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# **Book Four For Ages 8 - 10**

# 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

## Healthy Diet (Pages 7 - 10)

### 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 (containing carbohydrates for energy) and Fruit and Vegetable (containing many vitamins and minerals for body functions and immunity) groups, moderate amounts of Dairy, Meat & Proteins and minimal Sugars, Fats & Oils. Sugars and fats are still used in the body but are only needed in small amounts.
- \* Foods low in salt and high in calcium (which builds strength in teeth and bones) and iron (which forms part of haemoglobin to carry oxygen in the blood) are recommended, as is a regular intake of water.
- \* Many fast foods contain a high level of fats, which is only required in our diets in small amounts. Processed foods often have less nutrients than fresh foods, so a person with a diet that relies heavily on fast foods may not have a balanced diet with all of the nutrients needed for a healthy body.

### Suggested Activities

- \* View television or magazine advertisements for fast foods. Discuss what it is about fast foods that attract people. What are the target audiences? Do the burgers that you get really look as good as the ones on the ads?
- \* Students make a "You Are What You Eat" picture by cutting out or drawing a face made up of the different foods that they do, or should, eat. Display in the classroom.
- \* Browse the Internet to find a variety of healthy recipes to make in the classroom. Students could work in small groups and then set up a small fund - raising stall at recess time.

### Relevant Internet Links

- \* [www.olen.com](http://www.olen.com) allows students to type in fast foods to find the fat content.
- \* [www.broccoli.com/institute/institutetoc.htm](http://www.broccoli.com/institute/institutetoc.htm) label reading, lesson plans, recipes and articles.

### Answers

#### Page 7 - Food Groups

1. Bread and Cereal - rice, toast, sandwiches, cereal, muesli, muffins.
2. Fruit and vegetables - apples, bananas, tomatoes, carrot, potatoes, soup, fruit juice, fruit rollups.
3. Dairy - milk, cheese, cream, yoghurt, ice cream, milk chocolate.
4. Meat and Protein - steak, chicken, fish, eggs, nuts, beans, burgers, bacon.
5. Fats - margarine, vegetable oils, fatty foods such as fried foods, bacon, etc. In a healthy diet, the Bread and Cereals and Fruit and Vegetable groups should appear the most. Diets may change according to day of the week (unhealthy foods may be eaten more on the weekends if families take away), the weather (hot foods such as soup eaten on cold days, less food is generally eaten in hot weather), shopping days (best food is eaten when a fridge is well stocked).

#### Page 8 - Servings

We need a balanced diet because each group of foods have different concentrations of certain nutrients. We need all of these nutrients to perform various functions in keeping our body healthy and energetic.

Page 9 - Food Match Up: See the table on the next page.

#### Page 10 - Fast Food Survey

People eat takeaway food for convenience (it is fast to buy), it is considered cheaper than other meals (although this is not necessarily the case), it is influenced by advertising and marketing strategies such as free toys, etc. and because of this it is liked and considered "cool" by many children, it is accessible (many exist, most with a drive-thru), the foods are strongly flavoured so that many people seem to enjoy the taste.

**Activity 8**

# Physical Activity

Why is physical activity important? .....

.....  
.....

What happens to your body when you have worked hard during exercise?

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

These people are preparing themselves for some exercise. What are they doing?



Brainstorm some physical activities you can take part in without playing a team sport or joining a club, e.g. Walking the dog, using the trampoline.

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

# Teachers' Notes

## Advertising (Pages 17 - 19)

### Background Information

- \* Common drugs that are readily available and used by many adults include:
  - Alcohol - a *depressant* found in beer, wine and spirits, etc. It initially creates a relaxed feeling in the consumer as it blocks messages going to the brain properly, however excessive use can cause clumsiness or lack of control over behaviour and emotions. Alcohol use has been linked to addiction, heart and liver problems and many vehicle accidents.
  - Caffeine - a *stimulant* found in coffee, tea, cola drinks and chocolate. Caffeine is addictive and can cause many problems with excessive consumption, including nervous, jumpy behaviour, shakiness, disturbed sleep patterns, headaches and dehydration.
  - Nicotine - found in cigarettes and cigars, produces a short term tingly feeling, however long-term use is highly addictive and can lead to respiratory problems, cancer, heart disease, social issues.
- \* Current legislation states that alcohol advertisements **should not** attempt to influence non-drinkers or under-aged drinkers, use role models for minors, show the beverage as a status symbol, a necessity or an escape or depict scenes where alcohol is prohibited.
- \* Direct cigarette advertising has been banned on New Zealand television and radio since 1963, and in all print media and sports sponsorships since 1990.
- \* All tobacco products must incorporate health warnings on their packaging on the top 25% of the packet: Smoking causes lung cancer, Smoking causes fatal diseases, Smoking causes heart disease, Smoking damages your lungs. Detailed health warnings and information on tar, nicotine and carbon monoxide content are also required.

### Suggested Activities

- \* Watch a range of videotaped ads for anti-smoking, anti-drinking, fast food commercials, etc. Discuss target audiences, strategies to influence and potential success of the advertisement.

### Relevant Internet Links

- \* [http://www.healthnz.co.nz/h\\_chron.htm](http://www.healthnz.co.nz/h_chron.htm) a chronology of "Tobacco Control in New Zealand".
- \* [www.smokefree.co.nz](http://www.smokefree.co.nz) general information on the NZ Smokefree programme and smoking.
- \* <http://www.ash.org.uk/html/factsheets/html/fact19.html> effects of tobacco advertising and promotion - information for teachers.

### Answers

#### Page 17 - Fast Food Advertising

Fast food commercials often feature young people and families having fun or promoting free gimmicks to show fast foods are beneficial. Most have slogans or jingles as well as familiar logos. Commercials feature outdoor or bright locations, family homes, "sharing" times.

**Activity 9**

**Fast Food Advertising**



Write some examples of fast food ads - both in print and on TV.

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

Describe the feelings about eating fast foods these advertisements are trying to show you.

.....  
.....

Is their advertising successful? .....

Survey 5 people and ask if they can recall a slogan or advertisement for some form of fast food.

What did you find out? .....

.....

**About the Advertisements**

1. What reasons do advertisements give for eating fast food? .....

.....

2. Do all fast food advertisements have slogans? .....

List some of these: .....

.....

.....

3. Describe in detail a fast food advertisement you have seen.

Include information about the people, their actions, the colours, locations.

.....

.....

.....

4. What do you notice the advertisers are trying to do? .....

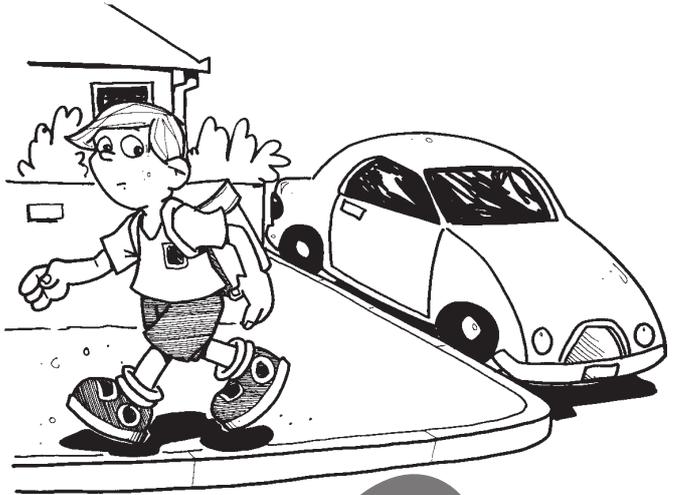
.....

**Activity 16**

Achievement Objective: Students explain the meaning of trust and identify people that they trust.

# Who Do You Trust?

When we are faced with situations that frighten or worry us, it is important to know that there are people that we can talk to.



Write down some people that YOU trust in each of these areas:

In my family:.....  
.....  
.....

At school:.....  
.....  
.....

In the community:.....  
.....  
.....

Who would you tell if.....  
\* You had been bullied at school?  
.....  
.....  
.....

\* You were finding a school subject hard?  
.....  
.....

\* You were feeling sick? .....

\* You saw someone in your class take someone's lunch?.....  
.....  
.....

What does the word "trust" mean to you?

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Sample