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**Book Three
For Ages 7 - 9**

**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+

The activities in this book refer to material from *Health and Physical Education in the New Zealand Curriculum (1999)* (ISBN 0 478 23008 7).

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Teachers' Notes

Movement and Exercise (Activities 1 - 3)

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.
- * Energy for exercise is obtained by the foods that we eat. Long term energy stores can actually be derived from having a healthy diet all the time, not just a few days before it is needed. Food that will help to provide energy for exercise includes protein and dairy products more than 3 hours before, complex carbohydrates found in bread and pasta 2 - 3 hours before, and healthy sugars found in fruits 1 - 2 hours before exercise. Foods should not be eaten less than 1 hour before exercise and water should be consumed before and during activities in small, regular amounts to replace fluids lost by sweat.
- * "Energy" drinks sold in supermarkets can contain vitamins and amino acids, but often also large amounts of sugar and caffeine or guarana. Caffeine and sugar reduce the body's ability to absorb water and can lead to dehydration. Caffeine is also an addictive stimulant which can affect sleeping patterns and ability to concentrate.

Suggested Activities

- * Create a life-sized poster by tracing around peers lying on butcher paper. Write ideas inside the body shape for activities which will keep the body fit, such as riding, running, skipping, aerobics, dancing, rollerblading. Cut out magazine pictures that relate to exercise and paste them around the outside.
- * Videotape the class before, during and after fitness games. Ask students what sorts of things they may notice happen to their bodies after exercise. Play the tape back and discuss what the class sees, e.g. breathing faster, faces becoming red, students laughing and becoming more energetic.

Relevant Internet Links

- * www.kidshealth.org/kid/stay/healthy/index.html offers a range of information pages on exercise and nutrition.

Answers

Activity 1 - Body Parts

Legs - running, walking, skipping, dancing, skating; Arms - lifting, carrying, swinging, waving, holding, hugging; Eyes - looking, blinking, winking, squinting, shutting; Jaw - moving up and down, chewing, talking, singing, yawning, swallowing; Hand - writing, drawing, playing instruments, holding, typing, scratching, eating; Hips - swinging, hula hoop, attaches to legs (see above).

Activity 2 - Energy Expenditure

Food gives our body its supply of *energy*. Energy is used for sport, leisure, play, walking, chores, school-work and even sitting down, resting (in smaller amounts). Activities which require a lot of energy include sport, dancing, fitness at school, running, leisure such as skating, riding bike. Little energy is used whilst watching television, reading, sleeping, playing on the computer, colouring in.

Activity 3 - Physical Activity Diary

Students will list activities including means of getting to school (walking or riding), fitness and physical education activities, games played during breaks at school, sport or leisure activities after school and on the weekend. Recommended exercise for children is 2 - 3 times a week or more, for at least 20 - 30 minutes at a time. Students can become more active by joining a new club or team, walking or riding to school, playing on the trampoline instead of the computer, or even helping around the house more.

Name:

Achievement Objective: Students identify daily physical activity levels at home and at school.

Activity 3

Physical Activity Diary

List all the physical activities that you do on every day of the week.
(Include school activities.)

Day	Activities
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Sample

Which day are you most active?

Do you think you do enough physical activity in a week?

How could you become more active?

.....
.....

Name:

Activity 9

Investigating Foods

List five of your favourite foods.

Describe each according to the classification table.

	Food	Type	Taste	Colour	Texture
1.					
2.					
3.					
4.					
5.					

From the results your favourite ...

taste in food is

colour in food is

texture of food is



Draw you eating your favourite meal.

Draw some foods which you do not particularly enjoy eating.

Is it healthy?

.....

Why don't you like one of these?

.....

Activity 27

Fish 'n' Chores

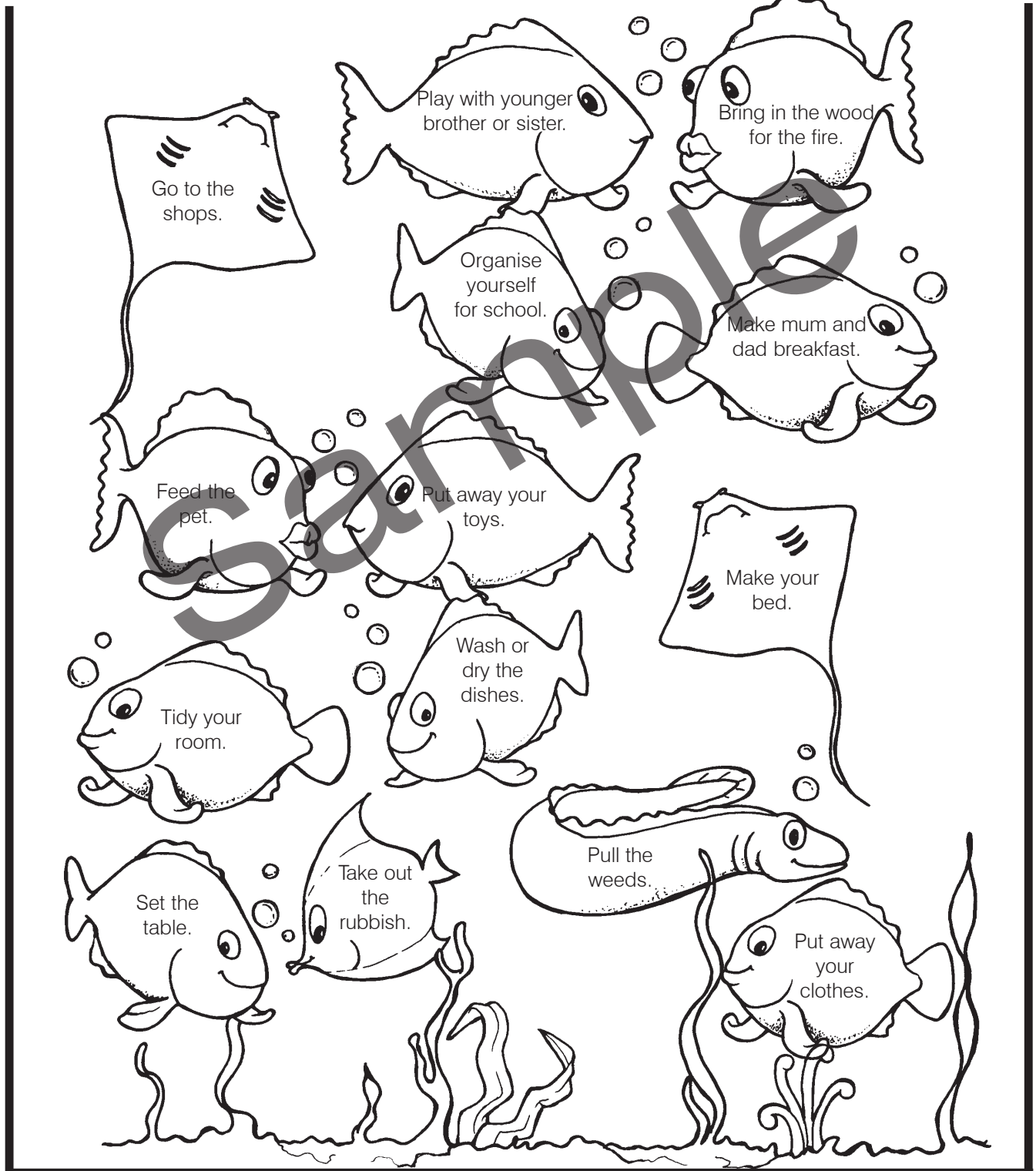
Think carefully about your responsibilities around your house.
Colour the fish in the tank ...

yellow if you regularly do the task

red if you rarely do this task

orange if it is not possible to do this task

blue if you sometimes do this task

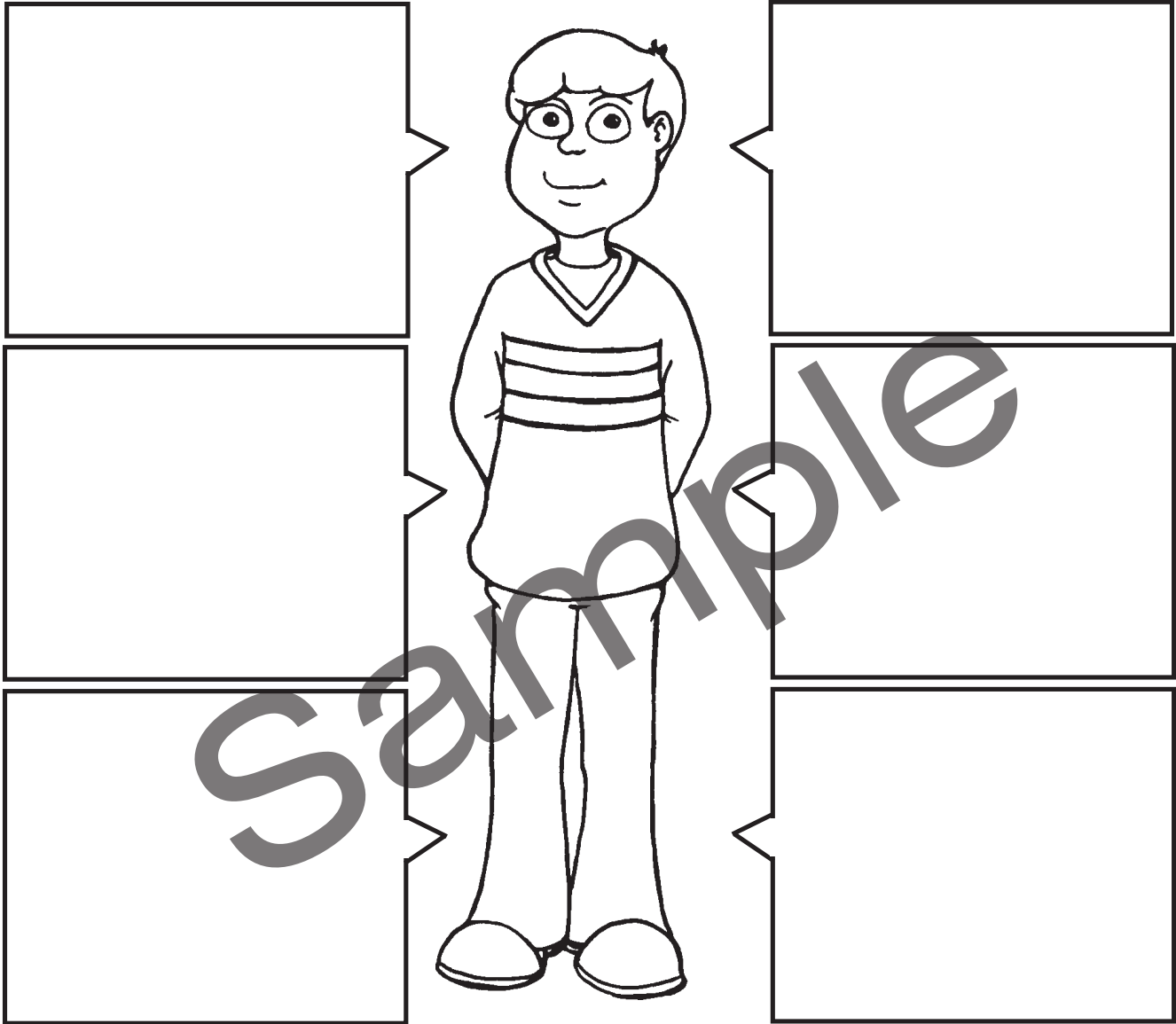


Name:

Activity 33

The Me I Like

Write in the outlines the things about **yourself** that you like or feel good about.



What do you think other people like about you? Write five things (at least).

- 1
- 2
- 3
- 4
- 5