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Book Four
For Ages 8 - 10

**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 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 | * 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

Healthy Diet (Pages 7 - 10)

Background Information

- ✧ A healthy diet consists of a balance of a variety of foods. Dietary guidelines for children suggest plenty of foods from the Bread & Cereal (containing carbohydrates for energy) and Fruit and Vegetable (containing many vitamins and minerals for body functions and immunity) groups, moderate amounts of Dairy, Meat & Proteins and minimal Sugars, Fats & Oils. Sugars and fats are still used in the body but are only needed in small amounts.
- ✧ Foods low in salt and high in calcium (which builds strength in teeth and bones) and iron (which forms part of haemoglobin to carry oxygen in the blood) are recommended, as is a regular intake of water.
- ✧ Many fast foods contain a high level of fats, which is only required in our diets in small amounts. Processed foods often have less nutrients than fresh foods, so a person with a diet that relies heavily on fast foods may not have a balanced diet with all of the nutrients needed for a healthy body.

Suggested Activities

- ✧ View television or magazine advertisements for fast foods. Discuss what it is about fast foods that attract people. What are the target audiences? Do the burgers that you get really look as good as the ones on the ads?
- ✧ Students make a "You Are What You Eat" picture by cutting out or drawing a face made up of the different foods that they do, or should, eat. Display in the classroom.
- ✧ Browse the Internet to find a variety of healthy recipes to make in the classroom. Students could work in small groups and then set up a small fund - raising stall at recess time.

Relevant Internet Links

- ✧ www.olen.com allows students to type in fast foods to find the fat content.
- ✧ www.broccoli.com/institute/institutetoc.htm label reading, lesson plans, recipes and articles.

Answers

Page 7 - Food Groups

1. Bread and Cereal - rice, toast, sandwiches, cereal, muesli, muffins.
2. Fruit and vegetables - apples, bananas, tomatoes, carrot, potatoes, soup, fruit juice, fruit rollups.
3. Dairy - milk, cheese, cream, yoghurt, ice cream, milk chocolate.
4. Meat and Protein - steak, chicken, fish, eggs, nuts, beans, burgers, bacon.
5. Fats - margarine, vegetable oils, fatty foods such as fried foods, bacon, etc. In a healthy diet, the Bread and Cereals and Fruit and Vegetable groups should appear the most. Diets may change according to day of the week (unhealthy foods may be eaten more on the weekends if families take away), the weather (hot foods such as soup eaten on cold days, less food is generally eaten in hot weather), shopping days (best food is eaten when a fridge is well stocked).

Page 8 - Servings

We need a balanced diet because each group of foods have different concentrations of certain nutrients. We need all of these nutrients to perform various functions in keeping our body healthy and energetic.

Page 9 - Food Match Up: See the table on the next page.

Page 10 - Fast Food Survey

People eat takeaway food for convenience (it is fast to buy), it is considered cheaper than other meals (although this is not necessarily the case), it is influenced by advertising and marketing strategies such as free toys, etc. and because of this it is liked and considered "cool" by many children, it is accessible (many exist, most with a drive-thru), the foods are strongly flavoured so that many people seem to enjoy the taste.

Activity 2**Servings**

- ☐ What makes up a balanced diet?

This chart shows the five food groups and how much you should have from each group daily.

Meat/Protein Group - 2 serves daily - (Total 2 points)

- 1 serve = 1 piece of cooked meat/chicken/fish
 = 1 spread of peanut butter
 = 1 cup of cooked dried peas/beans/
 = 1 handful of nuts or seeds
 = a few slices of cheese
 = 2 eggs

Milk Group - 3 serves daily - (Total 3 points)

- 1 serve = 1 glass of milk/yoghurt/cottage cheese
 = 1 slice of cheese

Fruit and Vegetable Group - 4 serves daily
 (include 2 vegetables - yellow and green) (Total 4 points)

- 1 serve = medium potato/carrot/tomato/apple/orange
 = 1/2 cup of fruit juice.

Bread and Cereal Group - 4 serves daily (preferably wholegrain) (Total 4 points)

- 1 serve = 1 slice bread
 = 1/2 cup of cereal
 = 1 roll or muffin
 = 1/2 - 3/4 cup cooked rice, macaroni, spaghetti

Fats - We require about 1 tablespoon per day. (Total 1 Point)

- ☐ Complete this chart and total what you would score for yesterday's meals.

Meat/Protein	Score	/2
Milk Group	Score	/3
Fruit and Vegies Group	Score	/4
Bread & Cereal Group	Score	/4
Fats	Score	/1

- ☐ Why do we need a balanced diet like this?
-
-

My Score Was ...

14	Excellent
12 - 13	Very good
10-12	Fair
U/10	Balance it up

Hard to balance this!



☐ Complete this chart to show how much you know about the foods you eat. Add some more of your own in the blank spaces.

[illegible]

Activity 9

Fast Food Advertising



☐ Write some examples of fast food ads - both in print and on TV.

.....

.....

.....

Describe the feelings about eating fast foods these advertisements are trying to show you.

.....

.....

Is their advertising successful?

Survey 5 people and ask if they can recall a slogan or advertisement for some form of fast food.

What did you find out?

.....

☐ About the Advertisements

1. What reasons do advertisements give for eating fast food?

.....

2. Do all fast food advertisements have slogans?

List some of these:

.....

.....

3. Describe in detail a fast food advertisement you have seen.

Include information about the people, their actions, the colours, locations.

.....

.....

.....

.....

4. What do you notice the advertisers are trying to do?

.....

Activity 16

Who Do You Trust?

When we are faced with situations that frighten or worry us, it is important to know that there are people that we can talk to.

☐ Write down some people that YOU trust in each of these areas:

In my family:.....

.....

.....

At school:.....

.....

.....

In the community:.....

.....

.....

☐ Who would you tell if.....

* You had been bullied at school?

.....

.....

.....

* You were finding a school subject hard?

.....

.....

* You were feeling sick?

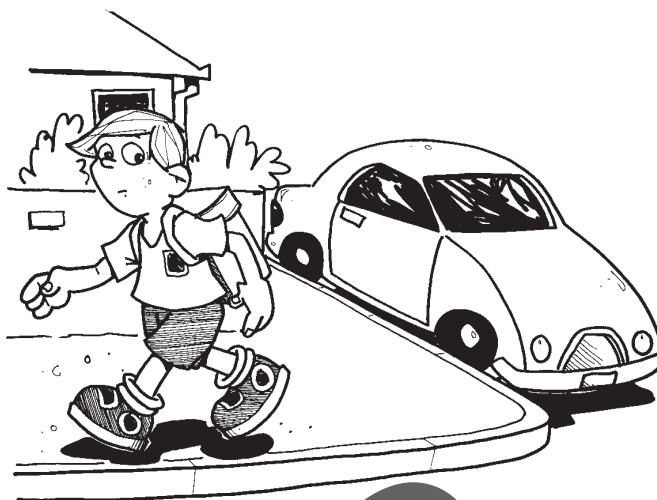
.....

.....

* You saw someone in your class take someone's lunch?.....

.....

.....



What does the word "trust" mean to you?

.....

.....

.....

Name.....

Activity 19

Clubs and Groups

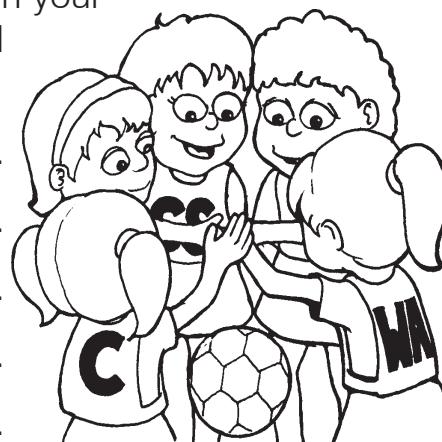
- ☐ List as many clubs or groups that you can think of in your community, e.g. chess club, aerobics class, netball club, etc.

.....

.....

.....

.....



- ☐ Which clubs or groups do you belong to or have belonged to in the past?

.....

.....

.....

- ☐ Tick the ways in which you have contributed to your club or group.

- | | | |
|--|---|---|
| <input type="checkbox"/> Attended training | <input type="checkbox"/> Organised fund-raising | <input type="checkbox"/> Followed rules |
| <input type="checkbox"/> Gone to games | <input type="checkbox"/> Gone to meetings | <input type="checkbox"/> Assisted coach |
| <input type="checkbox"/> Tidied up after games or meetings | <input type="checkbox"/> Sold raffle tickets | <input type="checkbox"/> Looked after equipment |
| <input type="checkbox"/> Supported and encouraged other members | | |
| <input type="checkbox"/> Always paid fees and handed things in on time | | |
| <input type="checkbox"/> Other contributions | | |

.....

.....

- ☐ What special rules does your club or group have to make sure it runs smoothly?

.....

.....

.....