



**Ebook Code:  
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**Book Five  
For Ages 9 - 11**

**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

## **Healthy Habits (Pages 6 - 10)**

### **Background Information**

- \* A healthy diet will be utilised by the body in an efficient manner, storing and using the energy provided by foods. Excess consumption of fatty foods or a lack of daily exercise may result in unused reserves being converted to body fats, leading to obesity. A balance of appropriate food intake and exercise is recommended.
- \* It has been shown that disease can be transferred from person to person through bodily fluids such as saliva (by sharing drinks, sucking on someone else's pencil), not washing hands before eating (germs can remain on hands after touching the same object as a sick person has), airborne particles (coughing or sneezing without covering mouth and nose), not keeping mouth and body clean on a daily basis and incorrect storage of foods.
- \* Germs are single celled creatures - bacteria - that can live in and on our bodies. Some bacteria are "friendly" and do not cause harm to the body, whilst others can cause illness. Viruses and fungi are two other types of germs that can invade the body and cause illness or disease.
- \* Maintaining healthy gums and teeth as a child can significantly reduce the need for major dental work later in life.
- \* Plaque is a sticky film that covers teeth and attracts bacteria and sugar. Bacteria in the mouth break down sugars to make acids, which eat away at the tooth enamel and cause cavities. Plaque also causes *gingivitis* (gum disease) - red, swollen, bleeding gums. Regular brushing, flossing and visits to the dentist can reduce the amount of plaque on the teeth, so that risk of decay is minimised.

### **Suggested Activities**

- \* Keep a container of wet wipes in the classroom to use before cooking activities, or when students feel that their hands are dirty. This is a convenient alternative to washing hands in the bathrooms if a number of students have to go at once.
- \* Students design a fantasy "Clean Machine" - a futuristic machine that will take care of all their personal cleanliness needs. Draw and label the Clean Machines and display around the classroom.
- \* Students make hygiene posters for the school canteen - to be displayed in food preparation and eating areas.

### **Answers**

#### Page 6 - Healthy Habits Personal Chart

Healthy foods - should mainly consist of fresh produce from Grains, Fruit and Vegetable, Dairy and Meat groups. Unhealthy foods - takeaway fast foods, fried foods, snacks, chips and lollies, etc.

Fitness activities - sport, games, leisure, walking and cycling, etc.

Short - term goals should be easily achieved such as "tomorrow I will ride to school".

Longer - term goals may involve seeing an improvement in fitness or joining a new team as a new season starts.

#### Page 7 - Personal Cleanliness 1

Healthy actions can include showering or bathing, brushing teeth, washing hands before eating, washing and drying eating and cooking utensils, blowing nose if it is runny, avoiding touching rubbish or other people's items if they are ill.

Nail chewing - Dirt can stay under nails and you can be putting it into your mouth if you chew your nails.

No handkerchief - Sneezing into the air or wiping your nose with your hand can spread germs and give your cold to others.

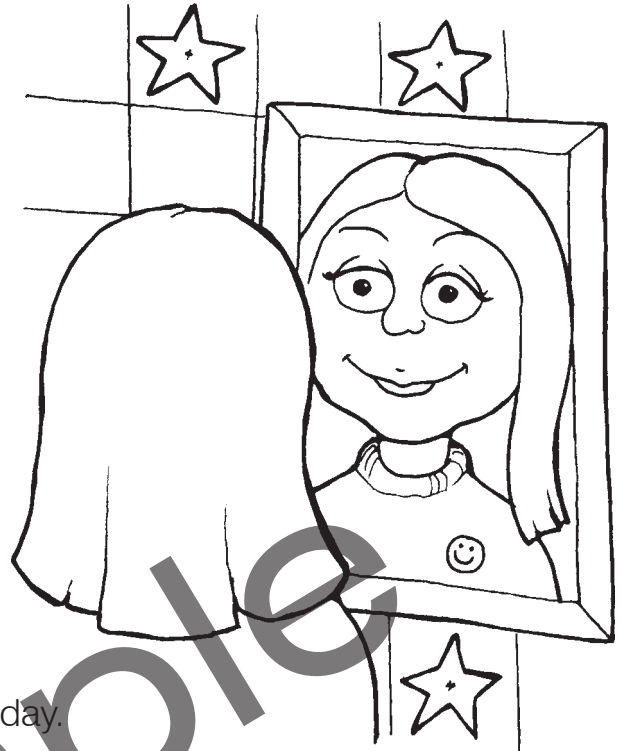
**Activity 2**

**Personal Cleanliness - 1**

List all the actions that we should take in a day to ensure personal cleanliness.

e.g. *Put on a clean set of clothes.*

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....



Place a star ( \* ) next to those you do each day.

Sometimes we develop bad habits that prevent personal cleanliness. What would you say to a friend who had these bad habits, to encourage them to develop better personal habits?

❖ chews nails .....

.....

❖ never uses a handkerchief .....

.....

❖ doesn't brush their teeth .....

.....

❖ won't wash their hands before eating .....

.....

It is difficult when at school to be careful about personal hygiene. What are some simple things we can do to make it easier?

e.g. *Always have tissues or a handkerchief at school.*

.....  
.....  
.....

# Activity 13

## See Here

Sight is considered our most important sense.  
The loss of sight creates many problems.

How do people protect their eyes in industry? .....

.....

.....

### Experiments to try

1. Choose an open space with a partner.

Apply a mask or blindfold to yourself.

Walk in a straight line for 20 steps, then try to return to your partner when they call you.

Describe what happened. ....

.....

.....

How did you feel? .....

.....

2. Using art paper and a pin, create a **Braille** message. Make sure you keep the letters apart. (Use the Braille Alphabet below.)

Swap with someone else and attempt to decipher each of the messages.



<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>
•	•	••	••	•	••	••	••	•	••	•	•	••
	•		•	•	••	••	••	•	••	•	•	•
<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>
••	•	••	••	••	•	••	•	•	••	••	••	•
•	•	•	••	••	•	••	••	••	••	••	••	••

# Teachers' Notes

## **Clubs and Groups in the Community (Pages 39 - 41)**

### **Background Information**

- \* Clubs and groups in New Zealand can attract new members by holding a display at a local area such as a shopping centre or visiting schools to talk about the club. Many clubs provide free clinics to schools to promote their activity or sport.
- \* Active Australia Day is held in late October to encourage people to join local clubs and groups.

### **Suggested Activities**

- \* Students can look up local community newspapers or locality guides in the telephone books and write details of the clubs onto index cards under specific headings such as Club Name, Contact Number, Contact Person, Address, What is done at the club? Who can join? Students might each take a card home and telephone the club as a homework research task. Cards can be decorated and kept in the classroom so that students have a resource to go to if they wish to join a new club.
- \* In small groups, students can make up a new idea for a club. Each group must decide on joining criteria, purpose of the club, what sort of meetings or practise sessions are held and how often, special rules of the club, etc. Each group can then design an informative poster advertising their club.

### **Relevant Internet Links**

- \* <http://www.piperpat.co.nz/nz/sport/general.html> contains a wide variety of links to help in promoting physical activity and community activities.

### **Answers**

#### Page 39 - Where Can You Do It?

Responses will vary. Students can share findings.

#### Page 40 - Club Survey

Responses will vary. Students may discover that many sporting clubs - especially outdoor ones - are seasonal due to weather changes. Other clubs may coincide with the school year or certain holiday periods.

#### Page 41 - Clubs and Groups

Responsibilities may include the following:

Guides / Cubs / Scouts: earning badges, cleaning up the hall, helping to prepare evening snacks, keeping uniform well maintained, displaying good manners in the community.

Netball Club: Setting up and packing up equipment, washing bibs, recording scores, training regularly, following rules on the court and respecting the umpire's decision, providing water to drink, wearing appropriate footwear and club uniform, as well as sun protection outside.

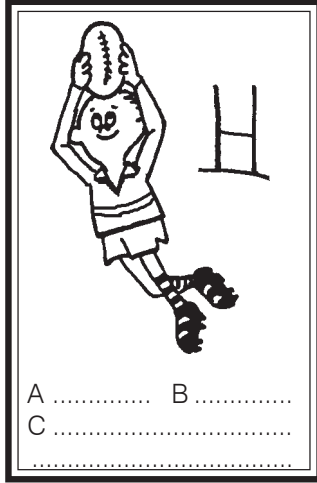
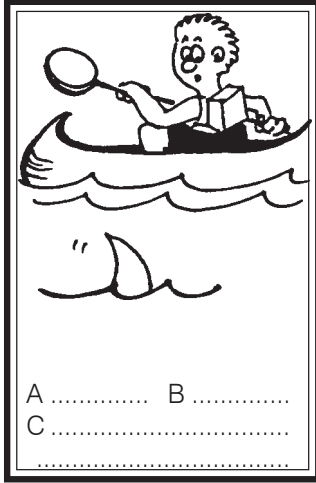
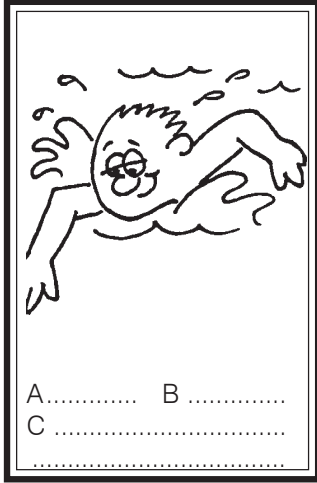
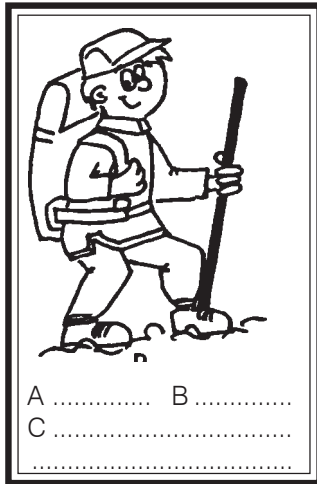
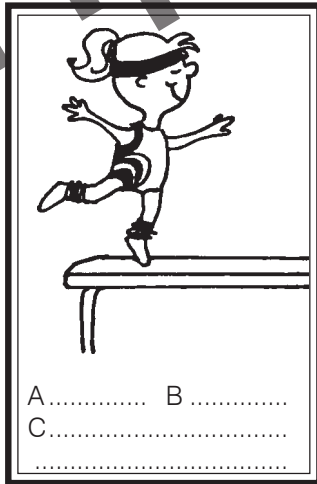
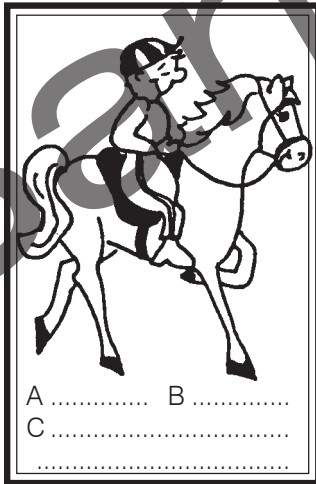
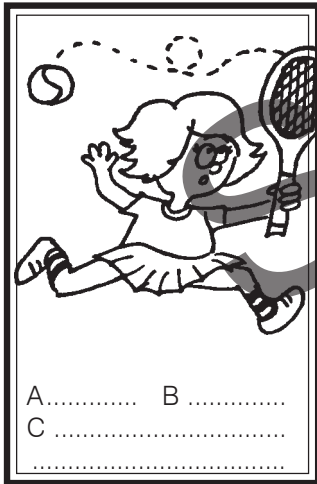
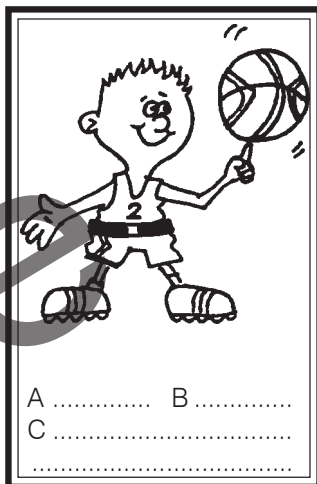
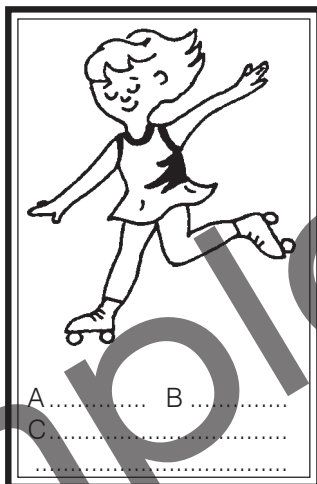
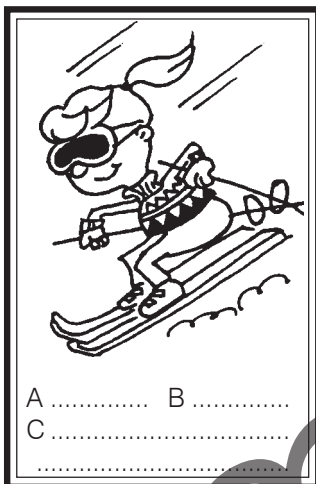
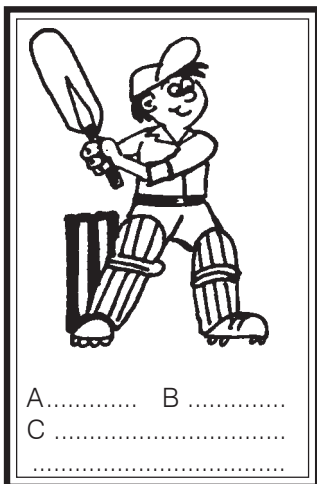
Craft Group: Helping to decide on designs or new projects, keeping craft area tidy and safe, helping to display finished craft.

# Activity 24

## Where Can You Do It?

☐ Look at these sports shown below. Answer these questions:

- A - Can **YOU** play the sport or activity?
  - B - Would you like to play the sport or activity?
  - C - Choose some of these and write down where you can do this in your local area.
- Why would this be fun for people to do?





# Teachers' Notes

## **Feelings and Self Esteem (Pages 43 - 47)**

### **Background Information**

- \* Child Development theorist Erikson has identified several stages in the social / emotional development of the child. During the primary school years, the child is said to be in the *Industry versus Inferiority* stage. Here the child learns to master the more formal skills of life: such as relating with peers according to social rules, making the transition from free play to formal learning at school and structured play such as team sports. If a child feels that they are successful in academic, physical and or social settings, then they experience a sense of accomplishment and become more industrious, however it is easy for a child to doubt their abilities and feel a sense of inferiority in these areas.
- \* Depression and anger in primary school students is an issue that has recently gained a lot of media attention and concern amongst health professionals and educators alike.

### **Suggested Activities**

- \* Students think of questions that could be asked in a "Bully Survey". Questions can be typed up and used in another class with responses being filled in anonymously. Students can then discuss the results and talk about how the main problems identified can be reduced.
- \* Create a "Problems" column, such as in a magazine. Students can each write a fictional but realistic "problem", such as issues related to friendships, family and school. The problems can be shuffled and redistributed. Students can then write responses to the problems. Appropriate answers can be read out.
- \* Brainstorm a variety of feelings on the blackboard. Give students white paper and a range of media such as paints, crayons, pencils, magazines. Students draw and paste images to represent a feeling.

### **Relevant Internet Links**

- \* <http://www.police.govt.nz/service/yes/nobully/> Kia Kaha is a programme aimed at creating a safe environment for children. It is sponsored by Telecom and the New Zealand Police.

### **Answers**

#### Page 43 - Me Feelings

Responses will vary.

#### Page 44 - Feelings

Two groups can be separated into "Positive Feelings" (pride, confidence, acceptance, love, respect, loyalty, excitement, sensitivity, affection, relief, sympathy, happiness, pleasure, pity) and "Negative Feelings" (jealousy, hatred, anger, sadness, frustration, sorrow, pride, vanity, rejection, fear, loneliness, depression, worry, boredom, pity). Pride could be in both groups because it is important to take pride in achievements, but pride can also stand in the way of doing the right thing. Pity may result in feeling sad or negative, but it can also be positive because it may lead to doing something kind for another person.

#### Page 45 - Anger Examined

Students may get angry because of teasing, rejection, lack of privileges, feeling restricted, finding schoolwork difficult, seeing others be unkind or cruel, worrying about war or environmental destruction. Some anger may be a short burst of temper due to something upsetting individuals, whereas other anger may be more subtle and ongoing, based on an issue such as pollution. The best ways to deal with anger can include walking away and distracting oneself from the problem, trying to solve the problem in a calm way, talking about feelings with another person, doing some physical exercise, etc.

#### Page 46 - Self Concept

"Self-Concept" or "ego" is the awareness one has of their skills, strengths and weaknesses and how they choose to express this awareness. "Selling Oneself" means to make the most of strengths by describing them in a positive way, to attract the attention of others.

#### Page 47 - Score a Goal!

Responses will vary.

# Activity 27

## Me - Feelings

Complete this sheet and find out what makes you one of a kind. It is important to fill out all the spaces.

Five words which describe my appearance.

.....

.....

.....

.....

A saying that is me.

.....

.....

.....

.....

Things I love.

.....

.....

.....

.....

Things which make me sad.

.....

.....

.....

.....

Things which make me happy.

.....

.....

.....

.....

Things I'm good at.

.....

.....

.....

.....



Things I'm not good at.

.....

.....

.....

.....

Things which make me angry.

.....

.....

.....

.....

Find out the meanings of the underlined words, then complete the statements.

I'm optimistic about .....

I'm pessimistic about .....