

Health

For Foundation Level

By Lindsay Marsh



**Linked to three areas of the
Australian National Curriculum:**

- being healthy, safe and active
- communicating and interacting for health and wellbeing
- contributing to healthy and active communities

Contents

Teachers' Notes	4	Section 3:	
National Curriculum Links	5	Contributing To Healthy And Active Communities	38
Section 1:		Teachers' Notes	39-41
Being Healthy, Safe And Active	6	Medicines 1	42
Teachers' Notes	7-9	Medicines 2	43
What Am I Good At?	10	Household Substances	44
Talent Tree	11	Eating Healthy Foods	45
Learning New Skills	12	Safety Symbols	46
Using Our Strengths To Help Others	13	Keeping Safe On Our Roads	47
My Body 1	14	Keeping Safe Around Water	48
My Body 2	15	Hygiene - Looking After Your Teeth	49
Growing Bodies 1	16	Healthy Habits 1	50
Growing Bodies 2	17	Healthy Habits 2	51
Behaving Safely	18	Wellbeing – Being Kind	52
Feeling Safe 1	19	Wellbeing – Being Fair And Respectful	53
Feeling Safe 2	20	Being Active Outdoors 1	54
People Who I Trust	21	Being Active Outdoors 2	55
People Who I Do Not Trust	22	Staying Safe While Playing Outdoors	56
Section 2:		A Happy, Healthy Me	57
Communicating And Interacting For Health And Wellbeing	23		
Teachers' Notes	24-25		
Feeling Left Out	26		
Including Everybody 1	27		
Including Everybody 2	28		
Including Everyone In Physical Activities	29		
Being A Good Group Member 1	30		
Being A Good Group Member 2	31		
Feelings 1	32		
Feelings 2	33		
Feeling Angry	34		
Feeling Happy	35		
Feeling Sad And Feeling Scared	36		
Listening And Responding	37		

Teachers' Notes

Health For Foundation Level is part of the *Australian Health And Physical Education Series* which comprises ten books in total. This book has been specifically written for Australian students in their first years of schooling. Linked to the Australian curriculum, each page references the content descriptions being assessed.

Being Healthy, Safe And Active is the first section of this book. In this section, students are given the opportunity to recognise their strengths and understand how they can develop new strengths. Identifying body parts and recognising that their bodies change as they grow, is also a focus. In order to understand how they can stay safe, students are encouraged to identify people who they trust and discuss protective behaviours.

The second section, entitled *Communicating And Interacting For Health And Wellbeing* focuses on inclusive and exclusive behaviour and emphasises how the former is right and fair. Students are given the opportunity to explore appropriate ways to communicate feelings using language and actions.

The third section in this book, helps students to recognise dangerous household substances and the inappropriate use of medicines. The importance of reading safety symbols found at home, around water and in road environments is highlighted. Healthy habits, such as hand-washing, face-washing, eating correctly and showing respect are explored in some depth.

Health For Foundation Level is a wonderful resource. There are notes for the teacher at the beginning of each section which include: answers, additional activities, links and suggested ways to introduce new topics. Cleverly illustrated to engage young minds, this book will be a valuable addition to any school's pool of resources.

Section 1

Being Healthy, Safe And Active

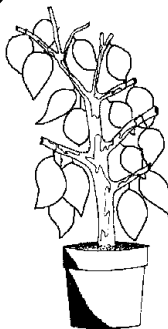
What Am I Good At?

Before completing the activity sheet, brainstorm on the board the different things that people could be good at. Identify people in the public eye who are good at certain sports/activities, etc. as well as getting students to identify people who they know (friends, family, etc.) who are good at certain things (singing, playing an instrument, golf, basketball, drawing, etc.). This will help the children to think about people's strengths and make it easier to identify their own strengths. Stress that we cannot all be good at the same things. To help the students think of their strengths, they might want to list any extra-curricular activities that they are involved in. As an extension activity, play some simple games to help students to recognise that they may have strengths in certain areas, and to highlight that not everybody has the same strengths. Games could include snap, a memory game, musical chairs, mental Maths games, running races, hopscotch, duck, duck, goose, marbles, etc. For more ideas, visit:

► www.gameskidsplay.net

Talent Tree

To create a 'Talent Tree' you will need to find a dead branch and place it in a colourful pot filled with soil. Once each student has cut out his/her leaf, a loop of string can be threaded through the hole marked on the leaf and tied to a section on the branch. Alternatively, you could cut a trunk and branches out of brown construction paper and stick the leaves to it to create a wall display. Photocopy the leaf outline onto different coloured bits of paper, (e.g. green, orange,



red, yellow) to create a more visually appealing tree. Encourage the children to write a full sentence on the leaf, e.g. I am good at...

Learning New Skills

Begin by asking the students if anyone has recently learned how to do something new. Prompt them by giving them some examples, (learned to sing a new song, learned to play a new game on the computer/iPad, learned to play a new piece on the piano). Discuss how they mastered this new skill. Write some words on the board to help you with this discussion: practice, persistence, never give up, keep trying, do a little bit every day, enjoy it, do it with a friend, take advice from somebody who can already do this activity, take a break from it and come back to it, two steps forwards, one step backwards. Ask them how they felt when they recently learned something new. Brainstorm words on the board: proud, happy, confident, pleased, motivated to learn other skills, etc. Students should now be able to complete the activity sheet independently.

Using Our Strengths To Help Others

Depending on children's abilities, some students might be able to write and draw, others might only be able to draw. Display students' final pieces to showcase individual strengths. You could provide more examples of how people's strengths are used to help others on the board.

My Body 1 and 2

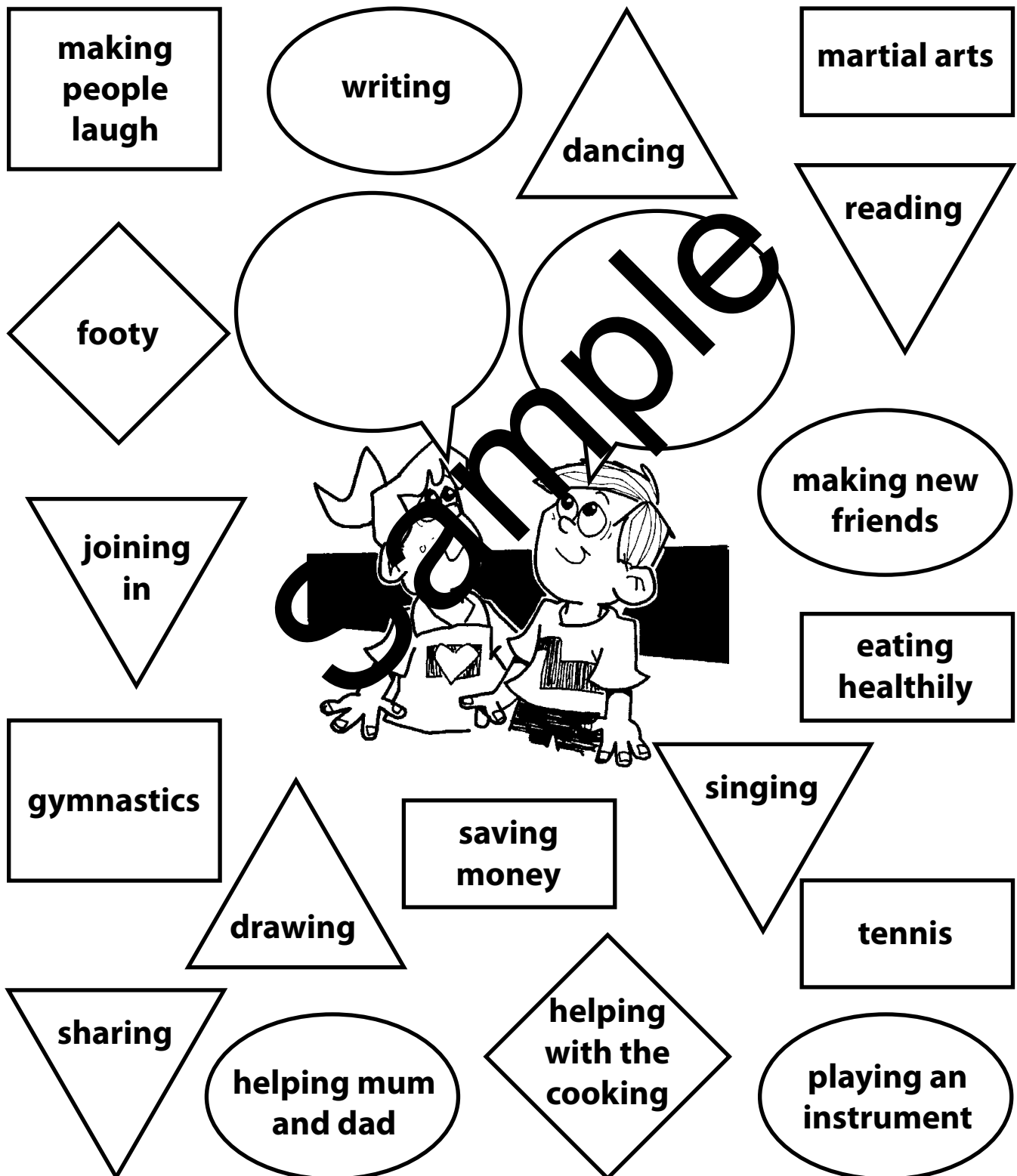
Sing songs and play simple games that reiterate knowledge of body parts, e.g. "Heads and Shoulders", "Simon Says", etc. Read the body parts together as a class first to help students recognise the words. Children at this age should be taught that

Activity

What Am I Good At?

Some people are good at sport, some people are good at dancing, some people are good at writing, some people are good at making people laugh. We are all good at different things.

Colour what you are good at. Add two of your own.

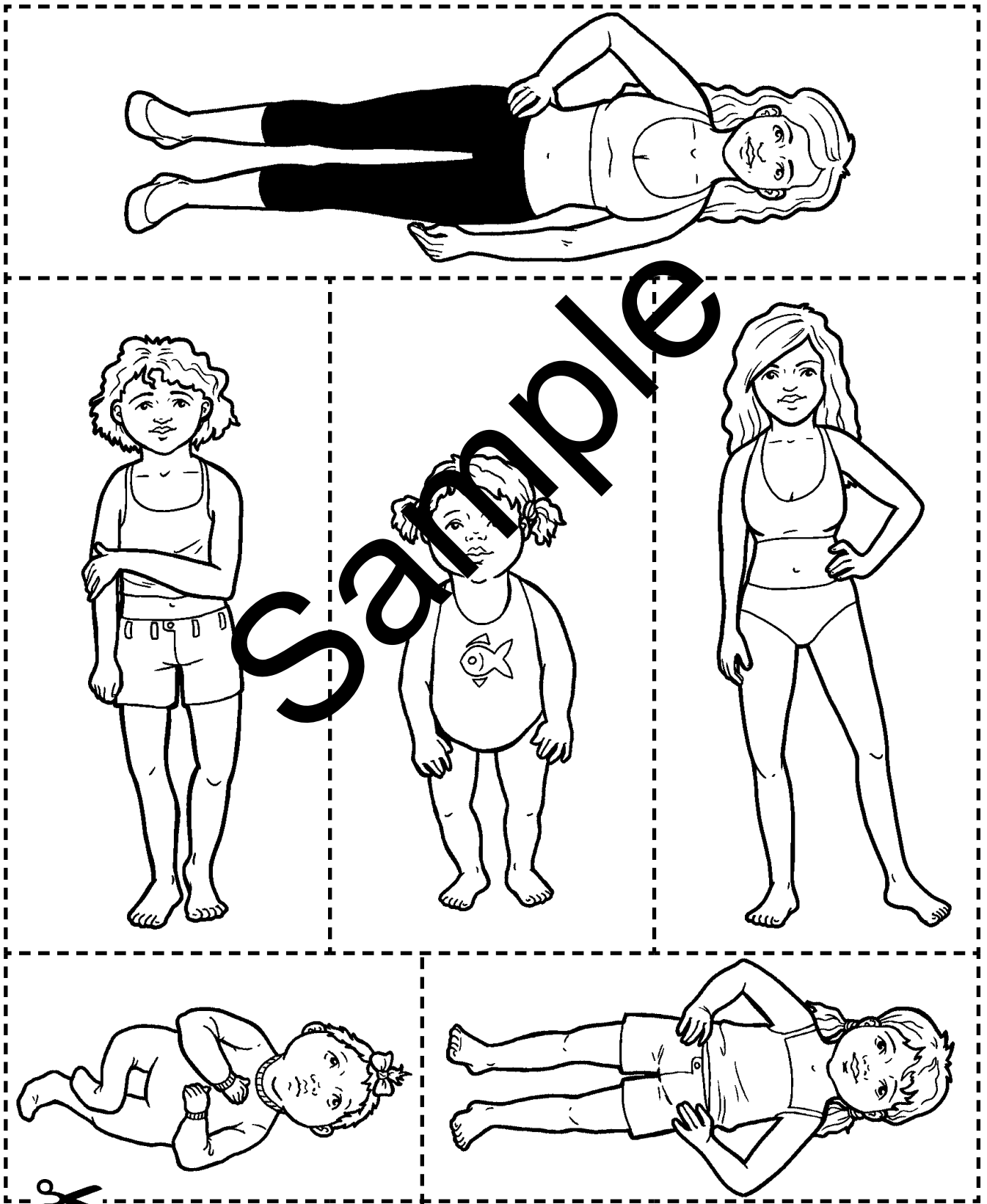


Activity

Growing Bodies 2

As we get older, we grow taller and our bodies change.

- Cut out the figures and arrange them in your workbooks from youngest to oldest.

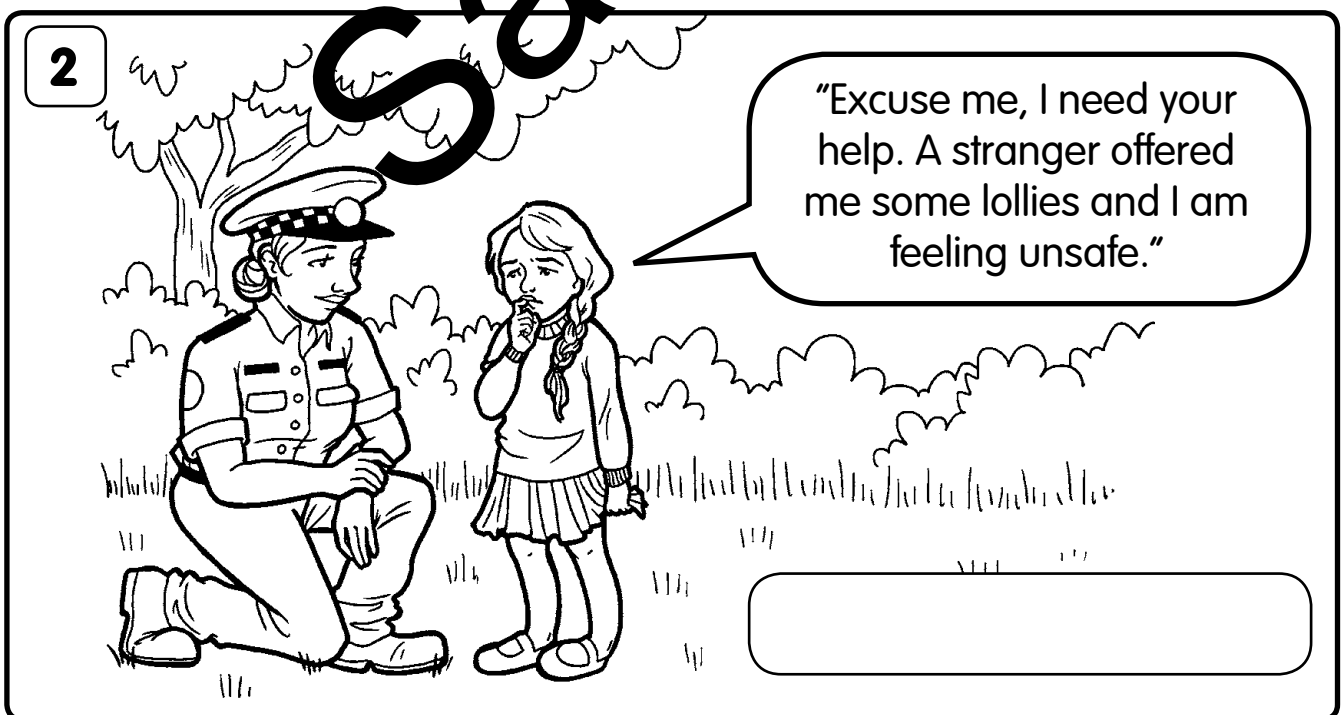
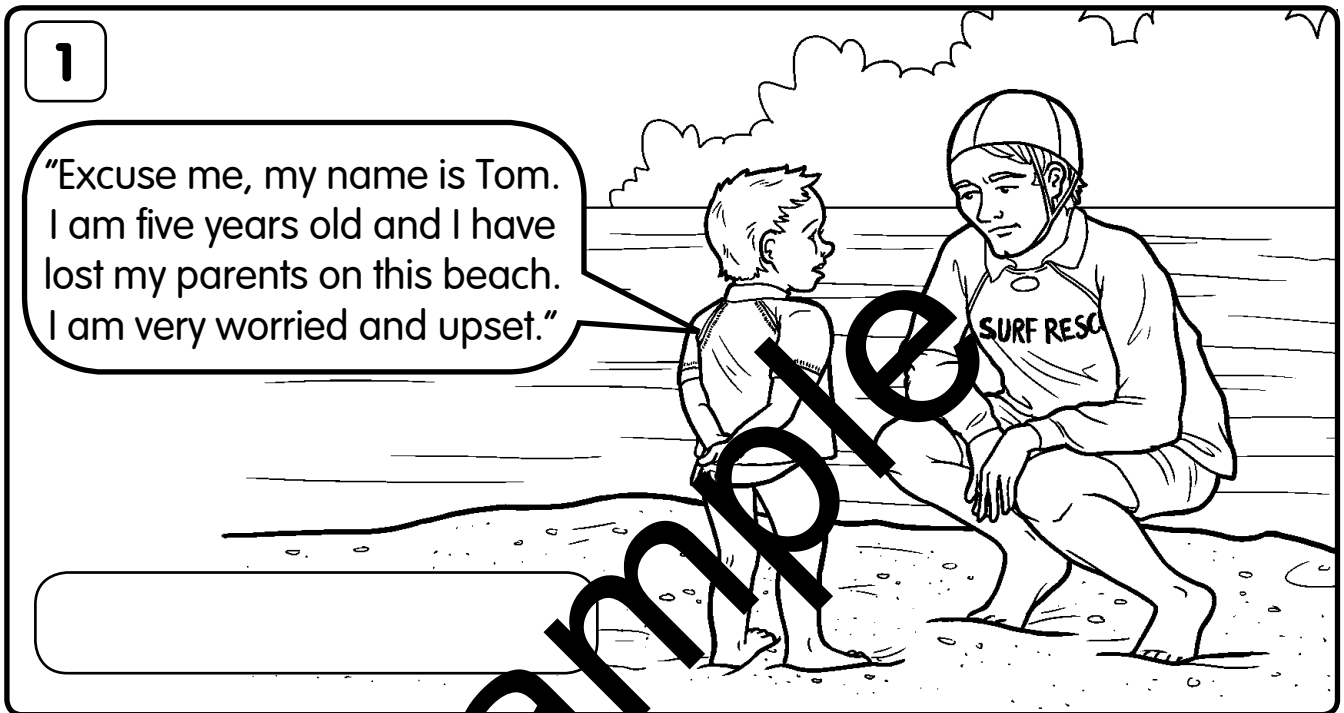


Activity

People Who I Trust

There are people in the community who can help you to stay safe.
If you ever feel unsafe, you must ask these people for help.

- Write down the name of each trusted person pictured below. Colour and say the words inside the speech bubbles which ask these people for help. Practise asking people for help as a class.



- On the back of this sheet, draw a picture of the people who take care of you at home and make you feel safe.

Activity Including Everyone In Physical Activities

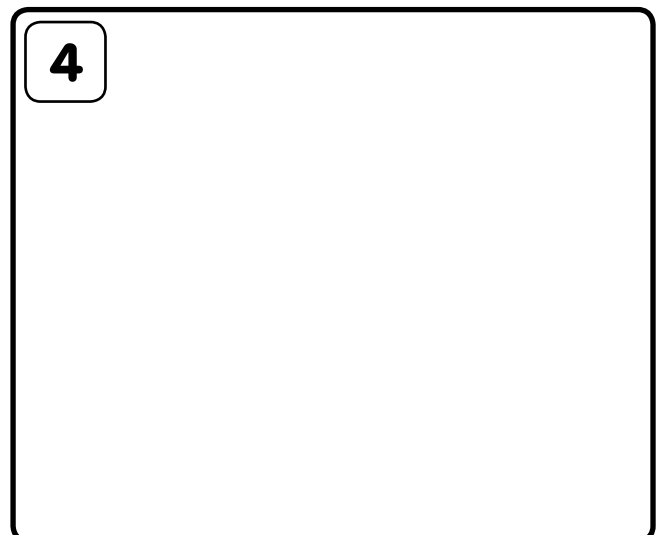
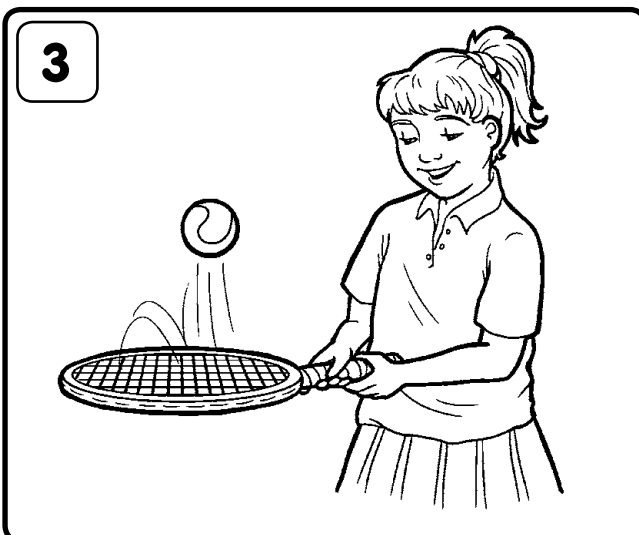
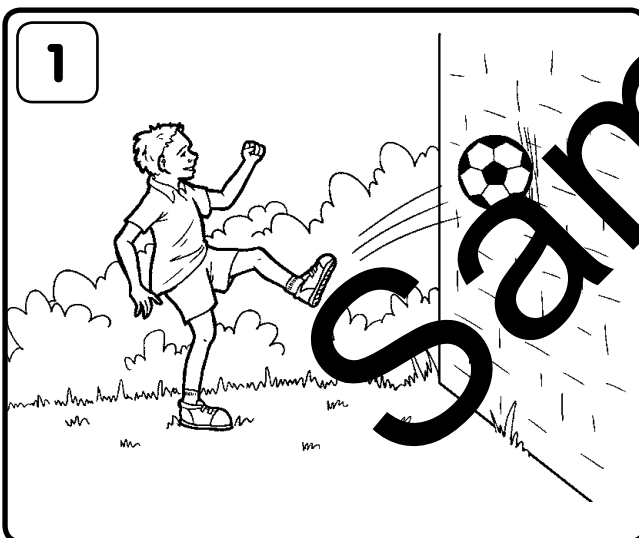
It is fun to play games with other students rather than by yourself. Here are some exercises with one ball that include two people:

- a. pass or bounce the ball to each other;
- b. take turns shooting the ball into a net;
- c. take turns trying to dribble the ball past each other.

Write down another:



- Look at the pictures. Get into pairs and say how each child could include other students. Draw a picture which shows a game that needs lots of students to participate.



Medicines can be dangerous if they are not taken correctly or when needed. You should only take medicine if a doctor or adult who you trust, tells you that you need it to make you feel better. Sometimes you don't need medicine because sleep and/or water are enough to make you feel better.



- Use the numbers 1, 2, 3 and 4 to show the correct order of things to do before you take medicine.

