

# Health

## For Foundation Level

By Lindsay Marsh



**Learning Areas:**

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

## Teachers' Notes

*Health For Foundation Level* is part of the *New Zealand Health And Physical Education Series* which comprises ten books in total. This book has been specifically written for New Zealand students in their first years of schooling.

*Being Healthy, Safe And Active* is the first section of this book. In this section, students are given the opportunity to recognise their strengths and understand how they can develop new strengths. Identifying body parts and recognising that their bodies change as they grow, is also a focus. In order to understand how they can stay safe, students are encouraged to identify people who they trust and discuss protective behaviours.

The second section, entitled *Communicating And Interacting For Health And Wellbeing* focuses on inclusive and exclusive behaviour and emphasises how the former is right and fair. Students are given the opportunity to explore appropriate ways to communicate feelings using language and actions.

The third section in this book, helps students to recognise dangerous household substances and the inappropriate use of medicines. The importance of reading safety symbols found at home, around water and in road environments is highlighted. Healthy habits, such as hand-washing, face-washing, eating correctly and showing respect are explored in some depth.

*Health For Foundation Level* is a wonderful resource. There are notes for the teacher at the beginning of each section which include: answers, additional activities, links and suggested ways to introduce new topics. Cleverly illustrated to engage young minds, this book will be a valuable addition to any school's pool of resources.

## Activity

# What Am I Good At?

Some people are good at sport, some people are good at dancing, some people are good at writing, some people are good at making people laugh. We are all good at different things.

Colour what you are good at. Add two of your own.

making people laugh

writing

dancing

martial arts

reading

footy

making new friends

joining in

eating healthily

gymnastics

saving money

singing

drawing

tennis

sharing

helping mum and dad

helping with the cooking

playing an instrument

As we get older, we grow taller and our bodies change. We all grow at different rates. However, at the age of 20, nearly all of us have stopped growing and have reached our final height. Signs that you are having a growth spurt might include feeling more tired, and feeling hungry all the time.

Complete the sentences.

My name is \_\_\_\_\_.

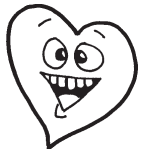
I am \_\_\_\_\_ years old.

I am \_\_\_\_\_ centimetres tall.

★ Somebody who is taller than me in the class is:



★ Somebody who is shorter than me in the class is:



★ At birth I was \_\_\_\_\_ centimetres tall.

★ Somebody at birth who was shorter than me is:



★ Somebody at birth who was longer than me is:



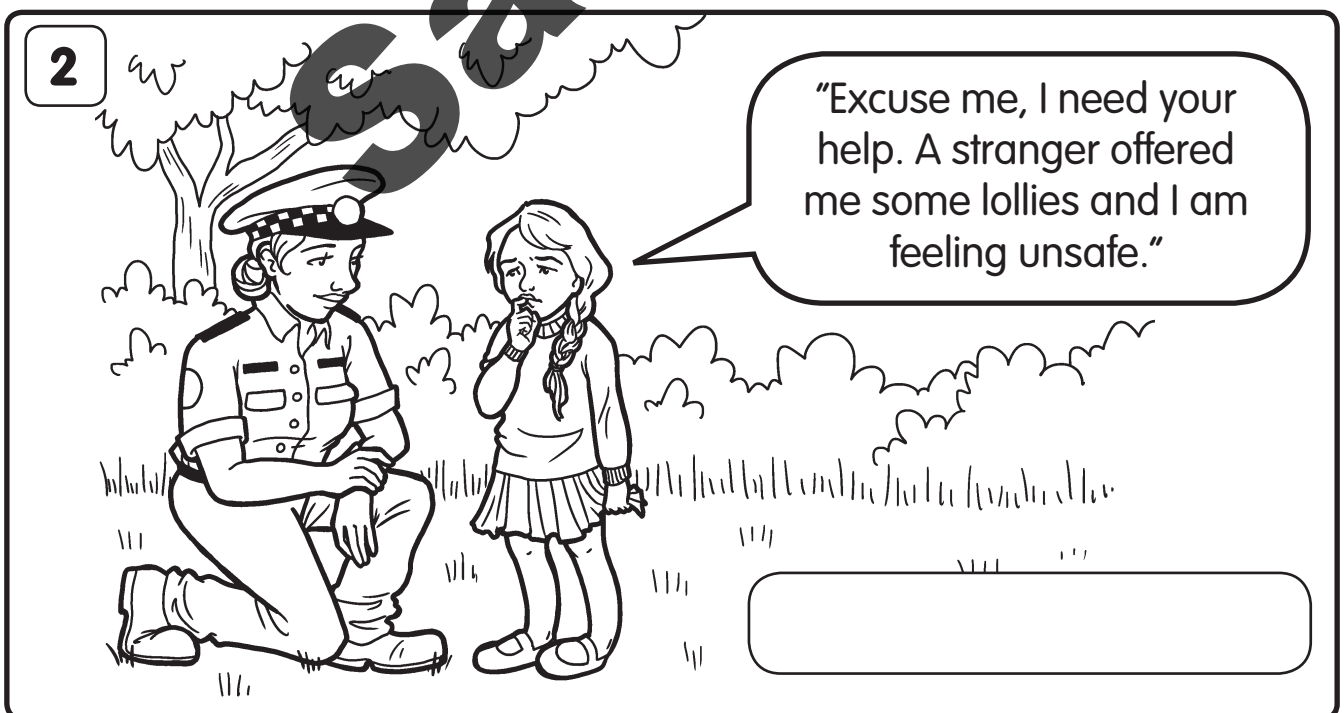
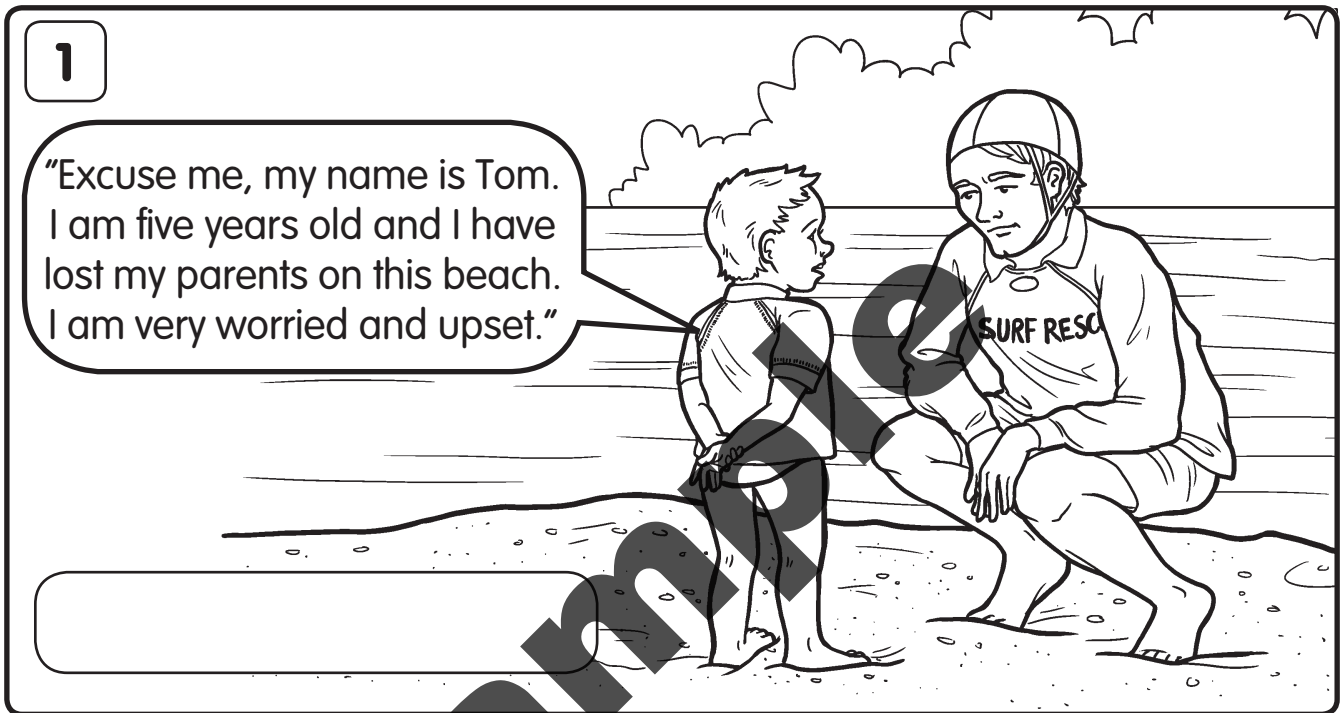
Draw yourself and two of your classmates on the back of this page. Your picture should indicate the differences in your heights.

## Activity

## People Who I Trust

There are people in the community who can help you to stay safe.  
If you ever feel unsafe, you must ask these people for help.

- Write down the name of each trusted person pictured below.  
Colour and say the words inside the speech bubbles which ask these people for help. Practise asking people for help as a class.



- On the back of this sheet, draw a picture of the people who take care of you at home and make you feel safe.

Being left out makes us feel sad.  
There are things that we can do if we feel left out.

Look at the picture.



1. Colour the girl who has been left out in red.
2. Write how you think she is feeling.

\_\_\_\_\_

3. Tick what you think the girl should do:

- sulk;
- find some other friends to play with;
- tell the girls how she feels and ask if she can join in;
- set up a game and ask some other children to play;
- tell an adult.

This is a picture of Sam. He is sitting on his own at lunchtime at school. He is sad because he feels lonely. Tick what Sam should do:



- introduce himself to a group of children and sit with them;
- find somebody else who is sitting alone and join him/her;
- make eye contact with another child and smile;
- hope that someone comes to talk to him.

Everyone has feelings. Some things might make us feel sad or scared.

A sad thing that happened to me was:

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A few things that frighten me are:

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Discuss with a friend.

**a.** Why is this little girl feeling scared?

**b.** What tells you she is feeling scared?

**c.** What could she do to stop feeling scared?



Discuss with a friend.

**a.** Why is this little girl feeling sad?

**b.** What tells you she is feeling sad?

**c.** What could she do to make herself feel better?



## Activity

# Eating Healthy Foods

If we eat healthy foods, we will have healthy teeth and healthy bodies. Healthy foods give us more energy to learn and play. Some foods should only be eaten occasionally. These are foods which are high in sugars and fats.

- Colour green the foods that we should “always” eat. Colour red the foods that we should eat “sometimes”.



- On the back of this sheet draw your own “always” and “sometimes” foods.