



AUSTRALIAN HEALTH
SERIES

Health

Workbook For Year 2



By Miranda Mason

**Title:**

AUSTRALIAN HEALTH SERIES

Health Workbook For Year 2

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Section 1:

I'm Healthy, Safe And Active

Sample



Activity

Super Strengths

Everyone has different talents. They are part of what makes us who we are. Talents do not have to be big and showy. Being able to speak kindly, write neatly and make a great breakfast are just as important as being able to play a sport well, sing or speak another language.

- ☐ What are your superhero talents? Look at the pictures below and tick your strengths.



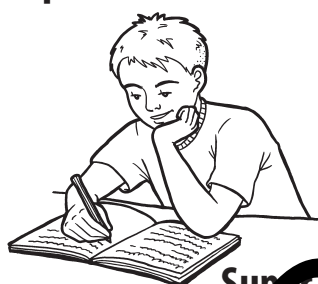
Super Kind

☐

Super Sporty

☐

Super Singer

☐

Super Neat

☐

Super Smart

☐

- ☐ Draw two more strengths that you have. Share them with a friend.

EXTRA!

In your workbook, draw or paste a picture of a superhero or another character who you admire and explain his/her super strength.

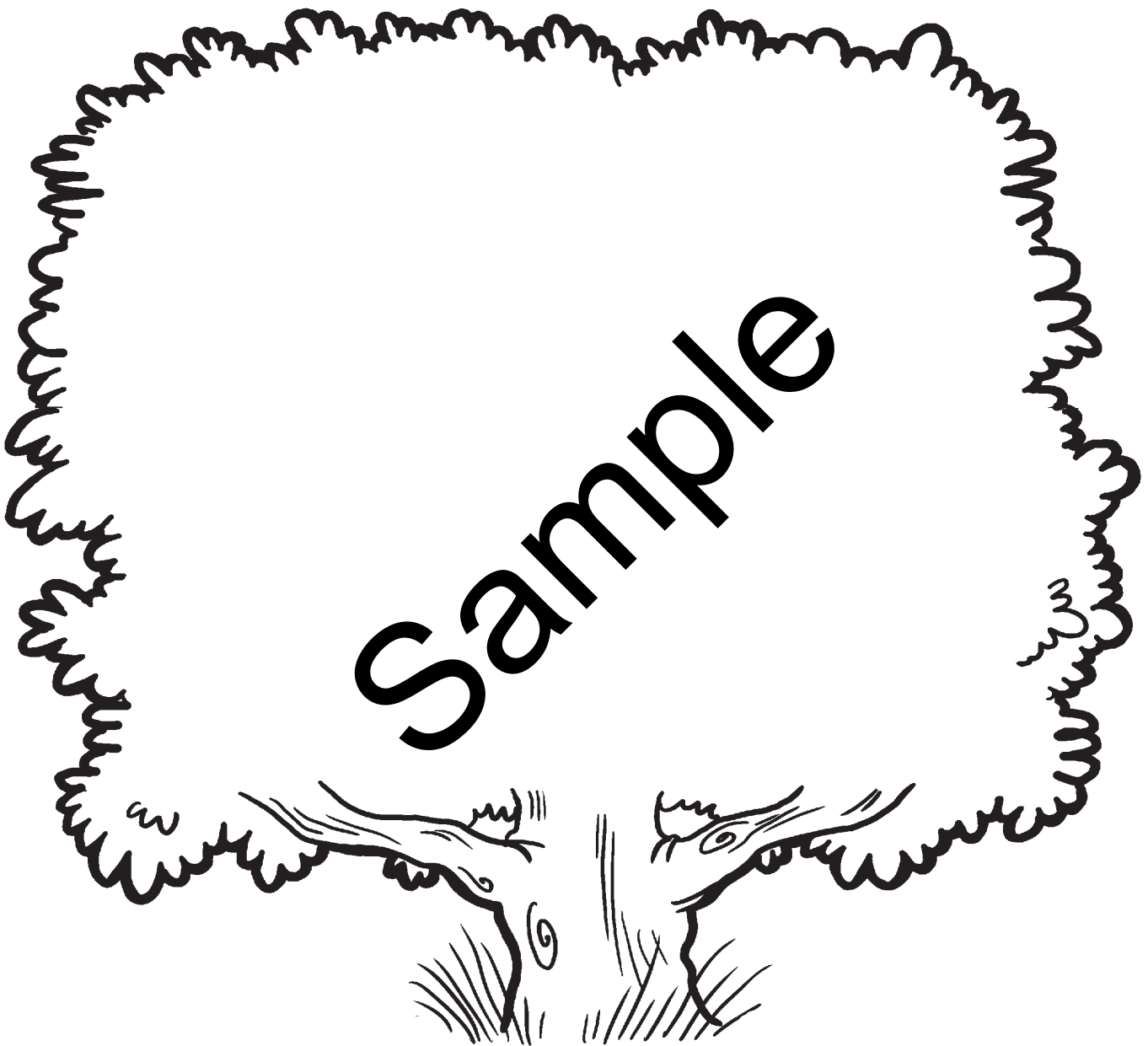


Activity

Achievements

As we grow older we notch up many personal achievements! This is because we learn new things and we get better at them.

- ☐ Think about something that you have recently achieved. Draw it inside the tree. Around your picture write how you felt at the time.



- ☐ In your workbook, write about something that you want to achieve in the future - maybe at the end of this year or next year.

SHARE



In groups of three, share your personal achievements with one another.

- ☐ Find a picture of yourself today and a picture of yourself when you were younger. Paste them side-by-side below. Annotate the pictures to identify differences.

Sample

- ☐ What will you look like when you are 60?
Tick the changes that you think will apply to you:
☐ I will have wrinkles. ☐ I will have less hair.
☐ I will have loose skin. ☐ I will be shorter.

- ☐ Have a discussion to decide whether the following are true or false:
 1. My body will look different when I am 60.
 2. Everyone goes bald when they are old.
 3. I might look different, but I will still be me.




Activity

Social Changes

- ☐ Draw and label a task that you are allowed to do now on your own, that you were not allowed to do when you were younger.

- ☐ Look at the pictures and estimate at what age you will be allowed to do each task on your own.




Age

Walk to school on your own.



Age

Stay at home on your own.



Age

Take a bus by yourself.



Age

MOVIES NOW SHOWING

Go to the movies with friends.

The people around us help to shape who we are. Different people are important to us at different stages of our life.

- ☐ Trace around your hand below. Inside your thumb and first two fingers, draw pictures and write the names of people who are important to you now. Inside your last two fingers, draw pictures and write the names of two different people who were important to you when you were in your first year of school.

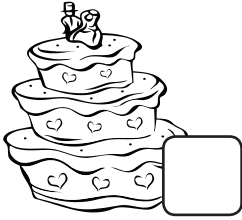
Sample

Activity

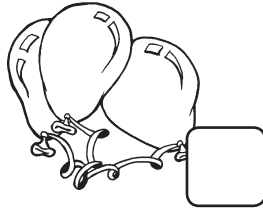
Let's Celebrate

It's important to celebrate special occasions in our lives like birthdays, finishing school, getting married or having children. People celebrate occasions in different ways around the world.

☐ Tick the ways that you have celebrated an occasion.



a) Eating special food.



b) Displaying balloons.



c) Wearing special clothes.

☐ Match the countries to the ways that the people celebrate New Year's Eve. One country will be left over.

Greece

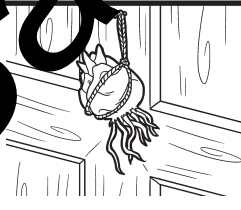
Germany

Denmark

Australia



Throw dishes on their friends' doorsteps.



Hang an onion on their front doors.



Eat marzipan pigs.

☐ Draw or write down a special way that people celebrate New Year's Eve in the country that didn't match any of the pictures above.

It is great fun to share with your friends. This way, everyone gets to play and enjoy themselves. However, sometimes it is hard to share special things that are precious and that you have been told to look after. If a friend asks you if he/she can share your precious things, it could create a problem. You should tell them kindly that some things that you have, are not for sharing.

- ☐ Your friend has come round to your house for a play and wants to share your special rock set that your mum has told you to take great care of. You think that your friend will not take care of it like you do. In the speech bubble write what you are going to say to your friend. Look at the pointers below to help you.

- Maybe your friend has something at home that is special, so he/she can relate to your feelings.
- Remember the instructions that you have been given from your mum.
- Your friend will need to know why your rock set is so important to you.
- Think about what might happen if you share it.
- Choose your words so that you don't hurt your friend's feelings.




Activity

Asking For Help 1

If you are ever stuck, in danger, or find yourself in a difficult situation, you should ask an adult for help.

- ☐ Write down who you would ask for help in the following situations. In the speech bubbles write down what you would say.

1




You are stuck on a Maths problem.
I would ask _____

2




You are lost in a shopping centre.
I would ask _____

3



You are being bullied at school.
I would ask _____

4



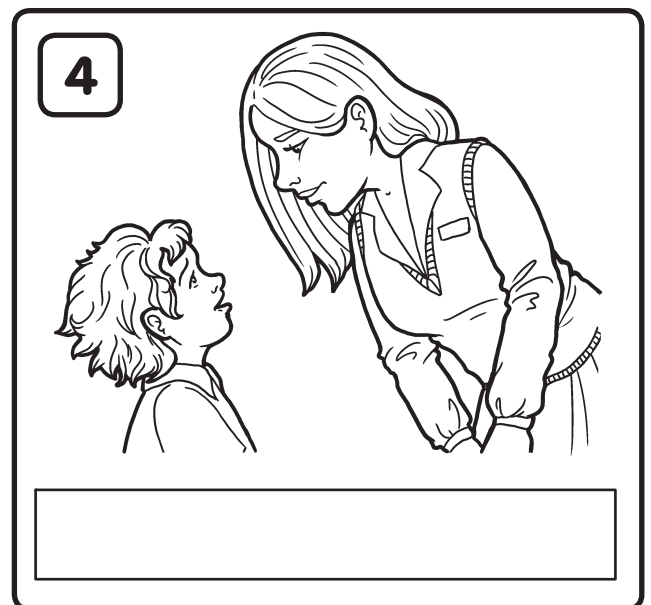
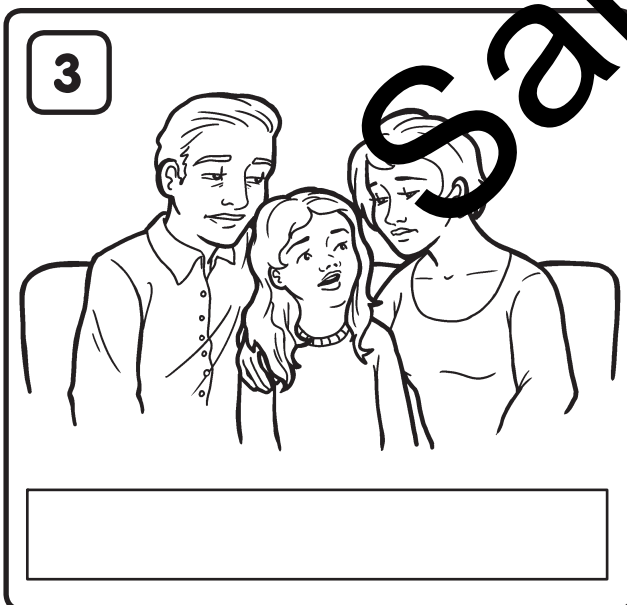
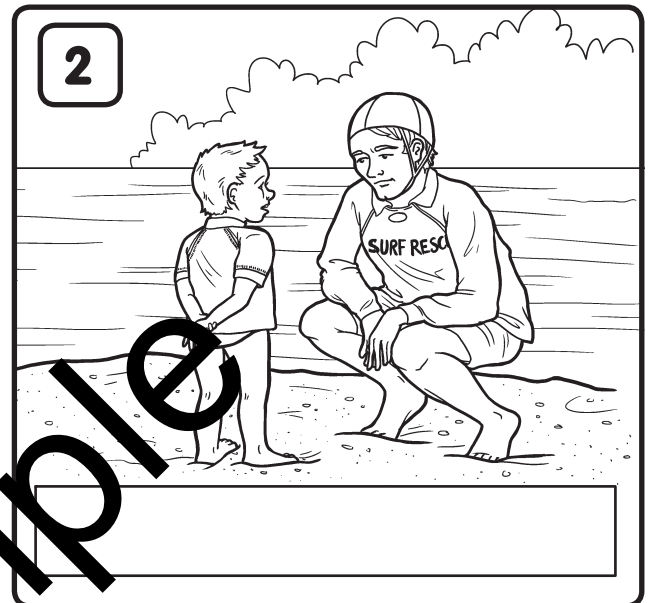
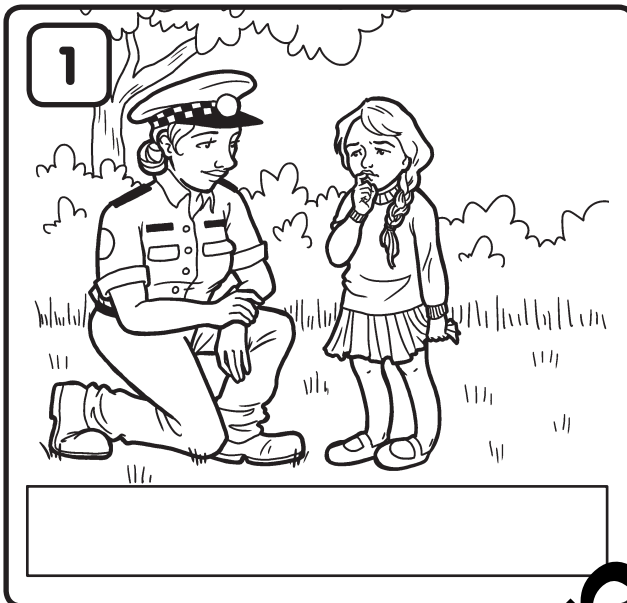
You have lost your lunch money.
I would ask _____

Activity

Asking For Help 2

If you ever feel unsafe, there are people who you can ask for help. Asking for help when you need it is very important. Never feel shy about asking for help.

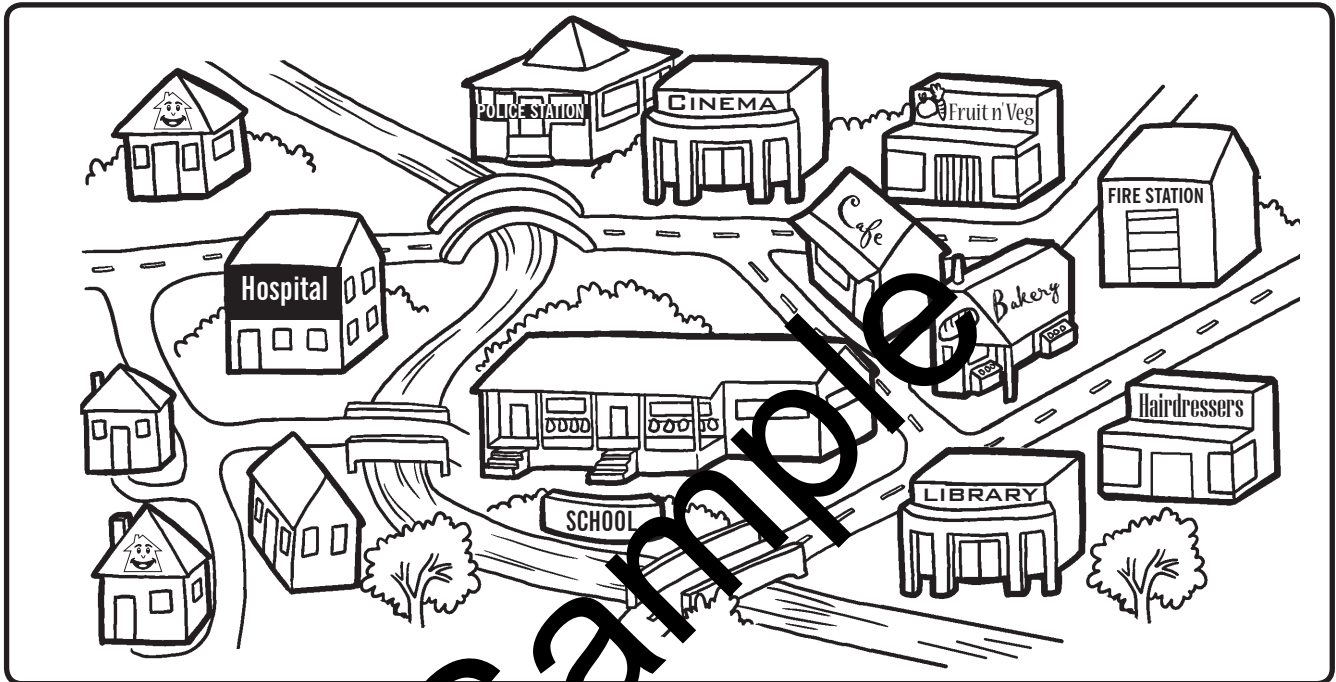
- ☐ Look at the people pictured below. Write who they are and discuss with a friend when you might ask these people for help.



- ☐ Who was the last trusted adult that you asked for help? _____
- ☐ When did you ask him/her for help? _____
- ☐ Why did you ask him/her for help? _____

If you ever feel unsafe, there are places where you can go to ask for help. Seeking help when you need it is very important. Never feel shy about going to any of these places.

- ☐ On the map below, colour the safe places where you can go, to ask for help.



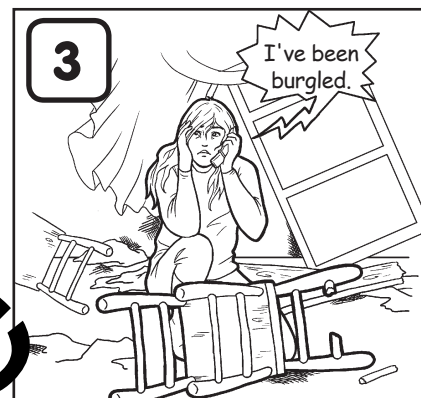
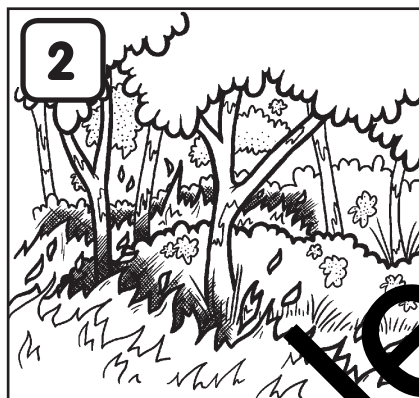
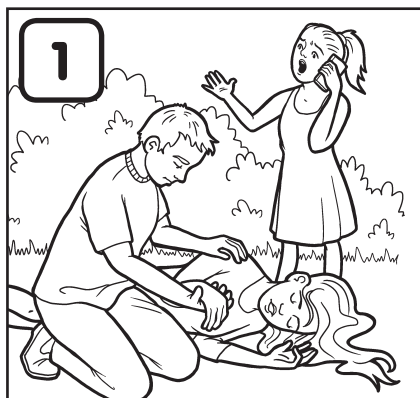
- ☐ List the places that you have coloured. Say why you might need to go to these places.

Activity

Asking For Help 4

If there is an emergency - it is important to call for help. You can do this on any phone by dialing 000. This number will help you to access: the police, an ambulance or a fire engine.

- ☐ Draw lines and use three different colours to match the problems to the emergency services.



WHAT WOULD YOU DO?

- ☐ Imagine that you are at home and your mum has fallen and is not able to move. She asks you to call 000. In the speech bubble, write what you would say to the operator.



.....

.....

.....

Activity

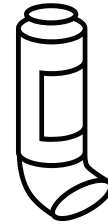
Medicines

Medicines can help us to feel better when we are unwell. We can only take them with special permission from a doctor or a trusted adult. Never take any medicines without adult help - it might do you harm.

- ☐ Tick which pictures show medicines. Colour the medicines that you think you may have had before. Say why you needed the medicines.


☐

☐

☐

☐

- ☐ When we feel unwell we have to look after ourselves. Use numbers to order the steps that we can take to make ourselves feel better when we are unwell.



Try something other than medicine (rest, water, hot water bottle).

☐


Visit the doctor or a pharmacist.

☐


Tell the adult looking after you that you are feeling unwell.

☐


Take medicine with an adult's help.

☐

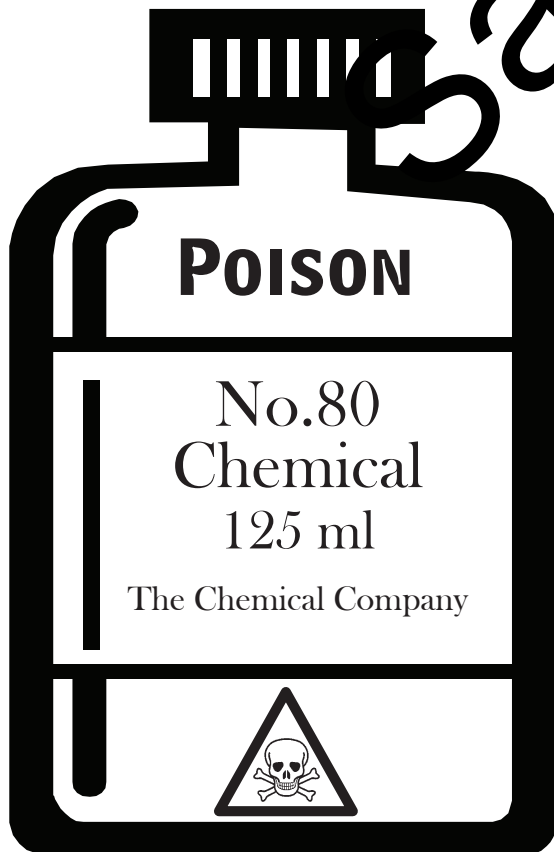
Activity

Poison Detective

- ☐ Some things can be dangerous to our bodies. Place a cross by the items that you must never put in your mouth. Tick the things that are safe to eat.



- ☐ Have a look at the label below. Use a highlighter to identify what tells you that this bottle contains poison and can hurt you.



- ☐ Design your own dangerous poison bottle. Include a poison symbol and safety warnings.

Keep Us Safe In Our Environment

Your classroom is an important environment because it is a place where you go five times a week to learn. You and your classmates must work together to keep your classroom a safe place.

- Study the picture below. Discuss the consequences of the unsafe actions by students in this classroom. Jot down six of your ideas below.



1

2	
----------	--

3	

4

5

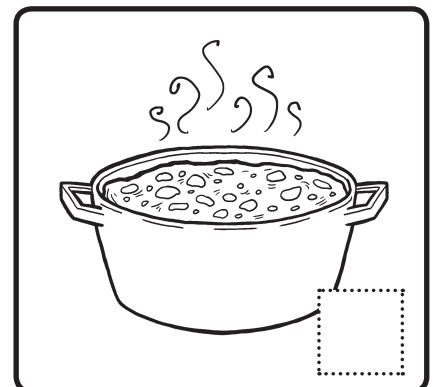
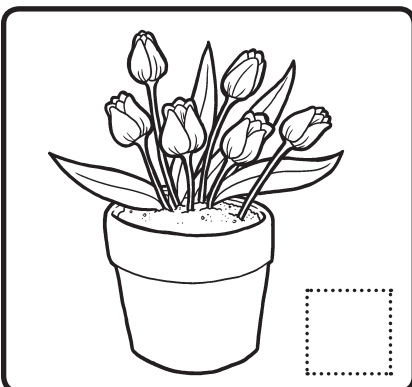
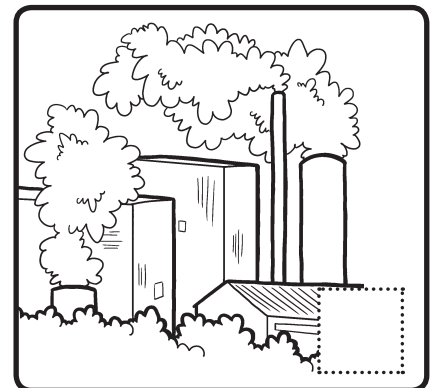
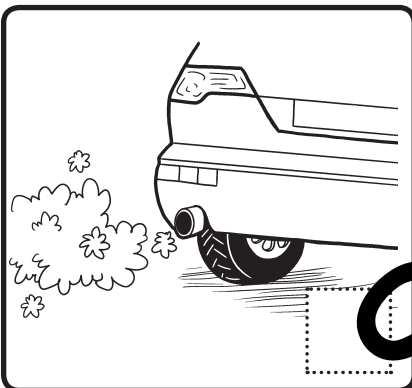
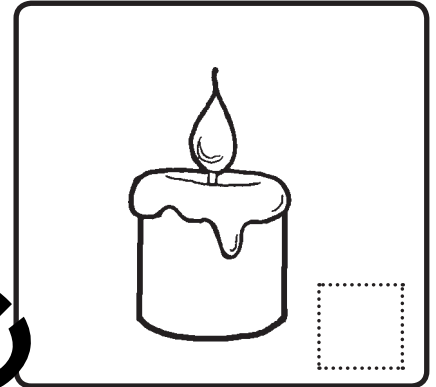
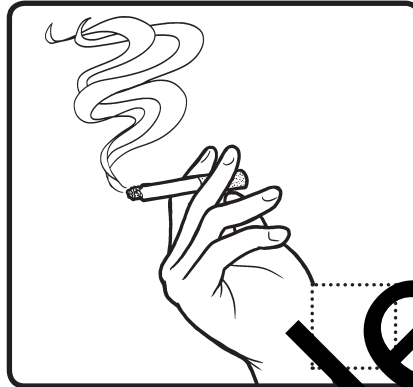
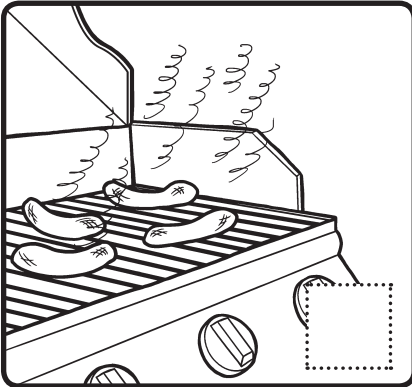
6	

Activity

Staying Safe Outside 1

Clean air is important if we are to stay healthy. Smoke and fumes can stop our bodies getting the oxygen that we need, and can make us feel unwell. To live, we need: oxygen, water and food.

- ☐ Tick the pleasant smells and cross the ones that we need to avoid and move away from.



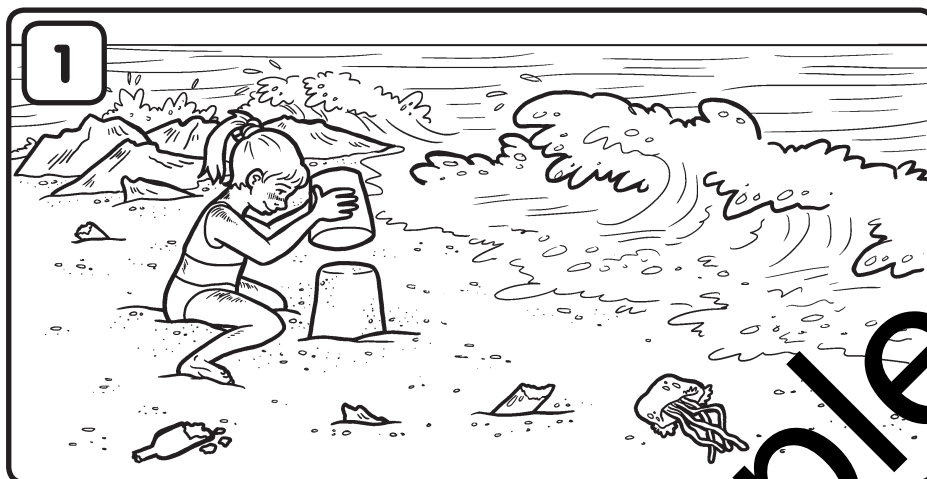
- ☐ Some people wear masks to avoid breathing in different chemicals. Write down some other ways to avoid dangerous fumes.

Activity

Staying Safe Outside 2

There can be dangerous things around us. We need to look out for them and avoid them when we are playing or visiting a place.

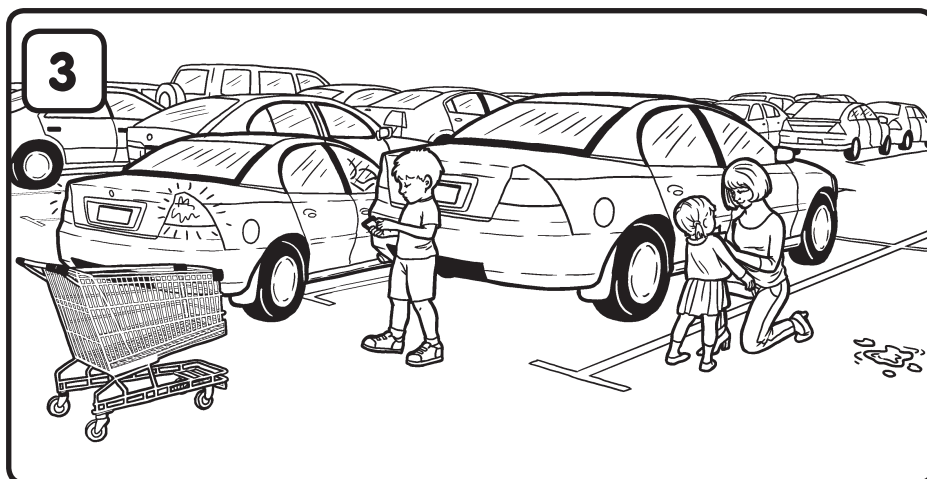
- ☐ Colour red, the things or situations that could be dangerous at each place pictured below. In pairs make notes about how to reduce the risk of such hazards.



At The Beach



At The Park



In The Carpark

Activity

Staying Safe Outside 3

Australia is a hot country. We spend lots of time outside and if we do not protect our skin it can get burnt and damaged by the sun's rays. There are simple things that we can do every day to protect our skin.

- ☐ Colour the sun-safe things that we can do to protect our skin when we are outside.



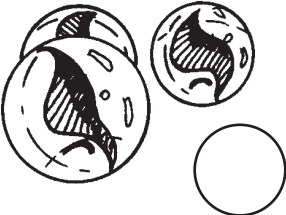

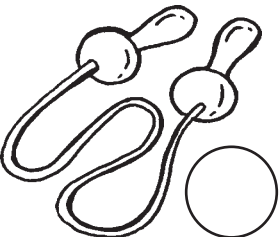
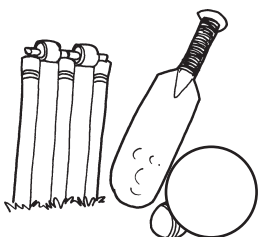

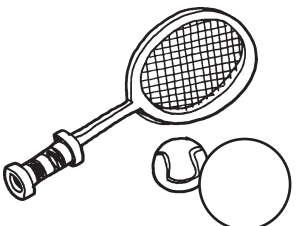


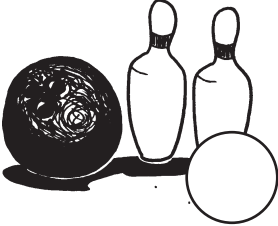
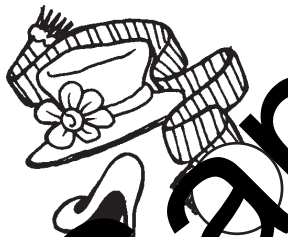
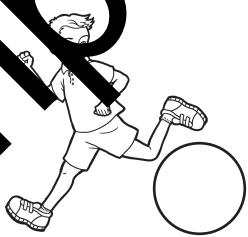
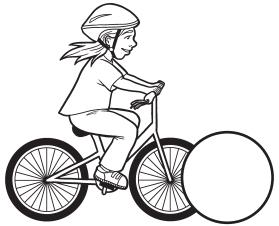
- ☐ Tick the sun safe things that we can do to protect our skin when we are outside.

Put on sunscreen before you go outside. <input type="checkbox"/>	Wear a hat with a brim. <input type="checkbox"/>	Put on cool clothes that cover your skin. <input type="checkbox"/>
Protect your eyes with sunglasses. <input type="checkbox"/>	Re-apply sunscreen later in the day. <input type="checkbox"/>	Stay in the shade when you can. <input type="checkbox"/>

Activity

Being Active

- ☐ Playing and being active helps you to stay healthy and it feels great. Draw a smiley face next to the activities that make you feel good.

marbles 	climbing trees 	skipping 	cricket 
swimming 	tennis 	ball games 	golf 
bowling 	dress-ups 	running 	cycling 

- ☐ Write one benefit of physical activity: _____

- ☐ Draw two things that you can do to be active:

AT HOME

AT SCHOOL

Activity

Healthy Food 1

A healthy diet means eating a balance of the right types of foods. This is essential if you want to maintain a good level of health for your body and mind. The Australian Government has developed The Australian Guide To healthy Eating below to help you to do this.

Grain (cereal) foods,
mostly wholegrain
and/or high cereal
fibre varieties.

Vegetables and
legumes/beans.



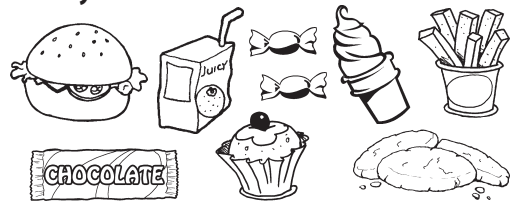
Use small amounts



Drink plenty of water

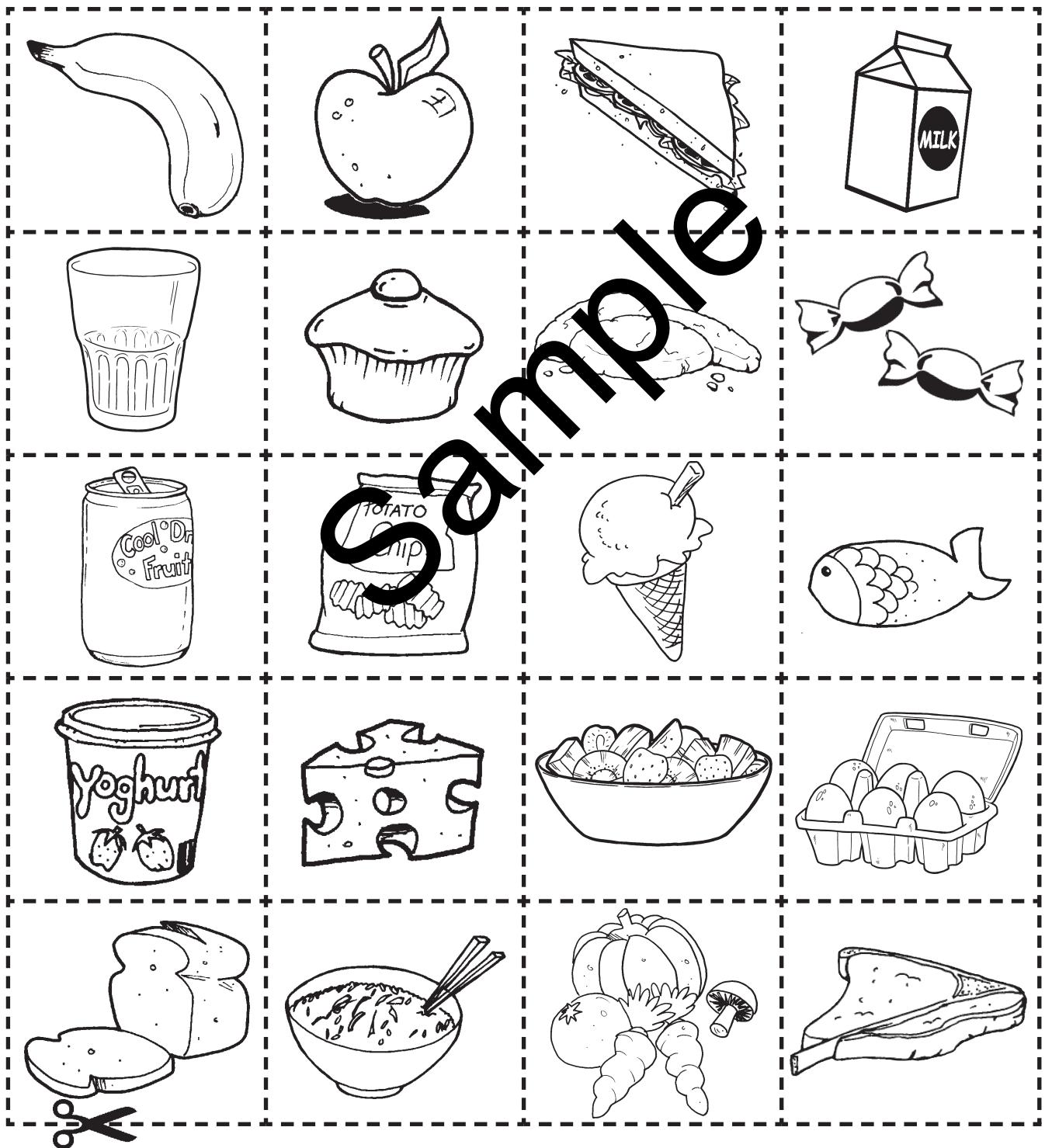


Only sometimes and in small amounts

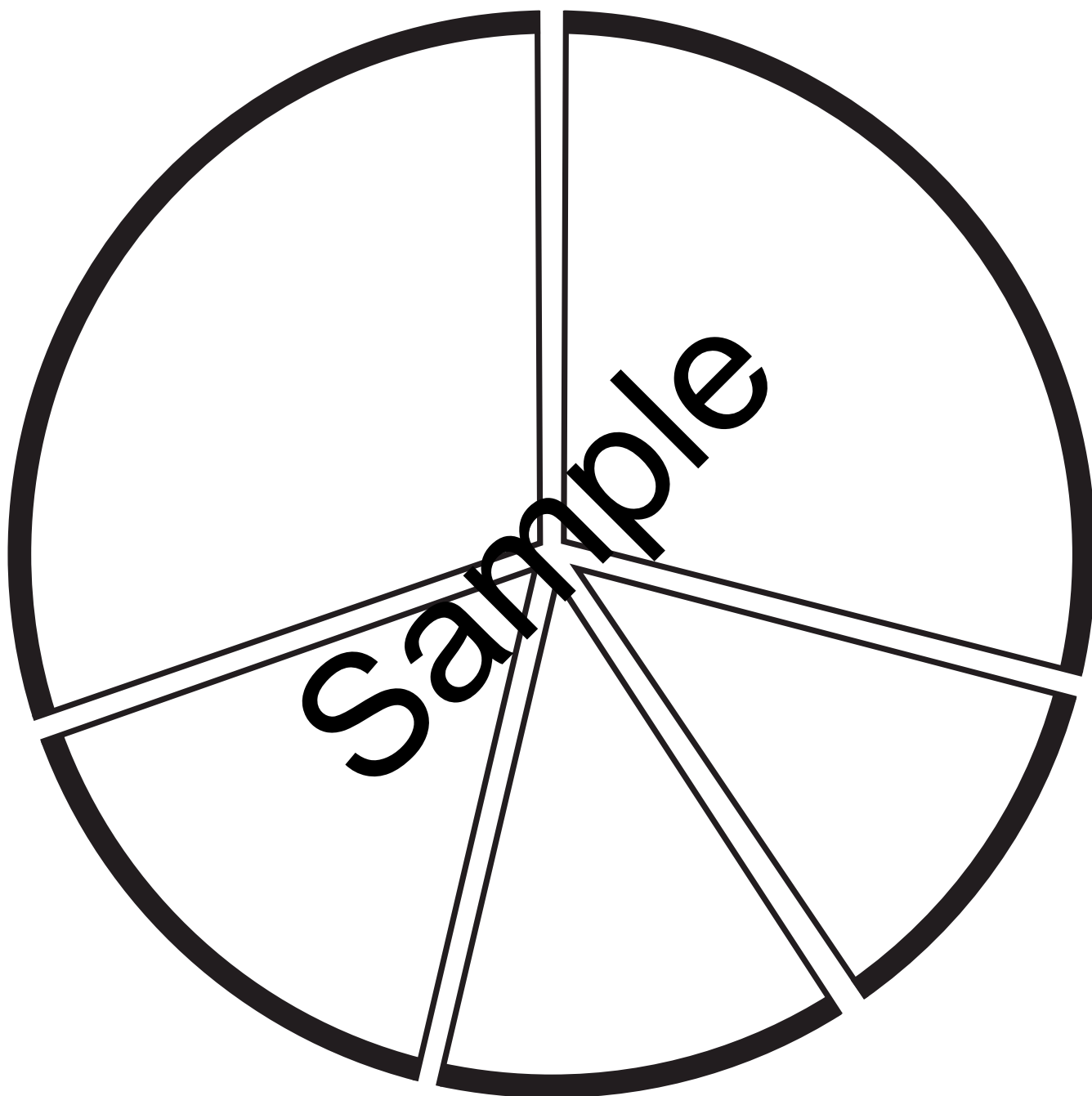


Our bodies need healthy food to get all the important nutrients that we need to stay strong and focused.

- ☐ Referring to The Australian Guide To Healthy Eating on the previous page, use three different colours to group the pictures under the following headings: "sometimes", "moderate" and "always". Cut them out, then arrange them appropriately in your workbook.



- ☐ Think about what you ate yesterday and what you have already eaten today. Place these foods in the correct sections of the plate below. Use The Australian Guide To Healthy Eating on page 23 to help you to do this.

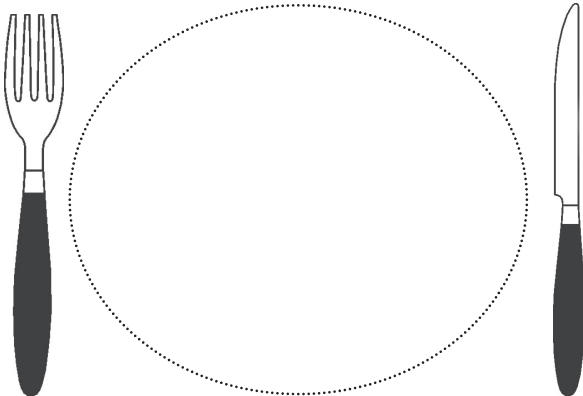


- ☐ Do you need to adjust your eating habits to better reflect The Australian Guide To Healthy Eating?

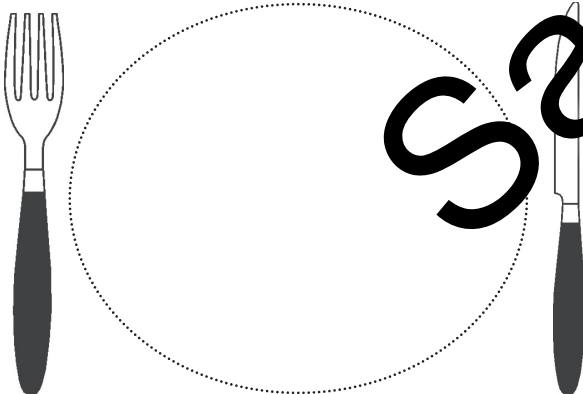
We need to refuel our bodies during the day so that we have plenty of energy to concentrate at school and play with friends.

- ☐ On the left hand-side of this page, draw healthy meals. On the right hand-side of this page, draw unhealthy meals. Say which meals you would choose and why. Use The Australian Guide To Healthy Eating on page 23 to help you to create your meals.

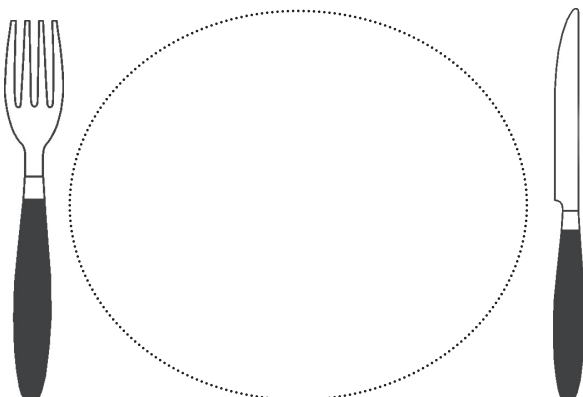
HEALTHY



Breakfast 1

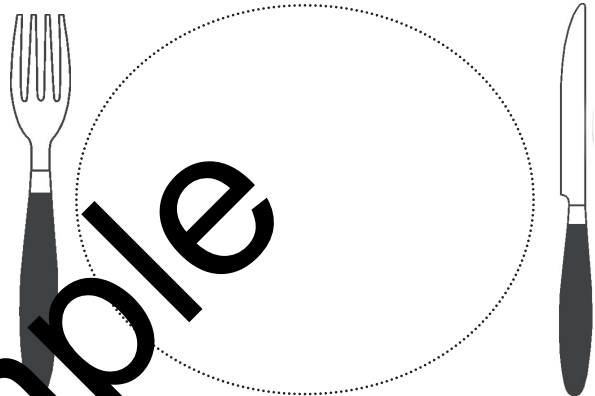


Lunch 1

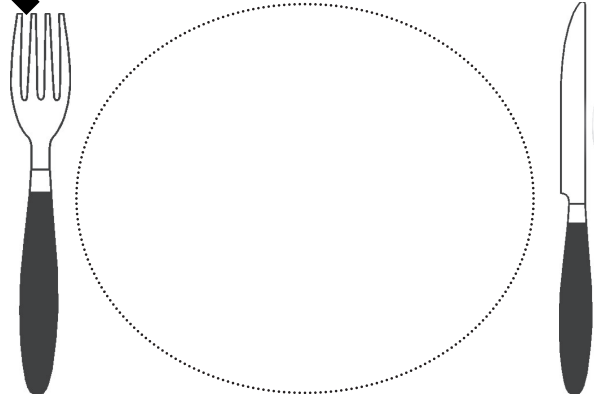


Dinner 1

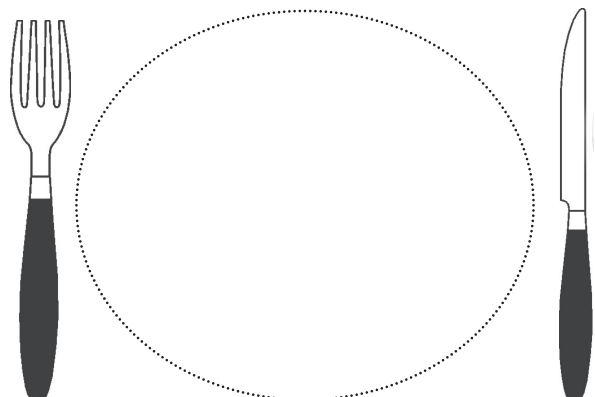
UNHEALTHY



Breakfast 2



Lunch 2



Dinner 2

Section 2:

Communicate And Interact To Stay Healthy And Well

Sample



People are different. Our differences should be valued. Like people for their differences. The world would be a dull place if we were all the same.

- ☐ How are we different? Write or draw pictures to explain the ways in which we are different below.

Religion

Race

Traditions

Backgrounds

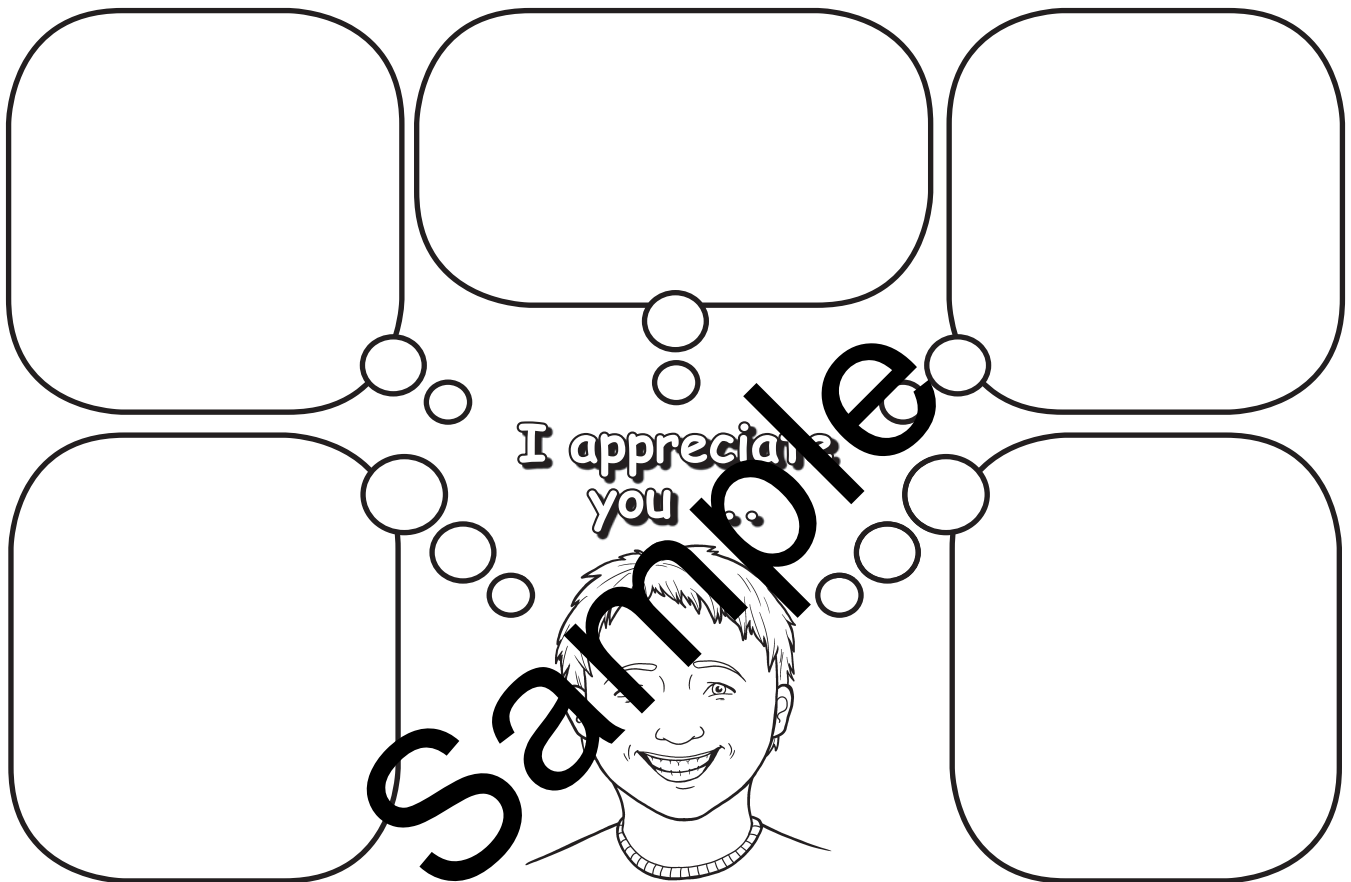
Sample

Activity

Communicate To Show You Appreciate

There are lots of different ways to talk to people and show them that you appreciate them.

- ☐ In the thought bubbles, write the different things that you could say to someone who you know to show that you appreciate him/her.



- ☐ When people talk to you, you should show that you appreciate what they are saying by: (tick)

- ☐ looking them in the eye;
- ☐ talking over them;
- ☐ staring at your feet;
- ☐ changing the subject suddenly;
- ☐ listening to their ideas before replying;
- ☐ thinking about what you need to say before-hand;
- ☐ getting angry when you don't agree;
- ☐ nodding to show that you are listening.

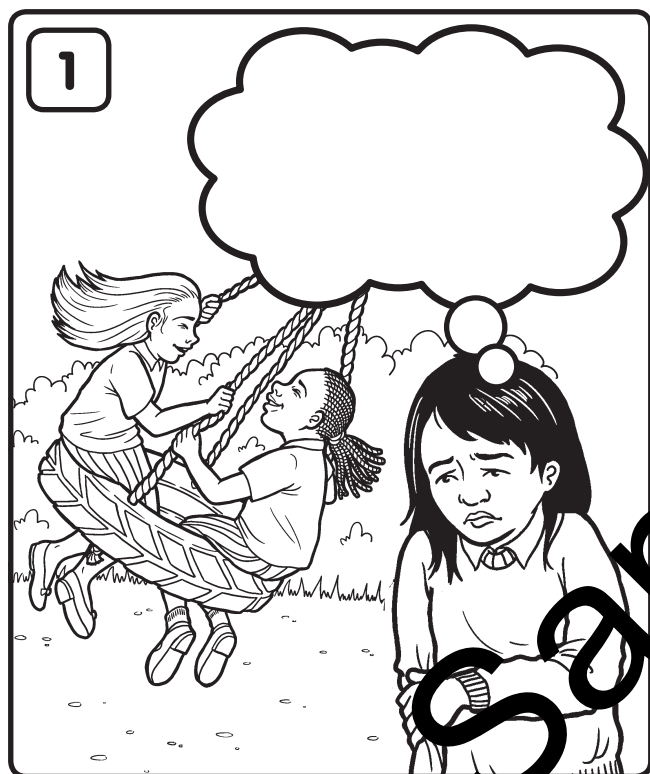


Activity

I Am An Includer!

It feels terrible when people don't include you in a game. Don't be a person who does this to others. Always think about how you can include people in the things that you do.

- ☐ Study the pictures below. Colour red the children who you think are feeling left out, then in the thought bubbles write what they might be thinking.



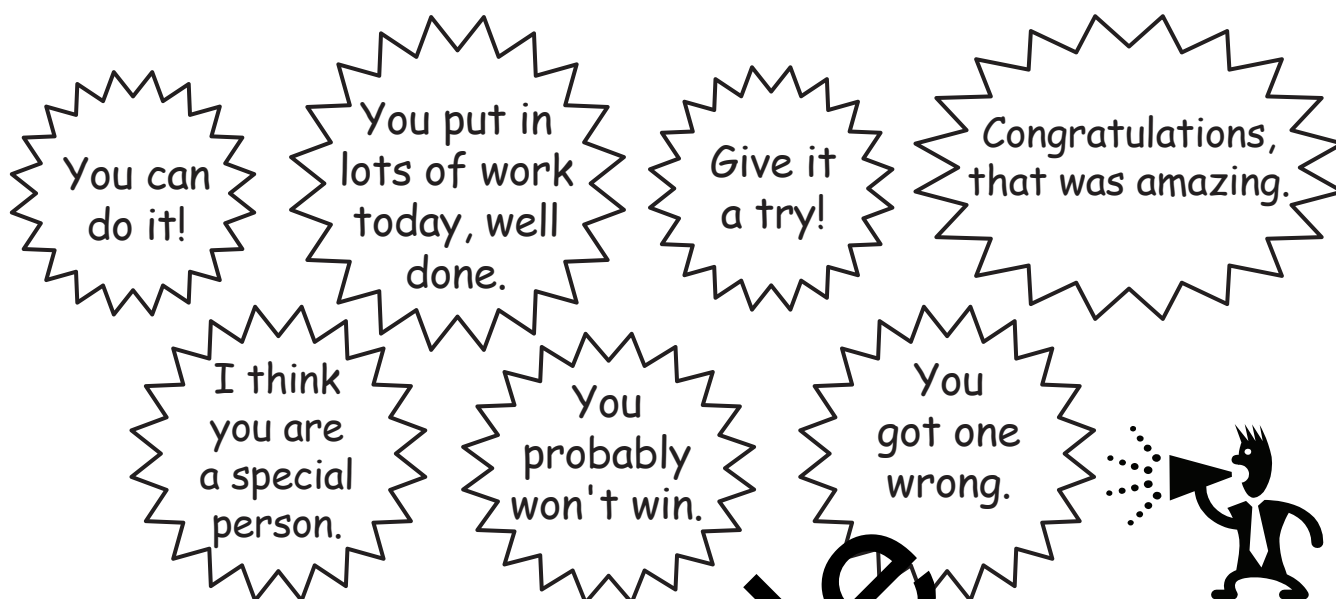
- ☐ In pairs, write what you could say to the excluded children to invite them to join in with your group.

- ☐ In your workbook, design "Includer" badges.

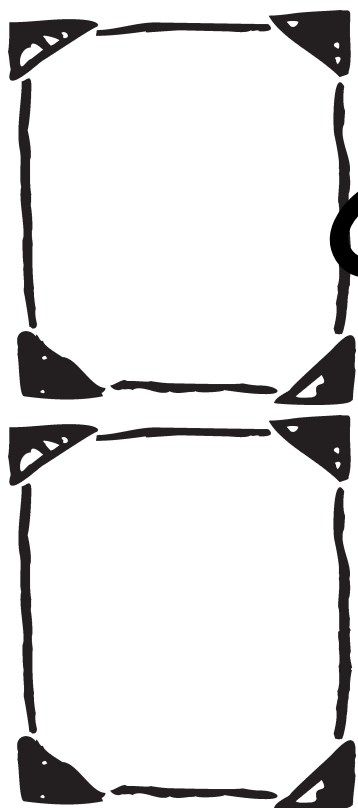
Activity

I Am A Cheerleader!

- ☐ When we support others it lets them know that we care about them. Colour the cheery sayings that make others feel great!



- ☐ Draw two people who you care about and then write down the things that you could say to them to cheer them on and support them.



Sample

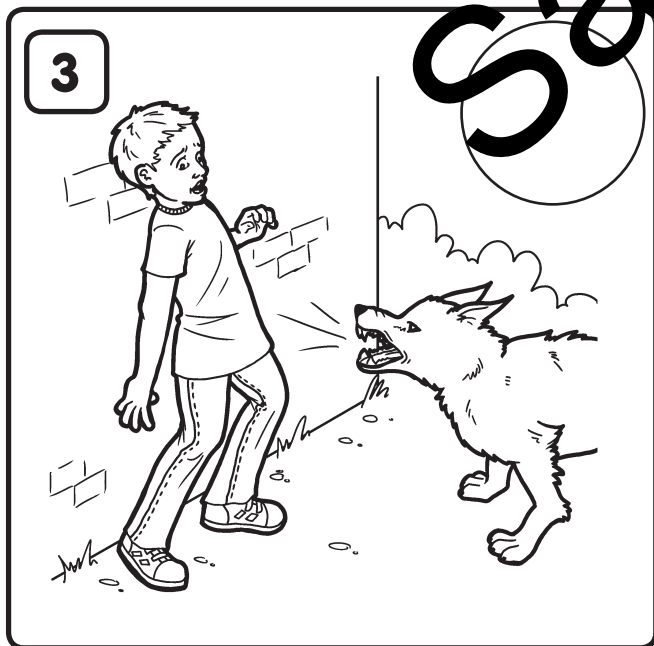
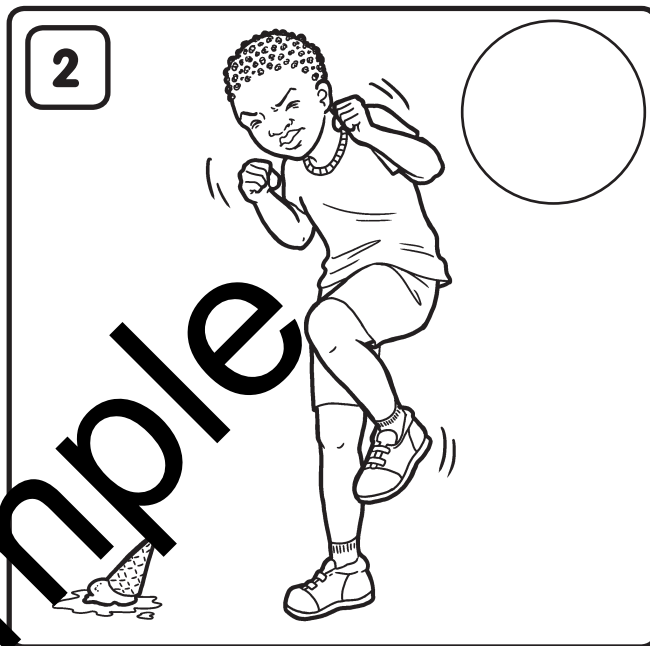
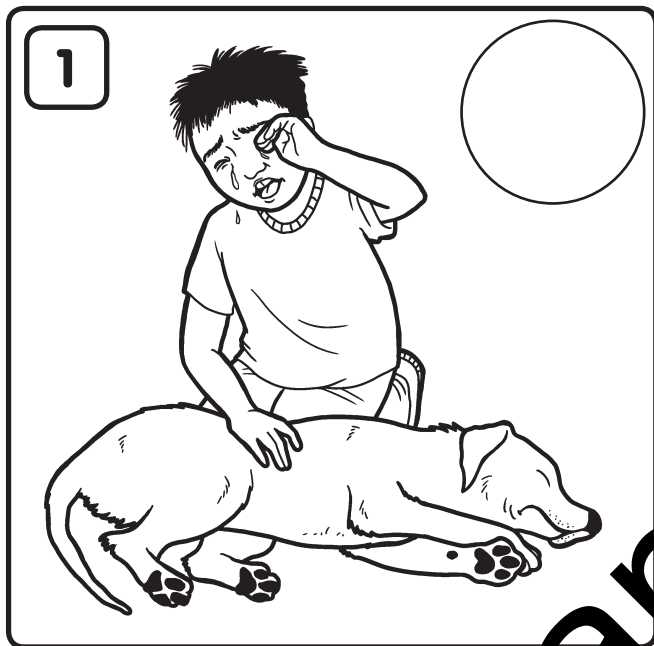
**GIVE IT
A TRY!**

In your workbook, create your own special cheer to use when you have "bad" days.



Feelings are the way that we react inside to something. We have lots of them every day. Feelings are like waves on the beach - they come and go.

- What do you think these children are feeling? Match the faces at the bottom of the page to the feelings shown in the pictures. With a friend say what tells you that the children are feeling this way.



Activity

Body Language

We don't have to say anything sometimes to let others know how we are feeling. Our body language can give it away.

- ☐ Match the body language to the feelings. Colour any that you have felt today.

angry sad excited scared nervous



- ☐ Draw two full-length pictures of yourself displaying two different emotions. Choose different feelings than the ones written above.

Activity

Anger And Me

Everyone gets angry sometimes. It's just part of life and there is no problem as long as you know how to deal with your anger.

☐ Complete the sentences and draw a picture to match.

The last thing that made me **angry** was:

I knew I was **angry** because:

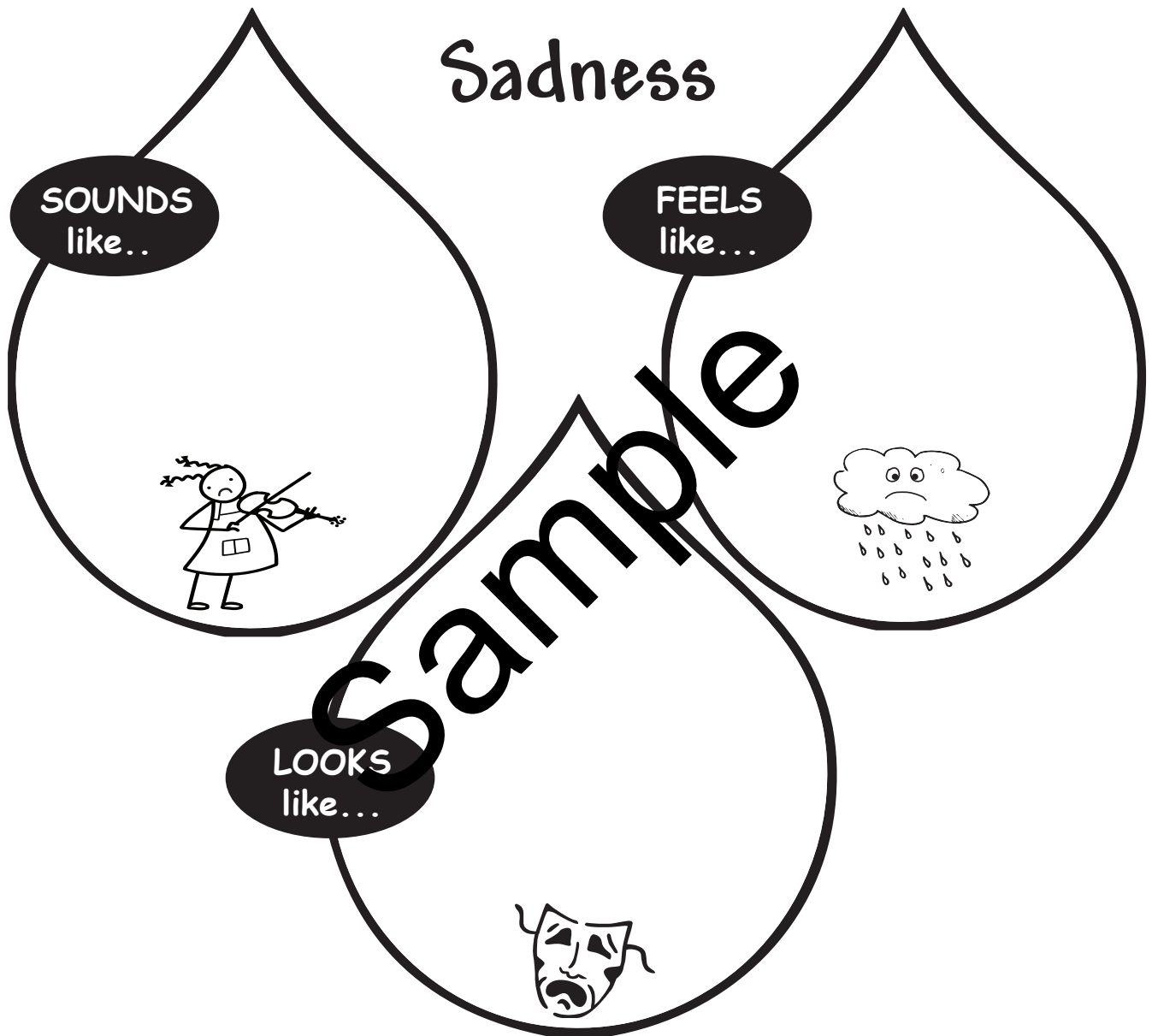
Some things I can do to take my **anger** away are: _____

Activity

Me And Sadness

When you are sad it can be hard to get on with your day. Sadness is a feeling that slows you down.

☐ Draw and write in the tears to explain sadness.



☐ **My Goodbye Sad Plan.** Write three things that you can do to make yourself feel better when you are feeling blue.

1. _____
2. _____
3. _____

Activity

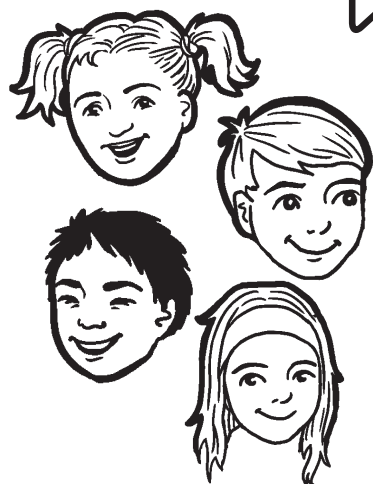
People Can Make You Happy

Like other feelings, happiness comes and goes. Enjoy it when it is with you and look for ways to make yourself feel happy again. People's reactions to situations can make you happy.

- ☐ Complete the survey below to find out how people's reactions make your classmates happy. Your friends must choose their top three things. Use tally marks to record their responses and add them up at the end.

Things that make me feel happy are...	Tally	Total
1. when someone tells a joke to cheer me up.		
2. when my friend gives me a hug.		
3. when my mum makes my favourite food.		
4. when my sister/brother shares her/his toys.		
5. when the teacher tells me that I have done something well.		
6. when I fall down and my friend helps me up.		
7. when someone asks me to join in a game.		
8. when someone sticks up for me.		
9. when I get invited to a birthday party.		
10. when I get a special award at school.		

Results



The top three things that make my classmates happy are:

The top three things that make me happy are:

Activity

Other People's Feelings

Thinking about other people's feelings and helping them to feel better about themselves is the right thing to do.

- ☐ Say how the children in the pictures must be feeling, then write how you can make these children feel better about themselves.

1



Solution: _____

2



Solution: _____

3



Solution: _____

4



Solution: _____

- ☐ In your workbook draw or write down a problem. Swap sheets with a partner and suggest a possible solution.

- ☐ Cut out these cards and keep them together in a safe place. If ever you finish your work early, select one to complete independently.

Make an angry face. Write a story about when you felt angry. Explain how you managed your anger.

Make a sad face. Write a story about when you felt sad. Explain how you turned your frown upside down to make yourself feel better.

What emotion might you be feeling if your body begins to feel hot and you sweat. Find out why we sweat and write about it.

Make an excited face. List some events throughout the year that have made you feel excited.

Make a worried face. Write about a character from a book that you have read or a movie that you have seen who feels worried. You could give more than one example.

Make a list of all the things that make you feel scared. Illustrate one thing on your list.

Write down what your body feel like when it is tired. Find out why we yawn and write this information down.

If you feel embarrassed what happens to your cheeks? Find out why this happens and write it down.

If you feel nervous what happens to your heart? Find out why this happens and write it down.

It is easy to get confused. List how people might get confused.



How we feel makes our body react in different ways. It is important to tune in to your body so that you can understand what it is telling you about different situations. Then you can do something about it!

☐ Draw or write how your body reacts in each of the situations below.

1 You have a big race to run.

2 You missed the bus.

3 It's your birthday.

4 Your friend is sad.

There are advertisements all around us: in shops, in newspapers, on the television, before movies and on the radio. They are mainly trying to convince us to purchase certain products or use particular services.

- ☐ Study the two advertisements on this page. Answer the questions below each one.



1. What is this advertisement trying to persuade you to buy?

2. Is it a healthy advertisement?

3. What does the advertisement say you will be if you purchase this product?

4. Which word encourages you to make your purchase quickly?



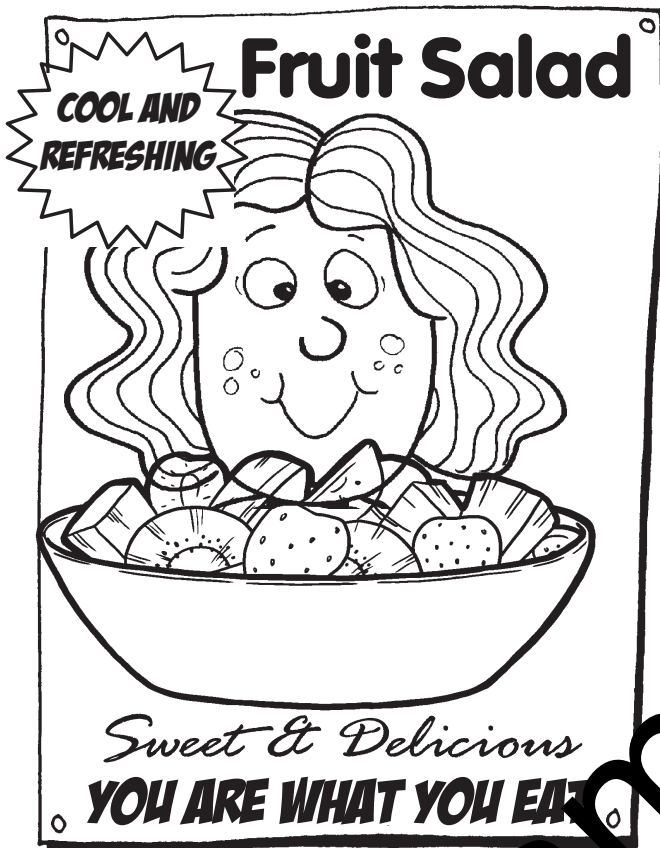
1. What is this advertisement trying to persuade you to buy?

2. Which words present this product as healthy?

3. What is the health message in this advertisement?

4. Why do you think rhyme is a good way to present a health message?

- ☐ Study the two advertisements on this page. Answer the questions below each one.

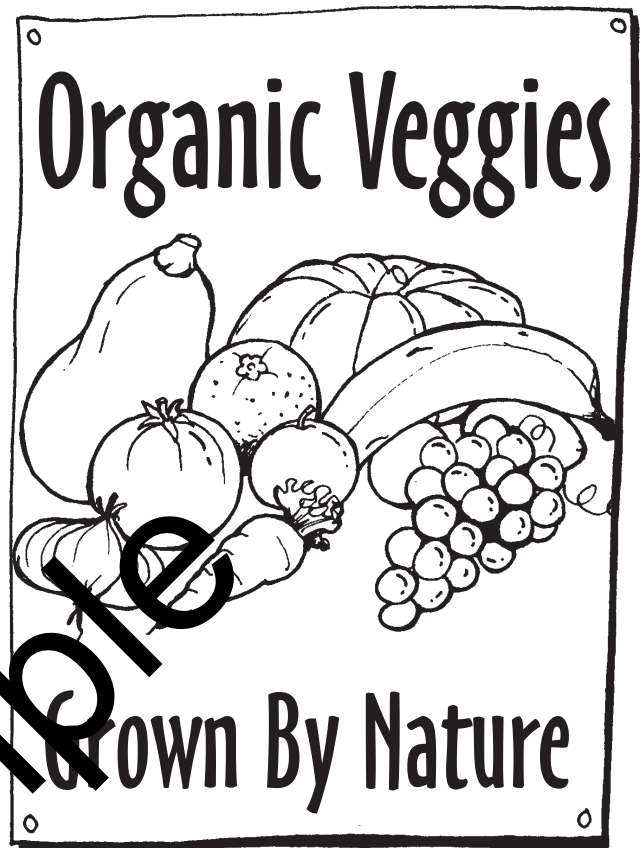


1. What is this advertisement persuading you to purchase?

2. What four adjectives are used to persuade you to purchase this product?

3. What popular health slogan is used in this advertisement?

4. What does this health slogan mean?



1. What is this advertisement persuading you to buy?

2. What popular health slogan is used?

3. What does this health slogan mean?

4. Can you think of another health slogan for this product?

- ☐ Study the two advertisements on this page. Answer the questions below each one.



- | | |
|--|---|
| <p>1. Is this a healthy advertisement?</p> <p>_____</p> <p>2. What popular health slogan is used?</p> <p>_____</p> <p>3. What is this health slogan trying to persuade you to do?</p> <p>_____</p> <p>4. Who has created this advertisement and why?</p> <p>_____</p> <p>_____</p> | <p>1. Is this a healthy advertisement?</p> <p>_____</p> <p>2. What is it trying to persuade you to do?</p> <p>_____</p> <p>3. What popular health saying is used?</p> <p>_____</p> <p>4. What does this health slogan mean?</p> <p>_____</p> <p>_____</p> |
|--|---|

- ☐ Find your own healthy advertisement. Say what it is persuading you to buy or do, and what health message it contains.

- ☐ It's your turn! Create an advertisement for a healthy product. Imagine that your advertisement is going to appear in the local newspaper. Remember to include a healthy slogan which encourages healthy behaviours.

The template is enclosed in a rectangular border with small square handles at the corners. It contains the following elements:

- A large rectangular box at the top with rounded corners, intended for a headline or title.
- A large circular area on the left side with a jagged, sunburst-like edge, intended for a main image.
- A rectangular box to the right of the circular area, intended for a smaller image or text.
- A large oval shape below the circular area, intended for another image or text.
- A rectangular box at the bottom left, intended for text.
- A rectangular box at the bottom right, intended for text.

A large, diagonal watermark reading "Sample" is overlaid across the center of the template.

Section 3:

Creating A Healthy And Active Community

Sample



Activity

Our Healthy Class 1

Work together to look after each other and ensure that your class is a healthy and safe place.

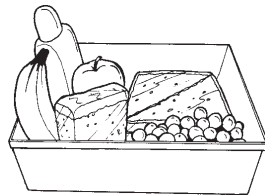
- ☐ Conduct a class survey by placing a tally mark under each action that your classmates do daily. Don't forget to count yourself.

There are _____ people in my class.



Drink water throughout the day.

Tally:



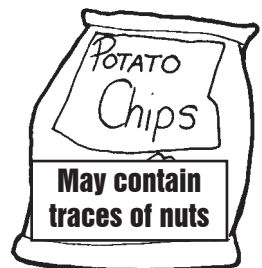
Make fruit a part of your lunch every day.

Tally:



Always put rubbish in the bin.

Tally:



Check with adults before sharing to avoid allergies.

Tally:



Wash hands after using the toilet, and before and after eating.

Tally:



Cover mouth when coughing, to avoid spreading germs.

Tally:



Look out for friends in the playground - play safely.

Tally:



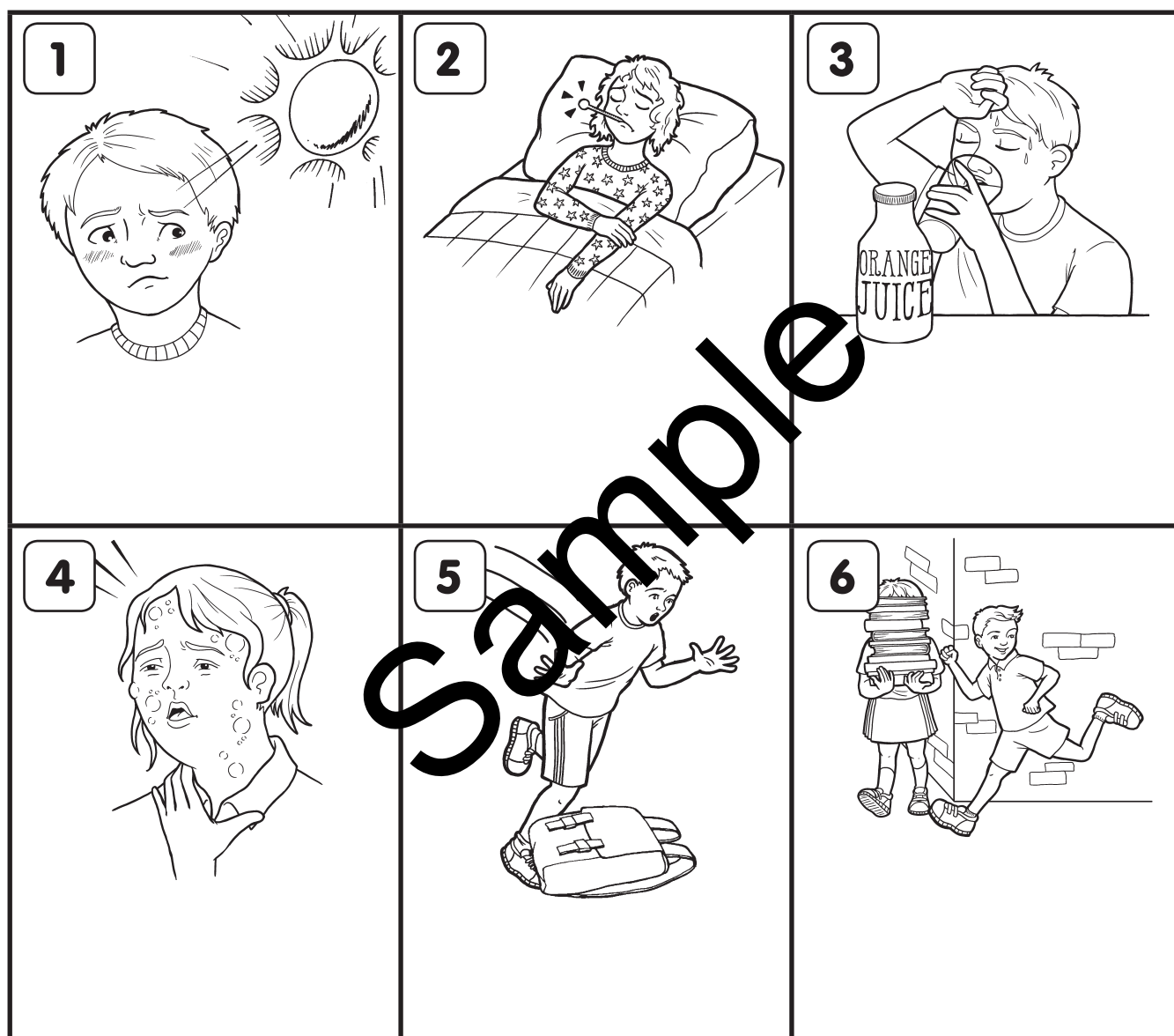
Follow the teacher's instructions.

Tally:

- ☐ Design a poster to show how your class is keeping healthy and staying safe.

Your actions keep you and others safe. We have to work together to prevent people from getting sick or having accidents. If we look out for each other, it makes a big difference.

Match the pictures to the preventative actions.



Do not run on the school grounds.

Only drink water during the day.

Always put your belongings away.

Always wear a hat when outside.

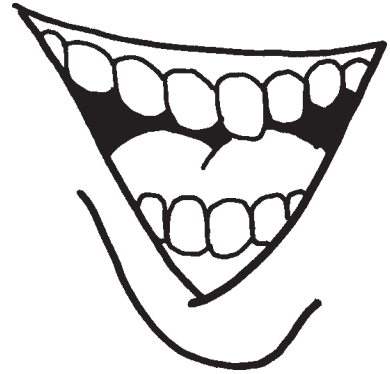
Cover your mouth when coughing.

Be aware that some children are anaphylactic.

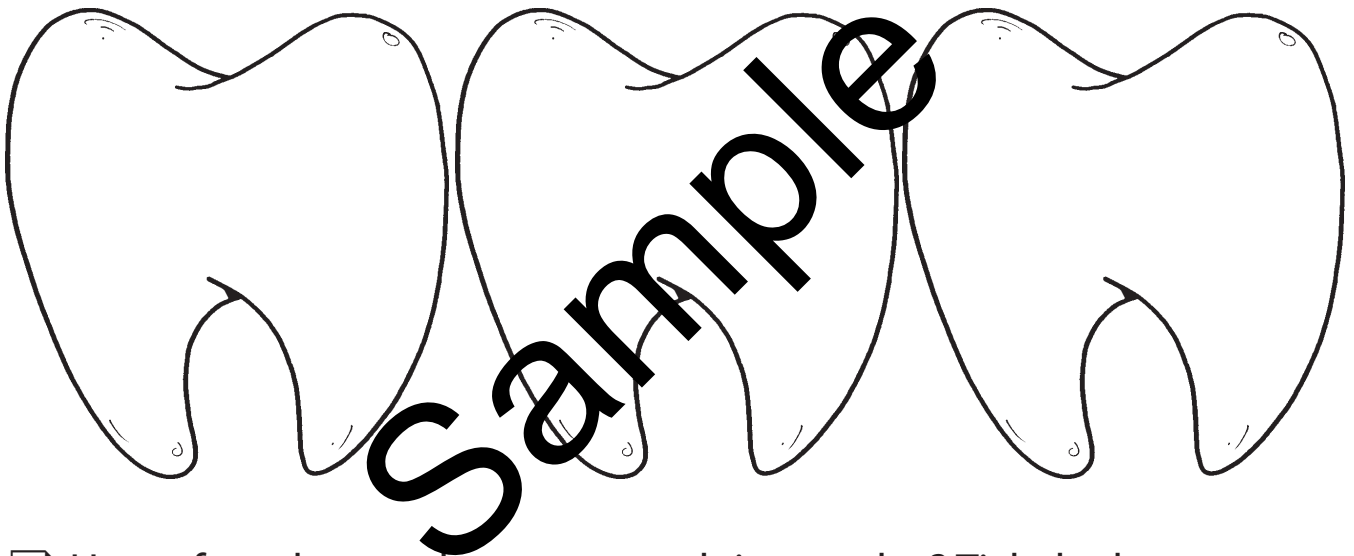
Activity

Fruit And Water Are Good To My Teeth

Regular fruit and water breaks throughout the school day will not only help to keep you feeling energised and hydrated, but will also prevent your teeth from decaying and keep them white and sparkling.



- ☐ In the teeth below, draw three of your favourite fruits that you like to snack on and that you regularly bring to school.



- ☐ How often do you clean your teeth in one day? Tick the boxes.

morning

☐

afternoon

☐

evening

☐




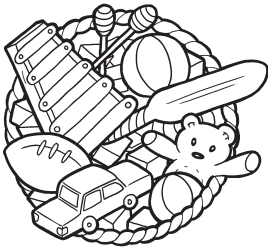





- ☐ Twice a day is excellent. There are other ways in which you can look after your teeth - drinking lots of water and staying clear of juices.

How much water did you drink yesterday? _____ glasses.



Understanding why particular actions keep us safe and healthy is important.

☐ Under each action write down why it keeps you healthy or safe.

<p>Cleaning your teeth.</p>  <p>.....</p> <p>.....</p>	<p>Washing your hands before and after you eat and after you use the toilet.</p>  <p>.....</p> <p>.....</p>	<p>Eating fruit daily.</p>  <p>.....</p> <p>.....</p>
<p>Putting away your toys.</p>  <p>.....</p> <p>.....</p>	<p>Drinking water.</p>  <p>.....</p> <p>.....</p>	<p>Going to bed on time.</p>  <p>.....</p> <p>.....</p>
<p>Fastening your seat-belt.</p>  <p>.....</p> <p>.....</p>	<p>Looking before crossing the road.</p>  <p>.....</p> <p>.....</p>	<p>Refusing to take lollies from strangers.</p>  <p>.....</p> <p>.....</p>

☐ Give yourself a big tick beside all of the actions that you do.

It is great fun to share with your friends. However, sometimes, people have special diets or allergies, and we have to be extra careful about the food that we share. If people eat something or come into close contact with foods that they are allergic to, they can develop a rash or need urgent medical assistance.

1. Tick what you or people who you know are allergic to. Add your own.

- | | | |
|-------------------------------|-------------------------------------|------------------------------------|
| <input type="radio"/> milk | <input type="radio"/> preservatives | <input type="radio"/> wheat |
| <input type="radio"/> eggs | <input type="radio"/> fish | <input type="radio"/> citrus fruit |
| <input type="radio"/> peanuts | <input type="radio"/> cheese | <input type="radio"/> _____ |
| <input type="radio"/> almonds | <input type="radio"/> soya | <input type="radio"/> _____ |



2. It is not hygienic to share everything. If we are sick, we can pass on our germs by sharing personal items. Tick what is not hygienic to share.

- | | | |
|----------------------------------|------------------------------------|---------------------------------|
| <input type="radio"/> toothbrush | <input type="radio"/> water bottle | <input type="radio"/> ice-cream |
| <input type="radio"/> toys | <input type="radio"/> juice | <input type="radio"/> clothes |
| <input type="radio"/> books | <input type="radio"/> hats | <input type="radio"/> chores |

3. Create your own advertisement to match the slogan "Sharing Is Not Always Caring".

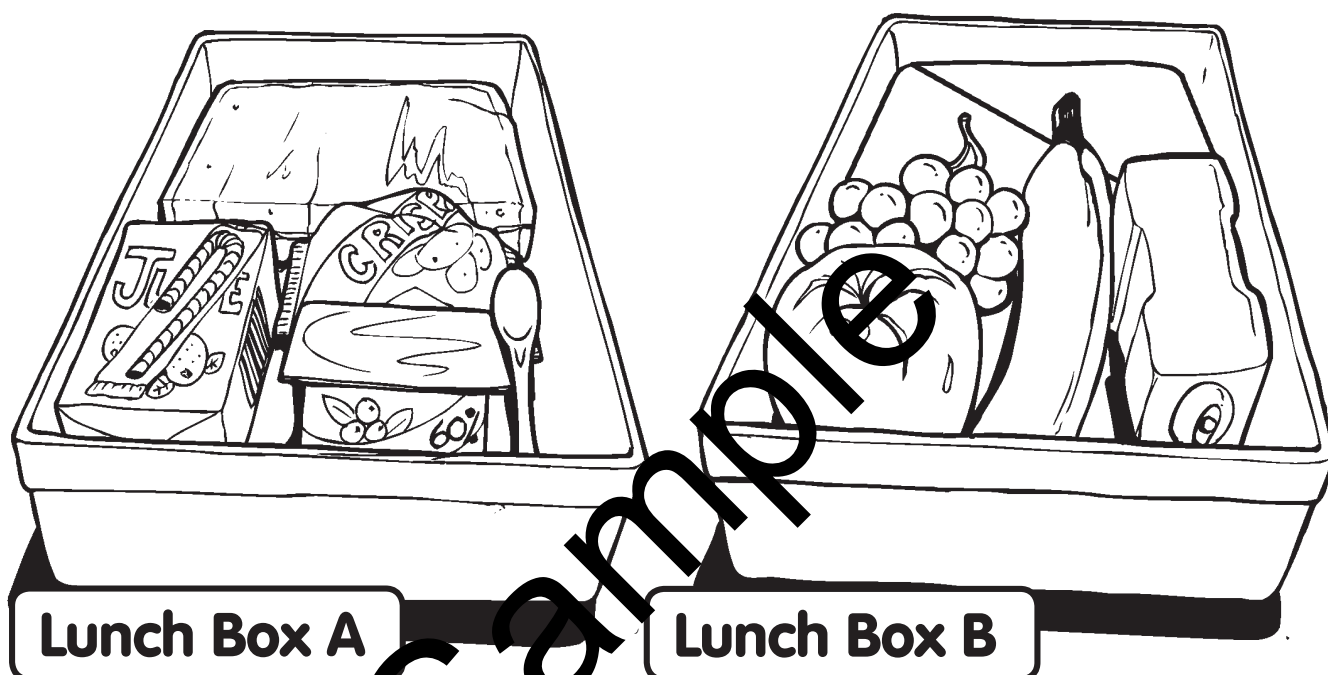
- ☐ It's important to celebrate taking care of ourselves and others. Can you plan an amazing menu for a class party. Make sure it is full of healthy choices and is nut-free! Draw, or cut and paste pictures of foods that you would serve.

Party Menu	
	

- ☐ Your little sister wants to know why the menu is nut-free. Explain here.
- _____
- _____
- ☐ Colour green two healthy foods and say why they are healthy below.
- _____
- _____
- _____

Reducing waste is one way of being sustainable at school. We can reduce waste at school by packing "litterless" lunches. This means packing food items in reusable containers instead of cling-wrap, etc. Fruit peels do not count as "litter" because they are biodegradable.

- ☐ Examine the lunch boxes below.



- ☐ What pieces of litter will be left over from lunch box A?

- ☐ What pieces of litter will be left over from lunch box B?

- ☐ Which is the most sustainable lunch and why?

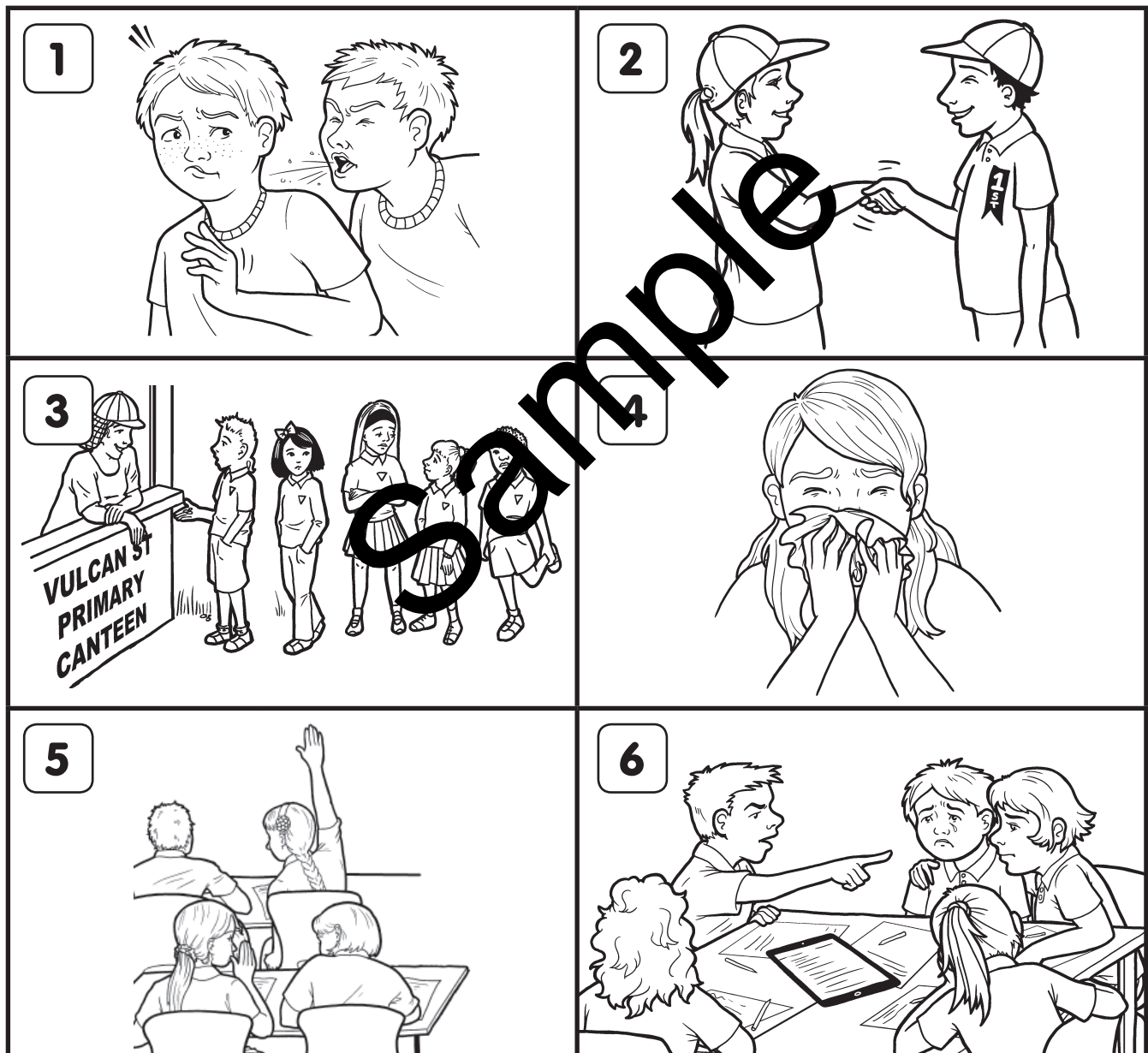
Activity

Being Fair And Respectful

Imagine a world where people did not cooperate. It would be chaos and not much fun to live in. No-one would share or be kind to each other. We must be fair and respectful towards each other to create a great place in which to live.

The Golden Rule: Treat others how you would like to be treated.

- ☐ Colour the respectful and fair behaviours in green. Colour the unhelpful behaviours red.



- ☐ In your workbook, draw and label your own examples of some children showing respectful behaviours, and other children showing disrespectful behaviours.