



**E-book Code:**  
**REAU6010**



# **Book Three**

## **For Ages 7 - 9**

# Health Education for Australian Schools

© Ready-Ed Publications - 2002 (Revised edition)

Published by Ready-Ed Publications P.O. Box 276 Greenwood WA 6024

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

### **COPYRIGHT NOTICE**

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes. However this permission is not transferable and applies only to the purchasing individual or institution.

**ISBN 1 86397 506 3**

# 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 36 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 38 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 39 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 40 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 41 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 42 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](mailto:sales@curriculum.edu.au)

(Document is ©Curriculum Corporation 1994)

# Contents - Book 3

Activity No.	Activity Name	Strand	Page
	Introduction		2
1	Body Parts and Movement	Human Development	5
2	Energy Expenditure	Physical Activity and the Community	6
3	Physical Activity Diary	Physical Activity and the Community	7
4	Food Groups - 1	People and Food	9
5	Food Groups - 2	People and Food	10
6	Tasty Sensations	People and Food	11
7	In Balance	People and Food	12
8	Menu Making	People and Food	13
9	Investigating Foods	People and Food	14
10	Get Well	Safety	16
11	Pollution	Health of Individuals and Populations	18
12	Hazards Beware - 1	Safety	21
13	Hazards Beware - 2	Safety	22
14	Skylarks in the Park	Safety	23
15	Protective Headgear	Safety	24
16	Skate Away, Scrape Away - 1	Safety	25
17	Skate Away, Scrape Away - 2	Safety	26
18	Danger Zones	Safety	27
19	No Accidents Here	Safety	28
20	Fire Emergency	Safety	29
21	School Health Nurse	Health of Individuals and Populations	31
22	Dental Health Nurse	Health of Individuals and Populations	32
23	Diseases	Health of Individuals and Populations	34
24	Medicines	Health of Individuals and Populations	35
25	Decision, Decisions	Human Relations	37
26	Changes Everywhere	Human Relations	38
27	Fish 'n' Chores	Human Relations	39
28	Communication Breakdown	Human Relations	42
29	Speaking Out	Human Relations	43
30	Listen Here!	Human Relations	44
31	Think How Others Feel	Human Relations	45
32	My Favourite Things	Human Relations	47
33	The Me I Like	Human Relations	48
34	Friendly Features	Human Relations	49
35	Oh! What is the Matter with Me? - 1	Human Relations	50
36	Oh! What is the Matter with Me? - 2	Human Relations	51

# Teachers' Notes

## **Movement and Exercise (Activities 1 - 3)**

### **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.
- \* Energy for exercise is obtained by the foods that we eat. Long term energy stores can actually be derived from having a healthy diet all the time, not just a few days before it is needed. Food that will help to provide energy for exercise includes protein and dairy products more than 3 hours before, complex carbohydrates found in bread and pasta 2 - 3 hours before, and healthy sugars found in fruits 1 - 2 hours before exercise. Foods should not be eaten less than 1 hour before exercise and water should be consumed before and during activities in small, regular amounts to replace fluids lost by sweat.
- \* "Energy" drinks sold in supermarkets can contain vitamins and amino acids, but often also large amounts of sugar and caffeine or guarana. Caffeine and sugar reduce the body's ability to absorb water and can lead to dehydration. Caffeine is also an addictive stimulant which can affect sleeping patterns and ability to concentrate.

### **Suggested Activities**

- \* Create a life-sized poster by tracing around peers lying on butcher paper. Write ideas inside the body shape for activities which will keep the body fit, such as riding, running, skipping, aerobics, dancing, rollerblading. Cut out magazine pictures that relate to exercise and paste them around the outside.
- \* Videotape the class before, during and after fitness games. Ask students what sorts of things they may notice happen to their bodies after exercise. Play the tape back and discuss what the class sees, e.g. breathing faster, faces becoming red, students laughing and becoming more energetic.

### **Relevant Internet Links**

- \* [www.kidshealth.org/kid/stay/healthy/index.html](http://www.kidshealth.org/kid/stay/healthy/index.html) offers a range of information pages on exercise and nutrition.

### **Answers**

#### Activity 1 - Body Parts

Legs - running, walking, skipping, dancing, skating; Arms - lifting, carrying, swinging, waving, holding, hugging; Eyes - looking, blinking, winking, squinting, shutting; Jaw - moving up and down, chewing, talking, singing, yawning, swallowing; Hand - writing, drawing, playing instruments, holding, typing, scratching, eating; Hips - swinging, hula hoop, attaches to legs (see above).

#### Activity 2 - Energy Expenditure

Food gives our body its supply of *energy*. Energy is used for sport, leisure, play, walking, chores, school-work and even sitting down, resting (in smaller amounts). Activities which require a lot of energy include sport, dancing, fitness at school, running, leisure such as skating, riding bike. Little energy is used whilst watching television, reading, sleeping, playing on the computer, colouring in.

#### Activity 3 - Physical Activity Diary

Students will list activities including means of getting to school (walking or riding), fitness and physical education activities, games played during breaks at school, sport or leisure activities after school and on the weekend. Recommended exercise for children is 2 - 3 times a week or more, for at least 20 - 30 minutes at a time. Students can become more active by joining a new club or team, walking or riding to school, playing on the trampoline instead of the computer, or even helping around the house more.

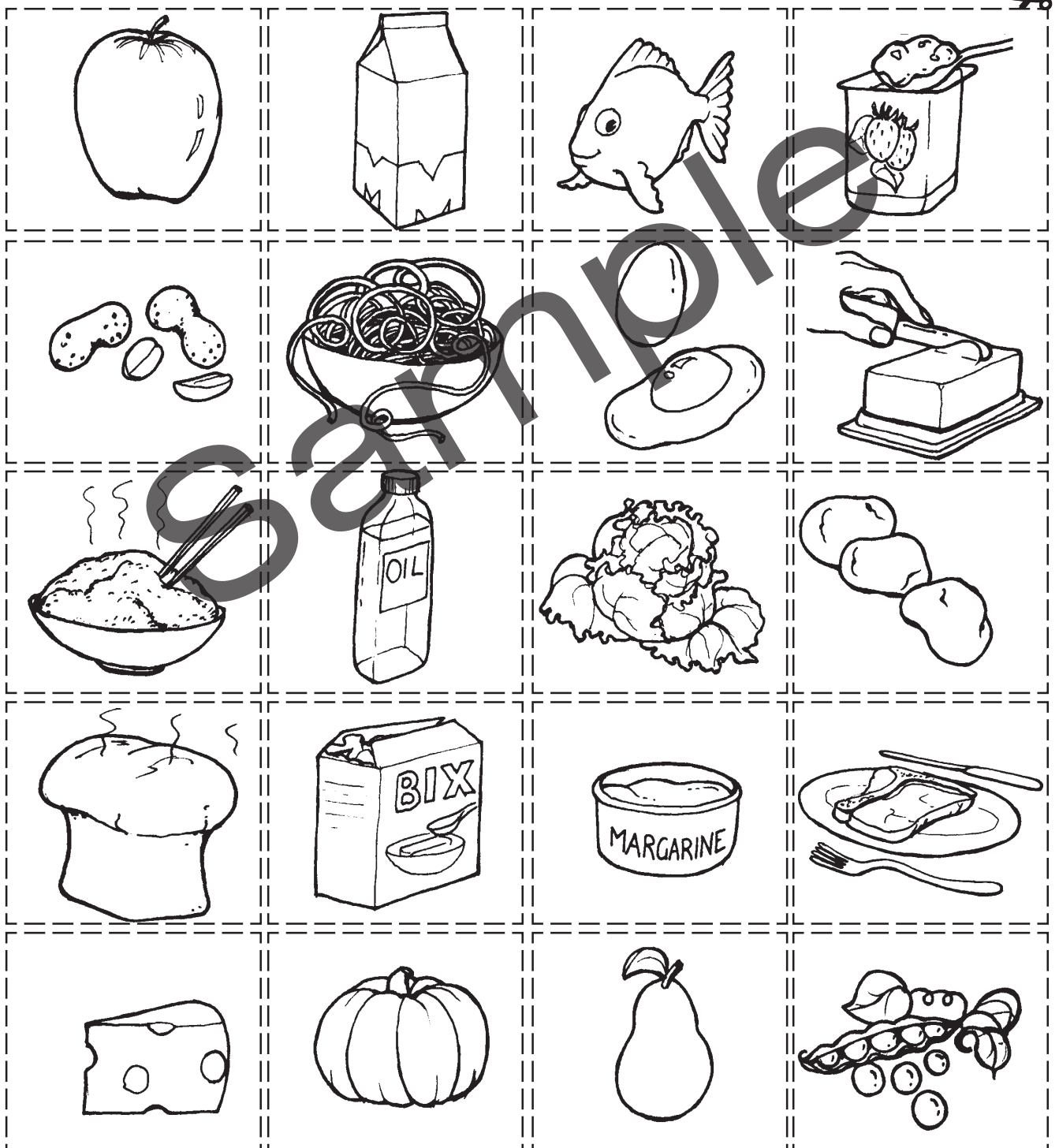
Name: .....

## Activity 4

# Food Groups - 1

☐ What are the **five food groups**?

☐ Label and then cut out the following food items. Classify them into the five food groups and glue them onto the table on the next page.



Name: .....

## Activity 9

Outcome (Related to Outcome 2.8): Students describe sensory responses to food and discuss food preferences.

# Investigating Foods

☐ List five of your favourite foods.

Describe each according to the classification table.

	Food	Type	Taste	Colour	Texture
1.					
2.					
3.					
4.					
5.					

☐ From the results your favourite ...

taste in food is .....

colour in food is .....

texture of food is .....



Draw you eating your  
favourite meal.

Draw some foods which you do  
not particularly enjoy eating.

Is it healthy? .....

Why don't you like one of these?



# Teachers' Notes

## Disease and Medicine (Activities 23 - 24)

### Background Information

- \* Primary school students are susceptible to many common illnesses due to lack of built-up immunity, sharing seating and objects in close proximity, and often due to poor hygiene habits. Information can be found in the answers below on common illnesses, their symptoms and treatments.
- \* Medicines can either be purchased over the counter in chemists or prescribed by a doctor. Today, additional precautions are provided to ensure that medicines are more safe, e.g. tamper seals and child-proof seals.

### Suggested Activities

- \* Show students a variety of examples of medication (using empty containers, etc.). Point out safety features such as safety lids and discuss safe storage of medicines. Explain what a prescription is and why it is important to read directions on the labels.
- \* Allow students to use teaspoons and medicine cups to measure out water so that they have an understanding of millilitres (ml).
- \* Encourage students who have conditions such as asthma or allergies to share their knowledge with the class, so that peers have a better understanding of why they need medication.

### Answers

#### Activity 23 - Diseases

*Asthma* (reduced ability to breathe when airways narrow and lining becomes swollen and coated with mucus, often triggered by excessive activity, allergies or stress); treatment includes use of an inhaler or nebuliser (which helps to return the air passages to a normal state) or preventative medication. Most students learn to use the Ventolin themselves when they notice signs of a potential asthma attack.

*Chickenpox* (runny nose and cough, red, itchy spots); treatment includes tablets or capsules to reduce fever, lotion to reduce irritation of spots). Parents will usually monitor treatment.

*Colds and Influenza* (sore throat, runny nose, sneezing, chills, aching muscles); medication includes cold and flu tablets (decongestants shrink swollen nasal passages, antihistamines dry up mucus), aspirin, cough mixture, medicated throat lozenges. Many of these medications have quite strict dosage guidelines and are best monitored by an adult.

*Eczema* (scaly and itchy allergy on the skin - not contagious); a variety of creams can be used - sometimes prescribed by a doctor. Children are also advised to avoid allergens, wear natural fibres, etc.

*Gastroenteritis* (diarrhoea, vomiting, headache, fever); usually small amounts of fluid is the only thing required here to prevent dehydration.

*Head Lice* (small parasites in larval and adult form living on the skin in hair); medicated shampoos can be purchased over the counter. Usually 1 - 2 shampoos will remove all of the lice.

*Conjunctivitis* (eyes that are red, itchy, burning, pussy or watery); eye-drops or cream can be applied every few hours. Some can be purchased over the counter but more effective and stronger drops are prescribed by doctors.

*Ringworm* (itchy, flaky skin with a red, ring-like rash caused by fungal infection on the skin); medicated creams can be used, or sometimes oral medication prescribed by a doctor. Usually applied or taken once or twice a day.

#### Activity 24 - Medicines

Some illnesses that students may have taken medicine for include colds and flu, head lice, chicken pox, eczema, asthma.

People take medicines to help them recover faster from illnesses and to prevent further complications and spreading of the disease.

People should NOT take medicine when they are prescribed for someone else; when the medicine is out of date or the label is not able to be read; when the person has allergies to something in the medicine such as penicillin; when they are too young or frail for certain dosages; sometimes when pregnant.

Name: .....

## **Activity 23**

# Diseases

☐ Survey some common illnesses or diseases in your class. You may wish to add them to this table. Complete the table after class discussion.

Disease (Note details/ symptoms)	Medication	Frequency of doses	Given by ...
1. Asthma			
2. Chicken pox			
3. Colds and flu			
4. Eczema			
5. ....			
6. ....			
7. ....			





Name: .....

Outcome (Related to Outcome 2.13): Students examine their roles and responsibilities within the family unit.

## Activity 27

# Fish 'n' Chores

- ☐ Think carefully about your responsibilities around your house.  
Colour the fish in the tank ...

**yellow** if you regularly do the task

**red** if you rarely do this task

**orange** if it is not possible to do this task

**blue** if you sometimes do this task

