



**Ebook Code:  
RENZ6014**



**Book Seven  
For Ages 11+**

**Health Education  
for New Zealand  
Schools**

© Ready-Ed Publications - 2002 (Revised edition)

Published by Ready-Ed Publications P.O. Box 276 Greenwood WA 6024

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**ISBN 1 86397 531 4**

# 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).

Published for the Ministry of Education by:

Learning Media Limited, Box 3293, Wellington, New Zealand

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# Contents - Stage 7

Activity No.	Activity Name	Strand : Key Learning Area	Page
	Introduction		2
1	Are You Eating What You Need?	Healthy Communities and Environments: Food and Nutrition	7/8
2	A Balanced Diet - 1	Healthy Communities and Environments: Food and Nutrition	9
3	A Balanced Diet - 2	Healthy Communities and Environments: Food and Nutrition	10
4	Looking After Number One	Healthy Communities and Environments: Food and Nutrition	11
5	Exercise Through Recreation	Personal Health and Physical Development: Body Care and Physical Safety	14
6	Exercise and Our Body	Personal Health and Physical Development: Body Care and Physical Safety	15
7	Use of Leisure	Healthy Communities and Environments: Body Care and Physical Safety	16
8	Eating Is For More Than Fun	Personal Health and Physical Development: Food and Nutrition	20
9	Internal Action	Personal Health and Physical Development: Food and Nutrition	21
10	Food Additives	Healthy Communities and Environments: Food and Nutrition	22
11	Causes and Prevention of Accidents	Personal Health and Physical Development: Body Care and Physical Safety	26
12	A Common Home Accident	Personal Health and Physical Development: Body Care and Physical Safety	27
13	Home Safety Plans	Personal Health and Physical Development: Body Care and Physical Safety	28
14	Emergency Action Plan	Personal Health and Physical Development: Body Care and Physical Safety	29
15	The Breath of Life	Personal Health and Physical Development: Body Care and Physical Safety	30
16	Finding Out About AIDS	Personal Health and Physical Development: Body Care and Physical Safety	32
17	Why Labels Are Used	Healthy Communities and Environments: Body Care and Physical Safety	34
18	Legal Labelling	Healthy Communities and Environments: Body Care and Physical Safety	35
19	What Manufacturers Are After	Healthy Communities and Environments: Body Care and Physical Safety	36
20	Why Advertise?	Healthy Communities and Environments: Body Care and Physical Safety	38
21	Advertisement Profile-Group Activity	Healthy Communities and Environments: Mental Health	39
22	Influencing You	Healthy Communities and Environments: Mental Health	40
23	A Thoughtful Advertisement	Healthy Communities and Environments: Mental Health	41
24	Needs and Wants	Healthy Communities and Environments: Mental Health	42
25	Treasured Values	Healthy Communities and Environments: Mental Health	43
26	A Circle of Relationships	Relationships With Other People: Mental Health	45
27	You Didn't Used To Be Like That!	Relationships With Other People: Mental Health	46
28	A Time of Change - 1	Relationships With Other People: Mental Health	48
29	A Time of Change - 2 (Physical)	Personal Health and Physical Development: Body Care and Physical Safety	49
30	A Time of Change - 3 (Emotional)	Personal Health and Physical Development: Mental Health	52
31	Finding Out About Self Concept - 1	Personal Health and Physical Development: Mental Health	53
32	Finding Out About Self Concept - 2	Personal Health and Physical Development: Mental Health	54
33	Solving Problems	Relationships With Other People: Mental Health	55
34	Friends Influence Your Decisions	Relationships With Other People: Mental Health	56
35	Be A Sport!	Relationships With Other People: Mental Health	57
36	Peer Group Pressure	Relationships With Other People: Mental Health	58
37	Diversity Rocks	Relationships With Other People: Mental Health	59
38	A Healthy Plan	Healthy Communities and Environments: Mental Health	60

# Teachers' Notes

## A Healthy Diet (Activities 1 - 4)

### Background Information

- \* A good diet is vital in maintaining health and well-being in people of all ages. Information relating to a healthy diet can be found in the students' notes, which can be distributed and kept by students as a reference for the following pages.

### Suggested Activities

- \* Students could design and create their own healthy snacks that contains a combination of ingredients from different sections of the Healthy Eating Pyramid. These snacks could then be sold at a stall which students set up at recess time. Posters could advertise the event, promoting healthy eating.
- \* Using copies of the school canteen menu, students could analyse and categorise the foods sold at the canteen. Letters could then be written, either congratulating the canteen on its' choice of healthy foods, or suggesting some healthier lunch ideas.
- \* Students create a "healthy food" character, e.g. "Peter Pitta Pizza", and write a short, illustrated story about this character, promoting the healthy eating message. Books can then be read and presented to a junior buddy class.

### Relevant Internet Links

- \* [www.kidshealth.org](http://www.kidshealth.org) contains student-friendly information on nutrition.
- \* [www.nhf.org.nz](http://www.nhf.org.nz) comprehensive New Zealand Heart Foundation site with facts for students on healthy eating.

### Answers

#### Activity 2 - A Balanced Diet 1

It is important to balance food intake and exercise because many foods provide energy through nutrients such as carbohydrates. If the energy stores are left unused, they can convert to body fats, resulting in the risk of obesity over time. Exercise also has many other health and social benefits.

Students can mark the Healthy Eating Pyramid from their Students' Notes.

Students should note that foods high in kilojoules are recommended to be eaten least.

#### Activity 3 - A Balanced Diet 2

Students should show a menu with a kilojoule total similar to that which is recommended. Appropriate exercise activities should be selected for each section (e.g., walking to school, ball games at lunch-time, cycling or team sports after school). Due to other daily activities aside from sport, kilojoule intake should be more than that burned during sport.

#### Activity 4 - Looking After Number One

Students should complete the sheet after reading the relevant Students' Notes.

Protein - builds, maintains and repairs body tissues, assists in making of haemoglobin and antibodies.

Carbohydrates - supply energy for daily activity.

Minerals - carrying out body functions such as building bones.

Vitamins - growth and development, energy, body healing and immunity, vision.

Fats - stored energy, carrying of vitamins around body, helping to make hormones.

Water - maintains fluid balance in body, replaces fluids lost through perspiration, etc., lubricates joints.

It is recommended that 6 - 8 glasses of water is consumed each day.

Fibre - assists digestive system in eliminating wastes and keeps the digestive system healthy. Fibre can be found in fruit, vegetables, cereals and bread.

# Teachers' Notes

## **Advertising and Labels (Activities 17 - 19)**

### **Background Information**

- \* By law, labels on all packaged food must contain at least the following information: The name of the food; the name and business address of the manufacturer or importer; the country of origin of the food; a list of ingredients listed from greatest to smallest by weight (including added water) noting the percentage of the key ingredient or component of the food; warnings about the presence of major allergens in foods, however small the amount; a nutrition information panel; a use-by date (if a food must be consumed before a certain date for health and safety reasons, such as infant formula); or best before date (if the shelf life is less than two years). An exception is bread, which can be labelled with a 'baked on' date if its shelf life is less than seven days.
- \* Labels on cigarettes must also legally carry certain information: One of six health warnings, printed in black on a white background on the top 25% of the front of the pack: Smoking causes lung cancer; Smoking is addictive; Smoking kills; Smoking causes heart disease; Smoking when pregnant harms your baby; Your smoking can harm others. Detailed health information (corresponding with the front of pack warning), printed in black on a white background on the top; 33% of the back of the pack, information about the tar, nicotine and carbon monoxide content of the cigarettes, printed in black on a white background on one side of the pack, the phone number for a national information line about the effects of tobacco, printed on the back of the pack.

### **Suggested Activities**

- \* Use a range of food items and locate all of the label information listed above. Discuss the positioning of certain parts of the label, how well they can be seen. Are there any pieces of information missing.
- \* Cut out a variety of logos (such as "New Zealand made and owned") and test students to see if they know what they are for.

### **Answers**

#### Activity 17 - Why Labels Are Used

Inducements to Buy: "No artificial colours or flavours." "Very Yummy and Good." "Only 1400 kJ per 100g." Picture of the cereal looking tasty.

Health information: Nutritional information, kilojoules per 100 grams.

Legal Requirements: The name of the food, the name of the manufacturer, nutritional information, percentage of the ingredients in the food, list of ingredients.

Advertising: The name of the food in big letters, the slogan, "Very Yummy and Good".

Other: The weight of the food, the "Serving Suggestion" label warning the consumer that the product itself doesn't look like the picture unless you add suggested ingredients to it.

The label does not actually tell you what the product IS in simple terms (e.g. "puffs of rice with a sugary coating").

#### Activity 18 - Legal Labelling

Products that could have this label could be: insect killer, turpentine, washing up liquid, household cleaners, glue, paint, cosmetics.

Other answers are provided above in the background information.

#### Activity 19 - What Manufacturers Are After

The tablets are said to provide protein, minerals and vitamins. They do not give us "New Health", as it implies. This is the name of the product. The tablets contain no more than natural foods.

Oranges: Carbohydrates, protein, minerals, vitamins, fats (small amount only), fibre, water.

Meat: Proteins, minerals, vitamins, fats, water.

Fish: Proteins, minerals, vitamins, fats, water.

Cheese: Proteins, carbohydrates, minerals, vitamins, fats, water.

Bread: Proteins, carbohydrates, minerals, vitamins, fats, water, fibre.

Eggs: Proteins, carbohydrates, minerals, vitamins, fats, water.

Milk: Proteins, carbohydrates, minerals, vitamins, fats, water.

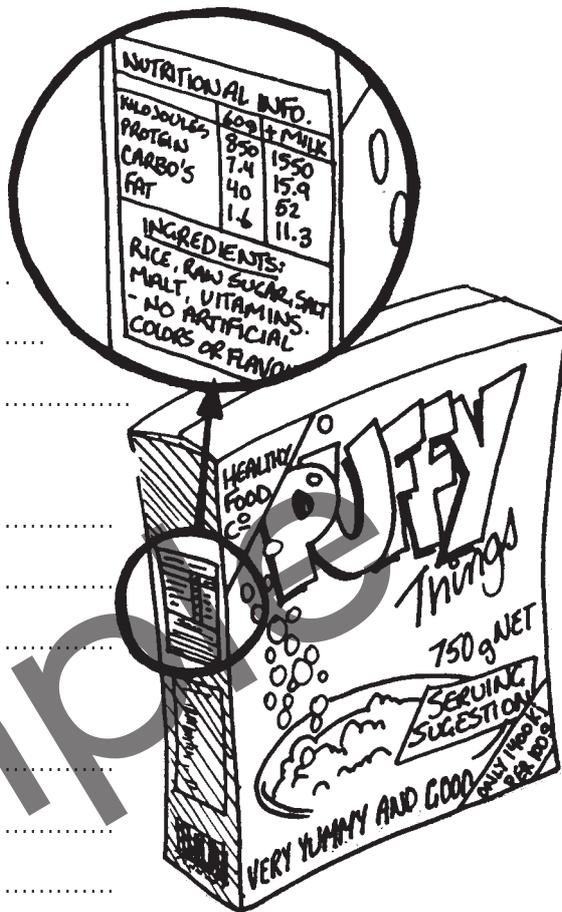
Name: .....

Societal Attitudes and Beliefs: Achievement Objective:  
Students discuss the information that packaging and labels provide for everyday products.

### Activity 17

# Why Labels Are Used

Most consumer goods have an identifying label of one sort or another. Look at this label from a typical breakfast cereal box. List the information that is given on the label in the spaces below.



#### INDUCEMENTS TO BUY

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#### HEALTH INFORMATION

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#### LEGAL REQUIREMENTS

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#### ADVERTISING

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#### OTHER

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What information does this label give you about the product itself?

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If you were doing the shopping what information from the label would most interest you?

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# Teachers' Notes

## Feelings and Self Esteem (Activities 30 - 38)

### Background Information

- \* Around the age of 12 young adolescents are said to be entering developmental theorist Erikson's stage of "Identity versus Role Confusion". At this stage, adolescents are in search of an identity that will lead them to adulthood, asking "Who am I?" Boys and girls with a healthy sense of achievement will more easily identify their role as a young adult, however it is common for interests to conflict at this stage, for example wanting to focus on the role of a friend, and feeling restricted by roles set down by school or family expectations.
- \* Peers and the media will usually have a strong influence on students of this age. This can sometimes compromise the student's own values or awareness of the "right thing to do".
- \* Discuss the following definitions with the class:
  - Positive:* Showing that you are firm on a decision, with no doubts, and that you are happy about that decision. Also, avoiding being critical of somebody else.
  - Assertive:* Standing up for yourself, and calmly saying that you know you are right. Believing in your own judgement.
  - Aggressive:* Acting angry or intimidating towards somebody to get your own way, or to make them agree with you.
  - Passive behaviour* (the opposite of assertive) could be shown by avoiding eye contact, showing nervousness in your body language, e.g. by fidgeting or shuffling your feet; and by speaking softly or not saying everything you meant to say.
  - Assertive behaviour* could be shown by making strong eye contact, standing calmly without fidgeting, speaking clearly, in a strong voice, and saying everything you mean to say - including reasons if asked to justify your decision.
  - Aggressive behaviour* could be shown by invading somebody's personal space, e.g. standing too close to them, or pointing or gesturing around their body; having frightening eye contact, by glaring and scowling at somebody, speaking in a loud voice or yelling, and not letting other people say anything.

### Relevant Internet Links

- \* [www.kidshealth.org/kid/grow](http://www.kidshealth.org/kid/grow) tackles problems such as physical and emotional change and peer pressure.

### Answers

#### Activity 30 - A Time of Change 3 (Emotional Change)

1. A boy is experiencing "mood swings", feeling unhappy one minute and happy the next.
2. A girl is feeling insecure about her hairstyle. She is worried about what others will think of her.
3. A boy is being critical of his nose - something difficult to change. He feels as if he stands out with his nose.

#### Activities 31, 32, 33 - Finding Out About Your Self Concept 1 and 2: Solving Problems

Responses will vary and may be best marked by students themselves during class discussion.

#### Activity 34 - Friends Influence Your Decisions

1. Russell chose the shoes so that he could look like and identify with his friend.  
He is now suffering the discomfort of tight shoes.  
This may cause blisters on his feet. The shoes could also go out of fashion quickly or Russell's friend may not like him wearing the same shoes.
2. The advertisers are showing fit, good-looking females and stating that "everyone" uses the pimple cream.

Name: .....

## **Activity 35**

# Be A Sport!

When involved in a group or team it is important to encourage and support the other members.

Imagine you are in the following situations. What could you say or do to demonstrate your value as a team member?

- ☆ A team member has missed the chance to score the winning goal and is visibly upset.

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- ☆ A class member had difficulty in giving a talk in front of the class.

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- ☆ A very quiet, shy member of your group has made an excellent point during a discussion.

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- ☆ Two members of your team are constantly bickering between themselves.

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- ☆ An umpire has made a wrong decision and your team mate has made some negative comments to the umpire.

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Sample

**Activity 36**

# Peer Group Pressure

Imagine yourself in the following situation. You are at the park after school and a group of your friends try to persuade you to have a cigarette that you don't want.



- Predict what you think your reaction would be.

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- What reasons could you use to refuse to have a cigarette?

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- In a small group, role play out the situation as described. Reflect on how you handled yourself.

1. Were you positive and assertive? .....
2. Explain why or why not. ....
3. Did you remain calm and non-aggressive? .....
4. Why is it important to be calm and non-aggressive in this situation? .....
5. Did you feel that your peer group accepted your refusal to smoke? .....
6. What would you have done differently? .....