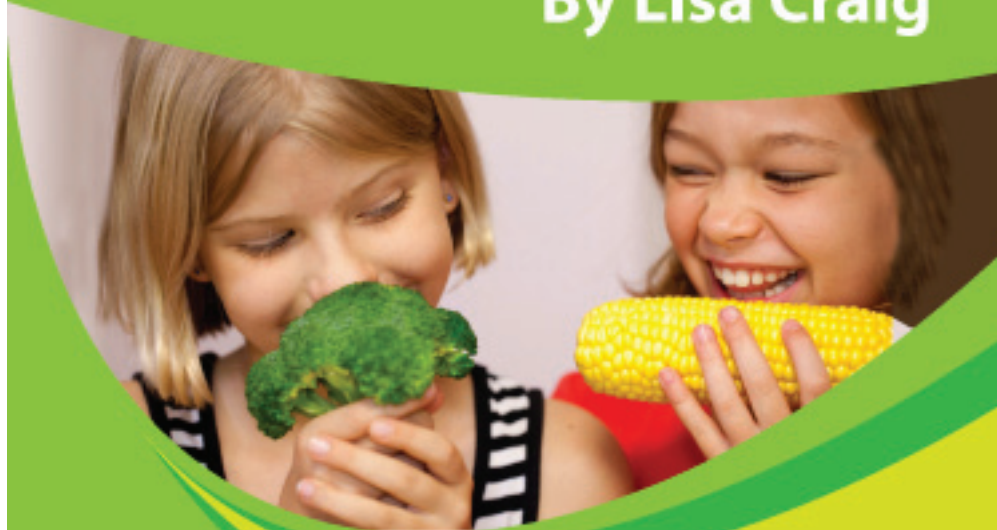


# Health

## For Years 3-4: Part 1

By Lisa Craig



1

**Learning Area:**

- being healthy, safe and active

## Teachers' Notes

*Health For Years 3-4: Part 1* is part of the *New Zealand 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 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

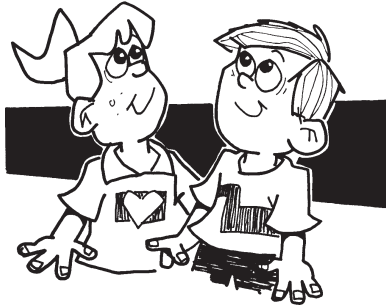
- You experience successes in your life because of your personal qualities.

a cupful of  
confidence

a teaspoon  
of tidiness

a pinch of  
patience

a sprinkle of  
stubbornness



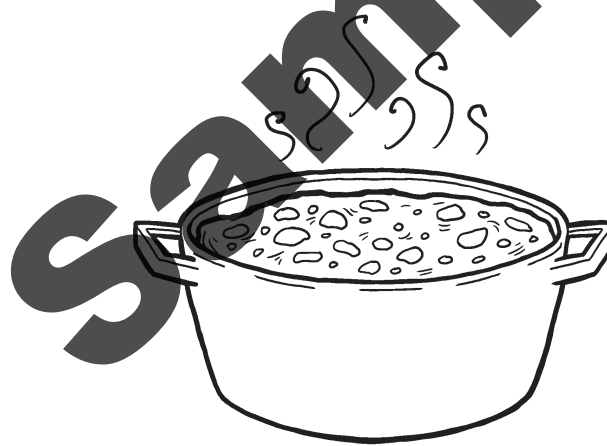
a splash of  
sympathy

a dollop of  
determination

= ME!

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

Sometimes you might find school work or a daily task challenging. We can't be successful at everything all of the time. Challenges can make us stronger. Asking for help is a good way to tackle a challenge.

- Read the challenges, then list possible people who you could seek help from in each case.

**1**

*You are struggling with a Maths task set in class. All your friends seem to be working through the task independently.*

I would ask ... \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**2**

*You have been asked to deliver a speech at assembly in front of the whole school. You are nervous.*

I would ask ... \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3**

*You seem to be the only one at the tennis club who can't hit the ball over the net. Your partner is getting a bit frustrated with you. You are worried she might ask someone else to be her partner.*

I would ask ... \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

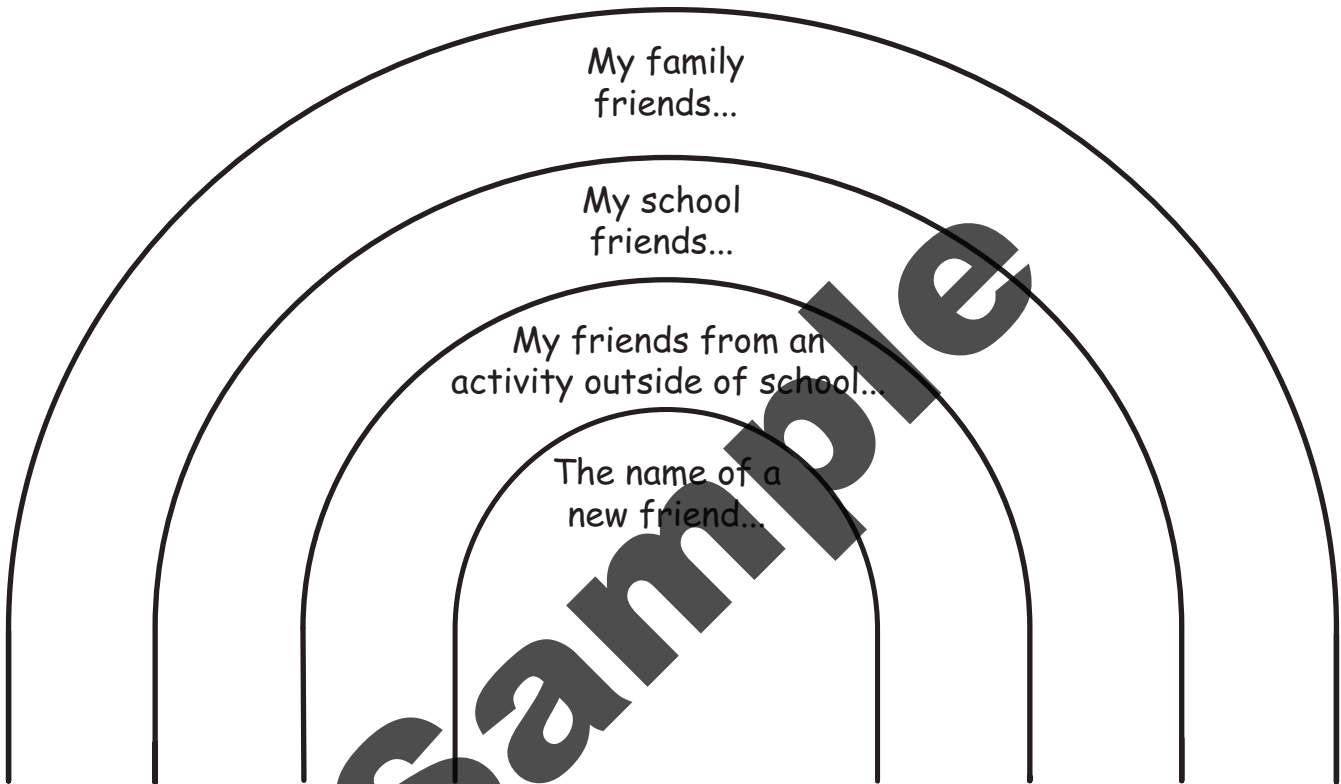
**4**

*A recent challenge I faced ...*

I asked ... \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

As you get older, your circle of friends expands. This is a change. This happens because you have more contact with your community and participate in more leisure and sporting activities. You make more friends outside of your family circle.

1. Write the names of your friends in the rainbow below. Colour your rainbow.



2. In this table write what you like doing with these groups of friends.

Friends From My Family Circle	Friends From School

3. Have you got a friend who has moved away from your area or left your school? Do you still keep in contact with him/her? Say how.

## 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?



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**


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**2****PLAYGROUND RULE 2**


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**3****PLAYGROUND RULE 3**


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**4****PLAYGROUND RULE 4**


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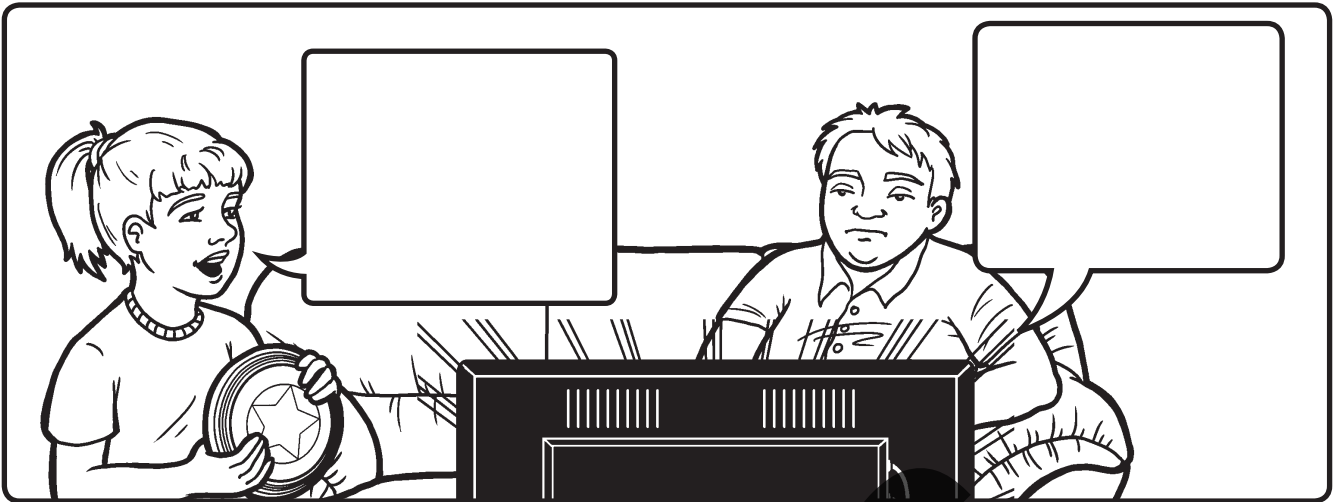


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## Activity

# Increase Physical Activity Levels

1. Look at this cartoon. What do you think the father and daughter are saying? Fill in the cartoon's speech bubbles. Share your ideas with a partner.



2. Write down three excuses that people usually give for not doing physical activity.

Excuse 1

Excuse 2

Excuse 3

3. Draw the next frame in the cartoon, where the daughter convinces her father to go outside and play Frisbee. Suggest two arguments that the daughter might have used. Use the information on the previous page to help you.

