why the items in the 'extra food' group should only be used occasionally.

Handout 5 and **Handout 6** may be given to members to take home as a reminder of the five main food groups and the quantities required for maintaining a healthy body. The handouts could be laminated and a magnet placed on the back so they can be displayed on the home refrigerator.

Background information to dietary guidelines for children can be found on **Leader's Resource 4**. (Resourced from *Dietary Guidelines for Children and Adolescents*.)



3. Know the importance of fitness and participate in an exercise program.

A healthy body is maintained by eating according to energy needs and regular physical activity. Ask members why we should be concerned with physical fitness. With so much mechanisation, automation and work saving devices people now don't get the physical activity that bodies need.

Ask members how many hours they sit playing computer games, Wii, DS or similar games. Ask members if playing these types of games helps them build strong muscles and bones.

Provide a range of simple activities that demonstrate use of muscles. Allow members to try these out. Activities could include arm wrestling, skipping with a rope, running on the spot, bean bag relay – run to a pile of bean bags and bring back to team.

Physical activity will:

- increase strength of important muscle groups;
- increase the ability of muscles to function for long periods of time;
- increase the speed response of important muscles of the body;
- keep muscles and joints supple and flexible;
- improve efficiency and capacity of heart, lungs and other body organs;
- increase the capacity for physical exertion.

Use the suggested exercise program on **Leader's Resource 5**. Alternately, create one specifically for your group. It is suggested to begin the program in the first week of badge work. This program is designed so that the first few exercises are the warm-up for the more strenuous final exercises.

Teaching ideas

Every member should start off at the lowest level (Chart 1 Level D-). Individual progress charts are on **Handout 7**. When the five exercises are completed within the 11 minute time frame, members can progress to the next level. Each age group has a target level, indicated in the following table.

Age	Chart	Level
7	1	A
8	2	D-
9	2	C-
10	2	B-
11	2	A-

This is a self-measuring fitness program so each member progresses through the levels according to their age and body build. The target level can take up to 10 months to achieve so encourage members to keep up the exercise program at home: Leaders may continue with it as a regular part of the SAGALA program or offer as a total Corps challenge. A fuller version of this program can be found on www.oakengates.com.



4. Identify some dangers that prevent having a healthy body.

Social dangers relevant to members includes medicines, poisons, affects of tobacco and alcohol, legal and illegal drugs. All these are encompassed by 'drug education'.

Drug education has to involve a partnership with parents/carers. Invite parents to attend or inform parents of what you will be discussing with members.

Specific drug education is taught within most school systems. Please check with the Department of Education in your State for any handouts and/or information that may be presented to members.

Discuss with members what they have learned in their school Drug Education Program. If members have had no drug education before use the following guidelines for discussion.

Kindergarten, Year 1, Year 2 (age 5-8)

- Safe use of medicines
- Why medicines and poisons need to be stored out of the reach of children
- How to contact emergency services

Year 3, Year 4 (age 8-10)

- How tobacco and alcohol can affect the body
- How drugs can be helpful and harmful
- Responsible use of medicines found in the home
- Ways to avoid passive smoking
- How drugs are labelled

Years 5 and 6 (age 10-12)

- Revision of Years 1-4
- Legal and illegal drugs, what makes a legal drug illegal
- Possible effects of drug use on community
- The influence of media on drug use and attitudes towards drugs



TEACHING
IDEAS



Teaching ideas

Background information

What is a drug?

- A drug is a substance that can change how the body and mind works. All drugs, whether legal or illegal, can cause harm.
- Legal drugs include alcohol, tobacco, caffeine and medications. If a legal drug (alcohol or tobacco) is sold to a person younger than 18 years, it becomes illegal.
- Illegal drugs include cannabis, ecstasy and amphetamines.
- Some substances, if inhaled, can cause intoxication and can be very harmful.

Drug education cannot prevent drug use but it has an important role in challenging attitudes. Ask members to create a poster/s to highlight the message that 'drugs' are harmful to health.

Statistics – Australian Drug Foundation (www.adf.org.au)

First interaction with drugs: preschoolers were able to name their 'favourite medicine'; some knew what doses were given.

Parental influence: because parents drink children are more likely to drink; smoking is associated with family and friends getting together; free use of analgesics: children are allowed to take tablets without permission in the home, some children have them at school – 'just in case'.

Mass media: children are significantly influenced by the levels of exposure they have to the idea of drugs.

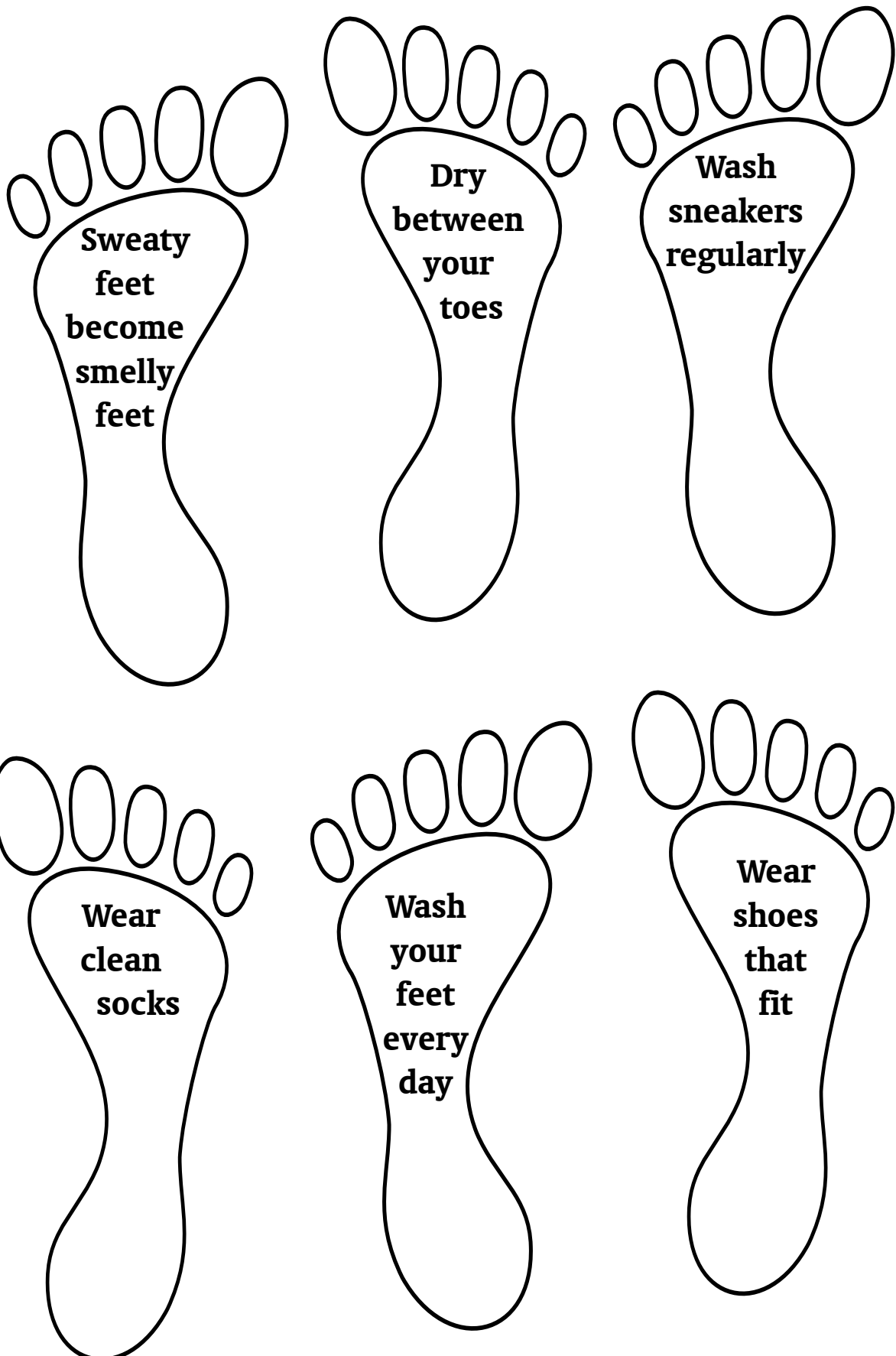
In the environment: children see signs of use – needles left in the streets, inhalants, people dealing.

Scenario: Johnny age 8 – may think that smoking and alcohol are gross; age 12-14 – will develop 'positive expectancies' and will cross over from having had a negative view to having an anticipation of enjoyment.

Leader's Resource 1

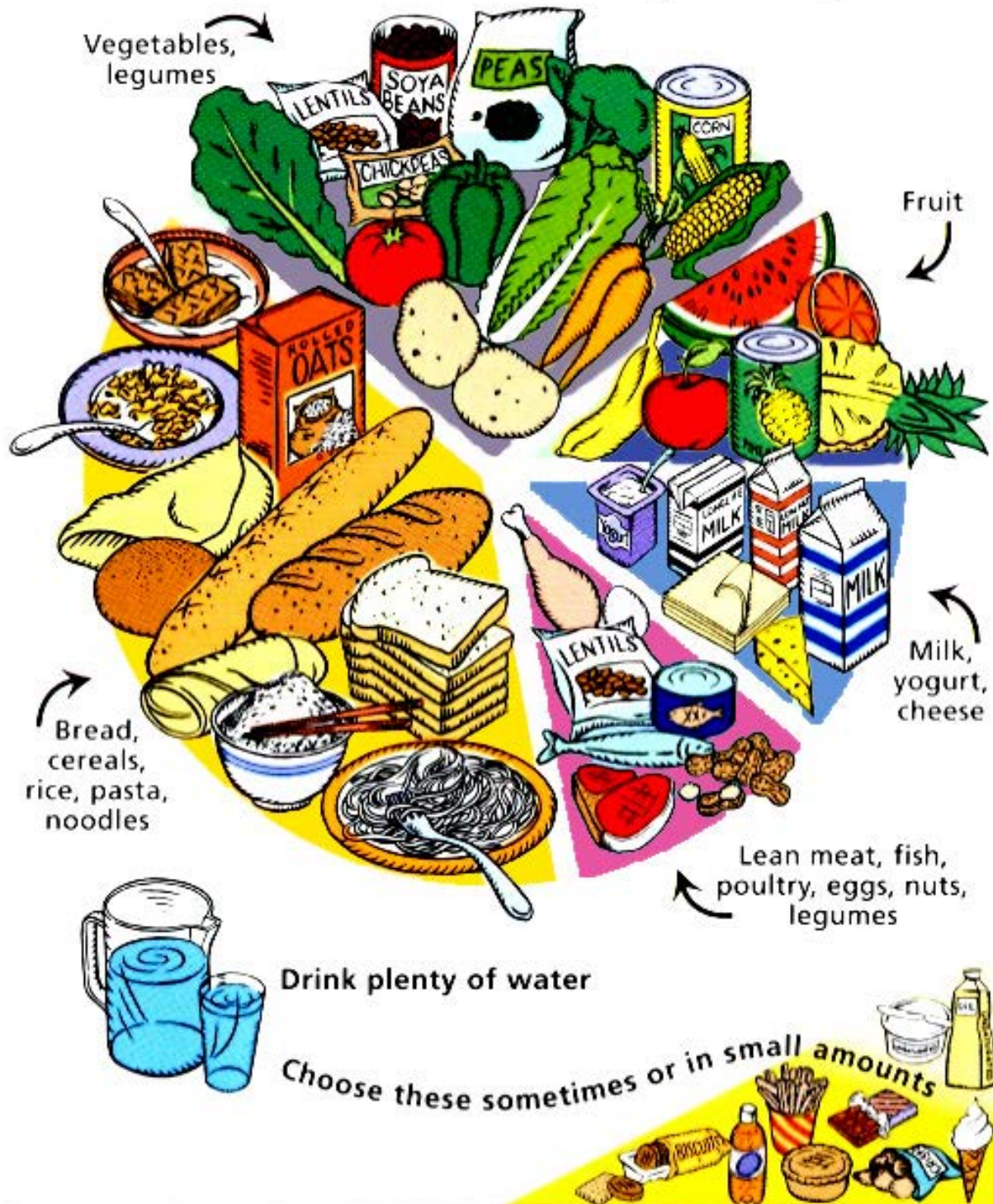
Footprint statements

Enlarge and cut out 'footprints' to play a 'Foot care' game



Leader's Resource 2

Enjoy a variety of foods every day



Leader's Resource 3

Five main food groups for nutritious eating plus extra foods.

The number of serves for an average day depends on your body size and activity level but aim for the following:

	Cereals (including breads, rice, pasta, noodles)	Vegetables, legumes	Fruit	Milk, yoghurt, cheese	Lean meat, fish poultry, nuts and legumes	Extra Foods (e.g. cakes, pies, soft drinks, lollies etc.)
Children						
4-7 years	5-7	2	1	2	½	1-2
8-11 years	6-9	3	1	2	1	1-2
12-18 years	5-11	4	3	3	1	1-3
Women						
19-60 years	4-9	5	2	2	1	0-2½
60+ years	4-7	5	2	2	1	0-2
Pregnant	4-6	5-6	4	2	1½	0-2½
Men						
19-60 years	6-12	5	2	2	1	0-3
60+ years	4-9	5	2	2	1	0-2½



Leader's Resource 4

Dietary Guidelines for Children in Australia

Children and adolescents need sufficient nutritious foods to grow and develop normally.

To enjoy a wide variety of nutritious foods children should be encouraged to:

- eat plenty of vegetables, legumes and fruits;
- eat plenty of cereals (including breads, rice, pasta and noodles), preferably wholegrain;
- include lean meat, fish, poultry and/or alternatives;
- include milks, yoghurts, cheese and/or alternatives. Reduced-fat varieties should be encouraged for older children and adolescents;
- choose water as a drink.
- Care should be taken to:
 - limit saturated fat and moderate total fat intake;
 - choose foods low in salt;
 - consume only moderate amounts of sugars and foods containing added sugars.

Prevent excess weight gain

There has been a dramatic increase in the number of overweight children and adults in Australia over the last 20 years. Surveys suggest that Australians are becoming less active but eating more. Preventing excess weight gain is one of the greatest health challenges we face in the 21st century. Reducing weight will also reduce the risk of many health problems such as heart disease, stroke, diabetes, lower back pain, arthritis and some forms of cancer. For children and adolescents we need to ensure adequate food intake for normal growth, without overdoing it.

A wide variety of nutritious foods

Foods come in all shapes and sizes and may be plant or animal in origin. Each food has a unique group of nutrients and often something special to offer.

- Wholegrain cereals are rich in B vitamins and fibre.
- Fruit and vegetables contain vitamin C and folate.
- Dairy foods are the best source of calcium.
- Red meats are rich in iron and zinc.
- Fish is an excellent source of omega 3 fats.
- Nuts and vegetable oils are rich in essential fatty acids and vitamin E.

Vegetables and legumes

Plant foods such as vegetables, legumes (include lentils, beans and peas) and fruit together with nuts and seeds are protective foods. They not only provide us with many essential nutrients for the body, they also protect us against the ageing process.

Eat plenty of cereals

The cereal grains include wheat, maize (corn), rice, barley, sorghum, oats, rye and millet. In Australia cereal grains are used to make popular foods like breakfast cereals, bread, pasta, noodles and rice. Other cereal foods include flour, semolina, polenta, couscous and burgul.

These simple grains are eaten in large amounts and provide half the energy and half the protein eaten by people around the world. They form the basis of our daily meals.

Leader's Resource 4 (contd)



Lean meats, fish, poultry and/or alternatives

Beef, lamb, pork, fish, poultry, eggs, shellfish, nuts and legumes are a varied group of foods with one thing in common – they are excellent sources of protein. This group also provides the best source of iron.

Lean meats, trimmed of fat, are best. Meat fat is high in saturated fats – the type that raises cholesterol.

Sausages and luncheon meats tend to be high in fat.

For people who choose not to eat meat, protein is available from legumes, cereals, nuts and seeds. However iron and zinc are low and need to be supplemented by an increase of wholegrain cereals and vitamin B12.

Milk, yoghurt, cheese and/or alternatives

Milk is one of the most complete of all foods. Dairy foods are a good source of protein, vitamin A and some B vitamins, and especially calcium.

Calcium is vital throughout life for the health of bones. Together with physical activity, calcium is required to develop and maintain strong bones in children and adolescents. Calcium does not work alone, but needs vitamin D to help absorb the calcium into the body. Vitamin D is made in the body by the action of sunlight on the skin or can be found in foods such as margarines, fatty fish, such as tuna or salmon, and eggs.

Fortified soy milk, sardines and some nuts are fair sources of calcium for people who choose not to eat dairy foods.

Drink plenty of water

Water is essential for life. We can do without some nutrients for weeks, even months, but a few days without water is life threatening. Water makes up two-thirds of our body weight. We need it to absorb nutrients from food, transport them around the body and flush away our waste products. Through perspiration the body uses water to lower body temperature when the weather is warm. To prevent dehydration the average person needs to drink one and a half litres of fluid a day. In hotter climates people need to drink a lot more.

Choosing drinks

- Water – best, cheapest, safest, no kilojoules or caffeine, tap water gives fluoride.
- Milk – low or reduced fat milks are best, soy milk alternative requires to be fortified with calcium and vitamin B12.
- Fruit juice – good source of fluid and some vitamins, has kilojoules so use in moderation, does not take the place of fruit.
- Tea/coffee – do contain some antioxidants but also caffeine, added sugar gives kilojoules, use in moderation.
- Soft drinks – high in kilojoules, not recommended for regular consumption, 'diet' soft drinks are an alternative but excessive 'sweetener' is undesirable.
- Energy drinks – soft drink plus caffeine, equal to a strong coffee, not recommended for regular consumption, or for children and adolescents.



Leader's Resource 4 (contd)

- Alcohol – increases loss of water from the body, not recommended as a source of fluid.

Limit saturated fats and moderate total fat intake

- Healthier fats – are mainly found in monounsaturated or polyunsaturated vegetable oils, margarines and salad dressings, and in nuts, avocados and seeds; major source of vitamins D and E.
- Not-so-healthy fats – saturated fats are found in butter, cream, cheese and other full-fat dairy products. Fatty meats, sausages, biscuits, cakes, pastries, snack foods and fried take-away foods are also rich in saturated fats.

Choose foods low in salt

- Salt – used traditionally to flavour food.
- Sources of salt – bread, breakfast cereals, margarines, soups and cheese.
- Foods laden in salt – processed meats, snack foods, take-away foods, put on food at the table in the home.
- Alternatives to salt – wide range of herbs and spices.

Consume moderate amounts of sugar and foods containing added sugars

- Small amount of sugar is not a problem, excessive intake is.
- Limit sugary soft drinks, cordials and juice drinks.
- Consider 'diet' versions for soft drinks (water is better).
- Limit lollies, sweet biscuits, cakes and pastries.
- Taste foods before adding sugar.

Leader's Resource 5

Suggested exercise program for **Badge Requirement 3. Chart 1.** Use **Handout 7** for each member to record their progress.

Exercise 1



Feet astride, arms upwards. Forward bend to floor touching then stretch upward and backward bend. Do not strain to keep knees straight.

Exercise 2



Back lying, feet 15 cm apart, arms at sides. Sit up just enough to see your heels. Keep legs straight, head and shoulders must clear the floor.

Exercise 3



Front lying, palms placed under the thighs. Raise head and one leg, repeat using legs alternately. Keep legs straight at the knees, thighs must clear the palms. Count one every time second leg touches the floor.

Exercise 4



Front lying, hands under the shoulders, palms flat on the floor. Straighten arms, lifting upper body, keeping the knees on the floor. Bend arms to lower body. Keep body straight from the knees, arms must be fully extended, chest must touch floor to complete one movement.

Exercise 5



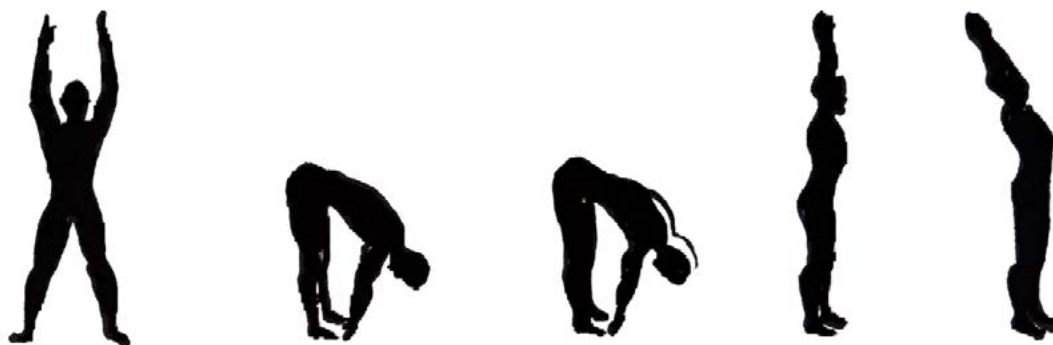
Stationary run (count one step each time left foot touches floor). Lift feet approximately 10 cm off floor. Every 75 steps do 10 scissor jumps. Repeat sequence until required number of steps completed.

Scissor jump: Right leg and left arm extend forward (shoulder high) while left leg and right arm extend backward. Jump up – changing position of arms and legs before landing. Repeat.

Leader's Resource 5 (cont'd)

Chart 2

Exercise 1 – After touching floor, bounce hands on floor once, then continue as before.



Exercise 2 – Sit up to vertical position, keep feet on floor (even if you need to lock feet under a chair). Allow knees to bend slightly.



Exercise 3 – Raise head, shoulders and both legs. Keep legs straight, both thighs must clear the palms.



Exercise 4 – Straighten arms to lift body with only palms and toes on floor. Back straight.



Exercise 5 – Replace 'scissor jump' with 'star jump'. Spread legs and arms in star shape, jump to standing position. Repeat.



Handout 1

Adventurers/Sunbeams

Fill in the spaces to discover five things we need to remember about clean hands.

Dirty hands *before* *Wash*

1. — — — — — hands carry germs.

2. — — — — — your hands after
— — — — — animals.

soap

3. Use — — — — — and — — — — —
to get your — — — — — properly
clean.

water

4. Always wash your hands — — — — —
going to the — — — — — .

5. Wash your hands — — — — —
touching — — — — — .

patting

toilet *food* *after*

Members draw an outline of their hand over the rules for clean hands. Check whether their hands are really clean.

A fun thing to know and do – Singing ‘Happy Birthday to you’ whilst washing hands with soap and water is the method nurses use to get their hands perfectly clean. Try it out!

Handout 2

Adventurers/sunbeams

Nail care

Unjumble these words to put in the spaces.



thrascc gnol

blenbi

tryDi

curbs

opts

thiba

shrub

smger

ppilcers



___ ___ ___ ___ nails are a great place for ___ ___ ___ ___ to live and breed.

When nails are too ___ ___ ___ we can ___ ___ ___ ___ others as we play or work.



Use a nail ___ ___ ___ ___ to ___ ___ ___ ___ nails clean.



Cut them neatly with nail scissors or ___ ___ ___ ___ .

Don't ___ ___ ___ ___ nails. They look bad and biting nails is a bad



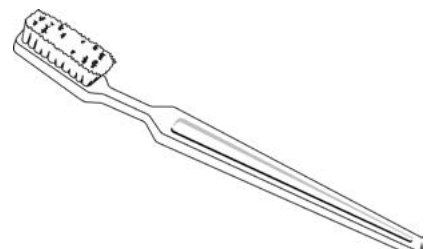
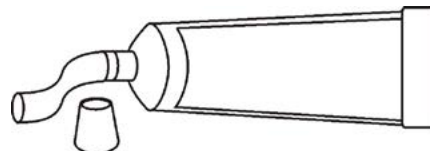
___ ___ ___ ___ and hard to ___ ___ ___ .

Members circle the items used to care for nails.



oral hygiene

Around the pictures write the things that should be done to care for the teeth and mouth.



Handout 3

Adventurers/sunbeams

My personal health care chart

Name: _____ Date started: _____

	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1. Hands – Washed my hands before eating, touching food and after going to the toilet.														
2. Feet – Washed feet well and dried thoroughly between toes.														
3. Nails – Kept them clean and trimmed.														
4. Teeth and gums – Cleaned teeth properly morning and night.														
5. Hair – Brushed and/or combed hair, washed once a week.														
6. Nose – Tried to breathe through my nose.														
7. Exercise – Completed my five exercises in 11 minutes.														



Return to Leader on _____

Handout 4

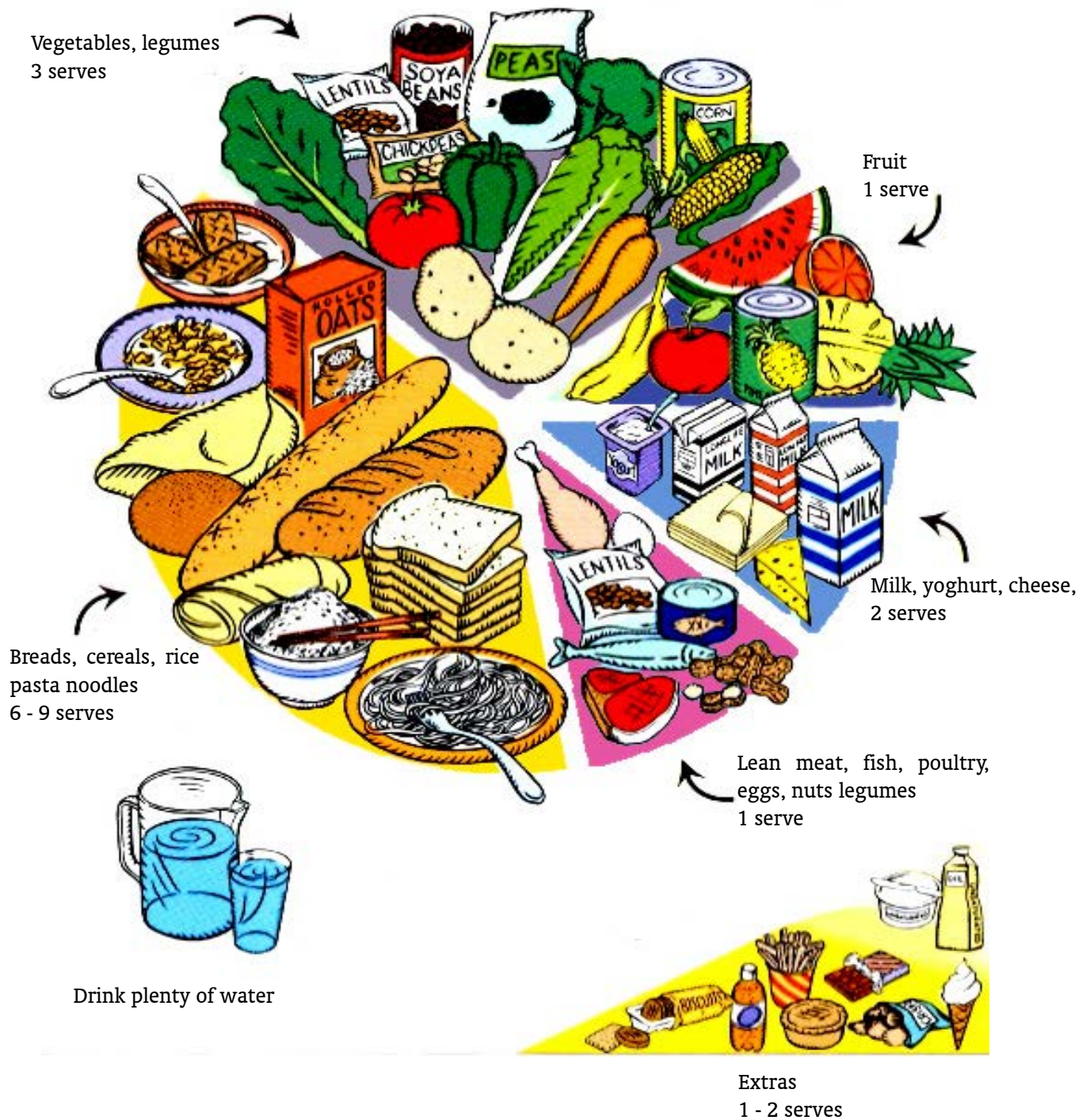
Adventurers/Sunbeams

1. Members fill in the **'Food eaten'** column.
2. Members underline the foods belonging to each separate food group using different coloured pencils.
3. Count up the number of servings for each food group and write the amount in the appropriate box.
4. Compare the number of serves eaten against the suggested serves on **Leader's Resource 3**.

Name:		
Personal Food Intake Survey		
	Food Eaten	Food Groups
Breakfast		Cereals
	 serves
Snack		Vegetables, legumes
	 serves
Lunch		Fruit
	 serves
Snack		Milk, yoghurt, cheese
	 serves
Dinner		Lean meat, fish, poultry, nuts and legumes
	 serves
Snack		Extra foods - cakes, biscuits, lollies, ice cream, soft drink
	 serves

Handout 5

Adventurers/sunbeams



Handout 6

Adventurers/Sunbeams

What is a serve of food?

The following is a guideline for the five food groups and 'extras'.

Cereals, breads etc

2 slices of bread	1 medium bread roll	1 cup cooked rice, pasta, noodles
1 cup porridge	1 cup breakfast cereal flakes	or ½ cup muesli

Vegetables and legumes choose a variety)

Starchy vegetables

1 medium potato or yam	½ medium sweet potato	1 medium parsnip
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Dark green leafy vegetables

½ cup cabbage, spinach, silverbeet, broccoli, cauliflower or brussels sprouts

Legumes and other vegetables

1 cup lettuce or salad vegetables	½ cup broad beans, lentils, peas, green beans, zucchini, mushrooms, tomatoes, capsicum, cucumber, sweetcorn, turnips, swede, sprouts, celery, eggplant etc.
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Fruit

1 piece medium sized fruit e.g. apple, orange, mango, mandarin, pear, peach etc.

2 pieces of smaller fruit e.g. apricots, kiwi fruit, plums, figs, banana	About 8 strawberries
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1 cup diced pieces or canned fruit	½ cup fruit juice	¼ medium melon (rockmelon, honeydew)
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Dried fruit e.g. 4 dried apricots	1½ tablespoons sultanas	About 20 grapes or cherries
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Milks, yoghurt, cheese & alternatives

200 ml glass or one cup of milk (can be fresh, longlife or reconstituted milk)

½ cup evaporated milk	40 g (2 slices) of cheese	250 ml (1 cup custard)
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200 g (1 small carton) of yoghurt, plain or fruit, or, as an alternative try:

a cup of calcium-fortified soy milk	1 cup almonds	½ cup pink salmon with bones
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Meat, fish, poultry & alternatives

65-100gm cooked meat or chicken (e.g. ½ cup mince, 2 small chops or 2 slices roast meat)

90-120g cooked fish fillet, or, as an alternative try.

2 small eggs	½ cup cooked (dried) beans, lentils, chick peas, split peas or canned beans	⅓ cup peanuts or almonds
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Handout 7

Adventurers/sunbeams

's Exercise Program

All members are to start at Chart 1 Level D-. If this is very easy, progress one level each time exercises are performed until the time limit exceeds 11 minutes. Continue at this level until the exercises are easily completed in 11 minutes, then progress to the next level, and so on. Highlight each level as it is being worked on to show progression of levels.

Chart 1

Level	Chart 1 Exercises					Alternative to Ex. 5	
						750m run	1½ km walk
	1	2	3	4	5	In minutes	
A+	20	18	22	13	400	5.5	17
A	18	17	20	12	375	5.5	17
A-	16	15	18	11	335	5.5	17
B+	14	13	16	9	320	6	18
B	12	12	14	8	305	6	18
B-	10	11	12	7	280	6	18
C+	8	9	10	6	260	6.5	19
C	7	8	9	5	235	6.5	19
C-	6	7	8	4	205	6.5	19
D+	4	5	6	3	175	7	20
D	3	4	5	3	145	7.5	21
D-	2	3	4	2	100	8	21
Minutes Per exercise	2	1	1	1	6	= 11 minutes	

Chart 2

Level	Chart 1 Exercises					Alternative to Ex. 5	
						750m run	1½ km walk
	1	2	3	4	5	In minutes	
A+	30	23	33	20	500	9	30
A	29	21	31	19	485	9	31
A-	28	20	29	18	470	9	32
B+	26	18	27	17	455	9.5	33
B	24	17	25	16	455	9.5	33
B-	22	16	23	15	440	9.5	33
C+	20	15	21	14	425	10	34
C	19	14	19	12	410	10	34
C-	18	13	17	12	395	10	34
D+	16	12	15	11	380	10.5	35
D	15	11	14	10	360	10.5	35
D-	14	10	13	9	335	10.5	35



Devotional ideas



1. **Title:** Crystal clear
Bible: 1 John 1:9
Thought: Sin stains our lives
Supplies: Bible, a clear glass filled with water, ink or black dye, bleach

Be sure to rehearse this experiment before Parade to ensure success. Add the dye or ink to the glass of water.

Display the water to members and note that it's dirty.

The dirty water represents our life that is dirtied by sin. Sin is when we disobey God's rules. We know when we've broken God's rules because we feel ashamed or bad about ourselves. We could feel like this water – dark and dirty; not pure or clean.

We want to be pure and clean but we've disobeyed God and feel bad. This makes God sad.

When we tell God how we've broken His rules and say sorry to Him He will always forgive us because He loves us so much. When God forgives us it's like adding bleach to the dark water. (Add the bleach or other reagent to the glass.) Like the water we become clean because God adds His forgiveness to our lives.

Read 1 John 1:9.

Prayer: Pray together the Adventurer/Sunbeam prayer.

Devotional ideas



2. Title:

Wash me, please

Bible:

Romans 12:9 - 10

Thought:

God always loves us

Supplies:

Butcher's paper, large clear plastic sheet, several coloured paints, brushes, bucket of water, cheap sponges, permanent marker, cover up and clean up facilities

We keep our bodies clean and healthy by doing the many things that we have learnt in this badge. Sin is another thing that can make our bodies unclean; even if we cannot see it sin will make our life unclean. Sin creeps into our lives, sometimes even when we aren't aware, but no matter how bad it gets God loves us and wants us to be clean from sin.

An activity to do together:

1. Draw a large figure on butcher's paper and cover it with the sheet of clear plastic.
2. Talk with the children about the things they know as 'sin'. Make a list on a whiteboard/flip chart.
3. Using a different coloured paint for each 'sin', dab the paint onto the plastic-covered figure to show how these wrongs can make us unclean.
4. Discuss with the group as to what things we need to do to change these 'sins' into good. Write their answers onto pieces of sponge with the permanent marker. Dip the sponges into water and clean off the paint.

Emphasise that God gives us good things in our lives to help keep out the 'sin' – especially His love.

Pray: Lord, we thank you for the great love you have for us each. Help us to know what is good for us, and to stay away from what is bad or hurtful. Amen.



DEVOTIONAL
IDEAS



Devotional ideas



- 3. Title:** Junk food Christians
Bible: Deuteronomy 8:3
Thought: Feed on the word of God
Supplies: A variety of junk food – lollies, chips, lunch box

Show members the lunch box and ask them what it is and what the contents might be. Open it and carefully take out an item at a time. Ask members do they think this is a good lunch and would their mothers pack this lunch for them. Ask members what would happen if they had a lunch like this all the time. If we continually eat food like this we become weak and sickly because this type of food doesn't have the necessary vitamins and nourishment needed to grow a healthy, strong body, and protect us from becoming sick. Our bodies need the nourishment we get from meat, fish, eggs, bread, cereals, fruit and vegetables.

No one would really consider feeding their body this type of food all the time. Yet many people feed their minds junk food every day. They feed it with all sorts of junk. They never give their minds the real food it needs to grow strong and healthy and protect it from harm. They never feed it with the Word of God. Read the verse.

Pray with members to help them remember their body needs the right food and so too does their minds. The strength we need to grow will come from God's word.

Devotional ideas



4. Title:

Working Out

Bible:

1 Timothy 4:8 - 9

Thought:

Be healthy for God

Supplies:

Bible, passage on white board, cardboard or blackboard

Having a healthy body is essential if we want to live a healthy life. We should all try to look after our bodies by eating good food (not junk); making right choices with what we drink; that is plenty of water and juices instead of fizzy drinks; doing some kind of exercise, whether it's playing sport, jogging or going to the gym; and getting enough sleep. All this will help us have good, healthy bodies, but we must also be careful not to overdo it.

Those of you who have a favourite 'role model' make sure it's a good one – someone who is sensible in whatever they do. Some young people think they have to have big muscles and so work out. If they don't do it right they can cause damage to their bodies. Others try to look like a super model or their favourite T.V. star by going on diets, which, if not kept in check, can cause health problems.

There is nothing wrong in any of this as long as we remember to keep it in moderation.

The Bible tells us that more important than having a 'healthy body' is making sure we have a healthy spiritual life – that is, we have a strong relationship with God. The way to do this is to read God's Word and remembering to pray each day. This will guarantee you have a healthy spiritual life. Read verses together.

When our bodies are not healthy we get sick. Likewise when we do not have a healthy relationship with God we can get into all sorts of trouble.

Have members perform their exercise routine to the scripture passage, e.g. exercise 5, on each step say one word of the Bible passage.



DEVOTIONAL
IDEAS



Devotional ideas



5. Title:

Look after the gift

Bible:

1 Corinthians 6:19 - 20

Thought:

Our body is God's temple

Supplies:

Bible, 'precious item' e.g. spoon (try to make this item an everyday type of item perhaps one with some history)

Show members the item explaining the meaning of it, how you care for it and keep it safe.

We often like to keep treasures or mementoes of things that we have done or places that we have been. These things are special to us and we want to look after them. Even though this is just a (spoon) it is precious so it needs to be used in the right way, washed carefully and stored carefully. It is looked after because it is valued and treasured.

This is how God wants us to look after the precious treasure that He gave us – our body.

We need to use it the right way, keep it clean and store it safely.

Read 1 Corinthians 6:19 - 20. This is what the Bible says about our bodies.

Have members write the verse on a body outline. Leaders may choose to use the Adventurer or Sunbeam that appears on these badge pages. Discuss what it means to look after our bodies as a temple. As an extension on the opposite side right their ideas on how to keep their bodies clean and pure.