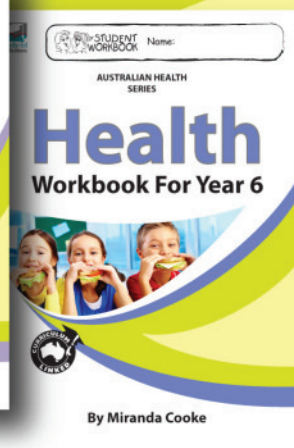
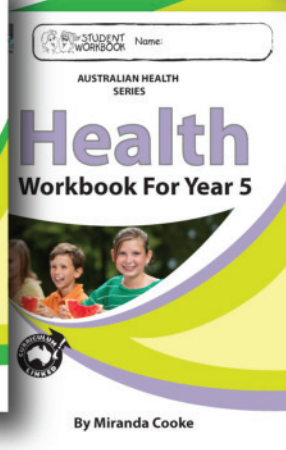
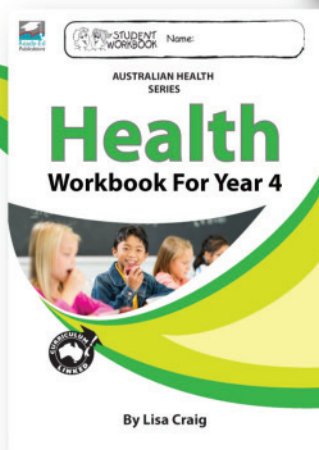
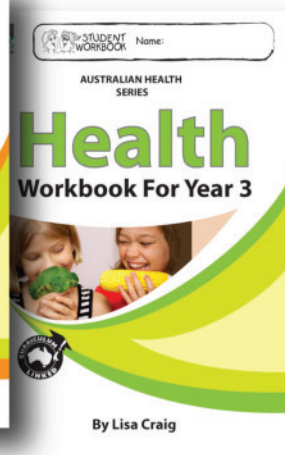
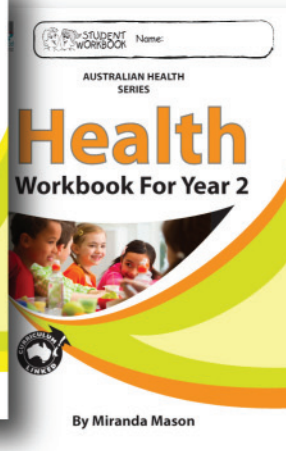
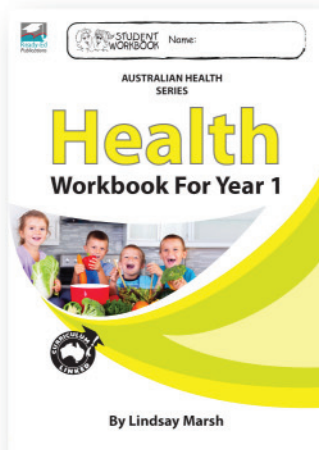


Health

TEACHERS' MANUAL





Title:
Australian Health Series
Teacher's Manual
for Student Workbooks 1-6
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Australian Health Series Book 1

Health Workbook

For Year 1

Sample



Teachers' Notes

The *Health Workbook For Year 1* is part of the *Australian Health Series* which comprises seven books in total. This book has been specifically written for Australian students. Linked to the Australian curriculum, each page references the content descriptions being assessed.

Being Healthy, Safe And Active is the first section of this book. In this section, students are given the opportunity to recognise their strengths and understand how they can develop new strengths. Identifying body parts and recognising that their bodies change as they grow, is also a focus. In order to understand how they can stay safe, students are encouraged to identify people who they trust and discuss protective behaviours. Recognising dangerous household substances and the inappropriate use of medicines, as well as the importance of reading safety symbols found at home, around water and in road environments is also highlighted.

The second section, entitled *Communicating And Interacting For Health And Wellbeing* focuses on inclusive and exclusive behaviour and emphasises how the former is right and fair. Students are given the opportunity to explore appropriate ways to communicate feelings using language and actions.

The third section in this book helps students to recognise that healthy habits create a healthy classroom, as does showing respect. Physical activity in the great outdoors is also explored.

The *Health Workbook For Year 1* is a wonderful resource. There are notes for the teacher at the beginning of each section which include: answers, additional activities, links and suggested ways to introduce new topics. Cleverly illustrated to engage young minds, this book will be a valuable addition to any school's pool of resources.

National Curriculum Links

Being Healthy, Safe And Active

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)

- describing personal achievements such as doing something on their own for the first time and sharing how they felt and how it influenced personal identities

Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)

- describing changes in their physical appearance now compared to when they were younger

Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)

- identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends
- recognising photos and locations of safe places and a network of people who can help

Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

- identifying poison labels and medicine packaging and understanding to ask an adult before taking medicines
- exploring how eating healthy foods can influence health and wellbeing
- describing actions to stay safe in a range of environments, including water, road, nature and outdoors

Communicating And Interacting For Health And Wellbeing

Describe ways to include others to make them feel they belong (ACPPS019)

- exploring how people feel when they are included and excluded from groups and activities
- demonstrating appropriate language when encouraging others
- demonstrating how to include others in physical activities when completing movement tasks or practising for performance
- expressing appreciation and offering encouragement using a variety of communication techniques

Identify and practise emotional responses that account for own and others' feelings (ACPPS020)

- recognising own emotions and demonstrating positive ways to react in different situations
- predicting how a person or character might be feeling based on the words they use, their facial expressions and body language

Contributing To Healthy And Active Communities

Explore actions that help make the classroom a healthy, safe and active place (ACPPS02)

- recognising how their actions help keep classmates safe, including identifying things not to be shared due to potential of contamination, infection and anaphylaxis
- explaining and demonstrating how being fair and respectful contributes to class health and wellbeing

Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)

- recognising that physical activities can take place in a range of different environments, including natural and built settings

Section 1 Being Healthy, Safe And Active

Page 5: What Am I Good At?

Before completing the activity sheet, brainstorm on the board the different things that people could be good at. Identify people in the public eye who are good at certain sports/activities, etc. as well as getting students to identify people who they know (friends, family, etc.) who are good at certain things (singing, playing an instrument, golf, basketball, drawing, etc.). This will help the children to think about people's strengths and make it easier to identify their own strengths. Stress that we cannot all be good at the same things. To help the students think of their strengths, they might want to list any extra-curricular activities that they are involved in. As an extension activity, play some simple games to help students to recognise that they may have strengths in certain areas, and to highlight that not everybody has the same strengths. Games could include: snap, a memory game, musical chairs, mental Maths games, running races, hopscotch, duck, duck, goose, marbles, etc. For more ideas, visit:

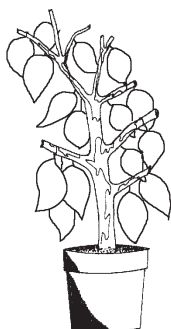
► www.gameskidsplay.net/

Page 6: Talent Tree

To create a 'Talent Tree' you will need to find a dead branch and place it in a colourful pot filled with soil. Once each student has cut out his/her leaf, a loop of string can be threaded through the hole marked on the leaf and tied to a section on the branch.

Alternatively, you could cut a trunk and branches out of brown construction paper and stick the leaves to it to create a wall display. Photocopy the leaf outline onto different coloured bits of paper, (e.g. green, orange, red, yellow) to create a more visually appealing tree.

Encourage the children to write a full sentence on the leaf, e.g. I am good at...



Page 7: Learning New Skills

Begin by asking the students if anyone has recently learned how to do something new. Prompt them by giving them some examples, (learned to sing a new song, learned to play a

new game on the computer/iPad, learned to play a new piece on the piano). Discuss how they mastered this new skill - write some words on the board to help you with this discussion: practise, persistence, never give up, keep trying, do a little bit every day, enjoy it, do it with a friend, take advice from somebody who can already do this activity, take a break from it and come back to it, two steps forwards, one step backwards. Ask them how they felt when they recently learned something new. Brainstorm words on the board: proud, happy, confident, pleased, motivated to learn other skills, etc. Students should now be able to complete the activity sheet independently.

Page 8: Using Our Strengths To Help Others

Depending on children's abilities, some students might be able to write and draw, others might only be able to draw. Display students' final pieces to showcase individual strengths. You could provide more examples of how people's strengths are used to help others on the board.

Pages 9 & 10: My Body 1 and 2

Sing songs and play simple games that reiterate knowledge of body parts, e.g. "Heads and Shoulders", "Simon Says", etc. Read the body parts together as a class first to help students recognise the words. Children at this age should be taught that their bodies belong to them and that they should tell a trusted adult straight away if a person touches private parts of their bodies. Some useful books and videos to reinforce what they should do if anybody abuses their bodies are:

- My Body Belongs To Me (an animated short video) www.youtube.com/watch?v=a-5mdt9YN6I
- My Body Belongs To Me (a book about body safety) by Jill Starishersky
- I Said No! (a kid-to-kid guide to keeping your private parts private) by Kimberly King
- The Right Touch (a read aloud story to help prevent child sex abuse) by Sandy Kleven

Section 1

Being Healthy, Safe And Active

Page 11: Growing Bodies 1

Line the students up from shortest to tallest. Record each student's height. Ask students to find out their heights at birth. Line the students up again in order of shortest to tallest (longest) at birth. Is there a vast change? Tell the students that we all grow at different rates and that we all stop growing at different ages, so the tallest student in the class this year, may not be the tallest next year. Here are some growth facts to share with the class:

- You grow the most from 0-1.
- After the age of 2, most children grow 5-6 centimetres a year.
- Girls generally stop growing between the ages of 13 to 15.
- Boys generally stop growing between the ages of 14-17.
- Research shows that we grow the most in spring.
- The average height in each country varies. The average height for a male in the US is 175.5 centimetres and the average height for a male in Japan is 165.5 centimetres.
- Each generation is getting taller.

As an extension activity, students could draw themselves to scale and display.

Page 12: Growing Bodies 2

Discuss how the girl's body shape changes as she grows older. Students could compare themselves to older or younger siblings or friends to understand the concepts of growth and change.

Page 13: Behaving Safely

The aim of this activity is to teach children safe behaviours and prevent them and others from injuries. Discussions will vary, below are some points that might be covered:

1. A hair dryer should not come into contact with water, as it can electrocute the user. This can happen with any piece of electrical equipment.
2. Always walk with scissors closed and hands wrapped around the sharp end of scissors (demonstrate this in class or ask a student to do this). If a student falls when not carrying scissors correctly, or if a student runs into

a student not carrying scissors correctly an injury will occur.

3. Ensure that hot items are placed out of reach from children to avoid burns to the body. Loose clothing is particularly susceptible to being caught and trapped in fires. Some items of clothing are more flammable than others.
4. Always place the tops back on items that, if swallowed by younger children, are potentially harmful.
5. You can electrocute yourself by placing a metal utensil inside a toaster while it is switched on.
6. If you leave the iron faced down on the ironing board you could start a fire. Always unplug the iron when it is not in use.
7. Do not leave hot items close to the edges of a work surface which young children might be able to reach.
8. Never place your hands inside a moving blender or food processor as you can get your fingers caught in the blade.

As an extension activity children might want to draw their own example of a dangerous behaviour on the back of the sheet, or share a story about behaving safely.

Page 14: Safety Symbols

Safety symbols: 1) Swim between the flags. 2) No swimming - crocodile infested waters. 3) Do not drink this water - it is not potable. 4) Pedestrians crossing. 5) Flammable. 6) Dangerous. Other safety symbols which students might draw are: not suitable for 0-3 year olds, no pedestrians, no push-bikes, slippery floor, loose rocks, do not touch, no eating or drinking, chance of electrocution, kangaroos crossing, no entry, no prams, wet paint, etc.

Page 15: Keeping Safe On Our Roads

Students should colour all five people pictured. The lady is crossing the road at the pedestrian crossing; the man on his push-bike is wearing his helmet (although may not have stopped for the pedestrian); the motorcyclist is wearing his helmet and has stopped at the pedestrian

Section 1

Being Healthy, Safe And Active

crossing; the driver has stopped for the pedestrian; the cyclist and vehicles are on the correct side of the road; the workman has coned off the area in which he is working to warn vehicles of the obstruction. The safety symbol tells pedestrians to cross only at the pedestrian crossing. As an extension activity you could discuss speed limits on our roads and the importance of drivers obeying these limits.

Page 16: Keeping Safe Around Water

The following people are adhering to procedures and should be coloured green: the lifeguard by being at the pool's side and watching the swimmers; the mother who is supervising her children; the swimmers doing laps are in the correct lanes; the teacher and the students using the kick-boards are in the correct area and seem to be following instructions.

Students should colour red: the two girls in the swimming lesson area who are obstructing the kick-boarder; the man in the free-play area who seems to be about to dunk the lady.

Page 17: Feeling Safe 1

This activity should help students understand that everybody feels unsafe at some point in their life, and that we should openly talk about it and identify, what makes us feel unsafe. Sharing with another person what makes us feel unsafe is a protective behaviour that can make us feel safe again. Students are encouraged to identify a safe place. This is another protective behaviour. Brainstorm places that the students class as "safe" on the board (cubby, bedroom, or an imaginary place). Discuss why the students think that these places are safe (no strangers, around people who they trust, familiar, etc.). Discuss how students' bodies tell them they are in an unsafe situation (heart/pulse races; feel hot or cold; sweat; get goose bumps; feel dizzy, etc.).

**Page 18: Feeling Safe 2**

This activity is designed to teach students that we all have the right to feel safe all of the time and that we must tell somebody if we feel unsafe. As an extension activity to this exercise, set up role-plays so that the children can practise telling somebody who they trust that they feel unsafe.

Page 19: People Who I Trust

It is important that children can identify people who they trust other than their parents. Brainstorm other people on the board who are responsible adults and who can help them if they get into trouble, (teachers, nurses, doctors, lollypop men/women, firemen/women, etc.). Say why the children trust them. This is a good opportunity to discuss unsafe situations when the children might need to seek help.

Page 20: People Who I Do Not Trust

"Stranger Danger" is an ongoing issue and it is important that children are aware of the risks of talking to strangers. It is also important that children are equipped with strategies to deal with strangers should one approach them. Brainstorm situations when strangers might see the opportunity to approach children (if they are on their own, if they are in isolated places away from adults, etc.). Discuss how to avoid strangers approaching them (stay in groups, stay near adults, etc.). Discuss how best to deal with strangers (say "no" firmly, do not engage in conversation, seek an adult's help, go to a safe place, etc.). You might be able to arrange for Constable Care to visit the school to talk about "Stranger Danger" ► www.constablecare.org.au

Page 21: Medicines 1

Before beginning the activity, ask students if they have ever had to take any medicines. You could list the names of some medicines on the board. Talk about the dangers of taking medicine when you do not need it and taking too much medicine (it can make you very sick). Ask the children about the alternatives to taking medicine (rest, drinking water, a lemon drink, etc.). Students should order the pictures: 2,4,3,1

Page 22: Medicines 2

This activity sheet teaches the students about the importance of taking and storing medicines correctly. The picture clues tell us to: always read all the instructions on medicine bottles before taking medicines; measure the right amount of medicine for your age/weight; if it is advised – take medicine with food. Students should note that the cabinet in this bathroom does not appear to be a good place to store medicines because

Section 1

Being Healthy, Safe And Active

it is low down and can be easily accessed by young children. However, if the cabinet is fitted with child locks, then it becomes a suitable storage place. Students might also note that a cabinet placed above the vanity might be a better place to store the medicines. As an extension activity, ask the children to share where medicines in their homes are kept.

Page 23: Household Substances

Students should colour all of the products apart from the chocolate cookies, the fruit juice, the dog food and the cake mix. Students should identify the following words: caution, keep out of reach of children, warning, killer, bleach, poison. Places to store household substances: up high, in locked cabinets, and/or in rooms where children are not likely to spend time, i.e. the laundry.

Page 24: Eating Healthy Foods

Discuss the benefits of healthy eating with students, e.g. typical/standard growth, energy for daily activities, protection from illness, etc. Investigate the contents of students' lunch-boxes sorting foods into "healthy" and "unhealthy" categories or "sometimes" and "always" foods. Access a copy of the school canteen menu and do the same. If you use a traffic light system at your school canteen (red, amber, green) to group foods, discuss this also. Children should be made aware that dietary guidelines for children suggest plenty of foods from the bread and cereal, and fruit and vegetable groups; moderate amounts of dairy, meat and protein; and minimal amounts of sugars, fats and oils. The Australian guide to Healthy Eating can be found at: <http://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>. This guide is a useful tool to help students process this information. You might also like to emphasise that a regular intake of water, rather than juices is recommended. Children should colour green: the apple, yoghurt, cheese, bowl of fruit, salad sandwich, peas and cereal. Children should colour red: the ice-cream, the cupcake, the lollies, the hot chips and the chocolate bar.

As an extension to this activity, students can cut out the coloured foods and sort them into food groups using the headings: breads and cereals;

fruits and vegetables; dairy, meat and proteins; sugars, fats and oils.

Some useful websites connected to the topic of healthy eating are:

- ▶ www.nutritionaustralia.org (provides ideas for increasing nutrition school-wide)
- ▶ www.goforyourlife.vic.gov.au (website promoting healthy eating and increased physical activity)

Page 25: Healthy Food Means Healthy Teeth

This is a good opportunity to talk about general teeth care – how to brush your teeth (using small circles - not too much pressure), what type of toothbrush to use, whether they have lost any teeth, when they can expect to lose teeth, what it feels like, what the difference between baby and adult teeth is, how often they brush their teeth, etc. Students can share stories about dental visits.

Section 2

Communicating And Interacting For Health And Wellbeing

Page 27: Feeling Left Out

Before students begin the activity sheet, brainstorm situations when a child could be excluded, and identify how this might make the child feel. This activity is to help children help themselves if they feel left out. It should teach them strategies to become part of a group again, such as: asking people if they can join in, finding another person who is alone, introducing themselves to others, setting up a game that other children can play with them, telling an adult that they feel left out so they can help them to become part of a group.

Pages 28 & 29: Including Everybody 1 and 2

These activity sheets are designed to encourage children to practise inclusive behaviour, and understand that including others is the right and fair thing to do. Set up role-plays so that students can practise ways to ask other students to play with them. As an extension activity brainstorm words on the board which describe how people feel when they are included.

Page 30: Including Everyone In Physical Activities

Talk about how children can modify games to accommodate another person or a few people. Answers: 1) The child with the ice-cream could set up a mini game of soccer with goal posts or kick it back and forth with a friend(s). 2) The child holding the skipping rope could include another child by skipping together facing one another, or taking turns to skip over the rope and counting how many times each child can skip continuously. 3) The child with the tennis racquet could get one person to throw the ball to her so she can hit it. 4) Students might draw a picture of children playing: tag, hopscotch, hide and seek, marbles, etc.

Pages 31 & 32: Encouraging Others 1 and 2

These activity pages teach children about the skills needed to work effectively together and about being sensitive to other people's feelings.

Page 33: Feelings 1

It is important that students recognise their feelings and understand what triggers them. It is also important that students know how to

communicate to others what they are feeling. Children who are able to deal with any negative feelings that they have in an appropriate manner will be happier. Answers: The boy in the first picture is feeling sad because his dog is injured. The boy in the second picture is angry because he has dropped his ice-cream. (This is a good opportunity to discuss how the boy could manage his anger and stop himself from feeling angry for a long time. E.g. taking a deep breath, counting to ten, focusing on something else to take his mind off the ice-cream, thinking of something worse that could have happened, trying to see the funny side, talking about what has happened to somebody else, trying to fix the problem - cleaning up the ice-cream and asking for another one.) The boy is feeling scared because he is afraid of the dog. The little girl is happy because it is her birthday. Students might like to share stories about when they have felt these four emotions, then draw their own examples on the back of the sheet. A useful website which explores dealing with feelings is: www.kidshealth.org

Page 34: Feelings 2

Talk about why the student may be feeling tired (didn't get enough sleep, unhealthy diet, feeling unwell, etc.), why the student is feeling happy (Skyping a friend that she may have not seen for sometime), why the student is feeling confused (not able to complete a set task or problem given at school), why the student is feeling excited (it looks like it is her birthday and she has received a gift). Share students' stories about when they have felt confused. Discuss what they should do if they ever feel confused (ask a teacher/adult/friend, check the information/instructions again, etc.). Students might represent their example by drawing a picture on the back of the sheet.

Page 35: Feeling Angry

Possible things that trigger anger at home: being teased or annoyed by a sibling, having to do chores, not winning a game, not being able to find something, getting into trouble, etc. Possible things that trigger anger at school: not being able to understand work, being teased by peers, losing a personal item, not being chosen on a team, being left out on the playground.

Section 2

Communicating And Interacting For Health And Wellbeing

Anger is a common feeling felt by younger children and it is important that they learn to express and manage their anger in socially acceptable ways. Not getting enough sleep coupled with a poor diet can cause children to be angry at things that other days they would not normally be bothered by. It is important that children are aware of this. Discuss appropriate and inappropriate ways to deal with anger by reading through the list together on the activity sheet. Students may be able to add to the list and share their strategies for reducing their feelings of anger.

listening and responding to one another.

Page 36: Feeling Happy

Extension activities might include:

- Reading Mr. Men books and discussing what the characters are feeling.
- Making masks out of paper bags or paper plates which show two opposite emotions on either side.

Page 37: Feeling Sad And Feeling Scared

Answers: a.) The little girl is feeling scared because she is watching a television program that is scaring her. b.) Her body language tells us she is scared - her knees are drawn in to her body and she is pulling the blanket towards her face. c.) She could switch the television off or change the channel; she could talk about what she has just seen on the T.V. with an adult; she could do another activity to take her mind off the program. a.) The little girl is feeling sad because she feels sorry for the bird which has died. b.) Her body language tells us she is feeling sad - she is frowning and picking up the bird with both hands, she is looking directly at the bird. c.) Tell somebody, bury the bird, involve herself in an activity which takes her mind off the bird.

Page 38: Listening And Responding

This activity page helps students to understand the importance of listening skills in the playground as well as the classroom. As an extension activity you could set up games in the outdoor area, such as tunnel ball or a relay race, to demonstrate the importance of

Section 3

Contributing To Healthy And Active Communities

Page 40: Healthy Habits 1

Invite the school nurse in for a visit to discuss personal hygiene with the students. Students should be made aware that most germs are passed through the air in tiny particles and inhaled, or through touching and eating things that have been touched or tasted by someone with an illness. Students should colour green the child washing his/her hands and the girl blowing her nose into the tissue. Students should colour red the boy coughing on another and the child chewing the end of his pencil.

A useful website which has sections on personal hygiene is ► www.kidshealth.org

Page 41: Healthy Habits 2

You could ask students to record their sleeping habits for a week and graph the results. Students might want to share their set bedtimes during the week and the weekend with their classmates.

Page 42: Wellbeing – Being Kind

1) The boy who is shouting at the little boy who is crying is being unkind. He looks like he is saying nasty things to him or pressuring him to do something that he doesn't want to do. 2) The child who is placing his arm around the crying child is being kind because he is trying to comfort the bully's behaviour and comfort the child being bullied. 5) Students may note that being a passive bystander in this situation is not useful and that if you are too scared to confront a bully, always do something, such as tell a teacher. If students are ever bullied they may want to think about applying some of the following behaviours:

- Say, "No", "Stop" or "Leave me alone" calmly or firmly.
- Don't react by crying or screaming.
- Looking the bully in the eye when speaking to him/her.
- Keeping their distance from the bully when addressing him/her.
- Standing confidently before the bully.
- Using assertive body language, such as raising their hands.

A useful website is ► www.bullyingnoway.gov.au. It contains models to use in the classroom to reduce bullying.

Page 43: Wellbeing – Being Fair And Respectful

This activity helps children to consider other people's feelings and be less self-centred. Students should identify sharing as a solution to the first two problems. For example, students can share the computer by taking turns to use it. Maybe they could time each other so that they both spend an equal amount of time on it. Students could cut the cake equally into two halves so that they both get the same amount of cake. The boy running on the school grounds is not thinking about other people's safety as he is about to injure himself and someone else. The boy littering is disrespecting an environment which we all have to share. As an extension activity, students can share their own stories about occasions when children have shared things with them, etc.

Pages 44 & 45: Being Active Outdoors 1 & 2

For the first activity sheet, students should colour: the children on the swings, the children climbing, balancing and swinging on the tree, and the skateboarder. Students should note that it would be difficult to engage in these activities indoors because of the equipment needed - therefore they might draw the conclusion that the outdoors encourages children to be more active than indoor environments. For the second activity sheet, students should trace over the words: jumping, skipping, swinging, climbing, running, throwing, sliding.

Page 46: Staying Safe While Playing Outdoors

The children should identify the following as items which will help to keep them safe outside: the sun hat to protect them from the sun, sunstroke and cancer; shoes to protect their feet as they could step on sharp objects or their toes might get trapped in play equipment or trodden on; sunglasses to protect their eyes from sand, dust and eye cancer; sunscreen to protect their skin from burning and from skin cancer; water so they do not get dehydrated and fatigued. A useful website for becoming a sunsmart school is ► www.cancer.org.au/sunsmart (click on Sunsmart Schools in the menu) You may like to tell children that: the sun is the primary cause of skin cancer in Australia, resulting in overexposure to ultraviolet rays which interrupt our skin cells' natural growth patterns. Over a quarter of a million new cases of skin cancer are diagnosed each year.

Australian Health Series Book 2

Health Workbook For Year 2

Sample



Teachers' Notes

Being healthy is necessary if we are to have quality of life. We can often take our health for granted. The *Health Workbook For Year 2* has been written to support students to make wise choices to enhance their own health, safety and wellbeing. As students work their way through this book, they will become more aware of their own emotions and of the emotions of others and know how to enhance their health and that of others. These are important life skills.

Health is an important learning area which has strong links to Science and takes a strength-based approach to help children become health literate.

The *Health Workbook For Year 2* belongs to the *Australian Health Series* which comprises seven books in total. This book is linked to the Australian curriculum. The content describes that each activity addresses are written at the bottom of every page. The *Health Workbook For Year 2* focuses on three areas of the curriculum in particular:

- being healthy, safe and active
- communicating and interacting for health and wellbeing; and
- contributing to a healthy and active community.

This book is a flexible resource and you can choose to follow the sections chronologically or use the topic pages in no particular order. Teachers are masters of adaptation. Please feel free to modify the tasks and activities to suit your students - as you know them best in a school environment.

Above all, have fun with the topic!

Australian National Curriculum Links

Being Healthy Safe And Active

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)

- describing personal achievements such as doing something on their own for the first time and sharing how they felt and how it influenced personal identities
- accessing stories where characters demonstrate strengths, sharing how these strengths helped the character be successful and recognising which of these strengths they possess
- participating in games and physical activities and describing how others' strengths contribute to successful outcomes

Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)

- describing changes in their physical appearance now compared to when they were younger
- identifying and describing significant relationships in their lives and how these have evolved or changed over time
- discussing ways families and cultural groups acknowledge and celebrate major stages of development
- discussing tasks they are allowed to do by themselves and explaining how these have changed since they were younger

Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)

- identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends
- locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing a phone call to triple zero
- identifying situations that require the help of emergency services
- recognising photos and locations of safe places and people who can help

Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

- identifying poison labels and medicine packaging and understanding to ask an adult before taking medicines
- exploring how eating healthy foods can influence health and wellbeing
- exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community
- describing actions to stay safe in a range of environments, including water, road, nature and outdoors

Communicating And Interacting For Health And Wellbeing

Describe ways to include others to make them feel that they belong (ACPPS019)

- identifying and appreciating similarities and differences in people and groups
- exploring how people feel when they are included and excluded from groups and activities
- demonstrating appropriate language when encouraging others
- demonstrating how to include others in physical

activities when completing movement tasks or practising for performance

- expressing appreciation and offering encouragement using a variety of communication techniques

Identify and practise emotional responses that account for own and others' feelings (ACPPS020)

- recognising own emotions and demonstrating positive ways to react in different situations
- identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses
- predicting how a person or character might be feeling based on the words they use, their facial expressions and body language
- understanding how a person's reaction to a situation can affect others' feelings

Examine health messages and how they relate to health decisions and behaviours (ACPPS021)

- identifying advertisements they have encountered that contain health messages
- identifying popular health slogans and discussing the behaviours these slogans are encouraging
- creating their own positive health message and sharing it with the class

Contributing To Healthy And Active Communities

Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)

- creating a bank of movement games and physical activity cards students can select from and play during lesson breaks and before or after school
- exploring sustainable practices that students can implement in the classroom to improve health and wellbeing of the class
- exploring how fruit and water breaks help support class health and wellbeing
- recognising how their actions help keep classmates safe, including identifying things not to be shared due to potential of contamination, infection and anaphylaxis
- explaining and demonstrating how being fair and respectful contributes to class health and wellbeing

Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)

- recognising that physical activities can take place in a range of different environments, including natural and built settings
- participating in physical activities within the built structures in the school and local community where physical activity takes place

Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)

- examining images or descriptions of different families, communities and cultural groups to identify the features that make them similar and different
- sharing the things that make them similar to and different from others in the class
- exploring the importance to different cultures of storytelling through dance, music and song, including Aboriginal Dreaming/Creation stories
- discussing practices of their own culture used to pass on significant information from one generation to the next

Internet Safety

With increasing use of the internet in schools, take a few minutes to teach your class how to stay safe online. Following the five SMART rules is just one approach you could take:

SAFE – keep safe by not giving out personal information.

MEET – meeting someone you have met online can be dangerous. Talk about this with a parent first.

ACCEPT – opening files, accepting messages, pictures or texts from someone who you don't know can be a problem. They could be viruses or nasty messages.

RELY – information on the internet may not be true.

TELL – tell a trusted adult if someone or something makes you feel uncomfortable online or you see someone being bullied.

For more information go to: ► www.staysmartonline.gov.au/

It is important to set up conditions in your classroom to allow students to feel safe and secure. Discuss etiquette for respecting each other and only encourage personal disclosure about ideas or sharing things, if students feel comfortable, and the conditions for good listening are applied.

Classroom activities about social and emotional learning can be tricky. It is important to consider the best way to deliver the lesson and know how to find extra support for your students if required (School Guidance Officer or Principal). A useful website on internet safety is: ► www.mindmatters.edu.au

Getting Started

Starting a new topic is exciting – harness the curiosity, prior knowledge and enthusiasm of your students with some of the ideas listed below to introduce the topic to your class. Your students' ideas might help to spark a learning journey that you did not expect!

Create A Word Wall

Brainstorm vocabulary associated with the topic and display these in the classroom. Incorporate these into literacy activities (sand spelling or using letter cards to make the words).

KWL Chart

Create a class KWL chart to map out your students' prior knowledge, what they want to learn and then later, detail what they have learnt. This is a good chance to come up with questions to explore as a class.

Class Collage

Images are very powerful learning tools. Spend a session creating a class collage at the start of the unit to examine the students' prior knowledge of the topic. This also makes a terrific display!

Curiosity Corner

Hands-on items are great learning stimuli. Ask students to bring in any items that they associate with the topic and display them on a table. Items might include: food, menus from restaurants or pictures that they have found.

Library Adventure

Make a library booking and give students time to explore the library collection (physical and online) and report back about what resources might be available for this topic.

A Find Out More Poster

Display a 'Find Out More' poster for the topic and write up any curly questions that students come across through the unit. Revisit them together or use them as fast-finisher investigations.

Student Photographer

Appoint students each week to take photographs of the class in action. Display the photographs in the classroom or use them in the school newsletter.

Make A Movie

Document the topic of work with your students to create a documentary. Identify students to film as learning activities continue. Start by filming students talking about their initial ideas on the topic, why it is important and what they might want to find out.

Make A Healthy Living Bookmark

Ask students to draw pictures or use images to show three healthy living activities that they are working towards, (e.g. eating a good breakfast, drinking water, washing hands, etc.).

Section 1

I'm Healthy, Safe And Active

BACKGROUND NOTES:

- Children are rapidly developing social and emotional skills during the early years of primary school including a greater understanding about how to complete daily activities for themselves.
- Being able to describe their own strengths and those of their peers is important for identity formation.
- A healthy diet consists of a balance of a variety of foods. The Australian Guide To Healthy Eating suggests that the majority of our diet should consist of vegetables, breads and cereals, followed by moderate amounts of fruit, protein and dairy, and minimal amounts of sugar, fats and oils. A regular intake of water is important for hydration.

SUGGESTED EXTENSION ACTIVITIES:

- Play circle games where students can share a personal talent and something that they have noticed in others.
- Ask students to bring in baby photographs and discuss how they have changed over time. Discuss what changes are still to come.
- Encourage students to role-play problem situations and model how they can ask for help.
- Bring in a variety of empty medicine and poison containers for the students to examine and discuss the danger warning signs and information on the labels.
- Make a class chart of healthy food choices.

USEFUL LINKS:

World Population counter

- ▶ www.worldometers.info/world-population/

Poisons information: Australian Government

- ▶ <https://www.tga.gov.au/industry/scheduling-poisons-standard.htm#.Uz9Ru15xkhQ>

Australian Guide To Healthy Eating

- ▶ <https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>

EDUCATIONAL GAMES:

Poisons: find them in the house and store them away

- ▶ https://illinoispoisoncenter.org/ipc_media/games/OutOfSight/

Recycling game

- ▶ <http://www.1300rubbish.com.au/rubbish-removal-articles/free-online-game-for-kids-the-recycling-game/>

Colgate – games involving teeth

- ▶ <http://www.colgate.com/app/Kids-World/US/Games-And-Activities.cvsp>

Variety of different games – healthy eating

- ▶ <http://www.freshforkids.com.au/games/games.html>

ANSWERS:

Page 10: Let's Celebrate

Greece = Hang an onion on their front doors;
Germany = Eat marzipan pigs; Denmark = Throw dishes on their friends' doorsteps.

Page 12: Asking For Help 1

1 = a teacher or friend; 2 = Information Centre Assistants or somebody working at the shopping centre rather than customers;
3 = another student; a sibling; a teacher; my parents; 4 = a teacher; a friend; a sibling.

Page 13: Asking For Help 2

1 = a police officer; 2 = a surf lifesaver; 3 = parents; 4 = a teacher.

Page 14: Asking For Help 3

Students should colour: the buildings with the Safety House logos on; the police station; the hospital; the school and the fire station. Students might then want to prioritise these buildings.

Page 15: Asking For Help 4

1 = ambulance; 2 = fire engine; 3 = police.
Suggested response: "Ambulance please. My mum has fallen and she isn't moving. Our address is.....what should I do to help?"

Page 16: Medicines

Students should tick the liquid Nurofen and the inhaler. 1 = Tell the adult looking after you that you are feeling unwell. 2 = Try something other than medicine (rest, water, hot water bottle). 3 = Visit the doctor or a pharmacist. 4 = Take medicine with an adult's help.

Section 1

I'm Healthy, Safe And Active

Page 17: Poison Detective

Students should cross: the washing powder; the shoe polish; the bleach and the soap. They should tick the other items. Students should highlight the words 'poison' and 'chemical' as well as the skull and crossbones symbol.

Page 18: Keep Us Safe In Our Environment

Possible responses: Lifting heavy items from a shelf without a teacher's help can cause an accident or injury; Standing on shelves could be dangerous if the shelves tip or the student falls backwards; Leaving bags and other items on the floor can result in a student tripping and injuring him/herself; throwing objects, such as rulers could hurt another student; carrying scissors by the handle can injure another student - always carry scissors by closing the scissors and wrapping your hand around the sharp end of the scissors; rocking on your chair could lead you to fall backwards; chewing lead pencils can cause lead poisoning or can be dangerous if someone knocks you; obstructing fire extinguishers is dangerous in the event of a fire; stretching electrical cords across the floor can cause an obstruction to children walking around the classroom and could electrocute someone.

Page 19: Staying Safe Outside

Students need to tick: the sausages on the BBQ, the burning candle, the flowers, the stew. Students should cross: the cigarette smoke, the car exhaust fumes, the factory smoke, and the gas cylinder.

Page 20: Staying Safe Outside 2

1) Students should colour: broken bottle, other sharp things in the sand, the girl with sunburn and no hat, the big waves, the washed up jellyfish. 2) Students should colour: the broken glass bottle and other debris, the broken swing, the big tree roots, the cracked slide. 3) Students should colour: the car reversing, the loose shopping trolley, the little boy standing away from his mummy and the oil leak.

Page 21: Staying Safe Outside 3

Students should tick and colour: the girl's large brimmed hat, her sunglasses, her full-length

bathers, her sunscreen, the umbrella, the bottle of sunscreen and the clock.

Page 22: Being Active

Possible benefits of physical activity: encourages standard growth; helps you to maintain a healthy weight; builds strong muscles, keeps your heart and lungs healthy; gives you more energy; prevents you from becoming too tired; prevents obesity and prevents you from developing lifestyle diseases such as diabetes type II.

Page 23: Healthy Food 1

The Australian Guide To Healthy Eating has replaced The Food Pyramid, and it can be found at ► www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating There are differences between this guide and the old guide which can be discussed in class.

Page 24: Healthy Food 2

Sometimes: lollies; biscuits; cupcake; cool drink; potato chips; ice-cream. Moderate: banana; apple; milk; fish; yoghurt; cheese; fruit salad; eggs; red meat. Always: salad sandwich; water; bread; rice; vegetables.

Section 2

Communicate And Interact To Stay Healthy And Well

BACKGROUND NOTES:

- Having a good understanding of feelings helps us to develop empathy for others.
- It is important that we can regulate our feelings and learn how to change unhelpful thoughts to helpful thoughts, that in turn, impact our feelings.
- Modelling how to encourage others is important. Steer away from meaningless praise and instead, reward behaviour that is outstanding. Use specific language. For example, "You really tried hard to finish that task" is more specific than, "Well done". This gives students on-the-spot feedback so that they understand what is being praised.
- Developing critical literacy skills to understand what messages advertisements are presenting is important. Model analysis of advertisements to the students and show them how to ask questions about what is presented to them in the media.

SUGGESTED ACTIVITIES:

- Hold a class discussion about how they can include others. Create a poster to display which includes their ideas about inclusion (refer to it over the year).
- Play guess the feeling – ask students to act out feelings and the class must guess what they are. Discuss the body language that they use.
- Look at advertisements that have a healthy message and talk about the elements of the advertisements (slogans, colours used, symbolic objects, etc.).
- Create some strong health slogans for the class (make a song or a video).

USEFUL LINKS:

Kids Matter Primary – terrific resources and materials supporting wellbeing

► <https://www.kidsmatter.edu.au/primary>

Raising Children network – parenting website with useful reference materials for teachers

► http://raisingchildren.net.au/school_age/school_age.html

ANSWERS:

Page 29: Communicate To Show You Appreciate

Students should tick: looking them in the eye; listening to their ideas before replying; thinking about what you need to say before-hand; nodding to show that you are listening.

Page 30: I Am An Includer!

Students should colour the little girl not on the swing and the boy eating his lunch alone.

Page 31: I Am A Cheerleader!

Students should colour: You can do it!; You put in lots of work today, well done; Give it a try!; Congratulations, that was amazing; I think you are a special person.

Page 32: Tapping Into Others' Feelings

1) upset 2) angry 3) scared 4) excited/happy

Page 37: Other People's Feelings

1) The children are feeling determined; possessive; angry; selfish. 2) The children not playing the game are feeling bored; left out; sad. The child playing the game is self-absorbed and feeling happy. 3) The boy with the marked pants is feeling embarrassed; shocked; humiliated. The boy next to him is feeling amused. 4) The girl with 10/10 is feeling superior. The boy with 0/10 is feeling inferior; sad; disappointed.

Page 40: Healthy Ads 1

1) Ice-cream 2) No 3) Smart 4) Today
1) Apples 2) Fresh, locally grown, dentist away
3) If you buy and eat these apples, you will have healthy teeth. 4) It is easy to remember.

Page 41: Healthy Ads 2

1) Fruit salad 2) Cool, refreshing, sweet, delicious.
3) You are what you eat. 4) Food affects how we feel on the inside and on the outside.
1) Organic veggies 2) Grown by nature.
3) The veggies are not processed and do not contain any chemicals, etc. 4) Answers will vary.

Page 42: Healthy Ads 3

1) Yes 2) Find 30 everyday. 3) Exercise daily
4) The State Government in Perth to encourage people in this area to be fitter and healthier by adopting regular exercise routines. 1) Yes 2) Join a gym 3) No pain, no gain 4) That in order to see the results of exercise, you have to endure some form of discomfort.

Section 3

Creating A Healthy And Active Community

BACKGROUND NOTES:

- Children need to understand that we all contribute to a healthy and safe community, and be able to explain the actions that they take to do this and how others can be involved.
- Students can explain what makes them similar and different to others.
- Students should understand how to act in a fair and respectful manner and what actions this involves.

SUGGESTED ACTIVITIES:

- Review the class rules and do a Think/Pair/Share for the students to explain how the rules help to keep everyone safe and healthy.
- Make a list of healthy things that the class does every day.
- Have a games corner with equipment that can be used at breaks and explain a different game each week that students could play.
- Run the 'Movement Minute' using the cards in this book between lessons or as a "rain break".
- Ask students for their own 'Movement Minute' ideas and add them to the cards.
- Students keep a log of the water that they drink over the course of one day – is it enough?
- Make a list of places where physical activity happens and discuss the possible dangers that could occur in each place. Students should explain how they would address each of these problems if they happened.
- Read stories from other cultures (folk, Dreamtime, etc.), and discuss how they have been passed down to younger generations.

USEFUL LINKS:

Kids Matter Primary – terrific resources and materials supporting wellbeing
 ▶ <https://www.kidsmatter.edu.au/primary>

Raising Children network – parenting website with useful reference materials for teachers
 ▶ http://raisingchildren.net.au/school_age/school_age.html

ANSWERS:

Page 46: Our Healthy Class 2

1) Always wear a hat when outside. 2) Cover your mouth when coughing. 3) Only drink water during the day. 4) Be aware that some children are anaphylactic. 5) Always put your belongings away. 6) Do not run on the school grounds.

Page 49: Sharing Is Not Always Caring

2) Students should tick: toothbrush; water bottle; juice; ice-cream. Hats might be ticked by some students because of the risk of catching head-lice. This can be discussed in class.

Page 51: Sustainable Me

1) The cellophane wrap on the sandwich, the chip packet, the juice container and the straw and the plastic wrapper in which the straw is sealed, the yoghurt container and lid. 2) None. The banana peel and apple core are biodegradable. 3) Lunch box B because it only contains green waste.

Page 52: Being Fair And Respectful

Students should colour green: 2, 3, 4 and 5.
 Students should colour red: 1 and 6.

- ☐ Copy these cards and use them for quick movement break activities between or during lessons to refocus students. Be sure to be mindful of safety when conducting these activities.

1. Simon Says

See how many children are caught out. Then ask children to lead and take turns.

2. Chair Push-Ups

Students sit on their chairs and use their arms only to lift themselves up.

3. Jumping Jellybeans

Ask students to:

- hop on their right leg;
- hop on their left leg;
- do five star jumps;
- do five tuck jumps (touch heels to bottom).

4. Body Numbers

Students make a number with their bodies. Call out another number for them to make. See how many different ways there are to make the same number.

5. Body Letters

Students make a letter with their bodies. Call out another letter for them to make. See how many different ways there are to make the same letter.

6. Let's Pretend

Call out the name of an animal, ask students to move and sound like the animal. Shout out, "Freeze!" Call out another animal and repeat.

7. Musical Statues

Students dance to some music. When the music pauses, the students have to stand still like statues. Whoever moves is "out".

8. Free Dancing

Have different types of music ready. Students dance however they would like, to the music. Swap music after 30 seconds.

9. Jelly And Wood

When you call, "jelly", students wobble as much as they can. When you call, "wood" students stand tall and straight.

10. It's Tricky!

Ask each student to write his/her name in the air with one finger and count to 5 at the same time.

Australian Health Series Book 3

Health Workbook For Year 3

Sample



Teachers' Notes

Health Workbook For Year 3 is part of the *Australian Health Series*. *Health Workbook For Year 3* is written by the same author. This book will help to develop students' emotional and social skills to support and promote their sense of personal identity and place in the community. This book is organised into five sections that have a strong focus on one of three strands of the Australian curriculum: being healthy, safe and active.

Section 1, entitled *Successes And Challenges Define Me* asks students to examine how their family, relationships and school contribute to the development of their unique personality, sense of wellbeing and achievement in a variety of domains. Special attention is given to the importance of taking on challenges as an opportunity for building other life skills such as perseverance, resilience and self-confidence.

Section 2 entitled *Coping With Change* addresses changes that are common in the development of 8 to 10 year olds. The activities invite students to reflect upon the changing nature of friendships as they grow older and the need to adjust to change.

Staying Safe is the third section in the book and looks at the concept of feeling safe and unsafe. Students will discuss how they feel in situations that make them feel uncomfortable, unsafe or in danger and learn how to assert themselves firmly and calmly.

My Wellbeing is the fourth section in the book and addresses safety issues in the playground and the danger of harmful substances at home and at school. Students will be asked to interpret safety messages on medicines and common household products and propose safety measures to prevent accidents. Students will also be introduced in this section to the Australian Guide For Healthy Eating designed by the Australian Government and reflect upon their food choices and eating habits. As being active is a key part of healthy choices, students will complete a log of their physical activities and compare this with the recommended two hours per week.

The final section in this book, *Active and Fit - The Benefits*, examines the effects of too much screen-time on health and wellbeing. Students will reflect on their own amount of screen-time and suggest ways in which this time could be reduced. The advantages of a good night's sleep are also highlighted.

All of the activities have a self-explanatory format and are well-supported by appealing illustrations designed for 8 to 10 year olds.

National Curriculum Links

BEING HEALTHY SAFE AND ACTIVE

Examine how success, challenge and failure strengthen personal identities (ACPPS033)

- examining factors that support personal achievement and development of personal identities, such as the influence of family, friends and school
- suggesting ways to respond positively to challenges and failure, such as using self-talk, early help-seeking behaviours, and optimistic thinking
- persisting with new activities and examining how success through persistence can have positive outcomes and strengthen identities
- explaining how meeting challenges makes them feel good about themselves and builds confidence to try new things

Explore strategies to manage physical, social and emotional change (ACPPS034)

- discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact on how they think and feel about themselves and different situations
- exploring how friendships change as they grow older and identifying strategies to manage change
- identifying people or sources of information that they can access if they have questions about the changes that are occurring

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)

- recognising physical responses that indicate they are feeling uncomfortable or unsafe
- rehearsing assertive behaviours and strong non-verbal communication skills
- identifying and practising appropriate responses to unsafe situations in relation to drugs and drug use
- indicating on a local map the location of safe places and people who can help
- examining protective behaviours to stay safe in different situations, including near water or roads, in the park or when someone makes them feel uncomfortable or unsafe

Identify and practise strategies to promote health, safety and wellbeing (ACPPS038)

- identifying how medications and other substances can be stored safely in the home and at school
- examining their own eating patterns by researching The Australian Guide to Healthy Eating and identifying healthier food choices
- proposing changes they can make to their daily routines to reduce sedentary behaviour and increase physical activity levels
- identifying and practising ways of behaving in the playground that ensure the safety of themselves and others

Section 1

Successes And Challenges Define Me

Notes for Pages 5, 6 and 7

The focus in these activities is how our personal identity is influenced by our interactions with others in different domains. For page 5, model for the class how other people help us to succeed by sharing a personal anecdote about how the comments of family and friends can give us the incentive to do our best and succeed. For pages 6 and 7, the concept of "personal quality" is explored. Explain to the class that a personal quality can highlight a strength or a weakness, e.g., gentle and lazy. You could discuss how a perceived character flaw like stubbornness can actually help people to persist to achieve positive or negative outcomes. Dictionaries will come in handy to add to the vocabulary box in the identification task on page 6. To follow up on the appreciation of personal qualities, children are asked to award themselves a decorative badge showcasing their special quality or talent.

Notes for Pages 8, 9, 10 and 11

The focus in these activities is exploring the role of the family and school environment in shaping a child's feeling of belonging, achievement and safety. Children should share their passports on page 9 to develop an awareness of the different kinds of family compositions and cultural heritages in their class. Guide feedback on children's responses towards the commonality of many of their family and school experiences that help them to develop and succeed.

ANSWERS

Page 11: Classroom Safety Affects Me

Don't carry scissors facing outwards; do not swing on chairs; don't chew on pencils; don't pull heavy objects off shelves without adult help; keep the fire extinguisher uncovered at all times; don't stand on desks; keep electric cords hidden; keep the floor clear of all objects; do not throw stationary - always pass objects to one another safely.

Notes for Pages 12, 13, 14, 15, 16, 17, 18 and 19

The activities on these pages look at strategies

for tackling challenges and seeking help to overcome obstacles to achieve success. Share with the class times when you have struggled to complete a task or couldn't get the "hang of" a new skill being taught. On completion of page 12, compile a list of "go-to" people who would be ready to offer help. Pages 13 and 14 ask children to look at the bright side of a situation – a way of thinking that builds resilience and helps children to value the positive strengths in themselves. Reinforce to the class that everyone experiences days when things go wrong. The ideas generated in the Extra task on page 14 could be published in a class booklet to be displayed in the classroom or library.

ANSWERS

Page 15: Persistence

Suggested Answers: Showing persistence: I will not let this beat me; I am not going to fall down this time; this time, I am going to score a goal; If she can do it, I can; I am going to practise for 5 minutes every night, and eventually I will understand this; I am going to go away, have a drink and come back to this. Giving up: I quit!; I'll never be as good at this as him; I can't do it; I'm so bad at this; I'll never be able to do this.

Suggested tips for building persistence: Cut out an image of what you want to achieve and put it where you can see it; make working toward your goal fun – play music on, have someone do the activity with you; mark your progress on a calendar – you will be able to see how far you've come!

Page 18: Meeting Challenges 3

Suggested Answers: 1. Toby was always arriving late to film club because he was taking the long way round to avoid the magpies. 2. Toby decided to make a film about his fear of magpies for the school's film festival. 3. "He wasn't so afraid of them anymore... He even began to understand why they swooped"; "Toby was so excited to hear the chirps of baby magpies."; "He beamed at Clara..."

- Help children read the story "Toby's Challenge" on Pages 17 & 18 of the workbook.

Toby had been afraid of magpies for as long as he could remember. He'd never been pecked, but the sound of whooshing wings every spring on his shortcut across the park sent shivers down his spine. He'd tried everything to ward off the magpies: donning egg-carton eyes, waving a cricket bat wildly over his head and even wearing a hat with bits of mirror glued on. Now that he was 10, he didn't want his Mum to walk him to school. What would his mates say? This magpie thing was really getting Toby down. Toby decided that he would just spend an extra 15 minutes getting to school by taking a longer, alternative route right around the park.

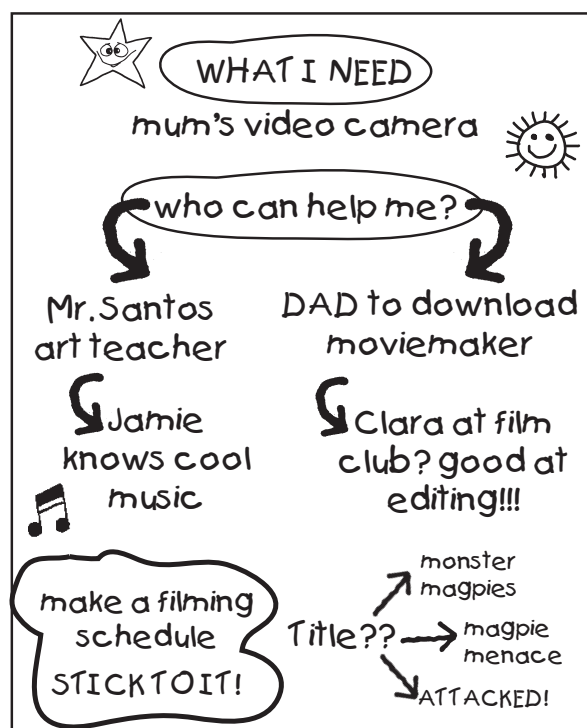


A few weeks later, Toby joined the school's film club that met at 8.15am every morning. He was often late and sometimes missed the meetings because he was taking the long way to school. Other kids started wondering why he had even bothered signing up! One morning after another missed meeting and a frown from Mr Santos, the Art teacher, Toby made a decision - he would face and conquer his fear of magpies and begin to take the shortcut to school once more. Furthermore, his film project to be shown at the end of term festival would document this heroic battle with the magpies. Toby needed an action plan. This project would probably take weeks to film. He found a big notepad and started jotting down his ideas:

Every chance Toby got, he recorded the magpies' behaviour. Armed with his Mum's video camera, he captured some awesome footage. By capturing them on camera every morning Toby witnessed a different side to the park's magpies. He wasn't so afraid of them anymore. He even began to understand why they swooped. He gave the chief magpie a name - Marvin. One morning, Toby was so excited to hear the hungry chirps of baby magpies in the nest, he asked his friend Jamie to hold a ladder under the tree to get some close up shots.

Six weeks passed and Magpie Menace was finally ready for editing. Toby and his friend Clara poured over the scenes to select the most interesting moments. Jamie suggested mood music and showed Toby how to record the soundtrack. Magpie Menace was finally ready for release at the school film festival.

As the credits rolled at the end of Toby's film, he beamed at Clara and heard his mum, dad and brother whistling from the back of the hall. People in the rows behind him were standing and clapping. The Principal deliberately dragged it out before she announced the winner...My Three-Legged Cat by Max Green. Toby's film was given a commendation. On the way out of the hall, Mr. Santos shook Toby's hand and said, "There's a nature film competition next month in Darwin. Let's fill out the entry form at school together tomorrow."



Section 2

Coping With Change

During the middle years of primary, there is a steady development towards the expansion of a child's social and friendship circle. Children display an increasing ability to relate to their peers in the school environment and others in a variety of circumstances. This is also a period of forming sustained friendships, where peer consensus, values and rules impact on a child's sense of belonging and self-esteem. Changes in the home or school environment can trigger emotional responses that a child may need help sorting out. The activities in this section focus on identifying the kinds of changes that children might face and the role of friendship in their lives.

Notes for Page 21

Brainstorm different kinds of changes that usually happen during primary years, for example: losing baby teeth, moving to a new school, losing a loved one, finding out that the tooth fairy and Santa Claus don't exist, managing pocket money, taking on responsibilities like chores or having a new sibling. Poll the class on the different emotions associated with these changes. Emphasise that people will have different reactions. Ask students to share the changes that they have experienced and discuss how they felt in different cases.

Notes for Page 22

Students can visualise in this task their ever-growing and changing friendship circle. In Question 2, focus on the types of interest groups children are likely to form at this stage: sporting, cultural, hobby and academic, etc. Point out that children can be a member of different groups and drop in and out of groups for different reasons. For Question 3 ask children to share how they keep a long-distance friendship strong.

Notes for Pages 23 and 24

ANSWERS

Page 23: Changing Friendships 2

A – 3, B – 2, C – 4, D – 1, E – 5.

Invite children to read out their responses for Question 2. How could they connect this special relationship with the sayings in Question 1?

Page 24 is designed for children to reflect on the nature of their friendships and how they have changed over time (from family circles to school to the wider community). Students may comment on their preference for same-gender friendships, the concept of a "best" friend and how they choose someone to become friends with.

Section 3

Staying Safe

These activity pages draw children's attention to the physical sensations and emotions associated with feeling safe or unsafe. Children will be asked to identify situations in which they feel unsafe or uncomfortable and nominate people who they can turn to for help in the local environment. It is vital for children's self-esteem and self-confidence to learn how to be calmly assertive in situations that make them feel unsafe or in danger. Children should be made aware that assertiveness does not mean being aggressive and inviting possible conflict, but a way of firmly letting others know how you honestly feel and what you want.

ANSWERS

Page 26: Feeling Safe And Unsafe

2) Signs that help to promote a safe environment could include: Children Crossing; Wet Surface; Fire Exit; Slow - Children at Play; Fasten your Seat Belt.

Page 27: Feeling Unsafe Or Uncomfortable

1) Other symptoms could include: feeling dizzy; sweaty palms/hands; flushed face; headache; finding it hard to think/feeling confused; not being able to talk properly; wanting to run away. Students should colour the safety houses, the hospital, the police station, the school, and the fire station. A discussion might identify other places.

Notes for Page 28

This activity lends itself to role-play, based on the scenarios presented on the worksheet and extended by other situations suggested by the students. Research shows that predators/bullies, etc. are more likely to target passive children who have not learned to stand up for themselves, rather than assertive children: "They [child predators] are much less likely to offend against a confident, educated and empowered child." [Source: <http://www.essentialkids.com.au/younger-kids/kids-education/reducing-child-sex-abuse-2>]

ANSWERS

Page 28: Be Assertive

1) "I don't like it when you ask for my money. If you don't stop I'm telling...."; 2) "No thanks. I don't like smoking." 3) "No. I don't talk to strangers. Please go away and leave me alone."

Section 4

My Wellbeing

Notes for Pages 30, 31, 32, 33, 34 and 35

These activities focus on being mindful of safety issues at home and at school. For pages 30 and 31, discuss with the group the type of accidents that commonly occur in school grounds (scrapes on knees, being hit with balls, tripping on stairs, etc.). Elicit from students school rules that are designed to prevent accidents. Students can work in pairs to formulate safety rules for the situations on page 30 and to complete the Accident Report on page 31. Ask students to read out their responses for the Accident Report and to suggest ways that the accidents mentioned could have been prevented.

Pages 32-35 look at substances that could be harmful if not stored properly or used as directed. The activities ask children to distinguish between medicines and food substances, and medicines and drugs. You could create a mind map of the various household products and medicines the class can identify that are found at home. Invite students to describe where these substances are usually stored. For page 35, bring in some empty packets/containers showing safety warnings.

ANSWERS

Page 30: Safety In The Playground

Suggested Answers: 1) Play ball games in the correctly allocated areas. 2) Don't stand on the seat of swings. 3) No pushing in the playground/ Play ball games by the rules. 4) Wear a hat and apply sunscreen when outdoors at school (slip, slop, slap).

Page 32: Medicine And Me

In the introductory task, help students to identify who is responsible for administering medicines at home and at school. 1.) Students should colour: asthma inhaler, tablets, cough syrup, alka seltzer (antacid), antiseptic and eye drops 2) Suggested answer: I should not take medicines by myself because I may not know how to take the medicines, the correct dose, how frequently I should take them or if I have any allergies.

Page 33: Medicines And Drugs

Tea = caffeine; coffee = caffeine; beer = alcohol (or ethanol); tobacco = nicotine; cola drinks = caffeine.

Page 34: Storing Substances Safely

Suggested Answers: 1) The baby could find the opened pills and consume them making him very sick. Medicines should always be sealed and kept out of the reach of children. Other items in the bag could also pose a risk to the baby if consumed or placed into his mouth. 2) If cleaning sprays come in to contact with skin or eyes, they will cause damage. 3) Small children could find cleaning products that they could drink or put on their skin. This could have lethal effects. 4) The cat or children could reach the rat poison and consume it. If the washing machine is switched on, the rat poison could be thrown off the machine and spill onto the floor, making it more accessible.

Page 35: Warning Labels

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Section 4

My Wellbeing

ANSWERS

Page 36: The Food We Eat

1) Plants: broccoli, walnuts, lettuce, tomato. Animals: pork chops, eggs, steak. Produced: spaghetti, cheese, butter, breakfast cereal, sausages, jelly, soy sauce.

Page 37: Budding Tastes

1) curry = umami; honey = sweet; lemon = sour; dark chocolate = sour; cheese = umami; meatball = umami; peach = sweet; potato chips = salty. 2) red, yellow, orange, pink, purple, green (this colour when they are ripe), black.

Page 39: Eating 2

Eat Most = breakfast cereal, spaghetti, broccoli, sandwich. Eat Moderately = peach, pineapple, fish, low-fat yoghurt, lamb chops, eggs, nuts. Eat in small amounts = olive oil, butter, cake, ice cream, chips.

Page 40: Food Choices 1

2) All the children ate predominantly from the Eat Moderately category of The Australian Guide To Healthy Eating. 3) Olive's Eat Most foods: peas and bread. Ella's: water, toast, salad in a wrap, noddles, Asian greens. James': cereal, pasta. Recommendations: All children could boost intake of Eat Most foods and reduce Eat In Small Amount foods.

Page 42: The Great Cheeseburger Debate

Check to see that students have recognised that many of the ingredients of the cheeseburger contain added sugars and preservatives.

Page 44: Veggie Power

Vitamin C = growth and repair of tissues; Vitamin A = maintains healthy vision, builds up immune system; vital to the development of foetuses; keeps skin and cells healthy. Vitamin B6 = plays a role in brain development; builds up the immune system; aids in red blood cell formation. Folate = vital in producing DNA; essential for the nervous system; cell production for the skin. Riboflavin (or vitamin B2) = body growth; red cell production. Vitamin D = enhances calcium absorption and bone strength, prevents rickets and osteoporosis.

Dietary fibre makes defecation regular and easier. It helps the good bacteria in the intestine to maintain a healthy balance by shortening the time of waste products in the intestine.

Notes for Pages 45, 46, 47 and 48

A balanced diet is only part of the equation for a healthy life – physical activity plays a vital role in building healthy bodies, minds and relationships. Page 46 examines the excuses given for being sedentary. Refer students to the Information Page on page 45 for convincing arguments to use in Task 3 on page 46. Page 47 asks students to reflect on and record their physical activities during a week. This activity is best presented in tabular form so children can see the relationship between the balance of their active time and sedentary time. Page 48 proposes alternative activities to organised sport.

ANSWERS

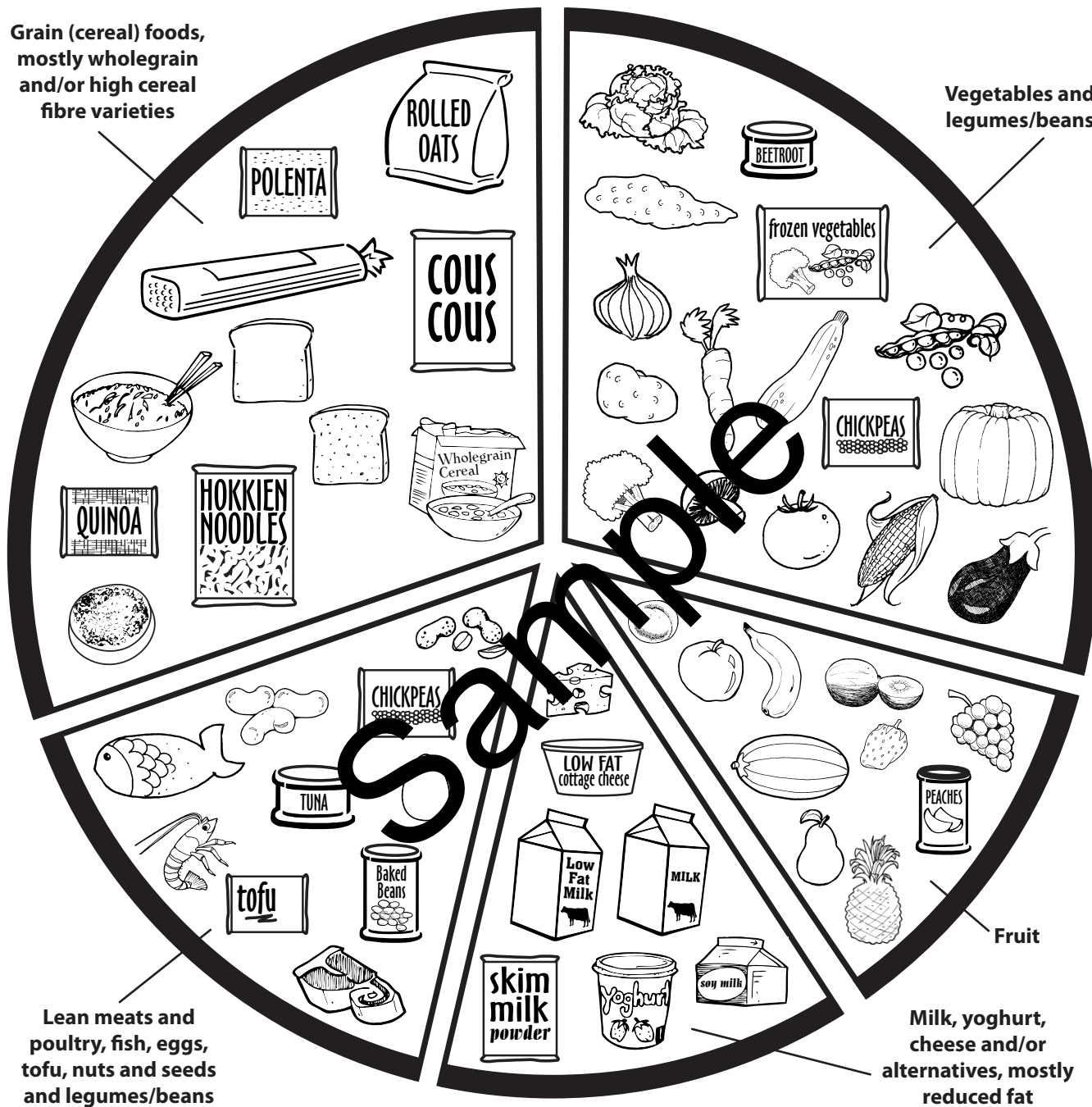
Page 46: Increase Physical Activity Levels

Suggested Answers: 1) "Come and play Frisbee in the park with me, Dad." "Not now, I'm watching the footy." 2) I'm too tired; I've got other things to do; It's your mother's/brother's turn to play with you; I don't feel like it. 3) Check to see if students have incorporated arguments from the Information Page on page 45.

Page 48: Get Physical

Suggested Answers: 1) Offer to push the trolley. 2) Join him in the garden and rake leaves, push the wheelbarrow, and weed. 3) Dance and mime to the song. 4) Take the dog for a walk, play fetch.

THE AUSTRALIAN GUIDE TO HEALTHY EATING 1



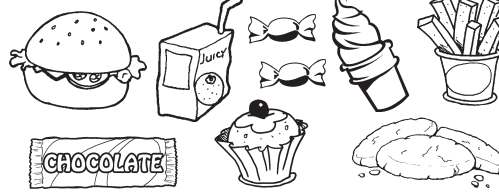
Use small amounts



Drink plenty of water



Only sometimes and in small amounts



Section 5

Active And Fit - The Benefits

Notes for Pages 51 and 52

These activities examine in more depth the impacts of extended hours of screen-time. On page 51, students will complete a flow chart based on the previous Information Page. Encourage children to suggest answers beyond those outlined on page 50. For example: There's an ever-growing number of T.V. channels to watch = could lead to squabbles about the programmes to watch. The expression "square-eyes" is interesting in itself; with the advent of television in Australia in the late 1950s, parents warned children that their eyes would turn square if they watched too much T.V. The expression is equally applicable today. Activity 2 on page 52 should be given as a homework task to be completed with a family member. The graphed results can then be analysed in class.

ANSWERS

Page 51: Screen-Time

1 a) More children are becoming overweight or obese. b) There's even more temptation to watch more programmes on television. c) Advertisements could lead children to snack more in front of screens. 2) It's connected to the shape of the screen and the idea of eyes becoming bigger and wider. 3) Not completing homework or revising the day's lessons; children are too tired (lack of sleep) to pay attention in class. 4) Two hours; reduction in leisure hours available; the widespread availability of electronic media devices.

Notes for Pages 53 and 54

After analysing data for screen-time on page 53, students in pairs will be asked in Question 3 to come up with suggestions or strategies for reducing screen-time in order to become more active. After evaluating the suggestions, children can put their ideas into action and give feedback within a given timeframe on the effectiveness of their strategies for limiting screen-time. Page 54 allows children to see the other side of the coin from an adult's point of view. Vote for the best advice given to the authors of the letters.

Notes for Pages 55 and 56

There is strong evidence that links regular physical activity with good sleep patterns and habits. As students read the article on page 55, ask them to highlight the benefits they find – this will facilitate writing answers for Question 1. Students might want to discuss their sleeping habits in light of the recommended minimum of nine hours per night. Page 56 focusses on processing data to find out the most popular children's sports (% in 2012). How does this data correspond with your students' preferences for organised sports?

ANSWERS

Page 55: Physical Activity And Sleep

1) Benefits could include: better sleep, more alert, better concentration, better academic performance, easier to fall asleep at night. 2) Setting a regular bedtime and waking up time.

Australian Health Series Book 4

Health Workbook

For Year 4

Sample



Teachers' Notes

The *Health Workbook For Year 4* is part of the *Australian Health Series* which comprises seven books in total. The *Health Workbook For Year 4* is also part of this Series and is written by the same author. The activities in this book are linked to two main strands of the Australian curriculum for Health: communicating and interacting for health and wellbeing; and contributing to healthy and active communities.

Section 1, *Show Respect And Empathy*, focuses on the importance that showing respect and empathy play in building healthy relationships. Students will be introduced to a wide range of respectful behaviours that fortify friendships and help them to get along with others.

Section 2, *Emotional Responses*, helps students to put names to the emotions that they are experiencing and pinpoint physical signs associated with certain emotions in order to manage them. The activities emphasise that emotions fluctuate during a day and that people can have different emotional responses to the same event. Students will also be asked to identify emotional changes in characters from a traditional story from Thailand.

Section 3, *Let's Look at Health Messages*, traces changes in the Australian diet over a century and the various influences that have shaped our food choices today. Students will learn how to analyse nutritional facts on food labels and research the functions of food additives and preservatives. They will also read an article about hidden added sugars in some of their favourite foods.

Section 4, *Being Active And Sustainable*, explores opportunities for being active at school at different times and settings. Students will investigate how they can make their learning environment healthier by examining the creation of veggie gardens and promoting other sustainable practices around the school. Activities also focus on the lure of the great outdoors as an ideal venue for being active. The benefits of natural and built environments for physical activity is also evaluated.

Section 5, *Heritage And Culture*, provides activities that celebrate personal identities through the comparison of traditional tales, foods for special occasions from other cultures and the many ways of transmitting family heritage from one generation to the next.

The *Health Workbook For Year 4* is accompanied by teachers' notes and answers. The activities have an easy-to-follow format and are well-supported by appealing illustrations and graphical information.

National Curriculum Links

Communicating And Interacting For Health And Wellbeing

Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037)

- describing behaviours that show empathy and respect for the rights of others
- predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them
- recognising that bullying behaviour can take many forms, not only physical

Investigate how emotional responses vary in depth and strength (ACPPS038)

- recognising own emotional responses and levels of their response in different situations
- understanding that emotional responses vary across cultures and differ between people and different situations
- analysing scenarios and identifying possible triggers and warning signs to predict emotional responses
- describing strategies they can use to identify and manage their emotions before making a decision to act

Discuss and interpret health information and messages in the media and on the Internet (ACPPS039)

- accessing different sources of health information and examining the accuracy of these sources
- examining health messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages
- investigating how health messages influence health decisions

Contributing To Healthy And Active Communities

Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)

- identifying how regular physical activity promotes health, and recognising and accessing opportunities to be active while they are at school
- creating promotional posters to display around the school containing positive health and physical activity messages
- exploring and developing responsible and sustainable classroom practices such as recycling, composting and energy saving

Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)

- participating in physical activities in natural environments in the local area and reflecting on the enjoyable components of participation
- comparing the characteristics and benefits of physical activities that can take place in a natural environment and those that take place in a built environment

Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)

- researching games from their country of heritage and teaching the class how to play them
- investigating how food practices differ between families, communities and cultural groups, and how food preparation and consumption are used to celebrate and pass on cultural beliefs, practices and values
- planning a day that celebrates the cultural diversity of students in their class by sharing food, stories and games from their cultural background
- reading Dreaming stories unique to an Aboriginal group and comparing them to stories shared in different cultures

Section 1

Show Respect And Empathy

Middle primary children have begun to see things from other people's point of view and are able to empathise with other children's problems. Children at this age also have some awareness of how their interactions and body language affects others and how this, in turn, may affect their relationships with their peers. The activities in this section centre on social skills designed to teach children how to connect to groups by exploring rules about how to be respectful; talking about stories or scenarios in which children choose to be a friend; and identifying bullying behaviours and people who can offer support in cases of bullying.

Notes for Pages 5 and 6

Successful group work depends on the ability to share a task fairly and to listen empathetically to the ideas of others. Read through with the class the scenario of the rainforest project. For the first task on page 5, model with the group how the quality of enthusiasm was shown by the children in the project and provide evidence of this in the table together. Children can then work individually or in pairs to give examples of the other qualities listed.

ANSWERS

Page 5: Empathy 1

Suggested Answers: Enthusiasm: The children were "excited to be working together". Organisational skills: The children divided up the tasks in an organised manner. Honesty: Shelley explained why she hadn't finish the labels. Empathy: Ben and Lara felt sorry for Shelley ("they could ...see that Shelley was upset"). Ben offered to help her complete the research. Good work ethic: Ben and Lara worked to a deadline.

Page 6: Empathy 2

Suggested Answers: 1.) Shelley: Upset, embarrassed, worried ("they could .. see that Shelley was upset"). Lara: Disappointed ("Ben and Lara couldn't hide their disappointment"), sympathetic ("they could ..see that Shelley was upset") Ben: Disappointed, ("Ben and Lara couldn't hide their disappointment"), sympathetic ("Ben offered to spend his lunch-time with Shelley in the library to help her add more information"). 2.) Ben offered to help Shelley complete her part of the task. Ben and Lara did not get angry at Shelley or admonish her.

Notes for Page 7

It is important in this activity to distinguish between repeated acts intended to cause fear and bodily harm to individuals and groups, and one-off incidents. On completing the table in Task 1, children will realise that at some time or another everyone experiences some form of bullying. Ask children to identify other types of bullying that they are aware of such as cyber-bullying or written threats or note-passing. In Task 2 there are two strategies on the wall that are not generally recognised as effective measures against bullying: walk away and ignore the bully. Avoidance strategies can reinforce a child's fear or vulnerability to the person/group. Elicit from the group the strategies that they have found most effective so that these can be added to the wall.

Notes for Pages 8, 9 and 10

On page 8 children will be asked to reflect on the many ways that they can show respect towards others. Ask children to share two ways that they have shown respect to others and how this makes them and others feel. To extend page 9, ask the groups to re-enact the scenarios with their suggestions about how the children in each situation could be more respectful of their friends' feelings.

ANSWERS

Page 10: Respecting Others 3

Suggested Answers: 1) The dolphin (and the hermit crab for different reasons). 2) The crocodile. 3) The hermit crab. 4) The crocodile. 5) The dolphin.

Notes for Pages 11, 12 and 13

The Friendship Game highlights behaviours and attitudes that support getting along with and respecting others. Game cards that are picked up when a player lands on a question mark can be cut up beforehand. While the class is playing in small groups, check to see that they are reading the cards aloud. On completion of the game, ask the children to choose five cards with behaviours that help strengthen friendships and five cards that can cause bumps on the friendship road. What conclusions did they draw about ways of promoting friendly relationships? Elicit positive behaviours. Invite them to create three more cards to add to the game.

Section 2

Emotional Responses

The activities in this section are designed to develop children's awareness of the wide range of emotions and varying intensities of emotions that they will encounter in their daily lives. Students will be asked to identify emotions in themselves and others so that they can manage their own emotions and relationships more effectively. The traditional story "Diamond Cuts Diamond" from Thailand invites children to empathise with the plight of the protagonist and to explore the changing feelings of other characters.

Notes for Pages 15 and 16

The ability to recognise emotions in people's faces is a key factor in managing relationships. After completing the identification of emotions on page 15, ask students to draw some faces of their own showing a particular emotion. Elicit when people might feel these emotions. On page 16, arrange the class into small groups for children to mime emotions. To extend this activity, ask groups to create a scenario that led to the emotions being mimed.

ANSWERS**Page 15: Different Emotions**

1) embarrassed 2) bored 3) furious/angry 4) anxious/worried 5) sad 6) happy/content 7) scared 8) disappointed

Notes for Pages 17, 18 and 19

The emphasis in these activities is the range of emotions one can feel during a day that can be triggered by various circumstances. Encourage emotional responses to the first few events on page 17 to highlight how reactions can differ. Show children how to plot the changing emotions on the graph. Similarly on page 18 ask pairs to compare and contrast emotional reactions to the situations in the images. Answers will vary which will provoke discussion about how people feel differently in the same situation.

ANSWERS**Page 17: How Do You Feel?**

Suggested Answers: 8.00-concerned; 9.00-excited, nervous, anxious; 9.30-nervous, anxious, sad; 10.30-important, happy; 11.00-sad, anxious; 12.00-concerned; 12.30-happy; 1.00-excited, nervous; 2.30-important, excited, nervous; 3.30-anxious; 4.00-excited, happy.

Page 18: People Feel Differently

1) lonely 2) proud/happy 3) frightened 4) jealous 5) disappointed/sad 6) worried

Page 19: Levels of Emotion

Content; satisfied; pleased; delighted; thrilled; ecstatic (answers may vary depending on children's

associations with each word).

1) amazing 2) devastated 3) fabulous 4) panicked 5) exhausted 6) furious

Notes for Pages 20, 21 and 22

"Diamond Cuts Diamond" is a popular saying that means you can only succeed if you match something or someone with similar abilities or qualities. The question to ask after reading the story is: Who are the "diamonds" symbols for in this tale?

ANSWERS**Page 20: Emotions In Traditional Stories 1**

1) The man loved his brother and was so concerned for his health that he was willing to walk to the city to see him. 2) "This rice tastes good with the smell of the sweet-singing cook's curry."

Page 21: Emotions In Traditional Stories 2

Suggested Answers: 1) The cook was trying to offer an excuse why the curry was tasteless. She wanted to blame someone else because she was most probably scared of her master's reaction.

2) Poor man – frightened, desperate. Rich man – angry, inconsiderate, unsympathetic, unreasonable, spoiled. Cook – guilty, afraid.

Page 22: Emotions In Traditional Stories 3

Suggested Answers: 1) Poor man – relieved, happy. Businessman – embarrassed, angry. Chief – satisfied. Cook – relieved, (but could be worried about the consequences of her boss' defeat).

Page 23: Feeling Angry

Suggested Answers: Cross – feel hot, get a shiver, raise your voice. Angry – a sudden headache, get flushed cheeks, start to perspire, have a dry mouth, tummy churns, muscles feel tense. Blast off – clench your jaw, raise your voice, heart thumps, unable to speak, begin to shake, feel dizzy, clench your fists.

Page 24: Managing Angry Feelings

Suggested Answers: All the strategies try to avoid verbal or physical contact when someone feels like he/she is about to lose control. They give a person time to cool down and reflect on the situation.

Page 25: Feeling Sad

Suggested Answers: This task asks children to identify situations that make them feel sad and asks them to think about how they bounce back from this emotion. Ask children to share who they can talk to when they are feeling sad, which is a crucial step in dealing with this emotion. Being inactive, not sleeping and altering routines can heighten the sadness.

Story

Emotions In Traditional Stories

Diamond Cuts Diamond (adapted by Lisa Craig)

Long, long ago there was a poor man who lived in the countryside. News came that the poor man's brother was not well so he decided to make the journey to the city to comfort him. As it would be a full day's walk to the city, the man's wife lovingly wrapped a steamed ball of rice in a banana leaf. The family was so poor that she could not spare any curry or soup to eat with the rice.

After a few hours the man was walking past one of the grandest houses he had ever seen. It belonged to a very wealthy businessman. From the kitchen wafted the smell of curry spices and coconut and the cook's sweet voice as she prepared the businessman's lunch. The poor man's mouth began to water. He sat down under a mango tree and unwrapped the rice ball. He took in a long, deep breath and imagined that he was eating the curry with his rice. Soon the rice was gone.

After finishing his meal, the man went to the kitchen to ask the cook for a cool drink of water. He explained to the cook that he had just eaten a ball of rice for lunch, but it tasted so much better with the delicious aroma of her curry. The man thanked the cook for the water and wished her a good afternoon.

The cook put the finishing touches on the curry and served it to her master. He took one mouthful and slammed his spoon down on the table. He demanded to know why the curry was tasteless. The cook's head was bent and her eyes did not meet her master's. Finally, she told him about the poor man's visit to the kitchen. The curry was tasteless she explained because the poor man had stolen its smell as it escaped on the breeze from the kitchen. The businessman ordered his servants to search high and low for the poor man and bring him back to the house.

When the poor man had been found, he was forced to tell his story about enjoying the smell of the curry with his ball of rice. He apologized to the businessman for not asking permission to enter his kitchen for a cup of water. The businessman sprang from his seat and put out his hand for compensation for his ruined lunch. The poor man knew that he could not pay as he only had one coin in his pocket. He needed the coin to complete his journey to visit his sick brother.

The businessman led the poor man through the streets to the house of the village chief. After listening to both sides of the story, the chief asked his servant to fetch a bowl of water from the kitchen and place it on the table. He asked the poor man to put all the money he had into the bowl of water. The poor man admitted he was so poor that all he possessed was one small coin that had to last him for his journey to the city. The village chief motioned to the poor man to place his solitary coin in the bowl. The wealthy man grinned. He believed that he was going to receive the coin in exchange for the smell of his curry. "This is why you are such a respected elder in our village" said the businessman loudly to the chief. "You have acted wisely and fairly in this case." As the wealthy man's hand reached out to scoop the coin from the bowl of water, the village chief blocked it, "Pick up your coin poor man and continue in peace on your journey."

Turning to the businessman, the village chief said, "Now listen my friend. That man took the smell of your curry, now you can take the water of his coin in compensation. But you must take the water only. Do not take the bowl, because that belongs to me." The businessman's face began to turn quite pale.

Section 3

Let's Look At Health Messages

Technological advances in the analysis of the nutrition of the foods that we eat have enabled more reliable health messages to reach consumers. Consumers have become aware of the important information on food labelling that can inform them about healthy choices and the existence of food preservatives and additives. The following activities draw students' attention to the interpretation of nutrients on food labels and health messages issued by reliable sources.

Notes for Pages 27, 28 and 29

The activities on pages 28 and 29, focus on comparing and contrasting eating habits today with those over a hundred years ago. Students will explore the influences in a changing Australian society that have shaped the choice of foods that Australians enjoy nowadays.

ANSWERS**Page 28: Food Habits Change 1**

1) There was no refrigeration and canned food preserved well. 2) People didn't have to throw out as much food, as refrigerated food lasted longer without spoiling./People were able to store and eat a larger variety of foods./People didn't have to use as much salt to preserve food which improved health. 3) No because there is more information available about the levels of fat and saturated fat present in dairy foods. 4) No because of the availability of convenience food, and a greater selection of food available in supermarkets. 5) Foods can be imported in good condition from all parts of the world./We are not so dependent on seasonal produce./Multicultural influences in food tastes. 6) Influences from family, friends and advertising./ Availability and cost of fast food, snack food. 7) There are more chemical additives, preservatives, colourings, salt, sugar, and flavour enhancers added to foods today.

Page 29: Food Habits Change 2

1) Influence 1: Multicultural contact with different foods. Influence 2: More knowledge about nutritional value of certain foods. 2) Dripping is the less healthy choice: more calories, more fat, more saturated fat, higher cholesterol, more sodium, lack of essential vitamins. Extension: 1) Food was grown without chemical sprays

(organic). 2) The food was often fresh as it was taken straight from the garden.

Notes for Pages 30 and 31

Students will be introduced to food labels generated by Food Standards Australia and New Zealand. Help them to evaluate the healthier choice based on fat, saturated fat, sugar and sodium content. The information on page 30 introduces students to recommended quantities for fat, saturated fat, sugar and sodium in the foods that we eat. Help children to make observations and notes about the nutritional information on the labels of the mystery foods on page 31.

ANSWERS**Page 31: Making Sense Of Labels**

Mystery Food 1: Hotdog with cheese and ketchup. Mystery Food 2: Salmon with salmon. The fat/saturated fat content of the hotdog will certainly stand out, as will its sodium content.

Notes for Pages 32 and 33

These activities examine the functions of additives and preservatives in food. For extension, students can dig deeper into other food additives and explore whether or not alternatives are available. For page 33, if you are a school that has already banned chips, perhaps you could look at other foods available in canteens that are laden with additives and preservatives, then hold a debate.

ANSWERS**Page 32: Food Additives 1**

Beeswax: preserves and makes appearance of apple skins more attractive and shiny. Sulphur dioxide: keeps food from spoiling (antimicrobial). Ponceau 4R: a food colouring (red, pink, purple) to intensify the colour of confectionary (banned in various countries). Sorbitol: preservative used to prevent the growth of mould and fungus in food and drinks.

Section 3

Let's Look At Health Messages

Notes for Pages 34 and 35

The added sugar content of natural and processed foods is the focus of these pages. Students can highlight foods with high sugar content in the report on the Information Page. Draw attention to the sugar content in an average serving of the foods illustrated. Are these foods that the students regularly eat? Does the sugar content of juice surprise them? What message is the report giving us about hidden added sugar in our diet?

ANSWERS

Page 35: Sugar Shock

1) Experts-WHO, Researchers from University of Wollongong and Sydney, unnamed nutritionist.
 2) Caramel popcorn, cola, orange juice, muesli bar.
 5) Labels should contain information to distinguish natural sugars from added sugars.
 6) Caries, skin problems, weight gain, higher blood pressure.
 7) banana 6g, chocolate bar 9g, muesli bar 14g, cola 15g, orange juice 20g, caramel popcorn 23g (students to place items on meter approximating position)
 8) $23\text{g} + 30\text{g} = 53\text{g}$ (28g in excess).

Notes for pages 36, 37, 38 and 39

For page 37 students can research health message websites and record their understandings of recommendations for healthy food choices. You can convert the worksheet message board to an actual class message board using post-its or coloured paper. Children can revisit the board updating and adding health messages that they have read about or watched in the media. Page 38 is largely about the beneficial nutritional value of many native fruits and vegetables. In addition to the native fruits listed, research bush foods that are endemic to your local area and if possible make up a recipe with this food for children to taste. To conclude this section, page 39 challenges students to research the validity of popular beliefs about aspects of our health and fitness. In general, for the average healthy person all these statements are myths.

FOOD - PAST AND PRESENT

As our knowledge of the nutritional value of different food grows, so too does the amount of information about what's healthy and not so healthy to eat. People's diets have changed dramatically in the last hundred years. Some of the foods that your great-great-grandparents enjoyed, you wouldn't dream of eating today. The table below compares eating habits and food preparation from the early 20th century to today.

Early 20th Century Food Habits	Today's Food Habits
<ul style="list-style-type: none"> ● Little was known about the dangers of a bad diet. Breakfast cereals had just appeared, but large quantities of fats and sugar were consumed. Before refrigerators arrived in the 1930s, canned products were popular. ● Dairy products were a big feature of Australian diets. Children were encouraged to drink creamy milk, eat cheese, chocolate, custard and puddings. ● During World War I and World War II there were shortages of many healthy foods as food rations were issued. ● Many people consumed meats, including kangaroo meat, rather than chicken and seafood. ● Eating leftovers was common. A slab of meat cooked on Sunday could be served in different forms (stews, pies, soups) all through the week. ● Dim Sims (tasty Chinese dumplings filled with meat, prawns or vegetables) were appreciated as early as 1928. ● Cookery books had recipes based mainly on European traditions. 	<ul style="list-style-type: none"> ● Advances in science and technology have given us information about the nutritional value of a food and what is added to the food in its preparation. Information on food packaging helps us to make healthy choices. ● Fewer canned foods are consumed because we can keep foods fresh in refrigerators. ● More people are growing their own produce due to more information being available on the dangers of preservatives and pesticides. ● Dairy products are still part of a balanced diet, but we know that they should be eaten in moderate portions. Low-fat yogurts and skim milk are recommended for older children and adults. ● We are encouraged to eat more seafood and poultry than meat, because we are aware that meat causes high cholesterol. ● Our diets are generally more varied. ● Dim Sims are a popular dish in Asian restaurants and take-away shops. ● Recipes reflect the many cultures that live in Australia and now include indigenous bush foods and local fresh produce.

IT CAN'T BE TRUE! Right up until the 1950s when butter was still a bit of a luxury, mums would spread dripping (the fat saved in the pan after baking meats) on sandwiches. Fillings for dripping sandwiches included left-over vegetables, spaghetti or fried chips.

ADDED SUGARS

You can obtain the sugar that your body needs from eating fruit, but many foods have added sugars in large quantities. Processed foods use sugar to boost their flavour, to stop mould from forming and to get you coming back for more. Sugar can be addictive. Read this report about a troubling trend among Aussie kids and their intake of added sugars.

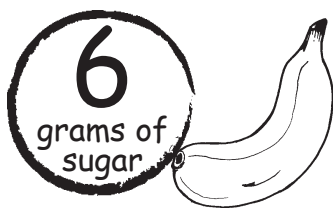
Australian children are regularly eating sugary foods that far exceed the recommended levels set by the United Nations World Health Organisation (WHO). Researchers from the University of Wollongong and the University of Sydney have confirmed in their studies that Australian children between 9 and 16 years of age are munching on added sugars that make up 13% of their daily calorie intake. Where does all this added sugar come from? It doesn't come from natural sugars found in fruit, milk and cereal grain. Biscuits, chocolate, lollies, cereal bars and soft drinks are the culprits.

This troubling trend is more obvious in boys. The WHO recommends that no more than

10% of a child's calorie intake should be made up of added sugars. Boys in the study group were consuming 13% and even more. That's the equivalent of at least 22 teaspoons of sugar a day! Most of these unwanted calories came from sweetened drinks like cordials, fruit juices and carbonated drinks. Health advisers want more information on food labels to distinguish natural sugars from added sugars. Only then can people make better food choices in the supermarket.

A nutritionist stressed that added sugars make up just one aspect of children's diets. We need to look at the whole diet – we can't forget that pizzas, meat pies, hot dogs and other junk food can be an even bigger problem than sugar."

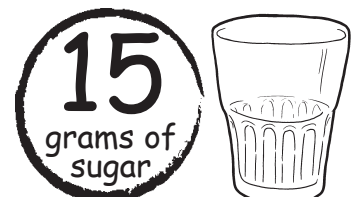
Below is the sugar content (in grams) of different snack foods (per serving). The recommended limit for sugar per day for children who are moderately active is about 25 grams.



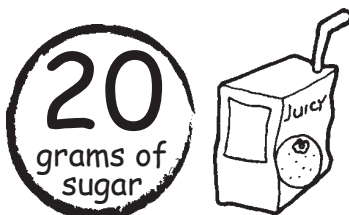
banana



caramel-coated
popcorn



glass of cola



orange juice



chocolate bar with nuts



muesli bar

HEALTHY INFORMATION

Here are some helpful websites for you to get information and advice about various aspects of your health.

GENERAL HEALTH WEBSITES

State, Territory and Federal Authorities

- ▶ www.sahealth.sa.gov.au
- ▶ www.health.wa.gov.au
- ▶ www.health.nt.gov.au
- ▶ www.health.qld.gov.au
- ▶ www.betterhealth.vic.gov.au
- ▶ www.healthdirect.gov.au
- ▶ www.dhhs.tas.gov.au

FOOD AND NUTRITION WEBSITES

- ▶ www.nutritionaustralia.org
- ▶ www.healthinfonet.ecu.edu.au
- ▶ www.aihw.gov.au/home
- ▶ www.nsa.asn.au
- ▶ www.healthykids.nsw.gov.au
- ▶ www.eatforhealth.gov.au

PHYSICAL ACTIVITY AND FITNESS WEBSITES

- ▶ www.healthykids.nsw.gov.au
- ▶ www.healthyactive.gov.au
- ▶ [www.ausport.gov.au/
participating](http://www.ausport.gov.au/participating)
- ▶ www.nprsr.qld.gov.au
- ▶ www.mychild.gov.au
- ▶ www.letsmove.gov

SAFETY MATTERS

WEBSITES - Medicines, Drugs, Chemicals, Accidents and Food

- ▶ www.foodauthority.nsw.gov.au
- ▶ www.kidsafe.com.au
- ▶ www.kidsafensw.org
- ▶ www.kidsafe.wa.com.au
- ▶ www.kidsandtraffic.mq.edu.au
- ▶ www.foodstandards.gov.au
- ▶ [www.wiggleintohealth.com/
nutrition/food-safety.htm](http://www.wiggleintohealth.com/nutrition/food-safety.htm)



Section 4

Being Active And Sustainable

This unit of activities explores the school environment as a place which provides students with opportunities to be active and share positive health messages. It is well-known that children's active time during school hours is limited and becoming increasingly so, however, there are many benefits of physical activity in the school day, for example:

- physical activities provide opportunities to build leadership skills and to develop a more positive attitude towards school;
- physical activities can encourage positive attitudes and habits towards the role of exercise in a healthy lifestyle;
- studies show a correlation between increased levels of physical activity and more enhanced academic performance;
- more opportunities for physical activity can be created by providing access to a variety of sports and play equipment and marking out temporary play spaces that can be moved around as needed, for example, tyre swings or volleyball nets on a basketball court.

Notes for Page 41

Arrange groups in the class to come up with ideas to increase physical activity in the different space and time settings. Ideas could be presented to the Student Council for consideration. For Task 2 bring in a beanbag and a jelly spike ball to help the class brainstorm physical activities that could be completed using these pieces of equipment. Invent a game with instructions and rules that is named after the class and played for a specified time. Challenge other classes to do the same.

ANSWERS**Page 41: Opportunities To Be Active At School**

Suggested Answers: 1) Bring your sports gear to fully participate; don't sit back; join in. 2) Take a stroll and chat instead of sitting down; grab a piece of sports/play equipment and have a quick game. 3) Go out to the sports field and let off steam – run, wave your arms, sing at the top of your lungs, play a team game that you've invented.

Notes for Pages 42 and 43

These activities are designed to spread the good news about looking after our health and the health of our learning environment. Posters could be displayed around the school or at venues in the local community.

ANSWERS**Page 43: A Sustainable Classroom**

Suggested Answers: 1) Don't waste electricity. 2) You CAN recycle. 3) Close doors – keep it cool/warm. 4) Don't be on standby! 5) Use muscle power – walk to school.

Notes for Page 44

Many primary schools have adopted a school garden as an important learning, recreational and physical activity area. If your school already has a school garden, students can still enjoy investigating types of small gardens that are easily mounted for their own backyards or balcony areas.

ANSWERS**Page 44: A Patch Of Veggies**

Suggested Answers: 1) Students will discover that there are designs for veggie gardens for different settings and purposes. 2) Vegetables in pots: mobile, suitable for small spaces. Raised bed garden: less stressful on back for digging, the season for planting can be extended, the looser soil makes weeding easier, higher yields. Recycled materials: environmentally-friendly, cheaper alternative to constructing a garden bed, materials are readily available, if garden is vertical, it saves water.

Notes for Pages 45 and 46

Statistics produced by the Australian Bureau of Statistics (2012) indicate an alarming trend towards a sedentary lifestyle among primary-aged children. The electronic overload has become the most common leisure activity among children and teenagers in Australia and other developed countries. Excessive screen-time can lead to health problems in young people that in bygone years, were only associated with adults – obesity, higher cholesterol, the onset of cardiovascular disease and poor sleep habits. These pages require students to reflect upon their own electronic

Section 4

Being Active And Sustainable

overload and the health issues associated with sitting down time. The questions on page 46 are linked to the Information Page on page 45. These questions will work better if completed in pairs/small groups, so students can discuss their own experiences of time allocated to being active and screen-time, and give feedback to the class. For question 7, children can generate a graph for their findings based on the model from the ABS on the Information Page.

ANSWERS**Page 46: Go Outside And Play!**

Suggested Answers: 1.) Reason: It's important to go outside in the fresh air instead of being cooped up inside the house. Fresh air helps us to sleep better and improves our skin. Being indoors all day can make us feel unmotivated and sluggish. Reason 2: You can use and develop your imagination to create your own world outside of the house. 3) Suggested answers: There's not enough time after school; There's too much homework to do; Parents work until late; The Sports Centre is too far from home. 4) 73%. Younger children are perhaps less inclined to participate in team sports and would rather play unstructured games. 5) Educational activities. 6) 5 – 8 year olds are not as interested in music downloads, etc.

Notes for Pages 47, 48, 49, 50 and 51

The aim of these activities is to kill the negative affective associations that we have with the great outdoors; whether it be in our own gardens, local playgrounds or national parks. For page 47, students will research the various environments available for physical activities in national parks or reserves. Students could work in groups to present a different national park's opportunities for being active, highlighting that different geographic and climatic regions afford different kinds of experiences (rainforest, marine, semi-arid, etc.). The questions on page 47 encourage children to think about the feelings that they have after a day well-spent outdoors. Elicit responses to compare these with their answers to what it feels like staying inside all day. Page 47 acts as a plenary for discussion points presented on following pages. Students will summarise the health benefits to be had in various

environments that are accessible to them.

ANSWERS**Page 47: The Great Outdoors 1**

Suggested Answers: 1) Play on gym equipment, ride bike on cycling track, walk dog, play in sand pit, watch birds and native animals, have a picnic, play with friends.

Page 48: The Great Outdoors 2

Suggested Answers: Possible activities: nature walks, photography, canoeing, picnics, exploring caves and indigenous sites, looking at rock formations. Image 1: beachcombing, shell collecting, photography, swimming, surfing, fishing, boating, crabbing. Image 2: nature walks, watching birds and native animals, painting, photography, climbing trees, bike riding on the paths, jogging. Image 3: canoeing/kayaking, swimming, fishing, picnicking, observing wildlife. Image 4: Appreciating indigenous art, rock-climbing, canoeing, orienteering.

Page 50: Outdoor Games And Activities

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

3) Felt like you've had a big day, excited, a little tired. 4) Felt like you have cabin fever/bored/tired/sluggish.

Page 51: Natural And Built Environments

Image 1: Activities: bushwalking, fossicking, observing wildlife. Benefits: can play creatively; can have adventures; be close to nature; learning about the environment. Image 2: Activities: skateboarding, carveboarding. Benefits: being with other children who like skateboarding; learning and practising new skills; building self-confidence; opportunity to have lessons.

Section 5

Heritage And Culture

Notes for Pages 53 and 54

The narrative of the Dreaming Story *Tiddalick The Greedy Frog* appears in different forms and its protagonist takes different names depending on where the story is told. However, it is one of the best-known stories and its themes centre on drought, the need to share water and not being selfish. Discuss the timeless issue of drought in the country and the need to conserve precious water resources. Focus children's attention on the role of the lessons in this story in helping Indigenous Australians survive during drought. As you read through the story, the class can sequence the images on page 54. For extension, children could create another animal's attempt to make Tiddalick laugh and draw the scene in their books.

ANSWERS**Page 54: A Dreaming Story**

wombat, kangaroo, emu, lizard, eel and Tiddalick laughing

Notes for Pages 55, 56, 57 and 58

If children are reading the script *When Heaven Called Toad "Uncle"*, a highlighter pen will be useful to identify the five animals that accompany the toad on the journey. As this story has a more complex narrative than *Tiddalick The Greedy Frog*, you could read after paragraph 3 to recap Toad's plan for entering Heaven's Gate in preparation for the task on page 57 and discuss Toad's perceptions of the dangers that might be awaiting the animals. Elicit adjectives to describe Toad's (and other characters') personal qualities. On completion of the story, explore the themes of drought, companionship, being a hero, vanity, etc. The folk tale also gives insights into the concepts of heaven and natural disasters in Vietnamese culture.

For extension, children could draw and paint Toad's return to Earth on the Black Dragon.

ANSWERS**Page 57: A Vietnamese Folk Tale**

1) Children could peer mark the battle plan maps. 2) Old Man Heaven spent his time sleeping and had neglected his duty to send rain. 3) Importance of friendship/being persistent/accepting responsibility.

Page 58: Comparing Cultural Stories

Suggested Answers: 1) Similar: toads are main characters; animal characters; animals work together to solve problems; drought as a central theme; good versus bad; animals are native to the stories' settings; humorous feats; rain returns. Dissimilar: toads are unlike in personal characteristics; not all animals go on a journey; gods not present in both stories, etc. Drought folk tales are common throughout Asia and there are versions of the *When Heaven Called Toad "Uncle"* in Indonesia, India and Cambodia.

Notes for Pages 59 and 60

Ask students to discuss in small groups their favourite dish served during the week. Compare these to dishes baked for special occasions: Christmas, birthdays, religious celebrations, etc. Why are some dishes served only at certain times? Introduce the concept that food practices differ within families and in the wider community.

ANSWERS**Page 59: Food And Your Culture**

1) Small potato pancakes served at Hannukah. 2) Milk and sugar sweets served during Hindu festivals such as Diwali. 3) Long noodles that should not be cut, served at Chinese New Year. 4) Greek bun with traditional red-dyed egg.

Page 60: The Food Of Life

1 a = spill the beans b = butter wouldn't melt in his mouth c = in a pickle d = egg on e = say "cheese" f = take it with a pinch of salt g = a dish fit for the gods h = sour grapes

2 Jewish proverb – a good meal can help you face your worries. Latvian proverb – sharing meals is just as important as the food itself.

Notes for Page 61

This activity page could be set as a homework task with children collecting information on their family history or given permission to bring objects to class to share, that are a part of their family's heritage.

Tiddalick The Greedy Frog (adapted by Lisa Craig)

A long time ago before people lived on Earth, there was a big frog called Tiddalick. Tiddalick lived in the hot Australian desert and he thought he was the boss of all the animals.

One day Tiddalick was very thirsty. He went to the only pond of water in the desert garden and he started to drink all the water. He drank and drank and drank. He grew bigger and bigger and bigger.

He didn't leave one drop of water in the pond. The other animals in the desert came to the pond to drink. There was no water! They were so thirsty. Then they saw big, fat Tiddalick. "Tiddalick drank all the water!" cried the kangaroo.

"What can we do?" asked the kookaburra.

"I know!" said the sleepy wombat. "Let's make him laugh and laugh and laugh, then all the water will come out of his mouth."

The kangaroo hopped on one leg. Then she hopped on the other. She hopped up and down, up and down, up and down. But Tiddalick didn't laugh.

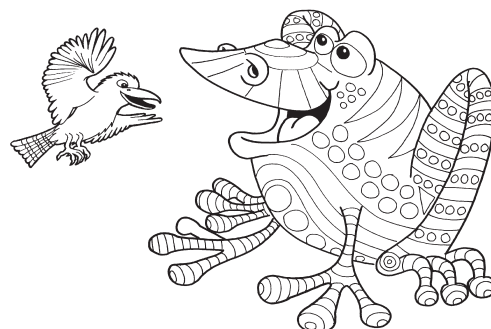
"My turn," said the emu. The emu danced the can-can and wobbled his big bottom at the frog. Tiddalick didn't laugh. Tiddalick didn't even crack a smile!

The frill-necked lizard was very confident. "Watch me, you big bad frog," she challenged. The lizard turned around and around and around like a ballerina on the desert sand until she was very dizzy and fell over, but Tiddalick didn't laugh.

The eel that lived in the pond wriggled over to Tiddalick and started to tickle his leg with his tail... then he tickled him on the belly... then under Tiddalick's arms. Now the eel was around Tiddalick's neck and suddenly Tiddalick started to laugh. He laughed and laughed and laughed. His belly began to wobble. Tiddalick laughed so much that all the water came gushing out of his mouth and there was water flowing again for the animals and plants of the desert.

The kangaroo, the kookaburra, the emu, the eel, the wombat and the lizard laughed too and they danced together under the desert sun. All the animals were happy again.

It's true... but Tiddalick learned something very important. Did you?



When Heaven Called Toad "Uncle" (adapted by Lisa Craig)

A long time ago, Heaven sent a long drought upon all the life on Earth. The rivers dried up, the plants shrivelled and died, fires burned day and night and there was not a drop of water to be found. The majestic animals of the rainforests lay thirsty and starving in the shrinking shade of the once proud trees. All seemed lost. But one animal, a blotchy purple toad, decided to do something about the chaos.

The little toad planned to make the gruelling journey to Heaven to beg for rain. On his way through a dusty, deserted village, Toad heard a grumpy voice, "Why are you in such a hurry?" The toad looked in the tangled roots of a dead mangrove tree and saw a crusty old crab. He told Crab about his mission. Other neighbours poked out their heads and scoffed at Toad's plan. Toad invited Crab to join him. Crab took a few sideways steps to retreat into his burrow, then he looked at Toad and replied, "Alright, I will be your companion on this silly journey. What have I to lose?"

Further along the path, Toad encountered a gasping tiger and an exhausted bear too weak to growl. Toad invited the animals to follow him. "It would be better than waiting here to die, Cousin Toad," Tiger and Bear agreed. The band soon grew to six with Wasp, whose honeycomb had disintegrated into thin air and a tired red sun-burnt fox. Together the creatures reached the end of the winding trail that led to Heaven's Gate. Before Toad sounded the massive drum to open the gate, he gave his followers his orders, "If we are to survive, you must do as I say. Crab, you must hide in the jar of water over there. Fox, hide in the bushes to my left. Bear, behind the rock to my right. Wasp, hide behind the door when it opens. Tiger, crouch behind me so you are invisible. When I grind my teeth, it will be time to reveal yourselves." Toad smiled kindly at his companions and sounded the drum with three booming blows.

Old Man Heaven and the Thunder God were rudely woken from their peaceful dreams. "Go and see who dares to wake us Thunder and take your Lightning Hammer with you," Old Man yawned. Thunder wiped the cobwebs from his hammer and set off to investigate the intrusion. Thunder could not believe his eyes when he spotted the blotchy, puny toad. Thunder did not want to waste a blow from Lightning Hammer on a lowly little toad so he sent Heaven's Rooster to peck Toad to death.

The Rooster's sharp beak and claws narrowly missed Toad who began to grind his teeth. As the rooster was about to swallow Toad, Fox leaped out and locked her jaws around Rooster's neck, killing him. Furious, Thunder summoned Heaven's Hound to attack. Bear sprang into action and with one mighty smack, sent Heaven's Hound flying over the next mountain. Old Man Heaven was not impressed

with Thunder's progress. He ordered Thunder to use the Lightning Hammer to destroy Toad. Toad slowly began to grind his teeth again.

Wasp flew straight up Thunder's nose and delivered a venomous sting. Thunder felt the pain spreading through his body. He grabbed at the jar of water to put out the fire in his lungs. At last, it was Crab's time. Crab's sword-like pincer's cut into Thunder's flesh. Thunder stumbled blindly towards Heaven's Gate dropping his Lightning Hammer. Tiger timed her pounce perfectly and with one ear-shattering roar, she tore Thunder in two.

Old Man Heaven could not believe that the Thunder God had been beaten by a band of animals. He appealed to Toad to bring Thunder's body to him so that Thunder could be healed. Bear and Tiger put Thunder's two halves side by side. Old Man was still angry with the intruders and as he poured the nectar of life over Thunder's body, he was plotting revenge against Toad. Clever Toad had sensed that this was a trick. He ground his teeth even more loudly. Crab, Tiger, Bear, Wasp and Fox formed a protective circle around their brave leader. Each creature displayed their special weapons to the Old Man. Heaven's army saw that Old Man Heaven was powerless and fled in fear. Thunder God would remain in two pieces.

Old Man Heaven finally realised that he had been defeated. He asked to listen to Toad's demands. The little toad hopped onto Heaven's throne and cleared his throat, "For four long years we have had to endure a drought that has caused the land to dry and the animals to suffer a cruel fate. We thought that somehow we had offended Heaven and the drought was our punishment. Little did we know that Heaven was too busy napping and lazing around to notice our misery. I have come all this way with my companions to wake you out of your sleep and beg you to send the rains we need to keep Earth alive." Old Man Heaven heard the passion and anger in Toad's words. He looked at the trembling animals. He put up his hand and said, "Toad and I are friends. There is no need to fear. I will send the Rain and Wind Gods to arrange a storm at once. Are you satisfied now?"

"Thank you for rescuing our Earth. The next time a drought arrives to threaten us, we will make our way here to ask for your help Old Man. Old Man stiffened, "You will not have to make this dangerous journey ever again, Uncle* Toad. All you have to do is grind your teeth and I will send the Rains," promised Old Man.

To show that he was true to his word, Old Man Heaven instructed the Black Dragon to carry the six companions on a rain cloud safely back to Earth. For over a thousand years, the sound of Toad grinding his teeth has been a sure sign that rain is on its way.

*"uncle" is a term of respect in Vietnamese culture.

Australian Health Series Book 5

Health Workbook

For Year 5

Sample



Teachers' Notes

The *Health Workbook For Year 5* covers two main areas of the Australian Health And Physical Education curriculum:

- being healthy, safe and active; and
- communicating and interacting for health and wellbeing.

This book is divided into seven sections. Each section contain notes for teachers. These notes are intended to supplement teachers' knowledge of the content and suggest teaching strategies for student activities. Suggested websites are also identified in the teacher note pages to provide teachers with the opportunity to seek up-to-date information on topics featured throughout the book. These same websites may be incorporated into class activities, creating extension opportunities for students. In addition to these websites, answers to individual activities are also provided on the teacher note pages.

At the bottom of each page, the content description(s) and elaboration(s) which each activity addresses are referenced. It is hoped that this book will help your students to enjoy their journey in becoming health literate.

Sample

National Curriculum Links

BEING HEALTHY, SAFE AND ACTIVE

Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)

- understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses
- researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty
- examining the range of products available to manage the physical changes associated with puberty

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)

- researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy
- applying criteria to online information to assess the credibility of the information
- creating ways to share information about local services young people can access for help, such as a blog, app or advertisement

Plan and practise strategies to promote health, safety, and wellbeing (ACPPS054)

- scripting and rehearsing how to refuse drugs that may be offered, such as medication, tobacco product or alcohol
- comparing product labels on food items or nutritional information in recipes and suggesting ways to improve the nutritional value of meals

COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING

Practise skills to establish and manage relationships (ACPPS055)

- exploring reasons why relationships may change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team
- assessing the impact of different relationships on personal health and wellbeing
- proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment and building new friendships

Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

- analysing situations in which emotions can influence decision making, including in peer-group, family and movement situations
- discussing how inappropriate emotional responses impact relationships
- exploring why emotional responses can be unpredictable

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

- examining how media and public identities influence the way people act and the choices they make
- sharing how important people in their life influence them to act or behave in a healthy or safe way
- analysing health messages in the media and comparing their interpretations with those of other members of the class

Section 1

Puberty

ANSWERS**Page 5: Puberty**

1) puberty; earlier; oestrogen; testosterone; pubic; menstruation; grow; lower; dreams.

2)

M	E	N	S	T	R	U	A	T	I	O	N
G	I	R	L	S	U	S	U	A	L	L	O
Y	P	U	B	I	C	S	T	A	R	T	E
T	U	O	G	O	T	H	G	R	O	U	S
G	B	H	L	O	W	E	R	P	U	B	T
E	E	R	T	Y	B	E	O	F	O	R	R
E	R	B	O	Y	S	N	W	I	T	D	O
O	T	E	S	N	O	T	M	A	T	T	G
E	Y	R	W	H	O	Y	O	U	A	R	E
E	E	V	E	R	Y	O	N	E	G	O	N
T	E	S	T	O	S	T	E	R	O	N	E
E	E	A	R	L	I	E	R	S	T	H	R
O	U	G	H	D	R	E	A	M	S	I	T

Page 7: Understanding Puberty 2

1) 1 = H; 2 = E; 3 = A; 4 = C; 5 = I; 6 = K; 7 = B; 8 = G; 9 = J; 10 = D; 11 = F

2) The two sentences not included in the information paragraphs are 3A and 10D.

Page 8: Understanding Puberty 3

1) Students should complete as much of the activity as possible on their own – this will help you check for understanding. Brainstorm students' answers on the board and ask students to add any new answers to their own Venn diagrams.

Possible Answers:

Changes for boys: voice deepens; facial hair; wet dreams; shoulders widen (change body shape).

Changes for boys and girls: body odour; pubic hair; growth spurt; pimples/acne; mood swings.

Changes for girls: menstruation begins; breast development; hips widen (change body shape).

Section 2

Assessing Health Information

Page 10: Reliable Health Information 1
ANSWERS

Likely To Be Reliable:

- ▶ www.michellebridges.com.au
- ▶ <https://www.hbf.com.au/living-well>
- ▶ <http://www.bupa.com.au/health-and-wellness>
- ▶ www.healthactive.gov.au
- ▶ www.eatforhealth.gov.au

Likely To Be Unreliable:

- ▶ <http://www.cheeseburgerdiet.com/>
- ▶ <http://www.diet.com/>
- ▶ <http://www.dietdoctor.com/>
- ▶ <http://blog.yourbestfatburner.com/>

As an extension, students could find an example of an unreliable website which offers bogus health information. They can show it to the class and say why the website is unreliable as they navigate through it in front of the class. This exercise is to help students to be savvy when carrying out any research on the web.

Page 11: Reliable Health Information 2

This exercise should teach students to be cautious about accepting information presented to them in advertisements as right and factual. They need to understand that some advertisements are misleading and that there are official bodies who penalise companies which print misleading advertisements. However, this does not mean that misleading advertisements in Australia do not exist.

ANSWERS

Suggested Answers: Energy drinks are definitely not "all" we need to keep us hydrated. We know that water is in fact all we need to keep us feeling hydrated - no other drinks are required - so this claim is misleading. We also know that energy drinks are high in sugar and can therefore play a part in dehydrating us. Energy drinks will not give consumers the "fuel" that they need to keep them "going all day and night", we know that drinks high in sugar, give us a short term boost, then can leave us feeling

deflated. We know that this drink will not build muscle or stamina, only physical exercise will do this together with a healthy diet. This drink will not "detoxify" our bodies because of its ingredients - water and some natural lemon drinks will only do this. Ginseng and Taurine can be harmful to young people. Consuming large amounts of these ingredients can lead to health problems.

Page 12: Sharing Health Information

It is important that students know where to look to access local and reliable health information.

Section 3

Drug Awareness

Page 14: What Are Drugs?

1) Provide students with time to discuss/ write down as many examples as they can of drugs (alcohol; cigarettes; panadol/similar analgesics; antibiotics/other prescription medicines; illicit drugs (marijuana, speed, ice, etc.); coffee, chocolate). Popcorn these ideas to the board (popcorn involves having students calling out their ideas to be written on the board). Do not edit their suggestions at this stage, but rather discuss the suggestions. They are divided into legal and illegal categories in the next part of the activity and at this time, you may choose to cross some of the suggestions out.

2) Divide the suggestions into two groups: legal and illegal drugs. Note: some legal drugs may be illegal in particular circumstances, for example, alcohol under the age of 18, cigarettes under the age of 18, etc. Some medicines require a prescription to be legal. Scaffold a discussion with the class to identify these.

Suggested Answer:

3) A drug is any chemical that you take that affects the way that your body works; substances that change a person's physical or mental state.

Page 15: Caffeine**ANSWERS**

1) (Suggested) coffee, Redbull; V; M; Coca Cola; tea, etc.

2.) They like the taste; they have become addicted to caffeine; caffeine makes them feel better; caffeine makes them feel more awake; to be social; improves their concentration; consuming caffeine has become a habit.

3) Caffeine is a **stimulant** drug and can help to make a person feel more **awake** and energetic. However, consuming **too much** caffeine can cause a person to feel hyperactive, nervous and jumpy. It can also make a person's heart beat **faster** and can cause headaches and **stomach** aches. If you consume caffeine regularly, it is possible to become **dependent**.

Page 16: Cigarettes – Some Facts

This activity can be run as a thumbs up-thumbs down activity.

Ask students to complete the task as best they can, with a simple tick if they believe the statement is true and a cross if they believe the statement is incorrect. After they have been provided time to do this, read the statements out loud to the class. Students should respond with a thumbs up if they have answered it as true and thumbs down if they believe the statement to be incorrect. Ask individual students to explain their responses (to increase accountability). Provide the students with the correct answers. If the statement is incorrect, students need to alter the sentence to make it read correct.

ANSWERS

1. The legal age to be allowed to buy cigarettes in Australia is 16. (False) The legal age to purchase cigarettes in Australia is 18.
2. Point of sale advertising is allowed in Australia. (False) Cigarette companies are no longer allowed to advertise their products anywhere, not even where they are sold.
3. Groups such as Healthway (Quit) provide sponsorship for sporting events to replace advertising revenue from cigarette companies. (True) Taking away the advertising money paid by cigarette companies to sporting events, put such events at great financial risk. Funds from cigarette taxes are channelled through Healthyway to provide financial support to certain sporting and entertainment events. These partnerships also provide Healthyway with an avenue to promote the anti-smoking message.
4. Cigarettes cause lots of different types of cancer, including lung cancer, cancer to the lips and throat. (True)
5. Passive smoking is when you only smoke occasionally, not on a daily basis. (False) Passive smoking refers to breathing in second hand smoke. This occurs when you are standing close to a person smoking.
6. Smoking can cause emphysema, asthma and blindness. (True)
7. Smoking kills more people in Australia than all the people killed by alcohol, other drugs,

Section 3

Drug Awareness

murder, suicide, road crashes, rail crashes, air crashes, poisoning, drowning, fires, falls, lightning, electrocution, snakes, spiders and sharks. (True)

8. Tobacco is the addictive part in cigarettes. (False) Nicotine is the addictive drug in cigarettes.

EXTRA!

Possible responses for this activity:

- reduced lung function (trouble breathing, may be noticed more when exercising);
- lung damage;
- sore throat;
- damage to blood vessels (veins and arteries);
- makes the heart work harder and faster;
- less blood flow to the fingers and toes which over time can lead to gangrene and amputation;
- increased risk of stroke and heart attack;
- immune system doesn't work as well so more prone to infections (such as pneumonia and influenza);
- bones become weaker;
- loss of smell and taste;
- increase risk of blindness;
- skin becomes wrinkly at an earlier age;
- susceptible to gum disease;
- yellow/brown stained teeth;
- stained fingers;
- if pregnant, increase risk to the baby of deformities such as cleft palate and cleft lip, SIDS, ear infections and meningococcal disease and lowered birth weight;
- cancer of mouth, lungs, nose, tongue, and throat.

Page 17: Analgesics

ANSWERS

- 1) (Suggested) aspirin, codeine (in combination products), ibuprofen, paracetamol or more specifically Panadol, Neurofen, Disprin, and Panadeine.
- 2) To reduce or eliminate headaches, muscle aches and pains, fever/temperature, migraines.
- 3) It is very important that analgesics are used

in strict compliance with the instructions on the packet or as instructed by a doctor.

Useful Websites

Websites on caffeine:

- ▶ www.dao.health.wa.gov.au/DesktopModules/Bring2mind/DMX/Download.aspx?EntryId=345&Command=Core_Download&PortalId=0&TabId=211
- ▶ www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Caffeine

Caffeine and kids

- ▶ http://kidshhealth.org/kid/stay_healthy/food/caffeine.html

Cigarettes

This site is a very good resource with age appropriate learning games and activities and useful resources for school age students. You will find a range of extension learning activities here

- ▶ <http://www.smarterthansmoking.org.au/>
- ▶ www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Smoking_effects_on_your_body

Section 4

Food Labels

Page 21: Understanding Food Labels 1

To make accurate comparisons between foods, compare the per 100 columns as serve sizes vary between products.

ANSWERS

- 1) Wheat Crackers
- 2) Wheat Crackers = 1533kJ per 100g; Sweet Biscuits = 1798kJ per 100g
- 3) Wheat Crackers = 3 crackers; Sweet Biscuits = 2 biscuits
- 4) Wheat Crackers = 30
- 5) Sweet Biscuits = 16
- 6) Wheat Crackers because they do not contain as much sodium as the Sweet Biscuits.
- 7) Salt
- 8) Flour (although Wheat Crackers lists this as wheat flour) & sugar.
- 9) Wheat Crackers as these have lower unhealthy content including sugar, saturated fats and sodium, as well as a higher amount of fibre.

Useful Websites

- ▶ www.eatforhealth.gov.au/eating-well/how-understand-food-labels

This site provides a game to help children understand food labels.

- ▶ <http://supermarket.foodcentsprogram.com.au/>

Food Labels

By law, all food packaging must contain certain information about the nutritional value and content of food. All ingredients must be listed on food packaging and listed in order of quantity - so listed first is the ingredients which make up the greatest part of the product.

This information can be useful for a number of reasons. People with allergies can check the labels to make sure that they don't eat food that they are allergic to. It also enables people to check for the content of certain ingredients, which they may wish to include or exclude from their diet. Additionally, it is possible to compare the labels of different foods, to check if one is healthier than another. To be able to make an accurate comparison, it is important to compare the columns that list nutritional content per 100 grams. There are columns for serving size, but these vary between products.

Let's consider the nutrition information panel:

Energy: Energy is measured in kilojoules (kj) or calories (kcal). This is a way of informing you how much energy a certain food can give you. If you consume more energy than you use through daily activity, this energy will be stored as fat.

Fat: While our bodies need some fat, too much fat (especially saturated fat) can cause health problems including high cholesterol and heart disease. Foods with more than 10% fat (10 grams per 100 grams) are not generally considered to be healthy food choices.

Carbohydrate: Carbohydrate is a nutrient that provides the body with energy. We need carbohydrates in our diet, but need to ensure that this intake is balanced with

adequate exercise. Unused carbohydrates will be stored in the body as fat.

Sugars: Sugars are a form of carbohydrate. It is ok to have a small amount of sugar in your diet. Lower sugar options are healthier.

Fibre: Fibre content in food is good and helps the body to maintain health. It is better to choose foods with a higher fibre content.

Sodium: This is another word for salt. Foods with high salt content can contribute to increasing the risk of heart disease and high blood pressure. Foods with a low salt content are healthier food choices.

Ingredients: This section refers to all of the items that are used to make the product. People with food intolerances or allergies should check here. This is also a good place to check if the food contains any nasty preservatives or artificial additives.

Golden Munchies - your favourite breakfast cereal -		
Nutrition Information		
Servings per package: 15 Serving size: 30g		
	Per serve	Per 100g
Energy	500KJ 119kcal	1670KJ 379kcal
Protein	2.2g	7.4g
Fat	0.6g	1.8g
- Saturated	0.3g	0.9g
- Carbohydrate	26g	87g
- Sugars	4.2g	14g
Dietary Fibre	2.1g	7g
Sodium	117mg	390mg
Iron	3mg	10mg
Folate	50g	167g
Ingredients	wheatmeal, rice flour, maize flour, sugar, sultanas, skim milk powder, salt, sodium bicarbonate, iron, folate, turmeric	

Section 5

Good Relationships

Page 24: Friendship Is A Relationship

Encourage students to consider positive and negative aspects of friendship within the context of the importance of friendships. Discuss the significance of working on friendships and develop an understanding that it is unrealistic to expect friends to be perfect all of the time. Also, consider fostering the idea that friendships are about giving as well as receiving.

Page 25: Friendships Change 1

Discuss with students the nature of evolving friendships. Note that some people remain your friends for many years, while others may only be in your friendship circle for a short time. All of this is normal.

SUGGESTED ANSWERS

5.) Phone, email, facebook and Skype for example, enable us to keep in touch with friends and family who do not live nearby and help us to maintain bonds with friends. However, it is significant to note that doing things together seems to be the key for maintaining many friendships.

Page 26: Friendships Change 2

ANSWERS

- 1) This is not a good friendship because the boy's friend is pressurising him to smoke. This is an unhealthy and harmful habit and it is not in the boy's best interests. It is definitely time to make a new friend.
- 2) This is a good friendship because the boy is trying to comfort his friend and calm and reassure her. There is no need to make a new friend.
- 3) This is a good friendship because the boy is congratulating his friend on receiving a badge at scouts. Friends should congratulate each other when they have done well and say positive things. There is no need to make a new friend.

Pages 27 & 28: Conflict And Friendships 1 and 2

While there are no definitively right and wrong ways of dealing with conflict within friendships and friendship groups, some ways are better

than others. Ask students to brainstorm multiple answers for each of the scenarios. Class members should be encouraged to share and discuss their answers – this will provide students with a range of positive and negative options for dealing with sticky situations. Of course, positive options should be encouraged as preferable solutions. Identifying and acknowledging different feelings during such times is also an important social awareness skill. Understanding that different people will have different reactions and feelings to situations should be highlighted as normal.

Page 30: Dealing With Bullying 2

ANSWERS

- 1) No, this is not bullying. It is OK to turn down an invitation.
- 2) Sarah is definitely bullying Eve. She is making fun of her and it is happening repeatedly.
- 3) No this is not clearly bullying. It seems that Adam's bump was accidental. If it was happening repeatedly and with intention, then this would be bullying.
- 4) No, this is not bullying. If the children made a conscious decision not to talk to Simon that day and the next day, etc. it would be bullying.
- 5) Michael is definitely bullying Jeremy. This is happening repeatedly and with intention. It is being done to make Jeremy feel upset and unsafe.

Section 6

Emotional Responses

Page 32: Healthy Emotions 1

Discuss with students the balance of the four identified areas of lifestyle, with a view to physical health supporting mental health. Consider the following:

Exercise helps to relieve/manage stress levels. Adequate sleep helps us to feel refreshed and able to concentrate, whilst inadequate sleep increases a person's level of stress, reduces concentration levels and causes a person to struggle to exercise/participate in sport to the best of his/her ability. A healthy diet provides fuel/nourishment for physical activity and concentration. A poor diet (eg. high in sugar/fats) contributes to depression/lethargy/mood swings and poor concentration. Adequate relaxation improves a person's mental wellbeing.

Encourage the students to come up with these links for themselves. Ask them how they think they may feel if one of the four essential elements is not good/healthy/balanced.

You might want to tell your students that recent Australian studies indicate that up to 85% of primary school students are not meeting nightly sleeping requirements. Here are some facts/points to share with your class:

- Younger primary school students require at least nine 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 need sleep to restore the body's energy levels and keep the systems functioning properly.
- 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, the inability to concentrate, hyperactivity, being late.
- Relaxation is considered important, by many, to cope with the stresses of modern society. Alternative therapies use methods

such as breathing strategies, visualisation and aromatherapy to elicit relaxation. However students can relax just as easily by participating in a favourite leisure activity, walking the dog, reading or listening to music. It is important for students to differentiate between relaxation and sleep. Most students will be sleeping for 8 - 11 hours each night, with possibly less sleep on the weekends if they go out, or more if they sleep in.

A child who sleeps for 9 hours a night, sleeps:

= 63 hours per week;
= 3,270 hours per year;
= 29,430 hours in 9 years.

A child who sleeps for 10 hours a night, sleeps:

= 70 hours per week;
= 3,640 hours per year;
= 32,760 hours in 9 years.

Suggested Extension

- Write a story entitled "The World Without Sleep". Imagine what would happen if nobody got any sleep. What could go wrong the next day?
- Set aside a certain time each week for "relaxation" or use as a reward for a hard-working class. Students could bring in relaxing music, rest on the floor, draw, play quiet games or read a book. The main rule is that students are not to interrupt the relaxation of others.

Page 33: Healthy Emotions 2**SUGGESTED ANSWERS**

- 1) Grumpy, tired, confused, vague.
- 2) Lethargic, sleepy, not able to concentrate, full.
- 3) Lethargic, sleepy, unmotivated.
- 4) He is likely to get very emotional and it is unlikely that he will see the funny side of the situation and make light of it. He might get angry or being to cry and shout.

Page 34: Emotional Responses 1

Child Development theorist Erikson has identified several stages in the social / emotional development of the child. During

Section 6

Emotional Responses

the primary school years, the child is said to be in the *Industry versus Inferiority* stage. Here the child learns to master the more formal skills of life such as: relating with peers according to social rules, making the transition from free play to formal learning at school and structured play such as team sports. If a child feels that he/she is successful in academic, physical and/or social settings, then he/she experiences a sense of accomplishment and becomes more industrious. However it is easy for a child to doubt his/her abilities and feel a sense of inferiority in these areas.

Depression and anger in primary school students is an issue that has recently gained a lot of media attention and concern among health professionals and educators alike.

Extension

Two groups can be separated into "Positive Feelings" (pride, confidence, acceptance, love, respect, loyalty, excitement, sensitivity, affection, relief, sympathy, happiness, pleasure, pity) and "Negative Feelings" (jealousy, hatred, anger, sadness, frustration, sorrow, pride, vanity, rejection, fear, loneliness, depression, worry, boredom, pity). Pride could be in both groups because it is important to take pride in achievements, but pride can also stand in the way of doing the right thing. Pity (self-pity) may result in feeling sad or negative, but it can also be positive because it may lead to doing something kind for another person.

Self-esteem is your opinion of yourself. It is normal for self-esteem to fluctuate, however someone with low self-esteem may be negative most often. Through a conscious effort, it is possible to influence your own level of self-esteem. Having positive self-esteem is important for good mental health. Low self-esteem over a long period of time can lead to stress, anxiety, relationship problems, loneliness and depression.

The focus of this activity is to increase students' awareness of what self-esteem is and to increase their understanding of how they can influence their own mental health in a positive way.

SUGGESTED ANSWERS

2) Like and accept yourself; celebrate your achievements; acknowledge your own strengths; don't be over-critical of yourself; care about yourself; be confident; don't be afraid of trying; avoid negative self-talk; believe people if they give you a compliment and thank them; positive self-talk; don't compare yourself to others; look forward to things; stop worrying; have fun; exercise; eat a healthy diet; get enough sleep; do activities that you enjoy; get help from others.

Page 35: Emotional Responses 2 ANSWERS

- 1) Low self-esteem.
- 2) Because he is jealous of his new baby sibling. He is not happy that his parents and other relatives are excited by the new arrival.
- 3) It is causing a rift between himself and his family members, because he is not sharing this happy time and celebrating with them. It is isolating him from the family.
- 4) If this boy had high self-esteem, he would be happy that his parents and family members were happy and see the baby's new arrival in a positive way.

- 1) Low self-esteem.
- 2) Because they are making a very poor decision - to smoke. They are also choosing to mix with others who have low self-esteem.
- 3) They would have a poor relationship with other members of their peer group who do not smoke.

Page 36: Emotional Responses 3

Resiliency or having the ability to "bounce back" is a skill that can be consciously developed and improved and helps to foster good mental health. Links have been made between resilience and success.

This activity can be done as an individual activity and then brought together for class discussion via the sharing of ideas.

Section 6

Emotional Responses

Some ways to improve resiliency are identified below:

- Take care of yourself - we need to look after ourselves physically and emotionally, ensuring a good balance of the four lifestyle factors (diet, sleep, exercise and relaxation). These help us to be more resilient.
- Accept that change is a part of living - some people don't like change and want things to stay the way they are. This is not a realistic expectation and being able to adapt to change is an important life skill.
- Nurture a positive view of yourself - learn to like and accept yourself.
- Maintain a hopeful outlook - some people only expect the worse, don't be one of these people.
- Make connections - recognise that friendships are important and that they help us to feel good about ourselves.
- Look for opportunities - what can you do to make your life more interesting and happy? We need to be open to, and look for, opportunities that add value and happiness to our lives.
- Move towards your goal - goal setting is an important life skill and it has been proven that successful people set goals, achieve new goals and work towards goals.
- Keep things in perspective - too often, people make a big deal about little things or conversely, may not acknowledge significant events when they should. Mental health can be supported by keeping a good perspective.
- Take decisive actions - often, people put off making decisions or don't follow through on decisions, this type of procrastination can detract from people's levels of resilience. Successful people are very good at making decisions and acting on them.

Page 37: Netiquette

Discuss the rules with your class to ensure that they have a good understanding of them. Can they add to these rules? (These could be used in their posters.) If these rules aren't followed, then people involved with Internet communications may be offended, misunderstandings are more likely, friendships could break up, people could get a bad impression of them and arguments may be created unnecessarily. Your students may suggest more ideas.

ANSWERS

Treat other people... the way that you would want to be treated.

Typing letters in all capitals... makes people think that you are shouting.

Keep flaming under control... don't get into big arguments on the Internet.

Remember the human... treat people with respect as you would in person.

Look good online... think about what you write before you write it.

Useful Website

This website contains information about, and related to the Australian Kids' Help Line, as well as information pages for teachers and parents:

- www.kidshelp.com.au

Section 7

The Media

Page 39: Copy Cat Behaviour

While it is OK to consume junk food once in a while, it is important to take responsibility for our own health and not simply follow what other people/our friends are doing, especially if you know that it isn't the best option for you. We need to be able to make good food choices to support the activities that we enjoy.

Eating junk food will not provide you with the right type of nutrition to play sport and lead an active lifestyle. It is important to eat good quality food. This type of diet will give you energy and make you feel good about yourself.

SUGGESTED ANSWER

Other influential public figures may include Pete Evans (chef-advocate of healthy eating, particularly of unprocessed foods).

Page 40: The Media And Food Choices

It is an important skill to be able to consider the information presented to us by the media, and to make our own decisions regarding the health value of foods. Often we see commercials for breakfast cereals for example, promoting the goodness of their products. These typically highlight the content of vitamins, iron, calcium, etc. but neglect to mention the high sugar content, which often reduces such foods to the junk food category. The goal of this activity is to encourage students to be active thinkers, and not mere consumers of media hype. To think beyond the information presented to them and analyse this, supported by their own knowledge and experiences. This process will encourage them to be discerning consumers of media information.

Page 41: Health Messages And The Media

SUGGESTED ANSWERS

- 1) Some slogan ideas from Australian anti-drug advertisements are:
Don't drink and drive;
Don't drink and drown;
Every cigarette you don't smoke, is doing you good.
- 2) To reduce the incidence of new people taking up smoking and to avoid glorifying smoking through association. To limit differentiation between cigarette brands. The advertising of cigarettes was once allowed because the risks of smoking were not as widely known/promoted.
- 3) In most Australian states, true and accurate information regarding the health effects/risks to health that result from smoking appear on packaging, together with graphic images to

discourage people from smoking and educate them about the dangers of smoking.

Page 42: The Way We Live

ANSWERS

Not enough fibre in our diets = This can place stress on the digestive system and contribute to a build-up of toxins. For our digestive system to be regular, we need to eat a good amount of fibre.

Too many sugars = While sugar can give a short term boost of energy, it soon leaves us feeling tired and out of energy. Too much sugar also contributes to weight gain. We can end up with dental problems as sugar isn't good for our teeth. A diet high in sugar can also contribute to type II diabetes.

Too much caffeine = Frequent caffeine use can lead to addiction. It can also disrupt sleeping patterns as caffeine makes you feel awake. Consuming large amounts of caffeine can contribute to mood swings and make a person feel shaky.

Not enough exercise = This can result in a person feeling tired and being unfit. People who exercise regularly generally feel and look better; so a lack of exercise will lead to poor muscle tone/poor muscle condition and muscle weakness. A lack of exercise is also a contributing factor to type II diabetes. A lack of exercise will also contribute to a sluggish digestive system, slow metabolism and being overweight. It can also contribute to depression (exercise helps to alleviate depression).

Excessive alcohol consumption = If consumed regularly, it can lead to addiction. Excessive alcohol places excessive stress on the organs, especially the liver. It can lead to a range of physical health problems including gout, psoriasis, heart problems and a range of cancers. People under the influence of alcohol tend to act out of character and do silly things that can be embarrassing, anti-social and/or illegal.

Smoking = Can cause a large range of cancers (lung, lip, tongue, etc.), bad breath, body odour, premature wrinkling and ageing of the skin. Smoking can contribute to bronchitis as well as leading to emphysema and heart attacks.

Taking unnecessary medicines = If done over an extended period of time, this can lead to addiction. Overuse of medicines, even over-the-counter medicines can place stress on the organs leading to other health problems. If medicines are mixed, this can lead to unpredictable and dangerous results for health.

Australian Health Series Book 6

Health Workbook

For Year 6

Sample



Teachers' Notes

The *Health Workbook For Year 6* covers one main area of the Australian Health And Physical Education curriculum:

- contributing to healthy and active communities.

This book is divided into three sections. Each section contains notes for the teacher. These notes are intended to supplement teachers' knowledge of the content of each activity page and suggest teaching strategies for student activities. Suggested websites are also identified in the teacher note pages to provide teachers with the opportunity to seek up-to-date information on topics featured throughout the book. These same websites may be incorporated into class activities, creating extension opportunities for students. In addition to these websites, answers to individual activities are also provided on the teacher note pages.

At the bottom of each page, the content description(s) and elaboration(s) which each activity addresses are referenced. It is hoped that this book will help your students to enjoy their journey of becoming health literate.

National Curriculum Links

Contributing To Healthy And Active Communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

- investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting The Australian Guide to Healthy Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health
- proposing and implementing actions and protective behaviours that promote safe participation in physical activities
- understanding the importance of social support and a sense of belonging in promoting mental health and wellbeing

Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)

- exploring ways in which people can connect with other members of their community through participating in physical activities in natural settings and built environments
- discussing how a connection to the local community, environment or special places can influence personal and community health and wellbeing
- discussing how access to natural and built environments can help or hinder participation in physical activities

Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)

- exploring initiatives sporting and community groups use to counter discrimination and support the wellbeing of their communities
- proposing strategies to help others understand points of view that differ from their own and to encourage further discussion about individual and cultural similarities and differences in order to tackle racism
- exploring and celebrating how cultures differ in behaviours, beliefs and values

Section 1

Preventative Health For Safety And Wellbeing

Page 5: Healthy Eating 1

Before completing the activity sheet, ask students to discuss this question, "What is a poor diet and what health problems might people develop because of a poor diet?" (Diet should be identified as food consumed as opposed to "going on a diet".)

This discussion provides the teacher with some understanding of students' prior knowledge and encourages students to extend this knowledge and understanding through discussion. Write students' ideas on the board. Some suggestions might be: acne, fatigue/lack of energy, obesity, growth problems, being underweight, type II diabetes, getting sick, can't concentrate, etc.

Write two headings on the board: "Healthy Foods" and "Unhealthy Foods". Ask your class to form two lines before the whiteboard.

Allocate an allotted time, e.g. three minutes, for each group to write as many foods under the respective headings. This should be run as a relay style race, with the marker as the baton. When one person writes down a food, he/she passes the marker to the next person in line and walks to the back of the line. Each student should approach the board at least once and possibly twice in the allotted time. Students should be encouraged to talk to help generate more ideas. At the end of the allocated time, responses should be counted and a winning team determined, (make sure there are no double ups in the same column).

When the time is up, the responses on the board should be discussed as a whole class. Are there foods that have been included in the wrong column or that appear in both columns? For example, chocolate is typically considered to be an unhealthy food, but a small amount of dark chocolate is considered healthy. Students often list McDonalds as an unhealthy food option, but can it be argued that their "Healthy Options" menu is healthy? Encourage students to consider and discuss these discrepancies.

Discuss The Australian Guide To Healthy Eating with the class. Note that it is important for students to know how to use the Healthy Eating Plate as a tool to guide healthy eating choices. Foods in the larger sections are foods that should be eaten most often. Those in the smaller sections of the Healthy Eating Plate, should be eaten in moderation. The foods that

should be eaten the least, are identified below and outside the Healthy Eating Plate, as they are not essential. The exception here is water, which has its own note, stating that this should be consumed regularly.

Page 6: Healthy Eating 2

This activity will help students to evaluate and take charge of their own eating habits.

Page 7: Food And Energy

ANSWERS

fat, overweight, wrong, tired, exercise, concentrate, unfit, foods, energy, types, complete, participate

Page 11: Eating For Nutrients 4

ANSWERS

1.) Obesity, acne/skin problems, fatigue/lack of energy, general illness/reduced immunity, altered food, growth problems in young people, weak fingernails and brittle hair, inability to concentrate.

4.) Milk = high in calcium and good fats. Carrots = high in fibre, vitamins and minerals. Contain less sugar than fruits. Apples = contain a good level of fibre, vitamins and minerals. Potato chips = no nutritional value. Bread = high in carbohydrates. Wholemeal breads are also high in fibre. Red meats = high in protein.

Page 12: Eating For Nutrients 5

ANSWERS

Nutrients	Functions	Source (food groups)
Calcium	Maintains healthy bones and teeth	Dairy products, sardines and salmon
Protein	Growth, healing, maintenance of body tissues	Meats, fish, eggs
Carbohydrates	Energy	Cereals, pasta, potatoes
Fibre	Helps food to move through the digestive system	Cereals and grains, fruit and vegetables
Fats	Energy, helps to form new cells, helps to deliver vitamins through the body	Oils, meats and fish, whole milk dairy products
Vitamins and minerals	General health and wellbeing (can get sick without them)	Fruit and vegetables

Section 1

Preventative Health For Safety And Wellbeing

Page 13: Eating For Nutrients 6

Other relevant background information: In 2008, the Australian Government identified that 4% of the population aged between 20-70 were diagnosed with diabetes type II. This figure only represents half of the true estimation for the disease as it is believed that many people are not diagnosed. These numbers have increased considerably since these studies. As of June 2012, there were around 31,000 people aged between 10-39 who were diagnosed with type II diabetes; this is 0.3% of the population in this age group.

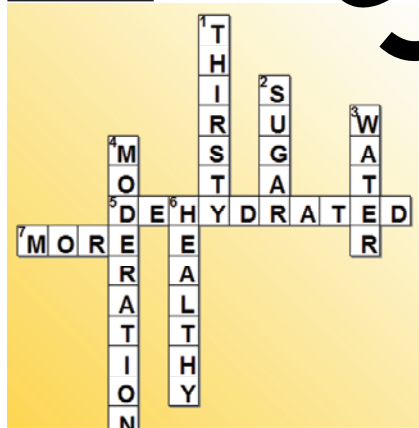
Of these, approximately 2,200 were aged between 10-24 years. The rate of diagnosis of diabetes type II in young people has almost tripled over the last 10 years.

You can extend this activity by encouraging discussion - possibly ask students if they know anyone who has this disease as this makes it more relevant to their own lives. It is important that students understand that this illness is a lifestyle disease; it can be prevented and cured through healthy lifestyle choices.

Using the three risk factors as guidelines, ask students to come up with lifestyle strategies to prevent diabetes type II.

Page 15: Water

ANSWERS



Pages 16 & 17: Physical Activity Levels 1 and 2

Government recommendations for daily activity have increased to one hour per day for children. This is a result of increased involvement in sedentary activities and changes in lifestyle that deduct from opportunities to partake in

physical activity; and a dramatic increase in childhood obesity and childhood occurrence of lifestyle diseases, such as diabetes type II. Activities that need to be partaken in on a daily basis, are low impact aerobic activities, including walking and bike riding. Students can include watching TV, playing console games and spending time on the computer, in their activity lists as well as physical activity. This will help them to see their overall involvement in a range of activities and see how much time is divided between those activities that are physically active and sedentary. When critiquing their activities, they should be encouraged to reduce their sedentary activities and increase physical activities where appropriate.

Page 18: The Benefits Of Physical Activity

ANSWERS
1) Benefits are endless and include: feeling strong, having lots of energy, not feeling tired, being able to concentrate, feeling good and looking good, good mental health and having an even temper. 2) Feeling tired, not being able to keep up with friends during sport, not looking fit, loss of confidence, poor concentration. 3) Could list a range of sports and activities from soccer to gardening. 4) Students should tick: improves fitness; helps you to sweat out toxins; gives you a healthy heart; develops strong bones; helps you to live longer; reduces the risk of some diseases (e.g. diabetes type II); helps to maintain a healthy weight; improves concentration; gives you strong healthy muscles; improves mental health; reduces the risk of cancer; burns energy; improves sleep; improves coordination; helps you to look good. 5) Obesity; diabetes type II; trouble focusing/concentrating; weak muscles; risk of a heart attack; reduced mental wellbeing; weak/brittle bones (osteoporosis); increased risk of cancer; reduced life expectancy; reduced levels of coordination.

Page 19: How To Measure Fitness

Often, the pulse in the neck is easier to find. The resting pulse should be taken first, preferably after students have been sitting for at least five minutes.

Section 1

Preventative Health For Safety And Wellbeing

Usually, this activity works best conducted as a whole class activity, getting everybody ready first and counting the pulse silently, while running the clock.

During exercise, a fitter person's pulse will increase initially and then level out, while an unfit person may struggle to achieve a plateau. A fitter person will have his/her pulse return to a resting state quicker than an unfit person. You could see who's pulse returned to resting state the quickest, as a class comparison.

While heart rates are measured in beats per minute (BPM), it is often more convenient to take a pulse for a shorter period of time, say thirty seconds or even fifteen seconds and then multiply this figure by two or four respectively to achieve the full measure. This is particularly significant for accuracy of exercising pulse rates. If someone is exercising and then stops to take their pulse for a full sixty seconds, by the end of the measuring time, their pulse will have slowed, affecting the accuracy of the true working measure.

Breathing will change with exercise so that the lungs and working muscles can get more oxygen. If this does not happen, then it will not be possible to continue exercise. As exercise demands increase, we would expect to see increases in heart rate and correlating increases in breathing rates. The reverse is true during recovery.

Page 20: Sun-Smart 1

ANSWERS

Health benefits from the sun :

- reduces the risk of depression- so being in the sun helps us to feel happy and positive;
- helps us to acquire vitamin D – necessary for our bodies to be able to absorb calcium, which is needed for bone growth and bone strength. This is equally important for adults and children.

Possible harm from the sun (typically from prolonged and repeated, unprotected exposure to the sun):

- sunburn and skin damage (this can cause long term skin problems);
- premature aging of the skin and wrinkles;
- skin cancer.

NB: If you do not wish to run this as an Internet activity, it is possible to print out the fact sheets/

answers from ► www.sunsmart.com.au/about/faqs, maybe as a class set.

ANSWERS

1) Slip on sun protective clothing that covers as much of your body as possible. Slop on SPF 30+ broad spectrum, water resistant sunscreen liberally at least 20 minutes before sun exposure. Re-apply every two hours when outdoors. Slap on a broad-brimmed hat that shades your face, neck and ears. Seek shade. Slide on sunglasses that meet Australian Standards ► www.sunsmart.com.au/about/faqs#q1

2) Your family doctor can check your skin. If he/she has concerns, you will be referred to a specialist for further assessment.

3) A tan does not offer any protection from the sun. In fact, a tan is the first sign that your skin is being damaged.

4) Sunburn is caused by U.V. rays, not by temperature, so if it is a cool day, you can still get sunburned. Also, it is possible for U.V. rays to penetrate through clouds, so it is possible to get sunburned on a cloudy day.

5) Vitamin D helps to develop and maintain healthy bones, and U.V. radiation from the sun is one of the best sources of vitamin D. While too much sun can lead to skin damage, not getting enough sunlight can lead to a deficiency in vitamin D levels. During winter months in Australia, 2-3 hours of outside time a day is considered to be relatively safe. While in summer, the U.V. levels are higher, so less time is sufficient, maybe even 5-10 minutes. The U.V. levels are higher during the middle of the day, so these times are best avoided for being outside, or be sure to cover up. Check out the free SunSmart app that allows users to find out if they are getting enough sun to help with vitamin D levels and alerts the user of their daily sun protection needs.

6) Sensible sun protection does not put people at risk of developing vitamin D deficiency.

Section 1

Preventative Health For Safety And Wellbeing

Page 21: Sun-Smart 2

Fact sheets outlining the sun-protection guidelines are available at the following site

► www.sunsmart.com.au/uv-sun-protection

ANSWERS

The following points should act as a guide:

- slip on sun protective clothing that covers as much of your body as possible. This is more effective at protecting the skin than sunblock. Rashie t-shirts are a good idea for water-based activities;
- slop on SPF 30 or higher broad spectrum, water resistant sunscreen liberally at least 20 minutes before sun exposure. Re-apply every two hours when outdoors, especially when in the water;
- slap on a broad-brimmed hat that shades your face, neck and ears. Caps are not as effective in providing sun protection.
- seek shade- particularly during the high U.V. time of day (11am-3pm);
- slide on sunglasses that meet Australian Standards. These will help to protect your eyes from sun damage.

Page 22: Safe Cycling

ANSWERS

- 1) The safest way to cross the road on a bike is to: Get off your bike and walk across the road when it is clear of traffic and safe to do so.
- 2) 1 = T; 2 = T; 3 = T; 4 = F (If you ride a bike, it is considered to be a vehicle on the road and you are required to obey all road rules.) 5 = T; 6 = F (It is important to maintain your bike to ensure it is working well. You should check that the breaks work and that the tyres have good air pressure. The chain should be regularly oiled and cleaned also.) 7 = F (Cyclists must obey the same road rules as cars and can incur the same fines as drivers of cars. This means that you can receive an infringement ticket from a police officer for going through a red light.)

SUGGESTED EXTENSION ACTIVITY

Create road signs, traffic lights, roads, intersections and pedestrian crossings in your classroom or in the school yard, so students can develop an understanding of road usage and be able to practise the correct road rules. Students can wear badges or signs designating

their roles (pedestrian, cyclist, driver, etc.) and walk through the setting.

Page 23: First Aid 1

First aid is the first help given to someone with an injury or illness. Diagnosing or fixing someone is the responsibility of qualified medical staff/people; this is especially so if the injury or illness is serious. Minor ailments such as a small cut or graze may not require follow-up assessment or treatment, but more serious injuries or illnesses should always be referred to a qualified person such as a doctor.

Page 24: First Aid 2

ANSWERS

Scenario 1 = 6, 5, 7; scenario 2 = 2, 4, 5, 7; scenario 3 = 6, 4; scenario 4 = 3, 7; scenario 5 = 18, 10; scenario 6 = 7, 9, 11; scenario 7 = 7, 12; scenario 8 = 7, 11.

Page 25: Dialling For Help 1

ANSWER

- 1) The police, the fire brigade, an ambulance.
- 2) These calls are free from any phone service.
- 3) You do not need credit to be able to call 000.
 1. No – you do not need emergency services.
 2. No – try to get help from family and friends. If you can't, call the police but not through emergency services.
3. Yes – call 000, you will need an ambulance. The police may also attend but emergency services will organise this if required.
4. Yes – you need the fire brigade to attend to manage the fire before it gets further out of control and threatens property and lives.
5. Yes – you need an ambulance. You should also try to find an adult to help as ambulance officers will not enter the surf to take someone from the surf in such a situation.
6. No – unless you are being directly threatened. You should continue to try to contact your mum or another adult that you know and trust.

Page 26: Dialling For Help 2

The first question can be done individually and supplemented with class discussion. For the second task, ensure that numbers are up-to-date and relevant to the students' area.

Section 1

Preventative Health For Safety And Wellbeing

It may also be a good idea to laminate these cards for durability. You could stick a magnetic strip to the back to make them fridge friendly. Suggested numbers:

- Emergency 000
- Ambulance
- Poisons information
- Health care direct
- Fire
- Police
- Parent's numbers
- Close family/friends' numbers

Page 27: Social Support 1

If students are struggling to think of five people for their helping hand, make some suggestions for them, consider family members, family friends, school staff, club leaders such as a sports coach or a church leader or a social worker. There may be people available to some students that they haven't considered. If children think about the people in their lives and have a plan, they are more likely to defer to someone for help if they need it. Students may wish to decorate their hands. They can draw a picture of themselves in the palm of their hands or decorate the palm with words such as "calm" or "happy", etc.

Page 28: Social Support 1

ANSWERS

- 2) The Kids Helpline number is 1800551800. These lines are manned by qualified counsellors.
- 3) Curiosity, in case they need it later; to look for solutions to problems such as bullying; feeling lonely; feeling unsafe; not sure how to deal with pressures of school or family.
- 4) No, there is a section for parents too. If they are struggling to help their children, they can get advice on this site.
- 5) We care, we listen.

Page 29: Social Support 3

Discuss the rules listed to keep children safe on the Internet as a class. Ask students to consider what might happen if they don't follow these rules. For example – if they accept a friend request from someone who is friends with someone they know, but they haven't met in person – it is possible that your friend hasn't met them either – this is how some deviants

work their way into young people's lives.

Useful Websites

Guidelines for a balanced diet

- ▶ www.eatforhealth.gov.au/food-essentials/five-food-groups

Dietary guidelines for children and adolescents

- ▶ www.eatforhealth.gov.au/food-essentials/how-much-do-we-need-each-day/recommended-number-serves-children-adolescents-and

Information regarding nutritional requirements, sources and functions in the human body

- ▶ www.milk.co.uk/page.aspx?intPageID=130
- ▶ www.healthdirect.gov.au/healthy-eating?gclid=CJOz8tLfgbRcPp8vQodL0cApQ

Great resources for additional activities

- ▶ www.nourishinteractive.com/nutrition-education/printables
- ▶ www.healthykids.nsw.gov.au/
- ▶ www.healthykids.nsw.gov.au/kids-teens/statistics-facts-teens/teens-nutrition/drinks-for-hydration.aspx drinks for hydration- web search activity

Diabetes studies and statistics

- ▶ www.aihw.gov.au/publication-detail/?id=60129546361&tab=2

Healthy eating guidelines educational game

- ▶ <http://www.eatforhealth.gov.au>

Section 2

Outdoor Activities

Pages 31 & 32: Connect With The Community 1 and 2

Today, local governments have a greater focus on urban planning and are increasingly creating community spaces and facilities. Many of these spaces and facilities are free to local residents and may include: open parklands, playgrounds, sporting ovals, recreation centres, swimming areas/pools, outdoor exercise equipment, footpaths, bicycle paths, dog walking areas, BBQs, picnic areas, and public ablutions. Other initiatives may include: community fairs, outdoor cinemas, fetes, festivals, music events or other such activities. These facilities and activities are designed to support residents to lead a healthy lifestyle by encouraging them to be active and to engage in community-based activities. This in turn promotes and supports a sense of belonging in the community; contributing to good-spirited communities and helping to reduce crime, isolation and boredom.

Page 34: Natural Environments

Studies show that playing outdoors in a natural environment helps children to make contact with nature and is a preventative factor for stress and anxiety in children. Understandably, this is seen as a better alternative to finding ways to overcome stress and anxiety.

ANSWERS

Suggested benefits: gives children an opportunity to appreciate and explore/ investigate nature up close - such as wildflowers and insects; use their imagination; get fresh air; be creative; have an adventure; work together; get dirty/muddy, etc.

Suggested dangers: children could come into contact with dangerous animals/insects in natural environments and need to be educated about interacting with certain wildlife or they could get bitten - some bites can be fatal.

Uneven surfaces in natural environments are caused by things such as fallen logs, etc. and this increases children's chances of falling and getting injured. Bushfires are a hazard in natural environments and children need to be taught to

report bushfires and remove themselves from any affected areas.

SUGGESTED EXTENSION ACTIVITY

Ask children to create a poster/map of a nature playground idea or they could even develop a model. It may be a good idea to provide students with the opportunity to see other adventure playgrounds for ideas.

Why not invite the principal or P&C committee into your class and put forward a proposal to incorporate some of the children's ideas into some new playground facilities at your school.

Useful Websites

Recommendations for physical activity for children

► [www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines/\\$File/Brochures_PAG_5-12.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines/$File/Brochures_PAG_5-12.pdf)

► www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines#apa512

Nature playground example (Kings Park-Perth)

► www.bgpa.wa.gov.au/kings-park/area/naturescape

Nature playgrounds

► <http://earthplay.net/>

Section 3

Diversity

Page 36: Discrimination

Discrimination is about being prejudiced against an identified social group of people or against an individual based on a perception that they belong to a certain category or group or exhibit a particular characteristic. Discrimination may happen because a person is afraid or does not understand another person's situation or because a person has had a bad experience with another person with similar characteristics. Discrimination can include bullying. It is important to highlight that discrimination is unfair and in many instances, discrimination is against the law. Developing an understanding of, and appreciation for, other people's differences can help to reduce the incidence of discrimination and the subsequent unfair treatment that people may experience. Discuss discrimination with the class to ascertain their level of understanding. It may be suitable to also discuss what discrimination is not. For example, stating that someone is of Asian descent is generally a descriptive term rather than a discriminatory one.

Page 37: Cultural Appreciation 1

So often developing children wish to be just like everyone else in an attempt to fit in. It is important that children develop an understanding and acceptance of their own self-worth and individuality. This activity has been developed with this in mind. This activity can be supplemented with a focus on accepting others for who they are; for their similarities and differences. Once students have completed their own family review, ask them to share this information with the class to complete the table on the following page.

Page 38: Cultural Appreciation 2

Different schools in different regions will vary in the cross-section of students' cultural backgrounds. If these are limited, you may like to adapt this activity by asking students what they know about people from other cultures and countries. The aim of the activity is to

increase awareness and develop a fundamental understanding of cultural variation with a focus on acceptance and building positive relationships.

Page 39: Living In A Multicultural Society 1

- 1) The little boy is most likely Muslim - a follower of Islam.
- 2) He is taking off his shoes before he enters the mosque to pray.
- 3) Generally to keep the mosque clean as it is a special place.

Page 40: Living In A Multicultural Society 2

- 1.China, 2.Cambodia, 3.India, 4.Mongolia, 5.Japan, 6.Afghanistan, 7.Australia