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Book Six
For Ages 10 - 12

**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 50 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 52 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 53 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 54 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 55 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 56 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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Teachers' Notes

Healthy Eating (Activities 1 - 4)

Background Information

- * The Healthy Diet Pyramid is one of the best-known guides to good eating. The guide encourages the following: Eat Least - Sugar, alcohol, oil, margarine, fatty foods; Eat Moderately - lean pork and beef, poultry, fish and shellfish, nuts, dairy products including milk, ice-cream, yoghurt and cheese; Eat Most - Bread, grains and cereals including rice, wheat, millet, corn, rice cakes, barley, oats. Fruit and vegetables (all varieties). Fats are very high in energy and we only need a small amount each day. Sugar and alcohol have little nutritional value. Salt is already found naturally in many foods, so does not need to be added. Foods found in the "Eat Moderately" and "Eat Most" categories contribute most of the nutrients required to give us sustained energy for activity and growth, maintain our body systems and give our immune system the support it needs.
- * These hints will help to keep foods at their most nutritious: Choose fresh or frozen vegetables, avoid peeling fruits and vegetables where possible, try wholemeal varieties of breads and cereals, drink plenty of water, choose lean meats, trim off all visible fat and remove skin from chicken, avoid deep frying or adding oil, butter or margarine, use fresh herbs or spices to flavour foods instead of adding butter or salt.
- * When choosing foods, read the labels to check for high sugar, salt, fat or preservative content. The further down the list these things are, the less the product is likely to contain.

Suggested Activities

- * Make a pamphlet with ideas from Activity 2 on eating habits. Illustrate for a Junior 'buddy' class.
- * Create a restaurant menu with meals for certain types of people, e.g. the Athlete's Burger; the Flu-Ridden Fusspot; the Dieter; and describe and/or draw meals for each.
- * Collect pamphlets or menus for local restaurants. Place items in order from most to least healthy in small groups. Students could write letters praising healthy restaurants.

Relevant Internet Links

- * www.eatright.org/ermprev.html contains short passages of information suitable for teacher reference and student research on a large range of dietary issues.
- * www.nutritionaustralia.org contains an excellent section (under nutrition for all ages) on nutrition in schools for teachers.

Answers

Activity 1 - Eat to Live, Not Live to Eat 1

Answers will vary. Students should have more foods from the "Eat Most" and "Eat Moderately" categories.

Activity 2 - Eat to Live, Not Live to Eat 2

Some possible reasons people could overeat or under-eat include:

Overeating: Stress - "Comfort" food when you are upset, e.g. you eat it to make you feel better. To warm you up or cool you down in winter and summer, e.g. hot soups, or cold ice creams. Boredom; Habit, e.g. eating while watching TV, or having an afternoon snack even if you're not that hungry; For social reasons, e.g. sharing a bag of chips with friends; Because you are addicted to the taste, e.g. of very sugary or very salty foods; Anger - e.g. to get back at a parent by eating when they've told you not to; Health problems - your body is sending out wrong signals that you are hungry.

Undereating: Too busy, don't have time to sit down and eat properly; Trying to lose weight in an unhealthy way by not eating properly; Anger - to get back at your parents by refusing to eat; Stress - too upset or tense to eat; Unhappiness - too upset to eat; Not recognising hunger signals properly; Not being organised and carrying lunch and snacks with you if you are out all day; Health problems that suppress your appetite; Don't like the types of food you have to eat.

Activity 1**Eat to Live, Not Live to Eat - 1**☐ What did you eat yesterday?

Write your lists in the spaces on the right.



FOR BREAKFAST

FOR LUNCH

FOR DINNER

OTHER SNACKS

Is your **DAILY DIET** a balanced one, with the right foods being eaten in the right amounts?☐ Transfer yesterday's foods to the correct columns below.

Some foods may appear in more than one space.

Bread/Cereal Group	Vegetable/Fruit Group	Meat/Legume Group	Milk Group	Fats and Oils

Well! Is there a balance?

What did you have that wasn't really necessary?

What do you need more of?

Activity 2

Eat to Live, Not Live to Eat - 2

- ☐ We eat for a variety of reasons.
Brainstorm a list of ideas about why people overeat or under eat, e.g. stress.

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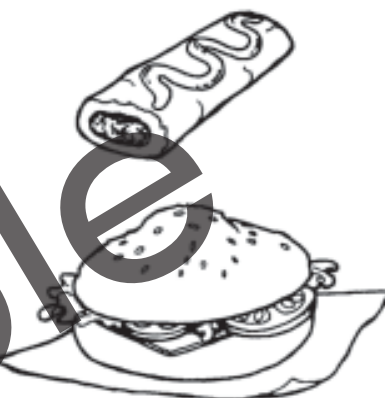
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Which one of the above could apply to you?

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- ☐ Devise a list of strategies for people who don't eat a properly balanced diet to improve their eating habits.

e.g. *Eat regularly throughout the day.*

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Teachers' Notes

Growing Up (Activity 15)

Background Information

- * Puberty is defined as “the biological changes of adolescence”. Hormones are released in the endocrine system in larger amounts during puberty. These hormones trigger physical and emotional changes during adolescence. A growth spurt usually occurs in girls about two years before boys. The growth spurt triggers the legs to grow, followed by the body's trunk, and ending in the shoulders and chest. Bones become harder and more dense, while muscle and fat contribute to an adolescent increase in weight. Girls develop breasts, acquire hips, and generally gain weight during adolescence. Boys develop wider shoulders, a more muscular neck, and lose fat during adolescence. Sexual development involves enlargement, maturity, and the reproduction of the primary sex organs. The male testes produce sperm cells and the prostate gland produces semen. Males are able to ejaculate the semen, which contains the sperm. The female ovaries release the mature ova into the Fallopian tubes. Menstruation begins during this time.

Suggested Activities

- * Students choose one of the characters from Activity 15 and imagine they have a concern relating to puberty, such as height, acne, or mood swings. Write a letter from that character seeking advice. Swap letters in pairs and write a response, ensuring understanding, reassurance and practical advice or information.

Relevant Internet Links

- * <http://school.discovery.com/lessonplans/body.html> includes lesson plans for Years 6 - 8 covering concepts such as puberty, self esteem, etc.

Answers

Activity 15 - Growing Up is Great - But Confusing!

These are male reproductive glands: testes.

A wide range of height is normal at our age.

Puberty is one stage of adolescence.

I'm small now but I know that my adult height is NOT decided when my growth spurt begins.

I seem to get upset often but I know that during adolescence my emotions change often.

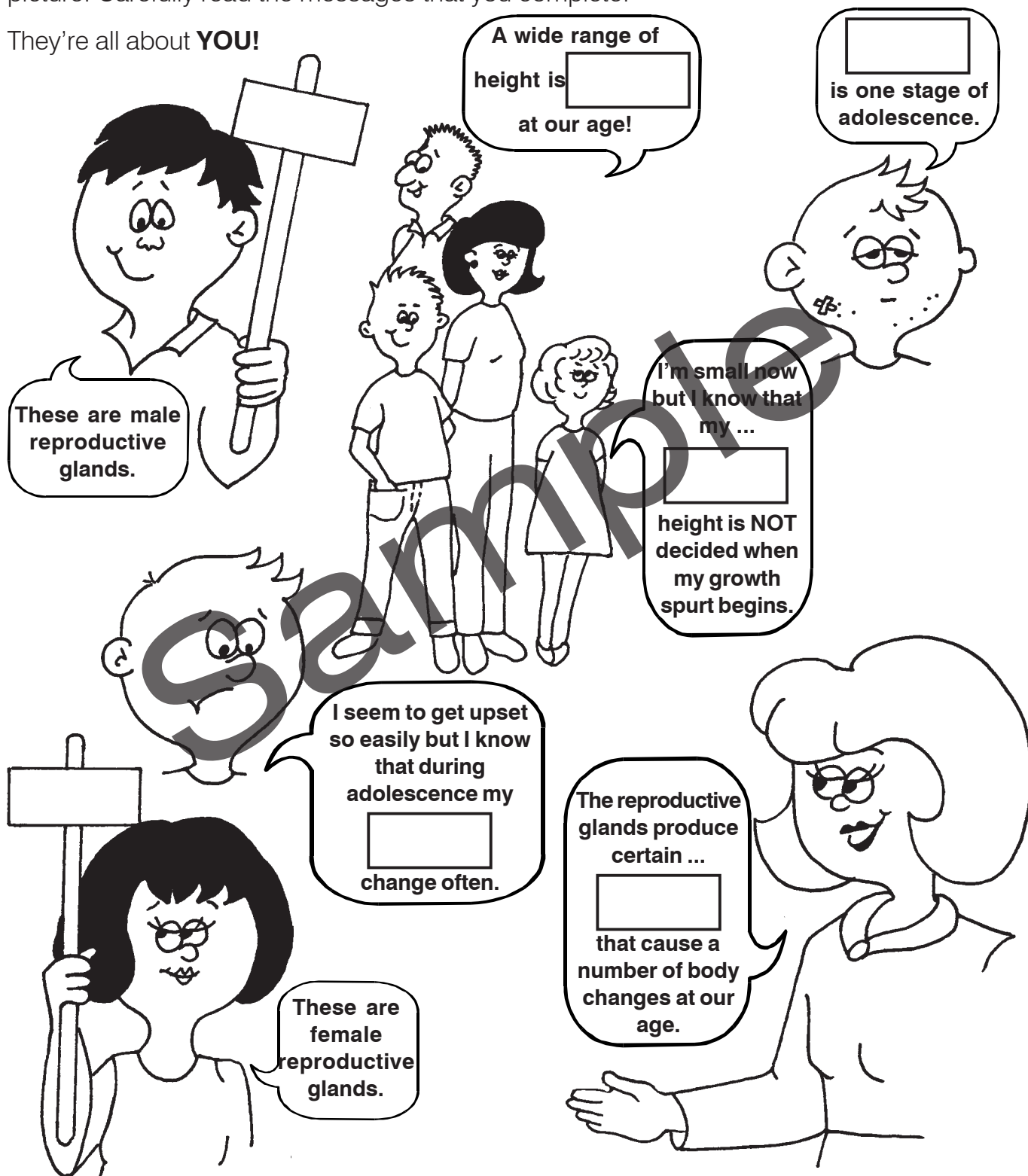
The reproductive glands produce certain chemicals that cause a number of body changes at our age.

These are female reproductive glands: ovaries.

Activity 15**Growing Up is Great - But Confusing!**

Look at the labels at the bottom of the page. Rewrite them in the correct places on the picture. Carefully read the messages that you complete.

They're all about **YOU!**



CHEMICALS	EMOTIONS	NORMAL	ADULT	TESTES	PUBERTY	OVARIES
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Do some research to find out more about GROWING UP CHANGES.