



NEW ZEALAND HEALTH AND
PHYSICAL EDUCATION SERIES



Health

For Years 5-6: Part 2

By Miranda Cooke



2

Learning Area:

- contributing to healthy and active communities

Teachers' Notes

Health For Years 5-6: Part 2 covers one main area:

- contributing to healthy and active communities.

This book should ideally be complimented with *Health For Years 5-6: Part 1* and *Phys Ed For Years 5-6*.

Health For Years 5-6: Part 1 addresses the focus areas of:

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

Phys Ed For Years 5-6 addresses the focus areas of:

- 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 three sections. Each section contains notes for the teacher. These notes are intended to supplement teachers' knowledge of the content of each activity page 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.

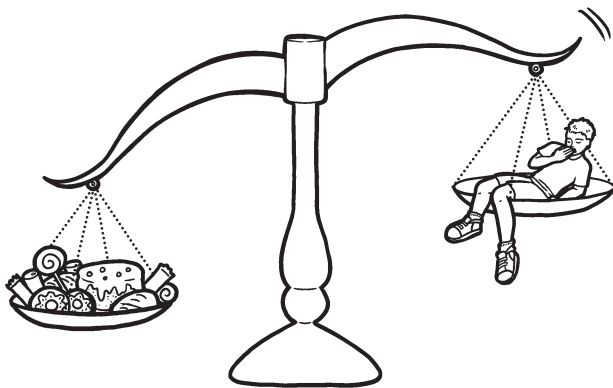
It is hoped that this book will help your students to enjoy their journey of becoming health literate.

Activity

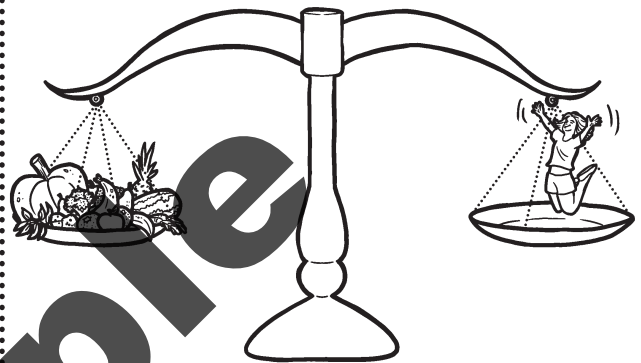
Food And Energy

The food that you eat provides your body with energy to perform all of the daily activities that you do. It is important that you eat the right types of foods in the recommended amounts to prevent you feeling lethargic and unmotivated.

UNBALANCED



BALANCED



Study the scales above, then complete the cloze, using words from the Word List.

Word List

complete participate types tired wrong fat
exercise concentrate energy foods unfit overweight

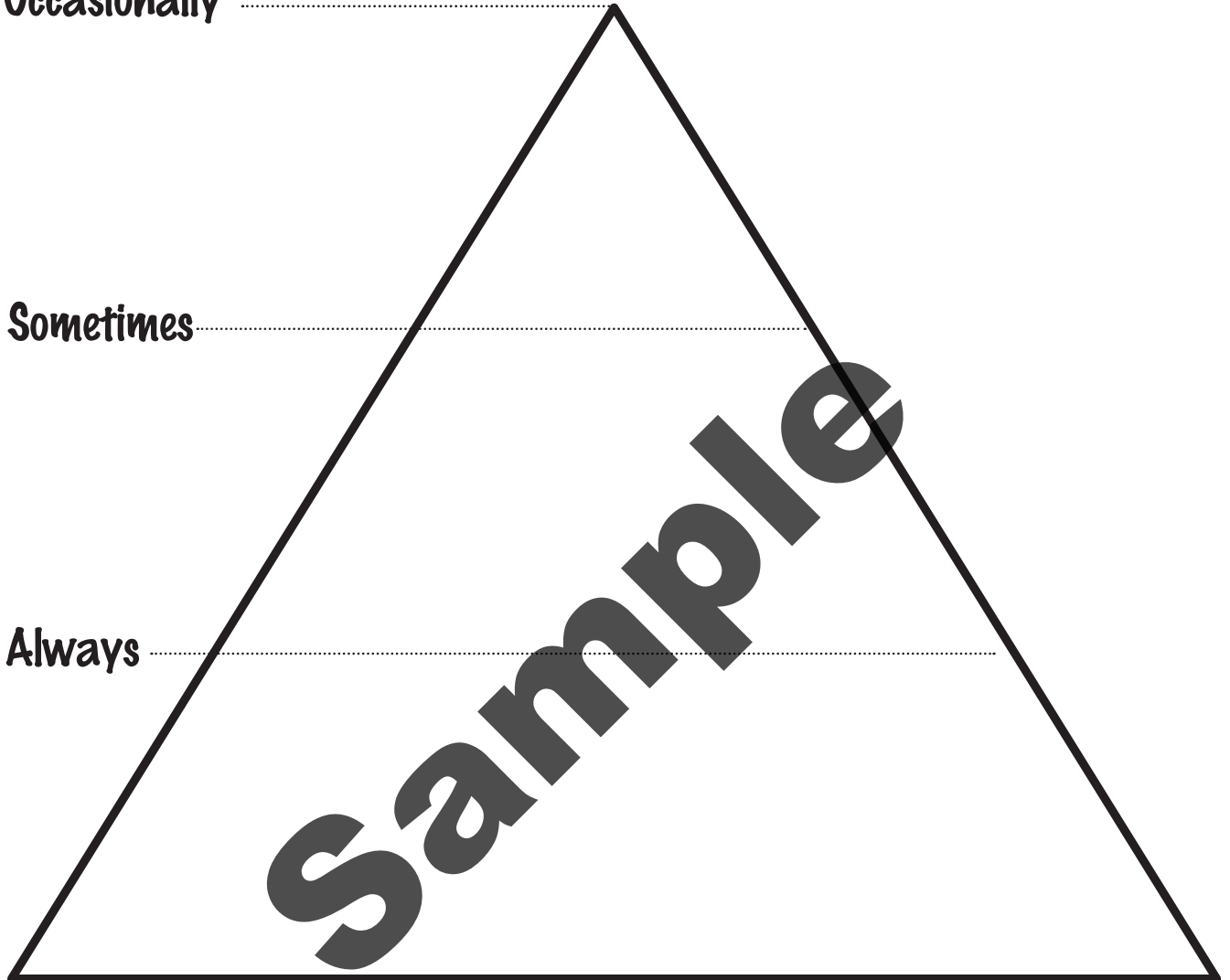
Eating too much of the wrong types of food will cause your body to store this food as _____. If this keeps happening over weeks and months then you can become _____. Eating the _____ types of food can make you feel _____ and your body will feel like it doesn't have enough energy to _____ and _____. This will result in you becoming _____.

If you want to have enough energy to exercise, you will need to eat larger amounts of healthy _____. This will ensure that your body has enough _____ coming in, to support the activities that you are doing at school and after school.

People who eat the wrong food _____ are usually overweight and feel too tired to _____ school work well and _____ in physical activities, such as: netball, basketball, tennis, golf, hockey, martial arts and swimming.

- Using the table that you created on the previous page, transfer your activities to create your own exercise pyramid below, which shows your weekly participation in physical activity.

Occasionally



Questions

1. Could you make a change to your daily routine so that an activity that you 'sometimes' do, could be one that you 'always' do? Maybe you could change the way that you spend your lunchtimes and/or recess, or change how you get to and from school?

2. Could you make a change to your daily routine so that an activity that you 'occasionally' do, could be one that you 'sometimes' do? Make the same considerations that you did for the first question.

If an injury does occur when you are participating in any physical activity, first aid should be administered.

Sometimes further medical attention may be needed after first aid has been given.



Tick to show what first aid you have administered in the past.

Examples Of First Aid

1. Helping someone put on a Band-aid or a bandage.	
2. Calling "111" (emergency services).	
3. Helping an asthmatic to find and use their medication (Ventolin).	
4. Performing CPR.	
5. Staying with an injured person until medical help arrives.	
6. Assisting someone with an allergic reaction to find their medication (Epi-pen).	
7. Calling an adult for help for a friend who has an injury or is feeling unwell.	
8. Applying antiseptic cream to a wound.	
9. Putting someone in the recovery position.	
10. Applying wet cloths to a swollen area.	
11. Supplying water to someone who is dehydrated.	
12. Applying pressure to a wound (cold compressors).	
13. Applying running water to a burn.	

Write down another way that you have administered first aid to another person, or have received first aid.

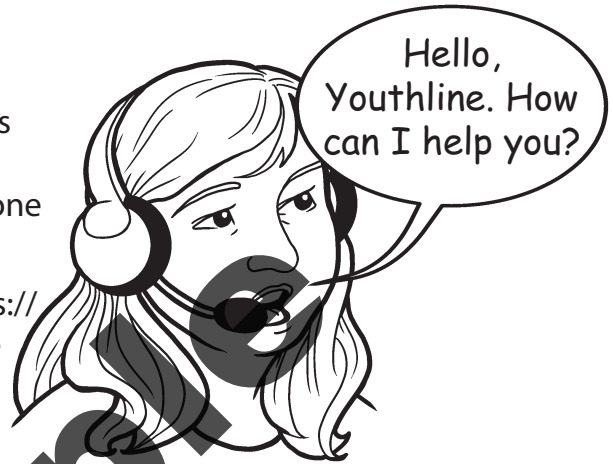


While friends your age can be great company, it is often best to seek support from an adult that you are comfortable with if you are going through some difficulty or need advice. This is because adults have more life experience and are more likely to be able to give you the right type of practical support or advice.

Youthline

- There are other services that you can access for help if you are having a difficult time. Youthline offers online resources and a phone service.

Take a tour of the Youthline website ► <https://www.youthline.co.nz/> and then answer the following questions.



1. What are some of the things that you can do on the Youthline site?

2. What is the phone number for the Youthline?

3. Provide reasons why a person may choose to phone the Youthline number.

4. Is the Youthline only for Kids? How do you know this?

5. What is the slogan for the Youthline?

Activity

Natural And Built Environments

Look at each activity. Say where in your community you could do each activity and whether these places are natural or built.

1



Natural Built

2



Natural Built

3



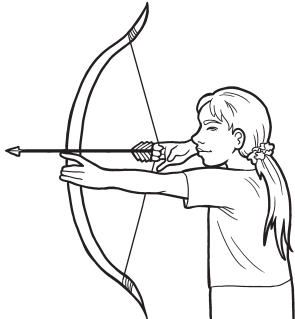
Natural Built

4



Natural Built

5



Natural Built

6



Natural Built

Increasingly, we live in a multi-cultural society. This means that the people who we live near and go to school with, have a heritage from a range of different countries. It is important to have some understanding of different cultures, because this helps us to appreciate each other's differences and to foster better relationships with our peers.



- Complete the following.

My Heritage

The country I was born in: _____

The country/countries my parents were born in: _____

The country/countries my grandparents were born in: _____

Activities that my family and I enjoy/participate in that reflect my family heritage:

Foods that my family eat that reflect my family heritage:

Drinks that my family consume that reflect my family heritage:

Sayings and their meanings that my family use that reflect my family heritage:
