

# Health

## For Years 3-4: Part 2

By Lisa Craig



2

**Linked to two areas of the  
Australian National Curriculum:**

- communicating and interacting for health and wellbeing
- contributing to healthy and active communities

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# Teachers' Notes

*Health For Years 3-4: Part 2* is part of the *Australian Health And Physical Education Series* which comprises ten books in total. *Health For Years 3-4: Part 1* is also part of this Series and is written by the same author. The activities in this book are linked to two main strands of the Australian curriculum for Health: communicating and interacting for health and wellbeing; and contributing to healthy and active communities.

Section 1, *Show Respect And Empathy*, focuses on the importance that showing respect and empathy play in building healthy relationships. Students will be introduced to a wide range of respectful behaviours that fortify friendships and help them to get along with others.

Section 2, *Emotional Responses*, helps students to put names to the emotions that they are experiencing and pinpoint physical signs associated with certain emotions in order to manage them. The activities emphasise that emotions fluctuate during a day and that people can have different emotional responses to the same event. Students will also be asked to identify emotional changes in characters from a traditional story from Thailand.

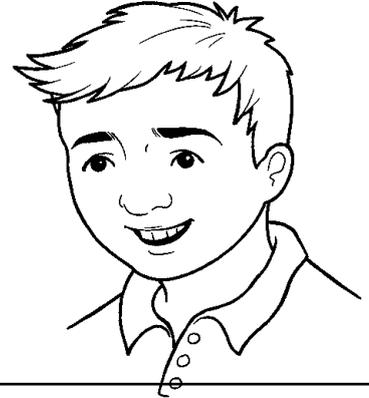
Section 3, *Let's Look at Health Messages*, traces changes in the Australian diet over a century and the various influences that have shaped our food choices today. Students will learn how to analyse nutritional facts on food labels and research the functions of food additives and preservatives. They will also read an article about hidden added sugars in some of their favourite foods.

Section 4, *Being Active And Sustainable*, explores opportunities for being active at school at different times and settings. Students will investigate how they can make their learning environment healthier by examining the creation of veggie gardens and promoting other sustainable practices around the school. Activities also focus on the lure of the great outdoors as an ideal venue for being active. The benefits of natural and built environments for physical activity is also evaluated.

Section 5, *Heritage And Culture*, provides activities that celebrate personal identities through the comparison of traditional tales, foods for special occasions from other cultures and the many ways of transmitting family heritage from one generation to the next.

*Health For Years 3-4: Part 2* is accompanied by teachers' notes and answers. The activities have an easy-to-follow format and are well-supported by appealing illustrations and graphical information.

- 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 |
|---------|------|-----|
|         |      |     |

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

\_\_\_\_\_

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

# Friendship Game Cards 1



You forgot to give your friend a compliment on his/her new haircut.  
**Go back 2 spaces.**

Your friend's feelings are hurt because you are spending more time with a sports team.  
**Miss a turn and talk to your friend.**

Someone has just told you that you are fun to be with.  
**Move ahead one space.**

You listened to everyone else's news on Monday before telling yours.  
**Move ahead one space.**

You said something unkind about a friend's new outfit.  
**Miss a turn.**

You encouraged your friend to try a new food.  
**Move ahead one space.**

You told someone about something private a friend had told you.  
**Go back 5 spaces.**

A friend told you about his/her fantastic holiday. You didn't ask any questions.  
**Go back 3 spaces.**

You reminded a friend to put on his/her bike helmet before riding home.  
**Move ahead one space.**

You don't agree with your friend's opinion, but you don't argue about it.  
**Move ahead one space.**

You forgot to wish your friend "Happy Birthday".  
**Go back 3 spaces.**

You helped your friend make posters for his/her lost pet.  
**Move ahead 2 spaces.**

A friend dropped a sandwich on the ground. You offer to share yours.  
**Move ahead one space.**

You forgot to give your friends a big smile this morning.  
**Miss a turn.**

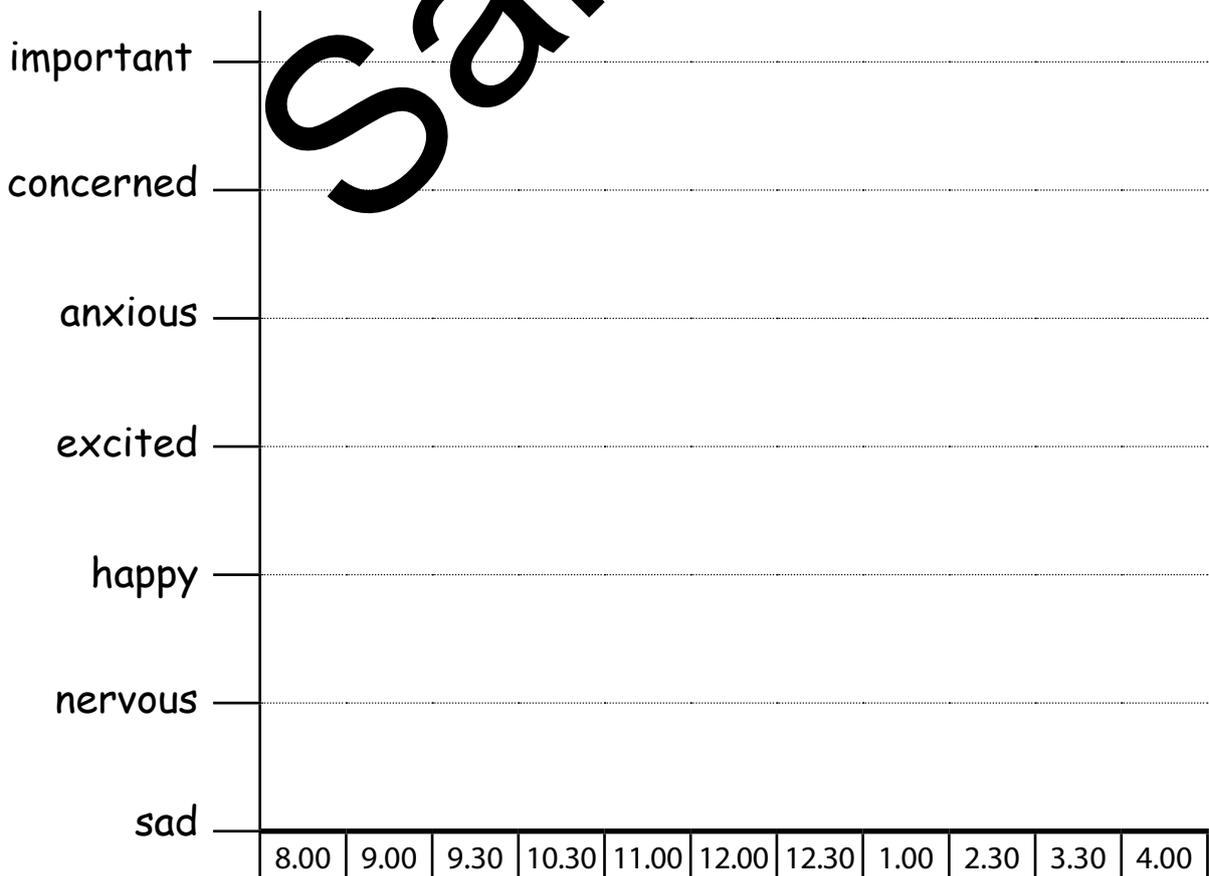
You laughed when a friend fell over.  
**Go back 5 spaces.**

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.



- 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.

Counting to 10.

Taking a slow deep breath.

Thinking cool thoughts.

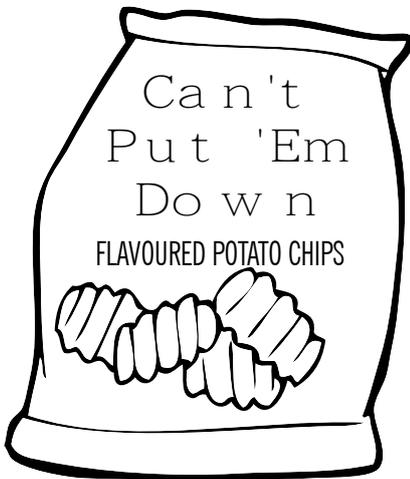
Finding an adult/ someone who you trust.

Saying in your head, "Stop" then picturing a place you'd rather be.

Taking a walk.



- 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.

- 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 |
|                   |         |

- Which side won the debate? Overall, what was the most persuasive argument? \_\_\_\_\_

# 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](http://www.sahealth.sa.gov.au)
- ▶ [www.health.wa.gov.au](http://www.health.wa.gov.au)
- ▶ [www.health.nt.gov.au](http://www.health.nt.gov.au)
- ▶ [www.health.qld.gov.au](http://www.health.qld.gov.au)
- ▶ [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)
- ▶ [www.healthdirect.gov.au](http://www.healthdirect.gov.au)
- ▶ [www.dhhs.tas.gov.au](http://www.dhhs.tas.gov.au)

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

- ▶ [www.foodauthority.nsw.gov.au](http://www.foodauthority.nsw.gov.au)
- ▶ [www.kidsafe.com.au](http://www.kidsafe.com.au)
- ▶ [www.kidsafensw.org](http://www.kidsafensw.org)
- ▶ [www.kidsafeva.com.au](http://www.kidsafeva.com.au)
- ▶ [www.kidsandtraffic.mq.edu.au](http://www.kidsandtraffic.mq.edu.au)
- ▶ [www.foodstandards.gov.au](http://www.foodstandards.gov.au)
- ▶ [www.wiggleintohealth.com/nutrition/food-safety.htm](http://www.wiggleintohealth.com/nutrition/food-safety.htm)

## FOOD AND NUTRITION WEBSITES

- ▶ [www.nutritionaustralia.org](http://www.nutritionaustralia.org)
- ▶ [www.healthinfonet.ecu.edu.au](http://www.healthinfonet.ecu.edu.au)
- ▶ [www.aihw.gov.au/home](http://www.aihw.gov.au/home)
- ▶ [www.nsa.asn.au](http://www.nsa.asn.au)
- ▶ [www.healthykids.nsw.gov.au](http://www.healthykids.nsw.gov.au)
- ▶ [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)

## PHYSICAL ACTIVITY AND FITNESS WEBSITES

- ▶ [www.healthykids.nsw.gov.au](http://www.healthykids.nsw.gov.au)
- ▶ [www.healthyactive.gov.au](http://www.healthyactive.gov.au)
- ▶ [www.ausport.gov.au/participating](http://www.ausport.gov.au/participating)
- ▶ [www.nprsr.qld.gov.au](http://www.nprsr.qld.gov.au)
- ▶ [www.mychild.gov.au](http://www.mychild.gov.au)
- ▶ [www.letsmove.gov](http://www.letsmove.gov)

