

Health

For Years 3-4: Part 1

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1

**Linked to the following area
of the Australian National Curriculum:**

- being healthy, safe and active

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Teachers' Notes

Health For Years 3-4: Part 1 is part of the *Australian Health And Physical Education Series* which comprises ten books in total. *Health For Years 3-4: Part 2* is written by the same author. This book will help to develop students' emotional and social skills to support and promote their sense of personal identity and place in the community. This book is organised into five sections that have a strong focus on one of three strands of the Australian curriculum: being healthy, safe and active.

Section 1, entitled *Successes And Challenges Define Me* asks students to examine how their family, relationships and school contribute to the development of their unique personality, sense of wellbeing and achievement in a variety of domains. Special attention is given to the importance of taking on challenges as an opportunity for building other life skills such as perseverance, resilience and self-confidence.

Section 2 entitled *Coping With Change* addresses changes that are common in the development of 8 to 10 year olds. The activities invite students to reflect upon the changing nature of friendships as they grow older and the need to adjust to change.

Staying Safe is the third section in the book and looks at the concept of feeling safe and unsafe. Students will discuss how they feel in situations that make them feel uncomfortable, unsafe or in danger and learn how to assert themselves firmly and calmly.

My Wellbeing is the fourth section in the book and addresses safety issues in the playground and the storage of harmful substances at home and at school. Students will be asked to interpret safety messages on medicines and common household products and propose safety measures to prevent accidents. Students will also be introduced in this section to the Australian Guide For Healthy Eating designed by the Australian Government and reflect upon their food choices and eating habits. As being active is a key part of healthy choices, students will complete a log of their physical activities and compare this with the recommended two hours per week.

The final section in this book, *Active and Fit - The Benefits*, examines the effects of too much screen-time on health and wellbeing. Students will reflect on their own amount of screen-time and suggest ways in which this time could be reduced. The advantages of a good night's sleep are also highlighted.

Each section in this book is accompanied by teachers' notes which include: answers, background information and suggested ways to introduce the activity pages. All of the activities have a self-explanatory format and are well-supported by appealing illustrations designed for 8 to 10 year olds.

Activity

The Recipe Of My Success

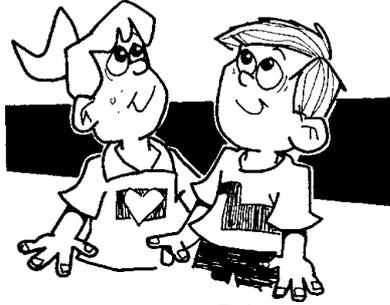
- You experience successes in your life because of your personal qualities.

a cupful of
confidence

a teaspoon
of tidiness

a pinch of
patience

a sprinkle of
stubbornness

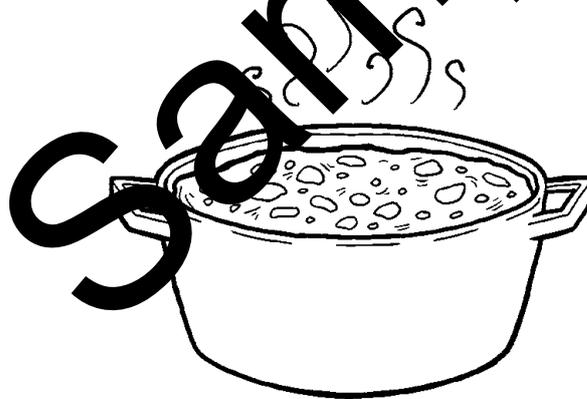


a splash of
sympathy

a dollop of
determination

a handful
of honesty

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



thoughtful
dreamy
dependable
friendly
shy
unselfish

cheerful
bright
respectful
lively
brave
generous

energetic
creative
funny
adventurous
curious
artistic

kind
caring
sporty
sensible
neat
well-mannered

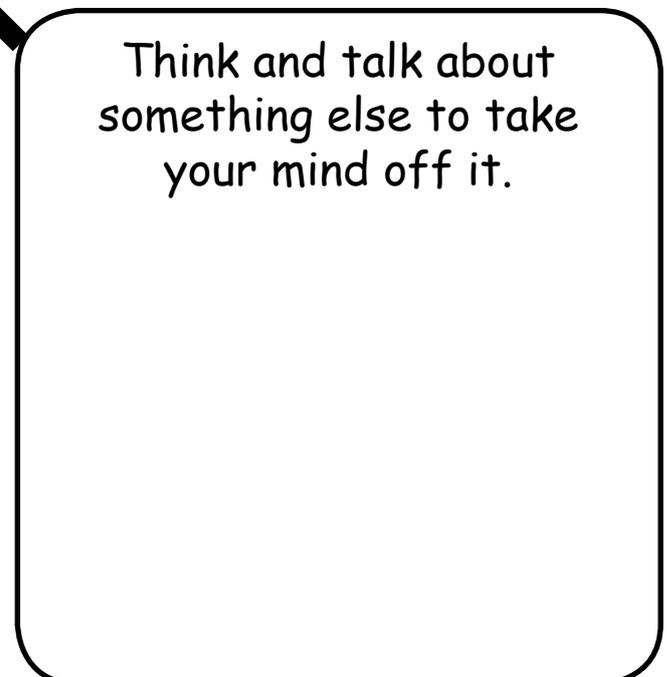
Activity

Responding Positively

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



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



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

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

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

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

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

4 Hold a true friend with both your hands.

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

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

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

Activity

Be Assertive

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

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

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

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

2 Would you like to try a cigarette?

3 Hello! Do you want a lift home?

Sample

Section 4

My Wellbeing

favourite vegetable to analyse and present their findings on a group poster.

ANSWERS FOR PAGE 43

1) Plants: broccoli, walnuts, lettuce, tomato. Animals: pork chops, eggs, steak. Produced: spaghetti, cheese, butter, breakfast cereal, sausages, jelly, soy sauce.

ANSWERS FOR PAGE 44

1) curry = umami; honey = sweet; lemon = sour; dark chocolate = sour; cheese = umami; meatball = umami; peach = sweet; potato chips = salty. 2) red, yellow, orange, pink, purple, green (this colour when they are ripe), black.

ANSWERS FOR PAGE 46

Eat Most = breakfast cereal, spaghetti, broccoli, sandwich. Eat Moderately = peach, pineapple, fish, low-fat yoghurt, lamb chops, eggs, nuts. Eat in small amounts = olive oil, butter, cake, ice cream, chips.

ANSWERS FOR PAGE 47

2) All the children ate predominantly from the Eat Moderately category of The Australian Guide To Healthy Eating. 3) Olive's Eat Most foods: rice and bread. Ella's: water, toast, milk in a wrap, noddles, Asian greens. James's: cereal, salad, pasta. Recommendations: All children could boost intake of Eat Most foods and reduce Eat In Small Amount foods.

ANSWERS FOR PAGE 49

Check to see that students have recognised that many of the ingredients of the cheeseburger contain added sugars and preservatives.

ANSWERS FOR PAGE 51

Vitamin C = growth and repair of tissues; Vitamin A = maintains healthy vision, builds up immune system; vital to the development of foetuses; keeps skin and cells healthy. Vitamin B6 = plays a role in brain development; builds up the immune system; aids in red blood cell formation. Folate = vital in producing DNA; essential for the nervous system; cell production for the skin. Riboflavin (or vitamin B2) = body growth; red cell production. Vitamin D = enhances calcium

absorption and bone strength, prevents rickets and osteoporosis.

Dietary fibre makes defecation regular and easier. It helps the good bacteria in the intestine to maintain a healthy balance by shortening the time of waste products in the intestine.

Notes for pages 52, 53, 54 and 55

A balanced diet is only part of the equation for a healthy life – physical activity plays a vital role in building healthy bodies, minds and relationships. Page 53 examines the excuses given for being sedentary. Refer students to the Information Page on page 52 for convincing arguments to use in task on page 53. Page 54 asks students to reflect on and record their physical activities during a week. This activity is best presented in tabular form so children can see the relationship between the balance of their active time and sedentary time. Page 55 proposes alternative activities to organised sport.

SUGGESTED ANSWERS FOR PAGE 53

1) "Come and play Frisbee in the park with me, Dad." "Not now, I'm watching the footy." 2) I'm too tired; I've got other things to do; It's your mother's/brother's turn to play with you; I don't feel like it. 3) Check to see if students have incorporated arguments from the Information Page on page 52.

SUGGESTED ANSWERS FOR PAGE 55

1) Offer to push the trolley. 2) Join him in the garden and rake leaves, push the wheelbarrow, and weed. 3) Dance and mime to the song. 4) Take the dog for a walk, play fetch.

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

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

1



PLAYGROUND RULE 1

2



PLAYGROUND RULE 2

3



PLAYGROUND RULE 3

4



PLAYGROUND RULE 4
