

Health

For Years 5-6: Part 2

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2

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

- contributing to healthy and active communities

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Teachers' Notes

Health For Years 5-6: Part 2 covers one main area of the Australian Health And Physical Education curriculum:

- contributing to healthy and active communities.

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 1* and *Phys Ed For Years 5-6*.

Health For Years 5-6: Part 1 addresses the focus areas of:

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

Phys Ed For Years 5-6 addresses the focus areas of:

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

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

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.

Section 1

Preventative Health For Safety And Wellbeing

activities and increase physical activities where appropriate.

The Benefits Of Physical Activity

ANSWERS

2) 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. 3) Feeling tired, not being able to keep up with friends during sport, not looking fit, loss of confidence, poor concentration. 4) Could list a range of sports and activities from soccer to gardening. 5) 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. 6) 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.

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.

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 few 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.

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):

Section 1

Preventative Health For Safety And Wellbeing

- 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.

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.

Safe Cycling

ANSWERS

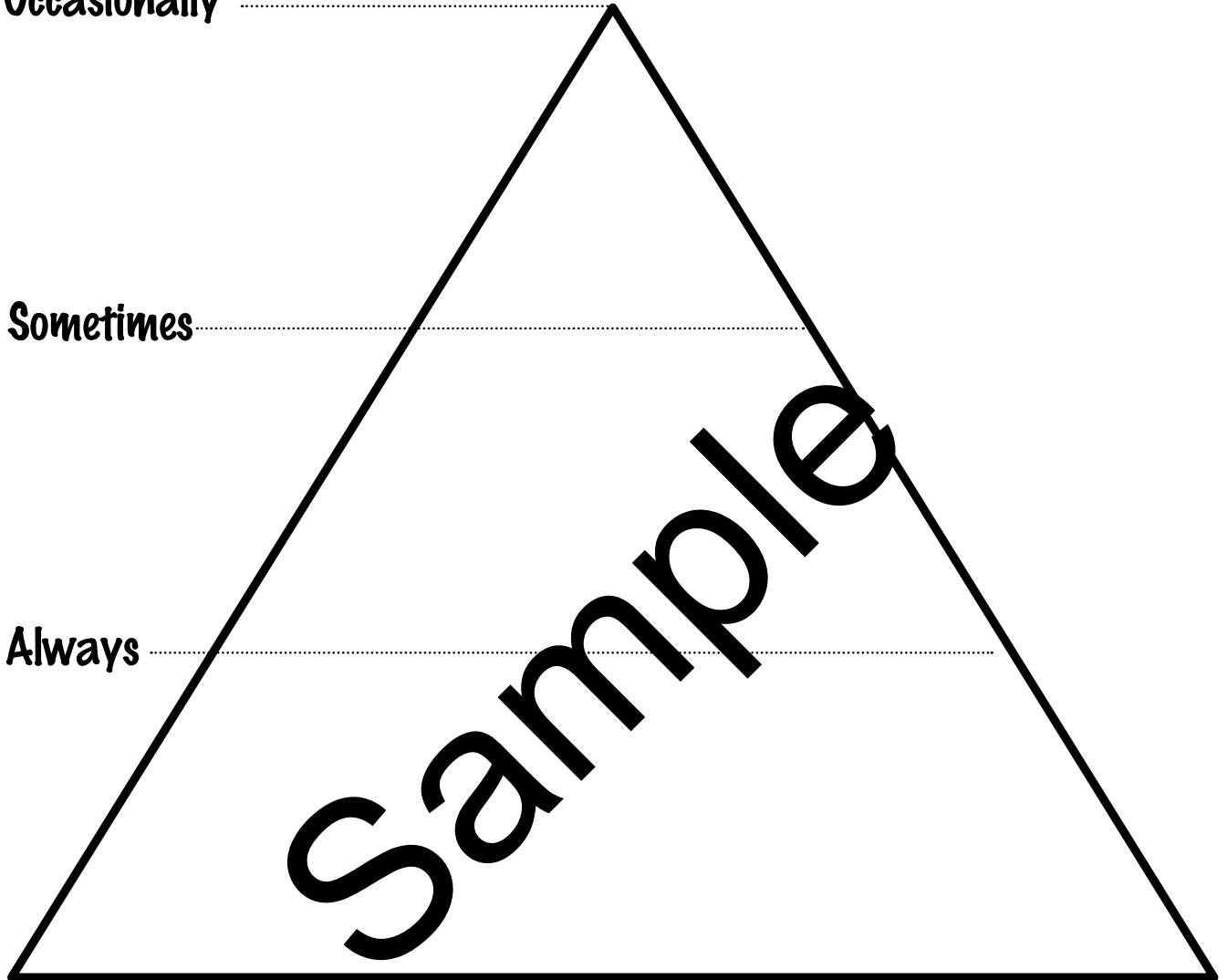
1) The safest way to cross the road on a bike

- ☐ Using the table that you created on the previous page, transfer your activities to create your own exercise pyramid below, which shows your weekly participation in physical activity.

Occasionally

Sometimes

Always



Questions

1. Could you make a change to your daily routine so that an activity that you 'sometimes' do, could be one that you 'always' do? Maybe you could change the way that you spend your lunchtimes and/or recess, or change how you get to and from school?

2. Could you make a change to your daily routine so that an activity that you 'occasionally' do, could be one that you 'sometimes' do? Make the same considerations that you did for the first question.

The Internet is a great tool. It helps us to find out new information, keep us up-to-date with new events and provides us with a fast way of communication with people all over the world. We can use it for gaming, to watch videos and more.

However, some people choose not to use the Internet in a caring or appropriate manner. Sometimes people use the Internet without consideration of other people's wellbeing. This means that you may find material that makes you feel uncomfortable or upset, or maybe someone is being mean or bullying you; or someone you haven't actually met in person, is trying to find out information about you. It is important that you know that none of these things are OK and seek the right support if something on the Internet upsets you.

Some rules to keep you safe:

- Tell your parents or a reliable adult if you feel uncomfortable or scared when you are using the Internet;
- Don't respond to nasty messages, save them and report them to an adult;
- Use a nickname for online games and keep your real identity to yourself;
- Only reveal details about yourself to people who you know in real life, not to people who you have only met on the Internet.
- With social media sites like facebook, only accept friend requests from people who you actually know in real life, even if they are friends with one of your other friends.



Fact Sheets

- ☐ Go to ► www.cybersmart.gov.au/kids. In pairs or small groups, research one of the "get the facts" topics and create a fact sheet in your own words.

☐ What is cyber-bullying? _____

☐ Who should you go to for help if you experience cyber-bullying? _____

Activity**Living In A Multicultural Society 2**

A multicultural society poses both challenges and opportunities for enrichment.

Different cultures appreciate a range of varying celebrations, have preference for different traditional dress and maintain diverse traditions.

☐ Answer these questions.

1. What foods do you eat that are from another culture?

2. What sports do you play that are from another culture?

3. What sayings do you use that are from another culture?

4. What celebrations do you get involved in that are from another culture?

5. In your own words, define racism and say why it's ugly.

☐ Match the people to the countries from where they originate.

Cambodia Mongolia Afghanistan Australia Japan India China

