

Health

For Years 5-6: Part 1

By Miranda Cooke



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Learning Areas:

- being healthy safe and active
- communicating and interacting for health and wellbeing

Teachers' Notes

Health For Years 5-6: Part 1 covers two main areas:

- being healthy, safe and active; and
- communicating and interacting for health and wellbeing.

This book should ideally be complimented with *Health For Years 5-6: Part 2* and *Phys Ed For Years 5-6*.

Health For Years 5-6: Part 2 addresses one focus area:

- contributing to healthy and active communities.

Phys Ed For Years 5-6 addresses three focus areas:

- moving our bodies;
- learning through movement; and
- understanding movement.

These three books - all aimed specifically at Years 5 and 6 - are part of the *New Zealand Health And Physical Education Series* which consists of ten books altogether.

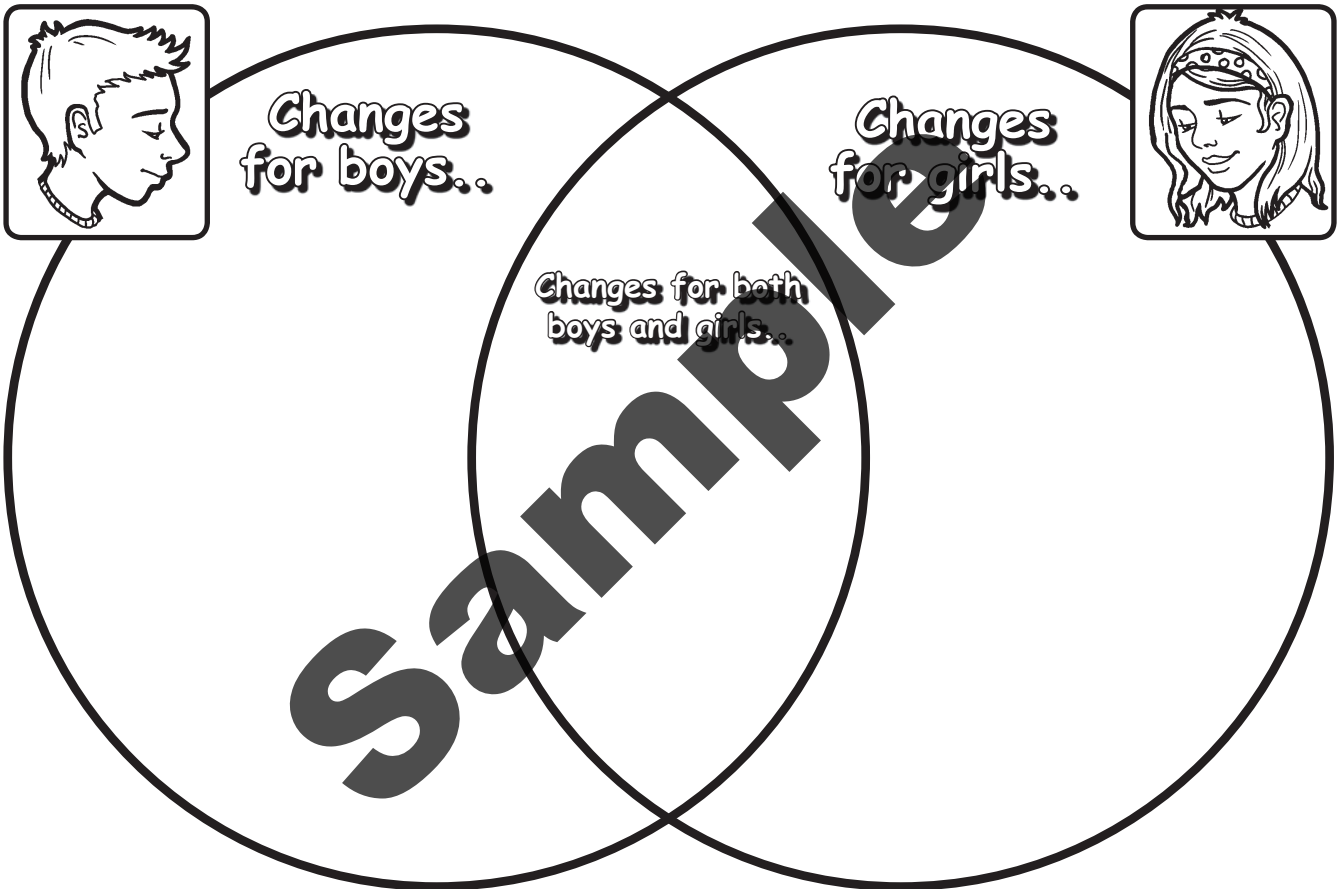
This book is divided into seven sections. Each section contain notes for teachers. These notes are intended to supplement teachers' knowledge of the content and suggest teaching strategies for student activities. Suggested websites are also identified in the teacher note pages to provide teachers with the opportunity to seek up-to-date information on topics featured throughout the book. These same websites may be incorporated into class activities, creating extension opportunities for students. In addition to these websites, answers to individual activities are also provided on the teacher note pages.

It is hoped that this book will help your students to enjoy their journey of becoming health literate.

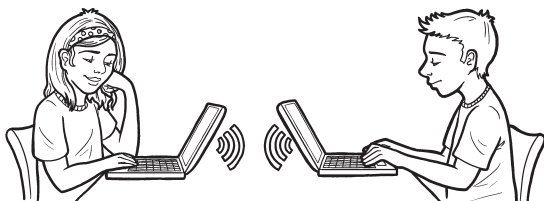
Everyone goes through puberty. It doesn't matter who you are, what sports you play, what T.V. shows you watch or what you eat. There is nothing that you can do to stop the process as it is a natural part of growing up and changing into an adult.

Some of the changes are the same for boys and girls, while other changes vary between the sexes.

2. After reading the information on the page 9, complete the Venn diagram below.



2. Research and identify websites that will help students in Years 5 and 6 understand more about puberty. Make a list here. →



WEBSITES

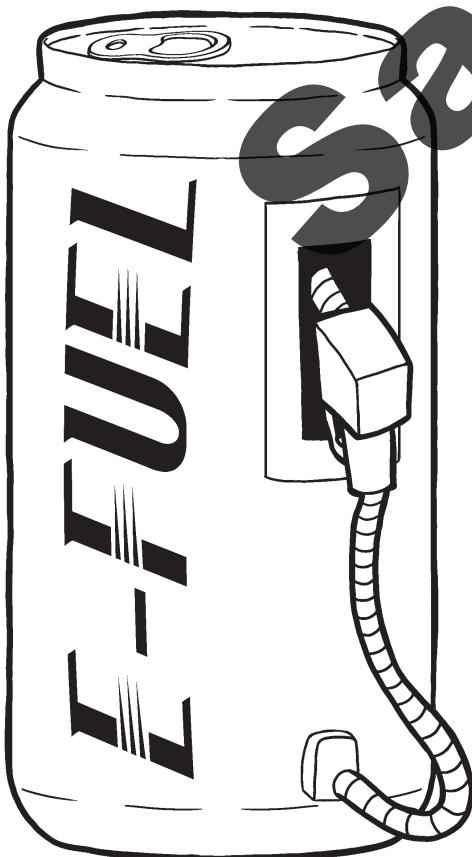
Not all information sources about food and drink are reliable. Some sources can be misleading and therefore cannot be trusted. In the past large food chains in Australia have been accused of, and charged for, false advertising. For example, a large Australian supermarket in 2014 was forced to admit that the claim that its bread was "freshly baked" was in fact inaccurate, as the bread was imported from other countries and had been frozen for long periods of time. More serious, are companies who claim that products have lots of health benefits when they are in fact unhealthy.

- Look at the online advertisement below. Highlight and make annotations to show why this source seems to be misleading and is not therefore trustworthy. Think about what you know already about energy drinks like the one advertised below.

E-Fuel

**Good for body
and mind.**

All you need to make you feel hydrated.



Gives you the fuel you need to keep you going all day and night.

Builds muscle, increases stamina and detoxifies.

Will enhance your performance.

Contains energy boosting ingredients:

Ginseng

B-Vitamins

Taurine

Natural
herbal
extracts

Treat your body to the fluid it needs.

Activity

What Are Drugs?

1. As a class, brainstorm types of drugs and record responses in the thought bubble.



2. Divide this list into two categories: legal and illegal drugs. Some drugs may be legal and illegal in different circumstances; these should be placed in the middle column.

Legal	Both	Illegal

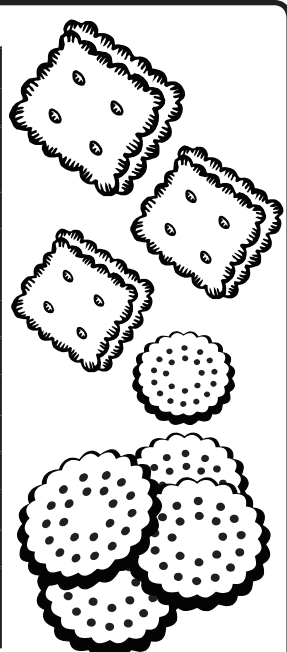
3. What is a drug? As a class discuss this and develop a definition of the word "drug". Write your definition here.



- Drawing on what you have learned from the information on the previous page, answer the questions below based on the two food labels.

Wheat Crackers		
Nutrition Information		
Servings per package: 10		
Serving size: 3 crackers		
	Per serve	Per 100g
Energy	333KJ 95kcal	1533KJ 438kcal
Fat	3.5g	16g
- Saturated	0.2g	1.0g
Carbohydrate	8.8g	40.7g
- Sugars	1.1g	5.1g
Protein	3.0g	13.7g
Dietary Fibre	2.2g	10.3g
Sodium	53mg	240mg
Ingredients	wheat flour, vegetable oil, salt, poppy seeds, sugar, garlic, pepper	

Sweet Biscuits		
Nutrition Information		
Servings per package: 8		
Serving size: 2 biscuits		
	Per serve	Per 100g
Energy	720KJ	1798KJ
Fat	34.6g	13g
- Saturated	2.6g	7.5g
Carbohydrate	23.1g	67.9g
- Sugars	12.6g	36.1g
Protein	2.4g	8.8g
Dietary Fibre	0.6g	1.7g
Sodium	105mg	300mg
Ingredients	flour, sugar, butter, coconut, flavour	



Questions

- Which product has the lowest sugar content? _____
- How much energy does each product have? Express this in kj per 100 grams.

- How many biscuits/crackers in a single serving for each product? _____
- How many biscuits in a packet of Wheat Crackers? _____
- How many biscuits in a packet of Sweet Biscuits? _____
- In terms of sodium, which product do you think is the healthiest choice and why?

- What is sodium? _____
- Do these products have any of the same ingredients and if so, which one/s?

- Overall, which of the two products do you think is the healthiest? Explain your answer in detail with reference to the nutritional information provided.

As time passes, your friends are likely to change. Let's look at some of the reasons why this happens:

- you might join a new club;
- you might move school;
- you might develop different interests to your current friends and make new friends that share your new interests.

Think about the friends that you played with last year. Are these the same friends that you play with this year?

Complete the Friend Analysis below.

1. Name two friends who you played with last year that you don't play with as much this year.

2. Name two new friends that you have made this year.

3. Where did you meet your two new friends?

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

5. If you or a friend moved away, how might you choose to keep in touch with them?

6. Why do you think that it is often harder to maintain a close friendship with someone who lives a distance away? (Maybe you disagree with this?)

- Read the information, then answer the questions on this page and on the next page.

The way that you feel about yourself is called *self-esteem*.

If you feel confident and good about yourself, you have high self-esteem. If you generally feel bad about yourself and have little or no confidence, you have low self-esteem.

Our emotional responses are linked to our self-esteem. People who have high self-esteem are not only happy in themselves, but are more likely to be happy for others and so are fun to be around, have friends, can be trusted, and care about themselves and others. People with high self-esteem are more likely to make positive decisions and less likely to respond to others in ways that express anger and jealousy.

People who have low self-esteem are more likely to make poor decisions, and make friends with people who also have low self-esteem.

Most people experience times in their lives when they feel bad about themselves, this is a normal part of life. This is why it is important to learn strategies to think positively about yourself. Thinking positive about yourself means that you will make positive decisions.

1. Write down some positive things about yourself.
2. Write down some positive things about another person.

3. What things can you do to get high self-esteem?

Don't expect perfection.