

EARLY ADOLESCENT **MODULES**

The content addressed in this section will contribute to the achievement of the *Curriculum Framework Health and Physical Education Learning Area Outcomes* in the context of *Growth and Development, Lifestyle Choices* and *Playing the Game*. The content has been listed under the content organisers from the Early Adolescent Phase of the *Health and Physical Education K-10 Scope and Sequence*.



MODULE ONE: BE MORE ACTIVE

Key Understandings

Key Skills

Focus 1: *The benefits of lifelong physical activity.*

- You need at least 60 minutes of moderate to vigorous physical activity every day to stay healthy.
 - You should spend no more than two hours a day using electronic media for entertainment.
 - Regular lifelong physical activity has physical, mental and social benefits.
 - A range of factors influence your decision to engage in regular physical activity.
 - Different activities have a different effect on the body e.g. aerobic, muscles/bone strengthening, stretching.
 - Teachers, parents, friends, the media, health clubs, sporting clubs and professionals are important sources of information and support.
- Share your opinions about a range of physical activities and sport.
 - Identify the benefits of engaging in regular physical activity.
 - Monitor your physical activity levels.
 - Identify barriers and enablers to engaging in regular physical activity.
 - Make decisions to overcome barriers to regular physical activity.

Focus 2: *A plan for action.*

- By making lifestyle choices and acting on them you can reduce the risk of developing lifestyle diseases.
 - There are people in your community who can help you plan a healthy lifestyle.
- Apply decision-making skills.
 - Develop and implement a plan to improve your health.
 - Monitor the implementation of your healthy lifestyle plan.
 - Evaluate the success of your plan.

MODULE TWO: DRINK WATER

Key Understandings

Key Skills

Focus 1: *Why water is best - for your health, wallet and the environment.*

- You need 6-8 glasses of water every day to maintain most body functions.
 - Your body is comprised of about 60% water. You lose water through breathing, sweating and going to the toilet and need to replace this.
 - There are times when extra water needs to be consumed to stay healthy (e.g. when being active, in hot environments and when ill).
 - There are a range of factors that influence your drink choices.
 - Choosing water over alternate drinks has health benefits.
 - Tap water has health, environmental and economic advantages over bottled water.
- Monitor your energy intake from drinks through the use of a drink diary.
 - Identify factors that influence what you drink.
 - Identify health, environmental and economic consequences to drinking alternate drinks and bottled water on a regular basis.
 - Identify ways to encourage family and friends to drink more water or healthier options.



MODULE THREE: EAT HEALTHY FOOD

Key Understandings	Key Skills
<i>Focus 1: Factors influencing food choices.</i>	
<ul style="list-style-type: none">• Your body needs a variety of nutritious foods every day to function properly and prevent diseases.• Many factors influence food choices e.g. culture, skills, knowledge, price, convenience, media, peers and mood.• 'Green,' 'amber' and 'red' traffic light colours are used to categorise food and drinks provided by schools to demonstrate their relative nutritional value and levels of fat, saturated fat, sugar and salt.	<ul style="list-style-type: none">• Identify factors that influence your food choices.• Share your opinions on factors that influence food choices.• Identify fast foods that are healthier options.• Assess the foods provided in your school canteen to determine whether they are 'green', 'amber' or 'red'.
<i>Focus 2: Getting the balance right.</i>	
<ul style="list-style-type: none">• Eating too much can cause obesity, heart disease, type 2 diabetes and some cancers.• You need to balance the energy you consume in your diet with the energy you expend on physical activity to prevent obesity.• Large and supersize serving sizes contribute to overeating.• To reduce your energy intake you need to eat less processed food and more whole grain cereals, fruit and vegetables.• There are people in your community who are important sources of information and support.	<ul style="list-style-type: none">• Monitor your daily energy intake and expenditure.• Understand serve sizes.• Identify the energy dense foods you consume.• Evaluate the total energy content of foods by reading their nutrition information panels.• Share your knowledge and opinions about energy intake versus energy expenditure.• Monitor your family's diet.

MODULE FOUR: BEAT DISEASE

Key Understandings	Key Skills
<i>Focus 1: Identifying choices that prevent lifestyle diseases.</i>	
<ul style="list-style-type: none">• Healthy choices can prevent a range of lifestyle diseases such as type 2 diabetes, heart disease and some cancers.• Important lifestyle choices include being active, drinking water and eating a healthy diet.• There are resources on the prevention of lifestyle diseases readily available.	<ul style="list-style-type: none">• Share your opinions about a range of lifestyle diseases and how to prevent them.• Identify more than one option in relation to maintaining a healthy lifestyle to prevent disease.
<i>Focus 2: Taking action to make sure you live a happy and healthy life.</i>	
<ul style="list-style-type: none">• By making healthy choices you can reduce the risk of developing diseases.• There are people in your community who can help you reduce the risk of developing lifestyle diseases.	<ul style="list-style-type: none">• Apply decision making skills.• Develop and implement a plan to improve your health.• Monitor the implementation of your healthy lifestyle plan.• Evaluate the success of your plan.



OVERVIEW OF EARLY ADOLESCENT MODULE ONE: BE MORE ACTIVE

Knowledge & Understandings	Interpersonal Skills	Self Management Skills
<p>The meaning and dimensions of health</p> <ul style="list-style-type: none">• People's attitude to regular physical activity varies.• You need to engage in at least 60 minutes of moderate to vigorous physical activity every day.• You should spend no more than two hours a day using electronic media for entertainment.• A positive attitude towards physical activity affects positive health behaviours. <p>Growth and development</p> <ul style="list-style-type: none">• A range of factors influence your decision to engage in regular physical activity.• A range of factors make it easier to engage in regular physical activity.• Different activities have different effects on your body e.g. aerobic vs. muscle/bone strengthening. Social and emotional wellbeing• Regular physical activity has physical, mental and social benefits. <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none">• Facilities and services are available in your community to promote regular physical activity.• Your actions can encourage friends and family to engage in physical activity. <p>Resources and consumer skills</p> <ul style="list-style-type: none">• Teachers, parents, friends, the media, health clubs, sporting clubs and professionals are important sources of information and support relating to regular physical activity. <p>Playing the game</p> <ul style="list-style-type: none">• You have responsibilities as a player.• Your attitude to sportsmanship is important.	<p>Communicating</p> <ul style="list-style-type: none">• Expressing opinions about a range of physical activities and sport.• Monitoring own and others' non-verbal behaviours and active listening skills.• Understanding the emotional states of others. <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none">• Selecting, applying and adjusting skills when collaborating to achieve group goals. <p>Leading, initiating and facilitating</p> <ul style="list-style-type: none">• Showing independence and initiative in group activities.• Convincing others to share a particular point of view.	<p>Managing emotions</p> <ul style="list-style-type: none">• Identifying how family, peers, teachers and the media can influence your attitude towards physical activity.• Using positive 'self talk' and understanding the link between thoughts, feelings and behaviour. <p>Reviewing the situation</p> <ul style="list-style-type: none">• Identifying barriers and enablers to engaging in regular physical activity.• Investigating the sporting and physical activity resources available in your community. <p>Planning before deciding</p> <ul style="list-style-type: none">• Making decisions to overcome barriers to regular physical activity.• Identifying more than one option in relation to physical activities you can undertake.• Considering people, resources and skills required to maintain lifelong physical activity.



FOCUS 1: THE BENEFITS OF LIFELONG PHYSICAL ACTIVITY

Key understandings

- You need at least 60 minutes of moderate to vigorous physical activity every day to stay healthy.
- You should spend no more than two hours a day using electronic media for entertainment.
- Regular lifelong physical activity has physical, mental and social benefits.
- A range of factors influence your decision to engage in regular physical activity.
- Different activities have a different effect on the body e.g. aerobic, muscles/bone strengthening, stretching.
- Teachers, parents, friends, the media, health clubs, sporting clubs and professionals are important sources of information and support.

Key skills

- Share your opinions about a range of physical activities and sport.
- Identify to the benefits of engaging in regular physical activity.
- Monitor you physical activity levels.
- Identify barriers and enablers to engaging in regular physical activity.
- Make decisions to overcome barriers to regular physical activity.

Teacher Notes	Activities						
<p>Preparation: Several large sheets of butchers paper.</p> <p>Content: All body parts and organs benefit for regular physical activity. These include the heart, lungs, muscles and most large organs because physical activity prevents fat from forming around them.</p>	<p><i>Initiate discussion about the benefits of being involved in Take the Challenge.</i></p> <p>1. Create posters, using cartoon characters such as Healthy Croc in the type 2 diabetes DVD, that show the changes to various body parts in the following case:</p> <ul style="list-style-type: none">o From a person who has been inactive for some time.o To a person who is now enjoying regular physical activity e.g. <table border="1" data-bbox="807 1167 1386 1821"><thead><tr><th data-bbox="807 1167 1098 1211">Unhealthy heart</th><th data-bbox="1098 1167 1386 1211">Healthy heart</th></tr></thead><tbody><tr><td data-bbox="807 1211 1098 1543"></td><td data-bbox="1098 1211 1386 1543"></td></tr><tr><td data-bbox="807 1543 1098 1821"></td><td data-bbox="1098 1543 1386 1821"></td></tr></tbody></table>	Unhealthy heart	Healthy heart				
Unhealthy heart	Healthy heart						



Teacher Notes

Preparation: Photocopy Guidesheet 1: *How do you spend your time?* and Guidesheet 2: *Evaluate your current physical activity levels*, one for each student.

Preparation: Newspapers and magazines with images of active and inactive people.

Content: Focus on the popular images used in the media to represent the following:

- Sporting men and women e.g. sporting stars.
- Inactive men and women e.g. Homer Simpson.

Preparation: Photocopy Appendix 5A: *Australia's Physical Activity & Sedentary Behaviour Guidelines for Young People (5 - 12 Years)*, or Appendix 5B: *Australia's Physical Activity & Sedentary Behaviour Guidelines for Young People (13 - 17 Years)*, one for each student.

Write the discussion questions on the whiteboard.

Content: Explain that less than 50% of WA school children are getting enough physical activity and 75% are spending more than two hours a day using electronic media for entertainment. The Australian physical activity recommendations are that children and adolescents need at least 60 minutes of moderate to vigorous physical activity and less than two hours screen time every day to stay healthy.

Activities

Introduce the topic by having students consider all the activities in which they are currently involved, including those in Take the Challenge.

1. List all the activities you did last week (including the estimated time you spent on each) on Guidesheet 1. Calculate the following:
 - o The total time spent being physically active over one month/one year/50 years.
 - o The total time spent watching TV/playing computer games/using the computer for entertainment over one month/one year/50 years.
2. Use Guidesheet 2 to evaluate your current level of physical activity.

Introduce the topic by discussing the stereotypes portrayed in the media of active and inactive people. Pose the question: What role does the media play in influencing students' decisions to be physically active?

1. Cut out/collage pictures showing positive and negative images of people involved in physical activity. Do the same with people who are not involved in physical activity.
2. Look at the completed collages and discuss stereotypes.
3. In small groups discuss what influences the amount of physical activity you do e.g. the weather.
4. Conduct an audit of the school or local community on the spaces, people and equipment available for physical activity.
5. Explain the reasons why the area/equipment does or doesn't get used.

Pose the question: Do you achieve at least 60 minutes of physical activity and less than two hours screen time for entertainment every day?

Discuss:

- o Are these realistic targets for you to reach? Why/why not?
- o What activities do you consider involve moderate physical activity?
- o What activities do you consider involve vigorous physical activity?
- o Does your family or friends' attitude to physical activity affect whether you are physically active or not?
- o Does the amount of time your family and friends spend watching TV and playing computer games have an effect on the amount of time you spend on these activities?
- o How could you encourage your family and friends to be more physically active?



Teacher Notes

Content: Explain that there are four different classifications of physical activity:
Aerobic – involves ‘huff and puff’, an increased heart rate and makes your heart and lungs stronger e.g. running, swimming, walking, cycling and dancing.

Stretching - improves your flexibility and ability to fully move your joints e.g. shoulder, arm, leg and side stretches or alternative activities like Pilates or yoga.

Muscle-strengthening - improves the strength, power and endurance of your muscles – e.g. pushups, sit-ups and climbing stairs.

Bone-strengthening - improves your bone density by your feet, legs or arms supporting your body’s weight and your muscles pushing against your bones – e.g. running, walking and jumping rope.

Activities

Explain to the students that they will be designing a circuit incorporating the four different types of physical activity. Their circuit will be incorporated into Take the Challenge activities.

Tasks:

1. Select even teams and give your team a name.
2. Select a name for your circuit activities e.g. ‘Boot Camp for Kids’ or ‘Let’s Get Physical’ etc.
3. Design a circuit of no more than four physical activities.
4. Include a physical activity from each classification i.e. aerobic, stretching, muscle and bone strengthening.
5. Design your circuit so that minimal equipment is required e.g. using the wall, floor or partner.
6. Every day teams will lead the other teams through 2-3 sets of their circuit.

ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Conduct an audit of the school grounds to see how conducive they are for being physically active. Review items such as playground markings, cycle and footpaths, availability and ease of access to sports and play equipment. Make recommendations to the Principal/School Board about suggested improvements.
- Write a letter to the local media inviting public officials and community members to visit the school to view healthy lifestyle initiatives e.g. whole school garden, regular physical activity program and healthy canteen. Discuss partnerships with key agencies in the community to ensure the sustainability of the initiative.
- Interview family members about their sporting/physical activity experiences when they were young and now.

EXTENSION ACTIVITIES



Design a poster to advertise a local sporting club or physical activity and display around the school.

SUPPLEMENTARY RESOURCES

- CAPANS survey. See URL: <http://www.beactive.wa.gov.au/> Look for CAPANS 2008.



FOCUS 2: A PLAN FOR ACTION

Key understandings

- By making healthy choices and acting on them you can reduce the risk of developing lifestyle diseases.
- There are people in your community who can help you plan a healthy lifestyle.

Key skills

- Apply decision-making skills.
- Develop and implement a plan to improve your health.
- Monitor the implementation of your healthy lifestyle plan.
- Evaluate the success of your plan.

Teacher Notes	Activities
<p>Preparation: Photocopy Appendix 6: <i>My SMART Goal</i>, one for each student.</p> <p>Content: A 'SMART Goal' setting requires a plan, framework and practice.</p> <p>At the start of <i>Take the Challenge</i>, students develop a week by week plan to continue to meet the goals for each of the FOUR Key Messages:</p> <ul style="list-style-type: none">o Be more activeo Drink watero Eat healthy foodo Beat disease.	<p><i>Start by revising 'My SMART Goal' in Appendix 6. Remind students about the importance of planning, implementing and monitoring goals. These goals will be set before students commence the Take The Challenge program.</i></p>



OVERVIEW OF EARLY ADOLESCENT MODULE TWO: DRINK WATER

Knowledge & Understandings	Interpersonal Skills	Self Management Skills
<p>The meaning and dimensions of health</p> <ul style="list-style-type: none">• Drinking water optimises personal health.• Healthy people drink 6-8 glasses of water every day. <p>Growth and development</p> <ul style="list-style-type: none">• There are a range of personal actions that can increase how much water you drink every day.• Water plays a role in almost all body functions.• There are times when extra water needs to be consumed to stay healthy (e.g. when being active, hot environments and when ill). <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none">• Reducing the consumption of juices, sports, energy and soft drinks is a healthy option.• Your actions can encourage friends and family to drink water more regularly. <p>Resources and consumer skills</p> <ul style="list-style-type: none">• Juices, sports, energy and soft drinks are expensive and not as healthy as water.• There are healthier options to these products.• Tap water has health, environmental and economic advantages over bottled water.	<p>Communicating</p> <ul style="list-style-type: none">• Expressing opinions about a range of drinks.• Monitoring own and others' non-verbal behaviours and active listening skills.• Understanding the emotional states of others. <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none">• Selecting, applying and adjusting skills when collaborating to achieve group goals. <p>Leading, initiating and facilitating</p> <ul style="list-style-type: none">• Showing independence and initiative in group activities.• Convincing others to share a particular point of view.	<p>Monitoring</p> <ul style="list-style-type: none">• Monitoring your water intake (tap and bottled).• Monitoring your energy intake from the drinks you consumed yesterday. <p>Reviewing the situation</p> <ul style="list-style-type: none">• Taking responsibility for your regular intake of water.• Identifying health, environmental and economic consequences of drinking packaged drinks on a regular basis.• Encouraging family and friends to drink more water. <p>Planning before deciding</p> <ul style="list-style-type: none">• Identifying healthier alternatives to juices, sports, energy and soft drinks.



FOCUS: WHY WATER IS BEST – FOR YOUR HEALTH, WALLET AND THE ENVIRONMENT

Key understandings

- You need 6-8 glasses of water every day to maintain most body functions.
- Your body is comprised of about 60% water. You lose water through breathing, sweating and going to the toilet and need to replace this.
- There are times when extra water needs to be consumed to stay healthy (e.g. when being active, in hot environments and when ill).
- There are a range of factors that influence your drink choices.
- Choosing water over alternate drinks has health benefits.
- Tap water has health, environmental and economic advantages over bottled water.

Key skills

- Monitor your energy intake from drinks through the use of a drink diary.
- Identify factors that influence what you drink.
- Identify health, environmental and economic consequences to drinking alternate drinks and bottled water on a regular basis.
- Identify ways to encourage family and friends to drink more water or healthier options.

Teacher Notes

Preparation: Photocopy Guidesheet 3: *Getting the balance right: Drinks and physical activity*, one for each student.

Empty drink containers – include a soft drink, energy drink, sports drink, juice and water.

Content: Explain that most energy, sports and soft drinks contain high levels of energy, sugar and few or no other nutrients.

Activities

Answer these questions:

1. Investigate the short term and long-term effects of drinks that contain high levels of energy, sugar and few or no other nutrients.
2. Complete Table 1 on Guidesheet 3 by reading the food label and the nutrition information panel on the drink containers. Record the size of the container and using the Qty per 100ml column in the nutrition information panel, the energy in kilojoules (kJ) of each drink.
3. Calculate the total energy content in each drink (i.e. the total energy content of the whole container/bottle) and record in Table 1. Calculate the scenarios for Joe, the 12 year old boy.
4. In Table 2, estimate how much energy you consumed yesterday from drinks.
5. Assuming you expend the same amount of energy as Joe does doing these activities, how many minutes would you need to burn off the drinks you consumed yesterday?



Teacher Notes

Preparation: Energy and sports drinks advertisements from a variety of media, including a TV commercial.

Content: The influence of marketing and advertising companies on your decision to consume certain products is considerable. A variety of media target young people and encourage them to buy energy and sports drinks. Specific techniques are used e.g. by using celebrity or sporting star endorsements, etc. Students should be made aware of these techniques.

Preparation: Sheets of butchers paper for group work.

Write the following headings on one sheet for students to copy:

Health reasons
Environmental reasons
Economic reasons.

Activities

Introduce the topic by showing excerpts from TV commercials that target sports and/or energy drinks.

1. Find examples of sport and energy drink advertisements in the media e.g. TV, magazines etc. Take note of the key images, music used and related positive/negative pictures/words.
2. Describe what you hear, see and feel as a result of viewing these advertisements.
3. What are the main messages? Do these have anything to do with the actual product? How is the company trying to influence you to buy their product?
4. What can you do to make an informed choice about what you buy?

*Introduce the topic by sharing this statement:
Tap water is a better option than bottled water and other packaged drinks.*

1. Work in groups. On a sheet of butchers paper write one of the headings provided to you by the teacher.
2. List as many reasons as you can think of under your allocated heading about the benefits of tap water over packaged drinks, including bottled water. Rotate sheets until all groups have considered the three issues. Group leaders summarise findings.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Identify how much waste there is from drink containers at the school. Identify how much waste there is from drink containers at home. Visit the recycling plant or equivalent to see what happens to these drink containers. Make recommendations and present findings to the school principal, School Board/Council or the Parents and Friends group.
- Write, develop and perform a play or rap song at the school assembly on a commonly consumed sports or energy drink.

EXTENSION ACTIVITIES

English	The Arts
Writing and Viewing	Media Processes

Draw a funny, informative cartoon strip about the life-cycle of one of the following: glass drink bottle, aluminium drink can, paper cup and/or plastic drink bottle.

View and critique a range of print advertisements for soft drinks, energy drinks and juices. Using similar codes and conventions, design an advertisement to promote the consumption of tap water.

Science	Technology and Enterprise
Life and Living	Technology Processes

Using the food label, identify the additives in a popular energy and / or sports drink. List the contents. Research these to find out what effect they have on your body.

Design a message of no more than 140 characters that could be broadcast over Twitter network, to encourage young people to drink more water.

Research the health benefits and dangers of consuming diet drinks.
Why is water a better option?

Design a website about the dangers of drinking sports and energy drinks.

Mathematics	
Number	

Calculate the cost per litre of the various forms of liquids you drink e.g. tap, bottled water, mineral water, juice, soft, sports and energy drinks.
Calculate the cost of your favourite family drink over a 12 month period.
Calculate the cost per litre of the drinks in your family refrigerator. Calculate the cost per litre of tap water. Compare and discuss the differences.

SUPPLEMENTARY RESOURCES:

- Sports drinks review and comparison in *Choice Magazine* online. See URL: <http://www.choice.com.au/> and search for Sports Drinks.
- Information on food additives and their role at <http://www.foodstandards.gov.au/>
- An energy expenditure calculator can be found at <http://www.eatforhealth.gov.au/node/add/calculator-energy>
- WA Department of Education. See URL: <http://www.det.wa.edu.au/healthyfoodanddrink>.

Note:

Children or adolescents should not consume energy drinks due to the high levels of caffeine. For more information on this topic, refer to the School Drug Education and Road Aware resource *Challenges and Choices: Early Adolescence* page 346.



OVERVIEW OF EARLY ADOLESCENCE MODULE THREE: EAT HEALTHY FOOD

Knowledge & Understandings	Interpersonal Skills	Self Management Skills
<p>The meaning and dimensions of health</p> <ul style="list-style-type: none">• A healthy diet optimises health and prevents lifestyle diseases. <p>Growth and development</p> <ul style="list-style-type: none">• Personal actions can increase the variety of food in your diet and promote health.• Physical activity affects food intake. <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none">• Your actions can encourage friends and family to enjoy a wide variety of nutritious foods.• Many factors influence food choices e.g. culture, skills, knowledge, price, convenience, media, peers and mood. <p>Resources and consumer skills</p> <ul style="list-style-type: none">• 'Green', 'amber' and 'red' traffic light colours are used to categorise food and drinks provided in schools to demonstrate their relative nutritional value, levels of fat, saturated fat, sugar and salt.• There are people in your community who are important sources of information and support.	<p>Communicating</p> <ul style="list-style-type: none">• Expressing opinions about a range of food choices.• Monitoring own and others' non-verbal behaviours and active listening skills.• Understanding the emotional states of others. <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none">• Selecting, applying and adjusting skills when collaborating to achieve group goals. <p>Leading, initiating and facilitating</p> <ul style="list-style-type: none">• Showing independence and initiative in group activities.• Convincing others to share a particular point of view.	<p>Reviewing the situation</p> <ul style="list-style-type: none">• Taking responsibility for your diet.



FOCUS 1: FACTORS INFLUENCING FOOD CHOICES

Key understandings

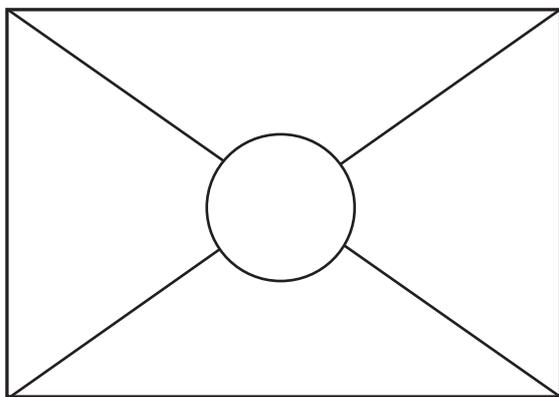
- Your body needs a variety of nutritious foods every day to function properly and prevent diseases.
- Many factors influence food choices e.g. culture, skills, knowledge, price, convenience, media, peers and mood.
- 'Green,' 'amber' and 'red' traffic light colours are used to categorise food and drinks provided by schools to demonstrate their relative nutritional value and levels of fat, saturated fat, sugar and salt.

Key skills

- Identify factors that influence your food choices.
- Share your opinions on factors that influence food choices.
- Identify fast foods that are healthier options.
- Assess the foods provided by your school canteen to determine whether they are categorised as 'green', 'amber' or 'red'.

Teacher Notes

Preparation: Butchers paper for a Placemat cooperative learning activity e.g.



Activities

Explain to the students that they will be examining factors that influence their food choices. Divide the class into groups.

1. Divide your group's butchers paper into quarters. Mark out a circle in the middle.
2. Using the quadrant on the paper closest to you, individually brainstorm this topic: What factors influence our food choices?
3. Combine your groups ideas on what influences your food choices. Discuss common ideas and write them in the centre circle.
4. Report your groups findings back to the class.

Preparation: Photocopy Appendix 8: *What's on the menu for WA schools*, and the school canteen menu, one for each group

Content: Fast foods are often identified as being nutritionally undesirable with the perception that they are high fat, saturated fat, sugar and/or salt takeaways.

However all the food sold in school canteens are fast foods as are pieces of fruit.

Students need to identify fast foods that are healthier choices.

'Red' food and drinks are not to be provided in public school settings.

1. In a group, discuss what you understand by the term 'fast food'. Write down a group definition.
2. List the reasons why fast food is popular.
3. Make a list of your group's favourite fast foods.
4. Categorise each of the foods on your list as either 'green', 'amber' or 'red', [Hint: Use Appendix 8: *What's on the menu for WA schools?*]
5. What category was the most common? The least?
6. Either by visiting your school canteen or reviewing the canteen's menu - identify all the fast foods sold in the canteen.
7. Revise your group's list of favourite fast foods and recommend alternatives that are 'green' foods.
8. Do you need to revise your groups definition of a fast food?



Teacher Notes

Preparation: A TV 'junk' food advertisement targeting children.

Content: Children are valuable consumers.

They:

- Influence their parent's purchases.
- Develop their own 'brand' loyalties, which if strong enough will last a lifetime.
- Have access to money.

Children are a major target for food marketing companies. The average Australian child is exposed to over 3,500 TV food advertisements a year. About 60% of these are for 'junk' foods.

Activities

In groups, answer the following questions:

1. What is being advertised and who is the target?
2. Identify the techniques used to promote the product?
3. Would you buy this product? Why?
4. Is this advertisement effective? Why?
5. Develop a checklist for your peers to assess food advertisements.
6. Share your results with your class.

ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- As a class, develop and conduct a survey of the food advertisements shown during two hours of children's television viewing time. Collate the class results and divide the advertisements into those advertising 'sometimes' foods to 'everyday' foods.
- Extrapolate the results to one week, month and year. Write an article for the school newsletter describing the results and the possible implications on the health of children.
- Conduct a survey of the foods being advertised on the Internet sites students commonly visit.
- When visiting the local supermarket or community store, observe what foods are most accessible to students. What ones aren't? What ones are most accessible to small children? Are these advertised during children's television viewing times?
- Discuss what actions the class can take to promote the purchase of healthy food choices to children.
- Ask students to interview their family members and friends on what factors influence their food choices. Make a list. Discuss the differences between grandparents, parents and friends' responses.
- Invite a nutritionist, school nurse or diabetes educator to take the class on a supermarket or local shop tour.



EXTENSION ACTIVITIES

Society and Environment	English
Time, Continuity and Change	Viewing
<p>Research what influenced the food choices of an Indigenous community before European settlement.</p>	<p>Compare breakfast cereal packets. Who is the manufacturer targeting in their selections of colour, imagery, themes etc?</p> <p>View the video at URL: https://www.youtube.com/watch?v=49jDlaFp304</p> <p>Why was the video created? Who is the target audience and why? Develop and produce a class video targeting a fast food company who promotes high fat, saturated fat, sugar and / or salt foods to children.</p>

The Arts

Visual Arts Processes

Shelf talkers are a marketing strategy used by supermarkets to influence purchasing decisions. Design a shelf talker to use in the school canteen to promote food and drinks categorised as 'green'.

Alternatively design a shelf talker for use in your local community store. Use Appendix 3: *Nutrition Guide for Shoppers*, to determine the nutrition criteria for what foods on which to place the shelf talker. Ask your school nurse or health promotion officer to assist.

SUPPLEMENTARY RESOURCES

- Go on a 'virtual' supermarket tour.
See URL: www.foodcentsprogram.com.au/shop-smart/.
- WA Department of Education. See URL: <http://www.det.wa.edu.au/healthyfoodanddrink>.
- Information on supermarket tours. See URL: <http://www.foodcentsprogram.com.au>.



FOCUS 2: GETTING THE BALANCE RIGHT

Key understandings

- Eating too much can cause obesity, heart disease, type 2 diabetes and some cancers.
- You need to balance the energy you consume in your diet with the energy you expend on physical activity to prevent obesity.
- Large and supersize serving sizes contribute to overeating.
- To reduce your energy intake you need to eat less processed food and more whole grain cereals, fruit and vegetables.
- There are people in your community who are important sources of information and support.

Key skills

- Monitor your daily energy intake and expenditure.
- Understand serve sizes.
- Identify the energy dense foods you consume.
- Evaluate the total energy content of foods by reading their nutrition information panels.
- Share your knowledge and opinions about energy intake versus energy expenditure.
- Monitor your family's diet.

Teacher Notes	Activities
<p>Preparation: Photocopy Appendix 2B: <i>What is a serve?</i> One for each student. Snack food packets of foods commonly consumed by the class.</p> <p>Content: Eating too much can cause overweight and obesity. Today, to be competitive, food companies promote 'getting more for your money' by bigger packaging, meal deals and supersized meals. These are some of the reasons why people overeat:</p> <ul style="list-style-type: none">• 'Meal deals' too good to miss e.g. a drink, serve of fries with a burger for a few cents more than one item.• A larger serve of food or drink for a few cents more.• Food packaging offering an extra 50 - 100 grams for the same price.• Single items of food being sold that are larger than the recommended serve, e.g. pies, sausage rolls, muffins, cakes and biscuits.	<ol style="list-style-type: none">1. In groups, discuss examples of meal deals commonly offered by fast food outlets, either in your area and / or on TV. Which ones promote the over consumption of foods high in fat, sugar and / or salt? Which ones promote a balanced diet?2. Make a list of your favourite fast foods.3. Using Appendix 2B, work out the recommended serve size for each item on your list. How do these sizes compare with what you would eat? Discuss any differences.4. In the nutrition information panel on the food packets provided, find the serving size and servings per package. Compare these to the total weight of the food for the whole packet. Discuss the differences. How often would you eat the recommended serving size?5. Visit your school canteen and observe the serving sizes of the foods sold. Are they smaller, bigger or the same size as the recommended sizes?6. As a class, set up a recommended serve display of foods commonly consumed by students to show other classes and parents.



Teacher Notes

Content: The total amount of food students need depends on their age, sex, body size and level of physical activity.

Maintaining a healthy weight means balancing the energy going into your body (as food and drink) and the energy being used. To keep a healthy weight the energy from food must balance the energy used by your body for growth and repair, physical activity and to keep your bodily functions working.

Content: Energy dense foods are major contributors to overweight and obesity in children. This increases their risk of heart disease, type 2 diabetes and some cancers later in life. Most energy dense foods are high in fat, saturated fat and / or sugar with few other nutrients. Energy dense foods are easy to over consume.

Examples of energy dense foods are some takeaways, commercial products such as snacks, biscuits, pastries and confectionery.

Preparation: Photocopy Guidesheet 4: *Getting the balance right: Food and physical activity*, one for each student.

A selection of empty energy dense food packets students identified in the previous activity.

Content: Humans, like engines, convert fuel (food) into energy. The unit of energy is the kilojoule (kJ).

All foods containing carbohydrate, protein, fat and alcohol can be converted into energy. The energy value of foods is mainly determined by how much fat and water is found in the food. Foods that are pure fat (fats and oils) have the highest kJ value.

Deep fried foods, biscuits and confectionery contain a lot of fat and very little water and have high kJ values. Whereas fruit and vegetables have a lot of water and little or no fat and therefore, very low kJ values.

Activities

Explain that healthy eating habits, balanced with regular physical activity throughout life can reduce the risk of obesity and health problems such as heart disease, some forms of cancer and type 2 diabetes.

1. Find out how you can measure the energy value of the food you eat.
2. Find out how you can measure the energy that you expend through daily physical activities.
3. Record your total food intake for one day and calculate total energy intake. Record your total energy expended in the same period and compare the two figures.

1. Research what is meant by the term 'energy dense foods'. Start with URL: <http://www.choice.com.au/> and search for 'Foods that make kids fatter.'
2. With a partner, draw a T – chart with the headings Energy dense foods and Alternatives. Complete the T – chart by listing foods popular with students in each category.
3. Discuss with your partner which ones you enjoy, when and why.
4. Discuss ways to reduce the number and impact of energy dense foods in your diet.
5. Report back to your class.

Introduce the topic by explaining that energy intake from food eaten should be balanced by energy expended i.e. by physical activity. If the balance is wrong, i.e. if intake is greater than expenditure, over an extended period, the excess energy will be stored as body fat and you will gain weight. Some foods have more energy (kilojoules) than others and therefore more energy is required to burn them off.

1. In pairs, complete Guidesheet 4 by reading the nutrition information panels on the foods packets provided. Record the serving size and the energy in the Qty (quantity) per serving in the appropriate column.
2. Calculate the energy balance scenarios for Michaela, the 12 year old girl.
3. Discuss your findings with your class.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Ask students to design a survey to find out if people who shop in the local area understand the labels on the foods they buy. Collate the findings and discuss them as a class. Do shoppers need to know more about understanding labels on foods they are buying? If so, how could this be achieved?
- Invite a local expert e.g. nutritionist or school nurse to take the class on a supermarket tour.
- Visit the local supermarket or community store. Read the labels of some of the commonly purchased foods. Decide which foods are high in energy value.
- Invite a local expert on bush foods or endurance bush walker to talk about the food they need to carry to sustain their energy levels over long journeys.

EXTENSION ACTIVITIES

English	The Arts
Writing	Visual Arts Processes
Write a big picture book for younger students, that describes how to achieve the right balance between energy intake and energy expended.	Design a poster that shows foods that have a high energy value. On the same poster list physical activities that burn stored energy.

SUPPLEMENTARY RESOURCES

- How to read food labels. See URL: <http://www.foodstandards.gov.au/>
- Serve sizes. See URL: <http://www.eatforhealth.gov.au/food-essentials/how-much-do-we-need-each-day/what-serve>
- Sample daily food intake calculator. See URL: <http://www.eatforhealth.gov.au/eat-health-calculators>



OVERVIEW OF EARLY ADOLESCENCE MODULE FOUR: BEAT DISEASE

Knowledge & Understandings	Interpersonal Skills	Self Management Skills
<p>The meaning and dimensions of health</p> <ul style="list-style-type: none">• Healthy choices can prevent a range of lifestyle diseases such as type 2 diabetes, heart disease and some cancers. <p>Growth and development</p> <ul style="list-style-type: none">• There are a range of personal actions such as getting regular physical activity, drinking water and eating a healthy diet that can prevent lifestyle diseases. <p>Social and emotional wellbeing</p> <ul style="list-style-type: none">• Lifestyle choices such as physical activity and having friends improves social and emotional wellbeing. <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none">• Your actions can encourage friends and family to engage in a healthy lifestyle. <p>Resources and consumer skills</p> <ul style="list-style-type: none">• There are people and resources in the community who can help prevent lifestyle diseases.	<p>Communicating</p> <ul style="list-style-type: none">• Expressing opinions about a range of lifestyle risk factors.• Monitoring own and others' non-verbal behaviours and active listening skills.• Understanding the emotional states of others. <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none">• Selecting, applying and adjusting skills when collaborating to achieve group goals. <p>Leading, initiating and facilitating</p> <ul style="list-style-type: none">• Showing independence and initiative in group activities.• Convincing others to share a particular point of view.	<p>Reviewing the situation</p> <ul style="list-style-type: none">• Taking responsibility for your lifestyle choices.• Identifying the main risk factors for lifestyle diseases in your community. <p>Planning before deciding</p> <ul style="list-style-type: none">• Identifying more than one option in relation to healthy lifestyle options you and others can undertake.



FOCUS 1: IDENTIFYING CHOICES THAT PREVENT LIFESTYLE DISEASES

Key understandings

- Healthy choices can prevent a range of diseases such as type 2 diabetes, heart disease and some cancers.
- Important lifestyle choices include being active, drinking water and eating a healthy diet.
- There are resources on the prevention of lifestyle diseases readily available.

Key skills

- Share your opinions about a range of lifestyle diseases and how to prevent them.
- Identify more than one option in relation to maintaining a healthy lifestyle to prevent disease.

Teacher Notes	Activities
<p>Preparation: Photocopy Guidesheet 5: <i>Prevention of lifestyle diseases</i>, one for each student.</p> <p>Set up cooperative research groups.</p>	<p><i>Explain that by researching and sharing findings about specific lifestyle diseases, together we can find ways of overcoming and preventing them.</i></p> <ol style="list-style-type: none">1. In groups, choose one example of a lifestyle disease and research the following:<ul style="list-style-type: none">o What the disease is and the different names it might have.o The risk factors of the disease.o What ethnic groups have a higher and / or lower risk of developing this disease? Why?o Lifestyle choices that can prevent this disease.2. Share your research with the rest of the class. Check each others for accuracy.3. Use this information to create a short 3-5 minute skit that explains your chosen disease, the risk factors and ways to prevent it.4. Perform your skit at a school assembly, parent information night or to younger students at the school, ensuring that family and other community members have been invited.
<p>Content:</p> <p>Preventable diseases:</p> <ul style="list-style-type: none">o Heart diseaseo Type 2 diabeteso Some cancers. <p>Healthy lifestyle choices:</p> <ul style="list-style-type: none">o Regular physical activityo Eating a varied diet and drinking watero Staying connected to family and friendso Living a traditional lifestyle.	<p><i>Introduce the topic by explaining that some diseases are preventable if we are prepared to make healthy lifestyle choices.</i></p> <ol style="list-style-type: none">1. Brainstorm diseases that could be prevented by making healthy lifestyle choices.2. Write down the lifestyle choices that can prevent each disease and make a common list of those that will prevent all/most of the diseases researched.3. Develop strategies that promote healthy living e.g. keep a journal to monitor your levels of physical activity.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Students research the incidence of lifestyle diseases in their community compared to other communities. Contact local population health units for recent data or invite a health promotion officer to speak on the key risks factors in the community. Investigate healthy school community actions
See URL: <http://www.healthy-kids.com.au/>
and WA Health Promoting Schools Association website
see URL: <http://www.wahpsa.org.au/> (*S&E – Culture*).
- Ask students to investigate if heart disease, diabetes or cancer runs in their family. Ask parents or grandparents if they or any other relative has any of these diseases. Interview relatives and find out what age they first found out they had the disease, what were the symptoms and how they manage the disease?
- Invite family members to see the school play on healthy lifestyles and ask students to explain key ideas from their skit to their families.

EXTENSION ACTIVITIES

English	Languages
Writing and Listening and Speaking	Form and Features and Speaking
Send letters of invitation for your planned skit to parents and friends in the community.	Translate key parts of the script into a common or local language.

Technology and Enterprise
Systems
Find ways of using technology to engage the audience e.g. how will you cater for the deaf or partially deaf people in your audience, how will you amplify your voices, in what ways could you use props or lighting to enhance your play

SUPPLEMENTARY RESOURCES

- *The Diabetes Story*. See URL: <http://www.caac.org.au/> and search for The Diabetes Story. Also on the DVD.
- Information on type 2 diabetes. See URL http://www.diabeteswa.com.au/About_Diabetes/Type_2
- Information on heart disease. See URL: <http://www.heartfoundation.org.au/>.
- Information on cancers. See URL: <http://www.cancerwa.asn.au/prevention>.



FOCUS 2: TAKING FUTURE ACTION TO MAKE SURE YOU LIVE A HAPPY AND HEALTHY LIFE

Key understandings

- By making healthy choices you can reduce the risk of developing lifestyle diseases.
- There are people in your community who can help you reduce the risk of developing lifestyle diseases.

Key skills

- Apply decision-making skills.
- Develop and implement a plan to improve your health.
- Monitor the implementation of your healthy lifestyle plan.
- Evaluate the success of your plan.

Teacher Notes	Activities
<p>Preparation: Photocopy Appendix 6: <i>My SMART Goal</i>, one for each student.</p> <p>Content: A '<i>SMART Goal</i>' setting requires a plan, framework and practice.</p> <p>At the end of <i>Take the Challenge</i>, students are to make a poster detailing what they will do about improving their health.</p> <p>They need to focus on these FOUR Key Messages:</p> <ul style="list-style-type: none"> o Be more active o Drink water o Eat healthy food o Beat disease. 	<p>Start by revising '<i>My SMART Goal</i>' in Appendix 6. Remind students about the importance of planning, implementing and monitoring goals. They can use this stem:</p> <p>After the <i>Take the Challenge</i> program, I plan to:</p> <ul style="list-style-type: none"> o Be more active by: o Drink more water by: o Choose healthy foods by: o Beat disease by: o Monitor or measure the changes by: o Make my plan work by: o Use these resources to help me achieve my goal: o Achieve my goals by this day and date: o Seek support from: o Monitor myself by: o Celebrate my success by:

EXTENSION ACTIVITIES

English	Languages
Writing and Listening and Speaking	Form and Features and Speaking
Write a story about your experiences during the <i>Take the Challenge</i> program for the local newspaper. Send it to them for publishing.	Create a poster using a commonly used language from your community (other than English) that summarises your experiences in the <i>Take the Challenge</i> program. Display it in the community.
Technology and Enterprise	
Systems	

Create an interactive 'blog' about *Take the Challenge* that allows all class members to contribute.



1 CAN **10** SPOONS OF SUGAR



DRAW THE LINE ON GAINING WEIGHT

Grab a water instead. A 375ml can of regular non-diet soft drink contains around 10 teaspoons of sugar.

Image provided by the Draw the Line campaign.

TAKE THE CHALLENGE



EARLY ADOLESCENT GUIDESHEETS





GUIDESHEET 1

How do you spend your time?

Day	Physical time	Screen time
	Time spent being physically active.	Time spent watching TV, playing electronic games or using the computer for entertainment.
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		





GUIDESHEET 2

Evaluate your current physical activity levels

Using the information based on Guidesheet 1, evaluate your current level of physical activity

Were you pleased with your level of activity? Why/why not?

What might happen to you if you maintain your present level of physical activity for the next 50 years?

What might happen if you maintain your present level of TV watching for the next 50 years?

What physical activities do you enjoy most/least?

What factors influence your decisions to be physically active?

When you don't feel like being physically active but know that it's healthier than sitting watching TV, what sorts of things can you say to yourself to have a more positive attitude towards being physically active?

What sports/activities are there that you haven't tried but would like to one day?

Who in your family/community could help you try some of these activities?

How will you increase your levels of physical activity each day?





GUIDESHEET 3

Getting the balance right:
Drinks and physical activity

TABLE 1:

Drink Name	Size (mls)	Energy (kJ) per 100mls	Total Energy (kJ) per container/ bottle	Jogging - 30kJ/ minute	Walking - 20kJ/ minute	Watching TV & playing computer games - 4kJ/ minute
E.g. Water (8 glasses)	2000	0	0	0	0	0

Joe is a 12 year old boy who burns up 30kJ/minute jogging, how many minutes will it take him to burn up each of the drinks listed? When walking, he burns up 20 kJ/ minute and if watching TV and playing computer games only 4kJ/minute, how many minutes will it take him to burn up each of these drinks if doing these activities?



Recall what you drank yesterday. Calculate your total energy intake from drinks and estimate how long it will take you to burn up the energy you consumed from drinks, assuming your energy requirements are the same as Joe's?

TABLE 2: What I drank yesterday	Amount (mls)	Total Energy (kJ) per container/bottle	Jogging* - 30kJ/minute	Walking* - 20kJ/minute	Watching TV & playing computer games* - 4kJ/minute
TOTAL:					

How many minutes if you only drank water yesterday?

*Note: This is a hypothetical example. The total amount of energy expended varies between individuals and depends on age, sex and body mass.





Prevention of lifestyle diseases

Topic	Organisation	URL	Where to look
Obesity and heart disease	Heart Foundation Australia	http://www.heartfoundation.org.au	Healthy living.
Cancer	Cancer Council Western Australia	http://www.cancerwa.asn.au/prevention	Reduce your risk.
Cancer	Cancer Council Australia	http://www.cancer.org.au	Cancer smart lifestyles.
Type 2 diabetes	Diabetes WA	http://www.diabeteswa.com.au/Preventing_Diabetes	Reduce your risk.

Type 2 diabetes – Look at *The Diabetes Story* on DVD in this package. Your teacher, school nurse and local health promotion staff also have resources.

