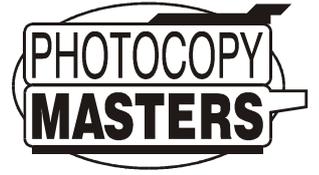




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**Book One
For Ages 5 - 7**

**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

Body and Clothing (Pages 5 - 12)

Background Information

- * During the early years of primary school, students are becoming more independent in daily living. Self care development and correct choice of clothing can be encouraged at school.
- * Sun is the primary cause of skin cancer in New Zealand, resulting from overexposure to ultraviolet rays which interrupt skin cells' normal growth patterns.
- * Melanoma is the least common but most serious form of skin cancer. About 200 New Zealanders die from melanoma each year. Avoiding sunburn and tanning can help prevent melanomas and other skin cancers. However 95% of skin cancer cases are successfully treated.
- * Appropriate forms of sunburn prevention include:
 - Shade - natural (trees), man-made, permanent (verandahs, shade cloths), portable (beach umbrellas)
 - Clothing - maximum coverage, natural fibres such as cotton, dark colours that absorb UV rays and clothes that are kept dry are best.
 - Hats - broad brimmed hats that fit well and are comfortable. Fashionable styles will encourage regular wearing in children.
 - Sunscreen - Does not offer 100% protection. Use in conjunction with other coverage. SPF 15+ to 30+ offers 93 - 96% protection. Apply 20 minutes before going into the sun and reapply after swimming or physical activity.
 - Sunglasses - Can offer up to 100% protection for eyes. Look for approved UV protection labels.

Suggested Activities

- * Sing songs and play simple games that encourage learning of body parts, e.g. "Heads and Shoulders", "Simon Says".
- * Use magazines to cut out clothing and make a class collage for "Summer Clothes" and "Winter Clothes".
- * Bring a large beach bag with a selection of items e.g. hats, sunglasses, jumpers, boots. Students take turns choosing appropriate items to take to the beach.

Relevant Internet Links

<http://www.cancernz.org.nz> ideas for using the Cancer Society of NZ's Sunsmart programme.

Answers

Page 5 - My Body

Students glue words on/close to correct part.

Page 6/7 and 8/9 - Body Parts Puzzle and Winter Warmers

Body parts/clothes are pasted on appropriately.

Page 10 - Looking After Myself

Discuss with students how these activities are carried out independently.

Page 11 - Teeth Care

Responses will vary.

Page 12 - Slip, Slop, Slap

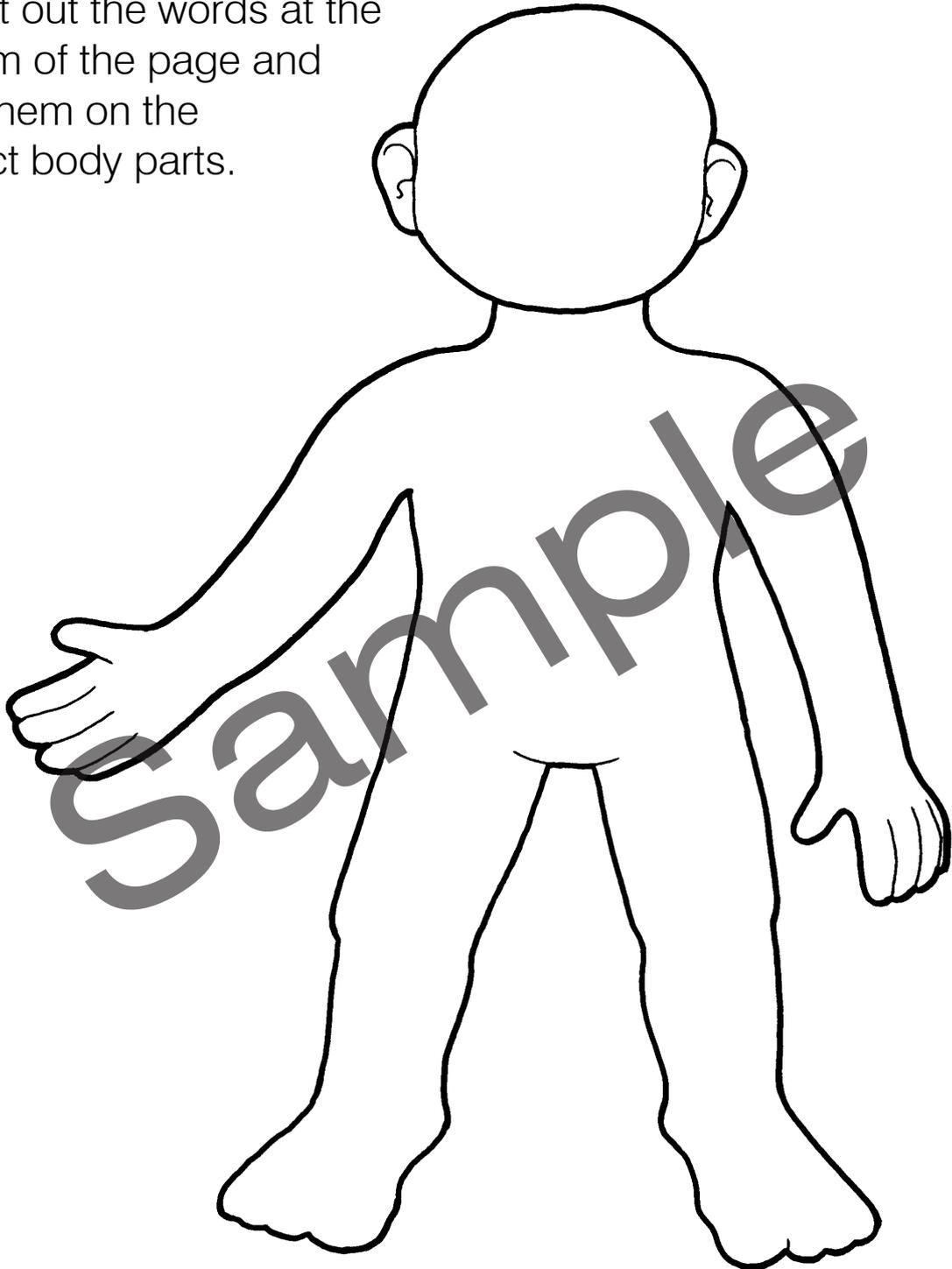
Hat (shades face), umbrellas (shades whole body), shirt (protects skin on arms and body), sunscreen (provides a shield on the skin), sunglasses (protect eyes), thongs (although open at the top, can keep soles of feet from burning on hot pavement).

Name:

Activity 1

My Body

Cut out the words at the bottom of the page and glue them on the correct body parts.



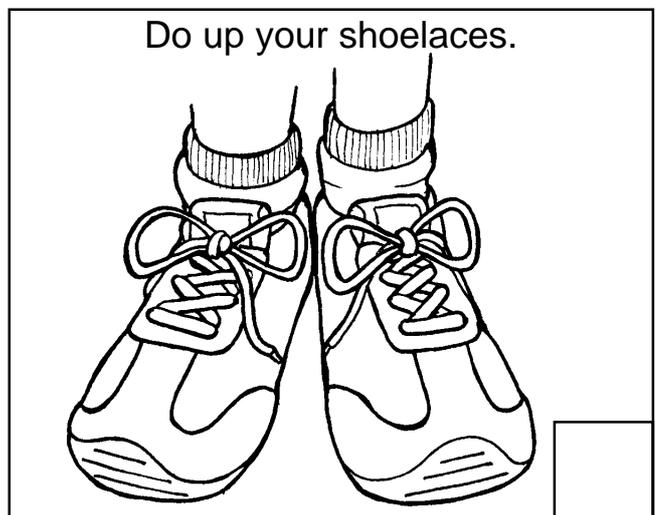
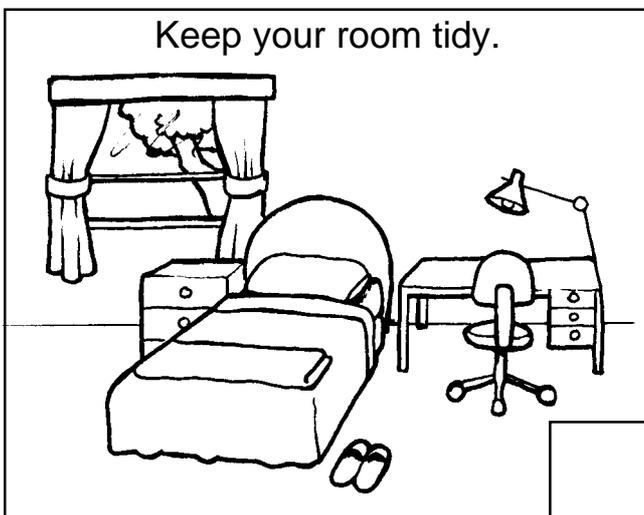
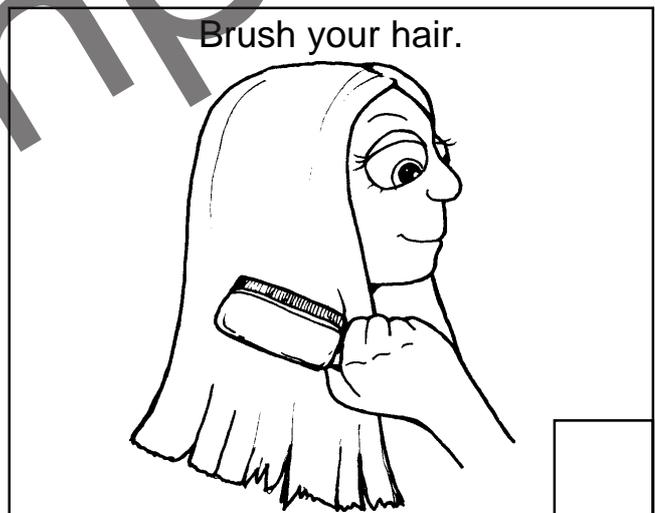
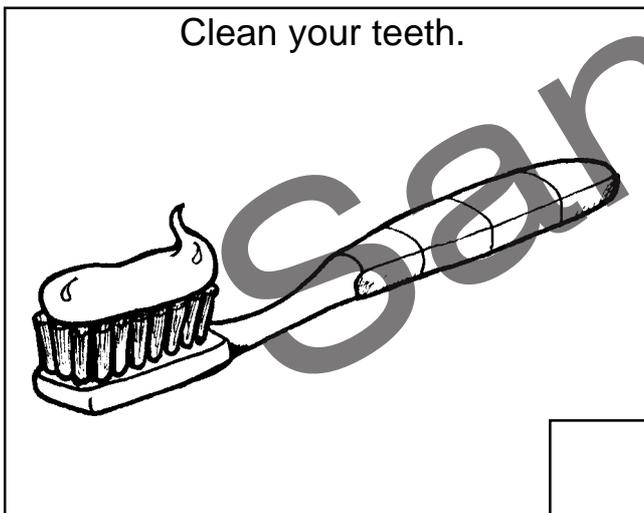
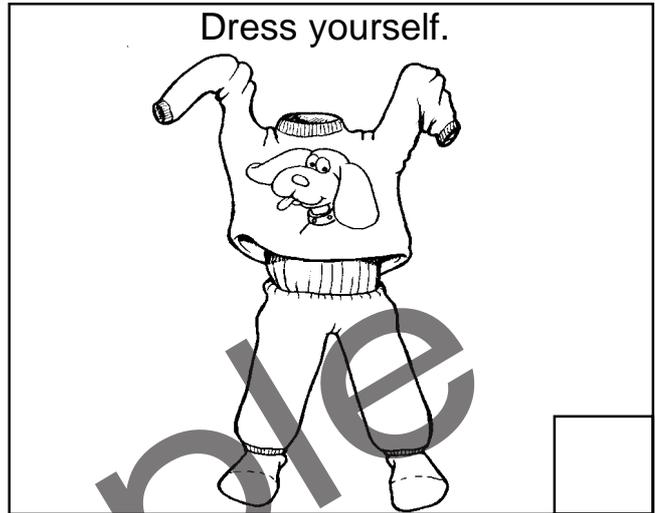
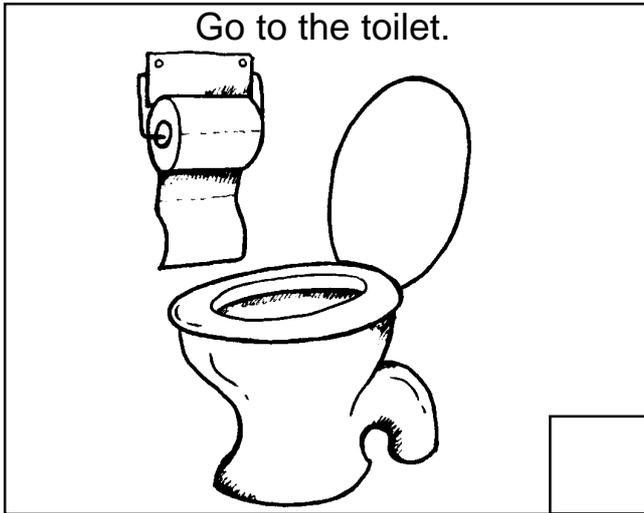
head	arm	chest	foot
hand	leg	neck	stomach

Name:

Activity 4

Looking After Myself

Put ticks in the boxes to show which of the activities you can do by yourself.



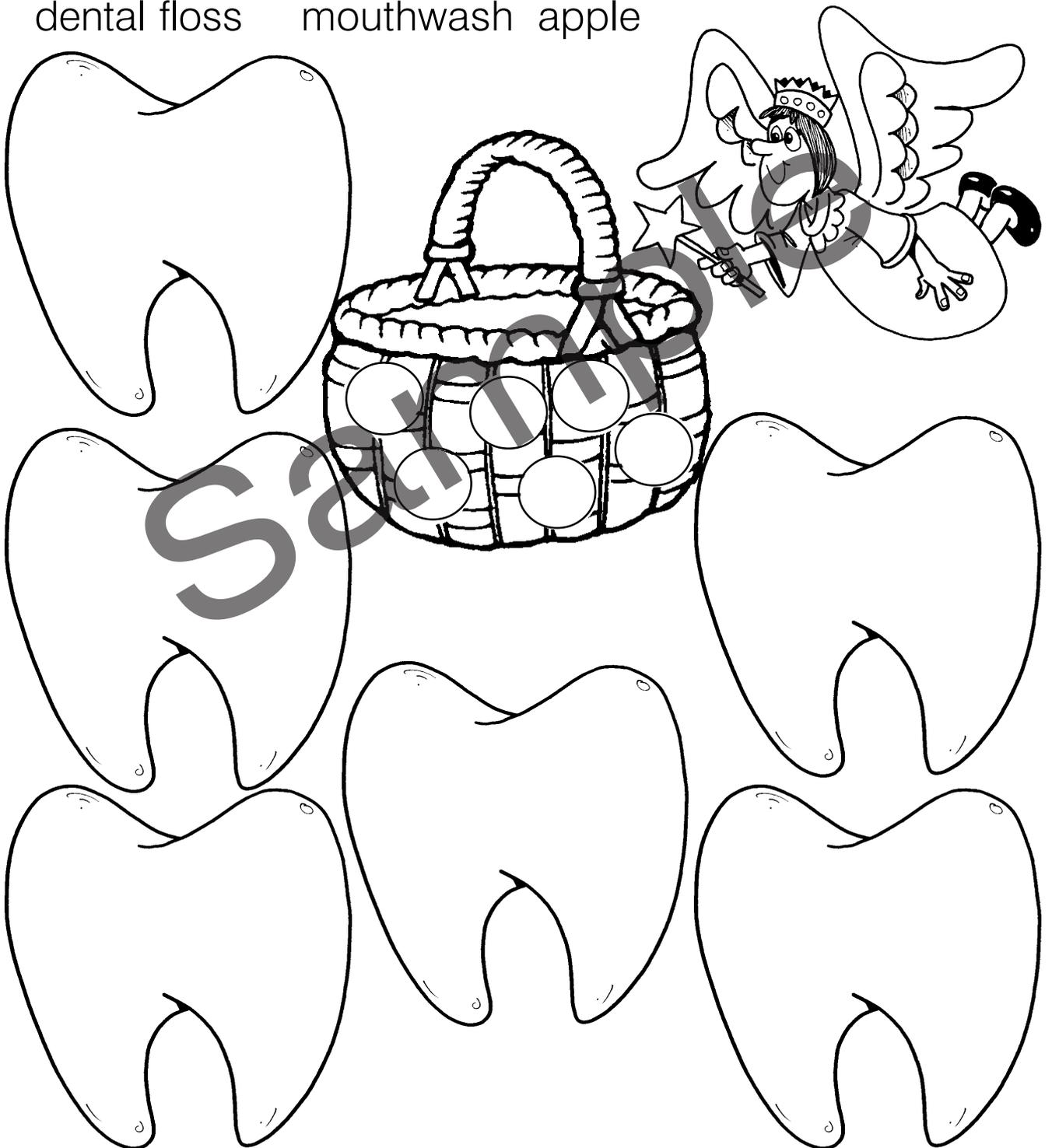
Name:

Activity 5

Teeth Care

Help the tooth fairy keep your teeth healthy. Draw a picture of these healthy tooth objects inside the teeth. Colour a coin in the tooth fairy's basket for each picture.

toothbrush toothpaste toothpick
dental floss mouthwash apple



Teachers' Notes

Healthy Eating (Pages 14 - 17)

Background Information

- * 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.
- * Foods low in salt and high in calcium and iron are recommended, as is a regular intake of water.
- * Breakfast is an essential meal in which energy for the morning can be provided. A glass of orange juice can provide *simple carbohydrates* for a short energy burst. Cereals and toast contain *complex carbohydrates* for longer lasting energy that will sustain students' energy through to morning break time. Eggs and cheese can supply energy through *protein*, whilst milk will contribute *minerals* such as calcium for healthy bones and teeth. Fruit contains *vitamins* for keeping body systems such as immunity in good working order.
- * Healthy lunches at school can be encouraged by providing and promoting healthy alternatives at the canteen. Teachers can model healthy choices by eating a balanced lunch with students.

Suggested Activities

- * Discuss the benefits of healthy eating with students, e.g. normal growth, energy for daily activities, protection from illness.
- * Investigate contents of students' own lunchboxes, sorting foods into "healthy" and "unhealthy" categories.
- * Hold a "Brekky Day" at school. Ask parents to donate healthy ingredients and make foods in small groups with adult supervision.
- * Investigate healthy foods such as raw fruit and vegetables though the five senses. Play guessing games with blindfolds by feeling, smelling and tasting samples.
- * Make fruit animals by using pre-cut pieces of fruit and toothpicks. Take photographs or draw animals and then eat after removing the toothpicks carefully.

Relevant Internet Links

- * www.nutritionaustralia.org provides ideas for increasing nutrition school-wide.
- * www.eatright.org/ermprev.html paragraphs with tips and information on a range of nutrition topics.
- * www.broccoli.com/mainpage.htm includes ideas for teachers; and a kids' club with games.

Answers

Page 14 - Healthy Food

Students should colour banana, milk, celery, carrot, water, salad roll.

Page 15 - Meal Times

Students may help during meal times by collecting or measuring ingredients, stirring, setting the table, washing/drying dishes.

Pages 16/17 - Breakfast and Eating at School

Mark students' pictures according to content and identification of healthy foods.

Name:

Activity 7

Healthy Food

Circle and colour in the healthy food and drink choices.

