



NEW ZEALAND HEALTH AND  
PHYSICAL EDUCATION SERIES



# Health

## For Years 3-4: Part 2

By Lisa Craig



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**Learning Areas:**

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

## Teachers' Notes

*Health For Years 3-4: Part 2* is part of the *New Zealand 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 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.

It is natural to become upset when you are bullied. However, you could make the situation worse if you react in an emotional way, by shouting at the person bullying you or crying. The person bullying you will most likely feel that he or she has succeeded and might want to repeat the experience.

1. Bullying can take many forms, it is not just physical. Read through the situations below and put ticks in the boxes to indicate whether you have ever experienced this type of bullying. O = often, S = sometimes and N = never.

Types Of Bullying	O	S	N
1. Someone has spread some gossip or rumours about you.			
2. Someone has deliberately physically hurt you.			
3. Someone has called you a hurtful name or teased you.			
4. Someone has deliberately left you out of the group.			
5. Someone has played a nasty prank or trick on you.			
6. Someone has tried to turn friends against you.			

2. Colour in the strategies that you have used to handle bullying. Add three strategies of your own on the wall.

Tell your parents.

Tell a teacher.

Avoid the bully.

Speak firmly to the bully.

Tell a school nurse.

Ignore the bully.

Make new friends.

Walk away.

Stand up to the bully.






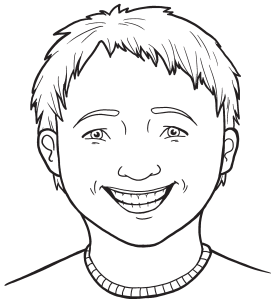


Talk to the bully's parents.

Don't show your feelings.

## Activity

## Different Emotions

- Look at the faces of these children. How are they feeling? Under each image write the name of the feeling that you think each face is displaying.

<p>①</p>  <p>Feeling:</p>	<p>②</p>  <p>Feeling:</p>
<p>③</p>  <p>Feeling:</p>	<p>④</p>  <p>Feeling:</p>
<p>⑤</p>  <p>Feeling:</p>	<p>⑥</p>  <p>Feeling:</p>
<p>⑦</p>  <p>Feeling:</p>	<p>⑧</p>  <p>Feeling:</p>

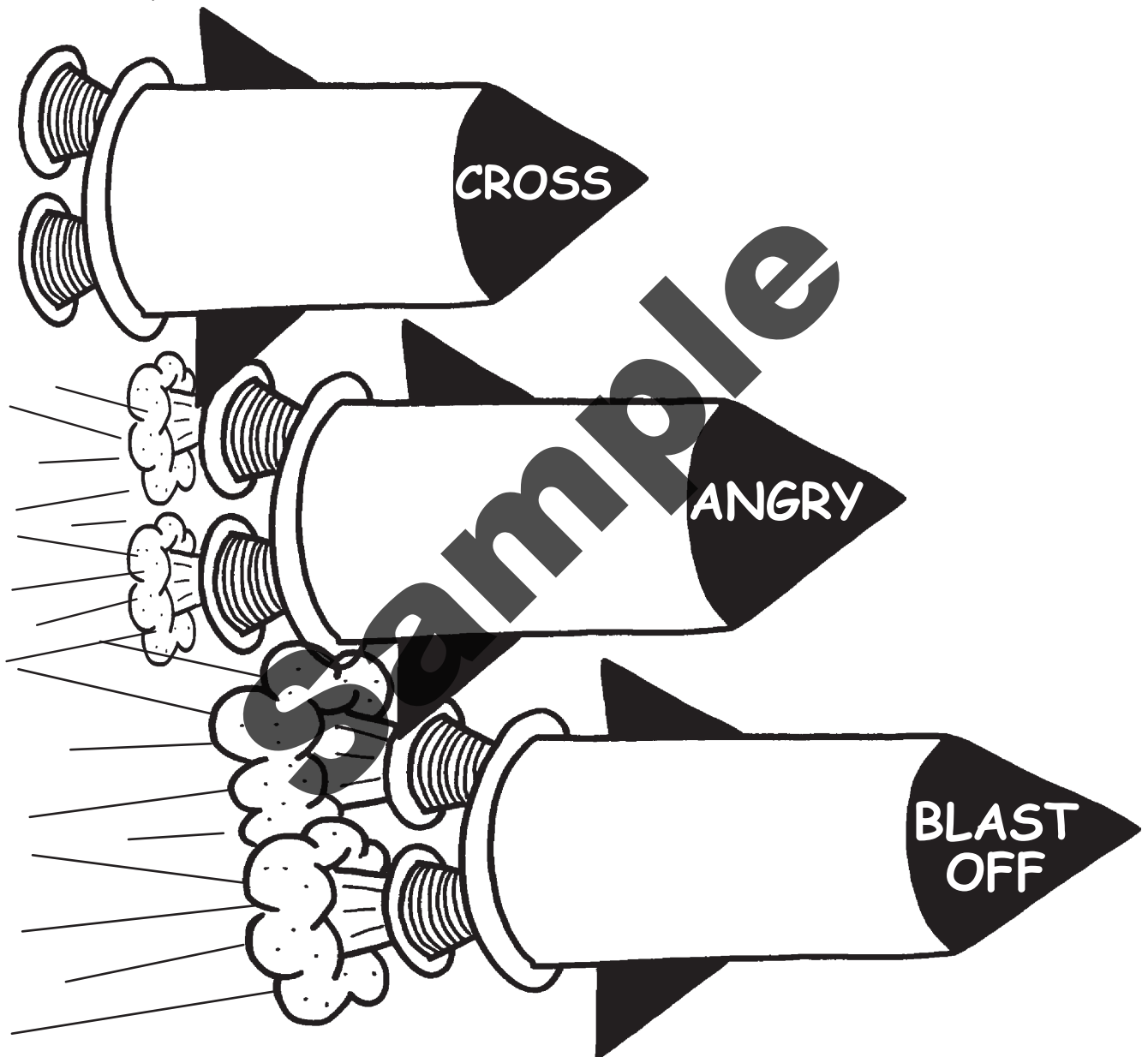
- Share your answers with a classmate. Did you agree on all the feelings? Talk to your partner about when you have felt each emotion.

## Activity

## Feeling Angry

Sometimes emotions can take you by surprise. One minute you're calm and the next, your angry feelings can make you "blast off".

- Fill up the rockets with words to describe how your body tells you that you might be going to lose your temper. You can choose from the words below or add your own.



a sudden headache  
start to perspire  
raise your voice  
feel hot  
get flushed cheeks

heart thumps  
unable to speak  
begin to shake  
tummy churns  
clench your jaw

have a dry mouth  
get a shiver  
feel dizzy  
muscles feel tense  
clench your fists

## Activity

# Making Sense Of Labels

- Read the nutritional information for the two “mystery” foods below (*source: Food Standards Australia & New Zealand*). Make notes next to the labels about the fat, saturated fat, sugar and sodium content of each food. Refer to the previous page for help.



### Mystery Food 1

NUTRITION INFORMATION	
Serving size: 140g	
Average quantity per 100g	
Energy	1040kj
Protein	14.8g
Fat, total	15.2g
-Saturated	6.7g
Carbohydrate	12.3g
- Sugar	1.3g
Sodium	0.7g



### Mystery Food 2

NUTRITION INFORMATION	
Serving size: 110g	
Average quantity per 100g	
Energy	916kj
Protein	9.1g
Fat, total	7.2g
-Saturated	1.7g
Carbohydrate	28.5g
- Sugar	0.6g
Sodium	0.2g

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

1. Which food (1 or 2) would you recommend as the healthier food choice? Give reasons for your answer.

\_\_\_\_\_

\_\_\_\_\_

2. Try to guess what the two “mystery” foods are.

**My Guess:**  **Food 1:** \_\_\_\_\_

**Food 2:** \_\_\_\_\_



- Ask your teacher to tell you if you were on the right track!



## Activity

# Opportunities To Be Active At School



Being active doesn't stop when you enter the school gates and line up outside your classroom. There are plenty of opportunities to be active during the school day.

1. Look at the three opportunities to be active at school listed below. Write down how you could make the most of these opportunities. Share your ideas with the class.

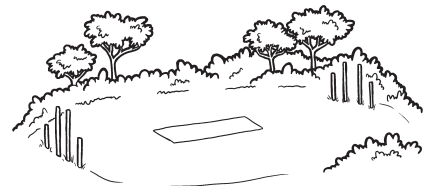
Your Physical Education Lesson:



Recess:



Lunch:

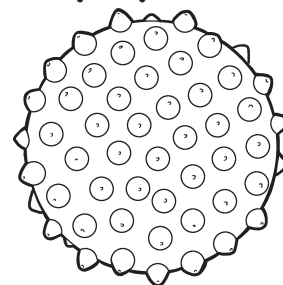


2. Brainstorm physical activities that you can enjoy before, during and after school with:

Bean bag



Jelly spike ball



Nature reserves and national parks offer endless opportunities to be active and to enjoy nature and our heritage.

What types of activities have you enjoyed on a visit to a national park?

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Look at the following images. Suggest physical activities for each image that you could participate in while visiting these natural areas. Write your suggestions under each image.

