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Book Six
For Ages 10 - 12

**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 Eating (Activities 1 - 4)

Background Information

- * The Healthy Diet Pyramid is one of the best-known guides to good eating. The guide encourages the following: Eat Least - Sugar, alcohol, oil, margarine, fatty foods; Eat Moderately - lean pork and beef, poultry, fish and shellfish, nuts, dairy products including milk, ice-cream, yoghurt and cheese; Eat Most - Bread, grains and cereals including rice, wheat, millet, corn, rice cakes, barley, oats. Fruit and vegetables (all varieties). Fats are very high in energy and we only need a small amount each day. Sugar and alcohol have little nutritional value. Salt is already found naturally in many foods, so does not need to be added. Foods found in the "Eat Moderately" and "Eat Most" categories contribute most of the nutrients required to give us sustained energy for activity and growth, maintain our body systems and give our immune system the support it needs.
- * These hints will help to keep foods at their most nutritious: Choose fresh or frozen vegetables, avoid peeling fruits and vegetables where possible, try wholemeal varieties of breads and cereals, drink plenty of water, choose lean meats, trim off all visible fat and remove skin from chicken, avoid deep frying or adding oil, butter or margarine, use fresh herbs or spices to flavour foods instead of adding butter or salt.
- * When choosing foods, read the labels to check for high sugar, salt, fat or preservative content. The further down the list these things are, the less the product is likely to contain.

Suggested Activities

- * Make a pamphlet with ideas from Activity 2 on eating habits. Illustrate for a Junior 'buddy' class.
- * Create a restaurant menu with meals for certain types of people, e.g. the Athlete's Burger; the Flu-Ridden Fusspot; the Dieter; and describe and/or draw meals for each.
- * Collect pamphlets or menus for local restaurants. Place items in order from most to least healthy in small groups. Students could write letters praising healthy restaurants.

Relevant Internet Links

- * www.eatright.org/ermprev.html contains short passages of information suitable for teacher reference and student research on a large range of dietary issues.
- * <http://www.everybody.co.nz/nutrition.html> 'Nutrition News' and 'Nutrition Archives' sections contain very useful information on nutrition for teachers.

Answers

Activity 1 - Eat to Live, Not Live to Eat 1

Answers will vary. Students should have more foods from the "Eat Most" and "Eat Moderately" categories.

Activity 2 - Eat to Live, Not Live to Eat 2

Some possible reasons people could overeat or under-eat include:

Overeating: Stress - "Comfort" food when you are upset, e.g. you eat it to make you feel better. To warm you up or cool you down in winter and summer, e.g. hot soups, or cold ice creams. Boredom; Habit, e.g. eating while watching TV, or having an afternoon snack even if you're not that hungry; For social reasons, e.g. sharing a bag of chips with friends; Because you are addicted to the taste, e.g. of very sugary or very salty foods; Anger - e.g. to get back at a parent by eating when they've told you not to; Health problems - your body is sending out wrong signals that you are hungry.

Undereating: Too busy, don't have time to sit down and eat properly; Trying to lose weight in an unhealthy way by not eating properly; Anger - to get back at your parents by refusing to eat; Stress - too upset or tense to eat; Unhappiness - too upset to eat; Not recognising hunger signals properly; Not being organised and carrying lunch and snacks with you if you are out all day; Health problems that suppress your appetite; Don't like the types of food you have to eat.

Students' Notes for this Section

Staying Healthy

To stay healthy, everyone needs a daily intake of the six types of nutrients: proteins, carbohydrates, minerals, vitamins, fats, and water. But some people have extra nutrient needs, or get their nutrients from special types of foods.

Babies are growing very quickly, so they need lots of iron, calcium, and Vitamin D - a vitamin that helps to absorb calcium. Because they do not have many or any teeth, babies get most of their nutrients from breast milk or a special type of baby milk called formula. When they start eating solid foods, at about 6 months of age, they only eat very mushy, plain foods so that they do not hurt their soft mouths.

As children get older, they continue to need high levels of calcium and iron, but they also need extra fibre. Most of the bone mass for your skeleton is built while you are a child and teenager, so you need as much calcium as possible from foods such as yoghurt or low-fat milk and cheese. Iron carries oxygen around the body. Children and teenagers can lose a lot of iron through sweat when they exercise heavily. Because of their rapid growth, teenage boys can also need extra iron. Teenage girls can also lose lots of iron when they start menstruating. Eating lots of meats, nuts, and iron-fortified foods can help these groups. Iron-fortified foods may also be fibre-enriched, to make your bowels regular, and to reduce the chance of cancer and heart disease later in your life.

As an adult, very active people also have special nutrient needs. Athletes and people who work in physical occupations need enduring energy, not just a quick spurt of energy which will disappear after 20 minutes. They eat a lot of carbohydrates, such as pasta, bread and cereal, as these give energy over a long period of time. People trying to build big muscles for their work might eat lots of proteins and iron to help muscle growth. However, athletes who need to be quick don't eat as many proteins or fats, because it slows down the digestion. Both physical workers and athletes, though, need to be careful to eat enough food and nutrients to meet their body's calorie needs, especially if they are a child or a teenager and still growing, because the extra exercise uses up more calories. They also need extra water, as they are losing water through sweat. If a physical worker or an athlete sweats heavily, they may need to eat more fruits and vegetables to get extra minerals such as potassium and sodium.

Senior citizens need less energy-rich foods because they are not as active as when they were young. Because their appetites can be small, they need "nutrient-dense" foods - that is, foods that contain a lot of vitamins, minerals, carbohydrates and proteins in one serve. They especially need lots of fibre to help prevent the diseases elderly people are particularly prone to - coronary heart disease, obesity, diabetes, cancers, haemorrhoids, varicose veins and constipation. They also need to eat lots of dairy foods to provide calcium, which slows bone loss and prevents osteoporosis. But they need to be careful not to eat many high sugar foods, as the mouth doesn't produce as much saliva in old age, which puts elderly people at a higher risk of tooth decay. High sugar intake can contribute to development of diseases the elderly are particularly prone to - diabetes, obesity, cancer and heart disease.

Activity 1

Eat to Live, Not Live to Eat - 1

What did you eat yesterday?

Write your lists in the spaces on the right.



FOR BREAKFAST

FOR LUNCH

FOR DINNER

OTHER SNACKS

Is your **DAILY DIET** a balanced one, with the right foods being eaten in the right amounts?

Transfer yesterday's foods to the correct columns below.

Some foods may appear in more than one space.

Bread/Cereal Group	Vegetable/Fruit Group	Meat/Legume Group	Milk Group	Fats and Oils

Well! Is there a balance?

What did you have that wasn't really necessary?

What do you need more of?

Activity 29

Work, Rest and Play

In our lives, it is important to achieve a **balance** when we organise how much time we spend on working, resting and participating in leisure activities.

In the timetable below, write down all of the activities that you do during a school day. Tick the category that it falls into. Don't forget to add the things you do to keep your body **healthy**, such as eating, dressing, showering, etc.

Time	Activity	Work	Rest	Play	Health
e.g. 7.00-7.15	<i>Breakfast</i>				✓

Sample

What type of activity did you do the most of (work, rest, play or health)?

Comment on the balance of activities that you have in your day:

What could you do to manage your time better?



Activity 36

Active Listening

One of the best ways to make and keep friends is to **ask questions**.

Imagine that a new student is sitting next to you at school. What are some questions that you can ask them to make them feel welcome?

*

.....

*

.....

*

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*

.....

To show that you are interested in the answers a person is giving, you can use some of these *active listening* skills.

Circle the ones that you have done before:

- * Sitting still, not fidgeting.
- * Looking at the person – giving good *eye contact*.
- * Asking more questions.
- * Nodding, agreeing or making comments without interrupting.



Extra!!

Make a cartoon strip with four scenes showing two friends talking about their favourite hobbies. Add speech bubbles and make sure you show the ways that they are using to listen carefully to each other.