



AUSTRALIAN HEALTH
SERIES

Health

Workbook For Year 1



By Lindsay Marsh

**Title:**

AUSTRALIAN HEALTH SERIES

Health Workbook For Year 1

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Section 1:

Being Healthy, Safe And Active

Sample

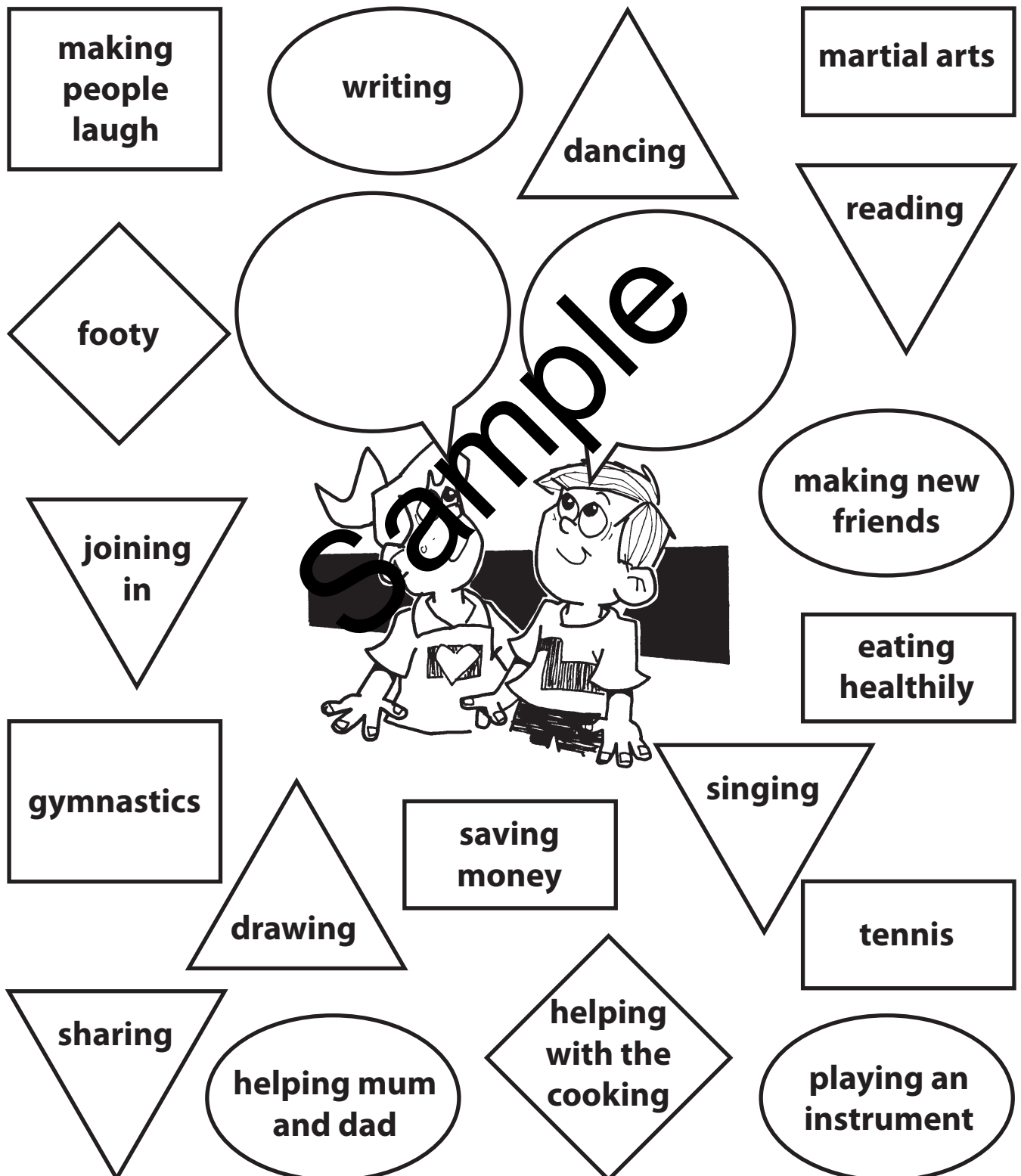


Activity

What Am I Good At?

Some people are good at sport, some people are good at dancing, some people are good at writing, some people are good at making people laugh. We are all good at different things.

☐ Colour what you are good at. Add two of your own.



You might be good at martial arts, but your friend might be good at singing. We are all good at different things.

1. Draw or write something that you are good at in the leaf.
2. Cut out the leaf.
3. Write your name on the other side of the leaf.

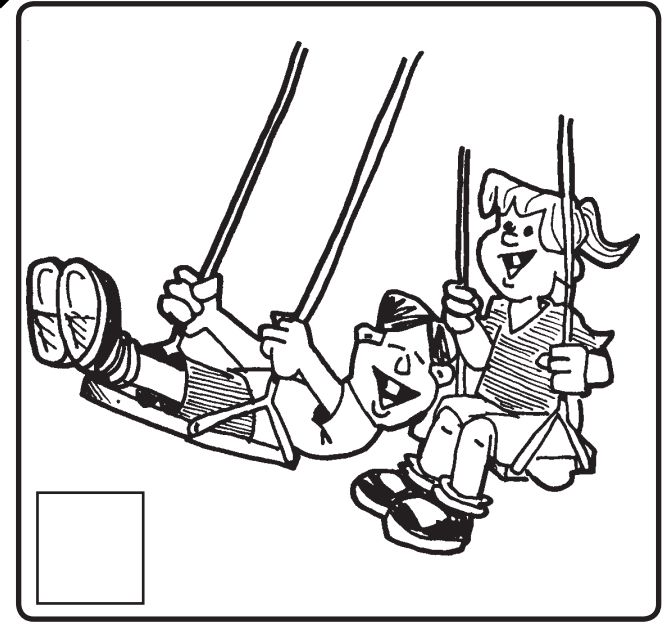
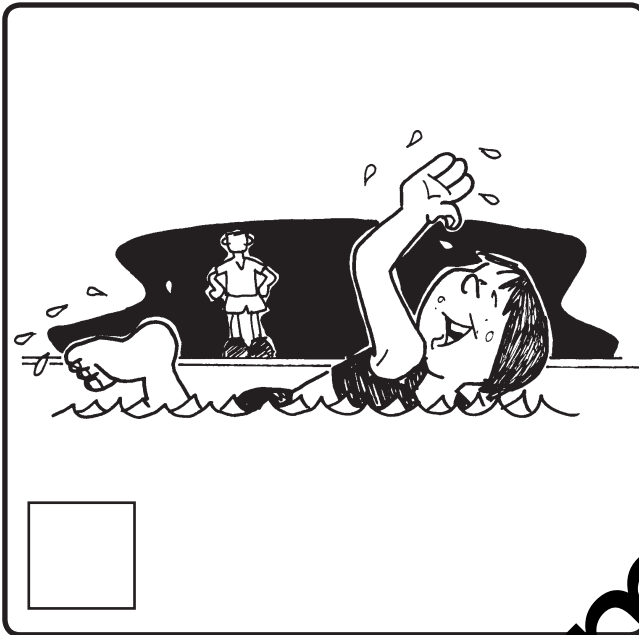
Sample

Activity

Learning New Skills

We are all good at different things. To become good at something, try doing it for a short time every day.

- ☐ Tick the activities that you are good at.
- ☐ Colour the activity that you would like to be good at.



- ☐ What do you think you need to do to become good at the activity that you have just coloured in?

- ☐ Write in your workbook how you think you will feel when you become good at this activity.

Activity

Using Our Strengths To Help Others

Lifesavers use their swimming skills to save others from drowning.



Authors use their writing skills to write books for others to enjoy.



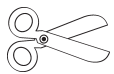
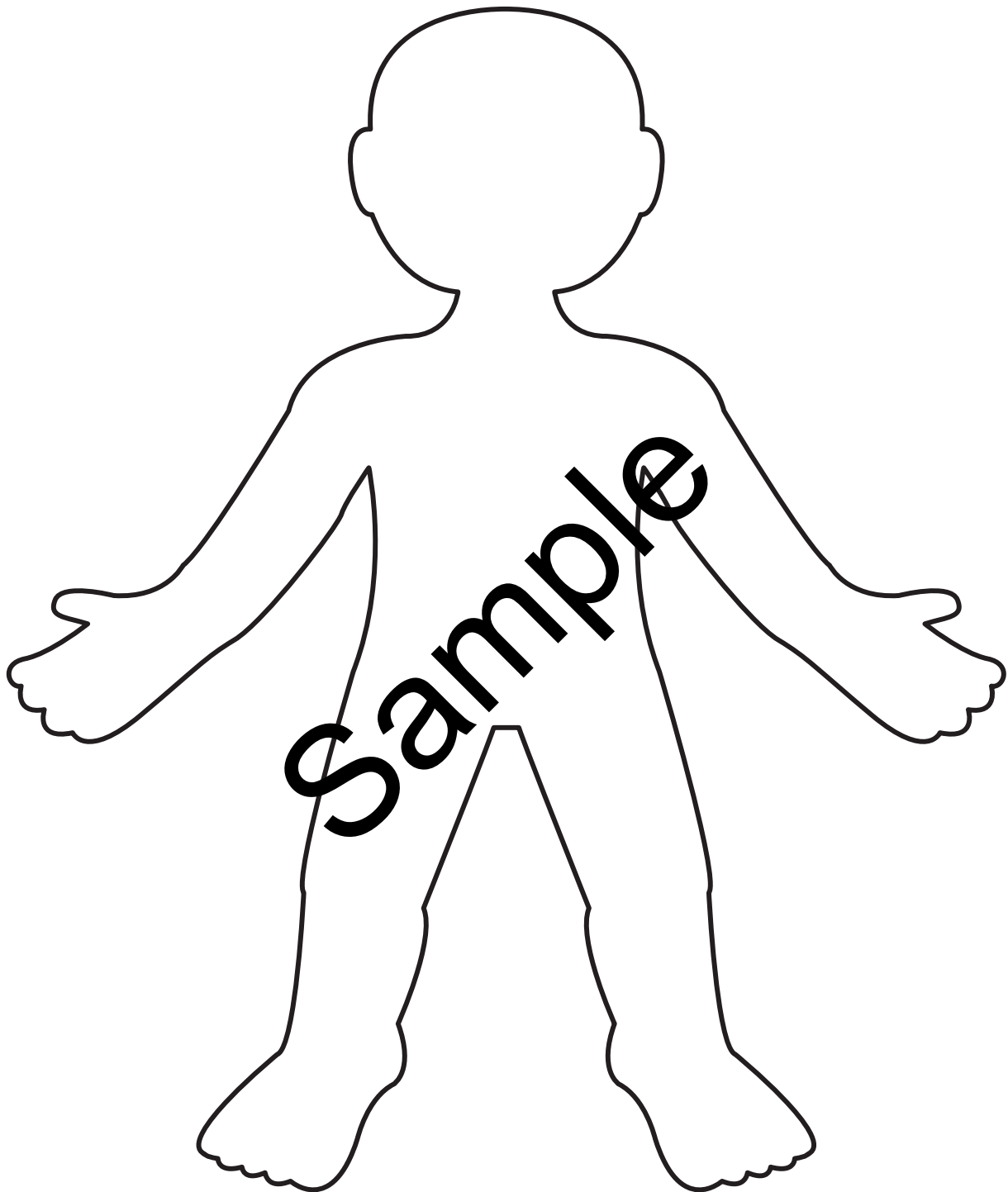
- ☐ Draw and/or write two ways that your strengths can be used to help yourself or someone else.

1

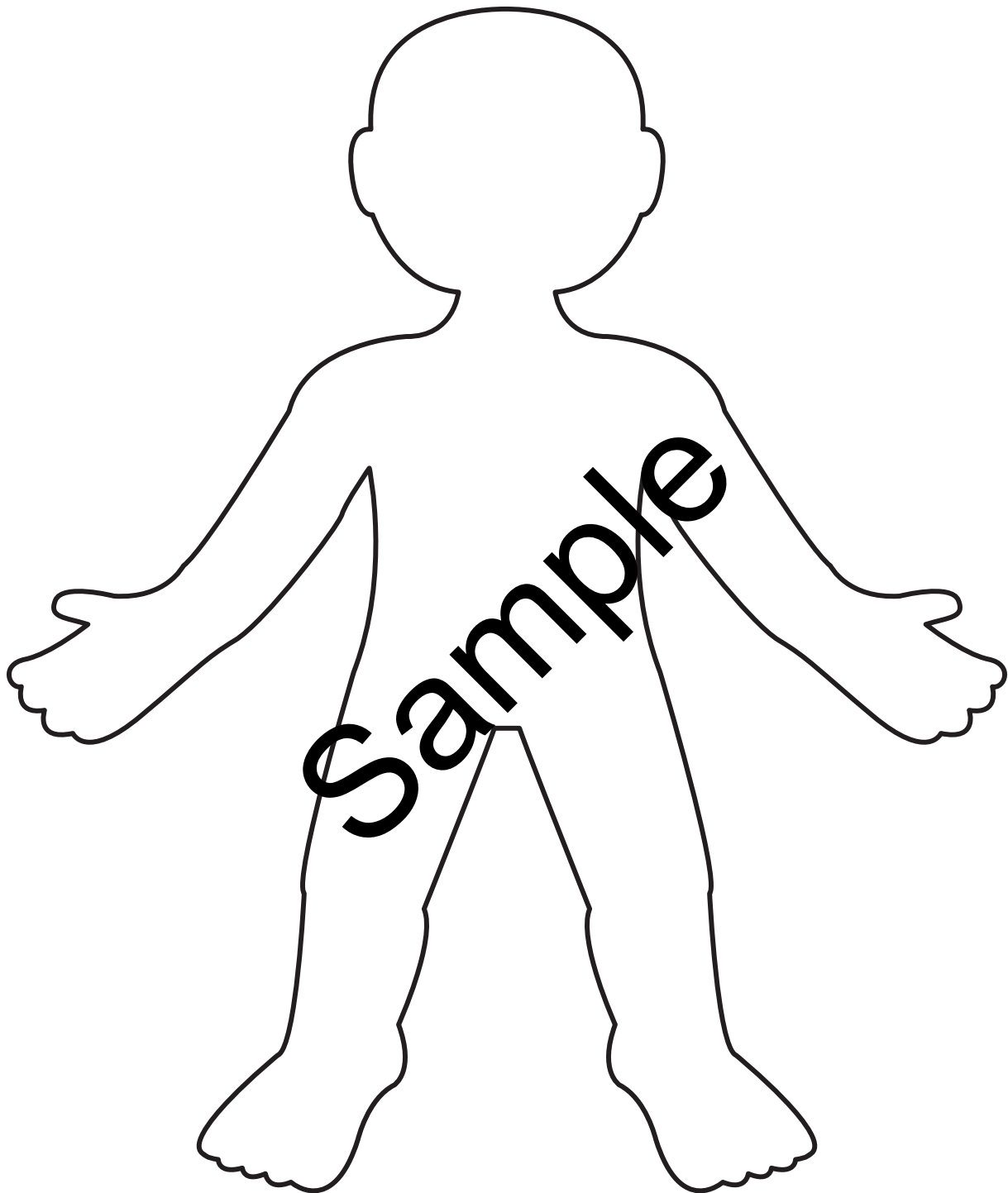
Sample

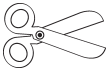
2

- ☐ Cut out the words at the bottom of the page and glue them on to the correct body parts.

**head****arm****chest****foot****hand****leg****neck****private part**

- ☐ Cut out the words at the bottom of the page and glue them on to the correct body parts.



 jaw	ear	shoulder	toes
wrist	thigh	fingers	private part

As we get older, we grow taller and our bodies change. We all grow at different rates. However, at the age of 20, nearly all of us have stopped growing and have reached our final height. Signs that you are having a growth spurt might include feeling more tired, and feeling hungry all the time.

☐ Complete the sentences.

My name is _____.

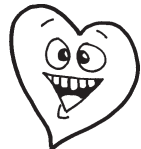
I am _____ years old.

I am _____ centimetres tall.

★ Somebody who is taller than me in the class is:



★ Somebody who is shorter than me in the class is:



★ At birth I was centimetres tall.

★ Somebody at birth who was shorter than me is:



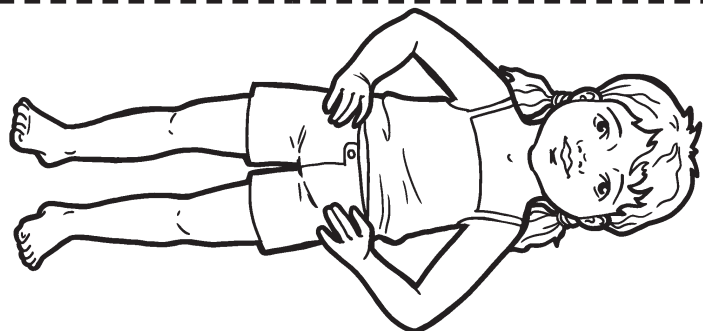
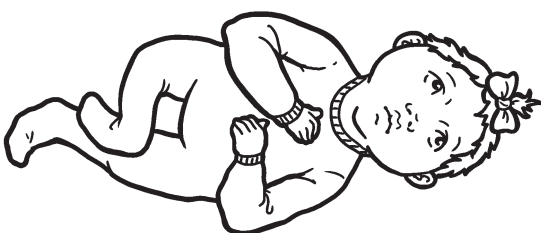
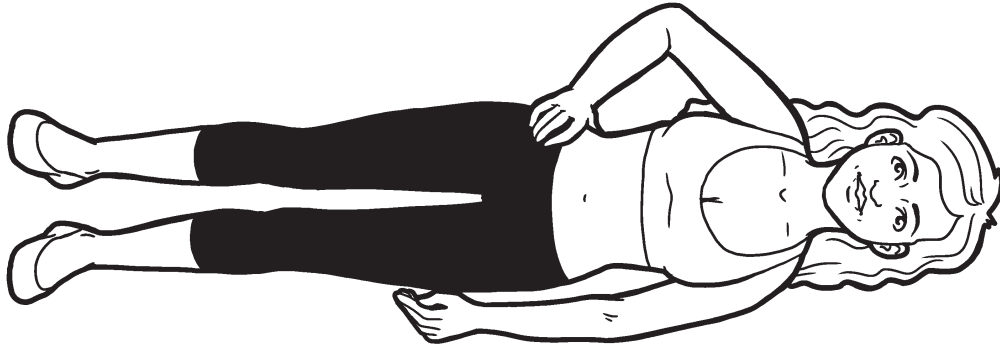
★ Somebody at birth who was longer than me is:



☐ Draw yourself and two of your classmates in your workbook. Your picture should indicate the differences in your heights.

As we get older, we grow taller and our bodies change.

- ☐ Cut out the figures and arrange them in your workbook from youngest to oldest.

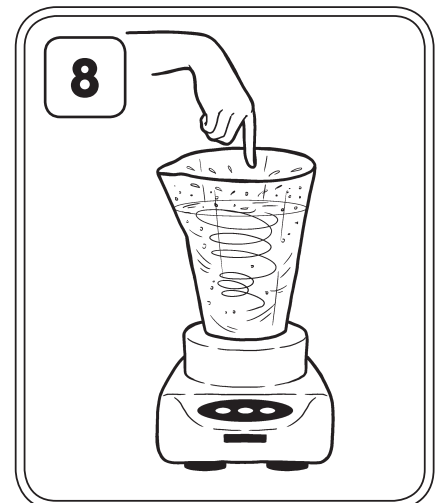
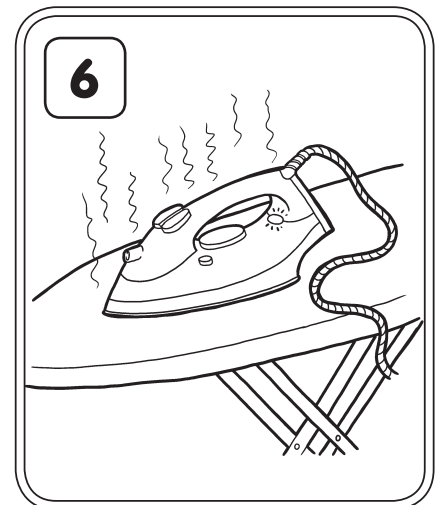
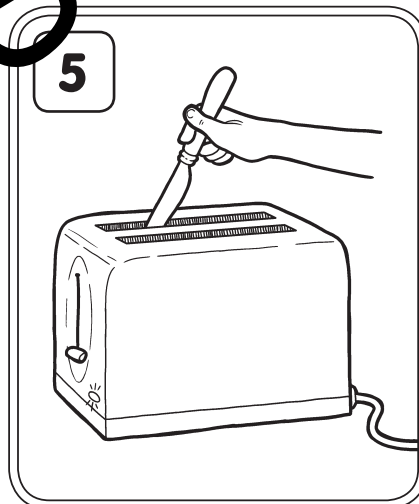
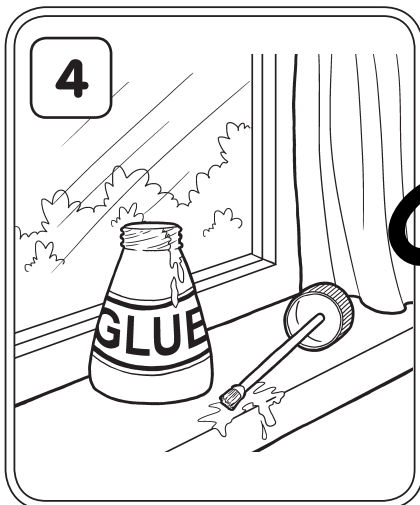
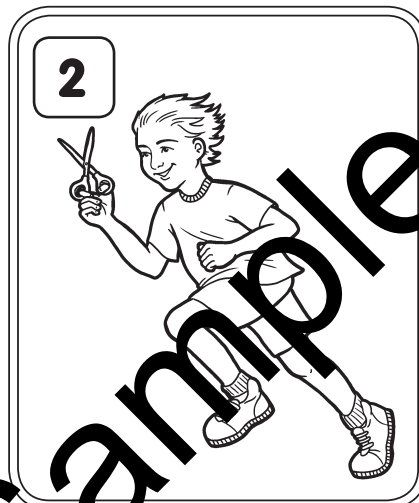


Activity

Behaving Safely

Sometimes our actions can put us in danger.
Make sure that your actions keep you safe.

- ☐ Talk about the unsafe actions in each picture. What should each person do to stay safe? Write your answers in your workbook.

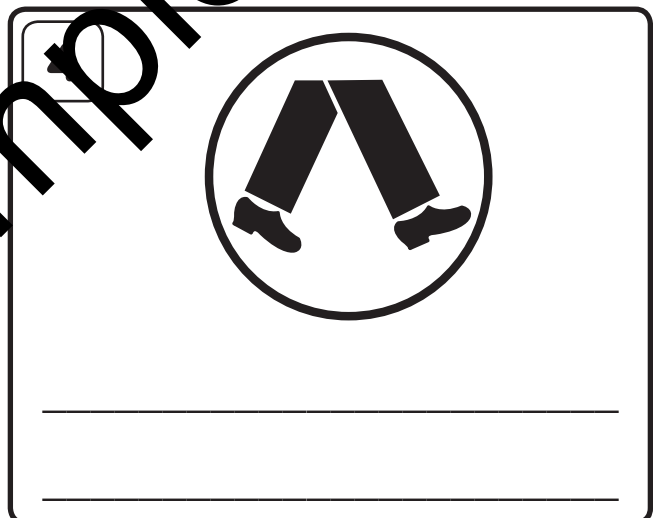
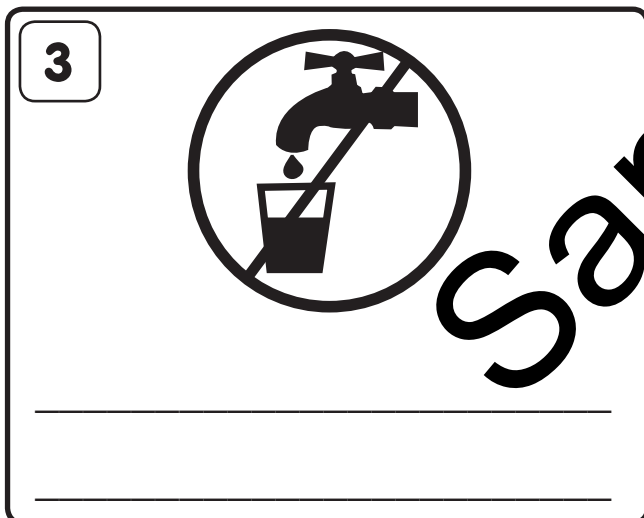
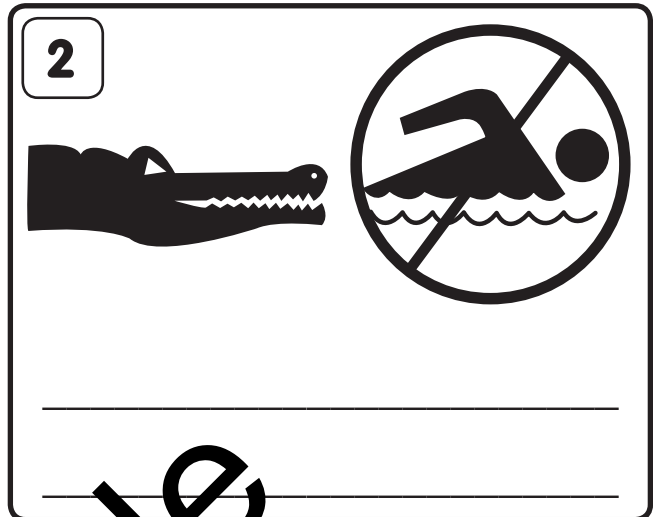
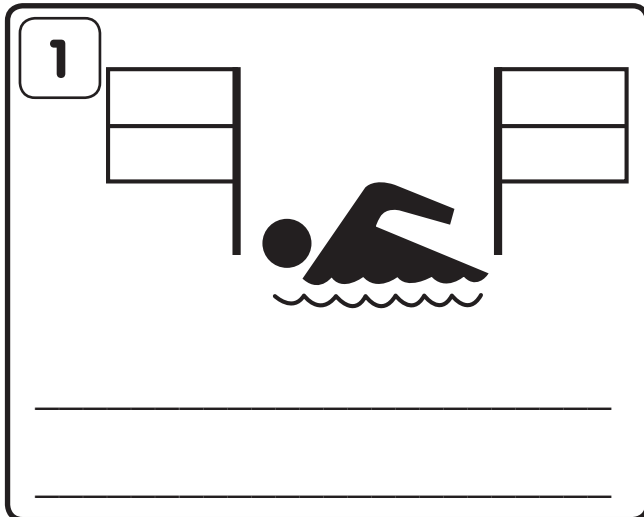


Activity

Safety Symbols

Symbols are used on signs to warn us about dangers and keep us safe.

- ☐ Identify what each safety sign is telling us to do or warning us about.



- ☐ Draw two more safety symbols in your workbook.

Roads are dangerous places. We must follow procedures to stay safe on our roads.

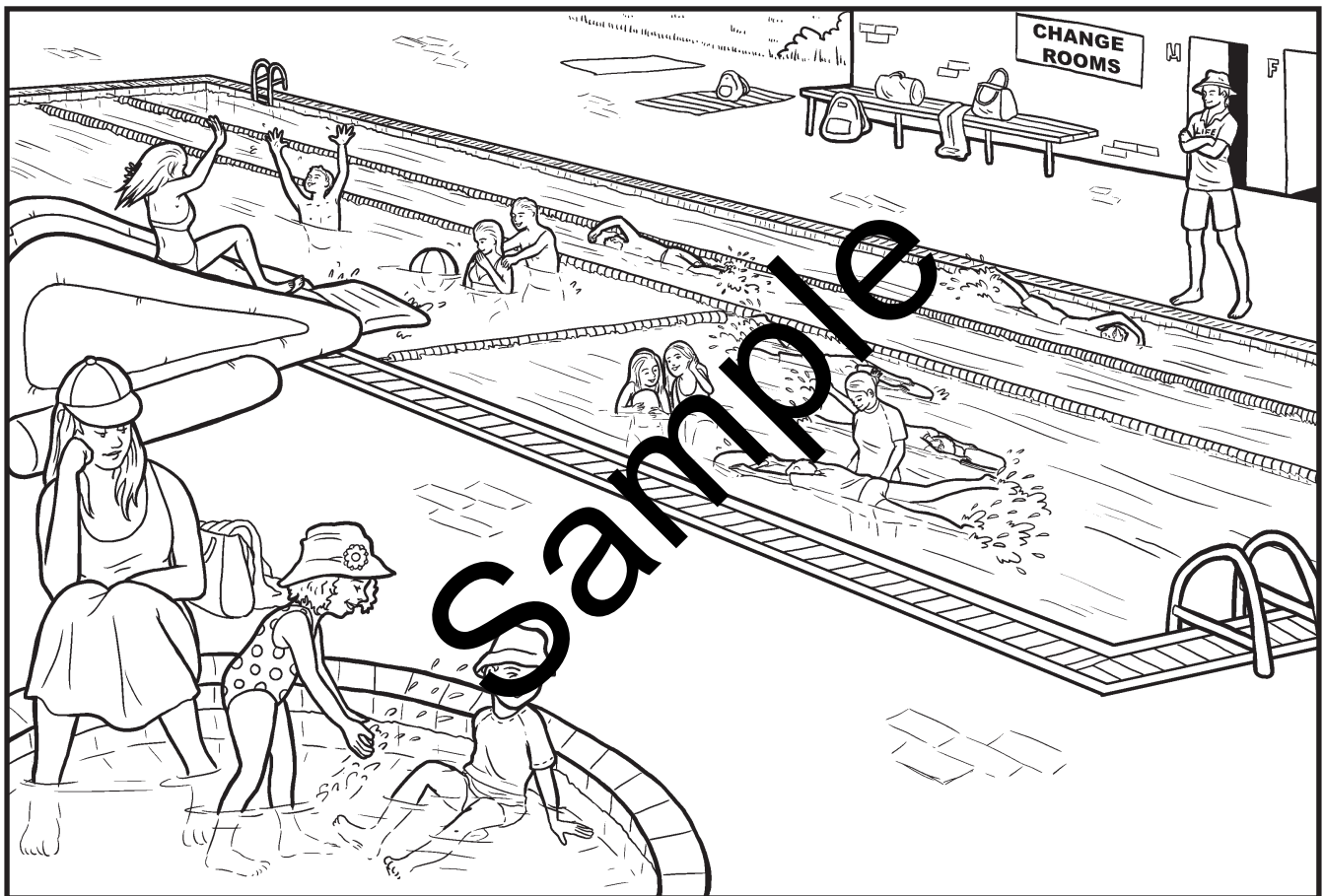
- ☐ Colour the people who are following procedures to stay safe on the road. Say what procedures they are following.



- ☐ Colour the safety symbol. Say what it means.
- ☐ Draw in your own safety symbol commonly found on roads.

Swimming pools can be dangerous places. We must follow procedures to stay safe around water.

- ☐ Colour the people green who are following procedures around water. Say what procedures they are following.
- ☐ Colour the people red who are not following procedures. Say what they are doing.



- ☐ Cut out the safety signs and paste them onto the picture.
- ☐ Add your own sign.

**Swimming
Lessons**

LAPS ONLY

**All children
must be
supervised**

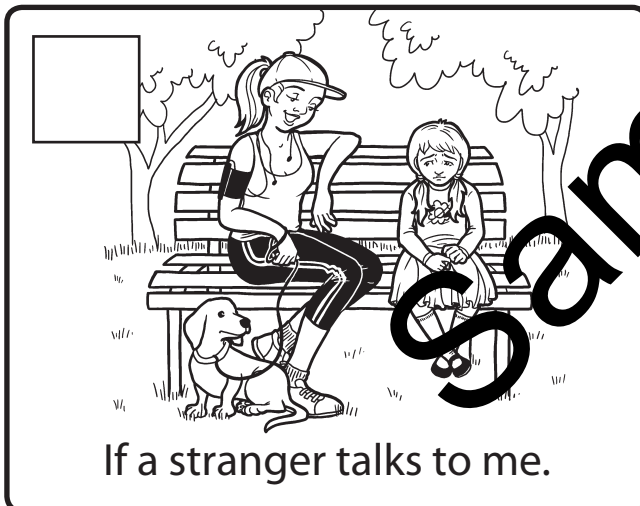
No Dunking

Activity

Feeling Safe 1

Think about what makes you feel safe and unsafe.

- ☐ Tick the boxes to show the situations that make you feel unsafe.
Talk about how your body feels in unsafe situations.



- ☐ Add one of your own.

- ☐ Draw a special place where you can go, to feel safe.



Activity

Feeling Safe 2

If you ever feel unsafe, there are things that you can do to feel safe again.

- ☐ Show what you could do when you feel unsafe by using the listed words to complete the descriptions.

teacher no Safety parents friend police officer

1



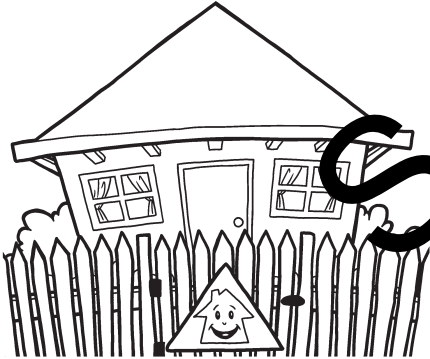
Talk to a _____.

2



Say _____ firmly.

3



Go to a _____ House.

4



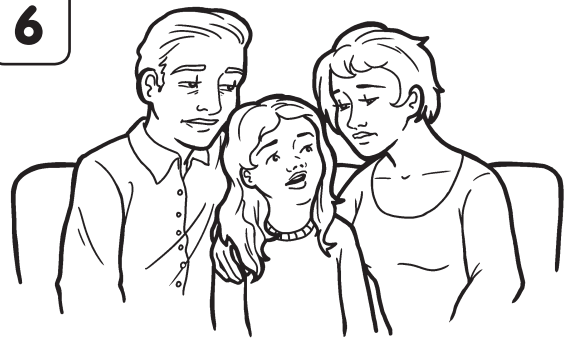
Tell a _____
_____.

5



Tell a _____.

6



Tell your _____.

Activity

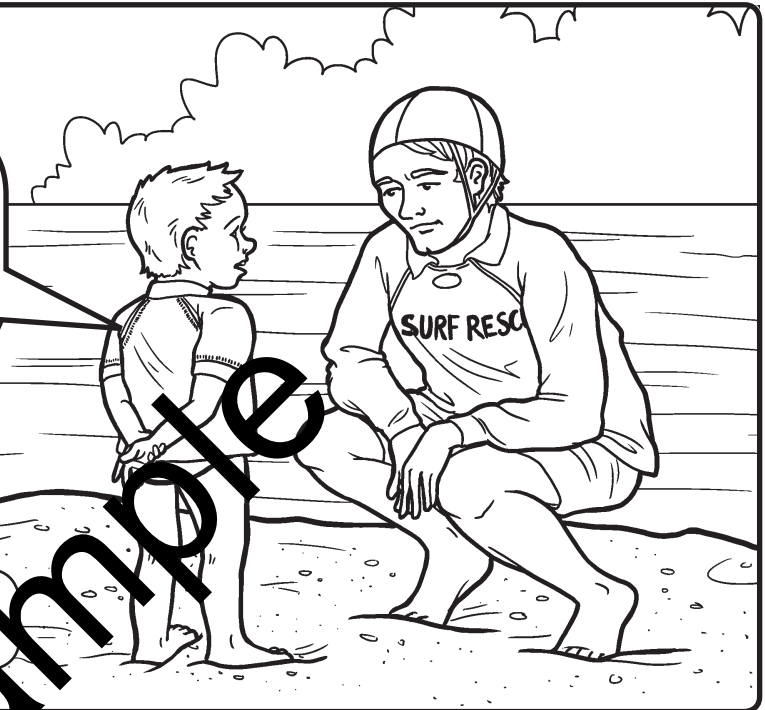
People Who I Trust

There are people in the community who can help you to stay safe.
If you ever feel unsafe, you must ask these people for help.

- ☐ Write down the name of each trusted person pictured below.
Colour and say the words inside the speech bubbles which ask these people for help. Practise asking people for help as a class.

1

"Excuse me, my name is Tom.
I am five years old and I have
lost my parents on this beach.
I am very worried and upset."



2

"Excuse me, I need your
help. A stranger offered
me some lollies and I am
feeling unsafe."



- ☐ In your workbook, draw a picture of the people who take care of you at home and make you feel safe.

Activity

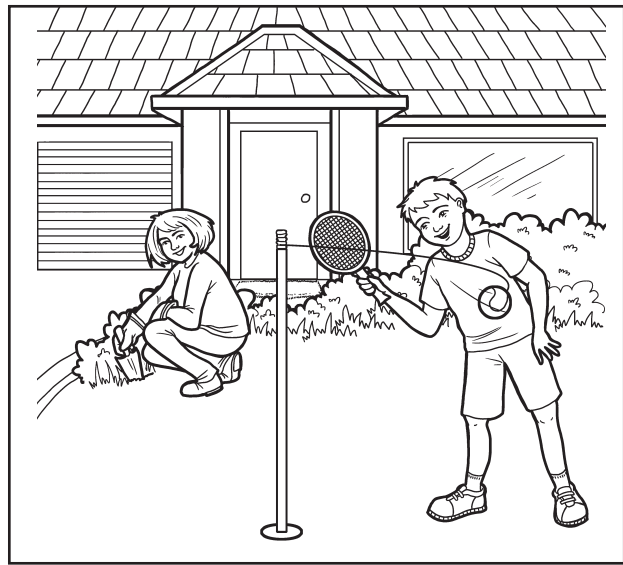
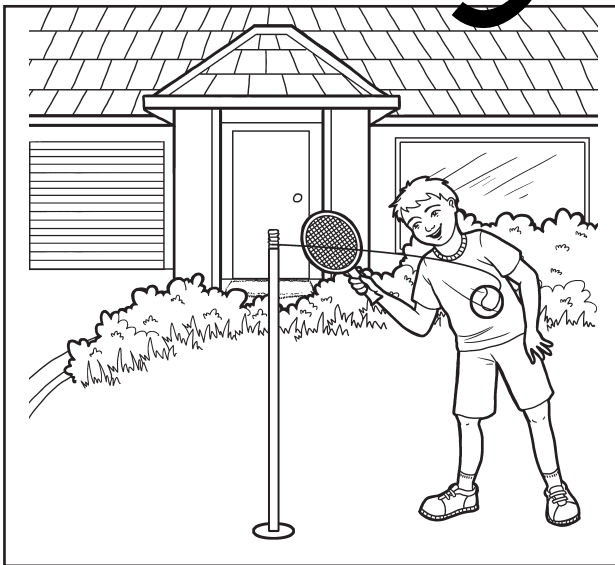
People Who I Do Not Trust

Never trust a stranger. A stranger is a person who you do not know. There are things that you can do to avoid strangers approaching you, and things that you can do to encourage strangers to leave you alone.

- ☐ Colour the children who are more likely to be approached by a stranger. Write why you think this.



1



2

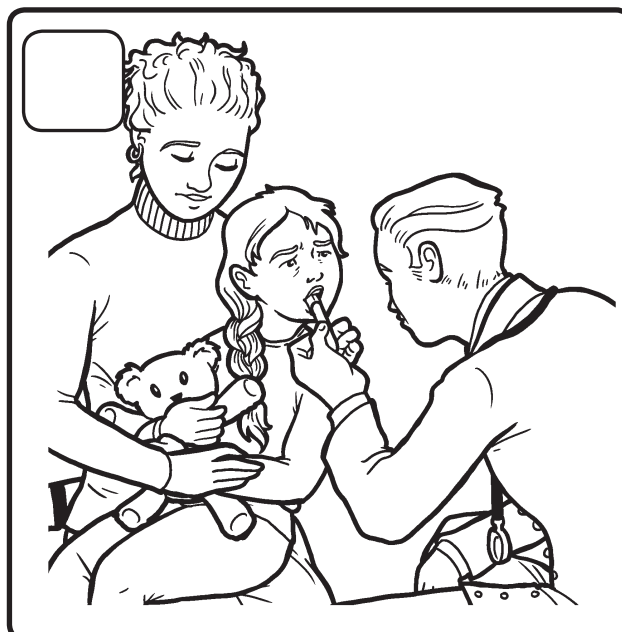
- ☐ Describe a stranger in your workbook.

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

Medicines can be dangerous if they are not taken correctly or when needed. You should only take medicine if a doctor or adult who you trust, tells you that you need it to make you feel better. Sometimes you don't need medicine because sleep and/or water are enough to make you feel better.



- ☐ Use the numbers 1, 2, 3 and 4 to show the correct order of things to do before you take medicine.



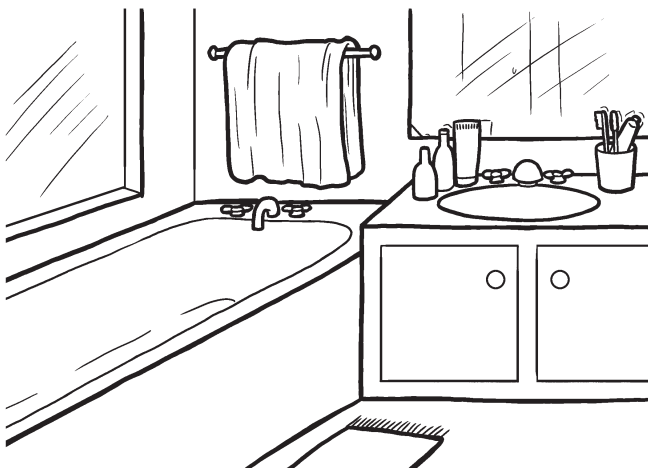
If you need medicine, you must make sure that you read the label on the bottle and not take too much. Taking too much medicine or taking medicine when you don't need it can make you very, very sick.



- ☐ Use the picture clues to say what you should do before taking medicine.



- ☐ It is important that young children who do not understand the dangers of taking medicines cannot reach them. Look at the picture of the bathroom below. Could medicines be stored safely in this bathroom? Give a reason for your answer.



Activity

Household Substances

Some substances that you find around the home are poisonous. These are usually cleaning products, or products that you use in the garden to kill insects or weeds. If you get these products on your skin, you could burn yourself. If you swallow any of these products you could find yourself in serious danger.

- ☐ Colour the products that are found around the home and are dangerous.



- ☐ Copy the words from the poisons which tell you they are dangerous.

- ☐ Where should you store dangerous household substances?

Activity

Eating Healthy Foods

If we eat healthy foods, we will have healthy teeth and healthy bodies. Healthy foods give us more energy to learn and play. Some foods should only be eaten occasionally. These are foods which are high in sugars and fats.

- ☐ Colour green the foods that we should “always” eat. Colour red the foods that we should eat “sometimes”.



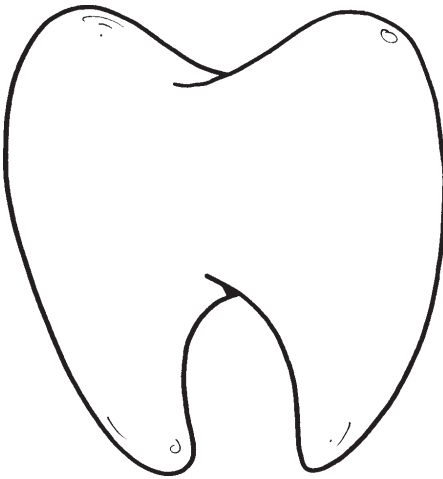
- ☐ Draw your own “always” and “sometimes” foods in your workbook.

Activity

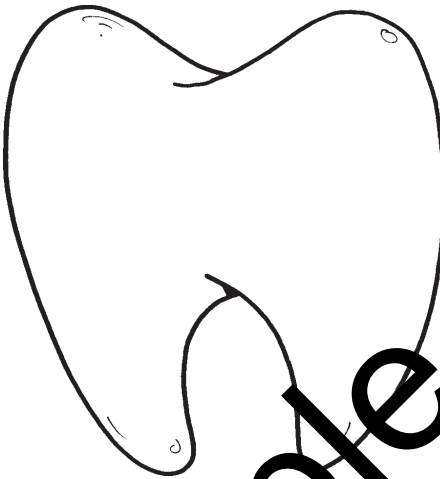
Healthy Food Means Healthy Teeth

It is very important to look after your teeth, so that they stay white and you continue to have a lovely smile. If you don't look after your teeth they can decay and you might get toothache.

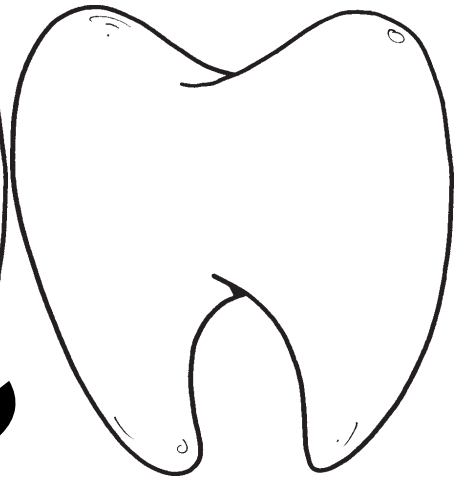
- ☐ Draw and colour the things listed below inside the healthy teeth. These things all help to keep your teeth clean and healthy.



toothbrush

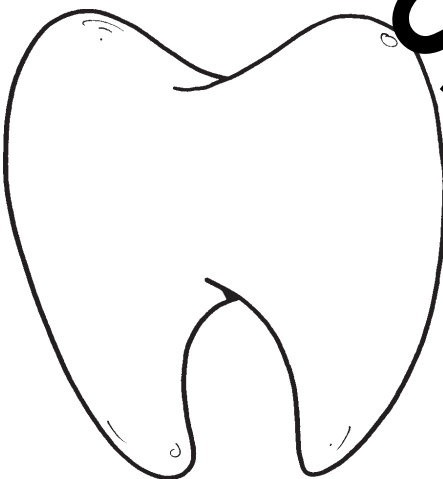


apple

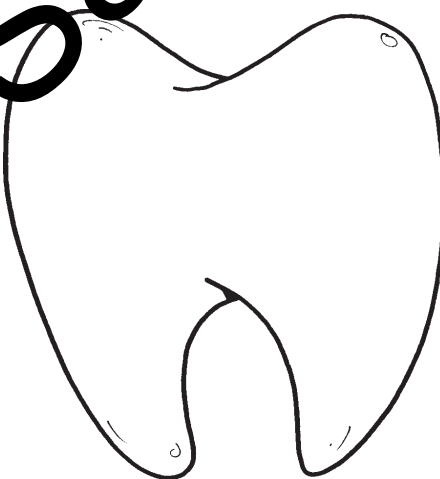


toothpaste

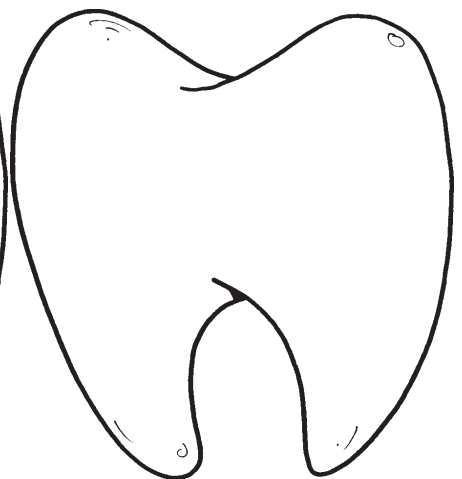
- ☐ Draw and colour the items listed below inside the teeth. Colour parts of these teeth yellow to show that these things are not good for your teeth and can cause decay.



juice



cake



lollies

- ☐ Say if the tooth fairy has already visited you and share if you have any wobbly teeth. In your workbook, draw and colour the coin that she left you, or that you hope she leaves you when she eventually visits.



Section 2:

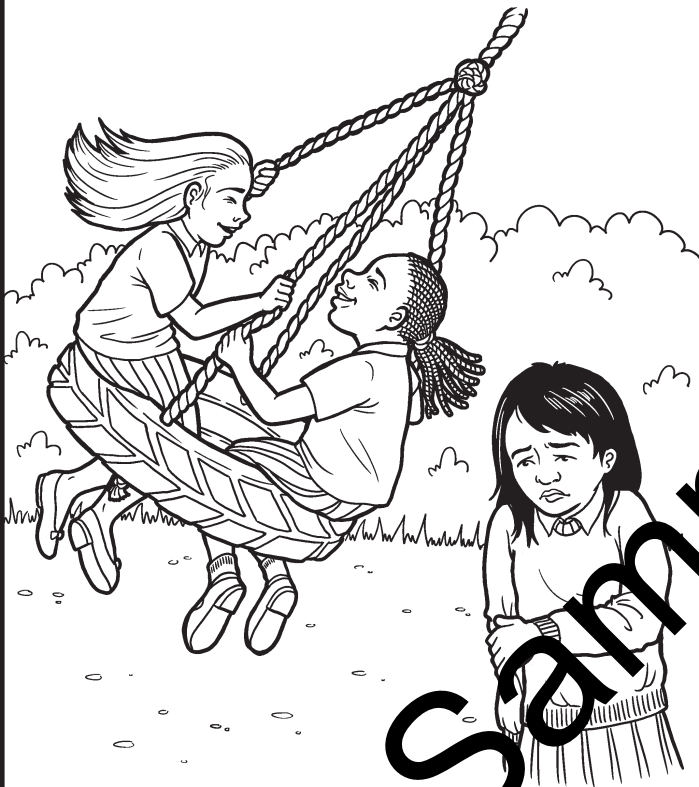
Communicating And Interacting For Health And Wellbeing

Sample



Being left out makes us feel sad.
There are things that we can do if we feel left out.

☐ Look at the picture.



1. Colour the girl who has been left out in red.

2. Write how you think she is feeling.

3. Tick what you think the girl should do:

- ☐ sulk;
- ☐ find some other friends to play with;
- ☐ tell the girls how she feels and ask if she can join in;
- ☐ set up a game and ask some other children to play;
- ☐ tell an adult.

☐ This is a picture of Sam. He is sitting on his own at lunchtime at school. He is sad because he feels lonely. Tick what Sam should do:



☐ introduce himself to a group of children and sit with them;

☐ find somebody else who is sitting alone and join him/her;

☐ make eye contact with another child and smile;

☐ hope that someone comes to talk to him.

Letting somebody join in with your game is the right and fair thing to do.

☐ Look at the picture.



1. Colour red the person who you think is asking to join in.
2. Colour yellow the person who is happy to include this person.
3. Colour blue the person who is not happy to let this person join in.
4. Write what you think each person is saying in the speech bubbles.
5. Who do you think is in the wrong? _____

☐ Read this little rhyme about including people. Then create your own rhyme in your workbook and read it to the class.

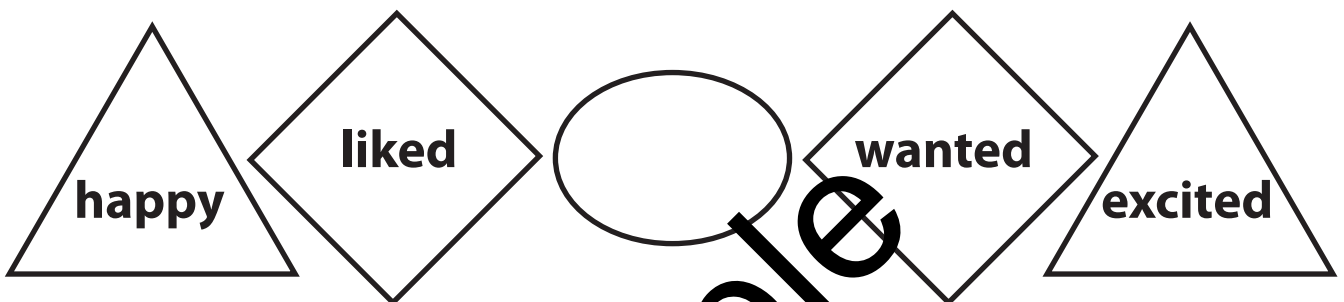


*Being left out makes people sad,
being left out is really bad.
If I see children on their own,
I tell them that they must not moan.
I ask them to come and play with me
then they are as happy as me.*

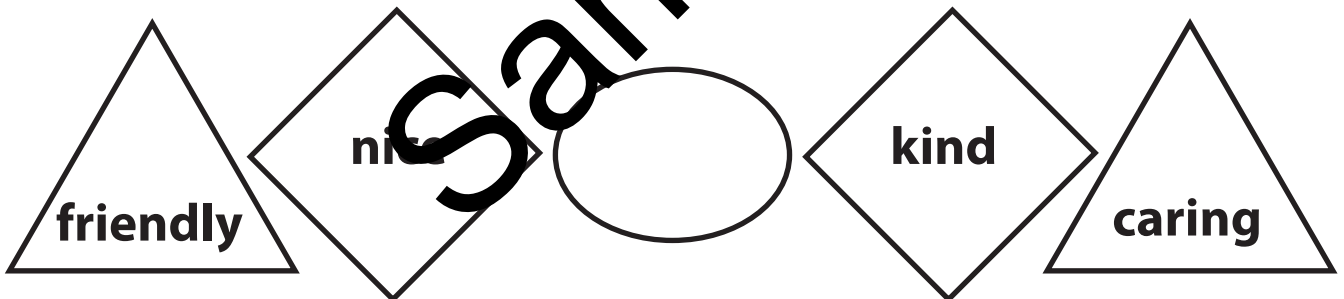
Letting others join in with your game
is the right and fair thing to do.

1. Write about a time when you included somebody.

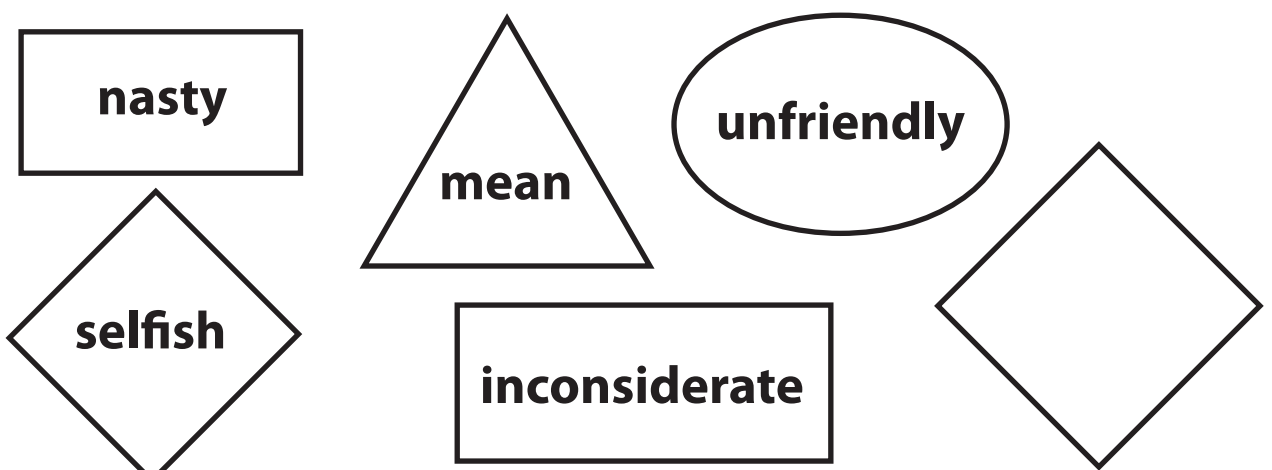
2. Colour the words that describe how you feel when you are included.
Add one of your own.



3. Colour the words that describe a person who includes people. Add one of your own.



4. Colour the words that describe a person who excludes people. Add one of your own.



Activity

Including Everyone In Physical Activities

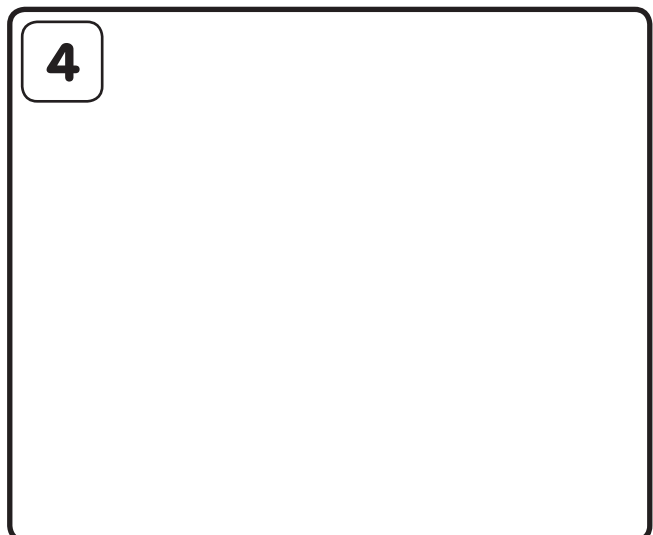
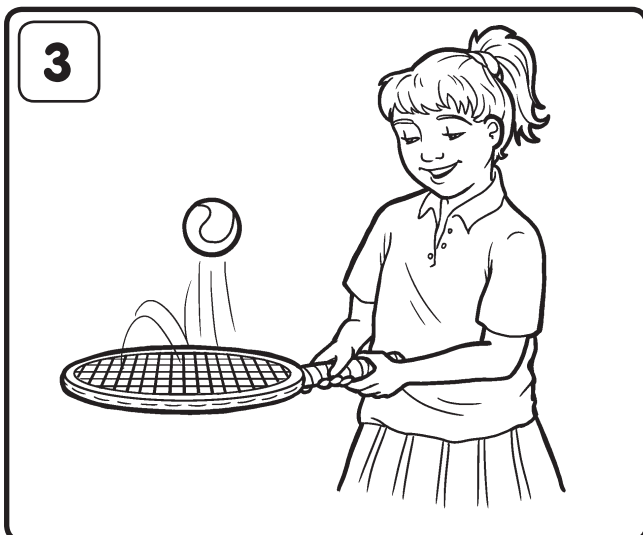
It is fun to play games with other students rather than by yourself. Here are some exercises with one ball that include two people:

- a.** pass or bounce the ball to each other;
- b.** take turns shooting the ball into a net;
- c.** take turns trying to dribble the ball past each other.

Write down another:



- ☐ Look at the pictures. Get into pairs and say how each child could include other students. Draw a picture which shows a game that needs lots of students to participate.



You can encourage others when working in a group.

1


Are members of this group encouraging each other?
Circle: Yes / No

Tick what shows you this:

- ☐ not praising others;
- ☐ focusing on their own skills;
- ☐ not sharing the tasks equally;
- ☐ putting themselves first.

2


Are members of this group encouraging each other?
Circle: Yes / No

Tick what shows you this:

- ☐ praising one another;
- ☐ they are looking at the people who they are speaking to;
- ☐ they are answering and responding to one another's questions and intentions;
- ☐ they are not focused only on themselves.

Activity

Encouraging Others 2

When somebody does something well, you should congratulate him/her.

☐ Write some encouraging words in the speech bubbles.

1



A girl in your Maths group has just had a great idea.

2



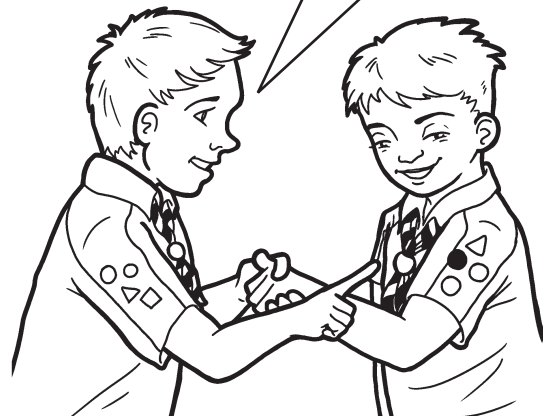
A boy in your House group has won his running race.

1



A girl in your singing group has been chosen to sing a solo piece.

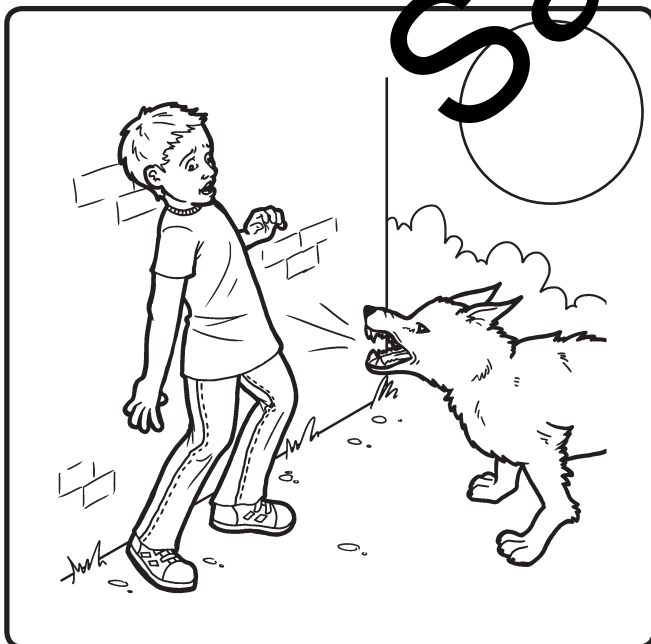
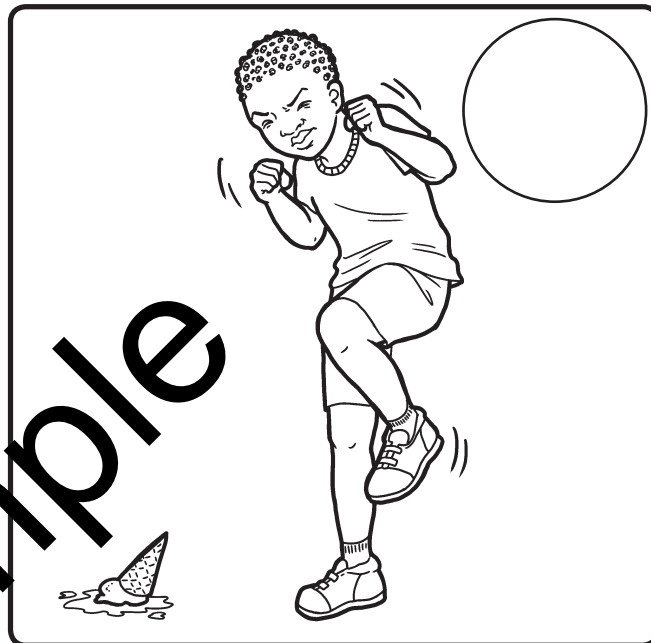
2



A boy in your Scouts group has earned a special badge.

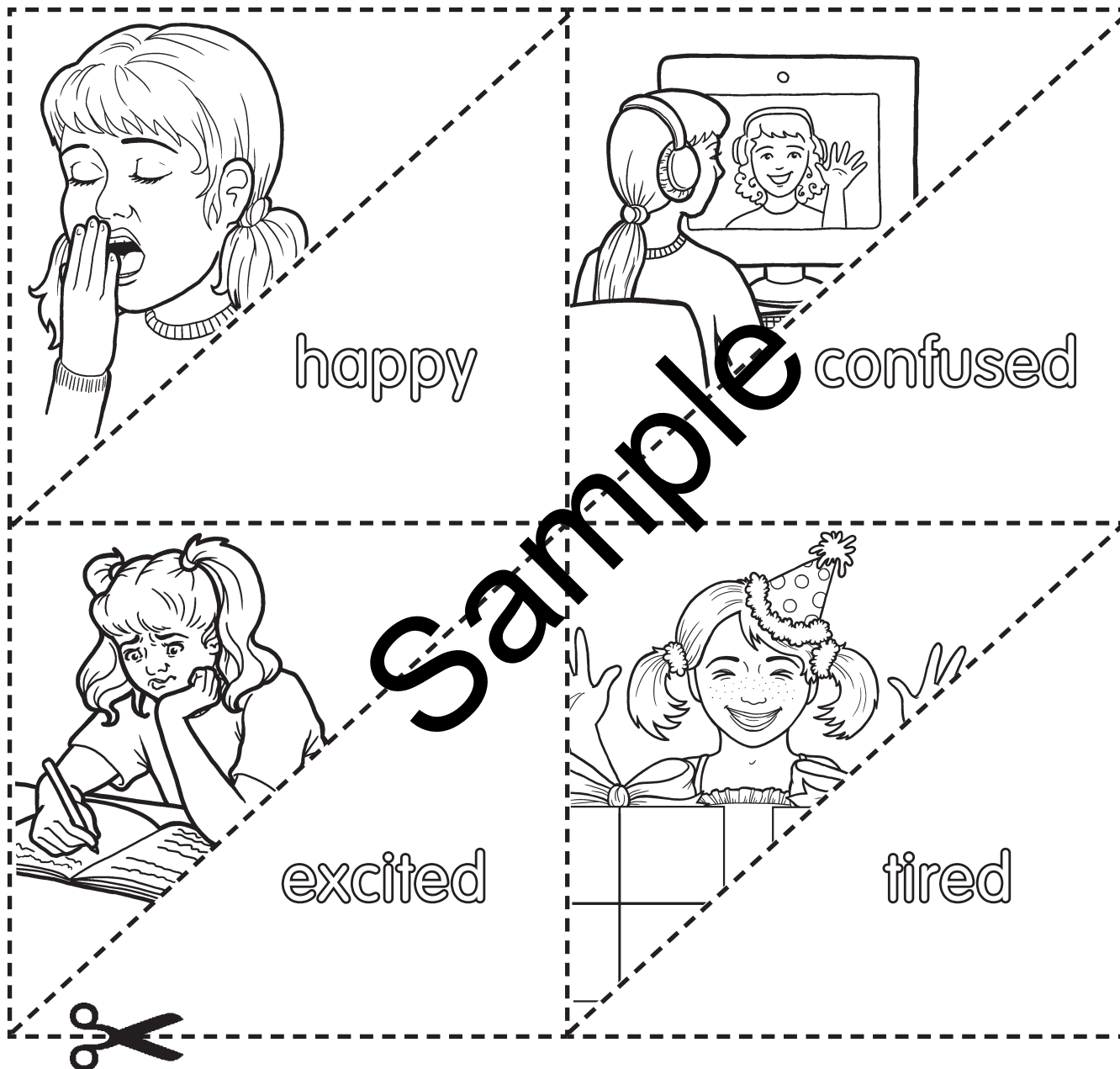
Everyone has feelings. Some things might make us feel angry, happy, scared or sad.

- ☐ Cut and paste the faces at the bottom of the page to show the emotions of each pictured child. Talk about what is making each child feel this way with a friend.



Everyone has feelings. Some things might make us feel excited, confused or tired.

- ☐ Cut out the triangles and shuffle to match the words to the emotions. Say what might be making each child feel this way.



Question

- ☐ When have you felt confused?

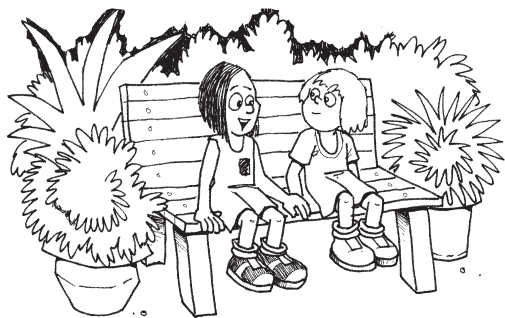
Everyone has feelings. Some things might make us feel angry.
We can do things to stop us feeling angry.

☐ One thing that makes me angry at home is:

☐ One thing that makes me angry at school is:

☐ When I am angry I should: (use a highlighter)

- cry
- scream at someone
- throw something
- go for a run
- go for a walk
- breathe deeply
- slam a door
- tell someone
- go to my room
- ride my bike
- shout
- bounce on a trampoline
- go to my special place
- play with a special toy
- get a drink
- get something to eat
- play with Playdoh
- play in the sand pit
- spend time with a pet
- blame someone



Everyone has feelings. Some things might make us feel happy.
We show that we are happy through actions and words.

☐ Complete the sentence and draw a picture to match.

One thing that makes me happy is:

☐ Circle what you might do to show that you are happy.

- | | | |
|--------------|--------------|-----------|
| ● smile | ● laugh | ● clap |
| ● frown | ● stamp feet | ● jump |
| ● skip | ● cry | ● whistle |
| ● slam doors | ● cheer | ● hum |



☐ Say why you think this little girl is happy.



Activity

Feeling Sad And Feeling Scared

Everyone has feelings. Some things might make us feel sad or scared.

☐ A sad thing that happened to me was:

☐ A few things that frighten me are:

☐ Discuss with a friend.

a. Why is this little girl feeling scared?

b. What tells you she is feeling scared?

c. What could she do to stop feeling scared?



☐ Discuss with a friend.

a. Why is this little girl feeling sad?

b. What tells you she is feeling sad?

c. What could she do to make herself feel better?



Activity

Listening And Responding

When playing a game in the playground, it is important to listen to each other to make the game a success.

Look at the picture and fill in the gaps.

- ☐ The children are playing _____ and _____.
- ☐ The children have to listen to _____ because _____.
- ☐ If the children don't listen _____.



- ☐ Think of another game that you play in the playground with a group of friends. Draw you and your friends playing this game.

- ☐ Explain who has to listen and why.

Section 3:

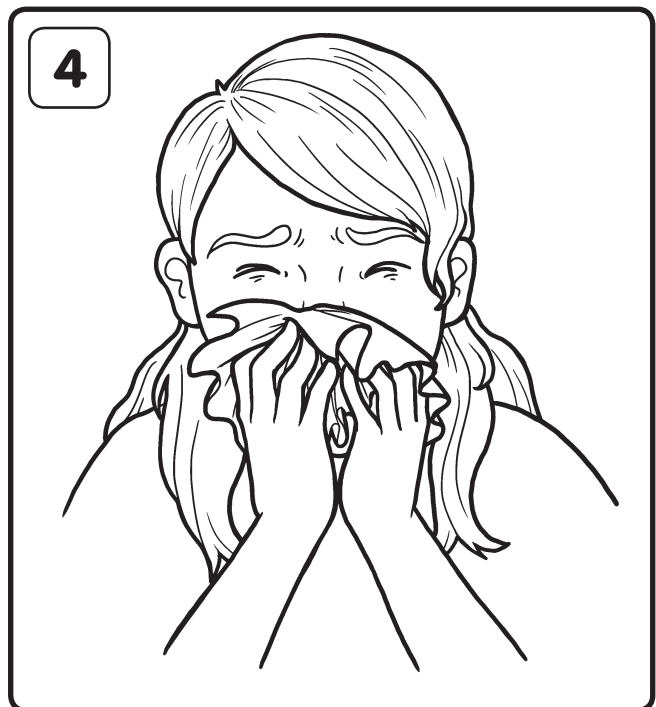
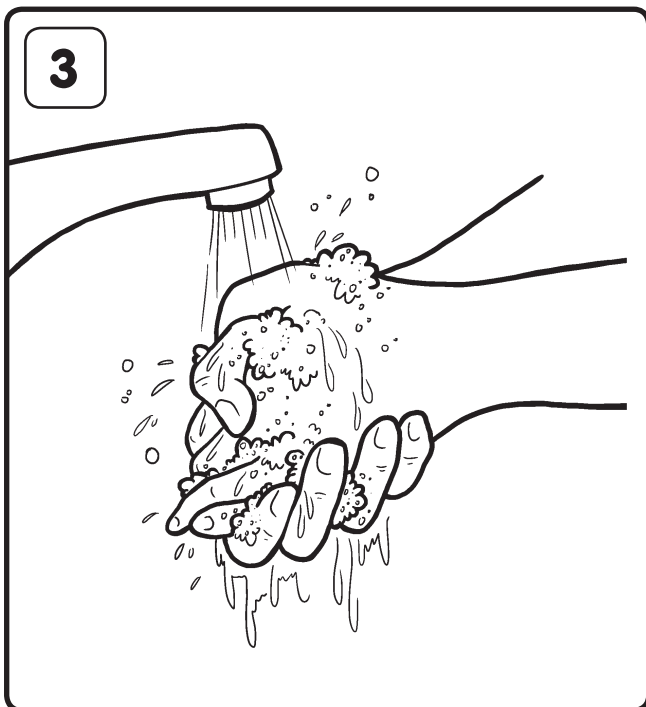
Contributing To Healthy And Active Communities

Sample



It is important to develop healthy habits so that we do not get sick and spread germs to our classmates. When we are sick, we are sad because we cannot learn and play.

- ☐ Colour green the children who are stopping themselves and others from getting sick. Say how.
- ☐ Colour red the children who are spreading germs. Say how.

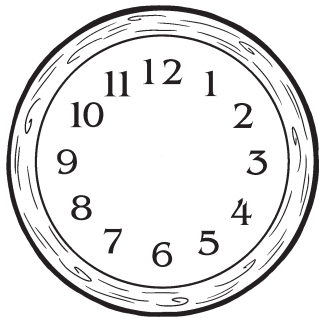


It is important to get lots of sleep so that you can concentrate on learning and playing and keep the classroom a happy place. You should try to get between 10 and 12 hours sleep a night.

☐ Complete the sentences.

Last night I went to bed at _____.

Draw this on the clock:



This morning I woke up at _____.

Draw this on the clock:



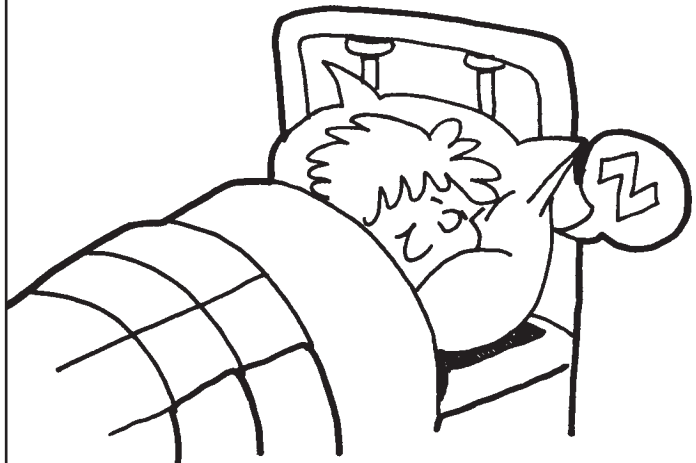
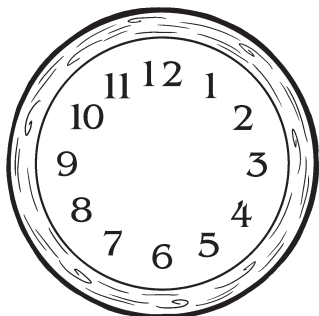
In total, last night I had _____ hours sleep.

If I don't get enough sleep I can't _____.

If I get lots of sleep, I can _____.

Tonight I am going to go to bed at _____.

Draw this on the clock:



It is important to be kind to your classmates and that they are kind to you. Being kind to one another makes the classroom a happy place. If we are unkind to one another we can feel upset and scared.



☐ Look at the picture.

1. Who is being unkind? What is he doing?

2. Who is being kind? What is he doing?

3. Write something in the blank speech bubble that you would say to show kindness and to try to stop the bully.

4. Colour the person in this picture who is a passive bystander (not getting involved).

5. Do you think being a passive bystander is useful in this situation? Explain your answer.

☐ In your workbook, draw or write about a time when somebody has been kind or unkind to you.

Activity

Wellbeing – Being Fair And Respectful

It is important to treat people fairly. Sharing is an example of being fair.

1

If there is only one school computer, but two people want to use it. What is the fair thing to do?

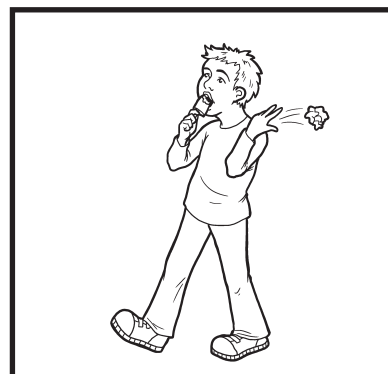
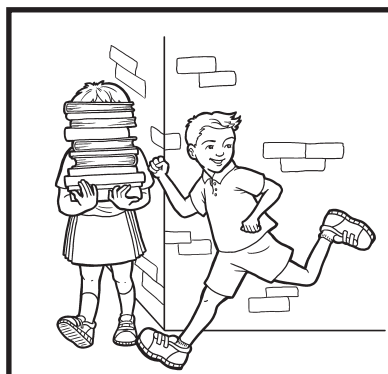


2

If there is one slice of cake left, but two people want it, what is the fair thing to do?

3

Being respectful to others means thinking about other people. Colour those who are not thinking about others. Say how.



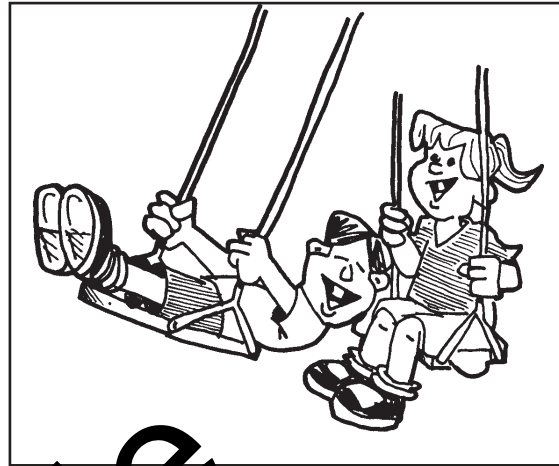
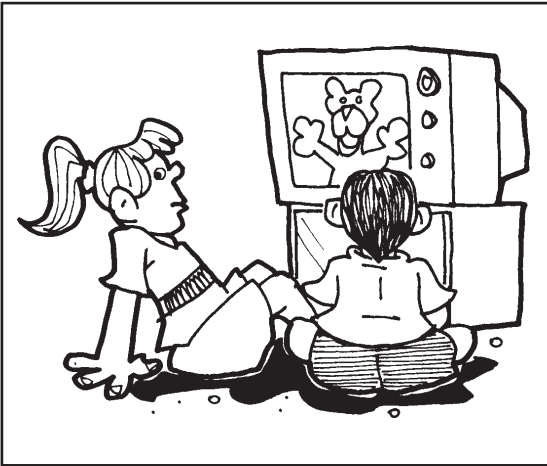
Activity

Being Active Outdoors 1

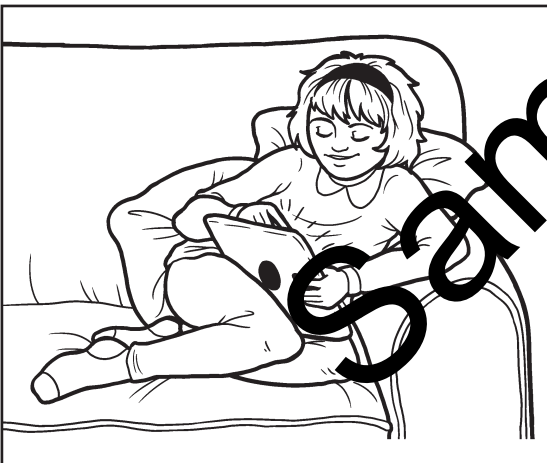
We should be active every day. The great outdoors provides us with the perfect setting to be active.

- ☐ Colour the children who are being active and healthy.
Say why. Explain what we find outdoors that help us to be active.

1



2



3



- ☐ In your workbook, draw something that you do outdoors to stay active. Say why you can't do this activity indoors.

We should be active every day. The great outdoors provides us with the perfect setting to be active.

- ☐ How are the children being active in the picture? Trace over the correct words and say them out loud. Colour the picture.

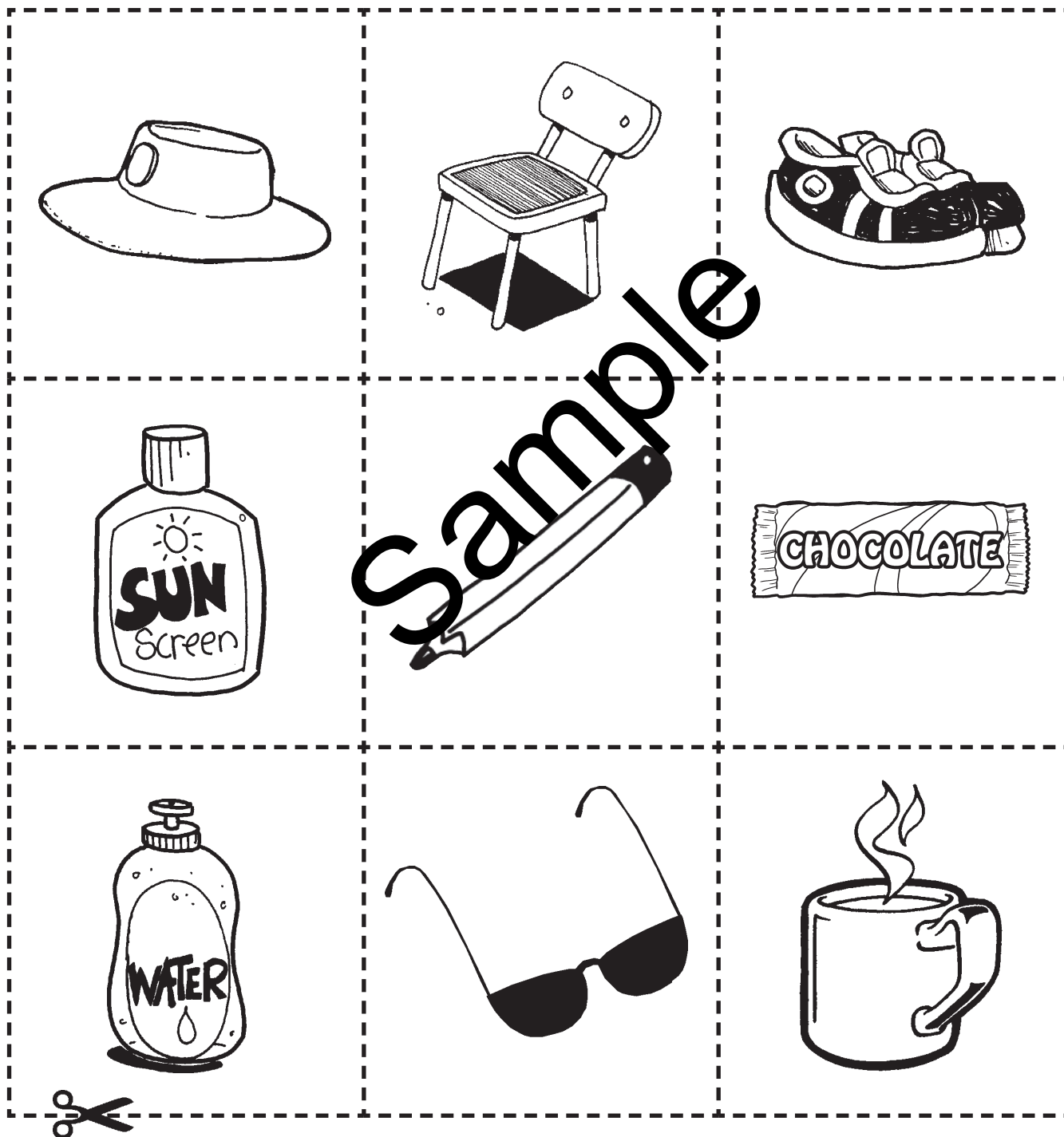


Activity**Staying Safe While Playing Outdoors**

It is important to stay safe when playing outdoors.
Nobody likes to get hurt.

**Photocopy
Page**

- ☐ What would you take to help keep you safe when you play outdoors? Cut out the pictures, then glue them on a separate piece of paper. Say how each one keeps you safe.



- ☐ Add your own.

☐ Tick the boxes that apply to you. Colour in the picture.

☐ I don't talk to strangers.

☐ I stay safe outside.

☐ I like to exercise.

☐ I have shiny white teeth.

☐ I listen to my friends.

☐ I manage my anger.

☐ I eat healthy foods.

☐ I keep my hands, face and body clean.

☐ I include people.

☐ I do not leave people out.

☐ I wear shoes outside.

☐ I get lots of rest.

☐ I like playing outdoors.

☐ I wear a hat in the sun.

☐ I have a safe place.

☐ I follow rules at school and home.

☐ I don't interrupt people.

☐ I know who to trust.



Sample