



AUSTRALIAN HEALTH
SERIES

Health

Workbook For Year 4



By Lisa Craig

**Title:**

AUSTRALIAN HEALTH SERIES

Health Workbook For Year4

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Contents

SECTION 1:

Show Respect And Empathy 4

Empathy 1	5
Empathy 2	6
Bullying	7
Respecting Others 1	8
Respecting Others 2	9
Respecting Others 3	10
The Friendship Game	11
Friendship Game Cards 1	12
Friendship Game Cards 2	13

SECTION 2:

Emotional Responses 14

Different Emotions	15
Emotional Charades	16
How Do You Feel?	17
People Feel Differently	18
Levels Of Emotion	19
Emotions In Traditional Stories 1	20
Emotions In Traditional Stories 2	21
Emotions In Traditional Stories 3	22
Feeling Angry	23
Managing Angry Feelings	24
Feeling Sad	25

SECTION 3:

Let's Look At Health Messages 26

Food - Past And Present	27
Food Habits Change 1	28
Food habits Change 2	29
Food Labels	30
Making Sense Of Labels	31

Food Additives 1	32
Food Additives 2	33
Added Sugars	34
Sugar Shock	35
Healthy Information	36
Health Messages	37
Home Grown Nutrition	38
Busting Food Myths	39

SECTION 4:

Being Active And Sustainable 40

Opportunity To Be	
Active At School	41
Promotional Poster	42
A Sustainable Classroom	43
A Patch Of Veggies	44
Indoor Or Outdoors	45
Go Outside And Play!	46
The Great Outdoors 1	47
The Great Outdoors 2	48
National Parks	49
Outdoor Games And Activities	50
Natural And Built Environments	51

SECTION 5:

Heritage And Culture 52

A Dreaming Story	53-54
A Vietnamese Folk Tale	55-57
Comparing Cultural Stories	58
Food And Your Culture	59
The Food Of Life	60
My Family Heritage	61

Section 1:

Show Respect And Empathy

Sample



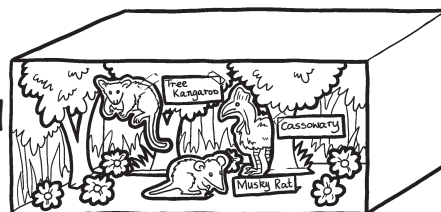
- ☐ Read this story about a school rainforest project, then complete the task below and the tasks on the following page.

Lara, Shelley and Ben were excited to be working together on a project about endangered animals. They had a week to get their presentation ready. After much discussion, they decided to build a diorama with a rainforest background and little cut-out animals. Ben found a sturdy cardboard box and wanted to paint the forest background. Lara volunteered to make the cut-out of tree kangaroos, musky rats and cassowaries to mount in the diorama. Shelley was keen to do the information labels about the animals.

The afternoon before the presentation, the group met to assemble the project. Ben's forest seemed alive with real leaves and flowers. Lara glued in her cut-out animals carefully. She had also made a little blue pool. Shelley told her classmates that she hadn't had time to do the research because she'd been visiting her Nan in hospital. She promised that she would do her best to complete it that night.

The next day, Shelley delivered the labels. She had only written a few lines. Ben and Lara couldn't hide their disappointment, but they could also see that Shelley was upset. Ben offered to spend his lunch-time with Shelley in the library to help her add more information.

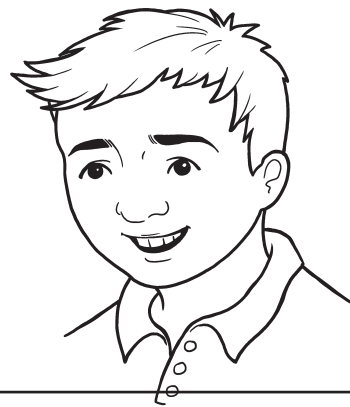
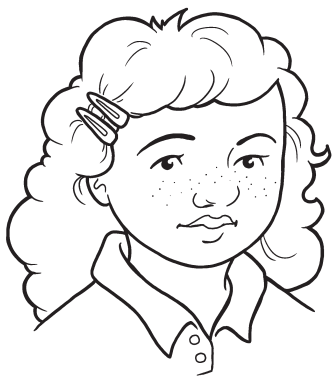
Mrs. Mason, the class teacher, thought that the presentation was a great success and commented on how well the group had worked together. She gave Lara, Shelley and Ben a certificate each for their efforts.



- ☐ Work with a partner. Can you find examples in the story when the children showed the personal qualities listed below.

Qualities	Examples
Enthusiasm	
Organisational skills	
Honesty	
Empathy	
Good work ethic	

1. How do you think Ben, Lara and Shelley felt when Shelley presented the labels but they were not complete? Work with a partner and write your ideas under the children's names. Support your ideas by making reference to the text.



Shelley	Lara	Ben

2. How did Shelley, Lara and Ben sort things out so that their project was a success?

3. Draw and explain a time when you have felt like Shelley, Lara or Ben.



It is natural to become upset when you are bullied. However, you could make the situation worse if you react in an emotional way, by shouting at the person bullying you or crying. The person bullying you will most likely feel that he or she has succeeded and might want to repeat the experience.

1. Bullying can take many forms, it is not just physical. Read through the situations below and put ticks in the boxes to indicate whether you have ever experienced this type of bullying. O = often, S = sometimes and N = never.

Types Of Bullying	O	S	N
1. Someone has spread some gossip or rumours about you.			
2. Someone has deliberately physically hurt you.			
3. Someone has called you a hurtful name or teased you.			
4. Someone has deliberately left you out of the group.			
5. Someone has played a nasty prank or trick on you.			
6. Someone has tried to turn friends against you.			

2. Colour in the strategies that you have used to handle bullying. Add three strategies of your own on the wall.

Tell your
parents.

Tell a teacher.

Avoid
the bully.

Speak firmly to the
bully.

Tell a school
nurse.

Ignore the
bully.

Make new
friends.

Walk
away.

Stand up to the bully.

Talk to the
bully's parents.

Don't show your
feelings.

- ☐ How well do you respect other people? Put a tick next to the statements that describe the way that you feel and behave towards others.

DO YOU ...

1. let others say "no" and accept their decision? ☐
2. use "please" and "thank you" in your conversations? ☐
3. show people that you are listening carefully to them? ☐
4. include new students in your games and school activities? ☐
5. say "sorry" when you have hurt someone? ☐
6. make fun of others because of the way they look or speak? ☐
7. do chores to make your home a safe and happy environment? ☐
8. help other students to learn by obeying classroom rules? ☐
9. help others to see risks or hazards? ☐
10. laugh or make fun of other people's mistakes? ☐
11. accept that not everyone has the same opinion as yours? ☐
12. tell other people honestly how you feel? ☐
13. dominate conversations and not take turns to speak? ☐
14. try to find solutions to your disagreements with others? ☐

- ☐ Give two examples of how you have shown respect to people today.



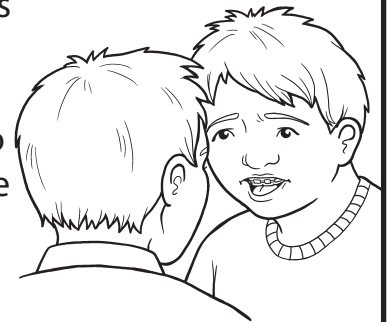


Showing others that you care about them and understanding their feelings helps you to get along with them. This type of behaviour shows that you respect people.

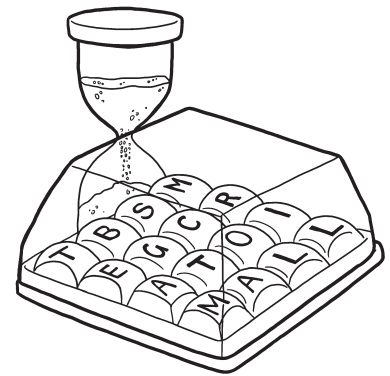
- Read the following scenarios in pairs or small groups. Discuss who is not respecting their friends' feelings and what they should do to make up for this.

1

Simon spent weeks planning a Saturday morning indoor rock climbing catch up with his mates. A couple of days before they were due to catch up, Simon checked to see how many of his friends were going so his Mum could book. Gary explained to Simon that he had to go to the dentist that Saturday morning as his braces were irritating him and needed adjusting. Gary asked if the booking could be made for the afternoon. Simon told Gary that he would just have to miss out because he had planned to go in the morning.


2

Sophie, Lee and Sarah settled down to enjoy a game of Boggle on a rainy afternoon. After the first few rounds, the scores were pretty much even. Then Sarah had two high scoring rounds with six-letter words and took the lead. Sophie began to challenge Sarah's words and kept asking for the dictionary. Lee was becoming impatient with all the hold-ups to the game. After Sarah had won another round, Sophie suddenly declared that the game was boring and started to pack it up.


3

February was a big month for birthdays in Jade's class. One morning, Grace, a new member of the class, gave Jade an invitation to her party two weeks in advance. Jade felt happy that Grace thought of her as a friend and accepted immediately. The following day Jade received an unexpected invitation to a birthday party from Seamus in Year 5, who was her brother's friend. Seamus' party was on the same day as Grace's party! Jade slipped Grace's invitation into the back of a book. At home that afternoon, Jade presented Seamus' invitation to her mother and asked her to R.S.V.P.

Dear Jade,
Please come to my party
on Saturday, 6th February at 2pm
3 Buttermere Crescent, Buttersmith
RSVP by 1st February

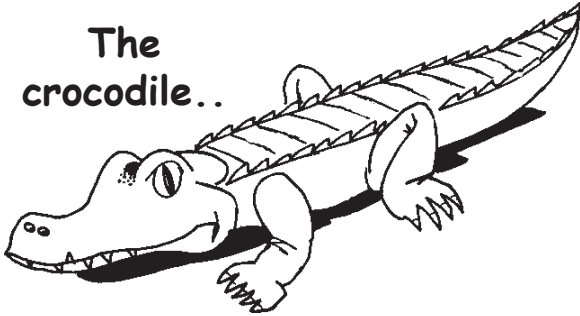
From Grace

Dear Jade,
I'm having a birthday party
on Saturday, 6th February at 2pm
10 Rose Lane, Buttersmith
RSVP by 1st February

From Seamus

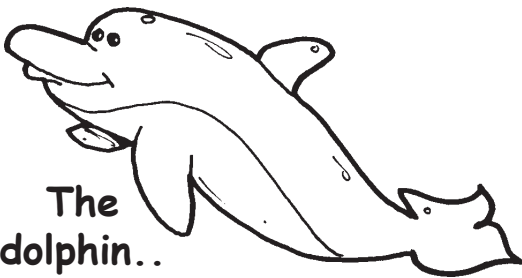
- ☐ People can be likened to the three animals below. Read about their behaviours, then answer the questions below.

The crocodile..



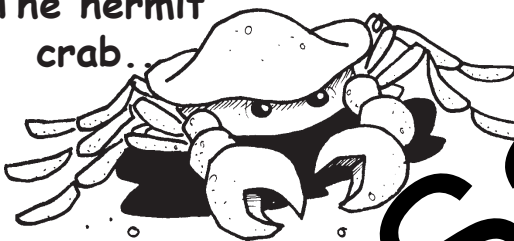
- always wants to win an argument;
- only cares about his/her feelings;
- can hurt others to get his/her own way;
- never admits he/she is wrong.

The dolphin..



- works to find a solution to disagreements;
- makes sure that each side feels like a winner;
- explains his/her point of view calmly;
- says sorry when they know they're wrong.

The hermit crab..



- feels anxious when disagreements start;
- hides away when conflicts happen;
- does not assert his/her point of view;
- gives in to make other people happy.

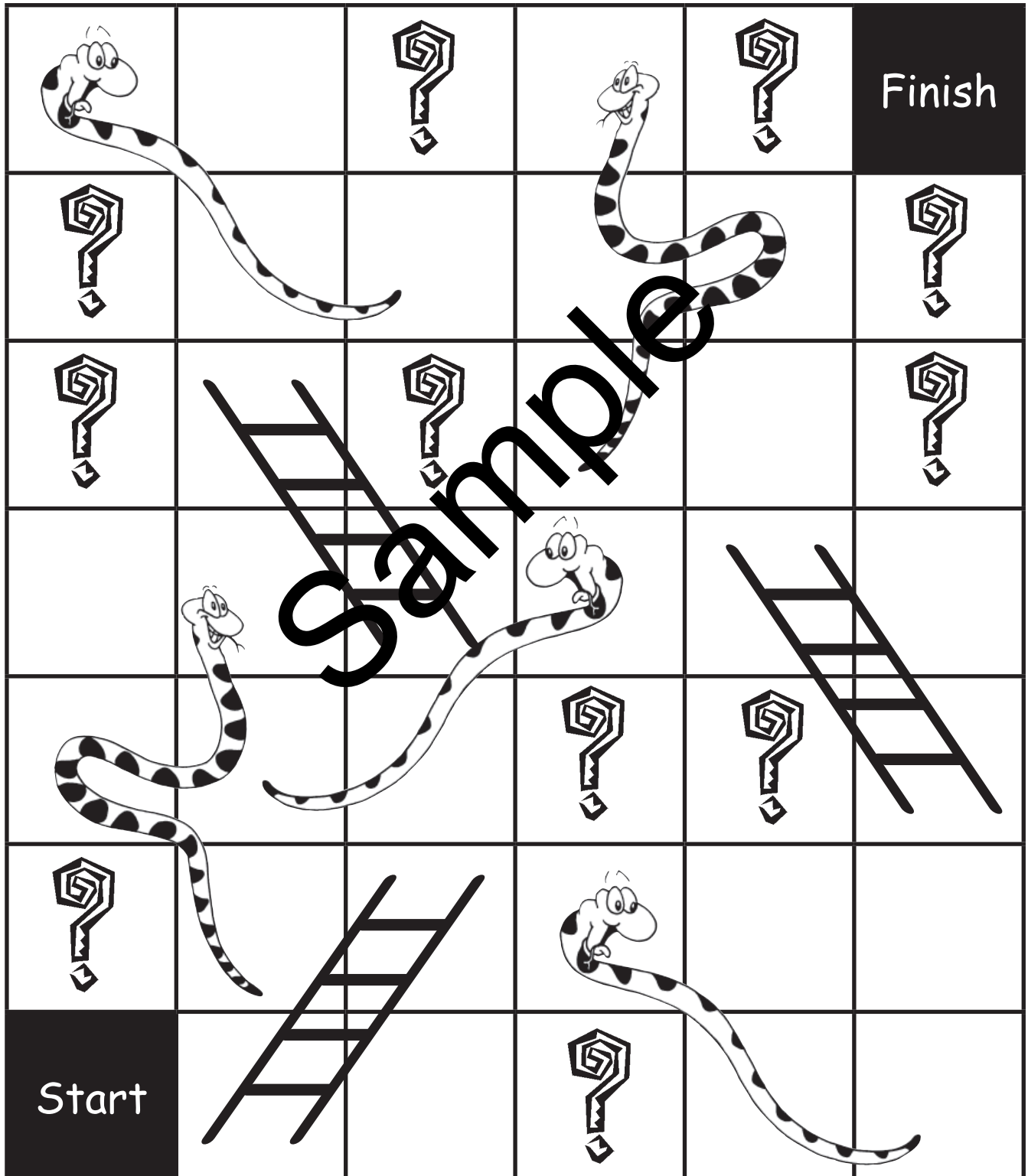
1. Which animal thinks about other people's feelings? _____
2. Which animal displays the behaviour of a bully? _____
3. Which animal feels unsafe? _____
4. Which animal would be least popular? _____
5. Which animal is likely to have the most friends and be respected by others?

6. Which animal would you most like to be and why? _____

Activity

The Friendship Game

Ready to play the Friendship Game? This is a version of Snakes and Ladders - you will only reach the finish by looking after your friendships. If you land on a space marked with a question mark, you must pick up a card and follow the instructions. Read the cards aloud to your group.



Friendship Game Cards 1

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Page**



<p>You forgot to give your friend a compliment on his/her new haircut. Go back 2 spaces.</p>	<p>Your friend's feelings are hurt because you are spending more time with a sports team. Miss a turn and talk to your friend.</p>	<p>Someone has just told you that you are fun to be with. Move ahead one space.</p>
<p>You listened to everyone else's news on Monday before telling yours. Move ahead one space.</p>	<p>You said something unkind about a friend's new outfit. Miss a turn.</p>	<p>You encouraged your friend to try a new food. Move ahead one space.</p>
<p>You told someone about something private a friend had told you. Go back 5 spaces.</p>	<p>A friend told you about his/her fantastic holiday. You didn't ask any questions. Go back 3 spaces.</p>	<p>You reminded a friend to put on his/her bike helmet before riding home. Move ahead one space.</p>
<p>You don't agree with your friend's opinion, but you don't argue about it. Move ahead one space.</p>	<p>You forgot to wish your friend "Happy Birthday". Go back 3 spaces.</p>	<p>You helped your friend make posters for his/her lost pet. Move ahead 2 spaces.</p>
<p>A friend dropped a sandwich on the ground. You offer to share yours. Move ahead one space.</p>	<p>You forgot to give your friends a big smile this morning. Miss a turn.</p>	<p>You laughed when a friend fell over. Go back 5 spaces.</p>

Friendship Game Cards 2

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Page



<p>You're not best friends with someone anymore, but you still ask her how she is going.</p> <p>Move ahead one space.</p>	<p>You forgot to say "thank you" when a friend let you borrow his/her coloured pencils.</p> <p>Go back one space.</p>	<p>You've suggested to a friend which adults they could discuss their problem with.</p> <p>Move ahead one space.</p>
<p>You've spent all lunch bragging about how you came top in mental maths.</p> <p>Miss a turn.</p>	<p>A friend told you their problem and you said, "How can I help you?"</p> <p>Move ahead one space.</p>	<p>You asked your friends to take sides with you in an argument with another child.</p> <p>Go back 3 spaces.</p>
<p>A friend doesn't like playing hockey. You keep nagging him/her to play.</p> <p>Miss a turn.</p>	<p>You haven't returned something that you borrowed from a friend last week.</p> <p>Go back 3 spaces</p>	<p>You are honest about how you feel with a friend who always wants to be the leader.</p> <p>Go ahead one space.</p>
<p>You don't keep score about how many times you invite a friend over to your house to play.</p> <p>Move ahead 2 spaces.</p>	<p>You are happy to try someone else's suggestions in your group for a change.</p> <p>Move ahead one space.</p>	<p>You didn't invite a new student to play in your game.</p> <p>Miss a turn.</p>
<p>A friend wants to finish reading a book instead of playing with you. You say, "Enjoy your book."</p> <p>Move ahead one space.</p>	<p>You kept interrupting a friend when he/she was trying to tell the group some news.</p> <p>Miss a turn.</p>	<p>A friend is not feeling well. You offer to sit quietly with him/her at lunch-time.</p> <p>Go ahead one space.</p>

Section 2:

Emotional Responses






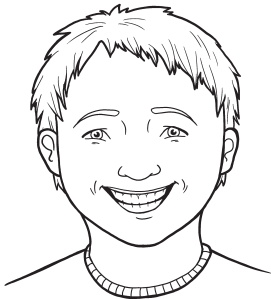


Sample



Activity

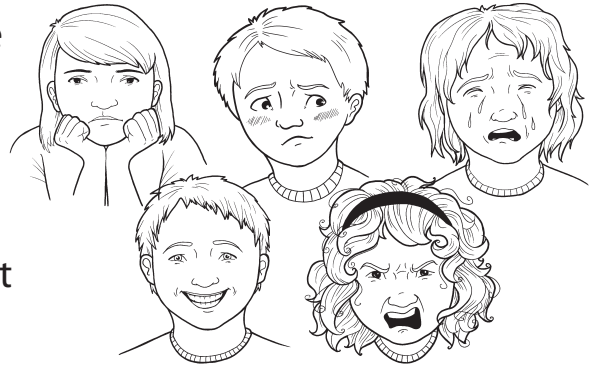
Different Emotions

- ☐ Look at the faces of these children. How are they feeling? Under each image write the name of the feeling that you think each face is displaying.

<p>1</p>  <p>Feeling:</p>	<p>2</p>  <p>Feeling:</p>
<p>3</p>  <p>Feeling:</p>	<p>4</p>  <p>Feeling:</p>
<p>5</p>  <p>Feeling:</p>	<p>6</p>  <p>Feeling:</p>
<p>7</p>  <p>Feeling:</p>	<p>8</p>  <p>Feeling:</p>

- ☐ Share your answers with a classmate. Did you agree on all the feelings? Talk to your partner about when you have felt each emotion.

- ❑ Cut out the cards and place them in a pile faced down. In a small group, take turns selecting a card and miming the emotion for your group to guess. Remember that some words are very similar in meaning, e.g. worried/concerned, so you can accept synonyms.



worried	bored	tired
shy	confident	excited
loved	suspicious	shocked
disgusted	embarrassed	impatient
happy	guilty	frightened
innocent	surprised	nervous
hurt	proud	lonely
disappointed	frustrated	curious

Activity

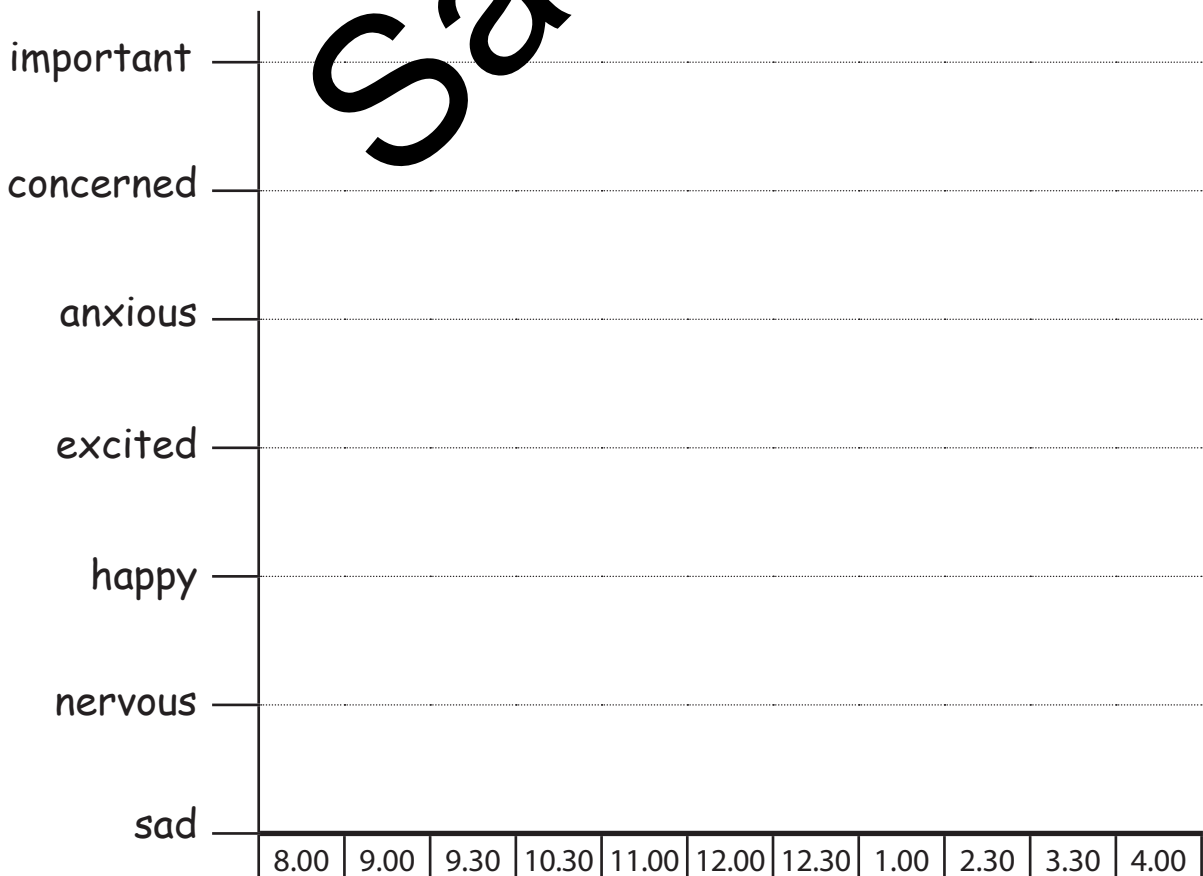
How Do You Feel?

1. Use the words in bold to describe how you would feel in the specified situations during the course of one day.

important concerned anxious excited happy nervous sad

SITUATION	FEELING
8.00 You forgot to give the dog some water.	
9.00 A different teacher is taking your class today.	
9.30 The school bully is walking towards you.	
10.30 A new student asks you to help her find a teacher.	
11.00 A classmate has blamed someone else unfairly.	
12.00 Your classroom is a mess after the Art lesson.	
12.30 You see your little cousin skipping in the playground.	
1.00 You are trying out for the school choir.	
2.30 You've been chosen to recite a poem at assembly.	
3.30 A stranger stops you in the street to talk to you.	
4.00 There's a big package with your name on it, on your bed.	

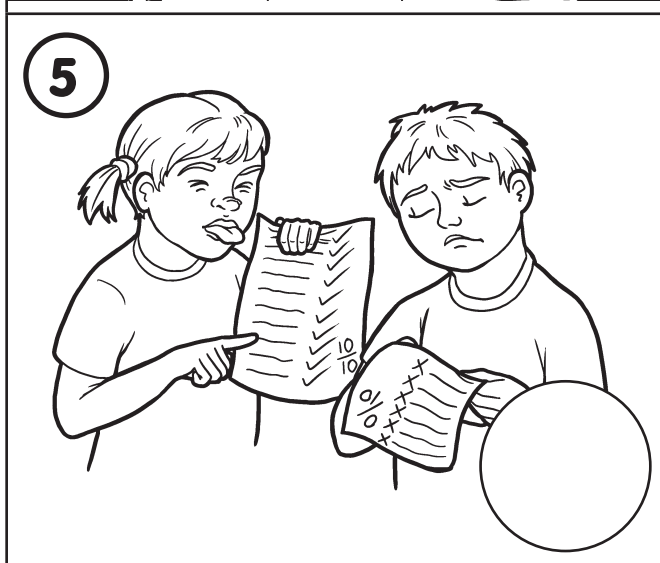
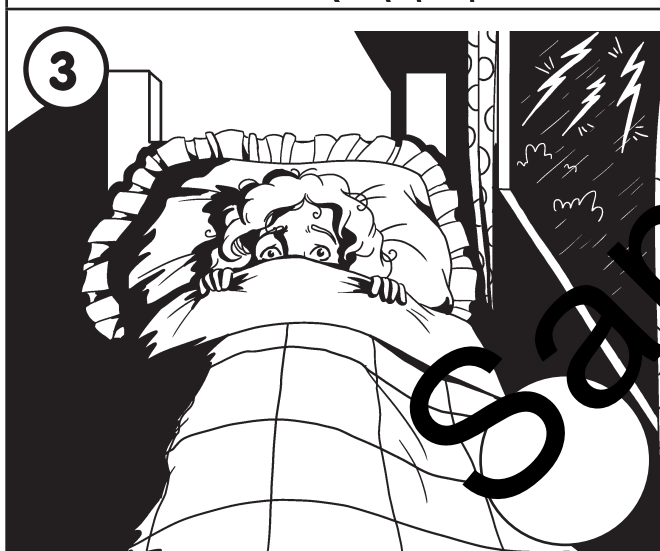
2. Use dots to graph the ups and downs of the day in Question 1. Join the dots using a line.



Activity

People Feel Differently

- ☐ Complete the emoticon face for each image to show how each child is feeling. Discuss with a friend what has triggered each emotion.

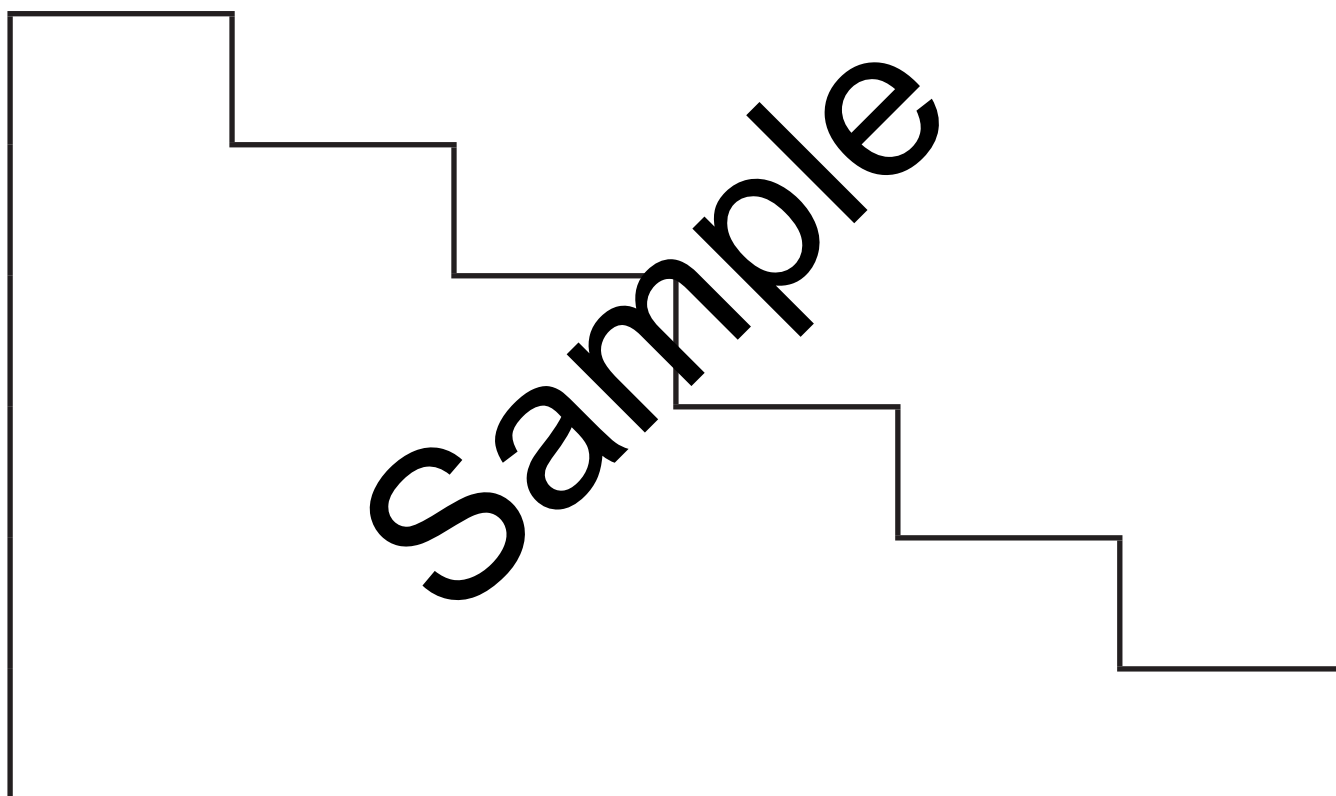


- ☐ Write down what you could say to the children in images 1, 3 and 6 to help them to manage their emotions.

People can feel different levels of one emotion. For example, seven children might feel happy, but one child might only feel a little bit happy and another might feel extraordinarily happy. We can use words to describe these levels of emotions.

- ☐ Look at the steps leading up to the feeling of “being over the moon”. Place the feelings in bold on the steps. As you climb up, the feeling of happiness should become more intense.

thrilled **satisfied** **content** **pleased** **ecstatic** **delighted**



- ☐ Colour the feeling in each group that you think is **the most** intense.

1	pleasant	fine	amazing
2	sad	devastated	upset
3	okay	fabulous	alright
4	concerned	worried	panicked
5	tired	worn-out	exhausted
6	annoyed	furious	bothered

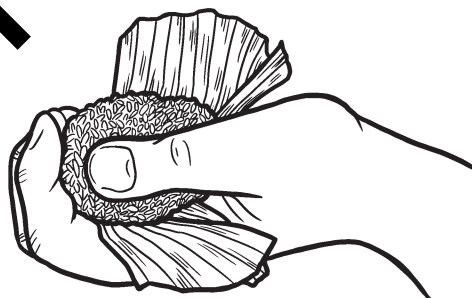
- ☐ Read this traditional story from Thailand. As you read through the story, you will be asked to think about how the characters feel and to complete the questions and tasks.

Diamond Cuts Diamond (adapted by Lisa Craig)

Long, long ago there was a poor man who lived in the countryside. News came that the poor man's brother was not well so he decided to make the journey to the city to comfort him. As it would be a full day's walk to the city, the man's wife lovingly wrapped a steamed ball of rice in a banana leaf. The family was so poor that she could not spare any curry or soup to eat with the rice.

After a few hours the man was walking past one of the grandest houses he had ever seen. It belonged to a very wealthy businessman. From the kitchen wafted the smell of curry spices and coconut and the cook's sweet voice as she prepared the businessman's lunch. The poor man's mouth began to water. He sat down under a mango tree and unwrapped the rice ball. He took a long, deep breath and imagined that he was eating the curry with his rice. Soon the rice was gone.

After finishing his meal, the man went to the kitchen to ask the cook for a cool drink of water. He explained to the cook that he had just eaten a ball of rice for lunch, but it tasted so much better with the delicious aroma of her curry. The man thanked the cook for the water and wished her a good afternoon.



1. How did the man feel about his brother?

2. Complete the speech bubble with the poor man's thoughts.

A large, empty speech bubble with a rounded rectangular shape and a small circle at the top left, indicating where it connects to the man's mouth. It is intended for the student to write the man's thoughts.

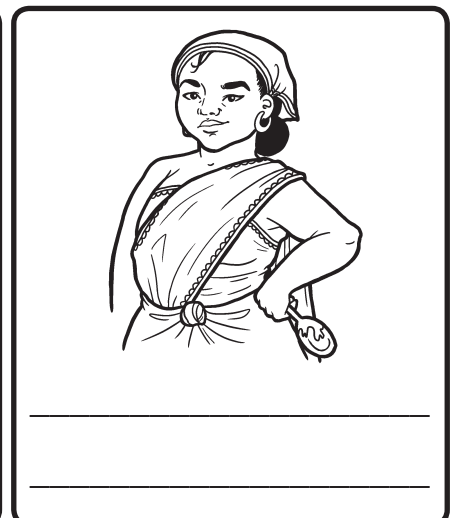
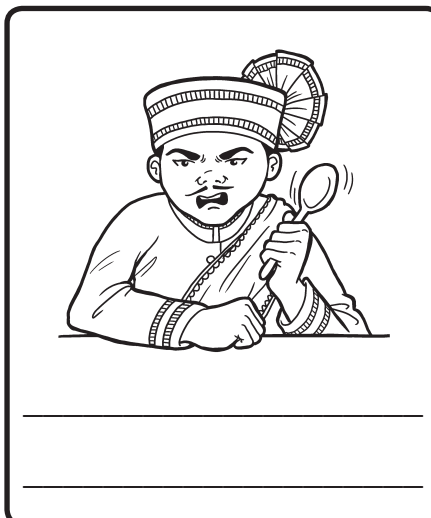
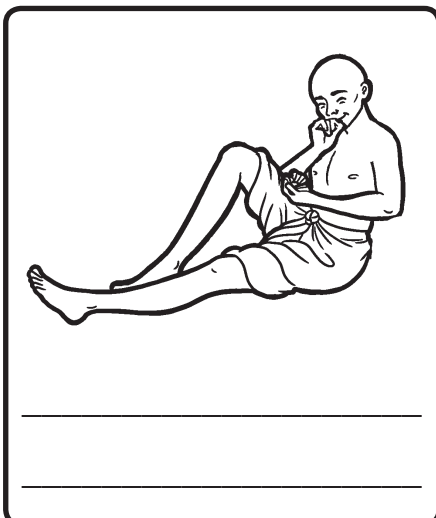
The cook put the finishing touches on the curry and served it to her master. He took one mouthful and slammed his spoon down on the table. He demanded to know why the curry was tasteless. The cook's head was bent and her eyes did not meet her master's. Finally, she told him about the poor man's visit to the kitchen. The curry was tasteless she explained because the poor man had stolen its smell as it escaped on the breeze from the kitchen. The businessman ordered his servants to search high and low for the poor man and bring him back to the house.

When the poor man had been found, he was forced to tell his story about enjoying the smell of the curry with his ball of rice. He apologised to the businessman for not asking permission to enter his kitchen for a cup of water. The businessman sprang from his seat and put out his hand for compensation for his ruined lunch. The poor man knew that he could not pay as he only had one coin in his pocket. He needed the coin to complete his journey to visit his sick brother.



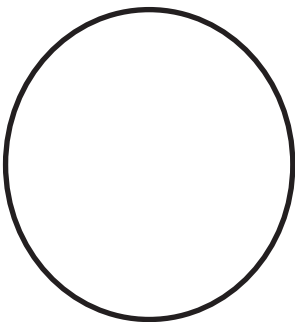
1. Why did the cook tell her master about the poor man's visit?

2. Describe the emotions of these characters at this point of the story. Write the emotions under the images.

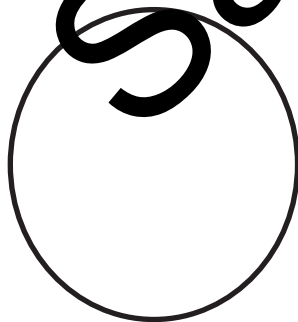


The businessman led the poor man through the streets to the house of the village chief. After listening to both sides of the story, the chief asked his servant to fetch a bowl of water from the kitchen and place it on the table. He asked the poor man to put all the money he had into the bowl of water. The poor man admitted he was so poor that all he possessed was one small coin that had to last him for his journey to the city. The village chief motioned to the poor man to place his solitary coin in the bowl. The wealthy man grinned. He believed that he was going to receive the coin in exchange for the smell of his curry. "This is why you are such a respected elder in our village" said the businessman loudly to the chief. "You have acted wisely and fairly in this case." As the wealthy man's hand reached out to scoop the coin from the bowl of water, the village chief blocked it, "Pick up your coin poor man and continue in peace on your journey." Turning to the businessman, the village chief said, "Now listen my friend. That man took the smell of your curry, now you can take the water of his coin in compensation. But you must take the water only. Do not take the bowl, because that belongs to me." The businessman's face began to turn quite pale.

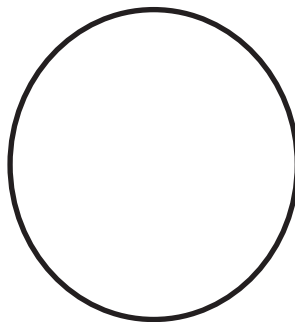
1. How do the characters feel at the end of the story? Draw the emotions on the faces of the poor man, businessman, village chief and the cook.



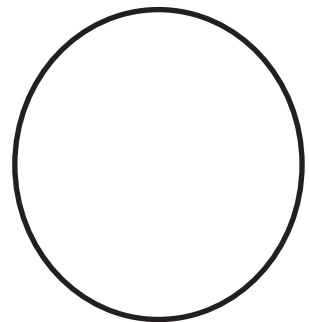
poor man



businessman



chief



cook

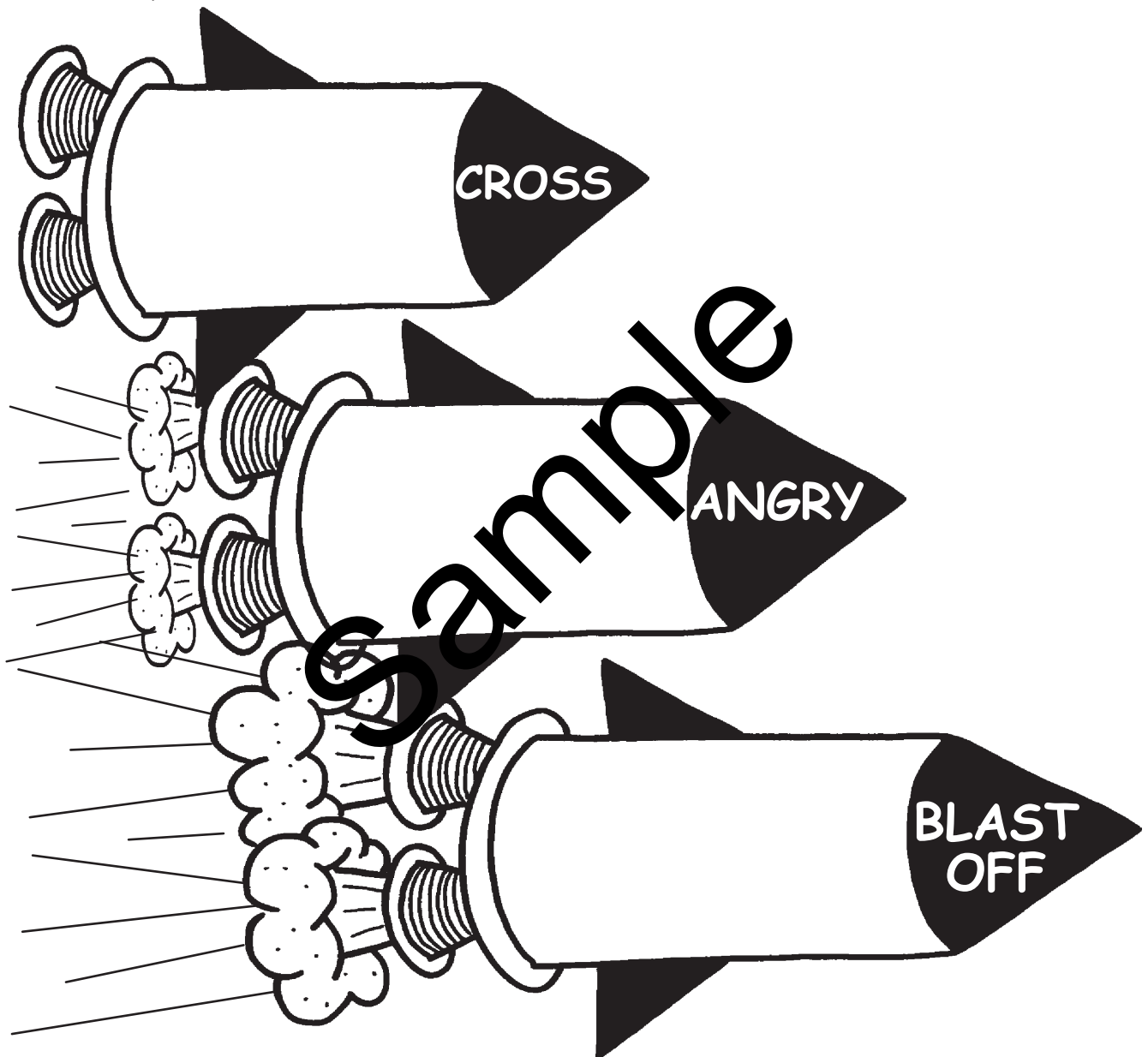
2. What do you think is the moral of this folktale?

Activity

Feeling Angry

Sometimes emotions can take you by surprise. One minute you're calm and the next, your angry feelings can make you "blast off".

- ☐ Fill up the rockets with words to describe how your body tells you that you might be going to lose your temper. You can choose from the words below or add your own.



a sudden headache
start to perspire
raise your voice
feel hot
get flushed cheeks

heart thumps
unable to speak
begin to shake
tummy churns
clench your jaw

have a dry mouth
get a shiver
feel dizzy
muscles feel tense
clench your fists

- ☐ How can these techniques help you to reduce your anger? Work with a partner to discuss each technique, then jot down your ideas in the thought bubbles.



- ☐ Fill out the bubbles with your thoughts.

**Things that make
me feel sad:**

**Words that
describe being sad:**

**Who I can talk to
when I'm feeling sad:**

**What I do when
I'm feeling sad:**

**What I can do to stop
myself feeling sad:**

**This is me
when I'm
feeling sad.**



Section 3:

Let's Look At Health Messages

Sample



FOOD - PAST AND PRESENT

As our knowledge of the nutritional value of different food grows, so too does the amount of information about what's healthy and not so healthy to eat. People's diets have changed dramatically in the last hundred years. Some of the foods that your great-great-grandparents enjoyed, you wouldn't dream of eating today. The table below compares eating habits and food preparation from the early 20th century to today.

Early 20th Century Food Habits	Today's Food Habits
<ul style="list-style-type: none"> ● Little was known about the dangers of a bad diet. Breakfast cereals had just appeared, but large quantities of fats and sugar were consumed. Before refrigerators arrived in the 1930s, canned products were popular. ● Dairy products were a big feature of Australian diets. Children were encouraged to drink creamy milk, eat cheese, chocolate custard and puddings. ● During World War I and World War II, there were shortages of many healthy foods as food rations were issued. ● Many people consumed meats, including kangaroo meat, rather than chicken and seafood. ● Eating leftovers was common. A slab of meat cooked on Sunday could be served in different forms (stews, pies, soups) all through the week. ● Dim Sims (tasty Chinese dumplings filled with meat, prawns or vegetables) were appreciated as early as 1928. ● Cookery books had recipes based mainly on European traditions. 	<ul style="list-style-type: none"> ● Advances in science and technology have given us information about the nutritional value of food and what is added to the food in its preparation. Information on food packaging helps us to make healthy choices. ● Fewer canned foods are consumed because we can keep foods fresh in refrigerators. ● More people are growing their own produce due to more information being available on the dangers of preservatives and pesticides. ● Dairy products are still part of a balanced diet, but we know that they should be eaten in moderate portions. Low-fat yogurts and skim milk are recommended for older children and adults. ● We are encouraged to eat more seafood and poultry than meat, because we are aware that meat causes high cholesterol. ● Our diets are generally more varied. ● Dim Sims are a popular dish in Asian restaurants and take-away shops. ● Recipes reflect the many cultures that live in Australia and now include indigenous bush foods and local fresh produce.

IT CAN'T BE TRUE! Right up until the 1950s when butter was still a bit of a luxury, mums would spread dripping (the fat saved in the pan after baking meats) on sandwiches. Fillings for dripping sandwiches included left-over vegetables, spaghetti or fried chips.

- ☐ Read the information on the previous page, then answer the questions below.

1. Why were canned products popular a century ago?

2. How did the arrival of refrigerators change people's diets?

3. Are children today encouraged to consume as much dairy produce as children in the early 20th century? Why/why not?

4. Do we eat as many leftovers today? Why do you think this is?

5. Why do you think our diets are more varied than they were years ago?

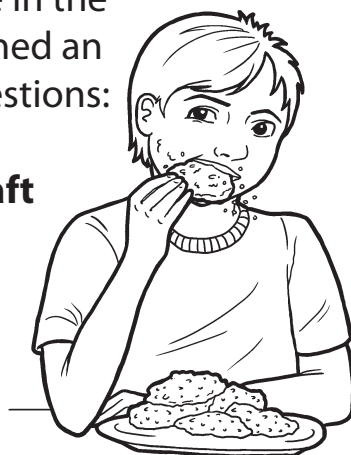
6. Despite more information about healthy eating, some adults and children in Australia still ignore healthy food messages. Why do you think this is?

7. Although our diets are generally better now than years ago, identify one way in which our diets are unhealthier.

EXTENSION: Dim Sims have stood the taste test of time in the Australian diet. Research a food product that has remained an Aussie favourite over the decades. Here are some suggestions:

Vegemite, Copha, Haigh's Chocolates, Bulla Cream Company, Kellog's Rice Bubbles, Aeroplane Jelly, Kraft Cheddar Cheese and ANZAC biscuits.

- ☐ Prepare a slide presentation showing the food product then and now. Explain to the class how the product has changed over time to adapt to Australian tastes.



☐ Read the information on page 27 to help you to complete this page.

1. Name two influences that have shaped the choice of foods that Australians enjoy eating today.

Influence 1: _____

Influence 2: _____

2. The labels below compare the nutritional value of dripping (animal fat) compared to a low-salt margarine (made from vegetable oil).

- ☐ After studying the labels, do you think dripping is a healthy food choice for sandwiches? Write your conclusions here using evidence from the nutrition labels to support your answer.

NUTRITION FACTS		NUTRITION FACTS	
Beef Dripping Serving: 28g		Low-salt Margarine Serving: 28g	
Calories per serve: 248		Calories per serve: 201	
	% of Daily Value		% of Daily Value
Total fat 29g	42%	Total fat 23g	35%
Saturated fat 13g	52%	Saturated fat 4g	22%
Cholesterol 28mg	9%	Cholesterol 0mg	0%
Sodium (salt) 135 mg	2%	Sodium (salt) 1 mg	0%
● Vitamin A 0%	● Vitamin C 0%	● Vitamin A 20%	● Vitamin C 0%
● Calcium 0%	● Iron 0%	● Calcium 0%	● Iron 0%

EXTENSION: Not all aspects of the diet of Australians a century ago were negative. Drawing on your prior knowledge of life around the time of Federation (1901), can you identify two positive aspects of food choices at this time?

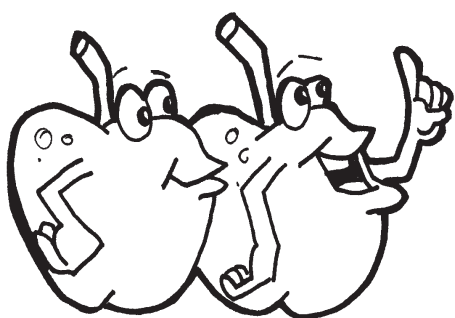
ASPECT 1: _____

ASPECT 2: _____



FOOD LABELS

We are bombarded daily by information about the advantages and disadvantages of eating certain foods. It's important to be able to access reliable data about a food's nutrients so that you can make healthy food choices.



There are various websites set up by Federal, State and Territory authorities to help you to analyse the nutrients of foods. There are also other organisations that have websites to inform people about foods and to publish new scientific research.

Quantity per 100g of:	This is a small quantity:	This is a large quantity:
Fat	3g per 100g or less	more than 20g per 100g
Saturated fat	1.5g per 100g or less	more than 5g per 100g
Sugar	5g per 100g or less	more than 15g per 100g
Sodium (salt)	0.3g per 100g or less	more than 1.5g per 100g

Is too much fat, saturated fat, sugar and salt bad for your health?

- **Fats:** There are good fats. These can be found in olive, sunflower and canola oils. Nuts, seeds and tuna are also good sources of healthy fats that provide us with energy. However, if you are not active, these fats can be stored in the body, causing you to gain weight.
- **Saturated Fats:** These are found mainly in fatty meats (sausages), dairy products and fried foods. Saturated fats have been linked to obesity.
- **Sugar:** Sugar gives us a burst of energy that keeps us coming back for more. Sugar does not have a high nutritional value and when eaten too frequently, makes us put on weight.
- **Salt:** Salt eaten in small quantities is essential for the proper functioning of our bodies. Too much salt can lead to high blood pressure and heart problems.



Activity

Making Sense Of Labels

- Read the nutritional information for the two “mystery” foods below (*source: Food Standards Australia & New Zealand*). Make notes next to the labels about the fat, saturated fat, sugar and sodium content of each food. Refer to the previous page for help.



Mystery Food 1

NUTRITION INFORMATION	
Serving size: 140g	
Average quantity per 100g	
Energy	1040kj
Protein	14.8g
Fat, total	15.2g
-Saturated	6.7g
Carbohydrate	12.3g
- Sugar	1.3g
Sodium	0.7g



Mystery Food 2

NUTRITION INFORMATION	
Serving size: 110g	
Average quantity per 100g	
Energy	916kj
Protein	9.1g
Fat, total	7.2g
-Saturated	1.7g
Carbohydrate	28.5g
- Sugar	0.6g
Sodium	0.2g

Sample

1. Which food (1 or 2) would you recommend as the healthier food choice? Give reasons for your answer.

2. Try to guess what the two “mystery” foods are.

My Guess: ➡ **Food 1:** _____

Food 2: _____



- Ask your teacher to tell you if you were on the right track!

Activity

Food Additives 1

Processed food often contains food additives. Food additives are substances added to food to preserve it, make it taste better and improve its appearance. This is not something new. For centuries before refrigeration, people would preserve food using salt, spices and sugars. Health experts are in two minds over the benefits of some food additives.

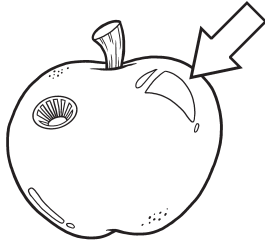
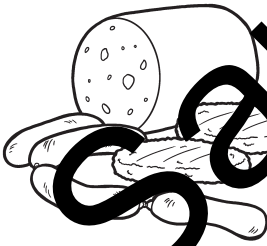




Additives prevent food from spoiling.

Are all additives safe for our health?

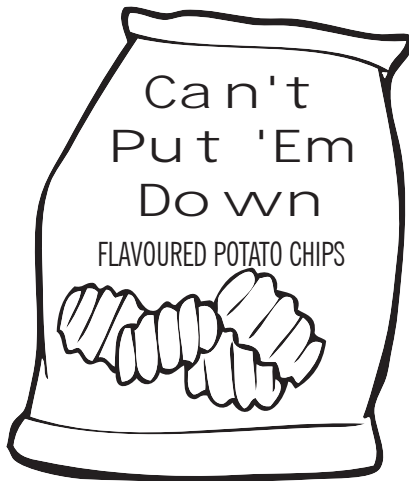


Here are examples of foods that contain food additives. Your task is to find out for which purpose the additives have been used and to complete the table below.

			
Beeswax	Sulphur Dioxide	Ponceau 4R	Sorbitol

Food Additive	Purpose
beeswax	
sulphur dioxide	
ponceau 4R	
sorbitol	

- ☐ Study the ingredients on the back of this packet of flavoured potato chips. Highlight the names of additives that you do not recognise and research their purpose.



Can't Put 'Em Down Flavoured Potato Chips

INGREDIENTS: POTATOES, VEGETABLE OILS (CANOLA, SUNFLOWER), MALTODEXTRIN, SUGAR, MONOSODIUM GLUTAMATE, SALT, FLAVOURS (PAPRIKA AND GARLIC POWDER), YEAST EXTRACT, HERBS (PARSLEY, THYME, SHALLOT), SPICES (BLACK PEPPER, PAPRIKA, TURMERIC).

ALSO CONTAINS: Milk and milk products, soybeans and soybean products, gluten.

1. You are going to participate in a debate. There is a proposal to ban these potato chips from the school tuck shop and all school events. In the space below, prepare your case for or against this proposal. When you are ready, hold your debate.

BANNING THE CHIPS	
FOR	AGAINST

2. Which side won the debate? Overall, what was the most persuasive argument? _____

ADDED SUGARS

You can obtain the sugar that your body needs from eating fruit, but many foods have added sugars in large quantities. Processed foods use sugar to boost their flavour, to stop mould from forming and to get you coming back for more. Sugar can be addictive. Read this report about a troubling trend among Aussie kids and their intake of added sugars.

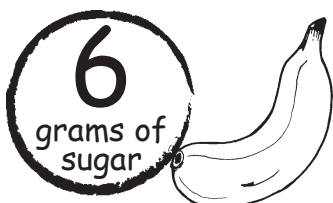
Australian children are regularly eating sugary foods that far exceed the recommended levels set by the United Nations World Health Organisation (WHO). Researchers from the University of Wollongong and the University of Sydney have confirmed in their studies that Australian children between 9 and 16 years of age are munching on added sugars that make up 13% of their daily calorie intake. Where does all this added sugar come from? It doesn't come from natural sugars found in fruit, milk and cereal grain. Biscuits, chocolate, lollies, cereal bars and soft drinks are the culprits.

This troubling trend is more obvious in boys. The WHO recommends that no more than

10% of a child's calorie intake should be made up of added sugars. Boys in the study group were consuming 13% and even more. That's the equivalent of at least 22 teaspoons of sugar a day! Most of these unwanted calories came from sweetened drinks like cordials, fruit drinks and carbonated drinks. Health advisers want more information on food labels to distinguish natural sugars from added sugars. Only then can people make better food choices in the supermarket.

A nutritionist stressed that added sugars make up just one aspect of children's diets, "We need to look at the whole diet – we can't forget that pizzas, meat pies, hot dogs and other junk food can be an even bigger problem than sugar."

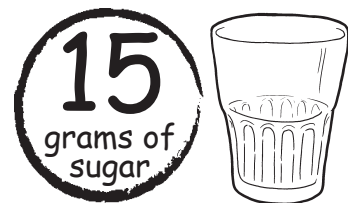
Below is the sugar content (in grams) of different snack foods (per serving). The recommended limit for sugar per day for children who are moderately active is about 25 grams.



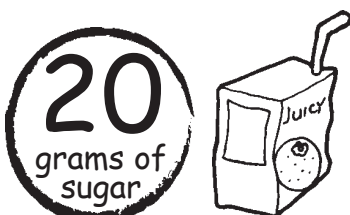
banana



caramel-coated popcorn



glass of cola



orange juice



chocolate bar with nuts



muesli bar

☐ Read the information on the previous page to help you to answer the questions and complete the task below.

1. Which experts are quoted in the report? Highlight the information about added sugars that you feel is reliable.

2. Which foods contain large quantities of added sugars?

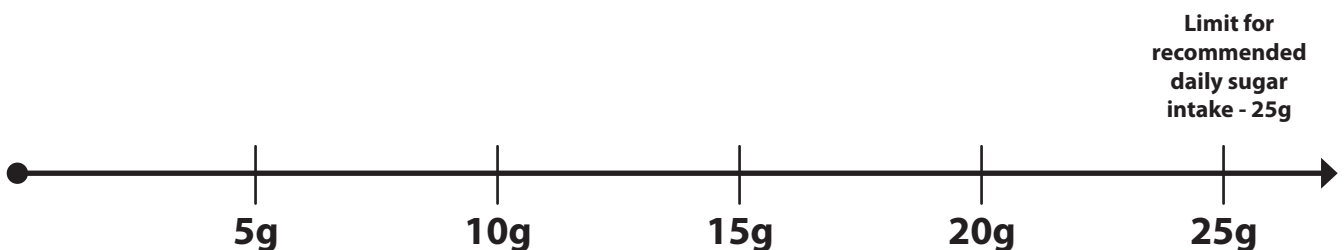
3. Which foods with added sugars do you eat regularly?

4. Were you surprised that boys in the study consumed more added sugars than girls? Why or why not?

5. What do health advisors want changed on food labels?

6. What do you think are the effects of eating too much sugary food?

7. Arrange the pictured foods on the previous page on this "sugar-meter" according to their added sugar content.



SUGAR-METER

8. If you ate a serving of caramel-coated popcorn and drank two glasses of cola at the cinema, how far over the recommended daily sugar limit would you be?

HEALTHY INFORMATION

Here are some helpful websites for you to get information and advice about various aspects of your health.

GENERAL HEALTH WEBSITES State, Territory and Federal Authorities

- ▶ www.sahealth.sa.gov.au
- ▶ www.health.wa.gov.au
- ▶ www.health.nt.gov.au
- ▶ www.health.qld.gov.au
- ▶ www.betterhealth.vic.gov.au
- ▶ www.healthdirect.gov.au
- ▶ www.dhhs.tas.gov.au

SAFETY MATTERS WEBSITES - Medicines, Drugs, Chemicals, Accidents and Food

- ▶ www.foodauthority.nsw.gov.au
- ▶ www.kidsafe.com.au
- ▶ www.kidsafensw.org
- ▶ www.kidsafe.wa.com.au
- ▶ www.kidsandtraffic.mq.edu.au
- ▶ www.foodstandards.gov.au
- ▶ <http://http://www.foodsafety.asn>

FOOD AND NUTRITION WEBSITES

- ▶ www.nutritionaustralia.org
- ▶ www.healthinfonet.ecu.edu.au
- ▶ www.aihw.gov.au/home
- ▶ www.nsa.asn.au
- ▶ www.healthykids.nsw.gov.au
- ▶ www.eatforhealth.gov.au

PHYSICAL ACTIVITY AND FITNESS WEBSITES

- ▶ www.healthykids.nsw.gov.au
- ▶ www.healthyactive.gov.au
- ▶ www.ausport.gov.au/participating
- ▶ www.nprsr.qld.gov.au
- ▶ www.mychild.gov.au
- ▶ www.letsmove.gov



Information and messages about your health and wellbeing are published in the press and on websites almost daily. You might also watch T.V. reports with experts in the medical and physical fitness fields discussing healthy choices.

- ☐ Browse the websites listed on the previous page and use your own ideas to write a message on the board below. Your message should explain how health information has influenced you to change your eating and physical activity habits. An example has been done for you.

HEALTH MESSAGE BOARD



- ☐ Circulate around the class to read other classmates' positive messages about the healthy lifestyle choices that they have made or could make.

Activity

Home Grown Nutrition

When the first Europeans arrived in Australia, they were struck by the good posture, fit bodies and strong teeth of Indigenous Australians who survived off bush foods. Scientists and nutritionists today are studying the benefits of Australian bush foods.

- ☐ Do some research of your own on the bush foods listed below. Think about their contribution to a healthy diet. Write your findings in the spaces provided. This website will be a great help in identifying native plant species, their taste and uses in recipes ► www.anfil.org.au/

Bush Tomato



Kakadu Plum



Riberry or Small Leaved Lilli Pilli



Activity

Busting Food Myths

- ☐ People often get notions about what's healthy from listening to what other people say. Here is a list of popular beliefs about nutrition and fitness. Your task is to decide if each statement is a fact or a myth. Use ticks (✓) to indicate your answers.

STATEMENT	FACT	MYTH
1. Vegetarian diets are healthier for you than diets that contain meat.		
2. Fresh fruit is always better than frozen fruit.		
3. Swimming is a great way to lose weight.		
4. If you're not sweating, you're not exercising hard enough.		
5. Eating eggs is not good for your heart.		
6. You can always tell when food has gone off because it smells bad.		
7. Eating foods like grapefruit and chilies can burn off body fat.		
8. As long as you do 30 minutes of physical activity a day, you can eat anything you like.		
9. You don't need to wash fruit before you eat it if you're going to peel it.		
10. Brown sugar on your cereal is better for you than white sugar.		
11. You should drink eight glasses of water a day.		
12. A muesli bar is healthier for you than a chocolate bar.		

**Health
Expert!**

More than 8 out of 12 correct?
Congratulations, you're a health expert!

Section 4: Being Active And Sustainable

Sample



Activity

Opportunities To Be Active At School



Being active doesn't stop when you enter the school gates and line up outside your classroom. There are plenty of opportunities to be active during the school day.

1. Look at the three opportunities to be active at school listed below. Write down how you could make the most of these opportunities. Share your ideas with the class.

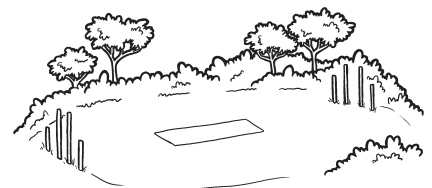
Your Physical Education Lesson:



Recess:



Lunch:

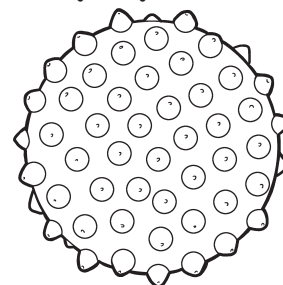


2. Brainstorm physical activities that you can enjoy before, during and after school with:

Bean bag



Jelly spike ball



Activity

Promotional Poster

Regular physical activity will keep you healthy.
Spread the good news to others.

- ☐ Design a poster. Choose one of these health themes or create one of your own: ● Snacks ● Fun Ways to Fitness ● Don't be a Couch Potato!

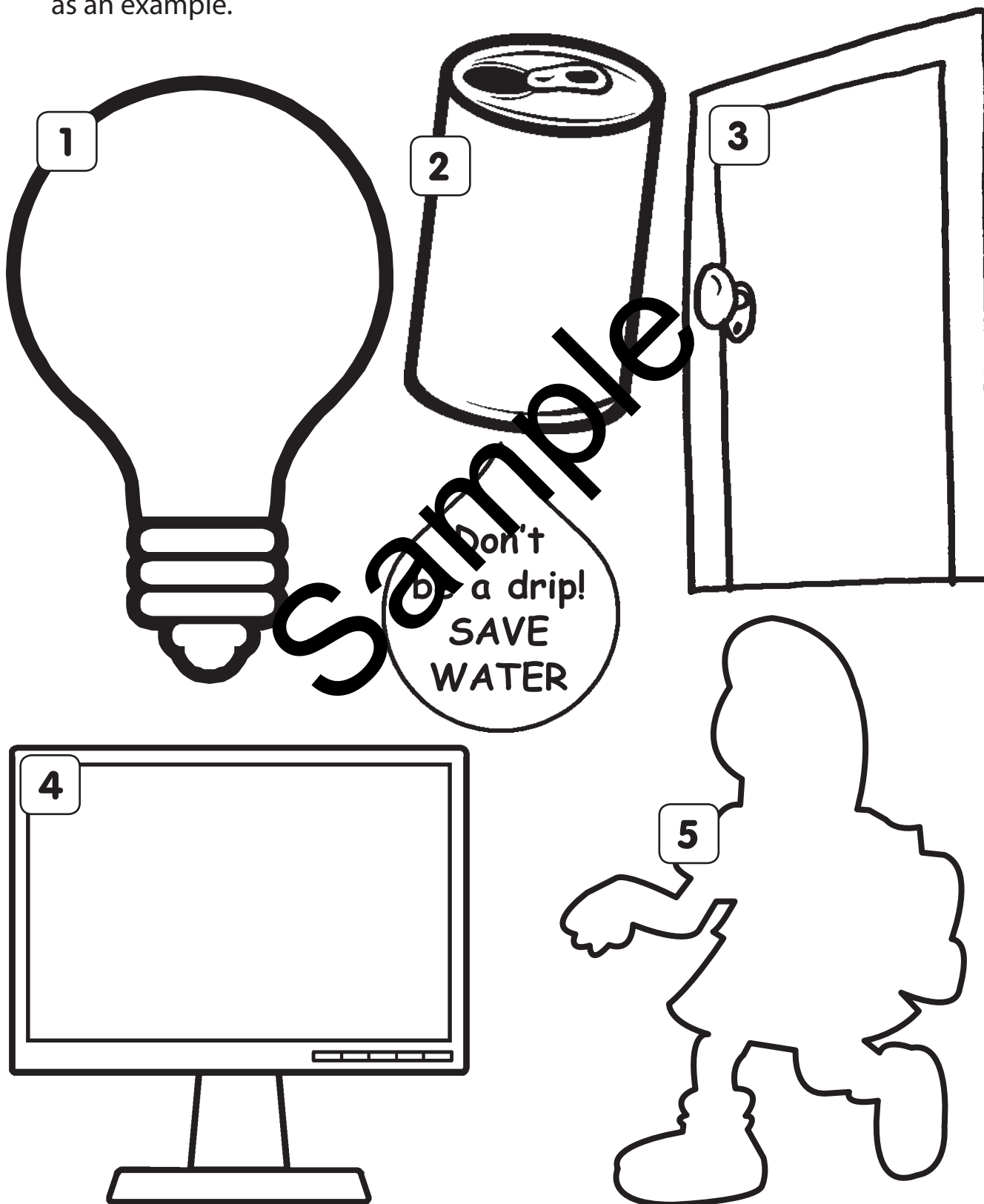
Sample

Activity

A Sustainable Classroom

Let's look after the health of the planet too by saving energy around the school.

- ☐ In each shape below, write an energy saving tip. One has been done for you as an example.

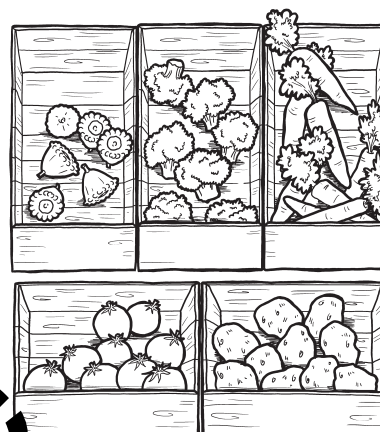


Watching veggies grow and then harvesting them to eat is fun. It is also a great way to appreciate the value of veggies in your diet and be active outdoors. Before you start planning a vegetable patch at school, it's important to do some research first.

- ☐ Here is a list of websites that can help you to make choices about the size and type of vegetables to grow in your garden. Explore the many possibilities!

WEBSITES:

- ▶ <http://communitygarden.org.au/>
- ▶ <http://www.sgaonline.org.au/>
- ▶ <http://www.yates.com.au/products/seeds/>
- ▶ <http://www.edibleschoolyard.org/>



1. What did you find out about the different kinds of veggie gardens you can create?

2. List the advantages of the garden designs below.

Vegetables Grown In Pots	Raised Bed Garden	Garden Built With Recycled Materials

3. Which vegetables or other plants would you like to grow in your garden?

EXTENSION: Find out how you can make a school garden more bird, frog or insect friendly. Make a poster with your ideas.

INDOORS OR OUTDOORS?

How many times has someone told you to go outside and play? Well, there's wisdom in those words. The facts are:

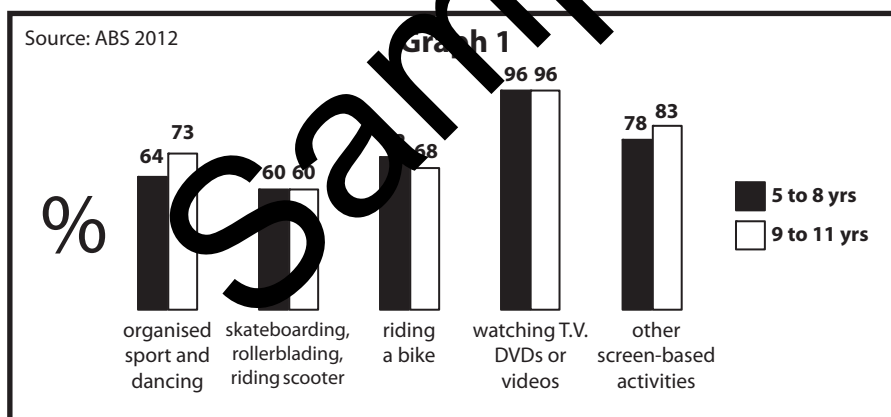
- children have 50% less free time today than they did in the 1970s;
- children between 8 and 12 years spend half their free time indoors glued to the T.V. and computer screens.

(Source: ABS 2012)

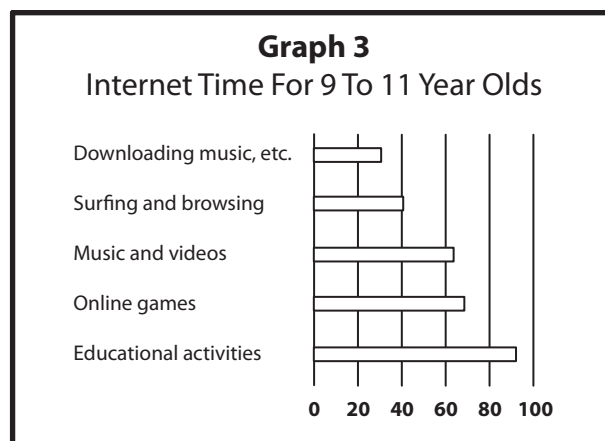
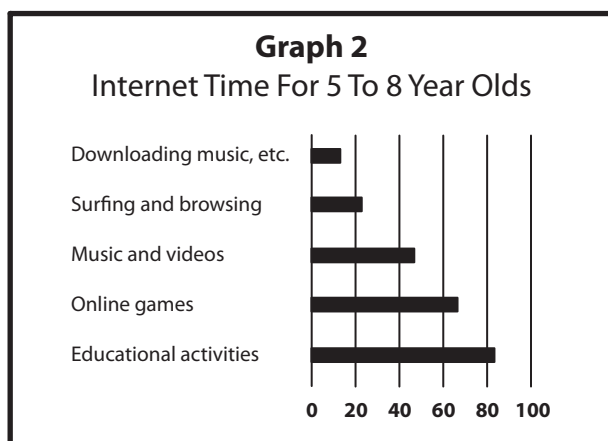


How do boys and girls spend their free time?

The graph below shows how children aged between 5 and 12 years spent their free time during the final two weeks of school in 2012.



Graph 2 and Graph 3 below show the top five internet activities that children aged between 5 to 8, and 9 to 11 participate in, when having screen-time.



- ☐ Use the information on the previous page and your own experiences to answer the following questions.

1. Give two reasons why adults might ask you to go outside and play. Use these words to help you come up with an answer: air, nature, people, oxygen, animals, social, imagination, adventure, exploration, co-ordination, cabin-fever.

REASON 1: _____

REASON 2: _____

2. How many hours a day do you spend participating in some kind of physical activity? What do you do to be active?

3. What do you think prevents some children from participating in outdoor activities after school?

4. According to Graph 1, what percentage of children between 9 and 11 years of age spent their time in an organised sport or dancing? Why do you think this percentage is higher than it is for children who are between 5 and 8 years old?

5. Study Graph 2 and Graph 3. For which activity do children mostly use the Internet?

6. Give one example of how 5 to 8 year olds and 9 to 11 year olds use the Internet differently.

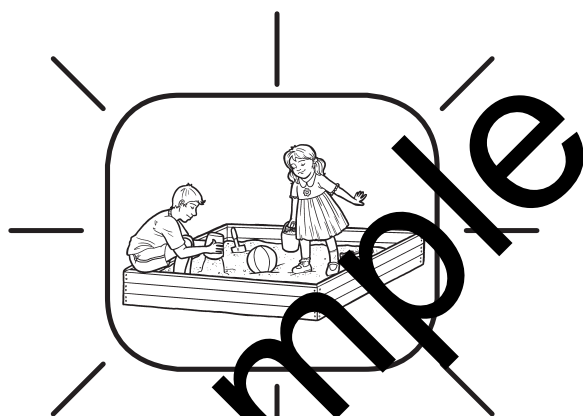
7. Do a quick survey of your class. Do you think children should have less screen-time and more outdoor time? Do a tally on another sheet of paper.

RESULT: _____

Parks, playgrounds and even your own backyard are ideal places to have contact with the outdoors and notch up physical activity hours. Whether you simply want to play or participate in organised activities, the great outdoors provides a perfect environment.

Parks And Playgrounds

1. Create a mind map of the different activities that you can do in a park or playground. Talk about what's fun to see and do in these places.



Your Outdoor Space

2. Draw and describe your favourite place outdoors where you participate in some form of physical activity. Draw yourself doing this physical activity. You might show yourself doing this physical activity with friends or family members. E.g. kicking the soccer ball in the backyard, playing on the swing set with a neighbour, etc.

A large, empty rectangular box with a black border, intended for a student to draw and describe their favourite outdoor space for physical activity.

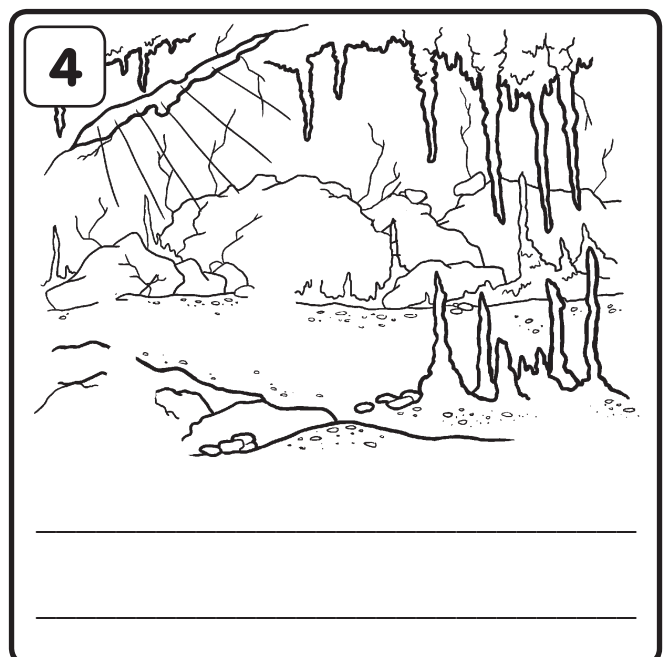
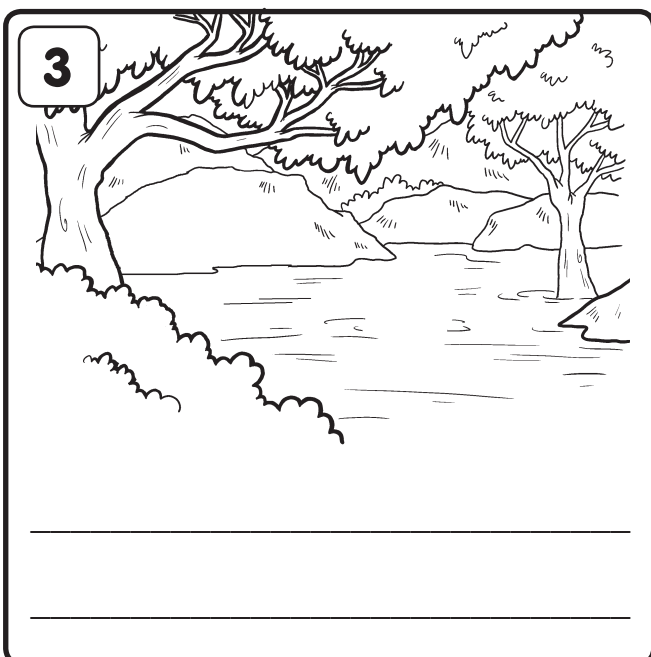
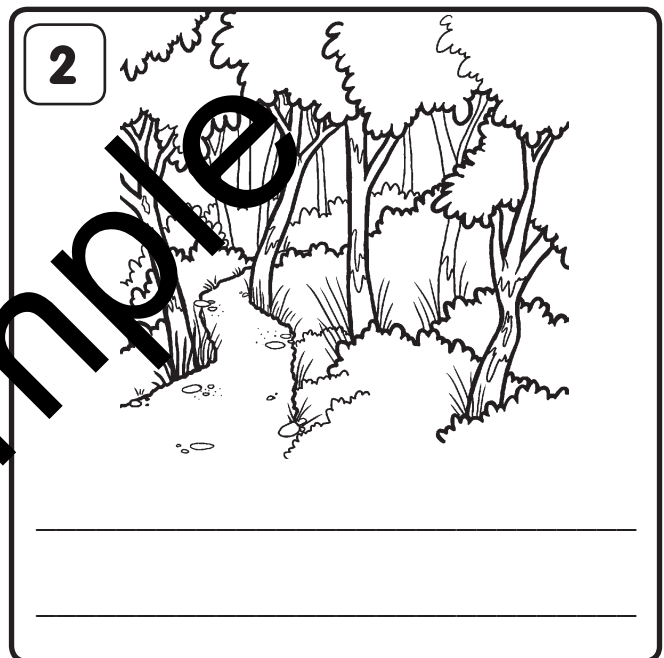
Activity

The Great Outdoors 2

Nature reserves and national parks offer endless opportunities to be active and to enjoy nature and our heritage.

- ☐ What types of activities have you enjoyed on a visit to a national park?

- ☐ Look at the following images. Suggest physical activities for each image that you could participate in while visiting these natural areas. Write your suggestions under each image.




1. Research a national park or reserve in your state or territory where you could participate in fun physical activities and games and complete the information file.

Name of national park: _____

Location: _____

Water Activities	Open Grassed Area Activities/ Games
Cave/Rock Activities	Nature Trails Or Other Activities/Games

2. Send a tweet telling your friends about a recent visit to a local national park.


tweet ...

Activity

Outdoor Games And Activities

- Find the names of 12 physical activities and games that can take place outdoors. Words can be found vertically, horizontally and backwards.

bushwalking

canoeing

orienteering

surfing

jogging

camping

beachcombing

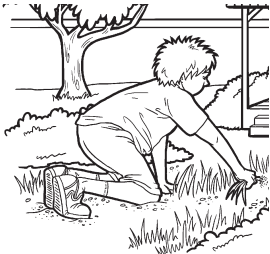
skiing

fossicking

rappelling

gardening

fishing



E G F O S S I C K I N G
E N S U B Z Y K E U R Q
C I C S U G N I H S I F
X R K E S J O G G I N G
B E A C K O M B I N G
S E O Z W E O D G S R N
R T D C A M P I N G P I
G N I L L E P P A R L E
K E D S K I I N G K W O
O I G N I N E D R A G N
I H E G N I F R U S P A
Q O V P G A Q F P V V C

- Highlight the activities in the word search that you have tried. Highlight in another colour the activities that you would like to try.

- What do you feel like when you have spent the day outside?

- What do you feel like when you have spent all day inside?

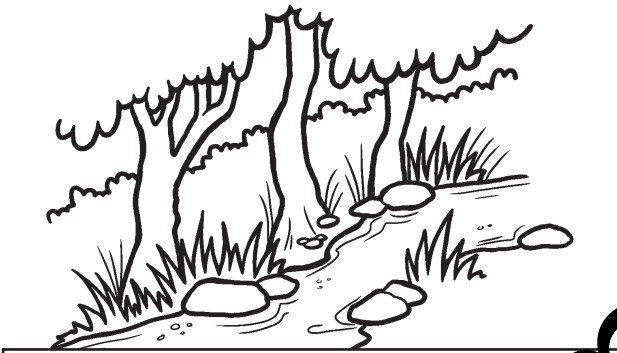
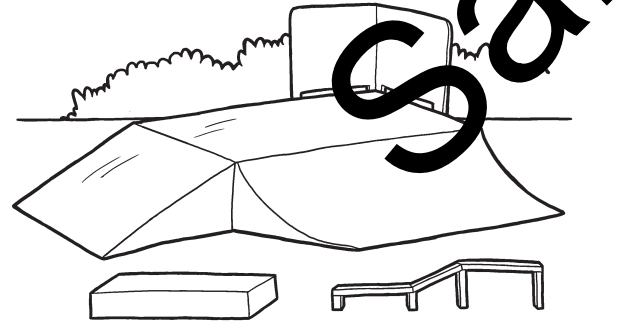
- Do you sleep better after spending the day inside or outside?

Activity

Natural and Built Environments

On the previous page you explored ways to be active outdoors. To participate in physical activities you can take advantage of the different characteristics of natural and built environments.

- ☐ Look at the two environments pictured below. They provide you with opportunities to be physically active. Label each environment either natural or built. Under benefits, say what physical activity or game you could do in each environment and list a benefit of being outside doing this activity. Draw your own in the final box.

Environment	Activity/Benefit
 <input type="text"/>	
 <input type="text"/>	
<input type="text"/>	

Section 5:

Heritage And Culture

Sample



- ☐ Read the indigenous Dreaming story then complete the tasks on page 54 and 58.

Tiddalick The Greedy Frog (adapted by Lisa Craig)

A long time ago before people lived on Earth, there was a big frog called Tiddalick. Tiddalick lived in the hot Australian desert and he thought he was the boss of all the animals.

One day Tiddalick was very thirsty. He went to the only pond of water in the desert garden and he started to drink all the water. He drank and drank and drank. He grew bigger and bigger and bigger.

He didn't leave one drop of water in the pond. The other animals in the desert came to the pond to drink. There was no water! They were so thirsty. Then they saw big, fat Tiddalick. "Tiddalick drank all the water!" cried the kangaroo.

"What can we do?" asked the kookaburra.

"I know!" said the sleepy wombat. "Let's make him laugh and laugh and laugh, then all the water will come out of his mouth."

The kangaroo hopped on one leg. Then she hopped on the other. She hopped up and down, up and down, up and down. But Tiddalick didn't laugh.

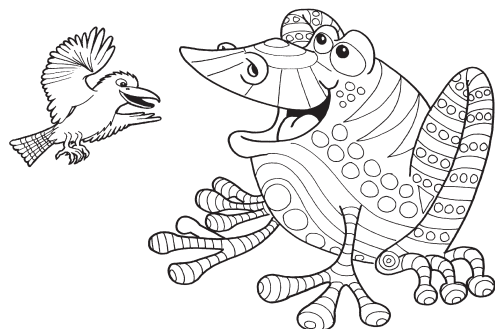
"My turn," said the emu. The emu danced the can-can and wobbled his big bottom at the frog. Tiddalick didn't laugh. Tiddalick didn't even crack a smile!

The frill-necked lizard was very confident. "Watch me, you big bad frog," she challenged. The lizard turned around and around and around like a ballerina on the desert sand until she was very dizzy and fell over, but Tiddalick didn't laugh.

The eel that lived in the pond wriggled over to Tiddalick and started to tickle his leg with his tail... then he tickled him on the belly... then under Tiddalick's arms. Now the eel was around Tiddalick's neck and suddenly Tiddalick started to laugh. He laughed and laughed and laughed. His belly began to wobble. Tiddalick laughed so much that all the water came gushing out of his mouth and there was water flowing again for the animals and plants of the desert.

The kangaroo, the kookaburra, the emu, the eel, the wombat and the lizard laughed too and they danced together under the desert sun. All the animals were happy again.

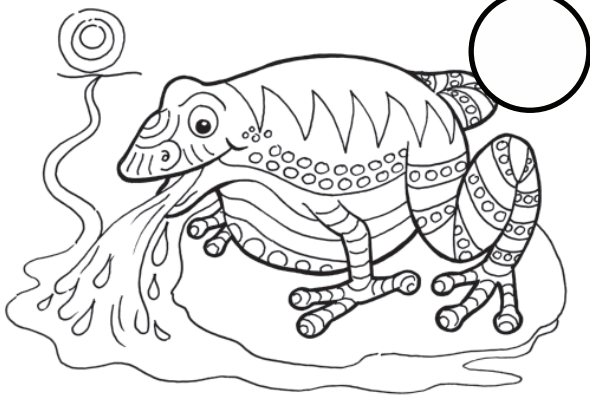
It's true... but Tiddalick learned something very important. Did you?



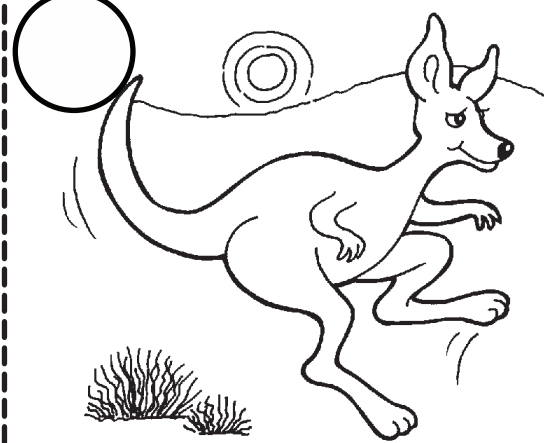
Activity

A Dreaming Story

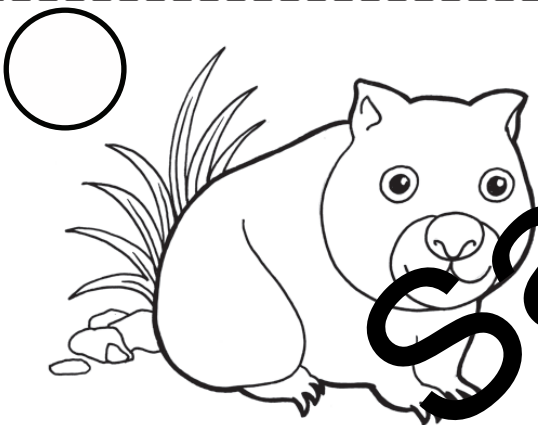
- ☐ After reading the story of *Tiddalick The Greedy Frog*, colour all the pictures.
- ☐ Number the pictures so that they reflect the order of events in the story.



Tiddalick laughed so much that all the water came out of his mouth.



The **kangaroo** hopped on one leg.



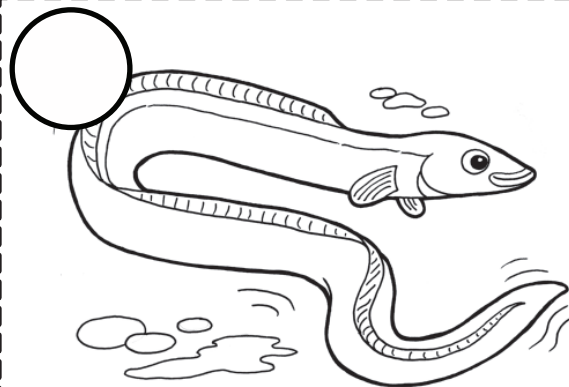
The **wombat** had an idea.



The **lizard** turned around and around and around.



The **emu** danced the can-can and wobbled his big bottom.



The **eel** tickled Tiddalick with his tail.

A Vietnamese Folk Tale

- ☐ Read the story below and on the following page, then complete the tasks on pages 57 and 58.

When Heaven Called Toad "Uncle" (adapted by Lisa Craig)

A long time ago, Heaven sent a long drought upon all the life on Earth. The rivers dried up, the plants shrivelled and died, fires burned day and night and there was not a drop of water to be found. The majestic animals of the rainforests lay thirsty and starving in the shrinking shade of the once proud trees. All seemed lost. But one animal, a blotchy purple toad, decided to do something about the chaos.

The little toad planned to make the gruelling journey to Heaven to beg for rain. On his way through a dusty, deserted village, Toad heard a grumpy voice, "Why are you in such a hurry?" The toad looked in the tangled roots of a dead mangrove tree and saw a crusty old crab. He told Crab about his mission. Other neighbours poked out their heads and scoffed at Toad's plan. Toad invited Crab to join him. Crab took a few sideways steps to retreat into his burrow, then he looked at Toad and replied, "Alright, I will be your companion on this silly journey. What have I to lose?"

Further along the path, Toad encountered a gasping tiger and an exhausted bear too weak to growl. Toad invited the animals to follow him. "It would be better than waiting here to die, Cousin Toad," Tiger and Bear agreed. The band soon grew to six with Wasp, whose honeycomb had disintegrated into thin air and a timid red sun-burnt fox. Together the creatures reached the end of the winding trail that led to Heaven's Gate. Before Toad sounded the massive drum to open the gate, he gave his followers his orders, "If we are to survive, you must do as I say. Crab, you must hide in the jar of water over there. Fox, hide in the bushes to my left. Bear, hide behind

the rock to my right. Wasp, hide behind the door when it opens. Tiger, crouch behind me so you are invisible. When I grind my teeth, it will be time to reveal yourselves." Toad smiled kindly at his companions and sounded the drum with three booming blows.

Old Man Heaven and the Thunder God were rudely woken from their peaceful dreams. "Go and see who dares to wake us Thunder and take your Lightning Hammer with you." Old Man yawned. Thunder wiped the cobwebs from his hammer and set off to investigate the intrusion. Thunder could not believe his eyes when he spotted the blotchy, puny toad. Thunder did not want to waste a blow from Lightning Hammer on a lowly little toad so he sent Heaven's Rooster to peck Toad to death.

The Rooster's sharp beak and claws narrowly missed Toad who began to grind his teeth. As the rooster was about to swallow Toad, Fox leaped out and locked her jaws around Rooster's neck, killing him. Furious, Thunder summoned Heaven's Hound to attack. Bear sprang into action and with one mighty smack, sent Heaven's Hound flying over the next mountain. Old Man Heaven was not impressed with Thunder's progress. He ordered Thunder to use the Lightning Hammer to destroy Toad. Toad slowly began to grind his teeth again.

Wasp flew straight up Thunder's nose and delivered a venomous sting. Thunder felt the pain spreading through his body. He grabbed at the jar of water to put out the fire in his lungs. At last, it was Crab's time. Crab's sword-like pincer's cut into Thunder's flesh. Thunder stumbled blindly towards

A Vietnamese Folk Tale

When Heaven Called Toad “Uncle” (adapted by Lisa Craig)

Heaven's Gate dropping his Lightning Hammer. Tiger timed her pounce perfectly and with one ear-shattering roar, she tore Thunder in two.

Old Man Heaven could not believe that the Thunder God had been beaten by a band of animals. He appealed to Toad to bring Thunder's body to him so that Thunder could be healed. Bear and Tiger put Thunder's two halves side by side. Old Man was still angry with the intruders and as he poured the nectar of life over Thunder's body, he was plotting his revenge against Toad. Clever Toad had sensed that this was a trick. He ground his teeth even more loudly. Crab, Tiger, Bear, Wasp and Fox formed a protective circle around their brave leader. Each creature displayed their special weapons to the Old Man. Heaven's army saw that Old Man Heaven was powerless and fled in fear. Thunder God would remain in two pieces.

Old Man Heaven finally realised that he had been defeated. He asked to listen to Toad's demands. The little toad hopped onto Heaven's throne and cleared his throat, “For four long years we have had to endure a drought that has caused the land to dry and the animals to suffer a cruel fate. We thought that somehow we had offended Heaven and the drought was our punishment. Little did we know that Heaven was too busy napping and lazing around to notice our misery. I have come all this way with my companions to wake you out of your sleep and beg you to send the rains we need to keep Earth alive.” Old Man Heaven heard the passion and anger in Toad's words. He looked at the trembling animals. He put up his hand and said, “Toad and I are friends. There is no need to

fear. I will send the Rain and Wind Gods to arrange a storm at once. Are you satisfied now?”

“Thank you for rescuing our Earth. The next time a drought arrives to threaten us, we will make our way here to ask for your help Old Man. Old Man stiffened, “You will not have to make this dangerous journey ever again, Uncle* Toad. All you have to do is grind your teeth and I will send the Rains,” promised Old Man.

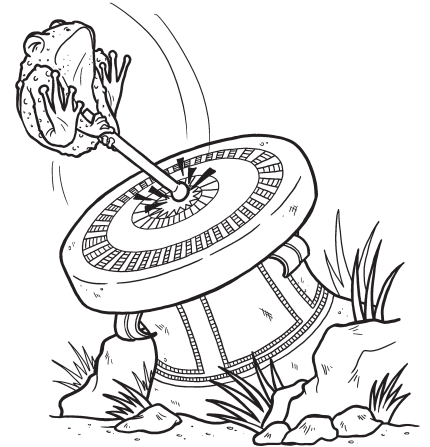
To show that he was true to his word, Old Man Heaven instructed the Black Dragon to carry the six companions on a rain cloud safely back to Earth. For over a thousand years, the sound of Toad grinding his teeth has been a sure sign that rain is on its way.

*“uncle” is a term of respect in Vietnamese culture.



- ☐ Listen to or read the Vietnamese folk tale entitled *When Heaven Called Toad "Uncle"* on the previous two pages.

1. In the space below, draw up Toad's battle plan for entering the Gates of Heaven. Annotate your sketch with Toad's tactics for each animal.



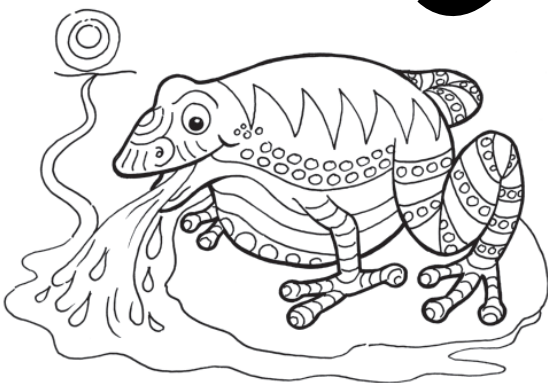
2. Why had there been a drought for four long years?

3. What could this story teach us?

- How are the stories of *Tiddalick The Greedy Frog* and *When Heaven Called Toad "Uncle"* alike and different? Write your ideas below.

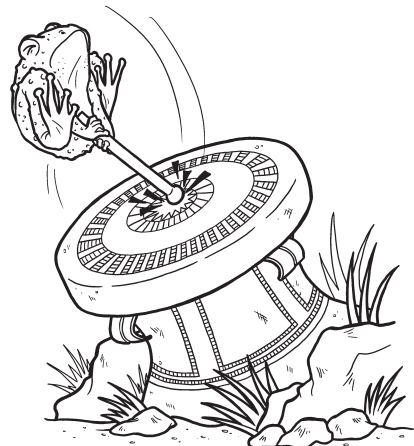
Tiddalick The Greedy Frog

a greedy,
selfish frog

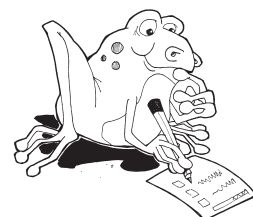


When Heaven Called Toad "Uncle"

a brave,
clever frog



- Both stories have been handed down in their cultures over many generations. Research the origins of a folk tale that you have read or listened to. Report your findings on another sheet of paper.



Everybody has their favourite foods that they enjoy cooking and eating. Our food tastes and preferences have been handed down to us through our families. Families from the same culture often share food preferences.

- ☐ Complete the tables below with your research on the listed cultures and the occasions on which the specified foods are served.

FOOD: LATKES

Culture: Jewish	Occasion:
Description of Dish:	

FOOD: MITHAI

Culture:	Occasion: Festival Of Diwali
Description of Dish:	

FOOD: LONGEVITY NOODLES

Culture: Chinese	Occasion:
Description of Dish:	

FOOD: TSOUREKI

Culture:	Occasion: Easter
Description of Dish:	

- ☐ Research two different traditional dishes from an Australian indigenous or migrant community. Write a brief description of the ingredients, how the food is prepared and on which occasions the food is served. Present your research to the class.

Food and eating are very important aspects of people's lives. It's no wonder that expressions and sayings involving food are part of our language and the languages of all other cultures of the world.

1. Match each saying or expression with its meaning.

Sayings And Expressions

A dish fit for the gods

Egg on

Butter wouldn't melt in his mouth

In a pickle

Say "cheese"

Take it with a pinch of salt

Sour grapes

Spill the beans

Meanings	Saying or Expression
a. To reveal a secret.	
b. A person who is very proper and never does anything wrong.	
c. To be in a difficult situation.	
d. To encourage someone to do something.	
e. A photographer's trick to make you smile.	
f. Not to believe 100% that something is true.	
g. A meal cooked well with quality ingredients.	
h. To not accept a defeat or disappointment fairly.	

2. What do you think that these sayings from other cultures mean?

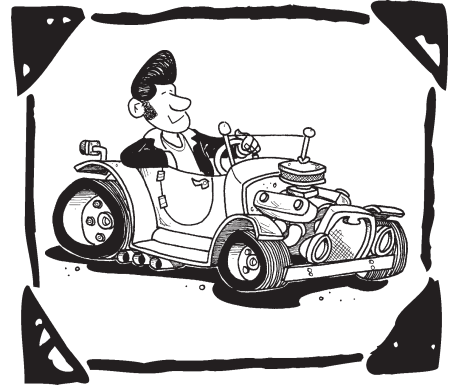
"Worries go down better with soup."

- Jewish Proverb

"A smiling face is half the meal."

- Latvian Proverb

Families pass on their cultural background by sharing stories, food, photographs, letters, old toys, games, souvenirs and heirlooms (valuable objects that have been in a family for several generations). Understanding your family's culture gives you an understanding of your own past and the young person that you have become today.



- ☐ Think about the different ways that your family has taught you about your history and culture. Use the headings in the text boxes below to fill in things that you have learnt about your family's story.

Photographs And Letters

Games

Stories

Food

Family Heirlooms

Sample

Sample

Sample