



AUSTRALIAN HEALTH
SERIES

Health

Workbook For Year 3



By Lisa Craig

**Title:**

AUSTRALIAN HEALTH SERIES

Health Workbook For Year 3

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Section 1:

Successes And Challenges Define Me

Sample



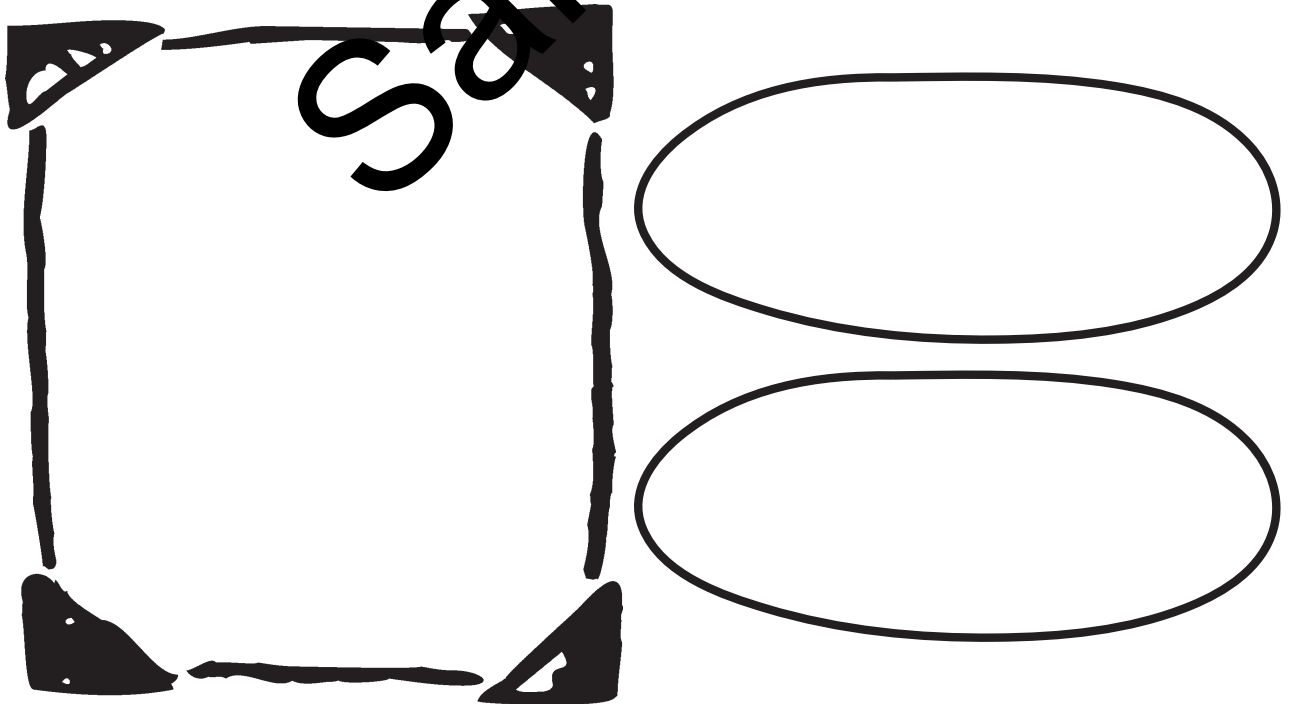
Activity

Successes

- When you achieve something it makes you feel even better if your family and friends say nice things about you.



- Draw yourself achieving something in the frame, then write down two things that your family and/or friends said to you about this success.



- Choose one of the sayings above and explain how it made you feel.

Activity

The Recipe Of My Success

- ☐ You experience successes in your life because of your personal qualities.

a cupful of
confidence

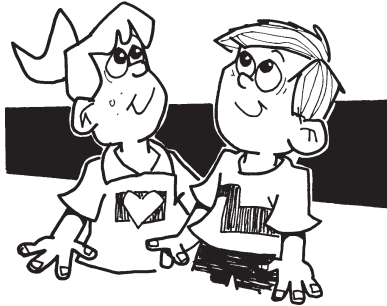
a teaspoon
of tidiness

a pinch of
patience

a sprinkle of
stubbornness

a splash of
sympathy

a dollop of
determination



= ME!

a handful
of honesty

- ☐ Write your personal qualities around the bubbling pot, to reveal the recipe of your success. The words at the bottom of the page might help you.



thoughtful
dreamy
dependable
friendly
shy
unselfish

cheerful
bright
respectful
lively
brave
generous

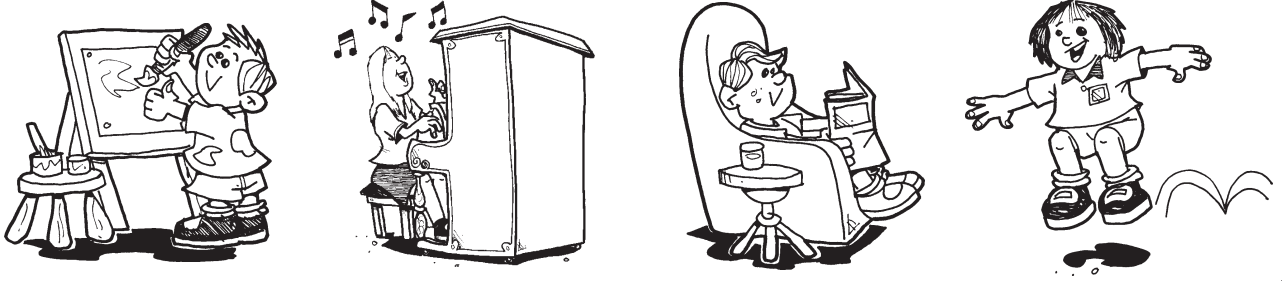
energetic
creative
funny
adventurous
curious
artistic

kind
caring
sporty
sensible
neat
well-mannered

Activity

My Talents Make Me Successful

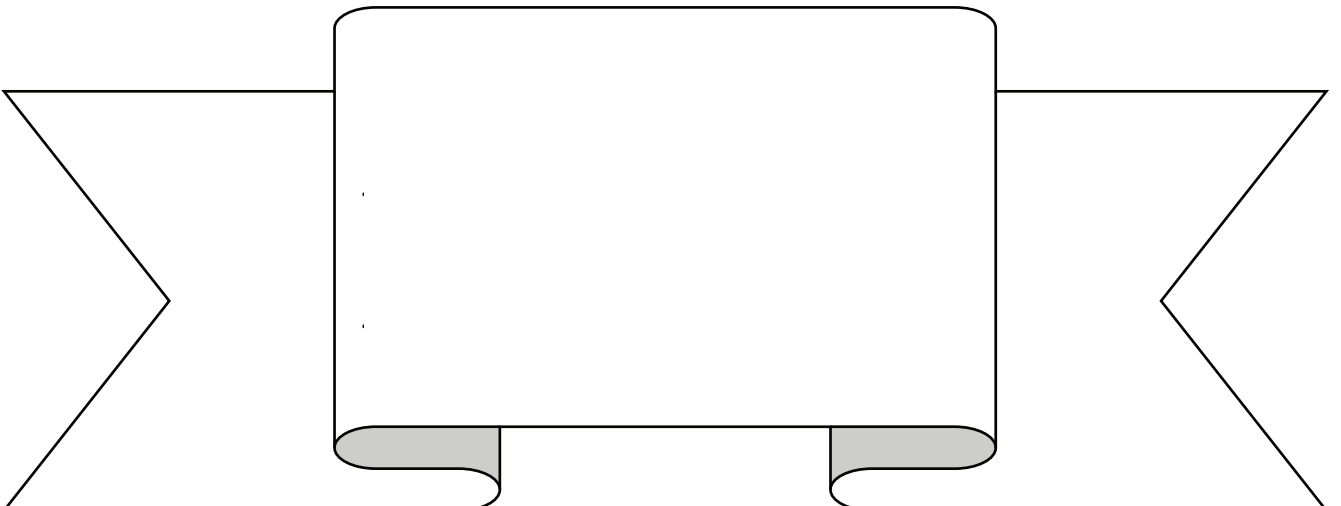
Everyone has talents that are admired by other people. You might be a creative artist, a great singer, a good reader or a talented acrobat.



- ☐ Write down the names of seven classmates below. Then write down their talents. Question people in the class to find out their talents. Include yourself! If you are unsure of your talents, ask your peers and teachers.

Name	Talents
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8. ME!	



- ☐ Award yourself a decorative badge for being talented.




Activity

My Family Is My Passport To Success

1. Your family makes you who you are. They create and develop your personal qualities. Complete the My Family Passport below.

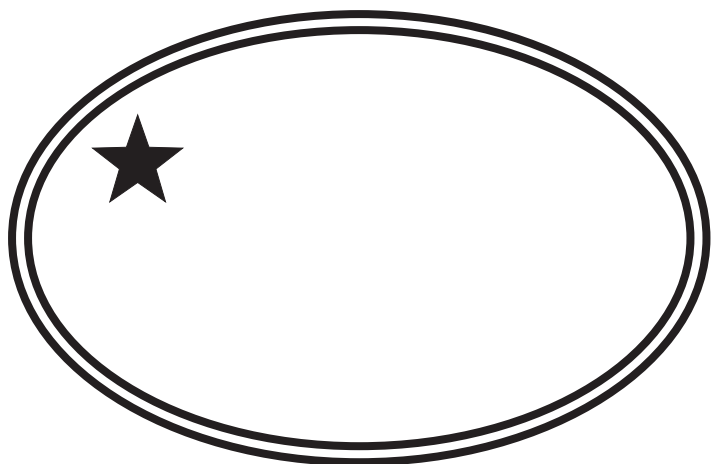
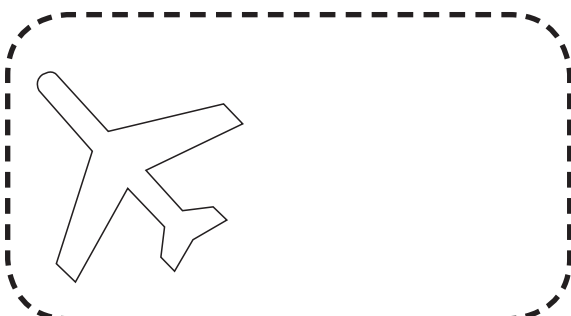
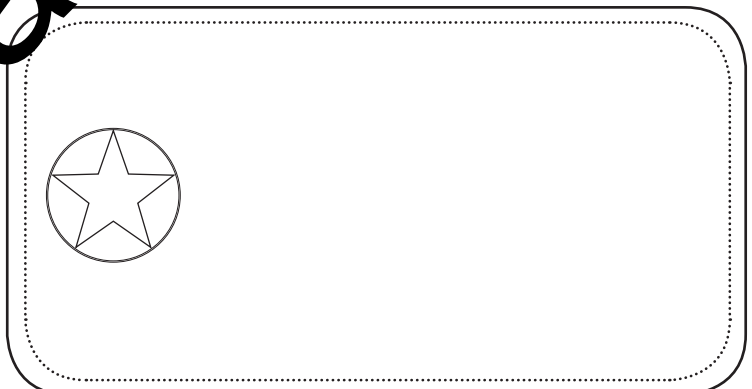
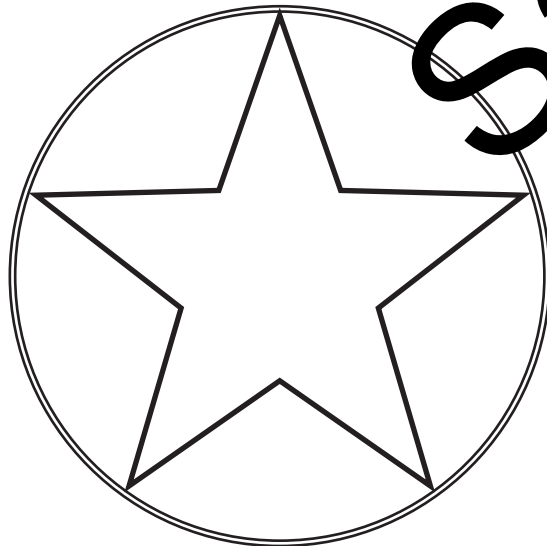



MY FAMILY PASSPORT



<p>My family members and pets:</p> <div style="border: 1px dotted black; height: 100px; width: 100%;"></div>	<p>An important rule in our house:</p> <div style="border: 1px dotted black; height: 100px; width: 100%;"></div>	<p>Places we go to develop my talents/qualities:</p> <div style="border: 1px dotted black; height: 200px; width: 100%;"></div>
<p>Manners my family insist on:</p> <div style="border: 1px dotted black; height: 100px; width: 100%;"></div>	<p>What we do together:</p> <div style="border: 1px dotted black; height: 100px; width: 100%;"></div>	

2. Fill in the passport stamps with information about your family.



Activity

My School Helps Me To Develop

- ☐ Your school helps you to develop in many ways - four of these ways are illustrated below. Explain HOW the school teaches you to develop in the illustrated ways (e.g. rules in place, excursions, facilities available, school projects, etc.).

My school teaches me to respect others.



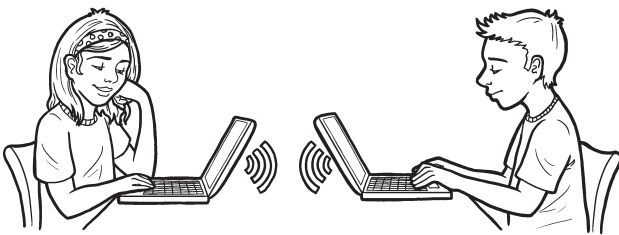
HOW: _____

My school teaches me to care for the environment.



HOW: _____

My school teaches me that knowledge is important.



HOW: _____

My school teaches me to celebrate difference.



HOW: _____

Activity

My Class Environment

A classroom that is well-lit, well-ventilated, spacious and decorative, will help you to learn and achieve. You must help keep your classroom a great environment in which to learn.

☐ Draw a bird's eye view of your classroom.

What do you like about your classroom?

Why?

"If you feel good, you will work well."

What would you change about your classroom to make you even more proactive?

☐ Draw yourself doing your favourite classroom job.

List some jobs that students could do to keep the classroom tidy and pleasant.

Activity

Classroom Safety Affects Me

- ☐ Schools can help us to achieve and develop. We should work together to help keep our classrooms positive environments in which to work. Look at these children working in their classroom.



- ☐ What messages would you like to send to the children in this classroom to help them keep their classroom a positive environment in which to achieve.

MESSAGE 1: _____

MESSAGE 2: _____

MESSAGE 3: _____

MESSAGE 4: _____

MESSAGE 5: _____

MESSAGE 6: _____

MESSAGE 7: _____

Sometimes you might find school work or a daily task challenging. We can't be successful at everything all of the time. Challenges can make us stronger. Asking for help is a good way to tackle a challenge.

- ☐ Read the challenges, then list possible people who you could seek help from in each case.

1

You are struggling with a Maths task set in class. All your friends seem to be working through the task independently.

I would ask ... _____

2

You have been asked to deliver a speech at assembly in front of the whole school. You are nervous.

I would ask ... _____

3

You seem to be the only one at the tennis club who can't hit the ball over the net. Your partner is getting a bit frustrated with you. You are worried she might ask someone else to be her partner.

I would ask ... _____

4

A recent challenge I faced ...

I asked ... _____

Activity

Optimistic Thinking

- ❑ A great way to conquer a challenge is to think positively! If you think you can't do something, chances are, you won't. If you think you can do something, chances are, you will! Turn the children's negative thoughts into positive ones below. The first two have been done for you.

NEGATIVE THINKING

POSITIVE THINKING

I know I won't get picked for the volleyball team.

But I've already been chosen for the basketball team.

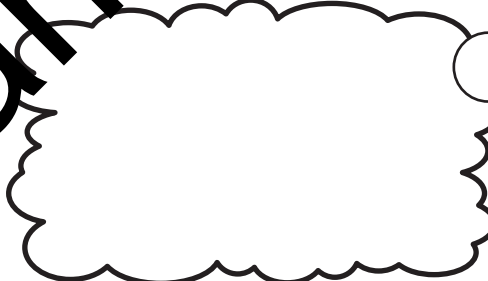


I know I'll come last in my Maths test today.

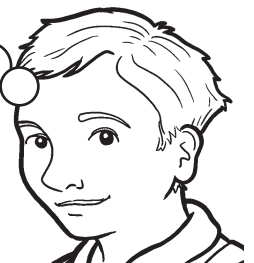
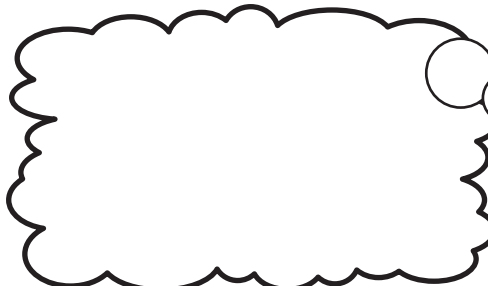
I came first in my English test though, and if I do extra Maths at home, I might improve!



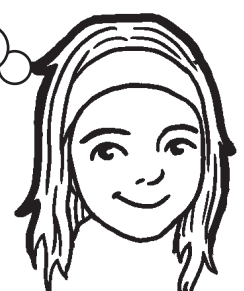
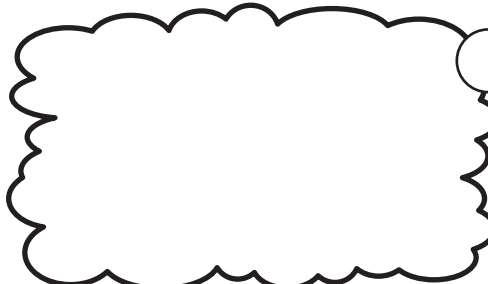
45% in my Japanese test
No Xbox for a month!



I've got nobody to play with.



The teacher never picks me for anything.



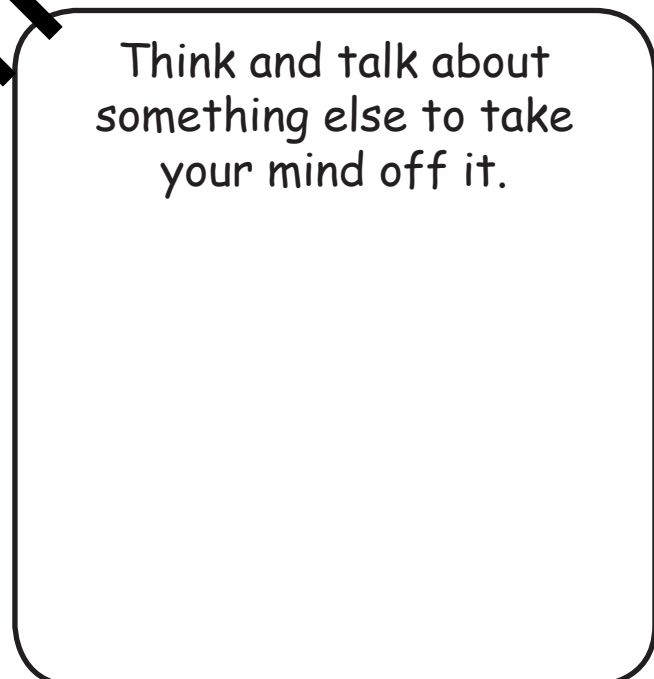
Activity

Responding Positively

- ☐ We all have bad days, when everything seems to go wrong. Responding positively to bad situations, will help you to cope.



- ☐ Draw or find and print out an illustration for each positive thought below.



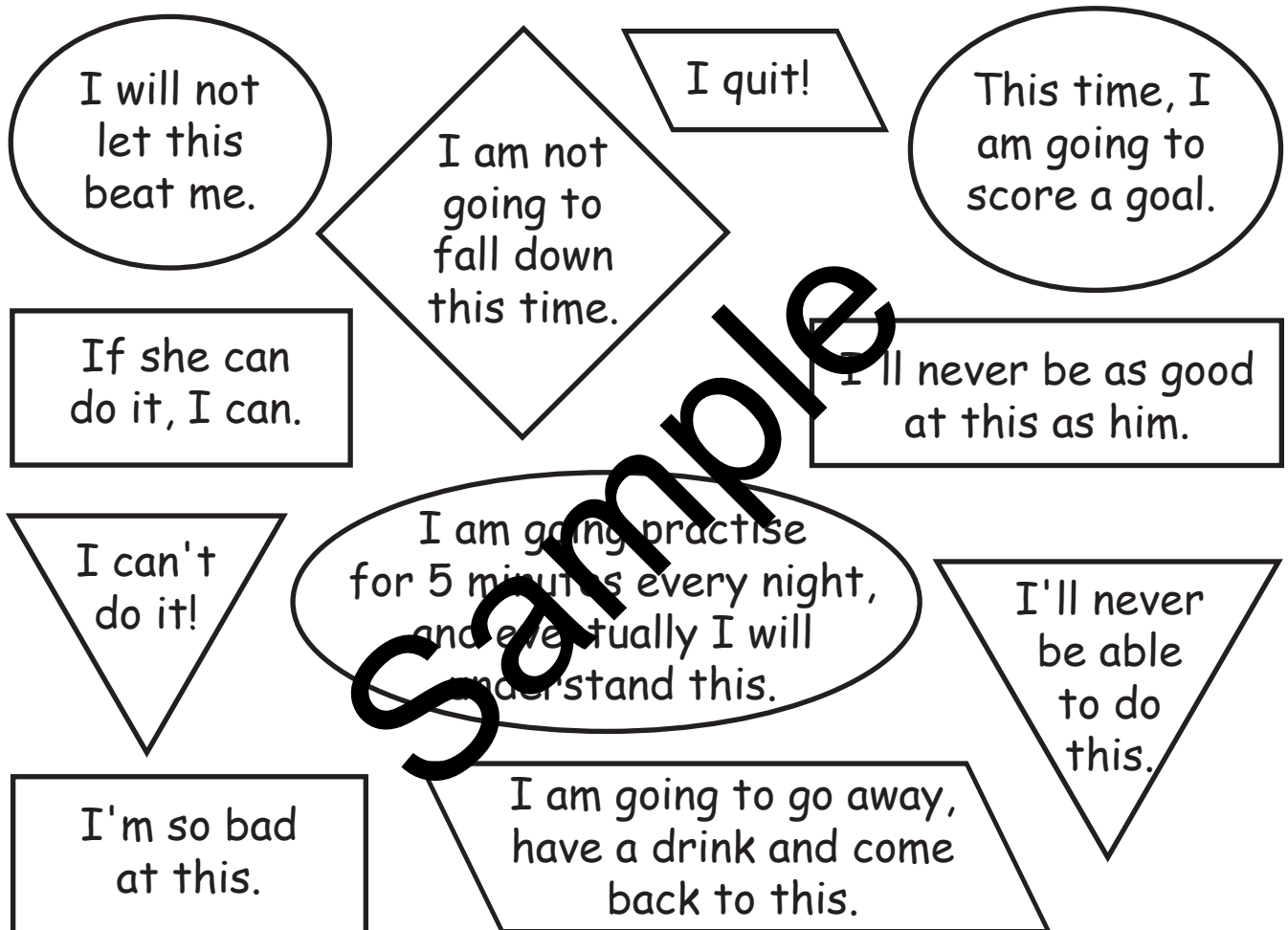
- ☐ **Extra:** Have you used any of the above strategies for coping with life's rough patches? In your workbook, describe a time when you were feeling that everything was going wrong, but some positive thinking helped you turn a bad day around. You can write a description or draw a cartoon. Share your experience with a friend.

Activity

Persistence

Have you heard of this popular saying, "If at first you don't succeed, try and try again"? This saying is about persistence. Remember, it often takes many tries at something to master it.

- ☐ Colour in the attitudes that show persistence. Colour in the attitudes that show that someone has given up!



- ☐ Write three more sure-fire tips for sticking at something.

TIP 1: Practise a little bit every night.

TIP 2: _____

TIP 3: _____

TIP 4: _____

You are faced with challenges every day. Some are big challenges that need thinking about and require planning, while other challenges can be more easily met with a little extra effort and perseverance. Whether it's living up to your role as a prefect, mastering the monkey bars at a local park or conquering long division, taking on a challenge is a great way to test yourself and develop new skills.



- ☐ Read through the following challenges. Put ticks in the D (definitely), M (maybe) or NW (no way) columns to show the probability of you accepting each challenge.

Challenges	D	M	NW
1. Going a whole day without screen-time.			
2. Mastering a handstand.			
3. Keeping my room tidy for a whole week without being asked.			
4. Including someone who seems lonely at school in my group of friends.			
5. Conquering a fear (of spiders, heights, the dark, etc.).			
6. Reading every night this week.			
7. Mastering a magic trick to perform in front of others.			

1. Have you marked any of the challenges NW? If so, say why you wouldn't consider taking on this challenge.

2. Which challenge appealed to you the most? Can you try it straight away or does it need some planning?

3. Do you have a challenge that you are working on now? Share it with a peer.

- Read the story "Toby's Challenge", then answer the questions on the following page.

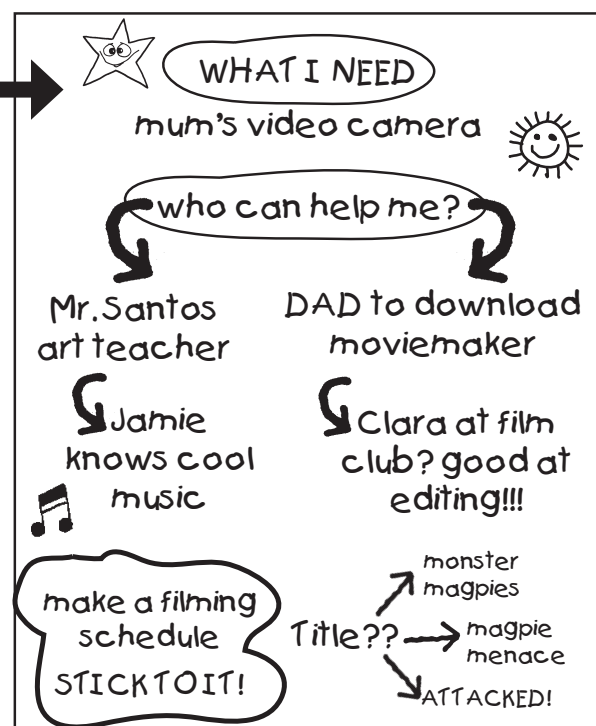
Toby had been afraid of magpies for as long as he could remember. He'd never been pecked, but the sound of whooshing wings every spring on his shortcut across the park sent shivers down his spine. He'd tried everything to ward off the magpies: donning egg-carton eyes, waving a cricket bat wildly over 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.



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' behaviours. 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



- ☐ Continue to read "Toby's Challenge", then answer the questions below.

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."

1. What made Toby face his fear?

2. How did he turn his fear into something positive?

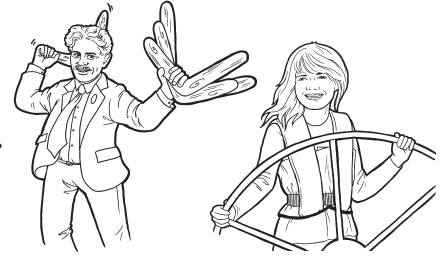
3. How did Toby feel after conquering his fear? Use evidence from the story to support your ideas.

4. What fear have you conquered in your life so far? How did you do it?

Activity

Meeting Challenges 4

- ☐ Research the life of an Australian who took on an extraordinary personal challenge and succeeded. Complete the framework below with your research. Below are some suggestions, but you could also look at your own family for inspiration.



Jessica Watson

Cathy Freeman

Nancy Bird-Watson

Neville Bonner

Robyn Davidson

Bill Roycroft

Ruby Langford Ginibi

Akram Azimi

Peter Cosgrove

Faith Bandler

Mama Jude

Lily Ah Toy

NAME & BIOGRAPHICAL DETAILS	
PERSONAL CHALLENGE/S	
ACHIEVEMENTS	
PERSONAL QUALITIES	

- ☐ Share with the class what you found extraordinary about the person who you have researched, and how they have motivated or inspired you.

Section 2:

Coping With Change

Sample



As we grow older, things do not stay the same - things change. Some changes take some adjusting and getting used to. Some changes can be good changes. If you are sad about changes, you can talk to people about them to help you accept them.

- ☐ Read the two examples of change below and say who you would talk to, to help you cope with these changes.

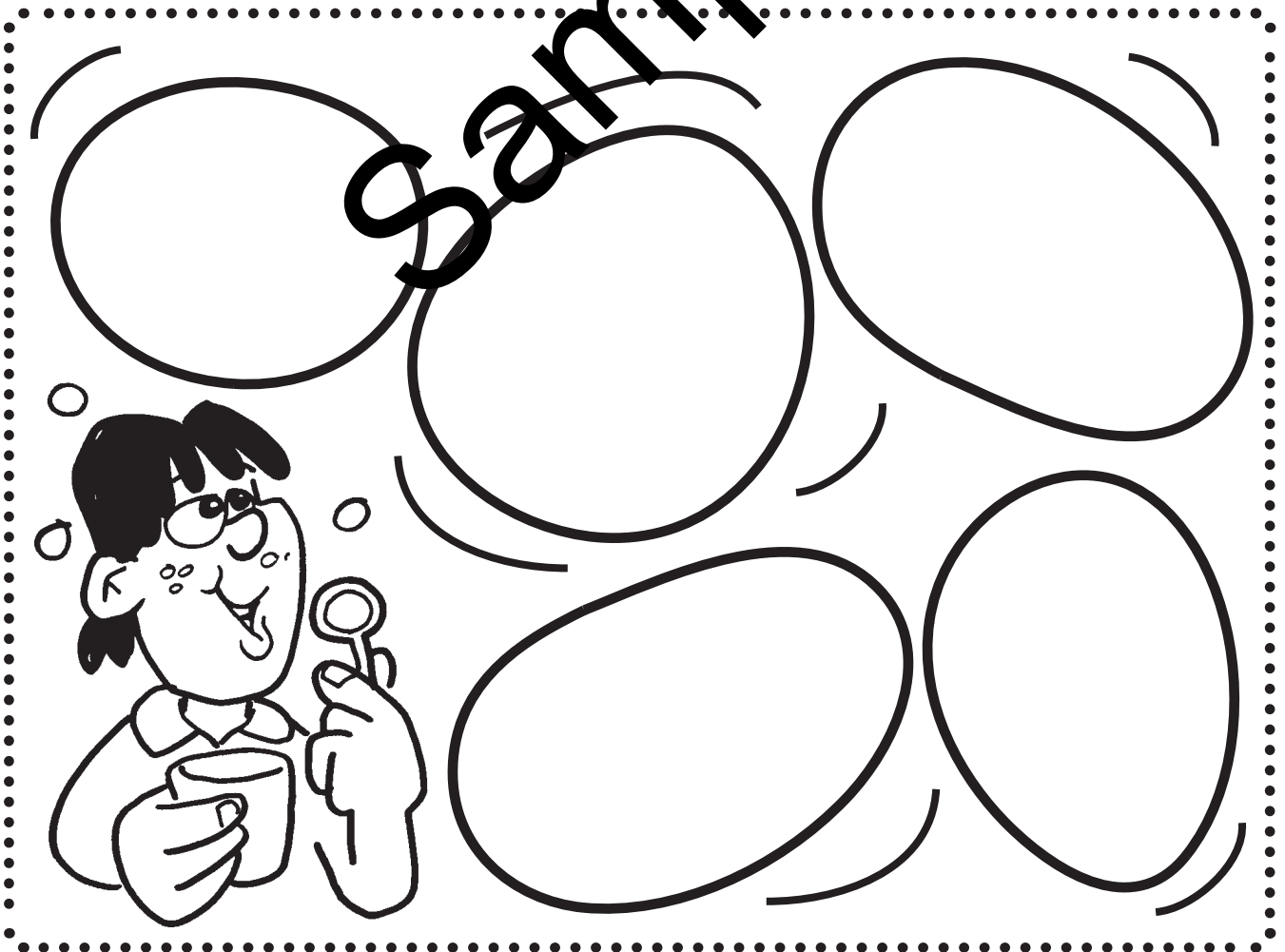
Change 1

Your father has a new job and so you are moving house. This means you will be changing schools.

Change 2

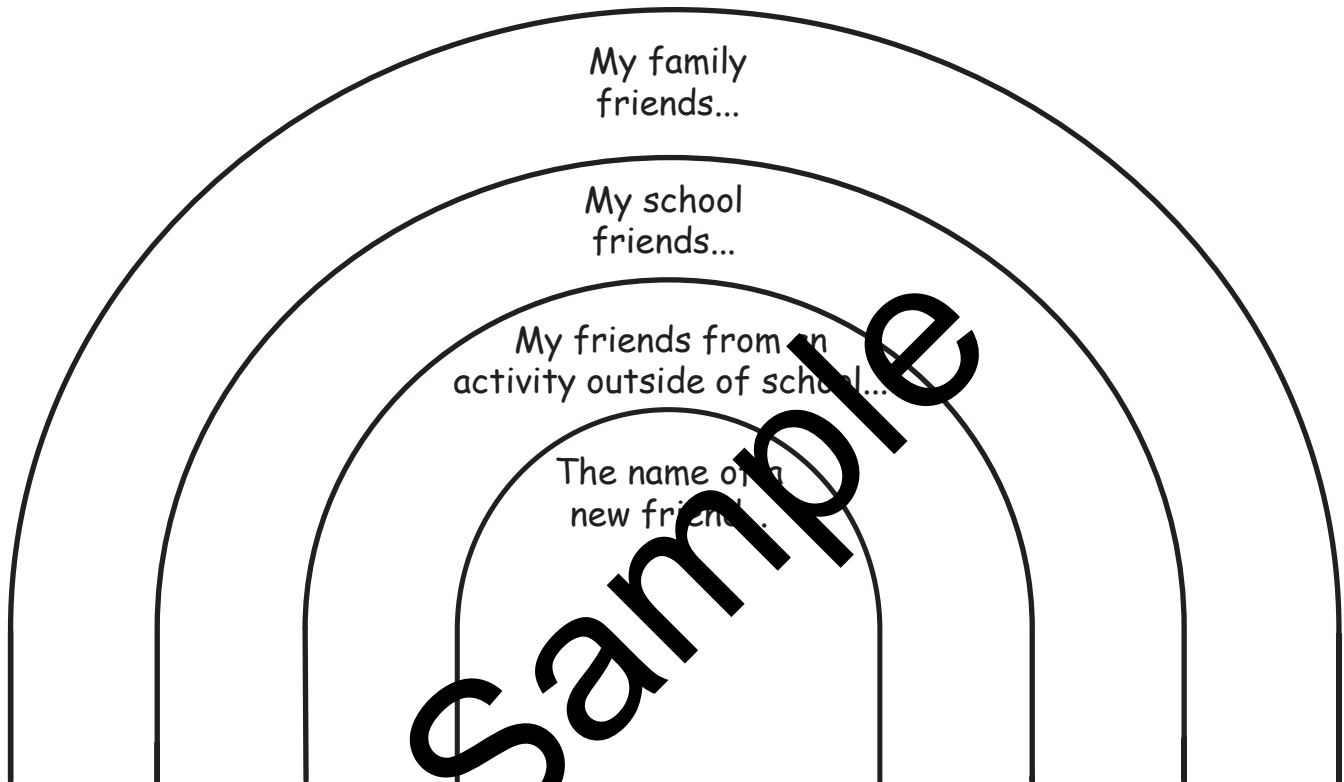
Your fish died today while you were at school.

- ☐ List some changes that you have experienced in your life so far in the bubbles below. They can be good changes. Say how each change made you feel.



As you get older, your circle of friends expands. This is a change. This happens because you have more contact with your community and participate in more leisure and sporting activities. You make more friends outside of your family circle.

1. Write the names of your friends in the rainbow below. Colour your rainbow.



2. In this table write what you like doing with these groups of friends.

Friends From My Family Circle	Friends From School

3. Have you got a friend who has moved away from your area or left your school? Do you still keep in contact with him/her? Say how.

1. Read the following sayings about friends and friendship. Match the sayings with their meanings.

1 A friend is someone who likes you just the way you are.

2 Wishing to be friends is quick work, but friendship is a slow ripening fruit.

3 The bird - a nest, the spider - a web, a person - friendship.

4 Hold a true friend with both your hands.

5 Friends are those rare people who ask how you are and then wait for the answer.

Meanings	Nº
A. Friendship is a place where a person feels safe and comfortable.	
B. Friendship takes time and effort to grow.	
C. Look after your good friends because they can be hard to find.	
D. A friend does not want to change how you look and feel.	
E. Real friends listen to what you have to say.	

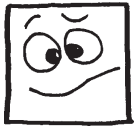
2. What is the longest friendship that you have had so far? Say how many years you have known each other, how you met and how often you see each other. What do you like doing together?

1. Think about the friends that you played with last year and compare them with the friends that you have at the moment. Complete the following statements.

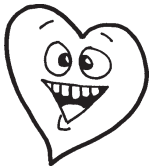
☆ Last year I played with ...



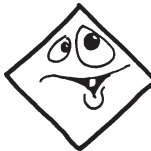
☆ We liked to ...



☆ Now I hang out with ...



☆ We like to ...



2. How have your friendships changed over time? Put a tick next to the statements that are true for you.

A. Many of my friends come from outside my family circle.	
B. My parents introduce me to other children to play with.	
C. I have a few friends who I consider to be best friends.	
D. I mainly play with girls.	
E. I mainly play with boys.	
F. I have more freedom to choose my own friends now than I used to.	
G. Some of my friends belong to a group I'm involved in after school.	
H. I don't have a best friend, I play with lots of different friends.	

Section 3:

Staying Safe

Sample





1. Nobody likes to feel uncomfortable or unsafe. Complete the sentences below.

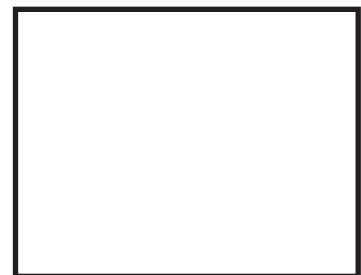
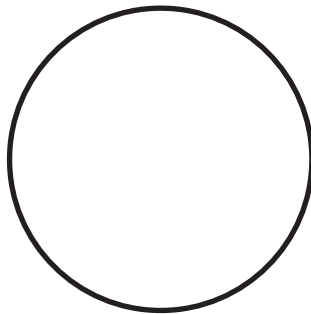
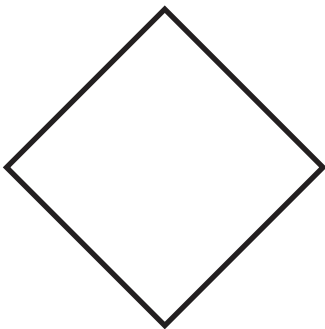
I feel safe when _____

I feel comfortable when _____

I feel uncomfortable when _____

I feel unsafe when _____

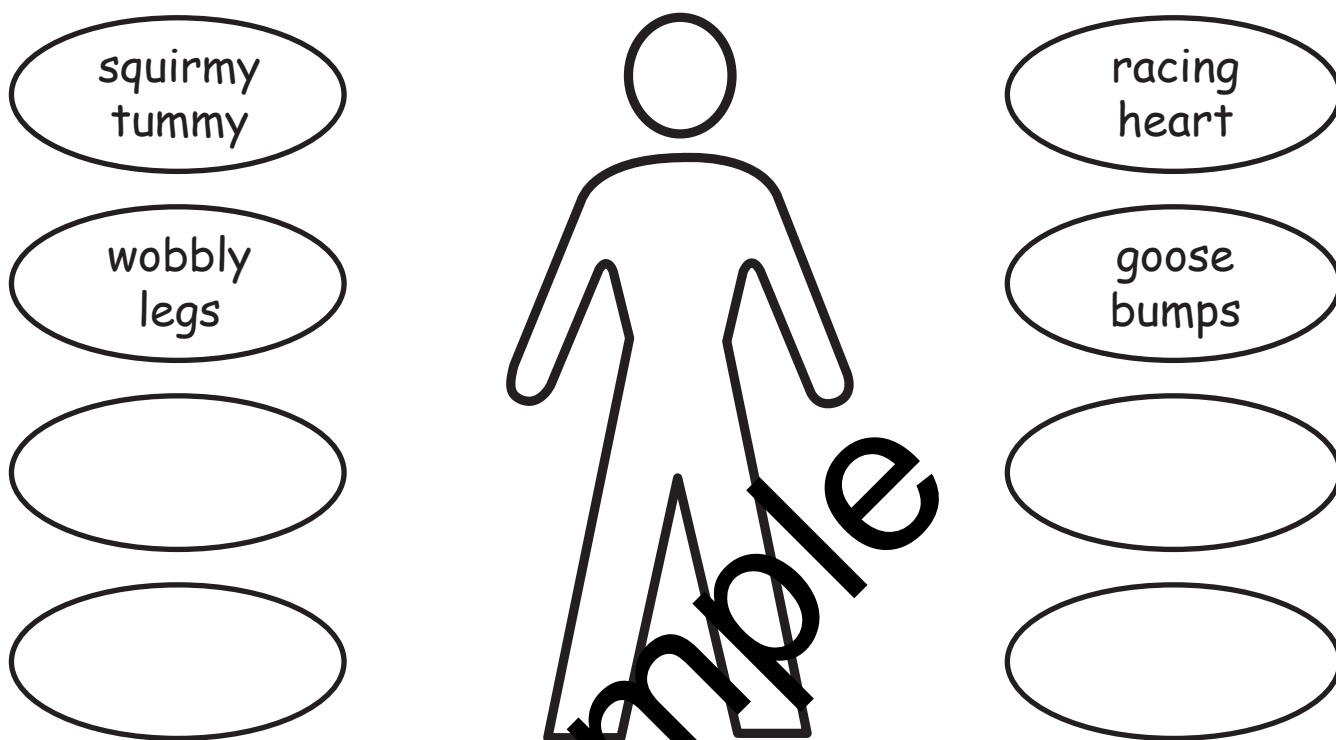
2. Draw signs that you see around your school, in shops and in the street that help you to stay safe. Explain briefly how these signs help you to stay safe.



Activity

Feeling Unsafe Or Uncomfortable

1. When we feel unsafe or uncomfortable about a situation, our body sends us signals. Think about a time when you felt uncomfortable or in danger. On the diagram below, label how different parts of your body reacted. There are some ideas to start you off.



2. Look at the map of Safety Town. Colour and label the safe places on the map where you could go to get help if you were in danger.




3. Discuss and prioritise the places that you have identified.

Being **assertive** means standing up for yourself by letting others know calmly how you feel and what you want. If you feel unsafe or uncomfortable you must be assertive. Below are some of the ways that you can assert yourself.

1. Use words like, "No", "Stop", or "Leave me alone".
2. Stand up straight and look the person who you are talking to in the eye.
3. Use confident body language as you speak, such as raising your hand.
4. Use a calm even tone of voice. Don't shout.
5. Stand at a distance from the person.


☐ Imagine that you are the person trying to assert yourself in each of the following scenarios. Write what you could say in the speech bubbles.

1




Give me your canteen money. Come on, hand it over!


Sample




2




Would you like to try a cigarette?



3



Hello! Do you want a lift home?



Section 4: My Wellbeing

Sample



The playground is where you can chat and play with friends, practise physical skills or simply let off steam after concentrating in class. To make the most of your time in the playground and to enjoy your activities, it's important to play safely.

- ☐ Study these situations in the playground. Think about how the children's actions could lead to injuries. In the space under each image, write a playground rule that could prevent these injuries.

1



PLAYGROUND RULE 1

2



PLAYGROUND RULE 2

3



PLAYGROUND RULE 3

4



PLAYGROUND RULE 4

- ☐ Choose one of the risky situations on the previous page or think about an accident in the playground that you experienced or witnessed. Fill out this Accident Report. (You can invent addresses and phone numbers, etc.)

Name Of School: _____



STUDENT INFORMATION

Full name: _____

Age: _____ Date of birth: _____

Names of parents/caregivers: _____

Address: _____

_____ Postcode: _____

Phone contact numbers: _____



DESCRIPTION OF ACCIDENT

Date of injury: _____ Day: _____ Time: _____

Place: _____

Describe student's injuries: _____

Describe exactly what happened: _____

Who was called to assist the student? _____

Signed: _____ Date: _____

- ☐ There are times when you might not be feeling well at home or at school. Write down who you should tell if you are feeling unwell.



IF AT HOME: _____

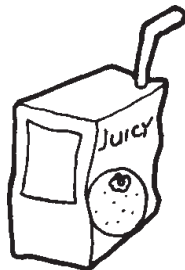
Who gives you medicine? _____

IF AT SCHOOL: _____

Who gives you medicine? _____

Medicines contain substances that treat illnesses, injuries and diseases.

1. Look at these images. Colour in the products that are medicines.



2. Complete this sentence:

I should not take medicines by myself because _____

Activity

Medicines And Drugs

- ☐ Drugs and medicines come in a range of forms. Draw an example of each type of medicine specified below, then draw a medicine that you have taken before.

Tablets

Cream

Liquid

Gas (inhale)



- ☐ Drugs are found in many common substances. Draw an example of each substance and state the drug that each one contains.

Tea

Coffee

Beer

Drug _____

Drug _____

Drug _____

Tobacco

Cola Drinks

Drug _____

Drug _____



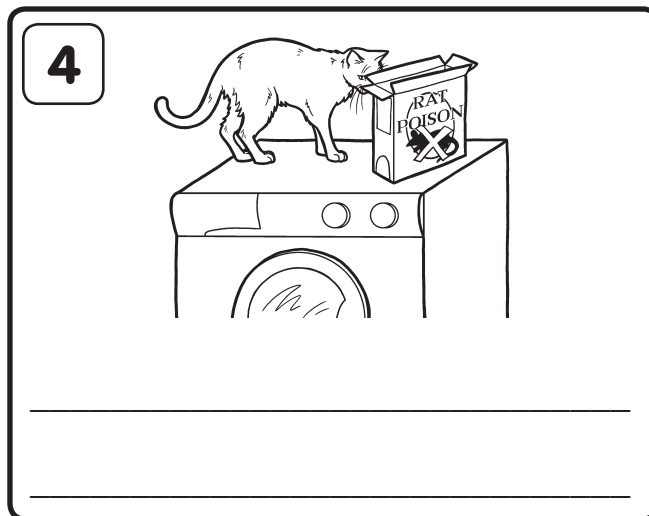
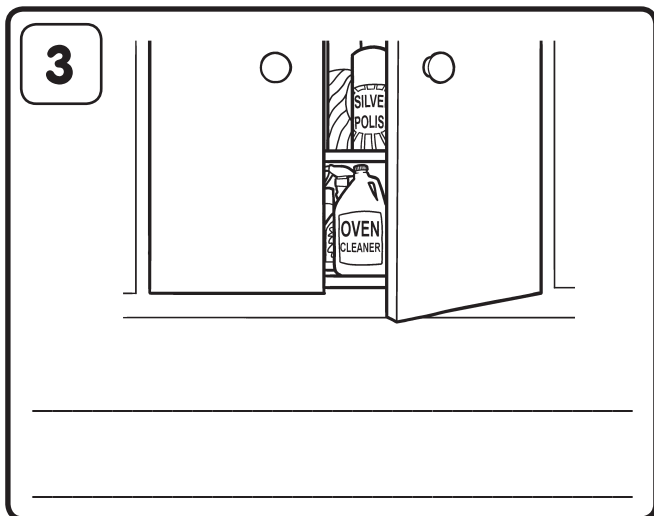
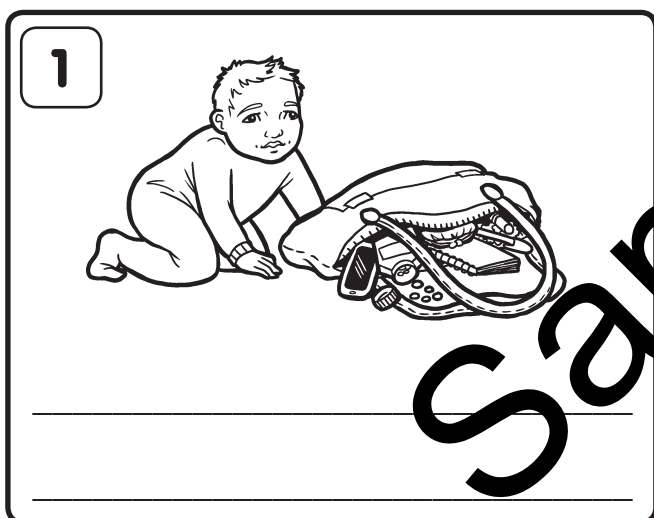
Medicines and other potentially dangerous household products should be stored in places which children cannot reach. If you take medicines when you do not need them, or if you take too many medicines, they can harm you. Many household products contain substances that are poisonous to people and pets.

Where is a safe place to store medicines and household products?

A safe place is one that:

- a child can't see and is out of reach;
- is at least 1.5 metres above the floor;
- has child-resistant locks.

☐ Study and describe the risks in these images.



EXTENSION: Go to the Triple Zero (000) website at: ► www.triplezero.gov.au to learn how to make a Triple Zero (000) call in case of an emergency.





Activity

Warning Labels

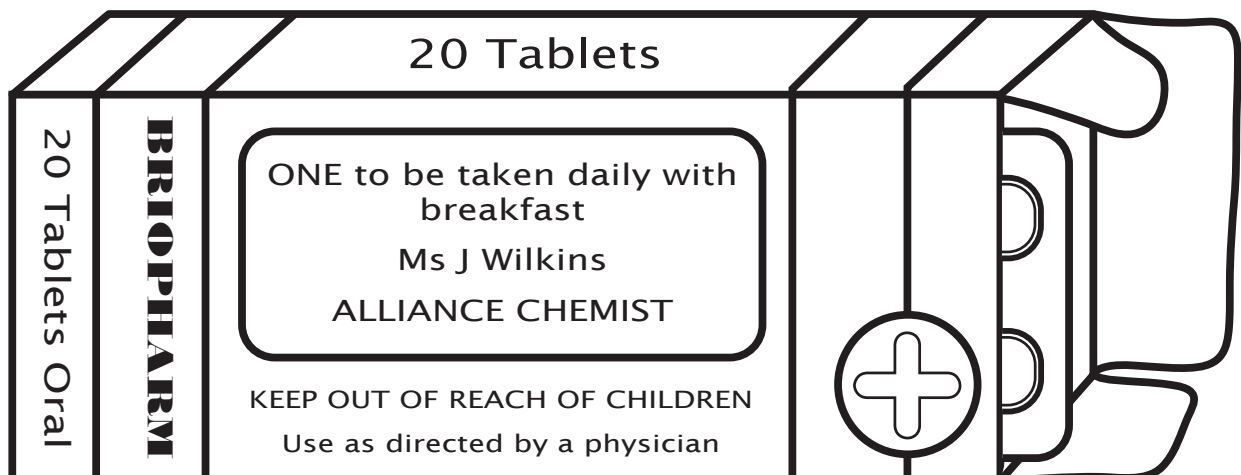
Medicines and household products contain labels that give you information about the substances that they contain. If a substance is hazardous, the label will warn you about the effects of swallowing or touching such substances.

- ☐ What do the following safety label symbols on these products mean? Choose an answer from the descriptions below.

- a. Can cause breathing problems if inhaled. c. Product can burn skin.
b. Product is poisonous. d. Can catch on fire/is flammable.

			
1 → <input type="checkbox"/>	2 → <input type="checkbox"/>	3 → <input type="checkbox"/>	4 → <input type="checkbox"/>

- ☐ Highlight on this packet the information that tells you that this substance could be harmful if it is not taken in the correct way.



The foods that we eat either come from plants, from animals or are produced by people. Foods contain nutrients such as vitamins, minerals, proteins, carbohydrates and fats. These nutrients are essential for a healthy body because they give us energy and help us to grow.



1. Organise the listed foods under their source headings.

pork chops spaghetti eggs cheese broccoli walnuts butter
breakfast cereal lettuce sausages steak tomato jelly soy sauce

PLANTS	ANIMALS	PRODUCED

2. Fill one box with foods that you can have for lunch that only come from plants (1). Fill the other box with foods that are produced by people (2).

1

2

3. Share your drawings with a friend. Which lunch box do you prefer and why? What would you like to add to each box to make the lunch more suited to your taste?

You are attracted to food by the way that it tastes and its appearance. You taste food with taste buds that are located on your tongue and in other parts of your mouth. People have between 3,000 and 10,000 taste buds ready to tell you if a food has a bitter, sweet, salty, sour or umami (savoury or meaty) taste.

1. Draw lines to match the foods with their tastes.

FOODS

curry

honey

lemon

dark chocolate

cheese

meatball

peach

potato chips

TASTES

sweet

salty

sour

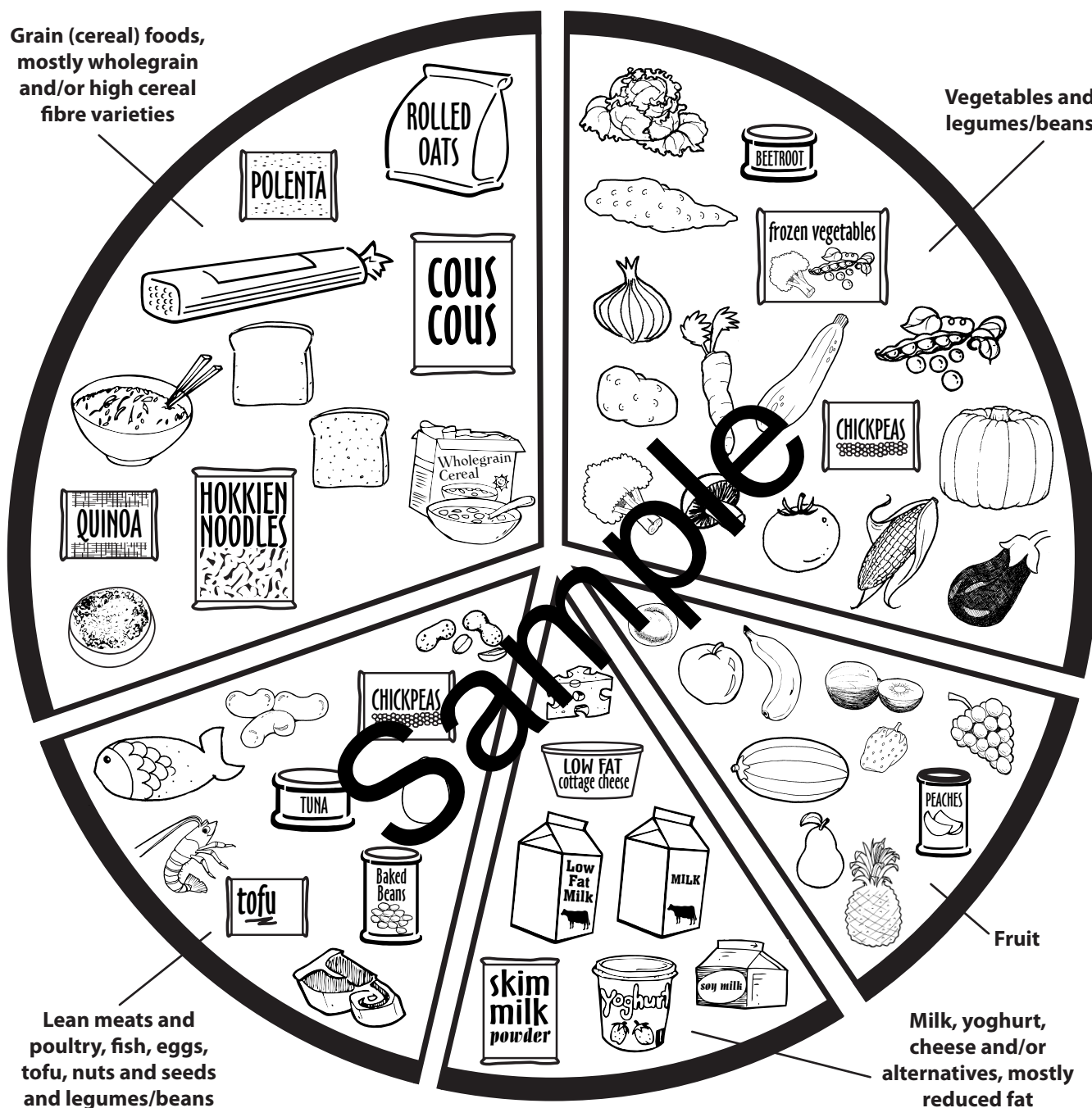
umami

You are also attracted to the colour of a food. Did you know that the orange carrots that you are used to eating, only appeared about 400 years ago? Before that, carrots were white, yellow, red and even purple!

2. Find out what colours tomatoes can be, then colour the tomatoes below these colours. What coloured tomatoes have you tasted?



THE AUSTRALIAN GUIDE TO HEALTHY EATING 1



Use small amounts



Drink plenty of water



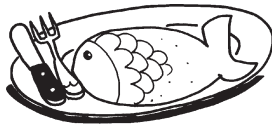
Only sometimes and in small amounts



Activity

The Australian Guide To Healthy Eating 2

- The Australian Guide To Healthy Eating on the previous page explains the different food groups and the recommended amounts from each group that you should include in your diet. Use The Australian Guide To Healthy Eating as a guide to put these foods under the correct headings in the table.



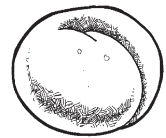
fish



low-fat yogurt



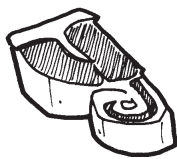
olive oil



peach



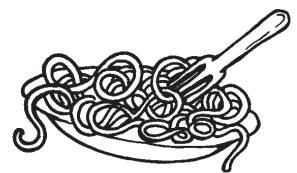
hot chips



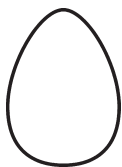
lamb chops



breakfast cereal



spaghetti



eggs



nuts



cake



broccoli



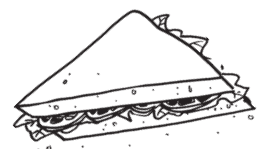
ice cream



butter






pineapple



salad sandwich

Eat Most	Eat Moderately	Eat In Small Amounts

1. Work with a peer. Look at what these children ate today for breakfast, lunch, dinner and snacks. Discuss the food choices for each child. Think about the recommendations from The Australian Guide To Healthy Eating on page 38.

	 OLIVE	 ELLA	 JAMES
Breakfast	Glass of milk with sugar and two biscuits.	Toast with Vegemite and water.	Cereal with fruit and milk and a fruit juice.
Lunch	Cheese and ham sandwich, grapes and a juice box.	Tuna and salad wrap, an orange and a chocolate milk.	Pasta, baked turkey, rice pudding, and a soft drink.
Dinner	Chicken nuggets, peas, and fruit salad (tinned).	Noodles with Asian green, a jelly and a banana.	Grilled sausage, chips with ketchup, a small salad and a fruit yoghurt.
Snack foods	Pear, an apple and a chocolate bar.	An ice cream and a piece of carrot cake.	Dried fruit, cupcake and a banana.

2. Select one child from above. Use three different coloured highlighters to sort the foods that the child ate into: Eat Most, Eat Moderately and Eat in Small Amounts. Tick which category most of the child's food choices fall.

Eat Most ____ **Eat Moderately** ____ **Eat in Small Amounts** ____

3. Make notes and recommendations about the child's daily food choices in the table below.

Child's name: _____

EAT MOST FOODS IDENTIFIED:

MY RECOMMENDATIONS FOR HEALTHY ALTERNATIVES:

- ☐ Think about what you ate yesterday. Record your food choices for breakfast, lunch, dinner and snacks in the food diary below.

MY FOOD DIARY

BREAKFAST

LUNCH

DINNER

CRUNCH SNACKS

DRINKS

REFLECT ON YOUR EATING HABITS

1. In which part of The Australian Guide To Healthy Eating do most of the foods that you ate yesterday fall?

2. Which meal did you like the most? Give a reason.

3. Who did you eat your meals and snacks with yesterday?

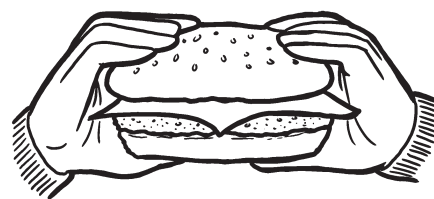
4. How could you have changed some of your food choices to make your meals or snacks healthier?

5. Did you snack yesterday because other people were snacking?

Activity

The Great Cheeseburger Debate

- ☐ Included in the list of Eat in Small Amounts in The Australian Guide To Healthy Eating are many fast foods like: cheeseburgers, sausages and hot chips. Let's look more closely at some of the reasons why cheeseburgers are placed in this category.



Burger bun:	White flour (bleached), yeast, added fructose (sugar, corn syrup), oil (canola, soybean), food preservatives, sesame seeds.
Meat patty:	Minced beef, pepper and salt seasoning.
Cheese slice:	Processed cheese slices (with added chemicals called emulsifiers to help the cheese keep its shape when it melts).
Sliced pickle:	Cucumbers, vinegar, water, salt, food preservatives.
Lettuce/onions:	Shredded lettuce and sliced onions.
Sauce:	Oil, vinegar, sugar, corn syrup, egg yolks, mustard, onion and garlic powder, food preservatives and food colouring.



The basic ingredients that make up this cheeseburger such as bread, meat, cheese, lettuce and onion are part of a healthy balanced meal. However, hamburgers and many other fast foods contain added fats, sugars, salt, food colouring and food preservatives that if eaten in excess can lead to **obesity and heart disease**.

- ☐ Where do you stand on the Great Cheeseburger Debate? Do you think you should cut down on cheeseburgers and other fast foods? Write your ideas here.

RESEARCH!!

- ☐ Mouth-watering cheeseburgers can be made with a variety of ingredients. Research some healthier low-fat, low-salt cheeseburger recipes that you can enjoy making at home with your family and friends. Here are some useful websites to start looking for healthy cheeseburger recipes:
- ▶ www.betterhealth.vic.gov.au/
 - ▶ www.kidspot.com.au
 - ▶ www.freshforkids.com.au/recipes/pdf/carrot_zucchini_burgers.pdf

You have been examining The Australian Guide To Healthy Eating which specifies the portions of different types of foods needed for a healthy, balanced diet. Now it's your turn to plan a tasty healthy dinner for the family. Look at the way the information about which foods to eat most can also be shown on a dinner plate:

Eat a large portion of veggies every day.



Fish, chicken, beans and nuts first. Eat sausage in moderation.

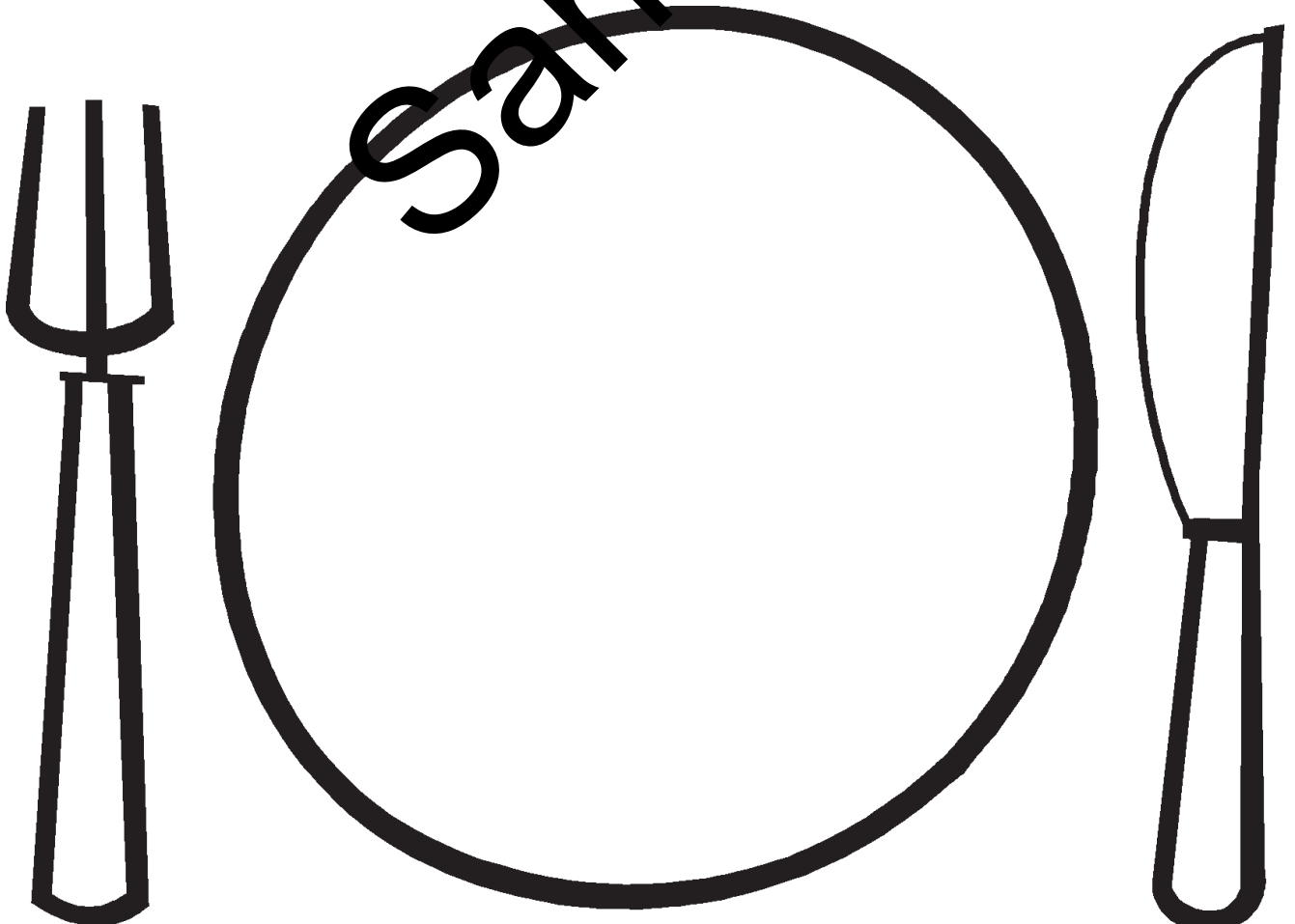


Wholemeal bread, pasta and rice. Eat white bread and white rice occasionally.

Fruits of all colours.

Cheese, milk, yoghurt

- ☐ Draw and annotate a square meal on this plate. Use the example above to help you. You could plan your dinner in your workbook first.



Eating a large portion of veggies provides us with essential vitamins, minerals and fibre. Find out what these super veggies do to keep you on top of your game.

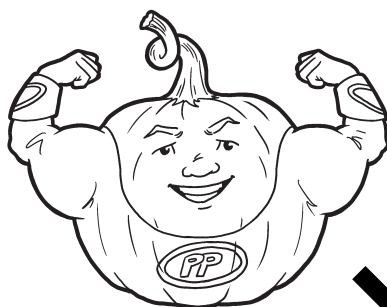
- ☐ Look at just some of the nutrients that broccoli, pumpkin and mushrooms contain. Research the functions of these nutrients in your body. Complete the table below with your research.



Brilliant BROCCOLI

Nutrients:

Vitamin C, Vitamin A,
Vitamin E, Vitamin K,
Vitamin B6, Calcium, Iron,
Dietary Fibre, Selenium



Powerful PUMPKIN

Nutrients:

Vitamin A, Vitamin C,
Vitamin E, Iron, Dietary
Fibre, Thiamin, Niacin,
Riboflavin, Phosphorus



Magnificent MUSHROOMS

Nutrients:

Vitamin D and B12,
Calcium, Dietary Fibre,
Folate, Potassium,
Riboflavin, Biotin, Niacin

Nutrient	Function In The Body
Vitamin C	
Vitamin A	
Vitamin B6	
Folate	
Riboflavin	
Vitamin D	

- ☐ All these foods are good sources of **dietary fibre**. What function does dietary fibre have in our diet?

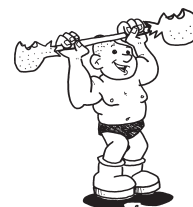
ON THE MOVE

A balanced diet is one step towards achieving a healthy life - the other step is being active. Physical activity is essential for keeping our bodies in good shape and our minds alert. Read the top seven reasons why you should be on the move.

1

It makes your bones and muscles stronger.

Putting weight on bones during physical activity helps to grow new bone tissue. Muscles become stronger when they push and pull against bones.



2

It helps you to maintain a healthy weight.

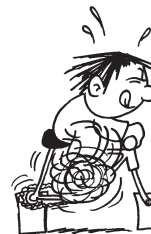
Overweight people are vulnerable to diseases, even in their teens. Being active burns up calories that you get from food so that you don't put on weight.



3

It's great for keeping your heart fit.

Your heart is a muscle. When you exercise, your heart exercises too. It becomes more efficient at pumping blood around your body and delivering oxygen.



4

Develops balance and agility.

Exercise builds skills to get you ready for sports and activities that require quick reflexes and balance. Great for ballet, basketball, soccer, and skateboarding.



5

It helps you to relax or let off steam.

Physical activity sends chemicals to the brain that can help you to relax and feel happier. Learning new exercises can also boost your self-confidence.



6

It can improve your learning.

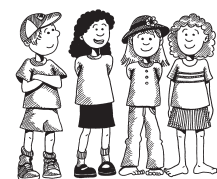
It's true! Exercise sends more oxygen to the brain and fires up neurons that transmit messages. Being fit can improve your memory and thinking skills.



7

It's a way of meeting and making friends.

Whether it's playing in the park, helping on a beach clean-up or joining a sports club, you're bound to meet new people, who can turn into good friends.



☐ Can you think of another good reason for doing physical activities?

Activity

Increase Physical Activity Levels

1. Look at this cartoon. What do you think the father and daughter are saying? Fill in the cartoon's speech bubbles. Share your ideas with a partner.



2. Write down three excuses that people usually give for not doing physical activity.

Excuse 1

Excuse 2

Excuse 3

3. Draw the next frame in the cartoon, where the daughter convinces her father to go outside and play Frisbee. Suggest two arguments that the daughter might have used. Use the information on the previous page to help you.



Are you investing in a healthy future?

To develop your physical fitness, it is recommended that you have at least one hour a day of physical activity that leaves you huffing and puffing, your face a bit flushed and perhaps a little sweaty. That's how you get active!

- ☐ In the spaces below, write the physical activities that you engaged in last week and the approximate time that you took to complete each activity. Don't forget that walking or riding your bike to school counts too!

Activity: _____
Time: _____

Activity: _____
Time: _____

Activity: _____
Time: _____

Activity: _____
Time: _____

Activity: _____
Time: _____

Activity: _____
Time: _____

Answer the questions based on the information above.

1. How long in total did you spend doing physical activities? _____
2. Now subtract the time that you spent each day watching T.V., playing video games and sitting in front of the computer. _____
3. Do have more active time or sitting down time? _____

Sitting down time (being sedentary) in front of a computer or a T.V. screen for more than two hours a day can be harmful to your health. It's not healthy for you because:

- sitting down for hours each day can lead to you becoming overweight or obese;
- you might be snacking on sugary or fatty foods in front of the T.V. or computer;
- you are not getting enough physical exercise;
- you are missing out on fun with family and friends.



- ☐ Not everyone likes organised sports or doing physical activities on their own. However, there are plenty of everyday activities that you can do to work towards your target of at least one hour of physical activity a day.

Work with a partner. Look at the following scenes and propose how you could make this into a physical activity. Report your ideas to the class.

1

You go to the shop with your Mum



2

Your Dad is gardening outside.



3

You watch a music video clip on T.V.



4

Your dog is sitting by the back door.



Section 5:

Active And Fit

– The Benefits

Sample



SQUARE EYES

- The Australian Health Survey conducted in 2012 found that approximately 26% of children aged between 5 and 17 years of age were overweight or obese.
- Children who spend more screen-time each day are less likely to play sport.
- Children who have more screen-time see more advertising, including food advertisements.
- Children are more likely to snack in front of a T.V. screen.
- With so many T.V. channels, children have a greater choice of programmes to watch.
- More than 50% of primary school children spend two hours or more each day watching T.V.
- Recommended screen-time for primary school children is no more than two hours a day.

Screen-Time And Using Electronic Media

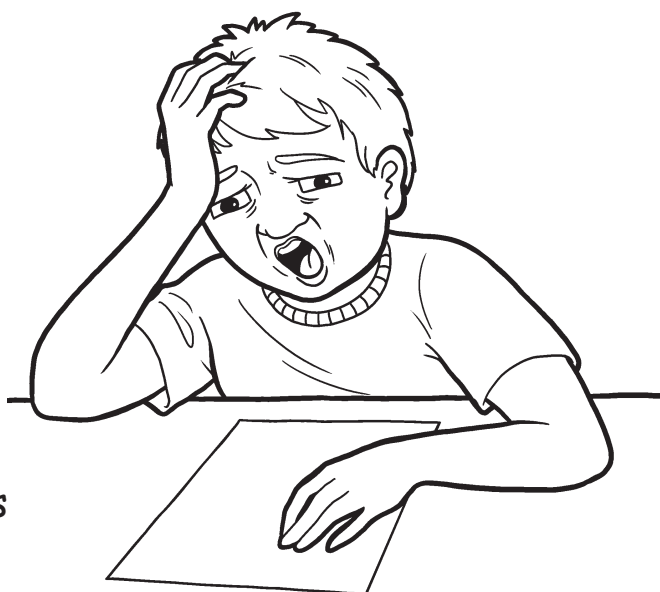
Having too much screen-time can affect your health now and in the future, especially if you are not managing to do at least one hour a day of "huff and puff" physical activity.

Too much media-time and screen-time can reduce:

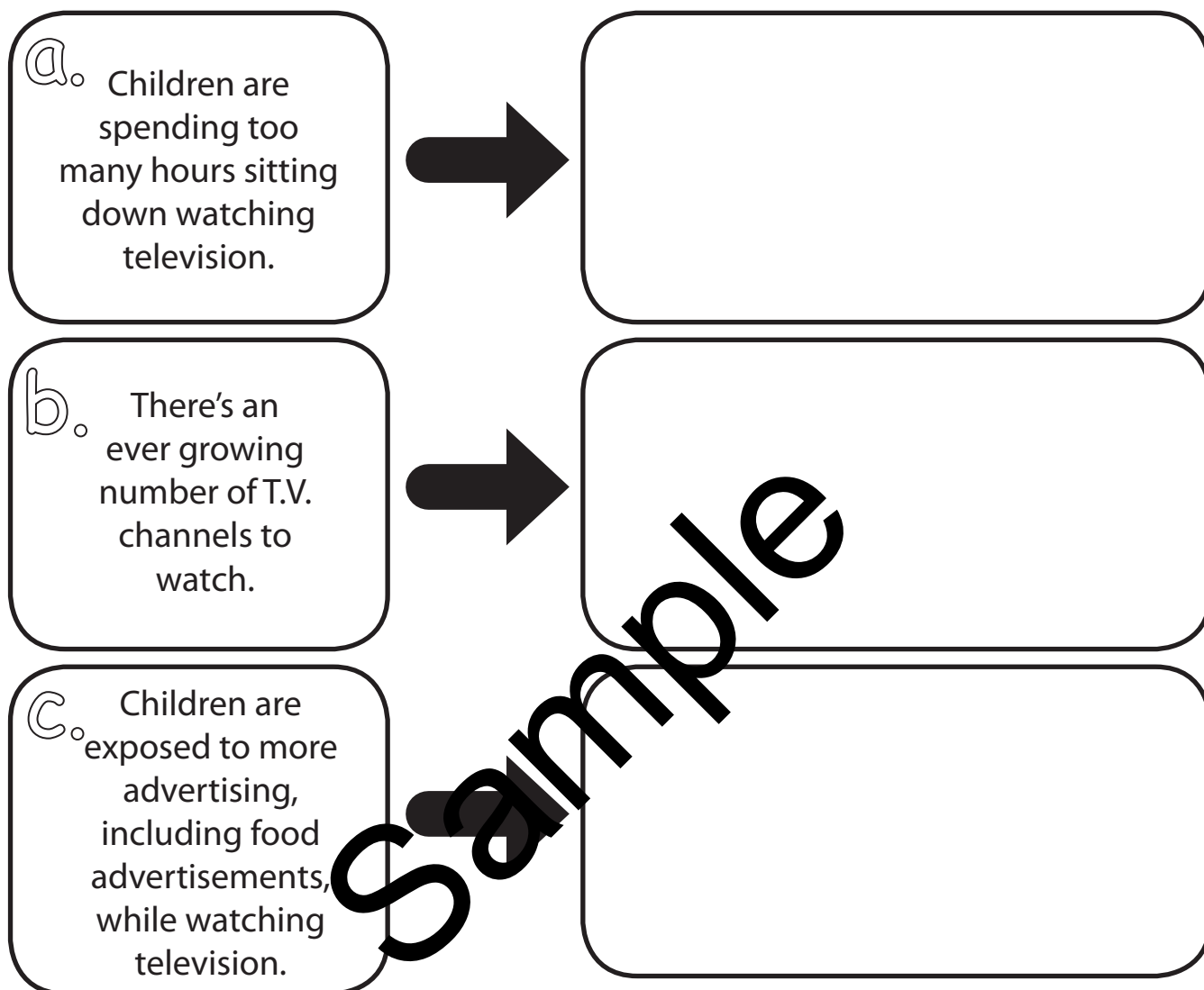
- time spent with family;
- time playing with friends;
- time reading;
- time spent on homework.

Too much media-time and screen-time can create:

- sleeping problems;
- problems with your weight and joints;
- problems in your relationships with other people;
- problems concentrating at school.



1. Complete the cause and effect flow chart based on the information on the previous page.



2. Look at the image on the previous page. Why are children who watch too much television referred to as having “square eyes”?

3. How can too much screen-time affect a child's performance at school?

4. What is the recommended limit for screen-time and electronic media per day? Why do you think more than 50% of primary school children exceed this limit?

Activity

My Screen-Time

1. Monitor and record your screen-time over a period of one week. Ask a family member to help you to do this. Record your screen and media-time in hours and minutes.

Name: _____ Dates: _____ to _____

	T.V./DVDs	Nintendo/Wii	iPad/Tablet	P.C./Laptop	TOTAL For The Day
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
TOTAL Hours For The Week					

2. Present your screen-time results in graph form below.



3. What conclusions can you make about your screen-time?

Activity

Reducing Screen-Time

- ☐ To have a healthy lifestyle, you have to strike a balance between the time that you are active time and screen-time.
1. Work with a partner and discuss the merits of these suggestions for reducing screen-time. Award stars for each suggestion: 1 star = poor (won't work) to 5 stars = excellent (will work!). Colour in the stars.
 2. Add a suggestion of your own to the list and rate it.

Suggestions	Rating
a. Take T.V.s from children's bedrooms.	☆☆☆☆☆
b. Turn T.V. off during meal times and eat together away from the T.V.	☆☆☆☆☆
c. Turn T.V. off when no-one is watching. Put music on instead.	☆☆☆☆☆
d. Limit school day viewing so that you can earn "bonus time" to watch your favourite weekend programmes.	☆☆☆☆☆
e. Make up a schedule for T.V. time and monitor hours. Draw red flags when someone has gone over the agreed limit.	☆☆☆☆☆
f. Choose a "T.V. Free Day" and stick to it.	☆☆☆☆☆
g. During advertisement breaks do some squats or stretching exercises instead of surfing channels.	☆☆☆☆☆
h.	☆☆☆☆☆

3. Share your ratings with another pair. As a group, decide which two suggestions have the most merit. Explain how these two suggestions are the most likely ones to have a positive effect on reducing screen-time. Discuss your ideas with the class.

Suggestion _____

Suggestion _____

- ☐ Read these letters to a newspaper column asking for advice about children's screen-time. In the space under each letter, give the author your advice.



My two daughters aged 8 and 10 are bright and active, but spend at least three hours a day watching music videos on T.V. When I get up at 6.30am to get their bags packed and lunches ready for the day, my girls have already switched on the T.V. I have tried to discuss this situation several times calmly, but things usually end up in tears and I'm accused of being mean. What can I do?

Mean Mum, Fremantle

Hi Mean Mum,



I often babysit my three grandchildren on the weekend and they genuinely look forward to spending time with them. However, the kids only want to play video games. They sit on the lounge gobbling popcorn and other snack food for hours on end. If I don't play the games with them, they would hardly say a word to me. How can I convince the kids (and their parents!) that life outdoors can be fun too?

Weekend Granddad, Norwood

Dear Weekend Grandad,

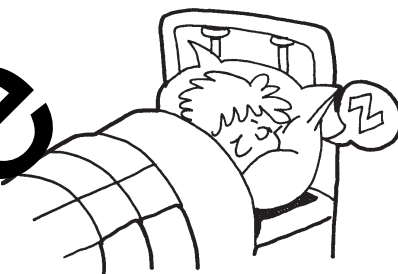
- ☐ Read this news article about the relationship between physical activity and a good night's sleep. Answer the following questions.

Sweet Dreams

Studies show that children sleep much better and feel more alert during the day if they have had at least two and a half hours of moderate physical activity a week. In fact, for every hour a child remains inactive during the day, it adds three minutes to the time it takes for him or her to fall asleep at night.

Research has shown that physical activity has many benefits for your health, particularly in the combat against heart disease and obesity. Now scientists have added a good night's sleep to the list, along with better concentration, even when you are feeling tired.

A restful night is important for school children. There is a link between sleeping poorly and lower school performance. For school-aged children, doctors recommend at least nine hours sleep a night. It is also recommended that parents set a regular bedtime hour and waking up time and stick to it.



1. Find four benefits of regular physical activity mentioned in the article.

Benefit 1: _____

Benefit 2: _____

Benefit 3: _____

Benefit 4: _____

2. How can parents help children to get a good night's sleep?

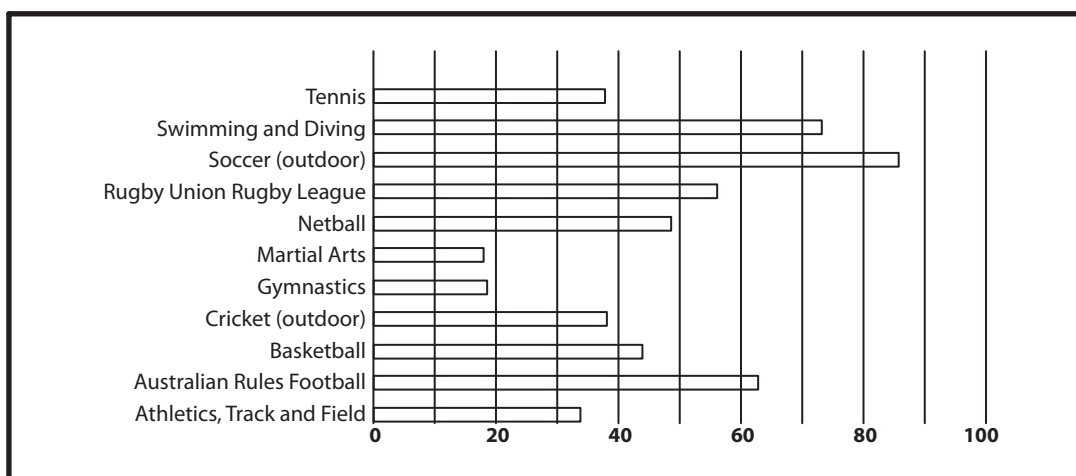
3. Two and a half hours a week of physical activity equates to about 20-25 minutes every day. Record below how you reach (or could reach) this daily target.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Activity

Physical Activity Survey

- Look at the graph below which identifies the twelve most popular organised sports. It shows children's participation (%) during the last 12 months in these sports. (Source: ABS 2013)



- It's time to find out how your classmates keep fit. You are going to conduct a classroom survey to find out who in your class has participated in the specified organised sports during the last 12 months. Also find out if there are any organised sports that your classmates have been participating in that are not on the list. Show your results below.

SPORT	Girls	Boys	Total
Tennis			
Swimming and/or Diving			
Soccer (outdoor)			
Rugby Union/League			
Netball			
Martial Arts			
Gymnastics			
Cricket (outdoor)			
Basketball			
Australian Rules Football			
Athletics (track and field)			

- The most popular sport for boys: _____ girls: _____
- What other organised sports have your classmates been participating in?

- Overall, do you think your class participates frequently in sports? YES / NO
- Discuss. How do your results compare with the statistics in the graph above?