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**Book Two
For Ages 6 - 8**

**Health Education
for New Zealand
Schools**

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Introduction

This Health Photocopy Master book has been created to assist teachers in the implementation of a structured and sequential whole school approach to the teaching of Health Education.

The activities have been linked to the following Strands from the publication *Health and Physical Education in the New Zealand Curriculum (1999)*.

References at the base of each page indicate the **Strand** in which the page falls, while an indication of the **Achievement Aim** and **Achievement Objective** is shown at the top of the page. The Contents Page gives an indication of the **Key Learning Area** which each activity page is directed towards.

Personal Health and Physical Development

❖ Students develop the knowledge, understandings, skills and attitudes needed to maintain and enhance personal health and physical development.

Relationships With Other People

❖ Students develop understandings, skills and attitudes that enhance interactions and relationships with other people.

Healthy Communities and Environments

❖ Students participate in creating healthy communities and environments by taking responsible and critical actions.

The activities contained in the book are designed to allow for the varying skills and abilities of the students. The following strategies are used throughout the workbooks:

- | | | |
|-------------------|-------------------|-----------------|
| * Interviewing | * Researching | * Comparing |
| * Surveying | * Measuring | * Predicting |
| * Discussing | * Evaluating | * Role-playing |
| * Planning | * Illustrating | * Brainstorming |
| * Decision making | * Problem solving | * Communicating |
| * Classifying | * Interpreting | |

The books should be implemented throughout the primary and intermediate school years in the order presented below. However, individual books could be used for the year levels within the age range stated. This will allow the teacher to provide a health education programme that recognises the different social backgrounds, knowledge and understandings, skills, values and attitudes of the children they are teaching.

Stage of Course	Age Range
1	5 - 7
2	6 - 8
3	7 - 9
4	8 - 10
5	9 - 11
6	10 - 12
7	11 - 12+

Teachers' Notes

Keeping the Body Healthy (Activities 1 - 5)

Background Information

- * Students should be developing an awareness of more specific names and functions of body parts.
- * *Physical Activity* describes any activity that involves gross motor (larger) movements and can range in exertion levels. Examples include walking, running, sports, dancing, leisure such as rollerblading, fitness games and physical chores such as sweeping.
- * Responses to physical activity such as increased heart rate, sweating, muscular fatigue and increased breathing depend on levels of fitness and age. Children, for example have a higher average breathing rate than adults.
- * A healthy diet consists of a balance of a variety of foods. Dietary guidelines for children suggest plenty of foods from the Bread & Cereal and Fruit & Vegetable groups, moderate amounts of Dairy, Meat & Proteins and minimal Sugars, Fats & Oils (as outlined in the Healthy Food Pyramid).
- * Foods low in salt and high in calcium and iron are recommended, as is a regular intake of water.
- * Recent studies indicate that up to 85% of primary school students are not meeting nightly sleeping requirements.

Suggested Activities

- * Use small mirrors for students to draw an accurate self-portrait. Point out attention to detail such as eyelashes and ear lobes.
- * Hold a class Olympics with a variety of fun physical activities. Ideas may include activities such as using a broom, dancing, balancing, carrying small buckets of water. Discuss how fitness can be achieved in many different ways.
- * Revise the Healthy Food Pyramid, mentioning examples in each group. Use magazines to cut out a range of snacks and lunches. Students draw their own creation of a healthy lunch and compile these into a booklet. This can be presented to the school canteen to provide some new ideas. Selected items could be introduced as daily specials.
- * Discuss different ways that can help children to fall asleep, e.g. music, story time, drinking warm milk. Use old pillowcases and fabric markers to display these ideas around the room.

Relevant Internet Links

- * www.kidshealth.org includes ideas and information on healthy eating, exercise and sleep.
- * www.achieveonline.com.au/article/view/283 recommends guidelines for sleep in children.

Answers

Activity 1 - My Body

Body parts are labelled accurately.

Activity 2 - Physical Activity 1

Activity ideas may include ball games, chasing games, using playground equipment, using sports equipment, playing team sports such as junior cricket or fitness games.

Body responses to physical activity include: faster breathing; sweating; aching muscles; red face; feeling tired; feeling energetic.

Activity 3 - Physical Activity 2

After school activities may include junior gym, swimming, football, dancing, riding bike.

Activity 4 - Healthy Foods

Healthy food ideas include salad sandwiches, fruit, milk, cheese sticks, burgers with salad, fruit roll-ups, yoghurt. Posters can include a picture, a slogan or a sentence providing factual information and a mascot to encourage healthy eating.

Activity 5 - Sound Sleep

Three things to be healthy could include: good diet, exercise, rest, sleep, not using drugs, using medicine if needed. Younger primary school students require at least 9 hours of sleep each night.

The body requires sleep in order to rest the bodily functions so that they can work properly. Adequate sleep gives us the energy and brain power to last the entire day. We may need more sleep if we have had a late night, have done a lot of physical activity, eaten a large meal or are not well.

Lack of sleep may result in grumpiness, clumsiness, inability to concentrate, hyperactivity, being late.

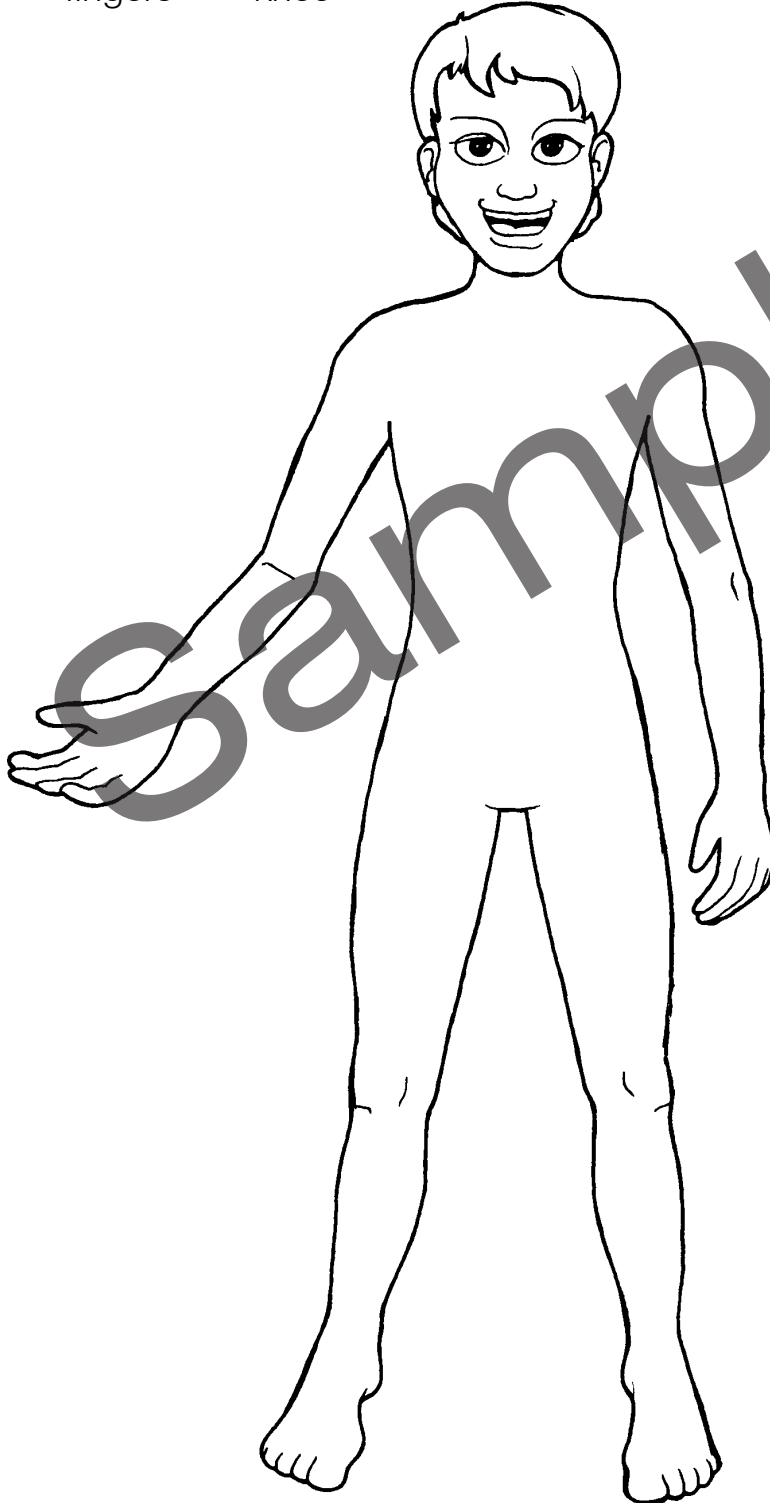
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Activity 1

My Body

Label the body outline below using this list of body parts. Add some missing parts.

- | | | | | | | |
|-------|---------|----------|------|----------|-------|----------|
| skull | neck | ribs | jaw | stomach | ears | shoulder |
| nose | elbow | genitals | hips | eyebrows | wrist | thigh |
| mouth | fingers | knee | | | toes | ankle |



Do you know the parts of your body?

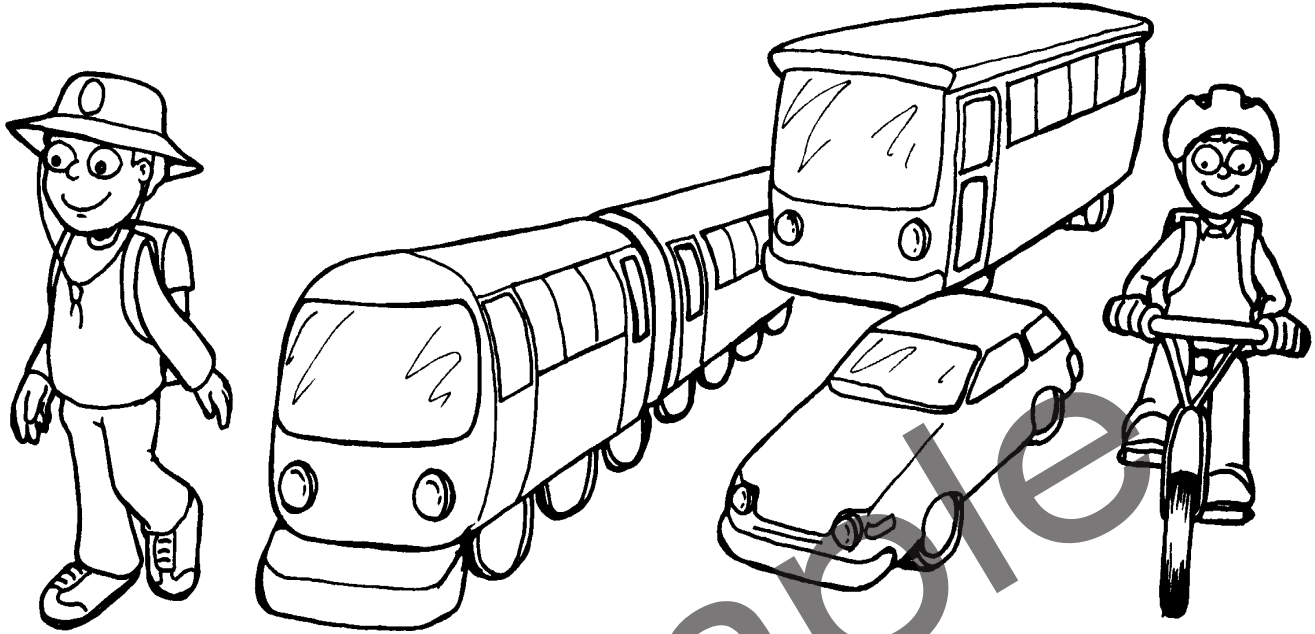


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Activity 15

To School Safely; Home Safely

Colour the way that you most often come to school.



Tick the box of any you use as you go home from school.

- | | | |
|-------------------------------------|------------------------------------|---|
| <input type="checkbox"/> footpath | <input type="checkbox"/> road | <input type="checkbox"/> underpass |
| <input type="checkbox"/> overpass | <input type="checkbox"/> crosswalk | <input type="checkbox"/> walkway |
| <input type="checkbox"/> road signs | <input type="checkbox"/> lawn | <input type="checkbox"/> traffic lights |

Write five important rules for you to remember when you come to school on foot.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name:

Activity 31

Bully Busters

Bullies can make you feel unhappy, scared or angry.

Draw a black cloud around all of the things that bullies do and a yellow circle around things that friends do.

Share toys with you.

Scribble on your work.

Help you carry your books.

Ask you to play.

Leave you out of a game.

Tell secrets about you.

Cheer you up when you are sad.

Tease you about something.

Give you a birthday card.

What would you do if you saw this happening?



How could you make the boy feel better?

.....

.....

Name:

Activity 32

When You Are Happy

Circle the things you might do when you are happy.

smile frown skip laugh stamp

cheer jump clap whistle hum

Anything else?

What makes you **happiest**? Draw your face with a bright happy smile doing what makes you happiest.

