

Health

For Years 5-6: Part 1

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1

**Linked to the following areas
of the Australian National Curriculum:**

- being healthy safe and active
- communicating and interacting for health and wellbeing

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Teachers' Notes

Health For Years 5-6: Part 1 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.

The curriculum requires that six focus areas of the Year 5 and 6 Health and Physical Education curriculum are covered over a two year period. This book should ideally be complimented with *Health For Years 5-6: Part 2* and *Phys Ed For Years 5-6*.

Health For Years 5-6: Part 2 addresses one focus area:

- contributing to healthy and active communities.

Phys Ed For Years 5-6 addresses three focus areas:

- moving our bodies;
- learning through movement; and
- understanding movement.

These three books - all aimed specifically at Years 5 and 6 - are part of the *Australian Health And Physical Education series* which consists of ten books altogether.

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 included 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.

Understanding Puberty 1

- ☐ Read the information then complete the task on the following page.

Puberty can be a strange time for teenagers. It signifies the time in life when you change from a child into an adult. Your body will go through lots of changes.

Puberty usually starts earlier for girls, possibly from the age of 9; while boys often start puberty from the age of 10. A change in the level of hormones in the body is responsible for starting these changes. This is oestrogen for girls and testosterone for boys.

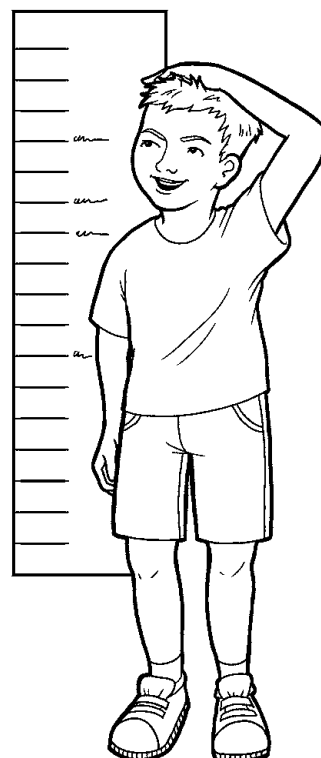
Boys and girls experience some similar changes in puberty: growth spurts, changes in body shape, growth of pubic hair and underarm hair. For many, pimples become a problem. These start to appear as the hormones cause your skin to become oilier and bacteria can get into the pores of your skin. It is important to keep your skin clean by washing and cleansing twice a day. Also, it is important to start using deodorant during puberty as your body will start to produce body odour, which can be pretty smelly.

These same hormones can also cause mood swings, which means that sometimes it can be difficult to control your temper.

For girls, breasts will start to develop and a girl's body will change shape as hips start to get wider. Girls will also start to menstruate (have their period). This will then happen every 28 days or so and is a sign that a girl's body is starting to get ready to be able to have a baby one day.

For boys, facial hair will start to grow and a boy's voice will change, becoming deeper. Boys may start to experience some strange happenings while asleep. Wet dreams happen during sleep, this means that a boy ejaculates (semen comes out of the penis) when asleep. This is a result of the change in levels of testosterone.

It is important to remember that everybody goes through puberty - nobody escapes it. Puberty is a natural part of growing up and getting older and more mature.



☐ Use the information on the previous page, to complete the task below.

- Match the numbers with the letters to create eleven sentences. Write your answers in the last column using the corresponding letters. *Note: There are two sentences that provide new and additional information. Highlight these sentences.*

1. Boys' voices ...	A. can happen unexpectedly.	1. =
2. Breast development ...	B. is a sign you can become a mother.	2. =
3. Erections in boys ...	C. are hormones that cause changes throughout puberty.	3. =
4. Testosterone and oestrogen ...	D. egg to make a baby	4. =
5. Ejaculation during sleep is called ...	E. is often the first sign of puberty for girls.	5. =
6. Pimples are ...	F. to everyone. Nobody escapes it.	6. =
7. Menstruation ...	G. caused by hormones.	7. =
8. Moodiness ...	H. become deeper.	8. =
9. Boys usually start puberty ...	I. a wet dream.	9. =
10. A sperm joins with an ...	K. caused when oil ducts are blocked with bacteria.	10. =
11. Puberty happens ...	J. later than girls.	11. =

- There are two sentences that provide new and additional information. Write these sentences below.

Sentence 1: _____

Sentence 2: _____

Activity

Refusing Drugs

Some people take drugs because they are offered them and feel pressured to say yes. Practising how best to refuse drugs is important; it will make you feel more confident if ever put in this situation. Giving reasons why you do not want to take drugs offered, helps to make you appear firm in your response and not able to be easily influenced.

- ☐ In the speech bubbles below, script refusing drugs and offer reasons why you do not want to take the specified drugs.

1

Say NO to Cigarettes



Want one?
One won't hurt.

Empty speech bubble for response.



2

Say NO to Caffeine



Do you want a cup
of coffee? It might
help you to stay
awake and finish
your homework?

Empty speech bubble for response.



3

Say NO to Analgesics



These
painkillers will
take away your
shoulder pain.

Empty speech bubble for response.



Sometimes your friends don't always behave in a way that you agree with, this means that maintaining friendships can be challenging. It is important to realise that these challenges are a part of life. While you don't get to choose how other people behave, you can choose how you deal with challenging friendships.

- ☐ Consider the following two scenarios and answer the same three questions for each.

Scenario 1

Two friends of yours are fighting with each other. They demand that you choose between them. You don't want to lose either of them.



- How would this make you feel?

- What is a positive way to deal with this situation?

- What is a harmful way to deal with this situation?

Scenario 2

Your friend starts acting in ways that you think are wrong (maybe using drugs, stealing, bullying or being rude).



- How would this make you feel?

- What is a positive way to deal with this situation?

- What is a harmful way to deal with this situation?

- ☐ Read the information, then complete the task.

- Resilience (or resiliency) is an emotional response which helps you to learn from difficulties and bounce back after you have encountered a problem.
- Resilient people have personal strengths, skills and abilities which help to buffer them against stress.
- Resilient people are usually optimistic and believe that they can find a way to make things work well.
- Resilient people have high self-esteem, are confident and make good decisions.
- Resilient people resist negative thinking.



- ☐ Some people just seem to be more resilient than others, but there are things that we can all do to improve our resiliency. Create a poster below to display in the classroom which encourages children to be resilient. Think about these sayings: "Pick yourself up and try again", "If at first you don't succeed, try and try again", "If somebody knocks me down, I get back up".

Sample