



**E-book Code:**  
**REAU6014**



# **Book Seven**

## **For Ages 11+**

# Health Education for Australian Schools

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Email: [info@readyed.com.au](mailto:info@readyed.com.au) Website: [www.readyed.com.au](http://www.readyed.com.au)

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# Introduction

This Health Workbook has been created to assist teachers in the implementation of a structured and sequential whole school approach to the teaching of Health Education.

The activities have been linked to the following strands of the key learning areas from the publication **Health and Physical Education - a curriculum profile for Australian schools** as referenced on Page 2 of this book.

References at the base of each page indicate the **Strand** in which the page falls, while an indication of the **Learning Outcome** is shown at the top of the page.

## Human Development

*This strand focuses on:*

*[refer to Pages 2, 6, and 64 of the profile document]*

❖ concepts such as growth and development, personal behaviours of people in their social, biological and physical environments, and human sexuality.

## Physical Activity and the Community

*This strand focuses on:*

*[refer to Pages 2, 8, and 66 of the profile document]*

❖ fitness and the effects of exercise on the body, as well as attitudes towards body image and social expectations about fitness.

## People and Food

*This strand focuses on:*

*[refer to Pages 2/3, 9 and 67 of the profile document]*

❖ the importance of food in providing essential nutrients for the body, the safe preparation of food and the current changes in food production and packaging.

## Health of Individuals and Populations

*This strand focuses on:*

*[refer to Pages 3, 10 and 68 of the profile document]*

❖ the impact the physical environment can have on health, as well as looking at ways to promote health and prevent disease in individuals and populations.

## Safety

*This strand focuses on:*

*[refer to Pages 3, 11 and 69 of the profile document]*

❖ aspects of safety concerned with issues including water and road safety, strangers and unsafe situations, community action and safe practices.

## Human Relations

*This strand focuses on:*

*[refer to Pages 3, 12 and 70 of the profile document]*

❖ relationships with family, friends and group members, including communicating feelings and views, personal self worth, and community values and attitudes towards standards of behaviour.

The activities contained in the book are designed to allow for the varying skills and abilities of the students. The following strategies are used throughout the workbooks:

- |                   |                   |                 |                 |
|-------------------|-------------------|-----------------|-----------------|
| * Interviewing    | * Researching     | * Comparing     | * Surveying     |
| * Measuring       | * Predicting      | * Discussing    | * Evaluating    |
| * Role-playing    | * Planning        | * Illustrating  | * Brainstorming |
| * Decision making | * Problem solving | * Communicating | * Classifying   |

The books should be implemented throughout the primary school in the order presented below. However, individual books could be used for the year levels within the age range stated. This will allow the teacher to provide a health education programme that recognises the different social backgrounds, knowledge and understandings, skills, values and attitudes of the children they are teaching.

Book in Course	Age Range
1	5 - 7
2	6 - 8
3	7 - 9
4	8 - 10
5	9 - 11
6	10 - 12
7	11 - 12+

The activities in this book refer to material from the publication **Health and Physical Education - a curriculum profile for Australian schools**.

The Health and PE curriculum profile is published by:

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<http://www.curriculum.edu.au> Email: [sales@curriculum.edu.au](mailto:sales@curriculum.edu.au)

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# Teachers' Notes

## **A Healthy Diet (Activities 1 - 4)**

### **Background Information**

- \* A good diet is vital in maintaining health and well-being in people of all ages. Information relating to a healthy diet can be found in the students' notes, which can be distributed and kept by students as a reference for the following pages.

### **Suggested Activities**

- \* Students could design and create their own healthy snacks that contains a combination of ingredients from different sections of the Healthy Eating Pyramid. These snacks could then be sold at a stall which students set up at recess time. Posters could advertise the event, promoting healthy eating.
- \* Using copies of the school canteen menu, students could analyse and categorise the foods sold at the canteen. Letters could then be written, either congratulating the canteen on its' choice of healthy foods, or suggesting some healthier lunch ideas.
- \* Students create a "healthy food" character, e.g. "Peter Pitta Pizza", and write a short, illustrated story about this character, promoting the healthy eating message. Books can then be read and presented to a junior buddy class.

### **Relevant Internet Links**

- \* [www.kidshealth.org](http://www.kidshealth.org) contains student-friendly information on nutrition.
- \* [www.heartfoundation.com.au](http://www.heartfoundation.com.au) comprehensive Australian site with facts for students on healthy eating.

### **Answers**

#### Activity 2 - A Balanced Diet 1

It is important to balance food intake and exercise because many foods provide energy through nutrients such as carbohydrates. If the energy stores are left unused, they can convert to body fats, resulting in the risk of obesity over time. Exercise also has many other health and social benefits.

Students can mark the Healthy Eating Pyramid from their Students' Notes.

Students should note that foods high in kilojoules are recommended to be eaten least.

#### Activity 3 - A Balanced Diet 2

Students should show a menu with a kilojoule total similar to that which is recommended. Appropriate exercise activities should be selected for each section (e.g., walking to school, ball games at lunch-time, cycling or team sports after school). Due to other daily activities aside from sport, kilojoule intake should be more than that burned during sport.

#### Activity 4 - Looking After Number One

Students should complete the sheet after reading the relevant Students' Notes.

Protein - builds, maintains and repairs body tissues, assists in making of haemoglobin and antibodies.

Carbohydrates - supply energy for daily activity.

Minerals - carrying out body functions such as building bones.

Vitamins - growth and development, energy, body healing and immunity, vision.

Fats - stored energy, carrying of vitamins around body, helping to make hormones.

Water - maintains fluid balance in body, replaces fluids lost through perspiration, etc., lubricates joints.

It is recommended that 6 - 8 glasses of water is consumed each day.

Fibre - assists digestive system in eliminating wastes and keeps the digestive system healthy. Fibre can be found in fruit, vegetables, cereals and bread.

# Students' Notes for this Section

## Healthy Eating

To work well, your body needs to receive a healthy mix of foods. Some types of food are essential for health, but are only needed in very small amounts - too much can have the opposite effect and cause health problems. Other types of food are required in large quantities - so much that we may not be eating enough of them every day.

To achieve the best balance for your body, nutritionists recommend you follow the "Healthy Food Pyramid". The foods that we should eat the most of take up the largest part of the pyramid, the bottom, and the foods we should eat least of are at the tiny part of the pyramid at the top.

For good health:

Eat most of - Fruit, Vegetables, Grains, Legumes and Pastas. These foods should make up most of what you eat every day. They are low in fat, and packed with vitamins, minerals and fibre, and they are also the foods that fill you up the most! Grains include foods such as rice, wheat, and barley. They can be eaten in their natural state, or made into foods such as breads or breakfast cereals. Legumes (such as beans and peas) are a good source of protein and iron, which is useful if you do not eat much meat.

Eat moderately of - Meat, Fish, Nuts, and Dairy. These foods should make up about a quarter of your foods every day. Meat and fish are an excellent source of protein and iron, while nuts and seeds are high in fibre. Dairy foods provide valuable calcium for your bones and teeth.

Eat small amounts of - Fats, Oils, and Sweets. These foods are high in ingredients which are not good for your body. In small amounts, however, they are not a problem.

Just balancing the types of foods you eat is not enough to ensure good health, however. During digestion, food is transformed into fuel for the body. The amount of fuel supplied by a food is measured in kilojoules - a measurement of the energy that food produces when it's digested. When you walk, sit, breathe, watch TV and even sleep, you use up kilojoules, because your body is using energy. If you are exercising, you are obviously using a lot of kilojoules at once. To avoid putting on weight, the amount of kilojoules you consume in food should match the amount of kilojoules you spend in energy.

### Nutrients

Different foods also supply different needs of the body, such as fuel for repairing damage, for keeping warm, or keeping your heart pumping. The substances within foods which supply these needs are called nutrients. There are six types of nutrients: proteins, carbohydrates, minerals, vitamins, fats, and water.

*Protein* gives your body the materials to build up, maintain and repair your body's muscles and organs. It also helps in making haemoglobin, the part of red blood cells that carries oxygen around your body. Protein also makes antibodies, cells that fight off infection and disease. Protein is found in meat, fish, eggs, dairy foods, beans and nuts.

*Carbohydrates* supply energy to your body. There are two different types of carbohydrates: sugars and starches. Sugars (also known as simple carbohydrates) can be found in many fruits, as well as in high-fat foods such as chocolate. Sugars are absorbed into your blood very quickly to provide a fast energy boost. Starches (complex carbohydrates) take longer to be digested, so they release energy over a longer period of time, giving you more stamina. They are found in bread, cereals, pasta and vegetables.

*Minerals* are basic building blocks essential to our body's health. They include things like zinc, iron, calcium and copper - which you probably think of in relation to mining, not eating! We need small amounts of these substances for a range of functions, from building bones to transmitting nerve impulses. Minerals are found in small amounts in a wide range of foods, from meat to fruit to dairy products. For children and teenagers, it is especially important to make sure you receive enough calcium, the mineral which strengthens bones. The bones you are building during these years have to last for the rest of your life, so if you don't have enough calcium now you could end up with bone problems when you are an adult.

**Activity 2****A Balanced Diet -1**

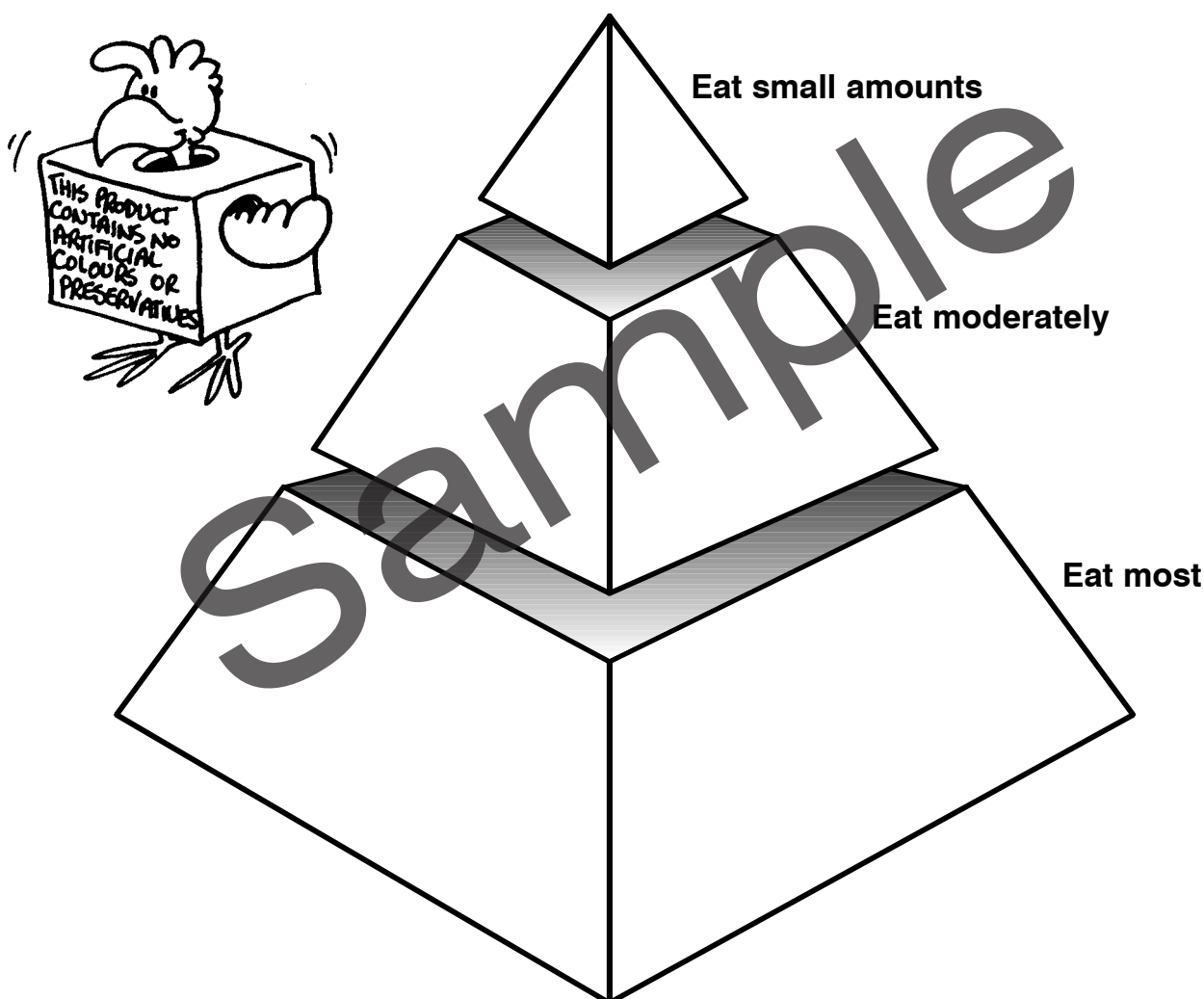
Why is it important to balance your food intake and the amount of exercise you do?

.....

.....

.....

The Healthy Eating Pyramid will give you a guide to the types of food and the amount of each food you should be eating. Complete the Healthy Eating Pyramid by listing or illustrating the types of foods in each part of the pyramid.



☐ Use the resource sheets to check the kilojoules in these foods.

**Eat most**

½ cup cabbage \_\_\_\_\_

one orange \_\_\_\_\_

slice of bread \_\_\_\_\_

**Eat moderately**

3 cm cube cheese \_\_\_\_\_

200 gms flavoured yoghurt \_\_\_\_\_

grilled steak \_\_\_\_\_

**Eat least**

1 teaspoon butter \_\_\_\_\_

What did you notice? .....

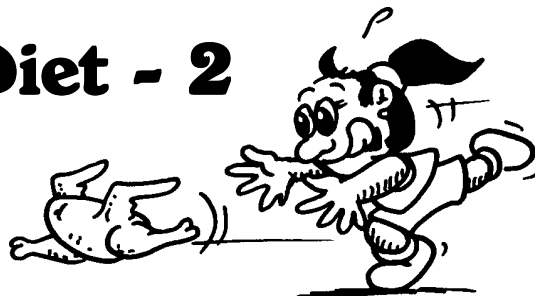
Name .....

Outcome (Related to Outcome 4.7): Students create a balanced diet and exercise plan according to their nutritional needs.

## Activity 3

# A Balanced Diet - 2

- ☐ Use the previous resource sheets to create a balanced diet and exercise plan on the table below. If you are a girl, allow a daily kilojoule intake of 9000 and if you are a boy allow 11 000 kilojoules.



DIET	EXERCISE
BREAKFAST	MORNING
LUNCH	AFTERNOON
DINNER	EVENING
OTHER	<p>* Remember that kilojoules will be burned in small amounts just by sitting and working in class, walking to school, etc.</p>
Total Kilojoules eaten = _____	Total Kilojoules burned = _____

- ☐ How does this plan compare with your food input and your exercise?

.....

.....

**Activity 10****Food Additives**

Many processed foods have various substances called **ADDITIVES** added to them. When canned or packaged foods are processed some of the vitamins and minerals may be lost; the additives are to replace the nutrients although there are a number of other reasons they are used.



- ☐ Find out what the **function** of each additive listed is, and state what you think the **advantage** and **disadvantage** of each may be.

ADDITIVE	FUNCTION	ADVANTAGE	DISADVANTAGE
PRESERVATIVES			
FLAVOURINGS			
COLOURINGS			
NUTRIENTS			

**EXTRA:**

Look at the labels of some processed goods in your family's food cupboard. Find out what the additives are. What do you think the purpose of the additive is in each case?



*Outcome (Related to Outcome 4.9): Students explore the ways in which advertising influences decisions to purchase particular products.*

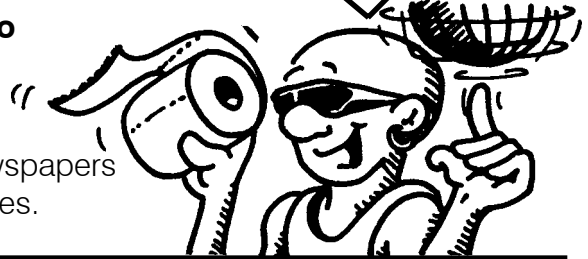
## **Activity 22**

# Influencing You

Yo kids ... I use FLUFFY FLOWER" toilet paper!

**Advertisers use a number of techniques in order to try and persuade you to buy their goods.**

- ☐ Listed below are a number of these techniques. Think about advertisements from TV, radio and newspapers and try to fit them to one or more of these techniques.



TECHNIQUES	ADVERTISEMENTS AND WHAT THEY DO
Using sporting personalities or famous people to promote the product.	
Using people from the consumer's peer group to attract interest.	
Giving recommendations made by unnamed doctors, dentists, etc.	
Using 'scientific proof' that the product meets its claims.	
Using colour to make the product look attractive.	
Having a catchy jingle or phrase that you will remember.	
Having a contest or free give-away.	
Using samples or cartoon mascots.	
Offering the product at a special sale price.	

**Activity 25**

# Treasured Values

☐ What is important to YOU? Write your values inside the treasure chest.

Try to include values to do with the following:

Family

Friends

Beliefs

School

Hobbies and Interests

Environment

The World

Special Possessions

Compare your values to those of your classmates and appreciate that we all value different things.

Suggest ways that the treasure chests can be displayed around the room.

