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Book Two

For Ages 6 - 8

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 | * Interpreting | | |

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+

Teachers' Notes

Keeping the Body Healthy (Activities 1 - 5)

Background Information

- * Students should be developing an awareness of more specific names and functions of body parts.
- * *Physical Activity* describes any activity that involves gross motor (larger) movements and can range in exertion levels. Examples include walking, running, sports, dancing, leisure such as rollerblading, fitness games and physical chores such as sweeping.
- * Responses to physical activity such as increased heart rate, sweating, muscular fatigue and increased breathing depend on levels of fitness and age. Children, for example have a higher average breathing rate than adults.
- * A healthy diet consists of a balance of a variety of foods. Dietary guidelines for children suggest plenty of foods from the Bread & Cereal and Fruit & Vegetable groups, moderate amounts of Dairy, Meat & Proteins and minimal Sugars, Fats & Oils (as outlined in the Healthy Food Pyramid).
- * Foods low in salt and high in calcium and iron are recommended, as is a regular intake of water.
- * Recent Australian studies indicate that up to 85% of primary school students are not meeting nightly sleeping requirements.

Suggested Activities

- * Use small mirrors for students to draw an accurate self-portrait. Point out attention to detail such as eyelashes and ear lobes.
- * Hold a class Olympics with a variety of fun physical activities. Ideas may include activities such as using a broom, dancing, balancing, carrying small buckets of water. Discuss how fitness can be achieved in many different ways.
- * Revise the Healthy Food Pyramid, mentioning examples in each group. Use magazines to cut out a range of snacks and lunches. Students draw their own creation of a healthy lunch and compile these into a booklet. This can be presented to the school canteen to provide some new ideas. Selected items could be introduced as daily specials.
- * Discuss different ways that can help children to fall asleep, e.g. music, story time, drinking warm milk. Use old pillowcases and fabric markers to display these ideas around the room.

Relevant Internet Links

- * www.kidshealth.org includes ideas and information on healthy eating, exercise and sleep.
- * www.achieveonline.com.au/article/view/283 recommends guidelines for sleep in children.

Answers

Activity 1 - My Body

Body parts are labelled accurately.

Activity 2 - Physical Activity 1

Activity ideas may include ball games, chasing games, using playground equipment, using sports equipment, playing team sports such as junior cricket or fitness games.

Body responses to physical activity include: faster breathing; sweating; aching muscles; red face; feeling tired; feeling energetic.

Activity 3 - Physical Activity 2

After school activities may include junior gym, swimming, football, dancing, riding bike.

Activity 4 - Healthy Foods

Healthy food ideas include salad sandwiches, fruit, milk, cheese sticks, burgers with salad, fruit roll-ups, yoghurt. Posters can include a picture, a slogan or a sentence providing factual information and a mascot to encourage healthy eating.

Activity 5 - Sound Sleep

Three things to be healthy could include: good diet, exercise, rest, sleep, not using drugs, using medicine if needed. Younger primary school students require at least 9 hours of sleep each night.

The body requires sleep in order to rest the bodily functions so that they can work properly. Adequate sleep gives us the energy and brain power to last the entire day. We may need more sleep if we have had a late night, have done a lot of physical activity, eaten a large meal or are not well.

Lack of sleep may result in grumpiness, clumsiness, inability to concentrate, hyperactivity, being late.

Name:

Outcome (Relates to Outcome 1.9): Students discuss ways to help the control of diseases.

Activity 8

Spreading Diseases

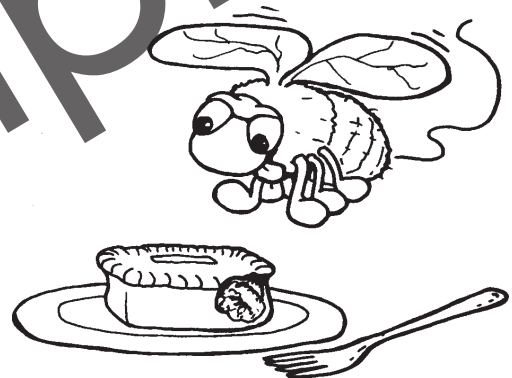
☐ Circle the diseases that can be spread.

chicken pox cold measles mumps
head lice allergy conjunctivitis virus
tummy bug flu ring worm asthma
headache earache cold sores

☐ Write a list of the diseases you have had.

.....

☐ Label the pictures to show how you might get a **contagious** disease.

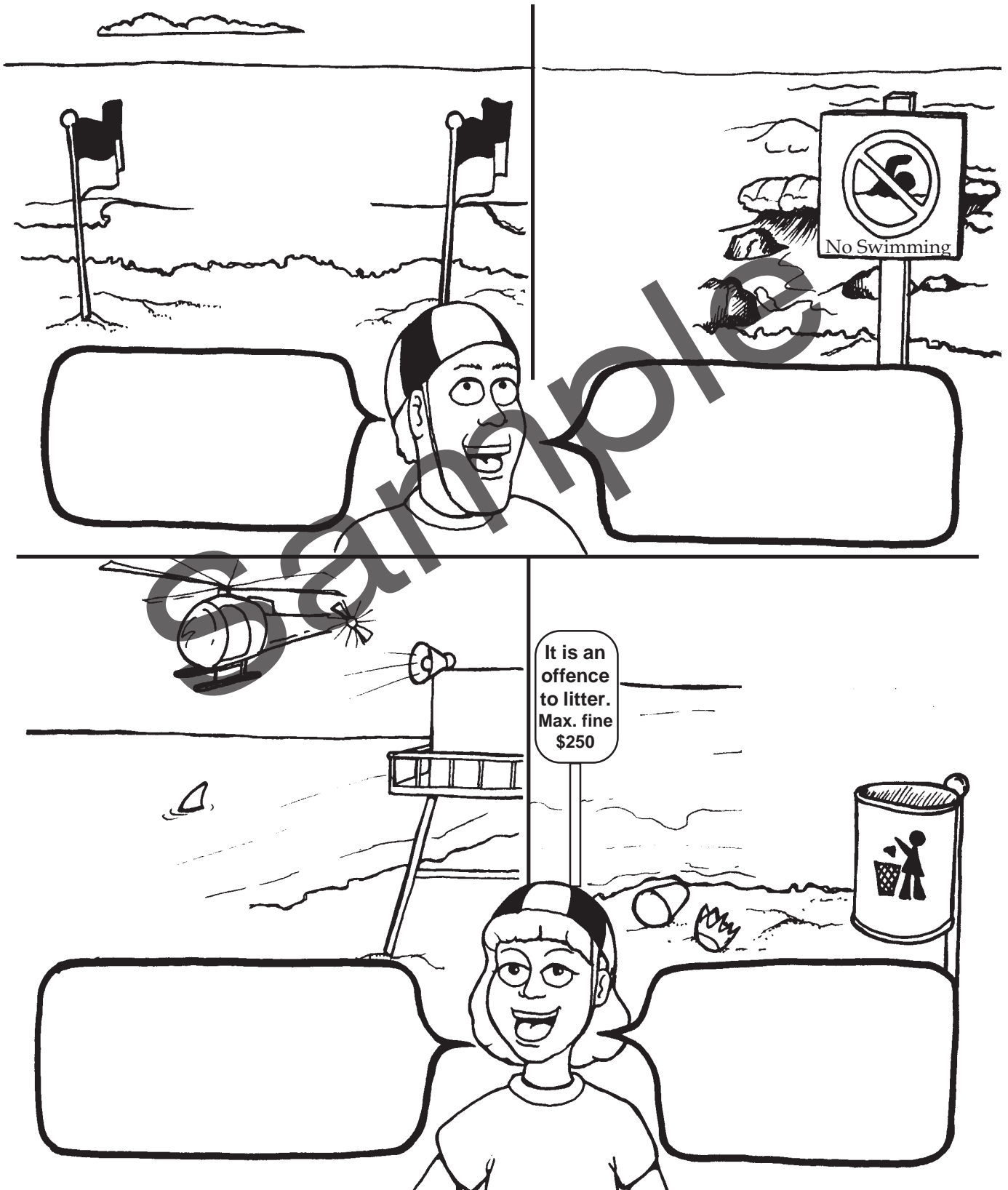


Name:

Activity 17

Surf `n` Signs

☐ Finish each picture to show yourself obeying the surf lifesavers' instructions. Write the rule in the balloon.



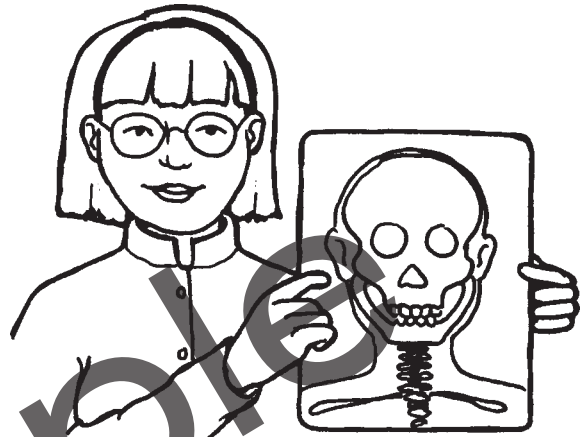
Name:

Outcome (Relates to Outcome 1.10): Students identify community members and services who can help with health care.

Activity 22

Health Services - 1

☐ Look at the jobs named below. Write each in its correct space above a picture. Write a sentence to explain how each person can help us.



.....

.....



.....

.....

RADIOLOGIST
VISITING NURSE

DENTIST
PHARMACIST / CHEMIST

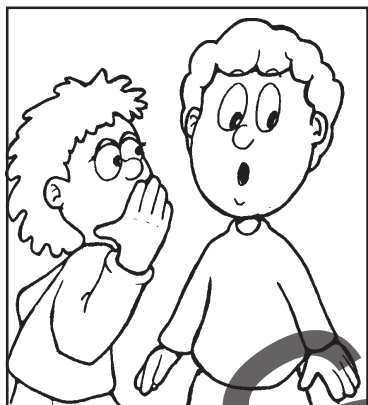
Activity 27

Feeling Safe

☐ Underline the situations which would make you feel unsafe or uncomfortable:

- walking to school by myself;
- being left with a new baby-sitter;
- when I am alone in my bedroom at night;
- when the power goes off during a storm;
- if I have to walk past a house that has a big dog;
- when someone touches my body and I know it feels wrong;
- when I fight with my brothers and sisters.
- being left alone;
- when I am being bullied;
- if a stranger talks to me;

☐ Match the labels to the picture of the things you can do when you feel unsafe or uncomfortable. Discuss which you would use for the situations above.



Talk to a teacher.



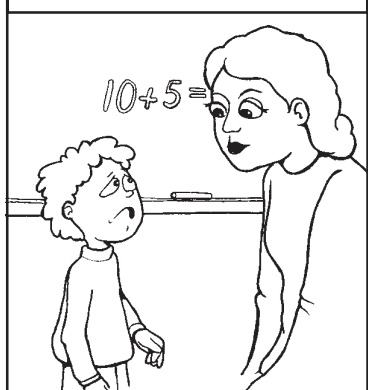
Say 'no' firmly.



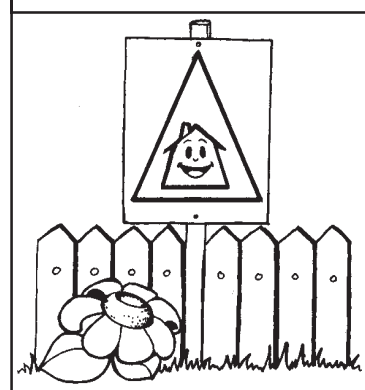
Go to a Safety House.



Tell your parents.



Tell a friend.



Tell a policeman.