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Book Five

For Ages 9 - 11

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 82 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 84 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 85 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 86 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 87 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 88 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
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Teachers' Notes

Healthy Habits (Pages 6 - 10)

Background Information

- * A healthy diet will be utilised by the body in an efficient manner, storing and using the energy provided by foods. Excess consumption of fatty foods or a lack of daily exercise may result in unused reserves being converted to body fats, leading to obesity. A balance of appropriate food intake and exercise is recommended.
- * It has been shown that disease can be transferred from person to person through bodily fluids such as saliva (by sharing drinks, sucking on someone else's pencil), not washing hands before eating (germs can remain on hands after touching the same object as a sick person has), airborne particles (coughing or sneezing without covering mouth and nose), not keeping mouth and body clean on a daily basis and incorrect storage of foods.
- * Germs are single celled creatures - bacteria - that can live in and on our bodies. Some bacteria are "friendly" and do not cause harm to the body, whilst others can cause illness. Viruses and fungi are two other types of germs that can invade the body and cause illness or disease.
- * Maintaining healthy gums and teeth as a child can significantly reduce the need for major dental work later in life.
- * Plaque is a sticky film that covers teeth and attracts bacteria and sugar. Bacteria in the mouth break down sugars to make acids, which eat away at the tooth enamel and cause cavities. Plaque also causes *gingivitis* (gum disease) - red, swollen, bleeding gums. Regular brushing, flossing and visits to the dentist can reduce the amount of plaque on the teeth, so that risk of decay is minimised.

Suggested Activities

- * Keep a container of wet wipes in the classroom to use before cooking activities, or when students feel that their hands are dirty. This is a convenient alternative to washing hands in the bathrooms if a number of students have to go at once.
- * Students design a fantasy "Clean Machine" - a futuristic machine that will take care of all their personal cleanliness needs. Draw and label the Clean Machines and display around the classroom.
- * Students make hygiene posters for the school canteen - to be displayed in food preparation and eating areas.

Answers

Page 6 - Healthy Habits Personal Chart

Healthy foods - should mainly consist of fresh produce from Grains, Fruit and Vegetable, Dairy and Meat groups. Unhealthy foods - takeaway fast foods, fried foods, snacks, chips and lollies, etc.

Fitness activities - sport, games, leisure, walking and cycling, etc.

Short - term goals should be easily achieved such as "tomorrow I will ride to school".

Longer - term goals may involve seeing an improvement in fitness or joining a new team as a new season starts.

Page 7 - Personal Cleanliness 1

Healthy actions can include showering or bathing, brushing teeth, washing hands before eating, washing and drying eating and cooking utensils, blowing nose if it is runny, avoiding touching rubbish or other people's items if they are ill.

Nail chewing - Dirt can stay under nails and you can be putting it into your mouth if you chew your nails.

No handkerchief - Sneezing into the air or wiping your nose with your hand can spread germs and give your cold to others.

Activity 2

Personal Cleanliness - 1

☐ List all the actions that we should take in a day to ensure personal cleanliness.

e.g. *Put on a clean set of clothes*

.....

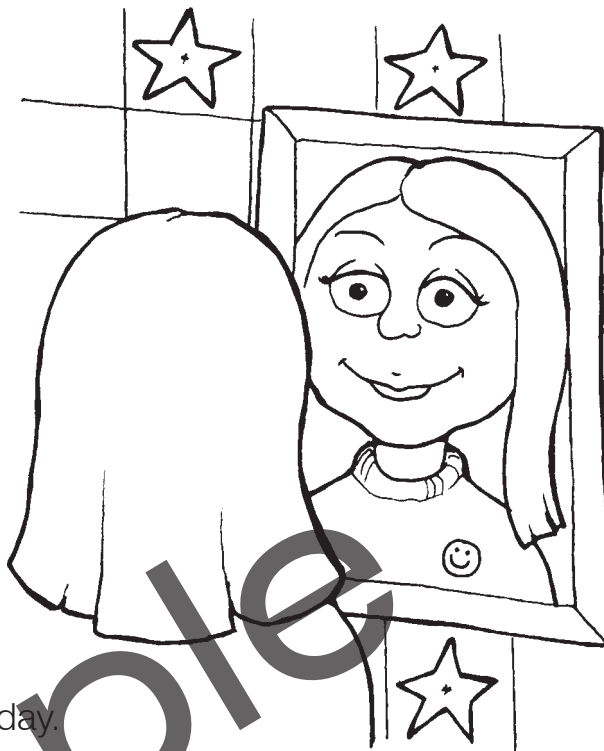
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Place a star (*) next to those you do each day.

☐ Sometimes we develop bad habits that prevent personal cleanliness. What would you say to a friend who had these bad habits, to encourage them to develop better personal habits?

❖ chews nails

❖ never uses a handkerchief

❖ doesn't brush their teeth

❖ won't wash their hands before eating

☐ It is difficult when at school to be careful about personal hygiene. What are some simple things we can do to make it easier?

e.g. *Always have tissues or a handkerchief at school.*

.....

.....

.....

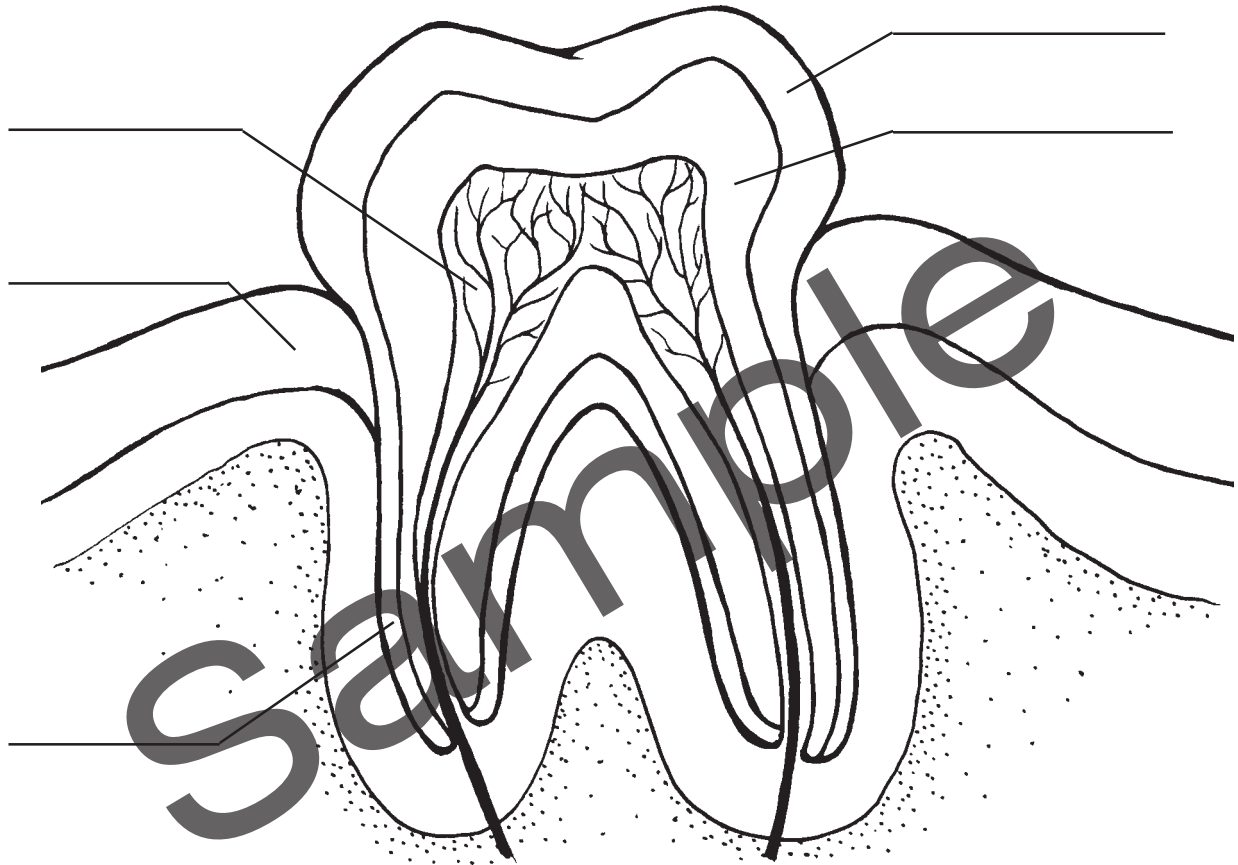
Activity 4

Healthy Teeth

Our teeth are made up of enamel (the hard outer layer), dentine (body of the tooth) and pulp (soft tissue inside the tooth).

Teeth are seated in the gum and are anchored into the jawbone by roots.

- ☐ Label this diagram of the tooth with these names:
enamel, dentine, pulp, root, gum.

**CHOMPER'S QUIZ**

Why do you think adults have more teeth than children?

.....

Why are some teeth ...

* sharp and thin?

* wide and flat?

Apart from eating what else can we use our teeth for?

.....

.....

Activity 13**See Here**

- ☐ Sight is considered our most important sense.
The loss of sight creates many problems.

How do people protect their eyes in industry?

.....

.....

Experiments to try

1. Choose an open space with a partner.

Apply a mask or blindfold to yourself.

Walk in a straight line for 20 steps, then try to return to your partner when they call you.

Describe what happened.

.....

How did you feel?

.....

2. Using art paper and a pin, create a **Braille** message. Make sure you keep the letters apart. (Use the Braille Alphabet below.)

Swap with someone else and attempt to decipher each of the messages.



A	B	C	D	E	F	G	H	I	J	K	L	M
•	•	••	••	•	••	••	••	•	••	•	•	••
	•		•	•						•	•	•
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
••	•	••	••	••	•	••	•	•	••	••	••	•
•	•	•	•	•	•	•	••	••	••	••	••	••

Activity 24**Where Can You Do It?**

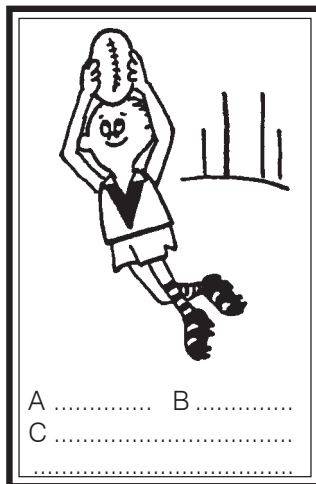
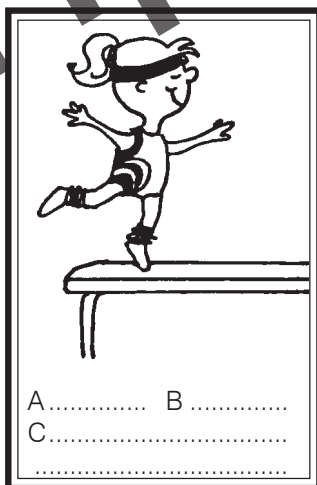
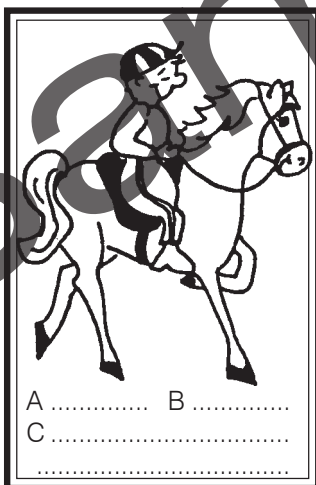
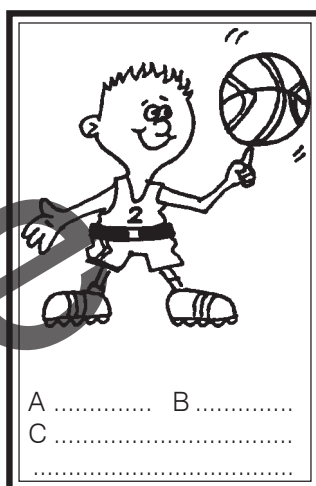
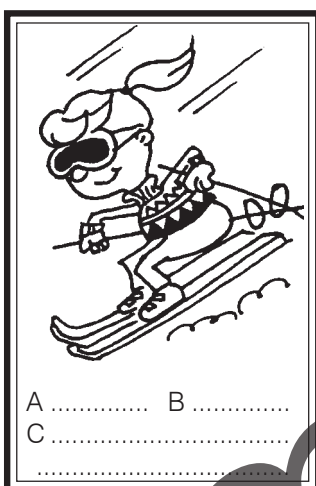
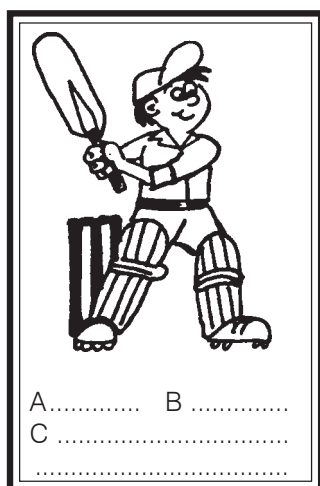
☐ Look at these sports shown below. Answer these questions:

A - Can **YOU** play the sport or activity?

B - Would you like to play the sport or activity?

C - Choose some of these and write down where you can do this in your local area.

Why would this be fun for people to do?



Activity 27

Me - Feelings

☐ Complete this sheet and find out what makes you one of a kind. It is important to fill out all the spaces.

Five words which describe my appearance.

.....

.....

.....

.....

.....

Things I love.

.....

.....

.....

.....

.....

Things which make me happy.

.....

.....

.....

.....

.....



A saying that is me.

.....

.....

.....

.....

.....

Things which make me sad.

.....

.....

.....

.....

.....

Things I'm good at.

.....

.....

.....

.....

.....

Things I'm not good at.

.....

.....

.....

.....

.....

Things which make me angry.

.....

.....

.....

.....

.....

☐ Find out the meanings of the underlined words, then complete the statements.

I'm optimistic about

.....

I'm pessimistic about

.....