



AUSTRALIAN HEALTH  
SERIES

# Health

## Workbook For Year 6



By Miranda Cooke

**Title:**

AUSTRALIAN HEALTH SERIES

**Health Workbook For Year 6**

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Printed in Australia

Author: Miranda Cooke

Illustrators: Terry Allen,  
Alison Mutton**Acknowledgements**

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**Published by:**

Ready-Ed Publications  
PO Box 276 Greenwood WA 6024  
[www.readyed.net](http://www.readyed.net)  
[info@readyed.com.au](mailto:info@readyed.com.au)

**ISBN: 978 186 397 987 0**

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# Section 1:

## Preventative Health For Safety And Wellbeing

Sample



## Activity

# Healthy Eating 1

A healthy diet means eating a balance of the right types of foods. This is essential if you want to maintain a good level of health for your body and mind.

- ☐ Study The Australian Guide to Healthy Eating below. Colour the foods that you have eaten today.

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

Vegetables and  
legumes/beans.



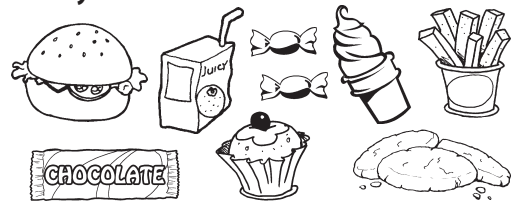
Use in small amounts.



Drink plenty of water.



Only sometimes and in small amounts.





## Activity

## Healthy Eating 2

- ☐ Use The Australian Guide To Healthy Eating on the previous page to help you to complete this page.

What did you eat yesterday? List the foods in the boxes on the right.



FOR BREAKFAST

FOR LUNCH

FOR DINNER

OTHER SNACKS

- ☐ Organise yesterday's foods under the correct columns below, then answer the questions.

Eat In Small Amounts	Eat Moderately	Eat Most Often

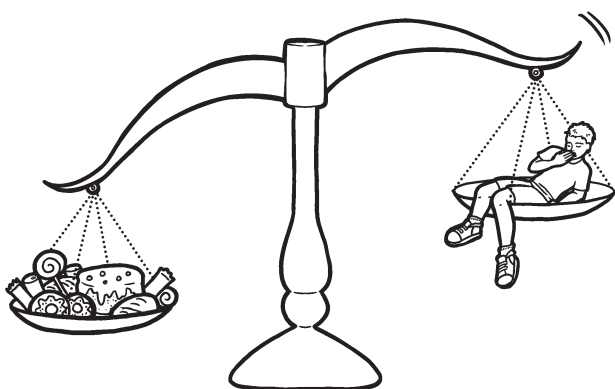
- Did you eat a balanced diet yesterday? \_\_\_\_\_
- What did you have that wasn't really necessary? \_\_\_\_\_  
\_\_\_\_\_
- What do you need to eat more of? \_\_\_\_\_  
\_\_\_\_\_

## Activity

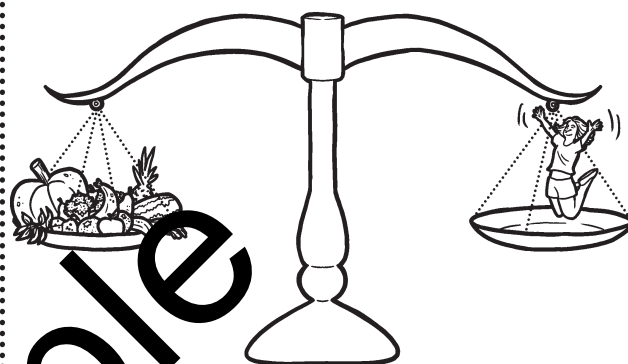
## Food And Energy

The food that you eat provides your body with energy to perform all of the daily activities that you do. It is important that you eat the right types of foods in the recommended amounts to prevent you feeling lethargic and unmotivated.

### UNBALANCED



### BALANCED



☐ Study the scales above, then complete the cloze, using words from the Word List.

### Word List

complete participate types tired wrong fat  
exercise concentrate energy foods unfit overweight

Eating too much of the wrong types of food will cause your body to store this food as \_\_\_\_\_. If this keeps happening over weeks and months then you can become \_\_\_\_\_. Eating the \_\_\_\_\_ types of food can make you feel \_\_\_\_\_ and your body will feel like it doesn't have enough energy to \_\_\_\_\_ and \_\_\_\_\_. This will result in you becoming \_\_\_\_\_.

If you want to have enough energy to exercise, you will need to eat larger amounts of healthy \_\_\_\_\_. This will ensure that your body has enough \_\_\_\_\_ coming in, to support the activities that you are doing at school and after school.

People who eat the wrong food \_\_\_\_\_ are usually overweight and feel too tired to \_\_\_\_\_ school work well and \_\_\_\_\_ in physical activities, such as: netball, basketball, tennis, golf, hockey, martial arts and swimming.

# Eating For Nutrients 1

- ☐ Read the information below and on the following two pages to help you to complete the tasks on pages 11, 12 and 13.

## ● INFORMATION FACT SHEET 1

### Food Group: Meat

Nutrition	Foods
These foods are high in protein. Some meats may have lots of fat. Lean (low fat) cuts of meat are best as we only need small amounts of these fats for good health.	<ul style="list-style-type: none"> <li>• red meats</li> <li>• fish and other seafood</li> <li>• poultry</li> </ul>
How The Body Uses These Foods	How Much And How Often
Protein is essential for growth and healing, as well as the maintenance of body tissues, especially muscle. Fats provide some energy. They also help to form new cells and assist to deliver vitamins throughout the body.	2-3 serves per day. 1 serve = a piece of meat around the size of your fist.

## ● INFORMATION FACT SHEET 2 Food Group: Grains & Cereals

Nutrition	Foods
These foods are particularly high in carbohydrates. A lot of these foods have a high level of fibre.	<ul style="list-style-type: none"> <li>• bread</li> <li>• muesli</li> <li>• polenta</li> <li>• pasta</li> <li>• bran</li> <li>• flakes/</li> <li>• weat bix</li> <li>• quinoa</li> <li>• rice</li> <li>• couscous</li> <li>• noodles</li> </ul> <p><i>Special note: While most breakfast cereals contain cereal and grains, some have a high level of sugar and should only be eaten occasionally.</i></p>
How The Body Uses These Foods	How Much And How Often
Carbohydrates are used to provide the body with energy. Fibre is essential to help move food through the digestive system.	4 serves per day. 1 serve = 1 slice of bread; half a cup of pasta; half a cup of porridge; 2 weat bix.



- ☐ Read the information below and on the previous and following page to help you to complete the tasks on pages 11, 12 and 13.

## ● INFORMATION FACT SHEET 3

## Food Group: Fruit

Nutrition	Foods
These foods contain a good amount of fibre. Fruit juice however, has most of the fibre removed. There are also lots of vitamins and minerals in fruit.	<ul style="list-style-type: none"> <li>• bananas</li> <li>• apples</li> <li>• oranges</li> <li>• grapes</li> <li>• pears</li> </ul> <ul style="list-style-type: none"> <li>• dried fruit such as dried apricots</li> <li>• fruit juice</li> <li>• many, many more fruits</li> </ul> <p><i>Special note: Fresh fruit is better than canned fruit, although canned fruit can be useful when certain fruits are out of season. Canned fruit with natural juices are best. Other canned fruit will have higher than normal amounts of sugar.</i></p>
How The Body Uses These Foods	How Much And How Often
Fibre is important to help keep the digestive system working properly and maintain health. Vitamins and minerals are important for the maintenance of general health and wellbeing.	<p>2 serves per day.</p> <p>1 serve = 1 piece of fruit such as a banana or apple; 3 small apricots/kiwi fruit/plums; 1 cup of canned fruit; half a cup of fruit juice.</p>

## ● INFORMATION FACT SHEET 4

## Food Group: Vegetables

Nutrition	Foods
Vegetables have lots of fibre. Vegetables also contain a variety of vitamins and minerals. While vegetable juices contain lots of vitamins and minerals, most of the fibre has been removed. For this reason, whole vegetables are best.	<ul style="list-style-type: none"> <li>• potatoes</li> <li>• carrots</li> <li>• beetroot</li> <li>• lettuce</li> <li>• corn</li> </ul> <ul style="list-style-type: none"> <li>• lentils</li> <li>• red kidney beans</li> <li>• many, many more vegetables</li> </ul> <p><i>Special note: Fresh vegetables will have the best nutrition content, however, canned and frozen vegetables are also suitable.</i></p>
How The Body Uses These Foods	How Much And How Often
Fibre is very important to maintain the health of the digestive system by making it easier for food to move through the digestive system. Vitamins and minerals are important for the maintenance of general health and wellbeing.	<p>5 serves per day.</p> <p>1 serve = half a potato/sweet potato; half a cup of vegetables such as sweet corn/carrots/peas.</p> <p><i>Special note: Vegetables contain less sugar than fruit, so we can eat more serves of vegetables.</i></p>

- ☐ Read the information below and on the previous two pages to help you to complete the tasks on pages 11, 12 and 13.

### ● INFORMATION FACT SHEET 5

### Food Group: Dairy

Nutrition	Foods
Dairy foods generally have high levels of calcium. They also contain levels of fats.	<ul style="list-style-type: none"> <li>• milk</li> <li>• eggs</li> <li>• cheese</li> <li>• yoghurt</li> </ul> <p><i>Special note: The body only needs small amounts of fats for health.</i></p>
How The Body Uses These Foods	How Much And How Often
Calcium is essential to help maintain strong bones and teeth. Fats provide some energy and help to form new cells and assist to deliver vitamins throughout the body.	<p>3 serves per day.</p> <p>1 serve = 1 cup of milk; 2 slices of cheese; <math>\frac{3}{4}</math> of a cup of yoghurt.</p>

### ● INFORMATION FACT SHEET 6

### Food Group: Discretionary

Nutrition	Foods
While these foods do contain some nutritional value, this is outweighed by a high content of sugar, salt, and fats.	<ul style="list-style-type: none"> <li>• cakes and biscuits</li> <li>• potato chips</li> <li>• hot chips/fries</li> <li>• lollies/sweets</li> <li>• soft drink</li> <li>• chocolate</li> </ul>
How The Body Uses These Foods	How Much And How Often
If the body consumes too much sugar, salt and fat, this can lead to poor health. Some consequences include: obesity, heart disease and diabetes type II.	<p>0-3 serves per day.</p> <p>Your body does not need any of these foods for good health and it is recommended that they only be eaten occasionally.</p>

- ☐ Read the fact sheets on the previous three pages to help you to answer the questions.

A healthy diet refers to eating a balance of the right types of foods. The Australian Guide to Healthy Eating (page 5) is a tool that helps to guide people to eat well. Eating a healthy diet ensures that our bodies receive the necessary nutrition to keep healthy. Food provides our bodies with essential nutrients which enables us to function at our best. Good nutrition enables our bodies to: grow, concentrate, have the energy to exercise, repair from injury and feel good. The consequences of eating unhealthy foods and becoming nutrient-deficient include a range of diseases such as:

● type II diabetes      ● heart disease      ● cancer

Examples of nutrients are: calcium, protein, vitamin A, vitamin B, fibre, etc.

## Questions

1. What health problems can be caused by a poor diet?

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2. Define nutrients in your own words.

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3. In your own words, explain the value of nutrients.

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4. What is the nutritious value of the foods below?

Milk



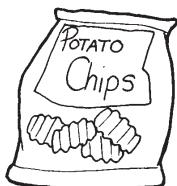
Carrots



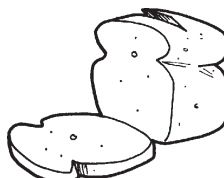
Apples



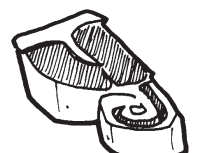
Potato Chips



Bread



Red Meats



The foods that we eat not only provide us with energy, but also provide us with nutrition for our bodies to perform other functions that help to keep us healthy. If we do not include a balance of nutrition in our diets, we can develop health problems and become unwell.



- ☐ Summarise the fact sheets presented on pages 8, 9 and 10 in table form below.

Nutrients	Functions	Source (food groups)
Calcium		
Protein		
Carbohydrates		
Fibre		
Fats		
Vitamins and minerals		

- Using the information below as a guide, together with the fact sheets on pages 8, 9 and 10, write a blog specifying what people can do to make sure that they don't develop diabetes type II. Your blog can contain headings. If you run out of room, use your workbook or another sheet of paper.

Diabetes type II is classified as a lifestyle disease. This means that people with an unhealthy lifestyle are more likely to develop this disease. Interestingly, if someone with diabetes type II changes their lifestyle, this can reverse the effects and they can be cured of the disease.

In the past, this disease was most common for people over the age of 40. Now, younger people are developing diabetes type II, many of these as teenagers and as young as 10 years of age.

Diabetes type II can lead to a range of health problems including damage to blood vessels, which can increase the risk of heart problems and strokes. Diabetes type II can also lead to blindness, amputations and kidney failure.

Three factors have been identified as causing diabetes type II:

- being overweight;
- eating lots of unhealthy foods - especially foods that are high in sugar;
- not being physically active.

TOPICS ▼

MORE ▼



Pin it

Share



The Health Blog

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# FACTS ABOUT WATER

**Why we need water:**

Believe it or not, the human body is made up of about 65-75% water. This means that it is important to drink enough water to keep our bodies healthy.

**When we don't drink enough water:**

If we do not drink enough water, our bodies can become dehydrated. This means that our bodies start to dry out. The first sign of this is a feeling of thirst. If you feel thirsty this indicates that your body is already dehydrated and it is really important for you to consume some fluids and hydrate your body. If you do not do this, then your body can be placed under stress.

**Guidelines for consumption:**

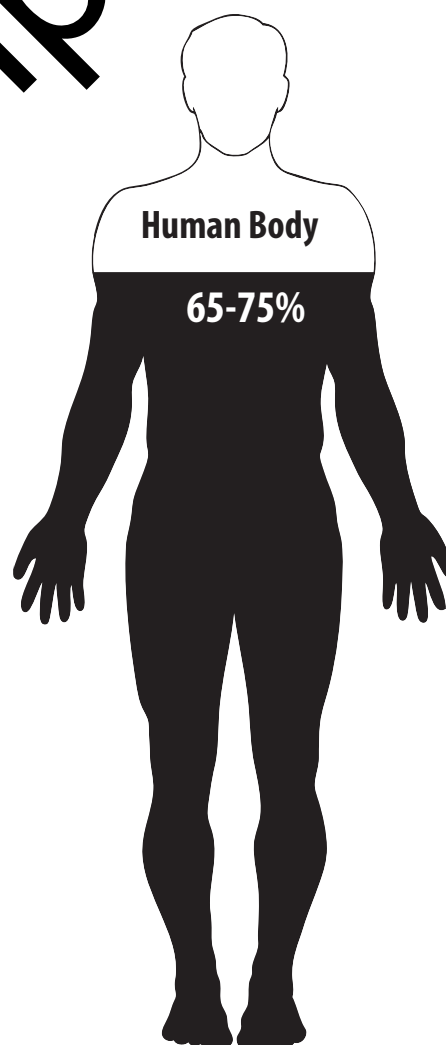
It is recommended that we drink around 6-8 glasses of water per day. If we exercise, then this requirement increases. We may also need to drink more water on hot days to replace the fluids that our bodies lose through sweating.

**The definition of fluids:**

Fluids are things that we drink, such as: water, milk, soft drinks, fruit juices, tea and coffee. Fluids can also be found in the foods that we eat. Watermelon for example is made up of around 90% water and many other fruits can help to make up our required fluid intake. On a hot day, it might be nice to suck on an icy-pole, which is made up of mostly water.

**The best source of fluid:**

The best source of fluid for our bodies is water. Consuming lots of soft drink, flavoured milk, and fruit juices can mean that we are taking in lots of sugar. This is not good for our bodies. It is important to remember that too much sugar can play a role in health problems such as people putting on weight and can contribute to the development of type II diabetes. However, some people find drinking just water, to be boring and drink different types of fluids. This is OK as long as sugar is consumed in moderation.





- ☐ After reading the information on the previous page about water, complete the crossword using the clues.



## DOWN

1. Feeling \_\_\_\_\_ can be an early sign of dehydration.
2. Soft drinks and flavoured milks can contain a lot of \_\_\_\_\_, which can cause health problems.
3. The best source of fluid for our bodies is \_\_\_\_\_.
4. Sugar should be consumed in \_\_\_\_\_.
6. Drinking enough water helps us to stay \_\_\_\_\_.

## ACROSS

5. If you don't drink enough water, you can become \_\_\_\_\_.
7. When we exercise and on hot days, you need to drink \_\_\_\_\_ water.

**Activity****Physical Activity Levels 1**

The recommended amount of physical activity for children aged between 5-12 years of age is one hour every day. This does not have to be done in one go, but might be divided into two lots of thirty minutes.

- ☐ What activities do you participate in each week? Fill out the table below.

Day	Activity	Hours/Minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

- ☐ Highlight the activities that you did at school in one colour and the activities that you did outside of school in another.
- ☐ Where were most of your activities done – or is there a balance?
- \_\_\_\_\_
- ☐ Do you do one hour of physical activity each day? \_\_\_\_\_

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

Occasionally

Sometimes

Always

Sample

## Questions

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

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

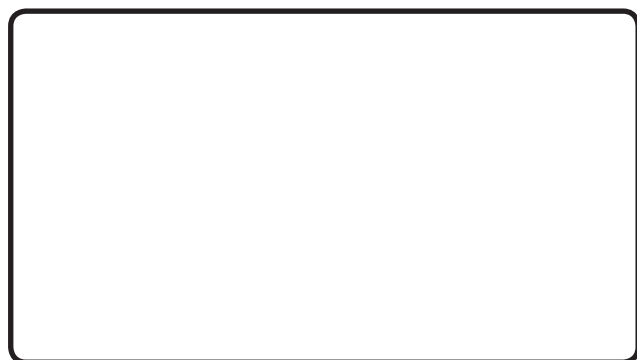
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Fitness is about being in good physical condition and being healthy. Being fit helps to maintain good muscular strength, helps with good flexibility and means that you have more energy. Being fit assists you to look better and feel better. Good fitness can even help with a positive attitude on life and to maintain good moods.



1. What does fitness look like? In the first box below, draw a picture of someone who looks fit. In the second box, draw a picture of someone who does not look fit.



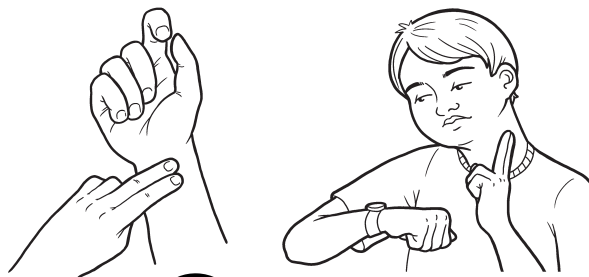
2. Why is it good to be fit? \_\_\_\_\_
3. What are some problems of not having good fitness? \_\_\_\_\_
4. What are some examples of physical activity? \_\_\_\_\_
5. Tick which of the following you think are benefits of partaking in physical activity?
 

<input type="checkbox"/> improves fitness	<input type="checkbox"/> helps to maintain a healthy weight
<input type="checkbox"/> helps you to sweat out toxins	<input type="checkbox"/> improves concentration
<input type="checkbox"/> makes you feel tired	<input type="checkbox"/> gives you strong healthy muscles
<input type="checkbox"/> gives you a healthy heart	<input type="checkbox"/> improves mental health
<input type="checkbox"/> develops strong bones	<input type="checkbox"/> reduces the risk of cancer
<input type="checkbox"/> makes you angry and aggressive	<input type="checkbox"/> burns energy
<input type="checkbox"/> helps you to live longer	<input type="checkbox"/> improves sleep
<input type="checkbox"/> makes you age	<input type="checkbox"/> improves coordination
<input type="checkbox"/> overworks the heart muscle	<input type="checkbox"/> helps you to look good
<input type="checkbox"/> reduces the risk of some diseases (e.g. diabetes type II)	
6. Consider the correct responses above. Some people do not do enough physical activity. Identify five types of health problems that this could lead to and list these below.



There are different types of fitness, such as: muscular strength, flexibility, and cardiovascular endurance. Cardiovascular endurance refers to being able to keep running or playing a sport for 20 minutes or even longer and is a very important element of health. We can measure this fitness by taking our pulse. This lets us know how much our heart is working. Often this is referred to as measuring our heart rate. A resting pulse will be between 60 and 100 beats per minute.

- ☐ To take your pulse, use your pointer finger and your middle finger and place it on the inside of your wrist or on the side of your neck. Use your fingers to feel for a regular pulse in the blood vessel just under the skin.



**Record your pulse. My resting pulse is \_\_\_\_\_ BPM (beats per minute).**

- ☐ Let's see what happens to your pulse when you exercise. With your class, jog on the spot or around an open area if you have one available to you. You will need to stop every minute to take your pulse.

Exercising pulse (1 minute) 15 seconds \_\_\_\_\_ X 4 = \_\_\_\_\_ BPM.  
 Exercising pulse (2 minutes) 15 seconds \_\_\_\_\_ X 4 = \_\_\_\_\_ BPM.  
 Exercising pulse (3 minutes) 15 seconds \_\_\_\_\_ X 4 = \_\_\_\_\_ BPM.  
 Recovery pulse (1 minute) 30 seconds \_\_\_\_\_ X 2 = \_\_\_\_\_ BPM.  
 Recovery pulse (2 minutes) 30 seconds \_\_\_\_\_ X 2 = \_\_\_\_\_ BPM.  
 Recovery pulse (3 minutes) 30 seconds \_\_\_\_\_ X 2 = \_\_\_\_\_ BPM.  
 Recovery pulse (4 minutes) 30 seconds \_\_\_\_\_ X 2 = \_\_\_\_\_ BPM.  
 Recovery pulse (5 minutes) 30 seconds \_\_\_\_\_ X 2 = \_\_\_\_\_ BPM.

## Questions

1. What was your maximum heart rate during the exercise component of the activity?  
\_\_\_\_\_
2. How long did it take for your heart rate to return to a resting state?  
\_\_\_\_\_
3. When you were exercising, how did your breathing change?  
\_\_\_\_\_
4. Why do you think your breathing changed during exercise?  
\_\_\_\_\_
5. Did you notice any similarities between the changes in your heart rate and breathing during exercise and recovery?  
\_\_\_\_\_

- ☐ To participate safely in physical activities at school we must be sun-smart. Getting enough sunlight is important for good health. However, too much sun can be harmful to our health. What do you already know about spending time in the sun?

**Health benefits  
from the sun...**

**Possible harm  
from the sun...**

- ☐ Go to the following website ► [www.sunsmart.com.au/about/faqs](http://www.sunsmart.com.au/about/faqs) to find the answers to the questions below.



1. How can I protect myself from the sun's UV rays when playing outside?

---

2. How can I get my skin checked for skin cancer?

---

3. Doesn't a tan help to protect me from the harm of the sun?

---

4. Can I get sunburnt on cloudy or cool days?

---

5. Am I getting enough vitamin D?

---

6. If I use too much sun protection, will I become vitamin D deficient?

---



## Activity

## Sun-Smart 2

It is great playing with your friends outside in the sun. Spending time in the sun can help to maintain good health.

- ☐ In the space below, brainstorm some physical activities that you and your class members enjoy doing in the sun.

**BRAINSTORM!**



However, too much time spent in the sun without protection, can cause problems for your health. It is recommended that we slip, slop, slap, seek and slide to protect us from harm while in the sun.

- ☐ In the space below, draw or write what each of these mean.

slip

slop

slap

seek

slide

Cycling is a great and fun activity and helps you to stay fit and healthy. It is an activity that you can do with your friends and it is a good form of transport that doesn't require you to depend on your parents all the time, so it gives you independence.

But before you cycle anywhere, you need to know the road rules and show that you can ride safely. Let's see what you know!

1. Tick the safest ways to cross the road on a bike: (only tick one)

- ☐ do a visual check and cross the road if the road is clear;
- ☐ give a hand signal to let drivers know that you intend to cross the road;
- ☐ get off your bike and walk across the road when it is clear of traffic and safe to do so;
- ☐ just ride across. Bikes have right of way and cars must stop for you.



2. Identify whether the following statements are true or false by writing T (true) or F (false).

Statement	T/F
1. By law, you must wear an approved bicycle helmet when riding on a bike.	
2. If you are under the age of 12, you can ride your bike on footpaths.	
3. It is safer to ride a bike on a bicycle path than on the road, even for adults.	
4. Bike riders don't have to obey the same road rules as drivers of cars.	
5. It is a good idea to wear brightly coloured clothes while bike riding, as this increases your visibility to other drivers.	
6. Bikes are fairly simple machines, so don't require checks or maintenance.	
7. It is OK for cyclists to sneak across a red traffic light if they think it is safe to do so.	

3. In the space below, rewrite any false statements, so that they are correct.

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If an injury does occur when you are participating in any physical activity, first aid should be administered.

Sometimes further medical attention may be needed after first aid has been given.



- ☐ Tick to show what first aid you have administered in the past.

## Examples Of First Aid

1. Helping someone put on a Band-aid or a bandage.	
2. Calling "000" (emergency services).	
3. Helping an asthmatic to find and use their medication (Ventolin).	
4. Performing CPR.	
5. Staying with an injured person until medical help arrives.	
6. Assisting someone with an allergic reaction to find their medication (Epi-pen).	
7. Calling an adult for help for a friend who has an injury or is feeling unwell.	
8. Applying antiseptic cream to a wound.	
9. Putting someone in the recovery position.	
10. Applying wet cloths to a swollen area.	
11. Supplying water to someone who is dehydrated.	
12. Applying pressure to a wound (cold compressors).	
13. Applying running water to a burn.	

- ☐ Write down another way that you have administered first aid to another person, or have received first aid.

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- ☐ What type of first aid would you provide for the following scenarios? Place the numbers from the first aid examples on the previous page, into the scenario boxes.

<b>Scenario 1:</b> You know that your friend is allergic to nuts and he has started to have a reaction to eating a peanut butter cookie. He is struggling to breathe, his face and lips are swelling and he is getting red welts on his skin.	
<b>Scenario 2:</b> You are at home and find a family member is unconscious on the floor. You cannot wake her up and no-one else is at home with you.	
<b>Scenario 3:</b> You and a friend are playing in the park, your friend falls and grazes his knees.	
<b>Scenario 4:</b> You are at a school sports carnival and your friend starts to have breathing problems. You know that she suffers from asthma.	
<b>Scenario 5:</b> Your friend has spilled hot water on her arm.	
<b>Scenario 6:</b> A boy has collapsed in the yard from heat exhaustion.	
<b>Scenario 7:</b> Your friend has a nose bleed when you are playing soccer with him.	
<b>Scenario 8:</b> Your brother has a reaction to a bee sting.	

- ☐ Create two of your own scenarios here and ask your friend to say what first aid should be given.

1

Scenario: \_\_\_\_\_

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First aid given:

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2

Scenario: \_\_\_\_\_

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First aid given:

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**Extended Activity:** Consider some first aid situations and role play them in small groups.

## Activity

# Dialling For Help 1

The emergency phone number in Australia is "000"  
If you see someone who is seriously injured or in need of urgent medical help, or if you witness an accident, then you should call triple "0".

# Call 000

☐ Answer these questions.

1. What emergency services can you reach by dialling "000"?

\_\_\_\_\_

2. How much does a call to "000" cost?

\_\_\_\_\_

3. Do you need credit on your mobile phone to call an emergency number?

\_\_\_\_\_



☐ Should I call "000"? (Tick the box if the situation requires a call to "000" and state what emergency service you should request for those situations.)

SITUATION	CALL 000	EMERGENCY SERVICE
1. You have been playing catch and your ball has accidentally got stuck up a tree.		
2. Your friend has climbed a tree to get your ball down, and now she is stuck. It is getting dark.		
3. You are playing cricket and the ball accidentally rolls onto the road. Your friend runs to retrieve it and a car knocks your friend over. The car drives off.		
4. You are kicking the footy on a local field and notice a fire burning in some bush land nearby, there is no-one tending to the fire and it seems to be getting bigger.		
5. You are swimming at the beach and notice that a boy has swam too far out and is getting dumped by the waves. There are no life-guards around.		
6. Your mum has not turned up to pick you up from sports training and you can't reach her by phone.		

**Extended activity:** Role play calling "000". State what service you want (police/fire/ambulance), talk calmly and speak quietly (don't yell). Provide details of the emergency, your location and what has happened.

## Activity

## Dialling For Help 2

Imagine that you are playing tag with a group of friends and one of your friends has an asthma attack. What if you cannot find an adult to help you deal with this emergency situation? Would you know how to get help if you couldn't ask an adult?



- ☐ Brainstorm some ideas below.

### BRAINSTORM!

- ☐ Create a card with emergency phone numbers that you can take home and put into your family's first aid box, or pin on the fridge

### EMERGENCY CONTACT NUMBERS

Name: \_\_\_\_\_

Number: \_\_\_\_\_

Name: \_\_\_\_\_

Number: \_\_\_\_\_

Name: \_\_\_\_\_

Number: \_\_\_\_\_

Name: \_\_\_\_\_

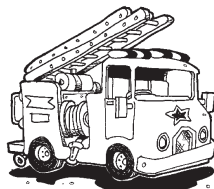
Number: \_\_\_\_\_

Name: \_\_\_\_\_

Number: \_\_\_\_\_

Name: \_\_\_\_\_

Number: \_\_\_\_\_





Wouldn't it be great if life was always fun and everything ran nice and smoothly all of the time! Unfortunately, this is not reality. Life has ups and downs and everyone experiences hardships, difficulties or sad times. It is important to understand that difficult times do not last forever and that we often need help and support from other people to get through such tough times.

Depending on the situation, you may need a helping hand from someone to protect you from a bully, or advice about how to deal with a difficult situation. Sometimes, just talking to someone can be a big support and help you to feel better. It is important to know who you can go to for support.

### Create a Helping Hand

- ☐ Draw an outline of your hand. Write the name of a person on each finger (including the thumb), who you trust and would feel comfortable going to if you needed help with a problem.

Sample

While friends your age can be great company, it is often best to seek support from an adult that you are comfortable with if you are going through some difficulty or need advice. This is because adults have more life experience and are more likely to be able to give you the right type of practical support or advice.

## Kids Helpline

- ☐ There are other services that you can access for help if you are having a difficult time. The Kids Helpline offers online resources and a phone counselling service.

Take a tour of the Kids Helpline website ► [www.kidshelp.com.au](http://www.kidshelp.com.au) and then answer the following questions.



1. What are some of the things that you can do on the Kids Helpline site?

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2. What is the phone number for the Kids Helpline?

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3. Provide reasons why a person may choose to phone the Kids Helpline number.

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4. Is the Kids Helpline only for Kids? How do you know this?

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5. What is the slogan for the Kids Helpline?

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

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

Some rules to keep you safe:

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



### Fact Sheets

- ☐ Go to ► <https://www.esafety.gov.au/esafety-information/esafety-issues/cyberbullying>. In pairs or small groups, research cyber-bullying and create a fact sheet in your own words.

☐ What is cyber-bullying? \_\_\_\_\_

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

## Section 2: Outdoor Activities

Sample



**Activity****Connect With The Community 1**

Participating in physical activities outside of school can help you to connect with other members of your community and help you to make new friends with people in your area. Examples of community clubs and groups which involve physical activities are: guides, scouts, dancing groups, swimming, football, karate and cricket.

- ☐ Choose eight classmates to survey. Complete the table below using your chosen classmates' responses and yourself.

Name Of Student	Community Activity	Community Area	New Friends I Have Made There

**On another sheet of paper, graph your results. Remember to give your graph a title and label the vertical and horizontal axis.**

## Activity

# Connect With The Community 2

It is important to get involved in community activities because it creates a healthy community. Think about the ways that you get involved in your community to promote a community spirit.

- ☐ Write about and draw two special places that you go to in your community and why they are important to you.

**1** A place in your community where you go:

---

Who do you meet there? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you do there? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you feel when you are there?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2** A place in your community where you go:

---

Who do you meet there? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you do there? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you feel when you are there?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Activity

## Natural And Built Environments

- ☐ Look at each activity. Say where in your community you could do each activity and whether these places are natural or built.

1



☐ Natural ☐ Built

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2



☐ Natural ☐ Built

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3



☐ Natural ☐ Built

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4

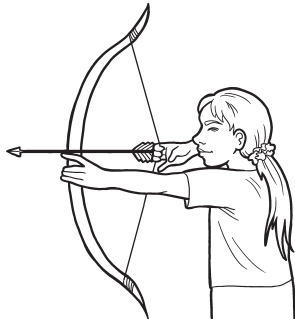


☐ Natural ☐ Built

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5



☐ Natural ☐ Built

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6



☐ Natural ☐ Built

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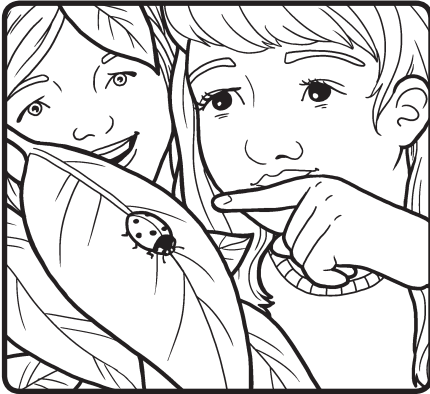
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## Activity

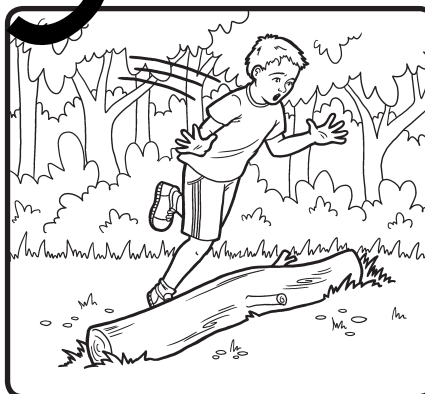
## Natural Environments

Governments are encouraging children to interact with the natural environment and play outdoors by creating adventure playgrounds. Children who live in the country often have these facilities naturally available to them.

- ☐ What do you think are the benefits of playing outside in a natural environment? Use the pictures as clues.



- ☐ What might be the dangers of playing in a natural environment that is not managed by a local council? Use the pictures as clues.



## Section 3: Diversity

Sample



## Activity

## Discrimination

Discrimination means being excluded or disadvantaged because of your religion, race, gender or culture. Most community sporting clubs or groups will have rules in place to stop the discrimination of its members and support their wellbeing.

- ☐ Do some research to find four local community clubs/groups which have specific rules and regulations in place to stop discrimination. Record your findings in table form below.

Club/Group	Community/Area	Rules/Regulations

Sample

Increasingly, we live in a multi-cultural society. This means that the people who we live near and go to school with, have a heritage from a range of different countries. It is important to have some understanding of different cultures, because this helps us to appreciate each other's differences and to foster better relationships with our peers.



☐ Complete the following.

### My Heritage

The country I was born in: \_\_\_\_\_

The country/countries my parents were born in: \_\_\_\_\_

The country/countries my grandparents were born in: \_\_\_\_\_

Activities that my family and I enjoy/participate in that reflect my family heritage:

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Foods that my family eat that reflect my family heritage:

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Drinks that my family consume that reflect my family heritage:

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Sayings and their meanings that my family use that reflect my family heritage:

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**Activity****Cultural Appreciation 2**

- ☐ Get into groups of six and share your stories. Log your friends' cultural backgrounds in table form below.

	Activities participated in by families that reflect culture	Foods or sayings that reflect culture
Name of student:		
Heritage:		
Name of student:		
Heritage:		
Name of student:		
Heritage:		
Name of student:		
Heritage:		
Name of student:		
Heritage:		
Name of student:		
Heritage:		
Name of student:		
Heritage:		

Curriculum Link: Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)

Elaboration: Proposing strategies to help others understand points of view that differ from their own and to encourage further discussion about individual and cultural similarities and differences in order to tackle racism. Exploring and celebrating how cultures differ in behaviours, beliefs and values.

## Activity

# Living In A Multicultural Society 1

A multicultural society poses both challenges and opportunities for enrichment.

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

- ☐ Highlight any of the following cultural differences that you may have noticed in your community.

dress/clothing

language/  
accents

food and drink  
consumed



Other: \_\_\_\_\_

traditions

celebrations

religion (religious  
beliefs)

- ☐ Cultural difference in a community helps to enrich the community and offer opportunities to encounter new experiences. Look at the little boy in this picture. He is just about to enter a mosque.

1. What religion do you think he is part of?

\_\_\_\_\_

2. What tradition is he following?

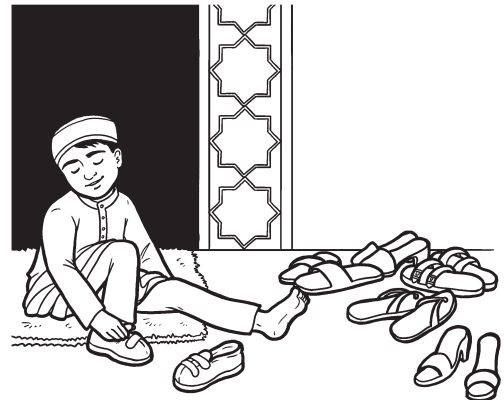
\_\_\_\_\_

3. What is the reason for this tradition?

\_\_\_\_\_

4. Do you know anyone from this religion?

\_\_\_\_\_





## Activity

## Living In A Multicultural Society 2

A multicultural society poses both challenges and opportunities for enrichment.

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

☐ Answer these questions.

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

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

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

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

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

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

Cambodia    Mongolia    Afghanistan    Australia    Japan    India    China

