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Book One
For Ages 5 - 7

**Health Education
for Australian
Schools**

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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 18 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 20 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 21 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 22 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 23 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 24 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:

Curriculum Corporation, PO Box 177, Carlton South, Victoria 3053

<http://www.curriculum.edu.au> Email: sales@curriculum.edu.au

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Contents - Book 1

Activity No.	Activity Name	Strand	Page
	Introduction		4
1	My Body	Human Development	5
2(a)	Body Parts Puzzle - 1	Human Development	6
2(b)	Body Parts Puzzle - 2	Human Development	7
3(a)	Winter Warmers - 1	Health of Individuals and Populations	8
3(b)	Winter Warmers - 2	Health of Individuals and Populations	9
4	Looking After Myself	Human Development	10
5	Teeth Care	Human Development	11
6	Slip, Slop, Slap	Health of Individuals and Populations	12
7	Healthy Food	People and Food	14
8	Meal Times	People and Food	15
9	Breakfast	People and Food	16
10	Eating at School	People and Food	17
11	Rubbish Disposal	Safety	19
12	Smoke and Fumes	Health of Individuals and Populations	20
13	Preventing Disease	Health of Individuals and Populations	22
14	Taking Medicines	Safety	23
15	Growing Up - 1	Human Development	25
16	Growing Up - 2	Human Development	26
17	Something Special	Human Relations	27
18	Playing	Human Relations	28
19	Feelings	Health of Individuals and Populations	30
20	Anger	Health of Individuals and Populations	31
21	Happiness is ...	Health of Individuals and Populations	32
22	Sad/Frightened	Health of Individuals and Populations	33
23	Bullying	Safety/Human Relations	35
24	Playing and Sharing	Human Relations	36
25	Sharing	Human Relations	37
26	Caring	Human Relations	38
27	Communicating	Human Relations	40
28	I Hear You	Human Relations	41
29	Families	Human Relations	42
30	Sharing	Human Relations	43
31	Chores	Human Relations	44
32	Friends	Human Relations	45
33	Health & Safety Rules in the Classroom	Safety	48
34	Health & Safety Rules in the Playground	Safety	49
35	Stranger Danger - 1	Safety	50
36	Stranger Danger - 2	Safety	51
37	A Healthy, Happy Me	Safety	52

Teachers' Notes

Body and Clothing (Pages 5 - 12)

Background Information

- ✧ During the early years of primary school, students are becoming more independent in daily living. Self care development and correct choice of clothing can be encouraged at school.
- ✧ Sun is the primary cause of skin cancer in Australia, resulting from overexposure to ultraviolet rays which interrupt skin cells' normal growth patterns.
- ✧ Over 1/4 of a million new cases of skin cancer are diagnosed in Australia each year, however 95% of cases are successfully treated.
- ✧ Appropriate forms of sunburn prevention include:
 - Shade - natural (trees), man-made, permanent (verandahs, shade cloths), portable (beach umbrellas)
 - Clothing - maximum coverage, natural fibres such as cotton, dark colours that absorb UV rays and clothes that are kept dry are best.
 - Hats - broad brimmed hats that fit well and are comfortable. Fashionable styles will encourage regular wearing in children.
 - Sunscreen - Does not offer 100% protection. Use in conjunction with other coverage. SPF 15+ to 30+ offers 93 - 96% protection. Apply 20 minutes before going into the sun and reapply after swimming or physical activity.
 - Sunglasses - Can offer up to 100% protection for eyes. Look for approved UV protection labels.

Suggested Activities

- ✧ Sing songs and play simple games that encourage learning of body parts, e.g. "Heads and Shoulders", "Simon Says".
- ✧ Use magazines to cut out clothing and make a class collage for "Summer Clothes" and "Winter Clothes".
- ✧ Bring a large beach bag with a selection of items e.g. hats, sunglasses, jumpers, boots.
Students take turns choosing appropriate items to take to the beach.

Relevant Internet Links

www.sunsmart.com.au ideas for becoming a Sunsmart School, with updated factual information.

Answers

Page 5 - My Body

Students glue words on/close to correct part.

Page 6/7 and 8/9 - Body Parts Puzzle and Winter Warmers

Body parts/clothes are pasted on appropriately.

Page 10 - Looking After Myself

Discuss with students how these activities are carried out independently.

Page 11 - Teeth Care

Responses will vary.

Page 12 - Slip, Slop, Slap

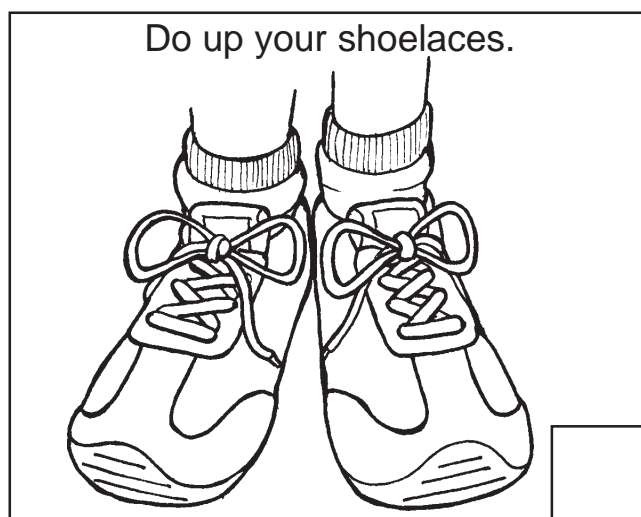
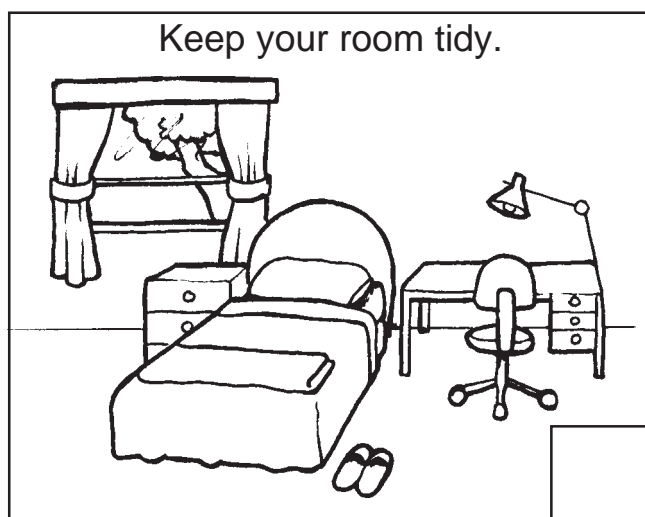
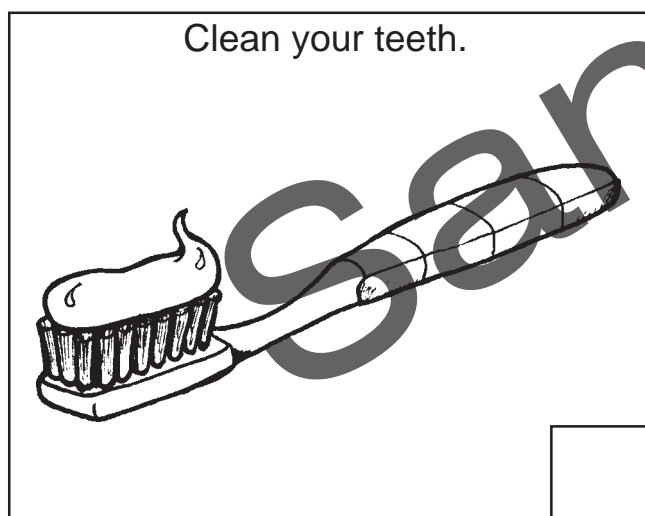
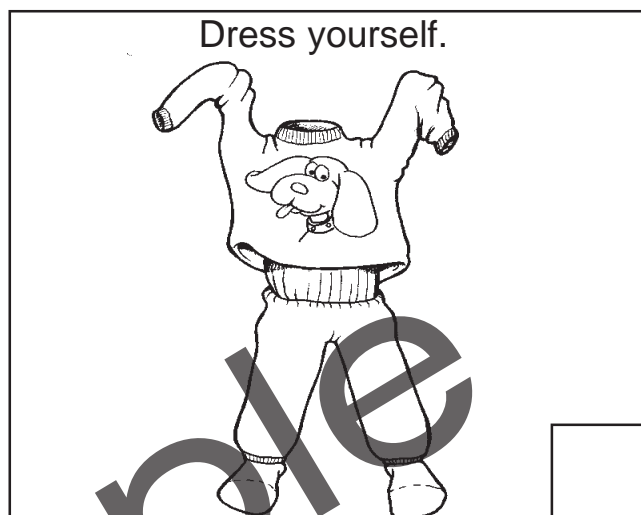
Hat (shades face), umbrellas (shades whole body), shirt (protects skin on arms and body), sunscreen (provides a shield on the skin), sunglasses (protect eyes), thongs (although open at the top, can keep soles of feet from burning on hot pavement).

Name:

Activity 4

Looking After Myself

☐ Put ticks in the boxes to show which of the activities you can do by yourself.

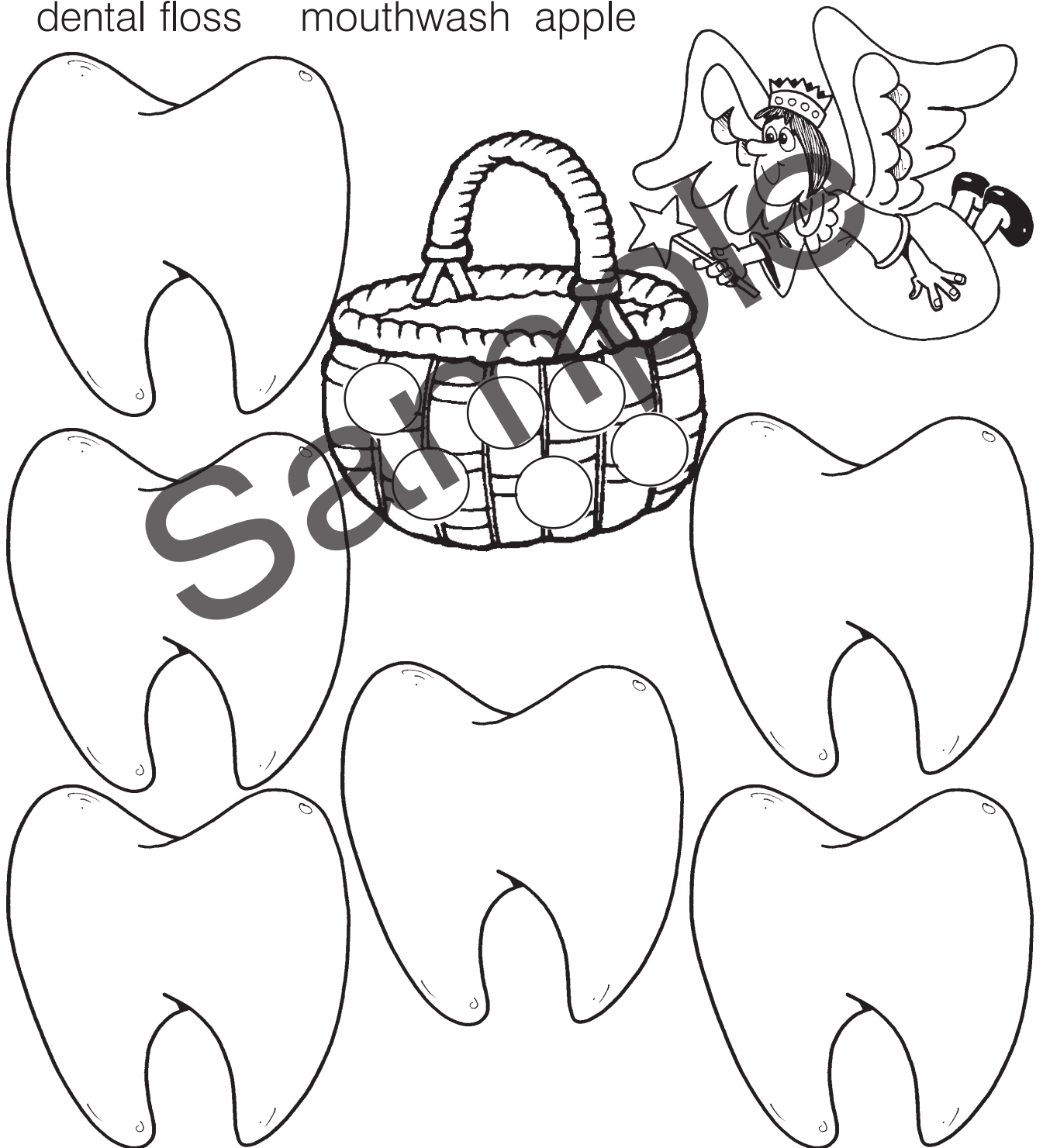


Activity 5

Teeth Care

☐ Help the tooth fairy keep your teeth healthy. Draw a picture of these healthy tooth objects inside the teeth. Colour a coin in the tooth fairy's basket for each picture.

toothbrush toothpaste toothpick
dental floss mouthwash apple



Name:

Activity 7

Healthy Food

☐ Circle and colour in the healthy food and drink choices.



Name:

Activity 8

Meal Times

☐ Tick the places where you have eaten in the last few weeks.

- | | | |
|---------------------------------------|---------------------------------------|-------------------------------------|
| <input type="radio"/> at the table | <input type="radio"/> at school | <input type="radio"/> on a picnic |
| <input type="radio"/> at a relation's | <input type="radio"/> at a restaurant | <input type="radio"/> in the car |
| <input type="radio"/> in front of TV | <input type="radio"/> at shops | <input type="radio"/> at a friend's |

DRAW:

My favourite meal:



One way I like to help with a meal:

